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Improving Learners' Pronunciation Through the Use of Audio-Visual Aids

**The Case of First Year EFL LMD Students at Mohamed Kheider
University of Biskra**

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Language**

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DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the praise is due to Allah alone, the sustainer of all worlds

This work is dedicated to the most precious people to my heart;

To my beloved parent. May Allah bless them now and forever and I thank Allah for having you;

*To all and each one of my brothers and sisters; Mohamed, Samira, Nacer, Adel, Chahinez, Hakim,
Hafnawi, Bilel;*

*To all my dear family and cousins; Souaad, Chahra, Amani, Aya; To my wonderful nephews; Mahdi,
Louay, Layan, Qussay, Jawad, Saja; without forgetting my dear friends Fatima, Malak, Souha, Smiley,*

Warda, Imy; To all my friends and everyone who helped me in order to accomplish this work.

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Abstract

Speaking skill is one of the four skills that should be developed as a means of effective communication in second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and to produce correct pronunciation tends to be a crucial question among teachers. Many EFL learners find difficulties in pronunciation. This dissertation attempts to demonstrate the improvement of EFL learners' pronunciation through the use of the audio-visual aids (AVA). The main objective of this present work is to highlight the effectiveness of those pedagogical tools in enhancing learners' speaking skill and pronunciation. Throughout this study, we hypothesize that if audio visual aids are properly exploited, they could help to improve EFL learners' pronunciation. This study is divided into two parts, descriptive study that involves two chapters and analytical study. In order to test our hypothesis, we designed a questionnaire which was administrated to first year LMD students in the Department of Foreign Languages, the English Division at Mohamed Kheider Biskra University. We also conducted another questionnaire that was administered to the teachers of the phonetics and oral expression at the same university. The results obtained confirmed our hypothesis. Additionally, it showed that the teachers and students consider the AVA an important tool that should be used in classroom to enhance pronunciation.

Key words: EFL learners, Pronunciation difficulties, Audiovisual aids, First year LMD students

List of Abbreviations and Acronyms

AVA: Audio Visual Aids.

EFL: English as a Foreign Language.

FL: Foreign Language.

IPA: The International Phonetic Alphabet.

TL: Target Language.

WH: what, who, when, where.

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الملخص

1. Introduction

Nowadays, English is used in different fields like technology, economics, politics and education. However, teaching this language as a foreign language faces a number of hurdles that constitute real impediments that stand in the way of learners. One of the most serious problems that hinders students in both comprehension and production of speech is the phonological level. Indeed, teaching and learning pronunciation constitute one of the pillars of acquiring proficiency in the target language. Therefore, improving learners' pronunciation is deemed crucial if we want to develop learners' linguistic and communicative competence. Teaching the phonological aspect of the language is above all meant for improving learners' communicative skills. As a matter of fact, teaching pronunciation constitutes a key element in the teaching learning process.

Traditionally, teaching pronunciation was conducted in the classical classroom format, relying mainly on the teacher and the board. However, with the development in technology and the new teaching methodology new techniques and new tools have been introduced in teaching pronunciation. Such media included both audio and visual means which can contribute in the development of foreign language learners' pronunciation. Today, many new innovations have been introduced in the language classroom to assist both teachers and learners. Audio and visual aids are among these innovations.

1. Significance of the study

At the phonological level, correct pronunciation is one of the most important aspects of language learning that foreign learners should master. Correct pronunciation means simply clear and correct communication. Therefore, developing learners' oral skills requires developing both comprehension and production of speech. The medium through which this is realized is proper and correct pronunciation. In other words, if we aim at developing learners'

fluency and accuracy we need to focus on both segmental and suprasegmental pronunciation. This goes through improving learner's production of individual sounds and connected speech.

In fact, this can be achieved only if we adopt appropriate methodology in teaching pronunciation. Improving classroom context can be done the use of adequate teaching media. In the case of teaching pronunciation many tools can be adopted. Therefore, we believe one of the best ways to improve learners' pronunciation the is the incorporation of audio-visual media. They can constitute very efficient pedagogical means to enhance learner's pronunciation and thereby contribute in developing their speaking skill.

Therefore, the main focus of the present study is to show how these pedagogical tools can be appropriately used in order to boost foreign learners' pronunciation. We would like also to show how to exploit them properly in the teaching of pronunciation.

3. Statement of the problem

Mastering the phonological aspects of target language is fundamental in language learning. The ability of pronouncing correctly helps on clarifying the message. The miscommunication or the confusion of what meaning we should select among many others often comes from the pronunciation errors. As a result, there must be a focus in teaching pronunciation and finding the best methods to develop it. In order to reach our objective in helping foreign language learners to overcome pronunciation difficulties teachers make use of different teaching techniques. However, these techniques sometimes show their weaknesses. Therefore, in teaching English as foreign language we have to conduct teaching pronunciation by using audio-visual tools. These tools have proved their efficiency in helping both teachers and learners. These tools are not only attractive to the learners but

allow rich exposure to the TL and therefore, contribute considerably in improving FL learners' pronunciation.

4. Research questions

Through the present study we intend to raise and answer the following questions:

1. Could AVA help in improving EFL learner's pronunciation?
2. What could be the best ways to use these teaching devices?

5. Hypothesis

In our study we start from the assumption that if AVA are properly exploited, they could help improve EFL learner's pronunciation.

6. Research methodology

We believe that the choice of the method is often dictated by the nature of the issue under investigation. In the case of our study, we opted for qualitative method. Our main data gathering tool will be a questionnaire.

7. Sampling

To conduct our study, we choose to work with teachers both phonetics and oral expression at the branch of English at Biskra University. We will also distribute a questionnaire to first year students. The sample will be randomly selected. The number of teachers will be 5 of phonetics and five of oral expression. The number of students of our study will be forty students.

8. Structure of the dissertation

The present study is divided into three chapters. The first one focuses on the **development of students' speaking skill more precisely on pronunciation element. It includes** the definition of speaking skill and its importance and elements .it focuses on the element pronunciation, its importance in communication, the reasons of mispronunciation.

The second chapter discussed the effects of audiovisual supports. It contains an overview about that innovative technique, definition, the purpose from use it in educational system, **types of audiovisual supports, and its effects on promotion the learners' pronunciation and speaking skill.**

The third chapter is devoted on practical part. It concerns with the evaluation and analyzing of gathering data from the questionnaire with general conclusion about the effectiveness of audio-visual aids in teaching and learning process.

Chapter one

The Speaking Skill and Pronunciation

Introduction

Teaching English language as a foreign language faces a number of hurdles that constitute real impediments that stand in the way of learners. One of the most serious problems that hinders students in both comprehension and production of speech is the phonological level. Indeed, teaching and learning pronunciation constitute one of the pillars of acquiring proficiency in the target language. Therefore, improving learners' pronunciation is deemed crucial if we want to develop learners linguistic and communicative competence. Teaching the phonological aspect of the language is above all meant for improving learners' communicative skills. As a matter of fact, teaching pronunciation constitute a key element in the teaching learning process.

This chapter tries to give a set of definitions about speaking skill and pronunciation introduced by different scholars. Also, explaining the role and the parts of the pronunciation. Finally, we are going to mention the factors that effect on learner' pronunciation.

1.1 Definition of the Speaking Skill

Speaking is one of the four language skills and the most important one to be well rounded communicators. Many EFL learners give a priority to master this skill in order to master in English. Different definitions have been suggested by researchers and scholars. Burns (1997) states that:” speaking is a complex skill that must be acquired and practiced over time”. Furthermore, it is the means with which learners can communicate and express their emotions and ideas.

Moreover, speaking needs that learners understand when, why, and in what ways to produce language (Burns & Joyce, 1997).according to Nunan (1991) declares that “the most people, mastering the art of speaking is single most important factors of learning a second or FL and success is a major item of the ability to carry out a conversation in the language.”

In addition, (Florez, 1999, p. 1) indicates that “speaking skill is an interactive process of constructing meaning that involves producing, receiving, and processing information”.

1.2 Definition of Pronunciation

Most EFL learners want to be able to speak English fluently with good pronunciation. It is the first thing that learners learn in English. We can say that the pronunciation is the oral and the physical process of producing sounds in a language. Hornby says that “Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language” (1995, p.928). Depending on Cambridge Advanced Learner's Dictionary & Thesaurus, pronunciation is the process of saying words with giving the importance to the spoken stress and rhythm. More than that, Morley considers pronunciation “an integral part of oral communication” (1991, p. 496). In other words, it is the matter of working on producing the smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units.

A great number of researchers promote the serious roles that pronunciation plays in communication. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Furthermore, Pronunciation is the way of uttering a word in accepted manner (Otlowski, 1998).

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

3.1 The Role of Good Pronunciation in Communication

At the phonological level, correct pronunciation is one of the most important aspect of language learning that foreign learners should master. Correct pronunciation means simply clear and correct communication and it provides for EFL learners to be good communicators.

Improper pronunciation can lead to misunderstanding and an ineffective communication. According to Hismanoglu (2006),” pronunciation instruction is very important for oral **communication**”. Moreover, the confidence and the competence in pronunciation should be developed by learners in order to have good speaking skill and as a consequence developing the other skills like vocabulary.

1.4 Features of English Pronunciation

English pronunciation is a combination of sound segments in order to express any message. Morley (1991) states that” effective English pronunciation training should include both ‘segmental’ and ‘suprasegmental’ aspects”. The speaker or the learner needs to construct clear and correct structure depending on those elements for better pronunciation. They considered important for simplifying learners’ procurement of the L2 phonological level.

1.4.1 Suprasegmental Features

Suprasegmental Is: “A term used in phonetics and phonology to refer to a vocal effect which extends over more than one sound segment in an utterance, such as a pitch, stress or juncture pattern. In its contrast with ‘segmental’, it is seen as one of two main classes into which phonological units can be divided” (David Christal, 2008). Suprasegmental or the prosodic features are speech techniques that applied to multiple segments. They refer to the speech aspects beyond the level of the individual sound, like intonation, rhythm and stress. Besides learning grammar and vocabulary, learners must improve the stress, rhythm and intonation (called also prosodic characteristics of Speech) in order to be understood while speaking English because they affect the quality of communication to a great extent.

1.4.1.1 Word Stress

Basically, Stress means that the speaker of English needs to make certain syllables in a word longer, lower and higher in pitch. It is one of the suprasegmental features that requires using degree of force in producing a syllable. Every word (except function words like articles

and prepositions) in English has only one syllable with stress. There are five principle rules about word tress:

1-Most of nouns with two syllables have the stress on the first syllable, for example:

Pro'duct **ex**'port

2- Most of adjectives with two syllables have the stress on the first syllable,

Clev'er **hand**'some

3- Words that end with **tion**, **cian** and **sion** have the stress on penultimate syllable (penultimate = second from end)

Permis'sion **revela**'tion

4- Words that end with **ic** have the stress on penultimate syllable.

Geolog'ic **poet**'ic

5- Words that end with **ee**, **oo** and most of verbs with two syllables have the stress on the last syllable.

Export **degree**

1.4.1.2 Intonation

The melody in the speech is called intonation or pitch. Intonation is defined by Cambridge Dictionary as: "the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said". Controlling intonation is important and powerful tool for communication in English. In other word, intonation is the combination of stress and the pitch variations. The misuse of intonation makes confusion for the listeners about the intended message and may lead to wrong impression. So, EFL learners must understand how to use this tool to convey proper meaning, emotion and expression. There are three intonation patterns:

□ **Rising intonation**

The pitch begins to rise on the accented syllable and it continues to rise till the end of the tone unit. We can find this pattern in open choice alternative questions or, YES or NO question.

□ **Falling intonation**

The pitch begins to fall on the accented syllable and it continues to fall till the end of the tone unit. It is founded in declarative statements, exclamatory sentences, tag question eliciting agreement, WH questions and commands. For example:

“We really ought to visit him, should not we?”

I have to work late tonight.

Sit down!

□ **Partial falling intonation**

Is used when we want to make a partial statement; that is, to say that something applies partly, to some extent, but not completely. Also, is used in negative statements.

She wasn't very pleased.

1.4.1.3 Rhythm

Rhythm is the musicality of English language. It is created by stressing some words or syllables and distressing others. Rhythm comes from the combination of the two types of stress; Syllable stress in words and Word stress in sentences. Word stress in sentences is important to the meaning because they carry the content of the sentence. Those content words are: main verbs, nouns, adjectives, adverbs, negatives, WH words and interjections. Rhythm

is also about distressing the non-content words (not essential). Non-content words include: articles, conjunctions, prepositions, pronouns, auxiliary verbs.

