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**Investigating Libyan EFL University Teachers' and Students' Attitudes
towards Using Audio Books for Developing Reading Fluency**

**A thesis submitted in partial fulfilment of the requirements for the degree of Master of
Arts in Applied Linguistics**

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Abstract

This study aimed at investigating the attitudes of the Libyan EFL university teachers and students towards using audio books to develop reading fluency. A mixed method approach was implemented to achieve and fulfil the purpose of the study. A closed-ended questionnaire and semi structured interviews were adopted to collect the required data. 70 EFL university students and 60 EFL university teachers participated in the questionnaire as well as 8 EFL Libyan university teachers were interviewed. To analyse the quantitative data of the questionnaire, SPSS was used. Also, a thematic analysis method was used for analysing the qualitative data of the interviews. The findings revealed that EFL Libyan university teachers' attitudes towards using audio books to develop reading fluency is notably high. Teachers believe that using audio books can aid their teaching to develop reading fluency. The research findings also highlighted that EFL university students believe that audio books can be an effective teaching tool to use in class and as an out-of-class assignment to assess their learning process for reading fluency.

Declaration

I hereby declare that I am the sole author of this thesis entitled:

Investigating University Teachers' and EFL Students' Attitudes towards Using Audio Books for Developing Reading Fluency and that no part has been plagiarized. I also declare that all the materials submitted in this work which is not my own work has been identified with proper citation and referencing and that no material is included which has been submitted for any other qualification of other subjects or courses.

Signature

A handwritten signature in black ink on a light blue background. The signature is cursive and reads "Tasneem".

Date

21st of December 2021

Dedication

This thesis is dedicated to my dear parents, who have been my supporters until my research was fully finished, and my siblings who have encouraged me attentively with their fullest and truest attention to accomplish my work with truthful self-confidence.

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This thesis would not have been possible without the support of many people. Dr. Salama has been an ideal teacher, mentor, and thesis supervisor offering guidance, support and insights which helped me make some sense of the confusion. Countless people supported my effort on this including my colleagues at Zawia Language Centre. I especially want to thank Miss Enas Alharari for her continuous support and insights throughout this journey. I am indebted also to my colleagues at Noon centre who endured this long process with me, always offering support and love.

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Chapter One

Introduction

1.0 Introduction

In this chapter, motivation of the study, statement of the problem, importance and the aims of the study will be introduced. Also, a theoretical framework, the research questions, methodology, organization of the thesis as well as its limitations will be presented.

1.1 Motivation of the Study

Despite the fact that technology plays an important role in our lives nowadays, students find it difficult to read with an ease even though technology can be of their advantage. This study is considered helpful as it helps reveal the attitudes of both university teachers and EFL students towards using audio books to overcome the problems related to reading fluency.

1.2 Statement of the Problem

From the researcher's own experience, it has been observed that EFL undergraduate students struggle to be fluent readers, and this may lead to weak reading comprehension. However, this problem may be solved with the advanced technology such as audio books; it has also been observed that Libyan teachers do not employ audio books in their classrooms to improve their students' performance in reading fluency.

1.3 Importance of the Study

This study sheds light on the significance of using audio books as a supplemental teaching tool to improve reading fluency. It is said that reading fluency form a founding bridge to understanding texts; therefore, this study may help EFL undergraduate students in both their reading fluency and comprehension. This automatically can also lead to a better performance.

1.4 Aims of the Study

This study aims to:

1. Investigate the attitudes of both university teachers and students towards the effectiveness of audio books as an instructional approach for improving reading fluency.
2. Investigate the attitudes of both university teachers and EFL students towards using audiobooks as inside classroom activity.
3. Investigate the attitudes of both university teachers and EFL students towards using audiobooks an outside of class activity.

1.5 Theoretical Framework

Reading fluency is considered to be a key connector between word recognition skills and comprehension. Fluent readers focus on reading comprehension rather than spending long periods on decoding words (Frye, and Trathen, 2006). In other words, when students read fluently, they tend to decode with no effort mentioned leading them to a manageable process of recognizing, decoding, and comprehending in their reading. Simkins (2009) states that the support in using audio books as a teaching tool can help making reading more appealing for students; therefore, it would provide them with a different approach to work on their reading skill.

A study by Chang (2011) revealed that reading while listening to audio books have improved students' performance not only in reading fluency but resulted in vocabulary gain which enhanced students' comprehension as well. However, that study was conducted on primary school students. Most recent studies focused on students of younger age as reading fluency is seen as an important founding step towards successful reading skills. Therefore, this study is

conducted to find out the effectiveness of using audio books on university level students in their performance in reading fluency which can affect their reading comprehension as well.

1.6 Research Questions

This study aims to answer the following questions:

1. What are the attitudes of university teachers towards using audio books to improve reading fluency?
2. What are the attitudes of university students towards using audio books to improve reading fluency?
3. Does using audio books make reading more appealing to the students?

1.7 Methodology

The research utilized both quantitative and qualitative methods. To collect the data required for this study, a questionnaire and semi structured interviews were conducted. The research sample included 40 Libyan EFL university teachers working in different universities including (Zawia, Subrata). Moreover, 70 students of different groups of fourth year were also involved in this study to investigate their attitudes towards using audiobooks to develop reading fluency. Semi structured interviews were conducted with 8 Libyan EFL university teachers. The data were analyzed quantitatively and qualitatively.

1.8 Organization of the Thesis

This study consists of five chapters that aim to identify the effectiveness of using audio books to develop EFL undergraduate students' performance in both reading fluency and comprehension.

chapter one. It outlines the overall aims and rationale of the study. It also highlights the importance and research questions of the study. The statement of the problem, a theoretical background and the limitation of the study is also be provided.

chapter two. It critically reviews the relevant literature and provide the key concepts of the topic. The importance of this study is highlighted through some recent studies tackled this topic. It also identifies the gap within the literature review.

chapter three. It discusses the methodological approach that is used in this study. It explores the experimental approach that will be followed in this study. It also highlights the justification of choosing the methods used in order to produce the most effective recommendations and conclusion for this study.

chapter four. It presents the data gathered through the students' initial questionnaire, pre and post tests and final questionnaire. The main concern of this chapter is to quantitatively analyze and discusses the obtained results of the collected data.

chapter five. It presents the conclusions drawn from the obtained data in relation to the research questions. Recommendations is given based on the findings.

1.9 Delimitation of the Study

Due to the unfortunate event of covid-19 pandemic, the researcher had to make some adjustments in order to carry on with the work. The original plan of the thesis was to apply an experimental study that required the presence of students inside the classroom for 6-8 weeks; however, the researcher has decided to gather data online.

Chapter 2

Literature Review

2.0 Introduction

This chapter reviews the literature on the different definitions of reading and reading fluency in particular. The importance of reading fluency and the skill of reading inside English language classes are discussed in this chapter. It also reviews the literature of audiobooks, their definitions, importance, advantages, and disadvantages as well as the attitudes towards using these tools. Furthermore, it investigates the challenges of using these tools and the implications of audiobooks in the classroom to teach reading fluency.

2.1 Definition of Reading Fluency

According to Penner- Wilger (2008) fluent readers are accurate, quick, and natural readers. They use appropriate expression and read in flow, effortless manner. Samuel (2006) defines reading fluency as the ability to decode and comprehend at the same time. Reading fluency also refers to the ability to process surface-level text in a way that the reader can focus on understanding rather than decoding. Hudson et al. (2005) explains fluency as a crucial step towards successful reading. It is composed of three elements: accuracy, rate, and prosody (expression). These key elements form fluent reading to the shape of connected text that sounds natural and easy to follow rather than uncoordinated and unnatural way of reading. Meyer and Felton (1999) defined fluency as “the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding” (p. 284). Other components of reading fluency consist of prosodic features such as phrasing and expression; in other words, a fluent reader will be able to show the proper intonation and stress (Torgesen, Rashotte & Alexander, 2001). Reading process that is laboured

and detached reveals a lack of reading fluency. This means readers who are unable to decode sentences cannot make sense of the content which can affect their comprehension and therefore their academic performance.

According to Alyousef (2006), reading can be defined as an interactive process between a reader and a text in which the reader interacts with the text through eliciting the meaning of words within the text. Reading is also defined as a complex process of interpreting written language and making sense of it (Yildirim & Ates, 2012).

Yildirim and Ates (2012) also said that being a skilled reader means having the ability to broaden meaning from a text in an accurate and effective way. In addition, good readers should be capable of not only recognizing words but also comprehending them within a text.

Reading fluency may also be described as the ability to interpret information quickly and accurately while remaining prosodically relevant. It also requires the automated interpretation of vast quantities of reading as well as unconscious or accidental learning (Grabe, 2010).

A general concept of reading fluency, according to current literature, is “the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing. It involves a long incremental process and text comprehension is the expected outcome” (Grabe, 2009, p.291).

2.2 Importance of Reading Fluency

According to Alyousef (2006), reading can be defined as an interactive process between a reader and a text in which the reader interacts with the text through eliciting the meaning of words within the text. Reading is also defined as a complex process of interpreting written language and making sense of it (Yildirim & Ates, 2012).

Yildirim and Ates (2012) also said that being a skilled reader means having the ability to broaden meaning from a text in an accurate and effective way. In addition, good readers should be capable of not only recognizing words but comprehending them as well within a text.

The skill of reading is a bit difficult to master especially for EFL students when they first start learning their L2. With no background of the topic being read, it is a hard mission to understand the written texts especially if students cannot even decode the words being read. According to Diamond and Gutlohn (2006) the knowledge of words and words meaning is what L2 learners need to learn about word recognition. Given that the goal of reading is the construction of meaning, it is crucial to display the significance of reading fluency in the reading process and reading comprehension in particular (Anderson et al., 1985).

According to Day (1993) becoming a fluent reader in another language has its benefits. One of these benefits is that it helps to reinforce the knowledge learnt in that language. Another major benefit is the increase of vocabulary and grammar knowledge added to the target language.

Moreover, with the advance of modern world and English being learnt and taught for both study and work purposes, educated people are expected to have the ability to master or at least function in English reading nowadays. In this sense, mastering reading fluency is very crucial. To conclude, reading skills especially reading fluency is a milestone anyone should aim for. It introduces them to have a solid proficiency in reading skills.

The concept of fluency as a core construct in reading research first appears in the early literature on reading growth. Cattell defined the importance of learners understanding words almost immediately in reading as early as 1886. Huey (1968) noted shortly after that

automaticity with print specifics enabled a reader to concentrate attention on the quality of what was read.

LaBerge and Samuels (1974) proposed an automaticity hypothesis in the 1970s, claiming that knowledge of the sub lexical components of reading (i.e., letter-sound correspondences, blending, and word recognition) led to fluency. More recently, the focus has shifted to fluency as a key stage in the development of reading proficiency in learners (Chall, 1983; Ehri, 2005; Ehri & Wilce, 1983). The National Reading Panel (2000) stressed reading fluency once more, stating that it is a "key aspect of professional reading" that is often overlooked in classroom teaching (p. 32).

