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*The Influence of Using Technological Devices on
Pupil's Pronunciation in Primary Schools
The Case of Study Primary School, Naama*

*Dissertation Submitted to the English Department in Partial Fulfilment
of the Requirements for the Degree of Master in Linguistics*

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Statement of Originality

We, Rabha Bouazza and Mendour Karima , hereby declare that Master thesis “The Influence of Using Technological Devices on Pupil’s Pronunciation in Primary School “ is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged

Dedication

This work is dedicated ... To my precious parents, the source of happiness, inspiration, and success, who have raised me to be the person I am today.

I would like to thank them for their unconditional love, support, guidance and prayers that they have always given me To my beloved sisters "Najat", "Fadila" and brothers "Mohamed" "Mouloud" and "Ahmed" for their encouragement, support, and their endless love To my soulmates with whom I'm sharing my life with its light and shadows and my thanks cannot be written in lines To all my friends and colleagues for being around me, and for all the memories we shared together.

Finally, to all those forgotten by my pen, who helped me to finish this work To you dear readers

Karima

Dedication

Praise be to Allah and thanks for my success. I dedicate my work to my mother, who I have always wished was by my side at this moment. God rest her soul. I thank my father Mohammed, my support, my security for everything he does. This work is also a gift to my princesses, my sisters. I appreciate, and my friends Fadila and chaima, chahinez for helping me with this work, .I thank also my aunt my soulmate Nouria tadjine I want to thank all my friend for helping me . I thank everyone who came with me to participate in my graduation ceremony I also thank my teacher in the beginning for helping us as a sister and friend, before she became a teacher, I had the honor of having you as my supervisor. Thank you very much for everything

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Knowledge

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Thank you to all English teachers and learners for their cooperation in implementing this a job. Thanks to the Teacher those who answer for the questionnaire And give us their advise

Abstract

In the educational context, the use technology is a critical aspect and plays an Important role in shaping a student's academic success, personal development, and overall well-being. Therefore, the general aim of this research is to identify its impact on the level of primary school students' pronunciation of Naama. The extent to which the pronunciation of students at Al-Dahhawi Primary School in Naama has improved is highlighted through various tools, namely classroom observation and a questionnaire for teachers. The results showed that technology has great importance in improving students' pronunciation. It also has a positive effect on students, and as for teachers, It helps them improve their performance.

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Summary

GENERAL INTRODUCTION

GENERAL INTRODUCTION

In the classroom, the impact of technology on the pronunciation of primary school learners is considered as one of the most important topics that raise questions among parents and teachers, especially since they deal with it on a daily basis. The use of technology affects the pronunciation of beginner students for several reasons, including: the effect of electronics on pronunciation, and it can also be a means of improving it through pronunciation applications, especially since they are in the early stages of education.

The aim of this research is to examine the effect of the use of technology on pronunciation, and the role of the use of electronic means in improving the level of speaking skill among primary school students.

This research deals with the impact of technology on the pronunciation of the primary school students, and the research questions are:

- What is the influence of the technological devices on the pupil's pronunciation?
- What are the technological devices that Develop their speaking skill?
- What are the potential advantages and disadvantage for pronunciation practice?

Accordingly, the following hypotheses are put forward:

- The use of technological devices has positive effects on pronunciation
- The technological devices that use are to develop speaking skill are YouTube Duolingo starfall
- Technological devices can effects negatively or positively on speaking skill.

This research is divided into two chapters. The first chapter includes literary references and includes definitions and teaching of the speaking skill. The role of information and communications technology in developing the speaking skill was highlighted. This chapter also included enhancing pronunciation by using phone applications and using them in the teaching process. We also emphasized the impact of pronunciation applications. On the speaking skill, positively or negatively, and we concluded it with the teachers' perceptions towards the use of educational technologies in teaching the speaking skill in English as a foreign language classroom. The second chapter deals with the method used in this study, the sample, and data collection instruments, and it consists of a questionnaire for the teachers of English as a foreign language and a classroom observation. In addition, it discusses the research, participants' reactions and results

CHAPTER I

REVIEW OF LITERATURE

Chapter one: Literature Review

1.Introduction

1.2 Teaching speaking skill for EFL learners

1.2.1 Definition

1.2.2 Teaching the Speaking Skills

1.3 Role of Integration ICT in Developing Students Speaking Skill

1.3.1 ICT Definition

1.3.2. The Integration of ICT in Teaching Speaking Skills

1.4. Enhancing the Learners Pronunciation Using Pronunciation Applications

1.4.1Definition

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1.6.The Teachers Perception Towards Using the Educational Technologies in Teaching Speaking Skills for EFL Learners

1.7 Conclusion

1. Introduction

The impact of technology on the pronunciation of students in the primary stage is one of the topics that raises questions among parents and teachers, especially since it is considered an integral part of their daily lives, as they deal with it on a daily basis (smart devices and computers). The use of technology affects the pronunciation of primary school students due to several reasons, including the effect of electronic games on the pronunciation of young children. It can also be a means of improving it through applications that help with practices and exercises to improve pronunciation and language in children.

