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The Role of Information and Communication Technology Materials in Enhancing Students' Level in Phonetic

A Case Study of First-Year Students of English at MOHAMED KHIDER University of Biskra

Dissertation submitted in partial fulfilment of the requirements for the master degree in

Applied Linguistics

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DEDICATION

TO MY PARENTS

WHO EDUCATED ME ON THE GOOD PRINCIPLES; TO BE HONEST, KIND AND RESPECTFUL,

THANK YOU FOR TRUSTING ME, FOR YOUR LOVE, PATIENCE, SUPPORT, ENCOURAGEMENT,

AND MOST OF ALL FOR YOUR SACRIFICES

TO

WHOEVER TAUGHT ME THE ALPHABET

TO EVERYONE WHO KNOWS ABDELHAMID .H

ACKNOWLEDGMENT

TO ALLAH BE THE GLORY FOR THE GREAT THINGS HE HAS DONE,

TO GIVE ME HEALTH AND PROSPERITY TO FINISH THIS WORK

NO ONE WHO ACHIEVES SUCCESS COULD DO SO WITHOUT

ACKNOWLEDGING THE HELP OF OTHERS. THE WISE AND

CONFIDENT ACKNOWLEDGES THIS HELP WITH GRATITUDE .

I WOULD LIKE TO EXPRESS MY DEEPEST GRATITUDE TO TO THE MEMBERS OF THE BOARD OF EXAMINERS MRS DR CHELLI SALIHA (PRESIDENT) MY TEACHER OF METHODOLOGY,MRS GUETTAL IMENE (EXAMINER) MY TEACHER OF WRITTEN EXPRESSION,

THANKS AND THANKS,

TO

MY ACADEMIC SUPERVISOR, MISS. OUARDA KHOUNI WHO WAS KIND WITH ME. WORDS ESCAPED FROM ME TO EXPRESS HOW THIS TALENTED

AND TACTFUL TEACHER MANAGED TO SWERVE MY WORK IN THE

RIGHT DIRECTION. THIS COMES AMIDST THE BACKGROUND THAT

I AM A NOVICE RESEARCHER,

THANK YOU,

ALL MY TEACHERS, FRIENDS AND ADMINISTRATIVE STAFF

OF MOHAMED KHEIDER UNIVERSITY OF BISKRA

ABSTRACT

Despite the submitted efforts in teaching phonetics in the Algerian University, students still suffer, to improve their level in phonetics or to pronounce in a perfect way; therefore teaching and learning phonetics have always been as a challenge for both teachers and students. However, with the advent of technology, a vast amount of sources have been introduced to improve students' level in phonetics. Information and communication material is a case in point. Information and communication technologies (ICTs) area diverse set of technological tools and resources used for creating, storing, managing and communicating information. The purpose of this research was to shed light on the role of information and communication technology materials in enhancing students' level in phonetics, by which they may improve their pronunciation to be understood everywhere, we hypothesize the use of ICT materials in phonetics will help students improve their level in phonetics . To achieve this goal, a teachers' questionnaire was administrated to all phonetics 'teachers English Division at Mohamed kheider University of BISKRA, in addition, to students' questionnaire that was administrated to seventy students of first year at the same university in the English division who were taken randomly. The findings revealed not only the positive role of ICT in enhancing students 'level in phonetics but, also the students and teachers' enthusiasm to use these new tools. Consequently, we recommended for applying ICT materials in the Algerian university in order to help students improve their level in phonetics.

List of abbreviations

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

MA: Masters of Arts

PHD: Doctor of Philosophy Degree

ICT: Information and Communication Technology

IPAD: Integrated Passive and Active Devices

IPOD: Internet Protocol Phone over Data

ITU: Internet Telecommunication Union

IWS: Internet World Stats

IPA: International Phonetics Alphabet

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General Introduction

General introduction

We live in a digital era, influenced by new technologies from all sides of life new concepts as ipad, iPod, iPhone, YouTube Face book, Skype…etc. Were not known a few decades before .But nowadays are going hand in hand with this generation, so, students should use these tools in university classes to help them understand phonetics.

The use of Information and communication technology can present a great service, inspire creativity and bring new opportunities to student, especially, as second or foreign language learner to facilitate his/ her pronunciation by learning and understanding phonetics. Why do we use the technology? In other words, do we just use it because it is there, or, we trying to do something with this technology that can be better done without it? If learning is not enhanced by using the technology, then it is better not to use it.

Technology has the potential to « bridge the knowledge gap » in terms of improving quality of education, increasing the quantity of quality educational opportunities, making knowledge building possible through communication and reel interaction ,discover new cultures .

Information and communication technology does not, and can not, support the old pedagogy of telling /lecturing, except in the minimal of ways, such as with pictures and videos. Today's technology, though offers students all kinds of new and highly effective tools it can be used to learn on their own-from the internet with almost all the information.

In a language class room the computer May have the following roles:• Teacher – teaches students new language

- ➢ Tester - tests students on the already learned structures
- ➢ Tool – assists students to do certain tasks
- ➢ Data source – provides students with the information they need to solve different tasks communication
- ➢ Facilitator – allows students to communicate with others.

Technological change has brought inner connectivity to all aspects of life and every Day living. Accordingly, ICT has constituted an integral part of learning and teaching process and has a considerable impact on the characteristic and function of education in most

countries as the use of technology promotes the one skills and strategy. In addition technology is a significant factor in enhancing the quality of education and learning by making it more accessible to the people.

From this point, we are going to highlight the importance and the role of information and communication technology in enhancing students' level in phonetics which needs more concentration and clarity to be understood because of its complexity of process of articulation .Especially with the traditional way of learning.

1-Aim of the Study

The aim of this study is to shed light on the importance and benefits of integrating ICT in teaching phonetics for the university students. Thus, can be helpful in understanding phonetics then students are able to pronounce and speak, the learnt language in a good way, to examine the role of ICT upon EFL learners 'pronunciation, to review teaching phonetics using ICT materials in classrooms.

2-Statement of the problem

Learning the phonetics of English is a long and often frustrating process because the English language has many exceptions to its rules. The key learning English phonetics is steady, consistent practice on a regular basis that incorporates a lot of listening activities based on a real situation or setting.

Recent years have witnessed an increasing tendency to use materials not produced specifically for courses, as well as those more traditional and carefully designed and prepared by teachers, or available from academic resources. These real-language or 'authentic' materials from outside the traditional phonetics classroom or laboratory include songs, websites, TV and radio programme, students' self recordings, etc …

Since phonetics plays a major role in improving students comprehension of English pronunciation in general , the difficulties and mistakes are noticed among English students in all levels ,especially ,because the deficiencies in understanding phonetics ;Therefore, we see it is an obligation to integrate information and communication technology in pronunciation. It is useful and wide spread nowadays in teaching phonetics in particular and languages in general. From our observation in learning English as a foreign language,

we still have problem in pronunciation. We consider that the traditional way of learning or teaching had a great part of responsibility on this matter.

This research is put forward to investigate and to fully evaluate the role of the use of ICT tools in promoting and developing the students' level in phonetics.

3-Key Terms

Technology; Students 'level; Speaking English; Pronunciation; Phonetics; Improvement.

4-ResearchQuestions

Research questions can be elicited as follows:

a) Would the use of ICT aids help EFL teachers to enhance their students' level in phonetics and pronunciation in general?

b) Is teaching phonetics through information and communication technology aids to EFL students represents remarkable differences when compared to the traditional way of teaching and learning English?

c) Is there a big significant difference between the ICT aids use in teaching English and the traditional way of EFL teaching and learning?

5-Hypothesis

The present research is based on one hypothesis that shall be tested and verified.

a) We hypothesize that EFL learners may enhance their level in phonetics when they use Information and Communication technology materials.

6- Research Methodology

In this study, we are looking for a correlation between two variables information and communication technology and the level of students in phonetics. Our work will be a descriptive research that focuses on the qualitative approach. We have decided to use questionnaires for both teachers and students as a research tool that will be useful in collecting and analyzing the gathered data.

We did not adopt the experimental design as a tool of research despite, its appropriateness to such a study, due to the constraints of time , designing an experiment and analyzing results need more than the allocated time.

7-Population

We have decided to choose first year student and teachers of phonetics at the department of Foreign Languages, English Division at Mohamed Kheider University of Biskra, because of the importance of phonetics for this year. We choose seventy students from the whole population of (551) students and six teachers from 28 teachers.

8-Sample

To follow up this study, we have chosen our respondents among teachers and students. Students are from first year (Department of Foreign Languages Division of English at Mohamed Kheider University) as a sample of study, which are chosen randomly and will respond to the questionnaire, anonymously. In addition, we have selected teachers of phonetics to help us   accomplish this work.

9-Significance of the Study

Through this research, we intend to integrate new helpful materials in teaching phonetics, in order to enhance communication and pronunciation, and create an interaction with the target language. Besides, the other significance of this work is to create motivation among students and teachers to facilitate for them to arrive to their goals, and to develop the educational system to be near to the world.

10- Limitations of the study

While this research contributes important insights in understanding the phonetics and pronunciation as well as ICT materials, the limitations of the research also need to be acknowledged. In any kind of research, the objectives to be realized are limited in time and population. In this case, the selected sample size of 70 students and 06 teachers of phonetics might not be able to provide the qualitative data support for any conclusive findings, which may be a representative of the whole Algerian

student population. Nevertheless, the results obtained from the selected sample in this study can provide some useful insights in improving students' level in phonetics.

The data collected in this research would provide an incomplete picture of teaching and learning phonetics and ICT materials, and mainly ways to foster it because this study is based on only one research tool which contributes somehow in the limitation of data due to certain drawbacks.

11-Structure of the Dissertation

This study contains two main parts. The first part is concerned with the literature review i.e., it introduces theoretical information about the two variables „enhancing students' level in phonetics‟ and „ICT materials». While the second part is related to the field work of the study where the questionnaires will be analyzed and interpreted for the sake of confirming our hypothesis.

To start with, the first chapter of the theoretical part is mainly devoted for more details and explanations about phonetics and pronunciation; its definitions. Moreover, this chapter puts emphasis on the importance of phonetics in language learning, the way it is measured and how it can be fostered in addition to the limitations and key challenges in fostering such aspect.

The second chapter of this thesis will be conducted to the study of ICT materials. It is divided into two sections, in the first one we will explain in details what is ICT, what are its different kinds, using those tools and identifying the most commonly used ICTs in language teaching and learning. In the second section, a special focus was given to the integration of ICT materials in teaching and learning phonetics, limitations in using such technologies, and the impact of using it on both teachers‟ and students‟ roles.

To conclude with, the last chapter is designed to confirm our hypothesis. For this reason, we will administer two questionnaires for teachers and students. The results of both questionnaires will be analyzed and interpreted by means of descriptive statistics. Finally, we will sum up with general conclusion providing some effective suggestions and recommendations for further researches.

Chapter one

Teaching Phonetics and Pronunciation

Chapter one

Teaching Phonetics and Pronunciation

Introduction

Teaching phonetics has always been a challenge for teachers and students, we will discuss the pronunciation and phonetics teaching and the role of ICT in this process. When we discuss pronunciation of English; we should focus on speech aspect. In other words, describing students during speaking English, and the language aspect that is realization in speech of words and sentences. Speech is not the same as language, speech is an activity and language is merely, on the one hand, when identifying some one voice we know it previously over a phone call, it is speech. On the other hand, when determining speaker's mood, anger, fatigue…then is language. Hence phonetics deals with speech in its purely physical aspects whereas, phonology is concerned with describing pronunciation and the way speech sounds are organized into a system.

1.1 Why Teach Phonetics and Pronunciation?

Speech is the most important means or medium of human communication, so that everyone conveys his/her messages easily in the different life situations through speech. In the same regard, phonetics is the science where all aspects of speech are considered and investigated. How our speech organs function during speaking. Furthermore, phonetics yields useful theoretical and practical information for every one working with spoken language .as a result, these applications are used in teaching pronunciation. Therefore, teaching phonetics is very important and necessary .while, the scope of phonetics can beneficial and meaningful in almost all the areas of teaching languages. Actually, this branch of linguistics is concerned with human speech sounds which have three main subfields:

Articulatory phonetics: a field of phonetics which describes how vowels and consonants are produced or articulated using the vocal organs like vocal cords, lips and the tongue.

Acoustic phonetics: it is concerned with sound waves that transmit vowels and consonants through the air from the speaker to the hearer.

Auditory phonetics: it is concerned with hearer's brain when decoding the sound waves back to vowels and consonants intended by the speaker and the perception of sounds (Ken worthy, 1987, p.08).

Oftentimes, as a common mistake the word phonetics use, which is used to refer to International Phonetics Alphabet (IPA) instead of saying « how is it written in phonetics script? »? Students said « how is it written in phonetics? » and there is a big difference between both phonetics is a branch of linguistics not an alphabet (Ball, 2010, p. 09).

However, in teaching pronunciation, teachers should help students to perceive sounds make students aware of the importance of good pronunciation in facilitating communication, as well to boosting the communicative efficiency as a goal to be attained, and to enhance autonomy in improving student's own pronunciation and check their progression. In addition teachers should explain more the process of how sounds and words pronounced correctly. They can persuade students to practice more what they have learnt outside the classroom. To what extent may the students' pronunciation errors inhibit at least successful classroom communication? (ibid p10).

When a student says for instance, bark in a traffic situation where he should say park in like, this situation with this production like that phoneme may lead to misunderstanding at least with policeman who organizes the traffic. Even that student is competent in grammar and lexis. It is very necessary while we discuss the pronunciation to mention briefly its aspects using as an example this sentence for better clarification. « there is any salt on the table ».of course there are sounds, two types vowels and consonants, perform various functions in the syllable like (salt, tab…) which has vowel at its centre and the consonant surround the vowel, preceding it or cut it off .eg « any » (Kelly, 2000, p.12).

1-2 Combination of Sounds

When sounds occur in groups, two consonants in one word like « salt » then, it is consonant cluster.

Linkage of sounds: When there is no pause between words during speaking, moving smoothly from word to the next.

Word Stress : In word that has more than one syllable « polysyllabic word » one of these is made to pronounce more than the other by saying that syllable louder, holding the vowel slightly longer, pronouncing the consonant very clearly so, this is stress.

Rhythm: There is music within a group of syllables, in each group there are strong and weak beats, the strong one fall on nouns, verbs, adjectives and adverbs and the weak fall on prepositions, articles and pronouns (Ken worthy, 1987, p .09).

Weak Forms : Between stressed and unstressed words there is quite different in pronunciation .the example here with the definite article 'the 'when stressed the vowel will sound like in "me", whereas, when it is unstressed the vowel will be short, and in most cases the vowels 'schwa', vowel made lips and tongue in neutral position, usually used when people hesitate and represented as "uh"or " er".also, the change in pronunciation is with contractions like 'n't' the unstressed form of not, it is an example of weak form (ibid p10).

