

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Khider University BISKRA  
Faculty of Letters and Languages  
Department of Foreign Languages  
English Branch

**Enhancing the EFL learners' Pronunciation  
by Using Audio-Visual Aids in Teaching Pronunciation:  
A Case Study of Fourth Year Pupils  
at Medjedel Middle School(M'sila).**

Dissertation submitted in partial fulfilment for the requirements of the  
Master degree in Science of Languages.

Submitted By:

✕ Djouimaa Naasse  
✕ Ben makki Adel

Supervisor:

Mr: Tayeb Bouhitem

**Academic Year:2011/2012**

# Chapter One

## Introduction

English is a vehicle for international communication. In order to meet the demands of modern society, teachers of English need to pay more attention to the development of learner's competence and focus on more effective and successful methods. Unfortunately, teaching English in Algeria seems to have difficulties to deliver high pupil academic achievement especially in learning pronunciation. The situation triggered an investigation of this critical issue. This general introduction opens with a statement of the main issue investigated and presents the background to this study. Then, the rationale for the study designed on reasons which make the issue worthy of the research. The following sections state what the present research is about and describe its scope.

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

Pronunciation is a major tool by which a message can be transmitted clearly. Teaching and learning English language means teaching/learning its grammar, vocabulary, syntax, phonology, and even culture. The teaching process goes through the four skills namely listening, speaking, reading, and writing. This research is devoted to teaching pronunciation and trying to figure out the problems that hinder the learners of fourth year middle school pronounce the English language correctly, despite the fact that pupils learn pronunciation rules from their first year at middle school. The goal of teaching pronunciation is not as helping students to sound like native speakers ,but as helping them learn the core elements of spoken language so that learners can be understood by others on one hand and to express their ideas clearly on the other.

## **2.The Aim of the Study:**

It is said that accurate pronunciation for efficient communication. This research work aims at finding the reasons that fourth year middle school pupils fail in pronouncing English accurately. They learn the English pronunciation, but still they have problems in speaking the English language precisely. The objective of this research is to help teachers to diagnose the problems that the learners are facing in learning pronunciation and to find the fit solutions to these problems aiming to improve the teaching /learning pronunciation in middle schools. In the light of the pupils' need to learn a good pronunciation, the objective set for this research is to know how much is the effect of using the audio-visual materials in improving good pronunciation.

## **3.The Significance of the Study**

**Educational Significance:** To help the teachers of English diagnosing the problems of teaching pronunciation, and to find some remedies such as using audio-visual aids to make young learners at middle schools communicate in English effectively.

**Personal Significance:** As a future teachers, we are going to see if the use of audio-visual aids is worthy for teaching pronunciation and other aspects of English or not.

## **4. Research Questions**

In order to achieve the above stated objectives the study tries to answer the following questions:

- a.** Why do the fourth year learners of middle school fail to pronounce even though they learnt English pronunciation?
- b.** How much is the practice of pronunciation rules?
- c.** How often do teachers use audio-visual materials in teaching pronunciation?

**d.** To what extent do the audio-visual aids help the pupils to learn better pronunciation?

## **5. Hypothesis**

As the aim of the current study is to examine the nature of the relationship that may exist between pronunciation improvement and the use of audio visual aids instruction, the hypothesis is stated as follows:

If the teachers use audio-visual aids in teaching pronunciation, then the learners' pronunciation will be improved.

## **6. Methodology Design**

### **a. The Choice of the Method**

The choice of the method is dictated by the nature of the problem .The most important appropriate method for our study is an experimental design.. First, the participants are pre-tested prior the beginning of the experiment. After the pre-test, each group follows particular pronunciation instructions for one week (duration of the treatment). During the treatment period, the experimental group follows the teaching through audio visual aids method and the control group does not follow the same teaching instructions. At the end of the experiment, both groups are again post-tested. The collected data of the pre-test and the post test are calculated and compared via the mean and *t* test analysis.

### **b. Data Gathering Tools**

In this study in order to test our hypothesis and to collect data, it is better to put the target sample under observation through an experimental method as a data gathering tool in order to gain “ research-relevant information”. Thus, the experiment would help us to collect data about the status of and the problems that learners are encountering in learning pronunciation especially single vowel sounds.

### **c. Sampling**

The population targeted by this research work is fourth (4<sup>th</sup>) year pupils at the middle school of Medjedel. There are four classes at the level of fourth year, each class contains 40 pupils. Selecting a representative sample of the population under study is a necessity as we cannot deal with all the pupils in the middle school. We will decide to study a sample in order to draw conclusions about the whole population. The size of the sampling is 80 learners i.e.50% of the whole population.

### **d. Limitation of the Study**

Because of limited time, we are going to choose two classes only for our case study. To avoid bias, the two selected classes will be from the same middle school which is Sahuoan Ben Azouz Middle School Medjedel and they were taught by the same teacher(Mrs Rakai Ahmed). We will teach the first classroom a lesson about pronunciation without using audio-visual aids, and we will give them a test about the lesson. However, the second classroom will be taught the same lesson of pronunciation but with using a video tape of English pronunciation as a supporting device to help them understand the lesson and to produce pronunciation as the native speakers, and the same test will be given to them.

## **Chapter Two**

### **Initial Consideration in Teaching Pronunciation**

#### **Introduction**

Chapter two, which deals with initial consideration in teaching pronunciation, includes three elements namely learning pronunciation, intelligibility, and sound and spelling. Learning pronunciation speaks about the role of the teacher and the learner in one hand, and the factors that affect learning pronunciation in the other hand. Intelligibility summarises the factors that affect it, and its problems. The final element in this chapter, which is sound and spelling, deals with the English spelling system, the phonetic alphabet, spelling and pronunciation errors, rules and regularities; and linking, deletion and assimilation of sounds.

#### **I. Learning Pronunciation**

In the learning process, both the teacher's and the learner's role are very important. They are summed up as follows.

##### **1. The Teacher's Role**

Within the current trend in English Language Teaching ( ELT ), the intention is to raise the learner's awareness and to create a learning environment in which learners establish their own goals and learn to monitor their performance, thereby becoming consciously aware of their progress. Pronunciation is something that learners need to experience rather than think about it too much. Teachers can help their learners by ensuring that they focus strongly on listening and speaking skills in pronunciation lessons because perception and production skills play a major role in language use, language development, and language learning. Some written analysis is useful, but it should always lead to productive practice. In other words, the role of the teacher is to help learners perceive and produce sounds because it is impossible to expect learners producing sound that are not exist in their mother tongue or never heard

before. Therefore, if the learners learn how to listen carefully to their teachers when they produce sounds, then they will be able to produce sounds correctly.

Providing feedback is also one of the teacher's roles since the learners sometimes do not know if they are right or wrong. So the teacher is required to inform the learners of how they are progressing and what they need to focus on. The most useful feedback comes immediately after the response of the student. It should come in the form of descriptive praise if the student's work is good. On the other hand, if a student's response is incorrect the teacher should provide immediate correction to help remove the misconception and to supply accurate information about their performance as well as their progress.

The teacher is responsible in selecting the kind of activities and exercises that are helpful, taking into the consideration that the designed activities must suit the learning styles and approaches of the majority of the learners.

## **2. The Learner's Role**

The role of the learners is not only responding to their teacher but also taking actions toward their own learning as well as their improvement. As an effective element in the teaching / learning process, the learners of English have to direct their learning strategies towards promoting self-autonomy in and outside the classroom. As claimed by Benson "we are born self-directed learners" (36). In the classroom, the learner has to do many things to insure that output becomes input, for instance, taking notes, paying attention to the teacher, collaborating with the teacher and the classmates...etc. Outside the classroom, each learner is responsible for his/ her own progress by organizing data driven from the course, memorizing the courses, revising for the exam, surfing the web for more information about a specific point that needs more clarification, checking dictionaries...etc. All these strategies are beneficial for the learner; such strategies may lead to the development of the learners' competences in pronunciation including checking the transcription of every new word, especially if the

learner uses a notebook to record the new transcriptions and recall them whenever s/he speaks. This rehearsal activity (recall and practice) expands the scope of pronunciation learning and reinforces precise storage in long-term memory.

### **3. Factors Affecting Pronunciation Learning**

The pronunciation of any learner might be affected by a combination of factors which some researchers, for example, Celce-murcia, Brinton, and Goodwin (2000) believe that there are some factors promote or impede the mastery of pronunciation. These factors include age, personality, mother tongue influence, gender, and learning context. It is well acknowledged that age, personality, and L<sub>1</sub> background are the most important factors that affect learners' mastery of L<sub>2</sub> pronunciation. However, these factors are briefly summarized below.

#### **3.1. The Biological Factor**

It is one of the most important factors in the learning of foreign language especially pronunciation. According to the "Critical Period Hypothesis" (CPH) which based on the claims of Penfield and Roberts (1959) and further developed by Lenneberg (1967, cited in Barros, 2003) states that the adults will find difficulties in learning a second language if they did not expose to it before the critical period which ends around the age of FL. To put it in other words, children who are exposed to more than one language before the age of puberty, they probably will achieve native-like pronunciation; whereas the adults will have problems in learning a second language particularly pronunciation and intonation. Krashen(1988) strengthened the CPH by mentioning that learners who begin exposure to a second language during childhood generally achieve higher second language proficiency than adults. Briefly stated, Children are more likely to reach higher levels of attainment in both pronunciation and grammar than adults are.

As a result, since children are better in learning the language in short run, teaching pronunciation process should be started before puberty. Besides, the aged learners pick up the

correct pronunciation a little bit late, so the foreign language teachers must be very patient in this sense, and must prepare special pronunciation drills and have the students repeat. They will obtain an acceptable level of good articulation in the long term.

### **3.2. Personality Factor**

This is also another important factor affects the pronunciation of EFL learners. Avery and Ehrlich(2008) believe that shy or introvert students who do not want to take part in classroom activities achieve higher scores on reading and grammar components, but they cannot find any opportunities to make practice and to make use of pronunciation activities. While, learners who are outgoing and confident and get involved in interactions with their classmates or native speakers are liable to practice their foreign language pronunciation.

In order to engage the introvert learners in classroom participation, the good teacher should be aware in his giving feedback. The given feedback should be delivered in a positive emotional tone not with annoyance or frustration since learners need to feel safe in asking for assistance.

### **3.3. Native Language Factor**

Every language in the world has different varieties and different accents. Therefore, the way we speak is a part of our identity that leads learners to pronounce the target language in different ways: sometimes slightly different and sometimes highly different than the native speakers' do. This is known as mother tongue interference. Avery and Ehrlich(2008) claim that the sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. In other words, Peoples' view of world influences their language and also people adopt the view of the world around them through the experience and categories of their language.

Avery and Ehrlich(2008) stated that the sound system of the native language can influence the learners' pronunciation of a target language in at least three ways: First, there are some English sounds that do not exist in the learner's mother tongue, or vice versa. In this case, the more differences there are the more difficulties the learner will have in pronouncing English. We, Arab learners of English Language, always have problems in learning such sounds that do not exist in the Arabic language like /v/, /p/, /tʃ/, some diphthongs like /əʊ/, /eɪ/, /ɪə/, etc, or other existed sounds in our language but in different realizations as /ŋ/, /θ/, /ð/, /r/, /l/ and /dʒ/. Most learners tend to convert them into other sounds that are easier to produce or closer to their mother tongue. Second, the learners' mother rules of combining sounds into words are not the same as those of the target language. Third, learners may transfer the patterns of stress and intonation from their native language to the target language.

#### **3.4. Amount of Exposure**

The last but not the least factor that may affect the learning of pronunciation is the amount of exposure to the target language. The exposure is not necessarily living in an English-speaking country since there are many learners live in a foreign country but they spent much time using their mother tongue, but it is how the learners respond to the opportunities. Kenworthy(1987) mentions that if learners are aware of the necessity of the target language exposure and make use of its opportunities, they will be more successful in improving their pronunciation. Besides, in a study of learners of Spanish, Shively(2008) found that accuracy in the production of Spanish is significantly related to age at first, exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions. The best ways of being exposed would be, videos shows,

films, CDs, radio or TV programs, computer assisted language teaching programs, and etc. In addition, the amount of exposure is crucial and it must make the students creative and active, not passive and dull. Therefore, the dose of exposure must be adjusted with caution.

In summary, while there are other factors that influence the learner's FL pronunciation learning, the factors reviewed above may help ESL/EFL teachers consider what learners from different backgrounds are likely to face when learning English as a second language. These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by non-native speakers in order to help them overcome their foreign accent and consequently improve their pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction, and design their teaching methodology according to students' needs.

## **II. Intelligibility**

### **1. Definition of Intelligibility**

In the current trend of language teaching, many studies claim that intelligibility rather than native-like accent should be the goal of teaching pronunciation to second or foreign English language learners. For instance, "With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas." (Fraser 7). Morley suggests that one of the primary goals of pronunciation teaching in any course is "intelligible pronunciation" – not perfect pronunciation. She believes that "intelligible pronunciation is an essential component of communicative competence" (488). So what is meant by intelligibility?

One definition of the word intelligibility is stated as: "Intelligibility is being understood by a listener at a given time in a given situation." (Kenworthy 13). In addition, Abercrombie defines the concept of "comfortable intelligibility" as "pronunciation which can be understood with little or no conscious effort on the part of the listener" (93). From those

two definitions, we can conclude that intelligibility is the same as understandability. To be more precise, the pronunciation of learners of English simply needs to be understood by both native and non-native speaker listeners without too much difficulty. This works similarly with the way the English-speaking adults understand the speech of their young children. Kenworthy(1987) states an example on that; if a child has problems in pronouncing the sound /r/and use /w/ instead, he would say: “I see a wabbit.” The parents understand that their child means a “rabbit,” because they know that /w/ counts as /r/ for the child.

## **2. Factors Affecting Intelligibility**

### **2.1. The Sender**

The success of intelligibility crucially depends on how well the speaker is performing. For example, “If, a learner’s speech is full of self-corrections, hesitations, and grammatical restructurings, then listeners will tend to find what he or she says difficult to follow” (Kenworthy 14). The study found that speakers who hesitate when they are speaking make more errors in pronunciation than speakers who are confident and do not pause too much. Speaking too quickly is another factor that affects intelligibility. Learners of second language think that the reason behind their inability to understand the native speakers’ talk is that they speak too quickly, they are right to some extent. Nevertheless, in fact the speed of speech is not a necessary element in intelligibility because it happens that we may find two speakers speak with the same speed, but one is less intelligible than the other is. Therefore, the L<sub>2</sub> learners’ problem is not the speed itself that causes difficulties, but the fact that we cannot seem to pick out the most important bits of words from the less important bits. As a result, if the listeners hear the important words easily, then there will be few intelligibility problems.

## 2.2. The Receiver

Intelligibility has to deal not only with the speaker but also with the listener. According to Kenworthy(1987) there are two factors can affect the intelligibility of the listener: The first listener factor is familiarity with the foreign accent. Based on Catford(1967), it is clear that the cultural background of the listener, particularly his familiarity with the speaker's cultural background may affect intelligibility. Thus, if the listener is familiar with or exposed to the speech habits of the speaker, this will ease intelligibility. For instance, an American speaker who gets many opportunities to talk with Japanese speakers of English and very few opportunities to hear Indian English will find the Indian speaker of English more difficult to understand than the Japanese speaker. Familiarity and exposure work at the individual level. If you know a non-native speaker very well, you will be able to understand him without too much difficulty. Conversely, if you listen to a stranger who speaks with the same accent you will not be able to understand him. A further example suggested by Rocha when reporting an experience he had "In my case, the first time I met a vernacular speaker from the English city of Newcastle-upon-Tyne, I could not understand a single word he was saying, and I was not even sure, he was speaking English. But after a few days my ears adjusted, I could understand everything he said, apart from the odd unfamiliar words" (Rocha 19).To return to our comparison with the speech of young English children, it is the same case of the parents understand their child easily, but that other adults will have problems in understanding what this child is saying.

The second listener factor is the ability to use contextual clues when listening to someone speaking. If the topic of conversation is clear and there are plenty of meaning clues, then listeners may be able to understand a word which would have thrown them completely if it had been pronounced in isolation. To take an example of /r/-/l/ neutralization found in Japanese EFL learners, teachers are fully aware of the difficulty of /r/-/l/ distinction, so the

nontargetlike pronunciation “lice” is easily recovered as “rice”, making such utterances like “I would like to have lice, please” intelligible. With the help of the same cultural background, the Japanese teachers of English may accept without negative feedback the student’s otherwise unintelligible speech: The fact that Japanese never eat lice helps the listener to decide that the speaker cannot mean “lice”. They are more likely to understand the utterance, than, say, a native English waiter who may think Japanese people could have lice for lunch. Utterance than, say, a native English waiter who may think Japanese people could have lice for lunch. This means that the listener’s knowledge of the rules of language, the linguistic context, and the situational context are usually helpful to decode the speaker’s message.

### **3. Intelligibility Problems**

In order to learn a new language, learners find themselves using unconscious strategies to cope with new set of sounds. Some of these strategies may lead to success, but others lead to intelligibility problems. The following points are some examples of learner pronunciation strategies that can lead to intelligibility problems.

#### **3.1. Sound Substitutions**

Sound substitutions may cause difficulties for the listener. Some sounds are close enough to count as the same to the listener. In this case, there will be no serious problem. However, in other cases the learner may substitute one sound with another which is difficult to be identified by the listener. In the case of Arab learners, they have many problems with English vowels and consonants because the English language has many vowels and consonants than Arabic. So learners tend to use their mother tongue or substitute one sound for another. Kenworthy(1987) gives the example of Arab speaker who substitutes the sound /P/ with /b/, because the former does not exist in his native language. This learner will pronounce, for example, the words “pray” and “bray” exactly the same. The listener will have problems in understanding the speaker unless context helps.

