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*Investigating the Effectiveness of Audiobooks on
Pronunciation Skills: Case of 2nd Year BMD
Students at Ibn Khaldoun University of Tiaret.*

A Dissertation Submitted to the Department of English language in Partial Fulfillment of the
Requirements for the master's degree in Didactics

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Academic Year: 2022/2023

Dedication

BOUGHADDOU MAROUA :

To my dear father and my sweet mother

To my beloved brother Mohamed EL Amine

To all people who know me and support me

ZEITER MERIEM :

To my father and my mother

To my sister Soumia and brothers Kada, Ibrahim,

Youcef and Yassin and my nieces Tasnim, Sirin,

Firdaws and Cilia

To my wonderful friends Maroua, Soumia, Karima and Amel

To everyone who helped us

We dedicate this work

Acknowledgments

In the Name of Allah the Most Merciful and the most compassionate

Before all, we thank “Allah” for the blessings and for providing us with the strength to complete this work.

We would like to express our deepest gratitude to our supervisor Dr. Lahmer Mokhtaria for her help, advices, guidance, and her kindness.

We would like to thanks the jury members, for reading this work

We would like to thank all our teachers and colleagues, and all members of the English department at Ibn khaldoun University .

Abstract

The listening skill has a great impact on the human speaking skills in general and on English language learners pronunciation skills in particular. In fact, the listening process plays a great role either in the acquisition of L1 or learning of L2. Thus, This research study aims to determine the influence of listening to audiobooks on learners' speaking performance and pronunciation skills. Hence, This case of study was undertaken with EFL teachers and students of Ibn khaldoun University at Tiaret, Two data collection instruments were utilized in this study: structured interviews were conducted with teachers of oral expression, and direct questionnaires were addressed to Second year BMD students. The results show that most of the students have a positive opinion about audiobooks' use that can significantly improve the learners' listening and speaking skills and English pronunciation. The findings also show that all the teachers believe that audiobooks can be very useful for teaching vocabulary, grammar, speaking and pronunciation.

Keywords: Audiobooks, Speaking performance, Pronunciation skills, Listening.

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List of Acronyms

EFL: English as a Foreign Language

CD: Compact Disc

ESL: English as a Second Language

ELT: English Language Teaching

CLL: Community Language Learning

TPR: Total Physical Response

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General Introduction

Audio books have become an interesting tool in learning and teaching English language in order to improve speaking skill especially pronunciation. It becomes famous in the whole world since it develops learners' fluency and accuracy. Audio books are voice recording or oral reading of the text of a book that it can be listened anytime. It the most important resource in the foreign language learning process as it builds the learners skills especially speaking skill. It is a new way to learn new vocabulary and grammar since it motivates learners listening skill.

Significance of the Study

Despite the different materials, learners still have problems with improving their speaking skill and how they can pronounce well; so what teachers should use as tools to develop learners' ability of speaking English as foreign language?

This study gives insight to teachers and learners on how they can improve their speaking skill by using audio books.

Aim of the Study

The purpose of this study is to look into the effectiveness of using audio books by EFL learners to improve their speaking skill. The main aim of our research is to investigate whether audio books have an impact on learning English and how these kinds of materials would enhance student's ability to improve their English language pronunciation skill and whether English teachers use or recommend it to their students.

Statement of the Problem

Learning a foreign language successfully need the four skills which are listening - speaking - reading and writing, all this skills have relevant importance since each

skill complete the other one. Listening and speaking used in oral communication, reading and writing in the written ones. Moreover, speaking plays a big role in the communication process as students learn the target language in order to speak fluently and communicate their ideas. However, we can see that students face numerous issues hindering them from communicating better and from showing fluent mastery of the English language. So to enhance this skill , teacher use audio books in order to effect the pronunciation skill , so audio books effectiveness consist on helping learner to improve both fluency and accuracy aspect .

Research Questions

The present study attempts to answer the following questions:

- ❖ What are learners' attitudes toward using audio books?
- ❖ How does listening to audio books improve learners' speaking performance?
- ❖ What suggestions should be implemented in class to best explore audio books that affect learners' speaking?

Hypotheses

To answer the research questions, the following hypotheses are advocated:

- ❖ EFL students believe that audio books are an effective and a useful as an educational and entertaining tool.
- ❖ Listening to audio books will improve their pronunciation significantly, it will raise their confidence providing a wide range of vocabulary and grammatical structures.
- ❖ The use of academic applications and interesting stories that attracts students' attention easily and efficiently, which may improve their pronunciation skills.

Research Methodology

The present study is carried out to investigate the use of audio books and its impact on pronunciation skill. The data for this study has been collected from a sample of English teachers and second year LMD students at the University of Ibn khaldoun of Tiaret. This research based on a descriptive method where both quantitative and qualitative methods were used in the form of a questionnaire and interview. The questionnaire was administered to 30 students to check their knowledge about audio books and their attitudes toward it as a tool of effective pronunciation skill. The interview was administered to 5 teachers of English in order to evaluate their knowing about audio books if they consider it as tool and how much it could improve their learners' pronunciation.

Structure of the Study

Our research is divided into three main chapters. The first and second chapters are devoted to the theoretical part while the third one is devoted to the practical part. The first chapter deals with pronunciations meanings and audio books definitions. The second one is about ELT in Algeria and its historical settings, the importance of English language in Algerian educational system as well as highlighting the difficulties face ELT; also it focuses on teaching speaking and teachers' attitude toward the use of audio books. The third chapter deals with a description of the research design and methodology and more importantly, the process of data analysis and interpretation.

*Chapter one: Pronunciation and
Audiobooks*

1.1. Introduction

Listening plays a significant role in the teaching and learning of English as a foreign language also it has a huge impact on the speaking skills. Listening has the best effect on the human pronunciation in general and on English language learners in particular. However listening to Audiobooks which can be considered as the best tool of the audio resources that help in developing learners' vocabulary and pronunciation and even other aspects of language.

This chapter present the review of the literature related to the current study which is about investigating the effectiveness of Audiobooks on Pronunciation skills. Focusing on the definition and the history of the Audiobooks. then, the Advantages of Audiobooks use in EFL Classes. Furthermore, the definition of Pronunciation and the history of pronunciation teaching .Then it deals with the importance of teaching and learning pronunciation. And finally the use of Audiobooks in teaching and learning pronunciation.

1.2. Definition of Audiobooks

Teaching English as a foreign language can be effective and joyful because of the use of authentic material which is extremely important, it even appeared to be the best way to improve students listening skills.

Therefore; audio books are important type of listening material and the most effective method for learning the English language. Concerning any language terms grammar, vocabulary, and pronunciation.

Audiobooks are also known as the talking books, or spoken books or narrated books. Audiobooks are the recorded versions of the printed books either in a CD or electronic files

which contains the written books being read aloud. Moreover, Gamby (1983, p.366) said:. “a talking book is a book recorded on tape at a normal rate of reading”

G.Reid Lyon(2002) claims that:

“Reading out loud to children is a proven way to develop vocabulary growth and language explanation and plays a casual role in developing both reception and expressive language capability. Reading out loud can also enhances children background knowledge of new concepts that may appear in both in oral and written language”(as cited in Sersfini 2004)

In other words, audiobooks can be considered as the best tool for acquiring language and understand it the way it is spoken, it can be the new method to learn new vocabulary and grammar. Therefore; Audio books are very important for development of the learners reading and writing abilities .

However, Audiobooks are very famous among people, and they are the most popular collections in many libraries because they are easy to use and people can be contacted to their phones and iPads or MP3 players wherever and whenever they want(Hett, 2012)

For Pot Yoska (as cited in Sersfini 2004) audio books offer a simple method to comprehend various types of text and they enable students to understand and analyses literature . Additionally, people enjoy listening to audiobooks because they can do so whenever, wherever, while doing something else without staring their eyes. Everyone is able to listen to audiobooks using any smartphone, computer, tablet, home speaker system, Or in car entertainment system .

1.3.History of the Audiobooks

Audiobooks or the talking books , are the discovery of the ancient times, during the generational transmission of tales, from storytellers to any listener who wanted to hear the stories (Barbara, Baskin, &Harris 1995). In addition to that, In the 1877s Thomas Edison recorded the first audiobook when he invited the phonograph which record the spoken words,He then recorded and recited “Mary had a little lamb”

However, according to Rubbery (2011, as cited in Mohamed,2018) Previously, the terms talking books was used to identify audiobooks, which was originated in America in the 1931s. This kind of books were intended for the Adult Blind Project by the American government in order to assist anyone with disabilities who are unable to read write items.

Additionally, the plays of William Shekespeare The Constitution and the novel “As the Earth Turns” of Hasty Carroll were the first works to be recorded for the audiobooks. As a result of this, several companies wished to provide the audio recordings to children in libraries.

In 1955 the Listening Library was established and became the master distributor of the recorded books, it was played on the gramophones. In the 1960s the cassette tapes became the preferred method for many people for listening to the talking books.

Moreover the audiobooks developed with the compact disc (CD) has launched in the 1980s, it was possible to record nearly every bestseller. But the term audiobooks used to anknewledge the talking books for the first time in the 1970. However the website Silksoundbooks reported the first talking book for blind and partially sighted people delivered

by the Rani in 1935, it was Agatha Christie's *The murder of Roger and Ackroyd* and *Typhoon* by Joseph Conrad.

Consequently, the transition of audiobooks from vinyl, to cassette, to CD, to MP3 files, to digital downloads. In 2018 Google launched subscription - free audiobook in India and 44 other countries available in nine languages.

Since it's so convenient to listen to someone who read loud anywhere, audiobooks have become very popular among ESL students in recent years. That since it helps them to improve their English (Gunduz, 2009). Taking into account, that the internet brought significant changes for the audiobooks users and has made it easily accessible and available. Audiobooks are considered as a scaffolding tool that can be used by students in order to improve learners capabilities for acquiring the target language.

1.4. The Advantages of Audiobooks use in EFL Classes

Audiobooks are a productive resource for language learning, and listening to the audiobooks known as a useful trend, because it help in strengthening the younger generation listening and speaking skills.

As Varley (2002, 253) confirmed that: "Audio books have become a bridge of reading – a way for children to absorb literature at their own comprehension level while they address the mechanics of the decoding process" (as cited in Chodkiewicz , Trepczynska 2014, p 425). As a result, Audio books are the best tool which offers and involve dealing with literature for students.

Therefore, According to Jacobs : "audio books are a powerful literacy tool .I've used theme in my classroom for over 10 years and watched audio books change my student lives". Audiobooks help in creating a good learning atmosphere for both teachers and students duo

to the fact that it motivate and improve their learning skills, also when learners listen to the audiobooks and read from the printed form at the same time can help them learn the right pronunciation of the words.

On another stand, even busy families have the opportunity to share listening to audiobooks together since they can't read together. Picton (2018) notes that:

You can listen any time: in the car, the bath, at bedtime to help your child wind down, or just have one on in the background during the day... Children go through phases when they're less interested in reading, so listening to audiobooks can keep up their exposure to literature.

According to Scholastic the children publisher , listening to audio is good for children , even he offered a five reasons for its effectiveness for the childrens parents. This tool can combine multi-taskability and portability into one benefit , as an example the child could listen while cleaning their room. The further four points , focus more on intrinsic benefits to the children. Which are:

- ❖ Introducing new words and enhancing word recognition abilities - exposure improve word recognition.

- ❖ As noted by Miller (2010) the access to higher level texts improve comprehension and even struggling readers have the opportunity to access content more appropriate for their interests and age.

- ❖ Ebooks are often acknowledged (as example, kozlowski,2018) audiobooks considered as a private experience, Without the others knowing the title ,in other words if the child want to 'read' a lower ability or -even aged book they can do so without others scrutiny

❖ Listening to a device might be considered more enjoyable than reading from book papers especially if the production features a dramatic reading or famous or favourite voice.

