



**EXAMINING THE INFLUENCE OF USING AUDIOBOOKS ON THE IMPROVEMENT OF
SOUND RECOGNITION AND SOUND PRODUCTION OF IRANIAN EFL LEARNERS**

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ABSTRACT

Undoubtedly, pronunciation is a significant factor in communication and it can be a source of unintelligibility between interlocutors. Several materials can contribute to the improvement of pronunciation skill one of which seems to be audiobooks. Therefore, the present study aimed at investigating the influence of using audiobooks on the improvement of pronunciation ability of Iranian EFL learners. To this end, 90 elementary, intermediate, and upper-intermediate students from three English language institutes were selected in Shiraz, Iran. In order to examine the effect of using audiobooks on students' sound recognition and sound production, two tests were administered to the students as pretest and posttest. To find out whether audiobooks had any effect on the pronunciation ability of learners, the mean and the standard deviation of the three groups of learners were compared. Data analyses showed that the sound recognition ability of intermediate learners improved significantly in comparison with the other two groups. Also, students at upper-intermediate level had the highest gain in pronunciation production in comparison with the other two groups of learners. However, there was no statistically significant difference among the three groups of learners with regard to their production ability of English phonemes. The study also found that females outperformed their male counterparts regarding pronunciation production tests after receiving treatment. However, males performed better than females in pronunciation recognition tests after receiving treatment. The implications are provided at the end of this study.

Key Words: Audiobook, sound recognition, sound production, pronunciation skill, gender.

INTRODUCTION

Having the ability to utter words properly and clearly is of paramount importance. Correct pronunciation is the fundamental element of language communication to the extent that wrong pronunciation might impede communication. Proper pronunciation can be defined as producing linguistic sounds through which message can be conveyed easily. Since speaking a language needs an interactive ability to perceive and use language elements effectively, it is a difficult task, not least for foreign language learners (Richards & Renandya, 2002). In order to have communication that does not lead to misunderstandings,

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language learners should to react in an appropriate way to what people say by using the correct features of the speaking. Among these features, pronunciation is crucial in affecting the conveying of the message in a desired or undesired way. However, as Kelly (1969) mentioned in his extensive study about the history of language teaching, pronunciation was the *Cinderella* area which had been surpassed by other skills and elements of the language and ignored in foreign language teaching context until the end of the nineteenth century. It started to attract attention with the advent of reform movement in language teaching in the 1890s. The current situation of teaching pronunciation receives support from the communicative approach which plays a significant role in language teaching today. Since this approach puts communication at the center of language learning/teaching processes and accepts pronunciation as one of the core elements which influences communication, teaching pronunciation is of great importance in the field of language teaching (Celce-Murcia, Brinton, & Goodwin, 1996). Even though pronunciation has become more central to language teaching, the need for more research on this notion remains necessary. Considering the lack of attention paid to pronunciation and the need for teaching it, Hismanoğlu (2009) maintains that because of the important role that sounds play in communication, teaching these sounds is also crucial in language teaching and language teachers should pay additional attention to teaching them.

Although pronunciation has received wider acceptance as a component of language teaching, these studies also show that many foreign language teachers are not sure about how to teach it to different proficiency levels. While some teachers think that there is not enough time to teach pronunciation (Munro & Derwing, 2007), others believe that teaching pronunciation is not a pleasant activity, they do not know how to teach it, or their students are not so much interested in learning it (Stevick, Morley, & Wallace Robinett, 1975).

Audiobooks, also called spoken books, talking books or narrated books, are recordings, on either a CD or digital file of a book being read aloud (Cambridge Online Dictionary, 2014). They have been used as a popular tool for many years in order to make books accessible for disabled people who are unable to read printed paper (Engelen, 2008). In addition to being used by disadvantaged individuals, they can also be used for some educational purposes and considered as a technical support for improving students' reading comprehension, listening comprehension, critical thinking and pronunciation in particular. Therefore the use of audiobooks and their benefits in language teaching have been the subject of many research studies (Blum, Koskinen, Tennant, Parker, Straub, & Curry, 1995; Koskinen, et al., 2000; Nalder & Elley, 2003). These studies mostly focused on the use of audiobooks as a language tool for teaching reading skill, reading comprehension or reading strategies (Turker, 2010; Whittingham, Huffman, Christensen, & McAllister, 2012). While one recently conducted study has focused on the effects of listening to spoken reading exercises on pronunciation in English (Takan, 2014), very little research has looked at the influence of audiobooks on the improvement of learners' pronunciation skills.

