

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Khider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Branch of English



**The Effectiveness of Audiobooks in Improving Students’
Reading Skill**

The Case of First Year LMD Students at Biskra University

A dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for Master’s Degree in Sciences of Language

Submitted by:

Ms. Khendoudi Safia

Supervised by:

Mr. Bechar Maàmar

Board of Examiners

Dr. Segueni Lamri

Mr. Elhamel Lamdjed

University of Biskra

University of Biskra

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Khendoudi Safia

University of Biskra

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Dedication

To the Memory of My Beloved Father

To My Queen, My Mother for Her Endless Support and Love

throughout My Life

To My Brothers Mohammed Lamine and Nacereddine

To Those I Love

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Abstract

Reading is one of the most important skills that EFL learners must master. The purpose of this study is to investigate the effectiveness of audiobooks on students' reading skill. The present research is divided into three chapters. The first chapter represents an introduction of the study. The second chapter consists of two parts; each part provides information about the two variables: reading skill and audiobooks. As for the third chapter, a field work is presented including data collection and data analysis. In addition to pedagogical implications, limitations of the study and finally a general conclusion.

To conduct this study, we hypothesised if teachers integrate audiobooks in teaching reading, students will improve their reading skill and be more motivated in the reading course. To confirm our hypothesis, a descriptive qualitative method is used. Furthermore, data is collected through two questionnaires administered to both teachers and students in the English field at Biskra University. The sample of our research consists of 6 teachers and 50 first year LMD students. Analysis of data reveals that audiobooks have positive effect on the reading skill. Also, teachers and students show positive attitude towards audiobooks. Finally, on the basis of the findings, pedagogical implications are suggested for teachers and curriculum designers to integrate audiobooks in the reading course.

Keywords: EFL learners, reading skill, audiobooks, first year LMD students.

List of Abbreviations

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorate

ESL: English as a Second Language

FL: Foreign Language

ER: Extensive reading

IR: Intensive reading

LWR: Listening while reading

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Résumé

Chapter One

General introduction

General Introduction

Introduction

The teaching/ learning of English language in the Algerian context becomes very essential. In fact, learning the English language requires the mastery of the four fundamental language skills namely; listening, speaking, reading and writing and to master the language, EFL learner should develop these skills.

It is said that reading is a complex process in which the reader constructs meaning from the written symbols, for that reason, some EFL learners may face difficulties in reading in terms of comprehension, pronunciation and motivation. So that, teaching reading poses many challenges to EFL learners, and since reading has an important role in foreign language learning context, language teachers and researchers implement different techniques and tools to improve EFL students' reading skill.

There have been several studies that showed the effectiveness of integrating authentic materials in teaching English as a foreign language. Audiobooks are one of the educational innovations that are used not only in EFL classrooms, but as a beneficial aid for reluctant native speakers, mostly used to teach listening, speaking and the reading skills. In order to improve EFL learners' reading skill, English teachers at Biskra University may use audiobooks, which are considered as one of the most authentic materials used in EFL contexts. Furthermore they are used as an educational tool that helps in improving the reading skill, and it can be incorporated in the reading programs.

Since audiobooks have positive effects on EFL learners' reading skill, English teachers may find the need to integrate this innovation tool in the teaching atmosphere. This study aims to investigate students' and teachers' attitude towards integrating audiobooks in the reading course. Also, to investigate their effectiveness on students' reading skill.

Statement of the Problem

Reading skill is considered as one of the most important skills that EFL learner should master because he/ she who can read well can function more effectively in and outside the classroom. That is to say, good readers are fluent speakers and good writers.

Despite the teachers' great effort to encourage learners to read and to comprehend what they read, some EFL students still face difficulties in performing the reading task. These difficulties can be in terms of comprehension, pronunciation and fluency. It is observed that some English students at Biskra University have difficulties in reading caused by the lack of reading fluency, unfamiliarity with words which affect their understanding of the text, their participation and motivation to read more. These difficulties affect negatively the students' perception of the reading course and the reading skill in general.

For that reason, English teachers at Biskra University may use different techniques and strategies to improve their students' reading skill and make them more motivated in the reading task. So that the main focus of this study is to investigate the importance of audiobooks in the foreign context and their

effectiveness on the reading skill of first year LMD students in the English department at Biskra University.

Research Questions

This study aims at answering the following questions:

- What are the perceptions of EFL teachers about using audiobooks to improve their learners' reading skill?
- What are students' attitudes toward the use of audiobooks as an alternative to printed texts?

Research Objectives

- This study investigates the effectiveness of audiobooks in developing EFL learners' reading skill in the English department at Biskra university.
- Investigate EFL teachers' and learners' attitude towards the use of audiobooks.
- Raise awareness of the importance of using audiobooks in teaching reading.

Research Hypothesis

The following hypothesis has been formulated:

- If teachers integrate audiobooks in teaching reading, students will improve their reading skill and be more motivated in the reading course.

Aims of the Study

This study aims at describing and investigating the effectiveness of audiobooks on first year students in the English field at Biskra University. Also, it aims at indicating the important role of reading and its positive benefits on other skills. In addition, this study seeks to increase students' interests and motivation to enjoy the reading task through the use of audiobooks in the reading task.

The significance of the Study

Several studies have been focused on the positive effects of audiobooks on EFL learners' listening skill. However, there is a gap in the literature on the effectiveness of audiobooks on improving EFL students' reading skill. This study describes and investigates the effectiveness of audio books on the reading skill of first year students in the English department at Biskra University. The findings might be significant for teachers and curriculum designers in the English department in our University, and provide them with information about the effectiveness of using audiobooks to develop the learners' reading skill. Integrating audiobooks in teaching reading will play a significant role on students' motivation and provide teachers with a positive attitude towards integrating audio books in the reading course.

Research Methodology

This research is a descriptive study of the first year LMD students at Biskra University, the field of English. To conduct this study and for the sake of obtaining information to confirm or reject the hypothesis this study will adopt the qualitative method in which the researcher describes the findings from students' and teachers' questionnaires.

Research Tools

To gather information that will help in the investigation of the study, two questionnaires were designed for both first year LMD students and teachers in the English department at Biskra University. This tool was chosen because it is the appropriate research tool for this study. These questionnaires consists of a set of questions administered for students and teachers in order to gather significant information concerning our study.

The population of the Study:

The population of the study is 55 first-year LMD students preparing for their “license degree” in English as a foreign language at Mohammed Khider University of Biskra, Algeria. Students’ answers and opinions will help the researcher to conduct the study.

Data Analysis

The data collected from the questionnaires will be analysed statistically through tabulations and pie charts. In addition, the findings will be described. The main aim of this analysis is to investigate the effectiveness of audiobooks on EFL students’ reading skill, their attitude towards this educational tool, and teachers’ perceptions on the implementation of audiobooks in the reading programme.

Organization of the Study

This research study is divided into three chapters. The first chapter presents a general introduction consists of statement of the problem, research questions and hypothesis. In addition to the aims of the study, significance of the study, and research objectives. Also it presents the research methodology of the study.

Second chapter is divided into two parts, each part deals with one variable concerning the study. The first part is devoted to review the literature concerning the reading skill, and the second part is devoted to describe and discuss previous studies that dealt with the effectiveness of audiobooks in the reading skill.

Finally, the last chapter is concerned with the practical part in which data collected through questionnaires were analysed and interpreted. Furthermore, a general conclusion was presented along with recommendations and limitations of the study.

Chapter Two: Literature Review

Part One: Reading Skill

Introduction

This chapter presents the review of the literature related to the present study that investigates the role of audio books on the reading comprehension of EFL learners at Biskra university. First, the reading skill will be defined in this section through various views with a focus on the reading comprehension, the types of reading including extensive and intensive reading along with reading aloud. The process of reading will be identified as well. Also, the researcher will discuss the importance of reading on EFL context, benefits of reading and learners' attitudes toward reading.

What Is Reading?

According to *Gunning* (2007) reading is magical and is important for EFL learners; it provides students with great amount of the target knowledge, motivation and enjoyment. He stated that:

Reading is our second major intellectual accomplishment. Our first, and by far, most important, intellectual accomplishment is our acquisition of language. Without language, of course, there would be no reading. Reading is very much a language activity, and, ultimately, our ability to read is limited by our language skills. We can't read what we can't understand. Even if we can pronounce words we don't understand because of superior phonics skills, we are not reading (p. 15).

In his definition, *Gunning* assumed that reading is not just the process of pronouncing words correctly but the ability to understand the words' meaning. In the same context, *Nijakowska* (2010, p. 10) stated that reading involves decoding the text and interpreting its meaning, she indicated that reading is concerned with transforming information in the form of a written text from the author to the reader. Also, she viewed reading as converting graphemes into phonemes and, consequently, changing written words into spoken words.

Jennings (1965) has defined reading as "... The art of transmitting the ideas, facts, and feelings from the mind and soul of an author to the mind and soul of the reader, with accuracy and understanding." (p. 11). Moreover, *the national reading panel* stated that "reading is the complex process of extracting meaning from abstract written symbols. In modern societies, reading is the most important way to access information, and in today's western society..."

Types of Reading

In order to benefit from reading, *Harmer* (2007) assumed that learners need to be involved in both extensive and intensive reading. He differentiates between the two as follows: Extensive reading is when the teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement. Whereas, intensive reading is chosen and directed by the teacher. It is used to develop learners' general understanding of the text, seeking for information, or to comprehend more details (p. 283).

Extensive Reading (ER)

Eun-Young Jeon in his article investigated the impact of ER on reading proficiency. He noted that “(ER) is an excellent way to provide target language input, especially in foreign language settings where the target language input is very limited. ER can be defined as “an approach to language teaching in which learners read a lot of easy material in the new language” (*Bamford & Day, 2004*)”. As it has been noted “ ER is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for “comprehensible input” (*Krashen*)” (*Mikulecky, 2008*). She adds:

The emphasis is on the quantity of books read and the students’ enjoyment of their books. Students are never tested formally on their extensive reading. However, they are required to talk about the books they read in structured activities, including book conferences with the teacher, brief oral reports to the class, and discussions in small group settings.

Intensive Reading (IR):

Intensive reading is the type of reading conducted inside the classroom and guided by the teacher, it involves learners reading texts for specific information, and for specific tasks such as answering true, false questions or seek for a specific detail on the text. In his article entitled: How can students improve their reading comprehension? (2016, p. 231) *Pourhosein Gilakjani* defined IR as:

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies

based on a series of materials. These strategies can be either text-related or learner-related.

In his review, *Miller* believed that IR is kind of guided course by the teacher in which students read passages in their textbooks, and the teacher checks grammar issues, vocabulary and the understanding of the text. *Miller* stated that:

Intensive reading as a methodology is a teacher-centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed.

Reading Aloud:

Chomsky once said: “when studying mother language, reading follows speaking. However, when studying foreign language without certain language surroundings, speaking follows reading.”

Read aloud or oral reading, well known as reading a text aloud inside the classroom guided by the teacher. many studies have investigated the influence of reading aloud on EFL students’ comprehension. “A number of studies suggest that it is possible to see [vocabulary] gains of 3 words per day . . . when teachers read books aloud several times a week, providing explanations . . . (*Biemiller*, 2003, p. 2)” *Ontario early reading strategy* (2003).

In their research, a guide to effectiveness instruction reading (2003, p. 4.4) reading aloud includes three phases suggested in the table below:

Before	During	After
<p>The teacher prepares the class by setting the stage for understanding the text. The teacher may:</p>	<p>Using a think aloud process, to demonstrate various characteristics of a fluent reader. The teacher may:</p>	<p>The teacher helps students extend their learning and comprehension. The teacher may:</p>
<p>1- Introduce the title, Illustrations.</p> <p>2-Encourage students to make and discuss predictions about the content of the text.</p> <p>3-Present specialized vocabulary, new concept and introduce unfamiliar text features.</p>	<p>1- Read with expression, intonation, and enthusiasm.</p> <p>2- Adjust the pace to fit the text.</p>	<p>1-Connect the text with their background knowledge and related experiences.</p> <p>2- Apply their learning (e.g, by retelling/ relating the story in another form)</p>

Table A: Suggesting for conducting a read aloud task (p. 4.4)

In the first phase, the teacher should select a text that matches the students' level and interest to get engaged in the reading task then, introduce the title and the

new vocabulary, discuss predictions about the content, and facilitate ambiguity. In this stage, students may guess what's the text about from the title. During a read

aloud phase the teacher reads the text using intonation and stress to help students understand the content and build their imagination. After the read aloud the teacher may use a follow-up activity as asking students retelling the story using their own words or relate the text to a previous experience.

According to the *Ontario early reading strategy* (2003) materials that are chosen and read aloud by teachers help students to hear rich language including complex structures. But, there's a missing gap in this view, for instance, non-native English teachers may face some problems in terms of accents, pronunciation, and intonation. Most non-native teachers speak English as they do in their mother tongue, which leads to bad pronunciation and accent that affect students understanding of the text. To avoid this problem teachers should include new techniques as the use of audio books to teach reading effectively.

Wood, Moxley, Tighe, and Wagner (2017) in their article explored the effects of text-to-speech technology and related read-aloud tools on reading comprehension for students with reading difficulties. They clarify that Read-aloud software, including text-to-speech, is used to translate written text into spoken text, in which it enables one to listen to written text while reading along. As a result, *Wood et al* found that text-to-speech/read-aloud presentation may help students with reading difficulties to improve their reading comprehension.

Reading aloud plays an important role in the English learning process. It helps students to build a background knowledge of what they are reading, hearing, and it enables them to gather new vocabularies and new terms which help them to develop

their discussion skill. *Huang* (2010) investigated the importance of reading aloud in the English learning process. He stated five functions of the reading aloud in foreign language teaching:

1- Practice pronunciation:

Reading aloud help students practice pronunciation and improve it since reading aloud applies intonation, stress, and rhythm.

2- Improve oral English:

Reading with expressions, changes in the tone, the pitch and the volume of the voice help students to better their pronunciation habit and improve their reading fluency.

3- Get deeper understanding:

Reading aloud helps students to better understand the text deeply and correctly and it develops students' imagination.

4- Strengthen the knowledge:

Practice reading aloud strengths students' grammar and vocabulary.

5- Improve the classroom atmosphere:

Practice reading aloud makes learners more motivated to participate and enjoy the task, which creates a positive environment to learn better. In addition, reading aloud to students during intensive class may get back students' intentions and clear their minds. That is to say students will get engaged and motivated.

Audiobooks are the most recent ways in which they provide auditory input, they are used not only as an alternative to reading aloud but as an extensive reading.

teachers may integrate audiobooks in the language learning as a support to reading aloud to students. Furthermore, audiobooks can be used inside and outside the classroom in which students benefit additional audio input. In the same context *Bell* (1998) in his article extensive reading why and how? Encourages the use of audio materials in the extensive reading program, he stated:

The use of audio recordings of books read aloud and of graded readers on cassette proved very popular with the students in Yemen, and is advocated for wide application. Listening material provided the learners with a model of correct pronunciation which aided word recognition, and exposed students to different accents, speech rhythms, and cadences. Student confidence in their ability to produce natural speech patterns and to read along with the voice of a recorded speaker is central to maintaining their motivation to master the language as a medium for talking about their reading.

Reading Comprehension

Reading comprehension is the act of understanding what you are reading; according to *Woolley* (2001) reading comprehension as the process of constructing meaning from the text in order to gain a comprehensive understanding of what is describing in the text rather than obtain meaning in isolation. Moreover, *Pang, Muaka, Bernhardt, and Kamil* (2003) viewed reading comprehension as an active process, it involves word knowledge and reasoning. The reader engages with the text to construct meaning through the use of previous knowledge and making inferences from words and expressions used by the writer.

Practical Application

In order to improve EFL learners' reading comprehension, (*Pang et al.*, 2003)

suggested practical applications that include:

- Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.
- Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- Different methods have been found to be effective in teaching text.

comprehension. Teachers can use combinations of the following:

- 1- Co-operative or group learning.
- 2- Asking and answering questions.
- 3- Story structure.
- 4- Summarizing.
- 5- Focusing on vocabulary.

