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**Enhancing High School Pupils' Pronunciation Through
the Use of Audiobooks
A Case Study: Third year High School Pupils at Mohamed
Bejaoui of Biskra**

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Dedication

After thanking Allah who granted me the power to endure and make it up to here, I

dedicate this modest work to my precious treasure in life, my dearest parents who have

always been valuing my education and supporting me to succeed.

To the very special gift that Allah has provided me with, my sisters Chaimaa, the twins

Iman and Israa.

To my brothers:

Ibrahim and Mounir

To my favorite person in this world who always supported me:

Oussama, Thank you for your support, and encouragement to be where I am today..

To all my lovely friends whom I really love and respect especially:

Omaima, Lobna and Chaimaa

To My beloved family,

and everyone whom I consider as a family.

My love and gratitude goes out to you all.

And lastly, to myself. I fought against all odds, made it and I still will.

May this be the start, not the end.

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Abstract

The present study aims at investigating the effectiveness of using audiobooks in enhancing EFL learners' pronunciation at the level of diphthongs. It tries to test two hypotheses that are: audiobooks may have a positive impact on pupils' pronunciation and to explore students' perceptions and attitudes towards the use of audiobooks as a supportive tool to enhance their pronunciation. For this purpose, a mixed method research was adopted in this study. In relevance to this approach, two different data gathering tools were selected for this investigation. These tools included a quasi-experiment and a questionnaire distributed to a sample of third year high school students at Mohamed Bejaoui. After the careful analysis and discretionary interpretations and inferences of the collected data, the findings obtained from the analysis of the two data collection tools revealed that audiobooks may help learners to ameliorate their pronunciation. On the other hand, students expressed their valuable attitudes towards the use of audiobooks. Therefore, the alternative hypothesis of the study was confirmed, and the null hypothesis was rejected.

Key Terms: Pronunciation, Audiobooks, Diphthongs.

List of Abbreviations and Acronyms

DF: **D**egree of **F**reedom

F: F distribution, Fisher's ratio

H0: Null Hypothesis

H1: Alternative Hypothesis

ICT: **I**nformation **C**ommunication **T**echnology

N: Number of Participant

p. **value**: **p**robability **v**alue

SD: Standard **D**eviation

Sig. : **S**tatistical **S**ignificance

SPSS: Statistical **P**ackage for the **S**ocial **S**ciences

t: The sample value of the t-test statistics

Vs: **V**er**s**us

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GENERAL INTRODUCTION

The Use of Audiobooks in Enhancing Pupils' Pronunciation

Introduction

Having the ability to pronounce/ utter words properly and clearly is of great importance. Correct pronunciation is the fundamental element of language communication to the extent that wrong pronunciation may affect communication. In order to have communication that does not lead to misunderstandings, language learners should react in an appropriate way to what people say by using the correct features of the speaking. Among these features, pronunciation has a crucial role in conveying the message in a desired or appropriate way. Even though pronunciation has become more central to language teaching, the need for more research on this notion remains necessary.

Traditionally, teaching pronunciation was conducted in the classical classroom format, relying mainly on the teacher and the board. However, with the development in technology and the new teaching methodology, new techniques and new tools have been introduced in teaching pronunciation. Such media included audiobooks so we can improve our pronunciation. Audiobooks can be used for some educational purposes and considered as a technical support for improving students' reading comprehension, listening comprehension, critical thinking and pronunciation in particular.

1. Statement of the problem

Speaking as a productive skill is one of the very first obstacles that foreign language users face when using the language. Many learners have an inaccurate English pronunciation.

The digital world has rapidly expanded recently and it has provided learners with sufficient educational tools, which facilitate the learning process. Among all types of educational instruments is audiobooks. The purpose of using such electronic books and particularly in this study is to help pupils improve their pronunciation. Therefore, they will

compare their pronunciation with a native speakers' pronunciation and they will begin noticing the differences. This could be the reason why many audiobooks or learning materials usually include pronunciation sections. Thus, the emphasis on teaching correct pronunciation i.e. recognizing errors in pronunciation and correcting them is necessary for an improvement of students' pronunciation ability.

2. Research Questions

This study seeks to answer the following two questions:

RQ1: would the use of audiobooks ameliorate pupils' pronunciation?

RQ2: What are pupils' attitudes towards teaching pronunciation through audiobooks?

3. Research Hypothesis

In this study, we propose the following hypotheses:

RH1: The integration of audiobooks in teaching will have a positive impact on pupils' pronunciation.

RH0: The integration of audiobooks in teaching will have no impact on pupils' pronunciation.

4. Aims of the study

The main objective of the present study is to investigate how audiobooks enhance pupils' pronunciation skill, at Mohamed Bejaoui high school. This study also aims at examining pupils' attitudes toward implementing audiobooks in their learning.

5. Research Methodology

5.1 The Choice of the Method

For the sake of confirming or disconfirming the hypotheses of this study, and to obtain the required data, we have opted for a Mixed-methods Approach. The quantitative method is suitable because we attempt to manipulate the effects of the independent variable (audiobooks) on the dependent variable (pronunciation) through the use of quasi experimental research. Moreover, the qualitative method has been adopted in order to describe the pupils' attitudes towards using audiobooks, through the use of a semi-structured questionnaire.

5.2 Population and Sample

We have chosen third year high school students at Mohamed Bejaoui to be the entire population of the present study. 23 students have been chosen randomly to represent our sample.

5.3 Data Collection Tools

To test our hypotheses and meet the aim of the present study, the researcher has used this main data collection method. For the needs of the present study, a quasi-experimental design has been carried out. It investigates the role of audiobooks in enhancing pupils' pronunciation. As a preliminary tool in this study, A pre-test and a post-test have been conducted, then the results of the two tests are compared to test the formulated hypotheses. The second tool is a semi-structured questionnaire; it has been distributed hand-to-hand to the same sample of the quasi experiment to explore their opinions about the use of audiobooks to ameliorate their pronunciation.

6. Significance of the Study

This study is an attempt to show the role of using audiobooks in improving pupils' pronunciation. Since learners can learn on their own, the use of technology will motivate them in learning the new materials. It may help teachers apply this approach in their classes. This study may also offer support to cover the gap between the theoretical and the practical aspect of using audiobooks in teaching pronunciation. This type of research may encourage future researchers to carry out further studies in this domain.

7. Research Design

The current research study is divided into two main parts; the theoretical part which consists of two chapters, and the practical part which is devoted to the third chapter. Chapter one serves as a general representation of the pronunciation in ELT as well as some challenges that EFL students may encounter while speaking. The second chapter is divided into two parts. The first part is devoted to the discussion of using ICT in EFL classes in general; meanwhile, the second section shed light on some main aspects related to audiobooks technology. Eventually, the last chapter in this dissertation provides detailed description of the findings obtained through this study: the population and the sample of the study, the data collection methods, and the data analysis procedures.

CHAPTER ONE:

THE USE OF ICT AND AUDIOBOOKS IN THE CLASSROOM:

REVIEW

CHPTER ONE: THE USE OF ICT AND AUDIOBOOKS IN THE CLASSROOM: REVIEW

Introduction

The current chapter is divided into the two parts. The first part provides a clear general overview about ICT in education highlighting its definition and its impact in language teaching and learning. Therefore, we have introduced its tools for teaching and learning pronunciation. Moreover, the gist of the second part turns around audiobooks its definitions, history, role in foreign language learning and teaching and ending up with how audiobooks affects students' pronunciation.

Part One: Overview about ICT's

1.1 Definition of ICT

Today, technology is a common tool that people use in their daily lives. They are allowed to integrate it inside the educational classes since it is beneficial and helpful. ICT is an acronym that stands for Information and Communication Technology/Technologies. According to Anderson (2010) ICT is:

A plural term which is defined as the use of all the technologies

that facilitate communication**.** ICT's are basically information

handling tools and a varied set of goods, applications and

services that are used to produce, store, process, record,

distribute and exchange information. (p. 13)

Another definition was given by Gokhe (n.d); it is a technology that assists many functions including information like the activities that cover collecting, saving, treating and delivering data. It was also defined by Sheridan (2002) as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (p. 81). As a result, ICT is concerned with the manipulation, storage, and the

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processing of digital data, it enables people to communicate in real time using technological devices and applications such as the computer and social networking.

In short, ICT refers to the several technologies used in the current days all over the world; to inform and transmit data. More importantly, ICTs are the combination of a diversity of materials and tools with other electronic programs and networks in order to create, store, interpret, and transmit information. It is worth mentioning that the integration of ICTs is becoming increasingly important not only in the telecommunication areas but rather in different fields and domains, more specifically education.
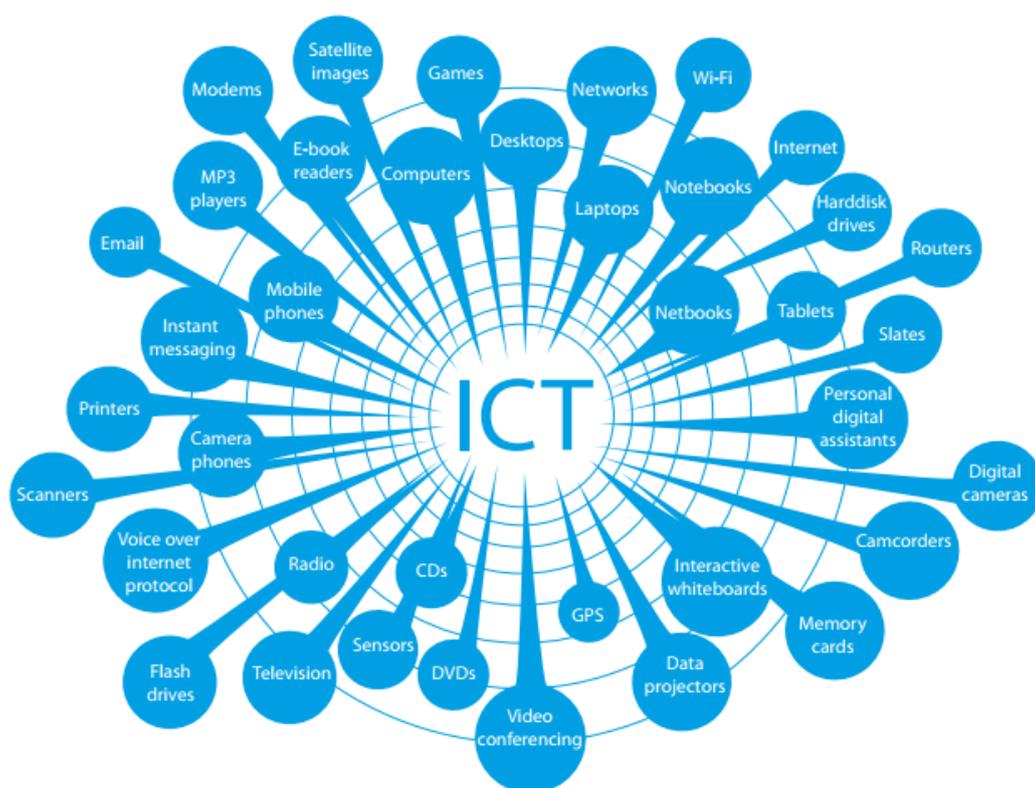
Figure 01. ICT comprise many technologies for capturing, interpreting, storing and transmitting information (Anderson, 2010, p. 4).

The figure one shows a list of all devices, tools and systems that human being use in their daily life and all of them are beneficial and advantageous in language learning.

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1.2 The Use of ICT in Education and EFL Classrooms

The past few decades have witnessed the enormous widespread of ICT and its influential importance in the educational framework generally, and the EFL field particularly. This innovation has come as an alternative to the traditional methods and ways of education, as it is today considered as a major driving force for educational change and reform.

Students can work in groups on various activities and plans, e-mailing each other, looking for data and information by using the reliable tools supplied by the internet (Padurean & Margan, 2009) . ICT promotes the resilience of distribution of learning; thus, students can get information at any moment and whenever they want. It can affect the way learners study and get educated because learners can explore electronic resources and articles, courses exercises and can also have a simple enter to qualified searchers, examiners, and peers around the globe.

ICT is very important in education as it has a strong effect on teaching and learning process. Dashtestani (2012) shows that Language teaching and learning has a similar position. However, the advancement of innovation in our day by day lives gives endless chances to language teachers and students to profit or experience its bad effects too. ICT plays a vital role in the field of teaching and learning EFL. Moreover, using technology in the classroom encourages EFL learners to foster their success in learning better the Language (Cutter, 2015). Therefore, teachers have lots of resources and materials that they can use in their lessons.

Weert and Tatnall (2005) point out that ICT has enhanced the standards of education, and that it enables the leaner to comprehend certain phenomenon by creating real situations inside the classroom and relating both theory and practice. Thus, ICT has

extended and empowered the ways teachers and learners explore the language in the information age. This trend has become a significant instrument and an integral part of academic development with different objectives.

In brief, ICT integration in education has become a dynamic and driving force which offers a set of opportunities for the sake of enhancing and revolutionizing the educational systems. Hence, it facilitates the learning and teaching processes, as well as providing students and teachers with unlimited number of options to achieve exceptional potentials inside and outside the classroom.

1.3 ICT for Teaching and Learning Pronunciation

Learning a language usually includes the skills necessary for communicating and developing good pronunciation. For Celce-Muricia (1996), pronunciation plays a crucial role in language teaching and learning. To be a native like speaker, teachers should prepare some authentic materials as an adequate technology for teaching pronunciation. Recent years have shown an explosion of interest in using ICTs for teaching and learning pronunciation.

Hubbard (2009) claimed that in the field of pronunciation, there are three kinds of programs, the easiest is the electronic form of the record player, where students manipulate the PC to listen to the original models and then meet the two vocals (his/her own and the native speaker one). The second type that can be connected with the registering process is called "speech visualization", here learners attempt to match a model, but instead of just hearing it, they view a graphic representation of it: the complex wave form, the spectrogram showing bands of stronger and weaker resonance at different frequencies. The last type is working with "automatic speech recognition" by evaluating closely the

student's speech without informing him where the mistakes happen and on what he should work, but it provides him with feedback in a sort of numerical score.

Over the years, scholars and teachers like Yashodi (2018) proposed different methods to use ICTs in teaching and learning pronunciation. They suggested many helpful tools that can be applied for this objective. Sometimes, teachers find themselves busy; they have no enough time, ability and means to become proficient in phonetics or acoustic analyses. Their aim is to educate effectively and to lead their learners to produce accurate pronunciation. So, they may aid themselves by integrating appropriate devices. However, Yashodi (2018) also added that before integrating any device, teachers should take the following questions into consideration:

1. Appropriateness to the learning objective: does the device promote the teacher in achieving particular teaching works? Would it aid students to arrive to pronunciation aim?

2. Quality and Accuracy: will the device offer precise information about sound rules?

3. Practicality of Use: is the use of the device easy? Does it function automatically and what does it require?

4. Cost: is it free of charge, costly, or already accessible? (p. 195-196).

1.4 Tools for Teaching and Learning Pronunciation

Learning a language usually includes the skills necessary for communicating and developing good pronunciation. Recent years have shown an explosion of interest in using ICTs for teaching and learning pronunciation. However, before starting the lesson presentation, both teachers and learners should know and select the machine or the program that satisfies them. They can select one of the tools listed below:

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1.4.1 Software and Other Programs:

Generally speaking, we can divide the tools currently available into three main groups, following Walker (2014):

1. Programs with activities to help students improve their pronunciation at a segmental and/or suprasegmental level. In other words, pronunciation training programs like Pronunciation Power, Streaming Speech, Connected Speech, Learn to Speak Clearly in English, Berlitz English Pronunciation Programme.

2. Programs and websites which convert a text into phonetic transcription like Photransedit, the Phonemic Chart Keyboard, Lingorado, IPA Online Keyboard.

3. Recording programs that allow students to record themselves speaking, some of which transcribe the spoken message into written form. Examples of these include Recorder Pro, Dragon Dictate, Audacity or Wave Pad.

1.4.2 Applications

Nowadays, there are a lot of applications for learning pronunciation; many applications can be downloaded for free on mobiles via Google Play Store such as "Clear Speech, CoolSpeech, Sounds, English Pronunciation Trainer, Say It Out, New English File, Pronunciation Checker, Practice English Pronunciation or Learn English Pronunciation" for example: the application of Sounds was made by Adrian Underhill for Macmillan. It revolves around the phonemic chart designed by Adrian Underhill himself (Benzies, 2017). As can be seen in Figure nine bellow:

Figure 02. Main page of the Sounds app (Benzies, 2017, p.22)

1.4.3 Blogs tutorials and social networks

According to Benzies (2017), a lot of pronunciation scholars and teachers today own their personal weblogs where they publish pronunciation tasks, give their opinions and review new materials published to teach pronunciation. However, the most famous blogs are: John Wells, Adrian Underhill, Jane Setter, Mark Hancock and Anne MacDonald, Richard Caudwell, Alex Rotair, Marina Cantarrutti, Sidney Woods, John Maiden, Jack Windor Lewis or Thelma Marques. Therefore, some of these blogs are also directed to EFL teachers in order to provide them with the helpful ways for teaching pronunciation.

Part two: Listening to Audiobooks

1.5 Definition of Listening

Downs (2008) "The word of listening is defined as making an effort to hear something: to pay attention or heed" (p.10). In other words, listening is the way learners pay attention to what is being said. However, she also claims that listening is an active process that includes five step processes which are: attending, understanding, interpreting, responding, and remembering.

Listening in its broadest sense, is a process of receiving what the speaker actually says (receptive orientation), constructing and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination and empathy (transformative orientation) (Rost, 2002). From this definition, we can resume that listening is the process of receiving spoken language, and the process of obtaining meaning and negotiating it with the speaker.

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1.6 Listening processes

In the listening process, there are two distinct strategy: bottom up, and top-down-up.

1.6.1 Bottom-up process

Harmer (2001) states that "the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole" (p.270). Furthermore, the bottom-up process deals with the perception of sentence components (recognizing the meaning of sounds, words, sentences, clauses…etc., until reaching the meaning of the whole message).

1.6.2 Top-down process

Harmer (2001) argues that:

> It has been said that in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across (p.270).

During this process students use their background knowledge in order to understand the meaning of the message; this background knowledge can be in the form of familiarity of the topic itself, or simply in the form of schemata. Richards (1990) points out to the Top-down as the process of using the listeners' previous knowledge to attain meaning as whole, not attaining the meaning of individual words.

1.7 Definition of audiobooks

Audiobooks, also called spoken books, talking books or narrated books, are recordings, on either a CD or digital file of a book being read aloud (Cambridge Online Dictionary, 2014). They have been used as a popular tool for many years in order to make books accessible for disabled people who are unable to read printed paper (Engelen, 2008).

There is an ongoing debate on the exact definition of audiobooks concerning other book mediums. Have & Pedersen (2016) have suggested that audiobooks are an example of remediation, which is the representation of one medium in another. However, they also add that audiobooks are simply another medium for consuming books rather than the extinction of printed books, but with different implications for sensorial experiences, and interpretation.

All in all, Audiobooks are books we listen to on a multitude of devices including MP3 players, smartphones, tablets, and any computer.

1.8 History of Audiobooks

Advances in technology have brought us online banking, smart cars, smart TVs, lightning-fast computers and many other mediums. Furthermore, audiobooks are one of the beneficial inventions for people, which were firstly founded for specific purposes. According to Rubery (as cited in Mohamed, 2018) "audiobooks were previously referred to under the term talking book" (p. 3). He also added that The idea of talking book first originated in the United Kingdom when the Royal National Institute for the Blind (RNIB) tested different ways to produce "talking books" in the 1920s and was investigating the use of the long-play record as a means of producing the spoken-word novel, but it was in America during the 1930s with a project called "Books for the Adult Blind Project" in

which the first talking book appeared in 1934 which included excerpts from Helen Keller, O. Henry and The Bible.

