The Role of Some Instructional Tools in Facilitating Students' Pronunciation: A Case Study

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Abstract:

This study aims to reveal the role of EFL professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription. The participants were postgraduate students at the Departments of Arabic, History, Sociology, and Geography. The total number of participants is 20 postgraduate students (5 participants from each department). The study was conducted during the first semester of the academic year 2022-23. An instructional pronunciation-based-programs were prepared to teach the postgraduate students pronunciation of words in the English language in different ways. A pretest was used for the equalization purposes of the levels of students in pronouncing English words, and an achievement test was designed to collect the data and answer the question of the study. Two native persons (from England specialising in English language linguistics and culture) volunteered to act as inter-raters to calculate the reliability of the student's answers on the posttest. Each inter-rater inter-rated the posttest scores to ensure the students' replies, the reliability ratio was 89.8 which is considered very high. The results revealed that the postgraduate Sociology Department students who taught pronunciation via electronic dictionary pronounced better than others. The postgraduate History Department students who taught pronunciation via online Audio-Video British educational materials came in second rank, the postgraduate Arabic Department students who taught pronunciation via professors' pronunciation came in the third rank, and finally, the postgraduate Geography Department students who taught pronunciation via handbook dictionary transcription came in the fourth rank (the last rank).

دور بعض أدوات التعلم في تسهيل نطق الطلبة: دراسة حالة

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الملخص:

تهدف هذه الدراسة إلى الكشف عن دور نطق مدرس اللغة الإنجليزية كلغة أجنبية، والنطق عبر المواد التعليمية البريطانية الصوتية والمرئية عبر الإنترنت، والنطق عبر قاموس أكسفورد الإلكتروني، والنطق المكتوب في قاموس الجيب. شارك في الدراسة طلبة الدراسات العليا في أقسام اللغة العربية والتاريخ وعلم الاجتماع والجغرافيا. العدد الإجمالي للمشاركين هو ٢٠ من طلبة الدراسات العليا (٥ مشاركين من كل قسم). أجريت الدراسة خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٢-٢٣. تم إعداد برامج تعليمية قائمة على النطق لتعليم الطلبة لفظ الكلمات باللغة الإنجليزية. تم استخدام الاختبار القبلي لغرض اجراء توازن في مستويات الطلبة في نطق الكلمات الإنجليزية، وتم تصميم اختبار تحصيلي لجمع البيانات والإجابة على سؤال الدراسة. تم تطوع استاذين ناطقين باللغة الام الانجليزية (من إنجلترا متخصصين في لغويات وثقافة اللغة الإنجليزية) للعمل كمقيمين خارجيين (تقييم اجابات الطلبة) لغرض حساب موثوقية إجابات الطلبة في الاختبار البعدي. قام كل مقيم بالتقييم المتبادل (اعادة اختبار كل طالب مرتين خلال فترات متباعدة: ٣ أيام بين الاختبار الاول والثاني) بين درجات الاختبار البعدي لضمان ثبات ردود الطلبة وكانت قيمة الثبات ٨٩.٨ وتعتبر عالية. وأظهرت النتائج أن طريقة نطق طلبة قسم الاجتماع الذين قاموا بدراسة النطق من خلال القاموس الإلكتروني أفضل من غيرهم. جاء مستوى نطق قسم التاريخ الذين درسوا النطق بواسطة المواد التعليمية البريطانية الصوتية والمرئية في المرتبة الثانية، وجاء مستوى نطق قسم اللغة العربية الذين درسوا النطق من خلال نطق المدرس في المرتبة الثالثة، وأخيرًا جاء مستوى نطق طلبة قسم الجغرافيا الذين درسوا عبر الكلمات الصوتية المكتوبة في قاموس الجيب في المرتبة الرابعة (الأخيرة).

الكلمات المفتاحية

النطق، المواد التعليمية، قاموس أكسفورد الإلكتروني، قاموس الجيب

1. Background of the Study

The Postgraduate students non major English language departments learn English language in all Iraqi universities as an

English for specific purpose (ESP) and general English subject. One of the neglected skill that most of the university professors do not focus on is the speaking skill in general, and pronunciation in particular. The general aim from learning English language is to equip the students to be able to understand written texts in English language. To be able to use English language one need to understand and be understood to deliver a message or gain information. In order to deliver a message one need to pronounce words in correct way. A person who hold a master of doctoral degree need to pronounce the English words in correct and fluent manner and tone to avoid embarrassing and miss-understanding.

