

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



THE EFFECTIVENESS OF USING AUDIOBOOKS TO DEVELOP PRONUNCIATION SKILLS
TO SPEAK WITH AN APPROPRIATE INTONATION, AT UNIVERSITY OF EL SALVADOR
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ABSTRACT

Nowadays, the majority of the people do not take the time to practice very often their pronunciation skills and they get used to make some mispronunciations; especially, foreign language students. So this research study helps to recognize this common situation on second language learners at the University of El Salvador. In addition to this, the primary goal of this study research is to know the effectiveness of using audiobooks on English pronunciation students and see the development of their English skills and improvements they can make after using them. Besides that, this research work is experimental because it required an experiment control to see if there is an improvement on student's pronunciation before & after using an audiobook. Therefore, important results were found after using an audiobook where some improvements were identified on the second language learners which lend us to think that Audiobooks can be the perfect tool that facilitates the pronunciation for their pronunciation for foreign languages students at the University of El Salvador.

I. INTRODUCTION

“When you read a book, the story definitely happens inside your head. When you listen, it seems to happen in a little cloud all around it, like a fuzzy knit cap pulled down over your eyes.” (Sloan, GoodReads)

This study research investigates and explains the effectiveness of using audiobooks on foreign language students on English pronunciation class who experience issues at the time to speak with English pronunciation sounds. Moreover, it is very common to find English students that have problems to communicate with others, who cannot establish a conversation due to mispronunciation issues; therefore, this research study focuses on a possible solution to eradicate these issues on English pronunciation students by using an innovative way to teach English pronunciation such as: audiobooks as good strategy to make students speak with the right intonation and correct pronunciation.

This project contains five chapters that present the most important information of this research. At the beginning, the researchers carried out the first chapter which contains the most common problems in English Pronunciation subject that caused issues not only for foreign language students, but also for teachers who teach it; as a result of the pronunciation classes were not practical for the learners. Because of this, the researchers looked into many alternatives to eradicate this problematic and reinforce the students' pronunciation skills. Besides that, the researchers had to define the objectives to overcome this situation including a description of the effectiveness of using audiobooks as a tool to improve English pronunciation at the University of El Salvador. To wind up, it

is essential to keep up with seeing the effect of English Pronunciation as the best possible solution to make a better intonation and pronunciation.

Moreover, the researchers found some of the most important studies and hypothesis related with the history of audiobooks such as: advantages of implementing audiobooks, empirical evidence of the effects of reading while listening and listening processes engaged to provide complete information of the history of audiobooks and the development through the years. Therefore, these theories assisted to determine the effect of audiobooks can have on foreign language students and how they can acquire a good English pronunciation base on the previous studies.

Furthermore, this methodology is a classification of strategies that supplied steps, techniques and how the researchers made the correct procedure to analyze the results and select instruments that they had to administrate to select the group of students to develop this project and the types of study. Therefore, this methodology demanded a short explanation of the effect of audiobooks on English students and the results after using them such as a good pronunciation and intonation after using them.

In addition, the researchers figured out the fourth chapter in which the instruments were tested in order to check the effectiveness of using audiobooks to improve their pronunciation with an appropriate intonation. The researchers selected an audiobook called the black cat by Edgar Allan Poe with the transcript. Besides that, two experts were consulted. The first expert was to create an evaluation system to measure the outcomes that audiobooks presented, the second one to analyze the effect of audiobooks.

Additionally, on the last chapter, the researchers concluded that there is significant change and evidence that audiobooks can be a huge influence on English pronunciation students for the different improvements that they can make in a short period of time. In addition, this research recognizes that audiobooks can be a practical tool for English Pronunciation students. As well as, some recommendations were given by the researchers to English pronunciation teachers, students and for the authorities of University of El Salvador in order that they can get the same positive results that the researchers got in chapter five.

Finally, there were different effects that audiobooks can make on English pronunciation students. Besides that, participants can gain productive knowledge from audiobooks and show fluency. In addition, there are PDF versions of the audiobooks that are available on the Internet to download at any moment. As a result, this research indicates that audiobooks can be a practical tool for English Pronunciation students to improve their accents, pronunciation, intonation and articulation.

II. STATEMENT OF THE PROBLEM

A close observation to English Pronunciation students is that they confuse the pronunciation of words. Listening to a podcast, reading a book, listening to an audiobook and watching films are not waste of time. It is how somebody becomes wise (Banger) Nowadays, an incorrect pronunciation is an important aspect that should be taken into account when a student is enrolled in an English pronunciation subject. It is essential to mention that if a word is mispronounced by a student, the teacher must be aware and make the correction immediately. In fact, the use of audiobooks is a good strategy to make students speak with the right intonation not only during the class but also daily basis.

Pronunciation refers to the production of sounds that we use to make meaning. It is necessary to be aware of the intonation in English (segments), aspects of speech beyond the level of the individual sound, such as phrasing, stress, timing, rhythm, how the voice is projected (voice quality), expressions and also intonation that are closely related to the way we speak a language. (Clennell, October 2002).

As the previous statement manifests that pronunciation skill is really important when students try to communicate with others by identifying the difficulties that some of them have at the moment of speaking. For example: The theta sound /θ/ is presented in many words such as: Think, Thursday and something. We know that the sound Delta (ΔEΛTA) and Theta (ΘHTA) are similar to the th sound in English. They seem very much alike to the ear, yet they are not identical; they sound different from one another. Some people can immediately hear the difference between these two sounds, but many people have difficulty

distinguishing them. Moreover, most of the learners do not reach a good pronunciation during the course.

An audiobook is a recording of a text being read. It is believed that it could help students to articulate words properly and use a right intonation. (Vernon, 10-13-2015).

According to (Hett, 2012) claims some benefits of using audiobooks that allow students to move beyond decoding and concentrating on the content. On films, on the radio, on tapes; most people can get the opportunity of listening to English through different means. You should hear a second language and listen to it not for the meaning but for the sound of it. (O'connor, 1967).

Therefore, it is clear that pronunciation is an important and difficult aspect to enhance during the course that generates problems not only for EFL students, but also for teachers who teach it. For this reason, the study recognizes that pronunciation classes are not effective enough for their learners. Consequently, the goal of research is to express a different alternative to reinforce pronunciation skills of the beginners. Afterwards, the team will describe in a deeper way the results and all of the bibliographical content related about "The effectiveness of using audiobooks to develop pronunciation skills to speak with an appropriate intonation at University of El Salvador on the students of English pronunciation subject, semester I 2020"

RESEARCH QUESTION

What is the effectiveness of using audiobooks to develop pronunciation skills to speak with an appropriate intonation at University of El Salvador on the students of English pronunciation subject, semester I 2020?

SUBSIDIARY QUESTIONS

- How effective is the use of audiobooks to improve the th sound Delta ($\Delta E \Lambda T A$) and Theta ($\Theta H T A$) on English students' pronunciation course?
- 2-Which are the different types of intonations on the English pronunciation subject semester I, 2020 after using an audiobook as a tool to improve pronunciation skills from English pronunciation students?

OBJECTIVES

GENERAL OBJECTIVE

To describe the effectiveness of using audiobooks as a tool to improve English pronunciation.

SPECIFIC OBJECTIVES

To identify the benefits of audiobooks on English pronunciation courses as a suitable method to improve students' pronunciation.

To demonstrate the feasibility of using audiobooks which help students to have a better intonation in the English pronunciation subject semester I-2020.

JUSTIFICATION

Even most of those who really never have time to read a book usually have more than enough time to listen to one. (Mokhonoana, 2013)

The main idea of this research work was born with the purpose of displaying the problematic that English pronunciation students, semester I 2020 presents when they are not intoning some words appropriately in English language, which makes them perform differently during the course. It is important to point out the effectiveness of using audiobooks as an useful tool in the most effective way.

Likewise, this project is an original idea of the group, since topic has not been found in the institutional thesis records of the University of El Salvador. It is necessary to emphasize that this would be the first research work related to the topic of audiobooks. The use of audiobooks is very important, since this tool

helps, not only to increase the correct pronunciation, but also to increase the fluency of the learner. One of the most notable benefits of audiobooks is that you can save a good amount of time.

