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Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid

El Tarf

Faculty of Letters and Languages

Department of English



***The effectiveness of audio books on enhancing learners
pronunciation***

Case study of second year students at Chadli Ben djedid university

Dissertation submitted to the Department of English in Partial Fulfilment the Requirement of
the Master Degree in English Didactics

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Dedication

To my dear parents.

To my dear brothers and nephews.

To my brothers in law Abdelaziz and Elhadi

To all my family

To my wonderful friends Ilies ,Nadir , touka ,Imad

Great thanks to my friend abdou for his help

To my classmates and to everyone who helped me.

To everyone who knows me.

I dedicate this work



ACKNOWLEDGMENT

In the name of Allah, most gracious, most merciful

All Praise be to Allah, Lord of the Worlds

Peace and blessing be upon our final messenger Muhammad (SAW) and his family and Nobel companions.

First, I would like express our infinite thanks and gratitude to Almighty Allah for giving us patience, strength and enlightened us the path of science and knowledge to complete this work.

I would thank my supervisor Dr . **Sara Djamaa**, for her advice and help also I would thank everyone who helped me to collect data for this thesis paper, a special thanks to my dear friends and brothers in law **Abdelaziz , Elhadi , Ilies ,Nadir...** for their collaboration, motivation, and advice.

Our deep thanks goes also to our parents for their encouragements and prayers.

Abstract

In the last years, the technological development has been influencing great fields in life, education was no exception. One of these technological aids are audiobooks. As a general rule in any language learning : read to write and listen to speak. Based on this, audiobooks are mainly used for this purpose in which second year students of English at Chadli Bendjedid University – El Tarf will be exposed to a set of audiobooks to investigate their influence on pronunciation. As it is noticed , many students are facing some difficulties and obstacles in speaking and pronouncing some words, so the research appeared to investigate whether it effects and boosts their effective speaking ability or no. The research process has been done with a pure experimental method in which a sample of 30 students were chosen randomly. This sample will be pre-tested then exposed to the independent variable part of the research and finally they will be post-tested to check the effects of these audio books on them. The pre and post tests are in a form of questions that allows the pre and post judgements and effects of audio books. After passing through the true experimental method of treating the occurring problem, the stated hypotheses were confirmed in which getting students exposed to audio books will provide a good quality of EFL speakers equipped with fluency and a good listening skill.

ملخص

أثر التطور التكنولوجي في السنوات الأخيرة على العديد من مجالات الحياة والتعليم خاصة، واحدة من هذه الوسائل هي الكتب الصوتية .

وبناء على قاعدة تعلم أي لغة "اقرأ لتكتب واسمع لتتكلم" وهو الغرض من استعمال هذه الكتب الصوتية حيث عرضت هذه الأخيرة على عينة مكونة من 30 طالب اختبروا عشوائيا من طلبة السنة الثانية لغة إنجليزية بجامعة الشاذلي بن جديد – الطارف – نظرا للصعوبات العراقية التي يواجهها العديد من الطلبة في نطق بعض الكلمات .

وكان الهدف من هذا البحث معرفة ما إذا كان سيؤثر ويزيد من قدرتهم على التكلم بفعالية أم لا حيث خضعت هذه العينة لاختبار أولي ثم تعرض عليهم هذه الكتب الصوتية واختبار بعدي في صيغة أسئلة والتي تمكن من معرفة آثار هذه الكتب ويكون ذلك بعد المرور بالمنهج التجريبي للتعامل مع هذه المشكلة وإثبات صحة هذه الفرضيات.

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Key to Abbreviation and Acronyms

EFL: English as Foreign Language.

FL: Foreign Language.

LMD: License Master Doctorate.

LABs: Laboratories.

IT: Informative Technology.

CLT: Communication Language Teaching.

PC: Personal Computer.

TV: Television.

%: percentage

L1: first language

Chapter One: Introduction

Introduction

In the last decades, English has been the first language for international communication. Therefore, giving more importance to English leads the world to focus on teaching the English language in classes and shed light on how to speak the language because having a good pronunciation is an effective factor for good communication (Larsen-freeman, 1986). Hence, helping learners to become fluent and accurate in spite of the difficulty they face seems to be a challenge for them. In fact, we believe it will be interesting to study how the integration of technology can help to facilitate and enhance learners pronunciation's level in EFL classrooms. It is absolute that technology dominated the entire world, in which we find computers, internet, video players, smart phones and others practically in all universities and companies even in our houses. The most influenced population are young learners, technology for them is a guide of manners that support modern ways , would only want to deal with modern tools .Learning a language means pronounce it well, fluently and accuracy, therefore, it is too important for teachers to turn their focus on

the oral production. Nowadays technology is the major key in which teachers focus on to motivate EFL learners and increase their anxiety to learn the language. Previous studies had shown that oral classes that use modern tools and different Materials like audio books carry out a better result and students interact more during the lecture. As any other educational programs that we have seen in our classes, students may feel bored and demotivated which affect negatively on their outcomes.

Sometimes, they want to read something to stay in touch with the language but they are busy doing something which will not allow them to hold a book within their hands, so audio books are a unique and best alternative for a traditional printed book. In order to help students, teachers need to adopt new and modern materials that fit with the presentation of oral lectures and student's needs. As (Julia Kara_soterian.2009) mentioned that audio books allows teachers to meet the needs of various learning styles by differentiating instructions for struggling students who might encounter a difficult text and believe it to be boring and unreachable .any important rule to master any language is read to write and listen to speak and here the importance of audio books in enhancing listening qualities appears and leads to better communication.

Background information

Audio books were first presented in 1931 inside the extent of "Books for the Adult Blind Project," However, the utilization of audio books has gone a long ways past its unique reason. To begin with, they were used as a gadget to upgrade enhance impression of children or fighting perusers) little research has been directed about the effects of book recordings on EFL students' listening aptitudes. Rubery, M. (2008) "calls attention to three key contrasts amongst book recordings and conventional perusing so anyone might hear.

Though perusing so anyone might hear is limited in space and time, tuning in to book recordings does not have such imperatives" (P.58). The last distinction is connected with voice. While perusing so anyone might hear requires eye to eye experience, audio books can be tuned in to by means of 'PCs, MP3 players, advanced mobile phones, CDs, tapes, walkmans, et cetera. The huge open doors introduce for playing book audio books make it effectively available. As indicated by Wolfson, G. (2008]" a further preferred standpoint of audio book is that they are

perused so anyone might hear by proficient storytellers, popular performers/on-screen characters, and even the writers themselves" (P.105). The main distinction between tuning in to audio book and perusing from the print is that peruses substitute the visual comprehension of composed media with the sound-related comprehension. Audio Books can't be over looked as the quantity of audio book and also that of audience members is consistently expanding. Therefore, incorporating audio books into educating and the learning condition, particularly into the foreign language instructional setting is very important.

Statement of the Problem

Among the new technological arrivals to support settings, audio books should be An advantageous tool for language training purposes that is used both done L1 contest As well as in foreign language teaching context Audio books in language learning/teaching contexts have been used for listening skills, pronunciation skills and reading skills Those investigations on audio books need predominately center the impacts of audio books upon perusing reading abilities. Numerous educators don't concentrate on this imperative a major aspect The issue for showing pronunciation is reflected in the meets expectations for a few researchers. Morley, J (1991) stated that" it is vital to educate English pronunciation in EFL classroom, By this vital and only English dialect will be ignored in A large number of English classroom and colleges around the

world nevertheless, this important, part of English language is ignored at many English classroom". According to Gilbert, J.B. (2008)" teaching pronunciation incorporates different challenges" A few teachers think that they don't have enough time, to concentrate on this area about the language . Likewise a number investigations finished up that there may be little

relationship concluded that there is little relationship between teaching pronunciation in the classroom and accomplishing proficiency alongside pronunciation.

