



People's Democratic Republic of Algeria

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English



The Impact of Using Podcasts on Developing EFL Students

Pronunciation

Case Study of Second Year Students of English Division at

Mohamed Kheider University of Biskra

**Dissertation Submitted in Partial Fulfilment for the Requirements of the
Master's Degree in Sciences of language**

Presented by: Abdelhak GUETTAFTÉMAM

Supervised by: Dr. Saliha. CHELLI

Board of Examiners

President: Mrs. Imane GUETTAL

University of Biskra

Supervisor: Dr. Saliha CHELLI

University of Biskra

Examiner: Mr. Aounali Walid

University of Biskra

May 2016

Dedication

I dedicate this work to my father Mohamed, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time

To my brothers Brahim, Salah Eddine, Abdel Nour, Abdelkarim, Abdelouahab, Djamel, Mourad, Ali and Achraf who never hesitate to help me.

To my sister Sabrina

To my friends Hassan, Hossin, Ramzi, Raouf, Badri, Achraf, Adel, Issam, Ayoub and Mohieeddine

To my colleagues: Makhlouf and Saber.

To the special promotion of Master two 2016

I dedicate this work

Acknowledgement

First of all, I would like to thank Allah for helping me to finish this dissertation.

I would like also to express my sincere gratefulness to Doctor Saliha CHELLI for her insightful criticisms, and patient encouragement to write this dissertation in innumerable ways. Thanks for your support and endless advice.

I express my deep appreciation to the members of the jury: Mrs. Iman GUETTEL and Mr. Walid AOUNALI for their continuous recommendations to make this work successful.

Special heartfelt thanks to the head of the English Division: Mrs. Nachoua HASSINA.

I would like also to show my respect and gratitude to Mr. Ahmed BASHAR, Mr. Salim BACHAR, Mrs. Amina MEBARKI and Ms. Warda KHOUNI.

I want to say thank you to all people who helped me in my career for their unconditioned encouragement and support.

Abstract

Pronunciation is one of the most important aspects in the English language. However, most students still make errors which cause communication breakdown. This research aimed to investigate the effect of podcasts on developing learners' pronunciation. For this purpose, the quasi-experiment research was used to check out the hypothesis. Hence, two intact groups: an experimental and a control group of 20 each were used in this quasi-experimental study. This research was conducted through the comparison of pre-test and post-test results obtained by second year students at the Division of English at Mohamed kheider University of Biskra. Statistically, the t-test value revealed the significance of the treatment recorded by the experimental group. Thus, according to the outcomes obtained in this investigation; the incorporation of podcasts helps learners to improve their pronunciation better than the method used with the control group. As a result of that, podcasts are recommended to be used in the classroom to teach phonetics in the Algerian Universities.

List of Abbreviations

ASR: Assessment Speech Recognition
BBC: British Broadcasting Corporation
CMS: Content Management Software
EFL: English as a foreign Language
E-Learning: Electronic Learning
ESL: English as a Second Language
E-Tool: Electronic Tools
ICT: Information and Communication Technology
IPA: International Phonetic Alphabet
LMD: Licence, Master, Doctorate
PC: Personal Computer
PDF: Portable Document File
RP: Received Pronunciation
RSS: Really Simple Syndication
TECH-EDU: Technology of Education
TL: Target Language
UK: United Kingdom
VOD: Video on Demand

List of Figures

Figure	Page
Figure 1.1: Synchronous E-learning.....	10
Figure 1.2: Podcasts Logos.....	15
Figure 1.3: Podcasting Publish and Subscribing Model.....	18
Figure 1.4: Summary of the Operation of Podcasting.....	19
Figure 3.5: Control and Experimental Group in Graphs.....	50
Figure 3.6: The Scores and Frequencies Obtained by the Control Group.....	85
Figure 3.7: The Scores and Frequencies Obtained by Students of the Experimental Group.....	87
Figure 3.8: The Scores and Frequencies Obtained by the Control Group in the Post-test	90
Figure 3.9: The Scores and Frequencies Obtained by the Experimental Group in the Post-test.....	92
Figure 3.10: Difference of Pre-test/Post-test Scores of Control Group.....	95
Figure 3.11: Difference of Pre-test/Post-test Scores of Experimental Group.....	97

List of Tables

Table	Page
Table 1.1: Comparison between Asynchronous and Synchronous Interaction.....	11
Table 3.2: Distribution of Sample.....	50
Table 3.3: The control group Pre-test Scores, and Frequencies.....	84
Table 3.4: The Scores, Mean, and Standard Deviation of the Control Group.....	85
Table 3.5: The Experimental Group Pre-test Scores, and Frequencies.....	86
Table 3.6: The Scores, Mean, and Standard Deviation of the Experimental Group.....	87
Table 3.7: The Control Group Post-test Scores and Frequencies.....	89
Table 3.8: Scores, Mean and Standard Deviation of the Control Group in the Post-test.....	90
Table 3.9: The Experimental Group Post-test Scores and Frequencies.....	91
Table 3.10: Scores, Mean, and Standard Deviation of the Experimental Group in the Post-test....	92
Table 3.11: Comparison of Pre-test and Post-test Achievement of Control Group.....	94
Table 3.12: Overall Pre-test/post-test difference of control group.....	95
Table 3.13: Comparison of Pre-test and Post-test Achievement of Experimental Group.....	96
Table 3.14: Overall Pre-test/post-test difference of Experimental group.....	97
Table 3.15: Experimental, Control Groups Scores Differences in Pronunciation of Word Stress.	100

Content

Dedication.....	II
Acknowledgment.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Figures.....	VI
List of Tables.....	VII

General Introduction 2

1. Statement of the Problem.....	2
2. Aims of the Study.....	3
3. Research Questions.....	4
4. Hypothesis.....	4
5. Research Methodology.....	4
5.1 Research method.....	4
5.2 Population and Sample.....	5
5.3 Research Instrument.....	5
5.4 Structure of the Dissertation.....	5

Chapter One: Introduction to E-learning and Podcasts

Introduction	8
1. Definition of E-learning.....	8
1.1. Models of E-learning.....	9
1.2. Comparison of Synchronous and Asynchronous E-learning.....	10
1.3. Advantages and Disadvantages of E-learning.....	12
1.4. Role of E-learning.....	13
1.5. E-learning Tools.....	14

2. Definition of Podcasts.....	14
2.1. History of Podcasts.....	16
2.2. How Podcasts Work.....	16
2.3. Required Tools and Equipment.....	17
2.4. Types of Podcasts.....	19
2.5. Podcasting and Vodcasting.....	20
2.6. Pod/Vodcasting Use.....	20
2.7. Pedagogical Importance of Podcasts.....	21
2.8. Podcasting in Education.....	22
2.9. Advantages of Podcasting.....	23
3. Disadvantages of Podcasting.....	23
3.1. Podcasts and Teacher.....	25
3.2. Podcasts and Student.....	26
Conclusion.....	27

Chapter Two: Teaching Pronunciation

Introduction.....	30
1. History of Teaching Pronunciation.....	30
2. Importance of Pronunciation.....	30
3. The Goals of Teaching Pronunciation.....	31
4. Approaches of Teaching Pronunciation.....	32
- Intuitive-imitative Approach.....	32
- Analytic-linguistic Approach.....	32
- Integrative Approach.....	32

5. Factors Affecting Pronunciation.....	33
5.1. Age.....	33
5.2. Personality	33
5.3. Native Language Factors.....	34
5.4. Amount of Exposure.....	34
5.5. Motivation.....	35
6. Assessment of Pronunciation.....	35
7. Definition of Feedback	36
7.1. Teacher –Learner Feedback.....	37
7.2. Learner –Learner Feedback.....	37
8. Innovative Techniques.....	37
- The Effective Listening Exercise.....	38
- Personal Introduction Collage.....	38
- Backward Build-up.....	38
9. Using Multisensory Modes.....	39
9.1. Auditory and Visual Reinforcement.....	39
9.2. The Kinesthetic Reinforcement.....	40
9.3. The Tactile Reinforcement.....	40
9.4. The Use of Authentic Materials.....	41
10. Supersegmental Features.....	41
10.1. Intonation.....	42
10.2. Stress.....	42
11. Aspects of Connected Speech.....	43
11.1. Linking.....	43
11.2. Elision.....	44
11.3. Assimilation.....	44
11.4. Weak Forms.....	45

Conclusion	46
-------------------------	----

Chapter Three: Implementation of the Experiment and Evaluation of Findings

Introduction	49
1. Aim of the Experiment.....	49
1.1 The Population and Sample.....	50
1.2 Procedures of the Experiment.....	51
1.2.1 Pre-test.....	51
1.2.2. Treatment.....	52
1.2.3. Post-test.....	53
1.3 The Content of the Experiment.....	53
1.4 Analysis of the Results.....	84
1.4.1 The Pre-test Achievement of the Control Group.....	84
1.4.2 Pre-test Achievement of the Experimental Group.....	86
1.4.3 Summary of the Pre-test.....	88
1.4.4 The Control Group Post-test Achievement.....	89
1.4.5 The Experimental Group Post-test Achievement.....	91
1.4.6 Summary of the Post-test.....	93
1.5 Comparative Evaluation of Achievement.....	94
1.5.1 Comparison of pre-test/post-test Achievement of Control Group.....	94
1.5.2 Comparison of Pre-test/Post-test Achievement of Experimental Group.....	96
1.6 Hypothesis Testing.....	98

1.7 Interpretations.....	102
1.8 Summary of the Quantitative Findings.....	102
Conclusion.....	102
2. Limitations of the Study.....	104
2.1 Recommendations for Teachers and Students.....	104
General Conclusion.....	107
Bibliography.....	109
Appendix 1: The Pre-test.....	117
Appendix 2: The Post-test.....	118
Appendix 3: t-Distribution Table of Critical Values.....	119
Appendix 4: Résumé.....	120

General Introduction	2
1. Statement of the Problem.....	2
2. Aims of the Study.....	3
3. Research Questions.....	4
4. Hypothesis.....	4
5. Research Methodology.....	4
5.1 Research method.....	4
5.2 Population and Sample.....	5
5.3 Research Instrument.....	5
5.4 Structure of the Dissertation.....	5

General Introduction

The use of technology has taken an important role in the twenty first century. In teaching, it has become a part of lesson plan to enhance EFL students' skills rapidly and efficiently. Thus, the former can be integrated to teach the English language which is characterized by many features such as pronunciation that is considered as an important one to communicate with native and non-native speakers appropriately and correctly. Hence, the usefulness of this study is to shed the light on the effects of podcasts on students' performance in the English pronunciation. In addition to that, it determines the significance of teaching phonetics and how it hones students' speaking skill as well as issues in communication and pronunciation. Therefore, we hypothesize that the use of podcasts will improve EFL students' pronunciation.

1. Statement of the Problem

After World War Two, a remarkable attention has been devoted to the English language simply because of the total domination of the United States worldwide. However, some EFL teachers and students around the globe do not give much interest to pronunciation claiming that the requirement to teach/learn a language could be restricted to the morphological, syntactical, and semantics mastery of the English language. A good example is the words food / fu:d /, foot / fʊt /, flood / flʌd /, floor / flo: r / contain the same two letters (oo) but each word has a different pronunciation. Thus, to communicate means to be competent graphically and orally to comprehend the transmitted messages (Woloshen, 2013).

The English speaking skill is a hot debatable topic in the Algerian universities. Most of the students encounter a trouble when it comes to speaking inside or outside the classroom, with native or non-native speakers. They attempt to sound like them in conversations, dialogues and virtual communication via the internet. However, the majority keep on making mistakes in pronunciation which permanently cause demotivation and frustration. Presumably, the applied linguist and scholars specialized in the field like Chapelle, Jakobovits, River, and Savignon got back the dilemma to the traditional methods and strategies being used continuously in the classroom without making an update to the

contemporary approaches, namely the communicative approach that integrates information and communication technology materials.

Nowadays, we have seen a progression in technology and tremendous evolution in all disciplines of life including education. As a result, this development led to the release of computers, internet and smart phones. These devices and networks have integrated a lot of learning based tasks and software that are known today as ICT Tools. The communicative approach is the state of the art so that teachers focus on it to facilitate the teaching-learning process and to give rise to a world of modern language learning. In other words, teachers use a variety of different tools to teach the speaking skill in order to make students gradually engaged and involved in the teaching-learning process.

Accordingly, teachers may use technological means such as the internet, videos and audios to increase students speaking skill and make them aware of different phonemic features such as accents, dialects, intonations and stress. This could be thoroughly possible by virtue of chat, songs, movies, and teacher-student cooperative work whether virtually or factually. Hence, extensive exposures to those materials i.e. podcasts will open the gates for students to overcome the speaking skill issues and pave the way for correct pronunciation.

Algeria is a multilingual country and most Algerians speak Arabic, French and few English in academic or non-academic settings. This advantage could be a drawback if a linguistic interference occurs when speakers attempt to transfer either positively or negatively words from French to English without awareness of the phonemic or contextual channels of communication so, they fail more often in the articulation. This phenomenon is called false friends. The current study focus on the types of podcasting to improve pronunciation of the English language by giving more instructional materials (podcasts) to raise students awareness of the linguistic and phonemic criteria of English language. Using podcasts allow us to see whether students interact with them or not and if they are useful more than other materials.

2. Aims of the Study

The contribution of this research is targeted to improve students' pronunciation through the use of podcasts and to diagnose the factors that hinder English students to utter accurately.

- Finding out if there is a positive influence of using podcasts to improve pronunciation.

3. Research Questions

In this research, we attempted to answer these questions:

- 1) Why do students fail to pronounce accurately even if they already know the phonemic rules?
- 2) Is there a difference between students who use podcasts to improve pronunciation and those who do not?

4. Hypothesis

H1: The integration of podcasts in teaching improved EFL students' pronunciation.

5. Research Methodology

This part indicates the scientific steps that are going to be followed to complete this research. Rajasekar, Philominathan and Chinnathambi (2003) claimed that research methodology is a systematic procedure in which researchers describe, explain, and predict phenomena about their work. It indicates the design, population, and sample that will be used in this research.

5.1 Research Method

Answering the previous research questions gave us a clear vision to this research. Hence, the method that were be used depends on the nature of this research as well as its applicability. Thus, the quantitative method is suitable, using the quasi-experimental research. The latter does not describe the variables but will manipulate the effects of the independent variable on the dependent one. This method requires non random sampling as

two intact groups were involved: the experimental group which was exposed to one material of podcasts which is the Digital Audio MP3 Player; however, the control group was taught as usual.

5.2 Population and Sample

This research was primarily designed for testing the impact of podcasting on teaching students pronunciation. The population of this study consisted of 433 participants of second year students of English at Mohamed Kheider University of Biskra. They are a mixture of males and females between 20 and 25 years old. It was hard to take the whole population of 433 students because time was limited. The experimental group consisted of 20 students as well as the control group who were chosen from the existing groups at the Division of English language at the University of Biskra.

5.3 Research Instrument

In order to compare the experimental and the control group outcomes and test the hypothesis, a pre-test and post-test were given to both of them. The objective was to examine the students' attainment and if their pronunciation skill improved through the use of Digital MP3 records of podcasts. Learners were given many podcasts to listen to and to do the activities. Therefore, the test was an adequate tool to make the experiment, collect data, and eventually analyse them to get research relevant information.

5.4 Structure of the Dissertation

The current dissertation consisted of two parts theoretical and practical. The theoretical part consisted of two chapters that accumulate the necessary literature review to accomplish this dissertation. The first chapter talked about the revolution of using technology in teaching specifically the use of podcasts. It tackled also an introduction to e-learning, models of E-learning like synchronous and asynchronous learning, its components and advantages and disadvantages of the incorporation of podcasts in teaching.

The second chapter talked about a brief history of teaching phonetics and its importance and development through time. Also, approaches of teaching phonetics as well as the goals were discussed. In addition to that, we dealt with the most important factors that hinder learners to pronounce correctly during their lifetime. Furthermore, we represented some innovative techniques and prominent phonemic aspects such as stress, weak forms and intonation.

The practical part indicated the implementation of the experiment and the evaluation of the findings. In this part, we described the content and procedures of the quasi-experiment as well as showing the aim of the experiment, population and the sample. Then, we analysed the pre-test and post-test outcomes of the control and experimental group. After that, we made comparative evaluation of both groups to figure out the difference. Finally, we tested our hypothesis in the inferential statistics. Finally, we interpreted the results and provided some recommendations and implementations for future prospects in teaching the English pronunciation.

Chapter One

Introduction to E-learning and Podcasts

Introduction	8
1. Definition of E-learning	8
1.1. Models of E-learning	9
1.2. Comparison of Synchronous and Asynchronous E-learning	10
1.3. Advantages and Disadvantages of E-learning	12
1.4. Role of E-learning	13
1.5. E-learning Tools	14
2. Definition of Podcasts	14
2.1. History of Podcasts	16
2.2. How Podcasts Work	16
2.3. Required Tools and Equipment	17
2.4. Types of Podcasts	19
2.5. Podcasting and Vodcasting	20
2.6. Pod/Vodcasting Use	20
2.7. Pedagogical Importance of Podcasts	21
2.8. Podcasting in Education	22
2.9. Advantages of Podcasting	23
3. Disadvantages of Podcasting	23
3.1. Podcasts and Teacher	25
3.2. Podcasts and Student	26
Conclusion	27

Chapter One

E-learning and Podcasts

Introduction

In this chapter, electronic learning as a recent technological means of teaching/ learning and its clear-cut avail in education will be introduced. Moreover, the dynamics of contemporary materials namely podcasts in enhancing students' speaking skill will be discussed. The aim is to examine its potential role in facilitating the process of teaching and learning. In addition, we aim to spotlight on the ways of supporting students' pronunciation through the use of podcasts.

1. Definition of E-learning

E-learning is a term composed of two parts « E » and learning. « E » stands for electronic and learning means the process of accumulating knowledge. Many researchers defined the term closely, for example, Koper (as cited in Friesen, 2009) suggested that “E-learning is the use of information and communication technologies to enhance learning and teaching”. Andrews and Haythornthwaite (2007) argued that E-learning is not a computer system. You cannot buy it off the shelf and plug it in. You cannot hand it to network administrators and be done with a job. To have an E-learning system means having people talking, writing, teaching, and learning with each other online via computer based systems. As a result, we figure out that E-learning is a concept that means distant learning through technological means where learners interact with each other online through a system which allows them to enhance their capacities and improve their written, speaking, reading, and listening skills.

Garrison (2003, p. 1) stated that "E-learning is viewed as a new era of distant learning. He claimed also that it facilitates online learning through network technologies to provide a framework for understanding its application in higher education. The speed and power of communication and the expanded capacity to send, receive, and use information link a bridge of time and space for educational purposes. Moore, Dickson-Deane, and Galyen (2010) stated that E-learning is distant learning that uses technology which is

primarily web-based. E-learning could be delivered via CD-ROM, the internet, the intranet, audio, videotape, broadcasting, and interactive TV (p.130).

To sum-up, and from the definitions discussed above, we deduce that E-learning is the surrounding environment of the internet and computing in general. Without internet, learners can benefit from CD-ROM, applications, documents, audio, and video saved in the computer. However, they might interact via the internet distantly using communicative skills where they transfer information and exchange knowledge and experiences. It also integrates other means of learning like media and broadcasting to achieve desired teaching/learning objectives.

1.1. Models of E-learning

There are two types of E-learning : synchronous and asynchronous. Synchronous learning is a learning event that takes place in real time, for example, a virtual class or peer to peer communication, telephone conversation, or video conference based on instant messaging technologies. Spontaneous interaction occurs with no time delay and with real-time class interaction between instructor and learners. The learner can interrupt the instructor to ask for clarification. Meanwhile, the former can ask the virtual class if everyone understand a concept that has just been explained. Usually, synchronous learning happens at a fixed time. Like their physical counterparts, virtual classes are scheduled so that everyone knows when to turn-up (Morrison, 2003, p. 06). In other words, this kind of learning is the status where instructor and learners are signed-in at the same time in different places. The time of courses is predetermined by the instructor to allow students to prepare themselves. They can communicate virtually and directly with their instructor and could use technology tools such as tablets, phones, computers and smart boards to explain the lesson and provide feedback, via those tools, by the end of the course as shown in the figure on the next page.



Figure 1.1: Synchronous E-learning. Retrieved from <http://elearningindustry.com/subjects/elearning-articles/synchronous-learning>

Hrastinski (2008) suggested that asynchronous E-learning is facilitated by media such as e-mail and discussion boards. It supports work relations among learners and with teachers even if participants cannot be online at the same time. It is thus a key component of flexible e-learning. Actually, many people take online courses because of their nature to combine education with work, family and other commitments. Asynchronous E-learning allows learners to subscribe to an E-learning environment whenever possible and download documents or send messages to teachers or peers. Students may spend more time refining their contributions which are generally considered more thoughtful compared to synchronous learning (pp. 51-52). As it was explained, asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It permits learners from distinctive places to discover, learn, download and receive feedback from the instructor. In this way, learners will be able to reflect upon any kind of information available in the net and build their own autonomy and creativity.

1.2. Comparison of Synchronous and Asynchronous Learning

This table shows the differences between the two types of E-learning in terms of the characteristics of teaching for each type.

Asynchronous Interaction	Synchronous Interaction
<p>Strengths</p> <ul style="list-style-type: none"> • Can be accessed anytime, anywhere. • Fits into learner’s own schedule • Encourage shy students to participate. • Builds a sense of community. • More individual attention for learners. • The flow of discussion can be retrieved. <p>Drawbacks</p> <ul style="list-style-type: none"> • Lack of visual or aural cues. • Writing and reading skills affect communication effectiveness. • Delayed feedback to questions or comments. 	<p>Strengths</p> <ul style="list-style-type: none"> • Visual and aural cues are helpful. • Immediate feedback to comments or questions. • Most people have experience, thus are more comfortable and natural in participation. <p>Drawbacks</p> <ul style="list-style-type: none"> • Problems in scheduling due to time zone constraints for learners from different geographical locations. • Some learners may be present but passive. • Harder to manage the interaction processes in larger group of learners.

