

PalArch's Journal of Archaeology
of Egypt / Egyptology

**USE OF AUDIO-BOOKS TO TEACH PRONUNCIATION OF ENGLISH
WORDS: A PERSPECTIVE STUDY TO DETECT THE FLAWS AND
SOLUTIONS OF MISPRONUNCIATION OF STUDENTS AT
ELEMENTARY LEVEL IN THE GOVT. SCHOOLS OF PAKISTAN.**

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**Muhammad Imran , Rani Majeed , Samina Sarwat , Afifa Saheer , Use Of Audio-Books
To Teach Pronunciation Of English Words: A Perspective Study To Detect The Flaws
And Solutions Of Mispronunciation Of Students At Elementary Level In The Govt.
Schools Of Pakistan. , Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(8),
4824-4837. ISSN 1567-214x.**

Key Words: Teaching English, Pronunciation, Audio books, Elementary level.

ABSTRACT

The present study evaluates the impact of audio books in the teaching and learning of pronunciation ability at elementary level in the govt. schools of Pakistan. This study was continued for three weeks, along with the participation of 20 students from 7th class of GGHS

Tamir e Millat School Rahim Yar Khan. The students were divided into two groups from which ten students were included in the experimental group and ten students were in the control group. "The Swan Lake", a short story has been selected in the printed and audio form. Firstly, the story was given to the students of both in the printed form to teach them through traditional method of teaching. Then a pretest was taken of the participants of both groups. The analysis of the scores was done by independent sample t-test through SPSS which revealed that there was not a statistically significant difference in the mean and standard deviation of both groups. Then, the participants of experimental group were taught the story text by using audio books for one week and their English words have been observed. A post test was also taken of the participants of both groups and scores were analyzed by independent sample t-test through SPSS. The analysis of the scores reflected that there is a statistically significant difference between the mean scores and standard deviation of both groups. The effect size value was also greater. The results showed that the use of audio books for the participants of experimental group has been productive and useful to learn English language pronunciation. A paired sample t-test was calculated through SPSS to evaluate the performance of participants of both groups. Undoubtedly, the use of audio books has a greater effect in the teaching and learning process of English language pronunciation at elementary level of govt. schools in Pakistan.

INTRODUCTION:

In the teaching and learning of pronunciation, a lot of time and efforts are needed to plan and decide that what is to be taught, what is to be learned, what course should be taught and which strategies should be applied in teaching and learning English language pronunciation (Nushi, Jafari, & Golesorkhi, 2019). The pronunciation of a language is a basic element of communication. The word "how" implies the methods and strategies of teaching a language pronunciation to the learners effectively. It also contains the plans and actions through which a development of language would be carried out. In the present modern times, the words "teaching and teacher" are considered with the school premises and related to the all activities performed in the process of a language teaching in the schools (Yoshida, 2018). The students of govt. schools in Pakistan mispronounce English words during their reading. They don't have the ability to pronounce the correct sounds and syllables during their reading activity and this situation of mispronunciation has been existed for many last years. We don't see any considerable efforts to deal with this situation. There are many reasons for this problem in govt. schools of Pakistan. First reason is that there is no exposure to any standard language. They use their mother tongue in their daily life routine and hence, their mother tongue accent is revealed in the reading of an English passage. The cultural and economic background as well as social and cultural values also affects the aspect of mispronunciation of English. It is also observed that teachers are not enough qualified and trained to teach correct accent of English language like its native speakers. McKay (2002) observed in their research study that extensive auditory input in the beginning stages of second language learning results in improved pronunciation as compared to traditional method of language teaching. If learners don't have adequate exposure in the target language, they can't transmit the comprehensible input into intake through productive strategies (Elliott AR. Foreign language phonology: Field independence & 1995;79:530-42.).

If students are taught through audio books of native speakers as compared to Pakistani teachers, then the better results of pronunciation can be obtained. So govt. of Pakistan should provide audio books of native speakers to the students and teachers along with their course books so that they can improve their ability to utter the words correctly. The present study aims at application

and evaluating the use of audio books in the improvements of pronunciation ability. This study also finds the attitudes of students towards using audio books of native speakers in English language class. Through this research study, students can improve their fluency of English reading. Students can detect their mistakes and flaws of mispronunciation through audio books. Teachers also can be trained for the application of audio books in their classes.

