

ROSETTA STONE FOR PRONUNCIATION

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Dr. Sri Yuliani, S.Pd., M.Pd.



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ROSETTA STONE
FOR
PRONUNCIATION

UU No 28 Tahun 2014 tentang Hak Cipta

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Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

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FOREWORD

Alhamdulillah, the Great of Allah for all His grace, so that the author can compile and complete a Book ROSETTA STONE FOR PRONUNCIATION.

An interactive program called Rosetta Stone makes the promise that it may help users learn new languages naturally in a specialized setting. ESOL instructors and educational policy makers have considered it as one CALL program for teaching English as a language.

A software called Rosetta Stone has taught tens of millions of people how to speak new languages. There are numerous languages available in the application. Rosetta Stone provides Arabic, English (American or British), Chinese, Japanese, Polish, German, French, Turkish, Hebrew, Dutch, Filipino, Persian, Greek, Italian, Korean, Portuguese (Brazil), Russian, Spanish, Swedish, Vietnamese, and other languages.

The author realizes that this book is far from perfect, therefore constructive criticism and suggestions are highly expected for future improvements. The author sincerely hopes that this book can be useful for anyone who reads it and can be used as a reference material.

For the attention and cooperation we would like to express our gratitude.

Pekanbaru, January 2024

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01. INTRODUCTION

Significant technology advancements give lecturers and teachers the chance to create a variety of alternative learning media as media platforms in the teaching and learning process. A survey of the literature on technology enhanced language learning for the study of foreign languages indicated that the majority of relevant applications for learning English have grown recently, particularly for students studying other languages to improve students' pronunciation ([1] O'Brien, M, G., & [22] Levis, J, 2017). The field of computer-assisted

pronunciation education has benefited from the use of technology in English classes (CAPT). Recent analyses of the CAPT theories and literature [1] (O'Brien et al., 2017; [2] Chun, D. M, 2013).

According to published research, many Asian contexts have employed what some would characterize as a conventional style for teaching English pronunciation that is based on mechanical drills and repetition for a very long time. The outcome shows that many students retain certain important abnormal phonological forms when they communicate in a foreign language (EFL), a condition that occasionally endangers understandability [3] (Bai & Yuan, 2019). This problem can be attributed in part to a lack of pronunciation teaching resources and inadequate training for those who instruct English language learners in pronunciation [4] (Akhter Farhat, P., & Dzakiria, H. 2017).

Some literatures shown that teaching pronunciation is becoming increasingly more important, as the effective

use of spoken language has long been prioritized in educational objectives globally [5] (Borg, 2015). The theories, objectives, and notably the methodology and approach utilized to teach pronunciation are all being discussed as a result of this occurrence [6] (Bakla and Demirezen 2018). A research to clarify some of the debate's points would be a significant contribution to the field because some people find these shifts and the uncertainty of the discussion to be important point [7] (Gilakjani, A. P., Sheikhy, R., Montashery, I., & Alizadeh, M, 2019).

Moreover, many influential researchers point out, it is a crucial part of communicative competence and, as such, it should be given high priority. This is because, in recent years, there has been a renewed professional commitment to empowering students to become effective English speakers [8] (Sahatsathatsana, S, 2017, [9] Pourhosein Gilakjani, A., & Rahimy, R., 2020).

Teachers who lack confidence in pronunciation, especially if they are not native English speakers, provide further challenges for pronunciation instruction. Given the significant role intelligibility and comprehensibility play in the process of foreign language acquisition, the lack of emphasis on teaching pronouncing skills is somewhat concerning. Additionally, several researchers have pointed out that instruction in lower-level languages does not especially focus on teaching pronunciation abilities [10] (Olson, 2014; [4] Akhter Farhat & Dzakiria 2017; Haghighi & Rahimy, 2017).

Thus, the primary educational objective is for these students to effectively develop their communication skills after utilizing new pronunciation instruction methodology. By doing so, they should become fluent bilingual speakers who can serve as role models for their students and other second language learners [9] (Pourhosein Gilakjani, A., & Rahimy, R.,2020).

According to [1] O'Brien and Levis (2017), the early phases of language learning are a crucial moment for English language learners to gain feedback and put forth effort to have it. Numerous language teachers and students have resorted to technology to assist close this pedagogical gap in English classrooms and to enhance the teaching and learning of English pronunciation abilities.

Since many years ago, technology has been used to teach pronunciation. Automatic speech recognition (ASR) and computer-assisted pronunciation teaching (CAPT) are two terminologies that are frequently used in this subject (ASR). CAPT is an umbrella word that covers a wide range of applications for computers or software that help teach pronunciation to language learners. This word has been used to describe a variety of technological tools, from the very basic audio recording to the far more sophisticated software that can automatically and instantly provide feedback on a speaker's usage of a foreign language [12]

(Liu, S. C., & Hung, P. Y., 2016; [13] Mashhadi Heidar, 2017; [14] Yulian, R. 2021).

There are numerous software programs available to help with the teaching of pronunciation for teachers, language learners, and researchers. The description of every piece of software out there would go beyond the scope of this entry [15] (Pamela Mary Revell-Rogerson, 2021; [16] Marashi, H., & Mirghafari, S. 2019). The needs of the learners, the classroom, technical expertise, and, of course, financial resources must all be carefully considered when selecting the correct software. Others offer feedback that is difficult to understand, while some applications are straightforward and simple to use.

Pronunciation Power²⁵ (EnglishLearning) and Tell Me More²⁶ [17] (Rosetta Stone, 2016) are two of the most widely used ASR-based CAPT systems, and they are able to give users quick, tailored feedback. The dialogue will change depending on the decision selected in the multiple-

choice question displayed on screen in the Tell Me More language learning program from Rosetta Stone. If the students' response was not understood, they would be asked to repeat it. The students are exposed to interactions that are somewhat realistic in this way, and they are also made aware of the importance of having correct pronunciation for advancement [18] (Pennington, 2019). When compared to other types of technology, one advantage of Rosetta Stone that has long been recognized by research is that it enables students to develop pronunciation skills through interaction with real objects in terms of pronunciation [19] Graff, M (2006).