1.1 Statement of the Problem

Most postgraduate students non-English major in the Iraqi universities do not practice speaking skill, the focus is on reading, writing, and listening skills (Al-Khayyat, 2021). To be able to use the English language, one need to master the pronunciation of the words correctly. Poor pronunciation can lead to misunderstandings, confusion, and even social awkwardness. It can also negatively impact a person's ability to effectively communicate their thoughts and ideas. The faulty pronouncing of vowels toot-place when one mix-up a short vowel sounds with a long one which leads to pronounce completely different words (Al-Khayyat (2021b), Gui (2020), Khoa et al. (2021), Nurullayevna (2020), Penkhae (2020), Praistiana and Budiharto (2020). The postgraduate students who enrolled in the master and doctoral programmes at the University of Anber set for an oral exam out of 15 as an summative exam. The exam is done orally by interviewing the students. The general outcome of the oral exam is that the majority of postgraduate students non major in English language have problems in pronunciation. Some students have memorized a huge number of vocabulary, but the ratio of pronouncing them correctly is no more than 40%. Reviewing the literature review concerning the significance and the influence of teaching pronunciation to EFL students in non-native contexts such as Albiladi (2019); Nushi, et al. (2019); Al-Ahdal (2020); Mohammed and Idris (2020); Pourhosein, et al. (2020); Bayram (2021); Jahara and Abdelrady (2021); Tsang (2022) who found that the EFL need to master pronunciation of the words and study the pronunciation mechanisms (vowel, diphthong, etc) in order to use the English language in a flexible and fluent manner. To this end, the researcher suggested four

pronunciation teaching methods to be used in teaching postgraduate students at the departments of Arabic, History, Geography, and Sociology. The aim is to reveal the most useful method that the students benefit from it in order to use it in teaching pronunciation skill.

1.2   The Aims

This study aims to reveal the role of university professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription in enhancing postgraduate students' pronunciation skills in English language.

1.3   The Question

To achieve the aim of the study, the following questions have been set "To what extend do the university professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription promote postgraduate students pronunciation skills".

1.4   The Significance

The outcomes of this study can be good indicator for the university professors of the most useful pronunciation teaching methods that students can use to develop their pronunciation of English words inside and outside the classroom. The outcomes will reveal the most applicable learning methods which consider lifelong learning method because it is not restricted to an educational context and institution only, but the learners can use it in their life.

1.5   The Limits

This study is limited to the following:

1-   Place: the study was conducted at the Departments of Arabic, Geography, History, and Sociology, College of Arts, University of Anbar, Ramadi, Iraq.

2-   Duration: The study was conducted during the first semester of the academic year 2022-23.

3-   Participants: The participants are postgraduate students who enrolled in the master programs in the College of Arts.

2.   Literature Review and Related Studies
2.1   Literature Review
2.1.1 Pronunciation English Vocabulary

Pronouncing words correctly is an important aspect of language learning and communication. There are several reasons why people may struggle with pronunciation. One reason is that some languages have complex phonetic systems, with many sounds that are difficult for non-native speakers to reproduce. For example, the English language has many vowel sounds that can be difficult for speakers of other languages to distinguish (Bayram, 2021).

Another reason is that people may be exposed to a language through written text rather than through spoken language. This can lead to a lack of understanding of the phonetic sounds of the language, and can cause problems with pronunciation (Gui, 2020).

There are also cultural and societal factors that can influence pronunciation. For example, some people may be raised in a community where certain words or sounds are pronounced differently than they are in the standard dialect of a language. This can lead to confusion when communicating with people from other regions or cultures (Khoa, et al., 2021).

To address the problem of poor pronunciation, it is important for people to receive proper language instruction and practice (Albiladi, 2019). This may involve working with a language tutor or teacher, or using pronunciation resources such as pronunciation guides or speech training software. It is also important for people to expose themselves to spoken language as much as possible, through listening to native speakers and practicing their pronunciation skills (Mohammed and and Idris, 2020).

