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**The Impact of Using Audiobooks on Enhancing EFL Students'
Pronunciation at the Level of some Phonemes**

**Case Study: Third Year Students of English at the Department of English,
Mohammed Seddik Ben Yahia University, Jijel**

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The Didactics of Foreign Languages

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Declaration

We hereby declare that the dissertation entitled “**The Impact of Using Audiobooks in Enhancing EFL Students’ Pronunciation**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

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Date

18/06/2023

Dedication

In the name of Allah, The Most Gracious, The Most Merciful,

I dedicate this work, with all my love and respect,

To my beloved mother Nachida and my father, my hero, Djamel Boutaleb,

Who have devoted their entire lives to enlighten me and struggled with their tireless striving to
make me what I am today.

To the soul of my grandmother who passed away without seeing me accomplishing this work,
she was a warrior; she was credited with this success

To my dear siblings, Amir, Bassel, Lokman, Kater El Nada, and Afnan,

For their affection and care, and for being a big source of inspiration to me,

To my Friends Iman, Angham, Leila, Nihad, and Ferial

Who were always there for me from the beginning,

And of course to my friend Wail Boutamine who was always there to comfort me

I love you guys endlessly,

And finally, to my amazing partner: Amina Haloulou.

Rania

Dedication

In the name of Allah, the most Gracious, the most Merciful

I dedicate this work to my dearest person my mother Fouzia and to my candle of my life

my father Abderazzak who gave me unlimited support and courage during my life

To the best sisters Chaima, Darine, Ikram, Israe and Tasnime

To my beloved brother Abderraouf

To my both grandmothers and all my family

To all my beloved ones and my friends

To all who supported me in my work

To my lovely partner Rania who shared with me the best moments during this journey

I dedicate this work

Amina

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Abstract

Pronunciation; as a way of how sounds are used to convey a certain meaning, and audiobooks as talking books recorded by authors; are two concepts that can work together to develop methods of teaching English. This study was conducted to examine the effect of listening to audiobooks on EFL students' pronunciation at the level of some phonemes. To achieve this aim, an experimental design was adopted. Participants were eighteen third year students of English at Mohammed Seddik Ben Yahia University- Jijel, assigned to two groups: an experimental group that received the treatment (listening to audiobooks), and a control group that did not. Participants' pronunciation was assessed prior to and after the treatment. It was hypothesized that listening to audiobooks will result in an improvement in students' pronunciation. The results demonstrated that the experimental group scores improved significantly after the treatment compared with those of the control group. This indicates that the use of audiobooks enhances EFL students' pronunciation. Finally, it is recommended to incorporate a greater number of listening and speaking activities within the course syllabus.

Key words: Pronunciation, Audiobooks, EFL students

List of Abbreviations

EFL: English as a Foreign Language

IPA: International Phonetics Association

SL: Second Language

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General Introduction

1-Background of the Study

Pronunciation is one of the important skills that EFL learners are required to master in their quest for language proficiency. It is the key element in understanding what is said and what is heard. This skill is not only about what you say but also how you say it. Mastering vocabulary, grammar, writing and reading is not enough to be understood, therefore, by using the correct sounds while speaking others can clearly understand and quickly respond. Indeed, researchers and teachers alike agreed upon the fact that pronunciation is significant and efficient in improving intelligibility and comprehensibility (Dancey, Ewert, Lidster, 2012, p.1).

Foreign and second language students nowadays use technology and internet to look for authentic materials to learn and to improve their language skills. They do not rely only on the textbook especially outside the classroom. The use of such authentic materials has become very common in the field of foreign language teaching and learning. Teachers as well use those authentic materials in the delivery of their lessons in order to promote teaching and motivate learners more as the use of authentic materials makes the learners feel they are using the real language which they need in real life situations. Audiobooks are among these authentic materials that have been widely spread and used in different EFL/ESL contexts. They are considered as beneficial and assisting instructional tools and materials which can be used inside and outside the classroom. Pronunciation is one of the goals that EFL students hope to master since it applies to all the four skills and it develops learners' self-esteem by giving them a sense of capacity and a taste of potential mastery (Underhill, 2010, n.p). Audiobooks can be the first step towards this pronunciation mastery as it is perfect source for listening to native speakers where students

become aware of the proper and appropriate pronunciation since they have the opportunity to hear words and phrases, as a result, the reading and writing skills will also be improved.

Although pronunciation is a highly important skill most researchers have ignored it and focused only on the impact of audiobooks on other language skills. For instance, in a study entitled the “Use of Audiobooks in a School Library and its Positive Effects on Struggling Readers’ Participation in a Library-sponsored Audiobook Club” by Whittingham et al. (2013), the researchers used a mixed method approach, a qualitative and a quantitative survey questions along with an interview addressed to students, parents and teachers, in addition to an experiment that was conducted for nine months. The findings of the study show that struggling readers’ use of audiobooks had a positive impact on their reading skills.

Similarly, Thi Yen et al. (2021) conducted a research on the “Use of Audiobooks to Improve Listening Comprehension for English Majors at Thai Nguyen University of Education (TNUE)”. The sample was 20 students of first year English majors at TNUE. The study utilized a quazi-experiment design, in addition to surveys delivered to collect students’ feedback regarding the benefits and drawbacks of audiobooks as well as solutions to enhance the effectiveness of audiobooks. The findings have proven that audiobooks are an effective tool for acquiring a foreign language and comprehending it as it is spoken.

The third study was about the “effect of audiobooks on EFL students’ listening comprehension” by Kartal and Simsek (2017) on 66 first year students at the English Language Teaching Department of a state university in Turkey. The data was gathered through a qualitative survey addressed to elicit the ideas of the participants about using audiobooks, and consisted of 6 questions, in addition to a quantitative experiment which aims at identifying the effectiveness of

audiobooks on improving listening comprehension of EFL students. The results of the study show that the use of audiobooks increased significantly the listening comprehension skills of the participants.

2-Statement of the Problem

Pronunciation is still a common problem among EFL learners. Students find it difficult to correctly pronounce words and utterances especially the unfamiliar ones as well as their weakness in placing the stress and using the correct intonation because of their lack of listening to native speakers, their lack of communication, their accents and also the lack of pronunciation activities, and the teaching techniques and strategies employed by instructors. All these factors and others can hinder their improvement in pronunciation.

3-Aim of the Study

The aim of the present study is to investigate the impact of using audiobooks on enhancing third year EFL students' pronunciation at Mohammed Seddik Ben Yahia University.

4-Research Question

The main question in this research is the following:

- ✓ To what extent do audiobooks have an effect on EFL students' pronunciation?
- ✓ What are the strategies and techniques that can be used by teachers to teach pronunciation?

5-Research Hypothesis

Based on the question posed previously, the following hypothesis has been formulated:

Alternative hypothesis: EFL learners' pronunciation will improve if they listen to audiobooks.

6-Means of Research

To evaluate the presented research hypothesis and to collect the relevant data from the participants, an experiment is conducted and a quantitative approach is used to compare the results of the pre and the post test scores between the experimental and the control group. Moreover, a t-test is conducted to calculate the findings and to show the difference between the two groups.

7-Structure of the Study

This research study is divided into two chapters. The first chapter consists of two sections which are devoted to the theoretical framework, while the second is about the field work. The first section provides an overview of the importance of pronunciation. It consists of seven elements. The first one defines the term "pronunciation" according to different scholars and researchers. The second explains the relationship between the listening skill and pronunciation skill and how they are related. The third element entitled "Aspects of Pronunciation" is composed of two elements: segmental aspects and supra-segmental aspects along with their definitions and their aspects. The fourth and the fifth elements highlight the most common errors and the factors that cause mispronunciation. While the last two elements tackle the way

pronunciation teaching has developed over time to become the version known today in addition to the techniques, tools, and technologies which were developed to teach it.

The second section “Audiobooks as Authentic Materials” introduces audiobooks as a common tool or material in the field of education. This section targets at first the use of audiobooks as authentic materials to assist and develop EFL learners’ language skills. The use of audiobooks in the teaching and learning context is presented along with the different ways to use audiobooks in the classroom. Moreover, the criteria for selecting beneficial audiobooks for learners are discussed. The last element focuses on the benefits of audiobooks and the disadvantages and limitations of using them.

The second chapter presents the practical part of the study. An experiment was conducted using a quantitative approach to test whether audiobooks have a positive impact of EFL students’ pronunciation. The chapter introduces the participants and the settings along with the materials used in conducting this study, in addition to a detailed description of the pre and the post-test used in this experiment, followed by the analysis of the data obtained from the experiment.

Chapter One: Pronunciation in English Language Teaching

Introduction

1. Definition of Pronunciation

2. The Relation between the Listening Skill and Pronunciation

3. Aspects of Pronunciation

3.1. Segmental Aspects

3.1.1. Vowels

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5.3. Learning Context

6. Teaching Pronunciation

7. Techniques, Tools, and Technologies to Teach Pronunciation

7.1. Techniques

7.2. Tools

7.3. Technologies

Conclusion

Section One: Pronunciation Skill

Introduction

This chapter presents a review of key concepts related to pronunciation. It first introduces the term “pronunciation”, defining it and discussing its relationship with the listening skill. The aspects of pronunciation and the factors leading to mispronunciation are then identified. The chapter ends with a discussion of how pronunciation shifted from an insignificant skill to a necessary one along with the methods used to teach it in the past and nowadays.

1. Definition of Pronunciation

Pronunciation is broadly defined as the way in which a language or a word is pronounced (Oxford English Dictionary). Dalton, and Seidlhover (1994, p. 3) define it in two senses; as “ the production and reception of sounds of speech” which are used as part of a code of particular language, and with reference to “acts of speech”; that is how those sounds are used to achieve meaning in contexts of use. Similarly, Yates and Zielinski (2009, p. 11) state that pronunciation is the production of sounds that is used for making meaning. Furthermore, Thornbury (2005, p. 127) views it as the “ability to produce comprehensible utterances to fulfill the task requirements”. In other words, it is the use of sounds to act and react according to a specific received stimulus that shows the understanding of the speaker.

Pronunciation is also defined as “the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning” (Harmer, 2007,p.1). Hornby (1987, p. 497) confirms saying that it is the way in which the language is spoken, the way in which a word is pronounced, and the way in which a person speaks the words of a language. To put it in another way, it refers to the aspects of pronunciation

(phonetics, word stress, sentence stress, and intonation) that may change the whole meaning of the sentence. As a matter of fact, changing one aspect causes a change in the way a person perceives the information.

On the other hand, Hancock (2018) sees it as "...more than "listen and repeat". Pronunciation includes features of language (vocabulary and grammar) and skills (speaking and listening). Like vocabulary and grammar, we pronounce by noticing and understanding the rules and patterns which lie beneath the surface of speech". Hancock draws the attention to the rules governing speech and pronunciation; generally, a person before speaking should be careful to: the tone of voice, politeness, facial expressions ...ect.

Pronunciation, then, is the way speech sounds are used to transfer the message along with the use of intonation, pitch, and rules governing speech to achieve the intended meaning.

2. The Relation between the Listening Skill and Pronunciation

According to scholars, the listening skill of an individual begins to develop before birth, while speaking is a postnatal skill. In other words, a person is unable to pronounce or make sounds without hearing them. Howatt and Dankin (1974) define listening as the ability to identify and understand what others are saying and it involves the comprehension of that person's accent or pronunciation, his grammar and his vocabulary besides of grasping his meaning. On another hand, Celce-Murcia, et al (2010) argues that listeners don't just passively receive sounds and absorb their meaning. Listening is an active process as our brains try to construct meaning from what we hear: individual sounds, stress, intonation, prominence, etc.