Concerning with the teachers' recognition, educational understanding, and pronouncing skills are lacking, many language teachers and students have resorted to technology to assist close this pedagogical gap in English classrooms and to enhance the teaching and learning of English pronunciation abilities [3] (Bai & Yuan,

2019; [10] Olson, 2014). Moreover, in big language classes, pronunciation instruction can be extremely challenging. Giving each student personalized feedback is probably not viable due to time constraints. Students would have the chance to receive useful, tailored feedback from Automatic speech recognition software that involves them in independent, at home pronunciation exercises. The fact that technology enables students to practice their pronunciation and receive feedback without worrying about embarrassing themselves in front of their peers is one of the most frequently mentioned benefits of using technology to teach pronunciation. English language learners can use computer-assisted pronunciation teaching (CAPT) to enhance their pronunciation without physically entering a classroom or, in certain situations, having a teacher [20] (Xiaobin Liu, 2019; Daniel, 2018; [21] Elimat & Abu Seileek, 2014).

Consequently, computer-assisted pronunciation teaching (CAPT) has the potential to develop students' pronunciation [21] (Elimat & Abu Seileek, 2014; [22] Levis, J, 2007; [10] Olson, 2014). The result of relevant studies above that exposed teaching pronunciation and the media of teaching pronunciation were not inadequate enough, the researchers would like to find out the Rosetta Stone application in pronunciation class. This study aims to address this urgency in two ways. First, this study sought to determine the English teachers react to using the Rosetta Stone application. Second, the objective is to find out the aspects that Rosetta Stone are appropriate to be used in Pronunciation class The following research inquiries are created as follow:

1. How do the teachers' attitude about teaching English pronunciation with Rosetta Stone?
2. In what aspects are the Rosetta Stone application appropriate for pronunciation?

02. TEACHING PRONUNCIATION WITH TECHNOLOGY

According to [22] Levis (2007), teaching pronunciation involves two overlapping and incompatible: one on accuracy (instruction on every aspect of pronunciation while making no effort to be prioritized) and the other on comprehensibility (involves delaying or downplaying teaching on pronunciation components that are not essential for effective communication).. The emphasis on correctness in pronunciation teaching has historically been considerable, with the idea that all vowel and consonant sounds that it should be instructed in the

English language. This extensive coverage not only makes teaching and learning more difficult, but there is also proof that most adult learners can achieve such accuracy that it is desired. Listeners are not equally affected by all pronunciation problems [23] (Jenkins, 2004; [24] Munro & Derwing, 1999).

One of the hardest skills to master and teach in terms of language is how to pronounce English [25] (Pourhosein Gilakjani, 2016; [26] Haghghi & Rahimy, 2017). No one has tried to understand the tremendous worth of this difficult ability, pronunciation, and it has been ignored [4] (Farhat & Dzakiria, 2017). Teachers of English as an English as a Foreign Language (EFL) may benefit from using the relevant materials that are offered to support instruction in English pronunciation. [27] Lindaman & Nolan (2016) says that pronunciation is a skill that EFL students need to learn, and teachers can also benefit from these materials by using them to enhance their own instruction.

One effective method for enhancing pronunciation instruction and learning is the use of computer technologies. With the use of these technologies, English pronunciation can be improved in new ways, teachers and students can study and teach pronunciation in a productive setting [28] (Hayati, 2010). Technology should be used to make significant improvements to how language skills are taught and learnt. [7] (Pourhosein Gilakjani, 2019). The target language is accessible to teachers and students in a variety of sectors by employing computer technology. Computer technology helps teachers direct students' learning and connect courses.

Through listening discrimination and concentrated repetition exercises, computers may offer tailored education, frequent practice, and automatic visual accompaniment that shows student's own pronunciation imitates model utterances. Few teachers in the field of teaching foreign languages receive adequate training in

pronunciation instruction [29] (Fouz González J, 2020) and due to the concentration on other language abilities, it appears that there is little time in class for focused practice on pronunciation. In this environment, CAPT seems to be the perfect answer to close a significant gap. Even while they show a lot of promise, effective commercial CAPT systems are not as creative in their use of computers or pedagogy as one might expect.

Teachers' attitudes regarding technology can affect how they use it in the classroom [20] (Xiaobin Liu, 2019). Teachers' attitude toward using computers in the classroom will determine the success of any activities. If computer technology does not suit the demands of either the teacher or the students, the teacher will not include it into their teaching and learning. One of the key aspects that affects how effectively teachers utilize computers is their attitude, which will also affect how they respond to computer technologies [29] (Fouz-González J, 2020).

Computer technology enables teachers and students to access the target language in a variety of contexts. Computer technology assists educators in guiding students' learning and tying academic content to the real world applications. [30] (Pourhosein Gilakjani, Sabouri, & Zabihniaemran, 2015).

03. ROSETTA STONE

An interactive program called Rosetta Stone makes the promise that it may help users learn new languages naturally in a specialized setting. ESOL instructors and educational policy makers have considered it as one CALL program for teaching English as a language [17] (Rosetta Stone, 2016).

A software called Rosetta Stone has taught tens of millions of people how to speak new languages. There are numerous languages available in the application. Rosetta Stone provides Arabic, English (American or British),

Chinese, Japanese, Polish, German, French, Turkish, Hebrew, Dutch, Filipino, Persian, Greek, Italian, Korean, Portuguese (Brazil), Russian, Spanish, Swedish, Vietnamese, and other languages [17] (Rosetta Stone, 2016; [31] Santos, 2011).

Rosetta Stone is a dependable program that is still the best full-featured foreign language program currently available [32] (Griffin, 2014). In Rosetta Stone's pronunciation tutorial, the student hears input from a native speaker that repeats a single word times. The interface then indicates whether the learner's speech was correct or incorrect. The native speaker's voice can be slowed down for users to hear certain speech parts more clearly [31] (Santos, 2011).

The Rosetta Stone website claims that their speech recognition technology is highly advanced and that it provides students with instantaneous linguistic feedback (Speech Recognition Talking Back Required, 2015).

Although Rosetta Stone offers intriguing displays, the average language student who is not a linguist will find its binary feedback, limited recognition capabilities, and poorly scaffolded, unexplained elements to be quite lacking [33] (Demenko, Wagner, & Cylwik, 2010).

