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Enhancing EFL Learners' Pronunciation through CALL: The Example of Audiobooks

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Applied Linguistics & English Language Teaching at Bejaia University

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Dedication

To my precious Father & Mother

To my sisters and brother

To my beloved man

A.B

To all with my eternal love

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Writing this dissertation was the most challenging thing I have ever gone through. This work wouldn't have been possible without the assistance and blessing of Allah, the Almighty. All praise of gratitude and thankfulness are due to him for enabling me to complete this work and peace and blessing of Allah be up on his messenger Mohammed.

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Abstract

The present study aims at investigating the effectiveness of using audiobooks in enhancing EFL learners' pronunciation. The sample of the study is Master Two students of Applied Linguistics enrolled in the department of English at Bejaia University. Through this study, the present researcher intends to examine the effectiveness of using audiobooks in enhancing EFL learners' pronunciation at the level of vowel production, consonants, and word stress. Accordingly, we aim at finding the improvements that can be obtained through the use of audiobooks. To reach this aim the researcher opted for mixed methods based on both quantitative and qualitative analysis. The quantitative method consists of an analysis of both 17 students' pronunciation test and recordings. Whereas, the qualitative method is based on the participants' interviews. The findings reveal that the participants made a great deal of pronunciation errors including consonants, vowel production, and stress patterns. Accordingly, it is finally shown that there is a significant improvement in learners' pronunciation. Moreover, the number of pronunciation errors made by students was reduced after the audiobooks listening. Besides, the results from the interview showed that students had a positive perception about audiobooks and their effects on pronunciation. Finally, some strategies are suggested to cover some lacunas that might be found in this study.

Key words: EFL learners, Pronunciation, CALL, Audiobooks, Audacity software.

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List of Initialisms:

ALE: **A**nglais **L**angue **E**trangère

ASR: **A**utomatic **S**peech **R**ecognition

CAI: **C**omputer **A**ssisted **I**nstruction

CALL: **C**omputer **A**ssisted **L**anguage **L**earning

CAPT: **C**omputer **A**ssisted **P**ronunciation **T**raining

EFL: **E**nglish as a **F**oreign **L**anguage

ELT: **E**nglish **L**anguage **T**eaching

LMD: **L**icence **M**aster **D**octorat

N°: **N**umber

%: **P**ercentage

Definition of Key Terms

Pronunciation:

It is the perception and production of the sounds of a particular language in order to achieve the meaning in context (Seidlhofer, 2001: 56).

CALL:

CALL is the abbreviation of Computer-Assisted Language Learning, and it means “*learners learning language in any context with, through, and around computer technologies*” (Egbert, 2005: 04).

Error:

According to Harmer (2007: 273) Errors are “*...mistakes that students make because they have not learnt some language correctly*”.

Audacity:

“*Audacity is the name of a popular open source multilingual audio editor and recorder software that is used to record and edit sounds. It is free and works on Windows, Mac OS X, GNU/Linux and other operating systems*” (Beal, n.d.).

General Introduction

Pronunciation plays a main role in effective communication. So, language learners need to react in an accurate way using the correct features of pronunciation for a successful communication (Saka, 2015: 02). However, poor pronunciation may cause misunderstanding and therefore can make a barrier in communication. In order to have a successful communication we have to structure our discourse in a way that it is understood by our listeners (Harmer, 2001: 246). The aim of teaching pronunciation is not to help students to sound like native speakers but to help them learn the core elements of the spoken English (Gilbert, 2008: 01). Accordingly, conversation between people is a combination of listening and speaking, and the comprehension of what has been said helps the participants to know what to say next (Harmer, 2001: 251).

Pronunciation is a sub-skill of speaking, it is often given little attention in classrooms, particularly in the communicative curriculum, where they focus on meaning and neglect the form, including phonetic form. Teachers often claim that there is no enough time in the classroom to give more attention to this aspect of pronunciation (Gilbert, 2008: 01). According to Harmer (2001: 183), almost all English language teachers get students to study grammar and vocabulary. Yet some of the same teachers make little attempt to teach pronunciation in any overt way and give attention to it in passing.

Second language learners require a variety of language experience; they need to hear, write, speak, and read the language. To create a successful language environment for both teachers and students, technology brought an innovative practice in education. With recent advances in multimedia technology, computer assisted language learning (CALL) has emerged to enable students to work on enhancing their level of pronunciation independently. With computers, learners can be offered the chance to use many pre-recorded materials, audio books made by native speakers...etc. A learner may also compare his or her voice to a model made by a native speaker, or *“they can also listen to tapes of authentic material provided that is comprehensible”* (Harmer, 2001: 228).

Computer assisted language learning is all the processes in which learners use computers and, as a consequence, improve their language (Hubbard, 2009: 01). It allows students to have access

virtually unlimited and realistic L2 input through different channels, to practice individually as often as they wish. The aim of computer assisted language learning (CALL) programs is to teach almost all the aspects of the language learning process through computers (Hubbard, 2009: 06).

I. Statement of the Problem

Nowadays, teaching speaking skill is so important for EFL learners. On this basis, pronunciation is a crucial component of communication. It is taught to meet the learners' particular needs. It is obviously known that there is no speaking without listening. O'Connor (1980: 01) emphasizes this idea by saying that "*language starts with the ear*". If someone is born deaf, he cannot hear sounds, and therefore; will not speak (O'Connor, 1980: 01). However, if speakers pronounce clearly and correctly, their audience will be able to understand easily what they are trying to express. On the other hand, misunderstanding in many cases, may occur when words are pronounced or stressed in an inaccurate way (Harmer, 2001: 250).

We have noticed in some EFL classes that some learners have an inaccurate English pronunciation. Some students can acquire good pronunciation implicitly, through learning their lessons, but this fact should not blind us to the benefits of a focus on pronunciation in our lessons (Harmer, 2001: 183).

We live in the age of technology, where there is an emphasis on integrating technologies into various ways of teaching for the reason that technology became an essential tool outside and inside classroom, especially computers. According to Harmer (2001: 142), the language laboratory helps for training students to listen to what they say and how to say it. When they compare their pronunciation with a native speakers' pronunciation, they begin noticing the differences. This could be the reason why many audio-books or learning materials usually include pronunciation sections. Therefore, the emphasis on teaching correct pronunciation; i.e. recognizing errors in pronunciation and correcting them is necessary for an improvement of students' pronunciation ability.

The great relationship of computers with language learning is undeniable. Achieving rewarding results in language learning by enabling students to process their knowledge. Computer assisted language learning (CALL) is an educational field related to the role of

technologies in language learning. Therefore, there is a need for investigating the use of technology in language learning.

II. Purpose of the Study

This study attempts to serve a number of purposes as follows:

1. To investigate the effect of using audiobooks on enhancing EFL learners' pronunciation skill, at Bejaia University.
2. To examine the improvement that can be obtained through using audiobooks.
3. To assess learner's attitudes towards implementing audiobooks in their learning.

III. Questions of the Study

This study aims at answering the following questions:

1. Do students who are taught English pronunciation via audiobooks improve their pronunciation intelligibility?
2. What are the features of audiobooks that lead to the improvement?
3. How much improvement can be obtained through the use of audiobooks?
4. What are students' attitudes towards teaching pronunciation through audiobooks?

IV. Hypotheses

The present researcher addresses the following hypotheses:

1. In response to research question 01, it is hypothesized that EFL learners enhance their level in pronouncing the English language.
2. It is further hypothesized that listening to audiobooks will give some changes to the way of pronouncing words.
3. With regard to research question 03, it is hypothesized that there is not too much improvement at the level of learners' pronunciation.
4. Lastly, it is hypothesized that students have a positive attitude toward teaching pronunciation using audiobooks.

V. Data Collection and Procedures

To test our hypotheses and meet the aim of the present study, we used mixed methods of data collections by using both qualitative and quantitative methods. The quantitative method is used to analyze the pronunciation test and the collected recordings. We collect participants' recordings while reading a given passage chosen from a novel. Then, transcribe their reading to indentify all pronunciation errors compared to a native speakers' reading. After that, we classify them according to their category. For the qualitative method, we used the interviews to find out learners' attitudes towards integrating technology in teaching pronunciation.

V. Population and Sampling

The population of the present study consists of all Master 2 students enrolled in the English Department of Bejaia University during the academic year (2015/ 2016). The sample of the study consists of all Master 2 students majoring in Applied Linguistics & ELT.

VI. Significance of the Study

The present study has the following significant points:

In this study, the researcher is looking for a new way of teaching pronunciation, by using audiobooks. Since learners can learn on their own, the use of computers will motivate them in learning the new materials. It will help teachers apply this approach in their classes. This study may offer support to cover the gap between the theoretical and the practical aspect of using audiobooks in teaching pronunciation. This type of research may encourage other scholars to carry out further studies in this regard.

VII. Organization of the Study

This research paper is divided into four chapters. The first two chapters are theoretical; in which the different variables of the present study are explained in chapter one. The latter is divided into three sections. For section one, we give an overview about teaching pronunciation, section two deals with computer assisted language learning and its implication in education, the last section explains the use of audio books in language learning. The second chapter explores the different previous studies conducted on the use of technology in teaching pronunciation and the founded results. On the other hand, the two last chapters are practical; the third chapter consists of a description of the study including the participants, design and methods, data collection instruments and procedures. The fourth chapter aims at determining the results and interpreting the findings through analysis and discussion. Then, we conclude with limitations and implication of the present study and some suggestions for further research.

Chapter One

Theoretical Background

Communication plays a great importance as a factor in human being's lives in order to adjust our lives and have a good relationship with the community that they belong to. Besides, speaking affects the quality of how we communicate with each other to a great extent. One of the most important features of speaking is pronunciation. It affects the way how verbal speech is produced or recognized by the participants of a conversation. Many studies on pronunciation have shown that integrating technology in the classroom will be beneficial for teaching pronunciation. For instance, audio-books are considered to be a good resource to teach and learn pronunciation; they have been accepted also to be one of the new technologies to be used in the classroom. Therefore, this chapter is devoted to provide us with an answer to our problem. Specifically, we intend to determine the effectiveness of audio-books on EFL learners' pronunciation. This study consists of three main sections, the first covers the main points related to teaching pronunciation. The second deals with technology in education and the emergence of Computer-Assisted language learning (CALL). The last section covers the use of audio-books as listening materials.

Section One

Pronunciation in ELT

This section provides an overview of pronunciation teaching. First, we give a definition for pronunciation relying on researcher's views. Then, we explain its different components. After that, we give a general overview of pronunciation and its teaching development. Moreover, we provide a summary for the common difficulties we may face in learning pronunciation. Finally, we summarize the aim of teaching pronunciation.

I. Definition of Pronunciation

Many people think that when talking about pronunciation in language learning we mean the way certain sounds are produced while speaking. But, this is not helpful to say that pronunciation is an act of producing sounds of language (Roach, 2002: 61). Many scholars have defined

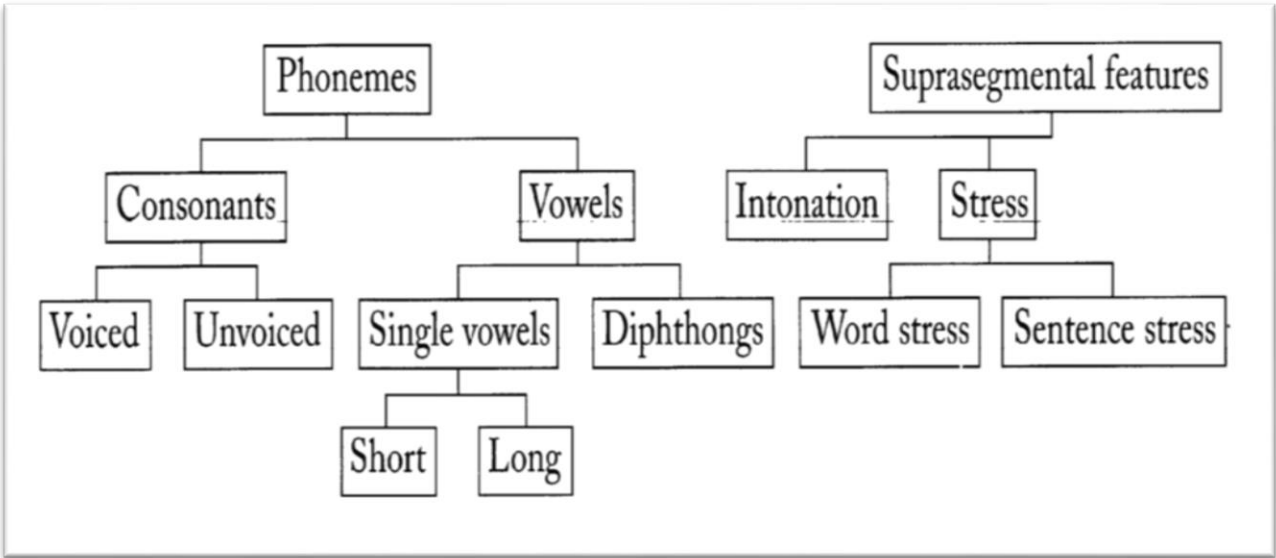
pronunciation from different perspectives. For Seidlhofer (2001: 56) pronunciation is “...*the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use*”. Moreover, generally the meaning of a sentence will be understood from the way it is pronounced (Harmer, 2001: 184). It means that when learners speak in intelligible manner they will understand and convey the desired meaning. And, for learners to be intelligible they must understand what is heard and to be understood by using simple language tools to convey the messages.

Pronunciation also plays a great role in our lives, in a way that we project our identity through our way of speaking, and also shows our membership of particular communities (Seidlhofer, 2001: 56). All of this may be the reason why teachers think of teaching pronunciation as an important and difficult field.

II. Features of Pronunciation

Sometimes, when we try to understand something we break it down into its essential parts. This is the case with pronunciation; it can be broken down into two main features (Kelly, 2000:01); segmental and suprasegmental features. The figure one (01) shows the division of the main components of pronunciation:

Figure 1: Features of pronunciation (adapted from Kelly, 2000: 01).



II.1.Segmental Features

Segmental features or phonemes are related to consonants and vowels. For Kelly (2000:01), phonemes are “...*the different sounds within a language*”. They are the smallest units of sounds in a language which can distinguish two words. Segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones (Celce-Murcia, et al., 1996). Language learners may have difficulties in learning these features, because the language they try to learn and their mother tongue are totally different. Seidlhofer (2001: 59) emphasizes that “*at the segmental level, it is crucial to understand which sounds in language are the distinctive one...*”. For example: in English the words try and fry differ only in their first sound. Try begins with /t/, and fry begins with /f/.

II.2.Suprasegmental Features

They are “*the features of speech which generally apply to groups of segments, or phonemes*” (Kelly, 2000:3). They are related to stress, intonation, rhythm and connected speech in a word or sentence. Celce-Murcia, et al. (1996: 131) stated that “*a learners’ command of segmental features is less critical to communicative competence than a command of suprasegmental features, since the suprasegmentals carry more of the overall meaning load than do the segmentals*”. This idea is also argued by Avery & Ehrlich (1992: 185), “*Suprasegmentals are extremely important in the communication of meaning in spoken language. It is the suprasegmentals that control the structure of information*”. Even so, this doesn’t imply that segmental features are unimportant comparing to the suprasegmental features.

Stress “*is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases*” (Harmer, 2001: 32). It gives also a rhythm to the speech. Sometimes learners ignore stress when they learn vocabulary, and failure of learning stress patterns leads to the inability of recognizing words in spoken form (Gilbert, 2008: 14). Intonation, on the other hand is the way the pitch goes up and down while speaking. According to Crystal (2008: 252) intonation is “*A term used in the study of suprasegmental phonology, referring to the distinctive use of patterns of pitch, or melody*”. Sometimes, intonation is called language melody as it refers to pitch changes while speaking, and it plays a crucial role in conveying meaning (Avery & Ehrlich, 1992:76). The change in meaning may be made by intonation, for example: he is here, isn’t he? ↗ (Here I’m asking you) while in; he is here, isn’t he! ↘(I’m telling you). Rhythm is another suprasegmental feature; it is further defined by Crystal

(2008: 417) as *“the perceived regularity of prominent units in speech. These regularities (of rhythmicality) may be stated in terms of patterns of stressed v. unstressed syllables, syllable length (long v. short) or pitch (high v. low) – or some combination of these variables”*. That is to say, rhythm is a regular repeated pattern of sounds changes.

III. Background to the Teaching of Pronunciation

Over the past 50 years, the place of pronunciation teaching in EFL classroom has gone through periods of change in accordance with the methodological changes and trends. For (Murphy, 2003: 113) there are three primary orientations:

III.1. 1940’s-1950’s-“listen carefully and repeat what I say”:

During this period, pronunciation began to be taught through intuition and imitation and became a part of the language instruction which was being centered on the direct method (Celce-Murcia et al., 1996: 03). It is related to the audio-lingual and oral approach classrooms, where pronunciation is taught in an explicit way. The focus in this period was on the student’s abilities for imitating each sound they hear (Murphy, 2003: 113). Students imitate their teachers as the role model who presented input for them to imitate and repeat in the target language. Teachers use information from phonetics as a model to demonstrate the articulation of sounds (Celce-Murcia et al., 1996: 03).

Teaching of pronunciation in this period was based on dialogues and scripts to be memorized and only learners with good ears will be able to figure out how to pronounce English through a guided model (Murphy, 2003: 113).

The only problem occurred in this period is that learners differ in their abilities of listening effectively, and discern the sound system of a new language. Moreover, beginners listen to the new language sounds through the filter of their first language; they may need training in how the sound systems of their first language and English language differ from each other (Murphy, 2003: 113).

III.2. 1960's-1970's-Let's analyze these sounds closely to figure out how to pronounce them more clearly:

The second orientation depends very much on learner's mental abilities to make sense of complex descriptions of sounds (Murphy, 2003: 113). During the 1960s pronunciation teaching began to slump, as grammar and vocabulary teaching became the leading actors in the play again. As a result of these concerns, pronunciation lost its value in the eyes of many educators and it was disregarded in many programs (Seidlhofer, 2001: 57). While in the 1970s, two humanistic methods; community language teaching and the silent way emerged with a supportive view of pronunciation. In these methods, pronunciation was a part of the instruction but not a central role. During this period, teachers used to teach the sounds of English explicitly, especially vowels and consonant sounds (Murphy, 2003: 113). They explain only through gestures what students should do, they try to speak as little as possible (Celce-Murcia et al., 1996: 03). So, learners try to differentiate between features of their native language and the language they are learning. Additionally, the teacher may also represent individual vowels and consonant sounds in order to familiarize learners with these symbols, and make them able to introduce, practice an inventory of sounds in class. This period gives also attention to stress, rhythm and intonation (Murphy, 2003: 114).

III.3. 1980's- and beyond (communicative and task-based language teaching)-let's start using these sounds in activities as soon as we can while I provide cues and feedback on how well we're doing:

This orientation focuses much more on student's abilities to learn through doing. In the 1980s, changes started to begin in the teaching of pronunciation with the arrival of the communicative approach. This change was the "*shift in the emphasis from the teaching of segmentals (individual vowel and consonant sounds) to the teaching of suprasegmentals (stress, rhythm, and intonation). This shift in emphasis reflects the realization on the part of practioners and theoreticians, that pronunciation practice must take place beyond the individual sound and vowel level*" (Avery & Ehrlich, 1992: 163). Celce-Murcia et al. (1996: 07) emphasizes that "*this focus on language as communication renewed urgency to the teaching of pronunciation...*". Teachers give more focus on communication in the classroom; they try to support their learners to give them opportunities to begin conversing with each other while using targeted sounds.

Besides, the domain of teaching in this period includes explanations of the production of sounds, but moves directly to classroom interaction, and gives attention not only to phonemes but also to the suprasegmental features such as: intonation, stress, rhythm (Murphy, 2003: 115).

IV. Difficulties in English Pronunciation in General

Some people have the idea that speaking a new language is harder than the other skills, mainly for two reasons: first, speaking is different from reading and writing, in addition the person you are talking to is waiting for you to speak right then. Second, when you speak you can't revise or modify what you say, as you can if you are waiting (Bailey, 2003: 48). For Seidlhofer (2001: 56), *“Many aspects of pronunciation happen subconsciously and so are not readily accessible to conscious analysis and intervention”*.

Some difficulties in hearing pronunciation features may occur with some students. There are few common problems learners may face when acquiring pronunciation:

IV.1. English Vowels

Many ESL students face difficulties in producing the English vowels, because the number of vowels in English is more than in other languages (Avery & Ehrlich, 1992: 95). The following table shows the English vowel system:

Table one 01: The English Vowel System (adapted from Avery & Ehrlich: 1992: 95)

	front	central	back
high	iy		uw
	ɪ		ʊ
mid	ey	ə	ow
	ɛ	ʌ	ɔ
Low	Æ	ɑ	

Learners with different languages (eg: Arabic, French, and Japanese) may have difficulties in the distinction between high back and mid back vowels. Harmer (2001: 184) emphasized,

“Speakers of different first languages have problems with sounds...”.But, *“failure to make these distinctions can lead to misunderstandings. Words such as ‘sleep’, ‘taste’, and ‘stewed’ may be heard by English speakers as ‘slip’, ‘test’, ‘stood’ respectively ”* (Avery & Ehrlich, 1992: 96).

