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Master Thesis

The Impact of Listening to Native Speakers Lectures on Improving EFL Learners Pronunciation

The Case Study of First-Year students of English language at Biskra University

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Declaration of Integrity

I, **Djamali Ikram** , solemnly declare that the dissertation titled "**The impact of listening to native speakers lectures on improving EFL learners pronunciation**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signatures

Dedication

In the Name of Allah, the Most Beneficent, the Most Merciful

It's wonderful to have a supportive and encouraging family and community

I want to express my deepest gratitude to my father for always being there for me, through thick and thin. His love and guidance have been invaluable to me

To my mother for her unwavering love and support. She has always been my rock.

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To my sweetest angles my sisters Aya and Amani and Anfal

And my little lovely brother Iyad

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To my Instagram followers who encourage me with messages that brings tears to my eyes

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To all the people who know me.

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Abstract

The present study aims at investigating the impact of listening to native speaker's lectures on improving EFL learner's pronunciation. . To meet this objective, we hypothesized that the listening to lectures given by native speakers will enhance and improve the learners pronunciation. In order to attain the aim of this research, a quasi-experimental study was implemented. The experiment took four sessions including a pre-test, treatment process, and a post-test. Also, a questionnaire was administered to first year English students at the departments of foreign language field of English University of Biskra. Twelve volunteers have participated in the experiments, while a 24 students have answered the questionnaire. The results of the study revealed that listening to native speakers lectures has a positive impact on English pronunciation skills among EFL learners. The learners also showed a positive attitude towards the practice. The study suggests that EFL teachers should consider incorporating native speaker's lectures into their teaching methods to improve English pronunciation.

Key words: Impact, Pronunciation, Listening, Native Speaker's Lectures, EFL learners, Quasi-experimental study, Questionnaire.

List of Acronyms and Abbreviations

%: Percentage

CPH: Key Period hypothesis

EFL: English as a Foreign Language

ESL: English Second Language

L2: Second Language

Q: Question

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General introduction

Introduction

Listening is an essential skill that we use in our daily lives. In other words, listening is the capacity to accurately hear and interpret communication, in addition, the listening skill is one of the foreign language impact skills and its importance is seen through foreign language learners need to learn the correct pronunciation. The foreign language especially when the speaker is a native.

Our daily experience and knowledge highlight the importance of pronunciation skill in our lives. Pronunciation is a crucial aspect of learning a foreign language. However, many English language learners struggle with proper pronunciation due to a variety of factors, such as irregularities in phonetic systems and the influence of their first language. As a result, students may avoid speaking in English or communicating with native speakers out of fear of being misunderstood or judged. This can be especially challenging when it comes to understanding native speakers, who often use idiomatic expressions, slang, and other language varieties that are difficult to pick up on. Therefore, it is important for EFL learners to focus on improving their pronunciation skills in order to build confidence and communicate effectively in real-life situations.

1. Statement of the Problem

Many language learners are challenged in developing accurate and effective pronunciation skill, which can negatively impact their ability to communicate effectively in the target language. Despite the importance of pronunciation, it is often omitted in language instruction, with a greater emphasis placed on grammar and vocabulary.

In our research, we tend to explain and clarify the impact of listening to native lectures on improving EFL learner's pronunciation. The sample of this search will be first-year students at the English Department in Biskra University during the academic year 2022_2023.

In this research, attempts to suggest the following question:

- Does listening to foreign language lectures improve English learners pronunciation skill?

2. Research Questions

The study attempts to answer the following question:

- Is it possible for learners to improve their pronunciation by listening to lectures given by native speakers?
- How is the learner's attitude toward the effect of native speaker lectures on their pronunciation?

3. Hypotheses

In the present study, it is hypothesized that through listening to native speakers' teachers, EFL learners improve their pronunciation skill.

4. Aims of the Study

The aim of this study is to investigate the impact of listening to native speakers' lectures on improving the pronunciation of EFL learners. The study will identify the factors that may influence the effectiveness of this approach, such as the learners' proficiency level, exposure to the language, and motivation. It will also explore the learners' perceptions of the effectiveness of this approach and their attitudes towards using it. The study will provide valuable insights into the efficacy of this approach and offer recommendations for language teachers and learners on how to use it effectively to improve pronunciation.

5. Significance of the Study

The study significance is to determine the impact of listening to native lectures in learning English as a foreign language and to attract attention as a possible tool to achieve goals. Optimistically, this research will persuade EFL learners of the importance of listening

to native lectures to improve their pronunciation skills. The result of this study can help educators and language learners to understand the impact of this method and improve the quality of language learning.

6. Methodology

This study intends to use a mixed method, combining both quantitative and qualitative methods, which is suitable to the research topic.

6.1 Population and Sample

Since the study aims to investigate the impact of listening to native speakers lectures on improving EFL learners pronunciation, we decided to choose first-years EFL students at Mohamed Khider University of Biskra as a the population for many reasons. First, they may not have as much exposure to English pronunciation as students who have been studying the language for longer. Second, first-year LMD students are often introduced to more complex pronunciation rules than they have encountered before, which can be challenging to master. Finally, these students are still adjusting to the academic demands of university-level language instruction. All of these factors can contribute to first-year LMD students struggling with English pronunciation.

6.2 Data Gathering Tools

To conduct the research, a mix-method approach will be used. The study will use both quantitative and qualitative methods to gather and analyze the results. Two data tools are going to be used.

- **Quasi-experiment:** the experiment will involve administering a reading passage test to participants before and after listening to native speaker's lectures. The test will be used to measure the impact of listening to native lectures on participants' pronunciation skill.

- **Questionnaire:** The questionnaire aims at gathering data on student's views about native lectures and their experience about pronunciation for pedagogical purpose.

7. Limitations of the study

The study is limited in context because it will be with First year students at the English department of Biskra University. Additionally, the study may not account for other factors that could impact pronunciation, such as the learners' language background and exposure to the target language outside of the study. Finally, the study may be limited by the methodology used to measure pronunciation, as there may be other factors that could impact the accuracy of the measurements.

Chapter One
Listening Skill

Introduction

Each of the four skills—reading, writing, listening, and speaking—represents the fundamentals of a foreign language and is crucial to the learning process. To use language properly, learners must master all four skills, and teachers are required to teach these four skills equally. The four skills complement one another since they are interrelated.

While learning a foreign language, learners are faced with a huge number of difficulties. For instance, learners discover that they can understand spoken words, direct speech, songs, or even dialogues. This is caused by a variety of elements, including the accent, pitch, and pace of speech of native speakers. This deficiency causes further language learning challenges. They must thus listen to it in order to be exposed to it. Since exposure to and adaptation to a language are required before speaking it, listening is regarded as a fundamental ability in language learning and acquisition and is ranked above all other language abilities.

Listening is one of the most important skills you can have. It is considered essential skill in language learning and teaching, since young children in early stages of their lives automatically start developing their listening comprehension before reading, writing or even speaking.

The main concern of this chapter is the listening skill. We will start by defining the listening skill, reasons for listening, strategies and types of listening. Without forgetting the main models of listening (bottom up model-top down model), the different between them and the importance of listening. We sum up the chapter by a discussion of the problems learners mostly encounter when listening to foreign language followed by a conclusion.

1.1 Definition of Listening

Listening has been defined in a distinctly different way by a variety of researchers and scholars over the years. As a starting point, the word listening is one that we use and hear every day without giving it much attention. (Michael (1994, p. 01)For instance, stated that "listening is a word that we use every day without much thinking. However, listening is an essential mental skill and one of the main ways we comprehend and engage with the world around us. Additionally, according to Mendelsohn (2007), "Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker."

Moreover, Miller and Goodith (2001, p. 48) viewed that Listening skills are essential for effective communication, it is the way through which we understand what the speaker is saying. As it was noted: "Listening is not merely not talking...it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sounds comes back fuller and richer"

1.1.1 The Difference between Hearing vs Listening

It might be useful to consider the following question as a starting point for addressing the listening skill in foreign language teaching: What is the difference between hearing and listening?

Hearing and listening are two distinct processes. According to Stephen and Lucas (1998), listening does not imply that we do not hear, and they come to describe hearing as a physiological process, saying that:

"It involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear."

However, Kline (1996, p. 07) confirmed the variances between these two concepts in order to achieve effective listening. "Hearing is the attachment of meaning to the sound," he says. Listening is active, while hearing is passive". In other words, active listening is a successful component that influences both verbal and nonverbal behaviors in learners.

So, as part of the listening process, we make use of our intention, which is psychologically an excitation of nerve pathways in the brain to provide an efficient way to organize incoming stimuli, Rost (2002) quoted that:

“Intention is the initiation of involvement ..., it is used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant to us?).”

1.2 Reasons for Listening

Since young children immediately begin to improve their listening comprehension in early stages of their lives before reading, writing, or even speaking, listening is regarded to be a crucial skill in language acquisition and teaching.

As mentioned by Harmer (2007), pronunciation training benefits from listening comprehension. As a result, individuals become more familiar with and adept at recognizing the pitch, intonation, stress, redundancy, and clusters of spoken English. However Marslen-Wilson, (2008) indicate some extra justifications for listening, including information collection, enjoyment, agreement, assessment, and criticism. Furthermore, another benefit of listening is that it enhances speaking ability by enhancing pronunciation.

1.3 Strategies of Listening

Listening strategies can be defined as the ways in which listeners manage real-time interactions with a spoken text to achieve comprehension. Applying such strategies

effectively also involves the ability not only to perform mental processing but also to know what to do when one fails to comprehend a text.

Learning strategies are defined by a number of researchers. According to Oxford (1999) defined learning strategies for second or foreign language learners as specific actions , behaviors , steps or techniques that learners use to improve and develop their skills in second or foreign language learners. According to Chamot (2005), “strategies are most often conscious and goal-driven especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity”

In order to identify listening strategies, According to Marslen-Wilson (2008, p. 34) stated that listening strategies are divided into three main type's withchare: cognitive strategies, metacognitive strategies, socio-effective strategy. In general, these strategies are used in learning and listening.

1.3.1 Cognitive Strategies

Learners utilize cognitive strategies offered in the form of activities, procedures, or behaviors to speed up the learning of knowledge or abilities. These techniques are employed by listeners to carry out specific tasks such as inference (forming an opinion or conclusion about something based on information already known), elaboration (fusing novel ideas with well-known facts), translation, modification, and repetition. Because they enable students to keep track of and manage their mental processes, spot comprehension breakdowns, and make connections between hearing information and knowledge of the outside world, cognitive strategies are crucial for improving listening comprehension.

1.3.2 Metacognitive Strategies

Metacognitive strategies refer to the ability to understand one's own method for learning and assimilating information, that is, thinking about one's own mental processes in a learning context (Goh and Taib, 2006). Learners employ metacognitive techniques to aid in improving their comprehension. They include determining the best course of action in this situation, monitoring and assessing their comprehension, and finding issues and attempting to resolve them.

1.3.3 Socio-Effective Strategies

Socio affective strategy is the strategy which are non-academic in nature and involve stimulating learning by establishing a level of empathy between the lecturer and student. It is supported by considering factors such as "emotions and attitudes" (Oxford, 1990)

It applied to procure the assistance of interlocutors to help understanding and to facilitate students to overcome negative feelings such as anxiety. This practice is also known as the cooperative listening technique which is often preferred for teaching a group of learners.

O'Malley and Chamot (1990) noted three broad categories of learning strategies are: cognitive, Meta cognitive and socio-effective .These main strategies are divided into several subcategories. There are six sub cognitive strategies which are predicting, elaboration, summarization, translation, repetition and transformation. Meta- cognitive discusses five sub strategies are planning, monitoring, direct attention, selective attention and evaluation .Socio-effective are include the three sub strategies questing, cooperating and relaxation.

