

CHAPTER ONE

**Introduction**

**Overview 1.0**

This study is intended to investigate the effect of using language laboratories (LL) in teaching English as a foreign language. It aims to show the significance of using LLs facilities in enhancing EFL learners' oral aural skills, and explain how English should be listened to and pronounced. This lack of using LLs in Sudan schools may affect the process of teaching English in general and English oral aural skills, in particular. The study will investigate this topic and see the impact of enhancing EFL learner's oral perception and production through language laboratories facility.

The idea of this study arises from the previous experience of the teachers of English where their need to the language Laboratories to develop the ability to improve the oral aural skills correctly. The shortage of using language Labs affects the effective oral aural process in a way that doesn't enable a learner of English recognize sound, stress, intonation and the aspects of connected speech. Also the English language teacher faces this problem where the Labs enable them to conduct ideal and successful classes, and help them to use effective and interesting ways that enable them to manage classrooms in an ideal way, and also when the teacher goes to work in the developed countries, he faces the difficulty of using these LLs inside the classrooms which these countries use an updated LLs in teaching English language. All the above-mentioned issues can be provided by using LLs, and that is why that it is aimed to link between these issues and the (shortage of using LLs in Sudan schools (SS

To tackle the different sides of this study, the research will discuss the following points: The kind of language labs, the effects of LLs on oral aural skills and the features of oral aural skills that can be taught by using language labs. The research hopes that the explanation of these points to encourage further studies

### **Statement of the Problem 1.1**

It is the urgent complaint of teachers and learners that they face difficulties in teaching and learning oral perception and production. The problem is that many of the Sudanese learners find difficulty in the oral perception and production of the English sounds. This complaint becomes an obsession for both teachers and learners. This is one of the causes which encouraged the research in this area to investigate the reasons behind these difficulties and the deterioration of oral aural skills of English in Sudanese Schools

There are many causes behind these difficulties. One of these causes is lack of using LLs in Sudanese schools. This lack may hinder learners from tackling better English oral aural skills (segmental or supra-segmental). The research also will investigate into the inability of using LLs on teaching oral aural skills and see how this affected EFL learners' oral aural skills

In addition to examining the relationship between LLs and mastering of better oral aural skills, this study will explain the importance of oral skill in teaching the aural skill. In my view, "the way you listen influence the way you pronounce". This study aims to draw the attention of teachers of English and officials to the importance of using LLs in teaching in general and teaching English in particular and explores the extent of need for using LLs in Sudan schools. Generally, the

claim says that learners of English who use LLs are better in listening and pronouncing English than others who don't

## Research Questions 1.2

:This research will find answers to the following questions

- What are the different kinds of language labs that are more suitable for classroom teaching .a
- ?Why don't many Sudanese schools have language labs .b
- ?How far does a lab affect teaching English oral aural skills .c
- What are the features of English oral aural skills which should be taught via language labs .d
- What are the effective ways of teaching English oral aural skills via language labs .e

## Research Hypotheses 1.3

- .Language labs aren't utilized in Sudanese schools .1
- .Sudanese EFL learners' level of performance in oral aural skills is very low .2
- Preparing schools with language labs help learners to master better English oral aural skills .3
- Learners of English who use language labs in learning the language are better than those who don't .4
- .EFL teachers don't know how to use the language labs .5

## Objectives of the Research 1.4

:The study aims at

1. Investigating the availability of language labs in Sudanese educational institutions at all levels
2. Draw the attention of teachers of English to the influence of the effective ways of teaching aural skill on teaching oral skill
3. Draw the attention of teachers, learners and officials to the importance and the most effective kind of language labs
4. Explore the extent of English oral aural skills in Sudan schools
5. Introduce the features of English aural oral skills which can be taught via language labs
6. ways of teaching aural on teaching oral skill

## Significance of the Study 1.5

This research is proposed to provide a comprehensive and perspective study of English oral aural skills including different aspects of oral aural skills. The study is also supposed to show the importance of using LLs in teaching English oral aural skills. It is hoped that this study will answer the questions that learners have, concerning the relation between LLs and the effective ways of teaching oral aural skill in one side, and the relation between the effective ways of teaching aural skill and mastering better oral skill on the other side. It is also hoped that the study will encourage researchers further investigation in the problems of lack of using LLs and their influence on teaching the other skills. So, this study will be helpful for teachers, school authorities and material designers, as well as Sudanese pupils

## **Scope of the Research 1.6**

This study will cover students' ability in the oral aural skills in Khartoum secondary school for boys at Khartoum Locality. The target students are in the first year. The study will be carry out during the academic year 2012 / 2013.Aim .High, book one was the target textbook which is used to teach the students

## **Research Methodology 1.7**

In order to test the assumptions of this study, to achieve its objectives and to answer its questions, the study will adopt a practical, experimental and analytical approach of data collection. The primary source of information is the learners and teachers. This research is carried out through the adoption of two subject groups, two instruments for data collection and statistical analysis to obtain results. The tests and questionnaires work together to enhance the description and analysis of data. A wireless language lab is used by the research to conduct the study. The reliability and validity of test are going to be used for the sake of consistent .answers

# CHAPTER TWO

## Literature Review and Previous Studies

### Literature Review 2.0

As the world enters an increasingly digital age, language laboratories becomes the most important technological media especially in the field of language learning and teaching. This is because language laboratories are considered as a tool that open up opportunities for learning and enable us to access ideas and information from diverse sources, to extend ideas and information through processing, manipulating, analyzing material in different multimedia forms, and to share ideas .and information across local, national, and international network

Janada, R. (2009), reports that “ sophomore students, who took their Speech Communication for one semester using the Digital Computerized Laboratory in listening audio materials and recording their voices, found it more interesting to use CALL ( computer assisted language learning) and would want to spend more time in the laboratory than in the classrooms”. It was reported that using computers in the classroom is very important for both teachers and learners since computers can handle a lot of activities and carry out programmed functions at amazing speed. In addition, they can check exercises after students are done, move students gradually from easier to more difficult tasks according to their levels. Language laboratories can stimulate, drill or explain a certain task when students .(fail to do it successfully (Hoffman,1996

Krajka (2000), argues that since most of the internet content is in English, the teachers of English gain access to the enormous variety of authentic materials relating to all fields of life. He adds that the benefits of on-line instruction are that they provide recently to the classroom, because students can experience problems .or read about issues which relate to the present day

Son (2002), mentions three main components in CALL (Computer-Assisted Language Learning) classroom: the learner, the teacher, and the computer. They are complementary to each other. The learner who best perceives how CALL works. The teacher is being asked to be familiar with the new technology and teaching methodology. He recommends that “For the effective use of CALL in the classroom, the teacher needs to have a leading role in the team work and encourage other players in the team to do their best”. The roles of the teacher lie in the language classroom: tutor, guide or facilitator. The teacher in CALL needs to .act as a CALL observer, designer, implementer, and evaluator

Boswood (1997), reports that it is the teachers who must play a special role with their pedagogical responsibility. They should not only familiarize themselves with the new technology, but they should also develop new strategies for coping with the unforeseen masses of data. Alkahtani (1999), concludes, little has been achieved on computer integration into EFL curricula and EFL reading in particular. Today's teachers cannot let technological revolution pass by without using it to serve their language teaching goals. Since teachers seek to help their students become independent learners, computer programs are very useful for .teachers as well as students to achieve that goal

Using computers while learning English can facilitate the role of the teacher to enhance his students' skills to function well in situations which involve reading, .writing, listening and speaking

Nabb (2005), supported such an idea by setting forward two hypothesis concerning using the software data: Firstly, reading digital texts may positively support vocabulary building in context and expand students' lexicon. Another hypothesis is that use of the internet for guided reading may engage students .more than reading print

Krajka (2000), assures that writing instructions should be enriched with the internet components in order to provide students with choice, variety, authenticity, and recently. What is more, the activities don't develop writing solely, but integrate all skills (reading, vocabulary work, speaking/sharing with the class, listening to others).

Generally, teaching aids are divided into visual, audio and audiovisual aids. Visual aids such as: boards, posters, charts, and cards as well as transparencies, slides and filmstrips, audio aids such as radio and cassette recorder, and audiovisual aids that link between sounds and pictures automatically by using electronic pulses on the audiotape achieving perfect synchronization such as smart board and the DBS system. Because this research is about enhancing EFL learners oral aural skills through language laboratory facilities, the research will concentrate on audio, visual and audio-visual aids

## **Audiovisual Aids 2.1**

Educational material directed at both the sense of sight; films, recording, photograph, etc., used in classroom instruction, library collection, or the like. (Rekdal, P.2000)

This kind of aids links between the most important senses for perception those are hearing "audio" and vision "visual". These senses are considered the most important senses of learning, for instance, vision accounts for about 83% and hearing accounts for about 11% of what we learn. That means by using audio and audio-visual aids, learners learn about 94% of the learning process. In audiovisual aids, sound is automatically linked to both slides and filmstrips. This enables audiovisual aids to address many different cognitive styles of learners. (Baker, A.1981)



The researcher mentions, audiovisual aids and other kinds of aids have undergone great development over the fifteen years as we will see in the coming part

### **Card Reader 2.1.1**

It is one of the simplest devices that need less effort and cost than other audiovisual aids. This machine reads the sound track of a tape posted on a stiff card which contains pictures or written words appropriate to the recording. It has frequently been used as "a talking dictionary" because the name and picture of the object can be visually shown on the card while a proper pronunciation is recorded in a native speaker's voice. Also, it offers the dual track facilities of language lab tape which allows learners to record their own responses while listening to the master recording. Card reader helps learners to recognize sound patterns, words and sentences pronunciation .(Robotel,1984 )

### **Sound Slides and Filmstrips 2.1.2**

They can be easily wired to a cassette or reel recording for sound presentation. This machine combines the sound and image projector in order to guarantee a perfect synchronization. Sound slide or filmstrips presentation can play long conversations and stories accompanied by the corresponding images. This helps learners to recognize the kind of register, dialect and style used by the character .(show.(Abu Ghrarah, 2001

### **Educational Motion Pictures 2.1.3**

Motion pictures have the capacity to present large crowds of people and spacious sceneries. The relatively large screen enables viewers to see details even if the scene is densely crowded. The invention of sound film made an important medium for FL teaching and learning. This tool can be effectively used in teaching .(pronunciation in crowded classrooms .(Handzo,1993

### **Educational TV 2.1.4**

TV is one of the most effective audiovisual aids. It is forceful in the sense that it combines many of the qualities of other audiovisual aids. It shows still and moving pictures and broadcasts live and recorded voice. Also, similar to live presentation, TV emphasizes face-to-face communication techniques. The greatest strength of TV is the ability of portraying real life with all its complexities, and shows language being used by a variety of people in a wide range of situation for different objectives. Face-to-face communication and live presentation presented by TV are considered effective techniques for acquiring accuracy and fluency of .(pronunciation.( Baker,1982

### **Video Equipment 2.1.5**

This can be represented by using video cameras and video recorder. They use TV in presenting their materials. TV type programs can be recorded for later use on .(open reel, video tape and video CD. (Leon, 1962

### **Presentation Slides 2.1.6**

Teachers create their own presentation slides to add personality to lessons. They can use graphics, music, photos and charts as needed for each component of a

topic. Computer programs that create slides include Microsoft PowerPoint, Google  
(Presentation, Adobe Publisher and Apple Keynote. ( Brumfit, 1981

### **Digital Projectors 2.1.7**

Digital projectors allow instructors to display 3-D images large enough for the  
audience to view and to demonstrate material or simulate assembly of components  
(for a particular project. ( Blake, 1998

### **Multimedia 2.1.8**

Multimedia combines elements from a variety of audiovisual aids, allowing a  
teacher to use his own materials with others. Multimedia may use websites, slide  
shows, computer-based training courses and TV in one teaching session.

Multimedia offers an arrangement of communication tools for an audience that  
(may include several learning styles. (Eaton, 1990

### **Audio Aids 2.8**

Audio aids, as the words indicate, are things that you can listen to or hear (sound)  
that help (or aid) you in learning. For example, if you are studying a language,

listening to a song in that language is an audio (or sound) aiding/helping you

In classrooms, teachers use things that produce sounds, music, songs,

conversations, documentaries, etc., to make learning easier

Furthermore, an audio aid (hearing aid) can also be a device that helps you hear  
well. In other words, the device aids your auditory system (your sense of sound)

receive the sound

In this kind of aids, teachers use both live or recorded voice contain authentic or prepared materials. They are considered very effective in teaching pronunciation because learners can use these aids to listen to sound patterns, sound variety, word .(and sentence pronunciation at any time and every place. ) Leon, 1962

### **Audio Recordings 2.2.1**

Instructors who want to include a speech or lecture from an authoritarian source .use audio recordings to supplement class discussions

### **Radio 2.2.2**

Both live and recorded voice is transmitted through radio. Radios are used in schools to broadcast educational programs contain native speakers conversations, native speaker news reader and other programs. Also, radio is basically a linguistic medium, enriching the verbal message with use of sound effects. FL learners have access to daily foreign language radio news from local or foreign stations. Teachers can assign exercises on note-taking, oral comprehension of key ideas, the transfer of spoken word to written text, and selecting relevant details. Learners can use headphones with radio and that give them privacy to listen and imitate at every time and everywhere. While the radio offers many services to FL learners, its basic disadvantage is that neither the learners nor the teachers have any control on the .(type and quality of transmitted materials. ( Kenneth, 1976

### **Record Player 2.2.3**

It has the characteristics of radio. Beside that the user has full control of the materials this machine plays. The materials contain songs, music that emphasize the cultural dimension of language teaching, sound patterns, varieties, and short

and long sentences with all the features of connected speech. The materials are used for oral comprehension of languages spoken at normal speech and this why learners can understand and apply the area the teacher wants to teach. They also contain slang expression and unusual structure. All the above made the most important advantage of this audio aid is that learners can be given tapes containing language aspects and pronunciation patterns to play them at .(home. (Gabriel,2012

### **Language Laboratory 2.3**

The language laboratory is an audio or audio – visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academics. Perhaps the first lab at the University of Grenoble. In the 1950s up until the 1990s they were tape based systems using cassette current installations are generally multimedia, like other laboratories: a chemistry, physics, or computer, the language laboratory is an instrument that helps learners to apply what had studied theoretically in the classroom. In classrooms, learners learn to listen, and then pronounce new sounds, grammar, structures and listening comprehension. All these elements can be practically studied during language labs session by listening to recording tapes or CD had been already prepared by native speaker's voice. A lot of scholars consider language labs as the ideal remedy for oral deficiency in foreign language learning. Language labs also help learners to practice the oral speech efficiency, hear only correct speech sounds, keep privacy for learners, know their mistakes, record their sounds to be used for other purposes, e.g. researches, and help learners to correct their mistakes. In addition to all the previous characteristics, language labs impulse learners' care and motivation.