Although Rosetta Stone used a systematic, methodical, supervised instruction using voice recognition software, graphics, and other media, according to [34] Golonka EM, Bowles AR, Frank VM, et al (2014) review of trends in self-directed instruction, no studies have directly examined Rosetta Stone's impact on the test students' scores of high school English language program.

[32] Griffin (2014) study on useful tools for assessing CALL software, one of the few software products with an understanding of how multimedia may benefit language learning's psychological processes is Rosetta Stone. Moreover, Saury's statements date back more than ten

years, her idea still serves as a useful starting point for further research on the effectiveness of CALLs.

The impact of Rosetta Stone was studied by [35] Nielson (2011) on independent, self-driven adult language learners, Spanish, Chinese, and Arabic were all similarly well-performed by Rosetta Stone when determining whether self-study using CALL resources was appropriate for US federal employees.

Research Design

An exploratory techniques design was employed in this research. This design tries to investigate the research issue. Exploratory research is the initial research that establishes the foundation for further research. It is employed when the research problem is poorly understood. In the exploratory methods design, the qualitative data is first gathered through an interview or observation to explore participants' experiences with the phenomenon under

study. After examining the qualitative data, the researcher is better able to define or assess the research problem through the design of a quantitative study[36] (Creswell, 2012). It started with gathering qualitative conducted an interview of 5 English teachers from three Islamic Junior High Schools to gather the information on their attitudes toward using a new approach of Rosetta Stone.

Research Instrument and Participants

To answer two research questions above, the researchers used Semi-structured interview. It was performed by the researchers to gather information and assess the study's goals. 5 participants from the three Islamic Junior High Schools was chosen, 3 female and 2 male. Teacher F (male) had got 4,5 years experiences in teaching English, teacher MF (female) with 10 years experiences in teaching English, teacher SR (female) had 18 years experiences in teaching English for Junior high

school, teacher M (male) got 20 years experiences, and teacher SP (female) had 5 years experiences in teaching English at Junior high school. A portable tape recorder was used by the researchers to record the participants' answer from interview. Each interview was taped and later transcribing each recording. The researchers carefully examined each transcript to make sure it accurately captured the interview. The participants were to be questioned on four different topics. They were interactive feature and individualized instructions, effective approach came in third place, and last Rosetta Stone offers communicative practice (Hardison 2004).

Procedure of Collecting Interview

The researchers a set of semi-structured interview questions. Five volunteer participants from the three institutes-three male and two female-were interviewed. The participants were questioned by the researchers

regarding their attitudes of Rosetta Stone and its applicability for pronunciation. For recording the interviews, the researchers employed a tape recorder. The researchers used word-by-word transcription to record the interviews once they were finished. The data was five-week collection period and at least spent 20 to 50 minutes. The interview was conducted in Indonesian to thoroughly examine the teachers' responses (Creswell, 2012).

Data Analysis

This study employed thematic analysis, the interviews with the teachers on their experiences with the Rosetta Stone application were qualitatively examined. Coding and categorization of the interviews' transcriptions was done. After reviewing the interviews, the researchers made the decision to code the data, grouping the material into the topics group to make it easier to understand. By doing this, the researchers were able to gather information

about how the teachers felt about the Rosetta Stone, how they felt about the new pronunciation teaching application, how well it worked and how it affected their learning process.

04. TEACHERS' ATTITUDES TO USING ROSETTA STONE APPLICATION

The purpose of the first research question was to investigate how the teachers' attitude about using the Rosetta Stone application. For further explanation of the teachers' experiences in using the application, interviews were conducted. The topics that emerged from the data are interactive feature and individualized instructions, effective approach, and communicative practice.

Interactive Features

The results of the interviews revealed that teachers had positive opinions toward using Rosetta Stone because it offered a fun and engaging atmosphere and helped them

pronounce vowel and consonant sounds more accurately as well as speak with an accent that was more like a native speaker. According to the responses from the participants, it appeared that the interactive features from Rosetta Stone was its most helpful component. By pointing out the errors, the teachers' feedback helped them reflected on their learning and motivated them to fix their mistakes and improve going forward.

The results revealed that #F altered his English accent, stress, and intonation because Rosetta Stone offered an engaging environment for him to instruct his students on several topics in Rosetta Stone.

#F Well, Rosetta Stone offered a stimulating environment for studying and teaching, and gave real native accent to be imitated by me myself and my students. Then, Rosetta Stone also provided us many topics from basic to advance level.

#MF emphasized the crucial impact a positive setting on interactive feature of Rosetta Stone. She was amazed with the features of Rosetta Stone has in pronunciation. She found that Rosetta Stone gave her opportunities to have a conversation with native.

#MF Um, when I was using Rosetta Stone, I felt at ease being in an interactive setting, and as a result, I learned a lot through Rosetta Stone, like, eeee... the pronunciation of some difficult vowels, accurate word stress, and, uh... example of conversation with native accent.

Similar to #SR, #M, and #SP, their responded with positive attitudes towards Rosetta Stone. Their pronunciation improved better, sounds of vowels and consonants, native stress, and English accent much better gained because

Rosetta Stone gave excellent interactive features. Moreover, teacher #M has got many experiences in teaching English, he found that Rosetta stone gave more to him, like power and energy, that Rosetta Stone consistently provide the sound continuously without tiring. Other respondents also commented that Rosetta was sophisticated system which allowed us to repeat the words and sentences also gave responses with reward by giving response you are right or not.

#SR Yes, Rosetta Stone gave me the correct example to learn pronunciation, and I was able to enhance my ability to pronounce words with the proper vowels, consonants, and word stress, and my English accent to comprehend native English speakers. Rosetta Stone application also provide words and images and employ a sophisticated system of

repetition, so we were easy to re-pronounce the words and sentences.

#M: I am a senior English teacher in this school, I can say that Rosetta Stone with speech recognition has the potential to provide features that humans cannot, including infinite knowledge storage, targeted and personalized interactions, endless time and patience, undivided attention, immediate feedback on every response, and consistency.

#SP: Rosetta Stone can be highly beneficial to use the interactive program's voice recognition features. It is very easy to use because the feature of vocal interaction component is a fantastic idea. You can repeat a word uttered by a native speaker and Rosetta will answer with noises to say whether you did a good job or not.

