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Saadia BSIKRI

The Role of Audiovisual Aids in Improving Teaching Pronunciation

The Case of First Year Students of English at Biskra University

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

Board of Examiners:

Mr.	Maamar BECHAR	MAA	Biskra	President
Dr.	Lamri SEGUENI	MCB	Biskra	Supervisor
Mr.	Khaled AMRAOUI	MAB	Biskra	Examiner

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DEDICATION

I dedicate this work

To the memory of my dear father, Belkacem

***To the great woman who gave me birth, my beloved
mother, Safia***

***To the one who made me love teaching and the English
language, my dear brother Djamel***

To all my dear brothers and sisters

To my sisters and brothers-in-law

To my lovely nieces and nephews

***To all my dear friends and all the helpful people who
encouraged and advised me to never give up.***

***To all my teachers from the primary school until the
university.***

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Abstract

The current study presents one of the most crucial materials in the field of learning and teaching process which are audiovisual aids. This research aims at investigating the role of these teaching aids in improving students' pronunciation, in the department of foreign language at Mohammed Kheider University of Biskra. Throughout this work, the researcher attempts to show the usefulness and importance of using audiovisual materials in improving second language students' pronunciation. The fundamental hypothesis of this study states that if audiovisual aids are used properly in the course of phonetics, they can be very efficient tools in improving learners' pronunciation. In order to confirm or reject the research hypothesis, a single tool is used; namely, students' questionnaire, which is distributed to a selected sample from first year students (n°=24). The analysis of the questionnaire reveals that audiovisual aids are an important tool in the process of promoting students' pronunciation and activates the learning atmosphere. The students' responses towards the implementation of audiovisual media are positive. It is proven that this strategy attracts students' attention and adds enjoyment to the phonetic lessons. It also raises the interest of the students' in learning English phonetics through the use of various videos, since they can watch the videos and listen to native experts of English language. Finally, according to the results obtained, various recommendations are suggested for students and teachers; students should practice on their pronunciation outside the classrooms and teachers should expose their students to different audiovisual materials during phonetic courses.

Key words: phonetics, pronunciation, audiovisual aids

List of Acronyms and Abbreviations

EFL: English as a foreign language.

LMD: License, Master and doctorate.

L2: Second language.

AVA: Audio-Visual Aids.

CLT: Communicative language teaching.

FL: Foreign language.

L1: First language.

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المخلص

General Introduction

Introduction

A Great number of English language speakers nowadays began understand that English language has spread allover the world, and it is strengthened everyday or every part of the day. also, they realized that the necessity of how making international conversation and master the foreign language is more important that learning grammar and vocabulary. In this chapter, the researcher attempts to deal with one of the most important part of the English language which is pronunciation. The latter feature is the nucleus of the speaking skills, which is important in the learners' task, i.e., The manner of how articulate and pronounce is very important in the language; however, A great number of students still make mistakes when they speak English. This chapter will spot light on the most important points of prononciation starting from its definition, importance, and how to teach it.

1. Statement of the Problem

Learning English as a foreign language presupposes mastering a number of skills and aspects each of which involves specialised study. Phonetics is a field of study that is concerned with studying speech sounds. Learners are expected to develop their speaking skills through studying phonetics in order to improve their pronunciation. Phonetics is taught in our university through lecturing teaching method and allowing traditional techniques that makes it hard for students to improve their pronunciation and speaking skill.

Audiovisual aids are modern teaching tools that can be efficient tools to develop students' pronunciation and speaking skill. However, in our context, we

noticed the lack of using innovative techniques to teach phonetics and pronunciation. Students face considerable problems when they are trying to produce language sounds and speak English language.

By using audiovisuals, students can be engaged and more motivated to articulate the different sounds of the target language and thereby the speaking skill. Audiovisual aids have a significant role in enhancing teaching pronunciation and improving learners' reception and production of the different aspects of pronunciation if used appropriately they can be suitable for the modern world requirements and can promote positive outcomes on students' pronunciations and academic achievements.

2. Significance of the Study

This study is crucial to raise awareness about audiovisual aids as innovative teaching methods to develop students' pronunciation. Audiovisual aids are modern teaching tools that can provide positive outcomes on students' pronunciation. This study aims at providing teachers with insights to the effective use of audiovisual aids in foreign language classrooms. It focuses on describing teachers and students' perceptions on the role of audiovisual aids in improving teaching pronunciation. The analysis of teachers and students' perceptions can highlight to what extent the use of audiovisual aids can be effective to develop English language student's pronunciation. Additionally, this study will help students to develop their pronunciation and overcome related issues to speaking skills.

3. Aims of the Study

Throughout this study, we aim to

- Show the importance of audiovisual aids (AVA).
- Improve the level of EFL learners in pronunciation.
- Describe the effects of audiovisuals in teaching pronunciation.

4. Research Questions

Our study aims to provide answers to the following questions:

- 1) How can Audiovisual Aids enhance teaching pronunciation in EFL context?
- 2) What are teachers' and learners' attitudes towards using audiovisual aids in teaching pronunciation?
- 3) What are the best ways to use such tools?

5. Research Hypothesis

Throughout our present study, we hypothesize that if audiovisual aids are used properly in the course of phonetics, they can be very efficient tools in improving learners' pronunciation.

6. Research Methodology

The nature of the present study requires a qualitative approach to gather information about the audiovisual aids use in teaching pronunciation. A descriptive research design will be chosen to describe the role of audiovisual aids in teaching pronunciation.

a. Data collection tools

Questionnaire to students

We need students' points of view and attitudes towards the role of audiovisual aids in improving their pronunciation. For this, a questionnaire will be administered to a group of students of first year.

6.2 Population and sample

The population of our study will be the first year EFL students (N=326) at Biskra University. We believe they can be suitable for this study because they are newly introduced to this separated course of phonetics with in details. Second, first year students are required to master the four language skills including speaking skill. Finally, mastering speaking skill has a great impact in students' self-confidence in their academic achievement.

The sample is a number of participants that will answer the questionnaire about the role of audiovisual aids in improving their pronunciation.

7. Structure of the Study

This dissertation will split into three chapters, two parts theoretical and practical. The theoretical part consisted of two chapters that accumulate the necessary literature review to accomplish this dissertation. **The first chapter** talked about pronunciation's definition, its aspects, factors influencing pronunciation and its two aspects; segmental and supra segmental. Also, the different factors that affecting pronunciation; which are the internal and the external factors. As well as the goals were discussed. In addition to that, we dealt with the theories that dealt with teaching pronunciation strategies. Furthermore, EFL learners' problems, the teachers' role in pronunciation training class...etc. **The second chapter** is

devoted to Audiovisuals (AVA) which will represent different angles about the topic. First, we define audiovisuals and mention their types. After that, we talk briefly about their use and challenges without forgetting the teachers' and learners' role...etc. **The last chapter (Field work) is** interpreted the results and provided some recommendations and implementations for future prospects in teaching the English pronunciation.

Chapter One

Teaching Pronunciation

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Introduction

A Great number of English language speakers nowadays began understand that English language has spread all over the world, and it is strengthened every day or every part of the day. also, they realized that the necessity of how making international conversation and master the foreign language is more important that learning grammar and vocabulary. In this chapter, the researcher attempts to deal with one of the most important part of the English language which is pronunciation. The latter feature is the nucleus of the speaking skills, which is important in the learners' task, i.e., The manner of how articulate and pronounce is very important in the language; however, A great number of students still make mistakes when they speak English. This chapter will spot light on the most important points of pronunciation starting from its definition, importance, and how to teach it.

1.1 Definition of Pronunciation

Pronunciation is defined in several ways by many authors and in many dictionaries, we can state some of these definitions here. So, according to what is stated in the Oxford English Dictionary (2020), pronunciation is defined as: "the way which the words of a language are made to sound when speaking. It is also the act or result of producing the sounds of speech including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability".

Pronunciation refers to the production of the sounds that we use to build meaning includes awakening to the partial sounds of language (syllables). Elements of speech deviate from the individual volume level, such as: intonation, phrasing, tension, timing, and rhythm (supra-segmental aspect).the way how the voice is protruded, i.e., (the voice quality), the light converges with gestures and expressions that are really close to the way we speak a particular language. Each of these aspects is an outline of another study that gave this last

part an important part in determining pronunciation (Adult Migrant English Program Research Centre 2002, p.1).

Teaching pronunciation is teaching about aspects that may influence meanings of sentences out of segmental phonemes. It is important to teach, because pronunciation is an essential sub skill in speaking. Therefore, good pronunciation means to avoid misunderstanding in communication. When people say for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because foreign learners have difficulties in pronouncing English words due to the influence of their native language. As Daniel Jones mentioned that: The Difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of many kinds in the matter of pronunciation. like:1) the student must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress and voice pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

Furthermore, Pronunciation is the manner or act of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. When we said that someone has "correct pronunciation", then it refers to both within a specific dialect.” A word can be spoken in several ways by different individuals or groups, according to many factors, such as: the area in which they grew up, the area in which they are living now, if they have a speech or voice disorder, their, their social class, or their education,...etc.

Also, Fraenkel (1984, as cited in Guettaf Temam, 2016) stated that there are two main steps to learning how to learn pronunciation:

1) Receptive/list stage: In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

2) Productive/speaking stage: By this stage, we learn to speak or to produce what we have learned before.

1.2 The Aspects of Pronunciation

A broad definition of pronunciation contains both Supra-segmental and segmental structures. Despite the fact that these aspects must be analyzed separately without neglecting that the significance of these features occurs when they are combined so that the speaking process occurs correctly. The theory addressed there is necessary for teachers more than learners for teachers more than learners for this reason; They understand how to manipulate these different aspects, while learners do not need to cover the aspects in depth because practice is the primary activity that summarizes them the most.