Pronunciation can be a standout amongst those the vast majority troublesome zone of a language for EFL learners on master and one of the least favorite subjects for teachers to do in EFL classroom. In spite of the accomplishing pronunciation large portions EFL.

Aim of the study

The purpose of this study is to of figure out the worth of using audio books in learning English as a foreign language in the classroom situation and what's more entryway these sort of materials might upgrade student 's pronunciation and will attempt with view how audio books might be used or how teachers will use these sort of materials, so as to move forward learner's listening proficiency because learner's anxiety turns into higher though if they don't process information through listening .thereabout we think that listening may be the first enter to take how to pronounce.

Research questions :

- 1- How does the use of audio books help in improving learner's pronunciation?
- 2- Does audio books provide a fluent EFL speakers ?

Hypothesis

-As a first attempt to solve the current problem suggesting answers to the above research questions .

- 1- If students listen and use audio books frequently, their pronunciation skills will be improved
- 2- If students use audio books , they will be fluent English speakers .

Conclusion

The aim of this study was to figure out the impacts of audio books on enhancing student's pronunciation. And to decide understudies' perspectives about utilizing audio books in regular classroom settings. The opinion survey study empowered us to comprehend students' experiences and perspectives in addition the advantages and downsides of using audio books in foreign language learning classrooms. The outcomes of the present investigation have demonstrated that understudies create inspirational states of mind towards audio books, empowering us to make some further recommendations both for students and teachers such as coordination of audio books into the regular classroom practice, in light of audio books use and setting up listening and pronunciation contest based on the audio-text. The fundamental finish of this exploration is that audio books have significant contributions on enhancing learners pronunciation of first year EFL Department .

Students Thinking about the practical implications of this study, it can be presumed that audio books can be likewise used as steady materials in advanced foreign language reading classes. The discoveries of the present study could be used to urge instructors to use audio books in a university EFL context classes dependent on the level, age, intrigue, and time requirements, shorter audio books might be more reasonable.

Chapter two: Literature review

Introduction

Undoubtedly, pronunciation is one of the most difficult skills to acquire and many of EFL learners speakers have poor pronunciation which prevent them from using their language and communicating effectively with others, so acquiring the pronunciation is crucial for the development of 2nd language competence (Ali Segaran, 2013; Galaczi, Li&Graham, 2011) and learners should spend most of their time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). human being can't learn or pronounce a word without previous knowledge that comes from the act of listening which promote learners to perceive sounds than translate them to words in order to communicate because listening and speaking are two faces for a single coin and both of them are the components of the oral skill, it means that having a good pronunciation is an effective factor for good communication (Celce-Murcia et al .1996) also recent studies on pronunciation have showed that integration of the technology into the classrooms is beneficial for the pronunciation (Levis, 2007; Lord, 2008; Saran & Seferoğlu, 2010) it appears nowadays in classrooms such as audio books and many other sorts of technology . as many researchers believe that audio books have positive effects on enhancing second language students pronunciation skill such as (kylene.Beers) as he mention that “using audio books in second language classrooms serve as a scaffold that allows students to read beyond their reading level “also audio books have many advantages that help L2 students to improve the word recognition for better pronunciation.

History of pronunciation

It is important to acknowledge that the history of pronunciation started before decades, over 200 years pronunciation started in form of waves of instructional innovations. In the late 1800s began to be taught through perception and imitation and it became part of the language instruction, students started to imitate their teachers as a role model by repeating words and phrases in the target language. And with the start of *audiolingualism* pronunciation gained a crucial importance in the language teaching, even the main purposes of learning a language moved to listening and speaking skills. That's the beginning of the pronunciation skill in language construction.

Definitions of pronunciation

The way we talk or words we pronounce it conveys something to tell to someone whom giving back the same principals in order to make a relation called communication because having a good pronunciation is an effective factor for good communication (Celce Murcia et al.1996) many researchers define this skill as follow: it is the act of pronouncing words, utterance of speech; it is also a graphic representation of the way a word spoken, using phonetic symbols. Further pronunciation definition taken from Oxford Dictionary states that pronunciation is the way in which a language or a particular word or sound is spoken. It refers also to the production of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments),aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and

expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Fraenkel (1984) express that there are two steps in the learning process on how to pronounce a language and they are mentioned as follow.

1) Receptive/perception stage; in this stage learners learn how to differentiate the significant sounds and pattern by listening to the language.

2) Productive/speaking stage; in this stage we learn to pronounce or produce what we have learned before.

Elements of pronunciation

Pronunciation consists of two components which are . It includes the particular sounds of a language (**segments**), sound, such as intonation, phrasing, stress, timing, rhythm and (**suprasegmental aspects**), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

The use of audio books in language learning

Audio books, the audio recorded versions of a printed book, are one of the technological tools used for pedagogical purposes and have been investigated by many researchers. In the literature there are some studies that found audio books useful for the language teaching-learning processes

(Blum et al., 1995; Koskinen et al., 2000). Among the studies which back up the usefulness of audio books for language learning-teaching purposes, O'Day (2002), noted several specific ways that audio books help learners, including improving reading comprehension level, serving students as a model of fluent text reading and increased vocabulary acquisition and word recognition among students. In his study, Serafini (2004) discussed how audiobooks could be beneficial in a language classroom in a number of ways: by providing opportunities to read fluently, exposing students to new vocabulary, understanding the content rather without focusing on structures, engaging with literature and enjoying it. Based on these studies, it is possible to claim that audio books create additional opportunities for language learners to hear the pronunciation of the words both on segmental and prosodic levels. While these studies suggest possible positive effects, the majority of the studies focused mainly on the relationship between audiobooks and reading skills (Blum et al., 1995; Golonka et al., 2012; Serafini, 2004; Whittingham et al., 2012). Most notably, researchers claim that audio books have positive effects on learners' abilities of listening speaking and reading skills.

Chapter three: research design

Introduction:

As it is known, every research needs a plan to guide and facilitate its continuity. The following chapter will introduce the main points that were as guidelines and basis for it.

Participants

The present study is conveyed out to investigate the listening skill and the influence for using audio books on upgrading EFL learners pronunciation, we would concerned with the second year students at college level we will concentrate on challenges that learners face. the participants were second year EFL students at Chadli Bendjedid university. the randomly-chosen-sample is consisting of 19 female and 11 male .

methodology

the research followed a true experimental method in treating the facing problems. a pre-test in a form of direct questions will be given to the sample to investigate their speaking level before getting exposed to audio books .in a period of one month , students have been provided with four audio books entitled:

Hamlet

Treasure island

The adventures of tom sawyer

The old man and the sea

After they were kindly requested to listen to the given materials , students will have to answer a post-test to see whether there is an impact of the experiment . A questionnaire will be administrated to educators ,this type of data collection is a valuable tool which can help us to address questions, this research tool is the means in which we will attempt to perceive how audio books might be used to raise learners pronunciation skills and their learning of English in general classrooms, teaching pronunciation is less focused.

