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"Audiobooks and the reading comprehension"

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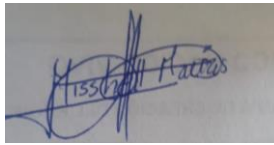
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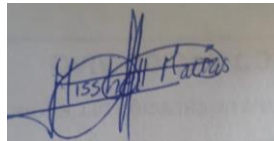
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DEDICATION

To my dear parents Margoth and Santo, for supporting me in every single situation of my life. You have always been my inspiration to be a professional. To my dear husband Samuel and son Said for loving me as I am and always believing in me. To Erika my dear friend and classmate, we have lived the most beautiful moments and the hardest situations but were still being friends. To all the people that supported me to accomplish my objectives.

Misshell

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TOPIC: “AUDIOBOOKS AND THE READING COMPREHENSION”

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Abstract

Audiobooks are electronic books format or recording books which are listened instead of being only read as printed books. Audiobooks has been seen as a supporting tool for people with reading disabilities. However nowadays it is seen as a media for developing high listening and reading competencies. The objective of this research is to analyze how audiobooks improve reading comprehension. This was a quasi-experimental study with a group of 29 participants that belonged to seventh semester of Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The investigation lasted 2 weeks with eight interventions in total. At the beginning of the experiment students were given a pre-test based on CAE reading and use of English. After that, students read and listened to five different audiobooks written by Oscar Wilde. By the end of each session students were given a questionnaire with ten multiple choice questions. After the period of treatment students were given the post-test. The hypothesis was proved by using Saphiro and Wilcoxon tests. The results showed that using audiobooks in class improved reading comprehension on students.

Keywords: Audiobooks, reading comprehension, technology, CAE.

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TEMA: “AUDIOBOOKS AND THE READING COMPREHENSION”

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Resumen

Los audiolibros son libros en formato electrónico o grabados los cuales pueden ser escuchados al contrario de los libros impresos que solo pueden ser leídos. Los audiolibros han sido considerados como una herramienta de ayuda para las personas con dificultades para leer. Sin embargo, en la actualidad son considerados como un medio para desarrollar altas destrezas de escucha y lectura. El objetivo de esta investigación es analizar como los audiolibros mejoran la comprensión lectora. Esta fue una investigación cuasiexperimental con un grupo de 29 participantes que corresponden a séptimo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y extranjeros de la Universidad Técnica de Ambato. La investigación duró 2 semanas con un total de ocho intervenciones. Al comienzo del experimento los estudiantes realizaron una prueba previa basada en CAE lectura y el uso de Ingles. Después leyeron 5 diferentes audioblibros escritos por Oscar Wilde. Al finalizar cada sesión, los estudiantes debían responder un cuestionario con 10 preguntas de opción múltiple. Después del periodo de tratamiento los estudiantes respondieron la prueba final. La hipótesis fue comprobada usando las pruebas de Saphiro and Wilcoxon. Los resultados mostraron que el uso de los audiolibros en clases mejoró la comprensión lectora de los estudiantes.

Palabras clave: audiolibros, comprensión lectora, tecnología, CAE

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The current investigation involves the analysis of audiobooks technology used as a tool to improve reading comprehension. It is well known that reading comprehension is difficult to achieve for some students, even more difficult as a foreign language. Reading helps students to develop ideas in their minds and get new point-view, for that reason audiobooks are considered as a supported technique in second language learning (Saetrum, 2019). Audiobooks help students to better interpret the content of the text by providing audible support and more focus on the targeted language. The various research studies led in different levels of school and university students showed the efficacy and relevance of using audiobooks to develop reading comprehension.

Best and Clark (2021) led an investigation whose main aim was to explore the multiple benefits of audiobooks for children and young learners in reading comprehension skills. The research was carried out during the pandemic of COVID 19 which allows learners to listen and read more audiobooks instead of using physical books as usual. The information of this investigation was collected through surveys and published in the Annual Literacy Survey in 2021. The results showed that 43.6% of children and young people affirmed that they enjoyed just listening in their free time. On the other hand, 25,4% said they specifically like to listen to audiobooks which means that there is a great acceptance of audiobooks with young audiences. The findings show that audiobooks complement physical or digital books, providing enjoyment for readers. The research shows the acceptance that audiobooks have in young learners and children because they provide more interactive reading and help them to calm down when they are stressed or anxious. Overall students agreed that listening and seeing what they read helps them to feel more confident about their reading skills.

Best, Clark and Picton (2020) carried out an investigation to explore the use of audiobooks and its connection to a wider literacy engagement from students especially in young learners and children. The development of this investigation made necessary to use the information of surveys of the latest Annual Literacy Survey in which 58,346 children and young people from 9 to 18 years old were tested. Because of the pandemic schools in the UK were closed, therefore the results were taken from a previous investigation. However, those schools' participants were re-approached to take part of an online survey. In this online survey 4,141 pupils aged 8 to 18 from 51 schools took part in May and early June in 2020. The findings of the research show that (1) audiobooks can improve children and young people's reading skill and enjoyment of reading, (2) audiobooks support their emotional intelligence and wellbeing, (3) improves children and younger people's reading comprehension, (4) and finally there is a wide accessibility to audiobooks for children and young people.

Best (2020) carried out an investigation about audiobooks to explore the benefits of audiobooks to support children's literacy in different aspects of reading skills such as decoding and comprehension. In this review, different formats of audiobooks were covered including vinyl, tape, or CD, however, it was more focused on digital audiobooks format. The study was carried out taking information of children usage and acquisitions of audiobooks in the UK representing 18% of the total audiobooks sold. Further than popularity of audiobooks in this population, the results show that audiobooks bring benefits for wide and frequent reading and allows students to build a wide vocabulary and better emotional intelligence. It was also mentioned that reading audiobooks support the development of four language areas: phonological, semantics, syntactic and pragmatic that are inherent to reading.

In a research conducted by Nuraini, Daniarti and Taufiq (2020) with the aim of developing students reading skills by using English audiobooks. The author emphasizes the fact that young students like gadgets as tools to support the learning process. And assures that teachers must integrate this type of supportive technology to higher order thinking skills to develop students reading comprehension skills. This was case study research with a qualitative method in which the participants were the EFL students of seventh grade. The data collection was carried out by making observations,

test, and interviews to the students. The results of the research showed that students had achieved scores according to their level. Additionally, they affirmed that students feel more enthusiastic and comfortable using audiobooks to read English stories during their learning process which is a great finding on its effectiveness and successfulness.

Andrén (2020) conducted a comparative study whose main aim was to investigate the choice of media form to develop reading comprehension such as printed books, audiobook or audio combined, and determine how they affect students' ability to achieve comprehension. The development of the investigation was done with 155 students in upper secondary school in Halland, Sweden. Participants were divided into three groups; each group was assigned one type of the materials mentioned before. The investigation was conducted using quantitative procedures and methods to collect information. The information was collected through a comprehension test to be analyzed and organized. At the end of the investigation the results were the very significant; printed reading was superior to the other kind of reading showing that students reading skills are well developed. Moreover, a printed reading combined with audio recording was more time effective for students to achieve reading comprehension. As a conclusion it was said that students enjoy using audio format.

In an investigation directed by Rahman and Hajar (2020) with the aim to investigate the effects of audiobooks on students reading comprehension and the level of interest that students put on audiobooks to learn reading, the results showed that using audiobooks with students is more effective than using non-audiobooks. This investigation was developed with students of the eleventh grade of SMA (Higher Secondary School) Negeri 2 Buru. The methodology applied was the quan-qual model. The instruments used for the research were a reading comprehension test and questionnaires with open-ended questions. Furthermore, the conclusion of the study shows that some students feel interested in the use of audiobooks because they are stimulating, challenging, available, powerful, and innovative to develop reading comprehension. The authors also suggested that audiobooks can make easier the comprehension of descriptive, recount, narrative, analytical texts among other types of text and the elements, functions, and structures in different contexts.

Tusmagambet (2020) led an investigation of the effects of audiobooks technology with the main purpose of determining the impact of audiobooks in learners' reading comprehension skills. The aspects of language learning studied were reading fluency, reading speed, reading comprehension, and motivation on students to improve them. This research was an action research methodology which was conducted for participants in the range of 18 to 65 years old and divided into two groups; the experimental group was applied silent reading with audiobooks, while the control group was given just silent reading. The results were compared through a mixed-method design with a reading motivation questionnaire and a semi-structured interview. The results showed that including audiobooks could be a meaningful and positive strategy, meanwhile it is combined with a reading comprehension instructional unit. Reading instruction plays an important role when a new tool for students is inserted. The correct use of audiobooks especially for adolescents is seen as vital to concentrate on the purpose of reading, which is learning.

