



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Audiobooks for Children as an Interactive Strategy to  
Develop Listening Skills”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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**La Libertad – Ecuador**

**2024**

### **Advisor's Approval**

In my role as Advisor of the research paper titled "AUDIOBOOKS FOR CHILDREN AS AN INTERACTIVE STRATEGY TO DEVELOP LISTENING SKILLS" prepared by Jennifer Paola Tenempaguay Suárez & Christian Gustavo Suárez Tomalá, undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

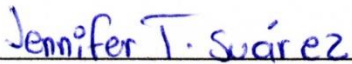


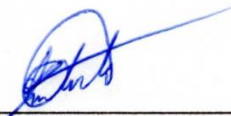
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## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR  
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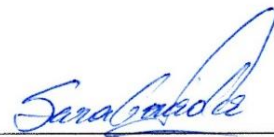
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## **ACKNOWLEDGMENT**

We would like to take this opportunity to thank the people who contributed their support of our investigative process. MSc. Rudy Jonathan Parraga Solorzano, tutor of our qualitative research project, was always coping with each step that was taken in the study, giving us suggestions and correcting certain errors in order to present a work with the appropriate margin. Lic. Sara González Reyes MSc in charge of Unidad de Integración Curricular (UIC), always waiting for it to be developed in a sequential way to avoid complications or confusion when presenting the work, to my research partner who was a fundamental support for this whole process, to the English teachers of the EDUCA institution who were responsible for giving us results through interviews for this project and finally to the facilities Universidad Estatal Peninsula de Santa Elena (UPSE) specifically library that was the one who provided us with its facilities to find information on the subject of our research.

## **DEDICATION**

We want to dedicate this research project mainly to God for giving us life and allowing to achieve more success in the experience and that our parents see the fulfillment of our mission, since they made this possible, because if they had not given me that moral and economic support this would not be happening, that is why we feel extremely grateful to them for so much effort and what better than to thank them in this way, culminating this goal in which they were a fundamental piece.

To the teachers who were part of our teaching-learning process at Pedagogía de los Idiomas Nacionales y Extranjeros (PINE), each one of them contributed knowledge that was of vital importance to be able to reach this point. However, we would like to highlight the name of a teacher Ing. Sandra Caamaño Lopez Msc. who with her academic intellect and love for his work, she imparted her doctrine until the last moment so that we could get the best out of us, teaching us and providing us with didactic resources to reinforce our knowledge outside of class. Also, she was a good counselor, warning us of what we will face as teachers and helped us project ourselves to be competent professionals in the educational field.

With love

Jennifer Paola Tenempaguay Suárez & Christian Gustavo Suárez Tomalá

## **ABSTRACT**

Listening Comprehension is considered the most important skills when people want to learn a new language, which in this case is English, and it can be evidenced in the different studies already carried out, such as "The effects of audiobooks on comprehension listening to English students as a foreign language" This research was focused on fluency, listening comprehension and vocabulary as a skill. Focusing now on this research of "audiobooks for children as a strategy to develop listening skills" with the purpose of establishing the incidence of the audio story in the development of auditory skills in its users, the qualitative research process in order to collect information through a virtual interview that was given by the teachers of the EDUCA institution graduated from Universidad Estatal Peninsula de Santa Elena, who help to confirm that the frequent use of audiobooks does indeed give a positive response when used correctly.

In addition, this research indicates that use of audiobooks goes hand in hand with reading and correct pronunciation, due to the sequence that the learner follows, that is, when the student listens and tends to train his listening comprehension in addition to frequently repeating the words. How new to your vocabulary. Finally, listening is the main skill that opens the possibility of learning a new language.

**KEY WORDS:** Audiobooks, Resources, Listening Comprehension, skills



## RESUMEN

La comprensión auditiva se considera la habilidad más importante cuando las personas quieren aprender un nuevo idioma, que en este caso es el inglés, y se puede evidenciar en los diferentes estudios ya realizados, como “Los efectos de los audiolibros en la comprensión auditiva del inglés a estudiantes como lengua extranjera” Esta investigación se enfocó en la fluidez, la comprensión auditiva y el vocabulario como una habilidad. Centrándonos ahora en esta investigación de “audiolibros para niños como estrategia para desarrollar habilidades auditivas” con el propósito de establecer la incidencia del audiocuento en el desarrollo de habilidades auditivas en sus usuarios se realizó el proceso de investigación cualitativa para recolectar información relevante a través de una entrevista virtual que fue otorgada por parte de los docentes de la institución EDUCA egresados de la Universidad Estatal Península de Santa Elena quienes ayudaron a confirmar que el uso frecuente de audiolibros da una respuesta positiva al usarlo correctamente.

Además, en esta investigación se indica que el uso de audiolibros va de la mano con la lectura y correcta pronunciación, debido a la secuencia que el aprendiz sigue, es decir cuando el estudiante escucha tiende a entrenar su comprensión auditiva además de repetir frecuentemente las palabras nuevas en su vocabulario. Finalmente, el listening es la principal habilidad que abre la posibilidad de aprender una nueva lengua.

**PALABRAS CLAVES:** Audiolibros, Recursos, Escuchar, Comprender, habilidades.

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## Introduction

Through the last decades, English has been recognized as a language that allows connecting different speakers from many countries that do not speak the same language to conclude negotiations, publish scientific research, strengthen tourism, seek solutions to catastrophic diseases in the medical environment or education to improve teaching, in this way the English language has allowed the world to communicate with less difficulty for many years, which makes it a lingua franca for being a link between inhabitants who do not live in the same place, speak a different language and want to transmit ideas or knowledge more simply. All of the above made the educational field consider it and include it in the curricula as a base subject.

In Latin America, the English language has been considered, including it as a necessary subject in the curriculum. However, challenges are present at all times. These problems are reflected in the low level of students in educational institutions, as demonstrated by the results of multiple investigations carried out in recent years in this continent.

