UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

"AUDIOBOOKS AND ENGLISH PRONUNCIATION"

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SUPERVISOR APPROVAL

CERTIFY:

I, PhD. Veronica Chicaiza, holder of the I.D No.1715106322, in my capacity as supervisor of the Research dissertation on the topic: "AUDIOBOOKS AND ENGLISH PRONUNCIATION." investigated by Miss Shirley Milena Sandoval Armijos, with I.D No 0803740083, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Audiobooks and English pronunciation" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

TO:

God for giving me the strength and wisdom every day to move forward. To my wonderful parents for always being by my side giving me all their love and support throughout my life.

Shirley.

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To God and the Universe for giving me light, strength and guiding me in every step I take.

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To my dear friends "Lo que sea", you have been the best group as classmates and as friends, thank you for giving me the best moments inside and out the university, without you this journey would not have been the same.

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Finally, I want to thank myself for all the effort and love that I dedicate to everything I do, to my future self, do not stop believing in yourself, because this is just the beginning of a new stage.

Shirley.

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TOPIC: Audiobooks and English pronunciation

AUTHOR: Shirley Milena Sandoval Armijos

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ABSTRACT

Pronunciation is an important sub-skill in English since it allows to articulate well the sounds and intonations of words in order to be understood by other speakers of the language. There are different learning strategies with which this aspect can be taught. The present research aims to determine the influence of audiobooks in English pronunciation in A1 level English students at Universidad Indoamérica. For this study, a pre-experimental investigation was carried out with the participation of 17 students between 20 and 26 years of old. To collect the data, the Cambridge English Key (KET) was applied as pre-test and a post-test. To carry out this investigation, lesson plans were designed exclusively to improve pronunciation using audiobooks as a learning strategy. The results obtained showed a significant improvement in this indicator, because during the pre-test the students achieved an average of 3,59 points and once the experiment was applied then in the post-test, they obtained 4,50 out of 5, demonstrating an improvement of 0.91 points, which indicates that audiobooks have a positive influence on students' pronunciation. Finally, it is important to choose audiobooks according to the English level and age of the students.

Keywords: Audiobooks, pronunciation, English sub-skill, learning strategy

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RESUMEN

La pronunciación es una sub-habilidad importante en Inglés, ya que permite articular bien los sonidos y entonaciones para poder ser entendidos por otros hablantes del idioma. Existen diferentes estrategias de aprendizaje con el que este aspecto puede ser enseñado. La presente investigación tiene como objetivo determinar la influencia de los audiolibros en la pronunciación de Inglés en los estudiantes del nivel A1 de Inglés de la Universidad Indoamérica. Para este estudio se realizó una investigación pre-experimental en la que participaron 17 estudiantes de entre 20 y 26 años. Para recolectar los datos se aplicó el Cambridge English Key (KET) como pre-prueba y post-prueba. Además, para llevar a cabo esta investigación, se diseñaron planes de clase exclusivamente para mejorar la pronunciación utilizando audiolibros como estrategia de aprendizaje. Los resultados obtenidos mostraron una mejora significativa en este indicador, debido que durante la pre-prueba los estudiantes alcanzaron un promedio de 3,59 puntos y una vez aplicado el experimento luego en la post-prueba obtuvieron 4,50 sobre 5 demostrando un mejoramiento de 0,91 puntos; lo que indica que los audiolibros tienen una influencia positiva en la pronunciación de los estudiantes. Por último, es importante elegir los audiolibros de acuerdo al nivel de inglés y de edad de los estudiantes.

Palabras clave: Audio libros, pronunciación, sub-habilidad de Inglés, estrategia de aprendizaje.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative background

For the present investigation, there were considered some previous research documents, articles, studies related to Audiobooks and English pronunciation that have been found in digital articles and repositories of different institutions, conducted by recognized and reliable researchers who provide relevant information for the development of this research.

According to Kartal and Simsek (2017) in their research "The effects of audiobooks on EFL students' listening comprehension" aimed to investigate the effects of audiobooks on listening comprehension skills of EFL students, and their attitudes towards using audiobooks in a foreign language classroom. The participants were 66 first-year students at a state university in Turkey. The research was quantitative and qualitative and had a pre- and post-test control group. Quantitative data, obtained before and after the treatments, were analyzed using independent samples t-tests. While qualitative data, which were the participants' opinions on the use of audiobooks, were obtained through a survey and subjected to content analysis.

The results revealed similar listening comprehension scores for both groups prior to treatment. For 13 weeks, with the experimental group, the teacher used both the print and audio versions of the selected books. On the other hand, with the control group, only the print versions were used, while all other classroom processes remained the same for both groups. The results showed that the use of audiobooks had a positive impact on the students' listening comprehension ability. Analysis of the survey data showed that the audiobooks had contributed to the participants' listening comprehension, pronunciation, and motivation.

Moreover, in a study by Goretti (2019) called "Phonetic Transcription and Audiobooks as Tools to Improve Listening Comprehension Skills in English" aimed to improve students' listening comprehension skills by providing them with basic phonetic notions and training in transcription. The first stage dealt with basic phonetic

(the international phonetic alphabet, transcription and articulation of both consonant and vowel sounds, accents and weak forms, word stress and sentence stress) and phonological notions (rhythm and intonation) of standard British English, while the second stage, students were required to work on their own with some graded readings including audio material (audiobooks and written text). Students had to work fortnightly with the assigned reading and comply with these guidelines. Firstly, they had to read the book and look all unknown words up. Then, they had to listen to the audio again, but now at the same time as reading the book, paying special attention to the elements mentioned at the previous stage to create associations between the spelling and the pronunciation.

The results obtained showed that most of the participants improved their listening skills after the intervention, and in some cases the improvement was very high. Therefore, this research is of great support for the present study because it can be said that listening to an audiobook while reading the text at the same time, significantly improves listening skills in students as they have the opportunity to pay attention to the correct pronunciation and sound of the words, and to repeat it as many times as necessary until it is well understood.

On the other hand, in an article developed by Rusmanayanti (2021) titled "The use of audiobooks as part of digital literacies in Indonesian students' perception" with the purpose of identifying audiobooks as an alternative media used in learning EFL. Twenty random students from the Faculty of Teacher Training and Education participated in this qualitative research, which sought to explore students' perceptions of the use of audiobooks to vary the learning media that students can access. A set of open-ended questionnaires was distributed, and then five samples were chosen to join an in-depth interview session for acquiring detailed results. A content analysis was used to analyze the responses of the participants. As result students said that 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. When asked to describe their audiobook, 95% of the participants chose fiction audiobooks with different genres and duration. Most of the participants chose Fiction instead of non-fiction because it could make them more relaxed and enjoy the process of using audiobooks as an alternative media

in learning English. This means that although audiobooks help students improve their reading skills, students do encounter some challenges such as audio speed and narrator accents, but these are easy obstacles to overcome with practice.

In addition, in the research work by Al-Jarf (2021) named "Mobile audiobooks, listening comprehension and EFL college students" with the objective of showing the advantages of integrating MABs in listening instruction. The author conducted an exploratory study in which a needs assessment survey, with open-ended questions was administered to a sample of EFL students in the first 4 levels of the English-Arabic translation program. At the end of the semester, the students' responded to a questionnaire. Responses to the questionnaire showed that the students had positive attitudes towards practicing listening comprehension with MABs. They found the MABs fun, and they enjoyed analyzing the books, short stories, and novels they listened to. Through this study it was determined that learners respond positively to the use of audiobooks in class and contributes to the present research by demonstrating they have advantages such as improving listening skills, and it is a fun way to learn with the use of different types of narratives.

In the study carried out by Khodary (2018) titled as "Using audiobooks for developing listening comprehension among Saudi EFL preparatory year students" the aim was to investigate the usefulness of using audiobooks on developing listening comprehension among Saudi English as a Foreign Language (EFL) preparatory year students. In this study a quasy experimental design was used, there was a control group and an experimental group, both groups were given a pre-test and a post-test to evaluate their listening comprehension. The group used for the research had the opportunity to listen to a text while doing a silent reading with the printed version of the text, each student could repeat this action 2 times before answering the multiple-choice questions. As a result, a significant difference was found in favor of the experimental group in the post-test, as they scored higher than the control group, thus demonstrating the benefit of audiobooks on listening comprehension.

This study with a quasi-experimental design represents a great support to the present one because it can identify the difference between students who use audiobooks and those who do not, making it clear that the use of audiobooks causes a positive result that can be demonstrated with the post-test.

Meanwhile, in the research paper by Tusmagambet (2020) named "Effects of audiobooks on EFL learners' reading development: Focus on fluency and motivation" in order to examine the effects of an intervention using audiobooks for the development of reading fluency, in terms of reading speed, reading comprehension, and motivation to read. To carry out this work, a quasi-experimental design was used, where the experimental group used audiobooks that included the printed text of the book plus the audio, while the control group only did a silent reading with the physical text. In addition, a semi-structured interview was conducted, and quantitative data were collected through ANCOVA. The results showed that the motivation of both groups increased. However, a qualitative study collected through the interview showed that the use of audiobooks had a positive effect on reading comprehension. On the other hand, the experimental group outperformed the control group in reading speed and reading comprehension. This study provides relevant information for the development of this research, it shows that in addition to helping to improve students' English skills in many ways, such as their reading speed and reading comprehension, learners feel happy while learning in this way.

Sekścińska and Olszańska (2018) in their study called "The importance of audiobooks in English language teaching" with the aim to show how audiobooks may be incorporated into the English classroom and used for educational purposes, established that before choosing an audiobook, it must meet the objectives of the class teachers are teaching, it must be appropriate to the age of the students and their level of English. For this research, the investigators first applied a pre-listening test. At this stage the teachers first explained relevant information such as new vocabulary so that the students could understand the audiobook, once they listened to the audiobook, a post-listening was applied where the students were asked to perform activities such as saying that they understood, answering some specific questions about the audiobook. As a result of this research, it was identified that audiobooks contribute in different ways to the language learning process, as they can use to improve listening skills, pronunciation, vocabulary, grammar, and concentration. In addition, this didactic material proved to be an authentic learning resource that can motivate students to continue learning either at home or at school. Thus, it is proven once again that audiobooks increase the motivation of learners. In addition, this study supports

this investigation because it has several advantages and can be used in the classroom for several second language learning purposes.

Purwanto (2019) in his article "Teaching pronunciation using varieties of pronunciation teaching material and practices" the objectives of this research were to design varied materials for teaching pronunciation practices with fun and attractive, to introduce the correct spelling in teaching pronunciation and to encourage students in using English as medium of communication. This study used a qualitative approach to analyze the impact of different activities and materials to improve pronunciation such as: reading aloud, listening, and repeating, phonetic training, tongue twisters, spelling and dictation. As a result, it was found that the use of creative materials not only helps students to improve their pronunciation but also to increase their fluency. It can be said that this research supports the topic of this study because didactic materials play an important role in improving pronunciation, students have a variety of options and can choose the one that is easiest for them or the one that most captures their attention to practice.

According to Taghinezhad et al. (2016) in their research paper called "Examining the influence of using audiobooks on the improvement of sound recognition and sound production of Iranian EFL learners" which was focused on investigating the influence of using audiobooks on improving Iranian EFL learners' pronunciation skills. In order to carry out this study, a total of 90 elementary, intermediate and higher level students were selected, to whom a pre-test and post-test were applied to find out what influence the audiobooks had on the pronunciation of the students, from which it was discovered that the intermediate level students improved their pronunciation level, as well as it was identified that women outperformed men in sound production, while men outperformed women in sound recognition. Once again, the positive impact of audiobooks in the process of learning a foreign language can be evidenced, this article contributes to the present research because as mentioned above, the participants through this resource improve their different skills in English as well as enjoy learning through this strategy.