1.4.2 Segmental features

English has a system of sound which is made up of phonemes that carry the potential to make meaning. Each sound in a word or phrase is considered as a segment. Depending on Crystal D A Dictionary of Linguistics and Phonetics, the segment is a term used in phonetics and linguistics primarily to refer to any discrete unit that can be identified, either physically or auditorily, in the stream of speech. The segmental features or the phonemes are the individual sounds that make the differences of meaning between one word from another. According to IPA (The International Phonetic Alphabet), phones or the phonemes are the basic phonetic units. They divided into two classes; vowels and consonants, which are the basis for English pronunciation. According British Received Pronunciation, the sounds of English are represented by 44 symbols called phonemes: 24 consonant sounds and 20 vowel sounds.

1.4.2.1 Vowel sounds

According to Oxford Living Dictionary:” the vowel is a speech sound which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable”. In addition,” vowel is defined as one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction” (Merriam Webster Electronic Dictionary. The vowel is a letter of the alphabet (a, e, i, o, u and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity.

The following table shows the short vowels, long vowels (monophthongs), and diphthongs in English.

Table 1.1 The IPA Vowels Sounds

Long vowels	Short vowels	Diphthongs
/i:/ feet	/ɪ/ fit	/aɪ/ pride
/u:/group	/ʌ/ umbrella	/eɪ/ rain
/ɜ:/ first	/e/ met	/ɔɪ/ oil
/ɔ:/horse	/æ/ apple	/aʊ/ out
/ɑ:/ park	/ɒ/ motto	/eə/ there
	/ə/ again	/əʊ/ coast
	/ʊ/ put	/ʊə/ pure
		/ɪə/ clear

Vowels are classified according to the position of the tongue whether is high or low, in the front of the mouth or in back and about the lips rounded or not.

•High vowels:

/i:/, /ɪ/, /u/, /ʊ/.

•Mid vowels:

/e/, /o/, /ə/, /ʌ/, /ɜ/.

•Low vowels:

/æ/, /a/.

•Front vowels: the tongue is in the front part of the mouth and the front part of it is raised to the hard palate.

/i:/, /ɪ/, /e/, /ɛ/, /æ/.

•**Central vowels:**

/ə/, /ʌ/.

•**Back vowels:**

/u:/, /ɔ:/, /o/, /æ/, /ɑ/, /ɔ/, /o/, /ɑ:/.

•**Round vowels:** lips are protruded.

/u, /ʊ, /o/, /ɔ/.

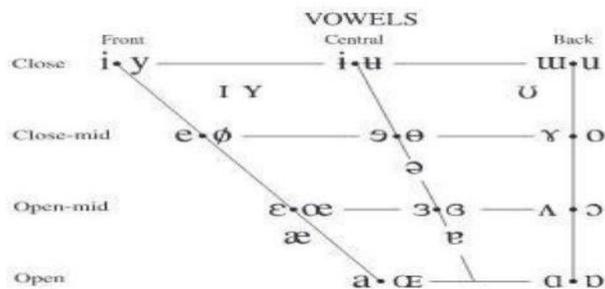


Figure 1.1 Where Vowel Symbols Appear in Pair (Ladefoged and Keith Johnson, 2010)

1.4.2.2 Consonant Sounds

Consonant is "one of the speech sounds or letters of the alphabet that is not a vowel.

Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue". (Cambridge Dictionary).

According to IPA, the consonants are presented as the following:

- | | |
|------|-----|
| pay | [p] |
| bay | [b] |
| may | [m] |
| tie | [t] |
| die | [d] |
| no | [n] |
| cake | [k] |

go	[g]
sing	[ŋ]
fee	[f]
vow	[v]
so	[s]
zoo	[z]
thigh	[θ]
they	[ð]
show	[ʃ]
Jacques	[ʒ]
church	[tʃ]
judge	[dʒ]
lie	[l]
rye	[r]
yes	[j]
weigh	[w]
hay	[h]

1.4.2.2.1 Place of articulation

The place of articulation is where in the vocal tract the obstruction of the consonant occurs, and which speech organs are involved. Major places include bilabial, Labio-dental, lingua-dental, lingua-alveolar, lingual palatal, lingua-velar, glottal. **Bilabial:** articulated by the lower lip and upper lip (/m/ /b/ /p/ /w/).

Labio-dental: articulated by the lip and teeth (/f/ /v/).

Lingua-dental: articulated by the tongue and teeth (/θ/ /ð/).

Lingua-alveolar: articulated by the tongue and gum ridge (/t/ /d/ /s/ /z/ /tʃ/ /dʒ/ /n/ /l/ /t/).

Lingual palatal: articulated by the tongue and hard palate (/j/ /ɜ/ /ɪ/ /j/

Lingua-velar: articulated by the tongue and soft palate (velum) (/k/ /g/ /ŋ/ /w/).

Glottal: articulated by the glottis (/h).

English consonants can be divided into two categories; voiced or voiceless. When producing voiced sounds, the vocal cords which located in the throat vibrate. But when making voiceless sounds, the vocal cords do not vibrate.

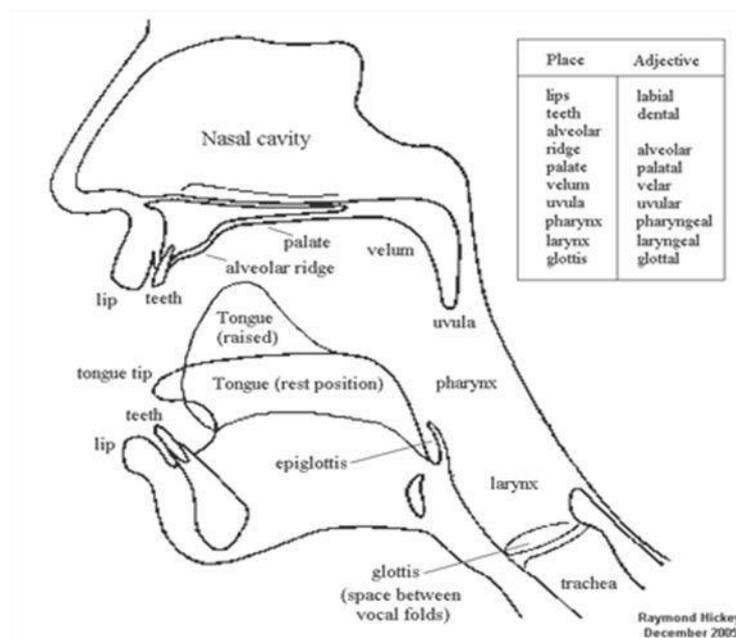


Figure 1.2 Sagittal Section of the Vocal Tract Showing the Place of Articulation in English (Peter Ladefoged and Keith Johnson, 2010, p.11)

Table 1.2 List of Voiced and Voiceless Consonants in English

Voiced	Voiceless	Examples	
/d/	/t/	dug	tug
/b/	/p/	ball	Paul
/v/	/f/	vile	file
/z/	/s/	zoe	sue
/g/	/k/	girl	curl
/ʒ/	/ʃ/	Asian	agin'
/dʒ/	/tʃ/	Jill	chill
/ð/	/θ/	either	ether

1.5 Factors Influencing Learners' Pronunciation

As mentioned before, pronunciation is an important key in communication process. In fact, learning pronunciation is a difficult process because of several factors that effect on the development of EFL learners' accurate pronunciation. Poor and incorrect pronunciation will make misunderstanding for the intended message for both speakers and listeners. More than that, it will lead to negative impact and influence on their confidence. Those factors and hurdles can be internal or external ones.

1.5.1 Language interference

A learners' first language has a deep and strong influence on the process of learning English pronunciation. Each language in the world has its own varieties and accents. It is

harder especially if there are some sounds do not exist in their mother language. The degree of difficulty in learning pronunciation depends on how the EFL native language is different from English. The similarities between the mother tongue and the target language can influence on the pronunciation. For instance, it is easy to move from French to English language but it will be more difficult to move from Arabic to English.

1.5.2 Learners' age

It has been noticed by a great number of researchers that the age of the learner has a marked influence in the way of learning pronunciation. It is easy step for the younger learners to acquire the language accuracy than the adults. That does not mean that the adults cannot learn the L2 or FL, but it will be harder for them.

1.5.3 Learners' Attitude and psychological factors(motivation)

It is an important factor that affect in a bad way on learners' pronunciation if the attitude of the learners is negative. The positive toward learning English allow for learners to learn faster. If the learners are motivated and interested to learn then it will affect on pronunciation perfectly. But when the leaner does not care, it hard to reach the level.

1.5.4 The amount of exposure

Practicing English is not only in the classroom. Learners who are surrounded by native speakers or live in English community have the opportunity to use English and communicate with it. But learners that are living in non-English speaking community, there will be difficulties for them to practice speaking as well as learn pronunciation.

1.6 Teaching pronunciation

Teaching pronunciation is very important step and challenging task for both teachers and learners that the teacher must undertake within classroom activities. Pronunciation has always been perceived as a difficult task and neglected in learning and teaching process.

This will help the learners to learn how sounds are articulated in the given language which gives which helps them to improve their speaking skills. In addition, teaching pronunciation to the learners will give them the opportunity to improve their communicative skills. Therefore, the teacher must give instructions and show them the correct way of how English is spoken by the natives.

Besides, the learners also need to concentrate on the pronunciation basics. The most important step that the teachers should consider is how to make the learners motivated towards learning pronunciation. There are different strategies that used by teachers to gain the needed and desired objectives. For example, great number of teachers depends on using audio visual aids in their teaching process as a facilitator tool. This point is going to discussed in the next chapter to show how we use that tool in teaching pronunciation.

Conclusion

In this chapter we set different definitions of speaking skill and pronunciation by different scholars and dictionaries. Then, we discussed the importance of correct pronunciation in communication. In addition, we mentioned the different features and elements of English pronunciation. Also, we discussed the factors that influence on the learners' pronunciation. Finally, we have given a look on the importance of teaching pronunciation in classroom and how the teacher can guide the learners to fit their needs in speaking skill.

Chapter Two

The Use of Audio-Visual Aids in Teaching English Pronunciation

Introduction

The application of technology in teaching and learning process has greatly helped EFL learners and teachers. With the development in technology and the new teaching methodology, many different forms of innovations and new techniques have been entered the classroom and introduced in teaching and learning process. Among those applications is using the audiovisual aids (AVA henceforth). Teachers rely on incorporation of the AVA when producing their lessons to provide for learners extra understanding and retening for the information. They can constitute very efficient pedagogical means to enhance learner's pronunciation and thereby contribute in developing their speaking skill. AVA or we call them the instructional materials are considered as an easy and understandable learning materials. In this chapter , we are going to introduce those innovations and clarify how they can enhance EFL learners pronunciation.

2.1 Definition of the Audiovisual Aids

The term Audio-visual is a combination of two words: audio referring to the material which we use hearing sense, and visual referring to that which we use sense of sight. AVA are innovations and equipments used to present information. Kinder and James S(1942) stated: "Audio visual aids are any device which can be used to make the learning more effective, more concrete, more realistic and more dynamic". According to Burton,(1955), "Audio Visual aids are those sensory objects or images which initiate or stimulate and reinforce learning". Additionally, McKeon and Roberts(as cited in Rather,2004,p.52) assert that, "Audio-visual aids are supplementary devices by which the teacher through the utilization of more than one sensory channel keeps to clarify, establish and correlate concepts, interpretations and appreciations". A great number of researchers claim that learning is gained by senses. Sight sense contributes 40% in this process of

getting knowledge, while 20 is provided by the audibility sense . Hence, the AVA can be an effective and appropriate tool for the EFL learners' skills enhancement. Audiovisual aids are technical devices that have a great influence in making teaching effective and the best dissemination of knowledge .

2.2 Types of the Audiovisual Aids

In modern educational system, many teachers rely on using audio visual materials in their teaching session as facilitators to pass on the information. They adopt those aids to avoid learners' tediousness and motivate them for learning. AVA enable the EFL learners to listen, see and learn faster. Generally, AVA are classified into three types: audio aids, visual aids and audio visual aids.

2.2.1 The Visual Aids

Visual aids are those instructional devices that can be seen. Visual aids can abound a great contribution to the students for understanding the information and retain it. Hence, teachers include different types of visual aids when delivering their lessons. By using visual tools in the classroom, teachers are able to make the content of the courses more accessible to a wider range of students. Visual aids are powerful tool for the teachers to enhance the way of presenting the topic. The visual presentations can appeal directly to the learners' imagination as well as powering the spoken words. If visual aids are used well by the teacher they will strengthen the presentation by involving the learners in the task. They can also be a helpful reminder for both teachers and learners.

