

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University of Mohammed Seddik Ben Yahia- Jijel

Faculty of Letters and Foreign Languages

Department of English language and literature



**Teachers' and Learners' Attitudes Towards the Use of
ICTs with Special Reference to Audiobooks to Improve
Pronunciation Learning.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master

Degree in Didactics of English

Candidates:

- Meriem ZAIMECHE
- Romyssa BOUMEZAID

Supervisor:

Dr. Samia AZIEB

Board of Examiners:

Chairperson: Fateh BOUNAR, University of Mohammed Seddik Ben Yahia, Jijel

Examiner: Slimane BOUKHENTACHE, University of Mohammed Seddik Ben
Yahya, Jijel

Supervisor : Samia AZIEB, University of Mohammed Seddik Ben Yahya, Jijel

Academic Year : 2019/2020

“How many children knew how to pronounce the name of Harry Potter’s friend Hermione before listening to the inimitable Jim Dale’s excellent recordings of that iconic series?” (Grover & Hannegan, 2008, p. 04).

Dedication

To my beloved parents, who have always lightened up my path, and fed my spirit with love, energy, and positive vibes.

To my lovely sister, who filled my heart with overflowing joy and hope throughout my hardest times.

To my attentive friends, who have been with me through thick and thin, and to all the people whose encouragement bore me up, the ones I hold dear to my heart.

Because when I was teetering on the edge of giving up, you held me close and showed me what I was capable of.

To you, I dedicate this work.

Dedication

I dedicate this work to :

my parents, my sympathetic father and thoughtful mother. The ones without their help, support, and love this work would have never been brought to light. Thank you very much for everything; for your patience, sacrifices, emotional and financial support.

To my lovely sister Achwaq, Hadil, and Wouroud, thank you for your encouragement, for motivating me to complete this research work and believing in me.

A special dedication to my dear brothers Sami, Tariq, and Seyfeddine. I would also like to express my open-hearted gratitude to my partner in this work Meriem for the time we spent together helping each other.

To my faithful and wonderful friends with whom I shared university experience.

May God bless you all.

Romyssa

Acknowledgments

First and foremost, our deepest Gratitude and Glory are to Allah for bestowing us with the strength and perseverance to accomplish this work despite the pitfalls we have floundered along the way.

We are overwhelmed with appreciation and gratitude to our fabulous supervisor **Dr. Samia AZIEB** for her help and patience. This dissertation is the result of her inspiring, thoughtful support, and constant guidance. Her supervision, unwavering support, thorough knowledge, and valuable instructions inspired us to were absolutely significant throughout the accomplishment of research work. Without her advice and insightful feedback, this work would not have been possible. A million thank you for making this journey worthwhile.

Special thanks and tremendous appreciation to the board of examiners : **Dr. Fateh BOUNAR** and **Dr. Slimane BOUKHENTACHE** for taking the trouble to examine this humble piece of research.

We would like to extent our thanks and gratitude to all teachers and Master 1 students who devoted some of their time to fill in the questionnaires and share their valuable ideas and experiences with us. Their precious help was the reason we could bring this research to an end.

Abstract

The present study aims chiefly at probing into teachers' and learners' attitudes towards the use of audiobooks as an Information and Communication tool to improve pronunciation learning. To meet this objective, it is hypothesized that teachers and learners would hold positive attitudes towards the use of audiobooks in fostering pronunciation. It is also hypothesized that EFL teachers and learners would support audiobooks integration in English classes. To this end, two questionnaires were administered to a randomly chosen sample of 20 Algerian EFL teachers and 80 Algerian EFL students at Mohammed Seddik Ben Yahiya university, Jijel. The analysis of the aforementioned research instruments has demonstrated that nearly all teachers and students hold favorable attitudes towards the use of ICTs in general and audiobooks in particular to enhance pronunciation learning. They emphasized the vital role of audiobooks in providing an atmosphere whereby learners can listen to authentic speech while engaging in meaningful discussions simultaneously. Besides, the same vast majority of the sample under scrutiny adhered to the idea of integrating audiobooks in English learning classes. Teachers, thus, can expose their learners to authentic materials that involve the use of audiobooks with an eye to pronunciation improvement. Therefore, the research assumptions were confirmed. The findings of this current study serve as grooming ground for future research to further dive into the importance of using audiobooks for a better mastery of pronunciation.

Keywords : Attitudes, Audiobooks, ICT, Pronunciation Learning.

List of Abbreviations

ALM: Audio Lingual Method

BBC: British Broadcasting Corporation

CLT: Communicative Language Teaching

Call: Computer Assisted Language Learning

CAI: Computer Assisted Instruction

DM: Direct Method

EFL: English as a Foreign Language

ELT : English Language Teaching

ESL: English as a Second Language

GTM: Grammar Translation Method

ICT: Information and Communication Technology

ICTs: Information and Communication Technologies

L: Language

N: Number

P: Page

RP: Received Pronunciation

%: Percentage

List of Tables

Table 1.1 : Short Vowels.....	14
Table 1.2 : Long Vowels.....	15
Table 1.3 : Consonants' Place and Manner of Articulation, and Voicing.....	24
Table 2.1 : Years Spent Teaching English	71
Table 2.2 : Teachers' Use of Technology Inside the Classroom.....	72
Table 2.3 :Teachers' Perspectives on Their Students' Pronunciation Level.....	72
Table 2.4 : The Aspects of Pronunciation Teachers Deem the Most Needed to Master.....	73
Table 2.5 : Unintelligible Pronunciation as a Threat to Successful Communication.....	75
Table 2.6 : Teachers' Opinions about Pronunciation Effect on Students' Participation.....	76
Table 2.7 : Teachers Views on the Importance of Pronunciation.....	76
Table 2.8 : Teachers' Opinions about Information and Communication Technologies' Use in the Classroom	77
Table 2.9 : Teachers' Personal Use of Information and Communication Technologies in Teaching.....	78
Table 2.10 : The Most Effective Tool for Teaching Pronunciation	79
Table 2.11 : The Frequency of Using Audiobooks in Teaching.....	80
Table 2.12 : Audiobooks Usefulness as Teaching Materials.....	81
Table 2.13 : The Influence of Listening to Audiobooks on Pronunciation Mastery.....	82

Table 2.14 :Teachers’ Tendency to Support Students’ Involvement in Audio Materials....	83
Table 2.15 : Teachers’ Opinions about Audiobooks as Motivators of Pronunciaion Learning	84
Table 2.16 : Audiobooks as Enjoyable Materials.....	87
Table 2.17 : Teachers’ Opinios about Audiobooks Implementation in the Classrooms.....	87
Table 2.18 : Years Spent Learning English.....	90
Table 2.19 : The Students Ownership of a Smartphone/ Computer.....	91
Table 2.20 : The Students Degree of Fluency in English.....	91
Table 2.21 : Students’ Learning of Pronunciation at School.....	92
Table 2.22 : Branches of Linguistics Taught at School in Relation to Pronunciation.....	93
Table 2.23 : Difficulties Encountered by Students When Learning Pronunciation	94
Table 2.24 : Students’ Degree of Satisfaction with Pronunciation Learning at School.....	95
Table 2.25 :Speaking and Listening Classes Contribution to Pronunciation Enhancement...	97
Table 2.26 : Students’ Opinions about Knowledge of the Phonics Rules.....	100
Table 2.27 : Good Pronunciation as a Criterion of Confidence.....	101
Table 2.28 : Students’ Inclination for Pronunciation Improvement.....	101
Table 2.29 : Students’ Familiarity with the Term Information and Communication Technology	102
Table 2.30 : Students’ Approval of the Use of Information and Communication Technologies Inside the Classrooms.....	103

Table 2.31: Students' Opinions about the Most Useful Information and Communication Technology Tool in Improving Pronunciation	104
Table 2.32: Students' Frequency of Listening to Audiobooks.....	105
Table 2.33: Students' Engagement in Discussion about Audiobooks.....	106
Table 2.34: Using Audiobooks in Learning Pronunciation at School.....	108
Table 2.35: Efficient Methods for Pronunciation Learning.....	109

List of Figures

Figure 1.1 : English Short Vowels.....	13
Figure 1.2: English Long Vowels.....	15
Figure 1.3: English Diphthongs' Categories.....	17
Figure 1.4: English Diphthongs Representation.....	18
Figure 1.5 : English Triphthongs.....	19
Figure 1.5: Some Information and Communication Technologies That Capture and Transmit Information.....	45

Table of Content

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures	VI
Table of Contents.....	VII
General Introduction	1
1. Background of the Study.....	2
2. Research Questions	3
3. Statement of the Problem.....	4
4. Aim of the Study.....	4
5. Significance of the Study.....	5
6. Research Assumptions.....	5
7. Methodology of Research.....	6
8. Structure of the Study.....	6
Chapter One: Literature Review.....	7
Introduction	7
Section One: Pronunciation Teaching and Learning.....	7
1.1.1. Definition of Pronunciation.....	8
1.1.2. Phonetics.....	9
1.1.3. Phonology.....	9
1.1.4. Features of Pronunciation.....	10
1.1.4.1. Segmental Features.....	10

1.1.4.1.1. Vowel Sounds.....	11
1.1.4.1.1.1. Description of Vowels.....	12
1.1.4.1.1.2. Types of Vowels.....	12
1.1.4.1.1.2.1. Monophthongs.....	12
1.1.4.1.1.2.2. English Diphthongs.....	16
1.1.4.1.1.2.3. Consonant Sounds.....	18
1.1.4.1.1.2.3.1. Place of Articulation	18
1.1.4.1.1.2.3.2. Manner of Articulation.....	20
1.1.4.1.1.2.3.3. Voicing.....	22
1.1.4.2. Suprasegmental Features.....	23
1.1.4.2.1. Stress.....	24
1.1.4.2.2. Intonation.....	25
1.1.4.2.2.1. Patterns of Intonation.....	26
1.1.5. The Status of Pronunciation Across Language Teaching Methods.....	27
1.1.5.1. The Grammar-Translation Methods.....	28
1.1.5.2. The Reform Movement	28
1.1.5.3. The Direct Method.....	29
1.1.5.4. The Audio-Lingual Method.....	30
1.1.5.5. The Silent Way.....	31
1.1.5.6. The Communicative Language Teaching.....	31
1.1.6. The Significance of Pronunciation	32
1.1.7. Pronunciation Instruction	33
1.1.7.1. Teaching Pronunciation	34
1.1.7.2. Learning Pronunciation	35
1.1.8. Factors Influencing Pronunciation Learning.....	35

1.1.8.1. External Variables	35
1.1.8.1.1. The Native Language.....	36
1.1.8.1.2. Exposure to the Target Language.....	36
1.1.8.1.3. Pronunciation Instruction.....	37
1.1.8.2. Internal variables.....	37
1.1.8.2.1. Age.....	38
1.1.8.2.2 Language Aptitude.....	38
1.1.8.2.3. Motivation.....	39
Conclusion.....	40
Section Two : Audiobooks in Language Learning Instruction	41
Introduction.....	41
1.2.1. A Brief History of Technology Integration in Education.....	41
1.2.2. Definition of Information and Communication Technology.....	43
1.2.3. The Integration of Information and Communication technology in Education.....	44
1.2.3.1. Examples of Information and Communication Technologies in Education.....	45
1.2.3.1.1. Non Web-Based Tools.....	46
1.2.3.1.1.1. Computer.....	46
1.2.3.1.2. Smart Phones.....	46
1.2.3.1.3. Interactive Whiteboard.....	47
1.2.3.1.2. Web-Based Learning Applications.....	48
1.2.3.1.2.1. Social Media.....	48
1.2.3.1.2.2. Emails.....	48
1.2.3.1.2.3. Blogs.....	49

1.2.3.2. The Advantages of Information and Communication Technology in Education.....	49
1.2.4. Information and Communication technology in Language Teaching and Learning.....	52
1.2.4.1. Advantages of Using Information and Communication Technologies in Language Teaching and Learning.....	53
1.2.5. Information and Communication Technology and Pronunciation Teaching and Learning.....	56
1.2.5.1. Important Technologies in Teaching and Learning Pronunciations.....	57
1.2.5.1.1. Youtube.....	58
1.2.5.1.2. Audiobooks.....	58
1.2.6. The Status of Audiobooks in Education	58
1.2.7. The Use of Audiobooks in Language Teaching and Learning.....	59
1.2.8. The Use of Audiobooks in Teaching and Learning Pronunciation	60
1.2.9. The Advantages of Audiobooks.....	62
Conclusion.....	63
Chapter Two : Data Analysis and Results.....	65
Introduction.....	65
Section One : Research Methodology	65
2.1. Research Assumptions.....	65
2.2. Data Gathering Instruments.....	66
2.3. Description of the Research Tools.....	66
2.3.1. Description of the Questionnaire for Teachers.....	67
2.3.2. Description of the Questionnaire for Students.....	68
2.4. Administration of the Questionnaires.....	69

2.4.1. Administration of the Questionnaire for Teachers	69
2.4.2. Administration of the Questionnaire for Students.....	69
Section Two : Data Analysis and Results.....	70
2.1. Data Analysis of the Questionnaire for Teachers.....	70
2.1.1. Discussion of the Questionnaire for teachers.....	90
2.2. Data Analysis of the Questionnaire for Students.....	91
2.2.1. Data Discussion of the Questionnaire for Students.....	115
2.3. Overall Analysis of the Results.....	117
Limitations of the Study.....	118
Pedagogical Recommendation and Suggestions	119
Conclusion.....	120
General Conclusion.....	121
References.....	123
Apendices	
Résumé	
ملخص	

General Introduction

Undoubtedly, language is a tool for communication; it paves the way for effective expression, and it is deemed an easy way of encoding and conveying intricate and subtle ideas from one to another. Hence, the importance of the speaking skill is enormous for the learners of any language. Consequently, in order for an efficient communication to take place, correct pronunciation is an absolute requirement of language instruction. The heart of the issue is that pronunciation can be a source of unintelligibility between interlocutors. It is agreed that learners with good English pronunciation are easily understood whereas learners with correct grammar, yet, incorrect pronunciation are likely to be misunderstood even by native speakers. Bradley-Bennett (2007) intimated that the key to develop students' pronunciation is listening through exposure to a comprehensive as well as a real-life related context. Following this view, many researchers in the field of second language acquisition have adhered to the use of technological based instructions in enhancing pronunciation. In an effort to keep up with the technological mindset and skill sets of students, teachers and librarians have depended on audiovisual equipment in educational settings for many years, and the growth of audiobooks followed shortly after (Serafini 2004, Motallebi & Pougharib 2013, & Saka 2015) . This research paper, therefore, brings to light the attitudes Algerian EFL teachers and learners hold towards the use of audiobooks as a means to improve pronunciation learning.

1. Background of the Study

Despite being a fruitful resource for foreign language learning, audiobooks' effect on pronunciation learning has not captured the attention of many researchers.

Casberegue and Harris (1996) wrote that listening to audiobooks paves the way for a better understanding of the story as well as gaining a sense of fluency that makes it easy for students to follow through the storyline. Furthermore, some researchers have brought to light the close relationship between listening and pronunciation by investigating the effects of listening to audiobooks on pronunciation improvement (Couper, 2003). They postulated that listening and reading simultaneously could familiarize learners with the target pronunciation features. Moreover, they stressed on the fact that learners should be exposed to different audio versions of texts in order to improve their recognition as well as production skills.

Serafini (2004) discussed the usefulness of audiobooks in a number of ways. He stated that audiobooks provide opportunities for more fluent reading, expose students to new vocabulary, and engage them in an interesting atmosphere of learning by giving more importance to the context instead of the structures.

In Turkey, Çakır (2012) examined the contribution of supported audio materials in promoting correct pronunciation for EFL learners. Given that the mispronunciation and bad intonation are common problems for most Turkish learners as well as teachers, the study aimed at exploring the effectiveness of extensive listening to audio materials and their role in enhancing learners' pronunciation. Besides, it aimed at investigating participants' perceptions of this implementation. For this purpose, an experiment and semi-structured interview were conducted. The researcher then triangulated the data in hopes of obtaining more reliable results. The teaching materials used in the research were accompanied by recorded audio supplements; the researcher's main focus was to lead learners to be aware of the words they

pronounce wrongly regardless of the meaning. The results and comments of the research showed that pronunciation is crucial in an effective communication, and listening to the authentic materials in language teaching has a fundamental role in establishing the correct pronunciation input for foreign language learners.

Motallebi and Pougharib (2013) explored the effectiveness of using audio-stories as a strategy to improve Iranian students' pronunciation. The research was quantitative in nature. In practical terms, the researchers divided the students into an experimental group that received training through listening to audio-stories for eight sessions, and a control group that received no treatment whatsoever. After analyzing the data of both the pre-test and post test, it was revealed that the experimental group outperformed the control group; that is, the experimental group scored higher than the control group with regard to correct pronunciation. It was concluded that the program designed that included listening to audio-stories seemed to be effective in improving students' overall pronunciation proficiency.

The conclusions drawn from the aforementioned studies establish the research significance as they form the useful database and enlighten the direction of this research. While the literature is varied in terms of the integration of audiobooks in education in general, no research has been conducted about the investigation of teachers as well as learners attitudes towards using ICTs with special reference to audiobooks in enhancing students' pronunciation. Consequently, this inquiry attempts to fill the gap in the existing literature, namely, teachers and learners attitudes towards the use of ICTs with special reference to audiobooks to improve pronunciation.

2. Research Questions

The current piece of research seeks to furnish answers to the following questions:

✓ What are Algerian EFL teachers' and students' attitudes towards the use of audiobooks to improve pronunciation learning at Mohammed Seddik Ben Yahya university?

✓ Are Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university aware of the use of ICT in relation to pronunciation learning?

3. Statement of the Problem

Despite its vital role in achieving successful communication, pronunciation is given little attention by teachers in foreign language teaching classrooms since it is deemed challenging and more difficult to learn than the other areas of language. Therefore, a common mistake made by many international students studying English as a second language is not paying adequate attention to English pronunciation. Morley (1991) postulated that intelligible pronunciation is a prerequisite of communicative competence, and without having good pronunciation skills, learners would not be able to carry out meaningful discussions. Since communicative efficiency can be guaranteed by correct pronunciation, learning this skill is of paramount importance in mastering the overall language competence. However, if speakers do not utter the words properly, their speech will not be understood. This would definitely lead to a communication breakdown. As many studies concluded that there is little focus on pronunciation in language classrooms, this area is deemed problematic for students at Mohamed Seddik Ben Yahia university, Jijel. This, therefore, results in difficulties to communicate in English.

Fortunately, the advancement of technology nowadays offers solutions for language-related problems that hinder students' mastery of a language, including its pronunciation. Therefore, under this view, it is believed that offering learners the opportunity to listen to audiobooks helps them foster their pronunciation level.

4. Aim of the Study

Since it is widely advised by many scholars that the improvement of students' pronunciation needs to be supported by technological materials, this research aims to bring to light the importance of using audiobooks in language classrooms to develop students'

pronunciation. While traveling this path, the study aims to probe into the Algerian EFL teachers' and learners' attitudes towards the use of audiobooks for pronunciation mastery. It is worth noting that this research also aims at raising the teachers' and students' awareness about the effectiveness of such technological tools in upgrading students' pronunciation, and how they engage them in a technological atmosphere while being exposed to native speech.

5. Significance of the Study

Several studies attest to the positive effect audiobooks have on reading skills, reading strategies as well as listening comprehension. However, little research has investigated the effects of audiobooks on improving EFL students' pronunciation. The significance of this study, therefore, lies within its contribution to the existing literature by documenting that the use of audiobooks can lead to an improvement in EFL learners' pronunciation skills and attitudes towards the latter. It is significant in the sense that it provides teachers with a modern and interesting way of treating their learners' pronunciation. Thus, it guides them towards designing speaking courses more effectively. Additionally, the study may guide curriculum and syllabus designers of language programs to develop ways of incorporating audiobooks into their practices if the use of them is found effective.

6. Research Assumptions

In light of the aforementioned research questions, this investigation addresses the following main assumptions :

- ✓ A1: Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university would hold positive attitudes towards the use of audiobooks to improve pronunciation learning.

- ✓ A2: Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university would adhere to the idea of audiobooks integration in English teaching classrooms.

7. Methodology of Research

In an attempt to test the validity of the aforementioned assumptions and to get a sound grasp of the topic under investigation, the researchers opted for a quantitative method for it is believed to be distinctly suitable for conducting this research. In order to collect the data required, two questionnaires were used; the first questionnaire was assigned to a randomly chosen sample of 20 EFL teachers of English; their contribution to answer the questions adds more valuable information and enables the researchers to dive into investigating their attitudes towards the use of these technological tools as a way for their learners to improve their pronunciation. The second questionnaire was addressed at a randomly chosen sample of 80 EFL Master one students in hopes of gathering clear insights into their attitudes concerning audiobooks as an ICT tool to foster pronunciation learning.

8. Structure of the Study

The current study is divided into two main chapters. The first chapter, in two sections, represents a theoretical framework; the first section provides a comprehensive overview with regards to pronunciation teaching and learning, while the second one is devoted to tackling the theoretical background and conceptual framework of the use of technology in education as it sheds light on the impact of audiobooks on enhancing learners' pronunciation. The second chapter, on the other hand, is concerned with the practical framework of the overall study. It consists of two sections that are devoted to the methodology of research and data analysis and results respectively. The chapter ends by acknowledging limitations of the study and suggesting some pedagogical recommendations and suggestions for teachers and further researchers.

Literature Review: Learning Pronunciation Through Audiobooks as an ICT Tool

The first chapter of the literature review, in two sections, is devoted exclusively to handling the major theoretical aspects related to pronunciation and the use of audiobooks as a means to foster its learning. The first section deals with pronunciation teaching and learning. It is undeniably deemed essential to first expound this concept. Thus, the first section begins with stating some definitions of pronunciation from different standpoints, together with its main areas of study, namely phonetics and phonology. Additionally, it tackles the major features of pronunciation. Afterwards, it outlines the status of pronunciation teaching across language teaching methods. Subsequently, it discusses the importance of pronunciation and how teachers and learners contribute to a better pronunciation teaching and learning. Eventually, it highlights the major factors that affect learners' pronunciation. The succeeding section, on the other hand, discusses the integration of technology within pronunciation teaching and learning. It introduces the definition of Information and Communication Technology (ICT) provided by different scholars. Then it draws some attention to the different components of ICT used in classrooms. Besides, it covers the use of ICT's in language learning in general and pronunciation in particular, along with their benefits. Next, it delves into the history of audiobooks use in language teaching and learning, and their use with regards to pronunciation learning. Finally, it casts light on the importance and advantages of audiobooks.

Section One : Pronunciation Teaching and Learning

This section tackles different pronunciation definitions, the main branches of linguistics related to pronunciation learning, along with its major components. It also dives into the history of pronunciation teaching and learning, together with its significance. Then, it considers pronunciation instruction by bringing to light the role of the teachers and learners. This section ends by selecting the major factors affecting learners' pronunciation.

1.1.1. Definition of Pronunciation

Pronunciation is one of the most important sub-skills that EFL learners and teachers should develop for the purpose of being good communicators. The term pronunciation is broadly defined by various scholars and researchers. In general terms, Trask (1996) defined pronunciation as “the manner in which speech sounds, especially connected sequences are articulated by individual speakers” (p. 291). In the same vein, Yates (2002) added that “pronunciation is the production of sounds that the speakers use to make meaning” (as cited in Gilakjani, 2016, p. 2) He elaborated that it covers the segments of a language, together with some speech aspects that go beyond the level of individual sounds. These aspects are known as suprasegmental aspects, which include stress, intonation, and rhythm (Gilakjani, 2016). According to Burns (2003), pronunciation can be defined as the meaningful performance and knowledge of phonemes related to a specific language, and the way they affect the auditor, or it can be simply defined as the phonology of language. Additionally, Yates and Zielinki (2009) stated that pronunciation “includes the particular consonants and vowels of a language (segments), aspects of speech, such as stress, timing, rhythm, and intonation” (p. 11). Thus, their definition considers pronunciation as an essential way to convey meaning to the listener.

Considering the definitions stated above, it can be said that pronunciation is the way speech sounds are presented and produced by speakers to shape comprehensible sentences which would allow people to negotiate meaning appropriately within a communicative context.

While traveling such path, it is worth distinguishing between two important areas of study that shape pronunciation learning, namely phonetics and phonology. According to Crystal (2008), the study of pronunciation is based on these two areas, viz the phonetic and the phonological.

1.1.2. Phonetics

Yule (2006) stated that phonetics refers to “the general study of the characteristics of speech sounds” (p.30). He distinguished between three types of phonetics: articulatory phonetics, which refers to the way speech sounds are produced; acoustic phonetics, which basically involves the physical properties of speech sounds; and auditory phonetics (or perceptual phonetics), which deals with the perception of speech sounds as they travel through air.

Therefore, phonetics is the general study of speech sounds, including their place and manner of articulation in the vocal tract. It is believed that phonetics forms a tool of paramount importance in the teaching of pronunciation since it concerns itself with various speech sounds that shape any word in any language.

1.1.3. Phonology

Yule (2006) continued with introducing the definition of phonology as he discussed the sound patterns of language. According to him, “phonology is essentially the description of the systems and patterns of speech sounds in a language, it is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language” (p. 43). On this account, “phonology deals with the mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.” (p. 44). He added that phonology enables the listener to distinguish meaning since it encompasses the abstract sounds of the language.

Phonetics and phonology are two different branches of linguistics. However, they are complementary in the sense that they both contribute to the overall pronunciation of a given language. In light of the abovestated definitions, it is drawn that pronunciation cannot be taught apart from its phonetics and phonology.

It is rather essential to draw a distinction between phonology and pronunciation. According to Brown (2014), phonology deals mainly with the relationships of speech sounds that form the basic components of a language. However, “pronunciation teaching uses this fundamental knowledge to teach the production of the sounds of another language in a proper way” (p. 09). That is, phonology is the study of the relationship between sounds whereas pronunciation deals essentially with the representation and the production of words through the proper use of those sounds to form words and sentences.

1.1.4. Features of Pronunciation

The aforementioned definitions of pronunciation stressed two major elements of pronunciation. The first type is the segmental features, which refer to the sounds comprising a language. That is, they are vowels and consonants with their various types. The second element, however, is known as the suprasegmental features, which refer to the abstract aspects beyond segments, and which carry the meaning intended by the speaker. Despite the fact that every aspect is dealt with apart from the other one, it is crucial to stress on the fact that they both contribute to the overall speaking skill, and are essentially learned together when attempting to learn the spoken form of a language (Kelly, 2000).

1.1.4.1. Segmental Features

Human beings constantly need to share ideas with one another. When communicating in the spoken mode, people tend to get familiarized with the sounds they utter. According to Roach (2009), some sounds are able to carry a distinction in meaning in the sense that once one sound is substituted by another, the whole meaning of the word/sentence changes (e.g. *pen – pin*). These sounds are called phonemes.

Vowels and consonants are known as “segmental phonemes”, which form a syllable. Segmental features are associated with sounds at the micro level, such as ‘s’ as in *symbols*, ‘w’ as in *word*, and ‘o’ as in *story*. They include both consonants and vowels, and when these

two categories of sounds are attached together, they are called “phonemes” (Burns 2003, p. 82).

Phonemes, therefore, are best described as meaning-distinguishing sounds of a language, they are the smallest units of a language. This view is supported by Yule (2006), he noted that an essential property of a phoneme is that it functions contrastively. He further elaborated:

We know there are two phonemes /f/ and /v/ in English because they are the only basis of the contrast in meaning between the words *fat* and *vat*, or *fine* and *vine*. This contrastive property is the basic operational test for determining the phonemes that exist in a language. If we substitute one sound for another in a word and there is a change of meaning, then the two sounds represent different phonemes (p. 44).

In a nutshell, there are two main categories that include sounds of all languages: vowels and consonants. The description of these categories differ from one scholar to another.

1.1.4.1.1. Vowel Sounds

Vowels are generally and commonly known as letters representing speech sounds with no obstruction of air; that is, with the vocal tract open. According to walker (1819), “a vowel is a simple sound formed by a continued effusion of the breath, and a certain conformation of the mouth, without any alteration in the position from the moment the vocal sound commence till it ends” (p. 15). Crystal (2008) defined vowels as the sounds that are produced generally without closing the mouth; that is, with no narrowing of a degree which would produce audible friction. Roach (2009) went on clarifying this view by providing an epitome of it; he noted that a doctor who wants to look at the back of a patient’s mouth usually asks the person to say “ah”. This sound is made with no obstruction of air. Thus, it represents an accurate vowel sound.

Yule (2006) pointed out that the most common vowels can be classified according to their position in a chart.

1.1.4.1.1.1. Description of Vowels

In essence, changing the shape of the lips or the position of the tongue affects the way vowels are produced. Brinton (2000) claimed that vowels “are distinguished from each other by the way the vocal tract is modified by lips and tongue, which also modifies the sound produced” (p. 88).

Therefore, there are some parameters according to which vowels are distinguished and characterized :

- The position of the soft palate (raised or lowered)
- The shape of the lips (rounded, spread, or neutral)
- The position of the tongue (high, low, back, front)
- The duration of the vowel (short or long) (Brinton (2000, p. 36).

1.1.4.1.1.2. Types of vowels

There are two types of vowels in English: monophthongs and diphthongs. Monophthongs represent a vowel with a single sound, and they are usually referred to as pure vowels. Pure vowels can be contrasted with diphthongs which, in general, represent two vowel sounds in a syllable (Roach, 2009).

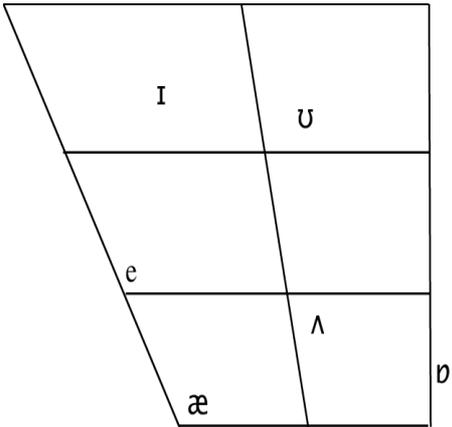
1.1.4.1.1.2.1. Monophthongs (Pure Vowels)

Jones (1993) stressed that there is an articulating organ responsible for the production of each vowel sound. Generally speaking, these organs do not change their positions once they assume the position for a vowel articulation. In other words, each vowel continues to have the same qualities of sound each time it is produced. To this end, these sounds have been labeled pure.

It is worth mentioning that monophthongs can be short or long. The length of the vowels, however, depends very much on the context in which they are used. That is, they are largely influenced by the quality of the surrounding sounds in a given word or sentence. In some cases, long vowels can be short and short vowels can be long (Roach, 2009).

In English, short vowels are those vowel sounds that need a short period of time to be articulated. There are six short vowels : a, i, o, u, which are symbolized as /æ/, /ɪ/, /ɛ/, /ʌ/, /ʊ/, /ʊ/ plus one other short vowel ‘e’ for which the symbol is /ə/. This vowel is central, and it is called schwa; for instance, it is a familiar sound that can be heard in the first syllable of the words ‘again’, ‘oppose’, and ‘perhaps’. The English short vowels are represented as follows :

Figure 1.1



English Short Vowels

(Adopted from Roach, 2009)

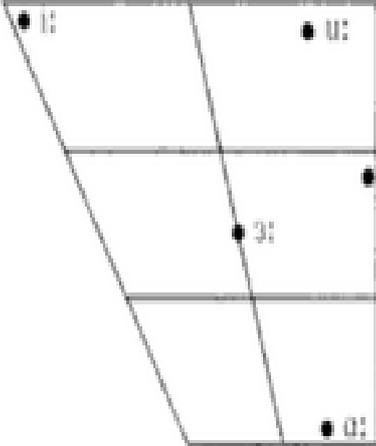
Table 1.1

Sound	Description
/ɪ/	✓ Open front vowel ✓ Slightly spread lips
/ə/	✓ Close-mid central vowel ✓ Neutral lips
/ɒ/	✓ Between Close-mid and close back vowel ✓ Rounded
/ʌ/	✓ Close central vowel ✓ Neutral lips
/ʊ/	✓ Close central vowel ✓ Rounded lips
/e/	✓ Close central vowel ✓ Spread lips
/æ/	✓ Close front vowel ✓ Spread lips

English Short Vowels

In opposition to short vowels, long vowels take longer time to be uttered than short vowels. Roach (2009) stated that “long vowels tend to be longer than short vowels in similar contexts” (p.16). He further elaborated that it is important to say “in similar contexts” because the length of English vowel sounds differs according to their context as well as their stress. There are five English long vowels whose symbols consist of one vowel symbol plus a length mark made of two dots : /i:/, /ɑ:/, /ɔ:/, /ɜ:/, /u:/.

Figure 1.2



English Long Vowels

(Adopted from Roach, 2009)

Table 1.2

sound	Description
/i:/	<ul style="list-style-type: none"> ✓ Close front vowel ✓ Slightly spread lips
/ɑ:/	<ul style="list-style-type: none"> ✓ Open back vowel ✓ Neutral lips
/ɔ:/	<ul style="list-style-type: none"> ✓ Open-mid back vowel ✓ Rounded lips
/ɜ:/	<ul style="list-style-type: none"> ✓ Open-mid Central vowel ✓ Neutral lips
/u:/	<ul style="list-style-type: none"> ✓ Close-mid back vowel ✓ Moderately rounded

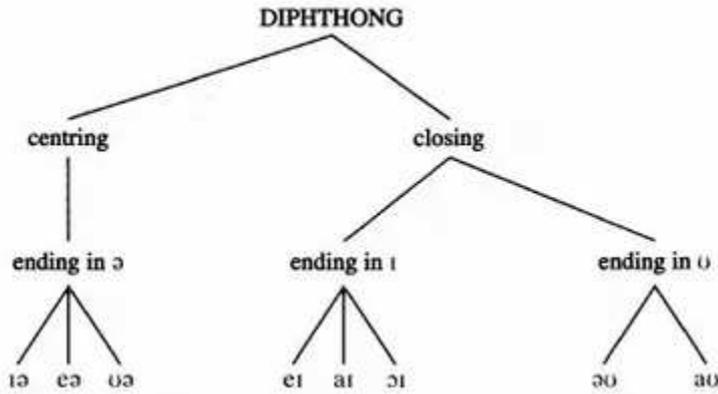
English Long Vowels

1.1.4.1.1.2.2. English Diphthongs

English diphthongs, as mentioned in the previous definitions, are a combination of two vowels in one syllable. Roach (2009) asserted that diphthongs, unlike pure vowels, are complex phonemes in the sense that their articulating organs tend to change their position during their production. This leads to the production of two vowel sounds. Yule (2006) described that in pronouncing the majority of single vowel sounds, the vocal organs assume one position, but in pronouncing diphthongs, they move from one vocalic position to another. Roach (2009) discussed the length of diphthongs as being similar to the long vowels. He said, “perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part” (p. 17).

Diphthongs can stand on their own at the center of syllables. Considering the BBC English vocalic inventory, there are eight diphthongs. Roach (2009) stated that the best way to remember them is by dividing them into three groups as the diagram below suggests:

Figure 1.3

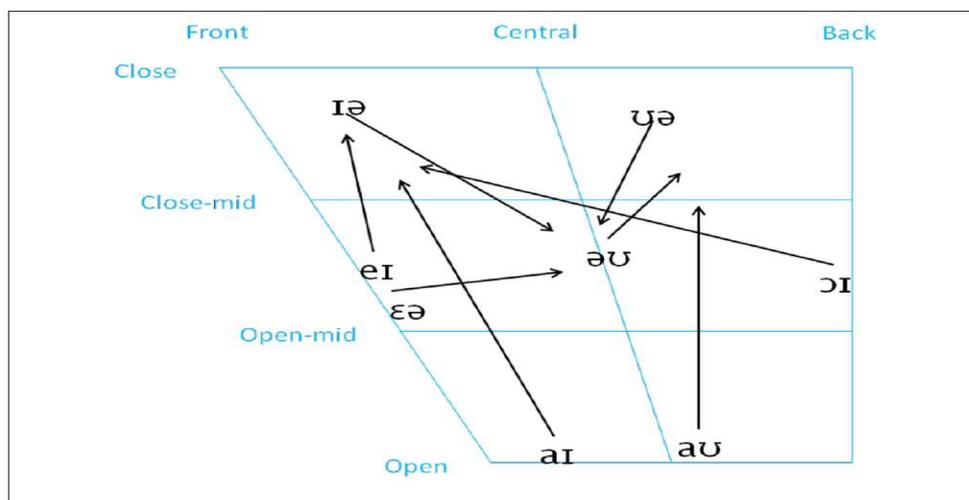


English Diphthongs’ Categories

(Adopted from Roach, 2009)

As the chart displays, diphthongs are divided into centering and closing diphthongs. The centering diphthongs move towards the ə (schwa) vowel whereas the closing diphthongs tend to glide towards a closer vowel. On close inspection, when producing closing diphthongs, the tongue moves from a more open to a less open/close position : /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ. However, when producing centering diphthongs, the tongue moves from the front/back to the center : /ɪə/, /eə/, /ʊə/. The figure below demonstrates the eight diphthongs of Received Pronunciation (RP) (Roach, 1991). The glide direction is represented by the arrows between vowels :

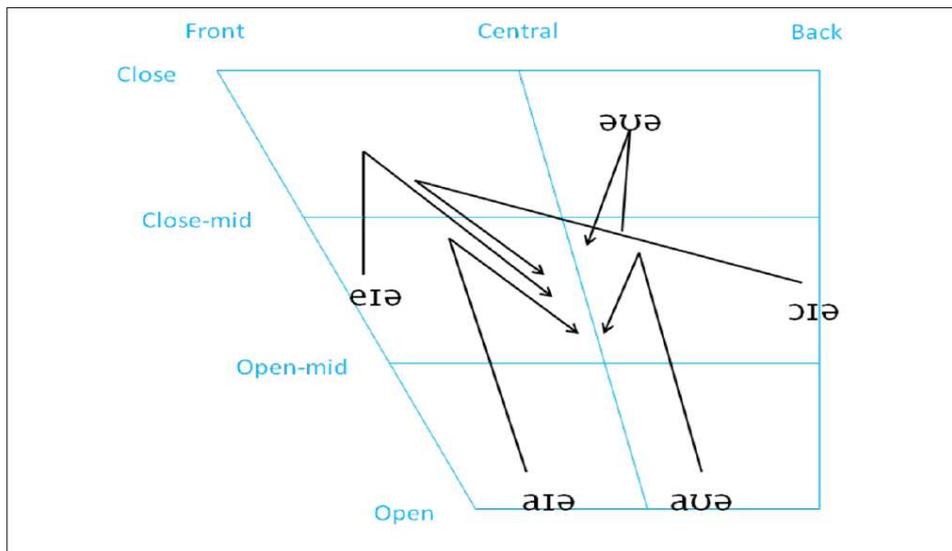
Figure 1.4

*English Diphthongs Representation*

(Adopted from Roach, 2009)

There is also another sub-type of closing diphthongs; /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ which is known as triphthongs. A triphthong is produced with a glide from one vowel to another and then to a third. In other words, triphthongs are three vowels put together; they are heavy and hard in pronunciation especially for non-native speakers (Roach, 1991).

Figure 1.5



English Triphthongs

(Adopted from Roach 2009.)

1.1.4.1.1.2.3. Consonant Sounds

Unlike vowels, consonants are produced with an obstruction of air in the vocal tract. Crystal (2008) noted that consonants are simpler and less complicated to feel than vowels. She went on to explain that consonants are mainly characterized by a shut down in the vocal tract, they are established by breaking up, controlling, and transferring the airflow in different forms. Furthermore, consonants are produced with a close articulation, moving from completely together to only approximating. English consonants are grouped into classes of sounds for the purpose of analysis. This grouping is based on some distinctive features. Roach (2009) highlighted that consonantal sounds are classified according to three dimensions: place of articulation, manner of articulation, and voicing.

1.1.4.1.1.2.3.1. Place of Articulation

Place of articulation refers to the area in one of the resonating cavities (larynx, mouth) where the articulators are opposing some kind of stricture to the passing flow of air. That is,

the place of articulation defines the where the obstruction in the vocal tract takes place (Yule, 2006).

a- Bilabials : These are sounds produced by using both the upper and lower lips. Examples of which are the initial sounds in the words *boy*, *mother*, and *pen*. The symbols used for these sounds are [b], and [p]. The symbol [w] is also a bilabial, it can be heard in the initial sounds in *way*, *world*, and *with* (Yule, 2006, p 31).

b- Dentals: Dental consonants involve the tip or the blade of the tongue touching the upper front teeth, as the initial sound in *three*. There are two symbols that represent dental sounds: [θ] as in *month*, and [ð] sound which is found in *therefore* (Yule, 2006, p. 31).

c- Labiodentals : They are sounds produced when the upper teeth touch the lower lip, as the initial sounds in the words *far* and *van*, and the final sounds in the words *roof* and *grave*. The symbols used to represent them are the voiceless sound [f], and the voiced sound [v]. The final sound in *enough*, and the initial sound in *phrase*, are spelled differently. However, they are pronounced the same (Todd, 1987, p 119).

d- Alveolars : These are sounds essentially produced when the front part of the tongue comes in contact with the alveolar ridge. The initial sounds in *tip*, *dash*, *sew*, *zoo* and *no* are all alveolars. [t], [d], [s], [z], [n] are the symbols for these sounds. The [l] is another alveolar sound found in the beginning of some words, such as *long* and *leave*, and the [r] sound at the beginning of *red* and *write* (Fromkin & Rodman, 1993, p.242).

e- Palatals: Palatals are produced with the tongue and the palate. The initial sounds in the words *show* and *children*, are palatals. [ʃ] represents the ‘sh’ sound and [tʃ] represents the ‘ch’ sound. The voiced sound that is represented by the symbol [ʒ] but not very common is also palatal. It can be heard in the word *manager*. [dʒ] represents another voiced palatal which can

be found in words like *gym* and *job*. [j] is another voiced palatal found in the initial sound of the words like *year* and *youth* (Fromkin & Rodman, 1993, p. 243).

f- Velars: Velar sounds are formed mainly when the back of the tongue pushes against the velum. They are represented by the symbols [g], [k], and [ŋ] as in *go*, *kid*, and, *sing* respectively (Fromkin & Rodman, 1993, p. 243).

g- Glottals : It is stemmed from the word “glottis” which refers to the opening between the vocal cords in the larynx. Its production does not involve any parts of the mouth. Is is represented by the sound [h] which is found in the initial sounds of the words *horse* and *home*. It should be noted that there is no obstruction to the flow of air when the glottal sound is produced (Yule, 2006, p. 31).

1.1.4.1.1.2.3.2. Manner of Articulation

After dealing with the consonant sounds in terms of their place of articulation, it is essential to touch upon the way they are articulated; that is to say, their manner of articulation. Some sounds fall under the same category with regards to their place of articulation. However, they are pronounced different. For instance, the [t] sound and the [s] sound are both voiceless. Yet, [t] belongs to the category of stops while [s] is mainly referred to as a fricative (Roach, 1996). Hence, the manner of articulation refers to the way articulators combine together to produce sounds. Yule (2006) argued that there are six types of consonants in English ,viz fricatives, affricates, nasals, liquids, and glides.

- **Stops (plosives) :** This type of consonants results from a blocking or stopping of the airstream. That is, the airstream is stopped briefly then it is released abruptly. The set [p], [b], [t], [d], [k], [g] are called stops. English stops can be made by the lips, as in the bilabial plosives [b] and [p]; the tongue pressing against the alveolar ridge, as in alveolar plosives [t]

and [d] and the back of the tongue touching the soft palate, as in the velar plosives [k] and [g] (Todd, 1987, p. 120).

- **Fricatives** : These sounds are a result of the blocking of the airstream, then letting go of little air through a narrow opening. When the air is pushing through the opening, a friction is produced. The resulting fricative sounds are: [f], [v], [θ], [ð], [s], [ʃ],[ʒ]. When producing these sounds, particularly [f] and [s], a stream of air is pushed out and an incomplete closure with an audible friction can be heard (Roach, 1996, p. 111).

- **Affricates** : These sounds are represented by the symbols [tʃ] and [dʒ]. They are produced with a brief stopping of airstream which is followed by an obstructed release, which in turn leads to a kind of friction. Hence, an affricate is a combination between a plosive and a fricative, as in the initial sounds in *child* and *judge* (Fromkin & Rodman, 1993, p. 248).

- **Nasals** : These are sound formed when the airstream is blocked at some point in the mouth, and with the soft palate lowered; the air escapes through the nose cavity. Examples of nasals are [m], [n] and [ŋ] (Crane, 1981, p. 119).

- **Liquids** : Liquids are represented by the symbols [l] and [r] as the initial sounds in *lead* and *read*. The former is formed due to a closure resulted in the blade of the tongue against the alveolar ridge. This leads to the escape of air through the side of the tongue. The latter, however, is produced when the tip of the tongue is curled and raised back close to the alveolar ridge (Yule, 2006. p. 36).

- **Glides** : The voiced consonant sounds [w], and [j] are both glides. They are found in the words *will*, *yet*, *world*, and *you*. They are also called approximates or semi-vowels. These two sounds are made when the tongue moves or glides from one position to another in the mouth (Kelly, 2000, p. 53). Yule (2006) added that the sound [h] as in *hi* or *hello* is a voiceless sound

which can be classified as a glide due to the way it combines with other sounds. In some descriptions; however, it is referred to as a fricative.

1.1.4.1.1.2.3.3.Voicing

Consonant sounds can be distinguished from each other not only in their manner of articulation, but also in terms of voicing. Sounds of speech are described as being voiced or voiceless sounds. Essentially, voiced consonants involve a vibration in the vocal cords whereas voiceless sounds are vibration free (Jones, 2003).

The consonants [b] and [p], for example, differ in terms of voicing although they are placed in the same place and with the same manner of articulation. Voiced consonants are made when the vocal cords touch, or nearly touch each other, as the air stream passes through causing a vibration This vibration can be felt physically if one finger is placed on the top of ‘Adam’s apple’ while producing sounds like [z], [b], or [g]. Voiceless consonants, on the other hand, involve no obstruction to the airflow as it passes through the vocal cords (Jones, 2003, p. 581)

The following table suggested by Musk (2010) summarizes the voiced and voiceless consonants and their vocal characteristics:

Table 1.3

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal
Unvoiced (-V) Voiced (+V)	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops (Plosives)	p b			t d			k g	ʔ ¹
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral (approximants)				l				
Approximants	w ²			r		j	w ²	

Consonants' Place and Manner of Articulation, and Voicing

(Adopted from Musk, 2010)

1.1.4.2. Suprasegmental Features (Prosodic Features)

In everyday spoken discourse, English words run together; they are not pronounced in an isolated fashion within the stream of speech. Rather, they are connected to one another. The human speech communication involves not only the production of sounds as segments, but also a complex of acoustic variants which are called suprasegmental features.

Suprasegmentals, as mentioned in the previous explanations, are considered as key elements in developing effective communication, and are regarded as critical aspects of language proficiency. Roach (2001) highlighted that the most important suprasegmental

features of speech are pitch, loudness, and voice quality. However, stress and intonation form the basis for specially important functions.

1.1.4.2.1. Stress

In any spoken language, there are always some syllables that sound stronger and more noticeable than others. This remarkable difference is due to their stress in a word. It should be stated that stress is given much importance and attention by linguists and phoneticians, such as Ladefoged (1993) who stated that “stress is a force employed in uttering a syllable” (p. 249).

Kelly (2000) added that each word has its own syllable, and its way of sounding is not the same because each word can sound powerful than the other, stress can fall on the first, middle or last syllable of words. Similarly, Fasold (2006) defined stress as “a prominence relation between syllables; certain syllables are longer, louder, higher-pitched, or more clearly articulated than those around them” (p. 31).

Celce-Murcia, Brinton, and Goodwin (1996) pointed out that stress leads to a rising in the air pressure and increase in the respiratory system, this paves the way for air to pass through lungs easily while pronouncing a stressed word. Along the same lines, Fromkin and Rodman (1993) asserted that “ to produce a stressed syllable, one may change the pitch (usually by raising it), make the syllable louder, or make it longer. We often use all three of these phonetic features to stress a syllable” (p. 239).

It is worth noting, however, that stress is closely linked to intonation. In fact, they are said to go hand in hand. That is, it is impossible to dissociate them.

1.1.4.2.2. Intonation

Researchers agree that intonation is one significant factor that should be taken into account when evaluating pronunciation. Essentially, its significance lies within its contribution to meaning. Therefore, many researchers provided different descriptions in an attempt to define intonation, all of which support the traditional idea that intonation is the melody of speech.

Crystal (2008) pointed that intonation is the melody of language; it is the rising and falling of the speaker's voice as they speak. Similarly, Burns (2003) stated that intonation is the way the voice rises and falls according to the circumstances and interpretation of communication. For Kelly (2000), intonation is a basic part of how speakers indicate their ideas and it allows them to perceive the intended meaning of others.

Intonation, thus, assists in communicating additional meaning to an utterance. It helps to strengthen a specific meaning, attitude, or emotion in an utterance. Supporting this view, Roach (2009) mentioned how intonation is analyzed in terms of variation in pitch. In the same vein, Wells (2006) pointed out :

Intonation is the melody of speech, in studying the intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning. It also involves the study of the rhythm of speech, and (in English, at any rate) the study of how the interplay of accented, stressed and unstressed syllables functions as a framework onto which the intonation patterns are attached (p. 11).

It indicates different types of utterances, such as statements and questions, it also gives the listener a lot of information about what is being said, as well as the speaker's attitudes and

emotions. At its simplest, intonation could be described as the music of speech. A change or variation in this music (or pitch) can affect the meaning of utterances.

1.1.4.2.2.1. Patterns of Intonation

In English, four patterns of intonation are distinguished : falling intonation (↘), rising intonation (↗), fall-rise intonation (↘↗) , and rise-fall intonation (↗↘).

Falling intonation describes how the pitch level is brought out when the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in the following examples :

- WH-questions: Where's the nearest post-office? ↘
- Statements: She doesn't live here ↘ anymore.
- Exclamations : That's wonderful
- Commands : Leave it on the ↘ desk
- Question tags : It doesn't seem to bother him much, does ↘ it (Lane & Brown, 2010, pp. 101-102).

Rising intonation describes how the voice rises at the end of a sentence, it is mostly common in :

- **Yes- no questions** : Are you thirsty? ↗ (Lane & Brown, 2010, p. 100).

Fall-rise intonation describes how the voice falls and then rises. Fall-rise intonation is found at the end of statements when the speaker wants to say that they are not sure, when they are hesitant to answer, or when they may have more to add (Roach, 1991, p. 139).

- I don't ↘ support any football team at the moment ↘ ↗. (but I may change my mind in future).

- It rained every day in the first ↘ week ↗ (but things improved after that).

It is also used with questions, especially when someone requests information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite (Roach, 1991).

➤ *Is this your cam ↘er ↗a?*

➤ *Would you like another co ↘ff ↗ee?*

Opposed to fall-rise intonation, in rise-fall intonation, the voice rises and then falls. It is used for alternative questions, lists, conditional sentences, and partial statements (Roach, 1991).

➤ Alternative questions : Does he speak ↗German or ↘French?

➤ Lists : I like ↗football, tennis, basketball and ↘volleyball.

➤ Conditional sentences : Unless he ↗insists, I'm not going to ↘go.

➤ Partial statements : So you both live in Los Angeles? Well ↗Alex ↘does ... (but I don't) (Lane & Brown, 2010, pp. 103-104).

1.1.5. The Status of Pronunciation across Language Teaching Methods

Throughout the history of language instruction, pronunciation teaching went through some conspicuous changes. At first, pronunciation was ignored by teachers. In fact, it had fallen out of favor as the focus was mainly on the writing skills. However, with the rise of the Direct Method (DM) and Audiolingualism (ALM) in the past half of the 20th century, pronunciation started to gain more attention within many circles of English language teaching (ELT). This shift of focus on pronunciation has altered significantly following changes in language teaching methods; in some approaches, this latter was viewed as meaningless and

non-communicative whereas in some others, pronunciation was held to a high standard. Debates were also raised by researchers and teachers with regard to how pronunciation should be taught. These noticeable differences in the way pronunciation was dealt with are illustrated in the description of the following methods :

1.1.5.1. The Grammar-Translation Method

The Grammar-Translation Method (GTM) is a classical and long-standing method in the history of teaching and learning foreign languages. Although its name altered a couple of times, the percepts have remained the same. It once used to be referred to as the Classical Method as it was implemented largely in the teaching of the classical languages, namely Latin and Greek (Larsen-Freeman, 1986). Reading was viewed as an outstanding skill and learners were required to translate from one language to another successfully. Students learned a language so as to get reading proficiency and estimate its art and culture. The contact with the spoken language was sidestepped and speaking was de-emphasized (Jarosz,2019). Larsen-Freeman (1986) asserted “the primary skills to be developed are reading and writing. Little attention was given to speaking and listening, and almost none to pronunciation” (p. 10). All in, pronunciation was not held in high regard as the ultimate goal of language teaching was the mastery of reading and writing skills (Lightbown & Spada, 2006).

1.1.5.2. The Reform Movement

The Reform Movement is widely considered to signify the birth of pronunciation. Its principles have been playing a significant role in the history of foreign language teaching with a triumph march since its appearance. The latter shifted the attention from written to spoken form and, therefore, endorsed the importance of pronunciation instruction.

Celce-Murcia et al, (1996) pointed out that the Reform Movement was the primary analytic contribution attached to teaching pronunciation which started in 1890. This period

was marked by the pioneers of the International Phonetic Association such as Henry Sweet, Wilhelm Viëtor, and Paul Passy who have formed “The International Phonetic Alphabet” in 1886 for the intention of the formation of phonetics. They depicted the sound systems of language and analyzed the relationship between written symbols and the spoken phonemes.

As stated by Celce-Murcia et al, (1996), the International Phonetic Alphabet laid down several influential principles of language teaching mainly :

- 1- The spoken form of a language is primary and should be taught first.
- 2- The findings of phonetics should be applied to language teaching.
- 3- Teachers must have solid training in phonetics.
- 4- Learners should be given phonetic training to establish good speech habits (p. 03).

1.1.5.3. The Direct Method

The DM, also called the natural method, is another well-known and deeply-rooted method that gained prominence after the GTM failed in teaching students to use language communicatively (Larsen-Freeman, 1986).

Notably, with the emergence of the DM, second language pronunciation witnessed a resurgence of interest. This method rested on the premise that no native language of the learner was permitted. As its name denotes, the direct use of the target language refrained any attempt to make matches with the mother tongue. Celce-Murcia et al. (1996) noted that the DM was a speech-centered teaching approach which considered pronunciation as the gist of language teaching and learning. “It is a typical example of intuitive-imitative approach, since pronunciation is learned through intuition and imitation” (Jarosz, 2019, p. 4). Learners were asked to listen and imitate until they acquired the correct pronunciation presented through a model, be it the teacher, or some specific recorded sounds. It is worth noting that not only did imitation and repetition play an important role at learning the target language at the time, but

correcting learners' mistakes was also deemed crucial in mastering the language (Jarosz, 2019).

1.1.5.4. The Audio-lingual Method

The ALM was initially called the Army Method, as it was developed with a perceived need to teach the American soldiers basic verbal communication skills. In this regard, repetition and imitation seemed to be perfectly-suited to teach large groups.

With the arrival of the ALM, pronunciation was most likely to attain its heydays. Back to that era, pronunciation received utmost importance. According to Lightbown and Spada (2006), “it was the center of the classroom instruction, since the main purpose of language learning and teaching moved towards listening and speaking skills” (as cited in Saka, 2015).

Jarosz (2019) asserted “spoken accuracy in stress, rhythm, and intonation was prioritized through Imitative-Intuitive practice” (p. 5). By virtue of that, “students spent most of their time in laboratories, listening to sounds in order to be able to differentiate minimal pairs” (Saka, 2015, p. 10). Consequently, Hsieh, Dong, and Wang (2013) stated “the ultimate goal of pronunciation training was to eradicate or suppress the L1 accent in L2” (p. 44). Thus, the main concern lied on speech and any mistakes were to be instantly corrected since pronunciation was in the forefront of the learning process.

In the 1960s, concerns about teaching pronunciation arose. Morley (1991) debated matters in accordance to pronunciation; whether it should be labeled and stressed as an instructional component in EFL/ESL or whether it should be taught explicitly or implicitly. Due to these concerns, pronunciation lost its value in the eyes of many educators and it was disregarded in many programs (Seidlhofer, 2001). However, with the coming of 1970s, two humanistic methods namely, the Silent way and Communicative Language Teaching, came into being with more discerning insights into pronunciation teaching and learning.

1.1.5.5. The Silent Way

The Silent Way was created by Caleb Gattegno in 1963. It revolved around the notion that silence was a key element for mastering the target language. It was believed that silent environment from the part of the teachers contributed to the creation of an effective atmosphere which, in turn, paved the way for learners to have a better grasp on the speaking skill. That is, teachers were supposed to be as silent as possible during a class but learners, on the other hand, were encouraged to speak as much as possible. In other words, the students were in charge whereas the teachers were there to guide (Jarosz, 2019).

Within this approach, accuracy outweighed fluency, which was assumed to guarantee later, after accuracy was acquired. Jarosz (2019) argued that the tools and techniques promoted with this method involved visual aids such as Fidel charts, sound-colour related charts, Cuisenaire rods, miming articulation exercises, and gestures, which comprised tapping the rhythm, or including the stressed syllables in words or long speech units.

Richard and Rodgers (1986) added that the teacher ought to be speechless in the classroom, and the students should be encouraged in order to develop sounds whenever possible. Their study found the following :

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

1.1.5.6. Communicative Language Teaching

Hsieh et al, (2013) postulated “in the mid-1980s, Communicative Language Teaching (CLT) was introduced as a revolutionary L2 teaching school which placed emphasis on L2

teaching using authentic texts, the intelligibility of the language expression, and a more student-centered classroom” (p. 44). Consequently, pronunciation gained importance in teaching and learning a language.

In the same vein, Fraser (2006) posited that intelligible pronunciation was a prerequisite in pronunciation instruction. This view was stressed under the advent of the CLT that necessitated understandable pronunciation among learners. It was rather a leading factor in teaching and learning.

As a result of this new orientation, teaching pronunciation has also obtained significance and been re-presented into language teaching.

1.1.6. Significance of Pronunciation

Humans were gifted with the ability to communicate with each other whenever and wherever. However, unlike other creatures, humans are uniquely able to interact with each other through two mediums of communication viz, speaking and writing. Needless to say, communication promotes a quick spread of information and creates strong bonds between individuals. For this reason, mastering a good pronunciation is of paramount value in the process of learning a foreign language.

Harmer (2001) stated that pronunciation is definitely the first area of concern of native speakers during a conversation. Grammar and vocabulary are substantial elements of language but they are worthless if the speakers cannot enunciate those elements and words properly. However, Communicative efficiency can be ensured only by correct pronunciation. Pronunciation is a significant ingredient in the process of communication in the sense that without correct pronunciation nobody can say they master the language perfectly. In the same vein, Fraser (2000) argued that the ability to speak English involves a number of sub-skills, namely grammar, vocabulary, pragmatics, ect. Good pronunciation adds up to the speakers’

competence of a language even if they happened to stumble upon certain difficulties in other areas of language. However, poor pronunciation inevitably impedes a speaker from being understood. In fact, humans tend to pay more attention to the speaking skill. Therefore, they judge people based on the way they speak their mind in the target language. This explains why learners with poor pronunciation may be viewed as incompetent. Gilakjani (2016) argued that differing sounds may be misleading, they can change the entire meaning intended by the speaker. He added that poor pronunciation is a source of frustration and confusion that impairs social interaction. However, clear pronunciation is a definite prerequisite of learners' competence and serves as a defining feature of language instruction. It is, therefore, agreed that good pronunciation is a sign of learning whereas bad pronunciation hampers the process of language learning.

1.1.7. Pronunciation Instruction

Teachers of English may be tempted to pose a question structured on the one that Hamlet asked himself in his great monologue 'pronunciation: to teach or not to teach'. At first glance, the question may seem a trivial one, but the problem it tackles is undeniably worth attention and scrutiny (Jarosz, 2019). According to Kelly (2000), pronunciation has always been treated like a Cinderella kept in hiding by two malicious and jealous sisters who do not let her see the daylight. Linguists and teachers have always concentrated on methods and techniques of teaching grammar and vocabulary without including any phonetic instruction or any phonetic objectives to be reached by students. In many cases, unintelligible pronunciation leads to the misunderstanding of the produced speech which results in communication breakdown.

Undoubtedly, teaching pronunciation to EFL learners has always been considered as a grueling task, as it requires undertaking a long journey of acquisition. Learners need to be

fully-immersed in the learning of the language. Therefore, teachers and learners play a key role in the betterment of pronunciation instruction.

1.1.7.1. Teaching Pronunciation

It is acknowledged that one of the teacher's duties is to help learners perceive and recognize the sounds of the language. They are also asked to verify if the learners are hearing sounds appropriately or not, if not, they have to provide them with convenient hints.

The teachers assist learners to produce sounds, but certain sounds are more likely to be strange for non-native speakers compared to their mother tongue. As a result, they resort to imitating the new sounds and in case they found any constraints, the teacher is said to interfere and offer certain techniques that may be useful in a late stage. Kenworthy (1987) held that teachers have to give feedbacks because learners need to be directed and well guided. In this instance, the teacher must evaluate their performance by offering remarks attached to the intelligibility of speech. Feedbacks are provided whenever learners tend to make errors. The teacher should also highlight what is going on through the process; that is, learners need to know on what to concentrate while speaking, as their speech is uncontrolled and they may unconsciously discard significant features. For example, the message learners tend to convey may be misunderstood when they use the wrong stress or intonation of words.

Owing to the fact that the target language is completely different from the first language, students attempt to alter their pronunciation when they perceive the difference compared to native speakers. They tend to ask for assistance from the teacher to improve their performance and to realize on where to focus and what to work on. To this end, it is preferable if the teacher devises activities that suit the level of his/ her students and provide them with more practice bearing in mind that what suits one learner may not necessarily be adequate to the other as their capacities vary (Kenworthy, 1987).

1.1.7.2. Learning Pronunciation

Learners with comprehensible pronunciation appear to impress people positively, as it awards them a sense of achievement that can not be underestimated.

In the light of the above, learners' role do not require in-depth details, as it is based on reacting to what the teacher requests. The role of the learners is primary rested on their will to learn pronunciation and to what extent they are eager to reflect that will. It is also centered on how much efforts they are willing to attach to pronunciation in order to attain the desired outcomes along the way. Teachers' role as mentioned before is obvious, it implied a great deal of language aspects such as giving feedback, emphasizing the central feature of speech, and correcting pronunciation errors. This indicates that if the learners disregard and do not take them into account, the opportunities of improvement are to be decreased (Kenworthy, 1987).

1.1.8. Factors Influencing Pronunciation Learning

It is widely observed that foreign language learners might encounter different difficulties in their communication. Researchers have sought to identify the sources of language pronunciation errors which might contribute greatly to the improvement of pronunciation.

Therefore, it is agreed that pronunciation mastery, like any other skill, is influenced by some external variables as well as some internal variables that impede its learning process.

1.1.8.1. External Variables

Zhang (2009) defined sociocultural and pedagogical factors affecting L2 pronunciation learning as those relating to the external conditions influencing the process of L2 acquisition.

These factors include the learners' native language, the amount of exposure to the target language, and pronunciation instruction.

1.1.8.1.1. The Native Language

The mother tongue is deemed an important factor influencing foreign language pronunciation acquisition. It has been an interesting area of investigation; linguists have studied the role of the mother tongue in learning the sound system of a foreign language. The proponents of contrastive analysis hypothesis, for instance postulated that the negative transfer of the first language influences the accent attainment of the target language. This Purcell and Sutter (1980) supported this view by stating that the native language is considered as the most statistically significant variable influencing foreign language pronunciation acquisition. In other words the difference between the phonological systems of L1 and L2 may either help or impede the L2 pronunciation acquisition. Szyska (2017) emphasized that it is therefore necessary to realize that certain L2 pronunciation errors might be caused due to the influence of L1.

1.1.8.1.2. Exposure to the Target Language

Exposure to the target language is a critical factor influencing L2 pronunciation acquisition. The environment in which students live largely influences their pronunciation. It goes without saying that learners who are immersed in an English-speaking environment are likely to acquire better pronunciation than those who do not. That is, the more authentic experiences students have with the language, the faster their pronunciation improves. However, Szyska (2017) mentioned that there is disagreement with regards to the perception of the level of importance of the amount of the L2 exposure. Kenworthy (1987) finds it contributory, yet, unnecessary for the development of pronunciation skills. Similarly, Purcell and Sutter (1980) claimed that exposure to the target language is placed in the third position

of the list of predictors of pronunciation inaccuracy, with mother tongue and motivation being more important.

1.1.8.1.3. Pronunciation Instruction

Pronunciation instruction is another factor that is considered influential in pronunciation learning. Foreign language instruction usually gives little importance to pronunciation teaching as it focuses more on the four skills : speaking, listening, reading, and writing. According to Elliot (1995), teachers tend to justify the lack of pronunciation emphasis in classrooms by claiming that it is more difficult for adults to attain target language pronunciation than other facets of language acquisition. In their study, Purcell and Sutter (1980) found that mimicry, or the ability to imitate is one strong predictor of pronunciation competence, but they didn't mention any significant links between pronunciation and explicit instruction. Szyska (2017) went on pointing out that explicit instruction facilitates learners' metalinguistic awareness development, which Celce-Mercia et al. (2010) stated that it "might contribute to a better comprehensibility, and foreign language pronunciation in general" (as cited in Szyska, 2017, p. 25).

1.1.8.2. Internal Variables

Internal variables, also referred to as individual learner characteristics, can be biological, cognitive, or psychological. Unlike external variables, internal variables effects differ from one learner to another. However, they all affect learners' pronunciation attainment. Age, motivation, and language aptitude are three major internal variables that influence the routes of L2 language success in general, and pronunciation in particular.

1.1.8.2.1. Age

According to Szyska (2017), age is one biological factor affecting L2 pronunciation. The influence of the age factor on pronunciation acquisition has always been a controversial issue. Some researchers confirmed that learners at the age of puberty are more likely to acquire a better pronunciation than those with an older age. Others; however, rejected this view. Nevertheless, research regarding the matter continue to investigate the threshold period beyond which native-like pronunciation is less achievable. Lenneberg's Critical Period Hypothesis (1967) asserted that children, at the age of puberty, are inclined to develop a better language learning due to their maturational and neurological changes. After this period, he assumed that the language cannot be acquired through mere exposure. Ellis (2013) is of the opinion that effortless acquisition of pronunciation is possible before the brain loses its full plasticity, ie., before puberty. He went on explaining that age also contributes to the affective-motivational and cognitive factors which indicate that children are more open and motivated to communicate with native speakers of the same age.

1.1.8.2.2. Language Aptitude

Language aptitude is one of the most attractive sources for foreign or second language research. Dornyei (2007) viewed language aptitude as a variety of human traits that are involved in thinking, reasoning, processing information, and acquiring a new language. It is, therefore, a term that subsumes a number of concepts and used interchangeably with other terms, such as talent, giftedness language ability, or even sometimes with language learning expertise. Carroll (1993) divided the concept of aptitude into four subcomponents: phonetic coding ability, grammatical sensitivity, inductive language learning ability and memory. The first one is directly related to pronunciation learning. Skehan and Foster (1999) argued that phonetic coding ability determines the learners ability to use both oral and written linguistic

input. Once phonetic coding occurs, the other two subcomponents follow. Its significance lies within the ability to identify and store in long term memory new language sounds or strings of sounds. It is necessary in the sense that “the individual must not only learn the identities of the new phonemes of that language, but must also recognize and remember the phonetic sequences represented by the morphemes, words, and intonation contours of a given language” (Carroll, 1993, p. 4).

1.1.8.2.3. Motivation

It comes with no surprise that motivation is a key predictor of success in learning a language. Motivated students tend to actively immerse in the process of learning a language; therefore, they acquire good pronunciation. It is worth distinguishing between two types of motivation, namely integrative motivation and instrumental motivation. Gardner (1985) defined integrative motivation as a positive attitude towards the target language group and the potential for integrating into that group, while instrumental motivation refers to more functional reasons for learning a language, like the will to get a job or a promotion. In other words, it is considered as a means to get social and economic rewards through second/foreign language learning. Pennington and Richards (1986) held that learners who are integratively motivated are more likely to attain a native accent unlike those who are not. On the whole, considering the important role of motivation in second/foreign language learning, further research may be carried to reinforce their attitudes towards learning a language.

Conclusion

As a conclusion for what has been stated above, this section reviewed the major issues related to pronunciation. It firstly defined pronunciation together with its two main aspects, namely phonetics and phonology. Then, it explored the description of pronunciation features by different researchers. Additionally, it spotted light on pronunciation status across language teaching methods and its significance. After covering teachers' and learners' roles in pronunciation instruction, this section set forth the major factors that affect learners' pronunciation attainment.

Section Two : Audiobooks in Language Learning Instruction

This section is devoted to explore the use of audiobooks as authentic tools in language pronunciation learning. Therefore, it starts with providing an overview of the theoretical framework underlying technology in education. Then, it elucidates the concept ICT and its integration in the educational realm. Then it sheds light on some technological tools that are used in education followed by their advantages. Additionally, it goes through the use of ICT's in language teaching and learning and its advantages. Afterwards, it mentions some of the important tools used in fostering learners pronunciation, including audiobooks. Then, it moves to recount the historical background over the use of audiobooks in language learning, and its use in teaching pronunciation. This section ends with stating the advantages of audiobooks and their impact on language learning in general, and pronunciation in particular.

1.2.1. A Brief History of Technology Integration in Education

In fact, educational technology could be traced back to the emergence of very early tools in the twentieth century. In essence, it all began with the integration of films in the educational realm; film projectors presented the input in a visual image that eased the learning process and allowed teachers to pause presentations for class discussions. In 1920, radios were used on a large range; students were able to listen to presented material through the intervening media. New technological inventions never ceased to grow more and more in the next couple of years. In the 1960's, teaching machines were introduced by behavioral psychology whose one of its aims was to gain deep insights into learners behaviors and actions. The assumption behind using these machines was to help students learn through the so-called programmed instruction. The teaching machines displayed the information on a screen similar to a television, and students were required to operate the machines and use them as a learning tool. Skinner considered such teaching materials as tools used to help

students make correct choices and responses and, in turn, receive feedback once the answers are made (Grace & Kenny, 2003).

More research had been done on programmed instruction until researchers laid the foundation of the so-called computers; a more advanced and developed machine that served as a learning system in the 1950s and 1960s. It is worth mentioning that teachers were trying to individualize learning through the use of computers in the 1960's. This was later known as Computer Assisted Instruction (CAI) (Higgins & Johns, 1984).

Up until the late 1970s, Computer Assisted Language Instruction (CALI) was used only at universities where they had the most developed programs at the time. "The PLATO project, initiated at the University of Illinois in 1960, is an important landmark in the early development of Computer Assisted Language Learning" (Davies, 2005, p. 1). Henceforward, the arrival of computers resulted in a boom in the emergence of CALL programs. At first, CALL adhered to an approach that prioritized programmed instruction practices. It is noteworthy that the term CALI originated in the United States and was used until it was replaced by the term CALL which gained more dominance in the early 1980's.

At that time, hypermedia, multimedia, hypertext, and emails fell under the CALL umbrella which paved the way for students to access more information easily (Levi, 1996).

Years later, the availability of electronic books, personal computers, video cassette recorders, CD greatly served classroom instruction. These technologies continued to evolve to be later on known as Information and Communication Technologies (ICT's). In today's world, where the internet is available and technology is advancing every day, access to education has been significantly broadened through the use of ICT, which is now growing exponentially in the realm of language studies (Grace & Kenny, 2003).

1.2.2. Definition of Information and Communication Technology

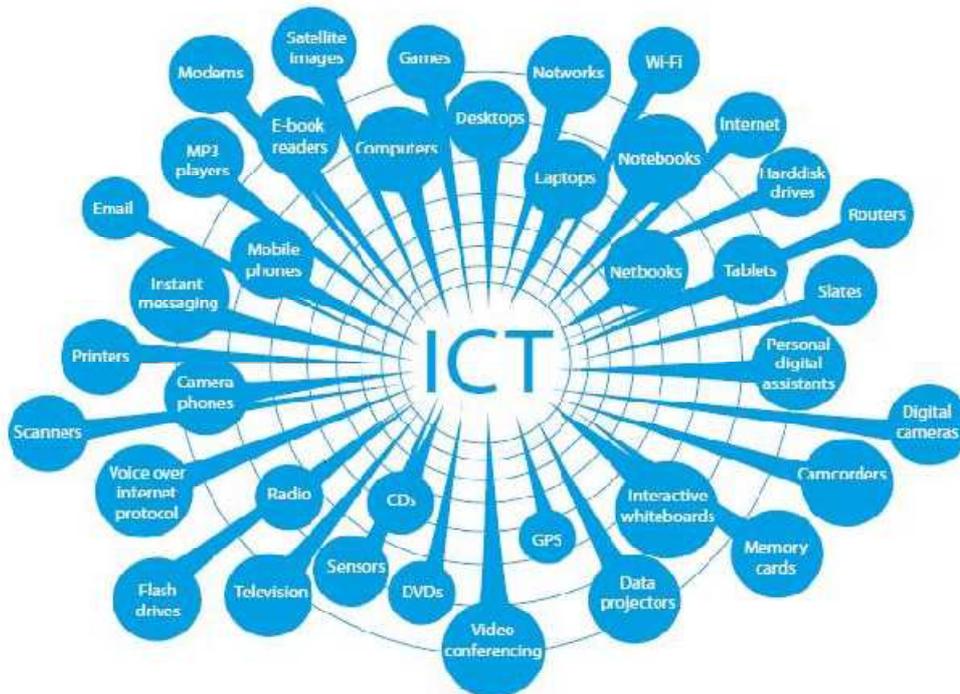
Nowadays, information is held at remarkable speeds within various communication networks known as ICTs. The challenge of defining ICT (or ICTs) has become universally apparent and its applications differ according to the context in which they are used. However, although the term ICT is found within a variety of contexts, scholars, throughout the years, provided some basic definitions of ICT since they deem it vital in the betterment of the education realm at all levels.

In his research, Ratheeswari (2018) defined ICT as “technologies that provide access to information through telecommunication” (p. 10). Its focus is mainly on communication, and it includes wireless networks such as the internet, and other tools and techniques like computers, cell phones and other communication mediums. In a similar vein, Rouse (2005) provided another comprehensive definition for this concept. According to her, ICT is an umbrella term that cover communication tools and applications including radio, television, cellular phones, and computers. She considered the applications associated with the aforementioned devices as ICTs, such as videoconferencing and distant learning. She also insisted that ICT applies to both software and hardware, asserting that software (or engine) is a rather essential element needed to run the technological devices. According to Bhattacharjee (2016), ICTs are a combination of informatics technology with other communication technologies. That is, they are a set of technologies with a management technique used in handling information, its application, and social, economic, cultural, and educational matters.

Simply put, ICT is a broad term that covers software and hardware technological equipments and devices that enable users to access, store, and transmit information. Therefore, its ultimate aim is to facilitate the transfer of information through digital means that keep progressing on a daily basis. It is worth noting that ICTs are nowadays used widely

in education, especially in language teaching and learning for they provide the most efficient ways for learning.

Figure 1.5.



Some Information and Communication Technologies That Capture and Transmit Information

Adopted from (Anderson, 2010)

1.2.3. The Integration of ICT in Education

Referring briefly to the history of ICT and how it made its way into the educational realm, Anderson (2010, p. 04) wrote that :

...When the first computers made their entry into schools in the late 1970s, Lecturers used to speak about computers in education. The term IT, or Information Technology began to be used to describe computers and these various peripheral devices. Then the internet arrived together with computer networks, the World Wide Web, email and search engines, a new term entered the language ICT. When ICT started being used in education, it became e-education which resulted into e-pedagogy. In today's world, engaging modern

students into the so-called ‘digital natives’, for whom smart phones and social media are the way of life is a dire need of the day. Educators feel that they must integrate digital teaching strategies to ensure a better presentation of the lessons.

In the same spirit, the ultimate goal of a teacher is to bring desired behavioral changes in a student to make the class a more practical and efficient environment for learning. In today’s modern world, this can be easily fulfilled by resorting to scientific and technological methods which transform the learning from teacher-centered to learner-centered. ICT is well known for its effective techniques to realize such stance; it, beyond any doubt, can speed up and enrich the process of learning and delivery of information.

Marcelino (2016) pointed out that over the last decade, education has been experiencing an exponential increase in the use of ICT’s which has been verified worldwide and especially in European countries. This paved the way for the rise of learners’ autonomy as well as group work enhanced by these technologies. Therefore, these technologies can guide practice, provide more access to information for learners, and enable teachers do administrative tasks more efficiently. Giving more insights into this matter, he further added that the use of ICT’s in education allows learners to construct and direct their learning. According to his statements, since knowledge is individually and socially constructed, and learning is about constructing the meaning rather than memorizing facts, ICT’s can provide many opportunities to find meaningful information in realistic contexts that is advanced through interactive and authentic experiences that go hand in hand with students’ interests and preferences. To this regard, ICT’s have become more popular in the educational realm and more needed in today’s teaching classrooms.

1.2.3.1. Examples of ICT Tools in Education

As a matter of fact, ICT tools are being used nowadays as an essential part in education. They have been developed as a way to improve teaching and learning quality.

There are many ICT tools that can be applied to different educational fields. In this respect, Alkamel and Chouthaiwale (2018) divided these tools into two types which are non-web based, and web-based learning applications.

1.2.3.1.1. Non Web Based Tools

Non-web based tools are technologies that provide the needed information without the help of the internet. That is, access is typically accomplished by running executable program on the technological tool (Alkamel & Chouthaiwale 2018).

1.2.3.1.1.1. Computer

A computer is an electronic device that is known for its ability to store and process data. Brock and Sulsky (1994) stated that “ computers have special capabilities useful to educators” (p. 24). In their opinion, computers are important to use because they calculate and process data at great speeds, work every day at top efficiency, and store a large quantity of data in their memory for rather lengthy periods of time. In a similar vien, Ropper (1999) asserted that computers are programmable devices that in which people can save various types of data and perform many activities at once. Instead of relying on the direct lecturing approach using chalk or whiteboard only, computers promote an easier and more advanced method of teaching and learning through overheaed projector. Hence, computers are effective and they “ can provide in-class assistance to instructors” (Brock & Sulsky, 1994, p. 24).

1.2.2.1.1.2. Smart Phones

Smart phones are wireless handheld devices that allow users to do more than just calling or sending a message. Similar to computers, smart phones run software, programs, and applications. As a study tool, they allow learners to upload many applications that contain learning content which can be viewed anywhere and at any time (Kumer & Radcliffe 2019).

Therefore, teachers can make use of these technological tools to reinforce learning and make it more interesting to learners. That is, smart phones are important because they engage learners in any type of learning content and they foster autonomy with personal as well as shared activities. Furthermore, smart phones embrace excellent choices for eBooks, facilitate reading, and ease the task of taking notes. Unlike traditional note taking, learners can type anything on the phone, and at any time they want (Herrington, 2008). Hence, “with the current generation completely adept to in using small screen devices, the need for using large keyboards for note taking etc., is waning off” (Briz et al., 2016, p. 74). There are many other tools that work the same as phones like Ipods, tablets ... etc.

1.2.3.1.1.3. Interactive Whiteboard

As the name suggests, an interactive whiteboard is a large display in the form of a board, it is designed primarily to be used in schools and universities. The use of interactive whiteboard has grown tremendously in the last decades and “... interactive- whiteboard technology is becoming a valuable asset for to teachers and students” (Kopp, 2013, p. 08).

Kopp (2013) explained that an interactive whiteboard works with projecting software and programs into it through a computer. He added that this technology is not teacher-centered; teachers need to only incorporate updates as they become available whereas students can work in groups and engage in free-flowing discussions while brainstorming their ideas and thoughts on the screen, this can be transformed into text and consequently saved for later sharing and distribution. One of the reasons why the interactive whiteboard is needed in education is that “ ... when used correctly and effectively, the students will benefit and the teacher will improve his or her own professional practice as well. (Kopp, 2013, p. 10). As a result, this tool is considered as one of the remarkable ICT tools that teachers can integrate into their classrooms.

1.2.3.1.2. Web Based Learning Applications

Web based learning, also called online education, or e-learning, is one developing area that witnesses a great advancement on a daily basis due to the great contribution of internet to the educational realm. There are many different online applications that can be used to foster learning and meet learners' needs.

1.2.3.1.2.1. Social Media

Social media is a term that refers to the platforms that are used for interacting and sharing information with one another. Gupta (2015) defined social media as “ forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)” (p. 52). Likely, Kaplan and Heanlein (2010) asserted that social media “ allow the creation and exchange of user-generated content” (p. 61). Therefore, it is clear that such platforms offer the best ways for interaction and support exchange among people from different regions. In essence, incorporating social media into education is important because it is easier and convenient to access information. Platforms, such as Facebook, Twitter, and Youtube pave the way for more communication between learners, encourage group work, and keep teachers connected to their students work and development (Gupta, 2015).

1.2.3.1.2.2. E-mails

Emails are systems of transmitting or sending messages electronically through a computer, smart phone, tablet, or any other smart device. Alkamal and Chouthaiwale (2018) argued that by creating a personal E-mail, students can communicate and correspond with their peers, consult their teachers, and stay in touch with native speakers. They added that students can mail their homework and presentations to their teachers and have them corrected

in turn. Moreover, the teachers can provide feedback, suggestions, and advice to their students for the betterment of their work. Beyond doubt, this ascertain that E-mails can be a vehicle for finding and using information resources. Therefore, E-mails enhance the quality of teaching and learning by making it easier for teacher and learners to stay in touch.

1.2.3.1.2.3. Blogs

A blog is known as a website or page run by an individual or a group of people. Blogs can be updated regularly by adding new information and sharing new views. Thomas (2009) elucidated that “blogging is quite interactive and communicative when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers’ posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts” (as cited in Alkamal & Chouthaiwale, 2018, p. 32). Essentially, everybody can comment on what they read and share their opinions with the public who may benefit from their thoughts. In the educational context, Alkamal and Chouthaiwale (2018) declared that a blog is “a personal or professional journal frequently updated for public consumption” (p. 32). The blogs make it easy for learners to upload and attach files online which are very much like personal journals.

As a conclusion, it is clear that the more these tools are embedded in education, the more teachers and students will benefit from a high quality of learning, this will only increase students’ brain capacity and broaden their knowledge and skills.

1.2.3.2. The Advantages of Information and Communication Technology Use in Education

Unquestionably, ICT’s have added a tremendous value to the educational realm by mainly achieving authenticity and enhancing the effectiveness of learning.

According to Alkamal & Chouthaiwale (2018), the benefits of ICT's use in education can be summarized in the following points :

- ICT helps students have access to digital information
- ICT supports self-directed learning
- ICT promotes a collaborative learning even in a distant-learning environment.
- ICT promotes a motivating and creative atmosphere for learning
- ICT fosters teaching by offering access to course content
- ICT enable learners to enter “to sources of information relevant to particular inquiry by searching websites or the internet” (p. 15).

➤ **Information and Communication Technology Enhances Easy Access to Learning**

With the emergence of internet, ICT now encompass a wide variety of resources that are regularly updated. Learners can browse through e-books, e-articles, courses, and samples of previous years to have an idea about what they study, and check the latest research on many fields, such as science, politics, culture, sports, economy, etc. Not only does ICT offer an easy access to information to learner, but it also supports differentiation by supplying teachers with a huge amount of didactical and methodological tools that can meet the learning objectives. Moreover, learners can have access to different reference materials on the internet, such as Wikipedia, dictionaries that present definitions, synonyms to countless words, and other web-sites that are considered as easily accessible tertiary source for information about anything and everything, and as a quick ready reference for people to get a sense of a concept or an idea (Thomas, 2009). Along similar lines, Chrolin (2002) added that ICT can also allow the creation of various resources that are easily accessible for students and teachers, such as digital libraries where they can look up books, research materials, and course material that would definitely eliminate time barriers for learning.

All in, without the help and availability of these technologies, students would have lagged behind, as the only source of information would be books which, most of the time, present limited content that is not enough to fully accomplish tasks and conduct academic research.

➤ **Information and Communication Technology Enhances Creativity**

One of the most enthralling aspects of ICT is that it paves the way for creativity to take over. Just like students are able to speak their mind through pen and paper, they can perfectly do the same on a digital device. Computer technologies, such as word processors and DJ systems allow students to engage in a more interesting atmosphere by giving them the opportunity to write ideas that pop into their mind in an easy and comfortable way. There are also some multimedia applications that enable students to present their work in a polished manner, and successfully accomplish the tasks, and meet the learning objectives. Using these applications, students are able to share their work with their teachers, classmates, and even other people from around the world via E-mail (Raja & Nagasubramani, 2018). Blogging opens the door for everyone to write their own content, give feedback on what intrigues them, connect with other bloggers, and share their ideas with the world. That is, students are free to post whatever they like, and give insights into what they deem pivotal and critical to them (Pixel, 2015).

One astonishing advantage of this technology is that it gives a chance for classes to create their own blog through which they can share anything that goes on the classroom like lessons, presentations, projects, and homework. It, then, serves as a valuable source of expression and information for the entire class. Therefore, it is important to highlight that all these technological tools are creativity triggers and teachers should adopt them in their academic curricula (Laborda & Royo, 2009).

➤ **Information and Communication Technology Enhances Collaboration**

Collaboration is one key to educational success. ICT provides the opportunity for learners to team up by engaging them in the same tasks and activities. Thus, “setting up asynchronous computer-mediated discussions as one component of course assessment is a natural mechanism to encourage collaborative learning” (Pixel, 2015, p. 450).

Obviously, ICT paves the way for learners to communicate in a more efficient and developed way. They enable students to not only collaborate with their classmates, but also with other international students and teachers. This will broaden their vision of the world, expose them to an increase in understanding diverse perspectives, and foster their critical thinking. Applications like E-mail, blogs, social media, and other online platforms serve as digital resources of knowledge in which students can find some common ground, and develop collaborative forms of learning. Unlike individual learning, students can benefit from each other’s skills and work together to find solutions to problems. This interaction will result in an increase in students retention, self esteem, and responsibility (Pixel, 2015).

1.2.4. Information and Communication Technology in Language Teaching and Learning

ICTs, as advanced aids, are nowadays most needed inside language teaching classrooms since they proved to have a noticeable impact on the quality of the teaching-learning process. In other words, ICT has brought new ways of restructuring the teaching/learning, and has opened new avenues where challenges to language learners and teachers are presented. In practical terms, ICTs have been exponentially incorporated in language classrooms to ensure digital literacy skills enhancement and encourage interaction between learners. In today’s language pedagogy, students are inclined to learn passionately through digital tools, which encompass a wide spectrum of practices. (Davies, Dean, & Ball 2013). Therefore, the incorporation of technology in language instruction is deemed crucial for a better mastery of language. Put differently, James (2015) emphasized the necessity of

using ICTs by pinpointing the fact that learners can make use of e-devices to accomplish their learning aim electronically. Students can enter different web sites and platforms that provide them with more detailed information about the language they study.

Owing to the fact that English is a dominant language that has become crucial for people to speak, internet has been brimming with a variety of useful English exercises and activities for learners to ponder and solve. Hence, not only does the application of ICT broaden the scope of teaching, but it also gives more opportunities for communication between peer learners for they can exchange emails, participate in blog discussions, and work on different projects. From another perspective, Alkamel & Chouthaiwale (2018) argued the integration of information and communication technologies nowadays in language teaching classrooms is considered as a medium that encompasses a variety of pedagogical philosophies and approaches that should be implemented. However they added that “ ICT as a teaching aid is more complicated in that it demands more specific skills from the teacher.”(Alkamel & Chouthaiwale 2018, p. 4). Therefore, ICT no longer serves as an additional means to learning. Rather, it is an indispensable part of the modern and contemporary environment for it grips the attention of learners who are more into technology and online platforms than traditional methods of learning. Teachers should have a grasp on how to properly and effectively use these tools inside the classroom. For instance, the teacher should select the most appropriate technology that is compatible with the learning objectives, meets the students needs, and increases their problem solving skills (Cox & Marchell, 2007, p 400).

1.2.4.1. Advantages of Using Information and Communication Technology in Language Teaching and Learning

It should be noted from the outset that more attention have been paid in recent years to the involvement of technology in the actual process of language teaching and learning, and

with the great advancement of technological tools, many teachers around the world adhered to the idea of ICT's integration in foreign language teaching classrooms. In fact, the incorporation of ICTs in language education brings about momentous impact on the process and future of teaching and learning. According to Alkamel & Chouthaiwale (2018), there is a significant evidence of the benefits and advantages of ICT use in language teaching and learning. This effectiveness can be summarized as follows:

- Capacity to control presentation: when using technological tools, the presentation of the lesson is much easier and more flexible for the teacher can control the content by combining visual and listening materials, unlike books which provide a fixed content that cannot be changed.
- Novelty and creativity: unlike traditional teaching, where students learn from textbooks only, the teacher will be granted the opportunity to use different materials for different lessons, this will give him a sense of creativity and boost students' motivation.
- Feedback : technological equipments provide a quick feedback through spotting student's errors and mistakes, correcting them, and giving more insights into the topic.
- Adaptability : computer programmes can be adabted by the teacher to suit students' needs and levels of competence. Unlike traditional textbooks that need to be taught regardless of students' problems, ICT's are more " learner-friendly" (Alkamel & Chouthaiwale 2018, p. 5).

From the above mentioned elements, it is clear that the impact of ICT depends on the way it is used. It gives opportunities for teachers to adapt teaching materials, make it interesting and less ordinary, which helps to raise students' engagement in the classroom. In fact, ICT does not only enhance literacy activities, but it also motivates students to dive deeply into the learning process, as it offers a broad digital atmosphere full of invaluable and thrilling knowledge. In other words, these technologies "provide a positive vibrations on

students' attitudes towards learning a language" (Alkamel & Chouthaiwale, 2018, p. 4). Students are granted an excellent chance to choose the elements that meet their learning strategies, which conventional methods failed to satisfy in the past. Thus, the availability of resources like animation, images, videos, audio-clips, and many others is simulating because it moves beyond the traditional ways in practicing and presenting lessons for both teachers and students. This originality helps the learners to feel at ease and triggers their willingness to practice the language in more natural and authentic settings.

By the same token, Anderson (2005) argued that the key to a successful mastery of a foreign language lies within the capacity of the learner to communicate meaningfully using the language, teachers can make use of ICTs to teach communicative competence in an advanced and more natural way. When exposed to authentic speech, learners will learn to use the language more appropriately and communicate in authentic social and school environment because it covers all technologies that help people read, watch, and listen to the information they need in a fast and effective way. Likewise, students will improve their writing, reading, speaking and listening skills in a short period of time and without much efforts from the part of the teacher.

Mullama (2010) talked about the positive impact of ICT's on the role of the teacher. She argued that the role of the teacher will change from the sole knowledge provider to the facilitator or moderator. That is, in today's advanced teaching and learning, the teacher is an advisor whose ultimate goal is to support students' development and ensure their learning. It is therefore advisable for teachers to make the process of teaching more creative by incorporating ICTs in their language classrooms and leave behind the traditional methods where students perceive the teacher as the only source of knowledge. For instance, when blogs are used to teach writing, students can easily take charge of their own learning and provide feedback for each others' work. Using ICTs will help them grow a sense of autonomy

and confidence in their learning. This idea was further supported by Hayati (2010) who stressed the idea that students can become mentors and consultants of their peers' work by sharing their writing style, and their personal voice development on a blog. He added that online platforms like Facebook groups, quests in mobile phones, and other web-sites help students think through their ideas and thoughts, get the necessary feedback, and improve their language by reacting upon their classmates' as well as teachers' constructive comments. As a result, ICTs integration in foreign language teaching and learning classrooms is necessary for it plays a catalytic role in enhancing learning through providing the needed contents and, undoubtedly, paving the way for a good mastery of the language.

1.2.5. Information and Communication Technology and Pronunciation Teaching and Learning

As a matter of fact, the way people speak always tells something about their skills. Pronunciation, as one of the crucial sub-skills in learning a language, is widely believed to be one difficult area of learning. To master the pronunciation of a language, teachers and learners should do more than just repeating words or reading out loud, which is known as a conventional, or traditional way of teaching. To this regard, ICT serves as an advanced way to foster learners' pronunciation levels. Hayati (2010) wrote that the use of ICTs is one suitable means of enhancing English pronunciation. He explained that these technologies offer new opportunities for English pronunciation learning through their ability to cover a wide variety of applications and platforms that are full of authentic speech and pronunciation rules and activities.

According to Gilakjani (2014), " the real aim of applying computer technology is to develop basic changes in teaching and learning language skills (p. 96). Therefore, pronunciation skills can be easily developed through advanced technological tools. Pixel (

2015) mentioned the factors that teachers should depend on when setting techniques and activities for their learners : teaching goals, students' language level, their age, classroom situation...et., but he also argued that “ there are some general requirements that effective teaching process should meet : teacher's good grounding in theoretical knowledge; clear planning with regard to curricula and syllabuses; application of a variety of techniques and activities; access to good ICT tools and resources for the organization of the work” (p. 276). He further explained that using ICT in teaching pronunciation will help learners avoid typical pronunciation errors in speaking as they can be exposed to authentic speech all the time.

In the area of pronunciation, Hubbard (2009) listed three types of application through which teachers and students can practice and evaluate their pronunciation. The first simplest one is the digital version of the tape recorder; learners attempt to listen to native speech and try to record and compare their own vocals to what they heard. The second area is the so-called speech visualization; learners try to match a model as well. However, instead of recording their voices, they rely on a graphic representation of it. That is, “the complex wave form, the spectrogram showing bands of stronger and weaker resonance at different frequencies, or an extracted wavy line representing the pitch contour” (p. 06). The third method is using Automatic Speech Recognition (ASR) to evaluate how close a learner's speech is to that of a native. However, one limitation of this method is that it does not point out the learner's pronunciation weakness or tell them what to improve. In closing, it is worth mentioning that the incorporation of ICT tools has become a necessity in teaching and learning a foreign language in general, and pronunciation in particular.

1.2.5.1 Important Technologies in Teaching and Learning Pronunciation

It became crystal clear that ICT's should be imbedded in language classrooms, and pronunciation is one area that could be dramatically enhanced by using these influential tools.

There are many ICT's that teachers rely on nowadays to teach pronunciation, the selected ones below are one perfect example.

1.2.5.1.1. Youtube

Youtube is one platform that covers countless videos in which natives and non-natives teach and practice pronunciation. According to Watkins and Wilkins (2011), "YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge" (p. 113). Learners can listen to a variety of videos which favor several sorts of input; hence, learners are privileged to listen, imitate, and repeat. There are also videos that contain rules and tips to how people can improve their pronunciation. Thus, teachers can add this one technique to help learners improve their pronunciation faster and more efficiently.

1.2.5.1.2. Audiobooks

Audiobooks are recordings of a reading book that can be uploaded on a technological device, such as a computer, a phone, a tablet. Typically, audiobooks can be best applied in English teaching classrooms; they introduce sounds, stress, rhythm, and intonation in a standard English. They also feature sounds in context and use a listen and repeat approach for maximum practice of basic pronunciation skills. Furthermore, Chen (2004) described the use of audiobooks as powerful since "they act as a scaffold that allow students to read above their actual reading level" (p. 03).

1.2.6. The Status of Audiobooks Use in Education

Today, audiobooks are deemed a revival of the old tradition of story-telling, but in an advanced and more efficient way that goes beyond the superficial methods of learning.

"Audiobooks have to be traced back to the ancient times when stories were transmitted from one generation to another, and from storytellers to anyone who wanted to listen to them." (Alcantud-Diaz & Gregori-Signes, 2014, p. 112). Baskin and Harris (1995) stated that

“first literature was heard, not read” (p. 372). In fact, audiobooks did not come aimlessly. Rather, they have their own history. According to Mohammed (2018), audiobooks were known as talking books. Talking books were originally introduced in the 1913’s, and they were put into practice by the American government and presented without charge to aid sightless people who were unable to read. The word ‘audiobook’ came into being in 1970. It underwent diverse progresses; the primary registration of audiobooks came to light in 1934, and it included sonnets by Shakespeare and short stories by Hasty. Then, it was succeeded by some recordings in 1948 which were referred to as ‘ The Learning Ally’. Consequently, in 1952, many organizations were founded for the sake of creating and commercializing that sort of poems, plays, and short texts. In 1955, “ The Listening Library” was created for distributing recorded books to schools and universities. A few years later, cassette tapes were devised and widely disseminated. The latter was accompanied by new technological inventions, like videos and CDs that substitute audio-cassettes. It is to be noted, however, that the arrival of the internet supported the uploading of the recorded versions of books on a wide scale. Therefore, audiobooks are now easily attainable in a simple, and effortless way (Mohamed, 2018, p. 66).

1.2.7. The Use of Audiobooks in Language Teaching and Learning

With the advent in technological devices, traditional teaching methods are no longer likely to appeal the attention of learners. Hence, it is highly recommendable that technology should be implemented into language teaching and learning processes. Nowadays, audiobooks have become a welcomed addition and fruitful aid for most language teachers and learners.

Gunduz (2009) emphasized that audiobooks are held to be indispensable among EFL learners because they give them the opportunity to do two things simultaneously. Learners read not merely with their eyes, but also with their ears; they can listen to someone who reads

a given text out loud at any place while doing other things. In the same vein, Serafini (2004) asserted that audiobooks could be a helpful source in language classes in many regards: by allowing learners to read fluently, granting them opportunities to grasp new vocabulary, prioritizing leaning over the structure, dealing with literature and appreciate its value. In addition, they could be employed for certain instructional purposes, including increasing students' reading perception, listening comprehension, critical thinking, and pronunciation learning (Taghinzghed et al., 2015, p. 29). Moreover, audiobooks supply teachers with a brilliant adaptability. They can also be utilized at all stages; primary, intermediate, and even advanced levels. Moreover, audiobooks operate in various aspects in which learners with "print disabilities" feel secure and find themselves in a stress-free environment (Gunduz, 2009, p. 254).

Hereafter, researchers argued that audiobooks use in language teaching and learning have a positive influence on learners' capacities of reading, understanding, and production. They also stressed on the fact that these advanced tools stimulate learners to take part in more reading activities (Nalder & Elley, 2003).

1.2.8. The Use of Audiobooks in Teaching and Learning Pronunciation

Audiobooks have insinuated their way into the heart of many learners, and their popularity is incredibly growing. Definitely, learners who listen to audiobooks have a brilliant command on language, and are more likely to learn the subtle differences in pronunciation.

Seemingly, over the last couple of decades, audiobooks were introduced to foreign language with the intention of being an illustration of the target language correct pronunciation (Gunduz, 2009, p. 252). In fact, audiobooks allow learners to sequentially play back some passages and enable them to evaluate themselves via reiterating specific utterances many times. Learners, therefore, can listen to the correct pronunciation of words while reading them (Vecchiarelli, 2018).

Moreover, listening to an audiobook boosts learners' enthusiasm to practice the target language so as to be confident while uttering words, this results in refraining their negative attitudes of being misfit learners, and raises their willingness to develop a native-like pronunciation. Accordingly, listening while reading urges them to jaw their tongue and muscles so as to produce uncommon transfers that they are unfamiliar with (Luciana, 2017). Furthermore, Luciana (2017) maintained that listening to audiobooks and reading at the same time helps students notice connected speech. Hence, it is evident that students who listen to audiobooks have learned the necessary features of connected speech, such as linking, assimilation, elision, and word stress. It is worth noting that by merely listening up to the tape and reading the printed version in parallel, students obtain magnificent sense on the way words are uttered and gain a deeper understanding on the various forms words take when combined together in speech (Luciana, 2017, p 1).

Lisa (2009) rightly advised learners to listen carefully to specified paragraphs or phrases and focus on what the audiobook delivers. She insisted that learners can record themselves when reading aloud so as to compare their speech to the native one. Prahallad (2010) asserted that audiobooks could be employed in order to create "synthetic voices". Students can be simply impacted by readers' pronunciation, as audiobooks "already encapsulate rich prosody including varied intonation contours, pitch, accents and phasing patterns" (p. 8). In parallel view, Couper (2003) suggested that listening to an audio version of a text and reading at the same time may ameliorate learners' comprehension of the foreign language pronunciation elements. Furthermore, because audiobooks delineate a perfect model of proper pronunciation, learners can develop their pronunciation by accurate production and recognition of sounds.

Indeed, "when presented with the printed word, ESL\EFL learners see the written forms of words, therefore, the rhythm patterns of speech become more distinct allowing the

material to become more easily understood by non-native speakers” (Gunduz, 2009, p. 253). Simply said, learners have the possibility to listen to the pronunciation of utterances by the speakers’ tone, and the contact between written and spoken language becomes evident and understandable (Gunduz, 2009). In fact, “audiobooks also expose the learner to real and authentic English, and correct pronunciation of difficult words of the language” (Grover & D. Hannegan, 2012, p. 227).

In this regard, audiobooks are viewed as a significant tool to learn a foreign language, they help learners to wipe out pronunciation problems and differentiate between diverse sounds. Besides, they help less able students to become better speakers, as they minimize the barriers that may confront learners along the way of acquiring the language. All in all, learners do not have to be ashamed or confused on how they enunciate sounds and words since they can effortlessly improve their pronunciation errors through listening and imitating readers as great as required (Kartal & Simsek, 2017, p. 114).

1.2.9. The Advantages of Audiobooks

Gunduz (2009) claimed that “ nowadays it is possible to listen to audiobooks through cassettes, compact disks, computers, mp3 players, iPhones as well as cell-phones” (p. 252). Better said, through the prevalence of the World Wide Web, people are able to upload audio files from the internet and listen to them at any place or time (p. 252). In fact, there are several advantages of applying audiobooks within language classes, mainly:

- Audiobooks allow readers to choose their preferable accent.
- Audiobooks enable listeners to play back any piece of the book that is registered, as sometimes students feel shy and frightened to ask people to reiterate the pronunciation of specified words.

- The teacher could share the recorded version of the book to all learners, when they can listen together in the same time.
- Audiobooks encourage students and keep them enthusiastic to listen once more
- They support learners to talk and debate over a given text.
- The interchange of thoughts and ideas strengthen students' analysis and heighten their ability to comprehend texts.
- Audiobooks aid learners to widen their vocabulary.
- Audiobooks promote proper intonation, production and structure.
- Listening to the recorded version of the book shifts learners' attention towards the tone of listening skills.
- Audiobooks create pleasant, wonderful and successful learning experiences; learners are able to give an ear wherever and whenever (Serafini, 2004).

Conclusion

The current chapter cast light upon both pronunciation and the use of ICT to foster its learning, precisely the use of audiobooks as advanced technological tools. Two sections were devoted for the discussion of the above-mentioned elements. The very first section discussed pronunciation learning; it defined pronunciation, went through its major aspects that shape its mastery. Then, the section dealt with the main components of pronunciation followed by its status in different teaching methods. Additionally, it highlighted the significance of pronunciation in mastering a language. Besides, it discussed the role of teachers and learners in pronunciation teaching classrooms. Lastly, it tackled the major factors affecting pronunciation attainment. The second section was devoted to shed light upon the historical background and the conceptual framework underlying the scope of technology in education as the major focus was given to the contribution of audio books, as technological tools, to a

better learning of pronunciation. Initially, it reviewed the development of technology in education through time. After defining the concept of ICT, this section moved to discuss ICT integration in the educational realm covering the technological tools that are important to incorporate into the classroom. Then, it highlighted the advantages of using ICT in education. Additionally, it discussed the use of ICT in language teaching and learning classrooms, then moved to talk about its use to teach pronunciation along with the benefits it brought about for teachers and learners. Then, it shed light on some significant tools that teachers should use to foster learners' pronunciation, namely audiobooks. This section, then went further to review the historical background of the use of audiobooks in education. Besides, it tackled their use in both language and pronunciation teaching and learning. Last but not least, it clarified the importance audiobooks hold on pronunciation enhancement, as well as their clear-cut advantages.

Chapter Two : Data Analysis and Results

Introduction

While the previous chapter cast light on the basic literature of the present research topic, this second chapter exclusively pertains to the practical framework of the overall study. It aims at probing into EFL teachers' and learners' attitudes towards the use of audiobooks to improve pronunciation. Hence, the present chapter comprises two main sections : the research methodology, the data analysis and discussion. The first section touches upon the description of the research methodology. It begins with shedding light on the research assumptions. Then, it mentions the data gathering instruments used in the present research. Furthermore, it switches to the description and administration of the research tools used for data gathering. In the second section, the results yielded from the data instruments are displayed and, therefore, fully analyzed. Then the discussion of the results obtained from the analyzed data are to follow. Hence, it also discusses the major findings of this investigation in light of the research assumptions. Lastly, the chapter ends with bringing to light the limitations of the research study and providing some pedagogical recommendations for future research.

Section One: Research Methodology

2.1. Research Assumptions

The research assumption is the pillar on which the entire study is built; therefore, it is deemed indispensable to reiterate it in this very chapter. Considering the remarkable role pronunciation plays in speech comprehension and the daily intense improvement of technological tools, such as ICTs, and specifically audiobooks that can be fairly used to foster it, the assumptions of the present study go as follows :

- ✓ Algerian EFL teachers and learners would hold positive attitudes towards the use of audiobooks to improve pronunciation at Mohammed Seddik Ben yahya university, Jijel.
- ✓ Algerian EFL teachers and learners would adhere to the integration of audiobooks in English teaching classrooms at Mohammed Seddik Ben Yahya university, Jijel.

2.2. Data Gathering Instruments

Beyond any doubt, in order for a research to meet its ultimate aim, it has to go through a formal successful data collection process. Therefore, the data gathered should be made clear and accurate. This way, the researcher can make a proper interpretation and discussion based on arguments embodied in the findings using valid data. Hence, to ensure the validity and reliability of the results, choosing the right tool/ tools for data gathering is a prerequisite.

Therefore, the present study adopts a purely quantitative data analysis approach. As the research is undertaken to explore teachers' and learners' attitudes towards the use of audiobooks to improve pronunciation, questionnaires are commonly deemed the most appropriate data instruments used to fulfill such an aim. The quantitative data were, therefore, collected by means of two questionnaires administered to 20 EFL teachers and 80 EFL students respectively.

2.3. Description of the Research Tools

As it has been already mentioned in the research methodology section, data were gathered by means of two questionnaires. The first questionnaire was addressed at EFL teachers of English at Mohammed Seddik Ben Yahya university, Jijel. The second questionnaire, however, was designed for Master 1 students at the same university.

2.3.1 Description of the Questionnaire for Teachers

The questionnaire at hand consists of 22 questions that cover both close-ended as well as open-ended questions. As the name suggests, close questions do not require long answers. Rather, through these questions, participants are required to tick the box that suggests the most accurate answer. As for open ended questions, they simply give the participants the opportunity to justify the answers they opted for in close-ended questions. Not only do they allow them to justify their choices, but they also aim at disclosing their opinions and uncovering their attitudes and perspectives towards the topic under scrutiny.

The questions are arranged under three sections. The first section starts with collecting some background information about the teachers under scrutiny. It specifically seeks to find out the number of years the teachers have been teaching, along with their tendency to incorporate technology in their classes. This was achieved by mainly asking them two closed questions. The second section, however, deals with pronunciation teaching and learning. That is, teachers were asked some questions regarding their attitudes towards pronunciation learning and their experience teaching it. Some questions were close-ended (Q2, Q3, Q4, Q6, Q8, Q9) Others were open-ended questions whereby teachers could plainly voice their standpoints (Q5, Q7).

The last section dives even deeper into the subject under investigation as it seeks to get clear insights about teachers' attitudes towards the use of audio books for fostering students' pronunciation. Thus, teachers were required to tick the appropriate choices in the box (Q12, Q13, Q15, Q20, Q2), justify their answers (Q10, Q14, Q16), or provide answers to open-ended questions (Q5, Q7, Q11, Q14, Q17,Q18, Q19).

2.3.2. Description of the Questionnaire for Students

The present questionnaire is a combination of 24 questions that are divided into close-ended questions and open-ended questions. Similar to the previous questionnaire, the one at hand consists of three sections. The first section aims at collecting some personal information about the targeted students. Therefore two questions were addressed in hopes of getting a clear background image of students' studying journey. That is to say, the section seeks to collect information about the years they spent learning English along with their familiarity with ICT's in education.

As far as the second section is concerned, it aims at finding out students' attitudes towards such a significant sub-skill. Given that pronunciation is one element the study revolves around, students were given the opportunity to speak their mind regarding the topic by asking them to provide long answers to open-ended questions. This can be seen in questions like (Q4, Q10). This is represented in questions like (Q8, Q9). Some questions, however, are closed-ended in the sense that students were required to only tick the box they adjudged relevant to them (Q3, Q5, Q6, Q7, Q11, Q12, Q13).

Akin to section two, section three aims at looking into students' attitudes towards the use of audio books as an information and communication technology tool to foster their pronunciation. Thereby, for an efficient and valid study to take place, students were bound to answering a bunch of questions that included close questions (Q16, Q17, Q20, Q21), some justifications (Q15, Q18) coupled with other open ended questions which, as previously stated, enabled them to articulate their ideas freely on the space provided. (Q19, Q22, Q23, Q24).

2.4. Administration of the Questionnaires

It is necessary to mention that the administration of the questionnaires was done on an online platform because of the outbreak of COVID-19 that intervened during the conduction of the present research. The lockdown enforced by the government on the country's states and universities urged the researchers to conduct the study online.

2.4.1. Administration of the Questionnaire for Teachers

The questionnaire at hand was designed for the purpose of uncovering teachers' opinions and views towards audiobooks use to improve pronunciation learning. Hence, in order to meet the identified objective, this questionnaire was delivered to twenty (20) EFL teachers of different modules at Mohammed Seddik Ben Yahya university, Jijel. It should be borne in mind that due to the unprecedented circumstances this study was conducted under, the teachers took a few days to provide us with their valuable responses.

2.4.2. Administration of the Questionnaire for Students

For the purpose of reaching valid results, the administration of this questionnaire relied primarily on a random sampling procedure that dealt with the required subjects. Due to the fact that the present questionnaire was designed for the sake of discovering students' attitudes towards the use of audio books as an ICT tool to foster pronunciation, is it rather essential to state that this very questionnaire was administered online to eighty (80) EFL Master one students at Mohammed Seddik Ben Yahya university, Jijel. It is worthy to note that the rationale behind choosing Master One students emanates from the fact that they were already taught pronunciation and have developed solid attitudes towards the subject under investigation by virtue of their experience at university. Hence, the reasonable ground standing behind their selection lies ostensibly in their long journey studying English as a foreign language.

Section Two : Data Analysis and Results

2.1. Data Analysis of the Questionnaire for Teachers

Section One : Personal Information

Responses to Question 1 : (How long have you been teaching English?)

Table 2.1

Years spent Teaching English

Options	N	%
Less than 5 years	6	30%
From 5 to 10 years	3	15%
More than 10 years	11	55%
Total	20	100%

Being the first thing asked to teachers, this question was considered to disclose the number of years they have spent teaching English as a foreign language. The major aim behind this question is to find out whether the teachers' long experience in the field of teaching plays a role in shaping their perspectives towards the use of ICTs in general, and audiobooks in particular in their classrooms . One can notice from the Table 2.1 that 55 % of the teachers have been teaching English for more than 10 years whereas only 30% have taught for less than 5 years. As far as the remaining teachers are concerned (15%), their professional career spanned any period between 5 and 10 years. The results show that most teachers under scrutiny are well-experienced in the field of English teaching.

Responses to Question 2 : (Have you ever resorted to using technological tools in teaching English?)

Table 2.2

Teachers' Use of Technology Inside the Classroom

Options	N	%
Yes	19	95%
No	1	5%
Total	20	100

This question tries to find out whether teachers under scrutiny are inclined to using technological tools when teaching English. Seemingly, the great majority of teachers with a percentage of 95% stated that they have used technology as a source of input for their learners, whereas only one teacher admitted that he has not resorted to using any sort of technology in his classes. This shows that the majority of teachers are interested in using technology inside the classroom.

Section Two : Pronunciation Teaching and Learning

Responses to Question 3 : (Throughout your teaching journey, how would you estimate your students' overall pronunciation level?)

Table 2.3

Teachers' Perspectives on Their Students' Pronunciation Level

Options	N	%
Very good	0	0%
Good	2	10%
Average	14	70%
Weak	4	20%
Total	20	100

The present question revolves around teachers' estimation of their students' pronunciation level throughout their teaching journey. According to the data gathered, it is noted that the substantial majority of teachers (70%) considered their students' pronunciation as average, whereas only four with a percentage of 20% deemed it weak. Regarding the last two options, 10% of teachers believed that their students' pronunciation was good. However, no teacher ticked the box of "very good." The results suggest that students need to work more on their pronunciation.

Responses to Question 4: (According to you, which of the following aspects students need to master in order to enhance their pronunciation?)

Table 2.4

The Aspects of Pronunciation Teachers Deem the Most Needed to Master

Options	N	%
Words stress	1	5%
Intonation	2	10%
Connected speech	1	5%
All of them	16	80%
Total	20	100%

Given that pronunciation is known to embrace some aspects that shape its learning, teachers were asked about their opinions regarding which aspect of pronunciation is the most important to be mastered. It should be recalled that the elements presented include : word stress, intonation, and connected speech. From the results obtained, most teachers (80%) considered all of the aspects above to be of equal importance. That is, according to them, fluency depends very much on those elements altogether. (10%) laid the importance on intonation instead of the others whereas only one teacher (5%) believed that word stress is of more importance when it comes to mastering pronunciation. Connected speech was believed to be the most important aspect of pronunciation by only one teacher (5%).

Responses to Question 5: (In your opinion, what are the main obstacles encountered in teaching/learning pronunciation in the Algerian university ?)

This question is an open-ended question whose ultimate purpose lies in finding out the teachers' opinions with regard to what hampers a smooth pronunciation teaching/learning process from taking place in Algerian universities. It is rather important to highlight this issue as it contributes to the overall study. After taking a considerable amount of time going through the responses, it was found out that most teachers with a percentage of 50% agreed on the “ lack of authentic materials” to be the major problem encountered by both teachers and learners. They emphasized on the fact that lack of exposure to authentic speech which is due to the lack of related technological aids resulted in a poor strategy of teaching/learning pronunciation. 30% of them, however, blamed it on the “ lack of practice” from the part of students. Other teachers argued that the main obstacle that restrained a good command of the English pronunciation was known to be the “ linguistic interference of L1.” That is, they blamed it on the influence of the mother tongue on the target language. Furthermore, some teachers (20%) were of the opinion that the difficulty faced in learning pronunciation emanated from the fact that some teachers are simply not well-experienced.

Responses to Question 6 : (Do you think that unintelligible pronunciation can lead to communication breakdown?)

Table 2.5

Unintelligible Pronunciation as a Threat to Successful Communication

Options	N	%
Yes	0	0%
No	20	100%
Total	20	100%

Table 2.5 represents the teachers' views regarding the effect unintelligible pronunciation has on communication. To this end, they were asked whether or not incorrect pronunciation results in communication breakdown. As shown in the table, all teachers (100 %) confirmed such a stance. This implies the teachers' awareness of the crucial role pronunciation plays in communication.

Responses to Question 7: (How does pronunciation affect speech comprehension ?)

This question was designed in hopes of unveiling the way pronunciation affects speech comprehension. In the previous question, teachers were asked a close-ended question, but in this one, they were granted the chance to elaborate more on the present idea. The teachers' answers to this question disclosed their perspectives which revolved around two major points. Their ideas are to be recapitulated as follows :

- "The more pronunciation is correct , the more the speech is comprehensible." (40 %)

- “An error in pronunciation can go as far as conveying a different idea or meaning than what one was having in mind.” (60 %)

The results explain teachers’ views on pronunciation importance which confirm what was deduced from the teachers’ answers to Q6.

Responses to Question 8 : (Bad pronunciation prevents students from participating in class.)

Table 2.6

Teachers’ Opinions about Pronunciation Effect on Students’ Participation

Options	N	%
Agree	20	100%
Disagree	0	0%
Total	20	100%

This question intends to find out the extent to which teachers under scrutiny agree with the statement at hand. As displayed in Table 2.6, all teachers emphasized on the truthfulness of the statement by ticking the box “agree”. Therefore, no one opted for the remaining option “disagree”. That is, no teacher disagreed with the statement. This shows another more disadvantage of having bad pronunciation.

Responses to Question 9 : (Pronunciation is a sub-skill that should be given more importance in English teaching classrooms.)

Table 2.7

Teachers Views on the Importance of Pronunciation

Options	N	%
Agree	20	100%
Disagree	0	0%
Total	20	100%

In an attempt to disclose teachers' perspectives on the importance pronunciation holds in English teaching and learning classes, this statement was put forward. Essentially, all teachers represented by a percentage of 100% believed that pronunciation should be given more noticeable prominence in English teaching classrooms whereas none of them (0%) disagreed with this view. The results show that teachers need to pay more attention to their students' pronunciation in the classroom.

Section Three : Audiobooks in Language Learning Instruction**Responses to Question 10:** (Are you in favour of using ICT's in English classrooms ?)

Table 2.8

Teachers' Opinions about ICT's Use in the Classroom

Options	N	%
Yes	20	100%
No	0	0%
Total	20	100%

This question was addressed to know teachers' attitudes towards ICT' s. The table of results shows that all the teachers (100%) supported the use of ICT's in classrooms. That means that teachers are of the view that ICT's are good techniques to teach in English classes.

 **Please, justify your answer.**

All teachers prefer to resort to ICTs rather than dealing with the conventional ways of teaching. However, they justified their views in different ways:

- “Students are turning towards technology, as teachers, we need to adjust our behavior to meet their learning style.” (30%)
- “Teaching a foreign language necessitates the use of authentic materials, which by their turn, requires the use of ICTs.” (25%)
- “They save time and meet the requirements of the digital age.”(25%)
- “They add that missing audio-visual aspect to my lessons.”(15%)
- “I sincerely think that teaching English should be done using both traditional methods and modern ones so as to give our students a complete training in terms of skill development.” (5%)

The results show that ICTs can be of a big help to students’ learning when applied effectively by teachers in the classroom.

Responses to Question 11 : (Do you use ICTs in teaching classrooms?)

Table 2.9

Teachers’ Personal Use of ICTs in Teaching

Options	N	%
Yes	17	95%
No	3	5%
Total	20	100%

This question aims at bringing to light teachers' tendency to use ICTs in their classrooms. The results obtained indicate that the majority of the teachers representing a percentage of 95% use ICTs in their teaching while only 5% of them said that they carried their lessons without the help of such tools.

 **If yes, how do you use them?**

The present question goes hand in hand with the above-mentioned one. However, it is only addressed at those who confirmed the use of ICTs in teaching English. Therefore, it is necessary to indicate that 17 out of 20 teachers furnished an answer to this question. Their answers are presented as follows :

- “I use ICTs as a source of input and a springboard to trigger discussions and interactions.” (35,29%)
- “I use them for the projection of my lectures. ” (29,41%)
- “I usually improvise texts or lessons with adding vivid examples of the new information we are going to deal with in class. It is all about illustrating an reinforcing new data acquisition in class.” (23,52%)
- “I use them as a dynamic method to keep my students focused in class.” (11,46%)

This stresses the fact that ICTs help teachers in presenting their lessons in general.

Responses to Question 12 : (From the list below, what do you think is the most effective tool that can be used to teach pronunciation?)

Table 2.10

The Most Effective Tool for Teaching Pronunciation

Options	N	%
Computers	8	40%
CD's	0	0%
Radio	0	0%
Audiobooks	12	60%
Total	20	100%

The ultimate aim behind this question is to reveal the teachers' views regarding which ICT tool could be the most effective in teaching pronunciation . More than half of the teachers (60%) believed that audiobooks, among all tools listed above, are the most effective in terms of teaching pronunciation. Others, however, with a percentage of 40% opted for computers as the most helpful tools . No teacher (0%) selected the remaining options. (CD's, radios). This shows teachers' welcoming tendency to using audiobooks in teaching pronunciation.

Responses to Question 13 : (How frequently are audiobooks used in pronunciation classes?)

Table 2.11

The Frequency of Using Audiobooks in Teaching Pronunciation

Options	N	%
Always	0	0%
Often	1	5%
Sometimes	5	25%
Rarely	8	40%
Never	6	30%
Total	20	100%

This table of results indicates that most of the teachers (40%) answered that audiobooks were rarely used inside the classrooms whereas 30 % agreed that audiobooks were never used. Only 5 teachers with a percentage of 25% stated that audiobooks were sometimes used by teachers as a way to boost learning, while only one teacher represented with a percentage of 5% said that they were often implemented in English teaching classes. The results of this question contradict what has been said in question 12, despite teachers' awareness of the effectiveness of audiobooks in teaching pronunciation, the majority of them rarely or never use the latter inside their classrooms. This suggests that teachers do not consider pronunciation as important as the other skills. Therefore, they do not resort to using authentic materials to improve their learners' pronunciation.

Responses to Question 14 : (Do you think audiobooks are useful inside EFL classrooms?)

Table 2.12

Audiobooks Usefulness as Teaching Materials

Options	N	%
Yes	17	85%
No	3	15%
Total	20	100%

The aim behind this question is to examine the teachers' opinions about the integration of audiobooks in EFL classrooms. The table indicates that most teachers (85%) considered audiobooks as useful tools that can be implemented in EFL classrooms. Yet, 15% of them deemed these materials fruitless.

 **Please, justify your answer.**

Regardless of what the teachers opted for in the previous question, they were still required to justify their choice. First, the teachers who believed that audiobooks were useful justified their answer as follows :

- “ With the help of audiobooks, students will enhance their speaking skills.” (47,05%)
- “ They are part of ICT, we use them to facilitate the task especially for learners.” (35,29%)
- “ Listening to native speakers allows students to use the words properly.” (14,28%)
- “ They help students improve their speaking and listening skills while being entertained in the same time.” (5,88%)

The remaining teachers' justification, however, lies in the following statements :

- Large classes and time constraints make audiobooks difficult to implement, and maybe ineffective.” (66.66 %)
- “I think students need more lively materials, audio visual materials to be more specific.” (33.33%)

The results suggest using audiobooks in an interesting way that make students more engaged in the classroom.

Responses to Question 15 : (As an information and communication technology, do you think that frequent listening to audiobooks leads to a good mastery of English pronunciation?)

Table 2.13

The Influence of Listening to Audiobooks on Pronunciation Mastery

Options	N	%
Yes	20	100%
No	0	0%
Total	20	100%

The ultimate aim behind designing such a question is to finally delve deeply into examining the effect of using audiobooks on pronunciation mastery given that these are the two variables around which the entire study revolves. That being the case, teachers were asked whether or not the frequent use of audiobooks could inevitably result in a good command of the English pronunciation. In essence, all of the teachers with no exception whatsoever opted for “ yes”. In other words, 100% took the statement as the gospel truth confirming that the frequent use of audiobooks leads to a better learning of pronunciation.

🚩 If yes, how?

The present question, however, is in need of a further elaboration. It is extremely fortunate to allude to the fact that the rate of responses regarding this question was 100%. Therefore, it is essential to re-state what the teachers had to provide as supporting arguments for their standpoints :

- “It enriches learners’ stock of vocabulary pronunciation through mimicking and imitation.” (70%)
- “Listening to audiobooks makes most students aspire to develop an accent free pronunciation.” (15%)
- “ Audiobooks teach students all aspects of pronunciation including intonation and connected speech.”(10%)
- “ The more students are familiar with the language, the better they are inclined to speak it.” (5%)

Responses to Question 16: (Do you usually encourage your students’ involvement in authentic audio materials in order to improve their pronunciation skills?)

Table 2.14

Teachers’ Tendency to Support Students’ Involvement in Audio Materials

Options	N	%
Yes	17	85%
No	3	15%
Total	20	100%

This question was asked to implicitly elicit teachers' attitudes towards the use of audio books. When asked whether they encourage the students' involvement in audio materials, the majority of teachers (85%) admitted their support by ticking "yes", whereas the remaining teachers with a percentage of 15% opted for "no".

Responses to Question 17 : (Do you think being exposed to authentic speech presented by audiobooks boosts students' motivation to develop a native-like pronunciation?)

Table 2.15

Teachers' Opinions about Audiobooks as Motivators of Pronunciation Learning

Options	N	%
Yes	19	95%
No	1	5%
Total	20	100%

This question aimed for getting clear insights about teachers' views on audio books by approaching them from a different angle. That is, this time, the focus was directed on whether or not audiobooks serve as a motive for students to develop a native-like pronunciation. Essentially, it has to do with the students' own motivation to foster their pronunciation when being exposed to audio books. As it is observed from the table that the predominant majority of teachers expressed a favorable opinion by opting for "yes" as their only choice. One teacher, on the other hand, held an opposing view in the sense that he was the only one who disagreed with the presented idea. The results suggest that teachers can use audiobooks as an alternative to motivate their students inside the classroom and create an interesting learning atmosphere.

 **Please, justify your answer.**

When asked to justify their answers, nineteen (19) out of twenty (20) teachers took the trouble to explain their point. After reviewing the answers, it was observed that the teachers who opted for “no” did not provide the present study with a justification of their choice. Hence, the statements shown below belong to the greater majority who ticked the “yes” box:

- “ Because English is beautiful to listen to, students impression on the fluent flow of words will push them to try to sound the same.”(36,84%)
- “ I think that students like to have a unique identity when speaking English. So, listening to natives paves their way to achieving that.” (36,84%)
- “ Telling an interesting story for instance with a perfect intonation plays a vital role in boosting students’ desire to develop a similar style.” (26,31%)

Responses to Question 18: (According to you, what should the teacher do to make the process of listening to audiobooks more interesting in class?)

This question delves into the teachers’ perspectives with regards to how to make the process of listening to audiobooks more appealing in class, especially to students. In fact, their suggestions are to be listed in what follows:

- “ Teachers should discuss the topic of the audiobook in advance and then ask students to answer some questions after listening to it. ”(30%)
- “ Maybe by selecting the one that deals with an interesting subject.”(25%)
- “ By searching for short audiobooks that are strongly tied to the class’ objectives.” (20%)
- “By bringing simple audios and taking into account students’ level.” (15%)

- “It is already interesting as a learning task and the teacher just needs to get their students to focus on what is being discussed.” (5%)
- “I would use it as one sequence of the lesson.” (5%)

The results show that teachers have different strategies to imply audiobooks in their classrooms, this suggests that they can create different ways of using them to capture students’ interest.

Responses to Question 19 : (What are the benefits of listening to audiobooks?)

In connection with the above mentioned question, teachers are addressed to spot light on the different advantages of audio books. Accordingly, the following expressions, in statistical forms, reveal the teachers’ thoughts :

- “ They improve pronunciation, enrich vocabulary, enhance speaking and listening skills.” (40%)
- “ They boost students’ motivation to practice English more often.” (25%)
- “They are excellent to substitute reading and save time.” (25%)
- “ They help with getting used to authentic English.” (10%)

The results show that the majority of teachers relate the usefulness of listening to audiobooks’ to students’ pronunciation improvement.

Responses to Question 20: (If you were to integrate audiobooks inside your classroom, how would you do it ?)

Through this open-ended question, teachers were granted the opportunity to reflect upon the incorporation of audiobooks in their classrooms. Inspired by such an idea, teachers, without batting an eye, provided the current study with their valuable thoughts. Their words are to be mentioned as follows :

- “Using clips from famous short stories or novels would be a good idea to implement audio materials in class.” (30%)
- “ I would use them in listening classes.”(30%)
- “In literature class .. make the students read and listen to the audiobook at the same time or after reading a given text, or poem...etc.” (20%)
- “I would devote at least 15 minutes of listening to an audiobook per session.”(15%)
- “They would be a great tool for generating ideas and developing them into discussions.” (5%)

These results reveal that the teacher plays an important role in facilitating and guiding the students to use audiobooks effectively.

Responses to Question 21 : (The use of audiobooks in class can create an enjoyable classroom atmosphere.)

Table 2.16

Audiobooks as Enjoyable Materials

Options	N	%
Agree	20	100%
Disagree	0	0%
Total	20	100%

This statement was set for the purpose of finding out whether or not teachers agree that audiobooks use in the classroom can create an enjoyable learning atmosphere for students. The results show that all teachers (100%) agreed with this statement, and no teacher (0%) opted for “ disagree”.

Responses to Question 22 : (Audiobooks implementation in English teaching classrooms to improve pronunciation is called for.)

Table 2.17

Teachers' Opinions about Audiobooks Implementation in the Classrooms

Options	N	%
Agree	19	95%
Disagree	1	5%
Total	20	100%

In fact, the core intention behind designing such a statement is to find out whether teachers are positive about audiobooks' integration in classrooms. According to the results above, most teachers (95%) showed agreement by confirming the aforementioned notion while only one teacher (5 %) failed to agree with the majority's opinion. The results may tell how important audiobooks are for the teaching/learning process of pronunciation.

 **Further comments and suggestions**

In actual fact, only 10 out of 20 teachers provided the present research work with their valuable comments and suggestions. For this reason, their comments are worth sharing.

The teachers marked their words by stating :

- “Such an interesting topic that needs to be encouraged and applied.” (60%)
- “I highly recommend from the higher authorities to spread the use of wifi at every EFL classroom.” (30%)
- “English instruction should be given much importance right from the introductory levels because common observations show to us that students have negative

attitudes towards pronunciation and they go with such attitudes to university.”

(10%)

2.1.1. Data Discussion of the Questionnaire for Teachers

In light of what has been analyzed in the questionnaire for teachers, one can lay down a number of significant conclusions. As a reminder, the current study's overriding aim is to reveal teachers' as well as the learners' attitudes towards the use of audiobooks as an ICT tool to improve pronunciation. The following paragraphs will hopefully present the conclusions drawn from the overall analysis in a clear manner.

While spotting light on pronunciation as a sub-skill of language learning, teachers were asked some questions regarding pronunciation in general, and their students' pronunciation in particular. The first conclusion drawn from the analysis of their responses is that the teachers consider pronunciation as a required skill that students need to have a command on. This can only be achieved through overcoming the difficulties hindering students from ameliorating their pronunciation level. 50% of the teachers ultimately attribute the difficulties faced by them as well as their learners in pronunciation classes to the lack of effective and authentic materials that render the teaching/learning process efficient. (Q5) Evidently, poor pronunciation makes it quite difficult for them to catch the intended meaning students try to convey (Q6, Q7).

One intriguing conclusion yielded from the analysis of the questionnaire is that teachers are found to hold favorable attitudes towards the use of audio books to foster learners' pronunciation. Before getting to the core of the audiobooks experience, we made sure that the teachers are well-aware of the crucial role ICTs play in language teaching classrooms. In fact, most of them favor the use of such advanced tools as a source of input in their classes. When offered multiple choices of ICTs to select, more than half (60%) of the

teachers opted for audiobooks as the most effective method to level-up pronunciation. This indicates that from where the teachers stand (85%), audiobooks are useful authentic materials that contribute to the enhancement of students' overall pronunciation (Q10, Q12, Q14). It should be borne in mind that the teachers under scrutiny expressed their positive attitudes towards the use of audiobooks by mostly emphasizing on their vital role to provide an atmosphere whereby students can listen to authentic speech while engaging in meaningful discussions simultaneously. Moreover, it is also deduced that teachers hold welcoming attitudes towards the implementation of audiobooks in EFL classrooms since they are proven to be fruitful tools that can create a quite enjoyable atmosphere for learning when used in the right way (Q21, Q23). Another argument that supports this conclusion is that all teachers, when asked how they would integrate audiobooks into their classrooms, made sure to make the process interesting and, indeed, in harmony with the learning objectives (Q22). Interestingly, this line of thought seems to be promising to the vast majority of teachers (75%).

2.2. Data Analysis of the Questionnaire for Students

Section One : Personal Information

Responses to Question 1 : (How many years have you been learning English?)

Table 2.18

Years Spent Learning English

Years	N	%
11	74	92,5%
12	6	7,5%
Total	80	100 %

In compliance with this question, students had to make known the years that they have spent learning English. The aim behind asking them such a question is to reveal their familiarity with the English language and its pronunciation. It appears appropriate to point out that the rate of responses regarding this question is 100%. Accordingly, as it is clearly shown in Table 2.18, more than three-fourths (92.5 %) of the students spent 11 years learning English. On the other hand, only few of them (7,5 %) learnt English for 12 years. The results can lead the researchers to say that students are familiar with the different strategies and techniques used in teaching/learning pronunciation.

Responses to Question 2 : (Do you own a personal computer/smartphone ?)

Table 2.19

The Students Ownership of a Smartphone/ Computer

Options	N	%
Yes	80	100%
No	0	0%
Total	80	100%

The second question deals concisely with the students' ownership of technological tools. It, therefore, aims at casting light on the students' indulgence in the digital world. In accordance with the responses obtained, all of the students (100%) stated that they owned a personal computer/ smart-phone while none of them (0%) opted for "no". This means that the majority of students are digital-native; that is, technology has become an essential part of their life.

Section Two : Pronunciation Teaching and Learning

Responses to Question 3: (How fluent are you in English?)

Table 2.20

The Students Degree of Fluency in English

Options	N	%
Very fluent	5	6,25%
Fluent	10	12,5%
Not fluent	65	81,25%
Total	80	100%

This question seeks to look closely into students' degree of fluency in English. In this regard, students were supplied with three options namely, very fluent, fluent, and not fluent. As it is plainly displayed in Table 2.20, the majority of the students represented by a percentage of 81,25 % said they were not fluent whereas 12,5 % of the students admitted to being fluent. On the other hand, the total number of students who believed that they were very fluent speakers of English is as limited as 9 (6,25%). The results show that students lack fluency when it comes to speaking English which is a serious matter that affects their pronunciation.

Responses to Question 4: (If you are not fluent, what hampered your learning process?)

The answers provided serve as a link-up between the present question and the previous one. However, it is important to mention that only the students who opted for "not fluent" were supposed to furnish an answer to this very question. The results showed that 50% of the students confessed that their lack of fluency is a result of their lack of exposure to the target language. Others, represented by a percentage of 30%, believed that their inability to speak

the language fluently stems from the ineffective teaching methods set by middle and secondary school curriculum. Moreover, 20% of the students argued that they were not able to practice the language properly.

Responses to Question 5 : (Were you taught pronunciation at school ?)

Table 2.21

Students' Learning of Pronunciation at School

Options	N	%
Yes	66	82,5 %
No	14	17,5%
Total	80	100%

This question was designed with the hope of knowing whether or not learners have been taught pronunciation at school. In response to this question, more than half of the students (82,5 %) said that they were taught pronunciation at school, whereas the remaining students (17,5%) stated that they were not taught pronunciation. This means that the majority of students had an experience with pronunciation learning at school and are aware of the process of teaching it.

Responses to Question 6: (Which branch of linguistics were you taught in relation to pronunciation?)

Table 2.22

Branches of Linguistics Taught at School in Relation to Pronunciation

Options	N	%
Phonetics	28	35 %
Phonology	02	2,5 %
Both	50	62,5 %
Total	80	100%

The present question probes into students' learning of pronunciation to see what branches of linguistics they have been taught at school with relation to pronunciation learning. As displayed in the Table 2.22, most of the students (62.5 %) said that they studied both phonetics and phonology, whereas 35% of them claimed that they only studied phonetics. It is displayed, however, that two students (2,5%) agreed that they were taught phonology only. From the answers furnished by all participants, the majority of students moved beyond the superficial level of just learning how to pronounce words into understanding what the main aspects of pronunciation are.

Responses to Question 7 : (Did you encounter any difficulties when you learned pronunciation?)

Table 2.23

Difficulties Encountered by Students When Learning Pronunciation

Options	N	%
Yes	50	62,5%
No	30	37,5%
Total	80	100%

This question seeks to find out whether or not the respondents encounter difficulties when they pronounce in English. The results obtained indicate that 62,5% of the informants admitted that they faced some difficulties when they pronounced English words while 37,5 % of them said that they had no problem whatsoever with regards to this matter. The results reveal that there are obstacles that hamper students from learning pronunciation properly. These problems need to be solved.

If “yes”, why is it difficult to learn pronunciation?

The question at hand is an open-ended question that aims at finding out the reasons as to why students might find pronunciation learning challenging. Given that this question is also a follow up to the close-ended question 7, it is rather essential to point out that only 50 out of 80 students answered it. Simply put, the same students who admitted that they find pronunciation learning difficult provided the rationale behind such a claim. However, a number of 30 students represented by a percentage of 37,5% considered pronunciation learning easy and effortless. Therefore, they were not required to ponder this question.

Diving deep into a substantial analysis of the students' thorough responses, 46% of the participants acknowledged that they find learning pronunciation difficult due to the lack of exposure to the foreign language. That is, they considered listening to authentic language input as an essential element that the majority of teachers close their eyes to. Other students, represented by a percentage of 20% believed that pronunciation itself is given little importance by teachers. Consequently, they do not feel an inspiring impulse to learn it properly. Furthermore, 19% of the students admitted that they find pronunciation rules with regards to phonetics and phonology confusing, complicated, and hard to process. According to 15% students, the mother tongue interference is reckoned to be one major obstacle that hinders pronunciation attainment.

Responses to Question 8: (Are you satisfied with the way you have been taught pronunciation?)

Table 2.24

Students' Degree of Satisfaction with Pronunciation Learning at School

Options	N	%
Yes	22	27,5%
No	58	72,5%
Total	80	100%

This question aims mainly at finding out whether the students under consideration are pleased with the way they have been taught pronunciation at school. 27,5% of the informants stated that learning pronunciation was unsatisfactory in the sense that it could not possibly meet their expectations. 72,5% of the informants, however, enunciated that they were quite satisfied and had no problem with that. The results suggest that the process of teaching/learning pronunciation has to be improved to meet students' needs and interest.

Please, justify your answer

This very question paves the way for students to speak their mind in regard to the reason why they went for either choice in the previous question. It is worth mentioning that regardless of the informants' previous answer, they all were required to justify their choice. Hence, they were divided into two categories; those who were satisfied about the way they have been taught pronunciation and those who deemed it quite unpleasant. Each category is worth being profoundly analyzed.

As a paramount reminder, 22 students claimed to be delighted with how they learned pronunciation throughout their academic journey. However, only 14 of them furnished a

justification to such a stance. Thus, among the presented justification of their responses, 57,14% of the students perceived the pronunciation learning process as a satisfactory one because they were taught in an engaging way by qualified teachers whose teaching methods proved creative and fruitful. Others with a percentage of 28,57% justified their answer by arguing that they already had a grasp on the English language pronunciation, and by virtue of being competent students, the process added up to their overall level in English. The remaining students 14, 28 % explained their choice by simply highlighting the fact that they always marveled at the enchantment of the English language and its unique quirks. Since they were captivated by this dynamic language, they enjoyed learning every aspect of it including pronunciation.

As far as the second category of students is concerned, their justification is also prerequisite. In fact, it is essential to re-state that 58 of the students admitted to being unsatisfied with how they learned pronunciation in school. Following this line of thought, 43,10% of them considered the lack of authentic materials and little exposure to the target language as a major factor that rendered pronunciation learning inefficient, and thus unsatisfactory. Other students represented by a percentage of 32,75% explained that their dissatisfaction arose from the tedious and uninteresting process of learning. That is, the fact that they were required to memorize detailed and convoluted rules of phonetics and phonology made it difficult for them to follow through the sessions. Another considerable number of students 17,24 % blamed it on their teachers for not making the necessary efforts into creating a challenging and motivating atmosphere for learning pronunciation. According to the remaining students (6,89%), being unsatisfied with the pronunciation learning process emanated substantially from the fact that only limited time was devoted to learning pronunciation. They, therefore, agreed that it was never sufficient for them to develop a sense of fluency regarding the language.

Responses to Question 9 : (Do you think that listening classes helped you enhance your pronunciation?)

Table 2.25

Speaking and listening Classes Contribution to pronunciation Enhancement

Options	N	%
Yes	54	67,5%
No	26	32,5%
Total	80	100%

This question was put forward to ascertain whether listening and speaking classes helped students improve their pronunciation level in English. The data gathered in regard to this question, as illustrated in table 29, denoted that students with the highest percentage (67,5%) admitted that listening and speaking classes were of a sublime usefulness to their pronunciation level enhancement. The rest of the students with the lowest percentage (32,5%), however, ticked the “no” box as a response to the question at hand. That is, listening and speaking classes contributed in no way whatsoever to improving their pronunciation level. The results of this question show the importance of listening in learning pronunciation.

 **Please, justify your answer**

It should be mentioned from the outset that students’ justification serves as an intangible lens that looks deeper into their perspectives and support their judgment. Hence, those who approved of speaking and listening classes to be beneficial justified their answers as follows :

- “Whatever medium through which we put language into practice would prove efficient for learning. This applies to pronunciation for listening would help

learners be accustomed with the way words are pronounced and then practice using them in speaking classes.” (38, 88%)

- “ They engaged us in meaningful conversations where we could speak freely and listen carefully to each others’ pronunciation”. (35,18%)
- “ We listened to native speech and practiced a lot. This helped me realize my pronunciation mistakes and correct them on the spot.” (18,51%)
- “ I was intrigued by the fluency of some of my classmates, this motivated me to work more on my pronunciation.” (7,40%)

As for students who chose “no” as a response, they went further on justifying their claim by stating :

- “ Pronunciation was ignored, the teachers did not bother to correct it for us” (38,46%)
- “ There was a focus on speaking activities more than the listening ones. I could not develop my pronunciation by only speaking.” (30,76%)
- “ I relied on myself, I enhanced my pronunciation outside of school by watching movies and repeating dialogues.” (23,07%)
- “ We were not taught efficiently.” (7,69%)

Responses to Question 10 : (According to you, how does pronunciation affect oral performance?)

This open-ended question lays emphasis on the effect pronunciation has on the speaking skill. It was fundamentally designed to bring to light students’ perspectives regarding the way pronunciation influences their oral performance. Note worthily, students were split into two categories: 40 students with a percentage of 50% focused on how pronunciation positively

influences oral performance, while other students mentioned the negative effect pronunciation can have on speaking in general.

Students who mentioned the positive effect of pronunciation on oral performance voiced their answers as follows :

- “A good pronunciation enables speakers to know how, where, and when to put the exact word confidently in its order.” (50%)
- “ It boosts my self-esteem as a speaker.” (30%)
- “ Misunderstandings are avoided when the speaker’s pronunciation is good.” (12,5%)
- “It makes it easy for me to speak faster even when I make grammatical mistakes.” (7,5%)

The other half of students who pinpointed the bad effect pronunciation has on oral performance (50%) explained their thoughts as follows:

- “Mispronouncing words can alter the meaning of what is being said and will eventually lead to misunderstanding.” (50%)
- “ Bad pronunciation lowers one’s confidence; consequently, they find it difficult to speak and convey the desirable message.” (30%)
- “The student may feel anxious to engage in speaking tasks due to their poor pronunciation.” (20%)

The results reveal that pronunciation can be either a good or a bad factor in oral performance depending on the students’ level with regards to pronunciation. The more their pronunciation is good, the better their oral performance will be.

Responses to Question 11: (Knowledge of the phonics rules is enough to improve pronunciation.)

Table 2.26

Students' Opinions about Knowledge of the Phonics Rules

Options	N	%
Strongly agree	1	1,25%
Agree	8	10%
Disagree	58	72,5%
Strongly disagree	13	16,25 %
Total	80	100%

This question seeks to shed light on the students' standpoints towards the extent to which knowledge of the phonics contributes to their pronunciation improvement. In fact, the respondents happened to have different views. According to the results obtained, 72,5% of the students ticked the box of "disagree" expressing their difference of opinion with regard to the statement. Other students with a percentage of 16,25 % strongly disagreed with the statement. Only 10% of the students responded positively by expressing their total agreement whereas only one student (1,25%) was of a strong belief that having a grasp on the phonic rules is enough to improve one's pronunciation. The results show that teaching pronunciation rules alone is not enough for students to improve their pronunciation level. Therefore, teachers need to look for other supportive materials to render their teaching effective.

Responses to Question 12: (I would be more confident in speaking English if I had good pronunciation.)

Table 2.27

Good Pronunciation as a Criterion of Confidence

Options	N	%
Strongly agree	45	56,25 %
Agree	33	41,25 %
Disagree	2	2,5 %
Strongly disagree	0	0 %
Total	80	100%

The purpose of this question is to determine whether or not students' good pronunciation raises their confidence when speaking English. As it is displayed in Table 2.27, 56,25% of the students strongly agreed with the idea that good pronunciation leads to a high self-esteem. Also, 41,25% were of a positive view regarding this matter. It should be stated that only two students (2,5%) disagreed with the idea whereas none of them went for "strongly disagree" as a choice. This means that good pronunciation can have a personal positive effect on students as it raises their self-esteem and confidence about themselves.

Responses to Question 13: (I want to improve my pronunciation)

Table 2.28

Students' Inclination for Pronunciation Improvement

Options	N	%
Strongly agree	49	61,25 %
Agree	31	38,75 %
Disagree	0	0 %
Strongly disagree	0	0 %
Total	80	100%

The present statement was designed to blow the lid off the students' attitudes towards pronunciation improvement. The findings show that the highest portion of the students (61,25%) had a strong willingness to improve their pronunciation. 38,75% of the students were of the same mind when they opted for "agree" showing positive attitudes towards the statement. Finally, none of the participants neither strongly disagreed nor disagreed with the idea that they wanted to improve their pronunciation. This indicates students' readiness to enhance their pronunciation learning.

Section Three : Audiobooks in Language Learning Instruction**Responses to Question 14: (Are you familiar with the term ICT?)**

Table 2.29

Students' Familiarity with the Term ICT

Options	N	%
Yes	63	78,75%
No	17	21,25%
Total	80	100%

The present question aims for looking into students' familiarity with term ICT. Evidently, the table above reveals that a sweeping majority of the students (78,75%) selected "yes". That is, they were well acquainted with the term. On the other hand, 21,25 % of the informants chose "no" as an answer. This means that they had no clue what the term stood for.

If yes, what does it mean?

This question rounds out the previous one in the sense that students who answered with a "yes" were asked to write the meaning of the term ICT. Consequently, the respondents (100%) stated that it stood for "Information and Communication Technology." This, as expected, confirmed their familiarity with the concept. The students, therefore, are well-aware of this concept.

Responses to Question 15: (Do you support the use of ICTs in the classroom?)

Table 2.30

Students' Approval of the Use of ICTs Inside the Classrooms

Options	N	%
Yes	75	93,75%
No	5	6,25%
Total	80	100%

This question seeks to provide clear information about students' viewpoint towards the use of ICT's inside the classroom. Therefore, they were asked whether or not they support the use of such tools inside the classrooms. As it is demonstrated in the table, more than three fourth (93,75%) opted for "yes" whereas 6,25 % showed no support to the idea by simply

ticking the “no” option. The results reveal students’ interest in learning English through the use of ICTs.

 **Please, justify your answer**

The students’ choice in the former question is to be justified in the one at hand. That is, no matter which box was ticked by the students, their justification was required. Exploring students’ opinions with regards to the implementation of ICT’s in the classroom, it is essential to mention that 10 out of 75 students who opted for “yes” in the previous question did not justify their choice. However, according to the responses obtained, the sixty five 65 remaining learners wrote their ideas as follows:

- ICT’s create an effective learning environment. (44,61%)
- Boost motivation and engagement in the classroom. (20%)
- Break the routine of traditional classes and encourage active participation in the learning process than through traditional methods.(30,76 %)
- facilitate the completion of tasks and the communications between teachers and students (4,63 %)

In dealing with the students who did not support the idea of using ICT’s in the classroom, it is needful to spotlight on the fact that 4 out of 5 students elaborated on their point by stating :

- ICTs increase the degree of dispersion i.e ICT’s are distracting. (75%)
- ICTs are a waste of valuable time. (25%)

Responses to Question 16 : (Which of the following ICTs has a stronger effect on fostering pronunciation learning?)

Table 2.31

Students' Opinions about the Most Useful ICT Tool in Improving Pronunciation Learning

Options	N	%
Radio	3	3,57%
Dictionary	2	2,5%
Television	34	42,5%
Audiobooks	41	51,25%
Total	80	100%

The present question takes a deeper look into some of the information and communication technological tools' realm. In fact, it intends to explore students' opinions on which of the aforementioned technological tools could boost their pronunciation learning better than the others. According to the results demonstrated in the table, students with the highest percentage 51,25% selected audiobooks to be the most efficient tool for fostering their pronunciation. 42,5% students, however, believed that television could provide better help regarding this matter. Few students with a percentage of 3,57 % went for radio as a choice. Eventually, those who believed that dictionary could be more helpful in improving their pronunciation covered the lowest percentage 2,5%.

Responses to Question 17: (How often do you listen to audiobooks?)

Table 2.32

Students' Frequency of Listening to Audiobooks

Options	N	%
Always	0	0%
Often	12	15%
Sometimes	23	28,75%
Rarely	29	36,25%
Never	16	20%
Total	80	100%

Under the banner of this question, participants were asked how often they listen to audio books. Notably, this question seeks to acknowledge the frequency of listening to such technological tools considering that they have proved efficient in the precedent question. Surprisingly, the results obtained demonstrated that 36,25% of the students admitted that they rarely listen to audiobooks whereas 28,75% asserted that they sometimes devote some time to listening to them. However, 20% argued that they never listen to audiobooks whereas the remaining students (15 %) claimed that they often use them. It comes with no surprise that no one opted for “ always” as a degree of frequency. Hence, the box was left blank with 0% percentage from the part of the informants. The results of this question are somehow contradictory to those of the one before it, students do not often listen to audiobooks despite being knowledgeable about their effectiveness. This suggests that teachers should guide students and raise their awareness by stressing the importance audiobooks have on learning English.

Responses to Question 18: (Do you talk about audiobooks with other students?)

Table 2.33

Students' Engagement in Discussion about Audiobooks

Options	N	%
Yes	36	55%
No	44	45%
Total	80	100%

In this question, students were asked about whether or not they discuss audiobooks with others. This question was purposely designed in order to investigate not only their tendency to discuss audiobooks but also to explore other peoples' familiarity with these tools. Concerning the answers furnished by the students, students who confirmed not talking about audiobooks with other people covered a higher percentage than those who did not. Hence, those who opted for "no" were of a percentage of 55% whereas the remaining percentage (45%) was that of the students who ticked "yes". The results show that discussing audiobooks is not common among students due to their little exposure to these authentic materials inside the classrooms. The results also explains why students rarely, if never, listen to audiobooks at home.

 **Please, justify your answer.**

Students' choice regarding the previous question is worth a justification in the present one. In point of fact, students' justification clears the way for a profound understanding of their perspectives. Therefore, it is always worth pointing out. As expected, students who ticked "yes" supported their choices based on two major arguments :

- " I recommend them to others when they seek ways to improve their English." (52,08%)

- “Audiobooks provide a certain accessibility I admire, I like to share it with others.”
(47,91%)

Dealing with the answers provided by students who selected “no”, it is important to note that 30 of them explained their choice. Similar to their peers who picked the “ yes” box, their justification revolved around two main claims. Some of them (66,66 %) were of the opinion that audiobooks are not common tools among people. Hence, they would not give them the attention they deserve. Other students with a percentage of 33,33% seemed to be of one mind about not indulging in such discussions due to the fact that audiobooks were never applied in schools which resulted in a sort of negligence from their part.

Responses to Question 19: (How does listening to audiobooks fit into your English pronunciation improvement?)

Needless to say, one key to render the current study efficient is to explicitly unveil more of the participants’ thorough thoughts with regards to the topic under investigation. This question was, therefore, designed in hopes of meeting the aforementioned purpose. The students answered in a variety of ways which will be presented in the following statistical forms :

- “ It familiarizes me with the authentic flow of words, how they collocate, and how they are pronounced and used.” (37,5%)
- “ It gives me an urge to repeat after the reader pronounces certain words until I get the correct pronunciation.” (25%)
- “ It makes pronunciation learning easy by not resorting to the heavy explanations of how each word should be pronounced.” (20%)
- “ Because I get to listen to the story being told with the perfect intonation.”

- “They are usually varied and more comprehensive in the sense that they introduce me to different accents that I find interesting.”(17,5%)

All students, according to the results, are positive about audiobooks use in improving pronunciation.

Responses to Question 20: (Have you ever been taught pronunciation using audiobooks in school?)

Table 2.34

Using Audiobooks in Learning Pronunciation at School

Options	N	%
Yes	14	17,5%
No	66	82,5%
Total	80	100%

Table 2.34 shows that 17,5% of the participants went for “yes” to be their choice. It means they have been taught pronunciation using audiobooks. 82,5% of the students, on the other hand, replied that they were never taught pronunciation through audiobooks.

This means that students are not familiar with using audiobooks inside the classroom.

Responses to Question 21: (Which of the following methods do you think is more efficient in learning the pronunciation of a language?)

Table 2.35

Efficient Methods for Pronunciation Learning

Options	N	%
Reading out loud	9	11,25 %
Listening to an audio	4	5 %
Reading and listening simultaneously	26	32,5%
Listening to an audio and repeating after it	41	51,25 %
Total	80	100%

This question centers on the students' opinions regarding which method is the most effective in learning the pronunciation of a language. On the basis of the results above, 51,25% answered that the most efficient method used to maintain a good pronunciation is listening to an audio and repeating after it. Additionally, 32,5% of the respondents deemed reading and listening to an audio simultaneously more effectual. Another group (11,25%) of students stated that reading out loud could lead to more desirable results in learning pronunciation. An utterly different group of students with a percentage of 5% believed that listening to an audio was more impactful. The results show that, to most students, listening along with repetition seem to be an effective way of improving pronunciation.

Responses to Question 22 : (What do you like about the experience of listening to audiobooks?)

Shedding some light on the audiobooks listening experience, students were asked an open-ended question that aims primarily at probing into their perspectives on the matter. It is of paramount importance to state, however, that this time the answer rate is not 100%. Only 77 out of 80 students furnished the present research with their valuable answers which are stated as follows :

- “ I like the fact that we can hit two birds with one stone, read and listen at the same time.” (23,83%)
- “I usually read a book first, then venture through its audio version with the narrator. It helps spot the mistakes I make from the pronunciation to the intonations and so on. Not to mention the double information that ingrains inside.” (15,58%)
- “It is a comforting and effortless way of learning. (11,91%)
- “ I like it because it helps in remembering words.”(11%)
- “ It does not take much time, you can finish a book in a short period of time.”(4,58%)
- “I enjoy being told stories rather than reading them. It is more engaging this way. It certainly paves the way for imagination.” (3,66%)

Responses to Question 23: (What is your opinion on the integration of audiobooks in English classrooms?)

The aim behind this question is to bring forward the students’ attitudes about integrating audiobooks in English classrooms. In fact, all students answered this question. The substantial majority (70,23 %) of the respondents did advocate the integration of audiobooks in the classroom. They claimed that audiobooks work as supportive tools as they replace the traditional face-to-face learning that most of learners deem tedious. However, 17,85 % of the participants were skeptical about such an idea. They believed that audiobooks were difficult to be implemented since the school are not equipped enough. Others represented by a percentage of 7,16 %, considered audiobooks as boring. Yet, there were students (4,76%) who were neither with nor against the use of audiobooks. The results indicate that students believe that using such techniques make a positive turning point in their process of learning

Responses to Question 24: (How would you like audiobooks to be integrated into English classrooms?)

This open-ended question was answered by only 65 out of 80 students. Asking this question paved the way for us to explore the different ways students fancy about integrating audiobooks into their classrooms. After analyzing the students' responses, it was found that the majority of the students (46,15%) expressed their ideas by stating that audiobooks should be considered and given more importance by curriculum designers as a part of learning English where topics are varied to achieve diversity and meet learner's different styles and strategies. Others with a percentage of 30,76%. laid down the idea of presenting short stories as collective activities in speaking and listening classes. That is, students could listen and repeat or listen and discuss together what has been said in the audio. This would, in turn, create an enjoyable atmosphere and engage students in open discussions and, indeed, triggers their imagination. 15,38 % of the students were of the opinion that audiobooks can be of great significance in pronunciation classes where they can be applied as authentic ways to show the students the correct pronunciation together with the right intonation in an entertaining way. They added that teachers could prepare certain questions whose answers include repeating words that have been mentioned in the book which embrace the rules being taught. Therefore, pronunciation classes will definitely feel more enjoyable. Four students (6,15%) suggested the idea of incorporating audiobooks as reference to the book intended to teach in literature classes, for instance, along with using excerpts from it in class for better understanding. The rest of the students (1.53%) were of one mind about integrating audiobooks as an assignment for students to complete at home, then discuss in class.

Further comments and suggestions

This option was devoted for students to add any comments they wanted to share with us, and to give them the chance to suggest some of their valuable ideas and opinions that might add up to the entire research work. In fact, only 26 of the participants took the trouble to write their ideas which are listed as follows :

- “I highly recommend integrating audio books in English classes. It would be better by starting with short narratives as a first experience for some.” (23,07%)
- “Not many people are familiar with audiobooks , and I think it is a bummer because it is a great way to improve pronunciation.”(19,23%)
- “ I strongly suggest using ICT’s in our schools.” (19,23%)
- “I prefer to read the script when listening.” (15,28%)
- “The type of the audio books should be taken into account. Whether it is a classic or a modern one.” (11,53%)
- “ I hope this topic will be taken more seriously by teachers in the future.” (11,53%)

2.2.1. Data Discussion of the Questionnaire for Students

It may perhaps be observed without straying too far afield from our primary focus that an accurate interpretation of the results emanates primarily from the harmonious relationship between the students’ answers in the sections that the questionnaire comprises. Therefore, it is worthwhile to set forth the conclusions yielded from the analysis of their responses.

In dealing with the students’ answers in the first section, it is deduced that they seem to hold negative views towards pronunciation learning experience that took place throughout

their academic journey. As proven in Q6, students stumble upon certain problems when learning the subject matter (72,5%). These difficulties, as stated by the majority of them, are attributed to the lack of authentic materials in school. It is worth noting, however, that the little exposure to the target language gives rise to a tedious learning atmosphere and fails to fire students with the needed enthusiasm to learn. This results in students' dissatisfaction to pronunciation learning in general as shown in Q7. Again, in many cases, students' attitude towards a subject can be best displayed depending on the course they take. However, in this specific study, students showed that pronunciation is, in truth, their area of concern. The displayed results, as in Q8, stress the students' understanding of the vital role pronunciation plays in dragging conversations along successfully arguing that mispronouncing words can alter the entire intended meaning of a message (50%) while pronouncing words correctly results in a better and smoother exchange of information (50%). Hence, it is not surprising that most students are inclined to improve their pronunciation in more efficient ways. (Q9, Q10, Q11).

Approaching the research objective from another angle, a bunch of questions that tackle ICT were, therefore, addressed to students. The conclusion drawn from the latter's responses is that students are well-aware of how ICTs can be effectively deployed by teachers. Looking back at Q2, all students confirmed their ownership of technological tools. Simply put, all the students (100%) are digital-native. Doubtless, they have grown up with technology; it is woven into their life. With that in mind, technology has been a feature to intriguing and successful learning and all learners seem to be open up or have, at least direct contact with technology. Therefore, it comes with no surprise that almost all students (93,75%) support the use of ICT's in language learning (Q14, Q15).

Diving deeper into the synergy pronunciation and technology happen to share, another integral conclusion is drawn from the rest of the results. For all intents and purposes, students

do hold favorable attitudes towards the use of audiobooks in fostering pronunciation learning. Accordingly, 52,08% of the learners agree that audiobooks are the most suitable and easy-going tools for those who are eager to improve their pronunciation. The remaining students (47,91%) are true admirers of the unique accessibility of quality audiobooks offer them (Q18). This could be enough evidence about their positive tendency to use audiobooks. Moreover, students fancy the fact that audiobooks familiarize them with the target language pronunciation and urge them to strive for developing a native-like pronunciation. (Q19)

Not only do the students hold positive attitude towards the use of audio books to improve pronunciation but they also adhere to the idea of incorporating them in English teaching classes. Given that most students (82,5 %) have never been taught pronunciation with the support of audiobooks, the idea of applying this into actual practice appeals to them. In practical manners, 70,23% have a passion for improving their pronunciation through the implementation of audiobooks in classrooms.

2.3. Overall Analysis of the Results

Needless to say, the discussion sections are essentially the core of the research work; they set the ground for the discussion of the main results yielded from the analysis of the questionnaire addressed at teachers and learners'. As a reminder, the substantial aim of the present research is to inquire into teachers' and learners' attitudes towards the use of audiobooks to foster pronunciation learning. It is indeed paramount to rekindle the importance of the research questions set at the very beginning since the discussion of the major findings will be outlined to meet the answers of these questions. Hence, this research sought to answer the following questions :

✓ Are Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university aware of the use of ICT in relation to pronunciation learning ?

✓ What are EFL teachers' and learners' attitudes towards the use of audiobooks to improve pronunciation learning at Mohammed Seddik Ben Yahya university?

After journeying through the overall analysis of the questionnaires administered to both teachers and students of English at Mohammed Seddik Ben Yahya University, Jijel, it becomes now safe to state that EFL teachers and learners are well aware of the use of ICT's in relation to pronunciation learning. Moreover, both the teachers and learners showed positive attitudes towards the use of audiobooks to foster pronunciation learning. Therefore, the research assumptions " Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university would hold positive attitudes towards the use of audiobooks to improve pronunciation learning" and " Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya university would adhere to the idea of audiobooks integration in English teaching classrooms" have been confirmed.

To put it in a nutshell, the findings obtained from the overall research are congruent with previous studies supporting engagement with audiobooks to improve pronunciation learning. Basically, the studies reviewed in the literature mainly (Casberegue & Harris 1996; Serafini 2004; Çakır, 2012; Motallebi & Pougharib, 2013) endorsed the view that listening to audiobooks provides learners with valuable input and highly support pronunciation improvement. Importantly, we end up confirming our research hypotheses and supporting the fact that teachers and learners hold positive attitudes towards the use of audiobooks to improve pronunciation learning and teachers and learners would hold positive attitudes towards the integration of audiobooks in English teaching classrooms.

2.5. Limitations of the Study

To the researchers' dismay, throughout conducting the research, the present study stumbled upon some obstacles that hindered its implementation to go as smoothly as intended. This resulted in a number of limitations that are to be stated as follows:

- ✓ Initially, the overall study was planned to be experimental in nature as the researchers sought to examine the effect of audiobooks on fostering learners' pronunciation. However, due to the outbreak of the coronavirus, there was a significant disruption in the provision of the needed atmosphere to do so. Thus, causing the researcher to resort to using a different methodology.
- ✓ Due to the above-mentioned situation caused by Covid-19, the questionnaires were administered on an online platform and the sample size was limited to 80 students and 20 teachers.
- ✓ The inaccessibility of some sources like, books and articles which are not free of charge obliged the researchers to check some web-pages. This issue was encountered mainly in writing the second section in general, and the role of audiobooks in fostering pronunciation in particular.

2.6. Pedagogical Recommendations and Suggestions

In light of what has been achieved in the research study, the students' and teachers' positive attitudes towards the use of audiobooks to foster pronunciation learning led to state the following recommendations :

- ✓ Due to the limitations noted from the study, it is noteworthy to suggest replicating this study using an experimental design.
- ✓ Teachers have to direct their students towards the use of audio books, as they aid their students to enhance their pronunciation level.
- ✓ EFL Learners should make use of audiobooks not only to develop their pronunciation, but also to help them learn new vocabulary, and to improve the other basic language skills such as reading, speaking and listening.
- ✓ ICTs play significant role in learners' lives. Hence, teachers should integrate them as pedagogical instrument which will help them boost motivation inside the classroom.

- ✓ EFL learners are also advised to devote some of their time to listening to audiobooks with topics that match their interest. This saves time and helps them level-up their pronunciation as well as their fluency in the language.
- ✓ Pronunciation should be given more importance since it proved to be vital in carrying successful conversations.
- ✓ Teachers should expose their learners to authentic speech and engage them in more discussions.

Conclusion

This chapter threw light upon the overall practical framework by dealing with the data analysis and interpretation of the research tools. The first section was devoted to discussing the research methodology. It touched upon the research assumptions as they are deemed the center around which the study revolves. Then it moved on to discuss the research tools used to carry out the study at hand. The second section was seized to the analysis and discussion of the data yielded from the research instruments. It, therefore, displayed the numerical data in forms of tables and percentages. Then, it discussed the major findings that sprung up from the data analysis. It started with discussing the teachers' questionnaire, then it gave an equally detailed discussion of the students' questionnaire. It, consequently, came to the conclusion that Algerian EFL teachers and learners at Mohammed Seddik Ben Yahya University, Jijel, do hold positive attitudes towards the use of audiobooks in improving pronunciation. The findings also indicated that teachers and learners hold equally positive attitudes to audiobooks' integration in the classrooms. Then, it pointed out the obstacles encountered when conducting the study. Last but not least, this chapter ended by laying down some pedagogical recommendations based on the findings.

General Conclusion

For the sake of developing language proficiency, pronunciation is one requisite skill that learners need to have a grasp on. However, it has been a problematic area of study for Algerian EFL learners due to its complexity. Fortunately, the advance in technology has paved the way for educators to make use of ICT tools to facilitate teaching and learning foreign languages. This study, therefore, aimed fundamentally at investigating EFL learners' and teachers' attitudes towards the use of audiobooks as an ICT tool to improve pronunciation learning. It has been assumed that EFL teachers' and learners' would hold positive attitudes towards the use of audiobooks to enhance their English pronunciation mastery. This study consisted of two main chapters to handle the matter at hand.

Comprised of two sections, the first chapter was an overview of the literature related to the research topic. It shed light on the basic and concepts that the present research revolves around. The first section tackled pronunciation teaching and learning. The second section, however, was devoted to discussing the use of ICT's in general, and audiobooks in particular with regard to pronunciation learning.

Equally divided, the second chapter dealt with the practical part of this research. The first section touched upon the methodology of the research as it spotlighted the methodology of research, along with the description and administration of the research instruments. The second section, on the other hand, was devoted to the analysis and discussion of the obtained results.

As regards to the main findings of this quantitative study, it was found that EFL teachers' and learners' do hold favorable attitudes towards the use of audiobooks to improve pronunciation. Moreover, the results showed that both teachers and learner are well aware of the notion of ICT and the noticeable impact it has on learning a foreign language. Lastly, the

findings revealed that learners and teachers of English adhere to the use of audiobooks in English teaching classrooms to enhance pronunciation learning. To put it briefly, due to the fact that the crux of the current research was to unveil teachers' as well as learners' attitudes towards the use of audiobooks to improve pronunciation, and after the obtained results confirmed the research assumptions, it is advised that teachers should expose their learners to more authentic materials that involve the use of audiobooks with an eye to pronunciation improvement.

References

- Alcantud-Diaz, M., & Gregori-Signes, C. (2014). Audiobooks : Improving fluency and instilling literary skills and education for development. *Tejuelo*, 20,111-125.
- Alkamel, M. A. A., & Chouthaiwale, S. S. (2018). The use of ICT tools in english language teaching and learning: A literature review. *Journal of English Language and Literature (JOELL)*, 5(2), 29-33.
- Anderson, J. (2005). IT, e-learning and teacher development. *International Education Journal*, 5(5), 1-14.
- Baskin, B. H., & Harris, K. (1995). Heard any good books lately? The case for audiobooks in the secondary classroom. *Journal of Reading*, 38(5), 372-376.
- Bhattacharjee, B. (2016). Role of ICT in 21st century's teacher education. *International Journal of Education and Information Studies*, 6(1), 1-6.
- Bradley-Bennett, K. (2007). *Teaching pronunciation: An independent study course for teachers of English*. Northern Colorado : Professional Development Center.
- Brinton, L. J. (2000). *The structure of modern English: A linguistic introduction*. John Benjamins Publishing.
- Briz, L. G. (2016). *Handbook of research on mobile devices and applications in higher education settings*. United states: Information Science Reference.
- Brock, D. B., & Sulsky, L. M. (1994). Attitudes toward computers: Construct validations and relations to computer use. *Journal of Organizational Behavior*, 15(1), 17–35.
- Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. Auckland, New Zealand : Centre for Research in International Education.

- Burns, A. (2003). *Clearly speaking pronunciation in action for teachers*. Australia: National Centre for English Language Teaching and Research.
- Çakır, İ. (2012). Promoting correct pronunciation through supported audio materials for EFL learners. *Turkish Online Journal of Distance Education*, 4(3), 1801-1812.
- Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge: Cambridge university press.
- Casbergue, R. M. & Harris, K. (1996). Listening and literacy: audiobooks in the reading program. *Reading Horizons : A Journal of Literacy and Language Arts*, 37(1), 48-57.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York : Cambridge University Press .
- Chen, S. H. (2004). Improving reading skills through audiobooks. *School Library Media Activities Monthly*, 21(1), 22-25.
- Chrolin, V. S. (2002). Study of the application of information technology for effective access to resources in Indian university libraries. . *The International Information & Library Review* , 37(3), 189-197.
- Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. *TESOLANZ Journal*, 18(3), 53-70.
- Cox, M. J., & Marshall, G. (2007). Effects of ICT: do we know what we should know?. *Education and information technologies*, 12(2), 59-70.
- Crane, L. B. (1981). *An introduction to linguistics*. Boston: Little Brown.

Crystal, D. (2008). *A dictionary of linguistics and phonetics (6th ed.)*. United States: Blackwell.

Davies, G. (2005, June). Computer Assisted Language Learning: Where are we now and where are we going. *In Keynote speech at the University of Ulster Centre for Research in Applied Languages UCALL conference: Developing a pedagogy for CALL* , pp. 13-15.

Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563-580.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford university press.

Elliott, A. (1995). Foreign language phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(4), 530-542.

Ellis, R. (2013). *The study of second language acquisition (2nd ed)*. Shanghai: Foreign Language Education Press.

Fasold, R. W. (2006). *An introduction to language and linguistics*. New York: Cambridge University Press.

Fraser, H. (2000). *Coordinating improvements in pronunciation teaching for adult learners of English as a second language*. University of New England : Armidale.

Fraser, H. (2006). Helping teachers help students with pronunciation: A cognitive approach . *A Journal of Australian TESOL*, 21, 80-94.

- Fromkin, V., & Rodman, R. (1993). *An Introduction to Language (5th ed)*. USA: Wadsworth.
- García-Lecumberri, L. &. (2003). *English FL sounds in school learners of different ages: Age and the acquisition of English as a foreign language*. Clevedon, UK: Multilingual Matters.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Arnold.
- Gilakjani, A. A. (2016). What factors influence the English pronunciation of EFL learners? *Modern Journal of Language Teaching Methods* , 6(2), 314-326.
- Gilakjani, A. P. (2014). A detailed analysis over some important issues towards using computer technology into the EFL classrooms. *Universal Journal of Educational Research*, 2(2), 146-153 .
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.
- Grace, J., & Kenny, C. (2003). A short review of information and communication technologies and basic education in LDCs—what is useful, what is sustainable? *International Journal of Educational Development*, 23(6), 627-636.
- Grover, S., & Hannegan, L. D. (2008). Hear and now: Connecting outstanding audiobooks to library and classroom instruction. *Teacher Librarian*, 35(3), 17.
- Grover, S., & Hannegan, L. D. (2012). *Listening to learn: Audiobooks supporting literacy*. Chicago: American Library Association.
- Gunduz, N. (2006). Contributions of E-Audiobooks and Podcast to EFL Listening Classes. *Selcuk University Journal of Faculty of Letters*, 16, 249-259.

- Gupta, A. (2015). Scope and implications of social media in the context of higher education : Review of researchers. *MIER Journal of Educational Studies, Trends and Practices*, 4(2).
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Hayati, A. M. (2010). Notes on teaching English pronunciation to EFL learners: A case of Iranian high school students. *English Language Teaching*, 3(4), 121-126.
- Herrington, A. (October). Adult educators" authentic use of smartphones to create digital teaching resources, Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education, Melbourne, Australia: Deakin University
- Higgins, J., & Johns, T. (1984). *Computers in Language Learning*. London: Collins.
- Hsieh, K. T., Dong, D. H., & Wang, L. Y. (2013). A preliminary study of applying shadowing Technique to English intonation instruction. *Taiwan Journal of Linguistic*, 11.(2),43-66.
- Hubbard, P. (2009). *Computer assisted language learning: Critical concepts in linguistics*. London: Routledge.
- James, S. (2015, July 9). *The technological devices and language teaching and learning*. The Qualitative report. Retrieved from: <http://www.nova.edu/ssss/QR15-5/fry.pdf>
- Jarosz, A. (2019). *English pronunciation in L2 instruction: The case of second Year learners*. Switzerland: Springer.
- Jones, D. (1993). *An outline of English phonetics*. Cambridge: Cambridge University Press.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.

Kartal, G., & Simsek, H. (2017). The effects of audiobooks on EFL students' listening comprehension. *The Reading Matrix: An International Online Journal*, 17(1), 112-123.

Kelly, G. (2000). *How to teach pronunciation*. Essex: Longman.

Kenworthy, J. (1987). *Teaching English pronunciation*. Harlow: Longman.

Kopp, K. (2013). *Using interactive whiteboards in the classroom*. Hauntington: Shell Education.

Kumar, D. K., & Radcliffe, P. (2019). *Teaching Surrounded by Smart Phones*. Melbourne: Springer.

Laborda, J. G., & Royo, T. M. (2009). Training senior teachers in compulsory computer based language tests. *Procedia-Social and Behavioral Sciences*, 1(1), 141-144.

Ladefoged, P. (1993). *A course in phonetics (3rd ed)*. Boston: Thomson Wadsworth.

Lane, L., & Brown, H. (2010). *Tips for teaching pronunciation*. New York, N.Y : Pearson Longman.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Levy, M. (1996). *CALL: context and conceptualisation*. York: Oxford University Press.

Lisa, L. (2009). *How to improve your accent with audiobooks*. (2019, April 4). Retrieved from:<https://www.accurateenglish.com/how-to-improve-your-accent-with-audio-books/?fbclid=IwAR0Fl3aQ9QuixaAey18EorqsRn2VExYD20JfISKNJGKeiQGKLUgaf1bZATM>

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. London: Oxford

University Press.

Luciana, L. (2017). *3 steps to polish your pronunciation with podcasts and audiobooks.*

Sounds like English. (2019, April 5). Retrieved from : https://soundlikeenglish.com/3-steps-to-polish-your-pronunciation-with-podcasts-audiobooks/?fbclid=iwar2cjl3vmwarshfr4av1n6zvhc_raebe1cmgwo3to0qt0xypdljfecxktiq

Marcelino, M. M. (2016). *ICT in education : Multiple and inclusive perspectives.* New York: Springer.

Mohamed, M. M. (2018). Using audiobooks for developing listening comprehension among Saudi EFL preparatory year students. *Journal of Language Teaching and Research*, 9(1), 64-73.

Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25(3), 481-520.

Motallebi, S. & Pougharib, B. (2013). The impact of audio stories (listening skills) on pronunciation of EFL. *Journal of Language Sciences & Linguistics.* , 1(1), 1-6.

Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, 3(1), 38-44.

Musk, N. (2010). Code-switching and code-mixing in Welsh bilinguals' talk: Confirming or refuting the maintenance of language boundaries? *Language, Culture and Curriculum*, 23(3), 179-197.

Nalder, S., & Elley, W. (2003, January 3). Using audio-taped read along stories with low-progress readers. Retrieved from: <http://www.rainbowreading.co.nz/whatis.htm>

- Pennington, M. C., & Richards, J. C. (1986). Pronunciation revisited. *TESOL Quarterly*, 20(2), 207-225.
- Pixel, P. (2015). *Conference proceedings. ICT for language learning*. Padova, Italy: Libreriauniversitaria.it Edizioni.
- Prahallad, K. (2010). *Automatic building of synthetic voices from audiobook*. Pittsburgh: Carnegie Mellon University.
- Purcell, E. T. (1980). Predictors of pronunciation accuracy: A reexamination. *Language learning*, 26(2):233 – 253.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education . *Journal of Applied and Advanced Research*, 33(3).
- Ratheeswari, K. (2018). Information communication technology in education. *Journal of Applied and Advanced Research*, 3(1), 45-47.
- Richards, J. C., & Rodgers. T. S. (1986). *Approaches and methods in language teaching : A description and analysis*. UK: Cambridge University Press.
- Roach, P. (2009). *English phonetics and phonology (4th ed)*. London: Cambridge University.
- Roach, P. (1991). *English phonetics and phonology (2nd ed)*. London: Cambridge University.
- Roach, P. (2001). *English phonetics and phonology : A practical course (3rd ed)*. London : Cambridge University.
- Ropper, M. (1999). *Understanding computers: An overview for records and archieve staff*. London: International Records Management Trust.

Rouse, M. (2005). ICT as an instrument of enhanced banking system. *Journal of Computer and Communication*, 5, 53-60.

Saka, Z. (2015). *The effectiveness of audiobooks on pronunciation skills of EFL learners at different proficiency levels* (Doctoral thesis). University of Bilkent, Turkey.

Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.

Serafini, F. (2004). *Audiobooks and literacy: An educator's guide to utilizing audiobooks in the classroom*. New York, NY: Listening Library.

Skehan, P., & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120.

Szyszkka, M. (2017). *Pronunciation learning strategies and language anxiety*. Amsterdam: Springer.

Tagninezhad, A., Khalifah, A., Nabizadeh, A., & Shahab, S. (2015). Examining the influence of Audiobooks on the improvement of sound recognition and sound production of Iranian EFL learners. *International Journal of Languages' Education and Teaching*, 3(3), 2198-4999.

Thomas, M. (2009). *Handbook of research on web 2.0 and second language learning*. New York : Information Science Reference.

Todd, L. (1987). *An introduction to linguistics*. UK: York Press.

Trask, R. (1996). *A Dictionary of Phonetics and Phonology*. London: Routledge.

Vecchiarelli, J. (2018, April 3). Audiobooks for adult literacy! It is not a myth! Retrieved from:<https://proliteracy.org/Blogs/Article/331/Audiobooks-for-Adult-Literacy-It-s->

Not-a-Myth?fbclid=IwAR3BqiF0LQJAEbPIJ6H9xWbKT3-
zLyCy49eT7ozt7u_UZi6Y9MAAtqW7

Walker, J. (1819). *Principles of the English language*. New York: Collins and Hannay.

Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.

Wells, J. C. (2006). *English Intonation PB and Audio CD: An Introduction*. Cambridge: Cambridge University Press.

Yates, L., & Zielinski, B. (2009). *Give it a go: teaching pronunciation to adults*. Australia: The Amep Research Centre.

Yule, G. (2006). *The study of language (3rd ed)*. Cambridge, UK: Cambridge University Press.

Zhang, Q. M. (2009). Affecting factors of native-like pronunciation: A literature review. *Korea Education & Research Institute*, 27(2), 33-52.

Appendix A

The Questionnaire for Teachers

Dear teachers,

You are kindly invited to devote some of your valuable time to fill in the questionnaire at hand which serves as a data-gathering tool for our research work. It is worth noting that the ultimate objective of this research is to investigate teachers' and learners' attitudes towards the use of audiobooks to foster English pronunciation. Rest assured that your identity will remain highly confidential and the data obtained will be used only for research purposes. So, please feel free to share your thorough ideas and report frankly your real situation when answering the questions below.

Thank you very much for your collaboration. Your responses are highly valued and your time and efforts are highly appreciated.

Guidelines: Please, choose the appropriate answer and justify or explain further your response whenever required.

Section One : Personal Information

1- How many years have you been teaching English ?

.....

2. Have you ever resorted to using technological tools in teaching English?

Yes No

Section Two : Pronunciation Teaching and Learning

3. Throughout your teaching journey, how would you estimate your students' overall pronunciation level?

Very good Good Average Weak

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

4. According to you, which of the following aspects students need to master when learning pronunciation?

Word stress Intonation Connected speech All of them

Others

5. In your opinion, what are the main obstacles encountered in teaching/learning pronunciation in the Algerian university ?

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

6. Do you think that unintelligible pronunciation can lead to communication breakdown?

Yes No

Please, justify your answer?

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

7. How does pronunciation affect speech comprehension?

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

8. Bad pronunciation prevents students from participating in class.

Agree Disagree

9. Pronunciation is a sub-skill that should be given more importance in English teaching classrooms.

Agree Disagree

Section Two : Audiobooks in Language Learning Instruction

10. Are you in favor of using ICT's in English classrooms?

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

Yes

No

Please, justify your answer

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

11. Do you use ICT's in your teaching classrooms?

Yes

No

If yes, how do you use them ?

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

12. From the list below, what do you think is the most effective tool that can be used to teach pronunciation?

Computers

CD's

Radios

Audiobooks

13. How frequently are audiobooks used in English teaching classes ?

Always

Often

Sometimes

Rarely

Never

14. Do you think that audiobooks are useful inside EFL classrooms?

Yes

No

Please, justify your answer

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

15. As an information and communication technology, do you think that the frequent use of audiobooks leads to a good mastery of English pronunciation?

Yes

No

If " yes", how ?

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

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

16. Do you encourage your students' involvement in authentic audio materials in order to improve their pronunciation skills?

Yes

No

17. Do you think that being exposed to authentic speech presented by audiobooks boosts students' motivation to develop a native-like pronunciation?

Yes

No

Please, justify your answer

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

18. According to you, what should the teacher do to make the process of listening to audio books more interesting in class ?

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

19. What are the benefits of listening to audiobooks.

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

20. If you were to integrate audibooks inside your classroom, how would you do it ?

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

21. The use of audiobooks creates an enjoyable classroom atmosphere.

Agree

Disagree

22. Audiobooks integration in English teaching classrooms to foster pronunciation is called for.

Agree

Disagree

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

Further comments and suggestions

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

Thank You

Appendix B

The Questionnaire for Students

Dear students,

Geared toward the accomplishment of our Master’s dissertation, we hereby assert that your amenability to fill in this questionnaire will provide me with the necessary data to get this work done. The main objective behind this research lies in exploring teachers’ as well as learners’ attitudes towards the use of audiobooks in fostering pronunciation learning.

In this regard, devoting some of your time to complete this questionnaire is of paramount importance. Rest assured that your identity will remain completely anonymous and your answers will be treated in the strictest confidence to serve the solemn purpose of this research.

Guidelines: For each item, please select the appropriate answer or write in the space provided.

Thank you in advance for your collaboration.

Section one : Personal Information

1. How many years have you been learning English?

.....

2. Do you own a personal computer/smartphone?

Yes

No

Section Two : Pronunciation Teaching and Learning

3. How fluent are you in English?

Very fluent

Fluent

Not fluent

4. If you are not fluent, what hampered your learning process?

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

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

5. Were you taught pronunciation at school?

Yes No

If yes, for how long ?

.....

6. Which aspect of pronunciation were you taught?

Phonetics Phonology Both

7. Do you encounter any difficulties when you pronounce words in English?

Yes No

If yes, why is it difficult to learn pronunciation ?

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

8. Are you satisfied with the way you have been taught pronunciation?

Yes No

Please, justify your answer

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

9. Do you think speaking and listening classes helped you enhance your pronunciation?

Yes No

Please, justify your answer

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

10. According to you, how does pronunciation affect oral performance?

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

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

11. Knowledge of the phonetic alphabet is enough to improve pronunciation?

Strongly agree Agree Disagree Strongly disagree

12. I would be more confident in English if I had good pronunciation.

Strongly agree Agree Disagree Strongly disagree

13. I want to improve my pronunciation.

Strongly agree Agree Disagree Strongly disagree

Section Three: Audiobooks in Language Learning Instruction

14. Are you familiar with the term ICT ?

Yes No

If “yes”, what does it mean?

.....

15. Do you support the use of ICT's in the classroom ?

Yes No

Please, justify your answer

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

16. Which of the following ICT's has a stronger effect on fostering pronunciation learning?

Radio Television Dictionary Audiobooks

17. How often do you listen to audiobooks?

Always Often Sometimes Rarely Never

18. Do you talk about audiobooks with others?

Yes No

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

Please, justify your answer

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

19. How does listening to audiobooks fit into your English pronunciation improvement?

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

20. Have you ever been taught pronunciation using audiobooks at school ?

Yes

No

21. Which of the following methods is more efficient in mastering the pronunciation of a language?

Reading out loud Listening to an audio Reading and and listening

simultaneously Listening to an audio and repeating after it

22. What do you like about the experience of listening to audiobooks ?

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

23. What is your opinion on the integration of audiobooks in English classrooms ?

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

24. How would you like audiobooks to be integrated into English classrooms?

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

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

.....
.....

Further comments and suggestions

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

Thank You

THE USE OF AUDIOBOOKS AS AN ICT TOOL TO IMPROVE PRONUNCIATION

Résumé

La présente étude visé à joindre les attitudes des enseignants et des apprenants algériens concernant l'utilisation des livres audio et comme outil aussi le procédé du Tic afin de favoriser la prononciation. Pour atteindre cet objectif on émet l'hypothèse que les enseignants et les apprenants auraient la même attitude positive vis-à-vis de l'emploi de les techniques cités ci-dessus. Une autre hypothèse s'impose ; les enseignants et les apprenants EFL soutiendraient l'intégration des lèvres audio dans les course d'anglais. A cette fin, deux questionnaires ont été administrés à une échantillon choisi au hasard comprenant 20 enseignants algériens EFL et 80 étudiants algériens EFL à l'université de Mohamed Seddik Ben Yahia, Jijel. L'analyse des instruments de recherche mentionnés ont montré que presque élèves et enseignants confondus ont révélé une réaction favorable envers ces procédés entre autres les livres audio et ceci afin d'améliorer la prononciation. En outre la grande majorité de l'échantillon examiné a adhéré à l'intégration de ce moyen didactique dans les classes d'apprentissage d'anglais. ce qui implique la confirmation des hypothèses de recherche. Ainsi les résultats de cette étude servent de terrain de préparation pour de futures recherches. Tout cela dans les but d'acquérir une meilleur maîtrise de prononciation.

Mots clés : Attitudes , Livres audio, Tic, Apprentissage de la prononciation.

تطمح الدراسة الى تحري مواقف التي يتبناها الأساتدة والطلبة الجزائريين تجاه استعمال الكتب الصوتية كأداة تكنولوجية حديثة لتعزيز امكانية النطق الجيد للغة. بغية الوصول الى الهدف السابق ذكره وبغرض اختبار الفرضيات المسلمة انه سيكون للأساتدة والطلبة مواقف إيجابية تجاه استخدام الكتب الصوتية كأداة لتحسين النطق. وكلك أن معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية سيدعمون دمج الكتب الصوتية في أقسام اللغة الإنجليزية. سلمت نماذج استطلاع لكلا من الطلبة والأساتدة بجامعة محمد الصديق بن يحي بجيجل. اشار تحليل المعطيات المحصلة الى أن الأساتدة والطلبة على حد سواء واعون بالدور الجوهرى الذي تلعبه تكنولوجيا المعلومات والاتصال بشكل عام والكتب الصوتية بشكل خاص في تعزيز النطق. اضافة الى هذا اظهرت الغالبية العظمى من العينة التي تم فحصها على دمج هذه الوسائل التعليمية في اقسام تعلم اللغة الإنجليزية. كنتيجة قادنا تحليل البيانات المحصلة الى اتبات صحة الاطروحة المقدمة سابقا.