

The effect of applying video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/2019

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Abstract— This research is an Experimental research design, the problem of the research is; Does the application of videos significantly affect on the students' pronunciation accuracy? And the objective of the study is to find out whether the application of videos significantly affect on the students' pronunciation accuracy. The sample of this research is the fifth semester students of English Study Program Faculty of Teacher's Training and Education The University of Sisingamangaraja XII Tapanuli (UNITA) in Academic Year 2018/2019. There were three phases in conducting the research; Pre-test phase, Treatment, and Post-test within in four weeks. The instrument used to collect the data was pronunciation accuracy with thirty questions or words to be pronounced. Based on the data gathered and its analysis, in which the mean score of pre-test is lower than the mean score of post-test or $10.23809524 < 20.76190476$, in addition the *t*-test is higher than the table or $3.3755 > 1.684$. In other words, the Null Hypothesis (*H*₀) is rejected and the Alternative Hypothesis (*H*_a) is accepted. As a conclusion, there is a significant effect of the application of videos on the students' pronunciation accuracy. Finally, based on the research conclusion, the researcher would like to recommend of using videos in dealing especially with English Phonology and Pronunciation.

Keywords— Students' Pronunciation Accuracy, Videos.

I. INTRODUCTION

It is widely known that English is an international language since it has been largely spoken among foreign language speakers. Dewi (2015), Jackson and Stockwell (1996) asserted that English was used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. Their

findings indicate that the language, at present, is being articulated by not only native Speakers, but also non-native speakers. Aside from being the world language for international communication, English is used in foreign countries in major venues, like the news (Ammon, 2001; Seargeant & Erling, 2011).

In Indonesia, an incredibly diverse and multicultural country, English is regarded as one of the most popular foreign languages. The 1989 Law on the Indonesian educational system gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese. Its policy implication is that the language becomes one of the compulsory modules to be taught in secondary schools and tertiary education. In addition, English is offered as a programme study in higher education institutions in Indonesia, including in public university and non-public university.

There are often learning and production problems when mother tongue (L1) differs from target language (L2). The degree of differences between a learner's native language and the target language can lead to greater difficulty (Lightbown and Spada, 2006). In an EFL teaching context, this issue has been discussed in almost all the world's languages (eq. Walter, Duguid in Swain & Smith (2001) The areas of characteristic problems which have been reviewed are phonology, grammar and vocabulary and these findings might help teachers to examine how these typical difficulties arise and anticipate the difficulties in their teaching contexts. Phonology is the distinctive area in which one's native language often interferes with one's attempt to acquire English as a foreign language.

Pronunciation is the most important skill of spoken English. Not surprisingly, pronunciation instruction plays a significant role in the teaching of English as a second language (ESL). Given that the majority of ESL learners seek to speak native-like English, the importance of teaching pronunciation cannot be emphasized too much. Obviously, it is imperative that teachers help learners of English develop the ability for the communication needs and the ability for being understood easily (Morley, 1991). However, many of English language learners (ELLs) confront difficulties in learning English pronunciation (Gilakjani, 2011). Problems in pronunciation weaken their communicative competence (Hinofotis, 1981). More severely, many of them still lack sufficient proficiency in pronunciation even if they have learned English in an ESL course. In fact, it is understandable that an ESL student using a nonstandard variety of English might be negatively affected while acquiring English language if they are not familiar with standardized English. Specifically, ESL students' pronunciation conventions differ from those of English speakers. Accordingly, helping ESL students learn standardized English should begin with understanding pronunciation variations that ESL students possess while acquiring English.

Technology has developed rapidly in education field. Of course, teachers can use the technology development, such as television, radio, computer, as a media to teach English. Interest in the use of film and television for teaching at all levels increased throughout the 1950s and 1960s (British Universities Film and Video Council, 1995: 79). In contrast, English teachers in Indonesia tend to use conventional methods during their teaching. They just teach their students in a particular way. The students just sit down and listen to the teacher's explanation without any competence achieved. The educational technology is a technology applied to the teaching and learning process. AVAs is the common term used for teaching aids that bring media other than speech into the learning equation (Poole, 1998: 224). Kenworthy (1987: 122) states that learners should be involved occasionally in activities which require them to 'put on their best pronunciation'—activities involving planning, rehearsal, and presentation.