Table 1.1: Comparison between Asynchronous and Synchronous Interaction (Rogers et al, 2009)

Table 1.1 shows us the main differences between asynchronous and synchronous learning. We can deduce that E-learning is like any other learning process including a teacher, students, content and virtual environment. Learners improve their writing skills, send messages and receive feedback from their instructor whereas others establish a virtual conference via the internet. Thus, the former can guide his/her students to improve their skills according to their urges and needs.

Online technologies can be used to create interaction and collaboration among teachers and students. Learners may have scheduled or non-scheduled courses i.e. synchronous or asynchronous. We could illustrate and simplify both types by giving concrete examples. Our classmates at the department of foreign language at Biskra University proposed making Facebook conferences last year to practise English in summer holidays. The idea was pretty much attractive to all the promotion. They have created accounts and specified a day to log on at the same time and exchange knowledge and

information. Some of them used Facebook; however, others preferred to use Skype to maintain a video call which allowed them to create more interactive environment. Each time, some one of us ruled the conference by choosing one topic among three which were already prepared. In case students could not sign in at a specific time, we recorded the conference for them to benefit from what has been done. The actual difference was that students who attended the course were more intellectual, extroverts, good speakers and involved students compared to those who watched the recorded video of the lesson.

1.3. Advantages and Disadvantages of E-learning

We are going to mention some benefits of E-learning as a new technology adopted into schools and educational institutions. Nowadays, e-learning is considered among the best methods of education. Thus, several authors like (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003) as it is stated in Arkorful (2014, p. 401) have provided some advantages as the following:

1. The advantage of e-learning in education exists on the focus of the learners' needs as an important factor in the process of education rather than on the instructors', or educational institutions' needs.
2. The flexibility of time and space are considered. Every student chooses the time and place that suits him/her.
3. E-learning increases the efficacy of knowledge and competencies through access to a huge amount of information.
4. E-learning helps to avoid obstacles that have the ability to hinder participation and talking to other learners.
5. E-learning fosters learners to interact with each other, as well as exchanging knowledge and respect different point of views.
6. E-learning is cost effective in the sense that there is no urge for the learners to travel.
7. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

It is obvious that E-learning is economic in terms of money. It gives learners multiple flexible choices to learn the way they want and practise their own cognitive skills and vary the styles and methods as they are a central part in the learning process. Despite

that, e-learning has some drawbacks suggested by Turban, King, Lee, Liang, & Turban, (2015, p. 221) which can be summarized as follows:

1. Face to face Interaction could not be replicated by virtual milieu.
2. The lack of instructors to increase the knowledge to teach by electronic means.
3. Additional funds are needed to purchase E-learning system equipment and costs money for creation, use, and maintenance.
4. It is difficult and expensive to protect the copyrighted works from plagiarism.
5. Instructors find it hard to keep students motivated and whether they have done their assignments and exams thoroughly.

We conclude that adopting an e-learning system is not an easy task to establish. Some of the teachers are not aware of how to create and/or maintain the system or even how to start a virtual communication via electronic means. Another crucial issue comes from the limited economic funds provided by the government which lead to the use of old methods and techniques. At the time being, some modules like phonetics is taught through black board and chalk that are considered old-fashioned and may not meet the objectives of teaching and learning in the era of technology. To solve the problem, the government should supply enough budget to develop the equipment of our educational system. Students are waiting for a real evolution in education; however, teachers are still responsible for updating their techniques by shifting from traditional methods to a new approach full of eclecticism.

1.4. The Role of E-learning

Distant education aims to help the achievement of equivalence of education opportunities among learners, in order to respond to the high increasing urges for education, whether those whose circumstances do not allow them to study in traditional classroom-based learning or those who have personal, economic, or social problems which prevented them to learn with ease. E-learning also responds to the requirement of contemporary development by providing trained and qualified human resources as well as increasing the availability for continuous education. Nowadays, it becomes possible for youngsters, old people (males and females) and housewives to benefit from their leisure

time in educating and gain the experience and skills they desire (Saudi Ministry of Higher Education, 2007). In other words, distant learning facilitates obtaining knowledge especially for those who are occupied with job and family responsibilities. It also provides an equal chance to gain knowledge compared to learners who have regular courses.

1.5. Tools of E-learning

E-learning is being implemented today in various forms and through various tools emails, blogs, wikis, e-portfolios, animation, audio and video links, podcasting and specialised software. Bhatia (2011) stated that we can create through these tools a learning situation spread over distance and location that is picturesquely termed as a virtual classroom. Blogs or individual platforms are increasingly being used by teachers to upload educational materials, exercises and assignments. Another tool (wikis) has emerged from the concept of Wikipedia which becomes famous in the last few years. It allows readers to have an access to any topic such as history, explanation of phenomena or the developments in the field of psychology or education. Moreover, audio-video links provide links to specialised topics of a particular course or module being taught by a teacher to supplement the regular form of teaching (ibid).

Accordingly, the environment of e-learning requires both good computing hardware and preliminary sophisticated software. The computer must contain good graphical and sound card for better performance while learning. Besides, audio and video, recording, and filtration software like Wave-Pad Audio Editing, Audacity, Cam-studio, Camtasia, and Webinaria are the most famous video and audio recording software that play an important role in leading E-learning conferences. For further use, learners may use studios to podcast their own lectures, personal experiences, and stories.

2. Definition of Podcasts

Meng (2005) defines the term podcasting as “an amalgam of the word broadcasting and the name of the popular MP3 player from Apple Computer called the iPod. It is a bit of a misnomer in that it implies that an iPod is required to podcast. In fact podcasts can be used with a variety of digital audio formats and play on almost any MP3 player or portable digital audio device - as well as any brand of desktop computer or laptop” (p.01). For Braun (2007) “podcasts are regularly produced audio and video files that are available for

subscription and that can automatically be downloaded to a computer and/or portable audio and video device” (p.02). Simply, podcasts are any type of audio or video format that are composed of a record for different purposes.

According to Abbdedaim (2013) “podcasts are audio (sometimes video) programmes on the web which are usually updated at regular intervals by some users of net or the owner of those programmes. New episodes of those programmes can be listened to on the computer, or downloaded to an MP3 player or iPod such as digital mobiles” (p.16). Facer and Abdous (2010) explained that “podcasting is considered a web tool which can be used in ways that are dynamic, collaborative and interactive. In fact, the dynamic nature of podcasting linked with any audio/video file that listeners can download and play on a digital player” (p.01). Hence, the property of episodes in podcasts makes a certain dynamism and passion to listen orderly to different topics of interest.

To put it in a nutshell, the term podcasting is a melting pot of the word Broadcasting and the Ipod mobile released by Apple company in 2001. It is used to describe audio and/or video recording which are either uploaded by the podcasters themselves or downloaded by net users. Most of the time, podcasts are updated from time to time in a form of series that allow the users to find everything new about the sequenced episodes.

Figure 1.2 below shows the logos of podcasting. The form on the left side represents the icon, that could be found in the navigation browser tool-bar or other sites of podcasting whether they are audio or video. However the second icon with a headset represents just the audio podcasts logo. Both icons facilitate the navigation of searching on the net by clicking and choosing the podcasts you want to listen or to share them with friends.



Figure 1.2: Podcasts Logos Retrieved from Google pictures.

2.1. History of Podcasts

Podcasting has roots dating back to the 1980s. It was first known as "audio-blogging" with the advent of broadband internet and portable digital audio playback devices such as the iPod. Podcasting began to catch hold in late 2004 (Wikipedia, 2005). Today, there are more than 115,000 English-language podcasts available on the internet, and a huge amount of websites available for delivery at little or no cost to the producer or listener.

The initial concept of what would evolve into podcasting was drafted by Tristan in October 2000. He proposed the theoretical framework for amending the RSS file (Really Simple Syndication) to deliver data files. Winer, an author of the RSS format, developed the technical specifications for an element that would pass the URL of a media file to a RSS aggregator for download. Curry helped to develop and promote the medium and created the first podcast (The Daily Source Code in August 2004). Lately, in 2005 the company Pod Show was dedicated to help people learn how to podcast, publish, and find podcasts to enjoy (Allen, 2006). It is obvious that the idea behind the emergence of podcast has passed through progressive steps starting from discovering RSS file to make episodes until linking the idea with the records of podcasters.

2.2. How Podcasts Work

Podcasts are increasing so fast and become popular because they are simple to use, produce and very cheap to deliver. The requirements to create a podcast are a Pc, a microphone, sound editing software and an internet connection with access to a Web site. Hence, anyone can be a publisher, or more precisely a broadcaster with their own "radio" show. Vodcasts are a bit more complex because it requires more investment on the equipment and time. A digital video camera, a high video pixel quality and a laptop are all needed (Meng, 2005). As a result of that, some students can make podcasts in a very

simple way if they are accustomed and updated to computing use. However, others may fall in unfeasible technical problems when it comes to vodcasting. To solve this issue, they need to ask for financial support in order to provide much support like devices and tutors to guide them in very simple steps.

The process for podcasting and VODcasting can be broken down into five steps. The complexity of those steps is dependent on the purpose of the content to be created and the quality level at which it will be produced. First of all, create or capture and edit the content with software such as Audacity. Second, publish the content to a web site or blog. Then Subscribe to the content using an “RSS News Reader”. After that, download the content into content management software (CMS). Finally, play content on download device or synchronize CMS with portable media player such IPod and make play (ibid). Sometimes, the lack of instructors and extensive theoretical guidance make most of students feel frustrated. Nevertheless, redirecting them to practical application such as tutorials in YouTube (to learn how to make a podcast) could be an interactive and instructive method to make students get used to podcasting and motivate them to go beyond theory to practice.

2.3. Required Tools and Equipment

Good-quality of audio was once a discipline of professional studios and other sound equipment. But now, thanks to advances in technology, lower pricing, and professional-level of audio recording allow people to make podcasts in a very inexpensive and simple way. All what we need is the following:

- Audio tools: The quality of microphone is a good beginning, especially supplemented by audio software and a personal computer.
- Audio editing tools: There are numerous excellent audio editing tools available for all computer platforms such as Audacity and Easy Audio Editor.

- A digital music player: There are too many choices of MP3 players and media players to list such as IPod and iPhone and other smart phones.

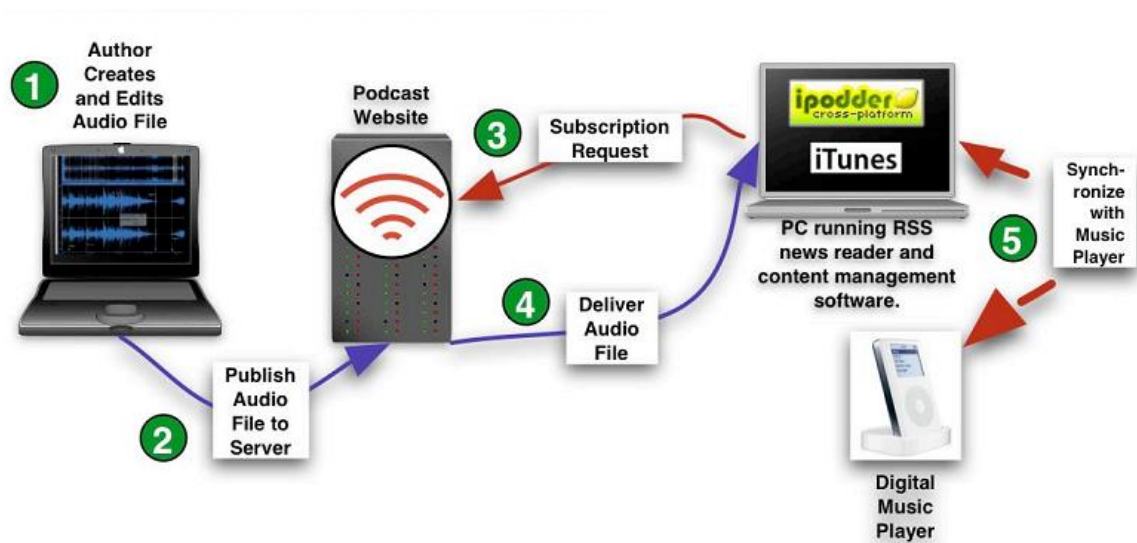


Figure 1.3: Podcasting Publish and Subscribing Model (Meng, 2005)

Figure 1.3 above shows two different processes. Publishing and subscribing. The process of recording is the hard part which requires electronic equipment like a computer, and microphone that a person uses to create a podcast and software such as Audacity (a software to record audio and video in a high quality) to adjust the audio/video file being recorded. The next step is uploading this file in a respective podcasting website (mostly iTunes) to give acceptability for the check-out. In order to get the file, all what we need is a digital music player like IPod or another player and a Pc provided by iTunes software. Finally, the creation of an account in iTunes is pretty easy but compulsory to get access to the store of audio. Here you can simply find available updated podcasting in the content management toolbar and set play or download.

In addition, the figure 1.4 given by Bennet (2007) simplifies the operation for those who are unaware of computing systems or those who do not understand the concept appropriately. The internet is a central part in the process of podcasting which plays a role of a mediator between file creation and file delivery. Firstly, the file is created through a system of treatment. Then, it will be delivered via the internet for the availability to other users to give them the possibility to upload the file and transfer it to their own mobiles for listening.

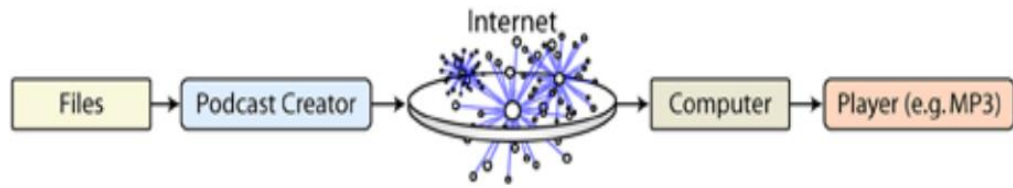


Figure 1.4: Summary of the operation of podcasting (Bennet, 2007)

2.4. Types of Podcasts

Some researchers categorized the types of podcasts according to what they produce. Card (cited in Li and Zhao 2015) identifies three types of podcasting: The First type is administrative podcasts that are used to distribute general information, rules, special events, and guidelines. The second one is broadcasting podcasts which deliver lectures, conferences, awards and honors. The last type is class podcasts defined by the involvement of any type of podcasts either audio, video, or both of them in the classroom during the learning process (p. 314). Generally, these three types have a common feature which is to distribute knowledge worldwide to different people who have different hobbies and interests.

However, some others classified them depending on the nature of files. Bennet (2007) stated that the most common forms for podcasting are audio or video but the files could be of any file type including images and PDF. There are three main types of podcast:

1. Audio only: These are like radio. They are generally in MP3 format. This is a popular form of podcasting and they are easy to make and files are generally small. (Preferred file type .mp3)
2. Audio and images: called enhanced podcasts. The commonest educational form is a PowerPoint, presentation with an audio attachment. They are small file in size compared with video. (Preferred file type .m4a or .m4b)
3. Video: like TV. They are large file sizes. When making them, you need to be careful with compression to choose the wrong format for the file to be played on Pc. (Preferred file type .m4v).

Finally, it is important to note that you do not need an iPod to create or listen to podcasts. In fact most of the users simply listen to downloaded podcasts on their computer or smart phones.

2.5. Podcasting and Vodcasting

The term podcasting refers to the process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a Web site or a blog. However, vodcasting is a new term refers to the video file of podcasts to differentiate whether we are dealing with an MP3 record or Video record. Erban, Ban and Castaneda (2009) defined “vodcast is similar to a podcast but, instead of only audio, a vodcast contains video. Vod is an acronym for Video on demand. The vodcast is comparable to the podcast in the manner that is posted on the internet and can be played back either on a personal computer or a mobile device. This benefit is especially significant for the ELL students because he/she can connect visuals to the audio” (p. 144).

In most checked references, we have found that both pod/vodcasting are used interchangeably. They allow us to use audio and/or video recording at any file format for example PowerPoint, Pdf, Word files. Also, pictures could be attached to the podcast and write comments below it to give a space for the podcaster to check and modify his/her recording. Podcasters (who record the podcast) provide more clarification and illustration to persuade pod-catchers (who download the podcast) to download the file and listen to it.

2.6. Pod/Vodcasting Use

Seo (2013) claimed that podcasts or vodcasts allow one to create podcasts or vodcasts by uploading audio/ video files or by live capturing audio/ video from a microphone or webcam. Because of real-time syndication nature of the technology, podcasts could help the formative assessment with a careful design. For example, students could be encouraged to talk aloud to record their voice on comprehension, points of interest and their discovery. After that, they can load the recordings onto podcasting sites. When recording was completed; these techniques would allow their instructors to "catch the moment" of each student's learning and therefore address their concerns or challenges in a relatively timely manner. While podcasting tools can be used for pre-assessment and

formative assessment; podcasts or vodcasts projects can be also utilized for summative assessment. For example, students can create a book report using pod/vodcasting to demonstrate their understanding of concepts and embedded misconceptions or explain what they learned from the book assigned (p. 184).

Through audio/video sharing, students can demonstrate how to solve a specific task/problem, along with sharing their findings and conclusions. Audio/video recorder and a flip camera can be used for classroom learning activities; it is because of their portability and ease of use from recording to downloading (ibid).

Consequently, teachers can use podcasts to assess students summatively and formatively. The main concern in this research is to encourage students to make podcasts successively to empower their ability to gain more vocabulary and pronounce accurately by virtue of continuous exposure.

2.7. Pedagogical Importance of Podcasts

As an alternative technique of language curriculum, podcasting provides a number of pedagogical benefits. Facer, Abdous, and Camarena (2009) proposed that podcasting handles the natural advantage of the spoken form over the written form because it can convey the rhythm and inflection of oral language. In specific terms, podcasting benefits can have two dimensions. The first dimension describes the instructor viewpoint; in which podcasting provides opportunities to restructure classroom boundaries and learning time by providing convenient access to any time/anywhere course materials. Also, podcasting enhances communication between instructors and students by helping them to disseminate class announcement, homework, assignment, instructions and feedback, and facilitate group communication. The second dimension highlights the benefits of podcasting from the student perspective. Inside the classroom, the incorporation of podcasting into language instruction enables the students to focus on the content of lectures instead of note-taking, thus improving his/her understanding of the concepts presented in class (p.341).

In addition, the integration of podcasts allows students to expand and improve class notes as well as their aptitude to control their speech form and clarify ambiguous concepts. Moreover, students will be able to prepare their exams by making field of records and conducting interviews. Besides they gain vocabulary, memorization, comprehension and

pronunciation skills. The most promising benefit is the experience of virtual immersion in a language. In addition, students will have access to online audio/ video resources, which can facilitate their immersion and familiarization with the cultural context of target language (ibid, p.341). Presumably, podcasts open the gate for learners to discover the foreign language and the foreign culture as well as developing their autonomy to evaluate their linguistic competency and cultural awareness.

Podcasts can improve steadily the learners speaking and listening skills by making announcement or recording of public events. Teachers may provide learning enhancements for students through listening to lectures, music, teachers' own records explanations etc. In addition, creative activity for student assignments such as an interview and its analysis varies their knowledge and maintain cognitive skills. Furthermore, teachers could easily Assess, demonstrate students learning with podcasts such as foreign language learning through extensive linguistic and electronic cultural exposure to that language.

2.8. Podcasting in Education

A number of researchers have claimed that podcasts can be effective language-learning tools. Since most of the students are now coming to class equipped with their devices, podcasting can create learning opportunities. As long as these students have any sort of MP3 player, they can access classroom homework or extra teacher-recommended materials while “riding the bus or subway, walking across the campus through a shopping mall”. When podcasts are incorporated into the existing syllabus or are used to support classroom instruction, these efforts can “spice things up in the class” because they add variety to classroom instruction by offering additional activities and useful in and out of class resources. In addition, if podcasts are used in the classroom; they are likely to increase intrinsic motivation by including authentic texts, interviews and multimedia-based language learning tools (Facer, & Abdous 2011., p. 144).

Incorporating podcasting in the teaching process will vary teaching techniques and create a milieu of activity. Using one style in teaching will lead students to get bored and they become absent-minded. Hence, we can keep them involved and engaged in classroom. Teachers can integrate the objectives of the lesson in his/her podcast, so students will learn the way they like not the way the teacher likes. Therefore, podcasts can be a solution to reach the objectives in attractive and persuasive way without losing students' attention.

2.9. Advantages of Podcasting

Podcasting is becoming increasingly famous in education and has the potential to evolve quickly. It allows students to use their tech-based programmes for educational purposes. With it we are capable of moving away from traditional methods and using contemporary and effective methods in the learning process. Vyas and Patel (2015) stated that podcasts enable students and teachers to:

- Share information with anyone at any time.
- Absentees can get access to missed lectures by downloading the podcast of the recorded lesson.
- Getting access to lectures of experts which may not be available because of geographical reasons or other reasons.
- It can be a tool for teachers or administrators to communicate curriculum, assignments, and other information with parents and others.
- Teachers can record discussions, vocabulary, interviews, and debates.
- Students as well could create their own podcasts like recording oral presentation, activities, thoughts, and other points of interest (pp. 102-102).

Podcasting may also be adaptable to a wide variety of learning strategies to students. While some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening, without taking notes. In addition, the technology is extremely cheap and effective. In today's world of technology and distance education, podcasting becomes an important factor of proving that online learning is an effective method in classrooms.

3. Disadvantages of Podcasting

Mason and Rennie (2008) claimed that the shortcomings of audio in general appear to be in the area of providing complex or detailed information that needs to be heavily processed, logically deconstructed, committed to memory, or otherwise requires great deal of concentration. It is less good at detail and fact, in that we do not remember facts and figures from audio as easily as general opinions and arguments. Unlike text, audio is hard to browse and hence is less efficient use of study time than text. Also, the copyright is a potential issue when podcasts are available outside institutional firewalls. Search ability is also potentially problematic as numbers of podcasts increase. Likewise, who and where

will podcasts be archived? In higher education podcasting has been widely identified with recording lectures and then uploading them as podcasts and unfortunately, this single use of podcasting in higher education has seemed to become its identity. This perspective needs to be changed quickly, otherwise podcasting will become just another dissemination medium.