### **3.2. Links Between Words**

The native speakers of English usually use links between words, they can add a sound, use a composite or a merger sound. Let us take some examples of each kind: when saying “go in”, English speakers add the consonant /w/ between the two words, it sounds like “go win”. When saying “nice shoe”, the final consonant of “nice” merges with the first consonant of “shoe”. The result sounds like “ny shoe”. When saying “this year”, English speakers also may use the consonant /j/ as in “shoe” at the border between the two words. The phrase will sound quite like “the shear”.

### **3.3. The Use of Stress**

The term stress can be defined as “In an English word of two or more syllables, one of these have ‘prominence’ or ‘stress’. That syllable is perceived as more prominent because of complex of features such as loudness, length of vowel, etc” (Kenworthy 18). To put simply, In English, one syllable in every word is pronounced louder than the others. If an English learner does not stress one syllable more than another, or stresses the wrong syllable, it may be very difficult for the listener to identify the word. Experiments showed that native speakers mishear a word, not because the speaker fails to pronounce the word correctly but because he puts the stress in the wrong place. Here are two interesting examples. The word “written” was pronounced with the stress on the second syllable instead of on the first one. The listener thought the speaker had said “retain”. The other example is of the word “comfortable” which was pronounced with stress on, “com” and on “ta”. The listener heard this as “come for a table”.

### **3.4. The Use of Intonation**

Intonation is important for intelligibility, because it is used to express intentions. A speaker can show that he or she is asking for information, confirmation, seeking agreement, or simply making a common remark. An inappropriate intonation pattern can lead to

misunderstanding just as a mispronounced sound can, even though it is rarely to cause problems with the identification of words. For example, if a foreign speaker always uses very low pitch, listeners may get the impression that they are “bored” or “uninterested” when this is not the case.

Briefly stated, the success of intelligibility involves:

- Hearer: attitude, experience, ability, expertise, hearing, inference skills, etc.
- Speaker: pronunciation (including stress, rhythm, intonation, voice quality and sounds), delivery(e.g. hesitation, uncertainty), grammar (or skills in sound symbol relationships if reading).
- And context: background noise, familiarity of hearer and speaker with the topic, etc.

### **III. Sound and Spelling**

Spelling pronunciations arise in languages, such as English where spelling does a poor job of indicating pronunciation, because most people only get enough education to know how to read and write and not enough to understand that spelling is always a less than perfect indication of pronunciation, in other words, most people do not clearly understand the relationship between spelling and pronunciation.

#### **1. The English Spelling System**

Pronunciation teaching often focuses on the sound system and ignores the way these sounds are represented in writing. It has often been claimed that the English spelling system is totally irregular. In other words, the very first and most important thing to realise about the English writing system is simply that a letter is not always a sound. There are 26 letters in the English alphabet but there are 44 sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters. The word “cat”, for instance, has three letters and three sounds /kæt/, whereas the word “catch” has five letters but still only three sounds /kæʃ/. To put simply, English has an extremely poor

correspondence between graphemes (a grapheme is a sequence of one or more letters that represent a single phoneme) and phonemes (a phoneme is the smallest unit of a spoken language). However, according to Kenworthy(1987) there are some rules that govern the English spelling system. Before dealing with those rules, let us have a look at some basic features that serve a context and background rules of the English spelling system.

### **Feature 1**

The English writing system is alphabet but in some cases there is no one-to-one correspondence between sound and letter as in Spanish or Italian languages. Some letters have only one sound for example (d, f, j, m, n, p, r, v, x, y, z, t), they are called “single-valued”. However, some letters can have two or more different sounds, the “S” symbol for instance is pronounced /S/ as in the word “basic”, /z/ as in the word “because”, /ʃ/ as in the word “sugar”, /ʒ/ as in the word “casual”, or silent(mute) as in the word “aisle”, these letters are called “multi-valued”. Some letters may represent no sounds such as (b, h, k, l, w) in the following words: lamb, honest, knee, could, two; they are called silent letters.

### **Feature 2**

The roots of English words are always spelled the same which make a new vocabulary easy to learn, for example the words Sign /saɪn/, signal /sɪgnəl/ and “signature” /sɪgnəʃə/ sound different but look similar (sign +al/ature ).Whereas the word “sine” denotes a different semantic family of words even it pronounced the same as Sign .

### **Feature 3**

Some combinations of two or more letters used in writing system represent only one single sound, they are called “composite symbols” Kenworthy (1994:95). These letters are (th, gh, ph, ck, le, ch, ng, tch, sh, qu, wh) For example, “ ph” represents the sound /f/ as in “phone”. “ th” can represent two sounds. Either /θ/like “ theme” or /ð/ like “ this”.

#### **Feature 4**

There are Some symbols (letters) used but with no sound value, they work as a signal shift in sound value of other symbols.. For example, in the words: sine, cage and ice the final letter “e” shows that the letter “ I ” is pronounced /aɪ/, “ g ” is pronounced /dʒ/ and “ C ” is pronounced /S/.

#### **Feature 5**

Position and surroundings of letters are very important in the English spelling system. There are some symbols that never occur at the beginning of words such as ck, le, tch, ng; and some others do not occur at the end of words like Qu, wh.

### **2. The Phonetic Alphabet**

In English, it is quite clear that ordinary writing systems (i.e. alphabet or orthography) cannot illustrate pronunciation differences. As exemplified in the sentences “Did he believe that Caesar could see the people seize the seas?” and “The silly amoeba stole the key to the machine” (Fromkin and Rodman 181), the sound /i/ is represented by e, y, and i and other eight combinations: ie, ae, ee, eo, ei, ea, oe, and ey . There are many results of this problem, some of them are because: Words that have the same sounds but are spelled differently(for example sun/son; meet/meat; Would/wood; won/one; ruff/rough, these kind of words are called homophones), or words that are written with the same set of letters but pronounced differently (for example read (verb infinitive)/read (verb past tense); tear(noun)/tear (verb); wind(noun)/wind(verb), they are called homographs). Words that contain letters that have nothing to do with the way the words are pronounced (like the silent letter “ e”. Words that contain silent letters; that is, letters that must be included when you write the words even though they are not pronounced. Spelling rules that have lists of exceptions - words that do not follow the rules and must be memorized separately. Because of all these problems, the phonetic alphabet was adopted in which each letter stands or represents in one –to-one

correspondence with each sound. In other words, a particular sound is always represented by the same symbol.

### **3. Spelling and Pronunciation Errors**

learners of English as foreign language have many causes of spelling difficulties, it is fruitful if the teacher is aware about the source of these causes.

If the mother tongue of English second language learners is a language that uses the Roman alphabet like English, the problem of confusing between the sound value of one letter in the native language and its value in English probably will appear. Let us take the example of German. The letter “v” in English represents the sound /f/ in German. For a German-speaking learners the word “live” will be read as “life”. According to Kenworthy(1987), when foreign learners are not sure what the sound spelling correspondence is in English, they follow the strategy of assuming it as that of their native language. In another case, as soon as German learners of English meet written English forms, they will realize that the letter “w” which stands for /v/ in German has a different value in English. Thus, they will be very careful when pronouncing words like “weather” and “will”. Moreover, the desire to avoid making a mistake may actually cause a problem. Some of the learners will pronounce “very” and “value” like “wery” and “walue” .

Another cause of difficulty is the English spelling itself. As we have seen English spelling is not a strictly regular alphabetic system. It is not always one-to-one correspondence between letters and sounds. In this case, even native speakers make such errors because of the irregularities of English spelling. Richards calls these errors intralingual and developmental errors (173). Their origins are found within the structure of English itself. They are called developmental because English children make these errors when they start learning their

mother language. For example, the rule that “gh” at the end of a word is silent. There are exceptions for this rule, where “gh” is pronounced such as the word “tough”.

The last source of difficulty is the learner’s phonetic abilities. For example, if he has difficulty in distinguishing English /p/ from English/b/, then in a dictation test, he will spell “pill” as “bill”. Spanish learners, for example, have problems in distinguishing /θ/ from/s/. Thus, they would write “mass” instead of “math”.

#### **4. Rules and Regularities**

Before having a look on some of the regularities of English spelling, learners need to be familiar with certain notions. Learners should be able to distinguish between consonant letters and vowel letters. The teacher can simplify things by saying that there are 26 letter in English: “a, e, i, o, u” are called vowels, “w, y” are called semi-vowels i.e. They are articulated as vowels and distributed like consonant, and the rest of the letters are consonants. Affixes also need to be clearly identified by the learners. The learners should know that there are two types of affixes: prefixes which can be added to the beginning of the word such as “pre, un, re, etc” , and suffixes that can be added to the end of a word such as “ ion, ist, etc”. Learners have to be aware of the notion of the syllable, and can identify how many syllables there are in a word simply by counting the number of vowels when uttering a word loudly.

##### **4.1. Rules for Consonants**

Here are some of the regularities of English spelling. We will start by rules for consonants. Table1 shows consonant letters that have one sound value only.(Kenworthy 101-105)

**Table 1. Single Valued Consonants.**

<b>letter</b>	<b>Sound</b>	<b>letter</b>	<b>sound</b>
d	As in: do, bad	r	As in: right
f	As in: fun, half, before	v	As in: vision, live
j	As in: jet	x	As in: fix
m	As in: me, arm	y	As in: yet, yellow
n	As in: no, an, another	z	As in: zoo
p	As in: put, up	t	As in: to, put

The following letters are also single valued consonants but they have small cases where they have different values.

**Table 1.1. Single Valued Consonants with Some Exceptions.**

<b>letter</b>	<b>Sound</b>	<b>letter</b>	<b>sound</b>
B	As in: bad, job But silent in: bomb, lamb, subtle	k	As in: kit But silent in: knee, knowledge
h	As in: he, ahead h is pronounced when it occurs at the beginning of a stressed syllables. Exceptions : honest, hour, honour, hier.	l	As in: lip, crucial But silent in: could, should, would
		w	As in: weather, will But silent in: two, answer, write

In English, there are some consonants that have two sound values.

**Table 2. Consonants with Two Sound Values.**

letter	Sounds	letter	sounds
c	can be /k/ as in :cat or /s/ as in: city	g	can be /g/as in: go or /dʒ/ as in :cage

English uses composite consonant letters. Two or three letters represent one sound.

**Table 3. Composite Consonants that have one Sound Value**

letters	Sound	letters	sound
ck	/k/ as in : pick	wh	/w/ as in : which
le	/l/ as in : bottle	ph	/f/ as in : phone, graph
ng	/ŋ/ as in : sing	Sh	/ʃ/ as in : shut, wash
tch	/tʃ/ as in :watch	qu	/k/ as in :quick, sequence

Two composite letters have two possible sound values

- “ch” can represent: the sound /tʃ/ as in: chip, choice, child, chocolate.

The sound /k/ as in : character, chord, chorus.( however in some cases I found that it is also pronounced /ʃ/ as: in machine, chute).

- “gh” can represent: the sound /f/ as in: enough, tough, cough.

The sound /g/as in: ghetto, ghost, ghastly, ghoul, gherkin.

And it can also stand for silence as in: though, through, taught, daughter.

Doubled consonants keep their same sound value

**Table 4. Doubled Consonants have the Same Sound Value.**

letter	Sounds	letter	sounds
bb	As in: ebb	pp	As in: stopping
dd	As in: odd	rr	As in: purr
ff	As in: ruff	ss	As in: mass
gg	As in: egg	tt	As in: putt
	Or for the value /dʒ/ as in: suggest, exaggerate.	zz	As in: jazz
ll	As in: call	cc	As in: tobacco  (but it can be /ks/ as in accept.
nn	As in: inn		

**4.2 Rules for Vowels:** In English, the single vowel letters “a, e, i, o, u” have two sound values as table 5 shows:

**Table 5. Vowel Letters with Two Sound Values.**

letter	Sound1	Sound2
a	/ eɪ / hate	/ æ / hat
e	/ ɪ / pete	/ e / pet
i	/ aɪ / mine	/ ɪ / fit
o	/ aʊ / note	/ ɒ / not
u	/ ju: / cute	/ ʌ / cut

- If the single vowel letter is followed by a single consonant letter, then the vowel sound will be sound 2 ( words are pronounced with a "short" vowel).
- If the single vowel letter is followed by two consonant letters, it will have also sound 2.
- If the single vowel letter is followed by a consonant and the letter "e", it will represent the sound 1(words are usually pronounced with a "long" vowel or diphthong. Notice that the pronunciation of the vowel is the same as the name of the letter when reciting the alphabet)
- In the case of polysyllabic words, all you have to do is count the number of consonants following the vowel regardless of the suffix ending. If the vowel letter is followed by one consonant it will take sound 1, for example, in "relation" the "a" letter will pronounced as /eɪ/. If the vowel is followed by two consonants, it will take sound 2 in table 5, for example in "action", "a" is pronounced / æ /.

This rule works for the single letters "a, e, i, o, u".

### **Some Exceptions to the Rules**

1. Rule: EA pronounced as /i:/ speak, eat, sea, teach, leave, dear, fear, read (present tense)

Exceptions:

EA can also be pronounced as /e/: head, sweat, threat, read (past tense)

EA can also be pronounced as /ei/: break, great, bear, pear

2. Rule: OW and OU pronounced as /aw/: now, town, clown, house, mouse, found

Exceptions:

OW/OU can also be pronounced as /o/: know, snow, show, own, flown, dough, though

OU can also be pronounced as /ɔ/: cough, fought, bought, brought, thought

OU can also be pronounced as /ə/: rough, tough, enough

OU can also be pronounced as /u/: through, you

3. Rule: OO pronounced as /u:/: spoon, moon, food, choose, loose, goose, boot, zoo

Exceptions:

OO can also be pronounced as /ʊ/: look, cook, book, hook, good, wood, foot

OO can also be pronounced as /o/: door, floor, poor

**The Most Common Words in English do not Follow the Rules!**

**have** is pronounced /æ/, as in hat

**says / said** are pronounced /e/, as in red

**give** and **live** are pronounced /ɪ/, as in did

**gone** is pronounced /ɔ/, as in dog

**what / was / come / some / done / does** are pronounced /ə/, as in run

**lose** is pronounced /u/, as in new

**would / could / should / put** is pronounced /ʊ/, as in good

**find** is pronounced /aɪ/, as in buy

## **5. Linking, Deletion and Assimilation of Sounds**

Speech would be much easier to be understood if it was spoken with a gap between every word. But in the natural speech we can observe many processes that result in differences between isolated words and the same words occurring in a phrase or sentence. Producing connected speech (i.e. linking, deletion, and assimilation) is something which foreign learners do not need to do, but it is important for them to be aware when native speakers talk to each other, a number of phonemes that the foreigners might expect to hear are actually added, deleted or modified.

## 5.1. Linking

Dretzke defines Linking as one of the typical features of spoken English; connecting sounds smoothly (112). In other words, the connection of two groups of words together within the same phrase or sentence is referred to as linking. There are three main points where liaisons happen in English: (a) when consonants are followed by vowels; (b) when consonants are followed by other consonants; and (c) when vowels are followed by other vowels.

### a. Linking Consonants to Vowels

Usually when a word ends with a consonant is followed by another word that begins with a vowel, the consonant in the first word seems to become a part of the following word, as in the following examples: My name is Ann. /maɪ neɪ mɪ zæn/; Catch it. /kæ tʃɪt/; leave early, stand up, laugh at, etc.

### b. Linking Consonants to Consonants

When a word ends with a consonant sound and followed by a word that starts with a consonant, the boundary consonants are usually articulated with the same place of articulation. Differently stated, the tongue or lips will move from the place of articulation of the final consonant of the first word to the place of articulation of the next consonant. Here are some examples: I just didn't get the chance: /aɪ dʒʌsdɪdnt geðə tʃæns/

I've been late twice: /aɪv biːn leɪtwɑɪs/

### c. Linking Vowels to Vowels

When a word ends with a vowel sound is next to one that begins with a vowel sound, the sounds /w/, /j/, or /r/ are occurred between the two vowels as follows:

-Linking /w/: When /u/ or a diphthong which ends with /u/ is at the end of the word, a /w/ is introduced in order to make the transition to the following vowel easier, for instance:

Go away. /gəʊ(w)əweɪ/, Who/w/is the tall guy over there?

-Linking /j/: When /i:/ or a diphthong which ends with /ɪ/ is at the end of the word, a /j/ is often introduced in order to make the transition to the following vowel easier, such as in :

I also need the other one. /aɪ(j)ɔːlsəʊ niːd ðɪ(j)ʌðə wʌn/; They /j/ are very good people; I /j/ am the only /j/ one who does not belong to this city.

-Linking /r/: When two vowels meet at the edges of two word; usually when the first sound is either /ə/, /ɑː/, or /ɔː/, an /r/ is introduced between the vowels in order to make the transition easier, as in the followings: The idea of space travel is new. /ðɪaɪdɪə(r)əv speɪs trævəlɪz njuː/; that is law (r) and order; I did not witness the (r) event, but Bob said that he saw (r) it when it started.

## 5.2. Deletion

Some sounds are heard when words are pronounced slowly and clearly, but when the same words are produced in a rapid, colloquial style, or when the words occur in a different context; these "missing sounds" are said to have been deleted. Based on Roach, sounds may be elided under certain circumstances in rapid, colloquial, especially at word boundaries (127). For Kelly(2000) the term elision describes the complete disappearance of a sound for the reason of economy of efforts in some utterances, and in some instances the difficulty of putting certain consonants sounds together. It is easy to find examples of elision, but very difficult to state rules that govern which sounds may be elided and which may not. However, The followings are examples of deletion (Roach 127):

### a. Elision of Vowels

Elision of vowels in English usually happens when a short, unstressed vowel occurs between voiceless consonants.

-Loss of the weak vowel/ə/ after /p, t, k/: In words like potato, canary, perhaps, today, the vowel in the first syllable may disappear, the aspiration of the initial plosive takes up the whole of the middle portion of the syllable.

-Loss of the weak vowel + /p, l or r/: As in tonight /tʌnɪt/, police /pɪːs/, correct /k'rekt/

-Initial /ə/ is often elided, particularly when followed by continuant and preceded by a word final consonant, for example, not alone /nɒt ləʊn /, get another, run along, he was annoyed.