Sentence Stress: When someone wants to attract the attention of listener during pronunciation gives less weight or weight to the word, this aspect of pronunciation is called sentence stress (kreidler, 2004, p.86).

Intonation: In speaking when changing in the pitch of voice like singers do when making it higher or lower or even jump up suddenly, sentence stress and intonation work together in order to send a precise message. The hard work in getting theoretical knowledge and the use of practical skills in classroom as well as the good organization of classroom activities leads to enhancing the students' pronunciation (Kelly, 2000, p. 03).

1.3 English Vowels and Consonants Articulation

   Most of the speech sounds production is from the movements of the tongue and lips that makes audible. So that, can be heard and recognized .What needs pushing air out of the lungs while producing a noise in the throat and mouth. That is called respiratory system pushing air out of lungs (Ball, 2010, p.6).

   The letters of English are either vowels or consonants or both, a vowel sound comes from the lungs, through the vocal cords and is not blocked.   In English language there are forty four phonemes included the vowels, diphthongs, semi vowels and consonants, but we

should take into consideration that some English sounds that it seems to be consonants as an example, the beginning of the words 'hay 'and 'way' do not really obstruct the flow of air more than some vowels do.(o'connor,1989,p.02).

In fact, that there is a specialty in each language about dividing its sounds in vowels and consonants .particularly,(some dialects of Chinese) with the production of the beginning sound of the word 'red'. Hence, it is considered by most English speakers as a consonant. and when we talk about vowels here we talk about the vertical distance between the palate and the upper surface of the tongue, then, the part of the tongue, between front and back, which is raised highest (Roach,1991,p.11).

From another angle, when we say words like heed, hid, head, had, father, good, food the tongue and lips are continuous motion through the vowels, in all these vowel gestures the tongue tip is down behind the lower front teeth and the body of the tongue is upward. It seems that there is no mouth movement between the [h] sound and the following vowel, in the first four vowels, the highest point of the tongue is in the front of the mouth, therefore, are called **front vowels**. the vowel in *heed* is a high front vowel, whereas the vowel; in *had* is low front vowel and the rest are mid-front vowels and mid low vowels as in hid, head (Ladfoged, Johnson, 2010, p.20).

Seemingly, Ladfoged & Johnson showed that with vowels in father, good, food the tongue is close to the back surface of the vocal tract, as a result called **back vowels**. The vowel in *food* called high back vowel because the body of the tongue is highest. And lowest in first vowel of *father* .so that, in first vowel of *father* so that called low back vowel. the vowel in *good* is mid –high back vowel ;lips gestures vary in different vowels, they are mostly, closer together in mid high and high back vowel, the tongue near enough to the roof of the mouth, the movement of lips described as being rounded as in(who'd) or unrounded as in(heed)(Ibid).

As we mentioned previously the production of speech sounds may involve the action of source of energy, a vibrator, and a particular configuration of the organs. in the case of consonantal articulations we should know that pulmonic or non pulmonic related with airstream when set in lungs by motion or another means. and, aggressive or ingressive when airstream forced outwards or inwards, also voiced or voiceless when vocal cords vibrate or not, oral, nasal or nasalized when soft palate raised or lowered, the airstream come through the mouth or pass through the noise. in addition to place of articulation

where the closure or narrowing take place .lastly, manner of articulation means the type of closure or narrowing at the point of articulation (cruttenden,2008, p.26).

1-4-1 The Principle Points of Articulation

In phonetics and phonology, articulation is the movement of the tongue, lips, jaw, and other speech organs (the articulators) in order to make speech sounds. Sound is produced simply by expelling air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other to contact each other, so as to create an obstruction that shapes the air in a particular fashion. The point of maximum obstruction is known as the place of articulation, and the way in which the obstruction is formed and released is known as the manner of articulation. (ladfoged,2011,p30).

[p; b ; m] bilabial = the lips are primary articulators.

[f, v]   labiodentals = the lower lip and the upper teeth articulate.

[θ,ð]   Dental: the tongue tip and upper teeth articulate

[t, d, I,n, s, z] alveolar : the blade, or tongue tip and blade articulate with the alveolar ridge.

[r]   Post alveolar: the tongue tip articulate with the back of alveolar ridge.

[r]   Retroflex: the tongue tip curled back to articulate with the part of hard palate behind

             the alveolar ridge.

[ʃ, ʒ, tʃ, dʒ] : Plato alveolar : the blade, or the tongue tip and blade of the tongue. Articulate

    with the alveolar ridge and rising of the front of the tongue towards the hard palate.
[k,ɡ]Palatal: the front of the tongue articulates with the hard palate.

[K, g, ŋ]Velar: the back of the tongue articulate with the soft palate.

[ʊ]   Uvular: the back of the tongue articulates with the uvula.

[h]   Glottal   : an obstruction or narrowing causes friction not vibration between vocal

cords, using the vocal cords as primary articulators.

The dark [l] as the end of 'pull 'considered to be secondary place of articulation (Ibid,p30).
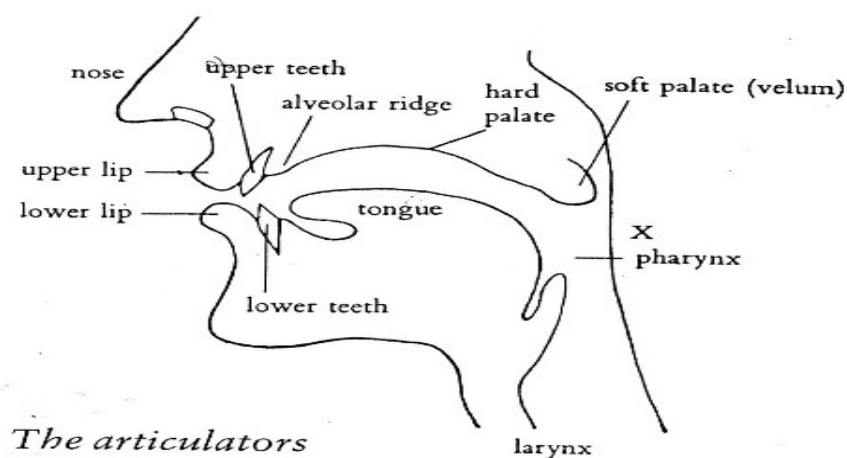
Fig: 1.1 the articulators (hamann, schmitz 2005).

The manner of articulation depends on the kind of obstruction of air, after it has passed the vocal cords, it may meet a complete closure so, it is (**plosives**).or an almost complete closure it is then (**fricatives**);smaller degree of closure it is (**approximants)** or the air escape around the sides of the tongue (**laterals**),or through the nasal cavity(**nasals**).so, the manner of articulation can be put into **sonorant :**that have much less obstruction and all voiced include nasals, laterals and approximants. The second **obstruents**: high degree of obstruction, usually, come in pairs, one voiced other voiceless [p/b,t /d], plosives ;fricatives and affricates (hamann,schmitz, 2005 p.10).

1.4. 2 English Stress Placement and Intonation Patterns

Stress is giving an amount of volume to a particular sound syllable or word by a speaker accent, stress and emphasis words used frequently..Stress is a vocal feature that conveys meaning. because it will be understood or sound strange if the words are not stressed .the following example witnesses on the difference between stressed and unstressed and its effect on the meaning « **I** saw a movie » and « I saw a **movie »,** therefore, the right use of stress in English leads to understand clearly the meaning and discover the difference as in : the noun **pre**sent (a gift) and the verb pre**sent** (to offer).A major characteristic of English language is the use of strong and weak stress, every word has a syllable that is accented more than the other, this latter is lower than the first one (dale,poms,2005 p.83).

Words Stress on the First Syllable: most words contain two syllables are accented on the first syllable. Examples: Window; Ever, awful-compound nouns are usually emphasized on the first syllable: bedroom, Bo'okstore.-Numbers that are multiple on ten accented on the first syllable: twenty, fórty.

Words Stressed on Second Syllable: - reflexive pronouns are usually accented on the on the second syllable**:** myself, herself.-compound verbs are usually accented on the second or last syllable: overloók, outdóne.

The difference in spoken form between word pairs in many two –syllable nouns and verbs that are the same in written form is the use of stress. « Please record the récord ».and « she will presént with a présent ».

The prefix re: when it means 'again' it receives strong stress :réname,rémake.in contrast when it does not mean'again'It is unstressed : remínd,rewárd(ibid,86).

> content words like :nouns, verbs ;adjectives, adverbs and question words are generally stressed in sentences, but, function words like:articles,prepositions, pronouns,conjunctionsandhelpingverbs(was,has,is,can) are unstressed in sentences, hence, stress in adjective noun combinations the stress is on noun :example : blue **pen,** good **book.**

When we are talking or speaking our voices, surely, go down and up in pitch that is intonation is a fundamental part in expressing our own thoughts and enables us to understand others, intonation gives us clues about speaker attitude or how s/he feel when saying something happy, sad, lie, honest…..despite, certain aspects of intonation are common to many languages, some of the ways in which intonation is used may be specific to particular ones .as an example :Scandinavian languages tend to pronounce unstressed syllables on higher pitch than stressed ones, per contra, in English language the reverse is done. The intonation contributes to how speech carries a message, in other words, it is the use of variations as meaningful choices (Brazil, 1994 p.16).

The syllables where the main pitch movement in the utterance occurs are called **tonic syllables**, and the syllables that make a pitch stays constant up to the tonic syllable are called **onset syllables**, example : she (lives)in **lon**don. The word between brackets is the onset syllable, nevertheless, the underline one is the tonic syllable (Kelly, 2000).

1.4. 3 Other Aspects of Connected Speech and Accents

Speech is a continuous stream of sounds, without random cut or stop between them. We should now that there is a mechanical voice like speaking clock .but, does it has the same aspects of human speech? And why the spoken English differ from the written one? The answer may lead us to discover some clues of comprehension problem when listening to native speaker (Forel and puskas,2005,p21).

Rhythm : the English speech is rythmical,that the rythm detected in the regular occurrence of stressed syllables, words are linked together into phrases separated by pauses to convey the meaning clearly and to achieve natural sounding speech we should use the rythm effectively .when the speaker make an incorrect pause the rythm will be affected and the meaning changed . example : « Ido not know Joan » will sound like « I do not know, **JOAN** » .when stressing each word equally or too precise .like :« **I** will **leave** at **four »** will sound like « **I will leave at four** » also, avoinding the useof contractions or reduced forms as : « **I can't** go » will sound like « I **can not** go »(dale,poms, 2005, p .97).

linking : is the the connection between the last sound in one word to the first sound of next word .the use of linking change from speaker to another,usually,native speakers use linking when words begin with vowel sound, it is often pronounced as if it began with the final conconant sound of the previous word .like : « don't ask » sound like « don 'task » or « we've eaten » sound like « we 'veaten ».and when the same Conconant sound that ends one word also begins the next word ;should pronounced one Time .example : « cold day » sounds « col day ».

Assimilation : describes how sounds modify each other when they meet,usually across or within words or words boundaries.the simple example of this is /t / and its assimilation with /p/ in « that book » pronunciation, to « thap book ».this assimilation organized by some rules :

1-the phonemes /t/, /d/ and /n/ often become bilabial before bilabial conconants /p/,/b/

 and /m/ : goo**d by,** fa**t b**oy,te**n m**en.

2-/t/ assimilates /k/ before /k/ or /g/./d/ assimilates to /g/ before /k/ or /g/ : examples :

Tha**t c**at, tha**t g**irl, goo**d c**oncert, goo**d g**irl.

3-/n/ can assimilate to /ŋ/ before /k/ or /g/: has bee**n g**oing, her ow**n c**ar.

4-/s/ can assimilate to /ʃ/ before /ʃ/: thi**s s**hiny.

5-/z/ can assimilate to /ʒ/ before /ʃ/: chee**se s**hop.

6-/ t/ and /j/ coalesces to form /tʃ/: las**t y**ear, no**t y**ou.

7-/d/ and /J / coalesce to form /dʒ/: woul**d y**ou.

Elision: describes the disappearance of a sound: next week sound /nekswi: k/ (Kelly, 2005 pp.109.110).

1.4.4 Some rules of connected speech

1-the most common elisions in English language are /t/ and /d/, when they appear within consonant cluster .nex**t d**ay /t/elided between /ks/ and /d/.rea**ched Paris**, stopped <u>f</u>or. /t/ elided between /tʃ/ and /p/ and between /p/and /f/.

2-Complex consonant cluster simplification: acts /ækts/ can be simplified to /æks/.Texts /teksts/can be simplified to /teks/.

3-/ə/ can disappear in unstressed syllables. We should call the **po**lice /ə/ can disappear in the first syllable of police. **F**orever, perhaps, promise…/ə/ can disappear.

4- **/v/** can disappear in *of* before consonants. 1st of November – waste of time.

1.4.5 Accents of English language

It is a manner of pronunciation considered as a part of speaker's culture, every Language has its varieties and different accents .we should here first shed the light on important concepts that determine people's attitudes to the speech concerned. **salience :**is a term to picked out a feature which outsiders notice, and**, stigmatization** a stigmatized accent characteristic is one which has low status the English of southern united states it differs from the northern one, it is an traditional social reflection see the southern as the poorer, so that, northerners look down on the accents of the south. unlike general American

some southern American English are non rhotic 'deletes /r/ some replace the fricative /z/ by /d/ : wasn't sound [wadnt] ; also new Yorkers are non rhotic (Collins and mees, 2013, p.178)

Cockney is the traditional word for the broad accent of LONDON, this word means as it alleged someone born 'within the sound of bow bells' also is used to refer to all London and to the speech of greater London area. Last fifteen years London witnessed an interesting development, especially, with the increase of in migrants from Caribbean origin, consequently, a new accent has emerged. Called by media, Londoners and popularly '**jafaican**' but, linguists prefer to call it '**Multicultural London English'**. the term received pronunciation known as rp accent is more social impact and judgment rather than official decision as to what is correct or wrong, received means acceptable, media play great role to make it known and accepted .therefore, it is usually, related to the BBC TV and radio. Scottish accents are conservative varieties of English, its most noticeable feature that it is rhotic /r/ realized with a strong tap (Crutteden, 2008, p.317).