As it has been mentioned by *Khateb and Kochva* (2016) reading comprehension is based on the internal cognitive process and the external factors. The former is about the existence of the mental representations and the retrieval of semantic information (meaning) or what is known as a schema and the latter is about integrating external reading materials to achieve effective reading comprehension.

The lack of exposure to English materials makes poor readers face difficulties in pronunciation and understanding what they are reading in terms of understanding unfamiliar vocabulary and constructing meaning. For that teaching reading comprehension is considered to be a challenge for both teachers and students. In the next chapter, the researcher will discuss the implementation of audio books in the reading program to improve EFL learners reading comprehension.

The Reading Process

There have been many definitions by researchers describing the reading process. Most researchers describe the reading process as the process of decoding written symbols into sounds, other view reading as the ability to extract meaning from the written forms,

Visual and Phonological Processes

According to *Nijakowska* (2010, p. 10), reading is the process of decoding the text and interpreting its meaning, it's a dependent phonological process and visual analysis. She explained that reading concerns with the transmission of written information from the author to the reader, the written symbols form a medium for sending and receiving information through the visual channel. *Nijakowska* viewed reading as the process of converting graphemes (written words) into phonemes (spoken words). She stated that the process of reading consists of three interrelated aspects:

the technical aspect of matching phonological units to graphic symbols, the semantic aspect understanding, and the reflexive one, operational critical reading. In other words, the multifactor character of reading involves

identifying phonological elements and their corresponding graphic symbols, recognising the meaning of these symbols, as well as understanding and assessing the value of the content in the context of individual experience (p. 10).

Guessing Game Process

There have been many definitions so far by the researchers in the field to describe the reading process. *Goodman* described the reading process as a psycholinguistic guessing game, he explained the reading process as the process of producing oral language determined by graphic input and make sense of what is being read. In other words, *Goodman* believed that in order to build meaning, the reader connects language with thought and uses prior knowledge. So according to him, readers do not construct meaning in isolation, they do not read every word on the page to understand the text but rather use the context to identify the meaning. (*Goodman*, 1967). In the same context *Long, Wood, Littleton, passenger & Sheehy* (2011, p. 250) argued with *Goodman* suggesting a new approach which is “Real book approach”, *long et al* believed that reading should be acquired not thought, just as the spoken language. According to this approach, readers use cues to construct meaning in relation to the context, this cues can be letters, sounds, and their combinations in words. This approach argued with *Goodman* view that reading should be contextual to be meaningful. *Long et al* (2001) noted that:

such strategies were what made good readers, finding that there was a 60–80 per cent improvement in reading accuracy when children read words in context, compared with when they read them in isolation. Good readers also made greater improvements

by using context than poorer readers were able to. This suggests that context provides extra-semantic and syntactic cues that good readers are able to use for word identification and that this ability improve with better reading (*Goodman, 1965*).

Reading in Isolation

Nicholson & Hill (as cited in Long et al, 2001) criticized the original work of Goodman claiming that readers decode words in isolation from context because good readers read all the words independently and they do not need the context. According to them, the context is not helpful in reading unknown words because the context is not useful to determine the exact meaning of words.

Strategic Process

Reading has been described by *Duffy* (2003) as a ‘strategic’ process, in which readers uses a number of skills to construct meaning or making prediction about the general idea of the text, for instance, reading must be an active process, in which readers get involved through active thinking to construct the meaning and use imagination to create an image of what is happening, analyze the clues used by the author to facilitate the interpretation and to guess the author’s intentions. At the end, readers respond to the text and evaluate its significance.

Importance of Reading in EFL

Reading is an active and a fundamental practice and it is considered as one of the four skills that an EFL learner must perform, since most of the textbooks, professional journals, sources of knowledge and information are written in

English, reading should be encouraged by parents and EFL teachers. In this section the researcher tackles the importance of reading in EFL.

Increase the Learners' Language Knowledge

Sofsián (2006) in his article claimed that reading plays a great importance in the language learning setting. According to him, reading is helpful in increasing the knowledge of vocabulary and children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better. *Sofsián* stated that:

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. (2006)

Increase Vocabulary and Grammar Structures

According to *Davis* (2007) reading in EFL classroom is useful in improving one's grasp of the language, encourage the learner to confidently tackle and enjoy his reading and enrich their knowledge of vocabulary and grammar structures. she stated: "Through reading, they can acquire (rather than learn) an understanding of the subtleties and shades of meaning carried by the use of a particular choice of words in a particular context."

Improve Writing and Speaking Skills

Reading is one of the important features in learning English because it provides EFL learners with a great amount of the target knowledge and increases new vocabulary. In addition, reading improves EFL learners' writing and speaking skill.

Good readers are good writers, readers who are exposed to a great amount of reading become better writers. Simply by using the knowledge gained from their reading in practice. Also, good readers have confidence in public speaking, they do not have the fear of using the new words acquired. For that reason, *Suk* (2016) noted that “Scholars have argued that extensive reading should be integrated into a language learning program because it can yield various kinds of language learning outcomes (*Day & Bamford, 1998; Grabe, 2009; Macalister, 2010; Nation, 2009*)”.

Benefits of Reading

The English language has become a global language since science, technology and advanced research are published in English. People learn English as a second or foreign language for different reasons and whatever the reasons are, reading, by any means, is useful to anyone who reads in a second or foreign language. Several studies tackled the benefits of reading and argued that reading has a significance in the language learning.

Develop EFL Learners Skills

Madan (2015) has investigated the benefits in reading English books, he assumed that reading makes the brain work more actively since reading is an active process, it makes the reader imagine the scenes, understand the plot and give his view about the book. *Madan* states five benefits of reading as follow:

- Help you develop a habit of thinking in English

According to him reading English books develops fluency and directly influence the reader’s thinking. Reading in English allows the brain to think in English and facilitate the understanding.

- Helps you learn new vocabulary:

Reading English books provide the readers with new words, thus using those new words while interacting with others which help the reader to practice his speaking skill and develop his fluency.

- Build your skill:

Reading provides great amount of knowledge and information that clarify difficult subjects

- Improve memory:

Madan stated, “Reading an English book helps you stretch your memory muscles and makes you remember details, facts, and figures, plot lines, themes, and characters.”

- Improves writing skills:

According to him, “When you read a book, you come across various things like writing style, the pace of the writer, and the use of words. This improves your knowledge of the English language and impacts your way of writing.”

Develop the Academic Skill

The positive role of extensive reading is undeniable because it helps in the development of academic skills. *Grabe* (2009) suggests that reading outside the academic contexts, such as reading newspapers, e-mails, or novels, contributes to the development of academic reading skills. He noted that fluency in reading, which is a requirement for efficient reading, can be ensured by practice in extensive reading:

The ability to read extended texts for long periods of time is a hallmark of fluent reading. No other set of reading activities or reading practice can

substitute for reading longer texts with reasonable comfort and without needing to stop constantly, and without feeling fatigued or overwhelmed.

(p. 311)

In the same context, *Mikuleckey* (2008) viewed that extensive reading has an important role in learning a second language, she stated : “Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning.”

On her study, she tackled the benefits of extensive reading stated by *Day and Bamford* (1998) as follow:

- Development of a positive attitude toward reading in a second language.
- Motivation to read more.
- Increased reading fluency.
- Gains in vocabulary and grammar knowledge.
- Improvement in writing in the second language.

Develop the Affective and the Cognitive Processes

Sadoski (2004, pp. 47-53) suggested two benefits of teaching reading related to two domains, affective and cognitive domain. He addressed two goals in the affective domain, developing positive attitudes toward reading and developing personal interests and tastes in reading. The first goal is about developing a positive attitude towards reading which means develop and progress the reader's ability to read. He stated “Experiencing success is important in early reading, but the development of positive attitudes reappears as a goal every time a reader is exposed to a new subject with its own vocabulary,

symbol system, or discourse structures” (p. 48). In the second goals, *Sadoski* claimed that readers who have interest in reading, develop value judgment about what they read. He stated: “having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge our self-understanding and our sense of self-worth through reading” (p. 49)

In the cognitive domain, he claimed that reading can be used as tools to solve problems since academic journals and new researches present new findings, these findings can be used by the reader to solve everyday problems. For instance, *Sadoski* noted that “Reading is a way to deal with everyday problems where printed language is a feasible or requisite solution” (p. 52).

Attitudes Towards Reading

Definition of Attitude

A number of scholars have argued on the definition of attitude towards the target language as an important aspect of language learning and as a desire to achieve the goal of learning the language. In *the Longman Dictionary of Applied Linguistics* (2010, p. 314) language attitudes are defined as follows:

“attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language.”

Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language

learning. The measurement of language attitudes provides information which is useful in language teaching and language planning.

Develop Positive Attitude

Positive attitude helps EFL learners to facilitate the learning process, similarly, positive or negative attitudes towards reading, directly affect reading comprehension. In other words, learners who develop positive attitudes toward reading have better comprehension abilities than learners with negative attitudes.

To explore ESL learners positive attitudes and motivation towards extensive reading; *Briggs and Walter (2016)* conducted a study and the research findings show that extensive reading has a positive impact on L2 reading motivation and attitudes. In their study, they claimed that ER program for ESL learners plays a crucial role in readers' positive attitudes, Briggs and Walter stated: "The pre-programme Qualitative data indicated that students began Read On! with positive attitudes towards English." From the interview data, four main reasons for positive attitudes towards reading in English emerged:

they needed it in order to travel; they understood English as a lingua franca necessary for communication in person and online; they saw English as being representative of global popular culture, and therefore viewed it as 'cool', and they perceived the importance of English with regard to acquiring and securing employment.

Participants in this project argued that the best way to improve their English is to read in English. According to them reading in English is the best mean for a good English.

Factors that Affect Attitude

Bas (2012) investigated the reading attitudes of 426 high school students from six public high schools, results of the research found that female students show more positive attitudes towards reading than male students. *Bas* stated that “It is considered possible that female students compared to male students showed higher responsibility for studying their lessons, thus they spend more time on reading.” Furthermore, he found out that grade level, school type and parents educational level play a crucial role in EFL learners’ attitudes towards reading. *Bas* in his investigation claimed that these factors influence either positively or negatively on students’ attitudes towards reading, he showed that as the years of educational experience of students at school rise, attitudes of students towards reading follow down. To sum up *Bas* stated that “It was also understood in the study that high school students’ reading attitudes differed significantly according to gender, grade level, school type, father’s and mother’s educational level.”

Sadoski (2004, p. 48) identifies the characteristics of positive attitudes of EFL learners as follow: Success, confidence, and satisfaction, acceptance and self-esteem.

Recent studies have been seeking more effective ways to provide EFL students with positive attitudes towards reading and improve their learning. One effective way to improve EFL students input in and outside the classroom is the use of audio books in language learning which will be discussed in the next chapter.

Conclusion

This chapter reviewed the literature relevant to the study. different reading views were identified. Next types of reading were presented, types include extensive, intensive and reading aloud. The reading process was described and reading comprehension was explained as well. Finally, the importance of reading in language learning was described. In addition benefits of reading and attitudes towards reading were presented. In the next chapter, the integration of audio books in language learning will be discussed.

Part Two: Audiobooks

Introduction

Nowadays with the innovation and the implementation of technology tools in teaching, learning languages became easier and effective. With the use of these technological tools, learners are more exposed to the target language, either in or outside the classroom. Most recent studies explored the effectiveness of integrating the various technological tools on teaching English as a foreign / second language. Among these tools, audiobooks which are one of the innovation used not only to improve listening skill but to improve reading and oral communication. Which allow EFL students to learn English language effectively and to become better English speaker.

In this section, the researcher will present the literature review of the integration of technology tools on teaching reading, their effects and benefits.

Audiobooks

Authentic materials are one of the effective tools in teaching English as a foreign or second language. Audiobooks are the most useful tools in language learning; well known as the audio recorded versions of a printed book, recorded reading, voice recording or talking books. *Harris* (2016) stated “audiobooks are also similar in some ways to podcasts in that they both contain voice recordings. However, the method of delivery is different with podcasts and they tend to be more radio style than in story or book form.” In other words EFL students may listen to

audiobooks and reading along the print text which make them concentrate on the words unlike podcasts which only provide learners with listening.

How to Use Audiobooks?

Audiobook can be used with a paper copy of the book to help auditory and visual learners, i.e. learners differ from one to another, and each learner has his own learning style. Auditory learners are those who learn best by listening, and find it easy to remember what they hear. However, visual learners are those who remember what they read or see and enjoy visual aids.

Geikhman stated steps on how to use audiobooks, she pointed out that readers may repeat any part of the book many times, which encourages learners to practice their pronunciation and taking notes such as writing down new words and expressions to look for, and use what is learned in conversations or talk about the content and discuss it. Audiobooks users can choose any accent they prefer, gender or the speed they want to listen to. Audiobooks have many different voices and accents to choose from. For instance, *Rob Inglis*, the performer of the *Hobbit* sings many of the songs found in the novel. However, in silent reading, a reader is unlikely to do this.

Audiobooks can be used anywhere and anytime, not only in the classroom but it can be used outside of school or on the way to home, they are available for all ages and levels, and readers can choose any genre they want. *Geikhman* stated: “audiobooks are wonderful learning tools because they are meant to be understood by listeners who might not know all the words.” This statement supports the use of audiobooks in EFL classroom which be presented in the next section.

Audiobooks in Language Learning

Audiobooks are one of the effective tools in language learning, several studies provided a strong support for the use of audiobooks in the language learning to improve EFL learners' skills. *Talalakina* conducted a study on the positive effects of audiobooks on developing critical listening on ESL classroom. In her experiment, she found that the experiment group who was exposed to audiobooks was more motivated during the task, they revealed positive feedback on listening to audiobooks. However, there is a missing gap, audiobooks can be used not only to improve EFL learners' listening skill but to improve other skills such as the reading skill.

Audiobooks in the Reading Task

Audiobooks are one of the most effective tools for teaching reading, it gives EFL learners the opportunity to hear the correct pronunciation of the words and in the same time they can see the corresponding graphic symbols. Much research had been focused on the effectiveness of integrating audiobooks in the EFL reading program and the results showed that audiobooks are the best tools to improve EFL learners comprehension and fluency, because learners listen to the audio version of the book and in the same time they are reading following with the printed text which is known as listening while reading (LWR).

According to the new *England reading association journal* (2009), teachers of English use audiobooks to differentiate the process of instruction for students who might find a text boring or difficult to understand. By using audiobooks teachers

provide their students with opportunities to listen to a text following along with the printed form. Stated that: “Audiobooks can also differentiate instruction for good and avid readers who are ready to be introduced to new literature genres, try to improve their own reading fluency, and make more connections with the text and the author” (p. 88). i.e. Audiobooks are beneficial in which they allow EFL learners to read fluently, help develop their understanding of the text, and making the task more enjoyable.

Improve Reading Fluency

The ability to read accurately, quickly and with intonation is known as reading fluency. Fluent readers are the ones who do not have problems with reading aloud task because they do not concentrate on decoding the written symbols but on grasping the meaning of words. In other words fluent readers, recognize words and comprehend at the same time.

Some EFL learners do not read with fluency, they may have difficulty with decoding skill or they may just need more practice in reading; for that reason researchers suggest to implement audiobooks in the reading program to improve those learners’ reading skill.

Improving fluency has become an important component of reading programs especially for EFL learners because some learners often read in a disconnected and rhythmic manner which affect their comprehension. (*Whittingham, 2012*)

Ekstrand (as cited in *Whittingham, 2012be*) reading appropriately, with accuracy and with expression play a significant role in understanding and enjoying the text. He suggested that the oral example provided through audiobooks enables students to not only better understand the text but to exposed to fluency. In the same

context it has been noted “ audiobooks help students to integrate the rate, rhythm and natural flow of language necessary for good comprehension (*Carbo, 1978*)” (*Whittingham, 2012*). As it has mentioned above the use of audiobooks, make students exposed to a fluent read-aloud model, provided with a variety of words which reinforces vocabulary and encourage students to discuss and use these words.