The first recordings of the talking books appeared in 1934 and involved sonnets by Shakespeare and short stories by Hasty; they were followed by a recording called Learning Ally which Macdonald founded in 1948. Several companies were established for making and selling spoken recordings which were in the form of poems, plays and short texts. Therefore, one of these companies is Listening Library which was founded in 1955 in order to distribute children's spoken recordings to libraries and schools (Mohammed, 2018).

Mohammed (2018) stated that in 1963 a 'talking book player' was introduced in the UK and the RNIB started distributing its spoken word books on cassette tape. They were followed by technological innovations which replaced cassette tapes by a CD and they were broadly used from 2003. The advent of the Internet makes it easy for people to get audiobooks and they have become available to download at any time.

1.9 Audiobook Services

Audiobooks are not new inventions. For well over a century, books have been recorded on different technologies and for various different groups of readers. However, for educators who are already fans of audiobooks, Waite (2018) suggests a brief list of available services online:
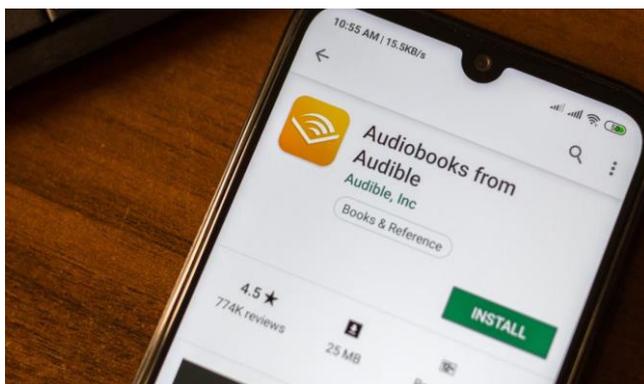
Figure 03. Audible Application (Asmelash, 2020)

Figure 04.iTunes Application (Allison, 2019)

1. iTunes and Audible.com, each one has a 5-15 minute preview of each book. There are thousands of titles to choose from including a majority of books included in traditional New York State curriculums.

2. Tales2go is a subscription service that can be purchased for a school district, building, library or individual basis. One option, for example, they offer educators the opportunity to take part in paid studies about using audiobooks to guide reading levels, the most recent one aiding in measuring text complexity based on student responses.
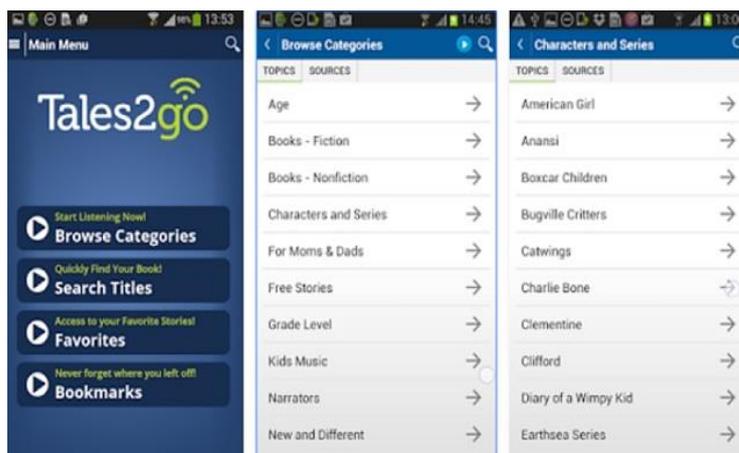
Figure 05. Tales2go Application (Whitson. nd)

3. Learning Ally is a subscription service. School districts or buildings can purchase a license for a year with unlimited access to the library of 80,000 human-read books.

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Figure 06. Learning Ally Application (Valerie Chernek 2019)

4. Bookshare is sponsored by the US government and provides free school accounts for students who have IEPs (Individualized Education Program) or other qualifying disabilities. However, Bookshare is designed for those with reading barriers or print deficits.
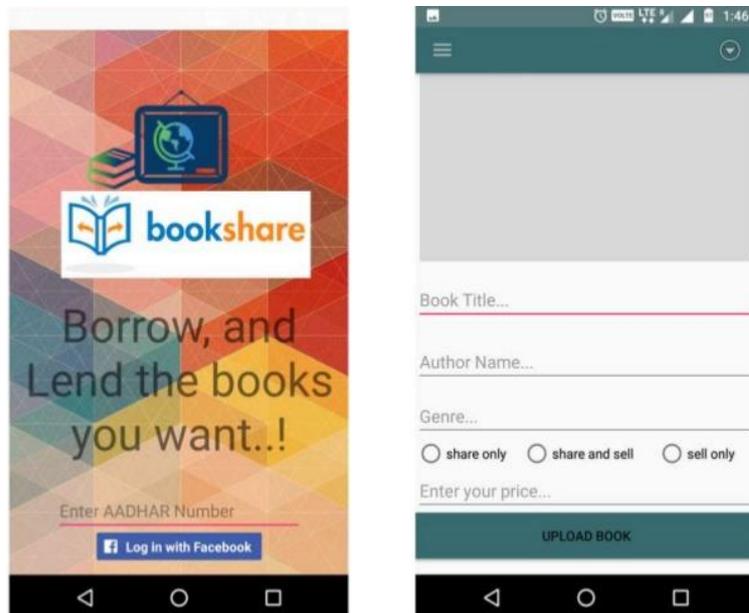
Figure 07. Bookshare Application (Singh, 2017)

5. Voice Dream Readers is a service that puts students in the writer seat and experience audiobooks from the other side. It allows users to type their own text into the field and choose a voice to read it back. Through this program, students can hear their work read back to them which is an effective way to proofread and edit their writing.
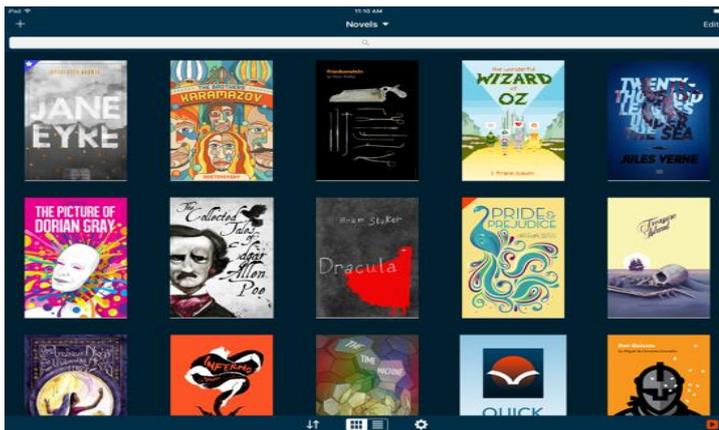
Figure 08. Voice Dream Reader Application
(Madison, 2019)

6. Open Culture is one of the best sites with hundreds of free audio books, mostly in the classics. The site has great collections ranging from fiction, poetry and non-fiction written by the world famous authors.
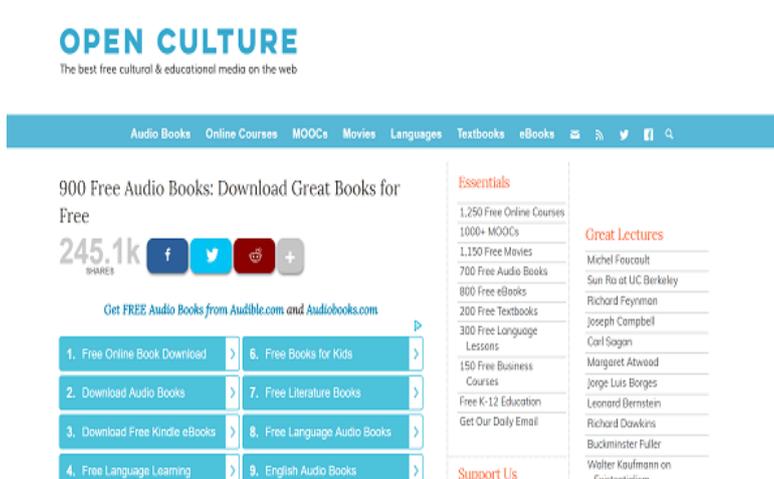
Figure 09. Open Culter (Martindale, 2020)

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7. Project Gutenberg is one of the most comprehensive collections of free audiobooks online. This site includes a selection in several world languages.
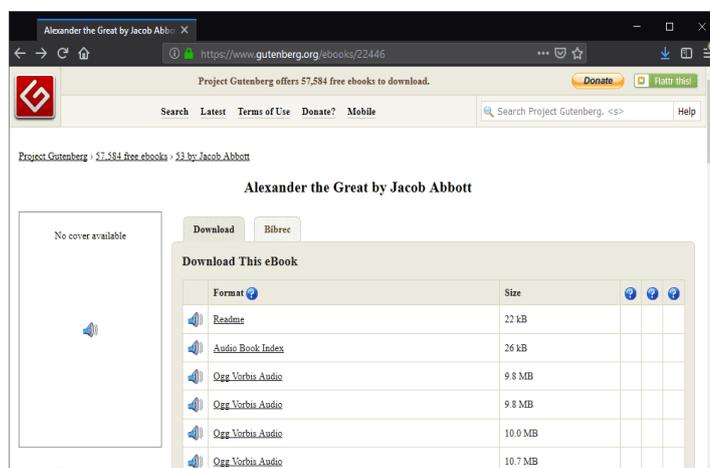
Figure 10. Project Gutenberg Website (Brinkmann, 2007)

In a nutshell, it is the age of Technology and Information, and today people can benefit from its invention from various sorts. Therefore, one of these inventions is audiobooks; there is a huge number of applications and sites that include free audiobooks to be downloaded. As a result, it can be as one of the effective tools that teachers and learners should take into account in order to improve their language skills.

1.10 Advantages of audiobooks

The use of audiobooks technology in EFL classroom can give a greater chance of success for both teachers and learners. These advantages are presented by Serafini (2004) as follows:

1. They motivate learners and keep them interested to listen again.

2. Offer fluent reading and appropriate intonation, production and phrasing.

3. Listening to spoken recording of the book pushes students to concentrate on the tones of listening skill.

4. The exchange of thoughts and ideas intensifies learners' analysis and improve their capacity to perceive texts.

5. The teacher is able to share the audio vision of the book to all learners, when they can listen collectively at one time.

6. Audiobooks encourage learners talk and debate over the shared text.

7. Audiobooks promote learners to extend verbal and spoken vocabularies.

8. Audiobooks enable readers to select the accent they want.

9. Audiobooks allow listeners to repeat any section of the book that has been recorded because sometimes learners feel timid or may be scared to ask the speaker to repeat such pronunciation of particular words.

However, he also claims that "Audiobooks are a powerful literacy tool. I've used them in my classroom for over 10 years and watched audiobooks change my students' lives." As a result, audiobooks build a pleasurable, lovely and effectual learning experience that students can lend an ear any place and at any given time.

1.11 Audiobooks in English Language Learning and Teaching

Audiobooks, the audio recorded versions of a printed book, are one of the technological tools used for pedagogical purposes and have been investigated by many researchers. There have been several recent studies which indicate that audiobooks are beneficial in language learning (Nalder & Elley, 2003; O'Day, 2002).

All students need to be able to read, listen, write and speak proficiently in order to achieve academic success. Wolfson (2008) states that audiobooks help activate prior knowledge, increase listening and reading comprehension, improve vocabulary and oral fluency. Additionally, he also suggested that "listening to audiobooks supports the

development of all four language systems: phonological, semantic, syntactic, and pragmatic" (106).

The use of audio books is hereby described as favouring, in different ways, the development of the five skills described in the Common European Framework of Reference for languages (CEFR), namely, listening, reading, spoken interaction, spoken production, and writing and how they affect the teacher, the child and the process of learning (Alcantud-Diaz & Gregori-Signes, 2014). Audiobooks can be employed for all levels of primary, intermediate, secondary schools and even universities. In addition, they can act in several areas in which learners with "print disabilities" can study in comfort.

Audiobooks are important tool for developing literacy in the classroom situation. Gunduz (2009) states that audiobooks take an important position within EFL learners because it allows them to read not only with their eyes but also with their ears by listening to someone who reads in a loud voice a particular text, whenever; overnight, in their rooms, while riding, in the car and while traveling . However, some other authors claimed that they may be utilized for several academic purposes, intentions and examined as a technological aid for enhancing learners' reading understanding, listening comprehension, critical thinking and pronunciation in particular (Taghinzghed & Khalifah &Nabizadeh & shahab, 2015). To put that differently and in a nut-shelled perspective, using audiobooks in the classroom can result in better language comprehension and higher interest. Best of it, it keeps the students engaged.

1.12 Audiobooks and Pronunciation

Easy access and use of audiobooks by teachers and students contribute to teaching foreign language skills. However, pronunciation is one of the key issues in EFL classes. The underlying reason of inaccurate pronunciation in EFL setting is because until the end

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of the 1960s listening was neglected and considered as a passive process in language learning (Demirezen, 2005). He also claims that "there is a scarcity of pronunciation curing method in teacher training area that handles a fossilized pronunciation mistake, utilizing special techniques within a class hour."(p.184).

Gunduz (2009) notices that over the last twenty years, Audiobooks join foreign language teaching with the aim of being an exemplar of mother language speakers through which they can develop listener pronunciation and improve his\her language understanding. In addition, Vecchiarelli (2018) indicates that "by reading aloud while listening, learners can sound out the words as they read them; this simplifies the transition between learning to correctly pronounce and read singular words and learning to connect and read them in full sentences". In other words, Audiobooks authorize learners to successively play again certain paragraphs and expressions; moreover, students can examine themselves through reiterating particular terms aloud several times, as it takes to rightly and accurately articulate them.

According to Luciana (2017), Audiobooks listening and reading helps to notice connected speech. It is obvious that learners have studied the features of connected speech such as linking, assimilation, elision, sentence and word stress, but listening to the acoustic and the written version simultaneously will give learners a great and specified impression on the way word sounds have a diverse formulation when joint in speech.

Lisa (2009) advices students to listen to particular passages or expressions then stop it and reiterate what the Audiobook lectured. In parallel, they can register themselves in order to listen to them later and make a comparison between how they sound and how the Audiobook articulates. However, Taghinzghed et al (2015) mention that listening to the recorded version of a text and reading at the same time may develop students' knowledge

and perception of the foreign language pronunciation components. Besides, since the Audiobooks portray a good model of an accurate pronunciation, learners will be able to enhance their pronunciation by producing and recognizing the proper sounds.

As a result, audiobooks can be an effective tool that helps the EFL learner in producing sounds like natives. Learners can be easily influenced by the reader's pronunciation, because Audiobooks already include varied intonation contours, pitch, accents, and phasing patterns.

Conclusion

Technology has proven its significant role in enhancing language learning and teaching and the implementation of ICT is not a new concept or practice for EFL teachers and learners. Therefore, audiobooks are a perfect instrument for any EFL classroom. This chapter was divided into two main parts; the first part was an attempt to a general overview about ICT by highlighting its definition and its tools for teaching and learning pronunciation. On the other hand, the second part has discussed the definition of Listening and its processes. However, it has also devoted a good part for a distinctive definition of audiobooks, history and its role in foreign language learning and teaching.

CHAPTER TWO:

PRONUNCIATION IN ELT:

REVIEW

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Chapter Two: Pronunciation in ELT

Introduction

Communication plays a great role in human beings lives because it helps them maintain a good relationship with the community that they belong to. Besides, speaking affects the quality of how we communicate with each other to a great extent. This chapter is a reviewing theoretical presentation of pronunciation in ELT (English Language Teaching). In this chapter, we will explain one of the most important features of speaking skill which is pronunciation. Therefore, it starts from the history of pronunciation, its definition from the researcher's views, when and how to teach it, factors influencing pronunciation and its component, and finishing by a summary for the common pronunciation problems that students may face in learning English pronunciation.

2.1 Definition of Pronunciation

Pronunciation plays a fundamental role in learning and teaching the target language. Poposka (2016) argues that pronunciation is the key factor of language in its universal notion, and she claims that pronunciation should be defined with different perspectives. Poposka (2016) states some of the various points of view concerning pronunciation definition, which are:

- The act or manner of pronouncing; uttering of speech.

- A way of speaking a word especially a way that is accepted or generally understood.

- A graphic representation of the way a word is spoken, using phonetic symbols.

Moreover, Dauer (as cited in Ummah, 2014) states that "pronunciation is the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sound" (p. 10). Furthermore, Yates (2002) points out, pronunciation refers to the production of

sounds that we use to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (Suprasegmental aspects). In other words, Yates (2002) argues that even if these two aspects, suprasegmental and segmental structures are treated separately; it is necessary to know that they work hand in hand in a given context whenever someone speaks.

2.2 History of Pronunciation Teaching

The teaching of pronunciation in the field of English Language Teaching has attracted more attention over time. In the very early period of FLT, Kelly (1969) mentioned in his study that pronunciation was the Cinderella area which had been ignored by many linguists. However, they focused more on the study of grammar and vocabulary and neglected the study of pronunciation. As a result, grammar and vocabulary have been much better understood by most language teachers than pronunciation, until the end of the nineteenth century.

Pronunciation started to attract attention with the advent of reform movement in language teaching in the 1890s. This movement was influenced greatly by phoneticians such as Henry Sweet and Paul Passy who formed the International Phonetic Association in 1886 and developed the International Phonetic Alphabet (IPA) (Celce-Murcia, Brinton & Goodwin, 1996).

With the advent of Audiolingualism, pronunciation gained a crucial importance. In the 1940s and the 1950s, Pronunciation continued to be in the forefront of the instructional agenda in the language classroom during the currency of the Audiolingual Method in the United States and Oral Approach and Situational Language teaching in Britain. However, both the Audiolingual and Oral Approach Classroom allocated strong emphasis to

pronunciation and started teaching it explicitly from the very first lesson (Celce-Murcia et al., 1996).

In the late 1960s and early 1970s, teaching pronunciation started to decline. In contrast, teaching grammar and vocabulary started to rise. It was during these years that questions were asked about the role of pronunciation in the ESL/EFL curriculum, whether the focus of the programs and the instructional methods were effective or not. Pronunciation programs until then were "viewed as meaningless non-communicative drill-and-exercise gambits" (Morley 1991, p.6). According to Suter (1976) the teaching of pronunciation was eliminated because many studies concluded that little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation. However, with the emergence of the communicative approach to foreign language teaching in the 1980s, pronunciation has been regarded within the framework of real communication. Carey (2002) states that this approach holds that oral communication is the primary use of language and therefore should be central to the mode of instruction. Morley (1991) argues that ESL students can expect to master the pronunciation of English if pronunciation lessons are made an integral part of the oral communication class.

2.3 The Aim of Teaching Pronunciation

Despite the widespread agreements about the importance of pronunciation teaching, a great number of EFL teachers neglect teaching pronunciation and they rather focus on grammar and vocabulary (Harmer, 2005). According to Gilakjani (2011), it is proved that speakers whose pronunciation is good are able to lead a successful conversation even with their grammatical mistakes better than speakers whose grammar is good and mind all the rules.

Pronunciation teaching proves to be an essential part in every English lesson. However, Harmer (2001) said that pronunciation teaching does not only help students to be confident of different sounds and sound features, but it most importantly helps them to improve their spoken skills. Focusing on where the sounds are in the mouth and which syllables are stressed in the words supports students' comprehension and intelligibility. Good pronunciation skills do not only make speakers confident to communicate but it also improves their listening comprehension.