1.2. Teaching Speaking Skill for EFL Learners

Both teachers and students participate on teaching speaking ,or they must be motivated to teach speaking ,so what is speaking?

1.2.1. definitions

Speaking is the function of creating and sharing meaning through verbal and non-verbal means. Teaching and learning the skill of speaking is an important element in any language classroom. It is also known as oral communication between teachers and students in the classroom. It difines by **Brown, 1994; Burns & Joyce, 1997 say : "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information."** or it defines as the productive skill that is important in teaching

1.2.2. Teaching the Speaking Skills

Communication plays an important role in a person's life, whether professional or educational, as language is used as a tool for communication in order to achieve their goals and objectives. That is why teachers and parents seek to teach foreign languages to their children because it has become necessary for communication, especially the English language because it is considered the international language, and it has also become a second foreign language in educational institutions and Algerian schools in particular. **Brown and Yuke (1983) say: "Speaking is the skill that students will be judged uponmostin real-life situations."**

Therefore, the most effective speaking skill among the four skills in the English language is a basic skill for communication. For this reason, teachers seek to develop speaking skills for several advantages, including:

- Enhances the learner's ability to communicate easily.
- Expressing themselves in different contexts.
- Openness to cultures because language is linked to culture.
- Integration with communities.
- Acquiring new and diverse vocabulary and ideas.
- Developing the mind.

This is why teachers focus on developing speaking skills by relying on some techniques, including:

Providing some entertaining activities in the form of language games because they make language learners more active and lively and make them feel complete freedom of expression. This makes learners produce the largest number of sentences to improve their oral communication skills.

1.3. Role of Integrating ICT in Developing Student Speaking Skill

ICT has important role in developing the students speaking skill. so what is ICT?

1.3.1. ICT definition

ICT is an abbreviation for information and communications technology, which includes devices (computers, telephones, televisions, etc.), social networking sites (Facebook, YouTube, Twitter...) and all different communication equipment.

ICT is defined for purposes because it is a variety of technological tools and resources used to communicate According to David Warlick:"We need technology in every classroom and in every student and teacher's hand, because it is the per and paper of our time, and it is the lens through which we experience much of our world."

1.3.2. The Integration of ICT in Teaching Speaking Skills

Since speaking is so important, teachers focus on teaching speaking at an early age because it is crucial.

According to (Phillips, 1993) **teaching speaking to young learners is very rewarding because they are less conscientious than other learners.** This is why teachers seek to use technology in the classroom because it facilitates the learning process on the one hand, and has become of great and increasing importance for children on the other hand. The use of technology in teaching speaking is one of the changes in how languages are taught in school that focuses on the use of language communication rather than just passing an exam (Thao, 2003). This allows them to learn in a fun and interactive way through:

- Interactive games.
- Electronic boards.
- Educational games
- Educational videos.
- interactive programs.

Technology and advanced learning methods can be used to learn new words, phrases and concepts in a more interesting and interactive way, developing a strong foundation for future learning.

1.4. Enhancing the Learners Pronunciation Using Pronunciation Applications

There are a numerous applications that help pupils to enhance and develop their pronunciation, thus what is pronunciation? What are this applications ? And how can vedios contribute in developing of teaching pronunciation?

1.4.1. Definition

Pronunciation is the process of sounding out a word that distinguishes one letter from another. Pronunciation is an action or way of saying a word. Many words in English are not pronounced according to their spelling, and many sounds can be represented by more than one letter combination, Nordquist(2020).

1.4.2. Mobile Applications for Teaching Pronunciation

There is many application that improve pupils language and let them pronounce the words correct here is some of them follows:

➤ **Duolingo:**

It makes learning the language fun and easy by offering easy, short, and interesting lessons, especially when the learner is a beginner, and it works to develop communication skills, which leads to the development of pupil's pronunciation .Created by Louis von Ahn and Severin Hacker

➤ **ELSA:**

Is a fun and attractive application that helps pupils to develop their English pronunciation , it is supported by artificial intelligence.

