UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: **AUDIOBOOKS AND LISTENING SKILL.**

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Ximena Alexandra Calero Sánchez holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic:

"AUDIOBOOKS AND LISTENING SKILL" investigated by Miss Mónica Katherine Guachi Caiza with I.D No. 1850507888, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.
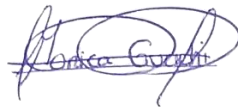
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DECLARATION PAGE

I Mónica Katherine Guachi Caiza declare this undergraduate dissertation entitled **"AUDIOBOOKS AND LISTENING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

…………………………………….
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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "AUDIOBOOKS AND LISTENING SKILL " which is held by Mónica Katherine Guachi Caiza undergraduate student from Carrera de Idiomas, academic period September 2023-February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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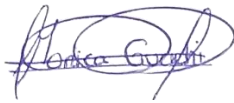
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DEDICATION

TO:

God for giving me the strength to face all the challenges and experiences that have helped shape me into a better person. I would also like to thank my parents for their unwavering support throughout my journey. In addition, I extend my heartfelt appreciation to my boyfriend for his unconditional support during both good and bad times, and to my small group of friends who have always been there for me. Finally, I would like to thank myself for never giving up until I achieved my goals.

Mónica.

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Mónica.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Audiobooks and Listening Skill"

AUTHOR: Mónica Katherine Guachi Caiza.

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ABSTRACT

The current study aimed to determine the impact of audiobooks on students' listening skill. A total of 68 university students (24 male and 44 female) freely participated in a descriptive, non-experimental investigation. The data was gathered with a survey of 27 questions based on the Likert scale and one open question. Additionally, the survey was validated with Cronbach's Alpha coefficient (0.867) and the judgment of experts. The research was founded on three research questions. Thus, the main findings indicate that the predominant format for audiobooks is online, and the popular genre is fantasy. Regarding listening materials, it was discovered that audiobooks are not listened to by many students despite their many advantages. Further, the listening materials most used by students are songs, videos, and academic lectures. When listening, students use and develop listening subskills and students demonstrated that they had developed most of them. Most learners exhibited proficiency in the subskill of listening for specific details, indicating a strong competence in their listening abilities. Additionally, all students use strategies when listening, and at this point, the most used strategy is imagining. However, it is impressive that pupils do not prefer to take notes when listening when many books and teachers suggest it. Additionally, the tendency of students not to ask a classmate or teacher for help was noted.

Keywords: audiobooks, audiobook formats, literary genres of audiobooks, listening skills, listening strategies, listening subskills.

UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

El presente estudio tuvo como objetivo determinar el impacto de los audiolibros en la habilidad auditiva de los estudiantes. Un total de 68 estudiantes universitarios (24 hombres y 44 mujeres) participaron libremente en una investigación descriptiva, no experimental. Los datos se recogieron mediante una encuesta de 27 preguntas basadas en la escala Likert y una pregunta abierta. Además, la encuesta fue validada con el coeficiente Alfa de Cronbach (0,867) y el criterio de expertos de la carrera. La investigación se basó en tres preguntas de investigación. Los resultados mostraron que el formato predominante de audiolibros es el en línea, principalmente debido a la facilidad de acceso a internet y la disponibilidad de bibliotecas virtuales. El género popular es fantasía debido al interés que genera en los estudiantes. En cuanto a los materiales de escucha, se descubrió que muchos estudiantes no escuchan los audiolibros a pesar de sus ventajas. Además, los materiales auditivos más utilizados por los estudiantes son canciones, vídeos y conferencias académicas. Al escuchar, los estudiantes utilizan y desarrollan destrezas de escucha y demostraron que habían desarrollado la mayoría de ellas. La mayoría de los estudiantes demostraron competencia en la subhabilidad de escuchar detalles específicos, lo que indica una gran competencia en sus habilidades de escucha. Además, todos los estudiantes utilizan estrategias al escuchar, y en este punto la estrategia más utilizada es la de imaginar. Sin embargo, llama la atención que los alumnos no prefieran tomar notas cuando escuchan, cuando en realidad muchos libros y profesores así lo sugieren. Además, se observó la tendencia de los estudiantes a no pedir ayuda a ningún compañero o profesor.

Palabras clave: audiolibros, formatos de audiolibros, géneros literarios de audiolibros, habilidad auditiva, estrategias de escucha, subhabilidades de escucha.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

       The information collected in this study came from several sources and databases such as Scielo, Academia, ResearchGate, Eric, Google Scholar, and Taylor and Francis. The information is mainly about the use of audiobooks and their application to listening skills.

       Aydin and Tunagür (2021) sought to investigate the impact of audiobook applications on the listening skills and attitudes of Turkish 6th-grade students. The research employed a listening achievement test centered on the audiobook titled "Waste Collector," featuring multiple-choice questions analyzed through item discrimination techniques. The study comprised an experimental group exposed to audiobooks and a control group following conventional instructional methods outlined in the curriculum. Both groups underwent the "Listening Achievement test," and the differences between the two were assessed using a t-test with a significance level of 0.05. The pretest results indicated minimal disparity between the two groups, suggesting a comparable baseline level of listening skills. However, the subsequent listening achievement posttest revealed substantial differences in performance, demonstrating that audiobooks positively influenced the listening skills of the experimental group. The application of audiobook technology elicited favorable feedback from students, fostering a heightened interest in listening activities and significantly enhancing their listening proficiency. Consequently, the study's outcomes underscored the efficacy of audiobook applications in improving listening skills and engendering a more positive attitude towards listening among students.

       In a study conducted by Çarkit (2020), the experiences of students with audiobooks were examined following an 11-week action plan involving an 8th-grade class consisting of 24 students. The study utilized the "Listening Attitude Scale" to assess the impact of audiobook applications on students' attitudes toward listening. Post-application, students expressed favorable opinions regarding audiobooks, highlighting their convenience as a significant advantage, as audiobooks can be accessed and enjoyed at any location and

time. Additionally, students found audiobooks beneficial for enhancing imagination, intonation, pronunciation, and stress in language use. However, one notable drawback of audiobooks was their limited ability to improve reading skills, leading the author to caution against their use in exams due to potential attention deficits in certain students. During the application period, students were exposed to various genres, including thought-themed, event-based, and poetry, which contributed to the overall interest and engagement of the students. Subsequent analysis indicated that audiobooks had a positive impact, provided that age-appropriate materials aligned with students' interests and essential for various student activities were employed. In conclusion, the study demonstrated that audiobooks can effectively improve listening skills by promoting mental engagement, enhancing attention and comprehension thresholds, and mitigating individual differences in comprehension abilities among students.

Mohamed (2018) directed an investigation to identify the efficacy of audiobooks in enhancing the listening comprehension skills of Saudi EFL preparatory students at Arar Branch, Kingdom of Saudi Arabia. The experimental group, comprising 44 students, underwent a 10-week treatment program with a focus on practicing listening and repeated listening, while an equivalent control group of 44 participants did not receive this treatment. A pre and post-test quasi-experimental design was employed. In addition, both groups initially completed a pre-listening Comprehension Test, and subsequently, a t-test was conducted to assess differences between their pre and post-test scores. The audiobooks used in the study, carefully selected by the researcher, contained short, enclosed stories extracted from the book "Half-Past Seven Stories 1992" by Robert Gordon Anderson. The interventions applied during the treatment included stages of pre-listening, while listening, and post-listening activities. The results, favoring the experimental group, revealed a significant difference in listening comprehension between the experimental and control groups. Consequently, the study concluded that the utilization of audiobooks contributed positively to the development of listening comprehension skills among the students.

Kartal and Simsek (2017) developed a study with the primary objective of assessing the efficacy of audiobooks in enhancing the listening comprehension skills of learners. Employing a mixed-methods approach, both quantitative and qualitative research

methods were employed to gather and analyze data. The General Listening Comprehension Skill Scale served as the primary instrument for evaluating the participants' listening comprehension levels, with Confirmatory Factor Analyses employed to establish the validity of the scale. Additionally, a six-question opinion survey was administered to collect qualitative data, which was subsequently subjected to content analysis. The research design featured two distinct groups: a control group that exclusively utilized printed versions of books and an experimental group that utilized both printed and audiobook versions over a period of 13 weeks. The selected audiobooks for the experimental group were "The Pearl" by John Steinbeck and "The Call of the Wild" by Jack London. The study involved 66 first-year students, aged 18 to 22, enrolled at a university in Turkey, who were divided into control and experimental groups. Ultimately, the comparative analysis revealed that the use of audiobooks led to improved listening comprehension, motivation, and pronunciation among the EFL (English as a Foreign Language) students.

Kim (2021) carried out a study which sought to investigate the impact of e-books and audiobooks on comprehension skills among a sample of 75 college students, aged 20 to 27, drawn from a university in Korea. The participants were selected through random sampling and distributed across three experimental groups. The experiment spanned a period of 5 weeks, utilizing an experimental research design. Both a pretest administered at the outset of the study and a posttest conducted at the study's conclusion were employed as assessment tools. The first experimental group engaged with passages presented solely in text format, the second group received the same passages exclusively in audio format, and the third group had access to passages in both audio and text formats. The findings of the study revealed that the group benefiting the most from the intervention was the E-audio book group, characterized by notably higher levels of listening comprehension. Furthermore, this group exhibited superior performance compared to the group exposed solely to audiobooks, suggesting that optimal reading comprehension outcomes may be achieved when students have access to materials in both audio and text formats, owing to the substantial assistance it provides.

Rahman and Hajar (2020) undertook a comprehensive investigation aimed at elucidating the impact of audiobooks on students' reading comprehension and their

interest in this medium. Employing a mixed-methods approach, combining quantitative and qualitative methodologies, this study featured a population of 60 eleventh-grade students selected randomly from SMU Negeri 2 Buru, with half assigned to an experimental group and the other half constituting a control group. Data collection entailed the administration of reading comprehension tests and questionnaires, serving as instruments to gauge reading skills. Quantitative data was subsequently subjected to analysis through paired and independent sample t-tests, while qualitative data underwent examination using an open-coding technique. The findings of this investigation revealed that the utilization of audiobooks yielded a notable increase in students' reading motivation and enhanced their comprehension abilities. The incorporation of audiobooks also facilitated productive discussions, critical analysis, and profound understanding, ultimately suggesting the viability of employing audiobooks as a beneficial instructional strategy in educational settings.

Al-Jarf (2021) elucidated the advantages of incorporating mobile audiobooks into listening instruction to enhance both listening comprehension and literary appreciation skills among English as a Foreign Language (EFL) learners. The study adopted an exploratory approach and enlisted participants from levels 1 to 4 of the English-Arabic program located in Riyadh, Saudi Arabia. To gather data, the researcher administered a needs assessment survey to the participating students and a separate questionnaire to a sample of instructors teaching Listening in the same courses. Additionally, mobile audiobooks were employed as a pedagogical tool during the study, with a structured instructional phase comprising pre-listening, while listening, and post-listening activities. Subsequently, a final examination with comprehension-based questions was administered to assess the impact of mobile audiobooks on listening comprehension. The survey results revealed that those students encountered difficulties in tasks such as identifying main ideas and supporting details, comprehending explicit and implicit ideas, among others. Notably, the students exhibited a positive attitude toward practicing listening skills with mobile audiobooks, signifying their potential as a valuable educational resource.

Faya-Ornia (2019) conducted a study with the aim of enhancing students' comprehension skills through the provision of phonetic concepts and transcription training. In the initial stage of the research, a series of in-situ training sessions were carried

out, focusing on the participants' phonetic and phonological knowledge. Subsequently, in the second stage, students engaged in independent learning, following a sequential process of reading, listening, and re-reading. This experimental research design study enlisted a total of 15 participants hailing from diverse academic disciplines, namely Nursing, Translation and Interpreting, and Early Childhood Education, from the Soria Campus of the University of Valladolid. To assess the participants' language proficiency, an initial and concluding administration of the Oxford Placement Test was conducted. Consequently, the study's findings suggest that the incorporation of phonetic concepts and audiobooks can yield positive outcomes in terms of sound recognition and listening comprehension skills. In conclusion, this research sheds light on the pedagogical benefits of integrating phonetic instruction and audiobooks to enhance language learners' listening proficiency.