Teacher can use techniques and practice materials. Listen and imitate: A technique used in Direct Method in which students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders. Video is a powerful medium – more so than its audio counterpart due to the visual element. AVAs are the use of technology to present information in several different formats (e.g., visual, auditory), usually

supplementing a teacher-or text-based presentation. For example, overhead projectors, slide projectors, television, and video players. Poole (1998: 224) states that Audio Visual Aids are the common term used for the teaching aids that bring media other than speech into the learning equation. Moore states that: Classroom audio visual equipment today is lighter, more energy efficient, and easier to operate than in the past. Video and television are similar in that they both portray moving images, along with sounds, and in that these sounds may be either natural or contrived and tailored to desired situation. Additionally, as instructional tools, both provide a teacher the opportunities for presenting, describing, and clarifying information, ideas, and concepts; for teaching a skill; for condensing or expanding time; and for affecting attitudes. By using AVAs, the students will be more interested in learning pronunciation, because they can see as well as hear what is being said. Besides, video is much easier to understand because it includes the speakers' facial expressions and gestures. The visual element is attractive and commands the attention better than audio alone.

Besides teaching the students by using video is more attractive, the researcher is also certain that it will also makes the students easier to learn specifically English pronunciation. In this research will firstly download and select some videos from 'youtube' related to the material such as under these URL;

- <https://www.youtube.com/watch?v=D8PBv1m4uB8>
- <https://www.youtube.com/watch?v=TY8hbvSjzBM&pbjreload=10>
- <https://www.youtube.com/watch?v=n1KN01TGALA>
- <https://www.youtube.com/watch?v=GdtdTJkRtkE>
- <https://www.youtube.com/watch?v=SbarejDZmcI>
- <https://www.youtube.com/watch?v=lkVdkds84aM>
- etc

Based on the discussion presented, the researcher is interested in conducting a research entitled THE EFFECT OF APPLYING ENGLISH NATIVE SPEAKER VIDEO ON THE STUDENTS' ENGLISH PRONUNCIATION ACCURACY AT THE FIFTH SEMESTER STUDENTS AT THE ENGLISH STUDY PROGRAM OF THE TEACHER'S TRAINING AND EDUCATION FACULTY THE UNIVERSITY OF SISINGAMANGARAJA XII TAPANULI IN ACADEMIC YEAR 2018/2019.

The Research Problem

In relation to the background of the study, the research problem of this study is formulated as follows;

Does the application of videos significantly affect on the students' pronunciation accuracy?

The Objective of the Study

Related to the problem of the study, the objective of this study is to find out whether the application of videos significantly affect on the students' pronunciation accuracy.

The Scope of the Study

English sounds is generally divided into vowels and consonants, but they are also classified into some terms such as, voice, voiceless, nasal, plosive, approximant, etc. however, this study is scoped into dental fricative sounds teaching by applying videos.

The Significance of the Study

This study is expected to be useful for:

1. The students/ English learners
They realize that technology is beneficial in learning, since nowadays abundant material of teaching and learning can be easily found in internet, so, they can use it for self-granted in improving their learning especially their English pronunciation.
2. The English teachers, lecturers, and instructors
Teaching English pronunciation especially for those who are non-native speakers of English is challenging. Therefore, the use of technology especially video available in internet is useful and helpful to be applied.
3. Other researchers
This study will be useful as a reference in conducting other research relating to English pronunciation and videos application.

Research Hypothesis

- Ho (Null Hypothesis) : There is no significant effect of the application videos on the students' pronunciation accuracy.

- Ha (Alternative Hypothesis) : There is no significant effect of the application videos on the students' pronunciation accuracy

II. REVIEW OF LITERATURE

The International Phonetic Alphabet and Transcription

Articulatory phonetics deals not only with the organs of speech but also with the categorisation and classification of the production features of phones. An extensive knowledge of how concrete vowels and consonants are articulated by particular organs of speech is essential for successful articulation. There are 44 phonemes in English. The English Phonemic Chart, as presented by Underhill (1994) and given in *Table 1*, exhibits clear sets of vowels (monophthongs and diphthongs), consonants, and sonorants.