There are various kinds of those materials that can be used throughout teaching learning process. We are going to mention the most commonly used in classroom. They are as follows :

:

2.2.1.1 Data projector

A great number of teachers make use of the data projector. According to Cambridge Dictionary: "Data projector is a piece of electronic equipment that is used to show information from a computer screen on a large screen". This device can be so useful for the students to make better notes taking. The good thing in this material is that in case the learners missed some point, they can ask the teacher to repeat the slide.



Figure 2.1 Data Projector Model.

2.2.1.2 Slideware

Slide ware is software for showing created presentations and displaying slides in an electronic device or in a projection screen shows such as Microsoft PowerPoint, Google Drive Presentation, and others. Currently, the most popular slides producing software used in educational system is PowerPoint. Microsoft PowerPoint a kind of visual aid that if used properly, it can really help in lessons presentation It is great and easy way to show information and helps the teacher to organize the speech in better ways. Moreover, it makes the presentation lively by using different colorful visuals and examples. It also helps the audience to concentrate on the presentation, attentive and engaged in the different classroom tasks. There are some tips to follow when using this software. The teachers must keep the presentation simple and short like using no more than three to five points per slide. He should not also write notes under the slides for his benefit because that will distract the teacher and the learner.

2.2.1.3 Posters and Flip Charts

They are visual materials and large pad of papers series and pictures with or without words. Posters and flip charts can be prepared in advance and requires no technical expertise. They are used during the session for presenting and recording information. Posters and flip charts are easy to set up and allow creating an esthetic and motivational atmospheric. Besides, they can attract the learners' attention to gain the information easily. When posters and flip charts are used when introducing the lesson to the learners, it becomes more real and contextualized and the learners can get an overview of the topic.

2.2.1.4 Handouts

According to Oxford Collocations Dictionary, handout is:” a document that is given to students in class or people attending a talk, etc. and that contains a summary of the lesson/talk, a set of exercises”. Handouts are usually used to help the EFL learners to memorize easily. The teacher can use the handouts if the information is too detailed to fit on a slide. Also, they are used to give the learners the full records of the teacher's findings.

2.2.1.5 Green / White Boards

Black and white boards are the simplest visual teaching tools that associated and included in teaching and learning process. They are widely founded in schools and they are easy to use. Using black/ white boards helps the teachers to clarify the title and record the important points when introduce the topic. Since sight sense contributes 40% in the process of getting knowledge, green and white boards offer for the learners the opportunity to gain the information in different formats.

2.2.2 The Audio Aids

The audio aids are those innovations and instruments that can be heard. Audio aids function as helpful facilitators for motivating EFL learners to acquire foreign language and improve their speaking skill. In one hand, they give them the opportunity to hear the language as it is spoken and used by the natives. In other hand, they attract the learner's attention and motivate them to be engaged in classroom learning activities. Audio devices can have different models, they include tape recordings, radio, songs...etc. The following instructional devices can be used by the teachers and learners in order to enhance and facilitate the way of learning FL.

2.2.2.1 Radio Broadcast

In the teaching-learning process, it is very important to give the learners a chance and opportunity to enrich their speaking skill by applying different listening activities. Radio is one of the audio aids that can be used in classroom as listening activity for enhancing learners' pronunciation. It is one of the most affordable educational technologies available for using in classroom. In addition, it can be a powerful tool for presenting the lesson in better way. It provides knowledge about different topics. Odera (2006, p.02) said that:

“Radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German and Kiswahili at all levels of education. Language programmes on radio helps to increase the students' mastery of vocabulary and pronunciation as students learn to imitate the radio presenters. She further noted that if this learning resource is carefully selected and used, then learning becomes more interesting effective and meaningful”.

2.2.2.2 Audio Recordings

It is an instrument on which a sounded information has been recorded. It is quick and effective tool that provides for learners the opportunity to listen to the different English accents and enhance their level in pronunciation. Audio recordings give the learners the ability to listen to the recorded sample and repeat it when it is necessary. Learners can record their own discussions and speech; that may help students to improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills.

2.2.2.3 Songs

Song is another type of audio aid that can be used in designing activities in a language classroom. Undoubtedly, songs take a vast part in people's lives and they are familiar to everyone. Eken (1996, p 46) enumerates different reasons for using songs in classroom. He mentioned that "Some teachers may use them to focus on frequent learner errors in a more indirect way". One of these errors can be mispronunciation problems that the EFL learners' face. Also, songs can pick learners' attention easily and make them more attentive and engaged in classroom tasks. Harmer stated that:

"Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of the leisure and the world of learning". (2007, p. 242)

2.2.2.4 Audiobooks

Audiobook is a technological tool that provides an audio form or version of a printed text book read loudly usually by an author or an actor. Researchers claim that audiobook have notable effects on learners' pronunciation level. (Couper, 2003) postulate that since there is a close relationship between listening skill and speaking skill, hearing to audiobook can improve learners' awareness about producing the correct pronunciation. According to a study which conducted by Saka (2015) that based on investigating the effects of AVA on pronunciation. She found that there is a positive attitude in pronouncing performance when using that innovation.

2.2.2.5 Headphones

Headphones is an audio component that allow the learners to focus and make the learning and teaching more entertaining. Because of the distractions whether from the noise inside or outside the classroom, it is difficult for students to keep concentrating almost the time. Using headphones can help in keeping them on the same level and to pay attention to the course. The validity of headphones in the classroom can encourage learners to keep learning by aiding them to hear better.



Figure 2.2 Headphones

2.2.2.6 Microphone

Each student in the classroom has to be able to hear and understand what the teacher says. So, providing the classroom with audio system like microphone will definitely allow the teacher's voice to be clearly heard and understood specially if the teacher face voice problems.



Figure 2.3 Microphones.

2.2.3 The audiovisual Aids

Dr. Mark Ross; a professor in University of Connecticut, **said:**” Hearing is the primary channel for learning. The more children hear, the better they learn”. According to Merriam Webster Dictionary, audiovisual aids are defined as:” instructional materials (such as DVDs) that make use of both hearing and sight. The educational audiovisual aids are designed to help the teacher and the learners by using the two senses of sight and hearing. They help to engage the learners in more tasks, and also keep them interested.

While using audiovisual aids, teacher should make a good and appropriate use of those devices for effective teaching and learning process. There are various kinds of

audio-visual aids that can be used by the teacher in classroom. Some of which can be used by teacher in teaching as follow:

2.3.1 Videos

Videos is a combination of sight, sounds and motion. Using videos in classroom is one of the most valuable resources that applied in education in order to facilitate language teaching and learning. It makes the classroom interesting, more interacting and challenging. Moreover, they show the learners how the English is used naturally by natives. Besides, videos allow for teachers to provide more information and activities in less time. They give the complete freedom to control in the process of presenting the topic; he can stop, start and repeat it for several times whenever it is necessary.

Videos can bring actions, scenes and sounds into presentation which the learners can enjoy the dialogues of speakers and practicing pronunciation. There are a lot of education videos available in YouTube that the teacher can rely on.

2.3.2 Television

Television is a medium that can be used for educational purposes. There are some programs and shows are designed to have an educational content that teacher can apply in classroom. Besides, it will be helpful for the teachers to know the popular programs that their students are watching and interesting with. While presenting the topic, teachers must make a connection between the television program and the topic being studied. The **teacher's role here** is how to make the students focus on the speaker's way of speaking, intonation, gestures, and expressions to develop their language skills.

2.3.3 Language Laboratory

According to Cambridge Dictionary, language laboratory is, "a room in a school or college in which students can use equipment to help them practice listening to and

speaking a foreign language”. It is an audio or audio-visual innovation used as an aid in modern teaching and learning process. It enables students to train pronunciation of foreign languages loudly through casual. Additionally, it offers texts, pictures, audios and videos that can be easily integrated. Modern language laboratory is decorated with all the necessary elements including computers, headsets, microphones, tape deck. Learners can individually read a text and then listen to the audio version of the text so that they learn the correct pronunciation.

Moreover, students can read a text and at the same time. Modern language laboratory consists of various components. Among these components are the following:

2.3.3.1 Computers

Computers are important part in modern language laboratory. Teacher and students have computers front of them that requires advanced software in order to derive all its possible capability. Computer can support learning by organizing information and sharing it with all the classroom members specially if they have large classrooms. In addition, they can give offer for the learners an extra explanation to an effective learning.

2.3.3.2 Headsets with a built-in microphone

It designed to facilitate communication between the people who use the lab (teachers and students). It takes place in different activities whether listening activity, speaking activity or both. Headsets with a built-in microphone allow for the teacher and the students to hear and speak to each other with clarity and reliability.

2.3.3.3 Furniture

Language laboratories should provide specific and fundamental elements such like large class space, chairs, desks...etc. The classroom designs must be flexible and can be arranged to help the teacher and learners to connect to each other. The furniture for the

pronunciation's elements by underlining or coloring that syllable or element. So, we can classify the advantages of the AVA as the following:

- They are cheap and simple to use in normal classroom.
- Improve learners' comprehension ability.
- Learners become comfortable as well as attentive in the classroom.
- AVA allow for the students to make the information gained long-lasting and easy to retention it.
- AVA can save time and energy in the classroom.
- They help the teachers to develop different activities.
- AVA can be used for any age or ability group.
- They maintain a high level of interest in the lesson.
- AVA are attractive and easy to understand.

2.5 The constrains interrupting the use of the audiovisual aids

Although the audiovisual aids are designed to facilitate the teaching learning process, there are number of challenges and factors that interrupt the use of those materials in classroom. The teacher is the key of the success or failure of the process. If the materials are not used or selected correctly, the aim of the lesson cannot be gained. The following factors can be the most constrains faced by the learners and teachers when using AVA aids:

- Misusing and the improper selection of the material (do not related to the subject).
- The quality of the sounds or the visions may not be good and clear.
- Some teachers do not know how to use technology (incompetence in using technical materials).
- The language level of the audio or video cannot be appropriate for the learners (language difficulty).

- The absence of proper and well preparation.
- The lack of finances and poor maintenance of suitable materials
- The difference between learners' needs, learners' competence, and their interests.

13.2. Principles for using Audiovisuals

To get well feedback from using audiovisual aids, the teacher needs to follow some guidelines and principles. Some points need to be considered when using the AVA aids such like the quality of the material, the group of the learners whom it is to be used, selection of the appropriate material...etc. We can summarize it as the following:

- Simplicity:** For example, use simple diagrams because simplicity is the key to gain the learners' attention and interest.
- Selection:** the materials should be selected properly and related to the subject.
- Using different kinds of materials (according to the activity).
- The materials should be used skillfully.
- The material should be suited for the maturity level of the students.
- The teaching aid must be displayed properly so that all the learners are able to see and hear it.
- The teaching aid must suit the learners' age.
- The teacher must should familiarize with the use of the technical material.
- In some cases (for example when using language laboratory), the teacher must help the students and give them instructions.

Conclusion

This chapter was on overview about the audiovisual aids and its use in classroom. It tackled the definition of AVA. We mentioned its different types and importance for the teachers and students. We have also shed light on constrains that interrupt the use of those teaching aids. Finally, we have mentioned some principles for using the audio-

visual aids to obtain well feedback. It can be concluded that the use of AVA is nowadays inevitable in the classroom. They are so beneficial for learners and help to reach to effective learning and successful teaching if they used appropriately.

Chapter Three

The Field Work

Introduction

The aim of this chapter is to investigate the effectiveness of the audiovisual aids in the teaching and learning process and its role in improving EFL learners' pronunciation. This study was conducted with the participation of the teachers of phonetics and students of first year LMD English at University of Mohamed Kheider Biskra. Two questionnaires were addressed to get the teachers' and students' opinions towards using the AVA in classroom. The results will be discussed and analyzed of the answers given by teachers and students after the presentation of the research implementation

3.1 Methodology

In order to confirm or reject our hypotheses in the present research we used descriptive method. The data gathering tool were used: a questionnaire administered to first year LMD students of English in foreign department of Mohammed Kheider Biskra University, and a questionnaire for teachers of oral expression and phonetics.

3.1.1 Population

3.1.1.1 The Students

The sample selected for this study was students of Mohammed Kheider at University of Biskra, the academic year 2018/2019. A sample of forty (40) students was selected randomly from different classes.

3.1.1.2 The Teachers

We dealt with the sample of ten (10) teachers of Phonetics and Oral Expression teachers from the division of English at Biskra University during the academic year 2018/2019. They were selected randomly.