The difficulties are common in Ecuador. Despite the various efforts and reforms in the curriculum to improve the teaching of the English language, these still do not generate the expected results; statistics presented by EF EPI (2022) maintained it in one of the last positions this due to the low level shown by students in Ecuador compared to other countries worldwide. In addition, the low rates in this nation respond to the application of incorrect methodologies by teachers in the same way in some institutions; they do not have the necessary resources; what is more, the teachers who teach this subject are not certified to perform as such it is said that they are teachers of other subjects teaching English, probably this is due to the lack of professionals in this area.

Among the challenges presented by language students in Ecuador is the need for help understanding what the teacher says; this likely happen due to the execution of a class needing the essential resources to develop listening skills. In other words, the teacher needs a podcast, audiobooks, tape recorders, speakers, or simple mp3 audio, so this skill does not improve progressively, making it very difficult to understand sounds in English.

The central purpose of this study is to establish the incidence of audiobooks in developing Listening skills.

The strategic distribution of this research work is as follows:

Chapter I: The problem. This section contains the state of the problem, both general and specific problems. On the other hand, there are also general and specific objectives, and finally, the justification.

Chapter II: Theoretical framework: it contains the review of the research that has been previously carried out, that is, the background, as well as the documents that support this study with theoretical definitions, pedagogical foundation, legal foundation, and research variables.

Chapter III: Methodological framework: within this section are the method, the type of investigation, instruments, data collection techniques, and the samples used in this investigation.

Chapter IV: Analysis of findings: shows in its content the interpretations of the information obtained in the interview, the interpretations of the bibliographic review, and the analysis and discussion of the interview, comparing with the bibliographic review.

Chapter V: Reflections of the study: it includes the relationship between findings and the objectives of the investigation and has in its content all the experiences and reflections that this study left.

## **CHAPTER I**

### **The Problem**

#### **1.1. Research Problem**

Innovation Educational of English language

#### **1.2. Topic**

Audiobooks for children as an interactive strategy to develop listening skills

#### **1.3. Problem Statement**

During the last decades, the interconnection between countries has developed slowly but surely; this progress includes all those ways to communicate a message appropriately and immediately. In the same way, it cannot be hidden that in order to reach an agreement between companies, it is necessary to include a means to carry out this action, therefore learning a language that can be used as a nexus for negotiation is essential, also with computer and global advances. Most of the population of a region communicates with others using a particular language, which in this case falls on the English language, which several researchers have recognized as a lingua franca since it is used in many fields such as the environment of international negotiations, diplomatic relations between governments, in the technological world, in literature, scientific research, among others (Srinivas , 2019).

In most countries, the English language is considered a standard form of communication that has become the most used in social settings, establishing good results in these fields. However, not everything may need positives due to the difficulties associated with learning. If this language is present at all times, this set of difficulties includes receptive skills such as Listening and reading, which are sometimes not adequately worked on; that is, the resources used to develop these skills are ineffective or efficient, leaving gaps that cause a significant



deficit at the time it is evaluated, and the students are not able to understand audio of a conversation of native speakers (Herrera, 2019).

Primary educational institutions strengthen and develop the communication skills of students to stand out in assertive communications and, in turn, a good interrelationship and social communication. Also, they enrich the vocabulary and the power to transmit ideas, perceptions, and criticisms in an effective way. Educational institutions have the responsibility of those who are part of the student group. However, today most primary educational facilities and more focus their attention on only three reading, writing, and speaking skills. For the reasons mentioned above, it can be seen that they are omitting the development of listening skills, which brings with it; the problem referred to as the obstacles in communication due to the lack of deepening and neglect of listening (Cárdenas, 2019).

Students are in constant interaction, in which they develop a communication process where the ability to listen is a determining factor for an effective conversation. Hence, listening education provides a tool for understanding, analyzing, and correctly interpreting messages. That is why fostering listening skills helps develop listening comprehension. The student has down listening comprehension when living with stress, fatigue, tiredness, emotions, and feelings in their head. This is a barrier that doesn't require fluidity for the learner in the listening skill (Cárdenas, 2019).

According to Tran Thi Yen et al. (2021), in the southeast of the Asian continent, specifically in Vietnam, listening problems are frequent and persistent, as confirmed by research named *Use of Audiobooks to Improve Listening Comprehension for English Majors* work carried out by Thai Nguyen University of Education which mentions English majors at academic institutions in Vietnam face problems in listening comprehension.

Listening comprehension troubles are not isolated in South America since this type of difficulty is also common in Ecuador, as confirmed by a study carried out in Ambato city in the Cotaló high school; this investigation affirms that students of this institution find it difficult to understand the English teacher because they are not used to listening to didactic material such as podcasts, dialogues, audio recordings of basic conversations, among others (Herrera, 2019).

In the province of Santa Elena, there are also difficulties in Listening ability, as determined by an investigation carried out in the EGB Antonio Jose de Sucre by Guillen (2016), in which the author mentions that the English area does not have tools that help to develop this ability, the teacher also does not use a current methodology that generates good results, on the contrary, the teacher uses the traditional one, causing the students' disinterest.

## **1.4. Problem Formulation**

### ***1.4.1. General Question***

How do audiobooks influence the development of children's listening skills at Escuela de educación básica Educa in the fourth grade?

### ***1.4.2. Specific Questions***

- What kind of resources does the teacher use to develop the listening skill?
- How does the teacher get the student's attention before the listening time?
- How does the teacher promote motivation in students when teaching listening?

## **1.5. Objectives**

### ***1.5.1. General Objective***

To establish the incidence of audiobooks in the development of the listening skill

### ***1.5.2 Specific Objectives***

- To inquire about the context that surrounds the development of listening skill.
- To determine the resources that English teacher uses by promoting and developing the listening skills.
- To analyze the main strategies that are used in the listening-teaching process, including the audiobook.