Schanck and Waller investigated the impact of audiobooks on fluency, students were tested on fluency skill using audiobooks; as a result, this intervention was successful because it enables them with pronunciation of difficult words which develop their fluency and comprehension. The researcher stated “It is important to know that using this intervention, along with researching other interventions that work, will ultimately improve the academic success of students.” (p. 22)

To compare the effectiveness of book-rich classroom environments and home rereading, with and without an audio model, on fluency, comprehension, and students’ motivation to read; *Blum et al (1995)* conducted a study with nine first grade students with limited proficiency in English. Participants were not native speakers, and reading was not their daily activity. The purpose of this study was to investigate whether home-based repeated reading with an audio model is a significant supplement to the literacy instructional program of second-language learners. Results from this study indicate that all students participating second-language learners received substantial benefit from the opportunity to practice reading books. Furthermore, It was suggested from the results that audio models helped students read increasingly more difficult texts fluently and increased their motivation to read.

Another study, was conducted to explore the effectiveness of an auditory reading model. *Taguchi, Takayasu, Maass and Gorsuch* (2004) investigated whether and how assisted repeated reading with an auditory reading model develop EFL readers' fluency and consequently improved their comprehension. Twenty nine EFL Japanese students volunteered to participate in the study. The students were divided equally into two groups, extensive reading and repeated reading groups. The results showed that the repeated reading group developed the reading fluency of the participants, in which they had higher word reading rates. The auditory model helped learners to become independent readers, showed more interest and provided positive attitudes towards reading.

Improve Reading Comprehension

A study by *Nalliveetil and Ali* was conducted to explore the usefulness of audio-visuals aids in EFL classroom. In their study, they suggested integrating textbooks with audio and video for classroom language learning activities. Participants were 15 native Arabs undergraduate English students. The findings showed that participants find that the use of audio-visuals aids is useful. They stated, “ Students find audio-visual sessions useful and relevant when it has some direct relation to the course content.” The results showed that audio-visuals aids improve learners’ understanding and improve their motivation.

Kasmani and Davoudy investigated the effects of audio CD on L2 reading comprehension. 60 Iranian students of English translation training program were selected and were divided equally into two groups, the control and the experimental group. The study was conducted in 10 sessions, each session lasted for one hour and

a half in which the control group was asked to read a passage and do the related exercises. However the experimental one was taught the passage and listened to the audio CD while reading then asked to pick the main ideas of the passage to answer the questions related to each passage. The result demonstrates that audio texts are more effective than text only, they facilitate L2 reading comprehension especially learners with low/pre-intermediate levels. Because of its effectiveness, *Kasmani* and *Davoudy* recommend the implementation of audiobooks in lesson plans and to the curriculum

Another study supported the use of audiobooks in EFL classes to improve reading comprehension was conducted by *Galipkartal* and *Harunsimsek*. To conduct this study, the researchers asked participants to answer WH questions, true/ false and matching questions about the book. The findings of this study reveal the usefulness of audiobooks for improving reading comprehension. learners' answers show that audiobooks help learners understand better the content. *Galipkartal* and *Harunsimsek* stated participants' thoughts about audiobooks :

“The stories were more real. I felt as if I was one of the characters in the story.”

Another student confirmed : “Yes, it certainly helped me to comprehend the book better. I also learned how to pronounce the words, and by this way, I read the book more fluently and comprehended it better.” In their articles, they suggested the integration of audiobooks in EFL classes claiming that audiobooks play a significant role in developing reading abilities in young readers in terms of improving reading comprehension, vocabulary education and fluent reading.

A similar research was done by *Whittingham, Huffman, Christensen* and *McAllister* supports the effectiveness of audiobooks on reading comprehension. Data

were collected through tests, questionnaires and interviews with student and teachers; the findings indicated that the use of audiobooks had a positive impact on learners' reading comprehension and provide readers with positive attitude.

As it has been mentioned above, most of studies agreed on the effectiveness of audiobooks on EFL learners' reading comprehension, and they suggested to integrate audiobooks in the reading program to help EFL learners develop their reading skill.

Benefits of Audiobooks on EFL Learners

There have been several recent studies which indicate that audio books are beneficial in language learning. LWR provides EFL learners with an opportunity to listen to a native narrator and enjoy reading, learning new vocabulary and better understand the content. Main benefits of audiobooks on EFL learner are represented as follow:

- Audiobooks give an opportunity to communicate both orally and on paper, i.e. it develops EFL learners' confidence to actively participate in conversations and develop their writing skill.
- LWR an audiobook improves word recognition, reading fluency, and increase enthusiasm for reading.
- LWR audiobooks improve pronunciation and grammar.
- Audiobooks can be used not only in classroom, but during activities that can be done alone like driving, falling asleep...

Results of several studies supported the use of audiobooks in EFL classroom because it is considered as an effective tool to improve the reading skill. Some of the many

benefits of audio books are represented by *Serafini* (2004) in his article, he stated that audiobooks serve the classroom by:

- Supplementing teachers' and parents' ability to read to their children and students.
- Providing access to new vocabulary, a key to success in reading.
- Providing demonstrations of fluent reading.
- Providing readers access to books they are unable to read for themselves.
- Creating opportunities for discussing stories, in order to better comprehend them.
- Supporting struggling readers by helping them focus on meaning rather than the decoding of text.
- Inviting children to enter the magical world of literature.
- Fostering a love of literature and reading.

According to *Serafini*, audiobooks help EFL learner to expand vocabulary and increase fluency, develop comprehension and increase motivation for reading.

Conclusion

In this chapter the definition and how to use audiobooks were stated. Additionally, audiobooks in the language learning and in the reading task were presented. Next several studies on the effectiveness of audiobooks on fluency and comprehension were explored. And lastly the benefits of audiobooks on EFL were presented.

In the following chapter, the research methodology of the study will be presented with detailed information about the setting, participants, instruments, data collection , and data analysis.

Chapter Three: Field Work

Introduction

The purpose of this study is to investigate the effectiveness of audiobooks on the reading skill. The two previous chapters reviewed the literature relevant to the study. The third chapter represents the field work of this study; it includes the analysis of two questionnaires designed for teachers and for first year LMD students in Biskra university. The objective of these questionnaires is to investigate teachers and students' attitude towards integrating audiobooks in the reading program.

Aim of Study

It is observed that first year English students at Biskra university face some problems in the reading skill mainly in comprehension and pronunciation. The main aim of this study is to investigate the effectiveness of audiobooks on improving the reading skill, and to show its importance and benefits on reading.

Methodology

This research is a descriptive study of first year LMD students at Biskra university. Aims to investigate the effectiveness of audiobooks on the reading skill. The qualitative method is used in order to collect data, this method tends to interpret the data through describing the answers from students and teachers' questionnaires.

Population and Sampling

The study deals with teachers and first year students of English language at Biskra university in which the questionnaires were designed for them to collect data, analyse, and discuss the answers in the next section.

Sample

The total number of first year students in the English department at Biskra university is 500 students. The participants of the sample are chosen randomly 50 students. Questionnaire were distributed before the end of a session in the amphitheatre, and the researcher read the questions for the participants; two to three students asked for clarification on the last question.

Description of Students' Questionnaire

The questionnaire was designed for first year LMD students, and it was divided into three sections. First section is about students' general information, consisting of two questions: students' experience and their English level. The second section is about students' attitude towards reading in which students are given 6 statements and they are asked to express their opinion and attitude on how much they agree or disagree to each statement. In other words, students were exposed to a likert scale to measure their attitude directly through a choice of 5 point scale from strongly agree to strongly disagree. Then, the researcher sees in which extent respondents agree or not with the statement. In the last section, students were asked to put a tick next to the answer of their choice. This section includes 8 questions, the first 7 questions are close ended questions, and students have to say yes or no. However, the last question students are asked to justify their answer. At the end of the questionnaire the researcher provides a space for students to freely write down their suggestions.

Analysis of the Questionnaires

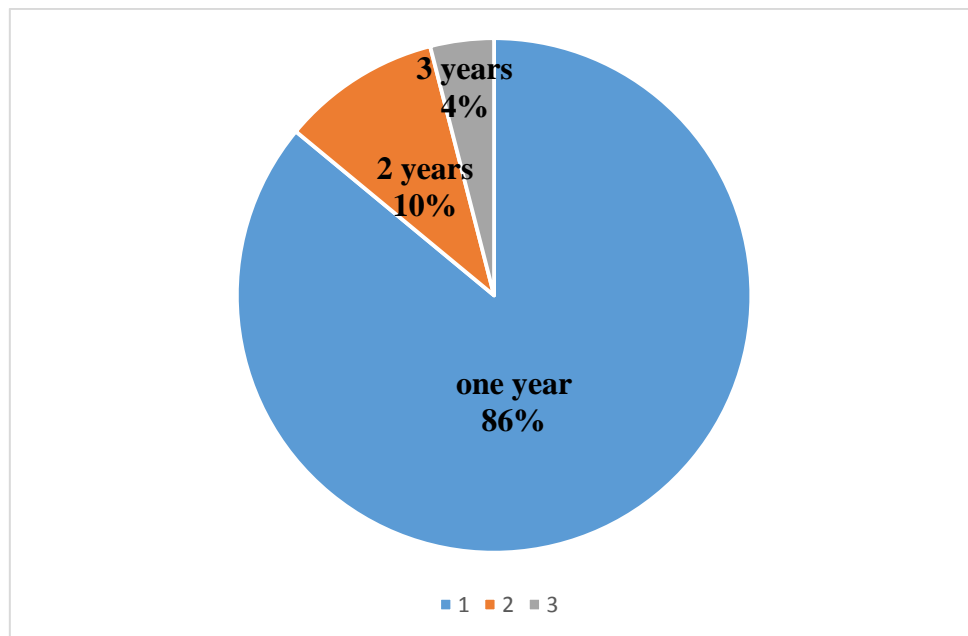
Analysis of students questionnaires: students' answers are analysed and illustrated as follow:

Section One: General Information

Question item number 1: How many years have you been studying English at University?

Years	subjects	percentage
1	43	86%
2	5	10%
3	2	4%
Total	50	100%

Table 1: Students' experience



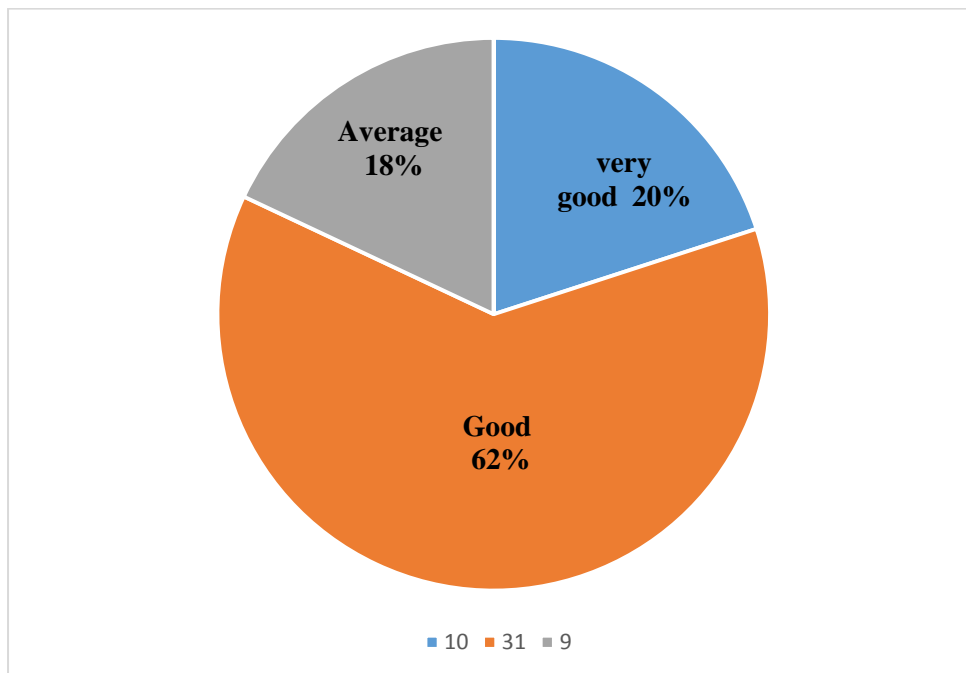
Pie-chart 1: Students' experience

The table above indicates students experience, studying in the English department at Biskra University. The findings show that the majority of students 43 are first year (86%), however 5 students (10%) have 2 years experience and only 2 students (4%) have been 3 years experience. As it has been shown in the garph 1 majority of the students are first year.

Question item number 2: How do you consider your level in English?

Options	Subjects	Percentage
Very good	10	20 %
Good	31	62 %
Average	9	18 %
Poor	0	0%
Total	50	100 %

Table 2: Students evaluation of their level



Pie-chart 2: Students evaluation of their level

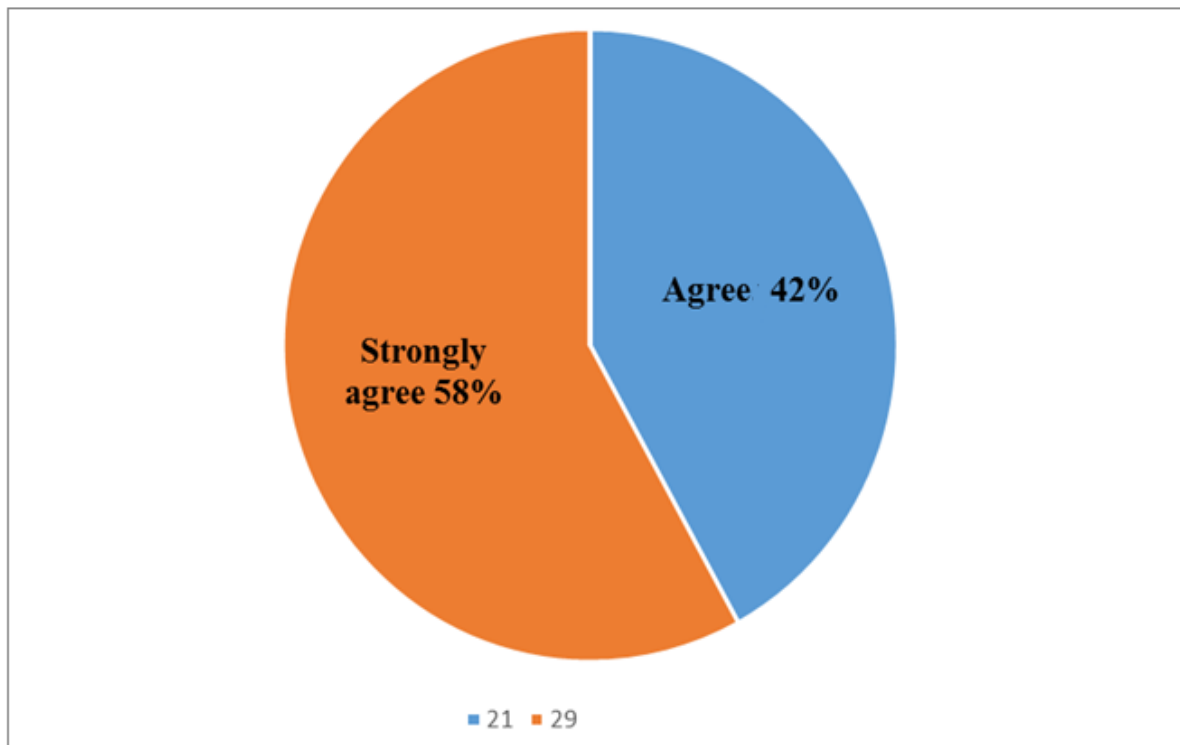
Students were asked to evaluate their level in English. As the pie shows, most of students 31 evaluated their level as good (62%) and 10 students think that their level is very good (20%). Only 9 students (18%) think that they have an average level, and no student believe that his/ her level is poor in English.