3.2 Description of the Questionnaires

3.2.1 The students' Questionnaire

The students' questionnaire is distributed to 40 students of English in foreign languages department of Mohammed Kheider Biskra University chosen randomly during the academic year: 2018/2019. The questionnaires were divided into three sections. The first section carries on general information mainly about sex and gender and English career. The second section covers information about lack of pronunciation. It consists of 5 questions. The third section was about using of audio-visual aids in the classroom. It consists of 8 questions including both the open ended and the close ended questions.

3.2.2 The teachers' Questionnaire

The **teachers'** questionnaire was submitted to the teachers of Oral Expression and Phonetics at the Department of English, University of Biskra. The questionnaire divided into two sections. The first section was about the degree of the teacher and his in-teaching English in the University. The second section was concerned about teaching pronunciation through Audio-Visual Aids. It consisted of 10 questions including both open ended and close ended questions.

3.3.1 Analysis of the results of the Students' Questionnaires

Section one: General information

Item one: Student's gender

Responses	Male	Female
Participants	8	32
Percentage	20%	80%

Table 3.1 Student's gender

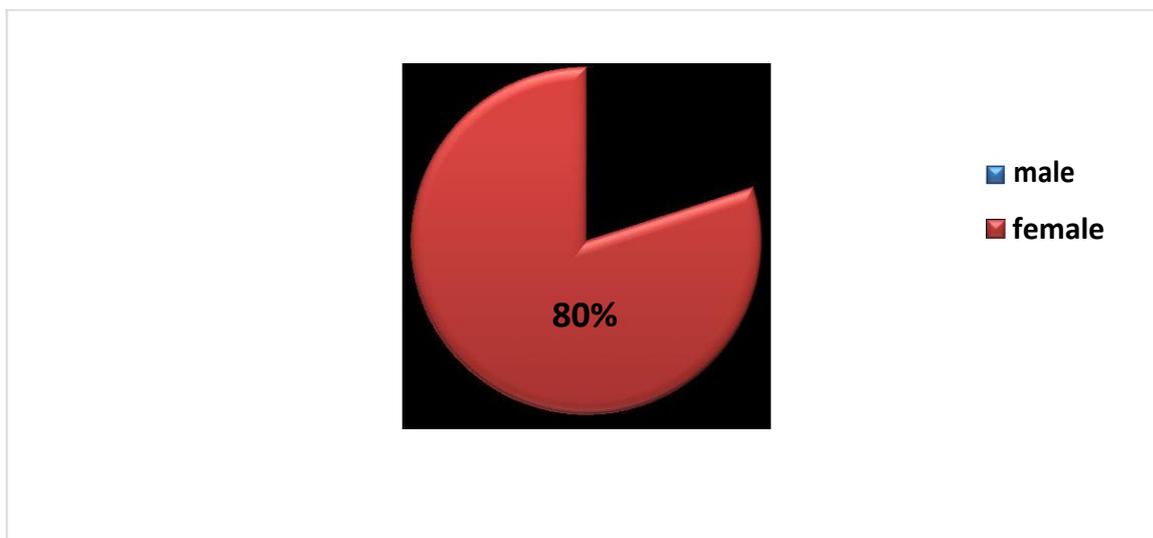


Figure 3.1 Student's gender

The table and the figure show that the majority of the participants are female 80% while the male is just 20%. That means the most English students are females and they are more interested in learning English.

Item two: Your choice of English

Responses	Personal	Imposed
Participants	32	8
Percentage	80%	20%

Table 3.2 The students' choice of English

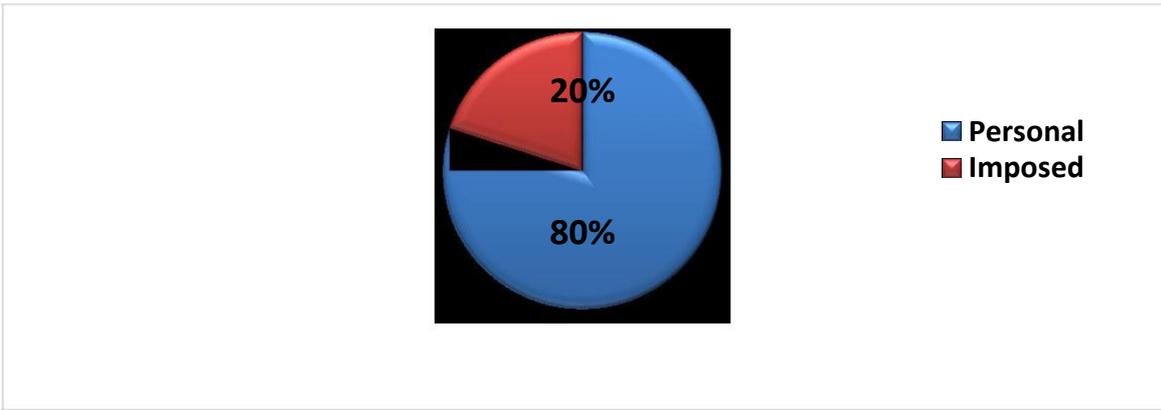


Figure 3.2 The students' choice of English

The majority of the students stated that the choice of English was their own decision (80%) and they are interested to study it while a few proportions said that they are obliged to study it.

Item03: How often you do English speaking practice?

Responses	Always	Sometimes	Rarely
Participants	5	27	8
Percentage	12.5%	67.5%	20%

Table 3.3 Students' attitudes about times in practicing speaking skill

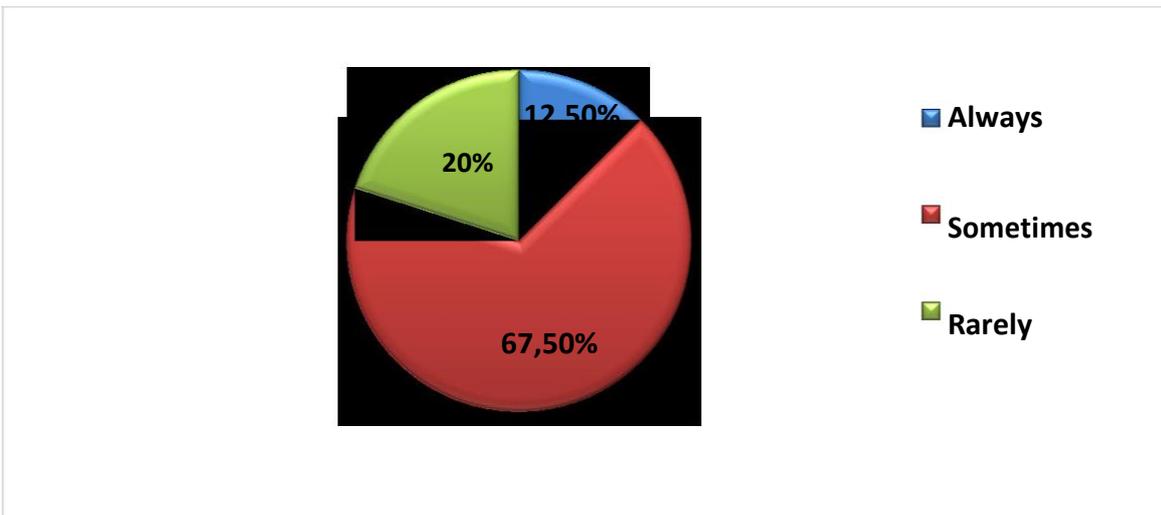


Figure 3.3 Students' attitudes about times in practicing speaking skill

The table shows that 12.5% from the students are always practicing speaking skill. 67.5% answered that they are sometimes practice the speaking skill. The rest (20%) said that they practice it rarely.

Item04: Do you find difficulties in pronunciation?

Responses	Yes	No
Participants	25	15
Percentage	62.5%	37.5%

Table 3.4 Students' attitudes towards pronunciation difficulty

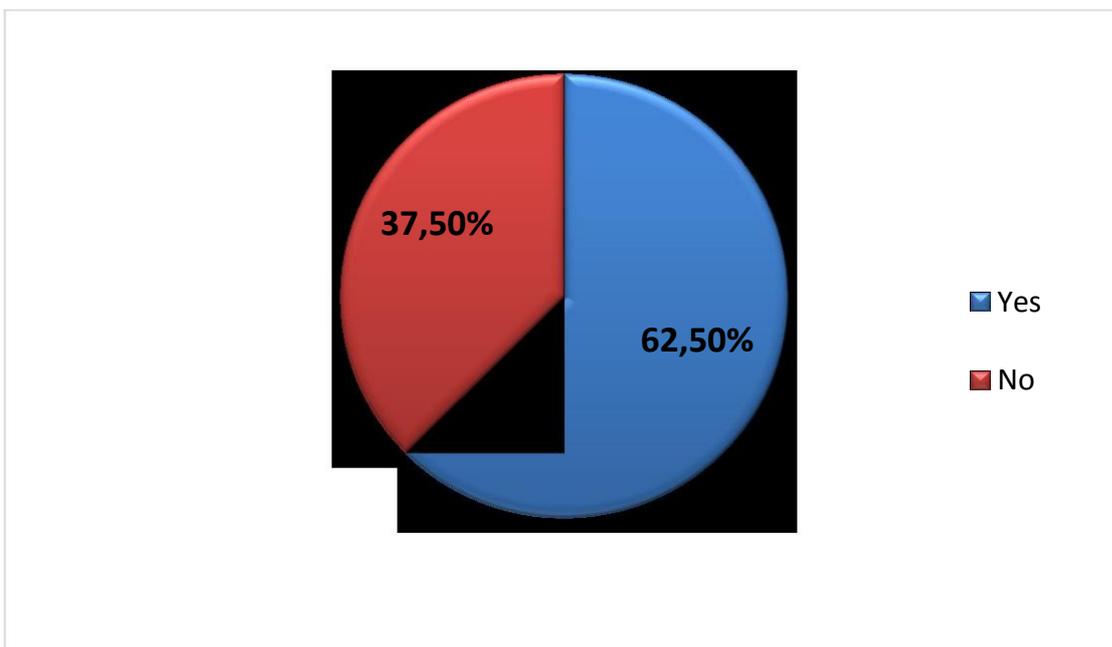


Figure 3.4 Students' attitudes towards pronunciation difficulty

The table shows that the majority of the students (62.5%) face difficulty in pronunciation whereas 37.5% said that they do not have problems with pronunciation.

Item 05: You encounter difficulties in pronunciation because of:

Responses	Lack of motivation and encouragement to speak English.	Fear of making mistakes when pronouncing the words	Lack of practicing pronunciation	The classroom is not enjoyable and interesting
Participants	9	22	9	10
Percentage	23.7%	57.5%	23.7%	25.6%

Table 3.5 The reasons behind pronunciation difficulties

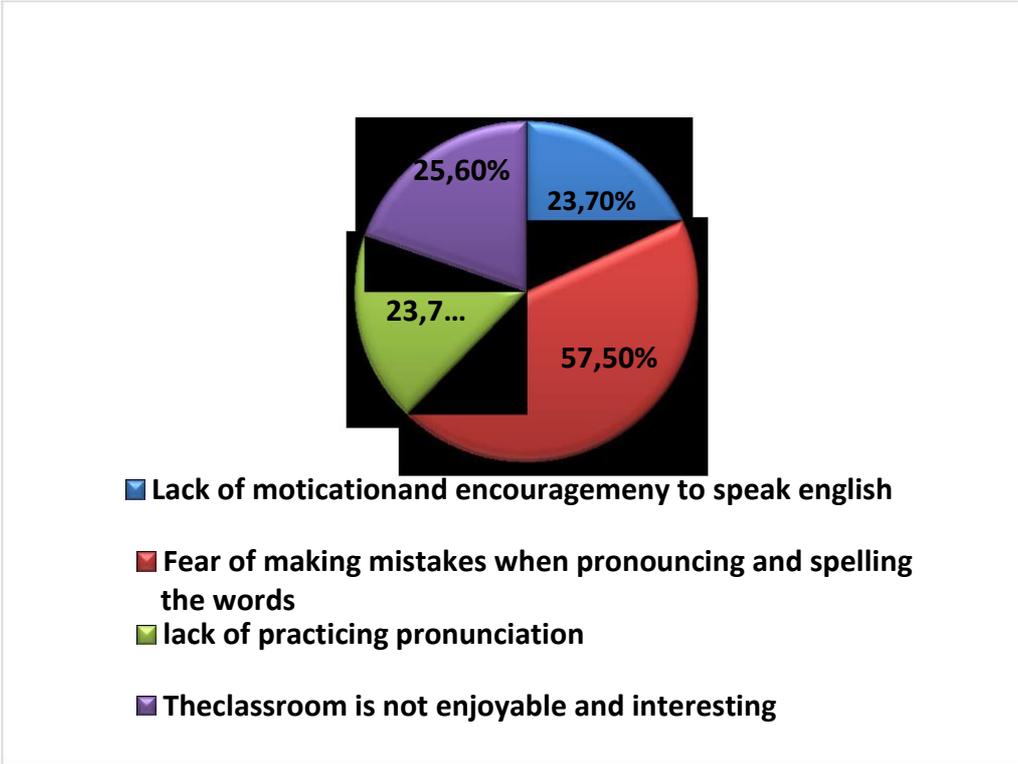


Figure 3.5 The reasons behind pronunciation difficulties

From the results, we can see that most of the students (57.5%) consider the reason behind facing the pronunciation difficulties is the fear of making mistakes when pronouncing the words. Others (25.60%) said because of the classroom is not enjoyable

and interesting. 23.70% from the students claimed that they have difficulties in pronunciation because they do not practice pronunciation. The same percentage said that the reason is lack of motivation and encouragement to speak English. We have asked them also if they have other reasons. They answered that the lack of using the words or hearing them can make it a hard to pronounce some words.

