

The Use of Multimedia Drills in College Students' English Pronunciation Training

Joanalyn C. Estioco¹ & Maylen G. Eroa²

College of Industrial Technology, Batangas State University, Philippines
joanalyneostioco@gmail.com¹, milesgen@yahoo.com²

Asia Pacific Journal of
Multidisciplinary Research

Vol. 3 No. 4, 1-8

November 2015 Part V

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

Date Received: October 2, 2015; Date Revised: November 9, 2015

Abstract – For a time, pronunciation teaching and practice has been put aside in many English language classrooms perhaps due to the belief that pronunciation is a weak measure of a person's English proficiency. The declining English proficiency of Filipinos, especially in speaking, is something that needs to be given careful and immediate attention. The response of the education sector in this issue is highly critical and necessary more than ever before. Since higher educational institutions provide the final frontier of education and training before participants become part of the local and international work force, these institutions are in the best position to make significant interventions; thus, this study.

This experimental research aims to investigate the effects of using multimedia drills in college students' English pronunciation training. First, the most common pronunciation errors are identified; second, a pre-test-post-test experiment is performed to test if the use of multimedia drills help minimize the errors; finally, a pronunciation module is developed. The findings of the study reveal that the most common pronunciation errors are /ð/, /z/, /θ/, /æ/, and /i/. Two tests are used in the experiment: listening and speaking tests. In the listening test, the experimental group performs better than the control group; however, in the speaking test, the experimental group also performs better than the control group but the difference is not statistically significant. The effect of the use of multimedia drills on the experimental group is significant for the listening test but not for the speaking test; hence, the multimedia drills has an effect in improving the perception of the critical English sounds but not their production. It is therefore recommended that pronunciation training be conducted for a relatively longer period so that the use of multimedia drills may have a significant effect on the students' production of English speech sounds especially those which pose the most difficulty.

Keywords: critical English sounds, multimedia drills, pronunciation errors, pronunciation training

INTRODUCTION

There are a number of ways to develop speaking skills in English as a second language classroom. Some of these are conversation, audio-taped oral dialogue and accuracy-based activities. Drills are examples of accuracy-based activities. It has been recognized that a drill using particular structure may prove useful as the first step towards more communicative output. Drilling especially at early stages is highly advantageous to learners [2]. It has been stressed that teachers need to emphasize drill-and-practice for skill fluency [3].

Drills can come in many different forms and media. Using technology, practice and drill can be given by teachers [4]. Over the years, multimedia instruction has changed the way second language learners perceive and produce a target language. While a number of studies attest to the efficacy of

using multimedia in improving pronunciation [5]-[9], others disprove its positive effect [10]. One factor that contributes to this inefficacy is the amount of pronunciation instruction which must be examined if it addresses the types of problems that students encounter [11].

Authors recognize that there are some serious phoneme substitutions [12] and confusions [13] that need to be addressed by Filipinos if they want to learn the critical English sounds. To remedy this problem, the most efficient method, which is accurate imitation, must be used and, once the techniques have been imitated, by intelligent and intensive practice. In the same way that a toddler figures out how to create words and further build up his speaking ability by imitating significant adults in his life, she or he will need to apply twice as much effort to learn new habits and unlearn the wrong ones.

It has been made it clear that, “since correct articulatory positioning is necessary for intelligible pronunciation, practicing this positioning until it becomes automatic is critical. Drills and practice really do work as long as they are pinpointed to those skills that need to be improved and include understandable and actionable advice for improvement [14].”

A communicative framework in teaching pronunciation gives importance to the key role played by each phase in the acquisition of new pronunciation features [15]. This notion is based on the view that learners' progression is a gradual movement from controlled to automatic processing/production of L2 phonology; hence, practice must extend beyond the controlled phase of repetition to having them use the newly acquired feature in more creative or communicative exchanges.

Having correct English pronunciation among industrial technology students is important since most of them will become global workers. They are envisioned by the University to assume key positions in national and international organizations, to be leaders in their fields of specializations. Their spoken command of English will either be instrumental or detrimental to the goal of exchanging ideas and knowledge.

