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The Role of Using ICTs in Enhancing EFL learners' Pronunciation: Audiobooks as an Example

A Case Study of Third Year Pupils at Ibn-Khaldun Middle School Souk-Ahras.

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture.**

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DEDICATION

To my father and mother

To my sister and brother

To all people who stand by my side and helped me even with a smile

SABRINE

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ABSTRACT

The present study aims at investigating the role of using Audiobooks in enhancing EFL learners' pronunciation. First, this research gives a theoretical overview about pronunciation in addition to the role of ICTs inside the classroom particularly Audiobooks as a suggested tool for developing learners' pronunciation abilities especially of vowels, consonants, stress, linking and other features. To test the hypothesis which assumes that the use of Audiobooks inside the EFL classroom leads to a better pronunciation; a mixed method was conducted. It involved an experimental study and an EFL teachers' interview. The first practical part consisted of giving pre and post pronunciation tests to pupils of third year at Ibn-Khaldun middle school in Souk-Ahras. This experimental study tried to record first and second pupils' readings of different passages, before and after they listen to the passages from an Audiobook. Then, the researcher made a comparison between them, through presenting the pupils' recordings in a phonetic transcription. While, the second practical part was an interview which administered to four teachers of the same institution. The interviews aimed to find out about teachers' standpoints regarding the use of ICTs and Audiobooks in improving their pupils' sound production. The findings indicated that pupils' encounter many difficulties in the English pronunciation, and this was due to many factors. Furthermore, all teachers are aware of the impact of Audiobooks on their pupils' pronunciation. They believe that Audiobooks can be integrated inside the classroom for enhancing even the other skills such as listening, speaking and reading. From these results, it is confirmed that using Audiobooks has a positive impact on EFL pronunciation. Finally, it is recommended that teachers should benefit from the use of ICTs and direct their pupils' attention to use technology inside and outside the classroom in order to improve their English performance.

Keywords: Pronunciation, Audiobooks, EFL learners, Pupils.

LIST OF ABBREVIATIONS

Apps: Applications

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

IWB: Interactive Whiteboard

PC: Personal Computer

LIST OF TABLES

Table 1: Classification of Consonants According to Place of Articulation.....	11
Table 2: Phonetic Transcription of the First Pupil's Recordings.....	42
Table 3: Phonetic Transcription of the Second Pupil's Recordings.....	43
Table 4: Phonetic Transcription of the Third Pupil's Recordings	44
Table 5: Phonetic Transcription of the Fourth Pupil's Recordings	45
Table 6: Phonetic Transcription of the Fifth Pupil's Recordings	46
Table 7: Phonetic Transcription of the Sixth Pupil's Recordings	47
Table 8: Phonetic Transcription of the Seventh Pupil's Recordings	48
Table 9: Phonetic Transcription of the Eighth Pupil's Recordings	50
Table 10: Phonetic Transcription of the Ninth Pupil's Recordings	51
Table 11: Phonetic Transcription of the Tenth Pupil's Recordings	52
Table 12: Phonetic Transcription of the Eleventh Pupil's Recordings	53
Table 13: Phonetic Transcription of the Twelfth Pupil's Recordings	54
Table 14: Phonetic Transcription of the Thirteenth Pupil's Recordings	55
Table 15: Phonetic Transcription of the Fourteenth Pupil's Recordings	56
Table 16: Phonetic Transcription of the Fifteenth Pupil's Recordings	57

LIST OF FIGURES AND GRAPHS

Figure 1: Features of Pronunciation.....	9
Figure 2: ICT Compromise Many Technologies for Capturing Interpreting, Storing and Transmitting Information.....	24
Graph1: Comparison between Pupils' Errors between the First and the Second Pronunciation.....	61

CONTENTS

DEDICATION	VII
ACKNOWLEDGMENTS	VII
ABSTRACT	VII
LIST OF ACRONYMS AND ABBREVIATIONS	VII
LIST OF TABLES	VII
LIST OF FIGURES	VII
CONTENTS	VII
GENERAL INTRODUCTION	1
1- Statement of the Problem	1
2- Aims of the Study.....	2
3- Research Hypotheses.....	3
4- Research Methodology and Design	3
a. Research Method	3
b. Population of the Study	3
c. Data Gathering Tools	3
5- Structure of the Dissertation.....	3
CHAPTER ONE: Pronunciation	
Introduction.....	5
1.1. Definitions of Pronunciation.....	5
1.1.1. Phonology.....	6
1.1.2. Morphology.....	6
1.2. The History of Teaching Pronunciation.....	6

1.2.1. The reform movement.....	6
1.2.2. The Direct Teaching Method	7
1.2.3. The Silent Way.....	8
1.2.4. The Mid-late and 1980.....	9
1.3. Features of Pronunciation.....	9
1.3.1. Segmental Features.....	10
1.3.1.1. Vowels.....	10
1.3.1.2. Consonants.....	11
1.3.1.2.1. Place of Articulation.....	11
1.3.1.2.2. Manner of Articulation.....	13
1.3.1.2.3. Force of Articulation.....	14
1.3.2. Suprasegmental Features.....	14
1.3.2.1. Stress.....	14
1.3.2.2. Intonation.....	15
1.3.2.2. Linking.....	15
1.4. The Importance of Teaching Pronunciation.....	15
1.4.1. Intelligibility.....	16
1.5 Teaching and Learning Pronunciation.....	17
1.5.1 Teacher’s Role.....	18
1.5.2. Learner’s Role.....	19
1.6. Factors Affecting Pronunciation.....	19
1.6.1. The Age Factor.....	19
1.6.2. Learner’s Native Language.....	20
1.6.3. Phonetic Ability.....	20
1.6.4. Motivation and Attitudes.....	21

1.7. The main Issues Related to Pronunciation.....	21
1.7.1. English Vowels Problem.....	21
1.7.2. Problem with Consonants.....	21
1.7.3. Suprasegmental Problems.....	22
Conclusion.....	22
 CHAPTER TWO: ICTs and the Example of Audiobooks	
Introduction.....	23
2.1. Definition of ICT.....	23
2.2. Components of ICT.....	25
2.2.1. Computers.....	25
2.2.2. Internet.....	25
2.2.3. Google Play stored.....	26
2.2.4. Smart phones.....	26
2.2.5. Headphones.....	26
2.2.6. The Interactive Whiteboard.....	27
2.3. ICTs In Education.....	27
2.3.1. Benefits of ICT in Education.....	28
2.4. ICTs in Language Teaching and Learning.....	28
2.4.1. Benefits of ICT in Language learning and Teaching.....	29
2.5. ICT for Teaching and Learning Pronunciation.....	31
2.6. Teaching and Learning Pronunciation Tools.....	32
2.6.1. Software and Other Programs.....	32
2.6.2. Applications.....	32
2.6.3. Weblogs.....	33
2.7. Audiobooks as a type of Educational ICTs.....	33

2.7.1. Definitions.....	33
2.7.2. History of Audiobooks.....	34
2.7.3. Audiobooks in English language Learning and Teaching.....	35
2.7.4. Advantages of Audiobooks.....	35
2.7.5. Audiobooks and Pronunciation.....	36
2.7.6. Previous Studies Related to Audiobooks and Pronunciation.....	38
Conclusion.....	39

CHAPTER THREE: Field Investigation

Chapter Three: Field Investigation

Section One: Experimental Implementation and Results

Introduction.....	40
3.1. Research Design.....	40
3.1.2. The Sample.....	40
3.1.3. The Experimental Procedures.....	41
3.1.3.1. The Pre-test.....	41
3.1.3.2. The Training.....	41.
3.1.3.3. The Post-test.....	41
3.1.4. Recordings' Phonetic Transcription.....	42
3.1.5. Results and Discussion.....	58
3.1.6. Discussion of the Main Results.....	60

Section Two: Teachers' Interview

Introduction.....	62
3.2. The Interview in a Qualitative Research.....	62
3.2.1. What is an Interview.....	62
3.2.2. Types of the Interview.....	62

3.2.3. The Aim Behind Making an Interview in Research.....	63
3.2.4. The sample.....	64
3.2.5. Administration of Teachers’ Interview.....	64
3.2.6. Description of Teachers’ Interview.....	64
3.2.7. Data analysis and Interpretation.....	65
3.2.7.1. Analysis of Results and Findings from Teachers’ Interviews.....	65
3.2.7.2. Summary of Results and Findings from Teachers’ Interview.....	71
Conclusion.....	72
General Conclusion and Recommendations.....	73
Limitations of the Study.....	75
List of References.....	77

APPENDICES

GENERAL INTRODUCTION

Learners of English as a Foreign Language always express and exchange their ideas, thoughts and opinions within communication. In order to make their discussion clear they have to use the correct features of pronunciation that play an important role in the effective communication.

The pronunciation of English especially for speakers of other languages seems to be difficult, and most students think that the only way of learning a second language pronunciation stops at the level of following the traditional teachers' instructions (pay attention to intonation and stress, slow down and speak up), that could not be sufficient without any training or practical tasks. The teacher should help his/her students to acquire the core elements of spoken English for a successful speech. For this sake, learning a second language pronunciation needs to be practiced and examined to make the sounds' production accurate and understood by the audience.

Nowadays, technology brings a positive effect on the field of education (learning and teaching). It offers the chance for EFL learners to use Information and Communication Technology tools (ICTs) beyond the classroom. Computers, mobile-phones, websites and blogs are considered as new tools for teaching and learning the appropriate aspects of pronunciation. They provide both learners and teachers with a variety of professional programs and pronunciation sections that enable the learner to listen and imitate words or sentences correctly, via the use of Audiobooks as example. It would be better if the teacher integrates these modern aids in his/her class in order to create more enjoyable and positive atmosphere, especially for those who are not sure about their own pronunciation ability.

1. Statement of the Problem

Acquiring proper pronunciation through teaching the phonetic transcription is not enough. For this reason, learners still face many difficulties in producing the correct features

of pronunciation. If one's speech is not accurate the audience will not be able to understand what s/he is saying, and in this case, misunderstanding may occur. In addition, when students compare their pronunciation with native speakers, they notice the difference because they lack practice. Now, with recent advances, students are able to develop their level of pronunciation through different technological systems and devices that enable them to discover their weaknesses and how they should deal with them.

2. Aims of the Study

The objective of this research is to investigate the importance and the role of using ICTs tools and Audiobooks in particular inside the classroom in developing pupils' pronunciation. It aims to raise teachers and learners' awareness about the use of Audiobooks. Moreover, this study also aims to know their attitudes towards the use of the technological tools. This research attempts to explore the main devices that help in improving students' oral performance.

This research relies mainly on the following questions:

1. Do learners and teachers use ICTs inside the classroom?
2. Does the use of Audiobooks help in improving EFL pupils' pronunciation?
3. What are the teachers' attitudes towards using Audiobooks inside the classroom?

3. Research Hypothesis

The present study is related to the role of using Audiobooks in the classroom and how students benefit from them. Teachers should change their way of delivering the lesson, because it seems insufficient without the practical work. Students need to listen and repeat in order to pronounce well. This method would increase the students' interests especially for those who enjoy using technology in their everyday life. Hence, it is hypothesized that:

H1: If Audiobooks are used as a tool of learning inside the EFL classroom, then the students' level of pronunciation would be enhanced.

H0: If Audiobooks are used as a tool of learning in the EFL classroom, then students' level of pronunciation would not be enhanced.

3. Research Methodology and Design

3.1. Research Method

This study intends to use a mixed method, quantitative and qualitative descriptive method, which is suitable to the research topic.

3.2. Population of the Study

The population of the present research is going to experience pronunciation training in addition to a pre-and post-pronunciation test. They are third year pupils, who are chosen randomly from Ibn-Khaldun Middle School. The research investigates teachers' attitudes towards the use of Audiobooks in enhancing their pupils' pronunciation intelligibility. Third year pupils are chosen as a case study, because they have pronunciation sessions in their curriculum, the study features like: vowels, consonants, stress and even intonation.

3.3 Data Gathering Tools

As data collection tools, the present research consists of a training on practicing English pronunciation using Audiobooks. It also consists of a pre-and post-pronunciation test. In addition to the teachers' interview. The pupils' test aims to investigate the effectiveness of the Audiobooks' Application inside the classroom. The teachers' interview, aims to collect data about their attitudes towards the efficiency of the technological materials that facilitate learning especially pronunciation.

4. Structure of the Dissertation

The present research is divided into three chapters, in addition to a general introduction and a general conclusion. The first two ones are theoretical, while the last one is practical. The first chapter is entitled "EFL Pronunciation", tackles the various definitions of pronunciation, the history of teaching pronunciation through different methods. Then, it deals

with the main features of pronunciation. Next, it states the importance of teaching and learning English pronunciation. Moreover, it tackles the role of both teachers and learners in order to achieve accurate pronunciation. To end with the difficulties and issues of the English pronunciation and sounds production that learners may encounter.

The second chapter introduces an overview of ICTs in education and language teaching and learning, the main definitions related to ICT, components of modern ICTs tools used in EFL classes that contribute in developing the English pronunciation. Moreover, it deals with the main technological tools such as Applications, software, weblogs and programs that help in improving pronunciation. In addition, it states their benefits for the educational sector and language learning and teaching in particular. Then, it provides detailed data about Audiobooks as one of the effective tools, the main definitions, the history, and the benefits of Audiobooks in language learning and teaching. In addition to the pivotal role that it plays in improving EFL learners' pronunciation.

The third chapter is divided into two sections. The first one deals with the interpretation of pupils' test. Then, it analyses the teachers' interview. Finally, it states some pedagogical implications and recommendations about the use of Audiobooks in developing EFL learners' pronunciation.

Chapter One: Pronunciation

Introduction.....	5
1.1. Definitions of Pronunciation.....	5
1.1.1. Phonology.....	6
1.1.2. Morphology.....	6
1.2. The History of Teaching Pronunciation.....	6
1.2.1. The reform movement.....	6
1.2.2. The Direct Teaching Method	7
1.2.3. The Silent Way.....	8
1.2.4. The Mid-late and 1980.....	9
1.3. Features of Pronunciation.....	9
1.3.1. Segmental Features.....	10
1.3.1.1. Vowels.....	10
1.3.1.2. Consonants.....	11
1.3.1.2.1. Place of Articulation.....	11
1.3.1.2.2. Manner of Articulation.....	13
1.3.1.2.3. Force of Articulation.....	14
1.3.2. Suprasegmental Features.....	14
1.3.2.1. Stress.....	14
1.3.2.2. Intonation.....	15
1.3.2.2. Linking.....	15
1.4. The Importance of Teaching Pronunciation.....	15
1.4.1. Intelligibility.....	16
1.5 Teaching and Learning Pronunciation.....	17
1.5.1 Teacher's Role.....	18

1.5.2. Learner's Role.....	19
1.6. Factors Affecting Pronunciation.....	19
1.6.1. The Age Factor.....	19
1.6.2. Learner's Native Language.....	20
1.6.3. Phonetic Ability.....	20
1.6.4. Motivation and Attitudes.....	21
1.7. The main Issues Related to Pronunciation.....	21
1.7.1. English Vowels Problem.....	21
1.7.2. Problem with Consonants.....	21
1.7.3. Suprasegmental Problems.....	22
Conclusion.....	22

Chapter One: Pronunciation

Introduction

Accurate communication in a foreign language plays a crucial role in the success of exchanging messages. Among the most noticeable things while communicating in English is the way the speaker utters its sounds. This is exactly why teachers and learners should take into consideration the significant points related to learning/teaching pronunciation. Therefore, this chapter strives first, to present the different definitions of pronunciation, its history and methods along with the different previous studies about pronunciation. Then, it tackles the main features of pronunciation and the importance of teaching them. Moreover, it tends to shed light on both EFL teachers and learners' roles in enhancing pronunciation and the factors that may prevent them from being intelligible. Finally, it shows some pronunciation problems they generally encounter.

1.1. Definition of Pronunciation

Pronunciation is one of the most important sub-skills that EFL learners and teachers should develop for the purpose of being good communicators. The term pronunciation is broadly defined by various scholars and researchers. According to Burns (2003) pronunciation can be defined as the meaningful performance and knowledge of phonemes related to a specific language and the way they affect the auditor, or it can be simply defined as the phonology of language (p.5). Yates & Zielinki (2009) referred to pronunciation as the way a speaker puts sounds together in order to assimilate meaning to his speech. They believe that: "It includes the particular consonants and vowels of a language (segments), aspects of speech such as, stress, timing, rhythm and intonation" (p.11). In other words, pronunciation refers to the process of producing English sounds in order to make a meaningful sense to the spoken words. Louma (2004) defines pronunciation as "the sound of

speech that can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing stress and intonation” (p. 11).

According to Crystal 1994 (p. 236) the study of pronunciation is based on two perspectives: the phonetic and the phonological.

1.1.1. Phonetics

Phonetics is the study of how speakers transfer, recognize and present speech sounds. It is separated into three important parts. First, Articulatory Phonetics, it is related to the study of the manner the vocal organs work in order to produce speech sounds. Then, Acoustic Phonetics which is the study of the concrete belongings of speech sounds. Auditory Phonetics is the study of the manner speakers recognize and appreciate speech sounds (Crystal, 1994, p. 236).

1.1.2 Phonology

Phonology is the analysis of sound systems of a language and of the whole characteristics presented by these systems. It is interested only in phonemes that differentiate the interpretation of meaning within a language. For example, when someone speaks, the listener will notice many of slight differences in his way of producing the sounds (Crystal, 1994, p. 236).

1.2. History of Teaching Pronunciation

Teaching pronunciation passed through several methods and movements that assist both teachers and learners in EFL classes. The main features of these methods are described in the following points:

1.2.1 The Reform Movement 1800

According to Celce-Murcia, Brinton, & Goodwin (1996) the reform movement is the initial analytic subscription related to teaching pronunciation. It

appeared in 1890, this period was affected by the pioneers of the “International Phonetic Association” like Henry Sweet, Wilhelm Viëtor and Paul Passy Who have established “The International Phonetic Alphabet” in 1886 for the purpose of the formation of phonetics. They describe the sounds

Systems of language and analyze the relationship between written symbols and the spoken phonemes (p.3).

According to Celce-Murcia et al., (1996) The International Association summarizes its principles on the following points:

- 1_ The spoken form of a language is primary and should be taught first.
- 2_ The findings of phonetics should be applied to language teaching.
- 3_ Teachers must have solid training in phonetics.
- 4_ Learners should be given phonetic training to establish good speech habits (p.3).

1.2.2 The Direct Teaching Method

After the emergence of the Reform Movement that played an important role in the development of phonetics, the Direct Teaching Method appeared after the Audiolingualism in America and the Oral Approach in the United Kingdom. It was based on the interaction that students make when they are listening to their teachers or to the recording models, then they repeat what they heard by following the teacher’s techniques that he adopted from (IPA). The teacher also should use visual transcription systems or charts in order to show the articulation of sounds. Moreover, the Audiolingual and Oral Approach enable the teacher to use “minimal pair drills”. It is a technique that involves both the listening skill and the

oriented phonetic production, in addition to the use of drill words which are nearly the same but they just differ on one individual sound such as: “bin and bean” (Celce-Murcia et al., 1996, p. 3).