In a further study of Mati & Khebbache (2019) whose main aim was to investigate the impact of using audiobooks as authentic material for students oral reading fluency showed positive on students. The participants of this investigation were sixteen students of English in second year at Mohammed Seddik Ben Yahia University. The method of the research was a Quantitative to analyze the information statistically and the pre-test post-test techniques was used to evaluate students reading level. Audiobooks were applied for five sessions. The findings show that scores of students before the application of the treatment were in a good average, however, after the treatment the scores had a great improvement in accuracy, speed, prosody, reading comprehension and word recognition. For this reason, the author recommends using audiobooks to improve reading oral fluency. Additionally, they recommend teachers to focus on students learning styles to determine which are auditory or visual, in this way the selection of audiobooks material will accord with student's needs.

The research conducted by Riswanda (2019) whose main aim was to describe how to teach reading for EFL students and how audiobooks can contribute to reading skills, found that students can become more independent using this type of tools. The results show that audiobooks assist learners in reading independently and help them to develop skills and language competence. The research was bibliographic and

descriptive since the researcher got information from other authors and journals and there is no experiment with a sample population of it. The use of audiobooks has a great potential for improving student's reading comprehension. It can even improve students' comprehension when they have troubles or difficulties in reading. Additionally, the authors assure that it enables students to be autonomous in learning. Students who learn the management and purpose of audiobooks are able to use them as a great tool to get knowledge. This management ability and the interest they put in learning makes them feel more comfortable to work independently.

Tipton and Moore (2019) led an investigation with the aim of evaluating the effectiveness of using both techniques; audiobooks and group discussion as a media to improve reading comprehension on students. The data collection was done through a pre and post intervention survey questionnaire which consist of a categorical scale response and scoring to analyses the variation on students reading comprehension before and after the experiment. The research has shown that reading while listening has potential benefits for students, taking in consideration that technology advances are constantly done. It also showed benefits for students in social interaction in combination with group discussion

Maher (2019) conducted an investigation with the purpose of gathering information about audiobooks utility in the mainstream second grade classroom. The participants of the study were 22 ESL students of second grade classroom at Espoo International School (EIS). The research had a combination of both qualitative and quantitative approaches and data collection methods. The instruments used to collect information from the participants were surveys and literacy circles with multiple choice questions to record feedback on reading comprehension. According to the author, there was not much significance on reading comprehension on students, however, there was a great acceptance and enjoyment of text by using audiobooks. The findings suggested that comprehension level of the text is not lost by using audiobooks in comparison to traditional reading. And students responded that they enjoy listening and reading to audiobooks simultaneously. The author said that after the study students felt more enthusiastic to use audiobooks.

Rista (2018) led an investigation to analyze the use of audiobooks in teaching reading comprehension and the responses that students had towards the use of this technological tool, and how to implement it in the classroom. The participants of the investigation were teachers and students at tenth grades. The research used a descriptive-qualitative approach to get the results and the instruments implemented were interviews with the subject. In the interviews almost all students responded that they feel comfortable using audiobooks and they were able to comprehend more narrative texts. The conclusions of the research demonstrate that audiobooks had good impact for the students since most students were able to understand the content of the reading material presented in the audiobooks. Rista also mentioned that students enjoyed working with audiobooks instead of traditional books. Teachers can take advantage of that enjoyment that students get from audiobooks. Students can see audiobooks to escape from traditional reading.

James (2017) studied the two different roles that audiobooks can play to help reluctant readers to improve their reading skills and get students more interested in reading. The participants of the research were 20 students at a Malaysian primary school in a small village. There were two cycles in this research; in the first cycle audiobooks were used as an input instrument for learning, however in the second cycle audiobooks were used as an output of product of learning. The information of this research was collected through quantitative approach by using pre-test and post-test method and a survey. On the other hand, the qualitative data was collected through pre and post interviews given to participants. The results of the research suggest that audiobooks help to improve students reading comprehension skills, they also help to engage readers to be self-perceptive in reading. Finally, it is also suggested that audiobooks combined with effective strategies such as collaborative learning can optimize learning.

Linton (2017) led an investigation that was aimed to understand whether reading while listening (RWL) audiobooks should be used more extensively or implemented in the curriculum and how to use it better. The collection of information was done through interviews of seven educators. The participants of the research belonged to diverse regions of the United States. The participants were invited to the research through LinkedIn and a local middle school in San Jose, California. They were selected according to convenience and diversity. All the seven participants had used RWL

audiobooks but not as frequent as desired. Some participants noted that secondary regular education materials were lacking in availability and training was missing for educators. The research concludes that there should be more investigation into teachers' preparation program in reading while listening.

Further research conducted by Friedland, Gilman and Johnson (2017) had the objective of assessing the impact of RWL Reading While Listening to audiobooks on reading fluency of students. The participants of this study were 46 students of 3 grade at Hadassa primary School in rural Mbale, Uganda. This group of participants were randomly assigned as an experimental group which presented underscores in reading fluency. The ages of participants range from 6 to 13 years. From the total of students 26.1 are boys and 55.3 are girls. The preliminary results of the study demonstrated that RWL app is a great tool to improve students reading comprehension and fluency of the English Language. Despite of some limitations in the study it shows significant word per minute improvement of the experimental group in comparison to the control group.

Moreover Wagar (2016)an investigation to determine if an instructional unit infused with audiobooks can obtain learning positive results. The participants of the study were 27 adults that were working on their GED (General Education Development) examination and a CASAS (Comprehensive Adult Students Assessment System) test was applied. The participants had different backgrounds and characteristics such as age, race, income level, immigration etc. They were divided into two groups; the experiment group was given an audiobook with the written version and the control group had only the written version of the book. The findings of the study concluded that audiobooks are a viable strategy to help adults achieve reading comprehension skills and enjoyment of reading as well. Students feel more comfortable when listening and reading at the same time. They considered as urgent and necessary the implementation of audiobooks to improve literacy in adults. Considering the results, the author said that it is important to start up further investigations on the benefits of audiobooks.

Moore and Cahill (2016) conducted a research whose purpose was to review the literature on audio delivery of content to see the benefits of audiobooks as a legitimate material for students. The research was developed into three groups of participants. The first group was formed by adolescents with visual impairment or learning disabilities, the second group was formed by second language learners and the last group was formed by typical adolescents. The results of the study are mixed, it depends on the characteristics of each group. The authors assure that it is recommended to promote the use of audiobooks for adolescents, however, they said it is important to do further research in this topic. There are many differences between traditional reading and reading with audiobooks and Moore and Cahill assure that one of the advantages of using audiobooks is that it deters negative reading habits and allow readers to listen to the language exactly as it is written which improves comprehension of the text and enables other mental processes on the brain.

Another significant study conducted by Marchetti and Valente (2016) Marchetti and Valente (2016) whose main aim was making audiobooks interactive in the context of English Teaching in Danish High School show the effectiveness of audiobooks in interactive classes. The methodology applied was quantitative with an ethnographic focus and user centered fashion considering the data of two previous studies. The testing of students was done through a play test session with focus group. The findings of the research build up on making audiobooks interactive to achieve more meaningful learning experiences in different learning contexts. Using audiobooks helps in documenting learning and support learning experiences with the complement of visual exploring. Marchetti suggested that making audiobooks more interactive can bring better results in learning because teachers can adapt and adopt different strategies to implement audiobooks.

1.2. Theoretical Framework

1.2.1. Independent Variable

1.2.1.1. Didactics

According to Kędzierska and Wnęk-Gozdek (2015) today's human cognitive process does not follow linear structure because learning is a conscious process of acquiring information which makes necessary the use of a series of strategies to make the learning process better. Scientific terminology is the major theory of teaching that involves educational approaches, methods, strategies, and tools to present information to learners. It is considered as a moral instruction in which teachers make the art of teaching easier and in consequence the learning process becomes more feasible. Didactics provide teachers with a series of resources that they can apply in each class to get students immersed into the teaching learning process as well as getting good results in learners' development of the different cognitive skills.

The main purpose of didactics is to provide teachers with the necessary tools to grow students with an independent sense of learning helping them to work by themselves and to avoid the dependence on teachers' instruction and organization. Applying didactics methods into classes help students to enjoy and be aware of their own learning and to take responsibility for the things they do or not to learn the content of the different areas of study. Teachers are the ones that need to decide which are the most appropriate methods, approaches, techniques, or tools to teach according to the learning goals and outcomes (Roshi, 2018).

Ligozat and Almqvist (2017) defined didactics by mixing the German speakers and Northern researchers' conception of it. The definition of didactics is mentioned as the teachers' reflective practice to select, organize, and plan the knowledge content. It is a research field that aims to theorize the relation that exists among the three components of teaching and learning process: the learners, the teacher, and the knowledge. This knowledge that is concerned to contribute to the learner's personal development. Teachers have the difficult task to make students get interested on learning and develop their own strategies and tools to consolidate knowledge, more than waiting for teachers' action.