In an international conference attended by one of the researchers, leaders from South East Asia convened to discuss reforms and development. Due to pronunciation difficulties, it was evident that the speakers in the plenary sessions were finding it hard to get their messages across. From the researcher's point of view, this resulted to loss of interest and breakdown of communication.

While it is true that multimedia aids have positive effects on speaking skills, given the amount of pronunciation instruction in language classrooms, multimedia drills may not significantly help improve college students' production of critical English speech sounds unless a structured intervention, in this case, using a pronunciation module, is provided; hence, this study.

OBJECTIVES OF THE STUDY

This experimental research aims to investigate the effects of using multimedia drills in college students' English pronunciation training. First, the most common pronunciation errors are identified; second, a pre-test-post-test experiment is performed to test if the use of multimedia drills help minimize the errors; finally, a pronunciation module is developed.

MATERIALS AND METHODS

Research Design. The study is an experimental research incorporating the pre-test-post-test control-group design with some degree of matching and randomization.

Sampling Method. Twenty-four third year students from the College of Industrial Technology serve as participants. They were selected for this study since for the past consecutive years, the number of enrollees has been increasing significantly. Currently, most graduates of this program have work in international companies in the Philippines or abroad. In these workplaces, they are given entry level position or managerial positions and are being sent abroad for trainings. Since skilled workers are the number one resource of the country, they must be competent not only technically but also communicatively.

Initially, the list of enrollees in English 103 (Oral Communication) was requested from the Registrar's Office. Then, two classes from the same level and time schedule were randomly selected. Afterwards, data on age and gender of the participants in both classes were collected and examined. In order to homogenize the control and experimental groups, age and gender factors were held constant. Only male and 18-19 year-old participants qualified for random sampling. In order to protect against intentional or unintentional manipulation, drawing lots by fish bowl technique was done by one of the researchers while she was blindfolded. Twelve participants were randomly assigned to the control group which received the conventional method of pronunciation instruction and another 12 participants were randomly selected for the experimental group which received practice with the use of multimedia drills.

Data Gathering Instrument. Two kinds of tests were administered to the participants: listening test and speaking test. In these tests, items from Pronunciation Power 2 (PP2) CD, an interactive, user-friendly yet sophisticated learning tool fit for their ages were used. It was used for both pre-test and post-test. Since Pronunciation Power 2 does not have exercises on /a/, exercises for the sound of /ar/ were used.

Of the many sounds available in the software for pronunciation practice, in this study, only 12 critical English phonemes were the subject of testing and evaluation: /i/ and /I/; /æ/ and /ar/; /u/ and /U/; /f/ and /p/; /θ/ and /ð/; and, /s/, /z/.

Data Gathering Procedure. The university calendar was followed in the schedule of conducting the study since the use of the multimedia drills was integrated in Oral Communication lessons. For the listening test, the participants were asked to sit in front of the computer, to wear the headphone and to listen to sentences with the target critical sounds. There were two choices in each sentence. The participant wrote the word which they heard from the recording. For each critical sound, there were five sentences and five correct answers.

The participants were each given a copy of the sentences that they recorded. The instructor read each sentence and the participants followed. Practice was emphasized on the target sounds which were also highlighted in their copies. While waiting for their turn, the participants were given time to practice the pronunciation of the target sounds.

In the recording studio, the participants brought with them their copies of the sentences. Before recording their utterances, they were asked questions that aimed to lessen their level of fright or nervousness. After which, they proceeded with the recording of their voices as they read the sentences one by one.

Days after, the time to teach the sounds of English came. After pronunciation instruction was pronunciation practice. The control group received printed copies of drills from the book of Cameron [16] consisting of a very long list of words targeting the sounds of /i/-beat; /I/-bit; /æ/-bat; /u/-pool; /U/-book; /ɑr/-hard; /p/-pack; /f/-fast; /z/-zoo; /s/-sat; /ð/-that; /θ/-thank. These copies were utilized for pronunciation practice for two three-hour sessions. The instructor, who was one of the researchers, read the words one by one and the participants repeated after her. This was done for each of the 12 critical sounds of English. For this group, only printed medium were used.

