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Master Thesis

“The effectiveness of Audio Books on pronunciation skills of EFL learners at
different proficiency levels”

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Declaration of Authorship

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this zincluding graphs and data sets, have been specifically acknowledged.

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Abstract

The purpose of this thesis is to figure out the impact as well as the effectiveness of Audio Books on pronunciation of EFL learners at different proficiency levels. This topic is intended to be worth exploring since pronunciation is considered as a very important skill for both, teachers and students and it plays an integral role in the process of teaching and learning a second language. On the other hand, Audio Books are significant too due to the fact that they are beneficial for the improvement of pronunciation skill.

It is seemed that English teachers use Audiobooks while teaching. In order to see the influence of Audio Books, qualitative and quantitative methods are applied. The participants that have been selected for this research were English Language teachers who work in the municipality of Prizren, Republic of Kosovo. In total, they were thirty (30). The research was done by two instruments used. So, questionnaire and interview were used as instruments to collect data for the determined objectives of this research. The aim of the questionnaire was to find out about teachers' familiarity with the Audiobooks, teachers' views on the implementation of Audiobooks in the classroom, and teachers' reasons for avoiding them when they seem to be unnecessary in the classroom, whereas the interview dealt with questions regarding the content of the textbooks, teachers' views, possible challenges of using Audiobooks, the adjustability of Audiobooks and evaluation.

The duration of this study lasted two months and English teachers' responses highlighted their opinions, perceptions, reactions and attitudes towards the usage and impact of Audiobooks in the process of teaching English, particularly in teaching pronunciation skill to EFL learners with different proficiency levels. It is worth mentioning, the instruments (questionnaire and interview) are carefully analyzed.

The findings showed that Audiobooks have a major efficiency in teaching pronunciation skill to English language learners.

Keywords: *Audiobooks, pronunciation, effectiveness, teachers, learners ...*

Abstrakti

Qëllimi i kësaj teme është të kuptojmë ndikimin si dhe efektshmërinë e Audio librave në shqiptimin e nxënësve të Gjuhës Angleze me nivele të ndryshme të Anglishtës. Kjo temë është menduar të jetë e vlefshme për t'u njohur pasiqë shqiptimi konsiderohet si një aftësi shumë e rëndësishme për mësimdhënësit dhe nxënësit dhe luan një rol përbërës në procesin e mësimdhënies dhe mësimnxënies së një gjuhe të huaj. Në anën tjetër, Audio librat janë të rëndësishme gjithashtu në sajë të faktit që ato janë të dobishme për përmirësimin e aftësisë së shqiptimit.

Duket që mësimdhënësit e Gjuhës Angleze përdorin Audio librat gjatë mësimdhënies. Për të parë ndikimin e Audio librave, metodat cilësore dhe sasiore janë aplikuar. Pjesëmarrësit të cilët janë përzgjedhur për këtë hulumtim ishin mësimdhënësit e Gjuhës Angleze të cilët punojnë në komunën e Prizrenit, Republika e Kosovës. Në përgjithësi, ata ishin tridhjetë (30). Hulumtimi është bërë nga dy instrumente të përdorura. Pra, pyetëtori dhe intervista ishin përdorur si instrumente për të mbledhur të dhëna për objektivat e përcaktuara të këtij hulumtimi. Qëllimi i pyetëtorit ishte që të gjente rreth afërsisë së mësimdhënësve me Audio librat, pikëpamjet e mësimdhënësve në zbatimin e Audio librave në klasë, dhe arsyet e mësimdhënësve për shmangien e tyre kur ato duket të jenë të panevojshme në klasë, ndërsa intervista trajtonte pyetje në lidhje me përmbajtjen e librave të mësimin, pikëpamjet e mësimdhënësve, sfidat e mundshme të përdorimit të Audio librave, përshtatjen e Audio librave dhe vlerësimin. Kohëzgjatja e këtij hulumtimi zgjati dy muaj dhe përgjigjet e mësimdhënësve të Gjuhës Angleze theksuan mendimet e tyre, perceptimet, reagimet dhe qëndrimet drejt përdorimit dhe ndikimit të Audio librave në procesin e mësimdhënies së Gjuhës Angleze, veçanërisht në mësimin e aftësisë së shqiptimit tek nxënësit e Gjuhës Angleze me nivele të ndryshme të njohjes. Është e vlefshme të përmendet, instrumentet (pyetëtori dhe intervista) janë analizuar me kujdes.

Rezultatet treguan se Audio librat kanë një efektshmëri të madhe në të mësuarit e aftësisë të të shqiptuarit tek nxënësit e Gjuhës Angleze.

Fjalët kyçe: *Librat Audio, shqiptimi, efektshmëri, mësimdhënësit, nxënësit ...*

Title of the thesis:

“ The Effectiveness of Audio Books on pronunciation skills of EFL learners at Different Proficiency Levels”

Translation of the title in Albanian:

“Efektiviteti i Audio librave mbi aftësitë e shqiptimit të nxënësve EFL në nivele të ndryshme të njohjes”

Translation of the title in Macedonian:

“ Ефективноста на аудио книги за изговарање на учениците кои учат англиски јазик со различни нивоа”

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CHAPTER I

1.1 Introduction

The advancement of technology is changing the field of education and expanding the methods of delivering information. Smart boards, computers, and tablets are just a few of the tools that have claimed a space in modern-day classrooms. While these advantageous devices are welcomed by most, one such resource that literature enthusiasts seem to be especially hesitant to embrace are audiobooks. 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). One way or another, we are living in a digitalized time and such tools have become a natural part of our life.

An audio book is a recording of a text being read. Audiobooks may be used with different learners of proficiency levels such as beginners, elementary, pre-intermediate, intermediate and even advanced learners. Audiobooks may be used with adolescent readers to improve fluency, expand vocabulary, activate prior knowledge, develop comprehension, and increase motivation to interact with books. According to Balkun, teachers have always used the latest technologies to support learning and engage students learning, whether this technology was filmstrips, sound recording, television or video (Balkun, 2011).

Removing the restraints of word recognition and decoding allows a very positive focus on the meaning behind an author's words. This provides an opportunity for many students, including those with special needs, to experience the same books as the other students. Best practices may be adapted to develop literacy skills before, during, or after listening. Specific skills that can be demonstrated include recalling details, understanding sequence, making predictions, drawing conclusions, making inferences, and retelling. For proficient readers, audiobooks present opportunities to develop comprehension skills and also strategies in critical and creative thinking. Thus, Audiobooks play a significant role in evolving students' knowledge.

Audiobooks have brought many new possibilities to teach English Language because in the past we had limited sources to teach and learn. Teacher, book, pen, chalk and blackboard were the

only sources. Nowadays, it is much more interesting due to different tools applied in the process of education and they lead us to better teaching and learning.

In today's society, parents are often too busy to read with their children or perhaps children cannot even read themselves. In response to these problems, it is supposed that audiobooks are a good alternative to parental reading. The use of audiobooks was a simple substitute for the warm body that children often need but may not have access to for the experience of reading. The intention was that the additional exposure to reading, whether they were being read to or were reading for themselves would increase their reading level.

Psychotic disorders are frequently associated with reduced concentration. As a result, reading often becomes impossible for patients with a psychotic disorder. To ascertain whether audiobooks can take the place of reading as a leisure activity for patients with a psychotic disorder. Patients suffering from a psychotic disorder found listening to audiobooks an enjoyable alternative to reading and a positive experience. When reading becomes impossible for patients with a psychotic disorder, audiobooks could be a useful alternative.

In addition, audiobooks are used as a tool and contribute to language learning, promote children's creativity and imagination. 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).

1.2. The importance of the thesis

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 (CelceMurcia, Brinton, & Goodwin, 1996). 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, 2006),

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 (Morley, 1991).

Even though through the implementation of this approach there are certain challenges and demands that teachers are exposed to, it is still very important to encourage teachers to implement this approach. What is essential to Audiobooks is 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 (O'Day, 2002). Therefore, Audiobooks stress these applications and principles:

- improve skills and provide proper pronunciation;
- an emphasis on learning to communicate through interaction in the target language;
- gained knowledge to apply in daily life;

As a motivating approach with real-world tasks, it provides opportunities for the natural use of language. In this respect, I consider this research as a way of being actively involved and aiming at effective applications of the Audiobooks approach. Nowadays, teachers should consider using innovative methods and avoid using the traditional ones. Traditional language teaching poses problems of language transfer, because it engages learners in careful language production and develops explicit knowledge.

So, audiobooks stress the importance of context and meaning as two key elements that encourage learners to accomplish tasks that are related to what they might need to do in their real - life situations.

1.3. Structure of the thesis

This thesis consists of five chapters which are: Introduction; Literature review; Methodology; Findings and discussion; Conclusion.

The introductory part focuses on the background of Audiobooks. It provides definitions and tries to elaborate the key elements of this approach. It also covers the importance of the thesis, its structure, research aim and objectives.

The second chapter includes previous research on this particular topic. Additionally, it defines the meaning of Audiobooks, continuing by their usage, impact, benefits in the process of teaching and types as well.

The third chapter elaborates all the used methodology. It deals with design of the study, research questions, hypotheses, population, sample, data collections and instruments. It gives detailed information about each subheading.

Chapter number four involves the results taken from English teachers' questionnaire and interview. It analyzes in details all the responses. Moreover, there is a discussion related to the used instruments and this chapter also analysis the three hypothesis one by one and provides their verification.