Tusmagambet (2020) enquired into the impact of audiobook utilization on the enhancement of reading fluency. Employing a quantitative research approach along with a mixed-method design, the study consisted of an experimental group engaged in silent reading with audiobooks and a control group involved in silent reading without audiobooks, with both groups participating in 80-minute weekly sessions. The study population comprised twenty-eight EFL (English as a Foreign Language) students, aged 14 to 15, enrolled in the ninth grade within the K-11 educational system in Aktobe, Kazakhstan. Data collection involved the administration of a reading motivation questionnaire, a semi-structured interview, and the implementation of various measurement instruments, including paper-based assessments, a motivation questionnaire, and a comprehension test. Additionally, pre-test and post-test assessments were conducted using Pearson readers, followed by twelve 40-minute instructional sessions. Notably, the findings did not reveal substantial disparities between the two groups in terms of reading fluency improvement. However, qualitative analysis highlighted the positive influence of audiobook usage on motivation, indicating its potential benefit in this context.

Rusmanayanti (2021) conducted an inquiry into students' perceptions regarding the utilization of Audiobooks to diversify the available learning media. Employing a qualitative research approach with a descriptive design, the study adopted a qualitative

methodology to elucidate the underlying intricacies of the phenomenon under scrutiny. The study's participants consisted of a purposive sample comprising twenty students selected from the Faculty of Teacher Training and Education. The employment of open-ended questionnaires and interviews was deemed essential to yield comprehensive and nuanced insights. Additionally, a content analysis was employed to rigorously analyze the data. Ultimately, the study found that the incorporation of audiobooks into the learning process facilitated advancements in reading skills and listening proficiency, attributing this effect to the enhancement of language experiences during the reading process. It is noteworthy that a significant proportion of the students surveyed were unfamiliar with audiobooks, indicating potential avenues for increasing awareness and usage of this learning resource among the student population.

Previous research findings have indicated that the utilization of audiobooks as a means of enhancing students' listening proficiencies has yielded positive outcomes. The wide availability of audiobooks on diverse digital platforms has facilitated their integration into English as a Foreign Language (EFL) classrooms. Furthermore, a substantial portion of these investigations has focused on the cultivation and augmentation of listening abilities. Although the adoption of audiobooks in educational settings may not be prevalent, it nevertheless offers various advantages for children, encompassing the advancement of listening skills, the promotion of empathy and social interaction, and the expansion of knowledge. It is important to note that this information was relevant for the study as it covers everything related to the application of audiobooks in listening skills.

Theoretical foundation of the variables

Independent Variable

Educational technology

The field of Educational Technology has demonstrated remarkable evolution over the years. To embark upon an exploration of this domain, it is essential to commence with a foundational understanding of the concept of technology. The term "technology" finds its etymological roots in the Greek word "techne," signifying art or skill. In the philosophical discourse, Aristotle delineated "techne" as the systematic application of knowledge to facilitate intelligent human actions. This elucidation underscores that technology should not be confined solely to hardware or tangible devices; rather, it should be comprehended as a holistic system of practical knowledge, as expounded by Saettler (2004). This concept serves as a basis for understanding the multifaceted nature of Educational Technology, highlighting its dynamic and constantly evolving nature.

Edgar Dale, a trailblazing figure in the realm of educational technology, delineated this field as a systematic means of orchestrating and delivering instruction through the integration of a myriad of elements, encompassing individuals, methodologies, ideas, apparatus, and instructional materials (Lee & Reeves, 2007).

In alignment with this perspective, Shareef and Nithyanantham (2022) elucidated educational technology as an all-encompassing process intricately interwoven with people, cognitions, procedural workflows, technological infrastructure, and institutional structuring. Furthermore, the evolution of educational technology can be delineated across five distinct stages. In its nascent phase, the first stage, educational technology is chiefly characterized by the amalgamation of graphical aids, exemplars, specialized materials, and prototypes, effectively serving as a synonymous entity with audio-visual media. Transitioning to the second stage, it becomes intrinsically linked with the "electronic revolution," implicating a profound association with both software and hardware advancements. At the third level, educational technology became intertwined with the "communicative revolution," a pivotal era in which communication technologies assumed paramount importance in the educational environment. Subsequently, the fourth stage heralds a focus on educational processes, heralding the advent of programmed instruction

and programmed learning, which introduce novel dimensions to educational technology. Finally, the fifth stage is significantly influenced by the tenets of systems engineering and system methodologies, with an emphasis on program-based learning, multimedia technology, and the integration of computers into the educational landscape.

Saettler (2004) firmly asserts that educational technology should be viewed as a process rather than a static product. This perspective aligns with the historical evolution of educational technology, which traces its origins to the early technological traditions, marked by the systematic utilization of knowledge within instructional contexts. Indeed, the inception of educational technology can be traced back to epochs when tribal priests meticulously organized and systematized bodies of knowledge, and primitive societies devised means to record and disseminate specific forms of information. Building upon this historical backdrop, Januszewski and Molenda (2013) provide a contemporary definition of educational technology, characterizing it as the scholarly investigation and ethical application aimed at enhancing learning outcomes and performance through the judicious utilization of relevant technological processes and resources. Within this conceptual framework, technological resources assume a pivotal role, serving as tools intended for the empowerment of learners, thereby transforming the academic process into a genuinely beneficial endeavor for them.

Technology in the EFL classroom has become fundamental, and it is the teacher who decides how to use technology in class. The use of technology in the classroom not only requires teaching computer skills but also innovation that strengthens learning. Here educational technology is a primary entity. Furthermore, according to Asratie et al. (2023), educational technology has been identified as an effective solution to address the challenges faced by students in the field of education. Consequently, this enables students to access educational resources and engage in learning activities at their convenience, irrespective of the time of day. Notably, learning skills necessitates the utilization of various educational technologies, including but not limited to the Internet, podcasts, videos, and software applications.

Information and communication technology

Information and communication technology refers to the technologies that make access to information possible. It is similar to information technology but with a greater focus on communication technologies. UNESCO Institute for Statistics (2009), defined ICT as a scientific, technical and engineering discipline used in the management of information. Information and communication technologies have made significant changes to provide many opportunities to people in the educational community since they adapt the way of learning, teaching, society, and needs.

The roots of Information and Communication Technology (ICT) can be traced back to significant milestones in the history of communication technology. The inception of ICT can be associated with the early 19th century when the telegraph was invented, enabling long-distance communication through the utilization of Morse code. Subsequently, in 1876, Alexander Graham Bell's invention of the telephone marked a pivotal moment in communication technology, revolutionizing traditional communication methods by introducing voice communication across vast distances (Mindell, 1998).

Shortly thereafter, the experiments conducted by Guglielmo Marconi paved the way for wireless communication, leading to the emergence of radio communication at the close of the 19th century, which would later become a mass communication medium (Raboy, 2016). The 1960s witnessed a significant advancement with the invention of the computer, fundamentally altering global information accessibility (Isaacson, 2014). The ensuing decade, spanning from 1970 to 1980, witnessed a surge in computing power with the introduction of personal computers (Burgess, 2012).

By 1980, the advent of the first cellular phone lines made communication more portable (Saylor, 2013). In 1989, Tim Berners-Lee introduced the World Wide Web, revolutionizing the creation of web-based services (Berners-Lee, 1999). The early 21st century witnessed a proliferation of ICT driven by advancements in telecommunications technology, software development, and hardware innovation (Brynjolfsson & McAfee, 2014). Consequently, individuals gained the ability to access cloud-based and big data, enabling the storage of vast quantities of information (Mayer-Schönberger & Cukier,

2013). More recently, the evolution of ICT has been further propelled by advancements in artificial intelligence and the integration of smart devices (Negnevitsky, 2005).

There is no single precursor to information and communication technologies (ICT), but it began a long time ago with innovations that served as the basis for what it is today. According to the United Nations Development Program (2009), Information and Communication Technology has to do with the technologies used for the communication of information, this includes telecommunications, computing, and broadcasting. That is why ICT can provide more scenarios to have more opportunities for quality education in developing places and in this way overcome current obstacles such as lack of connectivity, devices, and even qualified teachers (Zukang, 2009).

Rahimi and Yadollahi (2011) recognizes that the use of ICT began with the use of computers because language teachers have been pioneers in the use of innovative tools in their classes. In English as a foreign language teachers use ICTs mainly to teach language skills, and vocabulary, among others. Furthermore, Nagy (2023) expresses that the educational field has been influenced by the integration of revolutionary technology and ICT has increased its role significantly in the EFL context. Without a doubt, the pandemic in 2020 had a great influence on the change in education because with ICTs it became easier and generated interest around the world.

Digital learning resources

There is no specific reference to who coined the term "digital learning resources", it is a contemporary educational concept that emerged due to the integration of digital technology in educational and learning environments.

In the past, teaching resources such as wooden paddles were used for memorizing verses. In 1870, the technology evolved into a primitive projector that projected images from a glass plate. Between 1890 and 1900 the blackboard and pencil appeared, which meant a great advance in learning resources. By 1920, radio meant something completely new as students could listen to classes at any range. Sometime later, between 1930 and 1950, the overhead projector, pen, and headphones appeared (The Skinner Teaching

Machine, n.d.). A new method of instruction was possible thanks to the appearance of video tapes in 1951 as the use of "instructive projection devices" was promoted (López, 2013).

At the end of the 20th century and the beginning of the 21st century, there was widespread adoption of computers and the Internet ready to transform several aspects of society in general, including education. Nowadays, with the emergence of digital technology, the materials and tools used in educational environments have begun to become digitalized and more accessible. Therefore, emerging technology refers to tools, concepts, innovations, and advances since technology includes software, tools, and concepts (Veletsianos, 2016).

Digital technologies have demonstrated their impact on the educational system. COVID-19 institutionalized the application of digital technologies in education.

Hazaymeh (2021) states that using digital technology during the pandemic showed that students were familiar with its use, facilitating learning. Dhawan (2020) also emphasizes that without the pandemic, education would not have taken another step-in digitalization, even free online courses were offered. Nugroho and Atmojo (2020) add that learning English with digital technologies promoted the effectiveness of language learning and linguistic production. However, Tanjung and Utomo (2021) highlights disadvantages such as high demand for internet packages, lack of feedback, and inconsistency in schedules which led to demotivation. Despite this, Fuentes and Flórez (2020) consider that unlimited access to information motivates students, but students feel unmotivated due to isolation and distractions at home. According to Gonzales et al. (2022), the resources that have gained popularity are online labs, sites, editing tools, and others. Moreover, technology integration brought incredible advantages to the EFL class such as collaborative tools. Finally, it is said that traditional instruction does not provide immediate and participatory learning, unlike the tools and technologies of digital learning, so a heavy book and pencil do not capture the attention of students like digital resources (Haleen et al., 2022).

Digital learning resources are implemented and used in various ways for the convenience of the learners. In traditional classrooms, these resources are a complement, unlike virtual learning where they are the "content". Additionally, digital learning resources are available online including online courses (structured learning experiences), e-books and digital textbooks (digital versions of books), interactive simulations (explore concepts and scenarios), video conferencing, and tutorials, (teacher videos on a given topic), podcasts, webinars, virtual workshops, open educational resources (free teaching and learning materials), online quizzes and assessment tools, educational applications, learning management systems, educational websites, social networks and communities online, augmented reality, and virtual reality, digital libraries, and adaptive learning powered by AI (Díaz, 2021).

Academic practice with digital tools outside and inside the EFL classroom is related to the new generations born in the digital era. In addition, they serve as a great learning tool because the language is practiced in a real atmosphere. It should be noted that the teacher is exposed to several digital tools, which can be personalized. On the other hand, students improve their performance both in the acquisition of vocabulary and in the development of language skills (Akyuz and Yavuz, 2015).

Listening materials

Listening material refers to the resources or materials used to improve one's listening skills. These materials can be categorized based on content, complexity, theme, and quality. There are many reasons to use listening materials in an EFL (English as a Foreign Language) class, such as being good for discussions, having interesting content, being easy to use, integrating skills, and often featuring authentic material (Kadagidze, 2006). Additionally, according to Spratt et al. (2011), some listening texts are authentic material, while others adapted to learners are called graded readers.