An investigation by Gilakjani (2018) named "Teaching pronunciation of English with computer technology: A qualitative study" with the purpose to investigate teachers'

views toward computer technology in teaching English pronunciation. This research collected data through a questionnaire in a semi-structured interview that was conducted to 25 teachers from different universities in Iran, once this was done conclusions were drawn from the data, resulting in the interest that teachers have to use technological material to help their students to improve pronunciation, as it increased motivation in both of them, and it gives better results than traditional methods. Nowadays, thanks to technology, teachers have multiple tools that can be used to practice pronunciation in class, this article supports the present study with the inclusion of audiobooks as a learning strategy for second language teaching because it increases motivation for both students and teachers.

Besides, Bai and Yuan (2019) in their study "EFL teachers' beliefs and practices about pronunciation teaching" aimed to explore 16 non-native English teachers' beliefs and practices about pronunciation teaching in Hong Kong. Drawing on data from the teachers' written reflections and follow-up interviews, the findings suggest that these non-native English teachers understood the importance and goal of pronunciation teaching but appeared unconfident and ill-prepared in their teaching. Their lack of confidence was not only a result of insufficient training but also of their non-native English teacher status influenced by specific institutional and sociocultural contexts. This article contributes to this research because it shows that teachers lack confidence in teaching English pronunciation and therefore decide not to teach it because they do not have the training and strategies necessary to do it well.

In the same way, Pourhosein and Banou (2016) in their research "Why is English pronunciation ignored by EFL teachers in their classes?" with to investigate the Iranian EFL university views' toward English pronunciation instruction. A quantitative method was used to gather data by an instrument. The researchers used a questionnaire as the instrument of this study. 100 teachers voluntarily participated in this study. Data were collected and analyzed. The findings of this paper indicated that lack of time, motivation, resources, materials, and educational facilities like computer technologies prevented teachers from teaching pronunciation and if teachers want to include pronunciation into their classes, they should be equipped with these factors that can increase their success in teaching English pronunciation. This research contributes to the present study because it demonstrates that didactic and

technological materials should be included to teach English pronunciation and guarantee good results.

Furthermore, Szyszka (2016) in her article "English pronunciation teaching at different educational levels: Insights into teachers' perceptions and actions" with the aim of reflecting upon the place of pronunciation in English as a foreign language (EFL) teaching at different educational levels in Poland. Data collection was through an online survey among professional teachers of English as a foreign language in primary, lower secondary, and upper secondary schools in Poland. Questions focused on respondents' beliefs about pronunciation, teachers' competencies in relation to pronunciation and its teaching, and the pronunciation teaching techniques they use. The results describe the most and least used pronunciation teaching techniques in each of the three educational stages, as well as the beliefs of EFL teachers in Poland regarding pronunciation teaching. This review is of great importance for the present research because teachers consider pronunciation is an important aspect to teach, and among the most used techniques are repetition and reading aloud.

In fact, an analysis by Zhang et al. (2016) named "The effectiveness of the flipped classroom mode on the English pronunciation course" with the purpose of researching into the effectiveness of a comparatively new teaching mode the flipped classroom in the English pronunciation course. Mixed methods are adopted in this study in order to seek sufficient evidence for the effectiveness of the flipped classroom teaching mode. Students' final grades are compared with those of students taught in the traditional teaching mode. And individual face-to-face interviews are conducted to investigate students' attitudes toward the teaching modes. Finally, it is concluded that the flipped classroom mode is more effective than the traditional mode in teaching pronunciation. This research is of great value to the present one because it explains that students learn better when they can make use of different online resources to practice pronunciation and then put what they have learned into practice in class.

Besides, Shak et al. (2016) in their investigation "Pronunciation problems: A case study on English pronunciation errors of low proficient students" aimed to identify the specific sounds that are commonly mispronounced by low oral proficiency Malaysian students. This study employed the qualitative methodology where data

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came in the form of reading aloud voice recordings. Based on the thematic analysis conducted, the sounds that were commonly mispronounced by the students were vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form. From the findings, this study recommends the use of the commonly mispronounced sounds as the content in producing an instructional pronunciation video for helping low oral proficiency students of the 21st century to address their pronunciation problems. This study contributes to the present research by recommending the use of technological material to improve the pronunciation of commonly mispronounced words.

Finally, Calvo (2017) in her research article called "Contributions of new technologies to the teaching of English pronunciation". This paper is intended to contribute to the field in that it will provide an overview of the materials currently available for teaching pronunciation through the use of ICTs, as well as an empirical preliminary study on ESP students' first contact with using ICTs for learning pronunciation. Results indicate that these students enjoyed using these technological tools and would like to use them again to practice their pronunciation. This study is of great importance for this project because it shows the benefits of ICTs in teaching pronunciation and how motivated students feel learning with these tools. All these investigations show that the use of Audiobooks generate a positive result in the pronunciation of the target language in these students. These investigations conclude that audiobooks are a didactic resource in the teaching of a new language, since when being narrated by native speakers they contribute to the learning and development of intonation, pausing in commas, periods, and to pronounce correctly. However, each audiobook should be adapted to the level of the students.

1.2 Theorical framework

1.2.1 Independent variable theorical support (Audiobooks)

1.2.1.1 Technological tool

These are programs and applications that can be used by many people and are easy to use. In the educational context it helps students to be able to learn in a more dynamic way. New technologies allow students to satisfy their interest in knowledge in areas unknown to them, self-giving them new knowledge. According to Ranasinghe and Leisher (2009) Educators must learn all they can to help their students be a success in the twenty-first century. One piece of that preparation involves the use of all possible types of technology as a teaching tool in the classroom to empower their students as they develop the critical thinking skills necessary to solve the problems they encounter. This means that teachers must learn to make use of technological tools in class to ensure the success of their students' learning, since through this instrument the learners develop critical thinking and increase their knowledge.

Benefits of technology in the classroom

- **Different learning modalities**

Using technology in the classroom allows students to access different ways of learning. Giving students the choice of different ways to learn means that they will probably explore and try out different techniques, and in the end, learn the best strategies for themselves as individual learners.

- **Promotes individual learning**

Technology is an effective resource for learning. For example, students can learn at their own pace, reviewing content as often as necessary. In addition, it provides more opportunities for students with difficulties. Internet access provides students with access to a wide range of resources to conduct research and assignments in a variety of ways.

- **Student engagement in learning**

When learning becomes fun, students become more engaged and more likely to learn and retain that information. By applying technology teachers can not only engage their students, but also provide a rich learning environment.

1.2.1.2 Didactic resource

In the article "Principles for the Use, Adaptation, and Development of Didactic Material" by Fernández and León (2016) state that teachers should select, adapt, or create materials taking into consideration the program objectives as well as teaching strategies and students' learning styles. The use of proper materials can motivate students in their learning process. Keeping in mind that the purpose of didactic materials is to facilitate language learning, their adaptation and development should be based on a set of principles that ensure they are successful. These principles involve the impact that didactic materials will have on students.

Didactic material should help students feel at ease and develop confidence. It should also give them the perception that what has been taught is relevant. it is important that in the learning process the teachers use different types of materials or resources to teach the lesson, these resources serve as mediators to transmit the knowledge favoring the process of teaching learning and facilitating the interpretation of the content that the teacher is teaching in the class.

Learning strategy

Learning strategies refer to a set of tools used by teachers to teach different tasks. In this way, they can choose and apply the one that works best depending on the subject they are teaching to achieve specific learning objectives. They can be strategies for memorizing or studying for exams (Top Hat, s.f.).

1.2.1.3 Audiobooks

Audiobooks are a very practical tool for teachers who have students with learning disabilities. Audiobooks reinforce the contents of the text to allow a better and deeper reading comprehension, which benefits even students without learning disabilities. In addition, they activate the use of other senses during the learning process, for example: they facilitate the socialization process, promote empathy, and help develop listening skills. It is recommended that educational institutions integrate this type of equivalent listening material for all their written content (Garcia, 2019).

Benefits of audiobooks for learning English

Audiobooks offer different types of benefits such as:

- Increases reading comprehension
- Improves reading fluency
- Teach correct pronunciation and intonation
- Expand vocabulary
- Improving comprehension by 76%; and

Test scores increase by a large percentage when multimodal learning takes place (Western Downs Libraries, s.f.)

Gives students educational independence

Moran (2017) establishes that "When students are able to work independently with the content, it gives them the confidence to become successful learners and control their educational outcomes". In other words, students can continue to increase their learning outside and inside the classroom, in a way that their relationships with their peers develop normally.

Increases word exposure and improve vocabulary

"Reading aloud audiobooks will help students learn new words that will be incorporated into their knowledge base and allow them to understand new content" (Moran, 2017).

Tips for audiobooks

- **Read**

Having the text and audio of a reading allows students to increase their concentration on the words, to hear their correct pronunciation, and intonation. In addition to being able to pause or rewind the audio to practice pronunciation to sound as close as possible to the narrator of the story.

- **Listen**

The first time you listen, just listen to the story, then when you finish, underline the unknown words, once you have done this, look for the meaning. The next step is to listen to the text again but now paying attention to how the words are pronounced and in what context they are being used (Geikhman, s.f.).

- **Choose the right audiobook**

It is important that teachers select an audiobook of a genre that catches the attention of the students, this will make them more focused and motivated to continue using this tool. In addition, the story selected should be appropriate to the age and English level of the students.

1.2.2 Dependent variable theorical support (English Pronunciation)

1.2.2.1 English language

The English language is the predominant language today, which means that it is one of the most widely spoken languages around the world. In an article about "English Language: History, Definition, and Examples" by Nordquist (2020) states that around the world everyone learns English at school, college or university as a foreign language and when traveling to new places, new cultures, or even doing business this language becomes a common denominator among people of different nationalities to communicate and express themselves. This means that the English language is used as a means by which people from different countries, and with different languages, employ it to communicate either for travel, business, or educational purposes.

Methods to learn English

- **Movies in English**

Films, or series, are part of our daily lives, so it makes sense that they be part of a class. If a child watches his favorite movie or series in English, at first, he will tell us that he doesn't understand anything, but when he sees that through the context and the images, he understands the story he will end up seeing it. In addition, they will be exposed to the language, and it will be fun for them since they will not realize that they are learning and acquiring the language unconsciously.

- **Games in English**

For Frydrychova (2015) Game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages. Through the games the students feel motivated, encouraged, and will start to acquire the language in an unconscious way while doing an activity that they enjoy.

- **Audiobooks**

Audiobooks are a great learning strategy to help the learner's ear get familiar with the sounds and rhythms of a new language. In addition, they are innovative because they will capture the attention of learners more than a normal textbook. To start reading an audiobook it is important to choose a familiar book, this way

the brain will focus on learning new words and grammatical structures rather than on the story itself (Handscombe, 2020).

1.2.2.2 Productive skill

Productive skills refer to those that are produced by the learners, because these are the ones in which sentences, words, are produced. According to Rhalmi (2020) productive language skills such as speaking, and writing are of great value because they are the most visible evidence of language acquisition. The more the learner speaks or writes coherently and appropriately, the more positive linguistic results will be evident. The teaching of these productive skills is also essential because written and oral communication are basic skills for real life, which serve to inform, express oneself, share thoughts.

Types of productive skills

- **Writing skill**

This skill allows students to communicate written messages clearly, this also includes knowing how to use correct grammar, punctuation, and spelling. There are different types of writing such as essays, letters, reports, emails, articles, reviews, history, depending on the context it can be formal or informal.

- **Speaking skill**

It is defined as the ability in which students can communicate fluently and transmit information or ideas with spoken words. To speak it is necessary to use various parts of the body such as the mouth to transmit the message, vocal cords, teeth. When people talk it is called dialogue since it includes at least one listener, while the other speaks, this skill is the second one learned at birth after listening.

1.2.2.3 Pronunciation

For some learners having a bad pronunciation can diminish their confidence when speaking, because when they pronounce certain words badly, they feel they have a low level in their L2. For this reason, it is essential that teachers develop diverse activities, applying different techniques to help them improve this skill and be able to communicate successfully (Shak, Lee, & Stephen, 2016).

Pronunciation and clear understanding of English speech are two skills which complement each other (Shane Schools, 2017). So, pronunciation is important when people learn English because it helps them avoid communication problems. Speaking and pronouncing words correctly is important since a mispronounced vowel or consonant can lead to confusion. In addition, it gives confidence to speak and helps to better understand native speakers.

