



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



Facultad de Lenguas

**Using Audiobooks as a Supporting Material to Improve Listening and Reading Skills when
Teaching English**

A thesis submitted to the Faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by:

Karla Sofía Vargas Silvano

Directed by:

Dra. Verónica Guadalupe Morales Martínez

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BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA
FACULTAD DE LENGUAS

“Using Audiobooks as a Supporting Material to Improve Listening and Reading Skills when Teaching English”

This thesis has been read by the members of the committee of

Karla Sofía Vargas Silvano

And it is considered worthy of approval in partial fulfillment of the requirement for the degree of

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THESIS SUPERVISOR



DRA. VERÓNICA GUADALUPE
MORALES MARTÍNEZ

COMMITTEE MEMBER



DRA. MARÍA DEL CARMEN
CASTILLO SALAZAR

COMMITTEE MEMBER



DR. CELSO PÉREZ CARRANZA

PUEBLA, PUE.

Enero, 2026

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P.D.S.S.

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Key Terms

The following terms described below are an important part of the investigation to help better understand the context in which it is working and to understand the objective of this project.

1. Support material 'aims to support teachers and students in achieving the learning outcomes of the English language'.

2. Audio-visual material is 'an audio or visual device used by a teacher to help learning, this includes flashcards, movies, tape-recorders.'

3. Audiobooks are voice recordings of a written book; these are narrated by a person who narrates each of the words found in the book'.

4. Input refers to the language (spoken or written) to which learners are exposed, enabling them to move from receptive to productive skills.

5. English as a Foreign Language (EFL) refers to the teaching and learning of English in a country where it is not the main language.

Abstract

In recent decades, the teaching of the English language has been increasing in many of the country's schools, making it one of the most widely spoken along with Spanish and other indigenous languages. But there are cases in which teachers don't usually use materials that help students' learning, that's why this research aims to know what the benefits are of using a new material in teaching English to high school students.

This new material is the use of audiobooks as supporting material to help students improve their listening and reading skills, that's why the research was carried out through a qualitative method using a survey divided into three sections to know students' personal information, their point of views on the use of audiobooks, and their personal opinions on the importance of English in their lives.

As a result, the students seem to have a low level of comprehension, but they agree with the use of the audiobooks and are confident that their listening and reading skills will improve with the use of this material, thus achieving their learning of the English language is more didactic and obtain a better level of comprehension. On the other hand, most of them agree to learn English as a second language to find a good job or to travel abroad.

Chapter I: Introduction

1. Introduction

In recent years, learning English has become essential at all educational levels in Mexico. Educational institutions have proposed new educational models in which it is intended that all students in the country speak this language. In each school, teachers must be able to use different methods of teaching according to the educational and academic level of the students to bring benefits to their learning. Something very important in teaching and the use of methods is the use of materials which have a very important role in student learning. Students can use audiobooks as supporting material in the English language teaching and learning process, which leads to the development of receptive skills.

This research aims to focus on the use of audiobooks within English language teaching. With the help of audiobooks, students have opportunities to develop their listening and reading comprehension, this is where INPUT is acquired, which refers to all the information that students are exposed to when learning a second language, and with the use of audiobooks, students are exposed to vocabulary and structures that are used in real-life situations. Kylee Beers (1998) has said that audiobooks, when used with second language learners, serve as a scaffold that allows students to read beyond their reading level. Students can learn the pronunciation of a word while reading the text and listening to the audio, since an audiobook, as an audiovisual material, helps students to develop their two receptive skills that are important in the acquisition of a second language.

As McGrath (2013) discusses learner-centred teaching: “learners should have some input to decisions about not just what they should learn and how they should learn but also what they

should learn through or with - that is, materials” (p.79). Students may find audiobooks more attractive than conventional books, which can be a good alternative, rather, a better complement in the English learning of the students. This can also promote the use of technology in learning since with the technological advance, most of the students have access to the internet which can be a great advantage for students and it will probably also promote the habit of reading in many of the students, something that is not very common in many of them. Therefore, inside this investigation it is important to identify if the use of audiobooks as supporting material for the teachers of English may help their students to improve listening-reading skills and if the students are interested to use them.

1.1 Problem

In many cases, English language learners tend to have problems with listening comprehension, most of the time they cannot understand what they are hearing, they cannot identify the words and their meaning when they hear a native speaker speak, or when they try to engage in a conversation. The same happens with their reading comprehension, when they read, they fail to understand the meaning of the text and they do not interpret the message that the author wants to convey. These problems are related to lack of practice; they do not have an input that supports them in the production of these two skills. Furthermore, most students do not show interest in learning the language; there is no motivation for them to strive to improve their skills and knowledge to obtain a satisfactory level of language, as well as academically.

It is common to see that in the English classes at the village school the teaching material is only limited to the use of the blackboard, workbook and the dictionary of English-Spanish words. Many students do not have access to all the materials they need for their learning, so teachers are

limited to using conventional materials. That is why audiobooks are sought to be easily accessible for both students and teachers so that they become commonly used material.

1.2 General Objective

To determine the benefits of using audiobooks to improve English language receptive skills taking into consideration students' attitude to improve their input.

1.3 Specific Objective

To demonstrate how students' habits may impact when using audiobooks to improve their receptive skills.

1.4 Research Questions

- What are the students' attitudes toward the use of audiobooks?
- How useful is the use of audiobooks to improve English language listening skill?
- How useful is the use of audiobooks to improve English language reading skill?

1.5 Significance of the Study

Through this study, I will be able to identify whether students show interest in implementing audiobooks in their English classes, taking into consideration the students' reading habits. Some students are not able to read at least one book a year, so this study will help me know what challenges I will face in my future classes as an English teacher.

As a future English teacher, this study will be an important piece in my professional development in the classroom; I will realize if my students' learning can benefit from audiobooks. I will need to focus on improving my students' listening skills with the help of this new material,

as well as increasing their reading habits to complement their English language development. It is essential that students not only improve their learning but also that they show more interest in this language, which I am sure will be a lot of help in their professional development.

This study can be used in other schools that have the same problem, for those teachers who need other alternatives or materials to teach a second language, or in this case the English language. It is important to highlight how important it can be to use audiobooks as a material to learn English, it can be a self-learning resource, in which the autonomous use by the student can help improve their skills. After all, this study seeks to help students from different schools to experience new materials in the process of learning the English language, and how students can improve their listening skill and reading skill, using audiobooks.

With this study, it is important to highlight that using audiobooks as support material in class allows students from different schools to not only experience new materials while learning the English language but also improve their listening and reading skills.

The teachers must be prepared to design sessions that involve audiobooks and their connection to the topics covered during class. Strategies should also be considered on how to implement this material in those schools that do not have the audiovisual equipment to carry out the session effectively.

1.6 Theoretical Context of the Research

Most of the students from high school are currently going through repetitive teaching, the teachers only focus on carrying out the activities described in the book given by the institution, and this leads to some students losing the interest to learn. Teachers do not show importance in other materials to be able to teach the English language, so that students can get out of the same

routine and experience new learning based on the use of audiobooks. Currently, young people show interest in topics of current interest, therefore it is possible to find audiobooks that suit their personal interests.

Chapter II: Literature Review

2. Introduction

This chapter contains the literature review of the topic of this research. The contents are related to the objective of the research and that need to be highlighted using the point of view of different authors. It is necessary to rely on previous studies on the topics to be covered to obtain an analysis that helps the reader to better understand the concepts included in the research

It should be noted that the objective of this research is based on the use of audiobooks as supporting material, so these concepts will be described in the chapter, although there will also be topics related to the teaching of a second language and the receptive and productive skills that students develop to achieve successful second language acquisition.

2.1 Challenges in the Field of Language Teaching and Learning

Teaching is a very important discipline around the world, which is fundamental in people's lives, and that in some part of our lives we all experience. But what is teaching? This word has different definitions according to different authors, for example, according to Schlechty (2004) teaching can be defined 'as an art that induces students to behave in ways that lead to learning', this means that the teacher has the knowledge and ability to create activities or situations that facilitate student learning, as well as motivate students to show interest in everything that the teacher wants to convey.

There is also another point of view in a broader sense that helps to complement the definition of teaching, in this case, according to Nilsen and Albertalli (2002) teaching can be defined 'as a process by which a teacher can guide a group of students or a student to acquire a higher level of knowledge and skills', this means that it depends on the teaching area, the teacher

will help students to acquire the necessary knowledge of that area and master the skills that will make them move to another level and continue to acquire more knowledge to achieve your goals.

2.2 Language Teaching Methods

When teaching a second language, it is necessary to use a teaching method that is adapted to the conditions of the students. There are different teaching methods in which the teacher can interact with the students, which can be chosen according to the needs of the students, the preferences of the teachers, and the educational environment (Richards & Rodgers, 1986).

Teachers have the responsibility to create a class as natural as possible, to be very clear about which method will give good results when applied, the one that will help students to achieve good learning of the second language, but the materials must also be pondered to use, which must also be according to the interests and academic level of the students.

2.2.1 Audio-Visual Method

This method, developed in France in 1950, is a foreign language teaching method with which teachers focus on teaching listening and reading skills first, and in which it is not necessary to use the mother tongue in class. In this method, materials such as audio, videos, recordings are used with which students can identify the elements of the language learned (Richards and Schmidt, 2010).

In this method, the use of translation should be avoided, so that students relate more to the use of the second language since there is the belief that in this method it is important to learn through communication. To make good use of this method, an analysis of the language being taught must be carried out to know how to select the elements to be integrated, for example, grammatical structures, vocabulary, and appropriate materials.

2.3 Teaching Language Skills

Within the teaching and learning of language, four basic skills are very important to master in the development of a language. There are different versions of the definition of skill, for example, Richards and Schmidt (2010) state that a skill can be 'an acquired ability to perform an activity well, usually one that is made up of several co-ordinated processes and actions ', this means that concentration and interest are needed to carry out these actions, going through a series of processes that will help us to master that acquired skill, in this case, the four skills that correspond to the teaching of language.

2.3.1 Listening Skill

This skill is one of the four main skills to develop when learning a language. According to Rost (2005) 'In L2 development, listening constitutes not only a skill area in performance but also a primary means of acquiring a second language', this indicates that, as already mentioned, it is an essential skill to develop, and which plays an important role in the acquisition of a second language.

Since we are born, our language is developed thanks to what we hear around us, repeating the words that our parents say, and even imitating the sounds of the environment, so the ability to listen is the first to develop. This receptive ability is very useful when engaging in conversations with native English speakers, which helps improve understanding of the language, as well as making use of songs and videos.

2.3.2 Reading Skill

Like the skill explained above, reading skill is a receptive skill that is part of the development of second language acquisition. Richards and Schmidt (2010) affirm that 'reading is the process by which the meaning of a written text is understood', when we read texts or books, we try to understand what the author is trying to transmit, this is called Reading comprehension. By reading texts in L2 the reader can recognize words and at a more advanced level, make use of cognitive skills, for example, have knowledge of syntax and recognize the types of texts and structures.