Conclusion

The above mentioned points were the initials in the research design and by the end of this chapter we have finished :with the theoretical part of our research paper. the next chapter which is data analysis and discussion chapter will be the beginning the practical part.

Chapter four: data analysis and discussion

Analysis of the questionnaire :

- Pre-test

- 1- What is your gender? man 11 women 19
- 2- How do you rate your pronunciation level ?
- Low07
- Medium18
- High05
- 3- Do you listen to audio books outside the lesson ?
- Yes10
- No20
- 4- If yes , how often ?
- Always04
- Sometimes05
- Rarely01

5- How do you find the use of audio books ?

-Not helpful06

-Somehow08

-Very helpful16

6- How do you find speaking in English?

-Easy13

-Veryeasy09

-Difficult06

-Verydifficult02

7- Do you use English outside the classroom ?

-Yes21

-No 09

8- Does your teacher use audio books in the oral expression course ?

Yes ,a lot 30

No, never 00

Experiment * listening to audio books, five minutes for each book.

Post-test

1. Write the phonetic transcription of the following words -indiscretion, widow,

-wonder, respectable,

-,rainbow, presume.

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9- Have you enjoyed listening to audio books ? yes 29

No 01

10- Do you have intention to use audio books outside classroom ?

yes 28

No 02

11- Do you find audio books helpful ? - not helpful01

- Helpful 02

-very helpful 27

5- Does listening to audio books can improve your pronunciation level ? - not at all 01

-Somehow 01

-Very much 28

6- which of the technological equipment do you prefer to use while listening to audio

books ?

-smart phones 24

- computer 06

Analysis

Wrong answers 20 $20 \times 100 \div 30 = 67\%$

Right answers 10 $10 \times 100 \div 30 = 33\%$

-The below graph shows the percentage of the students who were right and those who were wrong in the phonetic transcription

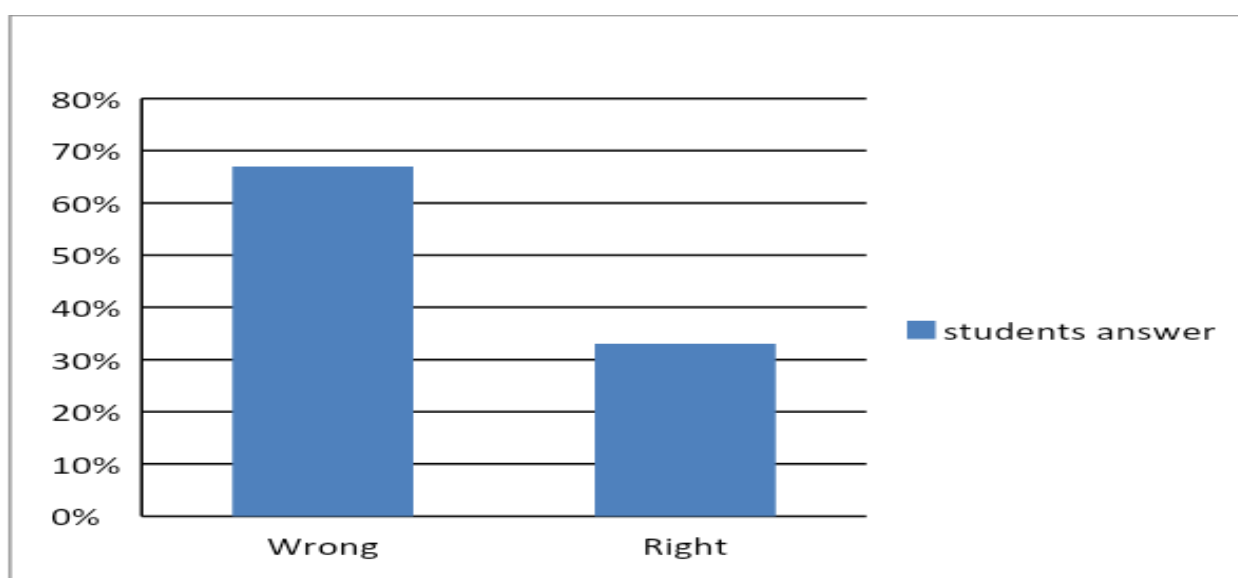


chart 01:

It is noticed that the majority of students wrote the phonetic transcription of the given words

wrong under a percentage of 67% however 33% wrote it in the right way .

-Gender Man 11 37% Women 19 63%

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The following graph shows the gender of the participants.