These elements make language labs very effective in teaching English generally  
(and aural oral skills particularly). (Lěon, 1962

The language labs are becoming items better and better valued within educational institutions since the functions and possibilities they offer are much higher than the ones in the traditional teaching-learning system. Moreover it is necessary to distinguish between language laboratory, language method and control software. A method is a procedural that guides teachers in teaching, while LL is software computer program that is used to control students' computers and to know what they are doing at all times. Instead, a language lab goes beyond, a language lab can integrate the method we want to use allowing further development of a large number of different activities inside the classroom, the communication between teachers and students, using multimedia material, etc. taking into account at the same time the functions of control software. Language immersion, attention to diversity, teamwork promotion, etc. are just some of the outstanding features of the language laboratories

Fernandez (2010) says, a language lab allows the teacher, if desired, to transcend everyday teaching of a language to enter fully in the investigation of cognitive process of acquiring and learning foreign languages in general [...] ". Digital language labs are much more than a tool for training and listening discursive language, they are places to study and experiment with real samples of languages, learn languages and exercise in their use. So they are configured using multimedia technology, communications and flexible and open organizational models with any necessary tool to process philological materials. All this and much more is what you get with language laboratories, a complete tool to put in the service of teachers and students the latest technology for teaching

## **Old Models of Language Laboratories 2.3.1**

### **i- Level I: Audio Passive**

This is the simplest and least expensive type of language listening lab, Because it consists of a sound source, namely, a record player, open reel or cassette tape recorder wired to student positions. Students' equipment include a pair of headphones and a volume control to adjust voice level to individual listening comfort. The only difference between a listening lab and a tape recorder used in a classroom are that the headphones keep extraneous noise out, and the learner has control on the incoming sound volume. In addition, booth dividers make for privacy and help learners' concentration by keeping away voice of other students in the lab. In an audio –passive lab, the student can listen to incoming sound signals from the program source and may repeat if he desires. ( Encyclopedia .(Britannica,2008

### **Level II: Audio Active-ii**

This type of language lab costs more than the level one and includes all the electronics gear of audio passive labs with two important additions. Headphones for the students' and teacher's consume have microphones and amplifiers and are consequently called headsets. The teacher's console has monitor switches equal in number to the student positions which enable the teacher to listen to the individual performance of students. The teacher can also talk to any student to encourage, praise, or correct mistakes. In an audio–active lab set up, the student can listen to programs transmitted from the teacher's console, adjust hearing level, respond to master tape directives, and listen to the live voice of his teacher. While orally

responding into his microphone, the student can hear his own voice exactly as it  
. (sounds to others. ( Léon, P.1962

### **iii - Level III: Audio-Active-Recorded**

Besides a pair of headphones, each student position has a tape recorder, or cassette, and a "call teacher" switch. As its name indicates, this control is pressed when the learner needs to communicate with his teacher asking for clarification, confirmation, or explanation. Students' recorders are different from ordinary open-reel or cassette tape decks because the teacher's voice and that of the student are simultaneously recorded on different tracks of the tape. Whenever the teacher transmits program from the console distributed to the student's booth, it is immediately recorded on one track of the tape while student responses and the master are recorded on the other. In the playback mode the student can hear both his responses and the master program. He may compare his answers with the correct ones provided by the master program, erase and record correct answers if  
. (the learner makes mistakes. (Julian C. Dakin

## **Modern Models of Language Laboratories 2.3.2**

### **(i- Audio Active Comparative (AAC**

This kind of labs offers the well-known features plus it allows the teachers to record a master track on the student recorders which can be listened to by the students. Using appropriate materials for pronunciation practice, the students can record their responses on a separate track simultaneously while listening, and later play the tape back and compare the pronunciation to the original. They can also work at their own pace and repeat exercises as often as required to attain mastery.



The student cassette recorders can also be controlled remotely which allows greater  
(teacher control.) (Patse, M. 2006)

## **ii- Portable Language Laboratory**

This advanced portable laboratory requires minimal operating skills while providing the most effective method teaching languages at basic, secondary and university levels. It can be also used with variety of other training, testing, and demonstrative programs. All of its function is controlled by means of a membrane keyboard built into a single chip computer. A cassette player, CD player, video recorder or a microphone can serve as an audio program source. This LL is being supplied for class sizes of up to 24 people / pupils. For a class more than 24 pupils, two laboratories can be combined

:Each language Lab set includes

- .Central unit with digital radio remote clock and a carrying case -1
- .Headphones with microphone, digital tape recorder and tape recorder -2
- .Complete installation set with cables, connectors, etc -3

|(Spada, N. 2000)

## **Recorded Materials 2.4**

In the past, people could not document for language sounds. Audio recordings such as: tapes and CDs, help scholars and researchers to keep and use language sounds for further purposes, for example, studying the characteristics of voice and phonological system of languages and conducting researches on pronunciation  
(problems. (Wilson, D.2007)

### **Audio Recordings Materials 2.4.1**

Audio recording materials contain two types that are edited and authentic materials. This necessitates that teachers must give enough consideration to the type of materials and activities of audio recordings. They should limit what they will listen to. Rivers (1978) defines the edited and authentic materials as

*the edited materials contain on artificially constructed messages or " prepared materials while the authentic materials contain on natural "interactions or unprepared messages*

### **The Characteristics of Edited Materials 2.4.2**

Need more concentration to be understood. They consist of formal -1

.language: syntactic, semantic and vocabulary

No hesitation expressions "um, uh", conversational tags and formulas "you -2

.( know".(Barson, 1996

### **Authentic Materials 2.4.3**

:The authentic materials are

Easy to be understood because the teacher always elaborates and explains -1

.the contents

.Full of hesitation expressions, conversational tags and formulas -2

.(Richards,J.2001 )

### **Live and Recorded Voice 2.4.4**

Live and recorded voice is either from teachers or speakers in a radio or a TV, etc.

Al-Araby differentiates between the recorded and live voices by mentioning the

: characteristics as following

### **Live Voice 2.4.4.1**

It is usually accompanied by facial expressions, gestures and body movements -1  
.that enrich the verbal message by helping learners to understand messages  
.It contains purposeful conversations and real situations -2  
.Learners can easily understand their teacher's speech -3  
:In the same time, he mentioned the disadvantages and the problems of live voice

### **The Disadvantages of Live Voice 2.4.5**

Live voice cannot reproduce the same utterances exactly. "Students overstress -1  
certain words because their teachers have done so in an effort to overcorrect the  
."learners' mistake  
Live voice is usually full of hesitations, pauses, unfinished utterances, -2  
.regression and occasional errors  
Live voice, produced by teachers or speakers, may be affected by fatigue, -3  
.(anger, anxiety, partiality and nervousness.( Salah,A.1983

### **The Advantages of Recorded Voice 2.4.6**

Recorded voices make the introduction of a wide range of genuine foreign -1  
.language sounds a practical possibility  
It provides the learners with exposure to various dialects and registers -2  
.relevant to the objectives of their programs  
In countries where FL teachers are not native speakers of the language -3  
they teach, voice recordings step in to provide varied models of authentic  
.pronunciation. In this case, the recorded voice is usually much better  
Recorded voice is objective and impartial, betraying controlled feelings -4  
.only if and when desired

.Recorded voice can reproduce the same utterance exactly in the same way -5

Recorded voice can be presented with review or clarification of any part -6

.whenever needed

.Recorded voice can be played in the lab and monitored by the teacher -7

Recorded voice can be used in a library model for remedial or review -8

work. The materials of audio recordings or audio-aids can be employed for many purposes. These purposes help learners to reinforce English skills in

.general and pronunciation in particular

Rivers (1978) state "*audio-aids may be used to provide learners with recorded samples of native speakers' pronunciation and intonation*". Learners

are exposed to these recordings repeatedly in LLs so as to catch the different aspects of pronunciation such as: stresses, pitches, terminals and phonemes.

They added that: " these audio-aids may be a part of a language lab or a part of a tape recorder brought to the classroom". Learners may just listen to the

recorded materials and repeat after each utterance depending on the design followed during the recording. Audio-aids may be used in grammar drills,

learners listen to a recorded sentence, at the end of which there is a pause long enough for students to repeat that sentence or answer it. Also, they may

be used in aural comprehension; learners listen to a story or a passage on a .tape. Then they are given written or oral questions to answer

However, it must be pointed out here that tape recordings or audio-aids in general .have no magic in teaching a foreign language

,Rivers (1978) states

*If learners listen to audio-aids for a short time, the teaching outcome " most probably very limited. On the other hand, teachers mustn't over-listen tapes or audio-recordings to give other skills a chance to be ."* developed

According to the above quotation, the following points should be considered by teachers when they use tapes or recording materials

Audio-aids mustn't be overused in order not to sacrifice other language skills -1

Tapes and audio-aids are not the best medium for some learners. Some learners prefer learning through eyes -2

The audio-aids materials have to be technically clean -3

The speed of audio-aids speech has to suit the learners' level. It often happens that a native speaker records some materials on tapes so quickly that learners cannot understand what they hear, consequently, they cannot repeat or respond -4

If sentences are recorded to be repeated, they must be short enough to be grasped. If the sentences are long ones, they should be broken into shorter units when recorded -5

If recordings are designed for intervening repetition or responses by students, the pause between each recorded unit and the following must be adequate for a specific group of learners to respond -6

The above-mentioned points may make the idea of using audio recordings in teaching English via language lab sessions very effective that is, learners may (achieve high acquisition of language skills. (Salah, A. 1983

In learning a language, people listen then speak and later learn to read and write.

This sequence clearly shows the important role of listening in learning languages.

The first step of learning a language in normal circumstances is to listen to the target language. Doc (1981) mentions that

*language starts with the ear, when a baby starts to talk; he " does it by hearing the sounds his mother makes and imitating*

. "them

In another side, the four skills of a language: listening, speaking, writing and reading develop each other. In other words, what you learn and practice through the exercise of one skill is reinforced through further activities related to other skills. This point shows the integration of the language four skills. In English, as explained above, there is a strong relation between listening skill and the practical side of speaking skill which is considered pronunciation. According to scholars' previous writing, the researcher thinks that the way you listen is the way you pronounce. Doc (1980) states the following

*Vowels must be learnt by listening and imitating : I could tell that the English vowel /D:/ as in the word saw is made by rounding the lips and placing the back of the tongue in a position mid-way between the highest possible and the lowest possible positions, but it would be much more helpful if I could simply say the sound for you and get you to imitate*

Therefore, the research treats pronunciation from a practical point of view not a theoretical view. This treatment necessitates teaching pronunciation through listening by using effective equipment such as language lab. According to Al-Araby (1983: 89)" a language laboratory provides facilities for the practical application of what has theoretically been explained in the classroom". This enables learners to be ready to learn better features of pronunciation

## **Pronunciation 2.5**

Pronunciation is considered the practical side of spoken language. Spoken language consists of successions of sounds emitted by the organs of speech. According to Jones (1975: 1) "*these successions of sounds are composed of speech sounds and glides*". Jones (1975: 1) adds that

*Speech sounds are certain acoustic effects voluntarily produced by the "organs of speech; they are the result of definite actions performed by these organs. A glide is the incidental transitory sound produced when the organs of speech are passing from the position for one speech – "sound to that of another by the most direct route*

:He adds that

*speech sounds are made voluntarily; they require that the speech "organs shall be placed in certain positions or moved in certain ways. On the other hand the speaker glides occur as a result of pronouncing two . "speech sounds one after the other*

The researcher thinks that learners need a complete description of pronunciation in order to tackle its elements. This complete description necessitates describing phonetics and phonology and their elements. Although the two terms phonetics and phonology are different, they integrate each other, especially, in studying pronunciation or the practical side of human speech sounds production. Giving a complete description of pronunciation necessitates describing phonetics and phonology and their elements. In other words, a complete description of articulatory aspects of speech sounds production and the nature of the vocal apparatus during speaking in one side, and the rules that govern the system and .patterns of speech sounds in the other side

## **Phonetics 2.5.1**

Finegan (1994: 29) defines phonetics as "*phonetics, the study of the sounds made in the production of human speech sounds*". Another definition was presented by Roach (1991: 43) states "*...phonetics the comparatively straight forward business of describing the sounds that we use in speaking*". Studying phonetics necessitates the study of the three branches of it, which are articulatory, acoustic and auditory phonetics. Those three branches lie in the area of studying human speech sounds production, the medium that sounds can transmit through, and the reception of speech sounds. Because this research investigates the practical production of

speech sounds (pronunciation), the researcher will concentrate on the first branch .that is articulatory phonetics

According to Finegan (1994: 29) "*articulatory phonetics focuses on the human vocal apparatus and describes sounds in terms of their articulation in the vocal tracts*". The articulatory aspects of speech production or the articulatory phonetics is interested in describing positions of the vocal tracts, tongue, lips, teeth, hard and soft palate, larynx and pharynx in one side, and the processes that happen in these articulators in the other side. These processes such as: the pressure of air in the lungs and the vocal tracts, flow of air out of the mouth and nose, opening and closing of the vocal tracts and of the soft palate and the movement of the lips and :the lower jaw. According to Roach (1991: 8