➤ **Starfall:**

It was founded by Stephen Schutz, who had difficulty learning to read, and was passionate about creating an educational platform that contains interactive games, and also allows children to see, hear, and touch while learning.In August 2002, it was developed by teachers and opened as a free public service to teach reading to children, and interactive activities to help pupils develop pronunciation skills.

1.4.3. The Use of Videos in Teaching Pronunciation

Teaching pronunciation in the classroom is important for the success of the communication process because incorrect pronunciation leads to misunderstanding. **Kelly (2000: 13) states that “there are two key problems with pronunciation teaching. Firstly it tends to be neglected. And secondly when it is not”**

Enhancing Pronunciation Skills Through:

-Visual Learning

-Audiovisual media play an important role in teaching children to pronounce English words correctly and understandably. These methods are divided into three types:

- Audio media: which consists of radio....

- Visual aids: consisting of pictures and drawings...
- Audio-visual means: It consists of television, video clips...

The aim of using these methods is to develop and improve the level of pronunciation among primary school students in particular.

1.5. The Effectiveness of Using the Pronunciation applications in Teaching the Speaking skills

Correct pronunciation of any language is an essential factor when it comes to being able to communicate well. The better and correct the pronunciation, the easier the communication process is, because incorrect pronunciation can cause misunderstanding. Therefore, correct pronunciation of the English language is one of the most important skills that must be developed because it is a difficult task that teachers face in the context of English as a foreign language. So How can students' pronunciation be improved?

There are some important applications that can help students improve and develop the process of foreign language pronunciation, including:

- Duolingo.
- EISA.
- Environmental Protection Agency.
- Say that pronunciation.
- Audio pronunciation in English learn and check.
- English pronunciation by Yobimi.

These applications can have advantages or disadvantages that affect the pronunciation process. So, what are the advantages and disadvantages of these pronunciation apps in teaching speaking skills?

1.5.1. The Advantages of Using Pronunciation applications

- The pronunciation applications improve and motivate the student.
- The student can hear and imitate the same sound in their native language.
- The applications consist of voice recording feature and interactive dictionary.
- The pronunciation application helps the students to increase their English vocabulary.

- In terms of practice students can be involved effectively in the learning process .
- The ELSA applications based on the Artificial Intelligence (AI) technology.

The use of technological media or multimedia it really enhancing the students to improve their ability to speak correctly, according to native speakers.

1.5.2. The Disadvantages of Using Pronunciation Applications

- It is not possible to know whether all students have smartphones.
- Applications depend on the Internet and are not free to install and download the application.
- Topics are limited to paid content only.
- These applications are based on only one dialect.
- A one-size-fits-all approach may not be effective for all students.
- Speech improvement applications rely on automatic feedback, which may not be as accurate and perceptive as the feedback of a human teacher, so teachers provide personal support and guidance to students.
- Over-reliance on these applications hinders the development of self-awareness to further improve their English language skill.

1.6. The Teachers Perception Towards Using the Educational Technologies in Teaching Speaking Skills for EFL Learners

Learning English means speaking it fluently, and this is why teachers need to use technology, because teaching speaking may be a difficult task for students, making them feel tired and bored. This prompts teachers to use practical tools and strategies for learning, making students more active.(Toumi 2015).

According to **Chappelle (2010)**, the learning process has evolved since the advent of the digital world, and as a result, teachers are forced to use technology in the classroom. Technology transforms the method of teaching into an unprecedented process, and this is what encourages and motivates student to learn English. According to **Toyoda (2001)**, views differ from one person to another. Therefore, teachers' perception about the use of technology varied.

- Some believe that it helps the student learn English, while others believe that technology has challenges and concerns. Technology may help:

- Enhancing student interaction in the lesson through the use of technology tools such as: video, data show.
- Enables students to practice speaking and expressing themselves.
- It helps to create a stimulating and enjoyable learning environment, which increases students' motivation to speak.
- Technology challenges and concerns may appear through:
 - Impact on students' concentration if not used appropriately.
 - Some teachers may have difficulties mastering the use of technology.
 - Overreliance on technology limits personal interaction between teachers and students.

Therefore, there must be a balance in the use of technology, because it is important to balance the use of technology and traditional methods in teaching speaking skills, so that there is an appropriate situation determined by teachers that prompts them to use technology. The goal is to effectively integrate technology to enhance students' learning of English, especially speaking skills, without overusing it.