1.2.1 Supra-segmental Aspects of Pronunciation

Here we are going to mention the different points that the supra segmental aspect contains such as:

1.2.1.1 Stress

It indicates the significance given to some syllables within words, and certain syllables or words within words. They are captured by size, strength, tone transmission, and clip length, and are often noticed when someone uses movements and gestures when speaking. One of the striking features of the English language is the shortened nature of unstressed syllables. Hence, not only the stressed sections are longer, louder, stronger and have a different tone. But unstressed ones are often different in quality (Clennell, 1997). It is pretty clear that stress which is so common in English that they are not only longer, louder, and powerful at different gummy. Though, they are different in quality. This made English so different from other languages. As it is stated by Clennell (1997), stress is essential at three different levels:

- Word level: multisyllabic words have one or more syllables that are stressed.
- Sentence level: which most essential words tend to be stressed.
- Contrastive stress: the most important words carry greater stress.

1.2.1.2 Intonation

Also known as pitch change, it is critical in indicating meaningful speakers, and unique personal situations. According to Clennell (1997), pitch changes are deeply associated to stress. In order to endeavour the unsuitable transfer from the learners' native

language (mother tongue), learners will be in need to acquire new intonation patterns, because intonation patterns are considered to be language specific.

Clennell (1997) states that two major approaches to intonation theory: the grammatical approach, which relates intonation to grammatical functions. It is settled as an approach that light converges the link between intonation and attitude. Along with the discourse approach; this directly underscores speakers and their own intentions in longer, stretches of discourse. Some major functions are identified by Clennell (1997) which are considered as an important intonation tips for learners:

- Information marking (prominent stress)
- Discourse marking (given/new)
- Conversational management (turn-taking/collaborating)
- Attitudinal or affect marking (mood/feeling)
- Grammatical/ Syntactic marking (clause boundaries/word classes)
- Pragmatic marking (illocutionary force/ intention of the speaker).

The way intonation works is very complex (intricate), in addition, it is clear that teachers cannot cover the theory in depth or explore it. Inclusive with learners; However, this process identifies some simple and well-defined patterns that can be explored and practiced even for novice learners.

1.2.1.3 Features of connected speech: In the English language, phonemes connect words quite distinctly from other languages, and these structures help learners and teachers deal

with stress patterns and alter pitch turned. There are many examples of the consonant and consonant conjunction associated with a consonant. These tethered devices should not be ignored because they are direct. Helping EFL learners get a fast and choppy delivery that can be covered in Communication process and this is very good for speakers of English as a foreign language in Arabic (Celce-Murcia, Brenton and Godwin (1996).

1.2.2 Segmental aspects of pronunciation

According to Celce-Murcia, Brenton and Godwin (1996), many novice learners may face difficulties in pronouncing the foreign language with certain sounds in certain situations for example, the final word / z // s // iz / which may take a long time to learn and also huge efforts of teachers making it easier for learners to train, all A teacher has a way to solve this type of problem and improve EFL learners to control the language's sounds and attitudes. Learning to pronounce specific English sounds in natural speech is an essential part of learning correct pronunciation. Because there are many good references that cover the very detailed parts of phonology and English Pronunciation. Provide a brief overview that includes the necessary information on this aspect.

The Frasers' Handbook (2001) for Teachers lays down some useful background given the difficulty learners face in visualizing the sounds in spoken English. These difficulties can be very puzzling for learners trying to use the appropriate pronunciation of the English language in everyday life. The English phoneme consists of phonemic sounds, or individual sounds that raise the soul and the ability to create meaning, and these may be vowel sounds, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are designed to train learners of English as a foreign language, especially beginners, in how to use these sounds in practicing their

tongues in different parts of the mouth. Besides, Underhill (1994) provides a friendly description of English sounds for teachers, requiring them to have a phonemic chart arranged according to how they are formed and composed in the mouth of the speakers as well as the representation of these sounds and their use in English dictionaries. It is very helpful and useful for educators to become familiar with and familiarize yourself with the text, with examples of how it is used.

1.2.3 Consonants and vowels

are produced by causing a partial occlusion or obstruction in the mouth, and as such they differ from one another, and are usually reported in terms of:

- Where the sound is reported in the mouth or at the place of pronunciation.
- How to make the sound, or how to pronounce it whether or not the vocal cords vibrate (Underhill, 1994).
- It is imperative for teachers to be aware of how and where a sound is produced, so learners here will find this knowledge useful, although learners will only make sounds clearly through attentive listening, careful, and prospecting. The separation between audible and uninvolved sounds is often understood more clearly in aspiration volume. English consonants may come together to form groups that can pose specific obstacles for learners.

In line with Underhill (1994), vowels are described mainly in terms of:

- Height, although remember that length depends on stress, and that it is short even English vowels may appear quite long when pressed. The position in the mouth in which they were made (in terms of their position: Top to bottom and front to back)
- The degree of rounding, spreading, or neutrality of the lips.

The English language may contain more vowels than those used by learners in their first language, so learners need to be in contact with some activities to practice listening to the vowels and tend to use it correctly and accurately, in addition to that they must learn how to distinguish between them, And also where to try it in the mouth.

1.2.4 Voice quality

Pennington (1996) notes that the voice quality is the aspect of prosody, i.e., the study of rhythm, intonation, stress, and related attribution speech which spans the longest stretches of speech and underlies all other aspects. This will directly lead to that all other aspects of pronunciation (segmental and supra-segmental) are made within the limits of the voice quality.

The voice quality could be the basic form in communication of emotion, mood and attitude, so listeners' reaction will give a certain impact, which could be positive or negative about the speakers' speech through his/her voice quality that certainly helps the EFL learners to be well understood with a fluent pronunciation. Consequently, voice qualities are different from speaker to another; it may be harsh voice, tense voice, breathy voice, and whispery voice, creaky and lax-creaky voice. However, each voice quality may give the listener hints about the speakers' fluency.

1.2.5 Gestures

Movements and body gestures have been considered as an important tip in getting the listeners' attraction, and involve him/her in the conversation with all attention. Gestures make us as speakers closely and deeply in touch with the way we speak; every single word we say along with a movement from our bodies may have a powerful/powerless impression, which is drawn there in the listener's reaction. Teaching pronunciation extremely

underscore gestures “training linked with English speaking tips and habits, which may help learners develop their awareness when they are taking turns in certain conversation to the speakers” body language and how to improve theirs, which also can help them to concentrate/ focus on the stress and the rhythm (Celce-Murcia, Brenton and Godwin (1996).

1.3 Factors Influencing Pronunciation

Learners differ in obtaining an acceptable knowledge of the English language. Some learners can practice it in a few months while other learners cannot reach the same level in a few years. The latter will lead researchers to search for observable factors, which influence the override of English pronunciation. Since it has been featured by Shoebottom (2012), a certain number of these factors can create a reasonable effect on successfully acquiring pronunciation skill that really needs hard work and training to get there. However, pronunciation training and practice do not neglect simple or complex matters and take time. Without referring to specific details, factors that affect pronunciation can be classified into two broad categories, internal and external.

1.3.1 Internal Factors

These factors play a big role in making the stage of learning the pronunciation easy, comfortable and fast. Besides, these factors are spiritual in the learner's individual language.

- **Age:** Children / young learners have been shown to be gifted in terms of acquiring and learning English as a foreign language because their minds are renewed and always ready to acquire and practice. However, adults are able to make acceptable progress in gaining pronunciation skills competently if they are motivated and hard-working.

- **Personality:** In general, learners who focus more and primarily on their minds and feelings (introverted learners) see that they are unable to express what they want verbally; They are afraid to even look for any opportunity to talk about themselves and express their thoughts and feelings. On the one hand, extroverted and sociable learners seem courageous to take a step towards expressing themselves and looking for a part in every conversation they tend to face, neglecting their mistakes and not being afraid to do them, they are precisely the ones who are able to acquire and practice pronunciation skills anytime and anywhere .
- **Motivation:** When the learner is motivated, he tends to learn better. However, the motivation raised by external rewards is called extrinsic motivation, which is often used to increase learning progress for example; Learners who need to study English in order to get a better job or communicate with relatives who live in an English-speaking country can develop their ability to speak and speak fluently. Additionally, learners who are motivated by learning satisfaction are also more likely to have better outcomes.
- **Experience:** Learners who relate to everyday English pronunciation practice through communication with foreigners (English speakers) has already been done you are exposed to some daily listening activities (internet chat room) a chance to be more fluent and good speakers with clear pronunciation instead of those who have not encountered themselves in such an environment.
- **Cognition:** Some linguists can see that learners with stronger cognitive abilities, and who use them correctly, can lead them to faster and effective progress instead of others who cannot realize it.
- **Native Language:** Learners who belong to a family in which their mother tongue is closely related to the language they wish to acquire have greater opportunity than

those learners who attempt to master a language from a family group completely different from their mother tongue (Shoebottom, 2012).

1.3.2 External Factors

These factors differ from internal factors due to their special characteristics, which deal with a particular language learning situation.

- **Curriculum:** Exposing learners of English as a foreign language to their appropriate courses of study has a crucial value that will help them meet their study needs.
- **Instructions:** Teachers' skills Teaching skills and abilities play a huge role in terms of developing the learners' language, which helps them to be more active and alert. In addition, the instructions also lead learners of English as a foreign language to be more curious about learning.
- **Culture and Status:** Learners whose culture has a status less than a culture whose language is revealed to achieve language skills more slowly.
- **Motivation:** It is believed that learners are supported and motivated families and teachers to develop general language learning and pronunciation skills specifically expand an important success and career.
- **Access to native speakers:** Learners who are able to arrange meetings with native speakers tend to leave their concerns behind to network and initiate a conversation without fear of making mistakes. Native speakers define a linguistic form notes suitable for learners (Shoebottom 2012). These factors, whether internal or external, can either help or hinder learners of English as a foreign language in terms of acquiring and learning to pronounce. Therefore, learners will be classified according to their own capabilities and the influence of the environment around them.