Lastly, chapter five, conclusion part comprises a brief summary of the whole thesis. In addition, limitations and recommendations for future research studies are important parts of it. Bibliography and appendices are incorporated by the end of the thesis, too.

1.4. Research aim

The purpose of this research is to investigate teachers' attitudes and experiences of effectiveness of audiobooks on pronunciation skills of EFL learners at different proficiency levels and how it affects to EFL learners.

1.5. Objectives of the study

- To figure out the importance and impact of Audiobooks on pronunciation skills of EFL learners at different proficiency levels;
- To figure out if Audiobooks are beneficial, effective and supportive for teaching and learning;
- To figure out if Audiobooks improve and increase EFL learners' pronunciation skills;

Summary

The introduction chapter defines the importance and effectiveness of Audiobooks in teaching pronunciation skill. It also covers the meaning of Audiobooks and their use in the education system. Except this, the introductory part determines the whole structure of the thesis, the aim of the research and the objectives, too.

CHAPTER II: LITERATURE REVIEW

2.1. LITERATURE REVIEW

Audiobooks are one of the technological tools used for pedagogical purposes. 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).

A literature linguistics, O'Day 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 (O'Day, 2002).

Next, (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., 2013).

Audiobooks have positive effects on learners' capabilities of reading fluently, comprehending better and feeling more enthusiastic about engaging in reading (Nalder & Elley, 2003; Carbo, 1978). 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. There is 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.

According to Saka (2015) in which she investigated the effect of using audiobooks on the pronunciation skill of Turkish students and 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.

2.2. What are Audio Books?

With the increase in the popularity of English language learning and teaching, scholars have been searching for new methods and techniques which could improve the effectiveness of the teaching process. Traditional teaching methods are no longer appropriate for the new generation of learners who have been profoundly impacted by the rapidly-changing world.

Sousa emphasizes that twenty-first century learners “respond more than ever to the unique and different,” and reveal so-called “novelty-seeking behavior (Sousa, 2006, p. 18).” Mundane or tedious tasks from textbooks are no longer likely to hold learners’ attention for a sufficient period of time, and that is why it is highly advisable that technology be incorporated into teaching practice so as to enhance students’ motivation to learn.

In addition to professional and content knowledge, effective teachers should display a great deal of creativity and should be able to elicit curiosity and interest in their learners. Though audiobooks are quite popular, they are rather regarded as a pastime and not as a teaching resource. However, they do seem to be one of the most helpful teaching tools which may significantly improve students’ linguistic competence. Not only do they enable learners to enrich and extend their vocabulary, but they are also highly conducive to the development of their writing and reading skills.

Additionally, audiobooks are, in fact, a real goldmine for foreign language teachers. Narrated by some native speakers, audiobooks may help students to overcome their problems with pronunciation and may significantly improve their linguistic fluency, which is underlined by (Peterson, 2001) who states that “through listening learners can build an awareness of the inner workings of language systems at various levels and thus establish a base for more fluent productive skills.”

According to Lam a great number of learners consider listening and speaking to be more difficult than reading and writing because “young learners start learning the written form of the language

with little regard to its aural-oral aspect.” Speaking and listening are, however, part and parcel of the spoken language and each competent user of a language should master both skills to be able to engage successfully in acts of communication” (Lam, 2002). Further on, Gilman and Moody (1984) pointed out that “adults spend 40-50% of their communication time listening, 25-30% speaking, 11-16% reading, and only about 9% writing.” Thus, such studies clearly demonstrate that listening is by far the most widely used language skill in everyday communication.

Audiobooks, also known as talking books are originated in America in the 1930s. The advent of the Internet has brought significant changes for audiobook users. So, the Internet has made audiobooks easily accessible to the general public, and technological development has contributed to an upsurge in their popularity as well as to the improvement of audiobooks’ quality.

Burkey explains that a book may be read with a single-voiced or multi-voiced narration, but the narrator is always carefully chosen as it needs to be a person “knowledgeable in the techniques of communicating the author’s intention through audible emotion and expression” (Burkey, 2013, p. 147). Accompanying sound effects and music make listening to audiobooks a very pleasurable experience, and the listener may concentrate on the plot of the story without straining his/her eyes.

Besides, audiobooks are very popular with people because they can be listened to anywhere, anytime, even while engaged in another activity. Burkey also emphasizes that “audiobooks are a powerful tool in building fluency, the ability to read smoothly and expressively and listening to audiobooks boosts pronunciation skills (Burkey, 2013, p. 147).” It is widely known that adult learners of the English language often indulge in listening to their favorite authors with a view to improving their linguistic competence.

2.3. The usage of Audio Books

There are different ways of using audiobooks to develop linguistic competence of young learners. First, audiobooks serve as a perfect launching pad for developing both receptive and productive language skills. They may constitute the cornerstone of the lesson, or they may be

used as a follow-up exercise to give learners some additional practice of the key points or even to check students' knowledge.

Audiobooks may also be used with different types of student grouping. They are appropriate for all the main types of instructional settings, i.e. whole class, small groups or individual work, and make individualized teaching highly adaptable as teachers may create different activities for slow and fast learners. Moreover, children may be asked to listen to audiobooks as part of their homework, which may spark their interest and encourage them to reach for other books of this type.

Designing a lesson based on an audiobook is not, however, an easy task. First, the teacher needs to find an audiobook which is age-appropriate and suitable for the learners' level of English. Besides, it must be interesting and suitable for the purpose of the lesson. In addition, the text cannot be too difficult because learners may get easily demotivated and discouraged from performing the task. Having chosen an adequate audiobook, the teacher may proceed to plan the activities.

During the pre-listening phase, the teacher should try to capture students' attention and to spark their interest in the story that they are going to listen to. It is also essential to evoke from students' existing knowledge all the information which may appear useful in comprehending a given story.

Post - listening activities aim to reinforce learners' understanding of the recording and help them to remember key linguistic structures from the audiobook. During the post - listening phase, the teacher may build upon the vocabulary used in the audiobook or may integrate the listening activity with other skills such as: reading, speaking or writing by asking her/his learners to perform different tasks, orally or in writing, or even to work on the text connected with the listening part.

There are a lot of audiobooks available online, and it is not that difficult to find an audiobook appropriate for primary-aged learners. In addition, one audiobook may be used at different stages of the lesson and for different purposes. The only thing that needs to be done is design exercises and decide whether they will be used as pre-, while- or post-listening activities and which linguistic item or language skill the teacher intends to focus on. Significant as they are,

audiobooks are often accompanied with their printed version which the teacher may use to enhance learners' pronunciation skills.

There are also a lot of films on YouTube which present native English speakers reading books aloud. Teachers may make use of such films because, apart from the auditory stimuli, there is also visual input, which may make the lesson even more attractive and capable to English learners.

2.4. Types of Audio Books

Tapes

Previous Use of Audiobooks in Classroom Books on tape is often used in classrooms as resources for literacy development, especially at the elementary school level. In one of the earliest examples of research on this practice, Chomsky (1978) discussed how listening to stories on tape players broke down students' anxiety about reading. Interesting stories in an audio format were provided for students to listen to as they followed along with the text. The repetition of listening as well as following along with the text became a memorization method and built self-confidence in the students so that later they picked out their own books to read. Books on tape gave students " an access to reading that they had not managed to provide for themselves earlier in the game " (Chomsky, 1978, p. 296).

The importance of repetition for remedial readers to develop fluency was fully demonstrated by Samuels (1979), in the repeated reading method that has been supported in numerous studies for nearly twenty years. The effectiveness of repetition may offer the potential to explore a comparable method of repeated —listening. As digital technologies advance, the use of tape players and even CDs is becoming obsolete.

MP3 Player

With the standardization of the MP3 format and the invention of MP3 players in the mid-1990s (Simon, Torcoli & Paulus, 2010), audio files have become more accessible and convenient

to use, providing alternatives to tapes and CDs. Herrington and Kervin (2007) noted through their research with Apple's iPods that — "the opportunity to investigate possibilities for their use in classrooms is both timely and necessary" (Herrington & Kervin, 2007, p. 37).

Regarding literacy development, one of the most appealing aspects of MP3 players for students, discussed by Herrington and Kervin, is the exposure to excellent reading. In the classroom or at home, reading fluency can often be modeled by others reading to the listener. In instances where many families find it hard to find time to read together, Herrington and Kervin (2007) believe that audiobooks may be an alternative way for students to hear well-read literature.

Skouge, Rao, and Boisvert (2007) remarked that "the digital format can provide models for parents of how to read aloud with their own children" (Skouge, Rao & Boisvert, 2007, p. 8). Audiobooks were ideal for diverse learners and provided a resource for immigrant families because books are costly and sometimes difficult to obtain. The convenience of sharing digital files with families is what attracted a community in New Jersey to start a project of digitalizing books for free access (Rothschild, 2009). Through their efforts, and others like them, more and more children's books will be available online while the use of MP3 players gives students an easy way to listen to those books. MP3 players are also showing promise as an intervention for emerging English Language Learners.

"The teachers used iPods in their language labs as a replacement to traditional methods of delivering information" (Patten, 2007, p. 40). The players were used in a listening station to expose the students to spoken English. Each teacher documented progress of using the players through student and teacher journaling, and various tests on reading comprehension. MP3 players played an important part in English language development, as the students became more engaged with reading as well as writing, and became more self-directed.

2.5. Impact of Audio Books

Reading seems to be as a very important skill. According to Marchionda reading has the power to help one escape into other worlds but it also contributes to a child's success in school and life (Marchionda, 2010). Moreover, knowing how to read is a necessity, yet despite so much

emphasis on the importance of reading, it seems that more students are struggling to become accomplished readers (Serafini, 2004).