IV.2. English Consonants

Learners may also have difficulties in producing English consonants. They are presented as following according to particular articulatory features (Avery & Ehrlich, 1992: 101):

IV.2.1. Aspiration /p/, /t/, and /k/

Aspiration is happened by air passing through the glottis and then the vocal tract. For Ogden (2009: 103) *“Aspiration is a product of turbulent air flow, and some-times it persists even after the voicing has started”*. Some students fail in the aspiration of the voiceless stops like /p/, /t/, and /k/ at the beginning of a word (Avery & Ehrlich, 1992: 101). For instance, (plug), (tot), and (cot) may sound for them like (blag), (dot), and (got).

IV.2.2. Voicing of Fricatives /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/

Fricatives are *“consonants with the characteristics that when they are pronounced, air escapes through a small passage and makes a hissing sound”* (Roach, 1991: 47). Many students are not able to make a distinction between voiced and voiceless fricatives. For example, the sound /s/ may be substituted for /z/, so that a word such as ‘peas’ is produced like ‘peace’ (Avery & Ehrlich, 1992: 102).

IV.2.3 Initial and Final Consonant Clusters

Consonant clusters are two or more consonants within the same syllable. They are also so difficult to be produced for many students. For example, in the case of the initial consonants clusters, *“the students may have more success pronouncing the same sequence of consonants in separate words. For example, students may be able to produced the /dr/ sequence in the phrase ‘bad rift’, but unable to produce the /dr/ cluster in the word ‘drift’”* (Aver & Ehrlich, 2009: 103). On the other hand, with the final consonant clusters students may face difficulties for example; in the production of /kt/ and /jt/ as in ‘worked’ and ‘washed’. *“The addition of grammatical endings produces many word-final clusters, and inability to produce such clusters is often misinterpreted as a grammatical problem”*.

IV.3. Stress, Rhythm, and Intonation

Stress, rhythm, and intonation are ones of the key elements of English pronunciation, and all students need to practice them. Besides, the accurate production of these elements may increase the comprehensibility of learners' speech.

First, *“learners whose languages have different acoustic manifestations of stress from English may have difficulty in mastering the acoustic properties of the English stress system”* (Avery & Ehrlich, 1992: 106). i. e. Students with different languages have difficulty in changing the location of the stress for different vocabulary items, to know the more prominent syllable. The prominence of syllables is generally marked by: length, pitch, and loudness. Second, rhythm is closely connected with the accurate pronunciation of stressed and unstressed syllables, in which vowels in stressed syllables are longer and spoken with greater volume. For example; students may produce a word such as *“‘Campus’ (/kæmpəs/) as /kæmpus/, and ‘Canoe’ (/kənuw/) as /kænuw/* (Avery & Ehrlich, 1992: 107). Finally, the intonation problem; in which many students feel that it is difficult to hear and identify patterns of rising and falling tunes (intonation tunes) (Harmer, 2001: 185). The lack of practice of the intonation patterns will result in the *“...misinterpreting of the intent of the learners’ utterances. For example, if a learners’ voice does not fall far enough in uttering a statement, an English speaker may misinterpret the statement as a question, or assume that the learner has not finished speaking”* (Avery & Ehrlich, 1992: 108). But, having the idea that we may face difficulties with intonation does not mean that we should ignore it (Harmer, 2001: 185).

V. The Aim of Teaching Pronunciation

Some teachers have the idea that learners will learn to pronounce English well with little or no direct instruction. Others give extensive attention to aspects of pronunciation teaching (Murphy, 2003: 116). For Celce-Murcia (1996) pronunciation plays a crucial role in language teaching and learning. It is non-negligible even if the necessity and importance to teach it has been debated and changed a lot. Learning a language usually includes the aim of being able to communicate, and having good pronunciation is an effective factor for good communication. What pronunciation is responsible for is intelligibility between the speakers.

Pronunciation is taught in isolation, but this doesn't mean it should be regarded as separate areas of language learning. It can be regarded as contributory strands in the fabric of English (Broughton et al., 1980: 64). What pronunciation is responsible for is intelligibility between the speakers i.e. the aim of teaching pronunciation is not to achieve a total set of native speaker-like variations but to ensure intelligibility, by enabling the students to produce the English speech which is intelligible in the area where they will use it (Broughton et al., 1980: 58). Moreover, we should make our speech understood by others, in order to communicate effectively in a target language (Bailey, 2003: 50). The inaccurate use of suprasegmental elements or mispronounce of phonemes will cause problems; for instance, it will be extremely difficult for speaker from another language community to understand (Kelly, 2000: 11). Nevertheless, *“a learner who is aware that their pronunciation is quite good may grow in confidence and then perform better in other aspects of speaking, such as maintaining fluency”* (Watkins, 2005: 50).

Section Two

Technology in Education

Many studies carried out in the English language teaching revealed that in order to enhance learning and teaching in the classrooms, teachers need to integrate technology in their teaching. English teachers who have integrated technology into their classrooms are attentive that it gives more opportunities to change their classrooms into dynamic learning environments.

I. Technology for Language Education

We live in the age of technology, which became an essential part of our lives and its development became unstoppable. For Cohen, et al. (2010: 52) technology now is considered as a part of people's daily lives, and with a great access to digital technology than before.

Technology has had a very important place in affecting how we communicate with each others; it also serves as a useful technological tool in language learning settings. *“The relationship between technology and language learning begins over 5,000 years ago with the*

development of writing” (Kern, 2011: 200). The rate of change in technology is increasing over time, and if you visit any school today you will note a big difference between what you find there and our previous memories in English classrooms (Goodwyn, 2005: 183). Technology is “*an important feature to develop a new culture of teaching*” (Cohen et al., 2010: 53). For Arnold & Ducate (2015: 01) “*There is no doubt that technology has changed the educational landscape in subtle as well as profound ways*”. As it has made some changes in our aspects of society, it has changed also our expectations of what students need in order to learn the language (Daniel, 2002: 21). And this may consider as a big challenge facing English teachers in these days. For all kinds of a specific language learning activity, technology is continued to be used in such oral practice and writing and reading skills development (Pim, 2013: 18). Technologies such as computers, smart board, internet...etc (Lin & Chien, 2010: 29) in which they play a vital role in developing learning and teaching (Cohen et al., 2010: 52). These tools help also to encourage teachers who don’t feel confident with their own language skills (Pim, 2013: 22), and supply immediate feedback for drill and practice. Besides, it is used as a means of data analysis, synthesis, and evaluation (Pitler, et al., 2007: 04).

Many studies have been conducted on integrating technology into pedagogical settings; they confirm that most of learners enjoy the use of such technologies in their learning and they like better using technology over more traditional methods. Nevertheless, “*Technology in its own is not sufficient, there is always a need for teachers and their pedagogy*” (Cohen, et al., 2010: 53). All in all, with the integration of technology into language learning, it is more likely that teachers can strengthen their courses, and language learners can have opportunities “*to be more engaged in the process of learning, and have a more positive attitude towards learning*” (Scott & Beadle, 2014: 22). As a result of this, language teachers will be able to “*differentiate instruction more efficiently by providing a wider variety of avenues for learning that reach students of divergent readiness levels, interests, and learning styles*” (Pitler et al. 2007: 3).

II. The Emergence of CALL

II.1. What is CALL?

It is so difficult to give a concise definition to CALL. CALL is the initialism of computer-assisted language learning. Davies (2006: 460) gave the following definition; CALL is “*an approach to language teaching and learning in which computer technology is used as an aid to*

the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element". This definition is very broad. A more precise way of describing CALL is to say that; it is *"any process in which a learner uses a computer and, as a result, improves his or her language"* (Beatty, 2010: 7). According to Scott & Beadle (2014: 19) *"computer assisted language learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence"*. However, Egbert (2008:4) supported the same idea claiming that CALL means *"learners learning language in any context with, through, and around computer technologies"*. As a field of research and practice, computer assisted language learning (CALL) is exciting and frustrating because it is dynamic and quickly changing (Hubbard, 2009: 01). It was developed due to the rapid development of computer science technology (Lin & Chien, 2010). Moreover, the difficulty of describing CALL is deceptive in this selection of related terms and acronyms (Beatty, 2003: 248):

- *Computer-aided instruction (CAI)*
- *Computer assisted learning (CAL)*
- *Computer assisted language instruction (CALI)*
- *Computer-assisted language teaching (or testing) (CALT)*
- *Computer adaptive teaching (or testing) (CAT)*
- *Computer-based training (CBT)*
- *Computer-mediated communication (CMC)*
- *Computer-mediated instruction (CMI)*
- *Intelligent computer assisted language learning (ICALL).*

Some of these terms are synonymous with CALL, while some shift focus to narrower concerns. Under this definition, CALL covers a broad range of activities".

II.2.Merits and Demerits of CALL

II.2.1. Merits of CALL

In the past, there has been a raise of interest in the benefits of computers that might bring to the educational process, and some of the most interesting work has been in the teaching and learning of languages. It is perhaps understandable that more attention should have been paid in recent years to the involvement of the computer in the actual process of language learning and

teaching (Butler, 2005: 354). Today, with the great development of computers and internet, many foreign language learners are using these technologies for learning and teaching.

Numerous studies have been conducted on the benefit of using computers in learning English as a second or foreign language. For instance Abuseileek & Abusa'aleek (2012) investigated the merits and demerits of computer-assisted language learning (CALL) for language learning and teaching. They report that computers are useful tools for motivating students, and with their help classroom teaching becomes more effective. By using computers, the teacher may introduce pictures, videos, and written texts with or without sounds. Scott & Beadle (2014: 27) argued that CALL *“Offers supplementary teaching tools and material and provides different pedagogical approaches which may benefit some students”*. They can provide learners also with “new and varied options for language learning” (Chapelle, 2007: 98). For instance, in contrast to traditional second language classroom study, the computer gives a stage between teachers and learners for communication. So that, students can learn independently, such as working on spoken dialogues, pronunciation, and training for essay writing and presentation (Abuseileek & Abusa'aleek, 2012: 26). Lin & chien (2010:30) argued this idea, by saying that with the characteristics of individual learning *“Students do not have to wait for the classmate understanding the same content. Instead they are able to control their own step of learning and enjoy the speedily progress assisted by the computer technology”*.

Some students get bored in learning using traditional methods, but with these new styles of teaching and learning students do not get bored easily and may become more effective (Abuseileek & Abusa'aleek, 2012: 26). CALL reduces learner's anxiety by “providing non-judgmental, students-centered learning” (Scott & Beadle, 2014: 27), and by giving learners the choice to study whenever and wherever they want (Abuseileek & Abusa'aleek, 2012: 26).

II.2.2. Demerits of CALL

Even if CALL has a positive effect on the achievement levels of second and foreign language learners, it still has some disadvantages because it is not free from weakness.

It is well known that there are upgraded versions of computers that replace the older ones. This is why computers are quite expensive. (Abuseileek & Abusa'aleek, 2012: 31) argued that: *“It is thus a big problem for schools and universities, which cannot afford many computers to*

keep pace with newer versions. Computer hardware, software, and programs are continually updated with the technological development, which puts more pressure on educators and learners who want to catch up with new technology". In addition, Beatty (2003: 248) supported the same idea; *"It is very complicated to understand the scope of CALL, due to the continuous advancement in hardware and software and to the increase in computer literacy among both teachers and learners"*.

Moreover, it is obvious that computers are only programmed and complicated machines and they still cannot take the teachers' place. *"due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' questions immediately as the teachers do"* (Abuseileek & Abusa'aleek, 2012: 31). Despite many pessimistic people who think that teachers will be replaced by computers, teachers are essential as ever in aiding their learners in making and interpreting meaning in learning a new language culture (Kern, 2011: 200). Abuseileek & Abusa'aleek (2012: 33) have listed some other demerits for CALL:

- *"Working with computers normally means that the learners work in isolation. This obviously does not help in developing normal communication among the learners, which is crucial aim in any language lesson. Suggestion about organizing pair work around the computer have been impressive only in theory, but in practice learners tend, for convenience, to revert to their mother tongue in discussing their strategies and responses;*
- *Computers are not suitable to all the activities that go on in the classroom;*
- *Computers cannot cope with the unexpected happenings and ambiguity;"*.

To sum up, it is very helpful to integrate CALL in teaching and learning any foreign language even if it has some demerits. Because, counting its disadvantages is just to avoid misemploying, and try to benefit from its advantages as possible.

II.3.CALL in Teaching and Learning Pronunciation

In the 1990s, personal computers started to emerge as a means of teaching and learning (Hanson-Smith, 2001: 107). Recent years have shown an explosion of interest in using computers for pronunciation teaching and learning. Butler (2005: 354) stated that *"Over the past few years there has been a considerable upsurge of interest in the benefits which computers might bring to*

the educational process, and some of the most interesting work has been in the teaching and learning of languages". Now, CALL became well known in and outside the classrooms (Beatty, 2003: 17). However, *"With the advent of multimedia computing and the internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world"* (Warschauer & Healey, 1998: 57). Beatty (2003: 248) pointed that *"CALL has become integrated into practicing the general skills of writing, reading, listening, and speaking"*. CALL in the language classroom is similar to the behaviorist directives of the 1950s. For instance, computer-based gap-fill drills are the most common form of CALL programs. In which learners are able to give answers to the questions, or fill in information in cloze exercises. This idea is associated with B.F. Skinner (1954, 1957, and 1968), who emphasized the rote learning with mimicking and memorizing through repetitive drills (Beatty, 2003: 249).

The process of CALL depends on the way of employing it. We can differentiate two types of CALL in learning and teaching a foreign language. First, CALL makes the foreign language teaching and learning easier and quicker. Second, CALL gives modern ways to teach and learn language, which are expected to be effective to improve learners' competences (Scott & Beadle, 2014: 19). Moreover, Beatty (2003: 249) stated that *"in the classroom, CALL activities may be used both as a reward and a remedial aid. Some classes are CALL language labs, building on the functions of traditional listening labs"*. Language labs are designed to *"provide students with other desirable conditions: A large amount of practice not possible in the typical classroom environment; an uninhibiting environment for mimicry; a focused opportunity to compare their own production with a model, and (in library-style learning, in which students select and work on their own assignments) learner control of materials, sequence and pace"* (Celce-Murcia, et al., 1996: 312). That is to say, with the help of language labs learners are able to listen to what they say and how they say it, as well comparing their pronunciation to native speakers to notice the difference (Harmer, 2001: 143).

Years ago, written exercises were included in CALL. But, presently it is likely to incorporate sounds, animation, video (Beatty, 2003: 248). The combination of onscreen graphics and text were in the 1980s by adding sounds to computers. For this reason, listening became a growth area for CALL to connect directly with the local culture of the language they are studying (Hubbard, 2009). Besides, *"students may receive hours of listening input at the computer, with appropriate*

comprehension questions, easily controlled repetition and immediate playback” (Hanson-Smith, 2001: 110). Students are more open to the guidance of their teachers, in a way that they work at their own pace (Harmer, 2001: 143).

For Hubbard (2009: 07) there are three types of applications concerning the area of pronunciation. The first is the digital version of tape recorder. It is the simplest one. In which it helps the learners to compare their own voices to a native speaker’s models after listening. The second is called speech visualization. So, instead of just listening to a native speaker’s model, learners may also view graphic representation of that model. The spectrogram shows wavy lines for representing the pitch. The last type is, the use of the automatic speech recognition (ASR) by judging approximately the closeness is the learner’s speech to a norm for native speakers. The feedback given is shown in a form of numerical scores, it doesn’t tell the learner where the problems are occurring or what should they do to improve.

Section Three

Audiobooks as Listening Materials

This section provides a general view about the use of audiobooks as listening materials in English language teaching. First, we spoke about audiobooks in language teaching. Then, we defined the two skills, listening and speaking and explained the relationship between the two.

I. Audiobooks in Language Teaching

In fact, there is no clear definition for the term ‘Audiobooks’. Basically, it can be defined as the audio version of the book. For Alcantud-Diaz & Gregori-Signes (2014: 112), audiobooks are considered as *“a tool for language learning”*. With the emergence of technology of information and communication, the audiobooks have been evolving rapidly (Alcantud-Diaz & Gregori-Signes, 2014). Besides, its use in educational settings *“is becoming more and more common”* (Cardillo, et al., 2007:46). The use of audiobooks is described as favouring, in different ways, the development of the four skills, namely, listening, speaking, reading, writing, and how they affect the teacher, the students and their process of learning (Alcantud-Diaz & Gregori-Signes, 2014: 112). Moreover, some studies have been conducted by (Serafini 2004, Saka 2015) on how

audiobooks could be beneficial in language classroom. They concluded that the audio version of the text shows a real good example of correct pronunciation; students will be able to improve their pronunciation level. In addition, audiobooks create a variety of opportunities for language learners to hear the pronunciation of the words both on segmental and suprasegmental level. Cardillo, et al., (2007: 46) emphasized, “Listening to audiobooks can help students hear how a fluent reader sounds”. Nevertheless, audiobooks are also essential components of comprehensive reading in different school levels (Serafini, 2004: 06). Some studies have shown that audio books may help students to build up their vocabulary and increase reading fluency because they may listen to books that would be difficult for them to read (Bomar, 2006: 52).

Serafini (2004: 01) argues also that audiobooks play an important role in expanding the students’ reading abilities. In addition to that, through reading aloud students can promote their phonemic awareness by the introducing the written language, demonstrating the appropriate phrasing and intonation, and giving a real model of fluent reading. Accordingly, listening to books is totally different from reading books (Johnson, n.d.). In which it creates learners’ self study process, i. e., students can practice without the help of the teacher and they can also monitor their own reading skills. All in all, audio books are very useful tools to achieve life-long learning competences since they offer students the opportunity to learn how to learn.

II. Listening & Speaking

II.1 Listening

Listening is paying attention to someone that we can hear. According to Richards (2008: 1) listening is “...as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching”.

II.2 Speaking

For Richards (2008: 2) ““Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-

based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s”.

II.3 Relationship between Listening & Speaking

Speaking is organized sounds can be taken in by ears. A baby starts to talk by hearing the sounds his mother makes and imitating them. But, if the baby is born deaf he cannot imitate them and therefore will not speak because he cannot hear these sounds. Whereas, normal babies can imitate only what they hear; they are wonderful imitators, and this gift of imitation lasts for many years (O’Connor, 1980: 01). In the process of constructing knowledge, speaking and listening are interrelated activities (Wise et al., n.d.: 02). Moreover, Cutler (1987: 23) maintains that “speech production is constrained at all levels by the demands of speech perception” . Without accurate perception there is no production. Listening is so important for our learners’ pronunciation, in that the more they hear and understand different English sounds, the more they recognize the appropriate intonation, stress, pitch and connected speech in a word or sentence (Harmer, 2007: 228). Besides, “since speakers speak chiefly to communicate with listeners, it might seem quite unremarkable to claim that speakers construct their speech output so as to cater for listeners’ needs” (Cutler, 1987: 23).

All in all, this chapter covers the main points related to English pronunciation teaching by defining the term pronunciation, illustrating its components and importance in language teaching. Accordingly, we have made an overview of the integration of technology in language teaching, and how CALL emerged. Moreover, we gave a small section for explaining the use of audiobooks in teaching different skills.

Chapter Two

Literature Review

This chapter presents the review of the literature relevant to the present study that investigates the effects of using audiobooks to improve pronunciation skills. It includes some previous studies in the field of CALL in EFL classroom. Importantly, it will show the contribution of the present study in the last paragraph.

- Previous Studies Related to Teaching Pronunciation through CALL

Yangklang (2006) studies the effectiveness of using computer assisted instruction program (CAI) in improving students' English pronunciation. The purpose of this study is to investigate the students' improvement of English final /-l/ pronunciation after using the Computer-Assisted Instruction (CAI) program. The sample of the study consists of 120 students in Matthyom Suksa 4 at Assumption Convent Lamnari School, Chaibadan District, Lop Buri. Moreover, before using the program the subjects took a pronunciation test to be classified according to their abilities. It was found that there were 48 learners with good pronunciation and 72 students with poor pronunciation. Besides, all the participants took 3 pronunciation post tests using the CAI for three weeks. The findings of the study reveal that both groups improved their level of pronunciation after they used the CAI program. However, the good pronunciation students could improve their pronunciation better than the poor pronunciation students. In addition to that, both groups have a positive reaction towards the use of CAI program for improving their pronunciation.

Abuseileek (2007) examines and evaluates the effectiveness of using Computer-Based Pronunciation instruction in teaching English stress patterns. The purpose of this study is to assess the efficacy of Computer Assisted Pronunciation instruction, specifically a program with activities for enabling 50 Saudi EFL learners to perceive and produce correct stress patterns. To reach the aim of the study, all the participants took listening and speaking courses through which they chatted orally with native speakers via the internet. Besides, they took also pronunciation courses in phonetics and phonology. The results of the study reveal that Computer Assisted Pronunciation instruction was effective. The EFL learners were able to produce and perceive

correctly different stress patterns in phrases, stress, and sentences. Additionally, they show also a positive attitude towards integrating Computer Assisted Pronunciation instruction in learning the pronunciation skills.