According to Friedland, et al. (2017), fluency is important because it serves as a link between word recognition and understanding. When fluent readers read quietly, they immediately remember sentences. They easily group vocabulary to help them understand what they are reading. Fluent readers have a natural ability to read with expression and sound effortless. Their reading comes off as normal and conversational. Readers who have not yet gained fluency read slowly, word by word, and cannot use punctuation to direct them.

Friedland, et al. (2017) also believe that fluent readers do not need to rely on the actual decoding (word attack) of the sentences, allowing them to concentrate solely on the interpretation of the language. They will synthesize details and draw associations between the text's concepts and their prior experience. To put it another way, fluent readers around the same time, must be able to understand words and comprehend them. Less fluent readers, on the other hand, must concentrate on spelling out the sentences, having little time to comprehend the context of the text.

It is worth mentioning that, while reading fluency is a significant component of language learning because it promotes comprehension, it has received little attention in previous studies (Chang, 2011).

2.3 Reading in ELT

Reading classes are often focused on teaching reading comprehension and neglects the simple steps of reading comprehension process. According to (Rochman, 2017), teachers usually do not offer enough chances for students to practice English in teaching reading. In other words, teaching reading must involve practicing this skill as a basis for a reading development technique; however, this step is often ignored in teaching reading classes. Lochana and Dep (2006) state that the method used in teaching English by EFL teachers is lecturing and paying attention to grammar instead of language use. That is to say, practicing the language among which reading fluency takes place is often neglected. Reading is considered to be an interactive process in which the reader can interact with text. As a result, the reader develops automaticity or reading fluency (Rochman, 2017). Through this process, the interaction takes place dynamically between the reader and the text.

The role of teachers is crucial for students' performance in reading fluency. Innovative methods in teaching should be taken as ELT has changed over the years and so the way of teaching should be. Due to the fact that the basis of the reading process involves not only following through the text but decoding and comprehending; in other words, making connections between the two essential steps. According to Skehan (1998), Students have restricted attention that affects the reading process. There should be an attachment between reading fluency and reading accuracy as these two components suffer during the process of reading (Patanason, 2010).

Teachers can teach students in several ways to help them through their reading struggle especially with reading fluency issue. Rochman (2017) suggests that practice is crucial for reading classes especially those based on fluency. He also proposes that attaining fluency is possible through small achievements than attaining the whole thing all at once. Another suggested method by Hoffman (1987) is reading loudly to students performed by teachers. This; however, may not be accessible at all times. Rochman proposes that taped or computer modelled reading is considered to be a reliable way for teaching fluency.

Sheu (2003) conducted research on Taiwanese junior high school students. The participants had a basic command of the English language. In this study, there were two treatment groups and one control group. Participants in the first treatment group read classified readers, and others in the second treatment group read books written for children who spoke English as a second language. There was no indication of the study's length. The treatment group participants read books during class but not outside of class. Sheu compared the mean differences between pre-tests and post-tests across groups using tests. In the post tests, the mean rate increased from. The first treatment group's speed ranged from 59.7 to 95.8 wpm, while the second treatment group's speed ranged from 98.6 to 136.0 wpm. The test group's speed ranged from 85.2 to 118.6 wpm, while the experimental group's speed ranged from 85.2 to 118.6 wpm in the control group. The three groups' mean variations were statistically significant.

2.4 The Definition of Audio books

According to Montgomery (2009) an audio book is a recorded book in a digital format, CDs, or cassettes. They are also referred to as the audio version of a book. Combined with technology, the traditional storytelling is reachable through audio books. A narrator reads aloud which makes it easier for users to read along while listening to a recorded yet authentic reading

texts. Saka (2015) defines audiobooks as audio-recorded copies of written texts, which are one of the technical instruments used for pedagogical purposes, and many scholars have investigated them. Some researchers (Blum et al., 1995; Koskinen et al., 2000; Nalder & Elley, 2003; O'Day, 2002; Takayasu-Maass & Gorsuch, 2004) find audiobooks to be beneficial to language teaching-learning processes. Among the findings that support the use of audiobooks for language learning purposes of learning-teaching. Audiobooks can aid students in a variety of areas, according to O'Day (2002), including enhancing reading comprehension, acting as a model of fluent text reading, and increasing vocabulary learning and word recognition.

Nowadays, audio books are available on the internet in format of MP3, ready and accessible for every learner. Stone-Harris (2008) states that exposure to audio books is helpful for struggling readers. It gives them the opportunity to be exposed to fluent reading as they listen. Audio books also serve as a platform for students to exceed their ability in reading.

Have, and Pedersen (2020) defined audio books as electronic books that are listened to rather than read like regular books. Long before e-books were available, literature was available in the form of electronic and digital audiobooks. Historically, the audiobook has been defined as a type of by-product of the printed book, as well as a service for readers who, for a variety of reasons, are unable to read a printed book. For many reasons, people find it difficult to read printed books—either because they do not have the necessary equipment or because they do not want to. That is to say that not only that audio books can be beneficial in terms of academic performance, but they can also motivate learners to read and practice reading skills.

2.5 Importance of audio books

According to Chen (2004) audio books began to take its place in the late 1970s and 1980s as a part of main source of book collections in libraries. Listening to an audio book is a great fun

for adults and children as everybody likes to be told stories. In a sense, audio books have managed to take over and improve the quality of reading by giving a model narrator reading the story in a fun and stimulating way of reading. Using this as a teaching tool to engage students to read along with the narrator is advisable. Chen (2004) confirms that the use of audio books is not only helpful to improving reading skills but to increase students' attention and pay more interest to reading. Audio books not only increase students' comprehension in both listening and reading but it also activates prior knowledge and helps develop their oral fluency (Wolfson, 2008).

The skill of reading is a bit difficult to master especially for EFL students when they first start learning their L2. With no background of the topic being read, it is a hard mission to understand the written texts especially if students cannot even decode the words being read. According to Diamond and Gutlohn (2006) the knowledge of words and words meaning is what L2 learners need to learn about word recognition. Given that the ultimate goal of reading is the construction of meaning, it is crucial to display the significance of reading fluency in the reading process and reading comprehension in particular (Anderson et al., 1985).

According to Day (1993), becoming a fluent reader in another language has its benefits. One of these benefits is that it helps to reinforce the knowledge learnt in that language. Another major benefit is the increase of vocabulary and grammar knowledge added to the target language. Moreover, with the advance of modern world and English being learnt and taught for both study and work purposes, educated people are expected to have the ability to master or at least function in English reading nowadays. In this sense, mastering reading fluency is very crucial. To conclude, reading skills especially reading fluency is a milestone anyone should aim for. It introduces them to have a solid proficiency in reading skills.

Kame'emui et al. (2015) stated that reading opens doors to all other knowledge. That is if students struggle to read proficiently, chances are that they are going to struggle with other tasks that require reading in school or even life. Therefore, reading is a fundamental skill that needs to be mastered by both children and adults. Lane and Pullen (2015) stated that the most accomplished milestone to achieve in learning is to read. 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).

A study was conducted by Wittingham et al, in 2013 on the impact of using audio books in an afterschool activity for readers who struggle with reading fluency showed improvements and positive effects on students' attitudes towards reading. It also showed how important audio books can be to improve students' academic performance and motivation to read. Audiobooks have been shown to increase reader engagement and motivation in a variety of ways. For instance, struggling readers were given audiobooks of the identical texts in one research mentioned by Knutson (2019). The results showed that learners were more engaged after being supplied with audiobooks because they read more and put in more effort. Furthermore, individuals gained a good attitude about reading and their own reading ability. In the reading process, they felt more capable and self-sufficient. Popescu (2020) believes that audio books can be of a greater value for EFL students regardless of their age, gender, and educational background.

A study conducted by Khodary in 2018, placed 88 Saudi female students (18 to 22 years old) with similar language backgrounds and no prior experience with audiobooks into two groups: an experimental group that listened to a text and repeated it, followed by a silent reading, and a control group that did not. Unlike the experimental group, the individuals in this group

merely listened. without having access to the printed material, and repeated listening in addition, Participants in the experimental groups were given a CD on which they may listen to the music. outside of the classroom to the text. The control group was only allowed to listen to it on the computer. The material was chosen from the Internet with a normal and comprehensible speed. The finding revealed that the use of audiobooks significantly increased comprehension within the experimental group. That is to say that increased comprehension indicates that students' reading skills especially reading fluency increased as well.

2.6 Advantages and Disadvantages of Audio books

As life advances so does technology, it takes a huge part of our education and being equipped to be academically competent is challenging yet manageable. Audio books as being a part of the technological advance is valuable for learners nowadays. Having a beneficial yet an entertaining way of learning is a good mix to motivate students to become autonomous learners; therefore, it is important to be aware of the advantages and disadvantages of using audio books as an instructional tool. According to Imawan and Ashadi (2019), Audiobooks are becoming increasingly popular in EFL classrooms since they are a simple and easy-to-use teaching tool for both teachers and students. Several studies or tests have been conducted to determine the benefits of audiobooks in EFL courses. By providing a scenario, or setting, for the issues being discussed, audiobooks aid teachers in helping pupils grasp the topic they are engaging into. As a result, it's reasonable to claim that audiobooks are extremely beneficial to both teachers and pupils. It demonstrates that audiobooks may be the most important resource for students to use in an EFL classroom (Brown, 2002). A study was conducted by Richardson et al. (2018) found out that when content is provided orally rather than through audiovisual means, pupils feel more connected to it. Many elements of audiobooks are also advantageous to students, such as

allowing pupils to be self-sufficient because audiobooks do not require the use of a live speaker (Imawan & Ashadi, 2019).

The usage of audiobooks in the EFL classroom can increase both teachers' and students' likelihood of succeeding. Serafini (2004) summarizes these benefits as follows:

1. They persuade students to listen again by motivating them.
2. Reading fluency, as well as appropriate intonation, production, and phrasing, are required.
3. Students are forced to concentrate on the tones of listening skill when listening to a spoken recording of the book.
4. As a result of the exchange of ideas and thoughts, learners' capacity to evaluate and interpret texts develops.
5. The instructor may share the audio vision of the book with all students if they can all listen to it at the same time.
6. Students are encouraged to discuss and debate the shared texts while they listen to audiobooks.
7. Listening to audiobooks allows students to enhance their verbal and spoken vocabularies.
8. Audiobooks provide readers the option of selecting their favorite accent because learners may be hesitant or scared to ask the speaker to repeat something, such as the pronunciation of certain words, audiobooks allow listeners to replay any recorded segment of the book.

Serafini (2004) added that "audiobooks are a powerful literacy aid." I've been using audiobooks in my classroom for over ten years, and I've seen how they've changed the lives of my students." As a consequence, audiobooks provide students with a delightful, engaging, and effective learning experience that they can listen to from any location and at any time.

However, when compared to print books, Shokoff (2001) identified three shortcomings of audiobooks: they do not allow readers/listeners to develop their own sense of the voice telling the story, they do not allow the sensuous experience of feeling a book and being visually aided, and they are frequently abridged, resulting in a lack of the fullness of the original.