1.4 Type of Listening

Listening serves many purposes, any situation in listening demands a type of listening. The kind of listening we do affects how we communicate and how other people react to us.

Learners can raise their levels of listening comprehension, gather knowledge, and acquire valuable language input in academic settings because both extended and intensive listening give students appropriate opportunities to hear many voices. Their voices help them develop and have effective speaking talents. The spoken word will help pupils identify and improve their pronunciation. Cooper and Simonds state that, "listening is the main channel of instruction". Simonds and Cooper (2011).

According to Simonds and Cooper (2011) there are four types of listening:

1.4.1 Informative Listening

In this form of listening, the listeners' essential objective is to attempt to understand a message to gain knowledge for future use. We say that listeners are only effective if their understanding of the message matches the speaker's goal as closely as feasible.

1.4.2 Appreciative Listening

We mean by this type is when you listen for appreciation you are listening for enjoyment. Most of the time, we listen to music because we like it. The same is true for listening with appreciation while someone is speaking. To sum up, the purpose behind its practice is to enjoy or to relax ourselves, for example, listening to music, jock or listening to person's speech just because we like his style.

1.4.3 Discriminative Listening

Discriminative listening is an instrumental style of listening that is usually concentrated, predominantly physiological, and happens mostly during the receiving phase of the listening process. Here, we use listening to scan and keep an eye on our environment in order to pick out certain aural or visual cues. When walking the dog at night, we might, for instance, concentrate our hearing on a dark area of the yard to ascertain whether the noise we just heard poses any danger to us. Or we might watch for a specific nonverbal sign that our discussion

partner has understood what we're saying. We have an innate and physiological ability to participate in discriminative listening in the absence of a hearing impairment. This may be one of the most important types due to being the base for all the others because it is accurate and sensitive to all changes in speakers' utterances: rate, volume, pitch, etc. The informative listener can detect the slightest differences in meaning.

1.4.4 Critical Listening

Critical listening is the process of hearing with the intention of analyzing or assessing a communication using information that is orally offered and information that may be deduced from context. A critical listener assesses a message, determines whether to accept it or reject it, or opts to delay judgment and look for further details. Critical listening is to examine the originality and the validity of what is being said such as listening to advocates and politicians, and it is making judgments about the messages that are being received. (Simonds and Cooper (2011).

1.5 Other Major Types of Listening

There is a variety of other types of listening that have been proposed by different authors and are presented in the following table.

Types of Listening	Explanation	Authors
Extensive Listening.	In the context of extensive listening, it refers to the listening that students frequently undertake outside of the classroom either for pleasure or for any other reason. They are likely to use audio resources such as CDs in their cars or devices, DVDs, movies, and audios uploaded to MP3	(Harmer, 2007)

	players or available on the internet. This means that listeners are free to select whatever interests them, regardless of the degree of difficulty or length of the listening materials. They can pause or resume listening to a piece whenever and whatever they like, because they are expected to have a general grasp and enjoy the listening session.	
Intensive listening	"Live listening" is another term for intensive listening. It varies from extensive listening in that students listen for specific reasons, such as improving their listening skills or studying how English is spoken. This type of listening typically occurs in the classroom or language laboratories, with the teacher directing students to areas of interest rather than allowing them to choose what they want to listen to.	(Harmer J. , the practice of english language teaching, 2007)

Table 1 Table of Other Major Type Listening

1.6 Listening Process

Speech understanding require two distinct sorts of knowledge, namely linguistic knowledge and non-linguistic information. Linguistic knowledge is broken down into three categories: syntax (word structure), semantics (word meaning), and pragmatics (word intent). Background knowledge, topic knowledge, and global knowledge are all examples of non-linguistic knowledge. Harmer (2001, p. 201) Stated that: "In metaphorical terms, this can be linked to the difference between looking down on something and on the contrary, being in the

middle of something and understanding where we are by concentrating on all the individual features".

Two different approaches are utilized to aid the listener in understanding what the speaker is saying: the bottom-up and top-down procedures. It is crucial because it teaches students how to pay attention and listen carefully when someone is speaking because they are attempting to communicate something.

1.6.1 Bottom-up Process

Is the method where the learner's concentrate is on individual's linguistic information, sounds, phrases, words and clauses and use them together in order to get semantic information, meaning. Hedge (2000, p. 230) stated that "In the bottom-up part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. That is to say, to try to understand the meaning, we employ information found in the speech itself. Words, phrases, clauses, sentences, and intonation patterns are used to put a structure on the speech segments we have identified as distinct sounds.

"These stages describe what is known in psycholinguistics as a bottom-up process.in a bottom-up process, we understand something by building up from the most concrete units of the input" Rost (1994, p. 01). Buck cites the following in support of the aforementioned viewpoint: "Listeners assume that acoustic input is first decoded into phonemes, then this is used to identify individual words, then processing continues on to the next higher stage, the syntactic level followed by an analysis of semantic content to arrive at a literal understanding of the basic linguistic meaning. Finally, the listener interprets that literal meaning in terms of communicative situation to understand what the speaker means" Buck (2001).

1.6.2 Top-down Processing:

Top-down processing refers to the process by which our brains make use of information that has already been received by one or more of our sensory systems. Top-down processing begins with our thoughts, which flow down to lower-level functions, such as our senses.

In this process, learners use their background information and previous knowledge to decode the passage's linguistic aspects. They can anticipate what they will do thanks to the prior knowledge they have on the subject. Harmer (2001)

As mentioned by Brown (2006, p. 02) “Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time”. In other words, learners perceive sounds throughout the bottom-up process and recognize the meaning of words by decoding the sounds. After that, individuals connect the words in their short-term memory to create a coherent and meaningful text.

In conclusion, because learners interpret what they hear first (bottom-up), it is important for them to use both "bottom-up" and "top-down" tactics. In parallel, students employ schemata to deduce the meaning by using their past knowledge (top down).

1.6.3 Interactive Processing

To overcome the shortcomings of each and to explain listening comprehension, interactive processing blends bottom-up and top-down processing. The simultaneous and complex processing of background knowledge information, contextual information, and linguistic information facilitates comprehension and interpretation. When the listener is familiar with the material's content, he or she will use his or her prior knowledge to create predictions that will be proven by the new input. Gilakjani and Ahmadi (2011)

1.6.4 Bottom-up vs. Top down Processing

Bottom-up and top-down processing are two different ways of making sense of stimuli. In general, there are two mechanisms at work in sensation and perception. Processing sensory data as it comes in is known as "**bottom-up processing.**" To put it another way, if I flash a random image on the screen, your eyes pick up the features, your brain puts them all together, and you get a picture of an eagle. Only the sensory data coming in determines what you see. Bottom-up describes how it is constructed from the tiniest bits of sensory data. On the other side, **top-down processing** describes perception that is motivated by cognition. Your brain fills in the gaps by using what it already knows and what it anticipates seeing. In the listening comprehension process, listeners need two different kinds of knowledge. There are two types of knowledge involved: linguistic and non-linguistic. Linguistic knowledge includes "phonology, lexis, syntax, and discourse structure," while non-linguistic knowledge includes all aspects of understanding such "topic, and context, general knowledge about the world and how it works." Buck (2001).

1.7 The Importance of Listening Skill

More focus and quick understanding are essential for listening skill. There are many things that need to be specifically considered while listening. For listeners to more easily understand what is being said by speakers, context, facial expressions, and body motions are crucial. (Ziane, 2011).

In recent years, the importance of listening has changed from being ignored to being valued in language learning. Listening is an essential skill because it is the foundation of understanding in the learning process, it has an effective role.

According to Doff (1995) speaking development is significantly influenced by listening. In other words, until we improve our listening skills, we cannot improve our

speaking skills. It will be simple for an English language student to listen to the radio, study, or interact with foreign visitors if he can understand spoken English. Learners require a lot of practice and exposure to English to improve this skill. Learning English also requires a lot of listening. If you compare two learners, one who lives in a nation where the target language, English, is the primary language and the other who lives in a nation where English is only spoken in academic contexts.

EFL learners benefit from listening skills in terms of acquiring new vocabulary and pronunciation, especially for those interested in learning the accents such as the American and British. Here comes the importance of listening skill and the learner's attempt to hear the language from a native speaker, and their way of pronouncing words, letters exits and imitating them in speaking, It is true that it may be difficult at first, but with persistence and repeated practice it will become easier, with strong incentives to encourage continued participation, the improvement in your pronunciation may reflect a remarkable development.

In short, listening skills are important in both academic contexts and everyday life circumstances, and they cannot be dismissed as a thing of the past. Additionally, it requires more focus from language teachers and students.

1.8 Listening problems

There are many reasons for the weakness of the listening process and perhaps the most important obstacle to listening is not paying attention to what is being said, and we tend to ignore information that is difficult to understand, and when we are forced to listen to others in a seminar or lecture, and unfortunately it is a boring or difficult lecture, or we are exhausted, so the result is It is the weakness of the listening process and that causes the surrounding probing. In this part, we will discuss some other related listening problems

1.8.1 Problems related to the listeners

1.8.1.1 Confusion and inattention

The human brain is extremely efficient. According to scientific evidence, the average human speaks at a rate of 120 to 150 words per minute, whereas the brain can process 400 to 800 words per minute. These numbers may make it appear that listening should be simple, but this is not the case. As a result, during the listening process, the students can take in all of the speaker's remarks while still having plenty of time to spare. Stephen and Lucas (1998).

The same problem has been raised in the classroom by Rost (1994, p. 119): "Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom"

Anderson and Lynch (1998) present the function of attention in listening performance, stating that the degree of students' attention to the input influences their listening performance. They evident that the learners in almost cases "switch off consciously or unconsciously" (p 6). According to them, when students experience listening, they attempt to understand the meaning of the speech rather than focusing on the words themselves.

1.8.1.2 Lack of Prior Knowledge and Proficiency

In this context, the concerned knowledge is the target language's socio-cultural, factual, or contextual knowledge. These types of knowledge can be a barrier to comprehension. In addition to linguistic clues, a background of nonlinguistic clues is extremely important in helping students to understand the target language and the culture that is expressed through it. Anderson and Lynch (1998).

Similarly, Anderson and Lynch (1998) contend that pupils with gaps in their linguistic expertise forsake the listening process. They emphasize the importance of linguistic

competency in enabling pupils to distinguish the formatives of heard utterances and to deduce morphemes, words, and meaning.

There are also several other problems that can be clearly identified:

Boyle (1984) classifies the factors influencing listening comprehension and directly related to EFL listening into four inter-relating categories: listener, speaker, medium and environment factors. Aside from these, Yagang (1993) proposes that the sources of listening difficulties came mainly from the four aspects: the message, the speaker, the listener, and the physical setting.

1.8.2 Problems Related to the Speaker

We notice that learners who are used to conducting their learning in slowly and deliberately spoken English have a significant difficulty understanding native speakers' talk and conversations, and they always claim that they are unable to comprehend this fast and spontaneous speech.

Bloomfield & al (2010) and Walker (2014) both agreed that one of the most important challenges with listening skill is the pronunciation of words that differs from how they appear in print. Because spoken language differs from written language in many ways, students may encounter difficulties in recognizing words that make up oral speech.

In general, among studies into listening skill problems shared by these authors, a large number of researchers indicated that the most of listening comprehension problems are related to the listening materials, the linguistic features, the different aspects of listening comprehension process, the speaker from the listening materials, the listener, the psychological characteristics, and the concentration.