*muscles in the larynx produce different modifications in the flow of air " from the chest to the mouth. After passing through what we call the vocal tracts, which ends at the mouth and nostrils. Here the air from the "mouth, lungs escapes into the atmosphere*

These seven articulators have their role in describing sounds, for example, these articulators act alone to produce the sound /p/ which is produced by the lips (bilabial), or combine with another articulator to produce the sound /f/ which is produced by the combination of the lips and the teeth (labiodental). Also, they have an important role in voicing and the manner of articulation. This appears either in the existence of vibration in the vocal tracts in the case of voiced sounds such as /d – g – z/ or the absence of this vibration in the case of voiceless sounds such as /t – p – k/. The manner of articulation appears in the case of fricatives, affricatives, nasals such as: /m – n - s/. The tongue, that is considered one of the most important articulators, affects the description of sounds through its movement .(scale (high - low) and its position (front - central - back



## Phonology 2.5.2

Studying phonetics and phonology of English enables students to acquire a full description and understanding of the use of sounds in English. Phonology is defined by Yule (1996: 54) as "*Phonology is essentially the description of the system and patterns of speech sounds in a language*". It is the task of phonology to describe elements such as phonemes, stress, intonation and pitches. Such elements are considered to be notorious and abstract ones, therefore, learners always find difficulties in pronouncing them. Another definition was presented by Roach (1991: 43), he mentions that

*when we talk about how phonemes function in a language, and the "relationships among the different phonemes; when in other words we study the abstract side of the sounds of a language we are studying "phonology*

Phonology is concerned with the abstract set of sounds in a language which allows people to distinguish meaning in the actual physical sounds they say and hear. It is also concerned with the mental aspects of sounds in a language rather than the actual physical articulation of speech sounds

The intention behind studying phonology is to study the difficulties face EFL learners (English as a foreign language) in learning different elements of phonology such as: phonemes, allophones, stress, intonation, syllables and the features of connected speech

One of the most problematic area in English language is the difference between phonemes and allophones. According to Finegan (1994: 53) "*Phonemes are an abstract set of units as the basis of our speech*". They are a small number of regularly used sounds e.g. in the two words pet and bet the consonants at the beginning are different phonemes. Yule (1996: 55) defines allophones as "*allophones are the process of different realization of one phoneme*". According to

the above definitions, phonemes are units of sounds that lack a fully specified pronunciation but can be pronounced in different ways depending on where in a word or an utterance it occurs. For example, while all allophones of the phoneme /p/ are voiceless, bilabial stops, one is aspirated and another is unaspirated. Each phoneme comprises a set of allophones, each allophone being the particular realization of a phoneme in a particular linguistic environment. The following are some examples of English allophone

Table (2.1) Some common allophones in English language

The Allophones	The Phoneme
./In stressed syllables, /t/ is voiceless and aspirated /t -1	/t/
./The /t/ in stop is voiceless but unaspirated /t -2	
Comp <sup>h</sup> uter -1 P <sup>h</sup> ersonal -2	/p/
r <sup>h</sup> apid -1	/r/

### The Sources of Correct Pronunciation 2.5.3

There are many sources that can be used as a reference of correct pronunciation. Learners of English can use them for correcting and finding the right ways of pronunciation. These sources are dictionaries and listening to native speakers in a form of alive or recorded sounds

### Dictionaries and Phonetic Transcription 2.5.4

Jones (1975: 6) defines phonetic transcription as *"unambiguous system of representing pronunciation by means of writing, the basic principle being to assign one and only one letter to each phoneme of the language"*

:Jones (1975) adds

*Phonetic transcription is a convenient method of showing sound-order “ graphically. This graphic representation of sound-order appeals to the .”visual memory and this assists the auditory memory*

Through symbols and transcription learners can to some extent get the ideal way of pronouncing certain elements of English pronunciation like words in isolation, stress: its place and kind, and intonation. Jones (1975) mentions that "*phonetic transcription, it helps to learn and to remember what is the appropriate sequence of sounds to use in any given word or sentence*". But this way is used or adopted only by advanced learners of English and teachers or specialists. Learners in the basic and secondary schools do not benefit very much from dictionaries and phonetic transcriptions in correcting or knowing pronunciation. Jones (1975) states that "*it must be born in mind that phonetic transcriptions are valueless to students .” who have not learnt to form the sounds which the phonetic letters represent*

### **Listening to Native Speakers 2.5.5**

Another source of correct pronunciation is listening to audio recordings or audio-visual materials previously prepared by native speakers for the sake of serving teaching purposes. These recordings contain a lot of elements of pronunciation such as different sound of letters, stress in words, in a company or in isolation, intonation and the features of connected speech (assimilation, rhythm, elision and the weak and strong form). O'Connor (1980: 4) states "*if you have listened properly in the first place, you will know what the English words and sentences like*". Because this study concentrates on the negative effect of lack of using language labs on teaching pronunciation in one side, and the role of listening skill in teaching pronunciation in the other side. Learners can listen to different materials via radio, TV, cassette and from teachers. These materials lie in the area

of live and recorded sounds or materials, and each of them has its characteristics and features. Because this research discusses language labs (LLs), the researcher will concentrate on the audio- and audio-visual materials

### **Pronunciation Difficulties 2.5.6**

In this part the researcher will present the most common difficulties that face learners. According to Jones (1975: 2-3) a student is faced by different difficulties :of five kinds in the matter of pronunciation. He numbered the following

Learners must recognize readily and with certainty the various speech- .1  
sounds occurring in the language when they hear than pronounced; they  
.must moreover learn to remember the acoustic qualities of these sounds

2. They must learn to make the foreign sounds with their own organs of .2  
.speech

They must learn to use those sounds in their proper places in connected .3  
.speech

They must learn the proper usage in the matter of the sound-attributes or .4  
'prosodies' as they are often called (especially length, stress, and voice-  
(pitch

They must learn the shapes of the conventional letters and the relations .5  
.between the conventional orthography and the pronunciation

Many scholars try to specify pronunciation problems face learners. One of those scholars is Abd Al-Rahman M. He says "*conventional English spelling causes complicated problems for learners, it doesn't give the accurate information as to .sound-order required by the student of spoken English*

In the first place, English assigns too many of the letters of the alphabet values quite different from those which people in foreign countries are accustomed to

associate with them. In Arabic language there is one- to – one correspondent sound, but in English a letter represents different sounds and vice versa, e. g: the following letters in the table below represent different sounds

Table (2.2) English letter represents different sounds

<b>u</b>	<b>I</b>	<b>a</b>
Rule	Fine	Gate
Put	Wind	Father
Hut	Machine	Fall

The research thinks that another problem lies in the area of differences between Arabic sound system and English sound system that many English sounds may be spelt in large numbers of different letters as the following

Table (2.3) Sounds are spelt in different letters

<b>The same consonant-sound</b>		<b>The same vowel-sound</b>	
Phone	Cat	Sauce	Pique
Photo	Cope	Lawn	Key
Free	Cute	Stalk	Seize
Fat	key	Stork	Meat
Fail	keep	Board	Meet
Enough	back		

The above-mentions difficulties are not restricted to only English, many languages submit to these difficulties

Another problematic area appears as a result of English allomorphs. In other words, it lies in the area of inflectional suffix of English, namely, the plural and possessive morphemes on nouns and the third person singular and past tense morphemes on verbs. Al-Khuli (1983: 32) mentions that *"because of this high frequency of their occurrence and, consequently, a high probability of mispronunciation, these suffixes need special attention on teacher's part"*. The allomorphs have several different pronunciation that is according to the sounds .(come after (hissing – voiceless – voiced

Table (2.4) Pronunciation of plural and third Person morpheme

<b>voiced sounds</b>	<b>voiceless sounds</b>	<b>hissing sounds</b>
/z/	/s/	/tz/
Dog	Cat	Watch
Friend	Book	Brush
School	Top	Bus

Table (2.5) Pronunciation of the past morpheme

<b>voiced sound</b>	<b>voiceless sound</b>	<b>[End with [t] or [d]</b>
/ d /	/ t /	/td/
Kill	Wish	Want
Clean	Pass	Need

### **The Difference between Sudanese Arabic and English 2.5.7**

There is a phonological difference between Arabic and English. In Arabic -1 language there is a correspondence between sounds and symbols (letters), but English has no. In English there is no one – to – one correspondence between letters and sounds. In other words, English pronunciation and spelling have no

logical phonetic correlation and do not always correspond to each other. This difference creates many problems for Sudanese students by making mistakes and facing difficulties in pronouncing a lot of sounds e.g. in English the letter [c] can be pronounced as /s/ or /k/. Another problem comes from that some letters in .English stands for one sound, but some others stand for more than one sound

Table (2.6) Letters with different sounds

/s/	/i/	/a/
Fast	Sit	Back
Present	site	ball
		bake

The inconsistency between the letters of English and the sounds they represent -2 is considered one of the common problems that lead learners to make pronunciation mistakes. Also, learners do not make any consideration to the .peculiarity of English graphic and sound system

The existence of two bilabial plosives in English, voiced /b/ and voiceless /p/ -3 while Arabic has one plosive /b/". This can lead learners to confuse between pack .and back, park and bark

Also, a problem results from the combination of some letters in English. The -4 .result of this combination is one sound

Table (2.7) Different letters, the same sounds

/:i/	
Weak	Week
Meat	Meet

Learners always are affected by their first language in teaching a second -5 language. This appears clearly in pronouncing consonant cluster. Arabic has no

consonant cluster because there is usually a vowel between each two consonants. Therefore, learners always tend to insert a vowel between consonants when he .wants to pronounce English consonant cluster

Table (2.8) Learners and consonant cluster

<b>Insertion of vowel sounds</b>	<b>Consonant Clusters</b>
Tiree	Tree
Pelay	Play
Tourisim	Tourism

### **Vowel Sounds 2.5.8**

Vowels are sounds that produced with free of air. Vowel sounds are define by Roach (1991: 10) as "...*Vowels are sounds in which there is no obstruction to the flaws of air as it passes from the larynx to the lips*". Another definition was presented by O'Connor (1980: 79) who states that "*vowels are made by voiced air passing through different shapes*". These different mouth shapes result from the different positions of the tongue and lips. Finegan (1994: 39) introduces more ,details about vowels. He states that

*Vowel sounds are produced not by blocking air in its passages from the “ lungs but by passing air through different shapes of the mouth and different positions of the tongue and lips unobstructed by narrow .” passages*

### **Consonant Sounds 2.5.9**



Consonants are sounds where there is obstruction of air flow as it passes from the larynx to the lips. They are defined by Finegan (1994: 34-5) as "*sounds produced by partially or completely blocking of air in its passages from the lungs through the vocal tracts*". This definition is not considered as a standard for differentiating between vowel sounds and consonant sounds because of the existence of many exceptional cases oppose it. One of these cases is the first sounds in the words 'hay' and 'way'. Roach (1991: 10) states "these sounds don't really obstruct the flow of air, in the same time they are consider as consonant sounds". Such a problem leads scholars to investigate many ways to differentiate between consonants and .vowels. The result is the distribution of sounds according to voicing

### **The Voicing, Place and Manner of Articulation 2.5.10**

To describe consonants and vowels, the researcher must mention bit information about voicing, place and manner of articulation. Also, learners should recognize .these important issues and the problems that result from

#### **a) Voicing**

It is very easy to differentiate between voiced and voiceless sounds but it is difficult to be pronounced. Voiced sounds result from the existence of vibration inside the vocal tracts during sound production. But voiceless sounds happen with .no vibration inside the vocal tracts

#### **b) The Place of Articulation**

Speaking about this issue includes the organs that contribute in making and producing different sounds. These organs are the lips, teeth, alveolar ridge, hard and soft palate, and tongue. According to Roach (1991: 8-10), they combine with each other to produce sounds such as

Bilabial sounds result from the combination of the lips (upper and lower) e.g. [p] and [b]

Dental sounds result from the combination of teeth with the tongue, e.g. [θ]

Labio-dental sounds result from the combination of the lower lip with the upper teeth, e.g. [v] and [f]

Alveolar sounds are articulated by the blade of the tongue and the teeth-ridge, e.g. [t], [d], [s], [z], [n] and [l]

Post-alveolar sounds are articulated by the tip of the tongue against the back of the teeth-ridge, e.g. [r]

Palato-alveolar sounds are articulated by the blade of the tongue against the teeth-ridge, e.g. as the [tʃ] in the word church and [ʃ] in the word measure

Palatal sounds are articulated by the front of the tongue against the hard palate, e.g. [j] in the word yes

Velar sounds are articulated by the back of the tongue against the soft palate, e.g. [k] and [g]

Glottal sounds are articulated by obstructing or narrowing between the vocal tracts during air passing

### c) The Manner of Articulation

This shows the manner of articulation during pronouncing sounds. It shows the extent of the closure or narrowing at the place of articulation. The research sees

that the manner of articulation should be taught through listening and imitation because describing fricative, affricate, plosive, nasal and roll sounds is very difficult. Therefore, it will be useful and effective to be taught through listening and imitation. This point of view is enhanced by O'Connor (1980: 79) states

*Vowels must be learned by listening and imitation. I could tell you that the English vowel in / :c / the word saw is made by rounding the lips ..... but it would be much more helpful if I could simply say the sound for you and get you to imitate me*

As mentioned before, consonant sounds can be described according to their place and manner of articulation. Another kind of describing sounds attributed to vowel sounds is by describing the position of the tongue and lips. According to the tongue movement, vowel sounds can be described as

Close vowels: The tongue is raised as near as possible to the roof of the mouth, -1  
.e.g. as vowel sounds in the words see and root