Moreover, Salmon and Edirisingha (2008) argued that podcasting does not focus on the annotations of written work. Though, much feedback can be provided more efficiently through the spoken word (p.78). It is probably quicker to improve students' spoken form but less concentration on other aspects of the language will lead students to ignore grammar, punctuation, spelling and referencing. Downloaded podcasts are just audio and video, which can create problems. It can be difficult for subscribers to identify an exact phrase or point of reference within a podcast, if they wish to refer back. An example of this may be a student who has listened to a lecture recording via a podcast and then wishes to re-find a phrase or fact later. The only way to achieve this would be to re-listen to sections of the podcast, through searching using chapters and timestamps. This can be difficult if the student has no idea where the phrase may be (Matthews, n.d.).

Even though podcasting is new technology and easy to be integrated in classroom, still, it has some drawbacks summarized in the following points:

- Copyrighted records are not archived, so the authority of owners is not protected and give chance to others to plagiarise.
- It is hard for students to remember certain details in audio files. If they do, it is a time consuming.
- Recent technologies cannot be adaptable in a short time. We need funds, effort, and instructions.
- Lack of focus on written form leads students to lose their written mastery if they do not compensate learning skills.

Podcasting has many drawbacks that must be reviewed by scholars before putting it in academic contexts. Some sides should be modified and fixed to give credibility and attention to what is uploaded in the net to see whether teachers rely on podcasting to be part of lesson plan.

3.1. Podcasts and Teacher

Teachers' podcast are created to facilitate students with latest and innovative lectures in the episode forms. Each episode is created in order to keep the students engage with latest information with creativity. A teacher either from school or college can create his own podcast in different academic disciplines like Literature, Philosophy, History, Science, Religion and Spirituality, Social Sciences, etc (Rajpal, & Devi, 2011, p.262). They can also create audio books in their own voice. This technology has also opened an opportunity for students to download and listen to the professors' lectures in his digital media. So, now a student will not miss any lecture and can download the latest lecture at any time and place according to his convenience and come prepared in the class. (ibid.). These podcasts can be produced by teachers for their students so that they allow the teacher to reach out to the objectives beyond the classroom boundaries. Also, they can support the teacher's classes for different purposes. Leach (as cited in Sze, 2005) explains the advantages of using teacher podcasts for before-lesson and after-lesson listening:

What's more, it gives pupils who were in the classroom the chance to listen again to what the teacher said on a topic, to re-check those notes and make sure, as well as to make it easier for non-English native speakers to re-listen to a lesson without the distractions that may make instant translation difficult the first time around. A decent podcast can also mean that you can cover the basics without wasting classroom time. The simple delivery of the facts of a lesson in a podcast frees up the lesson itself for more detailed work - or, conversely, can provide the extra detail that takes some pupils off into other directions that a simple lesson can't contain.

It is clear that creating an atmosphere of fruitful learning is one of the international defiance of applied linguists and scholars. Nevertheless, teachers who use podcasts can benefit a lot from this technology to lead students to better EFL teaching and learning. Since the incorporation of podcasts at any file type becomes possible; teachers can help students to change the routine and spice the methods up. For example, our teacher once gave us a written exam where most of the students receive negative feedback about accuracy of writing. He did not correct our mistakes directly but instead prepared a recorded lecture contain the same words. We were given papers of the written lecture with gaps. His objective was to listen to the record and re-listen and copy down the words. The result was pretty interesting. The students who knows the real or near pronunciation of the words wrote them successfully without explicit guidance. The same experiment is done when it comes to grammatical mistakes. Adding the « s » with He, she, it in present simple

will be corrected by extensive listening. Therefore, the four skills are like the wheels of a car, all help each other to make the car moves. All what teachers need is to give an actual importance to the methods of teaching and to diagnose students' weaknesses and strengths to provide the appropriate material for the appropriate objective.

3.2. Podcasts and Student

Rajpal and Devi (2011) stated that “a podcast is a kind of digital lecture through which students get new horizon for their subjects and branch. It has enabled their thought process to develop in different perspectives to create their own podcast in their own voice. As voice is important for creating a podcast, the student can enhance his vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel, and Self-development lectures” (p.263). When creating a podcast, three interrelated goals are raised simultaneously:

- First, the student learns and practices right phonetic tone to speak. As voice and accent is an integral part. It covers different features of language like pronunciation. The voice is uttered by sounds which may be common in two languages but there is a slight difference between the two sounds in each language which only a phonetician can explain. For example /z/ and /dʒ/ should be clearly distinguished in order to avoid confusion between words like “rays” and “rage”, “reason” and “region” etc.
- Second, as each country has its own form of speech and accent. So, one who wants to make a podcast in his own voice needs to learn and practice proper Slang because it is an important part of colloquial English.
- Third, an important linguistic sign to consider while creating a podcast is the difference in the pace in which the words are pronounced by different speakers of English as a foreign or second language and their listening abilities. For example, Indians speak about 180 words per minute, while Americans speak about 120 words per minute. So, a person should have a good listening as well as speaking skills (ibid).

As far as phonetics is concerned; it is one of the most remarkable challenging topics in teaching and learning the English language. Instructors need to realize that learning pronunciation of another language is a big problem that needs from them patience, understanding and full support of the learners endeavour. As podcasting enhances vocabulary acquisition, it gives insights to practise accurate pronunciation. To solve the problem, we suggest podcasting as an up-to-date material which permits learners to hone their pronunciation across extensive listening to teachers' lectures, audio books, and other records. At the same time, students will be able to master stress, assimilation, and elision. We could not restrict the benefits in just the linguistic or the academic area; but it has also cultural dimensions. Students discover implicitly other varieties like American accent, British accent, customs, the way of thinking and other features such as colloquial language, slang and idiomatic expressions. Consequently, they will be able to follow the pace of English (Intonations) speech and be accustomed to its nature.

Conclusion

Technology and language learning has given a new foundation in the educational world to transform it into virtual Technology-education (Tech-Edu). Podcasting as a new technology has a huge potential in enhancing ESL/EFL learners' listening and speaking skills. Particularly, podcasting is an E-tool to support distant learning and to attain the learners' objectives and needs. In addition, it gives practical and concrete solutions for learners who want to improve their English language. Moreover, it removes all fears concerning the integration of technology in education as well as linking both bridges for solving teaching and learning issues. Thus, the current chapter indicated that podcasting is an effective tool for honing teachers' and students' competency particularly the speaking skill by virtue of intensive listening.

Chapter Two

Teaching Pronunciation

Introduction	30
1. History of Teaching Pronunciation.....	30
2. Importance of Pronunciation.....	30
3. The Goals of Teaching Pronunciation.....	31
4. Approaches of Teaching Pronunciation.....	32
- Intuitive-imitative Approach.....	32
- Analytic-linguistic Approach.....	32
- Integrative Approach.....	32
5. Factors Affecting Pronunciation.....	33
5.1. Age.....	33
5.2. Personality	33
5.3. Native Language Factors.....	34
5.4. Amount of Exposure.....	34
5.5. Motivation.....	35
6. Assessment of Pronunciation.....	35
7. Definition of Feedback	36
7.1. Teacher –Learner Feedback.....	37
7.2. Learner –Learner Feedback.....	37
8. Innovative Techniques.....	37
- The effective listening exercise.....	38
- Personal introduction Collage.....	38
- Backward build-up.....	38
9. Using Multisensory Modes.....	39
9.1. Auditory and Visual Reinforcement.....	39

9.2. The Kinesthetic Reinforcement.....	40
9.3. The Tactile Reinforcement.....	40
9.4. The Use of Authentic Materials.....	41
10. Supersegmental Features.....	41
10.1. Intonation.....	42
10.2. Stress.....	42
11. Aspects of Connected Speech.....	43
11.1. Linking.....	43
11.2. Elision.....	44
11.3. Assimilation.....	44
11.4. Weak Forms.....	45
Conclusion.....	46

Introduction

In this chapter, we are going to deal with one of the most important feature in the English language which is pronunciation. The latter plays a major role in enhancing learners' competency to utter accurately. However, most of students still make errors in speaking English. This chapter will discuss the main points of phonetics starting from the approaches of teaching pronunciation, factors affecting students, intelligibility problems and concluding with some innovative techniques.

1. History of Teaching Pronunciation

Celce-Murcia, Brinton, & Goodwin (1996) stated that teaching pronunciation has a shorter history than grammar and vocabulary. Until 1940's, it was a not a part of a foreign language learning. People were getting interested in it slowly but later, the International Phonetic Alphabet (IPA) emerged to lead to more scientific area. Therefore, people were be able to establish a correct pronunciation based on the IPA Yoshida as stated in Jeong (2006) summarized the history of teaching pronunciation in three major stages. The outset of 1950's: learning pronunciation meant learning nativelylike pronunciation and learners were expected to perfectly master pronunciation of the target language. The neglected period in the 1960's, in which pronunciation learning was marginalized because leaning was focused on the mastery of linguistic aspects. Furthermore, acquiring native language at that time was difficult and raised questions like why and how to teach pronunciation. Consequently, teaching pronunciation received less and less attention. The resurgence period (1970's): the role of pronunciation learning has been recognized and has received much attention. After that time, pronunciation has become an important component to explain communicative competence (pp. 2-3). It is agreed upon that pronunciation was not an important aspect and since people could understand each other; they thought that developing this system will damage their accents.

2. Importance of Pronunciation

Pronunciation has a very crucial role in the English language. Mispronouncing a word in a specific situation may mislead the hearer of what you are saying exactly. Kelly (2000) provided a good example "when a learner says *soap* where he should have said

soup to the waiter is misleading because the inaccurate production of a phoneme. A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This may be very demotivating for learners who may have a good mastery of grammar and lexis but have difficulty in understanding and being understood by a native speaker (p. 11). When one of our teachers of English in middle school explained a lesson; instead of saying *river* she pronounced it *raiver*. Even if the teacher was definitely aware of the word transcription and pronunciation; she kept making the same mistake. The secret behind this mistake is that one of her teachers mispronounced the word when she was a student, so the word has been wrongly transmitted and fossilized. We call this in language acquisition Fossilization which means to keep making the same mistake even if you have enough linguistic and/or phonemic awareness of language.

3. The Goals of Teaching Pronunciation

Many scholars agreed that the most important aim of teaching pronunciation is to attain near-native language. However, there are some other elements that teachers of English pronunciation aim to target (Chun, 2002, p. 83) stated some of these elements:

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

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

4. Approaches of Teaching Pronunciation

As is it stated above, teaching English language was focused on teaching linguistic aspects rather than teaching pronunciation. However, after 1970's teaching and learning phonetics was a real subject matter to deal with. Celce-Murcia, Brinton, & Goodwin (1996) discussed three approaches of teaching pronunciation: Intuitive-Imitative approach, Analytic-Linguistic Approach and the Integrative Approach.

The Intuitive-Imitative approach depends on the learners' ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio and video cassettes and compact discs (ibid, p.02). For a logical reason, listening and imitating sounds of the English language is not sufficient to improve pronunciation. Because of the sophisticated structures; the intervention of teachers will be highly recommended for learners who seek explanations.

However, the Analytic-Linguistic approach utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts, of vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly concentrates on sounds and rhythms of the TL. It was developed to complement the intuitive-Imitative approach by providing sufficient guidance of phonetic information (ibid, p.02). Unlike the former approach, the Analytic-Linguistic approach includes much more intervention to help learners to clarify ambiguous forms in phonetics. This could be possible through the use of instructional websites, software, and electronic lessons.

The last approach is the Integrative approach. Here, pronunciation is taught through integrating it in the speech communication as a part of a lesson, instead of teaching it as an isolated aspect. Silva (2012) argued that in order to integrate pronunciation effectively into other language activities, we should give priority to factors that contribute more significantly to an intelligible communication so that the listener can process them as units, such as rhythm, intonation and stress which have been considered significant phonological factors in helping to organize speech into units of information. Therefore, difficulties of phonetics could be facilitated if teachers try to push them to speak in accordance to what

they listen to, so they will improve these aspects (stress, intonation, etc) unconsciously and become engaged in the learning process.

5. Factors Affecting Pronunciation

There are a number of factors that affect EFL learners' accurate pronunciation. They are either biological or psychological. One form may include the natural inability to utter correctly, thus people with such problems will never be capable of talking. Other psychological aspects could be developed or supported such as the age where children should be taught and directed step by step according to the development of their thinking. Some of these factors will be examined as follows:

5.1. Age

Fasold and Linton (2006) argued that language is acquired differently by children from one to another depending on their environment and the amount of linguistic exposure they have encountered during their childhood. To exemplify the impact of the age on children acquisition of mother tongue namely pronunciation development; a period has been identified as Sensitive or Critical Period which ends most likely in puberty. Most children, excluding biological problems, start to pronounce simple words and in a very unintelligible way. After they grow-up; they begin to utter in a very intelligible and sophisticated manner. This only could happen by virtue of social, specifically parental guidance and linguistic exposure (p.446). Children's acquisition out of this period will be difficult if not impossible as Genie's case because it does not occur in the appropriate time of learning. As a matter of fact, social interaction and parental education can be a remedy to reach L1 linguistic competence and open opportunities for children to learn other languages.

5.2. Personality

Krashen (1987) claimed that the personality traits of a learner could be a facilitator or a trouble for those who learn a foreign language. Affective factors such anxiety, underestimation, and fear could influence the students' ability to go on and improve their pronunciation (p. 31). However, others who are so autonomous may make sense of their learning and can develop their skills rapidly. Avery and Ehrlich as stated in Mourad (n.d.) think that learners, who are out-going and confident, are more likely to take risks, and

probably have more opportunities to practise the second language since they are more willing to interact with native speakers. On the other hand, learners who are introverted and inhibited are usually unwilling to take risks and thus they lack opportunities of practice.

That is to say, the characteristics of the learner intervene in the enhancement of pronunciation in a way that they are responsible for overcoming problems facing them, aspire to maintain their methods and styles of learning, and assess their speaking skill frequently.

5.3. Native Language

The English language is one of the difficult languages in terms of speaking because of its various features of pronunciation. Most learners encounter a crucial dilemma when they want to combine stress, intonation, rhythm, diphthongs, and triphthong at once in one sentence; thus, those aspects become increasingly frustrating. Kenworthy claimed that the more differences there are in a language, the more difficulties the learner will have in pronouncing the English language (1987.p. 04). He stated also that even we have such diversity, we can learn the language by avoiding all external and demotivating factors since many people from different levels and backgrounds could acquire near-native English pronunciation and defeat all other factors (ibid). In this case, teachers should present phonetic lessons in a very smooth and gradual way to make learners involved and motivated so that they can improve their English pronunciation at a certain extent.

5.4. Amount of Exposure

Learning a foreign language means to get exposed to the linguistic and cultural knowledge that may develop learners' pronunciation. However, it is not a direct and crucial reason to improve their skills. Simply because students of nowadays are heading to explicit world where they interact with audios, videos, technology, and internet but most of them still make errors in pronunciation. Kenworthy argued that many learners in a hand live in an English-speaking country, but spend much time in a non-English speaking milieu (language used at home is not English). In the other hand, some learners live in a non-English country but use English in many areas of their lives as job or school. (p.06). As a result, exposure is a very important element to improve students pronunciation yet it is not a matter of only environment or exposure but how learners react upon those opportunities to listen and use the language in a specific area (ibid).

The English pronunciation should be taught depending on the level of learners. We cannot move to teach triphthong and they do not know diphthongs. The amount of exposure should be clear, increasingly represented from easy to difficult, and consistent to the learners' needs, level and their aim from learning.

5.5. Motivation

The objective of learning a language can be an incentive for students to drudge and adopt certain strategies to be successful, but if learners have no objective to learn the TL, that will be most likely frustrating and lead to unsuccessful results. Gilakjani proposed that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation. Acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if they are motivated to do so (2012). We could infer that motivation is a part of learners' personality and it is difficult to control it; nevertheless, the role of teachers is to foster this psychological arousal and keep it flowing all time by using various teaching techniques and strategies.

6. Assessment of Pronunciation

Assessment of pronunciation is one of the most challenging topics in the English language because of diversity of the English accents all around the world. Teachers still struggle to find criteria of pronunciation intelligibility and mastery. To solve the issue, different assessment strategies have been put into discussion in the fourth pronunciation learning and teaching conference held in 2012. There were many teachers and scholars from many universities like Ginther from Purdue University, Harding from Lancaster University, Kennedy from Concordia University and Munro from Simon Fraser University who used techniques to measure the attainment of English language learners. Some of them proposed that we have to assess pronunciation in interactive communication and social context since we cannot separate language from society. However, others insisted to make tests and classroom research where the teachers play the role of facilitators of phonetic aspects and a judge of accuracy and intelligibility. Though all the techniques were important; there was a significant study which gives the technology the role to assess pronunciation. This idea proposed by Rebecca Hincks. Her intervention is stated on (Levis & LeVelle, 2013)

After decades of research, language technologies finally entered the mass market in the fall of 2011 with the release of the iPhone 4, whose main innovation was the introduction of Siri, the virtual, speech-directed personal assistant. As we become more comfortable with speech interfaces, we can expect growing trust in their use for pedagogical purposes. Language technologies are, relatively speaking, better at assessing pronunciation than at teaching it. Speech recognition (ASR) can identify deviant phonemes, without being able to easily provide a learner with information about what needs to be adjusted in terms of articulation. My contribution to the round table will report on the research challenges faced by engineers designing pronunciation assessment systems. Current issues include the development of technological alternatives to ASR for assessment, and the relation between computer pronunciation error detection and human ratings of pronunciation.

Technology devices can be a helpful tool, not just in teaching, but to assess pronunciation. Simply speaking, smart phones nowadays become a part of our lives and most of the students around the world use them for education purposes. Some applications can be used to assess pronunciation like Siri software which characterized by giving back the correct pronunciation after uttering the word. Learners will benefit from these applications because mobiles can be carried all day not just in class. Therefore, teachers need to inform students about that application to make them update and support out-class learning.

7. Definition of Feedback

The term feedback has various definitions. Hattie and Timperley (2007) defined “feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding”. Also, the Webster dictionary (2001) defines feedback as “a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc. by that result” and “a response, as one that sets such a process in motion” (p. 520).

Another definition given by Kulhavy (as stated in Emlich, 2008) “the procedures used to tell a learner if an instructional response is right or wrong. He stated also that feedback can be given along with a “yes-no” continuum to provide corrective or remedial information (p.15). To sum up, feedback is any kind of information used by the teacher or a peer to correct, maintain, and redirect misunderstanding or incorrect thoughts of learners. The objective is to improve the learners level in a specific area of education and deduce that feedback is a part of teaching/learning process.

7.1. Teacher –Learner Feedback

The teacher plays a very important role in enhancing learners' involvement in the learning process and evaluates their cognitive skills. The teacher is not just an information provider or a facilitator in the classroom but rather a human who teaches non-native speakers who have different learning capacities. Baker and Murphy (2011) found that the knowledge teachers should be aware of knowledge about curriculum and learners' particular needs because pedagogical content knowledge is a fundamental area on teaching pronunciation. In essence, teachers are encouraged to have a firm understanding of each of the curriculum and learner factors (anxiety, shyness, and mother tongue nature) if they are to be adequately prepared to teach English pronunciation (p. 41). Altogether, the feedback is always connected with the assessment where the teacher is fully aware of the learners as individuals not as a whole. Because of the intensive biological, psychological, social, and linguistic factors that students have; teachers can overcome these problems by making a link between the reasons behind mispronunciation and the learner situational backgrounds.

7.2. Learner-Learner Feedback

The feedback cannot just be provided by the teacher but instead learners can correct and guide each other to improve their pronunciation. It is believable that learners sometimes learn from each other more than the instructor because of the impact of interaction taken place among them. So that, the peer and group work is highly recommended to achieve desired results. Lynch stated that learners in a classroom could correct each other mispronunciation at any specific area of language performance. The person being corrected feels that the pot is calling the kettle to fill in; consequently, learners' feedback will help them notice the gap of what they have said and what they should have said (Stated in Belamri, 2011, p. 23).

8. Innovative Techniques

Teaching in the past was focused on teaching the structures of the language rather than communicative skills. However, with the new era of technology and the emergence of communicative approach; teaching Fluency becomes an essential part in the learning process. Therefore, developing learners' pronunciation requires primarily using some techniques to build the learners' fluency. These innovative techniques are: Effective

Listening Exercise, Personal Introduction Collage and the Backward Build-up. Celce-Murcia, Brinton, & Goodwin (1996) discussed three main techniques of fluency:

The Effective Listening Exercise technique is based on conversation or discussion with a teacher. A teacher asks for a volunteer and to come and speak in front of his/her classmates and discuss a topic from the student's choice in 3 minutes. The others play the role of observers and take notes from the teacher's behaviour. Then, the members of the class will discuss the strategies used by the teacher to encourage the speaker. After that students will be divided into three groups, one student is the speaker from one of these groups, the other groups play the role of observers and the third will take notes. The speaker talks about a subject suggested by the teacher or from his own in a three minutes. Those groups will exchange the roles of observers, note-takers, and speakers (Celce-Murcia, Brinton, & Goodwin, 1996, p. 291). We conclude that this technique will make students interact with the speaker, diagnose this level of speaking, and exchange the roles so that they can improve their listening skill, speaking skill and make use of the strategies suggested by the teachers.

The second technique is the Personal Introduction Collage; the teacher makes a personal introduction by introducing himself through a pasteboard collage. Then the teacher holds up the collage and shows the relevant visuals like he introduces himself. Then, students are asked to prepare their personal introduction collage using pictures and make the rehearsal until they can speak in a fluent and smooth way. Later, the whole class will perform the same technique (Benhalima, 2013, p. 23). It is clear that a picture is worth a thousand of words. Pictures allow learners to think, obtain the appropriate lexis, and practice more pronunciation while they describe their own collage because visuals are so impressive to make learners interact and engage in the lesson.