## **1.6. Justification**

There are some misconceptions about the English class, especially when the children are in the classroom with another subject and the English teacher comes to give a class, they begin to tell the other classmates, "the worst subject is starting, "why are you talking to the teacher so quickly?" or "I don't understand the teacher." These childish expressions must end since it is not possible in the 21st century they maintain the same perception of English, so the new generation of teachers should look for other ways to develop specific skills. Therefore it is necessary, interesting, and essential a study that takes this process into account.

This investigation work is necessary because it will allow us to establish the incidence of audiobooks with children since they develop the same skills as reading, and it is more accessible as teachers to capture the attention of children between 7 to 8 years old. They are willing to receive information with this didactic strategy that improves concentration and listening comprehension. Audiobooks appear to have great educational value for foreign language

teachers. They are a perfect vehicle for developing various language skills and increasing learners' linguistic competence.

This study is essential since it will corroborate whether audiobooks could improve listening skills; in the same way, it will help to demonstrate if audiobooks could promote active Listening due to some authors consider that Listening is the most viable way to adapt a new language, in other words, by accustoming hate to a new language your dialect changes and responds in a subtle way little by little. For the reason that they begin to relate what they hear with what they see; in the same way, children are prepared for the teaching process that they will live in the course of their school and professional life Erkan & Tunagür (2021). This project will have a huge impact on the teaching of listening since it will show some details about the use of audiobooks in the educational field; in the same way, it will be able to show the reaction that children have in the classroom due to research.

This project will have a huge impact on the teaching of listening since it will show some details about the use of audiobooks in the educational field; in the same way, it will be able to show the reaction that children have in the classroom due to research that precedes this study have shown that children will not get confused or tired of seeing a lot of text, it is easier to give descriptions so that the children use their imagination and can follow the story. This helps them to have better concentration and passion when listening to an audiobook. Likewise, in a manner conformable to the good to use audiobooks with children is to allow them to continue at their own pace so that they like what they listen to so much that they will look for more audiobooks for fun, but at the same time, they strengthen their listening comprehension (Maher, 2019).

## CHAPTER II

### Theoretical Framework

#### 2.1. Background

Before carrying out this study, it was expected that there would be no previous research. However, in some repositories of international universities such as Spain, Bolivia, and Colombia, evidence was found that they abandoned some works by students of the careers referring to languages in which they specify the importance and typology of audiobooks in addition to the impact they have had since the beginning of their use in the area of receptive ability named listening comprehension.

In an investigation carried out by Kartal (2017) at the Necmettin Erbakan University named The effects of audiobooks on EFL student' listening comprehension, they focused on fluency, vocabulary, and listening as a skill which he took as a sample of the population 66 first-semester students who were taken into account as a control group, also joined the qualitative and quantitative methods, at the end of this investigation the results showed that in one way or another, the use of audiobooks has a positive response from students, specifically in the area of listening comprehension of each.

Among the studies reviewed is one carried out by Rizal et al. (2022), specifically at the Universitas Islam Negeri Walisongo, in which they highlight some positive points of the use of audiobooks as a strategy to obtain improvements in the development process of the receptive ability (listening) in the participants who were taken as a sample of this research, in addition to confirming the idea in which English teachers have proposed the possibility of making use of audiobooks to strengthen the area of listening and speaking in the students getting them to develop this ability efficiently and significantly. At the end of this research work, it was shown

that results were not negative with respect to the implementation of audiobooks as a means of distraction and auditory development.

## **2.2. Pedagogical Basis**

Learning is determined as a unique process of each person that focuses on the acquisition of knowledge through productive skills that, in this case, fall on reading and receptive skills or also known as listening (Oxford Dictionary , 2018).

David Ausubel, quoted in Best & Clark (2021), exposed the theory of significant learning several decades ago in which he mentions the cognitive structures that are related to the ideas that the student already has as prior knowledge and the information generated at the moment, however, to accomplish all this, important aspects such as motivation, suitable material and even the interest of the student are needed. With all the above, significant learning works to generate the acquisition of new knowledge and also allows information to be kept longer in memory, retaining it for use at the right time.

Spinoza, quoted in Bula & Rodríguez (2017), proposes to have an education for change with training without models in which it is hoped that the people in training feel attracted to the different paths of self-realization and organize the program of their education as this historical philosopher is already known. He was also the one who carried out an investigation on education in which the education of the individual is known.

## **2.3. Theoretical Basis**

### ***2.3.1. Techniques Used in the Teaching Process***

According to Murugesan (2019), teaching techniques could be classified as compendiums of activities that can be used in a classroom. It also ensures that these activities promote enthusiasm in students, arousing interest and the desire to continue learning; within this set of

options, you can find technology, audio fairy tales, gamification, and even tools used online, such as audiobooks.

Furthermore, Bertrand, quoted in Herrera (2019), affirms that fairy tales as a technique offer several positive and promising points to be used in the area of teaching English as a foreign language; due to the nature of fairy tales, it can be expected that they provide a fantastic setting, full of imagination as well as offering a range of landscapes to strengthen the knowledge that each student has in the language they are learning through the implementation of a magical environment that could only be achieved by a story in the classroom.

Short stories are considered stories that generally have no authors and were created many decades ago; it is possible to say that they were generated before the literacy of the first civilizations. At the beginning of short stories, the transmission to a receiver was done orally; sometimes, they could be modified in the details, although the message was kept from generation to generation until today, in which they are associated with children, even though they were initially created for all the people who wanted to consume this type of information (Nimra , 2019).

### ***2.3.2. Multimedia and Books***

Technological resources, since their appearance, have fostered a learning environment that favors students because it coordinates and links the individual interests of each one (Karbalaei & Zare, 2019). In the same way, multimedia has managed to be present in the teaching and learning process of English as a second language, becoming an essential medium in this field. The accelerated development of multimedia tools has helped students to establish a connection with letters in different ways, some of which have been little studied. Very often, books have been used as a teaching resource, which has been promoted in various forms such as

e-books, traditionally printed, and even exported to audio formats better known as audiobooks (Wei & Ma, 2020).