The listening skill has a strong relationship with pronunciation. As Bradley-Bernnett (2007, n.p) maintains, the key to develop students' pronunciation is listening. According to Hancock

(2012, p. 1), pronunciation is not only about the mouth, but also the ear. And since English has become the world's lingua franca, the ear must be flexible so that learners would be able to understand all the varieties of the English language. Hancock added that if an individual is not able to discover where the word starts and where it ends, he cannot speak or respond to that stimulus. Agreeing with Hancock, Gilbert (2008) argues that the skills of listening comprehension and pronunciation are linked together. If they cannot hear English well, they are cut off from the language. If they cannot be understood easily, they are cut off from the conversation with other speakers. Everybody knows that good pronunciation helps our speaking. Hancock provided an example that shows how; for a listener; it is important to decode the coming message in order to reply correctly:

Patient: Doctor, doctor, I've got a two theik, a near rake, sore rise, bruise darms, a stummer cake.

Doctor: I see. Perhaps you'd like to way tin the corridor.

The pronunciation of the patient and the doctor belongs to a specific variety of English language that a listener might not know that's why Clece-Muricia, et al (2010) set the main factors for students to work on to be able to understand English and they are listed below:

1. Recognize intonation units.
2. Recognize where the stress is.
3. Interpret unstressed elements.
4. Figure out the full forms that the reduced elements represent.

Field (2008, as stated in Hancock 2012, p. 2) explains that the brain of a student contains a corpus of traces of all the words and phrases they have heard. The bigger this corpus, the better

prepared that listener will be for speech variation. Bradley-Bennett (2007, n.p) adds, the key to develop students' pronunciation is listening, but listening should be presented in a context that is both comprehensible to the learners and relates to their lives beyond the classroom. Learners should be exposed to various voices and through different styles of delivery. Using techniques from the audio-lingual method such as listen and repeat will be an efficient way to improve learners' pronunciation.

Therefore, an efficient way to learn pronunciation is to listen carefully and to imitate; some learners understand that listening activities are effective tools to be able to analyze how a sound is made, or to see how it may be distinct from a similar sound in their own language (Yates, 2001, n.p). Brown studies (1992), confirmed Yates' claims as he found out that learners discovered that listening activities are easier to understand native speakers and he concluded that their progress awareness of English pronunciation may help them in their own output. Thus, it is advisable for learners to vary their listening in order to be capable of coping with all situations.

3. Features of Pronunciation

Pronunciation is divided into different aspects that are studied individually. These aspects are classified into two categories: segmental and supra-segmental aspects. According to Yates and Zelensky (in Hasan (2014, p. 31), pronunciation includes the particular consonants and vowels of a language (segments), and aspects of speech beyond the level of individual segments such as, timing, rhythm, intonation, phrasing (supra-segmental aspects).

3.1.Segmental Aspects:

They are defined by Brown (2014, p. 19) as the individual vowel and consonant sound units.

These combine one after the other to form syllables, words and utterances.

3.1.1. Vowels

According to Fromkin, Robert, & Hyams (2011, p. 585), vowels are speech sounds produced without significant constriction of the air flowing through the oral cavity. That is to say, vowels such as: a, o, u, i, e are the result of an airstream shaped by the mouth (Kelly, 2000, p.29) and that what makes them vary as: open/close, front, center, and back. Concerning English pronunciation, diphthongs that are “a vowel in which there is a noticeable sound change within the same syllable” (Nordquist, 2019) e.g /aʊ/ cow, /ɔɪ/boy, /aɪ/ bye; and triphthongs which are defined as “a sequence of three vocalic elements that may be interpreted as a single unit and as a phoneme” (Jowitt, 2001); are also considered as vowels.

3.1.2. Consonants:

In English, it is impossible for a word to be composed of only vowels; a correct word necessitates the existence of consonants.

According to Kelly (2000, p.47), there are three ways of describing the consonant sound; the manner of articulation which is the interaction of speech organs like: tongue, lips, and palate while producing a sound; also, the place of articulation which means where exactly the articulation happens causing different sounds named phonetically different which are defined by Szczegielniak (2001, p. 255) as follows:

- a- Bilabials: [p] [b] [m] – Produced by bringing both lips together.

- b- Labiodentals: [f] [v] – Produced by touching the bottom lip to the upper teeth.
- c- Interdentals [θ] [ð] – Produced by putting the tip of the tongue between the teeth.
- d- Alveolars: [t] [d] [n] [s] [z] [l] [r] – All of these are produced by raising the tongue to the alveolar ridge in some way.
- [t, d, n]: produced by the tip of the tongue touching the alveolar ridge (or just in front of it).
 - [s, z]: produced with the sides of the front of the tongue raised but the tip lowered to allow air to escape.
 - [l]: the tongue tip is raised while the rest of the tongue remains down so air can escape over the sides of the tongue (thus [l] is a lateral sound).
 - [r]: air escapes through the central part of the mouth; either the tip of the tongue is curled back behind the alveolar ridge or the top of the tongue is bunched up behind the alveolar ridge.
- e- Palatals: [ʃ] [ʒ] [tʃ] [dʒ][j] – Produced by raising the front part of the tongue to the palate.
- f- Velars: [k] [g] [ŋ] – Produced by raising the back of the tongue to the soft palate or velum.
- g- Glotals: [h] [ʔ] – Produced by restricting the airflow through the open glottis ([h]) or by stopping the air completely at the glottis (a glottal stop).

The figure underneath represents a visual representation of consonants' place of articulation.

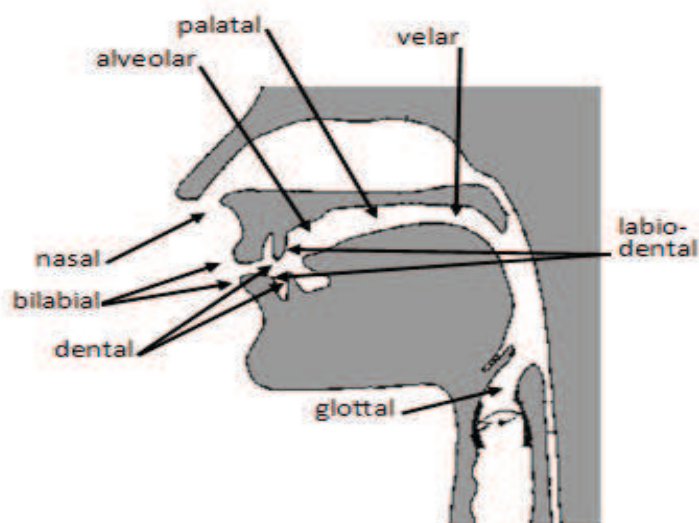


Figure 3.1.2.2. Consonants Place of Articulation.

Lastly, the force of articulation; in other words, the strength muscles use to utter a given consonant sound. This drives us to assume that segmental aspects alone are not enough to convey the expected meaning of an utterance; therefore, supra-segmental aspects are also crucial.

3.2. Supra-segmental Aspect

Prosodic features or supra-segmental aspects such as: stress and intonation, are features above the segmental values such as place and manner of articulation (Szczegieliński, 2001, p. 274).

3.2.1. Stress:

Word stress or sentence stress is an important aspect in English either in comprehending the spoken English or in pronouncing English. It gives the speaker the opportunity to make the hearer focus specifically on what he/she wants.

3.2.1.1. Word stress:

As Fudge (1984, p. 1) put it “it picks out one syllable within a word ...() that syllable is nearly always the same one, irrespective of the context”. For example, the verb “export” is always “exPort”, but never “EXport”.

3.2.1.2. Sentence Stress:

Sentence stress; on the other hand, involves “the picking out of one word or phrase within a sentence, this word or phrase is usually given a special emphasis of some kind in pronunciation” Fudge (1984, p. 1). For example:

- 1) **This** is correct.
- 2) This is **correct**.

The first one may be in a spoken context where there are multiple answers, but only one was signed as correct. In the second, the focus is on whether that answer was correct or not.

3.2.2. Intonation:

As reported by Nolan (2020), intonation is a means for conveying information in speech independently of the word. This means the way an utterance is pronounced including: the tone, the loudness, the rhythm...etc. Taylor (1993) argued that “It can be illustrated by the commonly heard lament “It is not what you said, it is how you said it”. It is also what differentiates a question from an answer through what is called “rising and falling intonation”. For instance:

- 1) He is here. ↘(to say something definite)
- 2) He is here? ↗(yes/no question)

4. Common Pronunciation Errors:

According to Brown (2014, p. 193), it is evident in the subject of teaching pronunciation that many speech features of learners can be predicted or explained in relation to features of their first language. Table 1 compares the pronunciation characteristics of Arabic native speakers given in two works (Swan and Smith, 2001; Kenworthy, 1987).

Table 4.1. Common Errors in the English Speech of Arabic Native Speakers. (Kenworthy, 1987; Swan and Smith, 2001)

	Swan&Smith	Kenworthy
Confusion between / i,e /	√	√
Confusion between / e,æ,ʌ /	√	
Confusion between / ɒ,ɔ: /	√	
Shortening of / ei,əv /, and thus confusion with / e,ɒ /	√	√
Confusion between / g,dʒ /	√	
Confusion between / dʒ,ʒ,tʃ /		√
Pronunciation of / r / as a tap or trill	√	√
Confusion between / p,b /	√	√
Confusion between / f,v /	√	
Confusion between / k,g /	√	
Pronunciation of / θ,ð / as / t,d /	√	
Pronunciation of / θ,ð / as / s,z /		√
Use of clear / l / in all contexts		√
Pronunciation of / ŋ / as / n,ŋg,ŋk /	√	√
Use of glottal stop before initial vowels, thus lack of linking	√	√
Pronunciation of all initial clusters with epenthetic vowels	√	√
Pronunciation of final clusters with simplification and/or epenthetic vowels	√	√

Lack of omission of consonants, given the spelling	√	
Avoidance of coalescent assimilation	√	
More energetic articulation	√	√
More stressed syllables	√	√
Fewer weak forms	√	√
Problems with unpredictable word stress placement	√	√
Lack of use of contrastive stress		
Stressing the last syllable in a word ending -VCC or V:C		√
Use of steady pitch with jumps from one syllable to another	√	
Overuse of rising tone for questions, suggestions and offers	√	
Overuse of low fall at the ends of sentences	√	√

Learners whose mother tongue is Arabic are provided as an example. In summary, Arabic has 32 consonants, which is somewhat more than the 24 consonants in English, and eight vowels, which has much less contrasts than the 20 (Standard Southern British English) or 16 (General American English) vowels of English. In Arabic, consonants are valued more highly than vowels, and elision and weak forms are discouraged. Even though they appear in classical, literary, and Qur'anic Arabic, the /θ,ð/ sounds are replaced by the closest-appearing sounds in many modern accents. Arabic only has two consonant terminal clusters and no starting clusters. The popularity of works like Swan and Smith (2001) and Kenworthy (1987) demonstrates that teachers, particularly those with no formal training in pronunciation, find guidance on common mistakes students of particular nationalities and first languages make to be helpful.

5. Reasons of Mispronunciation

A second language learner who seeks to master that language or to gain a native like language must be aware that “language” is not just grammar and vocabulary; rather, it includes a key component which is “pronunciation”. As argued by many linguists, pronunciation of an utterance may change its meaning. Trying to do so, learners find themselves facing multiple challenges that lead to the mispronunciation of the language. Hence, learners need to learn how to pronounce the different sounds of the language.

According to Reeder (2003), “People often mispronounce words saying them incorrectly or some way other than how they are intended to be pronounced”. Many linguists such as Ur (1996), Willis (2003), and others highlighted the most likely reasons for mispronunciation and the main ones are accent, stress, and learning context.

5.1. Accent:

Accent is widely defined in Oxford Dictionary as “a manner of pronunciation to a particular individual, location, or nation”. It can sometimes be a source of error especially when someone has a very strong accent which means that their pronunciation of sentences are difficult to be understood by the majority of listeners (Raja, 2018). For example, a Japanese immigrant who lived in a predominantly Mexican American area of a US city produced a learner English that was an interesting blend of Mexican American English and the standard English which he was exposed to in the university colored by his Japanese accent (Brown, 1980; p. 227). This example shows the possibility of many mistakes rising in pronunciation and causing misinterpretations.