Audio materials play an essential role in developing listening skills. When the appropriate materials and audiovisual resources are used, they can also boost a student's motivation to learn. Technology has greatly assisted the learning process, from analog audio processed through analog devices like cassettes or vinyl records to internet-based

media. However, since the pandemic began, the use of online resources for learning has increased. Susilowati (2020) explains that web resources like ELLO, Passport to English, VOA Learning English, BBC Learning English, and ZAPP English are now frequently used for teaching English as a foreign language.

Audio materials can be found in different formats with immense ease of accessibility for any student or teacher. Some of these materials are focused on listening, others combine listening with speaking, and others on different language skills. Furthermore, these materials are easy to integrate into the curriculum depending on the level of the students. Nemtchinova (2020) mentions that among the most popular audio materials accepted by teachers are:

- Songs: A song is a valuable teaching tool in teaching English as a foreign language since most of the time students prefer to listen to music in the language classroom. Music positively influences students' motivation as it increases interest and listening ability. In addition, the songs provide practice not only in listening skills but also in speaking and vocabulary inside and outside the classroom. Music is an aid to memory, which contributes to the acquisition of a second language. Moreover, this type of musical medium that aids second language acquisition should be considered an important role in the curriculum (Medina, 19990).

- Audiobooks: An audiobook, also known as a talking book, is a writing storage device that includes an implicit audio dimension. Have and Pedersen (2015) defined audiobooks as sound recordings of books usually performed by a narrator, the author, or synthetic voices. In other words, audiobooks are electronic formats that instead of being read are listened to. With audiobooks, literature became accessible for people with vision problems, however, several studies demonstrate its application in the foreign language classroom as it allows improving the language skills.

- Radio: A radio, radio program, or radio show is a segment of content on topics broadcast on the radio (e.g., Voice of America program, BBC radio, Spotlight Radio). These can have a single production or be repeated periodically. Radio can be a suitable medium that offers authentic content in the EFL classroom if exploited correctly. To provide an idea,

students acquire language better when it has interesting content and without a doubt, the radio provides that. Most of all, radio provides natural exposure to native speakers on an immense list of aspects which makes it useful for content-based foreign language teaching (Bedjou, 2006).

- Listening websites for ESOL: A website is a set of interconnected web pages hosted on a server that refers to a common topic in this case, for educational purposes (e.g., BBC Six Minute English, The English Listening Lounge, Randall's ESL Cyber Listening Lab, English Language Listening Online, Daily ESL, and Focus on English). With the development of educational technology, the role of websites for ESOL has increased. Since the English language is the most popular in the world, there has been an increase in English websites, so it is common to find them. On the other hand, there are an infinite number of websites but not all of them are well organized and methodologically established, so it is suggested to use Web 2.0, which offers advantages for the education of a foreign language (Kır and Kayak, 2013).

- Video: Video is a technology for recording, processing, and transmitting images that represent moving scenes. Teachers currently know the importance of using audiovisual tools in English class since they provide facilities in the teaching-learning process in addition to the interest and significance it has for students. The videos provide authentic input since the most used in the classroom are realia (e.g., commercials, documentaries, films, shows, TV programs, and songs). Furthermore, when a teacher presents videos in class, students are expected to acquire information and emotional attitudes about the material. It should be noted that the use of this material undoubtedly helps to improve skills since it keeps them immersed in the language and is valuable in the EFL class (Bajrami and Ismaili, 2016).

- Podcasts: A podcast is a broadcast or multimedia file, especially audio, that consists of a series of episodes recorded in audio, transmitted online, and is currently very popular. This digital recording is an important tool used for the development of the English language specifically for listening skills. The podcast is considered an innovation for the development of expression and especially listening skills such as recognizing new

vocabulary, memorizing sounds, or nourishing oneself with knowledge (e.g., OhMyNews, ESL Podcast, and Breaking News English, Podcasts from British Council). As learning material, podcasts can be authentic content, that is, content not designed for educational purposes (on topics of sports, entertainment, and others). On the other hand, podcasts can be designed specifically for learning, levels, and audience. The use of podcasts in the EFL class is not defined as a pedagogical approach, however, it allows for altering teaching approaches (Indahsari, 2020).

- Academic Lectures: It is a logically structured oral presentation guided by researchers (not always academics) to teach, discuss, and present to people on a given topic. These are commonly used to transmit critical, scientific, philosophical, or literary information. Additionally, lectures are used for Content-Based instruction environments where knowledge is much more important than linguistics or communication skills. It should be noted that one of their advantages is that it makes learning easier and generates learning on various topics. In this era of globalization, universities have encouraged using lectures found online with easy access (e.g., iTunes University, Academic Earth, TED Talks, Coursera, and MIT Open Courseware) (Neely and Cortes, 2011).

Audiobooks

Have and Pedersen (2020), state that an audiobook is an electronic book format that, instead of being read normally, is listened to. In fact, literature first appeared in the form of audiobooks before e-books. Additionally, audiobooks are seen as a byproduct of print. Audiobooks provide help to readers who for multiple reasons cannot read and provide unique interaction possibilities, that is, people can do multiple things at the same time such as exercising, cooking, cleaning, traveling, etc. while listening to an audiobook.

According to Have and Pedersen (2015), an audiobook is a sound recording of a book that is made either by a professional narrator, the author, or sometimes by synthetic voices, so it is related to the printed text. Furthermore, he mentioned that most people do not use it as an educational aid and that fiction is the most popular of its genres.

Rubery (2011) defined an audiobook as any recording of spoken words from books. This had its beginnings with recorded literature since the invention of the phonograph by Thomas Edison in 1877, which allowed the reproduction and recording of the human voice. It is emphasized that audiobooks in their beginnings were recorded books for the blind, which later became known as "reading by ear".

Audiobooks are equivalent to books concerning their content but not their format. In addition, audiobooks have their origins in ancient times where stories were shared orally, from generation to generation. Therefore, it is said that the first literature was listened to but not read. This peculiar feature explains why audiobooks as an innovative format share thing in common with traditional oral literature (Alcantud-Díaz & Gregori-Signes, 2014).

Audiobooks or recording books are useful tools that can be used in the EFL classroom to teach basic language skills. These are important as they allow students to not only read with their eyes but also with their ears and with great ease. Audiobooks, in addition to being used academically, serve as technological aids (reading and listening comprehension, critical thinking, and pronunciation). They can even be used at primary, intermediate, secondary, and even university levels of education (Chafai, 2019).

The Formats of the Audiobook

Audiobooks, being recordings of book content, have been saved in various formats that differ in the way they are stored, the production capacity, and the way of use of the mentioned file. The various format types also differ in audio compression. Technologically, the audiobook has nothing in common with a physical book, in fact, it has more similarities with Elleström (2021) music formats.

Cassette tape format

It all started in 1877 with the invention of the phonograph thanks to Edison. By the 1970s, cassette tape was the main store of audiobooks due to the existence of cassette recorders and decks in cars, which is why the term "audiobook" began to be more popular.

The cassette tape was developed by the Philips company in 1963 but became popular in the 1970s, which revolutionized the audiobook industry. Thanks to the cassette tape format, the distribution of audiobooks was facilitated, which made more and more people access them. Another benefit was that publishers began playing titles specifically for cassette tapes as travelers used them on the dashboards of their cars. Audiobooks on cassette tapes are now legacy content thanks to their extensive content libraries (Maughan, 2022).

CD format

On the other hand, the CD (compact disc) also played an important role in the popularity of audiobooks as it meant advances in the industry. Cassette tapes were replaced by CDs in the 2000s because the quality and durability made them preferred. In addition, it allowed them to be available in publishers and libraries, in fact, they could be borrowed. Currently, only a few car models have built-in CD players (Landgraf, 2023).

MP3 CD format

An MP3 CD is a compact disc that has data that can be easily copied, unlike an audio CD that has no files, and to copy it, you must convert it to another format. This one also has a lot of meaning for audiobook accessibility. Mp3 compression facilitated the efficient compression of audiobooks, allowing high-quality audio to be shared, small in size, and easy to store. Additionally, many audiobooks could be included on a single disc. Another point in favor of MP3 CDs is that they can be played on various devices with MP3 playback without the need for specialized equipment. This is also a support since it facilitates the transition from the physical to the digital such as phones, tablets, or others, and the ease of acquiring them in stores or libraries (Crawford, 2001).

Downloadable format

These are audiobooks with digital audio that must be downloaded from the Internet to play on other devices such as computers, cell phones, and other players. In fact, there are downloadable formats such as MP3 that offer quality and a small file size, which

makes it easy to download. This is why most audiobooks come in this format. On the other hand, the MB4 format is designed entirely for audiobooks and is used in Apple Books. The AAC format is also used for audiobooks at Apple and offers high compression compatible with Apple software. Finally, the WMA format is the least common but compatible with Windows devices and applications (Kumar & Goyal, 2014).

Online

Peterson (2010) suggests that ICT and online resources significantly develop and improve language skills, in particular listening skills. Additionally, while listening to digital audio there is the possibility of pausing and going back in case of misunderstanding. This is why accessibility to authentic websites for EFL/ESL learners is easy. It should be noted that online audio has a wide variety of topics, genres, accents, and even levels for the interest of each student. However, Baron (2015) expresses that the use of online devices is a great challenge because activities are interrupted by certain distractions from the digital medium. Lo and Chan (2008) denote that online audiobooks are growing because they could attract young users. The current generation of students has no problems accessing online audiobook content; however, these materials are not oriented at the primary school level.

According to Sekścińska and Olszańska (2018), audiobooks play an important role in English language learning and literacy. Audiobooks also promote vocabulary growth and reading comprehension through exposure to words and phrases in context. Furthermore, they provide accessibility to people with various learning needs, such as those with reading difficulties or who are visually impaired. Audiobooks stimulate multiple senses, which helps with language comprehension and memory retention. There are different online websites where you can find audiobooks:

- Openculture.com: This provides educational-cultural means. In addition, you can access completely free courses, audiobooks and language lessons.

- Audible: It is a popular podcast and audiobook service that allows you to purchase and stream audiobooks and other content.

- Digitalbook.io: It has more than 100,000 free audiobooks and multilingual e-books that are easy to download from your cell phone, computer or eReader.

- *LearnOutLoud*: It has an extensive network of free educational audio and video downloads as well as audiobooks.

- Audiobooks.com: It is a paid service, but you can get 3 audiobooks for free.

- LibriVox: This is a pioneer in the recording of free audiobooks with the help of volunteers, which is why the accent and voice are changing.

- Lit2Go: This includes a wide variety of audiobooks of all literary genres from the Florida Institutional Technology Center.

- BBC sounds: It is a website, application and even has a radio program with podcasts and audiobooks with the collaboration of actors from the United Kingdom.

- Spotify: It is a music platform that also has professional, high-quality audiobooks and podcasts of your choice.

- All You Can Books: It is a paid service; however, it offers 30 days free so you can explore among the more than 40,000 audiobooks it has.

- Scribl: It has a variety of books to download for free and certain books by independent authors.

- Free Classic Audiobooks: It has classic audiobooks in MP3 and M4B formats.

- Sync: It provides audiobooks for teens with a theme each week.

- World Book Day: It offers professional recordings for children and teenagers.

- RBDigital: It is similar to OverDrive in that it allows you to access several books of accredited professional-level titles.

Literary Genres of Audiobooks

Audiobooks, being recordings of books, belong to a literary genre. Literary genres have evolved significantly over the centuries. That is why not all literary genres appeared together since all this depended on the social, cultural, and artistic contexts. A literary genre is a category, style, or tone in which your writings develop. Depending on the genre, the reader can infer the plot, characters, and setting. I mean, a genre establishes certain rules for a particular group of literacy texts and these rules govern not only the subject matter (Lönnroth, 1975).

