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**The Role of Audiovisual Supports in Improving EFL Learners'
Pronunciation.**

The Case Study of First Year LMD Students' of English, University of Biskra

A Dissertation Submitted to the Department of Foreign languages Mohamed Kheider
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Master(2) in Science of Language

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DEDICATION

This work is dedicated to

The person who taught me how to rely on myself: *My Father*

The Kindest person: *My Mother*

Thank you for trusting me, for your love, patience, support and encouragement

To my brothers Nabil, Saif Eddine and Ahmed for their unconditional support and encouragements to pursue my interests.

To my Dear Mohamed Chikouche Amina.

My precious family: My grandfather and mother Aunt Aicha and all my Uncles

My dear friend Imen Yahiya who really supported me

Those who sincerely supported me with their prayers, kindness, and efforts

To all of you I gladly dedicate this work and these words

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Abstract

The present study investigates the role of audiovisual supports in improving first year EFL learners' pronunciation, at the division of English in the University of Biskra.

Throughout this study, we hypothesize that if the foreign teacher uses the audiovisual aids student's pronunciation will be improved .In our study we adopted descriptive method which we thinks is the most appropriate to the issue under the investigation .The main tool used to gather information are two questions administered to both teachers and learners. The findings of both students 'and teachers 'questionnaire revealed that most of the students suffer from different pronunciation difficulties which make them unable to accomplish the main goal which is correct pronunciation. Moreover, teachers view that the lack of training is the responsible factor for students' mispronunciation. Whereas, a remarkable agreement shared by most of the teachers and students is the significance of utilizing audiovisual aids that teachers select according to their students' needs in a different speaking activities to enhance pronunciation. At the end of the research the obtained results could confirm our hypothesis which stated that students' pronunciation will improve if we use audiovisual aids. This study aims at suggesting some recommendations for teachers as well as for students that may help them to develop EFL learners' pronunciation.

Key words

Audiovisual supports, EFL learners, pronunciation, pronunciation improvement students' mispronunciation

List of Abbreviation

APPS: Applications

EFL: English as a Foreign Language

TESL: Teaching English as a Second Language

L2: Second Language

AVA: Audiovisual aids

LMD: License, Magister, Doctorate

N: Number of Students and / or Teachers

L2: Second language

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Introduction

Introduction

Teaching English for EFL student is a challenging task for most nonnative teachers. The teacher should be high qualified to handle such responsibility. He/she should know what and how to teach the foreign language, and state his/her goal before hand to provoke hi/her student to speak. As the teacher is the source that student are exposed to the teacher should enable the student to comprehend first the four skills, then he /she teach them how to speak the language accurately and fluently .Moreover; he /she should master the subject matter and try to facilitate the task of learning and make it more enjoyable and easy.

Some student seems to have few pronunciation problems others have many; for that reason, the students feel unconfident to express themselves orally or in front of people. I have observed that several times with my classmates during the oral presentation even in lectures they cannot speak loudly, they are afraid of making mistakes while speaking and be laugh by others.

Since the pronunciation is very important, teacher should develop certain strategies to promote and motivate the student to speak the language correctly .In addition when student develop their pronunciation, they will be able to make a meaningful and comprehensible speech. In this research, we try to suggest new and effective strategies to enhance students' pronunciation which is the audio-visual support. These aids help the teacher to deliver more in short time which may facilitate the teaching process. If the teacher relies on these materials in EFL classes they will help student to improve their pronunciation skill.

To sum up ,using Audiovisual aids will make class vivid; because today's generation are born digital they will find it effective.

1. Aims of the study

This academic research aims to discover the role of audio –visual supports in improving EFL pronunciation ;these supports will help both teacher and students in learning /teaching the foreign language ; these supports will develop student confidence in speaking the English language; moreover, the present study aims at spot the light of the importance of the audiovisual supports and make learners aware of its effectiveness , also aims to check student's responses/point of view toward the implementation of teaching English pronunciation through audiovisual supports.

2. Statement of the Problem

The present study will take into account the problem that foreign learner face in the speaking skill .Many students find pronunciation one of the most difficult aspect to acquire, because sounds play an important role in communication, and many of them want to speak the English language fluently, especially when they see a teacher or a good student shows his/her ability to speak proficiently the foreign language. Those students who are not satisfied with their level usually ask such questions how she/he comes to achieve this. Which method does she he follows? They want to develop more their ability in speaking correct English. Many scholars advice teachers to use these materials in teaching; they say that the more student exposed to authentic materials the more they develop their pronunciation skill.

3. Main Research Questions

This research relies on the following questions:

1. Do EFL teachers use audiovisual aids in their lectures?
2. Do student have an idea about the use of these materials in their classes?
3. Why teachers do not use audiovisual materials?

4. Hypothesis

In our study, we hypothesize that if the foreign teacher uses the Audio-visual supports, student's pronunciation will be improved.

5. Research Methodology

We conduct this research to test our hypothesis, wether the Audio- visual supports are effective in enhancing student's pronunciation or not. This work will be descriptive research that adopts the qualitative method. **As a research tool:** we have decided to use two questionnaires for both teacher and student as a research tool.

6. Population and Sampling.

First year LMD students and teachers of English, at the University of Biskra, make up the entire population of our present study. We dealt with a randomly selected sample of fifty five (55) students, from a total population of about 850 students. A final sample which consisted of fifty students (N=50) those who handed in their answers. The reason behind choosing to work with first year students is because in this level teacher should work on student pronunciation; this stage is very important in acquiring the foreign language everything will stick in their mind. In addition, we have randomly selected a sample of

eight (08) first year teachers from a whole population of twenty six (N=26) teacher of oral expression.

7. Structure of the Research

The present study is divided into three chapters. The first two chapters represent the literature review, and the third will be devoted to the field work. The first chapter provides a definition of audiovisual aids. It also discusses types of audiovisual aids, obstacles facing teachers when they use these aids, learning styles, language learning strategies and their classifications are elaborated, as well as the effect of using authentic materials in the EFL classroom. The first chapter ends up with the purpose behind using these aids.

The second chapter includes an overview about the English language, definition of pronunciation, problems and factor, Besides EFL learners' mispronunciation, definition of intelligibility. It also deals with some ways to use technology in EFL classes and it ends with the learners' role and contribution in acquiring correct English pronunciation.

The last chapter is devoted to the investigation of the obtained results. This chapter deals with the questionnaires as research tools and a description of the questionnaires' design and administration. Moreover, answers of the research questions and check of the results as to the truthfulness of the hypotheses, then at the end, we put forward some practical suggestions as guidelines for enhancing students' pronunciation.

Chapter One

Audiovisual Supports

Chapter One

Audiovisual Supports

1. Introduction

English is a very dominant language, most of non-native speakers aim to speak this language accurately and fluently. The teacher may be the only one who provides his students with the target language, because outside the classroom students have few opportunities to use their English. Teachers in the past used to have traditional supports in teaching such as the blackboard, printed materials to carry on their teaching operation.

However, nowadays these aids have become useless and they completely changed because of the technological development. Today's children are born digital; technology for them has become a part of their lifestyle. Audio-visual support such as videos, Computer, tablets, phones ...etc. is very important and they make the task of learning easier and enjoyable for both teacher and students inside the classroom.

These materials help the students to understand their lectures in an easy way; moreover, integrating technology in the EFL classes gives the learners the chance to experience things in reality and help them to create a mental image of the native speaker life in different situations.

In this chapter, we shed some light on the importance of Audio-visual supports in teaching English as foreign language. We also touch upon the different roles of these aids on the task of learning for both students and teachers. This chapter is an identification of the key term and concept that would be presented throughout the research in order to

provide a general overview about these materials, their importance and use in the task of learning. The present chapter (chapter one) will discuss different points related to the role of audiovisual aids such as: the type of audiovisual aids, the advantages of each type, also obstacles in using these aids, as well as learning styles and strategies. Finally, the purpose behind using these aids is illustrated as well.

1.1. Definition of Audio visual supports

Audio -visual supports in education is one way to enhance lesson design and presentation. Audiovisual aids as defined by oxford dictionary mean "using both sight and sounds, typically in the form of images and recorded speech or music». The term audio-visual implies that students should be able to detect the right meaning and content of what is seen and heard through the visual and auditory devices.

Audio recording and visual aids refer to any material used to communicate any idea. In learning languages these aids are used to enhance oral discussion and presentation. Moreover, an audiovisual support is used by the teacher inside the classroom, such as photography, motion pictures, audio or video tape, slide or filmstrip and data show; all these aids are prepared to facilitate the task of learning and teaching. These materials proved its effectiveness in teaching language particularly for L2 learners, because it is the only way that does provide the classroom with natural language of native speakers.

According to Edgar (1946, cited in Allou, 2013, p.24) "Audio-visual aids are those devices by the use of them, communication of ideas between persons and groups in various teaching and training situations is helped». Audio-visual aids are means that make the acquisition of the task enjoyable, and motivate students to be a part of the lecture.

Finally, English is very important, most of people aim to master it very well. They assume that if they speak clear and correct English ,they will look like native speakers. In sum, teaching materials provide the classroom with a native -like environment. Teaching materials make the learning process more real, vivid and clear in the classroom. They are of great importance and very useful resources for the foreign teachers and education in general.

Audiovisual materials help lot teachers to obtain students' relationship with the process of learning the foreign language, because the teacher is the only one who decides what and how to teach. Moreover, these supports make students understand and grasp the right idea from the content they are studding and help them to listen to the right pronunciation of words from an authentic material. As the teacher is a facilitator inside the classroom, he should select the appropriate methodology and instruments to improve the task of teaching and learning of the foreign language and makes these aids useful.

1.2. Types of Audio-visual aids

The various teaching aids could be classified in the following categories:

- Visual aids e.g. maps, pictures etc.
- Auditory aids e.g. tape recorder, record player.
- And both audio-visual aids e.g. television, videotapes.

1.2.1. The Visual aids

Visual aid is very necessary for teacher, to explain the concept and make it clear to the students, also it distributes the true knowledge. Cambridge dictionary define it as

"something that you are shown, such as picture, film, or a map, in order to understand or remember information".

Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier. The material like models, charts, film strip, projectors, radio, television and maps...etc. called instructional aids. (Rather, 2004, p.45). In Jain's words, visual aids encourage the body movement and it may strengthen the control (Jain, 2004, p.15). This educational instruction used to influence students' eyes, to enable them to concentrate on what is being shown, also this aid help in enhancing student' speaking skill when the teacher asks them to observe then describe what they see (e.g.: picture or something else).

1.2.2. Auditory aids

Audiotape is a magnetic tape which is used to record sounds of speeches, music or other sounds on magnetic tape defined by Collins English dictionary. Audiotapes are group of tools used as authentic material ,to teach English pronunciation to the second language learners .Since the listening is the most important skill that nonnative speaker should develop, the EFL learners should expose to target language as much as possible in order to develop students' listening skill, especially young learners because, the young language learners should listen too much in the initial stage of language learning because this period is very important, it is similar to the aquisition of mother tongue .The ability of listening progressed in the very early age of students' learning of language. In addition, listening is a natural cognitive process in acquiring the new language, the more students expose to the foreign language the more they will be familiar to the English language. Moreover, listening develop speaking ability, because these two skills are closely related to each other the good listener is a good speaker.

1.2.2.1 The use of audio tapes

According to (Preston, 2009) the aim behind using the audio tapes is:

1. To provide students with a study aid they can review after lecture.
2. To enable students to review the lecture in preparation for discussion and debate.
3. Demonstrate a task, procedure, or complex concept that would benefit from multimedia presentation and/or the ability to watch repeatedly.
4. To free up class time for discussion, making recorded lectures available before class meetings makes more time available for discussion and hands on activities, in the classroom context, multimedia can be a powerful tool for helping students learn and retain complex ideas.

1.2.2.2. Types of Audiotapes

Audiotapes are materials in which voices are recorded and stored to be used later on (play- back); these materials include many types such as recorder player, radio, audio cassettes and so on.

1.2.2.2.1. Tape – recorder

The tape recorder is useful and helpful aid for both teacher and students. After the use of blackboard, it is the most used equipment in the foreign classes. We use this tool in all the listening activities. But the pieces of records should be carefully selected according to students' needs, level and objective as a teacher.

1.2.2.2. Advantages of the Tape- recorder

The tape recorder is very useful aids, that have many advantages are:

- Allow the students to listen to a variety of different accents and varieties of English language.
- Allow students to listen to conversations and dialogues involving more than two speakers and they see how they are communicating using different gestures and intonations.
- Improve students' reading ability by allowing them to read along while listening to text.
- Improve students' pronunciation by imitating different model of native speeches
- Allow students to listen to authentic language.
- The tape recordings help students to record their voices during the classroom discussion. Later, students can improve their pronunciation by the help of the teacher; because these recordings allow him to test and evaluate students' recorded speech then, will provide them with the right pronunciation as a positive feedback.

1.2.2.3. Radios

Radio is a piece of electronic equipment used for listening to radio broadcasts. Also it is the programmes that you hear when you listen to the radio defined by Cambridge Dictionary. (Bidjou, 2006, p.28) Said that" teaching a language through content is more efficient than teaching the structures of the language out of context". Furthermore, it is well accepted that language is better acquired or learned where the focus is on interesting content, and radio can certainly provide interesting content. In EFL settings, where

authentic materials are scarce and students are rarely exposed to the natural pace of native speakers of the target language.

The use of radio in education is very effective, because the use of radio in the educational environment can meet different educational needs in developing EFL learners' classroom interaction and the learning process in general. Radio has several advantages. It encourages, and perhaps requires listeners to concentrate their attention and to use their imagination because one of radios' unique strength is that it provides "a theater of mind". Also Radio seems to require greater mental participation than a purely visual medium does or than television which is both aural and visual.

To conclude the use of radio in EFL classes helps a lot the teacher and makes the class more interesting and creative. The teacher designs and presents his activities in an enjoyable manner, based on the recorded radio programmes that have been selected carefully, which are simple and inexpensive tools.

1.2.3. The Audio -visual aids

We have many types of audiovisual aids, such as the television: T.V. programs are very helpful in learning the foreign language, students may see any program then he/she try to imitate the discussion and learn from it.

1.2.3.1. Videotapes

Using video techniques is very important in the teaching process, when the teacher selects videos as teaching aid to present and explain the lesson, and to motivate students, he should know well how to use it; in a good and suitable manner. According to (Wilson, 2000) "video is at best defined as the selection and sequence of messages in an audio-visual context". Video as teaching material is very useful, and becomes a prominent feature for foreign teachers'

classroom. Wilson confirmed that "There are different uses of videos in learning contexts: in segments, developing listening skills, analyzing visual clues in order to support understanding. Images can be used to prompt and inform group analysis, discussion, inquiry, and reflection" Wilson (2000, cited in Oddone, 2011 p.106).

This material is very enjoyable and motivated tool, to foster a positive attitude to language learning. Videotapes inside the classroom is only listening with pictures for most but in reality it add many important things to the learning process. Since student listen and see speakers how they interact, they will be able to observe and learn different attitudes, gesture and acts in a various situation. These videos provide learners with authentic language produced by the native speakers, enable them to understand" real things". For that reason, EFL teachers use the audio-visual materials, in order to help their students to speak the language -as it should be. Oddone also agree on that point ,she said "Teachers can use audio-visual material for different purposes: for its own sake, for comprehension of the spoken language, as a language model, to understand cultural issues, as a stimulus or input for further activities, or as a moving picture book" Oddone (2011,p.105).

Learning of facts or concepts is not dealt primarily by the teacher transmitting information, but because of the interaction between the student and the moving image Austin and Haley (2004) notice that" target language video can and should be used at each level of second/foreign language study. Also they notice that the time allotted for viewing videos be determined by the learners' level of proficiency"

Harmer (2005,p.282) points out that : " One of the main advantage of video is that student do not just hear language, they see it too, this greatly aids comprehension ,since for example general meaning and moods are often convey through expression , gesture and other visual clues ,thus we can observe how intonation can match facial expression

,all such paralinguistic features give valuable meaning , clues help viewers to see beyond what they are listening to and thus interpret the text more deeply" .

According to Celce Murcia (1996, p.314), video is a powerful medium more so than it is audio counterpart due to the visual element. This aid is very useful educational equipment; it can bring the real world into the classroom.

Videotapes become a common feature in recent years in the foreign language classroom. Since the most important senses in education are hearing and seeing, we gain around 75% of the information through hearing, 13% through vision, the rest are less important 3% testing and 6% for touching. For that reason, L2 teachers prefer this material in their classes.

1.2.3.2. Advantages of videotapes

Harmer (2001, p.282) said that, “to some people videotape is merely a glorified version of Audiotape and the use of video in class is just listening with pictures”. When students watch videos with each other, they will develop a sense of community both teacher and students interact with each other in group discussion and they share different thoughts. Videos help students to discover areas where they need to improve. Moreover; these materials can be used as an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation Woottipoing (2014, p.96).

Secules et all (1992, cited in Keihaniyan, 2013, pp 608-617) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract

their attention to the aural input. As a result, the use of video is widely employed as an instrument to practice listening skill in English language learning .Video in particular can set up a context of expectations that, like knowledge of text convention, can support comprehension Salomon & Leight, (2006, cited in keihaniyan, 2013, p.610).

The importance of videotapes according to (Keihaniyan, 2013) can be summarized in the following points:

- Recognize that meaning can be expressed in different grammatical forms because redundancy in video presentation is common .
- When new information requires reference back to previously viewed material, the learner can click the mouse to review that old information and link it to the new.
- Discriminate the sounds. When learners can see the faces of those speaker in the video they can additionally make use of facial movements to understand the sound-meaning That correspondence in the target language.
- Recognize patterns of stress, rhythm, and intonation and how they signal information and intent.
- Process different speech styles, different rates, and performance errors.
- Using video in the language classroom allows students to at the situations far beyond their classroom. For example, video can be used to give the students a chance to see such things what kinds of food people eat in other countries and what they wear.