1-5 Pronunciation and Spelling

The focus on pronunciation often leads to the neglect ion of the way these sounds in written form and their role in enhancing students' pronunciation. The English form or system is an alphabetic system .follows the correspondence between letters and individual sounds .many English letters have more than one sound value called 'multivalued' as 'c' represent 'cat' or 'city', in contrast, 'single valued' have one value as'd''p' 'm ..In English spelling system the 'root' is always spelled the same as in 'sign' and 'signal' the root s-i-g-n is always with four letters, in spite, the '**i**' sounds 'ai' and the'g' is silent. hence, in s-i-g-n-a-l'**i**' has its value and 'g' sounds as in 'go' this feature Makes English spelling visual system. 'ruff' and 'rough' are not at all related in meaning, they differ in spelling written the same and pronounced differently these called(homographs) but, there are few pronounced the same written differently called (homophones) like 'sun' 'son'/ 'would' 'wood'/ ' won' 'one'/'threw' 'through' (Collins and mees, 2013, p.110).

The dealing with spelling system in English in two different situations; on the one hand, with the reader and with the writer, the first uses the patterns on the page to decide how to

pronounce the word not in silent way but if asked to read aloud the reader must use the spelling conventions known of language to arrive at possible pronunciation .on the other hand, with the writer who should recall the spelling of a word to be written. (Kenworthy, 1987, pp.95.96). English as world language spoken in all over the world with different accents should has a spelling reform take into account all the varying of pronunciation (Yavas, 2011, p.110).

Students need to develop a visual sensitivity to spelling patterns must be able to Distinguish between consonants and vowels, the letter 'y' is the troublesome one ;it sometimes considered to be a vowel as in 'by'and sometimes a consonants as 'yet but when it is at the beginning of a word is always consonant, in addition students must identify affixes « prefixes and suffixes »,the notion of syllable and how many syllables contain a word .with the collection of these knowledge and knowing when, where and how to use, gives more opportunities to the students to perform and develop his/her pronunciation (kenworthy,1987, p.101).

Conclusion

Students of English as a second language students are afraid to use certain English words. Merely, due to the difficulty of pronunciation, either in phonetics or in pronunciation, sometimes even they know the rules in a good way but still incapable to pronounce. Traditionally, teachers use drills, record cassette but nowadays with the pedagogical changes they are using new technology materials. Accordingly, the English language differs in sounds from other languages, therefore, Learners should respond to be able to enhance their level in pronunciation .Without forgetting the use of current technology tools in phonetics in classroom and in Labs which gives an advance to student's motivation and development in their pronunciation, because of the clear presentation introduced especially, in manner and place of articulation where students feel rest and more realistic during the presentation of the lecture.

Chapter two

The use of ICT aids in teaching and learning English

Chapter two

The Use of Information and Communication

Technology Aids in Teaching and Learning English

Introduction

Globalization and technological change processes that have accelerated over the past years, have created a new life style in all sides, especially, in the educational field where it gives to the students a better chance of survival, to move from traditional way of learning to the new digital one .So, information and communication technology (ICT), has become a key word in the technology sphere. It is, therefore, important to shed light on it to show what it is meant by it. In this chapter, we will talk about the use of Information and Communication aids in teaching and learning English in details, focusing on what is meant by ICT, historical background .This chapter is divided into four sections. The first one deals with definition and some related information about ICT, while the second discusses what is Computer Assisted Language Learning CALL in Teaching and learning English, then in third one we talk about the use of Internet in teaching and learning English. In the last section we will discuss Multimedia in teaching and learning English.

2-1 What is Information and Communication Technology Aids?

Since the two last centuries, new digital tools used to be useful .Nowadays information and communication technology materials are the central player in our computational operations, logical reasoning, heuristic search .So, computer is never isolated but, shared and linked to a number of electronic digital devices and net works for data, information, communication and multimedia delivery, all that surrounded with the name of information and communication technology (ICT) (Hamdy, 2007, p 12).

Subsequently, Information and communication technology is a huge field which combines science and technology with hardware and software computer, current digital technologies, whether audios or videos, that has rapidly growing knowledge « ICT» has its impact on many fields like business, industry ;government, education etc (Moursund, 2005).In addition,Loveless and Ellis (2003, p.23) *" the words information and communication technology describe a set of technologies with particular applications which vary enormously in purpose and scope within and between subject contexts"..* (Loveless and Ellis 2003, p.23)Also,

(vassiliou, 2011) commissioner responsible for education, culture multilingualism and youth mentioned in her report about ICT:

> In the majority of countries in Europe, the use of a large range of ICT tools for teaching. And learning is currently promoted most countries recommend or suggest that Teachers use a range of hardware including computers, projectors or beamers, DVD; video; TV, camera, smart boards, and virtual learning environments which integrate a range of ICT infrastructure to create a personalized online learning space Relatively few countries recommend or suggest the use of mobile devices and eBook readers (p.23)

As an initiative form the Algerian government encourages the use of ICT, it allocated in June 2002 three billion dinar to integrate ICT in educational system. Moreover; the Algerian government designed:

✓ The equipments of all schools by computers, as a project of ministry of education.
✓ The distance education Project.
✓ The Virtual University Project.
✓ The research network to be put by the ministry of higher education and scientific research.

Accordingly, the Algerian government gave chance to each university to manage its ICT policy to offer the best learning environment in virtual universities and with Distance, opening learning; without forgetting that all universities have computer labs, internet access and digital libraries (Hamdy, 2007, p 15).

The appropriate use of ICT can lead to a shift to a learner Centered environment,, the impact of ICT not only on what students should learn indeed ; it affects as well on how students should learn ; in other words a shift of curricula from « content centered » to« Competence based » (Andrew, 2000, p7).

ICT helps students to their learning by improving the communication between them the instructor (Valasidou and Bousiou) cited in (ibid).

Mobile learning means that people are learning whenever and wherever they want

With their mobile phones .Mobile learning is one of the technologies which have been used for a few years for instance, Skype:

> Nowadays almost all messenger services have audio functions technological Equipments such as laptop computers; also cameras on them. So Students can talk with their instructors and peers far away. « SKYPE is a relatively newly emerging technology and the potential application of it to language and literature learning and teaching needs to the further explored ». And students can speak with native speakers of language and compare their pronunciation for example with a native speaker. in addition to improving their literary knowledge by discussing intended literary works with native or like native speaker of English especially university professors, students can improve their speaking too .speaking skills can be developed by this application (Amiri, 2012, p 41).

Multimedia has speedily compel itself, to be the language of modern communication .IPAD as a creation and use of all forms of multimedia, its use to take and edit video photos, record podcasts, and class lectures with range of tools and apps of multimedia what is expected that the IPAD in education will be indispensable to the students as pens and notebooks to be back in the day (Gliksman, 2013, p 69).

2.2 Computer Assisted Language Learning (CALL) in Teaching and Learning English

CALL is the acronym of computer assisted language learning, which has a relation with the use of computer for language teaching and learning. This use emerged in 1960s from that time, CALL has changed and developed in the same boat with, teaching methodologies. CALL software included interactive programs (Abu Nabah et al, 2009.p 15).

According to Worschauer& Healey who suggest that CALL can be generally categorized on three teaching methodologies dominant in ELT**:**

➢ Behaviouristic CALL.
➢ Communicative CALL.
➢ Integrative CALL.

➢ Behaviouristic CALL: during the use of Audio Lingual Method in 1960s in language instruction; despite that behaviouristic CALL was introduced in 1950s.The majority of CALL programs in the phase of behaviouristic CALL need repetitive language drills and practice activities. Cited in (Khamkhien, 2012).

➢ Communication CALL: considered as the second phase, come into view in 1970s and early 1980s, what was interesting in CALL at that time was the shift from language analysis forms to the use of language or functions. For instance; language games and text reconstruction help students to practice language, far from drill format in behaviouristic CALL. As a result, computers as stimulus present context to students to use the language.

➢ Integrative CALL: to address some criticisms of communication approach, in 1990s appeared the third phase of CALL; for the development of multimedia technology CALL integrated the teaching of four skills into tasks, in this phase CALL allow for a combination of sounds, graphics, text and video presented in one computerized program, for the students to help them to use the language (ibid).

"via computers, written texts are merged with audio sequence and graphics .Thus, effective ostensive techniques and different strategies are available in constructing new ways of representing knowledge" (tzevelekou, chondroyanni, paschalis, 2001, p22).

2.3 Using the Internet in Teaching and learning English

Virtually, the use of internet in this century is on increase as a modern tool used for Communication that gives new effort to make the world small village. For example the index below shows this increase in Algeria:

YEAR	Users	Population	% Pen.	Usage Source
2000	50,000	31, 795,500	0.2 %	ITU
2005	1, 920,000	33, 033,546	5.8 %	ITU
2007	2, 460,000	33, 506,567	7.3 %	ITU
2008	3, 500,000	33, 769,669	10.4 %	ITU
2009	4, 100,000	34, 178,188	12.0 %	ITU
2010	4, 700,000	34, 586,184	13.6 %	ITU
2012	5, 230,000	37, 367,226	14.0 %	IWS

Table 2-1 the use of Internet in Algeria.

Clearly, from the index above we infer the movement of internet use in Algeria since 2000 until 2012 is growing from year to another, consequently, its importance and necessity in education and social communication gave an effort to that expansion.

According to the Union Nations Educational, Scientific and Cultural Organization, this increase leads to the investment of internet in the field of education because it can provide a common virtual location for accessing the most up to date Classroom-tested materials. One of the internet advantages and online collaborative projects is the attempt to treat the problem of classroom discussions shy and fear of speaking up in front the whole class by creating an interactive atmosphere where peers of students can freely speak and express their opinions (UNESCO, 2004).

> The communications capabilities of modern technologies provide opportunities for many Learners to enroll in courses offered by external institutions rather than those situated locally, these opportunities provide such advantages as extended course offerings and eclectic class Cohorts comprised of students of different backgrounds, culture perspectives (Oliver, 2007).
>
> There is complementary role of internet to the teachers However, others feel anxious about their fate because of the rapidity of their students development after their research using the internet that are embarrassingly, liable to outdo their teachers, as a consequence, they should get a good information(Toure, Tchombe, Karsenti.2008,p 36).

The internet in the field of education could improve the relationship between students and their teachers. It is an artificial environment that includes native and non-native speakers with diverse cultures which make a good interaction, getting knowledge, imitation pronunciation of native speakers. Internet is travelling over the World in short time without cost. So, would the internet change the way in which teaching and learning English language should be conducted .In the counterpart, teachers should prepare themselves to face what so called « electronic revolution » or internet and should know how to use new tools because they are in heart of the biggest language /linguistic revolution (LI, Ben-Canaan, 2006).

2-4 Multimedia in English Teaching and Learning

When we talk about multimedia, the term should be clear. The definition here depends on which level is the term multimedia related. For instance, on the level of technology the meaning is about the use of multiple delivery media, such as; computers, screens, and loud speakers. Then, on the level of presentation formats the meaning is the use of different forms of representation like texts and pictures. On the level of sensory modalities, the meaning is the use of multiple senses such as the eye and the ear (Mayer, 2005, p 79).

Currently, the network circumstance has an impact role on the English teaching, that is, its main aim to transfer language knowledge, study methods and applications skills, and provide more self confidence to students for self study English and heighten the student ability to speak English. The use of multimedia technology featuring audio and visual animation offers a sense of reality and function in a good way to access abundant information and crossing the time and place, which cultivate students motivation and involve them in classroom activities. That is what let students feel boring .Multimedia technology teaching could help students using positive thinking and communication skills in social practice (Shyamlee and Phil, 2012 p 11).

In order to get a benefit and good results from using multimedia in teaching and Learning English, there should be a bridging of the gap between the classroom and the real world. Historically, the application of multimedia in teaching English passed through four stages:

- ➢ The original stage in 1950s: a few number of foreign language institutes started to use phonographs, broadcasts, movies and tape recorders in teaching.
- ➢ Audio and video in the 1970s and1980s with the advancement of electronic technology, slide projectors, video cassette players, language labs and other devices were used in teaching.
- ➢ Multimedia technology in 1990s with the emergence of digital revolution there was an increased use of multimedia technology in teaching foreign languages.
- ➢ The internet in the early of 2000s the useful means is internet that cross the time and place and give new ways for gathering information and communicate with others (Mohamed Amine et al, 2012, p 05).

Teachers use of microphones, amplifiers and other equipment as lecturer can give effort and beauty to his speech what attracts the students attention is also when students can use microphones for asking questions .To be well organized the source of sound or loudspeakers should place them with professional way to reflect the students and teachers respect by making the calm not noise, make them feel rest not confuse them. The use of headphones which are useful in international conferences and meetings could be imitated in universities and schools. The effectiveness of multimedia for students is when the content and format motivate them this motivation helps students to build knowledge and organize information into meaningful schema (Semenov, 2005, p 44).

The indication of recent estimates show that new generation students spend between six and eleven hours per day with multimedia technology devices in digital media environment where they were born, listening to music, chat, making audio or video call. In contrast, teachers are considered to be guests in this digital era, they have one foot in the past with traditional system, and the other in this era as if they live a real struggle in this new context, when one still send an e-mail then, call someone to check if the e-mail is received or not. (Berk, 2009,p 73).

Students can improve their pronunciation with the use of technology that has new potential in multimedia courseware, .merely, due to the students' considerable freedom to navigate in the environment where they can enhance their contact with English pronunciation .In addition to activate, the students must be involved into cognitive practice, incorporate it in long term memory. This interaction helps students to reach the objective and recall the information, skill or behaviour that was learned (Junaidu, 2008 p.99).

2.5 Social Networking (Twitter, Face book, Skype) in Teaching and Learning English

Nowadays, digital life and computer use have become an imposed reality. Students out schools and universities use social network as fundamental tools in their daily life. It may be considered as a secure shelter to express their inhibitions and fill the gap that they found in classroom. This latter hurdles them to be motivated. Hence, we infer the important role of social networking in classroom. So, to what extent these tools may push the learning process, education and students interaction. Furthermore, gathering information, enhancing their pronunciation with interact to native speakers over the world. connectivism as a

modern learning theory emphasized the value of interactivity and connection with others using technology, the social network tools that imposed itself, requires learning which occurs through interaction with many sources of knowledge (Javonic et al, 2012,p 17).

The Internet

Initially, computers were used as a word processor and then they were provided with the Internet where the different links lead to data base information. The Internet is the door to international resources where most, if not all, information are provided and available. It is a valuable resource to both language teachers and learners; it facilitates the teaching learning process, allows learners to communicate with native speakers and get access to current information from countries around the world, promotes higher order thinking and encourages independent learning. It is a network of thousands of computer networks. Webopedia which is website that offers definitions defines internet as a global network connecting millions of computers. More than one hundred country linked into exchanges of data, news and opinions. In 2013, internet users were about 39% of the world's population (Lewis, 1994: 12).

