

The Impact of IT System-based vs. Multimedia Computer-Assisted Instruction on Elementary EFL learners' Accent Proficiency and Correctively

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ABSTRACT

The present paper tries to evaluate the worth of IT System-oriented vs. Multimedia Computer-assisted instruction for increasing the capability of EFL students in progressive English verbal courses at the academic level to use as well as yield precise accent proficiency. Systematically helped linguistic education has been substituted with the outdated models having familiar through numerous instructors, in addition to commenced to develop an exclusive opportunity an instructive framework (Arias, Yoma & Vivanco, 2010). To revision regarding the phonological subject, 45 students randomly selected from Poonak secondary school and Alborz secondary school in Tehran, Iran has been separated to the regulator as well as investigational clusters. Supervision of an articulation examination exposed that two clusters have been standardized for their articulation abilities at the admission level. Though in cooperation clusters have an equal tutor for the duration of eight settings, merely the investigational cluster acknowledged the resources via the use of systems. The act of the investigational cluster about articulation exam detained at the termination of the course presented that average grade of such cluster had been considerably greater than the regulator cluster. The study focuses on using the forthcoming method in education tension forms that are derived from given that eloquent, collaborating, as well as reliable accomplishments. Conclusions of the revision disclose which system-aided articulation teaching have been functioning in cultivating the EFL apprentices' accent as well as an optimistic approach in the direction of system-aided articulation teaching in addition to accomplishments. Hence, the students' learning based on IT system-based vs. multimedia computer-assisted instruction know how to escalation the incentive besides attention of education between the apprentices in addition to has a thoughtful wave on the scholars' attainment of articulation.

Keywords: IT system-based; multimedia computer-assisted instruction; accent

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I. INTRODUCTION

Phonemic consciousness is an essential initial linguistic knowledge ability aimed at the expansion of linguistic abilities among undeveloped students (Yuh, 1998). In recent decades, however, research in L2 phonology has attempted to demonstrate that "there seems to be no justification for denying learners linguistic information which may empower them to improve on their own" (Jones, 1997, p. 108). Derwing and Munro (2005, p. 381) claim that rating judgment studies "has revealed an extraordinary amount of dependability through clusters of auditors, in a way that more or less common intelligence of what establishes understandable as opposed to incomprehensible Level2 language are conceivable." However, in the majority of foreign language learning, access to native input and/or phonetic training is extremely scarce. Often the teachers are not even native speakers of the language, and large class sizes prevent adequate output. This is worsened further if the learners are of a low proficiency, as all of their attention is on meaning and accent is discarded and seen as unnecessary effort. However, when accurate perceptual representations for L2 are not developed, L1 categories may be used (Best & Tyler, 2007; Flege, 1995), meaning speech production will remain heavily accented and potentially unintelligible, and should therefore not be overlooked.

1.1 State ment of the problem

Articulation was of excessive implication to the another or overseas linguistic (Level2) education because of three explanations. Primary, that improves unambiguousness. Additional, once the limited amount of echoes, eco groups, in addition to pitch forms is grasped, it allows endless employment. Last, that would be of unlimited support to persons who have dense incentive meanwhile by residential-like articulation, those would not be labeled as aliens (Fraser, 2005). Furthermore, may as well be added that just as irritating terminology, effortless web-based, dialog, as well as faultless syntax are indispensable for apprentices who desire to be extremely capable in Level2, so is upright articulation significant in the meantime that is fragment as well as a piece of fruitful Level2 statement. An important structure of reliable articulated English is the pronunciation by that it is pronounced. If English be reflected as an individual it's an individual with so many expressions. English is articulated is not the same zones of the sphere by unlike pronunciations, for example, American, British as well as Australian pronunciation. Along with additional rudiments for instance rapidity of the utterer pronunciation acting a vital character in understanding verbal linguistic. On the other hand, the consequence on non-residential pronunciation on hearers' understanding has not been extensively examined. Especially, in Iran, that is going through development in propensity in the direction of educating English. Current paper attempts to study the result of non-residential pronunciation, in this instance Persian, on apprentices' understanding. Investigators have examined the incomes of overriding audiovisual aid in learning. There are numerous investigators that they have been placing their efforts on the revision of contemporary education utensils as a significant instrument aimed at education. Investigators have brought into being the optimistic result of expanding audiovisual aid in schooling. This paper is a try to examine the result of IT system-oriented teaching vs. traditional instruction of teaching English on Iranian low-intermediate EFL learners' accent correctively among, Iranian EFL learners. Current revision is envisioned to inspect the operation of audiovisual aid, by way of an instrument in one hand and web-based instruction on the other hand for improving accent among EFL learners. Such, was a varied technique method, in that measurable besides modal information is combined for the revision. The basis aimed at directing a varied technique revision is rooted on the wish to difference two educational models: one together with outdated, behaviorist approaches of laboratory teaching in an overseas linguistic, as well as the additional counting constructivist approaches over the deployment of skill tackles in laboratory training in an overseas linguistic.