### **b. Elision of Consonants**

-Dark [ɫ] can disappear when preceded by /ɔ:/ as in alright, although, already, etc.

-Loss of final /v/ before consonants: lots of them, waste of money.

-The alveolar plosives are apt to disappear in the sequence continuant consonant+ /l/ or /d/ (for example /st, ft, nd, zd, vd) followed by a word with an initial consonant, for example raced back (race back), last chance (las chance), first light(firs light), raised gently (raise gently).

### **5.3. Assimilation**

Roach defines assimilation as “A significant difference in natural connected speech is the way that sounds belonging to one word can cause changes in sounds belonging to neighbouring words ... When we find a phoneme realised differently as a result of being near some other phoneme belonging to a neighbour word we call this an instance of assimilation” (124). To put simply, assimilation is what happens to a sound when it is influenced by one of its neighbours. Assimilation is said to be progressive when the second phoneme is affected by the first one, or regressive when the phoneme that comes first is affected by the one that comes after. There are three classifications of assimilation, according to Roach, namely assimilation of place, of manner and of voicing in some consonants(124).

#### **a. Assimilation of Place of Articulation**

It is most clearly observable in some cases where a final consonant with alveolar place of articulation is followed by an initial consonant with a place of articulation which is not alveolar. For example, 'football' (/ fʊt/ and / bɔ:l / combined to produce / fʊpbɔ:l /), that person /ðæp pɜːsn/, light blue /laɪp blɔ:/, meat pie /mi:p paɪ/.

-Before a velar consonant, /t/ will become /k/, as in: fruit-cake /fru:t/ + /keɪk / =/ fru:kkeɪk /, that case /ðæk keɪs/, bright colour, quite good.

-/d/ would become /b/ as in: good pen /gʊd pen/, bad boy /bæd bɔɪ/.

-/n/ would become /m/ as in: I can believe it /aɪ kæn bəli:v ɪt/, ten pens, ten boys, ten men.

-/s/ and /z/ can become /ʃ/ and /ʒ/ when followed by /ʃ/ or /ʒ/, as in: this shop / ðɪʃ ʃɒp /, has she /hæʒ ʃi:/.

### **b. Assimilation in the Manner of Articulation**

A final plosive becomes a fricative or nasal, or vice versa as in: that side /ðæs saɪd/, good night /gʊn naɪt/, in the /ɪn nə/, read this /ri:d ðɪs/.

### **c. Assimilation in Voice**

Assimilation in voice is also found but in limited way. Word final lenis fricative may become fortis when followed by an initial fortis consonant. As in: with thanks /wɪð+ θæŋks= wɪθ + θæŋks/, of course /əv + k ɔ:s= əf kɔ:s /, these socks /ði:s sɒks/, he was sent /hɪ wəz sent/.

### **Conclusion**

It can be said that pronunciation is very important to learn English or any other language. In almost all cases, pronunciation proves to be a major tool by which a message can be transmitted clearly. The main aim of teaching pronunciation nowadays is the intelligibility not the native like accent. However, such features are neglected in teaching which lead learners to have pronunciation problems. Therefore, in order to improve students' pronunciation and increase their fluency and comprehensibility, it is very important for teachers to introduce not only vowels, consonants, stress, but all pronunciation aspects in the classroom.

There are some rules about pronunciation. But the rules are rather complicated! Probably the best way to learn is from experience. Listening carefully to spoken English and trying to develop a feeling for the “music” of the language. Besides, when learning a new word, learners should also learn its transcription which is available in all dictionaries.

## **Chapter Three: Teaching Pronunciation**

### **Introduction**

Teaching pronunciation is fundamental to teaching speaking. Therefore, it is necessary that teachers pay attention to pronunciation. To be effective in teaching pronunciation, teachers need to have a good knowledge about the sound system of the language, good background knowledge about the pedagogy of pronunciation, and some information about their learners and their background. In this chapter, we are going to provide a historical background of how pronunciation has been treated in language teaching over the past years. We are going to see also how teaching pronunciation is dealt with under the communicative approach. In addition to that, there is a section speaks about the innovative techniques that are used in teaching pronunciation , which provide alternative ways to better respond to learners' learning styles and preferences. The last element of this chapter deals with the use of audio visual aids, their advantages and their types.

### **I. The History of Teaching Pronunciation**

In his comprehensive history of language teaching, Kelly (1969) calls the pronunciation the “Cinderella” age of foreign language teaching,. He shows that the Western linguists have studied grammar and vocabulary much longer than pronunciation. Teaching pronunciation was neglected, it is for this reason that “grammar and vocabulary have been much better understood by most language teachers than pronunciation.” (Celce-murcia, Brinton, and Goodwin 2). Two general approaches to the teaching of pronunciation have been developed: an intuitive-imitative approach that was used before the late nineteenth century; and an analytic linguistic approach. Based on Celce- Murcia et al, in the intuitive- imitative approach learners listen to and imitate the rhythms and sounds of the target language without any explicit instruction. Particular technologies are used today for this such as audio tapes, videos, computer based programs and websites. In the analytic –linguistic approach, the

learners are provided with explicit information about pronunciation such as the phonetic alphabet, articulator descriptions and vocal charts. Once again, this explicit information can be presented in various interactive speech software and websites today. This approach was developed to complement rather than to replace the intuitive- imitative approach.

Throughout the twentieth century, different methods were used in foreign language teaching, such as the Grammar Translation Method in which the teaching of pronunciation is largely irrelevant. In this chapter, we are going to focus on the methods for which the teaching and learning of pronunciation is a genuine concern. Celce- Murcia et al. (2000) describes some of these methods namely: the direct method, the reform movement, the audiolingualism, and community language teaching.

### **1.Direct Method**

At the late 1800s and early 1900s, it was believed that translation should be excluded in the greatest possible measure, thus the Direct Method became widely known and used. It was initially developed as a reaction to the Grammar Translation Method as an attempt to integrate more use of the target language in the classroom. It was based on constant oral interaction with no translation and little or no analysis of grammatical rules. The Direct Method was also known as the Natural Method, which argues that a language best be taught by using it actively in the classroom. Briefly stated, in the Direct Method teachers provided learners with a model for a native like speech. By listening and then imitating the modeler, learners improved their pronunciation. Elizabeth (2004) summarises the main principles of the Direct Method in the following points:

1. Direct association between thought and words. In this method, the learners think and speak by using the same medium.
2. Oral practice is the basis of this method.
3. Stress is laid on the functional grammar and not on the theoretical grammar.

4. Inhibition of the mother tongue: this method suggests teaching the foreign language without using mother tongue.
5. The unit of the speech is a sentence not a word, emphasis is laid on speaking full sentences.
6. This method favour the presentation of limited vocabulary, based on needs and experiments of the learners.

Through the analysis of the basic principles method of the Direct Method mentioned above, one may think that this method with the balance of the four skills is an acceptable method of teaching languages to some extent. Since the more emphasis is given to the spoken language, classroom instruction should be conducted mainly in the target language.

## **2.The Reform Movement**

It was the first linguistic contribution to the teaching of pronunciation, emerged in 1890s. this movement was influenced by phoneticians such as Henry Sweet, Wilhelm Veitor, and Paul Passy, who formed the International Phonetic Association in 1886, and then developed the International Phonetic Alphabet (I PA). this alphabet resulted from the establishment of phonetics as a science used to describe and analyse the sound system of language. The Reform Movement principles are summarised in the following points:

1. The spoken form of a language is primary and should be taught first.
2. The findings of phonetics should be applied to language teaching.
3. Teachers must have solid training in phonetics.
4. Learners should be given phonetic training to establish good speech habits.

## **3.Audiolingualism**

After the World War II, there was a need to become orally proficient in languages; thus a revolution for language teaching was needed. The U.S army funded special language

courses that focus on oral skills; these courses were known as Army Method. The Army Method was developed to be later known as the Audio-Lingual Method.

Schank (1998) notes that audio-lingual method had a strong impact on language learning because it addressed a strong demand for oral proficiency and combined widely accepted theories of language and learning. He summarises his principles in three main points:

1. Foreign language learning is similar to other learning.
2. We can learn from experience.
3. Language learning is a mechanical habit formation.

The major characteristics of this method is a great deal of oral activity with pronunciation and pattern drills. Grammar is taught by inductive analogy rather than deductive explanation, and vocabulary is learnt through context.

The Audio-lingual Method enjoyed many years of popularity, but it was then discovered that language was not really acquired through the process of habit formation and over learning, and that errors were not necessary be avoided.

The Audio-lingual Method begun to fall when Chomsky (1959, 1966) proposed that language is an innate aspect of the mind and that it is separate from other behaviours, and so it is learnt differently. He showed that behaviourism and structural theories did not account for creativity and uniqueness of individual sentences (Schank 1998).

#### **4.Communicative Language Teaching (CLT)**

In the 1980's, approaches begun to emphasise on communicative properties of language and real world simulating tasks. The Communicative Approach was widely used; it expanded the creation of communicative competence, and aimed at creating a realistic context for language acquisition in the classroom. Richard and Rogers underline three elements that characterise the CLT classroom:“ One such element might be described as the communication

principles: Activities that promote real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process.” (72).

Nunan (1991) explains the same principles underlined by Richards and Rogers and talks about Communicative Language Teaching as an approach that emphasises communication through interaction in the target language, the use of authentic materials, thus learner’s personal experience considered as an important element in the classroom learning and thus encouraged, as an attempt to connect language learning in classroom with language activation outside the classroom.

CLT was developed by Curran (1976) for teaching second and foreign languages, in this method, students sit around a table with a tape recorder. The teacher stands behind one of the students, with hands on the student’s shoulder. He asks the student to say something in his native language he wants to be able to say in the target language. Then, the teacher says the utterance in the target language; the student repeats it once and twice until he can produce it fluently. Then, the utterance is recorded on tape. After recording some utterances, they are played back and students match the new target language with the word –for- word translation provided by the teacher. To sum up, the ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used in to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts related by affixation, reading aloud/recitation. Recording of learner’s production.

## **II. Pronunciation Teaching Today**

In the current integrative approach, pronunciation is viewed as an integral component of communication, rather than an isolated drill and practice sub-skill. Pronunciation is practised within meaningful task-based activities. Learners use pronunciation-focused listening activities to facilitate the listening of pronunciation. There is more focus on the supra-segmental of stress, rhythm, and intonation as practised in extended discourse beyond the phoneme and word level. Pronunciation is taught to meet the learner's particular needs. There is a dual-focus oral communication programme where the micro level instruction is focused on linguistic (i.e., phonetic-phonological) competence through practice segmental and supra-segmental, and the macro level attend to more global elements of communicability, with the goal of developing discourse, sociolinguistics, and strategic competence by using language for communicative purposes. In this approach the primary goals of pronunciation teaching are for the learners to develop intelligible speech and to be able to effectively communicate in the target language. In this context Morley (1991) identified the four basic pronunciation goals of functional intelligibility, functional communicability, increased self confidence, speech monitoring ability and modification strategies. Mac Carthy (1967) states that everyone who teaches a modern language by word of mouth cannot escape the necessity for pronouncing it and for teaching the pronunciation of it to his pupils. Currently, the Competency Based Approach is the dominant one in language teaching. It focuses on the pragmatic, authentic and functional use of the language for meaningful purposes as stated by Lindsay and knight (2006: 20): "It is no actually a method but an approach to teaching based on the view that learning a language means leaning how to communicate effectively in the world outside the classroom." According to Celce-Murcia et.al (2007), this approach indicates that if nonnative speakers of English fall below the threshold level of pronunciation, they will have oral communication problems regardless of how good they are at mastering grammar

and vocabulary. The goal of technique pronunciation then is to enable learners to pass the threshold level so that their pronunciation will not detract from their ability to communicate. Briefly stated, the current method of teaching pronunciation includes new thoughts from other fields, such as drama, psychology, and speech pathology. There are some used techniques like: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation.

### **III. Innovative Techniques**

#### **1. Fluency-Building Activities**

Traditionally, pronunciation teaching focused on the accurate production of the sounds, rhythms and intonation. Fluency had not a great importance. According to Celce-Muricia et al (2000), the learners' fluency levels will almost affect their accuracy, and vice versa. Thornburg (2008) states that fluency is not simply the ability to speak fast, it has to do also with pausing. Pauses can be long but not frequent, they should also occur at meaningful transition points. Celce-Muricia et.al (2000) discuss the following techniques of fluency building.

#### **2. Effective Listening Exercise**

The teacher chooses a learner volunteer and converse with him on a topic of the learner's choice for three minutes. The other learners listen to them, then discuss the strategies used by the teacher to encourage the speaker. After that, learners are divided in groups of three: one learner is the listener, the other is the speaker and the last one is the observer, they discuss a topic of their choice. Roles are switched, until each member has had a chance to assume all three roles.

### **3. Visual and Auditory Reinforcement**

The use of visual support has always been present in the teaching of pronunciation. The visual reinforcements that are used: charts, diagrams and overhead projectors. Auditory reinforcements also were used through the “listen and imitate ” era of pronunciation teaching. Today’s pronunciation classroom tend to view the role of auditory reinforcements somewhat differently. The use of memory peg emerges. An example of such memory device is thinking of the sound of a moving train as a peg to help produce, or imagining the sound of a buzzing bee to assist in producing /z/.

### **IX. The Use of Audio Visual Aids**

“A picture is worth a thousand words.”

People have long quoted this statement, often attributing it to an ancient Chinese proverb. Emergent neuroscience and visualization research now reveals glimpses of the science behind the saying. Recent technological advances confirm a dual coding system through which visuals and text or auditory input are processed in separate channels that is why learners who use well-designed combinations of visuals and text learn more than learners who only use text. Research has shown that audio visual aids when properly used can make a significant contribution to learning, reinforcing the role of textbooks, oral instructions and exercises. AVAs in various forms are very helpful to the teachers in their task. A picture or a chart or even a simple drawing on the blackboard can provide the learner an entirely new experience in understanding anew idea or a concept than simple words. Ideas that often seem simple to teachers may not be so simple or clear to the learners. But if the learners could see what the teachers are talking about, it helps them understanding what exactly the teachers mean in their words because seeing is believing.

We all more or less have heard the word audio visual aids. It is usually a good device to help talking problems and complications surrounding our education system. To put simply, the term audiovisual is made if two words; audio and visual

**Audio:** it is all the educational experiences obtained from hearing. It includes radio, gramophone records and tape recorder.

**Visual:** it is all the educational experiences one gets through seeing. It includes television and films.

When considering the use of authentic materials, Widdowson wrote: “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (Widdowson 1990:67).

Therefore the audio visual aids are all the educational experiences that one gets by hearing or seeing. Ears and eyes play more important roles in learning than other senses. 3% of the information we get from around us is through smelling, 3% through tasting, 6% through touching, 13% through vision and 75% through hearing.

### **1. The History of Audiovisual aids**

The History of Audiovisual aids is not separated from the modern education system history. From 17<sup>th</sup> till nowadays the scientists insisted on and justified the need for basic changes in education system and the used methods. These scientists pointed to the use of learner’s senses for the first time so they could be counted as the first audiovisual promoters. The first great teacher who paid notice to the value of audiovisual aids in education was Komnious the Czech scientist who started the idea of illustrating of education books. Some of his ideas are summarised in the following points:

1. Education should not be boring for learners.
2. Teaching learners in groups better than in individuals.

3. Illustrated and varied books are necessary for better and more effective teaching.
4. In teaching, real materials should be used more than anything else.
5. In order to teach new subjects, it is essential to make the minds of the learners ready for it first.
6. A suitable environment for education is pleasant environment.

After Komnious came many advocators of using the audio visual aids. One of them was Jean Jacques Rousseau, the famous French scientist, made effective contribution in innovating new believes and ideas in education.

Using audio-visual materials in the classroom is nothing new. Since filmstrips were first studied during World War II as a training tool for soldiers. Educators have recognized the power of audio-visual aids to capture the attention of learners, increase their motivation and enhance their learning. Both the content and the technology have developed considerably since that time, increasing the availability and the value of audio visual aids in classrooms. Content has developed from instructional television of the 1950s and 1960s, which allowed replay of taped lessons, through educational television, intended to complement classroom instruction rather than compete with it (Corporation for Public Broadcasting, 2004) to educational standards-based videos designed specifically as supplemental classroom tools. Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the adventage of digital technology, the field is evolving to new potentials of adaptability in delivery.

The use of educational video and television in classrooms has risen over the past 20 to 30 years, according to a series of studies conducted by the Corporation for

Public Broadcasting(1997). These surveys measured both patterns of use and teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and

creatively. Perhaps the most significant survey finding that supports the value of these multimedia tools is the direct relationship between frequency of use and perceived learner achievement and motivation. Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that learner motivation increases. More than half of frequent users also find that learners use new vocabulary as a result of video use. To sum up, all these scientists had stressed on making better use of ears and eyes in teaching and communication.

## **2.The Advantages and Disadvantages of Using Visual Aids**

Using audio visual aids in the classroom is significant for many reasons, the following are some of them:

- The audio visual aids help learners in understanding languages by bringing them in direct contact with objects and things into the classroom. They help the learners in understanding different cultural backgrounds.
- Audio-visual aids promote remembering by involving many senses of the learners, by arousing their curiosity, and by providing variety in teaching.
- They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- They promote teacher's efficiency by saving time and energy.
- They provide recreation to the learners.
- They make the presentation more memorable and thus increase the chances that what the teacher said will be remembered.
- Authentic materials keep learners informed about what is happening in the world, so they have an intrinsic educational value.
- Textbooks often do not include incidental or improper English.

- The same piece of material can be used under different circumstances if the task is different.
- Audio visual aids can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if the learners are given the chance to select the topics or kinds of authentic materials to be used in class.
- They teach the four skills to the learners completely and parallel to their knowledge.
- They bring the specialists to the classroom.
- Gain attention: a picture on the screen, a question on the board, or music playing as learners enter the classroom all serve to get the learner's attention.
- Support learning through examples and visual elaboration: one of the biggest advantages of AVAs is to bring the world into the classroom when it is not possible to take the learners into the world.
- Assess performance: AVAs are an excellent way to pose assessment questions for the class to answer.

