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Department of English

**A Call to Apply Lab Rotation Blended Learning Model for  
Teaching Pronunciation.  
Case study: First year EFL students of Chadli Bendjedid  
University.**

**Dissertation submitted to the Department of English in Partial Fulfillment of the  
Requirement of the M.A. Degree in “*Didactiques de L’Anglais*”**

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The work Contained in this dissertation has not previously submitted to meet requirements for an award of this or any other higher education institution .To the best of our knowledge and belief, the dissertation contains no materials previously published or written by another person except where due references is made.

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## *Dedication*

*I dedicate this thesis to Almighty Allah for his Supremacy.*

*This modest work is wholeheartedly dedicated to my parents who have*

*Supported me unconditionally, they are good example who taught me to work Hard for my goals.*

*My FATHER, when you didn't have my side you had my back. The love and the confidence you gave me was an impulse to be who I am today.*

*My MOTHER, thank you for all the things you have done.*

*It is dedicated to:*

*My AUNT my second mom, RAWYA, who has never left my side and always led me with light of hope.*

*Mohamed El Amine, the highest appreciation is more than upper words, thank you for being on my side.*

*My dearest friend FATIHA, my partner in this research and in life I love you.*

*Miss NADJI SELMA ,”A teacher takes a hand, opens a mind and touches a heart”*

## *Dedication*

*Above all, I am sincerely thankful to the almighty ALLAH, for his blessing to accomplish this dissertation.*

*The humble research you are holding right now is not some papers embossed with ink but a hard work that I and my mate Slimani Rehab have given our whole to finish it. I love you my dear.*

*This may sound strange, but I write this dedication for the work itself. This journey granted me the opportunity to meet great people. Miss Nadji is the first person to be awarded, I call her our savior.*

*For Mohamed Nabil, I have zero ideas how to pay back the amount of support you effortlessly furnished.*

*Regardless, I'm thanking everyone who provided the aid to complete this work whether directly or indirectly.*

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Also special appreciation is offered to our parents for their generous support. They have been always providing us with love and care, we are just lucky for their existence.

### **Abstract**

The present study submits a new idea of teaching pronunciation. An implementation of lab rotation blended learning. It is a hybrid model that rotates between traditional and technology environments that contributes in teaching learning process and enhances students' pronunciation. This study aims at applying digital gadgets such as computer programs and different software into oral expression courses with the feedback of the teacher in charge, and make sure that students have an intelligible pronunciation. The study's theoretical framework consisted of Mayer's cognitive theory of multimedia learning and The Lingua Franca Core. This work is conducted in university of Chadli Bendjedid, it has been hypothesized that oral expression teachers and EFL students are willing to deal with technology for teaching purposes and will adopt the lab rotation blended learning as a reliable model for enhancing the students' pronunciation. To confirm the hypothesis, we investigated the case of 36 first year EFL students using a descriptive method supported by an online questionnaire for both teachers and students. The results showed that both teachers and students supported the idea of applying the lab rotation blended learning model into oral expression courses.

**Key words:** lab rotation blended learning, pronunciation, EFL students, Oral expression teachers, technology.

## المستخلص

تقدم هذه الأطروحة فكرة جديدة من أجل تعليم اللسانيات. استخدام دورة المختبر للتعلم المتناوب حيث تستعمل التكنولوجيا في المختبرات بالتناوب مع الاستاذ، انهاخاصية متطورة تجمع بين طرق التعليم التقليدية و الحديثة حيث تساعد في منهجية التعليم و تعليم النطق الصحيح للتلاميذ. تهدف الدراسة الحالية إلى استعمال أدوات رقمية مثل برامج الكمبيوتر ومختلف الأنظمة الرقمية خلال حصص التعبير الشفوي تحت اشراف أستاذ المادة، و التأكد أن التلاميذ اكتسبوا مهارة التحدث. المرحلة النظرية لهذه الدراسة احتوت على نظرية "ماير" حول التعليم المتطور و نظرية - اللغة الأساسية المشتركة. تموقعت هذه الدراسة في جامعة الشاذلي بن جديد في ولاية الطارف تحت فرضية أن أساتذة التعبير الشفوي و تلاميذ اللغات الأجنبية يرغبون بالتعامل بالتكنولوجيا داخل الأقسام والمخابر لأهداف دراسية، و اقتناء منهجية المختبر للتعلم المتناوب كمنهج كقول تطوير نطق التلاميذ للغة لتأكيد الفرضيات، تم استخدام المنهج الوصفي حيث قمنا باستبيانين رقميين لسنة و ثلاثين تلميذ من السنة أولى جامعي وكذا أربعة عشر أستاذتعبير شفوي. أظهرت النتائج أن كل من الأساتذة والتلاميذ أبلوا إعجابهم وتشجيعهم لاستعمال التكنولوجيا بمنهجية المختبر التعلم المختلط في حصص التعبير للشفوي.

الكلمات المفتاحية: النطق الصحيح، التكنولوجيا، منهجية المختبر للتعلم المختلط، تلاميذ و اساتذة اللغة الأجنبية، مهارة التحدث.

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### **List of abbreviations**

**EFL:** English as a foreign language.

**ESL:** English second language.

**L1:** Dialect language (first language).

**L2:** Second language.

**ICT:** Information and communication technology.

**CALL:** Computer assisted language learning.

**BL:** Blended learning.

**LRM:** Lab rotation model.

**LRBLM:** Lab rotation blended learning model.

**CTML:** Cognitive theory of multimedia learning.

**CAPT:** Computer assisted pronunciation training.

**LFC:** Lingua franca core.

**CPR:** Cued pronunciation reading.

**OEC:** Oral expression courses.

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## Chapter one: introduction and background

### 1. Introduction

English is considered as the global communicative language in today's world. Hence, teaching the spoken language does not rely only on grammar and vocabulary. Gilakjani and Sabouri (2016), Gilakjani and Ahmadi (2011) in their studies showed that teaching pronunciation is highly complicated and difficult than the rest of the speaking elements and students have serious problems with it, though it is given less importance in oral teaching classes.

Furthermore, to provide the incitement to teach pronunciation in oral expression courses (OEC), an impulse to supply technological techniques that can take complete advantages of the new resources the internet and computer appliances. Students can acknowledge further knowledge concerning using the digital gadgets and the way it is used for learning purposes, also teachers will work at ease since they got the support of these digital gadgets. Because if we tend to give it an real look, pronunciation is important each in personal and social life, personal as strengthening our capacity to talk that helps in building our personality with words whereas socially as giving a decent social status with the power of words. This is known as intelligibility. Munro and Derwing (1995, as cited in Yazan 2016) defined intelligibility as the extent to which the speaker's intended utterance is actually understood by a listener. The more the speaker is intelligible the more he is understandable by listeners. Also it is a key element in making communication meaningful and successful (Yazen, 2016).

#### 1.1. Statement of the problem

Students must have self upgrading skills that enable them to gain proficiency in using the language inside and outside the classroom. The Internet brought a scalable method to design the

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learning environment that allows students to take more responsibility and ownership of their learning (Picciano & Dziuban, 2007). It means auto-correction is more practical. However, teachers do have a side in students' progress as well, because students want to be able to practice their oral skills without worrying about the audience.

Students of today have brought a new challenge to traditional classes, especially that they are being born in world rich of technology and the way they interact daily is influenced by technology, Gu et al., 2013; Prensky, 2001(as cited in Truit, 2016) referred to those students as Digital Natives or New Millennium Learners. Teachers have to understand this type of generation and do not expect from them to interact in the same way that they did in their learning, students of today do not require only traditional kind of education but also incorporates this technology into their learning.

## **1.2.Purpose of the study**

English is globally used in international settings, the capacity to communicate in real life situations is highly important. Then, pronunciation plays an essential role to use the language to communicate directly with people.

To teach pronunciation, it is necessary for the teachers to have a clear understanding of its features. Pronunciation has been referred to as the poor relation of the English teaching world (Hughes, 2002), the orphan (Gilbert, 2010) or even the Cinderella (Underhill, 2013) in language lessons, because it has been given less attention than deserved.

Through this study, we aim at applying the blended learning lab rotation model in Chadli Bendjedid university's oral expression courses for teaching pronunciation for EFL students, where they can have free access to different programs and software in their computers with the

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feedback of the teacher in charge. As the world is in a critical condition due the COVID-19 state and education institutions have been closed for unknown period, yet teachers and students are in touch using different applications and web links online. This is a fine reason which clears the thought that technology has saved the situation and teachers are using online teaching to explain the rest of the curriculum, while students are from the other side of the screen asking questions and interacting.

It also examines the possible positive reinforcement in students' participation; if they will be more active during class discussion and interested in the target lesson or even more excited to learn. The purpose is to ensure that English is used inside and outside the class freely and independently, and allow students to work at their pace and time. To most students, it is useless to master vocabulary and grammar if not used. What is more important to them is how to deliver their thoughts and opinions in a productive manner.

This study will help in giving a full understanding of what blended learning looks like in a lab classroom and it shares a new idea for teaching pronunciation.

### **1.3. Significance of the study**

In Chadli Ben Djedid university, department of English, the classroom instructions is teacher center which the delivery of the course is based on the traditional environment. Along with the fact that teacher' roles are important and they frequently use technology in class, the implementation of LRBLM has a value to the teaching learning process.

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As a start, this study ensures that technology is used constantly inside the classroom, and that students have an immediate feedback in the process of learning pronunciation. It helps teachers dividing students into small groups which ease teaching instruction. And it increases students' participation and their interaction with each others.

The implementation of LRBLM does not terminate the privilege of traditional environment but deals with the challenges that come along with blending technology for long term. Teachers and students should be aware of this new approach to be adopted.

## **1.4. Research questions**

The study investigates the following:

1. What is the evaluation of EFL students and oral expression teachers of the utility of technology in teaching pronunciation?
2. Is lab rotation blended learning model perceived as contribution to the teaching and learning process?

## **1.5. Hypothesis**

According to the questions mentioned above, the researchers propose the following hypotheses:

1. Today's generation is influenced by a digital world. Technology has penetrated education in which teachers are contented that it increases the students' perception of pronunciation and it supports their used methods. Also students are satisfied that it boosts their level of pronunciation.

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2. The lab rotation blended learning model has a significant impact in the teaching and learning process applying this model into oral expression courses provides a use of computer programs, different software, and other digital devices. It blends with traditional environment, supports time management, and evokes teacher students' interaction.

## **1.6. Structure of the research**

This research is composed of five chapters. The first chapter presents the introduction that it clears the statement of the problem, the aims of the conducted research and the questions with their hypothesis.

The second chapter is the literature review of the lab rotation blended learning model that contains three sections. The first section consists of the importance of pronunciation and defines the blended model and its implementation. The second section contains the theoretical framework of the research. And the third section gathers previous studies and research findings.

The third chapter is the research methodology. It provides all the information about the chosen population and sample, the instruments used to collect data, and procedures.

The fourth chapter is the analysis of results and discussion. The collected data is translated into numerical data and percentages and put into discussion.

The fifth chapter is the conclusion. It sums up the research and confirms the hypothesis.

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As a final point, suggestions and recommendations, appendices, and references are provided.

## **1.7.Limitations**

Due to the pandemic of COVID 19, there were couples of limitations:

First, the research supposes to be conducted by experimental method rather than descriptive one. It is more valid to put the hypotheses into test and observation on the sample of EFL first year students. Some chosen software and pronunciation application could have been organized into several class sessions to prove the productiveness of the LRBLM.