Neri et al., (2008) examines the effectiveness of computer assisted pronunciation training (CAPT) for foreign language learning by children. The aim of the study is to investigate whether a computer assisted pronunciation training (CAPT) system can help young learners improve word-level pronunciation skills in English as a foreign language. To reach the aim of the study, the researchers attempt to implement pronunciation software in the teaching of 28 subjects of 11 years old Italian native speakers. The subjects were divided into experimental and control groups. The findings of the study reveal that, training with CAPT can lead to short improvements in pronunciation that are comparable to those achieved by traditional means. In addition, the improvements in students' pronunciation are made in a short period of time. This characteristic makes the participants enjoy their self-learning.

Lee (2008) investigates how the characteristics of two Computer-Assisted Language Learning to help Taiwanese students to learn English pronunciation. The aim of this research is to define directions for pedagogy and research in CALL in Taiwan, by exploring ways to develop and improve English pronunciation learning. To meet well the aim of the study, the researcher made an observation, and administered an 8-item open-ended questionnaire to 153 Taiwanese students studying at the institute of technology in Taiwan. Another tool was the use of two computer software programs separately in a computer laboratory for several weeks. The results of the study show that the students taught with the computer-assisted language learning (CALL) improved their level of pronunciation. It was also found that students had a sense of excitement and newness. In addition, they preferred this program because it gives explicit feedback and facilitates self-learning. At the end, the researcher suggested recommendations to further research and some pedagogical implications with some helpful suggestions that will reduce future problems regarding English pronunciation.

Pearson et al., (2011) examines the use of Computer-Assisted Pronunciation Training on the issue of syllable margin production by Vietnamese learners of English. The purpose of the study is to investigate the utilization of computer assisted pronunciation training to the issue of syllable

margin production by Vietnamese learners of English. The sample of the study consists of thirteen (13) intermediate Vietnamese students aged between 19 and 28 years. To reach the aim of the study, the subjects were exposed to a pre-test to elicit students' performance on the production of syllable margins (eg. onsets and codas). The subjects were also able to record their voices and compare them to a native model. The results of the study show that through the spectrogram, students were able to notice the gap in their production of sounds. Therefore, this program helped them in improving their pronunciation. In addition, both teachers and students show a positive reaction to the use of this teaching technique. At the end, the researcher suggested recommendations to expand the treatment periods and vary tasks.

Al sharaideh (2011) studies the effectiveness of teaching national education in Jordanian schools using Computer Assisted Language Learning (CALL). The aim of this study is to investigate the effect of using computer-assisted programs for teaching National Education on students' achievement in Jordanian schools. To achieve the aim of the study, a pre/post-test was constructed to measure students' level in National Education. The sample of the study consisted of 129 tenth grade students (60 male, 69 female). They were divided into experimental and control group. The former was taught National Education using CALL program. The findings of the study indicate that the students who were taught by using Computer-Assisted Programs scored higher in the post-test than the students who were taught by conventional way. It is also concluded that the use of computers in teaching is better than the use of conventional way.

Basheer-Nomass (2013) investigates the impact of using technology in teaching English as a second language. The purpose of this study is to highlight the role of using technology in teaching English as a second language. In order to achieve the purpose of the study, a questionnaire was given to arbitrary samples of students at the department of English language, college of arts, Al-Jabal Al-Gharbi University in Libya. The results of the case study show that most of the students prefer the use of technology to develop their second language skills. Moreover, the use of conventional methods in teaching is not exciting as the use of computers. At the end, the researcher assumes that the use of technology matches the theory and practice of

second language learning. For that, educational institutions should modernize their technical instruction by using new laboratories for supporting the teaching process.

Woottipong (2013) conducts a study on learning experience in computer-based pronunciation package. The purpose of this study was to evaluate the efficiency of the computer-based pronunciation package for enhancing English pronunciation of 72 first year students in the field of sciences, at Thaksin University, Thailand. The participants were taught using computer-based pronunciation package. Then, they were exposed to a post test to evaluate the learning progress and to compare post tests of the control and experimental groups. The findings of the study reveal that it seems effective to use of computer-based pronunciation package in developing the pronunciation skill of students. It was also found that students who were taught using this program possessed a positive attitude.

Young & Wang (2014) investigate the effect of using Game Embedded CALL system to facilitate English vocabulary acquisition and pronunciation. The aim of the study is to make new attempt to explore the potential of integrating game strategies with automatic speech recognition technologies to enhance learners' pronunciation. To achieve the purpose of the study, 52 Taiwanese students were selected to participate in the experiment. The subjects of the experimental group learned English with both the drill and game-based practice. The results show that the students were active in practicing speaking in the game-based scenario, and they show great involvement. Moreover, it was also found that the game embedded CALL system plays a vital role in improving students' pronunciation, and reducing learners' language speaking anxiety. In addition, it creates chances for learners to do self- speaking practice.

Alipanahi (2014) investigates the effectiveness of technology-based instruction to enhance EFL learners' pronunciation. The crucial aim of this research is the use of software for learning stress pattern, in order to achieve a native like competence. The participants of this study were 50 students of Islamic Azad University in Zanjan, Iran. Their age ranged from 22 to 24. The participants were randomly divided into experimental and control group. To achieve the aim of

the study, the researcher used a CD-ROM for teaching the experimental group. After instruction, the students were asked to pronounce the words accurately. The results reveal that technology assisted pronunciation instruction shows a great effectiveness in enhancing learners' perception, attitudes, attitudes, and production of correct stress patterns. It is concluded also that, the use of technology-based instruction is better than the traditional one in learning EFL word stress.

Elimat & Abuseileek (2014) studies the effectiveness of Automatic Speech Recognition (ASR) on teaching pronunciation. The purpose behind this study is to explore the pedagogical effectiveness of using ASR model on the EFL students' performance in pronunciation, and to see whether the ASR is better than regular instruction. The sample of the study consists of 64 3rd grade students (28 males and 36 female) enrolled in Al-Abrar Basic Mixed School, affiliated with Al al-Bayt University, Jordan. The researchers assigned randomly the participants into four groups, three experimental and one control. The former were taught using the ASR method. The results indicate that the ASR model offers a great opportunity in learning and teaching pronunciation than the traditional methods. In addition, the participants' performance was highly positive due to the individual work technique. Moreover, the ASR model creates a motivating environment for English. At the end, the researchers suggest to conduct other researches in the area of teaching pronunciation via ASR, with different techniques and bigger samples.

Pourasghar & Abdolmanafi-Rokni (2015) examine the utilization of multimedia technology, as a tool for improving pronunciation. The aim of the study is to explore new ways for developing English pronunciation learning through another tool in addition to teacher-directed learning. The participants of the study were thirty six (36) male students, aged between 16 and 18, at Shahed high school in Gorgan, Iran. For the goal of conducting this research the participants were divided into experimental and control group. The participants in both groups were exposed to a pre and post pronunciation test. Another instrument used in this was a semi-structured, in order to know the participants' opinions regarding the hypermedia software and how it could improve the students' pronunciation. The findings of the study show that hypermedia instruction had reasonably positive effects on students' achievement over the non-

hypermedia instruction. Additionally, the participants show highly positive attitude towards using multimedia for improving pronunciation.

Al-khayyat (2015) examines the effectiveness of computer-assisted language learning (CALL) on university students' achievement in English. This study aims at investigating how CALL can be effectively integrated into English teaching to develop the level of competence and performance of the university students. The researcher selected purposefully 38 students as the participants for this study. They are enrolled at the English department at Cihan University in Sulaymaniyah province in the Kurdistan of Iraq. The participants were divided into experimental and control group. The experimental group was exposed to a CALL program (JavaScript). The findings of the study indicate that the use of CALL had a positive impact on the experimental group students' achievement. Moreover, CALL has promoted learners' motivation by locating learners' needs and self-learning.

Saka (2015) explores the effectiveness of audiobooks on pronunciation skills of University level EFL students at different proficiency levels. The purpose of this study is to find whether a difference in learners' pronunciation skills as a result of exposure to audiobooks occurs, based on their proficiency levels. This study was conducted with 65 students from different levels at Uludağ University School of foreign languages. They were assigned to listen to audiobooks, and then read aloud the texts while the researcher was recording. In addition, the researcher uses a questionnaire to know their perceptions about audiobooks and their effectiveness on pronunciation learning. The results reveal that listening to audiobooks appears to have a greater effect on students' pronunciation level. Moreover, the results reveal that listening to audiobooks appears to have a greater effect on students' pronunciation level. Besides, the results indicate also that students have positive perspectives about audiobooks and their effect on pronunciation. This study argues the importance of integrating audiobooks in teaching and learning pronunciation.

It is obvious from the previous studies cited above that the emphasis is the use of CALL in teaching pronunciation. The present study agrees with studies highlighted previously in that it deals with enhancing the EFL learners' pronunciation. In fact, our study investigates the effectiveness of using audiobooks in teaching pronunciation for 17 EFL learners. We aim behind this study to identify all the pronunciation errors committed by learners', determining their

category, and finally, find out possible solutions to correct these errors. To reach the aim of the present study, we have opted for mixed methods quantitative method based on the analysis of the pronunciation test and the phonetic transcription of the 17 students' readings, and the qualitative method based on the interviews conducted with the participants to know their perceptions towards using audiobooks in learning pronunciation.

Chapter Three

Methods & Research Design

The present study is an investigation of the effectiveness of CALL (Audiobooks) on enhancing EFL students' pronunciation at Bejaia University. Furthermore, we tend to use audiobooks as a model for imitating the native speakers' reading in order to promote the students' pronunciation level. To provide a clear explanation of this, we have listed in the previous chapter a sample of studies that gives us a clear idea about our topic and research objectives. This chapter gives an outline of the process of data collection and research. Besides, the researcher presents a description of the study including the sampling, design, and the instruments for data collection.

I. Participants

The participants of the present study consist of one group of Master II students of Applied Linguistics studying English as a foreign language at Bejaia University, whose their mother tongues are Arabic, Kabyle, and Chawi. There are three (3) males and fourteen (14) females. However, in our research age and sex are not taken into consideration. We have chosen master II students because we have discovered that most of them haven't studied phonetics in their first years at the university. Besides, the participants were exposed to a pre & post pronunciation test by recording their voices while reading a passage. So, to gather data as much as possible we have made an interview to know their attitudes towards integrating CALL in pedagogy.

II. Materials and Instruments of the Study

The materials and instruments that were utilized in this study to collect data were: Pronunciation test, pre-and post-pronunciation test, audiobooks, Audacity, and the interview.

III. Design and Methods

The aim of this experimental research is to investigate the effectiveness of audiobooks in improving EFL learners' pronunciation. In our study we opted first for a pronunciation test in order to examine the participants' understanding of the word stress. This study included also treatment sessions to improve the learners' pronunciation. The treatment involved the novel of "the invisible man" (H.G. Wells, 2004) from which some passages were randomly chosen. It was provided with a British English audio. In addition, a recorder called Audacity was needed also in this study for recording students' voices. The treatment sessions were held for six (06) weeks, each session was once a week. During each one session, the participants were asked to read first a passage from the novel, while the researcher records their first reading. Then, they try to listen to the native speakers' reading of the same passage twice, to compare their reading by the native model, and notice the pronunciation errors made. After listening to the native speakers' reading, the participants have to read the same passage again and they try to correct those errors. At the end of all the treatment sessions, the researcher has an interview with the participants to examine information about learners' attitudes towards using audiobooks as a tool for learning pronunciation. To meet the objective of this study we opted to use both quantitative and qualitative methods. The former helped us to identify the pronunciation errors, and classify them according to their frequency to see the improvements obtained. While, the latter helped us to identify learners' attitudes towards using audiobooks in order to enhance their pronunciation level.

III.1. Aim of the Pronunciation Test

The pronunciation test is a research instrument that is used as a preliminary tool in this study. It is the tool that provides the researcher with reliable and concrete evident data. The pronunciation test used in this study was designed by the researcher herself, as a questionnaire to test 17 EFL master two students' understanding of the word stress. The aim behind using this pronunciation test is to examine learners' background knowledge about the phonological rules concerning stress placement.

III.1.a. Procedure: At the beginning of the experiment, the instrument was given on the 13th February 2016 at Bejaia University, during the second semester. The pronunciation test is handed out to 17 master two LMD students of the department of English (See Appendix 01). The copies of the pronunciation test were returned the same day to make sure that they don't use any aided tool as a dictionary to find the right answer.

The pronunciation test consisted of ten sentences (items) included in one part. In each sentence there was a word written on bold, so the students were asked to mark the stress of that word by circling the right answer. In the first sentence (item 01) the word written on bold is "**plastic**". The students are asked to choose where to put the stress either on "**Plas**" or "**Tic**". The second item seeks to know also where to put the stress. The word is "**Photography**", in addition to four (04) choices: "**Pho**", "**To**", "**Gra**", "**Phy**". And the same is for the following items, for example: The third sentence (item 03) contains the word "**Algeria**", and the choices are: "**Al**", "**Ge**", and "**Ria**". For the fourth item, the participants have to choose where to mark the stress, for the word "**Television**" between "**Te**", "**Le**", "**Vi**" or "**Sion**". The next item consists of two choices where to mark the stress "**De**" or "**Cide**" of the word "**Decide**".

Item 06 is to select the place of stress of the word "**Understand**". Whether, to put it on "**Under**", or "**Stand**". In item 07, there are two choices "**Ha**" and "**Ppy**" to mark the stress on. Item 08 contains the word **Critical** and three choices: "**Cri**" "**Ti**" "**Cal**". Another three choices are included also in item 09, "**Old**", "**Fashioned**", for the word old-fashioned. The last item (10) has two choices "**Traf**" and "**Fic**" for the word "**Traffic**".

III.2.The aim of Pronunciation Treatment: The Pronunciation treatment that is done in the experiment was developed for two (02) main purposes: to investigate the recognition capability of the students and to explore the production skills of the same students. The researcher decided on the inclusion of Vowel production, and stress. Afterwards, the selected audio book is examined for the words and sentences which include errors. The passages chosen were short (5to 8 lines) to give the students the opportunity to focus much more on the production of sounds.

III.2.a.Procedures: To put into practice the theoretical review of the literature discussed in the previous chapters, the researcher uses an experiment which consists of pre-test and post-test. The former and the latter are not separated from each other, in which they are employed during the same session. In the pre-test the participants try to read a passage from the chosen novel for the first time. And, the researcher records his/ her voice using audacity. After that, the participants listen to the audio of the same passage twice in order to give them the chance to hear every sound on a roughly equal basis. Through listening to the native speakers' reading the students will recognize the errors made while reading, and try to correct them by imitating the native model. In the post test, the participants will read the same passage again, after listening to the native model they surely noticed or may be corrected some errors.

III.3.The aim of the Interview: According to Blaxter et al., (2006: 173), "*the interview method involves questioning or discussing issues with people*". In this study the interview was used as a more reliable and complementary tool. It may be regarded as a more reliable instrument, because it deals with a small group of participants. And, complementary because it highlights the qualitative part i.e., it investigates the participants' point of view regarding pronunciation teaching using audiobooks. Moreover, this interview is designed also to enable the researcher to find out how the audiobooks helped the students to improve their level of pronunciation.

The researcher prepared in advance the interview questions. They are composed of seven (07) structured questions. Blaxter et al., (2006: 173) said: "*Interviews may take place face-to-face or at a distance, eg. Over the telephone or by e-mail*", this interview took place in different days via e-mail. It was in a form of a transcript, and sent to the subjects in writing.

III.3.a.Procedures: This interview took place with all the participants, in March 22nd, 2016. When conducting the interview the researcher couldn't meet the participants to have a face to face interview. So, she was obliged to send it in a written form via e-mail. All the interviews were sent to the participants in the same day for the sake of not wasting time. But, unfortunately, there was a problem in receiving back the answers, i.e., most of the participants spent a week and more to give the answers back, their time was very busy. However, after a long persistence they have sent back the answers.

The whole process in doing a research needs data to be gathered and prepared in advance, in order to have reliable results at the end. In this chapter, general information about the aim of conducting this research, the setting, the participants, data collection materials and instruments were presented. A brief description of the data analysis process was presented, as well. The next chapter will include detailed findings of the study and the discussion of the findings.

Chapter Four

Findings and Discussion

The main aim of the present study is to investigate the effectiveness of audiobooks on enhancing EFL learners' pronunciation. To meet the aim of the present study, the researcher has presented previously in chapter three, a clear explanation of the participants, methods, research tools and procedures. This chapter aims at analysing and interpreting the findings, and giving an answer to the research questions and the hypotheses. Besides, chapter four is divided into two sections. That is, section one covers research findings with the discussion of the results and conclusions. Section two deals with the pedagogical implications, limitations of the study, and some recommendations for further research.

Section One: Results and Discussion

In this section the researcher reports the findings of the present study and then discusses them in details. The data obtained by the pronunciation test are presented in tables and figures using frequencies and percentages. In addition, the recordings of all the participants are transcribed, analysed and presented also in tables in order to make a comparable analysis. Moreover, the interviews are analysed also and each question is transcribed and summarised according to students' views. In this section, the researcher uses tables and graphs to better illustrate the research findings and facilitate their discussion.

I. Results and Discussion

This part includes both quantitative and qualitative findings of the research and their interpretations.

I.1. Students' Pronunciation Test: The pronunciation test comprises one part. It includes ten (10) sentences (items) that include words written in bold on which the students are asked to assign the stress mark.

Item 01: Could you give me the **plastic** pocket, please?

Table 02: Students' Stress Placement in the Word 'Plastic'

Options	Number	Percentage	Right Syllable
Plas	8	47.05%	Plas
Tic	9	52.94%	
Total	17	100%	

Table 02 shows that 47.0% of the respondents choose the syllable 'Plas' to mark the stress on, whereas 52.94% of them think that the syllable 'Tic' is the right place to mark the stress.

From the results, we notice that the majority of students mispronounced the stressed syllable in the given word. One reason why these 09 EFL learners failed to mark the stressed syllable in this word may be that these students lack the practice of word stress; or they do not care much about it. Another reason could be that they are unaware of the stress placement in adjectives. That is, "*Many everyday 'nouns' and 'adjectives' of two syllable length are stressed on the first syllable*" Kelly (2000: 69).

Item 02: Her hobbies include hiking and **photography**.

Table 03: Students' Stress Placement in the Word 'Photography'

Options	Number	Percentage	Right Syllable
Pho	2	11.76%	To
To	4	23.52%	
Gra	8	47.05%	
Phy	3	17.64%	
Total	17	100%	

We notice from table 03 that 47.05% choose the syllable ‘Gra’ as the right place to put the stress, whereas 23.52% of them choose to put the stress on the syllable ‘To’ and only 17.64% put the stress on ‘Phy’. 11.76% of the participants mark the stress on the first syllable which is ‘Pho’.

From the above results we understand that the minority of the tested students succeeded in marking the stress in the right place, while the majority didn’t do so. The reason could be that they are unaware of the phonological rule with respect to placing stress which states that words ending in “Phy”, receive the stress on the anti-penultimate syllable.

Item 03: Algeria is the country where I was born.

Table 04: Students’ Stress Placement in the Word ‘Algeria’

Options	Number	Percentage	Right Syllable
Al	6	35.29%	Ge
Ge	10	58.82%	
Ria	1	05.88%	
Total	17	100%	

Table 04 shows that most of the tested students 58.82% are highly successful in accurately knowing the stressed syllable in the given word. However, 35.29% of them mark the stress on the first syllable ‘AL’. In contrast, 05.88% of the respondents choose to mark the stress on the last syllable ‘Ria’.

Furthermore, more than half of the participants marked the stress on the right syllable. Whereas, the others gave the wrong answer and the reason may be they are unfamiliar with the English pronunciation of the word Algeria, or maybe they don’t know about the importance of stress. According to Gilbert (2008: 05), “The ignorance of stress can seriously disrupt or damage communication”.

Item 04: Before you sleep, please turn off the **television**.

Table 05: Students' Stress Placement in the Word 'Television'

Options	Number	Percentage	Right Syllable
Te	5	29.41%	Vi
Le	2	11.76%	
Vi	9	52.94%	
Sion	1	05.88%	
Total	17	100%	

Table 05 above shows that 52.94% of the participants mark the stress on 'Vi' whereas, 29.41% of them prefer to put the stress on 'Te'. Besides, 11.76% of the respondents think that "Le" is the right place to mark the stress and only 05.88% choose to put the stress on 'Sion'.

From the table we can see that only five (05) students give the right answer which is 'Vi', whereas the others fail to mark the stress on the right place. The reason behind this could be the lack of awareness of the phonological rules that indicates the place of marking stress in words. Accordingly, the rule states that words ending in 'Sion' receive the stress on the penultimate syllable.

Item 05: I can't **decide** on who to invite.

Table 06: Students' Stress placement in the Word 'Decide'

Options	Number	Percentage	Right Syllable
De	14	82.35%	Cide
Cide	3	17.64%	
Total	17	100%	

Reading the results presented in table 06 above shows that 82.35% of the respondents mark the stress on the first syllable, whereas 17.64% of them choose the second syllable to mark the stress on.