1.7. Conclusion

This chapter reviews the literature related to the use of technology. It can present challenges to students' pronunciation. It creates valuable opportunities to enhance pronunciation instruction when used in a useful and effective way. Integrating technology-based resources and activities to develop pronunciation skills among primary school students. Ultimately, continued innovation and research in this field will be imperative to clarify the benefits of technology in language teaching.

CHAPTER II

PRACTICAL PART

RESEARCH METHODOLOGY DATA
COLLECTION, RESULTS AND ANALYSES

Chapter two: Data Collection Instruments and Anaysis

2.1 Introduction

2.2 The Aim of the Research

2.3 The Research Disgn

2.4 The Research Methodology

2.5 Quantitative and Qualitative Data

2.6 The Case Study

2.7 The Sampling

2.7.1The Participants

2.8 The Research Instruments

2.8.1 The Classroom Observation

2.8.2 The Teachers Questionnaire

2.9 The Data Analysis

2.9.1 The Questionnaire Result Analysis

2.9.2 The Observation Result Analysis

2.10 The Challenges and Solutions Faced the Use of Technology in Classrooms

2.11 Conclusion

2.1 Introduction

The second chapter presents the research methods used in this thesis. It includes the research design, sampling, data gathering tools, and statistical treatments.

It undertakes the core of the present research which is examining the influence of using technological devices on pupils' pronunciation. Particularly, the investigation took place at the primary school of Naama with teachers of English.

2.2 The Aim of Research

The aim of this research is to explore how the use of technological devices in a primary school setting influences pupils' pronunciation skills. The aim is to investigate the effects of integrating technology into teaching methods and examine the potential advantages it presents. Through a case study involving a primary teacher of the primary school in Naama, the goal is to collect valuable insights and observations that will enhance our understanding of how technology impacts pupils' pronunciation abilities.

2.3 The Research Design

A research design is the strategic framework that guides the planning and execution of a research project. It outlines the specific methods, procedures, and analytical techniques used to investigate relationships between variables and generate meaningful insights. The research design serves as a blueprint for collecting, analyzing, and interpreting data in a systematic and rigorous manner. It is a critical component of the research process, as it enables the researcher to address the underlying research questions and problems in a well-structured way. The study was in primary schools of Naama. The main research instruments were used: Teachers' questionnaire and classroom observation

2.4 The Research Methodology

Leedy and Ormrod (2015) define the research methodology as a general approach that helps conducting the research project, which determines to some degree, the specific instruments chosen by the researcher.

The present study follows a mixed methods research approach that combines qualitative and quantitative techniques. According to **Creswell (2014)**, **mixed methods research involves the integration of qualitative and quantitative data through various designs that encompass philosophical assumptions and theoretical frameworks**. The fundamental principle of this methodology is that the integration of both approaches enables a more comprehensive understanding of the research problem than either method alone. Consequently, researchers can collect and analyze closed-ended information from quantitative data, as well as open-ended information .

2.5 The Quantitative and Qualitative

For do any research, the researcher needs to collect and analyze data by using the methods of research approach which are the quantitative and qualitative research and the third method is the Mixed methods. The combination of quantitative and qualitative research methods is valuable. Quantitative research involves collecting numerical data through surveys or assessments to measure pronunciation accuracy, while qualitative research focuses on understanding the experiences and perspectives of pupils and teachers through interviews, focus groups, or case studies. By integrating both approaches, researchers can gain a comprehensive understanding of the topic, capturing measurable outcomes and subjective experiences.

2.6 The Case study

According to **Yin (2002)** **“case studies are the preferred strategy when "how" or "why " questions are being posed, when the investigator has little control over events , and when the focus is on a contemporary phenomenon within some real-life context”** (p.1). Our case study was in Naamaprimary school, the respondent was male and female according to 9 teachers from different school in Naama. Case studies are valuable tools for examining and analyzing various aspects of a research problem. They enable researchers to describe, compare, evaluate, and gain insights into real-life situations. Through case studies, respondents can provide detailed accounts and perspectives on specific events or phenomena.

2.7 The Sampling

This research aims to find information about the influence of using technological devices on the pronunciation of students. And in other hand, the data which was gathered from Naama Primary Schools based on the following purposes:

First, is the school used the technological tools ?

Second, do language teachers use technical devices inside the class and if so do they have any effect on student's pronunciation?

2.7.1 The Participants

This part contains the following details

Teachers

The data had been gathered from teachers of English of Naama city 's primary school.