1.2.3 The Silent Way

According to Scovell (1969) teachers used to use what is known as the Silent Way. It is a method that they follow in order to create learners’ self-independence in acquiring language. The teacher must be speechless, s/he is asked to use body language like signs and gestures when needed just to express to his/her learners what they must do. It allocates a particular interest to correct production of sounds, rhythm, stress and intonation from the first point. Hence, there is an inclination to highlight not only the individual sounds, but also the way words join together in sentences and expressions. In addition to the way intonation and stress influence the performance of the speaker. This movement permits learners to increase their own internal standards for correct oral performance (as cited in Sara, p. 51). Richard & Rodgers (1986) also argue that the teacher is not permitted to speak in the classroom, and the students should be supported in order to develop sounds whenever possible.

The silent way is based on the following elements:

- 1_ Learning will be easy if the student identifies or produces rather than memorizes and reiterates.
- 2_ Using physical items and articles during the lesson’s presentation is necessary.
- 3_ Resolving issues using different materials such as: Pronunciation charts, images and rods (p. 99).

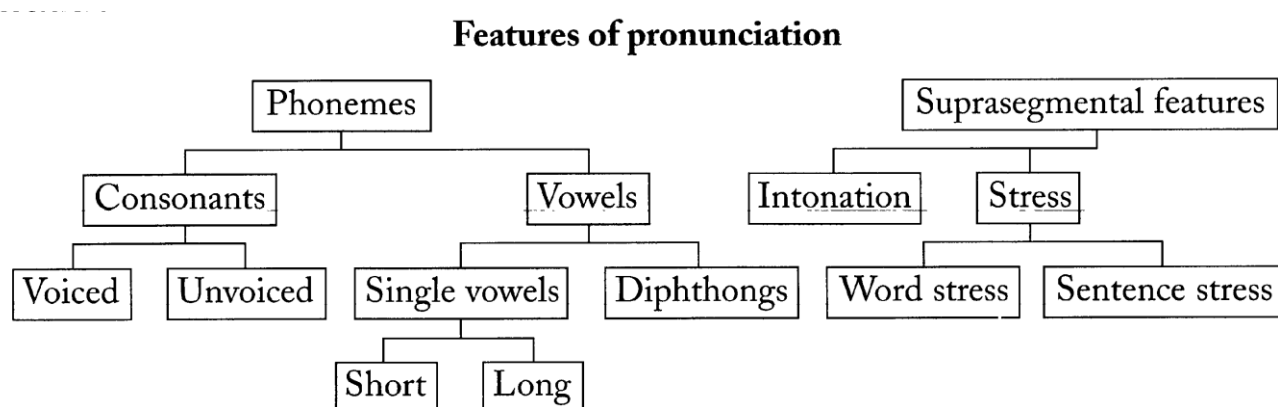
1.2.4. The Communicative Approach

The approach used in that period is called the communicative approach and the primary aim as the title suggests is communication. Teaching pronunciation is very important and clear pronunciation is held to be indispensable in spoken language and the following techniques were used to teach pronunciation until today “minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud and recitation, recordings of learners’ production” (Hismanoglu & Hismanoglu, 2010 p.985).

1.3. Features of Pronunciation

Scholars and linguists divided pronunciation into two main parts; phonemes or segmental features that involve consonants and vowels with their various types. In addition to the suprasegmental features that require stress and intonation. The following figure presents a clear description of these main components.

Figure 1.1



(Kelly, 2000, p. 1)

1.3.1 Segmental Feature (Phonemes)

Segmental features are associated with sounds at the micro level such as S as in symbols, W as in word and O as in ostory. They include consonants and vowels and when they attach together they are called phonemes (Burns, 2003, p.82). Phonemes have been defined as “the different sounds within a language” (Kelly, 2000, p.82). Understanding phonemes means, learning effectively the way sounds are produced, and if one phoneme replaces the other, the meaning will be completely changed.

1.3.1.1. Vowels

Vowels can be described from a phonetic perspective as; the sounds that are produced generally without closing the mouth, in other words a degree of narrowing which would produce audible friction (crystal, 2008, p. 517).

O’Connor (1973) (p. 50) organizes vowels according to the tongue position as follows:

	Front	central	back
Close	/ i:/	/ ə/	/ ʊ/
Intermediate	/ e/	/ ɜ:/	/ ɒ /
Open	/ æ/	/ ʌ/	/ ɑ:/

Crystal (1994) mentioned three famous types of vowels, to start with monophthongs or pure vowels. They are articulated by both mouth and tongue in one position and they are twelve single vowels /u:/ /ɜ:/ /ɔ:/ /ɑ:/ /i:/ /ʊ/ /ɪ/ /e/ /æ/ /ʌ/ /ɒ/ /ə/ (p. 237). Then, diphthongs, and they are similar to the long vowels and the difference between them is noticed in the first part of pronunciation which has a greater volume than the second part. Diphthongs are divided into, centering, closing diphthongs and another sub-type of closing diphthongs; /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/ (Roach, 1991, p. 20). The last type is known as Triphthongs, “it is a glide to from one vowel to another and then to a third” triphthongs are three vowels put

together; they are heavy and hard in pronunciation especially for non-native speakers (Roach, 1991, p. 22). According to Sara (n.d) “triphthongs occur when a closing diphthong is followed by /ə/, thus there are mainly five triphthongs, which are composed of the five diphthongs /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/ with the addition of schwa at the end” (p. 22).

1. /eɪ/ + /ə/ = /eɪə/ as in: layer, player.
2. /aɪ/ + /ə/ = /aɪə/ as in: fire, tyre, liar.
3. /ɔɪ/ + /ə/ = /ɔɪə/ as in: employer, loyal, royal.
4. /əʊ/ + /ə/ = /əʊə/ as in: lower, slower.
5. /aʊ/ + /ə/ = /aʊə/ as in: hour, power. (Sara, n.d, p. 22).

1.3.1.2. Consonants

Consonants are simple and uncomplicated to feel, they are sounds that are characterized by a shut down in the vocal tract, they are established by breaking up, controlling and transferring the airflow in different forms (Crystal, 2008, p. 103). Moreover, Consonants can be divided into two qualities; voiced when the speaker produces sounds with vibration that occurs in the larynx through vocal cords and unvoiced when there is no vibration (Kelly, 2000, p. 2).

1.3.1.2.1. Place of Articulation

Place of articulation is about the articulators that are responsible for producing sounds in different positions (Crystal, 1994, p. 243).

Table 1.1.*Classification of consonants according to place of articulation*

Bilabial	Labiodentals	Interdental	Alveolar	Alveopalatal	Velar
P			t		
B	f	θ	d		
	v	ð	s	ʃ	
			z	ʒ	
				tʃ	
				dʒ	
M			n		ŋ
			l		
			r		

(Avery & Ehrlich, 1992, p. 18).

So, bilabial, are sounds made through the use of lips, the first sounds of the words “bet”, “pink”, and “men” are all called bilabials. The sound /p/ is unvoiced and both /b/ and /m/ are voiced, the symbol /w/ also can be classified as bilabial sound because it is pronounced by the upper and the lower lips (Yule, 2010, p. 28). Then, labiodentals are sounds described by using both higher teeth and the lower lip together in order to form unvoiced /f/ and voiced /v/ like in “fake” and “vale” (Yule, 2010, p. 28). Dental, they are produced by the tongue tip and the higher front teeth such as: /θ/ in “three” and /ð/ in “them” (Yule, 2010, p. 28). These consonants are also known as interdental as Avery and Ehrlich (1992) mentioned “the sounds /θ/ and /ð/ are referred to as interdental sounds because the tongue is placed between inter (the teeth)” (p. 14). There is also what is known as alveolar; it represents /t/, /d/, /s/, /z/, /n/, they are made by the front part of the tongue on the alveolar ridge “ which is the

rough, bony ridge immediately behind and above the upper teeth” and these sounds are not difficult to be forgotten /t/ and /s/ are voiceless while /d/, /z/, /n/ are voiced (Yule, 2010, p. 28). Concerning the Palatals Yule (2010) claimed that “if you feel back behind the alveolar ridge, you should find a hard part in the roof of your mouth. This is called the hard palate or just the palate” (p. 29). that is to say; using the palate with the tongue in order to produce /ʃ/ as in shop, /ʒ/ as in measure, /tʃ/ as in check and /dʒ/ as in edge (p. 29). Velars are sounds that are produced by the soft palate and the tongue are called velars. It forms the sounds /k/ like king, which can be produced the same as /c/ sound as in call, /g/ as game and /ŋ/ as the last sound in the word playing (Yule, 2010, p. 29). Finally, there is the glottal and it represents a unique sound that pronounced without the tongue and the other elements of the mouth, it is the sound /h/ as in hate and honey it is unvoiced sound formed by the glottis “the glottis is the space between the vocal folds in the larynx” (Yule, 2010, p. 29).

1.3.1.2.2. Manner of Articulation

The manner of articulation is the contact between articulators that are responsible for sounds’ production and airflow (Kelly, 2000, p. 47). Concerning the plosive (stops), when it comes to produce /p/, /b/, /t/, /d/, /k/, /g/ the airflow stops somewhere in the mouth in a short period of time then it goes rapidly (Yule, 2010, p.31). As O’connor (1980) stated “the lips are closed firmly and the soft palate is raised so that the breath cannot get out of either the nose or the mouth” (p. 39). Then, the fricatives: it is about a kind of friction that occurs when the current air stops and then passes out, fricatives involve /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ (Yule, 2010, p. 32). For the affricate, it is an entire closing in specific parts in the mouth with the soft palate forming an airstream construction in order to produce /tʃ/ and /dʒ/ sounds (Crystal, 1994, p. 243). For the nasals, the air goes out from the lungs directly to the nose in order to form what is known as nasalized consonants /n /, /m/ and /ŋ/ “a nasal consonant is one in which the velum is lowered and there is a closure in the oral cavity somewhere in front of the

velic opening” (Lodefoged & Maddieson, 1996, p. 102). Lateral (liquids), it represents both /l/ and /r/ sounds, it is made when the airstream runs throughout all parts of the tongue in addition to the interaction that occurs between the tip of tongue and the central part of alveolaridge (Yule, 2010. p. 32).

1.3.1.2.3. Force of Articulation

Force of articulation is about “fortis and lenis” the former describes strong airstream and voiceless sounds, and the later is about weak airstream and unvoiced sounds:

Fortis; /p/, /t/, /k/, /s/, /θ/, /ʃ/, /tʃ/

Lenis; /dʒ/, /b/, /d/, /g/, /v/, /z/, /ð/ (Kelly, 2000, p. 47).

1.3.2. Suprasegmental Features

The second part of pronunciation features is called suprasegmental. “Suprasegmentals are extremely important in the communication of meaning in spoken language, it is the suprasegmentals that construct the structure of information” (Avery & Ehrlich 1992, p. 185). Thus, they are considered as the fundamental elements that control the speech (p. 185). Based on this idea, Burns (2003) emphasizes on the following components; linking, intonation and stress that are related to sounds at the micro level in order to achieve intelligible pronunciation and effective communication (p. 8).

1.3.2.1. Stress

The stress is one of the most important components of pronunciation it “Refers to the degree of force used in producing a syllable” (Crystal, 2008, p. 454). Each word has its own syllable, and its way of sounding is not the same because each word can sound powerful than the other, stress can fall on the first, middle or last syllable of words (Kelly, 2000, P. 66). It is used in words or phrases in order to describe the volume of the voice whether it: is increased or decreased. In addition to the essential role that it plays in conveying meaning (Harmer, 2001, p. 33).

1.3.2.2. Intonation

For Burns (2003) intonation is how the voice rises and falls according to the circumstances and interpretation of the communication (p.7). Intonation involves the occurrence of recurring pitch patterns, each of which is used with a set of relatively consistent meanings, either on single words or on groups of words of varying length” (Cruttenden, 1997, p.7). It is a basic part of how speakers indicate their ideas and it allows them to perceive the intended meaning of others. (Kelly, 2000, p.86).

Examples of intonation

- Can you open the door? (rising pitch) request
- Can you open the door (falling pitch) command

1.3.2.3. Linking

According to Burns (2003) linking refers to the way the final sound of a certain word is connected and attached to the sound of the following word. This production is called connected speech. Linking can be Consonant to vowel such as: An American actor or Consonant to consonant such as: fourudays. Vowel to vowel such as: veryold and Sounds that are shortened (short schwa) such as: six o'clock (p. 6).

1.4. The Importance of Teaching Pronunciation and Intelligibility

Foreign English learners often encounter difficulties while speaking, they find themselves not able to produce sounds in the right way compared to native speakers. They are considered as EFL learners which mean that their pronunciation will be noticed. Making grammatical or structural mistakes does not prevent learners with good pronunciation from being understood. Whereas, students with weak pronunciation cannot be understood even if their grammar is ideal. In fact, they are called incompetent learners (AMEP research center, 2002, p. 1). Pronunciation is important because learners need to master its features perfectly and knowing how they work together in connected speech (Yates & Zielinski, 2009, p. 11). It

is absolutely necessary for speakers of English to exchange accurate meaning in which they achieve effectively intelligibility, comprehensibility and interpretability i.e. the speaker produces recognizable sounds where the audience can understand easily what he is saying by getting the right purpose behind the speech. Good pronunciation plays an essential role in spoken communication even if the speaker lacks producing extensive vocabularies (Burns, 2003, p. 5).

Harmer (2001) stated that teachers have to make their students aware of their pronunciation problems (sounds features and where words should be stressed) in order to be informed about the spoken English they are acquiring and helping them to improve their speaking skill at the same time (p. 187). Kenworthy (1987) also argues convincingly that teachers have to take into consideration the importance of helping their students to be aware of the potential sounds “learners need to know what to pay attention to and what to work on” (p. 2).

1.4.1. Intelligibility

In order to avoid misunderstanding and any wrong manners of transferring a particular idea, learners should take a look about such themes so as to enhance their way of producing sounds, words, sentences ... etc. Scrivener (2005) claims that it is not easy to teach an accent that may seem difficult for others. Accordingly, learners need to have an accurate pronunciation that enables them to be understood by their audience (p. 286). Intelligibility is the most essential theme related to pronunciation so it means, being able to be properly understood by the hearer in all cases, it is the same as understandability in other words “the more words a listener is able to identify accurately when said by a particular speaker the more intelligible that speaker is” if non-native speaker replaces one component by another one, the audience will automatically understand another meaning that has no relation by what the speaker wants to say, in this situation he is called unintelligible (p. 13). It is important for

students to work on the aspects that help them to enhance their intelligibility in order to avoid miscommunication (Yates & Zielinski, 2009, p. 18). They are not asked to sound like native speakers but at least to be able to address their message appropriately, because intelligibility is one of the most fundamental elements of oral communication (Celce-Murcia, Brinton & Goodwin, 1996, p. 8).

In order to achieve intelligibility, researchers suggest some techniques for both learners and teachers and they are stated in the following elements: (Yates & Zielinski, 2009, p. 17). The teacher should focus on supporting and instructing, teachers should provide their learners with clear and explicit instructions for teaching in a manner that all learners can understand. Furthermore, the result does not appear quickly so, learners have to be patient because improvement needs a little time. Acquiring an intelligible pronunciation is not like learning the other sub-skills such as: a new vocabulary items, intelligibility needs a lot of training and practice and the change will be gradual. Continuity, also is important, intelligible pronunciation is important whenever people communicate, but the result takes much time because learners have to practice continuously inside and outside the classroom. Another interesting theme is awareness; foreign speakers need a lot of activities that involve the listening skill. They are affected by many factors such as the influence of the mother tongue that prevents them from being understood by native speakers. Thus, learners have to focus on the English models that give them the opportunity to imitate them and to be aware about the differences.

1.5. Teaching and Learning Pronunciation

Learning how to produce intelligible sounds of a foreign language is a very difficult task for non-native speakers. Kenworthy (1987, pp. 1-2) identified several roles that may help in learning pronunciation.

1.5.1. Teacher's Role

To start with, helping learners hear is one of the responsibilities of the teachers is to help their students recognize and perceive sounds. They also have to examine if their learners are hearing sounds properly or not, if not they have to provide them with other suitable hints. Moreover, teacher should help learners to produce sounds, some sounds seem to be unfamiliar for non-native speakers, they find themselves obliged to produce and imitate new sounds that are related to the English Language and if they fail, the teacher will interfere and give them some techniques which help them to develop the new ones. They also asked to Provide feedback because learners cannot know if they are correct or not, in this case the teacher must evaluate their performance by providing them with some remarks related to intelligibility. Feedback is given in case when learners make errors concerning the production of sounds. The teacher has to Point out what is going on. It is known that the speaker naturally cannot control himself/herself while speaking, s/he may unconsciously miss some essential features of pronunciation, for example: intonation that identifies his/her statement, whether it is a request or a command and this may influence his/her message and lead to misunderstanding. Establishing priorities: students themselves always tend to change their pronunciation especially when they notice the difference between their accent and the native speakers' one, they will ask for the help of the teacher in order to improve their performance and to decide where to focus and what to work on. The teacher should devise activities; acquiring intelligibility is not easy. Therefore, teachers must choose the best types of activities that suit their students, provide them with helpful exercises for the purpose of giving them a chance for the practice; teachers also have to take into account the students' learning styles. In addition to assessing progress, teachers are asked to share the information because it is considered as an essential factor that increases motivation (Kenworthy, 1987, pp. 1-2).

1.5.2. Learner's Role

The role of learners does not stand at knowing what they are learning or what type of activities they take but their success is based on their desire of learning and how much effort they make on learning pronunciation. The teacher's role as listed above is clear, it involves a lot of aspects like providing feedback, correcting mispronunciation and highlighting the important features. This means that if the learners neglect them and do not take them into consideration, the possibilities of progress or enhancement are minimal (Kenworthy, 1987, pp. 2-3). Briefly, the learners' role is not detailed compared with that of the teachers' one because it is just based on applying what the teacher asks to do.

1.6. Factors Affecting Pronunciation

There are several factors that affect pronunciation accuracy. Rivers (1968) stated that all people encounter difficulties when it comes to listening to native spoken language. They find it complicated when they try to understand what someone tends to speak. Not only because they have poor vocabularies and imperfect grammar, but also because their voices move up and down in unpredicted places (as cited in Senel, 2006, p.112). So ,within language proficiency, great teachers have to keep in view, the learner's age, native language, his/her phonetic ability and his /her attitude.

1.6.1. The Age Factor

Age is considered as an essential factor that can affect learning English pronunciation, Senel (2006) stated that, those who speak the second language frequently with an intelligible and clear accent they probably started to acquire it from an early age. That is to say that, children are lucky and have the advantage to learn more than one language equally at a young age, and the best example is the immigrant's child (p. 114). Further, Lenneberg (1967) hypothesized that "... Foreign accents cannot be overcome easily after puberty" and this refers to particular critical period; when an individual is under

the age twelve, s/he is able to properly acquire a second language with an accurate pronunciation (p. 176).

On the other hand, some linguists do not support the idea above like the scholar Kenworthy (1987) who conducted studies concerning age and pronunciation, and his final result as he stated: “we do not yet have evidence for a simple and straightforward link between age and the ability to pronounce new language” (p. 6). Age cannot be a barrier for those who wish to learn a new language with an intelligible pronunciation.