Audiobooks have often been used by educators who teach second-language learners, students with learning disabilities, and students who are learning impaired to read (Johnson, 2003). Students who have difficulty reading tend to struggle in certain areas. Many of these problems may occur if children have phonological or decoding problems. When a person reads a sentence, he or she must first visualize the printed words and then identify the words and make meaning.

Audiobooks can help to expose struggling readers to a world that they have never experienced by showing what fluent readers experience every time they pick up a book (Johnson, 2003). Alliterate readers are those who can read but who choose not to read because they lack motivation, feel that do not have time to read, or dislike reading (Beers, 1998).

Audiobooks can be used multiple ways at home and in the classroom. Based on Serafini's opinion, teachers can utilize audiobooks to capture students' attention so that they become interested in specific subject matter (Serafini, 2004). Furthermore, they can be used to equalize learning abilities so that groups of students in one class can read and discuss the same book. Students can use audiobooks individually to focus on areas of personal interest. Regardless of how audiobooks are used, they can stimulate nonreaders to take an interest in reading. They can help to motivate students while improving their reading skills (Serafini, 2004).

The use of audiobooks enables unskilled readers to overcome their limitations so that they can experience the pleasure of reading for meaning (Byrom, 1998). Over time, reading comprehension skills will increase, providing children with more positive reading experiences. Audiobooks also introduce technology to reading (Johnson, 2003). This new technology incorporates experience and gives students the opportunity to complete other tasks while also being involved in reading a book (Johnson, 2003). This new experience (audiobooks) may motivate students who have either lost interest in reading or believe that they do not have enough time to read.

Reissner found that children who become familiar with books and literature at a young age are more likely to do well in formal reading instruction than students who have not had this opportunity (Reissner, 1996).

The audiobooks serve as the apprentice when the teacher is unavailable. In addition to being the apprentice, audiobooks may be used to reach a variety of learning styles. Gardner developed the theory of multiple intelligences, which states that people learn in a multitude of styles: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal (Gardner, 1989). Schools tend to focus on the linguistic and logical-mathematical styles (Armstrong, 1999).

Gardner also added that audiobooks and the multiple intelligence theory are compatible because the use of audiobooks enables a variety of learners to be reached. Audiobooks use a variety of words, tones, and language to attract linguistic learners. They also incorporate elements such as music, sound, and rhythm that appeal to musical learners. Spatial learners can be included through the use of pictures. Finally, interpersonal and intrapersonal learners can be included by using the audiobook as a cooperative group project or with individual students. Regardless of how audiobooks are used, they incorporate much intelligence (Gardner, 1989).

Incorporating the aforementioned learning preferences, audiobooks enhance understanding for learners and promote enjoyment and motivation instead of frustration.

2.6. Using Audio Books with children, teenagers and students with special needs

Reading aloud is a fundamental skill needed by adults and children of all ages throughout life. Learning to read is the most important accomplishment of school-aged children (Lane & Pullen, 2015). Being able to read is a prerequisite for future success in college, the workforce, driving, cooking, and many more activities. Reading aloud to children can be beneficial.

As stated by Gold and Gibson (2014) “Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech” . Books help to build a child’s personal vocabulary.

Time spent reading has a positive impact on the cognitive development and academic success of school-aged children and adolescents. Yet, reading among adolescents has been in decline in recent years while engagement with audiobooks has increased. Professionals in librarianship,

children's literature, and literacy education have long promoted the educational benefits of transacting with audiobooks.

Audiobooks are an indispensable aid in making books accessible to people with special needs such as visually challenged, elderly and those afflicted with problems of dyslexia and agraphia. Audiobooks are currently generated manually for the most part with consequent dependency on individuals having to invest substantial amounts of time and effort to read out an entire book. Automation in the form of text to-speech, on the other hand, is available primarily in English and other European languages and is still inferior in quality and accuracy to human voice.

Blinds are human beings; therefore, they have human rights to access education, facilities, and technology. These people are independent because they have good jobs, take care themselves, and take responsibility their family. They can do this and they have more experience and high occupation skills, and also they can earn enough money. Blind people should have opportunities like those who are normal ones. This will be beneficial not only for blind people but also for their families and country. Contextually, the majorities of the blind are ignored and cannot access technology and facilities. However, talking books are important instruction materials that blind can use in every situation and every time without being tied to any place or without other people's help. Talking books produced for blind can create an environment to provide, enrich, inform, guide and teach subjects completely by creating an environment to learn and also develop independent learning skill to solve problems and answer question.

So, the benefits of talking books in distance education provide an easy access, low cost and quick change of the content when it is necessary. Now whole DTB or even several whole books can be recorded onto one compact disk (CD) instead of onto many audio-tapes, with high-quality recording and output, and readers can jump quickly to different parts of a book.

Internet-based communication creates a variety of ways to deliver and provide electronic resources for user. Some methods, such as using Web pages to deliver text in much the same way as hard bound texts, are very familiar to user. However, a big advantage is that the Internet also supports the delivery and use of multimedia elements, such as sound, video, and interactive hypermedia.

Internet technology can provide flexibility and convenience. It can overcome some traditional barriers such as time and place. A user can access materials independently online. For the general user occupying an increasingly large percentage of population, and with greater numbers of people having computer and Internet experience, opportunities are being made to better meet their needs, interests, and work schedules through online system.

2.7. Benefits of using Audio Books

Thoermer and Williams (2012) noted that “ exposing students to rich and varied fluent models during read aloud is a beneficial strategy to support reading fluency development ” (p. 442). Struggling readers need to hear fluent reading on a constant basis. So, Thoermer and Williams recommended that:

Struggling readers hear and understand what fluent reading sounds like because not only does reading aloud help struggling readers with fluency, it also helps with introducing them to diverse genres, authors, and titles which can increase reading motivation and lead to them reading a wider range of material. Reading aloud is a potentially valuable tool for struggling readers. (p. 442)

When listening to a recorded book, the reader does not have to pronounce the words in the book. The student only listens to them. The book naturally verbalizes the words so that the listener can hear them pronounced correctly. Listening to audio books also allows the listener to hear appropriate expression and phrasing, skills they may not be able to perform correctly if reading independently.

Likewise, audio books demonstrate how to read with accuracy, intonation, and pitch because a more experienced reader reads the text. Fluent reading is heard and internalized. The struggling reader hears expressive reading and is able to better understand the feelings and emotions of characters, which aids the reader’s comprehension.

Based on LeVar Burton, host of the popular kid's educational television show Reading Rainbow, Larson (2017) stated to teachers that audio books combine two of the most important ingredients in creating a successful lifelong reader. First, they bring to life the heart and soul of a book, they entertain, they inspire, they enrich, they link the pleasure of language and listening to the reading experience itself. Secondly, "they build a reading scaffold broadening vocabulary, stretching attention spans, flexing thinking skills, all of which serve as a strong bridge across which young readers can stride into a world filled future, one confident step after another" (Larson, 2017, p.1).

Audio books can take the frustration out of reading when books are carefully selected and are on or slightly above a child's ZPD reading level. Students do not have to spend time struggling to figure out words, emotions, and phrasing. The words are pronounced for them thus increasing the time spent focusing on the text and increasing comprehension. Struggling readers need to hear how fluent reading sounds. They need to hear words pronounced in order to be able to include them into their own vocabularies. Being able to hear the proper pronunciation of words is one way that audio books can help the struggling reader. Audio books allow students to listen to and comprehend books above their ZPD in terms of vocabulary, phrasing, and expression. Active listening to books on tape can provide a scaffold that leads to fluent, independent reading. Children can also be introduced to various types of text and literature that they normally could not or would not be able to read on their own.

Summary

One way or another, this chapter describes in details the meaning of Audiobooks, different authors' opinions concerning Audiobooks, their importance, usage, impact and benefits in the process of teaching and learning. Types of Audiobooks are significant part of the second chapter, too since it determines the most useful and impressive ones. Further, one of the most substantial parts elaborated here is the use of Audiobooks with children, teenagers and students with special needs.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design and Methodology

Qualitative and quantitative methods are used in order to gather information about the purpose of this research. The realization of it was accomplished by two instruments which are questionnaire and interview done with English teachers.

3.2. Research Questions and Hypotheses

The key questions throughout this study are:

- 1) What are the teachers` attitudes towards the use of the Audiobooks in teaching pronunciation?
- 2) How do Audiobooks affect the different proficiency levels?
- 3) How do Audiobooks affect students with special needs?

The first research question aims to meet the needs of students, to improve fluency, expand vocabulary, activate prior knowledge, develop comprehension, and increase motivation to interact with books.

The second question aims to investigate the students with different learning styles that audiobooks fit to, to provide a model of good pronunciation, assist learners in learning how words are pronounced, who desire to have a native-like accent with the help of pronunciation instruction.

Children with special needs like the same kinds of books as other children and should be allowed to choose their own books for pleasure reading. So, the third question aims to discover the effectiveness of Audiobooks used with such students.

Hypotheses:

H1- If teachers do not use Audiobooks they may not be up-to-date with the advancement of technology in the field of education and expanding the methods of delivering information and may lack to practice skills and reinforce them.

H2- Audiobooks help students to progress and expand the horizon of knowledge in foreign language.

H3- Audiobooks include all types of learners and involve them in different school activities.