1.2.1.2. Teaching Strategies

Senthamarai (2018) the objective of using strategies for teaching is to promote students' criticism and reflection on their own learning. Students appreciate working with collaborative strategies to develop their strengths. Teaching strategies are defined as the approaches or methods and techniques that can be used across curricular areas to support the learning of students. Teachers must have the ability to find the most suitable strategy to be used in a specific area. Teaching strategies are the set of techniques that make the teaching learning process more flexible and achievable for learners and teachers. According to Lawton as cited by Sarode (2018) a teaching strategy is defined as a generalized plan for a lesson or series of lessons that include an organized structure. This planning includes the necessary tactics to make learners reach the goals established for the lesson. It is an organized way to put in action the techniques to enhance learning and get the goals of every single class.

Teaching strategies are the series of procedures or steps to accomplish something, in education it belongs to the learning goals (Orlich, Harder, Callahan, Trevisan & Brown, 2010). The teaching strategy that the teacher develops to impart knowledge to learners implies thoughtful planning and organizing content and activities to reach the goal of education. The development of every teaching strategy requires time and planning to give proper stimulus to learners and to encourage their response towards learning. Everything is connected and has a specific function in the lesson since the beginning.

1.2.1.3. Teaching Tools

Teaching tools are powerful and dynamic resources that educators have around to use for their own benefit to make the teaching process easier and more motivational for learners (Grindstaff, 2020). Tools are easy to use and help students to develop their skills in a faster and more consistent way. Nowadays technological tools are essential equipment to teach in an innovative way, it also makes the teaching learning process more effective and interesting for learners (Colman, 2020). Most of the time those tools come from authentic daily life situations and through them it is possible for learners to have a better understanding of the world and in consequence of the language they are learning. Tools can be considered as teaching aids in the classroom as facilitators to the teaching learning process. It implies the personification and

personalization of concrete tools for specific purposes. Furthermore, it means bringing the environment to class through teaching aids and it gets students more interested at emotional, physical, and mentally levels.

1.2.1.4. Audiobooks

Riswanda (2019) states that audiobooks are a derivation of written or printed books that include the voice recording of the content. In the United States, younger people usually use audiobooks as free time entertainment. They are also called “book on tape” or “recording books” that are fiction or nonfiction books recorded professionally in full/length. It is the narrative or spoken version of the original book that is supposed to have the same content of the printed book. Audiobooks are expected to bring a pleasant experience and to get the reader engaged on the reading.

Reading implies following the text with the eyes, using audiobooks implies also listening to the pronunciation of words instead, it means that two organs are involved in these actions. The issue here is to define if using audiobooks corresponds specifically to reading or listening skill. Moreover, Carnegie Mellon University (2013) made a study of the brain to compare the two processes listening and reading and identifies the variances that occur in the brain. However, her conclusion was that more than difference born in the mode of the activity. I mean if learners are focused on listening to pronunciation or understanding the context and meaning of the reading. As result the language comprehension is quite similar.

Audiobooks are electronic books format which are listened instead of being read as printed books. The use of audiobooks has been considered as a supporting tool for people with reading disabilities and it is a great advantage of it. However, this idea had change along the time and nowadays it is seen as a media for developing high listening and reading competencies (Elleström, 2021). Other people use audiobooks as a way of entertainment because they find it relaxing and productive as audiobooks provide an audible context to stories which make them even more interesting than only printed books.

Have and Stougaard (2016) define an audiobook as a sound recording of a book by a professional narrator in some cases actors or even the author of the book. Furthermore, it can be recorded by an amateur. In some free audiobooks’ web pages, anyone is

available to volunteer and use his or her voice for an audiobook. Readers have a great variety of audio recordings to select which is better for each person.

Advantages of using Audiobooks

In many studies done before there is evidence of the effectiveness and benefits of including audiobooks into language learning to develop not only listening or reading but also to get learners motivation and engagement (Stevens, Walker & Vaughn, 2017)

Alternative material. - Audiobooks are a good option when looking for tools and authentic materials to support teachers as well as learners in the teaching learning process as it provides the pronunciation and setting of the reading that helps learners to have a better understanding of what they are reading at.

Effective-time. - Using audiobooks to read a text can offer learners more time to read as they are following the speed of the recording and supporting them on the written printed part of the reading it is less possible that they get lost from the main idea of the story.

Developing vocabulary.- Listening and reading audiobooks provide learners a variety of words that are unfamiliar for them, however, the settings of the recording part of the audiobook give them the a better understanding of the context in which the story is developed. That way, they can deduce and infer meaning from context. Audiobooks can be used to introduce difficult vocabulary or proper nouns for learners (Johnson, 2003).

Increasing fluency.- The authors or speakers from audiobooks are mostly native speakers of English Language because the idea of using them is that learners are surrounded by the targeted language. Native speakers' speech provides a real and accurate pronunciation that learners can model in the future.

Fostering motivation.- It invites learners to get interest into literature and reading that are an important part of education. Considering that it is difficult for teachers, parents, and institutions in general to create reading habit in children. In addition, audiobooks are a powerful literacy tool. If students enjoy reading the most probable results is that they get higher reading skills (Wagar, 2016).

Accessibility.- the integration of audiobooks at all grade levels across the curriculum has given a great teaching flexibility. Audiobooks can be used from the lowest levels of education until the university levels because of the variety of topics and the lack of time and space restriction to use them. They can be downloaded in mobile devices and carry almost everywhere.

1.2.2. Dependent variable.

1.2.2.1. English Language Skills

Department for Education of the United Kingdom (2018) points out that learning a language, there are four basic skills to develop to have complete communication. Those skills are reading, speaking, writing, and listening. In first language acquisition the normal order of skills development starts with listening, then speaking, after that reading and finally writing. However, in foreign language learning, there are five skills to consider including cultural awareness. These are also called macro skills.

Language is a complex skill as a whole and it involves four macro or subskills (Husain 2015). These language skills are classified into productive or active (speaking and writing) and receptive or passive (listening and speaking) skills. The aim of learning a language is to develop and combine all the skills and reinforce them to communicate accurately. In the listening skills learners are supposed to hear and understand spoken language with its meaning. On the other hand, speaking skill implies producing understandable speech, main conversations, giving opinions; narrate events and a long list of activities. The CEFR (Common European Framework of Reference for Languages) also divide speaking skill into spoke production and spoken interaction. The first one is about the ability to speak. And the second is about the appropriateness of language use in a conversation. Moreover, the reading skill is the capability to understand written texts, deducing meaning and making sense of the texts.

1.2.2.2. Receptive Skills

The receptive skills of language learning involve receiving information as the name says they do not need to produce language only understand it. In contrast to the productive skills in which learners need to produce language themselves. The importance of the receptive skills is that they need to be developed first than the other skills in second language learning. After receiving the information auditory or visually, the brain processes that information and then tries to produce speech. Holmes (2019) states that receptive skills are also called passive skills because when learning a new language learners tend to develop first their receptive skills by being surrounded by the language, listening to songs, reading stories and then they acquire the capability to produce language. Receptive skills are named that way because learners do not need to produce language, they just need to understand the language (Masduqui 2006).

Receptive skills are seen as the ability of learners to listen and understand a language; it is the first step to continue interacting in a specific language (Sreena & Ilankumaran, 2018). Developing the receptive skills sometimes is challenging when learners are not receiving the targeted language all the time as occurs in second language learning. When learners are talking to native speakers, developing the receptive skills can become more difficult than it is. It happens because there is a wide difference in pronunciation, dialects, structures from one language to another. However, the productive skills are more likely to be developed when learners model native speakers.

1.2.2.3. Reading Skills

Reading is considered by Michigan Board Education as cited in Patterson (2016) as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. This definition lies on the concern that reading involves a cognitive and physical process to embrace knowledge. Reading any material is supposed to make the reader more competent by giving him more knowledge and insight because reading after all is a resource that contains printed and static knowledge in pages.

Reading is a complex and cognitive process of interaction, reflection, and comprehension that takes time to develop (Bojovic 2010). While learners are reading, they are also interacting with the texts they are decoding words and phrases and in consequence building knowledge. Reading helps the reader to construct meaning depending on the purpose of the reading. For example, reading for specific information in the text or getting general information. Readers usually do intensive reading when they are interested in understanding the complete text. On the other hand, extensive reading is required when readers only want to get a general idea of the text and the details are not important. Reading is considered as an impressive and undertaking achievement, however it is subdivided depending on the reading purposes (Afflerbach, Pearson and Paris, 2008).

1.2.2.4. Reading comprehension

Reading comprehension is a complex process that involves the combination of texts and readers. It refers to the ability that learners must understand the surface and hidden meaning of texts and construct meaning from context by using different metacognitive strategies for reading (Reza et al., 2013). Reading is a complex cognitive ability to construction of knowledge by integrating information with the background of the reader, as a result this combination provides a new knowledge construction with a mental representation of it.

Whittingham, Huffman, Christensen, and Mc Allister, (2013) consider that “reading comprehension and interest are essential in learning”. Reading comprehension goes further than understanding the written words and its meaning, it deals with the integration of the knowledge on the text with the real life. Teachers can apply a variety of tools and strategies to teaching reading and promote extensive reading at home to have better results in reading comprehension. Reading comprehension can be also considered an interactive activity in which learners and context are involved. Learners are required to bring in mind their past experiences and knowledge to understand contexts and situations presented in the texts.

