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The Impact of Integrating Audiobooks as an Authentic Material on Developing Students' Oral Reading Fluency

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

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DEDICATION

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

*To my beloved parents, **Messaoud** and **Nadia Khebbache,** who have devoted their entire lives to enlighten me and struggled with their tireless striving to make me what I am today.*

*To my dear siblings, **Hakim** and **Sonia**, for their affection and care, and for being a big source of inspiration to me,*

*To my adorable nieces, **Lylia, Omar** and **Anaïs,***

*To my lovely husband, **Abdellah**, for his continuous encouragement, love, and his everlasting belief in me,*

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*To my little princess, my niece '**Alaa'***

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Abstract

The present study investigated the impact of using audiobooks as an authentic material on developing students' oral reading fluency. It is, then, hypothesized that if audiobooks are integrated as an authentic material in teaching reading, learners' oral reading fluency will improve. In order to test this hypothesis, an experimental study was conducted with sixteen second year students of English at Mohammed Seddik Ben Yahia University. Furthermore, a quantitative method was used in the analysis of the gathered data. Results from a five-session audiobooks assisted reading have demonstrated that the students had levels of oral reading fluency that vary between good and average. The experimental group scores have improved significantly after the treatment to above the pre-test score levels, in terms of accuracy, reading speed, prosody, reading comprehension, and word recognition.

On the basis of the findings, it is recommended to include more oral reading practices in order to help students improve their fluency.

Key words: Reading fluency, Audiobooks, Oral reading fluency, Assisted reading.

List of Abbreviations

ER: Extensive **R**eading

IR: Intensive **R**eading

OR: Oral **r**eading

SR: Silent **R**eading

RF: Reading **F**luency

ORF: Oral **R**eading **F**luency

AR: Assisted **R**eading

WCPM: Words **C**orrect **P**er **M**inute

EFL: English **F**oreign **L**anguage

RWL: Reading **W**hile **L**istening

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General Introduction

1. **Background of the Study**

One of the crucial skills that English foreign language learners (EFL, henceforth) need to master throughout their educational path is "reading". The latter is the key element to acquiring the three other skills, namely speaking, listening and writing.

Reading is more than decoding words; It also involves comprehension and interpretation. Fluency has turned from a rarely used and neglected instructional component into being included in important curriculum decisions (Kuhn, et al., 2010). In the same context, other researchers agreed upon the fact that fluency has transformed into a much important component of all reading programs, mostly those dedicated for students who have severe reading difficulties (Hudson, et al., 2009).

Teachers have to implement and use different materials to activate teaching, and with the advancement of technology, a huge popularity of digital instruments has emerged. The use of such materials has become very commonly used in teaching. Thus, several studies have shown that integrating authentic materials in teaching English as a foreign language is very effective. Audiobooks are considered as convenient educational instruments that are used inside and outside the classrooms. This innovation is mostly used in teaching the four skills, and more specifically reading. Reading fluency is one of the main goals that students' work hard to attain because it enables them to not only learn how to read accurately, quickly, and with appropriate expression, but also helps them understand the global meaning of the text and be able to recognize words automatically. Audiobooks provide an excellent bridge between decoding and comprehension for non-fluent readers. Reticent students who avoid reading and those who have low rates of fluency can benefit greatly from listening to audiobooks while reading along in a printed text. The fact that they are given the chance to

hear words and phrases makes them aware of the correct and accurate way of pronunciation, as well as speed and prosody.

Despite the fact that reading is of great value to teaching and learning a foreign language, oral reading fluency has been proven to be difficult to master. And for that reason, many scholars have tried to incorporate audiobooks as authentic materials to improve reading and solve that issue. A study conducted by Whittingham et al. (2013) to determine the effectiveness of audiobooks on struggling readers in school library club. In order to gather their results; the researchers used an interview addressed to students, parents and teachers. The latter consists of qualitative and quantitative survey questions, in addition to an experiment that has been conducted for nine months. The findings indicated that struggling readers' use of audiobooks had a positive impact on reading skills and attitudes toward reading.

The second research carried out by Estives & Whitten, (2011) aimed at investigating how reading with digital audiobooks and constant silent reading influenced both reading fluency and attitudes. The researchers used an experimental study that resulted in obtaining results which proved to be insignificant.

The third research is named "Audiobooks: Legitimate Reading Material for Adolescents" and was initiated by Moore & Cahill (2016). The goal behind this study was to explore the already existing proof related to literacy development, audiobooks, and adolescents. Findings from the studies of audio delivery of content demonstrated variable outcomes of audiobooks use among different populations of adolescents. For individuals learning a second language, comprehension tends to improve as a consequence of audiobook use, however for students' with learning disabilities results vary.

2. Statement of the Problem

Oral reading fluency is still among the most popular problematic areas found in teaching reading. Therefore oral reading activities are avoided in classes regardless of their various benefits in teaching and learning any foreign language. Students feel anxious and frustrated while reading orally; especially when they find unfamiliar lexicon in the foreign language text .This is the reason why most of them do not know the accurate pronunciations and meanings of the words. They also do not know how to read with appropriate expressive interpretation, and all these factors can hinder their reading speed. The researchers found it difficult to perfect their reading abilities. They found the process of reading a written book uninteresting and unpleasant. Consequently, the lack of their reading frequency reflected badly on their performance and fluency as well.

3. Aim of the Study

Oral reading fluency contains different components that require careful measurement to assess students' fluency. These components are: accuracy, reading speed, prosody, and reading comprehension. Accuracy means delivering correct phonological representation of each word. Reading speed refers to how automatically a reader recognizes words and his capacity to quickly perceive correct words with little effort. Words correct per minute (WCPM henceforth) is usually used to refer to both accuracy and reading speed, because both are concerned with testing the amount of words during one minute. Prosody, on the other hand, entails reading easily with appropriate expressive interpretation.   Reading comprehension and word recognition are also considered very important aspects in oral reading fluency.

The aim of conducting this study is to investigate the effectiveness of audiobooks in developing second year English as a foreign language students' oral reading fluency at

Mohammed Seddik Ben Yahia University. To do so, the researchers used assisted reading with audiobooks strategy and focused on three main techniques, namely: Modeled reading, repeated readings, and phrase boundaries. Modeled reading is when students are provided with audio recordings that demonstrate how reading should be done in a professional way. Repeated reading is when students are asked to read a passage for several times with the aim of improving their performance. Phrase boundaries is a technique that teachers use in order to demonstrate to students where pauses should be made while reading orally, it can be taught by cueing pauses in text with slashes.

4. Research Questions

The present study explores the development of second year English foreign language students' oral reading fluency through reading while listening (RWL, henceforth) to audiobooks. The main research question asked is:

➢ Does RWL to audiobooks improve English foreign language students' oral reading fluency as measured by increase in the number of words read per minute?

In addition, the researchers investigated the following sub-questions:

a. Do reading fluency scores differ in terms of accuracy between the group of students who participated in RWL to audiobooks and control group?

b. Do reading fluency scores differ in terms of prosody between the group of students who participated in RWL to audiobooks and control group?

c. Do reading fluency scores differ in terms of reading speed between the group of students who participated in RWL to audiobooks and control group?

d. Do audiobooks have any effect on English foreign language students' comprehension and word recognition skills?

5. Research Hypothesis

On the basis of the research questions posed above, the following hypothesis has been formulated:

If audiobooks are integrated and used as an authentic material in teaching reading, learners' oral reading fluency will improve.

6. Means of Research

This study attempts to investigate whether the integration of audiobooks as an authentic material can make a positive impact on Second year EFL students' oral reading fluency. In order to test the proposed hypothesis and obtain the necessary data from the subjects, the researchers conducted an experimental study. The current study also uses a quantitative method to compare achievement test scores between the experimental and control groups.

7. Structure of the Study

This research paper involves three chapters. The first two are devoted to the theoretical backgrounds of the variables, whereas the third chapter is all about the field work. The paper opens with a general introduction which is designed to present the work from a theoretical perspective, i.e. it provides the reader with a glance over the major points, the research methodology and organization.

The first chapter provides an overview about the necessity of developing oral reading fluency .It consists of four major elements: reading skill, reading fluency, oral reading fluency, and teaching oral reading fluency. The first element provides definitions of reading skill as stated by a number of scholars and researchers, then identifies its types and the difference between them, in addition to some tips of how teachers can provide real reading. The second element comprises definitions of reading fluency from different perspectives, and the difference between a fluent reader and a non-fluent reader. The third and most important

focus in this first chapter is put on the oral reading fluency, its definition along with its components, and importance. The fourth and final element is teaching oral reading fluency, including the different strategies that teachers can adopt in order to teach it, the suitable assessment that can be used while evaluating it, and finally the instructional resources to be used for developing it.

The second chapter "Audiobooks as an Authentic Material" gives an overview of audiobooks as being an innovative tool to be integrated into the educational field. The focus of this chapter is put on audiobooks as an authentic material that can be used to develop the students' oral reading fluency. It first explains what is meant by authentic materials and the different criteria that could be used for choosing them. Then audiobooks are defined with an intention to concentrate on the crucial role they play in language teaching and learning, in addition to the criteria for selecting them. In order to facilitate the incorporation of audiobooks in EFL teaching/learning, effective techniques that teachers can benefit from using inside the classroom are presented. Furthermore, assisted reading with audiobooks is explained. And lastly the benefits of audiobooks are also expounded.

Chapter one: Oral Reading Fluency

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Chapter one: Oral Reading Fluency

Introduction

Reading is one of the basic skills of language learning. It cannot be separated from the three other skills namely: writing, speaking and listening. Reading mastery is considered as a necessary stage in learning any language since it can help improve other language skills.

This chapter presents the theoretical aspects of oral reading fluency of EFL learners, which is considered the core interest of this research work. Reading skill as a first element is defined in this chapter according to various views, in addition to its types. Reading fluency as a second element is also defined from different perspectives, then the reasons why it is taught are identified, and the difference between a fluent reader and a non-fluent reader is also mentioned. The major consideration in this first chapter is put on the third element, which is called oral reading fluency. Its definition along with its components and its importance are all discussed. A fourth and final element deals with teaching oral reading fluency. The latter comprises how oral reading fluency is taught together with its assessments.

1.1. Reading Skill

1.1.1. Definition of Reading

Numerous scholars and scientists in the field of linguistics, psychology and language teaching have tried to define reading .Many definitions have attempted to give viewpoints about what reading is, the means by which it happens, and instruments that underlie it. The vast majority of definitions that have been expounded on reading agree on the certainty that it incorporates different fundamental methods and mechanics. Reading is defined as a complex activity that includes all of the word acknowledgment, the process of seeing how written symbols relate to one's spoken language, and the way toward comprehending words, sentences and associated sections (Baudoin et al., 1994).

Nuttall (as cited in Hatani & Davatgari, 2017) defined reading as "the process of getting out of the text as nearly as possible with the message the writer puts into it". Any written text has inside of it a specific intended message that writers want the readers to grasp. By doing so and carefully scanning and understanding that message, the reading process can be a success. Reading is the ability to see text, react with the best possible sound interpretation and understand the meaning of the text (Kostewicz & Kibina, cited in wolf, 2018). In this definition reading is not only restricted to understanding the intended message within the text but extends to making eye contact with the written material and knowing how to spell and read the text out loud.

Kuhn, Schwanenflugel and Meisinger defined reading as a complex skill of building meaning from written text; the reader must be capable to decode words rapidly and precisely to allow the mind understand the content (as cited in Wolf, 2018). The complexity of this particular skill should not be underestimated. It requires a lot of effort because when reading any written text the reader has to decode each word and make relations between them, and whenever he /she finds an ambiguous word, he/she tries to relate its meaning to the previous passage, and figure out what the hidden message inside the text is.

Harmer (1983) asserted that "reading is an exercise dominated by the eyes and the brain [...] the eyes receive messages and the brain has to work out the significance of these messages"(p.53). Reading with the eyes without using the brain to understand and analyze what is meant is considered as an incomplete task, both eyes and brain need to work together in order to be able to decode each word and comprehend the meaning they form.

1.1.2. Types of Reading

Two types of reading may occur in a language classroom. They can be categorized as silent and oral reading. Within the category of silent reading, one encounters intensive and extensive reading.

1.1.2.1. Silent Reading

Silent reading (SR, henceforth) is one of the commonly used reading class performances; it basically refers to the process of reading without producing any sound. It can be convenient to some people who prefer to keep to themselves and not bother their surroundings. Silent reading has two types: extensive and intensive reading.

1.1.2.1.1. Extensive Reading

Williams (1984) defined extensive reading as the "relatively rapid reading of long texts" (p.82). Extensive reading (ER, henceforth) is an approach of reading in which students are free to select the reading material and read on their own pace; the most important thing is the amount of books read and the students' enjoyment. The same idea was stated by Richards and Schmidt who stated that ER means to read excessively and pick up a general idea about what is read. It is planned to develop good reading habits, to enrich knowledge of vocabulary and grammar, and to make reading more likable and enjoyable (as cited in Yamashita, 2008).