Section two: attitude towards reading

Question item number 3: Do you think reading is important in the English %learning process?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	21	29	0	0	0	50
Percentage	42%	58%	0%	0%	0%	100%

Table 3: Students' attitude toward the importance of reading



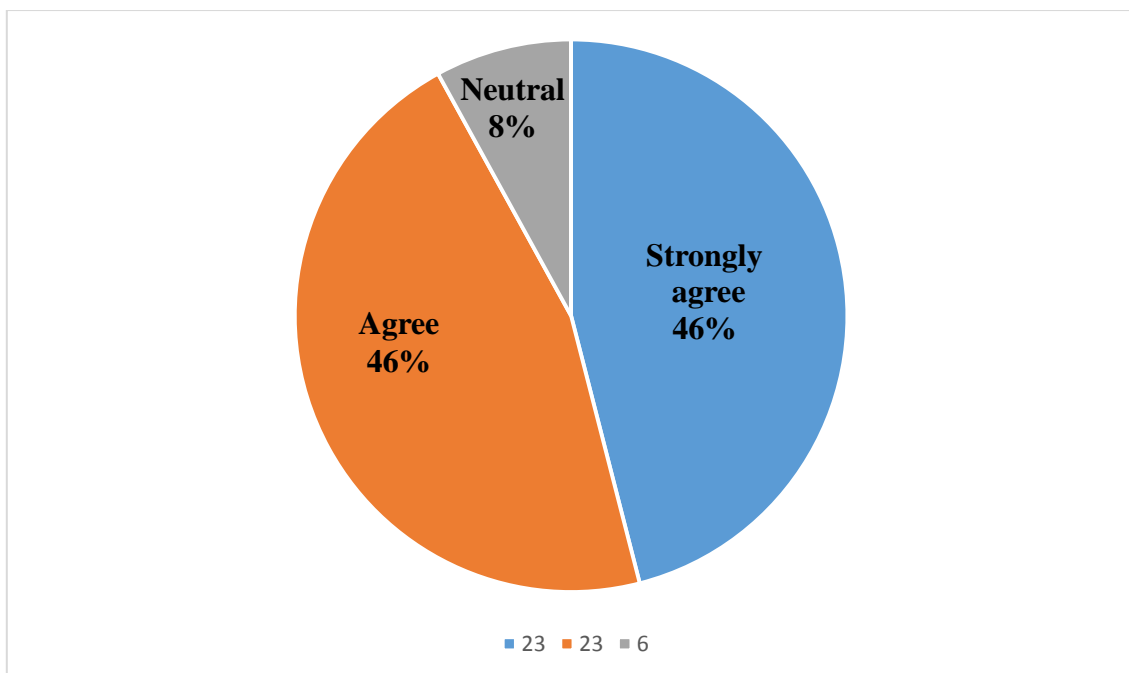
Pie-chart 3: Students' attitude towards the importance of reading

The purpose of this question is to see the students' attitude towards the importance of reading. As a result the majority of students divided between 29 (58 %) strongly agree on the importance of reading in the English language process and 21 (42%) agree. Whereas, none of students be neutral, disagree, or strongly disagree. The obtained results show that students have positive attitude towards reading in the language learning.

Question item number 4: Do you believe you can become a fluent reader if you read enough?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	23	23		0	0	50
Percentage	46%	46%	12%	0%	0%	100%

Table 4: Students beliefs' towards reading fluency



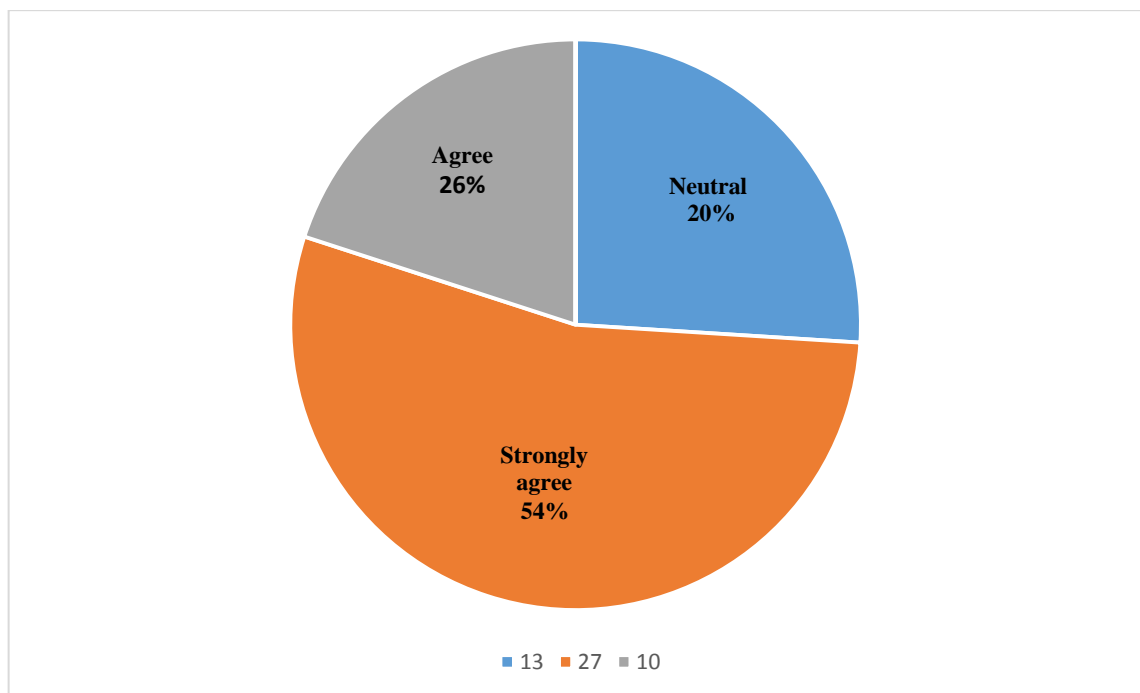
Pie-chart 4: Students beliefs' towards reading fluency

The table above shows that most of students (46%) agree and other (46%) strongly agree that reading a lot helps them become fluent readers. However, only 4 students (8 %) remain neutral, and no student disagree or strongly disagree. See graph 4

Question item number 5: Do you think reading is the best way to obtain new vocabulary?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	13	27	10	0	0	50
Percentage	26%	54%	20%	0%	0%	100%

Table 5: Students' opinions on reading usefulness on vocabulary



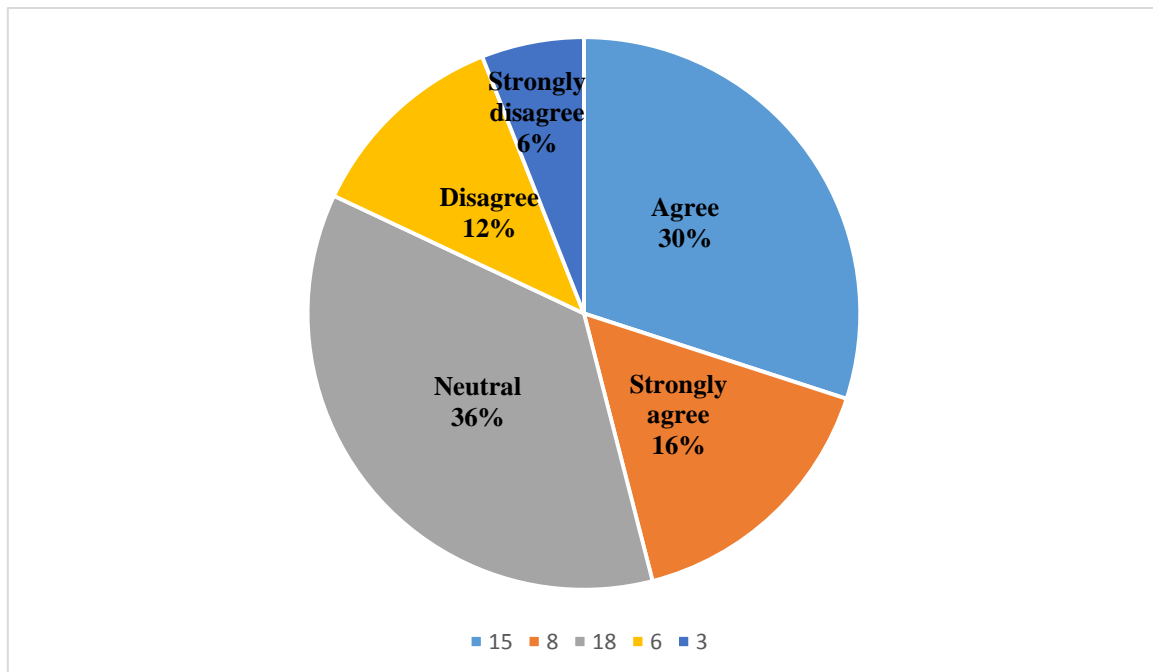
Pie-chart 5 : Students' opinions on reading usefulness on vocabulary

Pie-chart 5 demonstrates the opinions of students towards reading as a way to obtain new vocabulary, 54% strongly agree on that while 26% agree. However, 20% of students tend to be neutral. As it has been shown in the table above the majority of students think that reading helps them obtain new vocabulary, and they believe that reading is the best way to achieve it.

Question item number 6: Do you enjoy the reading aloud task?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	15	8	18	6	3	50
Percentage	30%	16%	36%	12%	6%	100%

Table 6: Students' opinion towards the reading aloud task



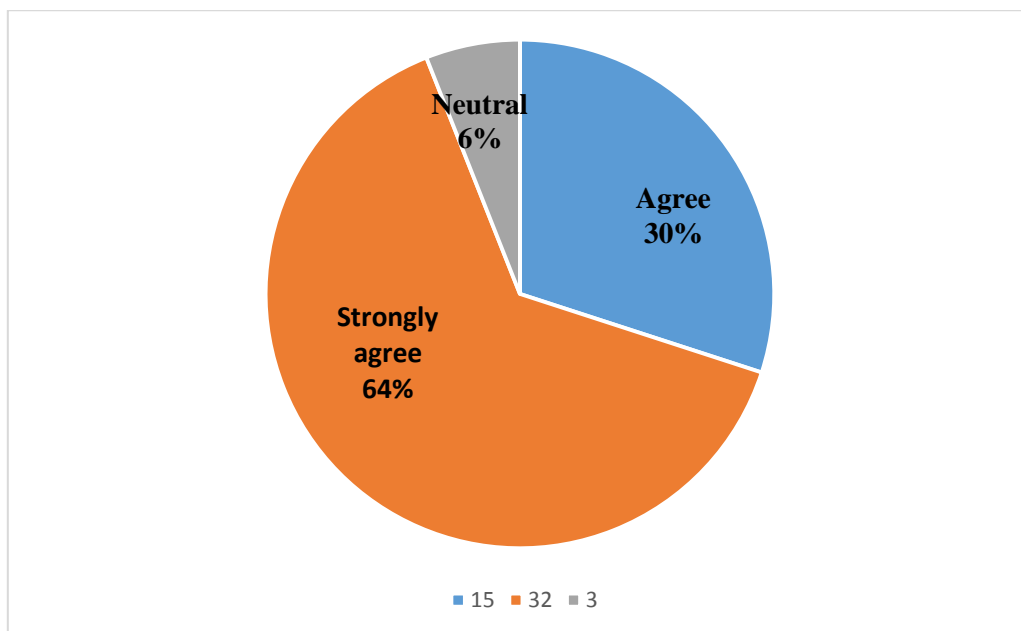
Pie-chart 6: Students' opinions on reading usefulness on vocabulary

In this question students were asked if they enjoy the reading aloud task. As it has been demonstrated in the pie-chart 6 the majority of students 18 (36%) prefer to be neutral; while the rest are divided between 30% agree, 16% strongly agree, 12% disagree and only 6% strongly disagree. The graph 6 shows that 9 students do not enjoy the reading aloud task while 23 students enjoy the task.

Question item number 7: Do you feel happy when you read English with good pronunciation?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	15	32	3	0	0	50
Percentage	30%	64%	6%	0%	0%	100%

Table 7: Students' self-perception on good pronunciation



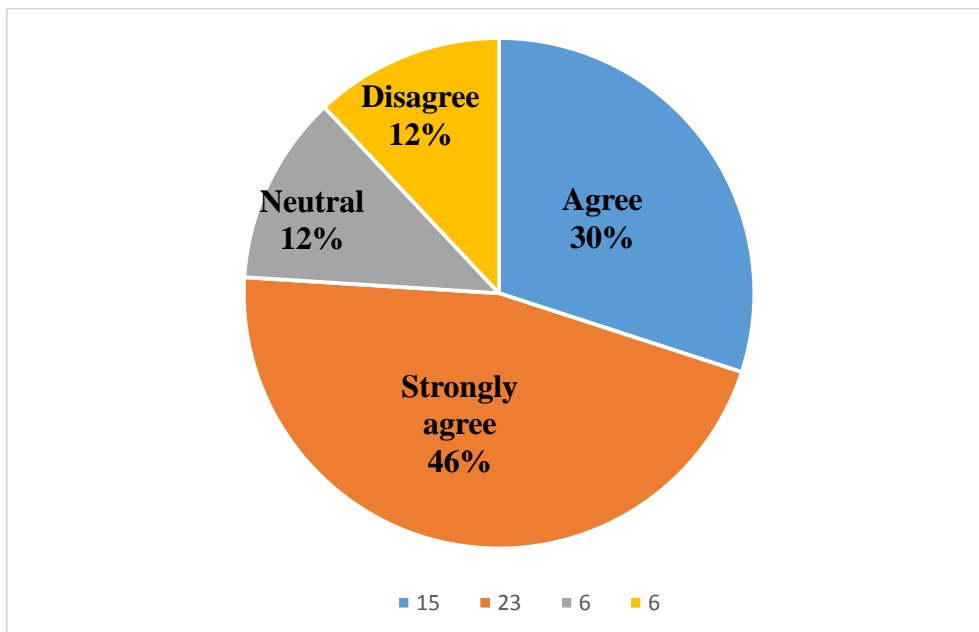
Pie-chart 7: Students' self-perception on good pronunciation

This question is asked to see if the students feel happy when reading with a good pronunciation. The majority of students 64% strongly agree and 30% agree. While 6% are neutral. As the pie-chart illustrated most of respondents feel happy when reading with good pronunciation which make them feel confident when reading aloud and it helps them communicate without the fear of doing mistakes.

Question item number 8: Do you like when the teacher starts reading and I enjoy his accent?

Options	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
Subjects	15	23	6	6	0	50
Percentage	30%	46%	12%	12%	0%	100%

Table 8: Students' opinions towards the teacher's accent



Pie-chart 8: Students' opinions towards the teacher's accent

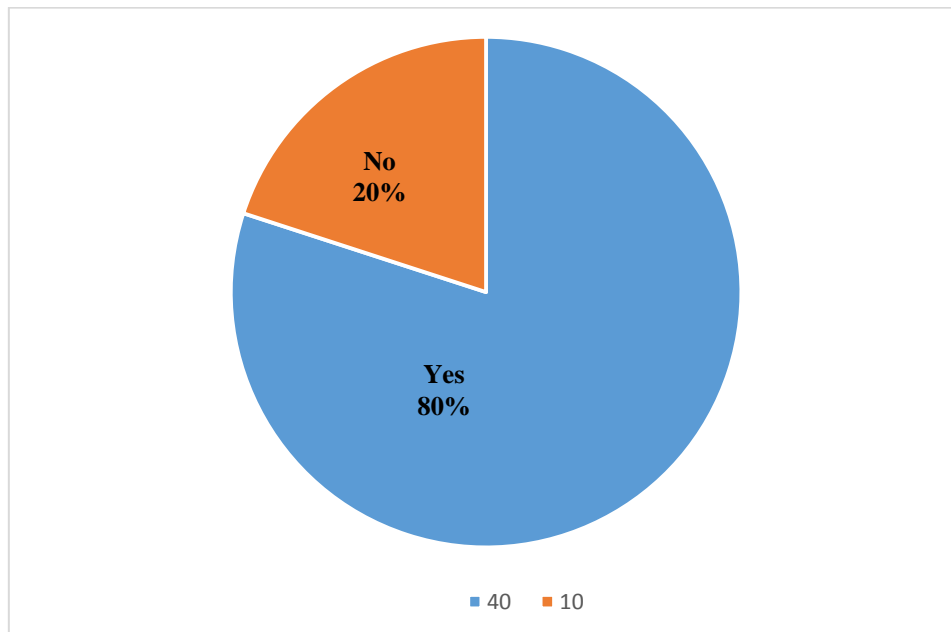
This question is asked in order to see whether students like their teachers' accent. According to the percentage illustrated in the pie-chart 8, the majority of students 23 (46%) strongly agree on that, and 11 students (39%) respond agree while 6 (12%) students disagree and the rest of students (12%) remain neutral. The results from this question show that majority of students enjoy when their teachers starts to read which means that EFL teachers have good accent which makes students enjoy the reading task.