Within the reading in L2, a negative point can be found as Tomlinson, (2011) points out that readers seem to go through a slow and laborious process because most of the time this results in a poor understanding of the texts read, and thus not being able to analyze the subject that needs to be the focus on.

2.3.3 Writing Skill

The next skill described is the writing skill, this productive skill is used to translate the writer's ideas into a text after they have been planned and organized, although also at advanced levels, writers master the ability to paraphrase and summarize texts that have read and analyzed, thus expressing their ideas or points of view.

Richards and Schmidt (2010) state that 'Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising', according to this definition, these processes are taught by teachers during the development of the first or in this case, the second language, which can include a writing system which is alphabetic, syllabic and ideographic.

2.3.4 Speaking Skill

The fourth ability that corresponds to the teaching of a language is the ability to speak, according to Bygate (1987) this ability can be analyzed in two simple aspects, the first is motor-receptive skills with which sounds and structures can be mastered regardless of the context in which the speaker is. The second aspect is interaction skills, with which we can make decisions about the things we want to say, and how to say them according to the communicative situation in which the speaker is, to maintain relationships with others and be able to transmit your intentions.

Tomlinson (2013) affirms that 'speaking skills are best developed when learners learn to eventually take control of their performance from an insider perspective', in this aspect the intervention of the teacher is not necessary, the students should be responsible for their own decisions to develop their communication and how to put into practice all those grammatical structures, thus improving the fluency of the language.

2.4 Listening Comprehension

When using listening skills, we try to understand what we hear, in learning a second language we focus on linguistic units such as phonemes, words, grammatical structures, according to the context and situation in which we find. Richards and Schmidt (2010) define listening comprehension as 'the process of understanding speech in a first or second language', when we listen, we try to understand the main ideas of what we are hearing, paying attention to each of the details of the participants.

In recent research, it is concluded that it is important to pay attention to the teaching of listening from the first stages of learning the second language because it has an important role in

the development of linguistic competence, so learners should focus on improving their listening comprehension to master their second language at a higher level, and to understand native speakers when a conversation is required.

2.4.1 Listening for Details

Within reading comprehension, other skills are necessary to learn to master comprehension, one of them is listening for details, which, in the words of Richards and Schmidt (2010) refers to 'listening to understand the specific information contained in a text ', the student only pays attention to a group of words to understand the main idea of what is being heard, or what one wants to know.

When we use listening for details, we focus on specific information, for example, a name, numbers, colors, or other things, in a conversation we highlight the words that are important to identify, the details we want to know, ignoring anything that does not sound relevant for our understanding.

2.4.2 Listening for Gist

This second skill called listening for gist, according to Richards & Schmidt (2010) refers to when we listen to understand what the general meaning of what we are hearing is, it is not necessary to pay attention to certain specific details. For example, when we use listening for gist, the information comes in sequence, and in it, we can identify the content words (the nouns, adjectives, and verbs) that will help us understand the general meaning, obtain the 'whole picture' of the situation.

For example, in a conversation, we hear words in sequence such as cake, balloons, candles, friends, and with this, we can deduce that it is a birthday party, we can deduce what the context

of the conversation is. This is what listening for gist refers to, or also known as global understanding.

2.4.3 Inferring Meaning

In this skill, learners identify the difference between what they hear and what is the true meaning of what they are hearing (Ahmed, 2015), for example, we hear one person tell another if they have not taken the medication that he prescribed, Identifying the words medication, prescription, we can conclude that it is a conversation between a doctor and a patient, this is about using the ability of inferring, using clues found in the conversation and using our knowledge about the context in which these words are found.

2.4.4 Predicting

This fourth skill helps us predict what the key information in the conversation might be before we start listening to it. To predict we pay attention to the appearance of the person with whom we are going to talk, how that person is dressed, the expressions, and with this, we can try to get an idea of what this person is going to talk to us, for example, we see that a friend that he has a broken cell phone, with this we can deduce that it broke down perhaps when he dropped it, and with this information, we were able to predict what our conversation would be about.

2.5 Reading Comprehension

There are different components within the reading skill, one of them is reading comprehension, which Richards & Schmidt (2010) define as 'reading to understand, remember, or recall the information explicitly contained in a passage'. In acquiring a second language, it is

important to use reading comprehension to be able to understand the meaning of the words and sentences found in the texts. When we read, we not only record the words, but we order them mentally, making sense of each of the words so that we can understand what the text describes.

To have a successful reading comprehension it is necessary to go through simultaneous processes such as extracting and structuring the meaning of a text after a long interaction, it also depends on the difficulty of the text and the skills of the reader, so it is necessary to choose the texts from according to the language level in which the learners are, in the case of this research it is necessary to use texts with a basic level of vocabulary and grammatical structure, finally it is also important that learners enjoy reading as a common habit.

2.5.1 Reading for Details

Within reading comprehension, there are different strategies to have a better understanding of the texts. The first is Reading for details, according to Richards & Schmidt (2010) it refers to a level of understanding in which the reader focuses on a piece of specific information which must be information in sequence to be able to understand the main ideas of the text.

2.5.2 Reading for Gist

Also known as global understanding, this second strategy refers to when we read intending to understand the general meaning of a text, ignoring those specific details that are not helpful (Richards & Schmidt, 2010). Sometimes when reading take a quick look at the text to define its genre and the main message that the author wants to convey, this is what Reading for gist is all about, understanding the overall meaning.

2.5.3 Scanning

Richards & Schmidt (2010) state that scanning refers to 'when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage'. This third strategy is used when in a text we want to find specific information, reading quickly to locate keywords such as names, dates, this can help us when we answer questions in a test, and we do not want to do a deep reading.

2.5.4 Skimming

In this fourth strategy, the reader focuses on the segments of a text to locate necessary key information and then, using basic comprehension skills, understand what the general idea of the text may be (Richards & Schmidt, 2010). This skill helps the reader focus on content words (nouns, verbs, and adjectives) while taking a quick look at the text to get the general idea of the author.

2.5.5 Inferring

With this last strategy, the reader tries to find what is the meaning of what is being read, in the words of the writer itself. This refers to 'reading between the lines, where the reader pays attention to each of the words within a text to find clues that can help create their conclusion of the meaning of the reading, discovering the author's message behind those lines.

2.6 The Relationship Between Listening and Reading

After analyzing each of the language teaching skills, we were able to find that listening and reading skills share similarities, as well as differences that may be noticeable, this may be since both are receptive skills, with which learners do not need to produce the language, but only focus

on receiving and understanding what they hear and read. Below is an analysis with which we can link both skills according to McDonough, Shaw & Masuhara (2013).

2.6.1 Similarities

Like a reader, the listener must go through some processes to understand what he is hearing, the listener is involved in interacting, checking, interpreting, guessing, anticipating, and organizing all that information received for its understanding (McDonough, Shaw & Masuhara 2013).

2.6.2 Differences

To define the differences between the two skills, one must think of ‘the medium itself, and the nature of the language used’ (McDonough, Shaw & Masuhara 2013), which refers to sound and print. In the listening context, the listener can have visual clues which usually accompany the speaker to receive the message, and referring to speaking, what is spoken is usually less complex grammatically than what we read in texts. These are some of the significant distinctions between the two abilities.

2.7 Input

Input in EFL refers to all the information that learners are exposed to. All this information is acquired while the teacher speaks in class, providing learners with authentic language that helps them to develop their comprehension.

Learners can benefit from input by:

- The level of difficulty of the small amount of input that should be unknown to the students.
- The large amount of input that learners need to read and listen to.

- Learners need to pay attention to all the input gained through their classes and different activities.

2.8 Audiobook as a Tool for Teaching English as a Foreign Language

According to Burkey (2013) “audiobooks are a powerful tool in building fluency, the ability to read smoothly and expressively.” Audio books are the perfect authentic material for the development of both receptive and productive language skills. Audiobooks are adaptable to different educational settings as teachers can create different activities according to students' learning level.

The Internet has made audiobooks easily accessible to students and teachers. Technological developments have helped to increase their popularity as a teaching tool and improve their quality.

Using audiobooks can benefit students in the following aspects:

- the improvement in both reading and listening comprehension
- the exposure to proper use of linguistic structures
- learners' pronunciation skills
- increased student interest in classes
- learners' writing skills
- encourage students' interest in literature.
- the exposure to different voices and accents

2.9 Audiobooks as a Tool to Motivate Students to Learn

Every student has their own motivations for learning a new language. Materials play an important role in the learning process. Audiobooks allow students to use their imagination.

Burkey (2013) emphasizes that including audiobooks in class activities enables all students to talk about the same thing and share their experiences. This strategy is good for students because it allows them to experience the pleasure of using audiobooks and share different perspectives with their classmates. They can also help each other with any problems they have understanding a sentence or practicing pronunciation.

Here are some motivations that can drive students to learn using audiobooks:

- Audiobooks can be listened to by students while they are doing all kinds of activities, such as going for a walk in the park, going on a family trip or doing their homework.
- Thanks to technological advances, students now have easier access to audiobooks, which can be downloaded in mp3 format to their mobile devices.
- Many of the audiobooks are narrated by native speakers. This can help students improve their vocabulary.
- Students experience different emotions when they listen to audiobooks, depending on the genre they are interested in.

2.10 Motivation to Learn from Optimal Input

The motivation obtained through the interest in what the learners hear and read. The ability to comprehend and take part with the input is related to learners' motivation to learn.

Students must be highly interested in what they learn in class every day to be motivated to improve their learning. It is important to consider the level of difficulty of the input according to the students' learning level so that they do not lose interest and become unmotivated.

Students need clear motivations that drive them to learn and improve their academic performance. They can do this by applying the input received from their teacher.

2.11 Student's Habits as a Motivational Tool

Habits play an important role in students' learning. Each student has different study habits. These habits influence their motivation to learn. Students who are well-organized and have good study habits tend to perform better academically, which leads to positive motivation for greater effort.

Students' motivation is also influenced by the environment, so it must be safe to establish good study habits. A safe environment helps students focus on developing habits that will improve their learning. In this case, the habit of reading. Depending on how often students are used to reading, it will be possible to know if the use of audiobooks will benefit their learning.

2.12 Teaching Materials

In language teaching, it is important to have the necessary materials for the students to have meaningful learning. But, how to know what materials to use? First of all, it must be defined why it is required to speak a second language, what is the objective of teaching a second language, and important characteristics regarding our students must also be considered, for example:

- Age
- Interests
- Level of proficiency in English
- Mother tongue
- Academic and educational level
- Reasons for learning
- Preferred learning styles
- Personality

As language teachers, planning and carrying out a successful program is not only based on decisions to define the content, to present the didactic materials for our class it is necessary to consider the syllabus provided by educational institutions, schools, resources available to teachers and all students, as well as the importance of learning English in the country (McDonough, Shaw & Masuhara 2013).

2.12.1 Authentic Materials

Richards & Schmidt (2010) define these materials as 'materials that were not originally developed for pedagogical purposes', this refers to the use of materials such as magazines,

newspapers, films, TV programs, songs, which help the student to have a more natural and realistic perspective of the language through real-life situations.

