The Role of Mobile Assisted Language Learning in Improving the Pronunciation of Students of English in the College of Education for Women at Al-Iraqia University

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Abstract: This research tackles the effect of mobile assisted language learning (henceforth, MALL) in improving the students' pronunciation of English language, in particular the pronunciation of word stress. It aims at:

1. Identifying the term MALL, its uses, advantages, and disadvantages.
2. Exploring the effectiveness of MALL devices both as instructional tools and learning resources within and beyond classroom learning environments to develop language skills, particularly pronunciation of word stress.

The experimental design is pretest_experiment_post_test. To conduct the study, the researcher made a test on the pronunciation of word stress, and applied it to 60 students from Al-Iraqia University, Collge of Education for Women, Department of English. These students were divided into two groups; the control group (30) students, and experimental group (30) students. Both groups were taught the same material, but using different methods.

The results of the post-test showed the outperformance of the experimental group over the control group which indicates the good impact of MALL on developing the experimental group' Pronunciation of word stress

Keywords: mobile, learning, assisted, language, improving, pronunciation, word stress

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List of Abbreviations

E-LEARNING	Electronic Learning
GPS	Global Positioning System
MALL	Mobile Assisted Language Learning
M-LEARNING	Mobile Learning
ML	Mobile Learning
MP3	MPEG audio layer-3
MP4	MPEG audio Layer-4
MPEG	Moving Picture Experts Group
PC	Personal Computer
PDA\DPA	Personal Digital Assistants \ Digital Personal Assistant
SMS	Short Message Service
U-LEARNING	Ubiquitous Learning
VCR	Video Cassette Recorder

1. Introduction

1.1 The Basis of the Study

At this day and age, there are technological advancements almost daily. A great leap in technological advancements was creating mobile devices and gadgets that can be easily transported wherever the person may please. Another great development was adding wireless internet connection to these devices. Since everything is about speed, the idea of mobile assisted language learning appeared. Teaching and learning with mobile learning devices became easy for both teachers and learners. Fundamental changes in mobile device features and functions encouraged educators and scholars to explore more uses of these handheld devices in language pedagogy.

1.2 Aims of the Study

The research aims at identifying the term MALL and showing its impact on improving the students' pronunciation of English language, particularly pronunciation of word stress.

1.3 Hypothesis

It is hypothesized that MALL technique has a good effect on improving students' pronunciation of word stress ,accordingly the researcher expects that there is a significant difference between the results of the pre-test and post-test of the students after conducting the experiment.

1.4 The Procedure of the Study

The study uses pre and post-treatment tests in pronunciation of word stress. The researcher administered and distributed test questions about the pronunciation of word stress before and after the treatment during the course of learning. The program is carried out by using smart mobile phones as MALL devices by the experimental group, who are 30 students from Al-Iraqia University, College of Education for Women, Department of English.

1.5 Limits of the study

The limits of the study are:

1. Demonstrating the effect of MALL on the students' pronunciation of word stress only.
2. The experiment will be conducting on 60 second year undergraduate students from Al-Iraqia University, College of Education for Women, Department of English.

1.6 Significance of the Study

1. The research presents a detailed survey of the term MALL which is hoped to enrich students' and researchers' knowledge about it.

2. It is hoped that this research could help researchers to make other experiments on different educational aspects.

2. Historical Background

According to Salaberry (2001), capturing audio language samples goes back to the appearance of audiovisual recording tools as reel-to-reel, Video Cassette Recordings (VCRs) and Personal Computers (PCs).

Broadcast devices, as phonographs, radios and televisions, have been regarded as sources for genuine speech. The introduction of the audiolingual theory in the 1950s sparked the use of genuine audio samples for instructional aims in language laboratories. However, the shift to the behaviorist concept in the Sixties changed the language laboratories with drill-based computer-assisted instruction (ibid).

A new view of the role of technology in teaching caused the immersion of the transportable bundle of self-contained knowledge manipulator, Xerox Dynabook in the 1970s (Kay and Goldberg, 1977). Since then, the computer-mediated communication in educational contexts has been advancing as technologies proceed to lessen in size (Chinnery, 2006)

The arrival and recognition of the internet alongside the improvement of PDA (personal digital assistants), laptop computer and cellular devices in the 1990s gave rise to the next generation of e-learning (Sharples, 2000). The use of telephone for distance studying used to be not related to the launch of cellular devices. In 1988, Twarog and Pereszlenyi-Pinter (1988) utilized the telephone to grant distance-language learners with notes and assistance.

