Sudan University of Science and Technology

College of Education-Department of English Language

A thesis submitted in fulfillment of the Requirements for Bachelor Degree in English language teaching

The Effect of Using Language Laboratories on Learning English Language Pronunciation

(أثر استخدام معامل اللغة في تعلم نطق اللغة الإنجليزية)

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الآيــــــة

قال تعالى :

(وَعَلَّمَ آدَمَ الأَسْمَاء كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاء
هَؤُلاء إِن كُنتُمْ صَادِقِينَ (31) قَالُواْ سُبْحَانَكَ لاَ عِلْمَ لَنَا إِلاَّ مَا عَلَّمْتَنَا إِنَّكَ
أَنتَ الْعَلِيمُ الْحَكِيمُ (32))

صدق الله العظيم

(سورة :البقرة 31-32:)

Verse is:

**(And He taught Adam all the names-then presented them to the
angels; then He said: Tell me the name of those if you are right—
They said :Glory be to thee! We have no knowledge but that which
thou has taught us: Surely thou art the knowing ; the Wise)
(Al Bagara : The Verses: 31-32)**

Dedication

This research is dedicated

To the souls of our fathers and mothers

To our friends

To those who taught us one character

Acknowledgment

We would like to thank you my father for his practice and innovation to Allah-We feel strongly indebted to teacher: ***HASSAN MAHIL HASSAN*** for his instructions –his guidance and his every-readiness to discuss Issue to this study-without his help and support this study would never have seen the

e light-My sincere thanks are due to: our teachers of Department of English language.

Abstract

This study investigated the impact of using language labs for learning speaking skill-this study examined the teachers attitudes to improve speaking skill in learners and the differences between them in practicing speaking skill through language labs-the researchers have used Questionnaire to collect data from 30 teachers of English language at Sudan University of Science and Technology-College of Education-Department of English language-

The study has come up with the following finding s:

1. The use of language laboratories can effectively promote practice of speaking skill.
2. Language laboratories motivate students and improve their practice of speaking skill.
3. Language laboratories provide native –speakers environments for practicing speaking skill.
4. Involving students in listening activities in laboratories is beneficial strategy in language learning
5. Language laboratories provide interactive activities for speaking skill and develop students' pronunciation.
6. Pictures serve as a source of initiating speaking in the laboratories.

This study recommends that:

1. Teachers should help their students to dissipate fear when they begin to speaking.
2. Universities should be well equipped with modern laboratories.
3. Students should make use of language laboratories and from their teachers' motivation and encouragement.
4. Students should be aware of the importance of technology in the second language acquisition-

مستخلص البحث

تحرَت هذه الدراسة تأثير استعمال مختبر اللغة لتعليم مهارة النطق كلغة اجنبية حصلت هذه الدراسة مواقف ثلاثين معلم من جامعة السودان للعلوم والتكنولوجيا كلية ـالتربية قسم اللغات الى مهارة النطق والاختلاف بين ممارسة المتعلمين في استعمال المختبر كوسيلة لتعلم النطق استخدم الباحثين الاستبيان كوسيلة لجمع المعلومات

وكانت مخرجات الدراسة كالآتي:

1. استخدام مختبرات اللغة يمكن من تعزيز فعالية وممارسة مهارة النطق
2. مختبرات اللغة تحفز الطلاب وتحسن ممارستهم لمهارة النطق
3. توفر مختبر اللغة متحدثين من البيئة المحلية لممارسة مهارة النطق
4. اشراك الطلاب في انشطة الاستماع في مختبر اللغة هي استراتيجية مفيدة في تعلم اللغة
5. مختبرات اللغات توفر انشطة تفاعلية لتطوير الطلاب في مهارة التحدث او النطق
6. الصور تستخدم كمصدر لبدء التحدث في مختبر اللغة

اوصت الدراسة بالاتي:

1. ينبغي علي المعلمين مساعدة طلابهم لتبديد الخوف عندما يتحدثون
2. يجب تجهيز الجامعات بشكل جيد وتزويدها بمعامل لغات حديثة
3. يجب على الطلبة الاستفادة من مختبر اللغة وذلك بدوافع التشجيع من معلميهم

Chapter One

Introduction

Chapter one

General Form Work:

1 -1Introduction:

It is un denjable fact that modern technology has being playing great role in improving All It the aspects of our life including-transformation-transmission and communication-those are the most Importance characteriesties of our era- there fare using electronie Devices is necessary for the success of any professional specially for the language learners as the second language-for the importance pronunciation-there are tools and scientific ways that can be use to facilitate the process of learning it such as language laboratories-

1-2 statement of the problem:

During our studding Sudan university of science and technology- college of education- department- first years-we realized that there is problem in pronunciation in terms of communication presentation as discourse of language we there inside classroom or out side the classroom-

1-3 Objectives of the study:

The study aims to the following objectives;

- motivate and encourage the learners to use language laboratories
- to show the learners about the ways of using language laboratories in learning pronunciation-
- to draw attention of concerned parties about the significance of language labs-
- to show the features of on ideal language labs for learners pronunciation-

1 -4 Question of the study :

- to what extent language lab play role improving learners pronunciation?
- How to use language lab efficiently to learn pronunciation?
- why the concerned practices are skill neglecting the use of ,language laboratories?
- what are the feature of an ideal lab for learning pronunciation?

1-5 Hypotheses of the study:

- language laboratories are importance improving pronunciation
- learning use language laboratories in learn pronunciation easily
- learners can be fluent by using language laboratories
- language laboratories can solve the problem of pronunciation-

1-6 Significance of the study:

To find out some good techniques in learning pronunciation-to identify and compare between the different kinds of language laboratories and solve the problems of deliver pronunciation-

1-7 Limitation of the study:

*S*udan university of science and technology(SUST) –College of Education-English Language Department-teachers (2013-2014)-

1-8 Methodology of the Study;

The researcher will use descriptive analytical method- questionnaire as for data collection-

Chapter Two

Literature Review and Previous studies

Chapter two:

Literature Review and Previous studies

2 – 1 Introduction:

With the pervasive influence of technology on education-relationship between language ability and lab use have gained more attention during the last decade- lab assisted language learning (L-A-L-L)is often perceived as an approach to language teaching and learning in which the lab is used as an aid to the presentation reinforcement and assessment of material going to be learned as Hashemi and Aziznezhad (2011)stated one of the being advantages of L-A-L-L is that it help to generate autonomous learners-Anther merit is that it has a new crucial role in teaching material-In other words –using L-A-L-L in learning pedagogy reinforces current practices and promotes curriculum renewed-they also believed that before applying lab in learning pedagogy-teachers should consider many imp of taint factors-first of all-they should evaluate the learners-lab skills to make them a ware of the basic lab skills the second factor is the learners language level and navigation on the web- As far as most of the web sites are in English-the students Require high knowledge of the English language-The last but not the least factor is some technical Issues which should be taken into account such AS- access to net work environment-use of modern Equipment and software awareness of basic internet technology-and potential problems by teachers-

2 -2 Effect of Using Labs on Learning English Language Pronunciation:

According to Avery and others must current teachers resources are designed to provide E-S-L instructors with guidance in how to learn pronunciation notable these resources take departure from earlier texts in that they place more emphasis on super segmental aspects of speech(rhythem)intonation-stress)which are perceived to be more important from communicative point of view-many new resources intended for use in classroom also reflect the increased emphasis on supra segmental as mentioned by Jones in 1997 most of pronunciation materials still reflect strong audio lingual focus despite efforts to in clued more communicative activities Although second language learners are often able to modify their pronunciation to the accent that native listeners find their production significantly easier to understand-total elimination of an account is not a realistic good-Nonetheless-given that comprehensibility can be enhanced-it is important to knew that which aspect of an account cause the most problems for listeners-in 1992 Anderson-Heich and others stated that prosodic factors are more important than segmental-in comparison of segmental versus supra segmental approaches to pronunciation deveining et al in 1998 found that only supra segmental learning resulted in improved comprehensibility in spontaneous speech-Although segmental learning was beneficial when learners were asked to read sentences aloud the advocated an approach to pronunciation instruction in which segmental are included but prosodic elements receive the major emphasis pedagogy of learning through language lab-

As stated by Rostron and Kinell in 1995 there are guided exercises that used to help learners to assimilate phonetics:

- Repetition exercise:(word pronunciation-sentence pronunciation) there are the strategies of how to learn pronunciation first learner can respond at ease for communicative mode of learning - communicative method of learning pronunciation combines extensive high quality content with flexible and interactive

multimedia technology this method can act-as a total solution through a wide range of activities because variety of skills are aimed to develop in learner including order comprehension and oral expression-is also addresses the concept of phonetics in order to obtain good pronunciation there are three possible learning modes:

- the guided mode: offers a step by step study course organized into learning paths-this mode focuses on practice pronunciation by practicing and applying the rules-

- the free to room mode : hit gives learner option of learning by topic and linguistics skills is useful for the intermediate level