2.4 When to Teach Pronunciation

As Harmer (2001) indicates, the first thing instructors need to do is to choose when to include pronunciation teaching in the classroom. There are some possibilities to choose from:

2.4.1 Whole lesson

Many teachers devote a whole session for teaching pronunciation, and some others devote pronunciation lessons into various sessions in the week. According to Harmer (2001), if teachers decide to devote the whole lesson to teaching pronunciation, it does not necessarily mean that the entire lesson needs to be based just only on training pronunciation. Sometimes students may be asked to deal with listening skills or vocabulary stock before aiming on pronunciation tasks.

2.4.2 Discrete slots

Some teachers divide pronunciation lessons on several weeks. Therefore, on one week they teach phonemes and on another week they teach intonation. Many students enjoy this method because they do not spend much time on pronunciation tasks (Harmer, 2001).

2.4.3 Integrated phases

Making pronunciation activities an integral part of lesson activities seems to be a successful way of dealing with pronunciation. Harmer (2001) gave an example for these activities: listening activities such as listening to tapes; it is one of the successful methods to draw students' attention to pronunciation features.

2.4.4 Opportunistic teaching

One of the good ways of introducing pronunciation in the class is when a pronunciation issue has just come up in the middle of the course. Therefore, it is good sometimes to devote a minute or two to some pronunciation problems so that fluency of the lesson is not interrupted a lot (Harmer, 2001). Tackling a pronunciation problem at the moment when it occurs can be a successful method of dealing with pronunciation.

2.5 How to Teach Pronunciation

How to teach pronunciation is a subject of debate. Since the emergence of the communicative approach, many studies have differed in their findings in regards to whether formal instruction has an effect on pronunciation or not. Studies that addressed this question have suggested that there is a strong positive correlation between instruction and pronunciation skill (Couper, 2011; Derwing & Munro, 2001).

According to Chela-Flores (2001), pronunciation teaching should begin with teaching of rhythm and intonation of sentences (suprasegmental-prosodic features) or as known as the "top- down" method. She argues that although it is one of the most difficult components of pronunciation, but it will be easier for learners when they have a basic understanding of these components to progress in other features of pronunciation. Whereas, other researchers like Pennington (1989) claimed that pronunciation teaching should begin with teaching individual sounds or words (segmental features), or as known

as the "bottom-up" method. Therefore, in this method students start learning fundamental pronunciation features and keep learning next features (suprasegmental features) of pronunciation that require more knowledge of the language.

Celce-Murcia et al. (1996) also suggest several techniques and practice materials on how to teach pronunciation:

1. Listen and imitate.

2. Phonetic training.

3. Minimal pair drills.

4. Contextualized minimal pairs.

5. Visual aids.

6. Tongue twisters.

7. Developmental approximation drills.

8. Practice of vowel shifts and stress shifts related by affixation.

9. Reading aloud/ recitation.

10. Recordings of learners' production.

In a recent study by Jahan (2011), the most common problem for acquiring a good pronunciation is that the students were influenced by their mother tongue to a great extent. As a result, many teachers tried to help their students by teaching them how to use dictionaries. However, he also stated that the most activities used by teachers were "imitation of sounds" and "repetition drills", but the most popular activity for students is "tongue twisters" which was neglected by most of the teachers.

2.6 Factors Influencing Pronunciation

Wong (1987) stated that the teaching of pronunciation "is not exclusively a linguistic matter, and that teacher need to pay attention to factors that can have influence

on a learning process of their students" (p.17). It is usually the native language that is taken into consideration and others are overlooked. Based on previous studies (Kenworthy, 1990; Birdsong, 1999; Florez, 1998) there are two factors that influence pronunciation namely: internal and external factors.

2.6.1 Internal factors

They are branded into four features: age, aptitude, motivation, and ear perception.

2.6.1.1 Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they will probably not achieve native-like pronunciation. Kenworthy (1990) supports this idea by claiming that if a person does not begin to learn a second language until adulthood, they will never have a native-like pronunciation. This is explained by the "Critical Period Hypothesis", which explains how languages are learned differently by children and adults as a result of the maturation of the brain (Birdsong, 1999).

2.6.1.2 Aptitude

Another factor to which many researchers have attributed success or failure in achieving native-like pronunciation is the aptitude factor. Some learners seem to have an aptitude for language learning and seem to acquire a good pronunciation than others. Cunningham Florez (1998) claimed that "the ability to recognize and internalize foreign sounds may be unequally developed in different learners" (p.1). He also added that there are still others who argue that as long as learners have a developed first language, their ability to learn an additional language and its sounds is the same.

According to Carroll (1964), four traits constitute language aptitudes, which are: phonetic coding ability, grammatical sensitivity, inductive language learning ability, and

memory. Some learners are in fact fairly balanced in these four traits, whereas others have very strong patterns of strength and weakness. Learners weak in phonemic coding ability would therefore have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.

2.6.1.3 Motivation

It is important to distinguish between intrinsic and extrinsic motivation. Students who are intrinsically motivated exhibit greater interest and enjoyment in their English language development. Students who need to study English in order to take a better job or to communicate with relatives who live in an English speaking country (so they are extrinsically motivated) are also likely to achieve better results (Shoebottom, 2012).

2.6.1.4 Ear Perception

One of the most important factors that affect the learners' acquisition of the foreign language is the "ear perception". Zhang (2009) claims that the hearing abilities differ from one person to another. That is to say, there are learners who have a strong hearing capacity; they can hear sounds in a very clear way which helps them in reproducing the native speakers' pronunciation smoothly. Whereas, there are other kind of learners who do not have that ability. However, he argues that the ear perception has nothing to do with the learner age. He claims that it is natural that learners may lose some of their capacities whenever they become older.

2.6.2 External factors

They are devided into two features: exposure, Curriculum and Instruction,

2.6.2.1 Exposure

Exposure is related to the length of time that the learners live in a target language environment (Brown, 2007). It means that it does not matter the place or country the learners stay in, but depends on how much they use English in their daily life. As a result, the more they spend their time for listening and speaking English, the better their English pronunciation will be.

2.6.2.2 Curriculum and Instruction

Shoebottom (2012) stated that pronunciation also depends on teacher's teaching skills, abilities and how successful students are in terms of their language development. In addition to this, students who are also exposed to some ELT in other subjects reach greater progress.

2.7 Pronunciation segmental features

Segmental features or phonemes are related to consonants and vowels. According to Roach (2009) Segmental features are the separate sound units which also correspond to phonemes. Language learners may have difficulties in learning these features, particularly if learners' mother tongue does not have some sounds like English language has. Moreover, the number of phonemes is not the same in all languages. Hence, in English, for example, there are 44 phonemes (24 consonant and 20 vowels) (Richard, 2010). Seidlhofer (2001) emphasizes that "at the segmental level, it is crucial to understand which sounds in language are the distinctive one" (p. 59). For example: in English the words **t**ry and **f**ry differ only in their first sound.

Much material has been developed for the teaching of segmental features. The most common method of teaching segmental is the use of minimal pair drills. Carey (2002) claimed that this method assumes that the speaker cannot perceptively or

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productively distinguish minimally distinctive sounds such as the vowels in "head" and "had" because these distinctions do not occur in their L1. To assess and practice perception, minimal pairs, or minimally distinctive sets of more than two sounds in the target language, are randomly modeled by the teacher from a list. Then the students are requested to indicate which sound in the pair or group has been produced.

Phonemes or segments can be divided into two main categories namely vowels, which are subdivided into single vowels and diphthongs, and consonants, which are subdivided into voiced and unvoiced. The figure one (01) shows the division of pronunciation segmental features:
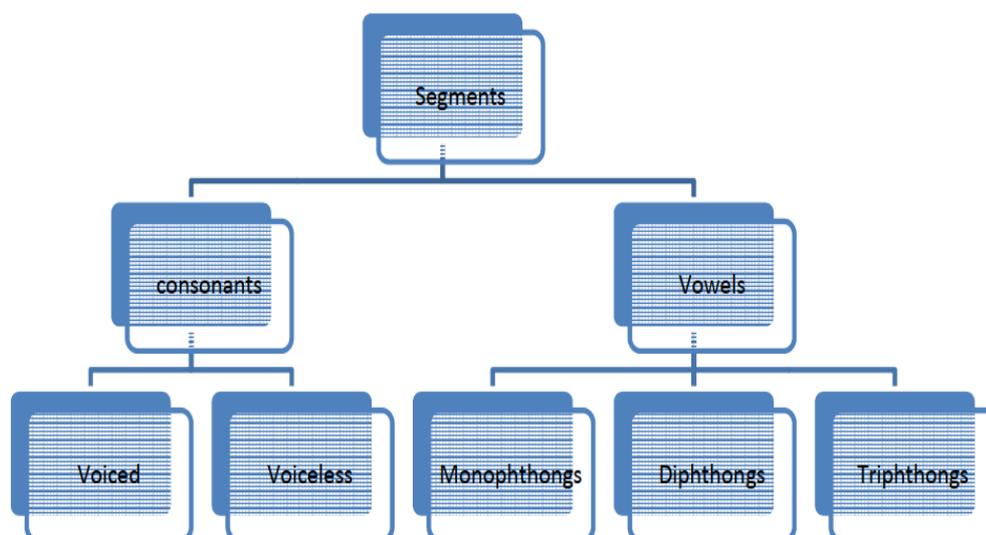
Figure 11: Features of pronunnciation according to Kelly (2001, p. 1)

The following table presents English phonemes:

Figure 11. English phonemic chart from British Council

2.7.1 Vowels

According to Roach (1991) "vowels are all the speech sounds that are produced without any obstruction to the flow of the air from the lungs to the mouth." (p. 20). However, vowels can be single sounds as in "Pet" /p**e**t/, or a combination of two-vowel sounds (diphthongs) as in "take" /t**eɪ**k/. O'Connor (1973) organizes vowels according to the tongue position as follows:

- Front vowels: the vowels produced by raising the front part of the tongue to the hard palate.

- Central vowels: the vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

- Back vowels: the vowels produced by raising the back part of the tongue to the soft palate.

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Table 1.
Vowels according to the tongue position (O'Connor, 1973)

	Front	Central	Back
Close	/ i:/	/ə/	/ ʊ /
Intermediate	/e/	/ɜ:/	/ ɒ /
Open	/æ/	/ʌ/	/ɑ:/

The number of phonemes is not the same in all languages. Hence, in English, for example, there are 44 phonemes (24 consonant and 20 vowels) (Richards and Schmidt, 2010). Learners need to pay more attention when listening to vowel sounds, and should know how to distinguish between them as well as how they should produce them in the mouth, because English may have different vowel sounds comparing to learners' first language.

2.7.1.1 The single vowel sounds

Jones (1978) stated that when producing vowel sounds, lips can take three main positions:

- Rounded: the lips are pushed forward making a circle, as the sound /ʊ / in the word "wood".

- Spread: both sides of lips are moving from each other in a form of smile, as the sound /i:/ in the word "tea".

- Neutral: the lips are neither spread not rounded, they are just normal, as the sound /ə/ in the word "about".

The single vowels sounds are classified into two categories; short and long vowels (Roach, 2009):

1. Short vowels:

There are six short vowels in English language (Roach, 1991):
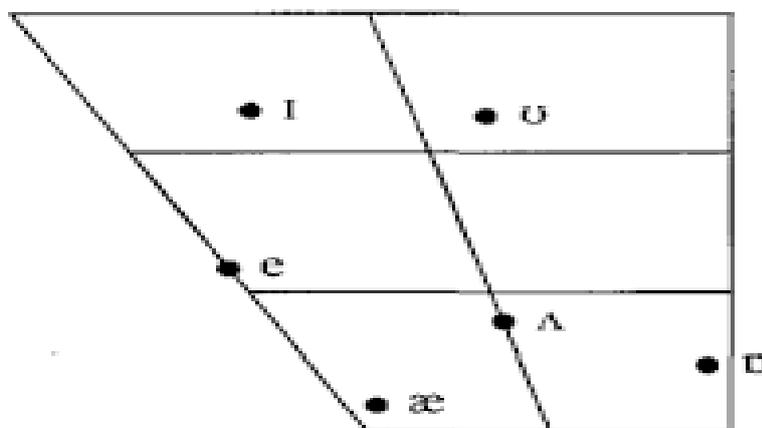
Figure 13. English short vowels by Roach (1991 pp. 14-15)

a) The vowel /ɪ /, as in the words 'b<u>i</u>t', 'p<u>i</u>n', and 'f<u>i</u>sh', is on the close front area and is more open and nearer to the center (the tongue more relaxed).

b) The vowel /ʊ /, as in the words 'l<u>oo</u>k', 'p<u>u</u>sh', and 'w<u>o</u>man'. The lips here are rounded, and the vowel is slightly open and near to central.

c) The vowel /e/, as in the words 'b<u>e</u>t' , 'dr<u>e</u>ss', and 'm<u>a</u>ny', is a front vowel between half open and half close positions and the lips are slightly spread.

d) The vowel /æ/, as in the words 'c<u>a</u>t', 'b<u>a</u>t', and 'g<u>a</u>s', is a front vowel and the lips are neutrally open.

e) The vowel /ʌ/, as in the words 'l<u>o</u>ve', '<u>u</u>ncle', and 'fl<u>oo</u>d'. The lips here are neutrally open and the centre of the tongue is raised to just above the fully open position.

f) The vowel /ɒ/, as in the words 'c<u>ough</u>', 'cr<u>o</u>ss', and 'w<u>a</u>sh'. Lips are lightly rounded, and the back of the tongue is in the fully open position.

Roach (1991) also claims that there is one other short vowel called schwa /ə/, it is very common sound in English and it is heard in the first syllable of the words as in 'about' and 'above'. However, the lips here are relaxed and neutrally spread and the centre of tongue is between the half-closed and half-open positions.

In brief, Short vowels are vowel sounds that are pronounced in a short form. According to British Council short vowels are used to refer to the sounds that most often correspond to the letters 'a', 'e', 'i', 'o' and 'u' when the vowel occurs individually between consonants (Consonant-Vowel-Consonant, or CVC pattern).

2. Long vowels:

There are five long vowel sounds in English language (Roach, 1991):
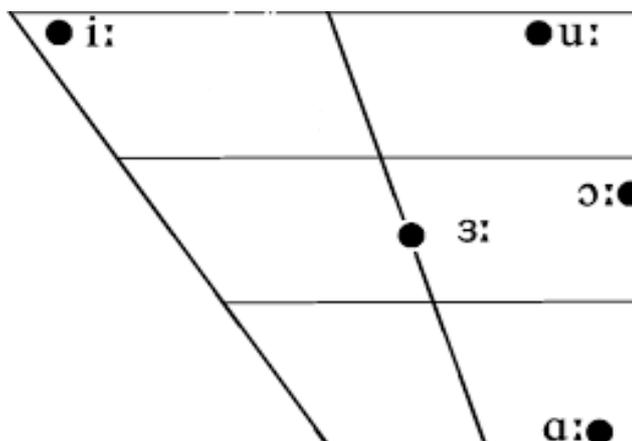
Figure 14. English Long Vowels According to

Roach (1991)

a) The vowel /i:/, as in the words 'need', 'beat', and 'team'. The lips here are spread, and the front of the tongue touches the upper molars.

b) The vowel /u:/, as in the words 'few', 'boot', and 'loose'. The lips here are rounded, and the tongue is less back and less close compared to the vowel /ʊ/.

c) The vowel /ɜ:/, as in the words 'third', 'turn', and 'worse', is a mid-central vowel. However, the lips are relaxed, and neutrally spread.

d) The vowel **/ɔ:/,** as in the words 'talk', 'law', and 'port', is almost fully back and it has quite strong lip-rounding.

e) The vowel /ɑ:/, as in the words 'glass', 'half', and 'car'. The lip position here is neutral and the tongue is between the centre and the back in the fully open position.

In a nutshell, Long vowels are vowels which are normally pronounced somewhat longer than other vowels; they differ from the short vowels in quantity. However, the phonemic symbols for long vowel sounds have a /:/ to indicate length (British Council, 1934).

2.7.1.2 Diphthongs

Diphthongs are other type of vowels. According to Knight (2012):

> Some vowels are produced by moving the articulators during the vowel, and this leads to a change in the quality, or sound, during the vowel. Such vowels are called diphthongs. The word 'diphthong' comes from the Greek, with 'di' meaning 'two' and 'phthong' meaning sound (p.74).

To put it simply, diphthongs are a type of vowel sound where the two single vowel sounds are combined within a single syllable. According to Javed and ahmad (2014) there are 8 diphthongs (3 centering and 5 closing) diphthongs in the British English language sound system. The detail of diphthongs is given in the following figure:
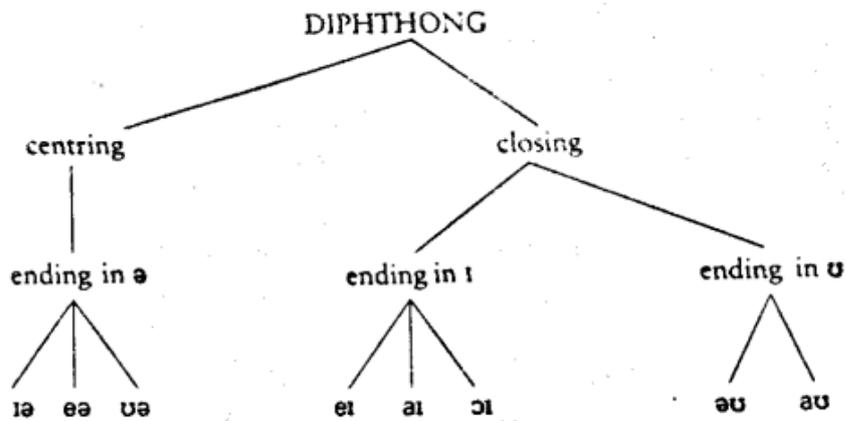
Figure 15. Diagram of English diphthongs (Roach, 1991)

1. Centering Diphthongs:

According to Roach (1991) centering diphthongs are diphthongs that glide to the /ə/ (schwa) vowel. Those diphthongs are /ɪə/, /eə/ and /ʊə/, it can be seen in the following figure:
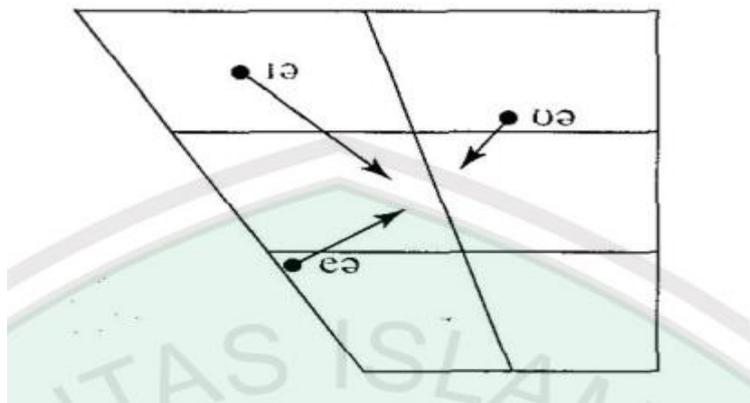
Figure 16.Centering diphthongs (Knight, 2012)

Here are the descriptions of these three centering diphthongs (Kelly, 2001):

a) The diphthong /ɪə/, as in the words 'b<u>eer</u>', 'h<u>ear</u>', and 'st<u>ee</u>r', is a centering diphthong. This diphthong glides from /ɪ / moving down and back towards /ə/.