Section Two: Attitude Towards Audiobooks

Question item number 9: Do you think audiobooks are useful for language learning and they are the best way to teach reading?

Option	Subjects	Percentage
Yes	40	80 %
No	10	20 %
Total	50	100 %

Table 9: Students' opinions on the usefulness of audiobooks



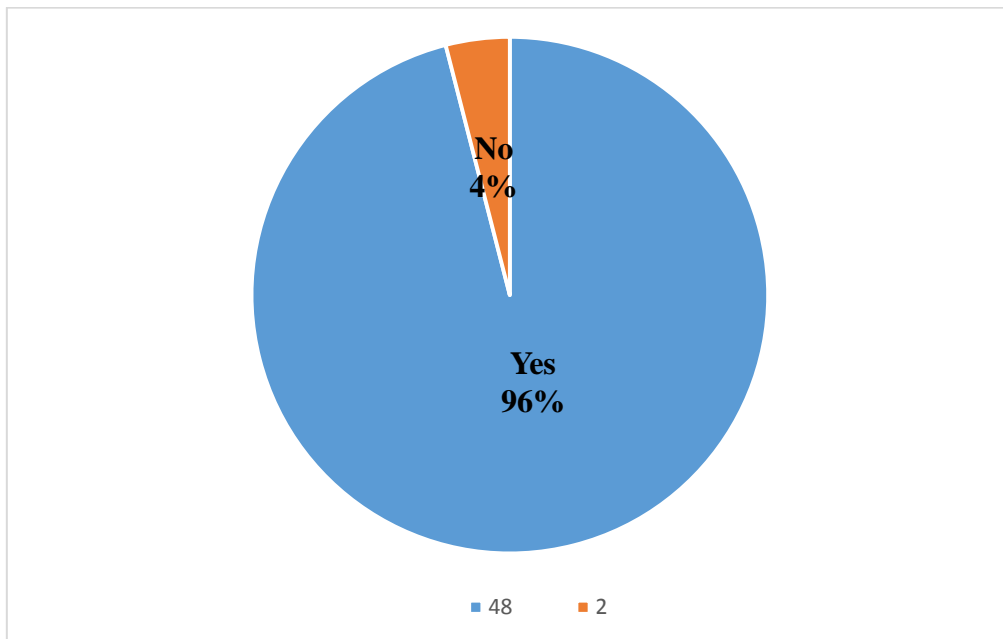
Pie-chart 9: Students' opinions on the usefulness of audiobooks

Students were asked whether they find audiobooks useful tool for teaching reading or not. 40 students say yes, and only 10 students think that audiobooks are not the best way to teach reading. Percentage is illustrated in the pie-chart 9

Question item number 10: Do you think audiobooks are useful because they allow the learner to hear the words while reading along?

Option	Subjects	Percentage
Yes	48	96%
No	2	4 %
Total	50	100 %

Table 10: Students' opinions on listening while reading audiobooks



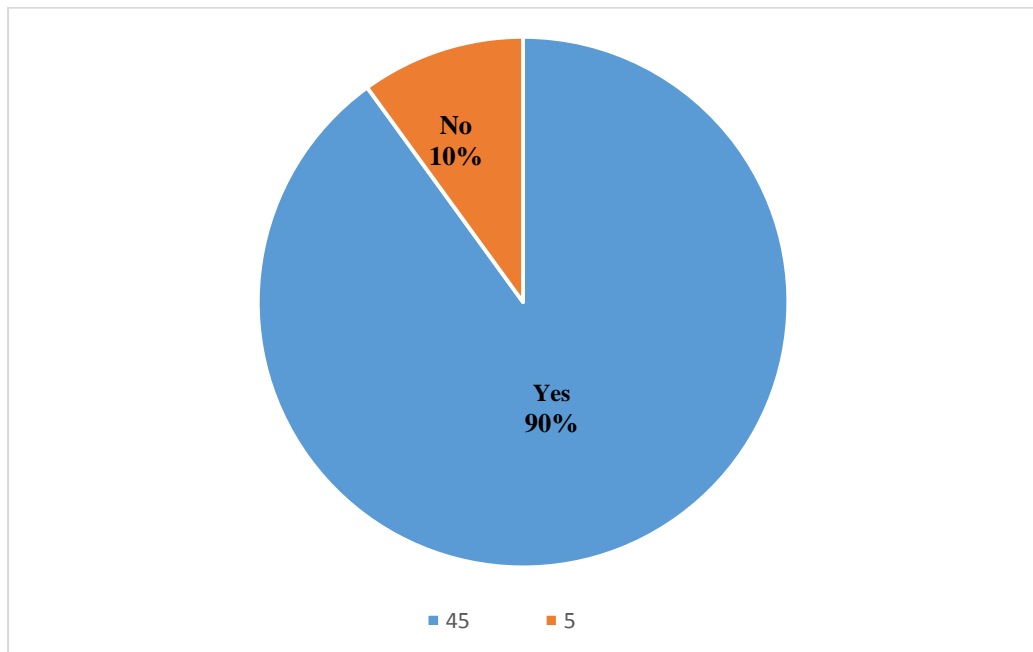
Pie-chart 10: Students' opinions on listening while reading

According to the results shown in table 10, the majority of students 48 (96%) find audiobooks useful because they allow them to follow the printed material while listening to the audiobook, whereas only 2 students (4%) say “no”, they don't find audiobooks useful. As it is observed in graph 10 that students prefer listening while reading, they and find audiobooks useful teaching reading.

Question item number 11: Do you think audiobooks provide you with the opportunity to learn English outside the classroom?

Option	Subjects	Percentage
Yes	45	90%
No	5	10%
Total	50	100 %

Table 11: Students' opinions on the use of audiobooks outside the classroom



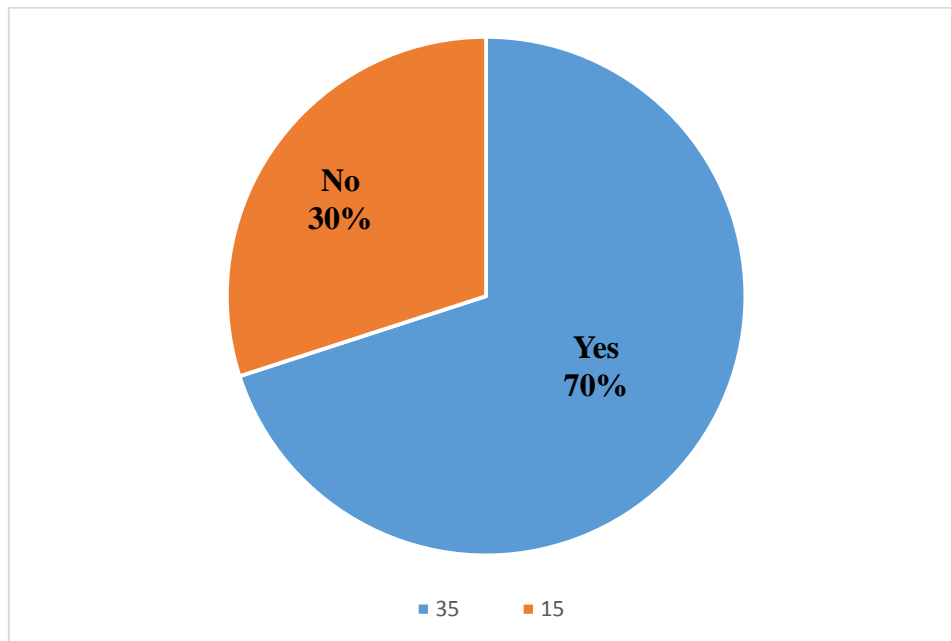
Pie-chart 11: Students' opinions on the use of audiobooks outside the classroom

Table 11 illustrated students responses on whether audiobooks provide them with opportunity to use it outside the classroom or not. Majority of students 45 (90%) responded with yes while only 5 students (10%) responded with no. The results show that students like the idea of using audiobooks not only in class but outside the classroom.

Question item number 12: Do you like audiobooks because the narrator is a native speaker?

Option	Subjects	Percentage
Yes	35	70%
No	15	30%
Total	50	100 %

Table 12: Opinions about audiobooks' narrator



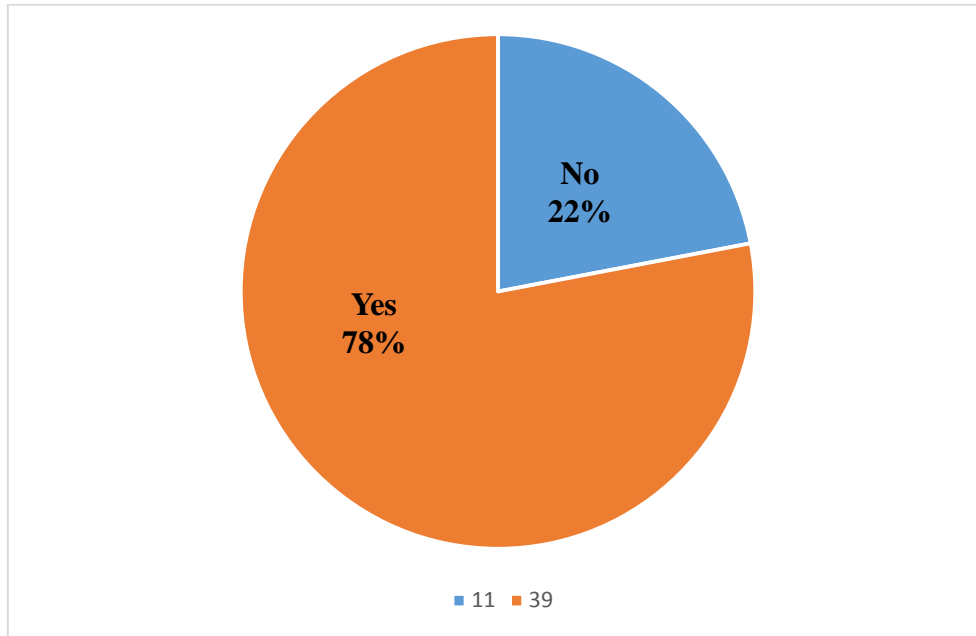
Pie-chart 12: Opinions about audiobooks' narrator

This question is asked to see if students like audiobooks because the narrator is a native speaker or not. As it can be seen in table 12, the majority of students 35 with percentage of 70% responded favorably by yes, which means that these students enjoy the audiobook because it is in a form of well told stories by a native accent, and this is what EFL students are looking for. However 15 students with 30% responded with no.

Question item number 13: Do you think Audiobooks provide you with a better comprehension of the text?

Option	Subjects	Percentage
Yes	39	78%
No	11	22%
Total	50	100 %

Table 13: Effects of audiobooks on students' comprehension



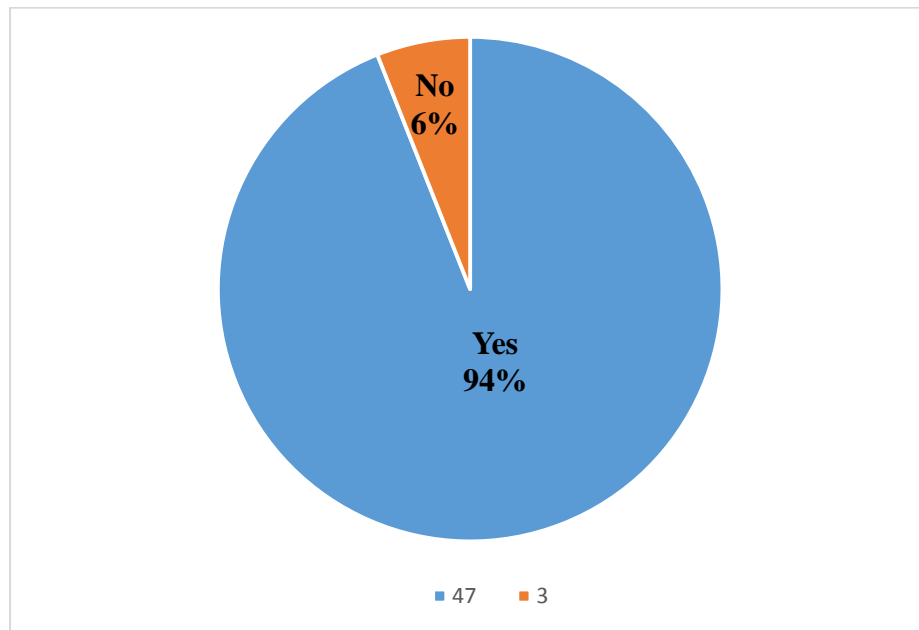
Pie-chart 13: Effects of audiobooks on students' comprehension

Students were asked if audiobooks provide them with better comprehension. It is shown in table 13 that a considerable number of the respondents 78% said yes, they believe that audiobooks are helpful and provide them with a better comprehension. Whereas 22% said no. Illustration in pie-chart 13.

Question item number 14: Do you think audiobooks might help you improve your pronunciation and make you a fluent reader?

Option	Subjects	Percentage
Yes	47	94%
No	3	6%
Total	50	100 %

Table 14: Effects of audiobooks on pronunciation and fluency



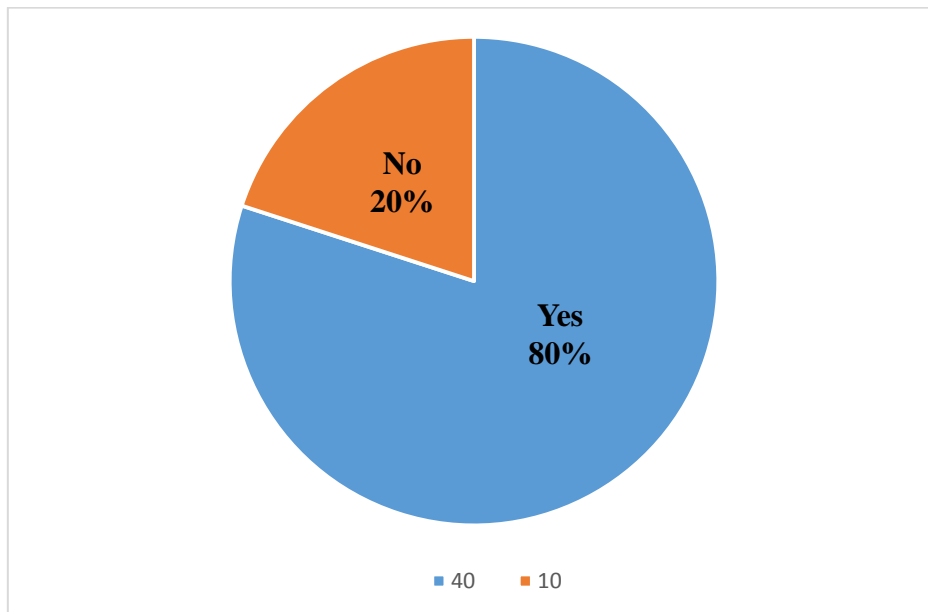
Pie-chart 14: Effects of audiobooks on pronunciation and fluency

Students were asked about the effectiveness of audiobooks to improve their pronunciation and their fluency. 47 students (94%) answered yes, that is to say the native narrator help students improve their pronunciation, and they think that audiobooks make them fluent reader. On the other hand 3 students (6%) answered by no.

Question item number 15: Do you think reading an audiobook helps in picture the story's events and build the reader's imagination?