The population is chosen to study and analysing this research. It organized as following table:

TABLE 2.1 Teachers Sampling

Number of Teachers	Gender	Experience
3	Male	1_2 years
6	Female	1_2years

2.8 The Research instruments

In order to regulate and discover the purpose of this research .Examiner collect both qualitative, quantitative data from two tools or instruments which are teachers questionnaire and classroom observation that making mixed method approach

2.8.1 The Classroom Observation

It contains if the exact observation on the pronunciation of students if it is influenced by the using of technological devices to collect data and draw conclusion , it called also is the act of watching some thing. It defines by **Creswell (2009). " Observations is the process of gathering open _ended firsthand information by observing people and places at the research field."**

2.8.2 Teachers Questionnaire

Is a research instrument , or it is set of questions opene _ended that used together and collect data from teachers concern topic ,issue according to **Berger**: The art and science of asking questions is the source of all knowledge.”.and**Anne Barrell defines :”Part of being successful is about asking questions and listening to the answer.”**

The objective of questionnaire is collect information from population their opinion,experience and attitude....etc

2.9 The Data Analysis

Data analysis is the processing of the information and how it collected.Data analysis is described and analysing the questionnaire and classroom according to the American computer programmer and science Fiction writer **Daniel Keys Moran:”You can have data without information, but you can’t have information without data.”**

2.9.1 Questionnaire Results Analysis

Data began on 20 April 2024, where they disturbed more than 10 papers to teachers of primary schools of Naama city starting from Dahoui Mubarak primary school. It was disturbed randomly,9 of them answered and the left refrained .The examination shows the findings follow :

Demographical questions

Questions one,two and three: the three questions are concerned with teacher “Gender” age” level “and “experience “

Table 2.2 Teachers Gender ,Age ,level ,Work

Number of teachers	Gender	Age	Experience	Pourcentage
3	Male	23_35	1_2 years	33,33%
6	Female	22_33	1_2years	66,66%

According to the obtained results (33,33%)of respondents are male whereas (66,66%)are female .this means that the majority of teachers of primary school are female. They are sill young (22_25).Also they are at their beginning of the experience

Question 04:

This table represents if the teachers support the use of technology in classroom

TABLE 2.3 Teachers Support Use ofTechnology in theClassrooms

Options	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

All of them (100%) are supporting use of technological devices in classroom, according to them it facilities teacher’s work and motivate students to improving their pronunciation skills

Question 05:

The chart below presents the time that teachers using technological devices such as data shows , phonetic laboratories..

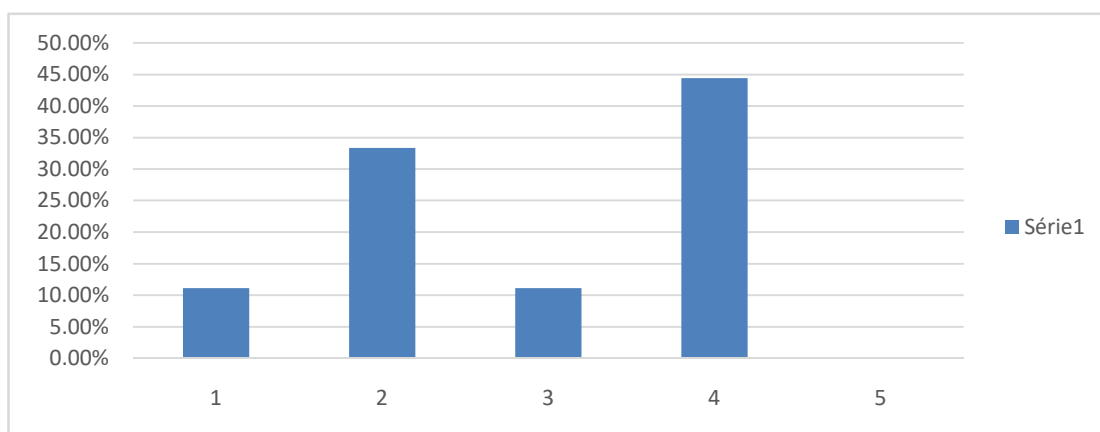


FIGURE 2.1The time that teachers use Technological devices in their classroom.