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b) The diphthong /eə/, as in the words 'c<u>are</u>', 'th<u>ere</u>', and 'b<u>ear</u>', glides from /e/ moving back towards **/ə/**, and the lips here remain neutrally open.

c) The diphthong /ʊə/, as in the words 'l<u>ure</u>', 'p<u>ure</u>' and 't<u>our</u>', glides from /ʊ/ and moves forwards and down towards **/ə/**. The lips here are weakly rounded.

2. Closing Diphthongs:

The first part of closing diphthongs is sounds that end in /ɪ/ such as /eɪ/ (day), /aɪ/ (my), and /ɔɪ/ (boy). The second part of closing diphthongs is sounds that end in /ʊ/ such as /əʊ/ (go), and /aʊ/ (how) (Javad and Ahmad, 2014). It can be seen in the following figure:
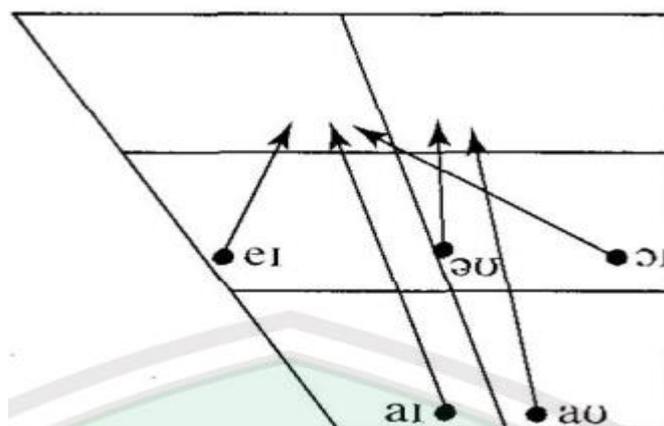
Figure 17.Closing diphthongs (Knight, 2012)

Here are the descriptions of these five closing diphthongs (Kelly, 2001):

a) The diphthong /eɪ/, as in the words 'p<u>ay</u>', 'gr<u>ea</u>t', and 'm<u>ai</u>d', is pronounced with spread and unrounded lips. The glide begins in the position of /e/ moving slightly back towards /ɪ/.

b) The diphthong /aɪ/, as in the words 'f<u>i</u>n<u>e</u>', 'l<u>i</u>k<u>e</u>', and 'm<u>i</u>ght', is produced with the lips glide from an open to a slightly parted position. The glide starts in an open position moving up towards /ɪ/.

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c) The diphthong /ɔɪ/, as in the words 'n<u>oi</u>se', 't<u>oy</u>', and 'ch<u>oi</u>ce'. The lips here are open and rounded then neutral, and the sound glides starting from a position of /ɔ:/ moving up towards /ɪ/.

d) The diphthong /əʊ/, as in the words 'n<u>o</u>', 'st<u>o</u>ne', and 'r<u>oa</u>d', starts from /ə/ gliding away to /ʊ / and the lips are slightly rounded.

e) The diphthong /aʊ/, as in the words 'r<u>ou</u>nd', 'h<u>ow</u>', and 'br<u>ow</u>n', is an open vowel. There is a slight lip-rounding and it starts with /ʌ/ moving up towards /ʊ/.

To sum up, diphthong is a glide from one vowel sound to another within a single syllable (Brunori, 2016). In other words, the tongue moves from one position to another to combine different vowels.

2.7.1.3 Triphthongs

Roach (1991) claimed that "a triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. Those can be heard in careful pronunciation." (p. 23). He also added that triphthongs occur when a closing diphthong is followed by /ə/, thus there are mainly five triphthongs, which are composed of the five diphthongs /eɪ /, /aɪ /, /ɔ ɪ /, /əʊ /, and /aʊ / with the addition of schwa at the end. For example:

1. eɪ /+ /ə/= /eɪə/ as in: layer, player.

2. /aɪ /+ /ə/ = /aɪə/ as in: fire, liar.

3. /ɔ ɪ /+ /ə/ = /ɔɪə/ as in: employer, loyal, royal.

4. /əʊ /+ /ə/ = / əʊə/ as in: lower, slower.

5. / aʊ /+ /ə/ = /aʊə/ as in: hour, power.

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2.7.2 Consonant

A more detailed definition is provided by Richard & Schmidt (2010) which defines a consonant as:

> A speech sound where the airstream from the lungs is either completely blocked (stop), partially blocked (lateral) or where the opening is so narrow that the air escapes with audible friction (fricative). With some consonants (nasals) the airstream is blocked in the mouth but allowed to escape through the nose (p. 120).

English consonants are divided into two categories: voiced and voiceless. According to the International Phonetic Association (IPA), there are 44 sounds in the British English language sound system, out of which 24 are consonant and, 12 (7 short and 5 long) are vowels (Roach, 1991). The detail of consonant sounds including voiced and voiceless is given in table 2:

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Table 2.
English Consonants (Roach, 1991)

Maner of articulation	Voicing	Place of Articulation						
		Bilabial	**Labial dental**	**Dental**	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Stops	**Voiceless**	p (p̱at)			t (ṯack)		K (c̱at)	
	Voiced	b (ḇat)						
Fricatives	**Voiceless**		f (f̱at)	θ (tẖin)	s (s̱at)	ʃ (fis̱h)		h (ẖat)
	Voiced		v (v̱at)	ð (tẖen)	z (ẕap)	ʒ (aẕure)		
Affricates	**Voiceless**					tʃ (cẖurc̱h)		
	Voiced					dʒ (juḏg̱e)		
Nasals		m (m̱at)			n (ṉat)		ŋ (siṉg̱)	
Liquids					l (ḻate)	r (ṟate)		
Glides		w (w̱in)				j (y̱et)		

Consonants can be described in terms of place of articulation (i.e. the place of sound in the mouth), the manner of articulation (i.e. how sounds are produced, articulated). English consonants are divided into two categories: voiced and voiceless. Voiced consonants are the consonants that are produced when the vocal cords are so close to each other so that they make kind of vibration, for example, /b, z/. On the other hand, sounds

that are produced with no vibration in the vocal cords are called voiceless /p, ʃ/ (Crystal, 2008).

In order to improve students' pronunciation of English and increase their fluency and comprehensibility, it is very important for teachers of ESL to introduce all these features in the classroom.

2.8 Common Pronunciation Problems

Several studies have reveal that certain segmental features of English pronunciation cause difficulties for many learners from all over the world.

2.8.1 English Vowels

Many ESL students face difficulties in producing the English vowels because of the dissimilarities between learners' vowel system and the English vowel system. This difference may hinder learners' production of some vowels that do not exist in their mother tongue sound system (Gilakjani, 2011).

2.8.2 English Consonant

Learners may also have difficulties in producing English consonants. Avery & Ehrlich (2013) explained five problems that may occur in the EFL learners' production of English consonants:

1. The first problem is aspiration, they argue that students fail to aspirate the voiceless stop /p/, / t / and /k / at the beginning of a word.

2. The second problem is that learners are unable to produce voiceless and voiced fricatives, for example instead of pronouncing /v/ learners utter /f/.

3. The third problem is that most EFL learners fail to produce the voiced final stop consonants / b / and /g /. Learners may substitute a voiceless stop for a voiced one.

4. The fourth problem which is introduced also by Avery & Ehrlich (2013) is that EFL learners have problems in the pronunciation of initial consonant clusters especially the stops / p /, / t /, / k /, / b /, /d / and /g/ before / l/ and / r / as in the word blue and drew.

5. The last problem is that EFL learners may also find difficulties producing final consonant clusters such as/ kt / as in 'walked', / ʃt / as in 'finished', /dzd/ as in 'judged' and /ld/ as in 'failed'.

These difficulties are mostly caused by the differences between the target and mother tongues' phonologies. As a result, it is observed that having constant problems with pronunciation is something that might affect the ability of the students to communicate with efficiency.

Conclusion

To conclude, the way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas. This chapter has tackled some related points to pronunciation. Furthermore, it has presented a Historical background about pronunciation and its definition, importance, how and when to teach it. Additionally, it has attempts to review the factors affecting students' pronunciation and the problems they may face during speaking. Finally, the chapter highlighted one of the most important features for pronunciation which is segmental features.

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Introduction

The present study aims at investigating the use of audiobooks to improve pupil's pronunciation. This chapter is the representation of the field work and the analysis of the collected data. Initially, through this chapter we aim to provide a description of the rational of each data collection method used in this study. Finally, this chapter provides a thorough discussion of the findings in order to answer the research questions, and to test the hypotheses suggested in the general introduction of this study

3.1 Rationale for Research Approach

This study has been conducted through a mixed method research approach. According to Dornyei (2003) the mixed methods approach " is a combination that has a great potential for future research as it can bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm" (pp. 130-131). Firstly, the quantitative method is implemented through the use of quasi experimental research that aimed at answering the first research question -"would the use of audiobooks ameliorate pupils' pronunciation?"- And discovering and evaluating the effectiveness of audiobooks. Secondly, for the qualitative method, a questionnaire was designed and distributed in order to collect both numerical and descriptive data about students' attitudes as an attempt to answer the second research question -"What are pupils' attitudes towards teaching pronunciation through audiobooks?"-. Consequently, this study has been conducted based on the mixed research approach which is selected according to the type of study, and it is also a helpful method used to collect data in order to test the hypothesis and to answer the research questions of the study.

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3.2 The Quasi-Experimental Study

As stated above, the quasi-experimental study was adopted to explore the impact of listening to audiobooks on pupils' pronunciation. Down below are the descriptions of the methods and procedures used in this quasi-experiment, the selection of the sample, the construction of tests and the data collection procedures.

3.2.1 Population and Sample

The population of this study is Third-Year high school students "Literature and Languages" branch at Mohamed Bejaoui in Biskra. The sample has at least 6 years' experience with English language; starting from their first year in Middle School till their current level that is baccalaureate. However, the sample is one group which consists of nineteen (N 19) pupils. The principal reason behind the selection of this sample is that their teacher noticed that pupils of this class have a weak pronunciation.

3.2.2 The Description of the Quasi-experiment

The aim of the quasi-experiment is to investigate the effectiveness of audiobooks in enhancing pupils' pronunciation. Moreover, according to Moore, (as cited in Meddour, 2014) quasi-experiment has specific designs that can provide helpful discussions of cause and effect relationship between the variables of the study. Thus, the quasi-experimental research design is considered to be the most feasible method to conduct this research study rather than the true experiments because we are dealing with humans in social sciences.

Therefore, the one group pretest-posttest design has been chosen to examine the resulted outcomes from the integration of audiobooks in the classroom. In addition, Krik (as cited in Meddour, 2014), issued that the one group pretest-posttest design allows for two hypotheses, the alternative (H1) and the null (H0) hypothesis; that is to say that by the end of the treatment we will either accept or reject one of the said hypotheses.

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Furthermore, the quasi- experiment was carried out in six (6) sessions within four (4) weeks and one (1) hour for each session on three stages: the pre-test, the quasi-experimental treatment and the post-test. The first and the final sessions were, respectively, devoted for the pre and post-test; the remaining 4 sessions were allocated for the treatment. However, these three stages aimed at gathering the necessary data before and after the treatment.

3.2.3 The Quasi-Experimental Procedure

The following is a detailed description of the different stages of the quasi-experiment. At the beginning, we tried to explain the experiment to students, its objectives, principles and procedures.

3.2.3.1 The Pre-Test Stage

The test was administered to nineteen (19) students and this stage lasted one session (one hour). The pre-test took place on the 19th of November at Mohamed Bejaoui high school. Students were given hand-outs containing twenty words within a passage that has different diphthongs to prepare themselves for the test. However, the words were not given specific font or style. In addition to that, the use of smart phones, dictionaries, and other materials to check pronunciation were forbidden to give more credibility to this research. Then, the copies were gathered by the researcher to avoid any kind of bias during the recording. After that, the students were asked to read this passage and the researcher recorded their voice using a recorder called audacity in a computer to assess their skill of pronunciation. However, the pre- and post- treatment production tests were scored by their teacher not the researcher in order to raise the reliability of scoring **(See appendix D).**

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3.2.3.2 The Treatment Stage

The treatment sessions were held for four (04) weeks. The treatment involved the novel of "Emma" by J, Austen from which some passages were continuously chosen. It was provided with a British English audio because students raised an issue of this accent, and they claimed that British accent was so difficult to learn and to listen to **(See appendix E, appendix F, appendix G and appendix H).**

Moreover, by the beginning of the session, students listened twice to the chosen passage; they were given hand-outs that contained a written passage from the audiobook and asked to listen and follow at the same time. Furthermore, they were asked to imitate the pronunciation to develop their listening ability, understand, and become familiar with RP pronunciation. Then, they were asked to answer some comprehension questions to check to what extent they have understood the conversation. However, every passage lasts no more than 6 minutes in each session to avoid long presentations, to give the students the opportunity to focus much more on the production of sounds and to keep students involved in the classroom.

In addition, many tasks assigned for example: listen again and fill in the gap, match the words that have same diphthong, Choose the right answer, and transcription tasks. Finally, the teacher intervened from time to time to clarify some sophisticated vocabulary and expressions because the aim is not the comprehension but rather the correct pronunciation.

Finally, the role of the teacher was secondary because the audiobooks were considered as a reference to encourage the students to develop their pronunciation in terms of diphthongs. Nevertheless, the teacher intervened from time to time to explain some

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sophisticated vocabulary and expressions because the aim was not the comprehension but rather the correct pronunciation.

3.2.3.3 The Post Test Stage

In this stage, the researcher has asked the participants to sit again for a post-test in order to check their pronunciation after their exposure to the treatment which was listening to audiobooks. The test has the same structure of the pre-test but we have chosen a new passage different from the first test. The aim of this test is to see whether audiobooks improve their abilities in diphthongs after the treatment and listening activities. Therefore, the post-test took place on the 6th January 2020 **(See appendix I).**

3.2.4 Analysis and Interpretation of the Scores

As a final stage of the treatment, learners scores in the pre and post-test were collected, interpreted and analyzed statistically and graphically using the experimental research quantitative descriptions, namely the frequency distribution of scores in both tests, the mean, standard deviation, T-test and hypothesis testing because these statistics "are the most widely used measures in research reports and papers" (Calder & Sapsfords as cited in Meddour 2015, p.214).

3.2.4.1 Statistical Consideration

Attaining the difference between pre-test and post-test statistically necessitates calculating the Mean, the Variance, and Standard Deviation, that would allow us later on to apply and calculate the t-test, degree of freedom and the statistical significance. Moreover, it is important to denote that, instead of manually, we decided to adopt the SPSS 25 as a measuring tool for all the needed calculations.

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3.2.4.2 Students' Scores

The scores obtained in the pre-test and post-test are presented in the table below:

Table 3.

Pre-test and Post-test Students' Scores

N	Students' Names	Pre-test	Post test
01	B.F	10	15
02	H.A	10	12
03	KH.S	6	11
04	KH.M.A	12	17
05	D.H	10	9
06	R.M	14	17
07	Z.M	12	13
08	S.M	2	9
09	S.S	12	16
10	T.M	15	16
11	A.H	14	16
12	A.B	15	20
13	GH.A	6	13
14	K.M.A	15	18
15	G.A	12	16
16	L.A	14	19
17	M.H	12	14
18	M.A	8	13
19	N.H	4	6
Sum of Scores Σ x		203	270
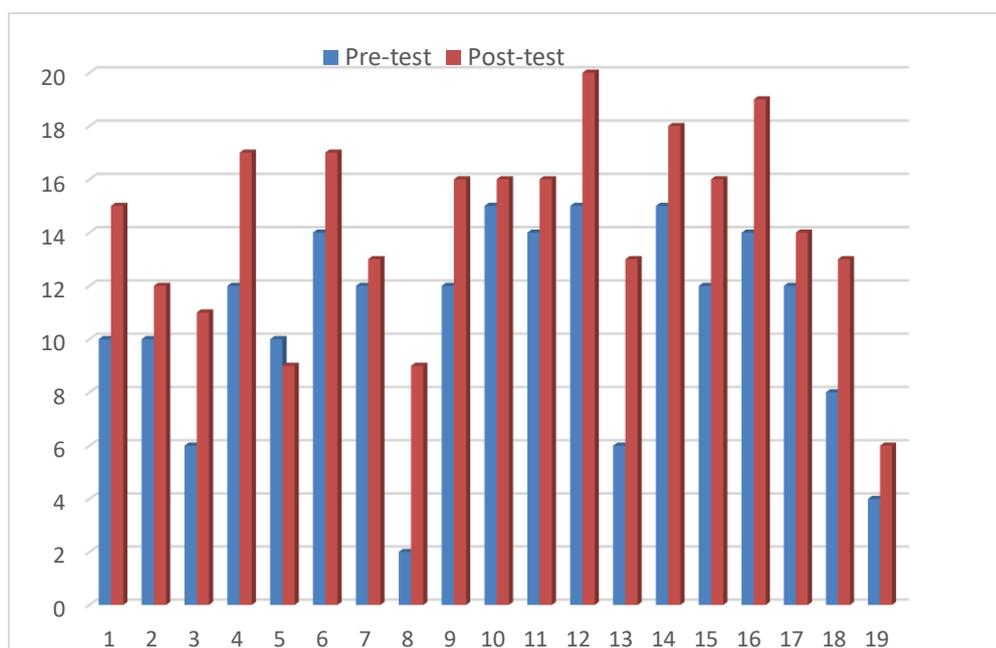
Graph 1. Pre-test and Post-test Learners' Scores

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It is clear that both Table (3) and graph (1) demonstrate that there is a remarkable progress in participants' scores from the pre-test to the post-test, which is shown in the sum of scores (203 VS 270) with a vast difference of 67 between both sums. However, it is remarkable that all the participants who always attend the lectures during the treatment have improved their pronunciation compared to those who did not attend all the lectures **(See appendix C).**

3.2.4.3 Calculations

1. **Frequencies of the Scores**

The table below, shows the frequency of the learners' scores:

Table 4.
Frequency Distribution of Score Values

Pre-test		post-test	
Score	Frequency	Score	Frequency
2	1	6	1
4	1	9	2
6	2	11	1
8	1	12	1
10	3	13	3
12	5	14	1
14	3	15	1
15	3	16	3
		17	2
		18	1
		19	2
		20	1
Total	19		19

From the table (4) and graph (2) displayed results, we notice the considerable difference in participants' scores from pre-test to post-test. Starting with the pretest, the researcher notices that:

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- The scores range from 2 to 15 with a supremacy of the score12.

- 5 students' scores are less than the average 20, and 14 of them score above the average.

- The score 12 being the highest score frequency.

As far as the posttest is concerned too, we observe the following:

- The scores range from 6 to 20 with a supremacy of the score 13 and 16.

- 3 students' scores are less than the average 20, and 16 of them score above the average.

- The score 13 and 16 being the highest score frequencies.

2. The Mean

It is symbolized in writing as $(\overline{x})$, which represents the average of scores.

3. The Standard Deviation (SD)

It is used to calculate to what extent a set of scores varies in relation to the mean.

4. The variance

The variance is symbolized as (S^2). It measures and gives a general idea of how far and spread out our data set is.

