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The Effects of Using Audio Books on EFL Students Reading Comprehension

**The case of first year's students at the section of English in the University of
Mohammed kheider Biskra**

**Dissertation submitted to the department of Foreign Languages as a partial
fulfillment of the requirements for the degree of Master in Sciences of Languages**

Presented BY:

Mrc. REGUIG HAYAM

Supervised BY:

DR. BASHAR Ahmed

BOARD OF EXAMINERS:

Dr.betko rezig Nadia

Mrs.kacha Asma

University of Biskra

University of Biskra

Academic Year: 2022 - 2023

Declaration

I, Reguig Hayam , do hereby solemnly declare that the work I am going to present in this dissertation is my own original work , and has not been submitted before to any other institution or university for a degree.

This following work was carried out and completed at Mohammed KHEIDER University of BISKRA, ALGERIA

Certified:

MISS REGUIG HAYAM

Master Student, Section of English

Dedication

I dedicate this humble work to:

My father Reguig amar who taught me how to trust Allah, how to believe in myself .

My mother Rguig Noura who brought me to this world and supported me by saying push to the limit .

My sister and intimate friend Amira and her husband laiChi yazid and their child Ghaithe .

my beloved family Bara Malak , Amani, hanin, Sadja you are the reason of my power.

My aunts , Hiba , Linda , Madiha, zhor ,farida Thank you for your unconditional love and support .

To my uncles : Nouh and his wife Firyal ,yocef and his wife Hadda , yasser grateful for having you in my life .

My grandmothers fatima and hadda may Allah protect them .

To the soul of my grandfathers Ahmed and lakhdhar may Allah blesse them

To all the family of Reguig , djihan , Ritadj , hadjer , Lilyane , AZA , Housam , ayoub ,badri ,ahmed , djoud , ahmed mouaid , mahdi , Mohamed , Anes , Chahine

My best friends and path mate with whom I enjoy life and find them for the better and for the worst: Hiba ,Chaima ,houda , hadil Lilya ,Amira

Thanks also giving to the friend who supported me and without him I would never have the courage to continue Mouaiz .

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Abstract

Reading is one of the most important skills to acquire knowledge. The current study investigated the effectiveness of using audiobooks to improve EFL learners' reading comprehension. This study means to focus on the challenges that could be faced by the learners in reading comprehension . many researchers and classroom teachers are doing research to solve the learners problem in English reading comprehension or selecting the suitable reading materials is one important research brunch.Audio materials are very essential in foreign language learning because it brings reality to the classroom through direct exposure to native speaker's language. The current research tries to find out the importance of using audio books in enhancing EFL students reading skill. The hypothesis states that if EFL learners listen to audio books, they will help them develop their reading comprehension. A randomly chosen sample of first year LMD from the Foreign language Department, the English section at Mohamed Kheider University were kindly asked to answer to a questionnaire. The gathered data were analysed by hand. The results revealed of this study will show that students is highly positive towards the use of audio books in developing reading skill.

List of abbreviations

EFL: English as foreign language

L1: first year

FL: Foreign Language

LMD: Licence, Master, Doctorate

N: Number

%: percentage

&: and

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General Introduction

Introduction

This study investigated the role of audio books in enhancing learners' reading comprehension .Audio books paly a developing role in reading comprehension process ,besides of being a powerful tool that will help the struggled learners to develop their reading comprehension especiall the beginners, Students are encouraged to be imaginative and creative by listening to audiobooks..

Study Background

Different studies have been carried out within the field of EFL education. The findings obtained from these studies have shown that learners' motivation, interaction and performance are affected primarily due to the used methods in order to expose the pedagogical problems that learners face in their studies .

This study tends to look for students' attitudes towards the use of audiobooks in developing learner's reading comprehension.

Statement of the problem

Students in this level '1st year level' are required to give their best to improve themselves in a very better way as much as they can.

As they considered as English foreign language learners, students have different interests ; reading comprehension is one of them . students uninterested in reading for various reasons. in almost every class some students who may find reading in a foreign language challenging even though they are critical readers in their native language or there may be others who have never liked read .

the main problem learners suffer from is how they can improve themselves in reading especially in BISKRA UNIVERSITY of Foreign Languages, students. teachers' make good efforts to encourage learners to read and comprehend what they read . in this study in order to help students become better readers they using different techniques which is audio books .

Aim of the Study

The main aim is to show the important role of audio books in developing learner's reading comprehension and how beneficial they are. Moreover; it is a way to help learners develop new strategies in reading .

Research Questions

In this research ,we will try to answer the following questions:

- Do audio books really help learners develop reading comprehension ?
- Why do most learners find difficulties in reading when they learn the English language ?

- What are the different point of view from the students' attitudes toward the use of audio books ?

Hypothesis

Also, for the sake of answering these questions, we may hypothesis that:

- EFL students support the use of audiobooks in developing learner's reading comprehension.
- the use of audiobooks has remarkable positive effect on EFL students.

Research methodology

A quantitative approach will be used in order to achieve the aims of the current study. This helps in studying to investigate the effectiveness of audio-books in improving EFL learners' reading comprehension . The population used is the first year students of English department of Mohamed Kheider University, Biskra. Moreover, for the sake of conducting this study,forty six (46) students will be chosen randomly from the population. They will be given questionnaires, to collect their responses towards the use of audio books in developing reading comprehension EFL classes. A descriptive method will be used to achieve our the main objective of our study.

Structure of the study

This dissertation is organised according to the following outline:

Chapter One is an overview of the reading skill, mainly its definitions, types, models. More specifically, it focuses on the reading comprehension definitions, , difficulties, strategies, Processes and its importance . Additionally, we introduced learning strategies and Difficulties Faced by EFL Learners in reading.

The second chapter of the theoretical part was mainly devoted to the study of audio books. First of all, an introduction of both authentic materials as well as non-authentic .Second,explain the term audiobooks and its benefit .Then , we explore the selection and use of audio books in EFL classrooms .

finally ,chapter three which is the practical part that aims at analyzing the gathered data, through questionnaires that are addressed to first year EFL students .

Conclusion

Many researchers have related developing reading to authentic materials such a podcast, while no one had related it to audiobooks. Audio books in the other had mainly being related to reading comprehension rather than listening. This study aims to spotlight on the relation between the two variables, and how can audio books enhance learners reading comprehension.

CHAPTER ONE

An Overview of reading Comprehension

Introduction

Learning a foreign language efficiently and successfully goes through the four skills namely listening-speaking-reading and writing all four skills are of great importance, we use listening and speaking in oral communication and reading and writing on written communication, all four skills are well combine so in order to achieve spoken or listening fluency all four skills should be given an equal importance; however , In the last few years the reading skill attracted the attention of a large number of applied linguists and psycholinguistics each of which has approached the process from a different perspective. Though there are many definitions to reading process could be considered, most theorists in the area agree that reading is a complex skill requiring thinking, understanding and critical processes to construct meaning from all sorts of written texts.

1 .Reading skill

1.1 Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly, the most important skill a student must acquire to succeed in school and life. Moreover, reading has been a highly emphasized skill in the English foreign learner context. Reading can

be regarded as a process that involves, decoding, interpreting, and comprehending written material

Many researchers tried over the past few years to define reading from different points of view; for instance, Taiga (1998:7) has defined reading as a process that is used by a reader to get the purpose of the writer through the written word.

In contrast; Thorndike in Nerada (2000:13) argues that reading is the process of thinking and reasoning . It means that when a reader reads a text, he uses his brain and his logic to think and reason out. While Riddell said that reading is the act of constructing meaning while transacting with text.. Here the reader should interaction with the text not only in action with the text. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Because of mastering reading, we not only learn the theory but also practice what we have read and apply it in real life as much as we can. The reader can get meaning from the author, the page, or anywhere else. So, they make meaning from the interaction between prior knowledge and previous experience with the new information. Reading is a receptive skill that can be defined through different terms but the common point is that it is an active process and have no ideal definition to be recognized, and maybe it is the variation that makes listening searchable.

1.2.1 Type of reading

reading is a developing skill that has different types which are skimming, scanning, intensive, and extensive readings

1.1.2.1. Skimming

Skimming reading is a technique that allows you to quickly read , scan a text rapidly and identify the essential concepts. This is a useful skill When you need to gain a quick summary of a text or are looking for specific information,

1.1.2.2. Scanning

Scanning s a technique that allows you to quickly read through a text and find specific information. This is a useful skill when you need to find specific information in a text.

1.1.2.3 Extensive reading

Extensive reading is used to get a general understanding. For example, understanding the story we read or a song we are listening to, or watching an English language film with subtitles. For Harmer (2001) “Extensive reading where a teacher encourages students to choose for themselves what they read to and to do so for pleasure and general language improvement can also have a dramatic effect on a student’s language learning” (p228).

1.1.2.4 Intensive reading

According to (Roost 2011), “Intensive reading refers to leading to a text closely, to decode the input for purposes of analysis”.