Option	Subjects	Percentage
Yes	40	80%
No	10	20%
Total	50	100 %

Table 15: Effects of audiobooks on students' imagination



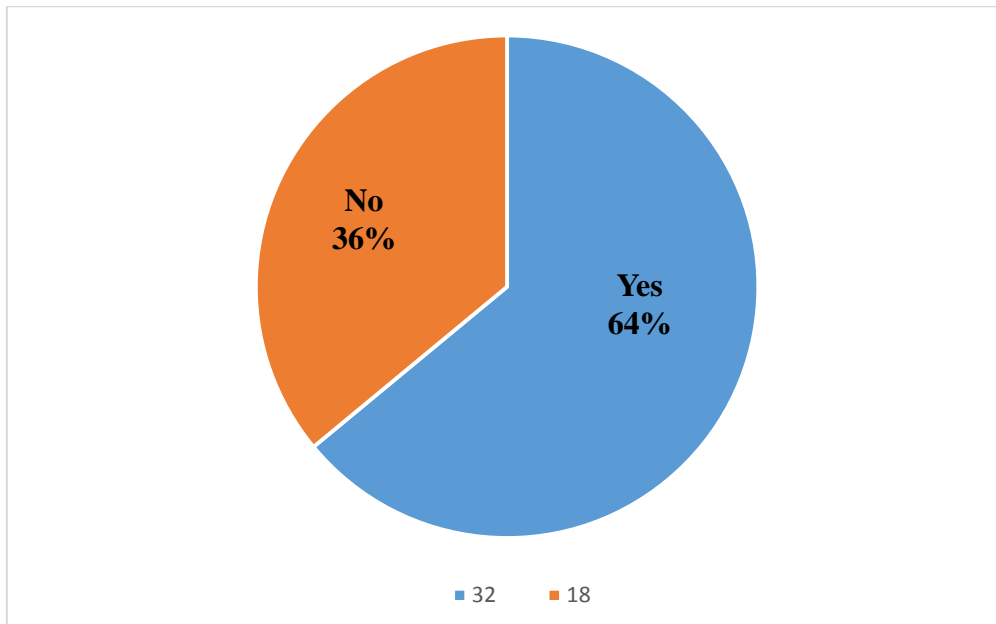
Pie-chart 15: Effects of audiobooks on students' imagination

According to the percentage demonstrated in table 15 a considerable number of students 40 (80%) think that audiobooks make them use their imagination and help to picture the story's events which motivate them to read more and to understand what they are reading. However the rest of students 10 (20%) responded with no.

Question item number 16: Do you prefer reading audio books to reading other printed materials? (What ever your answer justify it)

Option	Subjects	Percentage
Yes	32	64%
No	18	36%
Total	50	100 %

Table 16: Students attitude towards audiobooks



Pie-chart 16: Students attitude towards audiobooks

The purpose of this question is to see what kind of books do EFL students prefer. According to the percentage illustrated in the pie-chart 16, the majority of students 32 (64%) prefer audiobooks to other printed materials. On the other hand 10 students

(36%) tend to prefer printed books. Furthermore students were asked to justify their answers as well, students who prefer audiobooks agreed with their responses that audiobooks improve their comprehension, pronunciation and make reading more enjoyable because it is told by a native speaker. One student justified his answer as follow :

“ I prefer audiobooks because they are made by a native speaker, it helps me improve my pronunciation and I become fluent in English.”

Another two responses have similar point of views on the effects of audiobooks on pronunciation they declared:

“ I prefer it because it will improve my speaking skill, and helps me to practice the language well”

“ I like audiobooks because they provide me with words and their correct pronunciation. It is good for my English learning”

Those are samples from students’ responses on the effects of audiobooks on pronunciation and fluency. Another justification on the effects of audiobooks on students comprehension was stated as follow:

“ It makes me focus on the text, and the native accent makes the text easy to understand”

“ It provides me with more time to understand the book, and gives me chance and time to check other books”

According the results of students’ questionnaire, it is observed that the majority of students have positive attitude towards audiobooks. They believe that audiobooks are useful in teaching reading because they improve their comprehension, pronunciation and fluency. Furthermore the majority of responses show that students prefer audiobooks to other printed books.

Interpretation of the Results

The first part of the questionnaire was about the general information concerning the target population. Students were asked questions related to their level, the majority of participants evaluated their level as good. However they are only first year English students. This means that the years do not determine the language level of students.

The second section of the questionnaire was mainly about students' attitude towards reading. Students were asked several questions related to their attitudes and opinions towards readings. The results obtained from students' responses showed that the majority of students have a positive attitude towards reading. In which, they viewed reading as an important skill in the English language which needs to be improved. Also, the results demonstrated that the target population is aware of the benefits of reading on their vocabulary and pronunciation, which will help them later to be good speakers. According to the students' responses, reading has an important role on their learning quest and this skill need to be developed and improved.

The last section of the questionnaire was about students' attitude towards audiobooks, their benefits on the reading skill and students' opinions on integrating audiobooks to improve reading. The majority of students find audiobooks useful in the language learning because they provide students with an opportunity to LWR.

Also, the target population liked the idea of the native narrator, which provides them with a “real English” as one of students stated in his answer. The native narrator will help students to develop their pronunciation and improve their accent. Furthermore, a clear pronunciation leads to a better comprehension of the text.

Finally , majority of students declared that they prefer audiobooks to other printed books, and they were asked to justify their answers. The reason why most of students prefer audiobooks is that audiobooks provide EFL learners with better comprehension, good pronunciation which make them imitate the native narrator's accent, and become fluent readers. Hence, fluent speakers. In addition students were ask freely to state any suggestion they have. Majority of students agreed on using

audiobooks in the educational program especially in oral expression sessions, and one student suggested films with educational content.

Teachers' Questionnaire

Description of Teachers' Questionnaire

This questionnaire was designed for English teachers at Biskra university. The questionnaire consists of 10 questions with different types (close- ended and open ended) divided into three sections. The first section consists of two questions about teachers' qualification and their experience teaching English. The second section consists of 3 questions deals with the reading skill, and teachers' perception on students' reading difficulties. The third section consists of five questions about teachers' attitude towards audiobooks, and if they find them useful in teaching reading. The last question is about teachers' opinions on the implementation of audiobooks whether they support the use of audiobooks or not.

Administration of the Questionnaire

The target population consists of teachers at the department of English in the University of Mohammed Kheider, Biskra. Seven teachers were randomly selected.

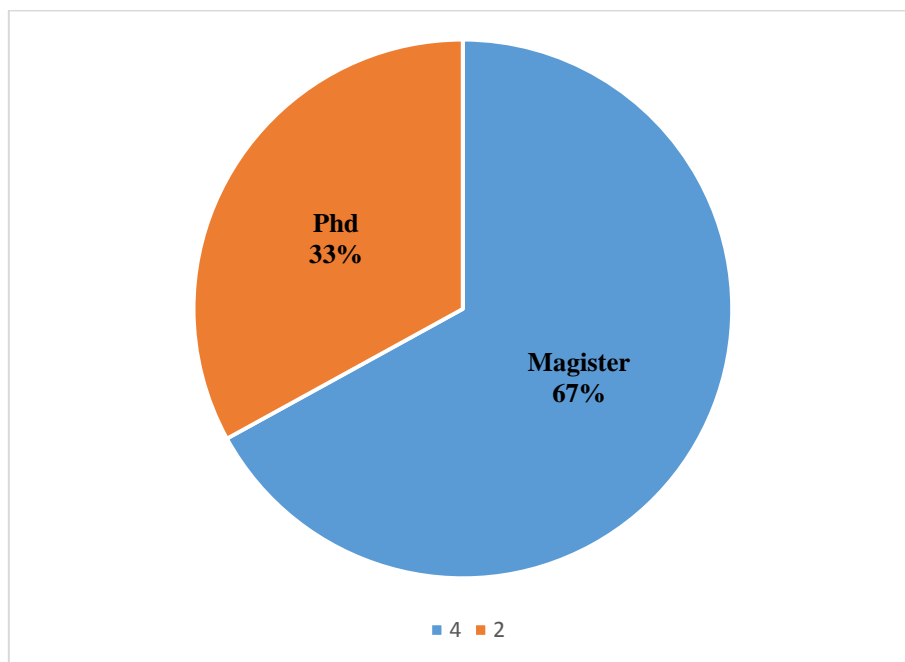
Analysis of Teachers' Questionnaire: The answers provided by teachers are analysed and illustrated as follows:

Section One: General Information

Question item number 1: Your qualification

Option	Subjects	Percentage
Licence	0	0%
Magister	4	67%
Doctorate	2	33%
Total	6	100%

Table 17: teachers' qualification



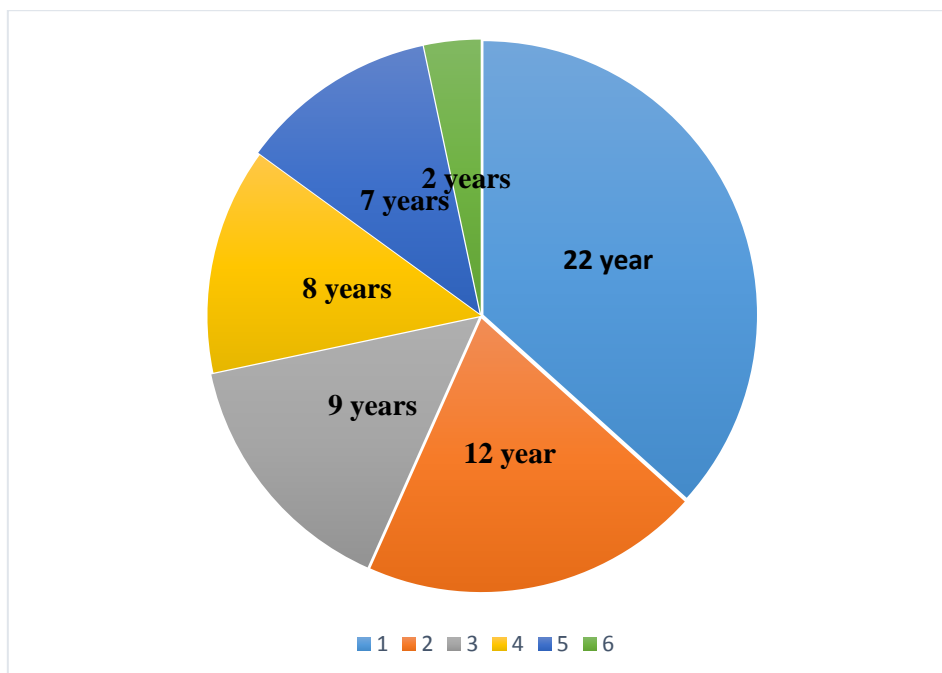
Pie-chart 17: teachers' qualification

The results obtained from the question showed that majority of teachers have magister degree and only two teachers have doctorate degree.

Question item number 2: How long have you been teaching English?

Subjects	Years
Teacher 1	22
Teacher 2	12
Teacher 3	9
Teacher 4	8
Teacher 5	7
Teacher 6	2

Table 18: Teachers' experience



Pie-chart 18: Teachers' experience

According to the results of this question, it is observed that teachers have different experience in teaching English. two teachers have a long experience

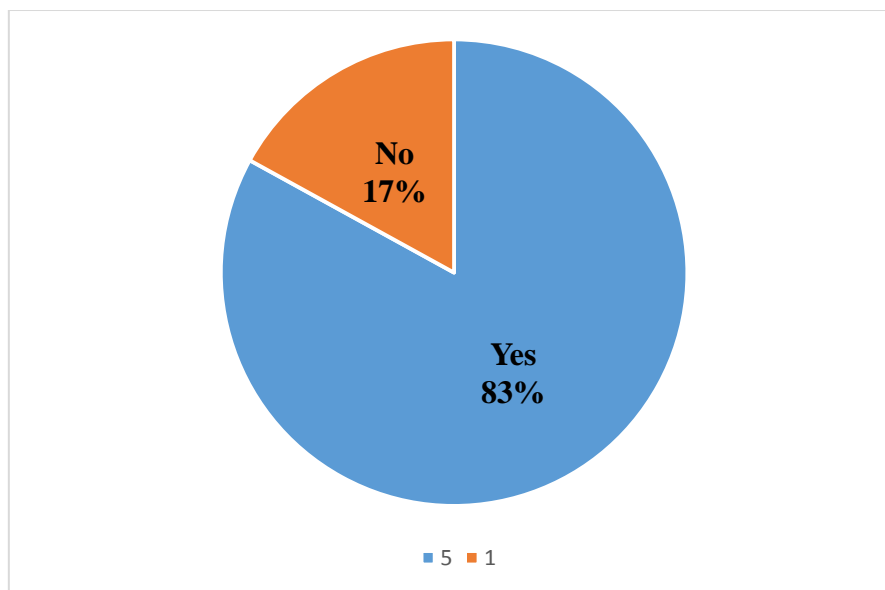
teaching English and three teachers have a medium experience. However, only one teacher is new in the field.

Section two: Teachers' Attitude Towards Reading

Question item number 3: Do you teach reading?

options	subjects	percentage
Yes	5	83%
No	1	17%
Total	6	100%

Table 19: Teachers' responses on teaching reading in the classroom



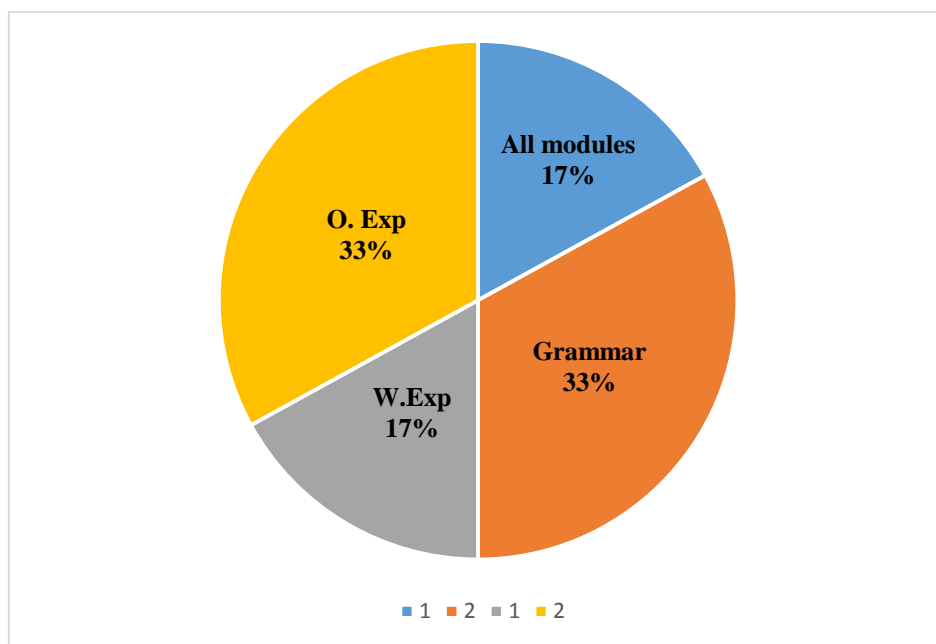
Pie-chart 19: Teachers' responses on teaching reading in the classroom

According to the table above, the majority of teachers have taught reading in the EFL classroom. Whereas only one teacher did not teach it.

Question item number 3: If yes, what module?