In conclusion, poor pronunciation can be a problem for people learning a new language or trying to communicate effectively in a language they are not fluent in. To overcome this problem, it is important to receive proper language instruction and practice, and to expose oneself to spoken language as much as possible.

2.1.2 Words with Same Spelling but Pronounced Differently

There are several words in English that have the same spelling but are pronounced differently depending on their meanings. These words are known as homophones. Here are a few examples (Al-Khayyat, 2021 a):

Pair: This word can be pronounced either "pear" or "pare," depending on the context. When it refers to a group of two things, it is pronounced "pear." When it means to compare or reduce something, it is pronounced "pare."

Meat: This word can be pronounced either "meet" or "meat," depending on the context. When it refers to the flesh of an animal used as food, it is pronounced "meat." When it means to come into the presence of someone or something, it is pronounced "meet."

Write: This word can be pronounced either "right" or "write," depending on the context. When it means to compose or produce written work, it is pronounced "write." When it means correct or proper, it is pronounced "right."

Flour: This word can be pronounced either "flower" or "flour," depending on the context. When it refers to a fine, powdery substance made from grains, it is pronounced "flour." When it means a type of flowering plant, it is pronounced "flower."

Their: This word can be pronounced either "there" or "their," depending on the context. When it means belonging to them, it is pronounced "their." When it refers to a place or location, it is pronounced "there."

Sole: This word can be pronounced either "soul" or "sole," depending on the context. When it means the essence of a person, it is pronounced "soul." When it refers to the bottom of a shoe or the undersurface of something, it is pronounced "sole."

2.1.3 Homophones Words

Homophones are words that are pronounced the same but have different meanings and spellings. These words can be confusing for English speakers, as they sound identical but have completely different meanings. For example, the words "their," "there," and "they're" are all homophones, but they have different meanings. "Their" is a possessive pronoun, "there" is a location, and "they're" is a contraction of "they are." (Al-Ahdal, 2020).

Homophones can be challenging for English learners, as they need to understand the context in which the word is being used in order to determine its meaning. They also need to be able to recognize the spelling of the word in order to use it correctly in writing. In order to improve their understanding and use of homophones, English learners can practice reading and writing exercises that involve homophones. They can also try to actively listen for homophones in conversation and pay attention to the context in which they are used (Anber and Jameel, 2020).

Homophones can also be confusing for native English speakers, as they may use the wrong word by mistake. This can lead to

misunderstandings or confusion in communication. In order to avoid using the wrong homophone, it can be helpful to take the time to think about the meaning of the word and its spelling before using it. It can also be helpful to double-check the spelling of homophones, especially in important documents or communications (Al-Sarayrah, 2020).

Overall, homophones are an important part of the English language and can be challenging for both English learners and native speakers. By understanding and practicing the use of homophones, speakers of English can improve their communication skills and avoid misunderstandings.

2.1.4 The Role of Homophone, Homonym, and Homograph in Pronunciation

Pourhosein et al. (2020) stated that homonyms, homophones, and homographs are all terms that refer to words that are related in some way, but they have different meanings and uses. Understanding the differences between these three types of words can be helpful for writers, speakers, and readers who want to communicate clearly and effectively. Homonyms are words that are spelled and pronounced the same, but have different meanings. For example, "bass" can refer to a type of fish or a low-frequency sound, and "close" can mean to shut or to be near in distance. Homonyms can be tricky because they can cause confusion or misunderstandings if they are used in the wrong context. Here are some examples of homonyms and how they can be pronounced:

Pair: a set of two things that are similar or equal in some way/pear: a round fruit with a thin skin, a hard seed in the middle, and juicy flesh

Flour: a powder made from grain, used for making bread, cakes, and pastry/flower: a plant that has petals and produces seeds, or the part of the plant that is brightly coloured and attractive

Sole: the bottom part of a shoe or boot/soul: the spiritual or immaterial part of a person, believed to be immortal

Right: correct or true / write: to make marks on a surface with a pen, pencil, or other writing instruments

Peace: freedom from disturbance; tranquility/piece: a part of something that has been separated from the whole

To pronounce these words correctly, it's important to pay attention to the context in which they are used. For example, if you see the word "pair" in a sentence about a matching set of shoes, you would

pronounce it as "pair." If you see the word "pear" in a sentence about a type of fruit, you would pronounce it as "pear."