1.6.2. Learner’s Native Language

The sound system of the mother tongue is still important in affecting EFL learners’ pronunciation. First, problems come up when they start to invent new sounds of English Language that are unfamiliar for their mother tongue, and this depends on the mouth’s musculature that they never experienced before. Second issue, is about the way of linking sounds which is not easy to be produced. The last point refers to suprasegmentals like: stress and intonation which represent the melody of spoken language and do not exist in other languages. The native language can also influence the capability of hearing English sounds not only their production (Avery & Ehrlich, 1992, p. xv).

Cook (2008) pointed that “usually it is very easy to spot the first language of non-native speakers from their accents” in other words, natives can recognize your origin from the way you produce sounds, simply because you cannot achieve the accurate sound system (p. 76).

1.6.3. Phonetic Ability

As Senel (2006) claims “... some people have a better ear capacity than some other people” (p. 116). In brief, some learners are able to hear sounds and imitate them appropriately while, others lack this capability of repeating what is said or heard (p. 116). Also Kenworthy (1987) mentioned that people who have this ability are lucky than those

who do not. They can quickly benefit from any model of pronunciation training because they can imitate what native speakers say more than once (p.7).

1.6.4. Motivation and Attitude

Motivation is one of the essential factors that can affect the value and the development of the target language (Dörnyei, 2009, p. 17). There would be no amelioration if the learners neglect learning pronunciation. According to that, teachers have to motivate their students to enhancing the way they sound, because there is a strong relation between attitude and motivation; if the learner has a negative attitude towards the second language, without doubt learning would be difficult (Darrin, 2017).

1.7. The Main Issues Related to Pronunciation

An accurate pronunciation is necessary for EFL learners but most of them encounter several difficulties in some produced sounds. Accordingly, many Researchers stated the common and the main issues related to EFL learners.

1.7.1. Problems with English Vowels

Most speakers of other languages encounter difficulties with vowels, for example Chinese language has just five vowels no more and when speakers tend to learn English they would be asked to produce new vowels that do not exist in their native language (San, 2007, p.35). As Avery and Ehrlich claim (1992) “comparing the English vowel system to a typical five vowel system reveals several potential problem areas (p.96).

1.7.2. Problem with English Consonants

According to Hago & Khan (2015), English consonants are not the same of other languages; they can be more or less, different in the location and the manner where sounds are articulated. For example, the Arabic language has no /ŋ/, /p/ and /v/ sounds in its symbols list. Therefore, Arabic learners face difficulties when they find themselves producing new sounds that are not similar to theirs (p.85).

1.7.3. Suprasegmental Problems

Applying the suprasegmental features in a correct way is one of the important steps that facilitate communication and help in conveying the meaning. Unfortunately, most non-native speakers face many issues related to rhythm, stress and intonation. Sometimes learners do not succeed in making the connection between rhythm and pronunciation, especially in stressed and unstressed syllables, they make mistakes when they try to minimize vowels of unstressed syllables and they do not make their effort in stressed syllables. For example, a non-native learner who does not go faster with vowels in unstressed syllables, he/she may pronounce ability /ə'bilɪti/ as /'eɪbilɪti/. Furthermore, he/she also may fail in interpreting the statement whether it is a question or a request; it cannot be clear because the voice does not succeed in identifying the falling and rising. Learners also may fail in linking sounds to words (Avery & Ehrlich, 1992, p. 107).

Conclusion

There are several ways that help in achieving an effective communication. One of them is based on an accurate pronunciation. Accordingly, this chapter tends to explore pronunciation from different perspective, starting by some definitions, the methods used from the last decades till today and the main features related to pronunciation. Then, it presents the importance of teaching pronunciation and intelligibility. Moreover, it deals with both teachers and learners' roles for better production. Finally, it ends by introducing the main factors and difficulties that students face while speaking.

Chapter Two: ICTs and the Example of Audiobooks

Introduction.....	23
2.1. Definition of ICT.....	23
2.2. Components of ICT.....	25
2.2.1. Computers.....	25
2.2.2. Internet.....	25
2.2.3. Google Play stored.....	26
2.2.4. Smart phones.....	26
2.2.5. Headphones.....	26
2.2.6. The Interactive Whiteboard.....	27
2.3. ICTs In Education.....	27
2.3.1. Benefits of ICT in Education.....	28
2.4. ICTs in Language Teaching and Learning.....	28
2.4.1. Benefits of ICT in Language learning and Teaching.....	29
2.5. ICT for Teaching and Learning Pronunciation.....	31
2.6. Teaching and Learning Pronunciation Tools.....	32
2.6.1. Software and Other Programs.....	32
2.6.2. Applications.....	32
2.6.3. Weblogs.....	33
2.7. Audiobooks as a type of Educational ICTs.....	33
2.7.1. Definitions.....	33
2.7.2. History of Audiobooks.....	34
2.7.3. Audiobooks in English language Learning and Teaching.....	35
2.7.4. Advantages of Audiobooks.....	35
2.7.5. Audiobooks and Pronunciation.....	36

2.7.6. Previous Studies Related to Audiobooks and Pronunciation.....	38
Conclusion.....	39

Chapter Two: ICTs and the Example of Audiobooks

Introduction

Modern technology has greatly influenced all humans' lives in most life areas; education in particular, which helps in making the process of learning and teaching smooth and uncomplicated. From that point, it is possible to address EFL learners to use some modern technological devices and tools with the aim of improving the way they produce sounds. This chapter attempts to represent, an over view about ICT in general; covering the main definitions, the main components EFL learners and teachers need inside the classroom, the role of ICT in learning and teaching a foreign language. Then, it suggests some useful applications, websites and blogs. The chapter closes with the use of Audiobooks, and its impact on Language learning and pronunciation specifically.

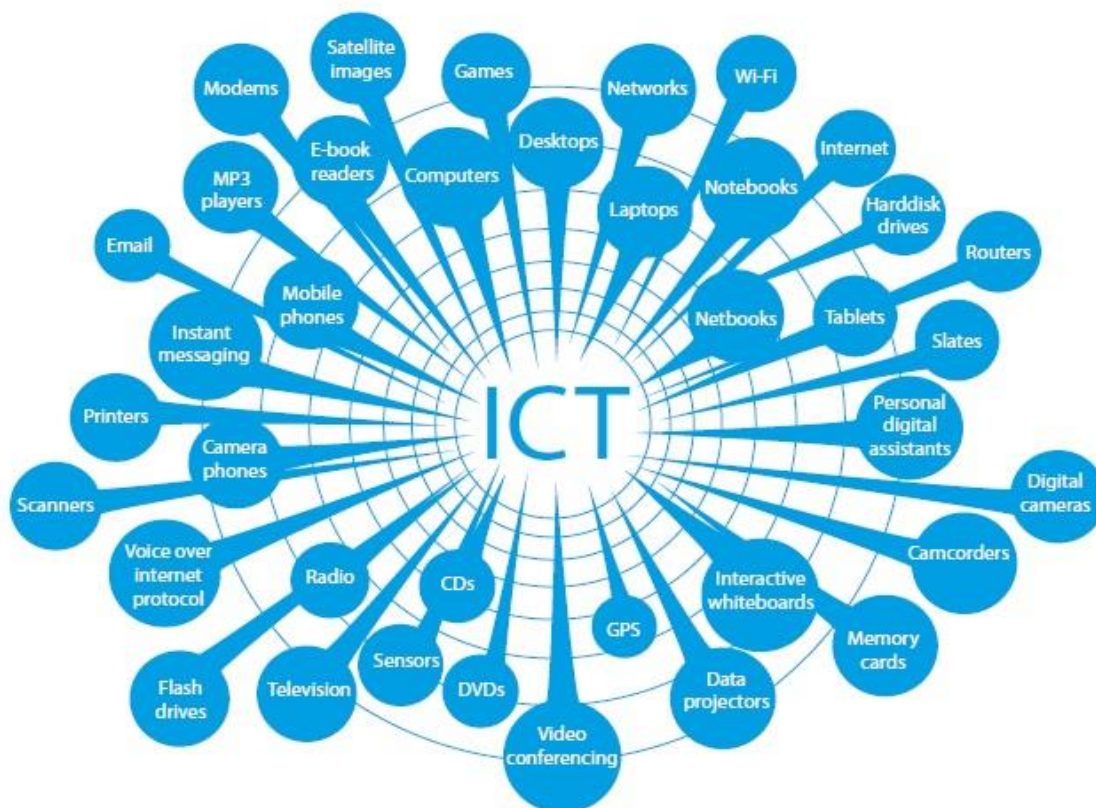
2.1. Definition of ICT

Today, technology is the common tool that people use in their daily lives. They are allowed to integrate it inside the educational classes since it is beneficial and helpful. According to some linguists' views; ICT is the acronym for Information and Communication Technology. It is a technology that assists many functions including information like the activities that cover collecting, saving, treating and delivering data (Gokhe, n.d, p. 1). ICTs are digital computing tools and exchanged stuff that facilitate the connection between the operators and authorize them to use them for a broad array of education besides some personal and intimate benefits (Nicholls 2004, p.58).

ICT passed through a short development that helped it to be defined as today Anderson (2010) point out "When the first computers made their entry into schools in the late 1970s, we used to speak about computers in education. With computers came printers, floppy disk drives, scanners and the first digital cameras. We began to use the term IT, or

Information Technology, to describe computers and these various peripheral devices. Then the internet arrived together with computer networks, the World Wide Web, email and search engines. A new term entered the language – ICT. The term ICT, short for Information and Communication Technologies, embraces the many technologies that enable us to receive information and communicate or exchange information with others” (p. 4). To sum up, ICTs simply refer to a technology of hardware and software that include a group of electronic equipments, programs and systems in which they function on storing and sharing particular information and data. ICTs can be found everywhere and in all domains offering helpful, beneficial and effective services.

Figure 2.1. *ICT Comprise Many Technologies for Capturing Interpreting, Storing and Transmitting Information*



Adopted from (Anderson, 2010, p. 4).

The figure two shows a list of all devices, tools and systems that human being use in their daily life and all of them are beneficial and advantageous in which they can be integrated even in Language learning.

2.2. Components of ICTs that Learner and Teacher Need Inside the Classroom:

Away from the classic teaching methods, there are several advanced tools and programs that can be integrated in the lesson presentation. The following examples may serve and facilitate the learning and the teaching process for both EFL learners and teachers:

2.2.1. Computers

Cambridge Dictionary defines the computer as “an electronic machine that is used for storing, organizing and finding words numbers and pictures, for doing calculating and for collecting Other machines” it is a programmable device that permits the operator to save many forms of data at the same time, process the details or perform the activities through information for example counting numerals or systemizing words (Ropper & Millar, 1999).

2.2.2. Internet

The internet is one of the most helpful tools that human has created, it covers all domains that can serve all purposes such as: Business, industry, education and social networking. Digital Unite defines the internet as an electronic communication which makes use of satellites lines, wireless, cablegrams and phones attachments to link computers and several tools to global network and any new advanced computers in which they can join internet, in addition to the other cellular phones and the rest machines. Hence, the internet offers a broad diversity of chances for contact and progress (Naughton, 2000, p. 21).

2.2.3 Google Play Store

Karch (2019) defines Google play as” the one stop-shop for android apps, games, music, movie rentals and purchases and e-books” it is the large Google play house that involve android of what people want to install. Users will meet every application that can be downloaded independently on their mobiles. Unfortunately, sometimes it does not work because not all functions are accessible in some zones.

2.2.4 Smart Phones

The smart phone can be defined as a hand phone that contains progressed utility besides making and receiving calls and messages. The majority of smart phones are able to reveal pictures, show videos, verify and transmit e-mails and browse the net. Contemporary smart phones, like Galaxies and Androids may offer third-part applications, that supply infinite serviceability (Christensson, 2010). As claimed by Liu & Tao & Cain (2016) “one of the major subject areas of education that could potentially benefit from learning strategies using mobile technology is second/foreign language learning and teaching” (p.316).

2.2.5. Headphones

According to Cambridge Dictionary, Headphone “is a device with a part to cover each ear through which you can listen to music, radio broadcasts, etc. without other people hearing”. In sum, a headphone is a tool that enables the listeners to give an ear to the telephone, musical pieces or any talking item without sharing with other people. It can be a helpful tool for EFL learners especially in the listening skill. Harris & Goldberg (2012) stated that: “headphones can be an effective to help block out surrounding noise in the classroom” (p. 34). Headphones are beneficial, because they keep the listener’s attention only on what he/she is listening to.

2.2.6. The Interactive Whiteboard

The interactive whiteboard (IWB) is one of the technological advanced tools. It works with a computer linked to the spotlight and the touch-sensitive board that introduces the figure designed from the computer's screen. It permits its users to change and obtain online data through a smooth touch (Manny-Ekan & Dagan, 2011, p. 250). Many researches indicate that learners who study with the IWB are higher observant and are more involved in learning, closely collaborated and communicate with their classmates and teachers. Moreover, the IWB perform its function as a crucial motivational device for learners. It makes them want to keep on following (Manny-Ekan & Dagan, 2011, p. 251).

2.3. ICTs in Education

The use of ICT gives many chances and possibilities for communication between learners. It enables them to share information; also they can take part in immediate blogs' debates. They can work in groups on various activities and plans, e-mailing each other, looking for data and information by using the reliable tools supplied by internet (Padurean & Margan, 2009, p. 98). ICT promotes the resilience of distribution of learning thus, students can get information any moment and whenever they want. It can affect the way learners study and get educate because learners can explore electronic resources and articles, courses exercises and can also have a simple enter to qualified searchers, examiners, skillful and peers around the globe. It is an easy method to enter to large quantity of sources that are constantly uploaded and it provides large sorts of reference materials such as "online dictionaries, e-encyclopedias and search engines that promote establishing learners' personal task and autonomy". Consequently, the application of ICT in education transforms how the learner thinks, judges, and collaborates. It offers an educational atmosphere and authorizes learners as it supports them to create a detailed comprehension of subjects that are appropriate to the

fields. It permits learners to make various explorations and discover precious skill and it is significant for learners to perceive the stands and codes of adopting any electronic instrument (Naciri, n,d, p. 3).

2.3.1. Benefits of ICT in Education

ICT across the curriculum (2004) also stated many benefits that can help both EFL learners and teachers. Its general idea is “ICT raise standards of education” and the following points explain the role of ICTs in education:

- Helping teachers:
 - 1) To enhance lecture plan.
 - 2) To convert the learning process from the classical way to the modern one.
 - 3) To undertake and encourage learners beyond the lesson achievement.
- Deliver and create a chance for students to acquire the language skills in substitute and a serious manner through the use of a broad scope of data and approaches to help their way of thinking.
- Maintain collective and individual work.
- Permit students to develop their “decision-making skills”.
- allow teachers to clarify, reword and change tasks.
- Enable learners to enter “to sources of information relevant to particular inquiry by searching websites or the internet” (p. 15).

2.4. ICTs in language Teaching and Learning

Nowadays, the implementation of ICTs in learning and teaching inside the EFL classroom proves to be very significant. The teacher is able to switch between classical and contemporary techniques during his/her lesson presentation. He/she is able of integrating

these modern ICTs. Technology is interactional but it is still ignored in EFL classrooms. It is clear that technology has affected the amount and the characteristics of learning and teaching in the conventional and correspondence establishment (Alkamel & Choutaiwale, 2018, p. 30). Thus, “ICT can enhance teaching and learning through its dynamic and interactive content and can provide real opportunities for individualized instruction” (p. 30). So, the use of technology in EFL classrooms can meet the basic Language skills such as: listening, speaking, writing and reading in addition to their sub-skills like: vocabulary recognition, pronunciation, grammar...etc. ICT contributes significantly in English Language teaching and learning, because the advanced method of keeping learners on task depends on the use of Information and Communication Technology. Said differently by Naciri (n,d,), students can enter different web pages with clarification, practices, vocabulary and pronunciation, they can catch the difficult information, synonyms, opposite term, explanation and interpretation. They can also reach superior cognitive skills of studies which allow them to obtain better logical abilities (p. 3).

2.4.1. Benefits of ICT in Language Learning and Teaching

Technology plays an important role in education generally and in FL learning specifically. According to Meenakchi (2013) ICTs inside the EFL classrooms are increasing globally, it is typically noticed that ICTs can qualify both learners and teachers; they can enhance the process of learning in various methods:

- By raising student’s stimulation and involvement in language learning of lessons and tasks.
- By simplifying the acquisition of crucial skills and by improving teacher preparation.

- ICTs are also considered as reconstructive devices because if they are applied in a proper manner they will advance the transfer to a “learner-centered environment” (Meenakshi, 2013, p. 3).
- ICT rises student’s motivation and thereby improves their participation and interaction inside the classroom.
- ICT enhances self-study.
- Students’ teamwork and communication are more significant.
- Learners’ output and performance are advanced (Houcine, nd, p.7).

2.4.2. ICT Improve Self-Centeredness of Both Learners and Teachers

Integrating ICTs in university studies has a great impact in supporting self-centeredness. It considerably transformed the teacher a facilitator, as it can be an effective tool for increasing learning opportunities and fostering learners to be responsible on themselves and their learning process. It rises EFL “learner’s autonomy and self-regulated learning” for particular students. Through the use of ICT they will be independent and active (Naciri, nd, p. 2) declared that “ICT offers learners assignments better suited to individual needs and make it easier to organize their own learning” (p. 2).

2.4.3. ICTs Develop Designing Creativity

ICT in higher education encourages learners to be creative; they will be qualified in expressing their ideas through software and hardware instead of using manually written texts. They can share their thoughts through word processors, photo stories, computer systems and other programs. It allows them to present themselves through learning in a spontaneous and easy way. Learners use these applications to introduce their presentations in a good form and to cover a scope of talks that meet the educational program, it allows them exchange their

works with their colleagues, teachers via social networking; groups and blogs that they have already created (Naciri, nd, p. 2).

2.5. ICT for Teaching and Learning Pronunciation

Teaching and learning pronunciation sub-skills is not the task that EFL learners can achieve easily. Since they are non-native speakers they need particular guidance. For that reason ICTs come offering several ways, softwares and tools that facilitate and enhance the pronunciation level. Accordingly, Hubbard (2009), claimed that in the field of pronunciation there are three kinds of programs, the easiest is the electronic form of the record player, where students manipulate the PC to listen to the original models and then meet the two vocals (his/her one and the native speaker one). The second type that can be connected with the registering process is called “speech visualization here learners too attempt to match a model, but instead of just hearing it, they view a graphic representation of it: the complex wave form, the spectrogram showing bands of stronger and weaker resonance at different frequencies”. The last type is working with “automatic speech recognition” by evaluating closely the student’s speech without informing him where the mistakes happen and on what should he work, but it provides him with feedback in a sort of “numerical score” (p. 6).

Over the years, scholars and teachers like Yashodi (2018) proposed different methods to use ICTs in teaching and learning pronunciation. They suggested many helpful tools that can be applied for this objective. Sometimes teachers find themselves busy; they have not enough time, ability and means to become proficient in phonetics or acoustic analyses. Their aim is to educate effectively and to lead their learners to produce accurate pronunciation. So, they may aid themselves by integrating appropriate devices, before doing that, the following questions need to be taken into account:

- 1) Appropriateness to the learning objective: does the device promote the teacher in achieving particular teaching works? Would it aid students to arrive their to pronunciation aim?
- 2) Quality and Accuracy: will the device offer precise information about sound rules?
- 3) Practicality of Use: is the use of the device easy? Does it function automatically and what does it require?
- 4) Cost: is it free of charge, costly, or already accessible? (p. 195-196).