Additionally, audiobooks are very helpful resources that can help students to expand their current pronunciation and also promote a different way of learning accurate intonation by listening to the British and American accent.

Finally, this research project brings to University of El Salvador important information of the uses of audiobooks as an efficient method to improve the pronunciation and intonation of the students to face this problematic in a different way.

III. THEORETICAL FRAMEWORK

BACKGROUND FRAME

This chapter presents some of the most important points related with the history about audiobooks; moreover, it contains some previous studies and theories such as: listening processes, the use of reading while listening and listening while reading, empirical evidence of the effects of reading while listening on L2 learners, study materials and treatment, advantages of implementing audiobooks.

The history of audiobooks has been accumulated through years and different changes. On the other hand, listening skill which is the key for EFL learners, is one the most essential stages for English foreign language learners to develop in order to acquire a good pronunciation.

The empirical evidence of the effects of reading while listening on L2 learners emphasizes on the longitudinal study, since this compares the effectiveness of using two different groups as an experiment. It is needed to mention that both groups were supported by different activities with audiobooks that helped them to have an improvement in their reading comprehension.

Therefore, study material and treatment theory were focused on different alternatives that were given to the students. So, they could listen CDs and read books at the same time. At the end of this experiment students were able to talk about a story by using their own words related with the book they read. Consequently, increasing students' vocabulary, improving their pronunciation

and comprehension are some general advantages that students perceived at the moment of using audiobooks.

Finally, this theoretical framework pretends to provide complete information of the history of audiobooks and theories that can help us to determine the stages to acquire a good pronunciation using effective methods of previous studies through audiobooks and also the types of material and treatment as an alternative to accomplish the pronunciation desired.

In January 1952, Barbara Cohen and Marianne Roney sat down with Dylan Thomas (a famous Welsh poet and writer) in a hotel and convinced him to record some of his poetry. Thus, with coaxing and cajoling and the promise of \$500, a recording session was arranged. Cohen and Roney knew that Thomas's poetry was shocking, moving and important, and that they wanted to record it to preserve the sounds. Thomas selected the poems, writing the list in his tiny round letters in Miss Roney's appointment book. We must emphasize that spoken word records were almost unheard at the time (Ciccarelli, 2017).

In addition, Thomas began the session with "Do not go gentle into That Good Night". Consequently, Caedmon Records was born the next week for the first poet to write in the native language of Old England. Then, on February 22, Peter Bartok, son of the composer Bela Bartok, had set up his equipment in Steinway Hall to do the recording.

Evidently, Bartok had expected a quavery poet's voice, but instead he had to adjust the microphone for a symphonic recording to accommodate Thomas's sonorous voice. To fill the other side of the record, Thomas recorded a story that he sold to Harper's Bazaar called "A Child's Christmas in Wales".

Likewise, the history of audiobooks closely follows the twists and turns of the recording industry. Because of this, one of the more remarkable turning points was the 1980s, with the accessibility and format of recordings; in 1984, there were 11 audiobook publishing companies.

However, it was Brilliance Audio who created waves in the industry after inventing a way to record twice as much on cassettes. This meant audiobook publishers could now produce affordable unabridged editions of their most popular books such as Harper and Row, Random House, and Warner Communications joined in the distribution of audiobooks.

Furthermore, in the '80s, the Audio Publishers Association (APA), a professional nonprofit trade association established by a group of publishers to promote awareness of spoken word audio and provide industry statistics to the public and its members. Then, around the same time, the Book of the Month, Time Life, and the Literary Guild immediately began offering audiobooks to their subscribers and other book clubs formed such as the History Book Club, Get Rich Club, Nostalgia Book Club, and Scholastic all offering audiobooks.

In addition, the late 90s to early 2000s, the audiobook industry was lifted to new heights, as a result of; Audible.com pioneered the world's first mass-market digital media player, named "The Audible Player". Audible.com was the first to establish a website (1998) where digital audiobooks could be purchased and downloaded. This happened when the APA introduced the Audie Awards, which would become known as the "Oscars of spoken word entertainment."

According to Michele Cobb (President of the APA), the future of audiobooks is our industry continuing to do more of what we do best, she also

said that we have to make amazing performances from excellent content as we've been extremely good at evolving, embracing new formats and growing. She added that she doesn't have any doubt that we will continue this and when the next big thing in digital makes its way to the surface will be riding the wave at the front. As a result of, in 2003 and 2004 cassettes were phased out and replaced by CDs as the dominant format for audiobooks. (Ciccarelli, 2017)

According to Basken & Harris (1995), especially the learners with particular needs are one of the collectives that can benefit the most from audio books. For obvious reasons, learners with visual disabilities can increase their level of enjoyment for reading. But they are not the only ones who can benefit from the features and virtues of audio books: students with physical disabilities (either temporary, due to an accident or surgery, or permanent) may find the task easier than holding a book, turning its pages, taking notes and other related activities. (Gregori-Signes, 2014).

LISTENING PROCESS THEORY

Before the 1970s, it was not considered important the teaching of listening process by using textbooks in previous decades. In fact, checking learners' abilities through oral expressions and comprehension questions without giving any instructions was focused at that time. It was believed that listening skills were developed by the learners when they were exposed to the English language and repetition.

Furthermore, listening comprehension is an important process that humans have developed through the years and it is about how humans connect new

information with the existing knowledge by getting a meaning from passages and link them (Gilakjani & Ahmadi, 2011); nevertheless, EFL learners' development is the first step that researcher took into account in the learning process to master their listening comprehension to acquire a FL (Liu, 2009) as a result researchers found that they needed to discover and use suitable techniques for teaching listening comprehension to learners.

It is clear that native English speakers talk at determined speed in real life without noticing that for L2 learners is difficult to understand (Buck, 2001; Griffiths, 1990; Tauroza & Allison, 1990). Likewise, a normal speech rate in English for native speaker is approximately three words per second or 150 to 180 words per minute; therefore, there is not chance for 2L learners to stop and think what is being said with such a speedy as a result this mean that the listening process must be completely automatic. Also, the process is very slow with L2 learners and there are activities that require particular attention to control for them.

Moreover, most of the common complaints that L2 learners have are: the fast speech rate in listening class, lack of abilities to think fast enough to understand the audios and not being able to match the spoken form with the written form (Chang & Read, 2006). The process of learning a new language is always slow and that comprehension must be therefore only partial or even poor which is a phenomena very frequent in L2 learner due to a lack of listening fluency. On the other hand, developing reading fluency on literature was reviewed as effective to increase some areas such as: reading fluency, paced reading, timed reading, repeated reading, oral reading and listening while

reading; however, it was found that by making some changes on the reading approaches the methods may be used for developing listening fluency and considered as a suitable method for students whose listening proficiency is still low.

THE USE OF READING WHILE LISTENING IN 2L LEARNING – THEORY

In 1990, the term listening while reading was found by Rasinski and Beer with the purpose to develop reading fluency in EFL Learners. Afterwards, there were two methods developed which involve simultaneous reading and listening, one was called Listening while reading and the second Reading while listening. In spite of they are both listening and reading the focus on the speed of listening is somewhat different. In comparison, listening while reading, reading is the goal as a result reading is supported through listening to the oral rendition of written texts at a faster speed. On the other hand, reading while listening, listening is the focus as a result L2 learners are able to match the spoken form with the written form to develop the skills of auditory discrimination and word recognition through spoken texts such as conversations, stories, lectures, and movies that are used to improved listening comprehension (Osada, 2001; Vandergrift, 2007); Basically, L2 learners get used to the spoken rate, rhythm, and the natural flow of the language and understand.

EMPIRICAL EVIDENCE OF THE EFFECTS READING WHILE LISTENING ON 2L LEARNERS – PREVIOUS STUDIES

The longitudinal studies demonstrated that are the most important studies which were developed in 1989 by Lightbown, Halter on French learners of English, and also in 2002 by Lightbown, Halter, While, and Horst. One of the reasons this study became so important is because it allows you to compare the effectiveness of comprehension approach between two groups as an experimental group versus a regular group.