All of the above (the means, SDs and S^2) have been computed using the SPSS, and the results are:

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Table 5.
Pre-test and Post-test Means, Standard Deviations and Variances and their

	N	Mean	Std. Deviation	Variance
Pre-test summed score	19	10,68	3,874	15,006
Post-test summed score	19	14,21	3,660	13,398
Difference		3.53	0.214	1,608

The graph below shows the difference between the Mean and the Standard Deviation of the above table:
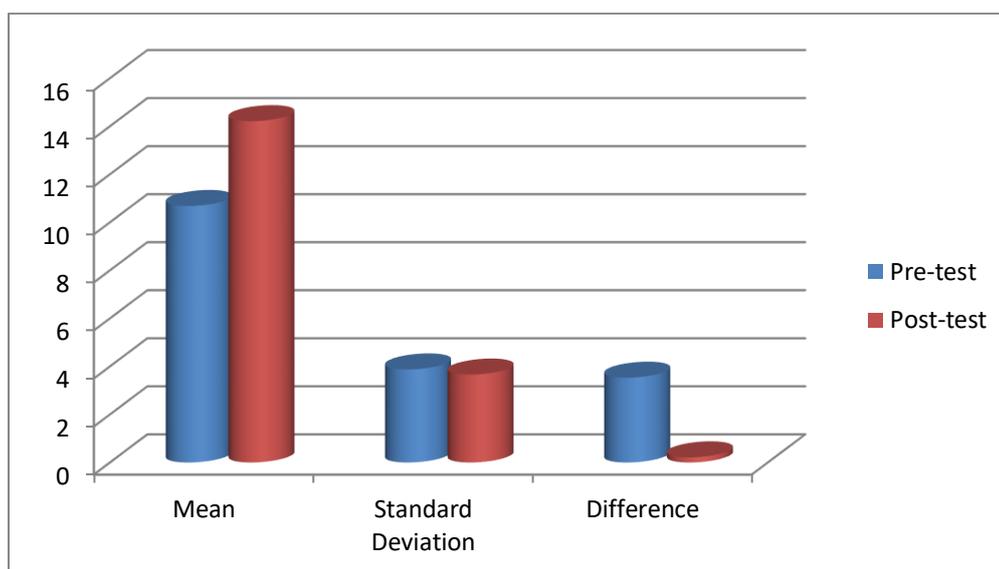
Graph 2. Comparison of the Pre-test and Post-test's Mean and Standard Deviation

The table (5) and graph (2) displayed the difference of mean, standard deviation and variance of two the tests. As a result, it presents a considerable difference that is up to an average of (3.53) in learners' scores. Thus, we can almost absolutely assume that the use of audiobooks as a teaching tool to teach pronunciation has indeed bettered the learners' scores in the post-test.

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Thus, in order to confirm this slight difference statistically, one needs to obtain extra descriptive statistics for better consolidation of the results which is the calculation the T-test

3.2.4.4 T-test calculation

The t-test seeks to compare between two means in order to discover whether there are statistically significant differences between two tests or two groups. In our case, a paired means test is what should be adopted.

However, before calculating the T-test, one needs to keep into consideration that the following aspect needs to be accounted too, namely:

- The Degree of Freedom (df)

- Alpha Decision Level (α)

- The Critical Value (p)

- Hypotheses

Thus, we used the SPSS as measuring software, and after calculating using the appropriate aspects as stated before, we reached the following conclusions:

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Paired Samples Test

Table 06.
Paired Samples Test results

Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
Pair 1 Post-test summed scores - Pre-test summed scores	3,526	2,118	,486	2,506

95% Confidence Interval of the Difference Upper		t	df	p-value
Pair 1 Post-test summed scores - Pre-test summed scores	4,547	7,258	18	,000

Using the information obtained from table (06) we can state the following:

- t_{obs}= 7,258

- df= 18

- Critical Value (According to Fisher and Yates' table of Critical values): t_{crit}= 1,78. Thus, tcrit <tobs (1,78 < 7,258)

- P=, 000 < α =, 05.

3.2.5 The Statistical significance

The null hypothesis **H0** means that there is no statistically significant difference between the means of the group in the pre-test and post-test. However, the alternative

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hypothesis **H1** means that there is statistically significant difference between the means in the pre-test and post-test.

RH1: The integration of audiobooks in teaching will have a positive impact on pupils' pronunciation.

RH0: The integration of audiobooks in teaching will have no impact on pupils' pronunciation.

The results above indicate that the observed statistic is higher than the critical value ($t_{obs} > t_{crit}$; $1,78 < 7,258$), thus, the null hypothesis (H_0) is to be rejected for that it is not supported at $P < 05$. Which means that we are 95% sure that the relationship between the dependent variable (D) (the post-test scores) and the independent variable (ID) (the audiobooks treatment) did not occur by chance. However, the alternative (H_1) is the one to be accepted. This means that there is only 05% probability that observed mean difference: $\bar{x}$ post > $\bar{x}$ pre ($14,37 > 10,68$) appeared by chance, and 95% probability that are because of the treatment.

Eventually, we are sufficiently confident and in a fit position to advocate for the alternative hypothesis H_1 that claims that learners' pronunciation is positively affected by the implementation of audiobooks.

3.3 Students' Questionnaire

This questionnaire is designed for third year high school students at Mohamed Bejaoui in Biskra in the academic year: 2019-2020.

3.3.1 Aim of the Questionnaire

Students' questionnaire seeks to collect the necessary data in order to explore the role of audiobooks in enhancing pupils' pronunciation. This questionnaire's main aim is to

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test and evaluate students' attitudes and perceptions towards listening to audiobooks and their opinions regarding this technology.

3.3.2 Description of the Questionnaire

The questionnaire has been administered to the same sample (third year high school students at Mohamed Bejaoui) in order to obtain the participants' valuable feedback about the effective use of audiobooks in improving their pronunciation. The distribution of the questionnaire took place after 5 months of the post-test session because after the session of post-test the students had their exams, then they had their spring holiday, and then the covid-19 has spread in Algeria so they suspended schools for all levels. As a result, the researcher decided to send them the questionnaire online to get their answers and analyze them **(See appendix J).**

3.3.3 Analysis and Interpretation of the Results

Part One: General Information

Q1- Specify your gender

Table 7.
Students' Gender Distribution

Option	Number	%
Male	4	21%
Female	15	79%
Total	**19**	**100%**

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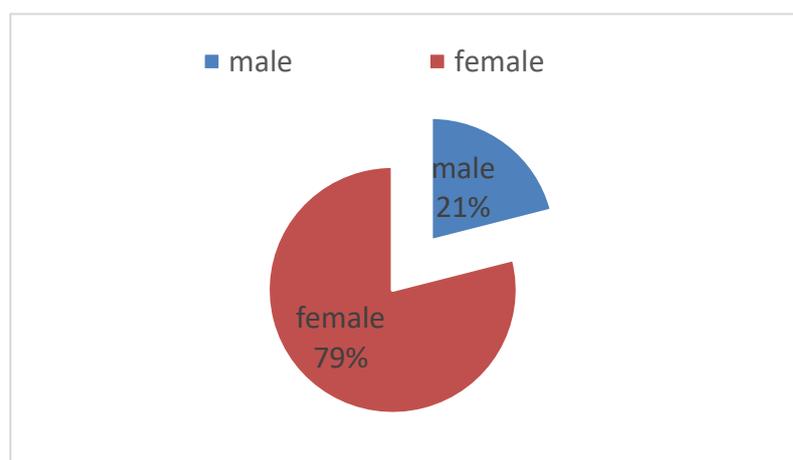
Graph 3. Students' Gender Distribution

The table above represents students' gender distribution. It is remarkable that female students' number is more than male students' number. Out of 19 students, four students (21%) are male and fifteen (79%) are female. These results revealed that girls are more interested in studying English language than boys.

Q2- How do you evaluate your level in English?

Table 8.
Students' Proficiency Level

Option	Number	%
Basic	11	58%
Intermediate	8	42%
Advanced	0	0%
Total	**19**	**100%**

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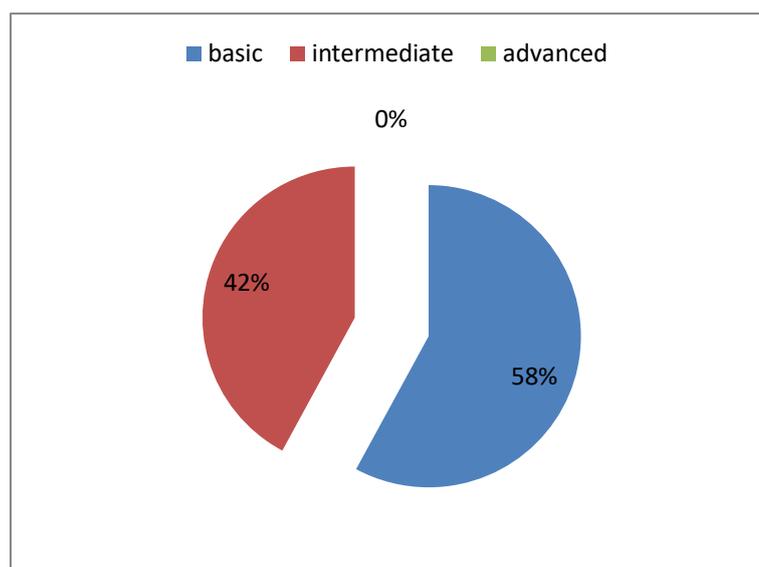
Graph 4. Students' Proficiency Level

Table (8) and graph (4) demonstrated that the vast majority of participants (58%) evaluate their English language proficiency level as basic. However, 8 participants (42%) evaluate their English language proficiency as intermediate. The results showed that the participants have different learning experiences.

Part Two: Pronunciation Skill

Q3- Which of the four language learning skills do you master the most?

Table 9.

The Most language Skill that Students' Master

Option	Number	%
Reading	6	32%
Writing	5	26%
Listening	4	21%
Speaking	4	21%
Total	**19**	**100%**

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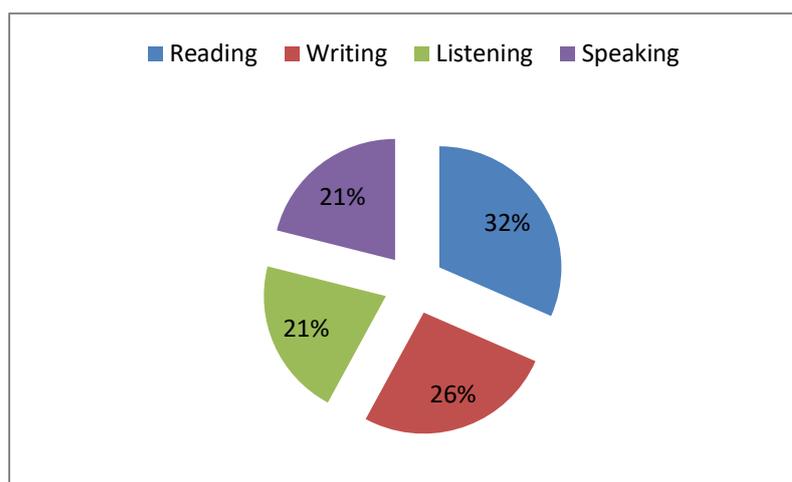
Graph 5. The most language skill that student master

The table (9) indicates that (6) respondents (32%) mastered the reading skill, other (5) respondents (26%) stated that they master the writing skill. Furthermore, four students (21%) reported that they master the listening skill; however, other four students (21%) have stated that they master the speaking skill. The results indicated that participants tend to master the reading skill more than the other skills. Finally, students should be aware of the importance of the four skills because they are complementary to one another.

Q4- Do you face difficulties while speaking in English?

Table 10.

Students' difficulties while speaking in English

Option	Number	%
Yes	17	89%
No	2	11%
Total	**19**	**100%**

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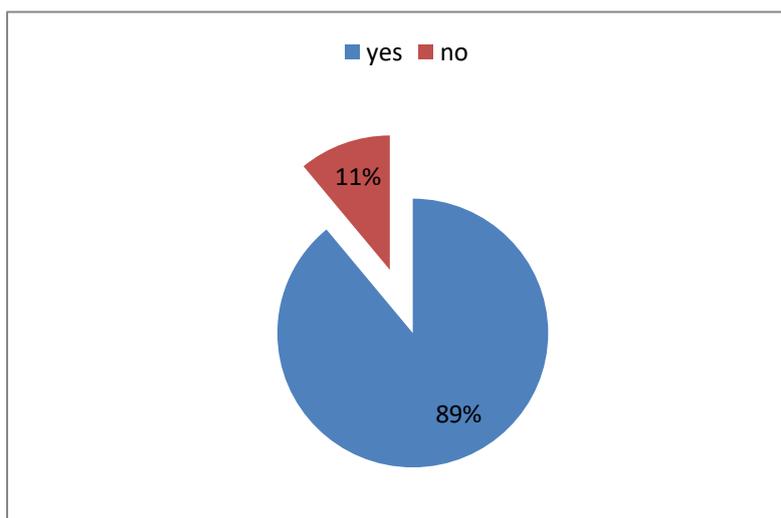
Graph 6. Students' difficulties while speaking in English

Graph (6) illustrates the number of learners who declared that they encounter difficulty while speaking in English, this portion represents (89%); whereas, other students confirmed that they do not face problem in their speaking ability, they represent (11%). The results indicate that the majority of students have revealed that they face difficulty while speaking in English.

If yes, in which of the following aspects do you find difficulties?

Table 11.
Students' difficulties in language aspects

Option	Number	%
Pronunciation	8	42%
Limited Vocabulary	3	16%
Grammar	4	21%
Others	4	21%
Total	**19**	**100%**

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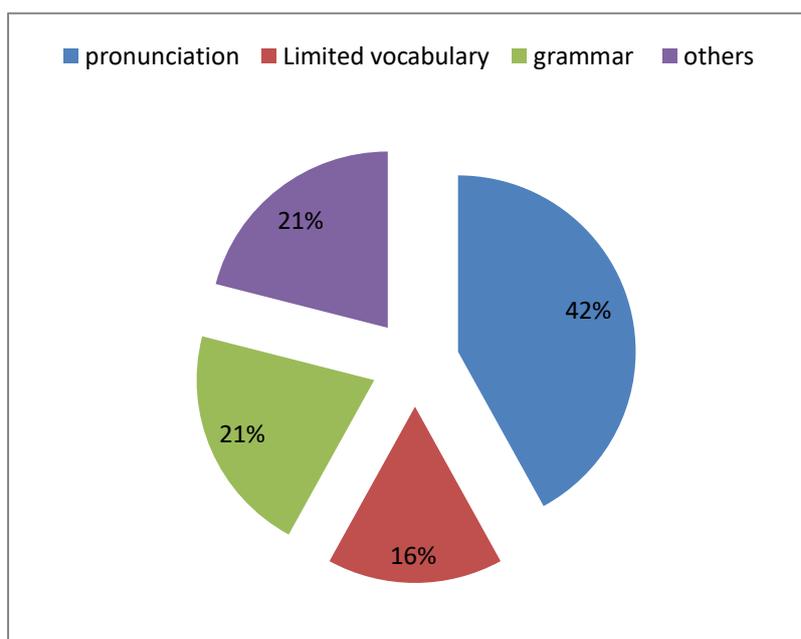
Graph 7. Students' difficulties in language aspects

Graph (7) shows the language aspects in which learners find difficulties. As it can be observed (42%) of the students face difficulties in pronunciation; for (16%) it is the limited vocabulary which prevents them to speak, and (21%) stated that their obstacle is in grammar. However, out of (19) participants, four learners (21%) declared that they have other difficulties rather than the mentioned ones, such as the fear of committing mistakes, being afraid of being mocked by friends and being confused of how to use appropriate words.

Q5- Pronunciation is a significant sub-skill in learning The English language:

Table 12.
The importance of pronunciation skill in language learning

Option	Number	%
Strongly Agree	5	26%
Agree	14	74%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**19**	**100%**

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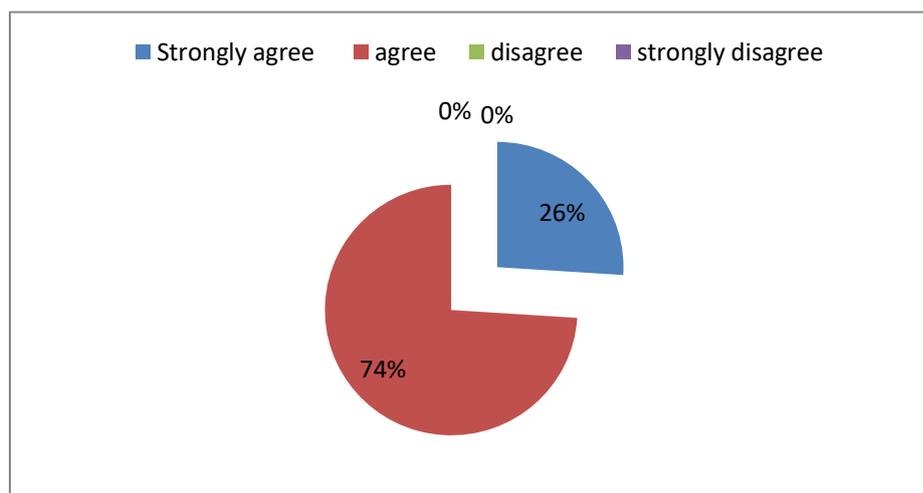
Graph 8. The importance of pronunciation skill in language

learning

The above results indicated that five participants (26%) strongly agree that pronunciation is important in learning English language and fourteen of the students (74%) agree with the idea that pronunciation is important in learning English language. As a result, students are aware of the importance of pronunciation sub-skill in language learning because it is so crucial for them to speak understandable English while communicating.

Q6- How do you evaluate your pronunciation skill?

Table 13.
Students' Ability in pronunciation

Option	Number	%
Good	6	32%
Average	10	53%
Bad	3	16%
Very Bad	0	0%
Total	**19**	**100%**
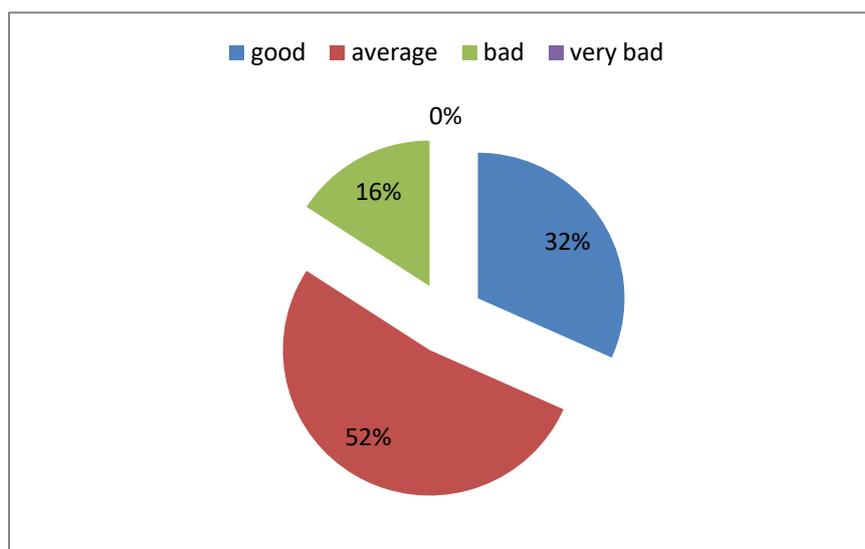
Graph 9. Students' ability in pronunciation

Out of 19 participants, 10 participants (53%) reported that their ability in pronunciation is average. However, 6 participants (32%) evaluated their pronunciation as good. Only 3 participants (16%) evaluated their pronunciation as bad. The results revealed that participants' ability in pronunciation differs from one to another.

Q7- How do you find the lessons of pronunciation?