5.2. Stress:

Stress is a major cause of mispronunciation basically for beginners who regard it as a source of fear, and sometimes prevents them completely from speaking. In some cases, feeling extremely stressed or fatigued can make pronouncing words correctly incredibly difficult. Social anxiety might also result in a dry mouth and stumbling over words when speaking. That is why it is possible to find excellent students struggle to speak probably because they are under pressure or never been in a real situation.

5.3. Learning Context:

Listening is very important to the improvement of pronunciation; however, it may be a reason behind learners' mispronunciation. Learners are mostly exposed to English in their schools so the highest amount of pronunciation mistakes comes from that context, either by their teachers; which is the highest; or by their mates. As mentioned by Yani (2012, p. 187), most EFL learners listen and use English words in class during the English lessons. Thus, the most possible source of learners' incorrect pronunciation is their teachers' pronunciation. For instance when they hear their teachers say [ə'fiv] rather than [ə'tfiv] they will alter it incorrectly as they heard it from their teachers.

Kenworthy (1987, pp. 4-7) provided additional factors that affect pronunciation and they are as follows:

- **The native language:** The more differences of sound characteristics of the native language from English, the more difficulties L1 speakers will find to pronounce English.

- **The age factor:** this factor is contradictory. Some researchers found that age determines the accuracy of a learner's pronunciation; other researchers argued that age confers no immediate advantage in pronouncing foreign sounds.
- **Amount of exposure:** It is tempting to view this simply as a matter of whether the speaker is living in an English-speaking country or not. If this is not the case, then the speaker is not 'surrounded' by English and this should affect pronunciation skills negatively.

6. Teaching Pronunciation:

In the past years, the teaching of pronunciation was not a genuine concern. Indeed, pronunciation was usually neglected in favor of other language skills (reading and writing). As stated by Celce-Murcia., et al, pronunciation was said to suffer from “the Cinderella Syndrome, kept behind doors and out of sight” (1996, p.323). Underhill (2010) confirm: “I suggest that pronunciation is the Cinderella of language teaching. It has been neglected and disconnected from other language learning activities.” The scholars used the metaphor “Cinderella of the language” to refer to the way teachers used to neglect pronunciation and to focus only on other language skills.

According to Kelly (1969, p.87), one of the reasons that it was neglected is “...because the linguistic sciences on which its teaching rests did not achieve the sophistication of semantics, lexicology, and grammar”. In other words, there was not enough pronunciation teaching strategies and techniques available to teachers in classrooms; rather, suggested methods and approaches were in use.

Celce-Murcia., et al (2010, p. 2) state that pronunciation “began to be studied systematically only a short time before the beginning of the twentieth century”. They characterized several pronunciation teaching approaches starting from the very ancient to the very recent ones, and represented them in the following table:

Table 6.1.: Approaches to Teaching Pronunciation. (Celce-Murcia., et al, 1996)

Years	Approaches	Definitions
1800s And 1900s	Direct method	-Teachers provided SL learners with a model for native-like speech. By listening and then imitating the modeler. L2 learners improved their pronunciation.
1940s- 1950s	Audio-Lingual Method in the US and Oral Approach in the UK	-Pronunciation was taught explicitly from start, and L2 learners imitated or repeated after their teacher or a recording model.
1960s	Cognitive Approach	-This de-emphasized pronunciation in favor of grammar and vocabulary.
1970s	Silent Way	-L2 learners focused on the sound system without having to learn a phonetic alphabet. Attention was on the accuracy of sounds and structure of L2 from the outset.
	Community Language	-The pronunciation syllabus was primarily student-initiated and designed. The approach

Mid-late 1970s (1980s-today)	Communicative Approach	was imitative. -The ultimate goal was communication. Teaching pronunciation was urgent and it was necessary in oral communication. Techniques to teach pronunciation were listening and imitating, phonetic training, minimal pair drill, and so on.
20 th Century	Grammar Translation and Reading-Based Approaches	-Oral communication was not the primary goal of L2 instruction. Therefore, little attention was given to speaking and almost none to pronunciation.
	Naturalistic Methods Total Physical Response Natural Approach	-L2 learners began to speak when they were ready.L2 learners' opportunity to internalize sounds.
Today	New Directions	-The use of fluency-building activities, accuracy-oriented exercises, and adaptation of authentic materials is dominant.

The table above represents the methods used in the past as well as the ones used in modern days. The traditional method was a complete teacher centered method. L2 learners used to learn pronunciation only in classrooms driven by their teachers. However, pronunciation started to

become an essential language skill for four main reasons. These reasons as highlighted by Underhill (2010, n.p) are as follows:

1. Pronunciation applies to all four skills. Pronunciation is not just part of speaking aloud. Pronunciation is active whenever the inner voice is active, when rehearsing a phrase internally, when writing, and even when thinking and remembering a phone number. Pronunciation is active even when reading silently. In fact pronunciation is active during all four skills as well as during thinking and remembering.

2. Pronunciation improves listening. The mouth teaches the ear. Learning pronunciation ‘in the mouth’ improves discrimination ‘in the ear’. Pronunciation is in the ear as well as the mouth. According to the behaviorist view of language learning the ear teaches the mouth, so that listening comes before speaking. But the mouth also teaches the ear. You know this from when you have learned to make a new pronunciation and suddenly you find you can *hear it* clearly. Or when you have learnt to say a rapid colloquial expression such as *wassatime* (what’s the time) or *owjado* (how d’you do) or *angonamini* (hang on a minute) and find you can suddenly hear it clearly. What the mouth can say becomes accessible to the ear to hear.

3. Pronunciation is the physical aspect of language. It is the result of muscular coordination, and is not so different from learning dance, or other physical learning. Grammar, vocabulary and meaning are often taught cognitively, but pronunciation is physical. Use the natural muscular memory of the body to provide memory hooks for words and phrases and to provide the experience of living the language and bringing it to life.

4. Pronunciation affects self esteem. The impact of feeling a more competent speaker AND a more competent listener gives a sense of capability, a taste of potential mastery. All learners are capable of modifying their pronunciation in order to be better understood, to better understand,

and perhaps to better enjoy the new language. Learners often have a good sense of areas of L2 pronunciation they are avoiding. When they find that even the teacher does not know how to help them they may feel it is an impossible task....ect.

New techniques were adopted such as: the use of authentic materials like: audiobooks, podcasts; songs, series...etc. L2 learners now do not rely only on their teachers, but also on themselves, not only in classrooms, but also at home, not only collaboratively, but also individually.

7. Techniques, Tools, and Technologies to Teach Pronunciation

Celce-Murcia., et al (2010, p. 340) argue that in teaching pronunciation, it is needed to do more than simply teach rules and use mechanical drills and to emphasize the musical aspects of pronunciation in addition to individual sounds along with the use of authentic materials and a wide range of techniques to achieve a balance between segmentals and supra-segmentals and between repetition and communicative activities. They represented them as follows:

7.1. Techniques

Techniques for teaching pronunciation can come from other fields, such as psychology, neurolinguistics, and theater arts. Here are some examples:

- **Breathing and relaxation techniques** such as guided-imagery activities can help students relax so that their pronunciation can become more natural.
- **Fluency-building techniques** are helpful in addition to accuracy-building techniques. These may seem to be “just speaking activities,” but they give students the practice they need in pronouncing sounds and sentences beyond very structured activities.
- **Multisensory reinforcement techniques:** help students understand how sounds should be pronounced and help them relax and improve their pronunciation.
- **Visual:** Pictures, models, charts, diagrams, color coding, watching the teacher.

- **Auditory:** “Listen and repeat,” mnemonic devices, memory pegs.
- **Tactile:** Rubber bands, feathers, straws, kazoos, touching the throat.
- **Kinesthetic:** Hand signals, body movements, waving, using hands as a model of the mouth, “conducting an orchestra”.
- **Neurolinguistic programming** combines relaxation and multisensory techniques to increase learners’ awareness of their pronunciation and then to change it in positive ways.
- **Drama techniques:** Voice exercises used by actors, as well as skits, role plays, improvisations, and simulations, can be useful in getting students to try out new pronunciation habits in a relaxed atmosphere.
- **Imitation techniques:** In shadowing and mirroring, students mimic a recording, such as a video clip, audio clips trying to speak in exactly the same way as the actors.

7.2. Tools

Tools for teaching pronunciation include physical objects, written materials for practice, games, and songs. These appeal to students’ senses and are also fun.

- **Gadgets and props:** Mirrors, rubber bands, popsicles sticks, straws, rods, glass blobs, giant teeth, and many other objects can help demonstrate pronunciation in a memorable way.
- **Cartoons:** Carefully chosen cartoons can illustrate normal, casual speech in a fun way.
- **Games:** Games that require students to speak freely give them practice in pronouncing words fluently.
- **Poetry, rhymes, jazz chants, and songs:** All of these provide authentic material for pronunciation practice in a fun and relaxing way.
- **Other authentic materials,** such as advertisements, excerpts from story books and literature, restaurant menus, and magazines, are also useful in teaching pronunciation.

7.3. Technology

This is an area that is changing so fast that it's hard to keep up.

- **Audio:**

- **For listening:** CDs, MP3s, streaming audiobooks from the Internet, and other recordings provide useful pronunciation models.

- **For recording:** Students can record their own voices using Audacity or other sound-recording computer software, then listen to the recordings for self-monitoring.

- **With websites** such as voicethread.com .Teachers can set up a site where learners can record their voices and store the recordings for others to listen to.

- **Video**

- **For viewing:** DVDs, video podcasts, and streaming video from the Internet (youtube.com, etc.) provide useful pronunciation models.

- **For recording:** Video cameras are becoming cheaper all the time. Small pocket-sized video cameras such as the Flip Ultra, Kodak Zi8, and an increasing number of models from other companies allow teachers to make videos of their students as they speak. Cell phones and even some iPods can make simple videos.

- **Voice thread** also allows users to record video comments, if their computer has a camera.

Conclusion

Pronunciation is a crucial skill that should be taught to EFL learners since the mispronunciation of an utterance or any change in the pronunciation of a sound may cause misinterpretations as well as the receiver deception of the meaning. Pronunciation has passed many challenges to finally gain importance among the other language skills and activities. Teachers; then, are required to keep up with the times and develop strategies and techniques to motivate and drive students to learn the pronunciation of the English language.

Section Two: Audiobooks as an Authentic Material

Introduction

1. Definition of Audiobooks
2. History of Audiobooks
3. Audiobooks as Part of Authentic Material
4. The Use of Audiobooks in Teaching
5. Criteria for Selecting Good Audiobooks
6. The Benefits of Using Audiobooks
7. Disadvantages of Audiobooks

Conclusion

Introduction:

This chapter introduces some key elements related to the term audiobooks as an authentic material. It begins with an introduction about audiobooks, along with its definition and history. Presenting a brief definition about authentic materials and how audiobooks can be part of them as well as the best ways of using audiobooks in teaching contexts. The criteria of choosing an appropriate and useful audiobook are identified. The chapter ends with the benefits and the disadvantages of audiobooks.

2. Definition of Audiobooks

Audiobooks also known as talking books are audio recordings of the printed version of any book recorded by the author him/herself or by some other native speakers. According to the Oxford Dictionary, an audiobook is “a recording of a book especially a novel, being read aloud, made available to download or on CD”. It is “a spoken word recording of a work of literature. Most audiobooks stem from a printed text, read aloud by a narrator” (Burkey, 2013, p.13). Rubery (2011, p.1) also defines an audiobook as “any spoken word recording of books, periodicals, or other printed materials” or “a single speaker word-for-word recording of a book originally published in print”. Have and Pederson (2016, p.4) define an audiobook as “a sound recording that is performed by a professional narrator (often an actor) or the author”. Székelyet.al (2012, n.p) stated that an audiobook is a rich, free language resource and a valuable source of expressive speech if the voice style is introduced correctly. Audiobooks are a valuable educational and entertainment resource that can serve as a substitute for traditional printed books. Audiobook enthusiasts are able to profit from the linguistic expertise of the native

speakers reading the material and simultaneously derive enjoyment from the narrated plot they have selected.