Reading is considered as the basis for all the learning process not only in language acquisition but also for general learning (Hansen, 2016). This is significantly important because society depends on information and knowledge which makes necessary the ability to get or acquire information. Information can be found in many different formats, however the most important and traditional are printed and digital texts. Readers need to use a wide range of reading strategies to enhance reading comprehension because reading comprehension involves various conscious and unconscious strategies to decode written messages. Mental processes or brain behavior control and modify the way in which readers attempt to understand a text.

Reading strategies

Reading is not an activity that only involves looking at the words in a text. It implies methods and efforts to understand the written content. Reading methods usually include three phases: pre-reading, during reading, and post-reading activities (Hansen, 2016).

Pre-reading activities: In this part readers make inferences or predictions about the text before reading. Those ideas are mainly based on some elements of the book such as para-text, or the text structure. In some cases, students can relate images or the title of the text with knowledge or experiences they have about it predict what will happen on it. The activities that that can be used for this stage are mind-maps, key words, asking questions or having a conversation on the topic.

During reading activities: In this stage readers are expected to pay attention to important information in the text. That is why they need to use strategies that help them to process that information. During this period student can take notes, underline, or highlight the important facts, details, new vocabulary words or specific data. It is important that readers maintain the focus on the activity to achieve good results in the next stage.

Post-reading activities: Making presentation, discussing the topic, or evaluating the text, giving opinions, or answering questions are possible activities for this final stage. These activities will allow readers to consolidate and combine the new knowledge presented. In this way readers will be able to reflect about the text and use that information for future activities.

CAE

CAE or Certificate in Advanced English is a standardized examination created by Cambridge Assessment English to evaluate English Language proficiency. This examination corresponds to C1 level according to the Common European Framework of Reference. A series of skills and abilities are assessed to be consider as a competent employer or university student (Cambridge Assessment English, 2021).

Structure of CAE

The exam contains four papers, one by each skill.

Paper 1: Reading and Use of English. This paper has 8 parts and contain 56 questions.

Paper 2: Writing. It has two parts.

Paper 3: Listening. It has 4 parts and 30 questions in total.

Paper 4: Speaking. It has 4 parts.

Reading Paper

In this research the reading paper of CAE is considered, for that reason it is important to have a clear idea of its structure. It consists of eight parts and 56 questions in total. It last exactly 1 hour and 30 minutes. The first part is a multiple-choice cloze section, and it has 8 questions. The second part consists eight of open close questions. The third part is a word formation section that contains eight questions. In part 4 key word transformations are required, there are five questions in this part. Part 5 consist of a long text with multiple choice questions, five questions in total. In part 6 there is a cross-text multiple matching, there are 4 questions in here. In part 7 there is a text with missing paragraphs, there are 6 questions in this part. Finally in part 8 there is a multiple matching section of questions, there are 10 questions (Cambridge Assessment English 2021).

Reading part 5

In this part there is a long text with five multiple choice questions. Students need to develop a good reading comprehension to answer the questions.

Reading part 8

This part consists of 10 questions that need to be answer according to five extracts of text that are bellow listed from A to E. Each option can be chosen more than once.

1.3. Objective

1.3.1. General Objective

- To analyze how audiobooks improve reading comprehension

1.3.2. Specific Objectives

- To establish the advantages of using audiobooks.
- To determine the level of reading comprehension that students have.
- To describe how audiobooks improve the reading comprehension in students.

CHAPTER II

METHODOLOGY

In this chapter, it is presented the information about how the research was developed. First, the focus of the research was to analyze the influence of audiobooks to improve reading comprehension. Based on the focus of the study, the approach chosen was a quantitative-qualitative. This allowed the researcher to decide on the design of the research. It was field research combined with bibliographic documentation to support the importance of the study. It has a quasi-experimental design and used pre-test and post instrument to gather data of participants. All these aspects will be analyzed in following pages.

2. 1. Resources

2.1.1. Population

The participants of this research were 29 students who belong to seventh semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato in the academic period of October 2021-February 2022. There were 22 women and 7 men in the group. These students belonged to parallel “B” who were an experimental group that was intervened with audiobooks to develop reading activities. The students’ ages go from 21 to 28 years old.

Table 1 Population

Population	Number of Students	Percentage
Female	22	75.9%
Male	7	24.1%
TOTAL	29	100%

Elaborated by: Macias (2021)
Source: Direct observation

2.1.2. Instruments

- Pre- test and post-test method has been used for many decades to gather statistical results of information, and it is commonly used for classroom research. Whereas Best & Kahn (2012) state that it is important to interpret information cautiously to avoid wrong results. Through this method, it was possible to determine the level of reading comprehension that students have. 3Pre-test and post-.test design applied to a purposeful sample that allows representative assessment but only for the population of interest, it means that the results are valid for that specific sample and cannot be generalized (Stratton, 2019). This research applied an adaptation of Cambridge English Advanced (CAE) examination focused on the reading section. CAE exam is a standardized test that belongs to Cambridge to assess English at C1level and is based on the CEFR norms. The test was divided into two sections: the first section was a long reading. The second section contain 8 different opinions to be matched with each consultant. The test was composed by 16 questions. From questions 1 to 6 were multiple choice. From questions 7 to 16 were a matching section.
- Google classroom allowed to send materials and information to provide enough resources and to evaluate students' participation and progress in the assigned activities. In this way students could work asynchronously.
- Zoom sessions permitted to work in 100% online modality with participants due to the pandemic situation. The instructions and information were given through this resource.
- Google forms tool was helpful to send the activities of every session as well and the pre-test and post-test that students completed. It provided enough facilities to obtain students grades and data to be analyzed.

2.1.2.1. Procedures

The investigation was carried out in for 2 weeks with 9 interventions in total. Student were taken the pre-test and post-test to identify and compare their level of reading comprehension before and after the treatment. The researcher used the Zoom platform

to carry out the investigation. Each session lasted between 15 to 30 minutes depending on the story length. In some classes students worked asynchronously through google classroom. The audiobooks given to students were five short stories written by Oscar Wilde. Their names were: The happy prince, The nightingale and the rose, The selfish giant, The devoted Friend, and The remarkable rocket.

The first intervention was a 50-minute session in whole class to send the pre -test through google forms as a media for collecting the information for the numerical and statistical analysis. The researcher gave instructions for all the sessions and presented the chronogram for the rest of session.

In the first session of treatment, the researcher organized a zoom meeting for about 40 minutes to explain the definition of audiobooks and how they can be used. The researcher projected the audiobook in the screen and played the audio for students. At the end of the session students completed a questionnaire posted in google classroom. Students were also given instructions to work independently in google classroom for the following sessions.

The second session was developed in a different way, the researcher gave students access to a google classroom named as English VII-Reading Comprehension, there students will find an assignment with the second part of the happy prince audiobook and the audible resource, they read and listen to it and peacefully. At the end of the of the story, they had to answers to the questionnaire. The researcher monitored the classroom to see how students work and solve any doubt. The rest of sessions were developed in the same way with the monitoring of the researcher. Feedback was given the next class for ten minutes and students did comprehension activities.

In session eight the researcher met students through zoom gave instructions for the final part of the Devoted Friend audiobook and monitor students working. Students were asked to read the last part and answer a question on google classroom. They were asked to write an alternative ending to the story from 75 to 125 words.

After the period of treatment, students were given the post-test which is the same pre-test questions. Furthermore, the researcher programed a new zoom session to apply the test again through google forms. Finally, it was necessary to collect, analyze and interpret the results of the post-test and compare them with the results of the pre-test.

Based on the result the hypotheses can be proved or negate and obtain the corresponding conclusions and recommendations.

2.2. Methods

2.2.1. Research Approach

This investigation was a mixed approach it means quantitative and qualitative focus of the information. It was quantitative because the data collection was used to prove the hypotheses based on numerical and statistical analysis this case the influence of audiobooks in reading comprehension of students from seventh semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. It is important to mention that the information was collected in virtual classes through google forms. On the other hand, the term qualitative refers to the investigation that is based on descriptive information with non-statistical procedures (Mackey & Gass, 2005).

The combination of both approaches implies careful and systematic processes to obtain reliable results (Hernández et al., 2010). Qualitative approach helps the researcher to describe the features of the variables and the process delineated, whereas quantitative reflects that information into numbers to get a more precise analysis of the information. According to experimentation provides a method to evaluate the hypothesis behavior and permit to determine whereas the hypothesis is true false or null. The observation and control of the variable relationship gives more certainty of the results. Qualitative research explores the how and why there is a relationship between the two variables in a descriptive form, meanwhile, quantitative research investigates deeply with statistical and numerical results (Magrath, Aslam, & Johnson, 2019).

2.2.2. Research Modality

Field Research

This research was developed in interaction with the participants of the research. The interaction was developed through zoom and students were observed and assessed directly. The modality of the research allowed the researcher to collect the information to understand, observe and interact with people involved in the research (Blackstone, 2015).