In addition, According to Frank Serafini (2004), audiobooks have various advantages:

❖ Produce new vocabulary to the readers, hearing new words in the context of stories make it part of the child speech and then his writings.

❖ Give the readers a chance to speak about literature, discussions improve reading comprehension, the audiobooks offered the best opportunities to share this stories.

❖ Present examples of fluent reading and proper intonation, articulation, and phrasing.

❖ Help struggling readers, because they learn to link between oral language sounds to The written counterparts, which is the basic for reading instruction.

❖ Help children access the world of literature and reading, librarians and teachers offer literature to children.

❖ Increasing readers' access to resources, decoding strugglers and professional readers can listen to the stories and understand complex literature.

1.5.Definition of Pronunciation

Learning any language obliged its learners studying its right pronunciation , taking into consideration that every language has its unique system of phonetic, which may be seen

as a challenge that face all foreign language learners. However speaking a language impose learners interactive abilities in order to understand and utilize the elements of the language they learn successfully .

In fact, In language learning when mentioning pronunciation many people believe that it is about the production of certain sounds while speaking .But that does not make sense to say that pronunciation is the act of sounds of language producing . (Roach,2002:61)

Pronunciation plays an essential role in developing and learning a target language. Proposal (2016) announces that pronunciation must be defined in relation to various prospective since it is the key aspects of language in its universal notion.

Proposka(2016) underlines some of the different points of view regarding pronunciation definition, that are:

- Speech utterance; the act or manner of pronouncing .
- The manner of speaking the word, especially the one which is passable or widely recognized.
- Using Phonetic symbols, a graphic representation of how the words are spoken.(p200).

Furthermore, Seidlhofer (2001:56) claims that pronunciation can be defined as: “...the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use” Furthermore, In general the meaning of any sentence can be clear and understood through the way it is pronounced (Harmer,2001: 184) that learners need to speak in an intelligible way which guarantee by comprehending and conveying the intended meaning. For learners, in order to be intelligible by others they must use an appropriate language tools to communicate and convey the message . At this point the

importance processes of pronunciation emerge: the first one ,the ability to produce and recognize both segmental (single sounds) , the second one suprasegmental (intonation, stress, rhythm) features of the target language (Gilbert,2012; Hismanoğlu, 2006; Seidlhofer, 2001; Pennington, 1999).

Pronunciation plays a significant role in our daily lives, as we can express our identity through our speech and as members of a specific communities (Seidlhofer,2001: 56).In fact, this what make teachers believe about the importance of teaching pronunciation regardless the difficulties.

1.6. History of Pronunciation Teaching

In The English Language Teaching (ELT), their i different activities and techniques linked to pronunciation teaching, and the importance and status as a component of instruction has gone through periods of change depending on methodological changes and trends over the past 50 years. In the ELT early period pronunciation was known as the ghost phenomenon which no one spoken about or even heard it.

Even while the control of Grammar Translation method on language instruction, pronunciation teaching was ignored in classes , and reading and writing in the target language was the master of language teaching(Lightbown &Spada, 2006; Celce-Murcia et al.,1996). The high movement of pronunciation began with the foundation of the International Phonetic Association. This happened until the reform movement appeared to change principal and ideas in the language classes.

According to Murphy (2003:113), there are three orientations in the pronunciation teaching: a)- 1940-1950: “Listen carefully and repeat what I say”:

In this period, pronunciation became part of the language instruction and started to be educated by imitation and intuition while it was centred on the direct method (Celce-Murcia et al., 1996). The teacher was the role model for his students, Moreover, it depends a lot on learners' abilities to imitate sounds they hear.

In addition, the access of Audiolingualism, pushed pronunciation to become in the center of the classroom instruction, due to the movement of the language teaching and learning towards listening and speaking skills (Lightbown & Spada, 2006). Practices of language learning teaching was centred by accuracy (Celce-Murcia et al., 1996; Morley, 1991).

This period was characterized by the memorization of dialogues and scripts, only learners with a "good ear" will discover how to pronounce English through a model-guided approach (Murphy 2003:113). However, The only problem appeared in this period is that learners differ in their abilities to listen effectively and recognize the sounds of the new language.

b) 1960's-1970's: "Let's analyze these sounds closely to figure out how to pronounce them more clearly."

It depends on Learner's' mental abilities to understand complex descriptions of sounds (Murphy, 2003: 113). In this period, Teachers explain the sounds of English explicitly, because they used to teach it through gestures instead of speaking (Celce-Murcia et al., 1996:03). In order to help learners see the difference between features of the English sound system and features of their native languages.

During the 1960s, vocabulary and grammar teaching take the leading for pronunciation teaching again. According to Morley (1991) Many teachers re-think about the

importance of pronunciation because of the disagreement either it should be called an emphasized as an instructional component in ESL and EFL or it should be taught indirectly and directly (Seidlhofer,2001).

For Morley (1991) the exception form Many programs was the indignation caused by principles of teaching pronunciation. However teachers didn't accept the practices and principales used to teach pronunciation, so they were against including pronunciation teaching in the program

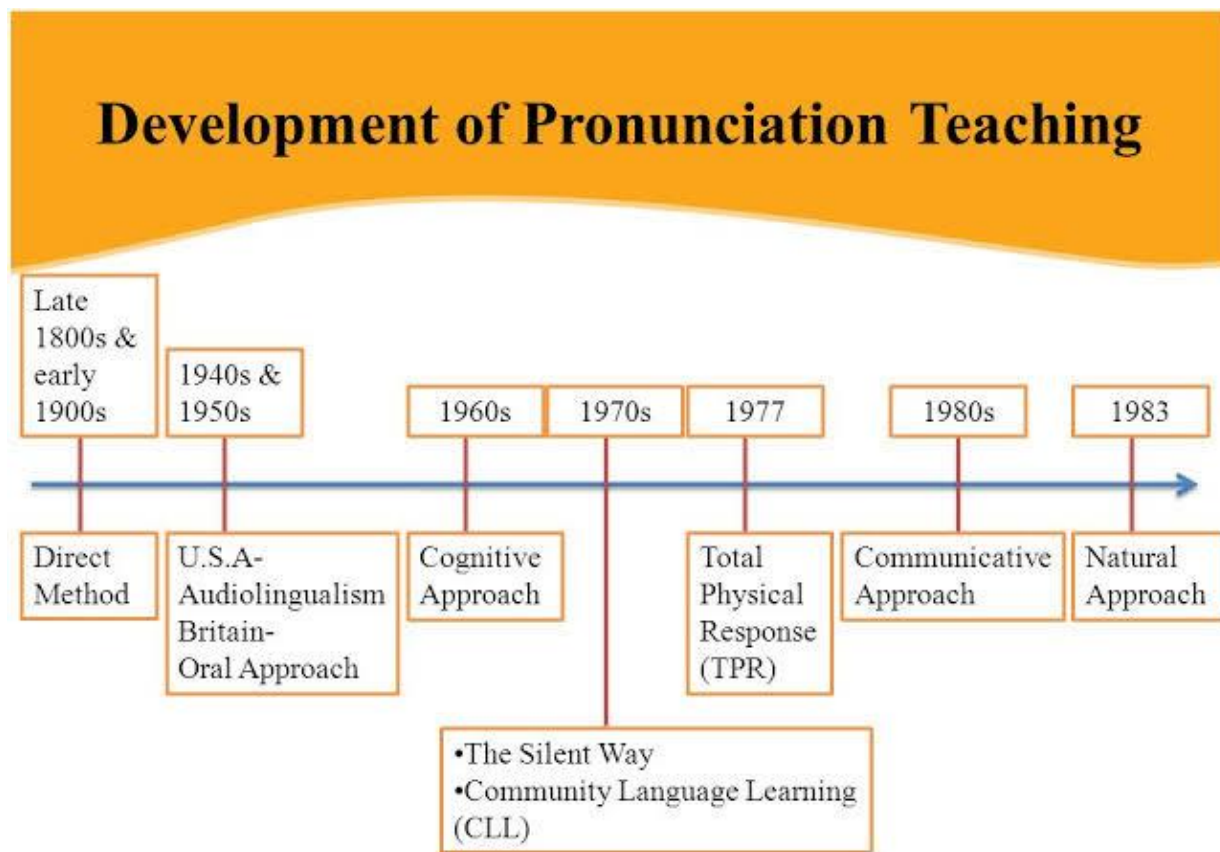
In the 1970s, the two humanistic methods, the silent Way and Community Language Teaching, appeared with more sensitive perspective on pronunciation. Eventhough pronunciation wasn't a central role , it was still part of the instruction. While many experts of pronunciation teaching demand for change (Smith & Rafiqzaf, 1979; Stevick et al, 1975; Bowen,1972).

c)-1980's and Beyond (Communicative and Task-Based Language Teaching):
“Let's start using these sounds in activities as soon as we can while I provide cues and “Feedback on how well we're doing”: It depends on learners' abilities to learn by doing.

In the 1980s, The teaching of pronunciation again take a place in language teaching because of the appearance of the communicative approach(Setter & Jenkins,2005; Levi's, 2005; Celce-Murcia et al.,1996).This change was because of the focus of teaching individual vowels and consonant sounds to the teaching of rhythm, stress, and intonation. And the importance of intelligibility has returned in language and teaching. As a result, the pronunciation teaching has been resubmitted into language teaching (Fraser,2006;García-Lecumberri & Gallardo 2003; Pennington,1996).

Figure 1.1.

Development of Pronunciation Teaching (Garrett E, 2016)



1.7. The Importance of Teaching and Learning Pronunciation

The English language is known as a global language. However, in many countries English is the most taught as a second language. Eventhough it's not an official language in many other countries

According to Celce-Murcia (1996), in the language teaching and learning pronunciation plays a significant role taking into account that, teaching pronunciation is an essential pillar which cannot be ignored in teaching a language, regardless the importance of teaching pronunciation has been changed many times.

Pronunciation should be taught in isolation but not separated from learning a language. It can be considered as a contributing thread to the development of English (Broughton et al., 1980: 64).

Besides that, many teachers believe that students will pick up on proper English pronunciation with little to no direct training. While others pay a close attention to the various components of the pronunciation instructions (Murphy, 2003:116).

In language teaching and learning the growth of the communicative approach, caused the development of the intelligence as it become a key goal. As a result of this, the importance of teaching pronunciation has increased and has currently been brought back into language teaching (Fraser, 2006; Garca-Lecumberri & Gallardo 2003; Pennington, 1996).

However, Hismanolu (2009) emphasized that due to the significance role of sounds in communication, and teaching these sounds should be the high priority for language teachers. According to Hariri (2012), “since sounds play an important role in communication,foreign language teachers must attribute proper importance to teaching pronunciationin their classes” (p. 461). Teaching pronunciation have a great effect on learners communication.

As Hari and Gilbert (2012) emphasized that:

There are two fundamental reasons to teach pronunciation. First of all,students need to understand, and, secondly, they need to be understood. Ifthey are not able to understand spoken English well, or if they cannot beunderstood easily, they are cut off from the language, except in its writtenform. (p. viii)

Today, communication is a significative interaction between people, in order to avoid communication issues, good pronunciation is required, regardless the speaker’s

superiority on grammar and vocabulary (Celce-Murcia et al., 1996). Additionally, For Watkins (2005: 50) “a learner who is aware that their pronunciation is quite good may grow in confidence and then perform better in other aspects of speaking, such as maintaining fluency”

1.8. The Use of Audiobooks in Teaching and Learning Pronunciation

Many researchers claim that audiobooks are one of the most effective technology tools that could be used for pedagogical purposes, many studies discover that audiobooks are beneficial for the language teaching-learning processes (Blum et al., 1995; Koskinen et al., 2000; Nalder & Elley, 2003; O’Day, 2002; Takayasu-Maass and Gorsuch, 2004).