Half-Close Vowels: The tongue occupies the distance between close and open, -2  
.e.g. as the vowel sounds in the words sit, red, put and but

Half-Open Vowels: The tongue occupies two-third of the distance from close to -3  
.open e.g. as the vowel sounds in the words bird and the schwa in the word potato

Open Vowels: The tongue is raised as low as possible from the roof of the -4  
mouth, e.g. the vowel sounds in the words saw, hot, man and part. Also, vowel sounds are described according to the lips position. They are described as

Rounded lips as the vowel sounds in the words saw, pot, put, and root -1

.Neutral lips as in the words bird and schwa -2

.Spread lips as in the words feet, but and say -3

Generally, the difference in the way or manner of pronunciation of sounds is considered one of the difficulties that face learners. for the sake of the previous problem, the researcher thinks that the theoretical study of vowels should be

accompanied with a practical description of sounds through listening and later on .imitation

## Stress 2.6

Stress is the force or loudness with which a speaker says a part of a word. It is the degree of force with which a sound or syllable is uttered. Jones (1975: 245) defines a stress as *"stress may be described as the degree of force with which a sound or a syllable is uttered"*. O'Connor (1980: 91) stats that *"there is no simple way of knowing which syllable or syllables in an English word must be stressed, but every time you learn another word you must be sure to learn how it is stressed"*. Yeddi (p: 122) mentions that *"however, stress, rhythm and intonation of English are alien to the speaker of the Arabic language"*. Stress is always marked in transcription by placing a small vertical line high up before the syllable it relates to. The prominence of the stress is as a result of loudness, length, pitch and different qualities of sounds. Learners always face difficulties in choosing the kind and place of stress. They face difficulties in limiting the kind of stress, is it a secondary or primary stress? Also, they face difficulties in limiting the syllable that needs stress. The research thinks that these differences become as an obsession for learners, and to make learners avoid these difficulties, they should practice listening in high doses. Scholars have put many criteria to limit the syllable that should be stressed. These criteria include morphological and :phonological elements such as

Table (2.9) Stress according to the phonological elements

Number of syllables		The class of word
Three	Two	

Entertain	Apply	Verbs -1
Encounter	Enter	
Potato	Product	
quality	Design	Nouns - 2
anthropoid	even	Adjective-3

Table (2.10) Stress according to the Morphological elements

<b>Morphological Elements</b>		
<b>Compound</b>	<b>Complex</b>	
	<b>Prefix</b>	<b>Suffix</b>
Sunrise	It is treated as simple words	Entertain
Typewriter		Importance
Bad-tempered		Unique

Finally, there are many two- syllable words with the same spelling, but they are grammatically different. In this case, the stress will be placed on the first syllable .of the nouns and adjectives, but on the second syllable of the verbs

Table (2.11) Stress of two- syllable words

<b>Nouns</b>	<b>Verbs</b>
Import	Import
Record	Record

## **Intonation 2.7**

Intonation was defined by Jones (1975: 275) as "*the variations which take place in the pitch of the voice in connected speech*". Difficulty of intonation comes from

that in ordinary speech the pitch of the voice is continually changing. When the pitch of the voice rises we have a rising intonation; when it falls we have a falling intonation; when it remains on one note for appreciable time, we have level intonation. What makes intonation so difficult for foreign learners to be mastered is the idea of privacy. In other words, the extent of the range in any given case depends on circumstances. For the above two reasons and others, learners find .”difficulties in pronouncing intonation

### **The Features of Connected Speech 2.8**

People do not talk in single words but in sentences. These sentences may be short or long. Saying words in isolation is completely different than saying words in groups. The features of connected speech characterize the speech of native speakers. They are considered one of the problematic areas of pronunciation. Most learners face difficulties in pronouncing these issues because they are abstract :features and related to culture. Jones (1975: 8) states

*It sometimes happens that a student can pronounce isolated sounds correctly, knows what sequence of sounds to use in a given word or sentence, and knows the necessary details in regard to length, stress .and pitch, but he stumble over the sound sequence*

Yeddi (p: 116) states "*learning these aspects of English depends on listening to a model native speaker or refer to a good dictionary*". Daniel (1975: 8) states that "*He may have acquired the bad habit of stopping between words* " Also, he mentions: "*he hasn't acquired facility in passing from one sound to another, and ."*cannot always say a sequence of sounds without stumbling

### **Rhythm 2.9**

Because English is a rhythmical language, learners should know the rules that govern its rhythm. Foreign learners are confronted by this difficulty in connected

speech. Jones (1975: 244) states *"the rhythm of spoken English is a source of considerable difficulties to some foreign learners"*. In English, rhythm depends on the existence of stressed and unstressed syllables in a sentence. Also, it depends on the natural length of vowels and the following consonants. The nature of rhythm is that there are certain words or sounds in a sentence take more time than other during pronunciation. Generally, learners must put in their minds that the time between stressed syllables should be the same in a sentence. The researcher sees that rhythm should be taught by listening to native speakers in high doses, and taking special listening training. Yeddi (p: 116) states *"learning these aspects of English depends on listening to a model native speaker or refer to a good .dictionary"*

All the above-mentioned examples of changes and disappearances that happen to sounds of connected speech should lead both teachers and learners to know the importance of listening skill in teaching pronunciation. Also, they should adopt effective ways for teaching and practicing listening. The research thinks that language laboratories can hardly be compensated in the field of teaching listening .effectively

## **Language Learning 2.10**

Very important points should be raised in this area. These points such as: language acquisition and learning, and the way languages are learnt. Many theories try to explain these points. For example the conscious knowledge theory adopts that .children acquire the first language and learn it unconsciously Formkin)1999) defines the conscious knowledge theory as: *"the process by which ."*unconsciously children acquire their native language and learning

A second theory proposes that L2 is acquired on the same universal innate principles that govern L1 acquisition. He adds that

*a second language is usually learned but to some degree may also be "acquired or picked up depending on the environmental setting and the input received by the second language learner"*

In addition to the above mentioned theories, imitation is considered one of the most important theories that help learners to learn language effectively. The research thinks that all language learning theories may back up the theory of imitation using different ways. Since this research is about learning pronunciation, the research thinks that listening then imitation is considered one of the most effective ways for learning better features of pronunciation. O'Connor (1981: 1) state "if a baby is born deaf he cannot hear these sounds and therefore can't imitate them and will not speak". This may show the importance of imitation in language learning in general. Also, he adds that "language starts with the ear when a baby starts to talk he does it by hearing the sounds his mother makes and imitating them". Imitation can also be useful in learning pronunciation of vowel sounds. O'Connor (1981: 79) states

*Vowels must be learnt by listening and imitating: I could tell that the English vowel /D:/ as in the word saw is made by rounding the lips and placing the back of the tongue in a position mid-way between the highest possible and the lowest possible positions, but it would be much more help full if I could simply say the sound for you and get you to imitate*

Language labs provide good environment for teaching language in general and pronunciation in particular. Also, they can increase the input that can be obtained by learners. According to the research, language labs make learners listen effectively. If a learner listens well, he will imitate well. That is because a learner cannot imitate anything he does not know well

## **Listening Skill 2.11**



Rivers (1978: 73) define listening skill as *"the major activities of paying attention, taking the sounds from the air and trying to get the meaning into mind"*. Another definition was presented by Yule (1996: 180); he states *"listening is the mental ability of perceiving and contrasting messages from stream of sounds"*. These two definitions concentrated on sounds as a means for conveying messages. That means the first step to learn languages and understand meaning is to recognize sounds which depends on listening skill. The research in this study investigates the effects of lack of using language laboratories in teaching pronunciation in one side, and the role of listening skill in teaching pronunciation in the other side. The research thinks that lack of language labs affect teaching listening skill, as a result, listening skill affects pronunciation. In the following part the research will give .more explanation about this relation

Learners listen according to their need. They sometimes listen for general information in broadcasts or radio, and sometimes listen to their doctor or listen to a cassette contains English language sound patterns. In all the previous cases, learners have different attitudes towards what they listen to. For instance, learners will listen in a fair relaxed way taking more interest in some points than others in the first case. In the second case, they will concentrate on the doctor advice. In the third case, they will concentrate on sounds recognition, pitches, stresses and .intonation

Generally, teachers should be accurate in teaching listening skill. Moreover, they should limit their purposes precisely. Because listening strategies enable teachers and learners to vary the kind of activities inside and outside classrooms and language labs, they should benefit of these strategies to activate and enrich .teaching listening skill

## **The Objectives of Teaching Aural Skill 2.12**

The researcher thinks that via aural to both audio recordings and audio-visual materials; teachers can bring various activities inside the classroom. In other words, teachers can bring materials contain activities such as sound patterns, phonemes, rhythm, intonation, sound variations, false, start, pause, filters and redundancies. The above points are considered the objectives of aural skill.

According to Temperly and Rivers (1978: 75-6), listening objectives are the following

Listening can help learners to understand native speakers in all kinds of -1  
.situations

It familiarizes learners with the aspects of changes which occur in natural -2  
.speech

It familiarizes learners with the sound patterns such as: phonemes, rhythm and -3  
.intonation

.It accustoms learners to the normal rate of speech of native speakers -4

It assists learners in recognizing variation in sounds due to culture, environment -5  
.and nationality

.It familiarizes learners with false, start, pauses, filters and redundancies -6

The previous points of listening objectives enhance the researcher's viewpoint by mentioning many points related to language pronunciation. According to the researcher, listening skill has a very important role in teaching pronunciation; therefore, the researcher thinks that pronunciation should be taught through effective ways of teaching listening skill which LL is considered the most  
.important one

## **Aural Skill and Oral Difficulties 2.13**

It is though that most of oral skills difficulties can be treated through aural skills practice. Besides aural skills is considered one of the sources of correct oral skills, .most of communication activities, about 45%, is devoted to listening

:Temperly and Rivers (1978: 62) mentions that

*yet it has been estimated that of the time adults spend in communication " activities 45 percent to listening, only 30 percent to speaking, 16 percent .to reading, and a mere 9 percent to writing*

It is though that aural skills are the primary source of language. It is the base on which all other language skills develop because language comes first through the .ear

O'Connor (1980: 1) states "*language starts with the ear when a baby starts to talk he does it by hearing the sounds his mother makes and imitating them*". Some scholars linked between listening and speaking itself. Yule (1996: 179) states "*a child who doesn't hear or is not allowed to use language will learn no language*". Another view was presented by O'Connor (1980: 1), he mentions that "*if a baby is born deaf he cannot hear these sounds and therefore can't imitate them and will .not speak*

(According to Jones (1979: 3

*the recognition of various speech sounds and the acoustic qualities of those " sounds is a matter of ear –training or more accurately cultivation of auditory .memory*

Definitely, the term "ear-training" mentioned above means practicing aural skill. Also, Jones emphasizes the importance of possessing a good ear, he mentions that " the possession of a good ear is necessary to the linguist for two reasons: firstly, if he has a good ear, he will be able to tell whether he pronounces the foreign sound correctly or not". Possessing of a good ear gives a chance to self-evaluation and

correction and enables learners to discriminate and recognize sounds. Also, he  
:adds

*the possession of a good ear involves ability to discriminate between " sounds, ability to remember the acoustic qualities of foreign sounds, . "and ability to recognize foreign sounds with ease and certainty*

The researcher has previously mentions that possessing good ears needs practicing aural skill effectively. This was also enhanced by Jones (1975: 3), he states "*to cultivate a good linguistic ear requires systematic practice in listening for sounds*". He adds "*no one can hope to be successful linguist unless he has a good ear*". Ear sensitivity can be developed through listening. According to Jones "*if his ear is insensitive by nature, it may be made more sensitive by training; and if his ear is . "good by nature; it can be made still better by training*

The researcher has displayed many viewpoints to back up his claim that aural skill has a very important role in teaching oral skills of English and that by giving learners correct models and helping them to surmount difficulties. Through listening activities, learners can understand registers, dialectal variation and complexities of structures and sounds which cannot be produced in their speech. Therefore, learners should submit to a syllabus contains much of listening activities such as: sound recognition, intonation, stress and the features of connected speech like elision, assimilation, rhythm and linking. This point was ,enhanced by El-Araby (1983: 80) mentions that

*it is imperative, therefore, that foreign language courses provide " adequately practice in all the components of listening comprehension namely, distinguish all sounds ,intonation patterns, voice qualities and . "discrimination between them and similar sounds in the native language*

The research thinks that, it is illogical and is not reasonable to enter a classroom in an intermediate stage and describe sounds such as /u:/ using technical terms such as: lips-rounded, close or back and high tongue, but it is easy to listen to. So,

listening helps learners and teachers to avoid learning in such difficult way.