Google Search Engine

It is the world's most popular search engine. It began by two Ph.D. Students at Stanford University. They developed a search engine algorithm that ranked Web pages not just by content and keywords, but by how many other Web pages linked to each page. This strategy produced more useful results than other search engines, and leads to a rapid increase in Google's Web search market share (Munoz, Towner2009, 63).

Wikipedia

It is an internet-based encyclopedia. Wikipedia is a free, open content online encyclopedia created through the collaborative effort of a community of users" Skype.

Twitter Social Media

One of the gifts presented by technology to support connectivity, whether in society in general or in education family, is Twitter. This social network application could help students to improve their English learning to an unlimited way. By this online educational tool, a .teacher may use a great number of activities to engage students in classroom activities to understand concepts .In a study conducted in the University of Murcia in

Spain, it offered some preliminary results, it suggested that Twitter can be a useful in order to teach pronunciation if certain conditions are met. Such as: The engagement and motivation of students .The study drew the attention of students to what phonemes they should pronounce, where the stress should be placed or silent letters, the students considered to correct themselves (Fouz and Mompeàn.2012 ,p 89).

Face book

The second gift is Face book as a social networking website, launched on February 4th; 2004.Facebook was founded by Mark zuckerburg, a former Harvard student. Initially, the membership of Face book was restricted to students of Harvard College. Since September

(Philips, 2007, p 22).

According to Internet World Stats, the face book subscribers in Algeria are 4, 111,320 or 11 percent penetration rate, the majority are university students, the incredible usage rate among students indicate the educational pursuits .with face book students can use immediate messages, e mail, chat, the ability to post video and pictures, it is permit to anyone to post information and collaborate with the system ;in addition face book as social networking tool facilitate the interaction among students and teachers for making a learning and teaching community. For teacher should create a face book profile for professional use separate from social one to it, respect the boundary of relationship with students, also teacher should create posts that motivate students more enjoyable than classroom activities by asking, communicating to students. Face book help teachers connect with their student about home work, useful links sources (Munoz, Towner2009, 66).

Skype

Additionally, the third social net working gift is Skype which is an application use voice over internet technology where turns personal computer into telephone. the users of Skype is ten million or more, the majority of them are academics and researchers connecting their colleagues over the world, Skype opens the door and give opportunity to students by giving them a wide range of activities that can push student's engagement and comprehension, making interaction with others from other countries, continents and discover culture differences, social norms as well as imitating native speakers for

enhancing pronunciation, learning becomes authentic as it occurs in its environment (educause, 2007).

Skype founded in 2003 both digital education and social networking tools are growing, it is becoming increasingly more important to discover how distance Learning and teaching English and social net working tools can be combined most effectively to enhance students motivation and productivity (Brady, Holcomb, Smith2010). Participation on social net working sites leaves traces and good impression on student's life inside classroom and beyond its wall.

Audio and Video Devices

The use of audio and video devices in the process of teaching and learning is also helpful in terms of facilitating students testing and tracking their progress over time. In addition, the audio and video devices are widely used by components and capabilities in home entertainment system and related product descriptions and reviews. For the audio, listening is very important in learning languages but it is considered the forgotten language art. Eighty percent of information that we learn comes from listening, CD-ROMs can provide the speech and the sounds effect that can be helpful in clarifying new ideas in teaching. Thanks to new technologies, website such as "you tube" may offer different forms of visual support to faster the learning of new language. Data projector is the device that is most used   by   teachers in   Algeria to facilitate the understanding of new technologies. Television also is full with variety of audios and videos of different languages available at almost every time for people (Berk, 2009, p 92).

Computer

It is very important multimedia that combines all the advantages of previous presented media. It can be used as a local machine (stand-alone) or within a network. Throughout the last few years, the government trained many teachers on how to use this technology for teaching variety of subjects such as English, mathematics, physics. Computer programmes are considered as the perfect virtual environment for learning. Those different resources play a vital role in making the teaching learning processes as more effective and successful as it should be. They facilitate access to information, increase collaboration, and more encourages higher order thinking and creativity (Ellie, 2008, p39).

2.6 The Integration of ICT's in Language Learning

While there is no ready-made formula for successful and effective integration of ICT in language teaching and learning in any institution, Lankshear and Snyder (2000: 61) suggest four main principles to fully make this process succeed: „teachers first"; „complementarity"; „workability"; and „equity principle". A summary of each principle is provided as follows:

●**Teachers first:** emphasizes the need to have teachers authentically engage with the Technology themselves before they include it within the classroom i.e., teachers need to have time, space and opportunities before implementing those technologies into their teaching. Moreover, professional development workshops, technological and administrative support are hereby called for to support teachers so that students in their turns will be supported. Nevertheless, providing teachers with technology and support is not sufficient, it is teachers" responsibility to engage in a reflexive process whereby they can talk and share their experiences with teacher communities (Bhasin,2012,p 45).

●**Complementarity:** it emphasizes the importance of understanding, in as broad a context as possible, just what is involved in adopting a particular technology (Lankshear & Snyder, 2000: 122). In other words, the usage of a particular technology effectively involves becoming knowledgeable in a variety of skills not just one skill. When using new technologies such as World Wild Web, this requires critical skills in order to evaluate the authenticity of the source and the content, in effect, working with new technologies such as iPod applications demand the ability to transfer skills (for example, problem -solving strategies) from one medium to another (p.124).

●**Workability**: this principle asks the questions, „Does it improve the teaching and learning cycle? And „If there is improvement, is it a better alternative to other innovations that could be considered? (ibid). If the integration of technology is being used to its potential, then the workability factor is positive. According to Lankshear & Snyder, providing students with opportunities to acquire relevant cultural and critical understanding is a best indicator of effective integration (2000 p126).

●**The equity principle:** discusses the decisions made by administration regarding the allocation of resources for technologies. Schools must allocate technology in a way that is

equally accessible to all students and teachers. Equity refers to both physical implementation of computer technology and the development of teaching practices that foster computer and techno-literacy skills. This principle takes into account „the long view" of preparing learners for school and workplace demands. This approach is in accordance with the socio-cultural approach to learning, which views learning as "human lives seen as trajectories through multiple social practices and in various social institutions". In other words, engaging in meaningful learning activities is not something that occurs within the confines of a school, but outside as well (Terry, 1996 p 4).

2.7 The Advantages of Using ICT's in Language Learning

The advantages of ICT usage in Foreign Language Teaching can be listed down as:

Capacity to Control Presentation This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures. (Marti, 2006 p 58)

Novelty and Creativity Teaching with ICT is not like teaching with textbooks. Teaching with text books, where all classes presenting a certain topic are the same. However, teaching with ICT, a teacher can use different materials for each lesson. (Higgins, 2000, p 14)

Feedback Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice (ibid).

Adaptability Computer programs can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programs are more learner friendly. (Padurean and Margan, 2009, p 100).Many studies also assert that ICT provides positive impact on learning and teaching in general and teaching and learning of English in particular.

Anderson (2010, p 5) claimed that ICT creates new teaching and learning environment. In creating this new teaching and learning environment, ICT offer numerous advantages

and provide opportunities to facilitate learning for learners who have different learning styles and abilities, including slow learners, and to make learning more effective, involving more senses in a multimedia context. He adds that ICT also provides a broader international context for approaching problems as well as being more sensitive response to local needs.

Newhouse (2002 p 51) summarizes in a literature review of The Impact of ICT on Learning and Teaching the positive aspects of using ICT within English as followed:

➢ The results of students'' work can be seen immediately, which can stimulate and raise levels of motivation.

➢ Students are more likely to engage in redrafting, amending and improving written work more readily due to the simplicity of this task when using ICT.

➢ The quality of presentation can be extremely high, which develops a sense of pride in students'' work.

➢ Depending on the number of computers/digital cameras, students often work collaboratively which encourages them to share and discuss ideas, making the task more enjoyable and often raising the level of achievement.

In summary, it is obvious that ICT enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential because ICT supports access to online resources that use a powerful combination of video, text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology. Moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all students to learn the same way or to choose ways that suits their learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector (Scrimshaw, 2004 p 9).

2.8 The Disadvantages of Using ICT's in Language Learning

Despite the advantages and widespread use of ICs, there are some risks that should be highlighted when it comes to the implementation of those tools in language teaching and learning.

➢ ICT can create a division, a gap within the classroom, among students who use those tools and those who do not use them.

- It can remove the attention from the main objective of learning to may be a secondary goal such as develop ICT skills.
- It may affect the teacher-learner relationship, as ICT become a communication tool instead of face to face communication.
- Lack of training and unfamiliarity on part of the teachers can make it difficult to implement ICT"s in language learning.
- Teachers" reluctance or hesitance to adopt such innovations is in itself a big problem within the context of teaching and learning.
- It may take times to access to information or browse the net, especially when lines are busy due to many users.
- Learners who have access to such technologies are more likely to isolate themselves from the others (teachers, peers).
- ICT tools offers access to all types of issues and topics, some of which are not suitable for students, and this may result in various problems. (Hargreaves et al, 2001, p 190).

2.9 Limitations and Challenges of ICT Use in Language Learning

It is generally believed that ICTs can empower teachers and learners, simplify and facilitate teaching, and make significant contributions significant to learning. However, the integration of those technologies in our teaching and learning environment can also bring some limitations. These limitations can be categorized as: teacher related, student related, and technology related. Factors such as negative attitudes, lack of confidence, and lack of competence, low self efficacy, and resistance to change are potentially considered to be the strongest limitations of using ICT in teaching and learning on the part of the teacher. For example, teaches" fear a failure when using ICTs, particularly when entering the classroom with slight knowledge about ICT knowing that his students are better than him, this will perhaps cause a lack k of confidence and consequently will prevent him from using those tools in his teaching. In this respect, P,Scrimhaw (2004 p 7) states that "many teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do."

Another limitation, which is directly linked to teachers" confidence, is teachers" lack of competence. Teachers who lack ICT skills and who consider themselves not qualified to teach with technology or they may not have the required IT skills, nor do they have

trainings they are more likely to chose not to use ICTs in their teaching. Moreover, teachers" resistance, negative attitude, lack of enthusiasm and low self-efficacy are also other limitations that may prevent the integration of using ICT tools in the teaching learning environment (ibid).

From the part of the learner, various limitations of ICT use should be identified. For instance, students who use ICTs may be easily distracted from their learning and may visit unwanted sites; the inappropriate use of these technologies may bring some drawbacks and negative effects on the integration of ICT tools. Moreover, the over use of ICT tools may result in the negligence of other learning resources. Furthermore, students who are competent and skillful in using technology are likely to be better than those who are weaker or have difficulties in using them this will result in a division among them (Scrimshaw, 2004, p09).

Finally, students who used to download information and copying from the net are much more engaged in an ethical issue called plagiarism which must be fought by teachers and learners as well. The other limitations of ICT use that related to technology are the high cost of technology and its maintenance, the high cost of virus attack of software and computers, the interruptions of internet connections, and the poor delivery of electronic power (Hargreaves et al, 2001 p 197).

2.10 ICT Changing Roles

With the emergence of today's new technologies (ICTs), the teachers' traditional pedagogical role have changed to a new roles suites a learning environment that uses technology and supports autonomy. Salmon (2000: 5) perceives the new roles of the teacher as a combination of: a chair, host, lecturer, tutor, facilitator, and mediator of team debates, mentor, provocateur, observer, participant, co-learner, assistant, and a community organizer. Shifting roles from a teacher to co-learner within ICT materials enhanced learning requires teachers, to teach in ways in which they have not been taught themselves." (Hargreaves et al., 2001: 197). In fact, teachers are expected to improve their methods of instruction, develop their skills and competencies, adopt new technologies   in their teaching for the purpose of achieving success as well as creating a learning environment that motivates and supports students to take more responsibility on their learning so that to become autonomous learners.

Student's New Role

In the same way teacher's roles changes under the umbrella of ICT, learners too need to adjust their roles in the learning process. They must take on new responsibilities, negotiate meaning, assimilate new information through interaction and collaboration with others, and work without any interventions from the teacher. Thanks to ICT, learners can now communicate easily and quickly with other learners or speakers of the target language all over the world. They can have access to an extraordinary amount of authentic target-language information, as well as possibilities to publish and distribute their own multimedia information for an international audience. Activities like that encourage students to explore and create their own knowledge, and also will make them active participants rather than passive recipient of information. In this respect, Chee et al (2011: 26) claims that "the access to different media will help students manipulate different language data and become aware of the different material they can use to work with language. The fact that they can manage this language by themselves and the new active role that learners play in technology rich environments will also contribute to the fact that they will use their own organizational schemes."

Conclusion

Applying ICT in the educational system to improve learning and teaching English is necessary. This does not mean that the availability of technology only gives importance to this integration, but also the pedagogical design, though, the existence of deficiencies creativity of teachers help them to find ways to motivate students by using innovative aids and strategies in their classrooms.

The computer competency is not enough for effective and appropriate integration of ICT into teaching and learning English, the core competency required of teachers is the intention, strategy, methods and activities that would enable students achieve the learning objective. Helping teachers moving from theoretical models of students centered learning into practice, gives an advance to teaching and learning English language .the potential of ICT in education can only realized when it is embedded in social context that is open to innovation and supported by environment.

Chapter three

Methodology and analysis

Chapter three

Methodology and analysis

Introduction

A full description of research methodology designed to investigate the role of ICT materials in enhancing the level of students in phonetics in EFL classes. It gives brief description of the research tool, the administration of the questionnaires and the population (sample) upon which we have conducted our research. Moreover, we will provide a deep analysis and interpretation of the results obtained through the questionnaires. The analysis and the results will be presented in statistical forms. Our work will be descriptive research that focuses on the qualitative method. We have decided to use questionnaires for both teachers and students as a research tool that will be useful in collecting and analyzing the data gathered. We take a sample through which we seek to make inferences about the population itself. Population refers to the entire group of individuals or objects to which researchers are interested.

Population of the study

First year students at the Department of English at the University of Biskra during the Academic year 2014-2015, make up the entire population of our present study. We have dealt with a sample of seventy (70) students, from a total population of about (551) students. Again, the respondents in this study were selected randomly and are acquired to fill irrespective questionnaire. The reason behind choosing the work with First year is the importance of phonetics for this year as a base as well as the importance of information and communication technology (ICT).   Teachers at the Department of English at the University of Biskra make up the whole population. We dealt with the sample of five (06) teachers selected randomly, from the entire population of about fifty six (28) teachers. Participants in this study are varied between doctors, license and magister. The reason behind such a choice was to collect different perspectives about learner and how it can be fostered through the use of ICT tools. Since have not enough time, they are given a period of time 'one week' to answer the questionnaire.