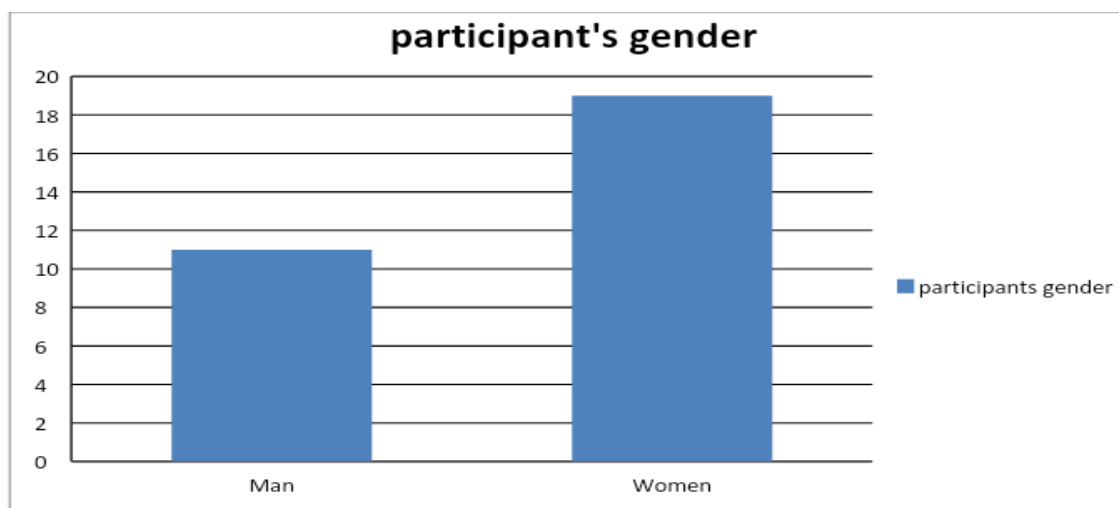


chart 02

participants gender

The above graph shows that the most of participants are women

Pronunciation level: - low 07 23%

- Medium 18 60%

- High 05 17%

The below graph will show the pronunciation's level for each student

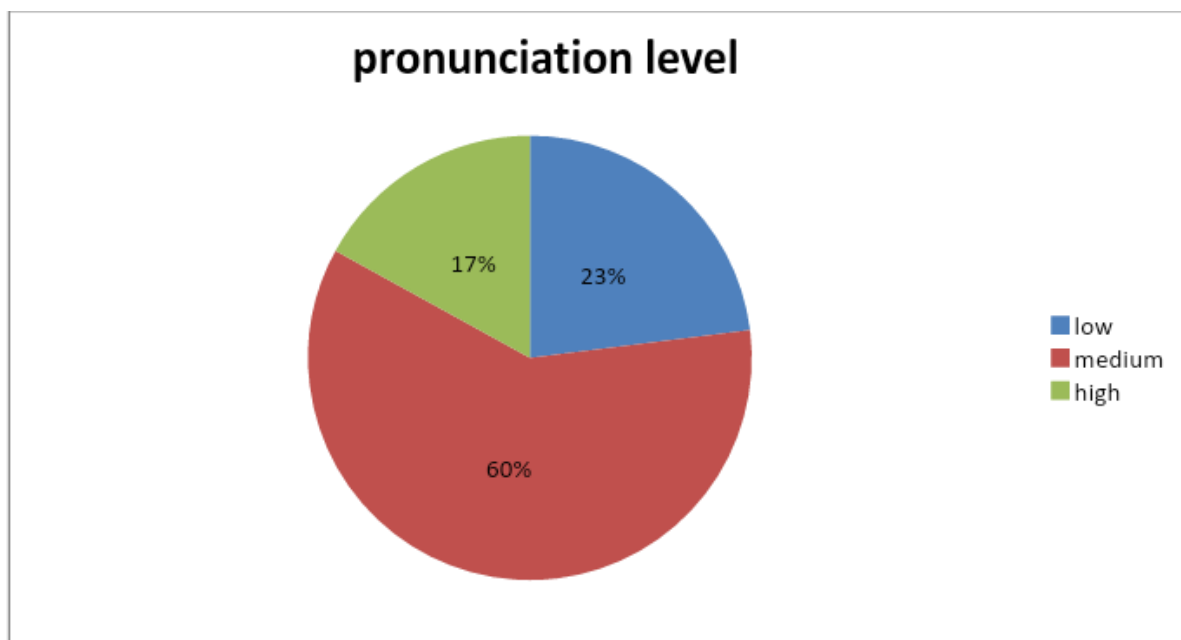


Chart 03

Pronunciation level

It is obvious in the above graph shows that 60% of students level of pronunciation is medium, however 23% of them have a low level and only 17% can pronounce and speak English fluently

4-Do you listen to audio books outside classroom -yes 10 33%

- No 20 67%

The graph will show the use of audio books by students outside classroom.

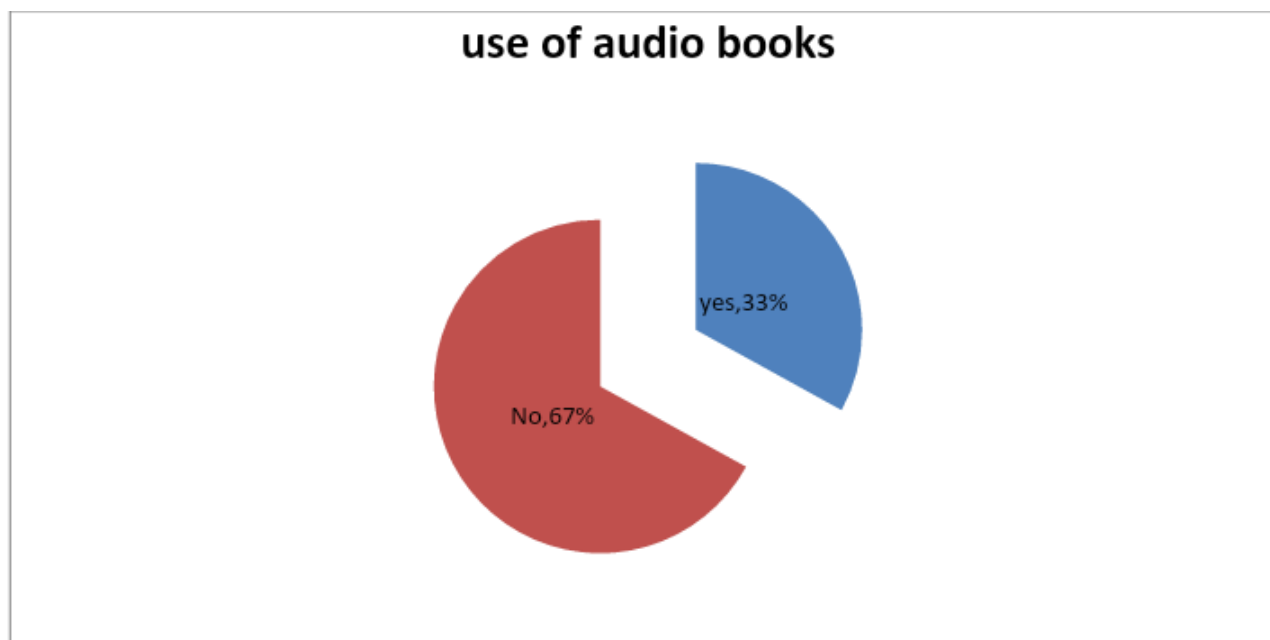


Chart 04

The use of audio books by students

-it is clear that a minority of 33% of students use audio books outside the classroom ,and enjoy using it , however 67 answered that they don't and they found it not worthy to be used .

5- if yes, how often always 04 13% sometimes 05 17% rarely 1 3%

We will show the percentage of the none use among the whole class

The effectiveness of audio books on enhancing learners pronunciation

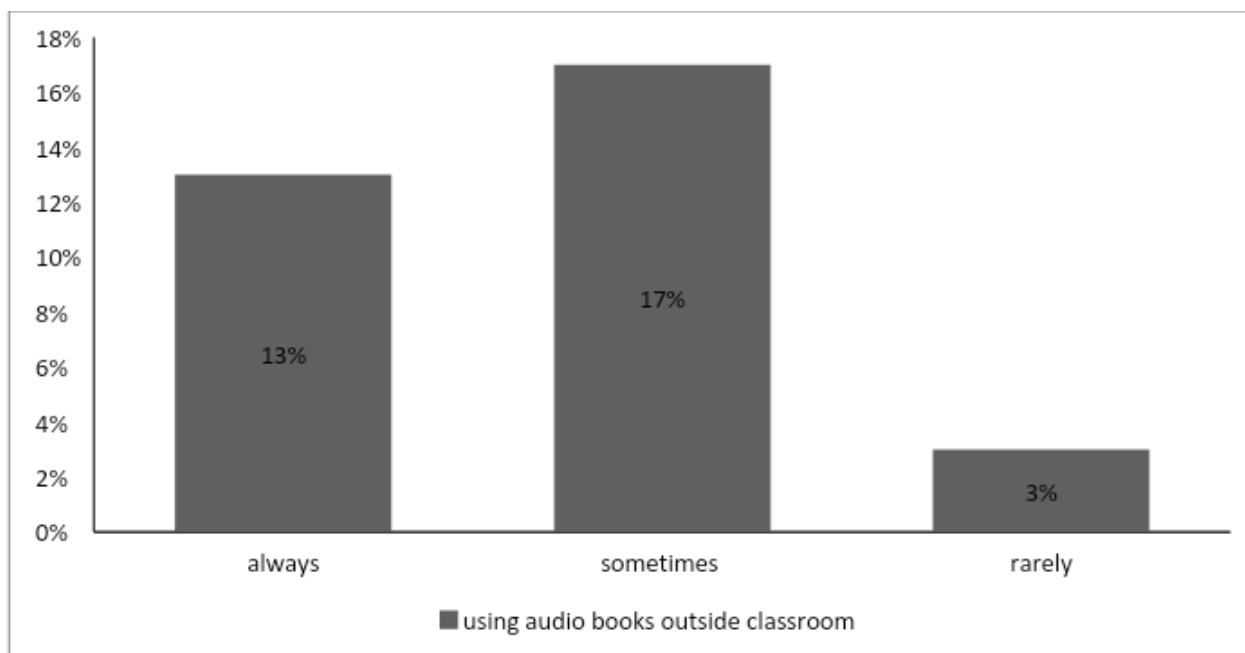


Chart 05

Among 30 students only 10 liked the idea of using audio books even outside the classroom but by Different degrees, you can notice in the alone graph that 13% always used it a higher percentage of students sometimes used it and a few minority rarely use it under a percentage of 03%.