3.3. Research Sample

This study took place at the education primary and secondary level and the target population was part of public schools, it means the study was conducted in different schools. Ten primary schools were involved in this study, which are: ‘‘Gjergj Kastriot Skenderbeu’’ – Mazrrek, ‘‘Zenun Qoqaj’’ – Gjonaj, ‘‘Mid’hat Frasheri’’ – Krajk, ‘‘Vellezerit Frasheri’’ – Planej, ‘‘Emin Duraku’’ – Prizren, ‘‘Abdyl Frasheri’’ – Prizren, ‘‘Mustafa Bakiu’’ – Prizren, ‘‘Motrat Qiriazii’’ – Prizren, ‘‘Ibrahim Femi’’ – Arbane, and ‘‘Bajram Curri’’ – Romaje.

The sample of this research consists of English teachers whose focus is on Teaching English through Audiobooks. Thus, the participants were English teachers who hold at least an MA degree in English. Also, the participants were of different age, both males and females. Additionally, the participants have different backgrounds and work experiences. In total, they were thirty (30) and all of them work in public schools in the municipality of Prizren. Those English teachers have reasonably good knowledge about Audiobooks and they implement them in the process of teaching. So, all English teachers participated in the questionnaire and interview.

3.4. Data Collections and the Study Instruments

The study instruments used in this study for data collections were questionnaire (Appendix 1) and interview (Appendix 2). The instruments also helped in testing the hypotheses. This research had two phases.

The first phase gathered data with the help of a questionnaire. The aim of this questionnaire was to find out about teachers' familiarity with the Audiobooks, their views on the implementation of Audiobooks in the classroom, and reasons for avoiding them when they seem to be unnecessary in the classroom. The questionnaire consisted of ten (10) multiple choice questions.

The second phase consisted of an interview. This instrument was chosen intentionally because it provided significant insights into teachers' experiences and perceptions of the Effectiveness of Audiobooks on Pronunciation Skills of EFL learners at different proficiency levels. It dealt with questions in relation to the content of the textbooks, English teachers' views, possible challenges of using Audiobooks, the adjustability of Audiobooks and evaluation as well. In other words, interviews were so effective and provided in-depth insights through ten (10) open - ended questions.

The study took two months. The questionnaire took up to 10 minutes to fulfill it whereas the interview took up to 20 minutes of their time. The data taken from the two instruments were anonymous. The questionnaire and the interview were only in English language due to the fact that all the participants were English speakers. It is worth mentioning, English teachers were allowed to ask questions. The collected information was quite helpful for completing my MA thesis and the responses showed that English teachers use Audiobooks in English classes which impact their students' pronunciation skills.

The data conducted from the questionnaire and interview are collected, analyzed and discussed in a very attentive way in order to find out the effectiveness of Audiobooks on pronunciation skills of EFL learners at different proficiency levels.

CHAPTER 4

Generally, chapter number four gives details and data about questionnaire and interview done with English Language teachers of the municipality of Prizren. These data are obtained for two months. So, besides, this chapter discusses the main results taken from the above instruments realized with thirty English Language teachers who felt free and grateful to be part of this research.

4.1. English teachers' questionnaire – the results and discussion

The findings are all based on quantitative and qualitative methods of gathering data. The questionnaire for English teachers consisted of 10 questions. All of the questions were multiple choice questions. 30 English teachers of the municipality of Prizren took part in this questionnaire (Appendix 1) which was completely related to the usage of Audiobooks in the process of teaching English as a foreign Language. They helped a more accurate completion of the study with their enormous contribution, which is irreplaceable. The purpose of English teachers' questionnaire was to prove the second hypothesis - "*Audiobooks help students to progress and expand the horizon of knowledge in foreign language*".

The answers of English teachers' questionnaire are analyzed and presented as follows:

1. Do you use Audiobooks in your English classes?

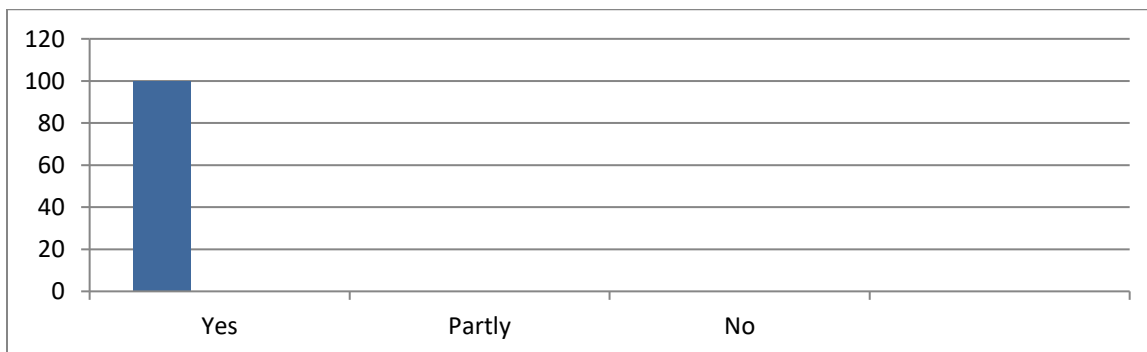


Chart 1 – Question 1 of English teachers' Questionnaire

According to this chart, the readers understand clearly that 30 English teachers who work in different public schools in the municipality of Prizren use Audiobooks in the process of teaching English Language. This also can be proved by the percentage. So, 100% of the participants in this questionnaire chose the option **YES** and none of them chose *partly* or *no*.

2. How frequently do you use Audiobooks in English classes?

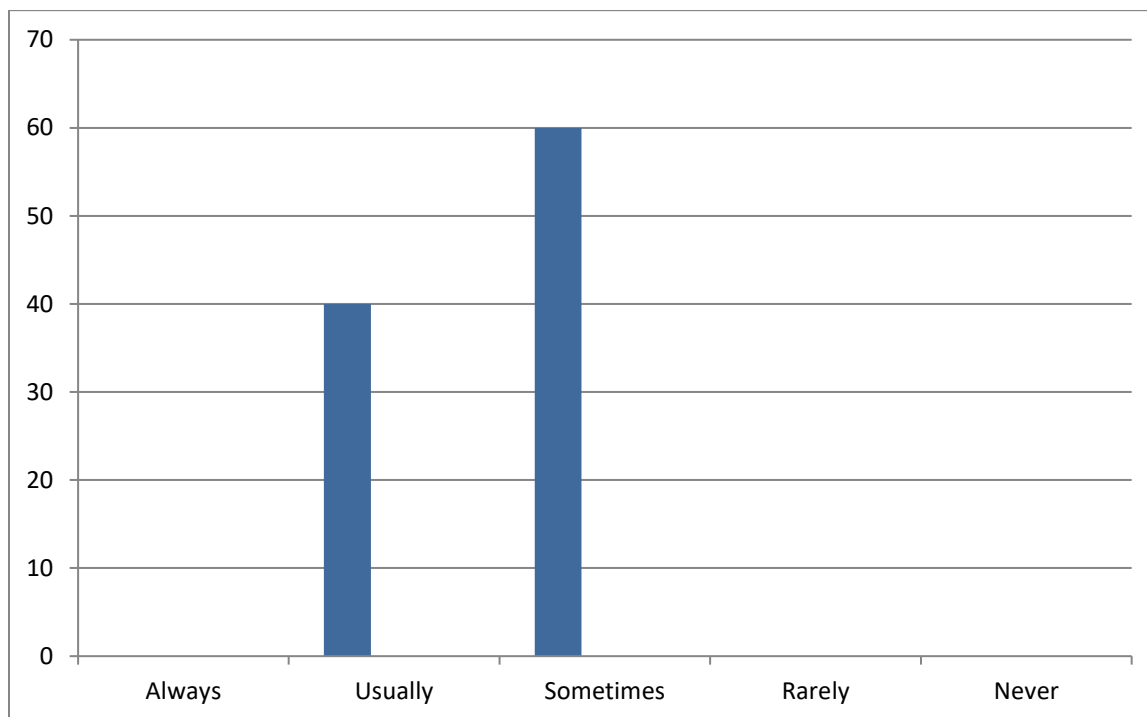


Chart 2 – Question 2 of English teachers' Questionnaire

Taking into consideration Audiobooks' impact, they should be used in English classes by English teachers. The second question in this questionnaire makes the reader allude that Audiobooks continue being used in the process of teaching. English teachers' positive responses can be verified by the percentage, too. Thus, 60% of the participators in this questionnaire selected the option **SOMETIMES**, followed by **USUALLY** with 40%. Meanwhile, none of the participators selected the other alternatives, which are: *always*, *rarely* and *never*.