2.12.2 Non-authentic Materials

The use of this type of materials refers to those materials that were specially designed for language learners, and specifically designed to serve as support in the teaching process. These materials include worksheets, textbooks, workbooks, CDs, and DVDs, which facilitate language learning since most of the time they are designed by the academic institutions themselves.

2.12.3 Audio-Visual Materials

This is a type of material used in the teaching of a language. This material can have a great impact on teaching since we use the sense of vision as well as hearing. This material is also considered multisensory since it can be produced, distributed, and used as components in the planning of educational programs (Kumar, 2017).

Using these materials in the classroom motivates students which makes it easier and more entertaining for them, which makes it one of the best materials to use. These materials include the use of TV, videotapes, movies, flashcards, which can make the classes more interactive since the use of technology is required, something that is very important in recent years.

2.13 Audiobooks

Audiobooks are voice recordings of a written book, these are narrated by a person who writes each of the words found in the book, these can be the complete books or the abbreviated versions (Harris, 2020). With the use of audiobooks, reading comprehension can be improved and

thanks to the advancement of technology, students can keep up to date by listening to audiobooks through their mobile devices.

Audiobooks have been successful in teaching a second language as students can access literature and enjoy books (Johnson, 2003). If the students listen to the audiobooks in English, this will help them understand the pronunciation of the words, and then apply it in their conversations and improve their fluency in the language, thanks to this the students are able to understand the language better.

2.13.1 Audiobook Formats

There are different types of formats to download audiobooks, the use of each depends on the preferences of the users, in this case, the students, as well as which one is easier to access.

- MP3
- AAC
- WMA
- M4A
- OGG
- FLAC
- WAV
- AIFF

2.13.2 Audiobook Genres

Like common books, audiobooks have different genres, in this case, it depends on the genre of the original book in physical format, since, as mentioned previously, audiobooks are narrations of

books in physical format. The following genres are usually the most consumed among young people:

- Romance
- Crime and mystery
- Science fiction and fantasy
- Horror

2.14 Related Studies

Sekscinska, & Olszanska (2018) affirms “Audiobooks serve as a perfect tool for developing both receptive and productive language skills. They may constitute the cornerstone of the lesson, or they may be used as a follow-up exercise to give learners some additional practice of the key points or even to check students’ knowledge” (p.147).

Chapter III: Research Methods

3. Introduction

This chapter is about the methodology used in this study, the methodology for gathering information for the study, the instrument used. It's important to highlight that in this chapter the participants are going to be described and everything related to them.

This study focuses on the benefits of the use of audiobooks for teaching English as supporting material, and the participants are going to be students from the secondary level. It is critical to use the correct methodology to design a useful instrument according to the important points to know for the correct collection of data, analyze it, and give specific results.

3.1 Approach

In a research study, it is important to consider the research approach. The approach helps to design the way in which a study is conducted and provides a systematic framework for conducting research. The strategies and methodologies used to collect important data must be defined. These data should be analyzed and interpreted to determine if the stated objectives have been achieved (Hassan, 2024). Types of approach are distinguished and categorized according to different determining factors: their usefulness, the specific purposes sought, and the type of information to be obtained.

The research is categorized into three main types of approaches: qualitative approach, which means to know participants' opinions. On the other hand, there is the quantitative approach; it refers to analysis from the use of numbers. Finally, Mixed-method Approach. It refers to work with both information.

3.1.1 Quantitative Approach

The quantitative approach uses numerical data collection. To carry out this approach, first state the problem to be addressed and formulate a hypothesis according to the study's aim (Taherdoost, 2022).

Bryman (2012) affirms that quantitative research “entails a deductive approach to the relationship between theory and research, in which the accent is placed on the testing of theories”. Therefore, for this research the quantitative one is the most convenient.

This was selected because it aims to test a hypothesis by collecting numerical data. Based on this data, we can carry out a statistical analysis to determine whether we obtain the necessary results to answer the research questions

Data is collected using instruments such as surveys, experiments, and scales. The questions that will help us obtain the necessary data must first be defined and then analyzed statistically. Finally, the formulated hypothesis can be tested against the conclusions.

3.2 Research Context

The specific participant school is Escuela Secundaria General Dr. Alfonso G. Alarcon is the only secondary school located in the small town where I am from, so it is a large school with eighteen large classrooms. Most of the classrooms have about 35 students individually seated, and only two teachers are in charge of the English classes for all the groups there.

The school does not have a computer center, so an alternative will be needed to access the use of audiobooks, in this case, students will be able to do so through their cell phones. The school has CD players, or also the teacher has a laptop which can be used to play the audiobooks for the whole class, and thus practice together.

3.3 The Research Context

As mentioned above, this study seeks to know what the benefits of will be implementing the use of audiobooks as supporting material to complement student learning. The use of this support material aims to improve the listening and reading skills of the students, this can be a benefit for teachers because they can observe faster progress in the learning of the English language in the students.

If the results are favorable, the proposed material could be applied to all the students at the school, and over time the teacher will seek to adapt the material to the subjects of interest of the students, because they are young, they are usually interested in the new tendencies. As a former student of that school, I can be sure that the level of English that students obtain at the end of their courses is not usually high, so this material will be good support.

3.4 Participants

The participants in this study were secondary school students. The students were boys and girls between 13 and 15 years old, with an elementary level of English. Most of the students have a mobile device and have internet access at home, this is important so that they can access the use of audiobooks.

In this group of selected students, most of them seem to have problems with listening skills, that is why it was decided to implement the use of audiobooks as supporting material to complement their learning of the English language.

The material used in the students' learning is limited only to the use of the book, this can seem very repetitive for them, so they are interested in other materials to learn, although not all students dedicate time to reading, this material will be attractive to them.

3.5 Instruments

For any study, research instruments serve as key mechanisms for data collection, measurement, and subsequent analysis. Their role is of great importance, as they ensure the collection of accurate and reliable information, which is the basis for supporting specific conclusions and guiding decision-making.

And for this research the instrument that I chose to collect data is *survey*, which is a complex method with many procedures to collect data, but it should only be focused on a specific group of participants. The survey can be divided into an interview and a questionnaire, but in this case, it was decided to use a questionnaire. The Survey was used... to collect informed data and facts through questions related to the participants' habits and interests.

It is used because... the quantitative data obtained through the questionnaire will be processed using statistical analysis to derive results. It is necessary to ensure that the data collection instrument (the questionnaire) has been previously determined and validated. (Sukmawati, Sudarmin, Salmia, 2023)

Fraenkel & Wallen (2009) explain some of the advantages and disadvantages that may exist when applying a survey.

3.5.1 Advantages of Survey

- It is a method that does not require high monetary value to collect information, whether it is administered personally or, send the questionnaire by email.
- Thanks to the use of the internet and access to different devices, surveys can provide quick results depending on the number of questions.

3.5.2 Disadvantages of Survey

- There may be different perspectives of the participants for the same question, it can be difficult for them to understand any question.
- Some answers can be difficult to quantify, especially with open-ended questions, it may have problems analyzing the answers.

3.6 Piloting Stage

This research seeks to know what the reactions of students may be to the use of a new learning material, that is why the appropriate instrument to collect that information for this project is using *surveys*.

The survey will be made up of three sections, in the first section we will find the questions related to their personal information, for example age, gender, their experiences in the English language and other questions, with the purpose of making a classification later of the answers according to the information given in this section.

In the second section we will find all the questions related to the main objective of this research, which is the use of audiobooks, the participants will respond according to their experience and knowledge of said material, as well as if they would be willing to implement this material in his practice and learning of the English language.

Finally, in the third section we will find additional questions related to the learning and skills of the participants to be able to complete this survey with an approximate total of 20 multiple choice questions using the Likert scale for the answers to each question.

The survey was pre-tested on a small group of participants selected to help me identify some problems with the instrument. These participants were college level classmates, although the

participants to whom the final instrument was applied were secondary school students. I received feedback to improve the instrument based on the participants' comments and completed it satisfactorily.

The draft for the pilot test was written in a word document that was sent to the emails of the participants. After receiving the comments and making the improvements, the final instrument was made and applied through google forms, since I considered it to be an easier and more accessible way for the participants.

Like the application of the final instrument, I had to agree on the day and time to carry out this activity, knowing the participants would have no other commitment that prevented them from answering the survey, although it was sent by email, and they were given enough time to answer.

3.7 Data Collection Process

After piloting the survey, improving it according to the observations of the participants, the instrument was finalized and applied to the real participants previously selected. This group of students belongs to a school found in my town, because my brother works in this school, it was easier for me to contact the teacher in charge of the English classes, to whom I explained my reasons for which I pretend to carry out this activity.

It was necessary to contact the director of the institution to carry out the activity, and keep in contact with the teacher to agree on the day and time to apply my instrument, although it was planned to collect the emails from all participants to share the link of the instrument, in order to avoid exposing ourselves to contagion, after all, we were still in a pandemic.

I made sure to carry out all the necessary procedures with the people in charge of the institution to be able to apply my instrument and thus avoid any obstacle or problem that could affect my work.

3.8 Data Analysis

After applying the instrument to the group of participants, the responses of each of the participants was analyzed to organize and discuss the data obtained.

In order to analyze the data obtained from the questionnaire, it was begun by organizing the questionnaires in a numerical way to keep an order. Then a table with three or four columns was designed to write the number of participants, the number of questions and the answers for each item.

When the table had been completed with the necessary data, the graphs were obtained using the circular format to calculate the percentage of each opinion of the participants and identify what most of the participants think about what is planned to be investigated, the objective of our proposal.

Once the graphs are completed, with the percentage obtained it will be possible to carry out a final analysis through a structured discussion to define what are the results that will help us to continue with the next steps of the investigation.

3.9 Conclusion

As we can see, this chapter is about describing the entire procedure that will be carried out to collect the data. Starting with describing the participants and the context in which the research will be carried out, going through defining the methodology to structure the instrument by which the information will be collected. This chapter is considered somewhat "easy" to carry out, but it

is also an important part of our research because it is where all the necessary data was collected to complete our project.

The problems that I faced in this chapter are identifying the appropriate research methodology, because I had to carefully analyze which is the general objective of my research and with this define what the data collection method was and thus structure the instrument used to collect the data, after all in each method it is explained which may be the appropriate instrument to use, according to whether our research is qualitative or quantitative.

It was expected that, with all the information gathered, the investigation would have achieved its objective and been completed satisfactorily.

Chapter IV: Results And Discussion

4. Introduction

After going through the process of applying the research instrument, an analysis of the results obtained is necessary to know if the objective is achieved. In this chapter, the results obtained from the application of the research instrument will be analyzed, the different points of view of the participants will be analyzed in each of the issues that are part of the three sections into which the instrument is divided.

Each section is focused on different important points for the collection of data for this research project, each one has 5 to 7 questions, with which a general analysis will be determined identifying the most similar responses, complementing the information with graphs and that will help to better understand the analysis. It is expected to obtain results that support the objective of the investigation.