Item 06: How do you find the module of ‘Phonetics’?

Responses	Very interesting	Interesting	Not interesting
Participants	11	19	9
Percentage	28.2%	48.7%	23.1%

Table 6.3 Student’s attitudes toward phonetics

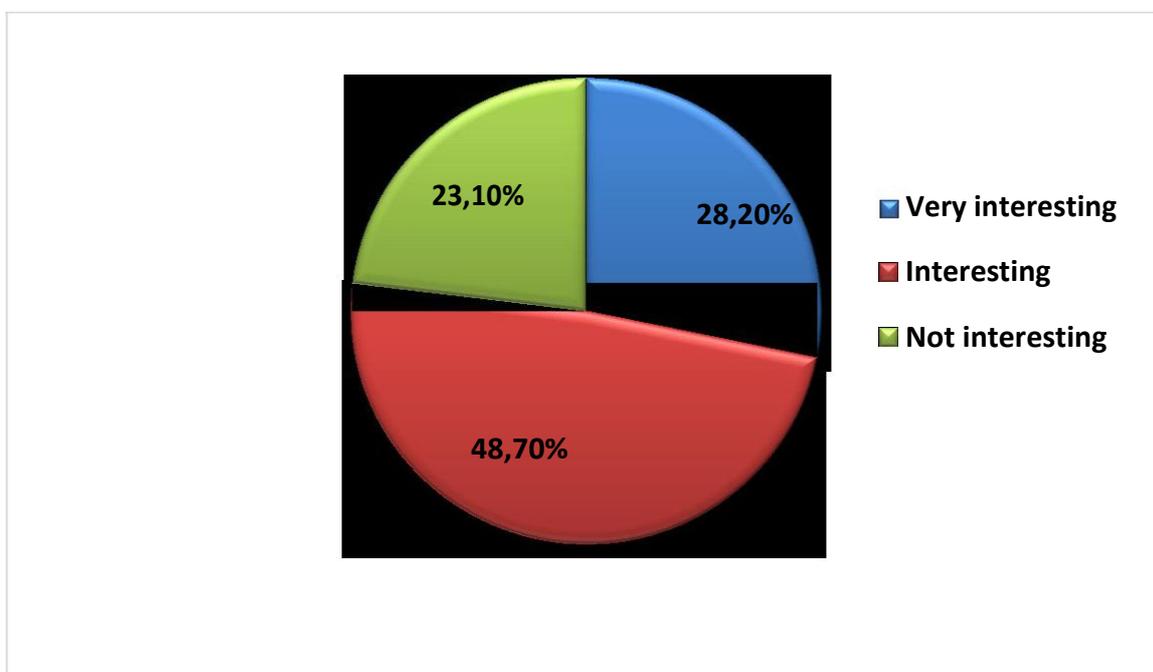


Figure 3.6 Students’ attitudes towards phonetics

The majority of the students (48.7%) answered that the module of phonetics is interesting while 28.2% of them said that phonetics is very interesting modules. The others claimed that (23.1%) phonetics is not an interesting module to study.

Item 07: Does your teacher correct your products in the classroom?

Responses	Yes	No
Participants	25	14
Percentage	64.1%	35.9%

Table 3.7 Teachers' correction of students' product

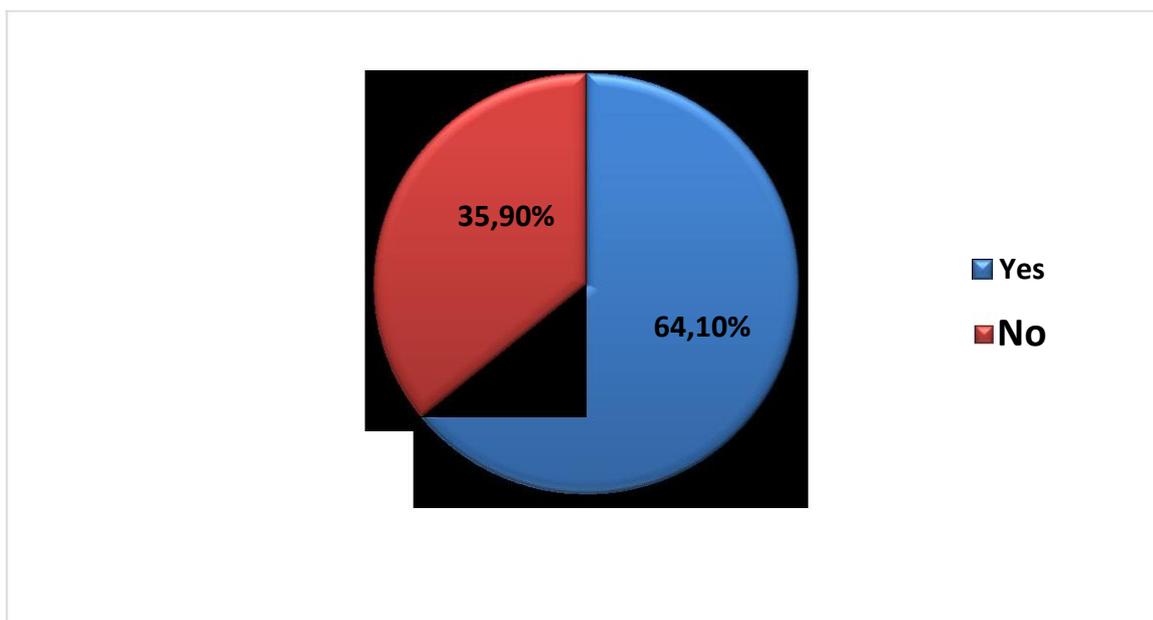


Figure 3.7 Teachers' correction of students' product

The table demonstrates that most of teachers (64.10%) do not correct **their students'** production. whereas 35.9% said that they get the correction for their product from their teacher.

Item 08: Does your teacher use teaching aids such audiovisual aids in the classroom?

Responses	Yes	No
Participants	25	14
Percentage	64.1%	35.9%

Table 8.3 Teacher's usage of the audiovisual aids

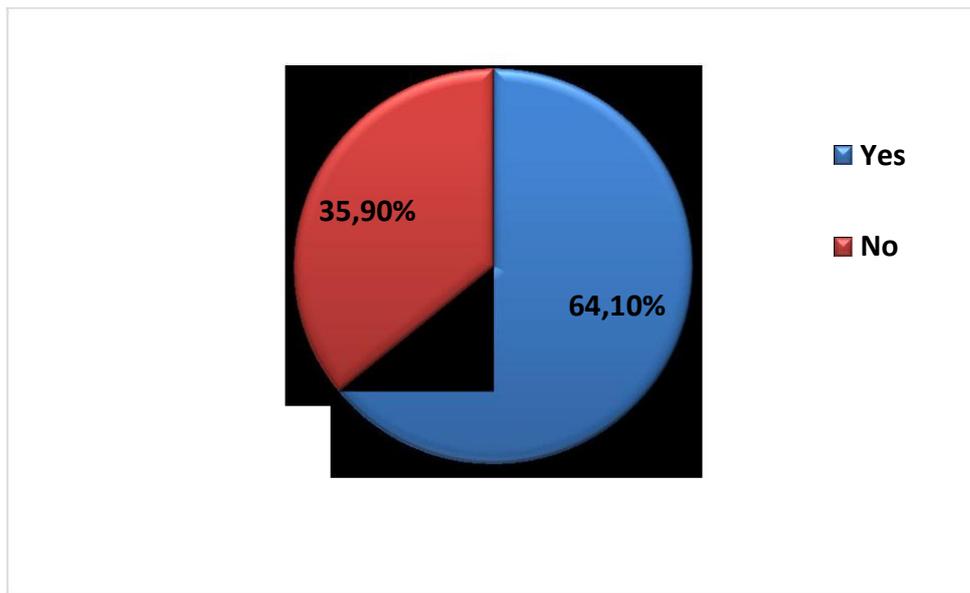


Figure 3.8 Teachers' usage of the audiovisual aids

As it is presented in the table, most of the students said that their teachers use the audiovisual aids as an aid in the classroom. The rest reported that they do not use such an aid in the classroom.

3.3.1.1 Discussion of Students' Questionnaire results

The first section; which is about general information, showed the background information that helps us to better know the students. We remarked that girls are more gender that is interested to study English. Besides, most of students said that choice to study English was their own choice. From the section two; which emphasis on the pronunciation, we noticed that the majority of the students have problem with

pronunciation and they are interested to learn it. The last section focused on using audiovisual for enhancing their level in pronunciation. It has been confirmed that AVA are an effective way that make them more enjoyable in the process of learning. Besides, students affirmed that they prefer to learn through using AVA because they enable for them to acquire the correct pronunciation. In addition, students consider AVA as a motivational tool on learning process.

3.3.2 Analysis of the Teachers' Questionnaire Results

Section One: Personal Information

Item 01: Your degree is

Responses	License	Master	Magister	Doctorate
Participants	0	1	6	3
Percentage	0%	10%	60%	30%

Table 3.9 Teacher's degree

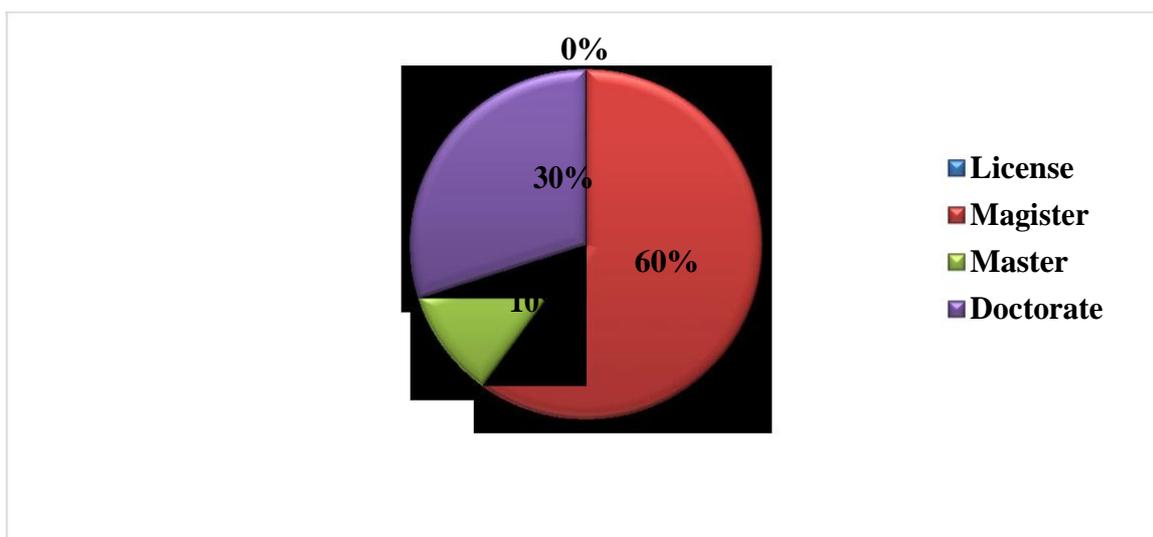


Figure 3.9 Teacher's degree

In this item, none of the teachers answers the license degree. While the majority of the teachers (60%) have a Magister degree. 30% of them hold a doctorate degree and the rest (10%) have a master degree. From the results, we can say that the majority of the teachers have enough experience that can be an advantage for the students.

Item 02: How long have you been teaching at the university?