These factors whether internal or external can be helper or crippler for the EFL learners in terms of acquiring and learning pronunciation. Therefore, learners will be categorized according to their own abilities and the environment's influence around them.

1.4 The Goals of Teaching Pronunciation

Many scholars agree that the most important goal of teaching pronunciation is to reach a language close to the mother tongue. However, there are some other elements that English Pronunciation teachers aim to target (Chun, 2002, p.83) mentioned some of these:

1. Being acceptable in an English community where English is a native language because errors will lead to misunderstanding and sometimes it put us in critical situations.
2. Developing the ability to comprehend the language in its context more than just acquiring vocabulary.
3. Determining the linguistic, socio-linguistic, pragmatic, and strategic competence of the English language, i.e., learning both language and culture.
4. Students through pronunciation will know how to use some aspects when it comes to intent, politeness, agreement, and how to argue to keep the floor.

The acquisition of the English language for ESL/EFL learners needs a blend of linguistic component and cultural component. Linguistics consists of the mastery of syntax, morphology and phonology. However, those aspects are not enough to deliver the message in an acceptable manner. We need to put all of them in an accurate, appropriate and relevant context.

1.5 Theories about Teaching Pronunciation and Language learning Strategies

Teaching pronunciation theories vary according to the learners' needs especially when these theories concern the field of communication and how to improve the state of communication amid EFL learners through studying the effectiveness of pronunciation training on learners' accomplishment in communicative competence. Morley (1998) notes that pronunciation as an aspect takes the position in the all-encompassing communicative competence. In addition to what Morley (1998) states, Young (2004) implies that using the traditional way to learn English where learners neglected the fundamental awareness of the importance of fluent speaking. This may be due to the lack of communication with foreign countries.

However, oral communication began to become clearer and more useful when they were Western countries introduced expanded forms of communication into this century. Young (2004, as cited in Soud, 2016) makes a very basic point when he notes that reading or writing comprehension will no longer be suitable for the marked improvement of the economy and that face-to-face communication or chatting through a net box is desirable for him to be more fluent and fluent. So clear that understanding made the position here.

Teaching pronunciation through communicative competence will make the path easier for teachers of English as a foreign language and learners because the more they are inclined to listen and practice, they will be clearer and more accurate. What learners of English as a foreign language really need is to feel that they are facing the atmosphere of the language that will be taught so that they can participate in any kind of dialogue and with the development of this technology not only every century or year, but now every second of our

lives is facilitating their access to training Real fluency and practice anytime they want. In this field the teacher plays the role of mentor and catalyst.

Pronunciation training in this research topic converges the refracted rays of light onto Smith (1981, as cited in Souid, 2016) the support that he claims that awareness and the nurturing of perception are essential in Second Language Acquisition (SLA) despite the fact that the Krashen theory (1985) came to prove that pronunciation is inherently learned. Nevertheless, clear instructions when dealing with teaching pronunciation were important to demonstrate the effectiveness of pronunciation training. Prior to Krashen's (1985) SLA theory, it was an educational program focused on the communication system between pronunciation, influence, personality and the social environment, which tends to help learners whose speech is fossilized.

Although no proof of success has been proposed. Returning to what Morely (1994, p. 16) provides debatable hints and ways to show that the focus of speech training at the present time should be planned over effective teaching, so I suggested a scheme called “New Wave Teaching Programs” which should be taken into account when Contact speech training and these educational programs must consider not only language forms and functions but also the difficulties of training strategy and the self-participation of learners.

As an active pillar within the classroom, teachers must be aware of learning an opportunity to come forward and progress so that they can draw such potential ability to gain a deeper understanding of language learning and interaction in the classroom. According to Oxford (1990), language learning strategies can ensure that learners are helped with this to develop their language competencies in a better way so that they find themselves able to make a change in their competencies and try to improve their language level.

According to Canale and Swain (1980), communication strategies in ESL / EFL teaching play a large role in demonstrating that communication strategies are the primary

key to strategic competence. Over the years, many researchers have tended to study many new variants in pronunciation learning that take a step forward in explaining the successful ability to pronounce second and foreign languages so that learners can notice their development in both subjunctive and hyperbolic regions of pronunciation.

Pronunciation training is very important at an early age because children are able to train and acquire at the same time. Learners of English as a foreign language as beginners or adults especially those who are planning to finish their studies abroad. Increasing their pronunciation can build their self-esteem and make themselves comfortable to face any type of conversation with native speakers without feeling uncomfortable or afraid of making linguistic mistakes. Pronunciation education is a process that must be taken into account for the reason that we live in a world where the way you speak and how you participate in speaking will advance your personality and level of education. That is why teachers should try to give more importance to pronunciation training without neglecting other linguistic aspects.

1.6 The teacher's Role in Pronunciation Training Class

According to Wong (1987, p.17), the teacher in this field play a major role not only in teaching pronunciation but in how to attract learners to love what they are going to pronounce and practice. The teacher must get his/her learners attention each time they tend to tackle pronunciation session. One of the important roles of the teacher is to know how to fascinate the learners by choosing good pronunciation programmes so they find themselves following the teacher's instructions spontaneously, not because they are obliged to but they want to and they love to. This last is a key to drive learners to be in line with what is served by the teacher and avoid boredom that may surround pronunciation-training class. Another

important role is that the teacher must own a good background about the different varieties of English language and introduce them to his/her learners generally (Wong, 1987, p.17).

Consequently, the biggest mistake a teacher can do is to narrow all the English accents in one accent. Learners must perceive that English variety cannot be a small width. Whereas it is too broad, so that they must meet the most famous English varieties not in depth but only listening to them can be so useful. Therefore, they will not be shocked when they hear and meet such accents in real (Wong, 1987, p.17).

Over and above, teachers must design the suitable pronunciation curriculum, which meets the learners' needs and weaknesses, so the operation will be definitely organized and successful. So many teachers feel afraid of integrating a pronunciation training course because they think that they are not that advanced to make such step, but the fact is that these kinds of courses do not need that high level teacher, it needs only a teacher who is a researcher and a constituter (Wong, 1987, p.17).

Someone who works hard to provide his/her learners with everything they need. As Wong (1987, p.17) aptly points out, the teaching of pronunciation "is not exclusively a linguistic matter", so that teachers need to take into consideration such factors as their learners' ages whether they are juniors or adults), exposure to the target language, amount and type of prior pronunciation instruction, and most importantly the learners' attitude toward the target language and their motivation to achieve intelligible and fluent pronunciation that will help them in their careers.

Conclusion

This chapter has presented very useful data considering English pronunciation, its features and how to include it into the classroom with a way that offers EFL learners the opportunity to be fluent. In addition to this, English varieties have been tackled to show

which kind of English should be taught in the pronunciation training class and what have been found that all English varieties are important to be cultivated about. Whereas, using whether RP or Standard English could be hard to decide because till now the term Standard English is still confusing to be defined. RP may take the priority among educated people and students at schools since it is considered as a sign of culture and education but this does not neglect the fact that all English varieties are important. This last accent may be used primarily among junior learners as a suitable way to introduce the English language and pronunciation.

Chapter Two

Audiovisual Aids

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Introduction

The use of media and technology in teaching English as a foreign language is very important because it can arouse student's activity in the teaching process. It has been stated in previous studies that whenever teachers teach with some learning aids their students get more encouraged and stimulated because the learning aids help students to become more attentive, Audio visual aids in form of pictures and video can help the student to understand the context in language use itself.

2.1. Definition of Audio-Visuals

Audio-visual are useful materials which help both teachers and students in the speaking classes. There are many scholars, writers and websites who have defined audio-visual aids in different, still they share the same concept.

According to Singh (2007), Audio-visual aids are the different types of useful materials devices and symbols that make the study of a subject more comprehensible and interesting" (p.63). It means, they are used in order to make the content more understood, as well as they are necessary and they increase the motivation; teachers have used them as alternative tools by implementing technologies, so the learning process will be more stimulating and interesting. Henceforth, student speaking will emerge, and success will take a place just fine in communication.

Then, Burton (1999) states that "audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning". Thus, Audio-visual aids are those devices use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multisensory materials" (Edgar, 1946, p.47). This means they have a great role to make useful contact between members and receive full comprehensive message through both sense sight and hearing of course.

The McKean and Roberts (2000, p, 03) add that “audio-visual are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation”. Thus, Audio visual aids are those devices which can be used to make the learning experience more concrete, more realistic and more dynamic.

In addition, According to Carter.v.Good., Audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of sight or sense of hearing. Audio-visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification and stimulating.

From these definitions, it is concluded that audio visual are important devices which facilitate learning and teaching speaking process. Also, they help students to acquire the foreign language and develop their speaking skills since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers. So, audio visuals are very useful devices because they motivate students and make the course interesting and proceeds meaningful.

2.2. Types of Audio-Visuals

Technology emerged in the daily life of the individuals around the world, in different areas and particularly the students’ learning process it affects them positively or negatively, depending on the use of the equipment. Such as the use of the different types of audio-visuals aids that are available nowadays.

Neeraja (2011, p.355) states that teaching aids may be classified as visual aids, audio aids, audio-visuals aids and activity aids.

a- Projected aids, e.g. Films, Filmstrips, Opaque Projector, Overhead Projector, and Slide Projector.

b- Non projected aids

- Graphic aids ,e.g. Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs, Pictures, Posters, Printed materials, Globe, Flip books, Illustrated books, Models, Specimens, Text Books, Silent Motion Pictures.
- Display boards, e.g. Blackboard, Bulletin board, Flannel board, Magnetic board, PEG board.
- 3-D aids, e.g. Diagrams, Models, Mock-ups, Objects, Puppets, Specimen and exhibit.

2.2.1. Visual Aids: represents that aid material which helps the learner in acquiring the learning experiences through his visual senses.