At the end we can say that videotapes allow students to imagine the real situation as It should be in real life. Many L2 students can develop their level of English and their pronunciation too through these teaching materials.

1.3. Learning styles

According to Alatis (1980, p.88), "English is the most widely taught foreign language in the world". As the English language is an international language, many people aim to study this language. For that reason, we found many people have different styles of learning. Learning style is a specific way for individuals in which they learn the language.

In the traditional classroom, the objective behind teaching the English language is just to pass the exam, they teach the grammatical rules and structure, the main focus is to memorize these rules. Lin and Shen (1996, p.179). Most of all the activities the teacher is centered and authoritative do not encourage students to participate and interact with each other. He usually gives the same lectures and tests for all students without considering students' learning abilities and preferences. Different learning styles mean different preferences, which is very important for students' motivation and learning the foreign language.

The human being are not the same we have various differences, each one has his or her own personality, cognitive capacity, attitudes and social situation. These differences which are a lot make the individuals unique; each person has a particular learning style, with which he or she prefers and feels more comfortable. Reids (1995, p.8) defined learning styles as "individuals' natural, habitual preferred way (s) of absorbing, processing and retaining new information and skills". Kumaravadivelu (1991, pp 98-107) said that the more we know about learner's personal approaches and personal concepts, the better outcomes we can produce.

1.3.1. Types of learning styles

The EFL students have different background, attitudes and personality; for that reason, we have three types of learning styles.

1.3.1.1. Auditory Learning

"Learning primarily with ears" Reid (1987, pp.87-111) Dunn said that "auditory learners who recall at least 75 percent of what is discussed or heard in a normal forty to fifty minute period" Dunn(1988,pp.304-309). The instructor could use tapes, video tapes, records, radio, television, and precise oral directions when setting tasks or for any aspect of the task requiring understanding, performance, progress, or evaluation

1.3.1.2. Kinesthetic Learning

Learning primarily by experience (Reid, 1987); kinesthetic learners who use the body to experience, do, and become involved with the specific learning (Dunn, 1988). The instructor could provide opportunities for real and active experiences for planning and carrying out Objectives.

1.3.1.3 Tactile Learning

Learning through the sense of touch; learning primarily by "hands-on" tasks (Reid, 1987). They learn better by working on experiments in a laboratory, handling, and building models. Students with tactile perceptual strengths need to underline as they read, take notes when they listen, and manipulate the material when possible. Writing notes or instructions can help them remember information (Dunn, 1988). The instructor could use manipulative and three-dimensional materials to implement the objectives.

1.4. Learning strategies

Learning strategies are "specific, step action, steps or techniques used by students to enhance their own learning (oxford, 1992), also learning strategy is a unique way in which the individual learner can learn. Learners select their strategy according to their own learning style and their tasks during the process of learning, all these strategies help them and work as active, conscious, and purposeful self –regulation of learning. Language learning and use strategies

can be further differentiated, whether they are cognitive, metacognitive, affective, or social (Chamot 1987, Oxford, 1990).

- Cognitive Strategies, usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language.
- Metacognitive Strategies, deal with Pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities and language use events.
- Social strategies include the actions which learners choose to take in order to interact with other learners and with native speakers (e.g., asking questions for clarification and cooperating with others).

1.4.1. Learning strategies and the teacher

The instructor in classroom should be facilitator, organizer and many other roles, because the task of learning is very complex, for that reason, the teacher should select various techniques to involve students in a fruitful experience of learning. Most of learners from different ages do enjoy learning in school. (Hewill, 2008).

Metacognitive strategies		
Strategy	Description	
Organize/plan	Calendar	<ul style="list-style-type: none"> • Plan the task or content sequence. • Set goals. • Plan how to accomplish the task.

<p>Manage your own Learning</p>	<p>Pace yourself</p>	<ul style="list-style-type: none"> • Determine how you learn best • Arrange conditions that help you to learn. • Seek opportunities for practice. • Focus your attention on the task.
<p>Monitor</p>	<p>Check</p>	<ul style="list-style-type: none"> • While working on a task check your progress on the task • Check your comprehension as you use the language, are you understanding? • Check your production as you the language. are you making sense.
<p>Evaluate</p>	<p>I did it</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> • Assess how well you accomplished the learning task. • Assess how well you applied the strategies. • Decide how effective the (S) were in helping you accomplishing the task.

Task based strategies: Use what you know		
Strategy	Description	
Use back ground knowledge	T know	<ul style="list-style-type: none"> • Think about and use what you already know to help you to do the task. • Make association.
Make inferences	Use clues	<ul style="list-style-type: none"> • Use context and what you know to figure out meaning. • Read and listen between the lines
Use real imagination.		

Use real objects, Role plays	Lights, camera, action!	<ul style="list-style-type: none"> • Act out and /or imagine yourself in different roles in the target language. • Manipulate real object as you use the target language
Use imagery	Mirror	<ul style="list-style-type: none"> • Use or create an image to understand or represent information.

1.4.2. Linking learning strategies to learning styles

Learning strategies do not operate by themselves, but rather are directly tied to The learner's underlying learning styles (i.e., general approaches to learning) and other Personality-related variables (such as anxiety and self-concept) in the learner (Brown 1991 cited in Cohen, 1996). They are also related to demographic factors like sex, age, and ethnic differences (Politzer 1983, Oxford 1989).

Schmeck (1998) also exhorts researchers to view learning styles and learning strategies in the context of general personality factors such as the following: introversion/ extroversion, reflectiveness /impulsiveness, field independence/dependence, self-confidence, self-concept, self-efficacy, creativity, anxiety, and motivation (intrinsic/extrinsic) (Oxford & Cohen 1992 Cited in Cohen, 1996). Cohen said that " there is need for more routine collection of information on sex, ethnicity, age, degree of language learning experience, world knowledge,

motivation, anxiety, beliefs, attitudes, and learning style--along with data on the learning environment and teacher"(1996). There are many learning strategies, some of these effective strategies suggested by (university of the real world) are:

Revise

The more we revise the more we remember.

Incubate

We can learn more if we give our brain time to process.

Vary

We can concentrate better if we vary our study tasks regularly:

Change study tasks every hour or so. Alternate tasks that require intense concentration with more routine tasks. Intersperse study with physical and leisure activities.

Engage

Learning involves attention and concentration.

At the end, we can say that all these strategies complete each other and work together, for example revising is easier when the task is divided in manageable parts.

1.5. Obstacles in using Audio -visual aids

In teaching the English language the teacher should know what to teach " content", which means different types of activities and lessons then, how he/she is going to present them and engage students in the learning process .If the teacher selects the appropriate procedure and method, he will achieve the aim of teaching .There are many obstacles that affect the use of Audio visual aids suggested by (Awasthi, 2014) such as:

1.5.1. Teacher inability to use Audio- visual aids

Some of the teachers are unable to handle the audio visual aids properly as it should be , to promote learning. This problem is more prominent among the teachers working in urban areas and in Government schools. They are hesitant about bringing new experiments and innovations in their teaching and are far behind in making use of new technology.

1.5.1. 1.Perceptions of parents

Most of parents have still not understood the concept of using the audio-visual aids in classroom. They are not convinced yet, they want their child to learn as they were taught in the past, and they want their words to be taught. Parent must accept the new way of teaching, because the researches and experiments are being carried out in the field to enhance learning.

1.5.1. 2.Inappropriate teacher training programmes

Existing teacher training programmes are not framed properly to train them about how to use the teaching aids effectively in and outside classroom.

1.5.1.3. Lack of funds

A lot of money is required in arranging and maintaining the costly Audio-Visual aids.

1.6. Impact of Audio -Visual aids

The use of audiovisual aids in the EFL classes, help the teacher a lot in explaining/clarifying things of the students.

- Makes learning easy and permanent.
- Adds creativity.
- More involvement of students in classroom.
- Healthy relation with environment.

1.7. The appropriate selection of Audio -Visual aid for EFL classroom

The teacher should bear in mind many points, because the real effectiveness of audio visual aids teacher's ability to select the appropriate material depends on the content is being to teach. During selection of aids teacher may follow the following simple steps to make teaching more beneficial to students and easy to teach (Awasthi, 2014):

1.7.1. Studying the background of the students

Before selecting the right audiovisual aid teacher should study the background of learners and their behaviors.

1.7.2. Testing the intelligence level through observation

Teacher should minutely observe the intelligence level of students. It will help them in using only those aids which are compatible with the intelligence level of students. If the aid used is of lower or higher level, then student may not take interest; which will create an obstacle in learning.

1.7.3. Recognizing needs of the student

Before taking the decision to make use of any aid, the teacher should try to recognise the need of students, because learning is only effective when it is pupil centric.

1.7.4. Analysing resources and self-ability

Teacher should make decision of using aid after analyzing the resources available and whether he is able enough to use particular aid successfully and effectively.

1.7.5. Feedback mechanism

Teacher should try to get feedback response from students whether AV aid used have positive effect on their learning or not. Examining learning outcomes through overall evaluation must be applied to obtain feedback. It will help the teacher to modify and bring reform in using aid.

1.8. Teaching with Authentic materials

Authentic materials are reading texts that were written by native -speakers and published in contexts designed specifically for native- speakers' consumption, with no thought given to non-native speakers' accessibility". Well, let's have a look at some of their advantages of authentic materials Lansford (2014) suggested the following:

- Prepare learners for the real world of communication
- Guide learners toward the language they need for their particular context.
- Motivate learners to communicate, because they help the communication to be real.

Instructional materials are integral components of teaching-learning situations; it is not just to supplement learning but to complement its process. It then shows that, if there must be an effective teaching learning activity, utilization of instructional materials will be necessary (Kibe, 2011, p.20). Ema (2004) assert that, "teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups". Instructional materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson (Chuba, 2000 qtd .in Elizabeth,1996, p. 22).

In education, visual and audio aids are very important on providing help in the teaching learning process. Learning activity should be addressed to the five senses, because the learning event becomes effective, and forgetting becomes less.

1.9. The purposes of using visual and audio materials

Many teachers use the audiovisual aids for many purposes are:

- 1- Materials Provide economy in time and speech.
- 2- Materials simplify the course.

- 3- Make the course vivid and clear.
- 4- Materials increase students' interest and motivation.
- 5- Materials help to explain complex explanation easily.
- 6- Materials create desire of learning.
- 7- Materials make abstract concepts concrete.
- 8- Materials enrich the course.
- 9- Materials provide the chance for practicing on subjects. (Küçükahmet, Leyla, 1995).

Conclusion

In this chapter, we have discussed about the use of audio –visual aids in EFL classes'. We have presented some types of audio visual aids, and the advantages of each type. Moreover, we have shed the light on the obstacles and problems that teachers face in applying these materials. In addition, we have discussed the impact of audio-visual aids on students, and how the teacher selects the right audio-visual aids for his students also, we have focused on the purpose of using these materials, we have also presented the role of the teacher, in the classroom and his ability to select the right authentic material for his students and the teacher effort that he should make for best learning environment.

Chapter Two
Enhancing EFL Learners'
Pronunciation

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Enhancing EFL Learners' pronunciation

2. Introduction

The English language has spread widely in all over the world specially after the second world war, the English language become an international language ,for that reason we find many young and adult people aim to have a professional level in English.

Chapter two discusses the main consideration in teaching pronunciation which includes different elements namely: definition of pronunciation, the value of English language as an international language, moreover, the problems may EFL learners face in pronunciation, such as stress, intonation. .Also this chapter deals with factors affecting EFL learners pronunciation like native language interference .In addition to that this chapter, we discuss the aim behind teaching pronunciation and the role of nonnative teacher and the techniques used inside the classroom such as: drilling and imitation .At the end of this chapter we proposed ten ways to use technology in ESL classroom, we have many podcasts, apps, blogs all these may help students to develop their level in English .

Speaking a second language involves different skills like grammar, vocabulary, instruction, and so on. Pronunciation is one of the most important skills in English Language Teaching. If speakers have very bad pronunciation, their speech will not be understandable to the listeners, despite the fact that acquiring pronunciation is so difficult, in many ESL/EFL classrooms (Gilakjani, 2011).

2.1. English as foreign language

These are the characteristics of English language as foreign language suggested by (wells, 2005):

- It has an elaborate and unwieldy vocabulary; even among the most basic and frequent words there are many sets of near synonyms such as ill vs. sick ,big vs. large tricky to distinguish between them.
- It has complex syntax, although this is partly compensated for by the simplicity of the inflectional morphology.
- Its orthography is irregular .You cannot easily predict the right pronunciation from the spelling.
- Its **phonetics** is idiosyncratic, including various characteristics that are unusual from the point of view of universals: a large and elaborate vowel system, including complex processes of length alternation and weakening (*compete-competitive-competition*); a consonant system that includes dental fricatives (th ,the) and voiced sibilants (z,dj,j), which are problematic for many learners; words stress placement that is free, i.e. arbitrary and frequently unpredictable; and an intonation system that seems to be more complex and to have a much higher functional load than that of most other language.

2.2. Definition of pronunciation

Pronunciation means how we say words. Most people speak standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (Received Pronunciation), which is an accent

often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety regional accent of English from across the world (Cambridge Dictionary). When we speak with each other our speech conveys something about ourselves to be transmitted to people around us .There are two types of learners those who have good pronunciation ,so their message will be understood even if they are not good in grammar and they made some errors during their conversation. The second type are learners with perfect grammar but their pronunciation is not good and their message will be hard to understand .For that reason this type of people avoid to speak English in front of people .

Pronunciation refers to the production and comprehension of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

2.3. Problems facing EFL learners in pronunciation

Many learners of English language have major difficulties with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment (Fraser, 2000).

Problems of pronunciation happen to both native and non-native speakers, but they differ in their needs. Many EFL learners have trouble in speaking correct and clear English. They cannot express themselves confidently, especially in front of people or in classroom .The responsibility of the teacher is to discover learners' difficulties in the pronunciation, then he selects the suitable method for each error. Before that, he should distinguish between native and nonnative problems because errors made by natives are completely different.

Many researchers such as Zughoul (1983), Mukattash (1983), and Suleiman (1983) agree on some reasons which they believe to lie behind the problems encountered by Arab EFL learners while learning English. These include the lack of learners' personal motivation, the inappropriateness and weakness of the English language curricula adopted by some academic institutions, the lack of the appropriate and effective language environments, and the ineffective teaching methodology (cited in Jdetwy, 2011).

There are 5 common problem areas that can interfere with intelligibility when speaking according to CAL learning blog 2011

2.3.1 Intonation

Intonation refers to the paralinguistic vocal features such as: pitch, loudness, resonance, quality and flexibility. Speakers vary these to show intent and emotion.

2.3.2 Stress

Stress is extremely important in English and carries a great deal of information. There is stress on both word and sentence levels. Stress can show contrast, if the

information is old or new, the focus of the message and other information about the speaker's intent.

2.3.3. Thought groups

This is how speakers' group words into phrases to make their ideas clear. Thought groups put information in understandable chunks to help lead the listener through the speaker's message.

2.3.4. Linking

Linking is how we transition from word to word. It is based on the last sound of the first word and the first sound of the next word. Without linking, speech sounds become choppy and disconnected.

2.3.5. Vowels /Consonants

English is not a phonetic language, so it is often hard to know how to pronounce a word by its spelling. Pronunciation in English is based on spelling. Some sounds in English for example (θ) don't exist in other languages. Error sounds, not in these areas can make it difficult to be understood by native English speakers. The degree of the problem will vary depending on one's native language, awareness of English pronunciation rules, and personal differences in language learning ability.

2.4. Factors affecting foreign language pronunciation

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996) there are many factors that cause difficulty in speaking, and these areas are:

2.4.1. Inhibition

Is a psychological problem that may face students when they speak the English language. Students are worried about making mistakes, fearful of criticism, or simply shy.

2.4.2. Nothing to say

Students have no motive to express themselves.

2.4.3. Low participation

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Finally *mother-tongue use*: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. (Al Hosni,2014). Pronunciation is very important part of the speaking skill of any foreign language ,many of EFL learners cannot acquire native like pronunciation even if they know all the grammatical structures and rules .The various factors suggested by (E TEA,2014) may impact EFL students pronunciation are :

2.4.4. Students' ages

As an ESL teacher you've probably already noticed the difference between teaching young learners and adults. The younger your students are, the easier it is for them to acquire an accurate pronunciation – and it becomes increasingly difficult as they age as the brain's original plasticity diminishes, and it becomes more rigid. Now that said, this does not mean adult students should give up trying to improve their pronunciation. It just means they have to work harder. If you teach adult ESL learners, be ready to plan and devote some of your class time to targeted pronunciation practice.

2.4.5. Learners' attitudes

Research and studies consistently show that ESL students with a positive attitude towards learning English learn faster. By the same token, students who are genuinely open-minded and interested in improving their pronunciation often do improve it. It is truly amazing what the right attitude can do. On the other hand, students who have prejudices or a natural dislike for English will be less successful than those with a positive attitude and open mind. If you have students who are openly negative or complain about the English language, try to have a nice long chat to address these issues. Before you can help students overcome their pronunciation barriers, you'll need to help them overcome these others barriers first.

2.4.6. Students' motivation

Out of these first three internal factors, motivation is the one that can really make a difference. Highly motivated students will in all likelihood have a better pronunciation.

What motivates students to speak better? Most simply want to fit in; they don't want to be discriminated against because they have a "funny" accent. Others, like adult learners, really need to speak clearly and effectively for professional business communication. If you have students who seem to lack motivation, use their passions to help them find it.

2.4.7. Native language interference

Students from different nationalities have varying degrees of difficulty learning proper pronunciation. The difficulty depends on how different their native language is from English. For example, English is a stressed language; Spanish is a syllabic language; Chinese is a tonal language. Phonemes are different in each, as well as the way the mouth, teeth and tongues are used. The students may have difficulty articulating some sounds because they simply do not exist in their native language, sounds like "θ". First, you'll need to assess your students' difficulties and formulate a plan to overcome them. Identify the pronunciation problems. Is it a problem with stress? Some phonemes are more than others? With Japanese students you may have to practice the "dʒ" and the "ʒ". Whatever their difficulties are be sure to tailor your pronunciation exercises to help your students overcome them.