The figure shows that (11.11%) of teachers tend to use technological devices “daily”, beside (33.33%) of participants are chose “a few time “ and the other of respondants (11.11%) said “once a week”.while the majority (44.44%) see that technological devices are used “rarely” however, “Never” has (0%)

Question 06:

The chart below is about if teachers believe that technological devices have positive or negative effects on pupil’s pronunciation

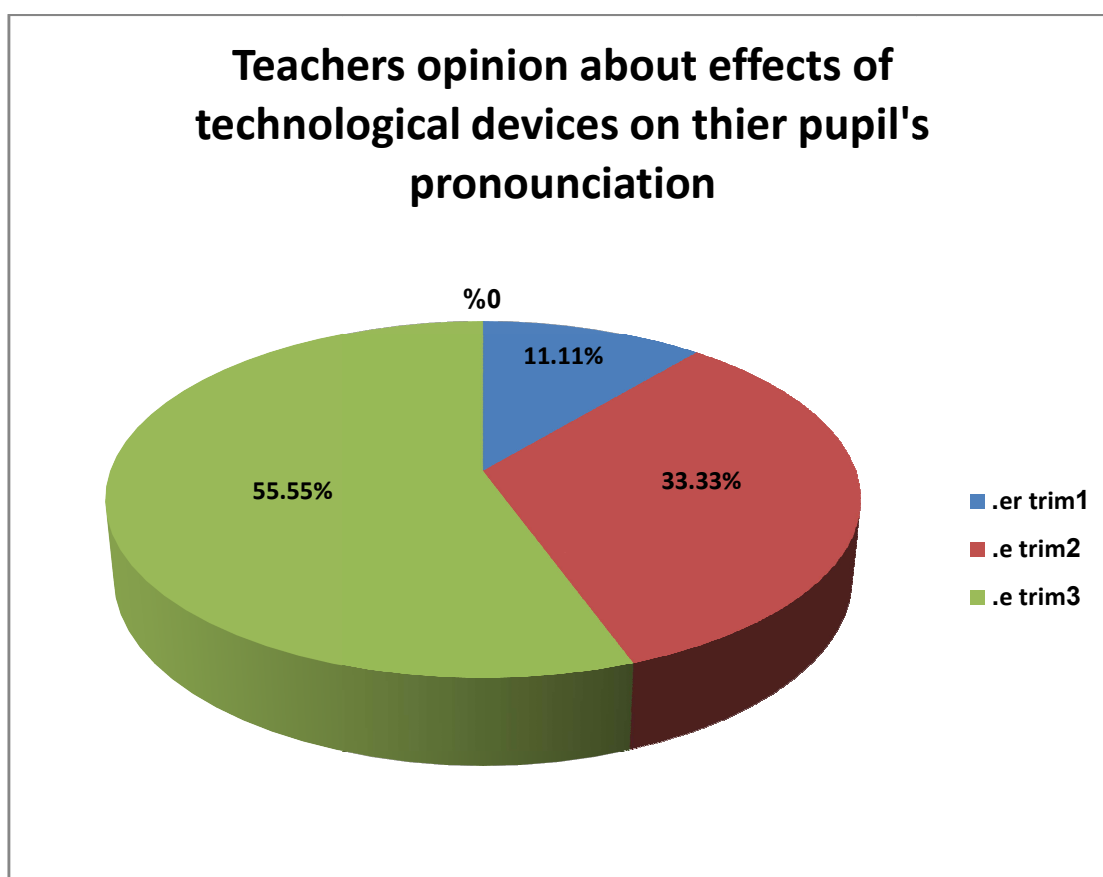
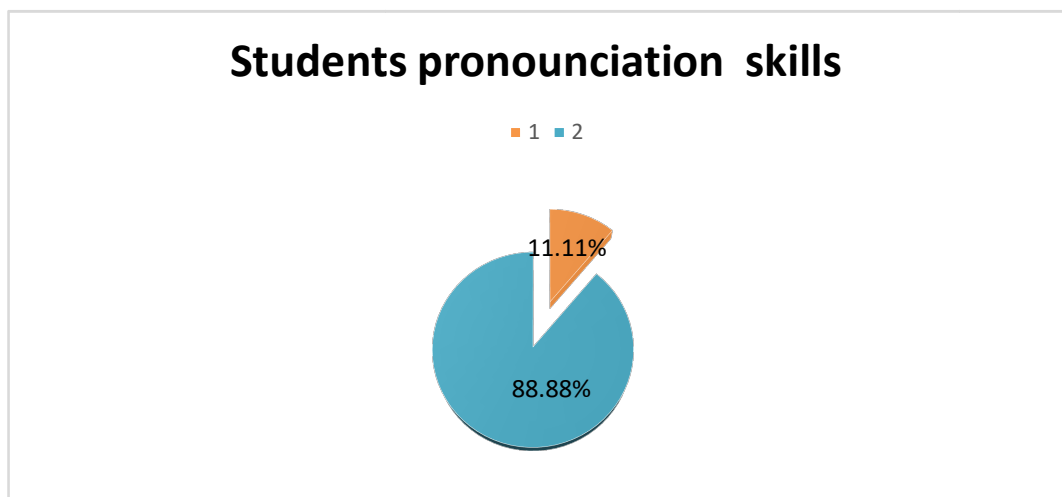