The last innovative technique is the Backward Build-up (also known as Backchaining as Richards & Schmidt (2010) suggested in the Dictionary of Language Teaching and Applied Linguistics). Avery and Ehrlich (2013) explained that the previous technique aims to develop learners' fluency when it comes to long utterances as well as improving some features of pronunciation for example linking and intonation. The teacher starts from the last word of a sentence and adds the preceding words, one at a time. For example, "I can't remember what I did with my keys" this sentence is built up this way:

Keys

My keys

With my keys

Did with my keys

I did with my keys

What I did with my keys

Remember what I did with my keys

Can't remember what I did with my keys

I cannot remember what I did with my keys

It is better to start from the end to keep the intonation preserved in the original sentence; otherwise, if we start from the beginning, the intonation will be disappeared. As a result, learners will benefit from the gradual steps undertaken in the learning process to grasp the meaning of intonation in a sentence and start to think how really words are linked in different examples given by the teacher.

9. Using Multisensory Modes

More than other skills, pronunciation could be linked to the learners' ego i.e. their self-confidence, the perception of self-estimation and self-value. Many scholars argued that learners with strong ego and high self-esteem will have a flavour in their accent because they cannot abandon their self-image; however, those with permeable egos are more likely to acquire native-like accent (Celce-Murcia, Brinton, & Goodwin, 1996, p. 295). In sum, students who have vanity and over estimation are adhered to their fossilized pronunciation and they take time to improve it, but students who think they have problems in their pronunciation and they constantly evaluate their speaking skill will eventually develop.

9.1. Audio-visual Reinforcement

Visual aids are always attractive to the students. Al Mamun (2012) stated that visual aids can draw the attention of the learners easily. Thus, Learners become flexible and comfortable as well as attentive in the class if appropriate visual aids are used. When the learners see something visualized which matches their interests and choice, they become more enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier for them to talk and

interact (p.16). Obviously, Audio-visuals resembling a real life situation where learners find themselves encouraged to speak about an old experience of theirs. Nowadays, teachers make use of audio visual aids to stimulate learners' enthusiasm because it has been found that learners are disengaged when their real life is isolated from the learning process. So, Teachers must be aware of that to establish the teaching and learning process in a more successful environment.

9.2. Kinesthetic Reinforcement

It is the use of body or parts of body movements to enhance pronunciation learning. It includes clarifying certain aspects that are unfamiliar or ambiguous to learners. Celce-Murcia, Brinton, Goodwin and Griner (2010) stated some cases where this technique can be used:

- Make students count syllables in a given sentence.
- Showing falling and raising intonations with hands either up or down.
- Placing a finger on one's hand to experience nasal sounds.
- The phonemic apparatus can be demonstrated through both hands to explain the articulation of sounds (p. 338).

Those movements made by the teacher are presented to simplify how sounds are pronounced as simulation to the phonemic apparatus because sometimes pictures and diagrams do not meet the needs of learners in terms of clarity and practicality. From another side, learners will make those movements as a reference when they face phonemic problems.

9.3. Tactical Reinforcement

Odisho (2007) advocated that this modality yields more feedback for the speaker than the listener. A fact which implies that the instructor cannot be very helpful; however, he can ask learners to impersonate him in a different activity. The instructor asks learners to place their index finger in front of their mouth so as to touch the lips. While in this posture, learners try to repeat the pair <pill> vs. <peel> after the instructor. They will soon

feel that with proper signalling of *quality* differences between the two vowels, there is more sidewise stretching of the lips and longer airflow with <peel> than with <pill>. Once they admit to sensing the difference, they should repeat the exercise several times (p. 22).

Making the difference between speech sounds is a significant implementation that allows students to sense their articulation of sounds by sensing the vocal cords' vibration. The rehearsal of those exercises evolves the learners' ability to understand more about their sophisticated apparatus at a very early age.

9.4. The Use of Authentic Materials

According to Tomlinson as stated in (Merchi, 2012) “Authentic materials refer to anything which is used to help to teach/learn a language. Materials can be in the form of a text book, a work book, a cassette, a CD ROM, a video, a photocopied hand out, a newspaper, a paragraph written on a white board: anything which represents or informs about the language being learned. Its aim is to enable learners to hear, read, and produce the language as it is in the target culture” (p. 4).

We deduce that the integration of these materials in the classroom help students to interact in the English language by listening to native speakers, reading texts and discover linguistic and cultural aspects. Some features will be intelligible if students attempt to imitate the sounds and produce utterances of their own. However, authentic materials are so resourceful because learners will gain both the sound system and the graphic system of a language if the same material is presented in an audio and visual manner.

10. Suprasegmental Features

Lehiste defined suprasegmentals as features of speech associated with stretches that are larger than the segment (whether vowel or consonant), in particular pitch, stress, and duration. Respectively, these terms refer to the sensation of higher and lower tone, to the prominence patterns of words, and to durational differences between segments, whether between different segments or between pronunciations of the same segment in different contexts (stated in Moore, 2001). Actually, the segments which are initially vowels and consonants are not sufficient features to master the English pronunciation so that above

those segments there are suprasegmentals which are additional pieces to phonetics. Intonation and stress are so important parts to know in order to be accustomed to the characteristics of the English language.

10.1. Intonation

Kreidler (2004) suggested that the English utterances are often spoken in a polytone. Speakers produce melodies differently, with the voice rising and falling. Hearers perceive different melodies even though the tunes produced by the speaker are not exactly the same heard by the listener in terms of meaning (p.163). The English language consists of two important types of intonation falling and rising. The Falling tone is put when clarification is needed through using Wh questions for example:

How are you? ∨ When did you last go there? ∨

When we ask question and the answer is Yes or no. The intonation is going up for example:

Did you pick up the groceries? ↗ Can you lend me a dollar? ↗

The use of intonation remains an influence in the hearer's mind like to express anger, happiness, requirement for something, or greeting. If the intonation is misplaced, conveys implicitly in casual speech, from situation to another it means that the speaker intends something and the hearer should know it. For example, saying where my keys are? Is a simple sentence that carries a falling intonation, but if it carries rising intonation, it is used to express anger and dissatisfaction to the one who took them or to the place they are in. To conclude, teachers need to teach this aspect by involving learners in real life situations as role plays, dialogues and to provide some scenes from movies, documentaries to show its validity.

10.2. Stress

The stress in the English language shows the speaker's high and low pitch and it is a very important aspect to be dealt with. Roach (1998) considered that studying words in isolations in the English language does help teachers to see stress placement and stress levels more clearly than studying them in a context of continuous speech (p.87). The

misplacement of stress may lead to misunderstanding and sometimes to communication loss like using such words in casual conversation *desert* /'dez.ət/ and *desert* /dɪ'zɜ:t/, *rebel* /rɪ'bel/ and *rebel*/'rebəl/ which can be used in various contexts. The listener is going to misunderstand the message being conveyed or he/she figures out either that you are not a native or you did not master phonetic rules. So, this circumstance may put learners in difficult or embarrassing situation. Therefore, the mastery of stress is an essential portion to attain accurate and native-like pronunciation.

Actually, there are two types of stress primary and secondary. The primary stress is the most prominent and important in a word for example *father*/'fɑ:ðər/, *open* /'əʊpən/, *about* /ə'baʊt/, *potato* /pə'tetəʊ/, *apartment* /ə'pɑ:tmənt/. However, the secondary stress is less dominant but instead shows a slight low pitch. However, both types can be found in one word such as in the examples *photography*/'fəʊtə'græfɪk /, *anthropology* /,ænrə'pɒlədʒi/. The unmarked syllable in a word is called unstressed syllable which means it does contain static tone or pitch.

11. Aspects of Connected Speech

Speech in each language is determined by so many varieties of pronunciation aspects that work together to create its specific sound. Linking, elision, assimilation and weak forms are important parts in the English people's daily life speech. The absence or the linking of sounds may be misleading or awkward to non-native speakers.

11.1 Linking

Linking is simply defined as the transition or link between sounds or words in connected speech. This occurs most likely in real situations and rapid speech. A frequently example given (cited in Skandera and Buleigh, 2005, p.57) is the carrying over a word-Final consonant to a word beginning with a vowel in a stressed syllable. This type of liaison is illustrated between *at* and *all* in the sequence *not at all* which can be transcribed [nɒt ə tɔ:l]

In fact, there are two cases of liaison intrusive and linking "r". Linking "r" is a term refers to a link between words through the articulation of a normally unarticulated

word-final "r", which is articulated only when preceded by a vowel in the same word, and followed by an initial vowel in the next word, as in the sequences far away [fɑ:r awei] , four eggs [fɔ:r eɡz] , and czar of Russia [zɑ:r əv rʌʃə] However intrusive "r" is a term refers to a link between two consecutive vowels belonging to different words or, less commonly, to different syllables within the same word through the insertion of an "r" that has no historical justification. An example of intrusive "r" can be illustrated in these vowels: media event, visa application, and shah of Persia and in the word drawing, may be removed through the insertion of an intrusive "r", [mi:diə^r ɪvent] , [vi:zə^r æplikeiʃn], [ʃɑ:^r əv pɜ:ʃə] , and [drɔ:^rɪŋ] (ibid, 59).

In general, linking is an essential phonetic aspect that must be took into consideration because learners will understand how natives speak in slow and rapid situations and discover the phonetic nature of words in isolation and words in sequences.

11.2 Elision

Elision in English phonetics can be determined by the absence or deletion of a sound. As discussed above dealing with stress is so much interesting however, dealing with elision is less important because we can pronounce the words as they are transcribed without making a modification. Nevertheless, knowing how to deal with elision is a good topic to be undertaken since most of native speakers interact daily with each other using this sound omission. The advantage of teaching elision is to make learners aware of this phenomenon and avoid any room of ambiguity. There are many types of elision so we are going to exemplify the common ones:

When a speaker simplifies a complex consonant cluster: 'acts' becomes /aks/ rather than /akts/, 'twelfth night' becomes /twelf nait/ or /twelθ nait/rather than /twelfθ nait/. Nevertheless, weak vowel can be lost after p, t, k for example : potato /p^hteɪ.təʊ/, canary /k^hneəri/, today /t^hdeɪ/ considering that « h » showing the aspiration.

11.3 Assimilation

Assimilation is a word derived from the latin word "assimilatio" which means " to render similar". Katamba (1989) defined assimilation as the adjustment of a sound to make

it more similar to other sound in its neighbourhood. Furthermore, he stated that The advantage of having assimilation is that it results in a smoother, more effortless, and more economical transitions from one sound to another (p. 80). We are going to mention some rules and examples retrieved from the following article [http://phonetics-
cediel.blogspot.com/2011/08/assimilation-in-english.html](http://phonetics-cediel.blogspot.com/2011/08/assimilation-in-english.html)

1. /t/ changes to / p / before / m // b / or / p / ex: basket maker/ mixed bag/ pot plant.
2. /d/ changes to / b / before / m // b / or / p / ex: blood bank/ good morning/ ground plan.
3. /n/ changes to /m/ before /m/, / b / or / p / ex: action planning/ iron man/ chicken breast.
4. /t/ changes to / k / before / k / or /g/ ex: cigarette card/ cut glass.
5. /d/ changes to / g / before / k / or / g / ex: bad girl/ closed game.
6. /n/ changes to /ŋ/ before / k / or / g / ex: action group/ Roman calendar.
7. /s/ changes to /ʃ/ before /ʃ/ or / j / ex: nice shoes/ nice yacht.
8. /z/ changes to /ʒ/ before /ʃ/ or / j / ex: cheese shop/ where's yours?
9. /θ/ changes to / s / before / s / ex: bath salts/ earth science/ bath seat/ fifth set.

As it is illustrated, assimilation is a part of native speakers' daily casual conversation, so that learners should listen to audio materials to be accustomed with such kind of sound shift. Movies and songs as an example could be an effective means to learn assimilation since they show sound transition and when to speak slowly and when to speak rapidly based on many social and situational contexts.

11.4 Weak Forms

Roach (1998) stated that there are two main reasons why we use weak forms in the English language. Firstly, most native speakers of English find an "all-strong-form " pronunciation unnatural and foreign-sounding, something that most learners would wish to avoid. Secondly, speakers who are not familiar with the use of weak forms are likely to have difficulty understanding speakers who do use weak forms ; since all native speakers of British English use them, learners of a language need to learn about these weak forms to help them understand what they hear (p. 102). We can find weak forms go in parallel with function words like auxiliary verbs, prepositions, conjunctions, etc for example "I know that song " instead of using /ðæt/ we use /ðət/. To conclude, teachers are recommended to teach weak forms in real life situation where students can make simulation to the life of

native speakers to practice this phenomenon. The first performances will be difficult but after the rehearsal; learners will be able to understand and imitate native pronunciation.

Conclusion

In this chapter, we have discussed the main important point in teaching phonetics. Teachers need to vary the methods of teaching in accordance to the learners' learning style. Also, we highlight the importance of the factors that may hinder acquiring the appropriate rules in improving learners' pronunciation. In addition to that, technology plays a major role in assessing pronunciation through the use of recent applications to help users to reinforce their knowledge. Moreover, some techniques and strategies were proposed to attain satisfactory results in teaching pronunciation. Finally, teachers and learners' feedback are of a great importance to reach fluency and accuracy of foreign language teaching and learning.

Chapter Three

Implementation of the Experiment and Evaluation of Results and Findings

Introduction	49
1. Aim of the Experiment.....	49
1.1 The Population and Sample.....	50
1.2 Procedures of the Experiment.....	51
1.2.1 Pre-test.....	51
1.2.2. Treatment.....	52
1.2.3. Post-test.....	53
1.3 The Content of the Experiment.....	53
1.4 Analysis of the Results.....	84
1.4.1 The Pre-test Achievement of the Control Group.....	84
1.4.2 Pre-test Achievement of the Experimental Group.....	86
1.4.3 Summary of the Pre-test.....	88
1.4.4 The Control Group Post-test Achievement.....	89
1.4.5 The Experimental Group Post-test Achievement.....	91
1.4.6 Summary of the Post-test.....	93
1.5 Comparative Evaluation of Achievement.....	94
1.5.1 Comparison of pre-test/post-test Achievement of Control Group.....	94
1.5.2 Comparison of Pre-test/Post-test Achievement of Experimental Group.....	96
1.6 Hypothesis Testing.....	98
1.7 Interpretations.....	102

1.8 Summary of the Quantitative Findings.....	102
Conclusion.....	102

Chapter Three

The Implementation of the Experiment and Evaluation of Results and Findings

Introduction

The current study aimed to examine the effects of using podcasts to improve students' pronunciation. Therefore, this chapter exhibit the experiment conducted at the university of Mohamed kheider Biskra. The population, the sample, and the content of the experiment will be presented and described. The significance of this study was to discover whether the implementation of podcasts as a recent method of teaching in the classroom would improve word stress placement for second year LMD students of the division of English at the University of Biskra. In this chapter, research questions will be answered and the hypothesis will be tested due to the results obtained from the analysis.

1. Aim of the Experiment

We have pointed out in the introduction of this research that the aim from conducting this study was to check the effectiveness of implementing podcasts in the classroom as a tool to improve learners' ability to pronounce accurately. It is clear that podcasts are a part of the E-learning and also a part of the communicative and language teaching method. Thus, they intervene in the classroom to be comparative element between recent method and the traditional one. Hence, two groups of second year students at the University of Biskra were taught pronunciation through the use of the mentioned technique. The control group and experimental group were selected non-randomly. Besides, the experimental group was taught through podcasts in the session of oral expression during four sessions of one hour and a half however the control group was taught with traditional method in session of phonetics. Through comparative analysis, we discovered which group performed better on Word stress placement. The latter was the main concern in our study because it is prominent and easy to be tested; meanwhile, the misplacement of the stress may mislead the hearer to the meaning of spoken words and lead to communication breakdown.

1.1 The Population and Sample

The sample consists of two groups of second year students of the Division of English at Biskra University. The first group is regarded as the experimental group (n=20) and the second is the control group (n=20). Both groups represent the whole population which consists of 433 students. They are almost between 20 and 24 years old. Furthermore, they have the same level and exposure to English language estimated as more than 10 months i.e. they share almost the same background and linguistic knowledge.

As shown in the table, the control group represents 4.61% and the experimental group represents 4.61% from the whole population. However, the sample itself represents 9.23 % from the promotion of second year.

	Frequency	Percentage
Control group	20	4.61%
Experimental group	20	4.61%
Total of groups	40	9.23%
Whole population	433	100%

Table 3.2: Distribution of Sample

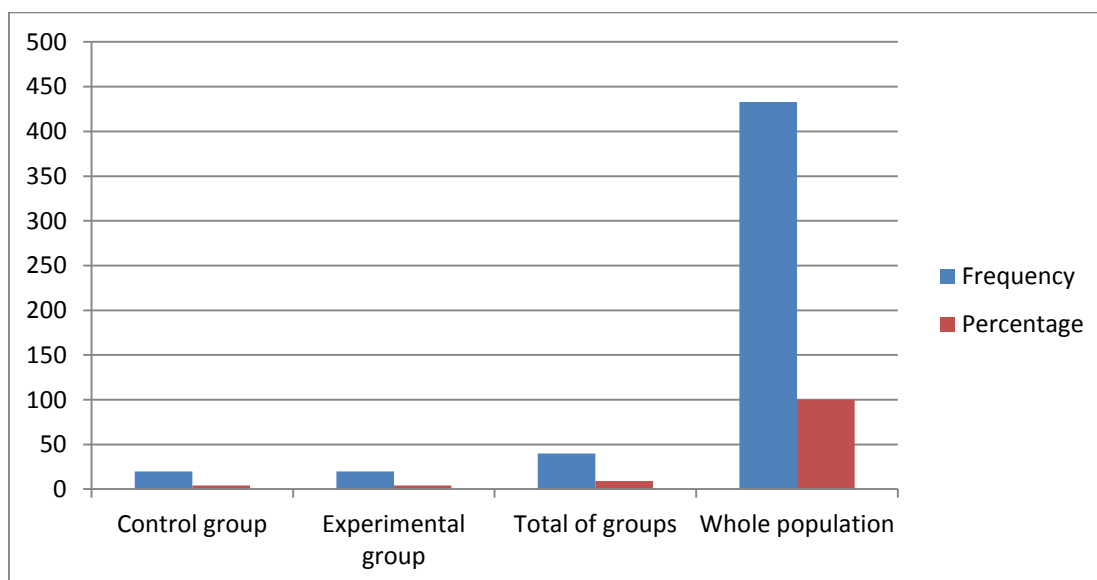


Figure 3.5: Control and Experimental Group in Graphs.

1.2 Procedures of the Experiment

The three main focuses in structuring the test are familiarity, simplicity, and adequacy. Therefore, the pattern of the test was direct and practical to engage students and raise their interaction. Students were given hand-outs contain twenty words within twenty sentences that have different stress placement and they examine the sentences during five minutes because as we have said earlier that meaning can affect placement of word stress. We caution them to avoid any kind of help such as dictionaries and smart phones in order to gain credible results. Then, they were recorded via a computer to check their capacities in dealing with word stress. The time allocated was one hour and a half. After that, the results will be compared with post-test after having dealt with the treatment.

The experiment was divided into three stages: pre-test, treatment, and post-test. The pre-test was administered to both groups at the same time. The control group received courses in phonetics regularly with their teacher; however, the experimental group received courses of native speakers' conversation to teach them pronunciation of word stress using podcasts. The experiment lasted four sessions i.e. 6 hours of exposure to RP pronunciation. At the end of the experiment, the same groups received a post-test similar to the first test.

At the beginning, we explained the experiment to students, its objectives, principles and procedures. Students were aware of word stress from the courses they have been taught by their teacher, but they were not aware of stress misplacement consequences. Because of that, examples were provided from daily life situations to familiarize them with word stress from one situation to another; meanwhile, they discover the importance of stress in the English language. However, they raise an issue of American and British accent and they argue that they are accustomed to American pronunciation rather than British claiming that British is so difficult to learn and to listen to.

These three stages are explained as follows.

1.2.1. Pre-test

The test was administered to the experimental (n=20) and control group (n=20). It includes twenty sentences containing words of various word stress placement. Students were given the papers of the sentences to prepare themselves for the test and to comprehend the meaning of words because word stress has a strong relationship with

meaning. However, the words were not given specific font or style. In addition to that, the use of smart phones, dictionaries, and other materials to check pronunciation were forbidden to give more credibility to this research. Then, the copies were gathered by the researcher to avoid any kind of bias during the recording. After that, Students were recorded via a computer and a microphone to check their skill of pronunciation by reading the twenty words to be assessed. This stage lasted one session (one hour and a half). **See appendix 1.**

1.2.2. Treatment

The independent variable which is pronunciation has two conditions. The first condition is the experimental in which students received a treatment throughout the use of podcasts and the control condition in which students are taught courses in phonetics with traditional method.

Therefore, students were given some samples of podcasts which contains British (RP) pronunciation to interact and get used to the new accent. Every Podcast lasts no more than 6 minutes in each session to avoid long presentations and keep students involved in the classroom.

Moreover, by the beginning of the session, students listened twice to the podcast (conversation) to develop their listening ability, understand, and become familiar with RP pronunciation on the one hand. On the other hand, they were asked to imitate the pronunciation. Then, they were asked to answer some comprehension questions to check to what extent they have understood the conversation. The listening skill of some students was optimal because they listen intensively to podcasts at home; however, others were intermediate because of the lack of exposure.

Furthermore, written transcripts were given to them i.e. the same podcast but in a written copy to develop their skill to read and follow the audio podcast. This technique allowed them to discover the spelling of words followed by their RP pronunciation implicitly. In addition to that, many tasks assigned for example listen again and fill in the gap, mark the stress of the given words, put an x above the inappropriate stress. These tasks aimed to recognize the correct pronunciation while listening to the podcast.

Finally, the role of the teacher was secondary because the podcast is considered as a reference to enable the participants to develop their pronunciation in terms of stress. Nevertheless, the teacher intervened from time to time to clarify some sophisticated vocabulary and expressions because the aim is not the comprehension but rather the correct pronunciation.