4.1 Personal Information of Participants

This section will explain about the 7 questions of personal information in which the participants present their experience with the use of the English language and the evaluation of some of their skills. The selected group consists of around 26 students, but due to the pandemic and by order of the academic authorities only 50% of the students could attend face-to-face classes, in this case, only nine students showed up to be part of the survey performed for data collection. All the participants were men, eight of the students were between 14 and 15 years old, while only one student was between 16 and 17 years old. The reason for this small number of participants may be since parents do not want their children to risk being infected while they go to school.

In the figure below (figure 4.1) we can see the graph of the results of the first question of this survey, which is related to the reading level of each participant, evaluated on a scale from very good to very bad. As the yellow bar shows, 50% of the participants selected the option of good, this answer could mean that most of the participants have a reading level of A2, with which they can understand short sentences of a text.

Figure 4. 1 Listening level

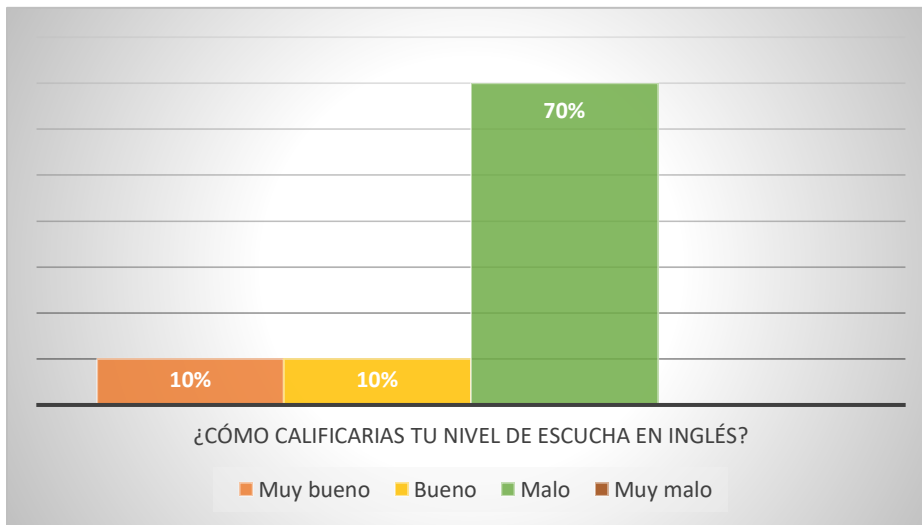
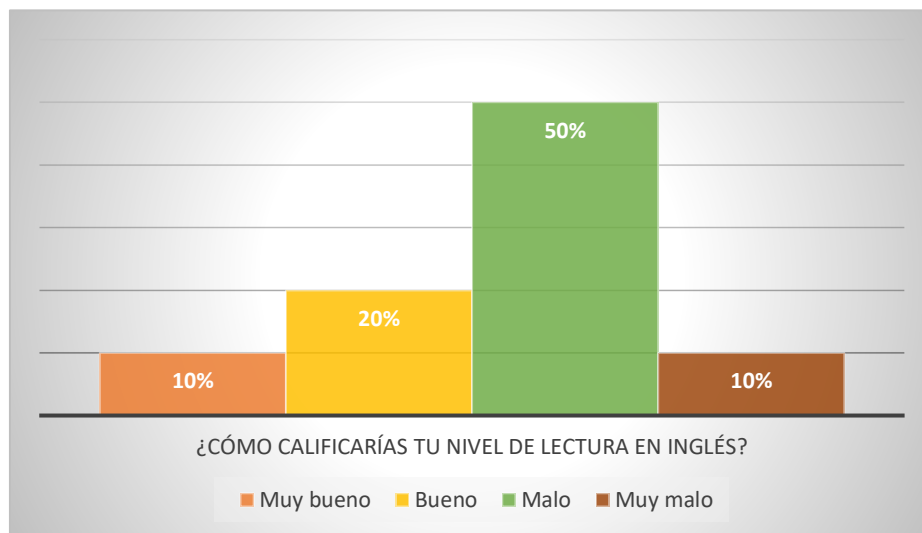


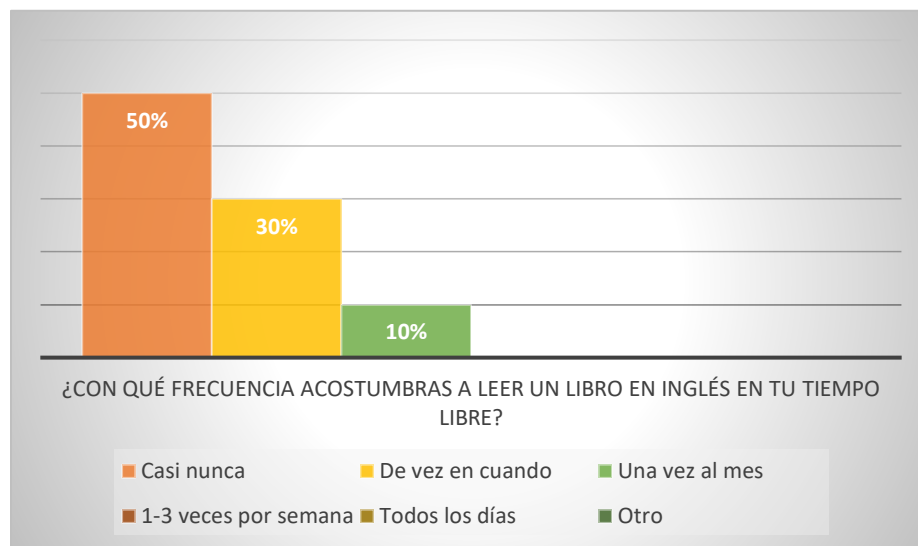
Figure 4. 2 Reading level



In the figure above (figure 4.2) we can see the graph corresponding to question 2 of this survey, which shows the level of listening of the participants, and as we can see, 50% of the

participants consider that their level of listening is bad, which supports the idea that many English language learners tend to have problems with listening skills, this may be due to a lack of practice and interest in the learners to improve their level.

Figure 4. 3 Reading books

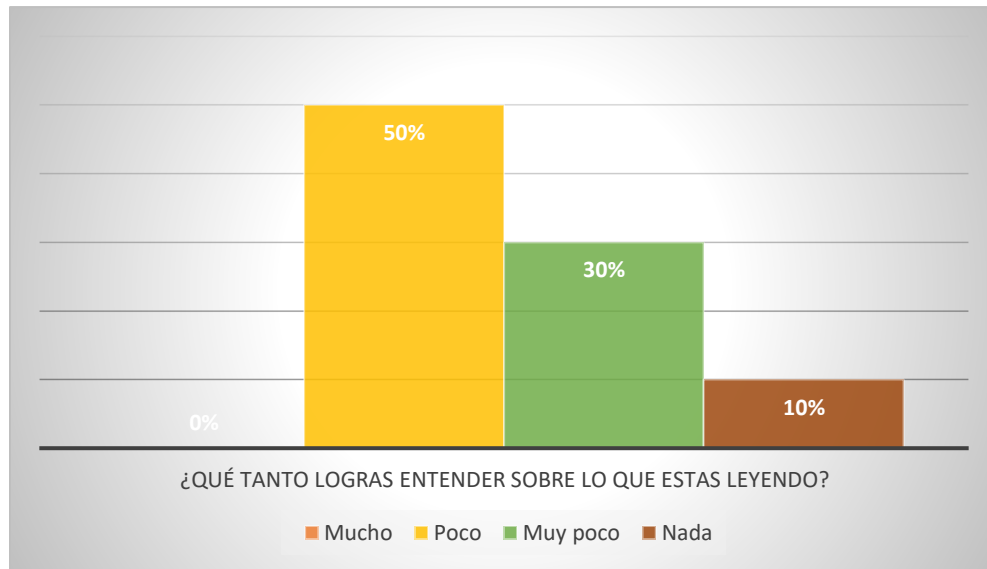


In the figure above (figure 4.3) it can be found the graph of question 3 which shows the percentage of how often the participants usually read a book in English. Most of them affirm that they almost never read a book, which can be a disadvantage for the application of audiobooks, since the participants do not have the habit of reading, a problem that has been seen for years in the country. Compared with the other results, it can be concluded that the participants do not have a great interest in reading, and with this we can relate why their reading level considers it bad.

In the figure below (figure 4.4) we can see the graph of question 4, which refers to the level of comprehension of the participants when they read a book or text in English, most of them agree with their answer considering their level as bad. The other participants consider their level of comprehension lower, even one considers it hard to achieve, this may be related to the previous questions, and as mentioned before, this may be due to their lack of practice, but also to their level

of language, which is still elementary, because for most it is the first time they are involved in the language.

Figure 4. 4 Reading comprehension



In the figure below (figure 4.5) it can be found the graph of question 5 which shows us the favorite book genres of most of the participants, this being the science fiction and fantasy genres. This option may be since most of the participants are young and find these stories more attractive that may contain themes of their liking that they can relate to their lives. With this information obtained, it is possible to define which books to use to attract the attention of young people and make it possible to use audiobooks, although since not everyone is attracted to the same gender, the other options shown in the survey can be used.

