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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Audiobooks on English reading comprehension skills among bachillerato students at a public institution in Loja city. School year 2022-2023.

Los audiolibros en la habilidad de comprensión lectora en inglés de los estudiantes de bachillerato de una institución pública de la ciudad de Loja. Curso escolar 2022-2023.

**Trabajo de Integración Curricular
previo a la obtención del título de
Licenciado en Pedagogía del Idioma
Inglés.**

AUTOR:

David Norberto Gualán Cango

DIRECTORA:

Mg. Sc. Adriana Elizabeth Cango Patiño

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Certification

Loja, 22 de marzo de 2023

Mg. Sc. Adriana Elizabeth Cango Patiño

DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Firma:



Cédula de Identidad: 1104855281

Fecha: 20 de abril de 2023

Correo electrónico: david.gualan@unl.edu.ec

Teléfono: 0989364990

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Firma:



Autor: David Norberto Gualan Cango

Cédula de Identidad: 1104855281

Dirección: Loja-Loja, Ecuador

Correo electrónico: david.gualan@unl.edu.ec

Teléfono: 0989364990

Dedication

To my parents, Manuel Gualan and Luz Cango, who, with their support, have allowed me to fulfill one of my dreams, thanks to them for instilling in me the love, dedication, and respect that I put in everything I do. To all my family, brothers, and sister, for always being by my side and giving me words of encouragement and admiration. Thanks to them for accompanying me in all my goals and dreams. Additionally, I want to dedicate my research work to all my friends and university classmates.

David Norberto Gualan Cango

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1. Title

**Audiobooks on English reading comprehension skills among Bachillerato students at
a Public Institution in Loja city. School year 2022-2023.**

2. Resumen

El presente estudio se llevó a cabo con el objetivo de responder al problema general: ¿Cómo ayudan los audiolibros a mejorar las habilidades de comprensión lectora en inglés entre los estudiantes de Bachillerato? Consecuentemente, estudios previos sobre audiolibros permiten a los estudiantes comprender los libros de texto para mejorar las habilidades de lectura. Por lo tanto, este trabajo de investigación estableció como objetivo general mejorar las habilidades de comprensión lectora mediante el uso de audiolibros entre los estudiantes de bachillerato, y también específicamente conocer la efectividad de los audiolibros, y describir las percepciones de los estudiantes sobre los audiolibros en el desarrollo de las habilidades de comprensión lectora. Los participantes de la investigación fueron 21 estudiantes de segundo año de secundaria. Además, esta metodología se empleó durante 40 horas a través de los planes de clase para mejorar la comprensión lectora de los estudiantes. En este contexto, las estrategias de lectura fueron: inferir, reconocer, escanear, hacer conexiones y resumir. Para llevar a cabo esta investigación se utilizó un método mixto que combina datos cuantitativos y cualitativos. Para obtener los datos cuantitativos se aplicaron los pretest y posttest, para así conocer el mejoramiento de los estudiantes antes y después del procedimiento. Por otro lado, para los datos cualitativos se administraron cuestionarios con el fin de conocer las percepciones de los estudiantes respecto al uso de audiolibros. Adicionalmente, el cuestionario sustenta la importancia que tuvieron los audiolibros en el enriquecimiento de la comprensión lectora, es una estrategia tecnológica útil para incrementar la comprensión lectora en los estudiantes, la cual es fundamental para construir oraciones y expresar pensamientos y significados para una comunicación efectiva. Sin duda, los resultados evidencian que el uso de audiolibros fue eficaz a la hora de mejorar la comprensión lectora en los alumnos de segundo de bachillerato.

Palabras claves: audiolibros, efectividad, comprensión lectora, estrategia tecnológica.

2.1. Abstract

The present study was carried out with the aim to answer the general problem: How do audiobooks support English reading comprehension skills enhancement among bachillerato students. Consequently, some previous studies about audiobooks allow learners to understand textbooks to improve reading skills. Therefore, this research work established a general objective to improve reading comprehension skills by using audiobooks among bachillerato students, and also as specific objectives to find out the effectiveness of audiobooks on the development of English reading comprehension skills, and to describe the students' perceptions about audiobooks on the development of reading comprehension skills. The research participants were 21 students in their second year of high school. Moreover, this methodology was employed for 40 hours through the lesson plans in order to improve the student's reading comprehension. In this context, the reading strategies were: inferring, skimming, scanning, making connections, and summarizing. A mixed method combining quantitative and qualitative data was used to carry out this research. To obtain the quantitative data, a pretest and posttest were applied to learn about the students' improvement before and after the procedure. On the other hand, for the qualitative data, questionnaires were administered in order to know the students' perceptions regarding the use of audiobooks. Additionally, the questionnaire supports the importance of audiobooks in enriching reading comprehension is a useful technological strategy to increase reading comprehension in students, which is essential for constructing sentences and expressing thoughts and meanings for effective communication. Without any doubt, the results evidence that the use of audiobooks was effective at the moment of improving reading comprehension in the second year of bachillerato students.

Key words: audiobooks, effectiveness, reading comprehension, technological strategy

3. Introduction

The present research work was made to realize the importance of reading comprehension among student. Wahyono, & Puspitasari (2016) described that reading is an important language skill for EFL learners in Higher Education in exploring information as references and additional materials for their study. In other words, reading is an activity that will be a way to fulfill learners' expectations for their academic needs. As well as, reading involves a variety of skills. Therefore, the Ecuadorian Ministry of Education, aligned with the Common European Framework of Reference (CEFR), establishes that students will have to obtain the B1 level by the end of the BGU (MINEDUC, 2019).

However, according to the researcher's observations, the students do not perceive the need to search for information more efficiently, nor to consult specialized texts, by these means, students show a low level of inference of the contents studied, limitations in arguing their criteria, a low level of reading habits which makes the development of reading comprehension impossible, lack of knowledge of methodological strategies in the application of the reading process, and limitations in reading comprehension that produce academic performance (Bejarano et al. 2019)

Based on what was previously mentioned, the research presented the audiobook as a strategy to improve students' reading skills. For that, the present study aimed to answer the general problem: How do audiobooks support English reading comprehension skills enhancement among bachillerato students at a public institution in Loja city School year 2022- 2023? And the subproblems of this research are mentioned as follows: What is the effectiveness of audiobooks on the development of reading comprehension skills among bachillerato students at a public institution in Loja city? What are the learners' perceptions about audiobooks in reading comprehension skills among bachillerato students at a public institution in Loja city. School year 2022-2023?

Consequently, some previous studies about audiobooks allow learners to understand textbooks to improve reading skills. Padberg-Schmitt, (2020) mentioned that audiobooks within the classroom improve various skills (specifically vocabulary acquisition, reading, and listening comprehension). Additionally, the use of audiobooks had an overall positive effect on students' attitudes toward reading comprehension skills Tusmagambet, (2020). Moreover, Nuraini et al., (2021) in their study recommended that the teacher creatively finds some exciting applications that could motivate students to read English. For that, the researcher carried out this research

by applying YouTube as an exciting application in order to enhance motivated reading skills among second-year of bachillerato students at a public institution in Loja city.

In addition, this project contributed significantly to the educational environment in the subject of the English Language. The researched sector was able to learn and improve their reading comprehension. Likewise, this work provided knowledge and positive results in a real context to the professional community. professional community. For that, the possible findings will prove how exposure to audiobooks influences in the enhancement of students' reading comprehension skills in the classroom. Unquestionably, this research work will have crucial effects on language instruction for future learners and teachers.

This researcher is expected to make valuable contributions to students to improve the English vocabulary learning, allowing them to reach the learning objectives of the National Curriculum of English. As well as, it was beneficial for professors because the employment of audiobooks as an innovative methodology. Subsequently, it is useful for the educational community to create an entertaining learning environment and to assimilate and apply properly the aspects of inferring, skimming, scanning, making connections and summarizing while students read.

Moreover, this methodology was employed for 40 hours through the lesson plans in order to improve the student's reading comprehension. In this context, the reading strategies were: inferring, skimming, scanning, making connections, and summarizing. Besides, this research was carried out with 21 students of second-year of bachillerato students in a public institution in Loja city. However, there were some limitations the intervention period was very short and the educational institution did not have the technological resources.

Finally, this research work established as a general objective to improve reading comprehension skills by using audiobooks among bachillerato students at the public institution in Loja city. School year 2022-2023. Along with this, the two specific objectives were planned to develop appropriately this investigation: To find out the effectiveness of audiobooks on the development of English reading comprehension skills and to describe the students' perceptions about audiobooks on the development of English reading comprehension skills among bachillerato students at the public institution in Loja city. School year 2022-2023?

4. Theoretical Framework

Reading comprehension is one of the main four skills, and their understanding sometimes can be affected by the methods used by teachers. This research sought to facilitate the learning of this skill through the use of Audiobooks, as a tool to motivate and enhance the learning process. Several authors were consulted to gather the best strategies and methodologies. They agree that Audiobook is an effective strategy, and improves different skills associated with reading. The first part is related to audiobooks, their main concepts, types, genres, the best material to use, the benefits, and how to select the most appropriate audio. In relation to the second part, the reading comprehension skill is studied, and their importance, main skills, and their relation with audiobooks are analyzed. Finally, is included the previous studies as a solid base for the effectiveness of the strategy proposed.

4.1. Audiobooks

4.1.1. Conceptualizing of Audiobooks

Several authors have had a look of audiobooks which are not a recent invention, yet it has become one significant tool in society. In his study Best (2020) introduces the origins of audiobooks by recalling that Thomas Edison started recording stories onto phonographs in the 1870s, when he had a vision of literature being democratized through devices for storytelling in every home. Practical limitations cut Edison's ambitions short, but the idea of the recorded novel persisted.

Later, Have, & Pendersen, (2021) mentioned that around 1900, the vinyl record was invented, but Best (2020) proposed that Britain became involved when Captain Ian Fraser, injured in the First World War and left blind, had the idea of recording a book. He was put in charge of a team at the Royal National Institute of the Blind (RNIB) to develop this technology, initially recording some poems as an experiment. After some failed attempts at creating machines to read the books, the RNIB set up its own recording studio in 1934 to press volumes onto shellac discs. Supporting this idea Kartal, & Simsek (2017) argue that audiobooks were first introduced in 1931 within the scope of "Books for the Adult Blind Project."

In the 1970s, Rubery 2011, as cited in Have, & Pendersen (2021) describe the invention of the cassette tape which became the audiobook's primary storage medium, so that it could now be listened to on cassette recorders, Walkmans and the inbuilt tape decks in cars. It was also with the invention of the cassette tape that the term 'audiobook' began to be

used about recorded books. In the same decade, the term "audiobook" appeared with the demand of audiocassettes (Rubery, 2011 as cited in Mohamed, 2018).

Cassette tapes were followed by technological innovations such as videos. In the 1980s, the digital CD slowly began to take over the market for audiobooks. CDs replaced cassette tapes and they were widely used from 2003 (Rubery, 2011 as cited in Mohamed, 2018). First as digital audio CDs to be played on traditional CD players, later as MP3 CDs. MP3 CDs can be played in the CD player at home or in the car, but the compressed files can also be transferred via a computer to most computer-based playback media such as smartphones (Sterne 2012 as cited in Have, & Pendersen, 2021).

In the research exposed by Have, & Pendersen (2021), they mentioned that technologically and materially, the audiobook has no similarities with the printed book; rather, it shares its technology and formats with music. Thus, the technological histories of the audiobook and of recorded music has run parallelly throughout time. The audiobooks, therefore, may serve as a more proficient aid, enabling a learner to achieve more than they could accomplish by themselves. Moreover, audiobooks may get students' attention, thereby providing increased opportunity to enjoy a large amount of reading (Tusmagambet, 2020).

Nevertheless, Have, & Pendersen (2021) suggested that not all recordings of texts read aloud are audiobooks and that a recorded oral tale without a written source is not an audiobook either. In other words, there are differences between audiobooks, talk radio and podcasts, even though they all more or less consist of texts read aloud, because the two last-named typically arise from media institutions and 'on-demand blogging culture'. Seen historically, the audiobook is not just a remediation of the printed book but also refers back to the oral tradition of oral tales and the reading aloud of novels, long before literature became an institutional concept (Ong 2002, as cited in Have, & Pendersen, 2021).

The advent of the Internet helped in the prevalence of the downloads of audiobooks from 1990 and they became available to be easily downloaded at any time (Rubery, 2011 as cited in Mohamed, 2018). Have, & Pendersen (2021) agrees on the fact that even though audiobooks are today still in circulation as both CDs and cassette tapes, audiobooks have become less tangible and are now primarily disseminated via the Internet as downloads or via streaming. Based on Rizal et al., (2022), there has been an increase in the availability of audiobooks in recent years, both on the commercial market and through free, often publicly subsidized streaming sites and applications.

Younger Americans tend to use audiobooks more frequently than do older readers (Audio Publishers Association 2010; Zickuhr et al. 2012; Moore, & Cahill, 2016). While it is clear that adolescents do indeed use audiobooks, no studies have explored exactly how adolescents do so nor what their listening preferences are. If we focus on the field of EFL (English as a Foreign Language), they can be defined as technological resources in an audio format that is an alternative to conventional reading and very useful for learning and teaching languages (Mohamed, 2018).

On the other hand, audiobooks were used as a tool to improve the reading comprehension of children (Koskinen et al., 2000; O'Day, 2002, as cited in Kartal, & Simsek, 2017). However, the use of audiobooks has gone far beyond its original purpose, Nonetheless, little research has been conducted about the impacts of audiobooks on EFL learners' reading skills. Previous studies on using audiobooks just were implemented with university students primarily focused on their effects on their reading comprehension and learning of vocabulary (Marchionda, 2001; Woodal, 2010; Thooft, 2011; Mohamed, 2018).

4.1.2. Types of Audiobooks

Audiobooks were defined by Atba et al. (2019) as another type of listening and reading material that can be used in foreign language learning. The audiobook consists of an audio recording on cassettes, CD, and CD-MP3. It's even downloadable over the Internet and includes full or abridged versions of books read aloud by professional storytellers, actors, writers, and poets, sometimes accompanied by music or other sound effects. There are several ways to classify audiobooks. Generally, they are classified in two ways:

By support: Here we can find those who today are more used: CDs, DVDs, and podcasts, which have greater storage capacity. (Al-Jarf, 2021).

For the kind of sound: The voice heard in an audiobook can be from a single reader, a human, from a machine, or it can be dramatized, which can be heard as multiple speakers. (Al-Jarf, 2021).

4.1.3. Audiobook Genre

Literary genres were mentioned in the research headed by Snelling (2021), it aims to differentiate the stories that are written and help authors to take a writing path according to the structural characteristics that distinguish them from each other. It is known that there are four literary genres and in turn, each one has its subgenres, making the literary context broader.

Based on Aristotle's classification we find that there are four literary genres: It is important to mention that narrative and epic can be considered the same genre, they have very few variants that distinguish them, however, they were included as a genre in the description.

4.1.3.1. Narrative genre. It consists of a narrated story that includes a series of actions carried out by certain characters in a specific space and time interval. Actions, characters, and places can be real or fictional (Singh, & Alexander, 2022).

4.1.3.2. Epic genre narrative word. In its beginnings, Rustamov et al. (2021) mentioned that it was a literary genre in which the author raised some legendary facts, which were usually pretended to be true or based on real or fictitious facts, related to the exploits of heroes. Although description and dialogue can also be mixed, it is usually expressed in a narrative form and epic verse expression.

4.1.3.3. Lyric genre. The lyric as a literary genre comprises compositions of subjective character, especially works developed in verse that are neither dramatic nor epic. It is the genre that focuses on the expression of the author's most intimate emotions, feelings and sensations (Lyric genre: definition, meaning characteristics, origin and subgenres, 2021).

4.1.3.4. Drama genre. This so-called dramatic genre must be represented in the form of tragedy or comedy. They explain certain events or conflicts in human life. And its most characteristic feature is the use of dialogue and the lack of presence of the narrator (Sampson, 2017).

4.1.3.5. Didactic genre. This genre arises from the modern classification and is included within the literary genres of literature. This genre has the objective which was described by Dandekar (2018), it is transmitting knowledge and its value is not found in the narration but in the learning that is expressed in the writing. A clear example of this type of literature is the essay. Next, the subgenres corresponding to each genre:

- Narrative subgenres: epic, epic poem, short story, novel, fable
- Dramatic subgenres: tragedy, comedy, melodrama, tragicomedy, farce
- Lyrical subgenres: song, hymn, ode, elegy, eclogue, satire, epigram, romance, sonnet.
- Didactic subgenres: essay, biography, chronicle, written memory, oratory, epistle or letter, scientific or philosophical treatise.

