Utilizing Electronic Audio-Visual Based Strategy to Develop Efl Pronunciation Skills Among Students at the Faculty of Specific Education

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Introduction:

EFL pronunciation is important for both speaking and listening. A good speaker is mainly a good listener. According to **He and *et al.,* (2014)**, EFL pronunciation is defined as the meaningful perception and production of sounds. Both speakers and listeners need clear pronunciation as it facilitates oral communication.

Accademico (2015) revealed that EFL pronunciation is an important part of communicative competence. Teaching pronunciation is essential for helping students to speak fluently and to develop the communicative skills.

Burgess and spencer cited in **Accademico (2015)** stated that EFL pronunciation skills are related to the practice of both segmental and supra segmental features for identifying and producing sounds, words and sentences. Segmental features are related to performing consonants and vowels. However, the supra segmental features are related to performing intonation, stress and rhythm. In daily life communication, we do not use these features separately, rather they are used simultaneously.

Mansour (2013), Lavar (2010) focus on using segmental and supra segmental features in life-like situations, because students are given the opportunity to identify these features through practicing. The purpose of helping learners improve their EFL pronunciation is to improve their intelligibility and comprehensibility.

Szczygłowska (2017) stated that EFL pronunciation is an integral part of the overall speaking skill. Although it is important, many students tend to disregard the value of proper Pronounciation. **Deng *et al.* (2011)**

pointed out that teachers and researchers also do not consider it a priority. Rather, they consider it a hard phenomenon.

Gilakjani & Sabouri (2016) emphasized that learning EFL pronunciation is a challenging task. Teachers and lecturers find it difficult to teach because they do not have any systematic plan to teach, they do not know why, what, when or how to teach pronunciation.

Steed and Cantero (2014) pointed out that students' main problem is in spelling discrepancies. They also believe that their textbooks neglect the role of EFL pronunciation.

Academico (2015) and Malaina (2014) revealed that there are many factors that negatively affect EFL learners' pronunciation. These factors are like age, gender, lack of motivation. Lack of exposure to the target language and mother tongue interference also represents a problem.

Frazoni & Assar (2009) pointed out that there are many modes for students to learn, some can receive information visually or kinesthetically, while others receive it auditory. The visual mode includes watching animations, videos, graphics, diagrams and images. The auditory medium includes audios. E-Media covers all these styles of learners. Thus, integrating e-media in education could be effective.

According to **Al Mamun (2014)** English teachers are trying their best to bring innovation to the class because they create effective teaching. They are sure that teaching English is a difficult task; they want to make it interesting. They try to use multimedia projector, overhead transparency, computer, mobile phone, audios and videos. Audio-visuals make language teaching easy. One of these audio visuals is Electronic Audio-visual; the one used by the researcher.

Kurniwan and Arsyad (2011) pointed out that Audio-visuals have a vital role in teaching English. Teachers are aware that teaching pronunciation skill is not an easy task. Thus, using Electronic Audio-Visual based strategy helps students to present the native speaker's "accent, rhythm, and intonation" by using audios and videos. To help students improve their proficiency in the language, teachers use Electronic Audio- Visual based strategy. This strategy contains audios and videos that present information in attentive, comfortable and consistent mannar. Podcasts, broadcasts, mobile apps or computer apps

are different forms of EAV based strategy that could be used to get audios and videos.

According to **Mathew & Alimat (2013),** teachers could incorporate new technologies to create collaborative and effective environment. Integration of Electronic Audio-Visual based strategy in the class develops students' communication and interaction.

Al Mamun (2014) stated that teachers need to increase their students' interaction. One of the best ways to increase their interaction is to use Electronic Audio Visual based strategy. EAV based strategy is attractive and effective. It draws their attention. They feel comfortable if this strategy is used properly.

Salazar & Larenas (2018) pointed out that it is important to attract the attention of EFL learners before you begin your task. Teachers can give their students a model to imitate. As modelling of audios and videos provided in EAV based strategy helps learners develop their EFL pronunciation.

Context of the problem:

The researcher conducted a pilot study on a sample of fifteen sophomores at the Faculty of Specific Education. The pilot study showed that these students have some difficulties in EFL pronunciation. The results revealed that EFL sophomores find some problems at EFL pronunciation.

The problem of the study could be presented in this main question:

How could Electronic Audio-Visual based strategy be used for helping EFL sophomores improve their performance of EFL pronunciation skills?