2.6. Learning and Teaching Pronunciation Tools

Before starting the lesson presentation, both teachers and learners should know and select the machine or the program that satisfies them. They can select one the tools listed below:

2.6.1. Software and Other Programs:

According to walker (2014) It is about software that includes tasks to support students enhance their pronunciation at segmental and suprasegmental stage. That is to say, pronunciation practices sequence like: Clear speech, TP, Teach Yourself English Pronunciation, Learn to Speak Clearly in English, Integral Inglés, Connected Speech, Streaming Speech, FluSpeak, pronunciation power, Berlitz English Pronunciation Programme.

- 2) Software and internet sites: which transform a passage into phonetic transcription like IPA Online Keyboard, the Phonemic Chart Keyboard, Lingorado, Photransedit.
- 3) Regestring software that enables learners to register themselves talking, few of which interpret the pronounced text into letters form (as cited in Benzies, 2017, p. 6).

2.7.2. Applications

In these times, there are a lot of apps for learning pronunciation, many applications can be uploaded for free on mobiles via Google Play Store such as “Clear Speech, Cool

Speech, Sounds, English Pronunciation Trainer, Say It Out, New English File, Pronunciation Checker, Practice English Pronunciation or Learn English Pronunciation” for example: Cool Speech was made by Richard Canduell, it includes pronunciation units in which learners can train themselves on English vowels and consonants. It also enables them to split sentences into pieces and parts; they listen to certain terms syllables or sounds, then they may register themselves and later compare their voice to the authentic model (Benzies, 2017, pp. 19-21).

2.7.3. Weblogs

Today, a lot of pronunciation scholars and teachers own their personal weblogs. They post pronunciation rules and exercises, express their points of view and check recent tools posted to give lectures about pronunciation. They provide a detailed description as in what way to pronounce particular phonemes and some of them involve various principles of pronunciation of English language “from vowels and consonants to learning how to use the phoneme chart”. The most famous blogs are: Marck Hancock, Jack Winder Louis, Sidney Woods and Telma Marcques; some of these blogs are also directed to EFL teachers in order to provide them with the helpful ways for teaching pronunciation. (Benzies, 2017, p. 24).

2.7. Audiobooks as a Type of Educational ICT

Despite the crucial role that the previous mentioned Apps, blogs and softwares play in learning and teaching all the aspects related to pronunciation, Audiobooks also can be as one of the effective tools that teachers and learners should take into account in order to improve the pronunciation sub-skill.

2.7.1. Definition

Audiobooks or the recording-books are one of the modern tools that can be used inside the EFL classroom for the purpose of learning and teaching the basic Language skills. Accordingly, Cambridge dictionary defines Audiobooks as “a recording, on a CD or made available on the internet of a book being read aloud” (Cambridge dictionary). Also, Encarta

(2008) identifies Audiobooks as “audio recording of a person, reading a book story or other written texts” (as cited in Gunduz, 2009, p.252).

Audiobook is a voiced format of a scripted\ typed books, it can be “abridged or unabridged” abridged talking books can be removed or modified in which they can give an oral “summary or paraphrasing” of a written book. However, unabridged Audiobooks contain a word for word version where there is no discrepancy between the written form and spoken words (Prahallad, 2010, p. 29).

2.7.2. History of Audiobooks

It is the age of Technology and Information, and today people can benefit from its invention from various sorts. People can use the Audiobook which was firstly founded for other purposes, to be one of the most important discoveries that help them in improving their educational skills. Audiobooks did not come randomly, but they have their own history.

For Rubry (2011) in the past audio-books were related to the proper expression talking books. Talking books were primarily shared approximately in the 1931s and they were applied by the American Government to be utilized as “books for adult project” and presented for free of charge to support unsighted people who cannot read. The word audio-book has emerged in 1970s with the command of audio cassettes and it passed through various steps; the initial registration of the recorded book emerged in 1934 and contained “sonnets by Shakespeare and short stories by Hasty”. Then, another registration comes after in 1948 known as “Learning Ally” by Macdonald. Thereafter, a lot of groups and teams were organized in 1952 with the aim of producing and commercializing that where in a kind of “poems, plays and short texts”. In 1955 ‘listening library’ was established with the purpose of sharing books on tapes to bookstores, colleges and universities. Cassettes tapes were formulated in 1963 and a large extend in their distribution till 1970s. They were perused by a technological advance like CDs which stands in for audiocassettes and they were broadly

employed from 2003. With the arrived of the World Wide Web that aided in the uploading of the audio version of books from 1990, they have been accessible in an easy and simple manner (as cited in Mohamed, 2018, p. 66).

2.7.3. Audiobooks in English Language Learning and Teaching

Audiobooks take an important position within EFL learners because it allows them to read not only with their eyes but also with their ears, allowing them listening to someone who reads in a loud voice a particular text, whenever; overnight, in their rooms, while riding, in the car and while traveling (Gunduz, 2009, p. 252). Also, they may be utilized for several academic purposes, intentions and examined as a technological aid for “enhancing learners’ reading understanding, listening comprehension, critical thinking and pronunciation in particular” (Taghinzhed & Khalifah & Nabizadeh & shahab, 2015, p. 29). They provide teachers by an excellent teaching resilience. They can be employed for all levels primary, intermediate, secondary and even universities. They can act in several areas in which learners with “print disabilities” can study in comfort and plainness (Gunduz, 2009, p. 254). Prahallad (2010) emphasizes that Audiobooks contain monologues that are lengthy talking records, and the parallel written subjects are organized in passages and every passage contains one or many phrases and generally shares only one idea (theme) or quotes. (p. 31).

2.7.4. Advantages of Audiobooks

Today, it is likely to concentrate on hearing Audiobooks via different tools “cassettes, computers, I-phones, MP3 players, disks, as well as phones” with the emergence of the cyber space, learners can upload audio recording from Net to these private devices and listen to them any time they need (Gunduz, 2009, p. 252). Serafini (n.d.) claims that “Audiobooks are a powerful literacy tool I have used in my classroom for over years and watched Audiobooks change my students’ lives”

- Audiobooks enable readers to select the accent they want.

- Audiobook allows listeners to repeat any section of the book that has been recorded because sometimes learners feel timid or may be scared to ask the speaker to repeat such pronunciation of particular words, “and it will never get annoyed”.
- The teacher is able to share the audio vision of the book to all learners, when they can listen collectively at one time.
- They motivate learners and keep them interested to listen again.
- Audiobooks encourage learners talk and debate over the shared text.
- The exchange of thoughts and ideas intensifies learners’ analysis and improve their capacity to perceive texts.
- Audiobooks promote learners to extend verbal and spoken vocabularies.
- Offer fluent reading and appropriate intonation, production and phrasing.
- Listening to spoken recording of the book pushes students to concentrate on the tones of listening skill”
- Audiobooks build pleasurable, lovely and effectual learning experience. Students can lend an ear any place and at any given time (Gheiknam, n,d. & Serafini, n,d.).

2.7.5. Audiobooks and Pronunciation

Gunduz (2009) notices that over the last twenty years, Audiobooks join Foreign Language Teaching with the aim of being an exemplar of mother language speakers through which they can develop listener pronunciation and improve his\her language understanding “use Audiobooks to teach and reinforce phonemic and phonetic skills” (p. 252). Audiobooks supply acoustic support for recently presented letters and sounds. It is proposed that one can contribute with both vocal and hand copy that hold ‘letters and sounds’ in introducing the lesson. Teachers have to connect the words with the letters and sounds they are teaching (pp. 252-254). Audiobooks authorize learners to successively play again certain paragraphs and expressions, Students can examine themselves through reiterating particular terms aloud

several times, as it takes to rightly and accurately articulate them “by reading aloud while listening, learners can sound out the words as they read them, this simplifies the transition between learning to correctly pronounce and read singular words and learning to connect and read them in full sentences” (Vecchiarelli, 2018).

Luciana (2017) indicates that “Audiobooks listening and reading helps to notice connected speech”, it is obvious that learners have studied “the features of connected speech such as linking, assimilation, elision, sentence and word stress” but by purely give ear to the acoustic and the written version simultaneously will give learners a great and specified impression on the way words’ sounds have a diverse formulation when jointly in speech. Gunduz (2009) argued “...when presented with the printed word ESL\EFL learners see the written forms of words; but Audiobooks make it, so that the rhythm patterns of speech become more distinct and thus allowing the material to become more easily understood by non-native speaker” (p.253). In other words, learners are able to listen the pronunciation of terms by the lecturer tone and the link between the wording and voice will be pure and intelligible with the audio version (p. 253).

Learners need to move up and down their “facial muscles”. An Audiobook permits them to be exercised in a way that seeks the equipoise point. It allows them to make training to be relaxed while pronouncing and cut off their attitude of being inept. So, listening and reading at the same time motivate them jaw their tongue and muscles in order to make unusual shifts that they are not familiar with (Luciana, 2017). Lisa (2009) advises students to listen to particular passages or expressions then stop it and reiterate what the Audiobook lectured. In parallel they can register themselves in order to listen to them later and make a comparison between how they sound and how the Audiobook articulate. Taghinzghed et al (2015) mention that listening to the recorded version of a text and reading at the same time may develop students’ knowledge and perception of the foreign language pronunciation

components. Besides, since the Audiobooks portray a good model of an accurate pronunciation, learners will be able to enhance their pronunciation by producing and the other as recognizing the proper sounds (p. 32). The same idea shared by Prahallad (2010) that Audiobooks can be used for building synthetic voices and it is known that the speaker's voice change when he starts imitating native speakers. So, Audiobooks can be an effective tool that helps the EFL learner in producing sounds like natives. Learners can be easily influenced by the reader's pronunciation, because Audiobooks "already encapsulate rich prosody including varied intonation contours, pitch, accents and phasing patterns" (p. 8).

Hereafter, learners should not feel shy about the way they pronounce sounds and words because they can easily ameliorate their pronunciation fallacies by listening and imitating readers as good as needed (Kartal & Simsek, 2017, p. 114).

2.1.3. Previous Studies Related to Audiobooks and Pronunciation

Mazouzi (2016) analyzed the way Audiobooks help in improving learners' pronunciation. The model of the research is master 2 learners at Bejaia University. Mazouzi used Audiobooks as a modern tool in order to perceive their usage at the level of vowel production, consonants and word stress. The study was followed by a recording of learners before and after reading in order to notice the difference or the improvement. The final result showed that the quantity of pronunciation mistakes done by learners have minimized and their pronunciation at all levels has enhanced. Moreover, the researcher interviewed the concerned participants and their attitudes towards Audiobooks and from her findings it was indicated that all learners had positive attitudes towards this technological tool.

Saka (2015) also examined the role of Audiobooks in developing EFL learners' pronunciation, his research performed with 65 Turkish learners at Uludag University from many levels. The purpose of his research is to discover the effectiveness of a recording book on their pronunciation. He used a pre and post-test through recording learners while reading.

He gave learners different passages from various texts in order to compare their first pronunciation with the last one in addition to a students' questionnaire that helped him demonstrate that Audiobooks are functional on both recognizing and producing pronunciation elements.

Taghinzeghad et al (2015) conducted a pronunciation pre and post-test with their Persian students who face difficulties in producing the /n/, /ŋ/, /ð/, /θ/, /ɛ/ and /ə/ sounds. Learners were asked to read passages from a text which include 60 different words. Then, the teachers provide their participants with the same passages in an audio version. The used extracts were chosen from three different Audiobooks and most words compose the problematic sounds /n/, /ŋ/, /ð/, /θ/, /ɛ/ and /ə/. At the end, the results indicate that learners' recognition ability developed after the use of the three Audiobooks.

Conclusion

ICT plays a crucial role in Language learning and teaching. There are various technological devices and means that are considered as helpful tools that learners and teachers may use inside the classroom. This chapter sheds the light on the use of ICT and its influence on learners' success. It presents various definitions of ICT, the needed components, the role of technology in language learning and teaching. It also states its benefits in pronunciation production and recognition. This chapter also attempts to explore the effective Papps, tools and websites that help in acquiring the core elements of pronunciation, suggesting Audiobooks as one of these great tools.

Chapter Three: Field Investigation

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Section One: Experimental Implementation and Results

Introduction.....	40
3.1. Research Design.....	40
3.1.2. The Sample.....	40
3.1.3. The Experimental Procedures.....	41
3.1.3.1. The Pre-test.....	41
3.1.3.2. The Training.....	41
3.1.3.3. The Post-test.....	41
3.1.4. Recordings' Phonetic Transcription.....	42
3.1.5. Results and Discussion.....	58
3.1.6. Discussion of the Main Results.....	60

Section Two: Teachers' Interview

Introduction.....	62
3.2. The Interview in a Qualitative Research.....	62
3.2.1. What is an Interview.....	62
3.2.2. Types of the Interview.....	62
3.2.3. The Aim Behind Making an Interview in Research.....	63
3.2.4. The sample.....	64
3.2.5. Administration of Teachers' Interview.....	64
3.2.6. Description of Teachers' Interview.....	64
3.2.7. Data analysis and Interpretation.....	65
3.2.7.1. Analysis of Results and Findings from Teachers' Interviews.....	65
3.2.7.2. Summary of Results and Findings from Teachers' Interview.....	71

Chapter Three: Field Investigation

Introduction

This chapter investigates the role of Audiobooks in improving learners' pronunciation. It first shows the methodological design as well as the participants, the experimental elements and the procedures of the study. Then, it leads to examine and depict the pronunciation pre-test and post-test outcomes through a phonetic transcription of both readings. Finally, the readings are compared for the sake of testing the degree of efficiency behind the treatment.

3.1. Research Design

This study aims at investigating the role of using Audiobooks in enhancing EFL learners' pronunciation. In order to accomplish such a result, an experiment has been conducted with a group of pupils who were randomly chosen. The initial test involves the first pronunciation of pupils before listening to the Audiobook; they were introduced to different passages from different novels (Ali Baba, Aladdin, Five Famous Fairy Tales, Sleeping Beauty, Dead Man's Chest, Ireland, Cinderella and A Devoted Son). The novels are read by a British accent. The Audiobook Application that was used is: "English Audio Stories" and it is available for free. Moreover, a recorder has been used in this experiment in order to register the pupils' pronunciation before and after using the Audiobook to compare their performance in both readings and to help the researcher mark the types of pronunciation errors they commit.

3.2. The Sample

The sample of this research consists of third year pupils of Ibn-Khaldun middle school at Souk Ahras City. The participants are fifteen pupils who were chosen randomly from different classes, they were ten girls and five boys. Third year pupils participated in the

experimental study as volunteers, they were also chosen because it is assumed that they have an intermediate pronunciation level and this will help the researcher achieve accurate results.

3.3. The Experimental Procedures

3.3.1. The Pre-test

Before the experiment, a pre-test was given to all participants in order to observe their pronunciation level. In this test, various passages were given to learners and they were asked to read them aloud while the researcher was recording their first reading.

3.3.2. The Training

The experiment endured for a period of one month and one week due to time limitations of both the researcher and the pupils who have three sessions a week. Every week three pupils were asked to read a particular passage from “the English Audio Stories”. Pupils were given approximately the same number of lines and that is the equivalent to 34 words following the model of Mazouzi (2016) who chose the same length of lines. They just differed in the selection of texts. The words of the chosen passages of this experiment were simple comprehensible to third year pupils. Pupils were firstly asked to read with their own pronunciation, meanwhile, the researcher was recording them without any interference. When they finished, they were asked to listen to the same passage that they have read from a native speaker.

3.3.3. The Post-test

A post-test was given to the participants in order to evaluate their pronunciation ability after listening to native speakers. They were asked to listen to the passage for three times, and then they reread again and correct the errors they made the first time. To achieve this task each pupil was given 15 minutes.

3.4. Recordings' Phonetic Transcription:

The tables below present the phonetic transcription of Pupils' readings. They describe both pronunciation errors at the level of vowels, consonants and stress; before and after the use of the Audiobook.

Table 3.2

Transcription of the First Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage one	Ali Baba was a woodcutter. He was from Persia, in the Middle East. One day he was at work in the woods when he saw forty men on forty black horses
The first pronunciation	/ ' ʌli: / ' bʌbʌ / wɔ:z / ə / wɒd ' kʌtə / hi: / wɔ:z / frɒm / ' pɜ:zə / ɪn / / ðə / ' mɪdl / i:st / wʌn / dei / hi: / wɔ:z / æt / wɜ:k / ɪn / ðə / wu:dz / / wɛn / hi: / su: / ' fɔ:ti / mɛn / ɒn / ' fɔ:ti / blæk / hɔ:zəz /
The second pronunciation	/ ' ʌli: / ' bʌbʌ / wɒz / ə / wɒd ' kʌtə / hi: / wɒz / frɒm / ' pɜ:ʃə / ɪn / ðə / ' mɪdl / i:st / wʌn / dei / hi: / wɒz / æt / wɜ:k / ɪn / ðə / wɒdz / wɛn / / hi: / sɔ: / ' fɔ:ti / mɛn / ɒn / ' fɔ:ti / blæk / ' hɔ:sɪz /
The correct form	/ ' a:li: / ' bɑ:bɑ: / wɒz / ə / wɒd , kʌtə / hi: / wɒz / frɒm / ' pɜ:ʃə / ɪn / ðə / / ' mɪdl / i:st / wʌn / dei / hi: / wɒz / æt / wɜ:k // ɪn / ðə / wɒdz / wɛn / / hi: / sɔ: / ' fɔ:ti / mɛn / ɒn / ' fɔ:ti / blæk / ' hɔ:sɪz /

Pupil 1:

According to the table 1, the first pronunciation wrong in the aspect of long vowels, the learner faces difficulties when it comes to produce \ɑ:\, \ɔ:\ sounds, the former is pronounced as \a\ and the latter as \ɒ\. Furthermore, the learner also has difficulties in the short vowel; the \u:\ is produced instead of \ʊ\. Concerning the consonants, she pronounces the \s\ sound as \z\ which normally refers to the \ʃ\ sound. However, after the use of the Audiobook there is a noticeable improvement as it is mentioned previously in the feature of consonants and the short vowels. These results point that the pupil's level in terms of long vowels has not enhanced.

Table 3.3

Transcription of the Second Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

The first pronunciation	/æli:/'bæbɑ:/ /wɒz/ /'ə/ / wu:d 'kætr/ /hi:/ /wɒz//frɒm/ /pər 'ʒə/ /ɪn/ /ðə/'mɪdl/ /i:st//wʌn/ /deɪ/ /hi:/ /wɒz//æt/ / wɜrk / /ɪn/ /ðə/ / wu:dz / /wɛn/ /hi:/ /sɔ:'/' fɔrti //mɛn/ /'ɒn/ /'fɔrti//blæk/ /'hɔrsəz/
The second pronunciation	/'ɑ:li:/ /'bɑ:bɑ:/ /wɒz/ /ə// wɒd 'kætə/hi:/ /wɒz/ /frɒm/ /'pɜ:ʃə//ɪn/ /ðə/ /'mɪdl/ /i:st/ /wʌn/ /deɪ/ /hi:/ /wɒz/ /æt/ /wɜ:k //ɪn/ /ðə/ /wɒdz/ /wɛn/ /hi:/ /sɔ:/ /'fɔ:ti/ /mɛn/ /ɒn/ /'fɔ:ti/ /blæk/ /'hɔ:sɪz/

Pupil 2:

As it is displayed by table 3, it is clear that the pupil encounters difficulties in the schwa sound, and it is known that the articles like a, and, an, the can never be stressed (Sara, nd, p. 23). Additionally, the learner pronounces the long vowel \ɒ\ instead of \ɔ:\ sound which

refers to the \r\ sound, concerning consonants, there is a wrong pronunciation in the unvoiced \s\, it was produced as a voiced \z\ sound. But when she concentrates on hearing the passage all the previous mistakes disappear and the improvement is remarkable in all the pronunciation aspects. This implies that the learner's competency in pronunciation is progressed after the use of Audiobooks.