Literature Review:

Pronunciation is the fundamental skill in language learning. It is very important to communicate effectively with native and non-native speakers but unfortunately in Pakistan, no considerable efforts have been made to teach and learn it. People feel it as an unnecessary part of communication so they don't pay any attention on its teaching and learning. Some teachers and learners consider the impact of correct pronunciation on communication as well as they also believe that inadequate proficiency of English pronunciation affects the development of communicative competence. Those teachers use audio books of native speakers like of British and American accents to say and repeat what they have just said in their daily life conversations. Roach (2000) says that "Languages have different accents and they are pronounced differently according to their different geographical regions, social classes and different educational backgrounds." Many researchers have identified causes of mispronunciation in language in their research studies. Ur (1996) says in one of his study that people use their mother tongue according to their culture and social background in which they live because particular phonemes of their mother tongue are not found in the standards of phonetics and phonology. They don't have need to learn any specific phonetic rules and phonemes to speak their mother tongue. According to Haymes et al. (1997) it is stated that the successful teaching and learning of English pronunciation depends on teachers and learners capability. Students learn pronunciation only with their personal interests and capabilities. When they don't consider it as a burden they can easily learn and adopt correct English pronunciation effectively. But Kang (2015) mentioned in his study that students believed that learning of pronunciation was so confusing due to different accents of different languages. Another concept was also prevailing between learners that pronunciation should be taught through proper and standardized methods of teaching because it pays more returns to the students in the learning of English language pronunciation. On the other hand, when there is a massive curriculum has to be given to the teachers for one educational year then teachers only try to finish the recommended syllabus in the given time as instructed to them. Teachers feel hesitation to teach pronunciation due to lack of knowledge about pronunciation and lack of motivation as mentioned by McKay (2002). Lack of tools and proper instruments is also the reason of not giving attention to the aspect of teaching English pronunciation. So teachers only teach English as a subject of curriculum in their institutes (Elliott, 1995).

English pronunciation skill as the recognition and establishment of phonemes in a standardized manner. They believe in the postulation that production of sounds can be developed through intonation of stress patterns. Speakers should have knowledge about basic principles of phonetics for their successful communication (Camuti, James Cook University of North Queensland. Economic Geology Research Unit., & Association of Exploration Geochemists., 1995). The learners can make repetition of the phonemes again and again. When they make mistakes in their efforts, they can analyze their mistakes and apply their findings for correct pronunciation of sounds through audio books. Learners develop new adaptations according to the situation while learning the basic rules and principles of pronunciation skill. Yates and Zielinski (2009)

presented their point of view about English pronunciation that phonemes of English pronunciation can be developed and produced for the development of meanings of the sounds and sentences. The access of English phonetic system is done for creating the successful meanings of the sentences and communication. The system of the development of pronunciation is not related with the separate communication system both from the point of views of sender and receiver of messages in English language. This system is only related to the basics of phonology and phonetics of English language. Pronunciation consists of intonation of stress patterns and uttering of sounds which combine together and form sentences. It is examined in a research study that in the United States of America, only 1/3 of the population read and study in the universities to get better jobs and standards of living. They don't need to learn their language properly with its correct accent and they don't get important concepts of their syllabus of literature. And this number of population doesn't work for the basic level of literacy (M, 1996).

With the invention of Audiolingualism, pronunciation has obtained wider importance. Recorded materials and audio books of printed texts are considered as the modern tools used for educational purposes and have been used in the developed countries to teach the lessons in less time. Koskinen (2000) has mentioned many methods and ways by which audio books proved to be helpful and effective to learn English reading skills, understanding of comprehension of a text passage and enhancement of vocabulary as well as phonemes recognition. Z (2015) observed that for learning of English pronunciation and phonetics, the use of audio books has been proved more effective and useful for pre-intermediate level of students as compared to the students of elementary level in the universities.

Patchara Varasarin (2007) investigated in his research the perception of the learner about the use of audio materials and providing them training with the audio assistance which has improved the pronunciation skills of the students and endowed in them the real confidence to learn language pronunciation. He observed many causes for this problem. One of the causes is the difference between the native language and foreign language of the students. The learners actually tackle the difficult task of learning the real and actual phonetics rules and principles through articulation activities and then relate with it the basic principles of the language which are to be learned instead of student's mother language. The second problem is the interconnection of the pronunciation and spelling rules of the English language. But this problem occurs only in written form and having different form of phonemes. The incorrect phonetic interpretations have been explained to the writing system of the phonemes.