Responses	1-5 years	6- 10 years	More than 10 years
Participants	2	2	6
Percentage	20%	20%	60%

Table 3.10 Teachers' teaching years at university

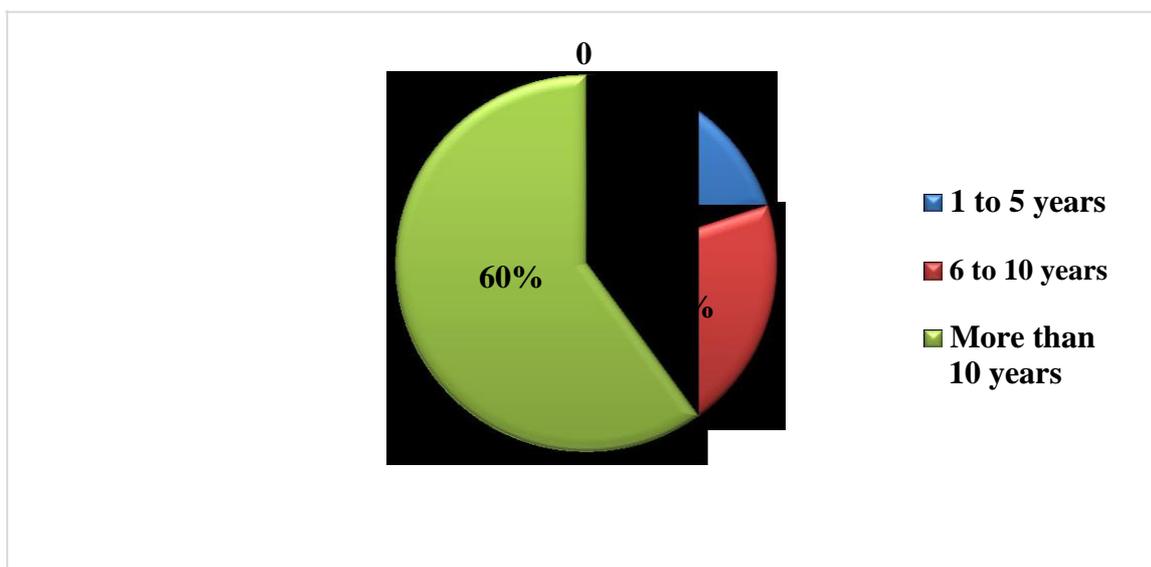


Figure 3.10 Teachers' teaching years at university

The above table and figure indicate that 60% of the teachers have been teaching for more than 10 years. Whereas, 20% have been teaching from 1 year to 5 years, and the same percentage (20%) given from the teachers who have 6 to 10 years of teaching. These

results can show that the majority of teachers are experienced about the process of teaching and they can deal well with students' learning issues.

Section two: Teaching pronunciation through Audio-Visual Aids.

Item 01: Do you think that phonetics is a difficult module to teach?

Responses	Yes	No
Participants	2	8
Percentage	20%	80%

Table 3.11 Teachers' opinions about teaching phonetics

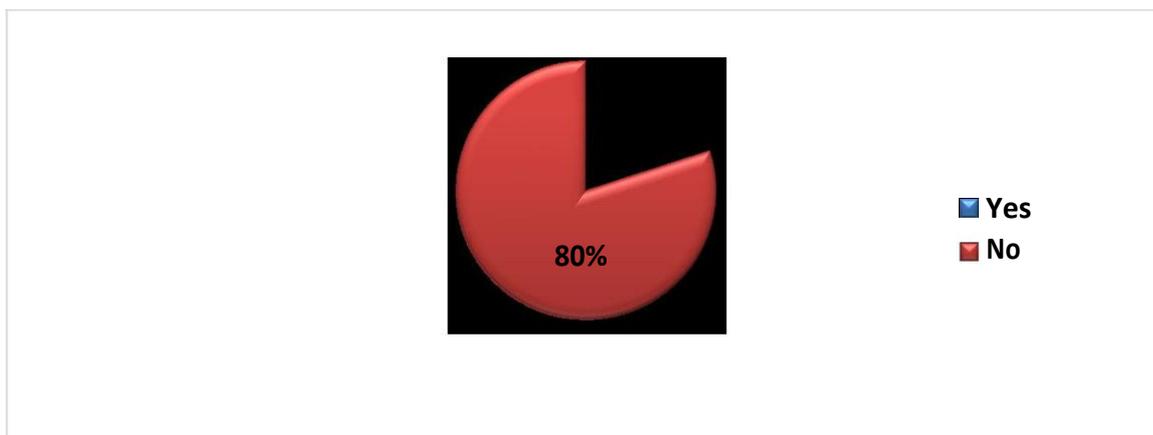


Figure 3.11 Teachers' opinions about teaching phonetics

According to the table above, 80% of the teachers think that phonetics is not a difficult module for them to teach. Others (20%) see that it is hard for them to teach phonetics. We asked them for what reasons it is hard. Their answers were as follows:

- It deals with technical aspects which is new to students and their pronunciation practices.
- The students are not interested to study the module.

Item 02: Do you give your students activities to practice their pronunciation?

Responses	Yes	No
Participants	8	2
Percentage	80%	20%

Table 12.3 Teachers' attitudes about giving activities to practice pronunciation

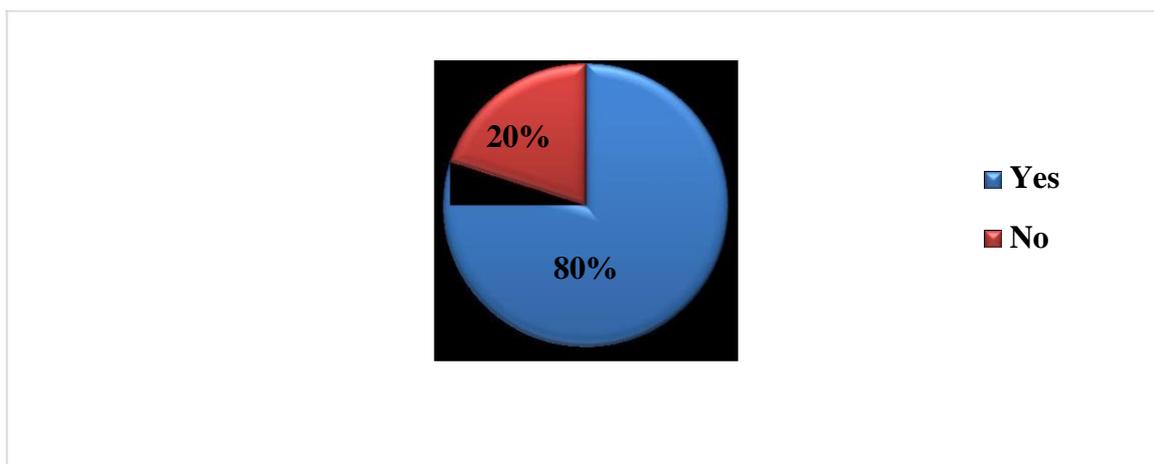


Figure 3.12 Teachers' attitudes about giving activities to practice pronunciation

Apparently, the results in the previous table show that most of the teachers (80%) give their students activities in order to practice their pronunciation while 20% of teachers do not.

Item03: In your opinion, what are the reasons that make the EFL learners face problems in pronunciation?

Responses	The nature of English language	Mother tongue interference	Lack of exposure to English	Lack of practice
Participants	2	2	8	8
Percentage	20%	20%	80%	80%

Table 3.13 Teachers' opinions about the reasons of pronunciation problems

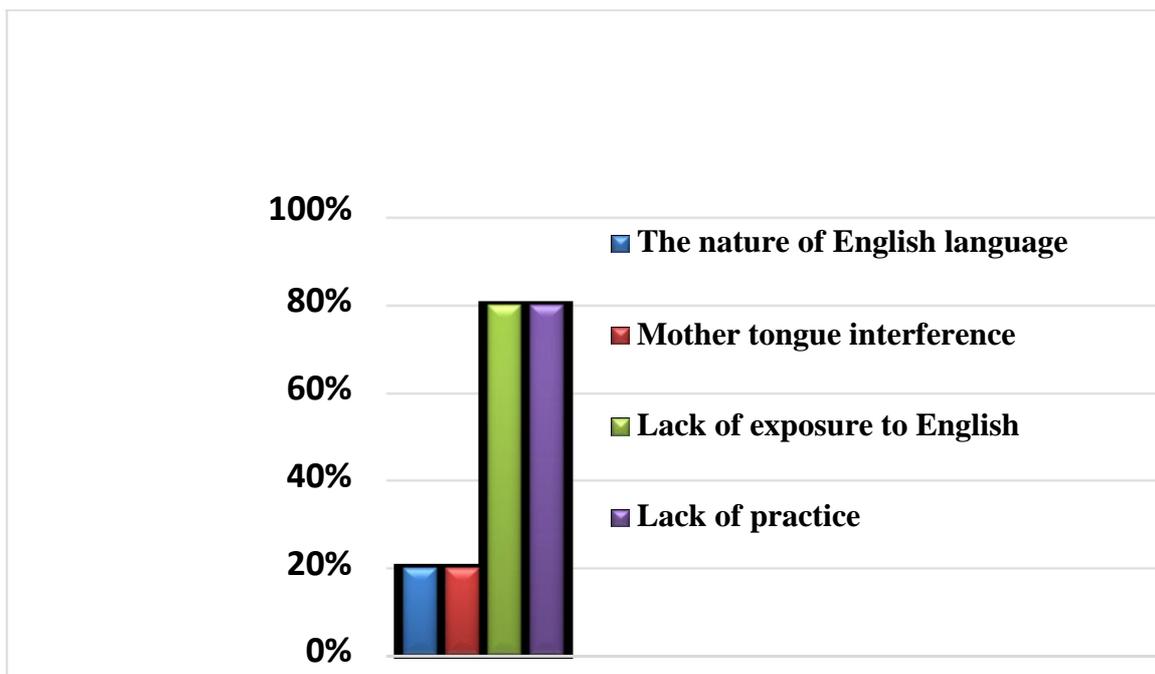


Figure 3.14 Teachers' opinions about the reasons of pronunciation problems

In this item, we have asked the teachers about the reasons that make the EFL learners face problems in pronunciation in their opinions. We have suggested some reasons and they had the option to select more than one. The majority selected lack of exposure to English(80%) and Lack of practice (80%). The others(20%) think that the reason behind the pronunciation problem is the nature of English language. 20% of teachers said that the mother tongue interference can affect on pronunciation badly.

Item 04: Do you use audio-visual aids in your classroom?

Responses	Yes	No
Participants	8	2
Percentage	80%	20%

Table 3.14 Teachers' use of AVA

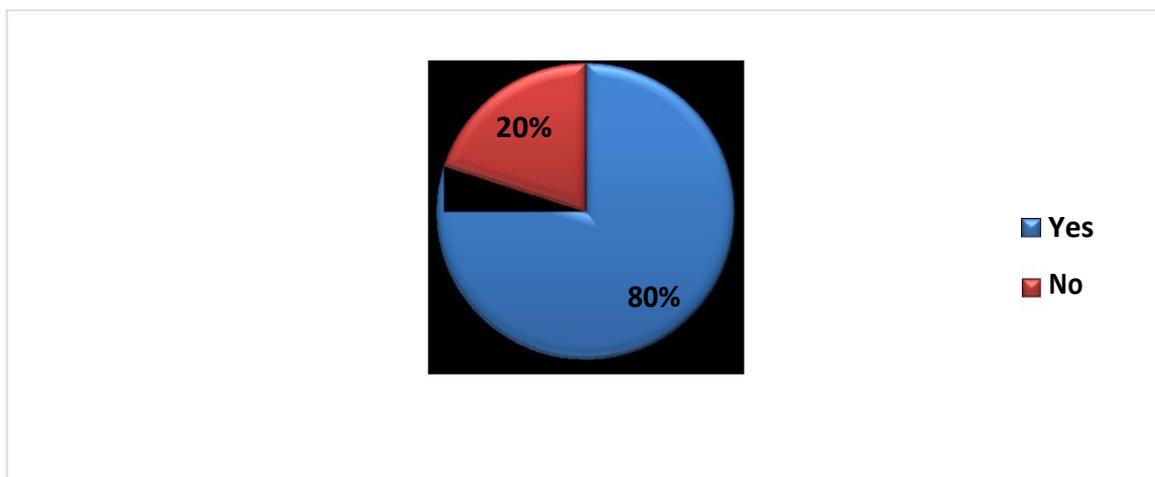


Figure 3.14 Teachers use of AVA

The majority of teachers' responses (80%) answer that they use audiovisual aids in their teaching process in classroom. whereas just 20% said that they do not use it. We asked the teachers who use AVA about the frequency of their using these aids. None of them selected the choice 'always' while 77.8% answer that they use them sometimes. 22.2% of the teachers said that they use them rarely.