Intensive reading is different from extensive reading; in that students read specifically to work on reading skills, a. It usually takes place in classrooms or language Laboratories and typically occurs when teachers are present to guide students through any reading difficulties and point them to areas of interest. (Harmer, 2007:134).

1.1.3. Models of Reading

1.1.3.1. Bottom-up Model

This model comes under the behaviorist research boundaries. Advocates of this model according to (Razi, 2016). believe that learning to read starts from children. begin by learning The small parts of the language (letters) and move on to understanding the whole text (As cited in Henouda, 2019, p.21).

this model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences. This model is called part to whole model because it goes from partial to whole knowledge.

1.1.3.2 Top-down Model

The top-down model is a cognitive trend that was developed as reaction to the bottom-up model which disregarded the reader's participation and viewed him as a passive participant in the reading process.

The key idea of this model is that meaning comes first, preceding language structure (decoding). Razi (2016) It turns out that teachers who support the top-down approach put less emphasis on phonics training and more on getting their children to read the complete sentences as they introduce the entire body of literature. Instead of assigning one book to the entire class, the students are asked to choose materials depending on their interests in order to maintain their reading motivation.

1.1.3.3 The interactive model

The interactive reading model is a reading theory that acknowledges the simultaneous interaction of bottom-up and top-down processes during reading. This is well delineated by (McCormick, T. 1988). When he said that The interactive reading model attempts to combine the valid insights of bottom-up and top-down models. It attempts to take into account the strong points of the bottom-up and top-down models and tries to avoid the criticisms leveled against each . tanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning.

According to this model, proficient readers are individuals who can decode words' letters and use their past knowledge to interpret the text. This paradigm opposes the creation of a specific mold for students. Furthermore, Yumul (2015) notes that students have the right to be independent in selecting their appropriate reading strategy to realize their capacity to comprehend the text's general meaning. Teachers should provide their students with the opportunity to share their knowledge in reading

classes and allow them to use their prior knowledge for the creation of the text's comprehension.

1.2 . Reading Comprehension

1.2.1 Definitions of reading comprehension

According to the literature, there is still no clear definition of reading comprehension achieved yet . Ennent (2015) provides the following list of many definitions of reading comprehension in his book:

Harris and Hodges (1995) state, “reading comprehension is the construction of meaning of written text through a reciprocal interchange of ideas between the reader and the message in a particular text.” (P. 23).

Moyle (1972) defines reading comprehension as, “the skill of reading to extract knowledge or reading with understanding” (p. 22).

According to Williams (1984) “reading comprehension is The process whereby one looks at and understands what has been written”

1.2.2. Strategies of reading comprehension

1.2.2.1.The bridging inferences

Readers should have the ability to make inference about the concepts, and linking ideas and the information that does not stated explicitly in the different text's parts to clarify what is presented indirectly in the text (As cited in Seddik, 2017, p. 51). For this, Beck, Mckeown, Sinatra and Loxterman (1991) define the text based inferences strategy as “the ability to link concepts and ideas is especially important when one considers that many texts do not explicitly link related information” (as cited in McNamara,2007, p.478-479). In the same concern, researchers such as Magliano and Millis (2003) explained it as following: “the process of generating bridging inferences plays an integral role in helping the reader build a global representation of the text” (as cited in McNamara, 2007, p.479).

1.2.2.2. Prediction

Prediction is One of the crucial reading comprehension strategies during reading act . in this strategies Readers may use their prior knowledge and information from the text, such as the title, pictures, and headings to anticipate the course of future events that may take place at a later time in the story. According to Laing and Kamhi (2002) “a predictive inference directs the reader’s attention by speculating about events or actions that may occur base(d) on what the reader already knows” (as cited in Woolley, 2011, p. 108).

1.2.2.3. Summarisation

Visualization is one of the reading comprehension strategies in what the readers are using the key concepts and ideas from the text and then rewrite them in his own words to understanding what are they reading .

1.2.2.4. Comprehension monitoring

Comprehension monitoring is The ability of the reader to employ the proper strategies to understand the meaning of the text . according to Blerkam (2009) defined it as the strategies that "allow us to monitor or keep tabs on our learning. They help us monitor our progress in mastering the material and allow us to evaluate the effectiveness of the strategies that we use to gain that mastery"

1.2.3. Processes of reading comprehension

Comprehension is one of the most essential components of life. Most of the time, you're trying to make sense of the world around you, and many academics have found similarities between this process and how a computer processes the data it has stored. Every waking minute of your existence Beatrice and Jeffries (1996) your brain is attempting to make sense of your surroundings; therefore comprehension is a part of life.

Comprehension is a complicated cognitive process that covers sub-process operating in real time, which they imply simultaneously an interaction between the

reader and a given text; however, reading the text and connecting its ideas comprehension processes spontaneously take place to think about what is reading and trying to construct the target meaning material on the written text (As cited in Seddik, 2017, p.53).

Irwin (as cited in Hazmani, 2019) presents five primary processes that work together to make the reading comprehension process simple for readers in order to grasp the processes involved in reading comprehension.

1.2.3.1 Micro processes. Two features of micro processing are chunking and selective recollection. The first involves combining words into meaningful groups of words or phrases, and it calls for knowledge of both syntax and vocabulary. The latter, though, necessitates selecting whatever textual information are important enough to remember. Klinger, Vaughn and Boardman (2007) maintain that "micro-processing refers to the reader's initial chunking of idea units within individual sentences.

1.2.3.2. Integrative processes . The process of comprehending and inferring the relationship between clauses is known as integrative processing. In this process you will need to be able to deduce causation or sequence, as well as recognize and grasp pronoun referent. Klinger, Vaughn and Boardman (2007), stated about micro processes and its function in obtaining the sentence meaning, integrative processes are the next processes which are working on joining the written text sentences to comprehend its related ideas (p.10).

1.2.3.3. Macro processes . The macro processes are used to comprehend narrative and informative text structures, These processes entail the reader's capacity to condense, arrange, and develop the ideas' complete meaning in order to comprehend the entire text. These latter ones require readers to focus exclusively on the most crucial details in order to make comprehension easier.

reader could unintentionally or intentionally choose the most important elements when you summarize the primary points while neglecting the last important ones. Additionally, the astute reader arranges these ideas utilizing organizational patterns or frameworks, notably those

1.2.3.4.Elaborative processes. Elaborative processes is the foundation that extends beyond text lines to provide significant links between text's distinctive components or units. When reading, readers use it to draw conclusions about the text and ensure that they fully grasp it. Additionally, there are two different kinds of these inferences: the first is forward inference, sometimes known as "prediction," and it allows the reader to build comprehension by drawing on prior information or experience. The reader uses the earlier knowledge provided by the author in the text in the second method, known as bridge inference.

1.2.3.5. Metacognitive processes . metacognition is thinking about thinking, while, in reading comprehension metacognitive process is retaining ideas, monitoring

reader's comprehension to use it in future, or it is considered as the readers' awareness to their cognitive processes(As cited in Seddik, 2017, p.56).

1.3. Importance of reading comprehension in language learning

Reading has become a crucial and important skill for learning any language; it facilitates the learning process and allows the student to maintain knowledge and information to acquire new vocabulary in the target language. In addition, you can learn various grammar rules that will speed up your language learning, according to Ginny (1997, cited in Vandergrift 1999).

reading plays a key role in facilitating the learning process and without proper comprehension skills, students lack the ability to understand what they read. as well as Day (1993) who agreed to this point and add that it might help with the memorization of what has been taught in that language. Second, it broadens one's vocabulary and grammar skills, hence broadening ones' understanding of the target language. Moreover, reading with its different skills is very important to be improved not just for learning a new language but also to help us in our daily life in different aspects.

Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life and "Real reading has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, and connecting with the minds of those you've never met."

1.4. Definition of learning styles

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

According to Celcia-Murcia (2001) defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject.

There are two main learning styles; visual and auditory. The definitions of these learning styles are as follows:

1.4.1. Visual

In this style learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom.

1.4.2. Auditory

In this style learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

1.5. Difficulties Faced by EFL Learners in reading

Second-language learners may face numerous difficulties, especially in reading activities because of different factors, sometimes can be a result of anxiety, lack of vocabulary, and lack of motivation. Anxiety is a normal internal feeling faced by EFL learners when they listen to a foreign language which makes them uneasy to read to it, it differs from one learner to another, according to Mayer (2008,p.4) “ Anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger”. Goner (2009) argued that learners’ anxiety while reading to the foreign language is caused by numerous factors such authenticity of the reading text, incomprehensibility of the reading text, and some external environmental factors.

lack of understanding of vocabulary. This problem may fall into multiple categories among them, learners may have difficulties for example with words that have similar lexical forms; Some words seem to be phonetically the same (in terms of sounds) as in „boss“ and „bus“, also in ‘cut’ and ‘cat“, other words seem to be similar at the level of morphology like the words receptive and deceptive. The reader can come across one of these kinds of words and even if he has learned both of them, he

might mix the meanings of pairs of words because they seem to be the same. Another type of difficulty that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning.

Insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role in successful reading. When the learner has a large vocabulary, he will not face problems with comprehension in understanding the whole text, and this comes from habitual reading, i.e. whenever the learner reads a lot he will acquire new vocabulary, and then improve his vocabulary knowledge which makes the reading task much easier for him.

Conclusion

This chapter attempted to provide the varied aspects related to reading skill generalities such as definitions, types and its principal models. Additionally, it is mainly talked about reading comprehension in particular way. Moreover, it provided reading comprehension strategies. For instance, bridging inferences, visualization, prediction, and finally comprehension monitoring. Then, we have concluded by reading comprehension vital processes. In the forthcoming chapter will focus more on the Importance of reading comprehension and the Difficulties Faced by EFL Learners in reading.

Chapter Two

An Introduction for Audio books

Chapter Two:

An Introduction for Audio books

Introduction

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conclusion

2.1 .Introduction

This chapter tries to define authentic materials, compare between authentic and non-authentic materials. Then, we will give the advantages and disadvantages of authentic material. Furthermore; for more details, we will define the audio books , the use of audio books and reading comprehension with audio books .And finally, we will state the main advantageous of using Audio books in reading .

2.2. Definition of Authentic Materials

According to the literature on learning and teaching a second language, the word "authentic material" might signify different things to different people . Morrow (1977) states, “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort.”

. Cook (1981), defines those as real examples of language produced by native speaker. . Similarly, Bacon and Finnemann (1990) also provided a definition putting emphasis on the production of and the intention for native speakers.

More recently, Kilickaya (2004) stresses on the “exposure to the real usage of the everyday life language” and how the materials are used by native speakers for their own purposes in daily life .

2.2 . authentic materials and non-authentic materials

In this table we can see a comparison between authentic materials and non-authentic materials According to Adams (1995;p.) and Miller (2003;p.)

Authentic materials	Non-authentic materials
<ul style="list-style-type: none"> • It depends on the real life language instead of the academic one. • They involved the use of unstructured sentence with minimum use of the correct grammar rules. • They are as a training way for improving their communication skills . • It is a motivating tool for Language learners.it considered as access point to the authentic cultural information It encourages both learners and teachers to be more creative. 	<ul style="list-style-type: none"> • The main purpose of non-authentic materials is the use of academic language . • They involved well-structured sentences in addition to well thoughtful ideas which serve the purpose of learning and teaching the correct language. • Teaching grammar may be the main concern of non-authentic materials. • It involves the use of understandable and easy language. • It focuses on the learners needs .

Table 1.1: the comparison between authentic and non- authentic materials

Adams (1995;p.) and Miller (2003;p.)

2.3. Authenticity in the class .

the use of authentic materials plays a great role in the language classroom because it encourages students to learn more and benefits teachers by giving them the right resources. Numerous studies have shown the effects of using authentic materials in the class room and have approved their success; Harmer (1994) states that

authentic materials can provide great benefits to learners in the production and acquisition of language with a boost in their confidence in real-life use.

Peacock (1997) claims that learners' levels of on-task behavior, concentration and involvement can be increased by using authentic materials greater than employing artificial ones. The student can use authentic materials to assist him develop his ability to listen to native speakers. Moreover, the use of the authentic materials is a way that provides the learners with the native speech whether it is in or outside the class room . finally , authentic materials are a needed tool for both teachers and learners to develop their reading comprehension .

2.4. audio books

Audio books are the most important resource in the foreign language learning process as it develops the learners skills especially reading comprehension skill, G. Reid Lyon (2002) stated that "Reading out loud to children is a proven way to develop vocabulary growth and language expansion and plays a causal role in developing both receptive and expressive language capabilities. Reading out loud can also enhance children's background knowledge of new concepts that may appear in both oral and written language." (as cited in Serafini 2004).

Audio books are an great tool to learn new vocabulary and grammar since they help the learners understand the language as it is spoken. As a result, audiobooks are an important tool for developing literacy .also , in other words, audio books

provide an easy way to understand different kind of text and it allows the student's to comprehend and analyze literature.

2.5. the use of audio books .

audio books for regular people are designed in a different way, making them a recording version of the printed book. Audio books are provided by non-profit organizations for various purposes and numerous reasons, such as giving them more detail to help them assimilate the story of the book. William Arthur Deacon claims. He had attempted to transform himself "into a panel of glass through which the reader could see the book as if he held it in his own hand". First, the target audience—the two separate groups of people are what drive the need for two distinct types of audio books—is one of the three primary areas where the two versions of books differ from one another. type one is believed to be the exact audio version of the written book. Due to their restrictions, individuals are unable to read printed books or listen to audio books to learn a second language. This type for For the average person who occasionally prefers to do two things at once, such as listening while driving a car. Unlike normal; and the second type is the improved audio version of the printed book, are designed for those with visual disabilities because they have no choice but to listen .

2.7. reading Comprehension and audio books

The ultimate goal of reading a text is to gain meaning from that text. Reading comprehension skill and interest in the subject matter are then essential for learning. Students with a high level of skill in text comprehension are more apt to become expert learners. This ability is extended into all content areas. Serafini (2004) describes the act of reading as one that permits students to learn new vocabulary and concepts. The new vocabulary and concept material can then be applied to a variety of different reading materials and subject areas that can continue to expand a learner's academic prowess.

Oral language experiences help people become better readers. As a result, audiobooks can help poor readers by improving text comprehension.

The Whittingham study (2013) found a significant increase in the reading ability of participants following an audiobook instructional program according to a pre-and post-test study. According to Beers (1998) also found that for many struggling readers to increase comprehension they have to see words and hear them simultaneously. Finally Audiobooks a great tool to improve the comprehension skills of English Language Learners

2.6. Advantages of audio books .

Like any authentic materials, audiobooks have numerous advantages whether they are employed both in and outside of the classroom. For those who struggle to develop fluent and effective reading skills, audiobooks can be a potential option to provide appropriate for independent reading.

1_ Audio books are considered a great tool and supplement for the teacher to motivate the learner's to read or even to listen.

2 _ Audio books can be used as homework for both reading and listening.

3_ .Audio books provide the learners with the chance of inside and outside use of listening to native speakers.

4_ Audio books involve the use of imagination while they listen to them in addition to encouragement of creativity in the class.

5 _ Audio books provide the learners with the chance of inside and outside use of listening to native speakers.

6_ Readers can benefit from audiobooks by improving their reading fluency, expanding their vocabulary, improving their understanding, and increasing their desire to connect with books.

7_ Audiobooks also can stimulate learners to read and make the experience more pleasant.

conclusion

The use of authentic materials in teaching English as a foreign language has great importance and seems the appropriate source in enhancing students reading skill Therefore; audio books are the most helpful tool in learning English language in better ways like vocabulary, pronunciations, and grammar. As it is new teaching method for learning, it has many educational benefits that can improve students reading skill .



Chapter Three

Discussion and Analysis of the Results

Chapter Three

Discussion and Analysis of the Results

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Chapter Three

Discussion and Analysis of the Results

Introduction

In order to translate our theoretical part to the practical one we have chosen the disruptive method because Audio books which is one aspect of the research is considered as a new area to investigate while reading is a complicated skill to develop an investigate in the same time .the descriptive method is based on one main part, which is students questionnaire. The questionnaire seems to be the best way to conduct this research because we are limited by time, this latter is distributed for first year LMD and divided into three sections ,the first one is devoted to student's background information ,the section two is for student's reading comprehension and the last one is for the use of audio books .

3.1.The students' questionnaire

3.1.1. The sample of the study

The sample of our study was first year LMD students' at the department of English Biskra University.The students' questionnaire was submitted to a group of 46 students, the questionnaire aims to research the importance of using audio books in

learning English as a foreign language and the degree to which they are helpful in improving reading comprehension .

3.1.2. Description of the questionnaire

The students' questionnaire was divided into three sections :

Section one: general information

There are three questions in this section concerning: sex the choice of studying English, the years of learning English .

Section two: reading comprehension

this part includes questions about the practice of reading skill, students reading abilities strategies, includes the reading comprehension difficulties and it's important for the student's.

Section three: audio books

Section three is about audio books ,the questions varies in terms of the use of authentic materials in general and audio books for specific. the goal of this study is to find out the importance of audio books with all of its advantageous in developing learners' reading comprehension .

3.1.3. Participants

As a way to explore this topic, we have chosen first year students of English language at Mohamed Kheider University of Biskra. The group were randomly chosen regardless to the student background of using Audio books .

Analysis of the questionnaire

Section one: general information

1. Students' gender

Gendre	Male	Female	Total
Number (N)	12	34	46
%	26 ,09%	73,91%	100%

Table 3. 1 Student's gender

From the table above, out of 46 students 12 are male and 34 are female. The fact that more female than male expressed an interest in learning foreign languages, particularly English, indicates that female are more motivated to do so.