Despite the above mentioned advantages of using audio visual aids, every technology has some disadvantages. So the drawback of the audio visual aids are summed up as follows:

- The audio visual aids may be too culturally biased, so unnecessarily difficult to understand outside the language community.
- The vocabulary might not be relevant to the learner's immediate needs.
- Too many structures are mixed so lower levels have a hard time to understand the texts.
- Special preparation is necessary which can be time consuming.
- With listening: too many different accents.
- The material can become outdated easily, e.g. news.

- They make a concrete basis for thought and conception so will reduce the verbal reaction of the learners.

### **3. Audio-Visual Aids as a Means of Communication**

Simple words whether written or spoken by a teacher cannot and will not provide adequate learning experience. learners need to supplement the teacher's words. Visual aids are very helpful in this regard in the form of pictures, flash-cards, posters, etc.

Again in language, listening is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it properly. Hence there is a need for audio cassettes which contain recitation of poems, narration of stories etc. Some kind of materials will not only be interesting but also be motivating for the learner. Apart from these, we have video cassettes also. These cassettes present a wide variety of information along with detailed descriptions, songs, and other dramatic effects.

Cartoon films are also a very useful medium for developing writing skills. We can show these films and ask the learners to write about them. With the use of these audio-visual aids, classroom teaching can be converted into a very joyful learning experience.

### **4. Audio-visual Aids in Teaching Pronunciation**

The teaching profession is filled with countless opportunities to enrich the academic lives of learners. While some concepts and educational objectives will be easy for learners to learn, others will require teachers to think creatively to ensure that important learning objectives are met. Using audio visual aids in teaching is one way to enhance lesson plans and give learners additional ways to process subject information. Fraser states that ESL teachers “need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation.” (2). She adds that there is also a need for “high quality, effective materials, especially computer-based materials with audio demonstrations, for learners of ESL

pronunciation, both for self-access and for use in classes where the teacher needs support of this kind.” (Fraser 34). On the same trend, Computer Assisted Instruction (CAI) for pronunciation can be an effective tool as it “provides electronic visual feedback, which can help meet this essential need by showing the exact sound features that learners produce and thereby drawing attention to changes that they need to make” (Lambacher 138). Kriedler adds “ Helping the learners to develop a good pronunciation is an extremely important part in language teaching, often the teacher will find it necessary to prepare drills on particular pronunciation that look for meaningful for them when pronounce such words unclear.” (25). Many learners in all levels try to master their English pronunciation but they cannot because they often mix the strategy of learning. The current study reveals that learners face pronunciation problem in learning English as foreign language. Their pronunciation is still greatly big dilemma to learn English, yet some teachers make little attempt in teaching pronunciation in anyway and only give attention to them so that audio visual aids may be the tool that influence the improvement of learner’s pronunciation in best way. Moreover, pronunciation is the way in which language is spoken(Hornby 928) .

Work on pronunciation is important for two main reasons: to help the learners to understand the spoken English they hear, and to help them make their own sound production more comprehensible and meaningful to other. According to Harmer (2002) concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed –all these thing give them extra information about spoken English and help them achieve the goal of good pronunciation and improve comprehension.

The educational technology is a technology applied to the teaching and learning process. AVAs is the common term used for teaching aids that bring media other than speech into the learning equation. Learners should involved occasionally in activities which require

them to put on their best pronunciation activities involving planning, repetition, and presentation (Poole 224; Kenworthy 122 ).

Teacher can use techniques and practice materials. Listen and imitate: A technique used in Direct Method in which learners listen to their teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders ( Celce-Murcia 8) . Celce-Murcia also states that video is a powerful medium more so than its audio counterpart due to the visual element(314).

Elliot et. al (1998) states that AVAs are the use of technology to present information in several different formats, for example, visual, auditory usually supplementing a teacher, or text-based presentation, for instance, overhead projectors, slide projectors, television, and video players. Poole states audio visual aids are the common term used for the teaching aids that bring media other than speech into the learning equation(224). moore states that: "Classroom audio visual equipment today is lighter, more energy efficient, and easier to operate than in the past . Video and television are similar in that the past, they both portray moving images, along with sounds, and in that these sounds may be either natural or contrived and tailored to desired situation. Additionally, as instructional tools, both provide a teacher the opportunities for presenting, describing, and clarifying information ,ideas, and concepts; for teaching and for affecting attitudes.”(162).

By using AVAs, the learners will be more interested in learning pronunciation, because they can see and hear what is being said. Besides, video is much easier to understand because it includes the speakers' facial expressions and gestures. It is in accordance with what Gower, Phillips, and Walters (1995) state that the visual element is attractive and commands the attention better than audio materials alone.

According to Elliot et al (1998:492), the main idea underlying of AVAs is that presenting information in several formats offers learners the advantages of not only hearing

about information (from a teacher or a textbook), but also seeing it ,thus receiving a" dual presentation". The use of AVAs allows information to be presented in two different modalities, with the assumption that more information can be processed.

To summarize, AVAs is a teaching media that can used to teach pronunciation to the learners. By using AVAs, the learners can listen to the information and also can watch the visual elements that can make them easier in comprehending the information.

### **5.The Phonemic Alphabet**

According to Kriedler the use of phonemic alphabet visual aid can be of great help to the learners. Since a phonemic alphabet is based on the principle that for each sound there is one symbol, it gives the learners a dependable representation of the English sounds, one on which they can always rely for indication of the correct pronunciation(12). This is especially important for English, since the system of English spelling has many irregularities in frequently used words -the words that must occur early in an English course. With a few exceptions the consonant symbols used in the phonemic alphabet are not different from those of the regular orthography. The symbols of the phonemic alphabet are usually placed between slant lines(phonemic transcription // ) in order to distinguish the phonemic alphabet from traditional orthography. In some materials symbols are placed between square brackets(phonetic transcription [ ] ) .

The representation of the vowel system by the phonemic alphabet is not so closely or obviously connected to the system used in English spelling. There are only five vowel symbols used in the spelling system: a, e, i, o, and u, but if we wish to talk about distinctive vowel sounds and diphthongs. The majority of speakers of British English differentiate at least the vowel sounds and diphthongs in the following words: meet, bit, cat, but, father, boot, put, boat, caught, buy, cow, and boy. Some speakers may differentiate more vowel sounds, and

some may differentiate one less. There are several systems in general use for indicating the vowel sounds of English. The teacher might find any of these systems in the textbook user.

## **6. Types of Audio Visual Aids**

There are numerous audio-visual aids that could be used in classroom, some of them are discussed in the following points:

### **a. Teaching Pronunciation with System of Computer Assisted Language Learning**

The rapid development of computer technology has altered the way education is being delivered. This is especially so in the delivery of the English language course where the combination of various media attributes of the computer has the capability to enhance instructional outcomes. Computers have become the most useful electronic devices in both homes and schools. They have captured the interest of the public and many parents believe that they have the ability to enhance learning. The growth of communication networks will change the image of the classroom for the twenty-first century. The global classroom will be connected by networks that reach around the world and across subject areas. It simply will not be possible for schools to resist the increasing influence of computer technology in the teaching and learning process.

Computer-assisted language learning or CALL can be an important tool when attempting to help the learners become more independent by allowing them to hear their own errors and mistakes and see both segmental and supra-segmental graphic representations. CALL benefits the learners by letting them study at their own pace in a semi-private environment as well as allowing them building profiles that enable the teacher to monitor the learner's improvement in EFL pronunciation. In addition, the teacher can exploit visual displays of speech patterns to teach intonation, stress and phonemes to individuals and small groups of learners. According to Hani Hashim the Computer Assisted Language Learning

system considered as one of the implication that promote the learning of pronunciation, so that practicing the oral skill and set the objectives to study topic, lesson reviews and lesson repeat(3). Computer Assisted Pronunciation Training (CAPT) is an audio-visual aid provide with free practice of pronunciation features such as intonation and so that expanding the opportunity to benefit for practicing the target language. Neri et al (2) argued that CAPT is system of teaching pronunciation with audio visual for EFL/ESL learners that looking for improving the use of language pronunciation. By using this technique, learners will be more efficient and interested in learning pronunciation because it clarifies the information for teaching skill, for presenting the features of phonemes in target language and for true communication. Boves (2000) assumes that CAPT implication are making important contribution in teaching pronunciation practice for the need of learner of language. On the other hand, pronunciation with this system can enhance the learner's pronunciation from the use of computer to provide the spoken language training and especially pronunciation. There are two systems that have relationship with CAPT: power pronunciation that is multimedia program to assist the learners in improving their English pronunciation, and promote the listening skill through the views of articulator mechanics, video clips showing jaw, lip and tongue movement and waveform patterns of sound samples. This gives the learners more emphasize about what they want to learn in the features of pronunciation.

Computer presentation are shown on a large computer screen, or monitor, or projected onto a screen from a computer(often with the use of an overhead projector). They are generated by a wide variety of presentation software programs like power point.

**b. Black-Board:** A big strong piece of wood, called black-board, is the oldest associate of the teacher but an essential teaching aid. It is used in reading and writing. Anything to which the teacher wants to draw the attention of the leaner is written on it, for instance, difficult words, phrase patterns, structure patterns, grammar works, questions to test comprehension. In this

way the teacher finds his lessons more interesting, lively and effective. It is an important means of picture composition.

**c. Charts and Maps:** Since all diagrams cannot be drawn on black-board, they need to be made on charts. A good number of sentences illustrating some points can be written on the chart with some diagrams. Besides sentence chart, we may have substitution table charts and vocabulary charts. Different colors should be used to bring in variety, decoration and effect. It should be big enough to accommodate the necessary materials with words written in bold letters. Charts are very useful for presenting and practicing structures, vocabulary items and compositions. Maps may be used for displaying the location of places, mountains, rivers, etc.

**d. Pictures:** Pictures include text pictures and class pictures. Text pictures are to be found in the texts designed primarily for beginners. The meaning of a single word can be shown in different pictures. For example, the very first lesson of the beginner's text may have different patterns of heads of persons and animals to teach the word head. Class pictures may be subdivided into picture cards and wall pictures. Picture cards or post cards are extremely helpful in language teaching. They may be captioned or uncaptioned in front or on reverse side. Wall pictures include maps, posters, photographs, etc. They may be used in place of things such as clouds, sea, mountain, sky, etc., which cannot be brought into the classroom. They are excellent in practice for oral composition and question and answer drill. Pictures have great importance in the sense that what cannot be described by words, can be described through them.

**e. Films:** Film, which is yet another visual aid, may be supplied for language teaching in the form of fixed film strips or slides and motion picture films. The former can be used to convey meaning to teach reading on aids in oral and written composition. The advantages of slides and film strips are that they direct the attention of the whole class to the screen and to the pictures and words on it. Film strips and slides free the teacher from the reality of the

situation, leaving the teacher free to control the class. Film strips can depict not only those situations which the teacher can present in the class but also many of these which he cannot. A situation of film strip can be shown over and over again.

Motion pictures are not only visual aids, but they may be the chief means of presenting both meaning and form of the language. They can do what the film strips do and more. They can teach learners in a short time because of the high degree of attention which they compel through movement and isolation of contact. Gestures, looks and movements of lips may help the viewer to interpret what is said. Motion pictures are even able to communicate emotional experience and thus they are superior to film strips. They can show any situation which can and cannot be demonstrated in the classroom. However, it is to be noted that if language teaching by films are to be successful, visual aids have to be designed especially to teaching at a specific level for films are less effective than a good teacher.

#### **f. Record Player**

The recording of one's own recitation or narration helps to improve pronunciation. Also, it is very interesting and exciting to listen to our own voice. Tape recorders run by battery are now easily available in the market. The tapes can be used again and again. The learners can tape their own singing or discussions and teachers can use this for evaluation of learners' speech. Sometimes learners use some unnecessary words in the sentences. These errors can be removed with the help of the tape recorder. By using a tape recorder, teachers can devise a good number of programs to develop the learners' listening skills.

#### **g. Audiocassettes**

Listening helps learners with pronunciation, intonation and stress. It improves the ability to understand authentic language. Audiocassette tapes promote learners' skills of listening and speaking.

## **h. Word Family Strip**

"A word family strip is an instructional aide that helps learners to discover and remember common spelling and pronunciation pattern in words. Words which have the same ending pattern are called "Word Families."For example, "hat," "cat," and "sat" are members of the "-at" family. The teacher can use word family strips in revision and sometimes in teaching lessons that have sounds or words from word families (Levine & McCloskey 1998).

In order to make the word family strip, the following steps are suggested:

1. Prepare letter strips and word family strips.
2. Cut along the dotted lines to make two slits (holes) on the word family strip.
3. Insert the letter slips in the holes before the word family. Pull the letter slips down to change the letter before the word family.

## **i. Using Multimedia:**

The use of multimedia learning aid provides a number of advantages as stated by Celce-murcia et al.(2000). It is an access to a wide variety of native speaker speech samplings, it gives an opportunity for self-monitoring of progress, and it makes a game like atmosphere for learning.

In addition to the visual and auditory aids that were discussed before, other supports can be used. Video tapes can be beneficial because they are usually produced professionally and add a high quality look to a presentation. They are

computer assisted instruction provides an insufficient number of software programs for language teaching in general and for the teaching of pronunciation specifically. Users are able to record sound files and compare a graphical representation of their sound utterances with the instructor's one. Often good examples of activities, actions, practices or places that cannot be paralleled by still pictures or description.

## **Conclusion**

We summarize that through following the history of teaching pronunciation, one can say that this generation truly is the technology age. Technology cannot and should not be separated from pedagogy. We have seen that audio-visual aids cannot be separated from educational materials as a whole. Audio-Visual aids are methods of communicating with people. There are a variety of audio-visual aids which can be used. It is important to select aids which are appropriate to the method. Audio aids communicate ideas through the ears to the mind. They may take the form of music or tape recordings, television, records, sound films, etc. Computers are the most useful aid in teaching. But we must put in our minds that A computer is not a teacher and visual aids delivered through computer teaching do not replace teaching.

By using AVAs in teaching pronunciation, learners can listen to the information and also can watch the visual elements that can make them easier to be understood. Therefore, teaching pronunciation goes directly to the learner audio-visually in order to achieve the goals of effective learning of English pronunciation in the our schools.

## **Chapter Four: Methodology and Data Analysis**

### **Introduction**

As mentioned in the general introduction, through this study we intend to discover if there is a positive influence of using the audio visual aids in the improvement of learner's pronunciation at the level of middle school (M'sila). Thus, this chapter presents the experimental study which has been conducted at the middle school of Medjedel. The procedure of this experimental work goes through three main stages: the first step is the pre-test, all the participants of both groups are tested through an oral test to see their current level in pronouncing the words correctly; after the pre-test, the treatment stage which is devoted to the training of subject in using the audio visual aids begins; the final step is the post-test where the participants are evaluated by the same instruction of the pre-test but with different words.

we have analyzed the differences between the scores of the experimental group and the scores of the control group. The unit of the analysis is the gain score in the incorrect pronounced word from the pre-test to post-test. Our analysis has been divided into two parts, first we have compared the means, and second we have used a t test analysis. The t test, however, would confirm if the difference between the means is statistically significant, so one could accept the established hypothesis which concerns the effect of using audio visual aids in teaching and learning the English pronunciation. If it is not the hypothesis will be rejected.

### **1. The Aim of the Experiment**

The aim behind this experiment is to improve the learners' pronunciation by teaching them lessons through the use of audio visual aids. The experiment took place at Sahouan Ben Azouze Middle School Medjedel( M'sila). There are four classes at the level of fourth year we have chosen two groups to be the sample population in the experimental study. The two groups have been allocated randomly one for the experimental group and the other for the

control group. Thanks to the teacher Mr Rakai Ahmed, he gave us the freedom in choosing the topic, therefore, we decided to teach single vowel sounds because they already have been taught and they are easy to be learnt. To teach pronunciation, both groups will receive the same lessons. However, the experimental group will be taught single vowel sounds mainly through the use of audio visual aids, as it will be shown below.

## **2. Population and Sample of the Experiment**

The population to which we wish to generalize the results of the experiment of the current investigation, as mentioned above, consists of four groups of fourth year learners at Sahouan Ben Azouze Middle School Medjedel (M'sila). The simple random sample includes two classes, one classroom is randomly considered as the experimental group and the other one as the control group. They represent fifty percent (50%) of the whole population, in each group there is forty (40) pupils, whose mother tongue is Arabic, and they have studied English as a Foreign Language from their first year at the middle school. In the experimental group, there are nineteen (19) male and twenty-one (21) female learner, while in the control group there are sixteen (16) male and twenty-four (24) female learner, they all belong to the same region and age group; that is, from fourteen to seventeen year old. This sample includes the students who have taken the pre-test, have been under observation during the treatment, and finally have been post tested.

## **3. Content and Procedures**

To put into practice the theoretical review of the literature discussed in the previous chapters, we have employed a pre-experimental design consisting of pre-test and post-test. The former and the latter are separated by four lessons. These lessons are devoted to explain how single vowel sounds are important to enhance pronunciation learning and we also cast light on the practice of how to pronounce them.

In fact, there is always the possibility that the results might show no relationship between the audio visual aids and pronunciation improvement. This leads to the need for a special type of hypothesis called the null hypothesis. that is to say, it is subject to statistical testing either confirmed or rejected. If the null hypothesis is rejected, the researcher may conclude that there is a relationship between the variables being studied. Once the null hypothesis is rejected the alternate one or "the research" or "experimental" hypothesis remains tenable. On this basis, the null hypothesis in the current study is:

H<sub>0</sub>: There is no systematic relationship between the use of audio visual aids in teaching English as a foreign language and the improvement of learners' pronunciation ; That is to say,

H<sub>0</sub>: calculated  $t < \text{or} = \text{tabulated } t$

H<sub>1</sub>: There is a positive relationship between the use of audio visual aids in teaching English as a foreign language and the improvement of learners' pronunciation ; In other words,

H<sub>0</sub>: calculated  $t > \text{tabulated } t$ .