1.8.2.1 Ways to Improve Listening Skill

To be a good listener, there are many ways to use them when listen to native speakers lectures:

1.8.2.1.1 Be an Active Listener

Maintain constant eye contact with the speaker. This improves your ability to pay attention and concentrate. It also provides the speaker with the feedback he or she requires. This does not imply that you gaze in his eyes all of the time, but the right form of eye contact will considerably enhance communication.

1.8.2.1.2 Listen for Main Idea

Many students struggle with how to listen for the main point because they think they need to understand every single word and detail to know what a speaker is saying. The main point is the most important concept or argument of the passage as a whole. Once you understand the main point, all the details will fall into place, but without the main point, nothing really makes sense.

1.8.2.1.3 Watch the Speaker's body Language, Gestures, Facial Expressions

Pay close attention to what a speaker is saying, understand what they're saying, answer and reflect on what's being said, and save the information for later. This keeps both the listener and the speaker fully engaged in the discourse, and it is a necessary component of compassionate leadership.

1.8.2.1.4 Rewrite Your Notes Immediately

Rewriting your notes gives your mind another chance to grasp information and process it, rather than just passively glancing through the material. As you read through your notes, see if you can summarize information into bite-sized statements or sentences so it's easier for you to understand in future.

1.8.2.1.5 Reduce Internal Distractions

If the distraction or interruption is internal, you may need to manage your attention and focus on the speaker. Make sure you are seated or standing comfortably but appropriately so you can remain engaged, hide all technology pieces that could become a distraction.

Conclusion

In this chapter, we have provides some theoretical background about listening skill. Throughout this topic covering, intends to light on the importance of giving primacy to learning listening skill. Furthermore, listening is an essential skill that plays a critical role in effective communication and it is a vital skill for communication that English foreign language learners should master.

The goal of this chapter, we seek to emphasize the highlight the value of listening skill. The chapter would likely cover topics such as the different types of listening, and strategies for improving one's listening skill.

The aim behind tackling the listening skill in an independent chapter is to both learners and teachers should be aware of the significance of listening skill.

Chapter two

Pronunciation skill

Introduction

Many students acquiring English as a foreign language strive for an intelligible pronunciation in order to be able to communicate effectively. Language study must include pronunciation because it is essential to efficient communication. Being able to generate individual sounds accurately is simply one aspect of good pronunciation; the ability to apply appropriate intonation, rhythm, and stress to express meaning is another. Especially in formal or academic situation, correct pronunciation can be difficult to master, especially for speakers whose native tongue is significantly unlike to the language they are studying. However, it is feasible to hone pronunciation abilities and become more successful communicator with practice to listening to native speaker's lectures.

In the present chapter, we seek to provide some definitions of speaking skill and pronunciation, then, we looked at the significance of pronunciation in language learning and the elements that influence pronunciation. It also shed some light on pronunciation features. Finally, the value of listening to native speakers for pronunciation lectures.

2.1 Definition of Speaking Skill

The aim of every EFL learner is to become proficient in the foreign language. Speaking skill refers to the ability to produce sounds and words accurately and fluently, as well as to use appropriate grammar, vocabulary, and intonation to convey meaning in spoken language. Speaking skill is an essential component of language learning, as it enables learners to communicate effectively in a range of setting, from casual conversations to professional or academic contexts. Developing speaking can be challenging, particularly for learners who are not regularly exposed to target language or who lack confidence in their speaking abilities.

Harmer (2007) Defines speaking is the act in real time. When people converse, they produce words at that time, and the interlocutor responds directly. People cannot revise or edit what they have said while speaking. It defines speaking as directly speech language. As a result, many individuals associate speaking skill with English proficiency.

However, according to the Oxford Dictionary (2017), speaking is the action of communicating information or expressing one's views through voice. It signifies that speaking is the act of giving a speech. Speaking is also a means of communication between the speaker and the listener. The speaker communicates with the listener, and the listener responds to the information provided by the speaker. This activity allows you to exchange information and opinions with others while also building a good social bond between the speaker and the listener.

As a whole, the ability to speak fluently is one of the most important skills EFL learners should acquire in order to master and shape their pronunciation.

2.1.1 Definition of Pronunciation

Pronunciation is one of the most crucial sub-skills that EFL students and teachers should cultivate in order to be effective communicators. Researchers and scholars have defined pronunciation in various ways. According to Gilakjani (2012) “pronunciation is an integral part of foreign language since it directly affects learners’ communicative competence as well as performance”. To put it another way, pronunciation is fundamental to learning and improving a foreign language.

Moreover, Cook (1996) stated that pronunciation is a collection of behaviors used to make sounds and express meaning. These habits are formed by repeatedly repeating sounds and correcting them when they are mispronounced. Mastering an SL's pronunciation entails developing new pronunciation skills and overcoming the prejudice of the first language.

According to Poposka (2016), the most significant feature of language in its global sense is pronunciation, which should be defined in connection to different viewpoints. In other mean pronunciation is the act of pronouncing a word in a way that is accepted.

According to Yates and Zielinski (2009), pronunciation refers to the production of sounds used to convey meaning.

Based on the definition mentioned earlier, one can conclude that pronunciation refers to the method in which speakers present and produce speech sounds to create understandable sentences that enable people to communicate effectively within a given context.

2.1.2 Significance of Pronunciation

The importance of pronunciation in classrooms cannot be underestimated in EFL learning. Pronunciation is an essential aspect of language learning as it allows individuals especially to EFL communicate effectively with others. Proper pronunciation enables people to convey their intended message accurately and to understand more easily. Many teachers, according to Harmer (2001), do not pay enough attention to English pronunciation. There are several explanations for this carelessness. Many students believe that mastering pronunciation is unnecessary and that it is a waste of time. They claim that simply communicating in English is sufficient, and that once they are understood, nothing else matters. Kelly (2000) argues that achieving proficiency in a foreign language's pronunciation is essential for successful language learning. Even if learners have a vast vocabulary and a deep understanding of grammar rules, poor pronunciation can impede effective communication. In other words, learners with strong pronunciation skills are more likely to communicate effectively than those with strong grammar and vocabulary knowledge.

The importance of proper pronunciation in language learning is often overlooked by many teachers. While teachers typically focus on improving student's grammar and

vocabulary, as well as their listening and reading abilities, they often consider pronunciation to be too challenging and tedious to teach effectively. Harmer (2001).

Kenworthy (1987) Identified several factors that can help students learn proper pronunciation without relying solely on their teachers, such as phonetic aptitude, integrative motivation, and achievement motivation. However, many students fail to recognize the importance of good pronunciation, and it is up to teachers to encourage them to practice and master English sounds. Teachers should prioritize pronunciation from the beginning of the learning process and emphasize that correct pronunciation is essential for overall success. Otherwise, students may learn words incorrectly, which could hinder their progress.

2.2 Factors Affecting Pronunciation

Pronunciation accuracy is affected by a number of factors. In this point, we will discuss some factors that can affect pronunciation. As a result, these factors can be classified into two areas: internal factors and external factors.

2.2.1 Internal Factors

Internal factors focus on the L2 learner and include physiological characteristics (such as age, ear perception, and aptitude) as well as individual variations (such as personality, attitude, motivation, identity, individual efforts, and goal setting).

2.2.1.1 Age

To start, researchers suggests that age can play a significant role in second language acquisition. The acquisition of accurate pronunciation differs between young and adult learners. Due to their developing brains and higher levels of neuroplasticity, younger learners may have an easier time understanding pronunciation than older learners. According to studies, kids who start learning second language L2 before puberty are more likely to develop pronunciation that is similar to that of a native speaker than those who start studying after

puberty. That is to say, the age has an important role in second language acquisition SLA. Moreover, the key Period hypothesis (CPH), put forth by Lenneberg (1967), contends that language acquisition has a key age window that normally occurs around puberty. This theory states that learners may have difficulty achieving native-like pronunciation compared to others who study a foreign language earlier if they do not acquire it before this critical phase.

Nation and Newton (2009) Supposed, usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If the learner began to speak after age of 12, the learners almost always have an accent. (p. 78). As a result, learning a foreign language after maturity is considered so difficult in learners.

Additionally, around the brain loses its full plasticity, which normally happens around adolescence, Ellis (2013) contends that it is possible to learn pronunciation spontaneous. Age can also have an impact on the emotive, motivating, and cognitive aspects of language learning. With native speakers of the same age, children are frequently more receptive and motivated to communicate, which can aid in their language learning process.

2.2.1.2 Ear Perception

Among the most important factors affecting learners' ability to learn foreign languages is their "ear perception." It is a widely held belief that people's hearing talent, which might affect how well they learn language differ. Some language learners might have a stronger ear for language and be better able to distinguish between sounds and replicate them, leading to more native-like pronunciation. Conversely, learners with weaker linguistic ears may find it difficult to differentiate between sounds and appropriately create them. As Zhang (2009) stated that hearing capacities can differ amongst people, indicating that some learner's may have a large hearing capacity and be better able to mimic the pronunciation of native

speakers. On the other hand, some learners could not possess this skill. According to Zhang (2009), hearing ability might differ among learners of any age because ear perception is not age-related.

2.2.1.3 Aptitude

In fact, some learners have and appear to develop a flair for language learning pronunciation is better than others. Carroll (1962-1981) defines language aptitudes as four traits: phonetic coding ability, grammatical sensitivity, inductive language acquisition ability, and memory. The first characteristic is related to "ability." To distinguish and classify foreign sounds so that they can be remembered." Grammatical sensitivity is defined as "the ability to analyze language and figure out rules." The ability to acquire language inductively is defined as "the ability to learn language inductively. According to Celce-Murcia and Goodwin (1996), memory refers to the amount of rote learning that is involved in internalizing something.

Everyone has some level of language ability, although everyone's level of that ability varies, according to Zhang (2009). Furthermore, he makes the case that neither a high level of language aptitude nor a low level on language aptitude assures success.

Some learners exhibit a reasonable level of balance in these four areas, while others exhibit very clear patterns of strength and weakness, claim Brinton and Goodwin (1962, p. 17). Students who struggle with phonemic coding will find it much harder to produce a pronunciation that is easily understood than those who are strong in this area. Teachers must be aware of how students learn and avoid assuming that they will all reach the same level of proficiency in the same amount of time.

2.2.1.4 Individual Difference

Research indicates that personality traits can affect the acquisition of native pronunciation. Extroverted learners have more opportunities to utilize the target language and

develop their pronunciation. On the other hand, introverted learners could be more quiet and contemplative, leading to a distinct learning style that could make it difficult for them to acquire pronunciation that is similar to that of a native speaker. Additionally, due to differences in brain maturation, young learners typically pick up a second language more quickly than adults. This is because younger learners have more neuroplasticity, which means they are more adept at acquiring new language than adults are. As Zhang (2009) mentioned that there is a significant difference between learners' personalities when it comes to acquiring foreign language pronunciation.

2.2.1.5 Individual Goals and Setting

It's vital to keep in mind that instruction does not automatically result in learning, even if many EFL and ESL students can only access L2 learning in classroom setting. Instead, teaching establishes the prerequisites for learning to occur. Zhang (2009, p. 42) specify: "we must always remember that teaching never causes learning, but rather creates the conditions in which learning can occur". As a result, individual efforts become an important role in L2 learning. Achieving good pronunciation is challenging for many students, and it require considerable effort and practice over an extended period, much like building muscles. The more time a learner devotes to practicing pronunciation, the more they will improve their pronunciation skill.