2.2.2. Audio Aids: represents that aid material which helps the learner to acquire the knowledge through his auditory senses. Like Radio, Recordings (tapedisco) and Television, Video tapes, Language laboratories, Sound distribution systems, Public Addressing System.

2.2.3. Audio-visual Aids: represents all those equipments and aid material in which the learner gets opportunity to utilize both his auditory and visual senses for gaining the desired learning experiences. Like Television, Video-films, Video Compact Disks, Cartoon films, Motion Pictures, Computers.

2.2.4. Activity Aids: are those aids in which the students learn by engaging in some useful activities. These aids facilitate learning through sight and sound as well as through doing. Like Computer Assisted Instructions, Demonstrations, Dramatics, Experimentations, Field trips, Programmed instruction Teaching Machines.

Consequently, there are various types of the audio-visuals aids that serve the learners' needs to acquire knowledge differently, specifically the students' of foreign languages, whether inside the classroom with the teachers' help and guidance, or at home using audio, visual or audio-visuals devices to acquire the target language, for instance the use of television, radio or videos to be close with the foreign language along with its native speakers.

Sharma and Sharma (2012, p.302-303) provided a microscopic divisional classification based of the mode of presentation, where they stated that “Edgar Dales’ cone of experience is the most fundamental explanation to understand the types of audio-visuals aids”.

The following is the classification that illustrates the types of audio-visual aids

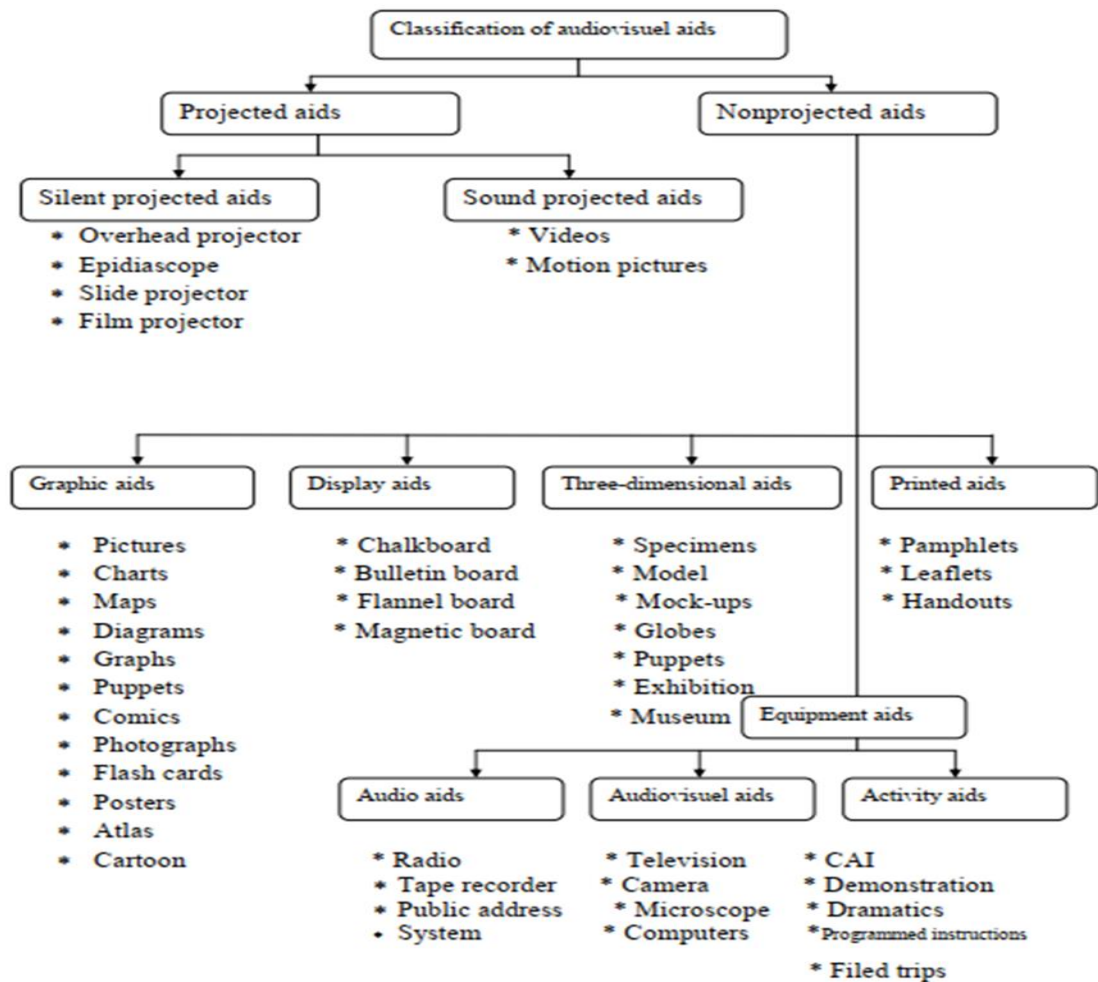


Figure 2. 1. Microscopic Divisional Classification Based of the Mode of Presentation

2.3. The Use of Audio-Visuals

Teaching aids are very useful educational materials. They can help in making learning more effective and interesting. They make the learning process easier as what has been mentioned above; teaching aids encourage students to learn because they provoke their sense. teachers should use those materials carefully To achieve the target object. There must be some criterion for choosing the right aid and use it in the right way.

Oyesola (2003, p, 03) suggests that for effective use of audio-visual aids the following should be taken into account (Oyesola (2003, p, 03):

- 1) Aids must be placed or held where all can see.
- 2) Teaching aids should be used to achieve certain objectives.
- 3) Teaching aids should be suited for the maturity level of the students.
- 4) Teaching aids must be use skillfully.
- 5) Technical quality of the aid should be good enough.
- 6) Use variety of aids.
- 7) Choose the suitable aid for the suitable activity.
- 8) The frequency of using audio-visual aids should be taken into consideration.

2.4. The Importance of Audio-Visual Aids

When it comes to the audio-visual aids, think of every modern instrument and every modern method of teaching; however, audio-visual aids are old that is to say using audio-visual aids is not something new because they were used by educators in second world war as a training tools for soldiers to rise their motivation and improve their learning.

Then the technology has advanced and improved and the field evolved to newer devices with great potentials. Nazneen (2009, p, 180) has described the importance of audio-visual aids in this way:

- 1) Promote a mood of mutual understanding and sympathy in over classroom.
- 2) Bring about significant changes in students' behavior.
- 3) Show the relationship of subject matter to the need and interests of students, with a consequent heightening of motivation for learning.
- 4) Brig freshness and variety the learning experience.
- 5) Make learning meaningful over a wide range of students' abilities.

- 6) Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation the “I was here” feeling that results increase learning.
- 7) Furnish the rich experiences from which meaningful concepts will be developed.
- 8) Widen the range of students’ experience in a process that will foster non-verbalism learning and the making of accurate organization. Assure the order and the clarity of thought that student will need if he/she is going to form conceptual structures and establish meaningful system of ideas. (Nazneen, 2009, p, 180)

2.4.1. In EFL teaching and learning

Audio-visuals aids are great deal of importance and have many advantages in learning foreign languages. First, it helps students in understanding languages by making him/her in direct contact with objects and things that is to say to create realistic world. Second, it assists students understand different cultural backgrounds. Third, Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity by making use of pictorial content and by providing variety in teaching. Fourth, they make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue fifth, they help information of language habits by drill, repetition and constant practice. Sixth, they increase the students’ experience of language by providing rich variety and better quality. Seventh, they promote teacher’s efficiency by saving time and energy. Last, they provide recreation to the learners

2.5. The Challenges of Audio-Visuals

Although audio-visual materials aid the language teachers to ease their teaching, but that does not mean that there are no disadvantages. Sometimes, it may be useless if the

selection of audio-visual materials is not effective. According to Cakir (2006), The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Moreover, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68).

So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected sensibly, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners

As in any technological devices there are some obstacles that interrupt the use of audio-visual aids in the classroom. Such as the Inability of teachers to handle the audio-visual aid. it is a big problem among the teachers who are working in rural region, they complain from the lack of required dedication to get new ideas and bring experiments in teaching, they are so far behind in using new technology. Also, Parents' perceptions are quite bad because they still ignore the new way in teaching with audio-visual aids. In addition, the lack of funds which is the biggest trouble that the responsible face it. Last but not least, both teachers and school management the same attitude, their focus is completely on the student's marks not the learning (extrinsic), for that they look for audio-visual aids just wasting time and losing money. The Inappropriate teachers training programs, they are not framed to train them to

learn the way of using materials effectively in teaching even though in or outside the class room to reach the goal.

2.6. Teachers' Role

It is well known that the base of the educational system is neither the setting nor the curriculum but the fruitful work of a human being called the teacher. The role of a teacher is to some extent changing to that of a facilitator and manager of learning. It was argued by Venkataiah (2008) that:

The instructor has to play a pivotal role in the success of the educational technology.

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

In audiolingualism as in any other method it is a combination of two acts teaching and learning, the teacher has great part on the teaching process to give the lesson in the most appropriate way. Thus, a teacher has a set of different roles inside the classroom as affirmed by Richards and Rodgers (2001) that in audiolingualism the teacher's role is central and active. The teacher models the target language, controls the direction and pace of learning, and monitor and corrects the learners' performance. In addition to the necessity to keep the learners attentive by varying drills and tasks as well as choosing relevant situations to practice structures. Hence it is an active verbal interaction between the teacher and the learners.

2.7. Audio-Visual Aids in Teaching Pronunciation

Teaching pronunciation is important for two reasons. Firstly, to help the students know and understand the spoken English heard. Secondly, to help the students to make their

own speech comprehensible (Gower, Philips, and Walter, 1995, p. 153). There are numerous techniques that can be used to teach pronunciation to the students, such as minimal-pair drill, repetition technique, audio aids, visual aids, and audio-visual aids. According to Elliot, Kratochwill, Littlefield, and Travers (1998, p. 491), audio-visual aids are the technology that can be used to present information in some different formats. For instance, slide projector, television, video players, etc.