According to Rodero (2018), many centuries ago, specifically 300,000 years ago, human beings developed ways to transmit a message orally; today, it is known as the oldest form of communication. However, the appearance of writing and its conservation in primitive forms such as papyrus or clay generated new benefits to this was added in 1440 the invention of manual printing, which promoted communication at that time, and placed the oral form in a lower plane; this occurred until the twilight of the 17th century since in 1878 they managed to create something that revolutionized the world of communication this device was named Phonograph which allowed working with recordings and reproductions of sounds in this way became a second means of oral transmission of information from these events many systems arose helping the population to be in contact with each other, until today when communicating through the Internet is much more pleasant and easy.

In this way, the constant evolution of communication technology has allowed the conservation of some means to transmit messages in this group are the audiobooks that, in the first instance, were stored on vinyl records which had a short duration to be played on a gramophone In a simple way; likewise, magnetic tapes and cassettes in the 60s generated comfort for the user since they were created in a light and practical way unlike the previous ones, this list includes the compact discs that emerged in the 80s During this time, those in charge of publishing this material noticed the demand for consumption of books in this format, paying special attention to it and calling it talking books, the same ones that are currently known as audiobooks (García , 2018).



### **2.3.3. Audiobooks**

The use of audiobooks is not new. In fact, this tool was used for the first time in the 1930s in the United States by the Library of Congress; this action allowed blind people to listen to books through audio so, named talking books by Americans; this group of books included the Bible and some relevant national documents written by William Shakespeare and Allan Poe. During the last decades, the audience has been increasing, and the demand for people with other disabilities has also raised; for instance, a person who was able to hold a book with their hands began to use talking books as well, as people with different learning styles. However, experts in this environment still debate whether audiobooks are an academic tool for education or not (Redford, 2018).

During the last decades, audiobooks have become involved in the educational field as a tool in the teaching-learning process and have given significant results to learners. In addition, there are benefits to using this resource, such as listening comprehension of Listening, extending vocabulary, reinforcing writing, and improving reading comprehension. In other words, developing listening skills through audiobooks is, at the same time, acquiring the following three skills. It is a great way to take advantage of this resource to learn a foreign language. Audiobooks benefit the pronunciation and fluency of the student body and everyone who uses it. Since the educated person begins to relate what the learner hears with what he sees, in this way when he finds himself in a similar situation again, his listening ability will be reflected in speech (Olszańska & Sekścińska, 2018).

Serini, quoted in Tran Thi Yen (2021), mentions that the tools that generate support for children are really fundamental in this case; an excellent tool could be audiobooks, furthermore points out that audiobooks go beyond helping the gap that is generated between the receptive

vocabulary but also provides an improvement in the field of reading when children are exposed to listening to the books in audio cut and also follow the reading, not only are they exposed to the acquisition again knowledge but simultaneously initiate a process of relationship between the vocabulary they hear and the physical part of one or more words that exist only in their thoughts. Audio readings allow users to enjoy the extensive field of literature according to the interests of each individual and the level they have to understand the part of Listening to that is generally higher than the levels of simple reading.

Gürgen, quoted in Erkan & Tunagür (2021), described it as an activity that implies the comprehension of the spoken or read content and the ability to respond to these stimuli, thus affirming that Listening is a skill that is expressed when the listener intervenes in a conversation and the phrases heard are related to words that give it meaning further, this ability is part of the information process. Therefore, it is encouraged that the apprentices develop listening skills; for this, tools, methods, and activities have been developed that help and facilitate the acquisition and display of listening skills.

#### ***2.3.4. Contributions of Audiobooks to Develop Different Skills***

Audiobooks have their positive contributions to a few skills such as; listening, reading, and understanding. In addition, it facilitates literacy in children. Also, it increases the reader's vocabulary, in addition to teaching the correct meaning and pronunciation of each word, referring to the use of audiobooks in teaching a new language. That is why the frequent use of this tool inside and outside of class has encouraged reading and expanded the knowledge of students (Best, 2020).

#### ***2.3.5. What is Listening?***

According to Hendrawaty (2019), listening complies with a series of characteristics to be considered a fundamental skill in the language learning process and also points out that it is an information reception skill; in other words, Listening is a means of acquiring new information. Since students listen and receive information assimilating this type of message, likewise, the receptive capacity affects the moment of using production skills. Therefore, if the student has a good ear, they will possibly be able to understand and could even improve their speaking and writing skills.

### ***2.3.6. Definition of Listening***

This receptive skills are the ability that a student must acquire at the beginning of learning a new language. This way, the apprentice will obtain more vocabulary to talk with; at the same time, if they are good at listening, their ears will help the listener with the capacity to write and talk about what they have heard during the teaching and learning process. According to Brown, listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. The listening skill is better when the student has active Listening; that is when the apprentice maintains a constant flow of English speaking inside and outside the classroom (Hendrawaty, 2019).

### ***2.3.7. Importance of Listening***

Listening is the ability to understand the spoken language that people encounter in their daily lives. Listening is a sense of hearing that our body has and is active with each noise or something specific that is around us, such as radio, television, meetings, movies, etc. Additionally, adapting this skill in a second language trains the ear to have listening comprehension; of course, it is a somewhat complicated process, but with perseverance and

perseverance, it can be achieved. This will provide new opportunities in professional life of the people (Karimova & Israilova, 2020).

The listening skill is one of the most important when teaching a new language or the mother tongue since this is the first to be activated from an early age. It is for them that it is considered the ability that best develop by learners in the first instance; in addition, the constant practice that students have when teachers speak in each class helps to improve listening adequacy. Listening to the music of your choice in English is like strategies practice to develop listening skills (Yavuz & Celik, 2017).