3. How much Audiobooks influence your teaching?

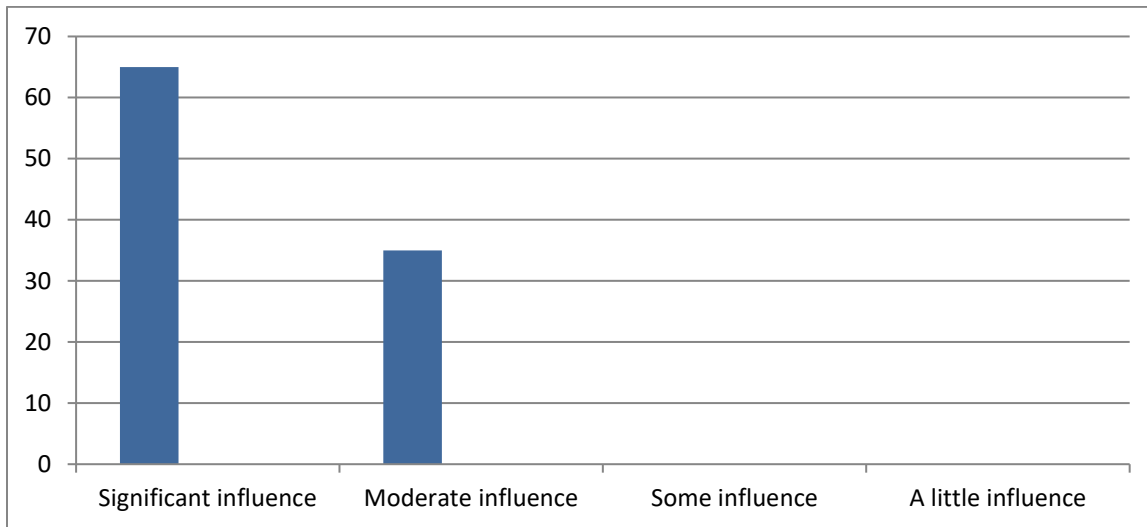


Chart 3 – Question 3 of English teachers' Questionnaire

The influence of Audiobooks in the process of teaching is shown from the answers taken on the third question. Teaching is not an easy process, but based on the answers, Audiobooks influence it. So, 65% of English teachers think that Audiobooks have a significant influence in their teaching process while 35% of them think that they have a moderate influence.

4. Do you think that Audiobooks are beneficial, helpful and effective for your students?

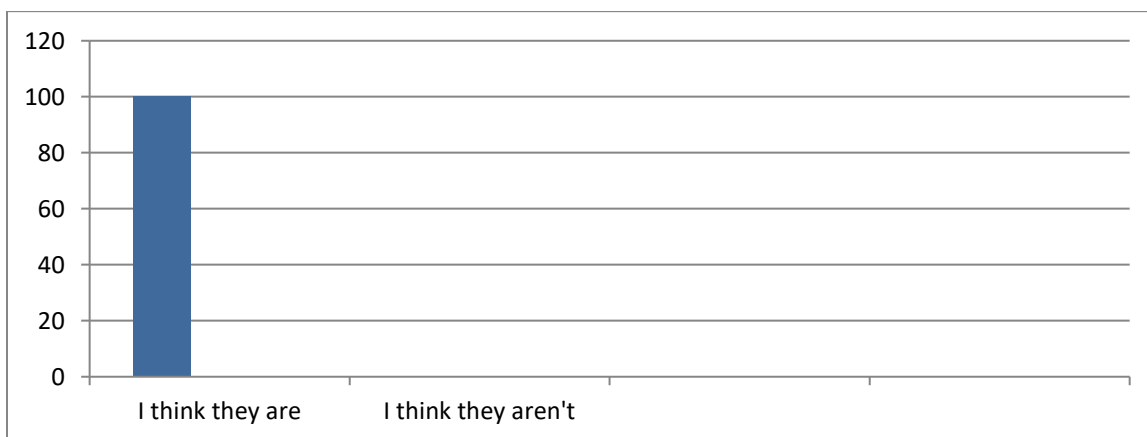


Chart 4 – Question 4 of English teachers' Questionnaire

Based on the chart 4, all the participants in the questionnaire showed a great satisfaction towards the usage of Audiobooks in the process of teaching and learning English Language. Based on the percentage, all English teachers (100% of them) who took part in the questionnaire answered positively about Audiobooks, by obviously considering them as beneficial, helpful and effective for their students who learn English language through such approaches.

5. Do your students like the usage of Audiobooks in your English classes?

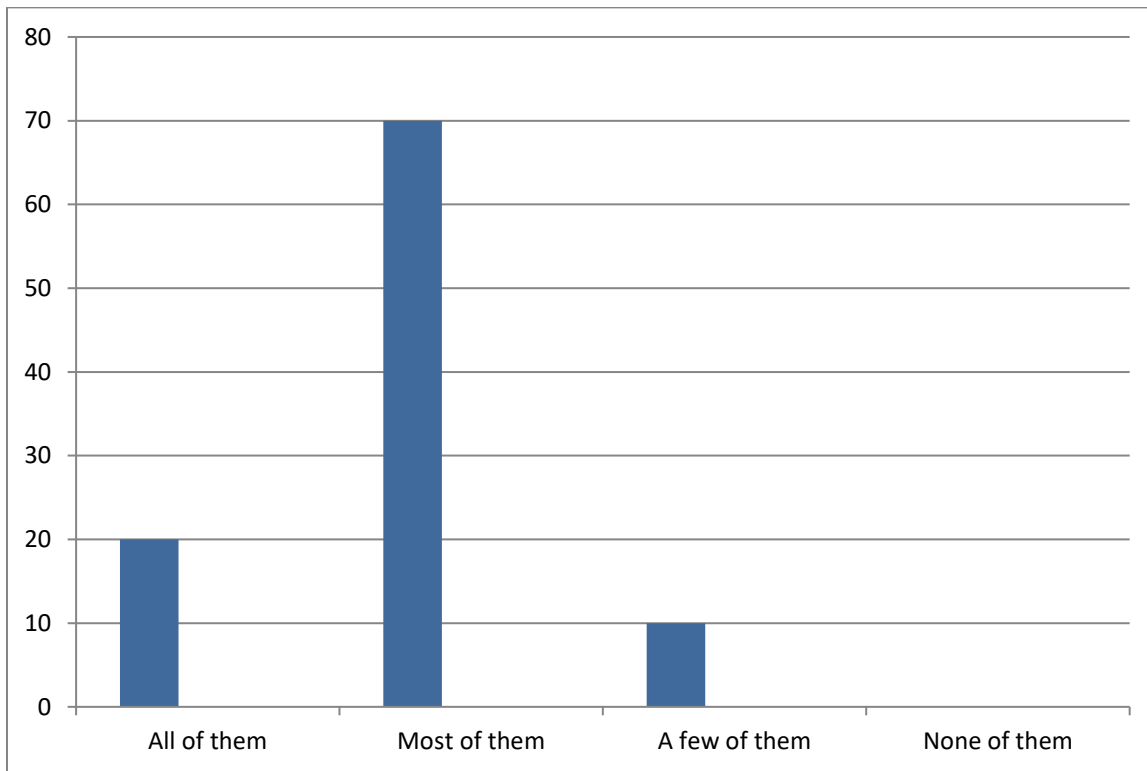


Chart 5 – Question 5 of English teachers’ Questionnaire

The results show that students like the usage of Audiobooks in English classes. Teachers’ responses can be proved by the percentage with 70% **MOST OF THEM**, 20% **ALL OF THEM** and 10% **A FEW OF THEM**. While, the last option **NONE OF THEM** was not selected by any participants.

6. Does the use of Audiobooks increase your students' learning interests?

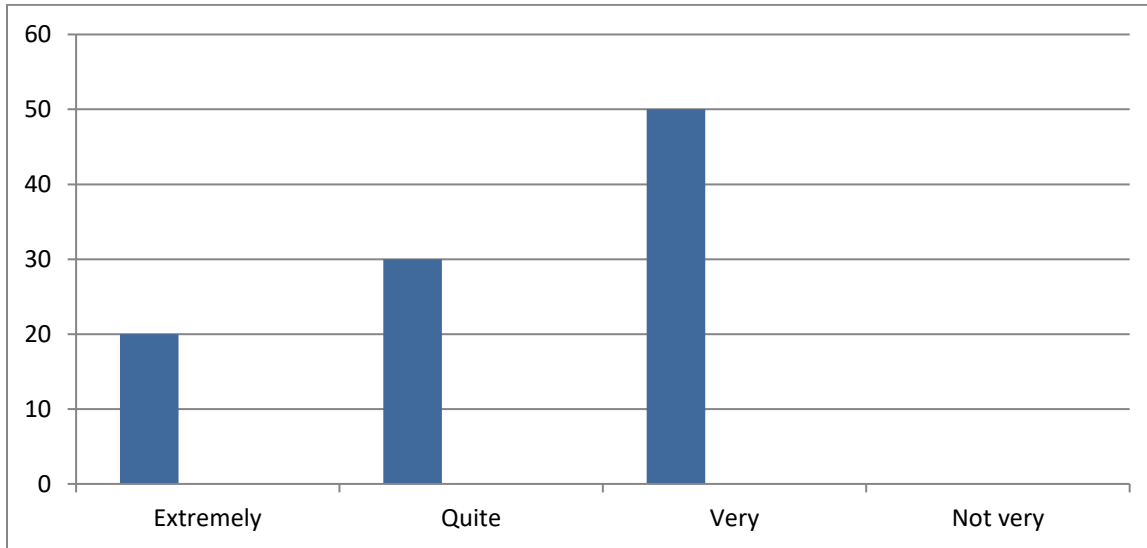


Chart 6 – Question 6 of English teachers' Questionnaire

The chart above shows that Audiobooks boost students' learning interests. This can be validated by the percentage, too. Hence, 50% of the partakers in the questionnaire chose the alternative **VERY**, followed by **QUITE** 30%, and **EXTREMELY** 20%. Meanwhile, the alternative *not very* was not chosen by anyone.