Classroom audio-visual equipment today is more efficient, easier, and lighter than in the past. Audio-visual aids can facilitate the teacher to present the materials, describe, and clarify the information, ideas, and concepts to the students. So audio-visual aids today are very beneficial for the teacher in teaching-learning process (Moore, 1994, p. 162). By using the audio-visual aids in teaching-learning process, the students will be more interested in learning pronunciation, because they can see and listen to the correct produced sounds by the native speaker of English which makes the visual elements more interesting than the audio itself.

To conclude, the writer accomplishes that audio-visual aids can be used in teaching pronunciation, because it gives advantages for the English teacher and the students. The teacher and teaching process will be easier in delivering and presenting the materials, information, and ideas to the students. Whereas the students will be more interested in learning pronunciation, and will understand easily how to produce the sounds.

2.8. The Use of ICT Tools in EFL Classes

the use of instructional technology and ICT in particular in the English language classroom can improve and optimise students' language acquisition and significantly motivate them to continue their learning and stimulate their creativity and passion. It enhances motivation and engagement of learners in the language classroom. Students are

more likely to display positive attitudes when computers are used in the classroom. They are more motivated and interested to communicate with native speakers from other countries (Warschauer, 1996). The use of ICT may provide a learning environment where motivation is maintained and enhanced.

The investigation of the impact of technology use in EFL classrooms has shown that EFL effective activities can be enhanced by means of technology. Students insisted that their teachers should use technology in the classroom. This has increased and maintained their motivation and engagement and involved them more in the learning process (Ilter, 2009). ICT also Promote learners' autonomy and centeredness. It helps students become more independent and more self-sufficient; in addition, A dynamic class environment makes teaching more flexible and adaptable and creates classes featuring activities and tasks such as project work (Murray et al, 2005). Moreover, ICTs Boost interaction and communication. It has promoted and enhanced interaction and authentic communication among English language users and learners (Rank, 2011).

2.8.1. The Use of Audio Visuals in EFL Classes

Audio-visual aids are devices used in the educational system, which improve clarity in communication, provide variety in the method of teaching and increase the dynamism of the subject being learned or taught. Their use has many purposes which Sankaranarayanan and Sindhu (2012) stated as the following:

First, to provide a basis for more effective perceptual and conceptual learning, second to initiate and sustain attention, concentration and personal involvement of the students in learning, third, to provide concreteness, realism and life likeness in the teaching learning situation, Fourth, to bring the remote events of either space or time into the classroom. The fifth purpose is to increase the meaningfulness of abstract

concepts, In addition to the sixth purpose to gain practical skill. Lastly the seventh purpose to introduce opportunity for situational or field types of learning as contrasted with linear order verbal and written communication.

Mathew & Alidmat (2013) conducted a study on the utility of audio-visual aids in ELT in Saudi Arabia context. According to them, “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (p.88). they explored how the use of audio-visual aids helps the language teacher in EFL classroom at undergraduate level. the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective (pp.89-90).

Conclusion

Audio-visual aids are one of the best materials that facilitates the process of teaching learning foreign languages. It enables teachers to practice what they have prepared through various techniques. we mentioned the definition of audio-visual aids, their equipment and some obstacles that face teaching with audio-visual aids, The Use of Audio-Visuals the and the Importance of Audio-Visual Aids. To sum up, reaching effective learning and successful teaching require involvement of audio-visual materials

Chapter Three
Fieldwork and Data
Analysis

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Introduction

The current research is about eliciting students' perception about the role of audiovisual aids in improving teaching pronunciation. Since first year students are the main variable of this research, their opinions and viewpoints are very important to answer the research questions and verify the suggested hypothesis. The first section of this chapter is devoted to some theoretical points; however, the second section is devoted to the data analysis of the questionnaire and the main results to be discussed in this study. At the end, this chapter also puts forward some suggested recommendations for both students and teachers.

3.1 The Aim of the Questionnaire

The ultimate objective of this questionnaire is to investigate the students' opinion about audiovisual materials in enhancing teaching pronunciation. It also aims at finding out whether students give importance to such tools inside the classroom. Additionally, the questionnaire also intends to figure out whether this method can resolve related issues to speaking skill and how does it affect the phonetics lesson.

3.2 Administration of the Questionnaire

Due to the epidemic of coronavirus, this questionnaire was administered to (24) students of first year LMD of Biskra University. The questionnaire was delivered online via the social media "Facebook", where the researcher provided instructions and answered the questions that are asked by the selected sample.

3.3 Description of the Questionnaire

This questionnaire consists of fifteen (15) questions which they logically organized. The questions are either close-questions, where students are supposed to answer with “yes” or “no”, or to choose an answer from a number of options, or open-questions, where students are required to provide answers and justify them.

The first section was about general information of the students; this latter is asked to specify their choice of English (question 1), identify the meaning of what speaking a very good English means (question 2), evaluate their spoken English (question 3) and lastly, what learning English means to them (question 4).

The second section is concerned with audiovisual aids. In question (5), students are asked if phonetics is important in learning and speaking English; while, question (6) was about the students’ attitude towards phonetic lessons, whether they are interesting, ordinary or boring. Question (7) is put to know if students encounter any difficulties in phonetics or not; unlike, question (8) which is asked in order to know whether students participate during phonetics session. Additionally, frequency of making communication errors was asked in question (9) and lastly, the question (10) is designed to know what does to be foreign learner.

The third section is devoted to the relationship between audiovisual aids and teaching pronunciation. Students in question (11) are asked whether their teacher use new methods and technologies in the phonetics session or not; on the other hand, question (12) is designed to know whether audiovisual aids help to make students more interested in phonetics lessons or not. Moreover, in question (13), students are asked to know the role of audiovisual aids in enhancing teaching pronunciation. The question (14) is devoted to detect the best way to

use such tools; while, the last question (15) is put to identify the students' attitude towards audiovisual aids in teaching pronunciation.

Item 1. How was your choice of English?

Table 3.1: Students' choice of English

Options	Participants	Percentage
a. Personal	20	83%
b. Parental	3	13%
c. An orientation	1	4%
Total	24	100%

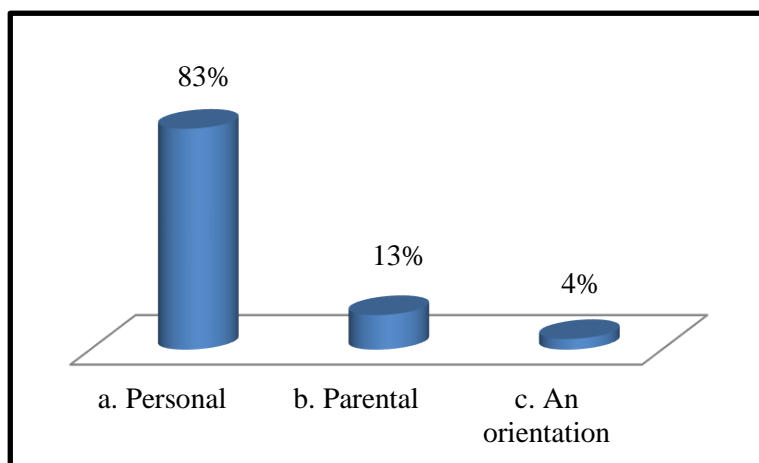


Figure 3.1: Students' choice of English

The table (3.1) reveals that there are two groups of students' choice of English in the chosen sample. The participants' choice varies between personal, parental and an orientation. Out of (24) students, (20) of students, which forms the average of (83%), decided to study English based on their own desires; however, (13%) of them was their parental choice and only one participant opted for "an orientation" option with rate of (4%) out of the total population. Accordingly, the majority of students maybe chose English because they like it as an academic subject or their goal is to be teacher of English.

Item 2. According to you, speaking a very good English means:

Table 3.2: Students' responses about the meaning of speaking a good English

Option	Participants	Percentage
a. Speaking quickly and fluently	10	42%
b. Speaking correctly using the rules learnt in phonetics	14	58%
Total	24	100%

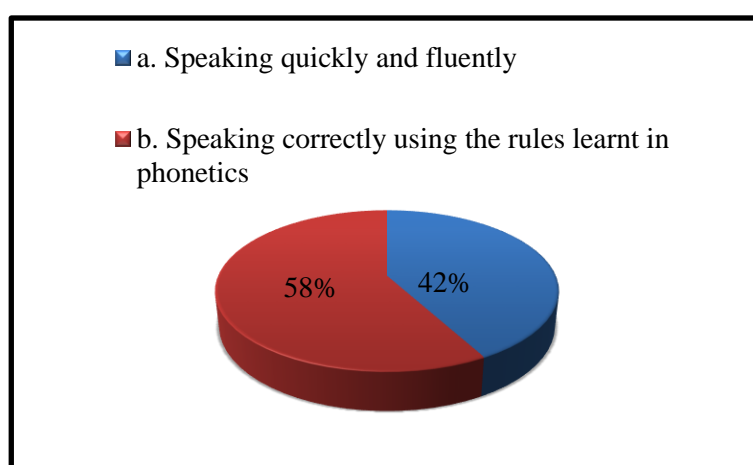


Figure 3.2: Students' responses about the meaning of speaking a good English

Having a quick look on the second table (3.2), one can notice that speaking a very good English means speaking correctly using the rules learnt in phonetics for the majority of participants (58%); on the contrary, for the remaining participants (42%), it means speaking quickly and fluently. Indeed, this indicates that phonetics is very important module in EFL classes.

Item 3. How good is your spoken English?