6-how do you find the use of audio books? -Not helpful 06 20% -Somehow 08 27%

- Very helpful 16 53%

The effectiveness of using audio books

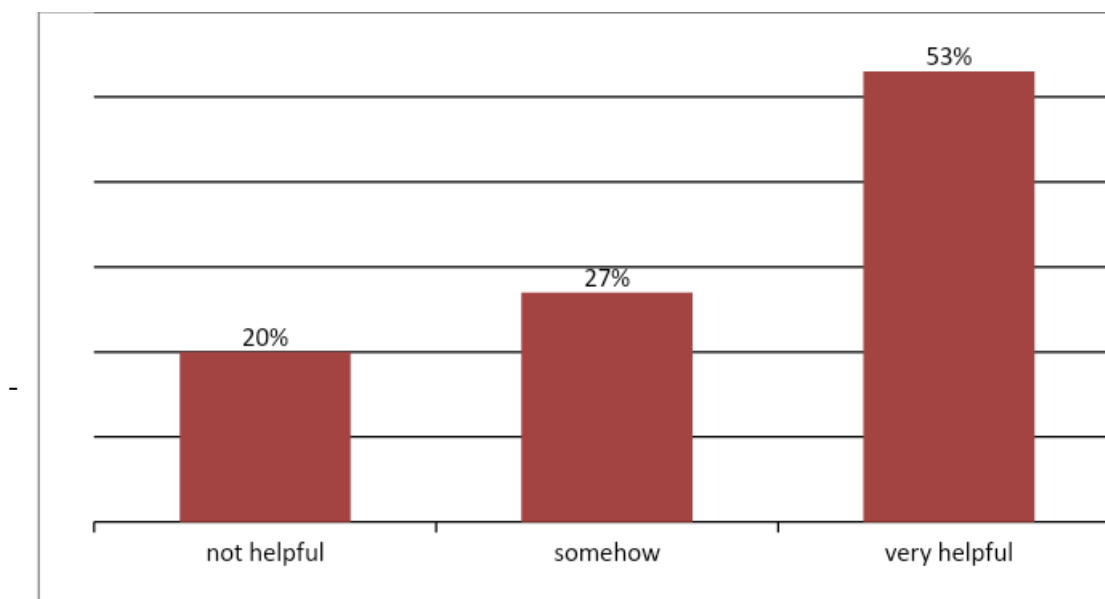


Chart 06

students find the use of audio books helpful but in different ways, the following graph will show the results.

- Students use audio books and most of them found it very helpful and 27% of them see that the use of audio books somehow helpful while only 20% see it is helpful.

7-how do you find speaking in English ?

-easy	13	43%
-Very easy	09	30%
-difficult	06	20%
-very difficult	02	07%

The effectiveness of audio books on enhancing learners pronunciation

Speaking English is not an easy task, students were asked how do they found it and their answers are drawn in the following graph .

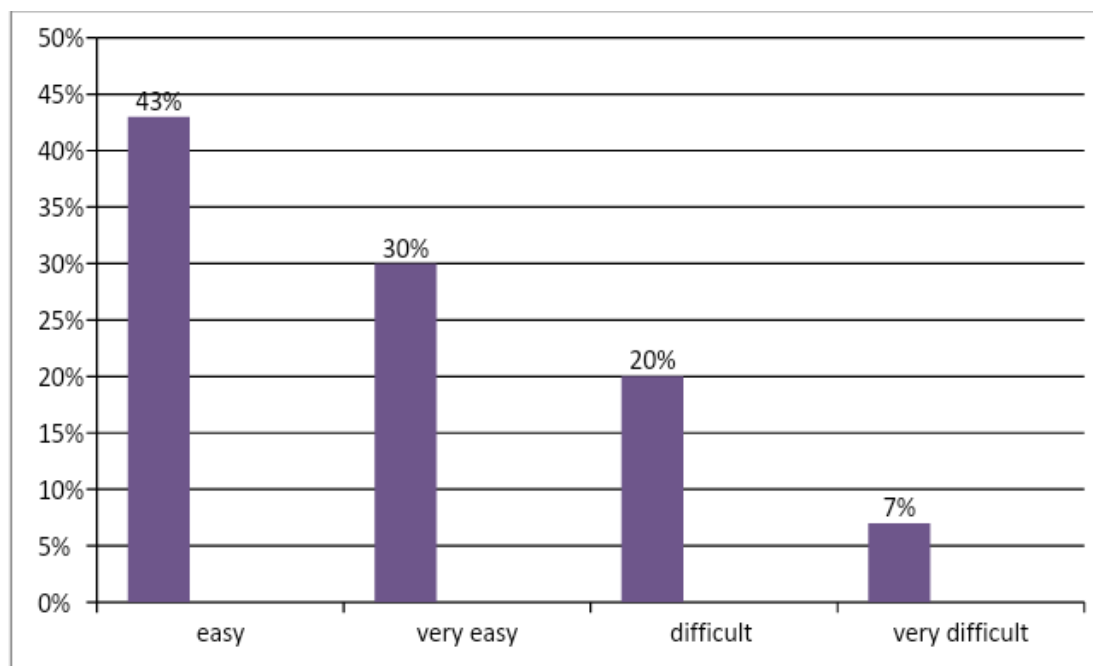


Chart 07

It is noticed that 43% of students found it easy to speak English since they like it or they have an attraction towards it and not far 30% of them answered that it is very easy puecen.by contrast 20% of students found difficulties in speaking this lge and 07 % found a bigger difficulty in it.

7- Do you use English outside the classroom? Yes 21 70% No 09 30%

-English use outside classroom

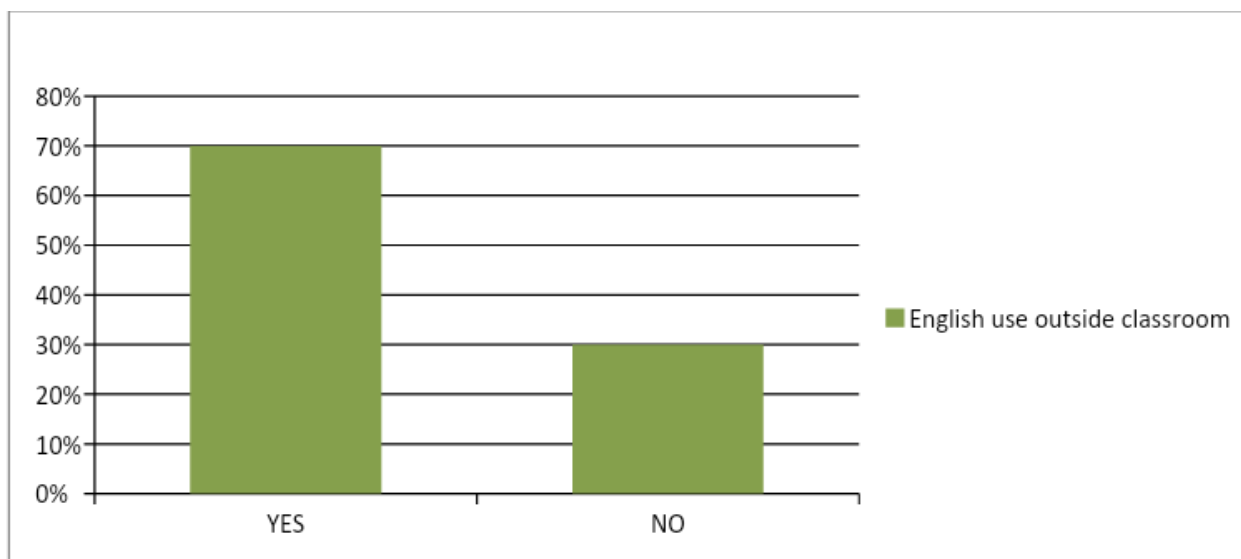


chart 08

-For the questioned students it is noticed that English is mostly used by them even outside the classroom under percentage of 70% and around 30% don't use it in such case but rather only in class.