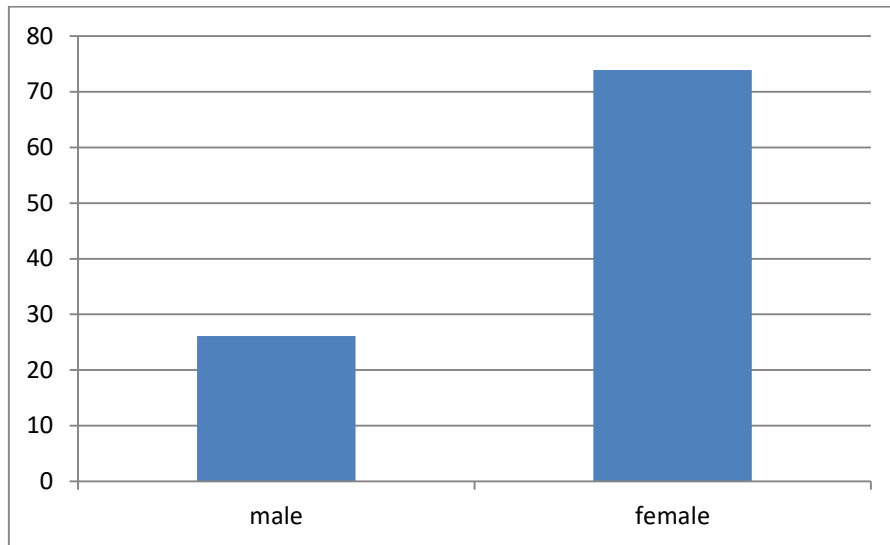


Figure 3.1 Students 'gender

2. The Choice of studying English

choosing English was:	Percentage	Number of participant
Personal	78,26 %	36
Imposed	21,73 %	10

Table 3. 2 The Choice of studying English

In this study, the result in (table 3.2) indicates that more than 78 % N (36) of the sample had chosen English as a personal choice, and as an argument for their choice of studying it was for the love of the language at first and for being English as a universal language while 21,73 % N (10) of the sample English branch were imposed because of several reasons, the most popular was they wanted another branch yet they were not qualified to study it.

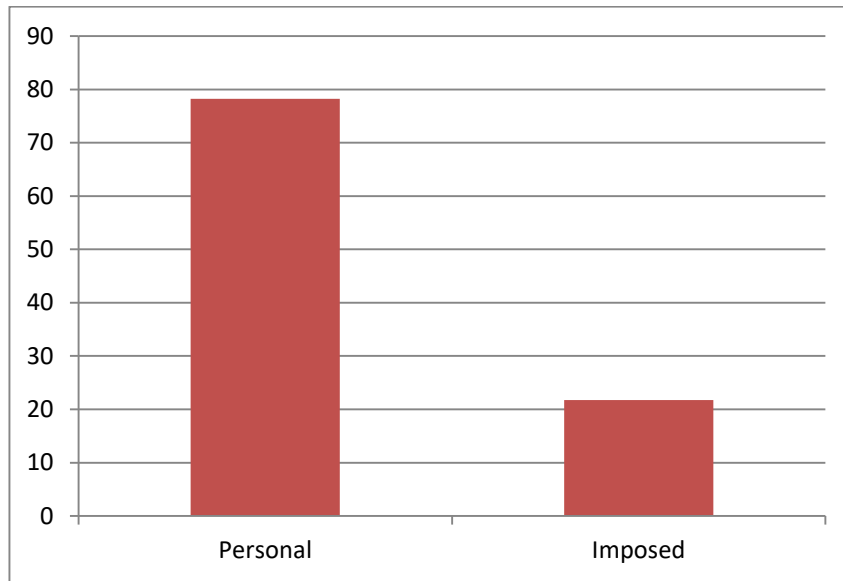


Figure 3. 2 The Choice of studying English

3 . How long have the students studying English

How long have you been studying English	Percentage	Number of participant
8 year	84,78%	39
9 year	8,69 %	4
10 year	6,52 %	3
11 year	4,34 %	2

Table 3.3 The period of studying English

The purpose of this question is to recognize whether the students have enough knowledge in terms of learning English without taking into account the background environment. According to the findings which is shown in the (table 3.3), 84. 78 % N (39) of the participant share the same background knowledge of English which is 8 years, while varies in the other percentages which are 8.69% N(4) for 9 years' experience ,6.52 % N(3) for 10 years' experience and 4.34 % N(2) for 11 years' experience.

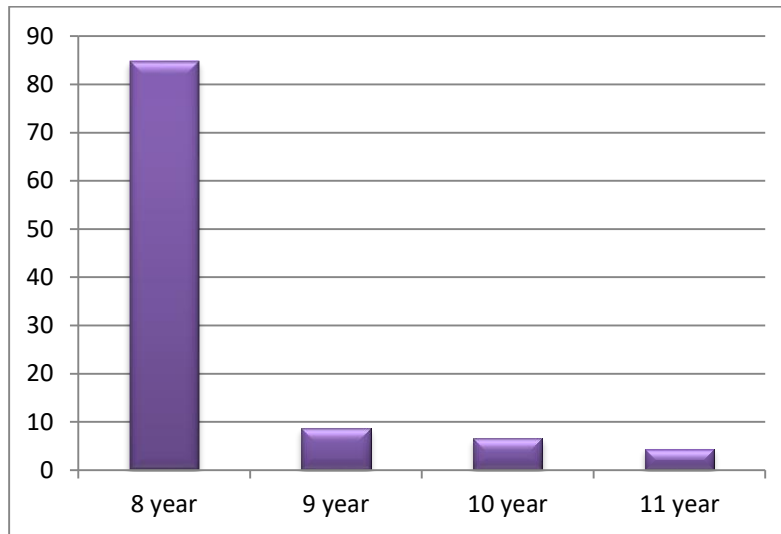


Figure 3.3 The period of studying English

Section Two : reading comprehension

4. Students Level in English

Do you consider your level in English:	Percentage	Number of participant
Very Good	13 %	06
Good	60 %	28
Average	26 %	12
Weak	00 %	00

Table 3.4 Students Level in English

The aims of this question is to recognize student's opinions toward their level in studying English as a language. the result obtained in (table 3.4) have shown that 60% of the sample considered themselves having a good level in English while 13 % for

the level of very good, 26 % as an average and no one consider himself as a weak level in English .

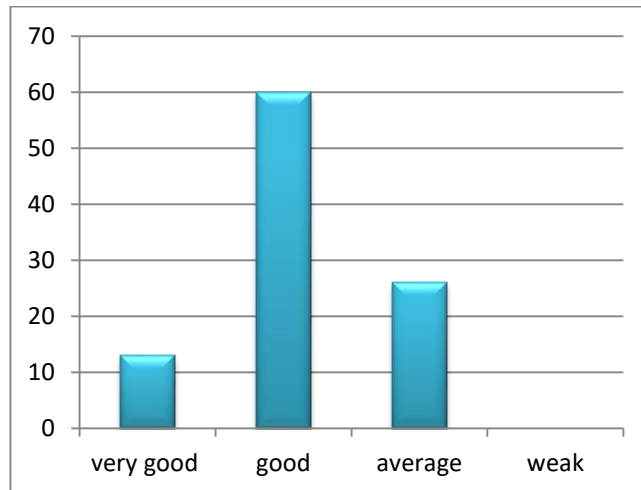


Figure 3. 4 Students Level in English

5. Student's Level in reading comprehension

	Percentage	Number of participant
Your level in reading comprehension is		
Average	30,43 %	14
Good	63,04 %	29
Weak	6,52 %	3

TABLE 3. 5 Student's Level in reading comprehension

As it is shown in the (table3.5) almost all of them which is 63% of the participant considered themselves good while more than 30 % considered themselves average and 6.52% considered their level weak.

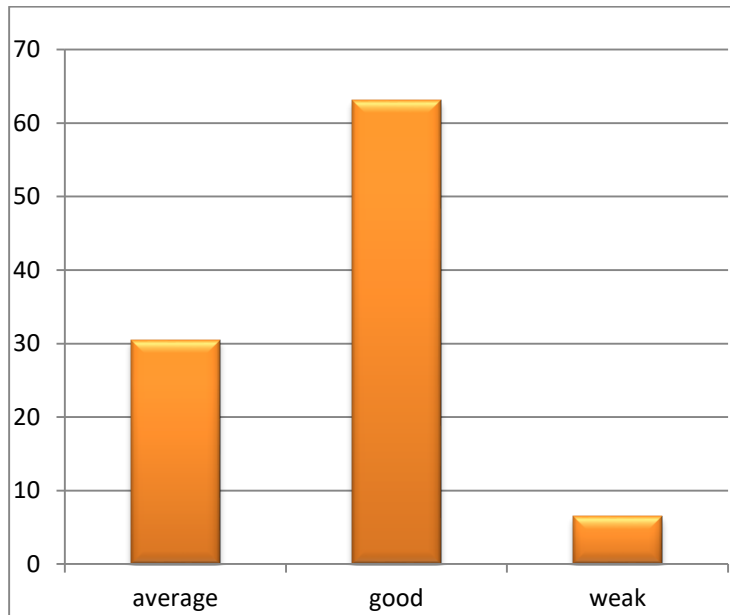


Figure 3.5 Student's Level in reading comprehension

6. Participants' techniques while reading a text.

When you read a text	Percentage	Number of participant
You try to understand the whole text	82,60 %	38
You only look for answers to comprehension questions	17,39 %	8

Table 3.6 Participants' techniques while reading a text.