2.2.2 External Factors

Some external factors that can affect pronunciation include the speaker's native language, their exposure to target language, and educational factors.

2.2.2.1 Learner's Native language

In educational settings, it is widely agreed upon that a learner's native language is a critical factor in their ability to learn exact pronunciation in foreign language. The learner's

L1 can significantly impact their ability to develop a foreign accent and influence their target language pronunciation. This is often referred to as interference from the mother tongue, which can cause issues with aspiration, stress, and intonation in the target language. For instance, Chinese is a tone language, whereas English is highly stressed, and this can contribute to pronunciation difficulties for Chinese learners of English. According to Zhang (2009) research, there is a positive correlation between the amount of exposure to English language pronunciation as it is spoken by native speakers and the acquisition of such pronunciation. Rivers (1968) Notes that many language learners have had severe trouble understanding speech from non-native speakers. This is often not because the non-native speaker's sounds are unusual or challenging to recognize, or because they have unexpected or challenging intonation, but rather because the non-native speaker's sounds may be difficult to understand or follow. When attempting to learn new language, most learners tend to rely on their existing phonological categories from their native language. This can present challenges when attempting to identify sounds in the new language that do not exist in their mother tongue. Additionally, learners may face difficulties when a sound exists in their native language, but the way in which it is articulated or produced differs substantially from the way it is produced in the new language.

2.2.3 Educational Factors

The educational system is an important but frequently disregarded element of L2 learning. National social policies, economic progress, and cultural norms can all have an impact on it. A nation's educational policies and the learning environment it provides for language learners can help those individuals improve their language skill. Learners can gain increased exposure to the target language and its associated communities by having access to quality educational resources and opportunities. Furthermore, the accent of EFL/ESL teachers echoes the pronunciation of their students, because students look to teachers for guidance in

improving their pronunciation. As a result, teachers should first concentrate on their pronunciation. Zhang (2009).

Celce-Murcia and Goodwin (1996, p. 17) suggest that in EFL settings, particularly those where students have limited access to native input the target language, the teacher bears a greater responsibility to provide a suitable model of the target language. In addition, the teacher should also make sure that students have the chance to engage with real-world oral discourse outside of the classroom, for example, at language labs or learning centers.

2.2.3.1 Features of Pronunciation

The definition of pronunciation mentioned above highlight two primary characteristics: segmental and supra-segmental features. Segmental characteristics, which include vowels and consonants of various sorts, are the component sounds that make up a language. In contrast, supra-segmental features relate to abstract aspects of speech beyond individual segment, such as stress, intonation, and rhythm. These characteristics are essential for communicating the speaker's meaning. Despite the fact that each feature is addressed separately, it is critical to emphasize that they both contribute to overall speaking proficiency and are fundamentally learnt together when attempting to master the spoken form of a language Kelly (2000).

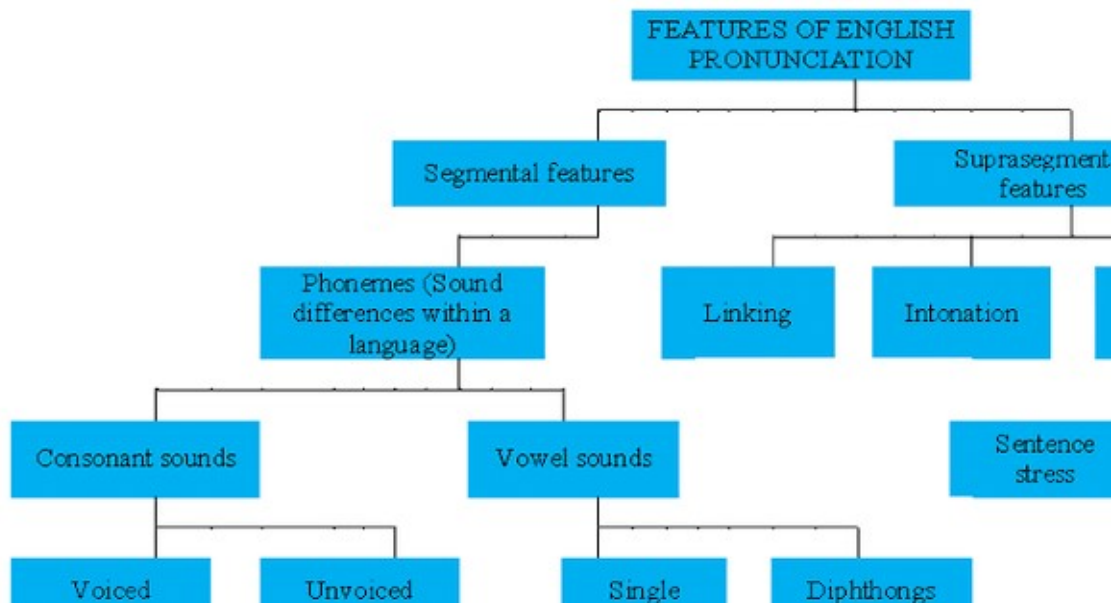


Figure 1 Various Features of English Pronunciation

2.2.3.1.1 Segmental features

Individual vowels and consonants are examples of segmental features of the sound system, according to Seferoglu (2005). According to Coniam (2002), some studies focus on studying segmental phonology instead of supra-segmental features because it is relatively more easily explained and taught. Segmental features include specific sounds within words, such as consonants and vowels, are called phonemes. Burns (2003) explains that phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word.

Also Burns (2003) explains that consonant sounds are either voiced, where a part of the mouth is closed and the air behind is released suddenly (e.g., **v** as in van, **b** as in bun), or unvoiced, where air is pushed through a narrow part of the mouth (e.g., **ae** as in cat) or long (e.g., **a** as in cart). Diphthongs are two vowel sounds placed together, such as **ei** in in Kate or as in boy.

2.2.3.1.2 Vowels

It is important to note that the English language has five vowel letters: a, e, I, o, and u. in some cases, one letter can represent more than one sound. As stated by According to Walker (1819, p. 15), “a vowel is a simple sound formed by a continued effusion of the breath, and a certain conformation of the mouth, without any alteration in the position from the moment the vocal sound commence till it ends”. Kelly (2000) viewed that “vowels are produced when the airstream is voiced through the vibration the vocal cords in the larynx, and the shape using the tongue and the lips to modify the overall shape of the mouth. The position of the mouth is a useful reference point for describing the vowel sounds”. Vowels in the English language can be divided into three categories: simple vowels, diphthongs, and triphthongs.

2.2.3.1.2.1 Simple vowels

Kelly (2000, p. 29) refer to simple vowels as “pure vowels”, while Tench (2001, p. 17) call them monophthongs. Monophthongs, as define by Merriam Webster dictionary, are vowel sounds that maintain a single consonant articulatory position throughout their duration.

In English, short vowels are vowel sounds that require a brief time to be pronounced. These vowels include a, i, o, and u, which are represented by the symbols /æ/, /ɪ/, /ɛ/, /ʌ/, /ɒ/, /ʊ/, these vowels called schwa, and it is a central vowel sound. Schwa is a common sound that can be heard in the first syllables of words like “again”, “oppose”, and “perhaps”. The short vowels in English are represented by the following symbols:

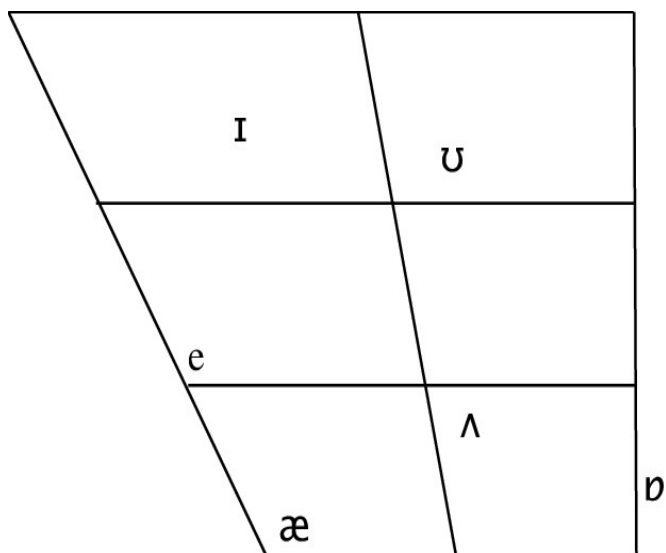


Figure 2 English short Vowels Adopted from (Roach, 2009)

Long vowels, unlike short vowels, require a longer duration to be pronounced. According to Roach (2009, p. 16), long vowels are generally longer than short vowels in comparable context. Roach also clarifies that the length of English vowels sounds differs depending on their context and stress, which is why it's important to say "in similar context". There are five long vowels in English, represented by a single vowels symbol and a length mark consisting of two dots: /i:/, /a:/, /ɔ:/, /ɜ:/, /u:/.

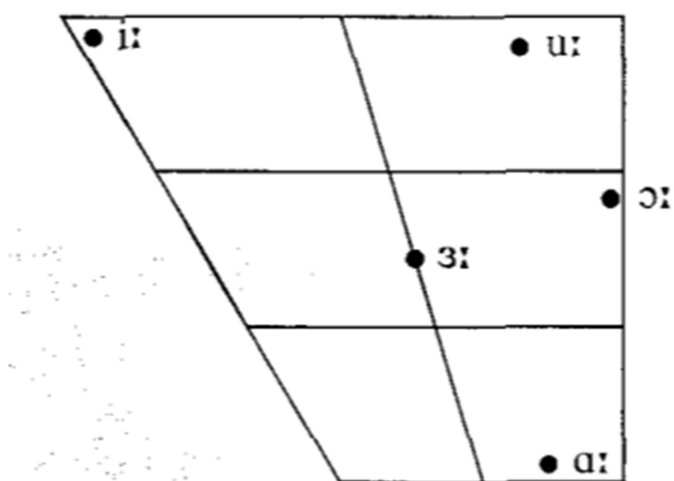


Figure 3 English Long Vowels Adopted from Roach (2009)

2.2.3.1.2.2 Diphthongs

The term diphthong refers to a combination of two simple vowels that produce only one sound within one syllable, while their beginnings and endings are independent. Kelly (2000). According to Yule (2006), when producing most single vowel sounds, the vocal organs maintain a single position. However, when pronouncing diphthongs, the vocal organs shift from one vowel position to another.

Roach explained that in a diphthong, the second vowel is shorter than the first, indicating that the first vowel is always longer. English has eight (08) diphthongs which are: /ɪə/, /ʊə/, /eə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/.

This diagram below illustrates how Roach (2009) recommends dividing them into three groups:

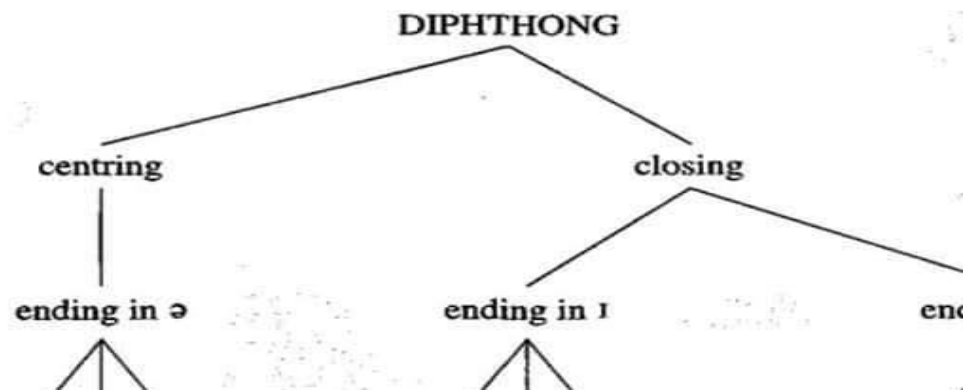


Figure 4 English Diphthongs' Categories Adopted from Roach (2009)

2.2.3.1.2.3 Triphthongs

Roach explained that triphthongs are a combination of three vowels. They are the most complex vowel sounds in English and can be difficult to produce and recognize. Triphthongs are created by gliding from one vowel sound to another and then to a third all in a quick and uninterrupted manner. The three English triphthongs are: /eɪə/, /ɔɪə/, /aɪə/, /əʊə/, /aʊə/.