9- Does you teacher use audio books In the oral expression course?

YES,a lot: 28 93%

NO,never02 07%

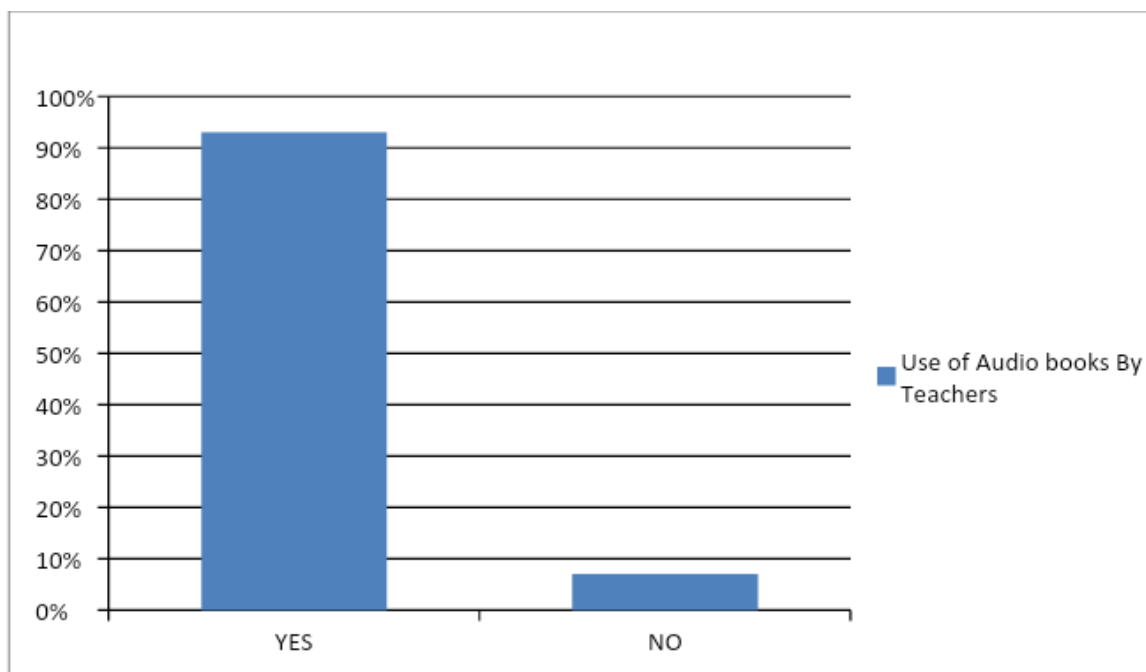


chart 09

-It has been shown that almost all teachers use audio books during oral expression courses because it is effective method which goes along with the oral expression and just few ones around a 7% don't use this method .

Experiment

After listening to audio books

Post-test

1- Write the phonetic transcription of the given words

Right 26 80%

Wrong 04 20%

-After listening to some audio books, students were asked to write the phonetic transcription of same words they were asked before.

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Right answers	Wrong answers
80%	20%

Table 01

The table above shows student's answers about phonetic transcription and that after they have

listen to audio books and surprisingly almost the whole answers were right.

2-have you enjoyed listening to audio books ? -yes 29 97% -No 01 03%

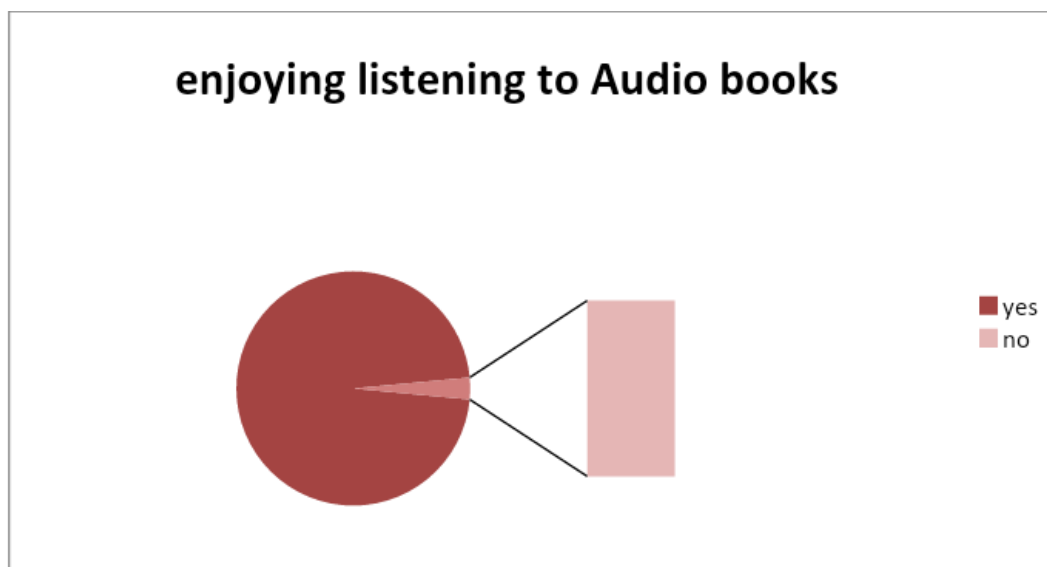


chart 10

The graph shows that almost the whole class enjoyed listening to audio books as an exciting way to learn another language.