3.1 Aim of the questionnaire

A questionnaire is a set of questions on a given topic that can be filled in by an interviewer or by the person being asked the questions. A questionnaire is best used to collect information that is not available elsewhere as a secondary resource. Therefore, this questionnaire is conducted to students to know their views and opinions about the use of ICT materials and its role in enhancing their level in phonetics.

3.1.2 Description of the Questionnaires

Questionnaires are the most commonly used instruments for collecting data in any research; they are very flexible and can be used to gather information on almost any topic from a larger or smaller group of subjects and most importantly with fewer efforts and in precise times. In this respect, we have designed semi structured questionnaire that suites such qualitative research and contains multiple types of questions (closed ended, open ended and mixed questions), whereby both teachers and students are asked to answer the questions by putting a tick in the corresponding boxes or making comments when necessary .The main purpose of these questionnaires is to collect views about the use of ICTs as helping resources to phonetics

3.1.3 Students' Questionnaire

All seventy copies were distributed during classes; a brief introduction was made to students about the survey. They were informed that: it is an important component in our study, their participation is going to be really appreciated, and the answers they will provide would remain completely private. They were told that it would approximately take 20 minutes to finish, and they were encouraged to give their honest answers to the questions so that their suggestions could be used beneficially for the study. The questionnaires were collected by the teachers and they were later retrieved from them at the end of the classes. The students 'questionnaire was composed of (22) items divided into two sections; the first section composed of thirteen (13) questions deals with students' perception about phonetics, the second section consists out of nine (09) questions that concerns the students' perceptions about the use of ICT in teaching phonetics and views towards learning phonetics .

3.2   Data Analysis and Results

The analysis of the data collected from the questionnaires will be presented and interpreted starting with students' questionnaire and ending with teachers'questionnaire.

3.2.1 Analysis of Students' Questionnaire

Students' questionnaire is divided into two sections; the questions in each section will be analyzed and interpreted in the form of descriptive statistics as follows:

Section one*: **Students' Perception about Phonetics**

QQ 1: Do you find the module of phonetics interesting?

Option	Yes	No	Total
Frequencies	65	05	70
Percentages	92%	08%	100%

Table3.1 Phonetics importance
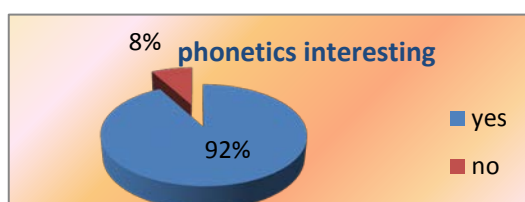
Figure 3.1 Phonetics importance

A quick look at the above table will identify that the target population consists of 65 students from the entire population of 70 students answer with yes see that phonetics is the backbone of any language and by understanding phonetics we can improve our pronunciation, which can make us communicate in a good way .whereas, the other population consists of 05 students answer with no see that phonetics it is not very interesting.

QQ 3: How do you find the atmosphere in the classroom?

Option	Students	frequencies	Total
Motivating	50	72%	70
Not interesting	05	07%	70
More motivating when using ict	65	93%	100%

Table 3.2 The atmosphere in the classroom
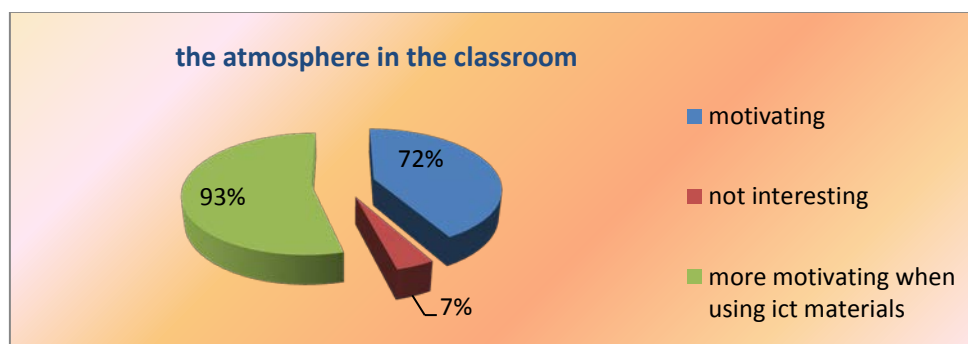
Figure 3.2 The atmosphere in the classroom

The above table shows that the target population consists of 50 students see that the atmosphere in the classroom is motivating .hence, 05 students look at the atmosphere to be not interesting at all .but, 65 students believe that the atmosphere in classroom is more motivating when using ICT materials .because these materials encourage them to participate and be more active.

QQ 4: How do you consider the module of phonetics with ICT materials?

Option	Very important	Important	Not important	Total
Frequencies	03	07	60	70
percentages	04%	10%	85%	100%

Table 3.3 Students' consideration about phonetics with ICT materials
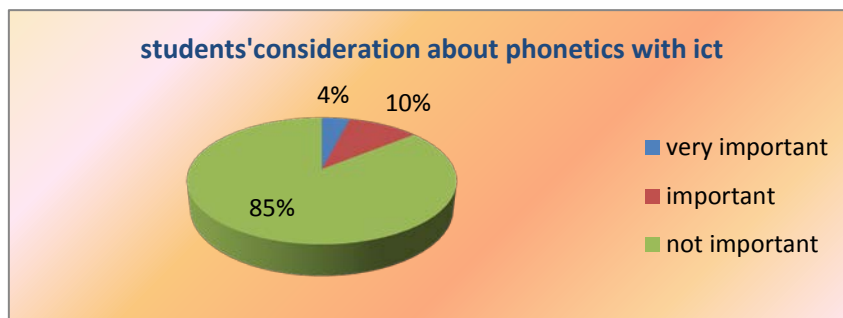
Figure 3.3 Students' consideration about phonetics with ICT materials

Students' responses to this question vary from one category to another; 03 participants with 04% consider that learning phonetics without ICT is very important. But, 07 participants with 10% claim that phonetics without ICT materials is important. However, 60 participants consider that learning or teaching phonetics without ICT materials is not important.

QQ 5: Do you believe that the use of ICT tools improves your level in phonetics?

Option	Yes	No	Total
Frequencies	62	08	70
Percentages	88%	12%	100%

Table3.4 The use of ICT in phonetics and students' level improvement
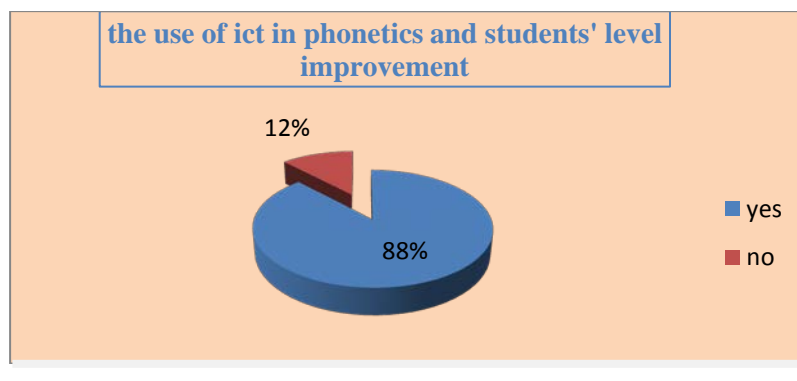
Figure3.4The use of ICT in phonetics and students' level improvement

When it comes to the way students like to learn in classrooms, the majority of them 88%choose the answer A (yes) so, the great part of participants believe that the use ICT tools improve their level and look at it as their preferable style, this makes us think that they believe in the digital revolution that happens around them.08 participants with 12% seems to be oppose to the idea of the use of ICT so, they do not believe that these materials help them to improve their level in phonetics.

QQ 6: please state why?

Most of participants believe that the motivation created by these materials give them opportunity to improve their level as well as the direct contact that can be done by this materials and the imitation of native speakers via ICT materials.

Option	A	B	C	D	Total
Frequencies	29	18	14	09	70
Percentages	41%	26%	20%	13%	100%

Table 3.5 The reasons behind students' level improvement in phonetics when using ICT
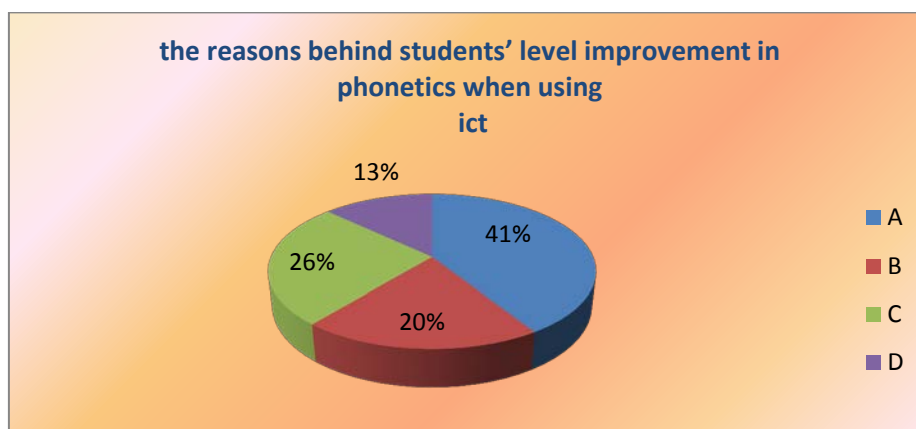
Figure3.5 The reasons behind students' level improvement in phonetics when using ICT

Students' responses to this question vary from one category to another; 29 participants with 41% claim that the use of ICT materials in phonetics improve their level because it offer them a good clarification in transcription and pronunciation. However, 18 participants with ratio of 26% consider that ICT materials are motivated means that help to create a good atmosphere in classroom which leads to students' level improvement. The

ratio of 20**%** with 14 participants declare the interaction the native speakers is very beneficial to enhance their level in phonetics .therefore, they believe that the use of ICT materials facilitate for them to interact and imitate the natives .The rest of the participants 09 with 13 **%** do not answer at all.

QQ7: Is there any ICT tools that you use when learning phonetics, please mention them?

Option	Slideshow projector	Video tapes	Total
Frequencies	66	04	70
Percentages	94%	06%	100%

Table: 3.6 ICT tools used in learning phonetics
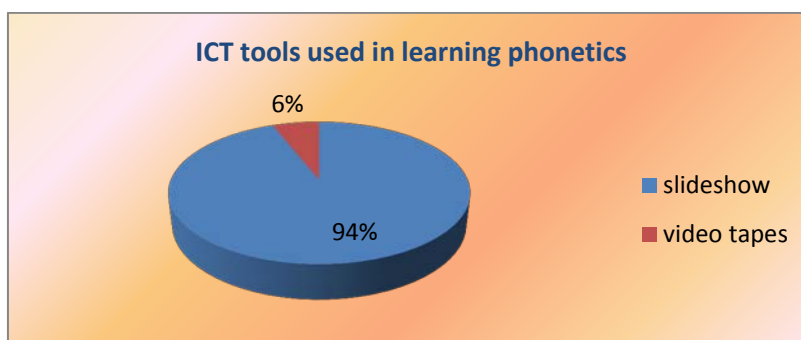
Figure: 3.6 ICT tools used in learning phonetics

Table 3.7 indicates that the majority of participants (94%) are using slideshow projector as an ICT material to learn phonetics feeling the rest, wishing the best. However, 6% of the participants mention that they use video tapes .all in all there is an ICT materials used for learning phonetics.

QQ8: Do you find that ICT materials used by the teacher for transcription are helpful?

Option	Yes	No	Total
Frequencies	62	08	70
Percentages	89%	11%	1%00

Table 3.7 ICT materials help for phonetics transcription
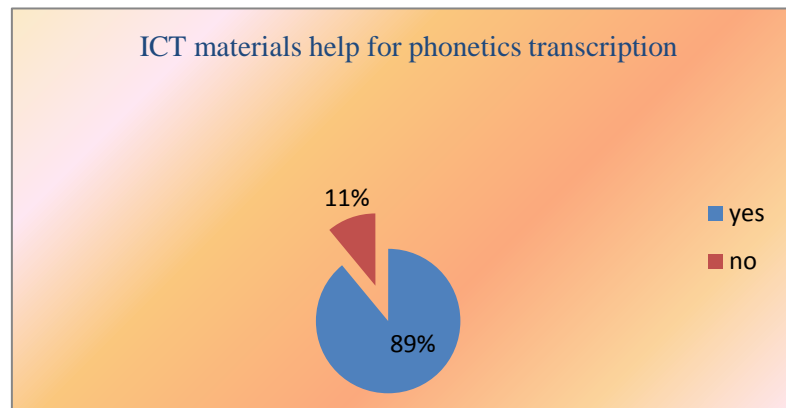
Figure 3.7 ICT materials help for phonetics transcription

The answer to this question indicates that more the ratio of (89%) of the whole sample answer with yes; which means that those learners believe that the use of ICT materials by the teacher in phonetics for transcription is helpful and give advance to both teachers and students for more clarification in transcription .However, the ratio of (11%) answer with no .so, they do not believe in this help and see that no need to these materials for transcription.

QQ 9: would you explain?

The majority of the participants (89%) in their explanations when the teacher use ICT materials for transcription students talk about motivated atmosphere created in classroom which help them to understand in a good way, also, they mention that ICT materials give them more details and clarify the transcription making it easy for students Hence, the (11%) participants claim that the use of these materials do not change in the way of transcription and do not give any advance.

QQ10: how often do you use listening and repeating activities by teacher in the classroom?

Option	Very often	Often	Rarely	Never	Total
Frequencies	10	40	16	04	70
Percentages	14%	57%	23%	6%	100%

Table 3.8The use of listening and repeating activities by the teacher
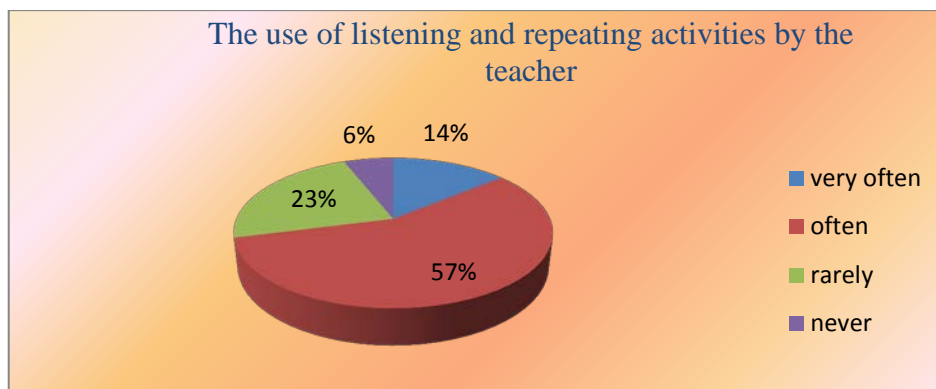
Figure 3.8The use of listening and repeating activities by the teacher

The results from the table above show that the answers of the participants vary where the majority of them with the ratio of 57% answer that the teacher often use listening and repeating activities, whereas ,23% mention that the teacher rarely use listening and repeating activities and 14% answer the same with another ratio of 06%.