In addition to this experiment, the first group involved reading and listening with a large amount of printed and aural input but without formal teaching; on the other hand, the second group included regular instruction based on a curriculum and also supported with a variety of listening and speaking activities such as: oral repetition, practicing short dialogues or singing songs. Besides that, this research study allows you comparing international children who had very limited linguistic knowledge for a period of 19 weeks using home-based repeated reading of books versus listening to audiotaped books. (Blum, Koskinen, Tennant, Parker, Straub, and Curry (1995)). As a result, the participants substantially gained productive knowledge from simultaneous reading and listening to audiotaped books and showed fluency at the moment of reading more difficult texts.

Furthermore, a study developed in 2008 by Waring and Donkaewbua showed very positive findings, since they compared some different ways in which students learn vocabulary such as: reading, reading while listening (RWL), and listening only (LO) with 35 Japanese college students. Some researchers established that students are more capable to learn more words by doing RWL mode, followed by reading only and then LO. In addition, students say that the

most comfortable to have more is through stories presented in the RWL mode, in which more students responded that the story was easy and interesting.

A year later, another study was guided by Chang (2009) with Taiwanese college students that consisted in comparing L2 listeners with RWL versus LO in their comprehension of two short stories of equal level and a length of 1,500 words. Firstly, students received a test after listening an audio related with some events that happened in the past. The main reason why the test was made it was to verify their listening comprehension, and improves 10% using RLW method than with LO method.

Likewise, the same happened with a study that was made with Japanese students (Brown et al., 2008, Brown, 2007), most of the students noticed that the reading while listening mode made listening tasks less difficult, the stories more interesting, and they concentrated better. With such a strong and positive effect on L2 listening. With the results and with some affirmations given by some students; however, Chang suggested that reading while listening mode could be used to develop L2 learners' listening competence in the long-run.

STUDY MATERIALS AND TREATMENT

The RWL group the study materials for the RWL group were mainly graded readers with audio CDs from Oxford Bookworms, Macmillan, Cambridge, and Scholastic. Students were encouraged to study at least one book each week. While the rest of the students were given formal listening teaching, these 7 students were reading books and listening to CDs at the English House, where they could have access to computers and play CDs. These 7 students did not

receive any exam or quiz due to each student had different books. Each week, they need to meet with a researcher to discuss about the book that they had been reading and also for time they spent on listening it.

On the other hand, the rest of the students adopted a formal listening textbook published by Macmillan, with thirty 300–500 word short stories usually one short story per week. Different teaching listening methods were used with this group. For example: the first part of the group listened and read the first part of the story and then, the second part of the group, just listened to it. When a story was finished, students talked about the story using their own words, and a few key words or important vocabulary were deleted from the texts and students had to listen for the missing words. (CHANG, 2011)

GENERAL ADVANTAGES OF IMPLEMENTING AUDIOBOOKS IN LANGUAGE LEARNING

Using audiobooks in English classes have a lot of advantages. One of the general advantages is providing a learner with a chance to learn new vocabulary because each student encounters to new words when she/he reads and listens to a text; therefore, these new words become part of their oral and written vocabulary (Serafini, 2004). Another advantage of audiobooks are in charge to help learners with mispronouncing words and the main reason is that at the moment of speaking, however, they will speak appropriately taking into intonation and pronunciation (Saka, 2015; Tagninezhad, Khalifah, Nabizadeh, Shahab, 2015).

Participants

The participants on this study were EFL female preparatory students who were from 18 to 20 years old. The researchers formed 2 groups that were chosen randomly from their list of classes that studied English Language course during that academic semester at Arar Branch, NBU. Besides that, it was determined that they had a similar linguistic background of EFL because they had studied it for about 10 years. They were all Saudis who were born of Saudi parents and they lived and raised in KSA. Their EFL instructors were Saudi native speakers of Arabic with the same teaching experience with university students.

In addition, materials of various types such as audio cassettes, videos, oral conversations and CDs were used by the participants to practice listening and then comprehension questions were followed without printed versions to read. As a result, it is worthy to mention that the participants did not have any experience about audiobooks of the current research to practice inside or outside their classroom before the treatment began.

SELECTED AUDIOBOOKS FOR THE APPLICATION OF THE LISTENING SESSIONS

In 1922, a book was written by Robert Gordon Anderson which contained short stories under the name "Half-Past Seven Stories". Later on, this audiobook was selected for a professor at Northern Border University (NBU) and the audiobook was used for listening sessions for the research; therefore, this research allowed the experimental group of students at Arar Branch to listen and

repeat by using a method called Listening while reading with a printed version of the listening. Besides that, the audiobook was narrated by Native American speakers of English. One of the reasons NBU selected this audiobook is because the participants were familiar with the pronunciation of their speakers, the vocabulary and the grammar of the texts and it was appropriate for them. In addition, PDF versions of the audiobooks were available on the Internet to download easily on computers and print them at any moment.

It is clear that selecting an audiobook for a research investigation is not an easy task to do because it is needed to check the validity of the audiobook and that's what NBU did by making a group of professional jury members who gave their opinion of the audiobook. Consequently, the members of the group got an agreement that the audiobook was valid to be used on the current study because it was suitable for the participants' linguistic level such as vocabulary and grammar structure. Besides that, they mentioned that the narration sound of the audio recordings of the audiobook were good and comprehensible for the foreign language students because the audiobook was using the voices of Native American speakers with very good pronunciation.

Also, there was a pilot of 17 preparatory year students who were not part of the current group; however, the same audiobook was used to prove their validity for the current group at the Arar Branch. Furthermore, the second group shown that the audiobook was comprehensible and appropriate as the first group. In addition to this, it was told that the topics of the audiobooks were a part of the interest of the entire group and the participants indicated the audiobook was readable, teachable and applicable for practicing listening and repeated listening while reading. Moreover, the participant said that the audio recordings of the

audiobooks were appropriate because speakers made a good quality at a proper speed and clear accent which the opinions of second group proved the validity of the audiobooks for the current research.

SESSIONS FOR USING THE AUDIOBOOKS IN LISTENING COMPREHENSION

Training was launched with purpose of using audiobooks and designed sessions for the experimental group in order for the participants to increase their listening comprehension. The sessions designed for the experimental group was combined with activities such as listening stages, questions attached to listening stages and time required for doing the sessions. Besides that, the sessions were valid and approved for the research by the jury members in result of the proper objectives, listening stages activities which were teachable and appropriate for the participants' age, suitable questions that participants revolved around listening topics.

Treatment

Groups such as Preparatory unit, Arar Branch and KSA were united from an associated professor researcher from NBU who taught English and found that all of the participants at Preparatory unit had a common problem that is the weakness in listening comprehension. On the other hand, on the KSA universities showed a necessity of developing their listening skills as the preparatory unit which was measured by The National Commission for Academic Accreditation and Assessment (NCAAA) as a result KSA determined that participants needed to master their listening. Also, NBU was comprised of teaching grammar, listening, speaking, reading and writing to Arar Branch.

Furthermore, developing listening comprehension among EFL preparatory year students was the main goal regarding defining, comprehending and conveying information in oral and written forms for them to understand from listening material as an example tape recording, news on TV and radio or videos in the traditional way. In other words, listening lessons which were applied through listening and repeated listening to recorded materials without doing while reading activities to what they listened.

The treatment that was used for this research investigation was based on audiobooks for practicing listening and repeated listening. Besides that, this research treatment was developed for 10 weeks with 3 hours for each week and also was based on audiobooks which contained academic listening with short stories downloaded on CDs. As well, participants were taught through the sessions on the current study. Another fact regarding of the groups is that both groups got their sessions during the same academic semester and lasted for the same duration of time; nevertheless, both groups were taught at the same time there is a difference between them. First group which is called as experimental group listened and repeated listening to a text while following listening by doing a silent reading on a printed text; on the other hand, second group which is called control group only listened and repeated listening to the same text without following her listening by using silent reading to the printed version of the text.