Individualized Instruction

The result of the interview from teacher #F, #MF, #SR, #M, and #SP had positive opinion regarding the individualized instruction. Notably that Rosetta Stone helped teachers work individual during pronunciation activities. They concentrated alone without any assistant from other teachers because they operated the Rosetta by themselves.

#M Rosetta Stone let me did as personalize to choose pronunciation instruction by selecting the phonological elements that I wanted to practice. Additionally, I worked alone to pronounce the words or sentences. The positive point of Rosetta Stone that I became independent and focus to the application.

#MF Uhm...I wore headphone and a microphone to communicate with Rosetta Stone during pronunciation.

A built-in speech recognition engine in Rosetta provided feedback on my speech accuracy. Then, uhm.. Rosetta's speech models assessed my words and phrases and it made me did the instructions individually.

#F I already practiced it. I myself operated the Rosetta Stone alone. I felt enjoyed during practicing pronunciation. I got my feedback directly from Rosetta and I felt satisfied. The system let us did alone and I become individualized.

#SP Well...eee...I felt free when I instructed myself to practice the pronunciation alone. Rosetta Stone equipped with the instructions that I can operate the system without any help from

others...then...eee...the application was good to work individually. It led to an autonomous learning, it means that without any teachers present, the students may do pronunciation practices by themselves.

#SR Wow...Rosetta was really helpful. I was being amazed with it. I managed my time by practicing alone in laboratory. Very simple and it seemed my students were eager to know Rosetta further. The feedback really helped me a lot...emm...so I did practice again and again.

Effective Approach

Most participants said that using Rosetta Stone helped them become more conscious of themselves, more reliant on visual aids in learning, and more adept at teaching pronunciation because it offered an effective

approach. So, these elements supported teachers' favorable attitude on the use of Rosetta Stone in pronunciation instruction.

#SP Rosetta Stone was a great application software. It helped my tasks to be easy. Well...eee...of course to be an effective approach. It was just so simple and I did not bother and think hard to get the native speakers speech. Rosetta provided it and it looked like a blink your eyes.

#M I got much experience in teaching pronunciation. Previously, I'd love to teach by drilling approach. I pronounced the words again and again and the students followed my words. They imitated my sound. I was sure that my pronunciation was right, however, it was not compare to Rosetta Stone. I reflected myself, I taught wrong pronunciation... hahaha... In previous approach...hmm...I spent a

lot time and I lost much energy repeating and pronouncing words then the result of my students' pronunciation was not guaranteed better than mine. After using Rosetta, I found it effective approach because the application equipped with pronunciation speech in correct way. It was very efficient and effective approach which Rosetta continuously assisted us with the program repeatedly with no tiring.

#SR I found Rosetta was effective approach. The topics had been in the program. We as teachers just operated based on the tutorial and guideline book provided by the provider. Just one application with complete skills arrangement. Not only for pronunciation purposes but also for listening, speaking, reading, and writing skill...ehm...like *gado-gado*.

#F My previous experiences, I got natural approach from my teachers and lecturers. They pronounced the words repeatedly....hmm...I listened the words and I mimicked the sound. I thought that my teachers and lecturers' pronunciation were correct...hmm...in fact they were wrong pronunciation. I realized it and I would like to revise the pronunciation to be correct.

#MF In my opinion...eee...I found that Rosetta was an effective approach. Eee..Rosetta aided us not only for pronunciation but also all skills in one application. Eee...it was effective because it supported us with complete components, so it made us easy and effective in teaching.

Communicative Practice

The result from interview shown that all participants responded positively towards Rosetta Stone in promoting

communicative practice. The fact that Rosetta had equipped with many tasks in pronunciation and gave much opportunities to do more practices. Rosetta Stone already set with full board of programs that the participants used during practicing.

#SR In my opinion, fundamentally all foreign language students, practice pronunciation was essential skill. The reasons were they had to pronounce the words and sentences correctly in native like, if not, it effected the meaning then it consisted of spoken language's voice quality, intonation, stress, pitch, and rhythm, Rosetta has already set the program for pronunciation practice. These components should be practiced more and more.

#F The purpose of learning a foreign language was able to communicate well with understandable pronunciation as an important component to be

communicative competence...eee...With this in mind, teachers should set obtainable goals that were applicable and suitable for the communication needs of students. Pronunciation instruction should be clear, so students and teachers can actively build pronunciation awareness and practice. The instruction in pronunciation program in Rosetta Stone was adequate enough to be implemented.

#M Since pronunciation was the primary means of comprehension content in speaking, pronunciation was crucial. Students cannot communicate effectively if they cannot use a term in its proper context. Studying proper pronunciation increased students' pronunciation of native speakers and got efficient communication. Rosetta has provided program to be set in proper pronunciation. This application helped us to get communicative practice a lot.

#MF At the beginning...uhm...when I tried to operate Rosetta...eee...I felt confidence that this application provided with full of practice. I imagined it and then I tried to turn it on and I looked through it...uhm...I clicked all the programs...eee...I found it amazing.

#SP I think Rosetta Stone had set the communication practice. It contained many topics which the teachers chose to be taught in the classroom...eee...set of exercises...eee...set of practicing and then the feedback came up.

05. THE ASPECTS OF THE ROSETTA STONE APPLICATION APPROPRIATE FOR PRONUNCIATION

Responding to the aspects of Rosetta Stone is appropriate in pronunciation activities, all participants gave positive replied. They recommended the application to be used in the classroom for teaching pronunciation, Full board package of system has been installed and the teachers get training from provider to operate the application. The magnificent Rosetta Stone equips the needs of pronunciation component from speech, stress, rhythm, pitch, and speed have been gathered to assist the teachers in using it (Teacher #M, #F, #SP, #MF, #SR).

The visual features of Rosetta Stone are excellent which divide clear differentiation of each topics. This includes unique elements such videos of a real native speaker making each sound, a visual sound comparison tool that allows users to hear the tone of their speech in comparison to model speakers and video instruction for harder classes. Every sound, word, and sentence are audible to users from native English speakers (Teacher #M, #SP, #F).