The results from table 06 indicate that the majority of the participants failed in knowing the right place of marking the stress. One reason behind this could be that students are unfamiliar with the phonological rule concerning placing the stress on verbs. As it is argued that, most of two-syllable verbs receive stress on the second syllable (Roach, 1991: 89).

Item 06: Do you **understand** this lesson?

Table 07: Students' Stress placement in the Word 'Understand'

Options	Number	Percentage	Right part
Under	14	82.35%	stand
Stand	3	17.64%	
Total	17	100%	

What we can notice from table 07 is that 82.35% of the participants think that the first part receives the stress, while only 17.64% of them succeeded in marking the stress.

From the results we notice that the majority of the participants failed to mark the stress on the right part which is 'Stand'. Accordingly, one main reason for EFL learners' mispronunciation of the stressed syllable in this word is the unfamiliarity with the phonological rule concerning stress placements in compound verbs. As it is known compound verbs usually receive stress on the second part (Roach, 1991: 100).

Item 07: We are **happy** to announce the engagement of our daughter.

Table 08: Students' Stress placement in the Word 'Happy'

Options	Number	Percentage	Right Syllable
Ha	8	47.05%	

ppy	9	52.94%	Ha
Total	17	100%	

The table 08 shows that most of the participants 52.94% mark the stress on the second syllable ‘PPY’. In contrast, 47.05% of them mark the stress on the first syllable which is ‘Hap’.

From the results we understand that the majority of the respondents didn’t succeed in knowing the right syllable to mark the stress on. The right syllable that receives stress is the first syllable ‘Ha’. The reason behind their failure may be due to the ignorance of the phonological rule concerning putting the stress on the first syllable with most of two-syllable adjectives.

Item 08: The supervisor is always very **critical**.

Table 09: Students’ Stress placement in the Word ‘Critical’

Options	Number	Percentage	Right Syllable
Cri	4	23.52%	Cri
Ti	7	41.18%	
Cal	6	35.29%	
Total	17	100%	

According to table 09, we can notice that most of the students fail to put the stress mark on the right syllable; Whereas, 41.18% of the participants mark the stress on the second syllable ‘Ti’ and 35.29% of them mark it on the third syllable ‘Cal’. The minority of the participants (23.52%) succeed in knowing the correct syllable that receives stress which is ‘Cri’.

From the results, we conclude that the majority of the students failed in marking the stress on the right syllable. This may be due to the ignorance of stress patterns, or maybe because they are unfamiliar with the phonological rule concerning placing primary stress on the anti-penultimate syllable in words ending in ‘al’.

Item 09: She wants to be an **old-fashioned** mother, staying at home and looking after the children.

Table 10: Students' Stress placement in the Word 'Old-Fashioned'

Options	Number	Percentage	Right part
Old	8	52.94%	Fashioned
Fashioned	9	47.05%	
Total	17	100%	

It is obvious from table 10 that 47.05% of the respondents mark the stress on the first part 'Old'. However, 52.94% of them mark it on the last part 'Fashioned'.

We conclude from the results that the majority of the students mispronounced the stressed part in the word 'Old-Fashioned'. The reason for EFL learner's mispronunciation of the stressed part in this word is the unfamiliarity with the phonological rule concerning placing primary stress on the second component in compound adjectives in English. As it is argued, that most of the compound words receive stress on the second part (Hancock, 2003:66).

Item 10: There is always a lot of **traffic** at this time of day.

Table 11: Students' Stress placement in the Word 'Traffic'

Options	Number	Percentage	Correct form
Traf	11	35.29%	Traf
Fic	6	64.70%	
Total	17	100%	

The table 11 shows that only 35.29% of the participants choose to mark the stress on the first syllable 'Traf'. However, 64.70% of them choose the second syllable as the accurate syllable.

From the results we understand that only few students were successful in knowing the right stress placement while, the other were not. The reason behind students' failure could be the

ignorance of the phonological rule that states that in most of the words ending in ‘-ic’, the stress falls on the penultimate syllable.

All in all, we can conclude from all these results that most of the EFL learners failed to articulate the stressed syllable in these words. However, only few of them were highly successful in accurately assigning the stressed syllable. Moreover, as it is mentioned above, two main reasons for EFL learners’ mispronunciation of the stressed syllables in these words are; first, the ignorance of the importance of stress. Consequently, “*The failure to hear and produce stress patterns accurately could cause confusion between words*” (Gilbert, 2008: 05). Secondly, students have limited knowledge about the phonological rules concerning English stress placement and patterns.

I.2. Students’ Recordings

I.2.a. Students’ Phonetic Transcription: The following tables will present all the pronunciation errors made by the participants during their first and second reading. To better illustrate the discussion, all pronunciation errors made at the level of consonants and vowels, either in the first or the second readings are written in bold. While, the underlined words are errors made at the level of stress. Besides, the tables show also the accurate transcription of each given passage.

1. Student 01 :

Table 12: Phonetic Transcription of the Students’ N° 1 Reading

Passage 01	The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking from Bramblehurst railway station, and carrying a little black portmanteau in his thickly gloved hand.
Transcription of the first Reading	/ðə/ /'streɪndʒər/ /keɪm/ / <u>eəli</u> / /ɪn/ /'febru:ri/ /wʌn/ / <u>wɪntri</u> / /deɪ/ /θru:/ /e/ / <u>bɪtm</u> / /wɪnd/ /end/ /×/ /'draɪvɪŋ/ /sneʊ/ /ðe/ /lɑ:st/ / <u>sneʊfɔ:l</u> / /ɔ:v/ /ðə/ /'jər/ /nɒvər/ /ðə/ /daʊn/ / <u>wɔ:lkiŋ</u> / /frɒm/ /brɪmblɪhɜ:st/ / <u>rɪlɪweɪ</u> / /'steɪfɪŋ/ /ənd/ /'kʌrɪŋ/ /ə/ /'lɪtl/ / <u>blæk</u> / /×/ /ɪn/ / <u>hi:z</u> / /'θɪklɪ/ / <u>glɔ:v</u> d/ /hænd/
	/ðə/ /'streɪndʒər/ /keɪm/ /'z:ri/ /ɪn/ /'febrʊəri/ /wʌn/ /'wɪntri:/ /deɪ/ /θru:/ /e/

Transcription of the second reading	/bɪtɪŋ/ /wɪnd/ /end/ /ə/ /'draɪvɪŋ/ /snəʊ/ /ðə/ /lɑːst/ / <u>snəʊfɔːl</u> / /ɒv/ /ðə/ /'jɜːr/ /'ɒvə/ /ðə/ /daʊn/ /'wɔːkɪŋ/ /frəm/ /bremblhɜːrst/ /'reɪlweɪ/ /'steɪfɪŋ/ /ənd/ /'kæɪrɪŋ/ /ə/ /'lɪtəl/ /blæk/ /pɔːrt'məntəʊ/ /ɪn/ /hiːz/ /'θɪkli/ /glʌvd/ /hænd/
Correct form	/ðə/ /'streɪndʒə/ /keɪm/ /'zːli/ /ɪn/ /'febrʊəri/ /wʌn/ /'wɪntri/ /deɪ/ /θruː/ /ə/ /'baɪtɪŋ/ /wɪnd/ /ənd/ /ə/ /'draɪvɪŋ/ /snəʊ/ /ðə/ /lɑːst/ /'snəʊfɔːl/ /əv/ /ðə/ /'jɜːr/ /'əʊvə/ /ðə/ /daʊn/ /'wɔːkɪŋ/ /frəm/ /bræmblhɜːrst/ /'reɪlweɪ/ /'steɪfɪŋ/ /ənd/ /'kæɪrɪŋ/ /ə/ /'lɪtəl/ /blæk/ /pɔːt'məntəʊ/ /ɪn/ /ɪz/ /'θɪkli/ /glʌvd/ /hænd/

2. Student 02 :

Table 13: Phonetic Transcription of the Students' N° 2 Reading

Passage 01	The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking from Bramblehurst railway station, and carrying a little black portmanteau in his thickly gloved hand.
Transcription of the first reading	/ðə/ /'streɪndʒər/ /keɪm/ /zːr'liː/ /ɪn/ / <u>februːrɪ</u> / /wʌn/ /'wɪntriː/ /deɪ/ /θruː/ /ə/ /bɪtɪŋ/ /'waɪnd/ /ənd/ /×/ /'draɪvɪŋ/ /sneʊ/ /ðe/ /'lɑːst/ / <u>sneʊfɔːl</u> / /ɒv/ /ðə/ /'jɜːr/ /'əʊvə/ /ðə/ /daʊn/ /'wɔːlkɪn/ /frəm/ /brɑːm'blhɜːrst/ /'reɪlweɪ/ /'steɪfɪŋ/ /ənd/ /'kæɪrɪŋ/ /ə/ /'lɪtəl/ /blæk/ /pɔːtmentəʊ/ /ɪn/ /hiːz/ /θɪkliː/ /gl'ɒvd/ /hɜːnd/
Transcription of the second reading	/ðə/ /'streɪndʒə/ /keɪm/ /'zːli/ /ɪn/ /'februːrɪ/ /wʌn/ /'wɪntri/ /deɪ/ /θruː/ /ə/ /'baɪtɪŋ / /'waɪnd/ /ənd/ /×/ /'draɪvɪŋ/ /snəʊ/ /ðə/ /lɑːst/ /'snəʊfɔːl/ /ɒv/ /ðə/ /'jɜːr/ /'əʊvər/ /ðə/ /daʊn/ /'wɔːkɪŋ/ /frəm/ /bræmblhɜːrst/ /'reɪlweɪ/ /'steɪfɪŋ/ /ənd/ /'kæɪrɪŋ/ /ə/ /'lɪtəl/ /blæk/ /pɔːrt'məntəʊ/ /ɪn/ /hiːz/ /θɪkli/ /gl'ɒvd/ /hænd/
Correct form	/ðə/ /'streɪndʒə/ /keɪm/ /'zːli/ /ɪn/ /'febrʊəri/ /wʌn/ /'wɪntri/ /deɪ/ /θruː/ /ə/ /'baɪtɪŋ/ /wɪnd/ /ənd/ /ə/ /'draɪvɪŋ/ /snəʊ/ /ðə/ /lɑːst/ /'snəʊfɔːl/ /əv/ /ðə/ /'jɜːr/ /'əʊvə/ /ðə/ /daʊn/ /'wɔːkɪŋ/ /frəm/ /bræmblhɜːrst/ /'reɪlweɪ/ /'steɪfɪŋ/ /ənd/ /'kæɪrɪŋ/ /ə/ /'lɪtəl/ /blæk/ /pɔːt'məntəʊ/ /ɪn/ /ɪz/ /'θɪkli/ /glʌvd/ /hænd/

3. Student 03:

Table 14: Phonetic Transcription of the Students' N° 3 reading

Passage 02	He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried.
Transcription of the first reading	/hɪ/ /wɒz/ /reɪpd/ /ʌp/ /frɒm/ /heid/ /tu:/ /fu:t/ /ænd/ /ðə/ /brɪm/ /ɒv/ /hi:z/ /sɒft/ /fɔlt/ /hʌt/ /hi:d/ /'evrɪ/ /i:ntʃ/ /ɒv/ /hi:z/ /feɪs/ /bʌt/ /ðə/ /fɪ'ni/ /ɪ/ /ɒv/ /hi:z/ /nəʊz/ /ðə/ /snəʊ/ /hʌd/ /pɪld/ /ɪt'self / /e'genst/ /hɪz/ /fɔlder/ /end/ /tʃest/ /end/ /æ:dɪd/ /ə/ /waɪt/ /krɪst/ /tu:/ /ðe/ /bʊrdn/ /hi:/ /'kærɪd/
Transcription of the second reading	/hɪ/ /wɒz/ /reɪpəd/ /ʌp/ /frɒm/ /hed/ /tə/ /fu:t/ /ænd/ /ðə/ /brɪm/ /ɒf/ /hɪz/ /sɒft/ /felt/ /hʌt/ /hi:d/ /'evrɪ/ /i:ntʃ/ /ɒv/ /hi:z/ /feɪs/ /bʌt/ /ðə/ /'faimɪ/ /tɪp/ /ɒv/ /hɪz/ /nəʊz/ /ðə/ /snəʊ/ /hʌd/ /pɪld/ /ɪt'self / /e'gɜ:nst/ /hi:z/ /'fju:ldə/ /end/ /tʃest/ /end/ /ʌdɪd/ /ə/ /'waɪt/ /krest/ /tə/ /ðe/ /'bɜ:dɪ/ /hi:/ /'kærɪd/
Correct form	/hɪ/ /wəz/ /ræpt/ /ʌp/ /frɒm/ /hed/ /tə/ /fʊt/ /ænd/ /ðə/ /brɪm/ /əv/ /ɪz/ /sɒft/ /felt/ /hæt/ /hɪd/ /'evrɪ/ /ɪntʃ/ /əv/ /ɪz/ /feɪs/ /bæt/ /ðə/ /'faimɪ/ /tɪp/ /əv/ /ɪz/ /nəʊz/ /ðə/ /snəʊ/ /həd/ /paɪld/ /ɪt'self / /ə'genst/ /ɪz/ /'fəʊldəz/ /ænd/ /tʃest/ /ænd/ /'ædɪd/ /ə/ /waɪt/ /krest/ /tə/ /ðə/ /'bɜ:dɪ/ /hɪ/ /'kærɪd/

4. Student 04:

Table 15: Phonetic Transcription of the Students' N° 4 Reading

Passage 02	He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried.
Transcription of the first reading	/hi:/ /wɔ:z/ /'rʌpd/ /ʌp/ /frɒm/ /hɜ:d/ /tu:/ /fu:t/ /endə/ /ðə/ /brɪm/ /ɒv/ /hi:z/ /sɒft/ /felt/ /hʌt/ /hɪd/ /'evrɪ:/ /ɪntʃ/ /ɔ:v/ /hɪz/ /feɪs/ /bʌt/ /ðə/ /'faimɪ:/ /tɪp/ /ɔ:v/ /hi:z/ /nəʊz/ /ðə/ /snəʊ/ /hʌd/ /pɪld/ /ɪt'self / /ə'gɜ:nst/ /hi:z/ /'fɔlderz/ /end/ /tʃest/ /end/ /'ʌdɪd/ /ə/ /waɪt/ /krɜ:st/ /tu:/ /ðə/ /'bɜ:rdən/ /hɪ/ /'kærɪd/
Transcription	/hi:/ /wɒz/ /ræpd/ /ʌp/ /frɒm/ /hɜ:d/ /tʊ/ /fu:t/ /ænd/ /ðə/ /brɪm/ /ɒv/ /hi:z/

of the second reading	/sɒft/ /felt/ /hʌt/ /hɪd/ /'evrɪ/ /ɪntʃ/ /ɒv/ /hɪz/ /feɪs/ /bʌt/ /ðə/ /'ʃaɪnɪ/ /tɪp/ /ɒv/ /hɪz/ /nəʊz/ /ðə/ /snəʊ/ /hʌd/ /paɪld / /ɪt'self / /ə'genst/ /hɪz/ /'ʃəʊldəz/ /ænd/ /tʃest/ /end/ /'ædɪd/ /ə/ /waɪt/ /krest/ /tu:/ /ðə/ /'bɜ:rdən/ /hɪ/ /'kæɪd/
Correct form	/hɪ/ /wəz/ /ræpt/ /ʌp/ /frəm/ /hed/ /tə/ /fɒt/ /ænd/ /ðə/ /brɪm/ /əv/ /ɪz/ /sɒft/ /felt/ /hæt/ /hɪd/ /'evrɪ/ /ɪntʃ/ /əv/ /ɪz/ /feɪs/ /bət/ /ðə/ /'ʃaɪnɪ/ /tɪp/ /əv/ /ɪz/ /nəʊz/ /ðə/ /snəʊ/ /həd/ /paɪld/ /ɪt'self / /ə'genst/ /ɪz/ /'ʃəʊldəz/ /ænd/ /tʃest/ /ænd/ /'ædɪd/ /ə/ /waɪt/ /krest/ /tə/ /ðə/ /'bɜ:dn/ /hɪ/ /'kæɪd/

5. Student 05:

Table 16: Phonetic Transcription of the Students' N° 5 Reading

Passage 03	He staggered into the "Coach and Horses" more dead than alive, and flung his portmanteau down. "A fire," he cried, "in the name of human charity! A room and a fire!" He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlour to strike his bargain.
Transcription of the first reading	/hɪ/ / <u>steɪ dʒərd</u> / /'ɪntə/ /ðə/ / <u>keʊtʃ</u> / /ænd/ /'hɔ:sɪz/ /mɔ:r/ / <u>dɜ:d</u> / /ðʌn/ /ə'laɪf/ /ænd/ / <u>flɜ:ŋ</u> / /hɪz/ /'pɔ:rtmæntəʊ/ /daʊn/ /ə/ /'faɪər/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /əf/ /'hju:mən/ /'tʃʌrɪtɪ/ /ə/ /ru:m/ /ænd/ / <u>fair</u> / /hɪ/ /stæmpəd/ /ænd/ / <u>ʃɔ:k</u> / /ðə/ /snəʊ/ /frəm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:r/ /end/ /'fɒləʊd/ / <u>mɪsɪz</u> / / <u>hæl</u> / /'ɪntə/ /hər/ / <u>gɜ:st</u> / /'pɑ:rlər/ /tə/ /straɪk/ /hɪz/ / <u>bɑ:'gɪn</u> /
Transcription of the second reading	/hɪ/ /'stægərd/ /'ɪntə/ /ðə/ /kəʊtʃ/ /ænd/ /'hɔ:sɪz/ /mɔ:r/ / <u>dɜ:d</u> / /ðʌn/ /ə'laɪf/ /ænd/ / <u>flɜ:ŋ</u> / /hɪz/ /pɔ:rt'mæntəʊ/ /daʊn/ /ə/ /'faɪər/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /əf/ /'hju:mən/ /'tʃʌrɪtɪ/ /ə/ /ru:m/ /ænd/ /'faɪər/ /hɪ/ /stæmpt/ /ænd/ /ʃʊk/ /ðə/ /snəʊ/ /frəm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:r/ /end/ / <u>fɒləʊd</u> / /'mɪsɪz/ /'hæl/ /'ɪntə/ /hər/ /gest/ /'pɑ:rlər/ /tə/ /straɪk/ /hɪz/ /'bɑ:rgən/
Correct form	/hɪ/ /'stægəd/ /'ɪntə/ /ðə/ /kəʊtʃ/ /ænd/ /'hɔ:sɪz/ /mɔ:/ /ded/ /ðən/ /ə'laɪv/ /ænd/ /flʌŋ/ /ɪz/ /pɔ:t'mæntəʊ/ /daʊn/ /ə/ /'faɪə/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /əv/ /'hju:mən/ /'tʃæɪrɪtɪ/ /ə/ /ru:m/ /ænd/ /ə/ /'faɪə/ /hɪ/ /stæmpt/ /ænd/ /ʃʊk/ /ðə/ /snəʊ/ /frəm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:/ /ænd/ /'fɒləʊd/ /'mɪsɪz/ /hɔ:l/ /'ɪntə/ /hə/ /gest/ /'pɑ:lə/ /tə/ /straɪk/ /ɪz/ /'bɑ:gən/

6. Student 06:

Table 17: Phonetic Transcription of the Students' N° 6 Reading

Passage 03	He staggered into the "Coach and Horses" more dead than alive, and flung his portmanteau down. "A fire," he cried, "in the name of human charity! A room and a fire!" He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlour to strike his bargain.
Transcription of the first reading	/hɪ/ / <u>stæ'dʒərd</u> / /'ɪntʊ/ /ðə/ /kəʊtʃ/ /z:nd/ /'hɔ:rsɪz/ /mɔ:r/ /ded/ /ðən/ /ə'laɪv/ /ænd/ /flʌŋ/ /hɪz/ / <u>pɔ:rt'mæntəʊ</u> / /daʊn/ /ə/ /'faɪər/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /ɒv/ /'hju:mən/ /'tʃærɪti:/ /ə/ /ru:m/ /ænd/ /ə/ /'faɪər/ /hɪ/ /stæmpt/ /ænd/ / <u>ʃu:k</u> / /ðə/ /snəʊ/ /frɒm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:r/ /ænd/ / <u>fæ'laʊd</u> / /'mɪsɪz/ /hɔ:l/ /'ɪntʊ/ /hɜ:r/ /gest/ / <u>pɑ:r'lɔ:r</u> / /tʊ/ /straɪk/ / <u>hi:z</u> / / <u>bɑ:r'gɛm</u> /
Transcription of the first reading	/hɪ/ /'stægəd/ /'ɪntə/ /ðə/ /kəʊtʃ/ /ænd/ /'hɔ:rsɪz/ /mɔ:r/ /ded/ /ðən/ /ə'laɪv/ /ænd/ /flʌŋ/ /hɪz/ /pɔ:t'mæntəʊ/ /daʊn/ /ə/ /'faɪər/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /ɒv/ /'hju:mən/ /'tʃærɪti:/ /ə/ /ru:m/ /ænd/ /ə/ /'faɪər/ /hɪ/ /stæmpt/ /ænd/ /ʃʊk/ /ðə/ /snəʊ/ /frɒm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:r/ /ænd/ / <u>fæ'laʊd</u> / /'mɪsɪz/ /hɔ:l/ /'ɪntʊ/ /hɜ:/ /gest/ /'pɑ:rlɔ:r/ /tʊ/ /straɪk/ / <u>hi:z</u> / /'bɑ:rgən/
Correct form	/hɪ/ /'stægəd/ /'ɪntə/ /ðə/ /kəʊtʃ/ /ænd/ /'hɔ:rsɪz/ /mɔ:/ /ded/ /ðən/ /ə'laɪv/ /ænd/ /flʌŋ/ /ɪz/ /pɔ:t'mæntəʊ/ /daʊn/ /ə/ /'faɪər/ /hɪ/ /kraɪd/ /ɪn/ /ðə/ /'neɪm/ /əv/ /'hju:mən/ /'tʃærɪti/ /ə/ /ru:m/ /ænd/ /ə/ /'faɪər/ /hɪ/ /stæmpt/ /ænd/ /ʃʊk/ /ðə/ /snəʊ/ /frəm/ /ɒf/ /hɪm'self/ /ɪn/ /ðə/ /bɑ:/ /ænd/ /'fɒləʊd/ /'mɪsɪz/ /hɔ:l/ /'ɪntə/ /hə/ /gest/ /'pɑ:lə/ /tə/ /straɪk/ /ɪz/ /'bɑ:gən/