2.7 Attitudes towards using audio books as a teaching tool

Using audio books inside the classroom is advisable because they showed a promising value in improving other skills beside reading fluency. A study was conducted on the use of audio books to enhance pronunciation by Kaboul (2020) indicated that the use of audio books not only it has helped students in improving their pronunciation but also revealed that students valued the use of audio books to improve their academic performance.

Audio books were also used to increase literacy as an educational supplement. A study by In 2011, Jablonski proved that employing creative strategies such as audio books can help develop literacy and the skills necessary for an academic advancement.

Despite the growing understanding that listening to audiobooks improves reading ability, there have been reports of mixed results (i.e., a facilitative impact on certain areas but none on others). Mestres et al. (2019) found a significant difference in vocabulary increases but none in reading fluency comparing students who read quietly vs those who read and listened to the books simultaneously. An experimental group utilizing audiobooks surpassed the control group in comprehension, but there were no clear patterns in fluency development, according to Woodall (2010). The results, according to the researcher, were due to the method by which fluency was tested; particularly, fluency was tested for five minutes at the start of each session, implying that pupils did not have enough opportunity to ‘warm up.’ Taking these disadvantages into mind, this

study scheduled a longer intervention period and used lengthier passages to measure students' fluency, ensuring that students could fully participate in reading.

According to Assiddiqhi and Rosa (2021), audiobooks are a type of resource that must be utilized for a particular length of time before showing any results. Many audiobook trials required at least a month to provide the desired results for the researchers. Furthermore, the number of students engaged is enormous. In addition, audio books help teachers with their teaching topic choice as it also helps students become autonomous learners. It is said that involving technology in both the learning and teaching processes can support students' literacy skills (Imawan & Ashadi, 2019). Therefore, teachers can use audio books to promote the learning experience. Grover and Hannegan (2012) believed that the use of audio books supports reading skills which makes using this technology tool a must. Grover and Hannegan (2005) also pointed out that one of the benefits of listening to an audiobook in EFL classes is that students may listen to it independently, which fosters the love of literature. According to Vygotsky (1978), the aid of audiobooks in reading helps pupils to read at an autonomous reading level. The use of audiobooks in learning and teaching, particularly in language topics, is aimed at enhancing students' reading skills, as they need a significant quantity of reading. In addition, other skills, such as speaking, grow in line with reading ability. Even though some argue that listening to an audiobook is not the same as reading, audiobooks still assist people, such as students, in reading and fulfilling their reading needs, and studies show that using audiobooks in the classroom for EFL learning and teaching improves students' reading skills, as well as their speaking and comprehension abilities (Imawan & Ashadi, 2019).

2.8 Challenges of Using Audio Books in EFL Classes

Despite the advancement of EFL classes, there are some challenges that face EFL teachers in using this technology. Alrawashdeh (2017) noted that a lack of resources, the state of educational growth in the classroom, and the absence of listening classroom facilities all result in some unavoidable complication in the classroom. Assiddiqhi and Rosa (2021) suggest some precautions in order to avoid these obstacles, one of which is to choose the best trusted source for the material; moreover, is to best prepare the material so that it is best delivered. Also, it is important to connect with the learners personally to increase their learning motivation through the teaching process.

2.9 Teaching Reading Fluency Through Audio Books

Many scholars have been contributing to help teachers on how to teach reading and improve reading fluency. Providing the appropriate material that best fit students' needs help in developing their reading fluency. Brown (2007) believes that aligning skills such as listening can help in developing reading skills. In this sense, using audio books can be of a great help in developing reading fluency as audio books can activate listening skills as well as work as a model for reading fluency. Also, Stone (2008) reasoned that reading for pleasure can motivate learners to be more engaged and to grow the habit of reading; therefore, using audio books to do so can work on both developing reading and motivating learners to read. To promote students' reading growth, Holum and Gahala (2001) advised using audiobooks, electronic books and online books, electronic talking books, and programmed reading training. As a result, the employment of media or technology in the classroom can be beneficial as learners use technology on a regular basis. Despite the fact that reading books and listening to audiobooks are slightly different skills, they are both directed toward the same object (Irwin, 2009).

The difficulties that reluctant students face in acquiring knowledge or information, decoding words (sentences), recalling some details, understanding sequence, making predictions, drawing conclusions, making inferences, and retelling the information of the book can be eased by using a supporting media such as an audiobook (Grover & Hannegan, 2012). Audio books can also be motivating for students who dislike the habit of reading; in order to achieve that, students can be given audio books assignments to be more effective, as teachers do not have much time to enhance their reading skills in class (Wolfson, 2008). One of the advantages of listening to an audiobook, according to Grover and Hannegan (2005), is that students may listen to it independently, which increases the pleasure of reading literature by allowing students to read at an autonomous reading level. The combined usage of audiobooks and e-book or print books is strongly encouraged to produce a more significant effect. Holding a physical book (electronic or print) while listening to an audiobook might empower students to read. According to Larson's (2015) research, students like reading more when they are reading e-books with audiobooks, their literacy abilities increase, and their language acquisition improves. Foreign language learners, or EFL learners, will benefit greatly from these benefits, as they will be able to increase their reading skills and comprehension, as well as their language proficiency.

According to Imawan and Ashadi (2019), audiobooks can be used independently by students to help them meet their reading requirements for school. It allows EFL students to be more independent in their study, particularly in reading. They can utilize or listen to the audiobook while reading the print book or ebook. Audiobooks may be accessible through devices such as smartphones and tablets, which students are familiar with these days. Audiobooks in the form of applications for mobile devices are typically accessible in English,

which is great news for EFL students and teachers who wish to implement this technique in their classroom.

The learning process' media, according to Agustini et al. (2018), should be efficient, flexible, and accessible. Furthermore, using e-learning via a mobile learning application as a media is one of the options. The students in this study were able to download the Audiobooks app from Google Play, which is a free application. Audiobook applications allow you to read while listening to a book. It includes a transcription, audio, and a file for an audiobook.

According to Ayunda (2015), who conducted an experiment to help students understand a story from a book (including vocabularies used in the story) by instructing students to listen to an audiobook after reading a passage of the book, it was discovered that EFL students who are exposed to audiobooks during class reading activities are more fluent and use more varied vocabularies than non-exposed students. The actual use of audiobooks in learning and teaching foreign or second languages, as Larson (2015) and Ayunda (2013) did for foreign or second language students, is the exposure of authentic materials given to students by audiobooks, and the results of their research show significant improvement in terms of comprehension and language skills performed by students. Students will have a better understanding of language use if they are exposed to it more often.

2.10 Summary

Reading fluency provides a bridge between decoding words and reading comprehension. One implication that may be useful for developing reading fluency is using audiobooks. This chapter reviewed the literature of using audiobooks as a helpful tool inside and outside EFL classrooms. It also provided an insight about the advantages, disadvantages, and the challenges

of using audiobooks. Moreover, this chapter presented previous studies about the use of audiobooks to teaching reading fluency.

Chapter 3

Methodology

3.0 Introduction

Fluency in reading is seen to be a crucial link between word recognition and understanding. Instead of decoding words for extended periods of time, fluent readers concentrate on reading comprehension (Frye & Trathen, 2006). In other words, when pupils read smoothly, they tend to decode without exerting much effort, resulting in a controllable process of identifying, decoding, and comprehending. According to Simkins (2009), encouraging students to use audio books as a teaching tool can help make reading more enjoyable to them, providing them with a new way to improve their reading abilities.

The purpose of this chapter is to go through the research methods used in this study, covering both the theoretical and practical phases. The quantitative and qualitative research methodologies that were used are discussed in the theoretical phase. It also analyses the study tools' validity and reliability. During this phase, ethical issues are also considered. The research design, sampling, research instruments, pilot study, and data collecting instruments are all part of the second part.

3.1 Quantitative Approach

Quantitative analysis entails data collection procedures that mainly produce numerical data, which is then analysed using statistical methods. Survey analysis using a questionnaire evaluated with statistical tools such as SPSS. (Trottier and Dörnyei., 2010) The results of the study are essentially a set of numbers displayed in tables and graphs. It is primarily objective, numerical, and quantitative. Non-descriptive, employs statistics, and relies on numbers. Because of this, quantitative analysis is focused on evidence. The belief that reality can be modified to be critically assessed (Somekh & Lewin, 2005).

Trottier and Dörnyei (2010) stated that the strengths of quantitative approach are that the proponents of the quantitative approach frequently emphasize that, at its best, quantitative inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and providing reliable and replicable data that can be applied to other situations. However, Trottier and Dörnyei (2010) argues that the quantitative research's general exploratory potential is very restricted, which is a drawback of the process. Quantitative researchers often regard quantitative study as excessively simplistic, decontextualized, reductionist in terms of generalizations, and unable to capture the meanings that actors attach to their lives and situations as a result of these flaws (Brannen, 2005).

3. 2 Qualitative Approach

Data collection procedures in qualitative research produce mainly open-ended, non-numerical data, which is then analysed primarily using non-statistical methods. Interview study with transcribed recordings analysed using qualitative content analysis is a common example. (Trottier & Dörnyei, 2010). The goals of qualitative studies are to better understand some aspects of life, and the tools are to generate words rather than numbers as evidence for analysis. (Patton, 2002).

Qualitative analysis has long been regarded as a useful tool for delving into new, uncharted areas. It may also be used to make sense in extremely complicated situations. Furthermore, a qualitative approach expands our understanding of potential human experience meanings. The rich data gathered about the participants' experiences will broaden our understanding and bring data-driven depth to a phenomenon's study. (Trottier & Dörnyei, 2010). Maxwell (2012) argues that qualitative analysis experiments, on the other hand, take time and

appear to represent the beliefs and biases of the researchers; therefore, it is difficult to generalize results for situations or individuals.

3.3 Reliability

According to Silverman (2005), the degree of consistency in which instances are assigned to the same category by different observers or the same observer on different occasions is referred to as reliability. According to Blumberg et.al (2005), reliability is described as a measurement that produces consistent results with equal values. That is to say, if the data collection methods and data analysis process are performed with the same participants, it means whether similar results can be obtained.

According to Cohen et.al (2002), in quantitative analysis, reliability refers to dependability, accuracy, and replicability through time, instruments, and groups of respondents. For a study to be considered reliable, it must show that comparable findings would be obtained if it were conducted in a similar setting.

In qualitative analysis, reliability is described as a connection between what researchers report as data and what actually happens in the natural setting being studied, i.e., a level of consistency and coverage (Bogdan & Biklen, 1997). Brock-Utne (1996) argues that qualitative analysis, by nature of its holistic approach, aims to document the various interpretations, intentions, and meanings given to certain situations. That is to say the term "reliability" is used here to mean "dependability".

The researcher attempted to ensure the questionnaire's reliability and validity before the actual distribution of the questionnaire by asking three fellow teachers to read the questionnaire and provide their comments, suggestions, and corrections. Also, 12 teachers and students were

asked to do the questionnaire and to answer a few questions regarding the clarity, layout and time spent during the questionnaire.

3.4 Validity

According to Cohen et.al (2002), validity is a critical component of successful study. A piece of study is useless if it is invalid. As a result, both quantitative and qualitative analysis need validity. That is to say, the validity that tests an instrument determines how well it performs to what it was intended to measure.