Rosetta Stone has its huge capacity for offering practical ways to deliver pronunciation resources and for establishing an authentic atmosphere where teachers and students may hear, see, and repeat English words. Moreover, there are numerous opportunity for teachers and students to review any section of the materials and receive software assistance (Teacher #M, #F, #SR, #MF, #SP).

Rosetta Stone has provided teachers with a wealth of resources and materials for teaching pronunciation,

making their lessons more beneficial for their students. Rosetta Stone also encouraged teachers to identify appropriate pronunciation resources for their lessons and made pronunciation practices for their students easier and fun (Teacher #M and #F).

The participants found that the classroom is transformed into a lively environment with relevant activities a situation where students produce a product that is submitted to teachers so that they have the capacity to collaborate when learning and teaching, thanks to Rosetta Stone's interactive environment for teaching and learning pronunciation. Teachers' pronunciation sessions became more engaging which also significantly improved pronunciation activities (Teacher #F, #M, #MF, #SP, #SR).

Answering two research questions above, the results show that the participants attitudes toward Rosetta stone was getting positive respond. They got interactive features

such as native like speakers from Rosetta Stone supported with research by [37] Morton, H., & Jack, M (2010) and [38] Bajorek (2017), they found that Rosetta Stone has features with voice capabilities that has the ability to offer advantages that boundless knowledge storage, interactions that are focused and individualized, full attention, endless patience, and prompt feedback on every response, and immaculate consistency. Research findings from [39] Snezana Kirova (2011), [34] Golonka et al (2014) and [40] Ong'onda & Muindi (2016) shown that Rosetta Stone will be most useful when able to communicate with native speakers, then in line with research from [41] Thomson & Derwing (2014), [32] Robert et al (2014) and [17] Rosetta Stone (2016) revealed that the Rosetta Stone application simulates an immersion setting by exclusively using the target language in its structure This feature enables students to apply the method in a scenario where teachers

might be able to converse with students in a foreign native like communication.

The findings of this research shown that Rosetta Stone led and allowed participants to do practice individually. The software program is developed to ensure that students are working independently while introducing the foreign language in a carefully planned sequence. It is reported by [17] Rosetta Stone (2010), they reviewed and found that the application and was purposed to reduce anxiety and give numerous opportunities to students to work individually for success in foreign language learning. Other research in line with the theory from [42] Gorjian, et al (2013) that the CALL philosophy places a curious focus on student-centered lessons that allow the students to study on their own through structured or unstructured interactive lessons. Moreover research done by [43] Harahap (2020) motivated students to advance in their knowledge and skills individually operate the programs

accordance with his or her preferences, a student can select an effective learning strategy, materials, and learning times. Another study shown that [17] Rosetta Stone (2016) and [19] Graff, M. M (2006) offered several chances for students to become less reliant on the teacher and have more flexibility on their own in a linguistic context; as a result, such a setting stimulates and inspires students to learn foreign language.

The interviews revealed that the Rosetta Stone approach was effective for pronunciation while the previous one without using any system. This result supported by other research done by [39] Snezana Kirova (2011) and [44] Work (2014) that Rosetta stone method worked well on content knowledge and approach of learning. Then research from [38] Bajorek (2017) shown that establishing connections between words and visuals and using a sophisticated system of repetition, teachers and students quickly begin to understand the basics of the language. The

Rosetta Stone program is anchored in practical knowledge in every element.

According to participants, Rosetta Stone had made them easier in teaching pronunciation because it was interactive that created communicative practice. The participants' attitude were positively shown that Rosetta Stone gave much chances for them to use it for practicing a lot. Supporting with the past studies from [19] Graff, M. M (2006), [17] Rosetta Stone (2016) and [38] Bajorek (2017) found that Rosetta Stone was software as an engaging and communicative medium for teaching pronunciation. It was due to Rosetta Stone's ability to assist students in pronouncing words and sentences correctly. With the help of this software, teachers and students now have access to an authentic example of proper pronunciation, which should improve their pronunciation skills.

The interview result also mentioned about the effectiveness of Rosetta Stone when they practiced using it. It was very sufficient and the instructions were easy to follow and it was an authentic situation to learn Pronunciation. In line with this, the research from [44] Work (2014), [32] Griffin (2014) and [39] Snezana Kirova (2011) mentioned that the Rosetta Stone approach is effective. Teachers and students soon started to pick up the fundamentals of the language that they chosen by creating associations between words and images and by employing a sophisticated system of repetition. Every aspect of the Rosetta Stone system is also grounded in realworld experience.

CONCLUSION

The teachers' attitude towards Rosetta Stone was positive respond and the aspects why Rosetta Stone was appropriate to be used in pronunciation were revealed by participants' interview. The study showed that the Rosetta

Stone application had an excellent approach to be used and to be recommended in developing students' pronunciation. Additionally, the participants said that using the Rosetta Stone application helped to pronunciation in interactive feature, individualized instructions, effective approach, and communicative practice.

This research has implications for both either the teachers and students. The Rosetta Stone was found to be an effective approach for teachers to teach their students' pronunciation with features provided full practice and repetition also the quick feedback from the system completely. Additionally, the program provided the students' pronunciation and linguistic proficiency, allowing for their simultaneous instruction. The implication for the students was the affordances of the application, students may learn at their own pace individually. They can also learn in a self -controlled manner.

This research employed a small number of English teachers; therefore, it is impossible to make generalizations. To explore the result of students' pronunciation utilizing the Rosetta Stone application for more next research, large-scale investigation with numerous participants at various levels is required. Moreover, the potential difficulties that teachers may face in the future were not further explored in this study, encounter in using Rosetta Stone application and its connection to their educational results, it is considered to the research's shortcoming. As a result, the current research only lasted one semester, future study in this area needs to concentrate on a long learning process using Rosetta Stone application to enhance students' pronunciation in English classes.

06. DEVELOPING AWARENESS OF ENGLISH PRONUNCIATION

1.1 Introducing features of pronunciation

This activity introduces some key terms (vowel, consonant, consonant clusters, word stress and intonation) and gets students thinking about differences between pronunciation in English and their first language.