QQ: 11 which teaching methods do you prefer to be used by teacher in the classroom?

Option	Grammar translation m	Audio lingual method	Communicative method	Total
Frequencies	00	09	61	70
Percentages	00%	13%	87%	100%

Table 3.9 The preferred teaching method used by the teacher
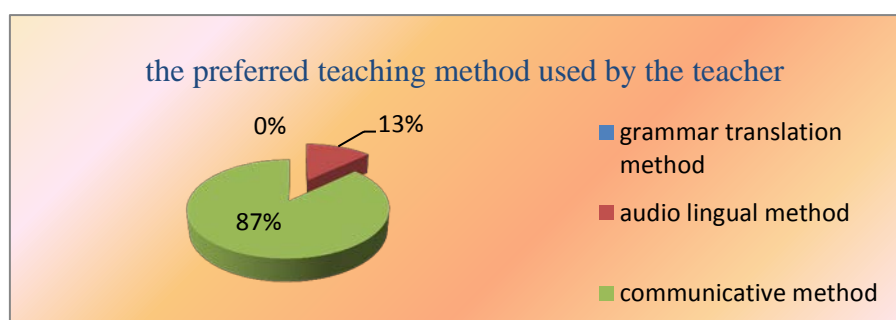
Figure 3.9 The preferred teaching method used by the teacher

From the above table and diagram, it is demonstrated that the majority of students of the target population (61) representing (87%) prefer communicative method which more

45

emphasis on communication and interaction, to be used by the teacher in classroom to seize the opportunity to improve their level in phonetics .09 participants represent the ratio of 13% prefer the teacher the audio lingual method in classroom that more emphasis on imitating the teacher . but no participant prefer the teacher use the grammar translation method which more emphasis on rules.

QQ12: are you taught on how to use the dictionary in improving your   pronunciation?

Option	yes	no	Total
Frequencies	70	OO	70
Percentages	100%	00%	100%

Table 3.10 Teaching the use of dictionary to improve students' pronunciation
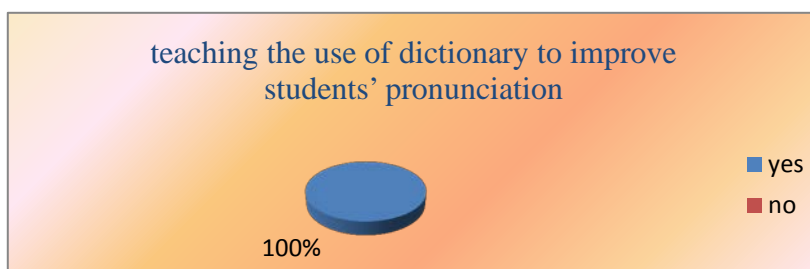
Figure 3.10 Teaching the use of dictionary to improve students' pronunciation

The results as shown on the table and the diagram above all the participants answer with (yes) to the question above .the 70 participants with the ratio of 100% know well how to use dictionaries which can help them to improve their levels in pronunciation.

QQ: 13which materials are used by the teacher to facilitate learning transcription?

OPTION	Oxford/Cambridge dictionary	Handouts of lecture	Videos transcription	Total
Frequencies	10	20	40	70
Percentages	14%	29%	57%	100

Table 3.11: Materials used by the teacher to facilitate learning transcription
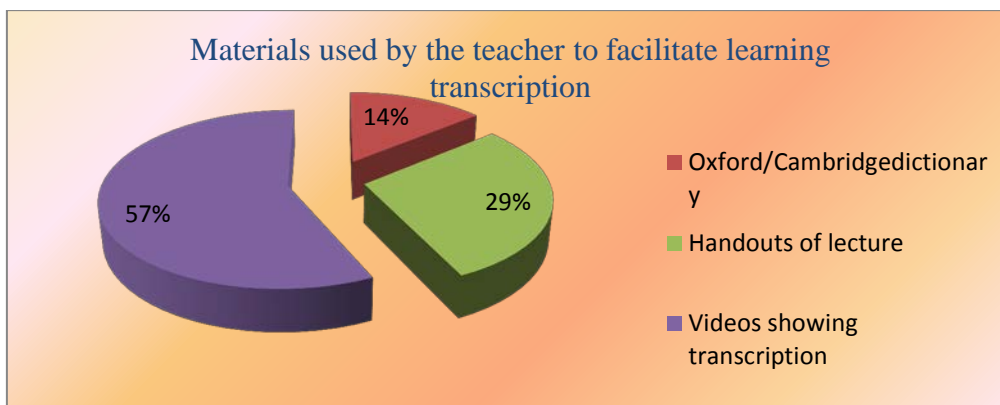
Figure 3.11: Materials used by the teacher to facilitate learning transcription

On one hand 57% of the participants declare that the videos showing transcription as materials used by the teacher to facilitate learning transcription in phonetics and they really benefit from these material to improve their level. On the other hand, 29% the ratio of 20 participants answer those handouts of the lecture used by the teacher as materials to facilitate learning transcription ,whereas, 14% of them mention that Oxford /Cambridge dictionary used as a material by the teacher to help students to learn transcription .

Section Two: Students' Perception about the Use of ICT in teaching Phonetics

QQ14: Does your teacher use any kind of technology materials to present the phonetics lesson?

Option	Yes	No	Total
Frequencies	68	02	70
Percentages	97%	03%	100%

Table: 3.12 Technology materials used in presenting the phonetics lesson
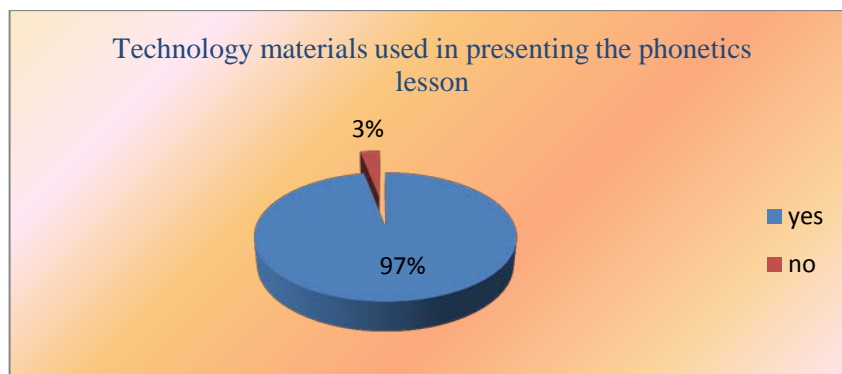
Figure 3.12 Technology materials used in presenting the phonetics lesson

The great part of the participants 68 with the ratio of 97% answer (yes) to the posed question .however, 03 % answer with (no) they mean that the teacher do not use any kind of technology materials to present the lesson .

QQ: 15 if yes, would you please mention them?

When we asked participants to mention these technology materials used by the teacher to present the lesson, the majority of them (97%) answer that the teacher use the slide show projector to present the lesson and those participant like this way considering it a helpful materials .Hence,03% answer that the teacher use video tape to present the lesson .

QQ16: which methods do you think is interesting to you when you study phonetics?

Option	Traditional way	ICT materials	Total
Frequencies	00	70	70
Percentages	00%	100%	100%

Table 3.13The interesting method when study phonetics
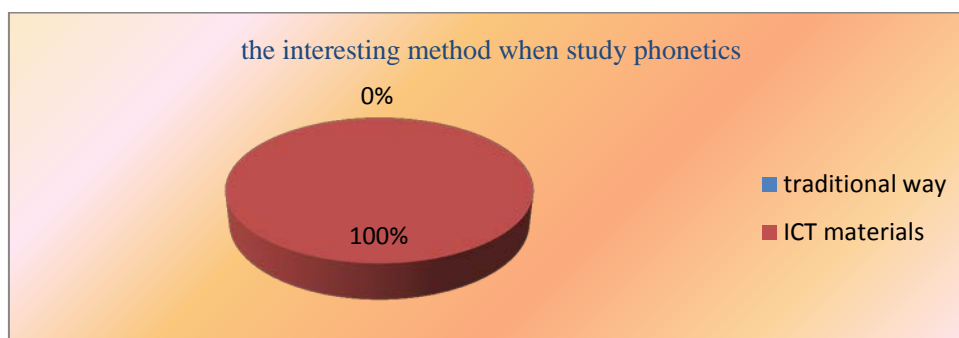
Figure 3.13The interesting method when study phonetics

When it comes to the question which methods do you think is interesting to you when you study phonetics? ICT materials or traditional method, the ratio 100% consider that ICT materials are the interesting method when they study phonetics and no one support the traditional way as an interesting method .

QQ17: would you please justify your choice?

The propriety of ICT materials which can create a native society that can be imitated and gives the opportunity to interact with it, is the answer of the majority of the participants with ratio of 100% when asked to justify their choice.

QQ18: in your opinion- what type of ICT materials are suitable to use in phonetics?

Option	Audio cassettes	Video tapes	Slide show projector	Language laboratories	Total
Frequencies	10	15	20	25	70
Percentages	14%	21%	29%	36%	100%

Table 3.14The suitable types of ICT materials used in phonetics
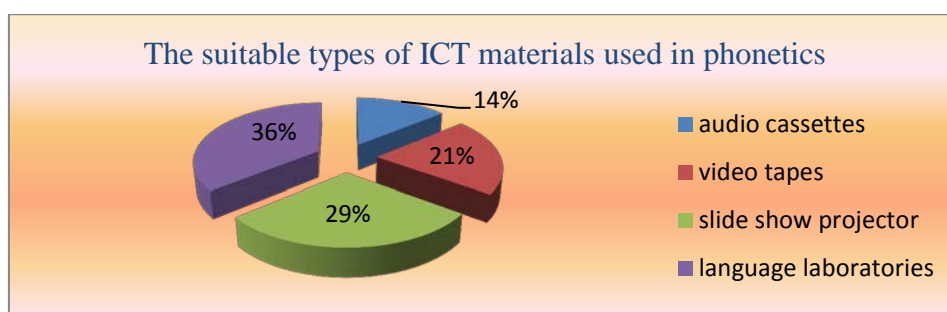
Figure 3.14The suitable types of ICT materials used in phonetics

As notice from the table and diagram above the answers vary, the ratio of 14% consider that the audio cassettes are the suitable type of ICT materials used in phonetics. the second ratio of 21% participants mention that video tapes as an ICT materials type suit in phonetics. in addition , 29% participants claim that slide show projector this type of ICT material is suitable in phonetics .and 36% participants answer that language laboratories are the suitable ICT materials type use in phonetics.

QQ 19: do ICT materials help you to be in contact with native speakers' pronunciation?

Option	Yes	No	Total
Frequencies	70	00	70
Percentages	100%	00%	100%

Table 3.15The help of ICT materials in making contact with native

speakers' pronunciation.

the help of ICT materials in making
contact with native speakers'…

0%

100%

■ yes

■ no
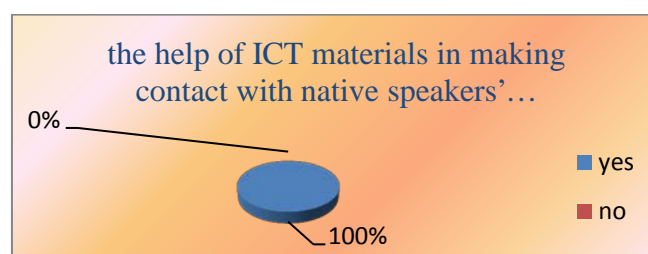
Figure 3.15The help of ICT materials in making contact with native

speakers' pronunciation

We infer from the results showing on the table and the diagram above that the majority with the ratio of 100% participants answer with yes and claim that there is a great help from ICT materials to students to make a contact with native speakers' pronunciation and a real interaction.

QQ20: would you please explain how?

The explanations of the participants concentrate on the ICT materials and the role that it play, in order to participate in the creation of environment to students to put them in contact with native speakers .participants gives examples like the of internet that makes a close interaction .social networks like Skype which make students in touch with native speakers, discussion, imitation…in addition to you tube and face book that make a real contact to hear, listen, speak and imitate.

QQ 21: do you think that the use of language laboratories in teaching phonetics is

interesting to you?

Option	Yes	No	Total
Frequencies	60	10	70
Percentages	86%	14%	100%

Table 3.16 the interesting use of language laboratories in teaching phonetics
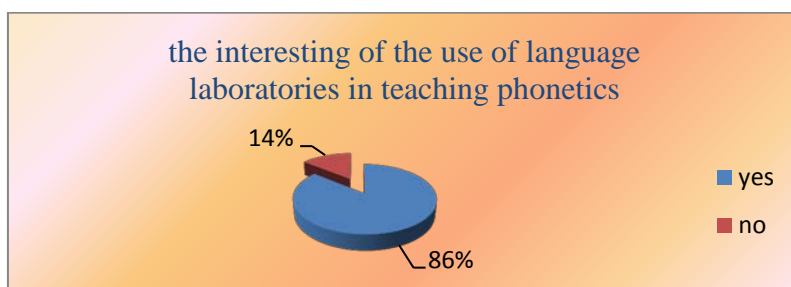
Figure 3.16 the interesting of the use of language laboratories in teaching phonetics

From the results demonstrated above the majority of participants 86% claim that the language laboratories are interesting and very important in teaching phonetics. However, 14%of the participants consider that the role of language laboratories in teaching phonetics it is not interesting.

QQ22: would you please state why?

About the reasons presented by the majority of the participants 86% legitimate that language laboratories are helpful materials it gives an advance and improve the listening skill of the students, clarify how words utter and sounds, so that students can improve the pronunciation. But14 % of the participants does not justify their answers.

3.2.2 Interpretation and Discussion of the Results

In this section we will interpret and discuss the results of both teachers and students and we will come up with final conclusion to this chapter.

3.2.3 Students' Results

As it has been mentioned in chapter one, the appropriate use of ICT can lead to a shift to a learner centered environment. However, this is not as simple as it may look. Students' responses to the questionnaire show that they are to some extent familiar with these materials and are able to take charge of their learning and improve their level. This confirms the hypothesis made so far in the general introduction of this research. It is true that they still consider the use of ICTs is insufficient. But not in the same way as it used to be. This study has also proved that first year students perceive themselves as sufficiently ICT users. They are willing to take responsibility and make decision in the classroom.