:O'Connor (1980: 79) states

*Vowels must be learnt by listening and imitating: I could tell that the English vowel /ɔ:/ as in the word saw is made by rounding the lips and placing the back of the tongue in a position mid-way between the highest possible and the lowest possible positions, but it would be much more helpful if I could simply say the sound for you and get you to imitate*

Jones (1975: 27) mentions that even the problematic area of vowel sounds

:pronunciation can be passed though possessing a good ear, he mentioned that

*those whose ears are naturally very keen will be able to acquire the " foreign vowels in this with little or no trouble. with those who se ears are . "duller by nature the process will take longer*

Also, Jones (1975: 27) emphasizes the importance of ear –training courses; he mentions that *"a course of ear-training of some length may be necessary before they can learn to pronounce foreign vowels with success"*. The point which is not less important than others which lies in the area of impulsion care and motivation that much of enjoyment comes from listening activities such as: listening to radio, broadcast, songs or talks by native speaker. Listening for the purpose of enjoyment helps learners listen to a language in large doses, as a result, that leads to develop :pronunciation. Temperly and Rivers (1978: 77), they mention

*to familiarize the ear with sounds of the language. After hearing a ..." great deal of language in this way, students will be far less inhibited . "about pronouncing words so that they really sound like English*

## **Listening Comprehension 2.14**

In the area of integration of the four skills, the productive skills, speaking and writing, may lead to the development or improvement of the receptive skills and vice versa. These skills link together in a way that what you learn through the

exercise of one skill is reinforced through further activities related to other skills. Since comprehension is one of the most important comprehensive issues in teaching English language, the research chose it as an example for the integration .of language skills which oral skills represent one of their most important elements Comprehension is one of the most important and fundamental issues in languages learning. In listening comprehension, learners learn and perceive a systematic message rather than accidental noise in a continuous stream of sounds. They learn to recognize pronunciation elements such as rise and fall of the voice, varying pitches level, recurrences of certain sounds sequences, etc. The research sees that practicing aural skill leads learner to become good imitators, consequently, they become good pronouncers of what they listen to. This point was enhanced by Dr. Yeddi (pp: 78), he states "*learners should know what speech sounds are and how they are produced. This must be done through ear-training exercise*". Also, Araby :(1983: 80) added that

*it is imperative, therefore, that foreign language courses provide "adequately practice in all the components of listening comprehension namely, distinguish all sounds ,intonation patterns, voice qualities and .discrimination between them and similar sounds in the native language*

Also, Araby (1983: 84) states

*if we are sincerely trying to make our FL classes more relevant and "characteristic of the actual native-speaking world, we should help learners practice listening comprehension in which speech at normal speed. Listening comprehension leads learners to develop their acoustic ." ability*

Al-Araby (1983: 80) states that "*The ultimate objective of listening comprehension skill is to enable the learners to understand the target language as spoken by ."natives*

Some of learners may listen to recordings containing pronunciation elements too much but this is not enough because tapes or recordings do not make you master

the features of pronunciation, they only help learners to pronounce perfectly. For the sake of teaching aural skills effectively for teaching and learning oral skills, O'Connor (1980: 4) gives us a prescription for developing and improving oral skill, he mentions that

*listen to it, closely and carefully, and see where your performance ... doesn't match the original; mark the places where you are dissatisfied, and practice these bits until you think you have them right; then record the passage, listen critically again, and repeat*

The research thinks that the above and following steps can be easily and effectively conducted by listening via language labs. Learners should compare their pronunciation with the sound or material they listen to, and find out the mistakes in order to treat them. O'Connor (1980: 4) states that

*you must compare as closely as you can the sounds that come out of your mouth with the sounds that you are holding in your head in your sound memory. Don't be satisfied too easily, try to match your sounds exactly with the sounds that have listened to*

## **Language Laboratory 2.15**

Language labs provide a perfect environment for teaching English in general and oral skills in particular. According to Al-Araby (1983: 89) "a language laboratory provides facilities for the practical application of what has theoretically been explained in the classroom". This tool makes learners ready to learn better features of pronunciation. In the same time, lack of this effective tool may hinder or affect teaching process negatively. For the above reason, the researcher will display in the following area the advantages and disadvantages of this interesting learning tool. The research has no any doubt that language labs have several disadvantages, but these will not affect teaching as well as lack of them does. Also, the advantages and benefits that can be provided by LLs for both teachers and learners make them ignore the disadvantages

## **Advantages and Disadvantages of Old Language laboratories 2.16**

Al-Araby wrote very important points about the advantages and disadvantages of old language laboratories. The following are the advantages and disadvantages :according to LLs different kinds

### **a) Advantages of Audio Passive Laboratory**

:This kind is characterized as

- Booth dividers to keep privacy and help learners to concentrate by -1
- .keeping away voices of other learners in the lab
- .Learners have control on the incoming sound volume -2
- .Learners can listen and repeat if they desire -3

### **b) Disadvantages**

The disadvantages of this kind is that teachers have no effective role in .this kind of labs

### **Advantages of Audio Active Laboratory 2.16.1**

:This kind is characterized as

- .Booth dividers to keep privacy for learners -1
- .Learners have control on the incoming sound volume -2
- .Learners can talk to the teacher individually via the teacher's console -3
- .The teacher can talk and listen to learners via the teacher's console -4
- .The learners can listen to the live voice of their teacher -5
- Learners can hear their own voices exactly without being affected by -6
- .sound waves and jaws
- .Teachers can monitor learners' individual performance -7
- .It can be used for all language activities-8



### **Disadvantages 2.16.1.1**

:The disadvantage of this kind is that

It gives a chance to learners to bother and disturb the teacher because they deal directly with the lab equipment, in addition to, learners have the possibility to .speak with the teacher at any time

### **Advantages of Audio-active-record 2.16.2**

In addition to the advantages of audio and audio active labs ,this kind is :characterized as

It gives teachers and learners the possibility to record and hear teacher's -1 .instructions and students' responses

Learners can evaluate themselves by comparing their answers to correct ones -2 .provided by the master program

.Learners can erase their mistakes and record correct responses -3

The teacher's voice on the master program is locked in on the learners' tapes -4 .and it cannot be erased or modified by learners

Teachers can listen to the performance of each learner without learners' -5 .knowledge. That provides spontaneous responses

Testing is very easy because learners' responses can be recorded for such -6 .purposes

Self –evaluation is one of the most important advantages of this kind because -7 learners can know whether they are right or wrong without monitoring by their .teacher

### **Disadvantages 2.16.2.1**

:The disadvantage of this kind is that

.Expensive -1

.The teacher's console is so sophisticated -2

Learners have many things to deal with. This may disturb their -3

.concentration

The research found in the internet that old language labs layouts will be

. (characterized as the following: (On line writings

.Dividers between the students will impede student interaction -1

Teachers have no easy access to the students for personal interaction and -2

also for monitoring student work. (Completing, comprehension exercises,

(.etc

Teachers have no greater flexibility. They cannot use the center section for -3

.(group work, role plays, games, (chairs cannot be easily moved

In the case of using LLs, the research thinks that paying attention to the

following points is very important for both learning and teaching. These

:points are

Language labs are very effective tools that because they are very interesting -1

.and impulse learners' motivation

They provide learners with only correct pronunciation so learners cannot -2

imitate mistakes made by others. But in normal classes, learners hear correct

.and incorrect pronunciation

.They enable learners to practice the oral aspects of language effectively -3

The most important advantage is that they encourage shy learners to -4

.participate without being afraid to be criticized by other learners

These four points, mentioned above, are very important because they deal with

elements of the effective teaching such as: motivation, effective source of

knowledge, practicing of skills and treating with different psychological attitudes of learners

### **Advantages and Disadvantages of Modern Language Laboratories 2.16.3**

Besides the advantages of old language labs, the new language labs will be

(characterized as: (On line writings

.Be microprocessor controlled -1

.Remain cassette based -2

.Have at least two master recorder /players -3

.Have auxiliary inputs for CD and video/television -4

.Preferably have at a fast transfer function, with automatic rewind -5

Allow individual monitoring, intercom and preferably enable control -6

.of all students' recorder and player function from the master console

Provide a switchable monitor (inbuilt) playback (external) speaker -7

.output

.Have dual playback speakers -8

Allow student cassette tape compartment access control from the -9

.master console

.Provide group and all-call functions with conferring -10

Preferably have student monitoring buttons which are configurable -11

.so as to be representative of the shape of the actual laboratory

.Provide for a minimum of three individual student working groups -12

.Have furnishings which meet the required specifications -13

The research thinks that most of the above mentioned advantages are technical ones. The researcher sees that the high technical qualities of modern LLs are very useful for both teachers and learners because they enrich the variation of activities and increase the teacher's control

## **Modern Language Laboratories Layouts 2.17**

There are two kinds of language labs layout, old language labs layout and new language labs layout. Each kind has its features and characteristics. The following are the characteristics of modern layout

It is found in the internet that new language labs layouts provide the following:

.(on line writing

.No dividers between the student units improve student interaction -1

Teachers have easy access to the students for personal -2

Interaction and monitoring student work. (Completing, comprehension  
(.exercises, etc

Teachers have greater flexibility. They can use the center section for group -3

.(work, role plays, games, (chairs can be easily moved

:On the same time, these modern layouts have many disadvantages such as

No dividers between the student units increase students movements, -1

especially, younger students. In other words, this kind of layouts breaks the privacy that provided by the old layouts

.Teachers' control on students is less than the old language labs layouts -2

The research thinks that modern language labs solve the problem of large number classes. Other kinds of labs do not pay attention for this problem. The coming kind of LLs is designed to divide learners into two groups. It is divided into two parts.

The first part is a language lab, and the second part is a self-access learning room.

This room is consisted of many units connected with the language lab. However, these units are not connected with the master console so they can be operated independently of the main language lab. A self-access learning room enables learners to practice self-paced learning materials. The room can be monitored by

the teacher from the language lab. It is separated by a glass window allows the teacher working in the lab monitors the behaviors and activities of the learners. Also, the installation of the intercom between the teacher console and the self-access area designed in order to reduce the teacher movements to the room

It is important to note that all of the materials provided for using in the self-access learning room during the language lab sessions support the curriculum goals. This kind of language labs gives a chance for learners to prepare materials for self-access learning. This participation in preparing and selection of materials will maintain their interest in the project and establish high level of motivation

### **Language Laboratories and the Audio-lingualism 2.18**

Language labs don't constitute by itself an approach or a method of language teaching. They only give you what you have prepared. But the research thinks that the most effective way that should be used with language labs is the audio-lingual method. Al-Araby (1983: 95) states that "*it cannot be easily denied, however, that the lab seems to be at its best when transmitting audio-lingual materials*". He adds "*activities such as frequent repetition of utterances, imitation of pronunciation* ."models can be easily drilled

Some scholars criticized language labs by mentioning that language labs ignore the other elements of language. The idea of using of the audio-lingual method with language labs doesn't mean ignorance of the other methodologies, but it is preferable. Language labs can be used with the direct, communicative, eclectic and the different teaching methods. Al-Araby (1983: 95) displays the different :activities that can be conducted by LL. He mentions

*directed listening, drawing a picture following oral direction, guessing " the nature of an object by asking questions about it, indicating the*

*shortest way between two places on a given a map, extensive listening followed by... note-taking, role play, summarizing, retelling, selecting details, identifying main ideas describing events, timed and untimed . "dictation, and simultaneous and delayed interpretation*

According to Al-Araby, all the previous activities can be conducted via language labs. Moreover, creative teachers can invent other activities in order to be .practiced in LLs

### **: Important Points should be considered During Lab Sessions 2.19**

(According to Al-Araby (1983: 100

*aural memory has a shorter span than the visual memory, that is, what " had been read is usually remembered longer by most people. Passages for aural comprehension should not exceed 2–3 minutes in length, at any . "time*

The research also found in the internet that the teacher should put in his mind the :following points during lab session

.The excessive details such as dates and numbers should be avoided -1

.Using jokes may disturb your plans -2

.Teachers should give learners short comprehension passages-3

### **Language Laboratories' Main Features and Benefits for Teachers 2.20**

The research finds brilliant information about what can be presented for teachers :by LLs in the internet. The researcher found that

Provides individual attention while working in large groups -1

.Automatic splitting of the group into two sections -2

Connecting two separate halves of the group to programs from the source -3

.or teacher's microphone

Dividing students into conversational pairs with the teacher's access to -4  
.any of them. Individuals are not restricted by seating arrangements  
Automatic and manual monitoring of students without pupils being aware -5  
.of the teacher's presence  
!Private conversation with any student -6  
Automatic resetting of the laboratory to its original state following each -7  
.session  
.Acoustic and visual confirmation or selected keys -8  
.Volume adjustment for the teachers -9

## **Part two : Previous studies 2.21**

In this part, there are some previous studies containing related information about the impact of using language laboratories to enhance the learning of English language as general and oral .aural skills in particular

### **First previous study**

Nobra )2012) in his study “The Impact of Computer Assisted Language Learning on Iranian EFL Learners’ Listening Skill and Motivation” finds an important findings in the relationship between the listening skills and .computer

He made use of the proficiency PET test, ( Listening Pretest, posttest, and the Motivation Questionnaire). The instruments use in this project are the computer hard ware, computer software, the internet and supplementary listening tasks. The researcher succeeds to find answers for the following :questions

Does computer-assisted language learning have any effect on improving -1  
 ?Iranian EFL learners' listening skills

Does computer-assisted language learning enhance Iranian EFL learners' -2  
 ?motivation towards language learning

?What is the effective way of teaching English listening skills via computer.3

: He puts the following hypotheses

Iranians EFL learners' level of performance in listening skills is low and  
 computers have a positive influence in improving EFL learners' listening  
 : skills. The researcher found that

The use of computer have a significant role on the improvement .1  
 .of EFL learners' listening skill

The repetitive nature of input through technology assists .2  
 .learners in understandings linguistics cues is great

Emphasizes the possibilities for foreign language learning .3  
 .offered by new technological devices

The research finds reveals positive and consistent patterns of .4  
 effectiveness of technology when students are engaged in teaching  
 .environments

Two essential conclusions are drawn from the study. Firstly, Authentic  
 materials maintain and increase learners' motivation because they give  
 learners the feeling that they are learning the real language. Secondly, CALL  
 can be effectively used as a device to enhance the listening skills of EFL  
 learners

## Second previous study

ÖNSOY (2004 ) in his research "Students and teachers attitudes towards the  
 use of language labs at the preparatory school " explores the attitudes of



students and teachers towards the use of language labs programs in language instruction. The study specifically examines how students and teachers perceive language labs package programs as part of the curriculum in .language learning and their possible classroom implementations

The study uses a questionnaire in conducting results. There are two questionnaires, ( for teachers and students). All the items in the questionnaires .(are analyzed using the Statistical Packages for Social Sciences (SPSS

:The study addresses the following research questions

What are Celal Bayar University students' attitudes towards the use of (1  
?Language labs for classes

What are Celal Bayar University teachers' attitudes towards the use of (2  
?Language labs for classes