4.1.4. Audiobooks as a material and resource

Using the words of Marchetti (2018) audiobooks are a resource with great documented potential in the teaching of foreign languages, especially in the teaching and learning of lexical competence. Audiobooks have become the digital format that has grown the most in 2017: 33%. In addition, the annual report of the Association of Audiobook Publishers (APA), states that sales have increased by 22.7% in 2017 compared to the previous year (Assiddiqhi & Rosa, 2021). This growth has allowed the phenomenon of audiobooks to consolidate as an alternative for students to learn in a fun way in the classroom, considering that reading aloud increases vocabulary and concepts, in addition to facilitating reading comprehension.

In fact, a listening component during reading promotes comprehension and performance. That is why they can also serve as an alternative to working on reading for students with learning difficulties. If reading helps build vocabulary and establish new concepts, the difficulty in doing so can evolve into a decreased interest in books. The use of audiobooks as support material in this type of case facilitates the understanding of concepts since students only have to focus on listening (Mati & Khebbache, 2019).

4.1.5. Engagement with audiobooks

Engagement was defined by Maher (2019) as an important predictor of success. The more students engage themselves in academic activities, the more they will be successful (Harboura, Lauren, Chris & Lindsay, 2015). Student engagement also means a student's enthusiasm to engage in the learning process gives him a need to learn, voluntary engagement in learning, and the will to succeed (Bomia, et al., 1997, as cited in Maher, 2019).

Educators face the task of motivating students to read and fostering a desire to read books for pleasure. Even young students need encouragement and careful planning by teachers to develop a love of reading. It is important at the young age of five and six to develop the desire and motivation to read through activities at various times of the day (Boer, 2018).

A study by Clark and Hawkins (2011) as cited in Maher (2019) confirms that interest and participation in reading declines as children progress through the grade levels. Their study focused on library use of different age groups of students in the UK. 63% of second grade students used their public library, this dropped to 42% in grade three and 24% in grade four. Based on what was previously mentioned Best (2020) assumed that there are several factors that could contribute to this but the technological aspect of audio may be particularly

appealing in terms of its 'cool factor', this is one of the reason audiobooks are prefer over books.

As mentioned, the decline in participation in Espoo International School's 'Read-a-thon' initiative is pronounced as the students rise through the grade levels. Clark and Hawkins study on the use of library's seems to mirror the observations of teachers on the ground in Espoo International School. In this particular reading initiative students record the amount of reading they have completed over the month duration of the read-a-thon. The early grades record significantly more reading hours that the higher grades. Maher, (2019).

Another example is this one about the American children's writer Jon Scieszka (2008) as cited in Best (2020): 'In my Guys Read work, I've met all kinds of boys who are crazy for audiobooks. He thinks it's partially because audiobooks appeal to a lot of guys' loves for messing around with any kind of technology. Children also think they are getting away with something by listening instead of reading. We don't have to tell them that they are learning vocabulary, story structure, sentence composition, and a dozen other literacy skills.' (quoted in Grover & Hannegan, 2012, p.12) Best 2020

In the consumer market, the main benefits of audiobooks are presented to be convenience and ease. As an activity, they are positioned largely in addition to reading and as a way to pass time in a more constructive or healthy way than gaming or using social media apps. This was made clear in Audible's campaigns and "Mindful Moments", and by the many editorial and opinion pieces praising the way audiobooks facilitate multi-tasking and are the best option for many (Best, 2020).

4.1.6. Benefits of audiobooks

Audiobooks can be one promising way to offer appropriate scaffolding for independent L2 reading, especially for those who are struggling to achieve fluent and effective reading abilities (Beers, 1998, as cited in Tuszmagambet, 2020). In addition, audiobooks may attract students' interest, thereby providing increased opportunity to enjoy a large amount of reading. As such, previous studies have reported that incorporation of audiobooks in reading instruction results in positive attitudes toward reading (e.g., Beers, 1998; Chen, 2004; Koskinen et al., 2000; Tuszmagambet, 2020).

The brain tends to be aware of a thousand things at the same time, but 'reading', or rather, listening to an audiobook helps to work on the ability to concentrate, since you must focus on the story you are hearing, enjoying it and not miss any detail; therefore, while listening to the story, the brain is trained and attention and concentration capacities are

optimized. Over time it becomes much easier to concentrate on other tasks (Dali & Brochu, 2020). The research conducted by Rubery (2008) as cited in Kartal, & Simsek (2017) points out three key differences between audiobooks and traditional reading aloud. Whereas reading aloud is restricted in space and time, listening to audiobooks does not have such constraints. The final difference is related to voice. Whereas reading aloud necessitates face-to-face encounters, audiobooks can be listened to via computers, MP3 players, smartphones, CDs, cassettes, walkmans, and so on. A printed book can be used to accompany them, but they can also be used as a stand-alone item (i.e., only the oral material) (Rizal et al., 2022).

Reading is an incredibly beneficial activity in many ways. In this case, reading a book or listening to a story stimulates imagination and creativity, and also activates the hippocampus of our brain, that is, the part responsible for knowledge, learning, and memory. On the words of Rizal et al., (2022), one of the many benefits of audiobooks is that they can help students with dyslexia improve their reading and writing skills when they are accompanied by the printed version of the book.

There is much more needed to know the benefits of Audiobooks, yet some research developed have include some of them. Mestres et al. (2019) as cited in Rizal et al., (2022) observed a significant difference in vocabulary gains but none in reading fluency between students reading silently and those reading and listening to the books at the same time. The best way of all to enrich the vocabulary and improve verbal skills is by reading through the use of audiobooks. Thanks to these, you can expand your vocabulary and control a greater number of practical lexical tools when expressing yourself verbally with fluency and confidence (Drewry et al., 2019).

4.1.7. Audiobooks in the classroom

The research conducted by Marchetti & Valente (2018) schools in Denmark (primary and secondary) are following this trend, and many of them use free audiobook repositories as part of their educational materials. Nonetheless, the findings show that integrating audiobooks into the classroom presents a number of difficulties. Audio resources, despite their increasing availability, are commonly employed in a pretty conventional manner in primary and secondary school classrooms, according to the research. Listening to an audiobook, taking notes (on paper or using a different program), and then presenting and discussing their notes in class or in group discussions are standard tasks for students (as cited in Rizal et al., 2022).

The study conducted by Maher (2019) found that children in second grade can benefit from the use of audiobooks in the classroom. Comprehension levels between audio and

traditional reading did not have a significant variance, yet, enjoyment of text was enhanced using audiobooks. In the research of Furini (2007) as cited in Rizal (2022), for example, in disagreement of the previous mentioned, it is argued that audiobooks are inactive in comparison to books. It is argued that readers of audiobooks may obtain a more passive experience, as they are restricted to simply listening to the story, therefore, researchers have looked into ways to allow users to interact with nonlinear narratives and create their own stories.

To support this, Best (2020) says education specialists and academics have offered a range of approaches to make the most of audio in the classroom. For example, Frank Serafini's much-quoted 2009 article as cited in Best (2020) outlines a range of ways audiobooks can be used in the classroom, namely:

- Teasers for books
- Take-home audiobooks to go with reading books
- Modelling effective reading
- Introducing new vocabulary and increasing phonemic awareness

A recent study conducted by de Boer in 2018 found that the opportunity to access to audiobooks narrated by professors increased pupils' interest in a kindergarten reading corner by 11%. While concluding that audiobooks can be a successful plus to classrooms to reach all types of learners, the author questioned whether books recorded by non-familiar adults may have had a different effect on students' development in class, suggesting this as an area for further study.

4.1.8. Criteria for selecting appropriate audiobooks

The study headed by Diaz, & Signes (2013) as cited in Atba et al., (2019) described that to find a suitable audiobook, it was mandatory to follow three substantial criteria; the purpose, the level, and the voice, namely. Atba et al., defined each of the criteria as follows; the first criterion is merely associated with the function of the audiobook that served the audience, the second criterion is the level at which the teachers should choose to fit the students' language acquisition, the voice which is the last criterion embodied in fully voiced, i.e., the personalities of all the characters are dramatized vocally and maintained through the production; partially voiced, i.e., that focused on individualizing one or more characters while allowing others to move into the background; unvoiced, i.e., older and flat form without using

vocal-role playing; multi-voiced, i.e., employed a cast of individual characters and each representing one character.

4.1.9. Reading while listening (RWL)

Reading while listening as a practice is largely used as a way of learning a second language but, historically, in the US it has been used as a way of developing native language reading skills. While not broadly used in the UK and not suggested here as a use of audiobooks, it is important to acknowledge its use historically as impacting on more recent studies (Best 2022). It is addressed by Maher (2019) the term Listening While Reading (RWL) is found in many studies involving audio material. It involves simultaneous listening and reading of text. Many studies have analyzed the effects of RWL on second language learners with positive benefits for participants.

A clear example of this is the one which was conducted by Margaret McMahon's 1983 as cited in Best 2020 where a mismatch test was applied, asking pupil subjects as young as First Grade (beginning readers) to identify when the word they heard was different from the word they read. The majority of pupils performed well in this, with false positives being identified largely in cases where a child was met with a particularly difficult word. Also, these false positives (those being identified by a child more than 10 words after the fact) were lower than would have been expected.

A different example of the RWL success was carried out by Brown (2007) as cited in Maher (2019), it was developed with second language participants that 58% of students preferred RWL with 40% reading only and 2% listening only. Given the difficulty in understanding the spoken language when learning a new language this 2% is not a surprising result. The present study examines if this unfavourable view of listening only in second language learning changes when the activity is completed by competent English language speakers.

Bergman (1999) as cited in Best (2020) characterises RWL as a model that allows children to shift their attention from the laborious effort of reading individual words to the far more interesting job of understanding the narrative. RWL still involves the physical book being present for the reading activity and hence removes the flexibility of the audiobook experience. The researcher acknowledges the potential positive influences on comprehension and enjoyment of text using RWL (Maher, 2019).

4.1.10. Role of audiobooks in Language Learning

The positive influence of technology on English language learners is outlined by Patten and Craig (2007) as cited in Maher (2019). They outline podcasting as an area where teachers can upload lectures, materials and presentations where students can access them. This leads to advantages such as, students learning at their own convenience and replaying lectures to increase comprehension (Patten & Craig, 2007, as cited in Maher, 2019)

Wolfson (2008) wrote about how audiobooks help adolescent readers improve various reading skills as well as their motivation to interact with books. “Not only will students with literacy needs benefit from listening to audiobooks, but all students may find this experience worthwhile” (Wolfson, 2008, p. 106 as cited in Boer, 2018). The paper written by Have, & Pedersen (2021) wishes to emphasize the sensorial as well as the technological aspects of the reading activity. Studies have shown that elements of characterization, theme, tone, and setting in the classroom (Brown, 2002; Kartal & Simsek 2017; Maher, 2019) are enhanced through the use of audiobooks in EFL classrooms and these elements could also be utilized in the primary school classroom.

Teachers need activities that reach all types of learners to help them engage with texts and foster their desire to read. Through audiobooks, students are given opportunities to appreciate books. Educators hear the strong command to teach students how to read. It is becoming such a strong push that nurturing the love of reading in students is being completely ignored in the classrooms (Skouge, et al., 2007 as cited in Boer, 2018). If teachers ignore or are forced to ignore the task of helping students develop a love of reading, reading can easily become a chore and something students have to do, much less want to do.

Due to the utility of audiobooks in language learning, their effectiveness for enhancing language learning regarding developing pronunciation, writing, reading, and grammar has been investigated by numerous studies. Examples of these studies were the following: (O'Day, 2002; Nalder & Elley, 2003; Brown & Fisher, 2006; Türker, 2010; Mohamed, 2018). Most previous studies based mainly on investigating the effect of audiobooks on students' reading skill (Taguchi, Takayasu-Maass, & Gorsuch, 2004; Golonka, Bowles, Frank, Richardson, & Freynik, 2014; Mohamed, 2018). However, there are not enough research done related to adolescents' enhancement of their reading comprehension skills.

4.1.11. Role of audiobooks in Teaching Language Skills

Using the words of Assiddiqhi, & Rosa (2021), audiobooks are material that needs to be used for a certain amount of time for it to actually show some result. Many experiments

that have been done regarding audiobooks took at least one month to bring in the researchers the expected outcome. And the number of students involved is also considerably vast.

On the other hand, in order to accommodate the material in learning English, a series of basic requirements must be met, which will guarantee its success. Thus, as mentioned in Imawuan & Ashadi (2019), texts should be used where the pace is not excessively fast, use of vocabulary appropriate to the student's level, relying on the knowledge they already have, and creating a comfortable environment.

Besides this, the inclusion of audiobooks in the classroom for their correct use must follow a series of aspects that allow us to maximize the opportunities that this material offers us. As in any process, not only positive aspects are observed, but the negative aspects that may arise are also identified. Among them are that the texts are not of interest to the students, with the consequent lack of interest, that the tone of the voices does not capture their interest, readings that are too long or short, too easy or difficult, and difficulty in power to control the speed of the audio at the level of understanding of the students (Nowosielski et al., 2018).

Audiobooks are beginning to take a rather huge part in an EFL classroom for it is a straightforward and effortless teaching material for teachers and students alike. There are several experiments or researches that were done to find some beneficial effects of audiobooks in EFL classrooms (Assiddiqhi, & Rosa, 2021). It was mentioned in Brown (2002) as cited in Assiddiqhi, & Rosa (2021), who also discovered that audiobooks assist teachers to help students understand the topic they are getting into by establishing a situation or settings of the topics that are being talked about. So, it is safe to say that audiobooks really are a huge help for teachers and students alike. It proves that audiobooks could be the imperative materials that should be used by students in an EFL classroom.

This idea was supported in the research of Gene Wolfson (2008) as cited in Best (2020) where she writes: Since the reading process develops through our experiences with oral language, audiobooks simply provide another opportunity to increase the understanding and appreciation of the written word. Audiobooks can model reading, teach critical listening, build on prior knowledge, improve vocabulary, encourage oral language usage, and increase comprehension. Essentially, reading audiobooks supports the development of all four language systems: phonological, semantic, syntactic, and pragmatic.

4.1.12. Audiobooks for Teaching Reading

Reading can be taught through audio due to numerous reasons. One of the general reasons is to provide learners with a chance to learn new vocabulary because pupils encounter new words when they read and listen to a text and therefore these new words become part of their oral and written vocabulary (Serafini, 2004, as cited in Mohamed, 2018).

Besides this, audiobooks involve giving learners a chance to enhance their level of independent reading and to read fluently because they give them models of fluent reading for the material to which they listen (O'Day, 2002; Nalder, & Elley, 2003; Mohamed, 2018). Using the words of Assiddiqhi, & Rosa (2021), many features of audiobooks that are also beneficial for students include; allowing students to be independent since the implementation of audiobooks does not require a live speaker to operate.

As it was analysed by Have, & Pedersen (2012), audiobook reading and book reading are different, that is why, it is not possible to accept the idea of a seamless transition. However, taking into consideration the material, the sensorial, the spatiotemporal, as well as the semiotic modality, the audiobook performs the reading experience on a completely alternative and almost totally different terms from the printed book as the one that have been elaborated earlier.

Moreover, audiobooks can provide learners with the opportunity to discuss the stories which they listened to and read and thus they might develop reading comprehension among learners because they help them focus on meaning (Serafini, 2004; Wolfson, 2008; Mohamed, 2018). They might also enable learners to comprehend different types of texts above their reading level, analyze, comprehend and enjoy and like more complex literature (Beers, 1998; Kartal, & Şimşek, 2011; Mohamed, 2018).

To summarize audiobooks are important for learning reading skills because they benefit students in several ways as named by Nuraini et al., (2020):

- Expose readers to new vocabulary.
- Provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- Expand access to materials for readers.
- Support struggling readers.
- Invites students to the world of reading and literature.
- Create opportunities for readers to discuss literature.
- Support struggling readers.

- Invites children to the world of reading and literature.
- Allow try to practice listening skills in a low-pressure environment.

In the research published by Best (2020) is is propose that despite debate around the benefits and risks of promoting audio as a way of consuming stories, there is strong evidence to suggest that engagement with audiobooks can impact positively on reading skills and enjoyment. The previous theoretical framework will explore the role of audiobooks in enhancing children's literacy inside and outside the classroom. It will demonstrate that audiobooks are fundamental to develop reading skills, such as decoding and comprehension, but also build on the positive outcomes that reading fosters, such as wellbeing and emotional intelligence.

In this matter, the theoretical framework for analysing the audiobook is based on Elleström (2010, 2020), yet adding some perspectives. The audiobook reading situations from an everyday, sociologically oriented perspective, also including discussions of how the audiobook takes part in circuits of cultural value, renegotiating also the production side of digital publishing (Have, & Pedersen, 2019). As it can be seen by Have, & Pedersen (2019), reading an audiobook takes place in a triangulation between everyday practice, specific technological formats/conditions and specific aesthetic or modal literary experiences of reading.