Table 3.4.

Transcription of the Third Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage two	A long time ago, a magician wanted a very special magic lamp. But the lamp was in a cave in China. The magician couldn't go into the cave to get the lamp. Only a boy could get the magic lamp from the cave
The first pronunciation	/ə// lɒŋg/ /taɪm/ /'ægɔʊ/ /ə/ /mæ'zɪfən/ /'weɪntd /ə/ /'veri/ /spɪ'ʃəl/ /mæ'zɪk//lɒmp/ /bʌt/ /ðə/ /lɒmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn /'ʃaɪnə/ /ðə/ /mæ'zɪfən/ /'ku:dnt//gɔ/ /'ɪntu:/ /ðə//keɪv/ /tu:/ /gɛt/ /ðə/ /lɒmp/ /'ɒnli/ /ə/ /bɔɪ/ /ku:d/ /gɛt/ /ðə/ /mæ'zɪk/ /lɒmp/ /frɒm/ /ðə/ /keɪv/
The second pronunciation	/ə// lɒŋg/ /taɪm/ /ə' gɔʊ/ /ə/ /mæ' zɪfən / /' weɪntd /ə/ /' veri/ /spɪ' ʃəl/ /mæ' zɪk//lɒmp/ /bʌt/ /ðə/ /lɒmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn /'ʃaɪnə /ðə/ / mæ' zɪfən /' ku:dnt//gɔ/ /' ɪntu:/ /ðə//keɪv/ /tu:/ /gɛt/ /ðə/ /lɒmp/ /' ɒnli/ /ə/ /bɔɪ/ /ku:d/ /gɛt/ /ðə/ /' mæzɪk/ /lɒmp/ /frɒm/ /ðə/ /keɪv/

The correct form	/ə/ /lɒŋ/ /taɪm/ /ə'gəʊ/ /ə/ /mə'dʒɪfən/ /'wɒntɪd/ /ə/ /'veri/ /'spɛfəl/ / 'mædʒɪk/ /læmp/ /bʌt/ /ðə/ /læmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn/ /'ʃaɪnə/ /ðə/ /mə'dʒɪfən/ /'kɒdnt//gəʊ/ /'ɪntu:/ /ðə/ /keɪv/ /tu:/ /gɛt/ /ðə/ /læmp/ /'əʊnli/ /ə/ /bɔɪ/ /kʊd/ /gɛt/ /ðə/ /'mædʒɪk/ /læmp/ /frɒm/ /ðə/ /keɪv/
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Pupil 3:

The results submitted in table 3 indicate that the pupil pronunciation is not correct; the learner's second pronunciation has no noticeable progress compared with that of the first reading, in other words the majority of errors that the pupil makes in the first time appear again in the second one. Moreover, the learner is influenced by the mother tongue pronunciation which prevents her produce the unfamiliar phonemes such as \ŋ\ sound.

Table 3.5

Transcription of the Fourth Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

The first pronunciation	/ə/ /lɒŋg/ lɒŋg//taɪm/ 'əgəʊ/ /ə/ /mə'zɪfən/ /'wɒntɪd/ /ə/ /veri//spi'fəl/ /'mæzɪk/ /lɒmp//bʌt/ /ðə/ /lɒmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn/ /'ʃaɪnə//ðə/ /mə'zɪfən/ /'ku:dnt//gəʊ/ /'ɪntu:/ /ðə//keɪv/ /tu:/ /gɛt/ /ðə/ /lɒmp/ /'ɒnli/ /ə/ /bɔɪ/ /ku:d/ /gɛt/ /ðə/ /'mæzɪk/ /lɒmp/ /frɒm/ /ðə/ /keɪv/
The second pronunciation	/ə/ /lɒŋg/ /taɪm/ /ə'gəʊ/ /ə/ /mə'dʒɪfən/ /'wɒntɪd/ /ə/ /'veri/ /spi'fəl/ / 'mædʒɪk/ /læmp/ /bʌt/ /ðə/ /læmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn/ /'ʃaɪnə/ /ðə/ /mə'dʒɪfən/ /'ku:dnt//gəʊ/ /'ɪntu:/ /ðə/ /keɪv/ /tu:/ /gɛt/ /ðə/ /læm p// 'əʊnli/ /ə/ /bɔɪ/ /ku:d/ /gɛt/ /ðə/ /'mædʒɪk/ /læmp/ /frɒm//ðə/ /keɪv/

The correct form	/ə/ /lɒŋ/ /taɪm/ /ə'gəʊ/ /ə/ /mə'dʒɪfən/ /'wɒntɪd/ /ə/ /'veri/ /'spɛʃəl/ /'mædʒɪk/ /læmp/ /bʌt/ /ðə/ /læmp/ /wɒz/ /ɪn/ /ə/ /keɪv/ /ɪn/ /'fɑɪnə/ /ðə/ /mə'dʒɪfən/ /'kɒdnt//gəʊ/ /'ɪntu:/ /ðə/ /keɪv/ /tu:/ /get/ /ðə/ /læmp/ /'əʊnli/ /ə/ /bɔɪ/ /kʊd/ /get/ /ðə/ /'mædʒɪk/ /læmp/ /frɒm/ /ðə/ /keɪv/
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Pupil 4:

As it is shown in table 5, the errors this pupil makes are mostly in the consonants component. In the first reading the pupil is not able to produce \ŋ\, \ʃ\ and \dʒ\. Short vowels were also produces in a wrong way, the \ɪ\ sound are totally ignored and the \æ\ sound is replaced by the \ɒ\ sound that is to say, the pupil cannot differentiate between the long vowels' types. In addition, the pupil's idea about the stressed syllables is always put in the vowels feature. On the other hand, after the use of the recorded passage, the pupil's mistakes are reduced nearly in all aspects only in the nasal sound.

Table 3.6

Transcription of the Fifth Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage three	Once there was a woman with three sons – Tom, Bob and Jack. Tom was the youngest. Bob came next, and jack was the oldest. They lived in a village. They were happy, but their mother was very poor
The first pronunciation	/wʊns / /ðeə/ /wɒz//ə/ /'wɒmən/ /wɪð/ /θri:/ /sɒnz/ / /tɒm/ /bɒb/ /ænd /zæk/ /tɒm/ /wɒz/ /ðə/ /jɒn'gɪst/ /bɒb/ /keɪm/ /nekst/ /ænd/ /zæk/ /wɒz/ /ðə/ /'əʊldɪst/ /ðeɪ//li:vd/ /ɪn/ /ə/ /'vɪlɪʒ/ /ðeɪ/ /wer/ /'hæpi/ /bʌt /ðeə/ /mʌ'ðer/ /wɒz/ /'veri/ /pu:r/

The second pronunciation	/wʌns/ /ðeə/ /wɒz/ ə /'wʊmən/ /wɪð/ /θri:/ /sʌnz/ /təm/ /bɒb/ /ænd/ /dʒæk/ /təm/ /wɒz/ /ðə/ /'jʌŋɪst/ /bɒb/ /keɪm/ /nekst/ /ænd//dʒæk / /wɒz/ /ði/ /'əʊldɪst/ /ðeɪ/ /lɪvd/ /ɪn/ /ə/ /'vɪlɪdʒ/ /ðeɪ/ /wɜ:/ /'hæpi/ /bʌt/ /ðeə/ /'mʌðə/ /wɒz/ /'veri/ pʊə/
The correct form	/wʌns/ /ðeə/ /wɒz/ ə /'wʊmən/ /wɪð/ /θri:/ /sʌnz/ /təm/ /bɒb/ /ænd/ /dʒæk/ /təm/ /wɒz/ /ðə/ /'jʌŋɪst/ /bɒb/ /keɪm/ /nekst/ /ænd//dʒæk / /wɒz/ /ði/ /'əʊldɪst/ /ðeɪ/ /lɪvd/ /ɪn/ /ə/ /'vɪlɪdʒ/ /ðeɪ/ /wɜ:/ /'hæpi/ /bʌt/ /ðeə/ /'mʌðə/ /wɒz/ /'veri/ pʊə/

Pupil 5

The pupil's first reading involves mistakes nearly in all aspects. She commits mistakes when she starts producing vowels in general, for example, the \ʌ\ and \ʊ\ which are replaced by \ɒ\ and \ɔ:\ sounds, the schwa too cannot be achieved by the reader, and it is produced as \r\ sound. Furthermore, the consonant \dʒ\ is also pronounced as \ʒ\. She also fails in achieving the \ŋ\ sound. However, in the second pronunciation, the pupil notices the mistakes she makes, she succeeds in improving all vowels, consonants, stresses and even the other features such as “linking” (vowel to vowel). This result implies that his pronunciation in reading the passage 5 is intelligible.

Table 3.7.

Transcription of the Sixth Pupil's Recordings

(Adopted from, *English Audio Stories*, 2019)

Passage four	The people from a small town in France are outside the king's summer castle. The king goes out onto the balcony “we are happy to
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	tell you that we have a baby daughter. Her name is Aurora
The first pronunciation	/ðə/ /'pi:pl//frɒm/ /ə/ /smɔ:l/ /taʊn/ /ɪn/ /'frɒns/ /ɑ:r/ /aʊt'saɪd/ /ðə/ /kɪŋz/ /sɪ'mər/ /kɑ:'stl/ /ðə/ /kɪŋg/ /gəʊz/ /aʊt/ /'ɒntʊ/ /ðə/ /'bɪlkəʊni/ /wi:/ /ɑ:r/ /'hæpi/ /tu:// tɛl/ /ju://ðæt/ /wi:/ /hæv/ /ə// 'beɪbi /'dɔʊtər/ /her/ /neɪm/ /ɪz/ /ɔ:r'əʊrə/
The second pronunciation	/ðə/ /'pi:pl/ /frɒm/ /ə/ /smɔ:l/ /taʊn/ /ɪn/ /'frɑ:ns/ /ɑ:r/ /aʊt'saɪd/ /ðə/ /kɪŋz/ /'sɪmə/ /'kɑ:sl/ /ðə// kɪŋ/ gəʊz/ aʊt/ /'ɒntʊ/ /ðə/ /'bɪlkəʊni/ /wi:/ /ɑ:/ /'hæpi/ /tu:/ / tɛl/ /ju://ðæt/ /wi:/ /hæv/ /ə/ /'beɪbi/ /'dɔʊtr/ /hɜ:/ / neɪm/ /ɪz/ / ɔ:r'əʊrə/
The correct form	/ðə/ /'pi:pl/ /frɒm/ /ə/ /smɔ:l/ /taʊn/ /ɪn/ /'frɑ:ns/ /ɑ:r/ /aʊt'saɪd/ /ðə/ /kɪŋz/ /'sɪmə/ /'kɑ:sl/ /ðə// kɪŋ/ gəʊz/ aʊt/ /'ɒntʊ/ /ðə/ /'bælkəni/ /wi: / /ɑ:/ /'hæpi/ /tu:/ / tɛl/ /ju://ðæt/ /wi:/ /hæv/ /ə/ /'beɪbi/ /'dɔ:tə// hɜ: / neɪm/ /ɪz/ /ɔ:'rɔ:rə/

Pupil 6:

According to the table 6, the pupil's first pronunciation represents difficulties in producing the accurate long vowel /ɑ:/ it is pronounced as it is mentioned above /ɒ/, the diphthong /əʊ/ is produced instead of the /ə/, /ɔ:/ also a serious nasal issue in the end of the “ing” which is followed by the /g/ sound. Moreover, the /t/ sound which is represented as a silent letter in the word “castle” is not ignored. Nevertheless, in the second pronunciation the development is clear in all the aspects especially in the schwa sound but, this learner is still unable to overcome the errors he makes in some vowels.

Table 3.8.

Transcription of the Seventh Pupil's Recordings

(Adopted from, *English Audio Stories*, 2019)

Passage five	The moon was high above a dark ocean. A stone prison stood above a beach. A group of guards carried six wooden boxes to the prison wall and threw them into the ocean below
The first pronunciation	/ðə/ /mu:n/ /wɒz/ /haɪ/ /'əbɔ:v/ /ə/ /dɑ:rk/ /əʊ'sən/ /ə/ /stəʊn/ /'prɪzn/ /stɒd/ /'əbɔ:v/ /ə/ /bɪʃ/ /ə/ /gru:p/ /ɒf/ /gɑ:rdz/ /'kærid/ /sɪks/ /'wu:d/ /ɪn/ /bɔ:k'səz/ /tu:/ /ðə/ /'prɪzn/ /wɔ:l/ /ænd/ /θru:/ /ðem/ /'ɪntu:/ /ðə/ /əʊsən/ /bɪ'laʊ/
The second pronunciation	/ðə/ /mu:n/ /wɒz/ /haɪ/ /ə'bʌv/ /ə/ /dɑ:k/ /'əʊʃən/ /ə/ /stəʊn/ /'prɪzn/ /stɒd/ /ə'bʌv/ /ə/ /bɪ:ʃ/ /ə/ /gru:p/ /ɒf/ /gɑ:dz/ /'kærid/ /sɪks/ /'wɒdn/ / 'bɒksɪz/ /tu:/ /ðə/ /'prɪznwɔ:l/ /ænd/ /θru:// ðem/ /'ɪntu:// ði/ /'əʊʃən/ / bɪ'laʊ/
The correct form	/ðə/ /mu:n/ /wɒz/ /haɪ/ /ə'bʌv/ /ə/ /dɑ:k/ /'əʊʃən/ /ə/ /stəʊn/ /'prɪzn/ /stɒd/ /ə'bʌv/ /ə/ /bɪ:ʃ/ /ə/ /gru:p/ /ɒv/ /gɑ:dz/ /'kærid/ /sɪks/ /'wɒdn/ / 'bɒksɪz/ /tu:/ /ðə/ /'prɪznwɔ:l/ /ænd/ /θru:// ðem/ /'ɪntu:// ði/ /'əʊʃən/ /bɪ'ləʊ/

Pupil 7:

The /ɔ:/ as a long vowel takes the position in the word “above” instead of the short vowel /ʌ/ and the /a:/ sound as the consonant /r/, in addition, the wrong stress placement in different words, the pupil faces problem in the consonants /v/ and /ʃ/ in which they contribute

the /f/ and \s\ sounds. However, the second pronunciation indicates that this learner is able to develop most of the mistakes he makes only in the consonant \v\, the pupil produces the \f\ as it is written not as it is heard.

Table 3.9.

Transcription of the Eighth Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage six	One Ireland is a country with beautiful high mountains, big empty beaches, long deep rivers. People go there to fish and swim and walk. They love Ireland because it is so quiet
The first pronunciation	/wʌn/ /ɪr'lənd/ /ɪz/ /ə/ /kʌntri/ /wɪð/ /'bjʊ:tɪfʊl/ /haɪ/ /maʊn'teɪnz/ /bɪg/ /'empti/ /'betʃz/ /lɒŋg/ /dɪp/ /'raɪvərz/ /'pi:pɔ:l/ /gəʊ/ /ðer/ /tu:/ /fɪʃ/ /ænd/ /swɪm/ /ænd/ /wɒlk//ðeɪ/ /lɔ:v/ /'aɪr'lənd//br'kɔ:z/ /ɪt/ /ɪz/ /səʊ/ /'kwaɪət/
The second Pronunciation	/wʌn/ /aɪə'lənd/ /ɪz/ /ə/ /'kʌntri/ /wɪð/ /'bjʊ:tɪfʊl / /haɪ/ /'maʊntɪnz/ / bɪg/ /'empti/ /'bi:ʃɪz/ /lɒŋ/ /dɪp/ /'rɪvəz/ /'pi:pɔ:l / /gəʊ/ /ðeə/ /tu:/ /fɪʃ/ /ænd/ /swɪm/ /ænd/ /wɔ:k//ðeɪ/ /lɔ:v / /aɪə'lənd/ /br'kɔ:z/ /ɪt/ /ɪz// səʊ/ /'kwaɪət/
The correct form	/wʌn/ /'aɪələnd/ /ɪz/ /ə/ /'kʌntri/ /wɪð/ /'bjʊ:tɪfʊl/ /haɪ/ /'maʊntɪnz/ / bɪg/ /'empti/ /'bi:ʃɪz/ /lɒŋ/ /di:p/ /'rɪvəz/ /'pi:pɪ/ /gəʊ/ /ðeə/ /tu:/ /fɪʃ/ /ænd/ /swɪm/ /ænd/ /wɔ:k//ðeɪ/ /lʌv/ /'aɪələnd/ /br'kɒz/ /ɪt/ /ɪz/ /səʊ/ /'kwaɪət/

Pupil 8

As it is displayed in table 9, the pupil is unable to achieve the thriphthong \aɪə\ in the word “Ireland”, a diphthong that follows schwa sound is considered as one of the most difficult English sounds for non- native speakers. Additionally, the wrong production of the diphthong \aʊ\ instead of the short vowel \ɪ\ and the wrong stress placement in the same word mountains. She also add a new \ɔ:\ sound which does not represent any phoneme in the word “people” and use it instead of the \p\ and \ʌ\. In contrast, after the listening to the native speaker’s reading she becomes aware of the diphthongs, schwa and consonants such as the silent letter \l\ in the word walk. Accordingly, these results indicate that the pupil’s level in distinguishing between short and long vowel is poor.

Table 3.10.

Transcription of the Ninth Pupil’s Recordings

(Adopted from, English Audio Stories, 2019)

Passage seven	Cindrella is a pretty girl. She’s got blue eyes and blonde, curly hair. She is always happy. She likes singing and playing with her pet cat and the mice in kitchen
The first pronunciation	/ˈsɛndərəɛlə/ /ɪz/ /ə//ˈpreɪti://gɜ:rl/ /ʃi:/ /ɪz/ /gɒt/ /blu:/ /aɪz/ /ænd/ /blɒnd/ /ˈkɜ:li:/ /heɪə//ʃi:/ /ɪz/ /ˈɔ:lweɪz/ /hæˈpi/ /ʃi:/ /laɪks/ /ˈsɪŋɪŋ/ /ænd/ /pleɪˈjɪŋ/ /wɪð/ /hɜ:p/ /pɛt/ /kætænd/ /ðə/ /maɪs// ɪn/ /ˈkɛtʃɪn/
The second pronunciation	/sɪndəˈrɛlə// ɪz/ /ə/ /ˈprɪti/ /gɜ:l/ /ʃi:/ /ɪz/ /gɒt/ /blu:/ /aɪz/ /ænd/ /blɒnd/ /ˈkɜ:li/ /heə/ /ʃi:/ /ɪz/ /ˈɔ:lweɪz/ /ˈhæpi/ /ʃi:/ /laɪks/ /ˈsɪŋɪŋ/ /ænd/ˈpleɪɪŋ / /wɪð/ /hɜ:/ /pɛt// kætænd/ /ðə/ /maɪs/ /ɪn/ /ˈkɪtʃɪn/

The correct form	/sɪndə'reɪə// ɪz/ /ə/ /'prɪti/ /gɜ:l/ /ʃi:/ /ɪz/ /gɒt/ /blu:/ /aɪz/ /ænd/ /blɒnd/ / 'kɜ:li/ /heə/ /ʃi:/ /ɪz/ /'ɔ:lweɪz/ /'hæpi/ /ʃi:/ /laɪks/ /'sɪŋɪŋ/ /ænd/'pleɪɪŋ / /wɪð/ /hɜ: / /pɛt// kætænd/ /ðə/ /maɪs/ /ɪn/ /'kɪʃɪn/
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Pupil 9

According to the table 9, the noticeable mistakes are mostly in vowels, in the first attempt, she is not able to use these vowels \ɪ\, \ə\ and \ɜ:\ in their right position, the same problem is faced with the the nasal \ŋ\ in the end of the words “singing and playing” However, after the listening to the Audiobook she succeeds in achieving all the aspects and corrects all the errors of the first time.