Focus Key pronunciation terms

Level Elementary

Time 20–30 minutes

Preparation Copy the material in Box 1 onto a handout.

International Journal of Technology in Teaching and Learning, 10(1), 35-52 Give a copy of the handout to each student and ask them to look at the section on vowels.

1. Present the examples in 1. Say the words and explain that vowel sounds are underlined.
2. Students do the exercise in 2 and check the answers.
3. Give students some time to think about the question in 3. They should talk about their answers to a partner or other students in a small group. (In a multilingual class, students in each pair/group should have different first languages if possible.)
4. Finally, discuss the answers with the class as a whole. Highlight similarities and differences between English and the students' first languages, and

check that students have understood the key term (vowel) correctly.

5. Repeat the procedure for each of the key terms. Note that in the section on intonation, you will need to demonstrate the tones (fall, rise, rise-fall, and fall-rise) on the words in 1 or play the recording. Then say (or play) /*ŋ* with each of the four tones. You could add a step at this point where you get students to repeat, chorally and individually, the four tones on /*ŋ* after you.

Note

Consonant clusters are dealt with in more detail in Activity 1.4.

Box 1 Student handout

Vowels

1 Examples: job give good car

2 Underline the vowel sounds in these words: fall
learn way road

3 Does your language have the same vowel sounds?

Give example words:

.

.

.

.

Consonants

- 1 Examples: my top work this
- 2 Underline the consonant sounds in these words: shoe
rob good leave
- 3 Does your language have the same consonant sounds?

Give example words:
.
.
.
.

Consonant clusters

- 1 Examples: black drop trip queen
- 2 Underline the consonant clusters in these words:
space play climb strong
- 3 Does your language have the same consonant clusters?

Give example words:
.
.
.
.

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Answer key

Vowels: fall, learn, way, road

Consonants: shoe, rob, good, leave

Consonant clusters: space, play, climb, strong

Syllables: helicopter (4), some (1), trousers (2), president (3)

Word stress: ba nana, teacher, engineer, alone, chemistry

Intonation (as on the recording): No ↗ No ↗ No ↗ No ↗

24

Box 1 continued

Syllables

1 Examples: bad (1 syllable) arrive (2) computer (3) supermarket (4)
2 How many syllables do these words have?

helicopter some trousers president

3 Does your language have words with the same number of syllables?

Give example words:

.
.
.
.
.
.



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

A. Getting You Thinking

In the early stages of a course, it is useful to encourage students to think about their current English pronunciation and particular problems; how important English pronunciation is to them, and how its importance might vary in different contexts; and what their pronunciation targets are. This can help students clarify their thoughts on important questions they may not have considered before, and it can help you to know where to aim in helping students improve. This questionnaire provides the basis for a discussion. If the terms used in the questionnaire aren't familiar to students, revise or introduce them first using Activity 1.1.

Focus Grading pronunciation and identifying difficulties

Level Elementary+

Time 30 minutes

Preparation Copy the material in Box 2 onto a handout.

Box 2 Student handout

A How good is your English pronunciation?

1 Circle your answer: 1= high, 5= low.

vowels 1 2 3 4 5

consonants 1 2 3 4 5

consonant clusters (e.g. cl-, fr-) 1 2 3 4 5

word stress (e.g. aGO, FOLLow) 1 2 3 4 5

intonation (e.g. Yes, Yes) 1 2 3 4 5

2 Note any particular problems you have with English.

vowels

.

.

consonants

.

.

consonant clusters (e.g. cl-, fr-)

.

.

word stress (e.g. aGO, FOLLow)

.

.

. intonation (e.g. Yes, Yes)

.

.

.

B How important is it for you to have good English pronunciation?

Circle your answer: 1= high, 5= low.

When you talk to your fellow students? 1 2 3 4 5

When you talk to your teacher? 1 2 3 4 5

When you talk to native speakers of English? 1 2 3 4 5

When you talk to other non-native speakers in English? 1 2 3 4 5

c Who would you like to sound like when you speak English?

Why?

Procedure

- 1 Give a copy of the handout to each student and give them some time to complete it. (This might be best done

as a homework activity.) Point out that the person they think of in C doesn't have to be a native English speaker. It could be, for example, someone who shares their first language, who they have heard speaking English.

- 2 Students report back their answers. Encourage comparison and discussion of differences. For example, students might feel they have different problems with English pronunciation, particularly in a multilingual class, or they might have different priorities, and this might become apparent when talking about the answers to question B. If students have selected both native and non-native English speakers for question C, talk about the relative difficulties of having one or the other as a 'target model'. You may also want to discuss which accents of English (again, either native or non-native speaker) they find more or less attractive and why this might be.
- 3 Keep a copy of the students' answers for your own records. You could use the information about particular problems for prioritising teaching.
- 4 Later in the course (if the course is of a reasonable length), ask students to repeat the exercise and compare their answers with those they gave earlier. Talk to them about whether and why their answers have changed.

B. Making Vowel Sounds

Position of organs of speech when making English vowel sounds

Focus Elementary+

Level 20minutes

Time Make a copy of the vowel chart¹ in Box 3 on

Preparation an OHT or large piece of paper, and also make a small copy for each student.

Procedure

- 1 Display the chart in Box 3. Point to /i:/ and say the word *mea* few times, elongating the vowel. Explain the chart by saying that when we say this vowel the tongue is 'high' in the mouth, nearly touching the roof of the mouth; that the tongue is pushed towards the 'front' of the mouth; and the lips are spread and less forward. Ask students to say the vowel until they become aware of these three features in their own mouths. Next, point to // and say the word *stopa* few times, elongating the vowel. Explain that when we say this vowel the tongue is 'low' in the mouth; that the tongue is pulled towards the 'back' of the mouth; and the lips are rounded and slightly forward. Ask students to say the vowel until they

¹ Source: Underhill, A. (1994, pp. 10and15, adapted).

become aware of these three features in their own mouths.