### ***2.3.8. Types of Listening***

Listening is a skill that helps the processing of educational and interpersonal information. For this reason, there are different types of Listening that are characterized as evaluative or reflective Listening. Furthermore, it is feasible to understand the situation if you know the different listening styles; in the same way, it becomes a more effective communicator and helps prevent miscommunication. . In effect, it is possible to pick up on new information and concepts that students hear as they communicate. Subsequently, seven listening styles are evidenced: Discriminative listening, Comprehensive listening, Informational Listening, Critical Listening, Biased Listening, Sympathetic Listening, Therapeutic Listening, and empathetic Listening (MasterClass, 2021 ).

The findings of research carried out by Best & Clark (2021) reveal the degree of interest of young people and children regarding the audios that were used throughout this study; the authors also affirm that this sample of the population enjoyed listening to the audios, this conclusion was possible since they were able to observe the behavior and attitude of each participant; likewise, they state that when there is a public that pleasantly accepts this type of

stimulus, the result was favorable since they listen and at the same time there is the possibility to enjoy a good story which is implicit in the content of the audio itself, the children who participated in this investigative work understood that listening to stories from people outside of them generated understanding in unknown topics.

### ***2.3.9. Factors to Develop Listening Skills***

When it is required to learn a language, concentration, disposition, and interest are needed. For this, both the teacher and the student must look for the right place to proceed to teach any skill. In this case, to teach listening, a pleasant environment is chosen to execute the different strategies planned to help Listening comprehension. In other words, it should focus on the factors that have a positive influence on teaching; as a reference, it is mentioned that silence helps to learn since students concentrate better (Yildiz & Albay, 2017).

### ***2.3.10. The Most Important Skills in English***

Listening and speaking are considered the skills to be developed in the first instance; this is due to the relationship they have when the student hears something and tends to repeat it, and it is there at that precise moment that those skills are unconsciously related. It is also important to master them in the English language because it helps to defend oneself in any place or situation since this is the second language worldwide, which will probably mean that it is in substitution where one has to communicate through this language, whether in the labor field, education or travel. Due to the aforementioned, it is highlighted that listening and speaking are very necessary (Asima, 2021).

## **2.4. Legal Basis**

This study is supported by the LOEI due to it disposes in the Article number two. Literal:  
b Education for change. – Education is an instrument for transforming society;

contributes to the construction of the country, life projects, and the freedom of its inhabitants, peoples, and nationalities; recognizes human beings, in particular children and adolescents, as the center of the learning process and subjects of rights; and is organized based on constitutional principles. (Ministerio de Educación, 2017, p. 9)

Furthermore, the same article of the LOEI mentions in the literal bb details about Plurilingualism, The right of all persons, communes, communities, peoples, and nationalities to be educated in their own language and in the official languages of intercultural relations, as well as in others related to the international community (Ministerio de Educación, 2017, p. 12).

Ministerial agreement 0052-14 in Art. 1: Order that English instruction from the 2016-2017 academic year, Highland region regime and 2017-2018, Coast system, be compulsory from the first year of elementary education to the third year of the baccalaureate for all public, denominational, and private institutions in the country (Ministerio de Educación del Ecuador, 2014).

The legal basis of AGREEMENT-052-14 is mentioned. Article number 1 of Ecuador covers the teaching-learning of the new English language. The same was imposed on education from the 2016-2017 school year on a mandatory basis for students from second grade to the third baccalaureate.

## **2.5. Variables of the Study**

### ***2.5.1. Independent Variable***

Audiobooks for children

### ***2.5.2. Dependent Variable***

English Listening skills

## **CHAPTER III**

### **Methodological Framework**

#### **3.1. Methodology**

Creswell, quoted in Mohajan (2018), established that in the research environment, its design includes the structure of a general plan; this is taken into account when a researcher seeks a solution to a specific problem. According to these characteristics, the present investigative work is based on the qualitative method. This type of research is based on the natural assessment of the context; in other words, the research entity must be linked to the real environment to demonstrate the findings by collecting information.

#### **3.2. Type of Research**

##### ***3.2.1. Phenomenological***

Aomatani (2019) affirms that phenomenological methodology is related to the application of exclusive cases or even to population samples that are deliberately selected; it has the advantage of working with individual investigations, which makes it less difficult the identification the problems that generate discrepancies, certain errors such as failures, deductions in favor and even excessive attention to other situations that arise in the research process.

#### **3.3. Data Collection Techniques**

##### ***3.3.1. Interview***

In this study, it was necessary to use the collection technique named person-to-person interview, which is a technique used in qualitative research. This technique was used to collect relevant information from English teachers.

### **3.4. Instruments**

#### ***3.4.1. Questionnaire***

To carry out an investigation there are several techniques that help to form an investigation; they can also be used as support to refresh information from the researcher that has been carried out previously. In this case, the technique that was decided to be used in this qualitative investigation is the interview tool.

#### ***3.4.2. Open-ended***

For this research, an interview with ten open questions addressed to teachers is carried out. It was done in person using printed sheets; then, the data was entered into an application named nubedepalabras.es that shows the results in an image; in this way, you can obtain the final result of whether the audiobooks help Listening comprehension.

#### ***3.4.3. Techniques***

In order to achieve good results in the interview with the teachers, techniques that favor this process must be applied, such as: arriving on time, showing responsibility, asking open questions so that teachers can express themselves clearly, making them clear to avoid confusion, writing down keywords, being charismatic, and inverting roles so that trust is provided between interviewee and interviewer.

#### ***3.4.4. Interview***

A good data collection technique can be used for qualitative research interviews because the work can be extended to a group of people and thus obtain various results that help with the required material. In this type of technique, both the interviewee and the interviewer must be present.



The interview contains a questionnaire in its content, and the interview was directed to teachers in the English area. To carry out this process, the interviewer printed sheets with the questionnaire and filled out the form according to the interview.