Table 3.11.

Transcription of the Tenth Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage eight	When parents work hard to give their children a good education and the best start in life, it is right that their children are grateful. And when parents grow old and sick, it is right that their children take care of them
The first pronunciation	/wɛn/ /pæ'rənts/ /wɜrk/ /hɑ:rd/ /tu:/ /gɪv/ /ðeɪə/ /ʃɪl'drən/ /ə/ /gʊd/ / ɛdu:'keɪʃən/ /ænd/ /ðə/ /best/ /stɑ:rt/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ / ðeɪə/ /'ʃɪl'drən/ /ɑ:r/ /greɪtɪ'fɒl//ænd/ /wɛn/ /pæ'rənts/ /grəʊ/ /əʊld/ /ænd/ /sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeɪə/ /ʃɪl'drən/ /teɪk/ /keɪr/ /ɒf/ /ðɛm/

<p>The second Pronunciation</p>	<p>/wɛn/ /pæ'rənts/ /wɜ:k/ /hɑ:rd/ /tu:/ /gɪv/ /ðeə/ /'ʃɪldrən/ /ə/ /gʊd/ /ɛd u:'keɪʃən /ænd/ /ðə/ /best/ /stɑ:t/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'ʃɪldrən/ /ɑ:/ /'greɪtful/ænd/wɛn/ /pæ'rənts/ /grəʊ/ /əʊld/ænd //sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'ʃɪldrən/ /teɪk/ /keər/ /ɒf/ /ðem/</p>
<p>The correct form</p>	<p>/wɛn/ /'peərənts/ /wɜ:k/ /hɑ:d/ /tu:/ /gɪv/ /ðeə/ /'ʃɪldrən/ /ə/ /gʊd/ /ɛdʒ u:'keɪʃən /ænd/ /ðə/ /best/ /stɑ:t/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'ʃɪldrən/ /ɑ:/ /'greɪtful/ænd/wɛn/ /'peərənt/ /grəʊ/ /əʊld/ænd/ /sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'ʃɪldrən/ /teɪk/ /keər/ /ɒv/ /ðem/</p>

Pupil 10

As it is displayed in the table 11, the pupil's pronunciation seems to be weak in the level of vowels; the pupil encounters a trouble in producing the \ə+r\, the \r\ also takes the position of the \ɑ:\ sound, she is unable to pronounce the diphthong \eə\ in the word “their”, concerning the consonants' errors are that of the \ʃ\, \dʒ\ and \v\ in the words “children, education and of”, she is unqualified to realize which part of the word can be stressed. However, in the second reading, there is a capability to learn the stressed syllables, the difference between diphthongs and triphthongs but not the consonant \v\.

Table 3.12.

Transcription of the Eleventh Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

<p>The first pronunciation</p>	<p>/wɛn/ /pɑ:'rənts/ /wɜ:k/ /hɑ:rd/ /tu:/ /gɪv/ /ðeɪr/ /'ʃɪldrən/ /ə/ /gʊd/ /ɪdu:'keɪʃən/ænd/ /ðə/ /best/ /stɑ:rt/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðəɪr/ /'ʃɪldrən/ /ɑ:/ /'greɪtful/ænd/ /wɛn/ /pɑ:'rənts/ /grəʊ/ /əʊld/</p>
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	/ænd/ /sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðʌt/ /ðeɪr/ /'fɪldrən/ /teɪk/ /keɪr/ /ɒf/ /ðem/
The second Pronunciation	/wɛn/ /pa:'rɒnts/ /wɜ:k/ /hɑ:d/ /tu:/ /gɪv/ /ðeə/ /'fɪldrən/ /ə/ /gʊd/ /ɪdu:'keɪʃən/ /ænd/ /ðə/ /best/ /stɑ:t/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'fɪldrən/ /ɑ:/ /'greɪtfu:l/ /ænd/ /wɛn/ /pa:'rɒnts/ /grəʊ/ /əʊld/ /æn d/ /sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðʌt/ /ðeə/ /'fɪldrən/ /teɪk/ /keɪr/ /ɒf/ /ðem/
The correct form	/wɛn/ /'peərənts/ /wɜ:k/ /hɑ:d/ /tu:/ /gɪv/ /ðeə/ /'fɪldrən/ /ə/ /gʊd/ /ɛdj u:'keɪʃən/ /ænd/ /ðə/ /best/ /stɑ:t/ /ɪn/ /laɪf/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'fɪldrən/ /ɑ:/ /'greɪtfʊl/ /ænd/ /wɛn/ /'peərənt/ /grəʊ/ /əʊld/ /ænd/ /sɪk/ /ɪt/ /ɪz/ /raɪt/ /ðæt/ /ðeə/ /'fɪldrən/ /teɪk/ /keɪr/ /ɒv/ /ðem/

Pupil 11

According to the table 11, the mistakes were in the diphthong \eə\ which was articulated as a long vowel \a:\ in “parents” and \eɪ\ in the words “their” and care” as well as in the second reading the errors committed in the diphthongs have not gone away. In brief, this result points that the pupil’s pronunciation level stills the same.

Table 3.13.

Transcription of the Twelfth Pupil’s Recordings

(Adopted from, English Audio Stories, 2019)

Passage nine	Another Ireland is a country of stories and music. Most Irish people can sing and many famous musicians are Irish. A lot of the most famous writers in the English language are Irish too.
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The first pronunciation	/ˈənʌðər/ /ˈaɪrlənd/ /ɪz/ /ə/ /ˈkʌntri/ /ɒf/ /stɔːˈriːz/ /ænd/ /ˈmjuːzɪk/ /mɔːst/ /ˈiːrɪʃ/ /ˈpiːpl/ /kæn/ /sɪŋ/ /ænd/ /ˈmeni/ /ˈfeɪməs/ /ˈmjuːzɪfənz/ /ɑːr/ /iːrɪʃ/ /ə/ /ɒt/ɒf/ /ðə/ /məʊst/ /ˈfeɪməs/ /ˈraɪtɪz/ /ɪn/ /ðe/ /ˈɪŋɡlɪʃ/ /læŋgˈwɪdʒ/ /ɑːr/ /ˈiːrɪʃ/ /tuː/
The second Pronunciation	/əˈnʌðər/ /ˈaɪrlənd/ /ɪz/ /ə/ /ˈkʌntri/ /ɒf/ /ˈstɔːrɪz/ /ænd/ /ˈmjuːzɪk/ /məʊst/ /ˈaɪrlənd/ /ˈpiːpl/ /kæn/ /sɪŋ/ /ænd/ /ˈmeni/ /ˈfeɪməs/ /mjuːˈzɪfənz/ /ɑːr/ /ˈaɪrɪʃ/ /ə/ɒt/ɒf/ /ðə/ /məʊst/ /ˈfeɪməs/ /ˈraɪtɪz/ /ɪn/ /ði/ /ˈɪŋɡlɪʃ/ /ˈlæŋɡwɪdʒ/ /ɑːr/ /ˈaɪrɪʃ/ /tuː/
The correct form	/əˈnʌðər/ /ˈaɪərlənd/ /ɪz/ /ə/ /ˈkʌntri/ /ɒv/ /ˈstɔːrɪz/ /ænd/ /ˈmjuːzɪk/ /məʊst/ /ˈaɪərɪʃ/ /ˈpiːpl/ /kæn/ /sɪŋ/ /ænd/ /ˈmeni/ /ˈfeɪməs/ /mjuːˈzɪfənz/ /ɑːr/ /ˈaɪərɪʃ/ /ə/ɒt/ɒv/ /ðə/ /məʊst/ /ˈfeɪməs/ /ˈraɪtɪz/ /ɪn/ /ði/ /ˈɪŋɡlɪʃ/ /ˈlæŋɡwɪdʒ/ /ɑːr/ /ˈaɪərɪʃ/ /tuː/

Pupil 12

As it is shown in the table 13, the learner's first pronunciation appears to be wrong in the stressed syllables of the words "another, stories and music" Moreover, the production of the \ə\ and \ɔː\ instead of \əʊ\ and the inability of articulating \aɪə\ in the word "Irish" also the consonants troubles in the \ŋ\ and \v\ sounds in the words "singing and of". Nevertheless, after the use of the Audiobook the pupil recognizes the stressed syllables, the diphthong \əʊ\, short and long vowels and the nasal \ŋ\. This result insinuates that this pupil is not able to improve the way of producing \aɪə\ which is considered as one of the difficult sounds for foreigners.

Table 3.14.

Transcription of the Thirteenth Pupil's Recordings

(Adopted from, English Audio Stories, 2019)

Passage ten	She lives in a big house with her two sisters, her sisters are very ugly! They've got big noses and big ugly feet, they don't like Cinderella and she has to do all the work in the house
The first pronunciation	/ʃi:/ /lɪvz/ /ɪn/ /ə/ /bɪg/ /haʊs/ /wɪð/ /hɜ:/ /tu:/ /sɪst'ərz/ /her/ /sɪst'ərz/ /ɑ:/ /vɛ'ri/ /'ægli/ /ðeɪ/hæv/ /gɒt/ /bɪg/ /nəʊ'sɪs/ /ænd/ /bɪg/ /'ægli/ /fi:t/ /ðeɪ/ /dɒnt/ /laɪk/ /sɪnd'ri:l/ /ænd/ /ʃi:/ /hæz/ /tu:/ /du:/ /ɔ:l/ /ðə/ /wɜ:k/ /ɪn/ /ðə/ /haʊs/
The second pronunciation	/ʃi:/ /lɪvz/ /ɪn/ /ə/ /bɪg/ /haʊs/ /wɪð/ /hɜ:/ /tu:/ /'sɪstəz/ /hɜ:/ /'sɪstəz/ /ɑ:/ /'veri/ /'ægli/ /ðeɪv/ /gɒt/ /bɪg/ /'nəʊzɪz/ /ænd/ /bɪg/ /'ægli/ /fi:t/ /ðeɪ/ /dɒnt/ /laɪk/ /sɪndə'relə/ /ænd/ /ʃi:/ /hæz/ /tu:/ /du:/ /ɔ:l/ /ðə/ /wɜ:k/ /ɪn/ /ðə/ /haʊs/
The correct form	/ʃi:/ /lɪvz/ /ɪn/ /ə/ /bɪg/ /haʊs/ /wɪð/ /hɜ:/ /tu:/ /'sɪstəz/ /hɜ:/ /'sɪstəz/ /ɑ:/ /'veri/ /'ægli/ /ðeɪv/ /gɒt/ /bɪg/ /'nəʊzɪz/ /ænd/ /bɪg/ /'ægli/ /fi:t/ /ðeɪ/ /dɒnt/ /laɪk/ /sɪndə'relə/ /ænd/ /ʃi:/ /hæz/ /tu:/ /du:/ /ɔ:l/ /ðə/ /wɜ:k/ /ɪn/ /ðə/ /haʊs/

Pupil 13

The results presented in table 14, indicate that the pupil cannot achieve the correct pronunciation in her first attempt Level. Concerning the short vowel \ʌ\ is produced as another one which is \æ\ sound, the schwa sound is totally ignored and the stress is wrongly placed in addition, the \z\ and \s\ problem she faces in the end of the word “noses”. On the other hand, there is a remarkable progress in the second pronunciation only in the \ə\ sound.

Table 3.15

Transcription of the Fourteenth Pupil's Recordings

(Adopted from, *English Audio Stories*, 2019)

Passage eleven	He looked a sad young man and we wanted to be kind to him, when he moved into the house next to ours, my wife janet said “ I think he is sad because he lives alone, I feel sorry for him.
The first pronunciation	/hi:/ / lu:kd / /ə/ /sæd/ / jʌn / <u>/mæn/</u> /ænd/ /wi/ /'wɒntd/ /tu:/ / bi / /kaɪnd/ /tu:/ /hɪm/ /wɛn/ /hi:/ /mu:vd/ /'ɪntu:/ /ðə/ / <u>haʊs</u> / /nekst/ /tu:/ /'aʊrɪ/ // /maɪ/ /waɪf/ / ʒæ'næt / /sɛd/ /aɪ/ /θɪŋk/ /hi:/ /ɪz/ /sæd/ /'bi:kɔ:z/ /hi:/ / <u>li:vz</u> / /'ələʊn/ /aɪ/ /fi:l/ /'sɒri/ / fɔr / /hɪm/
The second pronunciation	/hi:/ / lu:kd / /ə/ /sæd/ / jʌn / <u>/mæn/</u> /ænd/ /wi:/ /'wɒntd/ /tu:/ /bi:/ /kaɪnd/ /tu:/ /hɪm/ /wɛn/ /hi:/ /mu:vd/ /'ɪntu:/ /ðə/ / <u>haʊs</u> / /nekst/ /tu:/ / aʊ' rɪ // //maɪ/ /waɪf/ /'dʒænət/ /sɛdaɪ/ /θɪŋk/ /hi:/ /ɪz/ /sæd/ /bi'kɔz/ /hi:// <u>lɪvz</u> / /ə'ləʊn/ /aɪ/ /fi:l/ /'sɒri/ / fɔr /hɪm/
The correct form	/hi:/ /lʊkt/ /ə/ /sæd/ /jʌŋ/ / <u>mæn</u> / /ænd/ /wi:/ /'wɒntɪd/ /tu:/ /bi:/ /kaɪnd/ /tu:/ /hɪm/ /wɛn/ /hi:/ /mu:vd/ /'ɪntu:/ /ðə/ / <u>haʊs</u> / /nekst/ /tu:/ /'aʊəz/ / /maɪ/ /waɪf/ /'dʒænət/ /sɛdaɪ/ /θɪŋk/ /hi:/ /ɪz/ /sæd/ /bi'kɔz/ /hi:// <u>lɪvz</u> / /ə'ləʊn/ /aɪ/ /fi:l/ /'sɒri/ /fɔ:/ /hɪm/

Pupil 14

According to the table 15, the pupil mixes between \u:,\,i:\,ɔ:\,ɒ\ and \ʊ,\,ɪ\ Also, the consonant issue of “ed” in the final word “looked” which refers to the unvoiced \t\ rather than the voiced \d\. Also, this learner encounters the same triphthong issue like others but, in the second attempt some of the produced errors have reduced while the others remain the same.

Table 3.16.

Transcription of the Fifteenth Pupil's Recordings

(Adopted from, *English Audio Stories*, 2019)

Passage Fifteen	She lives in a big house with her two sisters, her sisters are very ugly! They have got big noses and big ugly feet, they don't like Cinderella and she has to do all the work in the house
The first pronunciation	/ʃi/ / <u>li:vz</u> / /ɪn/ /ə/ /bi:g/ / <u>haus</u> / /wið/ /hɜr/ /tu:/ /'si:stərz/ /hɜr/ /'si:stərz/ /ɑr/ /'veri/ /æg'li:/ /ðei/hæv/ /gɒt/ /big/ /nəʊ'zez/ /ænd/ /bi:g/ /æg'li:/ /fi:t/ /ðei/ / <u>dɒnt</u> / /laɪk/ /'sɪndri:l/ /ænd/ /ʃi:/ /hæz/ /tu:/ / <u>du:</u> /ɔ:l/ /ðə/ /wɜrk/ /ɪn/ /ðə/ / <u>haus</u> /
The second pronunciation	/ʃi:/ / <u>li:vz</u> / /ɪn/ /ə/ /big/ / <u>haus</u> / /wið/ /hɜr/ /tu:/ /'sɪstəz/ /hɜr/ /'sɪstəz/ / ɑr/ /'veri/ /æg'li:/ /ðei/hæv/ /gɒt/ /big/ /nəʊ'zez/ /ænd/ /big/ /æg'li:/ /fi:t/ /ðei/ / <u>dɒnt</u> / /laɪk/ /sɪndə'relə/ /ænd/ /ʃi:/ /hæz/ /tu:/ / <u>du:</u> /ɔ :l/ /ðə/ /wɜ:k/ /ɪn/ /ðə/ / <u>haus</u> /
The correct form	/ʃi:/ / <u>li:vz</u> / /ɪn/ /ə/ /big/ / <u>haus</u> / /wið/ /hɜ:/ /tu:/ /'sɪstəz/ /hɜ:/ /'sɪstəz/ /ɑ:/ /'veri/ /'ʌgli/ /ðeɪv/ /gɒt/ /big/ /'nəʊzɪz/ /ænd/ /big/ /'ʌgli/ /fi:t/ /ðeɪ/ /dəʊnt/ /laɪk/ /sɪndə'relə/ /ænd/ /ʃi:/ /hæz/ /tu:/ / <u>du:</u> /ɔ:l/ /ðə/ /wɜ:k/ /ɪn/ /ðə/ / <u>haus</u> /

Pupil 15

According to the above table, the pupil encounters a problematic phoneme with the vowel aspect, she is not able to distinguish between long /i:/, and short /ɪ/ in the words 'she, big and ugly'. Also, there is a wrong production of the /r/ consonant instead of the long vowel

/3:/ and the schwa sound at the end of the words 'sisters and her' and with the word 'work'. Furthermore, as it is mentioned, the pupil also faces a stress issue in some words in which they are wrongly placed. However, after the listening process, she becomes aware of some short and long vowels while she fails in the others.

3.5. Results and Discussion

The following part presents the analysis of pupils' phonetic transcription in both pre-test and post-test. The results are measured in the three components of pronunciation vowels, consonants and stress according to the previous studies related to Audiobooks and pronunciation. Since the findings of the researchers Saka (2015), Mazouzi (2016) and have positive perspectives towards Audiobooks and a noticeable improvement in the three aspects, it would be preferable to follow the same steps. Moreover, improving all the features of pronunciation is possible. But the result takes much time that is to say, learners have to practice continuously beyond and outside the classroom without stop.(Yates & Zienliski, 2009, p. 17). However, there are some pupils who succeed in achieving some other aspects such as linking, and it is mentioned in the previous discussions.