1.2.3. Post-test

It was another test about testing phonemic abilities on word stress. The test has the same structure of the pre-test but we have chosen new words different from the first test. The objective is to see whether podcasts improve their abilities in word stress after intensive courses and listening activities. **See appendix 2.**

1.3 The Content of the Experiment

The experiment involves a series of lesson obtained from www.bbclearningenglish.com in order to help the participants to improve their pronunciation. Students were exposed to these lessons in the session of oral expression including 9 podcasts. Four of them have been used in the classroom and five given as homework. The podcasts are audio recording characterized by shortness (6 minutes of RP conversation of two native speakers) in which they discuss a new topic each time.

Lesson N° 1:

The First Lesson: Impact of Plastic

Lesson Focus:

- Improving the skill to listen to native speakers and become accustomed to RP pronunciation.
- Semantics and the phonological aspects of the language will be the main focus.

Making learners familiar with podcasts.

Objectives: by the end of the lesson; learners will able to:

- Discover the danger of plastic on the environment and how to protect the nature from the negative impacts of plastic.
- Discover the characteristics of native-speakers.
- Gain as much vocabulary as possible with the correct pronunciation.

Competencies:

- Increasing the ability to comprehend the topic of discussion or the general idea of the topic.
- They develop the placement of words stress through rehearsal.

Required Materials:

- A laptop
- Loud speakers
- The podcast

Time:

- One session is devoted (one hour and a half)

Course 1

LISTENING MATERIAL

Topic: Impact of plastic.

Type: Dialogues / Conversation.

Date: 06/02/2016.

Situation: Alice and Neil are discussing an important topic that affects negatively the environment.

Aim of lesson: Making learners accustomed to the podcast and to discover the characteristics of native-speakers conversation as well as listening to RP pronunciation.

Task1: Listen carefully to the transcript of podcast to comprehend what is the podcast about.

Objective of task one: developing students' listening skill through attentive concentration.

Task 2:

1. What is the show's topic?
2. How many tonnes of plastic rubbish from the UK is being sent to China each year for recycling? Is It:
3. a) 20,000?
4. b) 200,000?
5. or c) 2, 000,000?
3. What is recycling?
4. Why is plastic bad for the environment?

Objective of task two: Asking learners questions to figure out to what extent they have understood the podcast during the whole time of six minutes.

Task3: completing the conversation with words while they are listening to the podcast.

Objective of task three: Developing their pronunciation of specific word stress variation through rehearsal.

Task4: mark the stress on these words.

Objective of Task 4: Attaching the difference of stress placement with grammatical nature.

Definitely (adv)	/ 'def.i.nət.li /	reporter (n)	/ rɪ'pɔ:.tə ^r /
Number (n)	/ 'nʌm.bə ^r /	chemical (adj)	/ 'kem.i.k ^ə l /
Recycle (v)	/ ,ri:'saɪ.kl /	countryside (n)	/ 'kʌn.trɪ.saɪd
Interesting (adje)	/ 'ɪn.trəs.tɪŋ /	collect (v)	/ kə'lekt /
Dispose (v)	/ dɪ'spəʊz /	degradable (adj)	/ dɪ'greɪ.də.bəl /

Task 5: Form your own sentences using the previous words after marking the stress.

Objective of Task 5: more practice on word stress.

This lesson is entitled the impact of plastic. We made a warm up at this stage to see their interaction and attention with the teacher and their opinions about the topic. Then,

they listened carefully to understand the podcasts and sort out the most important ideas. After that, they were given transcript to fill in the gap and put word stress provided from the podcast to improve their listening skill. At the end, they check their answers through final rehearsal.

The Transcript:

Alice

Hello and welcome to 6 Minute English. I'm Alice...

Neil

... and I am Neil. Hello.

Alice

Hello, Neil. Have you been shopping?

Neil

Yes, I went a bit mad with my ...(1)...card actually.

Alice

Gosh, I can see that! But look at all those plastic bags. Why don't you use your own bags?

Neil

You know what, I'm going to. Because they're now charging 5p per bag!

Alice

Don't you follow the news, Neil? It's a recent government ...(2)... – which means a new plan for dealing with something – in this case, to cut the number of thin plastic bags being given away in shops. And the environmental impact of plastic is the subject of today's show.

Neil

Is England the first country to charge for these bags, Alice?

Alice

No – other countries in the UK started charging a few years ago. And countries around the world including ...(3)....., South Africa, China, and Italy have actually banned them altogether.

Neil

Interesting. But I don't throw my bags away, Alice. I put them under the kitchen sink.

Alice

Are you a.....(4)....., Neil? That means someone who collects large amounts of stuff and can't throw things away.

Neil

Maybe I am... But seriously, with the 5p charge I'm definitely going to recycle my plastic bags.

Alice

Good. Now let me ask you today's quiz question, Neil: How many tonnes of plastic rubbish from the UK is being sent to China each year for recycling? Is it...

- a) 20,000?
- b) 200,000?
- or c) 2,000,000?

Neil

Well I think it's ... a) 20,000.

Alice

We'll find out if you're right or wrong later on. But first, why are plastic bags bad for the environment?

Neil

Because they're too thin? And when they break all your shopping falls out? That must be it.

Alice

No. They take hundreds of years to(5).... – or break down by natural chemical processes. And also people don't dispose of them properly. They litter our streets. They **clog** – or block – drains and sewers. They spoil the countryside and damage wildlife.

Neil

Well that's quite a list. So what's the solution then, Alice?

Alice

Well to either recycle or stop using plastic bags. But let's hear about the pharmaceutical company with another idea. This is BBC reporter John Maguire.

INSERT

John Maguire, BBC reporter At this company(6)..... in North London they're testing how bags made with a special additive break down when exposed to sunlight, oxygen and heat... The technology was discovered by a British scientist in the 1970s and is now sold to.....(7)... half the world's countries. In some, biodegradable bags are backed by law.

Neil And **biodegradable** means able to break down naturally in a way that isn't harmful to the environment.

Alice So adding small amounts of a chemical to the plastic – a special(8)... – allows the plastic to break down in the open air. But if the technology was discovered back in the 1970s, why aren't these biodegradable bags being used in *every* country by now?

Neil

I have no idea, Alice. Maybe they aren't as strong as non-biodegradable bags. I like a good strong bag, myself, you see.

Alice

Alright. Well, just go and buy yourself some canvas bags, Neil! In fact, I'll get you some for your birthday.

Neil

Thank you.

Alice

You're very welcome. Now, moving on. Out of around 300 million tons of plastic produced every year, some goes in **landfill** – a place where our rubbish is buried under the earth – but about 10% of plastic ends up in the sea. Let's listen to Biologist Dr Pennie Lindeque from Plymouth Marine(9)..... talking about this.

INSERT

Biologist Dr Pennie Lindeque from Plymouth Marine Laboratory We're already finding that there's a lot of microplastics in the sea and that some of these microplastics are actually being ingested by the zooplankton that live there. We're also concerned this could end up being passed up through the food chain to food which is destined for human consumption so it could end up on your or my plate.

Neil

What are **microplastics**, Alice?

Alice

They're small plastic fragments less than 5mm in size. You find them in cosmetic products such as facial scrubs, shower gel, and toothpaste.

Neil

And I'm guessing that **ingested** means 'eaten'?

Alice

Yes, the **zooplankton** – tiny little animals in the sea –.....(10)..... the microplastics for

food

and eat them. And because the zooplankton and humans are in the same food chain – they're at the bottom and we're at the top – but we're still connected – we may end up eating them and the micro plastics inside them!

Neil

That doesn't sound very tasty! Now a **food chain**, by the way, refers to a series of living things where each creature feeds on the one below it in the chain.

Alice

Indeed. OK. Remember my question from earlier? I asked: How many tonnes of plastic rubbish from the UK is being sent to China each year for recycling? Is it...

- a) 20,000?
- b) 200,000?
- or c) 2,000,000?

Neil

And I said a) 20,000.

Alice

Yes but you're wrong, I'm afraid. The answer is b) 200,000 tonnes. And that statistic comes from the University of Cambridge in the UK.

Neil

That's a load of rubbish! Get it – load of rubbish?

Alice

Very good.

Neil

Can we hear today's words again please?

Alice

we certainly can. Here they are:

-(11).....
-(12).....
-(13).....
-(14).....
-(15).....
-(16).....
-(17).....
-(18).....

.....(19).....

.....(20).....

.....(21).....

Neil

Well, that brings us to the end of this 6 Minute English. We hope you enjoyed today's environmentally-friendly programme. Please do join us again soon.

Both

Bye.

Pre Listening

Aim: Warm-up the participants to the listening material in terms of the topic chosen.

The teacher is going to set some introductory tasks to prepare students. In other words, he is going to ask question or provide some information relative to the material (podcast).

While Listening

Aim: Discover RP pronunciation as well as gaining new vocabulary.

Learners are going to listen carefully to the podcast and attempt to grasp the general idea. Moreover, they focus during the rehearsal to fill some missing words in the transcript and to catch the pronunciation of certain words.

Post Listening

Aim: Over listening to podcasts will allow them to go deeper to gain accurate word stress pronunciation and reinforce the bank of vocabulary.

In this stage, the podcast plays a role of the teacher; they will listen again to check and correct their answers.

At the End of the Lesson

Students were asked to form sentences with the words they listened to orally in order to practice the previous tasks to gain fluency and accuracy in pronunciation.

Lesson N° 2

The Second Lesson: Skyscrapers

Lesson Focus:

- Improving the skill to listen to native speakers and become accustomed to RP pronunciation.
- Semantics and the phonological aspects of the language will be the main focus.

Objectives: By the end students will be able to:

- Discover some skyscrapers in the world particularly in England.
- Gain as much vocabulary as possible with the correct pronunciation.

Competencies:

- Increasing the ability to comprehend the topic of discussion or the general idea of the topic.
- They develop the placement of words stress through rehearsal.

Required Materials:

- A laptop
- Loud speakers
- The podcast

Time:

- One session is devoted (one hour and a half)

Course 2

LISTENING MATERIAL

Topic: skyscrapers in England.

Type: Dialogues / Conversation.

Date: 08/02/2016.

Situation: Rob and Neil are discussing about skyscrapers.

Aim of lesson: Making learners accustomed to the podcast and to discover the characteristics of native-speakers conversation as well as listening to RP pronunciation.

Task 1: Listen carefully to the transcript of podcast to comprehend what is the podcast about.

Objective of task one: developing students' listening skill through attentive concentration.

Task 2:

1. What is the topic about?
2. What are skyscrapers?
3. State some skyscrapers in the world?
4. What is a cathedral?
5. When was St Paul's Cathedral built?
 - a) 1508
 - b) 1608
 - c) 1708

Objective of task two: Asking learners questions to figure out to what extent they have understood the podcast during the whole time of six minutes.

Task 3: fill the conversation with the missing words while you are listening.

Objective of task three: Developing their pronunciation of specific word stress variation through rehearsal.

Task 4: mark the stress while you are listening.

Objectives of task 4: practice word stress while they listen.

Cathedral / kə'θi:drəl /

central /'sen.trəl /

Skyscraper /'skaɪ,skreɪ.pəʳ /

Irreverent /ɪ'rev.ə'r.ənt /

Minute /'mɪn.ɪt/

interchange /,ɪn.tə'tʃeɪndʒ /

City /'sɪt.i /

comparison / kəm'pær.i.sən /

Quirky /'kwɜː.ki /

respect / rɪ'spekt /

Complete / kəm'pli:t /

universal / ,juː.nɪ'vɜːs əl /

Task 5 : Rewrite the previous words in sentences of your own style.

Objectives of task 5: more practice on word stress.

This lesson is entitled the Skyscrapers. We made a warm up to students to see their interaction and attention with the teacher and their opinions about the topic. Then, they were listening carefully to understand the podcasts and sort out the most important ideas. After that, they were given transcript to fill in the gap and put word stress provided from the podcast to improve their listening skill. At the end, they check their answers through rehearsal.

The Transcript:

Rob: Hello, I'm Rob. Welcome to 6 Minute English. I'm joined today by Neil.

Neil: Hi there Rob. Yes, I'm Neil.

Rob: Now Neil, tell me, when you think of skyscrapers –(1)..... – which cities do you think of?

Neil: Oh, well, probably New York, Shanghai, and perhaps Dubai...

Rob: Well, London is also the home to a growing number of skyscrapers – with nicknames like the Gherkin, the Walkie Talkie and the Cheese Grater – but not everyone likes them... Do you like them, Neil?

Neil: Well, I like the nicknames – I think they're very fun. And actually, I quite like the buildings too – they're quirky – which means unusual, odd, in a nice way.

Rob: Yeah, I agree. But, today we'll be talking about why many people are unhappy about these new skyscrapers, and learning some language about towns and buildings. But first...

Neil: But first, a question, Rob.

Rob: Oh yes, of course! For many years, the tallest building in London was St Paul's Cathedral. But when was it built? Was it completed in: A).....b).....c)

Neil: Well, I think... I think that it was c) 1708.

Rob: Well, we'll find out if you're right, or wrong, at the end of the programme... Well, let's start our discussion with that very building – St Paul's Cathedral in central London.

Neil: We're going to hear from BBC reporter Jonathan Savage. Which adjective does he

use to describe the height of St Paul's, and which word does he use to say that it now seems much smaller than the skyscrapers nearby?

BBC reporter, Jonathan Savage:

This is St Paul's Cathedral in central London. It's a modest 111 metres high, but for nearly 300 years it was the tallest building in this city. Now, it is (2).....by nearby skyscrapers, many of which have sprung up in just the last few years. They've got irreverently British nicknames like the Gherkin, the Cheese Grater and the Walkie Talkie.

Neil: So, we heard those three skyscrapers again – but what about St Paul's? He said it was a(3)....111 metres high.(4)..... here means not large in size or amount – it means it's only 111 metres.

Rob: That was the adjective. And the other word we asked you to listen out for was ... (4)..... St Paul's is(5).....by the nearby skyscrapers. If something(6)..... another thing, it makes it seem small in comparison.

Neil: Yes, and this has happened recently. He says the new buildings have sprung up in the last few years. When he says they've sprung up, he means they've suddenly(7)..... – and it's ... (8)..... used to talk about buildings.

Rob: And he also used a great word to talk about those nicknames – he said they were(9)..... British nicknames – if something is(10)....., it doesn't show the respect you might expect for official things, and often treats serious subjects in quite a fun, jokey way.

Neil: By calling them(11)..... British, he suggests that being(12).... is quite typically British! Now, Rob, you're quite typically British but are you(13).....?

Rob: I think I am. I joke about everything! But, whether these nicknames are respectful or not, as I mentioned, many people are not happy with these tall new buildings. What reasons does Jonathan Savage give?

BBC reporter, Jonathan Savage:

They are not(14).... popular. Some say they obstruct sightlines of(15)..... landmarks like this one; that they threaten London's cultural identity; that they're just plain ugly. A group of high-profile Londoners, politicians,(16)..... and academics are now campaigning to halt this incoming tide. They say more than 200 more skyscrapers are being thoughtlessly thrown up across London.

Rob: OK, so, what were their reasons? They said they obstruct sightlines – they block the views of some older landmarks.

Neil: They also threaten London's cultural identity – and some think they're just plain ugly. Using the word 'plain' in this context emphasises the adjective that follows. Just plain ugly – means: very ugly.

Rob: Indeed, well that's the opinion of this group, but not of all Londoners. Nonetheless, they're working to halt – or to stop – the incoming tide of new skyscrapers. An incoming tide is the rise of the sea that happens every day, which makes it come further into the land. A strong image – and a lovely idiom to use when something is happening more and more.

Neil: Yes, earlier we heard the phrasal verb '.....(17).....'. Which similar phrasal verb was used by the reporter?

BBC reporter, Jonathan Savage:

They say more than 200 more skyscrapers are being thoughtlessly(18)..... across London.

Rob: If something is, it's made quickly and without a lot of care.

Neil: But be careful – to '.....' also has a different meaning – which is to(19).... or be sick! Rob, have you got a head for heights?

Rob: I've certainly got a head for heights and it doesn't make me sick being up high.

Neil: Well, in that case you are unlikely to from the top of one of these buildings!

Rob: Indeed, well, back to the ground level to answer today's question! Earlier I asked you when(20)..... was finished. Was it in 1508, 1608 or 1708?

Neil: And I said 1708.

Rob: OK. And you were right. They actually started building it back in 1675.

Neil: Ah yes, not too long after the Great Fire of London in 1666, which is why they had to rebuild it.

Rob: Thank you Neil, and thank you everyone for listening. Do join us again next time for more 6(21).....English. Bye.

Neil: Goodbye.

Vocabulary and definitions:

Quirky: unusual and odd, but in a good way

Dwarfed: made to seem small compared to something else

Sprung up: suddenly appeared

Irreverently: without showing proper respect

Obstruct: stop, block, or make something difficult to do

Plain: very; used for emphasising the adjective that follows it

Tide: (here) increasing amounts of something

Thrown up: built or made quickly and without much care

(To have) a head for heights: a feeling of being comfortable in high places

Pre Listening

Aim: Warm-up the participants to the listening material in terms of the topic chosen.

The teacher is going to set some introductory tasks to prepare students. In other words, he is going to ask question or provide some information relative to the material (podcast).

While Listening:

Aim: Discover RP pronunciation as well as gaining new vocabulary.

Learners are going to listen carefully to the podcast and attempt to grasp the general idea. Moreover, they focus during the rehearsal to fill some missing words in the transcript and to catch the pronunciation of certain words.

Post Listening:

Aim: Over listening to podcasts will allow them to go deeper to gain accurate word stress pronunciation and reinforce the bank of vocabulary.

In this stage, the podcast plays a role of a teacher; they will listen again to check and correct their answers.

At the End of the Lesson

Students were asked to form sentences with the words they listened to orally in order to practice the previous tasks to gain fluency and accuracy in pronunciation.

Lesson N°3

The third lesson: Why we take risks.

Lesson Focus:

- Improving the skill to listen to native speakers and become accustomed to RP pronunciation.
- Semantics and the phonological aspects of the language will be the main focus.

Objectives: By the end students will be able to:

- The reasons behind taking risks and discover what the adrenaline hormone is.
- Gain as much vocabulary as possible with the correct pronunciation.

Competencies:

- Increasing the ability to comprehend the topic of discussion or the general idea of the topic.
- They develop the placement of words stress through rehearsal.

Required Materials:

- A laptop
- Loud speakers
- The podcast

Time:

- One session is devoted (one hour and a half)

Course 3

LISTENING MATERIAL

Topic: Why do we take risks?

Type: Dialogues / Conversation.

Date: 14/02/2016.

Situation: Alice and Finn are discussing the subject of taking risks.

Aim of lesson: Making learners accustomed to the podcast and to discover the characteristics of native-speakers conversation as well as listening to RP pronunciation.

Task 1: Listen carefully to the transcript of podcast to comprehend what is the podcast about.

Objective of task one: developing students' listening skill through attentive concentration.

Task 2:

1. What is the topic about?
2. What is risk taking?
3. Why people are bad at assessing risks?
4. Why people take risks?
5. What are your chances of being knocked off your bicycle and killed during a one-mile journey (and this is the same as your chances of winning the national lottery)? Is it...
 - A) 1 in 4 million?
 - B) 1 in 14 million?
 - C) 1 in 400 million?

Objective of task two: Asking learners questions to figure out to what extent they have understood the podcast during the whole time of six minutes.

Task 3: fill the conversation with the missing words while you are listening.

Objective of task three: Developing their pronunciation of specific word stress variation through rehearsal.

Task 4: mark the stress while you are listening.

Objectives of task 4: practice word stress while they listen.

1-tomorrow /tə'mɒr.əʊ /

7- chronic /'krɒn.ɪk /

2-phobia /'fəʊ.bi.ə /

8-cigarette /sɪg.ə'tet /

3-typically /'tɪp.ɪ.kə'lɪ /

9-thrill /θrɪl /

4-probability /,prɒb.ə'bɪl.ɪ.ti /

10-extreme /ɪk'stri:m /

5-catastrophic /,kæt.ə'strɒf.ɪk /

11-parachute /'pær.ə.ʃu:t /

6- Coverage /'kʌv.ər.ɪdʒ /

12-statistic /stə'tɪs.tɪk /

Task 5: Form your own sentences using the previous words after marking the stress.

Objective of Task 5: more practice on word stress.

This lesson is entitled why do we take risks. We made a warm up to students to see their interaction and attention with the teacher and their opinions about the topic. Then, they were listening carefully to understand the podcasts and sort out the most important ideas and the reasons behind taking risks. After that, they were given transcript to fill in the gap and put word stress provided from the podcast to improve their listening skill. At the end, they check their answers through rehearsal.

Transcript

Note: This is not a word-for-word transcript

Alice

Hello and welcome to 6 Minute English. I'm Alice...

Finn

... and I'm Finn. Hello.

Alice

Hello, Finn. You're off on holiday tomorrow, aren't you?

Finn

I am and you know, and I'm dreading it. I hate flying!

Alice

Do you? I didn't know you had a **phobia** – and that means a strong and unreasonable fear of something.

Finn

Well, I don't think this is a **phobia** because it isn't unreasonable. Flying thousands of feet up in the sky in a tin can, you know, that's not safe!

Alice

Flying is safer than you think, Finn. It's much riskier to drive or cycle to work. And, actually, risk taking is the subject of today's show! **Risk** means the chances of something bad happening. For example, did you know that your chance of being knocked off your bicycle and killed during a one-mile journey is the same as your chances of winning the lottery?

Finn

You know Alice, I didn't know that.

Alice

And this leads me on to our quiz question for today: What are the odds ... what are the chances of either of these two things happening? Is it...

a) 1 in 4 million?

b) 1 in 14 million?

Or c) 1 in 400 million?

Finn

I have no idea. I'll go with the big number: 1 in 400 million, c).

Alice OK. So we'll find out later if you're right or wrong later on. Now let's listen to Andreas Wilkey, a psychologist at Clarkson University in New York, talking about why we're bad at assessing risk.

INSERT Andreas Wilkey, Psychologist, Clarkson University, Potsdam, New York

People typically fear anything which is small probability but it's extremely catastrophic if it were to happen... Think about dying in a plane crash, think about a nuclear meltdown from the nearby power plant. Recently we have another increase in these birds' virus outbreaks

in South Korea. People read about that. And they may pay a lot of attention to that in the news but they may forget to get their flu shot.