One of these studies was O’day (2002) study, he noted various particular methods about the audiobooks use that may help learners, which includes: increasing students’ ability to comprehend what they read, serving as an example of fluent text reading for them, and helping them learn and recognize more words.

In other study, Serafini (2004) discuss numerous ways in which audiobooks could be extremely helpful in language classroom: by offering students the possibility to read fluently, revealing them to new vocabulary, helping them understand the content rather than focusing on the structures, and encouraging them to engage with and enjoy the literature. As a result of these studies, it’s possible to claim that for language learners, audiobooks provide additional opportunities to hear word pronunciation on both a segmental and prosodic level.

Many researchers concentrate in their investigations on the relationship between audiobooks and reading skills and the most possible, and on the positive impact (Blum et al., 1995; Golonka et al., 2012; Serafini, 2004; Taguchi et al., 2004; Whittingham et al., 2012). It is worth noting that, According to many experts the use of Audiobooks have a direct

influence on the learner's abilities of reading fluently, understanding better, motivated them more about reading (Nelder & Elley, 2003;Carbo,1996)

According to Tolba (2016) , using digital storytelling enhance learners motivation toward learning the English language, and positively impact their vocabulary and grammar skills, and improve their pronunciation.

While, Ab Rashid, et. Al (2017) invented an audio based application, called V-Buddy which is helpful in practicing and develop the English language speaking skills among the less proficient students.

Audiobooks have a great effect on language learning, many researchers has mentioned in their studies the positive relationship between listening and pronunciation, by examining the impact of listening to audio forms of any texts to enhance pronunciation (Couper, 2003; Peterson, 2000) they believe that listening to the audio version of a text while reading influence learner's knowledge of the pronunciation features of any language, due to the fact that the audio recordings of the texts offers the correct pronunciation of words which effect learner's pronunciation skills .

1.9. Conclusion

The use of technology in teaching English as a foreign language is very important for learners. Therefore, audiobooks are a new teaching method for teaching grammar vocabulary and pronunciation, and several educational benefits which may develop the students' quality of learning. However, The main aim of listening to the Audiobooks is to help language learners understand and pronounce effectively the target language .Even for a successful communication audiobooks are very essential. Moreover involving this talking books in the EFL classroom is useful.

*Chapter two: Audiobooks in the
Algerian Context*

2.1. Introduction

This chapter is devoted to ELT in Algerian context, the historical settings, and the importance of English language in Algerian educational system as well as highlighting the challenges face ELT. Also it determines teaching speaking as well as it is developed by using audio books that is an important tool that close the gap between learners and speaking English as foreign language in Algerian classroom. It also focused on attitude of teachers toward using audio books as a resource of improving pronunciation for their learners.

2.2. ELT in the Algerian Context

At the time of freedom in 1962, Algerian welcomed to join English as international foreign language in it's educational system for all the levels since English language teaching (ELT) becomes necessary.

2.2.1. Background of ELT

ELT or English language teaching considered as multiple specialties domain. In other word, studying ELT draws its principles with other specialties including : psychology, sociology, technology, ethnography and translation. English is obligatory included in CBA which means thought through all levels from primary schools till universities (even in some military / security, economic and cultural institutions) .

English language is considered as the second foreign language, besides French. It does not play that significant role in Algerian people's social life without forgetting that English has no relation to the history component of the Algerian culture. Moreover, the whole cultural context in Algeria is totally different from lifestyle in Great Britain or any other English-speaking countries. In another point , English language spread widely in media and social networks as a way of communication. It is strongly true to say the only source that

inform learners about how English people think and live is the English teachers or the textbooks and reading documents that they provided to them . More than that, as stated by Hayenne (1989:43) English according to some Algerians as “a language of an ex-colonial and imperialistcountry”.

Nowadays, English language become a primary international language of invention, technology, education, global business. It is considered as the most useful language of international communication . In all over the world, in each county , English is used to communicate: sending and receiving messages. Despite the fact that the number of languages in the whole world, English language deserve to become number one in the world.

The tradition of teaching English has undergone enormous change, especially during the 20th century. Perhaps more than any other discipline, this tradition has been practiced 6 for centuries in various adaptations in language classrooms around the world. Although the teaching of mathematics or physics, or the methodology of teaching mathematics or physics, has remained more or less unchanged, this is hardly the case with English or language teaching. As this short article shows, there are a number of milestones in the development of this tradition, which we briefly discuss to reveal the importance of research in the Selection and application of optimal methods and techniques for language learning.

With globalization, English has become the most attractive and useful language in the world. It is the language of communication, medicine, technology, research, science, business and many other fields (Hutchinson and Waters, 1987). In this regard, Burshfield (cited in Louznadji, 2003: 78) sees “any literature, educated person on the face of the globe is

deprived, if he does not know English” this means English stated a essential language in the whole world that effect all the aspects of life.

According to Kitao (1996,p.1):

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language

In other words, English becomes international language which used in different places as means of communication . Madani declared that since independence (in 1962), Algeria has endeavored to create an effective education system that meets national needs in all fields. Due to the scientific and economic challenges of the globalizing world, Algeria tried to meet the new requirements by giving the English language additional roles in various fields. The government has carried out basic reforms, the objectives of which are to supplement the teaching staff, renew the pedagogical approach and implement special measures to support scientific research.

The Algerians educationalists have tried many teaching methods starting, with the Structuralist Approach, than the Communicative Approach and the Competency-based Approach which the main approaches that used in teaching ELT. As madani see that since 1990, the Algerian government has adopted a new policy in the field of foreign language education, placing greater emphasis on English at all levels. Until 2004, EFL students studied English from 8th grade to 3rd grade.

However, teaching and learning English during this period did not yield the expected results due to educational, economic, political and social factors. Moreover Algerian

learners showed no interest in learning English and focused only on science subjects and subjects that made me feel unmotivated. But English teachers did not respect the curriculum. It was given by the Ministry of Education and taught in its own way. All these reasons led to mediocre results. At the beginning of 2000, the Algerian state initiated a drastic educational reform and invested heavily in education.

Of course, ELT is gaining even more interest, as many steps have been taken to present English as an alternative to French as a foreign language. This new educational situation was forced by new domestic politics and the global status of the English language. Due to the educational reforms from 2004 to the present, the early English course starts in the seventh grade, and passing the Abitur (final) exam completes the 7-year English course.

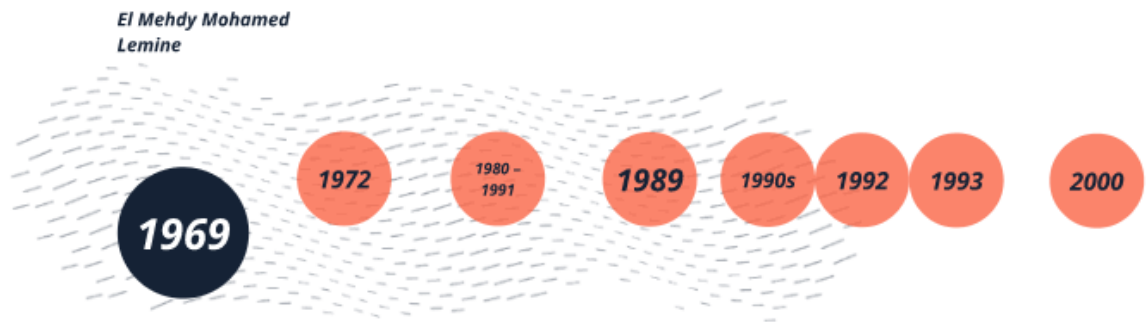
According to Madani (p.16) the Algerian authorities attached great importance to the English language. Since 1990, the government has been trying to give English a place in Algerian institutions, especially universities. Even the authorities understood the importance of English as a global language and recognized its role in the development of national competence and the achievement of modern science in all fields. . In this respect, Milliani (2000:13) views:

In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.

Figure 2.1

History of English in Algeria .

HISTORY OF ENGLISH IN ALGERIA.



2.2.2. The importance of ELT

English has expanded throughout the Third World as a linguistic result of economic growth and technological improvement, thus its cultural and practical worth cannot be overstated in any nation keen to stay up with modernization and advancements in science. Beyond its reputation, the English language is crucial for international communication in the area of interpersonal connections. Both businesspeople and scientists are becoming more and more conscious of the importance of this resource.

According to (Niyozova , 2020) there are many reasons why you should learn the language. 6 reasons why English is important

- 1.It is an international common language
- 2.It is an academic language
- 3.Gain access to wealth of written media, both online and in print
- 4.It will come in handy when traveling
- 5.A must if you want to work in international business or trade
- 6.It is the language of Hollywood

The most common foreign language is English. This means that two persons from different countries (e.g. Mexican and Sri Lankan) usually use English as a common language to communicate. That is why everyone must learn it as a language for communication on an international level. By speaking it, you can communicate not only with English speakers, but also with people from all over the world. The British Council predicts that by 2020 her 2 billion people worldwide will be learning English. Learning English is important because It enables communication Easily with compatriots around the world. (Nishanthi, 2018)

The English language is currently the most widely used language on a global scale and is essential for navigating the rapidly evolving fields of science, technology, and communication. It serves as the major language for computer programs, cutting-edge scientific research, business, and management.

The inclusion of English in the formal curriculum at all levels of education—primary, foundational, secondary, and tertiary—has been encouraged by the acknowledgment of English as a driver of intellectual and economic development. The main objective is to make it possible for the younger generations to acquire solid language skills, to gain access to the vast and unending store of scientific and technological knowledge stored in English, and to communicate effectively in global networking settings and/or multilingual workplaces.(BOUABDESSELAM,2022)

According to the Algerian Government ‘directives’ and official texts (June 1999),The syllabus of English Language aims in providing Algerian learners with the language they need to communicate effectively in normal social and professional situations in both speaking and writing. At the same time, they aim to Giving opportunities to use a foreign language to those aiming for post graduate studies as a means of expanding knowledge for academic purposes field of study (English Degree, Translation or journalism)

and for people who participate in and use the labor market through reading documents, Flyers, notices, etc. that are relevant to your profession. (As cited in Sliman, 2016)

Today's changing world has an impact on many facets of life, including education. People's wants and goals vary throughout time as the socioeconomic and political landscape shifts, bringing new difficulties with them. Foreign language education changes, one of the most significant indicators of a country's growth, vary throughout time and from one nation to another. In terms of foreign language instruction and learning, Algeria and many other nations have seen significant developments. The most notable occurred in 1993, when French ceased to be taught as the exclusive foreign language from primary through secondary school. The decision to teach English in Algerian primary schools was made on the spur of the moment as the language's use for communication, trade, and other purposes spread globally. (Marouf & Moulay, 2017)

2.3 Difficulties of ELT Algeria

Madani (p.17) declare that Algerian universities and ELT teachers are facing some difficulties and challenges which consist on :

- a. Lack of knowledge in the subject area.
- b. Lack of the teaching material written in English.
- c. Lack of students' knowledge of the English language in other departments.
- d. Absence of consented programmers.
- e. No cooperation among ESP teachers.

As Madani (p.17) see most EFL teachers did not receive enough training to teach in different areas and ultimately failed to provide comfortable teaching to their learners.

Therefore, experts need to re-evaluate the implementation of this system to improve teaching-learning and achieve better professionalism. As for students, most of them focus their studies on marks and grades without paying attention to how much knowledge they should acquire. In effect, this reduces their intrinsic motivation and leads to lower achievement. A focus on grades and grades leads our graduate students to read few books and emphasize lifelong learning (Travis and Wade, 1997).