What similarities and differences are there between the students' and (3  
?teachers' attitudes towards the use of language labs

Do differences in students' attitudes towards the use of language labs differ (4  
?along gender and level lines

The researcher finds that students feel comfortable in learning through LL and most teachers feel comfortable in teaching through LLs. LLs make learners more efficient in their learning and that they have positive attitudes towards using computers in language learning. Most students and teachers reported .that they need training in order to use LLs effectively

To conclude, The study indicated that students and teachers demonstrated positive attitudes towards the use of LL in daily tasks and in language learning. The findings also indicates that students and teachers believe that

training are required and they believe that they need training to learn and teach through LLs. Through the training sessions, students and teachers could be made more aware of the benefits of LLs programs in learning and teaching .a language

### **Third previous study**

Burrus (2009 ) “Adult ESL student perceptions on computer assisted language learning ” In this study Burrs discusses the perceptions of the adult students on computer assisted language learning. He uses the questionnaire in his method. The close questions contained Likert-type scales or a listing of different choices. The questionnaire elicits basic information about questions concerning the connection between English usage and computers. These questions included such topics as prior experience using a computer, frequency of computer usage in English and English-only computer usage. The questionnaire additionally asks opinion questions concerning the participant’s personal preferences about using a computer to learn a language. The pilot study was administered several months before the actual study was planned. The pilot questionnaire asked similar questions about the participant’s preferences and past experiences with computer and Internet technologies to assist in learning a foreign language. The first new question asked the participants about the years spent learning English. Also, two questions were added which solicited the participants to quantify the percentage of time spent on a computer and on the Internet in English only, .Then He descriptive statistics are used to gain results

:The researcher tries to find answers for the following questions

Do adult participants learning in a second language context enjoy using .1  
?computer and technologies as a method of English language acquisition

Are computers and other technological resources related to CALL, useful .2  
and/or constraining to the participants? What makes these resources useful  
?and/or constraining

What are the computer and Internet technologies adult students are .3  
choosing to use for English language learning and their reasons for this  
?selection

:The researcher Found the following results

The majority of the participants agreed that they were comfortable with .1  
.both computers and the Internet

Participants said that they enjoyed learning English through computers and .2  
.technology

Participants said that computers helped them in learning English as general .3  
.and specially with oral aural skills

Results tells that

Participants agreed that they liked learning English through .5  
.computers

To conclude, Computer assisted language learning (CALL) has provided  
students and teachers unlimited learning boundaries, which were not available  
in the past. The primary goal of this study was to find out whether or not the  
adult EFL students in the classes enjoyed using technology to learn English,  
as well as to find out what they were actually doing with the help of  
technology to learn English. Overall, this study will contribute to my  
.understanding and implementation of CALL within the ESL field

## Fourth previous study

Boonkita ( 2009 ) “Enhancing the development of speaking skills for non-native speakers of English ” The methodology procedure includes three major sections: research framework , research instruments, data collection and analysis. The subjects of the study were 18 course participants of the course entitles, ‘Listening and Speaking for Special Communication’. The data is collected during the 15 weeks of the course. ‘Strength and weakness’ sheets are used to record the participants’ speaking performance in every task, which covers comments from classmates and the instructor. Then the participants are invited to answer the interview questions relating to factors enhancing the .development of their speaking, which became the findings

: The Questions of the study are

?What factors help EFL learners to improve their speaking skills (1

What are EFL learners’ strengths and weaknesses in speaking English for (2  
?special communication

The findings of this study are obtained from the recordings of one speaking task and the information is categorized in terms of content, pronunciation, and language use. The study found that language labs encouraged the participants to feel comfortable and motivated to speak , and definitely maximized .speaking confidence

To sum up, This research is qualitatively conducts to investigate the factors enhancing the development of speaking skills of Thai EFL undergraduate .students

Creativity of topics is considered to be a speaking strength, and errors in pronunciation and grammatical structure are categorized as weaknesses of the research findings. Suggestions for speaking improvement for EFL learners mainly covers listening skills, which includes listening to music, watching movies, and frequent practice of listening and speaking skills from .multimedia websites

### **Fifth previous study**

Blake ( 2000) “Language Laboratory Mediated Communication” . The researcher writes about the importance of language laboratory in communication. He selects 50 students to chat in English language. Students are given an hour-long training session on how to use RTA for synchronous chatting at a distance before attempting the tasks . Next, working in dyads in different locations throughout the lab. The instructors are not part of any of these networked discussions. The primary focus of this study is to analyze the discourse produces in the chat window, including any chat-window discussions that took place in response to finishing the text pad summary. Through the study, the researcher tries to get answers for the following :question

?Does a language lab have a positive impact towards communication

:This experiment supports the following findings

Language laboratory promotes learners to notice the gaps in their -1  
lexical inter-language in a manner similar to what has been reported in  
.the literature for oral learner discussions

Language laboratory exchanges, since they are text-based and -2  
learners must type out or produce the structures in question, appear to  
constitute an example of forced output (Swain, 1985), which some

researchers have identified as a crucially important factor in the promotion of a fertile learning environment for SLA. Networked exchanges especially stimulated learners' met talk or reflections on their own vocabulary use (Swain, 1998, p. 68)

Language labs give students a chance to imitate what they have listened in a form of production -3

To conclude, LLs provide convincing evidence that carefully crafted tasks stimulate L2 learners to negotiate meaning which, in turn, seems to affect their output. In the process, L2 learners heighten their metalinguistic awareness of where they are in their own L2 vocabulary development and where they still need to go in order to gain more target like lexical control

### **Sixth previous study**

Scheuler (1944) “ The Impact of Language Laboratory on learning skills” uses the controlling group and experimental group in his methodology to find out the answer for the following question

Do the language labs have an impact in improving English language learners' skills

The data analysis of the experimental group shows that language labs have a great impact in developing learners' four skills

In his conclusion he tells that teachers and instructors of English language cannot teach the language without using LLs

### **Seventh Previous study**

Dunkel (1948) “ Pronunciation and Language labs ” uses the experimental group to find out answer for the following question

Does the language labs have a positive influence in developing learners’ ability to pronounce

He reports the following results

Few students in the aural oral programs were able to attain "spontaneously .1 .fluent speech" in one or two years’ time

The experimental groups had consistently superior pronunciation compared .2 .to conventional group

The researcher concludes the study with the fact that language labs is the best .way in teaching pronunciation

### **Eighth previous study**

Gibson (1958) “ The effect of tape recording on learning the foreign language ” uses the practical methodology in junior high school Spanish classes. The researcher compared between the experimental group and control group so as : to answer the research’s question

What is the role that tape recording plays in learning another language

Through the data analysis he finds that, It is demonstrated that the use of tape recording is an effective method in teaching conversational Spanish when the .teaching is based on tapes prepared by a Spanish specialist

In his conclusion he emphasizes the effective role that tape recording plays in .enhancing the EFL learners’ oral aural skills

### **Ninth previous study**

The Bureau of Audio-Visual Instruction, Board at Education of the City of New York (1969) reported on two related studies which are to date the most 'careful and extensive studies on the effectiveness of the language laboratory in high school. The first "proposed to test measurable improvement in competence in speaking French and in comprehension of spoken French without significant loss in reading comprehension and in written aspects of language study. "Significant gains were made by the laboratory groups in speech and listening skills without loss in traditional skills as measured by a .standardized French test

### **Tenth previous study**

Meskill ( 1996 ) in his research “Listening Skills Development Through Multimedia” tries to find out the relationship between multimedia and listening skills .In his methodology, the researcher uses a questionnaire to get results. There are two types of questionnaire in this study. teacher’s questionnaire and student’s questionnaire. Also statistical analysis are used to :answer the following question  
?Does multimedia enhance listening skill

The data collections shows that multimedia is an effective aid to improve listening skill because it allows integration of text, graphics, audio and motion video in a range of combinations. As a result of that, learners can now interact .with textual, aural, and visual media in a wide range of formats



To conclude, As multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a .practical option

According to the previous studies, we find that language labs help in solving most oral aural difficulties and Obtaining better features of oral aural skills from tapes or compact disks previously prepared by native speakers or well qualified second language speakers or teachers, and using effective tools such .as language labs in teaching, develop learners' accuracy and fluency

## **CHAPTER THREE**

### **Methodology of The Research**

### **Introduction 3.0**

For the sake of collecting and analyzing data, the researcher adopted experimental and analytical approaches and techniques. At the same time, reliability and validity of instruments "questionnaires and oral aural skills tests" were measured to examine their ability to provide constant answers. The researcher employed two groups. An experimental group consists of 30 students of the first year secondary school. The second group consisted of 30 teachers of English from different to conduct the questionnaire. These two groups participated in conducting the experiments. To collect data from these subject groups, two instruments were used, a questionnaire and an oral aural skills test. To obtain statistical results, the researcher used simple manual comparison between results by using percentages. Tables and figures were also used to illustrate data analysis and results

### **Population 3.1**

This research was conducted in Khartoum state, Khartoum locality. The population of this study is the students of Khartoum private Secondary School For boys. Students in this school study general subjects such as: Biology, Physics, History, Geography, etc. All the students in this school share the same circumstances such as: Academic year, academic system, number of subjects, .number of classes, etc

From this population, the researcher selected students as a sample. Specifically students of the first year secondary were chosen randomly to participate in conducting this study. All the students study English language without .concentrating on specific skills or in a balanced way

### **Subjects 3.1.1**

Two equal groups were involved in data collection procedures. The experimental group and the teachers' group. Each group consisted of 30 members. The experimental group was from the same grade (The students of the first year secondary school), and the members of the group were male, age between 14 to 16 years. They belonged to one grade, too. The teachers' group also consisted of 30 teachers of English from different schools. All of them were male of different age

### **The Experimental Group 3.1.2**

The members of this group are the students of the first year Secondary School (class Omer Ibn Alkhatib) at Khartoum secondary school for boys. They are studying English as a foreign language for about five years. The total number of this class is sixty students; thirty of them were chosen to take the oral aural skills tests (the pre-test and the post- test). Students in this group have already finished studying three books of English designed by Sudan Ministry of Education called (SPINE) (Sudan Practical Integrated National English). These books concentrate on the oral aural skills. They were designed in a balanced way. Most of the tasks in these books are theoretical ones. Practical tasks of listening, pronunciation and speaking are not in a great deal. In this way, pronunciation appeared as a marginal issue unless the nature of the topics or even the teacher touches upon it in a way or another. No effective aids as language laboratory were used to teach oral aural skills

### **The Teachers' Group 3.1.3**

Members of this group are teachers of English language from different schools. Most of them have been teaching English as a foreign language for more than five

years. This group was chosen to do the questionnaire to collect data about .enhancing EFL learners' oral aural skills through language laboratory facilities

## **Instruments of data collection 3.2**

In this study, two instruments for data collection were used. First, oral aural skills test was designed to measure the actual levels of learners' performance by giving some samples of practical questions. This oral aural skills test was in a form of a pre-test and post -test. Second, a questionnaire was designed to collect data afrom .enhancing EFL learners' oral aural skills through language labs facilities

### **The Oral Aural skills Test 3.2.1**

:It is divided to two tests

#### **Oral test (a**

To obtain data, an oral test was also conducted. The purpose of this test was to show the level of students' pronunciation and the influence of language laboratories on pronouncing the target sounds. To obtain these goals, the test consisted of simple words and sentences that were selected on the basis of frequency and recognition. Some phonological terms were used to direct and draw .the attention to the points being tested

The test consisted of four questions, each question consisted of five parts. The first question consists a lists of words chosen on the basis of the degree of pronunciation difficulty. These lists focus on allophones and silent letters. The second question consists of a lists of double consonants, double vowels and consonants and vowels sequences. The third question consists the intonation, weak and strong forms and the place of stress. The fourth question includes some

sentences testing the features of connected speech such as: assimilation, elision, linking and rhythm. The mentioned lists consist of items from the most problematic areas in pronunciation and they require intensive practice for the purpose of tackling and controlling them

The above-mentioned items attributed to aspects of speaking skill that need a high concentration for mastering them. Knowledge of phonetics and phonology may be useless in the case of school students learning English as a foreign language but listening effectively to the different features of pronunciation of English

### **b) Aural test**

An aural test was also conducted to obtain practical samples of data. To show the level of students' Listening ( by checking their understanding of the target . (language To obtain these goals, the test consists simple words and sentences. The goal of these words is to listen to the native speaker directly. Some phonological terms .were used to direct and draw the attention to the points being tested

The test consists of four questions; each question consist of five parts. The first question consist of lists contained words chosen on the basis of the degree of listening difficulty. The second question consisted of lists focus on double consonants and vowels sequences. The third question consisted of short simple sentences focus on intonation, weak and strong forms, the place of stress. The fourth question included some sentences tested the features of connected speech such as: assimilation, elision, linking and rhythm. The mentioned lists consisted of items from the most problematic areas in listening and they require intensive practice for the sake of tackling and controlling them

The above-mentioned items attributed to aspects of listening that need a high concentration for mastering them. For more details, refer to appendix no (2)

### **The Questionnaire 3.2.2**

The questionnaire consisted of twelve points. These points investigated oral Aural skills difficulties of Sudanese Students, the importance of using effective tools in teaching oral aural skills such as language laboratories in teaching pronunciation of English, and the influence of lack of using language labs on students learning oral aural skills of English

These points were conducted in a questionnaire to collect data from teachers from different schools. This questionnaire is about the influence of language labs on handling the required features of better Oral Aural skills in a kind of accuracy and fluency. Besides, it contained points to explore the role of effective teaching on learning a language as a foreign language and its Oral Aural skills in particular. To achieve these goals, special attention was paid to the language used. The questions were sequenced in a manner as each question was put on a single line while the choices were distributed on two lines. They were put according to the alphabetical order of (a) – (b) - (c) – (d) and (e) with a box in front of each choice. Teachers should choose only support, oppose. Besides withdrawing, supporting response contained two choices: agree and strongly agree, and opposing contained the choices: disagree and strongly disagree. This way of organization helped the researcher in saving time and effort in conducting results