7. Student 07:

Table 18: Phonetic Transcription of the Students' N° 7 Reading

Passage 04	She was not sure she had heard him, and was about to repeat her question. He turned his head and looked at her over his shoulder. "I prefer to keep them on," he said with emphasis, and she noticed that he wore big blue spectacles with sidelights, and had a bush side-whisker over his coat collar that completely hid his cheeks and face.
Transcription of the first	/ʃi/ /wəz/ /nɒt/ / <u>ʃu:r</u> / /ʃi/ / <u>hʌd</u> / /hɜ:rd/ /hɪm/ /ænd/ /wɒz/ /ə'baʊt/ /tʊ/ /rɪ'pi:t/ /tʃɛstən/ /wɒz/ /ə'baʊt/ /tʊ/ /rɪ'pi:t/

reading	/hər/ / kwɛf tən / /hɪ/ /tɜːnd/ /hɪz/ /hed/ /ənd/ /luːkt/ /ʌt/ /hər/ /'ɒvər/ /hiːz/ / fɒl dər / /'aɪ/ /prɪ'fɜːr/ /tuː/ /kiːp/ /ðəm/ /ɒn/ /hɪ/ / sɜːd / /wɪð/ /'emfəsɪz/ /ənd/ /ʃɪ/ /'nəʊtɪst/ / ðʌt / /hɪ/ /wɔːr/ /bɪg/ /bluː/ / spɪk tækəlz / /wiːð/ /'saɪdlɑːts/ /ənd/ / hʌd / /ə/ / bæf / /saɪd/ /wɪskər/ /'ɒvər/ /hɪz/ /'kəʊt/ /'kæləʀ/ / ðʌt / /kəm'pliːtli/ /hɪd/ /ɪz/ /tʃiːks/ /ənd/ /feɪs/
Transcription of the second reading	/ʃɪ/ /wəz/ /nɒt/ / ʃuːr / /ʃɪ/ /həd/ /hɜːd/ /hɪm/ /ənd/ /wəz/ /ə'baʊt/ /tə/ /rɪ'piːt/ /hər/ /'kwɛstʃən/ /hɪ/ /tɜːnd/ /hɪz/ /hed/ /ənd/ /lʊkt/ /ət/ /hər/ /'ɒvər/ /hiːz/ / fɒl dər / /'aɪ/ /prɪ'fɜːr/ /tuː/ /kiːp/ /ðəm/ /ɒn/ /hɪ/ /'sɜːd/ /wɪð/ /'emfəsɪs/ /ənd/ /ʃɪ/ /'nəʊtɪst/ / ðʌt / /hɪ/ /wɔːr/ /bɪg/ /bluː/ / spɪk tækəlz / /wiːð/ /'saɪdlɑːts/ /ənd/ / hʌd / /ə/ /bʊʃ/ /saɪd/ /wɪskər/ /'əʊvər/ /hɪz/ /'kəʊt/ /'kɒləʀ/ /ðət/ /kəm'pliːtli/ /hɪd/ /ɪz/ /tʃiːks/ /ənd/ /feɪs/
Correct form	/ʃɪ/ /wəz/ /nɒt/ /ʃʊə/ /ʃɪ/ /həd/ /hɜːd/ /ɪm/ /ənd/ /wəz/ /ə'baʊt/ /tə/ /rɪ'piːt/ /hə/ /'kwɛstʃən/ /hɪ/ /tɜːnd/ /ɪz/ /hed/ /ənd/ /lʊkt/ /ət/ /hər/ /'əʊvər/ /ɪz/ /'ʃəʊldə/ /'aɪ/ /prɪ'fɜː/ /tə/ /kiːp/ /ðəm/ /ɒn/ /hɪ/ /'sed/ /wɪð/ /'emfəsɪs/ /ənd/ /ʃɪ/ /'nəʊtɪst/ /ðət/ /hɪ/ /wɔː/ /bɪg/ /bluː/ /'spektəkəlz/ /wɪð/ /'saɪdlɑːts/ /ənd/ /həd/ /ə/ /bʊʃ/ /saɪd/ /wɪskə/ /'əʊvər/ /ɪz/ /'kəʊt/ /'kɒlə/ /ðət/ /kəm'pliːtli/ /hɪd/ /ɪz/ /tʃiːks/ /ənd/ /feɪs/

8. Student 08:

Table 19: Phonetic Transcription of the Students' N° 8 Reading

Passage 04	She was not sure she had heard him, and was about to repeat her question. He turned his head and looked at her over his shoulder. "I prefer to keep them on," he said with emphasis, and she noticed that he wore big blue spectacles with sidelights, and had a bush side-whisker over his coat collar that completely hid his cheeks and face.
Transcription of the first reading	/ʃɪ/ /wəz/ /nɒt/ / ʃuːər / /ʃɪ/ / hʌd / /hɜːrd/ /hɪm/ / ɜːnd / /wɒz/ /ə'baʊt/ /tuː/ /rɪ'piːt/ /hə/ / kwɛf tən / /hiː/ /tɜːnd/ /x/ / hɜːd / /ənd/ /lʊkt/ /ʌt/ /hər/ /'əʊvər/ /hɪz/ /'fɒldər/ /'aɪ/ /prɪ'fɜːr/ /tə/ /kiːp/ /hɪm/ /ɔːn/ /hɪ/ /'sɜːd/ /wɪð/ /'emfəsɪs/ /ənd/ /ʃɪ/ /'nɒtɪsd/ / ðʌt / /hɪ/ /wɔːr/ /bɪg/ /bluː/ /'spɪktækəls/ /wɪð/ /x/ / ɜːnd / / hʌd / /ə/ / bæf / /saɪd/ /wɪskə/ /'əʊvər/ /ɪz/ /'kəʊt/ /'kɒləːr/ / ðʌt / / kəm plɪtli / / hiːd / / hiːz / /tʃiːks/ /ənd/ /feɪs/

Transcription of the second reading	/fɪ/ /wəz/ /nɒt/ /fʊər/ /fɪ/ /həd/ /hɜ:rd/ /hɪm/ /ənd/ /wəz/ /ə'baʊt/ /tə/ /rɪ'pi:t/ /hə/ / kweɪ'tæn / /hɪ/ /tɜ:nd/ /hɪz/ / hɜ:d / /ənd/ /lʊkt/ / ʌt / /her/ /'əʊvər/ / hɪz / /'fəʊldər/ /'aɪ/ /prɪ'fɜ:r/ /tə/ /ki:p/ /ðəm/ /hɪm/ /ɔ:n/ /hɪ/ /'sɜ:d/ /wɪð/ /'emfəsis/ /ənd/ /fɪ/ /'nəʊtɪst/ / ðʌt / /hɪ/ /wɔ:r/ /bɪg/ /blu:/ /'spɪktækəls/ /wɪð/ /ɔ:/ / z:nd / / hʌd / /ə/ / bæf / /saɪd/ /wɪskə/ /'əʊvər/ /hɪz/ /'kəʊt/ /'kɒlə/ / ðʌt / /'kəm'plɪtli/ / hi:d / /hɪz/ /tʃi:ks/ /ənd/ /feɪs/
Correct form	/fɪ/ /wəz/ /nɒt/ /fʊə/ /fɪ/ /həd/ /hɜ:d/ /ɪm/ /ənd/ /wəz/ /ə'baʊt/ /tə/ /rɪ'pi:t/ /hə/ /'kwestʃən/ /hɪ/ /tɜ:nd/ /ɪz/ /hed/ /ənd/ /lʊkt/ /ət/ /hər/ /'əʊvər/ /ɪz/ /'fəʊldə/ /'aɪ/ /prɪ'fɜ:/ /tə/ /ki:p/ /ðəm/ /vɒn/ /hɪ/ /'sed/ /wɪð/ /'emfəsis/ /ənd/ /fɪ/ /'nəʊtɪst/ /ðət/ /hɪ/ /wɔ:/ /bɪg/ /blu:/ /'spektəkɪz/ /wɪð/ /'saɪdlarts/ /ənd/ /həd/ /ə/ /bʊf/ /saɪd/ /wɪskə/ /'əʊvər/ /ɪz/ /'kəʊt/ /'kɒlə/ /ðət/ /kəm'pli:tlɪ/ /hɪd/ /ɪz/ /tʃi:ks/ /ənd/ /feɪs/

9. Student 09:

Table 20: Phonetic Transcription of the Students' N° 9 Reading

Passage 05	He made no answer, and had turned his face away from her again, and Mrs. Hall, feeling that her conversational advances were ill-timed, laid the rest of the table things in a quick staccato and whisked out of the room.
Transcription of the first reading	/hɪ/ / <u>meɪd</u> / /nəʊ/ /'ensə/ /ənd/ / hʌd / /tɜ:nd/ /hɪz/ /feɪs/ /ə'weɪ/ /frɒm/ /hɜ:r/ /ə'gɜ:n/ /ənd/ /'mɪsɪz/ /hɔ:l/ / <u>fi:lɪŋ</u> / / ðʌt / /hɜ:r/ /' kɒnvəseɪʃnəl / / <u>əd'vɜ:nsɪz</u> / /wɜ:r/ /ə/ /'taɪmd/ /leɪd/ /ðə/ /rest/ /ɒv/ /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/ / <u>stækɑ:təʊ</u> / /ənd/ / wɪskəd / /aʊt/ /ɒv/ /ðə/ /ru:m/
Transcription of the second reading	/hɪ/ /'meɪd/ /nəʊ/ /'ɑ:nsə/ /ənd/ /həd/ /tɜ:nd/ /hɪz/ /feɪs/ /ə'weɪ/ /frɒm/ /hɜ:r/ /ə'gɜ:n/ /ənd/ /mɪsɪz/ /hɔ:l/ /'fi:lɪŋ/ / ðʌt / /hɜ:r/ /' kɒnvəseɪʃnəl / /əd'vɑ:nsɪz/ /wɜ:r/ /ɪ/ /'taɪmd/ /leɪd/ /ðə/ /rest/ /əv/ /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ/ /ənd/ /wɪskt/ /aʊt/ /əv/ /ðə/ /'ru:m/
Correct form	/hɪ/ /'meɪd/ /nəʊ/ /'ɑ:nsə/ /ənd/ /həd/ /tɜ:nd/ /ɪz/ /feɪs/ /ə'weɪ/ /frɒm/ /hər/ /ə'gen/ /ənd/ /'mɪsɪz/ /hɔ:l/ /'fi:lɪŋ/ /ðət/ /hə/ /kɒnvə'seɪʃnəl/ /əd'vɑ:nsɪz/ /wər/ /ɪ/ /'taɪmd/ /leɪd/ /ðə/ /rest/ /əv/ /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ/ /ənd/ /wɪskt/ /aʊt/ /əv/ /ðə/ /ru:m/

10. Student 10:

Table 21: Phonetic Transcription of the Students' N° 10 Reading

Passage 05	He made no answer, and had turned his face away from her again, and Mrs. Hall, feeling that her conversational advances were ill-timed, laid the rest of the table things in a quick staccato and whisked out of the room.
Transcription of the first reading	/hɪ/ /'meɪd/ /nəʊ/ /'ənsər/ /ənd/ /hʌd/ /tɜ:rnd/ /hɪz/ /feɪs/ /ə'weɪ/ /frəm/ /hər/ /ə'gɜ:n/ /ənd/ /'mɪsɪz/ /hɔ:l/ /'fi:lɪŋ/ /ðʌt/ /hɜ:r/ /'kɒnvəseɪfnəl/ /'z:dvnɪz/ /wɜ:r/ /ɪl/ /'taɪmd/ /lɜ:d/ /ðə/ /'rɜ:st/ /əf/ /ðə/ /'teɪbl/ /θɪŋz/ /ɪn/ /ə/ /kwɪk/ /s'tʌkʌtəʊ/ /ənd/ /wɪskd/ /aʊt/ /ɔ:v/ /ðə/ /ru:m/
Transcription of the second reading	/hɪ/ /'meɪd/ /nəʊ/ /'ɑ:nsə/ /ənd/ /hʌd/ /tɜ:nd/ /hɪz/ /feɪs/ /ə'weɪ/ /frəm/ /hər/ /ə'gen/ /ənd/ /'mɪsɪz/ /hɔ:l/ /'fi:lɪŋ/ /ðət/ /hə/ /'kɒnvəseɪfnəl/ /əd'vɑ:nsɪz/ /wər/ /ɪl/ /'taɪmd/ /lɜ:d/ /ðə/ /'rɜ:st/ /əf/ /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ / /ənd/ /wɪskt/ /aʊt/ /ɔ:v/ /ðə/ /ru:m/
Correct form	/hɪ/ /'meɪd/ /nəʊ/ /'ɑ:nsə/ /ənd/ /həd/ /tɜ:nd/ /ɪz/ /feɪs/ /ə'weɪ/ /frəm/ /hər/ /ə'gen/ /ənd/ /'mɪsɪz/ /hɔ:l/ /'fi:lɪŋ/ /ðət/ /hə/ /'kɒnvə'seɪfnəl/ /əd'vɑ:nsɪz/ /wər/ /ɪl/ /'taɪmd/ /leɪd/ /ðə/ /rest/ /əv/ /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ/ /ənd/ /wɪskt/ /aʊt/ /əv/ /ðə/ /ru:m/

11. Student 11:

Table 22: Phonetic Transcription of the Students' N° 11 Reading

Passage 06	When she returned he was still standing there, like a man of stone, his back hunched, his collar turned up, his dripping hat-brim turned down, hiding his face and ears completely.
Transcription of the first reading	/wen/ /ʃɪ/ /rɪ'tɜ:rnd/ /hɪ/ /wɒz/ /stɪl/ /'stɜ:ndɪŋ/ /ðeə/ /'laɪk/ /ə/ /men/ /əv/ /stəʊn/ /hɪz/ /'bæk/ /hʌntʃəd/ /hɪz/ /kɔ:lə/ /tɜ:nd/ /ʌp/ /hɪz/ /drɪ'pɪŋ/ /hæt/ /brɪm/ /tɜ:nd/ /daʊn/ /'hɪdɪŋ/ /hi:z/ /feɪs/ /ənd/ /ɪərz/ /'kəm'pli:tli/
Transcription of the second reading	/wen/ /ʃɪ/ /rɪ'tɜ:nd/ /hɪ/ /wəz/ /stɪl/ /'stɜ:ndɪŋ/ /ðeə/ /'laɪk/ /ə/ /mæn/ /əv/ /stəʊn/ /hɪz/ /'bæk/ /hʌntʃt/ /hɪz/ /kɔ:lə/ /tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hæt/ /brɪm/ /tɜ:nd/ /daʊn/ /'hɪdɪŋ/ /hi:z/ /feɪs/ /ənd/ /ɪəz/ /kəm'pli:tli/
Correct form	/wen/ /ʃɪ/ /rɪ'tɜ:nd/ /hɪ/ /wəz/ /stɪl/ /'stændɪŋ/ /ðeə/ /'laɪk/ /ə/ /mæn/ /əv/ /stəʊn/ /hɪz/ /'bæk/ /hʌntʃt/ /hɪz/ /'kɒlə/ /tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hæt/

	/brɪm/ /tɜ:nd/ /daʊn/ /'haɪdɪŋ/ /ɪz/ /feɪs/ /ənd/ /ɪəz/ /kəm'pli:tli/
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12. Student 12:

Table 23: Phonetic Transcription of the Students' N° 12 Reading

Passage 06	When she returned he was still standing there, like a man of stone, his back hunched, his collar turned up, his dripping hat-brim turned down, hiding his face and ears completely.
Transcription of the first reading	/wen/ /ʃi/ /rɪ'tɜ:nd/ /hi/ /wɒz/ /stɪl/ /'stɜ:ndɪŋ/ /ðeə/ /'laɪk/ /ə/ /'mæn/ /ɒv/ /'stu:n/ /hɪz/ /'bæk/ /hʌntʃt/ /hɪz/ /'kɒlə/ /tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hʌt/ /brɪm/ /tɜ:nd/ /daʊn/ /'haɪdɪŋ/ /ɪz/ /feɪs/ /ənd/ /'ɪəz/ /kəm'pli:tli/
Transcription of the second reading	/wen/ /ʃi/ /rɪ'tɜ:nd/ /hi/ /wɒz/ /stɪl/ /'stɜ:ndɪŋ/ /ðeə/ /'laɪk/ /ə/ /mæn/ /əv/ /stəʊn/ /hɪz/ /'bæk/ /hʌntʃt/ /hɪz/ /'kɒlə/ /tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hʌt/ /brɪm/ /tɜ:nd/ /daʊn/ /'haɪdɪŋ/ /ɪz/ /feɪs/ /ənd/ /'ɪəz/ /kəm'pli:tli/
Correct form	/wen/ /ʃi/ /rɪ'tɜ:nd/ /hi/ /wəz/ /stɪl/ /'stændɪŋ/ /ðeə/ /'laɪk/ /ə/ /'mæn/ /əv/ /stəʊn/ /hɪz/ /'bæk/ /hʌntʃt/ /hɪz/ /'kɒlə/ /tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hæt/ /brɪm/ /tɜ:nd/ /daʊn/ /'haɪdɪŋ/ /ɪz/ /feɪs/ /ənd/ /'ɪəz/ /kəm'pli:tli/

13. Student 13:

Table 24: Phonetic Transcription of the Students' N° 13 Reading

Passage 07	The visitor sat and listened to her retreating feet. He glanced inquiringly at the window before he removed his serviette, and resumed his meal. He took a mouthful, glanced suspiciously at the window, took another mouthful, then rose and, taking the serviette in his hand, walked across the room and pulled the blind down to the top of the white muslin that obscured the lower panes.
Transcription of the first reading	/ðə/ /'vɪzɪtər/ /sæt/ /ənd/ /'lɪsən/ /tə/ /hər/ /'rɪtri:tɪŋ/ /fi:t/ /hi/ /'glɜ:nst/ /ɪn'kwɪrɪŋli/ /ət/ /ðə/ /'wɪndəʊ/ /bɪ'fɔ:r/ /hi/ /'rɪmu:v/ /hi:z/ /'sɜ:vɪ'et/ /ənd/ /rɪ'zju:md/ /hi:z/ /mi:l/ /hi/ /tʊk/ /ə/ /'maʊθfʊl/ /'glɜ:nst/ /ses'pæʃəsli/ /ʌt/ /ðə/ /'wɪndəʊ/ /tʊk/ /ə'naɪðər/ /'maʊθfʊl/ /ðɜ:n/ /rəʊz/ /ænd/ /'teɪkɪŋ/ /ðə/ /'sɜ:vɪ'et/ /ɪn/ /hɪz/ /hænd/ /'wɔ:lkt/ /ə'krɒs/ /ðə/ /ru:m/ /ənd/ /'pʊlt/ /ðə/