Second, it is limited to a sample of 36 students to represent the population of EFL students at the department of English. Also it was difficult to reach most of the teachers of Chadli Bendjedid University; therefore we relied on oral expression teachers from other universities to confirm the formed hypothesis.

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## Chapter two: Literature review

Speaking is much more than simply transferring information. Learning how to speak English is a universal goal to EFL students. According to Yates and Zielinski (2009), people can understand students who have good pronunciation even if they make mistakes in other areas of language but they are not able to understand those who have unintelligible pronunciation even if they have extensive vocabulary knowledge and know grammar fully. Weak pronunciation can lead learners to less social, academic and work advancement than they deserved (Fraser, 1999).

In this chapter, we study the lab rotation blended learning model (LRBLM) in teaching pronunciation and its effectiveness to EFL students, by using different technological materials. The literature provides information on how teachers can implement the LRBLM and what sources it supplies. This review is supported by two theories and number of reports documenting the value of various technology interferences for boosting students' pronunciation proficiency.

### **2.1. The blended learning (BL):**

The world is growing with technology, which has changed the concept of every aspect in life on its own terms. Besides, children and adults have the access to any kind of devices: phones, computers, internet, and social media. Nowadays, the world is harshly influenced by electronic sphere. Technology evolves education and boosts students learning. For this matter, it is a profitable move to apply (LRBLM) into pedagogy system specifically into oral classes to teach pronunciation.

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Blended learning has been explained as combining computer-based or web-based instruction with traditional face-to-face instruction, along with a teacher, and has been considered to be one of the most promising teaching and learning strategies in today's classrooms (International Association for K–12 Online Learning, 2013). BL is referred to as hybrid learning and can take variety of models, for example: flex blended learning, flipped BL, remote BL, station rotation BL and lab rotation BL.

The lab rotation blended learning (LRBL) is seen as a suitable model for this study, because it does not rely only on online environment, but also it provides different and easy gadgets in hands by teachers and students during the course and it keeps the interaction between teacher-students and students-students. In the past, teachers found that the majority of students were not as successful when they were questioned to learn in an online learning environment. Students needed at least some occasion to communicate with their teachers face-to-face in order to ask questions and receive feedbacks. Parents found that face-to-face learning also provided students with a safe place to learn while they were at work themselves; they relied on the presence of the teacher as a source of protection. (Horn & Staker, 2015).

### **2.1.1. Lab rotation model LRM:**

According to Horn & Staker (2015), a lab rotation model is a blended learning model in which a class rotates between teacher directed instruction and computer based practice/instruction within a computer lab setting.

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### 2.1.2. Implementing a lab rotation model:

Spiro (2019) introduced a way that LRBLM can be set up as following:

- Teacher delivers a mini lesson and does a formal check for understanding.
- Students who demonstrate proficiency are ready to rotate to the computer lab to complete independent or personalized practice.
- Students who need additional assistance get to work with the teacher in a small group in the moment.

Students can spend as much time as they want in the lab computer in order to understand the material. During the face to face interaction, teachers provide enrichment activities ending with a feedback. A teacher may also group the students, and they can even work on something different depending on what they lack.

### 2.1.3. Lab rotation based to teach pronunciation:

The application of LRBLM provides technological materials in use for both teachers and students. Some of the useful resources to teach English pronunciation according to the study of Yolanda Joy Calvo Benzies (2017):

2.1.3.1.**Software:** there are quite a few pronunciation training programs available nowadays which aim to help students improve their pronunciation of English. Among these, Talk to Me English, Integral Inglés, Teach Yourself English Pronunciation and TP (Perceptual Training / Perceptual Tests).

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2.1.3.2.**Programs:** Photransedit, the Phonemic Chart Keyboard, Lingorado and IPA Online Keyboard.

2.1.3.3.**Recording programs:** Audacity, WavePad and Recorder Pro Dragon Dictation Swype

2.1.3.4.**Applications:** Clear Speech, Cool Speech, Sounds, English Pronunciation Trainer, Say It Out, New English File, Pronunciation Checker, Practice English Pronunciation or Learn English Pronunciation.

2.1.3.5.**Social networks:** Adrian Underhill's series of tutorials on YouTube.

2.1.3.6.**Blogs:** John Wells, Adrian Underhill, Jane Setter, Mark Hancock and Anne MacDonald, Richard Caudwell, Alex Rotair, Marina Cantarrutti, Sidney Woods, John Maiden, Jack Windor Lewis or Thelma Marques.

### 2.1.4. The effectiveness of LRBLM

LRBLM has many benefits for schools, teachers, and students:

- ❖ The technology component of blended learning allows for more instant student feedback, as well as recurrence of the content whenever the student needs.
- ❖ It allows teachers to offer opportunities for students to revisit the concepts they missed before an assessment which will allow them to be more successful. This is a component that is missing from the traditional classroom.
- ❖ The teacher is given more flexibility in working with students. The choice of providing various types of learning opportunities for students multiplies the students' learning opportunities (Ortega Gil & Arcos García, 2011).

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- ❖ Through this, students are better able to retain what is being taught and are also able to recall the information when needed (Bersin, 2004).

## 2.2. Theoretical framework of pronunciation teaching

Theories and approaches in teaching learning are developing through the years.

### 2.2.1. The cognitive theory of multimedia learning CTML

The cognitive theory of multimedia learning is the framework of the computer based or web based lab rotation blended learning model. Mayer (2009) refers to the cognitive theory of multimedia learning as the presentation involving words and pictures that are intended to foster learning. Words include speech and printed text, pictures include static and dynamic graphics such as illustrations and animations or videos.

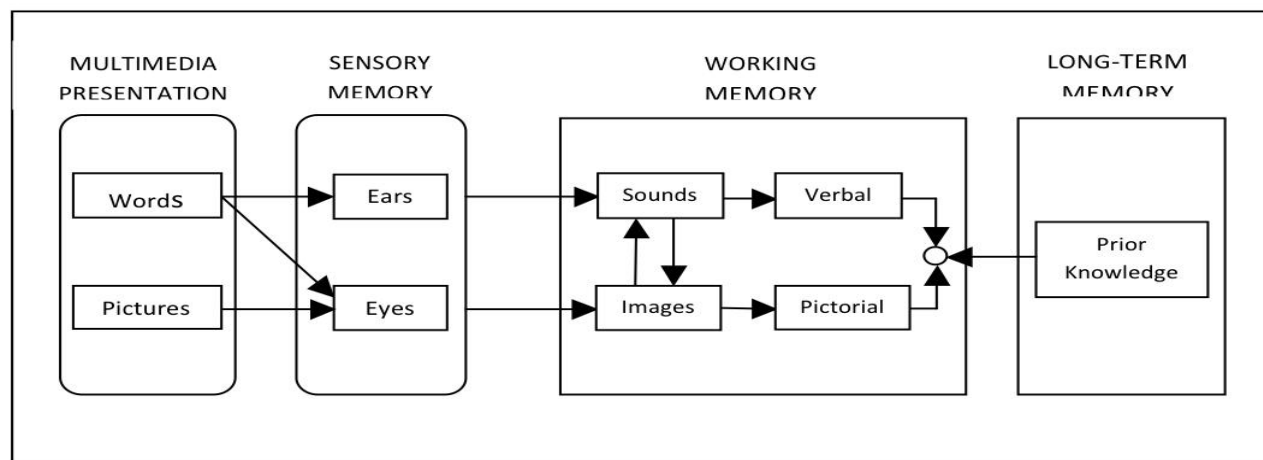
Mayer 2009 presented three assumptions in his book Multimedia Learning:

2.2.1.1. **The dual channel** is the concept of working memory, to process information there are two separated channels auditory and visual. It is called the Dual Coding Theory.

2.2.1.2. **The limited capacity**, the channels and the subsystem of the working memory have finite capacity of information loading.

2.2.1.3. **The active processing**, knowledge is constructed when it is organized, filtered and selected with their prior knowledge.

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**Figure 01 :Mayer cognitive theory of multimedia learning.**

A study by Ibrahim (2012) tackled the impact of multimedia learning. Two-hundred and twenty-six students were separated into two groups based on the video they viewed. One video was an original educational video on insects that has no text; the other video was modified into segments with text. 50 students participated in a pretest and a posttest to analyze learning, and a MANCOVA statistical test was used to analyze the data. The results were that students that viewed the video that had been modified to meet the theory of multimedia learning significantly outperformed the other group. Results indicate that students showed a positive reinforcement is the group who watched the modified video with pictures and a text rather than the video with pictures but without text. That provides an explanation that the theory of multimedia learning allows more credibility for using technology that achieves the target aims which students learn better by both pictures and words.

### **2.2.2. The Lingua Franca Core (LFC):**

Recent Theory that has a fascinating impact in teaching English pronunciation is Jennifer Jenkins' lingua Franca Core. Jenkins (2000) figured out that the primer problem for intelligibility

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in international contexts was pronunciation. She addressed if the information must be taught efficiently there are some areas that must be discussed in line.

Setter (2008) cited the areas in his research as follows:

### **2.2.2.1. The complete consonantal list of English, with the following conditions:**

- A. rhotic (e.g. American) [ɹ] rather than other types
- B. intervocalic /t/ rather than a tap [ɾ]
- C. most substitutions of /θ/, /ð/, and dark /l/ allowable
- D. accurate estimates to core consonants generally permissible
- E. certain approximations not allowable – i.e., where there is a possibility that they will be misheard as a different consonant. (E.g., Spanish use of [β] for /b/, which can be heard as /v/ in e.g. *habit* (/habit/), sounds instead like *have it* (havɪt.)

### **2.2.2.2. Phonetic requirements**

- A. aspiration following /p, t, k/
- B. pre-fortis clipping: A fortis (voiceless) sound following in the same syllable causes the *el* to be shorter than it would be in other environments. Thus, for example, in many accents of English the vowel in *beat* is shorter than that in *bead*. In English, this sort of clipping is an important clue to the voicing status of a following consonant.

### **2.2.2.3. Consonant clusters**

- A. initial clusters not simplified
- B. medial and final clusters simplified only according to English rules of elision

### **2.2.2.4. Vowel sounds**

- A. maintenance of vowel length contrasts

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B. L2 regional qualities permissible if consistent, but /ɜ:/ to be preserved.

C. Nuclear stress production and placement and division of speech stream into tone units/word groups.

The goal of the list above is to determine which features of English pronunciation make lightly difference in communication in international conditions using the LFC. Jenkins aims to understand that the LFC “is neither known as a pronunciation model nor as a restricted simplified core” (2000, 158), but instead describes the features of English pronunciation which will make first language speakers’ (L1) backgrounds more intelligible for each others.

The cognitive theory of multimedia learning provides support for an explanation of why the lab rotation model of blended learning should increase learning effectiveness and speed; machines are made for the purpose of saving time and showing educational productiveness, students will be able to see and listen to understand. The theory of the lingua franca core theory supports the cognitive foundation for why students should learn more effectively the content.

### **2.3. Lab rotation blended learning research findings:**

There is variety of studies on teaching English pronunciation using technology in the literature and they all take different approaches, including computer based for example programs and software or web based (online) and both present the LRBLM.

There is lot of different software used by teachers and students as named in the literature review that can be used in teaching pronunciation. Chen, A. (2014) in his research studied the effect of MyET software for teaching pronunciation to college students in Taiwan. MyET is an online software, students had access to the software both in and outside the classroom. The result

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of the study revealed that students progressed in their pronunciation, the tendency of most of the students toward using software in classroom instruction increased. Another study for using MyET, Su Tseng Lee (2008) found four programs which used computer assisted language learning in teaching pronunciation of English which are: MyET, Just Talk, Issues In English and Tell me More. His study based on how a multiple computer assisted language learning (CALL) programs help students to learn pronunciation even that different feedback from different programs are given and how teachers select the appropriate software and integrate it into their teaching. He gave details about how to manage CALL software to student at the beginning level of English proficiency and teaching processes for teachers.