#### ***3.4.5. Research Tools***

The collected information is considered the most important part of any research process, as it provides the final results and, in this case, shows whether the audiobooks contribute to listening comprehension or not. To carry out the work of said investigation, tools such as printed sheets with the questionnaire and an audio recorder were applied to process the results on the nubedepalabras.es platform.

#### ***3.4.6. Audio Recorder***

In this qualitative research, the interview technique was used. It was necessary to use the appropriate instruments, which in this case is an audio recorder. This is of great help to the interviewer as the recorder saves every word mentioned by the interviewer. The function of the aforementioned tool was to save the questions and answers given in the interview process; of course, it was with the proper authorization of those involved.

### **3.5. Population and Sample**

#### ***3.5.1. Population***

In most investigations, it is necessary to delimit the population that some experts point out as a group with similar characteristics; this selection is recommended to be carried out at the beginning to have a clear vision of who will be immersed, leaving a record of who will have priority in it. The information obtained in this research work was qualitative type in which 5 English teachers of the Escuela de educación Básica Educa from the academic period 2022-2023 were submerged. This educational entity is located in the Salinas province of Santa Elena.

**Table 1***Population*

<b>N°</b>	<b>Description</b>	<b>Quantity</b>	<b>%</b>
<b>1</b>	Escuela de educación básica Educa's English Teachers	5	100
<b>Total</b>		5	100

*Note.* It contains a brief description of the population

**3.5.2. Sample**

There are many groups in an educational institution, and it is impossible to work with all of them, so in research, it is important to establish what the sample will be; in this case, the sample for this study was chosen from Escuela de educación básica Educa located in Salinas, among them are five English teachers, the latter mentioned are between 20 to 28 years old, and they are mixed group because they were four women and a man.















**Question 8. - In your experience, what is the skill children develop best in English and why?**

### **Figure 8**

*Children's best-developed English skill*



*Note.* It shows the obtained results from the interview applied to English professors.

The word that stands out the most in this figure is listening because most of the interviewees mention it on several occasions and affirm that children are like sponges that absorb everything they hear, and it is easier for them to acquire information using the heard; they also mentioned this should be the skill that teachers must work on the first instance with students who are beginning to acquire knowledge in English, making comparisons with the acquisition of the mother tongue that is obtained by listening to sounds that come from the environment.

**Question 9.- Do you think the use of audiobooks frequently helps listening comprehension? Why?**





However, there are drawbacks in the application of the methodologies that the countries have adopted for teaching the English language, so much so that the results have not been very encouraging despite the multiple investigations and proposals made by specialists in the field of problems that still persist today.

In teaching a new language, there are various methodologies and resources that can be implemented in this process. This is the case of audiobooks that several decades ago were created mainly to help people with vision problems; however, the use of these tools to As time progressed, they were used for other purposes that include the educational field in which it has been beneficial for students who prefer to listen to audiobooks than read them directly or by mixing both skills, allowing them to develop and improve simultaneously.

Audiobooks have several benefits, such as avoiding wasting time reading a whole book or performing multiple routine activities while listening to an audio of a document; these benefits are generated from active Listening to recordings at crucial moments where time is valuable and daily tasks are unavoidable, on the other hand, in the educational environment it has several advantages that could be used for teaching the English language because the teacher could play the audio of a story while the students follow the reading in the text promoting two skills at the same time listening and reading.

#### **4.3. Analysis and Discussion of the Interview vs Bibliographic Review.**

In the first question, English professors add that people speak English as a second language worldwide which helps to have good communication. In addition, mentioning that mastering the American language opens new opportunities in different areas; work, education, travel, and in our professional life. This information coincides with Srinivas( 2019). The English

language has been recognized since its inception as a lingua franca made necessary for international negotiations and business trips, among others.

In the second interrogation, the interviewer raised the importance of using strategies when teaching to develop different skills easily for learners. Since if the appropriate resources or tools are not applied, students have no interest in learning a new language. This analysis is supported by Rizal et al. (2022), they affirm that audiobooks are used as a strategy to develop listening skills since this is a tool that attracts children's attention and, at the same time, improves the learning process.

In query three, they agreed when mentioning that the teaching methodology in the listening time changes according to the age of the student in children; they use children's and animated songs. On the contrary, teenagers use songs from their favorite singers or watch movies, then they are asked about the vocabulary they learned to later reward them with happy faces and teenagers with extra points Erkan & Muhammed (2021). It means that by relating the two senses, the listener with visibility can process the pronunciation at the same time, which will help the learner to expand his vocabulary.

In the next question, they announce that the use of audiobooks helps a lot in the teaching-learning process of a new language for children, adolescents, and adults. This is because they follow the reading while listening to it and repeating the words, which over time strengthens Listening and reading comprehension and provides good pronunciation. This information coincides with Maher (2019), who stated that audiobooks are useful but that the student must engage because, in this way, the interest in studying them is higher; on the contrary, if they use an audiobook and it is not of interest to the learner, the most probable thing is that he hears it but does not understand it and this does not help Listening comprehension at all.

The interviewed teachers expressed that audiobooks have advantages to acquiring a new language since they help to improve pronunciation and Active Listening, but like any teaching tool, it has its disadvantage, and, in this case, it is not useful for all learners since that there are different academic needs in each child such as autism and using this tool would not be favorable. However, if you know your students, you will know how to put audiobooks to good use is supported by Erkan & Muhammed (2021), who mentioned that audiobooks expand knowledge and make you absorb information, which helps strengthen listening skills since it is considered one of the skills that are developed first, so it is more feasible to start from this skill to adapt a new language.

In Question six, the interviewees confess that audiobooks are useful tools as long as they know when to use them. In addition to that, they mention that there is vocabulary growth and the development of skills, in this case, English, especially listening to this information is reinforced by Olszańska & Sekścińska (2018), who stated that there are other benefits when using audiobooks such as listening comprehension, vocabulary acquisition, and oral expression, all of which result in improved writing and reading comprehension.