In addition, the NBU researcher provided a CD that included the audio recordings of the texts of the audiobooks to the experimental group while the control group which received help of the researcher by using computers in the

classroom did not receive any CDs as they did listening and repeated listening. It is essential to mention written texts of audiobooks were given by the researcher from NBU that were used on the sessions where the experimental group of participants did silent reading while doing listening and repeated listening; however, the control group did not receive these printed versions. Additionally, both groups were given the same set of questions for the audiobook called "Half-Past Seven Stories" from the first week until the fifth week. Afterwards, the participants did listening stages from ninth week to the sixteenth week to the short stories which were comprised in the same book.

Furthermore, the searcher from the NBU prepared the participants to identify the topic of the listening activity, motivate them to listen carefully to the listening texts and help them know the purpose of doing this listening. Also, the experimental groups talked about with the researcher some questions of topics to increase their knowledge before listening and there were instructions about how to do the tasks of the listening stages and showed them the KWL chart. Moreover, activities of this chart were informed to the participants such as mark my words, mark who and question mark. This research called the **pre listening stage**.

Besides that, each student in the experimental group was given time to individually listen to a text and to follow this listening by doing silent reading to it from a printed version of the text. This research called the **while listening stage**.

NBU said that it would be better to give each student time to repeat listening and to follow this repeated listening by using silent reading to the same text from the printed version of the text such as audiobooks. They gave each student not only with multiple choice questions but also the KWL chart to individually answer the questions and to fill out the chart during doing the repeated listening step in order to check their comprehension of the text. Likewise, the researcher aided the experimental group to make themselves into small groups of 4 students in each group to check their individual answers on the activity. Then, they observed and guided the experimental group throughout doing this stage to facilitate the procedures through giving them advice when needed.

Moreover, the researcher asked to the experimental group some open-ended questions on the text which they had listened and repeated listening to in order to check their comprehension of it. Further; each small group was given the opportunity to write together a summary of the listening text. After that, some feedbacks were provided on their answers on the KWL chart. This research called the **Post Listening Stage**. (Mohamed, 2018) .

The invention of audiobooks has opened the door for more and more people to benefit from the written word including those with sight problems, and those who would otherwise not have the time or ability to read. Significantly, the creation of the audiobook has shaped the way that the world can access valuable information.

Certainly; for anyone wondering how the industry got started, this raid into auditory recording of written works is for you. Even if the content is entertaining or educational, or anything in between, it's not uncommon for many of us to capitalize on "downtime," such as few hours spent doing household chores, by putting on an audiobook. (Ciccarelli, 2017).

DEFINITIONS

This chapter presents some of the most important definitions or concepts that this work presents, the first definition will be the audiobooks, later we will see the definition of pronunciation, the types of pronunciation that exist with their respective definitions, then we will add the definition of intonation and their main types with the respective definition and finally the pronunciation problems that exist in English pronunciation student's semester I 2020 are defined.

AUDIOBOOKS

Audiobooks are voice recordings of the text of a book that you listen to rather than read. Audiobooks can be exact word-for-word versions of books or abridged versions (Harris, 2020).

PRONUNCIATION IN ENGLISH

In fact, "Pronunciation" refers to the way in which we make the sound of words. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

Indeed, to change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult.

As well as creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including:

1. word stress - emphasis on certain syllables in a word.
2. sentence stress - emphasis on certain words in a sentence.
3. linking - joining certain words together.
4. intonation - the rise and fall of our voice as we speak.

(EnglishClub.com)

INTONATION

Intonation, in phonetics, is the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice (see also tone), but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness) (Augustyn, 2020).

Intonation is the melody of language and is made of pitches (high or low qualities of a sound) that rise and fall. Intonation is used to communicate our intentions and emotions, and it is used in spoken language to replace

punctuation. Intonation can indicate anger, surprise, hesitation, confusion, sarcasm, interest or lack thereof. It is very important to learn and use correct intonation so that your spoken English is more dynamic and more interesting to listen to. In English we have four kinds of intonation patterns:

1. falling,
2. rising,
3. non-final
4. wavering intonation.

Falling Intonation

Falling intonation is when we lower our voice at the end of a sentence. This usually happens in statements and in questions that contain words like where, when, what, why, how, and who (these are called information questions).

Rising Intonation

Rising intonation is when we raise the pitch of our voice at the end of a sentence. We use this kind of intonation in questions that are answered with “yes” or “no” (these are called yes/no questions).

Non-final intonation

In non-final intonation sentences, the pitch rises and falls within the sentence. This type of intonation is used with unfinished thoughts, introductory phrases, series of words and also when we express choices.

Wavering Intonation

Wavering intonation is used when we express specific emotions or attitudes within a word. You can express, for instance, surprise, anger, sarcasm, hesitation, fear, amazement, among others. (RealLifeEnglish, 2013)

PRONUNCIATION ISSUES

The [θ] sound is one of the two sounds usually represented by the English letter combination th. (The other is the [ð] sound.) This symbol was borrowed from the Greek alphabet and is called by the name of the Greek letter: theta ['θetə].

(<https://home.cc.umanitoba.ca/~krussll/phonetics/transcription/english-symbols/theta.html>).

In Ancient Greek, delta represented a voiced dental plosive /d/. In Modern Greek, it represents a voiced dental fricative /ð/, like the "th" in "that" or "this" (while /d/ in foreign words is instead commonly transcribed as ντ). Delta is romanized as d or dh.

For students learning ancient Greek using the Reuchlinian method of pronunciation and for students learning modern Greek, ΔΕΛΤΑ and ΘΗΤΑ are similar to the th sound in English. They seem very much alike to the ear, yet they are not identical; they sound different from one another.

Δέλτα, in small case, looks much like the English letter d (δ) but it is not pronounced like the d in dog. It has a softer sound, like the th in this.

To confuse things further, θήτα is also pronounced like th but not the same as δέλτα. Θήτα sounds like the "harder" th in theory.

Some people can immediately hear the difference between these two sounds, but many people have difficulty distinguishing them. Here are some English words (American pronunciation) transliterated into Greek which may help

the student hear the difference. Transliteration is the method using the letters of one language to substitute as closely as possible the sound of the letters of another language (www.HellenicGods.org, 2010).

IV. METHODOLOGY

This methodology is a collection of procedures that provided the steps and important information of the research such as techniques, instruments, and types of study which helped to analyze the results.

RESEARCH APPROACH

This research embraced the mixed method. Firstly, the purpose of using this research method was to combine both qualitative and quantitative approaches to provide a better understanding of the phenomenon at English pronunciation subject at University of El Salvador. Therefore, a demo class was performed using audiobooks to analyze the effectiveness of students' pronunciation.

The type of research was mixed-method approach since the objective was to describe the effectiveness of using audiobooks as a tool to improve English pronunciation at University of El Salvador on the students of English pronunciation subject, semester I-2020.

Furthermore, this study research involved a brief description at the moment of using audiobooks and the effects that produced on English students. Likewise; this research displayed a relation among the appropriate intonation and pronunciation skills based on previous studies.

TYPE OF RESEARCH

This research was descriptive study as well, it was one in which information was collected, it could provide facts about what was happening in the reality and other features of a particular group. According to (Polit, 2001), mixed method approach studies are used in researches whose purpose is description. Moreover, (Ariola, 2006) expresses that the description research can be used in qualitative or quantitative approaches. In this research, the collection of data provided a description about the effectiveness of using audiobooks in English classes.

POPULATION AND SAMPLE

Population

The study took place at University of El Salvador at Foreign Language Department and it targeted six groups of students from English Pronunciation Subject at English teaching major.

Sample

The sample was four students of each group which were selected by using a sample formula:

$$n = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N - 1) \cdot E^2 + Z^2 \cdot P \cdot Q}$$

The participants were collected and assigned with the formula above. This process assigned participants randomly providing an equal chance of being selected from the population of one hundred ninety-two students.

In this research, the sample population was twenty-four students due to the quantity of English Pronunciation students in each course which were around thirty-two students per group; the researchers used randomization to select the participants.

RESEARCH INSTRUMENTS

To achieve this research study, four types of instruments were used with the purpose of gathering all the information needed by researchers.