Item 04: What type of AVA do you use in your classroom?

Responses	Pictures	Recorded materials
Participants	3	8
Percentage	37.5%	62.5%

Table 3.15 Type of AVA used in class

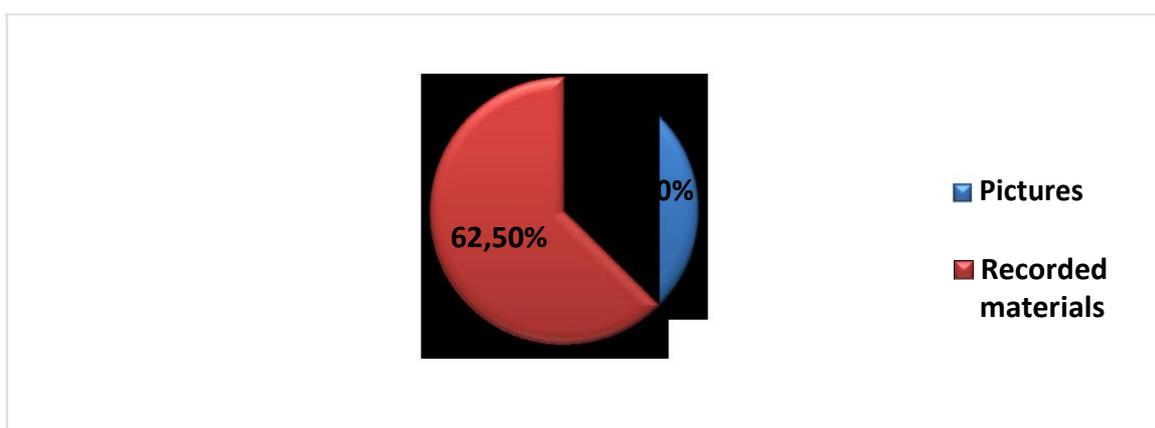


Figure 3.15 Type of AVA used in class

The table above shows the type of AVA that used by the teachers. 62.5% said that they use the pictures (visual materials) whereas the rest (37.5%) use recorded materials (audio aids, audiovisual aids).

Item 05: Do you find any difficulties when using audio visual aids in your course?

Responses	Yes	No
Participants	5	3
Percentage	62.5%	37.5%

Table 3.16 Teachers' views about AVA difficulties

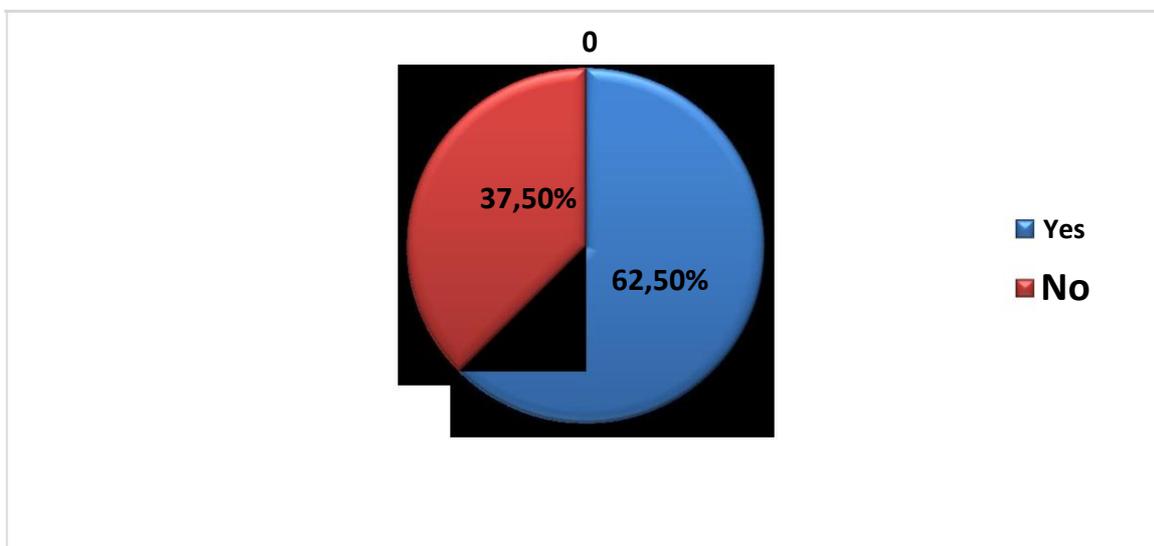


Figure 3.16 Teachers' views about AVA difficulties

In item 05 we have asked the teachers if they face problems when they are using AVA in classroom. 62.5% of teachers said that they face problems when they use AVA while 37.5% of them do not. In addition, we asked the teachers who said that they find difficulties to mention them. The majority said that the lack of materials and time are the obstacle that impedes them. One of the teachers add that the crowded classes can be a problem when using AVA in classroom.

Item 06: Teaching pronunciation through AVA can be useful for EFL learners.

Responses	Strongly agree	Agree	Disagree
Participants	6	4	0
Percentage	60%	40%	0%

Table 3.17 Teachers' views about usefulness of AVA in teaching pronunciation

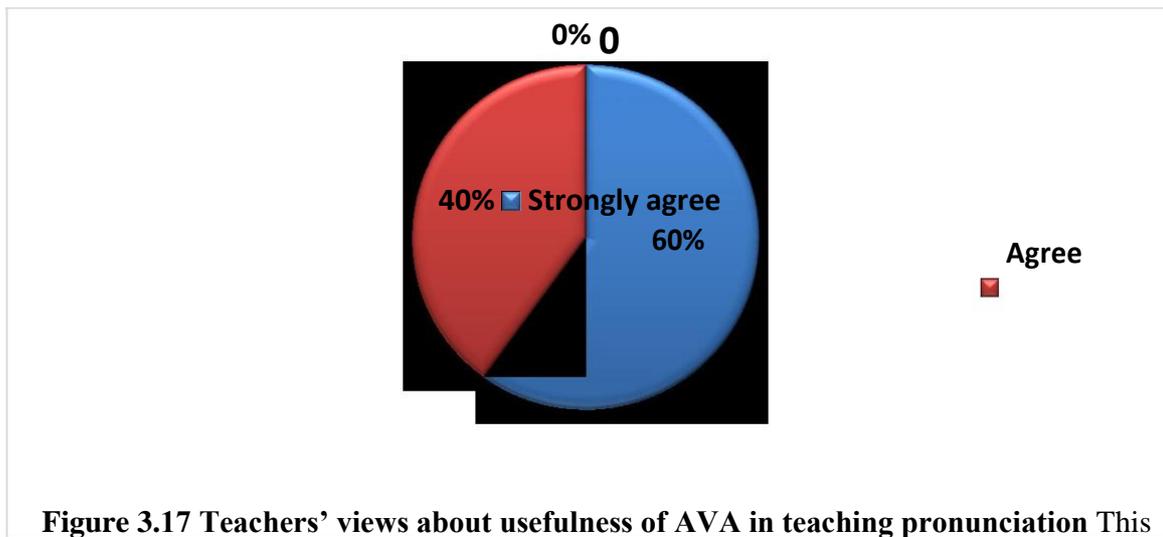


Figure 3.17 Teachers' views about usefulness of AVA in teaching pronunciation This

item was about **teachers' views about if AVA can facilitate for them teaching pronunciation or not.** 06 teachers with percentage of (60%) strongly agree the fact that AVA can be useful in teaching pronunciation, 04 teachers with percentage of (40%) agree and none of the teachers disagree.

Item 07: How do you find teaching with audio visual aids?

Responses	Motivating	Helpful	Pleasure	Boring
Participants	7	5	6	0
Percentage	70%	50%	60%	0%

Table 3.18 Teachers' attitudes about teaching with AVA

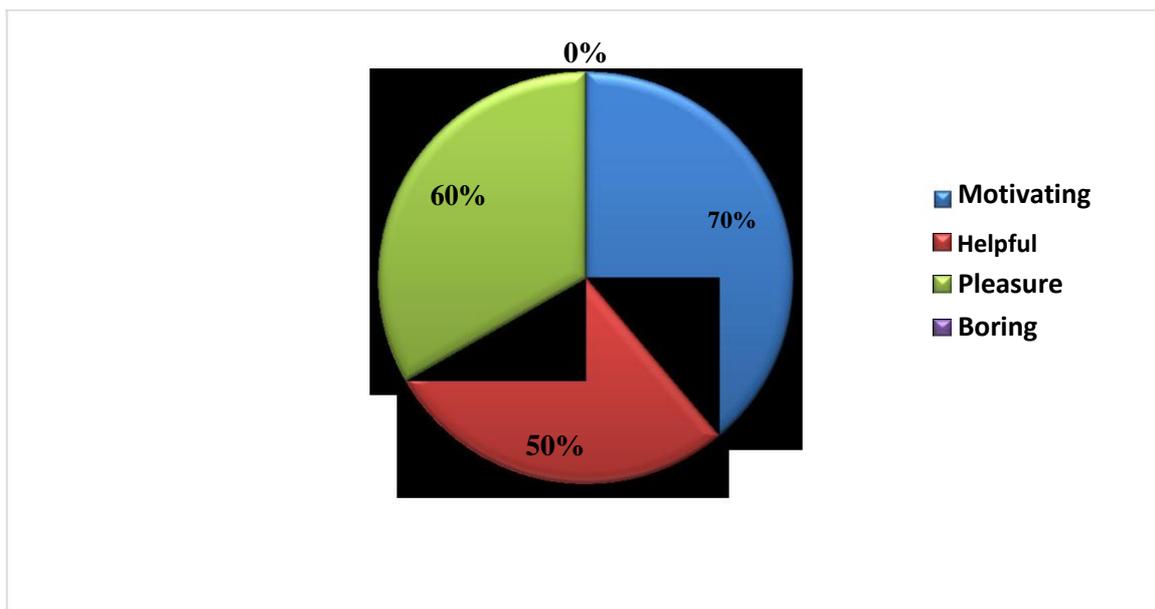


Figure 3.18 Teachers' attitudes about teaching with AVA

The table and graph 18 show that 70% of the teachers share the same view that teaching with by the AVA is motivating. 60% of them consider it as a pleasurable strategy for them. Only 3 who see these tools as an entertaining tool. While 50% of teachers see that teaching with using AVA is a helpful strategy. No one consider it as a boring strategy.

Item 08: Do you think that your students' pronunciation has improved after teaching them with audio visual aids?

Responses	Yes	No
Participants	8	0
Percentage	100%	0%

Table 3.19 Teachers' attitudes towards the students' pronunciation achievement after using AVA

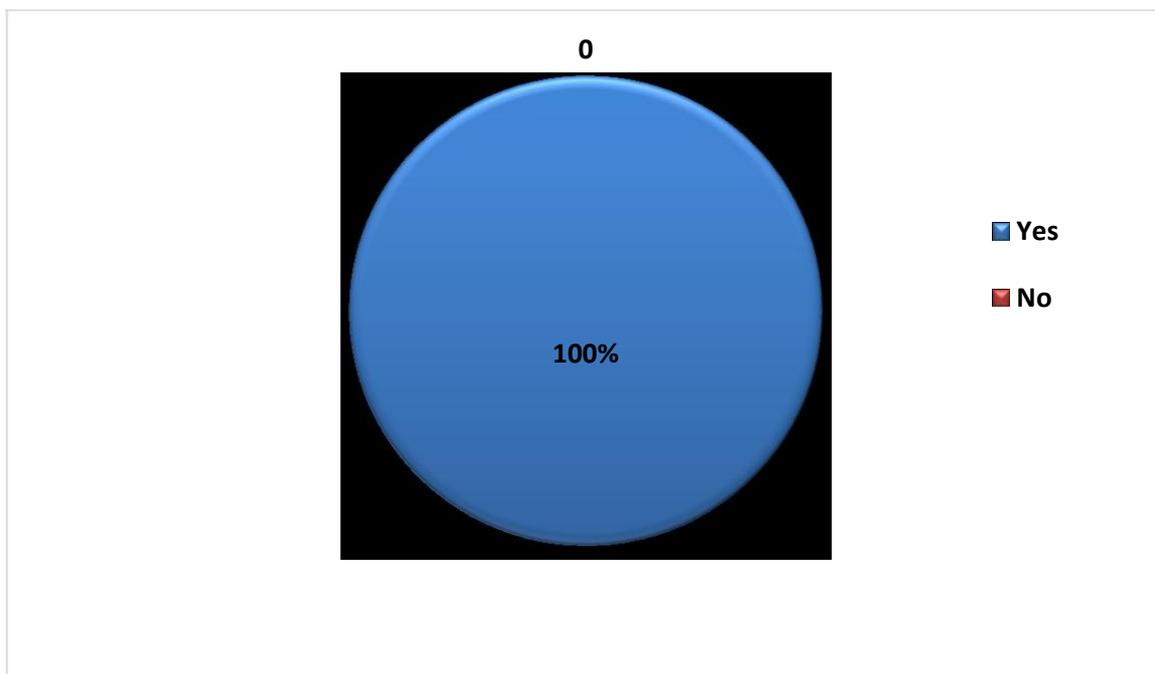


Figure 19.3 Teachers' attitudes towards the students' pronunciation achievement after using AVA

The table and figure 19 indicate that all of teachers noticed that **the students'** pronunciation had improved after teaching with AVA.