- the dynamic mode : Advanced learners can immediately in authentic learning context through varicose dialogues and video- which it lustrates everyday and professional life-in line with current pedagogical trends familiarizing learners the voicing of the language using recording mode by native speakers-

2 -3 Use of language lab with teachers console :

Language lab can be used for learning pronunciation through teachers console and language learning software-it acts as plat from for languages practicing correcting pronunciation through interactive lesson and communicative of way at their own pace- Language lab may have following objectives" purposes and functions to work upon – to matins good linguistics competence through accuracy in pronunciation-

- to develop pragmatic competence to understand and correct pronunciation of words-

- to enrich the discourse competence so as to prepare learner to able to produce contextualize and clear speech-

- to acquire strategies competence for spoken language to use in a wide range of communication *strategies*-How teachers console help in learning pronunciations

- by introducing audio and video broadcasting so as to provide live video and a dido from educational channel of TV or internet and to broadcast audio and video from any analog source –such as-DVD-MP3 or CD-----

- by speech drill exercises :
- To practice voice based activities like speech drill through model imitation- voice recording-voice graph and variable speed playback to neutralize accent and acquire fluency-
- group discussion:
- To bring learners in to random or stander groups to conduct group discussion and role play from their work stations-live recording of discussion content for each group should be separate   so that teachers can provide feedback on their performance-

2 -4 Computer assisted instruction:

The labs assisted language learning (LALL) approach is the use of technology. (Kedrowiez and Watanabe- 2006-Gruba- 2006) one aspect of L A L L laboratories assisted pronunciation (L A P) which based one the use of technology segmental and supra segmental feature of sound system-Rostron and Kinsell (1995) describe it as the of digitized speech for improving language pronunciation-L A P has been used in teaching pronunciation to achieve two purposes (a) diagnosing the students deviation in pronunciation (b) assisting him \her correcting any such deviations (Najmi and Bornstein (1996) Kawai and Hirose 1997 machvikov – stolyarow chernov – Sinclair and machovikova (2002) Rawa and Kaw ahara (2002)- also agree that recent lab assisted pronunciation learning focuses on two major areas:

Evaluation and instruction of the different aspects of pronunciation such as stress-in language and teaching different aspect of pronunciation LAP offers a variety of interaction soft word packages providing EFL learning with the opportunity to perceive and practice pronunciation lab aided pronunciation instruction offers many advantages which are not usually available in conventional contexts- for example-Neri cucchiarini and Strike (2002) point out that digitized pronunciation soft word allows students to access unlimited and realistic 1 -2 input through different chases individually and provide individualized feedback automatically and instantaneously-LALL can also offer learners a chance to use many prerecorded materials digitized pronunciation soft were packages afford

high quality sounds and movements that are used in producing sound (LaRocca 1994 a person may also compare his voice to a model made by a Native speakers-confirms that it has become possible to use computers speech technology and linguistic together to enable learners to hear a voice of a native speakers who mastered standard English students may then compare their performance to that model sound – and track their progress over time- many researchers have argued that research comparing effects of LALL to other forms of instruction is either impossible or irrelevant (Brown and wack 1999 yildiz and Atkins 1993) because the control group designs are not useful for evaluation technology in actual school programs (Bakr Her man and Gearhart 1996) it also impossible for research to treat each member of the experimental group as having had the same exposure to or experience with the soft ware (Alexander hedberg 1994) However other researchers (stenson-Dowering-smith 1992 Restron and Kindl 1995 Dekauey 2002-Hirata 2004 seferoglu 2005) have compared the effect of CALL to other forms of traditional instructions- they argue that the computer- based approach is different from the forms instruction-for example each learner can work upon his own pace-and so the comparison between them valid to find which approach is more suitable- the introduction of technology innovations in pronunciation aims at developing techniques to help both FL- learners and teachers to improve to outcome of the educational process –speech-interactive CALL bring to the pronunciation interaction a wealth of new techniques like corrective feedback and to tale immersion learning (Eskenazi 1999) there is movement that goes beyond the limits of the classroom and gives the learning more out anomy and control in the development of training techniques LZ pronunciation is in it s influence and there is much to be explored in assessing whether various methods of pronunciation training are effective in enabling subject to accurately pro LZ contrasts –

2-5 Language Labs: An overview of The Trends:

1-Behaviourism and constructivism:

Although recording technology during the 1970s and 1980s continued to progress, language-lab approaches apparently began to fall out of favour 2001, et al. 2005). Significant 1970's technology comprised the 4-hour (1977), the (1980). The reason for this perceptible loss of self-efficacy for language labs most likely had its roots partly in the methodological move away from structural approaches to language learning, to a flurry of novel, outwardly sturdy but often transient techniques for second learning acquisition. Well-known such approaches include: The Silent Way (Gattegno 1972); Total Physical Response (Asher 1969); Community Language Teaching (Curran 1976); Suggestopedia (Lozanov 1978); Communicative Approaches (Brumfit and Johnson 1979, Widdowson 1978, Yalden 1983); The Natural Way (Krashen and Terrell 1983).

Even though behaviorist theory with its asserted "filling-the-blank-slate" (Beatty 2003: 94), rote-learning and repetitive drilling (pejoratively known as "drill and kill" Warschauer and Healey 1998) came under a cognitive attack from Chomsky in 1964, strangely it is still discussed and compared to the now trendy and dominant constructivist model in modern CALL literature. Beatty (2003: 91) for instance attempts to elucidate how constructivism differs radically from behaviorism suggesting that learning is a process by which learners construct new ideas or concepts by making use of their knowledge and experience; the learner "has greater control and responsibility over what he or she learns" (Beatty 2003: 91). Beatty (2003: 99-100) also asserts that collaboration is an important activity in CALL as it encourages social skills and thinking skills and it mirrors the way in which learners often need to work once they leave the academic setting. There is also an imposing and compelling literature base that discusses the benefits of collaboration (e.g. Candlin 1981; Chaudron 1988; Ellis 1998; Nunan 1992). Modern language-lab Web pages also often refer to the concept of taking control and responsibility over learning; for instance in the programmer on the Yale University's Web page, it is stated that students "must be self-directed and self-disciplined, and they must be willing and able to assume full responsibility for their learning".

2. Autonomous learning as a construct

Autonomous learning is now a language-lab buzzword; it has therefore become a feature of self-access centers (or language labs) (Benson 2001). For instance, the University of Hull's states that students can work independently on language learning in a comfortable and well-resourced environment or the University of Nebraska-Lincoln's maintains that lab work is of an individual, independent nature and that instructors "may check" lab work. Moreover, et al. (2005: 10) state that with regard to complete commercial language courses (courseware) to be used online, facilitated through a language lab, the general consensus of opinion is that one principle of usage should reflect the need to allow the learner to proceed from dependence to autonomy in any learning activity.   Benson (2001) states that recent research in the field of autonomy has drawn freely on research in the constructivist tradition within which works of Kelly (1963); Barnes (1976), Kolb (1984), Vygotsky (1978) have been especially influential. Benson (2001) maintains that autonomous learning is learning in which the learners themselves determine the objectives, progress and evaluation of learning; autonomy refers to the learner's broad approach to the learning process, rather than a particular mode of teaching or learning. It also has a robust literature base (e.g. Breen and Candlin 1980; Little 1997; Riley 1988). Benson (2001: 22-46) holds that the "concept of autonomy in language learning has influenced and has been influenced by a variety of approaches within the field" (e.g. Kilpatrick 1921; Freire 1974; Rogers 1969). Yet, Benson (2001), who maintains a comprehensive on autonomy, in his book on autonomy in language learning is somewhat tentative when he summarizes that:

We still know relatively little about the ways in which practices associated with autonomy work to foster autonomy, alone or in combination, or about the contextual factors that influence their effectiveness. We are also unable to argue based on empirical data, that autonomous language learners learn languages more effectively than others, nor do we know exactly how the development of autonomy and language acquisition interact. (Benson 2001: 224)Personalised learning is

about tailoring education to the individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest possible standards (it is therefore closely associated with autonomous learning in which the learners themselves determine the objectives, progress and evaluation of learning (also held by Even though BECTA in my opinion does not clearly delineate the two terms, *personalisation* of learning connotes learning targeted at specific needs or specific interests of the learner, whereas autonomous learning broadly speaking requires learners to become more *pro-active* about what they learn. The Oxford University Language Centre for instance is in effect *personalising* learning when it investigates how learners can best maintain and develop their French or German language skills independently. In this project, students, whose language level is initially assessed using a placement test, have the opportunity to liaise with a language adviser and work out a programme to suit their own needs. Moreover, the British Educational Communications and Technology Agency (in a plethora of recent publications (e.g. seems to be *propagating* the construct of personalised learning; yet personalised learning might also be *mutating* the learner-teacher bond. The) report, for instance, a major study on the impact of in schools, commissioned by the Department for Education and Skills (and Becta in the UK, is hesitant with regard to the impact of personalised learning on classroom relationships: A persistent theme in the literature is the extent to which ICT can make the learning experience more personal isled, more targeted at the needs of the individual learner. Combinations of technology and applications give greater choice in relation to what, when and where to study, selecting according to interests, learning styles and preferences and need. Such systems can give the pupil more autonomy and independence with regard to learning and a range of sources to draw on. This can be unsettling for some teachers and may well change the dynamics of the pupil-teacher relationship. There is little in the literature on the potential impact on relationships in the classroom as schools develop e-capability and use ICT to support the learning process more widely. (Condie and Munro 2007: 6-7)This asserted potential change of classroom dynamics is all the more relevant when the impact of ICT on

attainment is considered; Condie and Munro (2007: 4) for instance with regard to the impact of ICT on attainment appear *tentative* when stating that "at present the evidence on attainment is somewhat inconsistent, although it does appear that, in some contexts, with some pupils, in some disciplines, attainment has been enhanced"Nonetheless; states with regard to personalised learning spaces that "the potential to enhance the learning experience is immense"; maintains that "personalised learning is a major goal in both the proposed 14-19 reforms" and "the embedded use of ICT supports and delivers personalised learning"; holds that it is an educational priority to "establish a clear vision of what personalised teaching and learning might look like in our schools in 2020"; Condie and Munro (2007: 6-7) state that the UK Government's e-strategy sets the expectation that by 2008 every pupil should have access to a personalised online learning space;, with regard to ICT and e-learning in further education, however, emphasises that the use of ICT to personalise learning is "at an early stage and still has a long way to go".In light of the above discussion regarding autonomy/personalized learning, modern language labs may be faced with a possible *contentious* issue: is learner autonomy (or personalization of learning) *in practice* a sufficiently *workable* construct for justifying the pursuit of the "bleeding edge" (Beatty 2003: 71) new tools in ICT or are the new ICT tools an appropriate cost-effective apparatus for developing the possibly *terminologically and conceptually confusing* (Benson 2001: 1) construct of learner autonomy?

3. The digital revolution and self-access:

The onset of the digital revolution in the early 1980s with, Apple Computer iPods (2001) and the comprehensive advancement in computer reliable Internet services and devices provided new tools for language labs .Benson (2001: 114) argues that historically "self-access centres (or language labs) have occupied a central position in the practice of autonomy and many teachers have come to the idea of autonomy through their work in them". A self-access centre is essentially a language lab in which learning resources such as audio, video and computer stations, audio/videotapes, computer software and

printed materials are made directly available to learners. Examples of some self-access centres can be found at the-However, whether or how the users of such self-access centres use centre materials in a way that enables them to construct new ideas and so take control over their own learn in(autonomy/constructivism) or drill and repeat (behaviourism/audio-lingual) seems less relevant than whether there is any measurable outcome for the learner or tutor.

4. Language-lab facilities:

Modern language labs offer an extensive and growing range of services to users. Most of the services relate to offering a variety of modes of learning foreign languages and developing a corresponding assortment of materials for such languages. As a result, such language labs often have a developed administrative and state-of-the-art technical infrastructure. Another area that modern language labs are widening pertains to innovation and development. The at Yale University for instance engages in provides or attempts to taught at the University. The Cambridge University Language Centre on their e-link maintains that the "language learning and teaching activities of the Language Centre are underpinned and informed by relevant research in second language acquisition and educational technology". Princeton University Language Resource Center receives support from the and so builds and maintains tools for teaching and research.
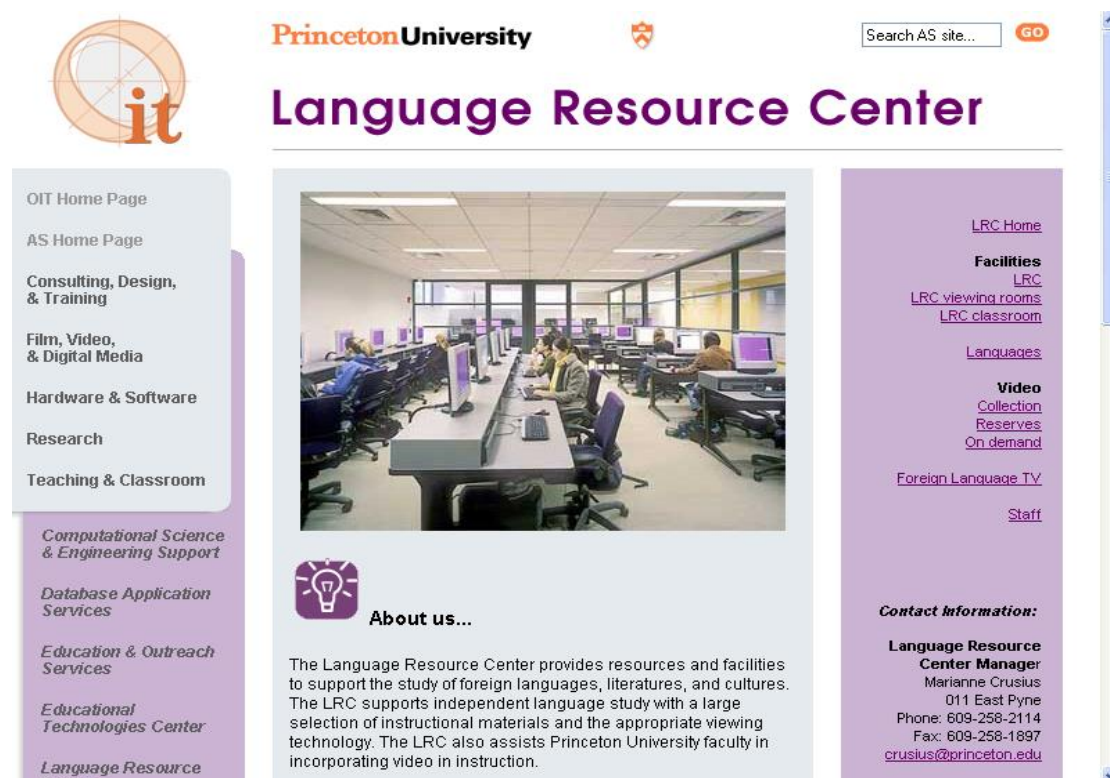
Figure 1. Princeton University Language Resource Center Figure 1 presents an example of a language-lab homepage offering extensive services. The Language Resource Center at Princeton University states that it provides "resources and facilities to support the study of foreign languages, literatures, and cultures"; moreover it also states that it supports independent language study and assists Princeton University faculty in incorporating video into instruction

5. Language-learning materials' related:

Language labs offer a broad range of learning materials and modes of language learning. This range includes the use of: (Chinese University of Hong Kong), (Sussex), (used at Sussex), Michigan State), MPs(Colorado-Boulder), (current awareness for students, used at Sussex), (Colorado-Boulder), (Colorado-Boulder), - (City University of Hong Kong), (Washington), (Middlesex), (Princeton), (Victoria University of Wellington, - "Language Buddies" are native speakers of different languages who help each other improve language skills), (Indiana), (Indiana). Language labs also usually offer a variety of online language links; the following labs offer a wide range of Internet language links-

Finaly The development of recording technology since Edison's then ground-breaking recording of a human voice on the first in 1877 has therefore been unremitting despite the technical and financial difficulties faced by the industry's pioneers. The relatively recent emergence of numerous that transfer and receive information and the appearance of progressively more sophisticated e-learning platforms and authoring tools is pushing the evolution of ICT *up a gear* making it increasingly challenging for language labs to *keep up* or increasingly risky for them not to. The escalation of technological innovations however may be redounding to the benefit of those that create the technologies and is opening a Pandora's e-box of wonders and wizardries (or possibly "gimmicks" that are now portending relatively *impulsive* change in language education .Some of the latest buzzwords include

Autonomous language learning is now the vogue and the con *learner* and the *felicitous* advancements in ICT have become *seemingly ideal* partners for *marriage*, *though* it might be worth remembering that not every marriage works out happily in the end. Thus language labs in this eddy of ICT change will need to make *brave* and thoughtful decisions regarding why new technologies should be promoted and whether the theoretical constructs for which these new technologies are supposedly suitable can be operational isled effectually. One substantive realization for language-lab researchers in the current torrent of technological change should concern the relevance of the "human ware" (More explicitly, I mean how new technologies might strengthen the age-old and multifaceted bond between the pupil and *human*-teacher. Davies *et al.* (2005, 18) for instance, also hold a comparable view; they maintain that when considering the installation of a digital lab, "the first question that the modern foreign language (MFL) teacher needs to ask is to what extent the equipment is capable of enhancing tried and tested pedagogies and methodologies".

There is also a danger in the current and innovative drive to brand-stretch key language-lab services, with the possible effect of enabling a language lab to take on a more prominent role in its educational institution, that the language lab may lose its traditional

identity as a place to learn foreign languages. Moreover, it is in this area that innovative research regarding what is effective and practicable is needed. Finally, research is also required to assess, in spite of all the new lab *gadgets* and theoretical constructs, how prevalent audio- legalism still is in the learning of foreign languages in modern language labs.