2-2. History of Audiobooks

The term audiobook emerged centuries ago but under another name that of “phonological books. Phonographic books are traced back to Thomas Edison’s invention of the phonograph in 1877. This was an instrument where people were able to listen to various recordings such as music, news and even books; it was very popular at that time. Rubery (2016) expounded on the historical background and progressive evolution of audiobooks in his publication titled "The Untold Story of the Talking Book". He stated that the phonographic books were very helpful for people because they could do other activities while the book was playing, and that a good advantage for the use of these recordings is that they were narrated by professionals, who could read the book in the correct manner. Later on, he mentioned that there were some chief changes regarding the format, use and attitude toward these phonographic books. As the days went by and the technology developed, the phonographic books were given a new name which is talking books or audiobooks. Audiobooks were presented in audiocassettes, and CDs and they became widely used and very popular especially with the invention of internet where people can have access to them at any time via the net. Nowadays audiobooks are used by language learners to develop their language skills such as listening skills, vocabulary and pronunciation.

3. Audiobooks as Part of Authentic Material

Though authentic materials are not created to be used in classroom, they have become very common in language teaching and learning contexts especially with the emergence of the new oral methods such as the audiolingual method and communicative language teaching which are

based on using authentic language. Wallace (1992, p.145) defines authentic materials as “real life materials, not Written for pedagogic purposes”. Authentic texts either written or spoken are “materials which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language” (Harmer, 1983, p.146). Peacock (1997), states that authentic materials refer to materials that have been created and designed to cater to a particular social need within a linguistic community. Although those authentic materials are not produced for pedagogical purposes but most students use them in their learning. Authentic materials allow students to interact with authentic and real language and content rather than the form, giving those learners the impression that they are using a target language outside the classroom (Berardo, 2006 p.62). Berardo stated that there are several sources of authentic material that may be utilized in the classroom such as newspapers, magazines, videos and internet. Gebhard (as cited in Arianie, 2011 p.117) classified authentic materials as follows:

- Authentic listening materials, such as radio and song.
- Authentic visual materials such as magazines and post cards.
- Authentic printed materials such as newspapers.

Audiobooks nowadays serve as an authentic extracurricular material that language learners employ as a means of increasing their proficiency in the language. The increase in prevalence of audiobooks can be attributed to their capacity to significantly enhance diverse linguistic abilities.

4. The Use of Audiobooks in Teaching

It has been proven by several researchers that the use of audiobooks by language learners is very beneficial outside or inside the classroom. Cardiloet.al (2007, p.16) stated that audiobooks are employed as an instructional material in the development of reading skills. Cardilo et al argue

that hearing and seeing at the same time make the person recall easily the word from his/her memory. He states “this double imprint and impression [hear and see] allow the child to more effectively retain words in his or her memory and make associations between the visual and the auditory nature of words”. So teachers may use the hearing and the seeing technique in the classroom with their learners when using audiobooks, in order to improve their reading and listening skills. Serafini (2014, n.p) states “audiobooks are an important component of a comprehensive reading framework in elementary, middle and high school classroom”. He gave some examples on how teachers can use audiobooks as materials in the classroom. Some of these examples are as follows:

- **Reading Centers:** students listen to their favorite stories with the written copy of the book. This provides vocal support as well as the visual confirmation for the readers.
- **Sharing Audiobooks in the Classroom:** students listen to a selection of audiobooks. This develops their ability to comprehend and analyze literature.
- **Book Clubs:** learners read and listen to the same audiobook together. These clubs help them to understand the text by making discussions together.
- **Teasers:** teachers play just a section of an audiobook to attract the learners to read that book on their own. This way will motivate reluctant readers by showing them just a small part of the book.

Sekscinska and Olszanska (2018, p. 143) state that listening plays an integral and imperative role in the acquisition and mastery of a foreign language, it is then essential for students to be introduced to a diverse range of listening tasks to enhance their proficiency in dealing with real communicative situations, and here lies the importance of audiobooks which can be an extremely useful teaching resource.

Richards (as cited in Sekscinska and Olszanska, 2018, p. 144) presented some techniques or ways to teach listening with the help of audiobooks or any listening materials, these techniques are as follows

- force learners to interpret the main idea
- describe speakers' intentions
- make predictions about the situations being referred to
- require students to do
- students are required to complete the tasks described below:
 - Use key words to construct the schema of a discourse.
 - Infer the setting for a text.
 - Infer the role of the participants and their goals.
 - Infer causes or effects.
 - Infer unstated details of a situation.
 - Anticipate questions related to the topic or situation.

5. Criteria for Selecting Good Audiobooks

The great importance that audiobooks have in foreign language teaching/learning contexts led to a huge demand for these audiobooks. Everyone can have access to them either through the use of mobile applications or through websites that provide them. Some websites that offer a free download for audiobooks are Librivox (librivox.org), LoyalBooks(www.loyalbooks.com) and storynory (www.storynory.com). The selection of audiobooks must be careful especially if they

are used as authentic instructional materials. Segni (2009, n.p) proposed some criteria for selecting good authentic materials to ensure they serve the desired instructional objectives:

- **Authenticity:** the given material should be comprehensible for learners and also should be suitable for the teacher.
- **Appropriateness:** it should not be beyond the students' level and should suit their age, needs and interests.
- **Applicability:** it should serve the objective of the lesson in order to achieve it.
- **Adaptability:** the material should be adapted to the learner's needs, interests and levels.

Alcantud-Diaz and Georgi-Signes (2014) stated “we have to look for audiobooks that are both of good quality and balanced in terms of sound quality and reader's style” (p.117). The voice and the reader's style play an important role in attracting the learner's attention and getting them engaged with the story. In this context, Alcantud-Diaz and Georgi-Signes (2014) presented the following aspects which should be considered when looking for an appropriate audiobook:

- **The purpose:** the goal that the audiobook is going to serve and the intended audience that it is going to be directed to.
- **The voice:** it has to be clear and attractive.
- **The story and the readers/authors:** what matters is the voice of the reader not the narrative itself because if the reader has succeeded in getting the listener engaged then the purpose is attained.

Chen (as cited in Alcantud-Diaz and Georgi-singes 2014) argues “We have to take into account if the reading flows and enhances the text, if his or her voice inflection keeps the listener engaged and interested and if the reader overdramatizes to detract listener's attention from the

book to his or her performance”. The way the reader narrates the story and the voice he or she uses are very important in getting the listeners engaged and interested in the story they are listening to.

6. The Benefits of Using Audiobooks

Many researchers show that audiobooks have a great impact on students’ language skills. According to Brown (2003, p.54), audiobooks have the following advantages:

- Listening to books or tapes provides students with an excellent model for reading aloud.
- Audiobooks are a terrific vehicle for working as an active listening as well as developing students’ critical listening.
- Audiobooks provide teachers with a way to introduce different literature that fits the curriculum.
- Building listening skills along with studying literature seems like a doubly beneficial approach in any English classroom.
- Good reader can be challenged by books above their reading level.
- Teachers have the opportunity to develop vocabulary lessons based upon students’ hearing new words.

Audiobooks can serve as a scaffold to readers who face some problems in reading so they can listen rather than read and this will make them more comfortable. Baskin and Harris (as cited in Serafini, 2014) reported “audiobooks have a legitimate place in reading programs and provide alternatives to struggling readers unable to read independently”. Serafini (2014) argues that audiobooks:

- Expose readers to new vocabulary as new words are used in it.
- The context of the story they become part of a child's oral.
- Provide demonstrations of fluent reading and appropriate phrasing and articulation.
- Invite children to the world of reading and literature.
- Support struggling readers, they learn to match the sound of oral language to the written counterparts.

Cardilo et.al (2007, p.46) suggest three areas where audiobooks can assist educators:

- Audiobooks can offer more time for adolescents to read.
- Audiobooks can serve as models of verbal fluency.
- Audiobooks can motivate reluctant readers and provide assistance for struggling readers.

Grover and Hannegan (2012, p 10) introduce the following benefits for using audiobooks in the field of language learning

- Audiobooks promote vocabulary development, fluency and comprehension
- Audiobooks give struggling readers independence and allow them to enjoy the same literature experiences as their more proficient peers
- Listening to audiobooks improves learner' ability to communicate what they are reading with others by acting as a scaffold that allow them to experience literature above their actual reading level
- Audiobooks encourage participation in class discussions with more proficient readers

- Listening to audiobooks means no skimming for better or for worse, learners hear every word the author wrote, which increases the literary connection for speed readers

7. Disadvantages of Audiobooks

According to Priyadarsini (2017) “Using audiobooks as a teaching tool has its own advantages and disadvantages, and as the coin has another side, audiobooks have their limitations and constraints”. He argues that audiobooks have the following shortcomings:

- The audiobook may be too fast or too slow that will cause a quick boredom and make listeners alienate from listening to it.
- The narrator’s voice can be not clear or irritating
- The use of cassettes or CD players can be awkward comparing to the flexibility of the book
- Many websites that provide good audiobooks are not for free and they cost too much.

Rubery (2011, p.11) presented some objections against audiobooks. These are the following:

- Audiobooks do not require the same level of concentration as printed books: printed books can be read in public places such as café and buses with ease whilst audiobooks cannot be read wherever.
- Audiobooks distort the original narratives through abridgment: commercial audiobooks are usually abridged by publishers to lower production costs.
- The pace of the audiobooks is removed from the reader's control: the listener is unable to linger over a passage or to pause for a reverie unlike the reader of the printed book.
- Audiobooks appeal only to the ear not the eye.

- Reading aloud is for children.

Kianté (2018), a developing cognitive psychologist, states that audiobooks cognitively reduced reading competence. She argues that listening and reading do not provide the same experience to the brain. She supported her view by a research conducted by the University of Waterloo on the relation between listening and reading where the result was a negative relation between the two skills.

Conclusion

Audiobooks have gained popularity as an alternative to traditional print books; they provide an engaging experience, allowing listeners to enjoy literature, educational content, and other genres in a spoken form. This section provides an overview of the concept “Audiobooks as an Authentic Material”. It begins with an introduction that outlines the definition and the historical background of audiobooks. It also briefly explains the concept of authentic materials and how audiobooks can be incorporated as part of them. Furthermore, it highlights the most effective techniques of using audiobooks in educational settings. The chapter outlines the criteria for selecting suitable and valuable audiobooks. Finally, it concludes by discussing the advantages and disadvantages of using audiobooks.

Chapter Two: The Impact of Audiobooks on Students' Pronunciation

Introduction

3.1. Participants and Settings

3.2. Materials

3.3. Data Collection and Procedures

3.4. Description of the Test

3.5. Scoring of the Test

3.6. Analysis of Test Scores

3.7. Discussion of the Results Obtained

Conclusion

Chapter Two: Practical Part

Introduction

This section is devoted to the practical part of the investigation. An experiment was carried out at Mohamed Seddik Ben Yahia University with the aim of examining the potential effects of listening to audiobooks on enhancing the pronunciation skill of third-year students. The chapter presents first the participants and the setting of the study along with the materials used in this experiment and the procedures used in collecting the data, followed by a systematic analysis of the outcomes, culminating in a detailed discussion of the research findings.