In 1996, instructors at Brigham Young University used phone and personal computer (PC) to instruct English courses as distance-learning from Hawaii to Tonga (Green, et al, 2001). In 2001, Dicky (2001) taught English dialog courses by using teleconferencing in South Korea.

Yet, it is only over the previous ten years that phone learning has developed to provide the needed equipment for instructional institutes, workplaces, museums, cities and rural areas around the world by using cell phones or mobiles (Gholami and Azarmi, 2012).

Over the years, a splendid growth has been witnessed in the use of cell phones. Mobile gadgets are performing all the necessary functions as do personal computers. Mobile Learning has swiftly developed in the United States, United Kingdom, and other European nations.

Mobile learning added to the light various strategies and techniques to help language studying and studying in general (ibid).

3. Introduction to Mobile-Assisted Language Learning (MALL)

In 1973, when the mobile gadgets were invented for the first time, no one ever expected that one day they would become an important part of routine life. As soon as mobile phones became a necessary part of our lives, there felt a need to use them in language learning tasks. These days mobile gadgets such as PDAs, phones, and other handheld gadgets, are used everywhere for doing everything varying from voice calling to writing short messages, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, shopping, and so on (Miangah, and Nezarat, 2012)

Besides these benefits, mobile gadgets have been growing progressively toward becoming utensils for education and language learning, and all its users, from teachers to students, are getting used to this setting to make education as ubiquitous as possible (Ibid).

Moreover, the emergence of the Internet has made open and distant learning a medium of receiving education from all parts of the world. In a short period, the attractiveness of distance learning led to the awareness that various mobile gadgets provide a very effective resource for education. This way, many researchers have tried to make mobile gadgets a rich resource for teaching and learning. It was, actually, a challenging affair to cover learning tasks with a mobile phone (Ibid., 313).

M-learning makes not only a step, but a jump further into the world of learner-centered pedagogies. Still, this did not happen all at once. Early on, M-learning was generally used to direct e-learning methods and techniques, swiftly revealing the limitations of cell phones and PDAs compared with desktop computers at the time (Traxler, 2011).

Early mobile technologies needed better functionality, screen size, processor speed, and battery life. Many of the unique opportunities presented by the mobile devices were not taken advantage of. As the 2000s advanced, the interest in PDAs declined, as smartphones offered the same functions and Web services, but with the added mobile-phone efficiency (ibid).

Cell phones, which were formerly an image of financial accomplishment, became a helper for the masses. Although technology was often a costly option in higher education, colleges found that the number of students owning gadgets cut or terminated additional school costs entirely. Tablet computers advanced the trend toward greater mobility (ibid).

In other words, the first gadgets to be called tablets were laptops with a spinning screen and touch-screen abilities, such as the Microsoft Tablet PC, commercially accessible in 2001. Ultra-mobile PCs, such as the Wibrain B1, were quietly released on the market in 2006 as smaller, more mobile forms of a laptop/tablet, but were quickly replaced by today's tablets, such as the iPad (2010) and Motorola Xoom (2011), which are in general more mobile than their initial counterparts (ibid).

Mobile phones now have the same abilities as microcomputers, at a small portion of the size. As M-learning is quickly developing, branches of M-learning are being created. One such subdivision is context aware ubiquitous learning, which depicts learning that offers smooth services, flexible services, and context-aware services, in which computing, communication, and sensor devices are incorporated into the daily life of a learner. M-learning and the branch u-learning literally include learner-centered education, in that learning will soon be ubiquitous to the learner. (Yang, et al, 2007)

As M-learning continued to develop, the numerous features the devices offered to further extend learner-centered pedagogies became apparent.

MALL deals with the use of mobile technology in language education. Pupils do not always have to study a second language in a classroom. They may have the chance to learn it using mobile gadgets when they desire and where they are. As learning English is regarded as a major factor for professional success and a criterion for being cultivated in many communities, ensuring a more conducive environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of education needs. Areas of mobile-based language learning are various among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc. (Miangah and Nezarat 2012).

4. Mobile Learning

Mobile learning is the knowledge and opportunity provided by the evolution of educational technologies. It is anywhere, anytime learning facilitated by instant, on-demand entry to a personalized world loaded with the tools and resources we prefer for shaping our own knowledge, meeting our curiosities, collaborating with others, and pursuing experiences otherwise cannot be achieved (McQuiggan, et al., 2015).