- Questionnaire

A questionnaire was designed with open-ended questions in order to get teacher's opinion about intonation and pronunciation of English learners. According to Geer (1988), answering open-ended questions places a greater burden on the respondent than does selecting a response category in closed-ended questions. Besides that, the questionnaire is qualitative instrument that was used by the researchers.

- Interview

English Pronunciation teachers were interviewed by researchers, after given a list of open-ending questions to gather some opinions about the effectiveness of using audiobooks to develop pronunciation skills to speak

with an appropriate intonation. Individual teachers' interviews were conducted after classes and not during school hours to avoid disturbing the teaching schedule.

The intention of the individual teachers' interviews was to come by facts from the participating teachers, thereby ensuring getting relevant and reliable data. In addition, this instrument was selected as qualitative for the information that was provided on the interviews.

- Demo class

English Pronunciation students received a demo class designed by researchers to make sure if they could pronounce the English words correctly with the right intonation. An audiobook was played during the demo class to enhance pronunciation skills with an appropriate intonation. At the same time the researchers had a rubric to prove the effectiveness of using an audiobook. Also, the demo class was a qualitative instrument of the research study.

- Rubric

Likewise, a rubric was designed by a pronunciation expert that contained four stages which had inadequate, needs improvement, meets expectations and exceeds expectations. Two rubrics were used to analyze the results of each student. The first rubric was used to evaluate their pronunciation without using the audiobook and second rubric was used to evaluate the improvement after listening the audiobook. Additionally, this instrument was quantitative because it was used to measure the pronunciation of the students without using the audiobook and with the audiobook.

V. ANSWERS TO RESEARCH QUESTIONS

AUDIOBOOK TABULATION

Objective:

The main purpose of gathering an audiobook with English pronunciation students was to check the effectiveness of using the audiobook to test the development of students' pronunciation with an appropriate intonation.

In order to gather the students' audios, the researchers sent an audiobook called *The Black Cat* by Edgar Allan Poe with the transcript. Then, The researchers informed students that they had to record two audios, the first one it should be just reading the transcript and the second one they had to listen the audiobook and then record the audio.

Besides that, it is important to mention that 2 pronunciation experts were consulted to make the evaluation process. The first expert provided an evaluation rubric whose stages were divided in four categories. Then, the second expert was in charge to evaluate the students' audios, based on the four stages of the rubric to see how effective the audiobook was on a pronunciation class.

The expert needed to take into account the following stages:

- **Inadequate**
- **Needs improvement**
- **Meets expectation**
- **Exceeds expectation**

Inadequate: It is the stage for students who did not show any pronunciation improvement after listening the audiobook.

Needs improvement: It is the stage for students that mispronounced some words after listening the audiobook but they still needed to improve.

Meets expectation: It is the stage where students showed a good pronunciation that they still made a few intonation mistakes.

Exceeds expectations: It is the highest stage which students had the best pronunciation and intonation of the group after playing the audiobook.

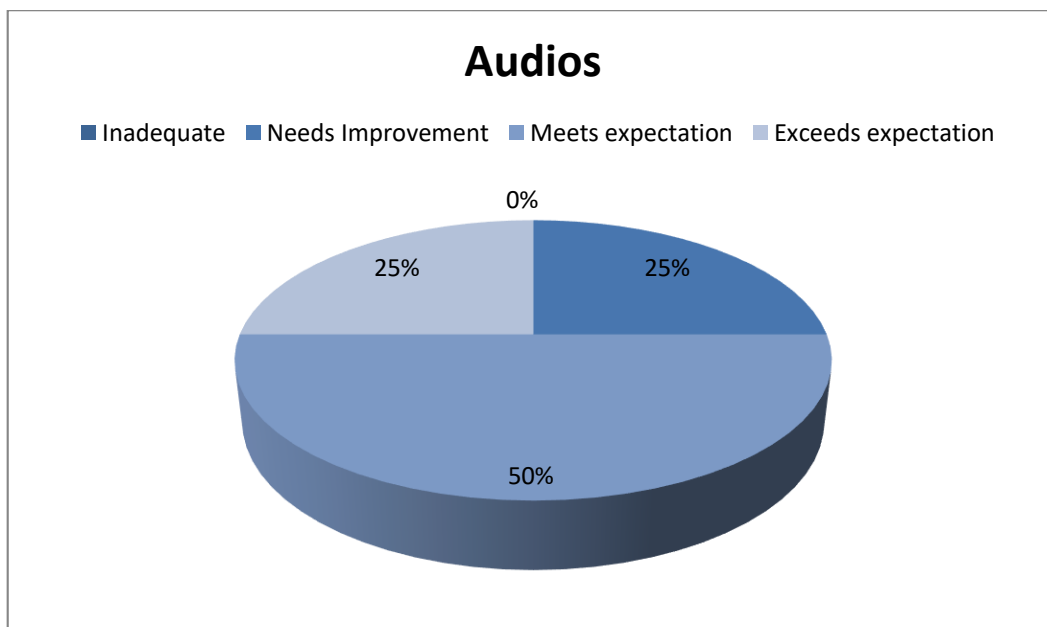
In the following information the 2 pronunciation experts provided some observations about the students' pronunciation after listening the audios.

- **Inadequate:** No one of the students that participated present any deficiency.
- **Needs improvement:** On the second category, the 25% of students needed improvement. In the first audio, some mistakes with pronunciation were found such as laughed, knife and bit were not pronounced in the right way and mumbling during the audio. Finally, in the second audio, the students could follow the right intonation and mumbling was not presented.
- **Meets expectation:** On this category, the 50% of students met the expectations required. A few mistakes were found than the previous stages and students presented a better intonation after listening the audiobook. The only words with incorrect pronunciation were married and evil.

- **Exceeds expectation:** On the last category, the 25% of students were able to accomplish an excellent intonation at the moment of pronouncing words and this was presented after listening the audiobook.

PIE GRAPHIC

According to the information gathered from the pronunciation expert number two, the results of the students' audios were selected in different categories, then, presented in a pie graphic with their percentages and the explanation.



EXPERT'S OPINION AFTER ANALYZING THE AUDIOS FROM THE STUDENTS.

The evidence of using audiobooks on English foreign language students at University Of El Salvador have shown good results in different aspects of the learning process such as: pronunciation, intonation and listening.

The researchers chose a fragment from an audiobook called The Black Cat by Edgar Alan Poe. Furthermore, the students were able to record themselves reading the audiobook.

Finally, the researchers took into account the expert's opinion in order to analyze the students' audios.

According to their research work, as an expert, I consider that in the first audio, students just read the transcript and they did not pay attention to some aspects such as: the intonation, articulation, stress, rhythm. However, in the second audio, students listened the audiobook first and then, they recorded themselves. Additionally, I observed that some students had very good pronunciation for their level. Nevertheless, they presented some difficulties to pronounce some words such as: knife, evil and married. Though, I saw the difference between the first and the second audio because the students have improved all the aspects that were mentioned before since they were able to listen to the audiobook.

ANSWERING TO THE RESEARCH QUESTIONS

The effectiveness of using audiobooks to improve the th sound Delta ($\Delta\text{E}\Lambda\text{T}\text{A}$) and Theta ($\Theta\text{H}\text{T}\text{A}$) on English students' pronunciation course

Learning a new language is not always an easy task to do, especially for foreign English language students and for the different skills that need to be developed **Fuente especificada no válida.** English is a standard language to communicate with others but the message needs to be clear and pronounced correctly in order to be understood; therefore, it is worthy to say that not all English foreign language students can deliver the message clear and well pronounced **Fuente especificada no válida.**

Moreover, English pronunciation is one of the most difficult skills to be developed and it is required for foreign English language students to have it **Fuente especificada no válida.**; however, English pronunciation is not the type of skill that all students can dominate and even they finish the English pronunciation course, there is still a lack of pronunciation.