According to Kim et al. (2017), the literary genre is a classification or category used to group literary works that have similar characteristics such as style, content, theme, structure, form, and emotional arcs, for example, lyrical genre, narrative genre and dramatic genre. Furthermore, these are characterized into subgenres presented below. It should be noted that in the case of audiobooks, all of them belong to the narrative genre since they are texts written/listened to in prose. Likewise, Van (2019) argues that audiobooks about action, adventure, horror, romance, or horror can encourage students to familiarize themselves with audiobooks, making them an inspiring tool to increase exposure to English. Here are some examples:

- Adventure: It has to do with that which opposes routine, which is why it expresses the protagonist's ability to face risks. Adventure novels are a literary genre that narrates the characters' journeys in search of something interesting or novel, here the actions of the plot stand out above the characterization of the characters. Some examples of adventure audiobooks are Robinson Crusoe and The Cursed Diamond (Green, 1991).

- Fantasy: These are stories about natural phenomena, magic, and non-existent creatures. This is the genre that is characterized by the presence of elements that break with established reality, that is, using magic, paranormal phenomena, non-existent creatures, and mythological aspects in its world and plot. It can be said that this period of fantasy began with Tolkien in 1954 with "The Lord of the Rings" and "Chronicles of Narnia" by C.S. Lewis in 1950 (Swinfen, 2019).

- Horror: This genre aims to scare and terrify readers with its disturbing atmosphere and supernatural factors. In addition, this is characterized by the disturbing atmosphere and bringing out emotions of fear associated with them. This type of literature is characterized by explicitly expressing and describing scenes of extreme violence that provoke in the reader/listener a feeling of repudiation for the unjust acts and extreme violence. For example, Misery by Stephen King (Colavito, 2007).

- Mystery: is focused on the investigation of crimes that can include suspense where the solution is not always logical. It is characterized by the crime already committed, where the protagonist tries to discover the culprit. The mystery is known as the most logical genre since it provokes analysis, and the entire plot is discovered through the protagonist. For example, the Sherlock Holmes novels (Spiegel et al., 2018).

- Romance: has to do with stories of love and heartbreak. In this case, the novels revolve around emotions and feelings. For example, "The Sorrows of Young Werther" by Johann Wolfgang von Goethe. This was a great example for romantic writers of the time (Whetter, 2017).

- Science fiction: places the action in imaginary space-time coordinates about possible scientific advances. This is a fictional text of a narrative nature that is based on the projection of advances in science and technology, where referring to the future is the ideal way to do it since the advances could become a reality. This term, science fiction, became popular in 1926 by an American magazine called Scientifiction by Hugo Gernsback who published stories by Verne, Poe, and others. However, it is believed that it appeared in 1818 when Mary Shelley wrote Frankenstein. Science fiction can be involved in topics such as scientific advances, trips to other planets, and topics related to the fears of the time (Rieder, 2017).

- Tragedy: It is the opposite of comedy since it involves a tragic ending or fatal destiny. It appeared in ancient Greece and focused on the theme of pain and human death, sometime later it reappeared in the West with authors such as Shakespeare, Miller, or Garcia Lorca. Being a subgenre of the dramatic genre, it is characterized by regrettable, tragic, or

unfortunate events. Here the protagonists are involved in conflicts that end in very bad and tragic endings (Steiner, 2004).

Advantages of Audiobooks

Audiobooks are a helpful resource for students learning English as a foreign language. They provide alternative ways to learn beyond reading text. Audiobooks offer several benefits for learners.

Audiobooks improve the fluency of EFL learners, which generally improves students' fluency when it comes to speaking in a conversation (Ayunda, 2013). The use of audiobooks, by providing sounds of written language, gives access to fluid reading, appropriate phrasing, and articulation and, above all, is key to developing the habit of reading (Serafini, 2004). Also, students can find countless unknown words that can be understood through the context in which the word is presented. Students can also learn without the process of decoding letters, sounds, and understanding composition (Johnsons, 2003). Additionally, *a*udiobooks keep the student interested in the world of literature as a fundamental part of learning since they are known to be a great literacy tool (Wagar, 2016).

In addition to strengthening interpretation, improving listening comprehension helps students understand and intone words correctly. Another advantage is the development of critical thinking or the ability to analyze information, students develop this ability as soon as they are involved in doubt, so it increases their desire to search for and analyze information. Besides, Serafini (2004), students are likely to acquire new vocabulary due to their exposure to a wide range of information. One of the benefits of audiobooks is the comfort of downloading them from any website and listening to them anywhere (Kartal & Simsek, 2017). According to Taghinezhad and Shahab (2021), exposing students to a diverse range of accents enhances their pronunciation, recognition, and production abilities.

Ibrahim (2020) suggests that audiobooks can be effective in the EFL classroom as long as the techniques align with the learning objectives. In that case, the students showed a gradual improvement in critical listening skills. It is more than necessary to understand

that the lack of vocabulary knowledge in students generates incomprehensibility in listening, so the vocabulary must be previously taught. Finally, the author mentions that audiobooks improve critical listening and better results using collaborative and attractive activities. In addition, the audiobook provides attractive experiences for language development and allows the expansion of knowledge and mind.

Literature gatherings have highlighted the significance of integrating technology in the EFL classroom as it grabs the students' attention and facilitates access to information. English as a foreign language has been the most widely implemented field that has benefited from the use of ICT in learning. The use of digital resources and ICT has increased since the pandemic, providing much-needed assistance to students and teachers. Various listening materials are currently being used, such as songs, radio programs, listening websites, videos, podcasts, academic lectures, and audiobooks. Audiobooks, in particular, are dynamic, multisensory components of educational technology that enhance the learning experience. Therefore, they can be aligned with modern strategies, providing learners with multiple advantages.

Dependent Variable

Language learning

Language can be seen as a social phenomenon due to the relevance it has to the environment and for the same reason it is always in constant change and growth. Sapir (1921) defined language as a pure, human, and non-instinctive method of communicating desires, ideas, thoughts, and emotions using a system of symbols that people voluntarily produce. These symbols are mainly auditory since they are produced by the speech organs that, together with instinctive and motor expressions, give way to linguistic expression.

Pei and Gaynor (1954) defined language as a system of communication through sounds produced by the organs of speech and received by the organs of hearing between people of the same group who use the same symbols with arbitrary and conventional meanings. On the other hand, language is seen as a structured communication system of sounds in large units such as morphemes, words, sentences, statements, and others

(Richard et al., 1985). Bussmann (1996) expresses that language also acts as a vehicle to express and exchange thoughts and all types of information, in addition to being used for the transmission of experiences and knowledge. It is based on cognitive processes, and social factors and is subject to historical changes and developments.

According to Cook (2016), learning a language comes from the outside, that is, with interaction with others and correction, and not from inside the mind. Bloomfield had an early idea of this in 1933 when he pointed out that an essential part of language learning is the association of words with things. Furthermore, carrying out tasks related to everyday situations using the language allows the student to know the usefulness of the language, which prepares them for future use.

Language learning is the process by which people acquire the skills and knowledge necessary to understand, read, listen, speak, and write. That is, learning a language requires both cognitive and communicative skills to interact. Furthermore, language learning is a conscious process, in other words, it is the result of a formal learning process (Kramina, 1999). Robbins (2007) adds that language learning is a crucial part of language.

In language learning, strategies facilitate this process for the acquisition of skills. Because of that, the objectives are influenced by educational strategies. Likewise, each student is free to decide which strategy best suits them and focuses on their learning style (types of intelligence) to increase the possibilities of understanding and learning (Cohen, 2014).

There are language functions that are divided into macro and micro functions. In 2003, Finch unveiled seven micro functions of language: physiological (releasing physical energy), phatic (expressing sociability), recording (providing record), identifying (classifying and identifying), reasoning (reasoning), communicating (communicating ideas), and pleasure (giving delight) (Ghavamnia & Eslami-Rasekh, 2013). Halliday also postulated three main systems. The ideational system contains subparts such as experience and logic, the interpersonal, and the textual system (Fries, 2001).

English Language Learning

English is known as the lingua franca since it is the most used language in the world for diplomacy, commerce, entertainment, and all types of publications. In addition, English extends to fields such as science, technology, education, tourism, business, transportation, and even medicine. There is no doubt that English is firmly the global language, so avoiding mastering the English language means a big problem. This is why English is an essential tool for those who prefer to work or study abroad. (Rao, 2019).

The English language, being an Indo-European language, is part of the Germanic languages. It is necessary to emphasize that English is a Romance language when it comes to academic language, just like Spanish and Romanian (Lems et al., 2009). Modern English is considered the lingua franca of the world thanks to its wide variety, which includes computer coding, international business, and higher education. English has its origins in England and is now the language of countries such as the United States, Canada, the United Kingdom, and nations of the Caribbean Sea and Pacific Ocean. The mother language, Proto-Indo-European, existed 5,000 years ago in southeastern Europe. Germanic was derived from this mother language and was divided into the eastern group, the northern group, and the western group to which English belongs. Over the years, English words have been simplified from Sanskrit, Latin, Greek, German, and Russian (Potter & Crystal, 2023).

Since learning the English language is not simple, the teacher's help to students is necessary to challenge the difficulties that this process brings. Furthermore, an important point to consider for this teaching-learning process to be pleasant is the level of interest that the class has as well as the change in routine, interaction patterns (avoiding the traditional pattern where the teacher talks for hours), and various resources. It is time to stop thinking that the book is the only resource to learn (Saafin, 2019).

The beginning of language experience can determine the ability to learn a language. Krashen and Seliger (1975) point out that language learning can be modified through language presentations and error corrections which are a type of pedagogical aid. Pedagogical help is an educational instance that allows students to enhance and strengthen

real knowledge, which gives the student the opportunity to use the language for various needs.

Krashen (1981) mentions that in the past, students and teachers needed to share common spaces for learning to occur. However, Kukulska-Hulme (2006) adds that today, thanks to the integration of technology in education, there are new learning scenarios, even outside the classroom, so it is no longer totally essential to study with the help of a teacher. It is worth noting that English language learning has now become more autonomous, and students are improving their skills with the help of websites.

English as a Foreign Language (EFL) in simple words, refers to the learning and use of the English language in a country that does not speak English and where English is not the primary language. This is why Nagy (2023) mentions that English as a foreign language is included in the curriculum of all countries since it is a special aspect of the educational system to develop language proficiency in learners. The author also mentions that when teaching English to young students it is more than necessary to understand the difference between acquisition and learning. Acquisition refers to the process of having the language unconsciously and naturally while learning refers to having the language consciously. Muntzel (1995) states that language learning requires conscious knowledge of the rules and requires effort to learn and gain access to communication. On the other hand, he also expresses that the acquisition is spontaneous from the use of the language in natural contexts. Additionally, Cronquist and Fiszbein (2017) add that learning the English language is an important issue in Latin America due to the growing competitiveness between countries, gaps arise that are major obstacles such as mastery of the English language and its skills.

Learning the English language requires the use of certain strategies. According to Oxford (2002), these strategies are mental actions that aid in regulating the process of language learning. There are various types of strategies, such as direct strategies that help in recreating mental links between images, sounds, and actions. Additionally, there are cognitive strategies that include practice, receiving, analyzing, and creating. Compensation strategies are used to overcome limitations when speaking and writing,

while indirect strategies are metacognitive strategies that include organizing, planning, and evaluating. Affective strategies deal with emotions, while social strategies involve cooperation and emphasis.

English Language Skills

Linguistic skills are those abilities that allow to express ideas, thoughts, emotions, and others that make communication possible. Crystal (2001) settles that language skills are the abilities to use language effectively according to the function of the language used, which may be: exchanging information, communicating ideas, or appreciating literary works. Spada and Lightbown (2021) state that language skills refer to the ability to produce, understand, and manipulate sounds and texts of spoken or written language as well as other skills for comprehension and communication. Jeremy Harmer, an educator in English Language Teaching, characterized linguistic skills as practical skills for the use of language that is speaking, writing, listening, and reading (Harmer & Khan, 1991).