Mobile learning indicates adapting and building upon the most recent developments in mobile technology, reformulating the responsibilities of teachers and students, and dimming the lines between formal and informal learning. It exhibits and facilitates the belief of what it means to be a lifelong learner and what it takes to thrive in today's workplace. It's important to understand that mobile learning is something different from mobile gadgets. It is the outcome that these technologies facilitate through inventive and suitable use (Ibid).

The realization of mobile learning has been made possible by the increase of portable, Internet-enabled gadgets. Portability is a device that can be easily accessed on the go. It also requires Internet efficiency that allows the user to access new content on demand (rather than only what the device holds). Tablets and smartphones provide valuable differences and benefits, including making mobile learning more accessible and obtainable in schools than their predecessors (Ibid).

Therefore, learning can take place inside or outside the classroom, engaging in a formal lesson on a mobile gadget; it can be self-directed, as a person concludes his \ her own approach to accomplish a learning goal; or spontaneous learning, as a person can use the gadget to look up something that has just interested him. The environment may be part of the learning experience (e.g., scanning codes to get further information about a display in a museum), or the environment may have an inactive role in the learning experience (e.g., reading articles from the Web while moving on the bus) (Muilenburg 2013).

Mobile learning is not a cure for all the problems that face the education system; it is not suggested that by simply giving out I pads or mobiles one can expect increases in students' achievement and eagerness for learning. The capability of tablets and other mobile technologies to change the present situation of the educational system and enhance it depends on the pedagogy in which they are woven (McQuiggan, et al., 2015)

It depends on teachers' open minds, creativity, and preparedness to incorporate them in the syllabus; school budgets and culture to allow for gadgets in the hands of students, and ongoing creativity in how devices are used, so they stay effective. Students need guidance on how to learn with this new educational technology as well as their teachers, supervisors, and parents (ibid).

5. Tools for Mobile Learning

Wireless communication technology is employed in many fields such as GPS navigation, wireless monitoring systems as well as learning various materials including learning language skills. Mobile learning can take place either inside the classroom or outside it. In the former case, mobile phones having appropriate software are very effective in collaborative learning among small groups (Miangah, and Nezarat, 2012:310)

Although this type of learning has nothing to do with the mobility feature of such devices, it gives the learners the chance of close interaction, conversation, and decision-making among the members of their group due to the distinct design of the learning activity on mobile phones. These types of communication among learners and their physical movement can scarcely be accomplished when desktop or laptop computers are used. Mobile learning technology is more appropriate for doing activities outside the classroom (Ibid).

Such activities allow learning to be more directly connected with the real world's experiments. Moreover, learning through mobile phones outside the classroom has the benefit of better exploiting the learner's free time; even the students on the move can develop their learning skills (Ibid).

The extensive effect of the market has grown the popularity of the mobile phone, and this satisfies the need of teachers to supply tools and software for learners in teaching circumstances. Besides, compared with other wireless gadgets like laptop computers, mobile phones are fairly inexpensive having functions such as internet browsers available in most devices. With such inexpensive gadgets available and having the features of e-mail or SMS, it is now possible to send information to and receive from mobile phones between teachers and students without any difficulty (Ibid).

SMS-based learning is advancement in the use of wireless technologies in education in which getting wanted text messages supports learning outside the classroom and helps learners gain benefit from their teacher's experimentation with mobile technology (Ibid, 311).

One of the essential tools of M-learning is SMS-based learning in which the learner receives text messages to support their learning process outside the classroom (Kukulska – Hulme, 2009).

Another effective M-learning tool is mob logging which is defined by Mielo (2005:29) as "using cell phone or PDA to post words and/or pictures to a website." Blogs are a new trend in language teaching. They kindle language creation; facilitate sharing of ideas and collaborative exercises. By using them, the limits of time and space disappear; learners deliberate their ideas in a virtual place on the move.

Also, genuine personal and visual contents become accessible blogging and sharing ideas are not restricted to written language. A new form of media known as podcasting motivates users to have audio blogs or podcasts. These podcasts are able to be downloaded and can be moved to a media player. Other listeners can subscribe to any podcaster they like in order to be able to get updates (Gholami & Azarmi, 2012).