2.4.8. Exposure to English

ESL students who live in English-speaking environment acquire better pronunciation faster because they are immersed in the language. But not all ESL students are immersed in an English-speaking environment. The degree to which they are exposed to English on a daily basis will determine how fast they'll be able to improve their pronunciation. So,

children who go to bilingual, English-speaking schools should have a better pronunciation than those who study English only a couple of times a week. If you have students who don't have enough exposure to the English language, encourage them to increase it, either by listening to authentic audio or hanging out with English-speaking locals.

2.4.9. Not explicitly taught

One of the factors that may be affecting the students' ability to acquire proper pronunciation is quite simply that it is not being explicitly taught in the classroom. This is one of the things that ESL classes often lack and one of the things that makes a world of difference in the acquisition of pronunciation. Do you correct their pronunciation mistakes as they speak, or do you give them specific pronunciation exercises that target certain phonemes, word pairs or verb endings? Be sure to devote some class time specifically to pronunciation practice.

2.4.10. Native vs. Non-native input

Students' pronunciation largely depends on the pronunciation they hear on a daily basis. If they are immersed in a community where most of the individuals speak English with a non-native accent, this will surely influence their own pronunciation. Moreover, if the teacher has a non-native accent, it will affect students' pronunciation as well. Of course; you can teach English if your accent is not native perfect. But it is your responsibility to improve your pronunciation as much as you can. It is also vital for you to encourage students to seek out native input, either by joining activities or groups with English speakers or spending some time in an English-speaking country. Students must

be proactive in their hopes to secure the right English pronunciation, but teachers are the coaches in this work.

2.5. Effective English learning

Anyone who decides to learn foreign language, it is any new language will know that there are many new sounds which are difficult to produce because they are not familiar with them. Many EFL learners are anxious about their oral performance; the big problem for them is the good pronunciation of English language. In order to succeed in speaking the English language ,the foreign learner should forget about how sounds are made and the native like pronunciation first , then they should concentrate on the listener whether the message is transmitted or not .The second language learner especially the adults one ,they will never achieve native like pronunciation .

They don't need to sound like a native speaker. What they should aim for, according to Joanne Kenworthy, is 'to be **comfortably intelligible**' (Kenworthy 1987: 3). The use of the word 'comfortable' is important; it refers to the comfort of the listeners, rather than the speaker. Comfortable intelligibility 'implies that second language learners should not only make themselves understood to their listeners, but should not irritate. This is not just a matter of pronunciation, but of general speaking habits'. Parkinson (1993:56).

2.6. The aim of teaching English pronunciation

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is

wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language (Cook, 1996).

The aim of teaching pronunciation is the correct articulation of English sounds which mean the speakers' English is pleasant that help the listener to understand what the speaker wants to transmit to him .In other words the speaker is" comfortably intelligible", many learners thought that the aim behind learning pronunciation is to sound like native speakers, but they are wrong, they should concentrate more on the intelligibility ,to improve their level of English and pronunciation as well (Gilakjani,2012) . "Acceptable pronunciation is not synonymous with having American or British accents. Thus, one does not have to aim to have their students sounding like the Queen of England or the President of the United States (James, 2010). Useful models of English pronunciation are everywhere. One only has to turn on his/her TV and one can find channels like CNN International, BBC, or Sky News. On these channels one will hear many different people (news, reporters, etc.) from Germany, France, and other non-English-speaking countries. Their pronunciation is easy to understand and pleasant to listen to (James, 2010).

2.7. Intelligibility

2.7.1. Definition of intelligibility

In the current trend of language teaching, many studies claim that intelligibility rather than native-like accent should be the goal of teaching pronunciation to second or foreign English language learners. For instance, “With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.” Cited in (Naasse& Adel, 2012).

There is a lack of agreement about what is meant by intelligibility. Three related but separate notions are important here:

- Accentedness, or the strength of accent.
- The degree to which the hearer can understand what is being said.
- Interlocutor load, or the difficulty that the hearer has in understanding what is said.

The following elements are important for intelligibility as it is (cited in Yates, 2002).

2.7.2. Intonation

Work by Munro and Derwing (1999) suggests that intonation is more important for how *easy* relatively advanced speakers are to understand, than for how far they are actually understood.

2.7.3. Stress patterns

At both, the word level and the sentence level are important for intelligibility and offer a useful starting point for teaching pronunciation, particularly with a class of students from different L1 backgrounds (Benrabah 1997; Chela-Flores 2001)

2.7.4. Speech rate

How fast a person speaks only seems to be a problem for learners when the speaker is excessively fast or speaks fast and has a strong accent. Neither is 'faster better', except for very slow speakers, and ideal speaking rates for nonnative speakers appear to be a little slower than the normal native speaker rate. When learners try to speak at a lower or higher rate, they may become less intelligible (Anderson-Hsieh and Koehler 1988).

2.7.5. Voice quality

It seems to be important for intelligibility, particularly where the settings for a learner's L1 are very different from English. This suggests that work on improving articulator settings will be useful for many learners in Australia (Kerr 1999, 2000).

2.7.6 Individual sounds

Errors in individual sounds may affect how strong a learner's accent is perceived to be, rather than how far they are accurately understood (Munro and Derwing 1999). They may be particularly important when nonnative speakers of English are speaking together (Jenkins 2000). Although there has been little work on different types of errors in individual sounds, the deletion of consonants seems to particularly interfere with intelligibility, at least for speakers of English from some L1 backgrounds (Suenobu, Kanzaki and Yamane 1992).

2.7.7. Spelling and sound

Studying any foreign language, means new sounds, because each language has specific sound. English language for example, has sounds related to this language. The foreign learner should know them well and know the relation between sounds and spelling, because the spelling system does not indicate the right pronunciation of the word. It is not enough to know how to read and write and not enough to understand that spelling is always a less than perfect indication for pronunciation. In other words many people still have problem of understanding the relationship between spelling and pronunciation. Pronunciation teaching focuses more on how sounds in the word are articulated rather than how they are written or spelt. In English writing system not all the letters are sounds, we have 26 letters in the English Alphabet but there are 44 sounds which mean that in one word

we may find different of sounds and letters, "catch" for instance, has five letters but has only three sounds /kæʃ/.

2.8. The phonetic alphabet

Fromkin and Rodman said that "Orthography, or alphabetic spelling, does not represent the sounds of a language in a consistent way. To be scientific and phonetics is a science we must devise a way for the same sound to be spelled with the same letter every time, and for any letter to stand for the same sound every time ". (192) as exemplified in the sentences:

- Did he believe that Caesar could see the people seize the seas?
- The silly amoeba stole the key to the machine.

The same sound is represented variously by e, ie, ae, ee, eo, ei, ea, y, oe, ey, and i.

We find that a combination of letters may represent a single sound:

shoot **ch**aracter **ph**ysics
either **de**al **na**tion

Some letters have no sound in certain words (so-called *silent* letters):

re**si**gn **gh**ost
wri**te** **co**rps

2.8.1. Rules and regularities

Before learning English language, the learners should know the regularities of English spelling; need to be familiar with certain elements and should be able to distinguish between consonant letters and vowel letters. The teacher can tell them easily

by saying that there are 26 letter in English: “a, e, i, o, u” are called vowels, “w, y” are called semi-vowels and the rest are consonants.

In 1888 members of the International Phonetic Association developed a **phonetic alphabet** to symbolize the sounds of all languages:

Table 1. Single value consonants:

Letter	Sound	Letter	Sound
D	As in do,bad	r	right
f	half	v	live
j	jet	x	fix
m	mother, arm	y	yet
n	no, another	z	zoo
p	put,up	t	up,put

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

Table 1.1. Single valued consonants with some exceptions.

Letter	Sounds	Letter	Sound
B	As in: bad, job But silent in: bomb, lamb, subtle	k	As in: kit But silent in: knee, knowledge
h	As in: he, ahead h is pronounced when it occurs at the beginning of a stressed syllables. Exceptions : honest, hour, honour, hie	i	As in: lip, crucial But silent in: could, should, would As in: weather, will But silent in: two, answer, write
		W	

2.9. Ten ways to use technology in ESL instruction

There are several ways to include technology in the EFL classroom the following ways are some of them:

2.9.1. Film and video

Using short and feature-length videos is an engaging way to work on skills like vocabulary and comprehension. Videos help to expose students to the use of natural English. Young children really enjoy short cartoons and animated movies, and older students can learn about current events through news broadcasts.

ESL Partyland has free resources that include vocabulary worksheets and discussion questions to accompany films like ‘Bonnie and Clyde’, ‘Vertigo’ and ‘Walking Dead Man’. The site also offers a film survey to assess your students’ interests before choosing films, and film reviews that can be adapted for any level of instruction.

2.9.2. Apps

Learning English can be very difficult and frustrating at times. Apps on iPods and tablets are great ways for students to practice English and have fun while doing it. For practicing grammar rules, apps like Grammar Up allow students to test their knowledge on specific topics (verbs, prepositions, etc.). The app also keeps track of students’ progress and allows them to skip questions by shaking the tablet. Best Colleges Online offer a list of 16 apps for ESL students, ranging from basic letter instruction to pronunciation guides. Students can also play classic games like Scrabble and Boggle on mobile devices.

2.9.3. Digital field trips

Students absorb a great deal of information through experiential learning, but field trips are not always an option with limited school budgets. Digital field trips provide more authentic ways for students to absorb new information. Young children can learn vocabulary through fun virtual trips via 4-H Virtual Farm, while older students can learn about the government on sites like Inside the White House. There are many options on the Internet to learn about virtually any topic. Middle School Net offers links to a wide array of digital field trip possibilities.

2.9.4. Podcasts

Students can listen to podcasts to improve their comprehension. They can also create podcasts to practice their English speaking abilities. A free download of iTunes gives teachers access to hundreds of free podcasts on a range of topics. There are multiple podcasts tailored specifically for English language learners. Teachers can also have students create podcasts to give them opportunities to practice their speaking skills. With just a microphone and a computer, students can create reports and presentations. Video podcasts are an attractive option for students, and some classes even have their own YouTube channels.

2.9.5. Pen Pals

Since snail mail is becoming a thing of the past, students can have pen pals that they email or write to on a discussion board. Make an arrangement with an English-speaking class in another state or country and have students write to their

pen pal on a regular basis. This is a great way for them to practice their English writing and reading comprehension skills, while making friends in the process. Connect your classroom for free today with ePals.

2.9.6. Web Quests

Web quests are a fun way for students to use the Internet to build English proficiency. Students are given a task and rely on their content knowledge and grasp of English language to complete it. Teachers can create their own or visit Web Quests to access tutorials and databases of pre-created web quests.

2.9.7. Online Games

Students can master spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for Pre-K to eighth grade students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation.

2.9.8. Blogging

Class blogs provide great forums for students to practice their writing skills. Live Journal, Edublog and Blogger allow you to create blogs for free. One of the reasons that students find blogging appealing is that it is more of an authentic writing experience, as a wider audience typically has access to read posted entries, which means students tend to put more effort into their blogs. Teachers can get

students to write about specific topics that they find interesting, or students can provide commentary on current events and social justice issues. The more they practice their writing skills, the more proficient they become, so regular blogging (weekly or daily) is recommended. Blogs also provide good opportunities for family members to see what their children are working on in class.

2.9.9. Skype

Skype is a great way for students to practice their speaking and listening skills with other people from any location. Teaching degree offers 50 suggestions on how to use Skype in the classroom. Students can have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Skype can even be used to conduct parent-teacher conferences or connect with students' family members who may be abroad.

2.9.10. Other resources

Dave's ESL Cafe has a page for students that provide easy-to-understand explanations of different grammar concepts, like tenses and verb forms. It also has an Idea Cookbook, which is full of resources for teachers to improve ESL instruction. Audio books can be used to supplement reading instruction and improve comprehension. Since technology is something that students interact with regularly outside of school, students need 21st century skills to be successful in college and their future careers; the more that technology can be integrated into instruction, the better students develop in their learning.

2.10. Teaching English pronunciation

During the learning /teaching operation, both teacher and learner's role are very important. They are summed up as follow:

2.10.1. Teacher role

Most of teachers in EFL classes are not native ones, so they face in their speech many problems such as mispronunciation and bad intonation. These issues appear due to lack of materials, inadequate model of teachers. The EFL teacher should concentrate more on the articulation of sounds for correct and better pronunciation; the wrong pronunciation of words may lead the listener to misunderstanding of the message

There are some methods that are used in teaching English, the EFL teacher should be aware of them. One of these methods is the Audio Lingual method. This method is very popular in United States in 1950. One of the techniques that are used in this method is drilling. Drilling technique refers to behaviorist approach where the teacher suggests some tasks to the foreign language students and asks them to repeat, in order to learn the correct English pronunciation. In behaviorist view, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually become habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes:

repetition, inflection, transformation and many other techniques. On the other explanation, Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Furthermore, he gave many forms of drilling techniques, they are:

2.10.1. Word – association drill

In this type of drilling, the teacher pronounces some vocabulary and the students repeat it or students are asked to practice. Then, teacher writes down more vocabulary and pronounces English phonemes. After teacher pronounce one of phonemes, the students are asked to predict on what word the phonemes is base on the written words. Furthermore, we can see on the example:

1. In which of the following word, do we have sound /æ/?

- a. Bed b. bad c. but d. bear e. beer

2. In which of the following word, do we have / e /?

- a. bag b. mail c. get d. lake e. feet

2.10.3. Saturation

In this type of drilling is suitable for all positions of the problematic sound for example sound /S/. It can be posited in:

Initial	Medial	Final
See	Classic	Purse
Sip	Pistol	Nice

2.10.3. Mobility drill

As Rochmis and Doob states (1970:29) in Senel (2006:122), mobility drill is very important aspects in pronunciation teaching. In this type, teacher asks student to find out as many as vocabularies that the words beginning with the same letter and then to pronounce them. Example:

- Bat boat bike ball boy
- See she sees sea shut
- Think thick take tack thing

2.10.4. Comparative drill

This type is almost the same as mobility drill, but in this drill one of element that we pronounce are placed in different position. In this types of drilling, it may be is confusing because to distinguish the sound students need good listening. For example:

In drilling /f /, /v / and / p/, / f/, sounds

Fee- bee feat- peat freeze- breeze visa- pisa pig –fig

Another example/ æ / and / e /

Sat- set band- bend sand- send bad-bed pan-pen

2.10.5. Substitution drill

This type of drilling may be applied by substituting any sound instead of the other sound. Example: /t/ instead of /_ / or /d/ in place of / ð / and many more. Here are some exercises:

a. This is thin/ tin

b. Did you see her lung/ lunch?

The teacher should work hard to help students to develop their level in English. Especially in oral discussion the teacher face many challenges during the lecture. New ways of teaching in oral discussion are very important that make the session more enjoyable and vivid .Moreover, the teacher should avoid the old methods in oral discussion such as explaining grammar, idioms, and proverbs.....etc. the oral lectures are the areas where the students can participate and express themselves freely, these sessions students are centered in the classroom .In addition to that, teaching oral should based on students' life and work .The content should guide student to speak the English language outside the classroom, in order to practice the language in their real life situation and communication .Foe that reason the teacher should bear in mind that the oral class students who manipulate the classroom rather than the teacher the teacher should not provide too much input to student during the class discussion .the teacher acts as an organizer or implementer not a participant , he gives them feedbacks at the end of the session to improve themselves

The foreign teacher all the time should think about new method and techniques; because the technique is one of the most important thing, that must be applied during the teaching /learning operation .In order to achieve the aim of the task during the lecture .The drilling technique used for pronunciation is very effective, it helps the students a lot to develop their pronunciation.

2.11. Learner's role

The role of the learners is not only responding to their teacher but also taking actions toward their own learning as well as their improvement. As an

effective element in the teaching / learning process, the learners of English have to direct their learning strategies towards promoting self-autonomy in and outside the classroom. As claimed by Benson “we are born self-directed learners” (36).

In the classroom, the learner has to do many things to insure that output becomes input, for instance, taking notes, paying attention to the teacher, collaborating with the teacher and the classmates...etc. Outside the classroom, each learner is responsible for his/ her own progress by organizing data driven from the course, memorizing the courses, revising for the exam, surfing the web for more information about a specific point that needs more clarification, checking dictionaries...etc. All these strategies are beneficial for the learner; such strategies may lead to the development of the learners' competences in pronunciation including checking the transcription of every new word, especially if the learner uses a notebook to record the new transcriptions and recall them whenever s/he speaks. This rehearsal activity (recall and practice) expands the scope of pronunciation learning and reinforces precise storage in long term memory cited in (Naasse & Adel, 2014)

2.12. Listening and pronunciation: two Birds with one stone.

Listening is very important skill. It is the skill of comprehending of the spoken language. (Ahangari et al, 2015.p13) stated that "listening is an important language skill that is developed in terms of second language acquisition.

We cannot speak about pronunciation or the speaking skill in general without shedding the light on the listening skill .Both speaking and listening are two complementary skills, each skill integrate the other one .The more students listen

to the authentic language the more their pronunciation .Generally the good listeners are good speakers. Bennett (2007) also reconfirmed that the key to develop students' pronunciation is listening, but contextual listening that is both comprehensible to the learners and relates to their lives beyond the classroom, because learners should face different voices through various styles of delivery. Listening is too wide we may listen to many things, for example: peoples' conversation, radio, telephone calls, plays and teacher talk. Speaking is one of the most important of the four skills. Many learners spent years learning English but they cannot speak it.

Pronunciation and listening comprehension are connected together by a unified system, within which individual sounds are regularly related. That is why pronunciation is receiving more attention in many English as Foreign Language in (EFL) classrooms, and it is believed that students should primarily acquire it as a fundamental skill due to its effect on accuracy and comprehension. (Cited in Ahangari et all, 2015.p 13).