	/blaɪnd/ /daʊn/ /tə/ /ðə/ /tɒp/ /ɒf/ /ðə/ /waɪt/ /'mʌzliːn/ /ðæt/ /æb'skjʊəd/ /ðə/ /'lɔːər/ /peɪnz/
Transcription of the second reading	/ðə/ /'vɪzɪtər/ /sæt/ /ənd/ /'lɪsɪnd/ /tə/ /hər/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɑːnst/ /ɪn'kwɑɪərɪŋli/ /ət/ /ðə/ /'wɪndəʊ/ /bɪ'fɔːr/ /hɪ/ /rɪ'muːvd/ /hɪz/ /sɜːvɪ'et/ /ənd/ /rɪ'zjuːmd/ /hɪz/ /mi:l/ /hɪ/ /tʊk/ /ə/ /'maʊθfʊl/ /glɑːnst/ /sə'spɪʃəsli/ /æt/ /ðə/ /'wɪndəʊ/ /tʊk/ /ə'nʌðər/ /'maʊθfʊl/ /ðen/ /rəʊz/ /ænd/ /'teɪkɪŋ/ /ðə/ /sɜːrvɪ'et/ /ɪn/ /hɪz/ /hænd/ /'wɔːlkt/ /ə'krɒs/ /ðə/ /ru:m/ /ənd/ /pɒlt/ /ðə/ /blaɪnd/ /daʊn/ /tə/ /ðə/ /tɒp/ /ɒf/ /ðə/ /waɪt/ /'mʌzliːn/ /ðæt/ /æb'skjʊəd/ /ðə/ /'ləʊər/ /peɪnz/
Correct form	/ðə/ /'vɪzɪtə/ /sæt/ /ənd/ /'lɪsɪnd/ /tə/ /hə/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɑːnst/ /ɪn'kwɑɪərɪŋli/ /ət/ /ðə/ /'wɪndəʊ/ /bɪ'fɔː/ /hɪ/ /rɪ'muːvd/ /ɪz/ /sɜːvɪ'et/ /ənd/ /rɪ'zjuːmd/ /ɪz/ /mi:l/ /hɪ/ /tʊk/ /ə/ /'maʊθfʌl/ /glɑːnst/ /sə'spɪʃəsli/ /ət/ /ðə/ /'wɪndəʊ/ /tʊk/ /ə'nʌðər/ /'maʊθfʌl/ /ðen/ /rəʊz/ /ænd/ /'teɪkɪŋ/ /ðə/ /sɜːvɪ'et/ /ɪn/ /ɪz/ /hænd/ /'wɔːkt/ /ə'krɒs/ /ðə/ /ru:m/ /ənd/ /pɒld/ /ðə/ /blaɪnd/ /daʊn/ /tə/ /ðə/ /tɒp/ /əv/ /ðə/ /waɪt/ /'mʌzliːn/ /ðət/ /əb'skjʊəd/ /ðə/ /'ləʊə/ /peɪnz/

14. Student 14:

Table 25: Phonetic Transcription of the Students' N° 14 Reading

Passage 07	The visitor sat and listened to her retreating feet. He glanced inquiringly at the window before he removed his serviette, and resumed his meal. He took a mouthful, glanced suspiciously at the window, took another mouthful, then rose and, taking the serviette in his hand, walked across the room and pulled the blind down to the top of the white muslin that obscured the lower panes.
Transcription of the first reading	/ðə/ /'vɪzɪtɜːr/ /sæt/ /ənd/ /lɪsɪnd/ /tuː/ /hɜːr/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɜːnsd/ /ɪn'kwɑɪərɪŋli/ /æt/ /ðə/ /wɪndəʊ/ /bɪ'fɔːr/ /hɪ/ / <u>mɒvd</u> / /hiːz/ /servɪ'et/ /ənd/ /rɪs'muːd/ /hiːz/ /mel/ /hɪ/ /tuːk/ /ə/ / <u>maʊθ fɒl</u> / /əglɑːns/ /spɪsɪ'fɪkwəli/ /æt/ /ðə/ /wɪndəʊ/ /tʊk/ /e'nʌðər/ / <u>maʊθfɒl</u> / /ðen/ /rəʊz/ /ənd/ /'teɪkɪŋ/ /ðə/ /sɜːrvɪet/ /ɪn/ /hɪz/ /hænd/ / <u>wɔːlkəd</u> / /ə'krɒs/ /ðə/ /ru:m/ /ənd/ /'pɒld/ /ðə/ /blend/ /'daʊn/ /tʊ/ /ðə/ /tɒp/ /əv/ /ðə/ /waɪt/ / <u>mʌsliːn</u> / /ðæt/ /'nɒbskɜːrd/ /ðə/

	/flaʊər/ /pʌnɪs/
Transcription of the second reading	/ðə/ /'vɪzɪtɜ:r/ /sæt/ /ænd/ /'lɪsɪd/ /tə/ /hə/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɑ:nsd/ /ɪn'kwɑ:ɪrɪŋli/ /ʌt/ /ðə/ /'wɪndəʊ/ /bɪ'fɔ:r/ /hɪ/ /rɪ'mu:vd/ /hɪz/ /'sɜ:rvɪet/ /ænd/ /rɪ'zju:md/ /hɪz/ /mi:l/ /hɪ/ /tu:k/ /ə/ /'maʊθfʊl/ /glɑ:nsd/ /sɪspɪfwəli/ /ʌt/ /ðə/ /'wɪndəʊ/ /tʊk/ /ə'nʌðə/ /maʊθfʊl/ /ðen/ /rəʊz/ /ænd/ /'teɪkɪŋ/ /ðə/ /'sɜ:rvɪet/ /ɪn/ /hɪz/ /hænd/ /'wɔ:lkd/ /ə'krɒs/ /ðə/ /ru:m/ /ænd/ /pɒld/ /ðə/ /blaɪnd/ /daʊn/ /tʊ/ /ðə/ /'tɒp/ /əv/ /ðə/ /waɪt/ /'mʌzɪn/ /ðət/ /ɒb'skɜ:rd/ /ðə/ /ləʊə/ /pʌmz/
Correct form	/ðə/ /'vɪzɪtə/ /sæt/ /ænd/ /'lɪsɪd/ /tə/ /hə/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɑ:nst/ /ɪn'kwɑ:ɪrɪŋli/ /ət/ /ðə/ /'wɪndəʊ/ /bɪ'fɔ:/ /hɪ/ /rɪ'mu:vd/ /ɪz/ /'sɜ:vrɪ'et/ /ænd/ /rɪ'zju:md/ /ɪz/ /mi:l/ /hɪ/ /tʊk/ /ə/ /'maʊθfʊl/ /glɑ:nst/ /sə'spɪfəsli/ /ət/ /ðə/ /'wɪndəʊ/ /tʊk/ /ə'nʌðə/ /'maʊθfʊl/ /ðen/ /rəʊz/ /ænd/ /'teɪkɪŋ/ /ðə/ /'sɜ:vrɪ'et/ /ɪn/ /ɪz/ /hænd/ /'wɔ:kt/ /ə'krɒs/ /ðə/ /ru:m/ /ænd/ /pɒld/ /ðə/ /blaɪnd/ /daʊn/ /tə/ /ðə/ /tɒp/ /əv/ /ðə/ /waɪt/ /'mʌzɪn/ /ðət/ /əb'skɜ:rd/ /ðə/ /'ləʊə/ /peɪnz/

15. Student 15:

Table 26: Phonetic Transcription of the Students' N° 15 Reading

Passage 08	When Mrs. Hall went to clear away the stranger's lunch, her idea that his mouth must also have been cut or disfigured in the accident she supposed him to have suffered, was confirmed, for he was smoking a pipe, and all the time that she was in the room he never loosened the silk muffler he had wrapped round the lower part of his face to put the mouthpiece to his lips.
Transcription of the first reading	/wɜ:n/ /mɪsɪz/ /hɔ:l/ /'wɜ:nt/ /tʊ/ /klɪər/ /ə'weɪ/ /ðə/ /'stɪŋg/ /lɜ:ntʃ/ /hər/ /aɪ'dɪə/ /ðət/ /hi:z/ /meʊθ/ /mʌst/ /'ɔ:lseʊ/ /hʌv/ /bi:n/ /kʌt/ /ɔ:r/ /dɪs'fi:gəd/ /ɪn/ /ðɪ/ /'æksɪdɜ:nt/ /fɪ/ /sə'pəʊzd/ /hɪm/ /tʊ/ /hʌv/ /'sæfrəd/ /wɒz/ /'kɒnfɜ:md/ /fɔ:/ /hi:/ /wɒz/ /'sməʊkɪŋ/ /ə/ /paɪp/ /ænd/ /ɔ:l/ /ðə/ /'taɪm/ /ðət/ /fɪ/ /wɔ:z/ /ɪn/ /ðə/ /ru:m/ /hɪ/ /'nevər/ /'lu:snəd/ /ðə/ /sɒlk/ /'mæflər/ /hɪ/ /hʌd/ /ræpəd/ /'raʊnd/ /ðə/ /'ləʊə/ /pɑ:rt/ /ɒv/ /hɪz/ /feɪs/ /tə/ /'pʊt/ /ðə/ /'maʊθpi:s/ /tʊ/ /ɪz/ /lɪps/
Transcription of the second	/wen/ /'mɪsɪz/ /hɔ:l/ /'went/ /tʊ/ /klɪər/ /ə'weɪ/ /ðə/ /'streɪndʒəz/ /lʌntʃ/ /hər/

reading	/aɪ'diə/ /ðæt/ /hɪz/ /maʊθ/ /mʌst/ /'ɔ:ləʊ/ /hʌv/ /bi:n/ /kʌt/ /ɔ:r/ /dɪs'fi:gəd/ /ɪn/ /ðɪ/ /'æksɪdənt/ /ʃɪ/ /sə'pəʊzd/ /ɪm/ /tʊ/ /hʌv/ /'sʌfəd/ /wɒz/ /'kɒnfɜ:md/ /fɔ:/ /hi:/ /wɒz/ /'sməʊkɪŋ/ /ə/ /paɪp/ /ənd/ /ɔ:l/ /ðə/ /'taɪm/ /ðæt/ /ʃɪ/ /wɔ:z/ /ɪn/ /ðə/ /ru:m/ /hɪ/ /'nevər/ /lu:snd/ /ðə/ /sɪlk/ /'mæflər/ /hɪ/ /hʌd/ /ræpəd/ /'raʊnd/ /ðə/ /'ləʊə/ /pɑ:t/ /ɒv/ /hɪz/ /feɪs/ /tə/ /'pʊt/ /ðə/ /'maʊθpi:s/ /tʊ/ /ɪz/ /lɪps/
Correct form	/wen/ /'mɪsɪz/ /hɔ:l/ /'went/ /tə/ /klɪər/ /ə'weɪ/ /ðə/ /'streɪndʒəz/ /lʌntʃ/ /hə/ /aɪ'diə/ /ðæt/ /ɪz/ /maʊθ/ /mʌst/ /'ɔ:ləʊ/ /həv/ /bi:n/ /kʌt/ /ɔ:/ /dɪs'fɪgəd/ /ɪn/ /ðɪ/ /'æksɪdənt/ /ʃɪ/ /sə'pəʊzd/ /ɪm/ /tə/ /həv/ /'sʌfəd/ /wɒz/ /kən'fɜ:md/ /fə/ /hɪ/ /wɒz/ /'sməʊkɪŋ/ /ə/ /paɪp/ /ənd/ /ɔ:l/ /ðə/ /'taɪm/ /ðæt/ /ʃɪ/ /wɒz/ /ɪn/ /ðə/ /ru:m/ /hɪ/ /'nevə/ /'lu:snd/ /ðə/ /sɪlk/ /'mʌflə/ /hɪ/ /həd/ /ræpt/ /'raʊnd/ /ðə/ /'ləʊə/ /pɑ:t/ /əv/ /ɪz/ /feɪs/ /tə/ /'pʊt/ /ðə/ /'maʊθpi:s/ /tʊ/ /ɪz/ /lɪps/

16. Student 16:

Table 27: Phonetic Transcription of the Students' N° 16 Reading

Passage 08	When Mrs. Hall went to clear away the stranger's lunch, her idea that his mouth must also have been cut or disfigured in the accident she supposed him to have suffered, was confirmed, for he was smoking a pipe, and all the time that she was in the room he never loosened the silk muffler he had wrapped round the lower part of his face to put the mouthpiece to his lips.
Transcription of the first reading	/wen/ / <u>mɪtrɪs</u> / /hɔ:l/ /'went/ /tʊ/ /klɪər/ /ə'weɪ/ / <u>ðe</u> / /'streɪndʒəz/ /lʌntʃ/ /her/ /' <u>aɪdɪ</u> / / <u>ðæt</u> / / <u>hi:z</u> / /maʊθ/ /mʌst/ /'nɪsə:/ /hʌv/ /bi:n/ /kʌt/ /ɔ:r/ /'dɪz'fɪgəd/ /ɪn/ /ðʊ/ /'ɑ:kɪdənt/ /ʃɪ/ /sə'pəʊzd/ /hɪm/ /tə/ /hʌv/ /'sʌfəd/ /wɒz/ /'kɒn'fɜ:rməd/ /fɔ:/ /hɪ/ /wɔ:z/ /sməʊkɪŋ/ /ə/ /'pɪp/ /ənd/ /ɔ:l/ /ðə/ /'taɪm/ /ðæt/ /ʃɪ/ /wɔ:z/ /i:n/ /ðə/ /'ru:m/ /hɪ/ /'nevər/ / <u>lu:znəd</u> / /ðə/ /'sɪlk/ / <u>mʌflər</u> / /hɪ/ /həd/ / <u>rʌpd</u> / /'raʊnd/ / <u>ðʊ</u> / /'ləʊər/ /pɑ:rt/ /ɒv/ /hɪz/ /feɪs/ /tə/ /'pʊ:t/ /ðə/ /'maʊθpi:s/ /tʊ/ /hɪz/ /lɪps/
Transcription of the second reading	/wen/ / <u>mɪsɪz</u> / /hɔ:l/ /'went/ /tʊ/ /klɪər/ /ə'weɪ/ /ðə/ /'streɪndʒəz/ /lʌntʃ/ /her/ /aɪ'diə/ /ðæt/ /hɪz/ /maʊθ/ /mʌst/ /'ɔ:ləʊ/ /hʌv/ /bi:n/ /kʌt/ / <u>ɒr</u> / /dɪs'fɪgəd/ /ɪn/ /ðʊ/ /'æksɪdənt/ /ʃɪ/ /sə'pəʊzd/ /hɪm/ /tə/ /hʌv/ /'sʌfəd/ /wɒz/ /'kən'fɜ:rməd/ /fɔ:r/ /hɪ/ /wɔ:z/ /'sməʊkɪŋ/ /ə/ /pɪp/ /ənd/ /ɔ:l/ /ðə/ /'taɪm/

	/ðət/ /ʃi/ /wɔ:z/ /i:n/ /ðə/ /ru:m/ /hi/ /'nevər/ / <u>lu:znd</u> / /ðə/ /sɪlk/ /'mɒflər/ /hi/ /həd/ /rɒpɪd/ /'raʊnd/ /ðə/ /'ləʊər/ /pɑ:rt/ /ɒv/ /hɪz/ /feɪs/ /tə/ /'pu:t/ /ðə/ /'mɑʊθpi:s/ /tʊ/ /hɪz/ /lɪps/
Correct form	/wen/ /'mɪsɪz/ /hɔ:l/ /'went/ /tə/ /kɪlɪər/ /ə'weɪ/ /ðə/ /'streɪndʒəz/ /lɒntʃ/ /hə/ /aɪ'diə/ /ðət/ /ɪz/ /mɑʊθ/ /mɒst/ /'ɔ:ləʊs/ /həv/ /'bi:n/ /kɒt/ /ɔ:/ /dɪs'fɪɡəd/ /ɪn/ /ðɪ/ /'æksɪdənt/ /ʃi/ /sə'pəʊzɪd/ /ɪm/ /tə/ /həv/ /'sɒfəd/ /wəz/ /kən'fɜ:mɪd/ /fə/ /hi/ /wəz/ /'sməʊkɪŋ/ /ə/ /paɪp/ /ənd/ /ɔ:l/ /ðə/ /'tɑɪm/ /ðət/ /ʃi/ /wəz/ /ɪn/ /ðə/ /ru:m/ /hi/ /'nevə/ /'lu:znd/ /ðə/ /sɪlk/ /'mɒflə/ /hi/ /həd/ /ræpt/ /'raʊnd/ /ðə/ /'ləʊə/ /pɑ:t/ /əv/ /ɪz/ /feɪs/ /tə/ /'pɒt/ /ðə/ /'mɑʊθpi:s/ /tʊ/ /ɪz/ /lɪps/

17. Student 17:

Table 28: Phonetic Transcription of the Students' N° 17 Reading

Passage 09	Yet it was not forgetfulness, for she saw he glanced at it as it smouldered out. He sat in the corner with his back to the window-blind and spoke now, having eaten and drunk and being comfortably warmed through, with less aggressive brevity than before.
Transcription of the first reading	/jet/ /ɪt/ /wɒz/ /nɒt/ /fə'getfʊlnəs/ /fɔ/ /ʃi:/ / <u>səʊ</u> / /hi/ /'glɑ:nsd/ /ɒt/ /ɪt/ /ɒz/ /ɪt/ /'sməʊldrəd/ /aʊt/ /hi/ /sæt/ /ɪn/ /ðə/ /'kɔ:nər/ /wɪð/ /hɪz/ /'bɜ:k/ /tə/ /ðə/ /wɪndəʊ/ /blaɪnd/ /ənd/ /spəʊk/ /naʊ/ / <u>hævɪŋ</u> / /'i:tɜ:n/ /ənd/ /drenk/ /ənd/ /'bɪŋ/ / <u>kɜ:m'ftəbli</u> / /'wɔ:rməd/ /θru:/ /wɪð/ /les/ / <u>əɡresɪv</u> / /'brɜ:vɪti/ /ðən/ /bɪ'fɔ:r/
Transcription of the second reading	/jet/ /ɪt/ /wəz/ /nɒt/ /fə'getfəlnəs/ /fɔ/ /ʃi/ /'sɔ:/ /hi/ /glɑ:nst/ /ɒt/ /ɪt/ /ɒz/ /ɪt/ /'sməʊldəd/ /aʊt/ /hi/ /sæt/ /ɪn/ /ðə/ /'kɔ:nə/ /wɪð/ /hɪz/ /'bɜ:k/ /tə/ /ðə/ /wɪndəʊ/ /blaɪnd/ /ənd/ /spəʊk/ /naʊ/ /'hævɪŋ/ /'i:tɪ/ /ənd/ /drenk/ /ənd/ /'bɪŋ/ /'kɜ:mftəbli/ /'wɔ:rməd/ /θru:/ /wɪð/ /les/ /'əɡresɪv/ /'brɜ:vɪti/ /ðən/ /bɪ'fɔ:/
Correct form	/jet/ /ɪt/ /wəz/ /nɒt/ /fə'getfəlnəs/ /fə/ /ʃi/ /'sɔ:/ /hi/ /glɑ:nst/ /ət/ /ɪt/ /əz/ /ɪt/ /'sməʊldəd/ /aʊt/ /hi/ /sæt/ /ɪn/ /ðə/ /'kɔ:nə/ /wɪð/ /ɪz/ /'bæk/ /tə/ /ðə/ /wɪndəʊ/ /blaɪnd/ /ənd/ /spəʊk/ /naʊ/ /'hævɪŋ/ /'i:tɪ/ /ənd/ /drɒŋk/ /ənd/ /'bi:ŋ/ /'kɒmftəbli/ /'wɔ:md/ /θru:/ /wɪð/ /les/ /ə'ɡresɪv/ /'brevɪti/ /ðən/ /bɪ'fɔ:/

I.2.b. Errors' Collection:

The following table (29) reports all the pronunciation errors made by 17 EFL students' of AL & ELT in their first and second readings. The table represents also the frequencies of students' errors. Moreover, figure (02) and figure (03) are clear demonstrations of these errors.