Actually, podcasting is already widely applied in language learning by learners who record their own content or access genuine sources (Chinnery, 2006). In respect to podcasting and English language teaching, Lomicka and Lord (2011) organized a study on 73 language instructors to discover their goals beyond podcasting. The study showed that respondents considered podcasting as a tool that can help in developing both receptive and beneficial language skills. 41% of the participants do it for listening use while 23.2% of them used it to enhance speaking and presentation skills.

Miangah and Nezarat (2012:311) recommend adding video and voice chat features to encourage effective audio-visual chats between language educators and their students in regard to the learning subjects and feedback.

The M-learning games can also be used to teach second language skills like vocabulary, pronunciation, grammar, listening and reading comprehension and spelling. Cell phones give an ideal platform for learning since they are ubiquitous, economical, compact and wireless.

6. Advantages and Disadvantages of Mobile Learning

6.1 Advantages and Benefits of Mobile Learning

Mobile learning offers many benefits and opportunities to reach students in different ways and to improve and personalize the education they're receiving:

1. Portability of mobile phones gives the ability to learn quickly:

PDAs are lighter weight than books and allow the students to take notes or input data directly into the gadget regardless of location either typed, handwritten or using voice (McQuiggan, et al, 2015).

M-learning provides the learners with the chance to learn when they're on the bus, outside or at work doing their part-time jobs. Actually, they can learn every time and everywhere they are (Miangah and Nzarat, 2012).

2. Improve higher order thinking skills:

Mobile learning grants a medium that enhances higher-order thinking skills. Critical thinking and problem solving, communication, collaboration, and creativity and innovation. The characteristics of mobile learning innately foster these complex skill-sets in pupils (McQuiggan, et al, 2015).

3. Supports alternative learning environments:

Many educational institutions are suggesting different learning environments, such as flipped classrooms or merged learning environ- ments, which allow educators to use class time more efficiently and even cover more material, among other things. Mobile gadgets offer great opportunities for supporting and improving these setups (Ibid).

4. Enables personalized learning:

Mobile gadgets allow personalized learning to prosper. Personalized learning environments make it easier for teachers to target which students are having trouble with subjects and assign coursework and homework accordingly. Mobile technology makes this process smoother, allowing effective implementation and tracking of students' improvement. Further, if the students have their own gadgets (or always use the same device in the classroom), it is possible to easily track student data. This grants a rich data set to add to the student record for future reference and research (ibid)**.** It may also aid learners with some disabilities (Hashemi, et al., 2011).

5. Motivates students and engages learners:

Mobile learning ensures a new way to excite students by granting high levels of engagement and novelty, personalization, and independence. The new generation likes mobile gadgets such as PDAs, phones and games devices. The ability to regularly use new apps and find new ways to use the device keeps it specular and interesting for students. There is value in meeting students where they are rather than limiting them to older learning methods when they obviously have competence and passion for newer technologies (McQuiggan, et al., 2015).

6. Interaction and collaboration:

Exchanging data and teamwork with other students is possible through mobile gadgets. Students' interaction and collaboration with instructors and among each other, enables several students to work together on assignments even while at distant locations (Klopfer, 2002) (Hashemi, et al, 2011).

6.2 Disadvantages and Challenges of Mobile Learning

1. Different access to devices and internet:

One obstacle that mobile learning initiatives can face is the differentiated access to gadgets and the Internet across different crowds. Availability and price of broadband in educational institutions and homes can be a big obstacle for smaller and low-wealthy schools, presenting a huge gap among students from different economic backgrounds (McQuigan, et al, 2015).

2. Use must be monitored:

When mobile gadgets are used by students in classrooms or at home, their use must be monitored in some way. While mobile gadgets can be used for academic enhancement, the opportunity also exists for them to be used for diversion or unsuitable behavior. There are also health worries arising from increased screen time and privacy concerns about students or the device, itself, over-sharing personal information (Fritschi and Wolf,2012).

3. Way in which the devices are implemented influences the effectiveness of them:

The way in which the gadgets are carried out influences the effectiveness of them. Mobile gadgets shouldn't simply be added to existing educational programs and used in place of an old tool—they should be used to change the way lessons are structured to immerse students in new ways. Basically, teachers should first make a mobile-learning plan, then get gadgets; not get gadgets and then fold them into normal teaching methods. Although it is not known how students will react to these gadgets as they become more prevalent, it is not known that if constantly refreshing content and activities will keep the gadgets shiny and new even after many years of use (McQuigan,et al,2015).