Another viewpoint, which is worth mentioning is related to (Brown, 1992) who describes phonetic ability as coding ability, which is a common view that some people have a better listening skill for a foreign language than others. Therefore, such people are able to discriminate between the two sounds more accurately and imitate sounds better than the others. So the more students are able to detect the right phonetic sounds they are listening to, the more they are able to repeat the sounds as it should be. As a result, students' pronunciation ability can be developed by concentrating on those sounds. Burns (1992) confirms this

mentioning that practicing listening activities improve student's pronunciation inside and outside the classroom (cited in Ahangari et al, 2015:14)

Conclusion

At the end of this chapter we can say that pronunciation is very important, for all languages not only English .It shows the esthetic side of the language. Pronunciation is the tool by which the message can be transmitted correctly. The aim behind teaching pronunciation as it is mentioned above is intelligibility, not to be like native speaker, it is enough to be jut clear and your pronunciation is correct. There are many rules of pronunciation. For that reason both the teacher and learner should cooperate together to achieve the aim of teaching English language.

Chapter Three

Field Work and data

Analysis

Chapter Three

Field Work and data Analysis

Analysis of students and teacher's questionnaires

3. Introduction

This chapter is devoted to the presentation and the analysis of the data obtained from the present research.

This study is an attempt to investigate the role of audiovisual aids in enhancing EFL learner's pronunciation. we involved first year students and teachers of phonetics and oral expression, to collect their view and their attitudes toward the topic. Moreover; this chapter represents the analysis of the data obtained from both students' and teachers' questionnaire.

As a first step, we start by introducing the population of the study. Second, we describe, analyze and interpret the questionnaires results. Which, in turn, help us confirm or disconfirm our hypotheses about the role of audiovisual aids in enhancing EFL learners' pronunciation. We provide two sections, the first one deals with the students' questionnaire analysis, and the second deals with the teachers' questionnaire analysis. In addition to that, we present our research findings about the effect of audiovisual supports in enhancing EFL learners' pronunciation at the level of university.

At the end, we will mention some pedagogical implications because they are directly related to the result of our investigation. They reflect outcomes of the research and recommendations to improve the effectiveness of audiovisual supports in teaching pronunciation.

3.1. Methodology

We conduct this research to test our hypothesis, whether the Audio-visual supports are effective in enhancing student's pronunciation or not. In the present research we use the descriptive method to investigate the role of audiovisual supports in enhancing EFL learners' pronunciation. **As a research tool:** we have decided to use two questionnaires for oral expression teachers and first year student at Mohamed Kheider University of Biskra.

3.2. Population and sampling

3.2.1. The students

First Year LMD students of English, at the University of Biskra department of English, development of English makes up the entire population of our present study. We dealt with a sample of fifty (50) students (one group), from a total population of 850 students. The participants, in this study were selected from one section of 15 groups. Again, the group is randomly selected which gives each member of the whole population an equal chance of being selected. A final sample which consisted of fifty students (N=50) composed of 7 males (14%) and 43 females (86%) those who handed in their answers. The students' ages ranged from eighteen to twenty-three.

The reason behind choosing to work with first year students is that they are first, young and they are motivated to learn the foreign language. Second, the intellectual readiness they are ready to grasp the right pronunciation when they hear it through the audiovisual aids. Finally, the concept of early brain plasticity occurs at the beginning of life, the young adult learners have a great power of learning at that age. In this level teacher should work on student pronunciation; this stage is very important in acquiring the foreign language because everything will stick in their mind

3.2.2 The teachers

Teachers of first year level at the University of Biskra department of English make up the whole population. We dealt with the sample of eight (8) teachers from the entire population of about twenty six (26) teachers. All the participants in this study (doctors, and set-teachers) at least have taught (or still teach) oral expression and phonetics. The reason behind such a choice was to examine the extent to which teachers' awareness of the important role of using audiovisual aids in teaching EFL learners' pronunciation, and whether they use these aids in their classroom or not

3.3 Descriptions of the questionnaires

For the present study, we devised two semi-structured questionnaires, one for teachers another for students. The questionnaires contain questions of the multiple-choice type, where the teachers/students put a tick in the corresponding box (es) after reading the questions attentively. In addition to open-ended questions where it is required from teachers/students to express their views honestly. The results of the questionnaires serve to investigate the language teaching -learning situation to encourage nonnative teachers to use audiovisual supports in language teaching as an effective tool to enhance EFL learner's pronunciation.

3.3.1. The students' questionnaire

The students' questionnaire was composed of (17) questions categorized into three parts. The first part deals with background information about the students, the second part involves questions about the students' level in English and their attitudes towards oral activities, their speaking problems as well as responsibilities they are involved in during their first academic year in the university. These done purposely to know their

pronunciation problems in the learning process. The third part, deals with the learner's awareness about teaching materials (audiovisual supports). Moreover, it includes learners' views concerning the roles their teachers play in encouraging them to speak and expressing themselves in the classroom. Finally, a part deals with the further suggestions they may provide concerning efficacy and use of teaching materials in helping them to improve their pronunciation of English.

3.3.2. The Teachers' questionnaire

The teachers' questionnaire was composed of (20) questions that can be classified into five parts. The first part is about background information of teachers. The second part deals with the learners' level in English and mispronunciation reasons, and how pronunciation should be taught from the teachers' perspective. The third part involves questions about the teachers' role in helping their students to improve their pronunciation. Questions in the fourth part deal with teachers' perspectives concerning the significance of teaching materials in order to improve EFL learners' pronunciation.

3.4 Administration of the questionnaire

3.4.1. The Students' questionnaire

The students' questionnaire was administered to fifteen groups only one group answer the question, 60 students for the study randomly selected, (only 50 questionnaires were handed). Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. They were notified that: a) it is not a test, b) it is an important component in our study, c) their participation is going to be really appreciated, d) what matters is their opinions (no true or false responses), e) the answers they will provide would remain completely confidential (even

though they were not asked to write their names), and f) clarifications about questions construction and vocabulary used in the questionnaire were provided. The questionnaire took the students nearly 30 minutes of their time (which is largely enough for them to answer). With what mentioned above, we do believe that our questionnaire was administered in good conditions.

3.4.2. The Teachers' questionnaire

Since teachers are familiar with this type of studies, all that we can say is that the teachers' questionnaire was administered to ten (10) of lecturers selected randomly, but only eight (8) among them who accepted to fill in the questionnaire. It took them nearly 30 minutes of their time.

Section one

Background Information

- **Question item 1: Gender**

Gender	Male	Female	Total
Participants	7	43	50
%	14%	86%	100%

Table 01: Gender

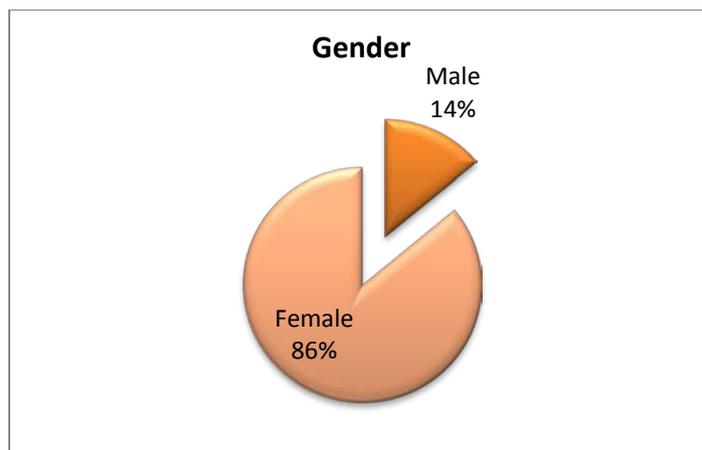


Figure 01: Gender of the Participants

As it appears in the pie chart female students outnumber males. In actual fact, this is even the case with regard to the sample under study. We have recorded (7) male participants out of a total of 50 student making up (14%), whereas the rest is female gender, that is 43 (86%) which consolidates the common belief that, females have more tendency towards studying foreign languages and English in particular. For most of them, it is a means to hunt a profession as language teacher or interpreter which is commonly considered as feminine jobs in this country. Males in general, tend to prefer scientific and technical branches (computing, technology, mechanics...). In addition, males students refuse to answer the questionnaire, most of them say I am not interested to answer these questions, I do not have time ...etc.

- **Question item 2: Age**

Years	18	19	20	21	22	23	Total
Participants	4	22	13	4	2	5	50
%	8%	44%	26%	8%	4%	10%	100%

Table02: surdents' Age

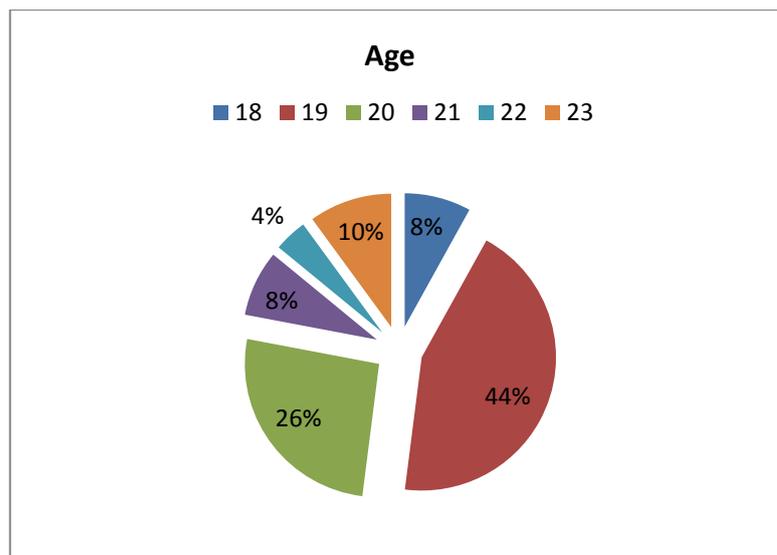


Figure 02: Students 'Age

A quick glimpse at this pie chart will reveal that, there are six age groups in our selected sample. All our participants are teenage students whose ages vary between 18 and 23 years old. Out of the total number of the sample (50), we have 4 students (8%) who are 18 years of age; this may mean they start early their primary education. 19 years old students (22%) represent a numerical majority (44%). 20 years old make the (26%) of the whole population. Besides, 21 years old (8%). 22 years old make the (4%). 23 years are believed to be older students who either have repeated years or not having started early their primary education.

Section two: Teaching pronunciation

Question item 01

➤ How do you consider your level in English?

-Very good

- Good

-Average

-Poor

Through this question we come to know the level of proficiency of students in the language they are studying – English. The findings are summarized in the subsequent table:

Options		Very good		Good		Average		Poor	
First Year English Students	Total	N	%	N	%	N	%	N	%
		%	1	2	29	58	18	36	2

Table 03: Students’ Evaluation of their Level in English

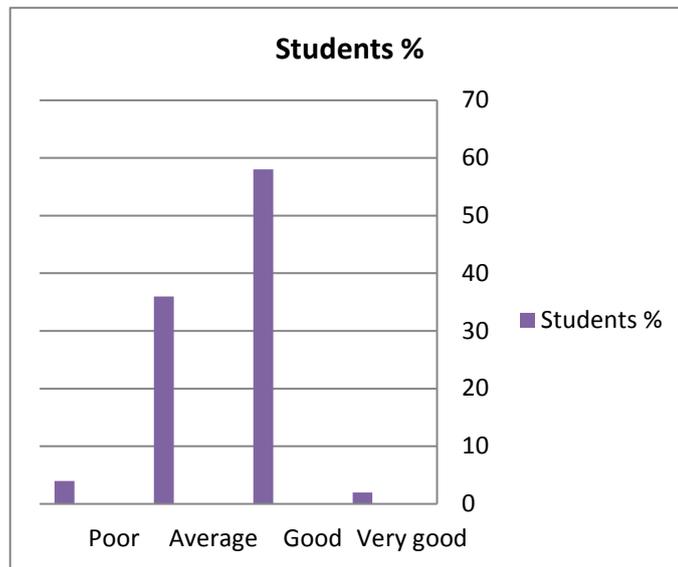


Figure 03: Students’ Level in English

Table 03 indicates that (58%) of the total population (N=29) claim to have 'a good' level in English, 18 students (36%) consider their level in English as 'average', and there is only one student (2%) who consider his level as 'very good'. Additionally, only two students (4%) said that she has a 'poor' level in English.

Question item 02

➤ Your favorite module is

Justify your choice

	Speaking	writing	Total
Number	29	21	50
%	58	42	100%

Table 04: Students' favorite module

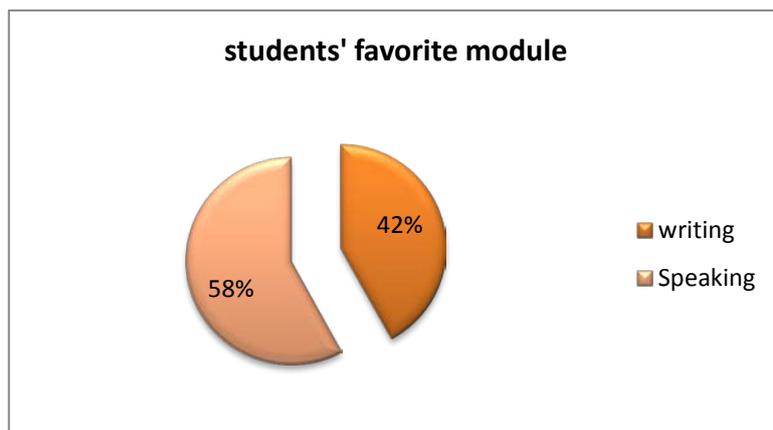


Figure 04: Students' Favorite Module

Question 02 includes learners' attitudes towards speaking and writing Modules. In the English language classroom, course designer stresses both sides of language, written and spoken form .because these 2 skills complete each other .Yet learners tend to prefer one module than the other one .This question asked to first year students ,to discover which module is most preferred for them ,whether written expression or oral expression (speaking).The result shows that most of students prefer speaking ,out

of 50 students ,29 students (58%) argued that they prefer speaking , whereas 21 students (42%) favor writing .

Students who prefer the oral expression (speaking) they justify their answer, saying that:

- They like speaking, they feel at ease in the speaking activities inside the classroom .during the oral session, they get the chance to express their thoughts in front of others.
- They can learn new vocabulary from the classmates.
- They try through speaking to develop the oral skill, and work on managing and presenting their thoughts in a way that attracts others.
- They like the oral session's activities such as discussion, role plays ...etc, and they like the teacher too.
- They are free to say everything they like, unlike writing they have many rules that should be respected we have punctuation, the topic sentence also the ideas should be organized ...etc. For that reason they prefer speaking they find it easy and funny at the same time.
- One male student said that "I hate writing it makes me nervous and angry ", they find writing boring and difficult.

The students who prefer writing they said that:

- Some students like writing especially short stories.
- They have enough time to think then start writing, whereas speaking they do not have, they speak spontaneously.

- They feel more comfortable when they write, especially new topics. They can express themselves freely without being afraid of making mistakes in front of the classmates.
- When they write they learn new vocabulary plus the correct spelling.

Question item 03

- Classify the following according to their order of importance

Rank	First	Second	Third	Fourth	
Skill	Listening	Speaking	Reading	Writing	Total
Participants	17	14	12	7	50
Percentage	34%	28%	24%	14%	100%

Table 05: Skills According To Their Degree of Importance

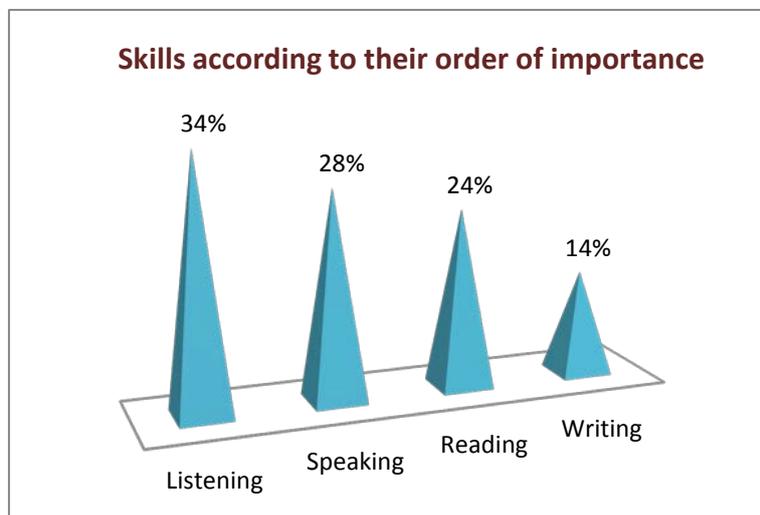


Figure 05: Skills According To Their Degree of Importance

The table shows that 17 students (34%) reported that listening is the most important skill; speaking comes in the second rank with (28%) of the total responses.

These two difficult are the main component of the oral session that all the EFL teachers aim to improve, also theses two skills are the basic of the first year curriculum ,for that reason teacher should develop new strategies and tools to improve these skills ,audiovisual aids are the best materials to do so .12 students (24%) classify reading in the third rank, and 7 students (14%) classify writing in the last rank .Thought theses results, we observe that most of student are aware of the importance of listening ,because good listener is a good speaker .the students should work on the 4 skills ,because each skill complete the other one. Reading and listening known as "receptive skills", they are very important to develop your vocabulary and comprehension, it is very important to make your reading and listening actively rather than passively .speaking and writing known as productive skills ,developing the speaking skill you will help you in gaining fluency as well as practicing your pronunciation ,in order to improve your pronunciation try to read aloud or repeat after a recorded text ,you try to imitate the original passage .