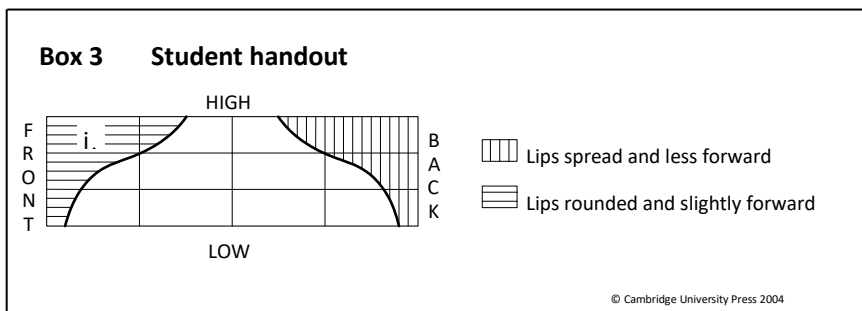
- 2 Write on the board a list of the remaining simple vowels, randomly ordered, and example words which include them:

// sit, // stood, /u:/ you, /e/ pen, // ago, /:/ bird, /:/ more, /æ/ hat, //up, /:/ car

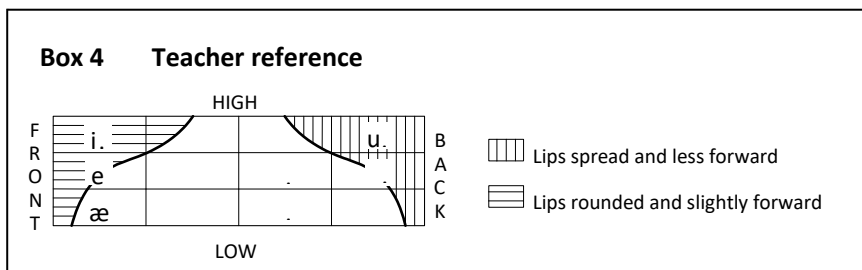
- 3 Students should work in pairs or small groups to try to fill in the remainder of the chart. They should say the words/vowels to each other while they are doing this. During this time you should visit the pairs/groups and say the words/vowels at the students' request. When the pairs/groups have reached their decisions, collect answers from the class, fill in the rest of your chart, and talk about differences of opinion and difficulties. The completed chart, for your reference, is given in Box 4.

Note

If students are not familiar with phonetic symbols, use example words in the chart rather than symbols. (A full list



of phonetic symbols is given in Appendix1.)



C. Consonant Clusters: English And First-Language Differences

The possible consonant clusters at the beginnings of words varies from language to language. This exercise builds awareness of what is possible in English and how this may be different from what is possible in the student's first language.

Focus Comparing consonant clusters in English and students' first language

Level Elementary+

Time 15 minutes

Procedure

- 1 Write a list of consonant clusters (comprising two or three consonant sounds) on the board. You could write these either as letters or using phonetic symbols. These should be a random mixture of possible and impossible combinations for the beginning of English words. (See Appendix 3 for possible combinations.) For example:

possible: pl-, fr-, tr-, mu-, dw-, thr- scr-, spl- (/ɔr/pl/, /fr/, /tr/, /mj/, /dw/,

/r/, /skr/, /spl/) *impossible*: tl-, mr-, vr-, thl-, gw-, pw-, nl-, spw- (/ɔr/tl/, /mr/, /vr/, /l/, /w/, /pw/, /nl/, /spw/)

- 2 Students work in pairs to decide whether the clusters are possible in English, and to give an example word for each, and whether they are possible in their own first language. If you have a multilingual group, you could build up a list of possible and impossible combinations in different languages.
- 3 Write on the board the example English words for each cluster found by students. Students repeat these after you. Correct where necessary.

Extension

If you find clusters that are possible in English but not in a student's first language, it may well be that these will cause them pronunciation difficulties. Use this activity as a diagnostic exercise to identify clusters that may need attention.

D. Comparing Slow And Quick Speech

Focus	Noticing differences between the way words
Level	are said at
Time	conversational speed and their citation forms
Preparation	(i.e. how they would be said in isolation, slowly and carefully)
	Elementary+
	25minutes
	1 Record onto a cassette a short extract (15seconds or so should be enough) of authentic conversation between native English speakers. Recording from radio or TV should give the high-quality recording needed for this activity. Alternatively, you could use the extract given on the recording.
	2 Identify short (maximum of about three seconds) sections within the extract used that are 'complete' in that they are either

complete utterances or are part of a longer utterance but have a pause at the end. If possible, record these separately onto another cassette, with gaps in between. This makes it easier to play and replay. A 'gapped' extract is given on the recording.

Procedure

- 1 In the class, play the first utterance a couple of times and ask students as a group and then individually to repeat, trying to say it in exactly the same way.
- 2 Then ask 'What words did you say?' and write these on the board. Ask students to say how the pronunciation on the recording differs from the pronunciation of the words said slowly and carefully. The following examples are on the recording for this book:

('Did y-'

said as /d/) (weak form) (weak form)

/d/ /j/ /t/

Did you enjoy your time at Exeter? /

(weak form)

/wz/

Erm. Yes, I did. Erm, because I was

I was doing /

(glottal stop (weak (linking sound between

(weak form) instead of /t/) form) 'very' and

'interested')

// // /wz/ /j/

on the whole subjects that I was very interested in

doing /

(weak (glottal stop

form) instead of /t/)

/n/ /wen/

and I'd made up my mind before I went /

(weak (left out (weak form)

or 'unreleased') form)

/j/ /d/ /t/

you know what it was I wanted to do /

Extension

Repeat the activity using short sections of recordings you use for other purposes (e.g. in teaching listening or as model dialogues), to develop awareness of changes in pronunciation in connected speech.

E. Sounding English

The aim of this activity is to get students thinking about how other non-native speakers pronounce English and what pronunciations students value highly. If appropriate, you could make this more explicit at the end of the activity by asking why they have chosen particular students as having 'better' English pronunciation. What is it about these students' pronunciation they particularly like?

Focus Identifying good English pronunciation

Level Elementary+

Time

Depends on size of class

Procedure

- 1 Organise the class into groups of five or six, and get students to stand in a line in their groups.
- 2 First demonstrate the activity with a group at the front of the class. Explain that you are going to find people with the best English pronunciation. Write on the board the letter vowels *A - E - I - O - U*. The student at the front of the line (S1) should say these letters to the person behind (S2), who then says them in reply. They should be said loudly enough for the other members of the group to hear. The rest of the group decides (perhaps by a vote) who has the best English

pronunciation of these two students. If S2 'beats' S1, they should move to the front of the line; otherwise, the order stays the same. S2 is then 'challenged' by S3. If S3 beats S2, they should move up the line and then challenge S1. This should continue until everyone has had a chance to challenge for first position or it becomes clear that the person with the best English pronunciation in the group is in this position.