REVIEW OF THE LITERATURE

The teaching of pronunciation in the field of English Language Teaching has attracted more attention over time. There were periods in which pronunciation was accepted as a privileged part of skill instruction and as a basis of language learning. During other periods of times, it was considered less important than other language skills, such as grammar, and broadly neglected by teachers and learners (Lightbown & Spada, 2006; Richards & Rodgers, 2001). Though it is possible to see sections presenting pronunciation tips and practice activities in most of the current course books, every teacher may not pay attention to these sections (Brown, 1991; Çekiç, 2007).

With the advent of Audiolingualism, pronunciation gained a crucial importance. It was the center of the classroom instruction, since the main purpose of language learning and teaching moved towards listening and speaking skills (Lightbown & Spada, 2006). Accuracy was at the center of language learning- teaching practices (Celce-Murcia et al., 1996; Morley, 1991). As a result of this, students spent most of their time in laboratories, listening to sounds in order to be able to differentiate minimal pairs (Larsen-Freeman, 1986). In the 1960s, teaching pronunciation started to decline, since grammar and vocabulary were the focus of attention. Therefore, pronunciation lost its value in the view of many educators and it was disregarded in many programs (Seidlhofer, 2001). According to Morley (1991), the main reason for disregarding teaching pronunciation in language teaching programs was that educators were dissatisfied with the teaching of pronunciation principles and practices of the time, therefore, they excluded pronunciation from their teaching. The role that pronunciation plays in language teaching-learning settings is non-negligible even if the necessity and importance to teach it has been debated and changed a lot in accordance with the on-again, off-again trends in the field. Whether or not there is a professional intention, learning a language usually includes the aim of being able to communicate and having good pronunciation is an effective factor for good communication (Celce-Murcia et al., 1996). What pronunciation is responsible for is intelligibility between the interlocutors, that is to say to ensure an unambiguous message between the speaker and the listener (Setter & Jenkins, 2005).

In order to perform well in sound recognition and the production processes of communication in the target language, one has to learn both segmental and suprasegmental features of the language (Mei, 2006; Goswami & Bryant, 1990). Unlike the common belief that pronunciation is only concerned with how separate words in a language are produced, it is also related to the voicing of these words in a sentence. In other words, pronunciation is related not only to individual sounds such as vowels and consonants (segmental components) but also to further characteristics of the language related to articulation such as stress, rhythm and intonation (suprasegmental components) (Celce-Murcia et al, 1996). Though some researchers provide some evidence that the analysis processes of the segmental and suprasegmental features of a language differ from each other (Blumstein & Cooper, 1974; Wood, Goff, & Day, 1971), there is very little evidence to show whether these

two processes are totally independent from one another or they are somehow integrated by interacting each other (Acton, 1984). Segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones (Celce-Murcia et al., 1996). Learners of a language may have problems with learning these features because of the difference between their mother tongue and the one they are trying to learn. In some cases, specific segmental features may be completely absent in the mother tongue of the learners. In either situation, acquisition of these segmental features may be challenging for learners.

Unlike segmental features, which only deal with individual sounds, suprasegmental features of pronunciation involve rhythm, intonation, stress and connected speech in a word or sentence. It is claimed by the researchers that suprasegmental features of pronunciation affect the quality of communication to a great extent, so they should have a considerable place in teaching pronunciation (e.g., Celce-Murcia et al., 1996; Trofimovich & Baker, 2006). As stated above, what current literature asserts as the pedagogical aim of teaching pronunciation is to assure intelligibility in learners' speech, namely smooth communication between interlocutors (Baker, 2014; Kachru, 1997; Smemoe & Haslam, 2012; Tarone, 2005). As a reflection of this point of view, Celce-Murcia et al. (1996) state 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" (p.131). Since suprasegmental features are inclusive of more than individual sounds, they are thought to be more effective in terms of being intelligible in communication. Nevertheless, this does not mean that segmental features are unimportant when they are compared with suprasegmental features (Celce-Murcia et al., 1996; Çekiç, 2007; Pennington & Richards, 1986). Despite the fact that pronunciation is recognized as one of the crucial elements of language learning and the issue of how to teach it has attracted many researchers since the arrival of the communicative approach, there is no consensus in the literature on how to teach it. One important question is whether pronunciation instruction in a formal setting is effective at improving language learners' pronunciation skills. Studies that addressed this question have suggested that there is a strong positive correlation between instruction and pronunciation skill (Couper, 2003; Lord 2008; Saito, 2007).