Bibliographic research

Before the elaboration of this project, it was necessary to do the exploration of scientific journals, articles, books, and other papers to support the investigation with the necessary tools to accomplish the objectives established at the beginning of the project. This is the literature-based reading and thinking essential to the development and elaboration of the research (Hernández et al., 2010).

2.2.4. Type of research

2.2.4.1. Quasi- experimental

In this research, the information was delineated by concentrating or gathering the data from direct investigation to establish a causal relationship between the independent variable and the dependent variable. It is quasi-experimental research since it permitted moderating or modifying the variables to change its relationship (Rogers & Revesz, 2019). The group of participants was selected in a nonrandom way as cited by Rogers and Revesz in (Cook & Wong, 2008). For this study the assigned group was given the experiment to analyze the influence of it before and after the treatment.

The researcher collected the information of the participants in a virtual way about the feasibility of using Audiobooks to improve reading comprehension. According to Tomas (2020), in quasi-experimental research the main aim is to establish a relationship of cause and effect of the variables. Quasi-experimental designs use non-experimental or non-researcher-induced variation only in the dependent variable that is object of treatment (Gopalan, Rosinger & Ahn, 2020). The reliability of the results lies on the conditions for the treatment.

2.3.6 Research Design

This quasi-experimental research involved interaction between the researcher and the people of the group that are part of the investigation or participants with the aim of gathering information to do the research. The design required for this research was a pre-test and post-test design. In this type of research design the experimental group is intervened or treated in a series of sessions as convenient (Rogers & Revesz, 2019).

The purpose of giving a pre-test to the group was to compare the results before the treatment and the post-test allows to determine the results after the treatment instead.

According to Revesz and Rogers, (2019) it is important to apply the post-test immediately after the period of treatment. Timing administered can influence the results of the treatment as long as it is taken. It can be applied one week, two weeks or a month later. Furthermore, it can show significance evidence of short-term or long-term efficacy of the treatment. Pre-test and post-test design allows to have control enough over the two variables and determine their relationship directly. The design provides directionality to the research and shows the acceptance and efficacy to the study (Stratton, 2019).

Hypothesis

Null hypothesis

H₀: Audiobooks do not improve students reading comprehension.

Alternative hypothesis

H_a: Audiobooks improve students reading comprehension.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter there is information of the results and findings of the research before, during, and after the period of treatment that lasted two weeks. The information is represented in tables, figures, and descriptions to give a better explanation of the results.

The experiment was conducted with 29 students from 7th semester that were studying the subjects of English 7 as part of the program “Pedagogia de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato in online classes.

The results of students reading comprehension level was collected through a pre-test and post-test based on Cambridge Advanced English reading and use of English paper. This information was analyzed and compared to prove if the treatment using audiobooks to improve reading comprehensions was affective or not.

The results of students’ scores are presented bellow in a scale over 10 and over 16 points according to Cambridge Assessment. The tables were design to have a clear idea of the previous (table 1: pre-test results) and after (table 2: post-test results) the treatment of audiobooks.

3.2. Methods of data analysis

The data of the pre and post test was analyzed by using the descriptive method to help the researcher to establish absolute numbers on the variables. In this research the important information was analyzed to find mean scores and average scores. The data was also presented in percentages and ranges of lower or higher scores of the participants.

Table 1: Pre-test results

Researched group	Score over 10	Cambridge score over 16
Student 1	1,9	3
Student 2	9,4	15
Student 3	6,3	10
Student 4	1,9	3
Student 5	3,1	5
Student 6	3,1	5
Student 7	4,4	7
Student 8	5,6	9
Student 9	3,8	6
Student 10	2,5	4
Student 11	6,3	10
Student 12	6,9	11
Student 13	2,5	4
Student 14	4,4	7
Student 15	5,0	8
Student 16	7,5	12
Student 17	8,8	14
Student 18	3,8	6
Student 19	2,5	4
Student 20	1,9	3
Student 21	8,1	13
Student 22	6,9	11
Student 23	3,1	5
Student 24	6,3	10
Student 25	1,9	3
Student 26	2,5	4
Student 27	3,8	6
Student 28	6,9	11
Student 29	3,1	5
AVERAGE	4,6	7,4

Source: Field Research

Author: Macias, M (2022)

Table 2: Post-test results

Researched group	Score over 10	Cambridge score over 16
Student 1	10,0	16
Student 2	10,0	16
Student 3	10,0	16
Student 4	10,0	16
Student 5	5,6	9
Student 6	1,3	2
Student 7	5,6	9
Student 8	5,6	9
Student 9	9,4	15
Student 10	8,1	13
Student 11	8,1	13
Student 12	10,0	16
Student 13	6,9	11
Student 14	8,8	14
Student 15	5,6	9
Student 16	10,0	16
Student 17	8,8	14
Student 18	8,8	14
Student 19	6,9	11
Student 20	2,5	4
Student 21	9,4	15
Student 22	8,8	14
Student 23	9,4	15
Student 24	9,4	15
Student 25	8,1	13
Student 26	8,8	14
Student 27	8,8	14
Student 28	7,5	12
Student 29	8,1	13
AVERAGE	7,9	12,7

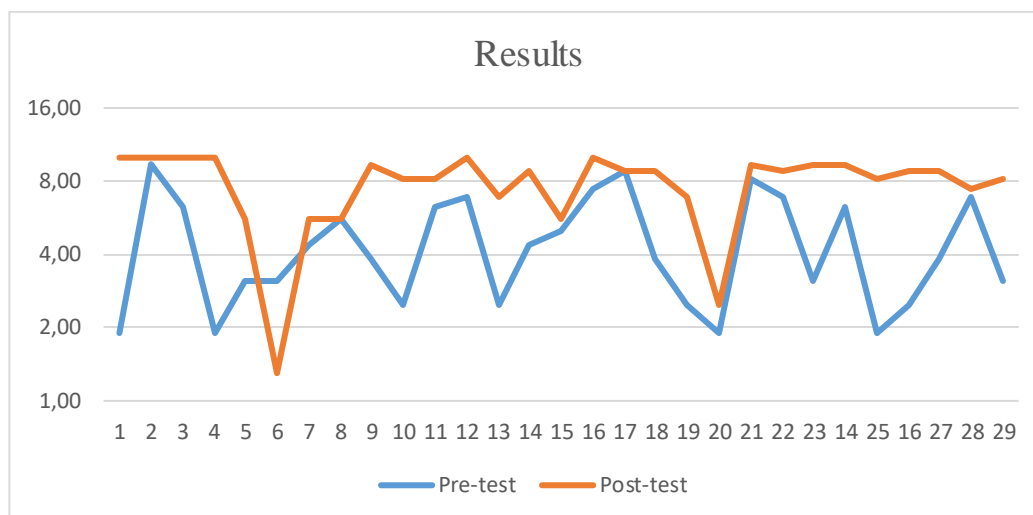
Source: Field Research

Author: Macias, M (2022)

3.2. Data Interpretation

3.2.1. Pre-test and post-test individual grades

Figure 1.: Results pre-test and post-test over 10



Source: Field research

Author: Macias, M (2022)

Analysis and interpretation

Figure 1 shows that, 29 students complete the pre-test and post-test, and the comparison of both results are represented. According to the Cambridge scale, the test was graded over 16 points and then they were transformed by using a scale over 10. In the pre-test the lowest score was 3 over 16 and the highest score was 15 over 16. On the other side, in the post-test the lowest grade was 2 over 16 and the higher grade was 16 over 16. It is evident that most of students did not get a great score in the pre-test. Moreover, in the post test most of students obtained good scores in exception of two students that got scores lower than 3 points. These scores do not represent a majority and do not affect the average score significantly.

Riswanda (2019) mentions that audiobooks bring a pleasant experience for learners which makes students feel engaged on reading, so their reading comprehension is improved. It is observable that students did not have a good reading comprehension level. They were also having problems to concentrate on reading to get ideas. In contrast, after the period or treatment, most students got better grades in the post-test,

and in less time than in the pre-test. Most of students said they feel comfortable when reading and listening as mentioned by Riswanda. The results demonstrate that the use of audiobooks to achieve reading comprehension is effective on students.

3.2.2. Pre-test and post-test average

Table 3: Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	7,4	12,7	5,3

Source: Field research

Author: Macias, M (2022)

Figure 2: Average score pre-test and post-test



Source: Field research

Author: Macias, M (2022)

Analysis and interpretation

In table 3 and figure 2 it is shown the average score that students obtained in the pre-test and post-test and the difference that exists between the two results. In the pre-test, the average score from students of seventh semester was 7,4 over 16 which represents 46,3%. On the other hand, the average score that students got was 12,7 over 16 and represents 79,4%. Therefore, students score improved in 5,3 which represents 33.1%.

The results obtained shows that the use of audiobooks in the classroom is positive to improve reading comprehension.