### **3.1. Pre-test: Description and Results**

In order to measure the learners' pronunciation for the pre-test, we have prepared twelve words taken from the course book. The words were written in the board and there was one single vowel sound before its correspondent word. The 80 participants were pretested via an oral test. The pre-test was administered individually, every learner was given out the twelve words and was asked to begin reading them silently. Once the learners finish reading the words silently, the researcher took the list of the learner's names and asked each learner to come to the desk and tried to pronounce orderly the given words. Under every word, the researcher puts the tick mark (√) if the learner pronounced the word correctly, and the cross mark (X) if the pronounced word is wrong. The twelve selected words are the following: /ɑ:/ Car, /ʌ/ Bus, /ɔ:/ Ball, /ɒ/ Dog, /i:/ Read, /ɪ/ Pig, /ʊ:/ Shoe , /ʊ/ Book, /e/ Bell, /ɜ:/ Skirt, /æ/ Hat, and /ə/ Teacher.

In the pre-test, participants were informed that the test is a kind of exercise that would help them to commit fewer mistakes while speaking in order to know their problems in pronunciation. It would not be used as part of their course grade; i.e., it will not be marked, but they are asked to do it as carefully as possible with clear utterance. They are not informed of the nature of the study until after all the participants have the test in order to affect the results appropriately.

#### **a. Analysis and Interpretation of the Test**

After all the participants finished the oral test in both groups, the following table summarises the results of the study. For more details see table (11, 13).

**Table 6. Percentage of learners' Correct and Incorrect Pronunciation of the Pre-test**

	The Experimental Group		The Control Group	
	Number of Answers	Percentage	Number of Answers	Percentage
Correct Pronunciation	237	49.37 %	226	47.08 %
Incorrect Pronunciation	243	50.62 %	254	52.91 %
Total	480	100 %	480	100 %

On the total number of the pronounced words, the experimental group has scored 49.37 percent correct pronounced word and 50.62 percent incorrect pronounced word; whereas the control group has scored 47.08 percent correct pronounced word and 52.91 percent incorrect pronounced word. These results indicate that the pronunciation of the single vowels of both groups is low in the average. As far as the number of errors, we can see that the experimental group has marked 243 word recognition errors; the control group, however, has marked 254 word recognition errors. By subtracting the number of errors from the total number of the twelve pronounced words (pronounced 480 times), we get the number of words pronounced correctly which is the fluency score of both groups in the pre-test. The experimental group

gains 237 time correct pronounced words, and the control group gains 226 time correct pronounced words.

To go in further details , the table below shows the results of the number of learners who pronounced each single vowel sounds incorrectly in the both groups.

**Table 7: The Pre-test results of Learners’ Incorrect Pronunciation of Vowel sounds**

		Vowel Sounds											
		/ɑ:/	/ʌ/	/ɔ:/	/ɒ/	/i:/	/ɪ/	/u:/	/ʊ/	/e/	/ɜ:/	/æ/	/ə/
EG	wr pr	18	21	31	11	16	11	32	29	08	33	28	05
	percentage%	45	52.5	77.5	27.5	40	27.5	80	72.5	20	82.5	70	12.5
CG	Wr pr	15	19	30	24	17	14	33	32	11	28	19	10
	percentage%	37.5	47.5	75	60	42.5	35	82.5	80	27.5	70	47.5	25

Approximately the majority of the learners have problems in pronouncing the words that that contain the following single vowel sounds /ɔ:/, /u:/, /ʊ/, /ɜ:/, and /æ/, perhaps because these symbols are difficult to be pronounced , or they are nearly pronounced the same as many other sounds. However, the rest vowel sounds, namely /ʌ/, /ɑ:/, /ɒ/, /i:/, /ɪ/, /ə/, and /e/, are pronounced correctly by the majority learners.

In collecting these results, we have relied on the median score. The median score is like the average, it is the best indicator of the learner's true pronunciation. The collected data of the incorrect pronounced words which is represented by the median score of both groups not only set a baseline to which the results that are obtained in the post-test are compared, but it helps us to set a goal to be reached after the treatment period.

### 3.2. Treatment Period

During the five sessions, including the ones in which the pre- and the post- tests were carried out. The reason why the treatment period has been restricted to only five session is simply because we were following the number of the selected videos. The two groups were taught the single vowel sounds following two different methods, learners in the experimental

group have taught through the audio visual aids method for one hour during each session; whereas the control group learners have taught without using the audio visual aids. The participants in the control condition spend the same time in learning single vowel sounds as the participants in the experimental condition.

### **3.2.1. Teaching the Experimental Group**

The experimental group was taught the lessons of single vowel sounds via video. There were seven selected videos all talked about the same topic which is vowel sounds; they were classified according to the tongue position namely front, central and back vowels. These videos was taken from: [www. YouTube - Chaîne de JenniferESL\\_2.com](http://www.YouTube-ChainedeJenniferESL_2.com) , visited on April 5<sup>th</sup>, 2011. After finishing the oral pre-test, the learners were immediately given the first lesson which was about a general introduction in English pronunciation of vowel sounds. The video lasts in twelve minutes (and twenty-nine seconds), but there was an explanation after watching the video.

The second lesson was about the front vowel sounds. There were two parts of videos, the first part lasted in thirteen minutes (and forty seconds), while the second part lasted in eight minutes (and twenty-six seconds). The third lesson was about the back vowel sounds, it also included two parts. The last lesson ,before the post-test, was about the central vowel sounds and it also contained two parts.

The seven suggested videos were talking about all the vowel sounds. However, as far as we concerned with the single vowel sounds only (twelve sound), after the end of each lesson the explanation and the focus was kept only for the concerned vowels.

### **3.2.2. Teaching the Control Group**

The control group was taught the same lessons of single vowel sounds but without the use of videos. Immediately after finishing the oral pre-test, a general introduction about the

vowel sounds was introduced. In the introduction lesson, we have talked about the following points:

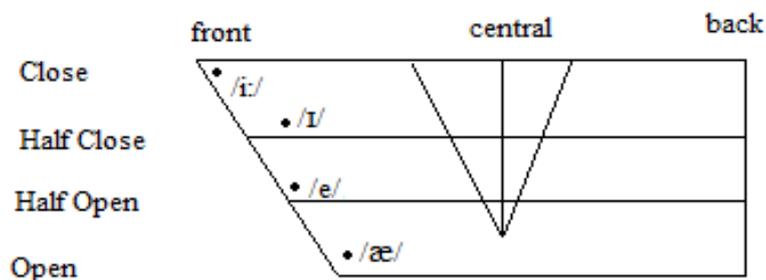
Definition of Vowels: a vowel is any sound with no audible noise produced by no obstruction of air.

In describing vowels we have to take into considerations five elements.

1. The shape of the lips (lip-rounding): So the lips can be rounded, spread (unrounded), and relaxed (neutral).
2. The position of the tongue (tongue height): It is the distance between the tongue and the palate. So there is close vowels, half open and half close vowels, and close vowels.
3. The part of the tongue used in the articulation of the vowels: So they can be in the front of the tongue, in the centre of tongue, in the back of the tongue.
4. The state of the muscles: they can be tense or relaxed.
5. The vowel length: they are either short or long vowels.

The rest of the three lessons were presented according to the tongue position.

Consequently, the first lesson was about the front single vowel sounds. In this lesson, a diagram drawn on the table, followed by pronouncing each single sound through listening and repetition.



**Figure 1. The Front Vowels.**

After that, the summary of the lesson was given as a kind of an activity as follows:

Complete the description of the following vowels according to their part of the tongue, tongue position, length, the state of the muscle, the shape of the lips, and three words of each sound.

For example: /i:/: It is front, close, long, tense vowel, and the lips are spread. e.g. See, piece, tea.

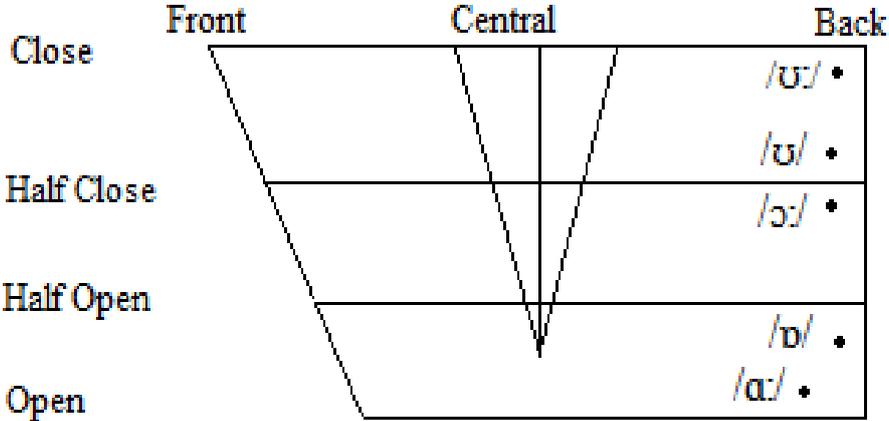
/ɪ/:

/e/:

/æ/:

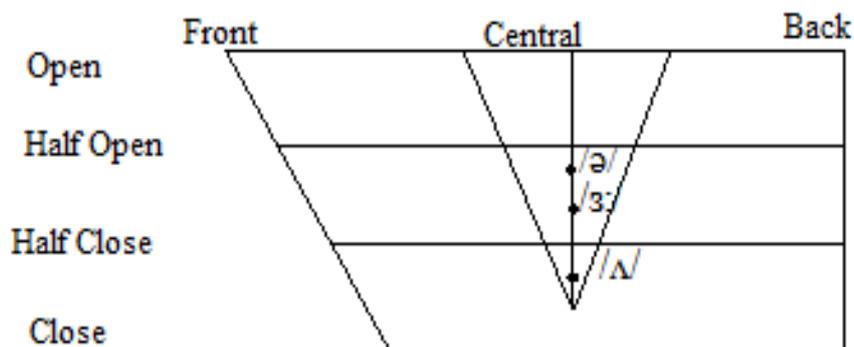
At the end of the lesson, the correction was made with further examples.

Lesson two was normally about the central vowels, but we had to follow the same order of the video lessons in order to avoid any kind of disruption. Therefore, the second lesson was about the back single vowel sounds. The same steps of the first lesson was followed, however, the diagram this time included the back vowels.



**Figure 2. The Back Vowels.**

The final lesson before the post-test was clearly about the central vowels, the same steps followed but the diagram changed.



**Figure 3. The Central Vowels.**

### 3.3. Post test: Description and Results

After one week ( the duration of the treatment period), to determine the growth on pronunciation as represented by the audio visual aids; the participants are post tested. The same tool of measurement (an oral test) used for the pre-test is also used in the post-test.

This test has been administered to both groups (experimental and control group) to establish the learners' pronunciation scores at the end of the experiment. The same steps followed in the pre-test are respected both by the researcher and the participants. However, the twelve words were changed, they were /ɑ:/ Hard, /ʌ/ Duck, /ɔ:/ Short , /ɒ/ Lot, /i:/ Feel, /ɪ/Pick, /ʊ:/ Spoon , /ʊ/ Push, /e/ Best, /ɜ:/turn, /æ/Hand, and /ə/ Paper.

Marking the total number of the correct pronounced words, and the number of incorrect pronounced words, the learners' pronunciation performance in the post test is summarized in table 8. (For more details see tables 12,14)

**Table 8. Percentage of Learners' Correct and Incorrect Pronunciation of the Post-test**

	The Experimental Group		The Control Group	
	Number of Answers	Percentage	Number of Answers	Percentage
Cr Pr	386	80.41 %	277	57.70 %
Wr Pr	94	19.58 %	203	42.29 %
Total	480	100%	480	100%

On the total number of the pronounced words, the experimental group has scored 80.41% correct pronounced words, and 19.58% incorrect pronounced words; whereas the control group has scored 57.70% correct pronounced words, and 42.29% incorrect pronounced words. These results indicate that the pronunciation of the experimental group is considerably improved. As far as the number of errors, we can see from table 8 that the experimental group has marked 94 word recognition error; the control group, however, has marked 203 word recognition error. By subtracting the number of errors from the total number of the twelve words (pronounced 480 times), we get the number of words read correctly which is the fluency score of both groups in the post-test. The experimental group gains 386 time correct pronounced words, and the control group gains 277 time correct pronounced words .

To go in further details, the table below shows the results of the number of learners who pronounced each single vowel sounds incorrectly in the both groups.

**Table 9. The Post-test Results of Learners' Incorrect Pronunciation of Vowel Sounds.**

		Vowel Sounds											
		/ɑ:/	/ʌ/	/ɔ:/	/ɒ/	/i:/	/ɪ/	/u:/	/ʊ/	/e/	/ɜ:/	/æ/	/ə/
E G	Wr Pr	04	07	09	06	08	07	13	10	03	14	10	03
	Percentage %	10	17.5	22.5	15	20	17.5	32.5	25	7.5	35	25	7.5
C G	Wr Pr	14	19	23	09	13	10	27	25	10	24	22	07
	Percentage %	35	47.5	57.5	22.5	32.5	25	67.5	62.5	25	60	55	17.5

The results of the post-test show that there were a slight improvement in the words in that contain the following single vowel sounds /ɔ:/, /u:/, /ʊ/, /ɜ:/, and /æ/ in the control group. Whereas the experimental group show a considerable improvement in the aforementioned vowel sounds.

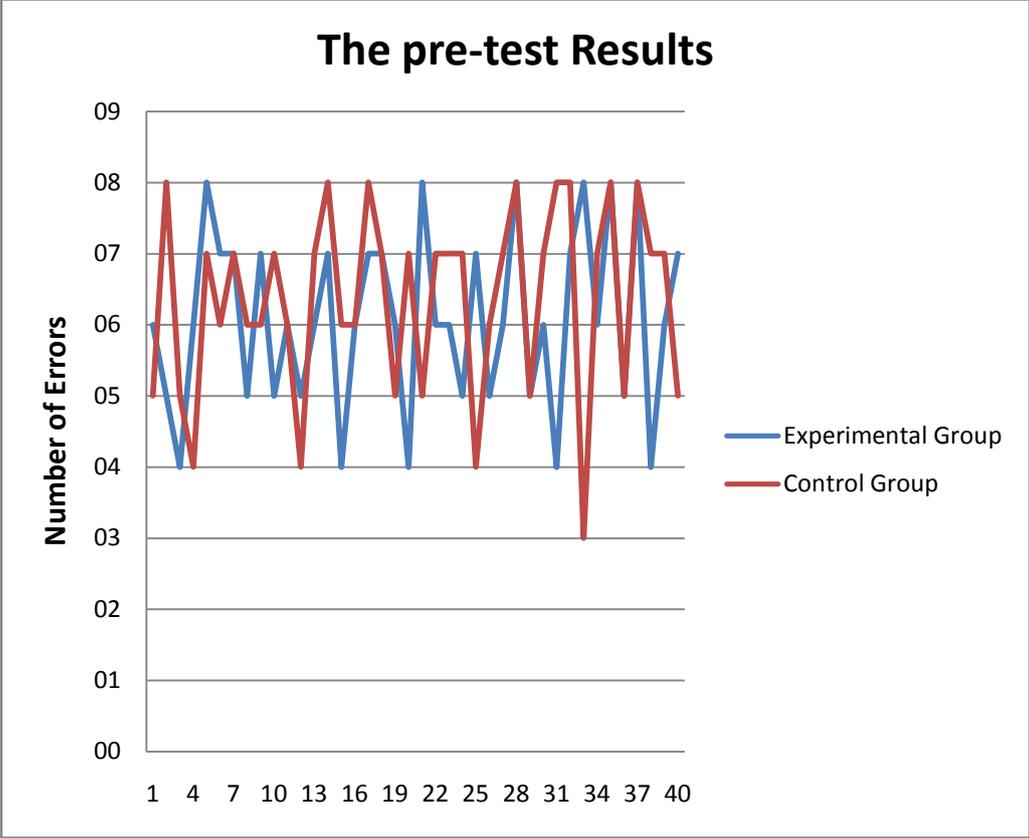
#### 4. Data Analysis: Comparison of Results and Means

All the students have been pre and post tested through an oral test that measures

the pronunciation of the single vowel sounds. The study has lasted one week. The unit of the analysis is the gain score in correct word pronunciation from the pre-test to post-test.

After collecting the data of the pre and post-test, the next step in this study is the analysis of this data. Our analysis of the data is going to be divided into two parts: first we calculate the means of the incorrect pronounced words of both groups (experimental group and control group) in the pre/post test, and then we compare the results. Second, a quantitative analysis is followed where we have used a *t* test analysis. The *t* test is going to determine the validity of these results. This analysis would confirm, or disconfirm our hypothesis.