Figure 4. 5 Favorite genre

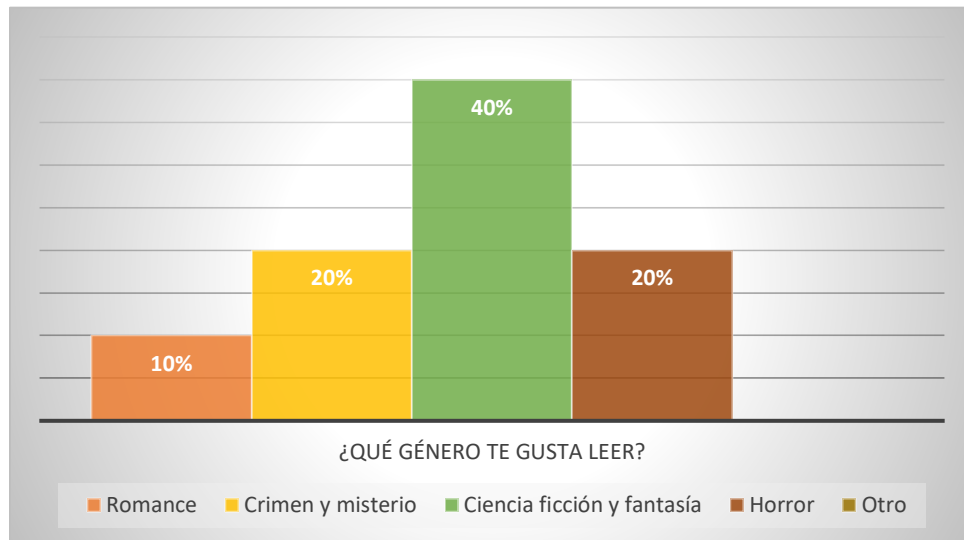
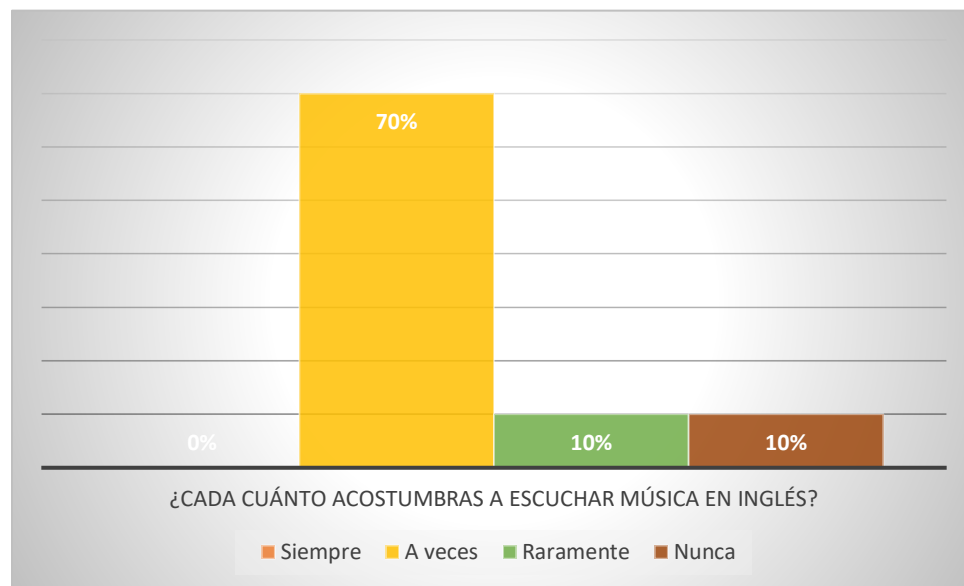
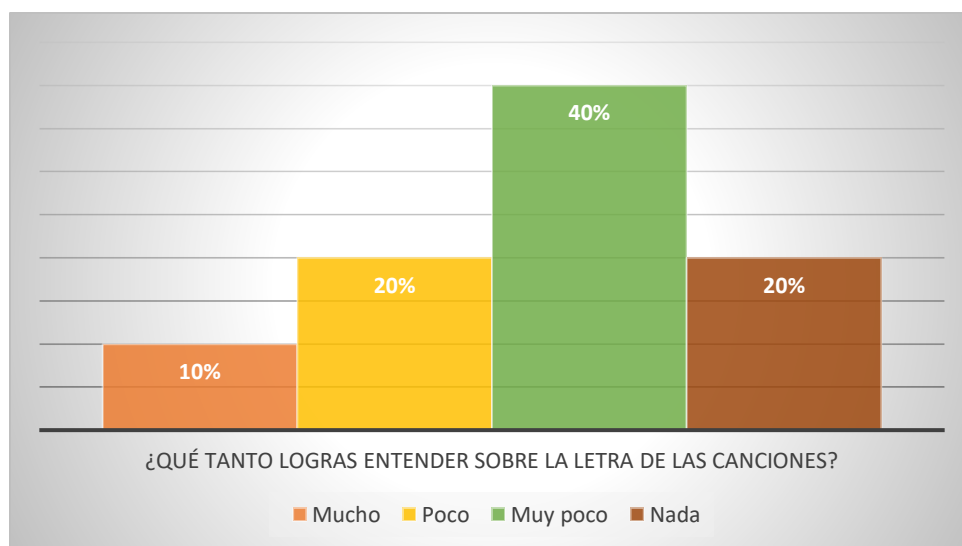


Figure 4. 6 Listening to music



In the figure above (figure 4.6) it can be found the graph of question 6 of this survey in which we can observe how often the participants tend to listen to music in English, with 70% percent of the participants agreeing that sometimes they prefer to take a time to enjoy music in English. This may be because many young people nowadays prefer to listen to other musical genres in Spanish, but others also prefer to listen to pop singers in English.

Figure 4. 7 Listening comprehension



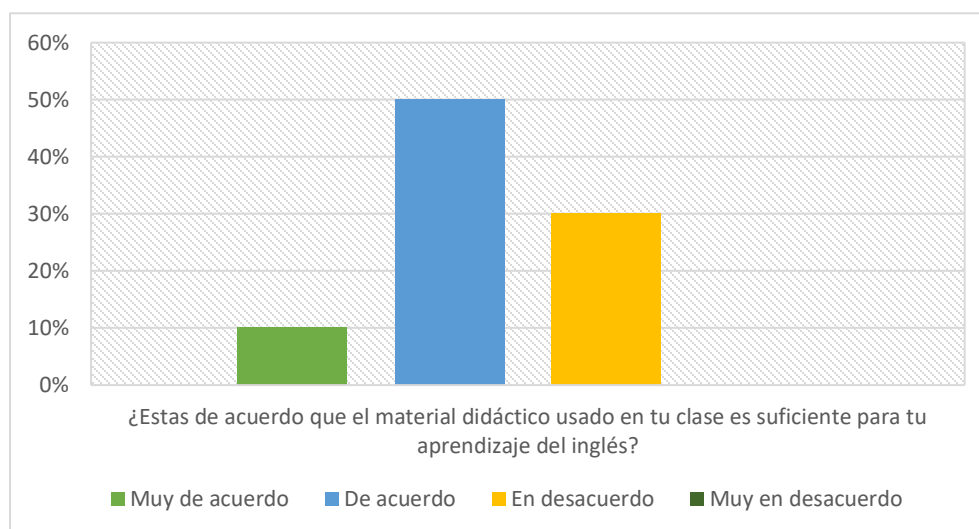
In the figure above (figure 4.7) we can see the graph of question 7, which is related to question 6 and is about how much the participants manage to understand about the lyrics of the songs they usually listen to. It is important to know how well they have their listening comprehension, since the main material used in this research are audiobooks and as can be seen in the graph, 70% of the participants manage to understand very little of what they hear in songs in English. This can be a problem when using the audiobooks, although they can also read the script while listening to the audios and thus develop both skills equally.

4.2 About the Use of Audiobooks

In this second section are the 8 questions corresponding to the opinion of the participants according to the use of audiobooks and if they have had an experience related to the use of this material. In this section we will be able to know the interest that the participants have in using this new material and conclude if it is the appropriate material to complement their learning of the English language. It should be noted that in these questions it can be found that the relationship with the questions in the first section is important to know the reason for participants' answers.

In the figure below (figure 4.8) we have the first graph of this second section, corresponding to question 8 in which the participants think how much they agree that the didactic material used in their classes is very helpful for learning of the English language. It can be seen that most of them agree that it is material of great help, although some say they do not agree, this may be because the material used by the teacher fails to capture their attention and does not motivate them to learn more of the language, or in this case, have more interest in practicing it and developing their skills.

Figure 4. 8 Teaching material



The figure below (figure 4.9) shows the graph corresponding to question 9 of this survey, which shows the opinion of the participants about using a new support material in their English classes to complement and improve their learning in a more didactic way. Almost all the participants agree with the application of this new material, although some specify that they strongly agree and this may be because they want a change in the routine of their classes and consider that the material they normally use is not enough and they want experiment with new alternatives that make them improve, and thus have a specific time to dedicate to the use of this new material.

Figure 4. 9 New support material

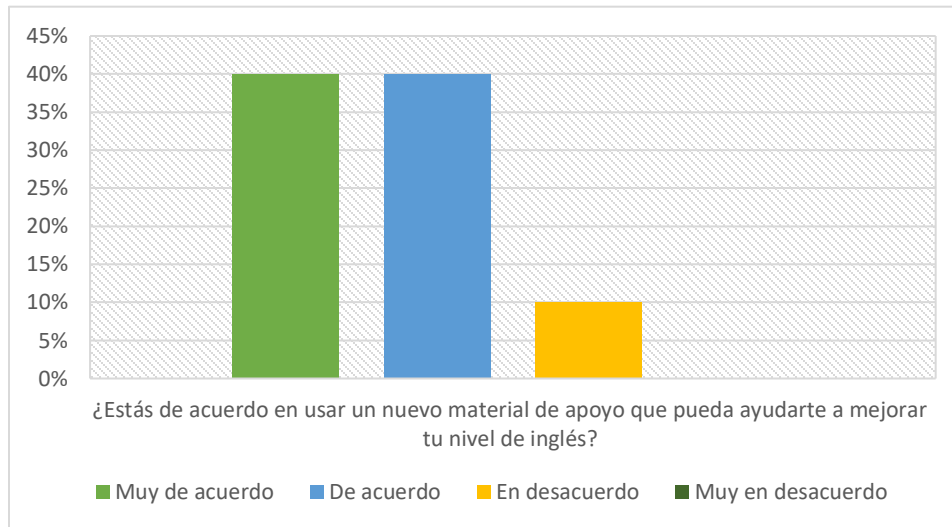
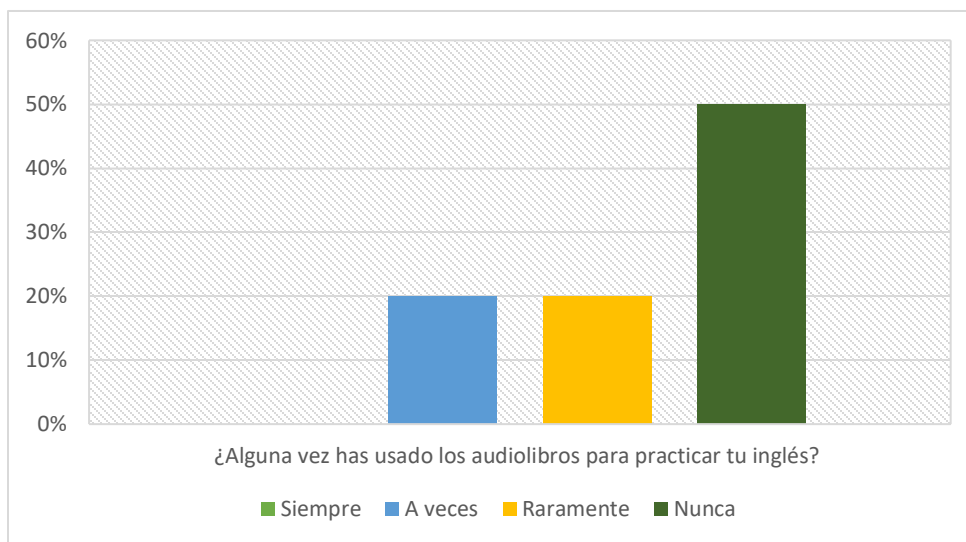
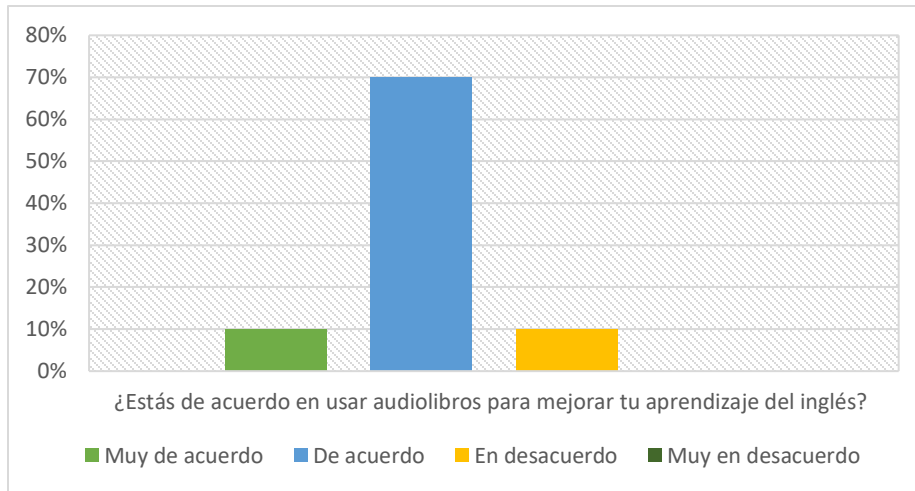