Homophones, on the other hand, are words that are pronounced the same but have different spellings and meanings. Some common examples of homophones include "there," "their," and "they're," and "to," "too," and "two." Homophones can be difficult to use correctly because they can easily be confused with each other, especially when they are spoken aloud. Here are some examples of homophones and how they can be pronounced:

Hair: the thin, soft threads that grow from the skin of people and animals/hare: a fast-running animal with long ears and a divided upper lip

Blue: a colour that is a pale shade of greenish-blue / blew: past tense of "blow," meaning to move air out of your mouth or to cause something to move with a gust of air

Sole: the bottom part of a shoe or boot/soul: the spiritual or immaterial part of a person, believed to be immortal

Right: correct or true / write: to make marks on a surface with a pen, pencil, or another writing instrument

Peace: freedom from disturbance; tranquillity / piece: a part of something that has been separated from the whole (Tergujeff, 2012).

To pronounce these words correctly, it's important to pay attention to the context in which they are used. For example, if you see the word "hair" in a sentence about the strands on your head, you would pronounce it as "hair." If you see the word "hare" in a sentence about a type of animal, you would pronounce it as "hare." (Al-Khayyat, 2021).

Homographs, meanwhile, are words that are spelled the same but have different meanings and pronunciations. One example of a homograph is "bass," which we mentioned earlier as a homonym. In this case, "bass" can be pronounced with a long "a" sound to refer to the fish, or with a short "a" sound to refer to a low-frequency sound. Other examples of homographs include "lead" (a type of metal or to guide), "read" (to look at written language or to interpret something), and "wind" (to turn or to move in a circular direction or a gust of air). Here are a few examples of homographs with their different pronunciations:

Lead (rhymes with "red"): a metallic element used in batteries and pipes

Lead (rhymes with "deed"): to guide or show the way

Bow (rhymes with "low"): a bend in the upper part of a ship's stem

Bow (rhymes with "now"): a weapon for shooting arrows, made of a curved piece of wood with a string stretched between the two ends

Bass (rhymes with "mass"): a type of fish

Bass (rhymes with "face"): a low-frequency sound, such as the lowest range of a musical instrument or the lowest male singing voice

Wind (rhymes with "find"): air in a natural motion, especially as a result of differing air pressures

Wind (rhymes with "grind"): to wrap or twist something around something else (Nushi, et al., 2019).

In summary, homonyms are words that are spelled and pronounced the same but have different meanings, homophones are words that are pronounced the same but have different spellings and meanings, and homographs are words that are spelled the same but have different meanings and pronunciations. Understanding these differences can help you communicate more effectively and avoid misunderstandings.

2.1.5 Pronunciation of Diphthongs

A diphthong is a vowel sound that is made up of two distinct vowel sounds pronounced in one syllable. There are both long and short diphthongs, which can be distinguished by their length and the way they are pronounced. Long diphthongs are vowel sounds that are pronounced for a longer duration than short diphthongs. They are typically pronounced with a smooth, continuous transition between the two vowel sounds. Some examples of long diphthongs include the sounds made by the letters "ou" in the word "loud," "oi" in the word "boil," and "ow" in the word "cow." Short diphthongs, on the other hand, are pronounced with a quick transition between the two vowel sounds. They are typically shorter in duration than long diphthongs and may sound more like a single vowel sound rather than two distinct vowel sounds. Some examples of short diphthongs include the sounds made by the letters "ou" in the word "bout," "oi" in the word "coin," and "ow" in the word "down." (Metruk, 2017).

It is important to note that the distinction between long and short diphthongs is not always clear-cut, and the length of a diphthong can vary depending on the word and the way it is pronounced. For example, the diphthong "ou" in the word "loud" may be pronounced as

a long diphthong by some speakers, while others may pronounce it as a short diphthong (Jameel and Abass, 2022).

In general, long diphthongs are more common in stressed syllables, while short diphthongs are more common in unstressed syllables. This is because long diphthongs tend to be more prominent and draw more attention to the syllable in which they are pronounced, while short diphthongs are less noticeable and tend to blend in with the surrounding sounds (Jahara andAbdelrady, 2021).

Overall, diphthongs are an important aspect of English pronunciation and can have a significant impact on the way words are pronounced and understood. Understanding the difference between long and short diphthongs can help speakers of English improve their pronunciation and communicate more effectively with others.