Table 14.
Student's attitudes toward pronunciation lessons

Option	Number	%
Interesting	13	68%
Ordinary	5	26%
Boring	1	5%
Total	**19**	**100%**

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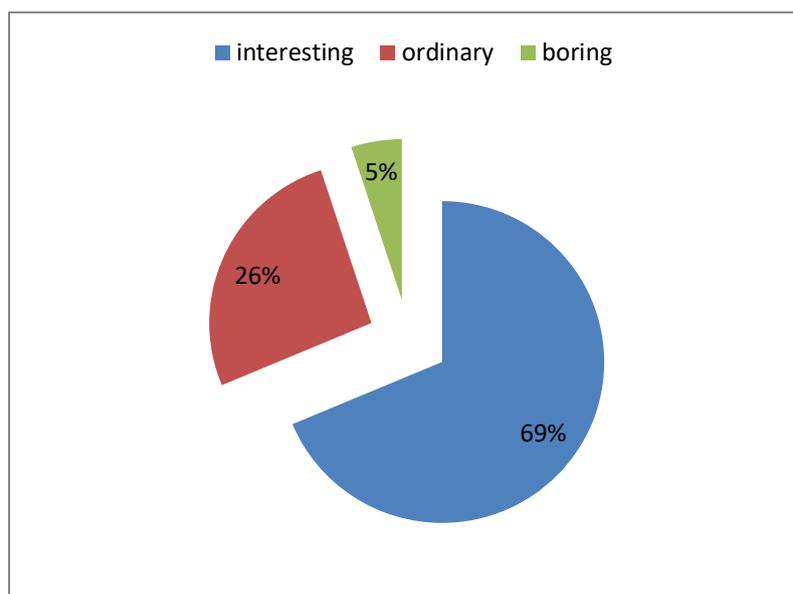
Graph (10). Students' attitude toward pronunciation

lessons

The majority of the students (68%) answered that pronunciation lessons are interesting, while (26%) of them said that pronunciation lessons are ordinary. Only 1 participant (5%) claimed that pronunciation lessons are boring.

The majority of the students (68%) answered that pronunciation lessons are interesting, while (26%) of them said that pronunciation lessons are ordinary. Only 1 participant (5%) claimed that pronunciation lessons are boring.

Justifications:

Not surprisingly, most of participants who reported that pronunciation lessons are interesting stated that these lessons provide them with great help to enhance their speaking skill and that it's something they can take advantage from. Others said that they find them ordinary because the teachers use a traditional way of teaching without using any tools that may attract their attention. One of them declared that he/she found it boring and that it was like any other lesson. Finally, only two participants did not justify their answers.

Q8- Which of the following strategies do you adopt to improve your pronunciation?

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Table 15.
Strategies adopted by students to improve their pronunciation

Option	Number	%
Reading out loud and recording yourself	7	37%
Communication	4	21%
Subscribe to English websites, podcasts and YouTube channels	3	16%
Listen carefully to the words of music	5	26%
Total	19	100%
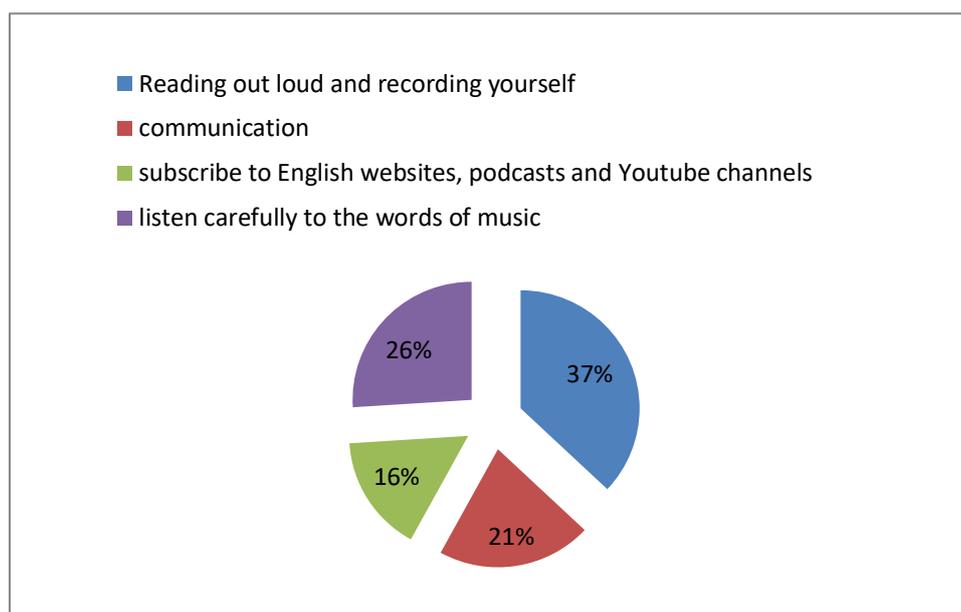
Graph 11. Strategies adopted by students to improve their pronunciation

The table (15) and the graph (11) above indicate that there is not a big difference between the percentages of the strategies that students adopted to improve their pronunciation. Some participants claimed that to improve their pronunciation they read out

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loud and record themselves (37%). Others reported that they listen carefully to the words of music (26%); furthermore, four of them picked up that they try to enhance their pronunciation by Communication with others. The last three participants (16%) claimed that they subscribe to English websites, podcasts and YouTube channels. The results show that the participants use different strategies to improve their pronunciation.

Part Three: ICT and Audiobooks

Q9- Do you use technological tools to learn English?

Table 16.
Students' Use of Technology in Learning English

Option	Number	%
Yes	17	89%
No	2	11%
Total	**19**	**100%**
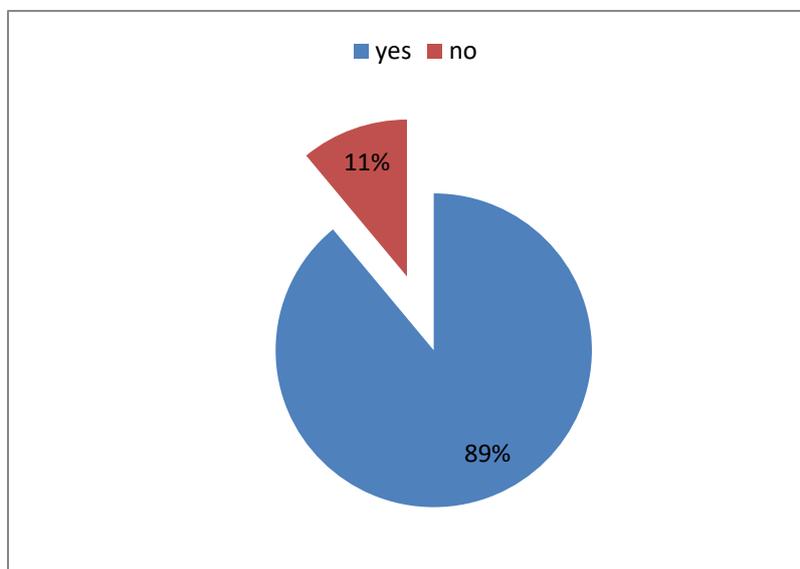
Graph 12. Students' use of technology in learning English

This table (16) shows that all the participants (89%) reported that they use technology in learning English language except two students (11%) who did not use it. The result reveals that using technology in English learning is common among English learners.

If yes, you use them for:

Table 17.
Purpose of using ICT tools

Option	Number	%
Listening	8	42%
Reading	7	37%
Writing	1	5%
Speaking	3	16%
Total	**19**	**100%**
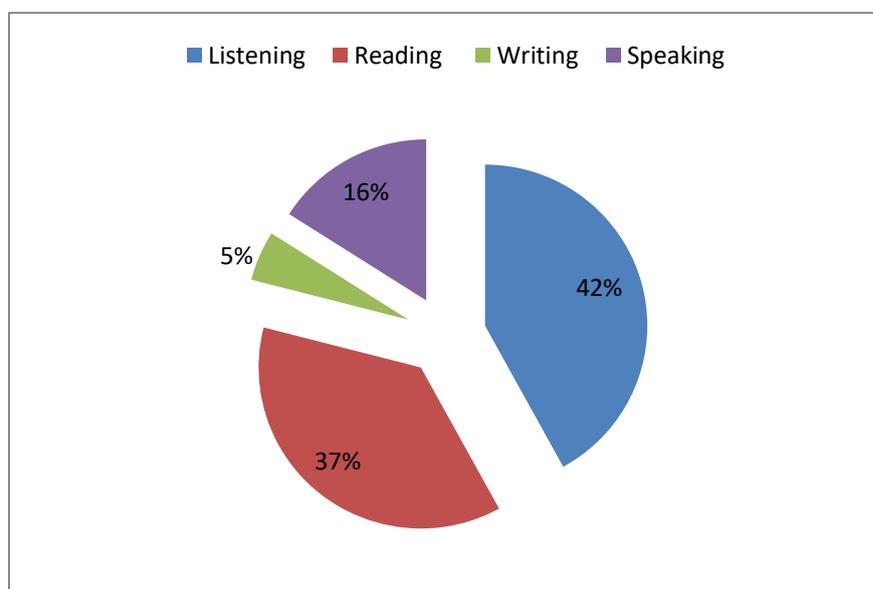
Graph 13. Purpose of using ICT tools

The table and the figure above indicate that out of 19 participants, only one student (5%) used technological tools for writing; meanwhile, (16%) reported that they use

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technological tools for speaking. However, the number of students who reported that they use it for reading is seven (37%). Finally, most of the participants (42%) use their technological tool for developing their listening skill. Consequently, these results reveal that learners are highly depending on technology in their English language learning.

Q10- Does the listening skill have an influence on the other skills?

Table 18.
The influence of the listening skill on the other skills

Option	Number	%
Yes	15	79%
No	4	21%
Total	**19**	**100%**
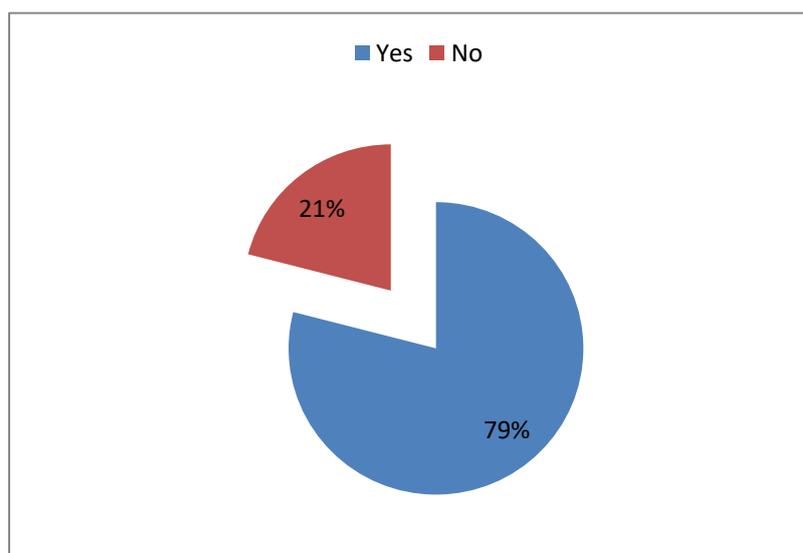
Graph 14. The influence of the listening skill on the other

skills

As the table (18) reveals, the majority of participants (79%) indicated that the listening skill have an influence on the other skills. On the other hand, only 3 participants (21%) claimed that it has no influence on the other skills.

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If yes, which ones

The respondents, who stated that the listening skill have an influence on the other skills were asked to mention them. Most of students agreed that the listening skill could influence their speaking skill.

Q11- How often do you practice the listening?

Table 19.
Students' attitudes about times of practicing listening skill

Option	Number	%
Always	4	21%
Sometimes	13	68%
Very often	2	11%
Total	**19**	**100%**
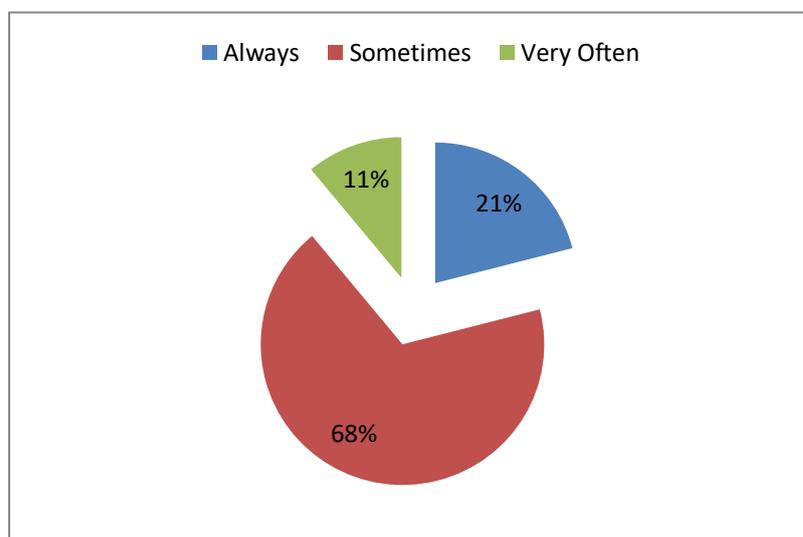
Graph (15). Students' attitudes about times of practicing listening skill

The table (19) shows that 21% of the students were always practicing listening skill. 68% answered that they are sometimes practice the listening skill. The rest (11%) said that they practice it very often. The results denote that the majority of participants were not always practicing the listening skill.

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Q12- which of the followings does your teacher use most in the classroom:

Table 20.

The most used tool to teach by teachers

Option	Number	%
Visual aids	8	42%
Audio aids	4	21%
Audiovisual	7	37%
Total	**19**	**100%**
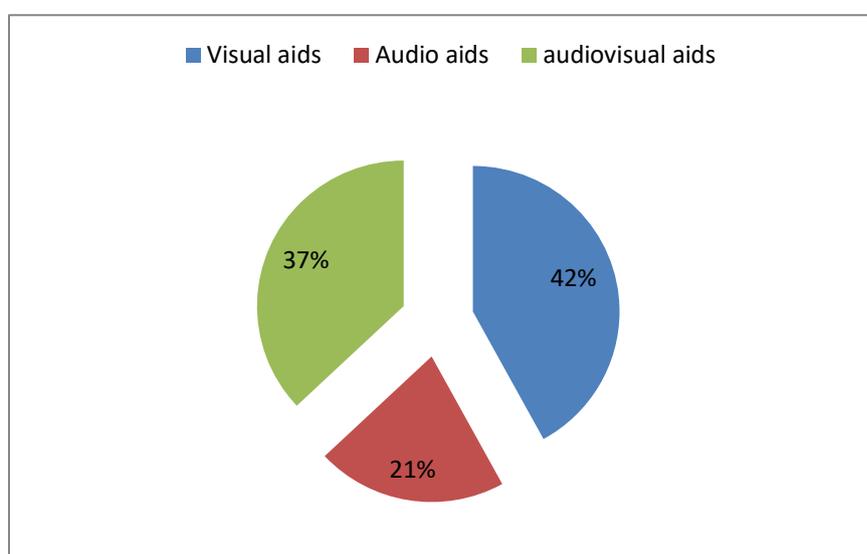
Graph 16. The most used tool to teach by teachers

As it is presented in the table (20), most of the students (42%) said that their teachers use the visual aids as an aid in the classroom. However, seven of them (37%) claimed that their teacher use audiovisual more. Finally, four participants (21%) reported that their teacher use audiovisual aids to teach. The results showed that visual aids are accessible technology for learners and it is the most used material to teach in the classroom.

Q13- Do the lessons become interesting when your teacher uses audio and/or audiovisual materials in the class?

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Table 21.

Student's attitudes toward the use of audio and/or audiovisual materials in the class

Option	Number	%
Yes	17	89%
No	2	11%
Total	**19**	**100%**
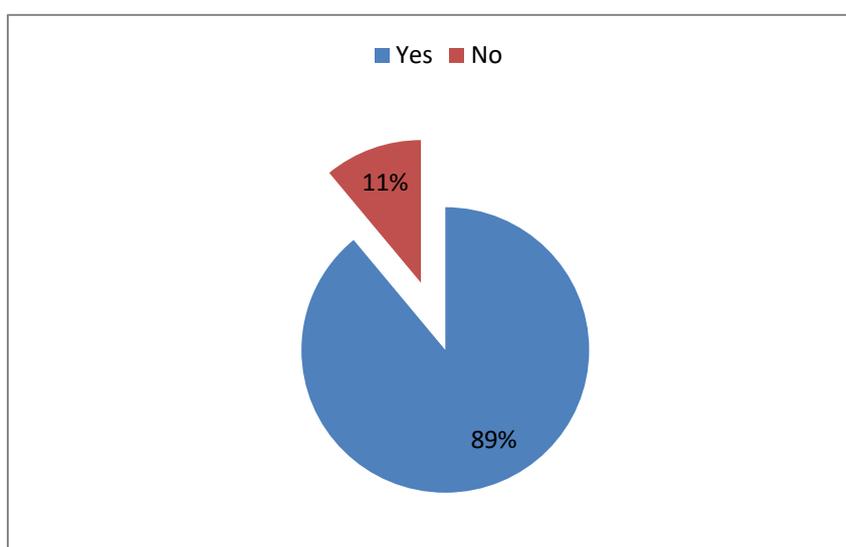
Graph (17). Students' attitudes toward the use of audio

and/or audio-visual materials in the class.

Table (21) shows that 17 participants (89%) reported their positive attitude towards the use of audio and/or audiovisual materials in the class and that the lesson becomes more interesting. However, only 2 participants (11%) reported the opposite.

Justifications:

According to the participants' justifications it is remarkable that each one of them claimed that the use of audio and/or audiovisual materials in the class make them more motivated and interested in different ways.

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Q14- What do you use as an audio aid to improve your language learning outside the classroom?

Table 22.

Students' Learning Styles

Option	Number	%
Audiobooks	6	32%
Broadcasts	8	42%
Videos	5	26%
Social Media	0	0%
Total	**19**	**100%**
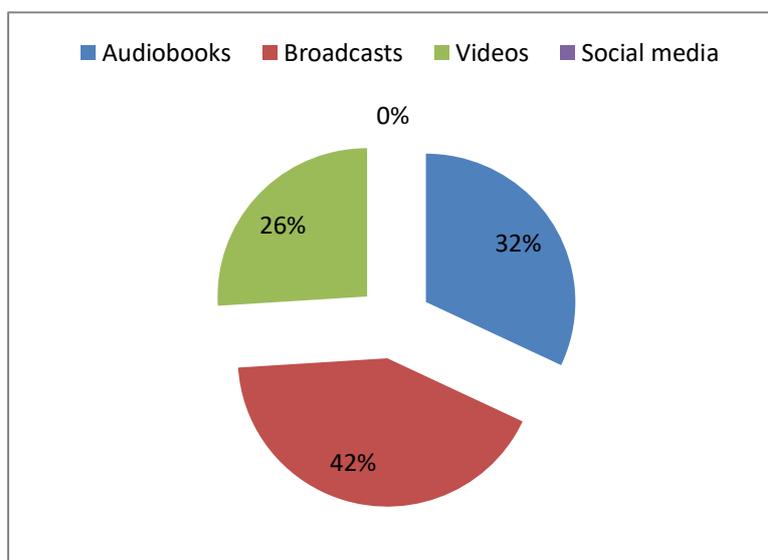
Graph (18). Students' learning styles.

This question aims at exploring the most common audio aid used by students. The table (22) and the graph (18) demonstrate that the most used audio aid among students is broadcasts as eight students (42%) have reported this choice. In addition, six students (32%) claimed that they use audiobooks, and other five students (26%) claimed that they

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use videos to improve their language learning. Through these results, we figure out that every student had his/her own strategy to improve his/her language learning.