Item 09: You select audio-visual aids for your class according to:

Responses	Learners' level in pronunciation	The nature of the activity	Pronunciation difficulties	To the objective of curriculum
Participants	1	8	1	7
Percentage	11.1%	88.9%	11.1%	77.8%

Table 3 .20 Criteria for selecting audio visual aids

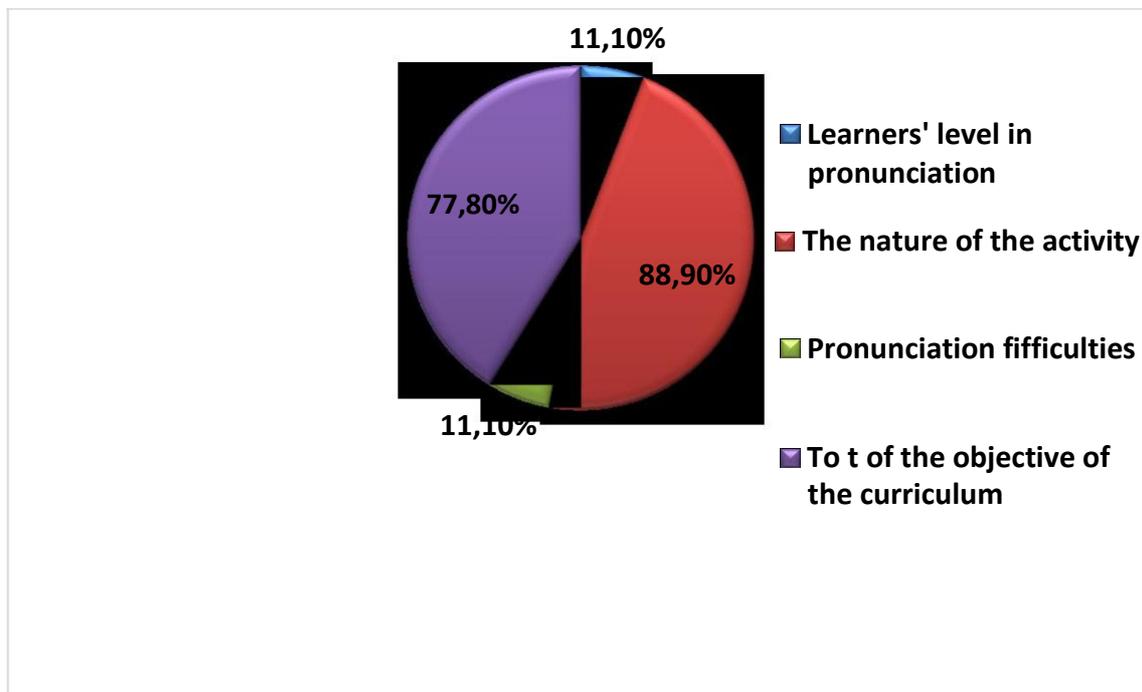


Figure 3.20 Criteria for selecting audio visual

According to the table and figure 20, the majority of teachers with percentage 88.9% indicated that they select the AVA according to the nature of activity. Others with percentage 77.8% claimed that they selected depending on the objective of the curriculum. The same percentage of teachers (11.10%) said that they focus on **pronunciation students'** difficulties and their level in pronunciation.

3.3.2.1 Discussion of the Teachers' Questionnaire Results

The analysis of teachers' questions demonstrated that that majority of the teachers have a positive attitude about using AVA in classroom. they depend on them as facilitators in their teaching process. Besides, they choose those materials to develop the students' level in speaking skill and pronunciation. Also, teachers believe that AVA can increase students' motivation to learn and improve their skills. In other hand, teachers point out the aspects that they depend on to choose those materials. However, they mentioned some obstacles that impeded them when using AVA in classroom.

Conclusion

The final chapter has been devoted to the practice field in order to confirm our hypotheses and to investigate the importance of AVA in enhancing students' pronunciation. After the analysis of both of the questionnaires (Teachers' Questionnaire and Students' Questionnaire) we noticed from the findings that the teachers and students have positive attitude toward using AVA in classroom. They confirmed that those devices are very beneficial for both them in teaching and learning process. In addition, they support to use AVA to remove pronunciation problems since they give for the students the opportunity to use the sight and hearing senses in learning English.

Recommendations and suggestions

Recommendation for teachers:

- Teachers have to be aware about how to use AVA in classroom and be well practiced.
- Teachers should give some instructions to their students to involve them in the activities.
- Teachers should declare about the missing and needed materials.
- Teachers have to give their students enough activities to practice their pronunciation
- Teachers have to select the appropriate materials with consideration of students' background and abilities.

Recommendation for students:

- Students must be aware about the importance of correct pronunciation in English and devote sessions to practice it.

- It is good for the students if they vary the way of learning such like using AVA whether inside or outside the classroom in order to have a look to the natives how they use the English.
- Students have to know how to benefits from the AVA and technology.
- Students have to be confident and do not be shy to ask their teachers if they missed some points from the lesson.
- Students must set a goal and try to work on it constantly to achieve it.

General Conclusion

In our study, we focused on using the audiovisual aids to enhance EFL learners' pronunciation and how those tools can help both the teachers and students in teaching learning process. We know that the correct pronunciation and speaking skill are very important skills in communication process. So, we devoted the first chapter on pronunciation and speaking skill. We have defined speaking skill and pronunciation in brief. Then, we mentioned the role of correct pronunciation in communication. We have also discussed the features of pronunciation, and the factors that can influence on learners' pronunciation. at the end of this chapter, we dealt with teaching pronunciation.

In order to show how can audiovisual aids improve the EFL learners' pronunciation, we have mentioned some of devised that could help to achieve the purpose. Besides, we have set some principles to use those helping tools. In order to confirm our hypothesis, we have distributed questionnaire for teachers. The results showed that the majority of them agreed that the use of audiovisual help them in teaching process and they are so useful. We also distributed questionnaire to the students. The findings revealed that a great number of students agreed that they found AVA are very beneficial for their pronunciation and they are helpful for facilitating the learning process.

Finally, we hope this research will help the teachers as well as the students to benefit from technology such like AVA and try to involve them in teaching learning process.

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Appendix 01 : Students' Questionnaire

Dear students,

This questionnaire is used as a data collection tool to investigate the issue of “**improving pronunciation through the use of the audiovisual aids**”. The case study of first year students of English at Biskra University. This questionnaire is designed to identify your problems in English pronunciation and how well audio visual aids can motivate and facilitate the teaching and learning process. You are kindly requested to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

Section one: General information

1. Gender:

a- Male

b- Female

2. Your choice of English was:

a- Personal

b- Imposed

Section two: Lack of pronunciation

3. How often you do English speaking practice?

a- Always

b- Sometimes

c- Rarely

4. Do you find difficulties in pronunciation?

a- Yes

b-No

5. You encounter difficulties in pronunciation because of:

a. Lack of motivation and encouragement to speak English

b. Lack of practicing pronunciation

c. Fear of making mistakes when pronouncing, spelling the words.

d. The classroom is not enjoyable and interesting.

Others.....

.....

.....

.....

6. How do you find the module of 'Phonetics'?

a. Very interesting

b. Interesting

c. Not interesting

7. Does your teacher correct your products in the classroom?

Yes

No

Section three: Using Audio Visual Aids in classroom.

8. Does your teacher use teaching aids such audio visual aids in the classroom?

Yes

No

If it is yes, how often does your teacher use audio visual aids in the classroom?

a. Always

b. Sometimes

c. Rarely

9. Does the class become interesting if a teacher uses audio and videos in language

classes? a-Yes

b-No

If yes, how?

.....

.....

.....

10. What are the common audio/visual materials that your teachers use?

- a- Visual aids (Handouts, software....)
- b- Audio aids (Songs, tape recording ...)
- c- Audiovisual aids (language lab, videos...)

11. What do you use as an audiovisual aid to improve your pronunciation outside the classroom?

- a- Watching TV
- b- Broadcasts
- c- Videos
- d- Social media

e- Others

.....

.....

12. What kind of audio visual aids do you prefer?

a- Audio aids (Songs, tape recording ...)

b- Visual aids (Handouts, slideware...)

c- Audio visual aids (language lab, videos.)

13. Do you think that audio-visual aids help you in language learning?

a- Yes

b-No

14. Do you think that audio visual aids can motivate you to enhance your pronunciation?

a- Yes

b- No

15. What are the common problems that you face when audio-visual aids are used in the class?

.....

.....

Appendix 02 : Teachers ‘ Questionnaire

Dear teacher,

This questionnaire is used as a data collection tool to explore “*The effects of audio-visual aids in enhancing EFL learners’ pronunciation*». The case study of first year students at Biskra University. Your contribution will greatly help us to prepare our Master dissertation and achieve the research work objectives. You are kindly requested to answer the following questions either by ticking or providing your own answers when necessary. Thank you in advance.

Section One: Personal Information

1. Your degree is

a- License

b- Master

c- Magister

e- Doctorate

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

a- 1 to 5 years

b- 6 to 10 years

c- More than 10 years

Section two: Teaching pronunciation through Audio-Visual Aids.

1. Do you think that phonetics is a difficult module to teach?

a-Yes

b-No

If yes, why.....

.....
.....

2. Do you give your students activities to practice their pronunciation?

a-Yes

b-No

3. In your opinion, what are the reasons that make the EFL learners face problems in pronunciation?

a- the nature of the English language

b- Mother tongue interference

c- lack of exposure to English

d- Lack of practice

4. Do you use audio-visual aids in your classroom?

a-Yes

b-No

If yes, how often do you use them?

a- Always

b-Sometimes

c- Rarely

5. What type of AVA do you use in your classroom?

a- Pictures

b- Recorded materials

6. Do you find any difficulties when using audio visual aids in your course?

a-Yes

b-No

If yes, mention the most difficulties that you face:

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

7. Teaching pronunciation through AVA can be useful for EFL learners.

a-Strongly agree

b- Agree

c- Disagree

8.How do you find teaching with audio visual aids?

a- Motivating

b-Helpful

c-Pleasure

d-Boring

9. Do you think that your **students'** pronunciation has improved after teaching them with audio visual aids?

a-Yes

b-No

10. you select audio-visual aids for your class according to:

a- Learners' level in pronunciation

b- The nature of the activity

c-Pronunciation difficulties

d- To the objective of the curriculum

الملخص

عن الإنجليزية اللغة متعلمي نطق طريقة تحسين كيفية اظهار نحاول البحث هذا خال من .النطق في صعوبات الإنجليزية اللغة متعلمي من العديد يجد مهارة تحسين في البيداغوجية الوسائل تلك فعالية على الضوء تسليط هو العمل هذا من الرئيسي الهدف .البصرية السمعية الوسائل استعمال طريق نطق طريقة تتحسن ان المرجح من فانه ينبغي كما البصرية السمعية الوسائل استخدام تم إذا انه افترضنا الدراسة هذه خال من .والنطق التحدث التي الفرضيات اختبار بغرض .العملي والقسم فصلين على يحتوي بدوره والذي النظري القسم قسمين الى قسم العمل هذا .الإنجليزية اللغة متعلمي علم أساتذة استبيان بتقديم كذلك وقمنا .ببكرة خيضر محمد بجامعة الأولى السنة الإنجليزية اللغة لطلبة موجه استبيان بتشكيل قمنا قدمناها كما .البحث هذا فرضيات اكدت عليها المتحصل النتائج .الجامعة بنفس اجنبية لغات فرع الإنجليزية اللغة بقسم الشفهي التعبير وأساتذة الصوتيات .النطق طريقة تحسين لغرض القسم في البصرية السمعية الوسائل استعمال أهمية حول والأساتذة للطلبة الإيجابية النظرة اظهرت

الكلمات المفتاحية: الأجهزة السمعية البصرية، مهارة التحدث و النطق، اللغة الإنجليزية، متعلمي اللغة الانجليزية