As for the experimental group, aside from the printed drills from Cameron's, other media were used for pronunciation practice like the audio CD exercises and drills from the book of Celce-Murcia [15]; together with words and minimal pairs (with IPA transcriptions), tongue twisters, sentences, poems, conversations, videos on sound production. These multimedia drills were used by the experimental group for pronunciation practice for two weeks consisting of six hours of class time. The control group had the

same timeline but with the absence of other forms of pronunciation practice tools.

Administration. The pre-test was administered in January 2014 in a recording studio in Batangas City. The post-test, on the other hand, took place after two weeks in the same studio. The listening test lasted for around 10-15 minutes while the pronunciation test for about 15-30 minutes per participant.

Upon arrival in the venue, students were allowed to relax by watching TV. After a few minutes, they were directed to listen to one of the researchers who explained the reason why they were there. This briefing was followed by the reading of the sentences which the participants recorded after the listening test. For several minutes, they practiced reading and pronouncing words with the researcher. Reading and practice before testing was done to ensure that any error that might occur in the recording of sentences was not attributed to difficulties in recognition but in production.

The recording of sentences immediately followed after each listening test. Once inside the recording booth, the participants were asked several questions to help relax their minds. They were also given time to go back to the reading text and practice the ones which were difficult for them. Afterwards, each participant gave signal to the sound engineer when he was ready to record the sentences.

Scoring. Scoring for the listening test was very simple. If the word written by the participant matches with the correct word from the recording, a check mark was drawn on the paper then the total number of correct answers was counted.

As for the speaking test, a panel of three Evaluators listened to each recording, one by one. For every accurate pronunciation, one mark was given. For every sentence, there were around three or more words that bear the target sound.

Statistical Tests. The software used for data analysis was IBM Statistical Package for Social Sciences version 21 (SPSS 21). Descriptive statistics such as relative frequency in percentage and ranking were used to identify the common pronunciation errors of the participants. An Independent T-test was used to determine significant differences in the pre-test scores and post-test scores between the control and experimental group, while a dependent T-test was used to test significant difference on the pre-test and post-test scores of each group. A T-test was also used to test significant differences on the post-test gain

scores for the control and experimental groups both for listening and pronunciation tests. To determine the effect of the multimedia drills in minimizing the most common pronunciation errors, improvement from the pre-test to post-test scores of the treatment group was computed in terms of percentage.

RESULTS AND DISCUSSION

The most common errors are first observed in the listening test.

Table 1. Summary of the Pre-test Mean Scores in the Listening Test

Sounds	Control		Experimental		Composite Mean	Rank
	Mean Score	Rank	Mean Score	Rank		
/i/ - beat	3.92	6.5	3.92	9	3.92	7
/I/-bit	3.67	4	3.58	5.5	3.63	5
/æ/ - bat	4.5	9	3.67	7	4.09	9
/u/-pool	2.92	1	2.92	1	2.92	1
/U/-book	4.83	11.5	3.58	5.5	4.21	10
/ar/-hard	4.67	10	4.25	11	4.46	11
/p/-pack	3.58	3	3.25	4	3.42	3
/f/ - fast	3.92	6.5	4.08	10	4.00	8
/z/-zoo	4.83	11.5	4.5	12	4.67	12
/s/-sat	4.00	8	3.00	2.5	3.50	4
/ð/-that	3.08	2	3.00	2.5	3.04	2
/θ/-thank	3.83	5	3.83	8	3.83	6

Table 1 shows the summary of the mean pre-test scores in this test with ranks from 1 to 12. The lowest mean score is rank 1 while the highest score is rank 12. As shown in the table, the most common pronunciation errors are in the sounds /u/-pool, /ð/-that, /p/-pack, /s/-sat, and /I/-bit obtaining the 1st, 2nd, 3rd, 4th, and 5th ranks respectively. On the other hand, the sounds /z/-zoo, /ar/-hard, /U/-book, /æ/ - bat, and /f/ - fast are the least common errors of the participants based on the data obtaining ranks 12, 11, 10, 9, and 8 respectively. Thus, in terms of listening, the most common errors are in /u/, /ð/ and /p/ /s/, and /I/ while the least common errors are in /z/, /ar/, /U/, /æ/, and /f/.