In the middle of the interview, the relevant factors that must be taken into account when teaching a class focusing on listening were discussed, to which they responded: the didactic resources, the environment, the structure, and the methodology that are used during the course of the interview gives the class, since if a student does not have what is necessary to work, they may not be able to assimilate the knowledge taught by the teacher. Those opinions are supported by Yildiz & Albay (2017), who refer to the environment and affirm that a suitable place where different activities take place plays a very important role when trying to acquire a new language.

Speaking of English, the use of listening along with practice develops listening comprehension. Finally, it is mentioned that in a quiet environment, the student has better concentration.

In the case of the eighth question, they agreed when mentioning that children at a young age have the ability to absorb everything they hear, which facilitates and adapts the student to a new language, taking the step to master this language with ease according to the agreement is growing since the strategy of teaching a mother tongue is used, in a certain way, in 2017, Yavuz & Celik assured that it is true the ability to listen is the most important of early language teaching. Since this begins in the same way as the teaching of the mother tongue, this is how they are related since they share a common experience.

In the penultimate question, teachers state that the frequent use of audiobooks gradually helps the development of skills such as active Listening, reading comprehension, and pronunciation, thus giving them the possibility of having a conversation with people who speak the language; this statement is defended by Best (2020), who mentions that Audiobooks are the foundation of support for children in terms of literacy. In addition, it develops different reading skills, such as decoding and comprehension, and additionally, beneficial results are seen for well-being and intelligence.

To end the interview, the graduates in language pedagogy mention that the skills that young children develop best when learning a new language are listening and speaking since these abilities work together, since when you listen, you repeat the pronunciation, supporting this opinion. In 2021, Asima said that Listening and speaking are the most important skills to have in order to be successful in English. Most people send their children to learn a new language from an early age due to the ability to listen and minor that children from 3 to 5 years old since they are in the stage of repeating everything they hear.

## CHAPTER V

### Reflexions of the Study

This chapter has the purpose of establishing reflections after having carried out the pertinent investigation; in this section is the experience acquired by the researchers, the life lessons, and the narration of the different obstacles or impediments that occurred during the investigative process, among other important details.

Before starting this research project named audiobooks for children as an interactive strategy to develop Listening skills, the researchers had no notions about this topic at all. Therefore the responsibility and challenge were greater, now after having carried out the steps one by one to investigate an event or problem, they can state that through this study, it was possible to demonstrate that audiobooks are currently valid and can play an important role in the attempt to improve skills as a whole. This statement can be reinforced with the correct opinions of the English teachers who were taken into account to be interviewed, who assured that they had used the audiobooks on several occasions and presented significant improvements in Listening. Although this is only one part because the interviewees also agreed that these tools not only help in developing skills such as Listening or reading but also in keeping students' attention; this is because audiobooks can become excellent sources of teaching, allowing them to capture the interest of a specific group.

During the process of learning a new language, students have to face various inconveniences such as poor understanding of the audio or lack of interest; this is created from the choice of material that does not go according to the age and interests; although most of the time they do not do it intentionally, on the contrary, this problem is closely related to the application of obsolete methodologies or with little interactivity, that is, the teacher uses methods



or strategies that do not attract attention at all, causing those students to lose interest in practicing Listening, this could take a complete turn towards positive results with the continuous use of audiobooks for children that are according to age and interest, for example, it can choose a princess story and a recorded superhero story in audio, both are preferred by children who love this type of material, allowing the sense of hearing to be activated and generating better results throughout the Listening sessions.

Furthermore, the audiobooks used in the classroom as a didactic resource could have direct participation, drawing the students' attention, since these tools allow them to listen and at the same time follow the text with their eyes, providing a better approach to reading books that in some cases are not liked by children because they have too many letters in their content, which causes a deterioration in interest in continuing to learn.

It is an unfortunate fact to know the reality of public schools in Ecuador that in many of them, the English language is not developed as it should or do not have the resources to work this language in the best way; this can be evidenced at the level of comprehension and production that a student has in basic skills, on the contrary, in a private educational entity in Salinas it was possible to verify that in this school they had the necessary tools to promote all the skills required in teaching a new language, so it was listening works with audios, songs, audiobooks, audiovisual material, tape recorders, speakers and a language laboratory that encourages and captures the attention of students who feel the desire to continue learning with fair and adequate materials that in many cases generate better results, as confirmed by the teachers of this institution interviewed in question two that is related to the importance of the resources in the classroom.

After obtaining the results of the interview, the solution proposed by the interviewees to help with listening problems was very noticeable. This alternative is related to the frequent use of audiobooks that, on the one hand, allow listening to a book that can be a story or a very funny story and, on the other hand, could intervene directly in the development of reading skills. Because it is possible to carry out these two actions simultaneously, that is, while a student listens to the audio, he is also able to continue reading the book he is using at that precise moment with his eyes, managing not only to develop various skills together but also to motivate the student through material that finds interesting and fun, such as superhero stories or fairy tales on audio recordings.

Nevertheless, there are stories or tales that do not go hand in hand with the topic that is going to be discussed in class; due to this inconvenience, they could be modified in a certain way so that they adjust to what is going to be taught during the listening time. An additional alternative to solve this problem of not having adequate vocabulary in a story could be the creation of new material taken as their own authorship, that is to say, that the audiobooks that are going to be presented must be prepared by the teacher placing what is necessary to be used in classes. In a specific topic, this solution will be used in the future by us because not only the skills mentioned in the previous paragraphs are worked on, but also the attention of each student will be maintained since they will not be stories that are already known by heart. On the contrary, when they are invented possibly have a greater degree of intrigue and suspense for children.