The other controversy related to teaching pronunciation stems from which features of pronunciation should be the focus of instruction. Some researchers emphasize the "bottom-up" method to teach pronunciation, which focuses on individual sounds or words (segmental features). Most proponents claim that the "top-down" method, which focuses on the stress, rhythm and intonation of sentences (suprasegmental-prosodic features) as a whole is more effective (Pennington & Richards, 1986; Pennington, 1989). In the "bottom up" method, students start learning fundamental pronunciation features and keep learning next features of pronunciation that require more knowledge of the language. Whereas, in the "top- down" method, general pronunciation features, which require more language

knowledge and use of macro-skills, such as critical thinking and analyzing, are presented and students are expected to deduce language pronunciation rules and improve their pronunciation skills. The reason why teaching suprasegmental features of pronunciation is favored is not only its being more comprehensive than segmental features, in terms of the components it involves, but also its being more contributive to the main purpose of teaching pronunciation: intelligibility (Celce-Murcia et al.,1996; McNermey & Mendelsohn, 1992; Gilbert, 1993).

The use of audiobooks in language learning

Audiobooks, the audio recorded versions of a printed book, are one of the technological tools used for pedagogical purposes and have been investigated by many researchers. In the literature there are some studies that found audiobooks useful for the language teaching-learning processes (Blum et al., 1995; Koskinen et al., 2000). Among the studies which back up the usefulness of audiobooks for language learning-teaching purposes, O'Day (2002), noted several specific ways that audiobooks help learners, including improving reading comprehension level, serving students as a model of fluent text reading and increased vocabulary acquisition and word recognition among students.

In his study, Serafini (2004) discussed how audiobooks could be beneficial in a language classroom in a number of ways: by providing opportunities to read fluently, exposing students to new vocabulary, understanding the content rather without focusing on structures, engaging with literature and enjoying it. Based on these studies, it is possible to claim that audiobooks create additional opportunities for language learners to hear the pronunciation of the words both on segmental and prosodic levels. While these studies suggest possible positive effects, the majority of the studies focused mainly on the relationship between audiobooks and reading skills (Blum et al., 1995; Golonka et al., 2012; Serafini, 2004; Whittingham et al., 2012). Most notably, researchers claim that audiobooks have positive effects on learners' capabilities of reading fluently, comprehending better and feelings more enthusiastic about engaging in reading (Nalder & Elley, 2003; Carbo, 1996).

Even though audiobooks have been accepted as a fruitful resource for much language learning, its effect on pronunciation has not drawn the attention of many researchers. Some research has recognized the close relationship between listening and pronunciation to examine the effects of listening to audio forms of the texts to boost pronunciation (Couper, 2003). They postulate that listening to the audio version of a text when reading simultaneously may improve learners' awareness of the target language pronunciation features. Moreover, since the audio version of the text represents a good example of correct pronunciation, students should be able to improve their pronunciation skills, both in recognizing and producing correct pronunciation. A study was conducted by Saka (2015) in which she investigated the effect of using audiobooks on the pronunciation skill of Turkish students. She found that listening to audiobooks has significant effect on the pre-intermediate learners of English. She also found that students had positive attitude towards audiobooks and their effects on pronunciation. However, to the best of the researchers'

knowledge, there have not been any studies in Iran that directly investigated the relationship between audiobooks and pronunciation skills. Therefore, conducting such a research study seemed necessary. This study attempts to answer the following research questions:

- 1- What is the effect of using audiobooks on the sound recognition and sound production of Iranian EFL learners?
- 2- Does listening to audiobooks have different effects on males' and females' pronunciation recognition and pronunciation production?

METHODOLOGY

Participants

The participants in this study was comprised of 90 students who were learning English at three English language institutes in Shiraz, Iran. The students were studying at elementary, intermediate, and upper-intermediate levels. 32 students were at elementary level, 29 students were at intermediate level, and 29 students were at upper-intermediate level. All the students were between 18 to 30 years of age. Table 1 provides the information about each group.