The main focus of ER is on the amount of leisure made by students as well as their entertainment, in addition to picking up a generalized idea about the meanings of the text. Gorsuch and Taguchi also defined it as an approach in which students pick materials that enable them to read for joy in both the classroom and outside of the classroom. (as cited in Driggs, 2013). ER is an individualized approach that teaches students how they can autonomously improve their reading skills inside and outside the classroom, by allowing them to pick up their own reading passages that suit their level of proficiency and that seem entertaining to them.

1.1.2.1.2. Intensive Reading

Readers get specific information from quite short passages. According to Brown (1989) "intensive reading calls attention to grammatical forms, discourse markers and other surface

structure details for the purpose of understanding literal meaning, implications, rhetorical relationships" (p .41).Unlike ER, this type of reading requires more concentration from the reader; he/she needs to pay attention to little details in the written material and comprehend perfectly what it is about. In a similar context, Palmer (1964) stated that intensive reading (IR henceforth) is to "Take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains"(p.111); therefore, IR is the analysis of each different aspect of a text**.** According to Nation (2009), "intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text" (p.47). When readers are intensively reading a text, their aim is to find meaning and to be familiar with writing strategies contained in it.

1.1.2.2. Oral Reading

Oral reading (OR, henceforth) has an important role in the English learning process. It helps students construct some background knowledge about what they are reading, and it enables them to grasp new vocabulary and new terms which help them develop their discussion skill. According to Huang (2010), OR or "reading aloud" plays an important role in the English learning process. And it is also considered as an important part in the educational development, which has many functions in English teaching. Some teachers even believe that it is sufficient to make the students open their mouths. In fact, OR tasks are very demanding from both the teacher's and students' behalves, the teacher has to be prepared and provide a relaxed atmosphere while the student needs to focus on the task and be engaged both mentally and physically. When these factors are present OR benefits can begin to reflect on the students' performance.

Huang expressed five functions of reading aloud in foreign language teaching:

- **Practice Pronunciation**

Reading aloud is a kind of comprehensive practice of pronunciation. Therefore, it is a very beneficial for the students since it applies suitable stress, intonation and rhythm. Students come from different places and they have different accents. Reading aloud can help them correct their dialect interference effectively.

- **Improve Oral English**

Reading aloud does not only help students open their mouths, but it also improves their oral English evidently. The students with perfect oral English ought to pronounce appropriately and speak fluently. For certain students who don't have the confidence to speak in English, reading aloud can help to solve their problem and break that reticence barrier to develop their pronunciation, through reading with expressions, changes in the tone, the pitch and the volume of the voice.

- **Get Deeper Understanding**

Reading aloud helps students comprehend the text effectively and profoundly and it arouses their sense and imagination, and keeps their great attention.

- **Strengthen the Knowledge**

Oral English is an important method, but it has some limitation in vocabulary and structure. As a practice, reading aloud can make up for the lack of oral English and it can strengthen students' grammar and vocabulary.

- **Improve the Classroom Atmosphere**

Working on reading aloud makes students increasingly motivated, interested, and enjoy the task which creates a positive environment that allows students learn better. What's more, reading aloud to students during an intensive class may help in reaching students' goals and clear their minds. In other words students will get engaged and motivated.

1.1.3. Silent Reading versus Oral Reading

According to Van Zon (2002), youngsters should be qualified and fluent silent readers, yet being a fluent oral reader is a stage that most readers ought to not miss. When students read orally, they have the chance to get feedback from grown-up readers who can analyze and productively evaluate their reading progress. This is very important if new, poor, or moderate readers want to become fluent. It is clear that both SR and OR have a huge beneficial role in any student's learning development.

In SR reading, the learner has more confidence, he feels in control and not afraid to be judged by others. This fear can easily build up a barrier between these reticent learners and their success. The only issue that SR can cause is that it cannot be assessed easily, since no one can hear their reading, mistakes can hardly be identified and the learner is more likely to keep making the same errors over and over again, and even form a habit out of them.

In OR reading, the learner is challenged to perform and show his greatest capacities, to compete with his peers and be more motivated to better his skills. Mistakes performed while reading orally can easily be noticed and corrected on the spot, and he can also self-evaluate himself, because while he is reading, he can hear his own voice and notice what his weaknesses are. But reading orally can be somewhat challenging for students especially at the beginning stages. This is why it is preferable to mix up the two types of readings , by allowing the student to first read silently and familiarize himself with the text ,then read orally to the whole class.

1.2. Reading fluency

1.2.1. Definition of Reading Fluency

Reading Fluency (RF, henceforth) is one of the characterizing attributes of good readers, and an absence of fluency is a common characteristic for poor ones. Stanovitch outlined that RF is not to only recognize great readers from poor ones; however, an absence of it is a dependable indicator of reading comprehension issues (as cited in Breznitz, 2006). This means that if a learner does not understand the words he/she is reading or the global meaning of the reading material, then he /she will automatically find obstacles and difficulties while reading orally.

For a long time, research in fluency has essentially centered on accuracy. Later on, a number of extra abilities have been advanced as a reason for fluent reading. The quality of reading can be measured by counting the skills of reading rate (speed and time), automaticity, prosody, and rapid automatized naming tasks. Kuhn et al. defined Fluency as quick, accurate OR with appropriate expression**.** (as cited in wolf, 2018). Being a fluent reader is not easy; reading should be done in a correct way, free of mistakes and with a decent speed. In the same context, Grabe(2010) defined RF as "the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing. It involves a long incremental process and text comprehension is the expected outcome" (p.72). Grabe in his definition defined RF as a mixture of speed, correctness, appropriateness and also understanding and comprehension. Readers who mechanically acknowledge words throughout reading devote their entire cognitive energy to the next level of cognitive processes like comprehending the text. According to Schreiber (as cited in Breznitz, 2006) RF is "that level of reading competence at which textual material can be effortlessly, smoothly, and automatically understood". Similarly, Meyer and Felton explained RF as "the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of

reading such as decoding" (as cited in Breznitz,2006, p.4). For OR to be perfected, it needs to be performed in a natural smooth way, with no sudden long pauses, no spelling mistakes, and accompanied with an automatic reading comprehension.

Kuhn et al. (2010) suggested that even though the many definitions of RF stress its various components, "there seems to be a growing consensus that accuracy, automaticity and prosody all make a contribution to the construct" (as cited in, Driggs,2013) . This shows that although there are so many different components of RF, prosody, reading correctness, and having a decent reading speed are quite enough for reaching fluency.

1.2.2. Fluent Reader vs. Non-Fluent Reader

What is necessary for readers is to comprehend what they read; this particular part of reading requires their cognitive abilities to be included in the reading process and helps them evolve and be more fluent and also enjoy reading and be even more motivated to read more. Reading demands from readers an amount of concentration and mind engagement so that they can construct their knowledge, by associating with content and utilizing their earlier information and experience and the data that can be found in the content (Brozo, as cited in Aerila & Merisuo-Storm, 2017). While a fluent reader deals easily with issues of word acknowledgment, suitable pacing, expressing, and sound, a non-fluent reader's execution does not have all or maybe any of these characteristics. Fast word identification and the construction and the integration of meaning are basic in the reader procedure; yet, for a non-fluent reader word recognition needs mental capacity that would regularly be devoted to the perception process (Suggate et al., as cited in Aerila & Merisuo-Storm, 2017). According to Tankersley (as cited in Kocaarslan, 2017), students with fluent reading make automatic readings; they know how to relate words rapidly so as to understand content.

Fluent readers become lovers of reading and learning, and they also find it enjoyable read out loud to a crowd of people in different situations, like reading aloud reports or conveying presentations in work environments or classrooms. Moreover, fluent readers can be great models of reading to other people and have a big impact in helping other people figure out how to read. According to Rasinski & Padak (as cited in Oakley, 2003, p.4),

> It is necessary to teach reading fluency explicitly because many children don't just "pick it up." It is crucial that children become fluent, primarily because of fluency's (probably reciprocal) relationship with comprehension, but also because fluent readers tend to have more positive attitudes toward reading and a more positive concept of themselves as readers.

1.3. Oral Reading Fluency

1.3.1. Definition of Oral Reading Fluency

OR has an evident significance in reading achievement. Oral reading fluency (ORF henceforth) plays a great role in successful literacy according to experimental studies directed recently (Chard, Vaughn and Tyler ,cited in Kocaarslan,2017) .Adams defined ORF as one of the characteristic features of good readers. (as cited in kocaarslan ,2017).To be a good reader you need to first focus on fluency mastery, because this mastery can contribute greatly to someone's performance and prove that he has become a fluent reader. In his definition, Shanahan stated that ORF is "the ability to read text aloud with speed, accuracy, and proper expression"(as cited in Driggs, 2013, p.7).This clearly sums up what being a fluent oral reader is all about; the first condition is being able to read out loud a text without making any spelling mistakes, the second is being able to read it in an appropriate reading speed, and the third and final thing is being able to make expressive interpretations where needed.

Moreover, Burton (2007) explained ORF as "reading aloud to one or more people in a rapid, accurate and expressive way, with the momentum unbroken by the need to decode" (p.4). It has become obvious that reading accuracy and prosody are the key elements to being good fluent oral readers, but automaticity plays also a big role in helping the student decode words and make relations between them, and also to understand the meanings of what is read. Educators can measure students' fluency when they read aloud; this is referred to as ORF measurement. The latter can be easily initiated since their oral reproduction can be recorded and later on analyzed carefully.

According to Allington (1983), "oral fluency is regarded as a necessary feature in defining good reading". That's why he asked the question "Why hasn't oral fluency become a major focus of beginning reading or early remedial instruction" (p.556). From a young age parents and teachers encourage children to read on their own silently, with the idea that the amount of books read is what makes a student fluent. But they ignore the importance of oral reading and that is a big mistake, because the student will naturally acquire a huge amount of vocabulary but will not know how to spell it accurately, and this doesn't result in complete reading fluency, only a partial part of it.

1.3.2. Components of Oral Reading Fluency

ORF has three main components. According to Hudson, Lane and Pullen (cited in Kocaarslan, 2017) these three components are: prosody, accuracy, and automaticity of word recognition.

1.3.2.1. Prosody

Kocaarslan (2017) defined prosody as a reading skill which contains reading easily with appropriate articulation and meaningful units. In a similar context, Breznitz defined it as "the

rhythm or intonation accompanying language, it is not a linguistic byproduct but rather an aspect of language that is significant in its own right."(p.41).Prosody is **considered as** one of the most important components of ORF; It has to do with the rhythmic structure of a text as well as, other characteristics of speech such as pause, pitch, stress, volume, and tempo. Prosody has different features, according to Ladd, The first of these features is fundamental frequency or, more simply, pitch. Pitch has to be regarded as conditional to a speaker's voice range (volume) and native language. Another prosodic feature is duration. According to Temperley, vowels in stressed words are mostly longer than in unstressed words, and even longer in phrase final position. The third feature is stress, which is according to Himmelmann & Ladd, a property in speaking that makes one syllable in a word more freestanding than the other syllables. Eisler and Krivokapic stated another feature which is pause; Pausing is noted by a spectrographic silence in OR, or it can be invoked by some consonant combinations. Slow speakers make additional pauses, and people differ significantly on whether or not they make sentence internal pauses in speech. (as cited in Kuhn et al.,2010)

1.3.2.2. Accuracy

Word decoding is characterized as a skill of delivering precise phonological representation of each word. Sight-word vocabulary of readers and difficult reading processes which constrain them to turn to word recognition techniques are identified with precise word recognition skill. (Hudson & Torgesen, as cited in Kocaarslan, 2017)

1.3.2.3. Reading Speed

Reading speed is firmly identified with the reader's automaticity of word recognition in a given text .Automaticity is the capacity to precisely explain the words in a text rapidly with minimal intellectual effort. (çetinkaya & Rasinski, cited in Kocaarslan,2017). Torgesen and Hudson defined automaticity in word recognition as the capacity to quickly recognize and

perceive words with little effort and consideration. It requires fast and accurate identification of individual words as well as speed and smoothness in reading the associated content. (as cited in Kocaarslan, 2017). Reading speed provides data about the extent to which words are automatically perceived .In order to assess reading speed, the amount of words orally read correctly in one minute (60 seconds) should be evaluated. Accurately read words likewise incorporate words which are at first misread yet then adjusted by students (Akyol et al.,cited in Kocaarslan,2017). Similarly, Logan defined automaticity as the ability of a reader to interpret print instantly with unconscious idea or exertion (cited in wolf 2018).

1.3.3. The Importance of Oral Reading Fluency

According to Tindal et al. (2006), the significance of reading fluency cannot be underestimated, or its importance doubted. Comprehension improves when students read quickly, accurately, and smoothly .Jay Samuels (as cited in Tindal, 2006) used the term automaticity to describe the connection between decoding and comprehension. Basically, when students become fluent, decoding is programmed and there is no need for their brains to make an effort while reading; the outcome is about mostly concerned with comprehension. Additionally, there are huge side advantages of fluency instruction. As students become increasingly fluent readers, they can start to manufacture their own learning and participate more broadly in the language community. With reading fluency comes a greater awareness. Different opportunities and chances are provided to collaborate and communicate with others, enabling students to help each other practice, rehearse for performances, and share their aptitudes with a crowd of people.

According to Van Zon (2002), Current research confirmed that ORF is a necessary condition for good comprehension and enjoyable reading experiences. Van Zon proposed to learners some qualities that are important in order to reach ORF. The first one is using models

of good reading at home and school to learn that the global aim when reading aloud is a fluent, expressive performance. In addition to having a lot of opportunities to practice reading aloud and often read texts that suit the reader's instructional level and not ones that are too difficult which only cause frustration. Lastly, it is important to have more time to read silently, practice, rehearse, and hone intonation before they are asked to read aloud.

1.4. Teaching Oral Reading Fluency

1.4.1. How Oral Reading Fluency is Taught

In order to teach fluency, the teacher has to use certain methods that trigger all of the ORF components, namely accuracy, prosody and automaticity. Using these methods can help the students see great results as far as ORF is concerned, and this can help them feel more motivated and determined to read more and want to become fluent oral readers. These are some famous methods that teachers use inside the classroom to help their students read fluently: paired reading, choral reading, repeated readings, modeled reading, performance reading, and phrase boundaries.

- **Paired reading**

According to Gerdes (2000), paired reading is "an intervention for improving reading fluency in which students are paired and take turns being the tutor and the tutee. Students sit side-by side while one reads and the other follows along, assisting when necessary"(p.11). This particular method can be so effective and beneficial to the students, because most of them feel at ease and more comfortable when collaborating with their peers. In addition, this method can help create some kind of competitive atmosphere between them. Burton (2007) explained that when the learner reads with a teacher or another proficient reader, they start reading the text together until the learner gets ready and comfortable to read alone.

- **Choral reading**

Many students are too shy to read aloud. They are scared that if they miss pronounce something, the other students might laugh at them. When students are reading aloud this can help them address reading problems. But if a student is too scared to read aloud, choral reading can be used; it involves reading aloud at the same time as other students. It is called choral reading because, like a chorus of singers, they are all reading together, the same thing at the same time. Choral reading is used to boost the students' confidence in reading aloud. The fact that all students are reading aloud together, makes them feel more comfortable reading aloud. (Burton, 2007)

- **Repeated reading**

According to Burton (2007), repeated reading means the same passage is read again and again over the course of a few weeks so that faultless fluency is accomplished. It is important not to underestimate the time required and not to move on to an alternate text too early. Additionally the teacher needs to save copies of passages for repeated reading for when they disappear or are left at home. Gerdes (2000) defined repeated reading as**:**

> An intervention for improving reading fluency in which students are paired and take turns being the tutor and the tutee. Each tutee reads a selected passage three times. After the first read, the reader makes observations about his own reading and sets some goals. After each of the following two readings, tutor and tutee together discuss the reader's progress.(p.11)

Repetition is well known to be super effective in acquiring a lot of skills, and oral reading is no exception. Repeated readings can familiarize the student with the text and each time he/she repeats the same text, the improvement of his/her oral reading would be quite obvious. Van Zon (2002) proposed to parents to demonstrate fluent reading of a selected passage and afterward talk about new vocabulary and content. At that point, the kid ought to

be given a copy of a similar passage to work on reading freely until he/she can read the passage smoothly, precisely, and with great articulation. This strategy is amongst the three other strategies that the researchers will be using in conducting their treatment.

- **Modeled reading**

Here the teacher reads aloud first and the learner repeats .The learners can also listen to proficient readers including those narrators on audiobooks; this method is very helpful for learners who want to develop their ORF. Expressive modeling is important and should not require the students to read a long piece of text, a phrase or short sentence read at a time is enough. Gerdes defined modeled reading as:

> A type of intervention for improving reading fluency in which modeling is the chief component. A wide variety of demonstration strategies exist, including reading aloud, shared reading, listening while-reading (also known as recorded books), choral and echo reading, neurological impress, and paired reading.(p.10).

Modeled reading is considered as a crucial step in teaching ORF because it illustrates to students how the text should be read out loud perfectly. The selection of this model to be used should be done carefully, because if the chosen model is not as qualified to give a perfectly read example, then the students might be misled.

Van Zon (2002) suggested for lecturers to read aloud to students daily from picture books, chapter books, newspapers, and poetry selections. Modeled reading strategy will be used by the researchers in their treatment; because it is the most relevant to the topic of their investigation. Audiobooks will be used as a model to help students improve their oral reading fluency.

- **Performance Reading**

Most students like performing in role plays and acting out certain roles inside the classroom, they find this method to be entertaining, but these performances can also be used as a teaching opportunity.

> Preparing for a 'performance' works particularly well with a play script, with learners taking the individual parts (and the teacher perhaps reading the stage directions).Reminding learners that professional actors do not always get it right, can provide reassurance and indeed be liberating and confidence-boosting. Arranging time for learners to practice together is also important. (Burton, 2007, p.5)

In order to perfect their performance, the students are provided with scripts to work on and rehearse beforehand, with the help and assistance of the teacher. The teacher's role is to give them directions and tips and help them overcome stage anxiety.

- **Phrase boundaries**

According to Hudson, Lane and Pullen (2005) calling the reader's attention to the decent placement of pauses around phrase boundaries can contribute substantially to meaning. For instance, Rasinski used the following example of a sentence that can convey meaning or appear as a nonsensical string of words: The young man the jungle gym. Most readers pause after *man*, which results in nonsense. By pausing after *young*, the reader can construct meaning from those words.

Hudson, Lane and Pullen (2005) explained that the concept of phrase boundaries can be taught by cueing pauses in text with slashes. Single slashes represent shorter pauses, and double slashes indicate longer pauses. Phrase boundaries will also be included in the

treatment of the current study; because it can help students with their oral reading fluency in general, and ameliorate their prosody level specifically.

1.4.2. Oral Reading Fluency Assessment

In order to be proficient readers, students need to develop their fluency through practice. Before doing so, it is important to conduct a pre-assessment in order to determine the students' level of fluency (strengths and weaknesses), and therefore know what specific activities and materials will be used.

According to Zutell & Rasinski (cited in Hudson ,Lane & Pullen ,2005).

Teachers need to hear students read aloud to create judgments regarding their progress in reading fluency, systematic observation can also help assess the students' progress and confirm instructional wants   and   desires. Lecturers observing   students'   ORF ought to contemplate every essential side of   fluent reading: word-reading accuracy, rate, and prosody.

A progress monitoring assessment is crucial after the students have practiced reading orally using different techniques and assisted authentic materials. This post-assessment aims at determining whether the students are making adequate progress toward the goals of improved reading proficiency. Depending on the results obtained, necessary changes need to implemented and retested.

1.4.3. Instructional Resources for Developing Oral Reading Fluency

According to Burton (2007) there are different materials for reading fluency. They include: newspaper articles, books, audiobooks, and learners' writing.

Film, TV and Play Scripts

Plays can be obtained freely (often with supporting teaching packs) from theatres. Downloading TV scripts is possible (e.g. soaps such as *EastEnders*) and film scripts from

websites like www.scriptcrawler.net and www.script-o-rama.com There are also short, simple plays available in the LIVEWIRE series published by Hodder Education .

Newspaper articles, including those in the metro and other free local papers

Local and national interest articles lend themselves specifically well to class discussion with a large range of students before and during the reading process. Long articles might need lots of reading stamina for some students. Newsprint in justified columns could also be difficult to read and can be adapted.

Books

Books are used in traditional ways of teaching, well-known as Quick Reads series. You can purchase suitable books that can be found through First Choice Books in (www.firstchoicebooks.org.uk) and if you're seeking easier books aimed at beginner readers you can see New Leaf: www.newleafbooks.org.uk (the successors to Gatehouse).

Audiobooks

These are audio recordings that are easily accessible to accompany texts, like New Leaf, and Clipper Emergent Reader Programme. Recordings can give helpful additional training. Some commercially-produced audiobooks are becoming best sellers thanks to emergent readers' purchases. (Although New Leaf CDs offer slower reading versions as quicker listening speed ones). Educators can likewise record short items at a suitable level and rate for their student.

Learners' Writing

This would give a recognizable content and could be utilized inside a language experience approach (besides students are helped to transcribe their own words). (New Leaf distributes books composed by students.)

Conclusion

Fluency is considered one of the important aspects of reading. Students should have the ability to read accurately, smoothly and with appropriate expression; that's why it should be taught in the classroom. Teachers should effectively monitor, teach, and provide oral reading practice opportunities for their students in order to improve their oral reading fluency. In this chapter, different techniques, materials, and resources were stated, with the aim of avoiding ORF obstacles.

Chapter Two: Audiobooks as an Authentic Material

Introduction

2.1. Audiobooks as an Authentic Material

2.1.1. Definition of Authentic Materials

2.1.1.1. Criteria for Choosing Authentic Reading Materials

2.1.2. Definition of Audiobooks

2.1.2.1. Criteria for Choosing Audiobooks

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Conclusion

Chapter Two: Audiobooks as Authentic Materials

Introduction

The rapid change in science and technology has been reflected on education in various ways. All if not most instructions showed a huge interest in using technological materials to the benefit of language teaching and learning. Among these materials, a very interesting innovation must be addressed. It is called "audiobooks". They are considered as an important authentic material used in improving the students' oral reading fluency. Technological instruments can also be used with traditional educational methods, or what is known as blended learning. Blended learning is a hybrid learning strategy; it is a combination between the teacher-student traditional method of learning and the more advanced one using electronic devices. It is considered as one of the best and effective methods of language teaching and learning, because of it makes learning flexible, feasible, and different data selections accessible.

This chapter explains what is meant by audiobooks as an authentic material. The definition of authentic materials and the different criteria for choosing them with be presented. Audiobooks will also be defined from different perspectives; in addition the criteria that could be used for selecting them will be addressed as well. In order to facilitate the incorporation of audiobooks in EFL teaching/learning, effective techniques that teachers can benefit from using inside the classroom will be presented. Furthermore, assisted reading with audiobooks will be explained according to different views. And lastly the benefits of audiobooks will also be expounded.

2.1. Audiobooks as an Authentic Material

2.1.1. Definition of Authentic Materials

According to Wallace (as cited in Berardo, 2006) , authentic texts are "…real-life texts, not written for pedagogic purposes"(p.61). In his definition, Wallace stated that an authentic

text is one that is not made specifically for the aim of teaching, but it is one that can be used in peoples' everyday life. The same idea was explained by Jordan (as cited in Kilickaya, 2004) in which he refers to authentic texts as texts that are not made for the purpose of language teaching. Rogers defined an authentic material as 'appropriate' and 'quality' in terms of aims, objectives, student needs and interest and 'natural' in terms of real life and meaningful interaction (as cited in Kilickaya, 2004)

2.1.1.1. Criteria for Choosing Authentic Reading Materials

According to Berardo (2006), before selecting any authentic material, these factors need to be taken into account: Suitability of Content, Exploitability, Readability, and Presentation. First of all, the authentic text needs to be interesting to all students and should be suitable to their needs, wants and desires, it is also important to select a meaningful text that they can use in their everyday life. Furthermore, it is important to check whether the text can be exploited for teaching purposes and the purpose behind exploiting this particular text needs to be identified. The outcome results that students are expected to develop from exploiting this text need to be all pre-determined. In addition the text needs to be suitable to the students' level so they would be able to read it or it could be slightly above their level so that it can help they construct new knowledge .Lastly, the text has to be attractive enough to catch the students' attention and make them want to read.

2.1.2. Definition of Audiobooks

According to Székely et.al. (2012) audiobooks are an upscale resource of enormous quantities of natural sounding, highly communicative speech. It is shown that there could be different expressive voice styles depicted in one audiobook, using unsupervised clustering to gather the speech corpus of the audiobook into much smaller subsets that constitute the detected voice styles. These subsets of corpora of various voice styles replicate the assorted ways in which a speaker uses their voice to utter

involvement and affect, or imitate characters. This obviously shows how this technology can be used as a modeling strategy, to show learners how the text is spelled in different voice styles, and what the correct way of reading it is like. Audiobooks have shown to be a valuable resource in the reading programs.

Carbo, Gilbert, Williams and McLaughlin (as cited in Wagar, 2016) stated that many researchers have seen that using audiobook technology inside the classroom has long been a developmental instructional intervention for readers with difficulties. As far as availability goes, audiobooks have been growing continuously and have been very much popular in the last decade, in addition, audiobook publishing has turned into a billion-dollar industry (Benson, as cited in Wagar, 2016).

Hett found that audiobooks give more time for teenagers to read, work as a model for verbal fluency, and motivates resisting readers (as cited in Wagar, 2016). Kara-Soteriou wrote that audiobooks permit teachers to discover the needs of various learning styles by differentiating instruction for struggling learners who may consider a difficult text as boring and unreachable. In the past audiobooks were used only with struggling readers, however they can also be used for the learning styles of average to students with a high level students to access more difficult text, explore new genres for literature, or improve fluency. One of the advancements accessible to bookkeepers and teachers is the Playaway. The Playaway is an independent unit like an iPod, yet the Playaway does not allow for recordings to be deleted, copied ,or added. The Playaway is around the size of a deck of cards and is essentially indestructible. Fellerer described a pilot program applied in a school library. She found that Playaways were most prominent with third-, fourth-, and fifth-grade students.(As cited in Whittingham , Huffman ,Christensen & McAllister,2013).

2.1.2.1. Criteria for choosing Audiobooks.

Nowadays, audiobooks have been given a humongous importance, since people got aware of the different ways in which they can benefit from them. And therefore many applications and websites started lunching and competing over who can produce better audiobooks and either sell or get more free purchases. With that said, finding any audiobooks you are seeking has become very easy, you can either download applications on your smartphone and to different varieties of audiobooks or you can simply use your computer to download from websites the desired audiobook.

Geikhman stated that audiobooks can be found all over the internet and he proposed some common places where people can find them:

➢ **Audible**: This is one of the largest audiobook websites. It's owned by Amazon, and has over 150,000 books for you to listen to. It's not free, but it does have a free 30-day free trial, and if you discover that you love audiobooks, it might be worth getting a subscription.

➢ **Project Gutenberg**: If you'd rather not pay for audiobooks yet, you can look around Project Gutenberg. This website is known for its collection of free e-books, but it also has a nice selection of audiobooks.

➢ **Librivox:** This website of free audiobooks exists thanks to volunteers from around the world who read books aloud for the site. It has some great books to choose from.

➢ **Local Libraries:** Many libraries in the USA now have "digital libraries," where you can check out e-books and audiobooks for free, just like regular books at a library! Ask your local library, or check online to see if you have access to a digital library.

There are countless websites where you can find audiobooks, especially now that they are popular and their production has increased excessively, they became free and easy to download. Before downloading any audiobook, it is important to look for certain criteria so that you won't be scammed. Alcantud-Diaz and Gregori-Signes (2014), stated these important aspects that should be taken into account when looking for an appropriate audio book:

- The purpose which the audiobook is going to serve to and the intended audience that audiobook is going to be selected for.

- The audio: the voice has to be clear and appealing.

- Fully voiced: the personalities of the characters should be dramatized vocally and maintained through the production.

- Partially voiced: Focuses on individualizing one or more characters while allowing others to move into the background.

- Unvoiced: Older, flat form without using vocal-role playing

- Multi-voiced: Employs a cast of individual characters, each representing one character.

Geikhman also explained that there are many audiobooks to choose from, on every topic you can imagine. You can find classic literature in audiobook form, English learning books or modern literature. You can listen to someone talk about dinosaurs, airports or 16th century Italy whatever you're interested in, there is an audiobook for that. When you're choosing an audiobook, look for something you would enjoy reading. If you already own the book or e-book version of the audio, that's even better because you can read along if just listening is too difficult. To find your reading level, try listening to adult fiction. If it's too hard to understand, read young adult fiction instead. Still can't follow along? Try a children's book. Children's audiobooks are wonderful learning tools because they are meant to be understood by listeners who might not know all the words.

2.2. Incorporation Audiobooks in EFL Teaching/Learning.

2.2.1. Effective Techniques to Facilitate the Use of Audiobooks

According to Serafini (2004), audiobooks are significant parts of a comprehensive reading system in classrooms. He proposed some ideas for teachers that can be used when they utilize audiobooks in the classroom.

➢ **Reading centers:** Audiobooks can be utilized in reading centers, where youngsters are asked to listen to their favorite stories and to follow along with the printed copy of the book. These shared reading experiences provide vocal support along with visual confirmation as young readers learn to match the oral language with the printed text.

➢ **Book backpacks:** Audiobooks and a printed copy of the book can be included in a book backpack that students can take home and enjoy with their families. Students take turns using the book backpacks, and teachers may choose to include learning activities that relate to the story.

➢ **Sharing audiobooks in classroom**: The whole class can listen to a selection together. This sharing of ideas deepens readers' interpretations and develops their ability to comprehend and analyze literature.

➢ **Book clubs:** Learners of varying reading abilities often want to read the same book together and discuss it in a book club. Many struggling readers would be left behind without some support for their independent reading of stories. Audiobooks help readers understand the text and discuss the book with classmates. Audiobooks level the playing field, allowing struggling readers to participate in discussions.

➢ **Teasers:** Play a section from an audiobook to entice readers to read the book on their own. These book teasers can be used to motivate reluctant readers by introducing them to new stories and interesting them in stories they would not ordinarily choose for

themselves. There is no such thing as a student who hates to read; there are only students who have not found the right book.

2.3. Assisted Reading with Audiobooks

According to Whittingham et al. (as cited in Wagar, 2016), audio-based reading programs have an extended history. Assisted reading (AR henceforth) is the first thing that needs to be addressed; it refers to a very popular educational strategy which includes a fluent model that could be used as a tutor and an audio recording. The method of AR initially starts with a student being attentive and listens to an audio recording of a text and at the same time reads the text- based version. Following this, the teacher reads the same text, and the student follows along in his copy or text version. Finally, the student reads the selected text on his own without relying on the audio version. This particular method found positive gains in vocabulary and comprehension and also in fluency.

Wolfson stated that "the reading process develops through oral language, and audiobooks in an assisted reading program provide another opportunity to increase the understanding and appreciation of the written word" (as cited in Wagar, 2016, p.14). Being able to read fluently is not easy, the reader has to practice it and work hard in order to reach his intended goal, and to do so oral reading practice is a must, since it can help him hear the words that are coming out of his mouth and therefor he can notice what kind of weaknesses he has .Another strategy any reader can use to ameliorate his oral reading fluency is what is called "AR" i.e., reading with the assistance of someone else, and that can be either a living assistant or a non-living one "an electronic device". With the advance of technology, this electronic generation prefers using modern instruments in their learning journey, their find it more interesting and entertaining and non-the-less beneficial and effective. Nowadays learners are blessed with this technological advancement that enables them to be autonomous and learn by themselves since knowledge is easy to access .Audiobooks are amongst the best

innovations that learners can benefit from in order to help improve their ORF. They are free to download and easy to enjoy.

Kuhn and Stahl predicted that AR would reemerge as an attainable approach to fluency instruction and as a method of improving student attitudes toward reading. AR is therefore intended to serve as an intervention instead of primary method of literacy guidance. According to Esteves and Whitten, assisted reading is also designed to serve as scaffold (Vygotsky) that allows students to read at an independent reading level.(Whittingham et al.,2013)

Esteves and Whitten expressed that the method of conveyance for AR has changed through years from human conveyance, to audiotape, to compact disc, to Playaway devices, to digital downloads. In any case, whatever medium is utilized, research findings attest to the assertion this strategy increases reading fluency, which leads to greater understanding for struggling readers. In a similar note, Casbergue and Harris stated that AR helps make the reading act more pleasurable by providing students with an assortment of literature read by fluent models. Carbo added that AR for self-selected texts better empowers struggling readers to assimilate storylines, attend to plot, and, as recently expressed, listen to a fluent model .(Whittingham et al.,2013)

Figure 2.1. Assisted Reading with Audiobooks

2.4. The Benefits of audiobooks

According to Geikhman, there are different reasons why learners prefer reading using audiobooks over the old traditional way of reading. They can be represented as follow:

➢ **The learner can repeat any part of the book as many times as he /she wants**

He/she may be afraid to ask individuals to repeat themselves, however he/she can repeat an audiobook again and again (and it will never get irritated).

➢ **The learner can "read" the book as slow or fast as he/she wants**

He /she can listen to just a single passage daily, or read a whole book in a couple of hours. When he/she is chatting with real individuals, he/she can't really instruct them to share just 50% of their story today and the rest tomorrow, yet an audiobook can be stopped wherever the learner need to.

➢ **The learner can choose any accent, gender or speed that he /she wants to listen to**

Audiobooks have various types of accents to choose from. If the learner has trouble in understanding people with British accent, he/she can just listen to an audiobook read by a

British individual in order to practice. If he/she need& to learn New Yorkers' better before moving there, it can be found as well.

> **The learner can listen to audiobooks any time**

He/she can listen on his/her way to work or school, during breaks or even just before bed. It resembles having somebody read you a bedtime story.

Some other researchers also stated different benefits of audiobooks. Serafini (2004) expressed that teachers and parents are encouraged to use audiobooks for various reasons:

- Audiobooks expose readers to new vocabulary which is necessary in reading success.

- Audiobooks provide demonstrations of fluent reading and suitable phrasing, intonation, and articulation.

- Audiobooks provide a perfect opportunity for readers to share and discuss stories in classes to better comprehend them.

- Audiobooks support struggling readers. When readers listen to audiobooks and follow along with a printed version of the story, they learn to match the sounds of oral language to their written counterparts.

- Audiobooks expand access for readers to books they are unable to read for themselves and help them understand more complex literature.

- Audiobooks invite kids into the universe of reading and literature.

According to Clark (2007), If the objective for learners is to progress toward becoming readers who can comprehend the message, think critically about the content , utilize their creative ability, and make associations with the book, at that point listening to audiobooks can enable them to do all this while building up their listening skill. Beers also talked about audiobooks and said that audiobooks provide struggling readers access to the plot structures, themes, and vocabulary of more difficult literature. Further, audiobooks help students develop

a positive attitude toward reading. He said that audiobooks, when used with reluctant, struggling and second language learners play a role of a scaffold that allows learners to read beyond their reading level. Serafini explained that many researches declared the importance of reading aloud to students, and its effectiveness in introducing new vocabulary and concepts and providing a fluent model and allowing students access to literature they are unable to read independently. He also added that audiobooks are an essential component of a reading comprehension program. In the same context, Stone-Harris said that Audiobooks expose struggling readers to something they have never experienced before by allowing them to experience what fluent readers have every time they read a book. Wolfson added that audiobooks benefit struggling readers by increasing comprehension and appreciation of written text since the reading process develops through oral language experiences. (As cited in Whittingham et al., 2013).

Another area of interest that needs to be addressed is who can benefit from audiobooks. According to Harris (1997), although audiobooks can be useful to all students, those with unique needs may find them very essential.

- Children with low vision, with visual perceptual problems or the individuals who basically prefer auditory learning will find this way very helpful.

- Children recovering from surgery or illness have low energy and they cannot take any print, that's why they may prefer the spoken to the written word.

- Non-fluent readers will find listening to stories simpler than decoding print.

- EFL students can promptly utilize audiobooks to improve both their reading and their speech.

- Poor readers will find recorded stories a method for staying aware of the literature demands of classrooms.

In a similar context, Alcantud-Diaz and Gregori-Signes (2014) answered the question of **"Who are audiobooks for ? "** in these brief two points:

➤ **Learners with additional needs**

Learners with explicit wants are one amongst the collectives that may profit the foremost from audiobooks, for obvious reasons, learners with visual disabilities will increase their level of enjoyement for reading . however they're not the only ones who can benefit from the options and virtues of audiobooks: students with physical disabilities might regard it as an easier task than holding a book, turning the pages, and different connected activities (Basken & Harris, as cited in Alcantud-Diaz, & Gregori-Signes, 2014)

➤ **Learners who are coping with and overcoming reading difficulties**

Audiobooks are the best model of any reading material, they teach critical listening, build upon previous information, enrich vocabulary, encourage oral language usage and interaction. Additionally, they increase comprehension. Audiobooks appear promising as a means to deal with and overcome reading difficulties (Goldsmith ,Grover & Hannegan, as cited in Alcantud-Diaz & Gregori-Signes,2014)

Improving fluency has become an important and a common part of reading programs, especially for struggling readers who generally read word by word without any expression, which leads to an absence of comprehension and a poor performance (Hudson, Lane, & Pullen, as cited in Whittingham et al.,2013). It is said that fluent readers are those who read rapidly, accurately and with appropriate expression .However struggling readers may find reading difficult because they are dealing with the text on a word by word basis and not in a smoothly way. Carbo suggested that good fluency instruction gives fluid models, uses

different assisted readings including audiobooks and provides high-level reading materials in both text and audio formats. Carbo wrote that audiobooks help students "to integrate the rate, rhythm, and natural flow of language necessary for good comprehension"(p.4). It is very important to use a modeling procedure in teaching ORF, audiobooks are considered as one of the best and frequently used ones, they can model reading in a flawless way and show the listeners what the appropriate rate, rhythm and flow they should follow when reading and that of course results in a much better comprehension. (Whittingham et al.,2013).

According to Serafini, Gilbert, Williams & McLaughlin, Literacy studies have long found that the most vital activity for ameliorating reading skills is reading aloud. Audiobooks are viewed as one of the most beneficial authentic materials that can help struggling learners ameliorate their reading aloud skills and at times even perfect their ORF. As it is mentioned in the previous chapter, ORF is consisted of prosody, accuracy, reading speed as well as reading comprehension. All these components are necessary and need to be taught one by one until perfected, and when that point is reached, fluency is thereby attained. Audiobooks and professional readers use these prosodic features such as melodic and expressive traits while reading, and show the learners where the markers in the given text are, and where a writer is about to be comedic or sarcastic. Furthermore, a consistent voice, smooth rhythm and a vocal emphasis that shows them the decent punctuation. (as Cited in Whittingham et al., 2013).

Casberegue and Harris emphasized on the point that audiobooks provide an oral example that permits the learners to not only perceive the story at a deeper level but also to have a fluency model that permits for that deeper comprehension. Further studies extended their work and came up to the conclusion that audiobooks allow students to hear difficult words. This can give them the opportunity to share and discuss those words, consequently that can help in storing the usage of those discussed words into memory. (as Cited in Whittingham et al., 2013).

Another component of ORF is reading speed, a study by Chang discovered that reading and hearing a text at the same time can often be very useful in enhancing reading speed, as a result of it deters students from reading word-by-word., instead, it permits them see the way of how contextual clues are used and section text into purposeful units. Chang's showed statistically important improvement for English Learners who were using the listening while reading method instead of reading only. The experimental group during this study had a higher vocabulary learning rate, a higher level of comprehension, and was also super interested in the stories as opposed to the control group. (as cited in Wagar, 2016)

Nowadays, textbooks also include audiobooks, thus, learners can read along with the audiobook , together with other listening activities such as repetition and rhymes among others. Regardless of the type of activity, audiobooks are a very useful tool to accomplish life -long learning competences since they give students the chance to learn how to learn. (as cited in Whittingham et al.,2013).

Conclusion

Learning any language skills can be easily improved by using technological instruments. Among those skills, the one that students struggle most in acing is the reading skill, and this particular skill can be developed by using such authentic materials like Audiobooks. Audiobooks can provide an excellent bridge between decoding and reading comprehension for struggling readers. Non-fluent students can all become good readers by practicing assisted reading using audiobooks as scaffold.

Chapter Three: The Impact of Integrating Audiobooks as an Authentic Material in Developing Students' Oral Reading Fluency

Introduction

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Chapter Three: The Impact of Integrating Audiobooks as an Authentic Material in Developing Student's Oral Reading Fluency

Introduction

This chapter presents the practical part of the study. An experiment was conducted at the university of Mohamed Seddik Ben Yahia, to test whether integrating audiobooks in teaching reading has an impact on improving second year students' ORF abilities, followed by the description and the scoring of the test, analysis of the results, in addition to a discussion of the findings obtained. This quantitative research was an experiment with a pre-test/post-test design that intended to answer the questions posed in the initial phase of the study.

3.1. Participants and Setting

The present study was conducted in the second semester of the academic year 2018 /2019 at the university of Mohamed Seddik Ben Yahia, Jijel. The study was addressed to second year students in the department of English. Sixteen students out of 260 as the whole population were selected using convenience sampling, i.e. they all participated on their free will to be subjects of the study, in addition to the fact that two participating teachers gave the researchers the opportunity to select their sample from two groups The sixteen students were divided into two equal size groups: a control group consisting of 8 students and the other 8 students were assigned for the experimental group. The selection of the groups was not random. After conducting the pre-test, the students were evaluated on their ORF level (good, average and poor students). Students, then, were chosen using proportionally equal numbers from each level so that the maturation level of the students was not a confounding variable (they were divided equally into the control group and the experimental one). The reason behind choosing second year students to be subjects of this study is justified by the fact that the researchers wanted to conduct an experiment on students who have already learned the basics of English language, namely: Grammar, vocabulary, phonetics. In addition, the various

oral reading functions, such as students' pronunciation and improve the classroom atmosphere, can hardly be used in the implementation of classroom practices of first year students. Most first year students are reticent and they dislike reading orally due to their lack of confidence. Moreover teachers can find it difficult to make these students feel comfortable and create a relaxed learning atmosphere. Third year students have more advanced levels of oral reading fluency and they are concerned with other modules like literature, civilization, and linguistics. Based on the already stated factors, the researchers found that second year EFL students are more suitable for taking part of their study.

3.2. Materials

In this experimental study, which aims to identify the impact of audiobooks on improving EFL learners' ORF, four audiobooks were used. They were chosen according to the current estimated level of the students (intermediate). The topics were interesting for the university level of EFL students, in addition to the quality of the narration sound which was very good .The selected audiobooks used were named as follows: 'Pride and Prejudice' written by Jane Austen, 'The Picture of Dorian Gray' by Oscar Wilde, 'Heart of Darkness' by Joseph Conrad, and finally 'Around the world in 80 days' by Jules Verne. They were all narrated by native speakers where British and American accents are available to expose students to different language varieties. The researchers used their smartphones with downloaded audiobooks and two pairs of headphones during the the study. In addition, stopwatches were provided to both groups to ensure that students read for precisely one minute. Printed copies of the selected passages from the audiobooks were also provided to enable students to read and listen simultaneously.

3.3. Data Collection Procedures

To investigate the impact of using audiobooks on developing EFL students' ORF, an experimental design was carried out. In conducting this experiment, the researchers went

through three process stages for collecting data. Firstly, the entire sample comprising 16 students were concerned with a pre-test before being divided into an experimental and a control group. The pre-test was intended to evaluate the students' ORF during one minute, and the students' readings were recorded in order to enable the researchers to make a more in depth analysis. After that, the sample was divided equally into two groups according to the students' ORF level (control and experimental groups). In the second stage, students of the experimental group were given the treatment which lasted three weeks through listening to a modeled reading (passages from five chapters were extracted from four audiobooks) and reading along with it. Then, each student was required to read aloud. Repeated reading was used as a strategy to further develop their ORF. Moreover, phrase boundaries method was utilized to guide the students and help them improve their prosody level. The last stage was concerned with administering the post-test to both groups once again, and all their readings were recorded as well.

3.4. Oral Reading Fluency Test

3.4.1. Description of the Test

The researchers used an audiobook pass age followed with its written version and exercises in both the pre-test and post-test. The audiobook was retrieved from a free to download website (www.Librivox.org). The name of the book was "Pride and Prejudice". The researchers selected a text from the first chapter, and they intentionally made this selection based on the students' level of proficiency. During the tests (pre-test/post-test), the students were allowed to listen to the audio version of the passage only once, and later on, they were asked to read it orally while the researchers recorded their reading performance during one minute. The tests were also accompanied by two exercises. The first one was made up of two reading comprehension questions to determine whether the students have basically understood what the text is about, and the second one aimed at testing the students' word

recognition capacity. The latter contained two sentences accompanied by two choices. These tests aimed at measuring the students' accuracy and reading speed (WCPM), prosody, reading comprehension and word recognition. At the end, the effectiveness of assisted reading with audiobooks was carried out by comparing and calculating students' scores in the pre-test and post-test. The students' recordings helped the researchers to initiate a careful examination and analysis of their accuracy and reading speed (WCPM), in addition to prosody levels.

3.4.2. Scoring of the Test

The students who participated in the test were assessed on the basis of five components of ORF, namely: Accuracy and Reading Speed (WCPM), Prosody, Reading Comprehension and Word Recognition. These components were evaluated on 20 points; the researchers divided them equally to assess all five components (5 points to each component).

1- WCPM (/5): WCPM was calculated by using the equation of multiplying the number of WCPM by 5 and then dividing it by WRPM.

2- Prosody (/5): Based on the four prosody levels (Prosodic rubric is available in APPENDIX 1); 1.25 points were devoted to each level.

3- Reading Comprehension (/5): Two questions were asked to evaluate the students' reading comprehension; 2.5 points were devoted to each question.

4- Word Recognition (/5): Two question were asked to test how well students recognize words; 2.5 points were devoted to each statement.

3.4.3. Analysis of Test Scores

The analysis started by comparing the performance of both the control and the experimental groups on the five components of ORF measured in the pre-test and post-test. Then, there was a comparison between the scores attained by both groups in the pre-test to find out if there is any difference between the performances of both groups before receiving the treatment (assisted reading with audiobooks). After that, the scores obtained by the control

group in pre and post-test were compared, to determine the differences in performance. In the same way, a comparison of the experimental group' performance in the pre and post-test was conducted to check whether the students' ORF has improved after the treatment. Finally, a comparison between the control and the experimental groups' scores in the post-test was made to see if there is a significant difference between the group which received the treatment and the group which did not receive it.

3.4.3.1. Control Group Performance on the Oral Reading Fluency Test

Table 3.1

Control Group Scores in the Pre-Test and the Post-Test

Oral Reading Fluency

Students	WCPM (/5)		Prosody (/5)		Reading comprehension (/5)		Word recognition (/5)	
	Pre	**post**	**Pre**	**Post**	**Pre**	**post**	**Pre**	**Post**
1	4.58	4.85	2.5	2.5	2.5	2.5	5	2.5
2	4.91	4.92	1.25	2.5	2.5	5	5	2.5
3	4.72	4.80	2.5	2.5	2.5	2.5	2.5	2.5
4	4.75	4.86	3.75	3.75	2.5	2.5	5	5
5	4.46	4.48	2.5	2.5	2.5	0	5	5
6	4.90	4.93	3.75	3.75	5	5	5	5
7	4.83	4.76	2.5	2.5	2.5	0	2.5	5
8	4.22	4.5	1.25	1,25	2.5	2.5	2.5	2.5
Total	**37.37**	**38.1**	**20**	**21.25**	**22.5**	**20**	**32.5**	**30**
Mean	**4.67**	**4.76**	**2.5**	**2.66**	**2.81**	**2.5**	**4.06**	**3.75**
%	**93.4**	**95.2**	**50**	**53,2**	**56.2**	**50**	**81.2**	**75**

The table above represents the control group oral reading fluency performance of second year students at Mohamed Seddik Ben Yahia University. The students' performance was evaluated in terms of ORF components, namely: Accuracy and Reading speed (WCPM)

Prosody, in addition to Reading comprehension and Word recognition. First, students demonstrated higher abilities in accuracy and reading speed (WCPM) with an almost equal percentage mean scores in both pre-test and post-test. Second, it can be said that students' prosody performance is lower in comparison to accuracy abilities with a percentage mean score of **50%** in the pre-test and **53.2%** in the post-test. The latter is slightly higher than the first percentage . Concerning the reading comprehension activity, the students' performance decreased from 56.2% to 50% . Finally, scores of word recognition were good in both pre-test and post-test with a decrease of the percentage mean score in the post-test (pre-test: **81,2 %,** post-test**: 75%).**

3.4.3.2. Experimental Group Performance on the Oral Reading Fluency Test.

Table 3.2

Experimental Group Scores in the Pre-Test and the Post-Test

Oral Reading Fluency								
Students	WCPM (/5)		Prosody (/5)		Reading comprehension (/5)		Word recognition (/5)	
	Pre	**post**	**Pre**	**Post**	**Pre**	**post**	**Pre**	**Post**
1	4.77	4.91	2.5	5	2.5	2.5	2.5	2.5
2	4.67	4.84	2.5	3.75	5	2.5	5	5
3	4.52	4.85	2.5	3.75	2.5	2.5	5	5
4	4.32	4.52	1.25	2.5	2.5	5	2.5	2.5
5	4.73	4.90	2.5	3.75	5	5	5	5
6	4.91	4.91	3.75	5	2.5	2.5	5	5
7	4.83	4.85	2.5	3.75	0	2.5	5	5
8	4.81	4.73	2.5	2.5	2.5	2.5	2.5	5
Total	**37.56**	**3.51**	**20**	**30**	**22.5**	**25**	**32.5**	**35**
Mean	**4.69**	**4.81**	**2.5**	**3.75**	**2.81**	**3 .12**	**4.06**	**4.37**
%	**93.9**	**96.2**	**50**	**75**	**56.25**	**62.4**	**81,2**	**87,4**

Similar to the previous table, this table represents the experimental group oral reading fluency performance of second year students at Mohamed Seddik Ben Yahia University. The students' performance was evaluated in the same previous components of ORF (Accuracy, Reading speed, Prosody, in addition to Reading comprehension and Word recognition). For accuracy and reading speed (WCPM), the students' performance was very good with a better percentage mean scores in the post-test (pre-test: **93.9 %**, post-test **:96.2 %).** Prosody performance of the students also highly increased in the post-test compared to the pre-test (pre-test :**50%,** post-test **:75 %).** Reading comprehension performance of the students

increased as well in the post-test (pre-test : **56.26 %,** post-test :**62.4%**). Finally, students' word recognition abilities were greater in the post-test compared to the pre-test. **(Pre-test:81.2%,** post-test: **87.4 %).** Based on these results, it can be said that the students of the experimental group highly improved in the post-test, especially for the prosody performance.

3.4.3.3. Comparison of Total Scores in the Pre-test

Table 3.3

Control Group and Experimental Group Pre-test Total Scores

Control Group	Scores (20)	Experimental Group	Scores (/20)
C1	14.58	Ex1	12.27
C2	13.66	Ex2	17.17
C3	12.22	Ex3	14.52
C4	16	Ex4	10.57
C5	14.46	Ex5	17.23
C6	18.65	Ex6	16.16
C7	12.33	Ex7	12.33
C8	10.47	Ex8	12.31
Mean	$\overline{x}_1$=**14.05**		$\overline{x}_2$=**14.07**
%	**70.25**		**70.35**

($t_{obtained}$=0 ,02)< (t_{14}=2,15) not significant at p=.05
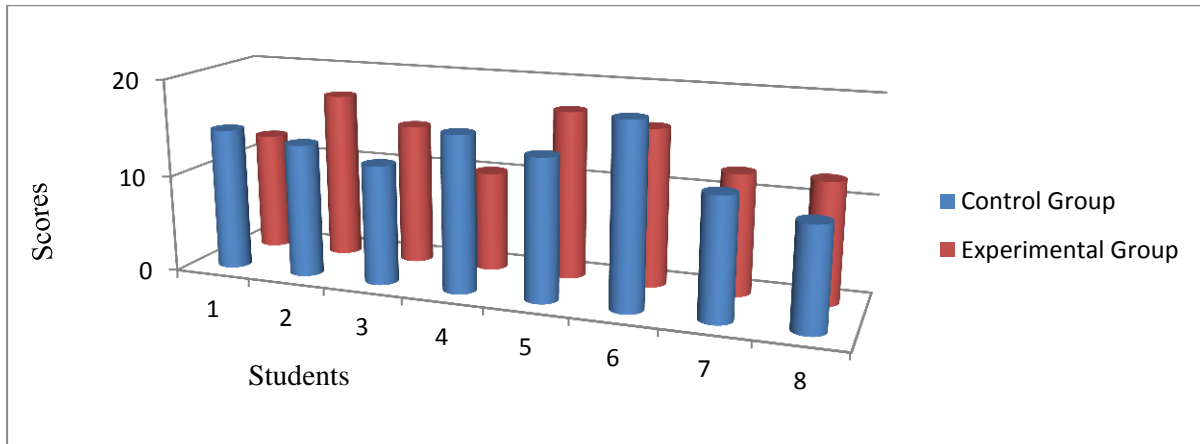
Figure 3.2. Control Group and Experimental Group Pre-test Total Scores

In order to determine 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 mean scores were almost equal in both the control and the experimental groups: $\overline{x}_1$=**14.05** < $\overline{x}_2$=**14.07**. Both groups got above the average of the total score: **70.25%** and **70.35 %**; all the students got the average . To test the significance of these results, an unpaired sample *t*-test on RF between the control group and the experimental one was used. The calculated t-value obtained **(0.02)** is lower than the t-tabulated **(2.15)** at .05 level of significance (Calculation is available in appendix 2). The results of the data seem to indicate that there is no statistically significant difference of the ORF pre-test scores in the experimental and the control group. In other words, the ORF levels of both groups were similar to each other at the beginning of the study.

3.4.3.4. Comparison of the control group's pre-test and post-test results.

Table 3.4

control group's pre-test and post-test results

Students	Pre-test scores (/20)	Post-test scores (/20)	Difference
C1	14.58	12.35	- 2.23
C2	13.66	14.92	+1.26
C3	12.22	12.30	+0.08
C4	16	16.11	+0.11
C5	14.46	11.98	-2.48
C6	18.65	18.68	+0.03
C7	12.33	12.26	-0.07
C8	10.47	10.75	+0.28
Total	**112.37**	**109.35**	**-3,02**
Means	$\bar{x}_1=14.05$	$\bar{x}_1=13.67$	$\bar{d}_1 = -0,38$
%	**70.25**	**68.35**	**1.9**

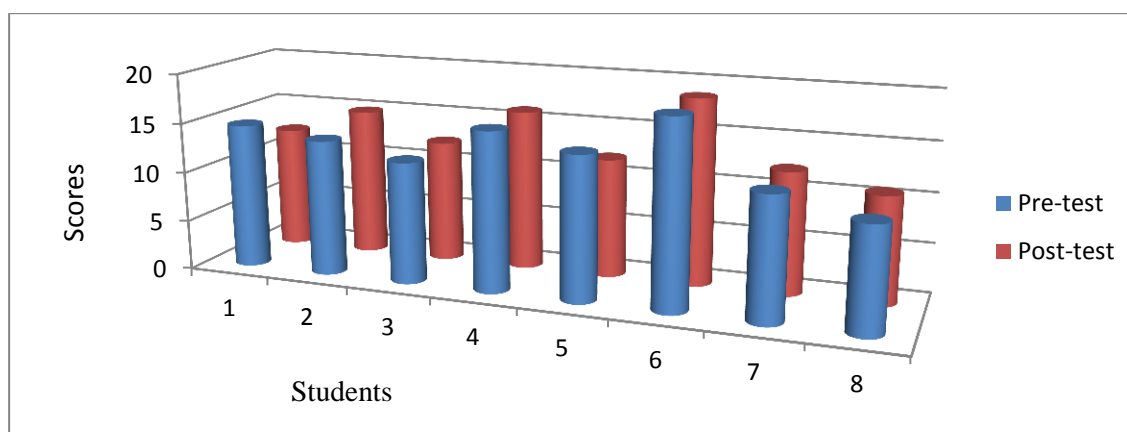$(t_{obtained}= 0,88) < (t_7 =2,37)$ *not significant at .05*

Figure 3.3. control group's pre-test and post-test results.

The table and the figure above showed that there was a decrease in students' ORF in the control group. The mean obtained in the post-test is slightly lower than that in the pre-test with a mean difference of $\overline{d}_1$ = **-0,38.** The students got better scores in the pre-test while the best mark belonged to a student in the post-test. An unpaired sample t-test was calculated to compare the pretest and post-test scores for the control groups. According to the results, the calculated t-value is lower than the t-tabulated (*$t_{obtained}$= 0,88 < t_7 =2,37)* at .05 level of significance *(calculation is available in appendix 2).* 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' ORF and the students' level on ORF remained the same.

3.4.3.5. Comparison of the Experimental Group's Pre-test and Post-test Results.

Table 3.5

Experimental Group's Pre-test and Post-test Results.

Students	Pre-test scores (/20)	Post-test scores (/20)	Difference
C1	12.27	14.91	+2.64
C2	17.17	16.09	-1.08
C3	14.52	16.10	+1.58
C4	10.57	14.52	+3.95
C5	17.23	18.65	+1.42
C6	16.16	17.41	+1.25
C7	12.33	16.10	+3.77
C8	12.31	14.73	-2.42
Total	**112.56**	**128.51**	**15.95**
Means	**$\overline{x}_2$=14.07**	**$\overline{x}_2$=16.06**	**$\overline{d}_2$ = 1.99**
%	**70.35**	**80.3**	**9.95**

(*$t_{obtained}$= 3.75 >t_7=2,37) significant at .05*
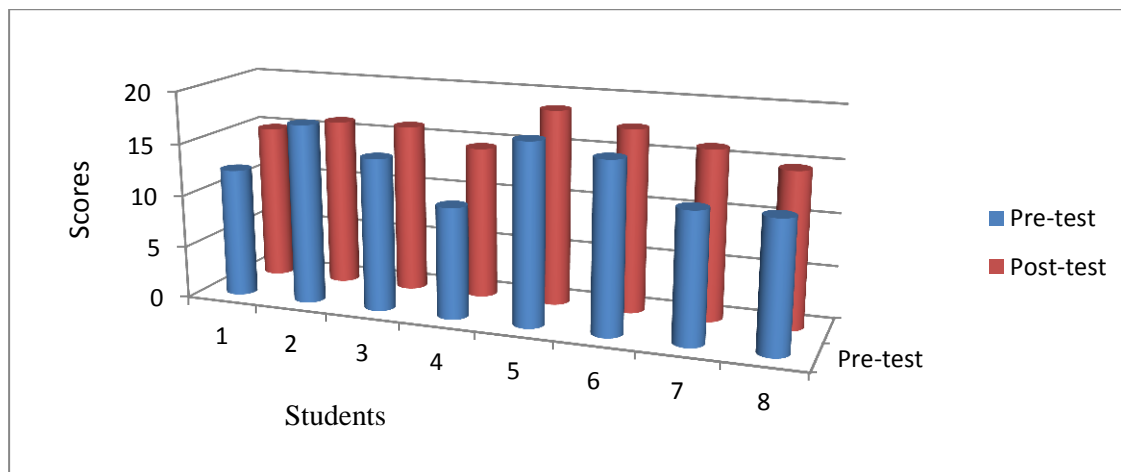
Figure 3.4. Experimental Group's Pre-test and Post-test Results.

The descriptive statistics for the experimental outcomes can be found in the table and the figure above. The results showed a greater average increase of the student's ORF in the post-test: $\bar{x}_2 = 16.06 > \bar{x}_2 = 14.07$ with a difference of $\bar{d}_2 = 1.99$. All students got higher scores in the post test. The best mark obtained **(18.65)** was in the post-test as well. For testing the obtained results, a paired-sample *t*-test was completed to evaluate whether, after participating in the study, students' scores were better than before participating in the study. In the comparison between the t-obtained and the t-tabulated values : $t_{obtained} = 3.75 > t_{tabulated} = 2.37$, it is noticed that the t- calculated is greater than the t-tabulated at a .05 level of significance (calculation is available in appendix 2). The results indicate that the difference between the pre-test and the post-test means is statistically significant. This means that there is only 5% possibility that the observed mean differences occurred by chance .Therefore, it can be said that the treatment which has been conducted using audiobooks was effective in developing students' ORF.

3.4.3.6. Comparison of total scores in the post-test

Table 3.6

Control Group and Experimental Group Post-test Total Scores

Control group	Scores (20)	Experimental group	Scores (/20)
C1	12.35	Ex1	14.91
C2	14.92	Ex2	16.09
C3	12.30	Ex3	16.10
C4	16.11	Ex4	14.52
C5	11.98	Ex5	18.65
C6	18.68	Ex6	17.41
C7	12.26	Ex7	16.10
C8	10.75	Ex8	14.73
Mean	$\overline{x}_1$=13,67		$\overline{x}_2$=16.08

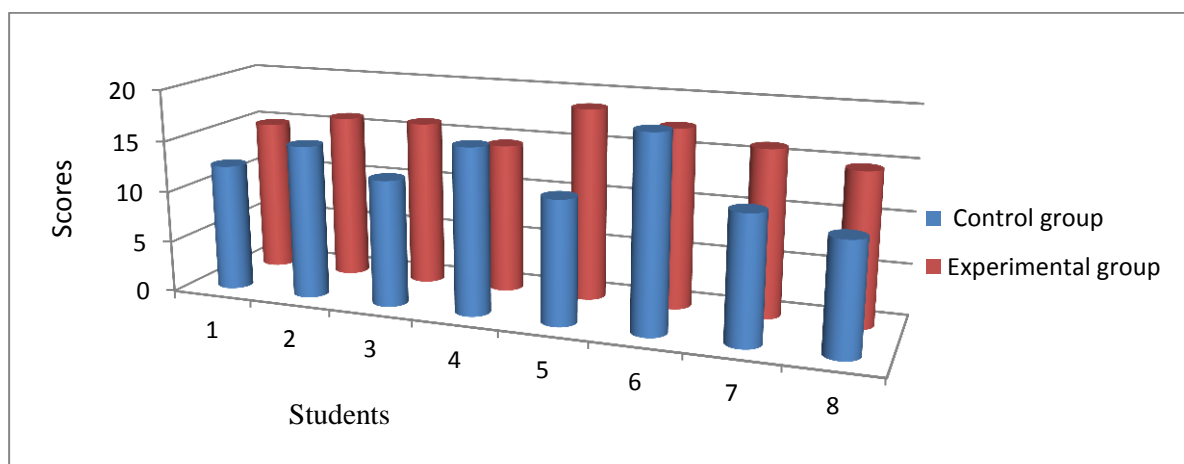*($t_{obtained}$=2.23> t_{14}=2,15) not significant at p=.05*

Figure 3.5. Control Group and Experimental Group Post-test Total Scores

The final analysis was to carry out a t-test to determine if there is a significant difference in mean improvement between the experimental and control groups in the post-test. The table and the figure above showed that the experimental group scores in the post-test are higher than those of the control group ($\overline{x}_2=16.08 > \overline{x}_1=13,67$). An unpaired sample t-test was conducted to support these results. As previously mentioned, the level of significance in this study is (**.05**) **.**The degree of freedom in this test is ($df = 14$) **.**Therefore , by consulting a t table at 14 degrees of freedom and a .05 level of significance, the results showed that the t obtained is lower than the t tabulated *($t_{obtained}$=-2.23> t_{14}=2,15)* (calculation is available in appendix 2) . Accordingly, there is a statistical significance between the means of the control and the experimental groups. This means that the use of audiobooks significantly increased the ORF of the participants.

3.4.4. Discussion of the Results Obtained

As a result of these findings, the null hypothesis of no differences in ORF scores between students in the experimental and control group was rejected. Therefore, it can be concluded that ORF was affected by the intervention (assisted reading with audiobooks), this means that the alternative hypothesis is maintained (if audiobooks are integrated and used as an authentic material in teaching reading, then, learners' oral reading fluency will improve). An examination of the ORF mean scores showed an increase in scores for the experimental group. This entails that there was a significant improvement in the students' ORF whereas a slight decrease in scores was noticed for the control group. To compare the post-test results, an unpaired t-test was calculated, and it indicated that the difference between them is statistically significant. As a result, assisted reading with digital audiobooks had a more positive impact on reading fluency for the experimental group as compared to the control one for the sample examined.

Accordingly, the question and sub-questions posed at the initial phase of the study can be answered as follows:

➤ Reading while listening to audiobooks improved EFL students' oral reading fluency as measured by the increase in the number of words read per minute.

- Reading fluency scores differed slightly in terms of accuracy and reading speed between the group who participated in reading while listening to audiobooks and control group. (Control group: 95.2% < Experimental group: 96.2% In both accuracy and reading speed).

- Reading fluency scores differed highly in terms of prosody between the group who participates in reading while listening to audiobooks and control group. (Experimental group: 75% > Control group: 53.2%).

- Audiobooks have a significant effect on EFL students' comprehension and word recognition skills.

Conclusion

This chapter represents the practical part of the study which investigates the impact of integrating audiobooks (as an authentic material) in language teaching and learning on developing students' ORF. The findings of the present study could be used to encourage teachers to use audiobooks in a university context.

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 investigating the impact of using audiobooks as an authentic material on students' oral reading fluency. It is, then, hypothesized that if audiobooks are integrated as an authentic material in teaching reading, learners' oral reading fluency will improve. In order to test this hypothesis, an experimental study was conducted to sixteen second year English foreign language students. Furthermore, a quantitative method was used in the analysis of the gathered data. Results from a five-session assisted reading with audiobooks have demonstrated that the students have varied levels of oral reading fluency (Good, average). The experimental group scores have improved considerably after the treatment to above the pre-test score levels. This study is made up of two parts: a theoretical and a practical part. The theoretical part is in turn divided into two chapters.

The first chapter stresses on the importance of reading skill and how developing oral reading fluency can reflect positively on other areas and language skills and the two types of reading "silent and oral reading" are discussed with a special emphasis on oral reading. Oral reading fluency is then addressed and its major components are also listed, prosody, accuracy, reading speed, then concluded with various instructional resources for developing oral reading fluency such as: paired reading, repeated reading, phrase boundaries, modeled reading etc.

On the other hand, the second chapter was devoted to getting familiar with audiobook technology, which have gained a remarkable attention and popularity during these last few years and that is because of all the benefits it brings to its users, in addition, purchasing different selections of audiobooks has become easy and free. Audiobook have shown to play an important role in assisting language teaching and learning and particularly in assisting struggled readers.

The second section of the study was concerned with the practical part, the procedures and instruments implemented for collecting data, for tackling the problem under study, adopting an experimental design for testing our hypothesis, furthermore, the analysis, discussion, and interpretation of the data obtained from the research instrument is employed. To conclude with, the findings we arrived at after collecting and analyzing data, gave credence to the usefulness of audiobook use as an authentic material on learners' oral reading fluency.

2- Pedagogical recommendations

Drawing on the reported findings, the present study makes some recommendations that might enable students of English to learn better from academic reading lectures. These recommendations concern teachers of English language, curriculum administrators, and English foreign language learners. Teachers at the department of English should focus on how to develop their students' awareness about the importance of using audiobooks to improve their ORF, in addition they should get closer with their students in order to know which ones are auditory and which ones are visual. On the basis of that realization they must vary the selection of materials in accordance to their needs, wants, and level. Furthermore, it would be useful if course designers include more oral reading practices in the curriculum. These practices can help students improve their ORF, speaking skill, and others language skills. And lastly, students are recommended to practice assisted reading with audiobooks outside the classroom, in order to learn how to be an autonomous learner and for self-evolvement.

3- Limitations of the study

A number of limitations were associated with this study:

- The researchers lost several participants before the completion of the study. They were forced to eliminate participants who were not able to attend the

post-test. Relatively a small sample size was used in the initiation of this study.

- This study was confined by a time limit for conducting a deeper investigation and richer treatment. The recent national strike due to the political changes and circumstances which took place during the conduct of this study made it harder for the researchers to locate their participants.

- The researchers carried out their experiment during the sacred month of ramadhan, in which the timing of sessions was decreased. Consequently, they were restricted with a time limit; in addition, the students were exhausted and unfocused most of the time.

4- Suggestions for further research

In this study, the researchers explored the impact of integrating audiobooks as an authentic material on developing students' ORF at the university level. This effort has led to a different understanding of other areas and concerns in relation with Foreign-language teaching and learning and skill enhancement which can be summarized as follows:

- Raising teachers' awareness of integrating advanced teaching materials that could be used inside and outside the classroom.

- Investigating the teachers' and the students' attitudes towards the integration of audiobooks in oral reading practices.

- Investigating the impact of integrating audiobooks to enhance other skills and areas such as speaking, writing, vocabulary acquisition, grammar, pronunciation, etc.

All of the areas mentioned above are recommended for further research.

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APPENDIX 1

1.1. Timetable Treatment Procedures

Date	Activity
12/05/2019	**Pre-test**
From 15 /05/2019 to 29 /05/2019	**Treatment period**
30 /05 /2019	**Post-test**

1.2. Sample of the ORF Record Sheet

Date: ……………………

Name: …………………………   **Group**: …..

Scoring sample 1:

Text:

 ………   … …… ……… ………… … ……… ………
11………… ………… … …… ……… ………………
23……… ………… …………… ………………
34……………… … ………… …………… ……………
45………… ………………… ……… ………… … ………
56… …………… ……… …………… …….. **60**

Comprehension Question Responses

#1 [ ]   **#2** [ ]

Word Retention Questions

#1 [ ]   **#2** [ ]

Words read		Errors		WCPM

WCPM		Words read		Accuracy

Prosody Rubric: (Circle Score): 1   2   3   4

Circle: Winter   Spring

1.3. Evaluation measures

The book entitled *"Diagnostic Assessment"* proposed specific measurements to be used while evaluating ORF components.

- **How to Evaluate Accuracy?**

In order to evaluate accuracy level of students, it is recommended to follow the following steps:

1. Look at the number in the left margin of the passage, on the same line as the bracket. (Note: In hyphenated words, individual words are counted as one word.) Add to this number all the words before the bracket to figure out how many words the student was able to read in one minute.

2. Count each word you circled or put a line through. The total is the number of errors made. Subtract this number from the number of words read in one minute to arrive at the Oral Reading Fluency Rate, or Words Correct per Minute score.

3. Use this formula to score Oral Reading Accuracy:

$$\frac{Total\ no\ of\ words\ read - No\ of\ errors}{Total\ number\ of\ words\ read} \times 100$$

- **How to Evaluate Prosody?**

Depending on the researchers' evaluation of the student's performance, circle 1 2 3 or 4

Prosody rubric

Level 4
- The student: reads in large, meaningful phrases; may occasionally repeat words or short phrases, but the overall structure and syntax of the passage is not affected; reads at an appropriate rate of speed with expressive interpretation.

Level 3
- The student: reads in three-and four-word phrases; reads primarily in phrases that preserve the passage's syntax and structure; attempts to read expressively; generally reads at an appropriate rate of speed.

Level 2
- The student: reads mainly in two-word phrases; with some longer phrases and at times word-by-word; may group words awkwardly and not connect phrases to the larger context of the passage; read sections of the passage excessively slowly or quickly.

Level 1
- The student: reads word-by-word, with some longer phrases; does not phrase meaningfully or with an appropriate rate of speed; reads the passage excessively slowly.

- **How to Evaluate Reading Speed?**

In the ORF record sheet, the researcher circles winter or spring:

Winter = Number of cords correct per minute (pre-test)

Spring = Number of words correct per minute (post-test)

Compare between the two numbers to see whether the student's reading speed has improved

or not.

1.4. Texts used in the treatment.

Pre-test/Post-test Text

Pride and Prejudice

Chapter One

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of someone or other of their daughters.

'My dear Mr. Bennet,' said his lady to him one day, 'have you heard that Netherfield Park is let at last?'

Mr. Bennet replied that he had not.

'But it is,' returned she; 'for Mrs. Long has just been here, and she told me all about it.'

Mr. Bennet made no answer.

'Do you not want to know who has taken it?' cried his wife impatiently .

'YOU want to tell me, and I have no objection to hearing it.'

This was invitation enough.

'Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England.

1-Who has told Mrs. Bannet that Netherfield Park is rented?

2-Has Mr. Bannet heard about it?

Choose the right answer according to the text.

1-It is a truth acknowledged, that a single man in possession of a good …………………,

must be in want of a wife.

      1-Wealth

      2-Fortune

      3-Amount of money

2-'But it is,' returned she; for Mrs.Long has just been here, and she told me all about it'

  Mr.Bennet made …………………

      1-No answer

      2-One answer

      3-An answer

Session One

Pride and prejudice

Chapter four

When Jane and Elizabeth were alone,/ the former,/ who

had been cautious/ in her praise of Mr. Bingley before,/

expressed to her sister/ just how very much she admired him.//

'He is just what a young man ought to be,'/ said she,// 'sensible,/

good-humoured,/ lively;/ and I never saw such happy

manners!/—so much ease,/ with such perfect good breeding!'/

'He is also handsome,'/ replied Elizabeth,/ 'which a young

man ought likewise to be,/ if he possibly can./ His character

is thereby complete.'//

'I was very much flattered/ by his asking me to dance

a second time./ I did not expect such a compliment.'//

'Did not you?/ I did for you./ But that is one great difference

between us./ Compliments always take YOU by surprise,/

and ME never.// What could be more natural/ than his asking

you again?/ He could not help seeing/ that you were about

five times as pretty as every other woman in the room./ No

thanks to his gallantry for that.//

Session two

Pride and prejudice

Chapter 41

The first week of their return was soon gone.// The second began. //It was the last /of the regiment's stay in Meryton,/ and all the young ladies in the neighbourhood were drooping apace.//The dejection was almost universal.// The

elder Miss Bennets alone/ were still able to eat,/ drink,/ and sleep,/ and pursue the usual course of their employments.// Very frequently were they reproached for this insensibility by Kitty and Lydia,/ whose own misery was extreme, and

who could not comprehend such hard-heartedness in any of the family.//

'Good Heaven! /what is to become of us? What are we to do?'/ would they often exclaiming the bitterness of woe. //

'How can you be smiling so, Lizzy?'//

Their affectionate mother shared all their grief; /she remembered what she had herself endured on a similar occasion, five-and-twenty years ago.//

'I am sure,'/ said she,/ 'I cried for two days together when Colonel Miller's regiment went away.// I thought I should have broken my heart.'

'I am sure I shall break MINE,'/ said Lydia.

'If one could but go to Brighton!'/ observed Mrs. Bennet.//

Session three

The Picture of Dorian Gray

Chapter four

I suppose / you have heard the news, Basil?'/ said Lord Henry on the following evening,/ as Hallward was shown into a little private room at the Bristol / where dinner had been laid for three.//

'No, /Harry,' answered Hallward, giving his hat and coat to the bowing waiter.// 'What is it?/ Nothing about politics, I hope? /They don't interest me.// There is hardly a single person in the House of Commons worth painting;/ though many of them would be the better for a little whitewashing.'//

'Dorian Gray is engaged to be married,/' said Lord Henry, /watching him as he spoke.//

Hallward turned perfectly pale,/ and a curious look flashed for a moment into his eyes, and then passed away, leaving them dull.'// Dorian engaged to be married!'/ he cried./ 'Impossible!'//

'It is perfectly true.'//

'To whom?'//

'To some little actress or other.'//

'I can't believe it./ Dorian is far too sensible.'//

'Dorian/ is far too wise/ not to do foolish things now and then, my dear Basil.'//

'Marriage is hardly a thing that one can do now and then, Harry,'/ said Hallward, smiling.

Session four

Heart of darkness

Chapter two

'One evening as I was lying flat on the deck of my steamboat,/ I heard voices approaching / and there were the nephew and the uncle strolling along the bank.// I laid my head on my arm again,/ and had nearly lost myself in a doze / when somebody said in my ear,/ as it were:/ 'I am as harmless as a little child,/ but I don't like to be dictated to.// Am I the manager / or am I not?/ I was ordered to send him there.// It's incredible.'// … I became aware that the two were standing on the shore alongside the forepart of the steamboat,/ just below my head.// I did not move;/ it did not occur to me to move:/ I was sleepy.// 'It IS unpleasant,'/ grunted the uncle.// 'He has asked the Administration to be sent there,'/ said the other, /'with the idea of showing what he could do; / and I was instructed accordingly.// Look at the influence that man must have.// Is it not frightful?'/ They both agreed it was frightful,/ then made several bizarre remarks: / 'Make rain and fine weather / one man / the Council / by the nose' / bits of absurd sentences that got the better of my drowsiness,/ so that I had pretty near the whole of my wits about me when the uncle said,/ 'The climate may do away with this difficulty for you.// Is he alone there?'/ 'Yes,/' answered the manager .

Session five

Around the world in 80 days

Chapter 4

Having won twenty guineas at whist,/ and taken leave of his friends, /Phileas Fogg, /at twenty-five minutes past seven, left the Reform Club. //

Passepartout, /who had conscientiously studied the programme of his duties,/ was more than surprised to see his master guilty of the inexactness of appearing at this unaccustomed hour; /for, /according to rule, he was not due in Saville Row until precisely midnight. //

Mr. Fogg repaired to his bedroom, and called out, /'Passepartout!' //

Passepartout did not reply.// It could not be he who was called;/ it was not the right hour.//

'Passepartout!'/ repeated Mr. Fogg, without raising his voice.//

Passepartout made his appearance.//

'I've called you twice,'/ observed his master.//

'But it is not midnight,'/ replied the other, showing his watch.//

'I know it;/ I don't blame you. //We start for Dover and Calais in ten minutes.'// A puzzled grin overspread Passepartout's round face;/ clearly he had not comprehended his master. //

' Mister is going to leave home?' //

'Yes,' /returned Phileas Fogg.// 'We are going round the world.//

APPENDIX 2

2.1. Formula for the Calculation of the Paired and Unpaired t-test

Paired t-test	In order to get the paired t-test value,there are some procedures that must be taken into account : • Calculate the difference between the two tests for each subject. • Calculate the mean difference $\bar{d}$. • Calculate the standard deviation (S_d) of the differences $$S_d = \sqrt{\frac{\sum d^2}{N} - \bar{d}^2}$$ • Use the obtained standard deviation to calculate the standard error of the mean difference $$S_E(\bar{d}) = \frac{Sd}{\sqrt{N}}$$ • Calculate the statistic given by $T = \frac{\bar{d}}{SE(\bar{d})}$. This statistic follows a t-Distribution of **n-1** degrees of freedom. • Use tables of distribution to compare the value for **t to the t_{n-1}** Distribution (critical value) • Compare the **t value** to the tabulated value at .05 level of significance.If it exceeds it,this means that the hypothesis is confirmed (p>0).
	The appropriate formula of this test is as follows : $$t_{N1+N2-2} = \frac{(\overline{x1} - \overline{x2})\sqrt{N1+N2-2)\ N1\ N2}}{\sqrt{N1\ S_1{}^2 + N2\ S_2{}^2)\ (N1+N2)}}$$ Where : • $\bar{x}_1$:Mean of group 1 • $\bar{x}_2$:Mean of group 2 • **N1 :**Number of subjectsin sample 1

Unpaired t-test	• **N2 :**Number of subjects in sample 2 • **S1 :**Variance of sample 1 • **S2 :**Variance of sample 2 ➢ Calculate the post-test means of the two groups(control and experimental group) **:** $$\bar{x} = \frac{\sum x}{N}$$ ➢ Calculate the variance (standard deviation) 1- First,Compute the square of the individual score of each participant to get the squared sam $(\sum x^2)$ of the two groups . 2- Then,calculate the sample variance of both groups : $$S^2 = \frac{\sum x2}{N} - \bar{x}^2$$ ➢ Calculate the t statistic given by $$t_{N1+N2-2} = \frac{\overline{(x1-\bar{x}2)}\sqrt{(N1+N2-2)\,N1\,N2}}{\sqrt{(N1\,S_1^2 + N2\,S_2^2)\,(N1+N2)}}$$ ➢ This statistic follows a t-distribution of $n_1 + n_2 - 2$ degrees of freedom. Use tables of distribution to compare the value for **t** to the $t_{N1+N2-2}$ distribution (critical value) .

2.2. The t value table

			Critical Values for t		
p	.10	.05	.02	.01	.001
df 1	6.314	12.706	31.821	63.657	636.619
2	2.920	4.303	6.965	9.925	31.598
3	2.353	3.182	4.541	5.841	12.941
4	2.132	2.776	3.747	4.604	8.610
5	2.015	2.571	3.365	4.032	6.859
6	1.943	2.447	3.143	3.707	5.959
7	1.895	2.365	2.998	3.499	5.405
8	1.860	2.306	2.896	3.355	5.041
9	1.833	2.262	2.821	3.250	4.781
10	1.812	2.228	2.764	3.169	4.587
11	1.796	2.201	2.718	3.106	4.437
12	1.782	2.179	2.681	3.055	4.318
13	1.771	2.160	2.650	3.012	4.221
14	1.761	2.145	2.624	2.977	4.140
15	1.753	2.131	2.602	2.947	4.073
16	1.746	2.120	2.583	2.921	4.015
17	1.740	2.110	2.567	2.898	3.965
18	1.734	2.101	2.552	2.878	3.922
19	1.729	2.093	2.539	2.861	3.883
20	1.725	2.086	2.528	2.845	3.850
21	1.721	2.080	2.518	2.831	3.819
22	1.717	2.074	2.508	2.819	3.792
23	1.714	2.069	2.500	2.807	3.767
24	1.711	2.064	2.492	2.797	3.745
25	1.708	2.060	2.485	2.787	3.725
26	1.706	2.056	2.479	2.779	3.707
27	1.703	2.052	2.473	2.771	3.690
28	1.701	2.048	2.467	2.763	3.674
29	1.699	2.045	2.462	2.756	3.659
30	1.697	2.042	2.457	2.750	3.646
40	1.684	2.021	2.423	2.704	3.551
60	1.671	2.000	2.390	2.660	3.460
120	1.658	1.980	2.358	2.617	3.373

Note. Retrieved from (Hatch & Lazaraton, 1991 p.595)

2.3. Calculation Sheets

2.3.1. Calculating t value for the Control Group and Experimental Group Pre-test

Results

2.3.1.1. The Control Group pre-test means is : $\sum x_1 = 112.37$

$$\bar{x}_1 = \frac{\sum x1}{N1} = \frac{112.37}{8}$$

$$\overline{x}_1 = 14.05$$

2.3.1.2. The Experimental Group pre-test means is : $\sum x_2 = 112.56$

$$\overline{x}_2 = \frac{\sum x2}{N2} = \frac{112.56}{8}$$

$$\overline{x}_2 = 14.07$$

2.3.1.3. The Variance (Standard Deviation)

2.3.1.3.1. The Squared sum ($\sum x^2$) of the two groups :

Control group : $\sum x_1^2 = 1623.05$

Experimental group : $\sum x_2^2 = 1629.49$

2.3.1.3.2. The Sample Variance of Control Group is : $S_1^2 = \frac{\sum x_1 2}{N1} - \overline{x}_1^2$

$$S_1^2 = \frac{1623.05}{8} - (14,05)^2$$

$$S_1^2 = 5{,}48$$

The Sample Variance of Experimental Group is : $S_2^2 = \frac{\sum x_2 2}{N2} - \overline{x}_2^2$

$$S_2^2 = \frac{1629.49}{8} - (14,07)^2$$

$$S_2^2 = 5{,}72$$

2.3.2. Computation of the t-test : $t_{N1+N2-2} = \frac{(\overline{x}1 - \overline{x}2)\sqrt{N1+N2-2)\ N1\ N2}}{\sqrt{N1\ S_1 2 + N2\ S_2 2)\ (N1+N2)}}$

$$t_{14} = \frac{(14.05 - 14.07)\sqrt{(14)\ (8)\ (8)}}{\sqrt{(8 \times 5.48)+(8 \times 5.72))\ (16)}}$$

$$t_{14} = -0{,}02$$

2.4. Calculating t value for the control group pre-test and post-test results .

2.4.1. The mean difference is : $\bar{d} = \frac{\Sigma d}{N}$

$$\bar{d} = \frac{-3.02}{8}$$

$$\bar{d} = -0,38$$

2.4.2. The standard deviation of the difference : $S_d = \sqrt{\frac{\Sigma d^2}{N} - \bar{d}^2}$

$$S_d = \sqrt{\frac{12.82}{8} - 0,14}$$

$$S_d = \sqrt{1.46}$$

$$S_d = 1.21$$

2.4.3. The Standard Error of the Mean Difference is as follows : $S_E(\bar{d}) = \frac{S_d}{\sqrt{N}}$

$$S_E(\bar{d}) = \frac{1.21}{\sqrt{8}}$$

$$S_E(\bar{d}) = 0,43$$

2.4.4. The T value : $t_{n-1} = \frac{\bar{d}}{SE(\bar{d})}$

$$t_{8-1} = \frac{-0,38}{0,43}$$

$$t_7 = -0,88$$

2.5. Calculating t value for the experimental group pre-test and post-test results .

2.5.1. The Mean Difference is: $\bar{d} = \frac{\Sigma d}{N}$

$$\bar{d} = \frac{15.95}{8}$$

$$\bar{d} = 1.99$$

2.5.2. The Standard Deviation of the Difference: $S_d = \sqrt{\frac{\Sigma d^2}{N} - \bar{d}^2}$

$$S_d = \sqrt{\frac{49.89}{8} - 3.96}$$

$$S_d = 1.51$$

2.5.3. The Standard Error of the Mean Difference is as follows : $S_E(\bar{d}) = \frac{Sd}{\sqrt{N}}$

$$S_E(\bar{d}) = \frac{1.51}{\sqrt{8}}$$

$$S_E(\bar{d}) = 0,53$$

2.5.4. The T value : $t_{n-1} = \frac{\bar{d}}{SE(\bar{d})}$

$$t_{8-1} = \frac{1.99}{0.53}$$

$$t_7 = 3.75$$

2.6. Calculating t value for the Control Group and Experimental Group Post-test Results

2.6.1. The control group post-test means is : $\sum x_2 = 109.35$

$$\bar{x}_2 = \frac{\sum x2}{N1} = \frac{109.35}{8}$$

$$\bar{x}_1 = 13,67$$

2.6.2. The experimental group post-test means is : $\sum x_1 = 128.51$

$$\bar{x}_2 = \frac{\sum x2}{N1} = \frac{128.51}{8}$$

$$\bar{x}_2 = 16,06$$

2.6.3. The variance (Standard deviation)

2.6.3.1. The Squared sum ($\sum x^2$) of the two groups in the post-test

Control group : $\sum x_1{}^2 = 1544.28$

Experimental group : $\sum x_2{}^2 = 2078.35$

2.6.3.2. The Sample Variance of the Control Group is : $S_1{}^2 = \frac{\sum x_1{}^2}{N1} - \bar{x}_1{}^2$

$$S_1{}^2 = \frac{1544.28}{8} - (13,67)^2$$

$$S_1{}^2 = 6.17$$

The sample variance of the experimental group is : $S_2{}^2 = \frac{\sum x_2{}^2}{N2} - \bar{x}_2{}^2$

$$S_2{}^2 = \frac{2078.35}{8} - (16,06)^2$$

$$S_2{}^2 = 1,87$$

2.6.4. Computation of the t-test : $t_{N1+N2-2} = \dfrac{(\overline{x1} - \overline{x2})\sqrt{N1+N2-2)\ N1\ N2}}{\sqrt{N1\ S_{12}+N2\ S_{22})\ (N1+N2)}}$

$t_{14} = \dfrac{(13.67 - 16.06)\sqrt{(14)\ (8)\ (8)}}{\sqrt{(8\times6.17)+(8\times1.87)\ (16)}}$

$t_{14} = -2.23$

Résumé

La présente étude a examiné l'impact de l'utilisation de livres audio comme matériaux authentique pour développer la fluidité de la lecture orale des étudiants. On suppose donc que si les livres audio sont intégrés en tant que supports authentiques dans l'enseignement de la lecture, la maîtrise de la lecture orale des apprenants s'améliorera. Afin de vérifier cette hypothèse, une étude expérimentale a été menée auprès de seize étudiants en deuxième année d'Anglais de l'Université Mohammed Seddik Ben Yahia. De plus, une méthode quantitative a été utilisée dans l'analyse des données collectées. Les résultats d'une lecture assistée de livres audio en cinq séances ont montré que les étudiants avaient des niveaux de maîtrise de la lecture orale allant de bons à moyens. Les scores du groupe expérimental se sont considérablement améliorés après le traitement pour dépasser les niveaux de score pré-test, en termes de précision, de vitesse de lecture, de prosodie, de compréhension de la lecture et de reconnaissance des mots. Sur la base des résultats, il est recommandé d'inclure davantage de pratiques de lecture orale afin d'aider les étudiants à améliorer leur fluidité.

Mots-clés: maîtrise de la lecture, livres audio, , lecture assistée.

ملخص

في هذه الدراسة تم التحقيق في مدى تأثير استخدام الكتب المسموعة في تطوير طلاقة القراءة الشفوية للطلبة. من المفترض أنه إذا تم دمج الكتب المسموعة في تدريس القراءة ، فإن طلاقة القراءة الشفوية للمتعلمين سوف تتحسن. من أجل اختبار هذه الفرضية ، أجريت دراسة تجريبية مع ستة عشر طالبًا من طلاب السنة الثانية في اللغة الإنجليزية بجامعة محمد صديق بن يحيى. علاوة على ذلك ، تم استخدام طريقة كمية في تحليل البيانات المتحصل عليها . بعد خمس حصص من جلسات القراءة و الاعتماد على الكتب المسموعة تم التوصل الى ان الطلبة تتفاوت مستوياتهم الجيد والمتوسط من حيث طلاقة قراءتهم . تحسنت درجات المجموعة التجريبية بشكل ملحوظ بعد تلقي المعالجة الى مستوى عال مقارنة بالمستوى السابق . بناءا على النتائج المتحصل عليها ، يوصى بالاكثار من ممارسة القراءة الشفوية من اجل مساعدة الطلبة على تحسين طلاقتهم.

الكلمات المفتاحية: طلاقة القراءة ، الكتب المسموعة