

استخدام الرسوم التشريرية في تدريس الصوتيات بقسم اللغة الإنجليزية بكلية الآداب بجامعة مصراتة

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المخلص

تبحث هذه الدراسة في تأثير استخدام الرسوم التوضيحية التشريرية في الطريقة التعليمية لعلم الأصوات النطقي للطلاب غير الناطقين باللغة الإنجليزية في قسم اللغة الإنجليزية. تهدف الدراسة إلى استكشاف تصورات الطلاب باستخدام منهجية بحثية وصفية تجريبية، تسعى هذه الدراسة إلى تقديم فهم دقيق ورؤى عميقة للموضوع من خلال تحليل البيانات التي تم جمعها من مجموعة مختارة من المشاركين. شملت الدراسة على وجه التحديد 12 مشاركاً تم اختيارهم بشكل مقصود، بما في ذلك كل من المدرسين والطلاب الذين أكملوا أو كانوا مسجلين في مادة الصوتيات وهو مقرر يركز على النطق وتطوير مهارات النطق من خلال التعليم اللغوي في الكلية. تم جمع البيانات باستخدام مقابلات فردية مفصلة وجلسات ملاحظة، مما يوفر نظرة شاملة على تجارب المشاركين وتصوراتهم. أظهرت نتائج الدراسة أن إدراج الرسوم التوضيحية التشريرية في تدريس الصوتيات ساهم بشكل كبير في تحسين عملية تعلم الطلاب. لا يقتصر هذا الأسلوب على تسهيل فهم المفاهيم الصوتية فحسب، بل يعزز أيضاً التطبيق العملي لمهارات النطق. تُسلط النتائج الضوء على فعالية الوسائل البصرية في دعم اكتساب العمليات النطقية المعقدة، وتقتترح أن مثل هذه الأدوات التعليمية يمكن أن تكون ذات فائدة كبيرة في تطوير تعليم الصوتيات. من خلال تقديم رؤى أعمق حول كيفية تأثير الرسوم التوضيحية التشريرية على نتائج التعلم، تُسهم هذه الدراسة في النقاش المستمر حول منهجيات التدريس الفعالة في مجال علم الأصوات.

الكلمات المفتاحية: : علم الأصوات النطقي، الرسوم التشريرية

Using Anatomical Drawings for Teaching Phonetics at the English Department of the Faculty of Arts of Misurata University

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Abstract

This research investigates the impact of employing anatomical drawings in the pedagogical approach to articulatory phonetics for English as a Foreign Language (EFL) students within the English Department. The study aims to explore students' perceptions, which encompass their understanding informed by awareness, knowledge, and experience. Employing a qualitative descriptive experimental methodology, this research seeks to offer a nuanced comprehension and significant insights into the issue by analysing data collected from a select group of participants. Specifically, the study involved 12 purposefully chosen participants, including both instructors and students who had completed or were enrolled in Phonetics I—a course focusing on articulatory phonetics and the development of pronunciation skills through linguistic instruction at the Faculty. Data were gathered using detailed one-on-one interviews and observational sessions, providing a comprehensive view of the participants' experiences and perceptions. The results of the study indicate that incorporating anatomical drawings into phonetic instruction significantly enhances students' learning processes. This approach not only facilitates a better understanding of phonetic concepts but also improves the practical application of pronunciation skills. The findings underscore the efficacy of visual aids in supporting the acquisition of complex articulatory processes and suggest that such pedagogical tools can be instrumental in advancing phonetic education. By offering deeper insights into how anatomical drawings affect learning outcomes, this study contributes to the ongoing discourse on effective teaching methodologies in phonetics.

Keywords: : Articulatory Phonetics, anatomical drawing

Introduction

In language pedagogy, pronunciation is pivotal for utilizing phonetic and phonological knowledge to identify learner challenges and create relevant activities both in and out of the classroom. The goal is to help learners develop an intelligible and acceptable accent, distinguishing between knowing a language and mastering its pronunciation (Brown, 2014). Brown emphasizes that variations in native-speaker accents have historically influenced

perceptions of English pronunciation norms. Pronunciation targets impact intelligibility, social image, and identity significantly. Moreover, factors beyond an instructor's control can affect pronunciation improvement. Therefore, the true measure of success in pronunciation instruction is long-term enhancement, extending beyond the classroom and after the course concludes. Carley and Mees (2020) highlight that even if others understand what is said, inaccurate pronunciation might be perceived as amusing, irritating, or distracting, potentially complicating the language learning process.