On the same root, Gorjian et al (2013) studies the use of Praat software to help university students in Iranian to acquire prosodic features of English language, they found that the “students that practiced it through CALL approach were more successful than the students who were taught through traditional method” (p. 34). Going with more studies that examined different software, Mouton Interactive Introduction to Phonetics and Phonology software by AbuSeileek (2007) in a study for teaching pronunciation to advance Saudi EFL students of English found that their ability in perceiving and producing correct words, phrases, and sentences improved significantly using a communicative approach. While Tanner & Landon (2009) tested the effect of using Cued Pronunciation Readings (CPRs) software on intermediate ESL learners of English in US, the study aimed at learning features. The students in this study should work with the software in a self-directed form and the teacher had no interference in their learning. The result of the study showed the significant effects of this software on learners’ perceptions of pronunciation.

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In another study, Khoii & Aghabeig (2009), studied the effects of Rosetta Stone software on listening comprehension of Iranian EFL learners. The result of their study showed that the students listening comprehension improve after using this software learners' motivation increased, providing learners with authentic material and environment and reducing learner dependency to the teacher. Verdugo (2006) studied the effect of ASR software on intonation of EFL students. At the end of the study he found that the quality of their intonation increased and their perception toward intonation increased. With another case study of Saeed Moradi (2017), the participants were seven EFL students at Chabahar Maritime University, Iran, they were non-native speakers of English. Clear Pronunciation 2 software it is designed for teaching prosodic features of English pronunciation, content Progress features and printing Dialect version. Students worked with the software and practiced related exercises. The results of the study showed that the learners' pronunciation improved significantly after six weeks of working with the software. One more study by Alsuhaimeh Ahmad (2017), in his thesis about integrating computer technology to teach pronunciation to EFL learners and how to make a balance between what computers and teachers can offer to students. He found many types of software raising learners' attention for many sounds like CAPT software, ASR-based software (holistic and specific feedback) and non ASR programs. Also he mentioned Pronunciation Power Program and call teachers to utilize such programs in oral classrooms. He concludes his thesis via assuming that technologies are necessary in large number classrooms which gives a guarantee the needed private training and good feedback for all learners. (p.48)

And last, Hooshang Khoshsiman, Amin Saed, Saeid Moradi (2016), examined the application of Clear Pronunciation 2 software in improving pronunciation of Iranian intermediate

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EFL learners this study attempted to teach prosodic features of pronunciation a mixed Methodology was examined and both the teacher and Clear Pronunciation 2 software were engaged in teaching pronunciation The results of the study showed that the learners' pronunciation improved significantly after six weeks of working with the software In addition, the results and the feedbacks provided by the software allowed them to have access to their performances and work more on their weaknesses to improve their pronunciation skill

Leaving software behind, Luo, B. (2014) used a computer-assisted pronunciation training (CAPT) technique to combine oral reading with peer review to improve pronunciation of Taiwanese English students. In this study students first given a short passage with the recording of the text had read by native speakers. After listening and practicing the recordings, the students record their voices and compare them with the native speaker one. Luo, B added an online discussion board which students shared their recordings and discussed on their classmates' recordings and performance. The result showed the superiority of using this technique in decreasing learners' problems in learning pronunciation.

Coming to the studies that are related to our case study of blended learning, There is a program called Edgenuity that is studied by Brandy Hiatt(2016) to explore the effectiveness of the rotation model of blended learning in middle school language arts education. The study explored the differences between traditional environment of education and blended environment of education. The students had to learn how to use the online tutorial mastery learning system and how to pace themselves successfully. As well as Cai.J et al (2017) in their study Learning from practice, improving blended learning strategies in an educational technology course. After the implementation of the improved blended learning strategies, students gradually adapted to

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learning and mastering practical skills by watching micro-video tutorials. Instead of asking the teacher for help, the students tried to solve problems by themselves. According to the classroom observation, the previous activities of playing with mobile phones and playing online games in the computer lab greatly lowered; while the learning order greatly improved. More students understood that they could really benefit from the modern education technology course in terms of ICT skills. The blended learning strategies based on the lab-rotation model makes it possible for teachers to develop a personalized and effective student advising environment.

These studies are all related to the significance of taking advantages from using the laboratory and suitable technological gadgets that walk with the target course, they are also concerned with the function of different software and programs used during the course, by students to improve their learning skills in pronunciation.

### **2.4. Limitation of LRBLM:**

Within the related studies, there were a couple of limitations.

The first limitation is when applying the LRBLM; some researchers relied on online environment where students can use only web based technology from home. They were given the freedom to use any kind of programs in their own time and pace. It is a productive technique to let students teach themselves but it is more fruitful if the teacher is present. Especially if the students were used to the traditional classroom and who are not prepared to work separately, it will be unpleasant twist for them. The teacher has countless roles including a facilitator, a supportive, an examiner, and most essentially an assessor. If the study is applied on young

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students for example the middle schools, some chaos are predicted. Even if they suggest that parents can replace a teacher, this is not a 100% credible.

The second limitation is the implementation of the LRBLM, many studies investigated the use of LRBM and made students work unsupervised in labs for their computer based or web based sessions. Teachers can feel less in control of their own classes while students can feel that there is a social factor missing due to the reduced time together with their classmates and their teachers. Also, probably some students would not be able to manage the additional freedom during unsupervised lab time and thus they would learn less, resulting in unwanted overall course performance.

### **Conclusion:**

This chapter introduced the importance of pronunciation, and identified the LRBLM as a suitable method for teaching and boosting students' pronunciation. As well as the model' implementation an its significance. The literature relied on two theories, the CTML and LFC, and their features with examples were explained. Also, there are studies related to the research by previous researches using different software, computer programs, and blended environment. At the end of literature couples of limitations were discussed.

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## **Chapter three: Methodology**

The first two chapters of this thesis provided the context of this study and a review of previous studies. This chapter is designed to present the investigation tools used in the current case study. The objective of this investigation is to shed light on the importance of implementing a blended learning environment in order to improve EFL learners' pronunciation. The study is conducted through investigating a sample of first year students of English at the University of Chadli Ben Djedid and a sample of teachers of oral expression at the same university.

### **3.1. The method**

In order to reach the aim of this thesis, which is applying lab rotation Blended learning model: LRBLM in oral classes to teach pronunciation, a descriptive approach used to investigate if applying Blended learning BL boosts student's pronunciation and how students evaluate the productiveness of technology in EFL oral course, due to the COVID\_19 virus and the quarantine, we could not go through the experimental approach with the case study as it was intended.

#### **3.1.1. Population and sample**

Our case study is first year students of English at the University of Chadli Ben Djedid and a number of teachers of oral expression at the same university.

##### **3.1.1.1. Student's sample**

We have investigated a sample of first year students in the Department of English at the University of El Tarf. It consists of 20 students, both males and females. They have the same level since they started learning English since middle school.

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## **3.1.1.2. Teacher's Sample**

In addition, to fulfill our research, a number of English Oral teachers teaching first year students have answered a questionnaire addressed to them. They are also familiar with the use of technology through their courses.

## **3.2. Methodology tools**

Our research is based on two main questionnaires; the first questionnaire was administered to the students and the second to the teachers. The topic was introduced and the purpose was clarified, the questionnaires were distributed on both students and teachers to answer, on the Facebook group and on emails for teachers

### **3.2.1. Students' questionnaire**

The first questionnaire was given to first year students of English. It contains nine questions gathered under two major sections. The first section contains four questions that are meant to gather data about students' evaluation of their pronunciation learning while the second section contains five questions that show their response with the use of technology (which is implementing the LRBLM).

### **3.2.2. Teachers' questionnaire**

The second questionnaire was administered for teachers of Oral Expression teaching First year students at the department of English in the academic year 2020. The data collected in section one, that consists three questions, is purposed to provide information about teachers background, the second section consists three questions about the students evaluation from teachers perspective, while the third section, that contains three questions as well, is about the

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teachers' opinions of the implementation of LRBLM in oral expression classes considering the fact that all teachers are teaching online due to the pandemic of COVID 19.

### **3.3. Procedures**

The procedures of collecting data is processed quantitatively, it provides numerical information. As consequence, the research instrument used in this study, namely, the questionnaires were submitted to EFL students and oral expression teachers via an online survey, to be analysed and measured using percentages and numbers.

### **Conclusion**

The purpose of this chapter is to evaluate students' level of pronunciation and what methods are suitable for students' needs that should be provided by the department and teachers, as well as to gather their opinions about the contribution of technology and LRBLM in the teaching and learning process.

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## Chapter four: Results and Analysis

The main purpose behind this study is to introduce a new idea of teaching. The study focuses on improving pronunciation, using an advanced model in oral expression courses.

The first section of this chapter describes the data analysis procedures that were performed on the collected data in order to answer the research questions and affirm the hypothesis. While the second section discusses the analysis that were found on the data collected.

### 4.1. Questionnaires analysis

#### 4.1.1. Student Questionnaire Analysis

**Section one: students' evaluation of their pronunciation learning.**

**Question 01: How do you evaluate your level in English pronunciation?**

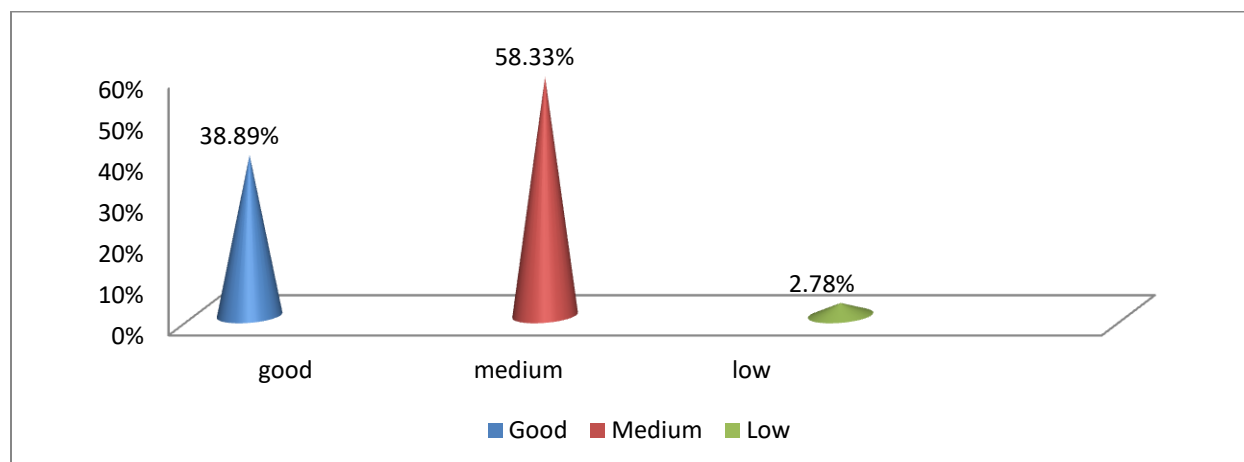
- A) Good
- B) Medium
- C) Low

**Table (1.1):**

Students' level of pronunciation

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Choices of answers	percentages	Number of students
<b>Good</b>	38.89%	14
<b>Medium</b>	58.33%	21
<b>Low</b>	2.78%	1
<b>Total</b>	100%	36



**Figure (2.1): Students' level of pronunciation**

According to the gathered results show that the majority of the students 58.33 % evaluate their level in English pronunciation as medium, whereas the 38.89% of them replied with as good level, and only a student with low level.