Question item 04

- When you speak you find difficulties in

	Pronunciation	Vocabulary	Grammar	All of them	Total
Participants	18	13	12	7	50
%	36	26	24	14	100

Table 06: Difficulties Facing Students in Speaking English

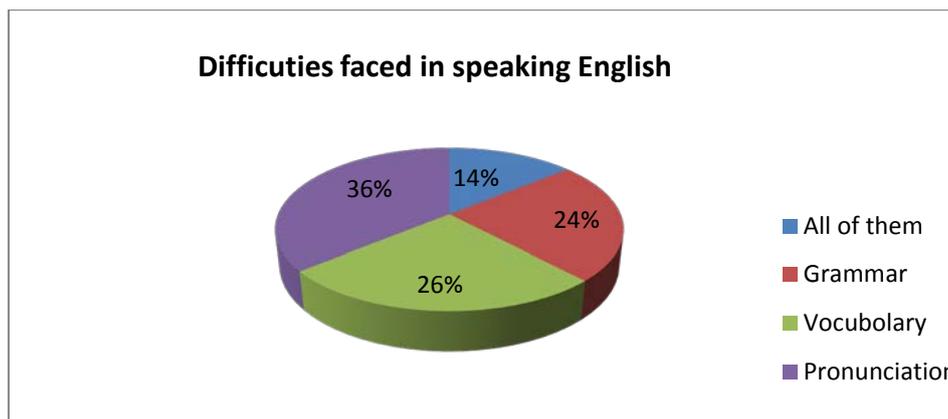


Figure 06: Difficulties Facing Students' in Speaking English

This pie chart represents difficulties facing students when they speak 18 of the participants making up 36% claimed that they have difficulties in Pronunciation most when producing language orally. However; 13 students 22% of the sample considers vocabulary as challenging matter during the speaking session, when they speak they cannot find words to express themselves. 24% of the sample it means that 12 students find difficulties in grammar. The rest of the participants 7 means 14% opted for all of the suggested choices (all of them).

Question item 05

- **Does your teacher encourage you to speak**

Options	Yes	No	Total
participants	40	10	50
%	80%	20%	100

Table 07: Teachers' encouragement of speaking

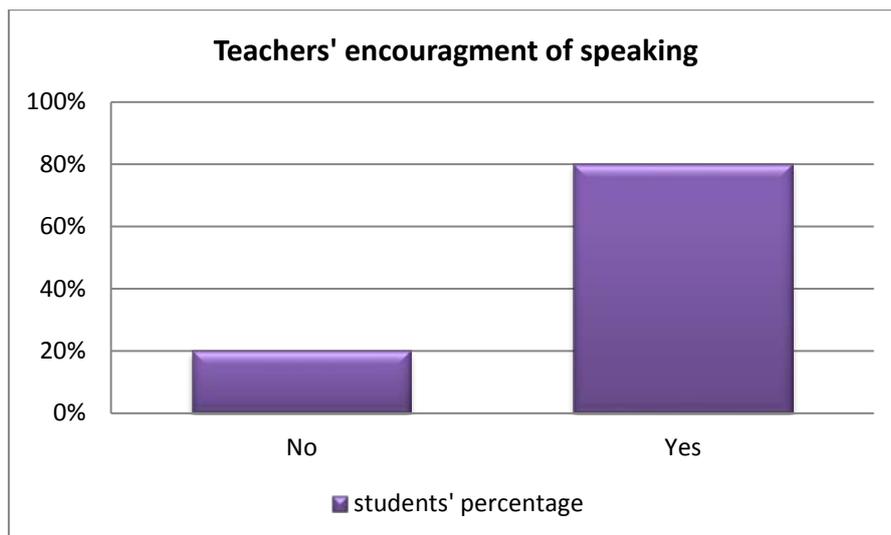


Figure 07: Teacher Encouragement of Speaking

Through this question we come to know the role of the teacher inside the classroom, whether he/she encourages the students to speak and use the language in the classroom. The table shows that the majority of students, 40 students (80%), opted for "yes" while only 10 participants (20%) opted for "No". We conclude from the obtained results that most of the teachers do encourage and motivate their students to speak the target language.

Question 06

- **When you speak you mispronounce some words because of**

Options	Inhibition	Hesitation	Native language interference	Total
participant	14	15	21	50
%	28	30	42	100

Table 08: Causes of Mispronunciation

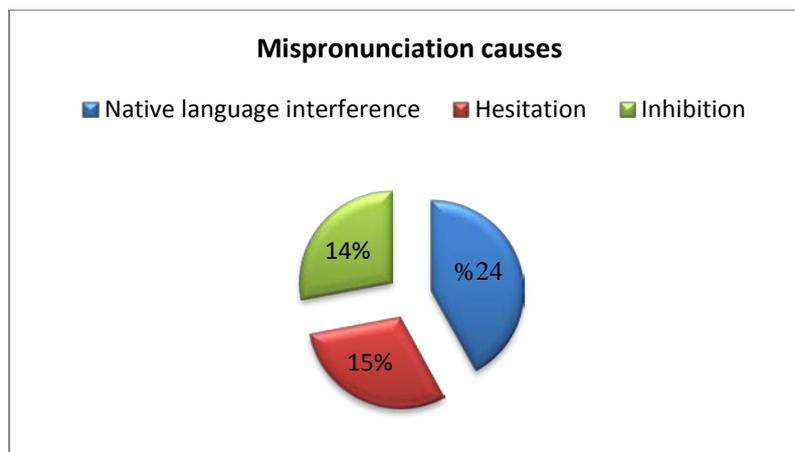


Figure 08: Cause of Mispronunciation

This pie chart represents causes that may lead students to mispronounce some words. 21 students (42%) consider native language interference as the cause that makes them mispronounce English words when they speak. 30 students (15%) see hesitation as the factor that affects their pronunciation, many students when they speak start hesitating. This problem appears because of many reasons: they are not confident of their thoughts. They are not sure of what they want to speak. They may not have good words to present their ideas. The rest of the population (14 students, 28%) consider inhibition as a cause of their mispronunciation. Inhibition is a feeling of embarrassment or worry that prevents you from saying what you want, this psychological problem makes students mispronounce words during their discussion.

Question item 08

- Which speaking activity does your teacher use most in the class?

Options	Discussion	Role play	Language games	Total
percentage	28	12	10	50
%	56	24	20	100

Table 09: Speaking Activities Most Used In The Class

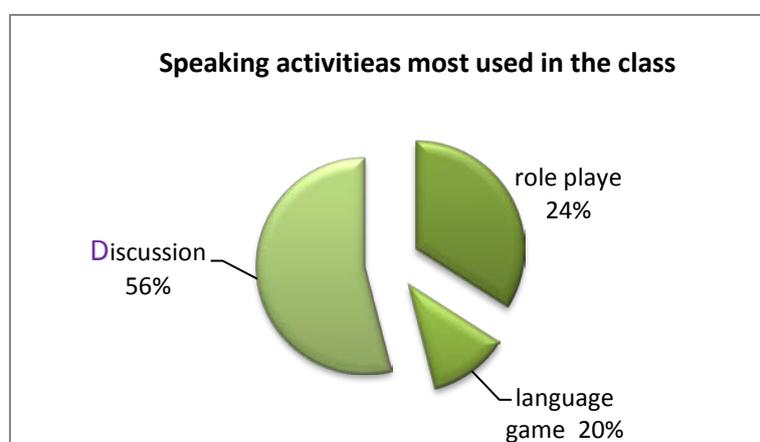


Figure 09: Speaking Activities Most Used In The Class

The table above represents students' point of view on the speaking activities used by the teacher inside the classroom, which one they prefer 56% of the students agree that discussion is the most used activity by the teacher then 24% of them choose role-play to be the activity that the teacher use frequently in oral expression course then came language games at the bottom of the list, only 10 students 20% say that their teacher use language games as an activity during the lesson.

Question item 10

- Which activity from the list above do you find it most effective?

Options	Discussion	Role play	Language games	Total
percentage	27	6	17	50
%	54	12	34	100

Table 10: The Most Effective Speaking Activity for Students

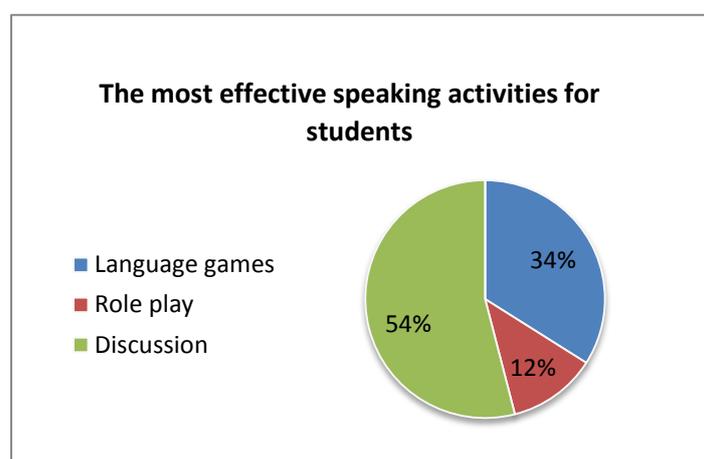


Figure 10: The Most Effective Speaking Activities for Students

Among the activities used by the teacher discussion and role-playing considered to be the favorite activities for a great portion of students. 54% of the participants choose free discussion as the most enjoyable activity for students ; on the other hand 34% believe that language games are their first choice ,all first year student enjoy language games However; only 6 students what make 12% of the sample prefer role play ,this results shows that most of the students prefer free discussion ,and they entertain language games too.

Question item 11

- Sometimes you cannot express yourself in this speaking activities ,
because of

Options	Shyness	Bad pronunciation	Lack of confidence	Total
Participants	25	15	10	50
%	50	30	20	100

Table 11: Problems facing students when they speak

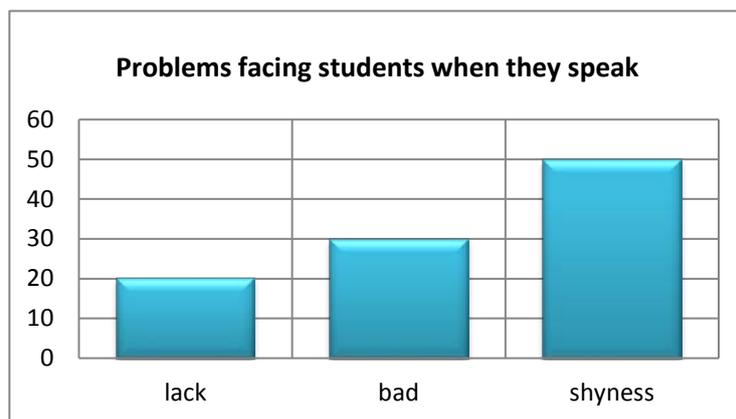


Figure11: Problems Facing Students When they Speak

This table represents problems facing students' when they speak in the classroom. the half of the population 25 students 50% they feel shy (shyness) ,theses students' cannot express themselves because of shyness .15 students 30% have bad pronunciation ,they find it a big problem because they cannot speak in front of people ,they are afraid to be laugh by their classmates .The rest of the population 20% they lack vocabulary ,these type of students do not have enough vocabulary to speak and express themselves .

Section Two: The use of Audiovisual aids

Question item 12

- Do you know what Audio visual aid is

Options	yes	No	Total
participant	26	24	50
%	52	48	100

Table 12: Student's knowledge about Audio- Visual aids

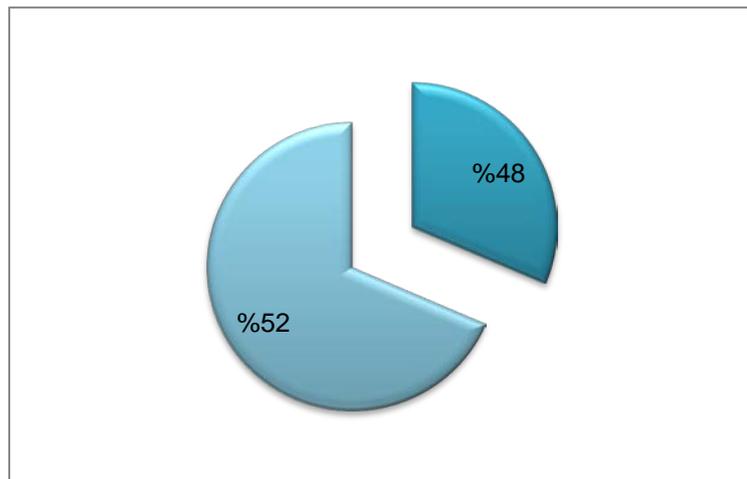


Figure12: Student's Knowledge about Audio -Visual Aids

26 of the participants which make 52% opted for “yes” they know the audiovisual aid however the remaining 24 participants 48% opted for “no” they do not know these aids. Some students (52 %) mentioned some of these aids such as: data show, videos, TV ...etc. most of these aids used by their teacher in different courses.

Question item 13

- Does your teacher use these materials in the speaking activities mentioned? above?

Options	Yes	No	Total
participant	30	20	50
%	60	40	100

Table 13: The Use of Audiovisual Aids in the classroom

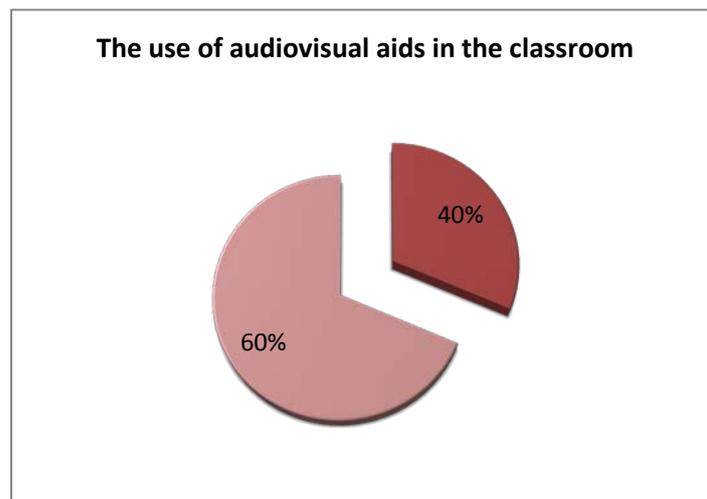


Figure 13: The Use of Audiovisual Aids in The Classroom

This question aim to know whether teachers use audiovisual aids in the classroom or not .30 of the participants which make 60% opted for “yes” the teacher use audiovisual aids in the classroom, however the remaining 20 participants 40% opted for “no” the teachers do not use any kind of audio-visual aids.

Question item 14

- If yes in which speaking activity does your teacher use most these aids

Options	Discussion	Role play	Language game	Total
participants	8	14	28	50
%	16	28	56	100

Table 14: The Use of Audiovisual Aids in the Speaking Activities

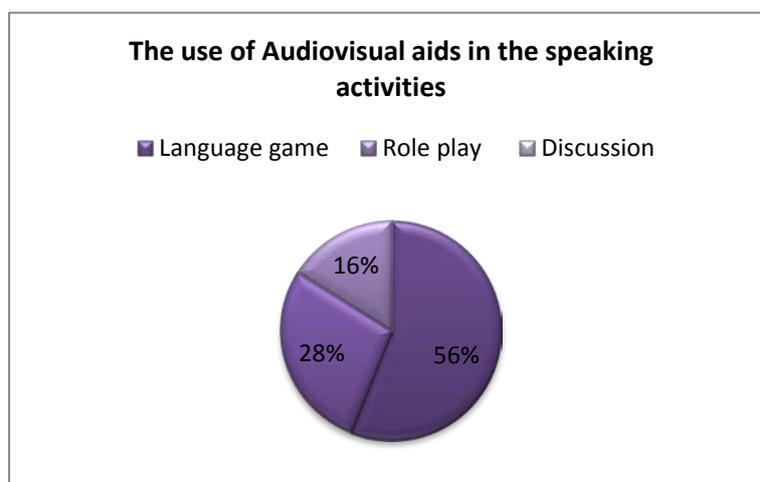


Figure 14: The Use of Audiovisual Aids in the Speaking Activities

56 % of the sample opted for “language game” , as the speaking activity that teacher use most theses aids ,in other hand 14 students 28% opted for "role play "as the speaking activity that their teacher use audiovisual aids ,the rest of population 8 students 16% opted for "discussion" .

Question item 15

- These aids are helpful in

Options	Improving your pronunciation	Learning vocabulary	Motivate you to speak	Total
Participants	24	11	15	50
%	48	22	30	100

Table 15: The Audiovisual aids' benefit

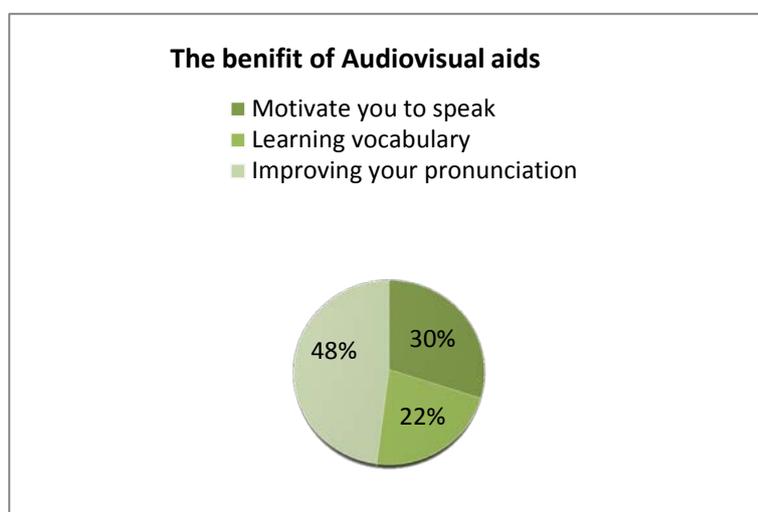


Figure 15: The Audiovisual aids' benefit

This question has a relation with the previous one; here we investigate in what way are audio-visual aids effective to ameliorate oral communication with the target language. 48% of the students support the use of audio-visual aids because it helps to improve pronunciation, and 30% of them find it useful tool. Audio-visual that motivate them to

speak .the rest of population 22% find the audiovisual aids as tool that help them to learn new vocabulary.

If there are other benefits, please mention them.

Other students add other benefits of these aids are:

- Give them the push and courage to express themselves, they feel more relaxed and confident.
- They learn through these aid new grammatical structures.
- Improve the language skills, listening for example.
- Develop language style.