The development of linguistic abilities is a process that involves biological, cognitive, social, and even environmental factors. Noam Chomsky, a prominent linguist, introduced the topic of Universal Grammar, according to which linguistic abilities are developed thanks to exposure and that children are naturally predisposed to learn the grammar and structure of the mother tongue (Roberts & Chomsky, n.d). Lev Vygotsky, a developmental psychologist, proposed the concept of the "zone of proximal development," suggesting that language skills advance when individuals interact with more knowledgeable others who provide guidance and support (Bruner, 1984).

Language skills can generally be classified into several categories. Listening skills include listening comprehension and active listening in which the person processes information and responds. On the other hand, speaking skills include fluency, pronunciation and conversation skills. In addition, reading skills include reading comprehension, vocabulary recognition and critical reading. Additionally, writing skills include writing fluency, grammar and syntax, and creative writing (Rivers, 2018).

According to Spratt et al. (2011), in language teaching, we talk about the four skills: reading, listening, speaking, and writing. Receptive skills include reading and listening as students receive language rather than creating or producing it. Reading, being a receptive skill, involves making sense of a written text but you must keep in mind that said text must be at the reader's level. Therefore, reading skill involves making sense of a written text, understanding the language, and connecting the message to the knowledge. On the other hand, listening skill is another receptive skill and involves responding to language rather than producing it. The authors also express that listening involves making sense of meaningful sounds of language but with the need to consider the context, language, and knowledge of the world. According to Teng (2016), listening is the ability to receive and interpret messages in the communication process. It is also a key factor for effective communication to avoid misinterpretations.

On one hand, both receptive and productive skills are in constant interaction, and it can be said that what we speak or write depends on what we read and listen to. This is the reason why the more reading or listening, the more understandable the information will be, and the possibilities of learning the language increase due to the input. This inputs benefits when teachers provide massive linguistic input, audio materials, and a wide variety of texts. In addition, students receive input in relation to their own output, this happens when a student produces a piece of language and receives feedback when evaluating their results (Harmer & Khan, 1991).

Speaking is a crucial part of learning/teaching the English language and is certainly more important for interaction. In addition to the language skills already mentioned, there are other types such as interactive skills. These include speaking skills, which are considered receptive but are also an important part of interacting with peers, and writing skills, which also have to do with written communication with other people (Asatryan, 2016). Nonverbal communication skills sign language or silent language include all behaviors performed in the presence of other people or perceived by them consciously or unconsciously. Non-verbal communication is expressed through body language such as gestures, expressions, and postures, and visual communication, which refers to the use of visual aids for communication (Bambaeeroo & Shokrpour, 2017).

Listening skill

Rost (2002) clarifies that listening is the mental process of constructing meaning from spoken information. Therefore, listening skill is a process where listeners actively interpret information from auditory cues and then express it. This active process consists of perception, attention, cognition and memory. When this process is carried out, students will be able to understand or not according to certain factors such as the speed of speech.

Spratt et al. (2011) defined listening as a receptive skill since it involves making sense of the meaningful sounds of the language or this, the learner needs to make use of the context. Listening skills have some features such as speed of delivery and accent, word and sentence stress, linking words, and contracted forms. There are listening subskills that are used depending on the purpose because you listen.

Listening for gist or global understanding is a subskill of listening comprehension as opposed to listening to specific information. It is considered similar to skimming in reading since you read essentially the main points but not in detail. Therefore, listening for gist implies understanding at a global level. In addition, it involves selectively listening and processing the information of a passage such as the theme, purpose, main parts, or general message of an audio. Listening to the essence requires synthesizing the main ideas until reaching the general idea that the speaker is trying to express (Siegel, 2018).

Listening for specific information involves actively paying attention to identifying and extracting details or facts. Furthermore, this type of information is objective, giving an idea, place, quantity, name, or object. As Picard and Velautham (2016) state, this is a type of bottom-up listening since a general topic is necessary when it is needed to hear specific information. In certain cases, listening for specific information requires identifying whether the information was presented or not.

Listening for detail entails a high level of attention and concentration on the finer, specific points or nuances of spoken or recorded information. Listening for details requires listening to specific information or details, for example, numbers. An easy way to do it is by using keywords or phrases (important words in a passage), using bullet points for notes, reformulating the information (Spratt et al., 2011). Martinez (2018) also suggests that due

to gaps in the vocabulary of second/foreign language listeners, listening to details becomes a demanding task. Therefore, the characteristics of the listener and context are considered in the input.

Listening for inferring attitude implies listening to understand the speaker's underlying emotions, opinions, or attitudes, even when they are not explicitly expressed. Inferring also requires linguistic connections and prior knowledge to understand the topic. Furthermore, inference can be defined as the strategy through which the listener uses acoustic and contextual information in addition to prior knowledge to generate missing information (Spratt et al., 2011).

Listening for individual sounds occurs when students listen to the pronunciation very quickly and focus on certain sounds to then produce them and develop phonemic awareness, that is, knowing phonemes like "b" or "sh". This listening subskill involves identifying letters, accents, pauses, and phonemes so that the brain receives them as meaningful information and generates speech perception (Spratt et al., 2011).

Listening for discourse patterns comprises understanding the structure, the logic of the language, and the coherence of the language heard. In some steps, it means being aware of the language patterns to ask, express, offer, and apologize, among others. This subskill goes beyond listening to words as it focuses on the intention behind the words. This also involves understanding the structure, flow, and meaning of spoken language, and active participation in the discourse (Spratt et al., 2011).

Shastri (2009) considers the following three types of listening. Selective listening refers to obtaining specific information from the text while ignoring other parts, here the listener consciously decides to focus on a certain type of information. Global listening refers to understanding the overall structure to identify main and supporting points. Intensive listening refers to the deep understanding of language elements such as phonological, morphological, grammatical, and discursive characteristics.

Types of listening

Effective communication and language proficiency both depend on good listening skills. It includes having the capacity to hear, decipher, and comprehend spoken language,

whether that language is one's mother tongue or another. Kumar (2023) points out that there are five types of listening which are:

- Passive listening: According to Kumar, the listener hears the speaker's main points, but it is not possible to get much information. They know how to nod and use the right words, so that no one else in the room can tell how unfocused they really are. The most typical form of listening is passive, which has its roots in early development. Many adults in positions of authority instill in children the importance of being seen rather than heard and discredit their opinions when they participate in conversations. We often listen passively in adult life, whether in boring meetings, conversations with unpleasant people, or even when we are stressed or distracted during a conversation with a loved one. The fact that we were taught this style of listening at an early age and that it is extremely frequent in many contexts does not imply, however, that it is a good or effective way of communicating. The practice of passive listening encourages one-sided communication and prevents listeners and speakers from truly connecting with each other.

- Selective Listening: Kumar also pointed out that selective listeners appear to hear only what they want or expect to hear by filtering what they hear through their worldview. They depend so much on their own opinions, thoughts, and feelings that they stop listening to arguments that do not support those prejudices. Consequently, even when a speaker conveys a message that challenges these biases, the selective listener may distort that message to suit her personal needs.

- Attentive listening: Kumar clarified that speaker's words are followed closely by an attentive listener. Listeners who pay close attention catch everything and retain it. However, just because someone who was paying attention could repeat what you had just told them doesn't mean they understood it. The focus of an attentive listener is the spoken words, which are taken at face value.

- Active listening: A person who listens actively participates in the conversation and the message that is transmitted. This active participation is carried out with active listeners to give effectiveness and understanding of what is said. An active listener asks questions and gives their thoughts and observations. They stay on topic and show openness to the

speaker's ideas, regardless of whether they agree with them, through their body language (Kumar, 2023)

- Empathetic listening: The best and most productive listeners have empathy. In addition to actively engaging with another person's words and message, an empathetic listener also actively pays attention to the emotion those words and messages convey. These listeners can understand the other person's point of view by putting themselves in their shoes. This allows the empathic listener to fully understand what the other person is saying, regardless of the words they use. Moreover, when the other person is not a good communicator, an empathetic listener can often help facilitate a fruitful and meaningful conversation (Kumar, 2023).

Extensive and intensive listening

According to Waring (2010), extensive listening (EL) is a way to improve your listening fluency. When learning a language, you need to do two things: first, develop listening fluency. Learn grammar, vocabulary, and other skills first. Most people study for exams using grammar and vocabulary books, analyzing words and grammar in depth and learning the rules and mechanics of each. The second thing you need to learn is how grammar and vocabulary work together to produce communicative messages and how they function as living beings. Reading or listening in a language you understand is the most effective way to do this. You can speed up word recognition, pick up more grammatical points and collocations, and generally improve the efficiency of your brain function by understanding almost all the text you hear. If listened to at the appropriate volume, it will also help with automatic language processing (immediate and fluency processing), which frees up working memory to focus on understanding what is being heard.

Meanwhile, Ivone and Renandya (2019) mention that the practice of listening to a variety of audio content in the target language bypassing the need to fully understand each word or detail is known as extensive listening. Extensive listening is primarily used to increase overall listening comprehension by immersing yourself in the natural rhythms, intonations, and patterns of the language. This method emphasizes quantity over quality

and encourages students to listen to a wide variety of audio content, including podcasts, radio shows, conversations, and more. As a background activity during daily activities, extensive listening often promotes familiarity with the language and decreases the need for translation. It is a gradual process that students enjoy and that over time significantly helps in the acquisition of language proficiency.

Al-Baekani (2019) highlights that intensive listening is a type of listening practice that draws attention to language proficiency and asks listeners to identify differences in language structure, that is, when understanding and interpreting auditory information, sound must be considered, structure, and lexical choice. During listening practice, listeners process sounds and recognize word boundaries, perceive and/or analyze vocabulary, sentence and clause boundaries, word stress, intonation, pitch changes, speed of expression, basic syntactic patterns, cohesion, etc. Since the purpose of listening is to complete a task or respond to input, listeners retain information that is relevant to that goal. The purpose of intensive listening exercises is to improve students' listening skills and make them more aware of how differences in vocabulary, syntactic structure, and phonology affect meaning. Listeners of a language use additional types of knowledge in addition to linguistic knowledge (e.g., contextual knowledge, discourse knowledge, and pragmatic knowledge) to interpret auditory data.

In addition, Ahmadpour and Asadollahfam (2018) comment that, unlike extensive listening, intensive listening, is a focused approach to language learning that requires focused and committed efforts to fully understand spoken language. To fully understand spoken words, phrases, and nuances, students actively listen to a particular audio source often pause, play, and analyze the recording. This approach is typically used for in-depth language studies, formal language classes, or when teaching students difficult or unfamiliar linguistic material. The goal of intensive listening sessions is to increase accuracy in listening comprehension, vocabulary learning, and the ability to understand difficult-to-decipher dialects or accents. Intensive listening is a useful tool for students who want to focus and meticulously improve their language proficiency because it aims to achieve a deep understanding of specific components of the language, while extensive listening promotes general familiarity with the language.

According to Horváthová and Krištofovičová (2020), intensive listening has several advantages for students. It allows them to listen to different voices, accents, situations, and audio recordings that are readily available. It is also cost-effective. However, there are also some disadvantages to intensive listening. One of the major problems is sound, as it is difficult to ensure that all students can hear in a large classroom. Additionally, students must adapt to the audio speed, which is predetermined. Intensive listening requires the use of recorded materials and more than one listen to be able to repeat it. On the other hand, Ur (1997) argues that in real-life situations, repetition is not possible, so students must be motivated to listen more attentively. In conclusion, to improve the understanding of a foreign language and motivation, appropriate means are necessary to carry out intensive listening.

Listening process

According to Tyagi (2013), the listening process consists of five stages.

The first stage mentioned by Tyagi, receiving (listening). Before understanding information, it is vital to capture stimuli through our senses, which is why this part is physiological and includes cognitive and relational elements. In this case, noise is an important factor that influences the way messages are received.

The second stage presented by Tyagi, understanding (learning). It focuses on the interpretation of listening, combined with visual and auditory information to give meaning to that information. This stage involves cognitive and relational processing since received stimuli are captured, that is, previous experiences.

The third stage given by Tyagi, remembering (recalling). The ability to remember information depends on physiological limits and above all on the functioning of memory since we have fallible memories. It is incredible to know that we forget half of what we heard seconds after listening to it. It is important to emphasize that the storage units of our memory include sensory storage, short-term memory, working memory, and long-term memory.