### **Question 02: How do you find oral expression courses?**

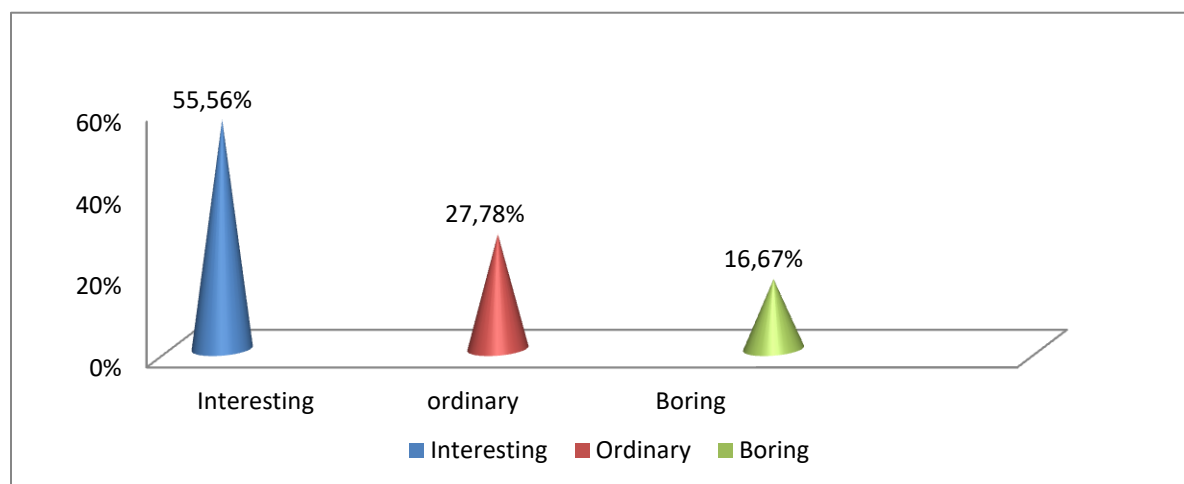
- A) Interesting
- B) Ordinary
- C) Boring

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**Table (1.2):**

Students' evaluation to OEC.

Choices of answers	Percentages	Number of students
Interesting	55.56%	20
Ordinary	27.78%	10
Boring	16.67%	6
<b>Total</b>	<b>100%</b>	<b>36</b>



**Figure (2.2): Students' evaluation to OEC**

The results reveal that more than half of the students enjoy the oral classes and find it interesting (55.56 %), whereas 27.78 % of them find it ordinary, 16.67% answered that oral expression courses are boring.

**Question 03: Is the used method by your teacher in oral courses enough to improve your pronunciation?**

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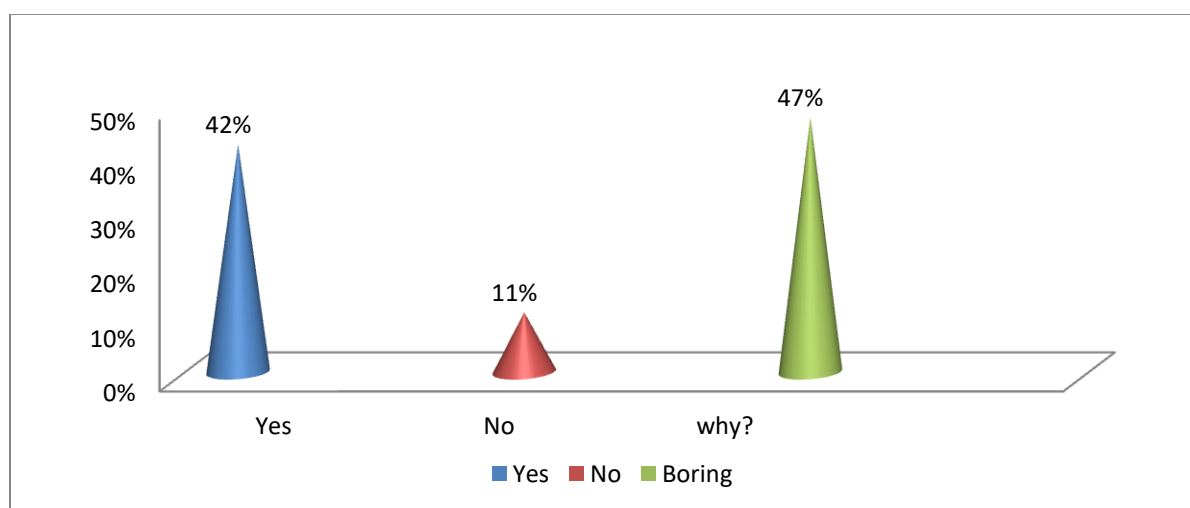
A) Yes

B) No

**Table (1.3):**

Teachers' method(s) and its improvement on students

Choices of answers	Percentages	Number of students
Yes	42%	15
No	11%	4
If No, why	47%	17
<b>Total</b>	<b>100%</b>	<b>36</b>



**Figure (2.3): Teachers' method(s) and its improvement on students pronunciation.**

The results divided to direct answers with yes or no and justification of "No" answers. 42% of students are improving their English pronunciation by teachers'

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methods but 58% of them find that teacher's method is not improving their pronunciation because teachers neglect pronunciation and do not give it much value, discussed topics are not interesting, time is not enough to cover their needs, and teachers do not rely on other professional equipments for quick results.

### **Question 04: In your opinion, what should be added by the department of English or teachers in charge of oral classroom?**

The answers of this question show twenty eight students from 36 agree that the department should update the labs and use technology, also collaborates students with programs including native speakers, group works, meetings, and motivations tools.

### **Section two: students' response with the use of technology.**

#### **Question 05: As an EFL student, what materials do you use to learn pronunciation?**

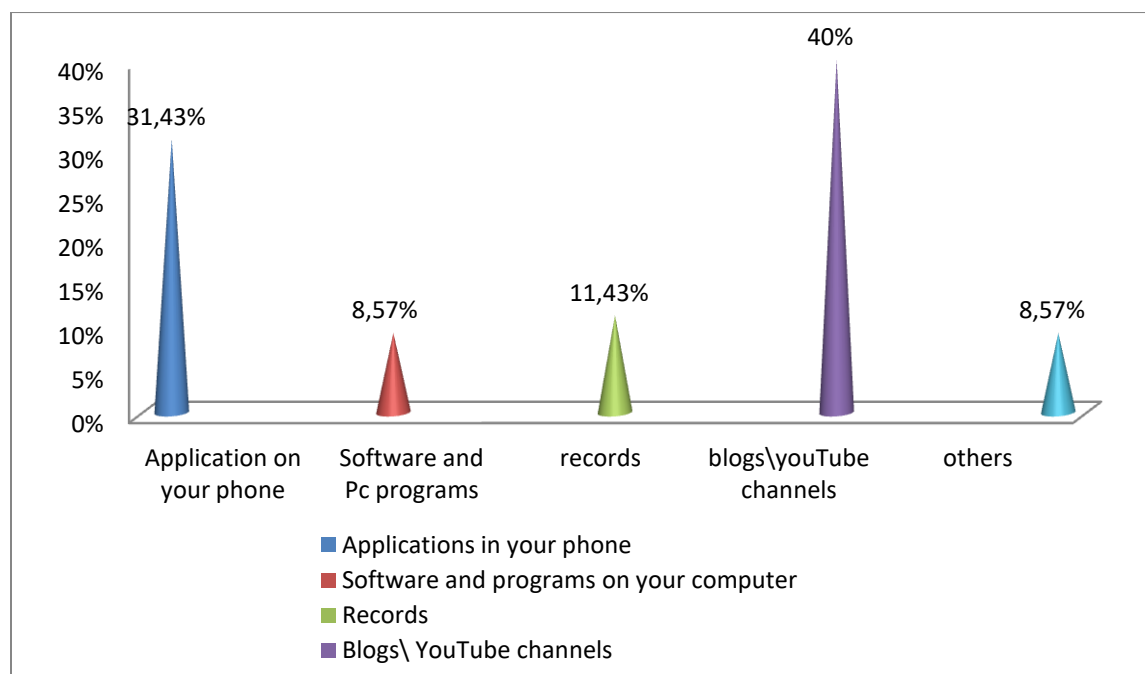
- A) Applications on your phone
- B) Software and programs in your computer
- C) Records
- D) Blogs\ YouTube channels
- E) Others?

#### **Table (1.4):**

The used materials by students to learn pronunciation

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Choices of answers	Percentages	Number of students
<b>Applications</b>	31,43%	11
<b>Software/programs</b>	8,57%	3
<b>Records</b>	11,43%	4
<b>Blogs/ YouTube channels</b>	40,00%	14
<b>Others</b>	8,57%	3
<b>Total</b>	100%	36



**Figure (2.4): The used materials by students to learn pronunciation**

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The purpose of this question is to affirm that students are already using technology at home or outside the classroom. According to the results, Blogs and YouTube channels are highly used from students (40%) to learn pronunciation, 43% of students use applications on their phones, and 11, 43% use records. However, 8, 57% of students use other materials like books, dictionaries, music, songs, movies, and TV channels.

### Question 06: How often technology is used in oral classroom?

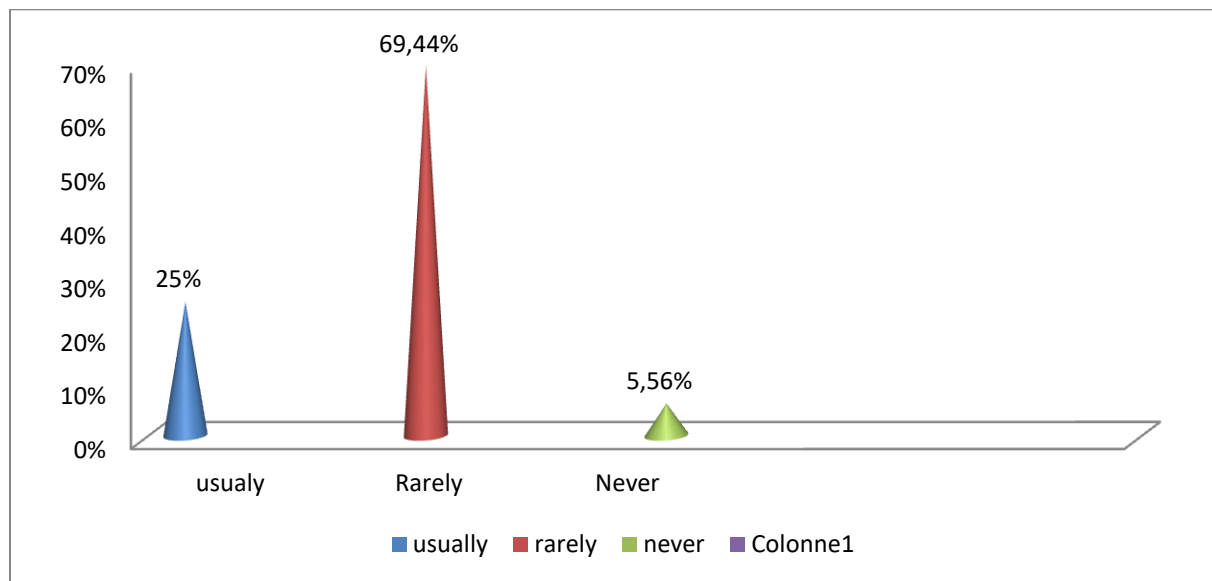
- A) Usually
- B) Rarely
- C) Never

**Table (1.5):**

The use of technology in OEC

Choices of answers	Percentages	Number of student
Usually	25.00%	9
Rarely	69.44%	25
Never	5.56%	2
<b>Total</b>	100%	36

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**Figure (2.5): the use of technology in OEC**

As the figure above shows that 69.44% of the students answered that technology is rarely used in oral classroom, 25% of them usually use technology and 5.56% of students had answered by never.