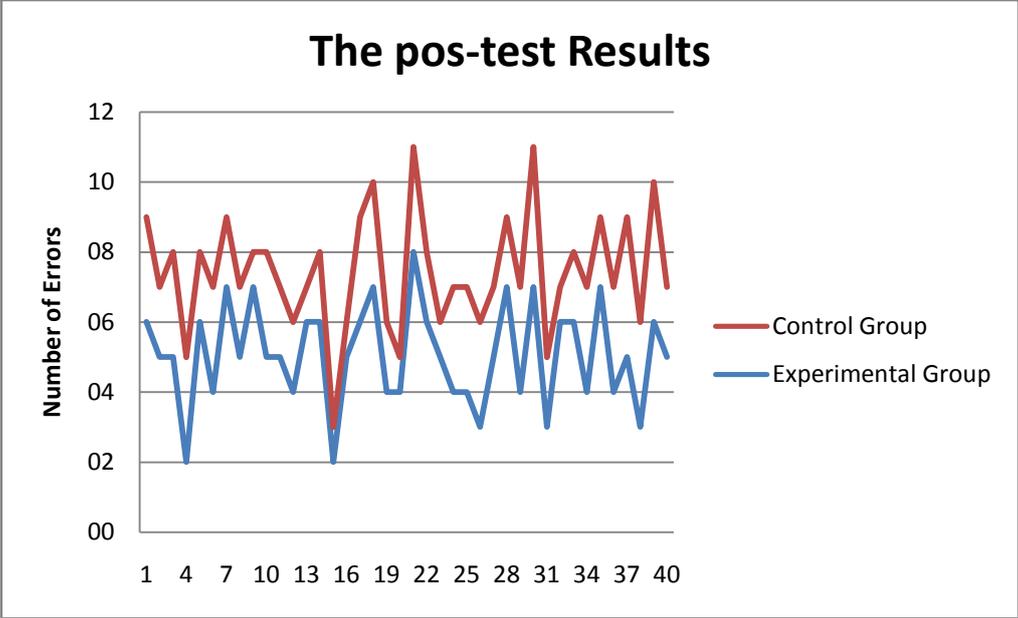
**4.1. Results**



**Figure 4: Pre-test Results of Experimental and Control Groups.**

The previous figure shows how the performance of both groups is prior the beginning of the experiment. By observing these graphs, one can say that the

performance of the control group and the experimental group in the pre-test is some how similar. This means that at the beginning of this experiment, the participants have been somehow at same level in their pronunciation performance. At the end of the experiment, both groups (experimental and control group) have been tested again. When all the data is looked at, there is a significant difference between the experimental group and the control group on the number of words pronounced correctly. These differences in pronunciation favour the learners who followed the audio visual aids instruction as it is shown in figure 5.



**Figure 5: Post-test Results of Experimental and Control Groups.**

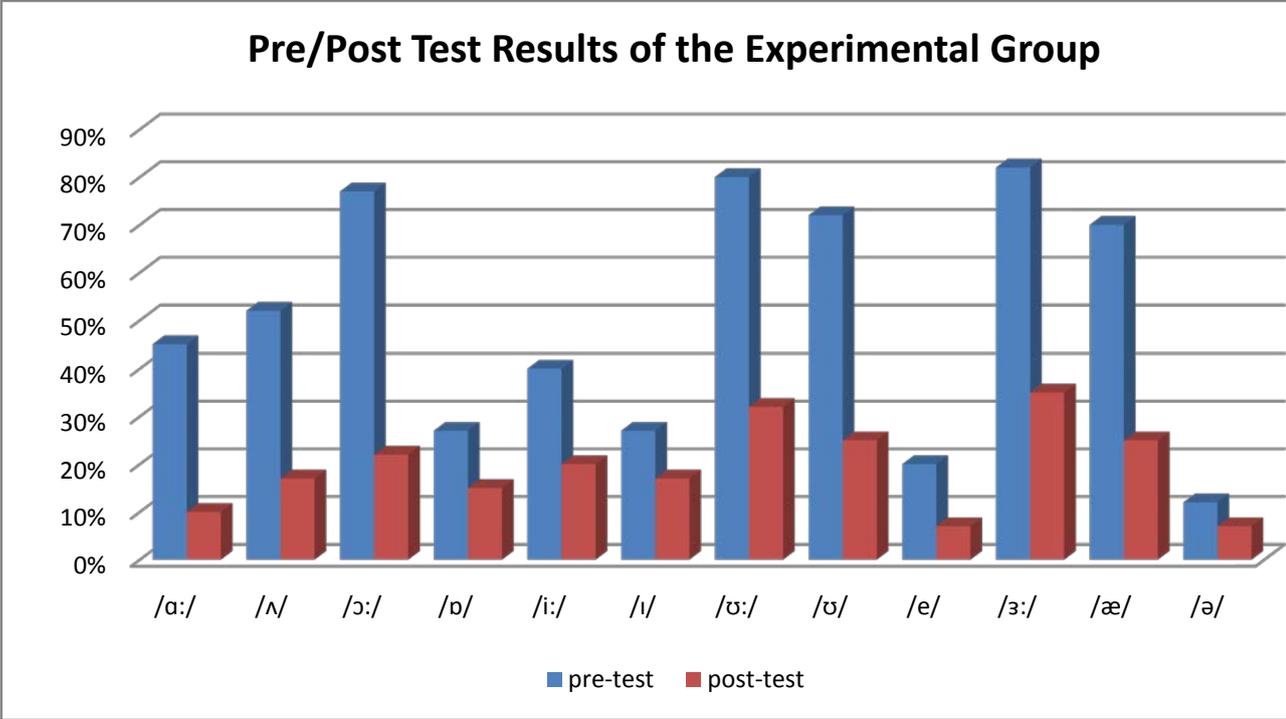
The figure 5 shows that the experimental group made less errors than the control group did. Differently stated, in the experimental group there is a noticeable improvement in the pronunciation of the single vowel sounds ; whereas in the control group there is an improvement but it is not as much as in the experimental group.

To go in further details , the table 10 below shows the percentage results of the number of learners who pronounced each single vowel sounds incorrectly in the both groups.

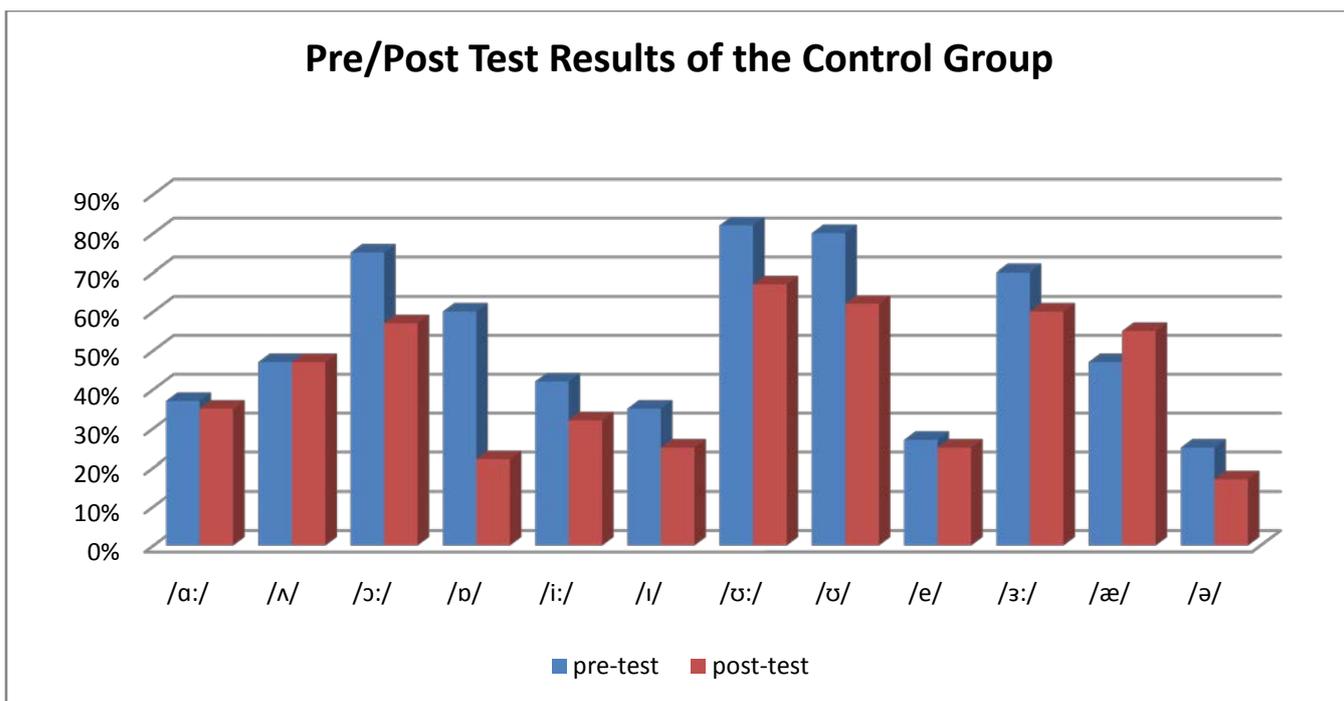
**Table 10: The Pre/Post-test Results of Learners' Incorrect Pronunciation of Vowel sounds.**

vowel sounds		/ɑ:/	/ʌ/	/ɔ:/	/ɒ/	/i:/	/ɪ/	/ʊ:/	/ʊ/	/e/	/ɜ:/	/æ/	/ə/
E G	pre-test %	45	52.5	77.5	27.5	40	27.5	80	72.5	20	82.5	70	12.5
	post-test	10	17.5	22.5	15	20	17.5	32.5	25	7.5	35	25	7.5
C G	pre-test	37.5	47.5	75	60	42.5	35	82.5	80	27.5	70	47.5	25
	post-test%	35	47.5	57.5	22.5	32.5	25	67.5	62.5	25	60	55	17.5

Figures 6 and 7 show the tangible results of the above table:



**Figure 6: Pre/Post Test Results of Each Sound in the Exp Group**



**Figure 7: Pre/Post Test Results of Each Sound in the Control Group**

To give more validity for these differences, we have first compared the means of the gain scores of incorrect pronounced words for both control and experimental groups prior the beginning of the study ( in the pre-test) and at the end of the study (in the post-test).

## 4.2. Comparing the Means

### 4.2.1 Calculating the Means

To calculate the mean score of the incorrect pronounced words, the following formula needs to be applied.  $\bar{x} = \frac{\sum x}{N}$  (the sum of the scores have to be divided on the number of the participants).

The following tables (11,12,13,14) sum up the median scores of the incorrect pronounced words of the two groups in the pre and post-test, as well as their mean scores.

**Table 11.** Calculating the mean of the experimental group in the pre-test

Participants	incorrect pronunciation	Participants	incorrect pronunciation
1	06	21	08
2	05	22	06
3	04	23	06
4	06	24	05
5	08	25	07
6	07	26	05
7	07	27	06
8	05	28	08
9	07	29	05
10	05	30	06
11	06	31	04
12	05	32	07
13	06	33	08
14	07	34	06
15	04	35	08
16	06	36	05
17	07	37	08
18	07	38	04
19	06	39	06
20	04	40	07
The Mean		6.07	

**Table 12.** Calculating the mean of the experimental group in the post-test

Participants	incorrect pronunciation	Participants	incorrect pronunciation
1	03	21	03
2	02	22	02
3	03	23	01
4	03	24	03
5	02	25	03
6	03	26	03
7	02	27	02
8	02	28	02
9	01	29	03
10	03	30	04
11	02	31	02
12	02	32	01
13	01	33	02
14	02	34	03
15	01	35	02
16	01	36	03
17	03	37	04
18	03	38	03
19	02	39	04
20	01	40	02
The Mean		2.35	

**Table 13.** Calculating the mean of the control group in the pre-test

Participants	incorrect pronunciation	Participants	incorrect pronunciation
1	05	21	05
2	08	22	07
3	05	23	07
4	04	24	07
5	07	25	04
6	06	26	06
7	07	27	07
8	06	28	08
9	06	29	05
10	07	30	07
11	06	31	08
12	04	32	08
13	07	33	03
14	08	34	07
15	06	35	08
16	06	36	05
17	08	37	08
18	07	38	07
19	05	39	07
20	07	40	05
The Mean		6.35	

**Table 14.** Calculating the mean of the control group in the post-test

Participants	incorrect pronunciation	Participants	incorrect pronunciation
1	06	21	08
2	05	22	06
3	05	23	05
4	02	24	04
5	06	25	04
6	04	26	03
7	07	27	05
8	05	28	07
9	07	29	04
10	05	30	07
11	05	31	03
12	04	32	06
13	06	33	06
14	06	34	04
15	02	35	07
16	05	36	04
17	06	37	05
18	07	38	03
19	04	39	06
20	04	40	05
The Mean		5.07	

#### 4.2.2. Comparing the Means of the Pre-Test

The following table, which presents a summary of the pre-test means of both groups, helps us comparing the pronunciation performance as represented by the incorrect pronounced words prior the beginning of the experiment.

**Table 15.** The Means of the pre-test

	Experimental Group	Control Group
Mean	6.07incorrect pronunciation	6.35incorrect pronunciation

Comparing the means of the two groups, there seem to be no significant difference between the performances of the two groups in the pre-test.

#### 4.2.3. Comparing the Means of the Post-Test

Table 16 sums up the results obtained in the post-test of both groups

**Table 16.** The Means of the Post-test

	Experimental Group	Control Group
Mean	2.35incorrect pronunciation	5.07incorrect pronunciation

By comparing the means, one can easily deduce that the experimental group outperforms the control group. Even though, the difference between the means of the two groups has been somehow insignificant (only 0.28 incorrect pronunciation) in the pre-test; this difference, however, increases to reach 2.72 incorrect pronunciation at the end of the experiment. This means that the experimental group has shown a progress in pronunciation which is not the case of the control group.

The comparison of the means is not so worthy to build on it solid interpretation

which concerns the truthfulness of our hypothesis. Hence, to reinforce the conclusions drawn from this comparison, and thus give them more validity, we have used a *t* test analysis which is the only issue that one can rely on especially that the difference between the means is not so great.

### 5. *t* test Analysis

The *t* test is the much more commonly used statistical test in language studies. The *t* test for independent samples is more appropriate in comparison between the control group and the experimental group in terms of differences in the incorrect pronunciation scores in the post-test. The *t* test is a strong test which determines the validity of an experiment base on two entities- comparison. This test assesses whether the means of the two groups involved in the present study are statistically different from each other.

Once the *t* value (or the *t* observed) is calculated, we have to look it up in a table of significance to test whether the ratio is large enough to say that the difference between the groups is not likely to have been a chance finding. On the basis of this comparison, one can accept or reject the established hypothesis. The *t* test, then, helps in confirming or disconfirming the truth of the established hypothesis.

The *t* values computed by the use of Microsoft office excel 2007 and summarized in the following two tables:

Table 17 shows the result of *t* values of the control group.

**Table 17: t test Result of the Control Group.**

Sample	Calculated <i>t</i>	tabulated <i>t</i>	Comparison	Making the Decision
40	1.16	1.68	$1.16 < 1.68$	Negative effect on the used program

For the incorrect pronounced words of the control group, the *t* value (the *t* observed) is 1.16. The critical value of *t*, with 40 degrees of freedom, is 1.68, at 0, 05 level of significance

since it is one tailed hypothesis (directional hypothesis). Because the value of our calculated  $t$  is less than the value of the tabulated  $t$   $1.16 < 1.68$ , this means that the results are statistically not significant. Thus, this result is disconfirming the stated hypothesis.

Table 18 shows the result of  $t$  values of the experimental group.

**Table 18.  $t$  test Result of the Experimental Group**

Sample	Calculated $t$	tabulated $t$	Comparison	Making the Decision
40	6.58	1.68	$6.58 > 1.68$	Positive effect on the used program

For the incorrect pronounced words of the experimental group, the  $t$  value (the  $t$  observed) is 6.58. The critical value of  $t$ , with 40 degrees of freedom, is 1.68, at 0, 05 level of significance since it is one tailed hypothesis (directional hypothesis). Because the value of our calculated  $t$  exceeds the value of the tabulated  $t$   $6.58 > 1.68$  and Calculated  $t$  of the control group  $6.58 > 1.16$ , this means that the results are statistically significant. Thus, this result is confirming the hypothesis which states that there is a positive effect on the use of audio visual aids in teaching and learning pronunciation. In other words, this conclusion means that the likelihood of the experimental result to be a mere chance finding is less than 5%, thus we can have about 95% confidence that the observed results are statistically significant, and reflect the positive effect of the new condition to which the experimental group has been exposed.

## 6. Reporting the Results

In the present study, it is hypothesized that the learners' pronunciation performance would increase if they taught by the use of audio visual aids Method. This hypothesis has been tested by comparing the means of the incorrect pronounced words of both groups (control and experimental) in the post-test. Since the results are in the direction of our hypothesis, one can say that our independent variable (audio visual aids method) has a positive effect on the dependent variable (pronunciation learning).

## **7.1. Summary of the Findings**

1. Students in the audio visual aids group (experimental group) have shown an improvement in pronunciation rate and single vowel sounds accuracy over the course of the study.
2. Students as a whole have made gains in fluency rate as represented by the incorrect pronounced words; however, these gains differ from one group to another. The gains on the number of words read correctly in the experimental group are greater in the post-test if they are compared to the result of the control group.
3. Improvement in the incorrect pronounced words in the audio visual aids group shows that the majority of the students have improved regardless to their level of fluency in the pre-test where an average improvement on the number incorrect pronounced words is between 6.07 in the pre-test to 2.35 in the post-test.

### **Conclusion**

The comparison of incorrect pronounced words reduction in the experimental and control groups at the beginning of the study and at the end of the study shows the following. While in the pre-test both groups have been at the same level of incorrect pronunciation prior the beginning of the study which have been put in the same conditions (time, same reading words, location, teacher assistance...) with the only exception that they are not given the same reading instruction; in the post-test, however, the audio visual aids group have less incorrect pronunciation than the participants of the control group. So, there is a cause/effect relationship, this suggests the positive effect of the use of audio visual aids.

The use of audio visual aids as a teaching method has proved to be an efficient instructional teaching method that helps EFL learners in improving their pronunciation. EFL

teachers, educators, course designers and researchers should take into account the importance of this method in improving FL learners' pronunciation. They are asked to exploit this adequate method in EFL setting with all learning levels, to enable the EFL learners develop their pronunciation performances at an early stages of learning.

## **General Conclusion**

Many technological tools are being developed to assist learners in achieving communicative competence in FL. The primary objective of the present study is to provide a comprehensive description and explanation of how the audio visual aids can enhance the improvement of learning and teaching English pronunciation. It has been noticed that many learners have problems in producing FL sounds originate in large measure from difficulties in perceiving such sounds in a native-like fashion. The basic argument is that if the learners perceive these sounds from the native speakers themselves through the audio visual aids, then the role of perception and production of FL sounds will be acceptable and valid. There are four main chapters of this study.

Chapter one is a general introduction about the topic, chapters two and three are related to review of literature that give descriptions for such related topics of teaching pronunciation, and chapter four presents the field work to evaluate this FL proposal. The following is a summary of the contents of each of these four chapters.