Interaction and exposure to the foreign language play an important role since at this point students can practice and experiment with the language as they will have the opportunity to listen to word stress, sentences stress, intonations. The teaching of pronunciation is vital for L2 learners in the context of interactions between both non-native speakers and also with native speakers in general (Bakar & Ridhuan, 2015).

Ways to improve pronunciation.

- Learn to listen.
- Watch your lips and mouth movements.
- Practice by yourself.
- Record yourself.

Suprasegmental Features

Nordquist (2020) states that suprasegmental features refer to the functions of speech that go beyond individual sounds, such as stress, tone, or word joining that often extend over syllables, words, or phrases. The "musical" aspects of speech are also often considered; therefore, they are important in highlighting any kind of meaning, particularly the attitudes or postures of the speakers to what they are saying. It means that people must know how to use suprasegmental features appropriately to convey their ideas and not lose the objective of their message.

- **Stress**

It is the intensity that can be given to certain syllables in a word or to certain words in a phrase or sentence. In addition, stressed syllables are stronger than unstressed syllables. They are also longer and have a higher tone. However, it is important to

know which syllable to stress, because stressing the wrong syllables or not using stress at all can cause misunderstandings and confusion for the listener.

- **Tone**

This refers to the sound of individual syllables or words, which can convey different meanings to a word, but can also show the mood or emotion when pronouncing an expression or sentence.

- **Intonation**

It is the variation in the tone of speech, the way in which the voice is intentionally used to convey a message, make statements, or ask questions.

1.3 Objectives

1.3.1 General Objective

- To determine the influence of audiobooks in English pronunciation in A1 level English students at Universidad Indoamérica.

1.3.2 Specific Objectives

- To apply audiobooks as a learning strategy in English class.
- To evaluate the student's pronunciation.
- To demonstrate the effects of Audiobooks in English pronunciation.

Description of the fulfillment of objectives

To establish the objectives of this investigation, the researcher researched and read from various sources such as digital articles, theses, on how audiobooks improve English pronunciation, once the general objective was established, three specific objectives were established that serve to determine how the following study will be achieved.

To fulfill the first specific objective, the author applied two different types of audiobooks, one of fantasy and the other of horror, in which different activities were carried out such as listening to each chapter of the audiobook twice and then the students were asked to read aloud a part of the text they had previously listened to; the learners used padlet, flipgrid and vocaroo tools to record themselves.

To evaluate English pronunciation, the researcher applied a pre-test at the beginning of the research and a post-test at the end, using the Cambridge English Key (KET) speaking rubric where only the pronunciation part was taken into account to evaluate the suprasegmental features, this exam had two parts and was about questions related to personal and daily life information, where it was possible to identify whether the student can use English in simple situations.

Through the application of the pre-test and post-test it was possible to determine the effect that audio books have on English pronunciation.

CHAPTER II. METHODOLOGY

2.1 Resources

Human resources

- Research Tutor
- Review Tutors
- Researcher
- Professor from English Language class
- A1 level English students at Universidad Indoamérica

Institutional resources

- Universidad Indoamérica
- Classroom

Materials

- KET Standardized test
- Microsoft teams platform
- Computer
- Cellphones
- Internet Connection
- Youtube
- Educational websites.

2.2 Methods

2.2.1 Approach

The current study had a quantitative approach because the data was collected through a pre-test and post-test to demonstrate the effects of Audiobooks in English pronunciation. Moreover, "Quantitative research is a strategy for analyzing and collecting numerical data. It is used to find patterns, make predictions, test causal relationships and generalize results to broader populations" (Bhandari, 2020).

2.3 Research modality

2.3.1 Field based research

This research was developed through virtual classes with the A1 level English students at Universidad Indoamérica, where the researcher was able to observe and collect important data on how audiobooks influence students' pronunciation. Juneja (2015) establishes that field research is based on the collection of real and authentic information. This operation involves determining what data is accurate and necessary. Once this is determined, we proceed with the collection of information, which can be in person, by telephone, internet meetings, e-mail or teleconferences.

2.3.2 Bibliographic

Bibliographic research is defined as any study that requires the collection of information from previously published research literature. These materials may be from books, journals, magazines, newspapers, reviews, and reports, or may consist of electronic media such as audio, video recordings, and films, or may also be online resources such as websites, and blogs (Allen, 2018). This study is supported by articles, scientific reviews, journals, and theses that were found on the internet, which provided relevant and reliable information for the development of this research.

2.4 Level or type of research

2.4.1 Exploratory

Exploratory research, as its name indicates, seeks to investigate a problem that is not clearly defined, since there are not many literary works on the subject. This type of investigation establishes the procedure for data collection, methodology, analysis tools, but does not provide conclusive results, in other words, it examines whether a particular topic should be studied further (Voxco, 2021). This research is exploratory because, although there are studies on audiobooks focused on improving foreign language skills such as listening and reading, there are few that focus on pronunciation. Besides, this study will serve and inspire future investigations related to this topic because it will provide relevant and reliable information.

2.5 Design

2.5.1   Pre-experimental

Frey (2018) states that "pre-experimental designs are research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change". In this research the sample was established and was not chosen randomly, where only A1 level English students were chosen to carry out this research. Therefore, a pre-test was applied at the beginning, then the independent variable (Audiobooks) was manipulated, and a post-test was taken at the end of this research to measure the effects of audiobooks on English pronunciation.

2.6 Procedure

First, an A1 level English course was selected at Universidad Indoamérica. The application of this research was carried out during 4 weeks with a total of 8 sessions., where a pre-test and a post-test were applied, using a standardized test of the Cambridge English: Key (KET) exam.

In the first session the researcher introduced herself, then proceeded to take the pre-test where each student was asked questions related to general information and holidays, it lasted about 40 minutes. This exam was evaluated using the KET speaking rubric where only the pronunciation part was taken into account. Once the pre-test was finished, it was explained what audiobooks are, their importance and benefits. In addition, during this class the first fiction audiobook, titled Peter Pan, was presented., and the first chapter was played twice.

The second session began with a warm-up, it was about basic information about the first audiobook, such as who the author is, name, genre. Then, chapter 2 of the audiobook was played, when it ended, some students were asked to read aloud that part of the text, then the chapter was played once more time and when it ended all students were asked to enter to the flipgrid platform, where they recorded themselves reading aloud a part of the chapter they listened to before. Afterwards, chapter 3 was played twice, and students recorded themselves reading some sentences from that chapter on wizer.me platform; this session ended with the students listening to a song about Peter Pan which is the title of the audiobook.

In the third session, the class began with a warm-up about the topic of the previous chapter. Then chapter 4 was played, students were paused and asked to read aloud what

they heard earlier, the same chapter was played again, and when it was over, students joined padlet and recorded themselves reading a section of the text of that chapter. Then, chapter 5 was played, and students filled out some pronunciation worksheets and answers were reviewed in class.

In the fourth session, students began by writing on the padlet platform some words that they have learned to pronounce with the audiobook used in the class "Peter Pan". Then, chapter 6 of the audiobook was played, some students were asked to read aloud, the same chapter was played again, and the students recorded themselves reading aloud some sentences on the wizer.me platform. Afterwards, the next chapter was played, students fill out pronunciation worksheets, and finish by listening to a song about the audiobook they are listening to.

During the fifth session, the researcher played a video about the benefits of audiobooks, then presented the second fiction audiobook which is "Halloween Horror", students started by listening to the first chapter, then they are asked to read aloud what they heard, then listened again, and recorded themselves reading a part of the text aloud on the vocaroo platform. After, they listened to the next chapter twice, and complete a pronunciation worksheet.

In session sixth, the class began with a game about the audiobook from the previous class. Then a chapter of the same book was played, where some students were asked to read aloud, the same chapter was played again, and the students recorded themselves reading a part of the same text on the padlet platform. Next, the next chapter was played, and the learners wrote in the chat new words that they learned to pronounce with this audiobook. The session ended with an activity where they have to recognize the correct pronunciation of the words using live worksheet.

The seventh session began with a game about questions from the previous chapters of the audiobook, then chapter 6 was played, where the same process was followed, asking some students to read aloud, then listen a second time to the same chapter and proceed to record themselves reading a paragraph of the text they heard. Then the learners listened to the next chapter twice and recorded themselves reading some sentences from that text on the vocaroo platform. Finally, they filled out an activity on pronunciation using live worksheet.

The last session started with a video about how audiobooks are recorded, then a game about what the chapters of the last class were about. The students listened to the last chapter of the audiobook twice, and then recorded themselves reading some sentences from the previously listened chapter on the wizer.me platform. Lastly the learners took the post-test.

2.7 Population and sample

This research was carried out at Universidad Indoamérica, located on Bolivar 2035 and Guayaquil streets in the city of Ambato, province of Tungurahua. The subjects involved were the students of A1 level English, a total of 17 males and females. In addition, the age of the participants was from 20 to 26 years.

2.8 Data collection technique and instruments

This research used a pre-test and a post-test, which was taken from the Cambridge English: Key (KET), this is an international exam designed by Cambridge Assessment English, which is aligned with their qualifications and tests to the Common European Framework of References for Languages, that served to demonstrate whether participants can communicate in simple real-life situations. The pre-test was taken at the beginning of the experiment to evaluate the students' pronunciation in a 60-minute session on the Microsoft Teams platform. After finishing the treatment, a post-test was taken to see the effects and to know if the students improved their pronunciation.

The Microsoft teams platform was used to perform the classes where the researcher was able to interact with the students in real time, to share the activities and play the audiobooks.

The platforms that were used so that students could record themselves reading aloud the audiobooks to practice pronunciation were, wizer.me, flipgrid, padlet, and vocaroo; because these are interactive websites that allow them to carry out activities in real time, are free, easy to use, and can be used from any device such as tablet, cell phone or computer. Moreover, other tools such as wordwall, live worksheets, and quizizz were used to practice pronunciation and answer some questions about the audiobook topic.

Finally, SPSS software was used to analyze the data, to obtain a more critical analysis and to know whether the research hypothesis is null or alternative.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following chapter shows the data collected from the pre-test and post-test of the A1 level English students at Universidad Indoamérica, where 17 students participated.

3.1.1 Pre-test results:

Table 1 Pre-test results

Criteria	Pre-test	Expected Average
Pronunciation	3,59	5,00

Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Figure 1 Pre-test results
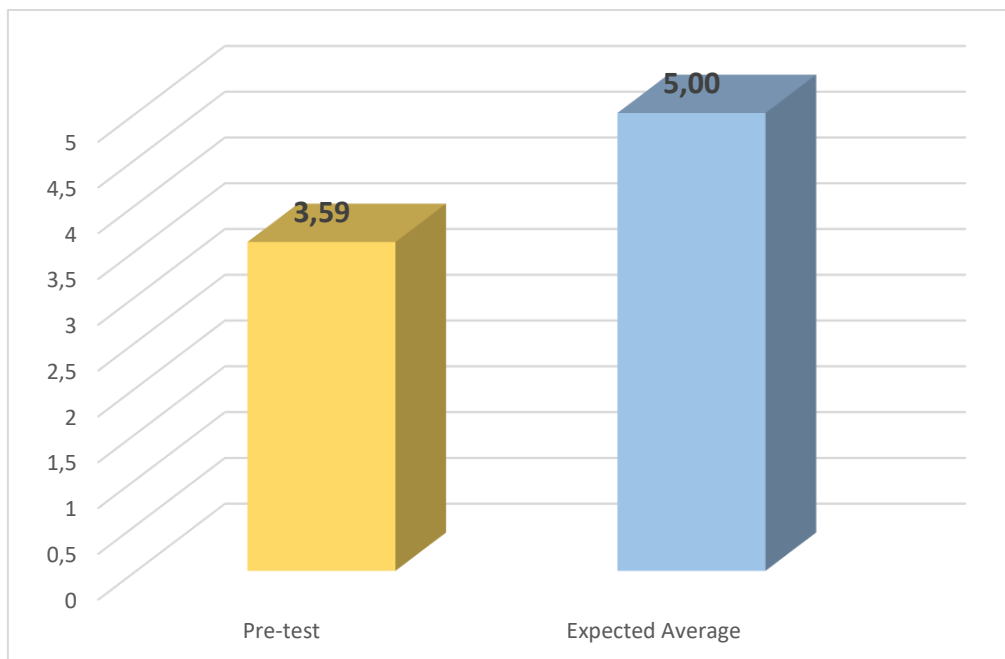
Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Analysis and interpretation of the results

Table and Figure 1 show the average obtained in each indicator by the 17 A1 level English students at Universidad Indoamérica during the Cambridge English Key: Speaking test. To evaluate their answers just one aspect was considered: which is pronunciation, and the highest score for evaluating this criterion was 5 and the lowest score was 0.