2-6 Review of Related Previous Studies:

According to Mary Ann Cunningham (1998) observations that limited pronunciation skills can undermine learners' self-confidence, restrict interactions, and negatively influence estimations of a speaker's social credibility and abilities are not new.

 Morley (1998). However, the current focus on communicative approaches to ESL instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are

renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction. This digest

reviews the current status of pronunciation instruction in adult ESL classes .a Pronunciation instruction tends to be linked to the instructional method being used (Celle-Murcia ‹Brinton, & Goodwin, 1996). In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. With the emergence of more holistic ‹communicative methods and approaches to ESL instruction, pronunciation is addressed within the context of real communication (Celce-Murcia, Brinton, & Goodwin, 1996; Morley, 1991).and the factors Factors Influencing Pronunciation Master Research has contributed some important data on factors that can influence the learning and

teaching of pronunciation skills. Celce -Murcia, Brinton, & Goodwin (1996), Gillette (1994), Graham (1994) and Age. The debate over the impact of age on language acquisition and specifically pronunciation is varied Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. Others refer to the existence of sensitive periods with various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree Amount and type of prior pronunciation instruction. Prior experiences with pronunciation in traction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed .Aptitude .Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language.Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in

different learners .Learner attitude and motivation. Nonlinguistic factors related to an individual ' s personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development .Native language. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in The pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of their existence so that they may

be considered in creating realistic and effective pronunciation goals and development plans for the learners. For example, native-like pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language ‹such as Vietnamese, will need assistance with different pronunciation features than will a native Spanish speaker; and a twenty-three year old engineer who knows he will be more respected and promoted if his pronunciation improves is likely to be responsive to direct pronunciation instruction.Language Features Involved in Pronunciation Two groups of features are involved in pronunciation: segmental and supra segmental. Segmental are the basic inventory of distinctive sounds and the way that they combine to form a spoken language. In the case of North American English, this inventory is comprised of 40 phonemes (15 vowels and 25 consonants), which are the basic sounds that serve to distinguish words from one another. Pronunciation has often concentrated on the master of segmental through discrimination and production of Supra segmental transcend the level of individual sound production. They extend across segmental and are often produced unconsciously by native speakers. Since supra segmental elements provide crucial

context and support (they determine meaning) for segmental production, they are assuming a more prominent place in pronunciation instruction Celce-Murcia, Brinton, & Goodwin, 1996; Gilbert, 1rhythm – the regular, patterned beat of stressed and unstressed syllables and pauses (e.g., with weak syllables in lower case and stressed syllables in upper case: they WANT to GO later (.adjustments in connected speech – modifications of sounds within and between words in streams

/of speech (e.g., "ask him" /ask him becomes as kIm

- prominence – speakers' act of highlighting words to emphasize meaning or intent (e .begin to nation – the rising and falling of voice pitch across phrases and sentences (e.g., Arossibly promoted if his pronIncorporating Pronunciation In the Curriculum In general, programs should start by establishing long range oral communication goals and objectives that identify pronunciation needs as well as speech functions and the context in which they might occur Morley,

1998). These goals and objectives should be realistic, aiming for functional intelligibility ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), and enhanced self-confidence in use (Gillette, 1994; Jordan, 1992 ؛Moley, 1998). They should result from a careful analysis and description of the learners' needs (Jordan1992 ؛Moley, 1998). This analysis should then be used to support selection and sequencing of the level within the larger learner group (CelceMurcia, Bringon, & Goodwin, 1996 .(To determine the level of emphasis to be placed on pronunciation within to consider certain variables specific to their context

- the learners (ages, educational backgrounds, experiences with pronunciation instruction؛motivations, general English proficiency levels (the instructional setting (academic, workplace, English for specific purposes, literacy ؛conversation   institutional variables (teachers' instructional and educational experiences, focus of curriculum ؛

- availability of pronunciation materials, class size, availability of equipment   (linguistic variables (learners' native languages, diversity or lack of diversity of native languages   methodological variables (method or approach emsupports a communicative cognitive approach to teaching pronunciation. Preceded by a planning stage to identify pedagogical priorities, and teachers' readiness to teach pronunciation, stage of the framework offers a structure for creating effective pronunciation lessons and activities on the sound system and other features of North American pronunciation (raises learner awareness of

  - listening discrimination activities (learners listen for and practice recognizing the targeted feature

  - controlled practice and feedback (support learner production of the feature in a controlled context

  - guided practice and feedback (offer structured communication exercises in which learners can produce ad monitor for the targeted feature

- communicative practice and feedback (provides opportunities for the learner to focus on content but also get feedback on where specific pronunciation instruction is needed .(A lesson on word stress, based on this framework, might look like the following . : The teacher presents a list of vocabulary items from the current lesson, employing both correct and incorrect word stress. After discussing the words and eliciting (if appropriate) learners ' opinions on which are the correct versions, the concept of word stress is introduced an   Learners listen for and identify stressed syllables, using sequences of nonsense syllables of varying lengths (e.g., da-DA,da-da-DA-da) Learners go back to the list of vocabulary items from step one and, in unison, indicate the correct stress patterns of each word by clapping, emphasizing the stressed syllables with louder claps.net words can be added to the lest for continued practice if necessary In pairs, learners take turns reading a scripted dialogue. As one learner speaks, the other marks the stress patterns on a printed copy. Learners provide one another Learners make oral presentations to the class on topics related to their current lesson. Included in the assessment criteria for the activity are correct production and evidence of self-monitoring of word stress.In addition to careful planning, teachers must be responsive to learners' needs and explore a variety of methods to help learners comprehend pronunciation features. Useful exercises include the following:
- Have learners touch their throats to feel vibration or no vibration in sound production, to Have learners use mirrors to see placement of tongue and lips or shape of the mouth .
- Have learners use kazoos to provide reinforcement of intonation pattern.
- Have learners stretch rubber bands to illustrate lengths of vow
- Provide visual or auditory associations for a sound(a buzzing bee demonstrates the pronunciation Ask learners to hold up fingers to indicate numbers of syllables in words -

Pronunciation can be one of the most difficult parts of a language for adult learners to master and one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation

and integration, pronunciation can play an important role in supporting learners' overall communicative power-

1.Objective:

to know how to understand the language and use the lab in your study.،.

To know how to use the lab in the learning pronunciation

To know how to know the pronunciation of world

2: Significance:

National center literary Education-for ESL

3: Methodology :

Observation

4:Personal View:

In this study the write meaning from his paper –he want to learn and show the learner how to use lab in his\her study-

Secondly: Accordingly :D -David Wilsonl and Dr-V-Thaylanz (2004) –

Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning has therefore become a must for any Indian student today.

Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation.

The language laboratory plays an important role in the language learning process. This article discusses the various features of the language laboratory. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate. It has become inevitable in today's context but, at the same time, it poses certain challenges. This article attempts to highlight the significance of the language laboratory and its challenges imposed on the learner and the teacher .The Need for a Language Laboratory It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What helps one to acquire such proficiency in a language is the process and the method of learning that language .The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences .Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room

grading and distance learning .Four kinds of laboratories are being focused on here:

Conventional Laboratory This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.

Lingua Phone Laboratory This is again a conventional type of lab, with alittle modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison .Computer Assisted Language Laboratory (CALL) CALL uses the computer to teach language The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behaviorist CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly and unevenly.

Multimedia Hi-Tech Language Laboratory There is a lot of software available on the market that can be used in the multimedia language laboratory, for example:

The Significance and Relevance of the Language Laboratory

 The significance of the language laboratory has been much felt in the domain of communication. We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language laboratory exists to help one to

use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below:

- It is a tool designed for teaching any language.
- It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
- Effective communicative training programmers for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.
- Web-content creation, the setting up of in-house news magazines, corporate publicity and identity, and teaching materials can be generated through the language laboratory.
- General documentation, software documentation and all forms of technical documentation can be done.
- Experts can utilize the laboratory for creating and editing scientific and technical materials for teaching language.
- The language laboratory enables one to conduct courses for various groups of people like students, faculties, businesspeople, etc.
- Short-term and long-term coaching classes for international examinations like IELTS, TOEFL and other competitive examinations can be organized.
- Online courses and paperless examinations can be conducted through the language laboratory.

As the ability to communicate effectively has become the prerequisite for anyone who ventures into a new profession, the need for developing such a skill is a much-felt phenomenon today. Both governmental and private institutions focus their attention on students developing their communicative skills. As technology has entered into every aspect of human life, it has extended its advanced products into the field of communication. So everyone strives to get the best on the market.