The fourth stage brought up by Tyagi, evaluating (judging). It refers to the issuance of value judgments in terms of credibility, that is, determining the degree to which

statements can be true or false. That is why the value of a statement is evaluated, which requires critical, personal and intellectual thinking skills.

And the last step proposed by Tyagi, responding (answering). This involves sending verbal and non-verbal messages that express understanding. This part of communication has something of a process because we express verbal and non-verbal comments while another person speaks and after they finish. Additionally, we express verbal and non-verbal signals that we understand something or not.

Something important to emphasize is that if students apply the correct strategies during the listening process, they will be able to be competent listeners, and they will be able to plan the interaction both upwards and downwards. In the case of listeners who have less competence, they will always use the ascending process, that is, they use strategies limited to chance and are distracted with lexicons, unlike competent users who use cognitive and metacognitive strategies. In this case, the most helpful strategy is top-down processing (Bidabadi & Yamat, 2011).

Strategies for the listening skill

When attempting to learn a language, it is necessary to employ strategies to aid the learning process. Learning strategies comprise adaptable guidelines that facilitate the accomplishment of set objectives in the learning process. Therefore, the utilization of strategies can considerably enhance a student's performance in both skills and academics. Boudah and O'Neill (1999) categorized learning strategies into cognitive, metacognitive, affective, and social. These strategies are an individual's approach to using skills to learn and accomplish all types of tasks, both within and outside the educational environment.

Metacognitive Listening Strategies

In 1976, Flavell classified metacognitive knowledge into three categories: knowledge about oneself, knowledge about the task, and knowledge about the learning process. This means that metacognitive knowledge is related to a person's understanding of themselves, the task at hand, and effective strategies to achieve the desired outcome. Metacognitive listening, specifically, is the knowledge a person has about the demands of listening. This includes strategies such as planning and directing attention, relaxation,

selective attention, adjusting interpretation, listening to English songs, watching movies without subtitles, listening to speech, understanding students' comprehension, identifying opportunities to listen to English, trying to enhance listening comprehension, and evaluating and planning a schedule (Firdaus, 2019).

Cognitive Listening Strategies

This has to do with how students think about their learning. These strategies are useful, and learners use them to obtain information and knowledge. To give an idea, a student uses this cognitive strategy when inferring the meaning of an unknown word through its context. Furthermore, cognitive strategies control the input to carry out activities focused on a skill, in other words, they present mental manipulation. This includes strategies such as: guessing, listening keywords, thinking, imagining, using words that students know, comparing the background knowledge, guessing by using the main idea, using the experience, translating word by word, translating the keyword, taking notes, making a summary, practicing listening pronunciation, and listening for pleasure (Firdaus, 2019).

Socio-Affective Listening Strategies

Human beings, being social beings, learn from interaction with our peers. This last strategy refers to the fact that students learn thanks to the interaction with both classmates and the teacher to achieve understanding and thus eliminate anxiety levels. In addition, this strategy encourages the use of multimedia tools and the negotiation of meaning in the EFL class for better language acquisition (Vandergrift, 2018). This includes strategies such as: rewarding, self-encouragement, listening to someone else, practicing with friends, and asking the teacher (Firdaus, 2019).

According to literature findings, language is a communication system that involves developing skills such as reading, writing, speaking, and listening. Listening is particularly important, and audiobooks can help improve listening skills, comprehension, vocabulary, and pronunciation using strategies. Audiobooks are versatile and provide immersive experiences that expose listeners to diverse accents, intonations, and speech patterns from any device. When educators incorporate audiobooks into their teaching

methods, they can create engaging language learning experiences that go beyond traditional boundaries. Audiobooks are, therefore, a valuable pedagogical tool that encourages the improvement of listening skills and a deeper understanding of the English language.

1.2 Objectives

General objective

To determine the impact of Audiobooks on students' listening skill.

Specific objectives

- To identify the main formats and genres used by students in audiobooks.

- To determine the subskills of listening that have been developed the most by students.

- To identify the different listening strategies used by students.

1.1 Fulfillment of objectives

All three research questions were effectively addressed through successful data collection via a survey.

It was crucial to introduce audiobooks to the students. This included giving them a brief introduction to the concept, audiobook formats, and literary genres available in audiobooks. A survey was conducted to determine the most frequently used audiobook format and literary genre among the learners. Furthermore, a question was added that allowed students to express the listening materials they listen to the most today.

Moreover, the questionnaire helped to analyze the listening subskill most developed by students in their listening skill. The use of listening for specific details as subskill when listening emerged as the most frequently used and developed by students.

As some students were already acquainted with listening to audiobooks, they were able to showcase the most frequently utilized strategies while listening to them. This information proved to be crucial in identifying the most commonly employed strategies,

such as imagining, and others that may require more acceptance, such as seeking help from a teacher or classmate.

CHAPTER II. METHODOLOGY

2.1 Materials

This research endeavor necessitated a substantial allocation of resources, encompassing both human and technological assets. Human resources were drawn from the "Universidad Técnica de Ambato" and comprised individuals enrolled in lower-level courses within the "Pedagogía de los Idiomas Nacionales y Extranjeros" program. Additionally, the technological resources utilized encompass a virtual library, laptops, a plethora of academic articles, journals, and mobile devices. Ultimately, data collection was facilitated using Google Forms, and subsequent data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software.

2.2 Methods

2.2.1 Research Approach

This research project utilized a quantitative approach, which focused solely on observable and measurable variables. This type of research involves gathering information and analyzing it using numerical measures. According to Kothari (2004), quantitative research is used to understand frequencies, patterns, averages, correlations, and cause-effect relationships. Therefore, it is suitable for phenomena that can be expressed in numerical terms or graphs. The study collected and interpreted numerical data systematically to explain the phenomenon of interest.

2.2.2 Modality

Field research

The research was conducted in a natural setting, with students from the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato, to gather data in an authentic environment. Unlike controlled environments, field research collects data according to the actual state of people or phenomena as they occur at the time of collection. Thus, Colina et al. (2014) defined field research as the systematic analysis of real problems to describe them and understand their nature. The primary objective of

this research was to understand and interact with people in their natural environment, collecting data directly from the subjects themselves. It is field research, as it relies on primary data collected through direct interaction with the subjects, as suggested by Arias (2012).

2.2.3 Type of research and research design

Bibliographic and Documentary

The methodology was documentary and bibliographic since this research work is based on bibliographic sources from different authors. According to Colina et al. (2014), this research allows us to establish contact with reality and increase our knowledge. As it is bibliographic, we needed information that had already been published, such as scientific articles, reports, and magazines, among others. It is possible to find information in various formats, including videos, audio, blogs, and websites, but it must be truthful and substantiated to ensure the quality of the collected information. Arias (2012) notes that documentary research involves searching, recovering, analyzing, criticizing, and interpreting data. It's important to remember that the goal of this research is to contribute new knowledge.

Level or type of research

Descriptive

The research conducted aimed to analyze and assess the impact of audiobooks on students' listening abilities using a descriptive approach. Quantifiable data was collected in a natural classroom setting to understand the student's perspective. The main objective was to collect information that could describe their personal experiences and knowledge, which could be later analyzed and interpreted. According to Calderon and Gonzales (2018), descriptive research involves collecting, analyzing, justifying, and tabulating data to interpret it. This method provides both quantitative and descriptive descriptions. It is important to note that the research described is descriptive, as it involves observing and describing a phenomenon as a scientific method. Additionally, Ocopio et al. (2019) suggest that the subject being studied does not need to have any influence on the research, as the focus is on answering questions such as "what," "where," "when," and "how," without the intent of establishing causal relationships.

2.2.4 Tools

Data collection in this study necessitated the employment of a survey as the primary technique, employing a questionnaire as the instrumental tool. The survey is a methodological technique that collects data from a sample and produces quantitative descriptions of a broader population. This survey was administered to a sample of 60 students. It was meticulously structured into three distinct sections, each thoughtfully designed to address three pivotal inquiries: firstly, what are the main formats and genres learners use in audiobooks? Secondly, what are the different strategies students use to develop listening skills? Finally, in the third section, which listening subskills have learners developed the most?

The survey was created using Google Forms to make it easier for the respondents to answer. However, before distributing it, it was important to ensure that it was valid and reliable. To achieve this, career experts were consulted, and the survey was tested using Cronbach's Alpha coefficient test. The test yielded a value of 0.85, indicating that the survey is reliable and can be used to gather accurate information.

The survey included a total of 27 question options that used the Likert scale, along with one open question. The first section of the survey consisting of 10 items, was related to the classification of literary genres and the types of audiobook formats. The second section involves listening subskills and has 6 items. The third section, with 12 items, deals with the strategies used by students for developing listening skills.

2.2.5 Population

This research was conducted at the Pedagogy of National and Foreign Languages of Universidad Técnica de Ambato. The study included 68 intermediate-level students pursuing a degree. There were 44 women and 24 men, ranging in age from 17 to 30 years. The students were selected based on their chosen careers as future language teachers and their previous experience with various listening materials during their academic life. These students were willing to participate in the survey, and it was necessary to have a certain percentage of them who had experience with audiobooks. As future teachers, they have developed language skills, particularly in listening comprehension.

Table 1. *Population*

Population	Participants	Percentage
Male	24	35,30%
Female	44	64,70%
Total	68	100%

Note: Pre-service teachers surveyed

2.2.6 Procedure

The research followed a sequential procedure to guarantee its proper development and answer the three research questions. First of all, bibliographic research was carried out on audiobooks and listening skills. Information was collected from various articles, magazines, books, and other databases. This literature review explored various sources and platforms such as Google Scholar, Taylor and Francis, Research Gate, and the library of the Technical University of Ambato, essential for collecting information on the perspectives of listening comprehension.

The next step was the creation of a survey designed to determine the impact of audiobooks on students' listening skills. To develop the instrument, the specific objectives set were transformed into questions about the desired knowledge. Each of the research questions was examined with literature to identify keywords. In this process, the most relevant findings were analyzed from which questions were created for the survey.

Respondents were asked to answer based on their experiences. Besides, an open-ended question was included to explore the materials students use to improve their listening skills.

Once the survey was ready, the validation process was carried out to assess validity and reliability. Afterward, a pilot test was conducted with eighth-semester students who provided feedback. The data obtained from the pilot test were entered into the Statistical Package for the Social Sciences (SPSS) program to continue with the validation using the Cronbach coefficient. The coefficient value was 0.85 which indicated the reliability of the survey.

When the survey was validated, the data collection phase continued, which was applied to students at intermediate levels, that is, third, fourth, and fifth semesters. Before conducting the survey, necessary instructions were provided to avoid misunderstandings.

It was also vital to familiarize students with audiobooks, facilitating their participation. At the time of survey administration, the survey link was shared with students, and they were encouraged to respond honestly and based on their experiences with audiobooks and listening skills.

Once the data was collected, it was analyzed with the SPSS program. On the one hand, the quantitative data were analyzed by calculating the means and creating tables. Conclusions and recommendations were made with the processed data. These findings contributed to knowledge about audiobooks and listening skills and provided valuable information. The credibility of this study was supported by literature research, surveys, validation, and data analysis.

Research Questions

-What are the main formats and genres learners use in audiobooks?

-What are the different strategies students use to develop listening skill?

-Which listening subskills have learners developed the most?

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the data analysis that answers the questions concerning the objectives of the study and this was carried out with the results obtained after the survey. The data was processed using SPSS to obtain the mean and subsequently tabulate the results of the open questions.