Finn

That was Andreas Wilkey from Clarkson University. And we heard that a small **probability** of something happening means it's unlikely to happen. But we worry about big or **catastrophic** events such as catching bird flu or dying in a plane crash because we have a **gut reaction** to them— in other words, we react emotionally.

A **catastrophic** event is something that causes a huge amount of damage and suffering.

Alice

And it's often because of **media coverage** – for example, watching the news and reading the newspapers – that it can be difficult for us to understand how likely certain things are to happen. **Catastrophic** events feel like very real threats, while we tend to forget about the small but chronic risks that become more likely over time.

Finn

We do. **Chronic** means something that lasts for a long time. So for example, what if there was a **cigarette** that killed you as soon as you smoked it? Nobody would do that, would they?

Alice

No, they wouldn't.

Finn

But plenty of people are happy to smoke for years, and put off worrying about the health risks for the future.

Alice

Yes, that's a good point, Finn! People feel they are in control of risks that stretch over time. You know, they think, 'I could stop tomorrow' or 'I could smoke less'. But what about people who enjoy taking big risks – those **thrill seekers** out there?

Finn

People who enjoy **extreme** sports actually seek out danger – it gives them extreme pleasure! So let's listen to Karina Hollekim from Norway. She's a **base jumper** – that's a

person with a parachute who leaps from tall buildings or cliffs – and she's talking about what she feels about risk.

INSERT Karina Hollekim, base jumper

You need to measure the pleasure. Is it going to be worth it for you? So if the risk is really high, it means that the pleasure needs to be equally high. Or hopefully even higher... You can't measure it on a scale or anything. For me, it's a stomach feeling. It's the value within me, and I'm the only one who can tell what value it has to me.

Alice

Yes. It must be a magical feeling to step off a cliff, mustn't it, Finn?

Finn

'It's a stomach feeling', you know – my stomach would definitely be saying, 'oh no, no, no!' So why not change the subject and give me the answer to today's quiz question?

Alice

I asked: What are your chances of being knocked off your bicycle and killed during a one-mile journey and this is the same as your chances of winning the national lottery? So is it... a) 1 in 4 million? b) 1 in 14 million? Or c) 1 in 400 million?

Finn

I said c) 1 in 400 million.

Alice

Yes. And you were wrong, Finn.

Finn

Alright. Really? OK.

Alice

Yes. The odds are actually 1 in 14 million. You are as likely to win the national lottery from a single ticket as you are to be knocked off your bicycle and killed during a one-mile journey. This statistic comes from the Professor David Spiegelhalter, who is Winton Professor of the Public Understanding of Risk in the Statistical Laboratory at the University of Cambridge in the UK. So I think he really knows his stuff.

Finn

That's a very long title, yes, I'm sure he does.

Alice

Yeah.

Finn

So let's hear today's words again, Alice?

Alice

Here they are:

phobia

risk

probability

gut reaction

catastrophic

media coverage

chronic

thrill seekers

base jumper

And that brings us to the end of today's 6 Minute English. We hope you were thrilled by today's programme. Please join us again soon.

Both

Bye.

This week's question

You can hear the right answer at the end of the programme.

Vocabulary

phobia

a strong and unreasonable fear of something

risk

the chances of something bad happening

probability

how likely something is to happen

gut reaction

an instinctive emotional response

catastrophic

something which causes a huge amount of damage and suffering

media coverage

reports about something in the News, newspapers, and the internet

chronic

something that lasts for a long time

thrill seekers

people who enjoy taking part in extreme sports and other activities involving physical risk

base jumper

a person with a parachute who leaps from tall buildings or cliff.

Pre Listening

Aim: Warm-up the participants to the listening material in terms of the topic chosen.

The teacher is going to set some introductory tasks to prepare students. In other words, he is going to ask question or provide some information relative to the material (podcast).

While Listening:

Aim: Discover RP pronunciation as well as gaining new vocabulary.

Learners are going to listen carefully to the podcast and attempt to grasp the general idea. Moreover, they focus during the rehearsal to fill some missing words in the transcript and to catch the pronunciation of certain words.

Post Listening:

Aim: Over listening to podcasts will allow them to go deeper to gain accurate word stress pronunciation and reinforce the bank of vocabulary.

In this stage, the podcast plays a role of a teacher; they will listen again to check and correct their answers.

At the End of the Lesson

Students were asked to form sentences with the words they listened to orally in order to practice the previous tasks to gain fluency and accuracy in pronunciation.

Lesson N°4

The third lesson: The First Space Walk.

Lesson Focus:

- Improving the skill to listen to native speakers and become accustomed to RP pronunciation.
- Semantics and the phonological aspects of the language will be the main focus.

Objectives: By the end students will be able to:

- To know more about the first spacewalk and gain specific vocabulary like astronaut and cosmonaut.
- Gain as much vocabulary as possible with the correct pronunciation.

Competencies:

- Increasing the ability to comprehend the topic of discussion or the general idea of the topic.
- They develop the placement of words stress through rehearsal.

Required Materials:

- A laptop
- Loud speakers
- The podcast

Time:

- One session is devoted (one hour and a half)

Course 4

LISTENING MATERIAL

Topic: First Space Walk.

Type: Dialogues / Conversation.

Date: 16/02/2016.

Situation: Rob and Neil are discussing the topic of First Space Walk.

Aim of lesson: Making learners accustomed to the podcast and to discover the characteristics of native-speakers conversation as well as listening to RP pronunciation.

Task1: Listen carefully to the transcript of podcast to comprehend what is the podcast about.

Objective of task one: developing students' listening skill through attentive concentration.

Task 2:

What is the show's topic?

How long did the first space walk last? Was it...

a) 2 minutes?

b) 12 minutes?

c) 22 minutes?

6. What is a cosmonaut?

7. What is the difference between cosmonaut and astronaut?

Objective of task two: Asking learners questions to figure out to what extent they have understood the podcast during the whole time of six minutes.

Task3: completing the conversation with words while they are listening to the podcast.

Objective of task three: Developing their pronunciation of specific word stress variation through rehearsal.

Task4: put a cross above the wrong stress.

Objectives of task 4: practice word stress while they listen.

Geography / dʒi'ɒɡ.rə.fi /

compatriot / kəm'pæt.ri.ət/

Stretch / streɪtʃ/

equilibrate / ,i:kwi'ləɪbreɪt/

Poetic / pəʊ'et.ɪk /

unable /ʌn'eɪ.bəl/

Straightforward / ,streɪt'fɔː.wəd /

successful /sək'ses.fəl/

Territory /'ter.ɪ.tər.i /

detach /dɪ'tætʃ/

Balloon /bə'luːn /

separate /'sep.ər.ət /

Starvation /stɑː'veɪ.ʃən /

historic / hɪ'stɒr.ɪk /

Task 5: Form your own sentences using the previous words after marking the stress.

Objective of Task 5: more practice on word stress.

This lesson is entitled the first spacewalk. We made a warm up to students to see their interaction and attention with the teacher and their opinions about the topic. Then, they were listening carefully to understand the podcasts and sort out the most important ideas and the reasons behind taking risks. After that, they were given transcript to fill in the gap and put word stress provided from the podcast to improve their listening skill. At the end, they check their answers through rehearsal.

Transcript:

Rob

Hello and welcome to 6 Minute English. I'm Rob...

Neil

... and I'm Neil. Hello.

Rob

Hello, Neil! I watched that space movie last night – the one where those astronauts are stranded in space.

Neil

Stranded means stuck in a place with only a small chance of leaving. *Gravity*, you mean?

Rob

That's the one. And this year marks the 50th anniversary of the first ever space walk. On 18th March 1965 Russian cosmonaut Alexei Leonov was the first man to drift free in space – 500km from the surface of Earth. And that's the subject of today's show!

Neil

What on earth must that have felt like?

Rob

Ah ha! Exactly. It would have felt **like nothing on earth** – and that's to say, very strange indeed. He was the first person to experience the colourful of our planetout before him.

Neil

Very, Rob! But moving on, how about answering today's quiz question: How long did the first space walk last? Was it...

a) 2 minutes?

b) 12 minutes?

or c) 22 minutes?

Rob

Hmm. All quite short – so I think I'll go for the one in the middle – 12 minutes.

Neil

We'll find out if you're right or wrong later on. Now, 'cosmonaut' literally means 'sailor of the universe'. But Leonov's mission wasn't **plain sailing** – in other words, it wasn't easy or

Rob

That's right. No one had ever gone out into space before – it was unknown – **unknown territory** means a place or activity that people do not know anything about or have not experienced before. And as it happens, there were big problems.

Neil

When Leonov left the capsule his spacesuit **inflated** – or swelled up – like abecause the pressure inside the suit was greater than outside. This made it impossible for Leonov to get back through the door of the spacecraft, putting him in a life-threatening situation.

Rob

Let's listen to Helen Sharman, the first Briton in space, talking about it.

Helen Sharman, first Briton in space

So he decreases the pressure of his suit, which means that it's a bit more able to move inside it, but it means the amount of oxygen he's got around his face is now dangerously low so he can't cope with that for very long. So if he's not able to get in quickly, he's going to die of oxygen, um [...] so he had the presence of mind to get on with all of this, got back in, swivelled himself round, managed to close the airlock, and then when the pressure was was finally able to, you know, hug his up there in space.

Neil

Now, if you **can't cope with something** it means you are to deal with a difficult situation. And here the situation was having very little oxygen.

Rob

But Leonov had the presence of mind to find a solution. **Presence of mind** means being able to react quickly and stay calm in a difficult or dangerous situation.

Neil

And if I was **in Leonov's shoes** – meaning if I was in his situation – I would have panicked big time!

Rob

And there was plenty more to panic about before the mission was over. The spacecraft's automatic re-entry system failed so the cosmonauts had to fire the rockets **manually** – meaning controlled by hand – which they had never done before.

Neil

And that's not all. Their capsule failed to – or – from the spacecraft's equipment module, and this sent them tumbling through space towards Earth.

Rob

But the capsule did finally And then you would think they'd have been home and dry, wouldn't you? **Home and dry** means being close to achieving a goal.

Neil

Well, they certainly weren't dry. The capsule **touched down** – or landed – hundreds of kilometres off course in freezing Siberia populated only by wolves and bears. Leonov had sweated so much on the space walk that his boots were filled with water up to his knees! Both cosmonauts had to **wring out** – or twist and squeeze – their clothes to avoid frostbite.

Rob

And **off course**, by the way, means not following the right route. Those men must have been overjoyed when they were finally airlifted to safety two days later!

Neil

But what seems unfair to me is, we all know about the Apollo moon landing, but how many of us know about the first space walk?

Rob

Well, at least we do now, and of course our listeners do too!

Neil

OK, let's have the answer to the quiz question. I asked: How long did the first space walk last? Was it... a) 2 minutes b) 12 minutes or c) 22 minutes?

Rob

I said a) 12 minutes.

Neil

And you were right!

Rob

Excellent. Good! So 12 minutes eh? What an amazing short stroll that must have been but a very one too.

Neil

Well done. Now, can we hear today's words again please?

Rob

OK. We heard:

stranded

like nothing on earth

plain sailing

unknown territory

inflated

can't cope with something

presence of mind

in Leonov's shoes

manually

detach

home and dry

touched down

wring out

off course

Neil

Well, that's the end of today's 6 Minute English. We thought it was out of this world – hope you thought so too! Please join us again soon.

Both

Bye

Vocabulary

Stranded

left somewhere with no way of leaving

Like nothing on earth

(idiom) very good/very bad

Plain sailing

going without any problems

Unknown territory

a place where nobody had ever visited

Inflated

filled with air or gas

Can't cope with something

can't manage a difficult situation

Presence of mind

being able to make good decisions or act quickly in a difficult situation

In Leonov's shoes

doing what he (Leonov) did

Manually

by hand

Detach

to separate from something

Home and dry

successfully complete something

Touched down

landed

Wring out

twist or squeeze something to remove water

Off course

not following the right route

Pre Listening

Aim: Warm-up the participants to the listening material in terms of the topic chosen.

The teacher is going to set some introductory tasks to prepare students. In other words, he is going to ask question or provide some information relative to the material (podcast).

While Listening:

Aim: Discover RP pronunciation as well as gaining new vocabulary.

Learners are going to listen carefully to the podcast and attempt to grasp the general idea. Moreover, they focus during the rehearsal to fill some missing words in the transcript and to catch the pronunciation of certain words.

Post Listening:

Aim: Over listening to podcasts will allow them to go deeper to gain accurate word stress pronunciation and reinforce the bank of vocabulary.

In this stage, the podcast plays a role of a teacher; they will listen again to check and correct their answers.

At the End of the Lesson

Students were asked to form sentences with the words they listened to orally in order to practice the previous tasks to gain fluency and accuracy in pronunciation.

We have presented the four lectures being presented and dealt with students of second year (group4). Similarly, other five podcasts were given as homework. Students were so serious in the class and in doing the homework because everything was evaluated. Thus, they were competitive and involved during the time of the whole experiment.

During the pre-test, we have recorded total presence of students in both groups experimental and control. However, in the post-test, just one student was absent in the control group.

1.4 Analysis of the Results

In this part, descriptive statistics of the controlled group and the experimental group were computed for both pre-test and post-test.

1.4.1 Pre-test Achievement of the Control Group

Before making the treatment, we recorded the control group and we collect the data of the pre-test. The results are exhibited in the following tables.

Scores/ 20	Frequencies
4	2
5	2
6	1
7	4
08	6
09	1
10	1
11	1
12	2

Table 3.3: The control group Pre-test Scores, and Frequencies.

The table shows the scores gained by the participants of control group considering that each correct answer is scored by 1 point out of 20. The frequencies represent the number of students who scored the same mark. However, the unmarked scores in the table are not gained by any of the participants. Each word pronounced accurately in terms of stress will be scored by 1 point. The lowest score as shown in the table is 4 points and the highest score is 12 point out of twenty. Hence, in the whole scores, 8 words have not been pronounced correctly.

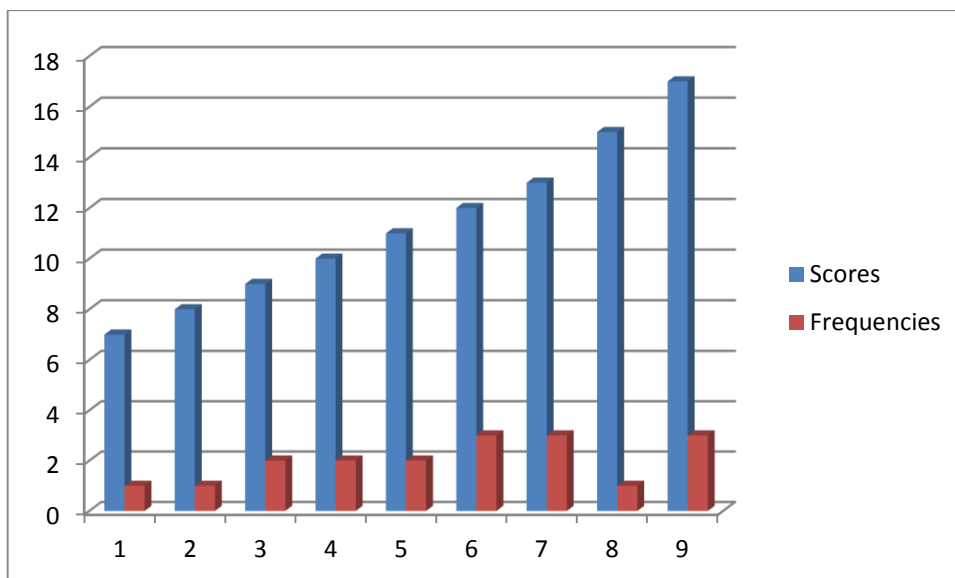


Figure 3.6: The Scores and Frequencies Obtained by the Control Group.

This diagram represents the results of the participants of the control group and its frequencies. Hence, they have different level from one another in speaking skill. It is obvious that the highest marks (11+12) are obtained by 3 students and 1 student has the average. However, the rest of scores are less than the average.

Scores	Mean	S. Deviation
4	7.7	2.31
4	7.7	2.31
6	7.7	2.31
5	7.7	2.31
7	7.7	2.31
7	7.7	2.31
7	7.7	2.31
5	7.7	2.31
8	7.7	2.31
8	7.7	2.31
8	7.7	2.31
8	7.7	2.31
8	7.7	2.31

8	7.7	2.31
7	7.7	2.31
9	7.7	2.31
10	7.7	2.31
12	7.7	2.31
11	7.7	2.31
12	7.7	2.31

Table 3.4: The Scores, Mean and Standard Deviation of the Control Group.

The table above shows the scores, the mean, and the standard deviation of control group. When calculating the mean of the whole group by gathering all the scores of the control group (7.....till 12) and divide them into the number of the sample (N=20); we deduce that the general level of the students (7.7) of the control group is weak in pronunciation (word stress) and they need to improve it.

1.4.2 Pre-test Achievement of the Experimental Group

In this part, we are going to deal with the descriptive statistics of the controlled group in terms of the scores they achieve. Before making the treatment, we recorded the Experimental group and we collect the data of pre-test. The results are represented in the following table.

Scores/ 20	Frequencies
3	3
4	2
6	2
7	2
8	2
09	4
10	2
12	2
13	1

Table 3.5: The Experimental Group Pre-test Scores, and Frequencies.

The table above shows the scores of the participants of the experimental group. Regarding that each correct answer is scored by 1 point out of 20. The unmarked scores in the table are not gained by any of the participants i.e. 7 words are not pronounced by any of the participants. The lowest score as shown in the table is 3 points and the highest score is 13 point out of twenty. Hence, in the whole scores, 7 words have not been pronounced correctly.

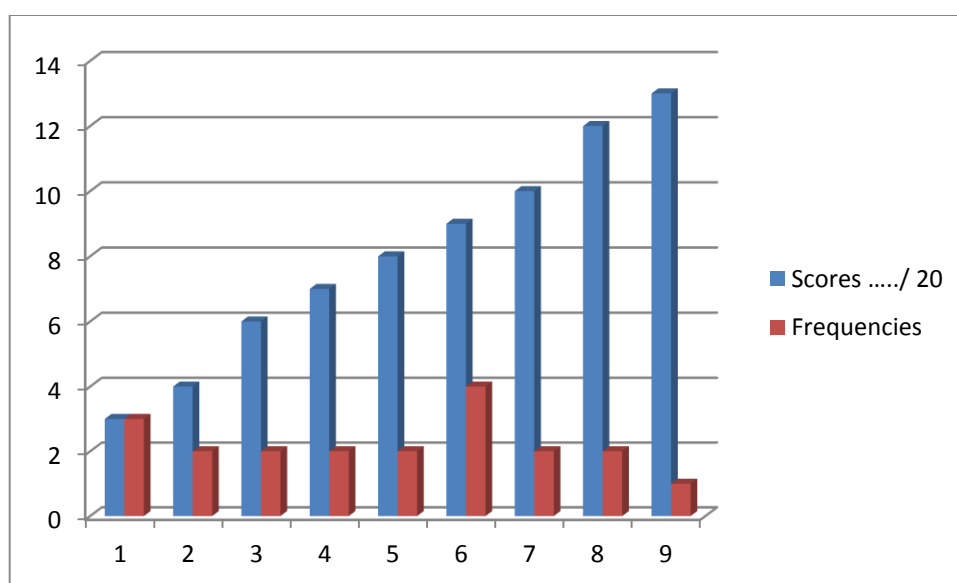


Figure 3.7: The Scores and Frequencies Obtained by Students of the Experimental Group.

This diagram represents the results of students of the experimental group and its frequencies. To start with, the scores increase gradually from 3 to 13. Therefore, they have different level from weak and average elements. The highest score 13 obtained by 1 student and the lowest score obtained by 3 students. However, the majority of participants (15) obtain less than the average.

Scores	Mean	S. Deviation
3	7.6	3.10
3	7.6	3.10
3	7.6	3.10
4	7.6	3.10
4	7.6	3.10

6	7.6	3.10
6	7.6	3.10
7	7.6	3.10
7	7.6	3.10
8	7.6	3.10
8	7.6	3.10
9	7.6	3.10
9	7.6	3.10
9	7.6	3.10
9	7.6	3.10
10	7.6	3.10
10	7.6	3.10
12	7.6	3.10
12	7.6	3.10
13	7.6	3.10

Table 3.6: The Scores, Mean and Standard Deviation of the Experimental Group.

The previous table shows the scores, mean, and the standard deviation of the experimental group. When calculating the mean of the whole group by gathering all the scores of the experimental group (3.....till 13) and divide them into the number of the sample (N=20); we have 7.6 which means that the general level of the students of the control group is average in pronunciation (word stress) before making the experiment of using podcasts to teach the feature of word stress.

1.4.3 Summary of the Pre-test

Both experimental and control group recorded weak results in the pre-test. We conclude that the traditional method of teaching phonetics did not improve their level to deal with phonemic aspects of the English language. In addition to that, we observe that some students were successful to record more than the average in the first test because of their extensive exposure to listening materials as songs and films. Moreover, the way students pronounced the words is more likely American than British which reveals that students may like or support the American pronunciation more than the British

pronunciation. For example, the word *schedule* was pronounced with American accent with stress in the second syllable. Also, the word laboratory was pronounced with stress on the first syllable. Furthermore, the majority who gained less than the average put the stress in the first syllable even though the stress is on the second. After making an observation, it becomes clear that their English language is highly influenced by the second language i.e. the French language. Accordingly, they put the stress in the first syllable unconsciously. It was intentional to provide students with grammatically different words in nature to link the comprehension with the pronunciation. For that, we gave them the hand-outs to have time to observe; nevertheless, they pronounce the word *rebel* (noun) as a verb. All in all, most students of both groups have problems in comprehension as well as problems in pronunciation.

1.4.4 The Control Group Post-test Achievement

Scores	Frequencies
4	1
6	2
7	1
8	3
9	2
10	3
11	1
13	2
14	4

Table 3.7: The Control Group Post-test Scores and Frequencies.

The table above shows the scores of the post-test obtained by the participants of the control group. It is obvious that there is an improvement comparing to the first test. 10 students scored more than the average in this test. However, the rest obtained less than the average.