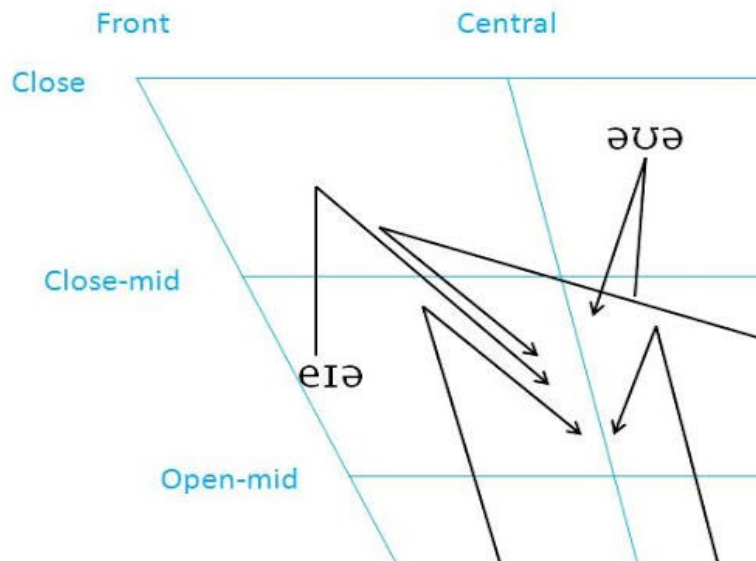


Figure 5 English Triphthongs Adopted from Roach (2009)

2.2.3.1.3 Consonants

Consonants are speech sounds that are produced by blocking or restricting the flow of air through the mouth or nose. This obstruction can happen at different points in the vocal tract, such as the lips, teeth, tongue, or throat. English has 21 consonant sounds, which can be categorized by their manner and place of articulation, as well as their voicing.

2.2.3.1.3.1 Manner of articulation

The manner of articulation refers to how a consonant sound is produced by the vocal tract. Richards and Schmidt (2002) define “manner of articulation” as the way in which speech sounds are produced by the organs of speech. This concept pertains to the formation of the obstruction of airflow and specific ways in which it is created. Understanding the manner of articulation is important in the study of phonetics, as it helps to explain the difference between consonants and vowels. Kelly (2000) categorizes consonants according to their manner of articulation into: Plosives, Fricatives, Affricatives, Nasals, Laterals, and Approximants.

2.2.3.1.3.1.1 -Plosives

Plosives, also known as stops, are a type of consonants that is produced by completely blocking the airflow through the mouth and then releasing it quickly. The release of the airflow results in the sudden burst of sound. Example of plosives include: /p/, /b/, /t/, /d/, /k/, /g/. Richards and Schmidt (2002).

2.2.3.1.3.1.2 -Fricatives

Fricatives are a type of consonant sound that it produced by forcing air through a narrow channel in the mouth, causing friction and hissing or buzzing sound. However, when air pushes through the opening, friction is created. The resulting fricative sounds are as follows: [f], [v], [θ], [ð], [s], [ʃ], and [ʒ]. When making these sounds, especially [f] and [s], a stream of air is pushed out, resulting in an incomplete closure with audible friction Roach (1991).

2.2.3.1.3.1.3 -Affricates

Affricates are sounds that combines the features of plosives ad fricatives. In other meaning, there are several speech sounds (consonants) described as "affricatives" which are produced by stopping the flow of air from the lungs and, using friction, releasing it slowly from the lungs. According to Richards and Schmidt, (2002, pp. 16-17) affricatives are consonants produced by stopping the air stream from the lungs for a short period of time, and then slowly releasing it again.

2.2.3.1.3.1.4 -Nasals

Nasals are consonant sounds that are created by blocking the airstream at a specific point in the mouth while keeping the soft palate lowered, allowing air to escape through the nasal cavity. This results in a sound that is resonant and often described as “humming”

or “buzzing”. Example of nasals include the consonant sounds: /m/, /n / and /ŋ/ (as in “sing”) Kelly (2000).

2.2.3.1.3.1.5 -Laterals

According to the Goldsmith (1995), laterals are a class of consonants that are produced with a tongue in a lateral position, allowing the airstream to flow over one or both sides of the tongue. Example of lateral consonants include the English “l” and “r” sounds, as well as the “ll” sound in Welsh and the “tl” sound in Nahuatl.

2.2.3.1.3.1.6 - Approximates

According to Zsiga (2013), approximates are produced with the articulators close together, but not close enough to create the turbulent airflow characteristic of fricatives. Instead, the airstream is directed around the sides of the tongue, producing a sound that is somewhere between a vowel and a consonants include the English: /w/, /j/, /r/

2.2.3.1.3.2 Place of Articulation

Place of articulation refers to the specific location in the vocal tract where a speech sound is produced by the human vocal organs. Consonants are classified into five groups according to their place of articulation: Bilabials, Labiodentals, Dentals, Palate-alveolars, Velars and Glottals. Yule (1985).

2.2.3.1.3.2.1 -Bilabials

Bilabials sounds are those that are produced by bringing both lips together. The sounds [b], and [p] are example of bilabial sounds. In addition to being a bilabial symbol, [w] is also heard in way, world. Yule (2006).

2.2.3.1.3.2.2 -Labiodental

They are sounds produced by placing the lower lip against the upper front teeth, as the initial sounds in the words “fish” and “very”. The final sound in enough is spelt differently

than the first sound in phrase. They are, nonetheless, pronounced the same Todd (1987, p. 119).

2.2.3.1.3.2.3 -Dentals

Dentals sound are those that are produced by placing the tip of tongue against the upper front teeth. During the production of these sounds, Kreidler (2004) observed that air is pressed and released between the tongue's sides. Dentals are: /θ/, /ð/.

2.2.3.1.3.2.4 -Alveolar

These sounds are produced mainly placing the tongue in a specific position in the mouth, which is the bony ridge the upper front teeth. The initial sounds in “time, nice, sun, zoo, and no “are some example of alveolar sounds. The [l] sound can be found at the beginning of several words, such as long and leave, and the [r] sound can be found at the beginning of red and write. Fromkin and Rodman, (1993)

2.2.3.1.3.2.5 –Palatal s

Palatals are produced by raising the back part of the tongue of the hard palate (the roof of the mouth). In other definition, both the tongue and palate create palatals. In the terms exhibition and children, palatals are the first consonants. [ʃ] Stand for the “sh” sound and [tʃ] for the “ch” sound. The voiced sounds, which is represented by the symbol [ʒ], is also palatal but less common. It is audible in the word processing program. Another voiced palatal, [dʒ] can be found in words like “gym” and “job”. In the starting sound of words like “year” and “youth”, a voiced palatal can be heard. Fromkin and Rodman, (1993).

2.2.3.1.3.2.6 -Velars

The velars consonants are formed by raising the back part of the tongue to the soft palate. Example of velar consonants include [g], [k], and [ŋ] as in go, kite, and, sing respectively. Fromkin and Rodman (1993).

2.2.3.1.3.2.7 -Glottals

A glottal consonant is a sound produced by momentary closure of the vocal cords at the glottis, which is the space between the vocal cords in the larynx. "There is one sound that is produced without the active use of the tongue and other parts of the mouth," Yule emphasized. It is the sound /h/ that appears at the beginning of have and home, as well as the first sound in who and whose for most speakers. This sound is commonly referred to as a voiceless glottal. The "glottis" is the space in the larynx between the vocal folds. Yule (2006, p. 31).

2.2.3.1.3.3 Voicing

Consonant sounds can be differentiated from one to another by their manner of articulation and whether they are voiced or voiceless. Voiced consonants are produced by vibrating the vocal cords, while voiceless sounds are not. Jones (2003).

An example of voicing is the difference between the /p/ sound is voiceless, meaning that the vocal cords do not vibrate when producing the sound, while the /b/ sound is voiced, meaning that the vocal cords do vibrate when producing the sound.

According to Musk (2010), the following table summarizes voiced and voiceless consonants:

Manner of Articulation	Place of Articulation					
	Bilabial	Labiodental	Dental	Alveolar	Palatal	V
Stop Voiceless Voiced	p b			t d		
Fricative Voiceless Voiced		f v	θ ð	s z	ʃ ʒ	
Affricate Voiceless Voiced					tʃ dʒ	
Nasal Voiced	m			n		
Liquid Voiced				l	r	

Tableau 1 Consonant Place and Manner of Articulation, and Voicing

Adopted from Musk (2010)

2.2.3.1.4 Suprasegmental Features

Suprasegmental features or Prosodic Features are aspects of speech that go beyond individual sounds, and instead involve prosody, stress, intonation, and rhythm. By altering these suprasegmental features, speakers can emphasize certain words or phrases, convey different emotions, and even change the meaning of a sentence.

According to Roach (2001), the most essential suprasegmental aspects of speech are pitch, loudness, and voice quality. However, stress and intonation serve as the foundation for other critical activities.

2.2.3.1.4.1 Stress

Stress is a feature in spoken language that refers to the emphasis or prominence placed on a specific syllable or word in a sentence. Stress can vary depending on the language and dialect and can affect the meaning of the word sentence.

Kelly (2000) explains that each word has its own unique syllable structure and method of pronunciation. The stress of a word can fall on the first, middle, or last syllable, and some words may sound more forceful than others. For example, in English, the word “present” can be pronounced with the stress on the first syllable to mean a gift, or with stress on the second syllable to mean the current time. Along the same line, Celce-Murcia and Goodwin (1996), stress causes a rise in air pressure and an increase in the respiratory system, which allows air to readily travel through the lungs while pronouncing a stressed word.

Stress in a sentence can change the meaning of the sentence depending on which word is emphasized. The same sentence can have different meaning depending on which word is stressed. For example:

“I went to the White house”

“I went to the White House”

The first statement describes a white house, whereas the second refers to the residence of the President of the United States. Mojsin (2009, p. 78)

2.2.3.1.4.2 Intonation

Intonation is the variation of pitch and loudness of speech across phrases and sentence. Too generally, intonation is the music of language. Various researchers have provided different descriptions of intonation, but they all agree that is the melody of speech. In other

words, intonation refers to the variation in pitch and loudness that occurs across phrases and sentences, and it can convey a speaker's attitude, emotions, and intentions.

“Intonation is important for intelligibility, because it is used to express intention”. Kenworthy (1987). Meanwhile, Kelly (2000), intonation is a fundamental component of how speakers express their ideas and allows them to discern the intended meaning of others. Similarly, Celce-Murcia and Goodwin (2010) state that “intonation is the music of speech and is a key component of pronunciation”.

2.2.3.1.4.3 Linking

Linking is an important aspect of connected speech that affects the rhythm and flow of spoken language. According to Celce-Murcia and Goodwin (2010, p. 40), “linking is the process of connecting sounds between words in connected speech”. This process involves blending the final consonant of one word with the initial vowel of the following word, which creates a smoother and more natural-sounding speech. For example, the phrase «that apple” would be pronounced as “thatah-pul” with linking.