For the speaking test, since the total numbers of items per sound vary, the results have been converted from the number of errors to percentage error rates; hence, Table 2 shows the summary of the mean percentage pre-test scores. As shown in the table, /ð/-that ranks first while the /z/-zoo ranks second. The sound /θ/-thank ranks third; /æ/ - bat ranks fourth; /i/ - beat ranks fifth. This means that the participants' most common pronunciation errors are in the sounds /ð/, /z/, /θ/, /æ/, and /i/.

Table 2 shows the summary of the pre-test mean percentage scores in the speaking test. These results confirm the observation of Gonzales [17] when he described Philippine English or Filipino English pronunciation as sometimes resembling /æ/ in AmE *mask* or /ɑ/ in AmE *father*; no distinction between /s/, /z/ and /ʒ/: *azure* is 'ayshure', *pleasure* 'pleshure', *sieze* 'sees', *cars* 'karss'; interdental /θ, ð/ often rendered as /t, d/ so that *three of these* is spoken as 'tree of dese'.

Table 2. Summary of the Pre-test Mean Percentage Scores in the Speaking Test

Sounds	Control		Experimental		Composite Mean	R
	Mean Score	R	Mean Score	R		
/i/ - beat	50.01	5	51.02	5	50.52	5
/I/-bit	93.9	10	88.64	9	91.27	9
/æ/ - bat	41.96	4	50.46	4	46.21	4
/u/-pool	54.02	6	65.15	6	59.59	6
/U/-book	86.51	8	81.6	8	84.06	8
/ar/-hard	97.33	12	93.25	11	95.29	11
/p/-pack	92.08	9	93.16	10	92.62	10
/f/ - fast	67.22	7	80.05	7	73.64	7
/z/-zoo	9.65	2	19.44	2	14.55	2
/s/-sat	96.83	11	95.56	12	96.20	12
/ð/-that	7.12	1	11.87	1	9.50	1
/θ/-thank	18.74	3	21.83	3	20.29	3

Furthermore, the claims of Cameron [16] and Mata and Soriano [12] holds true that for nonnative speakers of English, the short *i* sound, represented by the phonetic symbol ɪ (as in *him*), is often confused with the vowel *i* (as in *he*) with /i/ being longer, and the /I/ shorter.

Experiment on Minimizing Perceived Errors

Table 3. The Frequency and Percentage Distribution of the Pre-test and Post-test Scores of the Control Group

Scores/Scale	Pre-test		Post-test	
	F	%	f	%
Listening Test				
41-60(h)	11	92%	12	100%
21-40(a)	1	8%	0	0%
0-20(l)	0	0%	0	0%
Mean Score	47.33		48.58	
Speaking Test	F	%	f	%
86-128(h)	4	33%	5	42%
43-85(a)	8	67%	7	58%
0-42(l)	0	0%	0	0%
Mean Score	77.83		83	

(h)-high; (a)-average; (l)-low

Table 3 shows the frequency and percentage distribution of the pre-test and post-test scores of the control group. In the listening test, the control group shows improvement from their pre-test to post-test score as evidenced by an increase from 92% to 100% of students obtaining high score. Mean score in the

pre-test was 47.33 while mean score in the post-test was 48.58. Meanwhile, in the pronunciation test, the mean score improves from pre-test to post-test, 77.83 to 83 while the frequency of those who obtained high score slightly has an increase from 33% in the pre-test to 42% in the post-test.