Validity in qualitative data can be assessed by looking at the honesty, complexity, richness, and variety of the data achieved. (Cohen et al., 2002). Also, the degree to which any measuring instrument measures what it is supposed to test is known as validity (Thatcher, 2010). However, in qualitative research, validity is referred to as when a researcher employs techniques to verify the accuracy of the test results (Creswell, 2014).

3.4.1 Face validity. It's a term that describes how well a test looks to assess what it promises to measure (Leedy & Ormrod, 2004). It is the simplest and least exact technique of establishing validity, relying solely on the assessor's skill and acquaintance with the subject area (Nwana,2007).

To ensure the validity of the instruments used in this study. Both the questionnaire and the interview questions were piloted before conducting the study. Three experienced teachers were asked to review the questions and check the structure of the statements used in the questionnaire for clarity and simplicity. Also, six students were asked to answer the questions and report about their understanding of the statements to ensure that the statement are direct and easy to understand.

To conclude, both quantitative and qualitative approaches were used in this study. The reason for using both is to answer the aimed research questions and to best describe the attitudes of both EFL university teachers and students towards using audio books for developing reading fluency.

3.5 Ethical considerations

In response to society's desire of greater accountability, the focus on ethical behaviour has risen and extended (Haggerty, 2004; Held, 2006; Zegwaard, Campbell, & Pretti, 2017). Therefore, to conduct professional research, the researcher must correctly develop and select methodologies, as well as consider the ethical implications of research operations. These concerns generally revolve around preventing harm caused to participants and obtaining informed consent (Bryman, 2008). Ethical considerations were followed before proceeding with the research.

First, the researcher obtained permission from the co-ordinator of the Master of Arts program to perform this research at several universities. Throughout the process of conducting the questionnaire surveys and interviews, ethical considerations were carefully examined to preserve the participants' rights. All individuals in this study were required to sign an informed consent form before data was collected. The permission form describes the aim of the study, how it will be conducted, and how the data will be stored. Furthermore, the permission letter tells the participants that participation in the study is entirely optional, and that withdrawal from the study at any moment is not an issue. To ensure participants' privacy, all personal data and any information supplied by the participants were only accessible to the researcher such as names, recordings, and transcripts. Participants may also be worried about their responses, so they were

informed that their responses or names would not be considered whatsoever in relation to their academic assessment, or any other matters related to their degree.

3.6 Research Design

Durrheim (2006) defined research design as a strategic framework for actions that operate as a link between research questions and the research's fulfilment or implementation. According to Stebbins (2001), surveys' goal is revealed through the study design, which may be defined as exploration, description, explanation, and evaluative prediction. Research design structure the data gathering and analysis processes. (Bryman, 2012). This study will utilize the exploratory research design as this study will explore the attitudes of both EFL university teachers and students towards using audio books to develop reading fluency. A mixed method of quantitative and qualitative research instruments will be used to achieve the aims of this study one of which is to investigate the effectiveness of audio books as a successful instructions approach based on EFL university teachers and students' attitudes towards this suggested method for improving reading fluency.

3.7 Sampling

Yin (2003) defined sampling as a method of choosing individuals or a subgroup of the population in order to make inferences from the data and estimate population characteristics. This study involved two groups of participants. The first group included EFL university teachers who are PhD and MA holders in applied linguistics, and they teach different English subjects one of which is reading comprehension. The second group included undergraduate students from the English department mainly from 7th and 8th semesters. This study planned to use both probability and purposive samples to accomplish the research goals, based on the research tools of questionnaires and semi-structured interviews. The first strategy was the probability sample, in

which the researcher could use surveys to generalize the intended aims to the entire population.70 EFL undergraduate students participated in this survey. The students were from different universities. 40 Libyan EFL university lecturers participated as well. Taherdoost (2016) reasoned that every item in the population has an equal chance of being included in the sample when using probability sampling. The second strategy used was purposive in which the researcher conducted the semi structured interviews. Purposive sampling is a method in which specific settings, people, or events are purposefully chosen to give crucial information that cannot be gained through other means (Maxwell, 1996). Because there is no clear measure of significance in qualitative research, finding a decent sample size is more challenging. The literature frequently refers to reaching a "saturation point," to describe a point in data analysis when the same themes repeat, and no new insights are provided by additional data sources. According to Bowen (2008), saturation point has come to be linked with the point in a qualitative research project when there is enough data to assure that the research questions can be addressed. The researcher used this technique when conducting the interviews. The interviews were conducted with eight teachers with different degrees of teaching experience.

3.8 Research Instruments

This study adopted mixed method design in order to achieve the research aims and to answer the research questions. According to Kumar (2004), a questionnaire is a tool for gathering information on people's feelings, beliefs, experiences, opinions, and attitudes. For this reason, this instrument was considered as a suitable data collection for this research. The questionnaire used in this study was conducted by the researcher based on the literature review and some of the items were adapted from previous studies. Also, a semi structure interview is

used as a second method to obtain in depth information and gain further knowledge of the attitudes of EFL university teachers towards using audio books to develop reading fluency.

3.9 Pilot Study

One of the goals of a pilot study is to improve research quality, which may be accomplished in almost any aspect of the research process (Van Teijlingen & Hundley, 2001). Gudmundsdottir and Brock-Utne (2010) stress its significance in improving the study's reliability and validity. As a result, a pilot study should be considered an essential component of any research plan (Kim, 2010). The goal of a pilot study should not be to simply to declare that it was done or to justify the methods used without providing any details; rather, it should be to identify the need to change questions or other procedures that do not elicit appropriate responses or allow researchers to obtain rich data (Kim, 2010). A pilot study was done prior to the start of the main investigation to assist the researcher in reducing any uncertainty for participants. The researcher conducted the pilot study on twelve participants who are currently English language teachers and undergraduate students. The researcher used a questionnaire using Likert scale to measure the attitudes of EFL teachers' attitude towards using audio books as a teaching tool for improving reading fluency.

The researcher also added few questions to the questionnaire items (24,25,26,27) to determine the validity and reliability of the research instrument. Participants were asked about the clarity, layout, the structure, and time spent on the questionnaire. According to the participants responses, the layout of the questionnaire is well organized and easy to follow. The participants also agreed that the questions are well structured and understood. Time spent on the questionnaire was five to fifteen minutes. The participants answered all the questions and there were no questions left unanswered. The researcher edited the questionnaire according to some

participants' responses by minimizing the questions due to some items that are similar in meaning to avoid repetition.

3.10 Data Collection Instruments

In this section, the data collection instruments will be presented as well as the process of collecting the data. The data collection instruments consist of a questionnaire for both EFL teachers EFL students and in depth semi- structured interviews with the teachers.

3.11 Questionnaire

According to Regmi et al. (2016), online surveys have the advantages of collecting large amounts of data efficiently; moreover, it's cost-effective and time saving for the researcher. A lot of factors contribute into making online data collection not only suitable but also reliable and valid if designed and executed rigorously. Regmi et al. (2016) also stated that online surveys may be no different than paper-based surveys. Therefore, the researcher has decided to collect data online due to its accessibility especially under the conditions of Covid 19 pandemic.

Questionnaires are probably the most frequently utilized method for gathering more evidence and information on research projects while saving time and effort. The questionnaire was developed by the researcher based on the literature review. Also, some items were adapted from previous studies. The aim of the questionnaire is to investigate the attitude of EFL teachers and students towards using audio books to develop reading fluency. The questionnaire included twenty items to rate using Likert scale of agreement (Strongly agree-agree-neutral- disagree-strongly disagree). The questionnaire was developed to meet the study aims. Several themes were included in the questionnaire items; one of which is the attitudes of EFL teachers and students towards using audio books inside and outside the classroom. Also, using audio books as an individual and whole class activity to develop reading fluency. The advantages and

disadvantages of using audio books were also included in the theme of the items. In this questionnaire, the participants were asked to choose one option. The data collection process started on the 20th of April 2021. Most of the questionnaire was distributed online via google forms due to availability of the participants. Participants were provided with a brief introduction about the study in the questionnaire. Once everything was clear and participants agreed to participate, they were welcomed to answer the questions. The questionnaire was sent to almost 70 EFL teachers from different universities; however, 40 teachers responded. Also, about 100 questionnaires were sent to students but 70 students managed to respond.

3.12 Semi Structured Interview

According to Drever (1995), one of the most popular approaches utilized in educational research is the interview. In semi-structured interviews, the researcher establishes a basic framework by choosing ahead of time what topics will be addressed and what the key questions will be. The framework of the interview is left to be worked out during the conversation, and the individual being interviewed has a lot more flexibility in terms of what to talk about, how much to say, and how to say it. In this study, the qualitative method used was a semi structured interview. It was used in order to obtain in depth information about EFL university teachers' attitudes towards using audio books to develop reading fluency. This method is considered valuable because it provides the study with more insights of the teachers' opinions, knowledge, and belief about the use of audio books to improve reading fluency. According to Fontana and Frey (2005), the most suitable method for such study was found to be semi-structured interviews. The most significant feature of these interviews is that participants are allowed to express their thoughts openly and freely, offering more data from which to form conclusions.

The interview schedule consisted of five questions. (See Appendix A) The first question was concerned with the teachers' attitudes and their opinion towards using audio books to improve reading fluency. The second question was concerned with the aspects of audio books that the teachers think would help students to become more fluent readers. The third question was concerned with how audio books would make students grow the habit of reading; thus, making reading more appealing to students. The final set of questions were concerned with the challenges that might arise if teachers wish to use audio books and how would teachers overcome any challenges that might face them along the way.

The researcher arranged with eight teachers to schedule interviews; five of which were phone interviews due to the unavailability of teachers. For qualitative research studies, phone interviews provide a number of advantages. They, of course, eliminate the need for travel, saving both time and money. They also allow participants to remain anonymous if requested, and they may feel less emotionally intense or intrusive as a result (Irvine, 2010). The semi structure interviews were carried out in L2.

After gaining their consent, explaining the steps of the interview, their right to withdraw any time they wish and that the interview was going to be audio recorded for research purposes only. Participants were informed with the interview schedule in advance. Eight participants from different universities were interviewed, the interviews took about three weeks. Each participant was interviewed for approximately 15 minutes. All participants were asked the same questions with the same order. Follow up questions and prompts were used to ensure that the interview questions were well understood. Interviews were transcribed by the researcher for data analysis to ensure the precision of the data.

3.13 Summary

The study's methodological framework was detailed in depth in this chapter, covering quantitative and qualitative research, study validity and reliability, and ethical issues. Also, the research design, sample, research instruments, pilot study, and data collecting tools were also included.

Chapter 4

Data Analysis

4.0 Introduction

In this chapter, the data obtained from the questionnaire and semi structured interviews are analysed and presented in the following sub sections.

4.1 Quantitative Analysis

The Statistical Package for the Social Sciences (SPSS) software was used in analysing the responses of the participants.

There were three research questions in this study. Each one represented statistical analysis frequencies, to evaluate the responses of the participants, descriptive statistics have been used to analyze the data and test the hypotheses. Statistical Packages for Social Sciences (SPSS) was used.