2.3 The use of Native Speaker Lectures on Improving Pronunciation

Native speaker lectures can be helpful in improving pronunciation as they can provide guidance on proper pronunciation and offer feedback on areas that need improvement. One way to access such lectures is to look for online resources, such as YouTube video or podcasts, that feature native speakers teaching pronunciation. Another way is to enroll in a language course or workshop that is taught by a native speaker.

Research has shown that native speaker models can be effective in improving pronunciation. According to Derwing and Munro (2015, p. 232), “exposure to native speaker models can lead to improved pronunciation, especially when learners are motivated and have

opportunities to practice”. This is because native speakers provide a standard for learners to emulate, and their speech can provide a model for a rhythm, intonation, and stress patterns of the language. However, it is important to note that non-native speakers can also be effective modes for pronunciation, as long as they have a high level of proficiency in the language and are able to provide accurate feedback.

There are evidence to suggest that listening to native speaker lectures can be beneficial for improving pronunciation. According to Zhang (2015) “listening to native speaker lectures can enhance learner’s pronunciation accuracy, fluency, and intonation”. The study found that learners who listened to native speaker lectures were able to improve their pronunciation and intonation, and that this improvement was sustained over time. However, Kang (2019) found that “native speaker lectures can help learners develop a more accurate and natural-sounding accent”. These studies suggest that native speaker lectures can be useful tool for improving pronunciation

Conclusion

Throughout the chapter, it very important to acknowledge that pronunciation is an essential aspect of language learning that can greatly impact learners’ ability to communicate effectively with others. It is for this reason that many researchers examined some factors that might influence EFL learners’ pronunciation. In this chapter, firstly, we have define the speaking skill and pronunciation. Then, explored the importance of pronunciation in language learning and factors affecting pronunciations. Additionally, it spotted light on pronunciation features. To conclude with the importance of using native speakers lectures on improving pronunciation.

Chapter three

Field Work

Introduction

As discussed in the previous chapter, the purpose of the present study is to investigate the role of listening to native speakers lectures on improving pronunciation. This section shows the study's methodology, participants, experimental elements and procedures in the first part. Following this, it examines and depicts the performance results of the pronunciation pretest and post-test using a phonetic transcription of both readings. We addressed a questionnaire and a quasi-experimental to first-year English LMD students at Mohammed Khaider University in order to answer the research questions and confirm the research hypothesis.

3.1 Methodology

To conduct this investigation, a quasi-experimental was implemented, combining both quantitative and qualitative methods to explore how listening to lectures given by native speakers can improve the pronunciation of EFL learners. The research methodology involved administering an initial test to pupils on the pronunciation of sentence containing terminology on American and European structuralism, before listening tasks. The participants were given a pre-test that involved reading a passage, and their pronunciation was recorded before and after (post-test) listening to the lectures using a recorder. The purpose of this was to compare the pupils' performance during both recording and to assist the researcher in identifying the types of pronunciation errors made by students. Then, students' questionnaire, which is used to gather data from the participants experience listening to lectures given by native speakers. The analysis of the data collected involved clear and concise summaries of each question, and the data were organized and analyzed using tables to improve understanding of the result.

3.1.1 Sampling

The quasi-experimental study was conducted on a sample of twelve First years LMD students, consisting of 04 male and 08 female, at Mohammed Khaider University. The experiment aimed to evaluate their pronunciation abilities and recruited first year student as volunteers, who were selected based on their assumed intermediate level of pronunciation. This selection criteria was designed to improve the accuracy of the results obtained by the researcher. Additionally, the twenty-four students who answered the questionnaire were selected from First-years LMD students at English department of Biskra University based on their need to develop English language skill, especially pronunciation and their willingness to improve their pronunciation skills. The small sample size is due to the fact that after the researcher selected 20% of the population, the students were not eager to take part in the experiment. The research had to work with volunteers from the selected students' absenteeism was excessive in second semester.

3.1.2 Data gathering tools

For data collection in the research study, we employed two primary tools: an experiment and a questionnaire. An experiment was conducted to measure the effectiveness of a specific learning task. This research method allowed us to compare the performance of the experimental group in a controlled and systematic manner. Additionally, the questionnaire was designed to gather information about the participants' background, pronunciation experience, and attitude towards learning pronunciation. It served as an effective method for efficiently collecting large amounts of data.

3.1.2.1 The experimental Procedures

The experimental procedure for this study consists of pre-test to establish the baseline, a treatment process, and post-test to measure the effectiveness of the intervention.

3.1.2.1.1 The pre-test

A pre-test is an assessment given to participants before an intervention or treatment is provided. The purpose of a pre-test is to observe their pronunciation level before the treatment. During this test, participants were given a passage to read, which it involved a small text excerpt taken from one of the lessons of the participating students, it included information about the field of linguistics, specifically focusing on the theory of structuralism. While the researcher recorded their reading to assess their initial pronunciation of terminology related to second language acquisition and to compare them after the treatment was provided.

3.1.2.1.2 The Treatment Process

The treatment process lasted for four weeks, because of time constraints to meet the requirements of both the researcher and the participants who have two session a week. Participants who sat for the pre-test were asked to listen to video of native speakers (**about American and European structuralism**) which was entitled as **Linguistics “L1” part 8: American Structuralism** and it consists of **08:10** minutes. This video contains the same information of the passage and almost the same terms (Anthropology, tribes, neglected), but with more explanation. The aim of this video was to improve the EFL learner’s pronunciation skill.

3.1.2.1.3 The Post-test

A post-test is an assessment that is administered after period of treatment to measure the effectiveness of the training. After listening to video (four times), they were asked to read the same passage of the pre-test, then I record them again too. The results of the post-test are compared to the pre-test results to determine the effectiveness of the intervention. If there is a significant improvement in the post-test results, concerning the correct pronunciation of terminology and words’ phonology aspects like stress and intonation. It can be concluded that the treatment was successful in achieving its objectives.

3.1.2.2 The Questionnaire

3.1.2.2.1 Description of the Questionnaire

The students' questionnaire consists of 16 questions arranged in two sections. .

Section one of the questionnaire is devoted to obtaining data on the learners' personal information, including their age and gender. The research aims to obtain data on the learners' background information through this section. These questions are either multiple questions where learners are asked to choose one of the options, closed questions by choosing 'yes' or 'no', or options to tick.

However, section two of the questionnaire consist of 14 question, designed to gather data on the learners' pronunciation and listening skill. Question (1) seeks to know the degree of English proficiency to the student current possess. Then, they asked in question (2) about the frequent of attending lectures offered by English speaking natives, by choosing from a set of options. In the next question (3), learners are asked about the way they hear those lectures. In question (4), they are asked how often they watch video of native's speakers. The question (5) is designed to kwon the scale of difficulties to understand native speakers in videos. In the question (6), about identify the challenges that face learners when trying understand native speakers. Then, in (7) question they asked to if the learners believes that attending lectures given by native speakers has helped to pronounce words more clearly. In question (8), students asked if they encountered any obstacles or problems face while listening lectures from native speakers. In question (9), concerning with the confident feeling about their pronunciation. In question (10), they were asked about whether they had noticed any changes or improvements in their pronunciation after the treatment that was applied to them. Furthermore, in question (11), they were also asked to share their future intention regarding their continued commitment to listening to videos of native speakers. In the question (12), students asked to compare the effectiveness of practicing pronunciation with a tutor of

utilizing pronunciation apps versus listening to lectures from native speakers. In question (13), students inquired about strategies that can be employed to improve the understanding of native speakers in videos. In the last question, which is the (14) question, students asked if it would be advisable for EFL learners looking to enhance their English pronunciation to try training.

3.1.3 Presentation of the results

3.1.3.1 The Test result

3.1.3.1.1 Result of the pre-test

Upon listening to audio recording, I have observed that many students struggle with pronouncing certain words, especially long ones. This observation highlights the importance of developing effective strategies to help students improve their pronunciation skills. By utilizing video to native speaker’s lectures, students can overcome these challenges and improve their ability to communicate effectively.

Students	Common pronunciation features	Common errors
Student 01	-Word stress -Pronunciation the vowel.	The learner faces difficulties when it comes to produce the stress in the word “structuralism” he places the stress on the wrong syllable, such as the first syllable. Also, the learner cannot differentiate between the long vowels’ types.
Student 02	-Mispronouncing the vowel.	This pupil pronounce the word “upon” in wrong way, where he is pronounce the /u/ sound as /oo/. While the /u/ sound is

		pronounced like the /ʌ/ sound.
Student 03	-Mispronouncing the consonant. -Final “ed”	In the word “coherent” the /h/ is silent, so this pupil pronounced as if it /h/ sound. Also, the consonant issue of /ed/ in the final word “integrated” which is pronounced as /t/, while the learners pronounced /id/.
Student 04	-Word stress -Pronunciation of vowel.	The learner’s first pronunciation appears to be wrong in the stressed syllables of the words “emphasize”, he placed in the first syllable. Moreover, the production of the ə and ɔ: instead of əʊ.
Student 05	-Final “s” -Pronunciation of short.	This learners didn’t make the different between the z and s problem in the end of the word “proposes”. Also, short vowels were also produces in a wrong way,
Student 06	-Pronunciation of consonant.	The results presented in the record, indicate that the pupil cannot achieve the correct pronunciation in her first reading. Concerning the /g/ consonant sound
Student 07	-Diphthong -Pronunciation of vowel.	The mistakes were in the diphthong eə which was articulated as a long vowel a:. Additionally, the learner pronounces the long vowel ɒ instead of ɔ: sound which refers to the r sound

Student 08	<p>-Pronunciation of consonant.</p> <p>-Word stress.</p>	<p>This pupil makes are mostly in the consonants sound in the word “structuralism”, this word including /s/, /t/, and /r/ but this pupil it substituting different consonant sound, such as /sh/ for “s”. Moreover, he place the stress on wrong syllable. The stress on “upon” fall on the first syllable, but he stress the second syllable instead.</p>
Student 09	<p>-Pronunciation of consonant.</p> <p>-Pronunciation of vowel.</p>	<p>Errors in almost all aspects are associated with a student’s initial reading. When it comes to producing consonants in general, he tends to make mistakes, for example, the consonant /s/ sound was omit by student. Furthermore, the vowel /I/ sound he pronounced as long /e/ sound. He also fails in achieving the \ŋ\ sound.</p>
Student 10	<p>-Thriphong difficulty.</p> <p>-Pronunciation the short vowel.</p>	<p>This learner is unable to achieve the thriphong \arə\ in word “American” , instead of the short vowel \ɪ\ and the wrong stress placement in the word “exaggerate”</p>
Student 11	<p>-Pronunciation of vowel.</p>	<p>The learner have difficulty pronouncing short vowel sound, he disregard the \ɪ\ sound entirely and substitute the \æ\ sound with \ɒ\ sound.</p>
Student 12	<p>-Pronunciation of vowel.</p>	<p>The noticeable mistakes are mostly in vowels,</p>

		she is not able to use the vowel \ə\ and \ɜ:\ in their right position
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Table 2 Result of the Pre-Test

3.1.3.1.2 Result of the post-test

When EFL learners complete a treatment period designed to improve their pronunciation skills, I noticed some improvement of the student to accurately produce and discriminate between different English sounds. However, the same level of improvement was not observed in some of the others learners who received the treatment.