### **Question 07: which classroom environment do you prefer?**

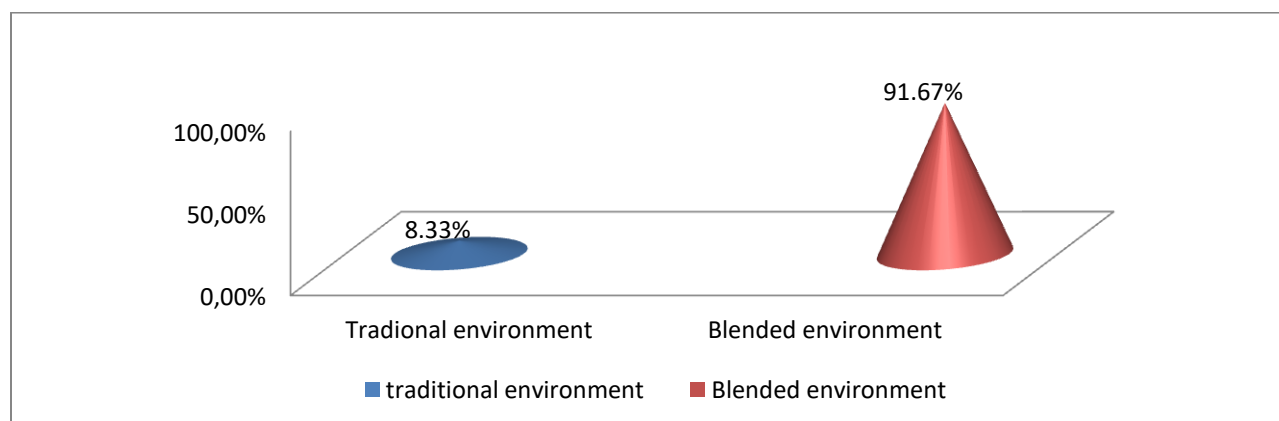
- A) Traditional (only the presence of the teacher without digital support)
- B) Blended(both the presence of the teacher and digital support)

### **Table (1.6):**

The preferred environment for students

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Choices of answers	Percentages	Students' number
Traditional environment	8.33%	3
Blended environment	91.67%	33
<b>Total</b>	<b>100%</b>	<b>36</b>



**Figure (2.6): The preferred environment for students**

As it is shown in the graphic, 91,67% of student prefer BL environment which is the presence of the teacher with the support of technology, only three students supports the traditional environment .Due to the great atmosphere that technology add to the oral class and its role in enhancing learners pronunciation.

### **Q8: Does the use of technology support time management?**

A) Yes

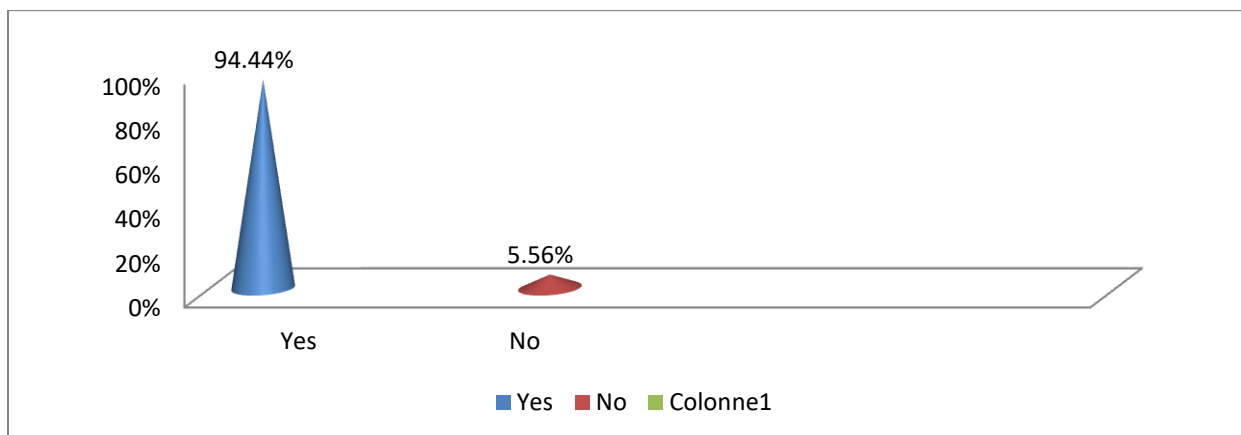
## A Call to Apply Blended Learning Lab Rotation Model for Teaching Pronunciation

B) No

**Table (1.7):**

Technology and time management

Choices of answers	Percentages	Number of students
Yes	94.44%	34
No	5.56/5	2
<b>Total</b>	100%	36



**Figure (2.7): Technology and time management**

The findings show that the majority of the students (94.44%) agree that technology supports time management; only 6% disagree with them which are the same students that preferred the traditional environment.

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**Question 09: Lab rotation Blended Learning is both presence of the teacher and the supplement of technology, As an EFL student; does it help you to deliver your thoughts without barriers?**

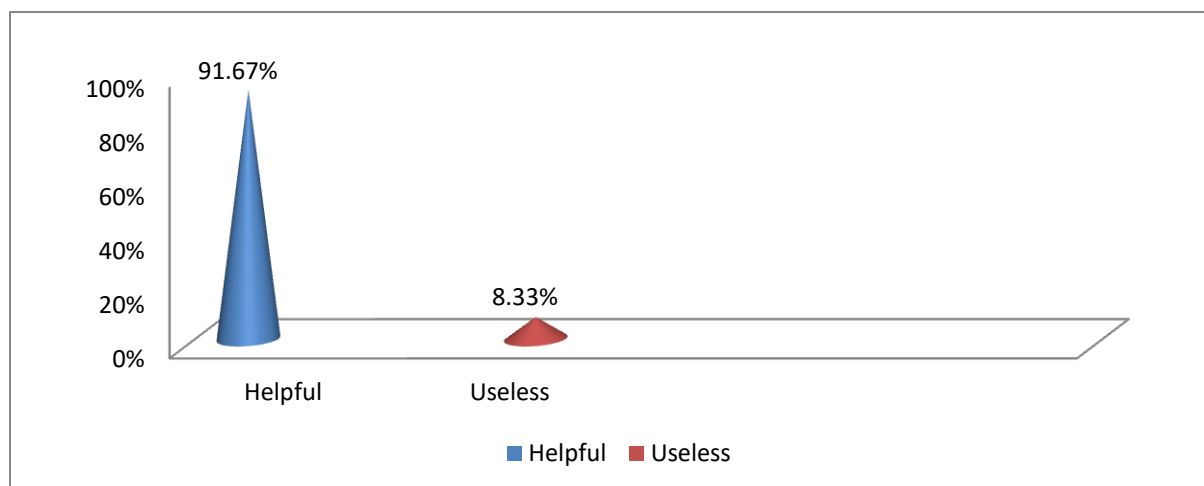
A) Helpful

B) Useless

**Table (1.8):**

Students' evaluation to LRBLM.

Choices of answers	Percentages	Number of students
Helpful	91.67%	33
Useless	8.33%	3
<b>Total</b>	<b>100%</b>	<b>36</b>



**Figure (2.8): students' evaluation to LRBLM**

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The figure shows that the majority of students are hardly boosted by the blended learning, 91.67% find the blended learning helpful, yet 8.33% of them find it useless.

### 4.1.2. Analysis of teachers' questionnaire

#### Section one: teachers' background

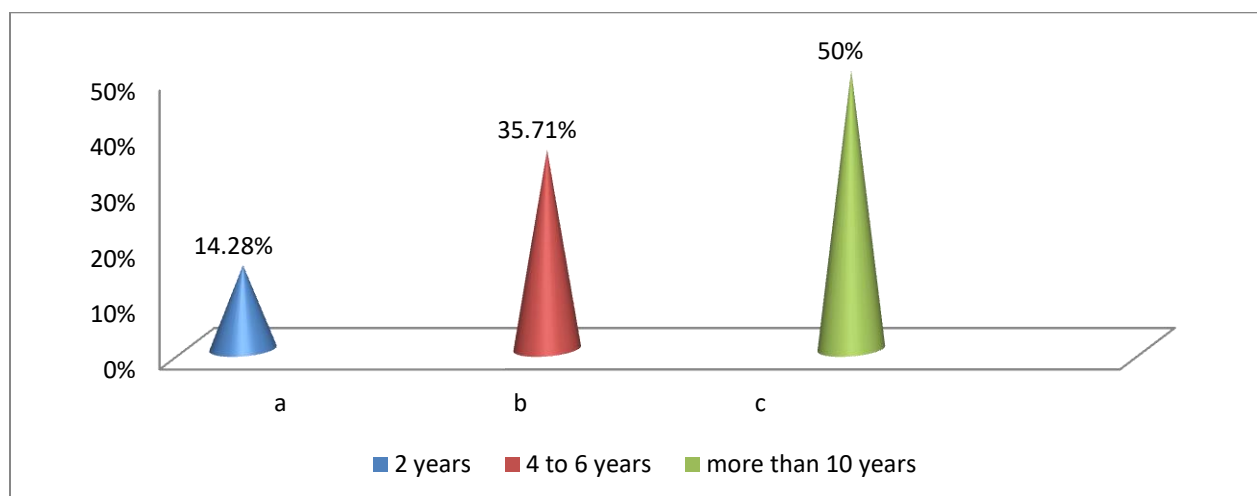
#### Question 01: how long have you been teaching EFL oral expression module?

##### Table (2.1):

Teachers' experiences years in teaching OEC

Choices of answers	Number of teachers	Percentages
2 years	2	14.28%
4 to 6 years	5	35.71%
More than 10 years	7	50%
<b>Total</b>	<b>14</b>	<b>100</b>

## A Call to Apply Blended Learning Lab Rotation Model for Teaching Pronunciation



**Figure (3.1): Teachers' experience years in teaching OEC.**

The figure above reveals that teachers' experience in teaching Oral expression differs from one to another. Half of the teachers (50%) are teaching oral for more than ten (10) years, whereas (35.71%) have an experience between 4 to 6 years. However, there are new teachers who have two (2) years in teaching oral expression module.

**Question 02: what is your particular method(s) in teaching pronunciation? And does it match your students' needs? (Suggestions are appreciated in case you never taught this module)**

This is an open ended question, which most of teachers answered that they use conversations and dialogues, records, video songs and listening to native speakers, besides data shows. They all agree about the use of ICT in labs because students are highly motivated with such method.

**Question 03: Can intelligibility be more important than grammar and vocabulary for EFL students? Explain.**

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The results show that teachers were positive when it comes to intelligibility. Their explanations were about improving students' speaking skill, and supporting the communicative approach that highlights communication rather than grammar and vocabulary.