3-Which of the technological equipment do you prefer to use while listening to audio books :

Smart phone 24 80% computer 06 20%

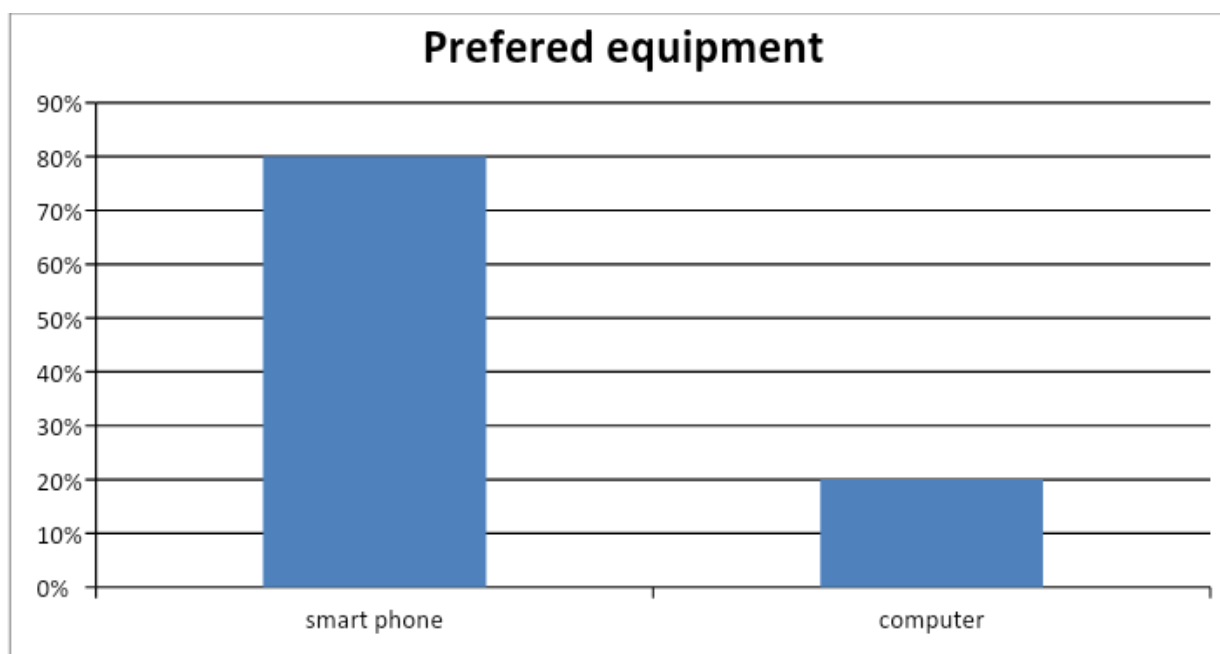


chart 11

Smart phone	Computer
24	06
80%	20%

Table 02

Since it is remarkable that the use of audio books has wide spread between students the above table and graph show that 80% of them prefer smart phones while the last 20% use computer(lap-top)

Teacher's questionnaire

1-how long have you been teaching English at university ?

-1 to 4 years 0 - 5 to 10 years 1

-more than 10 years 2

2-Is teaching oral expression : easy 02 hard 01 very hard 00

easy	hard	Very hard
02	01	00
68%	32%	0%

Table 03

The answers show that almost all teachers find teaching oral expression easy task.

3-how do you find your students speaking abilities? Weak 2 good 1 excellent 00

- After asking teachers about their student's speaking abilities , the majority 70% proclaimed that it is bad

4-do you think that students don't participate because: a- they are shy 02 67% b-not interested of classroom activities 00 c-afraid of making mistakes 01 33%.

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a	b	c
02	00	01
67%	00%	33%

Table 04

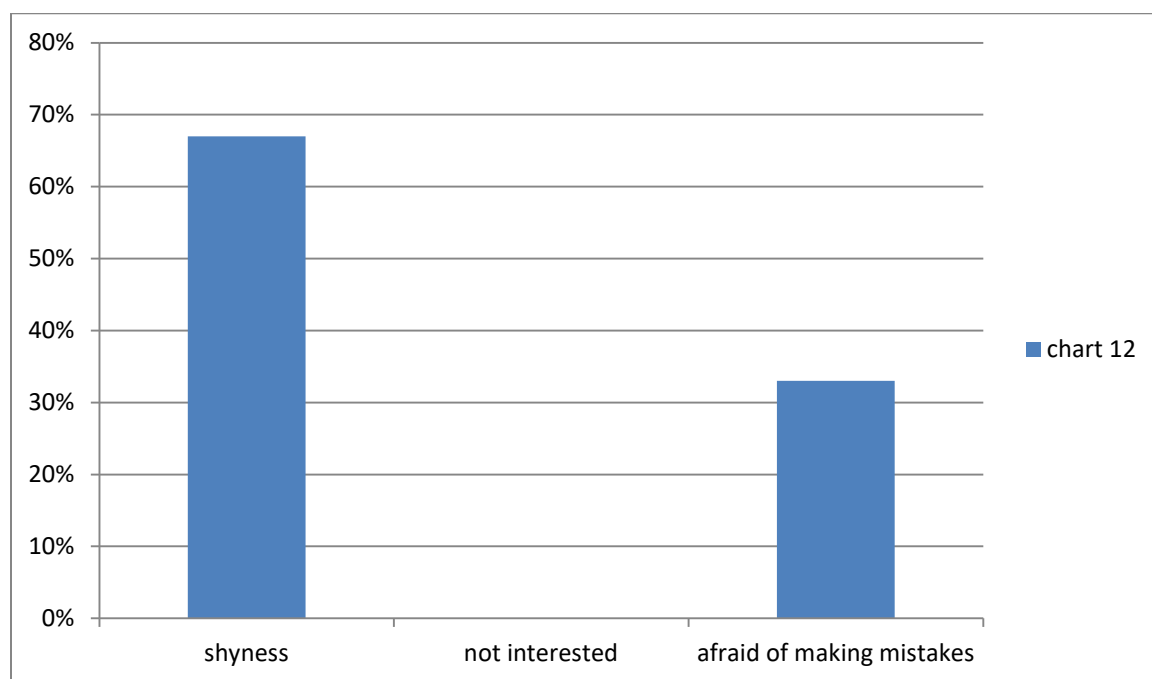


Chart 12

In class room, most of students face some problems when participating in the classroom, so they don't participate according to questioned teachers , that there are different reasons behind that .The first reason that almost all teachers agreed on , that they don't participate because of shyness And afraid of making mistakes .

12- Do you use technology in classroom ? yes of course 3 100% -No I don't

0 0%

It is obvious in the above graph that technology is apparently used by all teachers , because they find it beneficial on improving student's participation and involvement in the lesson.

13- Do you think that audio books can help in developing student's listening and speaking abilities ?