According to Nunan and Carter (2001) Audio books also called spoken books, talking books or narrated books are recordings on either CD or digital file of a book being read loudly. Audio books came into existence in 1930s when government started different educational and commercial program for the use of blind readers. Audio books become more considerable due to its intense usage in the replacement of simple cassettes. Hollingsworth (1970) were the first persons to use audio tapes in their experiments for educational purposes. Hollingsworth considered assisted reading strategies as time consuming aids when he experimented with learners and listened to tape recordings of text while the teacher monitored. Chomsky 1976 obtained more success with audio taped strategy. Nalder and Elley (2003) also described the incorporate audio tapes into language curriculum. They pointed the possible benefits of audio books in their "**Rainbow Reading Project**", which was consisted of using audio books to assist the new language learners and they had been considered for many years.

Taghinezhad, Khalifah, Nabizadeh, and Shahab (2016) conducted a research study in Fasa, Iran in 2015. They evaluated the impact of audio books in the teaching and learning activity of

pronunciation of students of Iran. Students were taken from elementary, intermediate and upper intermediate level of university of Shiraz, Iran. The results of the analysis of pre-test and post test revealed that the ability of phonemes production and recognition of intermediate students was higher than other two groups. The knowledge and use of technology are increasing among the learners at the elementary level. Computers, smart phones, ipads and MP3 players are popular among children and used as toys and these can be used as an instructional tools (Hett, 2012). Gander (2013) describes the changes in the learning environment for children of the 21st century with learners who use visual and audio materials in his article, Audio books: **“The Greatest Asset in the Library”**. Students use audio books along with their course books to read and learn a language. Teachers can select learning activities related to the stories to reach learners second language pronunciation. Teachers can select and play a section of the selected story as teasers through an audio book which can develop interests in the learners to listen more stories and text of the language which is intended to be learned. In her article, **“A Great Leap Forward”** Alcantud-Díaz and Gregori-Signes (2014) presents her findings of the **“Learning Everywhere with Alternatives to Print”** (LEAP) project. The project was related particularly to the disabled students, who were learning a foreign language and learners who feel reluctance in reading.

HYPOTHESIS:

After brief literature review it is hypothesized that

H1- Teaching English language pronunciation through audio books can produce better results as compared to traditional method of teaching.

Methodology

This research study was conducted at Govt. Tamir- e-Millat Girls Secondary school Rahim Yar Khan. The objective of the study was to evaluate the mispronunciations in English reading of their course books and then to improve their skills and all aspects of pronunciation by using audio books of some native speakers. Control group was taught by traditional method of teaching and experimental group was taught by using audiobooks. A story was taken in audio version and printed form for this research study. Then pre-tests and post tests were taken of both groups and then results were observed and analysed.

Participants:

Twenty students of elementary level have been selected as participants of this study due to pandemic situation of COVID-19 in Pakistan. The participants were divided in two groups of 10 students. One group was named as control group and second group was called as an experimental group as described above in introduction of research methodology.

Table 1 Demographical information about Participant students

No. of students	Level of study	Gender	Age
10	Elementary	Female	12-14 years
10	Elementary	Female	12-14 years

Materials and Instruments:

Materials and instruments are used to recognize the flaws and mistakes in pronunciation of English language reading of students and to improve their reading pronunciation skills and all

aspects of it by using audio books. In this research study, the authentic reading materials and instruments accompanied with the audio version. Authentic material means that materials which covers all aspects of real language which are hardest to understand. So it is highly suggested in foreign language teaching that the material should possess the originality that the native speakers use. In this experimental study, which has an objective to observe the effectiveness of audio books in improving the reading pronunciation of EFL learners, one story in audio version and printed text was used. That was selected according to the current estimated level of students.

Table 2 Materials and instruments used to improve Pronunciation

Stories	Audio version	Duration	Instruments
The Swan Lake	Available	3 Weeks	Laptop, Mobile Phones, Tape recorder
	Available	3 Weeks	Papers

Lesson Plan for Teaching and Improving Learners Pronunciation

Class:

7th

Subject:

English

Topic: Teaching of Pronunciation through Audio bookstory named as The Swan Lake.

Time Duration: 3 Weeks

No. of Students: 20

Student Average Age: 12-14 years

Teaching Method: Demonstration/Project Method

Objectives: After this lesson, students will be able to learn How to read text of English Language reading with correct pronunciations and sounds.

General Objective: Learn Correct Pronunciations of English Language

Specific Objective: To give opinion to govt. that audio books English native speakers should be provided along with textbooks to enhance student’s pronunciations of English language.

Use of Audio Visual Aids:

Audio books stories downloaded from internet, laptop, mobile phone, tape recorder.