There are several learning styles, with visual, auditory, and kinesthetic being the most common. Visual learners process information best through visual aids like printed text, images, diagrams, and multimedia. Auditory learners benefit from listening-based activities, while kinesthetic learners prefer hands-on experiences. Adapting instruction to these diverse learning styles can significantly enhance educational outcomes (Gilakjani, 2012). In the context of pronunciation teaching, accommodating these learning preferences becomes especially important. For instance, visual learners can benefit greatly from visual aids such as diagrams that show mouth positions, phonetic charts, or videos that demonstrate the articulation of sounds. These visual tools help make abstract phonological concepts more concrete and accessible, reinforcing the connection between visual input and correct pronunciation.

Incorporating visual aids in pronunciation teaching is particularly crucial, as visual methods not only capture students' interest but also sustain their engagement over time. Visual learners, who process information best through images and other visual stimuli, can especially benefit from these methods in pronunciation training, which involves both auditory and visual elements. This makes learning pronunciation more interactive and enjoyable, fostering long-term retention. As Adnan (2020) asserts, visual aids play a substantial role in education, aiding comprehension and making abstract concepts more tangible. Melissa et al. (2018) found that integrating visual elements into learning activities enhances memory retention by strengthening the connection between visuo-perceptual information and memory traces. This approach is particularly relevant in pronunciation teaching, where memory for sound patterns can be improved by linking them to visual representations.

Ultimately, effective pronunciation instruction must consider diverse learning styles and make use of pedagogical tools like visual aids to address these differences. By doing so, instructors can create a more inclusive and effective learning environment that promotes long-term language acquisition and pronunciation improvement.

Research Problem

Teaching phonetics often poses significant challenges for students due to its inherently complex and abstract nature. One major issue is the difficulty in conceptualizing and producing sounds that do not exist in the students' native languages. Phonetic instruction requires learners to master intricate articulatory processes and sound distinctions, which can be daunting when these sounds are unfamiliar. Additionally, students must develop acute auditory discrimination skills to differentiate between subtle phonetic variations, a task that can be particularly challenging without appropriate visual aids or practical examples.

Furthermore, the abstract nature of phonetic symbols and their representation can hinder comprehension. Students might struggle to connect these symbols with their physical articulation and auditory qualities. The lack of a direct, visual representation of how sounds are produced often leads to confusion and mispronunciation.

Incorporating anatomical pictures into phonetics instruction can alleviate some of these difficulties by providing a tangible reference for understanding how speech sounds are articulated. Visual aids help bridge the gap between theoretical knowledge and practical application, making the abstract concepts of phonetics more accessible and easier to grasp.

Research Questions

1. What challenges do English students encounter in acquiring phonetic skills ?
2. What are teachers' perspectives on the utilization of anatomical drawings in phonetics instruction ?
3. How has the incorporation of anatomical drawings into phonetics teaching impacted student learning outcomes ?
4. How do the perceptions of students differ between those instructed with anatomical drawings and those who are not ?

Research Terms

Articulatory Phonetics: a configuration of the vocal tract (the larynx and the pharyngeal, oral, and nasal cavities) resulting from the positioning of the mobile organs of the vocal tract (e.g., tongue) relative to other parts of the vocal tract that may be rigid (e.g., hard palate).

Anatomical: relating to anatomy or the body structure of organisms

Related Studies

Shabiralyani, Hasan, Hamad, and Iqbal (2015) investigated the impact of visual aids on enhancing the learning process in Dera Ghazi Khan. Utilizing a quantitative research approach, they collected data through closed-ended questionnaires administered to a sample of 200 participants. The analysis,

performed using SPSS software, revealed that 70% of students and teachers concurred that visual aids enhance motivation, while 30% disagreed. Additionally, 75% of respondents felt that visual aids facilitated the clarification of content, although 25% did not share this view. The findings suggest that the effective use of visual aids not only replaces monotonous instructional methods but also stimulates cognitive engagement and improves the overall learning environment. Visual aids are deemed beneficial when they have a direct correlation to the course material.