4.1.13. Audiobook in the Communicative Approach

The audiobooks are immersed in the communicative approach, where the communicative orientation is a didactic system; that seeks to train the student for real and effective communication in the English language, not only in the oral aspect but also in the written one. For this purpose, the instructional process often uses texts, recordings, as well as authentic materials, and activities are carried out that seek to faithfully imitate reality outside the classroom (Tsai et al., 2017).

Through this, the objective of the student learning to communicate in all senses is achieved, therefore, it is a mixture of elements of all the methods, it would give rise to a method that would cover, through activities, texts, dialogues, and varied and motivating exercises, all areas that carry out communication. This is how this new methodology appeared in the eighties of the last century, whose characteristics are summarized as follows:

- Exposes as a starting point thematic, functional, grammatical, and lexical list.
- It offers very diverse activities: interactive, motivating, content-based, focused on

the development of communicative functions, sometimes even playful to release the tension, escape from daily routine and worries, get a little pleasure, fun, entertainment, etc.

- Try to expose a natural form of language, based on everyday communication.
- Gives due importance to grammatical, lexical, and phonological aspects, which in other methods take on special prominence and in this one, on the other hand, are integrated into the communicative process.

This approach achieves its objective by applying psychological and pedagogical principles in the development of materials, managing to achieve a harmony of components necessary for this orthographic, phonological, morphological, lexical, syntactic, semantic, pragmatic, and socio-linguistic communicative process, exposed in a clear and easily perceptible way for the students, these ingredients are necessary to achieve motivation on the part of both the teacher and the student (Sfenrianto et al., 2018).

4.2. Reading

4.2.1. What is reading?

Reading can be understood as an interactive process in which the reader actively constructs his or her interpretation of the message based on his or her prior knowledge and experiences. Khudoyberdievna (2018) defines reading as the act of properly comprehending a text as a complex and interactive process. It requires several brain functions to work together and, in most cases, several layers of context and meaning must be deciphered.

Following the previous idea Have, & Pendersen (2021) stated that the easiness of reading in different places cause a transfer of impressions from the real to the literary universe, and at the same time, people can imagine that the characters and the locations in the book potentially also influence our experience of the physical surroundings. The character of the landscape in the actually sensed world can evoke a response in the literary space of imagination, or the book can add an atmosphere to what we are in the process of doing.

Reading is the activity of acquiring meaning by understanding through the form of the text as reading enables readers to acquire knowledge based on what they read. Nunan (2003) (As cited in Maharsi et al., 2019). postulates that reading is a process of obtaining information that must be combined with the readers' knowledge to construct meaning, the more one reads, the more information he or she can fuse. Therefore, what a reader should be aware of is vocabulary mastery since literacy is always about words, a good level of vocabulary mastery will most likely be useful in the process of reading and inferring meaning.

Thus, reading is being given importance in the realm of the education sector. It is also considered one of the most challenging areas, which requires more attention in any educational situation. Analytical and critical reading is imperative if they want the possible outcome from the materials they are assigned for. The basic idea of this is to understand the purpose and the author's intention when reading something (Amin, 2019).

The reading process is a decision-making process, a "melee" with the text, where the reader, starting from what he already knows about the world, seeks answers to questions, chooses meanings, sometimes doubts, adventures interpretations, and gradually follows a path that leads him to "understand" the message. The effectiveness of this entire process is measured by the reader in a constant review and evaluation of what he is understanding or wanting to find in the text. The greater the reader's prior knowledge of the language (spelling, lexicon, syntax...) or the world (diverse information), the more quickly and efficiently this negotiation with the text occurs, since the redundancy is great and the uncertainty is minimal (Suk, 2017).

4.2.2. Reading Skill

According to Sultana (2014) reading is considered the ultimate skill to be used in collaboration at school and all over life. In order to look for information and obtain knowledge, reading books in English is mandatory and often used as the medium of instruction in higher education (as cited in Amin, 2019). Reading is a vital life skill, which ensures a child's success in school and even throughout his life (Anderson, Hiebert, Scott, & Wilkinson, 1985, as cited in Amin, 2019).

In their paper, Wahyono, & Puspitasari (2016) described that reading is an important language skill for EFL learners in Higher Education in exploring information as references and additional materials for their study. Reading becomes a path to get knowledge as an input in interpreting a phenomenon or situation. When learners read the academic text more, they enable to express their ideas in written text or well-structured speaking connected to the main discussion. In other words, reading is an activity that will be a way to fulfill learners' expectations for their academic needs (Wahyono, & Puspitasari, 2016).

Reading involves a variety of skills. As Grellet (1981) notes, some of these skills, but not all, are: deducing the meaning of new words using context clues, understanding explicitly stated information and that which is implicit, interpreting the text, extracting salient points, and using them to form new conclusions or deductions, inferring through the use of syntactic and logical clues and using basic reference skills (pp. 4-5). In consequence, we can see that

the reading class involves the application of a variety of reading strategies in order to enhance comprehension (MinEduc, 2019).

4.2.3. Importance of Reading

One of the most important skills for English as a Foreign Language (EFL) students need to acquire is the ability to comprehend academic texts (Dreyer & Nel, 2003). In another word, reading is one of important language skills needed by EFL learners to get their expectation for their concern. Reading is assumed as the most important skill to gain knowledge of their own discipline for university students in higher education today (Safdarian, et.al. 2013, as cited in Wahyono, & Puspitasari, 2016).

The researchers Maharsi, & Maulani, (2019) described reading as one of the important skills that students need to acquire in language learning especially for student in expanding circle country such as Ecuador where English as a Foreign Language (EFL) is considered hard to learn. Grabe (2009) as cited in Wahyono, & Puspitasari, (2016) views reading as the most important skill required of people in multicultural and international settings, academic learning, and self-study situations.

In the curriculum of English as a foreign language, MinEduc (2019) argues reading takes many forms. There is reading for pleasure, where we read for the sake of finding out what happens or enjoying the sounds of the words and the images they create. There is reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic. There is reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie.

Besides this, it describes reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, and glancing at notes during a speech. What all of this reading has in common is that each type has a purpose, and in order to turn our learners into better readers, we need to help them recognize and identify the different purposes for their own reading (MinEduc, 2019).

4.2.4. Reading Comprehension

As cited in (Ness, 2009), Gambrell et al (2002) claimed that the most important thing about reading is comprehension. In line with (Quinn et al., 2014) that stated the improvement of reading comprehension depends on vocabulary knowledge. Many researchers agree that through reading students can increase their vocabulary knowledge which is very useful in

acquiring other skills in language learning. Therefore, it is very essential for the student to improve their reading skill (Amin, 2019).

Understanding a text consists of giving it an interpretation, that is, giving it a sense, a meaning. The basis for learning this understanding of texts is built daily from academic training through reading or interpreting images or pictures in conversations, questions, and answers with which the teacher constantly stimulates students while they read to them. stories. First, both decoding and reading comprehension are taught. So, by the time students reach later years, most already have a wealth of experience interpreting pictures, messages, verbal icons, and written texts (Scharlet, 2017).

According to this, it can be understood that reading does not consist of just looking quickly or slowly through the pages of a document. It requires, on the contrary, to comply with certain norms in such a way that the objectives of all true reading are achieved and that are, among others, deepening the knowledge acquired, reaching a general culture, as a simple pastime, as a time to learn and as a near or remote preparation to produce (Butterfuss & Kendeou, 2018).

English reading comprehension as a result, is defined as a dynamic interaction between the reader, the text and the sociocultural contexts that frame the reading. It also implies that the student is aware that reading texts fulfills specific purposes, such as enjoying, solving a problem or doubt, following instructions, investigating, defending a position, among others. For the student to get used to the readings, they have to be given five minutes of a reading in English in which images are observed (Mohseni & Ahmadi, 2017).

4.2.5. Reading Comprehension strategies

It was suggested by Alqatanani (2017) that looking for effective reading strategies may help learners to be avid readers and improve their reading abilities which can be fostered by teachers to improve students' comprehension through the instruction of reading strategies: inferring, skimming, scanning, making connections, and summarizing, namely.

4.2.5.1. Inferring. The strategy of inferring is important at the BGU sublevel, as learners prepare themselves for more cognitively difficult academic content and higher education opportunities. "Inferring the meaning of a word from the text is a useful reading strategy, provided the text as a whole is easy enough to provide a clear context" (Ur, 2012, p. 144). Therefore, it is still the teacher's job to ensure that the reading material is level- and age- appropriate, and that it has sufficient context clues for readers to be able to successfully deal with the new language within (MinEduc, 2019).

4.2.5.2. Skimming. Skimming is one of strategies that require readers to read quickly in order to get an overview or the general idea or gist of a section. In words of Djuwarsih (2006) as cited in Fauzi, & Raya (2018), skimming is a skill of getting general idea of a text. It means that we need only short time to read the text. It is because general idea of the text usually is located at certain lines or certain sentences of the text. In other word, we only need to read certain parts or lines of the text quickly. It is also supported by Djuharie (2008) who claimed that skimming refers to look at the text quickly for getting the main idea from the text. It may be true that by using skimming, readers don't need to read the whole text (as cited in Fauzi, & Raya, 2018).

4.2.5.3. Scanning. Scanning is reading rapidly to find specific a piece of information (Vaezi, 2006 as cited in Fauzi, & Raya, 2018). According to scanning is a device used to locate details-specific information that may be asked at the end of the assignment. Therefore, scanning is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text. said that scanning means quickly searching for some particular pieces of information in a text (Casey, 2003 as cited in Fauzi, & Raya, 2018). It is said that by using scanning, the reader only needs to extract specific information without reading throughout the whole text. Scanning is usually used to look for names or dates or to list a certain number of supporting details (Brown, 2001 as cited in Fauzi, & Raya, 2018).

4.2.5.4. Making connections. In his research, Amin (2019) argues making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. If the readers connect their ideas, experiences, beliefs, and the things going on in the outer world, reading becomes more effective and meaningful. "Text-to-Text, Text-to-Self, Text-to-Worlds" are the approaches that actually help students to build connections. Teachers may ask the students about any kind of experience, which is being given in the events of the text. Drawing, making a chart, writing, and graphic organizations are the common processes of text-to-text connections.

4.2.5.5. Summarizing. Summarization is the process of taking a lot of information and creating a condensed version that covers the main points. It requires the reader to determine what is important when reading and to condense the information in the reader's own words (Adler, 2001, as cited in Amin, 2019). During the summarizing procedure, the students will be able to differentiate the core ideas from the underneath thoughts. Moreover,

summarizing would enable the readers to improve comprehension skills, organize ideas, and long reading passages which are usually perceived as a threat to the students (Amin, 2019).

4.2.6. Audiobooks in English Reading Comprehension

Audiobooks can be used as a source of reading motivation. That is why the use of audiobooks improves reading comprehension, the acquisition of new vocabulary, as well as the evident improvements in pronunciation, without forgetting the motivation it generates among readers who are starting to use it. For all these reasons, this material offers us great support from which to improve learning in a foreign language and provides the necessary skills for the correct development of the reading and writing process (Kartal, & Simsek, 2017). The interesting thing about audiobooks is that they adapt to the context at all times, with different voices, intonations, and different tones. They also offer the possibility of working on vocabulary lists through images and doing reading comprehension and vocabulary exercises.

Some readers need not only to see the words but also to hear them simultaneously, thereby promoting correct comprehension. Among all the contributions collected by this author, where the importance of the use of audiobooks is shown, the contributions of an English language teacher stand out, who identifies that the use of this material improves the ability of students when it comes to ask questions related to the text, as well as its comprehension (Rahman & Hajar, 2020).

The study conducted by Best (2020) confirms that hearing a story being read can give a learning reader a better understanding of pronunciation and tone, as well as helping them understand the emotional pitch of a story. Author Pam Varley notes, for example, how hearing Harry Potter gives children a better idea of how to pronounce 'Hermione'. Also, listening to audiobooks increases the opportunity to benefit from so many of the other skills that reading fosters.

In fact, it is pointed out that it can increase a hundred percent when they are read aloud. In addition to all of the above, the positive attitude that is created towards reading by the students stands out. The study conducted by Have, & Pedersen (2021) brings up those improvements in fluency may allow readers to attend to both activities simultaneously, whereas readers with not enough fluency are prone to sacrificing their comprehension as a result of extensive attention placed on underdeveloped (unautomated) lower-level processing. Consequently, audiobooks allow you to develop skills such as understanding abstract ideas, vocabulary development and creativity.

On the other hand, audiobooks can be key to facilitating the connection of students with the tradition of orality, so vital in the initial stage of reading, which will help develop their reading comprehension. Accessing the text through a good reader allows a correct understanding and interpretation, also making it possible to improve their reading skills, which helps for a better understanding (Imawan, & Ashadi, 2019).

4.3. Previous Studies

This section has been focused on research on audiobooks and reading comprehension skills in English. These research works are the basis for the development of this thesis, where relevant aspects of audiobooks and reading comprehension are highlighted.

Table 1

Previous Studies about Audiobooks on English Reading Comprehension

Author/Year	Country	Research Type	Research Design	Population	Level of Education
Padberg-Schmitt, (2020).	Germany	Case Study	Experimental	One Student	Secondary
Rusmanayanti, (2021).	Indonesia	Article	Descriptive / Qualitative	20 students	Tertiary
Nuraini, Daniarti & Taufiq, (2021).	Indonesia	Article	Case Study	3 students	Primary
Tusmagambet, (2020).	Korea	Article	Mixed	28 students	Secondary
Buru, Rahman and Hajar, (2020).	Indonesia	Article	Mixed	11 students	Secondary
Mohamed & Mohamed, (2018).	Egypt	Article	T-test	44 students	Tertiary

Note. Classification of the studies about Audiobooks on English Reading Comprehension

With the aim of this research development, there were selected six previous studies, focus of them are Audiobooks and reading comprehension through students coursing different levels of education around the world.

To begin, Padberg-Schmitt, (2020) developed an experimental investigation called “Increasing Reading Fluency in Young Adult Readers Using Audiobooks” in Germany. The focal point of the case study in this report was to increase reading fluency in one English-German bilingual student by concentrating on the listening while reading process. In addition, the main aim of the case study was to motivate one student (Student A) to increase her reading fluency by introducing an auditory component to support the reading process. To fulfill that aim, the research applied an experimental design where an audiobook provides

support and scaffolds the reading process as the student develops into a more competent reader. The student was given the opportunity to choose her book, and selected *The School of Good and Evil*, by Soman Chainani and read by Polly Lee, which is a fantasy trilogy based on traditional fairy tales and legends. The student then went on to read the three books in the series. What is surprising is that the student learned to use her inner voice and read the text to herself, and eventually move away from the assistance she had needed at the outset of this project. Her initial skepticism about being able to read such a long text in English was discarded and love and true joy of reading emerged and has remained to this day even in German. This was an unexpected positive dividend of the case study which neither she nor her tutor had expected.

Following the analysis of these important papers, the article written by Rusmanayanti, (2021). with the name “The Use of Audiobooks as Part of Digital Literacies in Indonesian Students’ Perception” This paper attempted to fill a niche in ICT research, especially research connected with an audiobook as an alternative media used in learning EFL. To see the effectiveness of this research twenty random students at the Faculty of Teacher Training and Education were selected as participants in Indonesia. This research is expected to provide insight into students' perception of the use of Audiobooks as part of digital literacies in Indonesia. This research is also likely to be a source for those who want to research the same topic. A descriptive qualitative method was applied to reach the aims, and 20 English learners fill in an open-ended questionnaire. Content analysis was also involved in analyzing the participants' responses to determine the students' perceptions of audiobook use for EFL learners. In summary, students mentioned the use of audiobooks was a breakthrough in reading and improving listening skills at the same time. The students also mentioned that they had some challenges while listening to the audiobooks; however, they could find good solutions and even shared their thought on certain points about this activity. One possible future research direction could be to investigate the teacher’s role in ICT use for EFL teaching and learning activity.

To continue this analysis, it was considered the article done by Nuraini, Daniarti & Taufiq, (2021). It was titled *The Use of Audiobooks in Developing Seventh-Grade Students’ Reading Skills: A Case Study for EFL Students*. This study was done in Indonesia. The main goal was to investigate whether the students’ reading skills could significantly be developed by reading English stories with the Audiobooks app. To fulfill this goal three students were selected from seventh grade. This research investigates how students could significantly

develop their reading skills by reading English stories with Audiobook apps. The research applies the case study method. The descriptive statistic provides primary information on participants' numbers in a study, their characteristics, and their effect on a test or outcome. Moreover, the researcher collects the data based on facts in the field. The method instruments use triangulation sources or multiple sources. After the development of this research, the results show that the use of Audiobook apps develops students' reading skills. It is recommended that the teacher creatively finds some exciting applications that could motivate students to read English. In addition to that, the author suggests that future research about media or applications for language education will be needed to develop the student's reading skills. Media or applications provide hope for EFL students and teachers to facilitate the learning process at home and school.