The findings presented the analysis of both the teachers' and the students' questionnaires, which referred to the research questions: What are the attitudes of EFL Libyan university teachers towards using audio books to improve reading fluency? What are the attitudes of EFL Libyan university students towards using audio books to improve reading fluency? Does using audio books make reading more appealing to the students? And whether the attitudes of the teachers differ from the students' attitudes.

Analysis of the statements for the questionnaire

Cronbach's Alpha coefficient test was performed to assess the study's instrument's reliability. According to Gliem and Gliem (2003), Cronbach's alpha is a measure of internal dependability for Likert type scale. Therefore, this study used this test to evaluate the reliability of the questionnaire (p. 84).

The result is as shown in the table below

Table (4.1) The Results Cronbach Coefficient

	Number of Statement	Cronbach Coefficient
questionnaire	20 statements	0.710

Since Cronbach Coefficient for the questionnaire is 0.710 which is more than 0.60 (the expected value), the questionnaire is said to have reliability and the sample of the study is followed by the same procedure, and so the responses of the questionnaire are said to be reliable as well.

Distribution of data was very important in terms of statistical tests would be used to test the hypotheses of the study.

The following table shows the result of data distribution

Table (4.2) Shows the Result of Data Distribution

	Test Value	Sig
Survey	0.083	0.063

Since sig. is greater than 0.05, we conclude that the data has normal distribution and then parametric tests was used for testing the hypothesis. Following this strategy, each statement was analysed accordingly. The following analysis was for each group of participants. Participant teachers were coded “T”, whereas participant students were coded “S”.

- 1) Using audiobooks is an effective teaching method for developing students’ reading fluency.

Table (4.3): Samples' Responses to Statement 1

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	T	-	-	1	2.5	7	17.5	13	32.5	19	47.5
	S	1	1.4	4	5.7	6	8.6	36	51.4	23	32.9

Table (4.3) shows that 80% of participant teachers agree that using audiobooks is an effective teaching method for developing reading fluency. Also, 84.3% of participant students agree with the statement. It can be noted that the majority of the sample for both participant teachers and participant students agree that using audiobook is an effective teaching method for developing students' reading fluency.

2) Using audiobooks helps students understand texts better.

Table (4.4): Samples' Responses to Statement 2

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
2	T	-	-	1	2.5	9	22.5	20	50.0	10	25.0
	S	2	2.9	2	2.9	13	18.6	22	31.4	31	44.2

Table (4.4) shows that 75% of participant teachers agree that using audiobooks helps students understand texts better. Also, 75.7% of participant students strongly agree with the statement. It can be noted that the majority of the sample agree that using audiobooks help students understand texts better.

3) Using audiobooks saves time for more reading practice.

Table (4.5): Samples’ Responses to Statement 3

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
3	T	-	-	5	12.5	4	10.0	18	45.0	13	32.5
	S	-	-	4	28.6	12	17.1	9	12.9	29	41.4

Table (4.5) shows that 77.5% of participant teachers agree that using audiobooks saves times for more reading practice. Also, 54.3 % of participant students strongly agree with this statement. It can be said that the majority of the sample agree that using audiobooks saves time for more reading practice.

4) Assigning audiobooks for outside classroom activities promotes students’ autonomy

Table (4.6): Sample’s Responses to Statement 4

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%

4	T	-	-	2	5.0	8	20.0	23	57.5	7	17.5
	S	1	1.4	8	11.4	23	32.9	29	41.4	9	12.9

Table (4.6) shows that the majority of both the participant teachers and participant students agree that assigning audiobooks for outside classroom activities promotes students' autonomy. 75% of participant teachers as well as 54.3% of participant students agree with this statement. It can be noted that the majority of both samples agree that assigning audiobooks for outside classroom activities promotes students' autonomy.

5) Assigning audiobooks helps students choose their own material

Table (4.7): Samples' Responses to Statement 5

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
5	T	-	-	3	7.5	14	35.0	20	50.0	3	7.5
	S	1	1.4	5	7.1	22	31.4	24	34.3	18	25.7

Table (4.7) shows that 57.5% of participant teachers agree that assigning audiobooks helps students choose their own material whereas 34.3% of participant students agree with this statement and 60% of participant students are neutral about it. It can be noted that the majority of both samples agree that assigning audiobooks helps students choose their own material.

6) Assigning audiobooks can be flexible for students in terms of time and pace.

Table (4.8): Samples' Responses to Statement 6

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
6	T	-	-	1	2.5	9	22.5	20	50.0	10	25.0
	S	-	-	10	14.3	18	25.7	31	44.3	11	15.7

Table (4.8) shows that 75% of participant teachers agree that assigning audiobooks can be flexible for students in terms of time and pace. Also, 60% of participant students agree with this statement. It can be noted that the majority of both samples agree with this statement.

7) Using audiobooks in teaching reading consumes a lot of time.

Table (4.9): Samples' Responses to Statement 7

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
7	T	1	2.5	7	17.5	9	22.5	8	20.0	15	37.5
	S	4	5.7	12	17.2	17	24.3	15	21.4	22	31.4

Table (4.9) shows that 57.5% of participant teachers agree that using audiobooks in teaching reading consumes a lot of time. In addition, 52.8% of participant students agree with this statement. It can be said that the majority of both samples agree with this statement.

8) Using audiobooks is not effective in large classes

Table (4.10): Samples' Responses to Statement 8

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
8	T	1	2.5	11	27.5	11	27.5	8	20.0	9	22.5
	S	5	7.2	19	7.1	19	27.1	13	18.6	14	40.0

Table (4.10) shows that 42.5% of participant teachers agree with using audiobooks is not effective in large classes. Also 58.6% of participant students agree with this statement; however, 34.2% of participant students disagree with this statement. It can be noted that the majority of both samples agree with this statement.

9) Using audiobooks as a whole class activity does not work for learner differences.

Table (4.11): Samples' Responses to Statement 9

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%

9	T	1	2.5	16	40.0	10	25.0	12	30.0	1	2.5
	S	2	2.9	19	27.1	21	30.0	18	25.7	10	14.3

Table (4.11) shows that 42.5% of participant teachers disagree with using audiobooks as a whole class activity does not work for learner differences; however, 40% of participant students agree with this statement. It can be noted that each sample group have a different attitude about this statement.

10) Assigning audiobooks makes reading more appealing for students.

Table (4.12): Samples' Responses to Statement 10

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
10	T	1	2.5	-	-	7	17.5	23	57.5	9	22.5
	S	8	11.4	6	8.6	9	12.9	25	35.7	22	31.4

Table (4.12) shows that 80% of participant teachers agree with assigning audiobooks makes reading more appealing for students. Also, 67.1% of participant students agree with this statement. It can be said that the majority of both samples agree with this statement.

11) Audiobooks' music and sound effects make reading easier for students

Table (4.13): Samples' Responses to Statement 11

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
11	T	3	7.5	4	10.0	4	10.0	19	47.5	10	25.0
	S	4	5.7	5	7.1	13	18.6	12	17.1	36	51.5

Table (4.13) shows that 72.5% of participant teachers agree that audiobooks' music and sound effects make reading easier for students. 68.5% of participant students agree with this statement too. It can be noted that the majority of both samples agree with this statement.

12) Audiobooks can be effectively used for teaching new vocabulary.

Table (4.14): Samples' Responses to Statement 12

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
12	T	-	-	1	2.5	6	15.0	22	55.0	11	27.5
	S	4	5.7	5	7.1	6	8.6	21	30.0	34	48.6

Table (4.14) shows that 82.5% of participant teachers agree that audiobooks can be effectively used for teaching new vocabulary. In addition, 78.6% of participant students also agree with this statement. It can be noted that the majority of both samples agree with this statement.

13) Audiobooks demonstrate a good model for reading fluency.

Table (4.15): Samples' Responses to Statement 13

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
13	T	-	-	-	-	6	15.0	20	50.0	14	35.0
	S	-	-	5	7.1	13	18.6	31	44.3	21	30.0

Table (4.15) shows that 85% of participant teachers agree that audiobooks demonstrate a good model for reading fluency, 15% of the participant teachers are neutral, while 74% of participant students agree that audiobooks demonstrate a good model for reading fluency, 18.6% of participant students are neutral. It can be noted that the majority of both groups agree that audiobooks demonstrate a good model for reading fluency.

14) Audiobooks are expensive

Table (4.16): Samples' Responses to Statement 14

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
14	T	1	2.5	9	22.5	15	37.5	10	25.0	5	12.5
	S	4	5.7	17	24.3	18	25.7	19	27.1	12	17.1

Table (4.16) shows that 37.5% of participant teachers agree that using audiobooks are expensive; however, 37.5% of the participant teachers are neutral while 44.2% of participant students agree with this statement. It can be noted that the majority of both samples agree with this statement.

15) Audiobooks are distracting.

Table (4.17): Samples' Responses to Statement 15

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
15	T	1	2.5	18	45.0	14	35.0	7	17.5	-	-
	S	6	8.6	27	38.6	14	20.0	11	15.8	12	17.1

Table (4.17) shows that 47.5% of participant teachers disagree that audiobooks are distracting. While 35% are neutral. 47.2% of participant students also disagree with this statement. It can be said that the majority of both participants groups disagree that audiobooks are distracting.

16) Audiobooks are demotivational.

Table (4.18): Samples' Responses to Statement 16

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
16	T	3	7.5	14	35.0	11	27.5	11	27.5	1	2.5
	S	11	15.7	15	21.4	21	30.0	15	21.5	8	11.4

Table (4.18) shows that 42.5% of participant teachers disagree that audiobooks are demotivational. While 30% agree with this statement. 37.1% of participant students disagree that audiobooks are demotivational, while 32.8% of the participant students agree with this statement. It can be noted that the majority of both participants groups disagree with this statement.

17) Audiobooks are hard to find in libraries

Table (4.19): Samples' Responses to Statement 17

Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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		Count	%	Count	%	Count	%	Count	%	Count	%
17	T	2	5.0	5	12.5	9	22.5	13	32.5	11	27.5
	S	5	7.1	13	18.6	11	15.7	19	27.2	22	31.4

Table (4.19) shows that 60% of participant teachers agree that audiobooks are hard to find in libraries. While 58.5% of participant students also agree with this statement. It can be noted that both groups agree with this statement.

18) Audiobooks are hard to use because they depend on technology

Table (4.20): Samples' Responses to Statement 18

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
18	T	4	10.0	8	20.0	10	25.0	12	30.0	6	15.0
	S	3	4.3	18	25.7	10	14.3	17	24.3	22	31.4

Table (4.20) shows that 45% of participant teachers agree that audiobooks are hard to use because they depend on technology. While 30% of participant teachers disagree with this statement. 55.7% of participant students agree that audiobooks are hard to use because they depend on technology while 30% disagree with this. It can be noted that the majority of both groups agree with this statement.

