INTEGRATING SCIENCE, THOUGHT, AND TECHNOLOGY: TOWARD AN ARTIFICIAL INTELLIGENT ENVIRONMENT

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Enhancing Pronunciation through Technology: The Role of Television Series and Podcasting

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Abstract

Pronunciation plays a key role in effective communication and language comprehension, yet it has often been neglected in traditional language instruction. The rapid growth of digital tools has created new opportunities for improving pronunciation through multimodal and interactive methods. This paper examines the effectiveness of two technological approaches - television series and podcasting - in enhancing pronunciation and listening comprehension. Drawing on the studies of Scheffler and Baranowska (2023) and Ducate and Lomicka (2009), as well as supporting literature, the article discusses how subtitles, multimodal input, and self-monitoring technologies contribute to language development. The analysis shows that television series promote contextualized learning and pronunciation perception, while podcasting supports self-assessment and pronunciation production. The integration of both visual and auditory media is recommended for a more comprehensive and motivating language-learning experience.

Keywords

pronunciation, podcasting, television series, subtitles, technology, language learning, multimodal input

Pronunciation is one of the fundamental aspects of language competence, directly affecting comprehension and communication success. However, in traditional classrooms, it has often been undervalued compared to grammar or vocabulary instruction (Pennington & Richards, 2009). As Leather (1999) observed, non-native speakers with weak pronunciation skills may feel "personally downgraded because of their accent" (p. 35). The growing integration of technology in education has introduced new tools that allow learners to improve pronunciation through interactive, engaging, and autonomous learning experiences. Among the most effective are television series and podcasting, which help learners acquire and refine pronunciation skills through exposure to authentic language use and opportunities for self-correction.

This article explores how these two technological methods contribute to improving learners' pronunciation and comprehension. It synthesizes findings from Scheffler and Baranowska (2023)

and Ducate and Lomicka (2009), highlighting both the perceptual (input-based) and productive (output-based) dimensions of pronunciation learning.

1. Learning Pronunciation through Television Series

Scheffler and Baranowska (2023) analyzed the effects of watching television series on improving learners' pronunciation and vocabulary acquisition. Their research involved using audiovisual materials both with and without subtitles to determine how such exposure supports language learning in L1 and L2 contexts. Sockett (2014) also found that television series were the most frequently used online learning materials among French learners of English, enhancing pronunciation and comprehension alike.

A survey conducted by Tinder (2017) revealed that students who regularly watched English-language films or video clips demonstrated clear progress not only in pronunciation and listening but also in speaking and communicative competence. Although multimodal input - the combination of audio and visual information - strengthens comprehension, excessive input may cause cognitive overload (Mayer, 2001). However, in the case of L2 learning, subtitles were shown to reinforce understanding rather than distract learners.

A related study by Napikul et al. (2018) tested comprehension levels according to Bloom's taxonomy and explored how subtitle types affected pronunciation intelligibility and vocabulary recognition. Fifty-four Polish learners at the B1 level were divided into three groups with different subtitle styles. Their pre- and post-test results demonstrated that well-designed subtitles improved recognition, pronunciation accuracy, and listening comprehension. These findings confirm that television series, when properly integrated, create an immersive learning environment where learners naturally acquire pronunciation patterns.

2. Podcasting as an Interactive Tool for Pronunciation Practice

Another approach to pronunciation improvement involves podcasting, which provides auditory input and output opportunities. Ducate and Lomicka (2009) investigated how intermediate-level American students learning German and French enhanced their pronunciation through podcasting activities. Historically, pronunciation teaching received limited attention due to misconceptions about its importance and teachers' lack of training or time (Ramírez-Verdugo, 2006).

Podcasting addresses these limitations by allowing learners to record, listen to, and evaluate their own speech. Research by Ehsani and Knodt (1998), Hardison (2004), Martin (2004), and

Seferoglu (2005) has shown that technology-supported pronunciation tools improve learners' ability to identify and correct errors independently. Graeme (2006) demonstrated that after a two-week podcasting project, pronunciation errors dropped from 19.9% to 5.5%.

Because podcasting is simple to use and accessible, it encourages learners to practice pronunciation regularly, receive feedback, and develop greater self-awareness. Furthermore, it promotes learner autonomy - an essential component of long-term language success.

3. Comparative Discussion

Television series and podcasting each enhance pronunciation through different yet complementary mechanisms. Television series provide contextualized visual input, enabling learners to observe facial expressions, mouth movements, and tone patterns of native speakers. Podcasting, in contrast, emphasizes active production and self-assessment, enabling learners to practice articulation and rhythm.

Scheffler and Baranowska (2023) emphasized that subtitles help reinforce comprehension and vocabulary retention, whereas Ducate and Lomicka (2009) highlighted the role of self-monitoring and auditory repetition in improving pronunciation accuracy. When combined, these approaches provide a comprehensive model of pronunciation learning - one that integrates both listening and speaking components.

In addition, both technologies increase motivation. Learners find watching series and producing podcasts far more engaging than traditional drills, which fosters continuous exposure and practice - key factors in pronunciation mastery.

Conclusion

Technology has transformed pronunciation learning, making it more accessible, interactive, and learner-centered. The studies by Scheffler and Baranowska (2023) and Ducate and Lomicka (2009) demonstrate that both television series and podcasting serve as effective tools for improving pronunciation, listening comprehension, and communicative competence.

Television series support learners' perception and understanding of pronunciation through authentic, context-rich input, while podcasting enhances active production, self-monitoring, and confidence. Combining these two tools provides a balanced, multimodal approach that develops both receptive and productive pronunciation skills.

Educators are encouraged to integrate visual and auditory technologies in their classrooms to create dynamic, motivating, and efficient pronunciation instruction environments.

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