Next in order, it was included the article named Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation written by Tusmagambet, (2020). The study made in Korea sought to investigate the effects of audiobooks on students' reading comprehension and to find out students' interest in audiobooks on the teaching of reading. To achieve this objective, twenty-eight pupils from two ninth-grade intact classrooms of a public school in Aktobe, Kazakhstan were selected. Due to the absence of any studies addressing the reading fluency and/or motivation of Kazakhstani EFL learners using audiobooks, this study stands to contribute to research on English Education in Kazakhstan by using silent reading with audiobooks (experimental group) and silent reading only (control group) were compared with a mixed-method study design, a reading motivation questionnaire, and a semi-structured interview. Quantitative data analysis was conducted using analysis of covariance (ANCOVA). The experimental group was found to significantly outperform the control group in reading speed while preserving substantial comprehension of the texts. The results further revealed that, while both groups' motivation levels increased, no statistically significant difference was found between the experimental and control groups, suggesting that the use of audiobooks was not superior to silent reading for motivation enhancement. Nevertheless, a qualitative analysis of data obtained from the interviews revealed that the use of audiobooks had an overall positive effect on student's attitudes toward the use of audiobooks and reading comprehension. To sum up, the researcher's evidence of the positive effect of the implementation of audiobooks in reading, as well as the positive effect of reading longer texts for pleasure, can guide teachers' and school administrators' decisions about curriculum design and how best to use technology to support

teaching practice.

Following the analysis of the previous studies, there is “The Effect of Audiobook on Reading Comprehension of the Eleventh Grade Students of SMA Negeri 2 Buru” done by Buru, Rahman and Hajar, (2020). This article was carried out in Indonesia. The participants were Eleventh-grade students of SMA Negeri 2 Buru. This article sought to investigate the effects of audiobooks on students' reading comprehension and to find out students' interest in audiobooks on the teaching of reading. It was revealed that Students need new material to motivate them in reading in the order for they can easily remember and comprehend what they have learned (Gilakjani & Sabouri, 2016; Pardede, 2006, 2019). For that reason, if the students are interested in what is being taught, they are motivated to seek more information.

The mixed method called the Quauqual model was applied in this study. Some sixty eleventh-grade students participated, and data were collected by employing reading comprehension tests and questionnaires (open-ended questions). The quantitative data were analyzed using paired and independent sample t-tests through SPSS 20 Version, and the qualitative data were analyzed through an open-coding technique. The results showed that by the comparison of the mean score from both of the groups which ($68.00 > 48.80$). The p-value in the post-test is .000, and the level of significance is $\alpha 0.05$, the p-value is smaller than α ($.000 < 0.05$). The hypothesis testing found that t-value = 14.699 was higher than t-table = 2.045 ($p=.000$, $df=29$); it means that H_a was accepted, and H_o was rejected. After the analysis of the results, the researcher suggests that Audiobooks can facilitate the reading of, e.g., descriptive, recount, narrative, analytical exposition, explanation, procedures, and news items in the context of interpersonal, transactional, special functional, and functional texts which contain social functions, text structures, and linguistic elements. Among many, audiobooks are one of the many online media that can be accessed to use in the teaching of reading. To find the most appropriate audiobooks for the students, it is suggested to access, <http://esl-bits.net/>, <https://librivox.org/>, <https://www.digitalbook.io/>, and many kinds of audiobooks which have been provided on the website as the instructional, strategy, or medium inside and outside the classroom because making this effort will help students and entertain them while reading to enhance their comprehension ability.

To finalize, the article called “Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students” was written by Mohamed & Mohamed, (2018), in Egypt. The participants were EFL preparatory year students at Arar Branch, Northern Border University, Kingdom of Saudi Arabia. The aim of the article was to

explore the usefulness of audiobooks in enhancing EFL preparatory year students' listening comprehension. The pilot studies done on investigating EFL preparatory year students' problems with listening comprehension showed that they suffered from weaknesses in listening comprehension. In order to find a solution to this problem, the researcher conducted the current study to reveal whether audiobooks could improve listening comprehension among EFL preparatory year students. During the development of the article, It was a pre, and post-test quasi-experimental study which comprised 2 groups: an experimental group and a control group. The researcher pre-tested the 2 groups by using the pre-LCT for equivalence in their listening comprehension prior to the treatment of the current study. By the end of conducting the treatment, she post-tested the 2 groups by using the post-LCT to assess their listening comprehension. She used the t-test to calculate the difference between the mean scores of the pre-LCT and the post-LCT. To reach conclusions and results the researcher used the t-test to explore the difference in the mean scores between the experimental group and the control group on the post-LCT. The result revealed that the difference in the mean scores between the experimental group and the control group on the post-LCT was statistically significant ($t = 34.68, p < 0.05$). So, the 1st hypothesis was accepted. The researcher used the t-test to examine the difference in the mean scores of the experimental group between the pre and post-LCT. The result indicated that the difference in the mean scores of the experimental group between the pre and post-LCT was statistically significant ($t = 30.26, p < 0.05$). Thus, the 2nd hypothesis was accepted. Finally, these studies were suggested for further research: A study that replicates the current study can be done with more EFL preparatory year students to obtain more generalizations of the results. A study can be conducted to explore the effectiveness of using audiobooks in reducing listening anxiety among EFL preparatory year students. A study can be carried out to examine the effect of using audiobooks on developing critical listening among EFL preparatory year students. A study can be conducted to explore the effectiveness of using audiobooks in improving fluent reading among EFL preparatory year students. Another study can be done to reveal the usefulness of audiobooks in improving pronunciation among EFL preparatory year students.

The principal goal of the research analysis was to benefit the reader to identify the profits and importance of audiobooks on English reading comprehension. Audiobooks in teaching environments are invaluable due to the benefits that offer to students. They get through Audiobooks, the motivation and joy to get involved with the readings, and also to improve specific aspects such as inferring, skimming, scanning, making connections, and

summarizing. The research in previous studies shows the effectiveness and improving fluent reading. A great part of the research was to explore the usefulness of audiobooks on students. However, there is the necessity of continuing with the realization of investigations to get a wider understanding of the topic. The educational field needs more investigations to improve the techniques and methods applied in the classroom.

5. Methodology

The methodology of this study is concerned with explaining how the research was conducted. The content includes the setting, participants, procedure, methods, and research design.

5.1. Setting and participant

The present research work was developed at a public institution in San Lucas parish, in the province Loja, in the south of Ecuador, in South America. The geographical coordinates in decimal degrees of this city are: latitude: -3.9931300 and longitude: -79.2042200. The city has a population of about 181,000, and is situated 2060 m (6758 ft) above sea level.

This study's population is comprised of the second year of bachillerato in a public educational institution in Loja city. The sample was a group of twenty students, of these participants, 12 were men and 8 were women, which level of proficiency in the English Language was B1.1 according to MINEDUC (2019). Their age average was between 15 to 18 years old. The participants were selected due to convenience sampling after the researcher found reading comprehension problems in English in the group during the training period. These groups have similar characteristics in terms of English proficiency and are naturally homogeneous groups that fit the model design of this study.

5.2. Procedure

5.2.1. Method

This research work was developed using the mixed method, the purpose of the application of the method is to find out if 'Audiobooks can enhance reading comprehension (Creswell and Creswell, 2018).

Furthermore, considering that this study includes the application of a proposed intervention, it responds with a research design model which is suggested as a way to engage teachers in curriculum development and the betterment of teaching practices in schools based on educational research activities. As in other educational domains, action research in science education is employed with both aims to better understand and develop teaching practices and to contribute to teachers' continuous professional development (Laudonia, Mamlok-Naaman, Abels, & Eilks, 2018).

With this purpose, this research was quantitative since its goal was to determine if audiobooks can enhance reading comprehension through the use of a pretest and posttest which measured the students' reading comprehension before and after the intervention. Furthermore, the outcomes were collected from a unique group of second year of bachillerato

students without a control group (Creswell and Creswell 2018). On the other hand, it was qualitative because it explored the students' perceptions of the use of audiobooks to enhance reading comprehension through a checklist and questionnaire (Gay et al., 2012).

5.2.2. Research design

The purpose of this action research is to develop reading comprehension skills through the application of audiobooks. This research allowed the teacher candidate to become a participant to study aspects of the problematic situation, analyze and reflect on the results that were derived from the application of audiobooks to enhance the Bachillerato student's English Language vocabulary in a public institution during the 2022 – 2023 school year.

The research work by using the action research cycle model, which contributes to solving a problem by being part of it. As a researcher and future teacher of the English language subject, this model has been suitable because this study has been sequenced in the following stages suggested by O'Brien, (2019), which have been adopted by the researcher in this study:

5.2.2.1. Diagnosing. The study started by identifying a problem in the reading comprehension skills of the target researched group. The researcher was able to find out some more data about the problem so it was possible to develop a more detailed diagnosis. Through this analysis of students' development during the researcher's internships, it was possible to state and define a research general problem that was addressed to ask. How do audiobooks support English reading comprehension skills enhancement among Bachillerato students at a Public Institution in Loja city. School year 2022-2023? After this, students answer some questions structured in the pre-test with the intention of identifying the reading comprehension students' level at that time. After the analysis of grades, the researcher could notice that most students lacked appropriate reading comprehension in inferring, skimming, scanning, making connections, and summarizing which inhibited them from fully developing their reading ability. This corroborates with the researcher's analysis of his previous practicums in which most pupils presented reading challenges. In consequence, the investigator began to design an action plan to counter those difficulties.

5.2.2.2. Action Planning. Once the researcher identified the main problem regarding reading comprehension skills, a wide range of information and possible alternative solutions were investigated to respond to the problem effectively. From all these postulations, an action plan was constructed that included important strategies that allowed for improving reading comprehension skills with the target group. Therefore, 10 lesson plans were developed

and aligned under the principles of the nine events of Gagne's instructional design, as it describes a methodological procedure of how people learn. To this end, all plans included six main sections: 1) lesson objective, 2) warm-up and discussion of the objective, 3) instruction and modeling, 4) guided practice, 5) independent practice, and 6) assessment. Where students analyzed weekly a chapter from a selected audiobook and develop different activities to improve their reading comprehension, emphasizing inferring, skimming, scanning, making connections, and summarizing. The plan was also associated with the research question posed in the study and the research instruments and was designed according to the characteristics of the participants and the design of the research study.

5.2.2.3. Acting. At this stage, the researcher has a well-designed intervention plan developed through a study of theoretical references. It is implemented through certain audiobook applications that help improve reading comprehension problems. This proposal was dealt with to solve the research problem. Intervention plans were implemented as a continually monitored, evaluated, and revised strategy to determine their effectiveness throughout the investigation process. Therefore, during the proposal application process, the researcher collected data utilizing a checklist that permitted the recording of essential information.

The intervention plan lasted forty hours during ten weeks of English instruction, and it was carried out throughout the school year 2022-2023. Besides, it is essential to note that the teaching approach was implemented through face-to-face sessions in Unidad Educativa Intercultural Bilingue “Mushuk Rimak” in Loja city with ninth-year students. During the course of the English language teaching and learning process, the lessons were delivered with the assistance of technological resources, which made it easier to achieve the desired objectives, which were aimed at enhancing students' ability to learn English reading comprehension.

5.2.2.4. Evaluating and reflecting. This stage intends to analyze the outcomes obtained from the plan of intervention by interpreting the quantitative and qualitative data collected during the course of action. The general findings were obtained after the application of a post-test and questionnaire, where students express their feelings towards the method used. After that, the researcher conducted a detailed procedure, examination, and assessment of the quantitative and qualitative information collected throughout the whole study. After considering everything, this analysis and reflection stage allowed the researcher to find out the conclusions and provide recommendations for further investigations on cooperative

learning and writing skills after the corresponding interpretations.

5.2.3. *Data collection sources and techniques*

The data collection process of the present study followed the guidelines of a mixed approach. In this case, both the cognitive and affective dimensions were measured qualitatively and quantitatively, so that it was possible to observe any improvement and/or positive feedback.

This research worked with the paper and pencil technique that was employed to build the pre- test and post-test instruments and in the same way the questionnaire. This was to measure the affective dimension, students' perceptions, feelings, and attitudes about the influence of audiobooks on the development of reading comprehension skills. That is, participants had to choose from a set of given answers (selection) to closed-open questions (supply) (Gay et. al., 2012).

Considering this, the researcher elaborated a test to work as a pre and posttest. The pretest is applied before the intervention to measure the level of reading comprehension in students, and the posttest is applied after the conclusion of the intervention to grade students' improvement in their reading comprehension. Moreover, the instrument included a criterion-referenced scoring, as the students' responses were compared to the preestablished Ecuadorian grading scale (Gay et. al., 2012), which states a standard of 0 to 10 points being 0 the lowest, 10 the highest, and 7 as the average score. Under these guidelines, the test was formed by 5 questions where the five components: inferring, skimming, scanning, making connections, and summarizing were evaluated.

In order to record those observations, a survey technique with a questionnaire and checklist was conducted; the questionnaire was applied. This questionnaire used a Likert scale characterized for evaluating any type of attitudinal aspects from the individuals' such as disagreement and agreement (Chyung et al., 2018). The questionnaire was formed by 6 questions where they had to rate their feelings towards Audiobooks and reading comprehension.

In the same way, to gather qualitative information, the observation method was used where the participant observer was the researcher. The method was preferred since it is described by Gay et. al. (2012) as the most suitable qualitative method to collect objective information. Additionally, this method allowed the researcher to be the teacher at the same time, integrating cooperative learning with the learners, but also documenting the students' reactions towards this teaching methodology.

Finally, to collect information appropriately, the researcher used a checklist. It was used during each class to gather students' attitudes, reactions, behavior, and events that occur during the implementation of the action plan. To conclude this instrument included two sections for data recording: descriptive and reflective, which pretended to present the events as they appeared, but also show the researcher's perspective on why they happened (Creswell and Creswell, 2018).

Considering the collected information, the quantitative data was classified through descriptive statistics and presented in tables and graphs, where the qualitative information was interpreted using thematic analysis and narrative style to corroborate quantitative data. Considering the collected information, the quantitative data was classified through descriptive statistics and presented in tables and graphs, where the qualitative information was interpreted using thematic analysis and narrative style to corroborate quantitative data.

5.3. Data analysis

To begin processing the quantitative information, researchers performed descriptive analysis using statistical techniques. This method is useful for summarizing general trends or trends in quantitative results. Therefore, researchers interpreted the pre and posttest results by including the mean, a measure of central tendency. Pre-test and post-test results, as well as a comparison of overall averages, are presented in a table detailing scores for each aspect of vocabulary. At the same time, the questionnaire was developed using a Likert scale system and the results were presented using bar graphs for analysis and interpretation, and these results were collected from the checklist applied during each English lesson. was confirmed by Finally, both the pre-posttest and the information collected from the questionnaire were entered into an EXCEL program for statistical analysis and visual presentation. Each table and bar chart includes explanatory and explanatory text to interpret the results and support the findings (Creswell, 2012).

6. Results

6.1. Pretest result

The pre and post-test results were useful for the researcher to find out the effectiveness of audiobooks on the development of English reading comprehension skills among bachillerato students at a public institution in Loja city. School year 2022-2023? The results obtained are shown in the following table.