Table (3.6) shows that more than 82 % are trying to understand the whole text during texts' reading comprehension while only 17,39 %) used to look only for the

answers of comprehension questions. In general we discovered that the majority of the students are used to imply the strategy of understanding the whole text during the reading comprehension act.

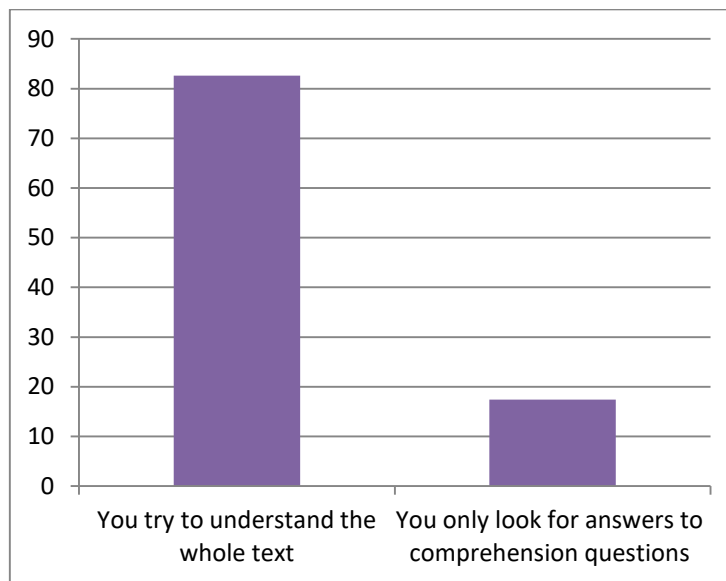


Figure 3.6 Participants' techniques while reading a text.

7. Students' understanding of the text's aim

When you read, can you understand the aim behind reading certain texts easily	Percentage	Number of participant
Yes	69,56%	32
No	30,43%	14

Table 3.7 Students' understanding of the text's aim

The objective of this item is to see whether the students are easily recognizing the aim behind certain texts or it takes time with them. As clearly shown on table(3.7) More than 30 % of the participants stated that it is difficult for them to get the main

aim behind the text. While , the majority of them 69,56% emphasized that they can understand the general idea of the reading text easily.

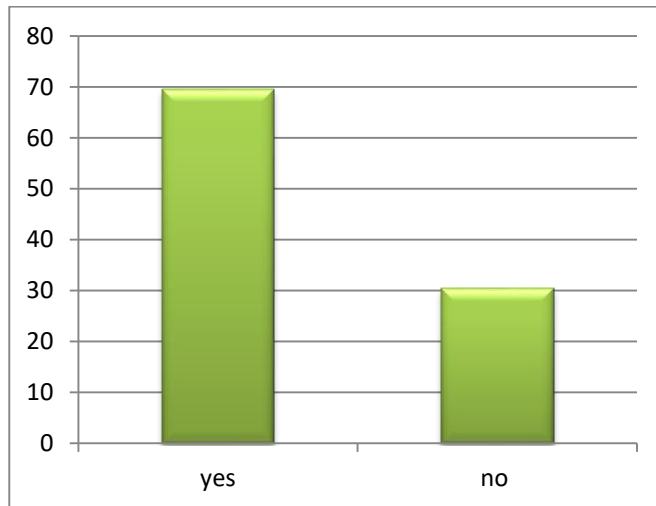


Figure 3.7 Students' understanding of the text's aim

8 . The encouragement of the teachers toward their student to read

How often does your teacher encourage you to read	Percentage	Number of participan
Frequently	21,73%	10
Sometimes	65,21%	30
Rarely	10,86%	5
never	2,17 %	1

Table 3.8 The encouragement of the teachers toward their student to read

The study have revealed that 21 % of the time the teacher frequently encourages their student to read ,65.21 % of the time teacher's encourage their student while 10 ,86 %

rarely encourage them only 2,17 %of the participant have indicate with the never answer. From the table (6) and figure (6) we can deduce that the teachers are encouraging their student no mater it was frequently, sometimes or rarely.

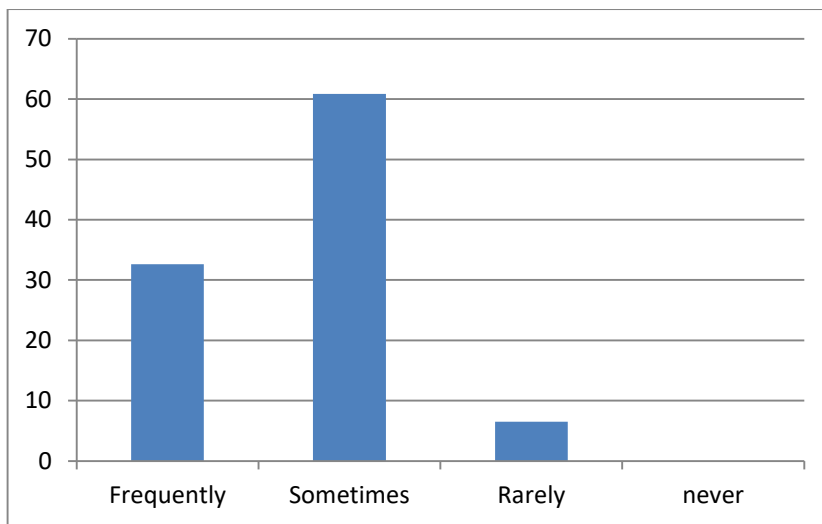


Figure 3. 8 The encouragement of the teachers toward their student to read

9. How often do you read to English without being asked

How often do you read to		
English without being asked	Percentage	Number of participant
Frequently	32,60 %	15
Sometimes	60,86 %	28
Rarely	6,52 %	03
Never	00 %	00

Table 3. 9 Students percentage of reading o English without being asked

As seen in table (3.9) 100% of the sample read to English without being asked which shows that 32 % of the student listen frequently ,60% which is most of the student has

answered sometimes and 6,52 % for rarely .As a general result to this question is the students are self-motivated to read to English as part of the learning process.

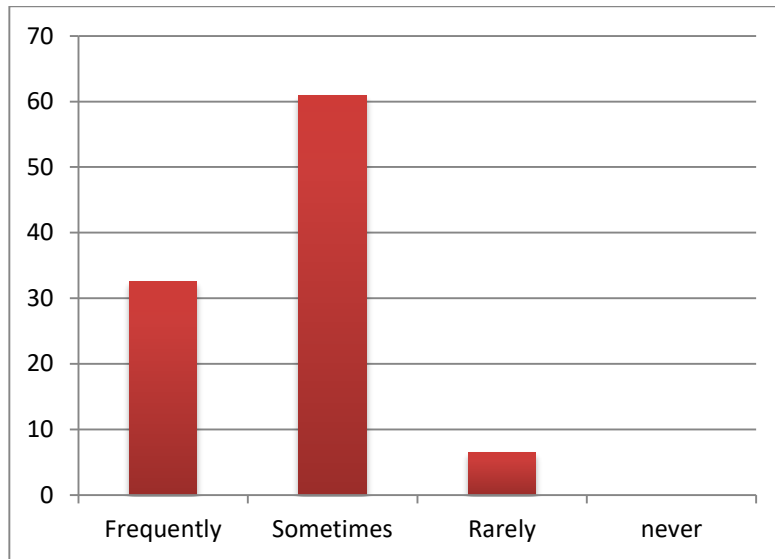


Figure 3.9 Students percentage of reading to English without being asked

10. The frequency of the student’s opinion toward having an equal time for reading and writing

In your opinion ,the time allocated to reading should be equal to writing		
	Percentage	Number of participant
Yes	54,34 %	25
No	45,65 %	21

Table 3. 10 The frequency of the student’s opinion toward having an equal time for reading and writing

The result obtained in the table (3.10) 54.34 % of the sample which is more than the half of the participant agreed that the time allocated to writing should be the same time devoted for reading which highlight the importance of reading in the learning process ,while equal be 45,65 % disagreed that is not important the equality between the two skills.