2.3 Teaching speaking in Algerian context

According to Bailey (2003, p.49), speaking is a real-time productive vocal/oral language skill that consists of creating systematic verbal utterances to convey meaning. Bellit & Aliouchouche (2021, p.3) it is real-time, because the interlocutor waits for the speaker in time, and it is both vocal and verbal, because the speaker's utterances depend on the interlocutor's utterances. Speaking from a skill development perspective suggests "A collection of micro-skills, including vocabulary, grammar, pronunciation, etc." (El-Koumy, 2002, p.54). In this regard, speaking is a complex skill which, in addition to the kinetics and semiotics necessary to produce communicative speech, also requires the mobilization of several linguistic knowledge (Correia, 2016, p.89).

Speaking is considered important among other skills because speaking contains a wide variety of information and foreign language learners are considered speakers of it Ur (1996). According to Chaney (1998), speech produces and exchanges meanings through verbal and non-verbal symbols in different contexts. Brown (1994) Burns and Joyce (1997) defined speech as an interactive sense-making process involving the production, reception and processing of information. Bygate (1987) described speech as the process of making auditory signals to elicit different verbal responses in listeners. It is the systematic combination of sounds to create meaningful sentences.

Ulas (2008) emphasizes the importance of speech, arguing that speech is an essential part of successful interpersonal communication. It covers a large area between the individuals of a given society. In addition, Celce-Murcia (2011) argued that speaking is the central core of social interaction because speaking a language is similar to knowing a language. Efrizal (2012) and Gilakjani (2016) argued that speech plays an important role in human social life in different places and times. Speaking is the verbal sharing of ideas and thoughts. Therefore, if teachers have to make students speak in English, they should put them in real situations and ask them to speak.

Therefore, people who can speak English have more chances to find a job. Baker and Westrup (2003) who defended them in their statements, they said that students with a good command of English could have more opportunities for better education and good jobs.

Researchers and scholars consider speaking skills as the central core of language learning. Both fluency and accuracy play an important role in communication. The first characteristic of speaking is fluency, and this is the main goal of teachers in speaking. Hughes (2002) defined fluency as a person's ability to express thoughts, feelings and opinions sufficiently and carefully so that the listener understands what the speaker wants to say, leading to successful communication between them.

In addition, Hughes (2000) defined fluency as the ability to produce coherent utterances with fluency and rapid accuracy. In the same context, by gate (2009) stated that fluidity is mainly seen in two aspects: speed of delivery and regularity, i.e. the natural amount and distribution of breaks. Another characteristic of speech performance is accuracy. Gower and Phillips and Walter (1995) defined accuracy as students' ability to produce correct

sentences with correct pronunciation, grammar and vocabulary that must be understood. It has been argued that fluency and accuracy are closely related.

In addition, Burkat (1998) argued that students should emphasize mainly grammar rules, vocabulary and pronunciation when teaching to speak. Grammar is how the principles of any language are organized. It enables people to express their thoughts and ideas effectively and adequately. It helps to show the meaning of the speakers. Thornbury (2005) argued that grammatical accuracy requires the correct use of structures, sentence complexity and well-organized sentences, and vocabulary, which is an important means of communicating meaning. According to Harmer (2001), forming well-structured expressions and performing well in speaking requires knowledge of word classes. Therefore, students should use words and expressions accurately, which means using sufficient vocabulary in the appropriate context.

Ur (1996) identified four main problems that students face when learning to speak English in the classroom. These problems include inhibition, lack of information, low or inconsistent participation, and use of the mother tongue. Stuttering is the number one speech problem that affects EFL students. Guiora et al (1972) and Ehrman (1996) suggested that inhibition occurs when students want to talk in the classroom. They worry about making mistakes and fear criticism from either their teacher or classmates. It has a connection with the ego of language, which allows students to minimize inhibitions that can prevent learning success (as stated by Brown (2007)).

Another problem is that students have nothing to say and are unmotivated to express themselves. Rivers (1968) supported this idea by arguing that teachers choose inappropriate or uninteresting topics for students because they do not want to participate in the classroom. This idea was also supported by Baker and Westrup (2003) stating that students find it

difficult to express themselves when asked by their teacher due to lack of thoughts and opinions, lack of vocabulary and expressions, and inadequate use of grammar.

The third problem is low participation. This has to do with the large group size. The large number of students in the class prevents participation. Some students dominate the course, while others never speak or speak very little. The last problem is related to speaking skills, where students speak the same mother tongue and prefer to use it in their communication. Little John and Hicks (1999) argued that students communicate in their mother tongue to avoid embarrassment in front of their classmates. Plague (1991) reported that students use their mother tongue in the classroom for a variety of reasons. The first reason was when students encountered an unfamiliar topic and asked to talk about it. They use their mother tongue.

Another reason is that using the mother tongue is effortless and easy for students if they are not forced to speak English. The last reason is related to the use of the teachers' mother tongue, which makes the students feel comfortable and calm when speaking.

According to Bellit & Aliochouche (2021) the complexity of speaking as a language skill can be confusing between language teachers and material writers to effectively teach this complex skill. According to Hughes (2011, p. 07), a distinction must be made between “teaching the oral form of the language” and “teaching the language through speaking”. The first refers to teaching speaking as a holistic skill that emphasizes the structure and typical forms of speech genres, while the second simply means getting students to speak in the classroom.

Thus, Goh (2016) insists that speaking learning should go beyond enabling students to practice speaking. She considers that, “To teach speaking is to facilitate our students’

understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically- principled manner.” (p. 157).

Concerning CBLT which is competency-based language learning, is an outcome-based approach that focuses on what learners can do in the target language rather than what they know about it (Wong, 2008, p. 181). In addition, CBLT shares some features with communicative language learning, such as the effort to develop functional communication skills of language learners (Richards and Rodgers, 2001, p. 143). Therefore, developing students’ speaking skills is one of the most important goals of CBLT language teaching. Bellit & Aliouchouche (2021) .

Bellit & Aliouchouche (2021) declare, In the case of Algeria, the ultimate goal of teaching English as a foreign language in high school is to develop students’ ability to use English in oral and written communication. The balance between spoken and written forms of English is explicitly stated in the curriculum for the first year of English, which stipulates, “Indeed, the same importance is equally accorded to oral and written communication” (Ministère de l’Education Nationale. Direction de L’Enseignement Secondaire. Commission Nationale des Programmes, 2005, p.05).

2.4 Teacher’s attitudes toward the use of audio books in Algerian classroom

Audio books play a significant role in teaching and learning foreign language According to Taha Salem Al.fakara (p.27) audio books are the most important resource in the process of learning foreign languages because they develop students’ skills especially in listening comprehension, G. Reid Lyon (2002) stated that “reading to children is a proven way of vocabulary growth and language expansion and plays causal role in both receptive and expressive language Reading aloud can also improve children’s background knowledge of

new concepts that may appear in both spoken and written language (as suggested by Serafini 2004).

Listening to audio books increases and improves reading skills such as vocabulary, fluency, and comprehension for advanced and struggling readers and English language learners. Audio books offer a unique opportunity to share stories in ways that are not only

more understanding, but also more pleasure. He advised many parents about the benefits of audio books for their children's literacy (Burkey, 2013).

Pat Yoska (cited in Serafini 2004) stated that:

Students enjoy listening to listening library selections because they provide a voice for the novel they are reading in class. Listening to dialects, a powerful tool in differentiate instruction enriches the enjoyment of literature by connecting the reader to the region itself. They are invaluable to our students with special needs as well as reluctant readers who may need assistance to become actively involved in a story.

According to Djouad (2015, p.27), audio books provide an easy way to understand various texts and it allows the student to understand and analyze literature. Audio books have several advantages. According to (Frank Serafini 2004) argued that:

- a. Open readers to new vocabulary. When new words are heard in the context of the story, they become part of the child's oral and eventually written vocabulary.
- b. Demonstrate reading fluency and appropriate phrasing, intonation and articulation.

c. Increase access to materials for advanced readers and those with coding challenges who can listen to stories well beyond their independent reading and understand more complex literature. 4. Create an opportunity for the reader to discuss literature. Story understanding is enhanced through discussion, and audio books provide a great opportunity for classes to share these stories.

d. Support struggling readers. When new readers listen to audio books that provide and follow the printed version of the story, they learn a lot about the sound of the spoken language of their literary counterparts. This association of sounds with symbols is the basis of instructional reading.

e. Invite children to the world of reading and literature. One of the most important tasks of classroom teachers and librarians is to provide children with high-quality literature

AUDIOBOOKS FOR YOUR CLASSROOM



Audio books has great effectiveness on students pronunciation skill that why some many teachers prefer to use audio books in their classes. AbdRahman and Ibnu Hajar see that some previous research has shown that audio books significantly improve student receptiveness. In her study, Montgomery (2009) found that both English language learners and native English speakers improved their reading skills and academic performance through the use of audio books in their classrooms.

In addition, in the case of audio books that improve fluency and incorporate students' literacy, it was concluded that the use of audio books in primary education can improve language and reading skills (Alcantud-Díaz and Gregori-Signes, 2014). The more complex story of the audio books becomes a more comprehensible story for the students,

because by listening they have come to understand the structure and vocabulary of written language conventions (Casbergue and Harris, 1996).

2.5 Conclusion

In this chapter, we can determine that English language teaching play a significant role in Algerian educational system according to its importance despite of facing some challenges like mother tangué. Speaking is another very important skill like others since it have a great importance in English language without forgetting how learners can improving it by using some ICTs. Audio books one of this ICTs which means an reading or oral text in an book that make reading entertainment and how it is effective for learners speaking and listening skill since it motivates this kind of skills.

***Chapter Three : Data Collection
and Analysis***

3.1. Introduction

The current research study administrate to investigate the effectiveness of using the audiobooks in order to enhance students speaking and pronunciation skills. In this chapter, the results of the collected data will be statistically analysed. In order to collect significant data, two methods were used with both participants, first method, the Questionnaire which conduct to second years students of English department, while the second method, the interviews that pose to teachers of English department, both of the participants are from the university of Ibn Khaldoun. However, This chapter is concerned with practical part of the study which include the analysis of both methods of collecting data.

In addition, This research chapter presents detailed description of both methods used in order to collect data, and both participants profile, and the analysis of findings, then the general discussion of the findings, also the suggestions and recommendations take place at this chapter.

3.2. The Sample Population

3.2.1. Students' Profile

The participants of the current study consist of second year (L2) students who study English as a foreign language at the university of Ibn khaldoun at Tiaret. In this study the participants were(30) students two (2) of them are male and twenty eight (28) are females. All the students have approximately the same age which is between (19) to (20) years old . They study at different high schools , they are from both streams scientific and Literary but the majority study literary at the high school.

The reason behind of, the Second year learners were chosen to take part in the study because of their teachers use of audios in their section, which means that they are

familiar with the audiobooks use. However most of the students share the same idea that the classes are very interesting and useful when their teachers use audiobooks in their teaching. They think it improve their speaking and pronunciation which develop the self-confidence.

3.2.2. Teachers' Profile

The interview was conducted with (05) teachers at the department of English at Ibn Khaldoun university Tiaret., three (3) of them are females and two (2) are male, all the participants are almost between (35) and (65) years old , (2) teachers claim that they have been teaching at university from (03) to (10) years, while the (03) other participants have from (10) to (20) years of experience of teaching English for EFL learners.

However The main aim of this interview is to investigate the effectiveness of audiobooks on language learning and to get the teachers overview about their impact on learner's pronunciation skills, and the way they work on developing this skills both inside and outside the classrooms.

3.3. Data Analysis

3.3.1. Students' Questionnaire Description

The students' questionnaire includes (8) questions are about the use of English audio books in the EFL classrooms, and how it may help in improving learners speaking and pronunciation skills.