Table 4 Frequency and Percentage Distribution of the Pre-test and Post-test Scores of the Experimental Group

Scores/Scale	Pre-test		Post-test	
	f	%	f	%
Listening Test				
41-60(h)	9	75%	11	92%
21-40(a)	3	25%	1	8%
0-20(l)	0	0%	0	0%
Mean Score	43.17		47.67	
Speaking Test				
86-128(h)	4	33%	8	67%
43-85(a)	8	67%	4	33%
0-42(l)	0	0%	0	0%
Mean Score	83.25		91.25	

Table 4 shows the frequency and percentage distribution of the pre-test and post-test scores of the experimental group. In the listening test, the experimental group shows improvement from their pre-test to post-test score as evidenced by an increased from 75% to 92% of students obtaining high score while those obtaining average score is reduced from 25% to 8%. The mean score also reflects an increase from 43.17 to 47.67. In the speaking test, the frequency of those who obtained high score greatly increased from 33% in the pre-test to 67% in the post-test. Mean scores are 83.25 in the pre-test and 91.25 in the post-test.

Table 5. Descriptive Statistics for Mean Test Scores

Testing Period	Type of Test	Control (N=12)		Experimental (N=12)	
		M	SD	M	SD
Pre-Test	Listening	47.33	3.31	43.17	6.59
	Speaking Test	77.83	9.32	83.25	13.35
Post-Test	Listening	48.58	3.42	47.67	5.42
	Speaking Test	83	9.7	91.25	11.09

Table 5 shows the descriptive statistics of the mean pre-test scores and post-test scores of the control and experimental groups. The 12 participants in the control group has a mean pre-test score of 47.33 (SD=3.31) in the listening test while the 12 participants in the experimental group has a mean of

43.17 (SD=6.59). Based on t-test result, the difference in the means of the pre-test scores is not significant, $t(22) = 1.957$, $p = 0.063$. In the pronunciation pre-test, the control group has a mean score of 77.83 (SD=9.32) and the experimental group has a mean score of 83.25 (SD=13.35). The experimental group has a higher mean pre-test score than the control group but this is not significant based on the t-test result of $t(22) = -1.152$, $p = 0.261$ computed using $\alpha = .05$.

Table 6 Independent T-test on the Pre-test of the Control and Experimental Groups

Test	Variable	Computed t-value	Sig. (2-tailed)	Decision Ho
Listening Test	Scores in Pre-test	1.957	.063	Fail to reject
Speaking Test	Scores in Pre-test	-1.152	.261	Fail to reject

$DF = 22$; ($\alpha = 0.05$)

Table 6 shows an independent t-test on the pre-test of the control and experimental group. Even though they have different pre-test scores, the differences are not significant both for the listening test, $t(22) = 1.957$, $p = .063$ and speaking test $t(22) = -1.152$, $p = .261$; hence, it can be assumed that the control and experimental groups belong to the same level of proficiency with regard to listening discrimination and sound production. This is important for the study in order to establish the assurance that differences in the findings would not be attributed to levels of English proficiency but to the experimental which is the use of multimedia drills.

Table 7. Independent T-test on the Post-tests

Test	Variable	Computed t-value	Sig. (2-tailed)	Decision Ho
Listening Test	Scores in Post-test	0.496	.625	Fail to reject
Speaking Test	Scores in Post-test	-1.940	.065	Fail to reject

$DF = 22$; ($\alpha = 0.05$)

As indicated in Table 7, the t-value of the comparison of the post-test scores of the control and experimental group of the study is calculated. For the listening test, $t(22) = 0.496$, $p = .625$, the result showed no significant difference in the post-test scores. Meanwhile, for the speaking test, the test result also shows no significant difference, $t(22) = -1.940$, $p = .065$.