In fact, the use of ICT helps too to confirm our hypothesis; that most of our students who are aware of and use those tools are becoming better students and thus become more improved. The role of Using ICT Tools to enhance students' level in phonetics, most students prepare their English lessons before coming to study. They are capable to set objectives in their learning. This may be justified by teachers' acceptance to change that is to say teachers seem ready to put some decisions on students' hands. Moreover, the majority of our learners did not feel satisfied with the clarification provided by the teacher, however; they try to do their best and make further researches so that to enrich and develop it. This feeling justifies the fact that our students are spending sufficient time in learning phonetics outside classrooms improving their levels in learning such language. It is necessary for students to make decisions concerning the materials to be used. In this respect, most of students choose video, audio tapes and internet as their preferable materials for learning. This is justified by their responses that indicate that ICT materials help them increase their level in phonetics, make them feel free and motivated as well as develop their level in pronunciation.

.As a conclusion, we may say that the results, to a great extent, contribute to the acceptance of our hypothesis. In other words, it is proved that the accessibility and the utility of ICT resources add positive implications to the improvement of students' level in phonetics, provide unrestricted chances for students, and most importantly empower them to enhance their level and pronounce in a perfect way.

3.3 Teachers' Questionnaire

The questionnaire was administered to six (06) teachers of phonetics at Biskra University English division .They were given enough time to fill in the questionnaire. It was administered in very good conditions. All the questionnaires were handed back. Both administration and teachers helped in delivering the questionnaire the reason why we did not face any problem. The teachers' questionnaire was composed of fifteen (15) questions divided on three sections; the first section concerns background information about teachers. The Second section deals with teachers' perspectives about phonetics teaching and the implementation of ICT tools and its impact. The third section concerns teachers' opinions and suggestions.

3.3.1 Analysis of Teachers' Questionnaire

Section one: general information

QQ 01: teachers' Gender

Option	Male	Female	Total
Frequencies	03	03	6
Percentages	50%	50%	100%

Table 3.17 teachers' gender
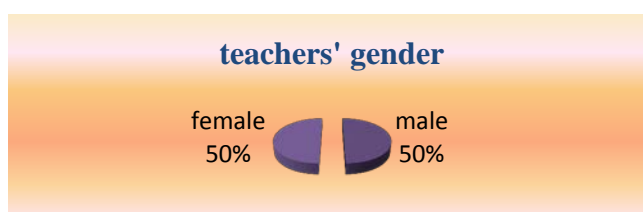
Figure 3.17 teachers' gender

We ask this question to know about the teachers' sex. The information resulting from the table above indicates that teachers who participate in this study are males and females. This means that the population of the study are of different gender and thus of different

attitudes towards teaching English. We notice also that the number of females representing (50%) is the same as for males (50%).

QQ 02: Degree of teachers

Option	BA(licence degree)	MA(master/magister)	PhD (doctorate degree)	Total
Frequencies	00	04	02	6
Percentages	00%	67%	33%	100%

Table 3.18 the Degree of teachers
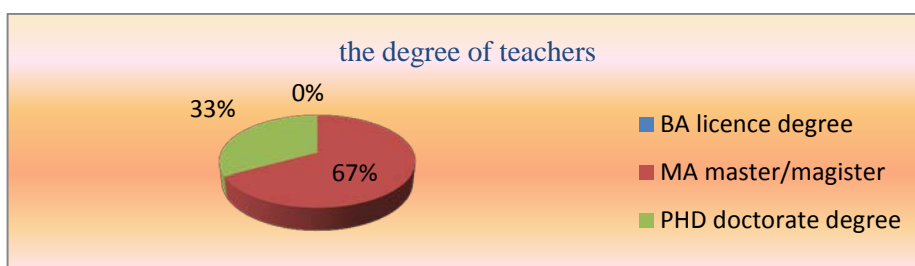
Figure 3.18 the degree of teachers

The answer to this question implies that most of teachers (67%) in the Department of English Language at University of Biskra have MA master/Magister degree as their highest qualification. While there are 2 respondents with ratio of 33% are Doctors which means that our teachers are very qualified ones and veteran.

QQ 03: how long have you been teaching the module of phonetics?

Option	0-9	10-15	+25	Total
Frequencies	2	1	03	6
Percentages	33%	17%	50%	100%

Table 3.19 Teachers' experience
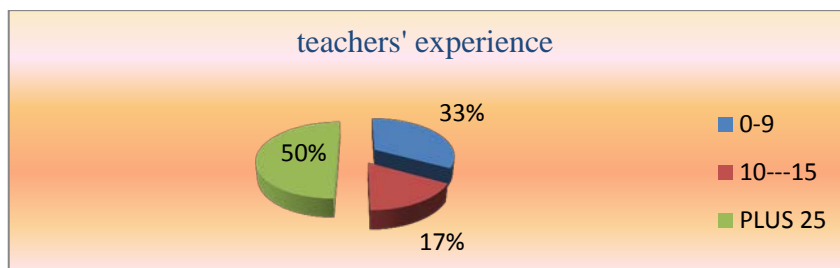
Figure 3.19 Teachers' experience

As for their teaching experience, it is clearly recognized that 33% of the teachers are still in the first years of their teaching career (between 0 to 9 years) While 17 % of them are in midway teaching experience (15-19 years). Some teachers are experienced enough (+25) with ratio of 50% are experienced persons in the sense they taught through the traditional and the learner -centered approach whereas others started their career within the new approach. We wish this variety of participants made the data obtained more valid.

QQ: 04 is teaching phonetics your choice or imposed on you?

Option	My choice	Imposed	Total
Frequencies	6	OO	6
Percentages	100%	OO%	100%

Table 3.20 the choice of teaching phonetics
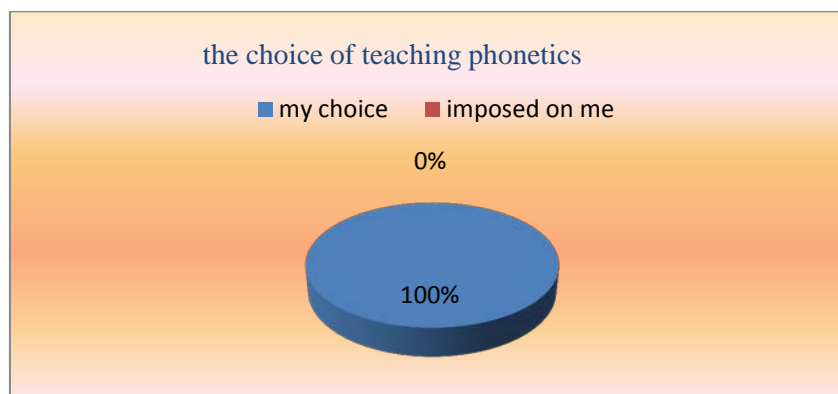
Figure 3.20 the choice of teaching phonetics

QQ 05: Could you justify?

100% of teachers declare that teaching phonetics is their own choice because they like this module, some claim that they like to apply their skills and knowledge in the module of phonetics, some teachers consider that they are capable and they keep enthusiasm when teaching this module.

QQ 6: Is phonetics difficult to be taught**?**

OPTION	YES	NO	TOTAL
FREQUENCIES	3	3	6
PERCENTAGES	50%	50%	100%

Table 3.21 the difficulty in teaching phonetics
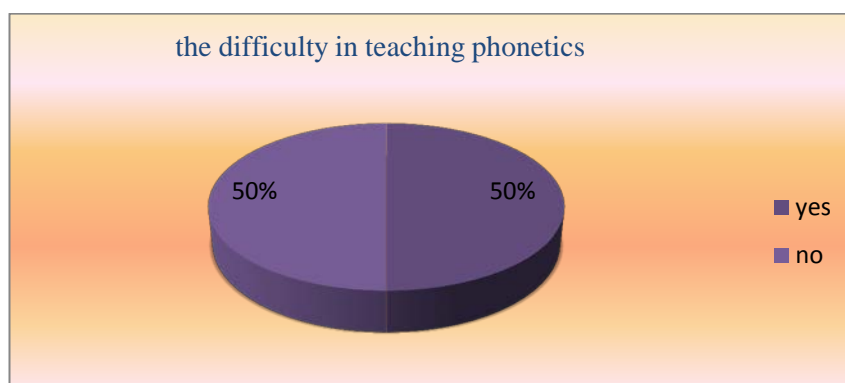
Figure 3.21 the difficulty in teaching phonetics

About the issue of the difficulty in teaching phonetics 50% of the teachers claim that it is difficult to teach phonetics .on the opposite,50% claim that it is not difficult to teach phonetics.

QQ 7: What is the best way to teach phonetics?

The ratio of 83% of teachers claim that the best way to teach phonetics is using the ICT materials ,video tapes and data show ,hence, the rest claim that should be a combination of the traditional way and the ICT materials.

QQ 8: Do you use Information and Communication Technology in your class?

Option	Yes	No	Total
Frequencies	04	02	6
Percentages	67%	33%	100%

Table 3.22 teachers' use of ICT materials in classroom
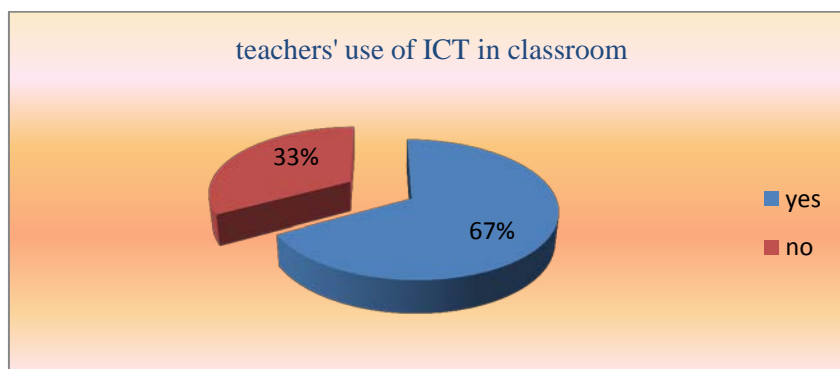
Figure 3.22 teachers' use of ICT materials in classroom

Teachers with ration of 67% answer with yes showing that they use ICT materials in class

whereas, 33% answer with no showing they do not use it.

QQ 9: What kind of ICT materials do you use?

The majority of teachers with the ratio of 83% declare that they use slide show projectors and video tapes in class to facilitate learning for students and to help them improve their level in phonetics.

QQ10: Your students as new generation are they satisfy when study phonetics with new

technology aids or with traditional way ?

Option	Technology aids	Traditional way	Total
Frequencies	05	01	06
Percentages	83%	17%	100%

Table 3.23 students' satisfaction about the way they learn phonetics
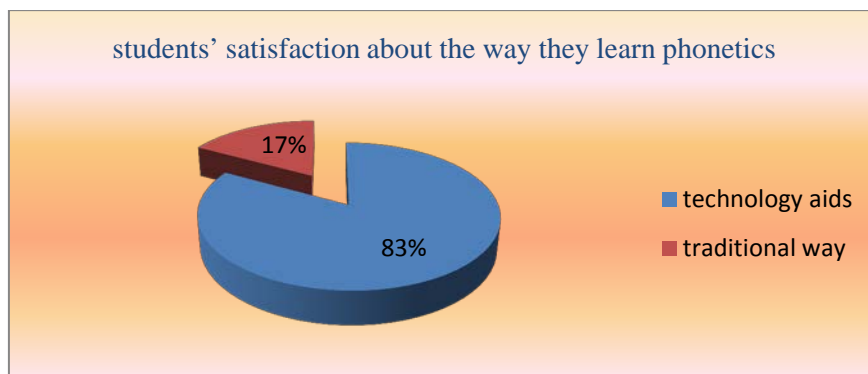
Figure 3.23 students' satisfaction about the way they learn phonetics

83% of the teachers consider that when they use ICT materials in class see the rest and happiness on the faces of their students, on the contrary, when using traditional way .teachers claim that students feel satisfaction when the ICT materials are used in class.

QQ 11: Could you please justify?

In their justifications 83% of teachers, answer that the use of ICTs would greatly help and facilitate access to knowledge and information, And ICT tools provide opportunities for students to be in contact with native speakers pronunciation .the teachers also mention the point of the familiarity to those materials help effectively in creating motivation and make the students satisfied with the use of these materials.

QQ: 12-Are your students motivated when using ICT or when using traditional way?

Option	Motivated with ICT materials	Motivated with traditional way	Total
Frequencies	05	01	06
Percentages	83%	17%	100%

Table 3.24 teachers' opinion about students' motivation using ICT materials
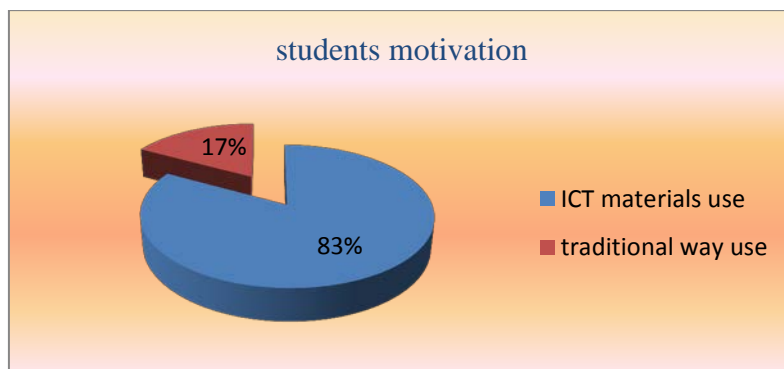
Figure 3.24 teachers' opinion about students' motivation using ICT materials

As noticed on the table and diagram above the obsolete of teachers with ration of 83% claim that the use of ICT materials in classroom make the students motivated and all the time try to participate, in contrast, when using traditional way like handouts and black board .from this we can say that ICT materials are beneficial to create motivation in class which can lead students to improve their level in pronunciation.

QQ13: In your opinion is there any impact of ICT on your students to enhance their

pronunciation?

Similarly, to the same ration mentioned in the previous table and diagram most teachers witness, that students follow teacher and concentrate better and be motivated when teacher use ICT materials in class which can help them to enhance their pronunciation. That is the positive impact.

QQ14: Is there what hurdle the use of Information and Communication Technology materials as current tools in teaching phonetics to get best results in students'pronunciation ?

As being one of the most important questions that may help in determining the limitations of this study, teachers offer a variety of views relating to the question. They claim that teaching policy (no technology) that is to say University authorities does not allow the use of such tools maybe because of the inappropriate use of them by learners And Lack of adequate ICT resources. In addition, to the lack of training and large classes as teachers claim prevent full comprehension .the most important thing that Traditional ways of teaching are still dominant. That is to say, the teacher is still the primary source of

knowledge, the learners still rely on the teachers, and the learning materials are still traditional.