1 What are the main formats and genres learners use in audiobooks?

2 Which listening subskills have learners developed the most?

2   What are the different strategies students use to develop listening skill?

Table 2. *Main formats and genres of audiobooks*

Item	Mean
I listen to audiobooks.	**2,97**

I listen to audiobooks about stories that involve risk and physical danger such as missions or trips, for example: Around the World in 80 days.	2,60
I listen to audiobooks about unreal and imaginary events, for example: Peter Pan.	**2, 94**
I listen to audiobooks about supernatural characters with a sinister atmosphere, for example: Dracula.	2, 74
I listen to audiobooks about investigations to solve crimes, for example: The Adventures of Sherlock Holmes.	2, 85
I listen to audiobooks about stories of love and heartbreak, for example: The Secret Garden.	2, 71
I listen to audiobooks about the scientific innovation of the future, for example: The Time Machine.	**2, 57**
I prefer to download audiobooks so I can listen to them from my cell phone or computer.	**2, 88**
I listen to audiobooks online since it is more accessible.	**3, 12**

Note: Scales used to derive the measure: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5 Always

Analysis and Interpretation

Research question: What are the main formats and genres learners use in audiobooks?

According to this study, students showed a preference for the online format due to its ease of accessibility, providing access to various websites and listening materials. The mean score for online preference was 3,12, which was an expected result considering the easy access to the internet and the influence of technology. Interestingly, the study also found that students tended to download listening material to their cell phones or computers as it was easier to listen, scoring an average of 2,88.

On the other hand, students demonstrated a preference for the fantasy genre as it sparks their interest and imagination, with an average rating of 2,94. Meanwhile, students showed less tendency to use audiobooks about science fiction, due to the little interest that these topics generate in students and this is represented in the average of 2,57.

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Additionally, the results also showed that audiobooks as listening material are not always used by students even though they provide significant help to improve listening skills and even other language skills, this is represented in the average of 2,97.

Based on the results, it was shown that most students rely on online platforms and websites to access audiobooks and other forms of listening materials. This preference can be attributed to the convenience of using digital platforms and the availability of useful resources. However, the use of audiobooks in the educational context is limited as they are becoming less popular. Additionally, students tend to explore certain literary genres, with fantasy audiobooks being the most preferred due to their intriguing subject matter, which appeals to all age groups.

Table 3. *Listening subskills*

Item	Mean
When I listen, I prefer to just get a general idea of the topic.	**3, 09**
When I listen, I focus only on specific details like names, places, or dates.	**3, 31**
When I listen, I pay attention to details.	**3, 43**
When I listen, I try to find out what attitude the speaker uses and how he or she feels.	**3, 34**
When I listen, I pay attention to individual sounds of words so I can notice how words are pronounced.	3, 26
When I listen, I pay attention to the logical organization of ideas.	**3, 21**
I consider that listening to audiobooks has improved my listening comprehension.	3, 35
I consider audiobooks an important tool for developing listening subskills.	3, 84
Listening to audiobooks has helped me to understand spoken language better.	3, 47

Note: Scales used to derive the measure: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5 Always

Analysis and interpretation

Research Question: Which listening subskills have learners developed the most?

The results indicated that students have developed some listening subskills. The highest developed sub-skill among them is listening for specific details with an average of 3,43. Secondly, the students have demonstrated their ability to identify the speaker's attitude when listening, which means they can understand audio more deeply with an average of 3,34. Moreover, the students have shown their focus on specific details with an average of 3,31. This implies that students can sometimes identify specific data that provides them with key information to understand what the speaker is saying. Conversely, the least developed sub-skill among the students is paying attention to the logical organization of ideas with an average of 3,21. This means that students focus more on other types of relevant information rather than how ideas are organized. Furthermore, it is amazing that the least used listening subskill is listening for gist, with an average of 3,09.

Based on the results, the students have developed their listening skills to a certain extent. However, the most prominent skill among them is listening to specific details, which helps them understand key information when they listen. Surprisingly, the least used strategy is listening for gist, which is the ability to identify the main idea without focusing on discrete information. Even though most classroom activities require this type of information, the results showed that students struggle with it.

Table 4. *Listening Strategies used for listening*

Item	Mean
When I listen, I prefer to pay global attention to the audio and avoid distractions with unnecessary information	3, 40
When I listen, I prefer to pay attention to certain details and ignore others.	3, 19
Before I listen, I decide what I want to learn and how I will do it.	3, 46
Before I listen, I predict what it may be about.	3, 50
When I listen, I imagine the scenes to understand better.	**4, 04**
When I listen, I relate it to my personal experiences.	3, 44
When I listen, I identify key words to better understand the story.	**3, 60**
When I listen, I prefer to take notes.	**2, 75**

When I don't understand audio, I prefer to ask a friend or teacher for help.	2, 74

Note: Scales used to derive the measure: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5 Always

Analysis and interpretation

Research question: What are the different strategies students use to develop listening skill?

The analysis conducted has revealed that the most frequently used strategy for developing listening skills among pupils is imagining what they hear. This technique involves using one's imagination to achieve understanding and has an average score of 4,04. Another strategy is to listen for keywords. This is because sometimes students are unable to fully comprehend speech or audio, so identifying keywords helps them understand the general topic and make inferences accordingly. This technique has an average score of 3,60. In contrast, note-taking while listening is one of the least utilized strategies among students, with an average score of 2,75. This may be because taking notes can distract students and cause them to miss important information while focusing on irrelevant details. Funnily enough, students tend to rely less on their classmates or teachers when dealing with listening difficulties, as demonstrated by an average score of 2,74, suggesting that this strategy is the least utilized in classrooms.

The results of the study indicated that students employ various strategies while practicing their listening skills. The most commonly used strategy is to create mental images of the audio scenes, which helps them focus and enhances their comprehension. Additionally, learners tend to rely on listening for keywords to derive meaning from the overall topic. Surprisingly, despite recommendations from teachers and textbooks, note-taking is not a prevalent strategy among students. Lastly, while students find peer assistance helpful, they are often reluctant to ask for help themselves.

Table 5. *Open-ended question*

Question 1	Answer	Total
	Songs	33
	Videos	11

What types of English listening materials do you use the most?	Academic lectures	9
	Audiobooks	8
	Podcasts	6
	Radio programs	1
	Total	68

Note: Extra information provided by the students surveyed.

Analysis and interpretation

Firstly, the results of this open question indicated that the most common listening material is songs, which received the greatest number. It is understood that songs, being a useful, fun, and economical material, help develop listening skills and vocabulary acquisition. Secondly, another popular material used among learners is videos that offer visual support that helps them understand and relate what is heard and what is seen. Thirdly, academic lectures are another less frequently used material due to their educational content. In fourth place are audiobooks that, from what can be seen in the results, have fallen into disuse by students and teachers despite the benefits they bring to pupils and their language skills. On the other hand, among the least used materials are podcasts that are currently popular but are not accepted by students. Moreover, it is worth mentioning that students prefer the latest technology, so it can be seen that radio programs are no longer a widely used medium.

3.2 Discussion

The three research questions shown below were designed to determine the impact of audiobooks on students' listening skill.

Question 1: *What are the main formats and genres learners use in audiobooks?*

Compared to the aforementioned results, the most used audiobook format is online. The online format is best embraced for its ease of use, accessibility to multiple digital libraries, and convenience of use anywhere through any device. Particularly, this format is characterized by a good listening experience for listeners, by being economical, accessible, and easy to use. In this regard, Elleström (2021) denotes that audiobooks can be found in different formats such as cassette tapes, CDs, MP3 CDs, and downloadable or

online formats. On the other hand, most audiobook formats have been left in the past due to technological advances and have been transformed into digital content. Meanwhile, preferences for the online format have been increasing as reflected in the survey results. Thus, Peterson (2010) highlights that online audio resources contribute to language skills, especially listening due to pausing or rewinding to comprehend misunderstandings. This format is necessary because of the ease it provides for practicing skills inside or outside the classroom. Consequently, the online format is necessary to achieve learning objectives.

Once the data was analyzed, it was observed that students prefer the fantasy and science fiction literary genres. However, the predominant literary genre for most students is fantasy. Fantasy refers to the narrative where elements appear that cannot be explained with reason and that have something extraordinary, and this is what generally attracts the attention of students. Therefore, to the extent of interest generated by audiobooks, students will understand, and this would lead to improving listening skills in a fun way. On this point, Kim et al. (2017) conveyed that the literary genre is a classification to group literary works with similar characteristics, which can be adventure, fantasy, gothic, horror, mystery, philosophy, romance, science fiction, and tragedy. Likewise, Van (2019) alludes that if the goal is to encourage students with audiobooks, their motivation must be ensured. Furthermore, to offer inspiration to students, adventure is an excellent option which will make audiobooks an indisputable tool for exposure to the English language.

Question 2: *Which listening subskills have learners developed the most?*

Considering the results of this study, it was noted that the students have developed all the listening subskills. However, the most developed listening subskills are listening for detail and listening for attitude. Listening for details refers to the ability to provide as much information as possible to identify specific details. This listening subskill requires the concentration of fine nuances to retain information accurately. Additionally, some factors can influence this listening subskill such as concentration, active listening, or motivation. In this regard, Spratt et al. (2011) pointed out that listening is a receptive skill, so listening in detail requires making sense of meaningful sounds. Adding that listening

in detail requires listening to specific points of information. Therefore, the participants declared that the listening subskill they use the most and the most developed is listening for details. Martinez (2018) suggests that listening for details can be a great challenge for second/foreign language speakers due to gaps in their repetitive vocabulary. This entry also considers listener characteristics and context to optimize listening. Despite the demand that this listening subskill represents, the students demonstrated that they had developed listening for details.

Meanwhile, the students also affirmed having developed listening for attitude skill. Listening to infer attitude not only involves paying attention to the explicit words but also to the tone and behavior of the speaker to deduce their emotional state and attitude towards the topic. In other words, it requires the listener to identify signals that go beyond the meaning of the words. Some factors influence this ability, which may be the tone of voice, body language, context, cultural differences, prejudices, active listening, or emotional intelligence. Along with, Siegel (2018) remarks that listening for attitude implies understanding what was heard at a global level. This listening subskill does not require listening to specific details since it does not involve intense attention, that is, it is performed with a superficial level of attention. Furthermore, Spratt et al. (2011) urge that listening to infer attitude has to do with the understanding of emotions, opinions, or attitudes when the information is not explicit. Therefore, listening for attitude requires linguistic connections. Due to this, the students demonstrated to have developed this strategy to generate missing information through acoustic and contextual information. Something surprising to add about this study is that listening for gist, being practically the simplest listening subskill is the one that was least considered by the students in terms of development.

Question 3: *What are the different strategies students use to develop listening skill?*

Upon analyzing the results, it was noticed that students often employ multiple strategies while listening. Out of these strategies, the most commonly used ones are imagining and listening to keywords. Imagining as a strategy involves creating mental images, scenes, or representations of information that are presented verbally. This strategy

is known to improve the understanding of spoken content and memory retention because it enhances the retention of information. In this vein, Boudah and O'Neill (1999) proposed strategies to enhance listening skills, including metacognitive, cognitive, and socio-affective strategies. The cognitive strategy was the most commonly used by students in this study due to its use of mental manipulation, similar to what the authors mentioned. This study showed that cognitive strategies such as imagining and listening for keywords are the most used by students since they help pupils understand the information heard. Based on the results, imagining is a cognitive strategy that is commonly used since it plays an important role in language learning and helps in reading comprehension. Likewise, imagining is a cognitive strategy that students use consciously or unconsciously. Students tend to prefer this strategy because it can enhance their listening comprehension, as well as help them assimilate, store, retrieve, and use information effectively.

It was observed that listening to keywords strategy involves recognizing specific words that are crucial to understanding the general message in spoken communication. This cognitive strategy can be influenced by factors like the speaker's emphasis, prior knowledge, environment, or listening goals. The study revealed that several students preferred to use different cognitive strategies, including predicting, visualizing, relating to personal experiences, listening to keywords, and taking notes. Firdaus (2019) asserts that socializing is a crucial factor in human learning. Therefore, classroom interaction is necessary to achieve learning objectives and reduce stress and anxiety levels in the environment. However, the author's claim is contradicted by the fact that students showed little inclination towards strategies such as rewarding themselves, seeking encouragement, listening to others, practicing with friends, or seeking guidance from the teacher.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the survey results were examined and processed, the following conclusions were reached:

When listening to audiobooks, students use the online format, which allows them to listen to the books on any technological device. This format is easy to use both inside and outside the classroom. When it comes to literary genres, fantasy, and science fiction are the most preferred genres among students. However, the data shows that fantasy audiobooks are more popular than science fiction because they generate greater interest. This suggests that the popularity of a genre is related to the level of interest it generates among students. Students tend to prefer this genre due to the interesting topics that make improving their listening ability a fun experience.