Table 3.17.*Comparison between First and Second Errors*

Number of pupils	Mistakes and Errors					
	First pronunciation			Second pronunciation		
	vowels	consonants	stress	vowels	consonants	stress
1	11	3	3	3	1	1
2	10	4	2	0	0	2
3	15	7	4	9	0	3
4	7	6	2	3	1	1
5	9	0	2	0	0	0
6	8	4	3	5	1	1
7	10	4	4	0	1	0
8	11	4	3	5	0	2
9	8	4	3	0	0	0
10	11	5	4	4	2	2
11	10	5	2	8	4	2
12	9	4	2	4	2	0
13	10	0	2	3	0	2
14	10	3	1	4	3	0
15	12	1	5	10	1	3
frequency	151	54	42	57	14	19
Sum of frequencies	247			90		

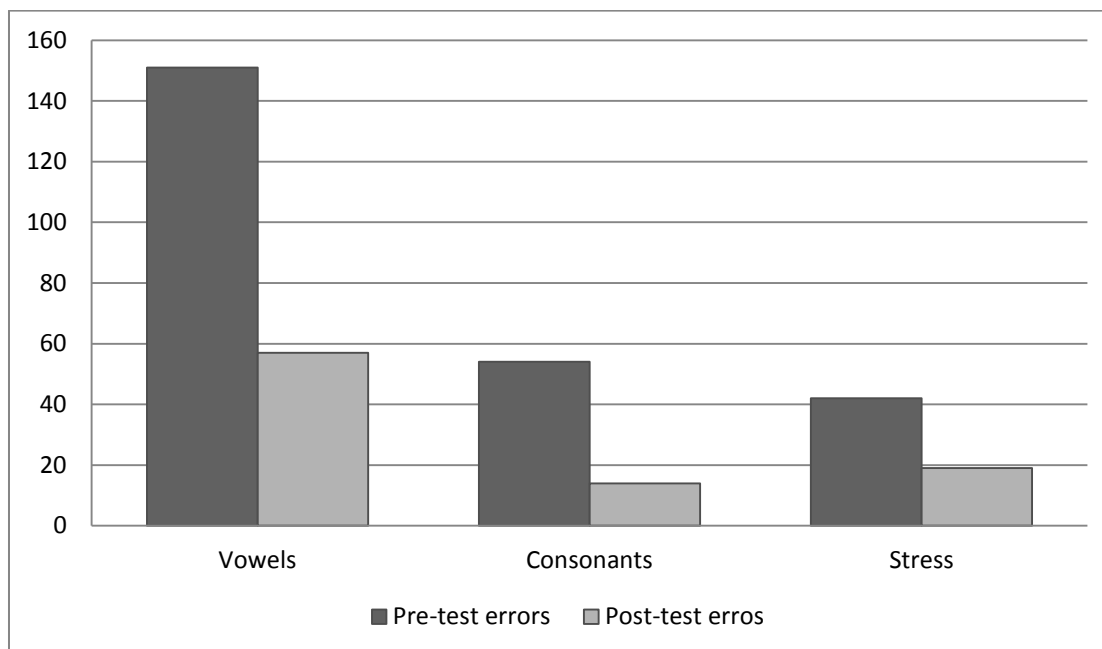
3.6. Discussion of the Main Results

The results obtained from the table 16 show that all the pupils face difficulties in the first pronunciation attempt in the three aspects which refer to consonants, vowels and stress. The results indicate that all Pupils commit vowels mistakes in both types, they cannot differentiate between them whether it is a short or a long one and sometimes long vowels refers to consonants which do not exist in the word because most pupils' reading is based on what is written rather than what is produced. In addition to, the diphthongs and triphthongs issues they encounter. Moreover, the serious issue related to consonants especially at the end of the word or with the preposition 'of' that seems to be unimproved. Then, it shows how many mistakes pupils make while producing the stress. So, as it is shown, each vowel, stress and consonant's mistake is counted before and after the use of the Audiobook. That is to say, the table indicates that there is a notable difference between the two last cellules in terms of the pronunciation performances. Most learners' pronunciation enhanced with regard to all the studied pronunciation features. So, the result proves that this progress is related to the experiment which refers to its effectiveness.

The findings of this experiment confirmed the efficiency of Audiobooks in enhancing EFL learners' pronunciation because most results as shown above shift from poor to good in the needed components. Moreover, this technological tool helped them to recognize their pronunciation weaknesses and enabled them to correct the errors they committed through the imitation of the talking readers. Hence, Audiobooks played a significant role and influence on the pronunciation sub-skill.

Graph 3.1

Comparison between Pupils' First and Second Pronunciation Errors



The graph shows that the second reading progresses well in all the three aspects when compared with that of the first one. The final results of both readings are totally different, which reflect that their pronunciation level is incomparable. That is to say, the progress they make is considerable. This is mainly refers to the positive effect of the experiment.

Teachers' Interview

Introduction

This section presents the second practical part of the present study after the pupils' pronunciation recordings. The middle school of Ibn-Khaldun involves four teachers of English. They were all kindly asked to attend some of the experiment's sessions in the interest of being aware of the interview questions, types and subjects. Besides, the main purpose of this interview is to examine the teachers' standpoints concerning the use of technology inside the EFL classroom. Particularly, Audiobooks which is a new tool for enhancing Pupils' pronunciation.

3.2. The Interview as a Qualitative Research

3.2.1. What is an Interview?

Interview can be defined as a qualitative method which takes the form of a discussion for the sake of collecting data. It contains an interviewer and interviewee, the former is the person who organizes the procedure of the discussion and questions. While the later answers back his/her interrogation. Interviews may be performed head to head, through phone calls or via internet or social media. They are the suitable way when the researcher has to gather profound data, depending on interviewees' views, believes, attitudes, backgrounds, and impressions (Easwaramoorly & Zarinpoush. 2006). In this context, Sandelowski 2002 noticed that "one to one interviews are the most commonly used data collection tools in qualitative research (as cited in as cited in Rayan & coughalan & Cronin, 2009, p.309).

3.2.2. Types of the interview

There are three main types of interviews. According to Easwaramoorly & Zarinpoush. (2006) the first type is known as structured interviews; in which the interviewer asks a series of ordinary, fixed questions around specific subjects, in a structured way. The answerers have

to choose the responses on the basis of the suggested choices. Furthermore, the interrogator sometimes gives further explanation for certain points that have been asked. Then, the second type which is the semi-structured interview, here the interviewer organizes a list of fixed questions and the interviewee replies freely without choosing the answers like the previous one. There are many interviewers who prefer to work with a handbook for verification that provides information to make sure that all interviewees are giving the ideas on identical subjects. This type of interviews is valuable if there is a necessity for gathering detailed data in a methodical way. Finally, the last type is called unstructured interview, when there is no precise outline, instructions, specified questions, or a set of choices, the interviewer interrogates about some general questions in order to make the interviewee reacts in a free, casual and natural way, s/he also goes into additional questions and checks for incoherence to collect profound data about the studied theme. The unstructured interview is concretely effective for applying the statement over the interviewees' knowledge (Easwaramoory & Zarinpoush. 2006).

3.2.3. The Aim behind Making an Interview in Research

The purposes of the interview in the wider context of life are many and varied, for example (Cohen, et al, 2007, p. 351).

- *To evaluate or assess a person in some respect.*
- *To select or promote an employee.*
- *To effect a therapeutic change .*
- *To test or develop hypothesis.*
- *To gather data as in surveys or experimental situation.*
- *To sample respondents' opinions. (Cohen et al, 2007, p. 351).*

3.2.4. The Sample

This interview is conducted with the teachers of Ibn-Khaldun in a private and individual talk, it consists of ten questions, they are not complicated or stressful but most of them are direct and understood in order to make them responding in a natural manner and give a reliable answers regarding Audiobooks and their integration in the English class.

3.2.5. Administration of the teachers' Interview

May 12th, 2019 is the date accorded by the interviewer and interviewees. The four meetings ended up in the same day. The teachers declare that this is their first time for being interviewed and recorded at the same time, for that reason, they took time to think before giving the right answer. So, the process took around 30 to 35 minutes for all the questions.

3.2.6. Description of teachers' Interview

On the count of the analyses of this section, it must be in a considerably qualitative method which depends on teachers' responses. Accordingly, the questions are not chosen randomly but they are well studied and examined as a complementary tool to the experimental study .Ten questions are based on the pupils' recordings and the theoretical part. The interview involves various types of questions in order to gain deep insights. The first question is related to the pre and post pronunciation test. It aims at knowing EFL teachers' views about the influence of Audiobooks on their pupils' pronunciation. Questions from 2 to 4 are concerned with the integration of this tool in the future classes and the way teachers are going to deal with it in order to develop the different aspects of pronunciation. Teachers are asked to state some techniques and the difficulties they might face while implementing them. Question 5 is directed to know what Audiobooks can offer to EFL teachers. Concerning the questions from 6 to 9, they deal with the benefits of Audiobooks in learning and teaching language

skills in general. Moreover, teachers are invited to discuss the difficulties they face when using this tool.

3.2.7. Data Analysis and Interpretation

3.2.7.1. Analysis of Results and Findings from Teachers' Interviews

Question one: What do you think about your learners' pronunciation before and after the use of the Audiobook?

The aim of the abovementioned question is to examine the teachers' views about the pupils' pronunciation in the first time compared with that of the second attempt when they give ear to the talking passage. All teachers agree that most pupils' first reading seems to be wrong in most of pronunciation aspects and throughout their teaching experience, they notice an immense shift of their pupils level in pronunciation. In addition, they notice a gradual progress among all the problematic phonemes they previously face. The imitation of native speakers helps the pupils to react in an appropriate manner and this study revealed that the participants acquire better pronunciation after listening to the presented extracts and it appeared to have a good effect on the learners. In sum, the Audiobook affect pupils' pronunciation and enable them to correct the errors they make in the first attempt. Moreover, the four teachers confess that this happen after the implementation of Audiobooks which they highly recommend.

Question Two: Do you prefer working with this technological tool in your future classes or you prefer the methods you are used to apply? Why?

Two teachers agree that they prefer to opt for this sophisticated technological tool in the coming sessions rather than dealing with the classic conventional ways to teach pronunciation. However, they defend this idea in different ways. One teacher affirms that s/he

prefers to use the most recent and updated technological tools because h/she likes to bring all what is innovative to the English class. The first aim behind this is to motivate these pupils who are considered as teenagers and like all what is digital, audio and audio-visual, and get them eager to discover the newest methods of teaching and enjoy the lecture. Moreover, this provides instructors with the efficient means for organizing course content and interacting with multiple pupils. The second teacher claims that learning pronunciation needs being exposed the authentic language, which is merely impossible for L2 “the case of our learners”. In other words, using such a technological tool may facilitate the task for both teachers and pupils. The two last teachers advocate that they prefer implementing both methods in their classes, modern sometimes traditional. Concerning the use of Audiobooks application which has a very significant influence and seems to be a useful technological tool, they choose it thanks to what they noticed during the experiment. One says “I personally noticed an improvement in my pupils’ pronunciation which leads me to recommend a further implementation of this modern tool in the classroom which is better than my pronunciation”. These results indicate that all teachers have a good impression towards Audiobooks.

Question Three: Do you think Audiobooks are useful inside the EFL classroom? If yes, how will you integrate them inside the classroom?

The aim behind this question is to examine the teachers’ opinions about joining Audiobooks in the English course since they are used in a pedagogical purpose they are useful, and their responses are the same in which they strongly agree. Three of the interviewees assert that the integration of these Audiobooks is somehow difficult for EFL beginners. the difficult conditions of the middle schools. Precisely, “our schools” are not equipped by audio labs, and even the Audiobooks are neither furnished nor programmed by our educational policies. Besides, the time volume is not adequate lack of learning sessions devoted to English, having just 3 to 4 hours per week. However, those hinders may be

surpassed through organizing sessions to give more opportunities for learners to enjoy pronouncing good and correct English, teachers can ask learners who have access to internet to take part in online groups for rehearsals and pronunciation courses. For the case of non-available Audiobooks, teachers may ask the administration to provide them or cooperate, devote budget to buy this important tool, which enhances their EFL learners' pronunciation. Another way for integrating them inside classes, is to providing learners with a copy of an Audiobook, send it to one of them via Share It application. For example, teachers can ask their students to kindly spread it to their classmates and give them a bunch of questions about the content to answer at home, and evaluate them the following day accordingly because they have varied benefits not only pronunciation, but also can help in enhancing the other skills such as reading, listening comprehension, vocabulary acquisition and word recognition. That is to say, Audiobooks are useful if used in the right, given and the required amount of time and attention.

Question Four: Do you think that Audiobooks can be a good technique for creating an enjoyable classroom atmosphere that encourages your learners to improve their pronunciation? Why?

As observed from the interviewees' responses, all teachers claim that they can work as enjoyable tools because most of their classes are still overwhelmed by traditional face-to-face teaching that the majority of their learners find boring. Hence, using such technique make the turning point. It attracts learners' attention and makes them more interested in their learning process simply because they are using something new and the fact of listening and repeating the authentic language make them feel at ease. Moreover, as far as the English accent is concerned, learners will possess the chance to have a clear idea about the correct pronunciation of each word with its appropriate phonological features, as they will gradually be able to differentiate between the native speakers' accent and the non-native speakers' one.

This will raise their self-confidence and push them to be more autonomous. Consequently, all teachers agree that Audiobooks break the routine of a traditional classroom and pupils will learn to train their auditory skills and manage how to concrete with them.

Question Five: Can the Audiobooks work as a helpful tool for teachers who have doubt about their pronunciation ability? How

Based on the fifth question, all the respondents' answer is the same but each teacher provides his/her own justification which refers to the same idea. teachers agree that due to the fact that they are not native speakers, they may have some false pronunciations of some words; they may have learnt pronouncing those words in a false way when they used to be students, so it becomes a stubborn error for them, the fact that makes them fall in a doubtful and sometimes embarrassing situations in front of their learners. So, Audiobooks will, for sure, help them to overcome those errors by having an idea about their mistakes. By comparing how the words they hear sound like with how they pronounce them, they will correct them automatically. In addition, they help teachers to minimize their roles of repeating sounds for learners and avoiding pronunciation mistakes when it is necessary. They also contribute in forming an autonomous learner, which are the optimal aim of the teacher's task and the important requirement of the current educational system. Consequently, Audiobooks seek learning before teaching, that is to say, since they help learners' to foster their oral abilities, they can further assist teachers to improve their pronunciation.

Question Six: Do you think that Audiobooks will enhance the oral production? If yes, how can the Audiobooks develop it?

The aim of this question is to find out if the Audiobooks enhance the oral production or not, teachers claim that Listening as a receptive skill enhances the speaking as a productive skill. So, Audiobooks may enhance the oral production, since learners listen to the language

then they repeat and that will enrich their vocabulary which will be used in their conversations as an oral production. In other word, in order to develop the oral production, reception must take place and as it is known the input always comes first. Learners need to know how to pronounce certain vocabulary, they need to listen primarily, imitate and ultimately produce the right utterances. One of the teachers declared that Audiobooks help learners to know the different suprasegmental and segmental features of pronunciation in an indirect way by hearing and concentrating with how the reader of the passages utter the words, and by comparing their own pronunciation with the native speakers' one. They will try to imitate their accent. Therefore, they will keep repeating it until their production prospers gradually. They will acquire the correct pronunciation of the words and their oral skill will obviously be glancing to the best.

Question Seven: What is the main rationale behind employing Audiobooks in the education sector?

The above-said question aims at depicting the main objective of introducing this suggested tool beyond the classroom, the interviewees' objectives varied from one teacher to the other. The justifications are summarized in the following points:

- It is much more to give chance to L2 (the case of EFL learners) to be exposed to authentic language, and acquire a correct pronunciation.
- To motivate learners to learn on the one hand, and to develop their oral skill (speaking and listening capacities) on the other hand.
- To create a lovely and comfortable atmosphere especially for learners who do not enjoy the English session.
- To explore its effectiveness since it is suggested.

The afore-mentioned points confirm that teachers want to modify their method of delivering such pronunciation lessons and using some new touches for better EFL classrooms.

Question Eight: Do you think that Audiobooks are enough to teach fluency? If no, why is it not enough?

All teachers' disagree that Audiobooks can teach fluency, In fact, Audiobooks are not really sufficient to teach fluency because it is a total dependence on the listening skill. So the teacher will fall in the trap of ignoring the other three language skills (reading, speaking and writing) that they will give a massive importance towards teaching fluency, so the best solution for this for the teacher is to be eclectic and to choose many methods and tools and vary the way of teaching. Furthermore, fluency needs practice. Audiobooks serve as a reliable source to learn pronunciation. By contrast, that doesn't allocate opportunities for learners to exchange ideas and conduct conversations using the language.

Question Nine: What are the drawbacks you find in using this tool?

This question tries to show the disadvantages of this tool. So, the first interviewee guesses that the drawbacks behind using this tool are actually very fewer than its advantages. S/he thinks that using Audiobooks may get the learners away from a very important skill in any language which is reading. Learners will depend more on listening rather than reading, so they become lazy with reading skill. In addition to that, it will make them unaware of the correct spelling of the words. The other teacher believes that the only drawback is using the headphones, especially for a long time. It is not good it may damage the ears and as a technique h/she thinks that it may reduce the contact between the teacher and learners/peers, also, users may face technical issues for example when the battery is low teacher will not be able to continue or pursue the task .The last two teacher see the drawback in the amount of time and attention they need, if they are not appropriately used they might disturb the session

or loose time. On the other hand, the last teacher believes that Audiobooks are great tools that have no weak points.

Question Ten: What do you think about the use of technology inside the classroom? Is there any other preferred tool to suggest for enhancing pronunciation?

Nowadays, technology makes a significant part of the teaching sector and using it inside the classroom is more than beneficial. It provides an excellent classroom environment. It also helps learners to meet the learning objectives with attention to their individual skills and abilities. This goes harmony with the educational evolution requires (the new distribution of teacher and learners' roles: learner centeredness). So, the use of technology inside EFL classroom is a very creative way to teaching. One teacher thinks that Information Communication Technologies (ICT) availability inside the classroom has recently become a necessity because it helps the teachers to overcome many challenging tasks for them. Especially to bring motivation to their classroom. Learners sometimes are very passive and have shown a clear negative attitude towards the traditional methods of teaching. They want to cope with the mammoth technological development that the world lives nowadays.

EFL middle school teachers suggest various tools for improving pronunciation:

- Mobile-phone Applications.
- Listening to Conversations, songs and tongue twisters.
- The use of videos.
- Online programs either free or paid like e-learning or distance learning.

3.2.7.2. Summary of Results and Findings from Teachers' Interview

According to the results achieved from the interrogated interviewees, EFL middle school teachers show an ability of understanding the general concept of the present research

and the main idea behind each question. This enables them to discuss in a spontaneous manner and provide valuable answers. They believe that most the technological tools related to teaching pronunciation can be beneficial in EFL classrooms. Particularly, Audiobooks which expose learners to authentic language samples and develop their pronunciation level in addition to its effectiveness on other skills such as listening and reading. Now, the interviewed teachers are aware of the importance of Audiobooks and they even welcome any new suggestions.

Conclusion

The pupils' pronunciation pre and post-test show clearly the practical results with regard to this research. They prove that there is a positive link between Audiobooks and EFL pronunciation. The first pupils' pronunciation attempts to prove that teachers' old methods are not enough to cover the core elements of pronunciation. As a result, EFL teachers should take into consideration the significant role that Audiobooks play in improving English pronunciation. The teachers' interview also states positive standpoints concerning the Audiobooks' integration in the future classes. The interviewees' answers show their good impression about the technological devices that help in pronunciation progress.