2.2 Pervious Study

This section presents the most related studies that investigated the effect of instructional programs, tools, strategies, and methods in teaching pronunciations.

Al-Sarayrah (2020) investigated the effect of utilizing YouTube in teaching pronunciation skills to Kindergarten in Jordan. The participants were 43 children. They participants were divided into two groups namely the experimental group and the control group. YouTube materials were used to teach pronunciation for the students of the experimental group, while the students of the control group were taught pronunciation via the teaching methods of the textbook. An observation card was used to collect the data. The result revealed that the students of the experimental group have achieved higher than the students of the control group. They also pronounced words better than the students of the control group.

Metruk (2017) investigated the effect of dictionaries on promoting students to pronounce English words. The participants were 24 undergraduate Slovak university students. A questionnaire was used to collect the data concerning several types of dictionaries. The findings revealed that the participants utilized electronic dictionaries for pronunciation purpose.

Tergujeff (2012) investigated the effect of ten different types of pronunciation teaching methods, including "traditional imitation tasks, teacher corrections, teachers pointing out pronunciation issues, reading aloud, use of phonemic script and rhymes, presenting rules, dictation/spelling, sound discrimination, and tactile reinforcement".

The participants were four English language teachers at public schools in Finland. An observation check list was used to collect the data. The results revealed that pronunciation skill is neglected and taught in very limited situation. The most teaching methods were listen and repeat to an audio and teacher's correction to students' errors pronunciation.

Giri (2009) investigated the effect of an Electronic Dictionary in teaching pronunciation oF English words. The participants were 40 students from Grade six at public school in Nepal. The participants were divided into two groups, the students of the experimental group taught pronunciation of the English words via an Electronic Dictionary, while the students of the control group were taught English words via the teacher's pronunciation. The result revealed that the electronic dictionary has a positive significant on students pronunciation. The students of the experimental group pronounced the English words more better than the students of the control group.

3. Methodology

3.1 Participants

The participants were 20 postgraduate students from the departments of Arabic, History, Geography, and Sociology at the College of Arts, University of Anbar.

Table 1 shows the distribution of the participants.

Table 1: The Distribution of the Participants

Department	Males	Females	Total
Arabic	3	2	5
Geography	4	1	5
History	3	2	5
Sociology	2	3	5
Total	12	8	**20**

The participants were selected randomly from the students' list. The odd number have been selected to participate. The students' agreements have been taken by a written form. A form was distributed to the selected students which contained detail of the experiment concerning the aim of the study, the procedures, the method of teaching, and finally the evaluation exam procedures (Native (British) professors examined the students orally by interviewing then via Zoom platform).

3.2 Instrument

The researcher selected four teaching methods to teach pronunciation of English words to the participants. The methods are: The university professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription, the postgraduate Sociology Department students taught pronunciation via electronic dictionary, the postgraduate History Department students taught pronunciation via online Audio-Video British educational materials, the postgraduate Arabic Department students taught pronunciation via university professor's pronunciation, and the postgraduate Geography Department students taught pronunciation via handbook dictionary transcription.

3.3 Validity and Reliability of Instruments

The plan and the content of the lessons' plans which contained the vocabulary, the teaching methods, and the post oral test content (and the method of conducting the exam orally by two native professors specialized in linguistics and cultural) were distributed to a jury member to reveal the face and the content validity. The jury members who are specialized in methodology and linguistics (phonetics) prove that the lessons' plans, the teaching methods, and the exam method are appropriate for the students' level and the context.

Two native professors from England who are specialized in English language linguistics and culture were contacted to act as inter-raters and intra-raters for the oral exam. They agreed to volunteer to exam the 20 students orally by meting them on Zoom platform. Each inter-rater inter-rated the posttest scores to ensure the students' replies, the reliability ratio was 89.8 which considered very high.

3.4 The Procedures

The following procedures were followed:

1- Selected the participants randomly.

2- Reviewing the literature and selected the most effective pronunciation teaching methods.

3- A professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription were selected to be the teaching methods.

4- A student was selected from each department to choose the method of teaching pronunciation which was done by lottery.