- 3 When the person with the best English pronunciation has been found in each group, they could come to the front and perform. You could take a vote among the class as a whole on which of these 'winners' has the best English pronunciation.
- 4 Do the same for a number of features of English pronunciation:
 - Simple vowels: give students a list of words including simple vowels and ask them to focus their attention on these. Choose four or five from: *car, sat, bed, fit, sea, lot, four, book, food, her, sun.*
 - Complex vowels (diphthongs): give students a list of words including complex vowels and ask them to focus their attention on these. Choose four or five from: *my, now, day, bear, here, go, boy, sure.*

- Consonants: give students a list of words beginning with single consonant sounds and ask students to focus their attention on these. Choose four or five from: *but, do, fill, good, hat, yes, cat, lose, me, no, put, run, soon, talk, very, win, zoo, ship, sin, cheap, thin, then, June*.
- Consonant clusters: give students a list of words beginning with two consonant sounds, or three consonant sounds, and ask students to focus their attention on these. Choose four or five from: (two consonant sounds) *play, pray, pure, tree, Tuesday, twist, clock, cross, cube, quick, blue, brush, drip, glass, grow, news, fly, few, view, throw, slip, sweet, spill, start, snow, huge* (note that other consonant clusters are possible); or (three consonant sounds) *split, spray, strain, scream* (note that other consonant clusters are possible).

If you know that students in your group have particular English pronunciation problems because of interference from their first language(s), make these the focus of activities. (See Appendix 2 for information about this.)

F. Pronouncing Names In English

This activity is intended to raise awareness of pronunciation differences between English and students' first language by focusing on the students' first names.

Focus Pronouncing first names in English

Level Elementary+

Time 15 minutes

Procedure

1 Your students may:

- have names with an equivalent used in English-speaking countries (i.e. with the same or nearly the same spelling, but different pronunciation); examples of names used in both English-speaking and other countries include David, Laura, Peter, Robert, Elizabeth and Martin
- have names with no equivalent in English-speaking countries
- have chosen an English name to use as their name in class.

For all of these groups, make sure that students can pronounce their own and other students' names in an English-sounding way, as if they were English names. Demonstrate, ask students to repeat and correct where

necessary. You might want to encourage students to use their English-sounding names in class.

- 2 Focus on a few of the names and ask students to observe what is different about the first-language pronunciation and the English pronunciation. Box 5 gives some examples involving equivalent names, but you could do a similar activity for names with no equivalent or chosen English names, too.

Box 5 Teacher reference

<i>Name</i>	<i>English</i>	<i>Example</i>	<i>What students</i>
		<i>first-</i>	<i>might</i>
	<i>pronunciation</i>	<i>language</i>	<i>observe (and</i>
		<i>pronunciation</i>	<i>examples</i>
			<i>of questions you</i>
			<i>might ask to</i>
			<i>encourage more</i>
			<i>general</i>
			<i>awareness of</i>
			<i>English/first-</i>
			<i>language pr</i>
			<i>onunciation)</i>

David /devd/ /dævi:d/

1 The /e/ vowel is different. (Is this vowel used in the students' first language? Can they think of example words where it is?)

2 Stress is different. (Do most English names have stress on the first syllable? Is this different in names in the first language?)

Elizabeth /lzb /	/elzæbet/	1 The / /	consonant is different.
		2 Stress	is different.
<hr/>			
Laura /l:r/	/laræ/	The /: /	vowel is different.

G. Pronouncing Places, Products And Planets

The aim of this activity is to compare names (of cities, products, geographical features, etc.) that are often pronounced similarly (and are often written in the same or a similar way) in a number of languages. By comparing the usual (British) English pronunciation with the pronunciation in the students' language(s), more general differences in pronunciation can be highlighted.

Focus Comparing pronunciation of words in English and students' first

language

Level Elementary+

Time 20minutes

Preparation Write on the board or display on an OHT one of the following lists

(these are all on the recording): cities/states: *Paris, Moscow, Quebec, Budapest, Beijing, Seoul, Johannesburg, Edinburgh, Rio de Janeiro,*

Brussels, Siberia; products/companies: *Coca-Cola, Microsoft,*

Toyota, Skoda, Ikea, Qantas, Volvo; geographical features: *the*

Himalayas, the Urals, the Sahara Desert, the Pacific Ocean, Asia,

Antarctica; the planets: *Mercury, Venus, Mars, Jupiter, Saturn,*

Uranus, Neptune, Pluto; elements: *Aluminium, Arsenic, Chlorine, Helium, Hydrogen, Iodine, Neon, Radium, Uranium, Xenon.*

Procedure

- 1 Students work in pairs or groups. In a multilingual class, try to have different first-language students working together. Point to the list on the board/OHT. Ask students to write down how each of the words are written in their first language and to note any differences.

- 2 Tell students to focus on those words that are written similarly or in the same way in English and their first language. Say (or play from the recording) words from the list, one at a time. After each, ask students to note down whether the pronunciation in English and in their language is nearly the same, different or very different for those words written the same or similarly.
- 3 Work with the whole class:
 - Ask elementary students to say the words that are different or very different in pronunciation in their first language and in English.
 - With more advanced students, talk about the differences in pronunciation in the words and whether these reflect more general differences between English and the first language. For example, in British English *Moscow* is pronounced /msk/, in German it is written *Moskau* and pronounced close to /mska/ and in Spanish it is written *Moscú* and pronounced close to /msku/. You might note that the vowel sound // is not found in German or Spanish words. You might also note that while stress is on the first syllable in English, it is on the second in Spanish (although this does not represent a general feature of English and Spanish). In British English (*the*) *Himalayas* is pronounced

/hmlez/, while in French *Himalayais* pronounced close to /mælæjæ/. Here you might note that the sound /h/ is not used in French.

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