Adnan (2020) conducted a study on the role of illustrations in biochemistry education involving 35 students from the Crop Science program at the Faculty of Fisheries and Food Science, University Malaysia Terengganu. The study, conducted in the second semester of 2019/2020, focused on the impact of metabolic pathway illustrations on learning experiences and knowledge acquisition. The results showed that 86% of participants strongly agreed that illustrations made learning more engaging, and 79% believed that these illustrations improved their understanding of the three metabolic pathways. Additionally, 72% of students felt that the illustrations increased their interest and motivation. Adnan concluded that illustrations as supplementary teaching tools effectively enhance student engagement and comprehension.

Reid, Shapiro, and Louw (2019) explored how haptics and drawing contribute to anatomical learning. Employing a descriptive qualitative approach, they selected five students from a cohort of 230 second-year medical students to participate in the "Drawing and Anatomy" study. Through individual interviews conducted mid-way through the Haptico-Visual Observation and Drawing Method (HVOD), students reported that the process of visualizing and drawing anatomical objects from deep observation facilitated better three-dimensional memorization and understanding. The HVOD method proved to be beneficial in enhancing the learning experience.

The findings from these studies underscore a consistent relationship between the use of anatomical illustrations and enhanced learning outcomes. Despite the studies being conducted in various fields, the core principles of how visual and haptic aids support learning remain relevant. Phonetics, which relies on the physiological and neurological foundations of speech articulation, similarly benefits from anatomical drawings. Understanding the anatomy of the lungs, larynx, oral cavity, and nasal passages is crucial for comprehending the production of human speech, highlighting the value of anatomical illustrations in phonetic education.

Methodology

Research Design

The researchers adopted a qualitative experimental methodology for this investigation. The exploratory technique of research was used to carry out this study. Additionally, this approach is used by researchers who want to offer in-depth explanations and thorough comprehension of a certain phenomenon or field of study. Based on the findings generated through this method of qualitative research, exploratory studies might operate as background research to set the stage for more immediate investigations and consequences.

Participants and Setting

The total number of participants in this study were 12 participants, this study includes students who were enrolled in the fall term of the academic year 2021-2022, as well as teachers specialized in Phonetics at the Faculty of Arts were included in this study. The students participated in one-on-one recorded interviews, the researchers selected students who had passed Phonetics I, and other students who had taken a phonetics course by using anatomical drawing with the researchers, those students were expected to have a full knowledge of phonetics and pronunciation which enables them to respond to the questions of the study. For the students interview the researchers selected students from different semesters who had passed the courses Phonetics I, those students were expected to have ample knowledge about learning and teaching pronunciation which enable them to respond to the questions of the study. The total number of the students who participated in the one-on-one interviews were 10 students divided into two groups, group 1 who took the Phonetics 1 course by using anatomical drawings with the researchers consisted of 5 students throughout this study, those students were referred to as (Student A, a male in his fourth semester, Student B, a female in her fifth semester, Student C, a female in her fourth semester, Student D, a male in his fourth semester and student E, a female in her fourth semester). Group 2 that did not take Phonetics 1 with the researchers consisted also of 5 students throughout this study, those students were referred to as (Student F, a male in his first semester, Student G, a female in her fourth semester, Student H, a female in her second semester, Student I, a female in her second semester and student J, a male in his second semester).

For the teachers one-on-one recorded interviews, the study included two teachers whose specialization is phonetics, they were referred to using numbers 1&2 respectively. According to their responses during the interviews, Teacher 1 (male) has been teaching English for 17 years that had experience with teaching Phonetics. Teacher 2 (female) has been teaching English for 16 years and delivered the courses Phonetics I before.

For the observation sessions, the researchers decided to observe the instructor and the students of Phonetics I class.

The study was conducted at Faculty of Arts, Misurata University in Misrata City.

Research Instruments

The researchers employed two distinct methods for data collection: individual, face-to-face semi-structured interviews featuring open-ended questions, and systematic observation. The semi-structured interviews allowed for in-depth exploration of participants' perspectives and experiences, while the observations provided direct insight into behaviors and interactions within the study context.

Interview

The researchers utilized a series of open-ended questions designed to elicit detailed responses from participants. For Group 1, which comprised students who had taken the phonetics course utilizing anatomical drawings, a set of five specific questions was prepared (see Appendix A). Conversely, Group 2, consisting of students who had not undergone this course, was asked a different set of five questions (see Appendix B). Additionally, two questions were directed towards teachers (see Appendix C). All questions were meticulously crafted by the researchers prior to the interviews to ensure consistency and relevance in gathering comprehensive data.