19) The reader's speed might not be compatible with the narrator's

Table (4.21): Samples' Responses to Statement 19

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
19	T	-	-	2	5.0	16	40.0	17	42.5	5	12.5
	S	-	-	5	7.1	27	38.6	28	40.0	10	14.3

Table (4.21) shows that 55% of participant teachers agree that the reader's speed might not be compatible with narrator's speed, while 40% are neutral. Also, 54% of participant students agree that the reader's speed might not be compatible with the narrator's speed. It can be noted that the majority of both groups agree with this statement.

20) The selection of appropriate audiobooks for teaching reading is challenging.

Table (4.22): Samples' Responses to Statement 20

Statement		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
20	T	-	-	7	17.5	6	15.0	16	40.0	11	27.5
	S	2	2.9	8	11.4	12	17.1	31	44.3	17	24.3

Table (4.22) shows that 67.5% of participant teachers agree that the selection of appropriate audiobooks for teaching reading is challenging while 68.6% of participant students also agree that the selection of appropriate audiobooks for teaching reading is challenging. It can be noted that the majority of both groups agree with this statement.

In the following section, the questionnaire statements will be analysed according to the mean, standard deviation, level of attitude and each statement will be ranked according to the mean and standard deviation.

A standard deviation is defined as a statistic that quantifies a dataset's dispersion from the mean. By calculating each data point's departure relative to the mean, the standard deviation is determined as the square root of variance. There is a larger variance within the data set if the data points are farther from the mean; hence, the standard deviation increases as the data set becomes more spread out. (Larson-Hall, 201, pp. 63- 68). Moreover, in statistics, the idea of mean is crucial. In a group of numbers, the mean is the average or most frequent value. It is a measure of central tendency of a probability distribution along the median and mode in statistics. An anticipated value is another term for it. It is a statistical concept with significant implications. The idea is utilized in a variety of disciplines, including second language research studies. (Larson-Hall, 2015).

Table (4.23): Teachers’ Responses About Using Audio Books to Improve Reading Fluency

Statement	Mean	Standard Deviation	Level of attitude	Rank
1. Using audiobooks is an effective teaching method for developing students’ reading fluency.	4.25	0.840	Very High	1

2. Using audiobooks helps students understand texts better.	3.98	0.768	High	4
3. Using audiobooks saves time for more reading practice.	3.98	0.974	High	7
4. Assigning audiobooks for outside classroom activities promotes students' autonomy.	3.88	0.757	High	8
5. Assigning audiobooks helps students choose their own material.	3.57	0.747	High	14
6. Assigning audiobooks can be flexible for students in terms of time and pace.	3.98	0.767	High	5
7. Using audiobooks in teaching reading consumes a lot of time.	3.73	1.219	High	10
8. Using audiobooks is not effective in large classes.	3.32	1.185	Moderate	15
9. Using audiobooks as a whole class activity does not work for learner differences.	2.90	0.955	Moderate	18
10. Assigning audiobooks makes reading more appealing for students.	3.98	0.800	High	6
11. Audiobooks' music and sound effects make reading easier for students.	3.73	1.176	High	11

12. Audiobooks can be effectively used for teaching new vocabulary.	4.08	0.730	High	3
13. Audiobooks demonstrate a good model for reading fluency.	4.20	0.687	Very High	2
14. Audiobooks are expensive.	3.23	1.025	Moderate	16
15. Audiobooks are distracting.	2.68	0.797	Moderate	20
16. Audiobooks are demotivational.	2.83	1.010	Moderate	19
17. Audiobooks are hard to find in libraries.	3.65	1.167	High	12
18. Audiobooks are hard to use because they depend on technology.	3.20	1.224	Moderate	17
19. The reader's speed might not be compatible with the narrator's.	3.63	0.774	High	13
20. The selection of appropriate audiobooks for teaching reading is challenging.	3.77	1.050	High	9
All statements	3.63	0.310	High	

Table (4.23) shows that all the means that measure the attitudes of university teachers towards using audio books to improve reading fluency are between 2.68 and 4.25 which indicate that the level of the attitudes of university teachers towards using audio books to improve reading fluency are from moderate to very high. Statement says “Using audiobooks is an effective teaching method for developing students’ reading fluency” ranked first with mean 4.25

and standard deviation 0.840 which indicate that the level of attitude of university teachers towards this statement is very high. While statement says “Audiobooks are distracting” ranked last with mean 2.68 and standard deviation 0.797 which indicate that the level of attitude of university teachers towards this statement is moderate. In addition, it can be seen that the overall mean equal to 3.63 with standard deviation 0.310 which indicate that the level of attitudes of university teachers towards using audio books to improve reading fluency in general is high.

Table (4.24): Students’ Responses About Using Audio Books to Improve Reading Fluency

Statement	Mean	Standard Deviation	Level of Use	Rank
1. Using audiobooks is an effective teaching method for developing students’ reading fluency.	4.09	.880	High	2
2. Using audiobooks helps students understand texts better.	4.11	1.001	High	1
3. Using audiobooks saves time for more reading practice.	3.59	1.186	High	11
4. Assigning audiobooks for outside classroom activities promotes students’ autonomy.	3.53	.912	High	14
5. Assigning audiobooks helps students choose their own material.	3.76	.970	High	6

6. Assigning audiobooks can be flexible for students in terms of time and pace.	3.61	.921	High	10
7. Using audiobooks in teaching reading consumes a lot of time.	3.56	1.258	High	13
8. Using audiobooks is not effective in large classes.	3.17	1.239	Moderate	18
9. Using audiobooks as a whole class activity does not work for learner differences.	3.21	1.089	Moderate	17
10. Assigning audiobooks makes reading more appealing for students.	3.67	1.316	High	8
11. Audiobooks' music and sound effects make reading easier for students.	4.01	1.234	High	4
12. Audiobooks can be effectively used for teaching new vocabulary.	4.09	1.176	High	3
13. Audiobooks demonstrate a good model for reading fluency.	3.97	.884	High	5
14. Audiobooks are expensive.	3.26	1.176	Moderate	16
15. Audiobooks are distracting.	2.94	1.261	Moderate	19

16.Audiobooks are demotivational.	2.91	1.236	Moderate	20
17.Audiobooks are hard to find in libraries.	3.57	1.303	High	12
18.Audiobooks are hard to use because they depend on technology.	3.53	1.293	High	15
19. The reader's speed might not be compatible with the narrator's.	3.61	.822	High	9
20.The selection of appropriate audiobooks for teaching reading is challenging.	3.76	1.042	High	7
All statement	3.60	0.348	High	

Table (4.24) shows that all the means that measure the attitudes of university students towards using audio books to improve reading fluency are between 2.91 and 4.11 which indicate that the level of the attitudes of university students towards using audio books to improve reading fluency are from moderate to high. Statement says “Using audiobooks helps students understand texts better” ranked first with mean 4.11 and standard deviation 1.001 which indicate that the level of attitude of university students towards this statement is high. While statement says “Audiobooks are demotivational” ranked last with mean 2.91 and standard deviation 1.236 which indicate that the level of attitude of university students towards this statement is moderate. In addition, it can be seen that the overall mean equal to 3.60 with standard deviation 0.348 which indicate that the level of attitudes of university students towards using audio books to improve reading fluency in general is high.

Hypothesis Testing:

Does using audio books make reading more appealing to the students?

According to Davis and Mukamal (2006), hypothesis testing is a method for determining how reliably one can extrapolate observed findings in a sample under study to the larger population from which the sample was drawn. It is used to assess the strength of evidence from the sample and provides a framework for making population-related decisions. The researcher develops a specific hypothesis, assesses data from the sample, and determines whether the data support the hypothesis.

The transformation of the study question into a null hypothesis, H_0 , and an alternative hypothesis, H_1 is the first stage in testing hypotheses. The null and alternative hypotheses are short explanations of two potential versions of "truth" concerning the relationship between the predictor of interest and the population result, generally in mathematical form. These two potential facts must be exhaustive (i.e., they must include all possible truths) and mutually exclusive (i.e., not overlapping). The null hypothesis indicates the absence of a relationship between the predictor and the result; the alternative hypothesis describes the existence of a relationship and is often what the investigator needs to demonstrate. Statistical testing is used to determine whether there is enough evidence from the sample under investigation to suggest that the alternative hypothesis should be accepted. (Davis & Mukamal, 2006).

To answer the third research question, the following hypothesis has been set.

H_0 : Using audio books makes reading less appealing to the students.

H_1 : Using audio books makes reading more appealing to the students.

The purpose of the hypothesis above is to give statistical evidence about the level of using audiobooks for developing reading fluency.

To test the hypothesis above, one sample t test has been used and the result is shown in the table below.

Table (4.25): Show the Result of One Sample T Test

Variable	N	Hypnotized Mean	Mean	Standard Deviation	T test	sig
using audio books for developing reading fluency	110	3	3.61	0.334	19.107	0.000

Since $\text{sig}=0.000 < 0.05$, the H_0 is rejected and concluded that using audiobooks make reading more appealing to the students.

Sig value refers to the significance level which relate to the possibility that the random sample being selected is not representative of the population. The lower the degree of significance, the more confident it can be that the results will be replicated. The .05 and .01 significance levels are the most widely utilized in educational research. Assuming that .05 as another way of expressing that if the sample population 95 times out of 100, this result will be obtained. Similarly, .01 indicates that the same result will be received 99 out of 100 times when sampling from the population (Wolverton, 2009).

4.2 Qualitative Analysis

The data from the semi-structured interviews was analysed using the thematic analysis approach. Maguire and Delahunt (2017) defined thematic analysis as the technique of finding patterns or themes in qualitative data (p.78). According to Braun and Clarke (2006), the first

qualitative method should be learnt as it provides core skills that will be useful for conducting many other kinds of analyses. The researcher transcribed and coded all of the recorded information including the participants' answers for each question. Dornyi (2007) defined coding as the classification of data into distinct groups. Throughout the interviews, the interviewees' responses were classified and labelled (See Appendix). The steps of coding the data themes included transcribing the semi structured interviews, familiarizing the data collected in relation with the questionnaire and the data emerged from the questionnaire, highlighting the data provided and generating themes accordingly. Also, reviewing the emerged themes and defining and naming the themes. From the analysis of the teachers' replies to the interview questions, the following themes emerged:

1. Attitudes Towards Using Audio Books

Most of the participant teachers agreed that using audio books was a good idea to develop reading fluency. Teacher 1 and 3 described audio books as *“motivating and effective”*. Also, teacher 2 stated that *“audio books are helpful method as it helps both the teachers and the students to read more effectively. It also expands vocabulary, teaches pronunciation of words and increases comprehension”*. Teacher 4,6, and 7 argued that audio books cannot be useful unless they are used in a proper way. Teacher 1 stated that *“audio books could be an effective tool if it is used perfectly by the teacher. Depending on the material and the teachers' ability to choose the most suitable method that suits their aims and suits students' level”*. Furthermore, teacher 3,5,6, and 8 advocated the idea of using technology to support their teaching such as using audio books. Teacher 2 described audio books as *“handy and easy to use”*, teacher 8 stated that *“it makes the job of the teachers easier”*.