3.1. Participants and Setting

The research project was carried out during the second semester of the academic year 2022/2023 at Mohamed Seddik Ben Yahia University in Jijel. Participants in the study were third year EFL students at the department of English. Convenience sampling was employed to select a sample of eighteen students from a total population of 237. Additionally, a teacher granted the researchers the option to choose their sample from two distinct groups. The eighteen students were partitioned into two groups of equivalent sizes, i.e., a control group comprising of nine students and another group comprising of nine students, who were designated as the experimental group. The selection of the groups was not random. After conducting the pre-test, the students were evaluated on their pronunciation level. Students, then, were chosen using proportionally equal numbers from each level so that the maturation level of the students was not a confounding variable. The rationale for selecting third year students as the primary participants in this investigation is substantiated by the researchers' desire to conduct a study on individuals who are about to complete their License program, in order to ascertain if their pronunciation skill

is of a proficient level to qualify them for the profession of teaching. Moreover, most first and second year License students are reticent, so they are afraid of speaking due to their pronunciation mistakes. The researchers have arrived at the conclusion that they are better equipped to participate in the study.

3.2. Materials

In the present experimental investigation, the primary aim was to examine the effect of audiobooks on the enhancement of EFL learners' pronunciation. To this end, four distinct audiobooks were utilized. The selection of audiobooks was based on a number of factors, including the proficiency level of the students and the high quality of the narrated sound. The chosen titles were identified as 'Little Women' by Louisa May Alcott, 'The Science of Getting Rich' by Wallace Wattles, 'Just Mercy' by Bryan Stevenson, and 'The Death at the Excelsior' by P.G. Wodehouse. All of the narrations were conducted by native speakers, who provided both British and American accents so as to expose students to diverse linguistic variations. Throughout the course of the research, the investigators employed their personal smartphones loaded with audiobooks, headphones, and computers of the language laboratory of the English Department. Additionally, the researchers printed hard copies of the chosen passages from the audiobooks for their use.

3.3. Data Collection Procedures

An experimental design was employed to explore the influence of using audiobook on the improvement of English pronunciation of EFL learners. Throughout the course of this experimental investigation, the researchers pursued a systematic approach, which involved three distinct phases aimed at gathering and analyzing relevant data. Initially, all 18 students included

in the sample underwent a pre-test assessment prior to being stratified into separate experimental and control groups. The purpose of the pre-test was to assess the pronunciation skill of the students by using activities that were adapted from "Speaking Extra" by Mick Gammidge. The responses of the students were systematically recorded with the aim of supporting the researchers in conducting an extensive and thorough analysis. Subsequently, the sample was divided equally into two distinct groups based on the participants' level of pronunciation skill, denoted as the control and experimental groups. During the second stage of the study, students comprising the experimental group were subjected to a course of treatment consisting of a series of five sessions that extended over a period of three weeks. The course of treatment involved listening to carefully selected passages as a means of intervention. Questions regarding the contents were posed, following which, each student was required to provide responses and subsequently, their replies were recorded. The final stage comprised the administration of a post-test to both groups, recording all responses for subsequent analysis. The post-test was also adapted from the previously mentioned book.

3.4. Description of the Test

The researchers used a series of questions extracted from the book "Speaking Extra" by Mick Gammidge in both the pre-test and post-test. During the tests, the students were given five minutes to think of the answers; then, the researchers recorded their answers for an in-depth investigation. The questions in the pre and the post tests were not similar however they both contained the past, the present and the future tenses intentionally to focus on various features of pronunciation.

3.5. Scoring of the Tests

The students who participated in the test were assessed on the basis of six aspects of pronunciation (final ed, /ɔ:/, /ʌʊ/, /əʊ/, /ʌ/, /aɪ/, /θ/, /ʃ/, /v/) for the experimental group, and (final ed, /ʌʊ/, /əʊ/, /aɪ/, /ʃ/, /v/) for the control group; these aspects were chosen after a careful listening to their pre-tests recordings and were determined as the most mispronounced ones. These components were evaluated on 6 points (1 point for each aspect). If the participant got more than 4 words out of 6 incorrectly, it was regarded as a mistake and was given a 0. In contrast, if the participant got less than 3 words out of 6 correctly, it wasn't regarded as a mistake and was given a 1.

3.6. Analysis of Test Scores

The analysis started by analyzing the control group performance in the pre and the post-test. Then, a comparison was made between the scores attained in both tests to find out if there is any difference between the scores. In the same way, there was an analysis of the pre/post-tests of the experimental group along with a comparison between their performances in the two tests to check whether there is an improvement. Finally, a comparison between the control and the experimental groups' scores in the pre and the post-tests was made to see if there is a significant difference between the group which received the treatment and the group which did not.

3.6.1. Calculating the Findings

For the aim of checking the hypothesis, the results of the control and the experimental group were compared in terms of differences in pronunciation scores using the paired and the unpaired t-test via the SPSS software. The t-test is the most commonly used statistical test in language

studies. This test will assess whether the means of the two groups involved in the present study are statistically different from each other.

3.6.1. Control group pre-test

Table 6.1. Control Group Pre-test Results

	S1	S2	S3	S4	S5	S6	S7	S8	S9
Students									
Aspects									
Final (ed)	1	1	1	1	1	1	0	1	1
/aɪ/	0	1	1	1	1	1	1	0	1
/aʊ/	1	1	0	1	1	1	0	0	1
/əʊ/	1	1	1	1	1	1	1	1	1
/ɒ/	1	1	1	1	0	1	1	1	0
/tʃ/	1	1	0	1	1	1	1	0	0
Total	5	6	4	6	5	6	4	3	4
%	83.3%	100%	66.6%	100%	83.33%	100%	66.6%	50%	66.6%

The table above represents the pronunciation performance of the control group. The students' performance was evaluated in terms of some pronunciation aspects (final ed /aʊ/ /əʊ/ /aɪ/ /tʃ/ /ɒ/). First, students demonstrated higher abilities in pronouncing the diphthong /əʊ/ and the final "ed" (/ɪd/ /d/); however, concerning the other aspects, the pronunciation performance was lower and almost similar among all the participants. For instance, the sound /tʃ/ was mispronounced by 3 participants out of 9; like in /tʃæptər/→/ʃæptər/, /tʃaɪld/→/ʃɪld/. The aspect /aɪ/ was also

replaced by /ɪ/; for example: /ʃɑɪld/→/ʃɪld/, /ədmaɪnd/→/ədmiɪnd/ and /paɪlət/→/pɪlət/. The reasons behind these mispronunciations may relate to the interference of the French language; which is the second language in Algeria

3.6.2. Control Group Post-test

Table 6.2. Control Group Post-test Results

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9
Aspects									
Final (ed)	1	1	1	1	1	1	1	1	1
/ɑɪ/	0	1	1	1	1	1	1	0	1
/ɑʊ/	0	1	0	1	1	1	0	0	1
/əʊ/	1	1	1	1	1	1	1	1	0
/ɒ/	1	1	1	1	1	1	1	1	1
/ʃ/	1	1	0	1	0	1	1	0	0
Total	4	6	4	6	5	6	5	3	4
%	66.66%	100%	66.66%	100%	83.33%	100%	83.33%	50%	66.66%

This table presents the post-test scores of the control group. As it can be seen, the total results are similar to the pre-test results. The majority of the mispronounced aspects have not been corrected. For example: (/ʃ/→/ʃ/ (6→5); (/ɑʊ/→/əʊ/ (6→5). The reason behind this may be attributed to the fact that students do not receive enough listening to native speakers, do not practice sufficient speaking because they do not have enough oral sessions (one session per week).

3.6.3. Comparison of the Control Group Pre-test, Post-test

Table 6.3. Control group Pre-test, Post-test Results

Students	Pre-test	Post-test	Difference
1	5	4	-1
2	6	6	0
3	4	4	0
4	6	6	0
5	5	5	0
6	6	6	0
7	4	5	+1
8	3	3	0
9	4	4	0
Total	43	43	0
%	79.62%	79.62%	00.00%

The table above shows that the results of the pre-test and the post-test of the control group are similar.(79.62% for both tests). Consequently, there is no statistically significant difference in the control group performance in the pre-test and the post-test. In other words, there is no improvement in the students' pronunciation and the students' level remained the same.

3.6.4. Experimental Group Pre-test

Table 6.4. Experimental Group Pre-test Results

students	S1	S2	S3	S4	S5	S6	S7	S8	S9
Aspects									
/ɪd/ /d/	1	1	0	1	1	1	1	1	1
/aʊ/	1	1	1	0	1	1	0	1	1
/əʊ/	1	1	1	1	0	1	1	1	0
/ɔ:/	1	1	1	1	1	1	1	0	1
/ʌ/	1	1	1	1	1	0	0	1	1
/ə/	1	1	0	1	1	1	0	1	0
Total	6	6	4	5	5	5	3	5	4
%	100%	100%	66.66%	83.33%	83.33%	83.33%	50%	83.33%	66.66%

The table above represents the results obtained by the experimental group in the pre-test. The pronunciation aspects that were extracted from the pronunciation of the control group and which are slightly different of those of the experimental group are: /ɔ:/, /ʌ/, /ə/. The participants demonstrated higher abilities in pronouncing the final “ed” (/ɪd/ /d/), and the sound /ɔ:/. The remaining aspects were highly mispronounced. For example the sound /ə/ was pronounced incorrectly several times as /t/ for example: /θɪŋk/ → /tɪŋk/, /sʌmθɪŋ/ → /sʌmtɪŋ/. As well as the diphthong /aʊ/ was pronounced as /əʊ/ like in: /naʊ/ → /nəʊ/.

3.6.5: Experimental Group Post-test

Table 6.5. Experimental Group Post-test Results

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9
Aspects									
Final (ed)	1	1	1	1	1	1	1	1	1
/ɑʊ/	1	1	1	1	1	1	1	1	1
/əʊ/	1	1	1	1	1	1	1	1	1
/ɜ:/	1	1	1	1	1	1	1	0	1
/ʌ/	1	1	1	1	1	1	1	1	1
/ɵ/	1	1	1	1	1	1	1	1	1
Total	6	6	6	6	6	6	6	5	6
%	100%	100%	100%	100%	100%	100%	100%	83.33%	100%

This table represents the results of the experimental group post-test after the five treatment sessions. As it can be noticed, the aspects of pronunciation; that were mispronounced in the pre-test have been corrected. The performance of the group was very good as they all scored 6 points in each aspect except for one participant (5 points).

6.5.1. T-Test of the Experimental Group Pre and Post-test

Table 6.5.1. T-Test Pre and Post-test Results

	N	SD	Mean	Mean Difference	T	P
Pre-Test	9	.97183	4.7778			
				-1.11111	-3.162	.013
Post-Test	9	.33333	5.8889			

This table suggests that there is a statistically significant difference between the pre and the post-test scores. The negative mean difference (-1.11111) indicates a decrease in scores from the pre-test to the post-test. The t-value of -3.162 further supports this finding. Additionally, since the p-value of .013 reported from the t-test is less than 0.05; this indicates that the observed mean difference is statistically significant. Therefore, based on the information above, it can be concluded that the treatment had a significant impact.

3.6.6. Comparison of the Experimental Group Pre-test, Post-test

Table 6.6. Experimental Group Pre-test, Post-test Results

Students	Pre-test	Post-test	Difference
1	6	6	0
2	6	6	0
3	4	6	+2
4	5	6	+1
5	5	6	+1
6	5	6	+1
7	3	6	+3
8	5	5	0
9	4	6	+1
Total	43	53	+10
%	79.62%	98.14%	18.52%

This table represents the experimental group pronunciation performance. The students' performance in the post-test has a better percentage compared to the pre-test (post-test: 98.14%, pre-test 79.62%). The pronunciation of the aspects that were mispronounced by the majority as /ə/ and /aʊ/ also highly improved in the post-test (pre-test: 6 participants out of 9, post-test 9 out of 9). Based on these results, it can be said that the pronunciation of the students in the experimental group has noticeably developed.