7. Do you agree that Audiobooks help your students to develop their listening skills?

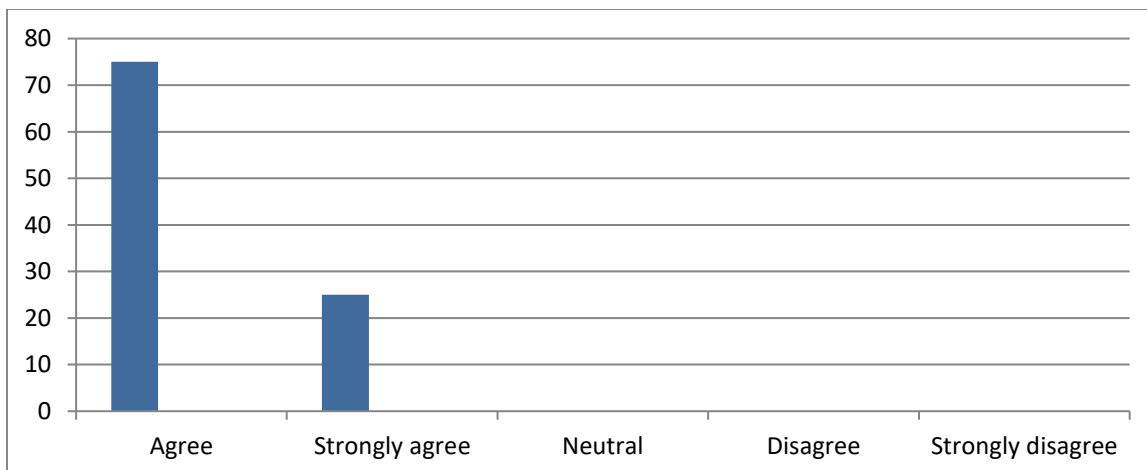


Chart 7 – Question 7 of English teachers' Questionnaire

In the seventh question, the participants (English teachers) had to express their agreement or disagreement in relation to the improvement of students' listening skills by the use of Audiobooks. Based on the results taken from this chart, it can be said that Audiobooks help students to develop their listening skills. This means, all thirty English teachers expressed their agreement toward this question. The percentage proves that, too. 75% of English teachers involved in this study selected the option **AGREE** whereas 25% of them selected the second option **STRONGLY AGREE**. On the other hand, no one selected the three other options: *Neutral, Disagree, Strongly disagree*.

8. Does the usage of Audiobooks facilitate your students' English comprehension?

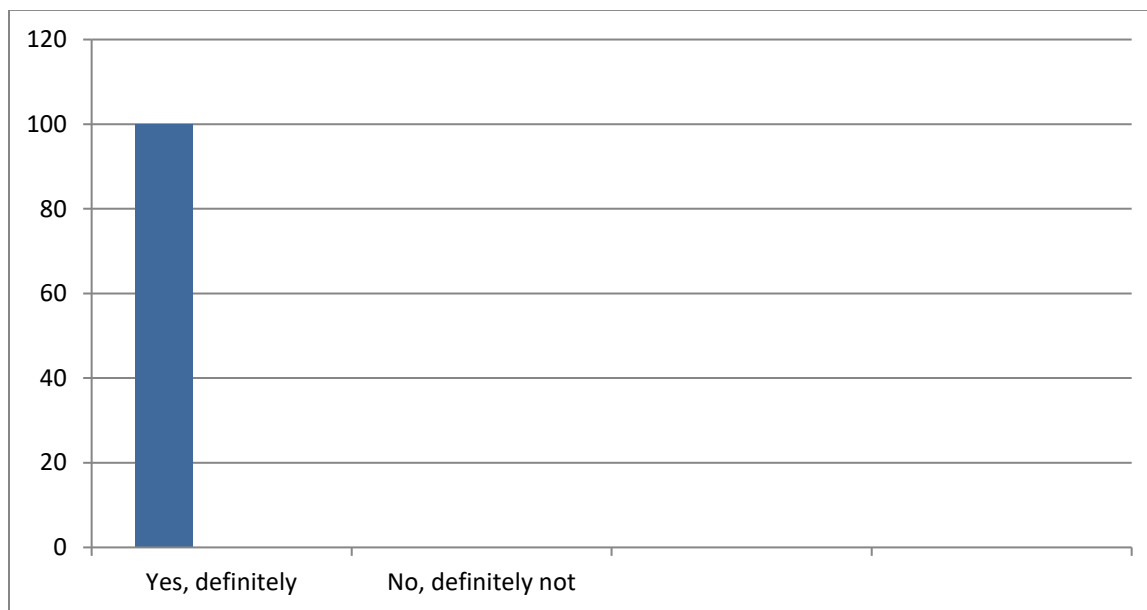


Chart 8 – Question 8 of English teachers' Questionnaire

Audiobooks have always been considered as the easiest tools in improving and facilitating students' English comprehension. The chart about the sixth question of English teachers' questionnaire, proves that 100% of them think that the usage of Audiobooks in English classes **definitely** facilitate their students' comprehension.

9. Do Audiobooks keep your students attentive and active in English lessons?

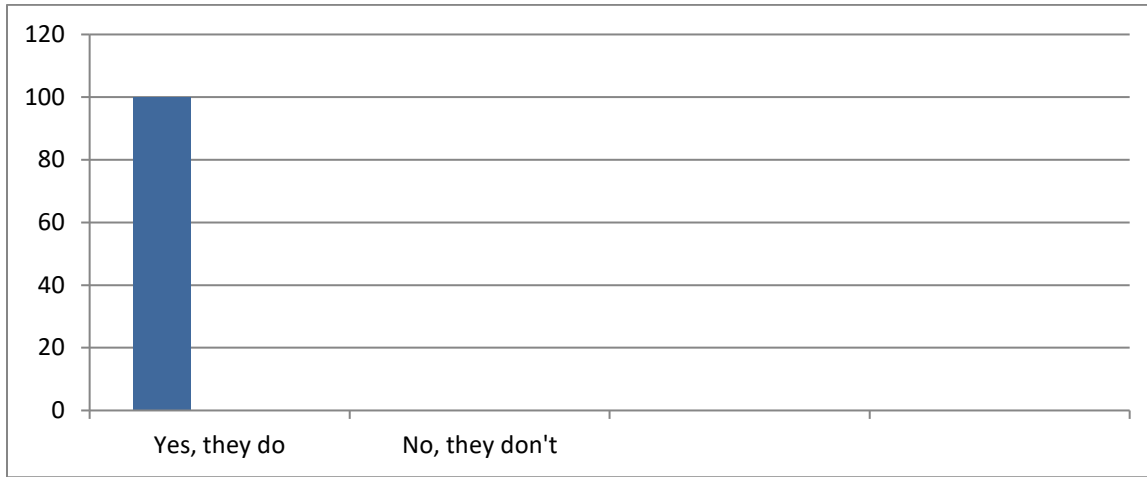


Chart 9 – Question 9 of English teachers’ Questionnaire

Based on the results elicited from the ninth question, we can conclude that Audiobooks keep students attentive and active in English lessons. The percentage shows clearly that all English teachers (100%) who took part in the questionnaire chose the option **YES, THEY DO.**

10. According to your opinion as an educator, are Audiobooks necessary or unnecessary tools in the classroom?



Chart 10 – Question 10 of English teachers’ Questionnaire

Audiobooks help students in their fluent reading and listening, therefore, they are too necessary in the classroom. Based on the chart, 100% of the participants shared the same opinion and considered Audiobooks as necessary ones for their students.

As it is noted previously, the intent of English Teachers' Questionnaire was to reveal the effectiveness of Audio Books in the process of teaching English Language. The charts and results above show that English teachers in the municipality of Prizren sometimes use Audiobooks in English classes. The key reason why they use them is that Audiobooks influence their teaching in a significant way, increase their students' learning interests, develop students' listening skills, facilitate students' English comprehension as well as keep them attentive and active in English lessons. Additionally, Audiobooks are beneficial, helpful and effective for students who like them a lot. Hence, Audiobooks are really necessary and inevitable in the classroom.

The usage of Audiobooks has become a popular issue in recent years because they are advancing at a rapid pace and can be used for educational purposes. In this case, it is worth mentioning that Audiobooks offer many significant benefits to students since they support students in enhancing English proficiency, help them to elevate their pronunciation and fluency, listening and reading skills, critical thinking, comprehension skills and also their memory. These are great forehands therefore English teachers should use them more often with their students.

Furthermore, Audiobooks support learners to gain new and extra knowledge, to expand their level of understanding, and produce a sense of achievement, too. Next, they elevate students' aptitude, raise their motivation and their interests to learn, make lessons more interactive, attractive and interesting, and they contribute to the effectiveness of their learning progress, self-confidence and better performance.

English Language is part of each student life and the Educational System of Kosovo requires students to start acquiring English since the early stages of life (kindergarten), therefore, the teaching process needs to be fairly and properly done. So, to sum up, Audiobooks should be implemented in the process of teaching because they are a decent way to use in the classroom environment and they offer new, helpful and interesting things.

4.2. English teachers' interview – the results and discussion

In order to find out English teachers' perspective on the usage of Audiobooks to support pronunciation learning an interview was done with thirty English teachers in the municipality of Prizren, Republic of Kosovo. The permission for the interview was firstly required from them. 20 out of 30 had more than 10 years of teaching experience while 10 out of 30 had less than 10 years of teaching experience. Such teachers work in different public school in the municipality of Prizren.

The interview had ten questions regarding Audiobooks use in English classes. The questions were open – ended questions. Moreover, English teachers' interview intended to prove two hypotheses. The first one, *‘‘If teachers do not use Audiobooks they may not be up-to-date with the advancement of technology in the field of education and expanding the methods of delivering information and may lack to practice skills and reinforce them’’* and the third one, *‘‘Audiobooks include all types of learners and involve them in different school activities’’*.