James (2017) assures that using audiobooks with students help them to be more self-perceptive when reading which makes this process faster and meaningful. This was evident in the results of the post-test because students stayed relaxed during the reading time and at the end, they could answer the questions assigned. In the information of the results of pre and post test it is also visible that the last test was less time taking for students. It means that students were able to read faster and to understand better the content of the reading. As mentioned by Mati and Khebbache (2019) students had good scores in reading comprehension before trying audiobooks; however, their reading improved in speed, accuracy, prosody, comprehension, and word recognition. This helped students to get even better scores and more meaningful comprehension.

3.3. Hypothesis verification

The results obtained and gathered were analyzed through Saphiro normality test and Wilcoxon Hypothesis test in SPSS program.

3.3.1. Hypothesis statement

Null hypothesis (H₀)

Audiobooks does not improve students Reading comprehension.

Alternative hypothesis (H₁)

Audiobooks improve students reading comprehension.

3.3.2 Shapiro Wilk – Normality test

Table 4: Shapiro Wilk – Normality test

	Statistic	Df	Sig
Pre-Test	,916	29	,024
Post-Test	,822	29	,000

Source: Field research
 Author: Macias, M (2022)

In table 4 it is shown that the significance is inferior to 0,05 which means that the data does not have a normal distribution. For that reason, it was necessary to apply non-parametric statistics. For this study it was used Wilcoxon Hypothesis test Summary.

3.3.3 Wilcoxon Hypothesis Test Summary

Table 5: Wilcoxon Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The median of differences between pre-test and post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05

Source: Field research
 Author: Macias, M (2022)

Analysis and interpretation

In relation to the normality test, the Wilcoxon Hypothesis Test Summary is applied, and the level of significance is inferior to 0,05, which suggested to reject the null hypothesis and accept the alternative hypothesis. This reflects that the application of the treatment was effective to improve reading comprehension on students.

In consequence, regarding the improvement of scores that students obtained after the period of treatment, it can be established that students reading comprehension was improved by using audiobooks as a tool. After the treatment some students who did

not use to like reading, become interested in this activity by using audiobooks instead of using traditional books. Students who usually get normal or good scores improved their scores in reading. And other students could maintain their reading level even though they do not like listening. Rahman and Hajar (2020) stated that using audiobooks instead of using traditional books was more effective not only because of reading comprehension is higher in different type of texts, but also because they are stimulating, challenging and innovative to students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions obtained after finishing the investigation are stated below in accordance with the objectives of it.

The application of audiobooks has demonstrated to have good effects on students reading comprehension. When students use audiobook and read the printed or digital version of a text simultaneously, they feel more comfortable and concentrated on the content they read. Reading while listening help them to avoid distraction and it is time effective. During the treatment period students practiced reading comprehension through questionnaires which was useful to understand meaningful information of the text.

The use of audiobooks has shown effectiveness in different aspects: The first advantage is that audiobooks are an alternative material for teaching and had real language expressions to help students understand better the text. Another advantage of audiobooks is that they are time effective because it allows students to read in a determined speed. Furthermore, the accessibility of audiobooks is another benefit of using this kind of tools because there are many webpages that offer free audiobooks recording.

Students reading comprehension level was determined through a pre-test. The average score of the pre-test was 7,4 over 16 which means that students had problems to comprehend the text. The reading ability of students is affected by lack of concentration and lack of reading habits.

The effectiveness of audiobooks to improve reading comprehension from students of seventh semester was proved by contrasting the results of the pre-test and post-test. The average score of the pre-test was 7,4 and the average score was 12,7 which represents an improvement of 5,3 points. This shows that the treatment applied in eight sessions for two weeks helped students to improve their reading comprehension

Recommendations

After investigating the use of audiobooks to improve reading comprehension, the following recommendations need to be considered.

For having more effective results in the use of audiobooks to improve reading comprehension it is recommended to combine it with a variety of strategies and reading methods. It will help students to consolidate more meaningful knowledge from texts. For example, teachers can combine audiobooks with group discussion activities or making presentations.

For making a better use of audiobooks it is important to combine it with other strategies. Using audiobooks in continuous lesson can become boring and annoying for students. It is recommended to apply it to drive controlled reading because it determines the reading speed for all the text. As an alternative material it is good to choose different kind of audiobooks and according to students' interests.

For identifying students reading comprehension level it is important to choose the correct level of difficulty. It is important to consider learners' characteristic for example, age and English level. In addition, it is necessary to prove that the test that will be used is seriously evaluating reading comprehension.

For determining the effectiveness of audiobooks, it is useful to apply comprehension activities as mentioned before. For example: discussion, questions, summaries, opinions that shows what students have understood from reading. Audiobooks are a great to improve reading comprehension on average students and students with reading disabilities. However, teachers need to look at students learning style because not all students are auditory, and they can feel bored or unpleased in using audiobooks.

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ANNEXES

Annexe 1: Aproval

CARTA DE COMPROMISO

Ambato, 28 de octubre de 2021

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

Yo, **Sara Iza Pazmiño** en mi calidad de Coordinadora de la Carrera de pedagogia de Los Idionas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "AUDIOBOOKS AND THE READING COMPREHENSION" propuesto por el/la estudiante Magdalena Misshell Macias Moreno, portador/a de la Cédula de Ciudadanía 2300153331, 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 PAZMIÑO**

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Mg. Sarah Iza
Coordinadora de la Carrera de Pedagogia de Los
Idiomas Nacionales y Extranjeros
CI: 0501741060
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Annex 2: Lesson plans

Lesson 1

Teachers' name	Macias Misshell			Date	December 13th, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	50 minutes	Topic	Research introduction and pre-test
Objective	To get students informed about the research process. To assess students' reading comprehension level through a pre-test based on CAE reading part 5 and 8.				
Teaching aids, materials equipment	Zoom Session, internet connection, slides, Laptop, google classroom, Google forms pre-test.				
Timing	Stage	Procedure		Aids and materials	
5 Minutes	Beginning	-Greeting. -Introduction of the researcher			
10 Minutes		- Explanation of the procedure of the research		Slides: https://docs.google.com/presentation/d/1Q0EAQiE2Vtc2QlYelhijnTNmW0N3o4z3tA124QgKe_k/edit?usp=sharing	
30 minutes	Development	-Teacher gives instructions for the test -Teacher sends the link of the test through zoom chat. Students complete the test.		Pre-test google forms: https://docs.google.com/forms/d/e/1FAIpQLSeNjNFkiyl_pvWb0IWgpLJmQvoZL7KCv-Pw9Zz70GmvKqmpTA/viewform?usp=sf_link	
5	Closure	-Questions about the test Instructions for the next session			

Lesson 2

Teachers' name	Macias Misshell			Date	December 15 th, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobook's introduction
Objective	To get students recognize audiobooks. To apply the story 1 – part 1 of the happy prince book.				
Teaching aids, materials equipment	Zoom Session, internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
5 Minutes	Beginning	<ul style="list-style-type: none"> -Greeting. -Warm-up. Students write their ideas about audiobooks. -Teachers gives a clear definition of audiobooks 		Jamboard brainstorming: https://jamboard.google.com/d/1MxGITDOY-BIuPmldoezRPuY40D1FBd7MOxFOiRrzLCM/edit?usp=sharing Librivox: https://librivox.org/search?q=THE%20HAPPY%20PRINCE&search_form=advanced	
15 minutes	Development	<ul style="list-style-type: none"> -Teacher and students access to Google classroom and click on chapter 1 part 1 of the assignments. - Teacher projects the story 1-part 1 of the digital book and play the audiobook at the same time. 		- Google classroom: https://classroom.google.com/c/NDMyMjg5NDM4MTEEx?hl=es&cjc=nn3o3yf	

10 Minutes	Closure	<ul style="list-style-type: none"> - Students complete the questionnaire 1 that is on google classroom - Teacher gives instructions for the next part of story 	Google forms questionnaire: https://docs.google.com/forms/d/e/1FAIpQLSdNssw9PnGx1CCxO6FIoTCThegJwf7YzP_bw2Faxf2JHyPBCQ/viewform?usp=sf_link
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Lesson 3

Teachers' name	Macias Misshell			Date	December 16 th, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobook's introduction
Objective	To get students read and listen the chapter 1 part 2. To assess students comprehension through questionnaire 2.				
Teaching aids, materials equipment	Internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
15 minutes	Beginning	<ul style="list-style-type: none"> - Students enter to google classroom and click on the second assignment chapter 1 part 2. 		Google Classroom https://classroom.google.com/c/NDMyMjg5NDM4MTEEx?hl=es&cjc=nn3o3yf	

10 minutes	Development	Students complete questionnaire 2	- Questionnaire 2 https://docs.google.com/forms/d/e/1FAIpQLScVaJXwdCPDEeg8XNsxyHhQwkxknqN9a0_COgUJbuE7c0wKeg/viewform?usp=sf_link
5 minutes	Closure	- Teacher check students' answers	Google classroom

Lesson 4

Teachers' name	Macias Misshell			Date	December 17th, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Chapter 2
Objective	To get students work on story 2 independently To allow students to complete questionnaire 3				
Teaching aids, materials equipment	Zoom Session, internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
15 minutes	Beginning	- Students access to google classroom on Assignment 3- chapter 2 and read it.		Google classroom.	