3.6.7. Comparison of the Control Group and Experimental Group Pre-tests

Table 6.7. Control Group, Experimental Group Pre-tests Results

Students	Control group	Students	Expiremental group
	Pre-test		Pre-test
1	5	1	6
2	6	2	6
3	4	3	4
4	6	4	5
5	5	5	5
6	6	6	5
7	4	7	3
8	3	8	5
9	4	9	4
Total	43	Total	43
%	79.62%	%	79.62%

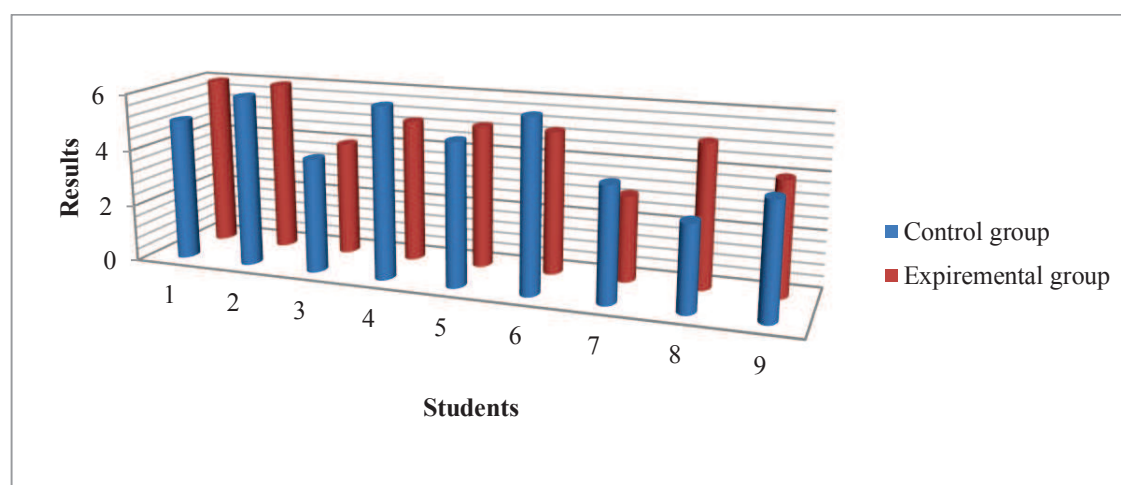


Figure 3.6.1. Control Group and Experimental Group Pre-tests Results

In order to determine the groups' levels, a comparison between the total scores of the control and the experimental group in the pre-test was made. The table and the figure above present the scores obtained by both groups. The scores were equal in the control and the experimental groups: 79.62%. The results indicate that there is no statistically significant difference between the experimental and the control group in terms of their pronunciation. In other words, the pronunciation levels of both groups were similar to each other at the beginning of the study.

3.6.7.1. Comparing the Overall Results of the Control Group and the Experimental Group in the Pre-test

Table 6.7.1. T-Test Pre-Test Results

	N	SD	Mean	Mean Difference	T	P
Pre-test Control Group	9	1.0929	4.778	.0000	.000	1.000
Pre-test Experimental Group	9	.9718	4.778	.0000	.000	1.000

This table represents the t-test scores of the control and the experimental groups in the pre-test. It provides a mean difference of 0.000 between both groups which suggests that there is no significant difference in the pre-test scores. The t-value (0.000) and the p-value (1.000) of both groups also indicate no significant difference. The control and the experimental group have similar means, standard deviations, and their mean difference is not statistically significant.

3.6.8. Comparison of the Control and Experimental Groups Post-tests Results

Table 6.8. Control Group and Experimental Group Post-tests

Students	Control group	Students	Experimental Group
	Post-test		Post-test
1	4	1	6
2	6	2	6
3	4	3	6
4	6	4	6
5	5	5	6
6	6	6	6
7	5	7	6
8	3	8	5
9	4	9	6
Total	43	Total	53
%	79.62%	%	98.14%

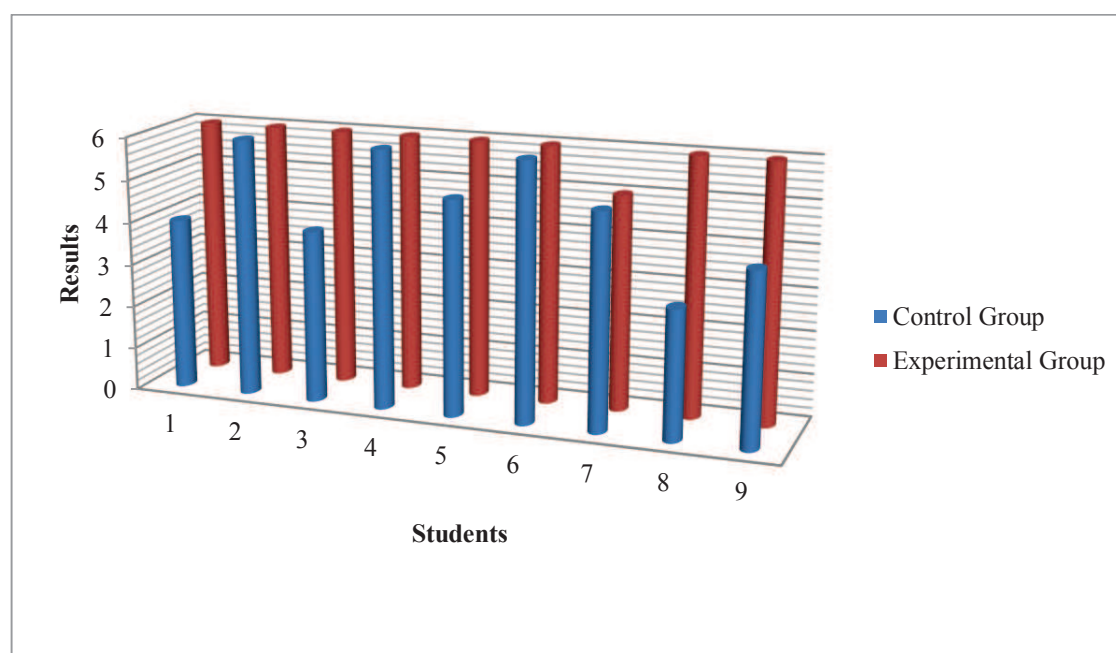


Figure 3.6.2. Control Group and Experimental Group Post-tests

The table and the figure above show that the experimental group scores in the post-test are higher than those of the control group (control: 79.62%, experimental: 98.14%). Accordingly, there is a statistically significant difference between the scores of the control and the experimental groups. This means that the use of audiobooks significantly increased the pronunciation of the participants.

3.6.8.1. Comparing the Overall Results of the Control and the Experimental Group in the Post-test

Table 6.8.1. T-Test Post-Test Results

	N	SD	Mean	Mean Difference	T	P
Post-test Control Group	9	1.0929	4.778			
				-1.1111	-2.917	.002
Post-test Experimental Group	9	.3333	5.889			

This table shows that the mean difference is -1.1111, indicating that, the experimental group scored 1.1111 scores higher than the control group. The t-value in this case is -2.917 while the p-value of 0.002 suggest that there is a statistically difference between the control and the experimental group.

3.6. Discussion of the Results Obtained

In the present research, an experiment on third year EFL students' pronunciation using audiobooks was conducted. The pronunciation test scores revealed a significant increase in the experimental group's performance (79.62%→98.14%). This indicates a considerable improvement in the students' pronunciation skills. On the other hand, the control group showed similar results in both the pre-test and post-test (79.62%→79.62%). Thus, it can be concluded that listening to audiobooks had a positive impact on pronunciation performance for the experimental group compared to the control group.

The results of the T-test also revealed an improvement in the students' performances based on the mean difference -1.11111, which means that the experimental group scored 1.1111 scores higher than the control group. In addition to the p-value of 0.002 that is less than 0.05; which shows a statistical significant difference between the experimental and the control group.

These findings are strong evidence against the null hypothesis, which states that there is no statistical significant difference in pronunciation between EFL students who use audiobooks and those who do not. This means that the alternative hypothesis, which suggests that EFL students' pronunciation will improve if they listen to audiobooks, remains valid.

Consequently, the initial phase of the study's question and sub-question can be addressed as follows:

- Audiobooks do have a significant effect on EFL learners' pronunciation.
- Technologies like: phones, computers, headphones; tools: audiobooks, talking stories are very helpful in teaching English pronunciation.

These conclusions highlight the positive influence of audiobooks on improving the pronunciation abilities of EFL learners and support the effectiveness of using audiobooks as a teaching aid in pronunciation instruction.

Conclusion

This chapter comprises the practical part of the study which investigates the impact of audiobooks as an authentic material on developing students' pronunciation. The findings of the present study show that audiobooks have a positive impact on developing EFL students'

pronunciation and they could be used to encourage teachers to use audiobooks within university settings.

GENERAL CONCLUSION

1-Putting it Altogether

2-Pedagogical Recommendations

3-Limitations of the Study

4-Suggestions for Further Research

1-Putting it Altogether

The present study aimed at examining the effect of using audiobooks as an authentic material on students' pronunciation. It was hypothesized that students who listen to audiobooks their pronunciation will be progressed. In order to test this hypothesis, an experimental study was conducted with eighteen third year English as a foreign language students. Besides, a quantitative approach was utilized to gather the data. Five-sessions of listening to audiobooks have illustrated that the students have varied levels of pronunciation. The experimental group scores have progressed after the treatment compared to the pre-test scores.

This investigation is made up of two parts: a theoretical and a practical part. The theoretical part is in turn partitioned into two sections. The introductory chapter of the research delves into the importance of pronunciation. The subject under consideration is comprised of a total of five constituent components. Initially, the term "pronunciation" is defined as articulated by various scholars and researchers. The subsequent analysis delineates the correlation between the aptitude of listening and proficiency in pronunciation, elucidating their interdependence. The third component, which is entitled "Aspects of Pronunciation", is comprised of two distinct subcomponents which are segmented into segmental and supra-segmental aspects. Each subcomponent includes a comprehensive definition and associated features. The fourth constituent is dedicated to elucidate the common errors as well as the prevalent factors responsible for mispronunciation. The final aspect pertains to the evolution of pronunciation instruction, which has undergone several transformations over time, resulting in the contemporary version that is recognized today.

The subsequent chapter entitled "Audiobooks as an Authentic Material" serves to expound on the utilization of audiobooks as an instructional medium within the realm of education, employed by instructors and students alike. This section initially aims to shed light on the nature of audiobooks as authentic materials and their utility in facilitating the enhancement and acquisition of language skills of EFL learners. The utilization of audiobooks within the pedagogical domain is expounded upon, including the varied strategies for integrating audiobooks into classroom instruction. Furthermore, the criteria for the selection of audiobooks (that are advantageous for individuals engaged in the learning process and that align with the desired instructional objectives, as well as the individual needs and interests of the learners) are stated. The final aspect emphasizes the advantages and drawbacks, in addition to the constraints of utilizing audiobooks.

The second chapter focused on the practical part, encompassing the techniques and strategies applied for gathering data in order to address the research problem. An experimental design was adopted to test the hypothesis. Moreover, the analysis, discourse, and elucidation of the data obtained from the research instrument were utilized. In conclusion, the results obtained through the collection and analysis of data support the efficacy of incorporating audiobooks as authentic materials in improving learners' pronunciation.

2-Pedagogical Recommendations

The present academic inquiry proposes a set of recommendations that may facilitate the enhancement of English language learners' proficiency in pronunciation. The recommendations address individuals who occupy the roles of English language instructors, curriculum

coordinators, and learners of English as a foreign language. EFL teachers are encouraged to do the following:

- Place emphasis on cultivating their students' comprehension of the significance of utilizing audiobooks as a means to enhance their pronunciation skills.

Upon the recognition of this fact, it becomes imperative for individuals to:

- Tailor their choice of materials according to their specific requirements, preferences, and skill levels.