Findings also indicate that the subskill of listening for specific details is the one that has been most developed among students. This implies that most students prefer to listen to the significant details of a spoken text to understand the general idea, instead of only focusing on the main idea. By using it more frequently, students can better concentrate on the nuances of a spoken text to retain information more accurately.

Students use different strategies when it comes to listening, and among these strategies, imagining is the most frequently used. This indicates that most students prefer to create mental images of what they have heard to help them better understand the content, rather than taking notes or using other methods. This preference for the use of imagination as a listening strategy can be attributed to the type of learning that the student is engaged in. In this case, using imagination helps students to better connect with the language they are learning. Moreover, using imagination as a listening strategy helps to improve linguistic skills and makes the learning process more enjoyable, as there are no boundaries between learning and entertainment.

4.2 Recommendations

Encouraging the use of audiobooks in the classroom is crucial, particularly in the fantasy genre, as it serves as an excellent tool to improve English proficiency and enhance listening skills. Engaging in imaginary worlds filled with captivating characters and immersive storylines not only makes learning exciting but also provides consistent exposure to the English language in its authentic form. Through rich dialogue and detailed narration, students can expand their vocabulary and learn idioms. Furthermore, actively listening to audiobooks can enhance listening comprehension, improve pronunciation, and

develop greater fluency. This immersive experience is not only educational but also enjoyable and encourages students to interact with the language regularly and effectively. The integration of technology in the classroom and teaching-learning process is undoubtedly a plus that will help achieve learning objectives effectively. Therefore, it is essential to understand the students' preferences and available resources. It has been observed that audiobooks are not frequently used in classrooms, despite their significant benefits. Therefore, teachers can incorporate the use of audiobooks to improve the listening skills of their students. This would be a valuable aid in achieving better results.

It is meaningful to concentrate on the subskills to improve language skills, especially listening. Developing the ability to listen for specific details and other listening subskills is an essential aspect of learning English and enhancing listening skills. Moreover, by training attention to identify detailed information, one can improve their understanding of varied accents, specific vocabulary, and nuances in pronunciation. Listening to podcasts, audiobooks, lectures, or dialogues in English on topics of personal interest can be an effective strategy to improve listening skills. Besides, using educational resources that offer specific exercises requiring listening subskills will help perfect this skill. By mastering the listening subskills, students can enhance their understanding and improve their fluency and confidence while communicating in everyday and professional situations in English.

Developing effective strategies to improve listening skills is crucial for learning English. Cognitive strategies are the most commonly used techniques, and students can be taught to use them more frequently in the classroom. Additionally, regularly exposing oneself to different audio formats such as podcasts, interviews, and audiobooks can help to improve contextual understanding and enrich vocabulary. Implementing these strategies not only accelerates progress in language proficiency but also builds confidence in communicating in English. Ultimately, cultivating strong listening skills through specific strategies is essential for academic success, and it opens doors to intercultural experiences and career opportunities in a globalized world.

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ANNEXES

Annex 1: Institution approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 07 de Septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Audiobooks and listening skill" propuesto por el/la estudiante Guachi Caiza Mónica Katherine, portador/a de la Cédula de Ciudadanía, 185050788-8 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.

Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
09844060528
sj.iza@uta.edu.ec

Annex 2: Cronbach's alfa validation

Reliability Statistics	
Cronbach's Alpha	N of Items
,867	27

Note: Reliability statistics with Cronbach's Alfa of the 27 questions with Likert scale.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I listen to audiobooks.	78,00	415,038	-,140	,877
I listen to audiobooks about stories that involve risk and physical danger such as missions or trips, for example: Around the World in 80 days.	78,00	418,533	-,193	,878
I listen to audiobooks about unreal and imaginary events, for example: Peter Pan.	78,00	423,535	-,269	,880
I listen to audiobooks about supernatural characters with a sinister atmosphere, for example: Dracula.	78,00	443,536	-,563	,888
I listen to audiobooks about investigations to solve crimes, for example: The Adventures of Sherlock Holmes.	78,00	418,533	-,193	,878
I listen to audiobooks about stories of love and heartbreak, for example: The Secret Garden.	78,00	400,491	,088	,871
I listen to audiobooks about the scientific innovation of the future, for example: The Time Machine.	78,00	416,531	-,163	,878

I prefer to download audiobooks so I can listen to them from my cell phone or computer.	78,00	378,527	,447	,861
I listen to audiobooks online since it is more accessible.	78,00	351,528	,919	,848
When I listen, I prefer to just get a general idea of the topic.	78,00	351,528	,919	,848
When I listen, I focus only on specific details like names, places, or dates.	78,00	350,028	,947	,847
When I listen, I pay attention to details.	78,00	353,530	,883	,849
When I listen, I try to find out what attitude the speaker uses and how he or she feels.	78,00	351,528	,919	,848
When I listen, I pay attention to individual sounds of words so I can notice how words are pronounced.	78,00	358,532	,793	,851
When I listen, I pay attention to the logical organization of ideas.	78,00	353,530	,883	,849
When I listen, I prefer to pay global attention to the audio and avoid distractions with unnecessary information.	78,00	351,528	,919	,848
When I listen, I prefer to pay attention to certain details and ignore others.	78,00	358,532	,793	,851
Before I listen, I decide what I want to learn and how I will do it.	78,00	403,531	,039	,872
Before I listen, I predict what it may be about.	78,00	407,033	-,016	,874

When I listen, I imagine the scenes to understand better.	78,00	360,032	,767	,852
When I listen, I relate it to my personal experiences.	78,00	390,031	,256	,867
When I listen, I identify keywords to better understand the story.	78,00	350,028	,947	,847
When I listen, I take notes.	78,00	397,029	,143	,870
When I don't understand audio, I prefer to ask a friend or teacher for help.	78,00	416,531	-,163	,878
I consider that listening to audiobooks has improved my listening comprehension.	78,00	351,528	,919	,848
I consider audiobooks an important tool for developing listening subskills.	78,00	351,528	,919	,848
Listening to audiobooks has helped me to understand spoken language better.	78,00	358,532	,793	,851

Annex 3: Survey

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

Encuesta a estudiantes

Objective: To collect information to determine the impact of Audiobooks on students' listening skills in the Pedagogy of National and Foreign Language program at the Technical University of Ambato.

Audiobooks: According to Have and Pedersen (2015), an audiobook is a sound recording of a book that is made either by a professional narrator, the author, or sometimes by synthetic voices so it is related to the printed text.

Survey

Dear students:

The information gathered in this survey will be used for the study entitled "Audiobooks and Listening Skills". The data from this survey will be treated with confidentiality. The focus of this study is to determine the impact of audiobooks on listening skills. I request total sincerity and honesty when responding.

Thank you for your free and voluntary contribution.

I have read the above paragraph, and I am open to participating in this survey on a voluntary basis.

❏ Yes

❏ No

Gender

❏ Male

❏ Female

❑ Prefer not to say

Nationality

❑ Ecuadorian

❑ Other

Age

❑ 17-21

❑ 22-25

❑ 26-30

❑ 30 or more

Instructions: Fill out the survey properly based on your own experience. For the following statements, select one of the options.

1. **What types of English listening materials do you use the most? For instance, songs, audiobooks, radio** [*e.g., Voice of America program, BBC radio*]**, listening Websites for ESOL** [*e.g., BBC Six Minute English site, Daily ESL site*]**, videos** [*e.g., documentaries about culture, feature films*]**, podcasts** [*e.g., Podcast from British Council, ESL podcasts*] **and academic lectures** [*e.g., TED Talks lectures, Coursera lectures*]**. Choose one or more.**

……..

2. **I listen to audiobooks.**

❑ Always

❑ Often

❑ Sometimes

❑ Rarely

❑ Never

3. **I listen to audiobooks that involve risk and physical danger such as missions or trips, for example: Around the World in 80 days.**

❑ Always

❑ Often

74

❑ Sometimes

❑ Rarely

❑ Never

4. **I listen to audiobooks about unreal and imaginary events, for example: Peter Pan.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

5. **I listen to audiobooks about supernatural characters with a sinister atmosphere, for example: Dracula.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

6. **I listen to audiobooks about investigations to solve crimes, for example: The adventures of Sherlock Holmes**.

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

7. **I listen to audiobooks about stories of love and heartbreak, for example: The secret garden.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

8. **Listen to audiobooks about the scientific innovation of the future, for example: The time machine.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

9. **I prefer to download audiobooks so I can listen to them from my cell phone or computer.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely
    ❑ Never

10. **I listen to audiobooks online since they are more accessible.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely
    ❑ Never

11. **When listening to audiobooks, I prefer to just get a general idea of the topic.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

12. **When listening to audiobooks, I focus only on specific details like names, places, or dates.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

❑ Rarely

❑ Never

13. **When listening to audiobooks, I pay attention to details.**

   ❑ Always

   ❑ Often

   ❑ Sometimes

   ❑ Rarely

   ❑ Never

14. **When listening to audiobooks, I try to find out what attitude the speaker uses and how he or she feels.**

   ❑ Always

   ❑ Often

   ❑ Sometimes

   ❑ Rarely

   ❑ Never

15. **When I listen to audiobooks, I pay attention to individual sounds of words so I can notice how words are pronounced.**

   ❑ Always

   ❑ Often

   ❑ Sometimes

   ❑ Rarely
   ❑ Never

16. **When listening, I pay attention to the logical organization of ideas.**

   ❑ Always

   ❑ Often

   ❑ Sometimes

   ❑ Rarely
   ❑ Never

17. **When listening to audiobooks, I prefer to pay attention to the audio and avoid distractions with unnecessary information.**

   ❑ Always

- ❑ Often

- ❑ Sometimes

- ❑ Rarely

- ❑ Never

18. **When listening to audiobooks, I prefer to pay attention to certain details and ignore others.**

   - ❑ Always

   - ❑ Often

   - ❑ Sometimes

   - ❑ Rarely

   - ❑ Never

19. **Before listening to audiobooks, I decide what I want to learn and how I will do it.**

   - ❑ Always

   - ❑ Often

   - ❑ Sometimes

   - ❑ Rarely

   - ❑ Never

20. **Before listening to audiobooks, I predict what it may be about.**

   - ❑ Always

   - ❑ Often

   - ❑ Sometimes

   - ❑ Rarely

   - ❑ Never

21. **When listening to audiobooks, I imagine the scenes to understand better.**

   - ❑ Always

   - ❑ Often

   - ❑ Sometimes

   - ❑ Rarely

   - ❑ Never

22. **When listening to audiobooks, I relate it to my personal experiences.**

- ❑ Always
- ❑ Often
- ❑ Sometimes
- ❑ Rarely
- ❑ Never

23. **When I listen to audiobooks, I identify key words to better understand the story.**
    - ❑ Always
    - ❑ Often
    - ❑ Sometimes
    - ❑ Rarely
    - ❑ Never

24. **When listening to audiobooks, I take notes.**
    - ❑ Always
    - ❑ Often
    - ❑ Sometimes
    - ❑ Rarely
    - ❑ Never

25. **When I don't understand an audiobook, I prefer to ask a friend or teacher for help.**
    - ❑ Always
    - ❑ Often
    - ❑ Sometimes
    - ❑ Rarely
    - ❑ Never

26. **I consider that listening to audiobooks has improved my listening comprehension.**
    - ❑ Always
    - ❑ Often
    - ❑ Sometimes
    - ❑ Rarely

❑ Never

27. **I consider audiobooks an important tool for developing listening subskills.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

28. **Listening to audiobooks has helped me to understand spoken language better.**

    ❑ Always

    ❑ Often

    ❑ Sometimes

    ❑ Rarely

    ❑ Never

Link of the survey:

https://docs.google.com/forms/d/1BTPUAD_wOTJ2zzObtyIp0_8ggSXUZlcUEfmktP6PepA/edit

Annex 4: Turnitin report

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MÓNICA_GUACHI_THESIS