The first chapter speaks about the statement of the problem which is why fourth - year pupils at middle schools fail in pronunciation despite they started learning English from their first year at middle school. Then research questions and the hypothesis of the study are proposed. The final point is the summary of the methodology design.

The second chapter, which comprises three elements, discusses the initial consideration in teaching pronunciation. The first element of this chapter is learning pronunciation which contains the role of both teachers and learners; factors affecting learning pronunciation such as biological, personality, native language, and amount of exposure to the target language factors. The second element is intelligibility, in this element we have discussed the definition of intelligibility which is the pronunciation of learners of English simply needs to be understood by both native and non-native speaker listeners without too

much difficulty. After that, the factors that affect the intelligibility and its problems were discussed. The final element in this chapter is sounds and spelling which deals with some spelling rules of pronunciation.

The third chapter of this study introduces pronunciation teaching . Thus, the first element of this chapter is the history of teaching pronunciation starting from the direct method till nowadays. The second element is about the use of audio visual aids, their advantages and disadvantages, and some types of the audio visual aids.

The final chapter provides the methodology design and the data analysis of the experimental study. The fourth chapter plan is divided into three main steps as follows. The first step is the pre-test, in this phase an oral test is conducted to two groups(experimental and control groups) in order to know their level in pronunciation. The second step is the treatment period, both groups taught the same three lessons about single vowel sounds with the exception that the experimental group taught through the use of audio visual aids. The last step is the post-test which followed the same steps and instruction of the pre-test, however, the selected words were not the same. Within this scope, the collected data of the pre-test and the post test, as well as, the treatment period reveals that the experimental group who taught through the use of audio visual aids have shown progress in their pronunciation. The *t* test has helped us to confirm that these results are statistically significant and not a mere chance findings. Hence, the conclusion drawn from this experiment have confirmed the truthfulness of the established hypothesis that the use of the audio visual aids in pronunciation teaching improves the learners' pronunciation performance. Teachers of EFL/ESL should focus on the students' needs, level and ability, incorporate pronunciation whenever there is opportunity and time. Pronunciation must be viewed as more than correct production of individual sounds or isolated words. Instead, it must be viewed as a crucial and integral part of communication that should be incorporated into classroom activities .

## Bibliography

1. Avery, P. and Susan, E. "Spelling and Pronunciation". Teaching American English Pronunciation. Oxford: Oxford University Press, 2008.
2. --- . Preliminary Considerations in the Teaching of Pronunciation. London: TESL Center, 1987.
3. Benson, M. "A Collocation Dictionary of Russian". The Slavic and East
4. Brown, G. and Yule, G. Teaching the Spoken Language. Cambridge: Cambridge University Press, 1983.
5. Catford, J.C. "Intelligibility. In W.R Lee (ed.)": ELT Selection: Articles from English Language Teaching. London: Oxford University Press, 1967, 142-150.
6. Celce-murcia, M. Brinton, D. and Goodwin, J. Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge: Cambridge University Press, 2000.
7. Dretzke, B. Modern British and American English Pronunciation. Verlag Ferdinand Schoningh, Paderborn, 1998.
8. Elliot, Stephen . et al. Educational psychology: Effective Learning ,Effective eaching. Second Edition .Boston ; Allyn & Bacon. 1998.
9. European Journal, Vol. 33, No. 4 (Winter, 1989). PP: 593-608. Published by: American Association of Teachers of Slavic and East European Languages, 1989.
10. Elisabeth, M.E.S. 2004. Methods of Teaching English. Discovery Publishing House.
11. Fraser, H. Coordinating improvements in pronunciation teaching for adult learners
12. Geoffery, R et al. Teaching Foreign Language, second edition. university of London Institute of education, 1980.
13. Hamer, Jeremy. The practice of English Language Teaching .3<sup>rd</sup> edition .Longman. Wesley Longman. 2002.
- <http://www.prosoundweb.com/install/commentary/rocha/roc3.php>. 2001, visited on 7<sup>th</sup>, February, 2012.
14. Kelly, G. How to Teach Pronunciation. London: Longman, 2000.
15. Kenworthy, J. Teaching English Pronunciation. London: Longman, 1987
16. Krashen, S. D. Second Language Acquisition and Second Language Learning. New York: Prentice Hall Regents, 1988.

17. Kreidler, Carol. J. Visual Aids for teaching english to speakers of other languages .New York.New York university press,2003.
18. Lenneberg, E. H. The geological foundations of language. New York: John Wiley and Sons, 1967.
19. Lindsay, C. and knight. Learning And Teaching English. Oxford: Oxford University Press, 2006.
20. Mc Carthy, P. Phonetic Transcription and the Teaching of Pronunciation. In W.R .Lee (ed.): ELT selections: Articles from English Language Teaching. pp. 135-41 London: Oxford: Oxford University Press, 1967.
21. Moore, Kenneth, D. Middle and secondary school Instructional Methods. 2<sup>nd</sup> .9
22. Morley, J. "The Pronunciation Component in Teaching English to Speakers of Other Languages." TESOL Quarterly, 25, No. 3 (1991), 481-520.
23. Neri, A.et al. The Pedagogy-Technology Interface in Computer Assisted Pronunciation Training, in: "CALL Journal" 15/5, 2002.
24. Nunan, David. Understanding Language Classroom .Cambridge. Cambridge university press.1989  
of English as a second language. Canberra: Department of Education, Training and
25. Penfield, W. and Roberts, J. Speech and brain mechanisms. Princeton, NJ.: Princeton University Press. , 1959.
26. Pool, Bernard J .. Education for an information age Teaching in computerized classroom . 2<sup>nd</sup> Edition. Boston. 1998
27. Rajadurai, J. An Investigation of the Effectiveness of Teaching Pronunciation to Malaysian TESOL Students. Forum, 39, No. 3, 2001, 10-15.
28. Richards, J.C. and Rodgers, T.S. Approaches and Methods in Language Teaching. Cambridge: University press,2001.
29. Roach, P. English Phonetics and Phonology. Cambridge: Cambridge University Press, 1988.
30. Rocha, J.A..Native Language and Speech Intelligibility Problems. 3<sup>rd</sup> edition. Boston1999.
31. Shively, R. L. "L<sub>2</sub> acquisition of [β], [δ], and [γ] in Spanish": Impact of experience, linguistic environment and learner variables. Southwest Journal of Linguistics, 27(2), 2008. 79-114.
32. Thornbury. S. How to Teach Speaking. Harlow: Longman, Longman, 2000.  
Youth Affairs, 2000.
33. Widdowson, H.G. Aspects of Language Teaching. Oxford, O.U.P. (1990)

## Appendices

### Appendix 1: Pre-test Results of the Control Group.

order	Learner's Name	words												Ct Pr	Wr Pr
		/ɑ:/ Car	/ʌ/ Bus	/ɔ:/ Ball	/ɒ/ Dog	/i:/ Read	/ɪ/ Pig	/ʊ:/ Shoe	/ʊ/ Book	/e/ Bell	/ɜ:/ Skirt	/æ/ Hat	/ə/ Teacher		
1	بليول رحمون	X	√	X	√	X	√	X	√	√	X	√	√	07	05
2	الواضح فاروق	√	X	√	X	√	X	X	X	X	X	X	√	04	08
3	بن البار يوسف	√	√	X	X	X	√	√	X	√	X	√	√	07	05
4	بن السيلت سلطنة	√	X	√	√	√	√	X	X	√	√	X	√	08	04
5	بن السيلت مليكة	√	√	X	X	X	√	X	√	√	X	X	X	05	07
6	بن جرسى محمد ياسين	√	√	X	√	√	X	X	X	√	X	X	√	06	06
7	بن دقفل رقية	√	X	X	X	X	√	√	X	√	X	√	X	05	07
8	بن دقفل سلمى	X	√	X	X	√	√	X	√	√	X	X	√	06	06
9	بن رزقة محمد	√	X	√	√	√	X	X	X	√	X	√	X	06	06
10	بن علية زوينة	X	√	X	X	√	√	X	X	X	X	√	√	05	07
11	بن علية عبدالناصر	X	√	X	X	X	X	√	X	√	√	√	√	06	06
12	بوشارب رشيدة	√	X	X	√	√	X	X	√	√	√	√	√	08	04
13	بوشيبية محمد	√	√	X	X	√	√	X	X	X	X	X	√	05	07
14	بوشيبية مروان	√	X	X	X	X	√	X	X	√	X	X	√	04	08
15	بوصاق محمد	√	√	X	X	√	√	√	X	√	X	X	X	06	06
16	تريز فريجة	√	X	√	√	X	√	X	X	√	√	√	√	06	06
17	تيس هاشمي	X	√	X	X	√	X	X	X	√	X	X	√	04	08
18	دامة بشير	√	X	X	X	√	√	X	X	X	X	√	√	05	07
19	دامة رقية	X	X	X	√	√	√	√	X	√	X	√	√	07	05
20	سايجي بولرباح	X	√	X	X	√	X	X	X	√	√	√	X	05	07
21	سبخة عمر	X	√	√	X	X	X	X	√	√	√	√	√	07	05
22	شادولي زيان	√	X	X	√	√	√	X	X	X	X	X	√	05	07
23	شحلاط مبخوت	√	X	X	X	X	√	X	X	√	X	√	√	05	07
24	عرعارة ابوبكر الصديق	√	√	X	X	X	√	X	X	√	X	X	√	05	07
25	عرعارة سعاد	√	X	√	√	√	√	X	X	√	X	√	√	08	04
26	عسلي زهير	X	√	X	X	X	√	X	X	√	√	√	√	06	06
27	غربي وفاء	√	X	X	X	√	X	X	X	√	√	X	√	05	07
28	فرجان وردة	X	√	X	√	√	X	√	X	X	X	X	X	04	08
29	فيجل بن يطو	√	X	√	X	X	√	X	√	√	X	√	√	07	05
30	فيجل جوهر	√	X	X	√	X	√	X	X	X	√	X	√	05	07
31	فيجل فطيمة/سعد	√	√	X	X	√	X	X	X	√	X	X	X	04	08
32	قديري سمية	X	X	X	X	X	√	X	X	X	√	√	√	04	08

33	قعاڊي يمينة	X	√	√	√	√	√	X	√	√	X	√	√	09	03
34	لمجر صليحة	√	X	X	X	√	√	X	X	X	√	X	√	05	07
35	مبذوة كلثوم	X	√	√	X	√	√	X	X	X	X	X	X	04	08
36	مداد شيماء	√	√	X	√	X	√	X	X	√	X	√	√	07	05
37	مرزقالل فتيحة	X	√	X	X	√	X	X	√	√	X	X	X	04	08
38	مسنوقة حنان	X	X	√	√	X	X	X	X	√	X	√	√	05	07
39	معيزة خولة	√	√	X	√	X	√	√	X	X	X	X	X	05	07
40	معيزة قويدر	√	X	X	√	√	X	X	X	√	√	√	√	07	05

**appendix 2: Pre-test Results of the Experimental Group.**

order	Learner's Name	words												Ct Pr	Wr Pr
		/ɑ:/ car	/ʌ/ Bus	/ɔ:/ ball	/p/ Dog	/i:/ Read	/ɪ/ Pig	/ʊ:/ Shoe	/ʊ/ Book	/e/ Bell	/ɜ:/ Skirt	/æ/ Hat	/ə/ Teacher		
1	بن السليخ علي	√	X	X	√	X	√	X	X	√	X	√	√	06	06
2	اللية صبرينة	X	X	√	√	√	√	X	X	√	√	X	√	07	05
3	الواضح ابوجهاد	√	√	X	√	X	√	√	√	√	X	X	√	08	04
4	بن البار احمد	√	X	X	√	√	√	X	X	√	X	X	√	06	06
5	بن البار الطيب	X	X	√	X	√	√	X	X	X	X	X	√	04	08
6	بن السيلت صباح	√	√	X	X	X	√	X	√	X	X	X	√	05	07
7	بن الهروي أم النون	X	X	X	√	√	X	X	X	√	X	√	√	05	07
8	بن روان حكيم	√	X	√	√	√	X	X	√	√	X	X	√	07	05
9	بوزيان اشواق	X	√	X	X	X	√	√	X	√	X	X	√	05	07
10	بوزيان سعاد	√	X	X	√	√	√	X	X	√	√	X	√	07	05
11	بوشارب بوهالي	√	X	X	√	√	√	X	X	√	X	X	√	06	06
12	بوشارب سارة	√	√	X	√	X	√	X	X	√	X	√	√	07	05
13	بوشارب فارس	X	X	X	√	√	√	√	√	X	X	X	√	06	06
14	بومهدي نجاة	√	X	√	X	X	√	X	X	√	X	X	√	05	07
15	تيس رزيقة	√	√	X	X	√	√	√	X	√	X	√	√	08	04
16	تيس وفاء	X	X	√	√	√	X	X	X	√	X	√	√	06	06
17	حصباية زهرة	X	√	X	√	√	X	X	X	√	X	√	X	05	07
18	حصباية فتيحة	√	X	X	X	X	√	X	√	√	X	X	√	05	07
19	دامة زهية	X	√	X	√	√	√	X	X	√	X	X	√	06	06
20	دامة سايج	√	X	X	√	√	√	√	X	√	√	X	√	08	04
21	ربحايي ايمان	√	√	X	X	X	√	X	X	√	X	X	X	04	08
22	رزوق هشام	X	X	X	√	√	√	X	√	X	X	√	√	06	06
23	زردوبة يوسف	√	√	X	√	√	X	X	X	√	X	X	√	06	06
24	سايجي امباركة	X	X	√	√	√	X	√	X	√	X	√	√	07	05
25	سايجي ربيحة	√	√	X	X	X	√	X	X	X	X	√	√	05	07

26	سايجي عائشة	X	√	√	√	X	√	X	√	√	X	X	√	07	05
27	سايجي عيسى	√	X	X	√	√	√	X	X	√	X	X	√	06	06
28	سبخة عبدالرزاق	X	√	X	√	X	X	X	X	√	X	X	√	04	08
29	سبخة عمرة	√	√	X	X	√	√	√	X	√	X	X	√	07	05
30	شحلاط أم الخير	√	X	X	√	X	X	X	X	√	√	√	√	06	06
31	شحلاط عيشة	√	√	X	X	√	√	X	√	√	√	X	√	08	04
32	ضروة نجاة	X	√	X	√	√	X	X	X	√	X	X	√	05	07
33	عربات صباح	√	X	X	√	X	√	X	X	√	X	X	X	04	08
34	فيجل فتيحة	X	X	X	√	√	√	X	√	√	√	X	X	06	06
35	فيجل فطيمة/حواس	X	√	X	√	X	√	X	X	X	X	X	√	04	08
36	قديري زهوانية	X	X	√	X	√	√	√	X	√	X	√	√	07	05
37	لقليب عبدالقادر	X	√	X	√	X	X	X	√	X	X	X	√	04	08
38	لوصيف كمال	√	√	X	√	√	√	X	X	√	X	√	√	08	04
39	مبدوعة احمد	√	√	X	√	X	√	X	√	X	X	X	√	06	06
40	مداد خيرة	X	X	√	√	√	X	X	X	√	√	X	X	05	07

appendix 3: Post-test results of the Control Group.

order	Learner's Name	words											Ct Pr	Wr Pr		
		/ɑ:/ Hard	/ʌ/ Duck	/ɔ:/ Short	/ɒ/ Lot	/i:/ Feel	/ɪ/ Pick	/ʊ:/ Spoon	/ʊ/ Push	/e/ Best	/ɜ:/ Turn	/æ/ Lack			/ə/ Paper	
1	بليول رحمون	√	X	X	√	X	√	X	X	√	X	√	√	06	06	
2	الواضح فاروق	X	√	√	√	√	√	X	X	X	√	X	√	07	05	
3	بن البار يوسف	√	√	X	√	X	√	√	√	√	X	X	X	07	05	
4	بن السيلت سلطنة	√	√	√	√	√	√	X	√	√	X	√	√	10	02	
5	بن السيلت مليكة	X	X	√	X	√	√	X	X	√	√	X	√	06	06	
6	بن جرسى محمد ياسين	√	√	X	√	X	√	X	√	√	√	X	√	08	04	
7	بن دقفل رقية	X	X	X	√	√	X	X	X	√	X	√	√	05	07	
8	بن دقفل سلمى	√	X	√	√	√	√	X	X	√	√	X	X	√	07	05
9	بن رزقة محمد	X	√	√	X	X	√	√	X	√	X	X	X	05	07	
10	بن علية زوينة	√	X	√	√	√	√	X	X	X	√	X	√	07	05	
11	بن علية عبدالناصر	√	X	√	√	√	√	X	X	√	X	X	√	07	05	
12	بوشارب رشيدة	√	√	X	√	X	√	X	X	√	√	√	√	08	04	
13	بوشيبية محمد	X	X	X	√	√	√	√	√	X	X	X	√	06	06	
14	بوشيبية مروان	√	X	√	√	X	√	X	X	√	X	X	√	06	06	
15	بوصاق محمد	√	√	X	X	√	√	√	√	√	√	√	√	10	02	
16	ترير فريحة	√	X	√	√	√	√	X	X	X	√	X	√	07	05	
17	تيس هاشمي	X	√	X	√	√	√	X	√	X	√	X	√	06	06	
18	دامة بشير	√	X	X	X	√	√	X	√	X	X	X	√	05	07	