Table.1: The English Phonemic Chart

| | | | | | | | |
|---|---|----|----|----|----|----|----|
| ɪ | ɪ | ʊ | u: | ɪə | eɪ | ɔ: | ɔ: |
| e | ə | ɜ: | ɔ: | ʊə | ɔɪ | əʊ | |
| æ | ʌ | ɑ: | ɒ | eə | aɪ | aʊ | |
| p | b | t | d | tʃ | dʒ | k | g |
| f | v | θ | ð | s | z | ʃ | ʒ |
| m | n | ŋ | h | l | r | w | j |

The symbols for the English phonemic chart have been compiled from the International Phonetic Alphabet (IPA) devised by International Phonetic Association (also abbreviated IPA). The association was established in 1886, and since then, it has been functioning as the major as well as the oldest representative organization for world phoneticians. The association's mission is to promote the scientific study of phonetics by providing phoneticians worldwide with a notational standard for the phonetic representation of all languages, i.e. the IPA. The alphabet is based on the Latin letters and diacritics that indicate slight alterations to the usual value of phonetic symbols, e.g. [ŋ] (meaning /n/ is syllabic). The latest version of the alphabet was published in 2005.

The term transcription refers to the process and "the methods of writing down speech sounds in a systematic and consistent way" (Crystal 2008: 490). Each sound must be identified and written in an appropriate symbol. Principally, there are two kinds of transcription: phonemic and phonetic transcription. Phonemic transcription gives only a basic idea of the sounds, and is thus often termed as broad transcription. It uses the 44 English phonemic symbols and does not show any phonetic details of the sounds. The symbols are enclosed in slashes //, e.g. /t/; /taɪp/.

Phonetic transcription has a high degree of accuracy and shows a lot of articulatory and auditory details. It is often termed as the narrow transcription or transcription proper because it aims to represent actual speech sounds in the narrowest sense and uses additional diacritics. The symbols are therefore enclosed in square brackets []. For example, [tʰ] means that /t/ is aspirated, and [spɪːɹ̥] means that /d/ is a bit devoiced at final position.

Sound Classes: Vowels, Consonants, and Sonorants

Speech sounds are generally divided into two classes: vowels and consonants. Vowels are produced with a comparatively open vocal tract for the airflow to pass unimpeded. As a result, vowels are considered to be open sounds, whereas consonants are produced with a certain

constriction in the vocal tract. Roach (2009a) gives the following characterisation of the sounds:

Vowels are the class of sounds that are associated with the least obstruction to the flow of air during their production. Consonants are the class of sounds that are associated with obstructed airflow through the vocal tract during their production.

Vowels can also be distinguished from consonants as they display a different acoustic energy: vowels are highly resonant and intense and have greater sonority than do consonants. Vowels also have the function to be syllabic (a syllable can contain a minimum of one vowel), while consonants are units that function at the margins of syllables, either singly or in clusters, and are optional. Vowels typically involve the vibration of vocal folds, so they are voiced, while consonants split into voiced and voiceless forms.

A special set of consonants that demonstrate reduced levels of obstructed airflow during their production are called sonorants (sonants, semivowels). According to Roach (2009): Sonorants are sounds that are voiced and do not cause sufficient obstruction to the airflow to prevent normal voicing from continuing.

Teaching English Language Learners through Technology

Today's classrooms increasingly include students for whom English is a second language. *Teaching English Language Learners through Technology* explores the use of computers and technology as pedagogical tools to aid in the appropriate instruction of English language learners (ELLs) across all content areas. The authors identify various technologies and software programs regularly used in the classroom for all students that can also specifically aid ELLs. *Teaching English Language Learners through Technology* provides successful strategies for varying levels of access—whether teachers have one computer in their classroom, have multiple computers, or can only occasionally use a computer lab. A fully annotated list of web and print resources completes the volume, making this a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

As teachers, we have a wealth of information from which to choose for our classrooms. We can now bring history into the classroom through pictures, music, and other visuals to a degree never before possible. We can communicate with students from other countries, and we can take classes from teachers we have never met in places we have never been. We can apply the physics from the classroom to simulations available to us through the Internet, and we can develop projects across grade levels and campuses. Students are no longer limited by the walls of a classroom or the knowledge of a single textbook. The

world is available to most classrooms, even when students do not have their own computers. We can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly.