FIGURE 2.2Teacher’s Opinion about the Effects of Technological Devices ontheir Pupil’s Pronunciations

According to (55.55%) of teachers said that technological devices have positive effects on students pronunciation furthermore (33.33%) see that the influence of technology depends on how it used while(11.11%) it has not any effects on their pupil’s speaking skills.

Question 07: If teachers familiar with any based tools or resources that specifically Target pronunciation improvement



FIGURES 2.3 The Tools that improve Pronunciation suggested by teachers

The most teachers are familiar with technology that improve students pronunciation skill(88.88%) answered yes ,whereas(11.11%)said no

Question 08:

This table present if teacher observed improvement of their student speaking skills as result of using technology

TABLE 2.4 The observation about the Improvement of their Students Speaking Skill as Result of Using Technology

Options	Numbers	Percentage
Yes	8	88.88%
No	1	11.11%
Total	9	100%

The respondents observed that the technological devices are improving their pupil’s pronunciation skills (88.88%),however(11.11%) see that it has not any effects

Question9:

The objective of this question is to compare between the use of technological devices with traditional methods in teaching pronunciation skill, the participants as novice teachers answered that technology plays a great role in teaching speaking skills

Question 10:

The reason behind this question is to know what are the tools or applications that used by teachers in classroom to help their students pronunciation their answer as follows:

The common tools that are used by teachers are datachows, louder speaker in the other hand the application which used is YouTube, pronounce it

Question 11:

the goal of this question is to know the best strategies that used to motivate students when use technology, four of them say that the best strategy to improve pronunciation is listening and repetition, whereas some teacher suggests TPR method is benefit for pupils to develop their speaking skills, Than the other see that songs and videos are perfect method

Question 12 :

How many hour per week do your students use the technical devices (smart phones, tablets laptops ...etc) in classroom ?

TABLE 2.5 The use of technological devices by Students and teachers in classroom

Number	4	5
Hours	2_5 hours per week	10_15 min every session

This table mention the hours that teachers use technological devices in classroom during their session, some of them use it between 4(2_5 hours per week) , whereas the other suggest between 5(10_15 min) every session

Question 13:

The objective of this question is to discover student's pronunciation in future, especially with the improvement of technology and integration of Artificial intelligence

According to this question they all agree that the improvement of technology and integration of AI, have a great role in the future of student's pronunciation they will become as a native speakers.

Question 14:

The aim of this question is to see how teachers use technology to improve learners speaking skill, they confirm that the method that is used by teachers:

- Listening and repetition
- Numerous language applications.
- Show them video.

Question 15:

In this question look for if the use of technologies destroy students abilities, and what they suggest to develop their students speaking skill.

All the teachers said that technology has positive effects on the student ability, if they use it negatively and out side of it benefits, they suggest developing their students speaking skill

- Listening and repetition.
- group discussion can be a great way to improve speaking skill.
- Reading
- Show them videos in different topic and ask them to make a dialogue.

Question 16:

The objective of this question is to discover the opinion of teacher about teaching English in Naama primary schools, they acord that English has beneficial and successful step in our education, because it is an international language .

2.9.2 Observation Result Analysis

In Dahaoui Mabark primary school in Naama city the examiners present some sessions with 3rd and 4th years , we witness that the majority of students improve their speaking because they use technology in their houses , they answered us that they used it from early age ,so it aid them to improve and learn language now. Pupils did not face any difficulties in pronunciation of the words. Whereas the fewest category who did not use technology receive problems in speaking .But in the class rarely when it used due to the lack of tools and materials in addition to the time is not enough (45 min) however the teacher used her personal tools (smart phone , flash cards).She utilizes technological tools in each new units and she is focusing in pronunciation by using videos louder speakeretc .She works hard to facilitate and help her students to develop this language especially in speaking skill.