Activities:

Announcement of the topic: Teacher will introduce the topic of English Language pronunciations in reading and speaking skill. Teacher will explain the reasons and facts of this research activity to both groups of the students. Teacher will elaborate all steps and procedures of this activity to learners.

Previous Knowledge:

Teacher will check the previous knowledge of the learners. And teacher will take a pre-test by reading of both control group and experimental group participants. The no. of mispronounced words will be recorded on paper and tape recorder.

Data Collection Tools:

Data collection tools are the ones for any study which are used by the researcher to collect the required data for the study. In this study, audio recordings and observations are used to collect the data from the sample of the students.

Observation

First tool of data collection is observation used in this study. In order to get information about mispronunciation of students, students are engaged in reading the selected story in printed version and researcher noted about some particular errors of sounds in English reading pronunciation. Then participants of experimental group were taught stories through audio books version. And then asked them to read the story. The researcher observed their correct pronunciation skills of sound in reading. The researcher observe that whether the participants has learned correct pronunciation of sounds and other aspects of pronunciation and make results and conclusion on the basis of observation.

Recording of Tests:

When the participants of experimental group were taught through audio books, and then asked them to read the selected stories. The researcher records their student’s reading in the tape recorder of mobiles and tabs etc. Then treatment was given to the participants of experimental group and then asked to read the story and record their readings and will evaluate the recordings. The results of the recordings were found out through some simple tools of statistics such as average or percentages. Samples of the pronunciations were recorded on the tape, then these recorded sounds were counted to check the total number of the correct answer done by the whole items of sounds in pronunciation, then the total number of the incorrect answers was also computed.

Interpretation of output from independent sample t-test:

Firstly, the analysis of the Independent sample t-test of experimental and control group is explained as:

Table 3: Independent Sample t-test analysis of Pretest scores of Experimental Group and Control Group

Groups	N	M	SD	D	T	Effect size	P
Experimental	10	6.60	2.68	18	-1.53	0.12	1.44
Control	10	8.20	1.93				

In the present study, an independent sample t-test was conducted to analyze the scores of Pretest of Experimental group and control group students through SPSS. The mean value of the experimental group is (x = 6.60) and mean value of the control group is (x = 8.20). The standard deviation value of experimental group is SD=2.68 and for control group is SD=1.93, d=18, t (-1.53) indicating that there is not a statistically significant difference in the performance of the participants before teaching English language pronunciation through audio books. Instead of this

training, the participants were taught through traditional simple teaching methods in the classroom.

Calculating the effect size for independent sample t-test:

Effect size statistics provide an indication of the magnitude of the differences between the two groups. We calculated effect size through eta squared method. Eta squared is calculated by using the data of the given output in the formula.

The formula for eta squared is as follows:

$$\text{Eta squared (d)} = t^2/t^2+(N1+N2-2)$$

Effect Size for Independent Sample t-test of Pretest of Experimental and Control Group

$$\begin{aligned} \text{Eta squared (d)} &= t^2/t^2+ (N1+N2-2) \\ &= (-1.53)^2/ (-1.53)^2+ (10+10-2) \\ \text{Eta squared (d)} &= 0.12 \\ \text{Effect Size (d)} &= 0.12 \end{aligned}$$

The effect size (d = 0.12) was large proposed by Cohen conventions, 1988. It means that there is a small effect in the performance of the participants of both groups in the pretest scores.

Interpretation of output-2 from independent sample t-test for Post Test:

Now, the analysis of the Independent sample t-test of experimental and control group after teaching English language pronunciation through audio books is explained as:

Table 4. Independent Sample t-test analysis of Post Test scores of Experimental Group and Control Group

Groups	N	M	SD	D	T	Effect size	P
Experimental	10	17.60	2.27	18	8.72	0.81	.001
Control	10	7.20	3.01				

An independent sample t-test was conducted to analyze the scores of Post test of Experimental group and control group students through SPSS. The mean value of the experimental group is (x = 17.60) and mean value of the control group is (x = 7.20). The standard deviation value of experimental group is SD=2.27 and for control group is SD=3.01, d=18, t (8.72) indicating that there is a statistically significant difference in the performance of the participants after teaching English language pronunciation through audio books to both groups (Experimental/Control).

Calculating the effect size for independent sample t-test for Post Test:

$$\begin{aligned} \text{Eta squared (d)} &= t^2/t^2+ (N1+N2-2) \\ &= (8.72)^2/(8.72)^2+(10+10-2) \\ \text{Eta squared (d)} &= 0.81 \\ \text{Effect size (d)} &= 0.81 \end{aligned}$$

The effect size (d = 0.81) was very large proposed by Cohen conventions, 1988. It means that there is a large effect in the performance of the participants of both groups in the post test scores after teaching them English language through audiobooks.

Table 5. Paired Sample t-test analysis of pre and post test scores of Experimental Group

Paired Sample t-test	N	M	SD	D	T	Effect size	P
Experimental Group	10 10	6.60 17.60	2.68 2.27	9	-20.46	0.9	.001

Output-3 is analyzed in the following two steps which are involved in the interpretation of the results.

To compare the mean values of the Experimental group in the Paired Sample t-test, the mean scores of pretest and post-test are examined given in the table. The mean score of pretest of the experimental group participants is (x=6.60) and the mean score of post-test of the experimental group is (x=17.60). Therefore, we can conclude that there is a significant increase in the English language pronunciation learning of the experimental group participants by using audiobooks.

Calculating the effect size for Paired Sample t-test

Effect Size of Paired Sample t-test For Experimental Group

$$\text{Eta Squared} = \frac{t^2}{t^2 + N - 1} = \frac{(9)^2}{(9)^2 + 10 - 1}$$

Eta Squared (d) = 0.9
 Effect Size (d) = 0.9

In the present analysis of the data for experimental group test scores, eta squared value is 0.9 and so it is concluded that there was a large effect, with a substantial scores obtained before and after using the audio books in the learning of English pronunciation. A study was carried out by IsmailCakir in Turkey related to the current research study. The results were revealed that large no. of students mispronounced the words selected for the study. The mean score of the correct responses to the research in the pre test was 32.3% and incorrect responses were 67.7%. That scores revealed that most of the words were pronounced incorrectly by the participants and the treatment of using audio books had been implemented. After teaching pronunciation through audio books to the participants the results of the post tests revealed that 115.2 (x) participants had a great improvement with the 92.8% correction of the mispronounced words while it was 32.3% at the beginning and rate of the incorrect responses lowered to 7.2% from 40.35%.(Couper, 2003) also found in their research studies that learners have a positive attitude about audio books and their effects on language learning. The results also revealed that among the problematic target phonemes (ð, ə, n, ŋ, ε, θ), the participants had the greatest difficulty differentiating the phonemes /ð/, /ε/ and /θ/ even after they were exposed to these phonemes during the audio book listening session.

Conclusion:

The analysis of the results showed that there is a statistically significant increase in the student’s pronunciation skill for learning English language pronunciation after listening audio book of the

selected text at elementary level. The results revealed that the ability to learn the pronunciation of English language of experimental group has more increased than students of control group. Thus, the results suggest that the use of audio books can have a wide impact on the pronunciation skills of the students and teachers belonged to govt. schools in Pakistan.

It was evaluated that mean score of post test of experimental participants is greater than control group participants ($x = 17.60 > 7.20$) after using the audio book. The effect size of experimental group in the post reading test is also greater than control group participants ($d = 0.81 > 0.12$). These results implied that audio books have a greater effect on the teaching of English language pronunciation. The quantitative data analysis of results showed that there is a statistically significant difference between the performance of the experimental group and the control group, who were shown to be similar and equal with respect to the pronunciation of the selected text of story. It can be implied from these findings that audiobooks have a positive effect on the pronunciation of selected text and this result gives evidence for the findings of previous researches with the same respect of teaching pronunciation through audio books, for example, (Koskinen, 2000). Koskinen, examined in their studies that “Students in book-rich classrooms reading with audiotapes showed great improvement in their pronunciation.” The findings also supported by (Taguchi, 2004) through their research that “Assisted repeated reading with an auditory reading model was effective in developing fluency and pronunciation.” The reading skill and different aspects of pronunciation like stress patterns, rhythm and intonation has also been enhanced of experimental group students by teaching them through audio version of the selected text for three weeks. They can pronounce the text as like native speakers to some extent. When we compared the effects of audiobooks for both groups’ participants, we also taken into account the social back ground of the students. Students belonged to some educational and financially strong background can listen to the text more comfortably by processing the audio input quickly and completed the task successfully than low social background who feel difficulty in learning the unfamiliar words and follow the standard pronunciation instructions by the teachers. The result of the analysis has shown that there was a statistically significant difference between the performances of the pretest and post test after treatment. It can be concluded from the results that audiobooks listening has a greater and positive effect on the student’s recognizing ability of the problematic sounds. Audiobooks help the students in the govt. schools of Pakistan to learn and enhance their vocabulary and improve their pronunciation skills. Govt. should provide the schools audiobooks along with their English textbooks so that teachers can teach the students with the correct accent and pronunciation of the English text.

This results provide the relevant fact by supporting the theory of Celce-Murcia (1996) who suggested in their studies that “Presenting words in a context rather than in isolation extends learners knowledge of pronunciation.” We found from the analysis of the results that problematic target phonemes, (a, v, ð, ə, θ) can be difficult to differentiate even after they were exposed to the audiobooks listening activity. Some sounds are most difficult to pronounce like (a, v, ð, ə, θ) as stated by Bekleyen (2011) in her research study. She had stated the reason for this fact in her study that it is the irregularities in the target language as well as learner’s tendency to over generalize the rules. The difference of the pronunciation of the phonemes may be due to the difference in the mother tongue and the target language of students. Listening of audiobooks of the target language can improve the recognition and production of the problematic phonemes.

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APPENDIX A: Swan Lake

Chapter one: Prince Zigfried

Once upon a time, in a Faraway land, there lived a Prince. His name was Zigfried, and he was very unhappy. His father, the king, had died and since then, everyone in the palace had forgotten how to smile. Without his father, Zigfried thought he would never feel happy again. Every day, Zigfried sat at the window in his room in the palace, looking at the birds in the trees. "How can they sing and fly so free? They must not feel like me." His servant, Ozlowe, tried to make the prince smile by telling him jokes or doing funny tricks for him. But the prince would not smile. "I know you love me Ozlowe, but I cannot smile. My heart is broken." Ozlowe would not give up. "Let's go for a walk, good prince. Maybe we can find something outside which will make you happy." "You wish Ozlowe, but I don't think there's anything that can make me happy."

Ozlowe put on his hunting caps, and he is too his crossbow. He enjoyed hunting and he hoped to catch a bird or a rabbit for the prince. They reached to a lake. On the lake there was a beautiful white Swan. It had a gold crown on its head, which only Princess wears. The Swan swam towards the prince and looked into his eyes. The Swan's eyes were so sad that prince Zigfried felt sorry for it. "Here is a creature which feels worse than I do. The swan's eyes were so sad that prince Zigfried felt sorry for it. But why do you have that crown on your head?" The Swan opened its wings and cried out. "I think it's trying to tell me something." Ozlowe had his crossbow in his hands. He wanted to shoot the swan. "I'll get that swan for you, prince. Just one minute." "Ozlowe, no before Ozlowe could shoot, a magic owl flew from a tree and took Ozlowe,s cap off his head. That cast a spell on him, and he was turned to stone. "If only Ozlowe were here! There is nothing good in my life anymore." Zigfried,s mother came to see him that night. She had something important to say. "Zigfried, soon you will be eighteen years old. You must take your father's place as king. I am having a ball on your birthday so that you may choose a wife, and I will invite all the princesses from the other kingdoms."

APPENDIX B
Collected Data

Words	Control Group Incorrect Transcription	CG Correct Transcription
Faraway	/fɑ:rwel/	/fɑ:rəweɪ/
Died	/di:d/	/dæɪd/
Feel	/fel/	/fi:l/
How	/hu:/	/həʊ/
Palace	/pleɪs/	/'pæləs/
Object	/abdʒkt/	/'ɒbdʒekt/
Would	/wɔld/	/wɒd/
Sat	/set/	/sæt/
Lived	/livɪd/	/lɪvd/
Forgotten	/fərgɑ:tən/	/fə(r)'gɒt(ə)n/

Words	EG Incorrect Transcription	EG Correct Transcription
Thought	/θrəʊ/	/θɔ:t/
King	/kəɪŋ/	/kɪŋ/
Lake	/læk/	/leɪk/
Since	/səɪəns/	/sɪns/

<i>/bʌdz/</i>	<i>/bɜːdz/</i>	<i>/bɜːdz/</i>
Princess	<i>/prɪnses/</i>	<i>/prɪnses/</i>
Dangerous	<i>/dendʒərəs/</i>	<i>/'deɪn.dʒə.rəs/</i>
Servant	<i>/sɜːvənt/</i>	<i>/'sɜː(r)v(ə)nt/</i>
Zigfried	<i>/zɪgfrɪd/</i>	<i>/zɪgfrɪːd/</i>
Separate	<i>/sepəreɪt/</i>	<i>/sepəreɪt/</i>