Table 2

Pretest Results on the Performance of Second-Year of Bachillerato Students on Reading Comprehension

Student's code	I 2/2	SK 2/2	SC 2/2	MC 2/2	S 2/2	TOTAL 10
2YBGU01	0.00	0.00	1.00	1.00	0.00	2.00
2YBGU02	0.00	0.00	0.50	0.50	0.00	1.00
2YBGU03	2.00	0.00	0.00	1.00	0.00	3.00
2YBGU04	0.00	0.00	0.00	1.00	0.00	1.00
2YBGU05	1.00	1.00	0.00	1.00	2.00	5.00
2YBGU06	0.00	1.00	0.50	0.00	1.00	2.50
2YBGU07	0.00	0.00	1.00	1.00	0.00	2.00
2YBGU08	0.00	0.00	0.50	0.00	1.00	1.50
2YBGU09	0.00	1.00	1.00	1.00	0.00	3.00
2YBGU10	0.00	0.00	1.00	0.00	1.00	2.00
2YBGU11	0.00	0.00	1.00	1.00	1.00	3.00
2YBGU12	0.00	0.00	0.50	0.50	0.00	1.00
2YBGU13	0.00	0.00	0.00	1.50	0.00	1.50
2YBGU14	0.00	0.00	1.00	1.00	0.00	2.00
2YBGU15	0.00	0.00	2.00	1.00	0.00	3.00
2YBGU16	0.00	0.00	1.00	1.00	1.00	3.00
2YBGU17	0.00	2.00	0.00	0.00	0.00	2.00
2YBGU18	1.00	0.00	0.50	1.50	2.00	5.00
2YBGU19	0.00	0.00	1.00	1.00	2.00	4.00
2YBGU20	0.00	0.00	1.00	0.50	0.00	1.50
2YBGU21	0.00	1.00	0.00	0.00	1.00	2.00
Mean	0.19	0.29	0.64	0.74	0.57	2.43

2YB= Second year of Bachillerato General Unificado, 01= Student's Code, I=Inferring, SK=Skimming, SC=Scanning, MC=Making Connections, S=Summarizing

The results shown in Table 3 were retrieved from students in the second year of bachillerato general unificado to know their reading comprehension knowledge before the application of the intervention plan, with the aim to find out the effectiveness of audiobooks on the development of English reading comprehension. It was found that 100% of the participant were not able to reach the minimum score (7/10) compared to the national grading scale and the total score mean that students got in the pre-test was 2.43. Unfortunately, they did not have the necessary proficiency to comprehend readings in the English Language.

The five aspects evaluated in the pretest were: “inferring”, “skimming”, “scanning”,

“making connections”, and “summarizing”. Within the inferring aspect, it was demonstrated by a mean score of 0.19/2 that students are inefficient at the moment of deduce what an image reflects. They could not select the best inference even with several answer options. Students were not able to draw a conclusion from the information offered in the picture.

As for “skimming” students got a 0.29/2 mean score, which means that students were not able to read a text quickly enough to get a general idea of meaning so they could not underline the main idea of the text after skimming a short paragraph.

Thus, when “scanning” the mean score obtained by students was 0.64/2. This result showed that students’ development at the moment of reading quickly to locate specific information in a text was inefficient. As their scanning was poor, students were not able to answer the questions proposed in the test.

Therefore, in “making connections” students’ mean score of 0.74/2 demonstrated that readers could not rely on background knowledge and prior experiences with the reading. Students had to connect images with short passages from the text and the results obtained were inaccurate.

Finally, at the moment of “summarizing” the mean score that students obtained was 0.57/2. This aspect showed that students could not prove their understanding of the text read. It was also shown that readers could not tell the most important events of the reading in other words to understand the text.

To sum up, students’ lowest mean score was seen in inferring, which refers to deducing after watching images related to the text or reading small passages from the story. On the otherhand, the highest mean score was seen in making connections, which means that students can associate information with images or short texts. However, the poor achievement in inferring was the major issue that lead the researcher to carry out the intervention plan among these students.

Table 3

Posttest Results on the Performance of the Second-Year of Bachillerato Students on Reading Comprehension

Student's code	I 2/2	SK 2/2	SC 2/2	MC 2/2	S 2/2	TOTAL 10
2YBGU01	2.00	1.00	2.00	2.00	1.00	8.00
2YBGU02	2.00	1.00	2.00	1.50	2.00	8.50
2YBGU03	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU04	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU05	2.00	2.00	1.00	2.00	2.00	9.00

Student'scode	I 2/2	SK 2/2	SC 2/2	MC 2/2	S 2/2	TOTAL 10
2YBGU06	2.00	2.00	2.00	2.00	2.00	10.00
2YBGU07	2.00	2.00	1.00	1.00	2.00	8.00
2YBGU08	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU09	2.00	2.00	2.00	2.00	2.00	10.00
2YBGU10	2.00	2.00	1.00	1.50	2.00	8.50
2YBGU11	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU12	2.00	2.00	2.00	2.00	2.00	10.00
2YBGU13	2.00	2.00	1.00	2.00	1.00	8.00
2YBGU14	2.00	2.00	2.00	2.00	2.00	10.00
2YBGU15	1.00	2.00	1.00	1.50	2.00	7.50
2YBGU16	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU17	2.00	1.00	1.00	2.00	2.00	8.00
2YBGU18	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU19	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU20	2.00	2.00	1.00	2.00	2.00	9.00
2YBGU21	1.00	2.00	1.00	2.00	2.00	8.00
MEAN	1.95	1.86	1.29	1.88	1.90	8.88

2YB= Second year of Bachillerato General Unificado, **01=** Student's Code, **I=**Inferring, **SK=**Skimming, **SC=**Scanning, **MC=**Making Connections, **S=**Summarizing

Table 3 shows the results obtained from students in the second year of bachillerato general unificado to know their reading comprehension knowledge after the application of the intervention plan. The intervention plan was administered after 40 sessions of instruction over 10 weeks, in order to measure the reading comprehension level of the target group, with the aim to find out the effectiveness of audiobooks on the development of English reading comprehension. Therefore, it was found that 100% of the students got grades above the minimum score (7/10), the obtained mean score was 8.88/10.

The five aspects evaluated in the pretest were: “inferring”, “skimming”, “scanning”, “making connections”, and “summarizing”. It was proved the mean scores, being inferring aspect the highest score of 1.95/10, and scanning the lowest score with an average grade of 1.29/10.

Referring to the “inferring” aspect, the mean score obtained after the application of the posttest was 1.95/2, which means that student domain the ability to process written information and understand the underlying meaning of the text. This information was then used to infer or determine the deeper meaning that is not explicitly stated in the image shown in the text.

Second, the aspect of “skimming” retrieved a mean score of 1.86/2, which implies that students are able to read a text quickly to get the main idea, topic or meaning asked. To

demonstrate their ability, students read a short text with an extract of the story and at the end, they were able to choose correctly the answer to the question.

The third aspect, “scanning” got a mean score of 1.29/2. It demonstrated that students could read quickly in order to find specific information, search out relevant words, and ignore irrelevant information. In the posttest question, the majority of the students answered correctly both of the questions proposed.

The fourth aspect was “making connections”. In this aspect, students achieved a mean score of 1.88/2. It reveals that students linked what was being read (the text) to what was already known (schema, or background knowledge). In this specific case, students were able to connect short passages with images from the story.

Finally, the fifth aspect was “summarizing”, where the mean score was 1.90/2. Students discern the most important ideas in a text, then ignored irrelevant information, and lastly, integrate the central ideas in a meaningful way. In the test, students choose from three options the one that best summarizes the story.

To recap, students improved considerably their grades on the test, with a pretest mean score of 2.43/10 to a posttest mean score of 8.88/10, which means that the students are up more than 6 points in their grades, and fortunately all of them got a grade higher than 7/10. This represents a reasonable improvement in students’ reading comprehension. Therefore, the analysis of the questionnaire and checklist corroborates that students’ reading comprehension proficiency was upgraded due to the application of audiobooks.

Table 4

Pretest and Posttest Means Summary on the Performance of the Second-Year of Bachillerato Students on Reading Comprehension

Reading Comprehension Aspects Mean	Pretest	Posttest
Inferring (2/2)	0.19	1.95
Skimming (2/2)	0.29	1.86
Scanning (2/2)	0.64	1.29
Making Connections (2/2)	0.74	1.88
Summarizing (2/2)	0.57	1.90
Total Mean	2.43	8.88

The mean scores got and shown on Table 4 summarize the development of students due to the results of the pretest and posttest. The main goal was to find out the effectiveness of audiobooks on the development of English reading comprehension in the second year of bachillerato students, considering the aspects: of “inferring”, “skimming”, “scanning”, “making connections”, and “summarizing”.

Contained in the results, it is important to highlight the improvement got in the ‘inferring aspect’ from the pretest with a mean score of 0.19/2 to the posttest mean score of 1.95/2. Students demonstrated the effectiveness of the intervention plan in processing written information and understanding the underlying meaning of the texts. Equally, the skimming aspect was improved from 0.29/2 to 1.86/2, which proves that students now can read a text quickly to get the main idea, topic, or meaning. Certainly, the aspect of “scanning” went from 0.64/2 to 1.29/2, which is the lowest mean score in the post-test results, and even though reveals that students are competent at the moment of finding specific information, search out relevant words, and ignore irrelevant information at the moment of reading quickly. Likewise, the improvement from 0.74/2 to 1.88/2 in the making connections aspects reflects those students are able to link what is being read to what is already known, and also to representative images. Equally, the aspect of summarizing improves noticeably from 0.57/2 to 1.90/2. It verifies that students are able to discern the most important ideas in a text, then ignore irrelevant information, and finally, they integrate the central ideas in a meaningful way.

To summarize, the entire pretest means the score was 2.43/10 while the posttest was 8.88/10. Without any doubt, the results evidence that the use of audiobooks was effective at the moment of improving reading comprehension on the second year of bachillerato students. As well as, the huge improvement in inferring could be evidenced by the comparison of mean scores got in the pretest and posttest. Additionally, the questionnaire supports the importance that audiobooks had on enriching reading comprehension.

6.2. Questionnaire results

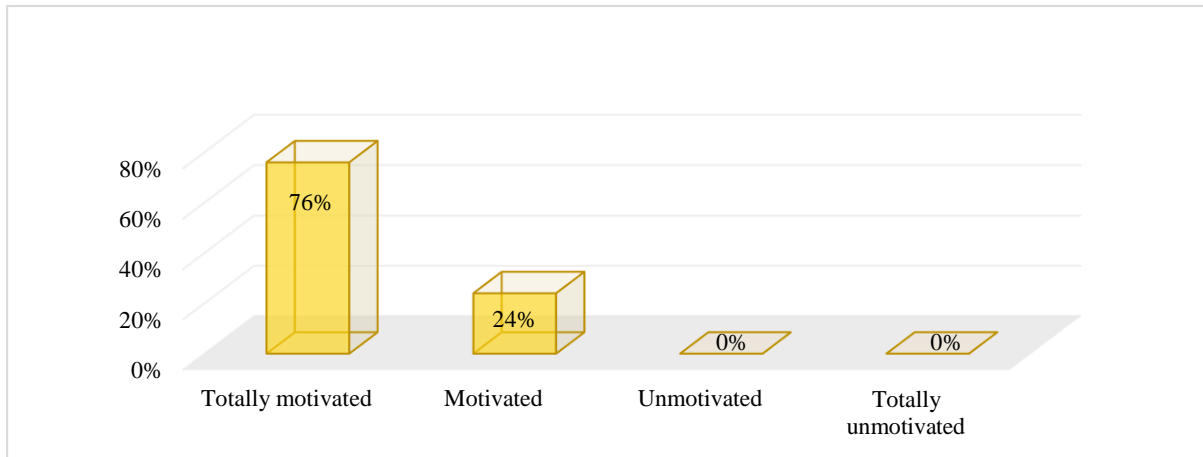
Objective:

To describe the students’ perceptions about audiobooks on the development of reading comprehension skills among bachillerato students at the public institution in Loja city. School year 2022-2023.

Question 1: How motivated did you feel to learn English while listening audiobooks?

Figure 1

Motivation to learn English using Audiobooks

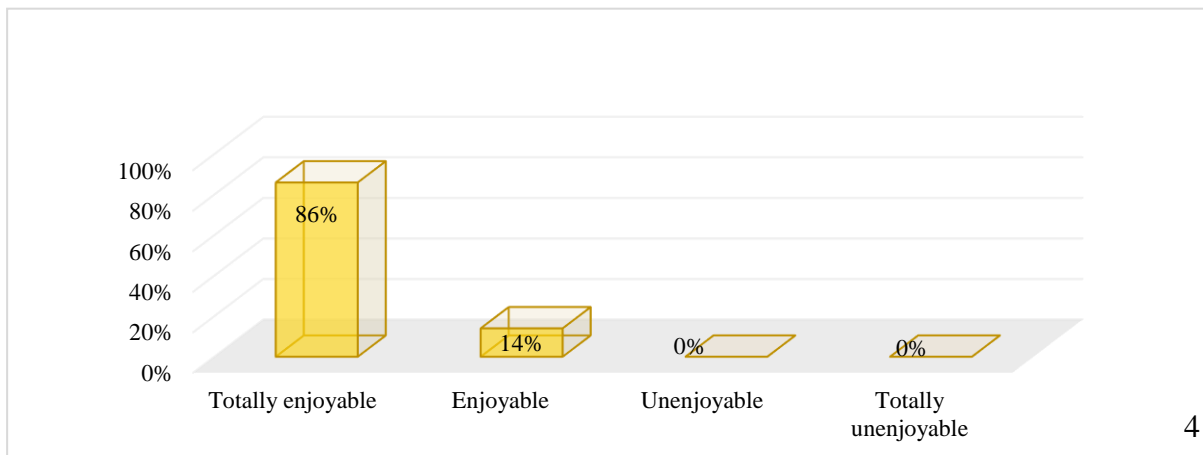


As it is shown in Figure 1, after the application of Audiobooks, 76% of the students were ‘Totally motivated’, which was corroborated by the checklist, while they listened to the story. On the other side, 24% were just ‘motivated’. This means that the strategy selected was useful and enhanced students to work with enthusiasm at the same time that they were improving their skills. According to (Sekścińska & Olszańska, 2018) Audiobooks have already become one of the most popular sections of the library, and English classrooms as well. Narrated by native speakers and for native English speakers, they are authentic teaching material, whose value cannot be underestimated.

Question 2: Did you enjoy doing reading comprehension activities using audiobooks?

Figure 2

Enjoyment of Audiobooks

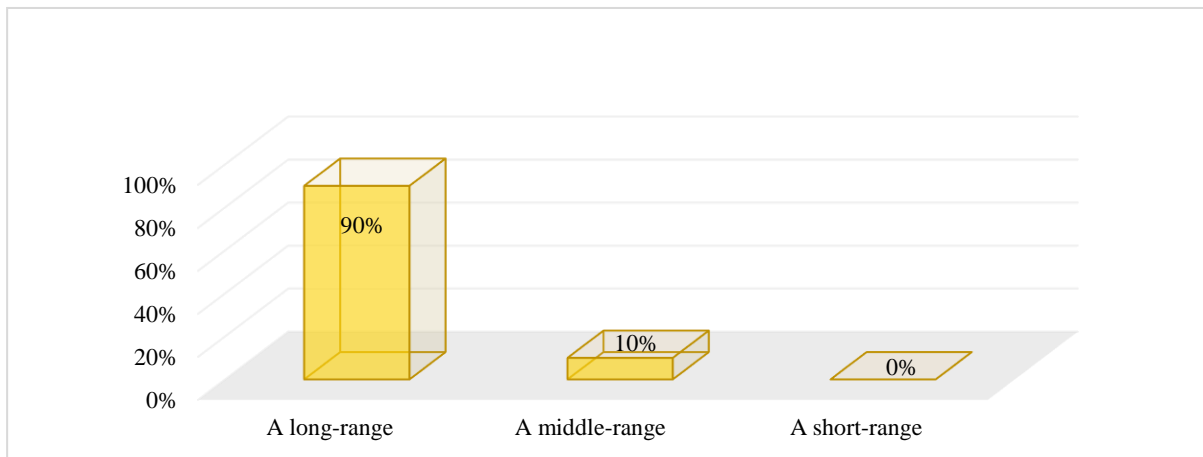


Results shown in Figure 2 indicate that 86% of students consider Audiobooks are ‘Totally enjoyable’ at the moment of doing reading comprehension activities. Only 14% of students say that audiobooks are ‘enjoyable’, this was validated with the checklist, which means that the majority of students were glad to use that strategy selected by the teacher at the moment of completing their classwork. Emily Best, (2020) says that audiobooks can be the key to unlocking a child’s love of reading. Their very nature enables all children, regardless of their reading ability, to access and explore the incredible world of stories, which are brought to life by a range of exciting voices, different accents, and sound effects.

Question 3: Did you feel your interest in reading comprehension skills has improved with the application of audiobooks?