Students	Improvement aspects	Common errors
Student 01	Improved	When he focus on listening to video of native speaker, all the previous errors vanish and there is a significant enhancement in all aspects of his pronunciation.
Student 02	Did not improve	After I hear the second record, there no improvement. The student pronunciation did not improve in the second reading as they failed to focus on the correct pronunciation of the same words they mispronounced in the first record. Therefore, his pronunciation remained the same.
Student 03	Improved	It appears that this student has learned to distinguish between final /ed/ and stress syllables, but has not yet mastered the consonant sound.

Student 04	Did not improve	The result of the second reading suggest that this student pronunciation level remains unchanged, as she continue to make errors in stressed syllables and vowel sound.
Student 05	Improved	Although the pupil may currently have difficulty distinguishing between the final /s/ sound in pronunciation, but with continued practice and attention to this sound, he able to improve his pronunciation and become more confident in this speaking abilities.
Student 06	Improved	Based on the second recording, student has made significant progress in her pronunciation, particularly with consonant sound, as demonstrated in the second recording. With continued practice and focus on vowel, the student will be able to further enhance her speaking abilities.
Student 07	Improved	The utilization of the native speaker's video led to notable improvement, in the features of consonant and short vowel. The data indicates that the student's level proficiency in long vowels did not improve.
Student 08	Improved	During the second pronunciation, this pupil was able to recognize the errors and successfully improve all aspect, including

		vowels, consonant, and word stress.
Student 09	Did not improve	According to the second record's findings, the pupil pronunciation is inaccurate. The second recording present no significant improvement in comparison to the first recording, meaning that many of the errors made in the first were also present in the second recording
Student 10	Improved	After listening to native speaker lectures, the student became aware of triphthongs. In other meaning, that this pupil learn about a type of vowel sound that consists of three distinct sounds pronounced quickly together in a single syllable.
Student 11	Did not improve	The student hasn't shown any improvement during the treatment period.
Student 12	Improved	The native's video led to a significant reduction in the pupils' errors across almost all aspects of pronunciation, with the exception of nasal sound.

Table 3 Table result of the post-test

3.1.3.2 Questionnaire Results

Section One: Background Information

Q1: would you please specify your age?

Table 4 Students Age Distributions

Options	Respondents	Percentage
17-20	20	83 %
21-23	4	17%
Total	24	100%

The frequency table shows that 20 (83%) students in the sample are between the ages 17-20. And 4 (17%) students are between ages of 21-23.

Q2: would you please specify your gender?

Table 5 Student Gender Distributions

Options	Respondents	Percentage
Male	9	37%
Female	15	63%
Total	24	100%

This table shows the over representation of females out of 24 (100%) participants. 15 (63%) students is females and 9 students (37%) are males.

Section two: Pronunciation Skill

Q1: what degree of English proficiency do you possess?

Table 6 Degree of English Proficiency

Options	Respondents	Percentage
Beginning	12	50%

Intermediate	6	25%
Advanced	6	25%
Total	24	100%

This table illustrates the degree of English proficiency of 24 students. Out of the 24 respondents, 12 were at the beginning level, accounting for 50%, while 6 were at the intermediate and advanced level, respectively, accounting for 25%.

Q2: How frequently do you attend lectures offered by English-speaking natives?

Options	Respondents	Percentage
Infrequently or never	3	12%
Disparately (once or twice a month)	10	42%
On regular basis (once a week)	11	46%
Total	24	100%

Table 7 Frequency of the Students' Attending Native Lectures

The table displays the frequency of students attending lectures offered by English-speaking natives. The majority of students 11(46%) attend on regular basis, which means once a week, 3 students (12%) attend infrequently or never, 10 students (42%) attend disparately, which mean once or twice a month.

Q3: How do you hear these lectures?

Options	Respondents	Percentage
Classroom	6	25%
Online	2	9%
Mobile device	8	33%

All three	8	33%
Total	24	100%

Table 8 Methods of Hearing Lectures Offered by English-speaking Native

The table shows the students' listening the lectures offered by English-speaking native through various methods. 6 (25%) of the students hear the lectures in classroom, 2 (9%) hear them online, 8 (33%) the most of the student hear them on a mobile device and all the three methods.

Q4: How often you watch video of native speakers speaking in your target language?

Options	Respondents	Percentage
Every day	6	25%
Every week	9	37%
Every month	2	9%
Rarely	7	29%
Total	24	100%

Table 9 Frequency of Watching Videos of Native Speakers in Target Language

The table shows how frequency of students' watch videos of native speakers speaking in their target language. Out of the total respondents, 6 students (25%) watch video every day, 9 students (37%) watch them every week, 2 students (9%) watch them every month, and 7 students (29%) rarely watching.

Q5: On a scale of 1-5 how difficult is it for you to understand native speakers in these videos?

Options	Respondents	Percentage
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1	5	21%
2	6	25%
3	6	25%
4	7	29%
5	0	0%
Total	24	100%

Table 10 Students' Difficulties of Understanding Native Speakers in Videos

The table above about the difficulty of understanding native speakers in video, and includes five options ranging from 1 to 5. The table is based on responses from 24 people, with the most popular option being 4, chosen by 7 respondents, followed by option 2 and 3, each chosen by 6 respondents. Options 1 was chosen by 5 respondents, and option 5 was not chosen by any respondents.

Q6: What are some specific challenges you face when trying to understand native speakers in these videos?

Options	Respondents	Percentage
Accents	8	33%
Slang	5	21%
Speed of speech	11	46%
Total	24	100%

Table 11 Specific Challenges Students Face When Understanding Native

The table is about the specific challenges that people face when trying to understand native speakers in videos. The table includes three options: accents, slang, and speed of speech. With the most popular challenge being speed speech, chosen by 11 students (46%), followed by accents, chosen by 8 students (33%), and slang, chosen by 5 students (21%).

Q7: Do you believe that attending lectures given by native speakers has helped you pronounce words more clearly?

Options	Respondents	Percentage
Yes, a lot	18	75%
Yes, a little	5	21%
No, not really	1	4%
No, not at all	0	0%
Total	24	100%

Table 12 Effect of Attending Lectures by Native Speakers on clear Pronunciation

As illustrated in the table above, students who answered “yes, a lot” represent the majority of the sample with a percentage of (75%). 5 respondents or (21%) answered “yes, a little”. Only 1 person, or (4%) answered “no, not really”. No respondents answered “no, not at all”.

Q8: Have you encountered any particular obstacles or problems as you’ve worked to improve your pronunciation while hearing lectures from native speakers?

Options	Respondents	Percentage
Understanding the speakers	9	37%
Imitating the sounds	5	21%
Adapting your pronunciation	6	25%
Others	4	17%
Total	24	100%

Table 13 Obstacles Encountered while Improving Pronunciation with Native Speakers

Lectures

This question aim to present if students they encountered any obstacles or problems while improving their pronunciation while hearing lectures from native speakers. 9 respondents or 37% of the total answered “understanding the speakers”. 6 respondents (25%) answered “adapting your pronunciation”. 5 respondents (21%) answered “imitating the sounds”. 4 respondents (17%) answered “others”.

Q9: do you feel confident about correctness of your pronunciation?

Options	Respondents	Percentage
Extremely confident	8	33%
Slightly confident	13	54%
Not very confident	2	9%
Not at all confident	0	0%
Total	24	100%

Table 14 Self-perceived Confidence in Pronunciation Correctness

The table indicates that the majority of students 13 (54%) are slightly confident and 8 (33%) students are extremely confident, while 2 (9%) students are not very confident. Where in other side, there no respondents answered in not at all confident.

Q10: what specific improvement in your English pronunciation did you observe after doing the therapy (listening to native speakers lectures)?

Options	Respondents	Percentage
Improved intonation	3	13%
Improved word stress	8	33%

Improved consonant sound	5	21%
Improved sentence stress	8	33%
Total	24	100%

Table 15 Specific Improvement after Listening to Native Speaker Lectures

The aim behind this question is to find out the students improvement in English pronunciation after the therapy. As the table shows equal of student 8 (33%) are improved word stress and sentence. 3 (13%) student are improved intonation, 5 (21%) improved consonant sound.

Q11: how likely is it that you will continue the therapy (attending lectures by native English speakers) to enhance your English pronunciation in the future?

Options	Respondents	Percentage
Very likely	16	67%
Somewhat likely	7	29%
Not very likely	0	0%
Not at all likely	0	0%
All options	1	4%
Total	24	100%

Table 16 Likelihood of Continuing the Therapy

The table above reveals the likelihood of continuing the attending lectures by native English speakers. As shown in the table, most of students 16 (67%) answers by very likely, and 7 (29%) answers somewhat likely. Only 1 (4%) answer all options, while no respondents 0% in not very likely and not at all likely.

Q12: do you believe practicing pronunciation with a tutor o utilizing pronunciation apps would be more or less helpful than listening to lectures from native speakers?

Options	Respondents	Percentage
More efficient	8	33%
Equally efficient	9	38%
Less efficient	7	29%
Total	24	100%

Table 17 Comparison of Efficiency of Practicing Pronunciation

Three options related to more or less of efficiency of practicing pronunciation with a tutor or utilizing pronunciation apps would be more or less helpful than listening to lectures from native speakers. 8 (33%) respondents of the total, answered more efficient. 9 (38%) respondents answered equally efficient, 7 (29%) respondents answered less efficient.

Q13: what strategies do you use to help you better understand native speaker's videos?

Options	Respondents	Percentage
Using subtitles	9	37%
Slowing down the video	4	17%
Listening multiple times	11	46%
Total	24	100%

Table 18 Strategies Used to Better Understand Native Speaker's Videos

The majority of respondents (46%) reported that they use the strategy of listening to a native speaker's video multiple times in order to better understand the content. A significant portion of respondents (37%) reported using subtitles to help them understand the video. A smaller portion of respondents (17%) reported using the strategy of slowing down the video in order to understand the content.

Q14: would you advise other EFL students looking to enhance their English pronunciation to try the training (listening to lectures by native speakers)?

Options	Respondents	Percentage
Yes, without a doubt	19	79%
Yes, to a certain extent	3	13%
No, not really	0	0%
No, not at all	2	8%
Total	24	100%

Table 19 Recommendations for EFL Students Looking to Enhance their English Pronunciation

Most of the student's respondents 19 (79%) would advise other EFL student to try training by listening to native speakers in order to enhance their pronunciation. Additionally, a smaller portion of respondents 3 (13%) reported that they would advise other EFL students try the training to a certain extent. 2 (8%) reported that they wouldn't advise them to try training. Finally, no respondents reported that they would not advise them. Which suggest that these training sessions are generally seen as a positive resource for learners.

3.1.4 Analysis of Results

3.1.4.1 Post Test Analysis Result

The study was attempt to check if any of EFL learners' listening to native lectures can be noted on their pronunciation. Listening to native speakers can be a great way to improve pronunciation, as it allows learners to hear the correct sounds and intonation of the language. The finding or the result of the post-test indicate that 67% of the EFL learners who participated in the study demonstrated improvement in their pronunciation after listening to lectures by native speakers. This is encouraging news, as it suggest that exposure to authentic language input can be effective way to improve pronunciation skill. The improvement notice was more visible in stress, intonation, and in full word production rather than in single sound

pronunciation, which can be explained by fact that their concentration to understand the lecture helped them in grasping the terms that were frequently repeated. While the others finding indicate that 33% of the students has significant pronunciation deficiencies, particularly with regards to sounds, vowels, stress, and intonation. It's not surprising that students struggled with pronunciation of terms they hadn't learned before, or had only encountered in written materials. Some of the students were even unable to divide stress on a word like "anthropology", a word he ignored completely. Pronunciation can be challenging, especially when learners are not able to hear the language spoken by native speakers on a regular basis. The EFL learner's students are taught by Algerian teachers who pronounce English according the Received Pronunciation correct but unavoidably, affected by mother tongue interference. While, the study found that the other.