It would be advantageous for instructional designers to:

- Incorporate a greater number of listening and speaking exercises within the course syllabus.

The above recommendations can facilitate students in enhancing their language proficiency, encompassing both phonological and aural abilities. Lastly, it is strongly advised that students:

- Engage in self-directed learning by practicing their listening skills through the use of audiobooks outside the classroom, thereby affording them the opportunity to directly acquire the proper pronunciation from individuals who are native speakers of the language.

3-Limitations of the Study

Several limitations were identified in relation to this investigation. The main one is related to the sample size.

- The researchers lost several participants before the completion of the study. Participants who were unable to attend some of the treatment sessions were compelled to be eliminated. The present study was initiated with a limited sample size which consisted of 26 participants, further reduced to 18.
- The researchers conducted the experiment within a restricted timeframe (which included notable occasions such as holidays, national days, and exams), that's why participants did not receive sufficient exposure to the treatment.
- The time constraints prevented the researchers from conducting a questionnaire.

4-Suggestions for Further Research

The present study aimed to investigate the effects of listening to audiobooks as authentic materials on enhancing students' pronunciation abilities in higher education settings. This endeavor has resulted in a comprehension of various domains and issues related to the instruction and acquisition of foreign languages. Such insights can be presented as follows:

- Enhancing the awareness of both teachers and learners regarding the significance of pronunciation. This can be achieved through the integration of novel authentic materials that can be utilized within and beyond the classroom to support its development.
- Exploring the attitudes of both teachers and learners regarding the incorporation of audiobooks in pronunciation exercises using questionnaires, interviews...
- A study within a long intervention period, with more participants.
- The same study in other educational contexts.

- Investigating the effects of incorporating audiobooks as a means of improving a range of linguistic competencies, such as writing proficiency, vocabulary acquisition, and grammatical proficiency.

The aforementioned domains are deemed suitable for further investigation and scholarly inquiry.

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Appendix

1. Time Table Treatment Procedures

Date	Activity
10/04/2023	Pre-test
From 17/04/2023 to 22/05/2023	Treatment
29/05/2023	Post-test

2. Pre-test and Post-test Questions (A for the pre-test, B for the post-test)

Life map 1.2

A

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What is your earliest memory?

As a child

2 What was your favourite room in the house where you grew up?

3 What was the name of a person you really admired when you were young?

Life experience

4 What is the most interesting place you have ever been?

5 What is the strangest thing you've ever seen or done?

Looking back on your life

6 What is the biggest success that you've had?

7 What was the biggest opportunity that you missed?

The present

8 Who do you most like spending time with?

9 What do you most enjoy doing?

Your future

10 What do you most want to change about yourself or your life in the future?

B

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What was the first present you received?

As a child

2 What was the most interesting place in the neighbourhood where you lived as a child?

3 As a child, what was the first job you wanted to do when you grew up?

Life experience

4 Who was the most interesting person you ever met?

5 What is the most dangerous or frightening thing that ever happened to you?

Looking back on your life

6 What do you most regret doing?

7 What are you most proud of?

The present

8 Where do you spend most of your time?

9 What is your favourite thing that you own?

Your future

10 What is your biggest dream or ambition?

3. Passages used in The Treatment

First Treatment

Little Women

CHAPTER ONE- Playing Pilgrims

‘Christmas won’t be Christmas without any presents,’ grumbled Jo, lying on the rug.

‘It’s so dreadful to be poor!’ sighed Meg, looking down at her old dress.

‘I don’t think it’s fair for some girls to have plenty of pretty things, and other girls nothing at all,’ added little Amy, with an injured sniff.

‘We’ve got Father and Mother, and each other,’ said Beth contentedly from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, ‘We haven’t got Father, and shall not have him for a long time.’ She didn’t say ‘perhaps never,’ but each silently added it, thinking of Father far away, where the fighting was.

Nobody spoke for a minute; then Meg said in an altered tone, ‘You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone; and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can’t do much, but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don’t.’ And Meg shook her head, as she thought regretfully of all the pretty things she wanted.

‘But I don’t think the little we should spend would do any good. We’ve each got a dollar, and the army wouldn’t be much helped by our giving that. I agree not to expect anything from Mother or you, but I do want to buy *UNDINE AND SINTRAM* for myself. I’ve wanted it so long,’ said Jo, who was a bookworm.

‘I planned to spend mine in new music,’ said Beth, with a little sigh, which no one heard but the hearth brush and kettle holder.

‘I shall get a nice box of Faber’s drawing pencils. I really need them,’ said Amy decidedly. ‘Mother didn’t say anything about our money, and she won’t wish us to give up everything. Let’s each buy what we want, and have a little fun. I’m sure we work hard enough to earn it,’ cried Jo, examining the heels of her shoes in a gentlemanly manner.

‘I know I do—teaching those tiresome children nearly all day, when I’m longing to enjoy myself at home,’ began Meg, in the complaining tone again. ‘You don’t have half such a hard time as I do,’ said Jo. ‘How would you like to be shut up for hours with a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you till you’re ready to fly out the window or cry?’

‘It’s naughty to fret, but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross, and my hands get so stiff, I can’t practice well at all.’ And Beth looked at her rough hands with a sigh that anyone could hear that time.

‘I don’t believe any of you suffer as I do,’ cried Amy, ‘for you don’t have to go to school with impertinent girls, who plague you if you don’t know your lessons, and laugh at your dresses, and label your father if he isn’t rich, and insult you when your nose isn’t nice.’

‘If you mean libel, I’d say so, and not talk about labels, as if Papa was a pickle bottle,’ advised Jo, laughing.

Questions

- 1- Who are the characters?
- 2- What is the financial state of the family?
- 3- Why did the mother refuse to buy Christmas presents?
- 4- What are the girls’ jobs?
- 5- About what Amy was complaining?

Second Treatment

Little Women

CHAPTER TWENTY-FIVE- The First Wedding

The June roses over the porch were awake bright and early on that morning, rejoicing with all their hearts in the cloudless sunshine, like friendly little neighbors, as they were. Quite flushed with excitement were their ruddy faces, as they swung in the wind, whispering to one another what they had seen, for some peeped in at the dining room windows where the feast was spread, some climbed up to nod and smile at the sisters as they dressed the bride, others waved a welcome to those who came and went on various errands in garden, porch, and hall, and all, from the rosiest full-blown flower to the palest baby bud, offered their tribute of beauty and fragrance to the gentle mistress who had loved and tended them so long.

Meg looked very like a rose herself, for all that was best and sweetest in heart and soul seemed to bloom into her face that day, making it fair and tender, with a charm more beautiful than beauty. Neither silk, lace, nor orange flowers would she have. 'I don't want a fashionable wedding, but only those about me whom I love, and to them I wish to look and be my familiar self.'

So she made her wedding gown herself, sewing into it the tender hopes and innocent romances of a girlish heart. her sisters braided up her pretty hair, and the only ornaments she wore were the lilies of the valley, which 'her John' liked best of all the flowers that grew.

'You do look just like our own dear Meg, only so very sweet and lovely that I should hug you if it wouldn't crumple your dress,' cried Amy, surveying her with delight when all was done.

‘Then I am satisfied. But please hug and kiss me, everyone, and don’t mind my dress. I want a great many crumples of this sort put into it today.’ And Meg opened her arms to her sisters, who clung about her with April faces for a minute, feeling that the new love had not changed the old.

‘Now I’m going to tie John’s cravat for him, and then to stay a few minutes with Father quietly in the study.’ And Meg ran down to perform these little ceremonies, and then to follow her mother wherever she went, conscious that in spite of the smiles on the motherly face, there was a secret sorrow hid in the motherly heart at the flight of the first bird from the nest.

As the younger girls stand together, giving the last touches to their simple toilet, it may be a good time to tell of a few changes which three years have wrought in their appearance, for all are looking their best just now.

Jo’s angles are much softened; she has learned to carry herself with ease, if not grace. The curly crop has lengthened into a thick coil, more becoming to the small head atop of the tall figure. There is a fresh color in her brown cheeks, a soft shine in her eyes, and only gentle words fall from her sharp tongue today.

Beth has grown slender, pale, and more quiet than ever. The beautiful, kind eyes are larger, and in them lies an expression that saddens one, although it is not sad itself. It is the shadow of pain which touches the young face with such pathetic patience, but Beth seldom complains and always speaks hopefully of ‘being better soon’.

Questions

- 1- How did the author describe June roses?
- 2- How did the author describe Meg?
- 3- How did Meg want her wedding?
- 4- Was her mother happy or sad? Why?
- 5- What was the feeling of her sister Beth?

Third Treatment

The Science of Getting Rich

Chapter 6 - How Riches Come to You

WHEN I say that you do not have to drive sharp bargains, I do not mean that you do not have to drive any bargains at all, or that you are above the necessity for having any dealings with your fellow men.

I mean that you will not need to deal with them unfairly. You do not have to get something for nothing, but can give to every man more than you take from him.

You cannot give every man more in cash market value than you take from him, but you can give him more in use value than the cash value of the thing you take from him.

The paper, ink, and other material in this book may not be worth the money you pay for it; but if the ideas suggested by it bring you thousands of dollars, you have not been wronged by those who sold it to you; they have given you a great use value for a small cash value.

Let us suppose that I own a picture by one of the great artists, which, in any civilized community, is worth thousands of dollars. I take it to Baffin Ray, and by "salesmanship" induce an Eskimo to give a bundle of furs worth \$500 for it.

I have really wronged him, for he has no use for the picture; it has no use value to him; it will not add to his life.

But suppose I give him a gun worth \$50 for his furs; then he has made a good bargain. He has use for the gun; it will get him many more furs and much food; it will add to his life in every way; it will make him rich.

When you rise from the competitive to the creative plane, you can scan your business transactions very strictly, and if you are selling any man anything which does not add more to his life than the thing he gave you in exchange, you can afford to stop it.

You do not have to beat anybody in business. And if you are in a business which does beat people, get out of it at once. Give every man more in use value than you take from him in cash value; then you are adding to the life of the world by every business transaction.

If you have people working for you, you must take from them more in cash value than you pay them in wages; but you can so organize your business that it will be filled with the principle of advancement, and so that each employee who wishes to do so may advance a little every day. You can make your business do for your employees what this book is doing for you. You can so conduct your business that it will be a sort of ladder, by which every employee who will take the trouble may climb to riches himself; and given the opportunity, if he will not do so it is not your fault.

And finally, because you are to cause the creation of your riches from Formless Substance which permeates all your environment, it does not follow that they are to take shape from the atmosphere and come into being before your eyes.

If you want a sewing machine, for instance, I do not mean to tell you that you are to impress the thought of a sewing machine on Thinking Substance until the machine is formed without hands, in the room where you sit, or elsewhere.

But if you want a sewing machine, hold the mental image of it with the most positive certainty that it is being made, or is on its way to you.

After once forming the thought, have the most absolute and unquestioning faith that the sewing machine is coming; never think of it, or speak, of it, in any other way than as being sure to arrive. Claim it as already yours. It will be brought to you by the power of the Supreme Intelligence, acting upon the minds of men. If you live in Maine, it may be that a man will be brought from Texas or Japan to engage in some transaction which will result in your getting what you want.

If so, the whole matter will be as much to that man's advantage as it is to yours.

Do not forget for a moment that the Thinking Substance is through all, in all, communicating with all, and can influence all.

The desire of Thinking Substance for fuller life and better living has caused the creation of all the sewing machines already made; and it can cause the creation of millions more, and will, whenever men set it in motion by desire and faith, and by acting in a Certain Way.

You can certainly have a sewing machine in your house; and it is just as certain that you can have any other thing or things which you want, and which you will use for the advancement of your own life and the lives of others.

You need not hesitate about asking largely; "it is your Father's pleasure to give you the kingdom," said Jesus. Original Substance wants to live all that is possible in you, and wants you to have all that you can or will use for the living of the most abundant life.