Options	Subjects	Percentage
All modules	1	17%
Grammar	2	33%
Written expression	1	17%
Oral expression	2	33%
Total	6	100%

Table 20: Teaching reading in different modules



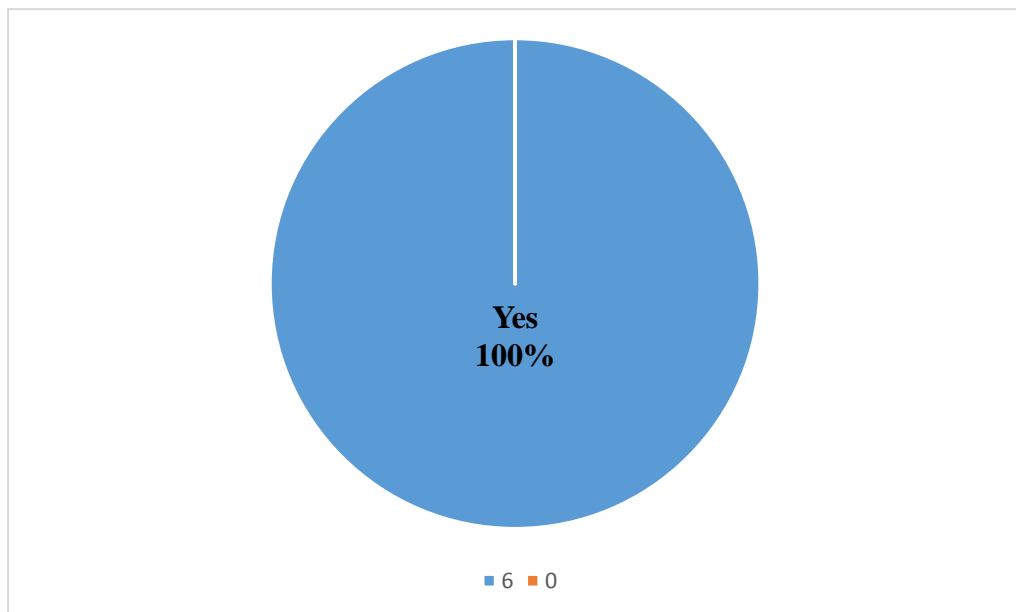
Pie-chart 20: Teaching reading in different modules

According to the results obtained only one teacher teaches reading in all the modules he is dealing with. However, four teachers teach reading in oral expression, Grammar and written expression.

Question item number 4: During the reading task, do your students face difficulties?

options	subjects	percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 21: Teachers' perception on students' reading difficulties



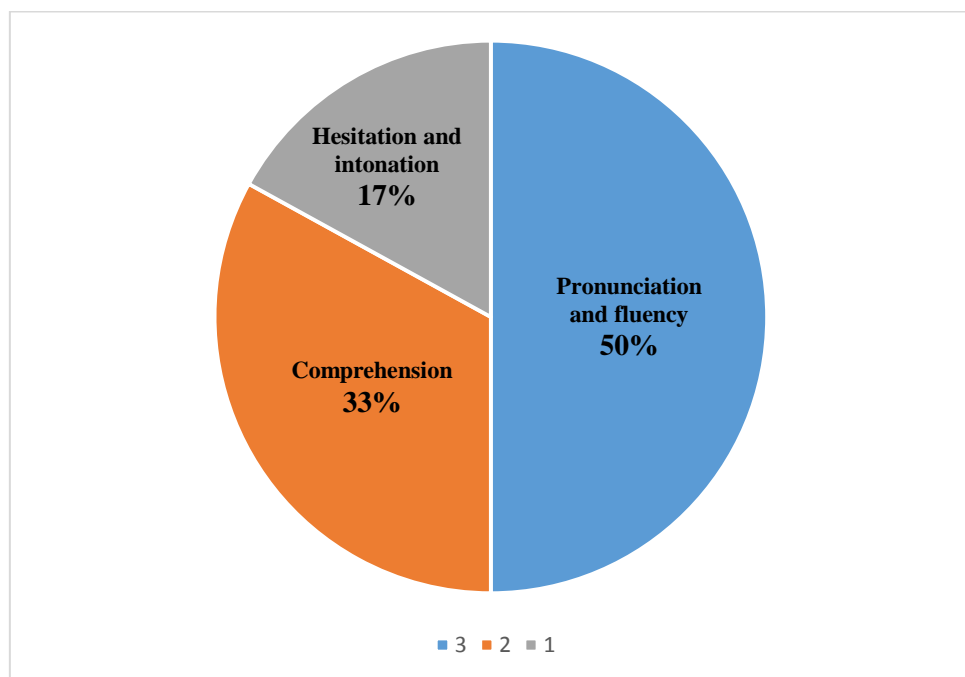
Pie-chart 21: Teachers' perception on students' reading difficulties

The table demonstrates that the teachers affirmed that students face difficulties during the reading task. Percentage illustrated in pie-chart 21.

Question item number 5: What are those difficulties?

Subjects	Options	Percentage
Pronunciation and fluency	3	50%
Comprehension	2	33%
Hesitation and intonation	1	17%

Table 22: Difficulties faced in the reading task



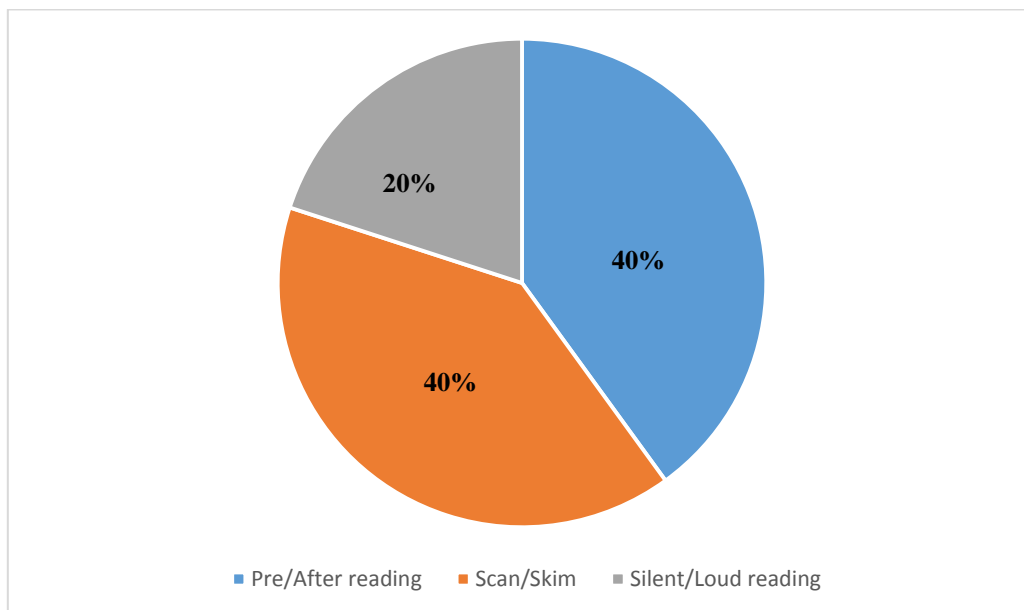
Pie-chart 22: Difficulties faced in the reading task

In this question, teachers are asked about the difficulties their students face in the reading task. According to the results obtained from teachers' responses, students face difficulties in comprehension, pronunciation and fluency, hesitation and intonation.

Question item number 6: How do you teach reading?

Options	Subjects	Percentage
Pre-reading After-reading	2	40%
Scanning and skimming	2	40%
Silent and loud reading	1	20%
Total	5	100%

Table 23: Teachers' responses on the ways they teach reading



Pie-chart 23: Teachers' responses on the ways they teach reading

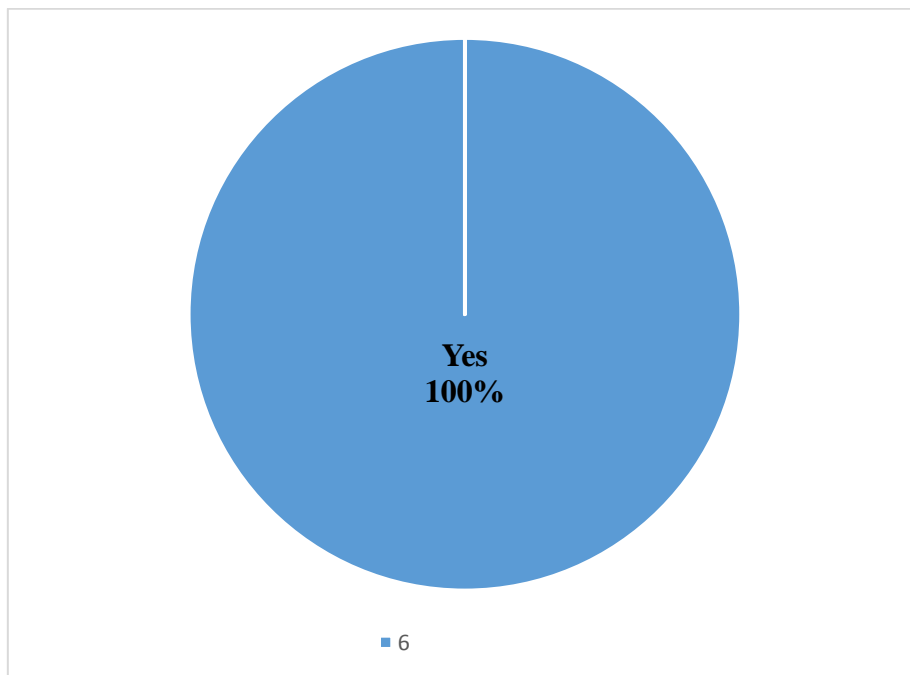
Teachers were asked on the way they teach reading in the EFL classroom. The table 23 demonstrate teachers' responses. Two teachers use pre reading, while reading and after reading task. Another two teachers use scanning and skimming strategy. However, one teacher uses the silent and loud reading.

Section two: Teachers' Attitude Towards the Implementation of Audiobooks

Question item number 7: Do you know audiobooks?

options	subjects	percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 24: Teachers' knowledge about audiobooks



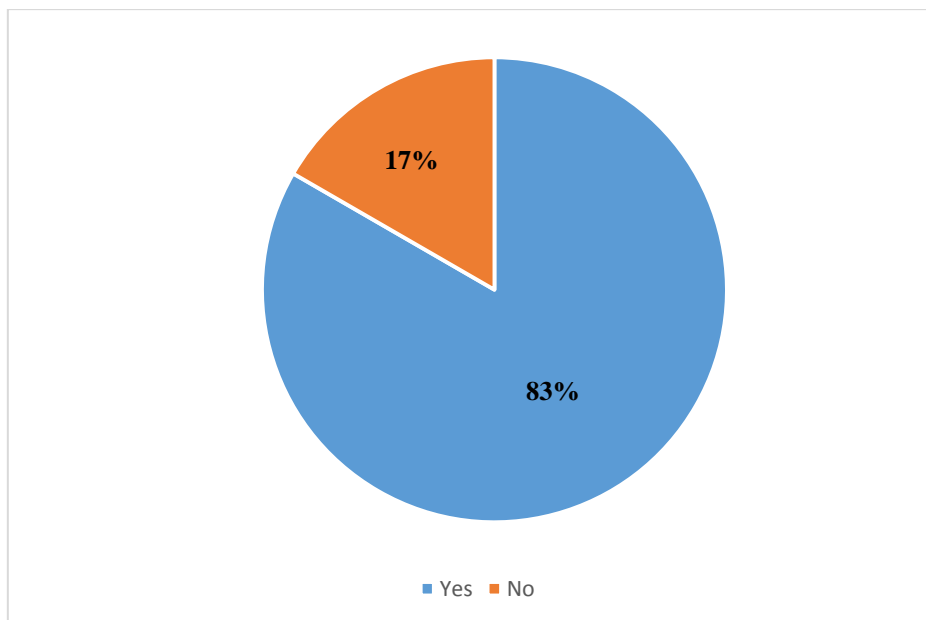
Pie-chart 24: Teachers' knowledge about audiobooks

The results obtained from teachers' responses show that all the teachers know what audiobooks are and they have an idea about them.

Question item number 8: Have you ever used audiobooks in the EFL classroom?

options	subjects	percentage
No	5	83%
Yes	1	17%
Total	6	100%

Table 25: Teachers' responses on the use of audiobooks



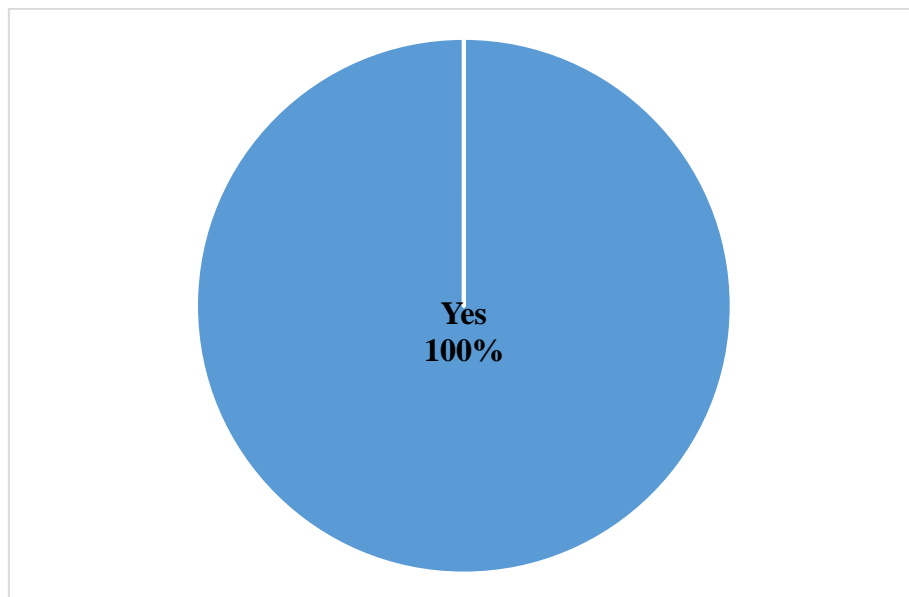
Pie-chart 25: Teachers' responses on the use of audiobooks

Teachers were asked whether they have used audiobooks in the EFL classroom or not. As the pie-chart 24 illustrated, five teachers did not use audiobooks. On the other hand, only one teacher used them.

Question item number 9: As an English teacher, do you find the need to use audiobooks to teach reading ?

options	subjects	percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 26: Teachers' opinions on the use of audiobooks in EFL classroom



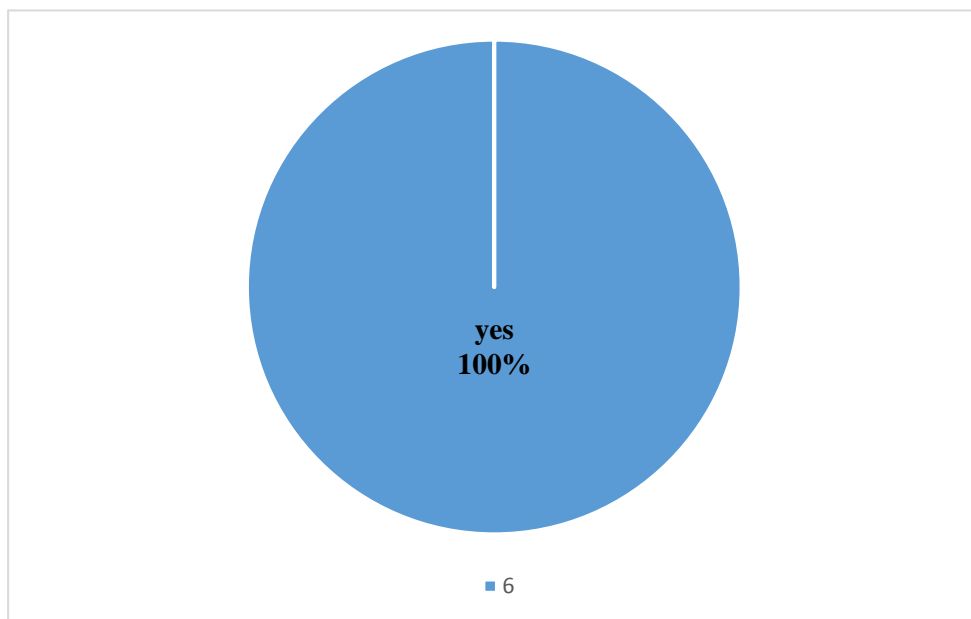
Pie-chart 26: Teachers' opinions on the use of audiobooks in EFL classroom

This question intended to know teachers' opinions on the need to use audiobooks to teach reading. The results obtained in the table above demonstrate that teachers find the need to use audiobooks to teach reading. Furthermore they stated that audiobooks would be a good idea in EFL classes, because students will be exposed to native English.