In this questionnaire, the first question is about students personal information (The gender). Than the next (3) questions are about students pronunciation level satisfaction . Besides,the third question which is about learners good English pronunciation confidence effectiveness ,Then the fourth question, asked is about how students improve their pronunciation level.

However, the last (4)questions are about the learners opinions towards the teachers audio books use, the fifth question, learners are asked to give their point of view about the teachers who use audio books as part of their sections, the next question, includes the teacher’s use of audio books in their classes and if they recommend it to their students, in this question , learners are asked to justify their answers and if they would like it to be used as part of their lessons. The last question, includes learners opinions about using technology (audiobooks) to improve their speaking and pronunciation skills.

3.3.2. Students’ Questionnaire Analysis

Question 01: what is your gender ?

Table 3.1.

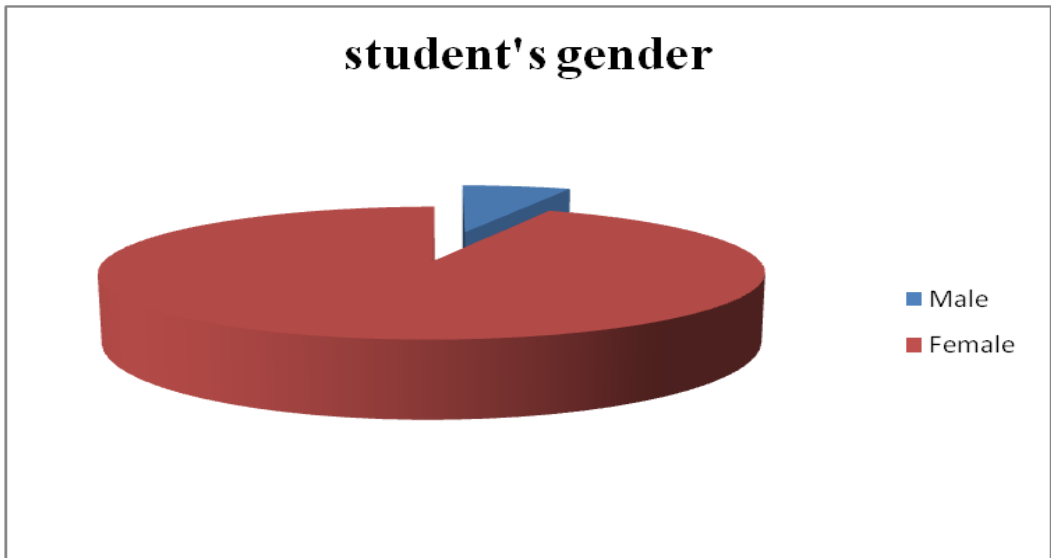
Student’s Gender

Gender	Male	Female	Total
Number (N)	2	28	30
%	7%	93%	100%

According to the table 3.1 out of (30)students 7% (N=2) are male and 93% (N=28) are female . The female number higher than male number , which means that the females are more interested in developing their pronunciation level.

Figure 3.1.

Student’s Gender



Question 02: Are you satisfied with your pronunciation level ?

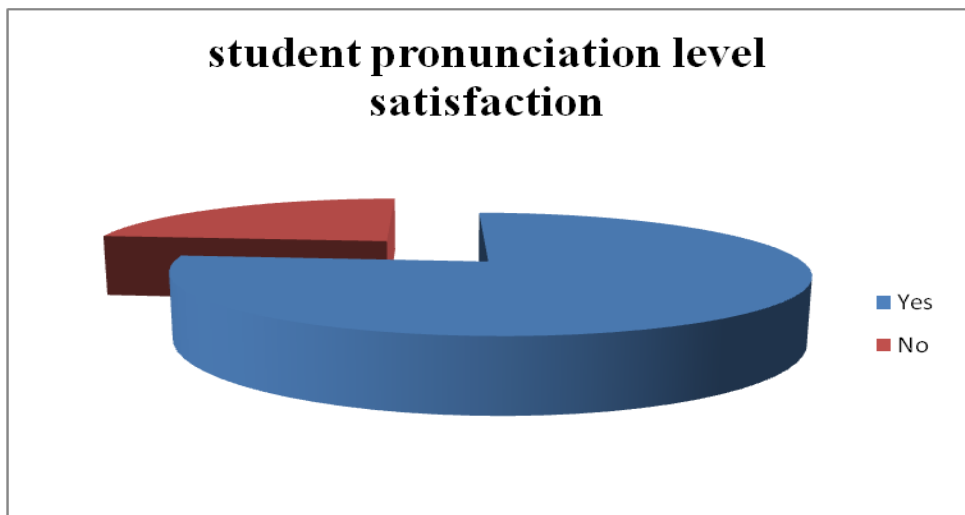
Table 3.2

Student Pronunciation Level Satisfaction

suggestion	Yes	No	Total
Number(N)	23	7	30
%	77%	23%	100%

Figure 3.2

Student Pronunciation Level Satisfaction



According to the table above, the majority of the students 77% (N23) are satisfied about their level of the pronunciation , while 23% (N7) are not really satisfied about their pronunciation level .

Question 03: Good pronunciation affects confidence in English ?

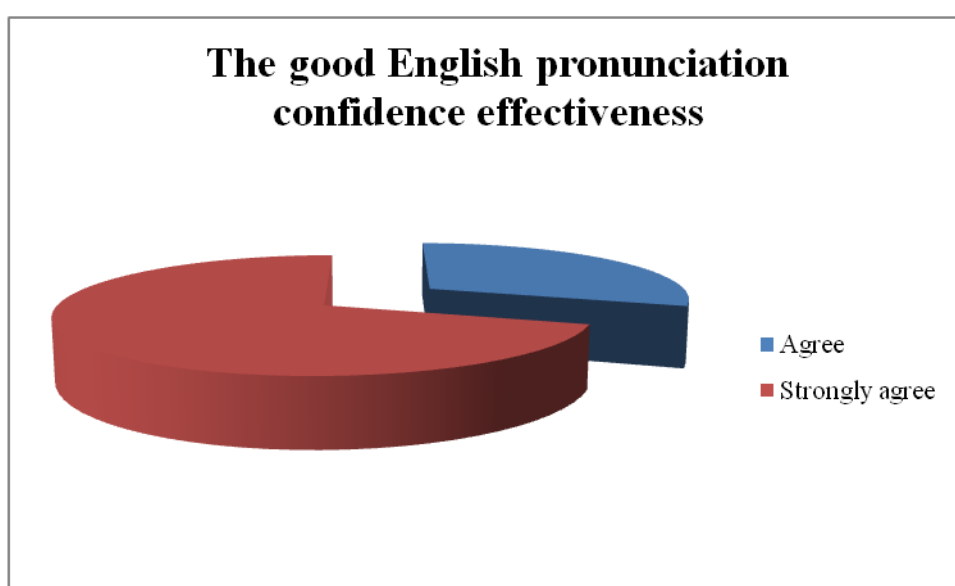
Table 3.3

The Good English Pronunciation Confidence Effectiveness

Suggestion	Agree	Strongly agree	total
Number	9	21	30
%	30%	70%	100%

Figure 3.3

The Good English Pronunciation Confidence Effectiveness



According to the table results 70% (N=9) of learners are strongly agree that good pronunciation in English effects confidence , while 30% (N=9) of learners do agree that confidence in language speaking are related to the good pronunciation .

Question 04: How do you improve your pronunciation level ?

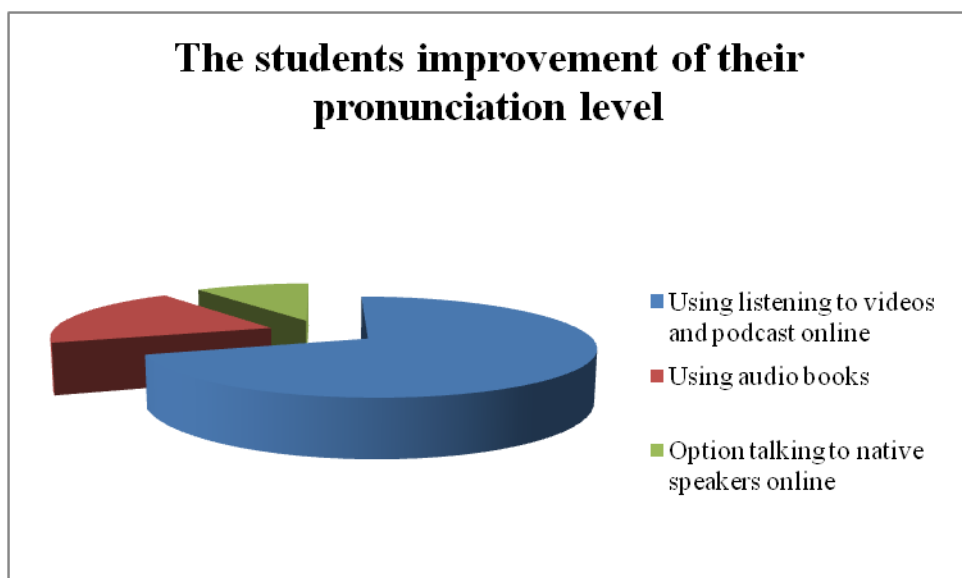
Table 3.4

The Students Improvement Of Their Pronunciation Level

Suggestion	Using Listening To Videos And Podcast Online	Using Audio Books	Option Talking To Native Speakers Online	Total
Number	21	6	3	30
%	70%	20%	10%	100%

Figure 3.4

The Students Improvement of Their Pronunciation Level



According to the graph above indicated that 70% (N=21) students state that using listening to videos and online podcast are more useful for improving pronunciation level. In the second place, comes audio books with 20%. (N=6) then 10% (N=3) of students choose talking to native speakers online as the pronunciation level improvement.

Question 5: What do you think about teachers who use audiobooks in their lessons?

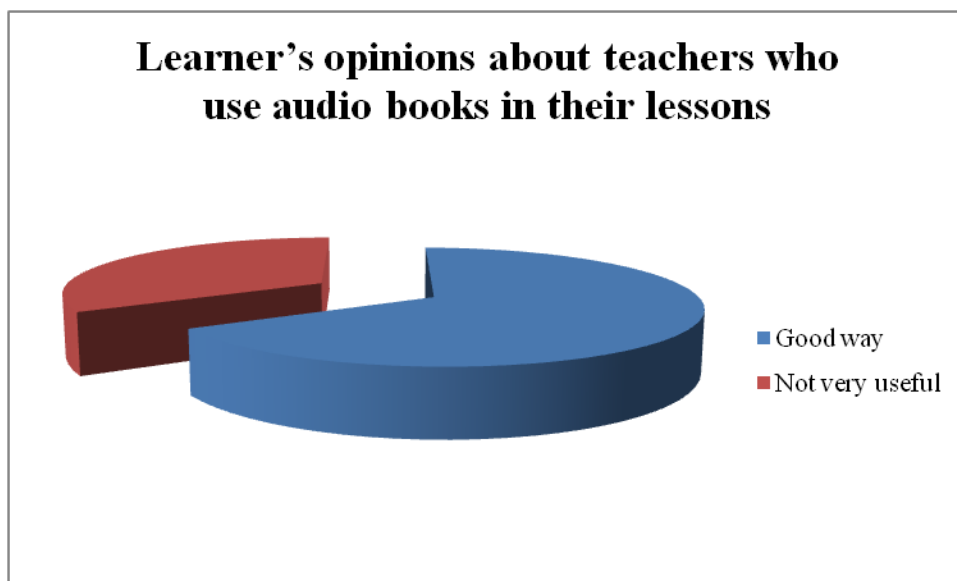
Table 3.5

Learner's Opinion about Teachers Who Use Audiobooks in their Lessons

Suggestions	Good way	Not very useful	total
Number (N)	20	10	30
%	67%	33%	100%

Figure 3.5

Learner's Opinions about Teachers Who Use Audiobooks in their Lessons



The table above confirms that 67% (N=20) learners consider teachers who use audiobooks in their classes as a good way to learn, while 33% (N=10) answer that the teacher's use of audiobooks is not very useful.