-yes it does 03 100% -no it doesn't 00 0%

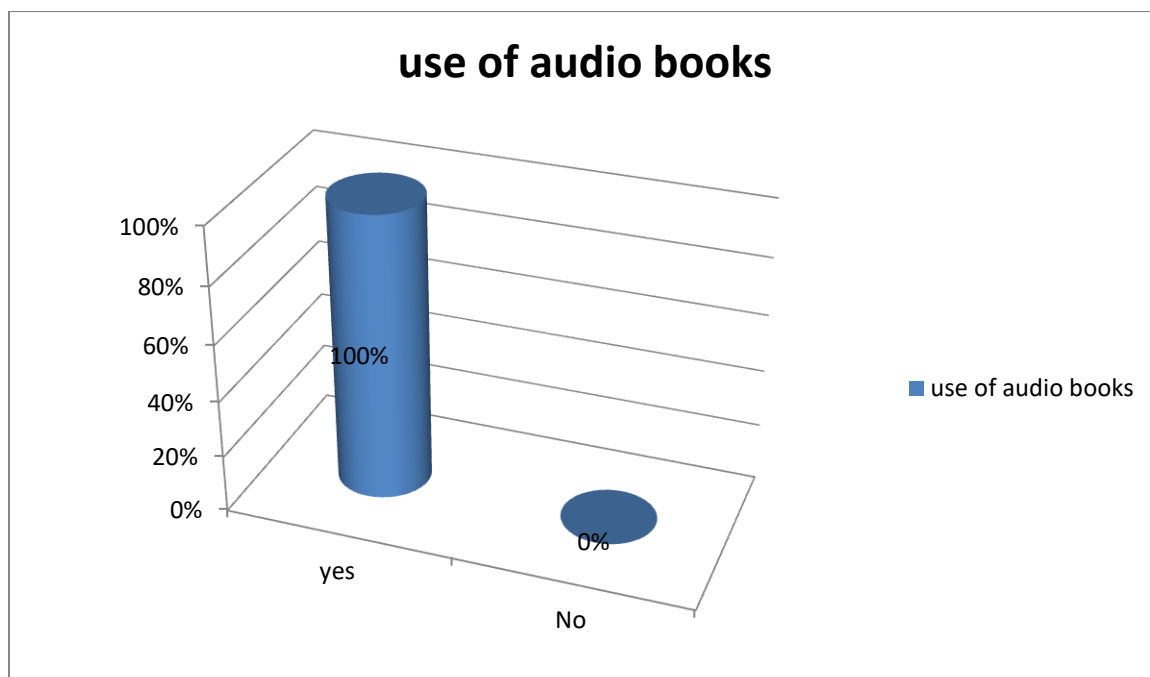


Chart13

-All the teachers claimed that, audio books really help in developing student's listening and speaking abilities and even improve their pronunciation .They explained this idea by saying that : since students react more with technology in the learning process , they will find

The effectiveness of audio books on enhancing learners pronunciation

themselves more involved in lessons especially when talking about audio books , they will just listen and concentrate , they will also repeat remember and well pronounce ... they will be able to overcome their shyness and fear of speaking .They will be fluent speakers and good listeners .

14. Does the use of audio books motivate students , and do they like it ? , how ?

Yes 03 100%

No 00 0%

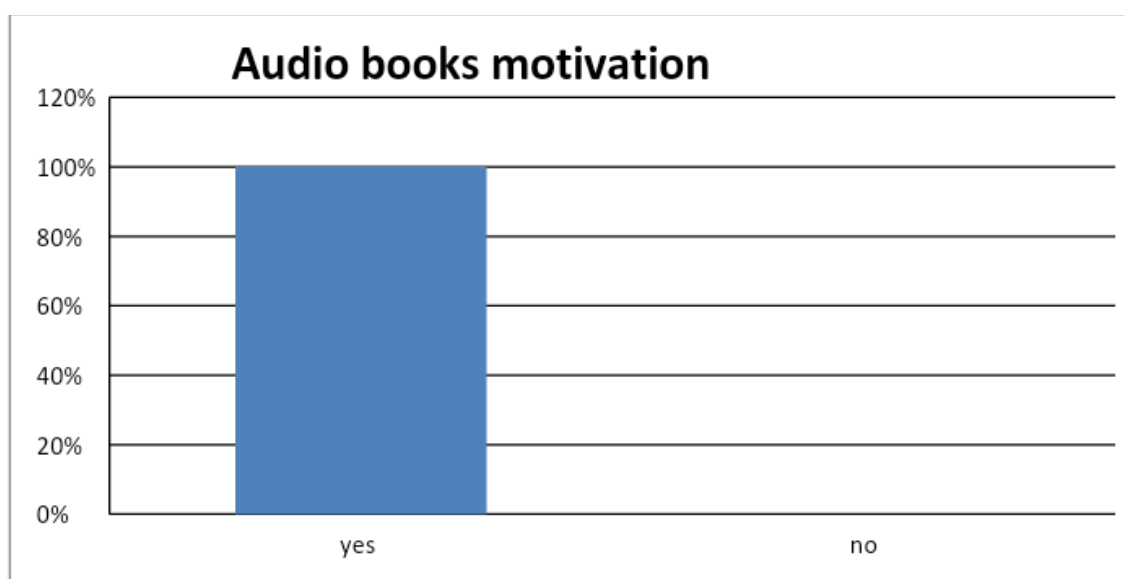


Chart 14

Teachers answered as it is obvious in the graph above ,100% it means all of them agreed that audio books motivate their students since they are addicted technology outside classroom , and when the teachers use it inside classroom , this will cause a better interaction and attention, and surely teachers and students liked the idea of emerging technology in classroom to avoid boring lessons .

Results and Discussion

This section will discuss the findings. Each of the research questions will be addressed in four subsections. The Perceptions of EFL Students about Using Audio books to Improve Their

Pronunciation Students' perceptions about the effects of audio books on pronunciation were gathered through the questionnaires distributed before and after audio book listening session. The questionnaire responses revealed that the students had a fairly positive attitude towards the effects of audio books on their pronunciation. The great majority of the students declared that they desired to have a native- like accent with the help of pronunciation instruction. This finding confirms earlier research in the literature (e.g., Li, 2009; Scales et al., 2006 & Couper, 2003). Additionally, the participant students of the current study found audio books beneficial in terms of helping them to learn correct English pronunciation. This is also in line with the findings of the relevant literature (e.g., Takan, 2014; Couper, 2003 & Peterson, 2000) which also found that students have a positive perception about audio books and their effects on language learning, especially on reading comprehension skills. Their attitudes towards audio books did not seem to change much from the beginning of the study. However, it was relatively high to begin with. In conclusion, the results from the pre and post-questionnaires indicate that students who were listened to audio books had positive perspectives about audio books and their effects on pronunciation. This is significant, as it provides teachers and administrators with a rationale for expanding the use of audio books to teach pronunciation, as they are viewed positively by students as an effective tool.

Conclusion

The primary aim of this study was to explore the effectiveness of audio books on university level EFL students' pronunciation skills. The result of this study reported that students from all levels who listened to audiobooks did significantly better on both recognition and production tests than they did before they listened to them. That is to say that it was revealed that audio books have a positive effect on the ability of students to differentiate and produce the target segmental features.

Limitations

Although the study provides convincing evidence that audiobook listening has positive effects on pronunciation skills both at recognition and production level, there are a number of limitations to it suggesting careful interpretation of the findings. First of all, the duration of the audio book listening session was limited to five minutes for each book,. While the study found a significant increase in the performances after listening to audio books, five minutes is not enough for a language skill to develop or to be observed totally. The reason why students were asked to listen to the assigned audiobooks ,was to prevent the effects of other possible factors on students' pronunciation skills such as in-class instruction. Moreover, the scope of the study was limited to segmental features pronunciation. Since suprasegmentals have been studied extensively, they were not examined in this study. Suprasegmental features play a significant role in pronunciation; however, the results of this study cannot speak to any affects audiobooks may have on this important aspect of pronunciation. Additionally, the physical atmosphere that the participants took the tests of the study could be counted as one of the limitations .smart phones were used for the study in the OE course .

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Appendixes

Pre-test

What is your gender?

How do you rate your pronunciation level ?

-

Do you listen to audio books outside the lesson ?

If yes , how often ?

How do you find the use of audio books ?

How do you find speaking in English?

Do you use English outside the classroom ?

Does your teacher use audio books in the oral expression course ?

Experiment * listening to audio books five minutes for each book.

Titles of books : Hamlet, tom sawyer, treasure island, the old man and the sea .

Post-test

Write the phonetic transcription of the following words .

Have you enjoyed listening to audio books ?

Do you have intention to use audio books outside classroom ?

Do you find audio books helpful ?

5- Does listening to audio books can improve your pronunciation level ?

6- which of the technological equipment do you prefer to use while listening to audio books ?