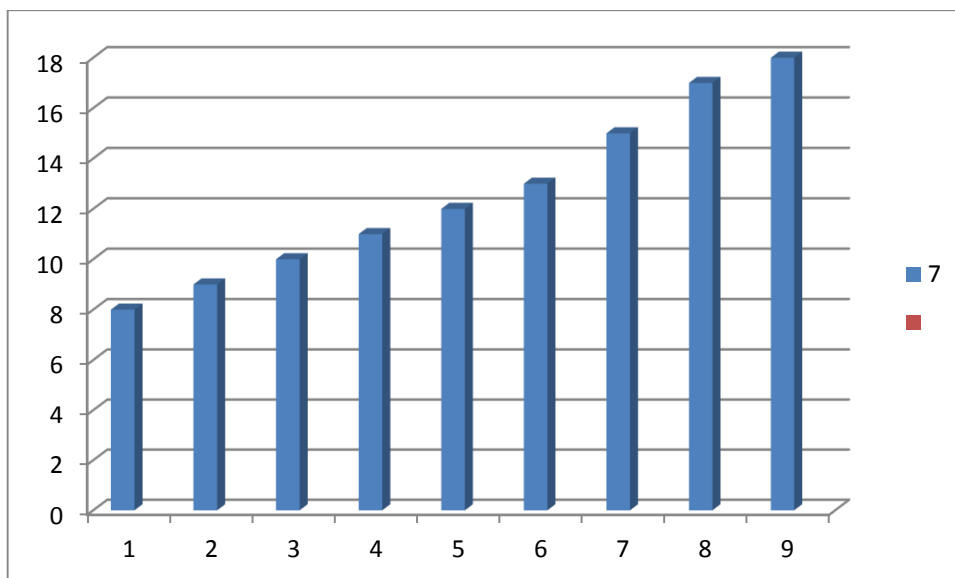


Figure 3.8: The Scores and Frequencies Obtained by Students of the Control Group in the Post-test.

This diagram represents the interpreted data of the table above. Students of the control group in the post test record an improvement comparing to the first test. The Highest score is 14 obtained by 4 students and the lowest score 4 obtained by one student.

Scores	Mean	S. Deviation
4	9.89	3.10
6	9.89	3.10
6	9.89	3.10
7	9.89	3.10
8	9.89	3.10
8	9.89	3.10
8	9.89	3.10
9	9.89	3.10
9	9.89	3.10
10	9.89	3.10
10	9.89	3.10
10	9.89	3.10
11	9.89	3.10
13	9.89	3.10
13	9.89	3.10

14	9.89	3.10
14	9.89	3.10
14	9.89	3.10
14	9.89	3.10

Table 3.8: The Scores, Mean and Standard Deviation of the Control Group in the Post-test.

It was noticed that one student was absent in the post test of the control group. The table shows that the scores, the mean, and the standard deviation of the control group. When calculating the mean of the whole group (9.89) which means that the general level of the students of the control group record an improvement in pronunciation (word stress) in contrast to the pre-test.

1.4.5 The Experimental Group Post-test Achievement

The table below shows the scores obtained by the participants of the experimental group in the final stage of the experiment.

Scores	Frequencies
7	1
8	1
9	2
10	2
11	2
12	3
13	3
15	1
17	3
18	1
20	1

Table 3.9: The Experimental Group Post-test Scores and Frequencies

This table shows the scores of the post-test obtained by the participants of the Experimental group. It is obvious that there is an improvement in contrast to the pre-test. 14 students scored more than the average in this test. However, just 4 students obtained less than the average.

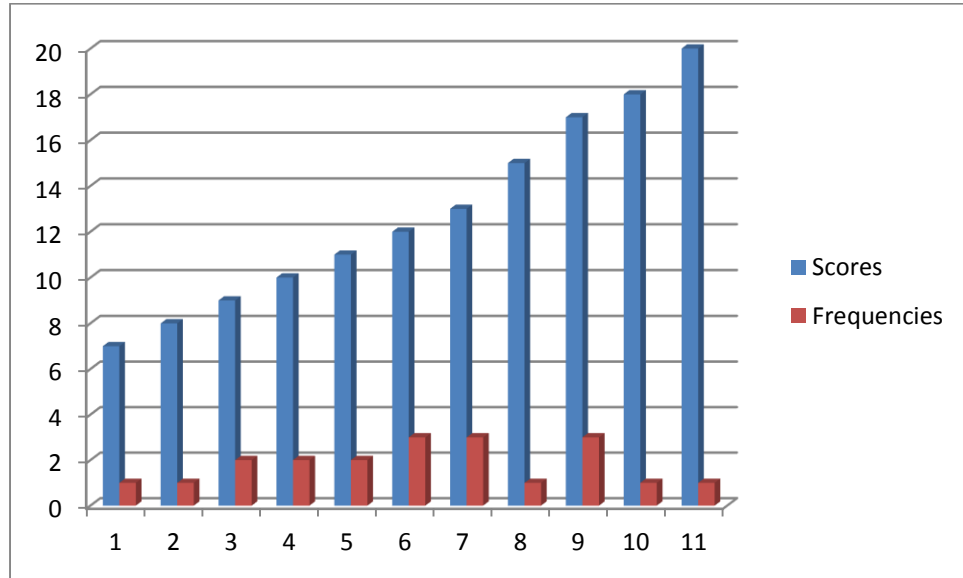


Figure 3.9: The Scores and Frequencies Obtained by Students of the Experimental Group in the Post-test.

This diagram represents the interpreted data of the previous table. It is clearer that a huge leap is recorded between the post test and the pre-test. The high score is 20 scored just in this group by one student. 14 Students have scored more than the average. 2 students scored the average. However, just 4 students have less than the average.

score	mean	S. deviation
7	12.7	3.59
8	12.7	3.59
9	12.7	3.59
9	12.7	3.59
10	12.7	3.59
10	12.7	3.59
11	12.7	3.59
11	12.7	3.59
12	12.7	3.59

12	12.7	3.59
12	12.7	3.59
13	12.7	3.59
13	12.7	3.59
13	12.7	3.59
15	12.7	3.59
17	12.7	3.59
17	12.7	3.59
17	12.7	3.59
18	12.7	3.59
20	12.7	3.59

Table 3.10: The Scores, Mean, and Standard Deviation of the Experimental Group in the Post-test.

After making the experiment, the full participants were present during the post-test. The table shows the mean, the variance, and the standard deviation of the experimental group (12.7) which mean that the general level of the students of the experimental group is intermediate in pronunciation (word stress). However, in this stage students record an improvement in contrast to the pre-test.

1.4.6 Summary of the Post-test

It was obvious that students of both groups recorded an improvement after the treatment. The control group recorded slight improvement in the final test. However, the experimental group recorded significant leap after the treatment because of the utility of podcasts. On the one hand, we noticed that the control group still pronounce the same way as in the pre-test. Nevertheless, they improved their skill to utter correctly certain words in terms of word stress placement. On the other hand, the group which received the treatment through using the podcasts recorded more improvement according to results obtained previously. Hence, students who could not perform well may not have an intensive exposure to RP Podcasts. Therefore, they pronounce the word *computer* like that *compuRer* which means that students of both groups have a sharp and deep influence to

the American accent. In addition to that, they still have linguistic interference between French and English as explained earlier. Another issue observed is that students cannot pronounce accurately when they are provided with listening materials, but instead they need to practise more listening to the English language to reproduce meaningfully and correctly the material being taught in the classroom.

1.5 Comparative Evaluation of Achievement

In this section, The results obtained of both groups experimental and control group will be compared in terms of the pre-test and post-test achievement. The objective is to check whether an improvement occurred while teaching the experimental group with the integration of podcasts. Hence, our hypothesis will be confirmed or refuted regarding the effect of the independent variable (the effect of using podcasts) on the dependent variable (accurate pronunciation of word stress). In these tables, we are going to show performances of each student in both groups.

1.5.1 Comparison of Pre-test and Post-test Achievement of the Control Group

Student	Pre-test			Post-test		
	Scores	Mean	S. Deviation	Scores	Mean	S. Deviation
1	4	7.7	2.31	4	9.89	3.10
2	4	7.7	2.31	6	9.89	3.10
3	6	7.7	2.31	6	9.89	3.10
4	5	7.7	2.31	7	9.89	3.10
5	7	7.7	2.31	8	9.89	3.10
6	7	7.7	2.31	8	9.89	3.10
7	7	7.7	2.31	8	9.89	3.10
8	5	7.7	2.31	9	9.89	3.10
9	8	7.7	2.31	9	9.89	3.10
10	8	7.7	2.31	10	9.89	3.10
11	8	7.7	2.31	10	9.89	3.10
12	8	7.7	2.31	10	9.89	3.10

13	8	7.7	2.31	11	9.89	3.10
14	8	7.7	2.31	13	9.89	3.10
15	7	7.7	2.31	13	9.89	3.10
16	9	7.7	2.31	14	9.89	3.10
17	10	7.7	2.31	14	9.89	3.10
18	12	7.7	2.31	14	9.89	3.10
19	11	7.7	2.31	14	9.89	3.10
20	12	7.7	2.31			

Table 3.11: Comparison of Pre-test and Post-test Achievement of Control Group.

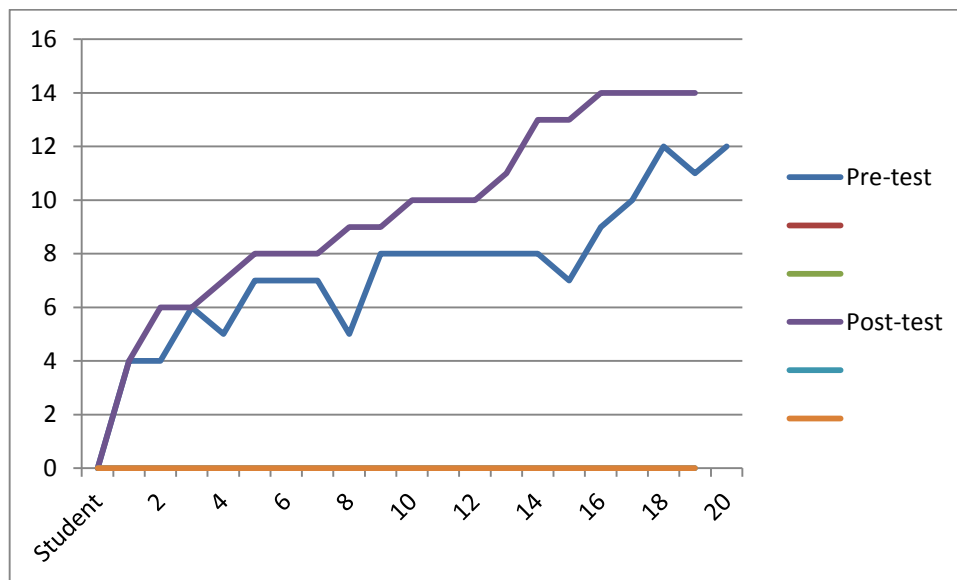


Figure 3.10: Difference of pre-test/post-test scores of Control Group.

This figure shows the difference in results before the test and after the test. As shown, the line of post-test is above the line of pre-test which means that the scores obtained in the post test are more significant.

N	Tests	Means	Standard Deviation
20	Pre-test	7.7	2.31
	Post-test	9.89	3.10
	Difference	2.19	0.79

Table 3.12: Overall Pre-test/post-test difference of control group.

We deduce that mean of the control group increase with 2.19. Therefore, this group record a slight improvement of 2.19 in the total average of the group.

1.5.2 Comparison of Pre-test and Post-test Achievement of the Experimental Group

Student	Pre-test			Post-test		
	Scores	Mean	S. Deviation	Scores	Mean	S. Deviation
1	3	7.6	3.10	7	12.7	3.59
2	4	7.6	3.10	8	12.7	3.59
3	4	7.6	3.10	9	12.7	3.59
4	3	7.6	3.10	9	12.7	3.59
5	7	7.6	3.10	10	12.7	3.59
6	7	7.6	3.10	10	12.7	3.59
7	6	7.6	3.10	11	12.7	3.59
8	8	7.6	3.10	11	12.7	3.59
9	8	7.6	3.10	12	12.7	3.59
10	6	7.6	3.10	12	12.7	3.59
11	9	7.6	3.10	12	12.7	3.59
12	9	7.6	3.10	13	12.7	3.59
13	9	7.6	3.10	13	12.7	3.59
14	9	7.6	3.10	13	12.7	3.59
15	10	7.6	3.10	15	12.7	3.59
16	10	7.6	3.10	17	12.7	3.59
17	12	7.6	3.10	17	12.7	3.59
18	13	7.6	3.10	17	12.7	3.59
19	12	7.6	3.10	18	12.7	3.59
20	3	7.6	3.10	20	12.7	3.59

Table 3.13: Comparison of Pre-test and Post-test Achievement of Experimental Group.

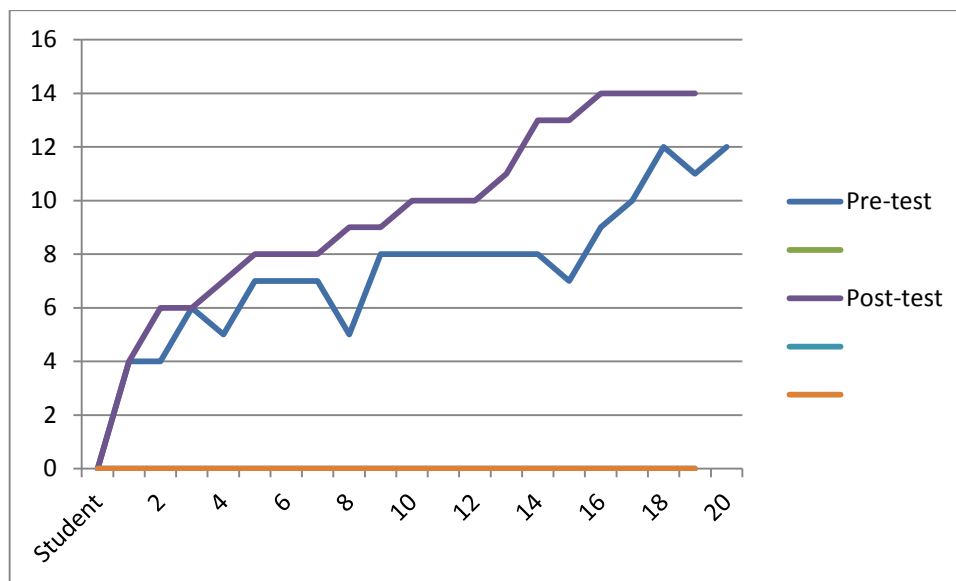


Figure 3.11: Difference of pre-test/post-test scores of Experimental Group.

This figure shows the difference in results before the test and after the test. As shown, the line of post-test is above the line of pre-test which means that the scores obtained in the post test are more significant.

N	Tests	Means	Standard Deviation
20	Pre-test	7.6	3.10
	Post-test	12.7	3.59
	Difference	5.1	0.49

Table 3.14: Overall Pre-test/post-test difference of Experimental group.

We can see in this table that the mean score and standard deviation obtained from the experimental group changes totally from the pre-test and the post-test. The mean of the pre-test was 7.6 and increase to 12.7 with a difference of 5.1 between both tests. Also, the standard deviation records an improvement of 0.49. Therefore, this group record a valid and significant improvement in accurate pronunciation of the word stress.

Consequently, after the data analysis and from the data obtained in this experiment; we deduce that the treatment was efficient to the majority of the experimental group participants. Listening to podcasts improve their pronunciation of word stress as well as their abilities to listen, understand, catch many vocabularies, and become accustomed to podcasts of RP pronunciation they are exposed to.

1.6 Hypothesis Testing

After using descriptive statistics to analyse the scores obtained of both groups. We deduce that using podcasts in the classroom and its continuous incorporation improve students' pronunciation after manipulating the independent variable (using podcasts) on the dependent variable (pronunciation ability of word-stress). These results need to be verified in a very valid statistical test. In order to test the hypothesis of our research; we need to implement inferential statistics on the descriptive statistics that we obtained previously. As a result, the t-test will be used to compare both means (pre-test and post-test). The role of the t-test is to compare two means in accordance to variation in our research. Hence, the variation used in our experiment is the standard deviation which is the deviation of scores from the mean. Actually, there are two types of t-test: independent (unpaired) t-test when we are dealing with two different groups in our experiment i.e. control and experimental groups and dependent (paired) t-test when we are dealing with one single group before and after the treatment. Accordingly, the most appropriate t-test that fits the current study is the independent (unpaired) because we are dealing with two different groups.

The purpose of conducting statistical tests is to provide information about the likelihood of an event occurring by chance (Kanji, 2006:265). The statistical test is used to determine the probability that the observed results could have occurred under the null hypothesis. If this probability is less than, or equal to 0.05, the null hypothesis is rejected in favour of the alternative hypothesis and the results are said to be significant (Chelli, 2011).

In this research, we need to prove that the treatment used with the experimental group is efficient and positive. In order to do that we need:

- 1- T sample-test to check the hypothesis.
- 2- P value (0.05) which signify that only 5 % of the results obtained due to chance whereas 95% are likely to be true and valid. Small p value suggests that the null hypothesis is unlikely to be true. So, the smaller p value we have, the more rejection of the null hypothesis is convincing.
- 3- Degree of freedom suitable for this t-test is $f=N_1+N_2 -2$.

As stated previously, the t-test is calculated to confirm or not the cause and effect relationship between two variables (the independent and dependent variables). Therefore, the value calculated or observed make us recognize the improvement of informants in the post-test pronunciation of word stress scores i.e. the dependent variable (DV) is caused by the significance of the treatment which is in turn the independent variable (IV).

These stages are used to calculate the unpaired t-test through the use of the following equations and apply it to the results of our research:

Calculate the two samples means (\bar{X}_1, \bar{X}_2) using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Calculate the two samples variances S^2_1 and S^2_2 using the formula:

$$S^2 = \frac{\sum X^2}{N} - \bar{X}^2$$

Substitute the values of $\bar{X}_1, \bar{X}_2, S^2_1$ and S^2_2, N^1, N^2 in the computational formula for t:

$$t_{N_1+N_2-2} = \frac{\bar{X}_1 - \bar{X}_2 \sqrt{(N_1+N_2-2) \frac{N_1 N_2}{(N_1 S^2_1 + N_2 S^2_2)(N_1+N_2)}}}{1}$$

Before testing the hypothesis; we remind the reader by the alternative and the null hypothesis formulated at the beginning of this research:

H1: The integration of podcasts will improve learners' pronunciation.

H0: The integration of podcasts will not improve learners' pronunciation.

Degree of freedom= $N+N-2= 40-2=38$

P value: 0.05(5%)

In order to reject the null hypothesis or accept the null hypothesis, we need to calculate the t-test. However, before proceeding to we need to know the scores differences of both groups as done in the table below:

participants	Control Group		Experimental Group	
	Post test scores	Post test scores squared	Post test scores	Post test scores squared
1	4	16	7	49
2	6	36	8	64
3	6	36	9	81
4	7	49	9	81
5	8	64	10	100
6	8	64	10	100
7	8	64	11	121
8	9	81	11	121
9	9	81	12	144
10	10	100	12	144
11	10	100	12	144
12	10	100	13	169
13	11	121	13	169
14	13	169	13	169
15	13	169	15	225
16	14	196	17	289
17	14	196	17	289
18	14	196	17	289
19	14	196	18	324
20	X	X	20	400
	$\sum X_2=188$	$\sum X^2_2=2034$	$\sum x_1 = 254$	$\sum X^2_1=3472$

Table 3.15: Experimental and Control Groups Scores Differences in the Pronunciation of Word Stress

The calculation of t-test:

$$1) \bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{254}{20} = 12.7$$

$$2) \bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{188}{19} = 9.89$$

$$3) S^2_1 = \frac{\sum X_1^2}{N_1} - \bar{X}_1^2$$

$$4) = \frac{3472}{20} - 161.29 = 12.31$$

$$5) S^2_2 = \frac{\sum X_2^2}{N_2} - \bar{X}_2^2$$

$$6) = \frac{2034}{19} - 97.81 = 9.24$$

$$7) t_{N_1+N_2-2} = \frac{(12.7-9.89)\sqrt{(20+19-2)20 \times 19}}{\sqrt{20 \times 12.31 + 19 \times 9.24}(20+19)}$$

$$8) = \frac{2.81 \times 118.57}{\sqrt{246.2 + 175.56(40)}}$$

$$9) = \frac{333.18}{129.88} = 2.56$$

$$t = 2.56$$

1.7 Interpretations

In the final stage in our research to test out hypothesis, we need to provide the table of T distribution of critical values. **See appendix 3.** It is clear that our sample is 40 students and the p value is 0.05 i.e. one tail. Therefore, we count till reaching 40 informants. The critical value recorded is **1.6839**. Here, the t –test value is greater than the critical value. Finally, we conclude that our alternative hypothesis (The integration of podcasts will improve learners' pronunciation) is accepted and we reject the null hypothesis (The integration of podcasts will not improve learners' pronunciation).

1.8 Summary of the Quantitative Findings

In this part, all what have been dealt with in the experiment will be summarized. The alternative hypothesis put at the beginning of this research was accepted. First of all, we use descriptive statistics to collect the data obtained by both groups i.e. experimental and control group. Then, results of both groups were compared to deduce that the experimental group results were more significant than the control group results. The improvement recorded with the experimental group due to the incorporation of podcasts to improve their pronunciation. Finally, the hypothesis was accepted because of unpaired t-test result was valid to confirm the success of our experiment.