### **The Procedures 3.3**

This section gives a detailed description of the actual steps taken in collecting data through the Oral Aural skills test and questionnaire. The researcher adopted these procedures to achieve the reliability and constant answers of the Oral Aural skills .test and true or factual responses of the questionnaire

### **The Oral Test 3.3.1**

The same procedures were conducted in the pre-test and the post test. The teacher of the students participated in conducting the test. The group was asked to pronounce lists of words and short sentences and conversations in each question individually one after another as suggested by the test instructions. The researcher underlined the incorrect answers on a separate sheet. The questions were from the easiest to the most difficult questions. At the end of the test, the answer sheets of the group were collected and put according to their group. Then the total number .of correct and incorrect answers were calculated for specifying the results

### **The Aural Test 3.3.2**

As the Oral test, the same procedures were conducted in the pre-test and the post test. students were asked to listen lists of words, short sentences and conversations in each question individually one after another as suggested by the test instructions. The researcher underlined the incorrect answers. The order of the questions appeared were from the easiest to the most difficult question. At the end of the test, the answer sheets of the group was collected and put according to their group. Then the total number of correct and incorrect answers was calculated .for specifying the results

### **: The Questionnaire 3.3.3**

The researcher called 30 teachers from different schools in one place, in Khartoum Private Secondary School for boys, to conduct the questionnaire. The teachers were previously told about the importance of the questionnaire and its purpose. Before answering, the teachers were informed that the questionnaire was mainly conducted for research purpose to collect data about "Enhancing EFL learners Oral Aural skills through language laboratory facilities" and its influence on teaching pronunciation of English

### **: 3.4 Content Validity**

#### **: a) The Questionnaire)**

The questionnaire was designed to draw out information about twelve points each of which was specified to a precise piece of information

#### **: b) The Oral Tests)**

The Oral test which contained four questions, each question intended to test a specific area of speaking. For example, the first question was intended to test the students' ability to pronounce simple letters and sequences of vowels and consonants. phonological terms were put on the test paper to point out to the intended item to be tested

#### **: c) The Aural Tests)**

The aural test contains four questions, each question intended to test a specific area of listening. For example, the first question was intended to test the students' ability to listen to and understand letters and sequences of vowels and consonants.



Also, phonological terms were put on the test paper to point out to the intended .item to be tested

### **: Construct Validity 3.4.2**

The components of the two instruments were structured in a way that each item .was clearly distinguished

#### **: a) The Questionnaire)**

The questionnaire used simple language structure and vocabulary except a few technical terms. No ambiguity or complication were noted during conducting the questionnaire. The group are able to understand the written form without any .difficulty

#### **: b) The Oral Tests)**

More attention was paid to the pronunciation tests construct validity so as to suit the level of the experimental group. The components of the pronunciation test also used simple language structure and vocabulary items. No ambiguity or .complication was felt

#### **: c) The Aural Tests)**

It is about the construction validity so as to suit the level of the experimental group. The components of the listening test also used simple language .structure and vocabulary items. No ambiguity or complication was felt

### **: Concurrent Validity 3.4.3**

As for the concept of concurrent validity, the components of the two instruments were sequenced in an integrative way in the sense that the contents of each instrument were ordered from general to a specific in the way that subjects made use of this order in providing utterances and responses .as required

### **: a) The Questionnaire)**

There was a reasonable connection among the items of the questionnaire. In other .words, the components of the questionnaire were sequenced logically

### **: b) The Oral Aral Tests)**

The contents of the Oral Aural tests were organized in the sense that the elated items were sequenced in a way that helped students to find their relationships. For example, the sequence of the vowels was ranged as between single, double and .vowel sequence

### **: Reliability 3.4.3**

The term reliability stands for a scale of measurement which is used to see the extent to which the adopted instruments succeeded in achieving constant answers. This was done by stating correlation between forms of the related items under investigation. The degree of correlation co-efficiency. If the degree of the correlation co-efficient between the items is equal to one or nearly approaching it, then considerable levels of reliability are obtained. If the degree of correlation co-efficient is lower than 0,5 then a weak level of reliability is likely to occur. Variations between these two points usually indicate a reasonable sense of .reliability is achieved

In this research, where two instruments were applied in data collection, one of them is the oral aural tests , was supposed to measure its reliability

### **Statistical Analysis 3.4.5**

The research used a statistical analysis to gain results, to show the variation between the subject groups. The most prominent features of the given analysis appeared in the use of percent, mean, standard deviation and correlation coefficient. This were clearly noticed when comparison were held to distinguish subject groups in terms of the lack of using language labs in SS and their influence on teaching the oral aural skills. A simple comparison between teachers' responses was held through percentages to show the variation between positive and negative variables. The same was true for the two scales of mean and standard deviation since they were involved in the results of the oral aural tests. Correlation co-efficient was adopted to measure the reliability of the oral aural tests. Percent, mean and standard deviation worked together to give the final statistical picture of the research by showing the importance of using language labs in teaching English oral aural skills and how they develop students' oral aural skills ability. This was mainly obvious when the discussion of the results accompanied with the tables .within the components of chapter four

### **: The training course 3.2.9**

The program started on the 5<sup>th</sup> of February, 2013 in Khartoum secondary school for boys and ended on the 5<sup>th</sup> of May, the same year. During these three months, the students used to study an hour a day, three hours a week and 36 hours in the .training program

The material was an English Language book called “ Aim High ” ( Oxford university press ). The book was prepared to enhance EFL learners’ oral aural : ( skills. The material contains ( student’s book, workbook and class audio CD

### **: a) Student’s book)**

: Student’s book contains

- . 7 topic – based units •
- . Listening section in each unit to reinforce the aural skill •
- . Speaking section in each unit to reinforce the oral skill •
- Dictionary corner section in each unit to promote skills and learner •  
. autonomy
- Tip boxes giving advice on specific skills and how best to approach •  
. different task type in all four main skills
- Wordlist providing a lexical summary of the active and passive •  
. vocabulary with a phonetic guide for pronunciation

### **: b) Workbook)**

The workbook reinforces the content of the student’s book. It offers further practice to reflect the sections of materials taught in class. Also it gives a regular self-check sections for students to develop an awareness of their .progress

### **: c) Teacher’s book)**

Teacher’s book gives complete teaching notes for the course including ideas .for tackling mixed-ability classes

### **: d) Audio CDs)**

Audio CDs contain all the listening material from the student's book and each listening followed by speaking practice

### **: The language lab 3.2.9.2**

: It contains the following

- Smart board for presenting audio, visual and audio visual materials
- Master desk ( teacher's computer ), which is electrically connected with the students' computers
- Each student's computer contains a recording system, headset, a microphone and warning click in which the student can send a light request for the teacher in case there is a question

### **: Lesson Plan 3.2.9.3**

The teacher presents a new vocabulary on the smart board and asks students to use their headphones to practice listening more and more. Students click the meaning on their screen to illustrate the meaning. Students record their voice saying the word and compare it to the native speakers' voice. The teacher asks students that they are going to watch a short dialogue between a police officer and a man. He asks them to listen carefully so as to answer the comprehension questions. Generally, the teacher teaches students the four skills but the concentration on the listening and speaking

: Listening Skills (a

Listening activities that use the computer are more complex than the other kinds of CALL materials since they involve equipment other than the computer itself. One of the simplest ways of giving practice in listening comprehension is to use a multiple-choice or fill-in program in conjunction

with a cassette recorder or the latest multimedia containing a recorder. In addition to the normal feedback given after a wrong answer, the computer can let the learner hear the relevant part of the tape again. If a separate cassette recorder is used, the error message can give the learner appropriate counter numbers. Another simple technique is to use a tape with a test-reconstruction program which enables learners to reconstruct a summary of a recorded anecdote on screen by the help of the tape. Such activities not only help to integrate listening and writing skills but also evaluate learners' listening comprehension skills in a more active way than is generally possible in a non-CALL class

#### : Speaking Skills (b)

These activities include simulations, role-plays and discussion. Computer simulations provide a stimulus for such a work, as they offer both a focus for oral activity and a continually changing scenario for learners to talk about

Dialogue studies can be made by the computers with the aid of the movies; students can see the conversation, setting and cultural atmosphere clearly. They can also see the body movements and the semiotic background of the conversations and earn a powerful experience and thus improve their communicative competence. These all pave the way to their communicative performances through reinforcing their accuracy, intelligibility and fluency. The main advantage of computer simulations is that they are very motivating. They give learners instant feedback on the effects of their decisions, and this feedback itself stimulates arguments and comments, suggestions and counter suggestions

# CHAPTER FOUR

## Data analysis, Results and Discussion

### Introduction 4.0

In this part, the research used tables to illustrate results. The variation between the results of the two instruments, responses in the questionnaire and marks in the oral aural test were measured by making simple comparison using percent for .measuring positive variables and negative variables

#### 4.1Data Analysis

##### The Oral Tests 4.1.1

This instrument was adapted to measure students' pronunciation level and influence of language labs on teaching pronunciation. The test consisted of four .questions; each question consists of five sections

##### : 4.1.1The Experimental Group. Oral Pre- test

**Table (4.1) Silent letters and allophones**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	54%	46%	1
100%	60%	40%	2
100%	50.6%	49.4%	3
100%	57.3%	42.7%	4
100%	56.1%	43.9%	5

The responses showed that in all sections, the correct answers are lower than the incorrect answers. That means the experimental group members faced difficulties .in pronouncing silent letters and different allophones

**Table (4.2) Double consonants and vowels sequences**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	52%	48%	1
100%	50.2%	49.8%	2
100%	64%	36%	3
100%	58.6%	41.4%	4
100%	69%	31%	5

The responses showed that the average of learners' correct answers was lower than the incorrect answer. That means the experimental group members faced difficulties in pronouncing consonants, vowels, consonant clusters and vowel .sequences

**Table (4.3) Intonation, Stress, Weak and Strong forms**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	60%	40%	1
100%	51.1%	48.9%	2
100%	54%	46%	3
100%	52.7%	47.3%	4
100%	61.1%	38.9%	5

The responses showed that the average of learners' correct answers was lower than the incorrect answer. That means the experimental group members faced .difficulties in pronouncing stress, intonation and weak and strong form



**Table (4.4) Assimilation, Linking, Rhythm and Elision**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	57%	43%	1
100%	% 50.8	49.2%	2
100%	61%	% 39	3
100%	50%	50%	4
100%	55.4%	44.6%	5

The responses showed that the average of learners’ correct answers was lower than the incorrect answer. That means the experimental group members faced difficulties in pronouncing the features of connected speech: assimilation, rhythm, .elision and linking

**: The Experimental Group. Oral posttest 4.1.1.2**

**Table (4.5) Silent letters and allophones**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	4%	96%	1
100%	7%	93%	2
100%	7.6%	92.4%	3
100%	8%	92%	4
100%	5.4%	94.6%	5

The responses showed that the average of learners’ correct answers was higher than the incorrect answers. Comparing this table with the pre-test, the researcher

found that there was a difference between the two results. That means the use of language labs affected positively on learners’ ability of pronunciation of silent .letters and different allophones

**Table (4.6) Double consonants , consonant cluster and vowels sequences**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	6%	94%	1
100%	7%	93%	2
100%	6%	94%	3
100%	5%	95%	4
100%	7%	93%	5

The responses showed that the average of learners’ correct answers was higher than the incorrect answers. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on the learners' ability of pronunciation of .consonants, vowels, consonant clusters and vowel sequences

**Table (4.7) Intonation – Weak and strong form**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	8%	92%	1
100%	10%	90%	2

100%	10%	90%	3
100%	9%	91%	4
100%	7%	93%	5

The responses show that the average of learners' correct answers was higher than the incorrect answers. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on the learners' ability of pronunciation of .stresses, intonation and the weak and strong form

**Table (4.8) Assimilation –Linking –Rhythm**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	5%	95%	1
100%	7%	93%	2
100%	9%	91%	3
100%	10%	90%	4
100%	6%	94%	5

The responses showed that the average of learners' correct answer was higher than the incorrect answer. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on the learners' ability of .pronunciation of connected speech: rhythm, assimilation, elision and linking

### **: The Aural Tests 4.2**

This instrument is to measure students' aural skill level and influence of language labs on teaching aural skill. The test consisted of four questions; each question .consisted of five sections

#### **The Experimental Group. Aural Pre- test 4.2.1.1**

**Table (4.9) Silent letters and allophones**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	51.5%	48.5%	1
100%	% 64	% 36	2
100%	59.9%	40.1%	3
100%	57.3%	42.7%	4
100%	61.2%	38.8%	5

The responses showed that the average of learners' correct answers was lower than the incorrect. That means the experimental group members faced difficulties in .listening silent letters and different allophones

**Table (4.10) Double consonants & vowels and consonant cluster and vowels sequences**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	60%	40%	1
100%	50.2%	49.8%	2
100%	62.1%	37.9%	3
100%	57%	43%	4
100%	60.6%	39.4%	5

The responses showed that the average of learners' correct answers was lower than the incorrect. That means the experimental group members faced difficulties in .listening consonants, vowels, consonant clusters and vowel sequences

**Table (4.11)) Intonation – Stress Weak and strong form**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	% 55.7	44.3%	1
100%	56%	44%	2
100%	61%	39%	3
100%	52.7%	47.3%	4
100%	52.8%	47.2%	5

The responses showed that the average of learners' correct answers was lower than the incorrect. That means the experimental group members faced difficulties in .listening stress, intonation and weak and strong form

**Table (4.12) Assimilation–Linking –Rhythm –Elision**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	60%	40%	1
100%	% 50.8	49.2%	2
100%	62%	% 38	3
100%	59%	41%	4
100%	63%	37%	5