It is a fact that most students who do not find a placement after completion of their technical studies are very much dependent on their ability to express

themselves and their knowledge efficiently. While emphasizing the importance of employment-oriented education, Dr. Thiruvasagam, the Vice-Chancellor of Bharathiar University, Coimbatore, explained that "personality development and communication skills are equally important for students in finding respectable jobs in addition to their academic records" (The Hindu, 25/09/06). He also urged all the principals of affiliated colleges to have a language laboratory on the campus and to motivate management to appoint a trained instructor specifically for the laboratories

Conclusion :

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually and collectively. The language laboratory allows every participant his or her privacy to speak and listen.

Objectives: To

know language learning is not the same as learning any other subject-

- The four skills :reading-listening-writing and speaking have be practiced-
- The language laboratories plays an important role in the language learning process-

 Significance:

- Bharathiar University-India-

Methodology:

- Observation

Personal View :

He want to show the language labs is a very helpful tool for practicing
                                  and assessing one s speech in any language-

Chapter Three

Methodology of the Studies

Chapter Three

Methodology of the Study

3-1 Introduction

This chapter contains a descriptive methodology used in the study. The study generally used the descriptive and analytical method. The research is mainly designed to obtain pertinent and precise information concerning the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent teachers of the secondary schools attitudes and impression towards the problem under the study. The tool used as data collection comprise of a questionnaire distributed to the teachers of English Language as well as the researchers' own observations. Thus for the treatment of the raw data obtained, statistical analysis is conducted via the application of SPSS.

3-2 The population of the study

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of teachers of English language of appropriate experience in teaching English language and who are aware of the problem under study.

3-3 The Sampling Method:

The method used is a non-probability sampling method because samples were selected at the discretion of the researchers. However, the selection is arbitrary; there is good evidence that the samples are representative of the total population.

Therefore, samples of the study randomly chosen out of the target group, because each member of the population has the same opportunity of being selected as study sample.

The number of teachers selected as samples were thirty teachers including both genders types male and female teachers.

Chapter Four

Data Analysis

Chapter Four

Data Analysis

4-1 Introduction

This chapter contains the analysis of the questionnaire which is regard as a tool to collect data. The analysis was conducted via SPSS program and is accompanied by some explanations for each statement from the researchers.

4-2 Sex

Valid	Frequency	Percent
Male	19	63.3%
Female	11	36.7%
Total	30	100.0%
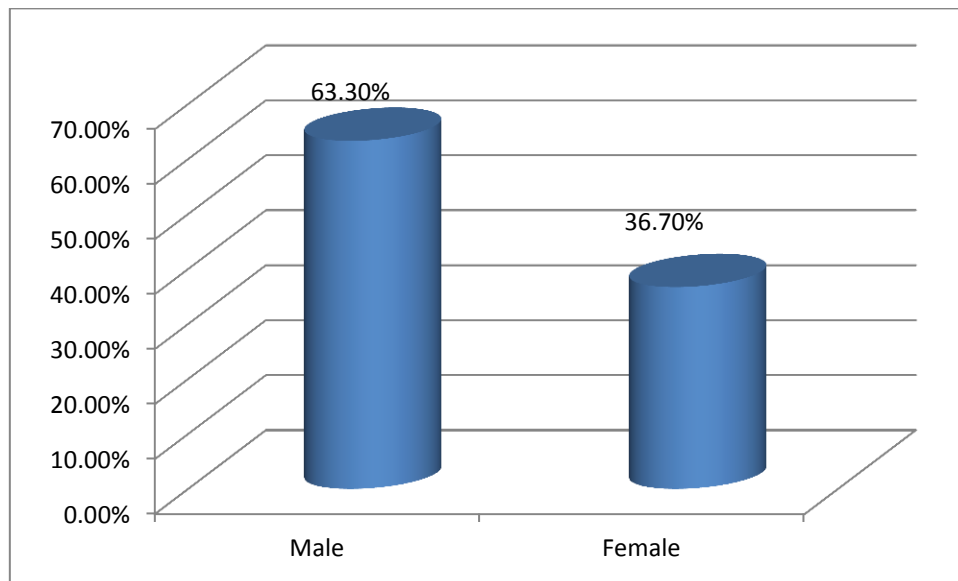
The table and figure above concern the sex and they show the percentage of male teachers is (63.3%) and the percentage female teachersis36.7%.

4-3 Qualification

Valid	Frequency	Per cent
Bachelor	4	13.3%
Master	26	86.7%
P h d	0	0.0%
Total	30	100.0%
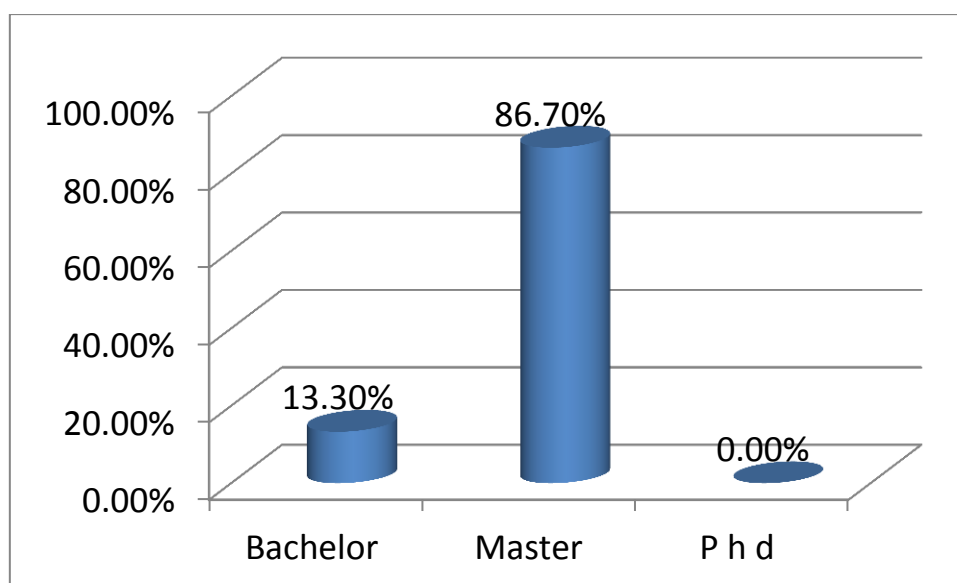
The table and figure above illustrate the academic qualifications of those who responded to the statements of the questionnaire. Bachelor degree is estimated by 13.3% and master degree is 86.7%. From the two percentages the questionnaire is answered by well-qualified teachers.

4-4 Teaching Experience

Experience	Frequency	Percent
1-4 years	17	56.7%
5-9 years	4	13.3%
10-15 years	6	20.0%
16-20 years	2	6.7%
Above 20 years	1	3.3%
Total	30	100.0%
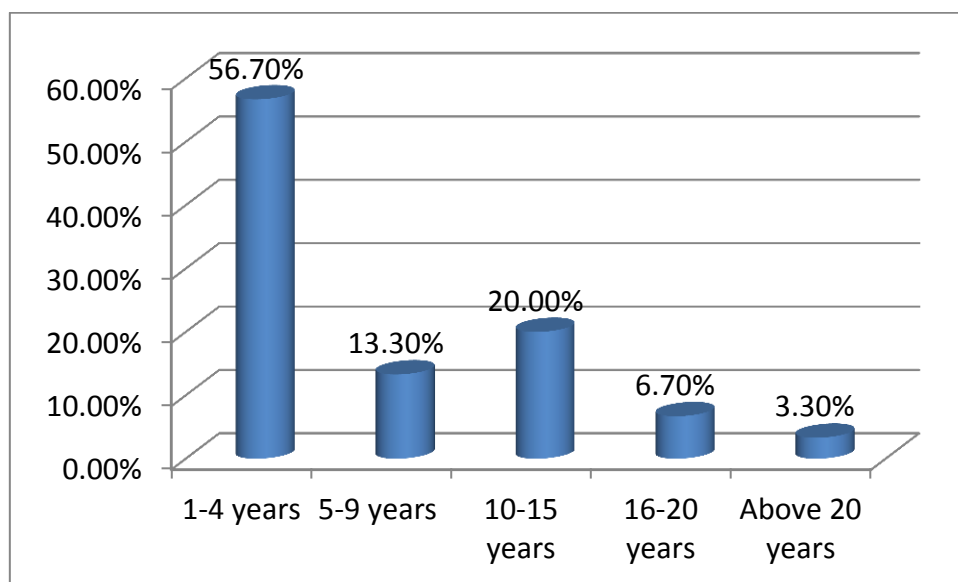
The table and figure above illustrate the percentages of the respondents' experiences.