Observation

The researchers conducted two observation sessions with Group 2 students during their Phonetics I course. These sessions aimed to provide direct insights into the students' learning experiences and behaviours. The researchers collected field notes and responses based on a pre-prepared set of questions (see Appendix D). These questions served as a framework to guide the observations and facilitate the identification of significant findings or noteworthy behaviours that emerged during the sessions.

Data Collection

Teachers' Interviews

The data collection commenced with the interviews of the two phonetics instructors from the English Department. Prior to the interviews, the teachers were provided with a letter of consent to secure their approval. Notably, both teachers requested the opportunity to review the interview questions beforehand.

The first interview with Teacher A was conducted on June 30, 2022, at the Faculty of Arts. This interview was structured as a detailed one-on-one session, guided by two open-ended questions developed by the researchers (see Appendix C). These questions served as a framework, though the researchers

elaborated based on the responses provided, seeking deeper insights. The interview was recorded using a smartphone for subsequent data analysis.

The second interview was held on July 2, 2022, at the Faculty of Arts, and followed a similar structure. Two open-ended questions prepared in advance guided this session. As with the first interview, it was recorded via smartphone for future analysis. Both interviews were completed within the period from June 30 to July 2, 2022, with the researchers coordinating closely throughout the process.

Students' Interviews

For the student interviews, ten participants were selected and divided into two groups. Group 1 included students who had taken the phonetics course utilizing anatomical drawings, while Group 2 comprised those who had not. Consent for participation was obtained through university email, with a letter of consent sent to all potential participants. The interviews took place between June 25 and July 3, 2022, at the Faculty of Arts.

The first group interview, conducted on June 25, 2022, involved five students—three females and two males—who had participated in the phonetics course with anatomical drawings. The interview followed a one-hour class and featured five questions related to the lesson (see Appendix A). This session was also recorded using a smartphone for later analysis.

The second group interview occurred between June 27 and July 3, 2022. It involved five students—three females and two males—who had not taken the course. Conducted in the teaching supplies room within the main building at the Faculty of Arts, this interview used five questions about phonetics knowledge. Recording and data analysis followed the same protocol as the previous interviews. The researchers ensured effective coordination and cooperation throughout both group interview processes.

Observation Sessions

After obtaining the necessary permissions, the researchers conducted the first observation session on March 15, 2022, at 12:00 p.m. in Room 100 of the Faculty of Arts. The room was well-equipped with a projector, and the researchers positioned herself at the back of the classroom to unobtrusively observe the teaching and learning dynamics. Employing a non-participant observation approach, the researchers adhered to a pre-prepared set of questions (see Appendix D) and meticulously recorded notable interactions and situations between the teacher and students. The second observation session occurred on March 20, 2022, at 12:15 p.m. in the same room. The researchers again positioned herself at the back of the class and followed the same observation protocol. This session lasted 45 minutes during a two-hour lecture, with a continued focus on recording significant observations and interactions.

This rigorous methodology ensured a comprehensive collection of data, providing valuable insights into the effectiveness of using anatomical drawings in phonetics instruction.

Data Analysis

The collected data from interviews and observation sessions underwent qualitative analysis using thematic analysis methodology. The study's findings will be presented in the Results section. Before commencing the study, a pilot test was conducted with a group of students not included in the main study. The students responded positively, indicating adaptability of the interview questions. During the interviews, audio tapes were transcribed by the researchers. Themes derived from both groups of students' interviews were organized according to the study's essential questions. Similarly, themes from the teachers' interviews were structured around the interview questions pertinent to the study.

Participant responses in the interviews were predominantly paraphrased. These themes were further synthesized into a narrative discussion to comprehensively summarize the study's findings. The researchers aimed to derive broader implications from the major findings and research problem by integrating these themes. This synthesis process involved interpreting the results through the researchers' perspective and comparing them with existing literature. Selected participant responses were included in the discussion section to substantiate arguments, enrich discourse, and provide additional perspectives either supporting or challenging existing literature.

Observation sessions served as a supplementary data collection tool. The data gathered through observations will be presented solely in the Results section, bolstering the findings derived from other instruments.