### Section two: students' evaluation from teachers' perspective

#### Question 04: how do you evaluate your students' pronunciation?

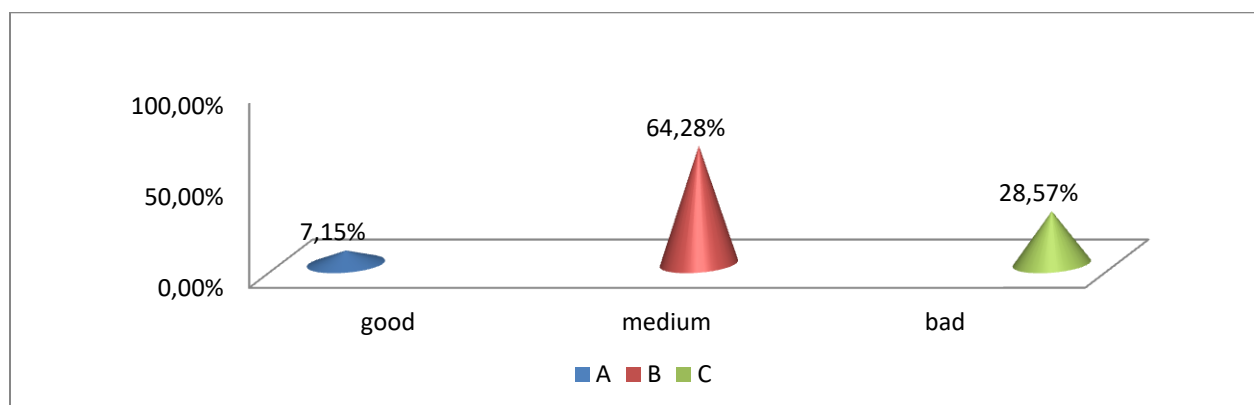
- A) Good
- B) Medium
- C) Bad

#### Table (2.2):

Teachers' evaluation to students' pronunciation

Choices of answers	Number of teachers	Percentages
<b>Good</b>	01	7.15%
<b>Medium</b>	09	64.28%
<b>Bad</b>	04	28.57%
<b>Total</b>	14	100%

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**Figure (3.2): Teachers' evaluation to students' pronunciation**

Generally, students' participation in oral courses is high; the figure above shows that 92.85% Of Oral expression teachers agree that students are always participating in their courses yet one teacher answered by rarely.

**Question 05: during your course of oral expression, how often do your students participate?**

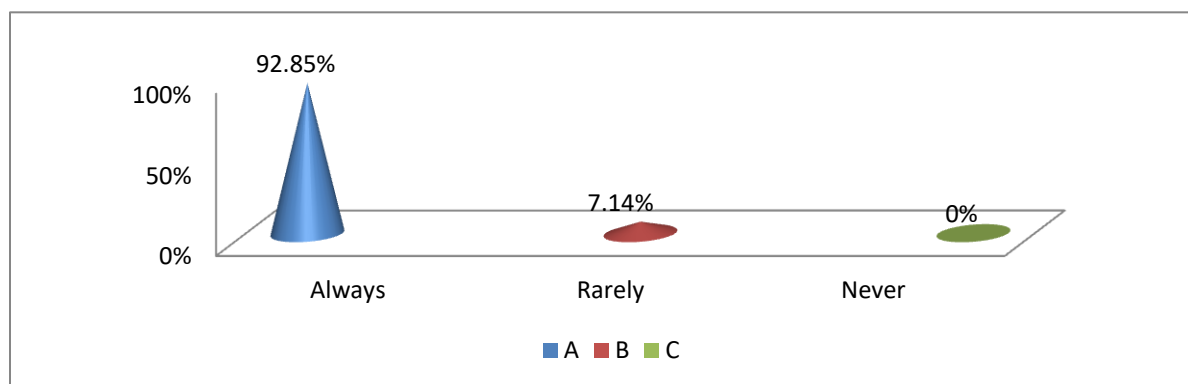
- A) Always
- B) Rarely
- C) Never

**Table (2.3):**

Students' participation

Choices of answers	Number of teachers	Percentages
Always	13	92.85%
Rarely	1	7.14%
Never	00	00
<b>Total</b>	14	100%

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**Figure (3.3): students' participation.**

### **In your opinion why are students inactive in the classroom?**

Depends on teachers responses, students are inactive in classrooms because of the traditional approaches used by teachers which do not motivate students anymore, also the lack of background about topics, the linguistic knowledge, psychological factors of students and the large groups which effects on of productivity for both teachers and students.

### **Question 06: what do your students need to improve their pronunciation?**

The common answer from this question was the use of technological features; also, practice speaking, listen to native speakers, use the language outside the class room, and expose to environments that use English.

### **Question 07: technology is beneficial to cover students' needs, what gadgets have you chosen to use in your class and why?**

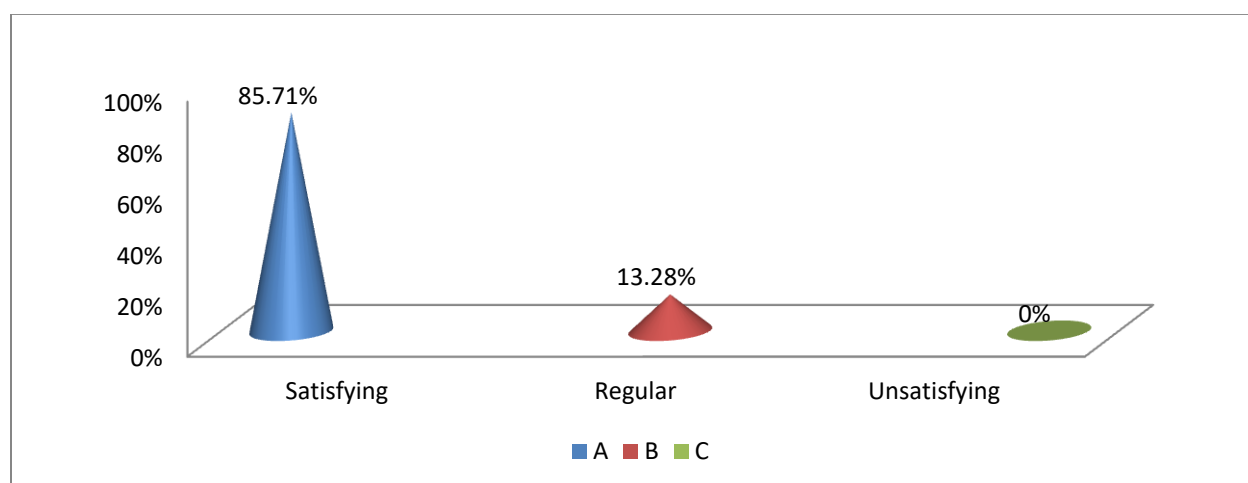
Majority of teachers have chosen to use data show, tutorial videos, audios and listening to native speakers, and dialogues. Some teachers expressed disappointments because of the lack of labs in their job locations.

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**Question 08: what is your feedback about the course when using technology?**

**Table (2.4): Teachers 'feedback about the use of technology in OEC.**

Choices of answers	Number of teachers	Percentages
<b>Satisfying</b>	12	85.71%
<b>Regular</b>	2	14.28%
<b>Unsatisfying</b>	00	00
<b>Total</b>	14	100%



**Figure (3.4): Teachers' feedback about the use of technology in OEC**

The figure reported that 85.71 % of teachers are satisfying about the use of technology, while only 13.28 % are regular.

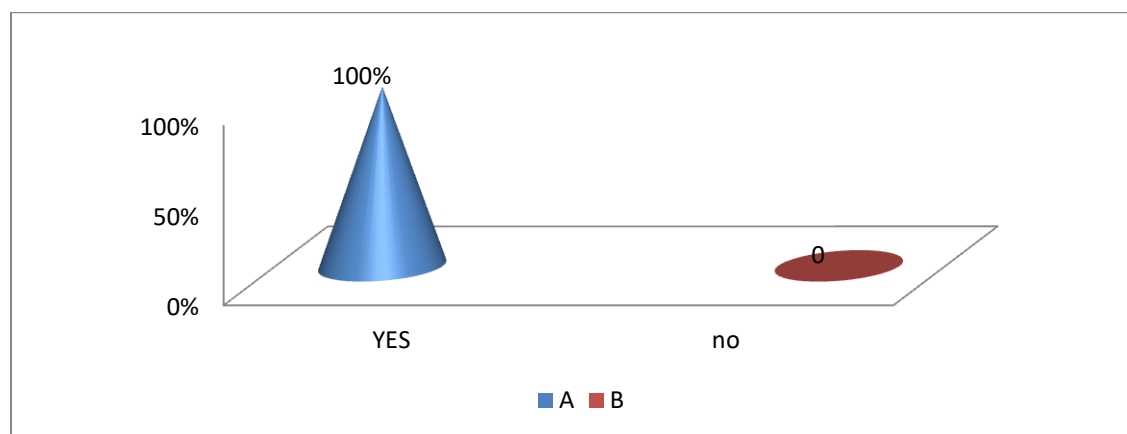
**Question 09: do you support the implementation of lab rotation blended learning in oral expression courses to teach pronunciation?**

**Table (2.5): Teachers' evaluation to LRBLM**

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Choices of answers	Number of teachers	Percentages
<b>Yes</b>	14	100%
<b>No</b>	00	00
<b>Total</b>	14	100%



**Figure (2.5): Teachers' evaluation to LRBLM**

100% of respondents support the implementation of lab rotation blended learning in OEC to teach pronunciation.

### **State why?**

Their justifications were that technology has the potential to include real English language to the classroom, also it gives students opportunity to participate individually without barriers, enhance the listening and speaking skill and facilitate the work for both and supports time management.

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## 4.2. Results Discussion of the analysis

The main purpose behind this study is to introduce a new approach of teaching. The study focuses on improving pronunciation, using an advanced model in oral expression courses.

The analysis of the questionnaire reveals that students are way too familiar with technology and it is all they are asking for to improve their level of pronunciation.

### 4.2.1. Students' discussion:

The first research question was approached through the first section of students' questionnaire:

**What is the evaluation of EFL students and oral expression teachers about the utility of technology in teaching pronunciation?**

Most of the students have average level in their pronunciation (see table 1) which indicates that students in need for improving their proficiency to use the language inside and outside the classroom, and the OEC is the responsible for providing the necessary equipments to achieve that.

Besides, students found that OEC is interesting because it is the only course where they can express their thoughts orally or written, they discuss their interests and feel freer to be themselves, and most important their willingness to learn a foreign language, besides learning a foreign language requires having a good pronunciation. For those who found the OEC ordinary and boring (see table2), maybe it is because they have expected the course in a different environment that it does represent its name. Students may expect to use the laboratory for learning.

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The analysis elucidates that most students are not satisfied with the methods used to learn pronunciation (see table 3), and they highly claim for using technology for superior achievements. Students are influenced by advanced materials and they prefer to make it in use for learning pronunciation. They almost share the same needs, it is mainly about boosting their English pronunciation by boosting the listening skill in order to use it inside and outside the class, they want more oral expression courses because their goal is to communicate using the language, and to understand and to be understood.

Apparently, students already use technology for the sake of learning outside the classroom (see table4). This means two important things, they are already familiar with the use of technology, and they make a profit from this to power their pronunciation. Education of today is in need for the support of technology, yet the analysis showed the common answer by students is rarely for the use of technology in their classroom! (See table 5).

The second research question is confirmed through the analysis of the following answers: **Is blended learning lab rotation model perceived as contribution to the teaching and learning process?**

Students clearly cannot neglect the important roles of the teacher in their learning progress, yet they cannot neglect the fact that blended learning environment is important as well (see table 6). As they have declared in the previous answers, technology eases the learning process.

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Students do agree that technology supports time management (see table 7). Especially that they wanted extra time or more classes for oral expression session, and that they see technology as a mediator to both saving time and ameliorating their pronunciation level.