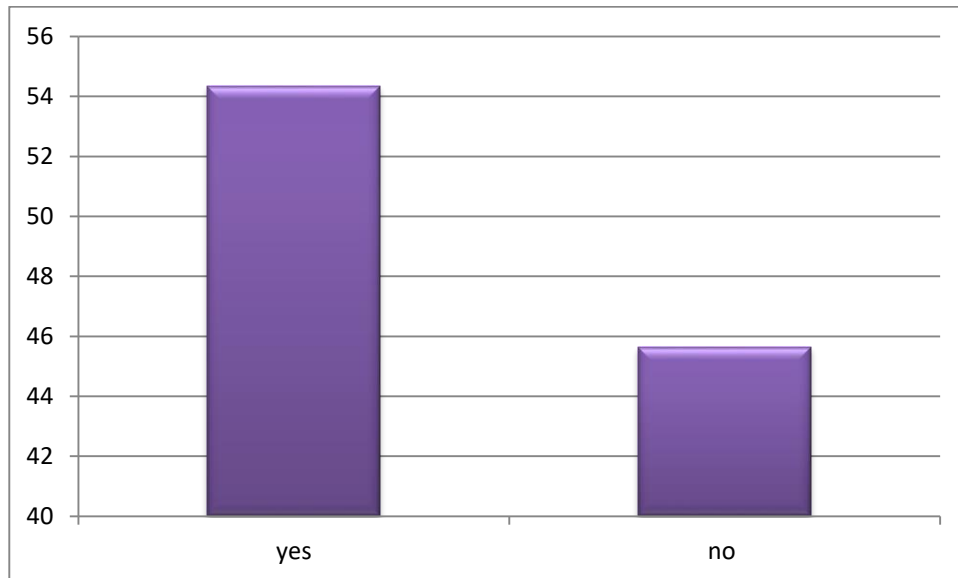


Figure 3. 10 student’s opinion toward having an equal time for reading and writing .

11 . Mention at least two difficulties in reading skill

The answers illustrate that the majority of first year’s students have difficulties in reading skill. the students claimed that they face difficulties Having poor background knowledge and it is difficult to Understand the Meaning of Word also they they having Poor comprehension when reading material either loudly or silently and Difficult to Determining the Main Idea and to Understand Long Sentence. We noticed that the great part of first year students find difficulties in reading skill.

12 . Reading strategies used by the learner

Which strategy do you often use before, while and after reading	Percentage	Number of participant
Visual strategy	41,30	19
Auditory strategy	23,91	11
Others strategy	34,78	16

Table3. 12 reading strategies used by the learner

Findings in (table 3.12) shows that most of the participant use reading strategies before, while and after reading divided into 41,30 % for the use of Visual strategy ,23.91 %for the use of,8.57% for the use of Auditory strategy but 34.78 % of the participant uses other strategy like Determine Importance and ask Questions.

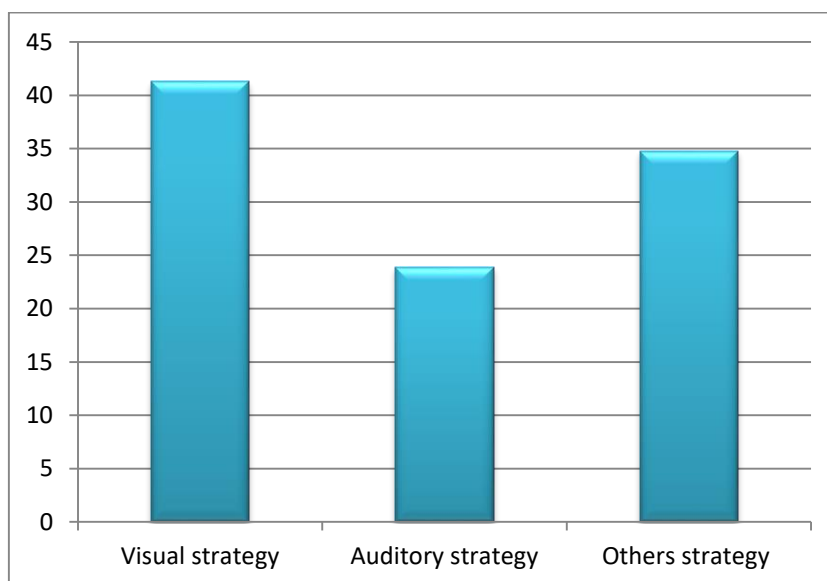


Figure 3 .12 reading strategies used by the learner

Section Three: using Audio books in reading comprehension

13 . The use of authentic materials by the teacher

Does your teacher use any authentic materials	Percentage	Number of participant
yes	86,95 %	40
no	13,04 %	6

Table 3. 13 The use of authentic materials by the teacher

The table (3.13) shoes that 86 ,95 % of the student had argued that teachers use authentic materials as a way to provide a real life language to the classroom in addition to be as a successful tool to develop reading comprehension, while 13.04 % of the participant had no as answer which mean that may not attend all the session

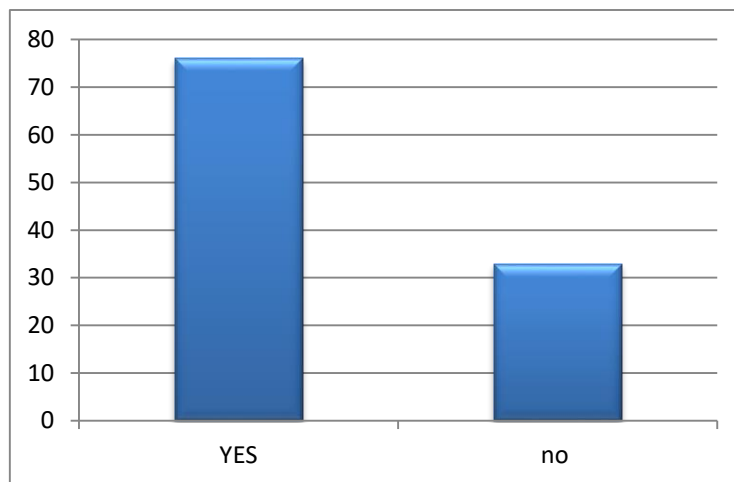


Figure 13 The use of authentic materials by the teacher

14. the different types of authentic materials which is used by the teacher

Which of the following authentic material does your teachers use in the class	Percentage	Number of participant
Songs	43,47 %	20
Audio books	23,91 %	11
Podcasting	28,26 %	13
None of them	4,34 %	2

Table3. 14 The different types of authentic materials which is used by the teacher .

When the participant are asked which types of authentic materials are used in the class, 43,47% of the student's answer were songs, while 23,91 % were podcasting . in addition 28,26 % was audio books, from (table 14) 4.34 % of participant had choose none of them .

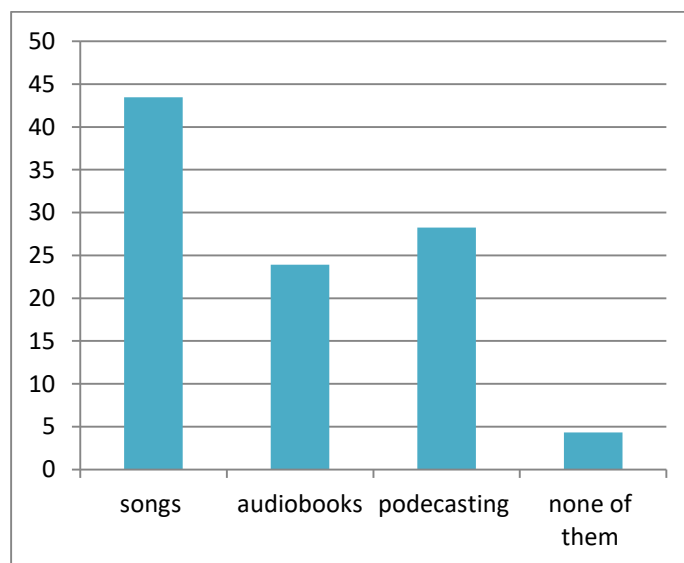


figure3.14 The different types of authentic materials which is used by the teacher .

15 .Familiarity with listening to Audio books

Are you familiar with listening to Audio books:	Percentage	Number of participant
Yes	50%	23
No	43,47%	20
No opinion	6,52%	3

Table3.15 Familiarity with listening to Audio books

When they have been asked about the familiarity with listening to Audio books, findings show that 50 % of the participants are familiar with this kind of authentic materials, while approximately the same percentage with 43.47% had a negative answer. In the other hand 6,52 % of them have no opinion about the use of audio books.