Figure 3

Reading Comprehension Improvement

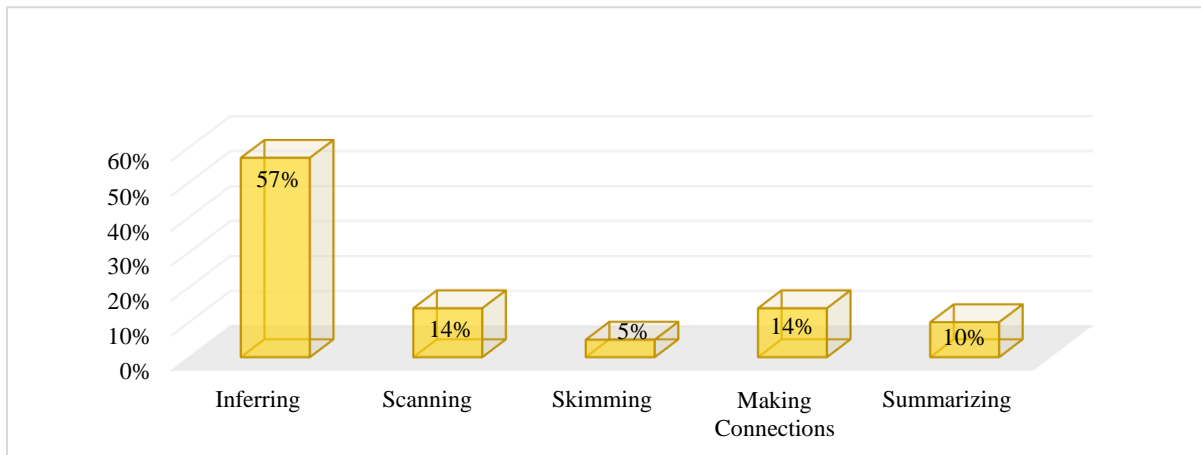


Outcomes in Figure 3 evidence that 90% of students think that their reading comprehension skills have improved ‘a long-range’ with the application of audiobooks. On the other hand, 10% of students consider that ‘a middle-range of their skill was improved after the application of the strategy. It means that the activities, strategies, and work of the teacher were useful and improved students reading comprehension ability and were supported by the checklist. It is supported by (Moran, 2017) who says that audiobooks allow students to hear explicit sounds of letters and letter patterns that form words. Audiobooks also help students engage in text and gain exposure to more words, ultimately improving vocabulary, comprehension, and critical thinking skills.

Question 4: Did you consider you have learned reading comprehension strategies by using audiobook clips in English as a Foreign Language? Which? Mark several options if needed.

Figure 4

Reading Comprehension Strategies



As it is shown in Figure 4, among the reading comprehension strategies, the most liked was Inferring with 57% of students' validation, in second place are scanning and making connections, third is summarizing, and lastly is skimming. This means that students' favorite activity to perform was inferring, which was also corroborated with the results of the posttest highest mean score and the checklist. According to (Wagar, 2016) audiobooks have been found to be a viable strategy to increase the joy of reading. As well as, audiobooks provide access to literature otherwise too complex for struggling readers. Instead of using all their energy on decoding or defining the meanings of words, audiobooks allow readers to focus on the story.

Question 5: How challenging did you consider the reading activities from the audiobook?

Figure 5

Audiobook Complexity Level

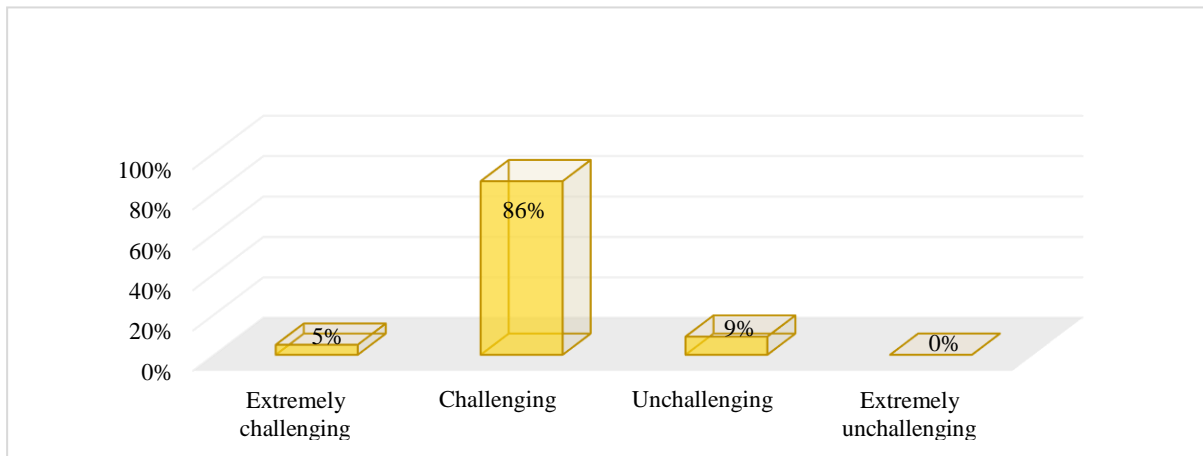


Figure 5 shows that 86% of students found the audiobook strategy towards Reading Activities were challenging, while 9% consider the activities unchallenging and 5% found it extremely challenging, which was verified with the checklist. This means students found a level of complexity that was difficult but not to the point of avoiding activities including audiobooks. According to (Abd & Hajar, 2020) Using audiobooks in reading activities has facilitated students to get new vocabulary, and the concept of its materials through a variety of different reading narrations has been provided. The audiobooks make students' accustomed to being more active readers and allowed them to expand their academic prowess.

Question 6: Do you think audiobooks were useful to support other language skills like:writing, listening, and speaking? Mark several options if you need.

Figure 6

Audiobooks on Supporting Language Skills

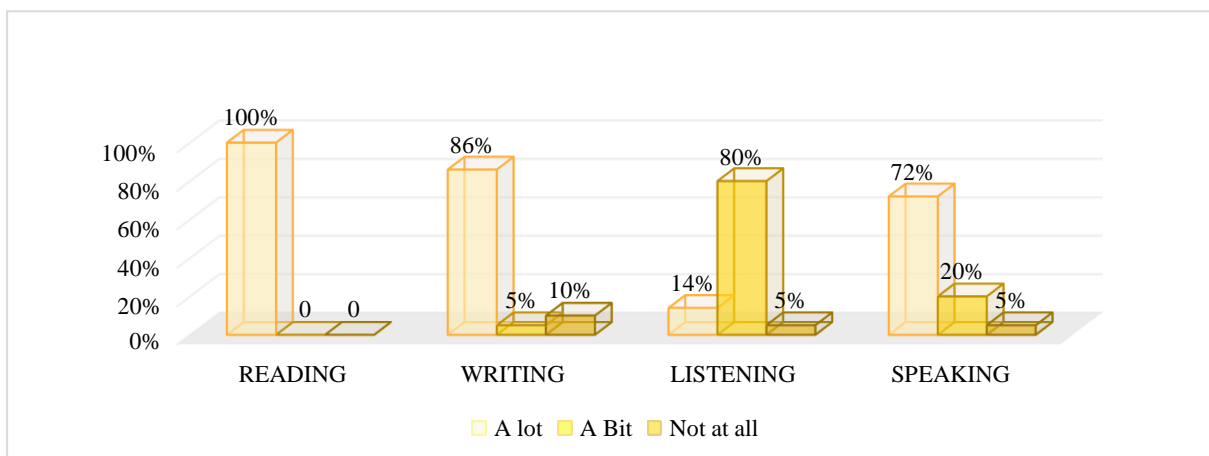


Figure 6 reflects students' considerations about audiobooks supporting language skills, the most supported according to students' answers is reading with the endorsement of the totality of students, in second place is writing, with the support of 86% of the students. In third place is speaking, with agreement of 72%, and lastly is listening with approval of 14%, supported by the checklist. This means that the objective was fulfilled due to the validation that students have toward Reading, and the strategy selected was appropriate to enhance students. According to (Zinnen, 2021) Audiobooks can take off that additional load so that, while a student works on their other literacy skills, they can practice the higher-level task of understanding what the text means.

7. Discussion

The present study aimed to identify the improvement on reading comprehension skills by the implementation of audiobooks among Bachillerato students at a Public Institution in Loja city. School year 2022-2023.

These findings answer the central questions of the research: How do audiobooks support English reading comprehension skills enhancement among Bachillerato students at a Public Institution in Loja city. School year 2022-2023? The improvement in Reading comprehension was corroborated by Tuzmagambet, B. (2020) who states that due to various sound effects and the dramatic reading provided by the audiobooks, students seemed to concentrate better on the stories, which in turn may have resulted in enjoyable reading and consequently in enhanced comprehension.

The results obtained were analyzed considering the outcomes before and after the application of the intervention plan where the researcher applied the most suitable strategies to enhance students. The comparison between the pretest and posttest indicates that the students improve from a pretest and posttest mean score of 2,43/10 to a posttest mean score of 8,88/10. To improve students' reading comprehension, five aspects were established: inferring, skimming, scanning, making connections, and summarizing. The results gathered after the application of the pre-test showed that students struggle at the moment of deducing information correctly, they could not read a text quickly enough to get a general idea of meaning, their development at the moment of reading quickly to locate specific information in a text was inefficient, they could not rely on background knowledge and prior experiences with the reading, and they could not prove their understanding of the text read. However, after the application of the post-test, students overcame their weaknesses. Students are now able to deduce information after listening to the story, recognize the main ideas of the text, locate specific information, match previous knowledge with the reading, and discern the most important ideas in a text, then ignore irrelevant information to integrate the central ideas in a meaningful way. Finally, based on the results obtained from students, it is evident that audiobooks were essential to improve students' reading comprehension.

Additionally, questionnaire results showed the students' perspectives and feelings regarding to audiobook strategy. These results guided to answer the first sub-question: What is the effectiveness of audiobooks on the development of reading comprehension? According to students' responses, they consider that the strategy allowed them to enjoy the reading

process due to the challenging level of audiobooks, which are totally enjoyable and motivational. They consider that their level of reading comprehension was improved a long range. The availability of reading sources of audiobooks has facilitated students to learn beyond the classroom. Students can access audiobooks whenever they want. They can easily access each of their materials based on their need. Aditomo & Hasugian (2018) acknowledged that the availability of new reading materials both inside and outside the home could enhance students' interest in reading to expand their vocabulary knowledge, which catalyzes the acquisition of more complex literacy to build their comprehension ability.

Finally, in regards to the last sub-question: what are the learners' perceptions about audiobooks in reading comprehension skills? Due to the effectiveness of the results, and the questionnaire answers, it can be said that students enjoy the process, which helps to increase their reading comprehension. Students found the strategy challenging, which make them workhard, but at the same time, it was enjoyable so they were motivated to work. However, the reader should bear in mind that the results of this study were limited by some aspects: firstly, being to a single pretest and posttest design, the researcher did not make generalizations. Secondly, the time of the intervention was short which means not enough time to improve evenmore of students' knowledge. Therefore, in future investigations, it might be possible to consider having a control group in order to make generalizations. Additionally, further investigations should be carried out over a longer time in order to address more reading comprehension improvement associated with audiobooks.

8. Conclusions

- The quantitative analysis confirmed that students had a great impact on reading comprehension after applying the audiobooks, highlighting the aspects of inferring and summarizing, which were the best results, as the aspects of skimming, scanning and making connection had a lesser, but still significant impact. Nevertheless, these results demonstrated the effectiveness of the audiobook strategy in improving the reading comprehension of second grade students.
- On the other hand, audiobooks were really useful at the moment of expanding students' vocabulary. In the case of learners' engagement and creativity, students were amused by audiobooks, it was achieved by the use of games at the beginning of the class. Regarding decoding texts, students did not have difficulties, and lastly, thanks to the student's level of proficiency, students easily recognize words, which allowed them to work with the audiobook.

9. Recommendations

- It is recommended that teachers should evaluate student's reading comprehension performance in order to identify their strengths and weaknesses. Additionally, should look forward to apply the most suitable techniques and strategies to solve those issues.
- It is suggested that teachers should include students' preferences in order to keep the motivation since it allows teachers to improve the students' reading comprehension in the learning process and increase the students' self-motivation to develop their assignments without boredom.

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11. Annexes

Annex 1. Pre and Post-test

Student: _____

Level: _____

Date: _____

You have 40 minutes to answer the following questions. Pay attention to each item, concentrate, read and analyze carefully. Good luck!

1. Look at the picture. Choose the inference that better fits with the photo underneath (INFERRING).

- A. The Beauty and the Beast are having a fight.
- B. The Beauty and the Beast are dancing in the castle in the middle of the woods.
- C. The Beast is forcing the Beauty to stay with him in his fancy castle.
- D. The Beauty wants to save his beloved from the wolves and danger in the woods.



2. Skim the following paragraph and underline the main idea of the paragraph (SKIMMING).



When the man arrived at the ship, it was undamaged, but it was empty and so the man had to go back home as poor as he was before. There were only ten miles left to his house when suddenly a blizzard started. The snow was so thick and the winds so strong that the man fell off his horse twice.

It was evening so the man thought that he was going to die from cold and hunger. Just then, he spotted a castle not far away. He arrived at the castle and went into a hall. There was a fire where he could dry his clothes and a table set for just one person. The man waited to see if someone would come, but since no one came, and he couldn't stand the hunger any longer, he ate the meal in front of him. He felt a lot better and started to explore the castle.

At last, he found a bed, which seemed to have been made up for him. He didn't bother waiting, but he got in and fell asleep right away.

A. The man wanted to live in the castle in the middle of the woods.

B. The man was looking for a comfortable place to live in.

C. The man who is lost in the woods, finds a place to stay.

3. Read the following paragraph and answer the following questions (SCANNING).

When he woke up the next day, he was surprised to find some clean clothes left out for him instead of his own dirty clothes. He put them on and went outside to find his horse. On his way out of the castle he passed under an arch of roses and remembered what his youngest daughter had



asked him to bring her. He plucked some roses from the bush, At once, he heard a terrible roar and saw a beast running towards him.

“You are so ungrateful! I gave you food, a warm bed, and clothes, and still you pick my roses, the only thing I truly love. Prepare to die!”

“Please master, don't kill me”. The man answered, “I have three lovely girls waiting for me to get back home”.

“I'm not your master, I'm a beast, so don't flatter me. But you say you have daughters. You can go, but you must promise that one of your daughters will come on her own and die instead of you. If not – you should come back in three months to die”.

The man had no choice but to agree. The beast had one last thing to say. “I don't want you to leave the castle with empty hands. Before you leave take this bag and fill it with as much gold and precious things as you can find”.

The man went home. He was very sad. He gave Beauty the roses he had taken from the beast's garden and told everyone what had happened. The older sisters started crying but Beauty stayed calm.

A. Why was the beast angry with the man?

B. What was the merchant's promise to the beast?

4. Match the photos with the correct description (MAKING CONNECTIONS).

1. ____ At dinner time, she went into the dining room and saw that the beast was there. "Can I watch while you eat?" he asked.

"Of course". The beauty replied, "you are the master here".

"No". The beast replied. "You are the mistress of this castle. If you want me to leave" I will go right away.

2. ____ At last she remembered her dream and went into the garden. There she found the beast. He had fainted, but Beauty thought he was dead. "He died, because of me!". She thought and a tear drop fell on his chest.

3. ____ When they arrived at the palace the beast met them.

"Did you come here of your own will?" he asked.
"Yes." Beauty replied.

"Your heart is too good!" the beast exclaimed.

4. __ "I was turned into a hideous beast by a fairy long ago, because I didn't let her shelter in the castle when there was a storm". Beast explained, "Only finding true love could break the spell. Will you marry me?"

Beauty agreed happily and they lived many long years together in the castle.



5. Choose the best option that summarizes the story. (SUMMARIZING)

A. The beauty he is glad he got to see her one last time before dying. A grieving Belle asks the Beast to not leave her before whispering that she loves him as the final petal falls from the enchanted rose

B. Once upon a time, an enchantress turned a handsome prince into a terrible beast when she discovered his selfishness. She left behind an enchanted rose. If the

prince did not find true love before the last rose petal fell, he would remain a beast. Through many ups and downs, he found love with Beauty, and she, in time, returned his love. They marry and the prince's spell is broken, and they live happily ever after.

- C. The story of Beauty and the Beast talks about an ugly monster who lives in an old castle in the middle of the woods. The Beast is a prince who was cursed by a witch to break the spell, he must find love. Suddenly, he met a young woman who loves reading and his dad. To save his father Beauty lives with the Beast and they fall in love. The curse disappears, Beast becomes prince Adam again and they live happily ever after

Annex 2. Questionnaire

Survey to find out the students' perceptions about learning reading comprehension skills provided through audiobooks.

Dear students:

The present study will know the perceptions about reading comprehension skills in English as a Foreign Language through audiobooks. That is why it is crucial for you to answer politely, honestly and responsible these questions. Your answers will be anonymous and confidential.