Table 29: Frequency of students' Errors

students	Error					
	First reading			Second reading		
	Vowels	Consonants	Stress	Vowels	Consonants	Stress
Student 01	19	3	7	11	0	2
student 02	20	4	4	8	1	2
student 03	24	2	3	17	3	1
student 04	27	1	2	9	1	0
student 05	14	4	5	7	2	1
student 06	12	1	5	8	0	1
student 07	20	2	4	15	0	2
student 08	19	3	1	10	2	1
student 09	9	2	5	5	1	1
student 10	12	3	2	5	1	1
student 11	5	1	2	4	0	1
student 12	3	0	1	3	0	1
student 13	11	2	2	3	2	0
student 14	18	7	5	11	5	1
student 15	20	1	4	13	1	2
student 16	19	3	6	12	2	2
Student 17	14	1	3	10	0	1
Frequency	266	40	61	151	21	20
Total	367			192		

Figure 02: Learners' errors in the first reading **Figure 03:** Learners' errors in the second reading

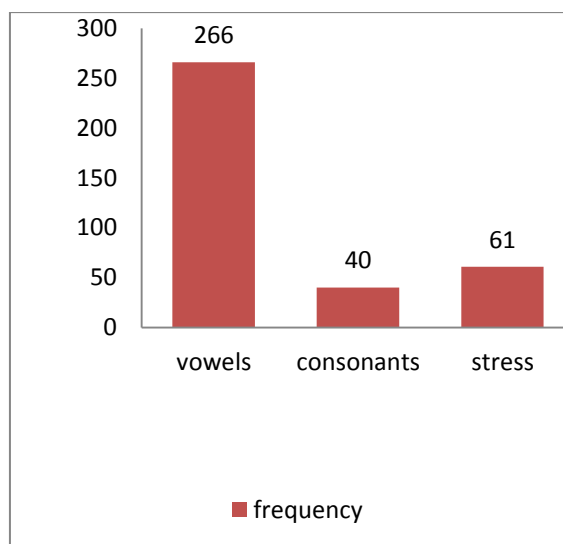
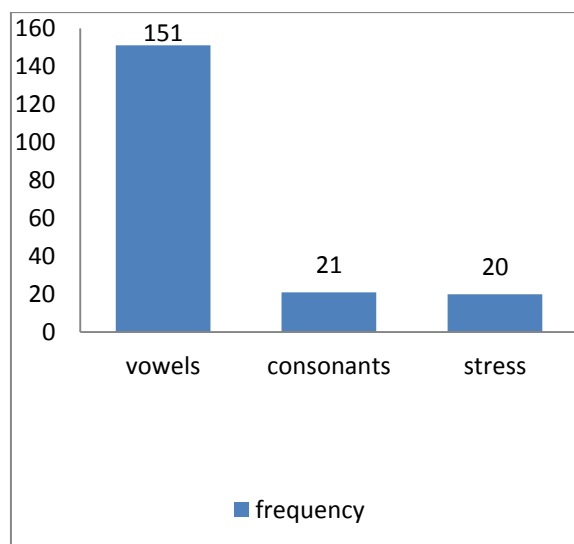


Table 30: Errors' categories in terms of frequencies and percentages

	Error Category	Frequency	Percentage
First Reading	Vowels	266	72.47%
	Consonants	40	10.89%
	Stress	61	16.62%
Second Reading	Vowels	151	41.14%
	Consonants	21	05.72%
	Vowels	20	05.44%

The pronunciation errors are collected from the students' reading of the passages. The total number of errors made by 17 students of Applied Linguistics in their first reading is 367 errors; and significantly, it is reduced to 192 in the second reading. These errors are first classified into three types including vowel production, consonants, and stress placement. In table 30 above, we have presented the major errors made by the students during their first and second readings to be compared. It summarizes the different types of pronunciation errors with their frequencies and

percentages. It is obvious from the table that the number of errors made in the first reading is more than the ones made in the second. The major score of errors 72.47% made in the first reading is made by students at the level of vowel production. Then, it is followed by errors at the level of stress placement with 16.62%. In the last position, come consonants, where students made fewer errors in comparison to vowels and stress with a percentage of 10.89%. In comparison to the scores found in the first reading, students' errors are importantly reduced in their second reading. As it is shown in the table, the highest score of errors made is 41.14%. It represents the errors made at the level of vowels. Then, it is followed by errors at the level of consonants with 05.72%. The last position is for stress placement with 5.44%.

I.2.c. Error Identification and their Correction with Comparison

In this part, we try to explain in details each type of error made in the first and the second reading, with illustrations. Additionally, a comparison of these errors is also provided, with the possible correction.

➤ Vowel production

As it is previously showed, the highest score of errors was 266 with a percentage of 72.47% (See table 30). It represents the errors made at the level of vowels in the first reading. However, the score of these errors was reduced to number of 151 with a percentage of 41.14%. Table 31 below represents some examples of the most committed errors at the level of vowels, including long vowels, short vowels, and diphthongs.

Table 31: Examples of errors at the level of long vowels

Long vowels		
The Error		Correct form
First reading	Second reading	
1- /ðə/ /streɪndʒer/ /keɪm/ /eəlɪ	1- /ðə/ /streɪndʒer/ /keɪm/ /ɜ:rli/	1- /ðə/ /streɪndʒer/ /keɪm/ /ɜ:rli/
2- /ðe/ /bɔ:dn/	2- /tə/ /ðe/ /bɜ:dn/	2- /tə/ /ðə/ /bɜ:dn/
3- /ənd/ /hɑ:ʊsɪz/ /mɔ:r/ /dɜ:d/	3- /ənd/ /hɔ:sɪz/ /mɔ:r/ /dɜ:d/	3- /ənd/ /'hɔ:sɪz/ /mɔ:/ /ded/
4- /ðæt/ /kəmplɪtli/ /hi:d/ /hi:z/ /tʃi:ks/	4- /ðæt/ /kəmplɪtli/ /hi:d/ /hɪz/ /tʃi:ks/	4- /ðət/ /kəm'pli:tli/ /hɪd/ /ɪz/ /tʃi:ks/

5-/hɪ/ /meɪd/ /nəʊ/ /ensə/	5-/hɪ/ /meɪd/ /nəʊ/ /ɑ:nsə/	5-/hɪ/ /'meɪd/ /nəʊ/ /'ɑ:nsə/
6-/ɪn/ /ə/ /kwɪk//stʌkʌtəʊ/	6-/ɪn/ /ə/ /kwɪk/ /stəkɑ:təʊ/	6-/ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ /
7-/ɪsnd/ /tə/ /hər/ /rɪtri:tɪŋ/ /fi:t/ /hɪ/ /glɜ:nst/	7-/ɪsnd/ /tə/ /hər/ /rɪtri:tɪŋ/ /fi:t/ /hɪ/ /glɑ:nst/	7-/ɪsɪnd/ /tə/ /hər/ /rɪ'tri:tɪŋ/ /fi:t/ /hɪ/ /glɑ:nst/
8-/ðə/ /wɪndəʊ/ /bɪfər/ /hɪ/ /mʊvd/	8-/ðə/ /wɪndəʊ/ /bɪfɔ:r/ /hɪ/ /rɪmu:vd/	8-/ðə/ /'wɪndəʊ/ /bɪ'fɔ:r/ /hɪ/ /rɪ'mu:vd/
9-/ɜ:dvɔ:nsɪz/ /wɜ:r/ /ɪ/ /taɪnd/	9-/ədvɑ:nsɪz/ /wɜ:r/ /ɪ/ /taɪnd/	9-/əd'vɑ:nsɪz/ /wɜ:r/ /ɪ/ /'taɪnd/
10-/fɒ/ /fɪ:/ /səʊ/	10-/fɒ/ /fɪ/ /sɔ:/	10-/fə/ /fɪ/ /'sɔ:/

In the table 31 above, there are 10 examples of pronunciation errors made by 17 students at the level of long vowels in their first and second readings. These errors are the most frequently present in the students' first readings of the text. From the examples, we understand that most of the participants have difficulties in pronouncing the long vowels, namely /u:/, /ɔ:/, /ɑ:/, /i:/, and /ɜ:/ but most of them reduced these errors in their second reading. Throughout students' recorded readings, we have noticed that in the first reading most of the participants substituted the long vowel /ɜ:/ with a diphthong /eə/ or with a short vowel /ʊ/, as in the examples '1' and '2'. Moreover, they produce the short vowel /ɒ/ and the diphthong /aʊ/ instead of the long vowel /ɔ:/, as in the examples '3', '8' and '10'. Also, they ignore the sound /ɑ:/ as in the example '9', or instead of producing it they use the short vowels /e/, /ʌ/ and the long vowel /ɜ:/ as it is shown in the examples '5', '6' and '7'. In addition, the short vowel /ɪ/ is produced instead of /i:/ as in the example '4'. The long vowel /u:/ is also pronounced with short vowel /ʊ/. However, after the treatment sessions, most of the students reduced the number of errors made in their first reading. From a close sight to the examples, we notice that most of the made errors in the first reading are corrected in the second reading (See all the examples), except the example '4'. In this example the student made the same error in his first and second reading.

Table 32: Examples of errors at the level of short vowels

Short Vowels		
The error		Correct form
First reading	Second reading	
1-/hi:z//θɪkli: //glɒvd//hɜ:nd/	1-/hi:z/ /θɪkli/ /glɒvd//hænd/	1-/ɪz/ /'θɪkli/ /glʌvd/ /hænd/
2-/hɪ/ /wɒz/ /reɪpd/ /ʌp/ /frɒm/ /heid/ /tu:/ /fu:t/	2-/hɪ/ /wɒz/ /reɪpəd/ /ʌp/ /frɒm/ /hed/ /tə/ /fu:t/	2-/hɪ/ /wəz/ /ræpt/ /ʌp/ /frəm/ /hed/ /tə/ /fʊt/
3-/hɪ/ /tɜ:nd/ /hɪz/ /hed/ /ənd/ /lu:kt/ /ʌt/ /hər/	3-/hɪ/ /tɜ:nd/ /hɪz/ /hed/ /ənd/ /lʊkt/ /ət/ /hər/	3-/hɪ/ /tɜ:nd/ /hɪz/ /hed/ /ənd/ /lʊkt/ /ət/ /hər/
4-/ɪn/ /ə/ /kwɪk/ /stækɑ:təʊ/	4-/ɪn/ /ə/ /kwɪk/ /stækɑ:təʊ/	4-/ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ/
5-/ə/ /men/ /əv/ /stəʊn/	5-/ə/ /mæn/ /əv/ /stəʊn/	5-/ə/ /mæn/ /əv/ /stəʊn/
6-/tɜ:nd/ /ʌp/ /hɪz/ /draɪpɪŋ/ /hʌt/	6-/tɜ:nd/ /ʌp/ /hɪz/ /drɪpɪŋ/ /hʌt/	6-/tɜ:nd/ /ʌp/ /hɪz/ /'drɪpɪŋ/ /hæt/
7-/wɜ:n/ /mɪsɪz//hɔ:l//wɜ:nt/ /tʊ/ /klɪər/ /əweɪ/	7-/wen/ /mɪsɪz/ /hɔ:l/ /went/ /tʊ/ /klɪər/ /əweɪ/	7-/wen/ /'mɪsɪz/ /hɔ:l/ /'went/ /tʊ/ /klɪər/ /ə'weɪ/
8-/jet/ /ɪt/ /wɒz/ /nɒt/ /fəgetfʊlnəs/	8-/jet/ /ɪt/ /wəz/ /nɒt/ /fəgetfʌlnəs/	8-/jet/ /ɪt/ /wəz/ /nɒt/ /fə'getfʌlnəs/
9-/itself / /egenst/	9-/itself / / egɜ:nst/	9-/ɪt'self / /ə'genst/
10-/ðə/ /kəʊtʃ/ /ɜ:nd/ /hɔ:rsɪz/	10-/ðə/ /kəʊtʃ/ /ənd/ /hɔ:rsɪz/	10-/ /ðə/ /kəʊtʃ/ /ənd/ /'hɔ:rsɪz/

Table 32 shows some examples of the learners' errors at the level of short vowels in their first and second reading. These short vowels are /ɪ/, /æ/, /e/, /ə/ and /ʊ/. Furthermore, it is clear from the table that students have serious difficulties in pronouncing the accurate short vowel. Generally, they substitute long vowels instead of short vowels as it is illustrated in the examples '1, 2, 3, 7', and '10'. Additionally, some students tend to produce either a diphthong as in the example '2' in the word 'wrapped' or another inaccurate short vowel as it is shown in the examples '4, 5, 6, 8, 9'. On the other hand, the examples illustrated in the second reading show that the majority of students succeeded in correcting their errors as in the examples '3, 4, 5, 7, 8', and '9'. It is clear that in their second reading the way of pronouncing words was changed from the inaccurate to the accurate. Nevertheless, few students didn't succeed in pronouncing some

words in an accurate way. Generally, in the second reading their pronunciation remains the same as it is in the first reading.

Table 33: Examples of errors at the level of diphthongs and Triphthongs

Diphthongs & Triphthongs		
The error		Correct form
First reading	Second reading	
1- /ɪn/ /febru:ri/	1- /ɪn/ /febrʊəri/	1- /ɪn/ /'febrʊəri/
2- /lɑ:st/ /sneʊfɔ:l/ /ɒv/ /ðə/ /jɜ:r/	2- /ðə/ /lɑ:st/ /snəʊfɔ:l/ /ɒv/ /ðə/ /jɜ:r/	2- /ðə/ /lɑ:st/ /'snəʊfɔ:l/ /ɒv/ /ðə/ /'jɜ:r/
3- /ðə/ /keʊtʃ/	3- /ðə/ /kəʊtʃ/	3- /ðə/ /kəʊtʃ/
4- /ɪt/ /sməʊldrəd/ /aʊt/	4- /ɪt/ /sməʊldəd/ /aʊt/	4- /ɪt/ /'sməʊldəd/ /aʊt/
5- /ʃɪ/ /wəz/ /nɒt/ /ʃu:ər/	5- /ʃɪ/ /wəz/ /nɒt/ /ʃʊər/	5- /ʃɪ/ /wəz/ /nɒt/ /ʃʊər/
6- /ʃʊldərz/	6- /ʃəʊldəz/	6- /'ʃəʊldəz/
7- /bɪtɪn/ /wɪnd/	7- /bɪtɪn/ /wɪnd/	7- /'bɑɪtɪŋ/ /wɪnd/
8- /rɪlweɪ/ /steɪʃn/	8- /reɪlweɪ/ /steɪʃn/	8- /'reɪlweɪ/ /'steɪʃn/
9- /ɪnkwɪərɪŋlɪ/ /ət/ /ðə/ /wɪndəʊ/	9- /ɪnkwɑɪərɪŋlɪ/ /ət/ /ðə/ /wɪndəʊ/	9- /ɪn'kwɑɪərɪŋlɪ/ /ət/ /ðə/ /'wɪndəʊ/
10- /ðə/ /lɔ:ər/ /peɪnz/	10- /ðə/ /ləʊər/ /peɪnz/	10- /ðə/ /'ləʊə/ /peɪnz/

Table 33 represents 10 examples of pronunciation errors made by the students at the level of diphthongs and triphthongs, in both their first and second reading. From a close sight to the examples, we understand that most of the students have difficulties in pronouncing the diphthongs and the triphthongs. They commonly use short or long vowels instead of using diphthongs or triphthongs. Examples of the most problematic diphthongs include /ʊə/ /əʊ/ /aɪ/ /eɪ/, whereas /əʊə/ and /aɪə/ are included within the triphthongs. Moreover, students pronounce short or long vowels instead of pronouncing the diphthongs as it is mentioned in the examples ‘1, 5, 6, 7’, and ‘8’. Also, they substitute some diphthongs for others as in the examples ‘2, 3’, and ‘4’. Additionally, few students also fail to pronounce the triphthongs in the accurate way. They pronounce instead, a short or a long vowel as in the examples ‘9’ and ‘10’. From this table we

can notice also that, most of the students succeed in correcting the mispronounced words. For instance, in the example ‘1’ the student failed to pronounce the word ‘February’. So, instead of pronouncing it with a diphthong ‘ʊə’, the student pronounced it with the long vowel /u:/. However, in the student succeeded in pronouncing the word in an accurate way.

➤ **Stress Placement**

The total number of errors made at the level of stress placement in the first reading consists of 61 errors which are ranked the second among other types of errors made by EFL students with 16.62%. However, this number was reduced in the second reading to the number of 20 with a percentage of 05.44%. Thus, the learners have difficulties in marking the stress in the accurate place. Moreover, either they omit the stress or they mark it on the wrong syllable. The following table (34) represents some examples of the most frequent errors at the level of stress placement, including stress placement in verbs, nouns, and adjectives.

Table 34: Examples of errors at the level of stress placement

Stress Placement		
The error		Correct form
First reading	Second reading	
1- /wʌn/ / <u>wɪntrɪ</u> / /deɪ/	1- /wʌn/ /'wɪntrɪ:/ /deɪ/	1- /wʌn/ /'wɪntrɪ/ /deɪ/
2- /ðe/ /lɑ:st/ / <u>snəʊfɔ:l</u> /	2- /ðə/ /lɑ:st/ / <u>snəʊfɔ:l</u> /	2- /ðə/ /lɑ:st/ /'snəʊfɔ:l/
3- /bʌt/ /ðə/ / <u>fɪ'ni</u> / /×/	3- /bʌt/ /ðə/ /'fainɪ/ /tɪp/	3- /bət/ /ðə/ /'fainɪ/ /tɪp/
4- /hɪ/ / <u>steɪ'dʒərd</u> / /'ɪntʊ/ /ðə/ /keʊtʃ/	4- /hɪ/ /'stæɡərd/ /'ɪntə/ /ðə/ /keʊtʃ/	4- /hɪ/ /'stæɡəd/ /'ɪntə/ /ðə/ /keʊtʃ/
5- /ɪn/ /ə/ /kwɪk/ / <u>s'tʌkʌtəʊ</u> /	5- /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ /	5- /ɪn/ /ə/ /kwɪk/ /stə'kɑ:təʊ /
6- /hɪz/ / <u>bæk</u> / /hʌntʃt/	6- /hɪz/ / <u>bæk</u> / /hʌntʃt/	6- /hɪz/ /'bæk/ /hʌntʃt/
7- /bɪ'fɔ:r/ /hɪ/ /'rɪmu:vd/	7- /bɪ'fɔ:r/ /hɪ/ /rɪ'mu:vd/	7- /bɪ'fɔ:r/ /hɪ/ /rɪ'mu:vd/
8- /hɪz/ /'pɔ:rtməntʊ//daʊn/	8- /hɪz/ /pɔ:rt'mæntəʊ//daʊn/	8- /ɪz/ /pɔ:t'mæntəʊ/ /daʊn/

9-/hɪ/ / <u>meɪd</u> / /nəʊ/ /'ensə/	9-/hɪ/ /' <u>meɪd</u> / /nəʊ/ /'ɑ:nsə/	9-/hɪ/ /' <u>meɪd</u> / /nəʊ/ /'ɑ:nsə/
10-/tɜ:nd//ʌp/ /hɪz// <u>dri'pɪŋ</u> /	10- /tɜ:nd/ /ʌp/ /hɪz/ /' <u>dri:pɪŋ</u> /	10-/tɜ:nd/ /ʌp/ /hɪz/ /' <u>dri:pɪŋ</u> /
/hæt/	/hæt/	/hæt/

Table 34 shows ten examples of the main errors made by the students at the level of stress placement. The table indicates that in most of the recorded passages many students mispronounced the stressed syllable. Moreover, they make stress errors either by changing the stressed syllable or by omitting stress from the word as a whole. Furthermore, from the above examples we can conclude that students are not familiar with the phonological rules concerning stress placement. In the examples ‘1, 2, 3, 5, 6, 8’, and ‘10’, the students didn’t succeed in stressing the right syllable. The given words are either unstressed, or they are stressed on the wrong syllable. Hence, the students seem unaware about phonological rules of word stress. However, the second part of the table represents the errors made by students in their second reading. It shows that the majority of students corrected their committed errors made in their first reading as in the examples ‘1, 2, 3, 4, 5, 7, 8, 9, 10’. Nearly, all the students succeeded in placing the stress on the right syllables, in nouns, verbs, and adjectives.

➤ Consonants

The total number of errors made in the first reading at the level of consonants is 40 with a percentage of 10.89% which give it the last rank after stress placement (See table 30). However, this number was reduced in the second reading to the number of 21 with a percentage of 05.72%. The learners have difficulties in pronouncing consonants including: plosives, fricatives, nasals, liquids, and semi-vowels. The following table illustrates some errors.

Table 35: Examples of errors at the level of consonants

Consonants		
The error		Correct form
First reading	Second reading	
1- /end/ /x//draɪvɪŋg//snəʊ/	1- /end/ /ə/ /draɪvɪŋ/ /snəʊ/	1- /ænd/ /ə/ /'draɪvɪŋ/ /snəʊ/
2- /ðə/ /daʊn/ /wɔ:lkiŋg/ /frɒm/	2- /ðə/ /daʊn/ /'wɔ:kɪŋ/ /frɒm/	2- /ðə/ /daʊn/ /'wɔ:kɪŋ/ /frəm/
3- /mɔ:r/ /dɜ:d/ /ðʌn/ /ə'laɪf/	3- /mɔ:r/ /dɜ:d/ /ðʌn/ /ə'laɪf/	3- /mɔ:/ /ded/ /ðən/ /ə'laɪv/
4- /hɪ/ /stæ'dʒɔrd/ /'ɪntʊ/ /ðə/ /kəʊtʃ/	4- /hɪ/ /'stæɡəd/ /'ɪntə/ /ðə/ /kəʊtʃ/	4- /hɪ/ /'stæɡəd/ /'ɪntə/ /ðə/ /kəʊtʃ/
5- / /tʊ/ /rɪ'pi:t/ /hər/ /kweɪ'ʃən/	5- /tə/ /rɪ'pi:t/ /hər/ /'kwestʃən/	5- /tə/ /rɪ'pi:t/ /hə/ /'kwestʃən/
6- /ðʌt/ /'ɒbskɜ:rd/ /ðə/ /flaʊər/ /pʌnɪs/	6- /ðʌt/ /ɒb'skɜ:rd/ /ðə/ /ləʊə/ /paɪnz/	6- /ðət/ /əb'skɜʊəd/ /ðə/ /'ləʊə/ /peɪnz/
7- /ænd/ /wɪskəd/ /aʊt/	7- /ænd/ /wɪskt/ /aʊt/	7- /ænd/ /wɪskt/ /aʊt/
8- /'teɪbl/ /θɪŋs/ /ɪn/ /ə/ /kwɪk/	8- /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/	8- /ðə/ /'teɪbl/ /'θɪŋz/ /ɪn/ /ə/ /kwɪk/
9- /hɪz/ /'bæk/ /hʌntʃəd/	9- /hɪz/ /'bæk/ /hʌntʃt/	9- /hɪz/ /'bæk/ /hʌntʃt/
10- /hɪ/ /'nevər/ /lu:zŋəd/	10- /hɪ/ /'nevər/ /lu:zŋd/	10- /hɪ/ /'nevə/ /'lu:sŋd/

Table 35 shows some examples of the students' pronunciation errors made in their first and second reading at the level of consonants. After scanning the students' reading, we found that the students have difficulties in pronouncing consonants including, plosives, fricatives, nasals, liquids, and semi-vowels. Moreover, they face difficulties in pronouncing the fricatives namely: /v/, /ʃ/, /s/, /z/, as in the examples '3, 5, 8, 10'. Accordingly, the students have problems with the sound /s/ found in the word plural. For instance as in the example '8', the students pronounce the 's' of the plural with the sound /s/ instead of /z/. Furthermore, some students have problems in pronouncing the nasals as in the final 'ing' of the verbs. They substitute the sound /ŋ/ with /ŋg/ as it is shown in the examples '1, 2'. In addition, plosives are also problematic for students to be produced as it is illustrated in the examples '4, 7, 9'. Instead of producing the sounds /g/, /ʃ/ and

/t/ they produce the sounds /dʒ/ or /d/. For instance, according to the examples ‘7, 9’ students have problems in pronouncing the final ‘ed’ of the irregular verbs. So, they contribute the sound/d/ instead of /t/ with some verbs. Besides, other students failed in producing the semi-vowels and liquids namely /j/ and /l/. For example, in the word ‘walking’ the sound /l/ is silent; however, some students tend to pronounce it as in the example ‘2’. Whereas, the example ‘6’ indicates that some students substitute the sound /j/ with a long vowel /ɜ:/. Nevertheless, in the second reading nearly all the mispronounced words were corrected. At the beginning, most of the students failed in pronouncing consonants in an accurate way as in the examples ‘1, 2, 4, 5, 7, 8, 9’. But, in comparison with the first reading, the errors found in the second reading are fewer.