In addition, we should bring technology to the classroom because:

- Technology is not limited by the classroom walls.
- Technology does not know or care what the student's socioeconomic status may be, and thus helps to level the playing field for these students.
- Technology provides an equal opportunity for everyone to learn.
- Technology is more in tune with the way our students learn today.
- Technology is so much a part of the real world that to limit its use in the classroom is to limit our students' ability to compete in the world.

The Nature of Video as Teaching Media

The Definition of Video

Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. The students can watch the acts and hear the language in the video. They can catch the materials in the video clearly. Video can be a powerful educational and motivational tool in the teaching and learning process. Video is an audio visual medium that can be used to distribute messages from sender to receiver so that it can facilitate learners to study certain materials. Video is an electronic storage of moving images. He adds that any electronic media format that employs —motion pictures to present a message can be referred to as video. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help make students feel more realistic.

The Benefits of Using Video

Videos can have a strong effect on the mind and senses. There are some benefits of teaching English using video. They are as follows:

- a. Learners enjoy language learning with the video. One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video make the teaching learning process more various. The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching learning process in the classroom.

- b. Video is an effective way of studying body language. Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.
- c. Learners gain confidence through repetition. Learners love to hear stories again and again and the same goes for video. By watching a video several times learners can learn by absorption and imitation. Raimes (1997: 8) states that video can draw the attention of the students (attention), come up with the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive), and help the students who have less achievements in lesson orally (compensatory).

The Disadvantages of Using Video

According to American Hospital Association, the disadvantages of the video are:

1. Relatively expensive. Reduplication film or video in general way cost money and take time.
2. There is video that not appropriate with purpose and requirement of learning or material

Teaching Pronunciation Using Video

In the process of teaching and learning in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher will use video as teaching media to teach English pronunciation.

There are some guidelines relating to the specific use of video to promote active viewing and maximize learning.

a. Segment

Allow your students to watch the video in short segments.

b. Notes

Video are ideal for developing note taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion/brainstorming session.

c. Pause

Use the —pause feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

d. Sound off

For video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

e. Preview

Each video carefully to determine its suitability for the lesson's objectives and students' learning outcomes.

f. Integrate

The video includes into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic.

g. Cut

It is often unnecessary and time consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

h. Focus

Give the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students —on task and direct the learning experience to the lesson's objectives. Be sure and follow up during and after viewing the tape.

i. After

When students have viewed the video consider, what interested them? What didn't they understand? How can you relate the program to their experiences and feelings?

III. CHAPTER THREE RESEARCH METHODOLOGY

Research Design

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. Research is an academic activity and as such the term should be used in a technical sense. Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

In this research, the researcher applied quantitative research method namely experimental research design. The main characteristics of experimental studies are: (1) active manipulation of treatment variables by the researcher, and (2) the use of random assignment of units (usually students) to each type of treatment. These characteristics constitute the essential controls exercised by a researcher to establish a causal relationship. For example, consider a situation where a researcher is interested in studying the effect of two methods of teaching multiplication of decimals on student achievement as measured by a test of multiplication of decimals. In a true

experiment, the researcher selects the method of teaching to be studied, instructs two groups of teachers, (each in one of the selected methods), assigns students in a random fashion to one of the two types of classes, follows each class to see that it is following the prescribed method of instruction, and tests each student at the end of the period of instruction on a common test of multiplication of decimals.

The resulting data are then analyzed and if the difference in the average level of performance between students in the two methods of instruction differs sufficiently, one comes closer to obtaining a causal relationship than in a situation where pre-existing conditions are merely compared. Such a study is experimental in nature because the researcher was able to exercise full control over the selection of methods to be studied, the random assignment of teachers to each method of instruction, and, finally, the random assignment of students to each method of instruction.

There are some types of experimental design such as; quasi experimental design, true experimental design, etc. in this research, the researcher will use pre-experimental design, the one group pre-test post-test design. This is a simple experimental research design without involvement of a control group. In this design the experimenter takes dependent variable measures (Yb) before the independent variable (X) is manipulated and again takes its measures (Ya) afterwards: The difference if any, between the two measurements (Yb and Ya) is computed and is ascribed to the manipulation of X. The application of the design can be seen as in the table below.

| Pre-test | Independent variable (Treatment) | Post-test |
|----------|----------------------------------|-----------|
| Yb | X | Ya |

Population and Sample

The population of this research is the fifth semester students of English Study Program Faculty of Teacher's Training and Education The University of Sisingamangaraja XII Tapanuli Unita. The total number of the students is 27 students.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others. Researcher must select/prepare a sample design which should be reliable and appropriate for his research study.