Table 8 shows the paired sample T-test on the pre-test and post-test scores of the control and experimental group. In the listening test, the pre-test and post-test of the control group is not significantly

different, while in the experimental group the pre-test and post-test are significantly different. In the speaking test, the pre-test and post-test of the control and the experimental group are significantly different. Table 8. Paired Sample T-test on the Pre-test and Post-tests Scores of the Control and Experimental Groups

Groups	Test	Variable Scores	Computed t-value	Sig. (2-tailed)	Decision Ho
C	Listen	Pre-and Post-test	-1.299	.221	FR
	Speak	Pre and Post-test	-3.113	.010	Reject
E	Listen	Pre and Post-test	-3.801	.003	Reject
	Speak	Pre-and Post-test	-3.164	.009	Reject

DF=11; $\alpha=0.05$; FR – Fail to Reject

Comparative Gains in the Post-test Scores between the Two Groups. Table 9 shows the t-test on the gain scores from pre-test to post-test of the control and experimental groups. The difference in gain score of the control and experimental group is statistically significant for the listening test $t(22) = -2.130$, $p=0.045$, reflecting a positive effect of the multimedia drills; on the other hand, the difference in the gain score of the control and experimental group in the speaking test is not statistically significant $t(22) = -0.937$, $p=0.359$, hence, the effect of the multimedia drills to the experimental group for the speaking test is not significant.

Table 9. T-test Comparison of Gain Scores (Pre-test to Post-test) of the Control and Experimental Groups

Test	Variable	Computed t-value	Sig. (2-tailed)	Decision Ho
Listening Test	Gain Score	-2.130	0.045	Reject
Speaking Test	Gain Score	-.937	0.359	Fail to reject

DF= 22; ($\alpha=0.05$)

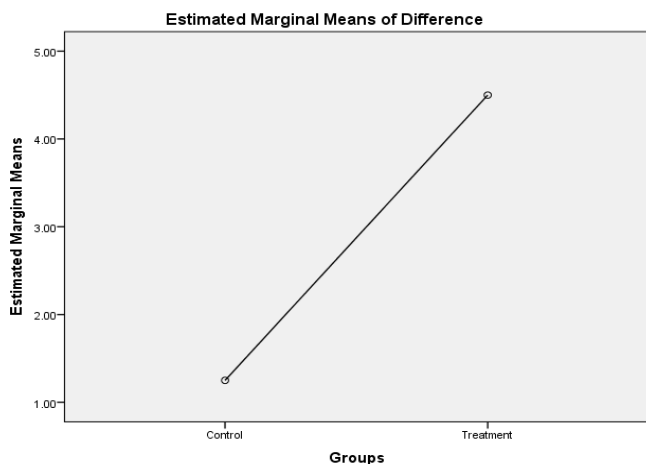


Figure 1. Profile plot of the estimated marginal means for the listening test

Figure 1 shows the means of the difference of post-test gains scores of the control and experimental group in the listening test. As shown, the experimental group performs better than the control and the difference is found to be significant.

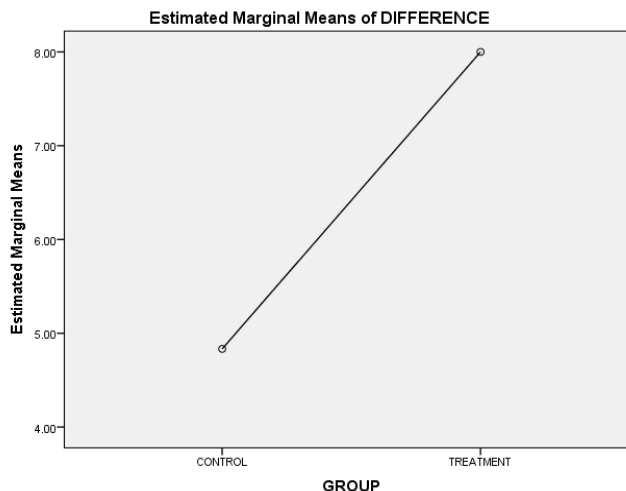


Figure 2. Profile plot of the estimated marginal means of difference for the speaking test

Figure 2 shows the mean of the difference of post-test gain scores both of the control and experimental group in the pronunciation test. As shown, the experimental performs better than the control but the difference is not statistically significant.