Question 06: Does your teachers use audio books in their classes or recommend it to you ?

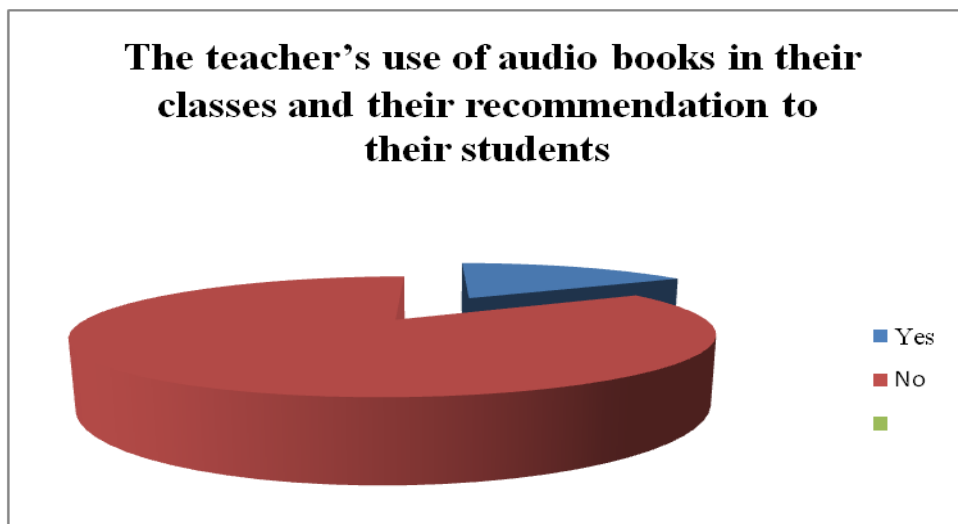
Table 3.6

The Teacher's Use of Audiobooks in their Classes and their Recommendations to their Students

Suggestion	Yes	No	Total
Number (N)	5	25	30
%	17%	83%	100%

Figure 3.6

The Teacher's Use of Audiobooks in their Classes and their Recommendations to their Students



The result as illustrate from table above, the majority of second year BMD students 17% (N=5) claimed that teachers use audiobooks in their classes and they recommend it to them, while 83% (N=25) state that their teachers do not use it as teaching strategy or recommend it to them .

Question 07: Would you like to teachers use audio books?

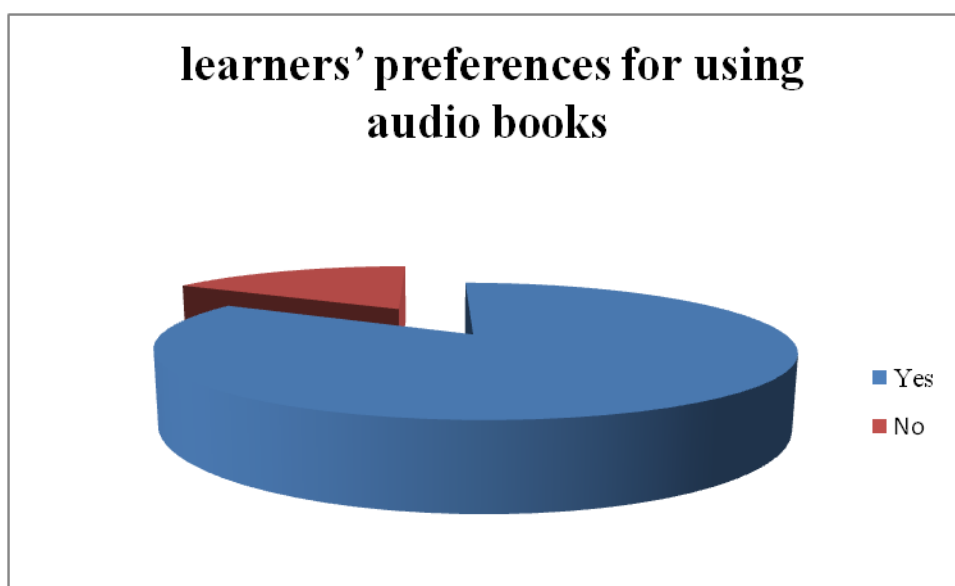
Table 3.7

Learners' Preferences for Using Audiobooks

Suggestion	Yes	No	Total
Number (N)	25	5	30
%	83%	17%	100%

Figure 3.7

Learners' Preferences for Using Audiobooks



The findings above show , that (5)students 17% do not prefer the use of audio books. However, the majority of students 83% (N=25) prefer the use of audio books as part of their lessons.

Question 08: How do you think using technology (audio books) improve your pronunciation?

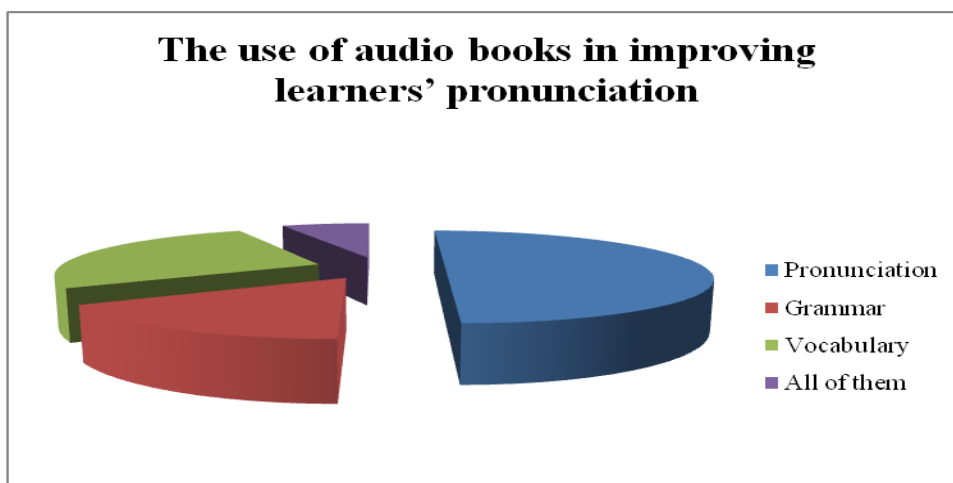
Table 3. 8

The Use of Audiobooks in Improving Learners' Pronunciation.

Suggestion	Pronunciation	Grammar	Vocabulary	All of them	Total
Number (N)	15	5	8	2	30
%	50%	17%	27%	7%	100%

Figure 3.8

The Use of Audiobooks in Improving Learners' Pronunciation



According to the table above, which demonstrate that 50% (N=15) of students consider the pronunciation as one of the most important skill of any language learning which can be developed by using audiobooks, whereas, 27%. (N=8) of students see that vocabulary take the second position in the importance of language learning that can be enhanced by using audiobooks.

Moreover, 17% (N=5) of the students claims that the use of audiobooks contribute grammar enhancement, 7% (N=2) see that the language components can be growth by the use of audiobooks.

1.3.3. Teacher's Interview Description

The teachers interview consist on (10) questions , the first (5) questions are about the participants teaching years of experience at the university, and if they have any idea about audiobooks or wither they considered it as effective teaching tool , than the fifth question is about the use of audiobooks in their section and how often they use them .

However , the last (5) questions are about the teachers evaluation of the students' pronunciation level and their problems also how audio books may help in solving this kind of problems. and what are the difficulties that face them in implementing this strategy in classes , than the last question teachers were asked about: what are their recommendation for an efficient usage of this strategies in speaking classes.

1.3.4. Teacher's Interview Analysis

Question 01: How long have you been teaching at university?

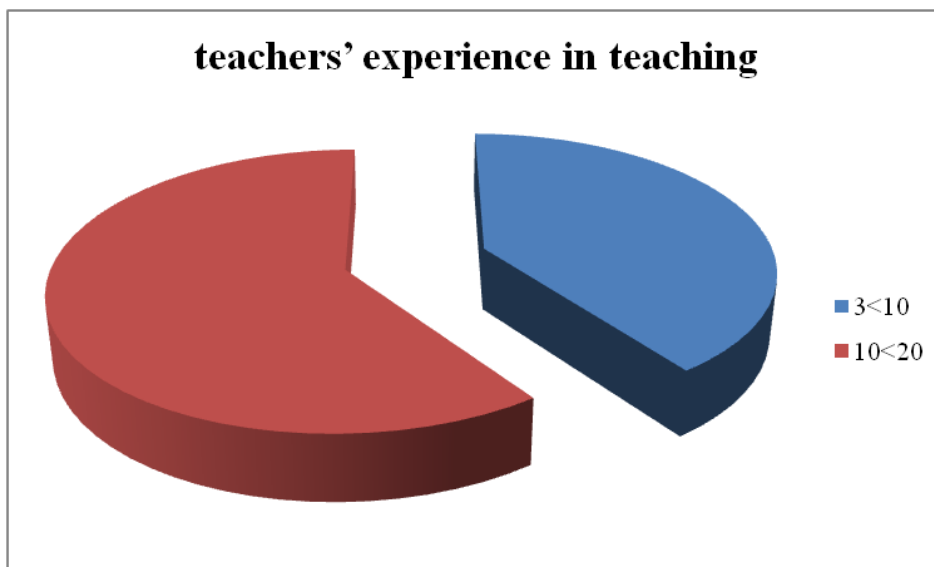
Table 3.9

Teachers' Experience in Teaching.

suggestion	3<10	10<20	Total
Number (N)	2	3	5
%	40%	60%	100%

Figure 3.9

Teachers' Experience in Teaching



According to this question, (60%)of the participants have long time (more than 10 years) in teaching at university. While (40%) of them have just (3) years and more experience of teaching at university.

Question 02: Do you have any idea about audiobooks?

Table 3. 10

Teachers' Knowledge about Audiobooks

Suggestion	Yes	No	Total
Number(N)	5	/	5
%	100%	/	100%

Observing the table above ,the results presents that all the participants (100%) answer that all of them are familiar with audio books which is the kind of books that are listened to instead of paper reading.

Question 3: Do you consider audiobooks an effective teaching tool? And why?

Table 3.11

Teachers' Opinion about Audiobooks Effectiveness as Teaching Tool¹

suggestion	Yes	No	Total
Number (N)	5	/	5
%	100%	/	100%

Concerning the table above , the analysis indicate that all the teachers (100%) consider the audiobooks use as very helpful method of teaching .

However, All the teachers who answer (yes) , were asked to justify their answers which conclude that the majority of teachers conduct that audiobooks are an effective teaching tool since it have a great impact on students learning skills, specially on reading and speaking, it even can be consider as an important tool for memorizing and explaining things, even one of the participants said: “ Audiobooks can help learners in

understanding and memorising things better “ Moreover, R2 “ Audiobooks can be very effective if it is used properly, because nowadays generation is not interested into reading” Hence R3 justify that “ learners could develop his listening skill through the use of such kind of books”. R4 think that: “ Audiobooks are a very helpful tool, especially to students who lose concentration while reading a hard copy. Besides that audiobooks can improve learners practice of pronunciation R5 literally said: “ audiobooks improve the listening and speaking of learners, and help them perform their pronunciation”.

Question 04: Do you have considered using audio books in your own sessions?