10 minutes	Development	Students complete questionnaire 3	Questionnaire 3: https://docs.google.com/forms/d/e/1FAIpQLSdZgVQIZbJy1f_ttvDBk8n7H_gj33G1fB8Q-lLvmBG2_cj1g/viewform?usp=sf_link
5 minutes	Closure	- Teacher monitors students work on the activity through google forms	Google classroom

Lesson 5

Teachers' name	Macias Misshell			Date	December 20th, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	10 minutes	Topic	Feedback of stories 1 and 2
Objective	To give feedback from Story 1 and 2.				
Teaching aids, materials equipment	Zoom Session, internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
5 Minutes	Beginning	Teacher asks questions about the chapter. Story one <ul style="list-style-type: none"> - How was the prince life when he was alive? - Why did the shallow stay with the prince? 		Zoom.	

		<ul style="list-style-type: none"> - How many people did the happy prince help? <p>Story 2</p> <ul style="list-style-type: none"> - Why did the knighting gale die? - Did the professor daughter accept to dance with the student? <p>Students answer in the zoom chat</p>	
3 Minutes	Development	Teachers tells a summary of the two stories.	
2 Minutes	Closure	<ul style="list-style-type: none"> - Teacher gives instructions for the next audiobook. 	Google classroom

Teachers' name	Macias Misshell				Date	December 20nd, 2021
					Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobook 3	
Objective	To get students work on story 3 independently To allow students to complete questionnaire 4					
Teaching aids, materials equipment	Internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.					
Timing	Stage	Procedure			Aids and materials	

15 minutes	Beginning	- Students access to google classroom on Assignment 4-story 3 and read it.	Google classroom.
10 minutes	Development	Students complete questionnaire 4.	Questionnaire 4: https://docs.google.com/forms/d/e/1FAIpQLSe6KfWPIwjCeBzS9ObbKT8FBCmC7TAhxZJfDO0l19ONpYyGw/viewform?usp=sf_link
5 minutes	Closure	- Teacher monitors that students work on the activity through google forms	Google classroom

Lesson 6

Teachers' name	Macias Misshell			Date	December 21st, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobook 4
Objective	To get students work on story 4 independently To allow students to complete questionnaire 5				
Teaching aids, materials equipment	Internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
15 minutes	Beginning	- Students access to google classroom on Assignment 5-story 4 and read it.		Google classroom.	

10 minutes	Development	Students complete questionnaire 5	
3 minutes	Closure	- Teacher monitors students work on the activity through google forms	Google classroom

Lesson 7

Teachers' name	Macias Misshell			Date	December 22nd, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	10 minutes	Topic	Feedback of story 3 and 4
Objective	To give feedback from stories 3 and 4.				
Teaching aids, materials equipment	Zoom Session, internet connection, google classroom, the selfish giant and the devoted friend book and audiobook,				
Timing	Stage	Procedure		Aids and materials	
5 minutes	Beginning	<ul style="list-style-type: none"> - Teacher gives instructions for a ordering activity. - Story 3 the selfish giant - Students write on the chat the correct order of numbers 		Canva slides https://www.canva.com/design/DAEgSFh25os/Mgl0Va5Mdu2cY3V9eCsbRg/edit	

3 minutes	Development	One student read the complete summary in order.	
2 minutes	Closure	- Teacher gives instructions for the next session	Google classroom

Lesson 8

Teachers' name	Macias Misshell			Date	December 22nd, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobook 5 part 1
Objective	To get students work on Audiobook five 5 independently To allow students to complete questionnaire 6				
Teaching aids, materials equipment	Internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
15 Minutes	Beginning	- Students access to google classroom on Assignment 6-story 5 part 1 and read it.		Google classroom.	

10 Minutes	Development	Students complete questionnaire 6.	Questionnaire 6: https://docs.google.com/forms/d/e/1FAIpQLSf9s65wwRCF63IAOkSHmGVGC8nzj87FWi7RT8TWKtSBDC8Dzg/viewform?usp=sf_link
5 Minutes	Closure	- Teacher monitors students work on the activity through google forms	Google classroom

Lesson 9

Teachers' name	Macias Misshell			Date	December 23rd, 2021
				Level	Seventh Semester B2
Students' number	29	Timing	30 minutes	Topic	Audiobooks 5 part 2
Objective	To get students work on story 5 part 2 independently To get students write an alternative ending to the story				
Teaching aids, materials equipment	Internet connection, google classroom, the happy prince book and audiobook, google forms questionnaire.				
Timing	Stage	Procedure		Aids and materials	
15 Minutes	Beginning	- Students access to google classroom on Assignment 7-story 5 part 2 and read it.		Google classroom.	

10 Minutes	Development	-Students write a comment on the assignment. What would be a good alternative ending for you.	
3 Minutes	Closure	- Teacher monitors that student work on the activity through google forms	Google classroom

Lesson 10

Teachers' name	Macias Misshell			Date	January 3rd, 2022
				Level	Seventh Semester B2
Students' number	29	Timing	40 minutes	Topic	Post-test
Objective	To assess students' reading comprehension level through a post-test based on CAE reading part 5 and 8.				
Teaching aids, materials equipment	Zoom Session, internet connection, Laptop, Google forms post-test.				
Timing	Stage	Procedure			Aids and materials
5 minutes	Beginning	-Greeting. -Instructions for the test. -Students get their cameras on.			
30 minutes	Development	-Teacher sends the link of the test through zoom chat. -Students complete the test.			Post-test google forms: https://docs.google.com/forms/d/e/1FAIpQLSf0Qp_sMb8TJsA9V6k7Ikzmt-eXT7DjyxFpYKj8i59RB_gu-

			g/viewform?usp=sf_link
5	Closure	-Questions about the results of the test	

Annex 3: Tests

Pre-test and post-test

Reading Comprehension Test

Preguntas Respuestas 30 Configuración Total de puntos: 16

Sección 1 de 3

Universidad Tecnica de Ambato

Reading Comprehension Test

Write your name and last name.
This test will last 25 minutes. Read each question carefully and choose the correct option.
There are 16 questions in total. Each question is equal to one mark.

Write your last name and name.

Texto de respuesta breve

Después de la sección 1 Ir a la siguiente sección

Sección 2 de 3

part 1

You are going to read the introduction to a book about the history of colour. For questions 1 - 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoesoteric pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do palaeontologists (who must study cave paintings without the aid of texts): by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgements and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks – in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

1. What problem regarding colour does the writer explain in the first paragraph? *

- A. Our view of colour is strongly affected by changing fashion.
- B. Analysis is complicated by the bewildering number of natural colours.
- C. Colours can have different associations in different parts of the world.
- D. Certain popular books have dismissed colour as insignificant.

2 What is the first reason the writer gives for the lack of academic work on the history of colour? *

- A There are problems of reliability associated with the artefacts available.
- B Historians have seen colour as being outside their field of expertise.
- C Colour has been rather looked down upon as a fit subject for academic study.
- D Very little documentation exists for historians to use.

3 The writer suggests that the priority when conducting historical research on colour is to *

- A ignore the interpretations of other modern day historians.
- B focus one's interest as far back as the prehistoric era.
- C find some way of organising the mass of available data.
- D relate pictures to information from other sources.



4 In the fourth paragraph, the writer says that the historian writing about colour should be careful *

- A not to analyse in an old-fashioned way.
- B when making basic distinctions between key ideas.
- C not to make unwise predictions.
- D when using certain terms and concepts



5 In the fifth paragraph, the writer says there needs to be further research done on *

- A the history of colour in relation to objects in the world around us.
- B the concerns he has raised in an earlier publication.
- C the many ways in which artists have used colour over the years
- D the relationship between artistic works and the history of colour.



6 An idea recurring in the text is that people who have studied colour have *

- A failed to keep up with scientific developments.
- B not understood its global significance.
- C found it difficult to be fully objective.
- D been muddled about their basic aims.



Part 2

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 6-15 choose from the consultants (A – E). The consultants may be chosen more than once.

Starting out on your career

Are you graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.

Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them: but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

Consultant C

Deciding how long you should stay in your first job is a tough call. Stay too long and future employers may question your drive and ambition. Of course, it depends where you are aiming. There can be advantages in moving sideways rather than up, if you want to gain real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.