Question item 16

- Do these aids really help you to improve your pronunciation?
- In both cases yes/no please justify

Options	Yes	No	No answer	Total
participants	35	2	13	50
%	70	4	26	100

Table 16: The Effectiveness of AVA in Improving Students' Pronunciation

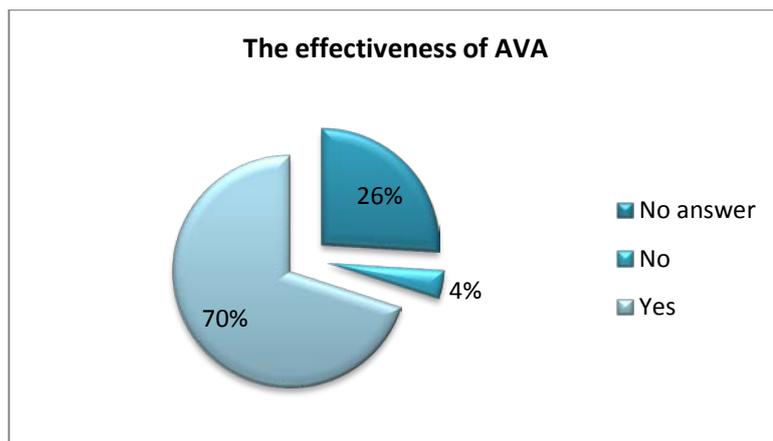


Figure 16: The Effectiveness of AVA in Improving Students' Pronunciation

According to 35 of the participants (70%) the use of audio-visual aids is effective in Improving their English pronunciation; however, 2 of them that make 4% of the sample disagree with the idea that the use of audio-visual aids can help students to improve their pronunciation .The rest of population 13 participant 26% they do not give any answer. The students who agree that AVA aids help them to improve their pronunciation they justify their answer saying that:

- Theses aids help them to know the correct pronunciation, especially the new ones.
- Encourage them to improve their speaking level.
- When they see and hear the words, they can detect how they are pronouncing by native speakers so they can easily learn them.
- They reduce the feeling of shyness; they feel relaxed and ready to learn.
- Provide them with authentic language; they can acquire how natives interact with each other, their gestures, intonation, pitch ...etc.
- As we have seen in the theoretical part each student has his own learning style Some students said they are visual learners, they can learn from theses aids and they find it very effective.

Students who said that these aids do not help them ,they justify their answer saying that they prefer the teacher.

Question item17

- Do you enjoy when your teacher use these aids in the classroom

Options	Yes	No	Total
Participants	38	14	50
%	76	24	100

Table 17: Students' Feeling toward the Use of Audiovisual Aids

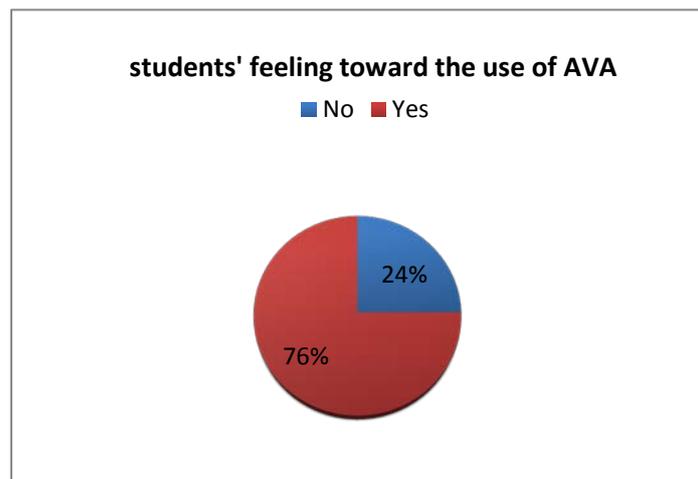


Figure 17: Students' Feeling Toward The Use of Audiovisual Aids

This question aim to know whether the students enjoy the use of these aids in the classroom on not .38 of the participants (76%) they enjoy the use of audio-visual aids and they find it very helpful tool, however 14 of the participants 24% they do not enjoy these aids because they prefer the teacher .The students who really enjoy the use of these aids, they justify their answers saying that:

- These aids motivate the whole classroom and make them work together as a group.
- The use of AVA gives them a good impression about the teacher who uses these aids. They said that " we feel that our teacher care about us and he works hard to help us to improve ourselves".
- Some students simply said "I do enjoy the use of audiovisual aids because they help me a lot in improving my pronunciation and English language in general ".

Question17

- Do you use any type of audiovisual aid at home to improve your pronunciation?
If yes, please mention them

Options	Yes	No	Total
Participants	26	24	50
%	52	48	100

Table 18: The use of Audiovisual Aids at Home

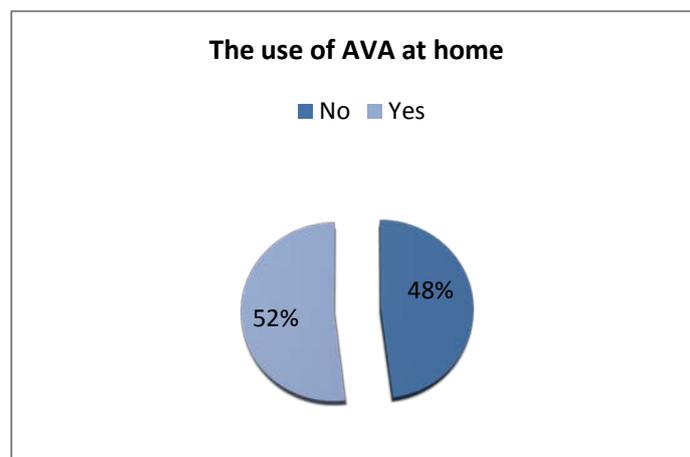


Figure 18: The Use of Audiovisual Aids at Home

Among 50 students only 26 students 52% who use audio-visual aids at home in purpose to improve their pronunciation the rest of students who makes 48% of the sample do not use any kind of audio-visual aids outside the classroom.

The students who use these aids at home to improve their pronunciation, they mention these aids. They say we watch movies, listening to music and learn the lyrics, they use YouTube channels, they download applications on their phones, use audio book and some students watch adventure cartoon.

3.5. Analysis of Teachers' Questionnaire

General Information

Question item 01

➤ Would you please specify your qualification?

Qualifications	N	%
BA (license)	0	/
MA (master)	1	12.5%
Magister	3	37.5%
PhD	4	50%

Table 19: Teachers' Qualifications

Table 18, shows that 4 (50%) of our teachers have the PhD which proves the fact they are experienced and they spent many years in teaching, and 3 out of 8 of our sample (37.5%) have magister degree. Moreover, only one teacher 12.5 % has master degree. This result show that all of our teachers are experienced.

Question item 02

➤ Teaching experience:

Years	N	%
1-5	3	37.5%
5-10	1	12.5%
More than 10	4	50%
Total	8	100

Table 20: Teachers' Experience in Teaching English.

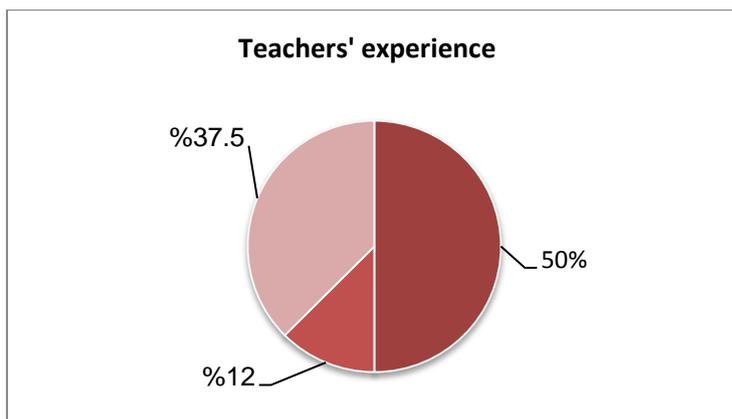


Figure19: Teachers' Experience in Teaching English

Table 19 shows that four teachers (50%) out of eight have been teaching English language for more than 10 years. Three teachers (37.5%) have been teaching English from 1 to 5 years, whereas, only one teacher (12.5%) who had a teaching experience of English language from 5 to 10 years. All of these rates are acceptable which prove that they are very experienced.

Section One: Teaching pronunciation

Question item 03

- Which aspect of English language do you see most difficult to be taught?

Options	Grammar	Vocabulary	Pronunciation	Total
N	1	1	5	8
%	12.5	12.5	62.5	100

Table 21: The Most Difficult Skill To be Taught

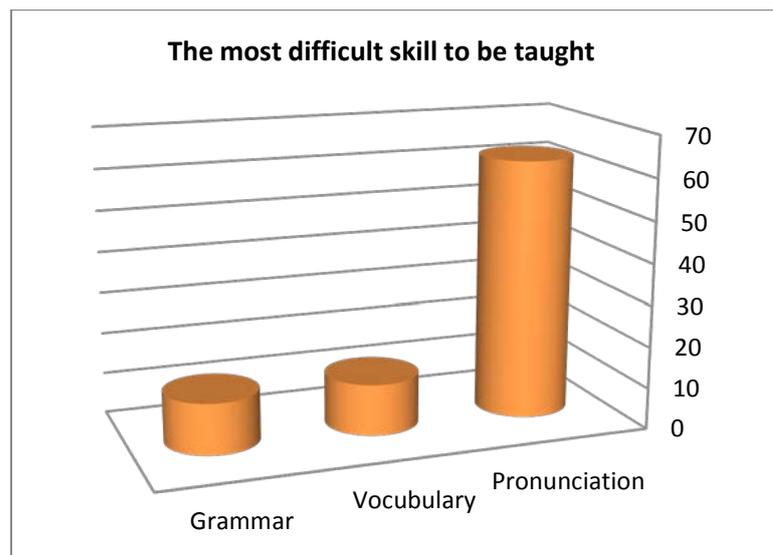


Figure 20: The Most Difficult Skill To be Taught.

Five of the participants 62.5% opted for pronunciation as the most difficult aspect to be taught .where as only one teacher 12.5 %who see vocabulary as the most difficult one .The last one teacher 12.5% opted for grammar as the most difficult aspect to be taught.

Question item 04

- How would you assess your students' present level in pronunciation?

Question 04 is how teachers evaluate their students' level of pronunciation. The aim of this question is to show to what extent students in first year are actually pronounce English.

Options	Good	Acceptable	weak	Total
Respondents	0	6	2	8
%	0%	75%	25%	100%

Table 22: Teachers' evaluation of learners' pronunciation.

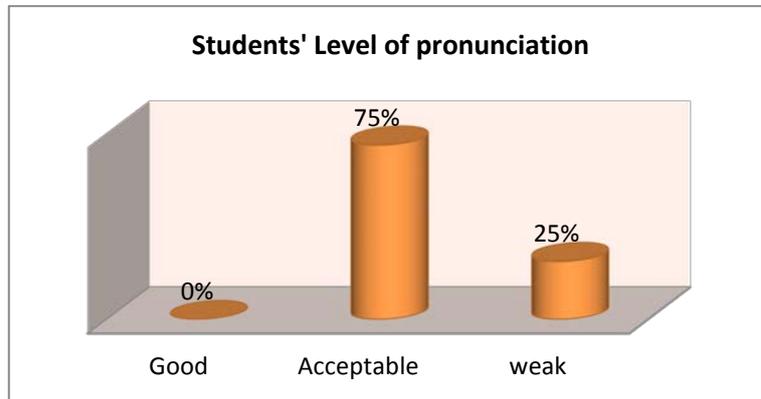


Figure 21: Students' Level of pronunciation

Table (21) and figure (20) obviously illustrate teachers' evaluation of their learners' pronunciation. Therefore, the highest percentage (75%) represented by six teachers reflects students' acceptable pronunciation learning, followed by two teachers' (25%) reported that first year students' have a weak level of pronunciation. In contrast, no one of the 8 teachers indicate that their learners do not have good level of pronunciation .

Question item 05

- According to you what is the main reason that leads students to mispronounce English?

This question reveals teacher's opinion concerning the reasons that may lead students to mispronounce English.

a-the absence of media used in teaching pronunciation.

b-the short time devoted to teaching pronunciation.

Options	A	B	Total
Participants	6	2	8
%	75%	25%	100%

Table 23: Reasons Behind Students' Mispronunciation.

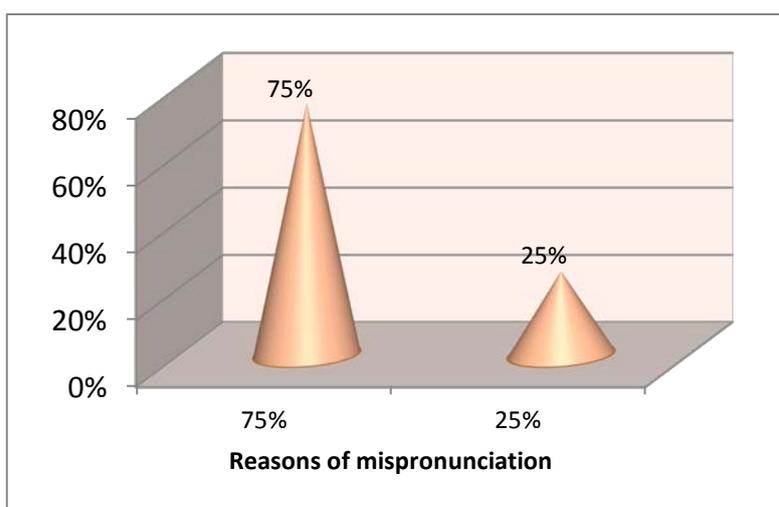


Figure 22: Reasons Behind Students' Mispronunciation

This question aimed at sorting out the causes behind students' mispronunciation in speaking English. 75% of the teachers declared that students have poor speaking level because of the absence of media used in teaching pronunciation., in addition 25% of the sample affirmed that students unawareness that language is communication is behind their poor performance. 3 teachers what makes 30% of the participants see that the short time devoted to teaching pronunciation is the reason behind students' mispronunciation.

If there is other reasons please mention them.

The other reasons that may affects students' pronunciation are the lack of practice, students frequently speak English. when the students do not use English either inside or

outside the classroom they cannot develop their level of English .The other reason suggested by teachers is the lack of training .The more teachers train the students to speak the language the more students will have a good level of pronunciation.

Question item 06

- As far as the speaking skill is concerned do your students face problems to express themselves orally?

Yes/no please justify?

Options	Yes	No	Total
Participants	8	0	7
%	100%	0%	100%

Table 24: Do Your Students Face Problem to Express Themselves

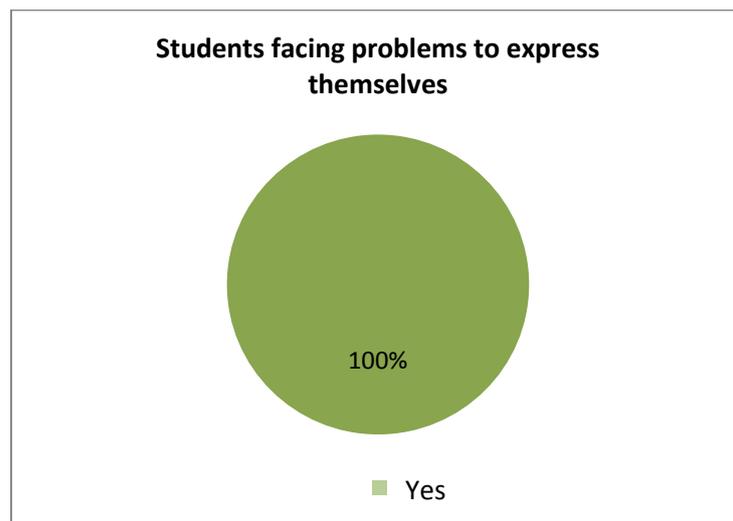


Figure 23: Do your students face problems to express themselves?

All the participating teachers in this study report that learners' face problems to express themselves orally, teachers justify their answers and said that students face many problems to express themselves because:

- Students lack the linguistic competence.
- Most of students face problems in oral activities, because of some psychological factors such as: shyness, anxiety, and the fear of making pronunciation errors.
- They do not listen to authentic audio materials.
- They lack vocabulary, during the oral discussion students cannot choose and use the appropriate word in the right context.
- They are mostly inhibited and lack self –confidence.
- The class size is one of the reasons that may affect students, the teacher cannot control the whole class, and also the students do not have the chance to speak all because of the large groups.

Question item 07

➤ What are the difficulties you face with students during the oral session?

	Pronunciation problem	Lack of vocabulary	shyness	All	Total
Number	3	/	/	5	8
%	37.50%	0%	0%	62.50%	100

Table 25: Difficulties facing students during the oral session

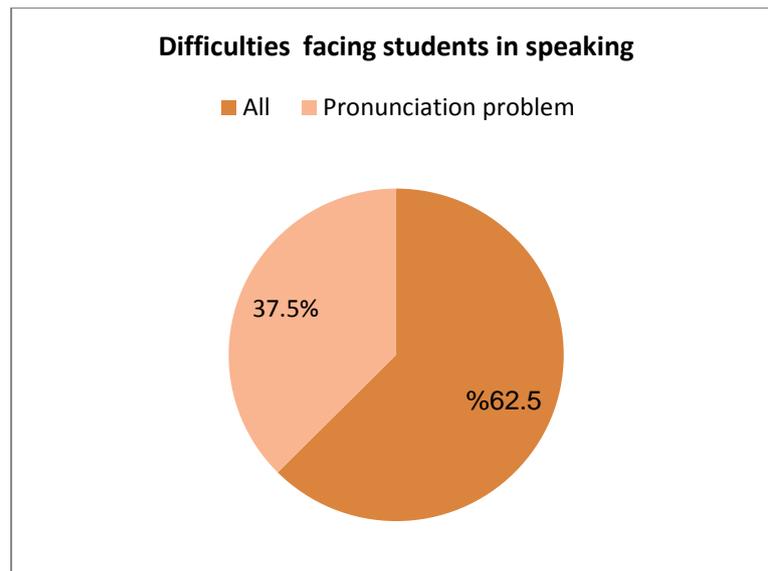


Figure 24: Difficulties Facing Students During The Oral Session

This question (7) investigates the difficulties facing students during the oral session all the teachers' agree on the difficulties suggested above. Five teachers 62.5% see that first year students face difficulties to express themselves, these difficulties are mixed .There are psychological problems such as shyness ,the students who are too shy, they cannot express themselves when they try to do so ,they will hesitate and then they will mispronounce many word .Pronunciation problems also is a big problem for first year ,they do not know how to pronounce English words especially the new ones .Three teachers 37.5% who pointed out that pronunciation problem is a difficulty that most of first year students face during the oral session.