19	دامة رقية	X	√	√	√	√	√	X	X	√	X	√	√	08	04
20	سايجي بولرباح	√	X	X	√	√	√	√	X	√	√	X	√	08	04
21	سبخة عمر	√	√	X	X	X	√	X	X	√	X	X	X	04	08
22	شادولي زيان	X	X	X	√	√	√	X	√	X	X	√	√	06	06
23	شحلاط مبخوت	√	√	X	√	√	X	X	√	√	X	X	√	07	05
24	عرعارة ابوبكر الصديق	X	X	√	√	√	√	√	X	√	X	√	√	08	04
25	عرعارة سعاد	√	√	X	X	√	√	X	X	√	√	√	√	08	04
26	عسلي زهير	X	√	√	√	X	√	√	√	√	√	X	√	09	03
27	غربي وفاء	√	X	X	√	√	√	X	X	√	X	√	√	07	05
28	فرجان وردة	X	√	X	√	X	X	X	√	X	√	X	√	05	07
29	فيجل بن يطو	√	√	√	X	√	√	√	X	√	X	X	√	08	04
30	فيجل جوهر	√	X	X	√	X	X	X	X	X	√	√	√	05	07
31	فيجل فطيمة/سعد	√	√	√	X	√	√	X	√	√	√	X	√	09	03
32	فديري سمية	X	√	X	√	√	X	√	X	X	X	√	√	06	06
33	فعاوي يمينة	√	X	X	√	X	√	√	X	√	X	√	X	06	06
34	لمجر صليحة	√	X	√	√	√	√	X	√	X	√	√	X	08	04
35	مبدوعة كلثوم	X	√	X	√	X	√	X	X	√	X	X	√	05	07
36	مداد شيماء	√	X	√	X	√	√	√	X	√	X	√	√	08	04
37	مرزقلال فتيحة	X	√	X	√	√	X	X	√	√	√	X	√	07	05
38	مسنوقة حنان	√	√	X	√	√	√	X	X	√	√	√	√	09	03
39	معيزة خولة	√	√	X	√	X	√	X	√	X	X	X	√	06	06
40	معيزة فويدر	√	X	√	√	√	X	√	X	√	√	X	X	07	05

**appendix 4:** Post-test Results of the Experimental Group.

order	Learner's Name	words											Ct Pr	Wr Pr	
		/ɑ:/ H <u>ard</u>	/ʌ/ D <u>uck</u>	/ɔ:/ Sh <u>ort</u>	/b/ L <u>ot</u>	/i:/ F <u>ee</u> l	/l/ P <u>ick</u>	/ʊ:/ Sp <u>oon</u>	/ʊ/ P <u>ush</u>	/e/ B <u>est</u>	/ɜ:/ T <u>urn</u>	/æ/ L <u>ack</u>			/ə/ P <u>aper</u>
1	بن السليخ علي	√	√	√	√	X	√	√	X	√	X	√	√	09	03
2	اللية صبرينة	√	√	X	√	√	√	√	√	√	√	X	√	10	02
3	الواضح ابوجهاد	√	X	√	√	√	√	X	√	√	√	√	X	09	03
4	بن البار احمد	√	√	√	X	√	√	√	X	√	X	√	√	09	03
5	بن البار الطيب	√	√	√	√	√	X	√	X	√	√	√	√	10	02
6	بن السيلت صباح	√	√	√	√	√	√	√	X	√	X	X	√	09	03
7	بن الهروي أم النون	√	√	√	√	X	√	X	√	√	√	√	√	10	02
8	بن روان حكيم	X	√	X	√	√	√	√	√	√	√	√	√	10	02
9	بوزيان اشواق	√	√	√	√	√	√	X	√	√	√	√	√	11	01
10	بوزيان سعاد	√	X	√	√	√	X	√	√	√	√	X	√	09	03

11	بوشارب بوهاالي	√	√	√	√	X	√	X	√	√	√	√	√	10	02
12	بوشارب سارة	√	√	√	√	√	√	√	X	√	X	√	√	10	02
13	بوشارب فارس	√	X	√	√	√	√	√	√	√	√	√	√	11	01
14	بومهدي نجاة	√	√	X	√	√	√	X	√	√	√	√	√	10	02
15	تيس رزيقة	√	√	√	√	√	X	√	√	√	√	√	√	11	01
16	تيس وفاء	√	√	√	√	X	√	√	√	√	√	√	√	11	01
17	حصباية زهرة	X	√	X	√	√	√	X	√	√	√	√	√	09	03
18	حصباية فتيحة	√	√	√	X	√	√	X	X	√	√	√	√	09	03
19	داماة زهية	√	X	√	√	√	√	√	√	X	√	√	√	10	02
20	داماة سايج	√	√	√	√	√	X	√	√	√	√	√	√	11	01
21	ربحاوي ايمان	√	√	X	√	√	√	√	√	X	√	√	X	09	03
22	رزوق هشام	X	√	√	√	√	√	X	√	√	√	√	√	10	02
23	زرذوبة يوسف	√	√	√	√	X	√	√	√	√	√	√	√	11	01
24	سايجي امباركة	√	√	√	X	√	√	√	X	√	√	X	√	09	03
25	سايجي ربيحة	√	X	√	√	√	√	√	√	√	X	X	√	09	03
26	سايجي عائشة	√	√	√	√	√	√	X	√	√	X	X	√	09	03
27	سايجي عيسى	√	√	√	√	√	X	X	√	√	√	√	√	10	02
28	سبخة عبدالرزاق	√	√	X	√	X	√	√	√	√	√	√	√	10	02
29	سبخة عمرة	√	√	√	X	√	√	√	X	√	√	√	X	09	03
30	شحلاط أم الخير	√	X	√	√	X	√	√	√	√	X	X	√	08	04
31	شحلاط عيشة	√	√	√	√	√	X	√	√	X	√	√	√	10	02
32	ضروة نجاة	√	√	X	√	√	√	√	√	√	√	√	√	11	01
33	عربات صباح	X	√	√	√	√	√	√	√	√	X	√	√	10	02
34	فيجل فتيحة	√	√	√	√	√	√	X	√	√	X	X	√	09	03
35	فيجل فطيمة/حواس	√	√	√	√	√	√	X	√	√	√	X	√	10	02
36	قديري زهوانية	√	√	√	X	√	X	√	√	√	X	√	√	09	03
37	لقليب عبدالقادر	√	√	X	√	X	√	√	√	X	X	√	√	08	04
38	لوصيف كمال	√	X	√	√	√	√	√	X	√	X	√	√	09	03
39	مبدوعة احمد	√	√	√	X	√	√	X	X	√	√	X	√	08	04
40	مداد خيرة	√	√	X	√	√	√	√	√	√	X	√	√	10	02

**Ct Pr:** Correct Pronunciation.

**Wr Pr:** Wrong Pronunciation.

√ : A mark used when the learner pronounces the word correctly.

X : A mark used when the learner mispronounces the word.

## DEDICATION

I am Mr. Djouimaa Naasse dedicate this work:

- ✎ To the living memory of the only person with the exception of God nothing is more important: *my MOM*.
- ✎ To my father.
- ✎ To all my brothers and my sisters especially *SALEH* who has helped me to make my dream real, mainly after my mother's death "*Thank you brother*".
- ✎ To my relatives and my friends.
- ✎ To the post graduation 2012.
- ✎ To all my teachers.

## Dedication

*To the dearest people to my Heart*

*To my parents with love*

*To my sisters « samira » and \* Hala\**

*To my brothers \*Bilal, khaled and little Monir\**

*To all my teachers especially Mr. Ahmed Bashar*

*Special gratitude is due to all People who have stood with  
me in the hard times.*

*Ben Makki Adel*

## **ACKNOWLEDGEMENT**

We are sincerely grateful to our supervisor Mr. Bouhitem Tayeb for his guidance and advice.

We wish to acknowledge with great debt and sincere gratitude both Mr. Rakai Ahmed the teacher of English, and the headmaster of Sahouan Ben Azouz Middle School Medjedel .

We would like to thank the headmistress, the teachers, and all the staff of the department of English.

We never forget to thank our family: our parents for giving us life in the first place, for educating us, for giving continual support and encouragement; and our brothers and sisters for their patience, understanding, love and care.

Our thanks also go to all our teachers in the Primary, Middle and Secondary Schools.

## **Abstract**

The current focus of the competency based approach is pronunciation learning since it plays a major role in communication. Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. This paper presents the results of a study investigating whether the use of audio visual aids enhances the learner's pronunciation. To achieve this purpose, two groups of fourth year learners at middle school were chosen. Each group had 40 participants, one group was an experimental and the other was control. Both groups were taught the same lessons about the single vowel sounds, with the exception is that the experimental group taught through the use of audio visual aids.

There were three main phases of the experimental study namely pre-test, treatment period and post-test . The oral pre- and post-test results were compared after calculating the mean and the *t* test of both groups. The scores of the experimental group showed significant improvement in their pronunciation when it is compared to the control group. Results indicate that the use of audio visual aids, even over a short period of time, produce better pronunciation improvement than using only aural feedback.

## ملخص

يركز منهج المقاربة بالكفاءات على تعليم النطق، باعتباره يلعب دوراً أساسياً في التواصل. النطق عبارة على جزء مدمج ضمن تدريس اللغات الأجنبية ولذلك لتأثيره على كفاءة وأداء المتعلم . هذا البحث يبين نتائج دراسة مدى تأثير الأجهزة السمعية البصرية على نطق التلميذ . ولتحقيق هذا الهدف تم اختيار قسمين من مستوى الرابعة متوسط، يحتوي كل قسم على أربعين تلميذاً. قسم كعينة ضابطة والآخر كعينة تجريبية. تم تلقين القسمين نفس الدروس ولكن أحدهما ( القسم التجريبي) بطريقة السمعي البصري .

تمت العملية عن طريق ثلاث مراحل للدراسة التجريبية : امتحان ما قبل التجربة، التجربة، امتحان ما بعد التجربة. تمت مقارنة نتائج الامتحانين وذلك بعد حساب المتوسط الحسابي و(ت) التجريبي لكلا العينتين . نتائج العينة التجريبية أظهرت تحسناً ملحوظاً في النطق مقارنة بالعينة الضابطة. بالرغم من قصر مدة الدراسة، إلا أن هذه النتائج تدل على مدى التأثير الإيجابي للأجهزة السمعية البصرية على نطق التلاميذ .

## **List of Abbreviations and Symbols**

**%:** Percentage

**AVAs:** Audio Visual Aids.

**CAPT:** Computer Assisted Pronunciation Training.

**CG:** The Control Group.

**CPH:** Critical Period Hypothesis.

**Ct Pr:** Correct Pronunciation.

**E G:** The Experimental Group.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**ESL:** English as a Second Language.

**FL:** Foreign Language.

**IPA:** The International Phonetics Association.

**L<sub>1</sub>:** First Language.

**Wr Pr:** Wrong Pronunciation.

## **List of Tables**

<b>Table 1.</b> Single valued consonants.....	20
<b>Table 1.1.</b> Single Valued consonants with some Exceptions.....	20
<b>Table 2.</b> Consonants with Two Sound Values.....	21
<b>Table 3.</b> Composite consonants that have one sound value.....	21
<b>Table 4.</b> Doubled consonants have the same sound value.....	22
<b>Table 5.</b> Vowel letters with two sound values.....	22
<b>Table 6.</b> Percentage of learners' correct and incorrect pronunciation of the pre-test.....	55
<b>Table 7.</b> The pre-test results of learners' incorrect pronunciation of Vowel sounds.....	56
<b>Table 8.</b> Percentage of learners' correct and incorrect pronunciation of the post-test.....	60
<b>Table 9.</b> The post-test results of learners' incorrect pronunciation of Vowel sounds.....	61
<b>Table 10.</b> The pre/post-test results of learners' incorrect pronunciation of Vowel sounds.....	64
<b>Table 11.</b> Calculating the mean of the experimental group in the pre-test.....	66
<b>Table 12.</b> Calculating the mean of the experimental group in the post-test.....	67
<b>Table 13.</b> Calculating the mean of the control group in the pre-test.....	68
<b>Table 14.</b> Calculating the mean of the control group in the post-test.....	69
<b>Table 15.</b> The Means of the pre-test.....	70
<b>Table 16.</b> The Means of the Post-test.....	70
<b>Table 17.</b> t test Result of the Control Group.....	71
<b>Table 18.</b> t test Result of the Experimental Group.....	72

## List of Figures

<b>Figure 1.</b> The Front Vowels.....	58
<b>Figure 2.</b> The Back Vowels.....	59
<b>Figure 3.</b> The Central Vowels.....	60
<b>Figure 4.</b> Pre-test Results of Experimental and Control Groups.....	62
<b>Figure 5.</b> Post-test Results of Experimental and Control Groups.....	63
<b>Figure 6.</b> Pre/Post Test Results of Each sound in the Experimental Group.....	64
<b>Figure 7.</b> Pre/Post Test Results of Each sound in the Control Group.....	65

## Phonetic Symbols

**Table of Consonants**

Consonants	Amount of Air Pressure	Vocal Cords Action	Place of Articulation	Manner of Articulation
p	Fortis	Voiceless	Bilabial	Plosive
b	Lenis	Voiced	Bilabial	Plosive
t	Fortis	Voiceless	Alveolar	Plosive
d	Lenis	Voiced	Alveolar	Plosive
k	Fortis	Voiceless	Velar	Plosive
g	Lenis	Voiced	Velar	Plosive
tʃ	Fortis	Voiceless	Palato-Alveolar	Affricate
dʒ	Lenis	Voiced	Palato-Alveolar	Affricate
f	Fortis	Voiceless	Labiodental	Fricative
v	Lenis	Voiced	Labiodental	Fricative
θ	Fortis	Voiceless	Dental	Fricative
ð	Lenis	Voiced	Dental	Fricative
s	Fortis	Voiceless	Alveolar	Fricative
z	Lenis	Voiced	Alveolar	Fricative
ʃ	Fortis	Voiceless	Post-Alveolar	Fricative
ʒ	Lenis	Voiced	Post-Alveolar	Fricative
h	Fortis	Voiced	Glottal	Fricative
m	Lenis	Voiced	Bilabial	Nasal
n	Fortis	Voiced	Alveolar	Nasal
ŋ	Lenis	Voiced	Velar	Nasal
l	Fortis	Voiced	Alveolar	Lateral
r	Lenis	Voiced	Alveolar	Roll
w	Fortis	Voiced	Bilabial	Glides
j	Lenis	Voiced	Palatal	Glides

## Vowel Sounds

<b>Single Vowels</b>	<b>Description</b>	<b>Example</b>
/ ɪ /	Close, front, unrounded, short	Hit
/ i: /	Close, front, unrounded, long	Heat
/ e /	Half close, front, unrounded, short	Head
/ æ /	Half open, front, unrounded, short	Black
/ ə /	Half close, central, unrounded, short	Cinema
/ ɜ: /	Half close, front, unrounded, long	Learn
/ ʌ /	Open, back, unrounded, short	Luck
/ ʊ /	Close, back, rounded, short	Could
/ u: /	Close, back, rounded, long	Food
/ ɒ /	Open, back, rounded, short	Rock
/ ɔ: /	Close, back, rounded, long	Four
/ ɑ: /	Close, back, rounded, long	Arm

<b>Diphthongs</b>	<b>Example</b>
/ eɪ /	Say, eight.
/ aɪ /	Five, eye
/ ɔɪ /	Boy, join
/ aʊ /	Now, out
/ əʊ /	Go, home
/ ɪə /	Near, hear
/ eə /	Where, air
/ ʊə /	Pure, cure

# Table of Contents

## Chapter One:

Introduction.....	1
1. Statement of the Problem.....	1
2. The Aim of the Study.....	2
3. Significance of the Study.....	2
4. Research Question.....	2
5. Hypothesis.....	3
6. Methodology Design.....	3

## Chapter Two: Initial Consideration in Teaching Pronunciation.

Introduction.....	5
I. Learning Pronunciation.....	5
1. The Teacher's Role.....	5
2. The Learner's Role.....	6
3. Factors Affecting Pronunciation Learning.....	7
3.1. Biological Factor.....	7
3.2. Personality Factor.....	8
3.3. Native Language Factor.....	8
3.4. Amount of Exposure.....	9
II. Intelligibility.....	10
1. Definition of Intelligibility.....	10
2. Factors Affecting Intelligibility.....	11
2.1. The Sender.....	11
2.2. The Receiver.....	12
3. Intelligibility Problems.....	13
3.1. Sound Substitution.....	13
3.2. Links between Words.....	14
3.3. The Use of Stress.....	14
3.4. The Use of Intonation.....	14
III. Sounds and Spelling.....	15
1. The English Spelling System.....	15
2. The Phonetic Alphabet.....	17
3. Spelling and Pronunciation Errors.....	18

4. Rules and Regularities.....	19
4.1. Rules for Consonants.....	19
4.2. Rules for Vowels.....	22
5. Linking, Deletion and Assimilation of Sounds.....	24
5.1. Linking.....	25
5.2. Deletion.....	26
5.3. Assimilation.....	27
Conclusion.....	28
<b>Chapter Three: Teaching Pronunciation.</b>	
Introduction.....	30
I. The history of pronunciation teaching.....	30
1. Direct method.....	31
2. The Reform Movement.....	32
3. Audiolingualism.....	32
4. Communicative Language Teaching.....	33
II. Pronunciation Teaching Today.....	35
III. Innovative Techniques.....	36
1. Fluency-building Activities.....	36
2. Effective Listening Exercise.....	36
3. Visual and Auditory Reinforcement.....	37
IX. The Use of Audio Visual Aids.....	37
1. The History of Audiovisual aids.....	38
2. The Advantages and Disadvantages of Using Visual Aids.....	40
3. Audio-Visual Aids as a Means of Communication.....	42
4. Audio-visual Aids in Teaching Pronunciation.....	42
5. The Phonemic Alphabet.....	45
6. Types of Audio Visual Aids.....	46
Conclusion.....	51
<b>Chapter Four: Methodology and Data analysis.....</b>	<b>52</b>
Introduction.....	52
1. The Aim of the Experiment.....	52
2. Population and Sample of the Experiment.....	53
3. Content and Procedures.....	53

3.1. Pre-test: Description and Results.....	54
3.2. Treatment Period.....	56
3.3. Post test: Description and Results.....	60
4. Data Analysis: Comparison of Results and Means.....	61
5. <i>t</i> test Analysis.....	71
6. Reporting the Results.....	72
7.1. Summary of the Findings.....	73
Conclusion.....	73
<b>General Conclusion</b> .....	75
<b>Bibliography</b> .....	77
<b>Appendices</b> .....	79