Conclusion

In this chapter, we described the content, the procedures, and the aim of the experiment. In addition to that, the descriptive statistics and inferential statistics of the scores obtained by participants were computed. The aim was to see the effects of incorporating podcasts into the classroom as a distinctive tool between traditional and recent methods of teaching. Because of time constraints; we tackled four podcasts that include daily life conversation of native speakers where they can catch words with the appropriate pronunciation. In addition to that, students were involved and interactive with this technology since they have got podcasts as applications in their smart phones. Moreover, as discussed in

descriptive and inferential statistics; podcasts proved to enhance students' pronunciation of word stress of second year LMD system at Mohamed Kheider University of Biskra. Hence, because of the value of the t-test (2.56) compared to the critical value (1.68); the hypothesis was confirmed. Also, the results obtained show a valid improvement in the participants' pronunciation. This means that podcasts help teachers to facilitate the task of teaching phonetics with word stress and may be applicable for other aspects of pronunciation. This technology motivates students to improve their listening and speaking skill so that they improve their comprehension along with the properties of native speakers' conversations in many distinctive situations.

2. Limitations of the Study

This research study raised many questions that are identified by the limitations of the study. We are going to state some of them:

It was obvious that the treatment made to the experimental group was not a longitudinal study. Four sessions were not enough to deal with all the aspects of pronunciation and even not enough to deal with all the rules of word stress. This issue will not draw full significant results of the impact of podcasts on developing learners' pronunciation specifically the mastery of word stress.

Since the study was dealt with only two groups of second year from the Division of English at Biskra University; the findings obtained may not represent all the Universities around Algeria. Despite that, they are exclusive to second year students; hence, they can be applicable to similar contexts. However, the outcomes cannot be generalized to all levels and contexts.

2.1 Recommendations for Future Prospects

Based on the limitations of the study and the results obtained from it; some of the issues have to be presented in order to develop learners' pronunciation. The following issues need to be considered:

The Nature of the English Language: it is obvious that the English language around the world has many accents like the RP pronunciation and General American English which may cause problems to the learners of the English language. However, in the Algerian universities need to emphasize more on the RP (the most prominent in teaching in The Algerian Universities) to limit the focus of learning pronunciation; However, students of English can acquire other accents through communication or for further knowledge about the language. Here, podcasts play a major role in reinforcing the RP pronunciation of students and become accustomed to the characteristics of native speakers. At the same time, they can make the difference between many accents as they have a reference to follow in pronunciation.

Inter-lingual Interference: in the Algerian context, French is considered as a second language and English as a foreign language. It is logical that both languages have some similarities in terms of spelling of words. These phenomena lead the students of English to be influenced by the French pronunciation. Either they fall in negative transfer which is known as false friends or they fall in mispronunciation. Therefore, the teachers should regard this phenomenon and develop their strategies and methods to reinforce accuracy.

The Finance: The integration of podcasts into the educational system of a certain system needs a crucial attention to supply good materials and equipment like multimedia laboratories that have high audio and video performance to obtain desired results. Also, the module of phonetics can be taught through the use of podcasts, either in or out of the classroom, because intensive listening will refine pronunciation more than just giving phonemic rules.

Training and Instruction: Providing learners with a ready podcast is an easy step to do. However, with the new technological development, teachers need to be updated with these technologies particularly preparing the software and hardware to make podcasts. They may have some training that is available on the internet and to follow the instructions (check YouTube for more information) that are suitable to students' level and meet their education needs which are provided by professionals in the field. In addition to that, some training should take place in the English speaking countries like the United Kingdom or the United States to improve teachers' pronunciation so that they produce correct and fruitful feedback to learners.

Large Classes: because of big number of students at the University of Biskra; teachers were obliged to teach the module of phonetics in sections. Hence, students in this situation will face problems of listening to the teacher especially in the backward. Activities and tasks of speaking or pronunciation that should be taught in groups in one or two session per week will be cancelled in large classes because it is a time consuming; therefore adding more sessions will be more significant and satisfactory for students to practice and produce correct language.

Linguistic Phenomena: Teachers need to show students in the module of phonetics that some words can be categorized to homographs, homonyms and homophone. A homograph is a word that has the same spelling as another word but has a different sound and a different meaning like *lead* (to go in front of)/*lead* (a metal). A *homophone* is a word that has the same sound as another word but is spelled differently and has a different meaning for example to/two/too. A homonym is a word that is said or spelled the same way as another word but has a different meaning. "Write" and "right" is a good example of a pair of *homonyms*. This awareness lead students to link comprehension with the pronunciation of certain words.

General Conclusion

The aims behind conducting this research are numerous. First, students at the University of Biskra study the rules of phonetics during two years in the LMD system; however, their pronunciation capacities are not at the level expected by teachers. Second, the interlingual interference of French and English language is a crucial topic because there are plenty of words used in both languages; therefore, the mispronunciation occurs in many ways in communication. In English language teaching, most of teachers neglect the fact that English is a variety of different accent all around the world so the new generations will have a hybrid pronunciation especially the British and American accents.

This study was an investigation conducted at the Division of English at the University of Mohamed Kheider Biskra in 2016. Under the quasi-experimental method, two groups of twenty each of second year LMD system were included and have been non-randomly chosen. Because of the huge impact of technology in teaching, one of the recent technologies in teaching was integrated in classroom. Therefore, podcasts can improve other skills like speaking, Mc Quillan, Sze (as cited in Facer & Abdous, 2011, p.3) proposed that using podcasts activities such as radio drama, radio plays, audio diaries, interviews with native speakers can help develop the speaking skill. Despite that, this study aimed to go in depth to check-out the impact of incorporation podcasts in the classroom on developing students' pronunciation particularly the word stress placement.

As stated before, this research was conducted under the quasi experimental method. Both the experimental group and the control group results were analysed. The objective behind this experiment is to compare the two groups in the pronunciation of word stress placement. The experimental group received courses of podcasts; however, the control group taught as usual courses of phonetics. The former group recorded a significant improvement after the treatment but the latter group recorded less improvement. Obviously, podcasts were crucially important material in making this difference between students who succeeded to pronounce accurately through podcasts in contrast to others who failed. This failure could be interpreted from two angles: students had less exposure to listening materials during the course of phonetics, second the students focused on the rules rather than the pronunciation. As a result, the alternative hypothesis was accepted and we figured out that podcasts had a positive influence in improving pronunciation.

This study was not longitudinal to deal with all aspects of pronunciation because of time restrictions. Hence, it cannot be applicable to all students and levels because of different ages, cultural backgrounds, native language, motivation and other reasons. In addition to that, two groups were taught in a period of one month led to unsatisfactory results in terms of the validity and generalizability. However, depending on the literature review and the experiment of this study; podcasts actually develop some skills which signify that integrating them in classroom under certain circumstances can improve learners' speaking skill especially pronunciation of distinctive word stress. Based on these outcomes, podcasts may improve other aspects of pronunciation through intensive listening either inside or outside the classroom. For further areas, this means can used to teach courses of phonetics with more focus on how to pronounce correctly more than spending time for explanations of the rules, yet podcasts of many different topics are available on the net with different levels and interests.

As a result of that, podcasts are recommended to be incorporated in the classroom to enhance students' involvement and motivation in the session of phonetics. Most of podcasts are characterized by telling a story, a joke or scientific facts; this idea will lead them to concentrate to discover the content as well discovering meaning and pronunciation rather than focusing on the routine of rules. Another characteristic is the freedom of using them i.e. in the classroom or outside in which students learn in non-threatening environment to avoid anxiety and shyness. Instructors need to realize that podcasts can be manipulated to meet the needs of learners and to foster their curiosity, autonomy and self-assessment.

Bibliography

1. Abdeddaim, S. (2013). *The effectiveness of using podcasts for developing learners' listening skills: A case study at Omar Idriss El-Kantra*. (Unpublished master's thesis). Mohamed Kheider University, Biskra, Algeria.
2. Al Mamun, A. (2012). *Effectiveness of audio-visual aids in language teaching in tertiary level* (Unpublished MA thesis). BRAC University. Dhaka. Bangladesh.
Retrieved from <http://dspace.bracu.ac.bd/bitstream/handle/10361/3288/13177014.pdf?sequence=1>
3. Allen, B. (2006). Podcasting in education: an intellectual biography. Retrieved from <http://education.transbat.com/courses/eme6405/IntelBioFinalPaper.pdf>
4. Andrews, R. & Haythornthwaite, C. (2007). *Introduction to e-learning research*. London. Sage Publications. Retrieved from Google books.
5. Arkorful, V. (2014). The role of e-learning: The advantages and disadvantages of its adoption in higher education. *International Journal of Education and Research*, 12 (2), 397-410. Retrieved from <http://www.ijern.com/journal/2014/December-2014/34.pdf>
6. Avery, P. & Ehrlich, S. (2013). *Teaching American English pronunciation*. Oxford: Oxford University Press.
7. Baker, A. & Murphy, J. (2011). Knowledge base of pronunciation teaching: staking out the territory. *Tesl Canada Journal*, 28 (2), 29-50. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2352&context=edupapers>
8. Belamri, G. (2011). *The impact of technology in Algerian secondary schools and its effects on the learners' pronunciation* (Unpublished master's thesis). Biskra, Algeria: University of Mohamed Kheider.

9. Benhalima, H. (2013). *The impact of teaching pronunciation in enhancing learners' fluency: a case study of second year students at Mohamed Kheider University* (Unpublished master thesis). Biskra. Algeria.
10. Bennett, T. (2007). Podcasting: Academic tip sheet. Retrieved from https://intranet.ecu.edu.au/data/assets/pdf_file/0015/20625/podcasting.pdf
11. Bhatia, R. P. (2011). Features and effectiveness of e-learning tools. *Global Journal of Business Management and Information Technology*, 1(1), 1-7. Retrieved from http://www.ripublication.com/gjbm/gjbm1v1n1_01.pdf
12. Braun, L. W. (2007). *Podcasting for schools and libraries*. NJ: Information Today.
13. Celce-Murcia, M. Brinton, D. M. & Goodwin, J.M. (1996). *Teaching pronunciation*. Cambridge: Cambridge University Press.
14. Celce-Murcia, M., Brinton, D. M., Goodwin, J.M., & Griner, B. (2010). *Teaching pronunciation: a course book and reference guide* (2nd ed.). Cambridge: Cambridge University Press. Retrieved from Google Books.
15. Chelli, S. (2011). *The effectiveness of the competency based approach on learners writing achievements* (Unpublished doctoral dissertation). Mohamed Kheider University. Biskra. Retrieved from http://thesis.univ-biskra.dz/398/1/the_effects_of_the_competency-based_approach_on_learner%EF%BF%BD%2580%2599s_writing_achievement.pdf
16. Chun, D.M. (2002). *Language learning and language teaching. Discourse intonation in L2: from theory and research to practice*. California. John Benjamins Publishing Company. Retrieved from Google books.

17. Emlich, J.L. (2008). *Perceived attitude towards feedback in athletic training clinical education*. US: University of Southern Mississippi. Retrieved from Google books.
18. Erben, T., Ban, R., & Castaneda, M. (2009). *Teaching English language learners across the curriculum: Teaching English language through technology*. NY: Routledge.
19. Facer, B. R., & Abdous, M. (2011). *Academic podcasting and mobile assisted language learning: Applications and outcomes*. Hershey, NY: IGI Global.
20. Facer, B. R., Abdous, M. & Camarena, M.M. (2009). *The impact of podcasting on students learning outcomes*. NY: IGI Global. Retrieved from <http://biblio.uabcs.mx/html/libros/pdf/12/21.pdf>
21. Fasold, R. W., & Linton, J.F. (2006). *Introduction to language and linguistics*. Cambridge. Cambridge University Press.
22. Friesen, N. (2009). *Re-thinking e-Learning research: Foundations, Methods, and Practices*. NY: Peter Lang. Retrieved from Google Books.
23. Garrison, R. (2003). *E-learning in the 21st century: A framework for research and practice* (2nd ed.). NY: Routledge. Retrieved from Google books.
24. Gilakjani, A.P. (2012). A study of factors affecting EFL learners' English pronunciation learning and the strategies for instruction. *International Journal of Humanities and Social Science*, 3(2), 119-128. Retrieved from http://www.ijhssnet.com/journals/Vol_2_No_3_February_2012/17.pdf
25. Hrastinski, S. (2008). Asynchronous & synchronous e-learning. 4, 51-55. Retrieved from <https://net.educause.edu/ir/library/pdf/eqm0848.pdf>
26. https://en.wikipedia.org/wiki/History_of_podcasting

27. Jeong, D.S. (2006). *Teaching pronunciation of /r/ initial words in perception and production to Korean adult learners*. Michigan, USA: ProQuest Information and Learning Company. Retrieved from Google Books.
28. Katamba, F. (1989). *An introduction to phonology*. London: Longman.
29. Kelly, G. (2000). *How to teach pronunciation*. England: Pearson Education Limited.
30. Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.
31. Kenyon, J. (1929). *Sources of pronunciation: American pronunciation*. Retrieved from Google Books.
32. Krashen, S. (1987). *Principles and Practice in Second Language Acquisition*. Prentice Hall International.
33. Kreidler, C.W. (2004). *The pronunciation of English: a course book* (2nd ed.). Oxford: Uk. Blackwell. Retrieved from <http://www.stiba-malang.ac.id/uploadbank/pustaka/PRONUNCIATION%20COURSE%20BOOK%20OK.pdf>
34. Levis, J., & LeVelle, K. (2013). Pronunciation and assessment. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*. Aug. 2012. (pp. i-xii). Ames, IA: Iowa State University. Retrieved from <http://jlevis.public.iastate.edu/pslltconference/4th%20Proceedings/Levis%20LeVelle%20Pronunciation%20and%20Assessment%20PSLLT%202012.pdf>
35. Li, M., & Zhao, Y. (2015). *Exploring teaching and learning in higher education*. NY: Springer. Retrieved from Google books.
36. Mason, R., & Rennie, F. (2008). *E-learning and social networking handbook: Resources for higher education*. NY: Roudledge. Retrieved from Google books.

37. Matthews, K. (n.d.). Research into podcasting technology including current and possible future uses. Retrieved from <http://mms.ecs.soton.ac.uk/2007/papers/32.pdf>
38. Meng, P. (2005). Podcasting and vodcasting. Retrieved from <http://www.tfaoi.com/cm/3cm/3cm310.pdf>
39. Merchi, K. (2012). *The use of authentic materials as motivational strategy to develop learners' speaking proficiency: a case study first year LMD students* (Unpublished Master thesis). Mohamed Kheider University. Biskra. Algeria.
40. Moore, J. L., Dickson-Deane, C., & Galyen, K. (2010). E-Learning online learning and distance learning environments: are they the same: *Internet and Higher Education*. 14 (2011), 129-135. Retrieved from <https://scholar.vt.edu/access/content/group/5deb92b5-10f3-49db-adeb-7294847f1ebc/e-Learning%20Scott%20Midkiff.pdf>
41. Moore, R.Y. (2001). Suprasegmentals. *Suprachiasmatic Nucleus*. Retrieved from <http://gep.ruhosting.nl/carlos/iesbs.pdf>
42. Morrison, D. (2003). *E-learning strategies: how to get implementation and delivery right first time*. England. John Wiley & Sons. Retrieved from Google books.
43. Mourad, S. (n.d). *Pronunciation practice and students' oral performances: a case study of second year students of English at the University of Constantine*. (Unpublished magister's thesis). Constantine University. Algeria.
44. Odisho, E.Y. (2007). A multisensory, multicognitive approach to teaching pronunciation, (2), 3-28. Retrieved from <http://ler.letras.up.pt/uploads/ficheiros/6862.pdf>
45. Rajasekar, S., Philominathan, P., & Chinnathamb, V. (2013). Research methodology. Retrieved from <http://arxiv.org/pdf/physics/0601009.pdf>

46. Rajpal, S., & Devi, A. (2011). Podcasting to enhance listening and speaking skills. *Language in India*, 11. Retrieved from <http://www.languageinindia.com/oct2011/podcastsonalifinal.pdf>
47. Richards, J.C. & Schmidt, R. (2010). *Dictionary of language teaching and applied linguistics* (4th ed.). London: Routledge. Retrieved from Google Books.
48. Roach, P. (1998). *English phonetics and phonology: a practical course* (2nd ed.). Cambridge. Cambridge University Press.
49. Rogers, P., Berg, G., Boettcher, J., Howard, C., Justice, L., & Shenk, K. (2009). *Encyclopaedia of distance learning*. (2nd ed.). NY: IGI Global. Retrieved from Google books.
50. Salmon, G., & Edirisingha, P. (2008). *Podcasting for learning in universities*. NY: Two Pen Plaza. Retrived from Google books.
51. Saudi Ministry of Higher Education, (2007). E-Learning and distance education. The International Exhibition and Distance Learning. Saudi Arabia. Retrieved from <http://he.moe.gov.sa/en/Ministry/General-administration-for-Public-relations/BooksList/book5eng.pdf>
52. Seo, K. K. (2013). *Using social media effectively in the classroom*. NY: Routledge. Retrieved from Google books.
53. Silva, V.K. (2012). Integrating pronunciation activities in Brazilian EFL classrooms. Retrieved from <http://www.ucs.br/etc/revistas/index.php/ple/article/viewFile/1433/1087>
54. Skandera, P., & Burleigh, P. (2005). *A manual of English phonetics and phonology*. Germany: Gunter Narr Verlag Tübingen. Retrieved from <http://www.biblioises.com.ar/Contenido/400/420/A%20Manual%20of%20English%20Phonetics%20and%20Phonology%20-%20Paul%20Skandera.pdf>

55. Sze, P. (2005). Developing students' listening and speaking skills through ELT podcasts. Retrieved from http://www3.fed.cuhk.edu.hk/elap/New%20Stuff%200606/ELT_podcasting_Sze.pdf
56. Timperley, H., & Hattie, J. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. doi : 10.3102/003465430298487. Retrieved from <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>
57. Turban, E., King, D., Lee, J.K., Liang, T.P., & Turban, D.C. (2015). *Electronic commerce: A managerial and social networks perspective*. (8th ed.). NY: Springer. Retrieved from Google books.
58. Vyas, M. A., & Patel, Y. L. (2015). *Teaching English as a second language: A new pedagogy for a new century* (2nd ed.). New Delhi: Asoke. Retrieved from Google books.
59. Woloshen, S. K. (2013). Podcasting to enhance pronunciation in second language learning. Burnaby, British Columbia, Canada. Simon Fraser University. Retrieved from http://summit.sfu.ca/system/files/iritems1/13449/etd7888_SWoloshen.pdf

Appendices

Appendix 1

The Pre-test:

1. The smaller ten pence coin was *introduced* in 1992.
2. *Laboratory* tests suggest that the new drug may be used to treat cancer.
3. I have an *elementary* knowledge of physics.
4. Everything went according to the *schedule*.
5. Zinedine Zidane is a good *football* player.
6. Lots of people *complained* about the noise.
7. She is *extremely* tired.
8. The restaurant turned out to be *surprisingly* cheap.
9. They went on the *underground*.
10. He loved the *skyscraper* in Dubai.
11. John visited Salisbury *Cathedral*.
12. I love *American* movie.
13. He was promoted to the degree of *Lieutenant*.
14. *kangaroo* is a mammal animal.
15. Manchester united played a football match in the Red Bull *Arena*.
16. He is raising the *challenge* to defeat him.
17. The teacher *records* the lecture.
18. He was a bit of a *rebel*.
19. They lost in the *desert*.
20. This bar is *frequented* by criminals.

Appendix 2

The Post-test

1. *I was never a particularly **academic** child*
2. *The committee **soundly** rejected all of the proposed changes*
3. *She teaches at the **University** of Connecticut*
4. *All our customer orders are handled by **computer***
5. *Moses **delivered** the message of the Israelites from Egypt*
6. *What's your **favourite** colour?"*
7. *She was **afraid** for her children*
8. ***Increasingly**, there is pressure on the council to reverse its decision*
9. *Do you have any **information** on train times?*
10. *The body produces chemicals which are natural **painkillers**.*
11. *You can go **instead** of me, if you want.*
12. *The **dictatorship** of Franco lasted for nearly 40 years.*
13. *He escaped from the ambush **intelligently**.*
14. *He showed great **resolution** in facing the robbers.*
15. *I'm going to take karate lessons to learn how to **defend** my self*
16. *Could you **describe** your attacker?*
17. *By this time he managed to **struggle** all his problems.*
18. *Diamonds are **magically** attractive.*
19. *It was a **technically** brilliant performance.*
20. *Don't tell Anne we've arranged a party for her - I want it to be a **surprise**.*

Appendix 3

T-Distribution Table

Table entry for p and C is the critical value t^* with probability p lying to its right and probability C lying between $-t^*$ and t^* .

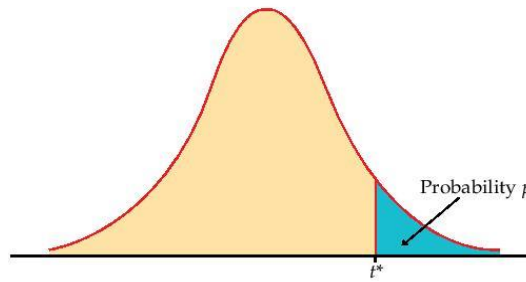


TABLE D												
t distribution critical values												
df	Upper-tail probability p											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z^*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

Résumé

La prononciation est l'un des aspects les plus importants de la langue anglaise. Néanmoins, la plupart des étudiants font encore des erreurs qui provoquent une rupture des communications. Cette recherche a pour objectif d'étudier l'effet des podcasts (baladodiffusions) sur la prononciation des apprenants. A cet effet, la recherche quasi-expérimentale a été effectuée pour confirmer l'hypothèse. Par conséquent, un échantillon expérimental et un échantillon contrôle de 20 étudiants chacun ont été utilisés dans cette étude quasi-expérimentale. Notre recherche a été menée par la comparaison des résultats pré-test et post-test obtenus par les étudiants de deuxième année au sein de la filière d'Anglais à l'université Mohamed Kheider - Biskra. Statistiquement, la valeur de t-test a montré l'importance du traitement effectué pour l'échantillon expérimental. Par conséquent, ce dernier a enregistré des résultats significatifs par rapport à l'échantillon contrôle. Ainsi, les résultats obtenus dans cette étude indiquent-ils l'incorporation de la podcasts (baladodiffusion) aide les apprenants à améliorer leur prononciation mieux que la méthode utilisée par l'échantillon contrôle. En conséquence, les podcasts (baladodiffusion) sont recommandés pour être utilisés en classe pour enseigner la phonétique dans les universités algériennes.