If you fix upon your consciousness the fact that the desire you feel for the possession of riches is one with the desire of Omnipotence for more complete expression, your faith becomes invincible.

Once I saw a little boy sitting at a piano, and vainly trying to bring harmony out of the keys; and I saw that he was grieved and provoked by his inability to play real music.

I asked him the cause of his vexation, and he answered, "I can feel the music in me, but I can't make my hands go right."

The music in him was the URGE of Original Substance, containing all the possibilities of all life; all that there is of music was seeking expression through the child. God, the One Substance, is trying to live and do and enjoy things through humanity. He is saying "I want hands to build wonderful structures, to play divine harmonies, to paint glorious pictures; I want feet to run my errands, eyes to see my beauties, tongues to tell mighty truths and to sing marvelous songs," and so on.

All that there is of possibility is seeking expression through men. God wants those who can play music to have pianos and every other instrument, and to have the means to cultivate their talents to the fullest extent.

He wants those who can appreciate beauty to be able to surround themselves with beautiful things; He wants those who can discern truth to have every opportunity to travel and observe; He wants those who can appreciate dress to be beautifully clothed, and those who can appreciate good food to be luxuriously fed.

He wants all these things because it is Himself that enjoys and appreciates them; it is God who wants to play, and sing, and enjoy beauty, and proclaim truth and wear fine clothes, and eat good foods. "It is God that worketh in you to will and to do," said Paul.

The desire you feel for riches is the infinite, seeking to express himself in you as He sought to find expression in the little boy at the piano. So you need not hesitate to ask largely.

Question

According to the author, how can a person become rich?

Fourth Treatment

Just Mercy

Chapter 1

I wasn't prepared to meet a condemned man. In 1983, I was a twenty-three-year-old student at Harvard Law School working in Georgia on an internship, eager and inexperienced and worried that I was in over my head. I had never seen the inside of a maximum-security prison—and had certainly never been to death row. When I learned that I would be visiting this prisoner alone, with no lawyer accompanying me, I tried not to let my panic show.

Georgia's death row is in a prison outside of Jackson, a remote town in a rural part of the state. I drove there by myself, heading south on I-75 from Atlanta, my heart pounding harder the closer I got. I didn't really know anything about capital punishment and hadn't even taken a class in criminal procedure yet. I didn't have a basic grasp of the complex appeals process that shaped death penalty litigation, a process that would in time become as familiar to me as the back of my hand. When I signed up for this internship, I hadn't given much thought to the fact that I would actually be meeting condemned prisoners. To be honest, I didn't even know if I wanted to be a lawyer. As the miles ticked by on those rural roads, the more convinced I became that this man was going to be very disappointed to see me.

I studied philosophy in college and didn't realize until my senior year that no one would pay me to philosophize when I graduated. My frantic search for a "post-graduation plan" led me to law school mostly because other graduate programs required you to know something about your field of study to enroll; law schools, it seemed, didn't require you to know anything. At Harvard, I could study law while pursuing a graduate degree in public policy at the Kennedy School of

Government, which appealed to me. I was uncertain about what I wanted to do with my life, but I knew it would have something to do with the lives of the poor, America's history of racial inequality, and the struggle to be equitable and fair with one another. It would have something to do with the things I'd already seen in life so far and wondered about, but I couldn't really put it together in a way that made a career path clear.

Not long after I started classes at Harvard I began to worry I'd made the wrong choice. Coming from a small college in Pennsylvania, I felt very fortunate to have been admitted, but by the end of my first year I'd grown disillusioned. At the time, Harvard Law School was a pretty intimidating place, especially for a twenty-one-year-old. Many of the professors used the Socratic method—direct, repetitive, and adversarial questioning—which had the incidental effect of humiliating unprepared students. The courses seemed esoteric and disconnected from the race and poverty issues that had motivated me to consider the law in the first place.

Many of the students already had advanced degrees or had worked as paralegals with prestigious law firms. I had none of those credentials. I felt vastly less experienced and worldly than my fellow students. When law firms showed up on campus and began interviewing students a month after classes started, my classmates put on expensive suits and signed up so that they could receive “fly-outs” to New York, Los Angeles, San Francisco, or Washington, D.C. It was a complete mystery to me what exactly we were all busily preparing ourselves to do. I had never even met a lawyer before starting law school.

I spent the summer after my first year in law school working with a juvenile justice project in Philadelphia and taking advanced calculus courses at night to prepare for my next year at the Kennedy School. After I started the public policy program in September, I still felt disconnected.

The curriculum was extremely quantitative, focused on figuring out how to maximize benefits and minimize costs, without much concern for what those benefits achieved and the costs created. While intellectually stimulating, decision theory, econometrics, and similar courses left me feeling adrift. But then, suddenly, everything came into focus.

I discovered that the law school offered an unusual one-month intensive course on race and poverty litigation taught by Betsy Bartholet, a law professor who had worked as an attorney with the NAACP Legal Defense Fund. Unlike most courses, this one took students off campus, requiring them to spend the month with an organization doing social justice work. I eagerly signed up, and so in December 1983 I found myself on a plane to Atlanta, Georgia, where I was scheduled to spend a few weeks working with the Southern Prisoners Defense Committee (SPDC).

I hadn't been able to afford a direct flight to Atlanta, so I had to change planes in Charlotte, North Carolina, and that's where I met Steve Bright, the director of the SPDC, who was flying back to Atlanta after the holidays. Steve was in his mid-thirties and had a passion and certainty that seemed the direct opposite of my ambivalence. He'd grown up on a farm in Kentucky and ended up in Washington, D.C., after finishing law school. He was a brilliant trial lawyer at the Public Defender Service for the District of Columbia and had just been recruited to take over the SPDC, whose mission was to assist condemned people on death row in Georgia. He showed none of the disconnect between what he did and what he believed that I'd seen in so many of my law professors. When we met he warmly wrapped me in a fullbody hug, and then we started talking. We didn't stop till we'd reached Atlanta.

Question: Tell the story using your own style.

Fifth Treatment

Death at the Excelsior

Chapter 1

The room was the typical bedroom of the typical boarding-house, furnished, insofar as it could be said to be furnished at all, with a severe simplicity. It contained two beds, a pine chest of drawers, a strip of faded carpet, and a wash basin. But there was that on the floor which set this room apart from a thousand rooms of the same kind. Flat on his back, with his hands tightly clenched and one leg twisted oddly under him and with his teeth gleaming through his grey beard in a horrible grin, Captain John Gunner stared up at the ceiling with eyes that saw nothing.

Until a moment before, he had had the little room all to himself. But now two people were standing just inside the door, looking down at him. One was a large policeman, who twisted his helmet nervously in his hands. The other was a tall, gaunt old woman in a rusty black dress, who gazed with pale eyes at the dead man. Her face was quite expressionless.

The woman was Mrs. Pickett, owner of the Excelsior Boarding-House. The policeman's name was Grogan. He was a genial giant, a terror to the riotous element of the waterfront, but obviously ill at ease in the presence of death. He drew in his breath, wiped his forehead, and 4 whispered: "Look at his eyes, ma'am!"

Mrs. Pickett had not spoken a word since she had brought the policeman into the room, and she did not do so now. Constable Grogan looked at her quickly. He was afraid of Mother Pickett, as was everybody else along the waterfront. Her silence, her pale eyes, and the quiet decisiveness of

her personality cowed even the tough old salts who patronized the Excelsior. She was a formidable influence in that little community of sailormen.

"That's just how I found him," said Mrs. Pickett. She did not speak loudly, but her voice made the policeman start.

He wiped his forehead again. "It might have been apoplexy," he hazarded.

Mrs. Pickett said nothing. There was a sound of footsteps outside, and a young man entered, carrying a black bag.

"Good morning, Mrs. Pickett. I was told that--Good Lord!" The young doctor dropped to his knees beside the body and raised one of the arms. After a moment he lowered it gently to the floor, and shook his head in grim resignation.

"He's been dead for hours," he announced. "When did you find him?"

"Twenty minutes back," replied the old woman. "I guess he died last night. He never would be called in the morning. Said he liked to sleep on. Well, he's got his wish."

"What did he die of, sir?" asked the policeman.

"It's impossible to say without an examination," the doctor answered. "It looks like a stroke, but I'm pretty sure it isn't. It might be a coronary attack, but I happen to know his blood pressure was normal, and his heart sound. He called in to see me only a week ago, and I examined him thoroughly. But sometimes you can be deceived. The inquest will tell us." He eyed the body almost resentfully. "I can't understand it. The man had no right to drop dead like this. He was a tough old sailor who ought to have been good for another twenty years. If you want my honest

opinion--though I can't possibly be certain until after the inquest--I should say he had been poisoned."

"How would he be poisoned?" asked Mrs. Pickett quietly.

"That's more than I can tell you. There's no glass about that he could have drunk it from. He might have got it in capsule form. But why should he have done it? He was always a pretty cheerful sort of old man, wasn't he?"

Questions

- 1- Describe the room.
- 2- Who were in the room? Describe them.
- 3- What was the doctor doing to the dead body?
- 4- What were his explanations concerning the reasons of death?
- 5- For how long the man has been dead?

Résumé

Prononciation; comme un moyen d'utiliser les sons pour transmettre une certaine signification, et les livres audio comme des livres parlés enregistrés par des auteurs ; sont deux concepts qui peuvent travailler ensemble pour développer des méthodes d'enseignement. Cette étude a été menée pour examiner l'effet de l'écoute de livres audio sur la prononciation des étudiants EFL au niveau de certains phonèmes. Pour atteindre cet objectif, un dispositif expérimental a été adopté. Les participants étaient dix-huit étudiants de troisième année d'anglais à l'université Mohammed Seddik Ben Yahia-Jijel, répartis en deux groupes : un groupe expérimental qui a reçu le traitement (écoute de livres audio) et un groupe témoin qui n'en a pas reçu. La prononciation des participants a été évaluée avant et après le traitement. Il a été émis l'hypothèse que l'écoute de livres audio entraînerait une amélioration de la prononciation des élèves. Les résultats ont démontré que les scores du groupe expérimental s'amélioraient significativement après le traitement par rapport à ceux du groupe témoin. Cela indique que l'utilisation de livres audio améliore la prononciation des étudiants EFL. Enfin, il est recommandé d'incorporer un plus grand nombre d'activités d'écoute et d'expression orale dans le programme du cours.

ملخص

النطق؛ كطريقة لكيفية استخدام الأصوات لنقل معنى معين، والكتب الصوتية ككتب ناطق مسجلة من قبل المؤلفين؛ مفهومان يمكنهما العمل معًا لتطوير طرق التدريس. أجريت هذه الدراسة لفحص تأثير الاستماع للكتب الصوتية على نطق طلاب اللغة الإنجليزية كلغة أجنبية على مستوى بعض الأصوات. لتحقيق هذا الهدف ، تم اعتماد تصميم تجريبي. كان المشاركون ثمانية عشر من طلاب السنة الثالثة للغة الإنجليزية في جامعة محمد الصديق بن يحيى- جبجل ، تم توزيعهم على مجموعتين: مجموعة تجريبية تلقت العلاج (الاستماع إلى الكتب الصوتية) ، والمجموعة الضابطة التي لم تفعل ذلك. تم تقييم نطق المشاركين قبل وبعد العلاج. كان من المفترض أن يؤدي الاستماع إلى الكتب الصوتية إلى تحسين نطق الطلاب. أظهرت النتائج أن درجات المجموعة التجريبية قد تحسنت بشكل ملحوظ بعد العلاج مقارنة مع المجموعة الضابطة. يشير هذا إلى أن استخدام الكتب الصوتية يعزز نطق طلاب اللغة الإنجليزية كلغة أجنبية. أخيرًا ، يوصى بإدراج عدد أكبر من أنشطة الاستماع والتحدث في منهج الدورة التدريبية