Question item 08

- What are the techniques you select in the oral session to develop students' pronunciation?

This question (08) aims to know the various techniques used by teachers during the oral sessions to develop student's pronunciation and how they apply them. In this question, each teacher provides his own technique, the following suggestions are the summary of techniques that each teacher use. One of the objectives of this dissertation is looking for ways to develop learners' pronunciation. Thus, teachers are asked about the techniques they select in the oral sessions, on which they rely on to help students to pronounce the English words correctly.

In this question, each teacher responds according to his own experience, the following suggestions are techniques used by teachers to develop their students' pronunciation:

- Activities of listening.
- Reading aloud.
- Cooperative activities in which learners work in groups, practicing dialogues role plays.
- Interview in a form of pair work.
- Allow free choice of topic for discussion; create an atmosphere of free debate without remarking mistakes on the spur of the moments.
- Singing

All these are strategies used by teacher during the oral session to give their students the opportunity to use/ practice the language also to develop their pronunciation, here we see that every teacher is aware of his/her learners' need.

Question item 9

➤ What are the techniques that should be used in teaching pronunciation?

- a -Drills
- b- Dialogue and role play
- c- Imitation
- d- Listening to songs

Options	A	B	c	D	a+b+c+d	Options
Participants	3	1	1	/	4	8
%	37.5%	12.5%	12.5%	/	50%	%

Table 26: Techniques Used in Teaching Pronunciation.

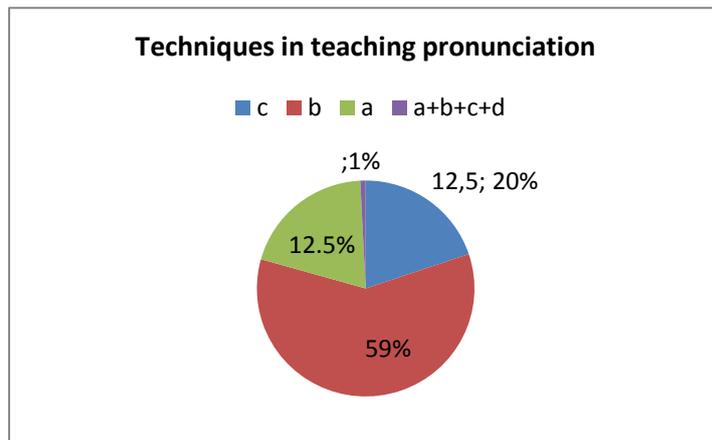


Figure 25: Techniques Used in Teaching Pronunciation.

The above table shows that the half of teachers 50% use all these strategies suggested above "drills, dialogue and role play, imitation and listening to songs", in order to teach

pronunciation .three teachers 37.5 prefer drills in teaching pronunciation ,when students repeat sounds several times that will help them to get and remember the right pronunciation .One of the teachers 12.5 % prefer dialogues and role plays ,students in that activities will learn from each other and from the teacher's correction. The last teacher 12.5% sees imitation as the best technique to teach pronunciation

Question item 10

- Which is the technique do you prefer and why?

This question aims to get information about the technique that teachers prefer plus the justification of their choice. As it mentioned in question 9, we see that all teachers prefer the techniques suggested above. Some teachers prefer dialogue and role play, because it create life-like situation with appropriate language use ,also learners can express themselves easily and of course teacher can discover their oral abilities .Another teacher prefer imitation and listening to audio English ,but these audio material should be carefully selected depends on the course situation and the students' needs. Other teacher prefer other technique that he more see more effective in teaching pronunciation, it is conversation where the pronunciation is natural and authentic. At the end teachers say something, the selection of the oral activities based on the students' needs, and what they like.

Question item 11

- What is the aim of the teacher behind teaching pronunciation?
 - a- To make them more accurate.
 - b- To make them more fluent.
 - c- Achieve a native like pronunciation.

	a	b	C	Total
Number	5	2	1	8
%	62.50%	25	12.50%	100

Table 27: The aim of the teacher behind teaching pronunciation

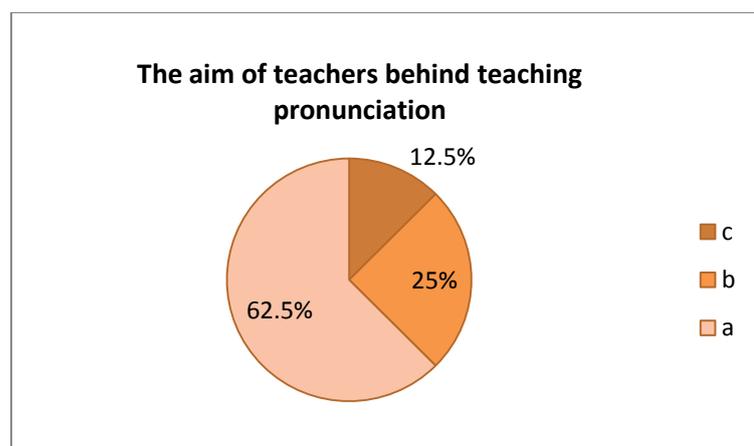


Figure 26: The Aim Behind Teaching Pronunciation to EFL Learners

Five teachers 62.5% pointed out that their goal behind teaching pronunciations is to make their student more accurate. which mean teachers want their students to speak correct English, these results prove what we have mentioned in the theoretical part, that the aim behind teaching pronunciation is to speak correct English, and you can transmit your message clearly to the one you are speaking with. Two teachers 25% they aim to make their student's fluent speakers. only one teacher 12.5% his aim behind teaching pronunciation is to help his students to achieve native like pronunciation.

Question 12

➤ Do you urge your students to speak? Then you check their pronunciation?

Options	Yes	No	Total
Participants	6	2	8
%	75%	25%	100%

Table28: Teachers' encouragements to make students speak

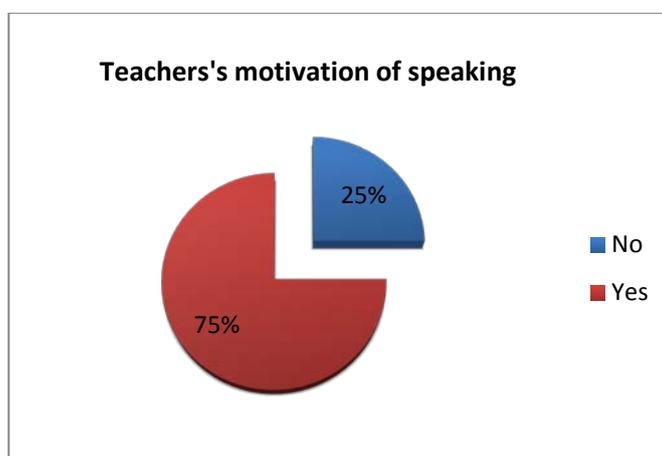


Figure 27: Teachers' Encouragements to Make Students Speak

It is very important that the teacher encourage his/her students to practice the language. 75% of teachers opted for " yes" that they encourage their students to speak and 25% of the sample said "no" that they do not encourage their students to use the language. The teachers' responsibility in the EFL classes is to motivate and encourage their students to practice the language because the more students speak the more the teacher discover their mistake, of course the teacher will correct these mistakes and the students will learn from the teacher's correction.

If yes please say how?

The teachers who said that they encourage their students, they justify their answers and they say how they urge their students speak.

- When the students talk and they make pronunciation problems, I provide them with feedback, saying to them this word does not pronounced like this, then either I give them the correct pronunciation or I ask them to check it from the dictionary.
- One of the teachers said,"I oblige them to do so", and this teacher oblige here students to speak in order to check their pronunciation.
- One of the teacher's methods to encourage his/here students to speak is asking questions or urging them to undertake projects.

Question item13

- How can you help your students to improve their pronunciation?

This question (13) aim to get some information about the teachers' ways in improving students' pronunciation. The following suggestions are teachers' personal ways used to develop learners' pronunciation:

They said that they can develop students' pronunciation:

- Through listening to divers native varieties such as podcasts, audio-book, videos and advising them to watch TV, it is very helpful.
- Through practice inside and outside the class.
- Building and boosting their self-confidence.
- Listening activities inside the classroom also the use of phone dictionaries, they can see transcription and learn the pronunciation.

Section Two: The use of Audiovisual Aids in Teaching

Question item 14

➤ Do you use any type of audiovisual aids in the classroom?

a- Yes

b- No

Options	Yes	No	Total
Participants	7	1	8
%	87.5%	12.5%	100%

Table 28: The use of AVA by Teachers in the classroom

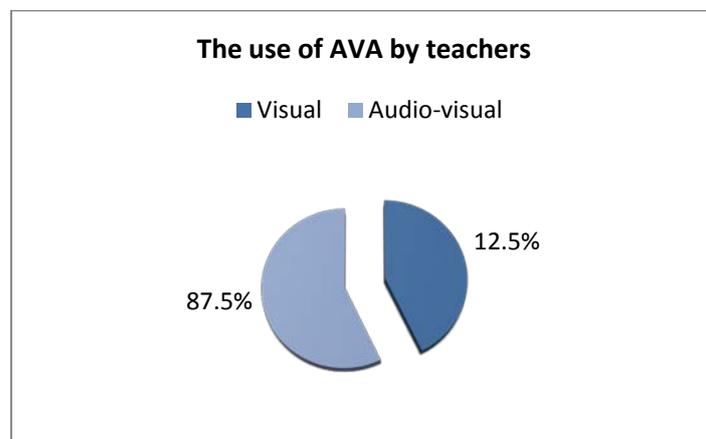


Figure 28: The Use of AVA by Teachers in the Classroom

The figure above shows that the majority of the sample 87.5% declared that they use audio-visual aids in their class; whereas the rest just one teacher 12.5% noted that he does not use any type of audio-visual aids in class.

If yes, what kind do you use frequently?

- a- Audio-visual
- b- Visual
- c- Audio-aids

	Audio-visual	Visual	Audio-aids	No	Total
Participants	4	3	/	1	8
%	50%	38%	/	12.5	100

Table 29: Type of aids that teachers use frequently

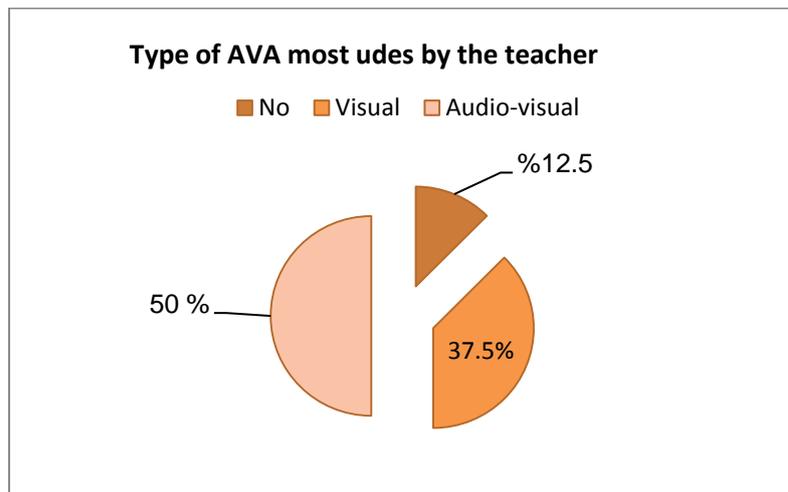


Figure 29: Type of aids that Teachers Use Frequently

We asked this question to see what type of aids most used by teachers in their classes, the majority of teachers 50% they use audiovisual aids ,whereas three teachers37.5% who use visual aids .No one teachers use the audio aids . The last teacher 12.5% he does not use audiovisual aids, so he does not choose anyone of these types.

If no, please say why?

Teacher who noted that he do not use audio-visual aids in class claimed that he does not use them because of the absence of the opportunities and setting where they will use these aids also he said that there are no appropriate materials to use them in the class.

Question 15

- Do you think that the use of audiovisual aids can improve students' pronunciation?

Teachers' answers are summarized in the following table:

Options	Yes	No	Total
Participants	8	/	8
%	100%	/	100

Table 30: The effectiveness of using AVA in Improving Pronunciation

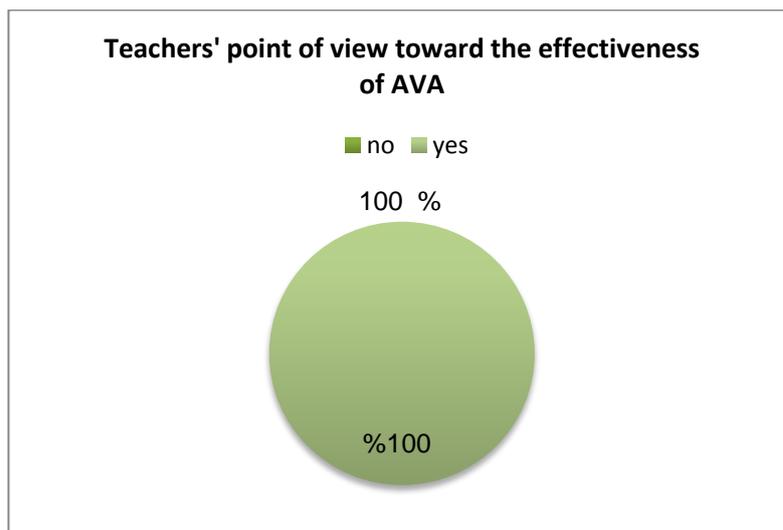


Figure 30: Teachers' point of view toward the effectiveness of audiovisual aids

Through observing the results of this question concerning the effectiveness of using the audiovisual aids, all the teachers 100% agree on the greater role and the effect of these aids in helping students to improve their students' pronunciation.

Question 16:

- Do your students enjoy the use of audio-visual aids in their classroom?

Options	yes	No	Total
Participants	7	1	8
%	87.5	12.5%	100

Table 31: Do your students enjoy the use of audio-visual aids in their classroom

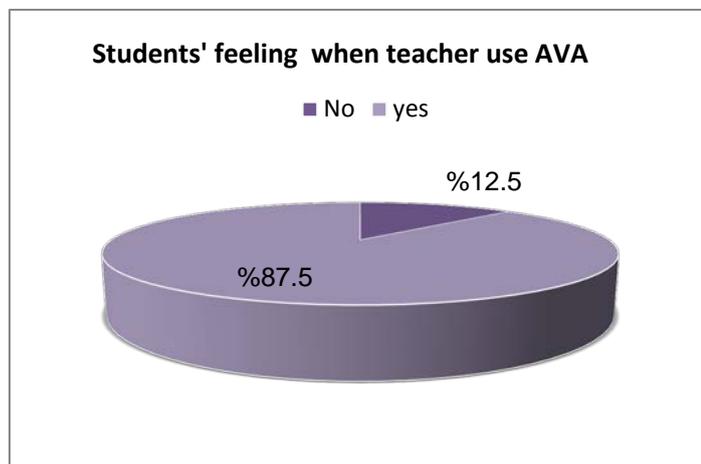


Figure 31: Do your students enjoy The Use of Audio-Visual Aids in Their Classroom

Figure 29 shows that 87.5% of teachers reported that their students enjoy the use of audiovisual aids in the classroom, whereas only one teacher 12.5% who said that his students do not enjoy the use of audiovisual aids in the classroom.

Question item 17:

➤ How often do you use Audiovisual aids

options	Always	Sometimes	Rarely	Never	Total
Participants	1	6	0	1	8
%	12.50%	75%	0	12.5	100

Table 32: The frequency of using audiovisual aid

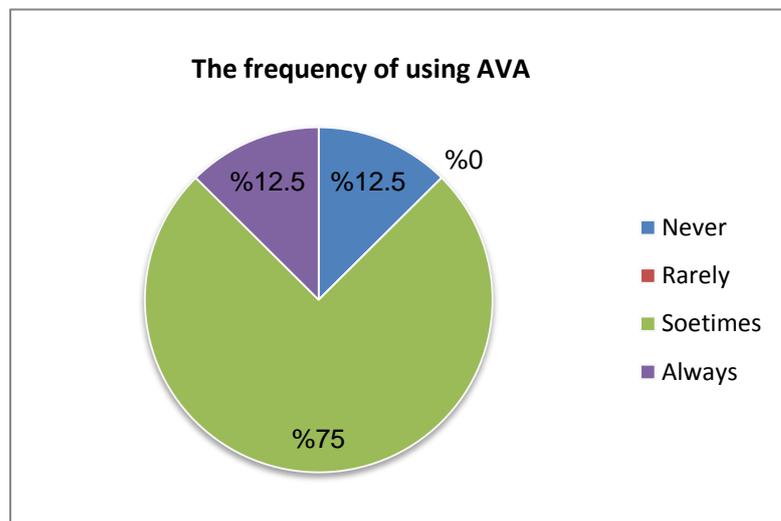


Figure 32: The Frequency of Using AVA

Six teachers 75% said that they use audiovisual aids sometimes, one teacher 12.5% said he use theses aids always, another one teacher 12.5 % rarely use audiovisual aids .all teachers use audiovisual aids never 0%.

Question 18:

- To what extent do audiovisual aids help students speak fluently and accurately?