Teachers were told that the data from the interview will be confidential and will be used only for this study. Each question and answers taken from the interview will be presented as follows.

Q1. Does the use of Audiobooks help you to teach in your classroom? If yes, explain in what ways?

In Kosovo the new curricula requires a totally new way of teaching and the new Educational System has brought freshness in teaching and learning English Language, so, according to the first question of the interview, thirty English teachers who participated in it proclaimed that Audiobooks help them to teach English Language to their students since Audiobooks develop their students' language skills, pronunciation skills, offer them attractive approaches to learn, keep their attention on learning, help them to be independent, make the process of learning easier and better, raise their students' motivation to learn and to acquire English vocabulary, too. It means, Audiobooks are necessary tools to use and through them teaching is more interesting, appealing as well as simple.

Q.2. Do you think that the usage of Audiobooks in the classroom helps you to teach and communicate better with your students than the usage of traditional methods? If yes, explain how?

The new system of Education aims to change the traditional teaching methods, hence, based on this question, all or thirty English teachers considered Audiobooks as better tools than any kind of traditional methods because besides the fact that they help them to teach, they even facilitate the understanding of students' language, develop their critical thinking, improve the communication between student – student and student – teacher, allow students to listen words from different sources and so on. Further, Audiobooks make teachers feel more empowered in the classroom and they spend less time lecturing. In this case, students are not passive learners, they actually are active learners and have the main role in the class. So, the system of Education is in transition of methodology intending to create positive thoughts about the new era of Education.

Q.3. How do your students respond toward the utilization of Audiobooks in the classroom environment? Does it seem to be boring or interesting for them?

Thirty English teachers of the municipality of Prizren showed a great satisfaction towards this question. For them having a positive environment in the classroom is one of their main intentions. They consider very important the way how their students feel into the class. Good communication between teacher and students make everything better and they both benefit from it. Thus, through communication with their students, teachers know more about their desires, talents, needs, passions etc, this means, teachers are supposed to change their teaching style and to adapt it to their students' needs. Hence, having a suitable atmosphere in the class increases students' self – esteem, self - confidence and also class performance. When students are in an attractive and friendly environment, they can learn better, they can communicate easier, they can collaborate with each other and they can express their selves freely. So, English teachers claimed that they use Audiobooks because their students accept them positively and the classroom environment is interesting through them.

Q.4. As an English teacher, how do you teach pronunciation skills by using Audiobooks in the classroom?

Pronunciation in a second language is very important and beneficial. It needs a lot of work and attention therefore English teachers have to find adequate approaches to teach it to their students. Audiobooks are great approaches to improve pronunciation skills. Most of the teachers (25 of them) who participated in the interview answered that they use Audiobooks to teach because they enable students to listen to a recorded book, magazine or whatever. By listening to it, they have access to the correct pronunciation of each word.

Q.5. According to your opinion as an English teacher, what are your students' outcomes from Audiobooks?

The outcomes of students are not an easy process. They require commitment to achieve, but the integration of the right tools makes it easier. According to the participants, audiobooks have a significant impact on students' achievements and the outcomes gained by them are: warm and motivational environment, good collaboration, great relationship with the students, the development of critical thinking, make students more responsible, allow them to be active, arise their learning interests, increase their proficiency in English Language, the expression of creativity, better marks, students' center classes, the progress of pronunciation skills and other skills, too. One of the participants said that Audiobooks bring positive results because some students seem to be boring to hear and learn only from the teacher or book that is why Audiobooks make positive changes and fairness in their achievements.

Q.6. Did you attend any training program on the usage of Audiobooks in English classes?

The system in Kosovo is in transition and even the teachers are trying their best to be trained on important spectrums of teaching students. In relation to this question, some (20) of the participants (usually the youngest ones) declared that they attended some online training programs related to this issue, while some (10) others (the most experienced ones) said that they

did not attend any training programs like this one, but they got informed about the usage of Audiobooks from some foreign or native colleagues.

Q.7. Do you think that training programs about Audiobooks are needful for English teachers?

The transition of Education in Kosovo is also related to Audiobooks and all of the teachers involved in this study agreed that training programs about using Audiobooks in English classes should be organized in order to help English teachers to implement them in their classes. So, based on their thoughts such training programs are needful.

Q.8. Would you like to use Audiobooks in English future lessons, too and why?

In this question, all of the partakers responded positively. They would dearly like to use them in the future lessons, too because their students like and enjoy them, find them interesting, very helpful, effective and so facilitated in their English comprehension.

Q.9. Do you encounter any difficulties while using Audiobooks?

One way or another, most of the teachers (22) shared the same opinions regarding this question. Some of the hardships that teachers go through are:

- School does not offer enough tools of this type (they have to provide them by their own);
- The lack of proper skills to use them;
- The lack of the Internet connection, electricity, and so forth.

Q.10. Do you think that all second language teachers should use Audiobooks to develop their students' pronunciation skills?

In the last question of the interview, all English teachers suggested to their English colleagues around the country to apply Audiobooks as much as they can with their students since this is the best way to improve their pronunciation.

The goal of this interview was to figure out the effectiveness of using Audiobooks to improve pronunciation skills to English students. The results taken from this interview show that Audiobooks are very helpful for teaching and learning English Language, even more beneficial than traditional methods. They enable better communication within students and teacher who actually respond quite positively toward their usage. Furthermore, students are the ones who find Audiobooks very interesting and never boring because they like the class environment that Audiobooks create. Beyond the homelike environment, Audiobooks evolve students' pronunciation skills and bring positive outcomes to students.

Using Audiobooks is quite challenging, thus professional advancement is highly required, woefully, here in Kosovo, there is the lack of training programs about Audiobooks, therefore one way or another, teachers are obliged to attend online trainings or trainings abroad by their own in order to get enough information about their usage. In addition, unfortunately, some schools do not possess good conditions for teaching and teachers are required to provide Audiobooks or even other tools in order to achieve their objectives.

Despite all the barriers, English teachers prefer using them in their future lessons due to their effectiveness and there is a suggestion for other English teachers to continue using them with their students.

The way how teachers teach has a great impact on student's acquiring, so this creates the need of using new teaching approaches and strategies. Audiobooks have a positive effect in teaching and learning processes and they are one of the most appropriate tools for education. In general, Audiobooks grow learning motivation of students, make them more creative, autonomous and collaborative, help them to have a spacious vocabulary, to have better pronunciation and to elevate their English skills. Hereto, Audiobooks are tempting and entertaining for students and they are easy to be approached.

English teachers have to make teaching creative, in order to attract students' attention towards learning the intended material and students need to know what is more important in the supposed materials. The material selection should be done based on the interests and needs of the students, and also their age and level of proficiency because if teachers have the proper materials the lesson will be successful, or vice versa, if teachers do not select what interest their students the lesson will fail and teachers cannot achieve their goals.

Hence, interesting classroom activities can create a comfortable environment for both English teachers and students, ergo Audiobooks have a splendid impact on them. The actions of teachers are seen as very important therefore they have to be so careful what they teach to their students and how they motivate them. Teachers are expected to be instructional experts, classroom managers, and, to a limited degree, counselors. In addition, they have to make observations, write objectives, select materials, plan cognitive sets, plan closures, and develop evaluations (Moore, 1998, p. 16). ‘‘ Planning is essential to effective teaching. Teachers must plan, and plan well. Curriculum must be selected, units must be developed, and weekly plans must be written. Daily lesson plans must be developed and implemented (Moore, 1998, p. 128).

Furthermore, English teachers need to make the classroom a confident place for students by purposely engaging them one – on – one and by providing them a good place to learn. Also, they need to speak hope in the lives of their students because students need to know that they can learn and that their teachers believe in them. So, the role of English teacher is to intervene in the classroom, to provide support to learners, to help them be interested in learning, to increase their attention for learning, to reach their purposes and objectives of English lessons, and to use different technological aids, in our case, Audiobooks because nowadays teachers have to work with ‘‘digital native’’ children/students.

Audiobooks can improve students' speaking and listening skills by hearing the correct pronunciation of words and they also can be exposed to native speakers' accent. Likewise, Audiobooks can strengthen students' critical thinking, which is a skill that can be improved in everyone (Walsh and Paul, 1988, p. 13).

According to Gulek and Demirtas (2005) teachers who integrate Audiobooks in classrooms generally have a constructivist approach to teaching. They also suggest that the use of

Audiobooks makes teachers feel empowered in the classroom and subsequently spend less time lecturing because their students are involved in critical – thinking, based problem solving activities, active learning, and interactions with fellow students.

Thus, all students should be given the opportunity to use Audiobooks in order to be able to learn the right pronunciation of words, to see opportunities and to evaluate information.

4.3. The analysis of the first hypothesis

The first hypothesis of this study was: *“If teachers do not use Audiobooks they may not be up-to-date with the advancement of technology in the field of education and expanding the methods of delivering information and may lack to practice skills and reinforce them”* and this hypothesis was proved through the interview done with English teachers.

4.4. The analysis of the second hypothesis

The second hypothesis of this study was: *“ Audiobooks help students to progress and expand the horizon of knowledge in foreign language ”* and this hypothesis was verified through the questionnaire done with English teachers.

4.5. The analysis of the third hypothesis

The third hypothesis of this study was: *“Audiobooks include all types of learners and involve them in different school activities”* and this hypothesis was proved through the interview done with English teachers.