The responses showed that the average of learners' correct answers was lower than the incorrect. That means the experimental group members faced difficulties in listening the features of connected speech: assimilation, rhythm, elision and .linking

**: The Experimental Group. Aural - Posttest .4.2.1**

**Table (4.13) Silent letters and allophones**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	3%	97%	1
100%	9%	91%	2
100%	7.6%	92.4%	3
100%	10%	90%	4
100%	5.4%	94.6%	5

The responses showed that the average of learners' correct answers was higher than the incorrect. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on learners' ability of listening silent letters and .different allophones



**.Table (4.14) Double consonant, vowels and consonant cluster**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	6%	94%	1
100%	7%	93%	2
100%	6%	94%	3
100%	5%	95%	4
100%	7%	93%	5

The responses showed that the average of learners' correct answers was higher than the incorrect. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on the learners' ability of listening to of consonants, .vowels, consonant clusters and vowel sequences

**Table (4.15) Intonation – Weak and strong form**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	10%	90%	1
100%	4%	96%	2
100%	8.3%	91.7%	3
100%	9%	91%	4

The responses show that the average of learners' correct answers was higher than the incorrect an. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language

labs affected positively on the learners' ability of listening stresses, intonation, .weak and strong forms

**Table (4.16) Assimilation –Linking –Rhythm –Elision**

Percent			Section No
Total	Incorrect answer	Correct Answer	
100%	5%	95%	1
100%	6.2%	93.8%	2
100%	9.1%	90.9%	3
100%	10%	90%	4
100%	4%	96%	5

The responses showed that the average of learners’ correct answer higher than the incorrect answer. Comparing this table with the pre-test, the researcher found that there was a difference between the two results. That means the use of language labs affected positively on the learners' ability of .listening of connected speech: rhythm, assimilation, elision and linking

### **The Questionnaire 4.3**

It was completed by a group of teachers of English language from different schools. It was intended to illicit the responses of the teachers towards three main topics: Difficulties of Sudanese students with oral and aural skills of English language, the role of effective ways of teaching listening and the influence of .language laboratories on teaching English pronunciation

**Table (4.17) The difficulties of Oral Aural skills in Sudanese Schools**

S.A = Strongly Agree. A = Agree. N= Neutral. S.D= Strongly Disagree  
D = Disagree

Question No	Percentages					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
1	40%	% 50	% 2	% 2	% 6	100%
2	% 30	% 40	% 10	% 5	% 15	100%
3	% 45	% 50	0	% 2	% 3	100%
4	% 32	% 40	% 5	% 8	% 15	100%

**Table (4.18) The importance of effective ways of teaching Oral Aural skills in Sudan Schools**

S.A = Strongly Agree . A = Agree . N = Neutral

S.D = Strongly Disagree D = Disagree

Question No	Percentage					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
1	30%	% 45	5%	% 4	16%	100%
2	% 40	% 40	7%	% 3	10%	100%
3	% 35	% 47	3%	% 5	% 10	100%
4	% 30	45%	% 5	6%	% 14	100%

**Table (4.19) The effect of lack of using language laboratories on oral aural skills in Sudan Schools**

Question No	Percentage					
	Positive Variables		Neutral	Negative Variables		
	S .A	A	N	S.D	D	Total
1	40%	55%	2%	0	3%	100%
2	40%	50%	3%	2%	5%	100%

3	40%	45%	5%	2%	8%	100%
4	40%	50%	2%	3%	5%	100%

#### **Results 4.4**

Referring to the oral aural test, the following figures displayed a comparison between the oral aural pre-test and posttest of the experimental group. According to the results, the experimental group achieved better results in the post .test

.Figure (4.1) The Results of The Experimental Group. pre and post- oral test

. red color = represents pre- test . blue color = represents posttest

The purpose of making this figure is to show the different results between correct questions and incorrect questions of the pre-test and posttest. The responses showed that the total average of learners' correct answers of the pre-test was 09% while 93% for incorrect answers. Also, the responses showed that the total average of learners' correct answers of the posttest was 90% while 10 for incorrect answers of the same group. Slight difference was recorded between the results of .the two test

.Figure (4.2) The Results of the Pre and post – aural test

This figure showed the slight difference between the pre and posttest in the performance of the aural test. Also, it showed clearly the big difference between the performance of the experimental group, that 89% for the correct and 11% for the incorrect.

### Figure (4.3) The Results of the questionnaire

A : Agree - D : Disagree

Most of research hypotheses were proved in this study by conducting the pronunciation test and drawing the results in one side, and recording the teacher's attitudes towards the questionnaire parts. Hypotheses (2-3-4-5-6) were proved by making a comparison between the oral aural pre and posttest of the experimental .group

## **: Discussion 4.6**

The results of the previous tables displayed the fact that, in all cases the experimental group achieved progress in learning. The experimental group that learned English by using language labs faced less pronunciation problems and was able to pronounce more accurate and fluent utterances than the control group. These were shown by the results provided by subjects as well as the improvement .in their performance

The difference between the pre and post -test in the experimental group in terms of using language labs in learning English in general and oral aural skills in particular was clearly reflected in the degree of accuracy and fluency in listening and pronunciation. That means, the experimental group was able to benefit of the circumstances provided by language labs such as motivation and concern for good oral aural skills, teaching strategies, teaching methods, social interaction and good surrounding environment of the learning situation. All these factors made a close connection between learners in one side and the aspects of native speakers oral .aural skills in the other side



# CHAPTER FIVE

## Conclusion, Findings and Recommendations

### : Conclusion 1.1

:The researcher conducted his investigation under the following categories

The role of the effective ways of teaching oral aural skill in solving -1  
.listening and pronunciation difficulties

The influence of using language laboratories on teaching oral aural -2  
.skills

The results were compared to examine the achievements of the -3  
research hypotheses at the level of the existence of Students oral aural  
skills difficulties, less oral aural skills difficulties of learners who use  
LL in learning English and the positive influence of its using on  
.learning listening and pronunciation

Tables in chapter four displayed the fact that, in all cases the -4  
experimental group has progress in learning. The experimental group that  
learned English by using language labs faced less oral aural skills problems  
and was able to listen and pronounce more accurate and fluent utterances.  
These were shown by the results provided by subjects as well as the  
.improvement in their performance

The difference between the pre and post -test in the experiment group in -5  
terms of using language labs in learning English in general and oral aural  
skills in particular was clearly reflected in the degree of accuracy and  
fluency in listening and pronunciation. That means, the experimental group  
was able to benefit of the circumstances provided by language labs such as  
motivation and concern for good oral aural skills, teaching strategies,  
teaching methods, social interaction and good surrounding environment of

the learning situation. All these factors made a close connection between learners in one side and the aspects of native speakers oral aural skills in the .other side

## **Findings 5.2**

:The researcher finds that

1. Most of pronunciation difficulties can be solved by teaching listening skill .1  
.through effective instruments such as language labs
2. The extent to which learners succeed in producing accurate target utterances .2  
depended mainly on acquiring pronunciation through listening to native  
.speakers using effective ways
3. Obtaining better features of Oral Aural skills from tapes or compact disks .3  
previously prepared by native speakers or well qualified second language  
speakers or teachers, and using effective tools such as language labs in  
.teaching, developed learners' accuracy and fluency
4. Language labs increased learners' phonological knowledge as well as .4  
.phonological competence
5. Effective teaching of listening skill can lead students solve most of .5  
.pronunciation problems
6. LLs have a very important role in teaching English in general and oral aural .6  
.skills in particular
7. .LLs raise students' motivation and interest by exercises in a form of games .7
8. .LLs help students to develop themselves by activating self-learning process .8
9. .LLs affect teaching of English oral aural skills positively .9
10. Students who use LLs in learning Oral Aural skills are better than those who .10  
.do not

## **: Recommendations** 5.3

According to the obtained results of findings, it is obvious that using Language Laboratories in teaching and learning oral aural skills is of significant importance :for both teachers and learners. Therefore, the researcher recommends that

Teachers and learners of English should pay special attention to learners' -1  
.oral aural skills

Using audio aids, especially Language Laboratories, should be given -2  
.special attention in teaching English oral aural skills

Sudanese schools should be equipped with modern language laboratories -3  
.and recorded materials

.Short training courses should be accompanied with language labs -4

A balance should be maintained among language skills during a Language -5  
.Laboratory session

## **Suggestions for further Studies 5.4**

This study explored some of the oral aural skills difficulties that face teachers and learners of Sudanese schools in teaching and learning English oral aural skills. It .succeeded in providing reasonable answers to important questions

:The researcher suggests that

More studies in the field of LLs especially psychologically. In other words, .1  
teachers and researchers should find out the psychological attitudes of students .towards using LLs in teaching in general and teaching of English in particular

Because of the integration of the four skills, the researcher hopes that other .2  
studies should be done in the influence of language laboratories on other language .skills

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## Appendixes

( Appendix ( 1 •

**In The Name of Allah**

**Sudan University of Science and Technology**

**Faculty of High Studies**

**A Questionnaire for Obtaining PhD Degree**

\_\_\_\_\_:Name

\_\_\_\_\_:Age: \_\_\_\_\_ Sex: \_\_\_\_\_ School

.Put a tick ( √ ) in the box in front of your choice

**.Part No (1): The difficulties of pronunciation in Sudanese schools**







( Appendix ( 2

..... :Date: ..... Time: ..... Period

**:Question No (1): Read the following words**

**(Silent letters - allophones - allomorphs)**

.listen knight right Write -1

. part rapid computer Personal -2

.cleaned killed finished wanted -3

cats Dogs -4

taxes Dog's tail -5

**: Question No ( 2 ): Read the following words**

**(Vowels - consonants - consonant clusters - vowel sequences)**

this think vast Fast -1

cry try star Play -2

big boy slept top dog Fact -3

luck lack bud Bad-4

flower flyer tired Quiet -5

**:Question No ( 3): Read the Following Conversation**

**(Intonation - stress - weak and strong forms)**

!Ali : Hi

!Sami: Hi

?Ali : Do you know Gezera Scheme

Sami: Yes. It is the biggest scheme in Africa .Farmers in Gezera scheme grow

.cotton beside other crops

!Ali : How amazing

**:Question No (4): Read the Following**

**(Features of connected speech)**

A good girl studies computer sciences at one of the most famous universities  
.helped a blind man and saved his life

**In The Name of Allah**  
**Sudan University of Science and Technology**  
**Faculty of High Studies**  
**Post Test**

..... :Date: ..... Time: ..... Period

**:Question No (1): Read the following words**

**(Silent letters - allophones - allomorphs)**

listen	knight	right	Write -1
	part rapid	computer	Personal -2
cleaned	killed	finished	wanted -3
		cats	Dogs -4
		taxes	Dog's tail -5

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**: Question No ( 2 ): Read the following words**

**(Vowels - consonants - consonant clusters - vowel sequences)**

this	think	vast	Fast -1
	cry	try star	Play -2
big boy	slept	top dog	Fact -3
luck		lack bud	Bad-4
flower	flyer	tired	Quiet -5

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**:Question No ( 3): Read the Following Conversation**

**(Intonation - stress - weak and strong forms)**

!Ali : Hi  
!Sami: Hi

?Ali : Do you know Gezera Scheme

Sami: Yes. It is the biggest scheme in Africa .Farmers in Gezera scheme grow  
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**: Question No (4): *Read the Following***

**(Features of connected speech)**

A good girl studying computer sciences at one of the most famous universities  
.helped a blind man and saved his life

(Picture No (1  
The Modern Language Laboratories



**(Picture No (2**  
**The Modern Models of Language Laboratories**



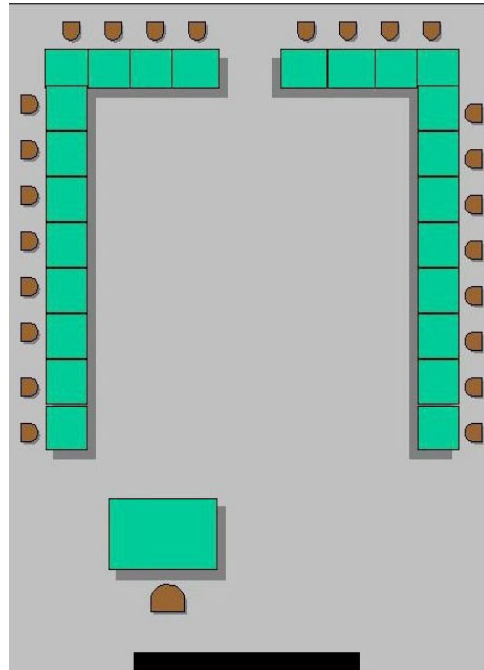
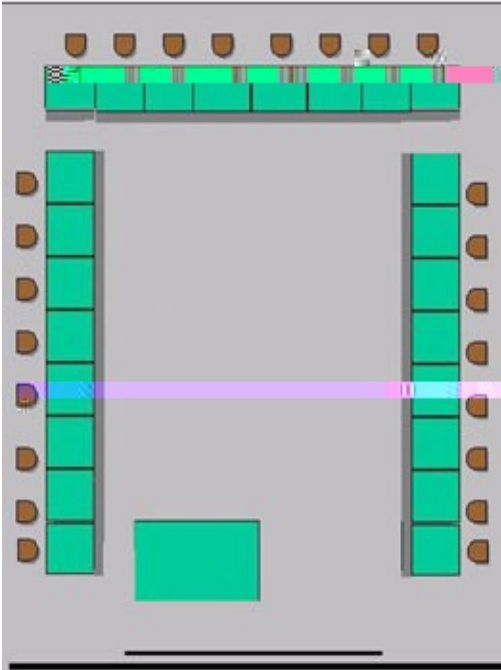
**(Picture No 3  
The position of language lab and self-learning center**





(Picture No (4

**Inside the self –learning center**



**(Picture No (5**  
**The New language labs Layouts**



(Picture No (6  
**Digital Language Lab**