1.2 The Aim of the Current Study

The goal of this paper is to throw emphasize on the character of the pronunciation in overseas linguistic education as well as the aforementioned impact on overseas linguistic education consequently that choices

would be finished in addition to applied to improved help scholars' wants despite the fact serving tutors advance their linguistic abilities. The main focus of this research is the use software for the educating tension form, to realize innate-like skill. This paper similarly would emphasis on not only robust tension complete phonic, but also on frail unstressed in frail phonics. However, emphasis on the fallouts of scholars who obtain the desirable data through IT System-based vs. Multimedia Computer-assisted Instruction in order to find out which way is more useful for having better results.

1.3 Study Enquiry

This paper sought to respond to the subsequent investigation problem:

Q. Are there any noteworthy differences among IT System-based vs. Multimedia Computer-assisted Instruction on Elementary EFL learners' accent proficiency or not?

1.4 Strategy of revision

This paper followed a quasi-experimental design. The reason for choosing such this design was to be that no random selection of the subjects existed throughout the universities in the country. Many Iranian industrial universities, as well as schools, necessitate pronunciation performance options for English specializes, and oral-based resource consists an extensive variety of themes, together informational as well as description (Wang, 2001). Such delivers a perfect setting to gauge the effect of IT-based instruction through substance as well as linguistic. In detail, the investigator required to inspect if modern technology in teaching English languages phonetics yielded divergent performance in subjective tests later. 45 intermediate EFL apprentices are designated homogeneously derived from test outcomes with the criteria of at least one regular eccentricity underneath as well as over the average. There are divided randomly into experimental and regulator group (two investigational clusters as well as a regulator cluster). At following tests, the primary investigational cluster was through via modern instruments and the second group had IT based instruction, while the control group didn't receive any special method nor had none of the new instruments. Just later the t-experiment which was led to conclude the themes' ranks, the feature examination is managed on the similar time. The two clusters heeded to the reading for the feature examination twice then were requested to response five problems about comprehensive data in the reading. Instantaneously afterward, the two clusters heeded to the reading for the short examination two times, in addition to then were requested to inscribe an abstract in 15 minutes.

1.5 Participant

Participants of the present study were consisted of 45 intermediate EFL apprentices matured contained by the variety of 14 to 18-year-olds. The taster was included female learners of the transitional rank of English

language skill learning in Alborz secondary school and Poonak secondary school in Tehran, Iran. In this paper, the taster assortment is ended at primary phase, a greater taster of 50 transitional EFL apprentices are chose arbitrarily besides a directed linguistic skill examination, Model Opening English Examination (2013), in addition to is directed to them. Succeeding the direction of SPT, 45 intermediate EFL apprentices whose marks are inside the variety of one regular nonconformity overhead as well as under the taster average will be selected for the members to become involved the next phase.

1.6 Instrumentation/Materiality

The different materials which were used in this study include:

1.7 Solution Placement Test (SPT)

The Explanation Assignment Examination is adopted for specifying the contributors' proficiency level in the direction of homogenizing the apprentices as the study benefitted from low-intermediate learners in place of the foremost members of the training. Really, the solution Assignment Examination envisioned to aid educators to choose which of the keys (Elementary, Pre-intermediate, Intermediate) is the greatest appropriate for their scholars. SPT encompasses 50 multiple-choice questions aiming for measuring the pupils' information of syntax as well as terminology.