Q15- Do you like to read the story while listening to the audio recording simultaneously?

Table 23.

Students' attitudes towards listening to the audio recording while reading

Option	Number	%
Yes	13	68%
No	6	32%
Total	**19**	**100%**
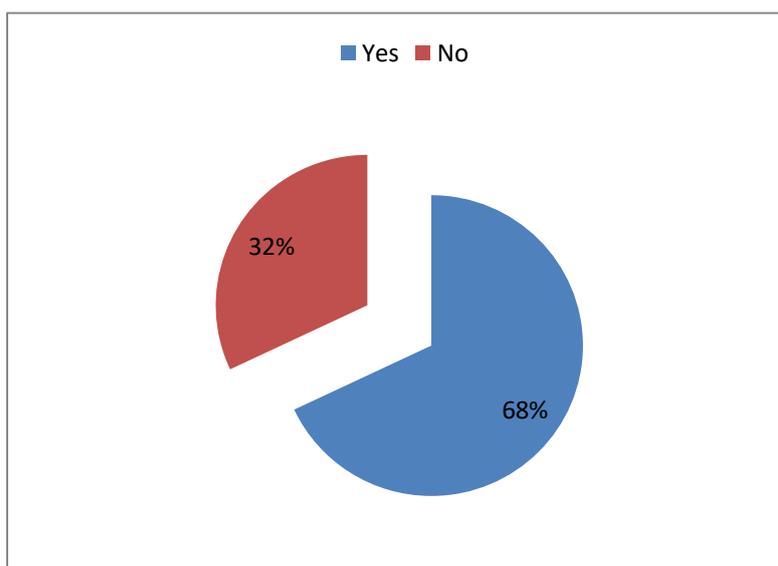
Graph (19). Students' attitude towards listening to the audio recording while reading.

The graph (19) clearly shows that the most of participants (68%) reported their positive perceptions towards listening to the audio recording while reading. Meanwhile, the remained participants (32%) reported their negative perceptions towards it.

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Justifications:

According to the participants' justifications, most of them highlighted their positive perceptions towards listening to the audio recording while reading because it helped their listening and reading comprehension skills. However, simultaneous reading and listening indeed appears to have improved their understanding of the text.

Q16- Have you faced difficulties while listening to audiobooks?

Table 24.

Students' difficulties of listening to audiobooks

Option	Number	%
Yes	9	47%
No	10	53%
Total	**19**	**100%**
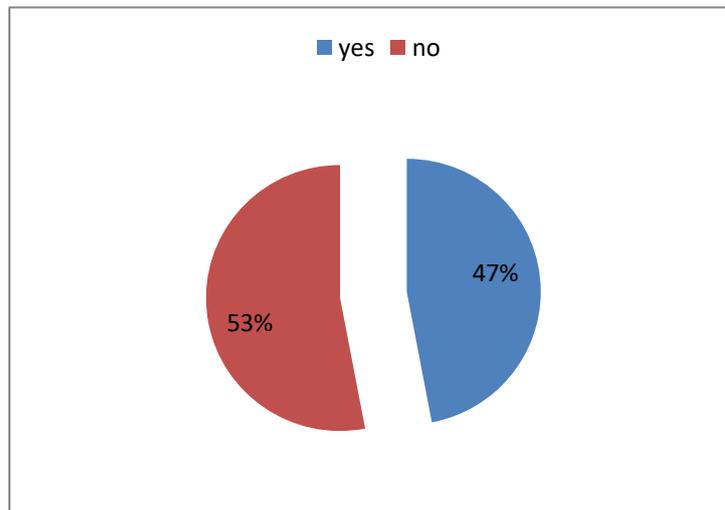
Graph (20). Students' difficulties of listening to audiobooks

The table (24) shows that there was a slight difference between students' opinions. However, 10 students (53%) have faced difficulties when listening to audiobooks. In addition, nine students (47%) have not faced any difficulty in listening to audiobooks.

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If "Yes", are they related to:

Table 25.

Reasons of difficulties when listening to audiobooks

Option	Number	%
Problems pertinent (related) to unfamiliar words.	7	37%
Problems pertinent (related) to the unclear pronunciation.	3	16%
The length of the content of the audiobook.	9	47%
Total	**19**	**100%**
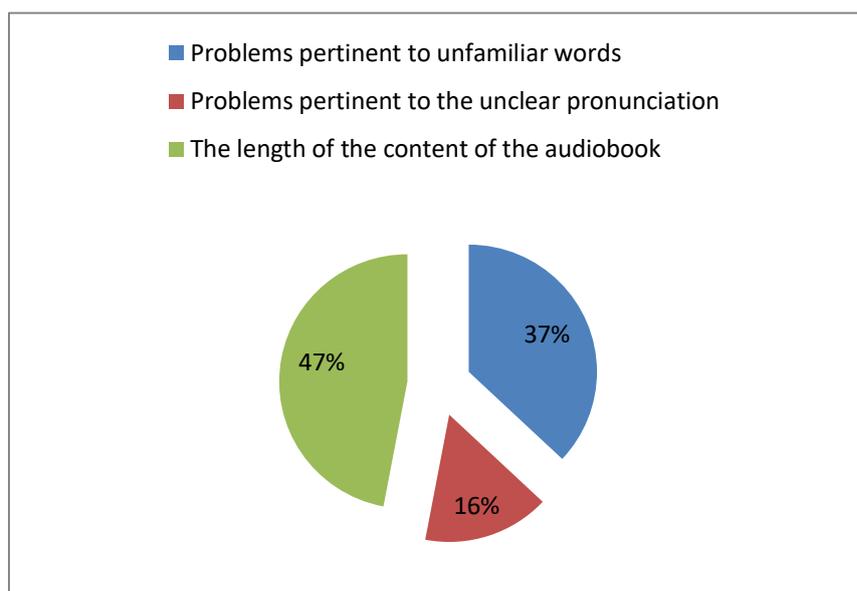
Graph (21). Reasons of difficulties when listening to audiobook

As it is remarkable in the table (25) and the graph (21) above, the majority of participants (47%) picked up that the difficulty in listening to audiobooks is related to the length of the content of the audiobook; furthermore, seven students (37%) reported that their difficulties were related to the unfamiliar words. However, other three students

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(16%) have chosen that their difficulties in listening to audiobooks are related to the unclear pronunciation. The results revealed that several factors affect the quality of audiobooks that is why students find difficulties in listening to them.

Q17- Which of the following language components can be enhanced when using audiobooks?

Table 26.

The language components which can be enhanced through audiobooks

Option	Number	%
Vocabulary	4	21%
Pronunciation	8	42%
Grammar	1	5%
All of them	6	32%
Total	**19**	**100%**
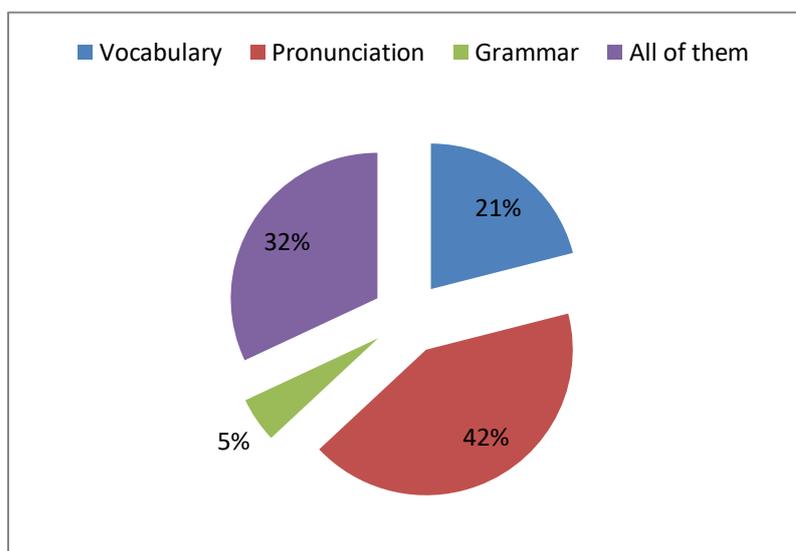
Graph (22). The language components which can be

enhanced through audiobooks

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The table above demonstrates that eight participants (42%) see that pronunciation as one of the language components that can be enhanced when using audiobooks, whereas four participants (21%) consider vocabulary as one of the language components that can be enhanced when using audiobooks. However, only one student sees that audiobooks contributes mainly to the enhancement of grammar; while 6 students see that all language components can be enhanced through the use of audiobooks. As a result, Audiobooks help students to become better readers and develop a desire to read for themselves. However, it also help them to enhance their skills in language learning.

Q18- After experiencing listening to English audiobooks, do you find it interesting and motivating to improve your pronunciation?

Table 27.

Students 'attitudes towards using audiobooks in developing their pronunciation

Option	Number	%
Yes	18	95%
No	1	5%
Total	**19**	**100%**
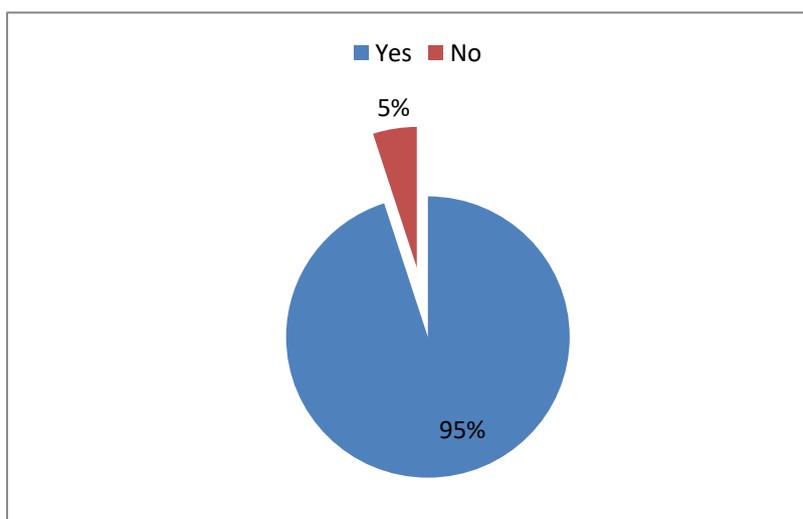
Graph (23). Students' attitudes towards using audiobooks

in developing their pronunciation

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This question attempts to explore participants' attitudes towards listening to audiobooks after their experience in the quasi experiments. The majority of participants (95%) reported their positive perceptions by stating that audiobooks are interesting and motivating. They have explained that audiobooks help them to improve their pronunciation sub-skill, and that concentrating on the story being read to them can make them better listeners, it also help them improve their listening skill . However, one participant (5%) expressed his refusal towards this technology claiming that he did not like listening to long passages as he was visual learner. The results show that the participants claimed that the use of audiobooks helped them to improve their pronunciation sub-skill.

3.4 Discussion of the Results

To review, the objective of the present study was to investigate the effectiveness of audiobooks on enhancing pupils' pronunciation. Thus, it tended to suggest a supportive technology that helps pupil improve their pronunciation and listening skill which was interpreted as one of the crucial language skills.

After the data have been gathered and analyzed through the use of quasi-experiment, questionnaire and statistics, the two research questions have been answered and the two hypotheses have been verified. The findings of this study which have been drawn from the analysis of the two data gathering tools were positive in many aspects. These findings are discussed in the form of answers to the research questions of this study.

3.4.1 The Impact of audiobooks on pupils' pronunciation

A comparison between learners' pre-test and post-test scores had been done through carrying out a quasi-experimental study. After calculating the statistics, it was so obvious that the observed statistics value is higher than the critical one which makes the alternative hypothesis acceptable. Consequently, noticeable progress was noticed and

statistically confirmed in learners' post-test scores which indicate the benefits of audiobooks in ameliorating pupils' pronunciation.

Audiobooks have positively affected third year high school students' performance in the post-test. Consequently, the results of study indicate that there was an improvement of pupils' pronunciation through the use of audiobooks.

3.4.2 Students' perceptions towards the use of audiobooks

The second data collection method is students' questionnaire which portrayed substantial perceptions from the analysis of students' answers. From the results presented previously, most of the students have faced many difficulties in pronouncing words. That is why they use different strategies to overcome those problems such as Reading out loud and recording themselves and communication. Hence, form their own experience with audiobooks, students reported that audiobooks improved and raised their pronunciation competence.

In this respect, it is worthy to notice the extent to which the learners preferred the use of audiobooks rather than the traditional ways of teaching pronunciation. Similarly, the findings also expressed that even if the learners confessed their positive attitude towards the use of audiobooks, some of them still exclaimed their preference for the traditional method of teaching.

To conclude, the study findings revealed the practicality and usefulness of the audiobooks in enhancing not only pupils' pronunciation, but also their grammar and vocabulary. Additionally, the study divulged the positive attitudes of learners towards audiobooks and how they appreciatively reacted to it. This bestows answers to the prior research questions and confirms their proposed hypotheses.

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Conclusion

This chapter was devoted for the analysis and the interpretation of the distinctive research methods used in different stages of this study. The data was collected by means of a quasi-experiment (pre/post-test) and a questionnaire. However, the findings of quasi-experiment and students' questionnaire were analyzed through descriptive statistics and inferential statistics in tables and graphs. Finally, the chapter ends up with a thorough discussion of the study results in order to answer the research questions and to test the research hypotheses. Therefore, the alternative hypothesis is accepted because the t- value was greater than critical value, however; the null hypothesis is rejected. Consequently, results proved that audiobooks is an effective tool in improving pupils' pronunciation.

GENERAL CONCLUSION, LIMITATIONS,

AND RECOMMENDATIONS

General Conclusion

The present dissertation has investigated the impact of using audiobooks in enhancing pupils' pronunciation. In addition, it was an attempt to discover students' attitudes at Mohamed Bejaoui high school towards this technology. Therefore, the ultimate aim of this research study was to investigate the research hypotheses and to answer the research questions of the study. Thus, this dissertation is conducted to confirm or reject the hypothesis stating that integration of audiobooks in teaching will have a positive impact on pupils' pronunciation.

First of all, the current study provided a review of the related literature presented in the first two chapters. In the first chapter, we attempt to highlight the most important elements related to the concept of ICT and one of its emerging technologies which is the study's suggested technology; namely, audiobooks. Meanwhile, the second chapter provides a holistic theoretical overview concerning the pronunciation in ELT and all the tenets revolving around it, its definition from researcher's views, history, when and how to teach it, factors influencing pronunciation and its component, and finishing by a summary of the common pronunciation problems that students may face in learning English pronunciation.

The third chapter of this study is devoted to the field work which represents the practical part of our study in which we attempted to analyze and interpret the data collected through the use of two data collection methods; namely, quasi-experiment and students questionnaire in addition to a thorough discussion of the findings. During the quasi-experiment, an intervening treatment took place over a period of time. The statistical tests that are a part of the quasi-experiment reveal a remarkable progress between learners'

pre and post-performances. Thus, the alternative hypothesis was accepted and the null hypothesis was rejected as the result of the T-test value.

Similarly, a semi-structured students' questionnaire aimed at collecting further data about the use of audiobooks to improve learners' pronunciation and to measure students' perceptions regarding this technology. The students reported their positive attitudes towards the use of audiobooks as an assistant tool in improving pupils' pronunciation. Therefore, the collected findings answered the two research questions asked in this study.

In a nutshell, this research contributes in examining the usefulness of audiobooks to improve third year high school students' pronunciation, and in exploring whether students prefer to use this technology in their classroom. Finally, we supported this conclusion with several implications that can help both teachers and students improve their pronunciation, hoping that the results of this research will be a rich reference for further studies and of a good use for teachers and students.

Limitation of the Study

Although the present study provides convincing evidence that audiobooks listening has a positive effect on learners' pronunciation, there are a number of limitations to be addressed.

The first important limitation of the study could be the limited number of participants. In this study, there are 19 students, who were exposed to the treatment. In addition, working with a small group does not allow us to generalize our findings. Moreover, when we have asked our participants to start the treatment sessions, most of them did not take it seriously. The majority gave excuses of being busy with their baccalaureate.

The most important reason is that this quasi-experiment was carried out in a very short duration. Four sessions were not enough to deal with all the aspects of pronunciation and even not enough to deal with all the rules of diphthongs. In fact, it was not a longitudinal study and it did not allow the researcher to have the maximum of the sessions to provide participants with further practices. However, when coming to make the questionnaire, because of the quarantine of the covide-19, the researcher was obliged to send the questionnaire via Facebook.

Since the study was confined to only one group of Mohamed Bejaoui high school students the findings of the study may not be generalized to represent all the Algerian universities or elsewhere. Moreover, the lack of references; especially, references concerned with audiobooks and computers was an obstacle.

Recommendations

The researcher of this study suggests the following recommendations:

1. From the results of the questionnaire, we found some students claiming that the passages chosen from the novel are difficult. So, teachers should make the right selection of audiobooks by paying attention to the scope (paying attention to the topic, content, accent…etc.) and the sound quality of the audiobooks that they select for their students.

2. Choosing the right audiobook is not a simple process; it requires various factors to be considered. Since listening to an audiobook takes longer time than most of language learning oriented activities, they should be selected in accordance with the interests of the students. In this way, it is more likely to prevent students' loss of motivation.

3. From the results, we found that most of students reported having difficulties in understanding some words from the story. Moreover, some of them do not know how to pronounce simple words that we use in our daily life. Thus, teachers should carefully consider the number of unknown words in the audiobooks they select.

4. As it is mentioned earlier, we have made the treatment sessions inside the classroom. Thus, the findings show significant development. But, the results would be better if the treatment sessions were done in a computer laboratory. So, the instructors should provide students with access to listening laboratories in schools, where they can decide on the audiobooks to be listened in accordance with their personal interests.

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Appendices

Appendix A. Approval letter

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي

كلية الآداب و اللغــات
قسم الآداب و اللغات الأجنبية
رقم : .../ ش.إ/ 2019
شعبة الانجليزية

إلى السيد: مدير ثانوية محمد بجاوي

الموضوع : طلب تصريح لإجراء تربص

يشرفني أن ألتمس من سيادتكم تمكين الطالب (ة): قبول رانية صاحبة رقم التسجيل :

15/32002191 من إجراء تربص مع التلاميذ والأساتذة في مؤسستكم .

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة

محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل بحثها.

وفي إنتضار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2019/11/14

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية

مسؤول الشعبة

Appendix B: The quasi-experiment' sessions scheduling

Sessions	Date
Pre-test	**19-10-2019**
Session 1	**23-11-2019**
Session 2	**9-12-2019**
Session 3	**10-12-2019**
Session 4	**11-12-2019**
Post-test	**6-1-2020**

Appendix C: Students' Attendance Sheet

School Name: Mohamed Bejaoui

Teachers' Name: Righi Louiza

Date: 19-11-2019

Time/ Class Period: 1H

Name of the Class: 3L

Academic Year: 2019-2020

Students Names	Week 1	Week 2		Week 3		Week 4
	Pre-test	S1	S2	S1	S2	Post-test
Bribech Wafaa	X	X	X	X	X	Y
Hamzi Abir	X	X	X	X	X	X
Khachaai Slimane	X	X	X			X
Khalasi Mohamed Amir	X	X	X	X	X	X
Dafdaf Hala	X	X	X			X
Rahmani Mouna	X	X	X	X	X	X
Zidi Manar	X	X	X		X	X
Saoudi Mouna	X	X		X	X	X
Slimani Soundos	X	X	X	X	X	X
Tabech Maroua	X	X	X	X	X	X
Assassi Hiba ElRahman	X	X	X	X	X	X
Achir Bassma	X	X	X		X	X
Ghadab Amira	X	X	X		X	X
Fallah Meriem	X		X	X		Y
Kababi Mohammed Amine	X	X	X			X
Kouasmi Asmaa	X	X	X	X		X
Lakehal Amira	X	X	X			X
Mansar Asmaa	X	X	X			X
Naoui Hadil	X	X	X		X	X

School: Mohamed Bedjaoui   **Class:** L3

<u>**EMMA**</u>

Only think of our happening to meet him!—How very odd! It was **<u>quite</u>** a chance, he said, that he had not gone **<u>round</u>** by Randalls. He did not think we ever walked this road. He thought we walked towards Randalls most **<u>days</u>**. He has not been able to get the Romance of the Forest yet. He was so busy the last **<u>time</u>** he was at Kingston that he quite forgot it, but he goes again to-morrow. So very odd we should happen to meet! Well, Miss Woodhouse, is he **<u>like</u>** what you expected? What do you think of him? Do you think him so very **<u>plain</u>**?