CHAPTER 5

5.1. Conclusion

As it was pointed out above, this thesis was focused on the effectiveness of Audiobooks in order to upgrade pronunciation skills to English Language students with different proficiency levels. The case study was done with English teachers who actually work at dissimilar public schools in the municipality of Prizren, Republic of Kosovo. The foremost goal of this thesis was to discover if Audiobooks are effective and beneficial for English Language teachers and their students. Thirty (30) English Language teachers who work in the target municipality were part of this study and they filled in a questionnaire in relation to the effectiveness of Audiobooks. Additionally, they took part in the interview as well. So and so, questionnaire and interview were the instruments which found out the purpose of this study.

This thesis was separated into five chapters, such as: introduction, literature review, research design and methodology, study results and discussion, and conclusion, too. Each chapter had its subheadings. In the introduction part, there are detailed information about the importance of the thesis, how it is structured, what is the aim of it and the objectives are mentioned, too. Afterwards, in the literature review part are cited impressive information as well. The meaning of Audiobooks, their usage, significance, types and benefits are incorporated into this part. Next, the general way how this thesis is conducted is elaborated in the third chapter which is research design and methodology. Meanwhile, the most substantial chapter is chapter number four which includes all the findings taken from the questionnaire and interview. Such findings were quite helpful in achieving the intention of this study.

The aim of English teachers' questionnaire was to collect information about the use of Audiobooks in the process of teaching English Language to students. All the participants in the questionnaire showed a positive attitude toward Audiobooks. According to them, Audiobooks have a great impact on their teaching because they grow their students' interest and desire to learn, evolve their English skills, facilitate their level of understanding and keep students energetic in the class. That is why, students relish learning English Language a lot through Audiobooks.

The purpose of English teachers' interview was to obtain information regarding the efficiency of Audiobooks in improving pronunciation skills to second language learners. Thirty English teachers indicated that they use Audiobooks in English classes due to their significant impact in the process of teaching. Hereto, based on their personal thoughts, Audiobooks are pretty helpful for students because they enable them great opportunities for improvement.

This thesis had three main hypotheses and such hypotheses were: the first one - "*If teachers do not use Audiobooks they may not be up-to-date with the advancement of technology in the field of education and expanding the methods of delivering information and may lack to practice skills and reinforce them*", the second one - "*Audiobooks help students to progress and expand the horizon of knowledge in foreign language* ", and the last one was "*Audiobooks include all types of learners and involve them in different school activities*". The hypotheses raised at the very beginning of this study are proven by the instruments used throughout the completion of this thesis.

The first hypothesis was "*If teachers do not use Audiobooks they may not be up-to-date with the advancement of technology in the field of education and expanding the methods of delivering information and may lack to practice skills and reinforce them*" and it was proved through English teachers' interview because they agreed that Audiobooks are a modern method of teaching, they have a positive influence in the field of education and they help students in progressing.

The second hypothesis was "*Audiobooks help students to progress and expand the horizon of knowledge in foreign language* " and it was verified through English teachers' questionnaire who thought that Audiobooks make students' learning and comprehension easier and better.

The third hypothesis was "*Audiobooks include all types of learners and involve them in different school activities*" and this hypothesis was verified through the interview done with English teachers who believed that Audiobooks keep students engaged, dedicated and interested in learning activities.

Nowadays, Audiobooks have commonly become a noteworthy part of teaching and learning English. The collaboration between teacher and students is necessary in order to have satisfying lessons and results. English teachers use Audiobooks as a great resource to teach English and to

develop students' main skills. Based on the instruments used during the thesis and the outcomes taken from them, Audiobooks tend to be effective, beneficial and successful for students who want to learn a foreign language, in our case, English language. Further, Audiobooks have the power to produce new ideas, to encourage participation of students and interaction between them. The duty of teachers is to offer appropriate and accurate materials and such materials have to match students' skills in order to have memorable and profitable capturing. Hence, English teachers have to be quite careful what they teach and how they teach because teaching requires responsibility for what teachers serve to students.

Thus, the rapid development of Audiobooks made a big difference in the entire education process, in particular in the process of teaching and learning because such tools create a comfy environment for instruction and lessons. Furthermore, Audiobooks have the strength to make teachers' job and students' learning process easier. Summing it all up, this study offers adequate solution to teachers in accordance with the usage, accuracy, appropriateness and effectiveness of Audiobooks.

5.2. Limitations of the study

The primary aim of this study was to reveal the effectiveness of Audiobooks in the process of teaching and learning English Language. This study has successfully reached its objectives and goals, but while discovering its purpose, there were some limitations, too.

Such limitations are as followed:

- The lack of prior research studies on this field, it means further and broader investigations, similar to this one, are needed to be done in this particular area because they are so helpful for English Language teachers and students as well.
- The interview with English teachers was realized online via ZOOM application because of the pandemic time.
- The questionnaire with English teachers was attained online, too due to the virus COVID-19. This virus was the worst limitation during the realization of this study.

- There were some difficulties scheduling meetings with English teachers because they had online classes, so I had to arrange extra meetings with them. By the way, I think I could achieve to get proper results and prove the effectiveness of Audiobooks.
- As a limitation of this study can be considered its realization in only one municipality. By this I mean, if English Language teachers of other public schools in Republic of Kosovo would be part of this study, then more opinions, ideas and responses would lead to more believable outcomes.
- Another limitation can be the lack of Audiobooks in schools. Thus, English Language teachers have to provide their personal Audiobooks.

5.3. Recommendation

It was entirely encouraging to commit this thesis because it dealt with Audiobooks and the outcomes taken through the used instruments in this study indicated that Audiobooks are totally important in increasing English Language skills, more concrete, listening skills. Even though, some of the recommendations taken from the outcomes are as below:

- ◆ A suggestion for all English Language Teachers and for those who study English Language to investigate on such topics which are utterly profitable for current and future students.
- ◆ Broader comparisons between different public schools in different municipalities around Kosovo are needed to be done in order to see the effectiveness of Audiobooks from diverse perspectives.
- ◆ The organization of training programs about Audiobooks is truly essential because trainings make easier their usage.
- ◆ A recommendation to all English Language Teachers to implement Audiobooks as much as possible since they symbolize modern methods of teaching and learning.
- ◆ Students need motivation about the process of learning, therefore all teachers, notably English Language teachers should be recommended to use all their possibilities for building students' incentive to learn.

- ◆ Another recommendation to all English Language teachers to discuss the syllabi at the beginning of each academic year with their students in order to take into consideration their needs and the most relevant ways of understanding.
- ◆ Lastly, a recommendation to all schools, especially to school principals, to the Ministry of Education in the municipalities and above all to the Ministry of Education, Science and Technology in the Republic of Kosovo to support teachers in a very strong way.

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Appendix 1

South East European University

Questionnaire

The purpose of this questionnaire is to reveal the effectiveness of Audiobooks in the process of teaching English Language. The data from it will be used as part of Master Thesis in the English Language Teaching Department, South East European University. All the information will remain confidential and it will take up to 10 minutes of your time to complete it.

Gender: **M** **F** (please circle)

1. Do you use Audiobooks in your English classes?
 - a) Yes
 - b) Partly
 - c) No
2. How frequently do you use Audiobooks in English classes?
 - a) Always
 - b) Usually
 - c) Sometimes
 - d) Rarely
 - e) Never
3. How much Audiobooks influence your teaching?
 - a) Significant influence
 - b) Moderate influence
 - c) Some influence
 - d) A little influence
4. Do you think that Audiobooks are beneficial, helpful and effective for your students?
 - a) I think they are
 - b) I think they aren't

5. Do your students like the usage of Audiobooks in your English classes?
 - a) All of them
 - b) Most of them
 - c) A few of them
 - d) None of them
6. Does the use of Audiobooks increase your students' learning interests?
 - a) Extremely
 - b) Quite
 - c) Very
 - d) Not very
7. Do you agree that Audiobooks help your students to develop their listening skills?
 - a) Agree
 - b) Strongly agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
8. Does the usage of Audiobooks facilitate your students' English comprehension?
 - a) Yes, definitely
 - b) No, definitely not
9. Do Audiobooks keep your students attentive and active in English lessons?
 - a) Yes, they do
 - b) No, they don't
10. According to your opinion as an educator, are Audiobooks necessary or unnecessary tools in the classroom?
 - a) They are necessary
 - b) They aren't necessary

Appendix 2

South East European University

Interview

The purpose of this interview is to reveal the effectiveness of Audiobooks in the process of teaching English Language. The data from it will be used as part of Master Thesis in the English Language Teaching Department, South East European University. The information will remain confidential.

Q.1. Does the use of Audiobooks help you to teach in your classroom? If yes, explain in what ways?

Q.2. Do you think that the usage of Audiobooks in the classroom helps you to teach and communicate better with you students than the usage of traditional method? If yes, explain how?

Q.3. How do your students respond toward the utilization of Audiobooks in the classroom environment? Does it seem to be boring or interesting for them?

Q.4. As an English teacher, how do you teach pronunciation skills by using Audiobooks in the classroom?

Q.5. According to your opinion as an English teacher, what are your students' outcomes from Audiobooks?

Q.6. Did you attend any training program on the usage of Audiobooks in English classes?

Q.7. Do you think that training programs about Audiobooks are needful for English teachers?

Q.8. Would you like to use Audiobooks in English future lessons, too and why?

Q.9. Do you encounter any difficulties while using Audiobooks?

Q.10. Do you think that all second language teachers should use Audiobooks to develop their students' pronunciation skills?