1.8 The Multimedia Computer Assisted Understanding Examination

Aimed at unindustrialized the multimedia computer-assisted understanding examination by the American pronunciation a part of connected speech is designated. Ten understanding problems derived from the nominated bulletin are designed through the investigator. Aimed at evolving the multimedia computer-assisted understanding examination with Persian pronunciation the similar manuscript of the speech is recited then logged through the investigator who is an innate Persian utterer. The dependability of the examination projected over Cronbach's alpha is 0.79, that is extremely dependable.

1.9 Management

With the intention of performing the investigation, the scholars are required to exercise English with the assistance of the application in the laboratory as well as their homes. Their repetition conferences are around 45 minutes in the laboratory as well as half an hour each day at home. The action continued five weeks in ten meetings. Scholar is requested not to practice the phrasebook but the crossing point of the audiovisual aid which gives the additional wanted data. They have the right to use the data just via snapping the verses or giving consideration to the images which aid the scholars to get the passage. For the regulator cluster, audiovisual aid platform was not presented to such cluster.

1.10 Process

In the start of the revision, two groups are choosing. At that time, they are given into three clusters. One of the groups is arbitrarily designated as regulator cluster, in addition, the further attended as the investigational clusters of the revision. The revision is performed in the academic year of 2017. At the initial stage, the scholars have managed the contextual inquiry form in addition to the skill examination so as to define their total rank of English skill. Both clusters in this paper are specified through the skill examination which linked to the L2 of the application. In the next phase, their articulation skill is assessed with the intention of deciding their articulation skill in advance of performing by the audiovisual aid.

1.11 Procedure for Multimedia Assisted Learning Method

Later the articulation examination students are requested to effort by means of the application half an hour every day. After this phase, their accent correctively would have assessed once more with the intention of deciding the effect of functioning by the audiovisual aid. Learners used up among 14 and 39 minutes on every module. A time boundary of 24 minutes per module is recommended, nonetheless, the modules are intended to be self-paced, plus there was some difference between apprentices. The educational time per phone is therefore short-term however on equivalence by the quantity of interval dedicated to every Level2 phone in extra in particular FL groups in alike training (for example, Elliott, 1996; González-Bueno, 1998). On middling, the training show apprentices slightly to ten exclusive signs of every goal phone, three of that are encompassed in the articulation repetition unit. 2.2.5 Control Instruction (-PI) Apprentices in the regulator cluster (-PI) accomplished self-paced, system-oriented, communicating connected segments which exposed them to the target phones in amounts roughly equivalent to the +PI and gave them practice, but they established no obvious teaching in acoustics and phonology. The -PI components comprised of audiovisual essays containing innate utterers of English speaking regarding a range of themes. The essays are free and open for use of public (<http://laits.utexas.edu/spe/>). Learners completed a dictation as they watched the videos. They were instructed to compare their notation through the authorized transcript, recite the English transformation for connotation, evaluate their dictation, comment on the utterer's pronunciation, as well as also repeat a specific verdict in the audiovisual up to their articulation is similar the utterer's. The videos chosen for the study were appropriate for each course level and were related to the current topics of study in the learners' courses. The videos featured utterers as of the center cities of Spain, Colombia, Peru, Ecuador, Costa Rica, and Guatemala, not any of them produced the goal phones in 42 regular methods. On average, the teaching uncovered beginners slightly to 10 exclusive symbols of every goal phone, three of that are comprised in the articulation repetition unit. Typically, the regulator cluster is uncovered to the identical quantity of exclusive symbols of the jail phones. Nevertheless, beginners in both clusters can snap once more as well as heed to every token as

repeatedly as they are keen on, in addition to consequently apprentices would have really perceived and/or marked additional tokens throughout teaching.

