THE EFFECTIVENESS OF TECHNOLOGY-ASSISTED TOOLS IN ENGLISH PRONUNCIATION TEACHING

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Abstract. This article examines the role of technology-assisted tools in improving English pronunciation among EFL learners. A six-week program using computer-assisted pronunciation training (CAPT), mobile applications, and AI-based platforms was implemented to enhance both segmental (vowels and consonants) and suprasegmental (stress, rhythm, intonation) features. Findings show that these tools provide interactive practice, immediate feedback, and exposure to native speech models, resulting in improved pronunciation accuracy, fluency, and learner confidence. Integrating technology into communicative tasks further increases engagement and motivation, highlighting its effectiveness as a pronunciation teaching strategy.

Keywords: English pronunciation, EFL learners, Technology-assisted learning, CAPT, pronunciation teaching, mobile and AI tools

Pronunciation is a fundamental component of communicative competence in English as a Foreign Language (EFL), directly affecting learners' intelligibility, comprehension, and confidence in spoken communication. Traditional classroom methods, such as repetition drills and teacher modeling, have long been used to improve pronunciation; however, they often face limitations due to time constraints, learner anxiety, and lack of individualized feedback. The rapid advancement of technology has opened new opportunities for addressing these challenges through technology-assisted tools, including language learning apps, computer-assisted pronunciation training (CAPT) software, speech recognition programs, and online interactive platforms. These technological tools provide learners with immediate feedback, repeated practice opportunities, and exposure to authentic speech models, allowing for more personalized and flexible pronunciation practice. Research suggests that integrating technology into pronunciation instruction can enhance auditory discrimination, reinforce articulatory accuracy, and support both segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, intonation). Moreover, technology-assisted methods encourage autonomous learning, motivate learners through interactive and gamified exercises, and allow for consistent practice outside the classroom environment.

Recent research highlights the growing importance of technology assisted tools in English pronunciation teaching, particularly within EFL contexts where learners often lack sufficient exposure to authentic spoken English. Studies indicate that digital technologies — such as computer assisted pronunciation training (CAPT), mobile assisted language learning (MALL), and artificial intelligence (AI) based applications — offer interactive, personalized, and feedback oriented practice that traditional classroom methods cannot always provide. A systematic review of mobile-assisted language learning research shows that mobile technologies can significantly

support learners' pronunciation development by enabling practice outside the classroom, improving both perception and production of English sounds through repeated, convenient exercises. Similarly, studies on technology assisted pronunciation training devices report consistent positive outcomes, with learners demonstrating enhanced intelligibility and increased confidence in speaking tasks after interacting with CAPT and related tools.

In addition to widespread mobile and computer applications, AI-powered tools have recently emerged as promising resources in pronunciation instruction. Research on AI-based pronunciation feedback systems suggests that these technologies can provide immediate, individualized corrective feedback that helps learners adjust their articulatory patterns more effectively than conventional teacher-led drills alone. Local studies also point to the integration of AI applications such as ELSA Speak and Speechace, which use speech analysis and interactive feedback to support learners' pronunciation and speaking fluency. A quasi-experimental design was implemented with 30 intermediate-level learners aged 16–18 years. The research combined pre- and post-tests, classroom observations, and structured practice sessions using technology-assisted tools. The six-week intervention integrated computer-assisted pronunciation training (CAPT) software, mobile applications, and AI-based pronunciation platforms, providing learners with interactive listening models, instant feedback, and opportunities for repeated practice.

The pre-test assessed learners' pronunciation skills, focusing on segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, intonation). During the intervention, learners engaged in a variety of technology-mediated activities, including listening to native speaker models, repeating words and sentences, performing minimal pair exercises, and practicing connected speech. The technology-assisted tools provided immediate corrective feedback, highlighting errors in real time and suggesting adjustments to articulation, stress, or intonation. Such feedback allowed learners to self-monitor their pronunciation and develop greater phonological awareness. Repetitive and structured exercises were conducted both individually and in groups. Learners used mobile applications for independent practice outside the classroom, which helped reinforce lessons and provided additional exposure to authentic English pronunciation. Interactive features, such as gamified exercises, quizzes, and progress tracking, increased learner motivation and engagement, making pronunciation practice more enjoyable and sustainable over the study period. Classroom observations revealed that technology-assisted practice reduced learner anxiety, encouraged risk-taking in speaking tasks, and improved participation in oral activities.

The post-test results demonstrated a significant improvement in pronunciation across both segmental and suprasegmental features. Learners showed enhanced articulation of challenging phonemes, more accurate placement of word and sentence stress, and smoother, more natural intonation patterns. Comparisons between pre- and post-test scores revealed that learners who used technology-assisted tools consistently outperformed peers who relied solely on traditional methods. Observations also indicated that learners were more confident in speaking activities, demonstrating increased fluency, clarity, and willingness to engage in communicative tasks. These findings align with existing literature highlighting the effectiveness of technology in pronunciation instruction. Technology-assisted tools provide personalized, flexible, and interactive learning experiences, enabling repeated practice, immediate corrective feedback, and exposure to authentic speech patterns. The integration of these tools into meaningful communicative tasks, such as dialogues, role-plays, and interactive games, further enhances learner engagement and ensures that

pronunciation practice is both relevant and functional. Additionally, these tools foster autonomous learning, as learners can practice independently and monitor their own progress, which is particularly beneficial in contexts where classroom time is limited.

This study shows that technology-assisted tools are effective in improving English pronunciation among EFL learners. Tools such as CAPT software, mobile apps, and AI-based platforms provide interactive practice, immediate feedback, and exposure to native speech models, enhancing both segmental (vowels and consonants) and suprasegmental (stress, rhythm, intonation) features. Integrating these tools into meaningful communicative tasks increases learner engagement, motivation, and confidence, leading to improved pronunciation accuracy and fluency. Overall, technology-assisted tools offer flexible, learner-centered strategies that complement traditional instruction and support autonomous learning, making them valuable resources for enhancing oral proficiency and communicative competence in EFL classrooms.

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