Table 1. Information about the participants of the study

Gender	Elementary Group	Intermediate Group	Upper-intermediate Group
Male	15	13	14
Female	17	16	15

Instruments

The instruments used in this study were as follows:

Audiobooks: In order to find out whether listening to audiobooks had any influence on the pronunciation ability of learners, some audiobooks were chosen based on the level of the students. Three audiobooks were selected for the students which were as follows:

- 1- *The storms* for elementary students
- 2- *The poetical policeman* for intermediate students
- 3- *The empire of the ants* for upper-intermediate students

Training

The study investigates the impact of audiobooks on pronunciation skills focusing on the specific segmental features of pronunciation (/θ/, /ð/, /ŋ/, /n/, /ε/ and /ə/). Since the sound symbols developed by the International Phonetic Alphabet (IPA) Association were used in the pronunciation recognition test, students were taught IPA by the researcher using the interactive phonemic chart of British Council official website (See Appendix B for the screenshot of the IPA chart). The training lasted forty five minutes and the participants were tested again by using the chart to explore whether they learned the symbols. The aim

of the IPA training was to enable students to differentiate the symbols of the sounds that they would hear during the pronunciation recognition test.

Pronunciation tests

Pronunciation tests that were repeated before and after the treatment were developed for two purposes: to investigate the recognition capability of the students and to explore the production skills of the students. The researcher decided on the inclusion of the sounds /θ/, /ð/, /ŋ/, /n/, /ε/ and /ə/ that are identified among the most common problematic sounds for Persian speakers.

Afterwards, the three selected audiobooks were examined for the words which include these problematic sounds. The words extracted from the audiobooks formed the basis for both the pronunciation recognition and pronunciation production tests. Table 2 shows a list of words selected from the books.

Table 2. Problematic Sounds and Words from Audiobooks

ð	ə	θ	ε	ŋ	n
Their	Around	Thought	Rent	Singer	Enter
With	Clear	Threaten	Select	Hang	Nap
There	Ahead	Three	Wear	Think	Blend
Those	About	Thinks	Chair	Hungry	Hunter
Father	Near	Through	Hair	Length	Sneak
That	Along	Things	Spare	Language	Ant
They	Aside	Thorough	Prayer	Finger	Phone
Without	Attack	Thick	Weather	Strength	Man
Neither	Attention	Both	Leather	Angry	Twin
This	Hear	Thank	Friend	Bring	Orange

Pronunciation recognition test

After the examination of the three audiobooks and the 60 selected words, the pronunciation of those words were downloaded from the Oxford University's Online Learners' Dictionary. Then those pronunciations were used as the criteria of a test to assess the recognition ability of the students. In the test, the students were required to listen to the 60 words and choose the IPA symbols which represented the sounds that they heard.

Pronunciation production test

Students were asked to read a piece of text which contained the selected words mentioned above in order to test their pronunciation ability. Their voice was recorded by the researchers as they read the words aloud.

Rating

In order to enhance the reliability of scoring, two teachers were asked to rate the pronunciations of the students to minimize scoring bias.

Data analysis

The researchers used the Statistical Package for the Social Sciences (SPSS) version 22 to analyze the data. First of all, the students' scores were entered onto the software. Then, the standard deviations and mean values of production and pronunciation tests were calculated for the three levels. In order to see whether the data were normally distributed a normality test was conducted. The results of Shapiro-Wilk test indicated that the data were normally distributed. After that, a paired-samples t-test was run to see the differences between the scores of the first and second recognition and production test. Then, in order to see which group of learners performed better in terms of recognition and production, a one-way analysis of variance (ANOVA) was conducted.

RESULTS

According to Table 3, the means of the second recognition test score of the three levels of students were higher than the means of the scores obtained from the first recognition test. Therefore, a paired-samples t-test was run to find out whether this increase in means of the recognition test scores before and after listening to audiobooks was statistically significant or not.

Table 3. The mean difference between the first and the second recognition test of all levels

Scores	\bar{x}	SD	df	T	P
First test	0.48	0.06	89	7.12	0.000
Second test	0.66	0.11			

P<0.001 level

The results of the paired-samples t-test indicated an increase of 0.18 in the means of the first and second test, $t(98) = 7.12$, $p < 0.001$, which suggests that there was a statistically significant difference between the scores of the first and the second test. This suggests that students performed better in pronunciation of the words after listening to the audiobooks.

Students were then asked to take a second test to examine their ability regarding the recognition of problematic phonemes. Firstly, words which contained phonemes were grouped. The phonemes that were examined included δ , ϵ , η , θ . Then, the means of the phonemes obtained before and after instruction sessions were calculated. After that, a t-test was run to specify any difference in students' performance before and after instruction. Table 4 shows the results of the t-test.

Table 4. The mean difference of all levels between the first and second recognition of the phonemes

Phonemes	\bar{x}	SD	t	df	p
ð	-.04	.32	-0.91	89	.399
ə	-.05	.34	-0.95	89	.378
θ	-.09	.41	-2.67	89	.212
ε	-.23	.48	-4.12	89	.003*
η	-.26	.35	-3.25	89	.037**
n	-.43	.53	-5.41	89	.000*

$p < .001^*$, $p < .05^{**}$

According to Table 4, there was a difference between means of phonemes recognition before and after audiobook listening session. However, the means of three phonemes were significantly different from those before the instruction. Those phonemes were ε ($\bar{x} = -.23$), η ($\bar{x} = -.26$), and n ($\bar{x} = -.43$). The results of the t-test indicate that students' ability in recognizing /ε/, /η/, and /n/ significantly improved after listening to audiobooks.

With regard to the effect of listening to audiobook on the students' pronunciation of problematic phonemes, the researchers analyzed the data using Shapiro-Wilk test ($p > 0.05$). The results showed that the means of the production test of problematic phonemes for the three levels increased in the second test comparing with the means of the first test. For elementary level, the mean of the first production test was 0.48 whereas the mean of the second production test was calculated as 0.66. For intermediate level, the mean of the first production test was 0.58 whereas the mean of the second production test was 0.69. Finally, the mean of the first production test of upper-intermediate learners was 0.57 whereas the mean of the second production test was 0.68. Therefore, a paired-samples t-test was run to see whether this difference was statistically significant or not. The results of the t-test is presented in Table 5.

Table 5. The mean difference between the first and the second production test of all proficiency levels.

Scores	\bar{x}	SD	df	T	P
First test	0.54	0.08	89	14.98	0.000
Second test	0.68	0.12			

$P < 0.001$

As Table 5 shows that there is an increase of 0.14 in the mean of the second test score in the production of phonemes comparing with the score of the first production. In other words, students' production of phonemes improved considerably.

In order to examine students' production of each of the problematic phonemes, a paired-samples t-test was conducted. Table 6 provides the result of the t-test.

Table 6. The mean difference between first and second production test of each phoneme for all proficiency levels.

Phonemes	\bar{x}	SD	T	df	P
ð	-0.19	.17	-8.76	89	.000*
ə	-.78	.19	-28.97	89	.000*
θ	-.05	.15	-2.96	89	.002**
ε	.04	.31	1.92	89	.214
η	.22	.19	8.93	89	.000*
n	-.18	.28	-5.89	89	.000*

$p < .001^*$

$p < .01^{**}$

According to Table 6, students' production of /ð/, /ə/, /θ/, /η/, and /n/ improved at a statistically significant level. However, in the case of the phoneme /ε/, no improvement was observed at a statistically significant level.

In order to see which group of learners performed better in terms of sound recognition, the researchers first subtracted the mean of the first recognition test score from the mean of the second recognition test score. Then, the descriptive statistics of the recognition test score were calculated. After that, a one-way ANOVA was utilized to determine the relationship between students' pronunciation recognition scores and their levels of proficiency (See Table 8).

Table 7. Descriptive statistics for pronunciation recognition test scores

Group	N	\bar{x}	SD
Elementary	32	.03	.04
Intermediate	29	.12	.08
Upper-intermediate	29	.11	.07

Table 8. Comparison between levels for differences of score means on pre- and post-recognition test

Proficiency level	\bar{x}	SE	P
Elementary-Intermediate	-.09	.02	.002*
Elementary-Upper-intermediate	-.08	.01	.001**
Intermediate-Upper-intermediate	.01	.02	.698

$p < .01^*$

$p < .001^{**}$

Table 8 provides the mean differences of pre-treatment and post-treatment recognition tests among different proficiency levels. As can be seen in Table 8, the mean difference between elementary level and the intermediate level is ($\bar{x} = -.09$, SE = .02, $p < .01$) which indicates that students at intermediate level had a higher gain in recognition score and this difference is statistically significant ($p < .01$). Also, with regard to comparing the difference in mean of elementary and upper-intermediate level the difference was statistically significant ($\bar{x} = -.08$, SE = .01, $p < .001$). As can be seen in Table 8, the sign is negative which indicates that the increase was greater for the upper-intermediate level. Regarding the differences in means between intermediate and upper-intermediate level, the sign is positive which indicates that the students at the intermediate level had a higher gain in comparison with those at upper-intermediate level and this difference was not statistically significant ($\bar{x} = .01$, SE = .02, $p > .05$).

In order to investigate whether a difference existed among the three levels of proficiency with regard to their pronunciation production, the differences in the students' scores were calculated through subtracting the mean of the first test on pronunciation production from the mean of the second test on pronunciation production. Then, the descriptive statistics of students' scores on pronunciation production were calculated. After that, a one-way ANOVA was run to determine the relationships among the three groups of learners with regard to their pronunciation production.

Table 9 provides the results of the descriptive statistics.

Table 9. Descriptive statistics of pronunciation production test scores

Group	N	\bar{x}	SD
Elementary	32	.18	.08
Intermediate	29	.18	.07
Upper-intermediate	29	.21	.11

The results of ANOVA showed that there was no statistically significant difference among the three levels of proficiency regarding the pronunciation production scores of the learners. Table 10 presents the results of ANOVA.

Table 10. Comparing the means of the three levels of the pronunciation production test scores

Proficiency level	\bar{x}	SE	P
Elementary-Intermediate	.02	.03	0.895
Elementary-Upper-intermediate	-.05	.04	0.643
Intermediate-Upper-intermediate	-.07	.04	0.587

$P < 0.05$

According to Table 10, there was no statistically significant difference among the three proficiency levels with regard to their pronunciation production ability after treatment. However, students at upper-intermediate level had the highest gain in comparison with the other two groups of students ($\bar{x} = -.07$, SE = .04, P = .0587), but this difference was not statistically significant.

Regarding gender differences in terms of pronunciation production and pronunciation recognition ability, the results of the t-test indicated that females outperformed their male counterparts on pronunciation production tests (See Table 11). However, males performed better than females on pronunciation recognition tests (See Tables 12).

Table 11. Gender differences with regard to pronunciation production ability

Gender	N	Mean	Sig
Female	48	4.639	.02*
Male	42	4.214	.142

* $P < .05$

Table 12. Gender differences with regard to pronunciation recognition ability

Gender	N	Mean	Sig
Female	48	4.734	.241
Male	42	5.114	.01*

* $P < .05$

CONCLUSION

This study aimed to investigate the effect of listening to audiobooks on the recognition and production of English sounds among three levels of proficiency namely, elementary, intermediate, and upper-intermediate levels. The results showed that students' recognition ability improved after listening to audiobooks. Students at intermediate level benefited most from listening to audiobooks. And students at upper-intermediate level had the highest score on pronunciation production in comparison with the other two groups. However, there was no statistically significant difference among the three levels of proficiency with regard to production ability of English phonemes. This finding is in line with that of Saka (2015).

Implications and suggestions for further research

The findings of this study can be useful for language teachers and curriculum developers to focus more on the pronunciation activities in the classroom. Teachers should expose learners to the target language input to help them acquire stress and intonation. Audiobooks can be a good source of target language pronunciation. However, the selection of proper audiobooks should be done with caution. Teachers should take the interest and level of learners into account when selecting audiobooks. They should also consider the topic and content of the audiobooks so that they motivate their learners by selecting the topics in which their learners are interested.

This study like any other study had some shortcomings. First of all, the researchers in this study investigated only the segmental features and the suprasegmental features such as stress, rhythm, and intonation were not investigated. Therefore, future research could be done investigating the suprasegmental features of learners. Secondly, this study did not have any control group and since each group of learners had a different teacher, the teachers could have different effects on the learners during the treatment. So, future research can be done using a control group in addition to the experimental group in order to make sure about the reliability of the results.

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