This main question could be divided into the following sub questions:

1- What are the skills of the EFL pronunciation needed for English sophomores?
2- What are the features of Electronic Audio-Visual Based strategy?
3- How can the researcher use the Electronic Audio-Visual Based strategy to improve EFL sophomores' pronunciation?

Significance of the study:

This study is supposed to be beneficial for both:

1- EFL learners as it helps them improve their performance of EFL pronunciation skills

2- EFL teachers as it could help them provide their students with effective, interactive, and authentic strategy that is Electronic Audio-V isual based strategy.

Purpose of the study:

This study aims at improving EFL pronunciation skills among students at the faculty of Specific Education.

Delimitations of the study:

This study is delimited to:

1- A sample of twenty EFL sophomores at the faculty of Specific Education, Zagazig University.

2- EFL pronunciation skills in which the EFL sophomore have some problems, i.e, consonants, vowels, linking, reduction, liaison, epenthesis, assimilation, blending and intonation.

Hypotheses of the study:

Based on the related studies, the researcher hypothesizes the following:

1- There would be no statistically significant difference between the mean score of both the experimental and the control group in the pre administration of EFL pronunciation test.

2- There would be a statistically significant difference between the mean score of both the experimental and the control groups in the post administration of EFL pronunciation test in favor of the experimental group results.

3- There would be a statistically significant difference between the mean score of both the pre and the post administration of EFL pronunciation test in favor of the post administration results.

4- EAV based strategy would be effective in developing EFL pronunciation skills.

Procedures of the study:

The procedures of implementation could be summarized as follows:

a- Reviewing literature and related studies to both EFL pronunciation and EAV based strategy.

b- Designing the instrument; EFL pronunciation test and submitting them to TEFL jury members to determine their validity.

c- Determining the study participants and dividing them into the experimental group and the control one.

d- Pre-administrating the study instrument to both groups to determine their pre-level of EFL pronunciation.

e- Implementing EAV based strategy with the experimental group and regular instruction with the control one.

f- Post-administrating the test to both groups to measure the effectiveness of EAV based strategy on developing EFL pronunciation.

g- Comparing the results of pre and post administrations, using SPSS version 18 to analyze the obtained data.

h- Discussing the results in the light of the study hypotheses.

i- Crystallizing the conclusions, recommendations and suggestions for further research.

Results of the study:

As the results shows. The improvement of experimental group's performance could be attributed to the following: exposing this group to EAV based strategy, providing it with a variety of techniques within this strategy, changing the methods of teaching, dividing the roles among the students to improve their EFL pronunciation skills, giving the opportunity to interact with each other and react to the material presented to them.

This interaction helped the researcher to create cooperative environment in which EFL learners have a positive role in the learning process. They could interact with both their mates and the researcher.

During implementation, it was noticed that the participants of the experimental group have a positive attitude towards EAV based strategy. For the students, using EAV based strategy changed the way they feel about pronunciation Skills, increased their motivation and involvement, and improved their pronunciation performance.

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استخدام استراتيجية الوسائل السمعية البصرية الالكترونية لتنمية مهارات النطق باللغة الإنجليزية بين طلاب كلية التربية النوعية

ملخص البحث

تهدف هذه الدراسة الى معرفة مدى تاثير استخدام استراتيجية الوسائل السمعية البصرية الالكترونية على تنمية مهارات النطق باللغة الإنجليزية بين طلاب الفرقة الثانية بقسم اللغة الإنجليزية كلية التربية النوعية. وتتكون عينة الدراسة من (٤٠) طالب تم تقسيمهم الى كل من المجموعة الضابطة وعددها (٢٠) والمجموعة التجريبية وعددها (٢٠). ولجمع البيانات قبل استخدام الاستراتيجية قدمت الباحثة اختبار قبلى لمهارات النطق. تم استخدام استراتيجية الوسائل السمعية البصرية الالكترونية مع المجموعة التجريبية والتعليم التقليدي مع العينة الضابطة. وبعد تنفيذ الاستراتيجية قامت الباحثة بتقديم اختبار بعدى لمهارات اللغة الإنجليزية وتمت تحليل البيانات. كشفت النتائج عن وجود فروق دالة إحصائية بين المجموعة الضابطة والتجريبية لصالح المجموعة التجريبية مما يوضح فعالية استراتيجية الوسائل السمعية البصرية الالكترونية.