Question item number 10: In your opinion can the use of audiobooks contribute to develop the reading skill in EFL classroom?

Subjects	Opinions
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes
Teacher 5	Yes
Teacher 6	Yes

Table 27: Teachers' opinions on developing reading through the use of audiobooks



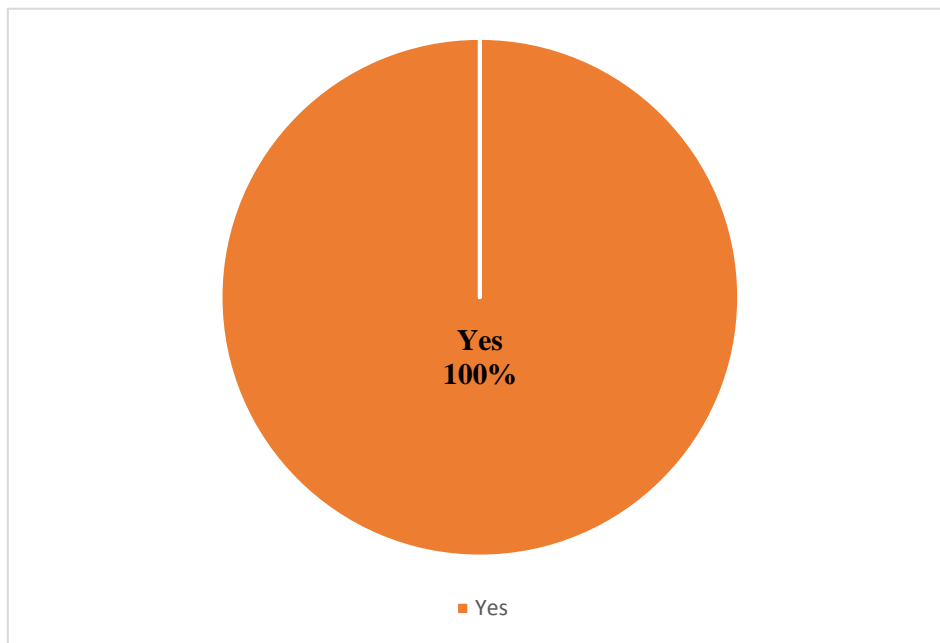
Pie-chart 27: Teachers' opinions on developing reading through the use of audiobooks

According to the responses, teachers like the idea of the use of audiobooks to develop their students' reading skill. All teachers responded with "Yes".

Question item number 11: Do you recommend the implementation of audiobooks in the reading program?

options	subjects	percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 28: Teachers' attitude towards the implementation of audiobooks



Pie-chart 28: Teachers' attitude towards the implementation of audiobooks

According to the percentage illustrated in pie-chart 24, all teachers recommend the implementation of audiobooks in the reading program, and give their students an opportunity to LWR.

Question item number 12: Why?

This question is related to the previous one, it is a kind of justification to the teachers' response to Q 11. According to the responses teachers find audiobooks useful and helpful for EFL learners, in terms of improving pronunciation, fluency and comprehension. One teacher stated that:

“ I would love to support their implementation for two main reasons: They are something new, which may contribute to the development of the students' receptive skills, and they may expand vocabularies which can reflect students' conversational skill.”

Another teacher justify his response as follow:

“ It can be recommended by under supervision of some experienced teachers to reach some outlined objectives in the syllabus. The length of tracks and the themes of the audiobooks are very important to bring about the sought terminal objectives.”

To sum up, the results obtained from teachers' responses show that teachers have positive attitude towards using audiobooks to teach reading. Also it shows that teacher tare aware of the benefits of audiobooks and their effects on EFL learners' reading skill.

Interpretation of Teachers' Questionnaire

The findings gathered and analysed from teachers' questionnaire revealed that majority of teachers have high qualification and long experience in teaching English as FL. The second section of the questionnaire, teachers were asked questions related to EFL learners reading skill and the difficulties they face when reading. First,

majority of teachers affirm that they teach reading especially in oral expression. Second, teachers declared the difficulties their students face; these difficulties mainly related to comprehension and pronunciation, intonation and fluency. Lastly, teachers were asked on the way they teach reading. One of the teachers uses the silent / loud reading; the teacher gives his students time to silent read the text then, ask them to read it loudly. The silent reading used to make students guess the meaning of the unfamiliar vocabulary through the context, and reading aloud used in order to provide students with an opportunity to discuss ideas and to participate in the task. Moreover, majority of teachers use pre, while and post reading task, in order to guide students to the objective of the task. The pre- reading task allows students to guess and predict the story. While reading task used to make students read the text, understand the content, and prepare themselves to answer the questions related to the text. Post-reading task used to discuss the ideas of the text, answer the questions and summarize the text.

The last section was about teachers' attitude towards the integration of audiobooks to teach reading. Results from the teachers' responses showed that teachers have positive attitude towards integrating audiobooks in the reading course. In addition majority of teachers favorably affirm that audiobooks have positive effects on EFL students' reading skill, and they confirm that they would like to implement them, because audiobooks provide great improvement in students reading, in terms of improving pronunciation and fluency. Furthermore, audiobooks give opportunity to students to LWR which provides students with a better comprehension of the text.

Finally, teachers were asked whether they recommend audiobooks in the reading program, and teachers accept the idea, because of the effectiveness of

audiobooks. Also, teachers affirm that audiobooks motivate their students concentrate on the reading task, improve their pronunciation and fluency through imitating the native narrator. All in all audiobooks are effective to improve EFL students reading skill.

Conclusion

In conclusion, the results from the analysis of both students and teachers' questionnaires showed the important role of audiobooks on improving EFL students' reading skill. The findings revealed a positive attitude from the target population towards integrating audiobooks in the reading program. Hence teachers and students agreed that audiobooks are effective on the reading skill, in terms of improve pronunciation, fluency and provide learners with a better comprehension.

Pedagogical Implications

From the findings obtained from students and teachers' questionnaires, the researcher would like to suggest the following recommendations:

- Teachers need to include reading to their program especially teachers of oral expression in order to enrich their students' vocabulary .
- Curriculum designers may integrate audiobooks in EFL classes, because audiobooks are considered as authentic materials which help EFL students improve their pronunciation and imitate the native accent.
- Teachers may need to integrate audiobooks in the reading course to improve the reading skill and make the reading task more enjoyable.
- Audiobooks can be used as tool to learn pronunciation and to improve the one's accent.
- Audiobooks can be used with children who have disabilities like dyslexic students; those reluctant learners may find audiobooks useful because they give them an opportunity to listen while reading along.
- Curriculum designers at the English department at Biskra University may provide EFL students with an opportunity to use audiobooks as an extensive reading or listening through integrating them in the library department so that EFL students can use them in their free time and to support reading in a new way (LWR).
- Teachers of English literature module may find the need to use audiobooks, because they will provide students with a better comprehension, and since majority of students do not like to read novels with audiobooks, students will listen to the story in the class then, discuss it all together.

- Teachers may choose audiobooks according to their students' level and interest.

Limitations of the study

An experimental research would be appropriate for this study, however the researcher chose a descriptive study because of the limited time though it succeed. Another problem faced the researcher in his research is the sample of the population, 55 students were given a questionnaire to fulfill in the amphitheater however only 50 students gave back the answers. Furthermore some teachers did not give back their answers. Those were some problems the researcher faced when conducting his study.

General Conclusion

The English language has become the world's most widely spoken language. For that reason non-native teachers are using different teaching techniques in order to create a positive classroom environment which allows students to get engaged and motivated in the lesson. Nowadays and with the innovation of technology; EFL teachers tend to ignore the traditional methods of teaching the four skills namely; listening, speaking, reading and writing. And the main focus in teaching these skills is integrating the educational technologies in teaching English as a foreign language.

Audiobooks are one these educational innovations that is used in EFL classrooms. This study aimed to investigate the effectiveness of audiobooks on the reading skill of first year LMD students in the English department at Biskra University. The present study is divided into three chapters, the first chapter is a general introduction about the topic chosen. Second chapter concerns with the literature review of the previous studies related to the topic. This chapter consists of two parts, first part is a general overview about the reading skill, and the second part deals with review of literature related to audiobooks. The third chapter is concerned with the analysis of the findings obtained from teachers' and students' questionnaires, recommendation for further studies and limitations of the study.

In this study, the researcher hypothesised that if teachers integrate audiobooks in EFL classrooms, learners will improve their reading skill . After administering the questionnaires to both first year LMD students and teachers of the English department at Biskra University, data were collected and analysed. The findings revealed that both teachers and students have positive attitude towards audiobooks.

Furthermore, students believed that audiobooks can help them improve their reading skill, and teachers showed positive attitude to implement audiobooks in the reading course.

To sum up, this descriptive study aims to investigate the effectiveness of audiobooks on first year English student at Biskra University. The findings revealed that students and teachers from the English department have positive attitude towards integrating audiobooks in the reading course, and they agreed that audiobooks are beneficial in improving the reading skill.

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APPENDICES

APPENDIX A**Students' Questionnaire**

Dear students,

The purpose of this questionnaire is to investigate EFL learners' attitudes towards the effectiveness of audiobooks on EFL learners' reading comprehension. All data obtained from your responses will be taken into consideration and the findings will help the researcher conducting this study.

Thanks in advance for your contribution.

Section one: *General Information*

How many years have you been studying English?

.....

How do you consider your English language level

Very good

Good

Average

Poor

Section two: *Attitude towards reading*

This section includes questions exploring your attitudes towards reading in English, please tick your answer in the appropriate box:

	Items	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	Do you think reading is important in the English learning process?					
2	Do you believe you can become a fluent reader if you read enough?					
3	Do you think reading is the best way to obtain new vocabulary?					
4	Do you enjoy the reading aloud task?					
5	Do you feel happy when you read English with good pronunciation					
6	Do you like when the teacher starts reading and do you enjoy his accent?					

• **Section two: Attitude towards audiobooks**

A/ Please put a tick next to the answer of your choice

1- Audiobooks are useful for language learning and they are the best way to teach reading.

Yes ()

No ()

2- Audiobooks are useful because they allow the learner to hear the words while reading along.

Yes ()

No ()

3- Audiobooks provide you with the opportunity to learn English outside the classroom.

Yes ()

No ()

4- Do you like audiobooks because the narrator is a native speaker?

Yes ()

No ()

5- Audiobooks provide you with a better comprehension of the text.

Yes ()

No ()

6- Do you think audiobooks might help you improve your pronunciation and make you a fluent reader?

Yes ()

No ()

7- Do you think reading an audiobook helps in picture the story's events and build the reader's imagination?

Yes ()

No ()

- B/ Whatever your answer justify it

Do you prefer reading audio books to reading other printed materials?

Yes ()

No ()

Please explain

.....
.....
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.....
.....
.....
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.....
.....
.....

If you have further helpful suggestions, feel free to state them briefly

.....
.....
.....

Thank you!

APPENDIX B**Teachers' Questionnaire**

Dear teachers,

This questionnaire aims to investigate the effectiveness of audiobooks on the reading skill. To reach the purpose of the thesis, I'd like you to take some of your time to your experience by answering the questions below.

Thank you very much in advance.

Section One: Background Information

1- Your qualification

.....

2- How long have you been teaching ?

.....

Section Two: Reading Skill

3- Do you teach reading? (if yes what module)

Yes ()

No ()

.....

4- During the reading task, do your students face difficulties? What are those difficulties?

Yes ()

No ()

.....

.....

.....

5- How do you teach reading ?

.....
.....
.....
.....

Section Three: Attitude Towards Audiobooks

6- Do you know what audiobooks are ?

Yes ()

No ()

7- Have you ever used audiobooks in the EFL classroom?

Yes ()

No ()

8- As an English teacher, do you find the need to use audiobooks to teach reading ?

.....
.....
.....

9- In your opinion can the use of audiobooks contribute to develop the reading skill in EFL classroom?

.....
.....
.....

10- Do you recommend the implementation of audiobooks in the reading program? And why?

.....

.....

.....

.....

.....

Thank you!

APPENDIX C

Types of Audiobooks



Figure1: listening to an audiobook while reading along



Figure 2: Audiobooks followed by a printed material

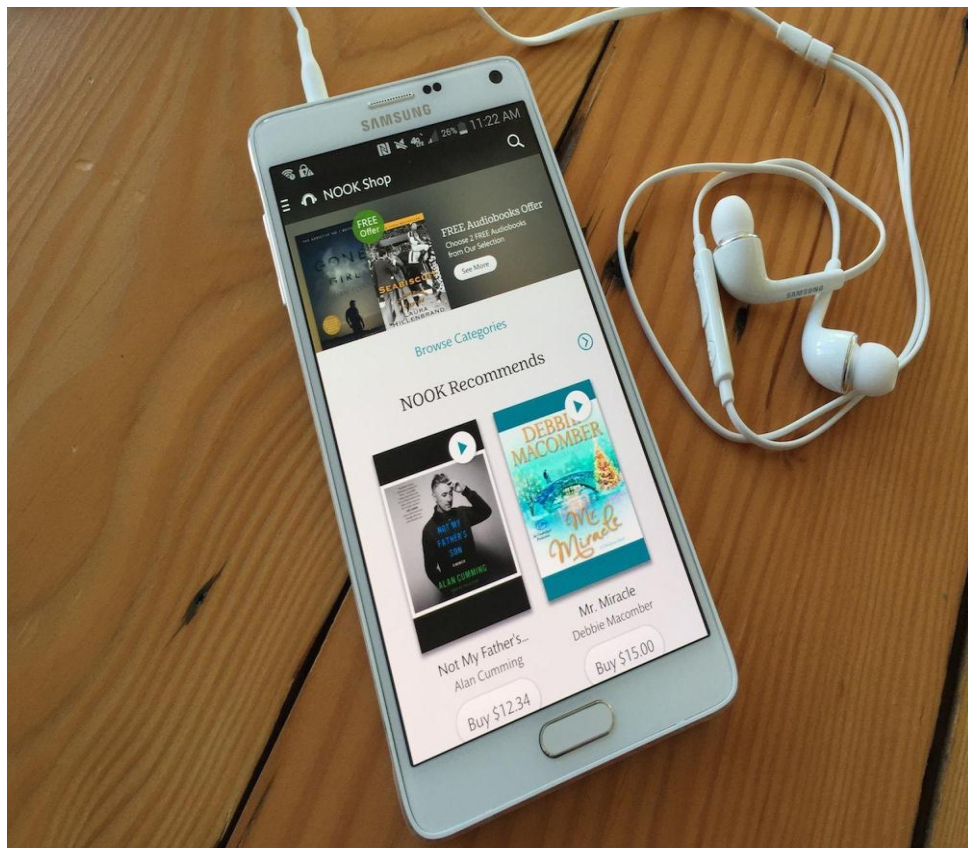


Figure 3: download audiobooks on smart phones

Résumé

La lecture a de nombreux effets positifs sur les étudiants, c'est pour cela qu'il faut l'améliorer en utilisant différentes méthodes, notamment, l'utilisation des livres en format audio. Cette étude permet de découvrir et examiner les effets de livres audio sur la lecture des étudiants. Pour mener cette étude, le chercheur doit formuler l'hypothèse suivante: Si les enseignants intègrent les livres audio dans leurs programmes, les étudiants pourront améliorer leurs compétences de lecture et seront plus motivés dans le cours de lecture. Pour confirmer l'hypothèse une méthode descriptive qualitative a été utilisée. Les données ont été recueillies à partir des réponses issues de deux questionnaires auxquels les enseignants et étudiants ont pu répondre. La taille de l'échantillon du chercheur était 06 enseignants et 50 étudiants en première année LMD, au département des langues étrangères, filière d'anglais, à l'université de Biskra. L'analyse des données a révélé que les livres audio ont un effet positif sur les compétences de lecture des étudiants. En effet, les enseignants et les étudiants ont montré une attitude positive envers les livres audio. Par conséquent, en se basant sur les résultats obtenus, des révisions pédagogiques sont suggérées afin que les enseignants et les concepteurs de programmes d'études puissent intégrer les livres audio dans les cours de lecture.