Furthermore, 33 out of 36 students correspond that the blended learning does help them to deliver their thoughts during the oral class. It means students are willing to participate and be active during the discussion of a target subject by the teacher in condition of technology. Students of today are effective if their interests are triggered. In learning, their interests are having technology in their both hands in order to be pushed forward.

### **4.2.3. Discussion of teachers' questionnaire analysis**

The analysis elucidates that teachers have long experience in the field of teaching OEC as a module and English as a language, most of them have taught it more than ten years (see table 9). This means that they are well experts in understanding the nature of the class and the needs of their students. Along with the analysis, teachers share a mutual approach in teaching which is using ICT in order to achieve students' needs. They agree that talking to native speakers can and will improve students' pronunciation, highlighting that intelligibility is as important as other aspects of the speaking skill as it facilitates the process of understanding and grasp the culture of the target language.

Teachers were asked about the state of their students' pronunciation and their participation in class (see table 10 and 11). The majority of teachers declared that students have average level in pronunciation and they shared several reasons for the inactive participation. They believe that traditional environment does not motivate students, large groups has been

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always a bad idea, the psychological state as shame, anxiety, less self confidence and attitude, and most important their linguistic knowledge may all hinder them from being active student.

The research questions were approached through the second and third sections of teachers' questionnaire.

To overcome pronunciation problems facing EFL students, teachers have come up with their own solutions. Teachers affirm that the use of technology, listening to native speakers, more practice, small groups, and expose students to environments where English is used inside and outside the classroom improve students pronunciation. Furthermore, they would be satisfied if the department provided the needed devices.

What confirms our hypothesis more, is the third section of teachers questionnaire, the analysis demonstrated that all teachers are satisfied after the use of technology in the class. It means that technology does contribute in teaching and learning process. Teachers support the implementation of LRBLM into OEC to improve students pronunciation, they assert that LRBLM has the potential to bring real language to the classroom, reinforce pronunciation therefore speaking, eases the listening process, students will be able to emulate native speakers' language then they can achieve fluency in the target language, and most significant is that it gives students the opportunity to practice individually.

### **Conclusion**

In this chapter, the researchers have analyzed the collected data and results from the questionnaires assigned to both teachers and students in Tarf university department of English concerning the implementation of LRBLM into OEC for teaching and enhancing students

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pronunciation. The findings have shown that LRBLM contributes as an essential role in teaching learning process, also teachers and students do positively evaluate the use of technology to improve the level of pronunciation.

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## Chapter five: Conclusion and recommendations

### 5.1. Conclusion

In EFL context, where oral expression courses have slight access to laboratory can be the only choice to improve students' pronunciation. The aim of this study is to emphasize the magnificent role of LRBLM in boosting EFL students' pronunciation.

This work was carried out at Chadli Bendjedid el Tarf university at the department of English. The statement of the problem relied on two research questions and two hypotheses were designed to be tested. The results showed that teachers and students confirm the hypothesis, that they already use digital devices for teaching and learning purposes, and agree that LRBLM aids more than the traditional environment itself. Furthermore, they give equal importance to the speaking aspects, they clarified that intelligibility is as essential as grammar and vocabulary for communication.

To sum up, the implementation of LRBLM in oral expression courses is highly necessary, because it frames an active interaction between students and teacher in charge to attain a successful teaching and learning process. LRBLM helps students to express themselves and their thoughts in a productive manner to communicate in the target language without barriers, and to work on their weakness and promote their proficiency in using the language properly inside and outside the classroom.

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## 5.2 Recommendations and suggestions

### 5.2.1. Recommendations

Teaching pronunciation is a tough skill and traditional environment cannot stand only on itself. Based on the obtained results of this study, oral expression teachers and EFL students are counseled to use LRBLM in their teaching learning process. As a consequence, the following recommendations are appropriate to take into consideration:

#### **For the department:**

- ❖ The department of English should provide the laboratory with advanced technological gadgets that will be used by both teachers and students in OEC.
- ❖ OEC module should be only taught in the laboratory.
- ❖ One session of the OEC per week is not enough. The department may organize additional hours.
- ❖ The devices that are provided must match students need in learning pronunciation.

#### **For the teachers:**

- ❖ Not all of teachers are aware of the use of some advanced materials, for that they must learn how to appropriately use the equipments.
- ❖ Teacher' roles are not out of the picture in the presence of technology. S/he must be in charge all the time.
- ❖ Teachers are responsible for the active interaction of students in class. All students must participate and engage in the target lesson.

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- ❖ Matching students' problems in pronunciation with the suitable

### **For students:**

- ❖ Students must understand that LRBLM is for boosting their pronunciation level, not for amusement.
- ❖ Students should install applications of learning pronunciation in their cell phones to be used inside or outside the classroom.

### **5.2.2. Suggestions**

Oral expression teachers and EFL students are already familiar with technology and using it for teaching and learning purposes. Here are some of the computer software and programs, phone applications, and YouTube channels that both of them can use for boosting the level of pronunciation.

#### **5.2.2.1. Computer software and programs:**

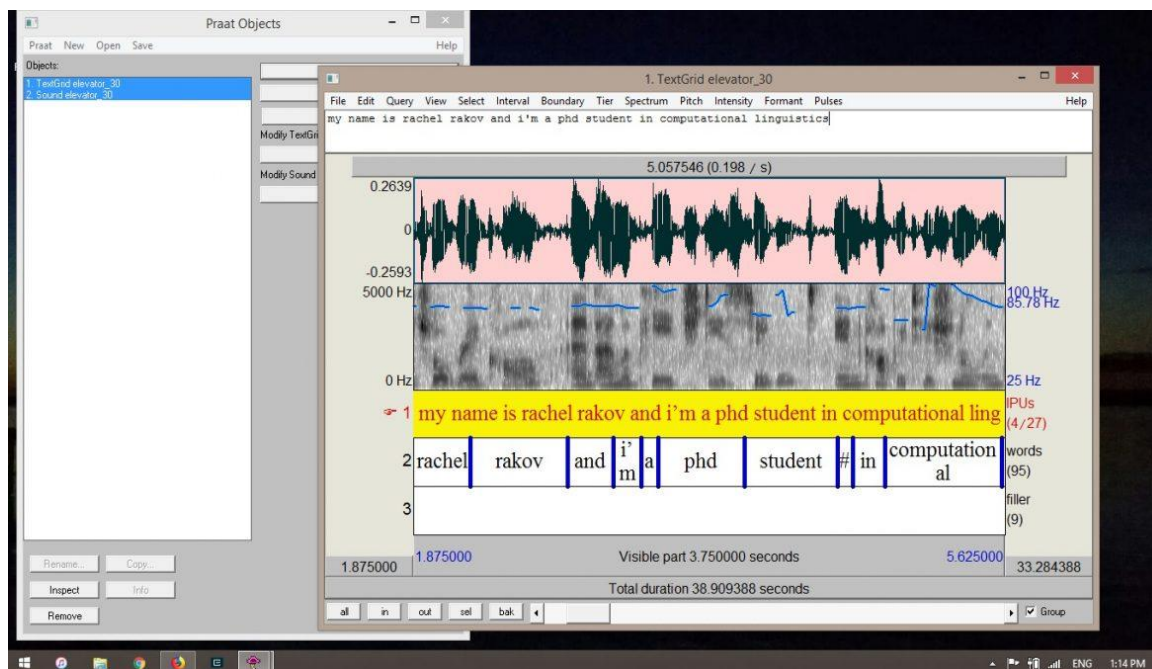
##### **5.2.2.1.1. Praat:**

Praat, according to paul (2001), is a free scientific software program for the analysis of speech in phonetics with which phoneticians can analyze, synthesize, and manipulate speech. It was designed, and continues to be developed, by Paul Boersma and David Weenink of the University of Amsterdam. Praat's functions are as follow:

- ❖ Analyzing speech: it is used for speech sounds and record them (pitch and vibration)

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- ❖ Annotating speech: making transcriptions and annotations.
- ❖ Synthesizing speech: generating speech.
- ❖ Manipulating speech: stylize and modify the pitch contour and change the intonation and stress patterns of the utterance.
- ❖ Graphical capabilities: it comes with picture window into which you can draw your sounds, pitch contours, spectrograms, and any other data types. You can add text (several fonts, many special symbols, several sizes, any rotation), lines (several colors, any widths, several styles), circles/ellipses/rectangles), and several types of markers along and inside your drawings.



**Figure(4.1): Praat program.**

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## 5.2.2.1.2. SAUNDZ

It is an innovative curriculum based educational software program that helps non native speakers to learn in step by step each of the 40 sounds of American English and practice their pronunciation at anytime via the internet. Students build their skills quickly and effectively to use interactive environment.

SAUNDZ features as follow:

- ❖ 38 chapters comprised of 162 lessons that teach you how to pronounce the 16 vowels and 24 consonants.
- ❖ More than 400 words with pictures, dictionary definitions and sample sentences.
- ❖ 4 professionally recorded native America English speakers.
- ❖ Minimal pairs, it introduces a group of words that differ in just a single sound.

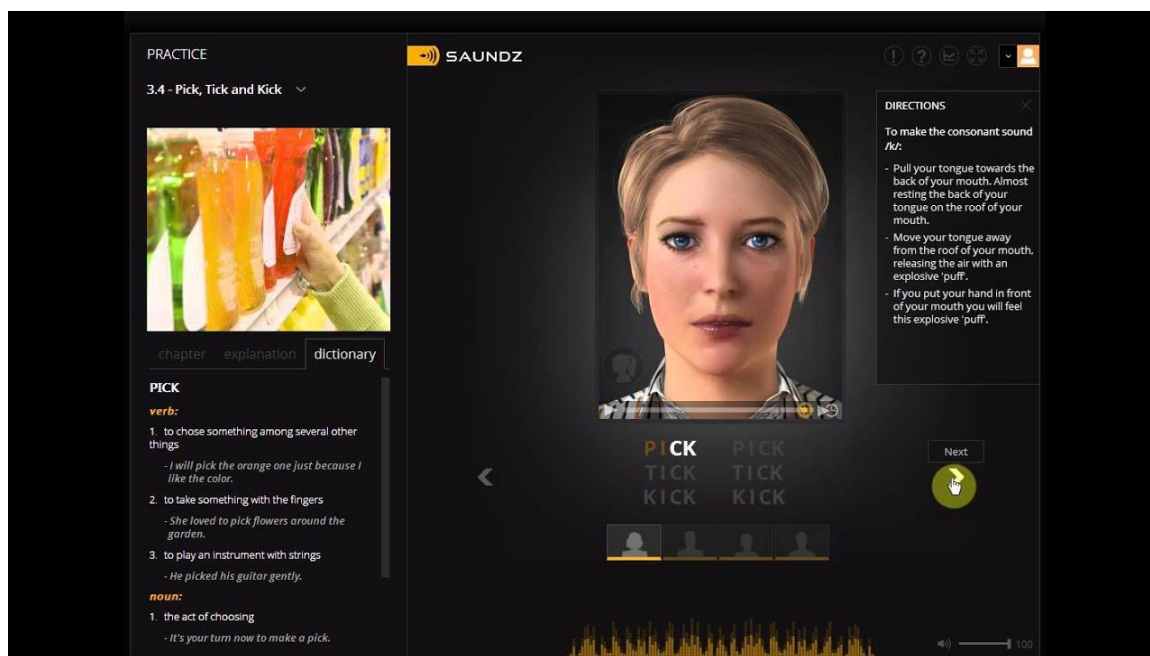


Figure (4.2): SAUNDZ program.