3.1.4.2 Questionnaire Analysis Result

Based on the frequency tables, it look like a majority of the students in the sample are between the ages of 17-20, and there is an over-representation of females. In terms of English proficiency, half of the respondents were at the beginning level, while the other half were split evenly between intermediate and advanced levels. It's interesting to see that majority of students attend the lectures offered by English-speaking natives on a regular basis, but that there are still some students who attend infrequently or never. Then, it looks like the most students listen the lectures on a mobile device or in classroom. The majority of students watch video of native speakers speaking in their target language every week or every day. Moreover, the most popular option for the difficulty of understanding native speakers in video was option 4, followed by option 2 and 3. The results also indicate that the most challenge that student face when trying to understand native speaker's lectures is the speed of speech, followed by accents and slang. It's also a great result, plurality of students use videos to improve their pronunciation. It's noteworthy to note that the two biggest challenges students

had while trying to improve their pronunciation were understanding the speaker and adapting pronunciation. It's also encouraging to note that most of students after therapy had either slightly or extremely confident on their pronunciation. The fact that the majority of students were very likely to continue attending lectures given by native English speakers is encouraging. Another point, students had varying opinions on the efficiency of practicing pronunciation apps compared to listening to lectures from native speakers. While some students found practicing with a tutor or app to be more efficient. The majority of students found it to be equally efficient. When it comes to strategies for understanding content, most student reported that listening to native speaker's video multiple time was the most helpful strategy. Additionally, many students found subtitle beneficial for understand the content. Also, majority of students would advise other EFL students to try training by listening to native speakers in order to enhance their pronunciation. Overall, the finding of the questionnaire suggest while improving English pronunciation can be challenging, there are a variety of strategies and resources available to student that can help them to succeed.

3.1.5 Discuss the Main Results of Test and Questionnaire

The finding mentioned above, the fact that 67% of the EFL learners demonstrated improvement in their pronunciation skills after listening to native speakers' lectures is particularly noteworthy because it suggest that exposure to authentic language input can be an effective way to improve pronunciation skill. This is consistent with the previous researcher, such as Talebinezhed and Amir Hossein (2015) has shown that learners who are exposed to native speakers' language input are more likely to develop native-like pronunciation skill. However, the finding that 33% of the student had significant pronunciation deficiencies is important because it suggest that teachers need to pay careful attention to the pronunciation of their students and provide additional support where needed.

Based on the students' questionnaire results, we note many students struggle with understanding native speakers and adapting their pronunciation. However, it's encouraging to see that many are confident in their ability to improve their pronunciation, and that many students have seen improvements in their pronunciation after therapy. The results also suggest that listening to lectures from native speakers is a valuable resource for student, and most of student are likely to continue attending these lecture. Additionally, many students use the strategy of listening to a native speakers video multiple times to better understand the content, which is useful way to improve both listening and pronunciation skill. Overall, these result highlight the importance of providing resource and support for students to improve their English pronunciation skill, such as therapy and lectures from native speakers.

Conclusion

The present chapter investigated the effectiveness of listening to native speakers lectures at Mohammed Khaider Biskra University. The main question of the research was whether listening to native speakers lectures can improve English pronunciation skills among first-years LMD students. The quasi-experimental research method was used, and the data gathering tools included a pronunciation test and a questionnaire. The investigation revealed that listening to native speakers lectures has a positive impact on pronunciation skills, and the learners hold a positive viewpoint towards the practice. The results suggest that EFL teachers should take into consideration the significant role that native speaker's lectures play in improving English pronunciation. Therefore, listening to native speakers lectures can be great tool for promoting and comprehension skills in EFL learners.

Recommendations

Based on the data collected and analyzed, we recommend the following actions:

- ✓ Use a variety of teaching methods, including visual aids, audio recording, and kinesthetic activities, to engage students and help them learn the sounds of the language.
- ✓ Utilize online resources, such as YouTube videos or podcasts, which feature native speakers teaching pronunciation. There are many free resources available online that can help them improve pronunciation skill.
- ✓ Encourage students to listen to and imitate native speakers as much as possible.
- ✓ Provide regular feedback on students' pronunciation. Both in class and through assessments.
- ✓ Use technology, such as speech recognition software or apps, to help students identify areas where they need to improve their pronunciation.
- ✓ Learners should not use social media applications only to get some entertainment, but also to engage in such conversations with native speakers to enhance their pronunciation skill.

Remember that improving pronunciation takes time and effort, and there is no shortcut to becoming proficient. However, with consistent practice and the right resources, they can make significant progress in their pronunciation skills.

Limitation of the Study

This study faced some obstacle that effected the results. The first limitations face us is the number of students' test, some students were unwilling and reluctant to participate in the act of test which gave the impression that they were not collaborating. On other hand, time, was literally challenging. Obviously, a good research needs an excessive amount of time to

complete the study. Also, some students were hesitant to participate in answering the questionnaire and ignore some question.

General Conclusion

The present study aims to explore the impact of listening to native speakers lectures on improving EFL learner's pronunciation skill. Pronunciation is a crucial element in effective communication. Proper pronunciation can help EFL learners convey their message clearly and efficiently. Thus, we hypothesize that the impact of listening to native speakers lectures will improve student's pronunciation skill.

Our research was tackled in three chapters. The first and the second chapter are theoretical, while the third chapter contains the analysis of the test and student's questionnaire. The first chapter outlines a general overview regarding the listening skill. The second chapter is about pronunciation skill and the effect on native video on improving pronunciation. However, the last or third chapter is concerned with the analysis of the gathered data from the test and student's questionnaire and suggestions for some recommendations.

After analyzing the data, the results confirmed our hypothesis regarding the effectiveness of listening to native speaker's lectures in improving EFL learner's pronunciation. The finding showed that listening to native speakers lectures has a positive and significant influence on the pronunciation skills of foreign language learners. The study also highlighted the need of more attention to be paid to pronunciation by both teachers and students. In short, this study provides useful insights for students who are seeking to enhance their pronunciation skill.

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Appendix:

Reading Test

Pre-test Reading

American and European structuralism shared a number of features. In insisting upon the necessity of treating each language as a more or less coherent and integrated system, both European and American linguists of this period tended to emphasize, if not to exaggerate, the structural uniqueness of individual languages. Structuralism proposes a Collective term for a number of linguistic approaches in the first half of the twentieth century, all based on the work of F. de Saussure, but strongly divergent from one another. While structuralism in its narrower sense refers to de Saussure's linguistic theories, in its broader sense it is an umbrella term for approaches in anthropology, ethnology, sociology, psychology, and literary criticism, which in analogy to linguistic structuralism - concentrate on synchronic analysis rather than on genetic/historical preconditions. In order to expose the universal structures at work under the surface of social relations.

Post-test Reading

The same passage was used for the first reading.

Treatment Process

I. Session one (20minutes)

- Listening twice to video entitled a Linguistics (L1) part7: Saussure's Dichotomies by HM English channel.

II. Session two (25minutes)

- Listening three time to video entitled Linguistics (L1) part 8: American Structuralism by HM English channel.

III. Session three (38minutes)

- Listening twice time to interview with Steven Pinker by The Ling Space channel.

IV. Session four (18 minutes)

- Listening to video by Moti Liberman which entitled Language Acquisition and Universal Grammar.

Appendix Two

Students' Questionnaire

Dear student,

The questionnaire is a part of research work for Master degree. It aims to discover and study the impact of listening to native speaker's lectures on improving EFL learner's pronunciation. Your answers are of great help to complete the work, and they will be much appreciated. Please tick the right answer, or write full statement answers where necessary.

Section One: Background Information

1. Age:

2. Gender:

A. Male

B. Female

Section Two: Pronunciation Skill

1. What degree of English proficiency do you currently possess?

- a. Beginning
- b. Intermediate
- c. Advanced

2. How frequently do you attend lectures offered by English-speaking natives?

- a. Infrequently or never
- b. Disparately (once or twice a month)
- c. On a regular basis (once a week or more)

3. Normally, how do you hear these lectures?

- a. classroom
- b. Online
- b. mobile device
- c. all three

4. How often do you watch videos of native speakers speaking in your target language?

- a. Every day
- b. Every week
- c. Every month
- d. Rarely

5. On a scale of 1-5, how difficult is it for you to understand native speakers in these videos?

1. 2. 3. 4. 5.

6. What are some specific challenges you face when trying to understand native speakers in these videos?

- a. Accents
- b. Slang
- c. Speed of speech

7. Do you believe that attending lectures given by native speakers has helped you pronounce words more clearly?

- a. Yes, a lot
- b. Yes, a little
- c. No, not really

d. No, not at all

8. Have you encountered any particular obstacles or problems as you've worked to improve your pronunciation while hearing lectures from native speakers?

a. Understanding the speakers

b. Imitating the sounds

c. Adapting your pronunciation

d. Others

9. Do you feel confident about correctness of your pronunciation? (Listening to lectures from native speakers)?

a. Extremely confident

b. Slightly confident

c. Not very confident

d. Not at all confident

10. What specific improvements in your English pronunciation did you observe after doing the therapy (hearing lectures from native speakers)?

a. Improved intonation

b. improved word stress

c. improved consonant sounds

d. improved sentence stress

11. How likely is it that you will continue the therapy (attending lectures by native English speakers) to enhance your English pronunciation in the future?

a. Very likely

b. Somewhat likely

c. Not very likely

d. Not at all likely

e. All options.

12. Do you believe practicing pronunciation with a tutor or utilizing pronunciation apps would be more or less helpful than listening to lectures from native speakers?

a. More efficient

b. Equally efficient

c. Less efficient

13. What strategies do you use to help you better understand native speakers in videos?

a. Using subtitles,

b. Slowing down the video

c. Listening multiple times

14. Would you advise other EFL students looking to enhance their English pronunciation to try the training (listening to lectures by native speakers)?

a. Yes, without a doubt

b. Yes, to a certain extent

c. No, not really

d. No, not at all

ملخص:

تهدف هذه الدراسة إلى التحقيق في تأثير الاستماع إلى محاضرات المتحدث الأصلي على تحسين نطق متعلم اللغة الإنجليزية كلغة أجنبية. لتحقيق هذا الهدف، افترضنا أن الاستماع إلى المحاضرات التي يلقيها المتحدثون الأصليون سيعزز ويحسن خطاب المتعلمين. من أجل تحقيق الهدف من هذا البحث، تم تنفيذ دراسة شبه تجريبية. استغرقت التجربة أربع جلسات بما في ذلك الاختبار المسبق وعملية العلاج والاختبار اللاحق. أيضا، تم إجراء استبيان لطلاب السنة الأولى في اللغة الإنجليزية في أقسام مجال اللغة الأجنبية بجامعة بسكرة الإنجليزية. وشارك اثني عشر متطوعا في التجارب، في حين تم الرد على 24 طالبا الاستبيان. وكشفت نتائج الدراسة أن الاستماع إلى محاضرات الناطقين بها له تأثير إيجابي على مهارات نطق اللغة الإنجليزية كلغة أجنبية بين متعلمي اللغة الإنجليزية كلغة أجنبية. أظهر المتعلمون أيضا موقفا إيجابيا تجاه هذه الممارسة. تقترح الدراسة أن مدرسي اللغة الإنجليزية كلغة أجنبية يجب أن يفكروا في دمج محاضرات المتحدثين الأصليين في طرق التدريس الخاصة بهم لتحسين نطق اللغة الإنجليزية.