2.10 The Challenges thatFace the Using of Technology in Classrooms the Primary Education

There are a lot of challenges face using technology in class like the time is not enough, only 45 min in the session, Absence of tools and instruments,and the Luck of internet and connection.Tchnological difficulties, luck of ICT resources .Furthermore, the use of technology in education requires addressing the challenges that come from teachers, students, the environment, and school support

2.11 Limitation of Study

Researchers face various constraints in their work, such as constrained budgets, limited access to data or resources, ethical considerations, and sometimes challenges.

2.12 Conclusion

This chapter has focused on discussing the research design, sampling methods, data collection instruments, and has addressed the research questions and hypotheses through the analysis of teacher questionnaires, with a specific emphasis on feedback. It can be concluded that the central hypothesis stating that "The use of technological devices positively influences on pupils' pronunciation skills" is supported. Additionally, the other hypotheses have also been confirmed. Furthermore, technology plays a significant role in enhancing and developing pronunciation skills.

GENERAL CONCLUSION

General conclusion

General conclusion

There have been studies on finding new methods and strategies that can improve language learning skills. Therefore, this study was conducted in order to explore the effect of technology on the pronunciation of primary school students in Naama. The focus was on the role of technological devices in improving speaking skills. This study includes two chapters.

The first chapter covers the theoretical background of the research, which includes definitions in addition to teaching the speaking skill to foreign language students. We also touched on the role of information and communication technology in developing this skill while enhancing students' pronunciation using custom applications. In the second chapter, the researchers described the work and its aspects using different research tools to collect data, then we moved to analysis, discussion, and drawing conclusions. The current study implemented a questionnaire for teachers in primary schools in the city of Naama, and classroom observation, which was conducted at the "Dahawi Mubarak" primary school in Naama. The teachers agreed that technology has a prominent, positive role in improving speaking skills and enhancing pronunciation for primary school students. Finally, this is an important topic that must be taken into consideration, delved into, and studied in the future.

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APPENDICES

7. Are you familiar with any technology-based tools or resources that specifically target pronunciation improvement?

.....

8. Have you observed any noticeable improvement in your students' pronunciation skills as a result of using technological devices? If yes, please provide an example.

.....

9. In your experience, what are the primary advantages of using technological devices for teaching pronunciation skills compared to traditional methods?

.....

10. What are the specific technological tools or applications that you find most important for teaching pronunciation to your students?

.....

11. What are the strategies that you use to ensure that students remain engaged and motivated when using technological devices for pronunciation practice?

.....

.....

12. How many hours per week do your students use technological devices (smartphone, tablets, laptop, etc.) in your classroom?

.....

13. How do you see future students' pronunciation, especially with the improvement of technology and the integration of AI?

.....

14. How can teachers use technology to improve language learners' speaking skills?

.....

15. If you see that used technologies destroy students' abilities, in what way?

.....

What do you suggest to develop their speaking skills?

.....

16. What is your evaluation as a professor teaching English in Algerian primary schools?

.....

التلخيص

في السياق التعليمي ، يعد دور التكنولوجيا واستعمالها في الفصول الدراسية أمرا مهما في تشكيل النجاح لتلاميذ والتنمية الشخصية والرفاهية العامة وبالتالي فإن الهدف من هذا البحث هو التعرف على مدى تأثير التكنولوجيا على نطق التلاميذ في المدارس الابتدائية بالنعامة ، ويتم تسليط الضوء على دور التطبيقات في تعليم اللغة من خلال ادوات مختلفة وهي استبيان المعلمين والملاحظة الصفية، وقد اظهرت النتائج أن لتكنولوجيا تؤثر اجابا على نطق التلاميذ وتحسن من ادائهم

Résumé

Dans le contexte de l'éducation, le rôle de la technologie et son utilisation en classe sont importants pour atteindre la réussite, le développement personnel et le bien-être général des élèves. L'objectif de cette recherche est donc d'identifier l'ampleur de l'impact de la technologie sur la prononciation des élèves des écoles primaires de Naama et le rôle des applications dans l'enseignement des langues sont mis en évidence grâce à divers outils, notamment un questionnaire destiné aux enseignants et une observation en classe. Les résultats ont montré que la technologie affecte positivement la prononciation des élèves et améliore leurs performances

Summary

In the context of education, the role of technology and its use in the classroom is important in shaping students' success, personal development and general well-being. Therefore, the aim of this research is to identify the extent of the impact of technology on the pronunciation of students in primary schools in Naama, and the role of applications in language teaching is highlighted. Through various tools, namely a teacher questionnaire and classroom observation, the results showed that technology positively affects students' pronunciation and improves their performance.