Figure 4. 10 Experience with using audiobooks



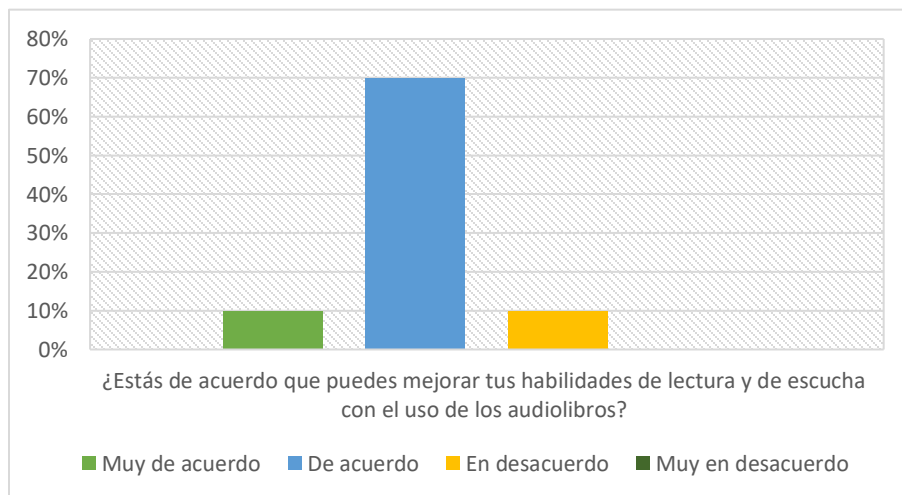
In the figure above (figure 4.10) it can be found the graph corresponding to question 10 in which the participants confess if they have ever considered audiobooks within their listening and reading practice. As the graph shows, most of the participants have never had experience with the use of audiobooks, this may be because it is difficult for them to get them or maybe they were not interested in using them. 20% say they have made use of them; this can be an advantage for them since they are somewhat familiar with them and know how they are and the benefits they can obtain with their use.

Figure 4. 11 The use of audiobooks



The figure above (figure 4.11) shows the graph corresponding to question 11 in which the participants show their opinion about using audiobooks to complement their learning. Most of them say they agree with it, which is something positive for the research because it was possible to capture the interest of the participants in this new material and they want to experience new results with its use.

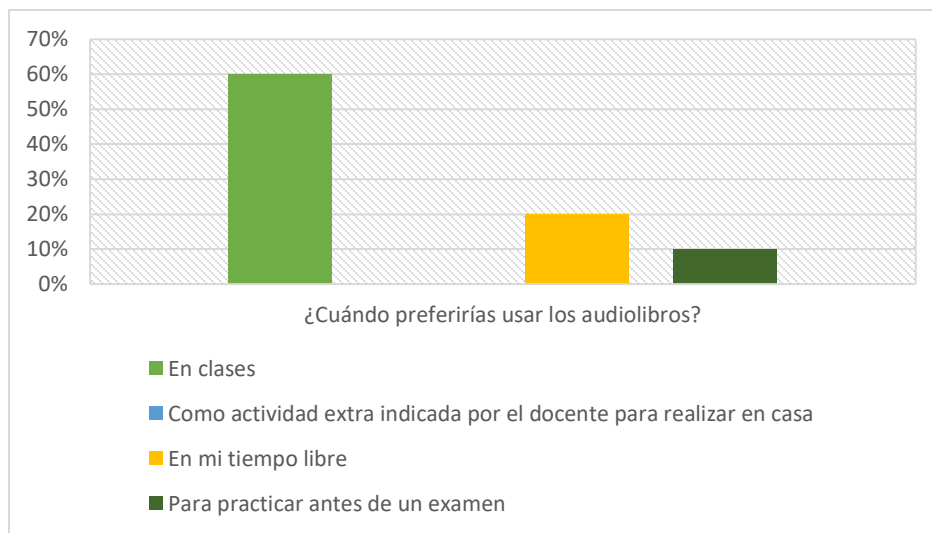
Figure 4. 12 Improvement of listening and reading skill



In the figure above (figure 4.12) we can see the graph that corresponds to question 12 and which shows that most of the participants agree that the use of this new material will improve their

reading and listening skills, which is beneficial for improving their understanding and level of English. It should be noted that a participant does not agree, and this may be due to his insecurity for using a new material which he may not know or may not be interested in or to use.

Figure 4. 13 When to use the new material



In the figure above (figure 4.13) it can be observed the graph of question 13 with which we can know when the participants would prefer to use the audiobooks, and as the graph shows, most prefer to use them only in class. This may be because they may not have enough time to use them at home, since they often have homework to do from their other subjects, or they simply do not want to dedicate their free time to practice with them.

In the figure below (figure 4.14) it can be found the graph corresponding to question 14 with which the participants' preference time to use the audiobooks is determined. Almost all participants will prefer to dedicate 15 to 30 minutes a day, but considering their answers from the previous question (figure 4.13) the participants would use that time on the days they have their English classes, which are two days a week, which would be approximately 2 hours per week, which is a short time and this may be because they are interested in the material but not so much that they spend too much time on it.

Figure 4. 14 Use time

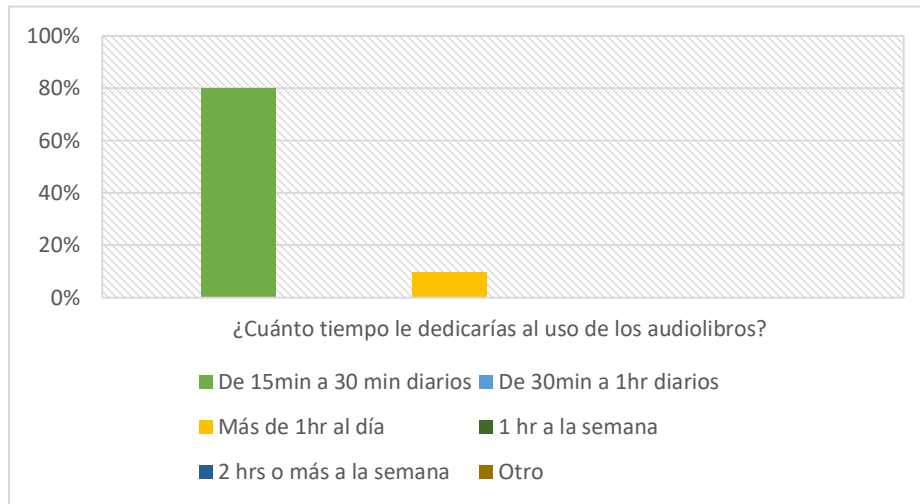
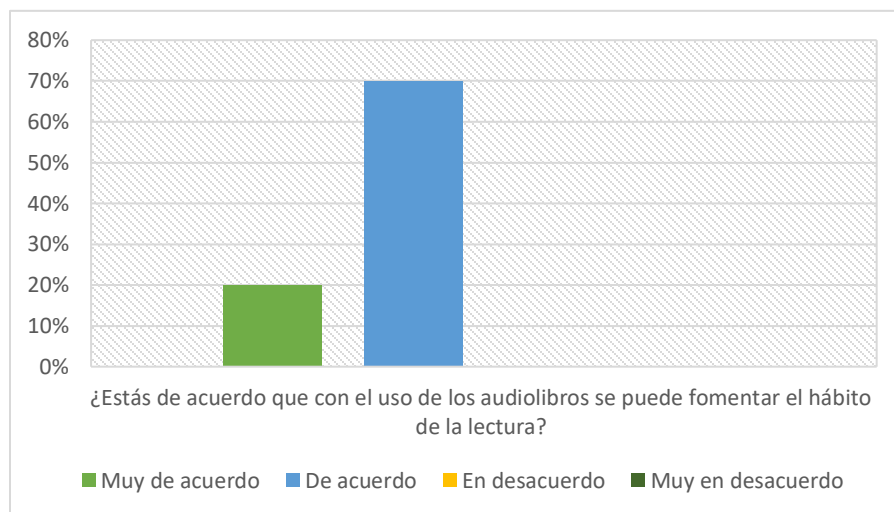


Figure 4. 15 Habit of reading



In the figure above (figure 4.15) it can be found the graph corresponding to question 15 and last of this second section. This question is related to a somewhat worrying situation in the country, and it is the little interest in reading that people have, so in these questions the participants give their opinion on whether frequent use of audiobooks could promote the habit of reading and most agree that this may be possible.

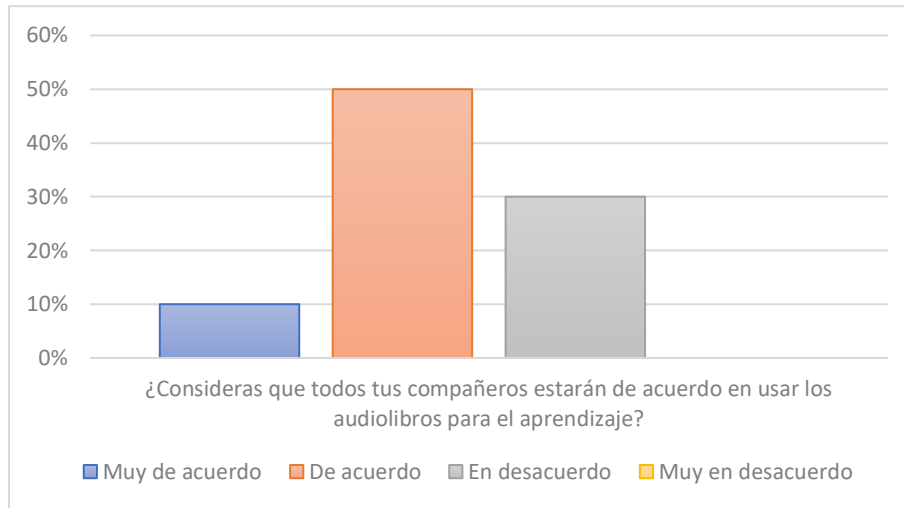
4.3 Participants' Opinion

In this third section are the last six questions of this survey in which the participants express their opinion about the importance of the English language in their lives, the information collected in this section is helpful to conclude the reason for their answers in the questions from the previous section related to the use of audiobooks.