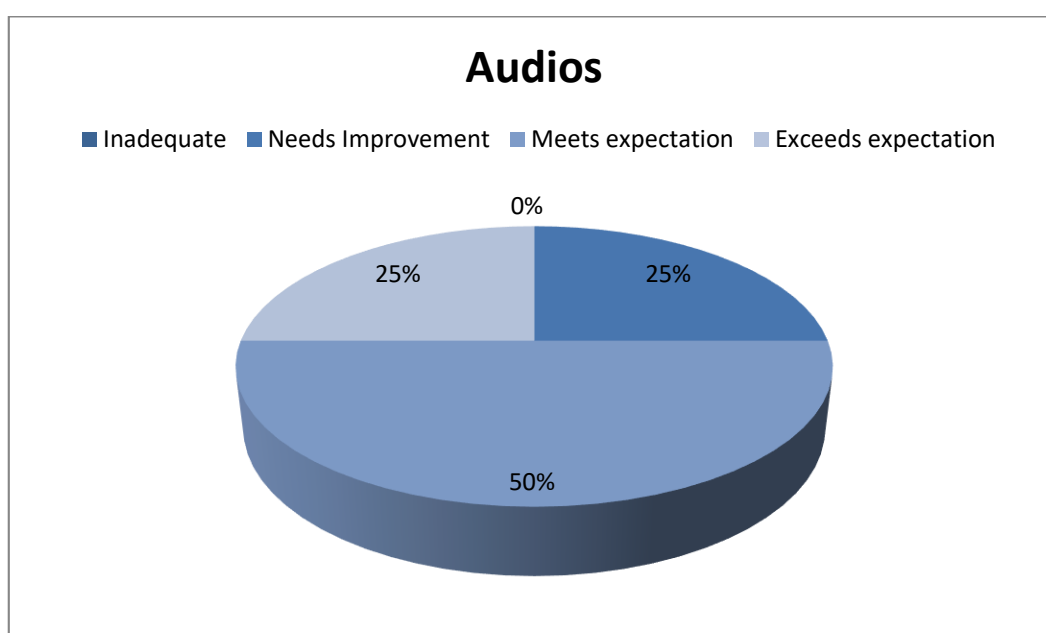
Furthermore, this study research helped to understand this common situation at University of El Salvador which could be eradicated by using innovated technological ways to interest students to focus on English pronunciation subject and also teachers can help as long as they are focused on the learning process of each student.

Therefore, in relation to the information above as the search group we made our own study search on an English pronunciation class in order for us to identify how effective can be audiobooks on English foreign language students and the type of improvement they can get after using them; as a result, according to the information gathered by two experts who made the evaluation process on the reasearch study mentioned that the outcome of the students using audio was very impresive due to the good results that were shown after using the audiobooks as a tool to improve their pronuntiacion skills on the different aspects

of the speech such as: the intonation, articulation, stress and rhythm in a short period of time.

In the following graphic below we presented the results of the study researched of the english pronunciation students and the improvement that the made at the end.

Students' results after using audiobooks on their English pronunciation class.



The different types of intonations on the English pronunciation subject semester I, 2020 after using audiobooks as a tool to improve their pronunciation skills

Audiobooks are recordings which were created to provide reading material to people who are good listeners, visually impaired or people who had struggled with reading skills **Fuente especificada no válida..** In addition, this tool is also useful for teachers who want to focus on listening, reading and pronunciation skills since these audiobooks are recorded by a good English speaker. In this way is going to be easier for students to get exposed to these types of technology

because they are not only easy to find, but they are also cheaper and affordable for everybody.

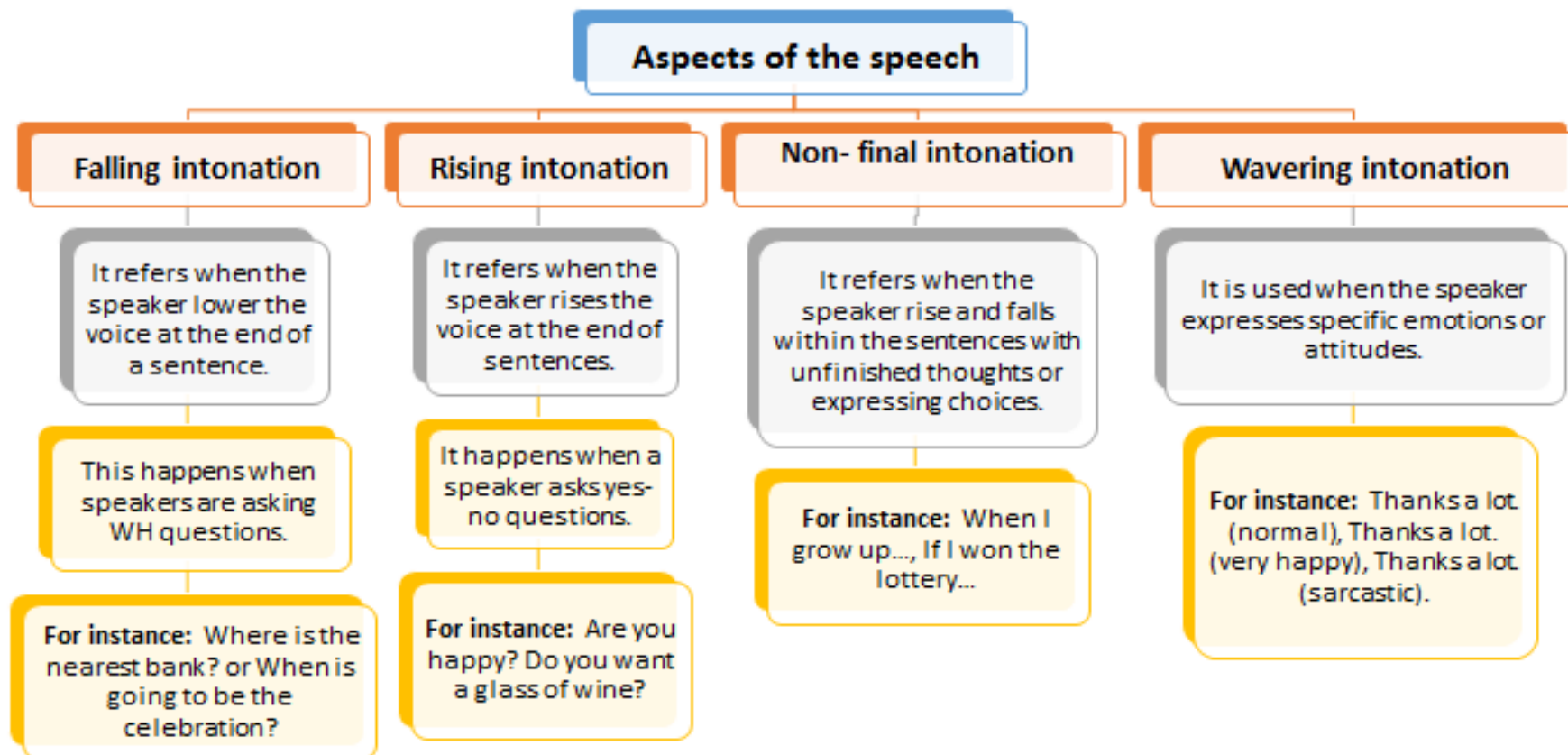
Afterwards, audiobooks were used with foreign language students who provided good results in order for them to improve their English pronunciation skills on different studies through the years. Therefore, this study research considered that English pronunciation students at University of El Salvador can use audiobooks on English pronunciation class and override the lack of pronunciation that exists.

English pronunciation skill is very important at the time of speaking to communicate and transfer the message correctly and avoid misunderstandings. The most common sounds that students tend to mispronounce are the theta sound and delta sound. Both of them look like the same on writing but their pronunciations are totally different. Some of the examples using the delta sound can be father, that and this and for the theta sound thanks, thing and something. Although, on the words something, thanks and things, the sound is almost the same because both are dental consonant in the place of articulation and fricative manner as both are pronounced through the narrowing of some parts of the vocal tract; however, some students pronounce “S” or “Z” in some words where the th sound is presented.

Nonetheless, the most remarkable difference between theta and delta sound is that: theta sound is unvoiced and delta is voiced. However, there is always a difference between them which can be recognized easily by English foreign language students with a good pronunciation.

Pronunciation is an important skill for all students who are learning a foreign language, since in this way they are going to employ aspects of speech such as stress, timing, rhythm, expressions and intonation. As all the experts, researchers and teachers are aware of the different types of intonation that an English speaker must follow when they speak.