1. How motivated did you feel to learn English while listening audiobooks?

Totally motivated ()

Motivated ()

Unmotivated ()

Totally unmotivated ()

2. How challenging did you consider the reading activities from the audiobook?

Extremely challenging ()

Challenging ()

Unchallenging ()

Extremely unchallenging ()

3. Did you enjoy doing reading comprehension activities with the use of audiobooks?

Totally enjoyable ()

Enjoyable ()

Unenjoyable ()

Totally unenjoyable ()

4. How much do you think your reading comprehension skills have improved with the application of audiobooks?

A long-range ()

A middle-range ()

A short-range ()

5. Do you think you have learned reading comprehension strategies with audiobook clips in English as a Foreign Language? Which? Mark several options if needed.

- Inferring ()
- Scanning ()
- Skimming ()
- Making Connections ()
- Summarizing ()

6. How do you think audiobooks have supported other language skills: reading, writing, listening, and speaking? Mark several options if needed.

	A lot	A bit	Not at all
Reading	()	()	()
Writing	()	()	()
Listening	()	()	()
Speaking	()	()	()

Thank you for your collaboration

Annex 3. Checklist

Checklist of Audiobooks

Students , register	Expand vocabulary		Engage learners		Increase creativity		Decode a text		Word Recognitio n		Remarks
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Student No. 1											
Student No. 2											
Student No. 3											
Student No. 4											
Student No. 5											
Student No. 6											
Student No. 7											
Student No. 8											
Student No. 9											
Student No. 10											
Student No. 11											
Student No. 12											
Student No. 13											
Student No. 14											
Student No. 15											
Student No. 16											
Student No. 17											
Student No. 18											
Student No. 19											
Student No. 20											
Student No. 21											
Student No. 22											
Student No. 23											
Student No. 24											
Student No. 25											
Student No. 26											
Student No. 27											
Student No. 28											
Student No. 29											

Annex 4. Scoring Guide

INDICATORS	1 (0,5 points)	2 (1 points)	3 (1,5 points)	4 (2 points)	SCORE
	Totally unsatisfactory	Unsatisfactory	Satisfactory	Totally satisfactory	
INFERRING	Makes inferences in a vague or loosely connected manner with or without ideas from the story.	Makes inferences with limited clarity using at least one idea from the text or personal experience.	Makes inferences with considerable clarity using stated and implied ideas, one from the text and one from personal experience.	Makes inferences with superior clarity using stated and implied ideas, two or more from the text and two or more from personal experience.	
SKIMMING	Communicates ideas and information with limited clarity.	Communicates ideas and information with moderate clarity.	Communicates ideas and information with considerable clarity.	Communicates ideas and information with a high degree of clarity.	
SCANNING	Unable to identify evidence from the story.	Cites mostly relevant textual evidence in an attempt to support his/her analysis.	Cites relevant textual evidence to support his/her analysis.	Always cites relevant textual evidence to synthesize the meaning.	
MAKING CONNECTIONS	Has difficulty connecting my experiences to the text. Use little or no information to support connections.	Makes obvious personal connections to the text. Use some information to support my connections.	Makes meaningful text-to-self and text-to-text connections. Use more information to support my connections.	Makes meaningful text-to-self, text-to-text, and text-to-world connections that help understand the story. Use considerable information to support my connections.	
SUMMARIZING	Unable to address the main pattern running through the information.	Addresses some of the features of the main pattern running through the information but excludes some critical aspects.	Identifies the main pattern running through the information.	Identifies the main pattern running through the information along with minor patterns.	

Annex 5. Research Matrix

THEME	Audiobooks on English reading comprehension skills among Bachillerato students at a Public Institution in Loja city. School year 2022-2023.			
GENERAL PROBLEM	OBJECTIVES	CATEGORIES THEORETICAL FRAME	INSTRUMENTS	INDICATORS
How do audiobooks support English reading comprehension skills enhancement among Bachillerato students at a Public Institution of Loja city. School year 2022-2023?	To improve reading comprehension skills by using audiobooks among Bachillerato students at the Public Institution in Loja city. School year 2022-2023.	Independent variable Audiobooks Depend Variable Reading comprehension (Students of Bachillerato)	Mixed-action research Quantitative data Qualitative data	Lesson Plan Methodology
SUBPROBLEMS	Specific Objectives			
<p>What is the effectiveness of audiobooks on the development of reading comprehension skills among Bachillerato students at a Public Institution in Loja city. School year 2022-2023?</p> <p>What are the learners' perception about audiobooks in reading comprehension skills among Bachillerato students at a Public Institution in Loja city. School year 2022-2023?</p>	<p>To find out the effectiveness of audiobooks on the development of English reading comprehension skills among Bachillerato students at a Public Institution in Loja city. School year 2022-2023?</p> <p>To describe the students' perceptions about audiobooks on the development of reading comprehension skills among Bachillerato students at the Public Institution in Loja city. School year 2022-2023?</p>	Independent variable Audiobooks 5.1. Audiobooks 5.2. Benefits of audiobooks in teaching 5.3. Types of Audiobooks <i>5.3.1. By support</i> <i>5.3.2. For the kind of sound</i> 5.4. Audiobook Genre <i>5.4.1. Narrative genre</i> <i>5.4.2. Epic genre narrative word</i> <i>5.4.3. Lyric</i> <i>5.4.4. Drama</i> <i>5.4.5. Didactic genre</i> 5.5. Criteria for Selecting appropriate audiobooks	Technique: Testing Instrument: Pre-test Post-test Technique: Observation Instrument: Check list Technique: Survey	Audiobooks: Motivation Challenge Enjoy Support Reading Strategies: Inferring Scanning Skimming Making connections Summarizing

		<p>5.6. Audiobooks as material and resource</p> <p>5.7. Role of audiobooks for Teaching Language Skills</p> <p>5.7.1. <i>Audiobooks for Teaching Reading</i></p> <p>5.8. Audiobooks in the Communicative Approach</p> <p>Depend variable</p> <p>Reading comprehension</p> <p>5.9. Reading</p> <p>5.9.1. <i>Reading Skill</i></p> <p>5.10. Importance of Reading</p> <p>5.11. Reading Comprehension</p> <p>5.12. Reading Comprehension strategies</p> <p>5.12.1. <i>Inferring</i></p> <p>5.12.2. <i>Skimming</i></p> <p>5.12.3. <i>Scanning</i></p> <p>5.12.4. <i>Making connections</i></p> <p>5.12.5. <i>Summarizing</i></p> <p>5.13. Audiobooks in English Reading Comprehension</p>	<p>Instrument:</p> <p>Questionnaire (multiple-choice questions)</p>	
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Annex 6. Lessons Plans

**UNIVERSIDAD NACIONAL DE LOJA FACULTAD DE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

LESSON PLAN 1

Class: 2do BGU. Parallel A and B		School year: 2022 – 2023
N° Students: 21 parallel A 08 women and 12 men Age: 15-17years		Topic: Pretest
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: October 31 ^s t, November 2 nd , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: October 31 st , November 4 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Pretest sheet		Obtain a measure of prior knowledge against which to compare the change that occurred after the pre-professional internship.
Instruct and Model		
Instruct First of all, show the test sheets to the students and mention that they read the questions well. On the other hand, the teacher says that the test is irrelevant to their results.		
Model Show the test and explain what they will do for each question.		
Guided Practice		
Learners start doing the test in contact with the teacher. If they have any doubts they will be answered by the teacher.		
Less guided activities Mention the time that they will need to do the test.		
Independent Practice		
Learners develop the test alone. They must concentrate on their sheets and answer the questions		
Assessment		
Application of the pretest		

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LESSON PLAN 2

Class: 2do BGU. Parallel A and B		School year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men		Topic: Chapter 1. Beauty's Family
Language Level: B1. 1		Type of institution: Public
Parallel 'A' Date: October 31 st , November 2 nd , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel 'B' Date: October 31 st , November 4 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to describe the characters and write descriptive adjectives.
Warm-up and Objective Discussion		
Find out what the class knows about audiobooks. Divide into teams of four, introduce the topic, and ask them to brainstorm and list as many ideas or questions as they can think of in a given amount of time. This is the most important thing: they cannot talk. Each student should write their ideas on the paper you have provided and write down the characters.		
Instruct and Model		
Instruct First, the pre-teacher gives clear definitions of the audiobooks and teaches new vocabulary related to the first chapter. Next, the pre-teacher provides a printed sheet with chapter 1. Students will identify the characters in the story. Then, the pre-teacher projects the story on YouTube 1-part of the digital book and plays the audiobook at the same time and students read as they listen. Students predict what chapter 1 is about and answer some questions about the reading.		
Model Show the video again and ask them: what they remember from the story, what is their perspective, and who are the main characters, and continue to ask them what the story is about so they can deduce the chapter.		

At this point, stress the importance of remembering the story and the perspective they have to prepare students to do the next guided practice activity.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

Give students a worksheet with the paragraphs out of order and ask them to arrange the paragraphs in the correct order:

For example:

3 They both want to find a rich husband. They do not like Beauty because she is beautiful. Beauty has got long red hair.

1 A rich man lives in a big city near the sea. He has got three daughters and three sons. One daughter is called 'Beauty' because she is very beautiful.

2 The other two daughters are called Rosalind and Hortensia. They are lazy and unfriendly. They like going out and having fun.

Less guided activities

Group work. Without the paragraph being out of order, each student has to remember the order of the paragraphs and write the first word of each paragraph. They will have 3 minutes to write in the correct order.

Once the time is up, they have to see if it is in the correct order. The winner will be the one who has the most ordered paragraph.

Independent Practice

Pair work, the students have to identify the topic sentence of each of the paragraphs and identify the new vocabulary and write descriptive adjectives for them, for example:

A rich man lives in a big city near the sea. He has got three daughters and three sons. One daughter is called 'Beauty' because she is very beautiful. The other two daughters are called Rosalind and Hortensia. They are lazy and unfriendly. They like going out and having fun. They both want to find a rich husband. They do not like Beauty because she is beautiful. Beauty has got long red hair. She is kind and friendly. She likes staying at home and reading books. She also likes playing the piano.

Assessment

Participants get in groups, summarize the most important ideas of Chapter one, and share with the class.

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LESSON PLAN 3**

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men		Topic: Chapter 2. Beauty's Rose
Language Level: B1. 1		Type of institution: Public
Parallel 'A' Date: November 7 th , 9 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50-12:30 N° of period: one	Parallel 'B' Date: November 7 th , 11 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to order the sequence of events using visual material.
Warm-up and Objective Discussion		
In this stage, students will activate prior knowledge. The participants describe what was the last chapter about. Students take turns randomly to tell the events of the story studied in the previous class. The first students say just one sentence and the next student adds another sentence, following the events. Students continue remembering the events until the whole chapter was told. Students have to pay attention to continue the story without repeating any event.		
Instruct and Model		
<p>Instruct</p> <p>First, the pre-teacher divides the class into groups and gives them the visual material. Students cannot see what they have until all the groups have the photos. The material contains photos of the story that students will hear and they will place them in order.</p> <p>Next, the students listen to the second chapter of the story. The pre-teacher gives the instructions before the listening starts. The pre-teacher indicates that students listen carefully to the events that happen in the story.</p> <p>Then, the pre-teacher projects the story on YouTube 2-part of the digital book and plays the audiobook at the same time and students read as they listen. Students can take notes of the important events that happen in the story.</p> <p>Model</p>		

Show the video again and ask them: what do they remember from the story, which are the main events that happen in this chapter, which characters form part of this story, and what is the new character presented in this part of the story.

During this part, it is important to remember to the students that they need to focus their listening on the events that occur during the chapter to continue the next activities.

After the students listen to the story, they are allowed to see the photos and discuss in the group the order of events.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

Students write a short description of the event of each photo at the back of them. They have to discuss what happens and how to describe it properly.

Give students a worksheet with the paragraphs out of order and ask them to arrange the paragraphs in the correct order:

For example:

In this photo, Beauty's father asked her what she wants from him, and She told him that he wants a rose.

Less guided activities

Group work. Students take random turns to take a photo, and without reading the description at the back of it, they present using their own words, what is the description of the event in the picture. If the student says it correctly earns one point. If the description is not correct, the next student has to say the description. When all the students finish the cards, the student with more points is the winner.

Independent Practice

Students exchange the photos with another group. They will be in charge of checking the correct spelling of the words. They will make corrections if it is necessary or will praise their classmates if the words are correctly written. The pre-teacher will be walking around the class, checking that the students are doing the right corrections and checking if they have any doubts.

Assessment

Participants get in different groups; they will choose the funniest part of this chapter and make role-play it. They will be able to change some parts or words of the story to make it funnier. The students will present their play to their classmates.

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LESSON PLAN 4

Class: 2do BGU. Parallel A and B		School Year: 2022 – 2023
N° Students: 21 parallel A 08 women and 12 men		Topic: Chapter 3: The Beast
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: November 14 th ,16 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: November 14 th ,18 th 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to create new characters for the story.
Warm-up and Objective Discussion		
<p>In this stage, students will ask each other to give a word they know. This can be a noun, an adjective, a preposition, or anything they want to include in the story. The pre-teacher will collect the words by writing them on the whiteboard. When all the words from the students are written on the board, the students will work collaboratively to tell a story with them. If students need help, the pre-teacher can ask questions like “How shall we start?” “Which word shall we use first?” or “What comes next?”</p> <p>The pre-teacher will check off the words as the class tells the story and ensure everyone gets a chance to contribute!</p>		
Instruct and Model		
<p>Instruct</p> <p>First, the pre-teacher divides the class into groups and gives them the visual material. Students will remember the scenes that happened in the previous chapter. They will narrate the story to have all the previous details before they started with the new chapter.</p> <p>Next, the students listen to the second chapter of the story. They will hear if they said correctly what happen.</p> <p>Then, the pre-teacher projects the story on the YouTube 3-part of the digital book and plays the audiobook at the same time and students read and listen. Students correct if there are mistakes in the story they narrate.</p>		

Model

Show the video again and ask them: what do they remember from the story, which are the main events that happen in this chapter, which characters form part of this story, and what is the new character presented in this part of the story.

During this part, it is important to remember to the students that they need to focus their listening on deciding if the new character is a villain or not.

After the students listen to the story, they are allowed to discuss with a partner if they think the beast is good or bad. But they need to give reasons for their thoughts.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

Students read a part of chapter 3 of the story but it will be incomplete, some parts of the story will be under the paragraph.

Less guided activities

Individual work. Students read two times the part of the story they have and match the missing sentences in a paragraph it belongs.

After, they will exchange their work with a classmate and check each other jobs. If there were any mistakes, they will give feedback to each other.

Then students listen and check for the last time to see if their work was correct.

Independent Practice










Students will make a graphic organizer where they summarize information in chapter three. They can work individually or in pairs to complete the activity.

Assessment

Participants get in pairs or work alone if they want to. They will create a villain for the fairy tale, describing it with as many details as they can, when they have their character ready, they will explain its role to the class.

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LESSO PLAN 5

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men		Topic: Chapter 4: Life at the Castle
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: November 21 th ,23 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: November 21 th ,25 th 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to predict the actions of the characters.
Warm-up and Objective Discussion		
In this stage, students will practice guessing with charades. In this activity, the students will be separated into groups, in each group a student will take a card and perform it for their classmates, they will have to guess it so the next participant continue. Students will use vocabulary from the fairy tale.		
Instruct and Model		
Instruct First, the teacher candidate shows participants photos of the characters of the story. Participants describe the role of each one.		
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Next, the pre-teacher asks questions to add information to the description given by the students. Then, the pre-teacher projects the story on YouTube 2-part of the digital book, and the students correct any mistakes in their descriptions.

Model

In groups, the teacher candidate gives the participants a prediction chart. Participants complete it according to Chapter five before and after reading.

For example:

- The next morning Beauty’s father leaves the castle. ‘‘Do not cry, father’’ says.....
- Beauty opens the door and sees a lovely room. There is aand.....
- She takes a book and starts to read it. Suddenly she.....
- She sees her father in the mirror on the wall. for that reason, he is very.....
- Hortensia and Rosalind are happy without.....

During this part, it is important to remember the students that need to take notes in the prediction chart and write why they predict that.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

After the students listen to the story twice, they will continue using the prediction chart to check if they were correct on what they wrote.

Less guided activities

Individual work. The participants use the prediction chart to share with the class their summary of the story.

Independent Practice

Students will talk to their classmates to exchange ideas about the reading, using their wrong predictions they will talk about what could have happened if they will be correct. They make a new ending to the chapter taking into account the ideas they had.