1.12 Procedure for Web-based Assisted Learning Method

It was stressed that these were English syllables, as it was important to ensure participants were focusing on their L2 representations. The practice round presented each of the 10 stimuli once so that the listeners could become accustomed to the task. They could then take a short break if necessary, which also provided an opportunity to ask any questions they, may have had. The real test presented each of the 10 stimuli ten times (75 presentations), although participants were allowed to take a short break after half of the stimuli had been presented. This was done to decrease the chances of any fatigue effect. 14 repetitions of each stimulus were presented to ensure that the data collected are an accurate representation of the phonetic categories that the learners have, as too few repetitions make it difficult for a reliable mean to be calculated. The participants were asked to select a response after multimedia computer-assisted to the stimuli either once or twice depending on their preference, and then click 'NEXT' to proceed. In both the practice and the real test, all stimuli were randomized, with doublets avoided so that any answers given would not be affected by the preceding stimuli.

II. INVESTIGATING THE HYPOTHESIS OF THE STUDY

2.1 Similarity Procedures

Table 1 shows the expressive information of the contributors designated for the revision:

		class1	class 2	class 3
N	Valid	15	15	15
	Missing	3	7	6
Mean		24.0000	24.2500	24.2778
Std. Error of Mean		.81064	.87622	.73122
Median		23.0000	24.5000	24.5000
Mode		22.00	25.00 ^a	20.00
Std. Deviation		3.13961	3.91858	3.10229
Variance		9.857	15.355	9.624
Variety		12.00	13.00	9.00
Least		20.00	18.00	20.00
Supreme		32.00	31.00	29.00

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Group1	.225	15	.050	.889	15	.074
Group2	.145	15	.200*	.934	15	.311
Group3	.134	15	.200*	.920	15	.193

a. Lilliefors Implication Improvement
 *This is a inferior destined of the factual implication.

The Kolmogorov-Smirnov measurement, by a Lilliefors implication rank for analysis ordinarity, was shown in table 2. If non-integer loads are quantified, the Shapiro-Wilk indicator is considered when the biased taster dimensions lie among three and fifty. For no loads or numeral loads, the measurement is considered when the biased example size lies among 3 and 5,000. According to table 2, the spreading of the marks was standard

Levene Statistic	df1	df2	Sig.
1.004	2	46	.401

By way of sig=0.401>0.05, the alteration of marks in the three groups are equal.

2.2 Testing Null-Hypothesis

This paper wanted to examine the subsequent investigation theory:

H: There is no important difference amongst IT System-based vs. Multimedia Computer-assisted Instruction on Elementary EFL learners' accent proficiency.

A unilateral ANCOVA is applying to associate the three clusters' averages on the posttest of listening later supervisory for the result of access listening skills as dignified over the preliminary examination. Besides the assumption of normality which was discussed under Table 4; ANCOVA has three more assumptions. First ANCOVA assumes that the association among the reliant variable (posttest of listening), as well as the covariate (pretest), remain an undeviating one. According to the fallouts shown in Table 4 (F = 1/663, p = .000), it can be claimed that the statistical null-hypothesis as the relationship between the two variable isn't a linear one is disallowed. We can say that; there is an undeviating association among dependent variable besides the covariate ones

		Sum of Square s	Mean Square	F	Sig .	
Posttest Pretest	Between Groups	(Combined)	40.799	13.600	7.348	.000
		Linearity	40.091	40.091	21.663	.000
		Deviation from Linearity	.708	.354	.191	.825
	Within Groups	92.534	1.851			
Total		133.333				

Second; it assumes that the undeviating association among the reliant parameter as well as the covariate be the same across the groups, i.e. similarity of deterioration grades. The unimportant dealings among the covariate plus the self-governing parameter (types of treatment) (F = .825, p = .354, fractional η² = .708 signifying a frail result extent) (Table 4) designated which of the supposition of similarity of deterioration grades is met.

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Table 5. Examinations of among-Subjects Possessions; Posttest of Listening by Groups with Pretest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Fractional Eta Squared
Group	.023	2	.012	.032	.968	.001
Pretest	39.339	1	39.339	1.193	.000	.697
Group* Pretest	.662	2	.331	.927	.403	.037
Error	17.136	48	.357			
Total	8646.000	54				

And finally; ANCOVA assumes that the variances of the groups be roughly equal; i.e. homogeneity of variances. The non-significant consequences of the Levene’s examination, $p = .697$ (table 5) indicated that the supposition of similarity of alterations has come across.