4. Limiting physical attributes:

While mobile phones and tablets give many benefits over computers and laptops,yet there are some hindering physical aspects that make them harder to use. For example, most tablets don't come with a keyboard, making typing more difficult. Typing on a smaller interface, such as a smartphone or iPod Touch, is even more difficult (ibid).

Many of the mobile phones are not designed for academic purposes. That is, it is tough for the learners to use them for the task given by the teachers to be carried out (Miangah, and Nezarat, 2012).

In an experiment, Stockwell (2008) explained that the learners found the activities take a long time to execute on the mobile gadgets, and accordingly, some of them preferred to use their PCs to do their appointed tasks. In that experiment many learners expressed that they did not intend to use the mobile phones for doing their tasks because of the expense of internet access, the screen size, and the keypad.

5. Mobile devices are shared among a group:

When mobile gadgets are shared among a group in some academic situations, the performance and benefits are affected. In a device-sharing arrangement, the access to gadgets anytime in the classroom—does ruin some of the benefits of mobile learning. For instance, if educators want to use Evernote to demonstrate digital note taking one day, but don't have the mobile gadgets the next day, it's difficult to have an orderly process, let alone acquire educational value from the lesson. When mobile gadgets are shared across classrooms or schools, there will be a doubt whether these gadgets can offer personalized and instant access (McQuigan, et al, 2012).

6. In addition, there are some general problems concerning M-learning devices, such as:

1. Small screens of mobile phones and PDAs.

2. Limited storage capacities in PDAs.

3. Battery life/charge.

4. Lack of common operating system.

5. Lack of common hardware platform makes it difficult to develop content for all.

6. Less robust.

7. Still difficult to use moving graphics.

8. Limited potential for expansion with some devices.

9. Devices can become out of date quickly.

10. Wireless bandwidth is limited and may degrade with a larger number of users.

11. Difficulties with printing, unless connected to a network.

(Hashemi, et al., 2011)

7. Pronunciation and Word stress

Pronunciation means the way we say a word. It is the act or result of producing speech sounds, including articulation, stress, and intonation, usually with reference to some standard of correctness and acceptability (Dictionary, 2020).

7.1 Stress

The production of stress depends on the speaker using more muscular energy than is used for unstressed syllables. According to experimental studies, when we produce stressed syllables, the muscles we use to expel air from the lungs are often more active, producing higher subglottic pressure (Roach,2000:93-94).

For the syllable to be stressed, it should be loud, long, and high pitch. When the word is made up of more than one syllable, only one syllable must be stressed,e.g.(hardly) /ha:dli/ ,and believe /bili:v/, one syllable of these words is said with greater force ,with greater effort than the other syllables. In /ha:dli/ ,it is the first syllable /ha:d-/, and in (believe) it is the second syllable /-i:v/ (O'Connor,1980:90).

This is because they are louder and longer than the other syllables in these words which are consequently said more weakly and quieter, hence unstressed.

We can show this by placing the mark * or ˈ immediately before the syllables which have stress: /ˈha:dli/ ,/biˈli:v/ (ibid).

8. How Mobile Learning can Improve Pronunciation

The second generation of mobile gadgets allows their users to access multimedia services including listening and speaking ones. A good M-learning service should consist of speech features for transmitting voice. With such facilities, learners may download dictionaries on the PDA with sound features so that they can learn the correct pronunciation of unfamiliar or new words to be able to fulfill their learning needs (Miangah and Nezarat, 2012:114).

An adequate M-learning program has to involve voice communication and sound features so that students may download dictionaries to their mobile phones and learn the pronunciation of unfamiliar new words. Besides, through multimedia features, they may record their own voices and send them to the instructor. This would help to evaluate the students' defects in pronunciation (Ibid).

This way, by improving different features of the system like supplying a dictionary for looking up new words and their proper phonetic form, the pronunciation and speaking skills of the students can be well improved. The Praxis learning podcast line is a platform giving a context-driven, social-based, and software-enhanced website for learning foreign languages (Ibid).

It has been recently working to release mobile language learning innovations for PDAs, smart phones, etc., making learners able to learn phonetics of a language in an interaction way using multimedia features on the mobile phones (Mielo, 2005).

The speaking prospect of mobile learning is as important as the textual prospect of it, since it allows learners to speak easily with a system recording their voice and allowing them to listen back to themselves. Then, they can correlate their voice with an ideal pronunciation and reinforce this skill.