The sample of this study was all the fifth semester students of English Study Program Faculty of Teacher's Training and Education The University of Sisingamangaraja XII Tapanuli Unita. The total number of the students is 27 students, but there were only 21 students who attended the research.

The Instruments of Collecting the Data

In collecting the data, the researcher gave test relating to dental fricatives sound. The total of words pronouncing by the students are thirty words in which fifteen is about [θ] sound and fifteen is about the [ð] sound.

Data Analysis Technique

In answering the research problem, the data will be analyzed as follows;

- Recording the students pronunciation based on the words tested,
- Transcribing the recorded data into written form,
- Calculating the incorrect and incorrect pronunciation produced by the students,

Analyze the students score by t-test.

IV. CHAPTER FOUR DATA AND DATA ANALYSIS

Data

The data obtained of both pre-test and post-test is presented in the table below.

Table.4.1: The students' score of pre-test and post-test

| No | Students' name | Pre-Test (X1) | Post-Test (X2) |
|----|----------------------|---------------|----------------|
| 1 | Leonardo Simanullang | 8 | 16 |
| 2 | Theresia Sianturi | 17 | 30 |
| 3 | Ida R.Aknes | 13 | 20 |
| 4 | Juniar Siahaan | 11 | 18 |
| 5 | Eliade L. Toruan | 10 | 22 |
| 6 | Nova | 6 | 22 |
| 7 | Imasinta | 9 | 23 |
| 8 | Novita | 7 | 19 |
| 9 | Dorasi Nainggolan | 9 | 21 |
| 10 | Asima Manalu | 9 | 17 |
| 11 | Nurcahaya Sihombing | 8 | 19 |
| 12 | Hermin Pasaribu | 5 | 18 |
| 13 | Taruli Silaban | 11 | 23 |
| 14 | Kesya Sinaga | 3 | 13 |
| 15 | Wydia Simanjuntak | 13 | 25 |
| 16 | Romiani Pasaribu | 14 | 21 |
| 17 | Ben Putra Nainggolan | 14 | 21 |
| 18 | Lusiana Parhusip | 9 | 21 |
| 19 | Jepri Simbolon | 12 | 22 |
| 20 | Kristianita Hutahean | 14 | 22 |
| 21 | Sona santri | 13 | 23 |

In analyzing the data, the researcher applied Microsoft Office Excel, and the result is presented below;

| t-Test: Assuming Unequal Variances | Two-Sample | |
|---|-------------------|--------------|
| | Pre-Test X1 | Post-test X2 |
| Mean | 10.23809524 | 20.76190476 |
| Variance | 11.99047619 | 12.19047619 |
| Observations | 21 | 21 |
| Hypothesized Mean Difference | 0 | |
| Df | 40 | |
| t Stat | - 9.807220174 | |
| P(T<=t) one-tail | 1.68775E-12 | |
| t Critical one-tail | 1.683851014 | |
| P(T<=t) two-tail | 3.3755E-12 | |
| t Critical two-tail | 2.02107537 | |

Based on the data above, it can be concluded that t-test is higher than t-table, $3.3755 > 1.684$. In other words, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

V. CHAPTER FIVE CONCLUSION AND SUGGESTION

Conclusion

The problem of the research is; Does the application of videos significantly affect on the students' pronunciation accuracy? And having analyzed the data by applying Microsoft Office Excel, it is concluded that there is a significant effect of the application of videos on the students' pronunciation accuracy. Based on the data analysis, it is found out that t-test is higher than t-table, $3.3755 > 1.684$. In other words, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

Suggestion

Based on this research and its finding and conclusion, the researcher would like to suggest;

- The students (English Learners)
- Especially those who learn English as a foreign language, it is beneficial to learn English phonology and pronunciation by taking the advantage of internet specifically Youtube, for there are abundant of videos related.
- English Educators

- As it has been proved by this research, the researcher expects that the English educators eagerly improve their ways of teaching or lecturing by using videos, especially in dealing with English Phonology or Pronunciation subjects.

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