2. Other Aspects of Using Audio Books

The participant teachers provided different answers according to their experience and knowledge about using audio books for different aims. Teacher 2 believed that “*audio books do not only help students with their reading fluency but also in other skill such as listening as these two integrate with one another*”. Teachers 2 stated that “*students are likely to improve their listening and they will improve their fluency because they will practice, they will listen and repeat sometimes. And also listen and try to pronounce some words and some phrases. It is a very good method and technique*”. Teachers 3,4,5, and 7 added that audio books can be of use in terms of motivation and learner autonomy as “*it motivates students to be more active in the class. To take parts, to be active rather than being passive*” according to teacher 8; moreover, Teachers 5,6 and 8 believed that by encouraging students to use audio books outside the classrooms as “*it promotes learning autonomy and helps students to improve their reading skills on the long run*” according to teacher 8.

3. Audio Books and Reading Habits

The participant teachers provided different answers according to their own experience with audio books. Teacher 1 stated that “*audio books might not be so helpful increasing some students’ motive to read more as it would be supportive but it would not be that common with some students so it could be helpful for those who have strong motivation towards learning, others I do not think so*”. However, teachers 4,6,7 and 8 believed that this could be the gateways to increase students’ motivation towards reading as “*it is appealing, and it might make students will want to read more especially if the word spreads. It’s like a trend and students might open to this idea*” according to teacher 6. Also, teachers 2,3,4,5 stated that it is the teacher’s job to make sure to vary the different topic matching students’ interests as teacher 2 commented that “*in case*

students have a great chance to choose audio books with the topic they like, they will feel pleased reading it’.

4. Challenges Of Using Audio Books in EFL Classes

The participants teachers had several difficulties utilizing audio books to help students improve their reading fluency, such as mixed levels in the classes, selecting appropriate resources, and power supply. Teachers 2 stated that *“they say no one size fits all. So sometimes this method won’t work for all students. Some people are not attracted to this. There is always someone who’s different”*. Teachers 1,4,5 and 8 argued that the main issue that might face them in using audio books is *“technical issues and some are not familiar in using technology properly so this might be a little challenge”* according to teacher 4. Teachers 2,4,6 and 8 pointed out that finding the time to employ this method is somehow difficult. Whereas Teachers 3,5 and 8 were more concerned with learner differences that might face them during using this method as teacher 3 said, *“students’ levels are ranging from pre-intermediate to upper-intermediate level which makes it difficult to choose the appropriate materials that fits all levels”*. Another emerged challenge that teachers 2,4 and 6 said they might face is the availability and the cost of audio books.

5. Overcoming Challenges

The participant teachers proposed a variety of ideas and tactics to address these issues, including having a backup plan in case a technological issue arises. Teacher 1 commented *“Try to expect what could happen and try to use plan B for example if some technical problem happens, you will have another plan”*. As for other challenges such as choosing the appropriate materials, teachers 2,3,4,6, and 7 believed that this challenge can be overcome by stepping in and taking actions by trying the materials as teachers would know what is best for their students. Also, teachers 1 and 8 believed that this challenge could be a good opportunity to work on their

teaching by trying out new methods to teach students. Teacher 1 stated that “*Teachers have to try the experience with the students. We are not just judging the students’ ability to listen but the teacher’s ability to use these things because the teachers themselves are not used to change their point of view about teaching. If we, did it, it would be much better*”. Finally, teachers 3,6,7 and 8 suggested some ideas to overcome the availability of audio books as nowadays online books might come in handy and using smart phones might also solve this challenge.

4.3 Summary

Finally, all of the data gathered was analyzed quantitatively and qualitatively. The qualitative findings indicated that the attitudes of university teachers and students towards using audiobooks to develop reading fluency is high, despite the challenges that might occur in using this tool. Despite the difficulties that both teachers and students have while utilizing audio books, the findings found that teachers believed that using this tool can aid in the development of reading fluency and that students can work independently to improve their ability to read fluently.

Chapter 5

Discussion and Conclusion

5.0 Introduction

The primary goal of this chapter is to offer a thorough discussion and interpretation of the quantitative and qualitative data analysis results. These findings are broken down into five themes: Attitudes towards using audio books as a teaching tool, advantages, and disadvantages of audio books, teaching reading fluency through audio books, challenges of using audio books in EFL classes and how to overcome these challenges.

5.1 Attitudes Towards Using Audio Books as a Teaching Tool

The research participants provided different points of views based on their experience. According to the findings, all the means that measure the attitudes of university teachers towards using audio books to improve reading fluency are between 2.68 and 4.25 which indicate the level of teachers' attitudes towards using audio books to improve reading fluency are from moderate to very high. This also applies to students' attitudes using audio books which indicates that all the means that measure the attitudes of university students towards using audio books to improve reading fluency are between 2.91 and 4.11 which indicate that the level of the attitudes of university students towards using audio books to improve reading fluency are from moderate to high. Both teacher and student participants believe that using audiobooks is an effective teaching method for developing students' reading fluency, this can be due to their own experience with audiobooks and how effective these tools can be for students who find it difficult to be fluent readers. This comes in line with the findings of Wittingham et al. (2013) which suggested that the impact of audiobooks displayed positive effects on students' attitudes towards reading and thus leading to an improved academic performance. One of the reasons that teachers believe that

audiobook is an effective teaching tool is because audiobooks can be helpful for their teaching process. Not only that audiobook can be used as a model for fluent reading but also is a new approach that teachers can use to encourage students to read more and improve the academic performance. This comes in accordance with Khodary's (2018) study findings that the use of audiobooks has notably increased student's reading comprehension levels which indicates a better academic performance. Moreover, students are more attracted to use methods that are up to date, need technology and easy to access via their personal devices.

5.2 Advantages and Disadvantages of Audiobooks

According to the research findings, audiobooks are found to be easy to use and can help autonomous learners with their learning process. Participant teachers believe that audiobooks are valuable teaching tools due to their popularity among EFL students. That is to say that EFL students tend to learn the language better if the context is motivating. EFL students are believed to prefer tools that introduce the language in an easier context where modelling the language is accessible and is introduced in short stories. Also, one advantage that aroused in the research findings is that audiobooks allow EFL students the chance to choose their own audiobooks and access audiobooks with an ease whether that be in their personal devices or being delivered by their teachers. Another advantage some participant teachers have mentioned is that audiobook can also help EFL students with their speaking skills as students are going to listen and practice while reading along the texts, that audiobooks can help EFL students with their listening skill and therefore can help with speaking skills. Furthermore, audiobooks can save time in the case of large classes. Students can read along the audio instead of the practice reading that is done in the classroom. That is to say that it even allows teachers to give as much a variety of reading

material through audiobooks instead of having to consume time inside the classroom struggling with reading texts that might be complicated for some EFL students.

However, audiobooks can be a problem for some EFL teachers and students according to the findings. Some EFL teachers find it difficult to use technology-based tools and prefer the old-fashioned way of teaching. Also, participant teachers expressed that choosing the suitable materials for the students can be problematic. EFL students also displayed their concerns towards using technology and audiobooks on their own. This might be due to the lack of knowledge students have towards using technology to improve their reading skills.

5.3 Teaching Reading Fluency through Audiobooks

As stated in the findings, 80% of participant teachers agree that using audiobooks is an effective method for developing reading fluency. That also applies to participant students as 84% also agree with this statement. That's because students who are exposed to listening narrative texts such as listening to audiobooks have better chances to be more fluent. This aligns with Larson's study (2015) that states that EFL students who are exposed to audiobooks resulted in significant improvement in terms of not only reading fluency but also reading comprehension. Also, the findings revealed that 75% of both participants teachers and participants students agree that using audiobooks helps students understand texts better. Using audiobooks not only can help EFL students comprehend what they read but also help them meet their reading requirements and allows them to be autonomous learners.

Teaching reading fluency through audiobooks might be helpful to raise EFL students' desire and willingness towards reading and it can nurture their habit of reading. Mastering reading fluency is the gateway for academic success. Students who have difficulties being a fluent reader will therefore have difficulties in their academic performance; therefore,

encouraging student and finding better ways to teach reading might help students achieve more. Using this technique will benefit both students and teachers as it is easier to assign audiobooks and expect improvement as the audiobooks will be a good fluency model. This aligns with Wolfson study's findings (2008) that assigning audiobooks can be effective as teachers do not have much time to enhance their reading skills in class.

Additionally, audiobooks can work on various areas such as listening skills, speaking skills, and gaining vocabulary as the findings revealed. Using technological advances in teachers' favour has become a vital part of EFL classes; that being said, using audiobooks to teach reading fluency is considered to be a significant step.

5.4 Challenges of Using Audiobooks

According to the study findings, 60% of teachers agree that audiobooks can be hard to find in libraries. This challenge can affect teachers' choices in choosing the suitable materials for students. Also, 45% of teachers find audiobooks challenging because they depend on technology. That is to say that teachers believe that they depend on technological tools can be tricky and for some hard to learn as some have expressed. Another emerged challenge that teachers are concerned with is the selection of the appropriate audiobooks for teaching reading. This can be because teachers may have no experience with choosing and applying audiobooks inside their classrooms and this might be challenging to do even if the material is available.

Furthermore, the lack of resources and the lack of audio devices inside EFL classrooms nowadays is also a big challenge which might lead to a failed lesson. This comes in line with Alrawashdeh (2017) study findings that the lack of resources resulted in some teaching complications inside the classroom.

The use of any technology-based tools can be challenging for EFL students, the use of audio books is no different. One of main reasons that might be due to is that these techniques are not used inside EFL classrooms; therefore, it may be challenging.

5.5 Overcoming these Challenges

Based on the study findings, overcoming the challenges that follows using audiobooks for EFL students is not a difficult task. According to participant teacher no. 2 overcoming some of the challenges that both teachers and students may face in using audiobooks can be broken down to few steps that teachers can take. For example, teachers can read more about this teaching tool and can be best employ it if it is used in a proper way as in some exercises must be done before and after using audiobooks inside the classroom. Also, one challenge that was mentioned is choosing the suitable materials, this can be solved if teachers are willing to go forward with this tool and try the materials themselves and investigate what is best for their students. Nowadays, there are trusted and ready to use materials that are available online and even in libraries for EFL teachers that are already been used in EFL classes.

Also, teachers can provide a variety of audiobooks for students to choose on their own and read and listen to at their own time and pace as an outside of the class assignment. By providing a variety of audiobooks, students will be able to overcome their challenges and get familiar with the use of this tool. This; according to participants teachers, would increase students' reading time as this provides an option for students who struggle to read and provide a model for their reading fluency.

Moreover, although finding audiobooks in libraries can be challenging. This can be solved by looking for the best trusted source online for the suitable audiobooks.

5.6 Recommendations

The outcomes of this study have important implications for using audio books to improve EFL learners' reading fluency. This research demonstrates the importance of reading fluency and the use of technology to assist teachers in improving reading fluency. According to the teachers' perspectives, utilizing audio books to promote reading fluency is a useful method. This research gives educators more alternatives for boosting reading fluency. As a result, the following suggestions are made as a result of this research:

1. Promote the suitable materials of audio books to use inside classrooms.
2. Encourage EFL learners to use audio books at their own time and pace.
3. Raise the awareness of how important it is to master reading fluency.
4. Provide a variety of audio books material for EFL learners to use to promote learning autonomy.