Results and Discussion

Analysis of Interviews:

Challenges Encountered by English Students in Phonetics Studies:

The researchers endeavored to comprehend the difficulties that English students face in their study of phonetics at the Faculty of Arts. Six students identified phonetics as particularly challenging, attributing their struggles to encountering unfamiliar terminology and concepts not covered in secondary education. For instance, Student A articulated, "Understanding the subject itself is daunting as a first-semester student, especially grappling with the symbols of sounds." Similarly, Student F remarked, "The most difficult aspect I encountered was the subject itself due to its incorporation of new vocabulary, which I had not studied in high school." Student H expressed, "Everything was completely novel and arduous for me; I questioned the relevance of studying phonetics." Three students emphasized the difficulty in memorizing sound

symbols and their articulation. Student B explained, "The most challenging aspect was memorizing the pronunciation and articulation of sounds." Student J added, "Memorizing the symbols of sounds and understanding their formation." Four students highlighted the complexity of understanding the location and manner of articulation, vocal cord forms, sound-generating processes, and air movement in speech production. Student E commented, "Understanding the vocal tract, especially how each part of the tongue moves with each sound." Student G remarked, "Overall, the most challenging aspect was articulatory manner; understanding how airflow moves or passes." Student I pointed out, "I faced difficulty with placement and manner and did not grasp their interrelation, and the mechanism of air escaping from the mouth versus the nose." Three students cited difficulties in sound transcription. Student D stated, "The most challenging aspect was transcribing sounds."

Instructors' Perspectives on the Utility of Anatomical Drawings in Teaching Phonetics:

The researchers explored the viewpoints of instructors specializing in phonetics regarding the integration of anatomical drawings in instructional practices at the Faculty of Arts. Teacher A underscored the effectiveness of this method in elucidating organ movements. Teacher A remarked, "This approach is highly beneficial for students to grasp the intricate movements of speech organs such as the movement of the back of the tongue and soft palate, which can be confusing without visual representation." Teacher B concurred, noting her longstanding use of anatomical drawings since 2016. She added, "I encourage students to sketch in class, and these drawings are integral to exams as they necessitate understanding the positions of sounds." Teacher A also mentioned potential barriers, such as time constraints, which sometimes hinder instructors from preparing detailed visual aids. Additionally, Teacher B highlighted technological limitations, stating, "While manual drawing is effective, the availability of technological tools like projectors or large-scale images facilitates comprehension." She elaborated on using video demonstrations depicting oral procedures like velum elevation or tongue movement.

Impact of Anatomical Drawings as a Teaching Method in Phonetics Education:

The study examined students' perceptions of how anatomical drawings enhance understanding of articulatory phonetics at the Faculty of Arts. All five students who participated in anatomical drawing sessions affirmed their value in visualizing and comprehending speech organ mechanisms. Student A affirmed, "These drawings are tremendously helpful; they allow me to visualize the mechanics of the mouth and internal processes." Student B concurred, "It

greatly aided my understanding. Understanding human anatomy is essential to comprehending sound production. Studying these sounds without knowing their exact pronunciation or creation is challenging, but drawings made it easier." Student C expressed, "It was very helpful; it enabled me to comprehend the locations and functions of each speech organ." Student D affirmed, "Yes, it was helpful. Relying solely on text-based learning is challenging, but understanding improves when supplemented with anatomical drawings. Seeing organs interact and produce sounds reinforces understanding."

Enhancement of Pronunciation Through Anatomical Drawings:

The researchers investigated the extent to which anatomical drawings contributed to improved pronunciation. Student A reported, "It significantly enhanced my ability to pronounce each sound correctly, especially those with new symbols." Student B elaborated, "Illustrations through anatomical drawings helped me improve my pronunciation because they clarified the placement of my tongue for accurate articulation." Student C noted, "I discovered that I had been mispronouncing some sounds. Now, after learning through drawings, I can pronounce them correctly." Student D stated, "This method simplified pronunciation for me. I now understand exactly how sounds are produced, such as the closure of the nasal cavity resulting in mouth-produced sounds, or its opening resulting in nasal-produced sounds, which has improved my pronunciation."

Evaluation of Traditional Methodologies in Phonetics Classes:

The researchers explored student attitudes toward traditional teaching methodologies in phonetics classes. Opinions varied among students; some expressed dissatisfaction with text-based learning, emphasizing the efficacy of visual aids like drawings for better comprehension. Student F commented, "The instructor uses visual aids and videos, which are helpful, but merely reading from the material isn't sufficient for new students." Student G stated, "Reading directly from the material isn't helpful. I get distracted and misunderstand the content. Visual aids like drawings are much more effective. When I see diagrams, I understand the airflow path, for instance, through the vocal tract." Student H remarked, "Reading from the sheets wasn't beneficial to me. I relied on internet resources for exam preparation." Student I added, "Reading without visual aids is ineffective. I struggle to understand. Visual aids, however, would significantly assist me." Student J concluded, "I don't believe it did. This method doesn't clarify. Instead, it focuses solely on memorization. The instructor should adopt more effective methods than mere reading."