Data in Table 10 shows that, for the listening test, there are improvements in the mean post-test scores of the experimental group as compared to their mean pre-test scores on the most common errors, except for the sound of p. There is 44.33% improvement in identifying /ð/ - that; 42.81% for /u/ - pool; 16.67% for /s/ - sat; and 11.73% for /l/ - bit. There is no improvement for /p/ - pack with a percentage of 0.00.

Table 10. Mean Scores of the Experimental Group on the Most Common Pronunciation Errors (Listening)

English phonemes	Pre-test Mean	Post-test Mean	Difference	% Improvement
/u/ - pool	2.92	4.17	1.25	42.81%
/ð/ - that	3	4.33	1.33	44.33%
/p/ - pack	3.25	3.25	0	0.00%
/s/ - sat	3	3.5	0.5	16.67%
/l/ - bit	3.58	4	0.42	11.73%

For the experimental group, after comparing their pre-test and post-test mean scores in the speaking test among the most common pronunciation errors, there

found to be improvements in all five sounds. As presented in Table 11, there is a 96.08% improvement in the pronunciation of /θ/ - thank; 54.64% for /z/ - zoo; 52.67% for /ð/ - that; 15.51% of /æ/ - bat; and 14.64% for /i/ - beat.

Table 11. Mean Scores of the Experimental Group on the Most Common Pronunciation Errors (Speaking)

English phonemes	Pre-test Post-test		Difference	% Improvement
	Mean	Mean		
/ð/ - that	1.31	2	0.69	52.67%
/z/ - zoo	1.94	3	1.06	54.64%
/θ/ - thank	1.53	3	1.47	96.08%
/æ/ - bat	6.06	7	0.94	15.51%
/i/ - beat	7.17	8.22	1.05	14.64%

Pronunciation Module

Primarily, the Communicative Framework for teaching English pronunciation by Celce-Murcia [15] and the Lingua Franca Core of Jenkins [18] serve as guide in determining the content of the pronunciation module. These very insightful sources help shape the entire material from sound production to communicative practice.

The module is designed for pronunciation training. It is a compilation of guide practice, controlled practice and communicative practice exercises. It has four units covering the most common pronunciation errors revealed by this study together with their contrastive sounds. Unit 1 deals with /θ/ and /ð/ while Unit 2 gives practice on /z/ and /s/. Unit 3 presents /æ/ and /ɛ/ while Unit 4 is on /i/ and /ɪ/. Each unit consists of sound production, listening discrimination, controlled practice, guided practice and communicative practice. Sound production presents an oral, visual and printed description on how the target sound is produced. Listening discrimination presents words and phrases that contain the target sound. Exercises are incorporated in this part. Controlled practice presents minimal-pair sentences, short dialogue, and tongue twisters for preliminary practice. Guided practice consists of information gap exercises, strip stories, answers to questions and pair drills. Communicative practice gives the students a chance to practice what they have learned by using the target sound in actual communication situations, e. g. giving thanks, asking for directions, asking for information and apologizing.

Sound production part of the unit makes use of printed, oral and visual materials to clearly describe

how sound is produced while the rest of the unit makes use of printed and oral materials.

Each unit in the module provides exercises and practice on two sounds. Initially, a discussion on production of the target sound is presented then listening discrimination exercises in the form of word repetition, minimal pair distinction, phrases and dictation follow. For the word repetition, students are asked to listen to the words and repeat these words. For minimal pairs, they are asked to listen to the word pairs, repeat them, being careful to make the distinction between two sounds. For the phrases, students will hear phrases of words that either contains the sound or not. As they listen to each, they are instructed to indicate their answers with circles. For the dictation, they are instructed to listen to sentences and write them as they hear them.

The module also has controlled practice in the form of minimal-pair sentences, short dialogue, and tongue twisters. In the short dialogue, students are asked to read the text orally paying special attention to the highlighted part of the sentence. In the tongue twisters section, they are instructed to say sentences aloud, concentrating on making the distinction between the sounds.

As for the guided practice, strip stories are included. In one strip story, the teacher cuts out boxes into strips. Each student is given a strip. They will try to arrange the line chronologically. After they figure out the sequence of the story, they are instructed to mark the story for words that use the target sound. They are told to memorize and rehearse the lines in the strip in preparation for their presentation which will be subjected to giving of feedbacks by their classmates.