5.7 Conclusion

A group of Libyan EFL teachers and students participated in this study at Zawia University and Subrata University. The study's goal was to find out how Libyan EFL teachers and students responded about utilizing audio books to help students improve their reading fluency. For data gathering and analysis, the study employed both quantitative and qualitative approaches. A questionnaire was distributed to both teachers and students as part of the research. For the teachers, a semi-structured interview was also employed and done. Audio books were shown to be an effective instructional technique for improving reading fluency in one study. To conclude, this study revealed that the attitudes of Libyan EFL university teachers and students towards using audio books to develop reading fluency is high. Some of the challenges that were revealed in this research is choosing the suitable material of audio books that best go with EFL

students' needs. Moreover, it has been expressed that another challenge is being able to use this technology as it depends on technology and that might be tricky for some teachers. Despite the challenges that face both teachers and students in using audio books, the findings revealed that teachers believe that using this tool can be helpful in developing reading fluency and can help students work on their own to develop their ability to read fluently. It can be said that teachers believe that using audio books can also contribute in developing other aspects in the students' learning process such as their motivation towards reading more books and their vocabulary gain.

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Appendices

مقياس الأهمية النسبية للمتوسط الحسابي

تم وضع مقياس ترتيبى للمتوسط الحسابى وفقا لمستوى أهميته وذلك لاستخدامه في تحليل النتائج وفقا لما يلي:

Table (A-1)

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Table (A-2)

مقياس الأهمية النسبية للمتوسط الحسابي

الأهمية النسبية	المتوسط الحسابي
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.39
High	3.4-4.19
Very High	4.2-5

التاريخ: 2021/6/8 م الموافق: 14 / / هـ الرقم الإشاري: P-دع 11800

السادة/ بكلية الاداب - جامعة الزاوية.

تحية طيبة وبعد

تحيةكم ... وتفيدكم إدارة الدراسات العليا والتدريب بجامعة الزاوية بأن
الطالبة " تسنيم رجب زعيط" إحدى طالبات الدراسات العليا لنيل درجة "
الماجستير" بقسم: (اللغة الانجليزية) ، وهي بمرحلة تجميع البيانات لغرض
الاستبيان وإجراء بعض المقابلات وذلك لاستكمال رسالتها .

نأمل ... مساعدة الطالبة المعنية للاطلاع و الحصول على البيانات
والمعلومات ذات العلاقة بموضوع الرسالة ..

شاكرين لكم حسن التعاون

والسلام عليكم ورحمة الله وبركاته

د/ يوسف شعبان المبروك
مدير إدارة الدراسات العليا والتدريب



صورة إلى

الصفحة + الدوري

4-2021/zainab

الرقم الإشاري 1801 - د - P

التاريخ: 8 / 6 / 2021 م الموافق: / / 14 هـ

السادة/ بكلية الاداب جامعة صبراتة.

تحية طيبة وبعد

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شاكرين لكم حسن التعاون

والسلام عليكم ورحمة الله وبركاته

د/ يوسف شغيب الطيبوراك
مدير إدارة الدراسات العليا والتدريب



صورة إلى

- مكتب الدراسات العليا بالجامعة
- الصناديق + الدوري
4-2021/rainab



التاريخ 8/6/2021 هـ الموافق : / / 14 هـ الرقم الإشاري 1/799

السادة/ بكلية التربية أبي عيسى

تحية طيبة وبعد

نحييكم ... وتفيدكم إدارة الدراسات العليا والتدريب بجامعة الزاوية بأن
الطالبة " تسنيم رجب زعيط" إحدى طالبات الدراسات العليا لنيل درجة "
الماجستير" بقسم:(اللغة الانجليزية) ، وهي بمرحلة تجميع البيانات لغرض
الاستبيان وإجراء بعض المقابلات وذلك لاستكمال رسالتها .

نأمل ... مساعدة الطالبة المعنية للاطلاع و الحصول على البيانات
والمعلومات ذات العلاقة بموضوع الرسالة ..

شاكرين لكم حسن التعاون

والسلام عليكم ورحمة الله وبركاته



د/ يوسف شعبان المبروك
مدير إدارة الدراسات العليا والتدريب



صورة إلى

المصنف: مدير + التدريسي

4-2021/zainab

Consent Form

Title of Thesis: Investigating University Teachers' and EFL Students' Attitudes towards Using Audio Books for Developing Reading Fluency

This study attempts to investigate the attitudes of EFL teachers and students towards using audio books as a successful instructional approach to improve reading fluency.

I have received information about this research. I have had the opportunity to ask questions about this research and I have received satisfactory answers.

I consent to participate in the research project and the following has been explained to me:

- The research may not be of direct benefit to me.
- My participation is completely voluntary.
- My right to withdraw from the study at any time without any implications to me.
- The risks including any possible inconvenience, discomfort, or harm because of my participation in the research project.
- What I am expected and required to do.
- Whom I should contact for any complaints with the research or the conduct of the research.
- Security and confidentiality of my personal information.

In addition, I consent to:

- Audio recording of any part of or all research activities.
- Publication of results from this study on the condition that my identity will not be revealed.

Participant name: _____

Date: _____ Signature: _____

**Investigating EFL University Teachers' and Students' Attitudes towards
Using Audio Books for Developing Reading Fluency**

DATE: -----

UNIVERSITY: -----

INTERVIWEE: -----

The interview questions:

1. What do you think about using audio books as a teaching tool to develop reading fluency?

.....
.....

2. In what aspects do you think audio books can help students become fluent readers?

.....
.....

3. How do you think audio books can make reading more appealing to students?

.....
.....

4. What challenges do you think you will face if you decide to use audio books in your classes?

.....
.....

5. How would you overcome these challenges?

.....
.....

Investigating EFL University teachers' and Students' Attitudes towards Using Audio Books for Developing Reading Fluency

DATE:21st of Jan 2021

Interviewer: What do you think about using audio books as a teaching tool to develop reading fluency?

Interviewee: I think it could be an effective tool if it is used perfectly by the teacher. Depending on the material and the teachers' ability to choose the most suitable material that suits their aims. Also, that suits the students' level. To be matched with the students' level.

Interviewer: In what aspects do you think audio books can help students become fluent readers?

Interviewee: For me, I think it could be more helpful if it is used with reading and speaking, because from my own experience, I used audio materials to make students' more area of grammar. But it made the class messy and could not understand. Students could not concentrate on that area of grammar that was aimed to explain to the class. They were more into telling the story and the vocabs and the accent but not with grammar. Not that it is not good. It is not the best

tool for writing and grammar. But it would be more helpful in reading and speaking.

Interviewer: How about other aspects other than skills and areas like motivation and stuff like that?

Interviewee: Yes, if we are talking about other aspects, it motivates students to be more active in the class. To take parts, to be active rather than being passive. Also, it makes the teacher take a step back to put students in the process of teaching. To be somehow, to take part in this process rather than receive everything from the teacher but he could deal with teaching English as, you know, the idea that there is another source of information. It is not only your teacher, but you can use the audio book to help you to improve your English. And this is the point that the teacher can depend on. You know, maybe at the first time it would not be acceptable by students especially the Libyan students because we are not used in this way of learning, mostly in the Libyan culture. I think we have thought always we receive from the teacher is the only way of information and don't feel relaxed with other tools but if the teacher start using this tool, with the time it would be helpful, it would grab students'

attention that there are other sources so they can use them even outside the class so it could be supportive to prepare autonomous learners. On the long run.

Interviewer: How do you think audio books can make reading more appealing to students? Do you think students would be able to read more or would like to read more after experiencing audio books?

Interviewee: Depends on students themselves and the level of the students and their own motivation towards learning English. Some students would like to learn more and more, and they ask for ways to learning English. And when they find teachers who can help them, it would be supportive but those kinds of students are not common in Libya so it could be helpful for those who have strong motivation towards learning, others I do not think so. And those who likes reading for students who likes reading, this could be helpful. Actually, it could also be helpful for those who do not like reading like myself. I would prefer to listen more than to read. So, it could be helpful for those who are lazy readers.

Interviewer: What challenges do you think you will face if you decide to use audio books in your classes?

Interviewee: Well, again if we are talking about the Libyan case, we are talking about the technical problems because sometimes you prepare even a class in order to save time using audio books but sometimes you have got technical problems that make you change the whole lesson plan so if there are something that could hint you of using this, the first one it would be the technical problem. Otherwise, it is not a problem, but it is a challenge for the teacher. When you use audio books, you will discover if you're a good selective teacher or not because sometimes as a teacher you select material that you think it would be helpful in the class and when you use it in the class you find it the opposite side so number 1 try to be a good selector to choose the suitable materials that suits your aims and students' level.

Interviewer: How would you overcome these challenges?

Interviewee: In terms of overcoming these challenges, I think it is by trying them. as a teacher you have to try and to use the anticipated problems. Try to expect what could happen and try to use plan B for

example if some technical problem happens, you will have another plan.

And also, for the challenges if you could use audio books for saving time and you would not understand how good at it until you try and use it. Teachers they have to do it and try the experience with the students.

We are not just judging the students' ability to listen but the teacher's ability to use these things because the teachers themselves are not used to change their point of view about teaching. If we did it, it would be much better.

Investigating University Instructors' and EFL Students' Attitudes towards Using Audio Books for Developing Reading Fluency

Dear participant,

My name is Tasneem Zeat. I am an MA student conducting research about Investigating University Instructors' and EFL Students' Attitudes towards Using Audio Books for Developing Reading Fluency. You are kindly invited to answer the following questionnaire. Your answers will be kept confidential and will be used only for the purpose of this research. This study attempts to investigate the effectiveness of audiobooks as a successful instructional approach for improving students' reading fluency.

Thank you for your cooperation.

According to Penner- Wilger (2008) fluent readers are accurate, quick, and natural readers. They use appropriate expression and read in flow, effortless manner.

* Required

1. Using audiobooks is an effective teaching method for developing students' reading fluency. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. 2. Using audiobooks helps students understand texts better. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. 3. Using audiobooks saves time for more reading practice *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. 4. Assigning audiobooks for outside classroom activities promotes students' autonomy. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. 5. Assigning audiobooks helps students choose their own material. *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. 6. Assigning audiobooks can be flexible for students in terms of time and pace. *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. 7. Using audiobooks in teaching reading consumes a lot of time. *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. 8. Using audiobooks is not effective in large classes. *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9. 9. Using audiobooks as a whole class activity does not work for learner differences.
*

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. 10. Assigning audiobooks makes reading more appealing for students. *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. 11. Audiobooks music and sound effects make reading easier for students. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. 12. Audiobooks can be effectively used for teaching new vocabulary. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. 13. Audiobooks demonstrate a good model for reading fluency. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. 14. Audiobooks are expensive *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. 15. Audiobooks are distracting. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16. 16. Audiobooks are demotivational. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. 17. Audiobooks are hard to find in libraries. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. 18. Audiobooks are hard to use because they depend on technology. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. 19. The reader's speed might not be compatible with the narrator's. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. 20. The selection of appropriate audiobooks for teaching reading is challenging. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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