Comparison of Perceptions Between Students Exposed and Not Exposed to Anatomical Drawings:

The study compared perceptions between students who received instruction using anatomical drawings and those who did not. The researchers surveyed ten students, dividing them into two groups: five who received phonetics instruction with anatomical drawings and five who did not. Students were queried about their preferences for future instructional methods. All five students who experienced anatomical drawings favored this method and advocated for its continued use. Student A expressed, "I prefer anatomical drawings because they help me understand the mechanisms behind sound production." Student B concurred, "Anatomical drawings are superior. While traditional methods suffice, students require more engaging materials. Anatomical drawings enhance comprehension." Student C stated, "Using drawings is preferable as they aid in visualizing the locations and functions of speech organs during sound production." Student D held a different perspective, stating, "Both anatomical drawings and traditional techniques, such as reading from the sheet, are essential. We need textual learning alongside visual aids like drawings that depict speech organ functions."

Conversely, the five students without exposure to anatomical drawings suggested alternative methods for teaching phonetics. Student F suggested, "I advocate for drawings on the board, as new students find phonetics daunting without prior knowledge. Visual aids such as pictures and projector videos aren't sufficiently clear." Student G recommended, "Any visual aid that helps students understand the exact locations of speech organs. Some students aren't familiar with these locations, so drawings or any visual aid is crucial for learning phonetics. When I rely solely on reading from the sheet, I may misunderstand airflow patterns, so I need visual confirmation or support to verify my understanding, which visuals provide." Student J proposed, "More interactive classroom activities. I believe teaching every detail, including drawing each speech part step by step, would greatly enhance comprehension of sound formation."

Analysis of Observation Sessions

Teaching Methods Employed in Class:

The researchers observed standard teaching methodologies in the Phonetics I class, including textual explanations supplemented by visual aids such as illustrations and projector images that demonstrated the articulation of consonants and vowels.

Student Engagement and Attitudes:

Students engaged actively with the lesson, though challenges in understanding phonetic articulation were observed.

Challenges in Articulatory Phonetics:

Participants identified phonetics' complexity, especially in grasping articulatory mechanisms and sound production, as significant challenges. Lack of familiarity with anatomical terminology and understanding airflow dynamics were noted hurdles.

Benefits of Anatomical Drawings:

Drawing facilitated a deeper understanding of phonetic concepts by visually depicting speech organ interactions and sound production processes. Students appreciated the clarity and enhanced learning experience facilitated by anatomical illustrations.

Teaching Methodology in Phonetics Classes:

Instructors favored integrating anatomical drawings into phonetics teaching due to its effectiveness in clarifying abstract concepts. The method's use of visual aids was noted for stimulating student engagement and improving learning outcomes (Shabiralyani et al., 2015).

Conclusion

The fundamental purpose of language is effective communication. Given the pivotal role pronunciation plays in this process, and recognizing phonetics as the scientific study of speech, it is imperative that this aspect of language receives the requisite attention in language teaching and learning contexts. Throughout their tenure at the Faculty of Arts, students consistently observed the challenges their peers faced with pronunciation, noting its relative neglect within classroom settings. This study aimed to evaluate the efficacy of using anatomical drawings in teaching articulatory phonetics to enhance pronunciation for English as a Foreign Language (EFL) students. The researchers conducted a pilot test to assess method effectiveness, followed by interviews with students to gauge perceptions and impacts. Additionally, interviews were conducted with another group of students who were not exposed to anatomical drawings to discern divergent perspectives. Interviews with instructors delivering Phonetics I courses further explored their views on this methodology.

Despite the modest sample size, the findings were promising. Observation sessions conducted in two classes provided further insights, revealing that employing anatomical drawings positively influenced students' understanding of articulatory phonetics and facilitated accurate pronunciation. Teachers expressed unanimous support for this methodology, highlighting its benefits. Among students who had not experienced anatomical drawing-based phonetics courses, there was a notable desire to engage with this approach, viewing it as superior to conventional text-based learning. Consequently, there is a collective

aspiration for this methodology to be integrated into future curriculum practices.

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