General Conclusion

In this research, the researcher identified the role of using Audiobooks in enhancing EFL learners' pronunciation through a mixed method; the first one involved an experimental study with pupils of third year at Ibn-Khaldun middle school, and the second one required an EFL teachers' interview of the same institution in order to examine their views towards integrating Audiobooks inside the classroom for a better English pronunciation and to ask them about the possibilities and how do they use it in their future classes.

It was deduced from the collected data that all EFL middle school teachers accepted the idea of using such technological tools inside the classroom in order to cover the problematic sounds that their pupils faced. Also, with regard to the results of the pupils' pre and post pronunciation test, it was realized that many factors affected the learners' pronunciation ability. So, this study enabled the researcher to discover the serious difficulties in most pronunciation aspects that the pupils encountered while reading the Audiobook's passages. Furthermore, the hypotheses of this study dealt with the impact of integrating Audiobooks in English sessions. It can be stated that through the 'English Audio Stories' Audiobook pupils were revealed to during the training; their pronunciation level has developed. That is to say, pupils' pronunciations demonstrated that there is a considerable improvement in terms of consonants, vowels, stress and sometimes the other features which the study did not take into account. Therefore, the hypotheses that were conceived at the beginning of the present study were approved.

The findings obtained in this study provided additional evidence with respect to its effectiveness in improving pupils' pronunciation. On the one hand, Audiobooks proved to be a good component in terms of helping the learners achieve the other basic English Language skills like speaking, listening and reading and their sub-skills like grammar and vocabulary. In

addition, it created an enjoyable learning atmosphere where all the trained pupils welcomed this new teaching method rather than the conventional one. Also, it offered equal listening chances in order to develop their pronunciation abilities through the same given features, line length and time. Furthermore, this advanced device allowed the teachers to evaluate their learners' pronunciation and to know the common errors they made each time and on which pronunciation aspect should focus the next time. Hence, Audiobooks are effective in many ways and teachers need to orient their pupils towards the integration of such technological tools with the aim of acquiring intelligible pronunciation.

To sum up, it is important to shed the light on some recommendations and suggestions that may help in developing English pronunciation and sounds production:

- Since the Algerian classes are not well equipped by audio materials, the administration should devote budget thinking for the integration of technological tools in order to facilitate the lesson presentation for both learners and teachers.
- EFL learners are recommended to work on improving their pronunciation, practice training activities which involve listening, imitating, recording their voices and comparing them with that of the talking book.
- Teachers have to direct their learners towards the use of Audiobooks, as they help their learners to improve their pronunciation level.
- Teachers who are not able to provide their learners with correct and intelligible pronunciation are also recommended to use Audiobooks inside or even outside the classroom.
- EFL Learners should benefit from Audiobooks not only to improve their pronunciation, but to help them learn new vocabulary, and to develop the other basic language skills such as reading, speaking and listening.

- Today ICTs play a pivotal role in learners' lives. Therefore, teachers should take this advantage and integrate them as educational tools which will help them boost motivation inside the classroom.
- Teachers should encourage their learners to practice the FL through learning the English pronunciation features, showing them phonetic charts and pictures that comprise the manner of articulation, the organs that are responsible on producing sounds...etc.
- Teachers are invited to have a glimpse on some famous blogs which are considered as the most effective pronunciation guidelines that help in achieving the objective of their tasks; like Mark Hancock and Annie MacDonald's blogviii.
- EFL learners also are invited to download the recent apps that teach how to produce each English sound and enable them to record themselves then it gives them a phonetic transcription of their pronunciation with the feedback such as: speak English Pro, English Pronunciation: Offline, Pitch, Speech Rate and Correct Spelling and pronunciation.

Limitations of the Study

The current research faced some obstacles while obtaining data in both the theoretical and the practical parts. Accordingly, a number of important limitations need to be considered:

- First, the inaccessibility to some sources like, books and articles which are not free of charge. This issue was confronted mainly with documents related to the role of Audiobooks in developing pronunciation, which obliged the researcher to check the WebPages rather than books or articles.
- Most middle school pupils refused to take part in the experiment, making excuses rather than effective explanation.

- Time limitations during the experiment. Pupils had only three sessions a week and they were already late because of the Algerian Strikes that started by February 22nd.
- The absence of ICTs equipments and materials in the Algerian institutions; language laboratory in particular, which obliged the researcher to use her own phone and headphones for each pupil.
- Acquiring accurate pronunciation needs much time and practice. Unfortunately, it was a time of tests and exams which prevented pupils from attending the experimental sessions.

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Appendices

Appendix 1

Pupils' Pre-test

Passage 1 Ali Baba

“Ali Baba was a woodcutter. He was from Persia, in the Middle East. One day he was at work in the woods when he saw forty men on forty black horses” **Antoine Galland**

Passage 2: Alladdin

“A long time ago, a magician wanted a very special magic lamp. But the lamp was in a cave in China. The magician couldn't go into the cave to get the lamp. Only a boy could get the magic lamp from the cave” **Ruth Hobart**

Passage 3: Five Famous Fairy Tales

“Once there was a woman with three sons – Tom, Bob and Jack. Tom was the youngest. Bob came next, and Jack was the oldest. They lived in a village. They were happy, but their mother was very poor” **Hans Christian Anderson**

Passage 4: Sleeping Beauty

“The people from a small town in France are outside the king's summer castle. The king goes out onto the balcony “we are happy to tell you that we have a baby daughter. Her name is Aurora” **Charles Perrault**

Passage 5: dead man's chest

“The moon was high above a dark ocean. A stone prison stood above a beach. A group of guards carried six wooden boxes to the prison wall and threw them into the ocean below”

Irene Trimble

Passage 6: Ireland

“One Ireland is a country with beautiful high mountains, big empty beaches, long deep rivers. People go there to fish and swim and walk. They love Ireland because it is so quiet” **Tim Vicary**

Passage 7: Cinderella

“Cindrella is a pretty girl. She’s got blue eyes and blonde, curly hair. She is always happy. She likes singing and playing with her pet cat and the mice in kitchen” **Ruth Hobart**

Passage 8: A devoted Son

“When parents work hard to give their children a good education and the best start in life, it is right that their children are grateful. And when parents grow old and sick, it is right that their children take care of them” **Anita Desai**

Passage 9: Ireland

“Another Ireland is a country of stories and music. Most Irish people can sing and many famous musicians are Irish. A lot of the most famous writers in the English language are Irish too” ” **Tim Vicary**

Passage 10: Cinderella

“She lives in a big house with her two sisters, her sisters are very ugly! They’ve got big noses and big ugly feet, they don’t like Cinderella and she has to do all the work in the house” **Ruth Hobart**

Passage 11: A Twentieth Center Malady

“He looked a sad young man and we wanted to be kind to him, when he moved into the house next to ours, my wife Janet said “ I think he is sad because he lives alone, I feel sorry for him” **Foreman Peter**

Appendix 2

Teachers' Interview

After the pupils' pronunciation recordings, four teachers of Ibn-Khaldun Middle School are kindly asked to answer the following questions, in order to express their standpoints concerning the use of technology inside the EFL classroom, specifically the Audiobooks as a new tool for enhancing the Pupils' pronunciation.

The Interview Questions

- 1) What do you think about your learners' pronunciation before and after the use of the Audiobook?
- 2) Do you prefer working with this technological tool in your future classes or you prefer the methods you are used to apply? Why?
- 3) Do you think Audiobooks are useful inside the EFL classroom? If yes, how will you integrate them inside the classroom?
- 4) Do you think that Audiobooks can be a good technique for creating an enjoyable classroom atmosphere that encourages your learners to improve their pronunciation? Why?
- 5) Can the Audiobooks work as a helpful tool for teachers who have doubt about their pronunciation ability? How
- 6) Do you think that Audiobooks will enhance the oral production? If yes, how can the Audiobooks develop it?
- 7) What is the main rationale behind employing Audiobooks in the education sector?
- 8) Do you think that Audiobooks are enough to teach fluency? If no, why is it not enough?
- 9) What are the drawbacks you find in using this tool?

10) What do you think about the use of technology inside the classroom? Is there any other preferred tool to suggest for enhancing pronunciation?

Thank you for your cooperation

Appendix 3

Teachers' Interview Transcription

Interviewee 1

- 1- Well, my learners' pronunciation is better after using the Audiobooks.
- 2- It's obvious, I prefer this refined technology instead of teaching with the ordinary method.

Justification: you know acquiring good pronunciation needs being uncovered the authentic language, it is purely impossible for L2 "the case of our learners" So, using Audiobooks tool make the learning process easier.

- 3- Of course, I strongly agree, they are more than useful. The integration of these Audiobooks is somehow difficult for EFL beginners. You know the complicated circumstances of Algerian schools. They are not qualified by laboratories, and even the Audiobooks are not presented and designed. also, time limitation may obstruct , but we as teachers can find solutions and dividing sessions to help our pupils benefit and have fun from this tool to acquire English pronunciation , we can provide them with online websites watching YouTube videos . The reality of Algerian administration is different, but we try to ask them to avoid wasting money in the insignificant stuffs and provide these tools.
- 4- Yes, it is, integrating Audiobooks help in transforming the classroom atmosphere It fascinate and keep them on task. Simply because it is related to technology and as you know it is the thing that this generation likes to use in the present time.
- 5- Of course, they can. Simply because they supply a good and correct pronunciation for both learners and teachers. As well as, this will take the teacher's role, not the whole role but s/he guides them to the right manner.

- 6- Yes may be. Listening skill has a strong relation with speaking skill. Since pupils listen and imitate native speakers this will develop their lexis when they produce.
- 7- I think, the main purpose is to deal with the English language in general, and to learn the English pronunciation.
- 8- I think, Audiobooks are not enough to teach fluency. It needs much training as I said it it can be an effective way to improve pronunciation since they listen but not fluency.
- 9- Ohh, I think using the headphones, is not good, it may cause a harm for ears. And may decrease learners and teachers interaction.
- 10- Integrating technology beyond is a good idea; it creates an enjoyable classroom atmosphere as I said. It also helps learners to achieve the task goal and interpret the course's main points rather than depending on their teachers, it helps them share their new thoughts from what. I suggest online programs either free or paid like e-learning or distance learning.

Interviewee 2:

1. Learners' pronunciation after using Audiobooks is gradually enhancing.
2. Actually I prefer to use the most modern technological tools in order to make my pupils contemporary, they still young and they support all the technological stuffs that enjoy them during the lesson presentation.
3. Yes they are, and for the way of integrating them inside my class is by sharing this application with the whole class via Bluetooth or Share It, then, I give them a homework related to the pronunciation lesson they saw, and evaluate them according to the task.
4. Yes I do believe that. First, Audiobooks are pleasurable tools and the readers of these texts are native speakers. On one hand, they will enjoy the lecture. On the other hand, they will acquire English pronunciation at once.

5. Surely it does. Since teachers are Arab speakers, certainly, they acquired some phonological features in a wrong way, so they keep producing them with the same manner even inside the classroom, so, without a doubt, Audiobooks will help even the teacher to discover the correct elements' of pronunciation in order to do not be putting in an awkward position.
6. Yes they will, because, as I stated before, Audiobooks helps learners to know the different features of pronunciation, through imitating the extracts and recording themselves, they will acquire the correct pronunciation and improve the other skills, production will be improved step by step.
7. Personally, I think that the main aim behind using Audiobooks inside the classroom is to create a motivation, and to improve the the four skills.
8. In fact, Audiobooks can not be enough to teach fluency because it is based on listening skill more, and teacher will focus on pronunciation rather than reading skill or the other skills that play an important role in teaching fluency. So, teachers have to organize the use of Audiobook according to the objective of each task.
9. I think that using Audiobooks may push the learners to ignore the conventional method and depend only on technology. Moreover, he will also ignore the reading skill and the written form of the words.
10. For me, the use of technology inside classroom especially concerning the EFL classrooms, it is very advantageous and helpful in delivering the lessons.. I think that using Technologies inside the classroom becomes obligatory in order to overcome the second generation program. It can be successfully achieved only with ICTs tools like data show and audio materials. It also helps them to be active and involved.
I suggest the use of videos.

Interviewee 3

- 1- Yes, I noticed a remarkable progress of our pupils' pronunciation ability during your test and this occurred only after the use of Audiobooks. So, thanks to this tool that offers a huge opportunity for our learners to test their pronunciation level.
- 2- I prefer to use both teaching method inside the classroom, my own way of presenting the course and sometimes I integrate ICTs, why! As I said I noticed an improvement in pupils' pronunciation' pronunciation, which lead me to recommend a further implementation of Audiobooks in the classroom.
- 3- Yes, I believe they are, but its integration is somehow complicated, our school is not well equipped but we can ask the administration to find solution if our pupils take it seriously, and if time does not allow we can use it in tutorial sessions, one time each three week because as you know we have a limited hours for each class and they are divided into the other skills that are important too.
- 4- Of course they can, EFL classes need some changes and we are here to help our pupils achieve the objective of each task without getting bored. So, using the Audiobook inside the classroom can be an attractive tool that affects their pronunciation ability and help them to be informed about English accents, British and American... etc.
- 5- Yes, we still learning and we are not native speakers to produce the English sounds in the appropriate manner, we commit mistakes and sometimes in front of pupils or colleagues, we should teach and learn at the same time.
- 6- The oral production is based on the vocabulary production and recognition, I think when they listen enough they will speak or produce more. Audiobooks can develop it, because it involves both spoken and written English language.

- 7- The main rationale behind implementing Audiobooks have always been about improving both learners' speaking, listening skills and pronunciation of course and to look into its influence on our pupils' skills.
- 8- I believe that Audiobooks can be used as a tool or a device in enhancing learners' pronunciation, it is difficult to teach fluency, whether with this tool or another, fluency is developed in the country's official language.
- 9- If its use is not well organized, it may waste the course' time and the learners' interest.
- 10- It became a must to integrate technology inside EFL classrooms, in order to keep pace with the modern world and ease learners education.

I suggest, listening to songs, conversations between native speakers and tongue twisters

Interviewee 4

- 1- I think using Audiobook is very beneficial because pupils when they listen to pronunciation they are going to imitate they are going to pronounce the word in the same way and they are going correct if they are pronouncing a certain word in a wrong way.
- 2- I prefer to use technology in my classes because it is a pilling to learners, learners today use technology, they love technology for this reason I want to integrate it in my classes. Why! Because we as EFL teachers cannot have the required accent and here pupils and teachers will acquire authentic English.
- 3- I will say the same answer, integrating Audiobooks inside the classroom is highly recommended by me as a teacher because pupils are going to acquire an authentic language. I think pupils would read the text without any Audiobook then they are going to listen, compare and contrast, I mean their pronunciation with the one

produced by the Audiobook here they are going to correct themselves, trying to imitate the Audiobook.

- 4- Yes I agree, it is an enjoyable tool to learn, any type of technology for me is an enjoyable tool to learn, and this generation like and use technology. It is not heavy and it can be stored in phones or computers, the second thing it does not require money, Audiobooks can be downloaded for.
- 5- Yes of course, we are not native speakers we cannot speak like native we might make errors for this reason Audiobook is a good alternative
- 6- Yes, Audiobooks can help in improve the oral production. First, as I already said pupils can correct themselves and the other languages elements too.
- 7- For me using Audiobooks in school, it is for free you books are available in phones or computers you do not have to pay, they are not waste our energy like hungering books.
- 8- I don't think that they are to teach fluency because pupils can learn fluency without Audiobooks they can read hardcopies, but Audiobooks are mainly made to teach pronunciation, and accents.
- 9- Concerning the drawback in this tool, I don't see any negative point towards using this tool.
- 10- I think all types of technology are beneficial because they contribute in managing an effective physical classroom atmosphere. I suggest mobile phone application.

Résumé

La présente étude a pour objectif d'examiner le rôle que pourrait jouer l'utilisation de livres audio dans l'amélioration de la langue anglaise en tant que langue étrangère de la prononciation des apprenants. Premièrement, la présente recherche donne un aperçu théorique de la prononciation, en plus du rôle de la communication de l'information et de la technologie dans la classe, en particulier des livres audio, en tant qu'outil suggéré pour développer la capacité de prononciation des apprenants en termes de voyelles, consonnes, stress, liens, etc... Des livres audio en tant qu'outil suggérés, pour développer la capacité de la prononciation des apprenants en termes de voyelles, consonnes, stress, liens, pour tester l'hypothèse supposée, pour l'utilisation de livres audio dans la classe. Qui pourrait conduire à une meilleure prononciation, il s'agissait d'une étude expérimentale et d'un entretien avec des enseignants d'anglais langue étrangère. Le premier consistait à donner des tests de prononciation avant et après aux élèves de la troisième année du collège Ibn-Khaldun à Souk-Ahras. Ce dernier était un entretien et a été administré à quatre enseignants du même établissement. L'interview visait à connaître le point de vue des enseignants sur l'utilisation des technologies de l'information et de la communication et des livres audio pour améliorer la façon dont les élèves prononcent les sons. Les résultats ont indiqué que les élèves rencontraient de nombreuses difficultés dans la prononciation anglaise, ce qui faisait référence à divers facteurs pouvant les entraver. De plus, tous les enseignants sont conscients de l'impact des livres audio sur la prononciation de leurs élèves. Ils croient que les livres audio peuvent être intégrés dans la classe pour améliorer même les autres compétences telles que l'écoute, la parole et la lecture. Il ressort de ces résultats que l'utilisation de livres audio a un impact positif sur la prononciation de l'anglais en tant que langue étrangère. Enfin, il est recommandé que les enseignants tirent parti de l'utilisation des technologies et orientent l'attention de leurs élèves sur l'utilisation de la technologie afin d'améliorer leurs performances en anglais.

تلخيص

يسمو بحثي هذا لتعزير مكانة الكتب المسموعة في تلقين و اكتساب اللغة الإنجليزية للمتعلمين الأجانب. أولا استهل بحثي في هذا الفصل بالجانب النظري المتعلق بكيفية النطق مثلما جاء في الكتب الصوتية التي تعزز إمكانيات الاكتساب الجيد للغة كالحروف الساكنة و حروف العلة و الإجهاد و الربط و غيرها من مزايا مع تكريس دور الاتصالات المعلوماتية و التكنولوجيا. وللتسليم بصحة فرضية استخدام الكتب المسموعة التي تزعم أنها تصون اللسان عن اللحن قمنا بالتجربة التالية. زرنا أحد المتوسطات بمركز الولاية (متوسطة بن خلدون نموذجا إذ عرضنا علي تلاميذ السنة الثالثة نصا باللغة الانجليزية فتباينت سلامة اللغة فقبل الاستماع للغة و هي محكية قدم لهم النص بطريقة جافة فاستعصى عليهم النطق و عكس ذلك جرى بعدما قدم لهم النسخ الصوتي ، و تم توزيع الاستبيان على أربعة أساتذة تهدف هذه المقابلة إلى تغيير وجهة نظر المعلمين الكلاسيكية في تلقين اللغة الانجليزية كلغة أجنبية للتلميذ و محاولة إدخال التكنولوجيا في المنظومة التعليمية لإنتاج عملية التواصل. في الأخير نرجو من كل الأساتذة لفت انتباه القاري حول تعليمة اللغة في حلة جديدة داخل و خارج المؤسسة.