7. Which consultant makes the following statement? Keep your final objective in mind when you are planning to change jobs. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

8. Which consultant makes the following statement? It takes time to become familiar with the characteristics of a company you have joined. *

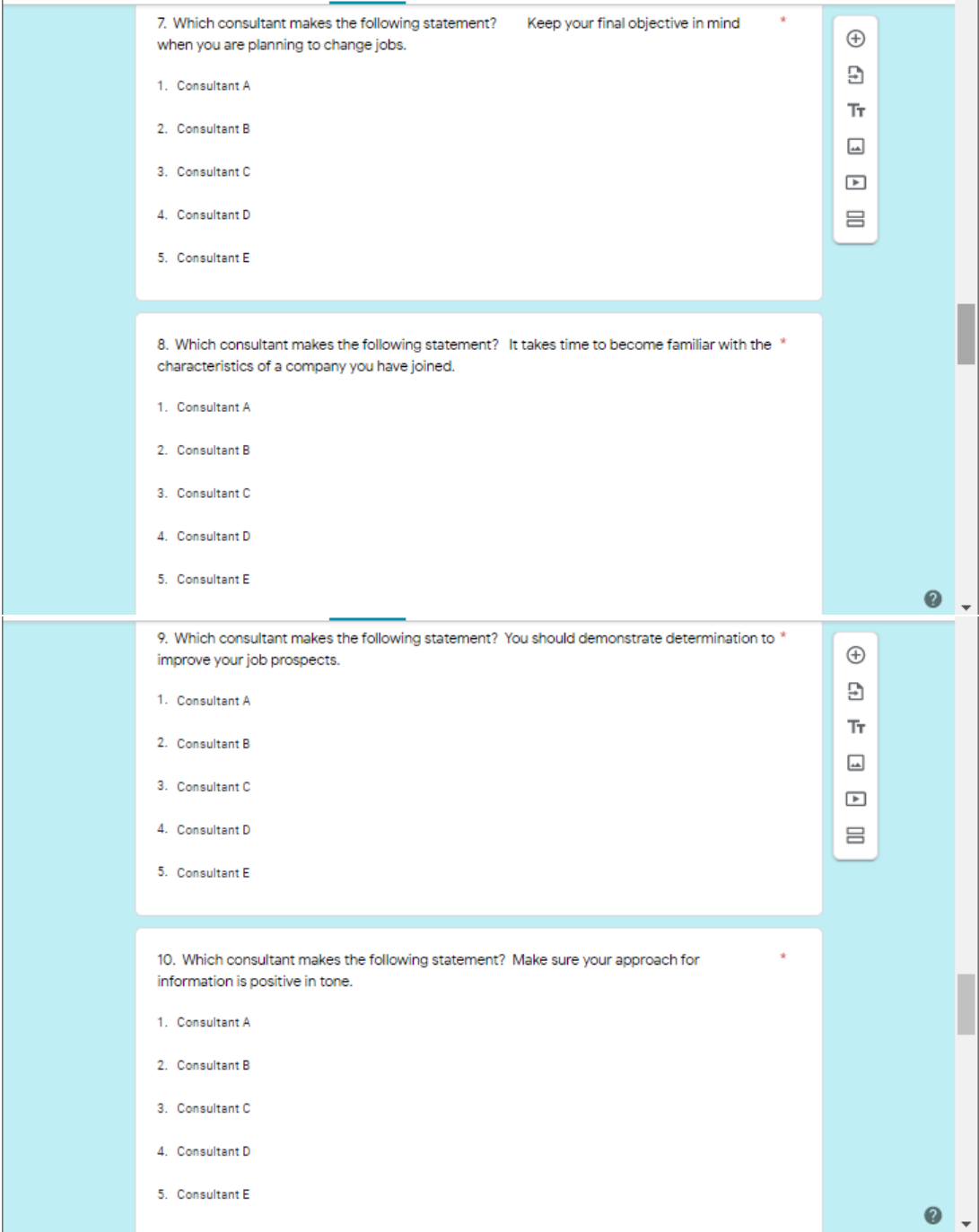
1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

9. Which consultant makes the following statement? You should demonstrate determination to improve your job prospects. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

10. Which consultant makes the following statement? Make sure your approach for information is positive in tone. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E



11. Which consultant makes the following statement? It is not certain that you will be given very much support in your job initially. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

12. Which consultant makes the following statement? Stay optimistic in spite of setbacks. *

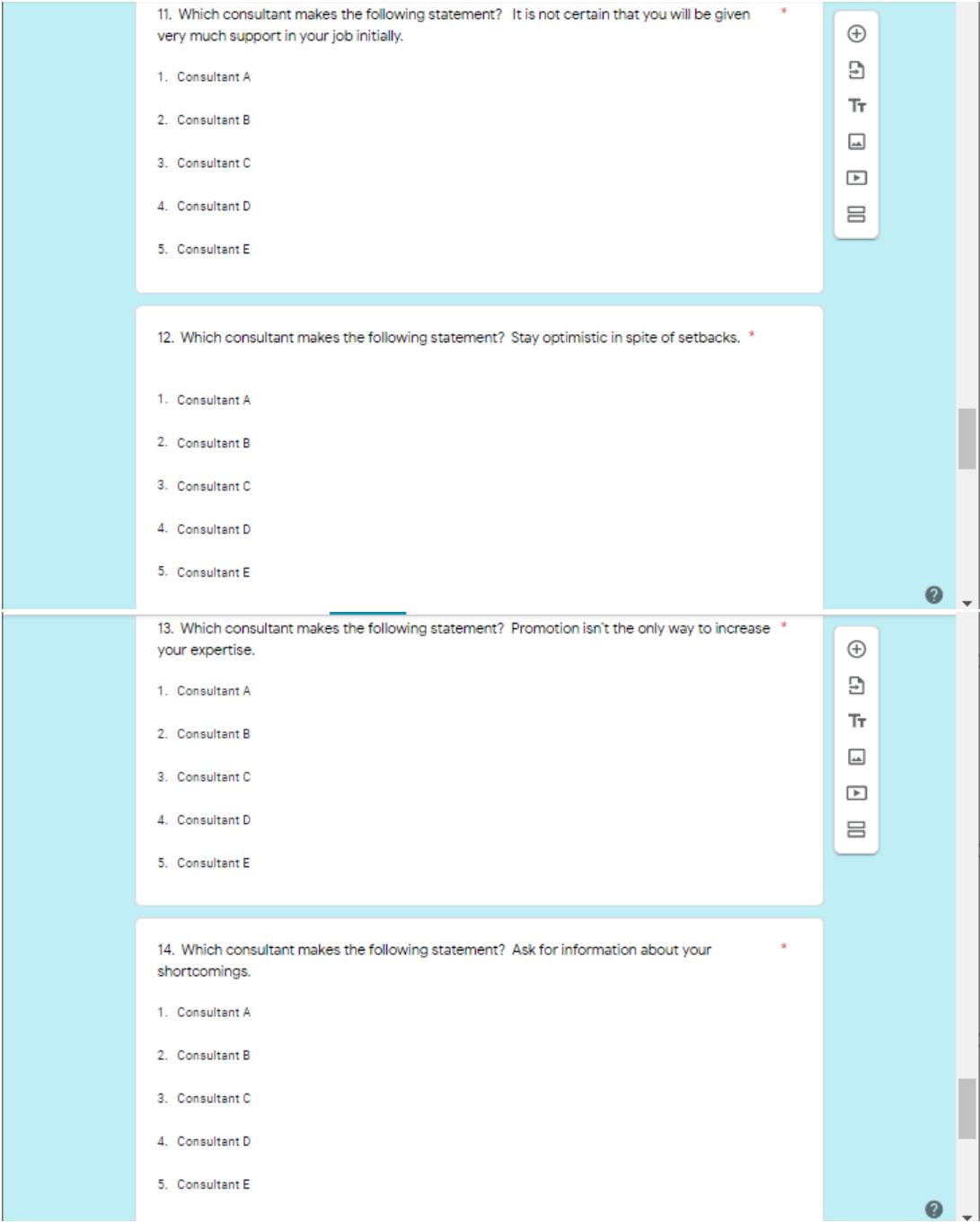
1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

13. Which consultant makes the following statement? Promotion isn't the only way to increase your expertise. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

14. Which consultant makes the following statement? Ask for information about your shortcomings. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

The image shows a digital quiz interface with a light blue background. It contains four multiple-choice questions, each with five options labeled 'Consultant A' through 'Consultant E'. The questions are numbered 11, 12, 13, and 14. To the right of the questions is a vertical toolbar with icons for adding, deleting, translating, zooming, and navigating. A question mark icon is visible at the bottom right of the interface.

15. Which consultant makes the following statement? Some information you are given may not give a complete picture. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

16. Which consultant makes the following statement? It will be some time before you start giving your employers their money's worth. *

1. Consultant A
2. Consultant B
3. Consultant C
4. Consultant D
5. Consultant E

The screenshot shows a Google Forms interface with a light blue background. On the right side, there is a vertical toolbar with icons for adding questions, deleting, undo, redo, and a help icon. The questions are numbered 15 and 16, and each has a red asterisk indicating it is required. The options for each question are numbered 1 through 5, corresponding to Consultant A through Consultant E.

Link to the test:

https://docs.google.com/forms/d/e/1FAIpQLSeNjNFkiyl_pvWb0IWgpLJmQvoZL7KCv-Pw9Zz70GmvKqmptA/viewform?usp=sf_link

Annex 4: Urkund Report

Annex 4: Urkund report



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