Table 3.3: Students' level in spoken English

Option	Participants	Percentage
a. Excellent	0	0%
b. Very good	5	21%
c. Good	14	58%
d. Average	5	21%
e. Weak	0	0%
Total	24	100%

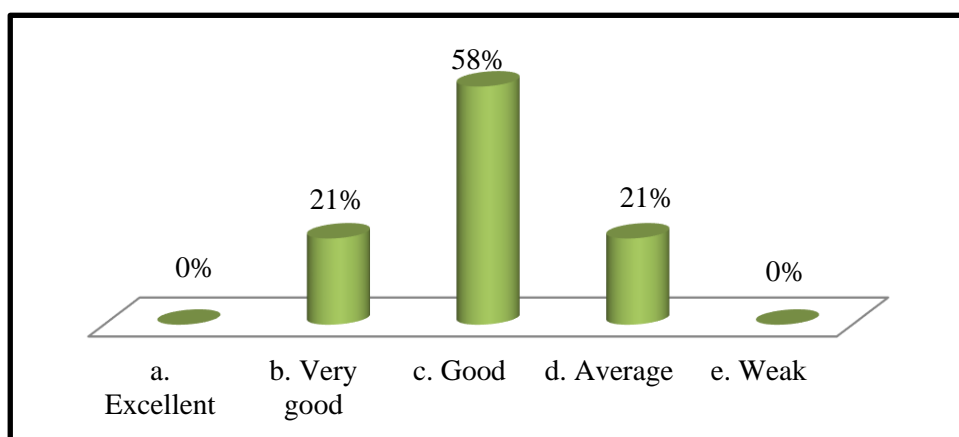


Figure 3.3: Students' evaluation of their spoken English

In this question, the students' are required to assess their spoken English. (58%) of respondents claimed that their speaking skill in English language is good; however, the percentage of (21%) goes for those who consider their level in spoken English is very good. Equally distinguished, the same percentage (21%) goes for those who selected "average" option. On the other hand, the remaining participants picked neither "excellent" (0%) nor "weak" (0%). This might indicate that most of EFL students can hold a conversation.

Item 4. Learning English means:

Table 3.4: Students' responses about the meaning of Learning English

Option	Participants	Percentage
a. A personal wish, I just live it	8	33%
b. A formal requirement	5	21%
c. To communicate with people around	11	46%
Total	24	100%

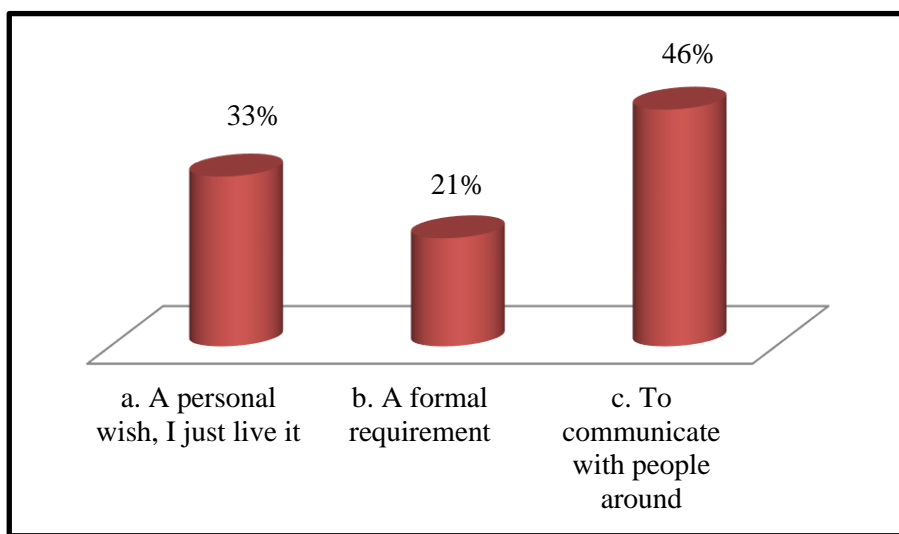


Figure 3.4: Students' responses about the meaning of Learning English

The students were asked about the meaning of learning English. This item scored the following results: for high portion of participants (46%), learning English means to communicate with people around; however, for (21%) of them consider learning English as a formal requirement and the last percentage (33%) goes for those who see it as a personal wish.

Item 5. How important is phonetics in learning and speaking English?

Table 3.5: Students' responses about the importance of phonetics in learning and speaking English

Option	Participants	Percentage
a. Very important	10	42%
b. Important	11	46%
c. Not important	3	12%
Total	24	100%

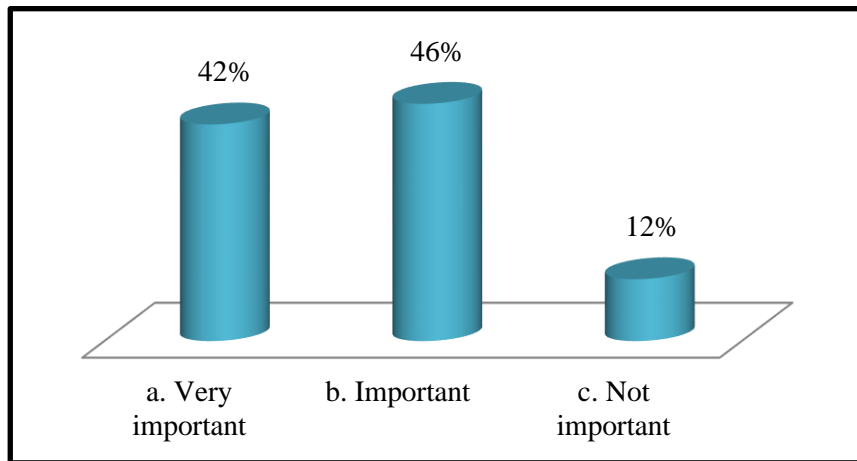


Figure 3.5: Students' responses about the importance of phonetics in learning and speaking English

This item aims at determining the importance of phonetics in learning and speaking English. Regarding the participants' answers, (46%) of them see phonetics as an important criteria in learning and speaking the target language; whereas, (42%) of the participants believe that phonetics studies are very important in English and only three of them (12%) opted for "not important" option. this means that phonetics has an effective role as means of learning and speaking the language.

Item 6. How do you find lessons of phonetics?

Table 3.6: Students' attitude towards the lessons of phonetics

Option	Participants	Percentage
a. Interesting	8	33%
b. Ordinary	11	46%
c. Boring	5	21%
Total	24	100%

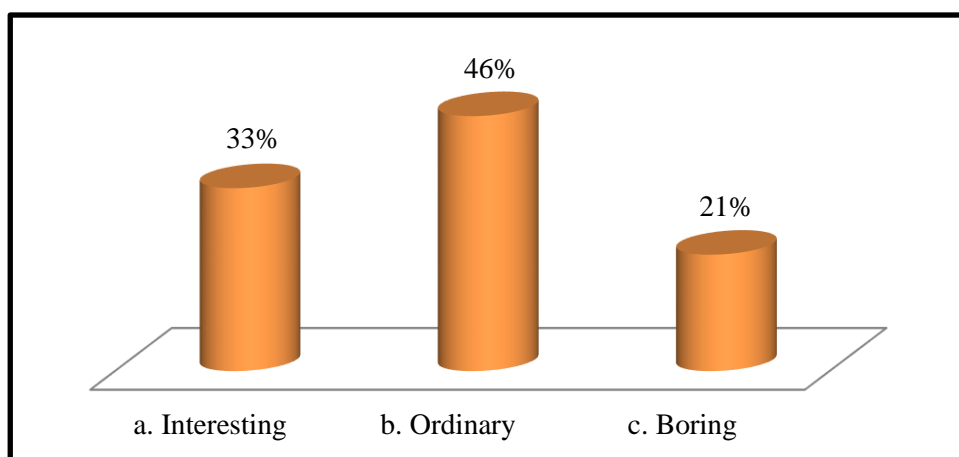


Figure 3.6: Students' attitude towards the lessons of phonetics

This question is sought to identify the learners' attitude towards phonetics' lessons. Even though less than half of students (33%) find the courses of phonetics interesting, (21%) of them stated they are boring. However, (11) of students, who represent the average of (46%), find the lessons of phonetics ordinary. To illustrate, for those who find the lessons boring might be due to the teacher's use of traditional methods when teaching.

Item 7. Do you have any difficulties in phonetics?

Table 3.7: Difficulties in phonetics

Option	Participants	Percentage
a. Yes	19	79%
b. No	5	21%
Total	24%	100%

The aim of this item is to know whether students have difficulties in phonetics or not. One can notice from the data obtained that (79%) of the participants confessed to have problems in phonetics; whereas, the remaining sample showed their refusal to the question with rate of (21%). This implies that students are in need of solutions to overcome these difficulties.

Item 8. Do you often talk during the phonetics' session?

Table 3.8: Students' participation during the phonetics' session

Option	Participants	Percentage
a. Yes	10	42%
b. No	14	58%
Total	24	100%

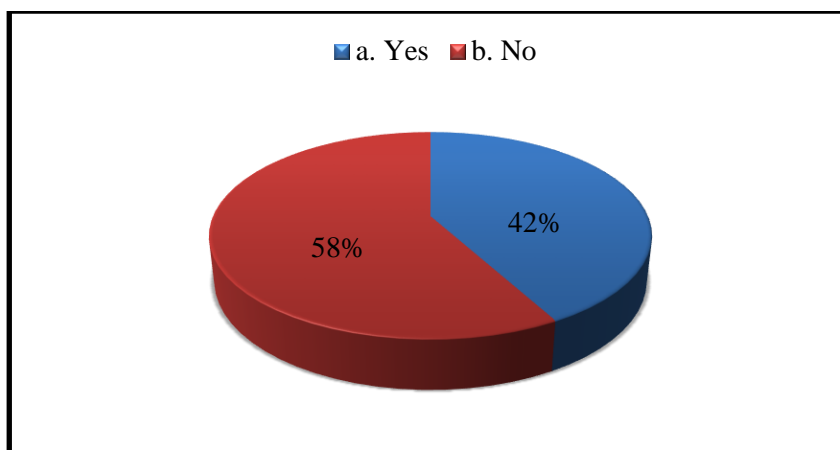


Figure 3.8: Students' participation during the phonetics' session

As it is shown in the figure above (3.8), (10) of students out of (24) do often talk during the phonetics' session; however, the majority of them prefer to stay passive participants in the class. The former presents the percentage of (42%); while, the latter forms the average of (58%). This signifies that EFL phonetic sessions lack the students' participation for some reasons.