I.3. Interview

As it is mentioned earlier in the research methods chapter, the interview took place after collecting learners’ recordings; they were conducted with a sample of 17 students. Unfortunately, we have received only 14 interviews. In order to make the analysis easier, we asked all the students the same questions. Moreover, it is also previously mentioned that, the interview is used as a complementary tool to help us know about the participants’ points of view regarding the use of audiobooks in learning pronunciation. In this study, we have referred to the participants using letters ‘A, B, C, D, E, F, G, H, and I’ for them to be anonymous. The interviews covered seven (07) questions. These questions cover these areas:

- The enjoyment of using audiobooks in learning pronunciation
- The disadvantages of audiobooks
- The difference between the use of traditional methods and audiobooks in learning pronunciation
- The students’ interest in using audiobooks in their learning
- The improvement obtained through audiobooks
- The features of audiobooks that lead to the pronunciation improvements
- Students’ opinions towards using audiobooks in their pronunciation learning

I.3.a. Results and Discussions of the Students' Interview

Question One: Did you enjoy using audiobooks? and why?

All of the students' answers show that they all enjoyed the use of audiobooks in their pronunciation learning, except one. According to them, audiobooks helped them in mastering the accurate pronunciation of some new words. Student 'A' said that *"Yes, I did. Because it has enabled me to know the right pronunciation of some words, especially, those I'm not familiar with.* Student 'B' added that *"I have found it amusing listening to a native speaker narrating the events of the story"*. He continued: *"it encouraged me to pay attention to all details in the story"*. All the students shared the same idea that audiobooks are good tools for learning pronunciation. Besides, they are considered as an effective guide to imitate and develop both listening and speaking skills. Thus, audiobooks gave them the chance to listen to a native reading with real English that helps to enhance their pronunciation and become a fluent speaker. However, only one student 'C' didn't welcome the idea of listening each time to audiobooks. She claimed that *"listening to audiobooks each time for many sessions will make us get bored"*. According to this student, learners' lose their amusement when they repeat the same action for a long period of time.

Question Two: What are the disadvantages of audiobooks?

All of the students gave different points of view regarding the disadvantages of audiobooks. Most of them answered that the rate of the native speakers' reading is a little bit fast. Thus, a foreign language learner may not be able to follow or focus on what has been said. They all find difficulty in catching the pronunciation of some words, especially, which they are not familiar with. Moreover, one student answered that the repetition of the same action for several times makes the students feel bored. Student 'D' pointed out that: *"in my perspective, the disadvantages of audiobooks is; neglecting the flow of events in the audio track and the focus on the pronunciation of the narrator"*, he told us that *"Audiobooks can also disturb the comprehension of the reader while reading and listening at the same time"*. According to this student, the focus of audiobooks rely only on the listening skill, in a way that the learner neglects the meaning of words and focuses only on the way of pronouncing them. However, only two

students answered that there are no disadvantages for audiobooks. For them, audiobooks are effective and helpful tools for teaching pronunciation.

Question Three: What is the difference between teaching pronunciation using audiobooks and using the traditional methods? Which is more helpful for you?

All the students we have interviewed agreed on the fact that teaching pronunciation using traditional methods differ from the use of audiobooks. According to them the use of traditional methods in teaching pronunciation takes a long time. It introduces the learners with the basic knowledge of the pronunciation rules and how to use it in their learning. All the students answered that, unlike traditional methods, the audiobooks are more helpful. According to them, listening to audiobooks enhances the listening skill and gives the EFL learners the chance to imitate the pronunciation of the native model. Student 'E' added that *"To be frank, I was not taught pronunciation in my beginning years at university because we had problems of lack of teachers of pronunciation"*. She continued: *"I think that the use of audiobooks is helpful since they offer great chances for students to listen to the native speaker, and enable them to notice the way of pronouncing words to guess the pronunciation rules"*. According to her, the use of audiobooks in learning pronunciation is better than using any other traditional methods.

Question Four: The class becomes interesting if the teacher uses audiobooks in language teaching? Yes or no, and how?

The majority of students have approximately the same idea that the classroom becomes interesting if the teacher uses audiobooks in his/her teaching. They answered that, since we live in the age of technology, and with the use of audiobooks, the classroom will definitely become enjoyable and amusing. They added that audiobooks may attract the attention of the students while learning pronunciation. Thus, they will motivate learners only if the teachers know how to use and how to select the audiobooks. The selection depends on the learners' need and interests. However, only two students were against. They claim that *"with the use of audiobooks in language teaching, the classroom won't be interesting"*. Therefore, the daily use of audiobooks makes the students feel bored. Additionally, the teacher is mainly concerned with presenting the

main rules of pronunciation and does not have enough time to use such methods in their classrooms.

Question five: Do you think that your English pronunciation has been improved?

Fourteen (14) students answered that audiobooks helped them in improving their English pronunciation level, but not too much. Student 'F' pointed out that "*I have learned the pronunciation of some new words*". According to her, through listening twice to audiobooks, she could remember the pronunciation of some words she is not familiar with. However, only two students were against. They answered that their pronunciation hasn't been improved through the use of audiobooks. As student 'G' said: "*I don't think so, because I didn't use it for a long time*". According to this student, it is better to expand the number of sessions in teaching pronunciation using audiobooks.

Question six: How do audiobooks help you learn English pronunciation?

All the students we have interviewed agreed on the idea that audiobooks are more helpful tools for learning pronunciation. They all find that audiobooks are helpful in terms of helping them to learn the correct English pronunciation. Besides, listening to audiobooks offers the chance for learners to focus on the accurate way of pronouncing words. Thus, they become able to detect most of the English sounds. Other students added also that audiobooks help them in comparing their pronunciation with the native model for pointing out errors while speaking. As a consequence, the comparison between their pronunciation and a native model helps them to correct their pronunciation errors.

Question seven: Through listening to audiobooks during the experiment, you were able to compare your own pronunciation with those of a native speaker. Please write down your opinion of this function of audiobooks toward this kind of learning

All the interviewed students gave different opinions and suggestions. All of them enjoyed the treatment sessions using audiobooks. They found audiobooks beneficial in terms of helping them to learn the correct English pronunciation. In addition, students have a positive perception towards audiobooks and their importance in learning the English language. According to student 'H', *"Audiobooks have clearly a positive impact on the improvement of English pronunciation, so when comparing our pronunciation with natives' we come to identify the differences and attempt to adjust our pronunciation to a more native-like"*. According to this student, audiobooks have a great effect on the learners' pronunciation, in a way that they help them to master the accurate pronunciation of some words. However, student 'I' suggested expanding the period of treatment by saying that: *"...we haven't been provided with enough time to listen and practice, we wish that there would be more chances to listen to them to practice. Because, listening to audiobooks twice is not enough"*. For this student, it is better to have more chances to listen to a native model in order to have a native-like pronunciation.

As a conclusion, the results from the interview revealed that all of the students who were exposed to the treatment using audiobooks had positive perspectives towards using audiobooks and their effect on pronunciation. They find it beneficial for their pronunciation. As it provides the teachers with a rationale for expanding the use of audiobooks in teaching pronunciation since they are viewed positively by students as an effective tool.

II. Conclusion

After having analysed the data collected by (pronunciation-test, students' recording, and interview), we have found the following: first, the results found after analysing the pronunciation-test show that the majority of students failed to articulate the stressed syllable in the given words. Moreover, the reason behind students' failure is their limited knowledge about the phonological rules concerning English word stress. Second, the findings from the analysis of students' recordings reveal that the number of pronunciation errors decreased after listening to audiobooks. Considering the fact that, students have experienced only six sessions of pronunciation training. However, few words have remained mispronounced even after students have listened to the audiobooks. This shows that teaching pronunciation is never an ending process and it should take an essential part in every English lesson. Additionally, the analysis of the students' interview

reveals that the students show a positive attitude towards integrating audiobooks in their learning of pronunciation.

Throughout this section, we have reported the results of our investigation and discussed them in accordance with previous research findings. As a reminder, the central aim of the present study is to examine the effectiveness of using audiobooks in enhancing EFL learners' pronunciation. The interpretation and the discussion about the results allowed us to reach significant findings and answer our research problem and related research questions.

- First, students who are taught the English pronunciation through audiobooks improved their pronunciation intelligibility.
- Second, the improvement found in the learners' English pronunciation was due to listening to the audiobook.
- Third, through the use of audiobooks there was significant improvement in learners' English pronunciation.
- Finally, students have a positive attitude towards audiobooks and their effects on their pronunciation.

Section Two

Limitations, Implications, and Suggestions for Future Research

In this study, we assume that audiobooks have a positive effect on learners' English pronunciation. As such we have confirmed our hypotheses and reached interesting findings concerning learners' perceptions, attitudes towards using audiobooks in teaching pronunciation. In this last section, we deal with limitations of the study; then, we provide teachers and students with some implications, and we end up with suggestions for further research.

I. Limitations of the Study:

Although the present study provides convincing evidence that audiobooks listening has a positive effect on learners' pronunciation, there are a number of limitations to be addressed.

The first important limitation of the study could be the limited number of participants. In this study, there are 17 students, who were exposed to the treatment. In addition, working with a small group does not allow us to generalize our findings. Moreover, when we have asked our participants to start the treatment sessions, most of them did not take it seriously. The majority gave excuses of being busy. This pushed us to work with each student individually, and during their free time.

The second limitation is that when coming to make the interview; we found that all the students were busy. This pushed us to send the interview via e-mail. Unfortunately, some of them haven't sent back the interview responses; that is, we have received only 14 out of 17.

A third limitation is that the duration of audiobooks listening sessions was limited to 6 sessions, one session per-week. While the study found a significant increase in the performances after listening to audiobooks, 6 sessions are not enough for a large skill to develop implicitly.

Moreover, the setting in which the participants took the treatment of the study could be counted also one of the limitations. The data collection tools of the present study were designed with the aim of administering the treatment sessions in the computer laboratory of the University. Unfortunately, we made the treatment sessions inside the classroom using personal laptop. If the study were conducted in the laboratory, the results of the treatment would be better.

The last limitation is time constraint. Time is an important factor when conducting a research. In fact, as a master two student of Applied Linguistics option, we were overloaded with many tasks namely, courses, exams, and presentations all together. This led us to put aside our thesis for a period of time.

All in all in all, due to all these limitations, many lacunas might be revealed in this present study.

II. Implications of the Study:

The analysis of the data and the findings of the study suggest several pedagogical implications that can be addressed to both teachers and other educators in order to take advantage

from our findings that may contribute both to learning and teaching improvement. This can be achieved through applying the following implications in foreign language classroom.

- **Special care for pronunciation:** As it is found in the results, a big number of students had problems in pronunciation. Thus, students should give special care to the phonological rules; especially, those related to stress patterns, vowel production, consonants. Moreover, we were told that some students have not studied phonetics in their first years because of the lack of teachers. In spite of being master two students of Applied Linguistics, they have made serious pronunciation errors. These pronunciation errors can be reduced by focusing on the pronunciation problems and explain why these occur. Also, introducing students to the basic of pronunciation rules and how to use them.
- **The appropriateness of audiobooks:** From the results of the interview, we found some students claimed that the passages chosen from the novel are difficult and the rate of speech of the speaker is too fast. So, teachers should make the right selection of audiobooks by paying attention to the scope, i. e., paying attention to the topic, content, accent...etc. and the sound quality of the audiobooks that they select for their students. However, deciding on the right audiobook is not a simple process; it requires that various factors to be considered instead. Since listening to an audiobook takes longer time than most of language learning oriented activities, they should be selected in accordance with the interests of the students. In this way, it is more likely to prevent students' loss of motivation.
- **Special care for vocabulary:** Although the participants are master two students, they lack vocabulary. From the results, we found that most of students reported having had difficulties understanding some words from the story. Moreover, some of them do not know how to pronounce simple words that we use in our daily life. Thus, teachers should carefully consider the number of unknown words in the audiobooks they select.
- **Creating interactive audiobooks formats:** As the findings of the study revealed that students found audiobook listening enjoyable and amusing, instructors or publishers may consider the creating of more interactive audiobook formats. These might include adding question answer sessions between chapters to promote understanding and critical thinking of the students. Including tasks which ask the student to give endings to stories, or other strategies that engage students with audiobooks.

- **Providing computer laboratory:** As it is mentioned earlier, we have made the treatment sessions inside the classroom. However, the findings show significant development. But, the results would be better if the treatment sessions were done in a computer laboratory. So, the instructors should provide students with access to listening laboratories in schools, where they can decide on the audiobooks to be listened in accordance with their personal interests and pace. Thus, the students are encouraged to access to audiobooks in their computers, smart phones, and similar devices.

III. Suggestions for Further Research

In the light of the previous findings, and limitations, this study highlights the need for further research. First, other researchers can replicate this study at different institutions with a large number of participants. Additionally, a future study could also concern exploring the effects of using audiobooks by expanding the time of administration and number of the audiobooks. Moreover, in terms of perceptions about utilizing audiobooks in teaching and learning pronunciation, studies also concerning teachers' perception could be conducted.

In this section, we have dealt with the limitations of the present study that the researcher has encountered along this investigation. After that we have moved to implication for both teachers and educators that should be regarded and applying them in pronunciation teaching. Finally, we have provided further researchers with some suggestions that they should consider when conducting similar topic.

Throughout this chapter, we have identified the most common pronunciation errors made by EFL learners and compared these errors found in both their first and second reading. Besides, errors are identified and classified using tables. In fact, after analysing the findings and discussing them relying on the analysis of the pronunciation test, students' recordings, and interview, we confirmed our hypotheses and come to the conclusion that through listening to audiobooks, students did significantly better than they did before they listen to them. In addition, students agreed that they found audiobook listening beneficial for their pronunciation.

General Conclusion

The present research has investigated the effectiveness of using audiobooks in enhancing EFL learners' pronunciation at Bejaia University. Specifically, we hypothesized first, that EFL learners will enhance their level in English pronunciation. Second, that there will be a significant improvement in the learners' pronunciation level. For the research objectives, we have aimed at examining the effectiveness of using audiobooks in enhancing EFL learners' pronunciation, the improvement that can be obtained, and learners' perceptions about integrating audiobooks in their pronunciation learning. To reach the aim of the study, we have opted for three data collection tools namely a pronunciation-test, recording samples and interview.

The present study encompasses four chapters. The first chapter is theoretical; it aims at explaining thoroughly the different variables of the present study. The second chapter is theoretical too; it aims at exploring the different previous studies related to the use of CALL in teaching pronunciation and the findings they reported. The third chapter is a practical chapter; it aims at describing the study including the participants, design and methods, data collection instruments and procedures. The last chapter is practical too; it aims at identifying the results and inferring the findings through analysis and discussion.

Our investigation is conducted relying on mixed methods involving both quantitative and qualitative analysis of data. The former has been achieved through the analysis of pronunciation-test and recording samples of 17 master two students of applied linguistics. The latter consisted of interview done with 17 students. The findings we have interpreted from the analysis of learners' pronunciation-test, recording, and interviews revealed the following findings:

- First, students who are taught the English pronunciation through audiobooks improved their pronunciation intelligibility.
- Second, the improvement found in the learners' English pronunciation was due to listening to audiobooks.
- Third, the improvement obtained through the use of audiobook is significant.
- Finally, students show a positive attitude towards using audiobooks in their learning.

To benefit from the present study, we provided some implications for both teachers and learners. First, teachers should provide a special care for learners' pronunciation. Second, the teacher should make the right selection of audiobooks by paying attention to the scope. Third, teachers should be careful for the vocabulary of their learners. Fourth, instructors or publishers have to create interactive audiobooks formats. Finally, provide computer laboratories to create a good atmosphere for students' learning.

To overcome the limitations of this present investigation, we have previously provided some suggestions for further research. We suggest replicating our research at different institutions by expanding the time of treatment sessions, but with a large number of participants. Moreover, teachers' perceptions also about utilizing audiobooks in teaching and learning pronunciation could be conducted.

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Appendixes

Appendix 01: Students' Pronunciation Test

Students' pronunciation test

The following test is a part of a study about the effectiveness of computer assisted pronunciation training (CAPT) on EFL learners' pronunciation, which would be conducted at the English department at the University of Bejaia. This quiz will test your understanding of the word stress. Please, answer the question below carefully and honestly. All the information you provide will be used only for academic purposes. Thank you for cooperation.

Word stress quiz:

For each word written on bold, choose the syllable that is stressed: (circle the right answer).

1- Could you give me the **plastic** pocket, please?

- a) Plas
- b) Tic

2- Her hobbies include hiking and **photography**.

- a) Pho
- b) To
- c) Gra
- d) Phy

3- **Algeria** is the country where I was born.

- a) Al
- b) Ge
- c) Ria

4- Before you sleep, please turn off the **television**.

- a) Te
- b) Le
- c) Vi
- d) Sion

5- I can't **decide** on who to invite. Decide

a) De

b) Cide

6- Do you **understand** this lesson?

a) Under

b) stand

7- We are **happy** to announce the engagement of our daughter.

a) Ha

b) Ppy

8- The supervisor is always very **critical**.

a) Cri

b) Ti

c) Cal

9- She wants to be an **old-fashioned** mother, staying at home and looking after the children.

a) Old

b) Fashioned

10- There is always a lot of **traffic** at this time of day.

a) Traf

b) Fic

Appendix 02: Students' Interview

Students' Interview

Dear colleagues,

This interview is about the effectiveness of using technology (audio books) in teaching pronunciation. Would you like to answer the following questions?

1/ Did you enjoy using audiobooks? and why?

.....
.....

2/ What are the disadvantages of audiobooks?

.....
.....

3/ What is the difference between teaching pronunciation using audiobooks and using the traditional methods? Which is more helpful for you?

.....
.....

4/ The class becomes interesting if the teacher uses audiobooks in language teaching? Yes or no, and how?

.....
.....

5/Do you think that your English pronunciation has been improved?

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6/How do audiobooks help you to learn English pronunciation?

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7/Through listening to audiobooks during the experiment, you were able to compare

your own pronunciation with a native speaker. Please write down your opinion of this function of audiobooks toward this kind of learning

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Thank You for Your Cooperation,

Résumé en Français:

La présente étude vise à étudier l'efficacité de l'utilisation des livres audio dans l'amélioration de la prononciation des apprenants ALE (Anglais Langue Etrangère). Les sujets sont les étudiants de master 2 de Linguistique Appliquée à l'université de Bejaia. Cette étude, nous permet d'examiner l'efficacité de l'utilisation des livres audio dans l'amélioration de la prononciation des apprenants au niveau de la production des voyelles, des consonnes, et l'accent. Ainsi, nous visons à trouver les améliorations qui peuvent être obtenus grâce à l'utilisation des livres audio. Pour atteindre cet objectif, le chercheur a opté pour une méthodologie mixte basée sur des méthodes quantitatives et qualitatives. La méthode quantitative consiste en une analyse du test de prononciation, et les enregistrements des 17 étudiants. Concernant la méthode qualitative, elle est basée sur les interviews des participants. Les résultats révèlent que nos participants commettent beaucoup d'erreurs de prononciation, y compris les consonnes, la production des voyelles, et les syllabes. Par conséquent, il est finalement révélé qu'il y avait une amélioration significative de la prononciation des apprenants. D'ailleurs, le nombre d'erreurs de prononciation faites par les étudiants a été réduit après l'écoute des livres audio. Les résultats de l'entrevue ont montré que les étudiants avaient des perspectives positives au sujet des livres audio et leurs effets sur la prononciation. Enfin, certaines stratégies ont été proposées pour couvrir certaines lacunes qui pourraient se trouver dans cette étude.

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