9. Data Analysis

In order to test the proposed hypothesis, that is (there is a significant difference between the results of the pre-test and post-test in the students' pronunciation of the word stress after conducting the experiment), the researcher made a pre-test in word stress for the control group after being taught in the traditional way, and a post-test for the experimental group after being taught word stress by using MALL technique.

Each group consists of 30 students. The total number was 60 students all from the Department of English, College of Education for Women, Al-Iraqia University.

After conducting the test, the results show that the mean score of the experimental group is (15.33) at a significance level (11.41); whereas the mean score of the control group is (9.97) at a significance level (10.02).

When using the T-test for those two independent groups, it appeared that there is a significant statistical difference at a level (0.05) for the benefit of the experimental group, as long as the calculated t-value was (6.38) which is bigger than the t-table (2.000), as shown in table (1):

Table (1): T. Test Results for the Two Groups on the Pronunciation of Word Stress

Groups	**N**	**Variance**	**Mean**	**T. test**		**Significance**	**Decision**
Experimental	30	15.33	11.41	T. table	t	0.05	Function for the benefit of the experimental group
Control	30	9.97	10.02	2000	6.38		

The results indicate the outperformance of experimental group over the control group. Consequently, we can conclude that using MALL in learning the pronunciation of word stress is better than learning it in the traditional way only.

10. Conclusion

The research has come to the following conclusions:

1. On the theoretical part, MALL is a relatively new method in learning and teaching languages. It is using mobile technology in language education anywhere and anytime, inside or outside the classroom, with others or by themselves. It blurs the lines between formal and informal learning. However, there needs to be knowledge of how to use and operate these devices and online platforms, as well as keep an eye on the online activity. The devices need to be available to all the students in the class being taught as well.
2. On the practical part, the result of the tests and the statistical analysis show that the experimental group (the students who used MALL in learning the pronunciation of word stress) got higher scores than the control group (the students who learned in the traditional way).

Accordingly, we can conclude that MALL is effective in improving Al-Iraqia university EFL students' pronunciation, particularly the pronunciation of word stress.

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المستخلص

يتناول البحث اهمية و تاثير تقنية الهاتف المحمول على تحسين التلفظ باللغة الانكليزية (تحديداً تلفظ الشدة الصوتية على مقطع في كلمة) لدى طالبات قسم اللغة الانكليزية في كلية التربية للبنات , الجامعة العراقية, كاداة تعليمية فاعلة تضاف الى النشاطات الصفية الخاصة بمادة الصوت.

تهدف الدراسة إلى:

أولاً: التعريف الوافي بمصطلح (MALL), أهميته, إيجابياته, سلبياته, و استعمالاته.

ثانياً: الكشف عن أهمية هذه التقنية كأداة تعليمية داخل وخارج الصف الدراسي لتطوير المهارات اللغوية, تحديدا تلفظ الشدة الصوتية على مقطع في كلمة.

افترضت الباحثة أن التعلم باستخدام هذه التقنية يساعد الطلبة على تطوير مهارتهم في التلفظ, و عليه ومن أجل إثبات هذه الفرضية ,وضعت الباحثة اختباراً لتلفظ الشدة الصوتية وطبقته على ستين طالبة من قسم اللغة الانكليزية في كلية التربية للبنات في الجامعة العراقية, وقسمت الطالبات إلى مجموعتين, كل مجموعة تضم ثلاثين طالبة.

اعطت الباحثة المجموعة الأولى (الضابطة) محاضرات في تلفظ الشدة الصوتية بالطريقة التقليدية, ثم عملت لهن اختباراً في تعيين الشدة الصوتية للكلمات.

و بعد ذلك, اعطت الباحثة المجموعة الثانية (التجريبية) محاضرات في تلفظ الشدة الصوتية باستخدام تقنية (MALL), ثم طبقت عليهن نفس الاختبار الذي طبقته على المجموعة الضابطة.

و بعد التحليل الإحصائي لنتائج الاختبار , تبين أن درجات المجموعة التجريبية كانت أعلى من درجات المجموعة الضابطة, مما يدل على صحة فرضية وجود تاثير إيجابي لتقنية (MALL) في تطوير التلفظ باللغة الانكليزية لطالبات الجامعة العراقية.

Appendix 1

The Test

Stress the Right Syllable in Each of the Following Words:

Longing	fellow	holiday	music
Vary	accuse	better	deprive
Retreat	embarrass	courageous	pilot

Understand	obtain	preparation	others
Money	balloon	determine	product