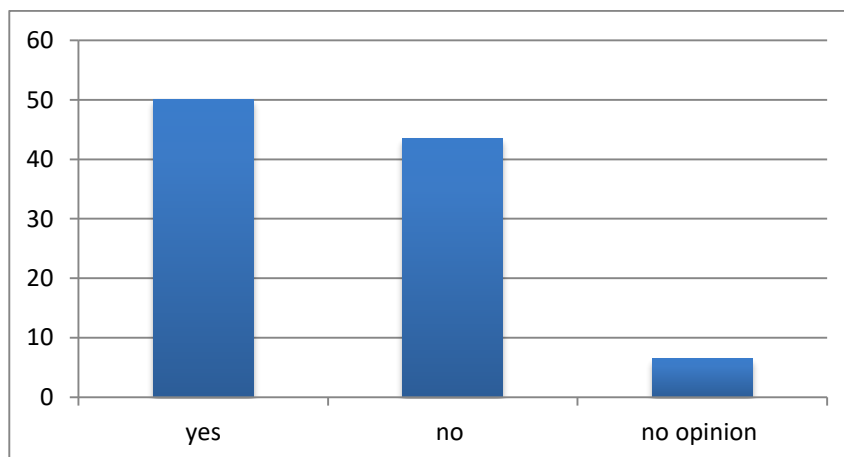


Figure 3. 15 Familiarity with listening to Audio books

16 . Student’s opinion about the improvement of reading comprehension through the use of audio books

Does the use of audio books		
improve your reading comprehension	Percentage	Number of participant
Yes	76,08	35
No	32,91	11

Table3. 16 Student’s opinion about the improvement of reading comprehension through the use of audio books

The analysis indicate that students attitudes about audio books as an aid in improving reading comprehension were positive (76, 08%) which means that audio books are beneficial in the reading comprehension whereas (32, 5%) of the students attitudes were negative.

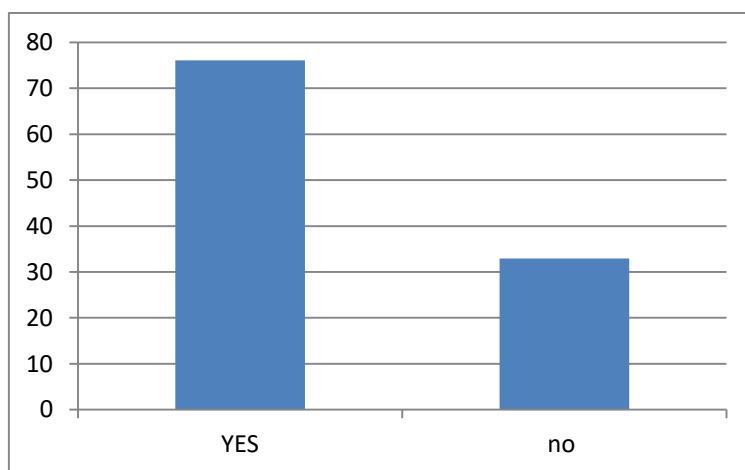


Figure 3.16 Student’s opinion about the improvement of reading comprehension through the use of audio books.

17 . The agreement of using more authentic materials

Do you agree that the teacher should use more authentic materials in the class	Percentage	Number of participant
Strongly agree	34,78 %	16
Agree	47,82 %	22
Neither agree nor disagree	19,56 %	9
Strongly disagree	0 %	0
Disagree	2,17 %	1

Table 3.17 The agreement of using more authentic materials

in the table (3.17) shows that most of the student agree of using more authentic materials in the class ,which is divided into 34.78 % strongly agree and 47.82 % for agree while 19.56 % of participant had the opinion of neither agree nor disagree, though 2.17 % of the student disagree of using more of them in the class.

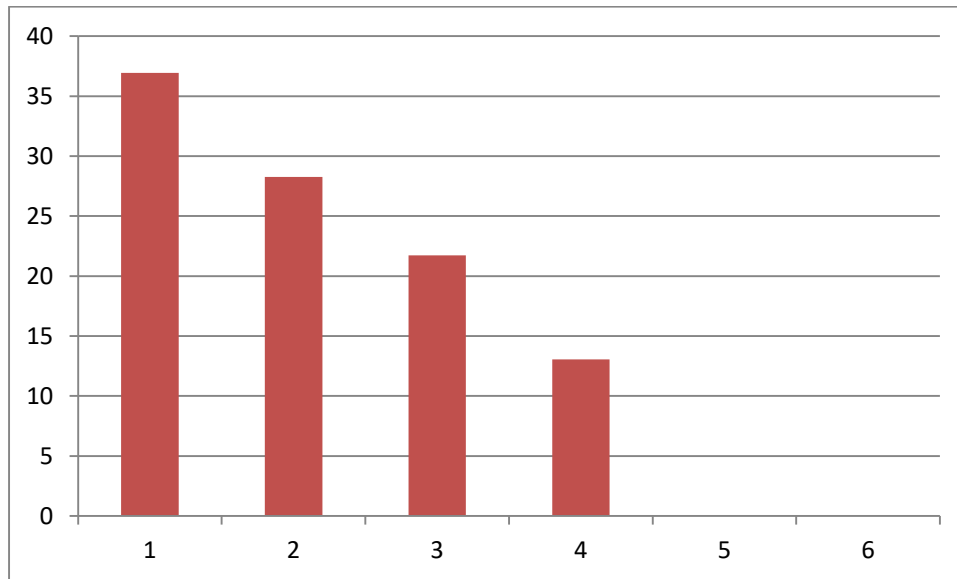


Figure 3.17 The agreement of using more authentic materials

18. The use of audio books in studying other courses

you use audio books in studying other courses (when necessary)	Percentage	Number of Participant
Yes	78,26 %	36
No	27,73 %	10

Table 3.18 the use of audiobooks in studying other courses

In the table (3.18) The result shown that the majority of first year's students have positive answer that they using audio books in studying other courses like oral expression , civilization and Literature .

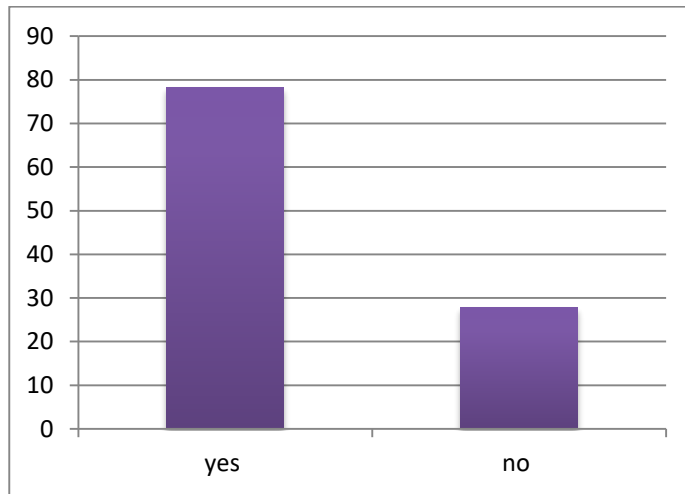


Figure 3.18 the use of audiobooks in studying other courses

19 .Reading with the help of audio books

Did you read the text

before with the help of Percentage Number of participant
an audio

Yes	60,86 %	28
No	39,13 %	18

Table3.19 the reading with the help of audio books

As it is shown in **the table(3.19) 60,86 %** of the chosen sample have reading before with the help of audio books while 39,13 of the students attitudes were not read with the help of audio books.

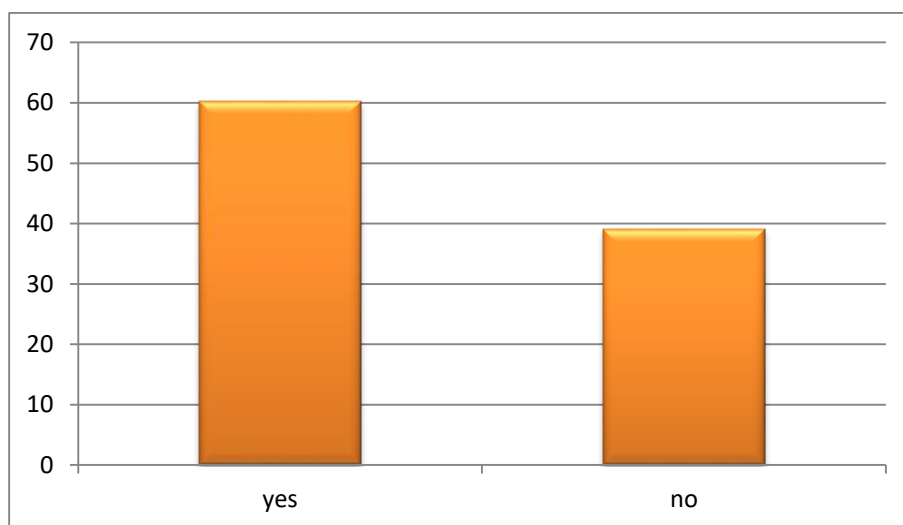


Figure 3.19 reading with the help of audio books

20 . The use of audio books

the use of audio books is	Percentage	Number of participant
Motivating	36,95 %	17
Efficient	28,26%	13
Enjoyable	21,73%	10
No opinion	13,04%	6

Table 3.20 The use of audio books

When the students are asked about their experience with using of audio books, result obtained from (table3.20) shows that 36.95 % of the participant use audio books as motivating tool for their learning while 28.26 % believe that the use of this latter can be efficient for struggled learners in order to develop their reading comprehension ,meanwhile 21.75% of the participants enjoy listening to audio books because it can

be used as an in and outside tool and in anywhere yet 13.04% of the student have no opinion about the use of audio books.