5- The postgraduate Sociology Department students selected

electronic dictionary, the postgraduate History Department students selected online Audio-Video British educational materials method, the postgraduate Arabic Department students selected professors' pronunciation, the postgraduate Geography Department

6-   The researcher himself taught the participants.

7-   Two professors from London were contacted and agreed to participate in the study as examiners.

8-   Zoom platform was used to exam the students. Each student's task was to introduce himself or herself then read words that the examiner display them and share them on a screen. After 3 days, the same procedures were conducted to ensure the reliability of the test's scores.

9-   The results were gathered and organized on a statistical table to clarify the students' achievement.

4.   The Results

To answer the question of the study "To what extend do the university professors' pronunciation, pronunciation via online Audio-Video British educational materials, pronunciation via electronic Oxford dictionary, and pronunciation located in handbook dictionary transcription promote postgraduate students pronunciation skills", frequencies and ration were used. Table 2 shows the results.

Table 2: Students scores on the post oral test.

Department	Teaching Method	Males' Scores 50%	Females' Scores 50%	Total 250%
Sociology	Electronic Dictionary	46+45	45+45+48	299
History	online Audio-Video British educational materials.	34+36+36	29+37	172
Arabic	professors' pronunciation.	32+31+34	30+38	165
Geography	handbook dictionary transcription.	26+29+32+34	31	152

Table 2 shows that the highest scores are for the students who learn pronunciation via the electronic dictionary. To sum up the results, the postgraduate Sociology Department students who taught pronunciation via electronic dictionary have pronounced better than others. The average correct pronunciation is 46 words out of 50. The postgraduate History Department students who taught pronunciation via online Audio-Video British educational materials came in second rank. The average correct pronunciation is 34 words out of 50. The

postgraduate Arabic Department students who taught pronunciation via instructor's pronunciation came in the third rank, The average correct pronunciation is 33 words out of 50. Finally, the postgraduate Geography Department students who taught pronunciation via handbook dictionary transcription came in the fourth rank, the average correct pronunciation is 30 words out of 50.

4.1   Discussion of the Results

The findings revealed that the electronic dictionary is useful in learning pronunciation. The electronic dictionary includes many features that support students pronunciation learning. The students can listen to native voice (male and female) and repeat the listening task as much as he/she likes. The speaker who pronounces the words in the Oxford Electronic Dictionary is a native speaker, thus the students can expose to the native language in an authentic context. learning pronunciation in an authentic context allows you to understand and use the rhythms and intonation of the language, which are important for conveying meaning and emotions. These nuances of language are often difficult to replicate in a classroom setting and can only truly be mastered through real-life interactions with native speakers (Jameel and Abass, 2022).

In addition, learning pronunciation by listening to online Audio-Video British educational materials has significance effect on students' pronunciation. The students are also exposed to an authentic context. In listening to Audio-Video material does not pronounce each word separate from other words. The conversation is at less one sentence, thus the learners may listen to pronunciation of sounds of more than three words at the same time which may lead to confusion. Thus, the students need to re-listen to a sentence several times. This method is based on exposing students for a chance to listen pronunciation from native speakers. Learning pronunciation in an authentic context allows a learner to immerse him/herself in the culture of the language s/he is learning. By interacting with native speakers and observing how they use language in everyday situations, one can gain a deeper understanding of the culture and customs of the language community. This can be incredibly enriching and can help learners to feel more connected to the language and the people who speak it (Anber and Jameel, 2020).

The results of the study are consisted with the results of the study of Al-Sarayrah (2020), Metruk (2017), Tergujeff (2012), and Giri

(2009) who found that using electronic dictionary has a positive effect on learners' pronunciation.

5.   Conclusion

It is conclude that learning pronunciation in an authentic context is essential for effective communication, understanding the rhythms and intonation of the language, immersing oneself in the culture of the language community, and developing his/her listening skills. Whether a learner is learning a new language for personal or professional reasons, focusing on pronunciation in an authentic context is a crucial part of the learning process. To achieve this aim in a foreign context and in a limited time of exposing to the English language, the electronic dictionary is the solution. This study proves the significance of such dictionaries in promoting and enhancing postgraduate students', non-English major departments, pronunciation of English words.

6.   Conflicts of Interest

The author in this study declares that there are no conflicts of interest regarding the publication of this paper in the Al.Anbar University Journal for Humanities.

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