Options	Very much	Little	Not at all
Participants	7	1	0
%	87.5	12.5	0

Table 33: The Extent That AVA Help Student To Be More Accurate and Fluent

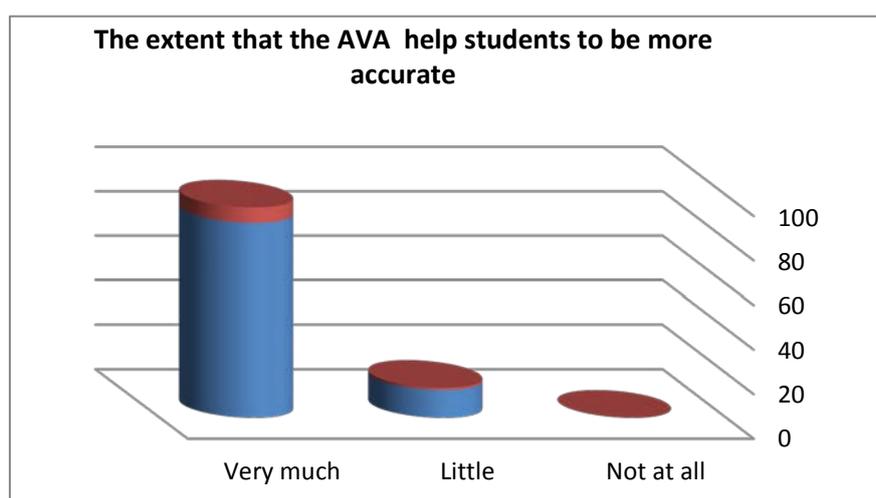


Figure33: The Extent in Which AVA Help Students To be More Accurate and fluent

Through the analysis of the table (32) above, the answers show that seven teachers (87.5%) opted for "very much" which mean that the audiovisual aids are very helpful. Only one teacher 12.5% opted for "little", no one 0% said that audiovisual aids are not helping students to speak correct and accurate English.

Question item 19

- Do you think the audiovisual aids are well suited tool for enhancing students' pronunciation?

Options	Yes	No	Total
participants	8	0	8
%	100%	0%	100

Table 34: Teachers' point of view about the AVA as well-suited tool TO teach pronunciation.

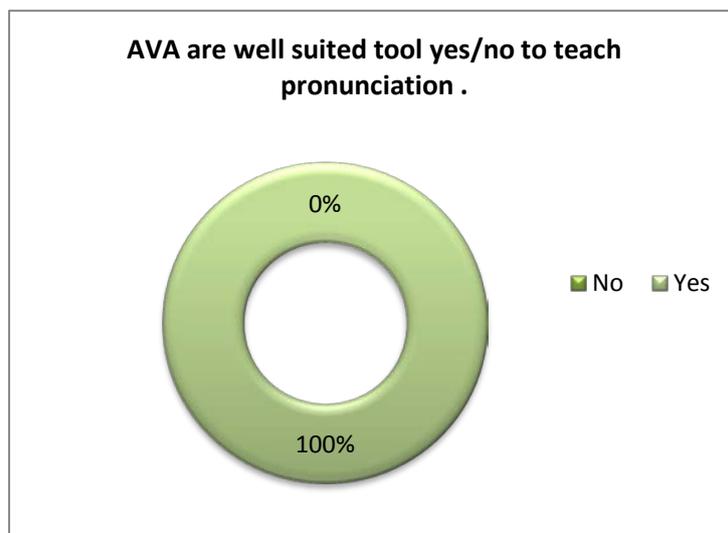


Figure 34: Teachers' point of view about the AVA as well-suited tool to teach pronunciation.

The majority of teachers 100% agree on the use of audiovisual aids as a well-suited tool to teach pronunciation for first year students.

Please, justify.

As it is mentioned above all teacher support the use of audiovisual, in helping students to acquire correct pronunciation. They justify their answer and said:

- Students will imitate and assimilate the correct pronunciation from these aids.
- Audiovisual aids are an authentic material that gives students the opportunity to have an idea on English speaking people.
- AVA help the learner to be close to real life situations presented through these aids.

Question item 20

➤ Do you think teachers' correction of learners' pronunciation after using audiovisual aids is useful?

a- Strongly agree

a- Agree

b- Disagree

d- Strongly disagree

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
participants	2	6	0	0	8
%	25	75	0	0	100

Table 35: Teachers' Perspective Toward The Usefulness of Audiovisual Aids

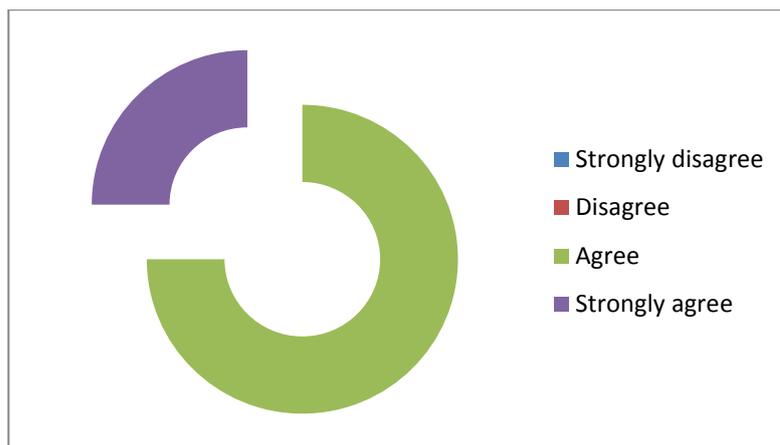


Figure 35: Teachers' perspective toward the usefulness of audiovisual aids

Table above shows that the majority of teachers 75% agree on the usefulness of audiovisual aids and teachers' correction after the use of these aids. Only two teachers 25% who strongly agree.

3.6. Discussion of Students' Questionnaire Results

The present part of the research is mainly devoted to the concluding thoughts expressed through the students' responses' to the questionnaire. These thoughts are summarized in the following statements:

- Most of EFL students' like oral sessions, although students are young but they are aware of the importance of the speaking skill. They said that during the oral session, they can easily and freely express themselves; most of first year students aim to have good level in English. Different oral activities as role plays and discussion give students the opportunity to use their language and learn many aspects such as vocabulary and develop their pronunciation too.

- All students believe that listening skill is very important as results in question 3.
- There is an obvious agreement among participants concerning pronunciation problem. most of first year students find difficulties in pronunciation. Especially in the oral sessions when their teacher urge them to speak.
- Native language interference is the main factor that leads students to mispronounce the English words, in addition to that problem there are other psychological causes such as hesitation and inhibition that make students mispronounce many words.
- All first year students agreed on discussion as the most used activity by the teacher ,the results obtained from the question 11 proves that teachers are in the right path, the half of the participants find discussion the most effective activity .whereas other students prefer language games as an effective strategy .The EFL teacher should vary his/her activity according to students needs and attitudes .In one class we may find different learning styles ,they cannot all agree in one single activity .
- The majority of students like the speaking skill, but they have many obstacles to do so. there are obvious agreements between the participants that the cause of their silence in the oral session is shyness. The responsibility of the teacher is to reduce that problem, moreover the teacher should make the class more flexible and help/push the students to break that obstacle of shyness and speak.

- The majority of first year students know the AVA, because their teacher use these aids in different speaking activity, such as role play, language games ...etc, and the majority of students agree on the benefit of the audiovisual aids. Students find them very effective in improving their pronunciation.
- Audiovisual aids are authentic materials give them the correct pronunciation of native speakers; they said that learning pronunciation will be very easy when they see and hear from the audiovisual aids.
- Some students stated other benefits, they said that the audiovisual aids push and encourage them to speak, they feel more relaxed and confident when it is used in the classroom; moreover, these aids develop their listening skill and language style. Also, these aids motivate them to be active in the class and work together in a group as a team.
- All first-year students enjoy the use of audiovisual aids, as the results appear in the question 17.
- Students mentioned in their justification, that the use of audiovisual aids in the classroom gives them a good impression about the teacher, they said that the teacher who uses these aids he cares about them, also work hard for them to improve their pronunciation and make them successful learners.
- First year students are born digital for that reason they like anything has relation to technology.

- The last question aims to know whether first year students can explore this technology outside the classroom, in order to improve their pronunciation and the English language in general.
- The half of the participants use different aids to improve his //her level in English. They mentioned some of the aids they use at home are videos, audio book, applications on their phones like dictionaries, using YouTube channels and watching TV.

3.7. Discussion of Teachers' Questionnaire Results

- First of all, it is valuable to state that most of the teachers participating in the present research are experienced and they have worthy background knowledge about learners' attitudes in learning English as a foreign Language.
- All the teachers in the sample emphasized on the difficulty of teaching pronunciation, as the results of question3 prove that.
- Teachers' evaluation of students' level of pronunciation differed between good, acceptable, weak. Yet, the supreme evaluation is acceptable level of pronunciation.
- All teachers agreed that the main reason that leads students to mispronunciations is the absence of media used in teaching pronunciation. Teachers mentioned another reason of mispronunciation are the lack of practice and training.
- Additionally, all teachers agreed that first year students face problem to express themselves ,because of many reasons such as :the lack of linguistic competence ,the psychological factors as shyness ,anxiety and the fear of making pronunciation errors .Moreover, first year students do not use authentic audio materials ,also they

are inhibited and they lack self-confidence; in addition to the class size where the teacher cannot control the whole class and listen to each student's pronunciation.

- Teachers provided some techniques to help first year students to improve their pronunciation. These techniques are listening activities, reading aloud, practicing dialogues and singing, all these techniques suggested by teachers to help students to improve their pronunciation.
- In addition to their techniques, they all agreed on drills, dialogues, role plays, imitation and listening to songs as a good strategy that should be used in teaching pronunciation.
- All teachers pointed out that their aim behind teaching pronunciation, is to make their students more accurate. Also they (students) can transmit their message when they communicate with others.
- Teachers claimed that they urge their students to speak. They say that the more students speak the more we (teachers) can discover students' level and their mistakes, then teachers can give them feedback either advices or correct answers.
- Teachers urge their students to speak by asking them questions or undertake projects in order to motivate them to speak.
- All teachers agreed on the effectiveness of AVA in improving EFL learners' pronunciation.
- Furthermore, teachers are in favor of technological materials as a tool for enhancing EFL learners' pronunciation. they said that these materials are beneficial to increase students' level in English. They have said that AVA are authentic

materials that gives students the opportunity to have an idea on English speaking people, and they help them to be close to the real-life situation of native speakers.

3.8. Conclusion

In this study, we dealt with the use of audiovisual aids in the EFL classes. We have gathered and analyzed data about the significance of using these materials in enhancing students' pronunciation. We also investigated the role of the teacher in the class and the strategies that teachers use to help students to develop their level in English. We conclude that both teachers and students affirm the effectiveness of using audio-visual aids to improve pronunciation but there are conditions and techniques /strategies that are necessary to achieve better results using those materials.

Recommendations

These recommendations are drawn from our observations to the outcomes of the students' and teachers' questionnaires:

- The appropriate selection of the audiovisual aids, according to students' needs is very important.
- The teacher should encourage his/her students to use audiovisual outside the classroom, for example asking them to do project, record their voices, filming themselves when they speak to test their pronunciation, preparing podcasts or singing...etc.
- Teacher should motivate students to practice listening because listening is the way to speak.

- Administration should prepare special labs with appropriate audiovisual aids in the language department.
- The Administration and the teacher should design an appropriate lesson plan for teaching student's pronunciation.
- Teachers should raise their students' awareness about language learning strategies and how they will benefit from the use of audiovisual aids to enhance their pronunciation.
- Students should use authentic materials to develop their pronunciation

General Conclusion

The present study aims at investigating the role of audiovisual aids in enhancing EFL learners' pronunciation at Biskra University. For answering the questions of the study, this latter has been divided into three chapters. Chapter one and two are about the literature review of the two variables of this study whereas the third chapter is devoted to the field work.

For a deeper understanding of the subject, two questionnaires have been submitted to EFL first year students as well as teachers of oral expression. As a consequence, the analysis besides to what has been identified in the literature review provided worthy answers for the research questions. The findings of both questionnaires confirm the hypotheses that audiovisual aids are the most effective way to enhance EFL learners' English pronunciation. The outcome of the questionnaire analysis showed that most of EFL first-year students enjoy the use of these aids in their classroom, and they find it very effective in helping them to improve their pronunciation.

The ultimate aims in this research are to increase both students' and teacher's awareness about the effective role of audiovisual aids as well as incorporating their use in the speaking activities to reach better the aim of making the students more accurate when they speak the English language .

Research questions are successfully answered in the present study. The analysis of the gathered data revealed that both teacher and students of first year level of the division of English are aware of the significance of implementing teaching aids.

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Appendices

a. Yes

b.No

12. If yes in which activity does your teacher use most these aids?

a. Discussion

b. Role play

c. Language games

13. These aids are helpful in :

a. Improving your pronunciation

b. Learning vocabulary

c. Motivate you to speak

If there are others, please mention them.

.....

14. Does these aids really help you to improve your pronunciation?

If yes how?

If no why?.....

15. Do you enjoy when your teacher use these aids in the classroom?

a. Yes

b. No

Please justify, in both cases.

.....

16. Do you use any type of audio –visual aids at home to improve your pronunciation?

a.Yes

b.No

If yes, please mention them.

.....

If you have any comment please add them

.....
.....
.....
.....

Thank you so much

Appendices

Appendix 2: Teacher's Questionnaire

Dear Teachers,

You are kindly invited to fill in this questionnaire which aims at investigating the role of Audio-Visual supports in enhancing EFL learners' pronunciation. We would be so grateful if you could sincerely answer the following questions by putting a tick (√) in the appropriate box (es) and making your comments when necessary.

Thank you very much for your collaboration.

Serraye Amel

Background Information

1. Would you please specify your Degree and qualification.

a. BA (license)

b. MA (master)

c. Magister

d. PhD

2. How long have you been teaching English at the university?

a. One to five years

b. Five to ten years

c. More than ten year

Section One: Teaching Pronunciation

3. Which aspect of English language do you see most difficult to be taught?

a. Grammar

b. vocabulary

c. Pronunciation

4. How would assess your student's present level in pronunciation?

- a .Good
- b. Acceptable
- c. Weak

5. According to you what is the main reason that leads students to mispronounce English?

- a. The absence of media used in teaching pronunciation.
- b. The short time devoted to teaching pronunciation.
- c. If there are other reasons, please mention them.

6. As far as the speaking skill is concerned do your students face problems to express themselves orally?

- a . Yes
- b.No

Yes /No please justify

.....

7. What are the difficulties you face with students during the oral session?

- a. pronunciation problems
- b. lack of vocabulary
- c. shyness

If there are others please explain.

.....

.....

8-what are the techniques you select in the oral session to develop student's pronunciation?

And how do you apply them?

.....

.....

9. What are the techniques that should be used in teaching pronunciation?

a. Drills

b. Dialogue and role play.

c .Imitation

d .Listening to songs

10. which technique do you prefer and why ?

.....
.....

11. What is the aim of the teacher behind teaching pronunciation?

a. To make them more accurate

b. To make them more Fluent

c. To achieve a Native- like pronunciation

12. Do you urge your students to speak? Then you check their pronunciation?

a. Yes

b. No

If yes, please say how?

.....
.....

13. How can you help your students to improve their pronunciation?

.....
.....

Section Two: The use of Audio-visual Aids in Teaching

14. Do you use any type of audio-visual aids in class?

a. Yes

b. No

If yes, what kind do you use frequently?

a. Audio-visual

b. Visual

c. Audio -aids

If no, please say why?

.....

.....

15. Do you think that the use of audio -visual aids can improve student's pronunciation?

a. Yes

b.No

If yes, please say how?

.....

.....

16. Do your students enjoy the use of audio-visual aids in their classroom?

a. Yes

b. No

17. How often do you use audiovisual aids?

a. Always

b. Sometimes

c. Rarely

d. Never

18.To what extent do audio-visual aids help students speak fluently and accurately?

a. Very much

b. Little

c. Not at all

19. Do you think the audio-visual aids are well suited tool for enhancing students' pronunciation?

a-Yes

b-No

please, Justify

.....
.....

20. Do you think teacher's correction of learners' pronunciation after using audio –visual aids is useful ?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Please , justify your choice

.....
.....
.....

If you have any suggestions or comments , please add them.

.....
.....

Again, thank you for your time and collaboration

ملخص البحث:

البحث عبارة عن دراسة معمقة عن دور ادوات السمع البصري في تحسين النطق . لمجموعة من طلاب السنة الأولى في قسم اللغة الإنجليزية , بجامعة محمد خيضر بسكرة.

وهذه الدراسة قائمة على هذه الفرضية والتي هي :إذا استعمل المعلم الأجنبي ادوات السمع البصري سيتم تحسين مهارات النطق لدى الطالب. ونتيجة لكل هذا سيتم تطوير المهارات اللغوية للطلاب وخصوصا اثناء التواصل مع الغير. واتبعا كوسيلة في البحث المنهج الوصفي لتأكيد ودراسة الفرضيات. وكأداة استخدمنا استبيانين لجمع المعلومات, وكشفت نتائج الاستبيان لكل من الاساتذة و الطلبة, ان معظم الطلبة يعانون من صعوبات مختلفة في النطق , مما يعيق وصولهم إلى الهدف الرئيس الا وهوا لنطق الصحيح للغة الانجليزية. يرى المعلمون أن نقص التدريب هو العامل الاساسي الذي يؤدي بالطلاب الي سوء النطق . في حين أن الاتفاق واضح بين معظم الاساتذة والطلاب اللذي يكمن في أهمية استخدام الوسائل السمعية البصرية, التي يختارها المعلمون وفقا لاحتياجات طلابهم في أنشطة المختلفة لتعزيز مهارات النطق لديهم . وأخيرا واستنادا إلى النتائج التي توصلت إليها هذه الدراسة ,اقترحنا مجموعة من الحلول و التوصيات التي من شأنها تعزيز استخدام الادوات السمعية البصرية , وبالتالي تحسين المستوى العلمي و الثقافي للطلبة , و الارتقاء بهم إلى مستوى التميز في نطق اللغة الانجليزية على اصولها الصحيحة .