Figure 1 illustrates the results obtained during the pre-test shown in the yellow column, students had an average of 3,59 out of 5 points.

Although the participants had an intelligible pronunciation, the result in this indicator was not so high due to some difficulties suprasegmental features such as, maintaining the same tone of voice during the answers, no intonation, words, or sentence stress, which caused the answers to sound unnatural. It can be concluded by saying that students need to practice more this sub skill to have more control of their suprasegmental features. For this reason, lesson plans were designed using the audiobooks as a learning strategy.

3.1.2 Post test result

Table 2 *Post-test results*

Criteria	Post-test	Expected Average
Pronunciation	4,50	5,00

Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Figure 2 *Post-test results*
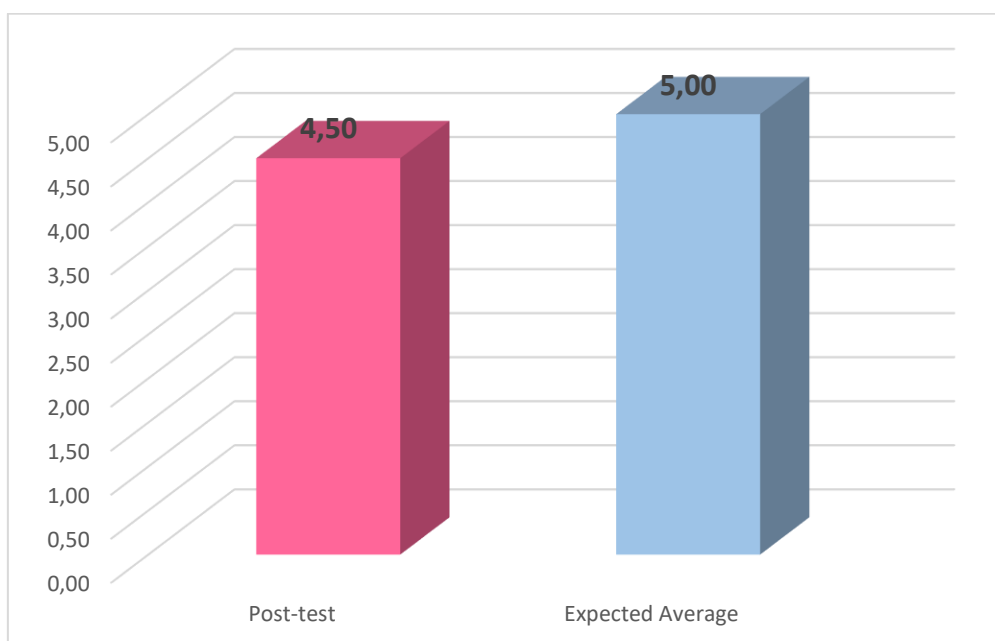
Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Analysis and interpretation of the results

The same procedure was applied to the same particpants for the post-test. Activities were designed to improve their pronunciation in which the participants listened and read a part of the audiobook twice, then practiced reading aloud and finally recorded themselves. As a result, the participants significantly improved their scores after using this tool.

Figure 2 shows that in the post-test represented by the pink color column, students reached an average of 4,50 out of 5 points.

Through this data collection it is possible to demonstrate that there was an increase in the score in pronunciation where the suprasegmental features were evaluated. The students were heard more natural and confident in their answers, they also paid more attention to the correct intonation, stress of each word and sentence. It can be concluded by saying that the use of this learning strategy influences the improvement of pronunciation.

3.1.3 Comparative results

Table 3 Comparative results

Criteria	Pre-test Average	Post-test Average	Difference	Expected Average
Pronunciation	3,59	4,50	0,91	5,00

Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Figure 3 Comparative results
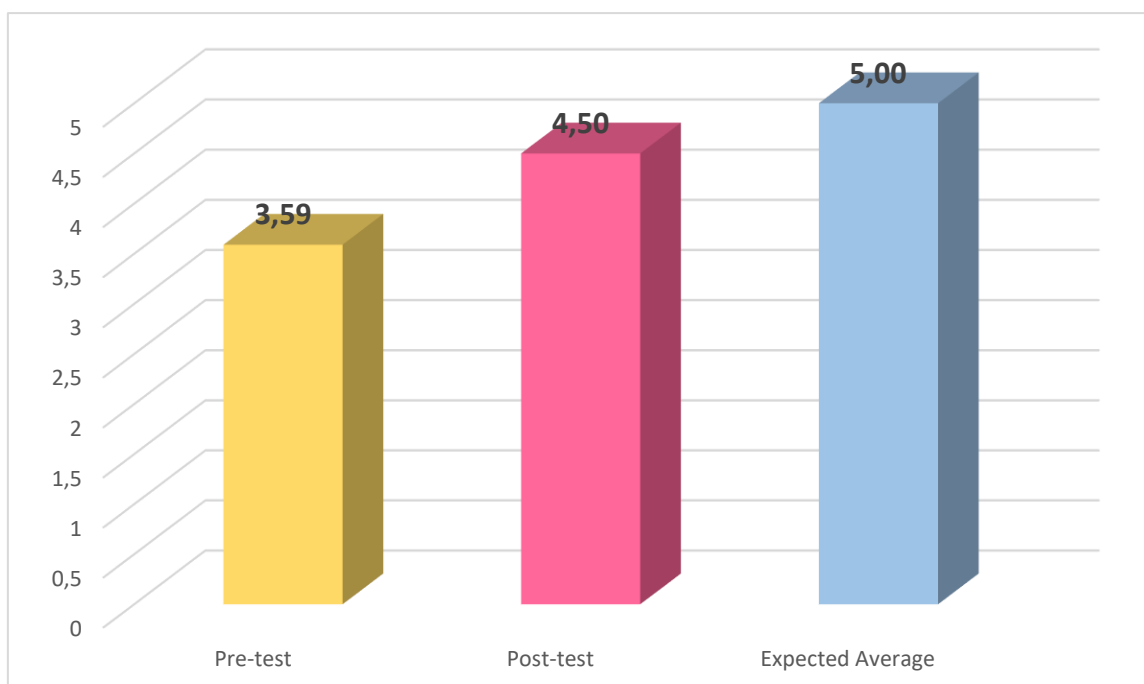
Source: Students from A1 level English at Universidad Indoamérica.
Elaborated by: Sandoval, S. (2022)

Analysis and interpretation of the results

Table 3 shows how the results were before and after the application of audiobooks as a learning strategy. As well as the difference to know how many points increased in this criterion. On the other hand, figure 3 represents the comparison during the pre-test and post-test, in the column color yellow pre-test students got 3,59 and, in the post-test represented by a pink column, they had 4,50 out of 5 showing an advance of 0,91 points.

The pronunciation aspect achieved great results, because the activities of the lesson plan were developed to improve this sub skill and its suprasegmental features like tone of voice, intonation, word, and sentence stress; students were interested and motivated to participate in class. Besides, this shows that audiobooks can continue to be used to meet different language learning objectives.

Discussion of the results

After 8 sessions of applying audiobooks as a learning strategy to the A1 level English students at Universidad Indoamérica, positive results can be evidenced. Participants showed a great progress in pronunciation as has been demonstrated through the pre-test and post-test, since the texts are narrated by native speakers, allowing them to hear the correct articulation and intonation of each word. This strategy also helped to increase the concentration because when students listened and read the audiobooks silently, they learned the meaning of new words, grammatical structures

Yoshida (2018) establishes that teachers must look for technological tools that contribute to the learning of pronunciation, since in this way better results will be achieved for both teachers and students. These tools have to be easy and free so that they are available for everyone to use both inside and outside the classroom. Furthermore, Xodobande (2018) states that in recent years, due to the increase in technology, students are using various types and means of technology to develop their language skills such as audio books, electronic dictionaries, movies, among others, as these allow them to continue their learning outside the classroom, and are innovative tools that capture their attention.

It can be concluded by saying that using audiobooks as a learning strategy for pronunciation is of great help for teachers and students, since nowadays people are in more contact with technology, and they can use this tool in and out of class to improve their English skills. But it is important to emphasize that audiobooks should be chosen according to the age and English level of the students.

3.2 Hypothesis verification

Null hypothesis: Audiobooks do not influence English pronunciation in A1 level English students at Universidad Indoamérica.

Alternative hypothesis: Audiobooks do influence English pronunciation in A1 level English students at Universidad Indoamérica.

To verify the hypothesis of this research IBM SPSS statistical software was used, where the T-student statistical method was applied, it served to see the difference of the independent variable during the pre-test and post-test.

Table 4 *T-student Paired sample statistics*

Estadísticos de muestras relacionadas

		Media	N	Desviación típ.	Error típ. de la media
Par 1	Pre_test	3,59	17	,667	,162
	Post_test	4,50	17	,500	,121

Source: **Source**: Pre-test and Post-test Statics
Elaborated by: Sandoval, S. (2022)

Table 4 shows the results of the T-student where it indicates that the pre-test mean was 3,59 while the mean for the post-test was 4,50 showing that there was a significant difference of 0,91.

Table 5 *T-student Paired sample statistics*

Prueba de muestras relacionadas

		Diferencias relacionadas							
					95% Intervalo de confianza para la diferencia				
		Media	Desviación típ.	Error típ. de la media	Inferior	Superior	t	gl	Sig. (bilateral)
Par 1	Pre_test - Post_test	-,912	,537	,130	-1,188	-,636	-6,998	16	,000

Source: Pre-test and Post-test Statics
Elaborated by: Sandoval, S. (2022)

According to the results obtained in Table 5 it can be seen whether the hypothesis is accepted or rejected; in this case the p-value corresponds to ,000 that is lower that 0,05 the level of significance, it means that the alternative hypothesis is accepted which means

that audiobooks do influence English pronunciation in A1 level English students at Universidad Indoamérica.

CHAPTER IV. CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

After analyzing and interpreting the results, the following conclusions have been reached:

- The use of audiobooks influences the learning of the English language, especially in the sub-skill of pronunciation, this could be verified thanks to the results obtained in the pre-test and post-test, where the standardized Cambridge English Key: Speaking test was used. This is supported by Moran (2017) audiobooks allow students to gain confidence and incorporate new content by reading aloud to increase their English language skills. During the treatment this resource allowed the students to concentrate while listening and reading the audiobook, since in this way they heard the correct pronunciation and intonation of each word narrated by a native speaker.

- The application of audiobooks as a learning strategy showed good results, since the students were motivated to learn, participating, and completing the activities in class. In a total of 8 sessions they were able to listen to two fiction audiobooks carefully chosen for their level of English, so they could understand but at the same time so they could learn new words, the activities were designed focused on improving pronunciation, various educational tools were used such as padlet, flipgrid, youtube, wizer.me, vocaroo, in which after listening to a chapter of the audiobook and practicing it, they had to record themselves reading aloud a part of the audiobook. It has been proven that implementing this type of technological material achieves better results than the use of traditional methods. In fact, this can be confirmed by Fernández and Leon (2016) the purpose of didactic materials is to facilitate language learning and increase the motivation in the learning process.

- Evaluating the pronunciation of the students was an important point to determine how this sub-skill was before and after the experiment, this was possible thanks to the rubric of the speaking part of the Cambridge English Key (KET). Before the treatment in the pre-test, they scored 3,59 points and during the post-test they

achieved 4,50; where the participants demonstrated an improvement in their suprasegmental features such as intonation, tone, word and sentence stress.

- Through the scores achieved in the pre-test and post-test it was possible to determine the effect of the audiobooks on English pronunciation, which gave a positive result. Moreover, to verify the reliability of these findings, the T-student statistic method was used, where the alternative hypothesis was accepted, since the students significantly improved their pronunciation with an improvement of 0,91 points, advancing in the different aspects described in the rubric such as intonation, word, and sentence stress. Also, they sounded more natural and show confidence in their answers.

4.2 Recommendations

After the information provided, the following is recommended:

- This research suggests the use of technological tools to improve sub-skills such as pronunciation, as it has been shown that they do have an influence on second language learning, as students can listen first-hand to a native speaker speak, and pay attention to different accents, and intonations. In fact, Ranasinghe and Leisher (2009) state that teachers need to make use of different technological materials to ensure success and empower their students to learn and increase their knowledge.

- When designing lesson plans, it is important to apply learning strategies such as audiobooks that focus on improving pronunciation and motivate students to improve and learn. Besides, according to Sekścińska and Olszańska (2018) before choosing an audiobook it must meet the objectives of the class teachers are teaching, it must be appropriate to the age of the students and their level of English. It is an excellent way for them to enjoy the teaching process since they will be more concentrated and will find it easier to learn. But it is also necessary to use didactic web resources that are focused on practicing this sub-skill; and as a side effect it will improve other skills such as listening, reading, vocabulary.

- Teachers must continually evaluate the pronunciation of the students, to know where they are failing, or what they need to practice more, that is why an adequate control must be carried out using standardized test rubrics.

- Continuing to use this resource will be a great help in the classroom because of the positive results it has been shown to produce. Moreover, there are many studies that support this theme based on solid arguments made by professionals, since it is a great way for students to engage in learning because they can do it outside of class from any mobile device. For Instance, Pourhosein and Banou (2016) concluded saying that lack of motivation, material and resources prevented teachers from teaching pronunciation and providing quality education.

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CHAPTER V ANNEXES

Annex 1: Cambridge English Key (KET) Pre-test and Post-test

Part 1 (3-4 minutes)

Phase 1	
Interlocutor	
To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ...., and this is ....
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Source: Cambridge English Language Assessment
Elaborated by: Sandoval, S. (2022)

Phase 2
Interlocutor

Now, let's talk about **music**.

	Back-up prompts
A, how often do you listen to music?	Do you listen to music every day?
What music do you like best?	Do you like rock music?
B, what is your favourite instrument?	Do you like the piano?
Where do you like listening to music?	Do you like going to concerts?

Extended Response
Now **A**, please tell me something about your favourite singer or group?

Back-up questions
Where is your favourite singer from?
Why do you like them?
Do your friends like them too?

Interlocutor

Now, let's talk about **shopping**.

	Back-up prompts
B, where do you like to go shopping?	Do you like to go to shopping centres?
What do you like to buy with your money?	Do you like to buy clothes with your money?
A, who do you like to go shopping with?	Do you like to go shopping with your friends?
What can you buy near your house?	Can you buy food near your house?

Extended Response
Now, **B**, please tell me something about presents you buy for your friends.

Back-up questions
Where do you buy presents?
Do you like giving presents?
Have you bought a present recently?

Source: Cambridge English Language Assessment
Elaborated by: Sandoval, S. (2022)

Phase 1
Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.

*Place **Part 2** booklet, open at **Task 2b**, in front of candidates.*

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

....

Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor /
Candidates
Use as appropriate.
Ask each candidate
at least one
question.

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

> *Optional prompt*
> Why?/Why not?
>
> What do **you** think?

Interlocutor

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

Phase 2

Interlocutor
Allow up to 2
minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Source: Cambridge English Language Assessment
Elaborated by: Sandoval, S. (2022)

Do you like these different holidays?
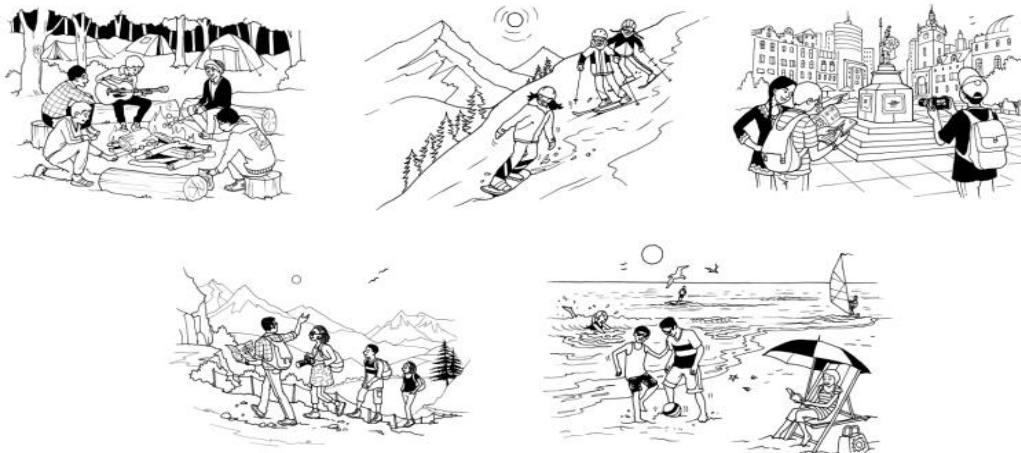
Annex 2: Rubric Pre-test and Post-test

Cambridge English

Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Maintains simple exchanges. • Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	*Performance below Band 1.*		

Annex 3: Pre-test results

Participants	Pronunciation
ST01	3,00
ST02	3,50
ST03	4,00
ST04	5,00
ST05	3,50
ST06	3,00
ST07	4,00
ST08	3,00
ST09	4,00
ST10	5,00
ST11	3,50
ST12	4,00
ST13	3,00
ST14	3,50
ST15	3,00
ST16	3,00
ST17	3,00
General Average	3,59

Source: Cambridge English Language Assessment
Elaborated by: Sandoval, S. (2022)

Annex 4: Post-test results

Participants	Pronunciation
ST01	4,50
ST02	4,50
ST03	5,00
ST04	5,00
ST05	4.50
ST06	4,00
ST07	4.50
ST08	3,50
ST09	5,00
ST10	5,00
ST11	4,00
ST12	5,00
ST13	4,50
ST14	4,50
ST15	3,50
ST16	5,00
ST17	4,50
General Average	4,50

Source: Post-test
Elaborated by: Sandoval, S. (2022)

Annex 5: Approval

<center>**CARTA DE COMPROMISO**</center>

Ambato, 25/10/2021

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Diego López Aguilar en mi calidad de coordinador del centro de idiomas de la Universidad Tecnológica Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Audiobooks and English pronunciation" propuesto por la estudiante Shirley Milena Sandoval Armijos, portadora de la Cedula de Ciudadanía 0803740083, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado
digitalmente
por DIEGO
VINICIO LÓPEZ
AGUILAR

Mgs. Diego López Aguilar
1803752987
(03) 2470 100
0998690206
diegolopez@uti.edu.ec

Annex 6: Lessons Plans

Lesson Plan 1		
Teacher-student: Shirley Sandoval		**Date:** November, 25th
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		
Time	**Description**	**Materials**
3 minutes	The teacher introduces herself, explains the research work that will be done during the following weeks and the activities that will be developed during the class.	
2 minutes	Teacher presents the pre-test, explains the questions, how the students have to do it, and how much time they have.	
30 minutes	Students take the pre-test	
5 minutes	Teacher shows a presentation explaining what audiobooks are, their importance and benefits.	https://www.canva.com/design/DAEvQ527l7c/1pVRf4U-cbp-98XABAEX0g/view?utm_content=DAEvQ527l7c&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
2 minutes	Teacher presents the first audiobook, with its synopsis and details.	https://www.canva.com/design/DAEvRuYbxhE/DHgyVFwKeMUZvAGsYzPTHQ/view?utm_content=DAEvRuYbxhE&utm_campaign=designshare&utm_medium=link&utm_source
3 minutes	Students start listening to the audiobook.	
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier. Students listen to the audiobook.	https://www.youtube.com/watch?v=t9VRrjcq2Vc&t=23s
3 minutes		
7 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	

Pre-test

Source: Lesson 1, canva presentation
Elborated by: Sandoval, S. (2022)

Source: Lesson 1, canva presentation
Elborated by: Sandoval, S. (2022)

Source: Lesson 1, youtube
Elborated by: Sandoval, S. (2022)

	Lesson Plan 2	
Teacher-student: Shirley Sandoval		**Date:** November 26th
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		

Time	Description	Materials
5 minutes	Teacher starts with an activity about the first chapter of Peter Pan.	https://wordwall.net/resource/24667097/audiobook-1
7 minutes	Students start listening to the audiobook.	https://www.youtube.com/watch?v=t9VRrjcq2Vc
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	
7 minutes	Students listen to the audiobook one more time.	
10 minutes	Teacher pauses the audiobook and asks students to record themselves reading a paragraph in flipgrid.	https://flipgrid.com/749bd2cc
5 minutes	Students listen to a song about the audiobook	https://www.youtube.com/watch?v=gSPFLGjwVBc
5 minutes	Students start listening to the audiobook. (Chapter 3)	
10 minutes	Students record their voices reading some sentences of that chapter.	https://app.wizer.me/learn/6J2P3K

Where the story takes place?

A	B	C	D
Guayaquil	New York	Atenas	London ✓
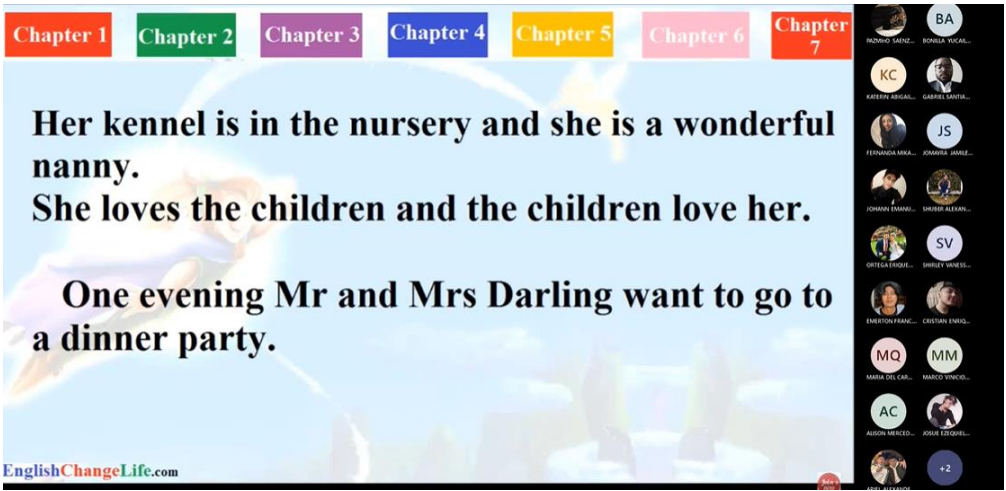
Source: Lesson 2, wordwall
Elborated by: Sandoval, S. (2022)

Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7

It is a lovely fairy called Tinker Bell.
She is looking for something.
After a moment a young boy enters the nursery
and says, 'Tink, where are you?

EnglishChangeLife.com

Source: Lesson 2, youtube
Elborated by: Sandoval, S. (2022)

Source: Lesson 2, wizer.me
Elborated by: Sandoval, S. (2022)

	Lesson Plan 3	

Teacher-student: Shirley Sandoval	**Date:** December, 2nd

Duration: 60 minutes	**Level:** A1	**Age:** 20-26

Objective: To apply audiobooks to improve pronunciation.

Time	Description	Materials
5 minutes	Teacher starts with an activity about	https://wordwall.net/resource/24807087/peter-pan-warm-up
4 minutes	Students start listening to the audiobook. (13:20 – 16:45 min chapter 4)	
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	https://www.youtube.com/watch?v=t9VRrjcq2Vc
4 minutes	Students listen to the audiobook. (13:20 – 16:45 min chapter 4)	
15 minutes	Teacher pauses the audiobook and asks students to record themselves reading the paragraph in Padlet	https://padlet.com/shirleymile9/vrgyp3doto8vk7jj
5 minutes	Students start listening to the audiobook. (16:45 – 20:29 min chapter 5)	
15 minutes	Teacher shares an activity, students fill out the worksheet and then review the answers in class. (just B)	https://www.liveworksheets.com/jf7317jf

Source: Lesson 3, wordwall
Elborated by: Sandoval, S. (2022)
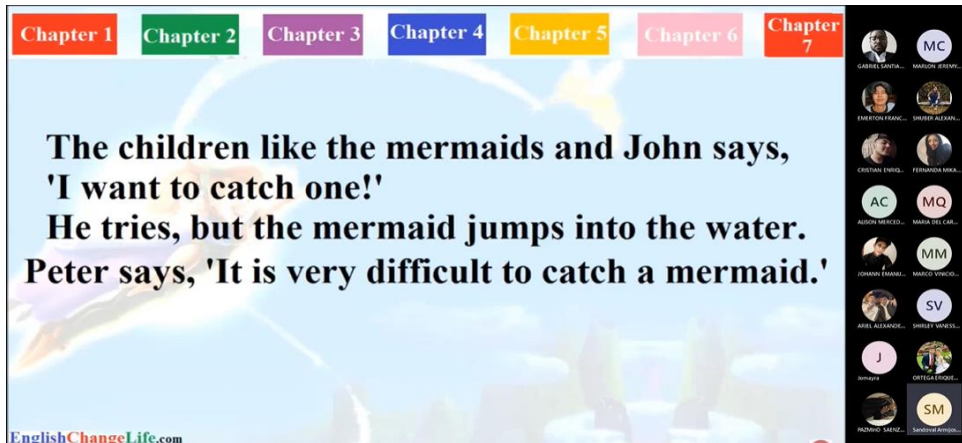
Source: Lesson 3, youtube
Elborated by: Sandoval, S. (2022)
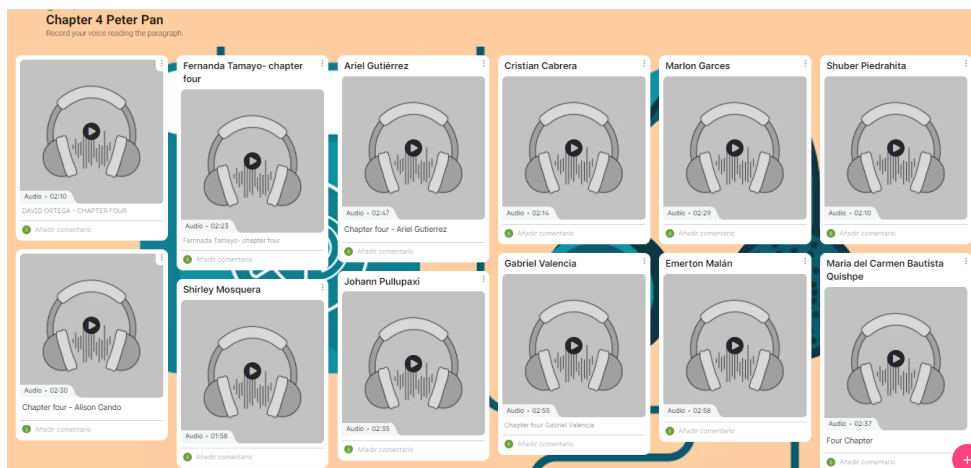
Source: Lesson 3, padlet
Elborated by: Sandoval, S. (2022)

copied	/t/	/d/	/Id/

B) Listen to the sentences and choose the correct option in parentheses.

1. My parents (asked / ask) me many questions about the exam.

2. The teachers (explained / explain) the homework.

3. A lot of people (called / call) me for my birthday.

4. Firemen (helped / help) people in danger.

5. Lucy and Peter (invented / invent) a new game.

6. My brothers (played / play) basketball very well.

7. My friends (started / start) a new hobby.

8. The children (listened / listen) to the story.

liveworksheets.com

Source: Lesson 3, liveworsksheets
Elborated by: Sandoval, S. (2022)

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	Lesson Plan 4	
Teacher-student: Shirley Sandoval		**Date:** December, 3rd
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		

Time	Description	Materials
5 minutes	Teacher starts with a video about punctuation marks.	https://wordwall.net/resource/24667097/audiobook-1
5 minutes	Teacher makes a presentation about punctuation marks.	https://www.canva.com/design/DAEvR6TJZ9I/kQcLhv3MIsJ6UQX5cSEDQw/view?utm_content=DAEvR6TJZ9I&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
5 minutes	Students start listening to the audiobook. (20:29 – 24:18 min chapter 6)	https://www.youtube.com/watch?v=t9VRrjcq2Vc
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	
10 minutes	Students listen to the audiobook. (20:29 – 24:18 min chapter 6)	
	Students record their voices, reading some of the sentences mentioned in chapter 6.	https://app.wizer.me/learn/2YUQEG
4 minutes	Students start listening to the audiobook. (24:18 – 27:54 min chapter 7)	
10 minutes	Teacher shares an activity, students fill out the worksheet and then review the answers in class.	http://www.blairenglish.com/pronunciation/exercises/countries-regions-cities/online-english-pronunciation-exercise-countries-regions-cities.html
10minutes	Teacher shares an activity, students complete a test about the first audiobook.	https://wordwall.net/resource/24862188/peter-pan-test
5 minutes	Students listen to a song about peter pan.	https://www.youtube.com/watch?v=gSPFLGjwVBc

Source: Lesson 4, youtube
Elborated by: Sandoval, S. (2022)
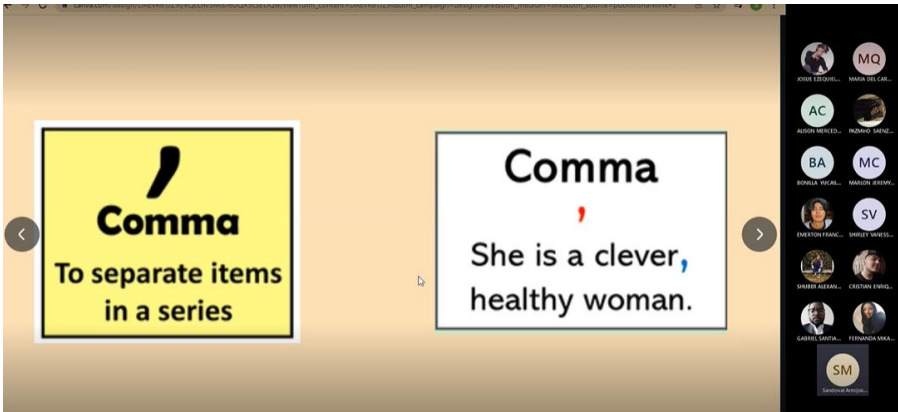
Source: Lesson 4, canva presentation
Elborated by: Sandoval, S. (2022)
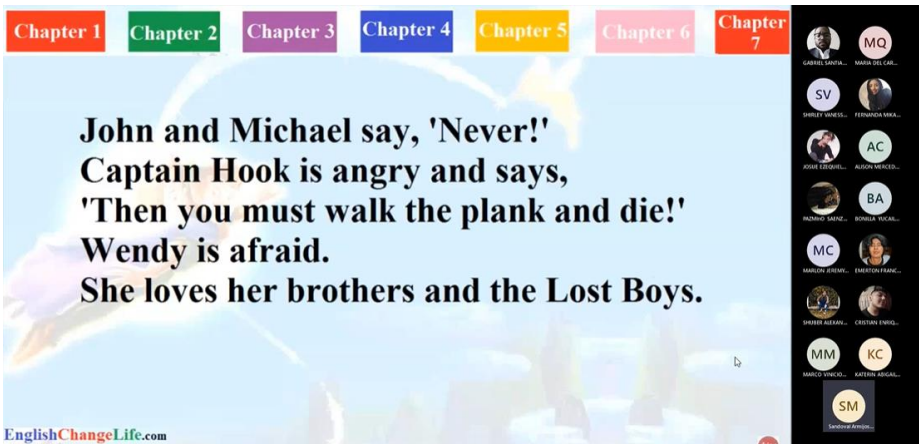
Source: Lesson 4, youtube
Elborated by: Sandoval, S. (2022)
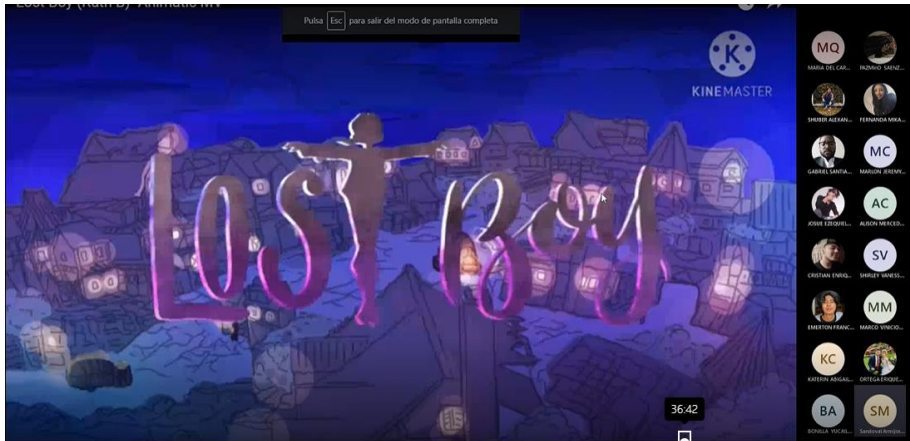
Source: Lesson 4, youtube
Elborated by: Sandoval, S. (2022)

Results by question			SORT BY ⦿ Number ○ Correct ○ Incorrect		
	Question			**Correct**	**Incorrect**
1▸	Who is the author of the Audibook?			13	1
2▸	Where the story takes place?			12	2
3▸	Who are the characters in the story?			11	3
4▸	Where do lost children live?			13	1
5▸	Who is James Hook?			13	1
6▸	What is the name of the secret place?			12	2
7▸	Who has a fight on the boat?			13	1
8▸	What time of year will Wendy visit Neverland?			11	3
9▸	Who says this phrase: I don't want to grow up. I always want to be a boy and have fun			13	1
10▸	Who are the lost boys?			13	1
▸	Gabriel Valencia	8:19 - 3 Dec 2021	9	1	2:29
▸	Alison Cando	8:20 - 3 Dec 2021	10	0	51.2
▸	Cristian Cabrera	8:21 - 3 Dec 2021	10	0	1:03
▸	SHIRLEY VANESSA MOSQUERA	8:22 - 3 Dec 2021	8	2	4:31
▸	Shuber Piedrahita	8:22 - 3 Dec 2021	9	1	1:59
▸	David Ortega	8:23 - 3 Dec 2021	10	0	1:23
▸	Fernanda Tamayo	8:23 - 3 Dec 2021	8	2	2:22
▸	Maria Bautista	8:23 - 3 Dec 2021	10	0	1:02
▸	Emerton Malán	8:23 - 3 Dec 2021	10	0	1:13
▸	Luis Pazmiño	8:23 - 3 Dec 2021	10	0	54.9
▸	marco aimacaña	8:24 - 3 Dec 2021	9	1	1:05

Source: Lesson 4, wordwall
Elborated by: Sandoval, S. (2022)

Source: Lesson 4, wizer.me
Elborated by: Sandoval, S. (2022)

Source: Lesson 4, blair english
Elborated by: Sandoval, S. (2022)

	Lesson Plan 5	
Teacher-student: Shirley Sandoval		**Date:** December 9th
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		

Time	Description	Materials
5 minutes	Teacher plays a video to start the class about the benefits of using audiobooks.	https://www.youtube.com/watch?v=vC1em4bf6KQ&t=148s
5 minutes	Teacher presents the second audiobook, with its synopsis and details.	https://www.canva.com/design/DAEvXTpS3dA/6sS2IXGAK_6K7Tqf-kwMVw/view?utm_content=DAEvXTpS3dA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
4 minutes	Students start listening to the audiobook. (3:55 min chapter 1)	https://www.youtube.com/watch?v=6bXhK-Yamek
4 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier. (3:58 min chapter 1)	
5 minutes	Students listen to the audiobook. (3:55 – 8:26 min chapter 2)	
15 minutes	Teacher pauses the audiobook and asks students to record themselves reading a paragraph from chapter 2 using Vocaroo.	https://vocaroo.com/ https://docs.google.com/document/d/1uKodtD9VnzB9c9vWNFIRR3mzj1vkeEHOtYrmWBsAarQ/edit?usp=sharing
10 minutes	Students work in an activity online about pronunciation, then teacher checks the answers in class.	http://www.blairenglish.com/pronunciation/exercises/english-first-names-1/english-first-names-1.html
5 minutes	Students listen to the audiobook. (8:26 – 12:23 min chapter 3)	
5 minutes	Students listen to the audiobook one more time (8:26 – 12:23 min chapter 3)	
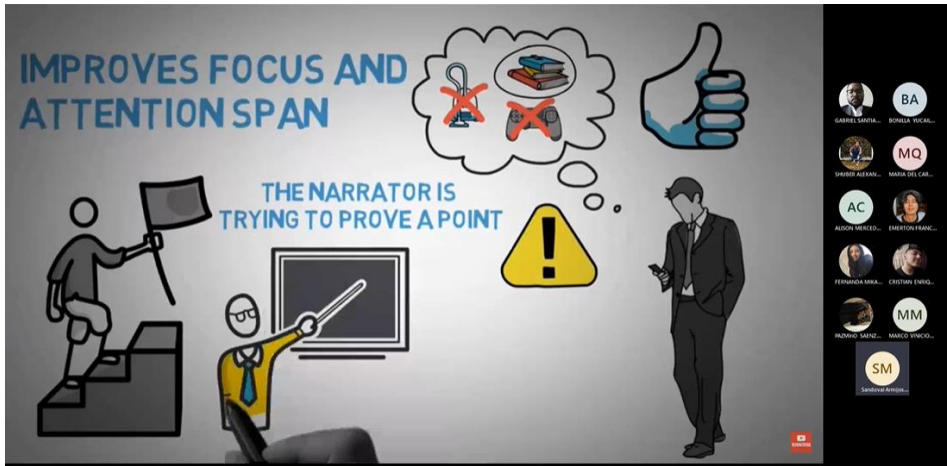
Source: Lesson 5, youtube
Elborated by: Sandoval, S. (2022)
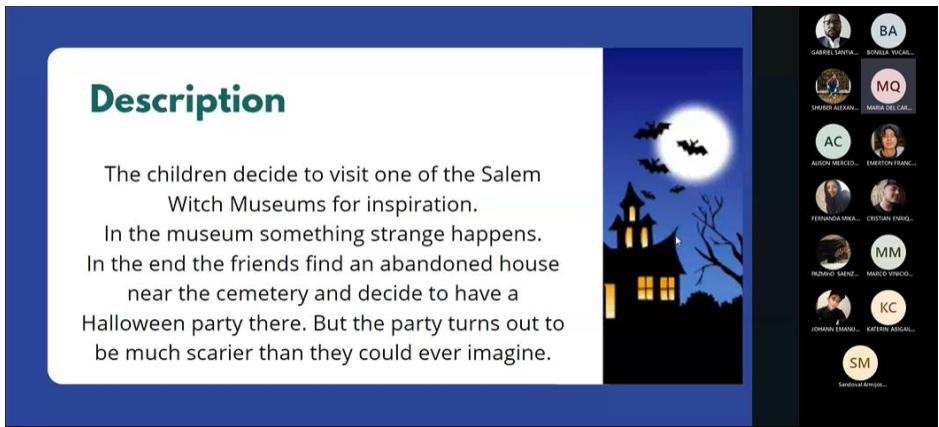
Source: Lesson 5, canva presentation
Elborated by: Sandoval, S. (2022)
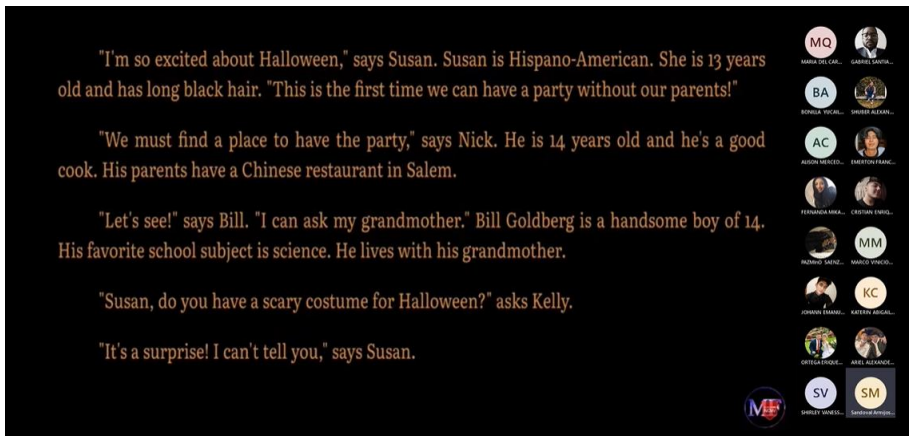
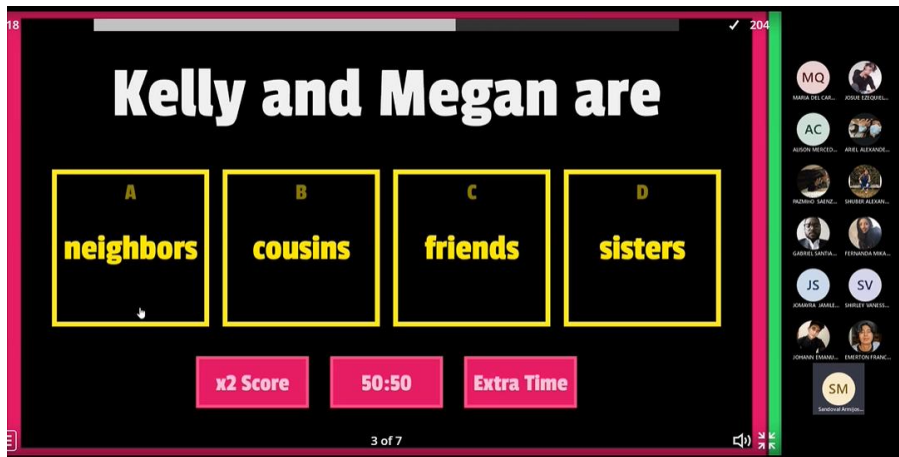**Source**: Lesson 5, youtube
Elborated by: Sandoval, S. (2022)

AUDIOBOOK HALLOWEEN HORROR

Full name	Link Vocaroo
Cristian Cabrera	https://voca.ro/14gSqLEtMDJ7
Maria del Carmen Bautista Quishpe	https://voca.ro/1hUO6XDLu4rM
Gabriel Santiago Valencia Medina	https://voca.ro/1jd4AZpljUtF
Shuber Alexander Piedrahita Palacios	https://voca.ro/1bhCCrN3B8xJ
Shirley Vanessa Mosquera ♡	https://voca.ro/1a3sgODujHuk
Emerton Malán	https://voca.ro/1dCv8ipVGppl
Alison Cando	https://voca.ro/14ZUDnM6EHMT
Fernanda Tamayo	https://voca.ro/1i0TfxLr3pCS

Source: Lesson 5, google docs
Elborated by: Sandoval, S. (2022)

	Lesson Plan 6	
Teacher-student: Shirley Sandoval		**Date:** December 10th
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		

Time	Description	Materials
5 minutes	Teacher starts with an activity about the audiobook	https://wordwall.net/resource/24876616/warm-up-halloween-horror
5 minutes	Students start listening to the audiobook. (12:23 – 17:18) chapter 4)	https://www.youtube.com/watch?v=6bXhK-Yamek
15 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	
15 minutes	Teacher pauses the audiobook and asks students to record themselves reading a paragraph from chapter 4 using Padlet.	https://padlet.com/shirleymile9/l6h714swrl7kb47r
5 minutes	Students start listening to the audiobook. (17:18 – 21:22 chapter 5)	
15 minutes	Teacher shares an activity to recognize the correct pronunciation of words.	https://www.liveworksheets.com/ud1355089zk

Source: Lesson 6, wordwall
Elborated by: Sandoval, S. (2022)
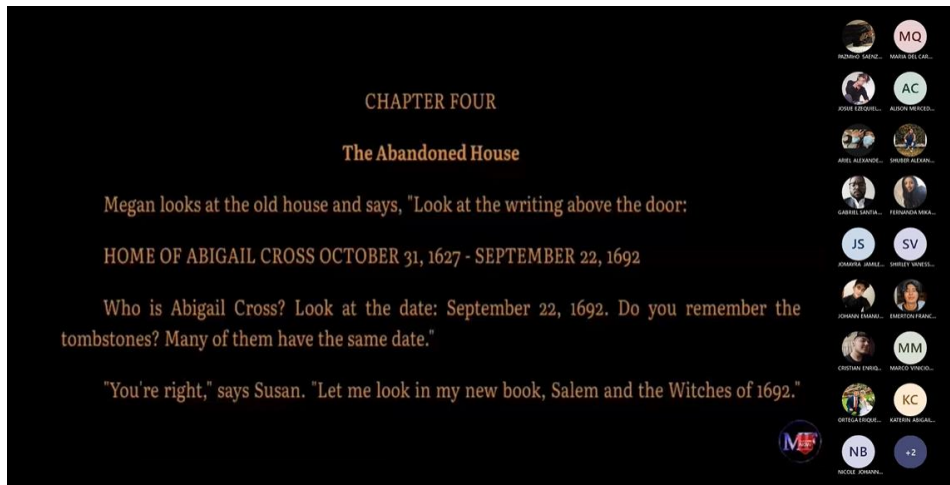
Source: Lesson 6, youtube
Elborated by: Sandoval, S. (2022)
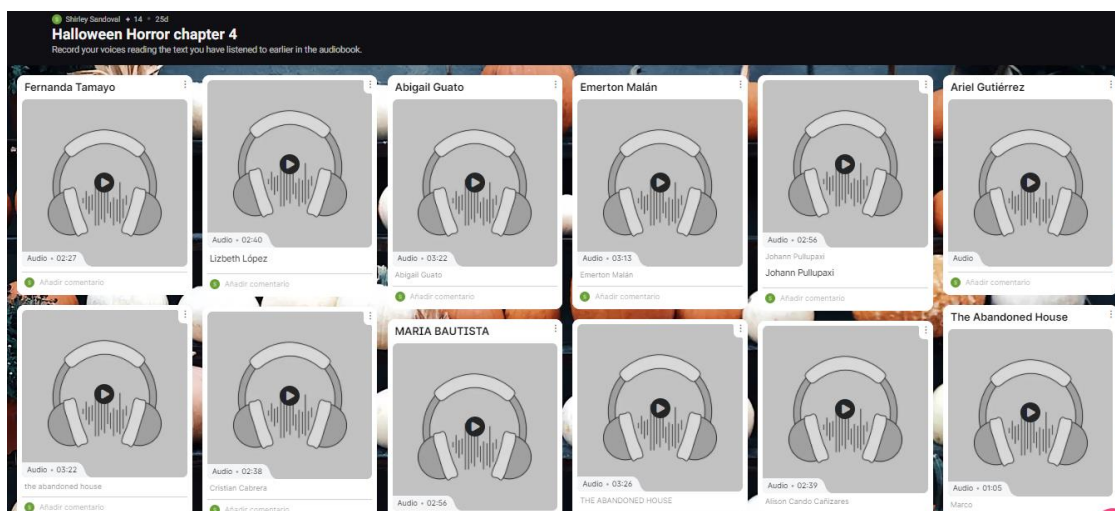
Source: Lesson 6, padlet
Elborated by: Sandoval, S. (2022)

Source: Lesson 6, liveworksheets
Elborated by: Sandoval, S. (2022)
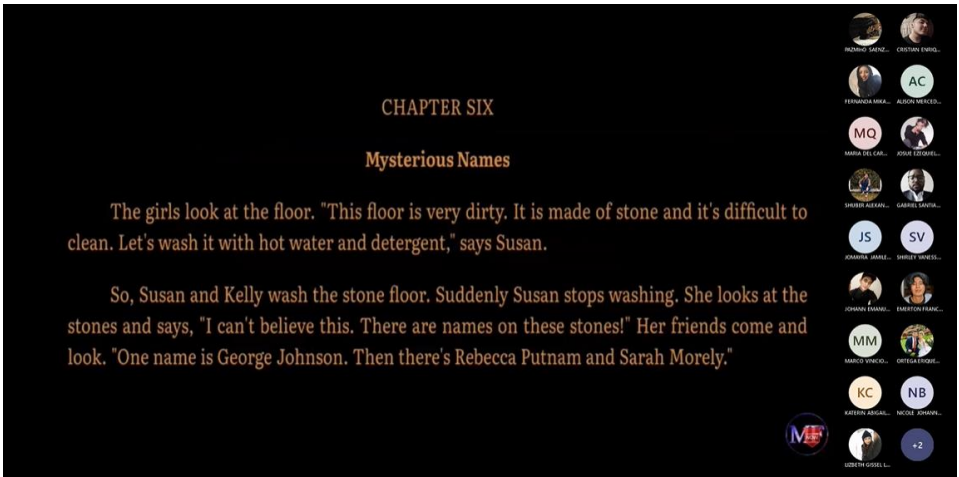
	Lesson Plan 7	
Teacher-student: Shirley Sandoval		**Date:** December 17th
Duration: 60 minutes	**Level:** A1	**Age:** 20-26

Objective: To apply audiobooks to improve pronunciation.

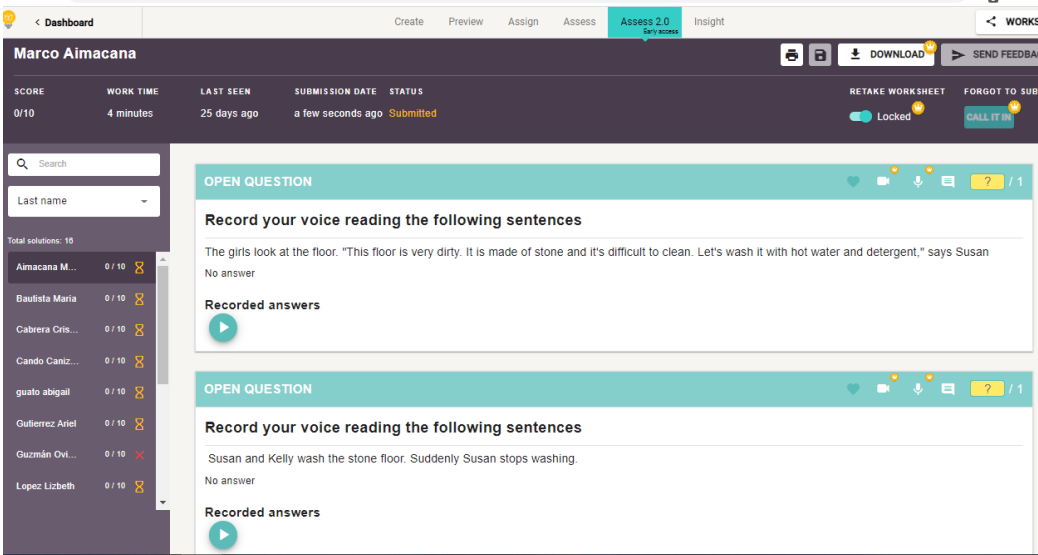| Time	Description	Materials
5 minutes	Teacher starts with an activity about the audiobook	https://wordwall.net/resource/24878817/halloween-horror-warm-up-2
5 minutes	Students start listening to the audiobook. (21:22 – 25:24 chapter 6)	https://www.youtube.com/watch?v=6bXhK-Yamek
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	
10 minutes	Teacher pauses the audiobook and asks students to record themselves reading some sentences previously heard in the audiobook.	https://app.wizer.me/learn/RHBG16
6 minutes	Students start listening to the audiobook. (25:24 – 31:27 chapter 7)	
6 minutes	Students listen to the audiobook one more time (25:24 – 31:27 chapter 7)	
10 minutes	Teacher pauses the audiobook and asks students to record themselves reading a paragraph from chapter 7 using Vocaroo. .	https://vocaroo.com/ https://docs.google.com/document/d/1Z2-P9nzBaTdyOaLembppF1UpvCjb925vOqa vvk6ndNs/edit?usp=sharing

Source: Lesson 7, youtube
Elborated by: Sandoval, S. (2022)

Source: Lesson 7, wizer.me
Elborated by: Sandoval, S. (2022

AUDIOBOOK HALLOWEEN HORROR CHAPTER 7

| Name	Link
Alison Cando Cañizares	https://voca.ro/1inpZ4tiREbx
David Alejandro Ortega	https://voca.ro/1kdGx4NXawZz
Shuber Piedrahita	https://voca.ro/1fziXyYIe1Ac
Gabriel Valencia	https://voca.ro/13gXoh1hUiFx
Josue Chalco	https://voca.ro/13kVPtFG7q7R
Fernanda Tamayo	https://voca.ro/1fPJKTTCbnOv
Lizbeth López	https://voca.ro/12Oe5lDcGfJt
Maria Bautista	https://voca.ro/1gmKjAlmHl4w
Emerton Malán	https://voca.ro/1gufhExKQ2Tj

Source: Lesson 7, goegle docs
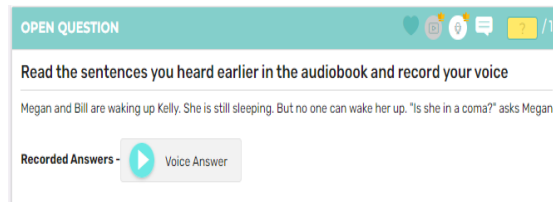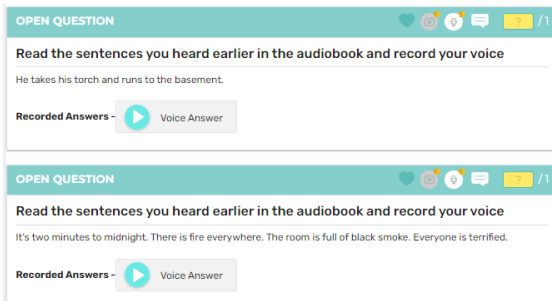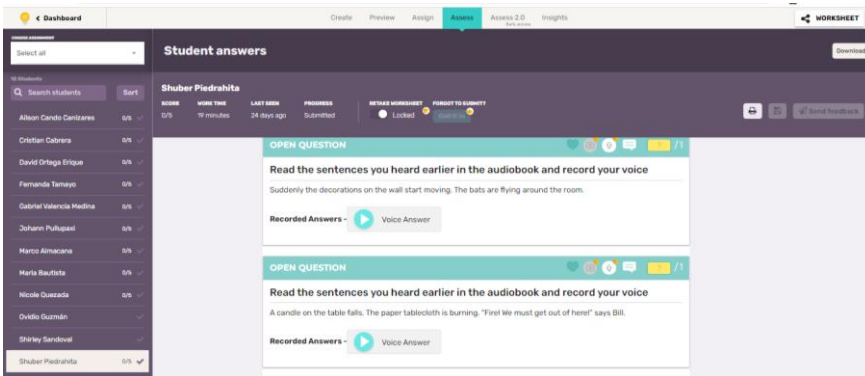**Elborated by:** Sandoval, S. (2022)

Lesson Plan 8		
Teacher-student: Shirley Sandoval		**Date:** December, 22nd
Duration: 60 minutes	**Level:** A1	**Age:** 20-26
Objective: To apply audiobooks to improve pronunciation.		
Time	**Description**	**Materials**
5 minutes	Students start watching a video about how audiobooks are recorded.	https://www.youtube.com/watch?v=KcrAkPNB8jc
5 minutes	Teacher starts with an activity about the audiobook.	https://quizizz.com/join?gc=5060224&from=challengeFriends
5 minutes	Students start listening to the audiobook. (31:01 – 35:25 chapter 8)	https://www.youtube.com/watch?v=MevWQYo4TNw
5 minutes	Teacher pauses the audiobook and asks some students to read aloud the part they have listened to earlier.	
5 minutes	Students start listening to the audiobook. (31:01 – 35:25 chapter 8)	
5 minutes	Teacher pauses the audiobook and asks students to record themselves reading some sentences previously heard in the audiobook.	https://app.wizer.me/learn/RCQH73
30 minutes	Students take the post-test	

Source: Lesson 8, youtube
Elborated by: Sandoval, S. (2022)
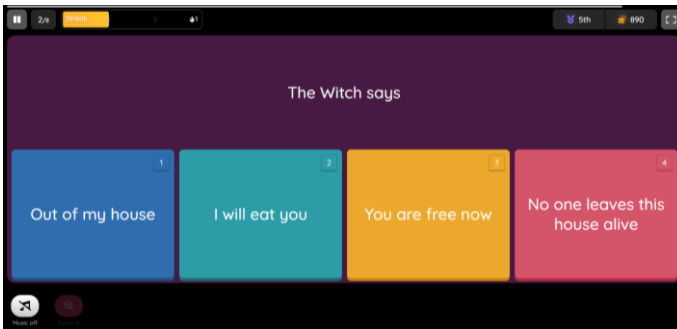
Source: Lesson 8, quizizz
Elborated by: Sandoval, S. (2022)

Source: Lesson 8, wizer.me
Elborated by: Sandoval, S. (2022)

Post-test

https://drive.google.com/file/d/1achQhEkox9fOaeuwQMRt6AtqYznJn5DU/view?usp=sharing

Annex 7: Urkund

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Document Information

Analyzed document	Tesis final.pdf (D125453103)
Submitted	2022-01-19T06:21:00.0000000
Submitted by	
Submitter email	shirleymile.9@gmail.com
Similarity	4%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.researchgate.net/publication/286929495_EXAMINING_THE_INFLUENCE_OF_USING_AUDIOBOOKS_ON_THE_IMPROVEMENT_OF_SOUND_RECOGNITION_AND_SOUND_PRODUCTION_OF_IRANIAN_EFL_LEARNERS Fetched: 2021-01-11T19:01:14.4100000	🔳	1
W	URL: https://observatory.tec.mx/edu-news/five-educational-benefits-of-audiobooks Fetched: 2022-01-19T06:21:00.0000000	🔳	2
W	URL: https://www.westerndownslibraries.com/the-benefits-of-listening-to-audiobooks-are-extensive/ Fetched: 2022-01-19T06:21:00.0000000	🔳	1
W	URL: https://www.weareteachers.com/audiobooks-benefit-students/ Fetched: 2022-01-19T06:21:00.0000000	🔳	1
W	URL: https://www.thoughtco.com/what-is-the-english-language-1690652 Fetched: 2022-01-19T06:21:00.0000000	🔳	2
W	URL: https://blog.libro.fm/how-to-use-audiobooks-for-language-learning/ Fetched: 2022-01-19T06:21:00.0000000	🔳	1
W	URL: https://www.myenglishpages.com/blog/teaching-productive-skills/ Fetched: 2022-01-19T06:21:00.0000000	🔳	2
W	URL: https://www.scribbr.com/methodology/quantitative-research/ Fetched: 2022-01-19T06:21:00.0000000	🔳	1
W	URL: https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication-research-methods/i2145.xml Fetched: 2022-01-19T06:21:00.0000000	🔳	1
W	URL: https://www.semanticscholar.org/paper/The-effectiveness-of-audiobooks-on-pronunciation-of-Saka/c9565457d926569e38343c9906f30d732a212014 Fetched: 2021-01-11T19:01:12.5400000	🔳	1
W	URL: https://scholar.google.co.id/citations?user=YQn4DpwAAAAJ&hl=id&authuser=1 Fetched: 2021-12-21T14:32:48.2670000	🔳	1

URL: https://archives.palarch.nl/index.php/jae/article/download/9936/9235