Table 6. Levene's Examination of Fairness of Fault Alterations

F	df1	df2	Sig.
.043	2	51	.958

According to the consequences shown in Table 6, it could be demanded that the web-based class ($M = 13.94$, $SE = .141$) had the highest mean on the posttest of listening. This was followed by the multimedia computer assisted oriented ($M = 12.66$, $SE = .141$) and control ($M = 11.05$, $SE = .141$) groups.

Table 7. Evocative Information; Posttest of Listening via Clusters by Pretest

Group	Mean	Std. Error	95% Confidence Interval	
			Inferior Bound	Higher Bound
Multimedia computer-assisted	12.997 ^a	.138	12.714	13.949
Web-based	13.944 ^a	.138	13.662	14.227
Control	11.056 ^a	.138	11.273	11.538

a. Covariates look as if in the typical were assessed at the subsequent standards: Pretest = 10.67.

The results of ANCOVA ($F(2, 50) = 105.97$, $p = .003$, partial $\eta^2 = .809$ demonstrating an extreme result extent) (Table 4.7) designated that there are important alterations among the three clusters’ means on the posttest of heeding after supervisory for the conceivable properties of the pretest. Therefore, the null-hypothesis **is forbidden**. The important F-value related with the covariate (pretest) ($F = 112.62$, $p = .000$) designated that the pretest is modified selected as a covariate, i.e. it had a significant role in this model.

III. DISCUSSION AND CONCLUSION

In order to learn another linguistic ability, scholars in addition to educators bump into numerous problems. Because of such complications, augmented importance has been located on emerging as well as demonstrating original education plans to upsurge English language Learners (ELL’s) linguistic ability as well as theoretical

capability. So many investigators have examined the effect of the practice of computer technology on teaching in dissimilar areas. The whole of such investigators has a comparable discovery which was relevant to the usefulness of the employing of computer technology in teaching as well as in what way it aids in educating instruction approaches as well as scholars’ information (Frigaard, 2001; Timucin, 2005; Schofield & Davidson, 2002). So, giving emphasis on the characters of educators in utilizing computer technologies makes them be operative operators of such knowledge. This paper is an attempt to investigate effectiveness’s of IT system-oriented training in addition to web-oriented instruction vs. traditional instruction of teaching English on Iranian EFL learner’s accent correctively. Based on the quantitative fallouts of the pre- and post-test scores of the learners in the investigational plus regulator clusters, it was exposed that the investigational groups significantly overtook the regulator cluster after the intervention (i.e. IT -based instructions and web-based instruction), indicating that the instruction was quite successful in enhancing the students’ accent correctively. Hence, the study, to a large extent, proved that the application of smart tools in teaching language abilities in common, in addition to articulation in specific, which was the focus of the current research, can be productive to improve the learners’ efficiency by engaging in a rather different environment by being interactively involved in the learning process. Current paper advanced a sympathetic of in what way the *Articulation Authority* application is utilized in English articulation teaching. The current paper discovered the Iranian EFL college educators' characters regarding applying *Articulation Authority* application in English articulation teaching. Outcomes of current revision shown that the Iranian EFL educators’ instruction characters are altered as of educator-oriented into pupils-oriented since *Articulation Authority* application delivered chances to the tutors to alter their modules into pupils-oriented modules as an alternative of having an educator-oriented one. *Articulation Authority* application place extra responsibility on apprentices, not tutors. Iranian EFL educators developed their articulation teaching over altering their characters into pupils-oriented education. Current paper has optimistically donated to the rising form of information in the arena of utilizing *Articulation Authority* application in the teaching of English articulation. The results of such paper positively delivered a preliminary point for making alterations at EFL groups on the way to by means of *Articulation Authority* application in the teaching of English articulation. The discoveries of current paper would be extremely priceless for educator, resource designers as well as teachers to reflect the practicality of connected instructional resources, as well as capitalize more in scheming and relating such resources. Lastly, numerous boundaries to this revision want to be recognized. The sample size concerning private school is smaller than the public one. Moreover, those students belong only to one school. Thus, in future research the sample ought to be more balanced.

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