The communicative practice, on the other hand, consists of tasks that encourage students to use the English language. These tasks may be on giving thanks, expressing thanks, giving directions, expressing apologies and the likes.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, it can be concluded that the most common pronunciation errors of the students are /ð/, /z/, /θ/, /æ/, and /i/. As evidenced by the listening and speaking test results, multimedia drills have an effect in improving the perception of the critical English sounds but not their production; hence, it is recommended that students be exposed to more listening technologies to aid the

learning of the critical English sounds. Eventually, when students perceive the sounds correctly, accurate production will follow.

The limitation of the study is the relatively short period of exposure of the students to the multimedia drills (6 hours). It is recommended that a similar study be conducted with more hours of multimedia or technology use in or out of the classroom.

REFERENCES

- [1] Brown, H. D. (1994). *Principles of language learning and teaching, 3rd edition*. Englewood Cliffs, NJ: Prentice Hall Regents.
- [2] Fraser, H. (2001). *Teaching pronunciation: A handbook for teachers and trainers*. Department of Education Training and Youth Affairs (DETYA).
- [3] Grabe, M. and Grabe, C. (2004). *Integrating technology for meaningful learning*. USA: Houghton Mifflin Company.
- [4] Ornstein, A. C. & Lasley, T. J. II. (2000) *Strategies for effective teaching, 3rd ed.* USA: The McGraw-Hill Companies, Inc.
- [5] Tanner, M. W. & Landon, M. M. (2009). The effects of computer assisted pronunciation reading on ESL learners' use of pausing, stress, intonation and overall comprehensibility. *Language Learning & Technology, 13* (3), 51-65.
- [6] McDonough, K. & Sunitham, W. (2009). Collaborative dialogue between Thai EFL learners during self-access computer activities. *TESOL Quarterly, 43* (2), 231-254.
- [7] Younsel, M. (2012). The effect of autonomous CALL based task on speaking skill. *The Iranian EFL Journal, 8* (2), 201-221.
- [8] Liao, F. H. (2010). A new perspective of CALL software for English perceptual training in pronunciation instructions. *The JALT CALL Journal, 6* (2), 85-102.
- [9] Por, F. P., & Fong, S. F. (2011). Towards Transformation: The Power of Phonetic Symbols Embedded in a Multimedia Learning Management System. *English Language Teaching, 4*(1), p167.
- [10] Fotovatnia, Z. & Omid, M. (2013, May). The effect of exposure to the visual medium on learning pronunciation and word stress of L2 learners. *Theory and Practice in Language Studies, 3* (5), 769-775. doi: 10.4304/tpls.3.5.769-775
- [11] Celce-Murcia, M., Brinton, D. M. & Goodwin, J. M. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. New York, USA: Cambridge University Press.
- [12] Mata, L. S., & Soriano, I. S. (1998). English pronunciation for the Filipino college student: theory, technique and practice material on sound, rhythm and intonation (3rd ed.) Quezon City: Ken Incorporated
- [13] Bennett, T. (2005). *American English for Filipinos*. Pasig: Anvil Publishing Inc.
- [14] Carbonell, J. (2015). Heritage. Carnegie Speech. Retrieved May 31, 2015 from <http://www.carnegiespeech.com/company/heritage.php>
- [15] Celce-Murcia, M., Brinton, D. M. & Goodwin, J. M. with Griner, B. (2010). *Teaching pronunciation: a course book and reference guide (2nd ed.)*. New York: Cambridge University Press.
- [16] Cameron, S. (2012). *Perfecting your English pronunciation*. USA: The McGraw-Hill Companies.
- [17] Gonzales, A. B. (1996). The Andrew B. Gonzales, FSC reader, edited by Bernardo S. Oca, FSC. Manila: De la Salle Printing Press, Inc.
- [18] Jenkins, J. (2002, March). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics, 23* (1), 83-103.

Copyrights

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)