'He is very plain, **<u>undoubtedly</u>**—remarkably plain:—but that is nothing **<u>compared</u>** with his entire want of gentility. I had no **<u>right</u>** to expect much, and I did not expect   much;   but I had no **<u>idea</u>** that he could be so very **<u>clownish</u>**, so totally without **<u>air</u>**. I had imagined him, I confess, a degree or two **<u>nearer</u>** gentility.

'To be **<u>sure</u>**,' said Harriet, in a **<u>mortified</u>** **<u>voice</u>**, 'he is not so genteel as **<u>real</u>** gentlemen.

'I think, Harriet, since your **<u>acquaintance</u>** with us, you have been repeatedly in the company of some such very real gentlemen, that you must yourself be struck with the difference in Mr. Martin. At Hartfield, you have had very good specimens of well **<u>educated</u>**, well bred men. I should be surprized if, after seeing them, you could be in company with Mr. Martin again without perceiving him to be a very **<u>inferior</u>** creature.

Thank you.

School: Mohamed Bejaoui   **Class:** L3

Full Name: …………………

<u>EMMA</u>

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived ……… twenty-one years in the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his ………. from a very ………….. period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between them it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly …….. her to impose any restraint; and the ………. of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she………. ; highly esteeming Miss Taylor's judgment, but directed chiefly by her ……………

The real evils, indeed, of Emma's situation …….. the ……….. of having rather too much her own ……….. , and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

Comprehension Questions:

Activity1: Answer the following questions:

1. How old is Emma?

2. Who is Miss Taylor?

3. What is Emma's only disadvantage?

Activity 2: Fill in the gaps with the missing words while you are listening.

Activity 3: Match the words that have same diphthong:

a) An old   Child
b) A aloud   Choice
c) A usual   Goat
d) Enjoy your   Hair
e) Near   Here
f) A kind   Shout
g) Fair   The cake
h) Taste   Tour
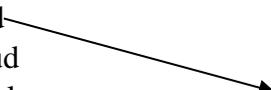
Activity 4: Rewrite the previous words in sentences of your own style, and then read them out loud.

Definition of the Words	Examples
1. **Old:** having <u>lived</u> or <u>existed</u> for many <u>years</u>.	1. …………………………………………
2. **Aloud:** in a <u>voice</u> <u>loud</u> enough to be <u>heard</u>.	2. …………………………………………
3. **Usual:** <u>normal</u>; <u>happening</u>, done, or used most often.	3. ………………………………………… ……………………………………………
4. **Tour:** a visit to a place or area, especially one during which you look around the place or area and learn about it.	4. ………………………………………… …………………………………………… ……………………………………………
5. **Near:** not far away in distance.	5. …………………………………………
6. **Kind:** <u>generous</u>, <u>helpful</u>, and thinking about other people's feelings.	6. ………………………………………… ……………………………………………
7. **Fair:** treating someone in a way that is right	7. …………………………………………

or reasonable, or treating a group of people equally and not allowing personal opinions to influence your judgment.	…………………………………………… …………………………………………… ……………………………………………
8. **Taste:** the flavor of something, or the ability of a person to recognize different flavors.	8. …………………………………………… …………………………………………… …………………………………………

Appendix F: Treatment 2

School: Mohamed Bejaoui   **Class:** L3

Full Name: …………………

<u>EMMA</u>

………… came, a gentle sorrow, but not at all in the shape of any disagreeable consciousness. Miss Taylor married. It was Miss Taylor's loss which first ……… grief. It was on the wedding-day of this beloved friend that Emma first sat in mournful ………… of any continuance. The wedding over, and the bride-people gone, her father and herself ………. left to dine together, with no prospect of a third to ……… a long evening. Her father composed himself to sleep after dinner, as ………, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every ………. of every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her through the various illnesses of childhood. A large debt of gratitude was owing ……….; but the intercourse of the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's marriage, on their being left to each other, was yet a dearer, tenderer recollection. She had been a friend and companion such as few possessed: intelligent, well-informed, useful, gentle, …………. all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in

every pleasure, every scheme of hers—one to whom she could speak every thought as it

………., and who had such an affection for her as could never find fault.

Comprehension Questions:

Activity 1: Answer the following questions:

1. Whose wedding has just taken place when the novel begins?

2. Why did Miss Taylor leave?

3. What is the name of Emma's sister?

4. What was Miss Taylor's husband name?

Activity 2: Fill in the gaps with the missing words while you are listening.

Activity 3: classify the words according to the pronunciation of the words in bold types:

S**to**ne- **Air**- N**ow**- B**uy**- B**ay**- B**oa**t- H**ou**se- Kn**ow**- H**ere**- Th**ere**- **Oi**l- Sp**ear**- S**u**re- Ch**air**-

B**ear**- T**our**- Pure- H**ear**- T**ow**n- F**i**ve

Activity 4: Rewrite the previous words in sentences of your own style, and then read them out loud.

/eə/	/əʊ/	/aɪ/	/eɪ/	/aʊ/	/ɔɪ/	/ʊə/	/ɪə/
Fair	**Show**	**Light**	**Rain**	**Brown**	**Enjoy**	**Poor**	**Near**
……………	…………..	…………..	…………..	…………..	…………..	…………..	…………..
……………	…………..	…………..	…………..	…………..	…………..	…………..	……………
……………	…………..	…………..	…………..	…………..	…………..	…………..	…………..
…………..	…………..	………….	…………..	…………..	…………..	…………..	…………..
……………	…………..	………….	…………..	…………..	…………..	…………..	…………..

Definition of the Words	Examples
1. **Fair:** free from bias, dishonesty, or injustice.	1. …………………………………………..
2. **Show:** to <u>let</u> someone <u>look</u> at something.	2. …………………………………………..
3. **Light:** something that makes things visible or affords illumination.	3. …………………….................................... ....……………………
4. **Rain:** Water that falls from the sky in small drops.	4. ………………………………………… ………...
5. **Brown:** Being the same color as chocolate.	5. …………………………………………..
6. **Enjoy:** to like something that you are doing.	6. ………………………………………….
7. **Poor:** having little or no money, goods, or other means of support.	7. ………………………………………… ………………………………………..........
8. **Near:** close; to a point or place not far away.	8. ………………………………………… ………..

School: Mohamed Bejaoui   **Class:** L3

Full Name: …………………

<u>EMMA</u>

How was she to ………. the change?—It was true that her friend was going only half a mile from them; but Emma was aware that ………. must be the difference between a Mrs. Weston, only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She ……… loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful.

The evil of the actual disparity in their ages (and Mr. Woodhouse had not married ………..) was much increased by his constitution and habits; for having been a valetudinarian all his life, without activity of mind or body, he was a much older man in many ………….than in years; and though everywhere beloved for the friendliness of his………… and his amiable temper, his talents could not have recommended him at any time.

Her sister, ……………comparatively but little removed by matrimony, being settled in London, only sixteen miles off, was much beyond her ……….reach; and many a long October. and November evening must be struggled through at Hartfield, before Christmas ………….the next visit from Isabella and her husband, and their little children, to fill the house, and give her pleasant society ………...

Comprehension Questions:

Activity 1: Read the text and circle true or false:

1. Emma was happy because Ms. Taylor get married and left the house. (True/ False).

2. Miss Taylor was living a mile away from Mr. Woodhouse's home. (True/ False).

3. Mr. Woodhouse was an active person. (True/ False).

4. Her sister Isabella lives in London. (True/ False).

Activity 2: Fill in the gaps with the missing words while you are listening.

Activity 3: Choose the right answer:

1.	Ear	/phəʊn/
2.	Train ⟶	/treɪn/
3.	Euro	/tɔɪ/
4.	Twice	/rɪəli/
5.	Steak	/waɪ/
6.	Phone	/neɪm/
7.	Why	/ˈjʊə.rəʊ/
8.	Really	/twaɪs/
9.	Name	/steɪk/
10.	Toy	/ɪəʳ/

Activity 4: Use the examples to decipher the words:

Phonetics	Words	Phonetic	Words
/meɪk/	Make	/tɔɪ/	Toy
/daʊn/	Down	/bɪəd/	Beard
/aɪz/	Eyes	/heəʳ/	Hair
/bɔːt/	Bought	/plʊə.rəl/	Plural

Phonetics	Words	Phonetics	Words
/treɪ.nər/	…………..	/nɔɪz/	…………..
/wəʊnt/	…………..	/bɪəʳ/	…………..
/kwaɪt/	…………..	/beər/	…………...
/maʊθ/	…………..	/jʊə.rəp/	....

Activity 5: Rewrite the previous words in activity 4 in sentences of your own style, and then read them out loud.

Definition of the Words	Examples
1. **Make:** to <u>create</u> something.	1. ....
2. **Down:** <u>moving</u> from above and onto a <u>surface</u>	2. …………………………………… ……………………………………
3. **Eyes:** one of the two organs in your face that you use to see with.	3. …………………………………… ……………………………………
4. **Bought:** to get something by giving money for it.	4. …………………………………… ……………………………………
5. **Toy:** an object for children to play with.	5. ……………………………………
6. **Beard:** the hair that grows on a man's	……………………………………

chin.	6. ……………………………………
7. **Hair:** the thin threads that grow on the head and body of people and animals.	7. ....
8. **Plural:** A plural word shows you are talking about more than one person or thing.	8. ....

School: Mohamed Bejaoui   **Class:** L3

Full Name: …………………

<u>EMMA</u>

Highbury, the large and populous village, almost amounting to a …..........., to which Hartfield, in spite of its separate ………., and shrubberies, and name, did ………. belong, afforded her no equals. The Woodhouses were first in consequence there. All looked up to them. She had many acquaintance in the ………, for her father was universally civil, but not one among them who could be accepted in lieu of Miss Taylor for even half a day. It was a melancholy change; and Emma could not but sigh over it, and wish for impossible things, till her father ………., and ……….. it necessary to be cheerful. His spirits required support. He was a nervous man, easily depressed; fond of everybody that he was used to, and hating to part with them; hating change of every kind. Matrimony, as the origin of ………., was always disagreeable; and he was by no means yet reconciled to his own daughter's marrying, nor could ever speak of her but with compassion, though it had been entirely a match of affection, when he was now obliged to part with Miss Taylor too; and from his habits of gentle selfishness, and of being never able to ………… that other people could feel differently from himself, he was very much disposed to think Miss Taylor had done as sad a thing for herself as for them, and would have been a ………… deal happier if she had spent all the rest of her life at Hartfield. Emma ………… and chatted as cheerfully as she could, to keep him from such …………; but when tea came, it was impossible for him not to say exactly as he had said at dinner:

'Poor Miss Taylor!—I wish she were here again. What a pity it is that Mr. Weston ever thought of her!'

'I cannot agree with you, papa; you know I cannot. Mr. Weston is such a good-humoured, pleasant, excellent man, that he ……………. deserves a good wife;—and you would not have had Miss Taylor live with us forever, and ………. all my odd humours, when she might have a house of her………'.

Comprehension Questions:

Activity 1: Underline the correct answer:

1. What is the name of Mr. Woodhouse's estate?

a- Maple Grove   b- Donwell Abbey   c- Hartfield

2. Mr. Woodhouse was:

b- Active person   b- nervous man   c- Strong person

Activity 2: Fill in the gaps with the missing words while you are listening.

Activity 3: Choose the correct transcription for the words:

1. **Play**

a- /pleɪ/   b- /pliː/   c- /plaʊ/

2. **Bait**

a- /biːt/   b- /beɪt/   c- /bet/

3. **Spoke**

a- /spaɪk/   b- /spəʊk/   c- /spiːk/

4. **Hour**

a- /aʊr/   b- /ɔːr/   c- /aʊər/

5. **Coin**

a- /ɔɪŋ/   b- /cɔɪn/   c- /kɔɪn/

Activity 4: Rewrite the previous words in activity 4 in sentences of your own style, and then read them out loud.

Definition of the Words	Examples
1. **Play:** When you play a sport or game, you compete or are involved in it.	1. …………………………………………... ....
2. **Bait:** food that is used to attract and catch animals or fish.	2. ………………………………………… …………………………………………
3. **Spoke:** to say something using your voice.	3. …………………………………………
4. **Hour:** a period of time equal to 60 minutes.	4. ………………………………………...
5. **Coin:** a flat, round piece of metal used as money.	5. …………………………………………

School: Mohamed Bedjaoui   **Class:** L3

EMMA

'Emma never thinks of herself, if she can do good to others,' **join** Mr. Woodhouse, understanding but in part. 'But, my **dear**, **pray** do not **make** any more matches; they are silly   things,   and   **break**   up   one's   family   circle   grievously.'

'Only one more, papa; only for Mr. Elton. Poor Mr. Elton! You **like** Mr. Elton, papa,—I must look about for a **wife** for him. There is **nobody** in Highbury who deserves him— and he has been **here** a whole **year**, and has fitted up his **house** so comfortably, that it would be a **shame** to have him single any longer—and I thought when he was joining their hands to-day, he looked so very much as if he would like to have the **same kind** office done for him! I think very well of Mr. Elton, and this is the only **way** I have of doing him a service.

'Mr. Elton is a very pretty young man, to be sure, and a very good young man, and I have a **great** regard for him. But if you want to **show** him any attention, my dear, ask him to come and **dine** with us **someday**. That will be a much better thing. I **dare** say Mr. Knightley will be so kind as to meet him.

Thank you.

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Devision of English

Dear students,

You are kindly requested to answer the following questionnaire which aims at investigating "the usefulness of Audiobooks in enhancing pupil's pronunciation". The researcher would be very grateful if you accept to cooperate by answering the following questions honestly. This will help us reach the goal of our study.

Your collaboration is highly appreciated.

Section One: General Information

Q1- Specify your gender

   a- Female ☐   **b-** Male ☐

Q2- How do you evaluate your level in English?

   a- Basic ☐   b- Intermediate ☐   c- Advanced ☐

Section Two: Pronunciation Skill

Q3- Which of the four language learning skills you master the most?

a. Reading ☐   b. Writing ☐

c. Listening ☐   d. Speaking

Q4- Do you face difficulties while speaking in English?

a. Yes ☐

b. No ☐

If yes, in which of the following aspects do find difficulties?

a. Pronunciation ☐

b. Limited vocabulary ☐

c. Grammar ☐

d. Others ☐

Q5- Pronunciation is a significant sub-skill in learning The English language:

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

Q6- How do you evaluate your pronunciation skill?

a. Good ☐

b. Average ☐

c. Bad ☐

d. Very bad ☐

Q7- How do you find the lessons of pronunciation?

a. Interesting ☐

b. Ordinary ☐

c. Boring ☐

Please justify your choice

………………………………………………………………………………………………

………………………………………………………………………………………………

……

Q8- Which of the following strategies do you adopt to improve your pronunciation:

a. Reading out loud and recording yourself ☐

b. Communication ☐

c. Subscribe to English websites, podcasts and YouTube channels ☐

d. Listen carefully to the words of music ☐

Others……………………………………………………………………………………….

………………………………………………………………………………………..

Section Three: ICT and Audiobooks

Q9- Do you use technological tools to learn English?

a- Yes ☐

b- No ☐

If yes, you use them for:

a- Listening ☐

b- Reading ☐

c- Writing ☐

d- Speaking ☐

Q10- Does the listening skill have an influence on the other skills?

   A. Yes ☐

   B. No ☐

   C. If yes, which ones

     ....

     ....

     ....

Q11- How often do you practice the listening?

   a- Always ☐   c- Very often ☐

   b- Sometimes ☐

Q12- which of the following does your teacher use most in the classroom:

   a. Visual aids   ☐

   b. Audio aids   ☐

   c. Audiovisual aids ☐

Q13- Do the lessons become interesting when your teacher uses audio and/or audio visual materials in the class?

   a. Yes ☐

   b. No ☐

Please justify your choice

………………………………………………………………………………………………

………………………………………………………………………………………………

……

Q14- What do you use as an audio aid to improve your language learning outside the classroom?

a- Audiobooks ☐   b- Broadcasts ☐

c- Videos ☐   d- Social media ☐

e. Others

……………………………………………………………………………………………

……………………………………………………………………………………………

……

Q15- Did you like to read the story while listening to the audio recording simultaneously?

   a. Yes ☐

   b. No ☐

Please justify your choice

....

....

....

Q16- Have you faced difficulties while listening to audiobooks?

   a. Yes ☐

   b. No ☐

If "yes", are they related to:

   a. Problems pertinent (related) to unfamiliar words ☐

   b. Problems pertinent (related) to the unclear pronunciation ☐

   c. The length of the content of the audiobook ☐

   d. Other difficulties ☐

Q17- Which of the following language components can be enhanced when using audiobooks?

   a. Vocabulary ☐

b. Pronunciation ☐

c. Grammar ☐

d. All of them ☐

Q18- After experiencing listening to English audiobooks, do you find it interesting and

motivating to improve your pronunciation?

a. Yes ☐

b. No ☐

c. Explain

…………………………………………………………………………………………

…………………………………………………………………………………………

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Thank you for your collaboration

الملخص

يهدف هذا البحث للتحقق من دور الكتب الصوتية في تحسين نطق متعلمي اللغة الإنجليزية كلغة أجنبية على مستوى الادغام. تهدف هذه الدراسة الى فحص فرضيتين، الاولى تنص على إمكانية التأثير الإيجابي للكتب الصوتية على نطق الطلبة. إضافة الى ذلك، تسعى هذه الدراسة الى كشف مواقف الطلاب اتجاه استخدام الكتب الصوتية كأداة داعمة لتعزيز نطق الطلاب. من أجل تحقيق اهداف هذا البحث، تم تطبيق نهج البحث المختلط في هذه الدراسة. فيما يتعلق بهذا المنهج، تم اختيار اداتين لجمع البيانات لهذا التحقيق. تضمنت هذه الأدوات تجربة شبه استبيانية، استبيان الذي وزع على عينة من طلاب الباكالوريا في ثانوية محمد بجاوي في بسكرة. بعد التحليل الدقيق و التفسيرات التقديرية و الاستدلالات للبيانات التي تم جمعها، كشفت نتائج هذا الاستطلاع التي تم التوصل إليها من تحليل اداتين لجمع البيانات الكتب الصوتية يمكن ان تساعد طلاب اللغة الإنجليزية على تحسين نطقهم. من خلال نتائج هذا البحث تم تأكيد الفرضية البديلة السابقة و كانت النتائج ايجابية.

المفردات الاساسية: النطق، الكتب الصوتية، الادغام.