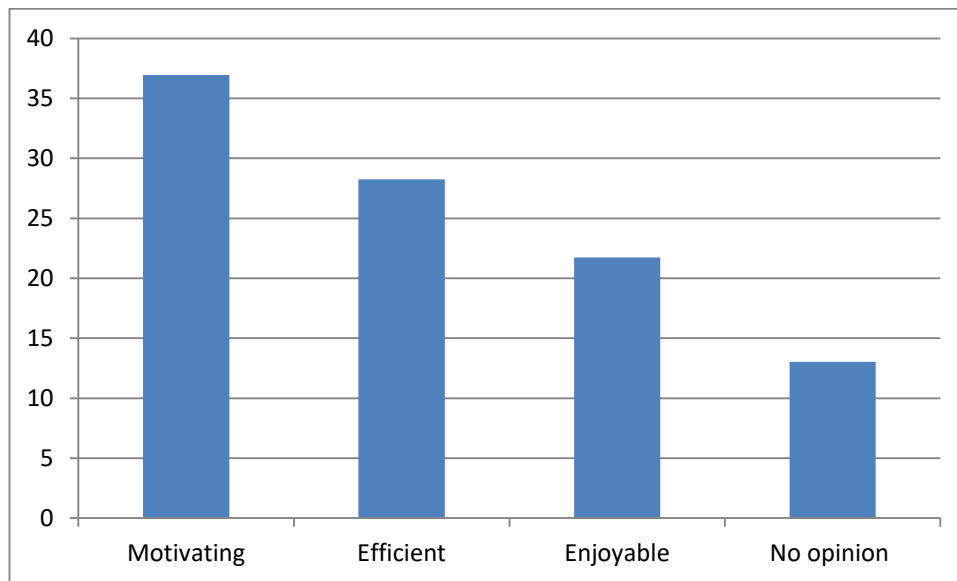


Figure 3.20 The use of audio books

Discussion

The analysis of the students' questionnaire states many points and facts, and it reveals a range of major factors. Also, the students' answers and attitudes towards the use of audio books in developing reading comprehension .

According to the students responses on the questionnaires, the answers were often very definitive and stressed that audiobooks was welcome in the EFL classroom, this appeared especially with open-ended questions, which encourage students to share their views about how audio books can help in in developing reading comprehension

Most of them support the use of audiobooks in developing reading comprehension because of many reasons they mentioned. However, EFL students are interested in using audiobook in developing reading comprehension they had experience with and they found themselves more comfortable with it in the process of learning .

The analysis shows that most students that study English are females, and they are young, which proves a famous theory that females are better language learners than males, since young females have more capacities such as speaking listening and reading , in order to the elements of language such as vocabulary and grammar than males, who prefer to stick to only a handful of practical methods of learning. However, most of them stated that their choice to study English was imposed .

in addition, most of the students' reactions to the use of audiobooks were positive . They prefer it because they enjoy when using them in their classes or different places . Most of them think that audio books are very important motivated, and beneficial for developing reading comprehension

according to the findings, students agree that the majority of first year EFL learners have reading comprehension difficulties especially the inability to recognize the types of text, lack of attention, the difficulty of understanding complex sentences, or recognizing new vocabulary

Conclusion

The findings found in this study can be outlined into two principle focuses, the positive point of view of the students toward utilizing audio books to improve reading comprehension as well as a motivating tool which help the learners in developing reading comprehension .

In a successful way of this chapter and according to the previous findings of the learners questionnaires, we can say that learners encourage the use the audio books in developing reading comprehension as a way to bring the real life situation in the classroom .

General Conclusion and

Recommendations

General Conclusion and Recommendations

General Conclusion

This investigation of students' attitudes towards of using more authentic materials especially audio books in developing reading comprehension .

EFL students liked the idea of using audiobooks in developing reading comprehension , and those audiobooks do not exist without teachers. This leads to a fact which is that the role of the teacher can not be replaced.

students support the use of audiobooks in EFL classes. They stated that it is so important to use them in developing reading comprehension because they are so effective. But unfortunately, not all teachers use them much, and the students see the traditional tools boring. The results of this study indicate that learning based on audio books is more productive compared to traditional ways .

the use of authentic materials in general and audio books in specific can develop learners' reading comprehension and encourage them to learn a language effectively.

Ultimately, audio books use affects positively on EFL students, in the means of motivation, interaction and performance, and it makes it easy on the teachers to teach. .Moreover, audio books is a way for reading to English without being asked.

As a conclusion, although a quasi-experimental was the appropriate method to be dealt in this study, yet we was limited by time so a descriptive method seems to be the eventual solution nevertheless it succeeded, another problems which is the polite refusal of some teachers to answer the questionnaire for different reasons such as time constraints in addition of the teachers cannot be found unless they have a session to be taught. Concerning the students 'questionnaire we have not much time to speak and explain the purpose of our research because the time is not enough to do so.

Recommendations

As a result to this study we have deduced the following :

- students should be aware of the important role of reading skill plays in education, in general, and the reading comprehension , in specific.
- Teachers have to use a various strategies to help their learners to develop their reading comprehension .
- The teachers should focus more on reading by providing an equal time to this latter with writing .
- Encouraging the leaners to listen to audio books can develop their reading omprehension in the future .

- audio books is beneficial authentic material recommended for the struggled listeners or readers which can also be recommended for further investigation in listening .

Appendix

Students' Questionnaire

Dear student,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to address *the effectiveness of audio books in improving the EFL reading comprehension* . Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box (es) and give full answer(s) whenever it is necessary .

So thankful for your effort.

Mrs. Reguig Hayam

Section one: General Information

1/ What is your gender: a/ Male b/ female

2 / How long have you studied English :

A/ 8 year B/ 9 year C/ 10 year D/ 11 year

3 / Choosing English was:

a/ Personal

B/ imposed

Explain why you have come into English

8/ How often does your teacher encourage you to read ?

a/ Frequently

b/ Sometimes

c/ Rarely

d/ Never

9 / How often do you read to English without being asked ?

A / Frequently

b/ Sometime

C / Rarely

D/ Never

10 / In your opinion ,the time allocated to reading should be equal to writing ?

Yes

No

11/ Mention at least two difficulties in reading skill?

1. Challenge 1:

.....

2. Challenge 2:

.....

12 / Which strategy do you often use before, while and after reading ?

1. Visual strategy

2. Auditory strategy

3. Others strategy (specify)

Section Three: Using Audio Books

13/ Does your teacher use any authentic materials?

A / yes

B / NO

14 / Which of the following authentic material do your teachers use in the session?

A / Podcasting

B / Audiobooks

C / Songs

15 / Are you familiar with listening to Audio books ?

A / yes

B/ no

16 / Does the use of audio books improve your reading comprehension?

a/ Frequently

b/ Sometimes

c/ Rarely

d/ Never

17 / Do you agree that the teacher should use more authentic materials in the class?

A/ Strongly agree

B/ Agree

C/ Neither agree or disagree

D/ Strongly disagree

E/ Disagree

Say why

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

18 /Will you use audio books in studying other courses (when necessary)?

Whatever your answer is, please justify

.....
.....

19 / Did you read the text before with the help of an audio ?

Yes

NO

20 / The use of audio books is :

A / motivating

b/ efficient

c/ enjoyable

Explain why

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

Would you like to add any comments or suggestions?

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Résumé

La lecture est l'une des compétences les plus importantes pour acquérir des connaissances. L'étude actuelle a examiné l'efficacité de l'utilisation de livres audio pour améliorer la compréhension en lecture des apprenants EFL. Cette étude vise à se concentrer sur les défis auxquels pourraient être confrontés les apprenants en compréhension de la lecture. de nombreux chercheurs et enseignants font des recherches pour résoudre le problème des apprenants dans la compréhension de la lecture en anglais ou la sélection du matériel de lecture approprié est un brunch de recherche important. Le matériel audio est très essentiel dans l'apprentissage des langues étrangères car il apporte la réalité à la classe grâce à une exposition directe langue du locuteur. La recherche actuelle tente de découvrir l'importance de l'utilisation de livres audio pour améliorer les compétences en lecture des étudiants EFL. L'hypothèse stipule que si les apprenants EFL écoutent des livres audio, ils les aideront à développer leur compréhension en lecture. Un échantillon tiré au sort de LMD de première année du Département des langues étrangères, section anglaise de l'Université Mohamed Kheider a été gentiment invité à répondre à un questionnaire. Les données recueillies ont été analysées à la main. Les résultats révélés de cette étude montreront que les étudiants sont très positifs envers l'utilisation des livres audio dans le développement des compétences en lecture.