As a way of visualizing the different aspects of the speech that foreign language students need to employ on English pronunciation classes follow the conceptual map bellow where you can identify the aspects of the speech that students need to develop at the end of the course.



As a result, this research study took into account the different types of intonation in English that students needed to develop which can be very difficult for them to handle and after they listened the audiobook there was noticed a difference on students' pronunciation and an improvement on their speaking skills.

Finally, this research project has clarified many aspects that should be taken into account in an English pronunciation class. The use of new methodologies is important during the learning process because students will be able to apply their knowledge to the reality.

However, teachers should not be focused on using the newest technologies in a class; they can make students use their knowledge at the moment of speaking in a conversation. Moreover, some students have difficulties in pronouncing the TH sound, and through the use of an audiobook as a mean, they could reach very good pronunciation at the moment of speaking and fill the lack of knowledge that they couldn't acquire in a normal pronunciation class. Furthermore, Audiobooks are considered as an amazing tool to expand students' pronunciation and help to improve some important points such as: listening, rhythm, stress and intonation; Therefore, audiobooks can be highly recommended on English pronunciation class in order to eradicate the mispronunciation at the end of the English pronunciation course and for students acquire the correct competence to keep an English conversation.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The primary goal of this study research was to know how effective audiobooks could be to develop pronunciation skills to speak with an appropriate intonation at University of El Salvador on the students of English pronunciation subject, semester I-2020. Base on the results of this research, it was revealed that English pronunciation skills could reach good results after using audiobooks such as: to come about a positive impact on second language learners and help them to improve their language abilities.

This research project helped to consider some of the benefits that audiobooks bring to English foreign language students as a useful tool for pronunciation classes. The contributions of audiobooks have been used in different places; furthermore, these aspects are not only useful for listening, but also to increase pronunciation skills.

One of the stages that could be witnessed through this study research was that students could be more creative at the moment of speaking after using an audiobook; moreover, it is worthy to say that correct pronunciation and fluency could be reached in a short period of time on every student who was exposed to the use of audiobooks. Consequently, the evidence of their improvement of making the correct pronunciation was better because they were able to recognize how to pronounce the words.

In addition, audiobooks are a good way to amuse and keep students active to develop good English pronunciation skills by using technology as a support

which students can use at any time. Also, using an audiobook can be considered as an innovative way to teach because it is not used very frequently in English classes; however, the development of the stories can suddenly capture the students' attention and also help them to accomplish an adequate level of pronunciation.

Besides that, one of the most interesting results that this study search showed on English pronunciation learners was the word recognition on conversations and stories after using audiobooks. Especially, on the "th" sounds such as: Delta sound and Theta sound where English students used to struggle the most at the time to speak. In other words, learners were able to adapt not only to make the correct pronunciation and intonation on the "th sounds", but also to make the correct rhythm and natural flow of a conversation; therefore, audiobooks can be a part of the solution for English pronunciation issues because they showed better results than the previous attempts without audiobooks.

On the other hand, students have presented different type of improvements besides to pronounce the words correctly. One of the most remarkable changes that they were able to make was the development of their intonations such as: falling, rising, non-final and wavering intonations that make the difference between a pleasant conversation and a misunderstood conversation. Furthermore, second language students were able to master the main aspects of making the correct pauses to speak, when to raise their voice to ask a question or to fall their voice to end a sentence.

To conclude this research project, the researchers could observe a significant change and there is evidence that English pronunciation students are

able to improve their pronunciation skills and also a proper intonation to speak by using audiobooks. Additionally, this research recognized that audiobooks can be a practical tool for English Pronunciation students for the benefits those can bring such as: pronunciation, intonation and articulation and other important aspects of pronunciation that make students to deliver a clear message and to keep a good natural conversation by speaking with fluency; as a result, students can put into practice what they learned at end of the English pronunciation subject with a better understanding of how to speak. Furthermore, they will be able to handle the “th” sound pronunciation that is the most difficult sound to overcome and identify how to handle their intonation in order for them to make the conversation more fluent.

Additionally, according of this research project there are some advantages of using audiobooks, such as: they always facilitate the learning process constantly to the students which can help them to make an improvement by themselves and can be monitored by an English’s pronunciation teacher. Furthermore, using audiobooks can be a new way to improve their pronunciation and get new vocabulary. In addition, you can find audiobooks at any website and their cost is not high.

RECOMMENDATIONS

Base on the conclusions above there are some important characteristics that have to be revealed to carry on the improvements of this the project that describes how effective is using audiobooks to develop pronunciation skills to speak with an appropriate intonation at University of El Salvador on the students of English pronunciation subject, semester I, 2020 and results that have been explained on the conclusions which make possible to the researchers provide a number of recommendations that can be useful. To achieve this objective, researchers present some recommendations that are addressed to different students, teachers and authorities with some specific aspects for each of them that the researchers propose in order for them to implement an action to eradicate the pronunciation issues.

For English Pronunciation teachers

- The researchers recommend using audiobooks for all English levels at University of El Salvador as a useful tool to develop pronunciation skills not only in the English Pronunciation subjects but also for all the English courses such as basic, intermediate and advanced levels to improve the intonation and articulation for English pronunciation students. By developing this, teachers not only are going to increase their vocabulary, but also the fluency and the correct pronunciation of English Pronunciation students in different sounds. Besides that, there are well-known companies that can be suggested just as: YouTube, Google play books,

Audible, LibriVox, Libby, Audiobooks.com and some others that contain a variety of audiobooks for different levels and topics that can help students improve their pronunciation skills from basic to advance levels.

- Also, researchers propose that audiobooks can generate an emotional reaction because they capture students' attention while they are involved with the stories of the audiobooks. Therefore, audiobooks help students to have more interesting classes and facilitate the learning process for English pronunciation students. Consequently, teachers from English pronunciation class and English basic, intermediate and advanced classes can monitor their students and see their improvement of their pronunciation.

For students

- Researchers recommend incorporating audiobooks to foreign language students into their daily practice routine for the improvement that they can make on their English pronunciation skills because audiobooks are not only useful for listening, but also useful to increase their pronunciation and intonation in a short period of time.
- Another recommendation that searchers make to the students from the University of El Salvador about audiobooks is that they can help to

articulate and adapt their voice to make the correct intonation to keep a normal conversation fluent; especially, for the ones who do not have enough experience with English pronunciation skills or struggle with specific sounds such as the “th” sounds.

- Another aspect that is relevant from this search project is that English pronunciation students will be able to recognize the changes that they need to make when they have a conversation by knowing when to make the correct pauses, raise or fall their voice at the time to speak once they are exposed to audiobooks.
- Finally, it is important to recognize that pronunciation is not always the strongest skill for English foreign language learners. However, audiobooks have been tested to be a practical and useful tool that the teachers can provide. English pronunciation students can use them whenever they want by downloading them in any audiobook application which facilitates the learning process; although, they can find many audiobooks in other platforms such as: YouTube in which they can listen lots of audiobooks for free during their free time and help them to improve their pronunciation if they use audiobooks frequently.

For authorities of University of El Salvador

- It is quite natural that some institutions from foreign countries of learning English skills get used to the antique methods of teaching from previous generations. Nowadays, there are many innovative ways to teach English pronunciation skills that were put into practice by foreign institutions, for instance Northern Border University from Saudi Arab Kingdom that makes the proper adjustments to improve the students' performances at English pronunciation courses. Therefore, it is important to keep using new technologies in order for second language learners to improve their pronunciation skills. Therefore, audiobooks can be introduced as a new tool that facilitates the learning process not only for students but also for teachers at University of El Salvador.

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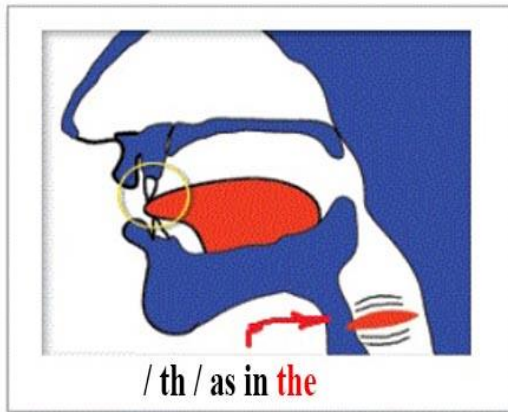
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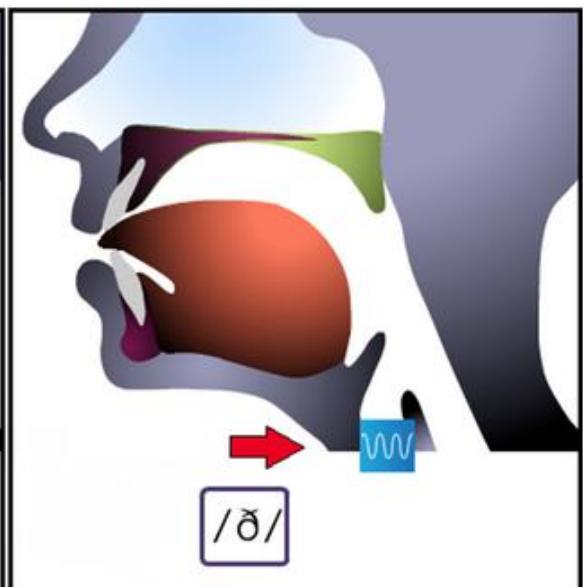
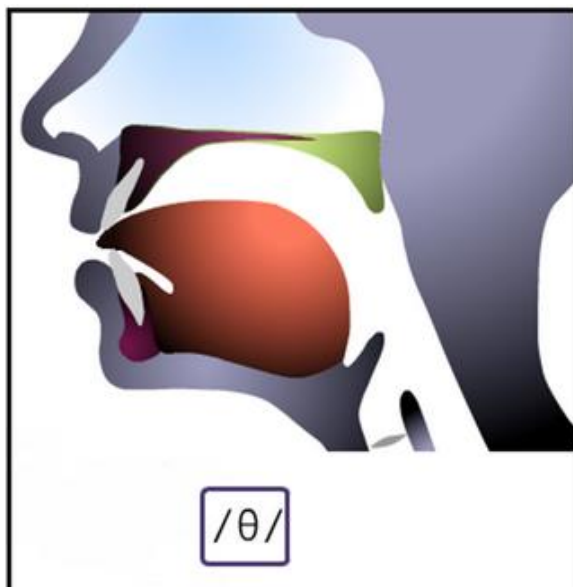
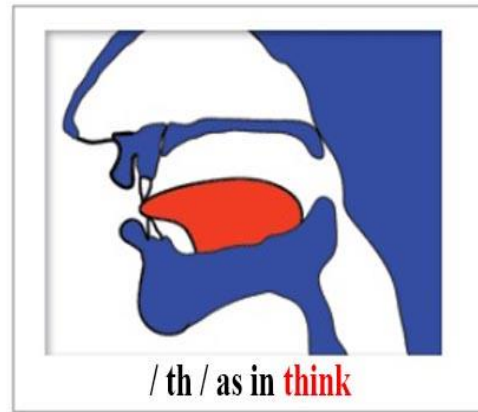
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American pronunciation of the TH

Voiced Th



Unvoiced Th



➤ The **tip of the tongue** protrudes from the mouth a little



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Questionnaire for teachers

Instructions: Answer the questions below based on your English pronunciation teacher experience

1. What type of audiobooks do you consider are the most appropriate to help English pronunciation students?
2. What is the impact that audiobooks can generate on English pronunciation students?
3. How often do you consider that audiobooks should be play in English pronunciation class?
4. Have you ever use an audiobook in an English pronunciation class? If that so, tell us about your experience
5. What are the most difficult sounds that EFL students faced?



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Questionnaire for teachers

Instructions: Answer the questions below based on your English pronunciation teacher experience.

Nº	Question	Teacher A Answers	Teacher B answers	Researchers' Analysis	Theory
1	What type of audiobooks do you consider are the most appropriate to help English pronunciation students?	I think that the best ones are those designed for teaching. Those that have been designed according to the Common European Framework of Reference for Languages. Students should start with those books before getting into authentic material. In other words, before using audiobooks not designed for teaching purposes.	Depends on the English level and interest that a student has. All authentic books can help students to improve their vocabulary, grammar, listening, pronunciation skills by using them. If a student is in Pronunciation subject / course, an intermediate level book can be useful.	The two pronunciation specialists have the same idea about using audiobooks in pronunciation subject, however, the books used in English class should be design for teaching purposes and based on the English level of the students.	In this theory that taken from the theoretical framework, different materials such as: CDs were used by the participants to practice listening and then comprehension questions were followed without printed versions to read. As a result, it is worthy to mention that the participants did not any experience about audiobooks of the current research to practice inside or outside their classroom before the treatment began.
2	What is the impact that audiobooks can generate on English	Audiobooks can be a tool to raise awareness of the different vowel and consonant sounds that the English	As I explained in the previous item, audiobooks can help our students to improve their grammar, listening, vocabulary and pronunciation skills.	In the other hand, both specialists considered that audiobooks can be a useful tool for self-studying and	Base on the theoretical framework some theories stablish that the topics of the audiobooks were a part of the interest of the entire group and the participants indicated the audiobook was

	pronunciation students?	language has. Besides, they can be a source of motivation for self-studying.	Since students are in contact with authentic materials, they can get in contact with native speakers' accent, which can help them to identify and correct themselves in sounds, for example.	students will be able to recognize a native speaker and they will be able to imitate those sounds.	readable, teachable and applicable for practicing listening and repeated listening while reading. Moreover, the participant said that the audio recordings of the audiobooks were appropriate because speakers made a good quality at a proper speed and clear accent which the opinions of the second group proved the validity of the audiobooks for the current research.
3	How often do you consider that audiobooks should be play in English pronunciation class?	Once in a while. If you asked me, I would use them more out of the class than in the actual lesson. However, in the classroom, teachers could use them as a formative task. Maybe instead of a common warm-up activity, parts of an audiobook could be played at the beginning of the class to engage students in a conversation about it; just before getting into the main topic (any isolated sound). Besides, teachers could direct students to listen to some parts in order to identify specific sounds they have previously studied (kind of like a guided review).	I consider that audiobooks can be a great tool as homework. Unfortunately, the audiobooks can take longer than the limit time we have for classes.	According with the pronunciation specialist audiobooks can be used at anytime and anyplace, they established that there is not restriction to use an audiobook.	The treatment that was used for this research investigation was based on audiobooks for practicing listening and repeated listening. Besides that, this research treatment was developed for 10 weeks with 3 hours for each week and also was based on audiobooks which contained academic listening with short stories downloaded on CDs.

4	Have you ever use an audiobook in an English pronunciation class? If that so, tell us about your experience	Not really. I prefer to use them as extensive reading for reading comprehension classes or for those classes which integrate the four macro skills. However, if I taught a pronunciation class again, I would use them just the way I described them in the former question.	Unfortunately, this semester we did not have enough time for an activity like this and even the content that should be covered in this subject does not allow teachers to have this type of activities. What I did instead was sharing links for practicing them as a hobby activity.	Moreover, it is important to mention that both specialist have not used audiobooks during the class, however, they use audiobook for extra activities.	Any theory applies here because it is a personal answer and it depends on the teachers' experiences.
5	What are the most difficult sounds that EFL students faced?	Those which don't exist in their native language; for example, in the case of Spanish speakers learning English, the interdental sounds and some vowel sounds.	The most difficult sounds that I can mention are the sounds that we do not have in our native language, Spanish. Since we do not have these sounds in our language, sometimes is difficult to relate the sounds and how the speech mechanism is involved.	Besides that, both of them think that the most difficult sounds are the ones that do not exist in our native language "Spanish"; Therefore, it makes more difficult for students to pronounce some words in the correct way.	For students learning ancient Greek using the Reuchlinian method of pronunciation and for students learning modern Greek, ΔΕΛΤΑ and ΘΗΤΑ are similar to the th sound in English. They seem very much alike to the ear, yet they are not identical; they sound different from one another.



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