First, we have the first question of this section, question 16 which is an open question in which the participants give different options about what other activities they would like to do in class and what materials to use for their learning of the English language. Most agreed to use materials to develop their listening skills, such as songs and podcasts. This may be because in many cases English language learners tend to have problems with listening comprehension, and because these materials are more didactic for young people.

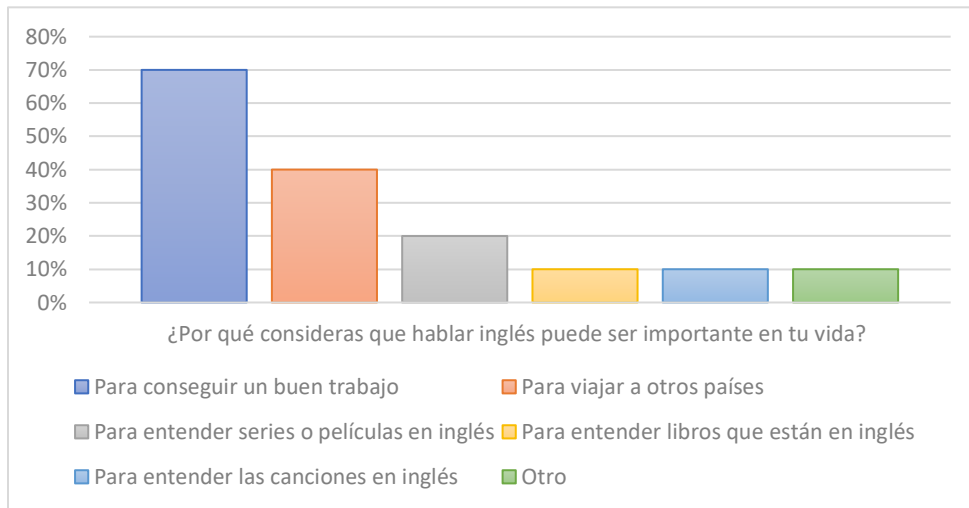
In the figure below (figure 4.16) it can be found the graph corresponding to question 17 in which the participants give their point of view about whether their classmates could agree to use the audiobooks and the majority think that they will agree, this may be because they know about the learning problems or needs of their classmates and that they may need to use new material and new activities in their classes for better learning.

Figure 4. 16 Classmates' agreement



In the figure below (figure 4.17) we can find the graph of question 18 with which we can find out why the participants consider that learning English can be important in their life, or rather what the reason is so they want to learn English. In this question, the participants could choose more than one option and most of them say that what motivates them the most to learn the language is to get a good job, this may be because in the country many work companies have as a requirement that their employees master English, so many make an effort to learn the language, also because many people have the idea that if you know how to speak English you have a better chance of getting a better salary, which in some cases is true.

Figure 4. 17 The importance of learning English



In the figure below (figure 4.18) it can be found the graph corresponding to question 19 in which all the participants assure that they want to continue learning English and be able to make it their second language, and this may be due, as seen in the previous question they want to get a good job with a good salary to have a good quality of life.

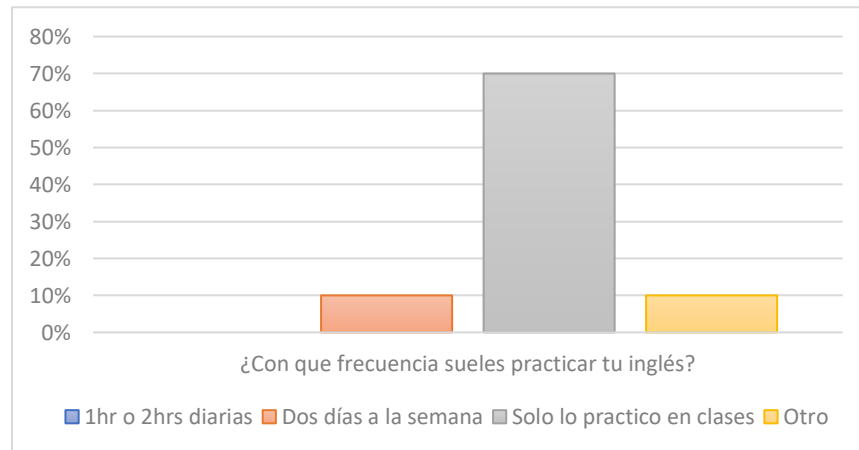
Figure 4. 18 English as second language



In the figure below (figure 4.19) we can find the graph of question 20 with which it is possible to know how much time the participants use to practice their English. Most of the participants assure that they only practice in class which, according to their class schedule, would

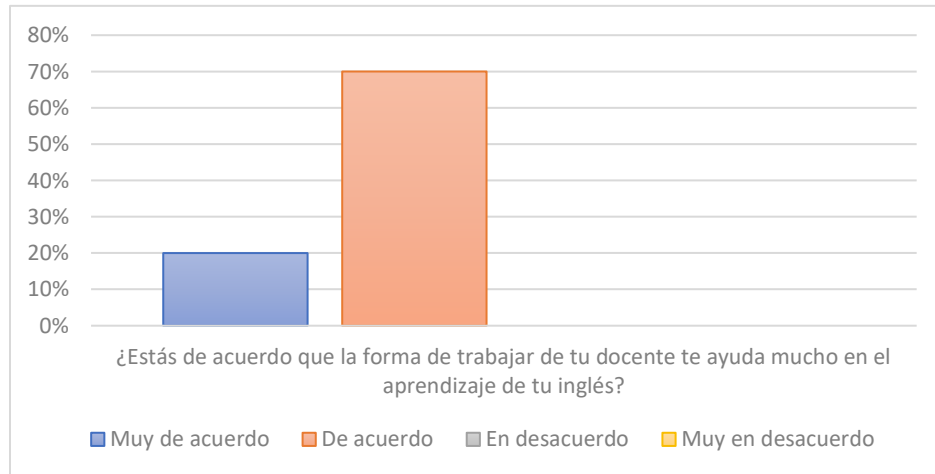
only be two hours per week. This little time dedication may be since they do not have enough time to practice it outside of class, or they simply do not have the interest to do so.

Figure 4. 19 Practice of English



The figure below (figure 4.20) shows the graph of question 21, the last one corresponding to this third section and to the survey in general. In this question, the participants give their opinion about whether their teacher's performance helps them improve their learning, and as can be seen, they all agree to have a better learning with the help of their teacher, which is very good for them, since if the teacher makes good use and application of the audiobooks, the students will be able to obtain a good development in their language.

Figure 4. 20 Teacher performance



4.4 Conclusion

As we could see in all the information described, learning the English language is very important in most schools and for most students, since everyone has a goal in their life that relates to the use of the language, for example , what many want is to get a good job, but others aspire to get a job in the USA and obtain a better income, something that is common in many families in the country, but there are also others who prefer to travel to other countries and facilitate their communication with others.

To conclude this chapter, it can be determined that, thanks to the information collected through the research instrument, all the research questions have been answered and more importantly, the general objective of this research was achieved, as well as a part of the students are interested in experimenting with new materials in their classes and thus obtaining better learning, changing the dynamics of their classes a bit in a positive way.

Chapter V: Conclusions And Recommendations

5.0 Introduction

In this chapter, the general conclusion of all the research carried out will be presented, each of the most relevant topics within this research will be analyzed, those topics related to the objectives and the research questions which must be answered satisfactorily after having applied the research instrument.

After carrying out this research and analyzing the information collected, it is important to highlight which were the most important points found during the process of carrying out this research, and with this, it can be concluded if the results obtained are favorable for the research, and to know if the general objective was achieved.

The results obtained in this research have shown that the students participating in the data collection are very interested in the use of new teaching material, which is very important for the research. Thanks to these results, teachers can consider the application of this new material in their classes, since the students are sure that the use of audiobooks could bring benefits in their learning of English.

This is why the other students in the school will be able to count on new material that will make them change the dynamics of their classes, but with benefit in their learning, although it is very likely that many are not interested in reading, so this material can be adapted to their interests, whether it's using the audiobooks and reading the script, or just concentrating on the audio without reading.

5.1 Findings

After a rigorous analysis of the data obtained through the application of the research instrument, it is possible to describe which were the most important results that will help to complement the research questions. The results are positive and quite beneficial for the research, the students seem to have a great interest in the use of audiobooks and agree that their receptive skills (listening and reading) can improve with the use of it. In the following table, it can be observed a brief explanation of the most relevant topics in the analysis of the results.

Table 5. 1 Final results

Topic	Findings
New support material	The students agreed with the didactic material used by their teacher, they assure that it has helped them to have good learning, but they also agree to use a new one to experiment with new ways of learning, although for some not is a good idea or they think that this material is not of interest to them, most agree to add new material to their learning.
The use of audiobooks	After giving a brief explanation about audiobooks, most of the students seem to be interested in their use, although most have never used them, so it will be a good opportunity to experiment, instead of those who have used will know how to use this new material and the benefits that can be obtained.
Improvement of Listening and Reading skill	Most of the students decided that using the audiobooks as support material would be a good idea to complement their classes and improve their level of English. All students agree that this

	material will help them improve their listening and reading skills, but one of them does not agree, perhaps this is due to little interest in the language or because this material simply does not appeal to use.
Favorite genre	The results of the survey show that most of the students prefer to read the science fiction and fantasy genre, although the others prefer other genres, so it is advisable to leave it to the decision of each of the students to choose the audiobook that is of the genre to their liking, as long as according to the educational and language level.

5.2 Answers the Research Questions

After analyzing all the results obtained, it is important to highlight the relationship of these results with the research questions, after all with the application of the research instrument it was sought to find that information that would answer each of the three research questions which will be discussed below.

5.2.1 What are the Students’ Attitudes Toward the Use of Audiobooks?

According to the results of the research carried out, the students affirm that they are sure that their receptive skills can improve with the use of this new material. In the results, most students prefer to focus their learning and the use of audiobooks only in classes. That’s why audiobooks should be applied in classroom listening sessions and in doing home assignments given by EFL instructors to enhance listening comprehension (Khodary, 2018). In the end, we can assume that students are not interested in audiobooks being part of their activities in their free time.

5.2.2 How Useful is the Use of Audiobooks to Improve English Language Listening Skill?

The audiobooks are an attractive material for most students, which can be used in class as support material, in addition to being an effective audiovisual material. You can train your ear to recognize words and sounds, as well as different pronunciations and intonations, if you use it frequently.

In addition, audiobooks allow you to pause frequently to help you better understand complex sentences and new vocabulary. This is especially useful when learning a new language, as they provide extra support in acquiring new vocabulary and grammatical structures.

5.2.3 How Useful is the Use of Audiobooks to Improve English Language Reading Skill?

It is necessary to work with different genres so that all students are interested in using their preferred genre and making good use of audiobooks. Through this research, we can observe the different literary genres in which students are interested. The science fiction and fantasy genres stand out, which are the most preferred by the participants, but also the other genres like crime and mystery, romance, and horror were selected by some students.