4-5Analysis of the statements:

1. **Using language laboratories helps students perform better in speaking skill.**

Valid	Frequency	Percent
Strongly agree	10	33.3%
Agree	16	53.3%
Neutral	4	13.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	30	100.0%
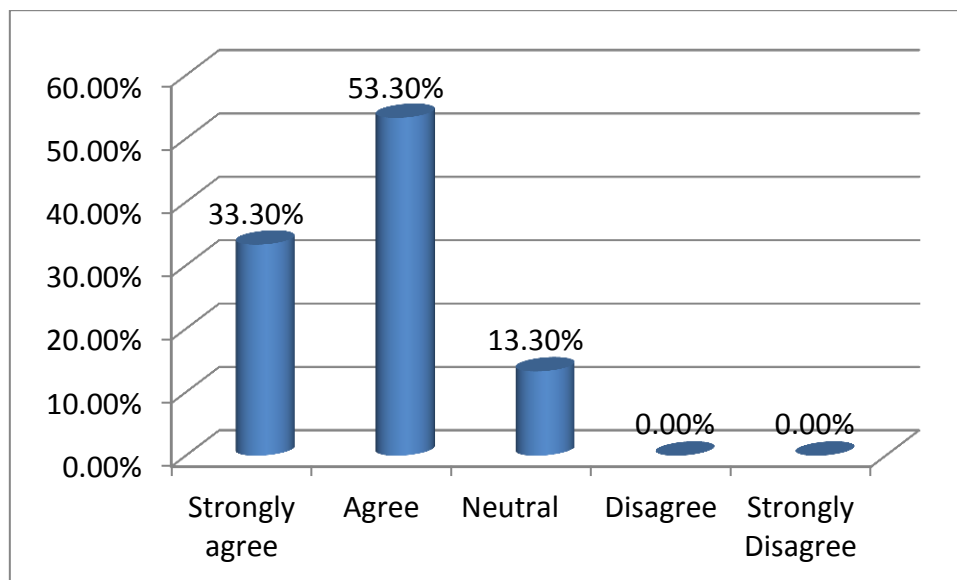
 The above table and figure illustrate the percentage of the respondents who are in favor of the above statement using language laboratories helps students perform better in speaking skill represents (86.6%) while those who disagree with the statement represent (0.00). According to what is mentioned above, the statement is largely supported by the respondents and confirmed the first hypothesis.

2. Language laboratories motivate students towards speaking skill.

Valid	Frequency	Percent
Strongly agree	8	26.7%
Agree	17	56.7%
Neutral	2	6.7%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Total	30	100.0%
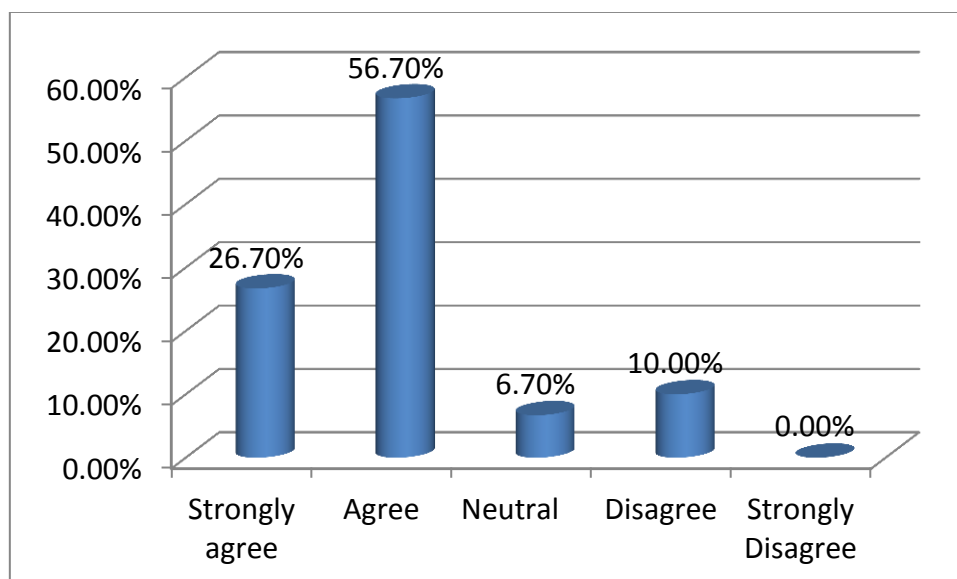
The table and figure above explain the percentage of the respondents to the statement that Language laboratories motivate students towards speaking skill reached (83.4) of the respondents who are in favor of the statement, while the percentage of teachers who disagree is estimated by (10.0%). According what is mentioned above; the statement confirmed the first hypothesis.

3. Students get different benefits when using language laboratories.

Valid	Frequency	Percent
Strongly agree	5	16.7%
Agree	19	63.3%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%
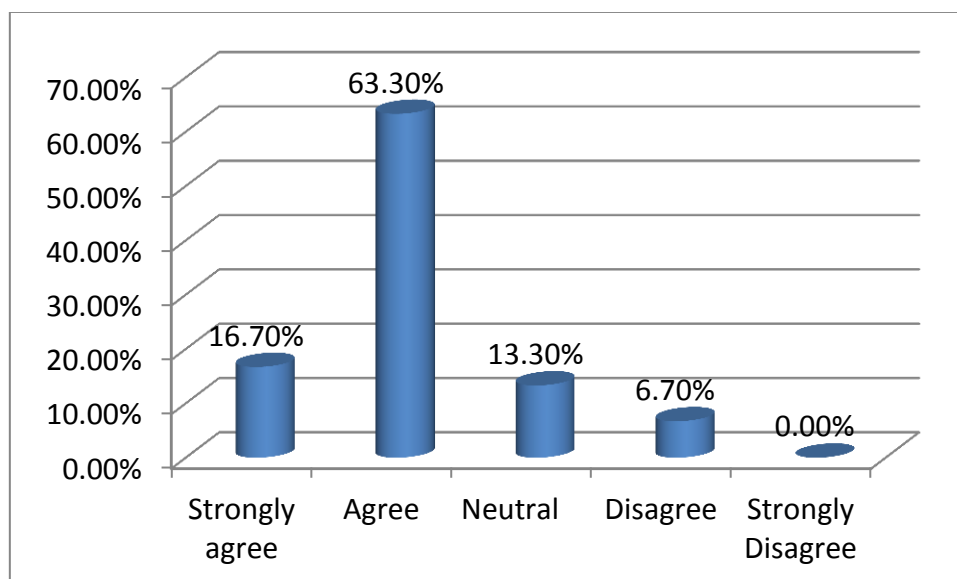
The table and figure above explain the percentage of the respondents to the statement that Students get different benefits when using language laboratories   reached (80%) of the respondents who support the statement and those who disagree with the statement are estimated by (6.7%). That means the statement is highly supported by the respondents and it confirmed the first hypothesis.

4. Language laboratories provide native –speakers environments for practicing speaking skill.

Valid	Frequency	Percent
Strongly agree	12	40.0%
Agree	16	53.3%
Neutral	2	6.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	30	100.0%
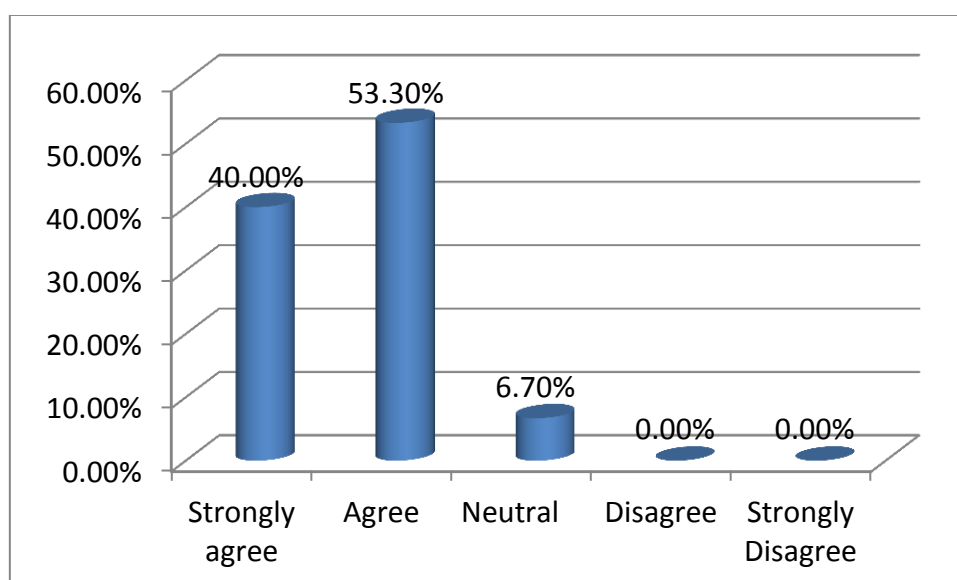
The table and figure above show the percentage of the respondents to the statement that **Language laboratories provide native –speakers environments form practicing speaking skill** reached (93.3%) of the respondents who are in favor of the statement and those who disagree with the statement are estimated by 0.00%. According to what is mentioned above, the statement is largely supported and thus confirmed the first hypothesis.

5. Students enjoy listening activities in laboratories.

Valid	Frequency	Percent
Strongly agree	13	43.3%
Agree	12	40.0%
Neutral	4	13.3%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Total	30	100.0%
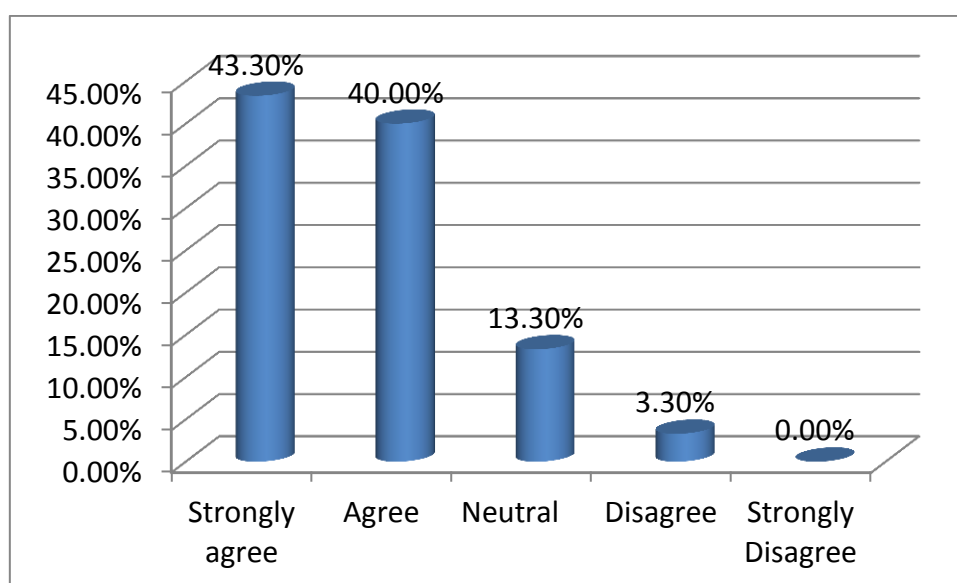
The table and figure above explained that the statement that **Students enjoy listening activities in laboratories** is estimated by (83.30%) of the respondents and those who disagree with the statement are estimated by (3.3%). According to what is mentioned above, the statement supports the second hypothesis.

6. Language laboratories develop students' pronunciation.

Valid	Frequency	Percent
Strongly agree	9	30.0%
Agree	12	40.0%
Neutral	5	16.7%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Total	30	100.0%
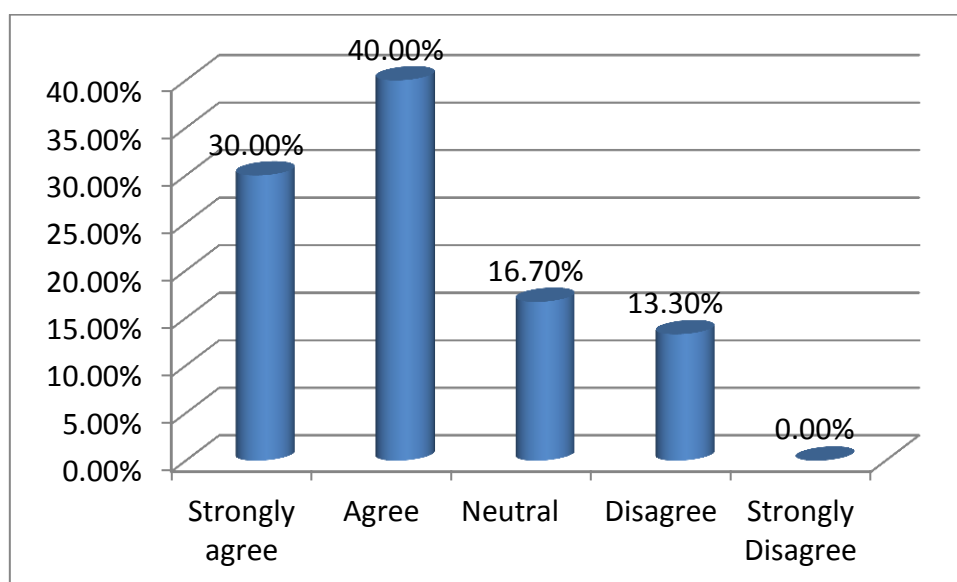
The table and figure above illustrate the percentage of the respondents who are in favor of the statement that **Language laboratories develop students' pronunciation** is estimated by (70.0%), and the percentage of those who disagree with the statement is estimated by (13.3%). And with comparing the two percentages, the statement is largely supported and confirmed the second hypothesis

7. Language laboratories provide more interactive activities for speaking skill.

Valid	Frequency	Percent
Strongly agree	8	26.7%
Agree	16	53.3%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%
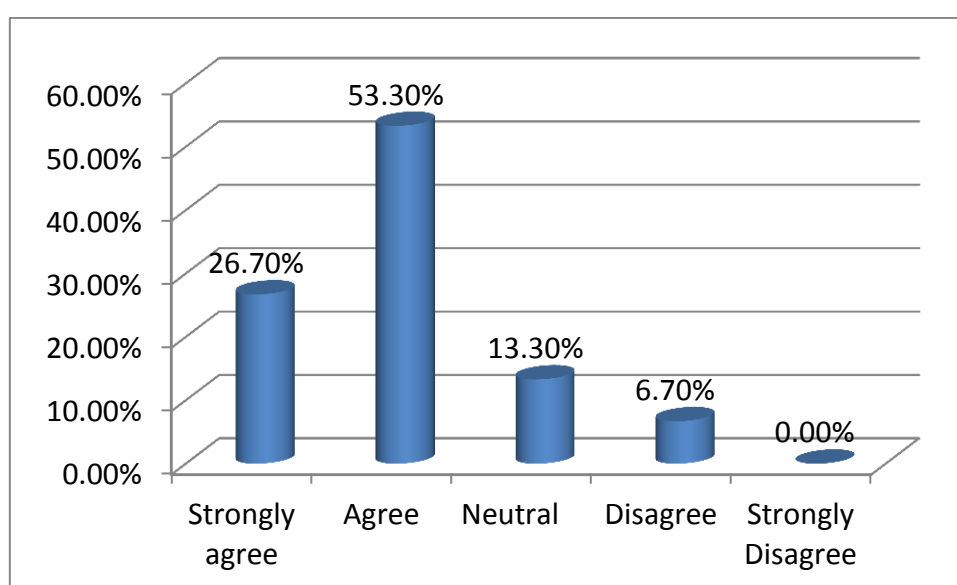
 The table and figure above illustrate the percentage of the respondents to the statement that **Language laboratories provide more interactive activities for speaking skill** reached (80.0%) and the percentage of those who disagree with the statement is estimated by (6.7%). And from what is mentioned above, the statement is largely supported and it confirmed the second hypothesis.

8. Language laboratories help students practice the features of connected speech (stress and intonation).

Valid	Frequency	Percent
Strongly agree	7	23.3%
Agree	17	56.7%
Neutral	2	6.7%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Total	30	100.0%
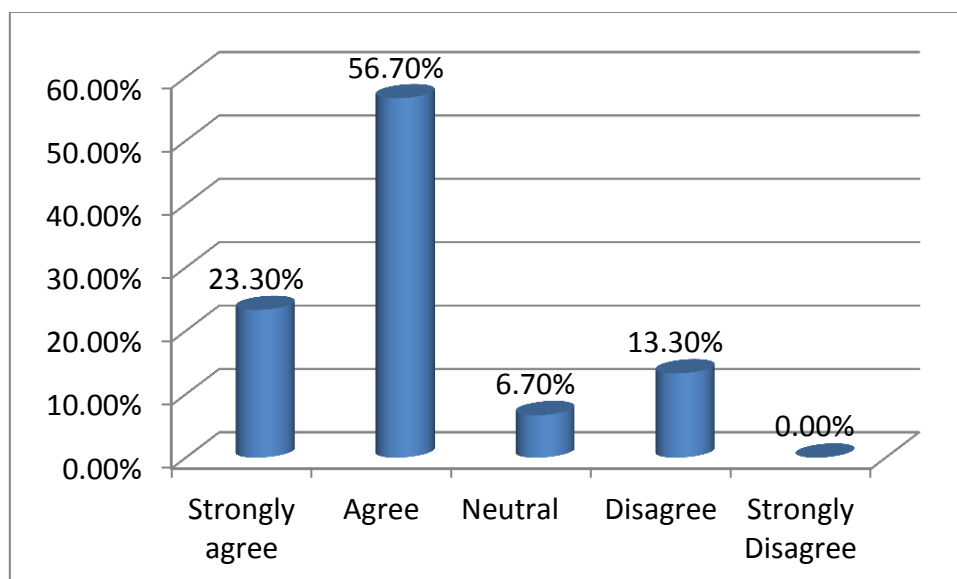
 Table and figure above show the percentage of the respondents who support the statement that **Language laboratories help students practice the features of connected speech (stress and intonation)** is estimated by (80.0%) and those who disagree with the statement is estimated by (13.3%). And in comparing the two percentages, the statement is highly supported and it thus realized the second hypothesis.

9. Teachers provide different authentic materials that help students improve listening and speaking.

Valid	Frequency	Percent
Strongly agree	**1. 5 Language laboratories help students practice the features of connected speech (stress and intonation).**	16.7%
Agree	18	60.0%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly Disagree	1	3.3%
Total	30	100.0%

The table and figure above illustrate the percentage of the respondents who support the above mentioned statement by (76.7), the percentage of those who disagree with the statement reached (10.0%). And in comparing the two percentages, it has been found that the statement is supported by the respondents and it confirmed the third hypothesis.

2. Teachers demonstrate the sound and encourage students to imitate.

Valid	Frequency	Percent
Strongly agree	17	56.7%
Agree	10	33.3%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%
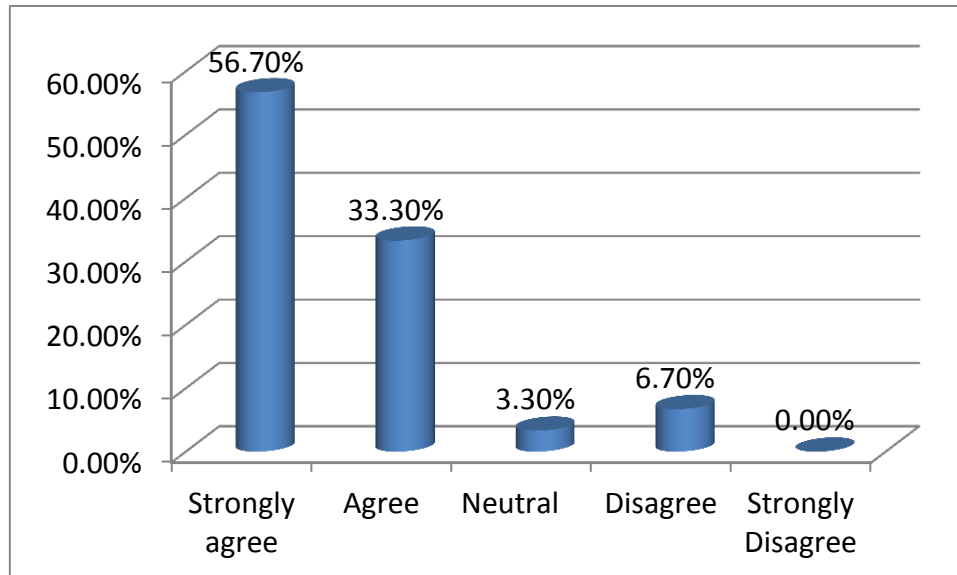
The table and figure above show the percentage of the respondents to the statement mentioned above is estimated by (90.0%) and the percentage of the respondents who disagree with the statement is (6.7%). And in comparing the two percentages, it has been found that the statement is highly supported. Therefore, it confirmed the general third hypothesis.

3. Teachers give pictures students to practice speaking.

Valid	Frequency	Percent
Strongly agree	6	20.0%
Agree	18	60.0%
Neutral	1	3.3%
Disagree	4	13.3%
Strongly Disagree	1	3.3%
Total	30	100.0%
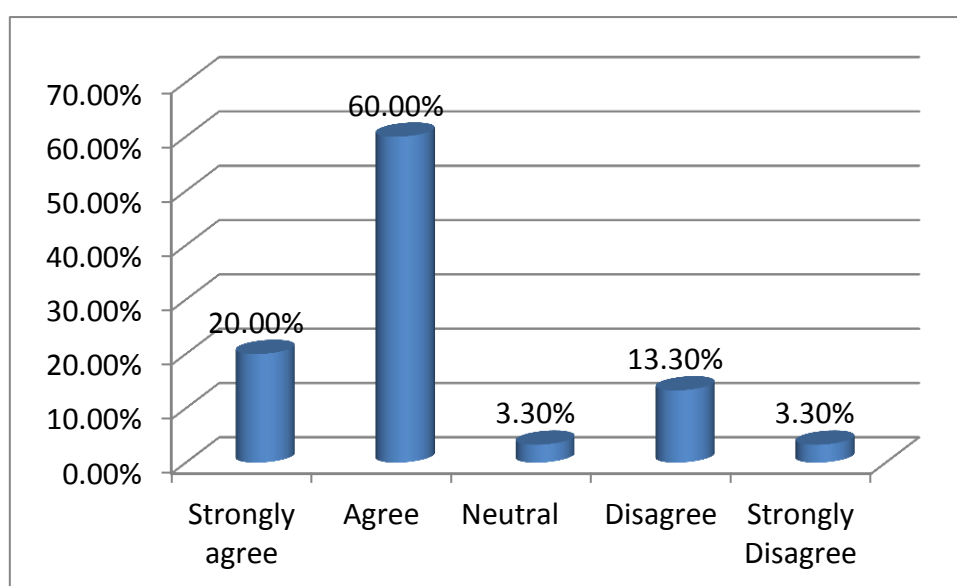
The table and figure above illustrate the percentage of the respondents to the statement that **Teachers give students to practice speaking** is estimated by (80.0%), and the percentage of those who disagree is estimated by (16.6). and in comparing the two percentages, it is found that the statement is supported by the majority number of the respondents and it confirmed the third hypothesis.

4. Learners of English language face difficulties in pronouncing the segmental features of English sounds (vowels and consonants).

Valid	Frequency	Percent
Strongly agree	11	36.7%
Agree	17	56.7%
Neutral	1	3.3%
Disagree	0	0.0%
Strongly Disagree	1	3.3%
Total	30	100.0%
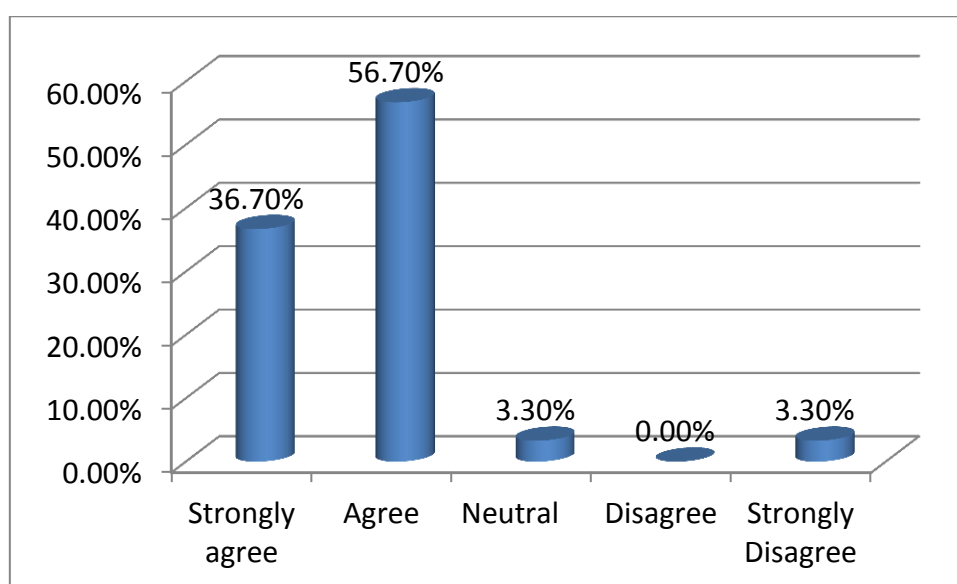
The table and figure above illustrate the percentage of the respondents who agree with the statement is estimated by (83.40%) and the percentage of those who disagree with the statement is estimated by (3.30%) . According to what is mentioned above, it has been found that the statement is highly supported and it confirmed the third hypothesis.

Chapter Five

Summary, findings and recommendations

Chapter Five
Summary, findings and recommendations

5-1. Introduction:

This chapter contains summary of the previous chapters, in addition to the findings and recommendations which the study has come out with.

5-2. Summary:

This study aimed at investigating the effects of using laboratories on learning English Language pronunciation.

The first chapter represents a proposal of the study, while chapter two contains literature review and related previous studies. Chapter three presented the methodology of the study whereas chapter four presented analysis of the data collected via the questionnaire and chapter five contains the summary and findings in addition to the recommendations of the study.

5-3 Findings of the study:

7. of language laboratories can effectively promote practice The use of speaking skills.
8. Language laboratories motivate students and improve their practice of speaking skill.
9. Language laboratories provide native –speakers environments for practicing speaking skill.
10. Involving students in listening activities in laboratories is beneficial strategy in language learning
11. Language laboratories provide interactive activities for speaking skill and develop students' pronunciation.
12. Pictures serve as a source of initiating speaking in the laboratories.

5-4 Recommendations of the study:

5. Teaches should help their students to dissipate fear when they begin to speaking.
6. Universities should be well equipped with modern laboratories.
7. Students should make use of language laboratories and from their teachers' motivation and encouragement.
8. Students should be aware of the importance of technology in the second language acquisition-

Conclusion:

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the learners to speak to model pronunciation, repeat and record the same, speaking to their performance and compare with the model, and do self-assessment. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually and collectively. The language laboratory allows every participant his or her privacy to listen and speak

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