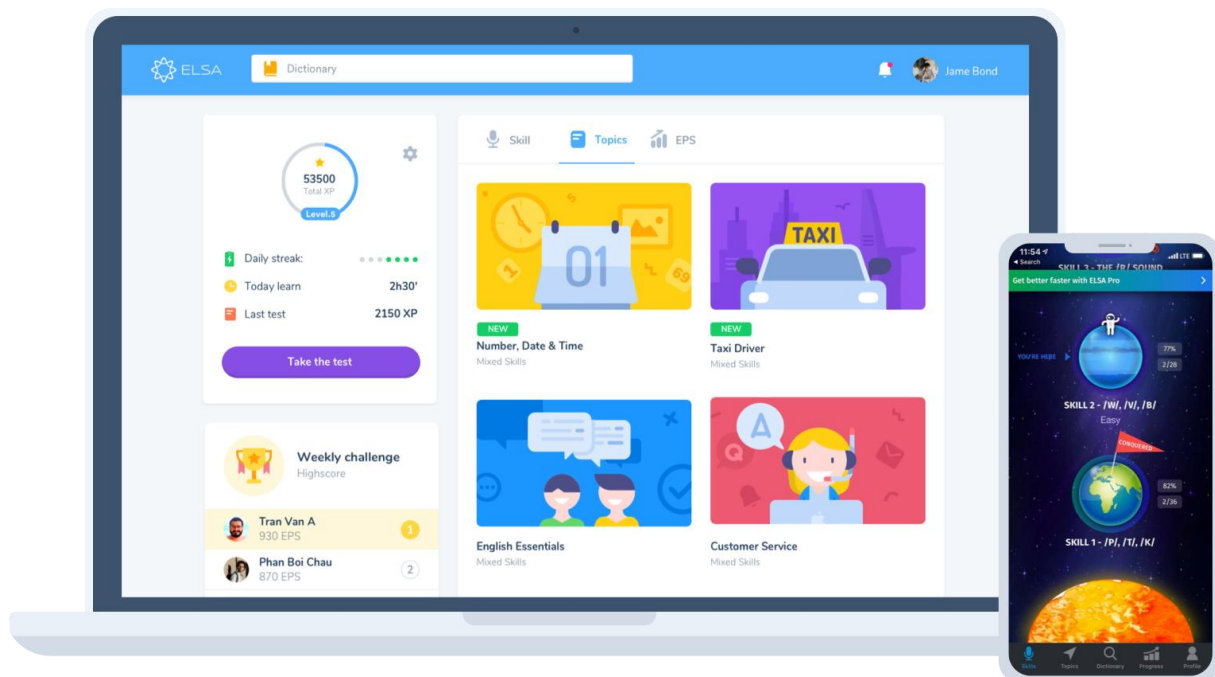
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### 5.2.2.2. Phone applications:

#### 5.2.2.2.1. ELSA:

It is an application that teaches how to pronounce English like an American native speaker through real world conversations. Besides it is a dictionary too where it provides definitions, pictures and example sentences to explain various words. This app features as follow:

- ❖ It has a wide range of activities which mainly focus on the individual sounds of English
- ❖ It models the correct pronunciation then records the user attempt. He can listen back to a recording of his voice, and read it/listen to instant feedback on his performance.



**Figure (4.3): ELSA application**

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### 5.2.2.2.2. Pronuncian-English pronounce

It is an American English pronunciation application. It includes lessons and videos to help students refine their pronunciation and improve their listening skill

Pronuncian features as follow:

- ❖ Students can choose their favorite topic.
- ❖ It includes a list of vowels and constants, besides a detailed description of mouth and tongue positions when pronouncing a sound.
- ❖ It provides students to hear how words are pronounced, practice it, and hear the word definition.
- ❖ There are related videos to the word they are learning and common pronunciation problems.

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The screenshot shows a mobile application interface for learning pronunciation. At the top, there is a title bar with a back arrow and the text "How to pronounce the 'long a' /eɪ/". Below the title bar are three tabs: "Guide" (which is selected and highlighted in orange), "Spelling", and "Practice". The main content area features a sagittal cross-section diagram of the human mouth. Two numbers, "1" and "2", are placed above the tongue to indicate the starting and ending positions for the diphthong. Below the diagram is a paragraph of text explaining the sound. Underneath the text is a speaker icon followed by the text "Listen to this sound". At the bottom of the interface is a video player showing a woman speaking, with a play button overlay. Text in the top right corner of the video player reads "'ay' as in 'say' diphthong [eɪ]".

How to pronounce the 'long a' /eɪ/

Guide Spelling Practice

The 'long a' /eɪ/ is a 2-sound vowel. It is the middle sound in the word 'cake' /keɪk/. To pronounce the sound, begin with the tongue pushed somewhat forward but in a neutral position in the mouth. Then, as the jaw closes slightly, move the body of the tongue upward until it is near the tooth ridge--similar to the position of a 'y sound' /y/. The front sides of the tongue touch the inside of the top teeth at the end of the sound.

Listen to this sound

'ay' as in 'say' diphthong [eɪ]

Figure (4.4): Pronuncian-English pronounce application example 01

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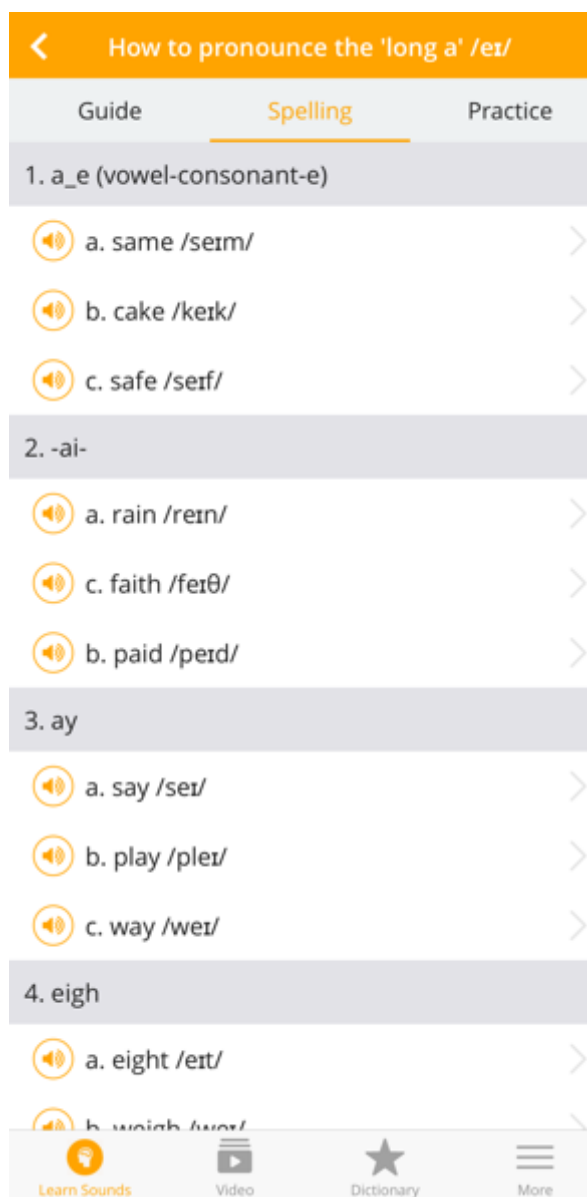


Figure (4.5): Pronuncian-English pronounce application example 2

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### 5.2.2.2.3. English Pronunciation Tutor:

It is an application that provides instructions and four types of interactive exercises to help students' master important aspects of English pronunciation.

Here are some of the application features:

- ❖ It includes ten unites with a series of fun and interactive exercises
- ❖ Students are able to practice a series of words, record themselves, and compare it to the model.
- ❖ There are listening quizzes where they will be tested on the contrast from previous exercises.
- ❖ It provides a feedback on the clarity of students' pronunciation when they choosing and saying a word to test their progress.

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## Unit 1: The Front Vowels Contrasts

Touch the play button to hear the correct pronunciation.

[i]

[ɪ]



seat



sit



feel



fill



least



list



seek



sick

Figure (4.6): English Pronunciation Tutor

### 5.2.2.3. YouTube channels

#### 5.2.2.3.1. Pronunciation pro

It is a YouTube channel created by Annie Ruden M.S. CCC-SLP in 28 July, 2011. It aims at teaching American English pronunciation and fluency. The purpose is to be understood by

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listeners and to be confident while speaking. The channel provides educational videos every Friday by sharing pronunciation lessons.

### **5.2.2.3.2. Shaw English online**

It is a YouTube channel created by Robin Shaw in 20 February, 2013. He is a teacher of English for 20 years and a professor on South Korea. Shaw English is an excellent way to study English online; its purpose is to learn English conversation, pronunciation, and listening to EFL students by providing exciting and interesting informative English video lessons three time a week.

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## Appendix

### Appendix 1 Students' questionnaire

We are Master two students at Chadli BenDjedid University, conducting a research about applying the lab rotation blended learning (LRBL) in oral expression courses to enhance first year students' pronunciation in English language.

The lab rotation blended learning is a hybrid model that rotates between a traditional and technology environment.

We would ask you to take a few minutes of your time to answer the following questions.

#### Section one

Question one: As first year student, how do you evaluate your level in English pronunciation?

- Good
- Medium
- Low

Question two: How do you find oral expression courses?

- Interesting
- Ordinary
- Boring

Question three: Is the used method by your teacher in oral courses enough to improve your pronunciation?

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- Yes
- No

If no, why

Question four: In your opinion, what should be added by the department of English or teachers in charge of oral classroom?

.....

.....

.....

### Section two

Question five: As an EFL student, what materials do you use to learn pronunciation?

- Applications on your phone
- Software and programs on your computer
- Records
- Blogs/YouTube channels
- Others

What material do you prefer and why?

Question six: How often is technology used in oral classroom?

- Usually
- Rarely

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- Never

Question seven: Which classroom environment do you prefer?

- Traditional (only the presence of the teacher without digital support)
- Blended ( both the presence of the teacher with digital support)

Question eight: Does the use of technology support time management?

- Yes
- No

Question nine: Lab rotation blended learning is both presence of teacher with the supplement of technology. As an EFL student, does it help you to deliver your thoughts without barriers?

- Helpful
- Useless

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## Appendix 2 Teachers 'questionnaire

We are Master two students at Chadli Ben Djedid University, conducting a research about about applying the lab rotation blended learning in oral expression courses to enhance first year students' pronunciation in English language, we would ask you to take a few minutes of your time to answer the following questions.

The lab rotation blended learning is a hybrid model that rotates between a traditional and technology environment.

### Section one

Question one: How long have you been teaching EFL oral expression module?

.....years

Question two: What is your preferred /particular method(s) in teaching pronunciation? And does it match your students' needs?

.....  
 .....  
 .....

Question three: can intelligibility be more important than grammar and vocabulary for EFL students? Explain.

.....

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## Section two

Question four: how do you evaluate your students' pronunciation?

- Good
- Medium
- Bad

Question five: during your course of oral expression, how often your students participate?

- Always
- Rarely
- Never

In your opinion, why are students inactive in the classroom?

.....

.....

.....

Question six: what do your students need to improve their pronunciation?

.....

.....

.....

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### Section three

Question seven: technology beneficial to cover students' needs, what gadgets have you chosen to use in your class and why?

.....

.....

.....

Question eight: what is your feedback about the course when using technology?

- Satisfying
- Regular
- Unsatisfying

Question nine: Do you support the implementation of lab rotation blended learning in oral expression courses to teach pronunciation?

- Yes
- No

Why?.....

.....

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