QQ 15: would you please supply your opinion and suggestions:

Most of the teachers provide their opinion and suggestions about the subject saying that the use of ICT materials could be very beneficial if used judiciously, and the ICT materials can be used for both sides of the course theoretical and practical, in addition, it can be a helpful material for students to follow the native speakers 'pronunciation as a model ,as well as the motivation that can be created in classroom. Teachers hope that ICT materials will be generalized over all the universities.

3.4 Interpretation and Discussion of the Results

In this section we will interpret and discuss the results of both teachers and students and we will come up with final conclusion to this chapter.

3.4.1 Teachers' Results

Teachers of English at the University of Biskra seem to be aware of and understand the notion of the role of ICT materials in enhancing students' level in phonetics; they also acknowledge its usefulness in phonetics learning. In fact, introducing ICTs use for teachers and students who have been used to certain roles in the classroom is not an easy task at all. Teachers have to move towards a more use of technology materials, they have to supply it for transcription and manner of articulation, However, it should be stated that the traditional system is still dominant .

As for the teachers' perceptions towards the notion of the role of ICTs in teaching phonetics, the results indicate that the majority of our teachers believe that the development of students level in pronunciation requires a combination of key factors namely: the teacher, the learning materials, and most importantly the student. Moreover, they consider that the role of the teacher within this approach is important as much as the student's role. Fostering technology materials in our learning context is not based only on changing roles of both teachers and students, but also on some pedagogical matters such as teachers' training programs, textbooks, and projects work. In fact, training programs are of a vital importance in developing the use of such materials. Thus, teachers should be well prepared and provided with the methodological and the pedagogical techniques so as to be successful in their career, and help students becoming better in pronunciation.

To conclude with, a special emphasis was given by teachers to increase the amount of out-of class activities in order to develop students' levels in phonetics. What is equally important is the emphasis on using ICT resources- such as the Internet- as facilitating tools for teaching and learning; video tapes multimedia rooms, also as effective ways that help students improve their levels in pronunciation.

Conclusion

This chapter deals with the analysis and the interpretation of data gathered. In this respect, the results have shown that teachers and students of English as a Foreign Language have positive attitudes towards the notion of the role of ICT materials to enhance students level in phonetics. The results confirm the hypothesis made so far in the introduction. First-year students who are aware of the use of ICT resources are more likely to be responsible. Furthermore, the exposure to those materials offers more opportunities for successful learning and teaching as well as to the improvement of students' level in phonetics.

General Conclusion

Teaching phonetics has been one of the most widely discussed concepts in the field of second and foreign language teaching. However, with the emergence of technology the learner–centered approach has become more popular in the teaching learning environment. Thus, this study aimed at investigating the impact of using ICT tools on raising students' level in phonetics. Thanks to the questionnaires' findings that showed the significance of the results. This helps us to establish the relationship between the independent and dependent variables. In other words, confirming the truth of the proposed hypothesis which claimed that the use of ICT resources could help in making students more better in their pronunciation .

We started this dissertation with an overview issues in relation to teaching phonetics and ICT materials; the first chapter was directed to teaching phonetics and pronunciation and its related concerns .it was divided into two sections .the first one has introduced why teach phonetics and pronunciation ,combination of sounds ,English vowels and consonants articulation and English stress and intonation patterns .the second one was devoted mainly for other aspects of connected speech and accents, pronunciation . The

second chapter deals with ICT materials, its definition, different types, advantages and disadvantages as well as its common used tools in teaching and learning. Moreover, the focus was put forward to the usefulness and the role of ICT materials on the improvement of students' level in phonetics. We, then, moved to the analysis of the questionnaires' findings.

The results indicated that most of our students and teachers are made aware of both the importance of learning , teaching phonetics and the use of ICT materials in our learning environment. Furthermore, it shed light on the effective contributions of the internet and its tools in making the process of teaching and learning more successful as well as in helping students become more better in pronunciation and in phonetics. Through the results, we can come up with the conclusion that students who have access to ICT resources are more likely to improve their pronunciation better than those who do not. The analysis of the field work we carried out enabled us to draw conclusions in the direction of our hypothesis.

Finally, we wish this work would help to shed some light on the usefulness of ICTs as well as the importance learning and teaching phonetics. Our research remains open to any further development that would deal with the promotion of phonetics and students' pronunciation along with the use of ICTs in the forthcoming years.

Recommendations

Fostering students' pronunciation using ICT materials remains a crucial issue among researchers all over the world. For this reason, it is of vital importance to conduct more research in this area. Such research is necessary because it can provide a basis for recommendations related to the improvement of students' level in phonetics by means of Information and Communication Technology (ICT). These suggestions should be viewed as possible ways of fostering students' level in phonetics in a classroom setting with the aim of enhancing the process of language learning. The recommendations are as follows:

1- It is necessary to realize that the development of teaching and learning phonetics takes time, and, therefore, this process should be introduced and developed gradually.

2- Teachers' should be made aware of and be ready for integrating teaching phonetics with new look in their EFL school settings as well as they should accept their new roles as facilitators.

3- Students should be involved in the learning process in order to improve their level in phonetics and don't still passive.

4- Classrooms should be equipped with necessary tools and materials to help students learn phonetics in a good atmosphere.

5- Students should be encouraged to explore the practical world, search for online activities or seek information connected with specific themes; teachers might provide students with adequate resources.

6- In addition to providing students with opportunities to learn phonetics and allow them to choose from a variety of online activities, an attempt should be made to engage learners in the creation of their own language tasks. This should enable them to understand the phonetics better, use it, and what is equally important, make them improve their level in pronunciation.

7- Different materials should be used to develop phonetics teaching such as internet multimedia rooms social net works… .

8- An obvious result of some of the preceding points is that teachers need to realize that the development of teaching phonetics requires a modification of their traditional roles; they must be more of facilitators rather than instructors.

9- It is of vital importance that students should own basic computer skills in order to be able to use specific computer software; for the purpose of facilitating teaching and enhancing learning.

10- Students should be provided with opportunities to share their knowledge about the phonetics and pronunciation or exchange ideas on how to master it on a regular basis. This might be accomplished by conducting lessons during which they are encouraged to discuss the ways in which they tend to learn it. The internet can provide such opportunities

11- Create an information and communication environment that incorporates libraries and laboratories and extends beyond their walls.

12- Support successful school based ICT innovation and creativity

13- Government should encourage and motivate the investment of ICTs related projects in schools and universities. It should try to encourage the curriculum with a view to incorporating the use of computer and ICT- assisted instruction in teaching phonetics.

Undoubtedly, this set of recommendations is not complete and needs to be constantly updated and improved in accordance with the results of studies carried out in various educational settings and at different educational levels. However, we think that this study has enlightened and attempted to contribute effectively in education besides expecting it to serve as a reference for different studies in this field

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Appendices

Title:

The role of Information and Communication technology Materials
In enhancing students' level in phonetics

Students' Questionnaire

This questionnaire is a data collection tool about the role of the information and communication technology (ICT) materials in enhancing first year students' level in phonetics. This questionnaire will survey the viewpoints of the students from English department at Mohamed Kheider University of Biskra. The current research is meant to prepare a Master dissertation. Would you please kindly answer the following questions by ticking the appropriate boxes or write a comment when necessary.

Thank you in advance for your cooperation,

NB: ICT = Information and Communication Technologies used in teaching phonetics

Researcher: Mr. HOUASSI Abdelhamid

Section one: Students' Perception about Phonetics

1- Do you find the module of « Phonetics » interesting?

A- Yes ☐

B- No ☐

2- If yes, please state why?

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…………………………………………………………………………………

3- How do you find the atmosphere in the classroom?

A-Motivating ☐

B- Not interesting ☐

C- More motivating when using ICT materials ☐

4- How do you consider the module of phonetics without ICT materials**?**　　**1-4**

A- Very important ☐

B- Important ☐

C- Not important

5- Do you believe that the use of ICT tools improve your level in phonetics?

A- Yes ☐

B- No ☐

6- Please state why?

....

………………………………………………………………………….

7- Is there any ICT tools that you use when learning phonetics? Please mention it

…...

…………………………………………………………………………

8- Do you find that ICT materials used by teacher for transcription are helpful?

A- Yes ☐

B- No ☐

9- Would you explain?

....

…………………………………………………………………………

10- How often do you use listening and repeating activities by teacher in the classroom?

A- Very often ☐

B- Often ☐

C- Rarely ☐

D- Never ☐

11- Which teaching method do you prefer to be used by teacher in the classroom?

A- Grammar Translation Method (more emphasis on rules) ☐

B- Audio-lingual Method (more emphasis on imitating the teacher) ☐

C- Communicative Method (more emphasis on communication & interaction) ☐ **2-4**

12- Are you taught on how to use the dictionary in improving your pronunciation?

A- Yes ☐

B- No ☐

13-Which materials are used by the teacher to facilitate learning transcription:

A- Oxford or Cambridge Dictionary ☐

B- The handout**s** of the lecture ☐

C-Videos showing how to transcribe ☐

Section two: Students' Perception about the Use of ICT in teaching Phonetics

14-Does your teacher use any kind of technology materials to present the lesson?

A- Yes ☐

B- No ☐

15- If yes, would you please mention them?

....

……………………………………………………………….

……………………………………………………………..

16- Which method do you think is interesting to you when you study phonetics?

A- Traditional way (Just the blackboard and/or handouts) ☐

B- .ICT Materials (Audio tapes, Videos, Internet, Slideshows) ☐

17- Would you please justify your choice?

………..

…………………………………………………………………………………………

3-4

18- In your opinion- what type of ICT materials are suitable to use in phonetics?

☐

A- Audio cassettes

B- Video tapes ☐

C- Slideshow projector ☐

D- Language Laboratories ☐

19- Do ICT materials help you to be in contact with native speakers' pronunciation?

A- Yes ☐

B- No ☐

20- Would you please explain how?

…………………………………………………………………

……………………………………………………………………..

…………………………………………………………….................

21- Do you think that the use of language laboratories in teaching phonetics is
 Interesting to you?

A- Yes ☐

B- No ☐

22- Would you please state why?

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Teachers' questionnaire

This questionnaire dear teachers, attempts to investigate the role of information and communication technology materials in enhancing students' level in phonetics of first year students ,English Department at MOHAMED KHEIDER University of BISKRA .

Your participation would be a positive finger print to the subject .please you are Kindly invited to answer the following questions and comment when necessary.

Thank you for your contribution.

Section one: General information:

QQ: 1- gender:

Male ☐

Female ☐

QQ: 2- Degree (s) held:

a- BA(Licence) ☐

b- MA (Master/ Magister) ☐

c-PHD (Doctorate degree) ☐

QQ: 3-How long have you been teaching the module of phonetics? ………………………

1-3

QQ: 4- Is teaching phonetics your choice or imposed on you?

- My choice ☐   - Imposed on me ☐

QQ: 5-Could you justify?

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Section two: **teachers' perception about teaching phonetics and using ICTmaterials**

QQ: 6- Is phonetics difficult to be taught?   Yes ☐   No ☐

QQ: 7- What is the best way to teach phonetics?

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QQ: 8- Do you use Information and Communication Technology in your class?

- Yes ☐   No ☐

QQ: 9- What kind of ICT materials do you use?

....……………………………………………

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QQ: 10-Your students as new generation do they satisfy when study phonetics with new

technology aids or with traditional way ?

QQ**:** 11-Could you please justify?

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QQ**:** 12-Are your students motivated when using ICT or when using traditional way?

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QQ: 13-In your opinion is there an impact of ICT on your students to enhance their

pronunciation?

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QQ**:** 14-Is there what hurdle the use of Information and Communication Technology

materials As current tools in teaching phonetics to get best results in students'

pronunciation?

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QQ: 15-Your opinion and suggestions

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Thank you for your assistance   3-3

Résumé

Les technologies de l'information et de la communication regroupent un ensemble d'outils conçus et utilisés pour produire, traiter, entreposer, échanger, classer , retrouver et lire des documents numériques à des fins d'éducation et de l'enseignement. Dans le cadre de l'enseignement supérieur, les TICES pouvant être utilisées comme support d'enseignement /apprentissage notamment dans le domaine de l'enseignement collaboratif et les activités de recherche. Dans cette perspective, le but de cette recherche est de présenter le rôle de l'intégration des TICES pour le renforcement du niveau des étudiants dans la phonétique qui leur permet d'améliorer leur prononciation d'une manière appropriée. Pour atteindre cet objectif, nous avons distribué un questionnaire aux professeurs des phonétiques à l'université Mohamed kheider de Biskra et un autre questionnaire à 70 étudiants de première année de la filière d'anglais. Les résultats obtenus ne démontrent pas seulement le rôle de l'utilisation des moyens des technologies de l'information et de la communication dans l'amélioration du niveau des étudiants en phonétique mais l'enthousiasme des professeurs et des étudiants dans son utilisation aussi.

الملخص

على الرغم من المجهودات المبذولة في تدريس علم الأصوات في الجامعة الجزائرية، والطلاب لا يزالون يعانون، لتحسين مستواهم في علم الأصوات أو النطق بطريقة مثالية. ولذلك تدريس وتعليم علم الصوتيات كان دائما تحديا لكل من المعلمين والطلاب. ومع ذلك، مع ظهور التكنولوجيا، أدخلت قدرا هائلا من المصادر لتحسين مستوى الطلاب في الصوتيات.تكنولوجيا المعلومات والاتصال هي خير مثال على ذلك وهي مجموعة متنوعة من الأدوات والموارد التكنولوجية المستخدمة لإنشاء وتخزين وإدارة وتوصيل المعلومات. وكان الغرض من هذا البحث إلقاء الضوء على دور تكنولوجيا المعلومات والاتصال في تعزيز مستوى الطلاب في علم الأصوات، التي يمكن لها أن تحسن النطق وأن يفهم في كل مكان، ونحن نفترض استخدام مواد تكنولوجيا المعلومات والاتصال في الصوتيات سيساعد الطلاب تحسين مستواهم في الصوتيات. لتحقيق هذا الهدف تم توزيع استبيان إلى جميع معلمي علم الأصوات بقسم اللغة الانجليزية في جامعة الانجليزية بجامعة بسكرة، بالإضافة إلى ذلك توزيع استبيان على سبعين طالبا من السنة الأولى طلاب السنة الأولى في الجامعة نفسها بقسم الإنجليزية العينة أخذت عشوائيا. وكشفت النتائج ليس فقط على الدور الإيجابي لتكنولوجيا المعلومات والاتصال في تعزيز مستوى الطلاب في علم الأصوات، ولكن أيضا الحماس للطلاب والمعلمين لاستخدام هذه الأدوات الجديدة. ونتيجة لذلك، أوصينا بتطبيق تكنولوجيا المعلومات والاتصال في الجامعة الجزائرية من أجل مساعدة الطلاب على تحسين مستواهم في علم الصوتيات.