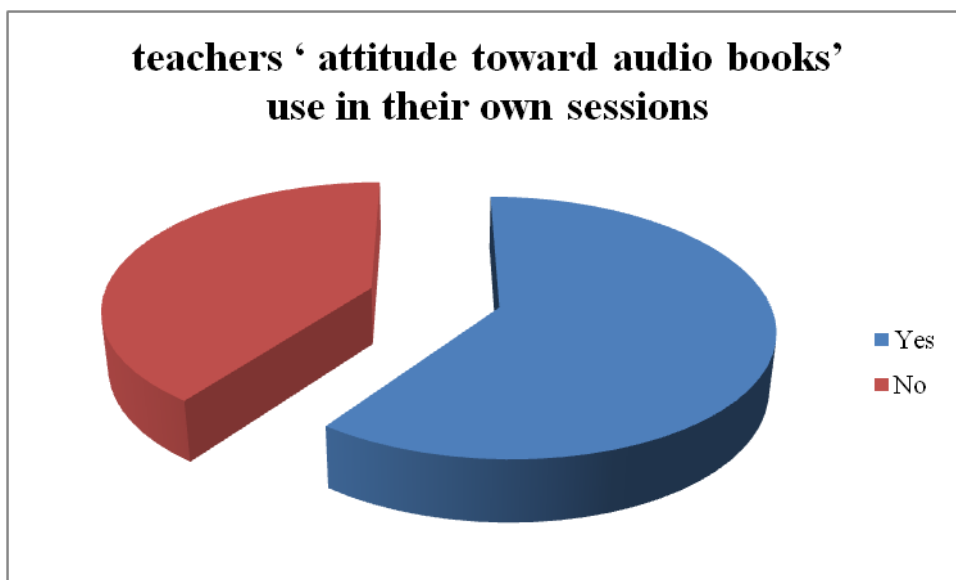
Table 3. 12

Teachers ‘Attitude Toward Audiobooks Use in Their Own Session

suggestion	Yes	No	Total
Number (N)	3	2	5
%	60%	40%	100%

Figure 3. 10

Teachers ‘ Attitude Toward Audiobooks’ Use in their own Sessions



This table shows that (60%) of teachers are satisfied about the audiobooks use, and they recommend it to their students since it motivates students toward their learning. In contrast (40%) of teachers do not use this kind of books in their sessions .

Question 05: How often do you use them?

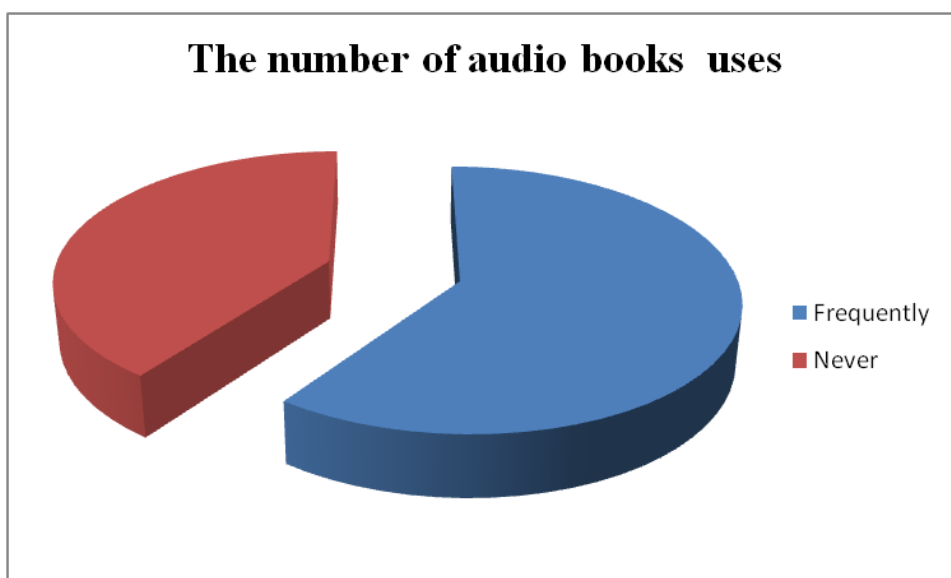
Table 3. 13

The Number of Audiobooks Uses .

suggestion	Frequently	Never	Total
Number (N)	3	2	5
%	60%	40%	100%

Figure 3. 11

The Number of Audiobooks Uses



According to the table above , (40%) the teachers never use audiobooks in their sessions, while (60%) of teachers use audiobooks frequently in their classes as they find it very helpful since it makes learning easier for students .

Question 06: How do you evaluate your student’s pronunciation level?

Table 3. 14

Teachers Evaluating their Students’ Pronunciation.

Suggestion	Average	Not good	Total
Number (N)	3	2	5
%	60%	40%	100%

Figure 3. 12

Teachers Evaluating their Students’ Pronunciation.

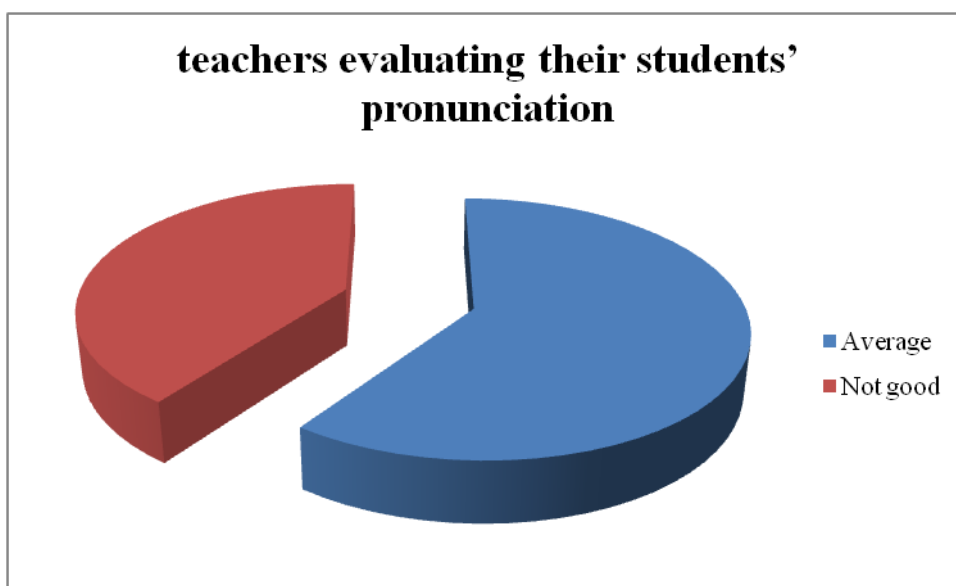


Table 4.14 show that, (60%) of teachers confirm that the majority of their students have average pronunciation level taking in consideration that this level is in the process of developing , while (40%) of teachers find that their students have good pronunciation level.

Question 07: What problem do students have with pronunciation?

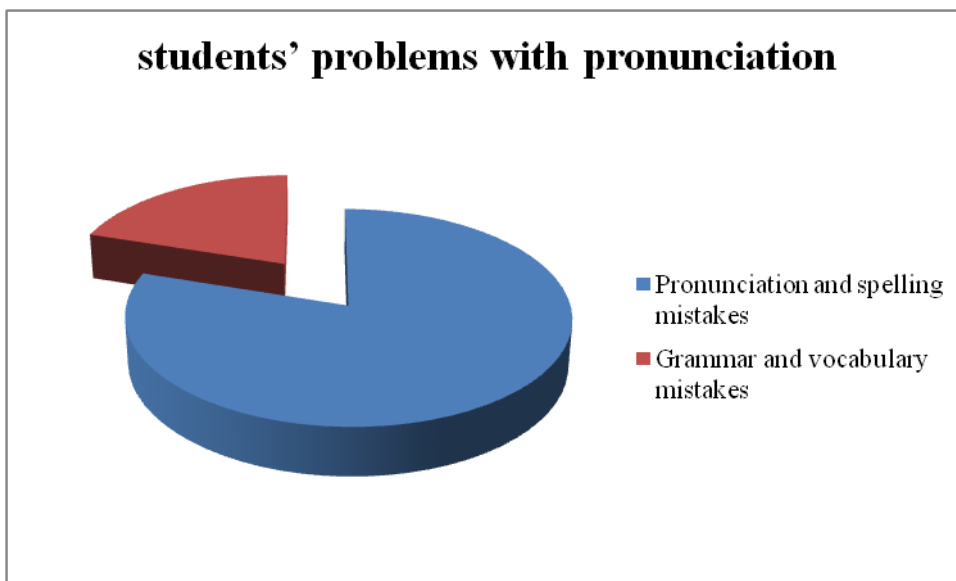
Table 3. 15

Sudents’ problems with Pronunciation

Suggestion	Pronunciation and spelling mistakes	Grammar and vocabulary mistakes	total
Number(N)	4	1	5
%	80%	20%	100%

Figure 3. 13

Students’ Problems with Pronunciation



According to this table, (80%) of teachers say that students have serious problems with pronunciation and spelling mistakes since they do not articulate well, they even have issues with wrong stress .However , (20%) of teachers claim that their students mostly use the wrong tenses when speaking and find suitable vocabulary .

Question 08: Do audiobooks help remedy those problems? And How?

Table 3.16

Audiobooks Remedy Students’ Problems

Suggestion	Yes	No	Total
Number (N)	5	/	5
%	100%	/	100%

Observing this results , all the teachers (100%) say that audiobooks help a lot in order to remedy students problems , it even shows them the right pronunciation of words, one of the teachers believe that: “ listening to audiobooks can improve the acquisition of the accent “ , R2 think that: “ Listening constantly to audios improves vocabulary deficiency , also helps alot with tenses and fluency” . R3 “ audiobooks show students the right pronunciation, it is the most useful tool in practice”.

Question 09 : Do you face any difficulties implementing these strategy in classes?

Table 3. 17

Difficulties in Implementing Audiobooks in Classes

Suggestion	Yes	No	Total
Number (N)	5	/	5
%	100%	/	100%

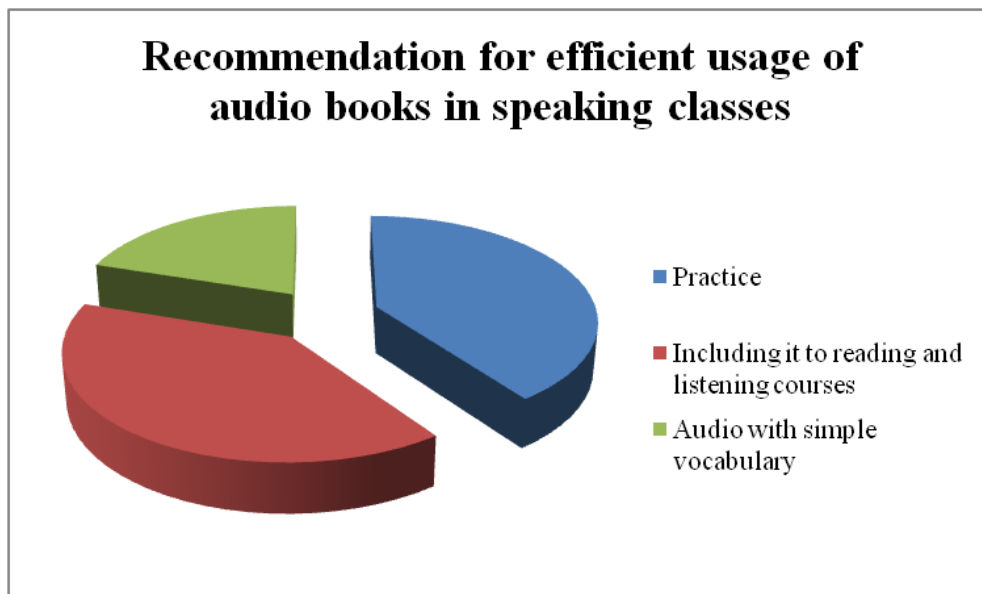
All of The teachers (100%) share the same point of view. About the difficulties facing them in implementing such strategy in classes, which requires some conditions such as providing all students with devices they need, laboratories ..etc.