5.3 Limitations of the Study

The first thing I had to face was finding the right topic to research, after all, I was interested in under-researched topics, that's why I concluded to do this one. Another thing regarding the research topic was the structure of my objective and research questions since I needed to trace that relationship with the research topic.

Regarding the research instrument, it was also a bit complicated to define each of the questions and the order in which they should be. I consider that this part was the most difficult for

me, since the structuring of the research instrument is a fundamental part of this project. Finally, another thing that I consider to be a problem not only for me, but for many who were in the same situation, was that the country is in a pandemic, so getting participants to apply the instrument was a bit complicated because many schools were not yet in face-to-face mode.

5.4 Recommendations for further research

For future research concerning the objectives of this research, it is necessary to focus on the educational level of the participants, the level of the English language as well as the impact that the language has on the students and the school in general. It is necessary to know in advance what is the way of working of the English teacher at the selected school, what are the activities that teacher usually uses, as well as the didactic material and how that material benefits the students' learning.

It should be noted that both the activities carried out and the materials used must be specifically for the teaching of a foreign language and must also be according to their level of language. Finally, it should be analyzed what the behavior of the students is in their classes, what emotions they show when it is time to take the English class, and if they are also enthusiastic about the activities and materials used by the teacher.

5.5 General conclusions

This research was written to help students to experience new didactic materials during their learning of English, so each chapter was carefully written so that they could find all the information necessary to understand the subject of this research. Each chapter has its purpose to describe the points necessary to complement this research, in this chapter it was possible to observe which were

the topics that concluded this research and in which the relationships that this information has with the other chapters were analyzed.

After these analyzes, it is possible to conclude that the objectives described in the first chapter have been achieved thanks to the research carried out with the group of students selected to participate in the data collection. The research questions also have an important role in the research, so the research instrument needed to be structured according to them, to collect the necessary information to give a satisfactory answer to each of the questions

With all the information described in each of the chapters, it can be concluded that this research has been completed in each of the aspects related to the main topic, audiobooks seem to be good support material for learning not only for students of secondary school but for those of another educational level, it is only a matter of English teachers accepting the use of this material in their classes to check if their students show the necessary interest for the frequent use of said material.

It remains for me to say that this research has been an important experience in my stage not only as a university student but also as a student, which I consider one more achievement in my life and of which I am proud to conclude satisfactorily, despite the problems I had to face in the process of realization, reaching the end means that all my efforts have been worth it.

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APPENDIXES

1. Research instrument

Benemérita Universidad Autónoma de Puebla

Facultad de lenguas

Licenciatura en la Enseñanza del Inglés

La presente encuesta tiene como objetivo obtener datos que serán de utilidad para el proyecto de investigación *“Use of audiobooks as supporting material to improve listening-reading skills in teaching English”*. Los datos obtenidos se utilizarán para fines de investigación y serán tratados con confidencialidad. Gracias por participar.

Indica con (✓) tus respuestas de acuerdo a tu propia experiencia.

Información personal

Edad: 12-13 () 14-15 () 16-17 ()

Genero: Hombre () Mujer ()

1. ¿Cómo calificarías tu nivel de lectura en inglés?

- Muy bueno
- Bueno
- Malo
- Muy malo

2. ¿Cómo calificarías tu nivel de escucha en inglés?

- Muy bueno
- Bueno
- Malo
- Muy malo

3. ¿Con qué frecuencia acostumbras a leer un libro en Inglés en tu tiempo libre?

- Casi nunca
- De vez en cuando
- Una vez al mes
- 1-3 veces por semana
- Todos los días

- Otro _____
4. ¿Qué tanto logras entender sobre lo que estás leyendo?
- Mucho
- Poco
- Muy poco
- Nada
5. ¿Qué género te gusta leer?
- Romance
- Crimen y misterio
- Ciencia ficción y fantasía
- Horror
- Otro _____
6. ¿Cuánto acostumbras a escuchar música en inglés?
- Siempre
- A veces
- Raramente
- Nunca
7. ¿Qué tanto logras entender sobre la letra de la canción?
- Mucho
- Poco
- Muy poco
- Nada

Sobre el uso de los audiolibros

8. ¿Estás de acuerdo que el material didáctico usado en tu clase es suficiente para tu aprendizaje del inglés?
- Muy de acuerdo
 - De acuerdo
 - En desacuerdo
 - Muy en desacuerdo
9. ¿Estás de acuerdo en usar un nuevo material de apoyo que pueda ayudarte a mejorar tu nivel de inglés?
- Muy de acuerdo
 - De acuerdo
 - En desacuerdo
 - Muy en desacuerdo
10. ¿Alguna vez has usado los audiolibros para practicar tu inglés?
- Siempre
 - A veces
 - Raramente
 - Nunca
11. ¿Estás de acuerdo en usar audiolibros para mejorar tu aprendizaje del inglés?
- Muy de acuerdo
 - De acuerdo
 - En desacuerdo
 - Muy en desacuerdo
12. ¿Estás de acuerdo que puedes mejorar tus habilidades de lectura y de escucha con el uso de los audiolibros?
- Muy de acuerdo
 - De acuerdo

- En desacuerdo
- Muy en desacuerdo

13. ¿Cuándo preferirías usar los audiolibros?

- En clases
- Como actividad extra indicada por el docente para realizar en casa
- En mi tiempo libre
- Para practicar antes de un examen

14. ¿Cuánto tiempo le dedicarías al uso de los audiolibros?

- De 15 min a 30 min diarios
- De 30 min a 1hr diarios
- Más de 1hr al día
- 1 hora a la semana
- 2hrs o más a la semana
- Otro _____

15. ¿Estás de acuerdo que con el uso de los audiolibros se puede fomentar el hábito de la lectura?

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

Opinión personal

16. ¿Qué otras actividades prefieres poner en práctica para mejorar tu habilidad de escucha en inglés?

17. ¿Consideras que todos tus compañeros estarán de acuerdo en usar los audiolibros para el aprendizaje?

- Muy de acuerdo

- De acuerdo
- En desacuerdo
- Muy en desacuerdo

18. ¿Por qué consideras que hablar inglés puede ser importante en tu vida? Puedes seleccionar más de una opción

- Para conseguir un buen trabajo
- Para viajar a otros países
- Para entender series o películas en inglés
- Para entender libros que están en inglés
- Para entender las canciones en inglés
- Otro _____

19. ¿Planeas seguir estudiando y mejorar tu inglés para convertirlo en tu segunda lengua?

- Si
- No

20. ¿Con qué frecuencia sueles practicar tu inglés?

- 1hr o 2 hrs diarias
- Dos días a la semana
- Solo lo practico en clases
- Otro _____

21. ¿Estás de acuerdo que la forma de trabajar de tu docente te ayuda mucho en el aprendizaje de tu inglés?

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

2. Research instrument answered

Benemérita Universidad Autónoma de Puebla

Facultad de lenguas

Lic. En la enseñanza del inglés

La presente encuesta tiene como objetivo obtener datos que serán de utilidad para el proyecto de investigación "Use of audiobooks as support material to improve listening-reading skills in teaching English". Los datos obtenidos se utilizarán para fines de investigación y serán tratados con confidencialidad. Gracias por participar.

Indica con (✓) tus respuestas de acuerdo a tu propia experiencia.

Información personal

Edad: 12-13 () 14-15 (✓) 16-17 () Genero: Hombre (✓) Mujer ()

1. ¿Cómo calificarías tu nivel de lectura en inglés?

Muy bueno

Bueno

Malo

Muy malo

2. ¿Cómo calificarías tu nivel de escuchar en inglés?

Muy bueno

Bueno

Malo

Muy malo

3. ¿Conque frecuencia acostumbras a leer un libro en Ingles en tu tiempo libre?

Casi nunca

De vez en cuando

Una vez al mes

1-3 veces por semana

Todos los días

Otro _____

4. ¿Qué tanto logras entender sobre lo que estás leyendo?

Mucho

Poco

Muy poco

Nada

5. ¿Qué genero te gusta leer?

Romance

Crimen y misterio

Ciencia ficción y fantasía

Horror

Otro _____

6. ¿Cada cuánto acostumbras a escuchar música en inglés?

Siempre

A veces

Raramente

Nunca

7. ¿Qué tanto logras entender sobre la letra de la canción?

Mucho

Poco

Muy poco

Nada

Sobre el uso de los audiolibros

8. ¿Estás de acuerdo que el material didáctico usado en tu clase es suficiente para tu aprendizaje del inglés?

Muy de acuerdo

De acuerdo

En desacuerdo

Muy en desacuerdo

9. ¿Estás de acuerdo en usar un nuevo material de apoyo que pueda ayudarte a mejorar tu nivel de inglés?

Muy de acuerdo

De acuerdo

En desacuerdo

Muy en desacuerdo

10. ¿Alguna vez has usado los audiolibros para practicar tu inglés?

Siempre

A veces

Raramente

Nunca

11. ¿Estás de acuerdo en usar audiolibros para mejorar tu aprendizaje del inglés?

Muy de acuerdo

De acuerdo

En desacuerdo

Muy en desacuerdo

12. ¿Estás de acuerdo que puedes mejorar tus habilidades de lectura y de escucha con el uso de los audiolibros?

Muy de acuerdo

De acuerdo

En desacuerdo

Muy en desacuerdo

13. ¿Cuándo preferirías usar los audiolibros?

- En clases
- Como actividad extra indicada por el docente para realizar en casa
- En mi tiempo libre
- Para practicar antes de un examen

14. ¿Cuánto tiempo le dedicarías al uso de los audiolibros?

- De 15min a 30 min diarios
- De 30min a 1hr diarios
- Más de 1hr al día
- 1 hora a la semana
- 2hrs o más a la semana
- Otro _____

15. ¿Estás de acuerdo que con el uso de los audiolibros se puede fomentar el hábito de la lectura?

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

Opinión personal

16. ¿Qué otras actividades prefieres poner en práctica para mejorar tu habilidad del escucha en inglés? *El uso de canciones como apoyo para un mejor aprendizaje.*

17. ¿Consideras que todos tus compañeros estarán de acuerdo en usar los audiolibros para el aprendizaje?

- Muy de acuerdo

- De acuerdo
- En desacuerdo
- Muy en desacuerdo

18. ¿Por qué consideras que hablar inglés puede ser importante en tu vida? Puedes seleccionar más de una opción

- Para conseguir un buen trabajo
- Para viajar a otros países
- Para entender series o películas en inglés
- Para entender libros que están en inglés
- Para entender las canciones en inglés
- Otro _____

19. ¿Planeas seguir estudiando y mejorar tu inglés para convertirlo en tu segunda lengua?

- Si
- No

20. ¿Con que frecuencia sueles practicar tu inglés?

- 1hr o 2hrs diarias
- Dos días a la semana
- Solo lo practico en clases
- Otro Casi todo el día.

21. ¿Estás de acuerdo que la forma de trabajar de tu docente te ayuda mucho en el aprendizaje de tu inglés?

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo