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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.**

THEME:

Audiobooks and listening comprehension

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



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DEDICATION

TO:

My family, my best friend and myself. For supporting me and for having accompanied me during this process. Thank you for everything.

Juan

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To all the people I've met in this major.

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TOPIC: “AUDIOBOOKS AND LISTENING COMPREHENSION”

AUTHOR: Juan José Torres Aleaga

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ABSTRACT

Learning the English language is an experience as a whole, depending on how you approach it and what methods you use. The main objective of this study is to determine the effects of using audiobooks for improving students' listening comprehension. The population of this research was 33 students, 12 men and 21 women, from the fifth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros (PINE)” major at Universidad Técnica de Ambato. The study had a total of 6 sessions. The first and last sessions were used for the pre- and post-test, which were the PET Listening section. The remaining four sessions were for the treatments. Moreover, the research used a pre-experimental design with a mixed approach. At the end of the treatment sessions, the data that was gathered was then analyzed and verified using the Wilcoxon ranks test from the SPSS program. Finally, the results showed that audiobooks made a significant improvement of students' listening comprehension skills.

Keywords: Audiobooks, listening skills, listening comprehension, PET, English learning.

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RESUMEN

Aprender el idioma inglés es una experiencia como tal, dependiendo de cómo lo abordes y qué métodos uses. El objetivo principal de este proyecto es determinar los efectos del uso de audiolibros para mejorar la comprensión auditiva de los estudiantes. La población de esta investigación fue de 33 estudiantes, 12 hombres y 21 mujeres, del quinto semestre de la carrera “Pedagogía de los Idiomas Nacionales y Extranjeros (PINE)” de la Universidad Técnica de Ambato. El proyecto tuvo un total de 6 sesiones. La primera y la última sesión se usaron para la pre y posprueba, que fueron la sección de Comprensión auditiva del PET. Las cuatro sesiones restantes fueron para los tratamientos. Además, la investigación utilizó un diseño preexperimental con un enfoque mixto. Al final de las sesiones de tratamiento, los datos recopilados se analizaron y verificaron mediante la prueba de rangos de Wilcoxon del programa SPSS. Finalmente, los resultados mostraron que los audiolibros lograron una mejora significativa en las habilidades de comprensión auditiva de los estudiantes.

Palabras clave: Audiolibros, destrezas auditivas, comprensión auditiva, PET, aprendizaje del inglés

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CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research project has the purpose of analyzing the effects of audiobooks in the improvement of listening comprehension.

Mohamed (2018) conducted a research project, intending to with the intention of determine how useful audiobooks would be for developing listening comprehension. For this purpose, the researcher employed the quasi-experimental design. There were two groups: an experimental group and control group, both containing 44 students. The experimental and control group were pre- and post-tested by using a pre-Listening Comprehension Test (LCT), prior to and after the treatment. In order to calculate the existing differences in the scores, a T-test was employed. The results showed a significant difference between the mean scores of both groups on the post-test (Experimental Group = 23.32) (Control Group = 10.09). Along these lines, it can be said that audiobooks benefited the experimental group in developing listening comprehension.

The next investigation was led by Galip and Harun (2017), in order to find out about the effects of audiobooks on EFL Students' listening comprehension skills, and their opinions towards the employment of audiobooks in an EFL classroom. The research used a pre- and post-test on a control group of 66 students. The quantitative data obtained from the scores prior to and after the treatment was analyzed using t-tests. In the case of the qualitative data, the opinions of the students on the usage of audiobooks were collected using a survey. The quantitative outcomes showed that audiobooks had were beneficial on students' listening comprehension skills. The data form the surveys evidenced that audiobooks motivated participants to improve their listening comprehension and pronunciation skills.

A research study by Çarkit (2020) was focused on the effects of audiobooks on students' stand points on listening and audiobooks. The experiment lasted 11 weeks. The participants were 24 eighth-graders. In order to collect the data, several instruments were employed, such as: a listening attitude scale, diaries and semi structured interviews. The variations in the scale of students' attitudes were noted with the usage of paired t-tests and a pre- and post-test. Content analysis was used to analyze the data on audiobooks. The results of the investigation show that audiobooks have a quite positive impact on students' stand points on listening since it helped them to be more imaginative and encouraged them to navigate through the internet beneficially.

The following investigation by Faya-Ornia (2019), led a Teaching Innovation Project with the sole objective of improving students' listening comprehension skills. This was done by providing basic notions of phonology, basic training for transcription of phonetic elements and practice with audiobooks. The participants were 15 students. The intervention had two stages. The first one was some training sessions. The second was students working with some readings and audiobooks. The results of the investigation highlighted that the majority of students had some level of improvement on their listening comprehension skills after the intervention. The researcher thus concludes that having basic knowledge of phonology and using audiobooks regularly may help students enrich their skills when recognizing sounds and comprehend them.

The article published by Marchetti and Valente (2017), consisted on three case studies, in local schools and high schools. The study emphasized how content in the form of audio can be created and spread amongst students and teachers. It also mentioned how this type of learning resource promotes interactivity, similar to videogames; and how audiobooks could be exploited if the sociability element were added. The studies were made to be focused on the user in a sociable interactive environment. In this way, annotations can be made from the audiobooks to then be shared with others. The results obtained from the three case studies, showed that audiobooks have a large spectrum of opportunities to offer in interactive English language learning.

The paper elaborated by Rahman and Hajar (2020), studied how audiobooks would influence students' reading comprehension and their interest in them in teaching reading. The mixed approach was applied. The participants were 60 eleventh-graders. The data was collected using reading comprehension tests and open-ended questionnaires. Paired and independent t-tests were employed for the quantitative data, and the open-coding technique for the qualitative data. The research outcomes emphasized that audiobook did, indeed, help students gain better comprehension when reading texts.

The investigation conducted by Tragant and Vallbona (2018), consisted on studying on Reading while listening. It is reading whilst listening to a text, in the case of books, audiobooks. The study focused on reporting the perceptions and interests of 48 primary schoolers after having participated in RWL, with 22 other students in RO. The data was collected using questionnaires, observation cards and interviews for a whole school year. The results acknowledge that RWL has positive connotations on students and their interests in reading because of the supportive nature of listening to an audio version of a text rather than sole reading.

The following research project carried out by Tusmagambet (2020) examined how the implementation of audiobooks would affect reading speed, comprehension and motivation of 28 EFL ninth-graders. There were two groups: the first was the experimental group (Silent reading with audiobooks); and the second one was the control group (silent reading only). A mixed approach was employed in order to contrast them. For this purpose, a questionnaire and a semi structured interview were used. The results displayed a considerable improvement in reading speed, comprehension and motivation from the experimental group. The interviews showed that audiobooks had a positive influence on students' stand points on the usage of audiobooks in the EFL classroom and reading comprehension regarding them.

Another regarding research article was published by Mikidenko and Storozheva (2021), which had the sole aim of recognizing and reporting on educational technologies used and reading practices that include audiobooks. The sample of this study was 473 students. The first stage of the methodology includes audio reading and audiobooks as educational technologies that are part of electronic libraries and how they can affect the learning process. The second stage is a census of students' frequency of access and usage of electronic libraries. The study was conducted amongst students of universities. The study thus concluded that, e-libraries have become a valuable educational resource that also represent audiobooks. Audio reading as an educational technology requires proper listening skills and comprehension.

Lastly, the investigation paper by Vieira and Gonçalves (2018), led a 3-year study with 129 English Literature students on the use of audiobooks in literature classes. The article addresses the students' attitudes towards reading texts with the support of an audiobook, after being subjected to it. In addition, the impact of the project can be reflected on how the participants increased their attention span and interest for literature. A questionnaire was employed for data collection. As the results remark, by using audiobooks, teachers can get to know their students' reading habits and foster the liking of foreign literature in the classroom.

The presented research papers were linked accordingly to the topic of this project because various similarities can be found on Audiobooks and Listening Comprehension. The papers also show that audiobooks are a great learning/teaching resource in EFL classrooms.

1.2 Theoretical Framework

1.2.1 Independent Variable

Authentic materials

According to Mousavi and Iravani (2012), authentic materials are contextualized materials in the form of oral and written language used in real-world situations by native speakers of the language. These are not necessarily pedagogical but communicative. These authentic materials are used by teachers to aid and facilitate students' language learning process. There are several materials that contain authentic speech such as songs, radio broadcasts, audio recordings, audiobooks, etc.

Audiobooks

Moyer (2011) defines audiobooks as, essentially, audio-recordings from books, that can be considered as pedagogical materials or tools for teaching and learning in order to improve the acquisition of a language with less boredom from traditional methods. These audiobooks are at the disposition of everyone in various formats.

History of audiobooks

Audiobooks have a long trace of evidence, back in the ancient times when storytelling was used to pass down knowledge. Audiobooks made their first appearance in the 30s for helping blind people since they couldn't read. Although audiobooks are relevant and popular in our times, it first started with such label to reference themselves in the 70s, when the first recordings were made. With this, audiobooks have been acquiring a position in the language teaching sector for enhancing language skills (Gunduz, 2009).

Importance of audiobooks

Audiobooks are rather useful since they are more practical than normal printed books. Audiobooks are resources that make teaching and learning more innovative to help with the enhancement of listening comprehension and promote self-learning and autonomy of language learners. Audiobooks can support their written form to make the learning experience more fulfilling. The recordings contain real-spoken English that can also improve students' pronunciation through listening and repetition (Muñoz, 2012).

Advantages and disadvantages of audiobooks

As for advantages, audiobooks can, among others, develop students' reading and listening comprehension, understanding, critical thinking and evaluation skills by exposing learners to real-spoken English in various contexts. Therefore, it is an authentic material that enables enrichment of the language skills. As for disadvantages, audiobooks have a troublesome time under the wrong conditions such as, big classrooms with poor acoustics, everyone has to listen to the audiobook at the same speed, etc. (Tusmagambet, 2020).

1.2.2 Dependent Variable

Listening skill

The definition of listening skill has been modified throughout the years. Ur (1984) condenses and defines the listening skill as a receptive, conscious, highly active and complex activity of discrimination of sounds, recognition of intonation and stress, comprehension of grammatical structures and vocabulary for problem-solving and interpretation purposes, which can be divided into specific sub-skills.

Importance of listening skill

Rost (2011) conceives that listening is a significant language skill to develop second language learning because it is the means by which people learn their mother tongues and build up the premises of a second language. Listening allows people to obtain information, understand the world and social relationships. Listening makes people aware of the thoughts and behaviors of others through their speech. In the classroom, things aren't that different. In class, learners must exploit their listening skill to provide themselves with enough input (authentic spoken language) to achieve understanding and meaningful interactive communication. Hence, listening is a crucial element in life for the purpose that is proficiency of this skill in order to learn another language.

Types of listening

According to Brown (2003), there are 4 types of listening. These are: Extensive Listening refers to developing a top down, global understanding of spoken language. It ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

Responsive Listening refers to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response. Intensive Listening aims for perception of the components (phonemes, words, intonation, discourse, markers, and so on) of a larger stretch language. Selective Listening refers to processing stretch of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories).

Processes of listening

Goh and Vandergrift (2011) state that there are two types of processes in listening; Bottom- up Process and Top-down Process.

Bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message. It involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory- phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. It means that the bottom-up process more focus on phonological code in the words. The listeners should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other.

Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

Stages of listening

Newton et al. (2018) divides the process of listening skill into three stages: pre-listening, while-listening and post-listening.

Pre-Listening Stage: The teacher prepares his students for what they are going to listen. Pre-listening activities include the outline for listening. The students are recommended to predict, discuss and realize items to get a general idea about the message. The purpose of pre-listening stage is to build up students' expectations and predictions for the coming information and making them aware about what they are going to listen.

While-listening stage is the existent time of listening in classroom. The purpose of while listening stages is to help students understand the message of the text and do a number of tasks and activities successfully. the main purpose of while- listening is omission of reading, writing, grammar or spelling elements in the activity and focusing entirely on listening and catching the message of it. In other words, at the while-

listening stage, students are concerned with the comprehension of the message, regarding the other aspects of the language.

Post-listening stage comprises exercises which are done after listening to the audio resources. The post-listening activities may be the extensions of those carried out at pre- and while- listening work, but some may not be related to them at all and present a totally independent part of the listening session. The teacher needs to be more aware about choosing interesting activities.

Listening comprehension

Renandya and Richards (2002) stated that listening comprehension can be achieved only when the listeners can understand what is said, by activating their vocabulary and background knowledge. Listening comprehension is regarded as a complex and interactive process in which listeners are involved in a dynamic construction of meaning by attending, perceiving, interpreting, remembering and responding to the expressed needs. Listeners differentiate between sounds, comprehend vocabulary and grammar then interpret all of them to get the meaning of the message.

PET

The Cambridge English B1 Preliminary exam, formerly known as the PET exam, an acronym for Preliminary English Test, is designed for students with an intermediate level of English, whose certificate does not expire. The B1 Preliminary exam can be a paper or computer test and takes 140 minutes in total.

PET Exam structure

The PET exam tests all four skills, listening comprehension, reading comprehension, written expression, and oral expression. It is structured as follows:

Part 1: Reading (45 minutes). It has 6 sections with a total of 32 questions.

Part 2: Writing (45 minutes). It consists of two writing prompts: an email and an article or story of more than 100 words.

Part 3: Listening (35 minutes). You listen to each recording twice and answer the questions. There are a total of 25 questions.

Part 4: Speaking (12 to 17 minutes). Students are put in pairs. It has 4 subsections.

PET Listening section

The B1 Cambridge English B1 Preliminary exam has four parts and lasts 35 minutes. For each part you have to listen to recorded texts and answer some questions. You will hear each recording twice. This section requires you to be able to follow and understand a range of spoken materials such as announcements and discussions about everyday life.

Part 1

The first part has 7 questions. The listening consists of 7 short extracts from monologues or conversations between speakers. There is one multiple-choice question for each extract, and you have to identify key information to choose the correct visual.

Part 2

The second part has 6 questions. The listening consists of dialogues. You have to listen for the gist of each of them. You have to choose the correct answer.

Part 3

The third part has 6 questions. The listening consists of a monologue. You have to fill the gaps with the correct answer.

Part 4

The fourth part has 6 questions. The listening consists of an interview. You have to listen for understanding of meaning to then identify opinions or standpoints.

1.3 Objectives

1.3.1 General objective

To determine the effects of using audiobooks for improving students' listening comprehension in the fifth semester of PINE.

1.3.2 Specific objectives

- To apply a pre- and post-test to measure students listening comprehension
- To conduct treatment sessions using audiobooks and worksheets.
- To compare students' listening comprehension before and after implementing audiobooks

1.3.3 Description of the fulfillment of the objectives

In order to achieve the aforementioned objectives a few things were done. First, getting the bibliographic information from papers and books to support this research project. Second, the population, which is the fifth semester students from the Pedagogia de los Idiomas Nacionales y Extranjeros major. Third, evaluating students' listening skills, focused on listening comprehension to analyze their level of improvement before and after the treatment. Hence, students' data was collected using the PET listening section as a pre- and post-test. Fourth, after obtaining the pre-test data, the treatment activities were planned. The activities consisted in listening to the audiobook "Jane Eyre" to then fill-in some worksheets with the respective information. The treatment took 4 sessions. Finally, the post-test was applied; students' scores were then compared and showed a slight improvement in their listening skills. In addition, the listening comprehension skills results were analyzed using a Normality test; to then be verified using a T-student for paired samples. By doing this, the researcher was able to validate the hypothesis and determine the impact of using audiobooks in the improvement of students' listening comprehension skills.

CHAPTER II. METHODOLOGY

2.1 Resources

2.1.1 Population

The participants of this research were 33 students in total, (12 men and 21 women), from fifth semester who took the subject “Literature in Class” as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. This research lasted 6 weeks in which all participants received 6 sessions.

2.1.2 Instruments

- A pre-test and post-test, both are taken from the listening section of the PET Exam. The pre-test was taken at the beginning of the experiment to identify students’ level of listening comprehension. The post-test after the treatment with Audiobooks, to determine if the participants improved their listening comprehension.
- OneDrive to upload the audiobook’s chapters and generate the links.
- Microsoft forms for the worksheets related to the subject and the audiobook. These were physical, and then turned virtual due to the national strike that occurred at the time.
- Zoom, to meet with the students virtually due to the national strike.

2.1.3 Procedure

The research was scheduled for six sessions, which lasted 6 weeks. It was one session for the pre-test, four for the treatments and one for the post-test.

In the first session, the researcher introduced himself to the participants. Then, he explained the purpose of the project, the objectives and what the next sessions would be about using slides. After the explanation, the researcher started the pre-test, which was the PET listening section. Students were provided with the respective exam and took it.

In the second session, the researcher gave a quick explanation of the activity. The first one being “Reducing stress.” After students had completed that assignment, the first treatment was applied. Students had to listen to the respective chapter of the audiobook of “Jane Eyre” in order to fill-up the worksheet that was handed to them. Students filled-in the worksheets whilst listening to the first chapter of Jane Eyre.

In third session the researcher gave a quick explanation of the activities of the day. The one related to the subject was “Accident at the Brookfield Zoo.” Students had to fill-in the Microsoft Forms worksheets of these before moving on to the respective chapter of the audiobook of “Jane Eyre.” Students listened to the chapter of “Jane Eyre” whilst filling-in the worksheets in Microsoft Forms.

The fourth session, due to the national strike that occurred at the time, took place virtually. The researcher arranged a zoom meeting. Then, teacher gave a quick explanation of the activities of the day. The one related to the subject was “The common cold.” Students had to fill-in the Microsoft Forms worksheets of these before moving on to the respective chapter of the audiobook of “Jane Eyre.” Students listened to the chapter of “Jane Eyre” whilst filling-in the worksheets in Microsoft Forms.

In the fifth session, virtuality was maintained due to the ongoing aforementioned circumstances. Teacher arranged the meeting in Zoom and explained that would be the last treatment session. In this case, there wasn’t going to be a subject-related activity, just the final chapter of the audiobook of “Jane Eyre.” Teacher sent the link to the respective worksheet and students completed it whilst listening to the audiobook.

In the last session, the face-to-face modality was restored and students took the post-test in the University classroom. The test was also a PET listening section. The researcher gave his final words to the group and thanked it for its collaboration.

2.2 Methods

Basic methods of investigation

The following research project was structured in these types of research:

Pre experimental research (One-group Pre-test – post-test)

Sampieri (2013), a pre-experimental research design is the one in which a group is observed for the effect of the application of an independent variable which is presumed to cause change. It is the simplest form of experimental research design and is treated with no control group. In this research, Audiobooks influence listening comprehension. One-group Pre-test-post-test is the approach taken from this design since it combines both post-test and pre-test study by carrying out a test on a single group before the treatment and after the treatment is administered. The One-group approach served its purpose to analyze the dependent and independent variables.

Bibliographic or documentary research

Scott and Marshall (2009) this research is necessary to have a broader scientific knowledge about the object of study, through the internet, books, essays, articles, thesis and other resources where there is important information to analyze. That is fundamental to know more about the problem of study and the two variables: Audiobooks (independent variable) and listening comprehension (dependent variable) so this is the first step to conducting this investigation. The information about audiobooks and listening comprehension that was collected, gave knowledge of the variables and their influence on English learning.

Field research

This research project was conducted on the fifth semester of the PINE major. This meant that the researcher had the opportunity to directly approach the subjects of study. This allowed the researcher to develop the posed objectives to collect the proper data that would be analyzed. Moreover, the aforementioned objectives were accomplished thanks to the student's willingness.

Level or type of research

Exploratory level

This project can be considered exploratory because using audiobooks to improve listening skills and comprehension is an approach that has been used innovatively in teaching contexts ever since, but not as widely as it could be expected.

2.3 Hypothesis

Alternative

The use of audiobooks contributes to the improvement of students' listening comprehension.

Null

The use of audiobooks does not contribute to the improvement of students' listening comprehension.

2.4 Variable identification

Independent: Audiobooks

Dependent: Listening comprehension

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings gathered from 6 sessions: before, during and after the treatment.

Students' scores on the PET Listening Section pre-test and post-test were analyzed to demonstrate and validate the project's objective.

After having gathered the data from the group, a test of normality was used to determine the most adequate test for analysis. After doing so, the T-test was the most reliable test the analysis of data.

Moreover, the following tables and figures were used to synthesize the most relevant information for the interpretation.

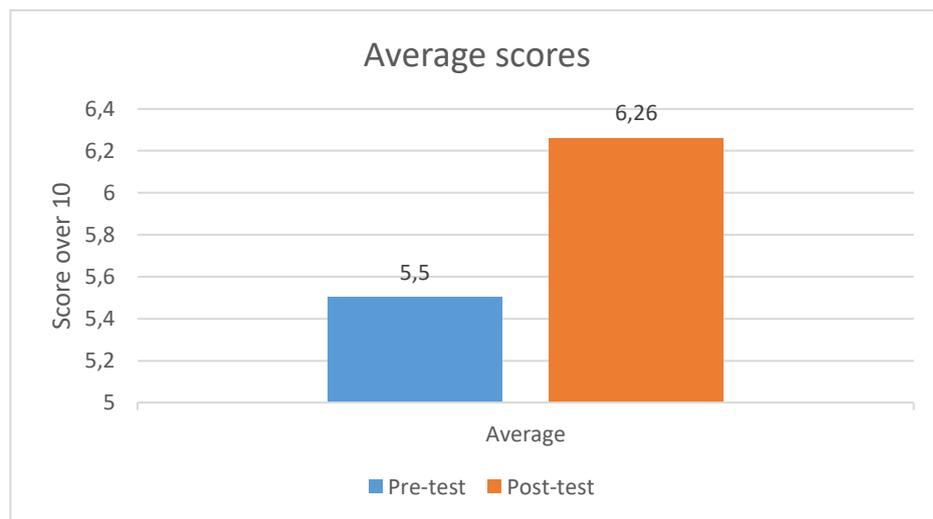
3.2 Data interpretation

3.2.1 Pre-test and post-test average

Table 1. Pre-test and post-test average

Results	Pre-test	Post-test	Difference
Averages	5,5	6,26	0,71

Figure 1. Pre-test and post-test average scores



Source: Field research

Author: Torres, J. (2022)

Analysis and interpretation

The figure shows the results of the analyzed data, these being the average scores of the 33 students. The gap of value between these scores shows that there was an improvement, though not remarkably great. However, the post-test average (6,26) is undoubtedly higher than the pre-test one (5,5). Thus, this means that students did actually improve their listening comprehension skills.

3.3 Verification of hypotheses

The main objective of this research project is to determine the effects of using audiobooks for improving students' listening comprehension. Hence, the following results will show the analysis carried out for this pre-experimental approach. The results were analyzed using T-test with the SPSS program.

3.3.1 Hypothesis statement

Null hypothesis (H_0)

The use of audiobooks does not contribute to the improvement of students' listening comprehension.

3.3.2 Alternative hypothesis (H_1)

The use of audiobooks does contribute to the improvement of students' listening comprehension.

3.3.3 Normality test

Table 2. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.115	33	.200	.977	33	.683
Post-test	.112	33	.200	.941	33	.074

a. Lilliefors Significance Correction

Source: Field research

Author: Torres, J. (2022)

Analysis and interpretation

From the gathered data from the pre-test and post-test for the normality test, Shapiro-Wilk's data was taken into account, thus because the number of participants is less than 50. Table 3 shows the significant value of .683 and 0.74 for the post-test, which establishes that the distribution of data is normal. Therefore, a parametric test is to be used, this being a T-student for paired samples.

3.3.4 Paired Sample Statistics

Table 3. Paired Sample Statistics

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	5.552	33	2.1042	,3663
	Post-test	6.261	33	2.5102	,4370

Source: Field research

Author: Torres, J. (2022)

Analysis and interpretation

Table 4 shows that the pre-test presented a mean of 5,55 and the post-test of 6.26. This means that variance of the sample is 0.71, which indicates a slight improvement.

3.3.5 Paired Sample Tests

Table 4. Paired Sample Tests

		Paired Sample Tests					t	df	Significance	
		Paired Differences			95% Confidence Interval of the Difference				P of One Factor	P of Two factors
		Mean	Std. Deviation	Std. Mean Error	Lower	Upper				
Pair 1	Pre-test – Post-test	-.7091	2.0464	.3562	-1.43474	.0165	-1.991	32	.028	.050

Source: Field research

Author: Torres, J. (2022)

Analysis and interpretation

Table 5 shows that the T-Student test determines that when $P > 0.05$, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. But, if $P < = 0.05$, the alternative hypothesis (H_1) accepted and the null hypothesis (H_0) is rejected. In this case, the P-value is 0.050, which is equal to 0.05. Therefore, the null hypothesis is rejected and the alternative is accepted.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The data that was analyzed showed that students had an actual enhancement in their listening comprehension skills after the using of audiobooks for the treatments. Hence, the research project's main objective was achieved and verified that using audiobooks has a positive impact on students' listening comprehension skills.

- The research project shows that the tools used for evaluating students' prior and after the treatments were PET Listening sections. The averages of these tests show that there is an improvement in students' listening comprehension skills after the treatments with audiobooks.

- Introducing and using audiobooks as an approach to teach English in the classroom and, with that, improve students' listening comprehension, can be a way of exposing them to a more meaningful form of spoken English. The naturalness of the speaker's language can make students get into a more natural environment. Literature offers the richness of language and situations, that encourage focus, discerning and understanding when listening.

4.2 Recommendations

- In order to reach and or/maintain the desired positive outcomes of using audiobooks to enhance students' listening comprehension, the teacher should consider students' likings in terms of literature genres. This way, students will be motivated and willing to listen to audiobooks more regularly.

- To have a more accurate knowledge of students' listening comprehension skills, the teacher should make more frequent use of these kinds of test as in this research project, e.g.: PET, FCE, CAE, among others. These tests provide valid guidance and content to evaluate students.

- So as to have a proper enriching implementation and usage of such resources that are audiobooks, activities have to be diverse. These activities can range from simple average questionnaires in worksheets to discussions about situations and circumstances of an audiobook's story. Whatsoever the activity happens to be, it has to catch student's motivation for spoken literature.

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ANNEXES

Annex 1: Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 03/05/2022

Doctor,

Mg. Marcelo Núñez

Presidente

Unidad De Titulación

**Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros
Facultad De Ciencias Humanas Y De La Educación**

Yo, Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Audiobooks and listening comprehension" propuesto por el estudiante Juan José Torres Aleaga, portador de la Cédula de Ciudadanía 1803431277, 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 electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**

.....

Mg. Sarah Jacqueline Iza Pazmiño
0501741060
0984060528
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Annex 2: Lesson Plans

LESSON PLAN 1

Teacher: Juan Torres	
Class: Fifth semester	Date: 27/05/2022
Topic	Pre-test – Session 1
Objective	Students will be able to take the PET listening section.
Resources	<p>Introducing the project: AUDIOBOOKS AND LISTENING COMPREHENSION.pptx</p> <p>PET Listening Test 1 (PRE-TEST): B1 Preliminary 2020 sample Listening - question paper - PRE-TEST.pdf</p> <p>Pre-test audio track: b1-preliminary-2020-listening-test-audio - PRE-TEST.mp3</p>
Activities	
PPP: Introducing the project	10 min
Agenda: Project Explanation	
Activity	
<ul style="list-style-type: none"> ➤ Teacher will explain the project to students. ➤ Students will take the PET Listening section exam as the pre-test. ➤ Teacher will hand in the tests to students and proceed to play the track. ➤ Students will complete the test in the set time. 	50 min

RESOURCES

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PRE-TEST

INSTRUCTIONS:

This test for diagnosing your listening comprehension level. It has four parts.

Each question carries one mark. You will hear each piece twice.

Listen attentively to the audio track and answer and the questions.

Part 1: There are seven questions in this part. For each question, there are three pictures and a short recording. Choose the correct answer.

Part 2: There are six questions in this part. You will hear a bunch of different daily conversations. Each question has a short recording. For each question, choose the correct answer.

Part 3: There are six questions in this part. You will hear a radio presenter called Anita talking about her holiday in Cuba. For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**. WRITE IN CAPITAL LETTERS.

Part 4: There are six questions in this part. You will hear an interview with a woman called Vicky, a champion swimmer who now works as a swimming coach. For each question, choose the correct answer.

TIME: 35 minutes.

TEST: [B1 Preliminary 2020 sample Listening - question paper - PRE-TEST.pdf](#)

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**PROYECTO DE TITULACIÓN:
“AUDIOBOOKS AND LISTENING COMPREHENSION”**

EXPERIMENTAL PROCEDURE SCHEDULE

Researcher: Torres Aleaga Juan José

Level: 5th Semester (B1)

Objective: To determine the effects of using audiobooks for improving students' listening comprehension in the fifth semester of PINE.

Type of experiment: Pre experimental research (One-group Pre-test – post-test)

Professor: Mg. Cristina Jordán

SESSIONS			
Days	Topic	Time	
27/05/2022	Introduction, explanation of the project + Pre-test.	1 hour	Teaching hours
10/06/2022	Experiment (1 st class: Chapter 1 of Jane Eyre).	1 hour	Teaching hours
17/06/2022	Experiment (2 nd class: Chapter 2 of Jane Eyre).	1 hour	Teaching hours
24/06/2022	Experiment (3 rd class: Chapter 3 of Jane Eyre).	1 hour	Teaching hours
01/07/2022	Experiment (4 th class: Chapter 4 of Jane Eyre).	1 hour	Teaching hours
08/07/2022	Post-test	1 hour	Teaching hours

LESSON PLAN 2

Teacher: Juan Torres	
Class: Fifth semester	Date: 10/06/2022
Topic	Activity + Treatment – Session 2
Objective	Students will improve their listening comprehension by listening to audiobooks.
Resources	Activity track: Reducing stress.mp3 Activity worksheet: Activity Worksheet - 1.pdf Chapter 1: 1.mp3 Treatment worksheet 1: Treatment Worksheet-1.pdf
Activities	Time
Reducing stress passage activity Listening to the audiobook of Jane Eyre	1 hour
<ul style="list-style-type: none"> ➤ Teacher will start the class with some brainstorming about stress. ➤ Teacher will hand in the worksheet of “Reducing Stress” to students and proceed to play the track. ➤ Students will fill the gaps of the passage. ➤ Teacher will then ask students to express what they learnt about stress and how to reduce it by providing other examples on the subject. ➤ Teacher will proceed to hand in the treatment worksheets, being the first chapter of Jane Eyre. ➤ Teacher will play the track and students will answer the worksheet’s questions whilst listening the audiobook. 	

LESSON PLAN 3

Teacher: Torres Juan	
Class: Fifth semester	Date: 17/06/2022
Topic	Activity + Treatment – Session 3
Objective	Students will improve their listening comprehension by listening to audiobooks.
Resources	Activity worksheet: Activity Worksheet - 2.pdf Chapter 2: 2.mp3 Worksheet 2: Treatment Worksheet-2.pdf
Activities	Time
Accident at the Brookfield Zoo activity Listening to the audiobook of Jane Eyre	1 hour
<ul style="list-style-type: none"> ➤ Teacher will start the class with some brainstorming about the zoo. ➤ Teacher will hand in the worksheet of “Accident at the Brookfield Zoo” to students. ➤ Teacher will ask students to read the instructions. ➤ Students will preview the text in 45 seconds. ➤ Students will then answer the previewing questions. ➤ Teacher will then ask students to express what the article was about. ➤ Teacher will proceed hand in the treatment worksheet, being the second chapter of Jane Eyre. ➤ Teacher will play the track and students will answer the worksheet’s questions whilst listening the audiobook. 	

LESSON PLAN 4

Teacher: Torres Juan	
Class: Fifth semester	Date: 24/06/2022
Topic	Activity + Treatment – Session 4
Objective	Students will improve their listening comprehension by listening to audiobooks.
Resources	Activity worksheet: https://forms.office.com/r/x2czRB7Jky Chapter 3: 3.mp3 Worksheet 3: https://forms.office.com/r/yLnJ9CVMwJ
Activities	Time
The Common Cold passage activity Listening to the audiobook of Jane Eyre	1 hour
<ul style="list-style-type: none"> ➤ Teacher will start the class with some brainstorming about common illnesses. ➤ Teacher will send the link of the worksheet of “The Common Cold” to students. ➤ Teacher will ask students to read the instructions. ➤ Students will scan through the passage to find a specific key word and words they don’t understand. ➤ Teacher will then ask students to express what the passage was about. ➤ Teacher will proceed to send the link of the treatment worksheets, being the third chapter of Jane Eyre. ➤ Teacher will play the track and students will answer the worksheet’s questions whilst listening the audiobook. 	

LESSON PLAN 5

Teacher: Torres Juan		
Class: Fifth semester	Date: 01/07/2022	
Topic	Activity + Treatment – Session 5	
Objective	Students will improve their listening comprehension by listening to audiobooks.	
Resources	Chapter 4: 4.mp3 Worksheet 4: Treatment Worksheet-4.pdf	
Activities		Time
Listening to the audiobook of Jane Eyre		1 hour
<ul style="list-style-type: none"> ➤ Teacher will explain the agenda to students. ➤ Teacher will proceed to hand in the treatment worksheets, being the fourth chapter of Jane Eyre. ➤ Teacher will play the track and students will answer the worksheet's questions whilst listening the audiobook. 		

LESSON PLAN 6

Teacher: Torres Juan	
Class: Fifth semester	Date: 08/07/2022
Topic	Post-test – Session 6
Objective	Students will be able to take the FCE listening section.
Resources	PET Listening test 4 (Post-test): Cambridge preliminary english test 5 book - TEST 4 POST-TEST.pdf Post-test audio track: PET test 4 - POST-TEST.mp3
Activities	Time
PET Listening section Post-test	1 hour
<ul style="list-style-type: none"> ➤ Students will take the PET Listening section exam as the post-test. ➤ Teacher will hand in the tests to students and proceed to play the track. ➤ Students will complete the test in the set time. ➤ Teacher will thank students for their collaboration. 	

RESOURCES

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HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

POST-TEST

INTRUCTIONS:

This test for diagnosing your listening comprehension level. It has four parts. Each question carries one mark. You will hear each piece twice. Listen attentively to the audio track and answer and the questions.

Part 1: There are seven questions. For each question there are three pictures and a short recording. Choose the correct answer and put a tick in the box below it.

Part 2: There are six questions. You will hear a man called Paul Hart talking about his trip to Africa with a team of scientists. For each question, put a tick in the correct answer box.

Part 3: There are six questions. You will hear a woman talking about flights in a hot air balloon. For each question, fill in the missing information in the numbered space.
WRITE IN CAPITAL LETTERS.

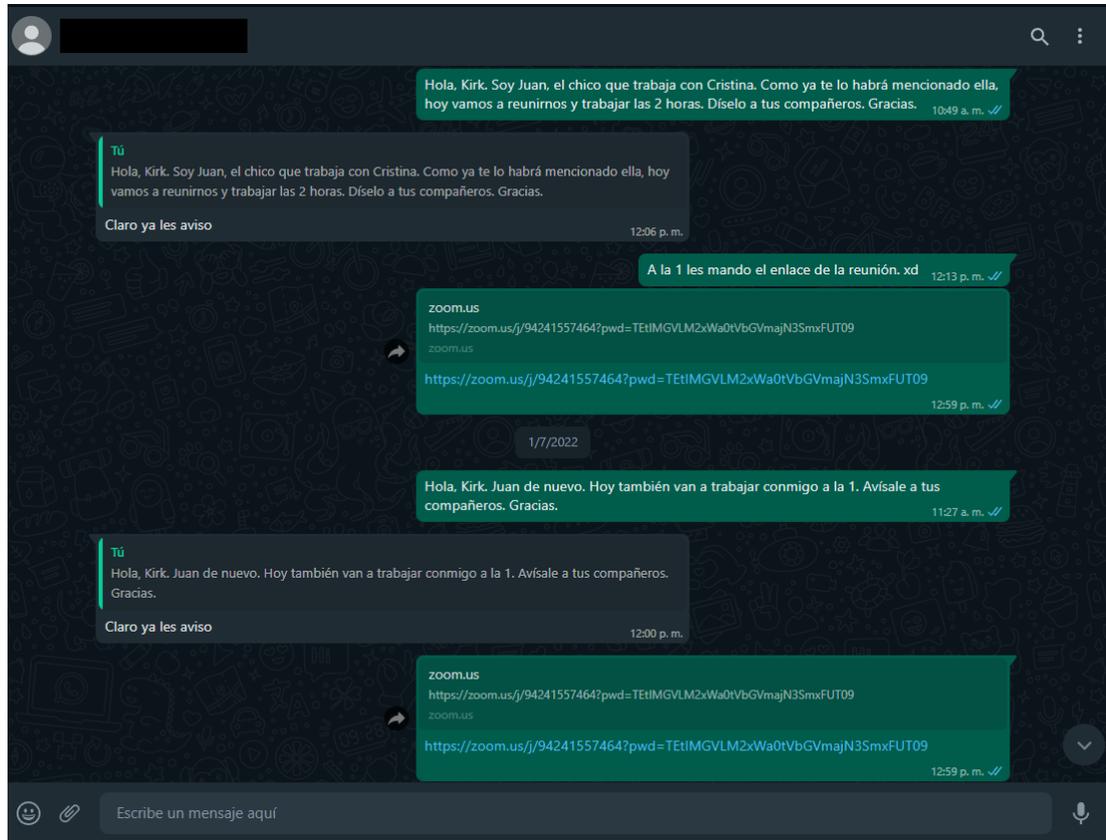
Part 4: Look at the sentences for this part. There are six questions. You will hear a conversation between a girl called Ella, and her father, about the school holidays. Decide if each sentence is correct or incorrect. If it's correct, put a tick in the box under A for YES. If it's not correct, put a tick in the box under B for NO.

Test: [Cambridge preliminary english test 5 book - TEST 4 POST-TEST.pdf](#)

Time: 35 minutes.

Annex 3: Several tools used

- WhatsApp



Source: Torres, J. (2022)

Note: WhatsApp was used to arrange the Zoom meetings by contacting the classroom's president.

- Microsoft Forms

Worksheet 4 - Jane Eyre

Listen to the fourth chapter of Jane Eyre's audiobook and answer the questions.

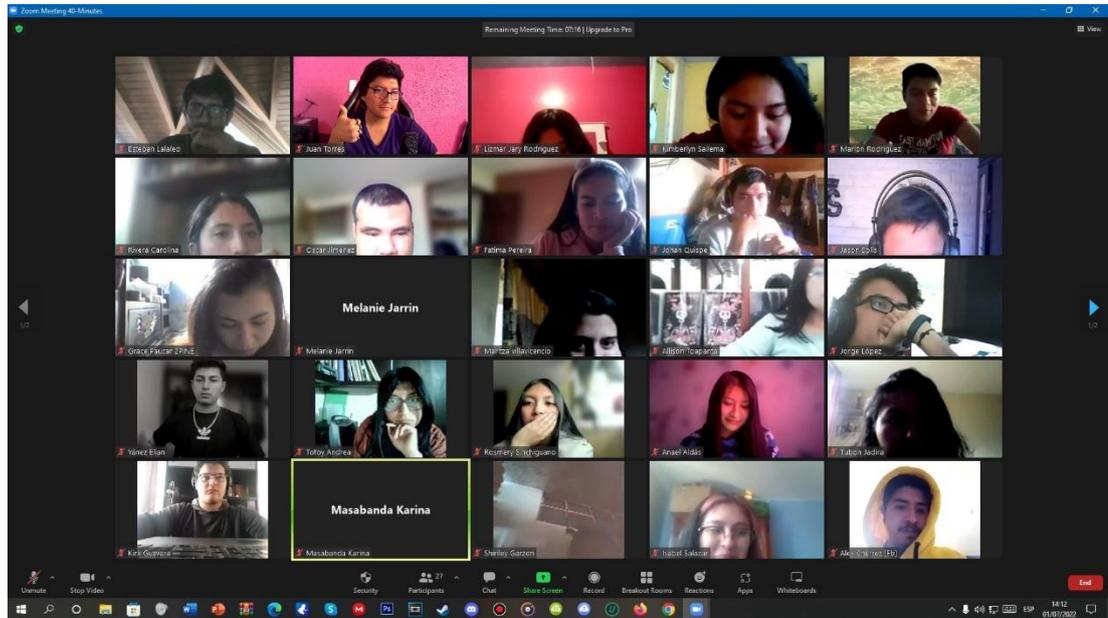
Hola, Juan. Cuando envíe este formulario, el propietario verá su nombre y dirección de correo electrónico.

- 1. List the three ways in which Mrs. Reed draws a more marked line of separation that ever between Jane and her own children.**
- 2. Mrs. Reed tries to make amends by inviting Jane to participate in all of the family's Christmas festivities.**
 True
 False
- 3. Who has "a turn for traffic"?**
- 4. To what gentleman does Mrs. Reed introduce Jane?**
- 5. What is the name of the school to which Jane is to be sent to?**

Source: Torres, J. (2022)

Note: Microsoft Forms was used to virtualize the subject and treatment worksheets of two sessions, due to the national strike.

- **Gathered footage**



Source: Torres, J. (2022)

Note: The gathered footage is to demonstrate the fulfillment of the project's sessions, despite the circumstances.

Annex 4: Urkund report



Document Information

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