Item 9. How often do you make communication errors?

Table 3.9: Frequency of making communication errors

Option	Participants	Percentage
a. Always	1	4%
b. Often	8	33%
c. Sometimes	12	50%
d. Rarely	3	13%
Total	24	100%

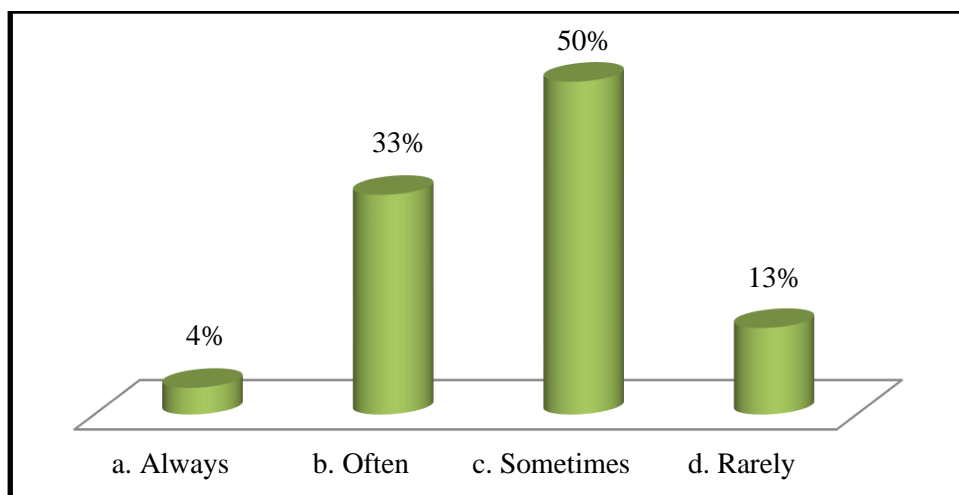


Figure 3.9: Frequency of making communication errors

The ultimate objective of this question is to know the students' frequency of making communication errors in the classroom. (12) Participants making up (50%) stated that they sometimes make mistakes when communicating; however, communication errors often occur among (33%) of the selected sample. On the other hand, only one participant chose "always" with an average of (4%) and the remaining three participants picked "rarely" option. To conclude, errors in spoken English are presented among EFL students.

Item 10. As a foreign language learner, you think that you are supposed to

Table 3.10: Students' attitude towards the speaking requirement

Option	Participants	Percentage
a. Convey and understand English speech	20	83%
b. Speak correctly and exactly Without any errors	4	17%
Total	24	100%

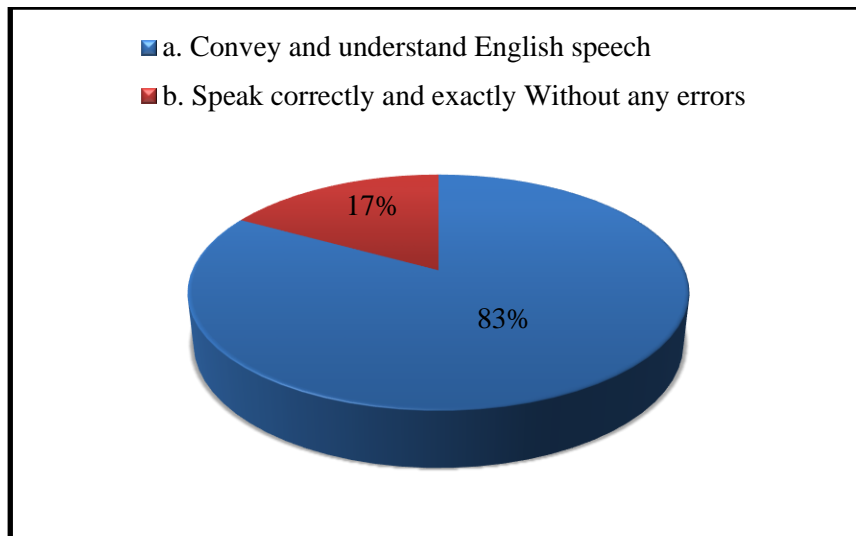


Figure 3.10: Students' attitude towards the speaking requirement

The students' opinion about the provided options show that a considerable number of participants (83%) think that they are supposed to convey and understand English speech; unlike, (17%) of them who think they are supposed to speak correctly and exactly without any errors.

Item 11. Does your teacher use new methods and technologies in the phonetics session?

Table 3.11: The use of new methods and technologies in the phonetics session

Option	Participants	Percentage
a. Yes	6	25%
b. No	18	75%
Total	24	100%

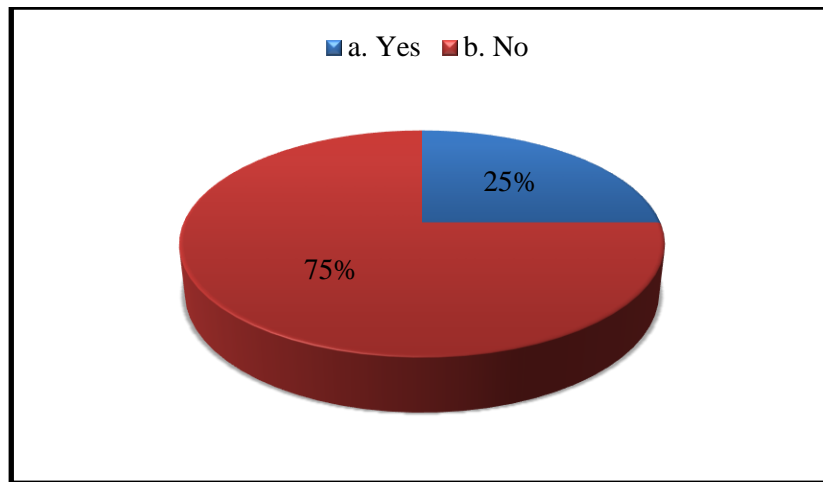


Figure 3.11: The use of new methods and technologies in the phonetics session

According to the data obtained, we can notice that the highest percentage of participants (75%) claimed that their teacher does not use new methods and technologies in phonetics session; whereas, others (25%) oppositely answered that their teacher varies his/her ways to teach phonetics. Accordingly, the teacher of phonetics prefers to employ traditional tools rather than new ones.

Item 12. Do you think that audiovisual aids can help students to be more interested in the phonetic session?

Table 3.12: Students' opinion towards the role of audiovisual aids in raising their interest during phonetic session

Option	Participants	Percentage
a. Yes	23	96%
b. No	1	4%
Total	24	100%

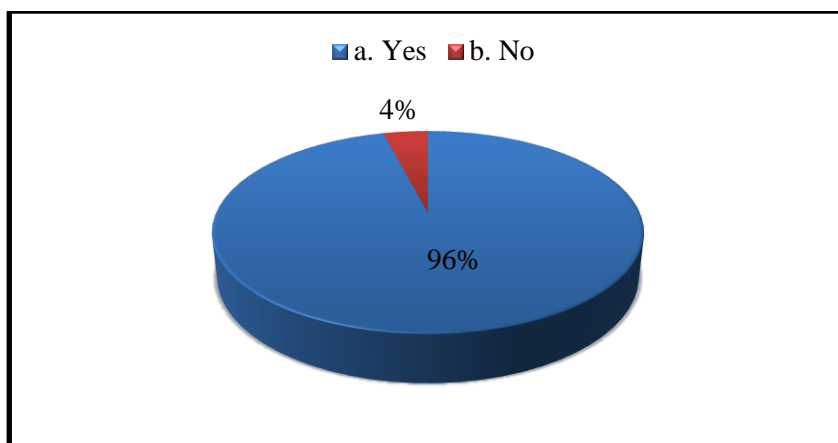


Figure 3.12: Students’ opinion towards the role of audiovisual aids in raising their interest during phonetic session

Results indicate that the highest number of respondents (96%) thought that audiovisual aids can help them to be more interested during the phonetic session; conversely, only one participant answered the opposite “no” with percentage of (4%). This indicates that these tools probably can be an effective way to attract students’ attention during the phonetics lectures.

Students’ Justification

This sub-question is designed in order to know the reason behind the participants’ choices. According to the given justifications, multimedia-based education (MBE) or audiovisual aids play an effective role in EFL classes. Firstly, these techniques can help students to imitate native speakers and to obtain the correct pronunciation of certain words. Equally important, the audiovisual aids have also their proper signification in making students understand better, store vocabulary better and create an enjoyable atmosphere to learn. Using these tools also should match the learning styles and the students’ needs in order to get positive feedback.

On the other hand of the coin, for the participant who opted for “no” claimed that s/he cannot focus on two targets at the same, i.e., the teacher and the materials presented in front of her/him.

Item 13. How can audiovisual aids enhance teaching pronunciation in EFL context?

This question is sought to identify the role of audiovisual aid enhancing teaching pronunciation in EFL context. According to the data obtained, when the audiovisual aids are implemented in the classroom, students are likely to gain the opportunity to be directly exposed to the authentic language as it is spoken by its natives. In this way, students will have the chance of avoiding the mistakes and errors they used to make and commit when speaking. Additionally, teachers can expose their students to experts of English by making them listen to different real examples and then train them to repeat the terms correctly and accurately. Apart from this, some other participants added that this kind of tools can make teaching-learning process more enjoyable and fun which will attract their attention and motivate them during the phonetic session.

Item 14. What are the best ways to use such tool?