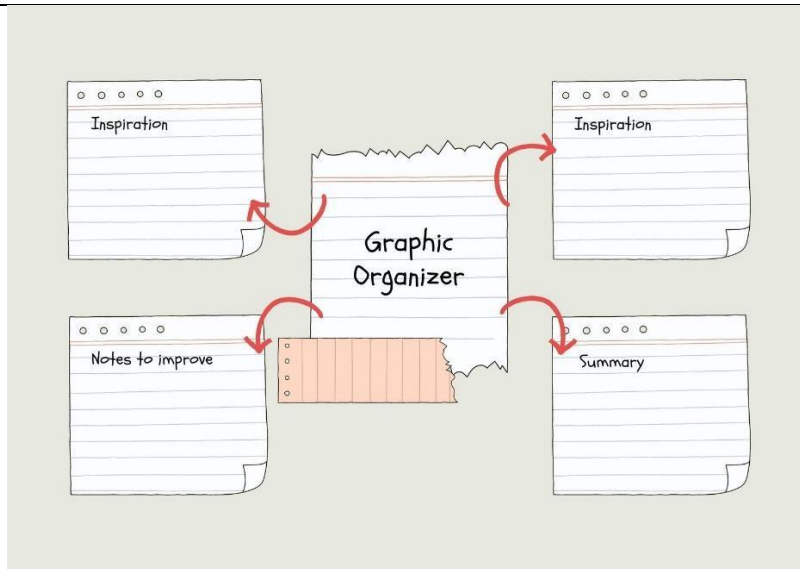
Assessment

Participants draw the next chapter’s possible action of the characters. They will add details and a short description after the drawing.

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LESSON PLAN 6

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men		Topic: Chapter 5: The magic ring.
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: November 28 th ,30 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: November 28 th ,02 nd 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to make connections between events in fairy tales and real-life situations.
Warm-up and Objective Discussion		
In this stage, students will practice speaking by answering these questions: Would you like to live in a fairy tale? How do you think your life will be if you were ‘the Beauty’ or the ‘Beast’? After students answer, they will realize the similarities and differences between their lives and a fairy life.		
Instruct and Model		
Instruct First, the pre-service teacher asks students to give him a brief description of the last chapter’s main idea. Students remember as much as they can to formulate main ideas with coherence and cohesion. Next, the pre-service teacher asks questions to add information to the ideas given by the students. Then, the pre-service teacher projects the graphic organizer selected to classify the main ideas according to the chapters studied.		



Model

The pre-service teacher explains to students that they are going to write what they consider the main ideas of the chapter after that students will be provided with a graphic organizer template, where they are going to add the main ideas written before and specific details that they consider important to fully understand the story. During this part, it is important to remember to the students that they need to write short sentences but with the necessary info.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

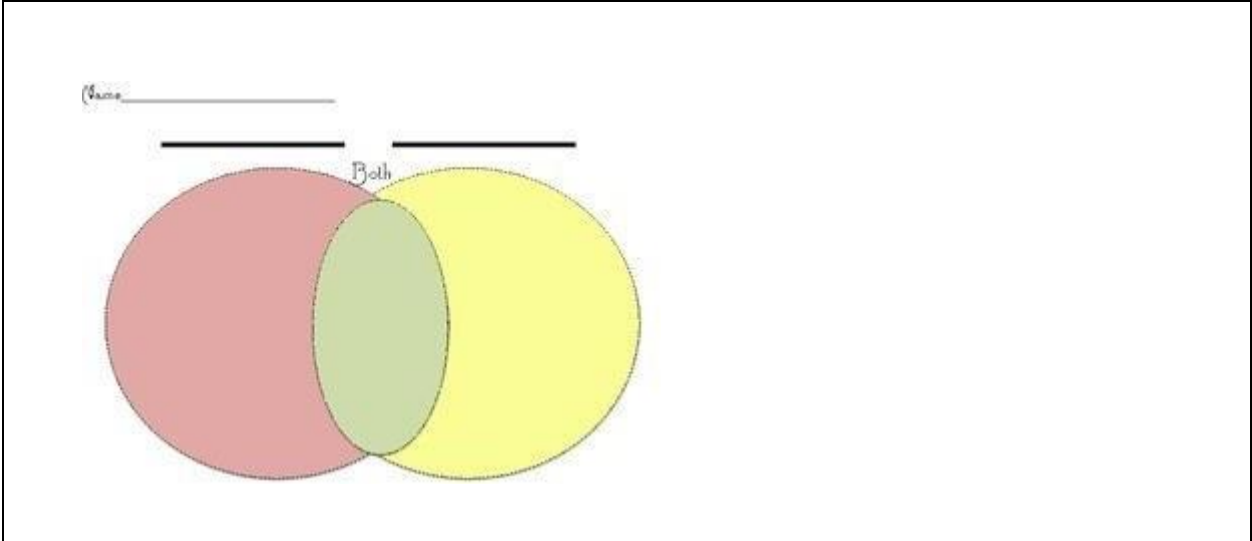
After the students listen to the story twice, they will skim the text to fully understand the chapter.

Less guided activities

Individual work. The participants work in pairs, they describe the main points of chapter five. They will write notes to use later. They will write the 2 more important notes for them.

Independent Practice

Participants make two different connections between the story with their personal life. They will use the notes written before and organize them into the Venn Diagram. They will identify the similarities in the middle, and the differences on the sides.



Assessment

In groups, participants share the connections in their personal lives, decide the most relevant parts and present them to the class.

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LESSON PLAN 7

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men Age: 15-17years		Topic: Chapter 6: The Sister's Plan
Language Level: B1. 1		Type of institution: Public
Parallel 'A' Date: December 05 th , 07 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50-12:30 N° of period: one	Parallel 'B' Date: December, 05 th , 09 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to create new endings for a fairy tale.
Warm-up and Objective Discussion		
<p>In this stage, students will activate prior knowledge. The objective of the activity is to remember the previous chapters and create a new ending, the participants will describe what was the last chapter about. Students take turns randomly to tell the events of the story studied in the previous class. The first students say just one sentence and the next student adds another sentence, following the events. Students continue remembering the events until the whole chapter was told. Students have to pay attention to continue the story without repeating any event. In the end, the last student has to create a new ending.</p>		
Instruct and Model		
<p>Instruct First, the pre-teacher gives asks students to pay attention to the audio and teaches new vocabulary related to the chapter. Then, the pre-teacher projects the story on YouTube 6-part of the digital book and plays the audiobook simultaneously; students read as they listen.</p> <p>Model Show the video again and ask them: what they remember from the story, and what is their perspective, then the teacher asks students to analyze the quote "The Beast is ugly but he's very kind". Students take two minutes to</p>		

think about the quote and think about their answer. Next, the pre-teacher gives them time to express their ideas, and to discuss with their pairs. Then, the pre-teacher writes on the board some of the most interesting ideas.

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

The teacher provides students with a worksheet and explains that they are going to work individually to fill the gaps with some parts of the story in the way which seems to them to be the most appropriate. The parts to be used to complete the story are written in the worksheet.

Less guided activities

Group work. The participants discussed the different versions of the story with their classmates.

Independent Practice

Participants write what they would like to change about the story.

Assessment

In groups, participants create a new ending for the Beauty and the Beast fairy tale.

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LESSON PLAN 8

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21parallel A 08 women and 12 men Age: 15-17years		Topic: Chapter 7: The Dream
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: December 12nd ,14 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: December,12 th ,16 th , 2022 Schedule: Moday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to add new situations for a fairy tale maintaining the same finale.
Warm-up and Objective Discussion		
<p>In this stage, students will be given a word to start a fairy tale, the first student will give a brief description of what happened in the story. From the second to the last student, they will add details that the first student did not say, but the story at the end has to conclude as the first student mentioned, this will make them think about how to add more events without changing the core of the story.</p>		
Instruct and Model		
<p>Instruct First, the pre-teacher gives asks students to pay attention to the audio and teaches new vocabulary about fairy tales (see annex 2) and also a table with linking words (see annex 3) to use at the moment of adding information.</p> <p>Then, the pre-teacher projects the story on YouTube 7-part of the digital book and plays the audiobook at the same time and students read as they listen.</p> <p>Model Show the video again and ask them if they can identify any linking words in the story and also if they hear some vocabulary related to fairy tales in the chapter. Students take two minutes to think about what they just listened to and tell their answers. Next, the pre-teacher gives a piece of paper with the vocabulary mentioned before.</p> <p>Resources: YouTube video link: https://www.youtube.com/watch?v=ouASeBsecmY</p>		
Guided Practice		

The teacher provides students with the transcription of the chapter and explains to students that they are going to work individually to add new information to the story, to do that, students will read again and re-write the parts where they want to add situations. (see annex 1)

Less guided activities

Individual work. The participants start writing the new situations in the story.

Independent Practice

Participants work in pairs to correct if there were any mistakes in their partner's work. They will check spelling and the proper use of vocabulary.

Assessment

In groups, participants add new situations for the Beauty and the Beast fairy tale and read aloud what they add to their classmates.

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LESSON PLAN 9

Class: 2do BGU. Parallel A and B		School Year: 2022 - 2023
N° Students: 21 parallel A 08 women and 12 men Age: 15-17years		Topic: Chapter 8: The Prince
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: December 19 th , 21 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50-12:30 N° of period: one	Parallel ‘B’ Date: December, 19 th , 23 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube The beauty and the beast book An audiobook		At the end of the lessons, students will be able to change the end of the story into a sad / drama ending.
Warm-up and Objective Discussion		
<p>In this stage, students will activate prior knowledge. The participants describe what was the last chapter about. Students take turns randomly to tell the events of the story studied in the previous class. The first students say just one sentence and the next student adds another sentence, following the events. Students continue remembering the events until the whole chapter was told. Students have to pay attention to continue the story without repeating any event. At the end, the teacher will remind the objective which is to change the end to a sad or drama ending. The last student has to change the end using their imagination.</p>		
Instruct and Model		
<p>Instruct</p> <p>First, the pre-service teacher asks students to make connections between the last chapter and the new chapter’s title, they will be asked what they think the chapter is about by hearing the name of it: ‘The Prince’. Students have to pay attention to their classmates’ answers to avoid repetition of ideas.</p> <p>Then, the pre-service teacher writes on the board the phrase ‘Thank you, Beauty, says the young man. ‘The spell is broken. Students have to infer the meaning of that phrase and write the possible meaning of it on a piece of paper. After all the students wrote their ideas, they will hear the chapter-8 audiobook and will identify if their ideas were correct or not.</p> <p>.....</p> <p>.....</p> <p>Model</p> <p>Show the video again and ask them to skim it for specific details they consider important. The students will underline the main ideas of the reading. Also, students will identify what kind of genre audiobook is. They will discuss the different genres and together will decide the best one that suits to the story.</p>		

Resources: YouTube video link: <https://www.youtube.com/watch?v=ouASeBsecmY>

Guided Practice

The teacher provides students with the transcription of the chapter and explains to students that they are going to work individually to scan important details of the story, to do.

Less guided activities

Individual work. The participants will recognize all the details found during the skimming and scanning part. In the skimming part, they will underline with blue pen all the specific details related to the story, while in the scanning part, they will underline with black pen the main ideas of each paragraph.

For example:

Suddenly all the lights of the castle and the garden, turn on. There are beautiful fireworks in the sky- beauty is surprised and looks at the castle. Then she turns round and looks at the Beast. What a surprise! She sees a handsome young man. 'Thank you, Beauty,' says the young man. 'The spell is broken!' 'But where id the Beast?' asks Beauty. 'I am the Beast!' says the prince.

'I don't understand,' says Beauty. Who are you?'

'I'm a prince and this is my castle,' says the young man. 'Sometimes a bad witch puts a spell on a prince and only true love can break the spell. Now I know your love is true. 'The prince takes her hand and says, 'Do you want to marry me, Beauty?'

Beauty looks at the handsome prince and says, 'Yes, I do!'

Beauty and the prince go to the castle. When she opens the door, she is surprised.

Independent Practice

Participants work individually to write the information gather in the previous activity on a piece of paper making a graphic organizer with the information selected.

Assessment

In groups, participants write a new ending for the story, changing the happy ending into a new dramatic or sad ending.

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LESSON PLAN 10

Class: 2do BGU. Parallel A and B		School Year: 2022 – 2023
N° Students: 21 parallel A 08 women and 12 men Age: 15-17years		Topic: Review of Beauty and the Beast
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: December 26 th , 28 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50- 12:30 N° of period: one	Parallel ‘B’ Date: December, 26 th ,30 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube Beauty and the Beast book An audiobook		At the end of the lessons, students will be able to create new characters for the story.
Warm-up and Objective Discussion		
<p>In this stage, students will ask each other to give a word they know. This can be a noun, an adjective, a preposition, or anything they want to include in the story. The teacher will collect the words by writing them on the whiteboard. When all the words from the students are written on the board, the students will work collaboratively to tell a story with them. If students need help, the pre-teacher can ask questions like “How shall we start?” “Which word shall we use first?” or “What comes next?” The teacher will check off the words as the class tells the story, and make sure everyone gets a chance to contribute and create new characters based on the words written.</p>		
Instruct and Model		
<p>Instruct First, the pre-service teacher divides the class into groups. Students will brainstorm ideas for the whole Beauty and the Beast Story and what they remember it. They will narrate the story with ideas or details.</p> <p>Then, the pre-service teacher projects the PowerPoint Presentation (annex 3) so students can see if they remember correctly the story.</p> <p>Model Show the video again and ask them: what do they remember from the story, which are the main events that happen in this chapter, which characters form part of this story. After the students listen to the story, they are allowed to discuss with a partner if they think the beast is good or bad. But they need to give reasons for their thoughts.</p> <p>Resources: YouTube video link https://www.youtube.com/watch?v=zjcTyf8DUeg PowerPoint Presentation with the Beauty and the Beast Story.</p>		
Guided Practice		

Students will be provided with a worksheet (Annex 1) where they have to remember who told the quotes described.

Less guided activities

Individual work. will be provided with a worksheet where they have to remember the names of the characters in the story.

Independent Practice

Students will answer the questions in (annex 2) writing if the statement is true or false.

Assessment

Participants get in pairs or work alone if they want to. They will create a villain for the fairy tale, describing it with as many details as they can, when they have their character ready, they will explain its role to the class.

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LESSON PLAN 11

Class: 2do BGU. Parallel A and B		School Year: 2022 – 2023
N° Students: 21 parallel A 08 women and 12 men Age: 15-17years		Topic: Beauty and the Beast Dramatization
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: January 9 th , 11 th , 2022 Schedule: Monday: 8h40– 10h00 N° of period: two Wednesday: 11:50-12:30 N° of period: one	Parallel ‘B’ Date: January, 9 th , 13 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one Friday: 12:30-13:50 N° of period: two	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Internet connection YouTube An audiobook		At the end of the lessons, students will be able to perform their version of the Beauty and the Beast by dramatization.
Warm-up and Objective Discussion		
In this stage students will brainstorm ideas of what they think is important to represent in a Dramatization, they will present the plot, the characters, and the sceneries. The teacher will write them on the board. The Students will work cooperatively. The teacher will check off the words as the class brainstorms the ideas, and make sure everyone gets a chance to contribute to the story.		
Instruct and Model		
Instruct First, the pre-service teacher divides the class into two groups. Students will choose from the ideas on the board and each team will create the script for their dramatization. Next, the pre-service teacher will check if there were any mistakes and suggest any changes necessary.		
Model The pre-service teacher will work with both groups to be sure that the presentations have similarities and differences. The teacher will check grammar mistakes, and orient students to verify any narrative mistakes. It will be useful to check that students have some differences in their stories.		
Guided Practice		
Students read the script and guide students to start the rehearsal of the story.		
Less guided activities		

Each group will start rehearsing the story, they will decide who is going to represent each character in the story.

Independent Practice

Students will have 10 minutes to set up the presentation, they will have five minutes to show their dramatization, they will improvise the set, and also will decide how long is going to be each character participation.

Assessment

Participants will present the final story to their classmates.

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LESSON PLAN 12

Class: 2do BGU. Parallel A and B		School year: 2022 - 2023
N° Students: 20 parallel A 08 women and 12 men Age: 15-17years		Topic: Posttest
Language Level: B1. 1		Type of institution: Public
Parallel ‘A’ Date: January 16 th Schedule: Monday: 8h40– 10h00 N° of period: two	Parallel ‘B’ Date: January 16 th , 2022 Schedule: Monday: 10h00– 10h40 N° of period: one	Pre-service teacher: David Norberto Gualan Cango
Materials		Lesson Objectives
Pretest sheet		Obtain a measure of prior knowledge against which to compare the change that occurred after the pre-professional internship.
Instruct and Model		
Instruct First of all, show the test sheets to the students and mention that they read the questions well. On the other hand, the teacher says that the test is irrelevant to their results. Model Show the test and explain what they will do for each question.		
Guided Practice		
Learners start doing the test in contact with the teacher. If they have any doubts they will be answered by the teacher. Less guided activities Mention the time that they will need to do the test.		
Independent Practice		
Learners develop the test alone. They must concentrate on their sheets and answer the questions		
Assessment		
Application of the posttest		