However; taking into consideration , the loud speakers low pronunciation level or when the vocabulary is sophisticated .

Question 10: What do you recommend for efficient usage of this strategies in speaking classes ?

Figure 3. 14

Recommendation for Efficient Usage of Audiobooks in Speaking Classes.



The results reveal that all the participants recommend useful solutions. (40%) of teachers suggest the practice as ultimate solution ,the other (40%) say that audiobooks should be essential part of reading and listening courses and, the last(20%) of them suggest the selection of audios with simple vocabulary which talks about topics that are interesting and attractive to students.

3.4. General Discussion of Findings

The present study seeks to investigate the effectiveness of the audiobooks use in order to enhance the students speaking and pronunciation skills. And after analyzing the data collecting tools , for both participants the teachers interviews and the students questionnaires. The results shows that many students have a positive opinion towards the audiobooks use which have significant improvement on the learners' listening and speaking skills especially on their English pronunciation skills.

Moreover, most of them believe that the right pronunciation of words have great influence on their self-confidence they even think that the use of audiobooks by their teachers in sessions can be a useful tool for a better understanding of the lessons. They also think this kind of books can motivate their learning.

Additionally, all the teachers see the audiobooks as the best method for teaching vocabulary, grammar , speaking and pronunciation. They even recommend it to their students and encourage the audiobooks use outside the classrooms. Also the majority of the teachers believe that the audiobooks use can facilitate and improve the learning process. Taking into account that audiobooks are easier to understand by students with reading difficulties.

However, two of them claimed that they do not use audiobooks in their session, they think that if the audiobook reader have a low pronunciation level, can influence students negatively, students cannot understand native speaker easily, taking into consideration that one of the teachers noted that “ there are some books that we programmed and available as audiobooks, so students can use them” the other teacher argued that he never use audiobooks but he use audios of short stories in time of necessity.

In fact, most of the teachers they believe that while working on improving the learners listening skills, they automatically improve the speaking ones too. they even encourage their students to learn via using audiobooks, podcast, listening to audios...etc. taking into account that this kind of books creates a good environment that help the students to practice speaking confidentiality.

3.5. Suggestions and Recommendations

This study highlights a number of suggestions and recommendation. However, at the last question the (5) participants were asked to recommend an efficient usage of audiobooks in speaking (oral)classes.

The first teacher suggest that: “more than 5 hours of listening sessions a week “.The next participant give serious attention to practice, he recommend “ practice practice practice”. The third teacher suggests: “integration of audio books as a supplement to reading and listening courses” The other participant recommend: “ to select audiobook with simple vocabulary that talks about topics that are interesting and appealing to students”. The last teacher suggest: “ another (05)hours of speech practice with a professional teachers”.

Additionally, audiobooks can be considered as a great resource they are very interesting and can get learners attention easily, this books have a good quality recording, uses different voices and accents which improve the learners pronunciation and the target accent, audiobooks can be easily used by everyone and everywhere.

However, audiobooks can effectively used in classes when :

- ❖ Giving students a visual; glimpse of the book a good warm up, then discuss with them their opinion about the book.
- ❖ Give the students a list of the characters; list of the characters with a short discription of each character.
- ❖ Make students listen to the passage; make it slow and repeat when necessary.
- ❖ Get students review about what they heard; students should make a short summary of what they have already heard.
- ❖ Follow up with typical reading activities; make the book analysis.

Here are some useful books teachers should use in their classes:

- ❖ Where the Red Fern Grows; good book that deals with the timeless experience of coming of age.
- ❖ Harry Potter and the Scorer's Stone by J.K. Rowling ; book written for a younger audience that appeals to kids of all ages.
- ❖ The Book Thief by Mark Zusak book about the life of a young German girl in the middle of World War II.

There are many audiobooks application which are easy to use and for free, students can download on their phones, iPad's, computer's.. etc

- ✓ Lit2Go ; offers a free online collection of stories and poems in audiobook format.
- ✓ LibriVox ; has an extensive catalog of public domain audiobooks: 499 fiction and 47 nonfiction and counting.
- ✓ Sora; offers the largest digital content catalog in the world to more than 53,000+ schools and districts. Sora includes digital books, spanning ebooks, audiobooks, comic books, and magazines... etc
- ✓ Spotify; the streaming giant, is growing its audiobook category.
- ✓ HarperKids; good resource to discover great audiobooks for kids. With age-specific .
- ✓ Storynory; offers free downloadable and streaming stories for children, including classics, myths, fairy tales, poems, and original stories.

To conclude, there are some personal suggestions and recommendation which consist on giving audiobooks more importance by giving more time for speaking and listening hours per week.

3.6 Conclusion

The ultimate aim of this study is to explore the effectiveness of audio books on EFL students' speaking and pronunciation skills, and the teachers attitude towards this kind of strategies specially at the University of Ibn Khaldoun.

The current chapter include a description for the sample population for both participants; teachers profile and students profile by using two data collecting methods and detailed description for both methods. Hence, the two data collection instruments are: a questionnaire conduct with (30) students of second year of the English department and an interview which address to (5) teachers of English at the university of Ibn Khaldoun. Then the analysis of both methods' questions. However, this chapter obtains a general discussion of the findings, then suggestions and recommendations.

General Conclusion

The present research has investigated the effectiveness of the audiobooks in enhancing EFL learners' speaking and pronunciation skills, at Ibn Khaldoun University. Specially according to the research hypothesis: first, EFL students believe that audiobooks are an effective and a useful as an educational and entertaining tool. Second, listening to audiobooks will improve their level in English language speaking and pronunciation significantly. third, the use of official applications and interesting stories that hook the students attention easily and efficiently, which may improve their pronunciation skills. In order to reach this aim of the study, two data collection tools were conducted with both research participants; teachers interviews and students questionnaires.

Moreover, the research at its core attempted to find answers to the research questions that ask about: What are learners attitudes toward the audiobooks use? . It also sought to know about How does listening to audiobooks improve students speaking and pronunciation skills? and to investigate about Which suggestions should be implemented in classes in order to best explore audiobooks that effects learners pronunciation skills?

The findings of the research answers the research questions and confirmed the hypotheses which shows that:

First, the students like using audios in general, they find it very useful, and they prefer being taught through audiobooks.

Second, the improvement obtained from the audiobooks use is significant, because it help students practice speaking and the pronunciation, develop learners fluency, also improve the vocabulary.

Third, interesting audiobook stories and easy use applications can be very useful and effective for learners' pronunciation skills.

The present study can be very beneficial, if teachers provide a special care for students speaking and pronunciation. Teachers should select the appropriate and the useful audiobook for their students and encourage them to use this kind of books. And help them in order to develop their vocabulary.

As any research, the present study encounters a number of limitations. Among this research limitations we can mention that:

The study was conducted with one University students Ibn khaldoun University at Tiaret, However the study simple was limited to just five (5) teachers of the speaking (oral) speciality, and (30) student of second year BMD, because of the small number of the participants, the results and findings cannot be generalized.

Limitation of the sources, In fact most of the sources that were available were not relevant to the study.

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Appendices

Appendix 01

Teachers' interview

Dear teacher ! This interview is a survey about the use of English audiobooks in the EFL classrooms and how it may help in improving learners' speaking skills. The survey provides you with an opportunity to evaluate whether English audiobooks will improve the learners pronunciation skills.

1-How long have you been teaching at university?

2- Do you have any idea about audiobooks?

3- Do you consider audiobooks an effective teaching tool? Why?

4- Do you have considered using audiobooks in your own sessions?

5- How often do you use them?

6- How do you evaluate your students pronunciation level:

good , average, not good.

7- What problems do students have with pronunciation?

8-Do audiobooks help remedy those problems? If yes, how?

9- Do you face any difficulties implementing this strategy in class? Explain your answer.

10- What do you recommend for an efficient usage of this strategies in speaking skills ?

Appendix 02

Students' Questionnaire

Dear Student!

This questionnaire is a survey about the use of English Audiobooks in the EFL classrooms and how it may help in improving learners' speaking skills. The survey provides you with an opportunity to evaluate whether English Audiobooks will improve the learners pronunciation skills.

Thank you for taking your time to fill this questionnaire.

1. What is your gender?

Male

Female

2. Are you satisfied with your pronunciation level?

Yes

No

3. Good pronunciation affects confidence in English?

Agree

Strongly agree

Disagree

Strongly disagree

4. How do you improve your pronunciation level?

A/-Using listening to videos and podcast online

B/- Using audiobooks

C/- Option talking to native speakers online

Other

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

5. What do you think about teachers who use audiobooks in their lessons?

A/- A good way to learn

B/- Not very useful

6.1. Does your teacher use audiobooks in their classes or recommend it to you?

Yes

No

6.2. If, No would you like it to be used?

Yes, of course

No, not useful

7. How do you think using technology (Audiobooks) improve your pronunciation?

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

Thank you for cooperation

الملخص

تهدف هذه الدراسة البحثية إلى تحديد تأثير الاستماع إلى الكتب الصوتية على أداء التحدث ومهارات النطق لدى المتعلمين. ومن ثم ، تم إجراء هذه الحالة الدراسية مع معلمي اللغة الإنجليزية كلغة أجنبية وطلاب جامعة ابن خلدون في تيارت ، وقد تم استخدام أداتين لجمع البيانات في هذه الدراسة: أجريت مقابلات منظمة مع معلمي التعبير الشفهي ، وتم توجيه الاستبيانات المباشرة إلى طلاب السنة الثانية. تظهر النتائج أن معظم الطلاب لديهم رأي إيجابي حول استخدام الكتب المسموعة والتي يمكن أن تحسن بشكل كبير من مهارات الاستماع والتحدث ونطق اللغة الإنجليزية. يعتقد حتى المدرسون أن الكتب الصوتية يمكن أن تكون مفيدة جداً في تدريس المفردات والقواعد والتحدث والنطق.

الكلمات المفتاحية: الكتب المسموعة ، أداء التحدث ، مهارات النطق ، الاستماع

Résumé

Cette étude de recherche vise à déterminer l'impact de l'écoute de livres audio sur les performances orales et les compétences de prononciation des apprenants. Par conséquent, ce cas d'étude a été entrepris avec des professeurs d'EFL et des étudiants de l'Université Ibn Khaldoun à Tiaret. Deux instruments de collecte de données ont été utilisés dans cette étude : des entretiens structurés ont été menés avec des professeurs d'expression orale et des questionnaires directs ont été adressés aux étudiants de deuxième année. Les résultats montrent que la plupart des étudiants ont une opinion positive sur l'utilisation des livres audio, ce qui peut améliorer considérablement leurs capacités d'écoute et d'expression orale et leur prononciation en anglais. Même les enseignants pensent que les livres audio peuvent être très utiles pour enseigner le vocabulaire, la grammaire, l'expression orale et la prononciation.

Mots-clés : livres audio, performances orales, compétences de prononciation, écoute.

Summary

This research study aims to determine the impact of listening to audiobooks on learners' speaking performance and pronunciation skills. Hence, This case of study was undertaken with EFL teachers and students of Ibn khaldoun University at Tiaret, Two data collection instruments were used in this study: structured interviews were conducted with teachers of oral expression, and direct questionnaires were addressed to Second year students. The findings shows that most of the students have a positive opinion about audiobooks' use that can significantly improve their listening and speaking skills and English pronunciation. Even teachers believe that audiobooks can be very useful for teaching vocabulary, grammar, speaking and pronunciation.

Keywords: Audiobooks, Speaking performance, Pronunciation skills, Listening.