This item aims at determining the best way to use audiovisual tool. The provided data shows that the vast majority of participants opted for “using videos” as an optimal way to use audiovisual aids and this by repeating the needed words and memorize the correct pronunciation; however, others added that data-shows method can improve teaching-learning process. On the other hand, some of the participants mentioned “watching movies, dialogues and English news”; while, the remaining sample think that English audio records are beneficial materials to enhance the students’ comprehension and their retention. Apart from this, EFL laboratory can be a very suitable place where to use such tools so that students can enjoy the phonetic lessons through practice.

Item 15. What is your opinion about audiovisual aids in teaching pronunciation?

The item fifteen is designed to know the students' perception about audiovisual aids in teaching pronunciation. For the majority of the respondents, multimedia-based education is very beneficial strategy that gains students' interest and attract their attention. Not just that, but it also simplifies learning phonetics and makes it more enjoyable. Similarly, it is an appropriate way for teaching pronunciation; students can get the correct pronunciation and can overcome related issues to speaking that they encounter during phonetic sessions. Accordingly, this strategy may possibly have positive outcomes on the students like enhancing their speaking skill; they also support using it in EFL classroom as a participant mentioned and we quote "it is a reliable technique; I'm with its use".

3.4 Discussion of the Main Results

The aim of this questionnaire is to draw a clear image about the role of audiovisual aids in improving teaching pronunciation. According to the data obtained, students provided the study with various responses which ranged between positive responses and negative ones towards the questions.

From the data analysis of the students' questionnaire, it is shown that the majority of students chose English based on their personal desires, this may due to the fact that they like it as major to study or have specific purposes such as traveling abroad. The current level of students' in spoken English also allows us to rely on them in exploring this study since more than half of them asserted to obtain a good level in speaking skill as in question (3). However, section two demonstrates the role of phonetics in EFL classes. The results also shows that phonetics lessons are very important because, for them, in order to speak very good English, it is required to use the rules learnt in phonetics session. That is to say,

learning English language does not rely only on learning grammatical aspects but learning how to communicate with people around.

Concerning the teaching strategies, high portion of students (96%) find audiovisual aids an interesting way to attract their attention and improve their pronunciation. It also motivates them to participate during the phonetics session and helps them to overcome number of difficulties they encounter when communicating. Additionally, the question (14) asserted that videos are a powerful technique in helping students imitate and repeat the correct pronunciation of the native speakers. By using videos, EFL learners can listen to different kind of vocabularies that are pronounced in specific way.

Finally, the analysed data positively confirmed that using audiovisual aids can enhance the students' pronunciation. Hence, first year students like to learn the language through the use of these materials because they can express their opinion about what they listened in phonetics session and practice the pronunciation correctly and accurately. The overall results also confirmed the validity of the research hypothesis that says "if audiovisual aids are used properly in the course of phonetics, they can be very efficient tools in improving learners' pronunciation."

Conclusion

The present research is devoted to the procedures of data analysis; in addition to the discussion of the main findings via the research instruments. Accordingly, it has been noticed that students are aware enough of the importance of audiovisual aids, and how it is crucial in improving their pronunciation. Moreover, the results obtained reveal that videos can be a great tool for the students to learn how to speak correctly and accurately by imitating the native speakers; as well as to raise their interest during phonetics lessons.

At the end, this chapter provides some useful recommendations that help to enhance students' pronunciation and overcome speaking issues.

General Conclusion

The current study is carried out to investigate whether or not the audiovisual aids can improve teaching pronunciation. For this, the ultimate aim of this research is to answer the research questions and to confirm or reject the research hypothesis, which stated that if audiovisual aids are used properly in the course of phonetics, they can be very efficient tools in improving learners' pronunciation.

The present research is composed of three chapters, the two chapters are devoted to the theoretical part; whereas, the third chapter is designed for the fieldwork and data analysis. To begin with, the first chapter dealt with definition of pronunciation, its aspects and the factors influencing pronunciation. It also dealt with the goal of teaching pronunciation and its theories; in addition to EFL learner's pronunciation problems, the teacher's role in pronunciation training and the use of audiovisual aids in EFL classes. However, the second chapter is assigned to the definition of audiovisual aids, its types, its use, and its challenges. Additionally, this chapter also distributed to the teacher's role, the learner's role and audiovisual aids in teaching pronunciation. Equally important, the third part of this extended essay focused on the practical side of the study, in which the researcher attempted to collect the needed data and analyse them through one collection tool; namely, students' questionnaire.

In order to verify the validity of research hypothesis, the researcher opted for questionnaire which it was administrated to (24) first year students from Biskra University.

Based on the major findings in the students' questionnaire, it is confirmed that audiovisual aids have high positive effect on students' pronunciation. Students can learn phonetics easily by using these tools. The students also can learn to imitate and repeat native speakers based on the videos presented in the courses. By using authentic videos, EFL learners can listen carefully to the correct pronunciation of certain words and this in return will improve their speaking competence. Moreover, audiovisual aids can raise the students' interest in the phonetic lessons and can help them to resolve some issues related to speaking skill.

To sum up, teachers of phonetics can vary the use of teaching methods by implementing this strategy in order to make the learning atmosphere more enjoyable. Along with the benefits, the majority of students showed huge interest to the value of the audiovisual materials implementation in EFL teaching context. Their previous answers also revealed that audiovisual media contributes successfully in enhancing their pronunciation, but this can take place only if they frequently exposed to different videos in phonetic lessons because neglecting this strategy can affect the learners' speaking abilities and their participation.

Suggested Recommendations

- The course of phonetics is an essential session in improving students' pronunciation.
- Teachers should so often expose their students' to an authentic foreign language to overcome issues related to speaking skill.
- Teachers should vary the use of audiovisual materials in their phonetic lessons.

- Teachers should increase the use of audiovisual materials in EFL phonetic classes in order to create an enjoyable and excitement learning atmosphere; as well as, students will be motivated and be more interested during phonetic courses.
- Students should count on themselves and practice more often on their pronunciation by using different audiovisual aids outside the classroom.
- Administration should provide teachers with different materials.

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Appendices

Appendix 01: Students' Questionnaire

Students' Questionnaire

Dear student,

I am a master student, and I am conducting a research about the Role of Audiovisual Aids in Improving Teaching Pronunciation. I would be so grateful if you could devote some of your time to answer the following questionnaire, which is a part of my Master dissertation. Your contribution will be of great importance for the success of this research study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be kept anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration.

Researcher's name

Saadia BSIKRI

Supervised by

Dr. Lamri SEGUENI

2019-2020

Q1. How was your choice of English?

- Personal
- Parental
- An orientation

Q2. According to you, speaking a very good English means:

- Speaking quickly and fluently
- Speaking correctly using the rules learnt in phonetics

Q3. How good is your spoken English?

- Excellent
- Very good
- Good
- Average
- Weak

Q4. Learning English means :

- A personal wish, I just live it
- A formal requirement
- To communicate with people around

Other

.....
.....

Q5. How important is phonetics in learning and speaking English?

- Very important
- Important
- Not important

Q6. How do you find lessons of phonetics?

- Interesting
- Ordinary
- Boring

Q7. Do you have any difficulties in phonetics?

- Yes
- No

Q8. Do you often talk during the phonetics' session?

- Yes
- No

Q9. How often do you make communication errors?

- Always
- Often
- Sometimes
- Rarely

Q10. As a foreign language learner, you think that you are supposed to

- Convey and understand English speech
- Speak correctly and Without any errors

Q11. Does your teacher use new methods and technologies in the phonetics session?

- Yes
- No

Q12. Do you think that audiovisual aids can help students to be more interested in the phonetic session?

- Yes
- No

Justify your answer please

.....
.....

Q13. How can AVA enhance teaching pronunciation in EFL context?

.....
.....

Q14. What are the best ways to use such tool?

.....
.....

Q15. What is your opinion about AVA in teaching pronunciation?

.....
.....

Thank you for your time, effort and collaboration

الملخص

تقدم الدراسة الحالية واحدة من أهم المواد في مجال التعلم وعملية التدريس وهي الوسائل السمعية والبصرية. يهدف هذا البحث إلى التعرف على دور هذه الوسائل التعليمية في تحسين نطق الطلاب بقسم اللغة الأجنبية بجامعة محمد خيضر بسكرة. خلال هذا العمل، حاولت الباحثة إظهار فائدة وأهمية استخدام المواد السمعية والبصرية في تحسين نطق طلاب السنة الثانية. تنص الفرضية الأساسية لهذه الدراسة على أنه إذا تم استخدام الوسائل السمعية البصرية بشكل صحيح في سياق الصوتيات، فيمكن أن تكون أدوات فعالة للغاية في تحسين نطق المتعلمين. من أجل تأكيد أو رفض فرضية البحث، يتم استخدام أداة واحدة؛ أي استبيان الطلاب الذي يتم توزيعه على عينة مختارة من طلاب السنة الأولى (العدد = 24). يكشف تحليل الاستبيان أن الوسائل السمعية والبصرية هي أداة مهمة في عملية تعزيز نطق الطلاب وتنشيط جو التعلم. ردود فعل الطلاب تجاه تطبيق الوسائط السمعية البصرية إيجابية. لقد ثبت أن هذه الإستراتيجية تجذب انتباه الطلاب وتضيف متعة إلى الدروس الصوتية. كما أنه يثير اهتمام الطلاب بتعلم صوتيات اللغة الإنجليزية من خلال استخدام مقاطع فيديو متنوعة، حيث يمكنهم مشاهدة مقاطع الفيديو والاستماع إلى خبراء اللغة الإنجليزية الأصليين. أخيراً، وفقاً للنتائج التي تم الحصول عليها، يتم اقتراح توصيات مختلفة للطلاب والمعلمين؛ يجب على الطلاب التدرب على النطق خارج الفصول الدراسية ويجب على المعلمين تعريض طلابهم لمواد سمعية وبصرية مختلفة أثناء الدورات الصوتية.