During the investigation, we managed to acquire a lot of experience that served as support in the relationship of the theoretical bases with the opinions of the chosen sample and, from these analyzes, draw conclusions that leaves us widely described that audiobooks can be

used for different purposes, one of them would possibly take place in the classroom when it is time to listen, and it is intended to develop this skill along with reading. This statement can be reinforced by the opinion of the teachers that were taken into account for this study which stated that this material could be used to work on two skills simultaneously, significantly improving the results at the end of every certain time that the tool is executed.

One of the biggest challenges in the research was obtaining information from the institution's teachers because time is very short for them, and the agenda is kept full at all times, which made it difficult to get a stagnant interview during several days of the investigative process, on the other hand, one of the most relevant advantages was working in pairs since the generation of ideas becomes more productive when two people think at the same time, they present better results in writing and correcting errors.

The contributions of this study to our lives were many. However, it is necessary to mention only one, at the beginning of this investigation population and sample were not adequate; this happened due to the previous investigation was not carried out following the steps of the investigative work; therefore the results were not favorable, delaying the obtaining of vital information to analyze and complete the project, so the UIC teacher recommended looking for a solution to this problem, that suggestion was to look for a new institution, without wasting time for the teachers of the English department from EDUCA were contacted, who accepted the request, and the population changed from students to five teachers. So, the life lesson that this process leaves behind is that whenever someone carries out a research project, the first thing to do is a prior approach to know the population, and the resources, among other necessary factors, to avoid any inconvenience in the process of collecting information.

Knowledge about audiobooks was not extensive at the beginning of this study, that is, without so many details. However, in the practice of the pre-teaching service, the implementation of this resource was visible; After conducting the interviews with the teachers, it was possible to verify that the use of audiobooks is an excellent way to develop some skills at the same time, on the other hand, the effectiveness depends on the age, level of listening comprehension of the students. In addition, the cautious acceptance of this resource was evident because audiobooks must use in a good way, and there are people with academic needs for whom there are people with educational needs whom this strategy does not have an effect; in other words, there are children who are bothered by noise. From this type of material, for example, a child diagnosed with autism will be affected while playing audiobooks at high volume.

It is necessary to point out that the knowledge on this subject has increased positively in the authors of this study; this was possible with the help of the review of research related to audiobooks, so it was possible to verify that audiobooks are relevant tools as a didactic strategy for teaching Listening, not only for children but also for young people and adults; Although the content may vary according to age and level of listening comprehension. Moreover, it was possible to know the benefits of using this work tool, such as improving pronunciation, listening comprehension, vocabulary, and reading.

During the research process, there were many complications due to the lack of experience with the qualitative method. It is not easy to do a study with gaps. Therefore, a fundamental change to avoid these gaps could be self-education in this method to obtain better results. On the other hand, the population immersed in this study does not include students because it was not possible to interview them since the institution has very rigid policies. So the change, in this

case, is the search for an entity where contact with students is allowed to avoid the collection of incomplete information.

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## ANNEXES

## Annexes A: Certified Antiplagiarism



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**CERTIFICADO ANTI-PLAGIO**

La libertad, 07 de febrero del 2023

En calidad de tutor del Trabajo de Integración Curricular denominado “AUDIOBOOKS FOR CHILDREN AS AN INTERACTIVE STRATEGY TO DEVELOP LISTENING SKILLS” elaborado por los estudiantes Jennifer Paola Tenempaguay Suárez & Christian Gustavo Suárez Tomalá, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read "Rudy Parraga", is written over a horizontal line.

MSc. Rudy Jonathan Parraga Solorzano  
**ADVISOR**

## COMPILATIO REPORT



## Audiobooks 2

2% Similitudes

< 1% Texto entre comillas  
0% similitudes entre comillas

0% Idioma no reconocido

Nombre del documento: Audiobooks 2.docx  
ID del

documento: b428bcd0738f75a05da8c54546ee5a4655a475a

Tamaño del documento original: 86,89 ko

Depositante: RUDY JONATHAN PARRAGA SOLORZANO

Fecha de depósito: 7/2/2023

Tipo de carga: interface

fecha de fin de análisis: 7/2/2023

Número de palabras: 11.573

Número de caracteres: 74.462

Ubicación de las similitudes en el documento:



## Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	<a href="http://repositorio.uta.edu.ec">repositorio.uta.edu.ec</a>   Audio fairy tales technique to enhance English listening skill <a href="http://repositorio.uta.edu.ec/jspui/bitstream/123456789/29686/1/Herrera%20Lady.pdf">http://repositorio.uta.edu.ec/jspui/bitstream/123456789/29686/1/Herrera Lady.pdf</a>	< 1%		Palabras idénticas : < 1% (101 palabras)
2	Documento de otro usuario #103856 El documento proviene de otro grupo 2 fuentes similares	< 1%		Palabras idénticas : < 1% (55 palabras)
3	<a href="https://www.ijsrp.org">www.ijsrp.org</a>   Use of Audiobooks to Improve Listening Comprehension for English ... <a href="https://www.ijsrp.org/research-paper-0621.php?rp=P11411393">https://www.ijsrp.org/research-paper-0621.php?rp=P11411393</a>	< 1%		Palabras idénticas : < 1% (37 palabras)
4	<a href="https://pjas.ansl.edu.pl">pjas.ansl.edu.pl</a> <a href="https://pjas.ansl.edu.pl/index.php/pjas/article/download/136/113/">https://pjas.ansl.edu.pl/index.php/pjas/article/download/136/113/</a>	< 1%		Palabras idénticas : < 1% (27 palabras)

## Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	<a href="https://123dok.org">123dok.org</a>   Il SIA come supporto alle differenti attività <a href="https://123dok.org/article/il-sia-come-supporto-alle-differenti-attivita.dy4vdvvy">https://123dok.org/article/il-sia-come-supporto-alle-differenti-attivita.dy4vdvvy</a>	< 1%		Palabras idénticas : < 1% (13 palabras)
2	Documento de otro usuario #f03a35 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (11 palabras)
3	Documento de otro usuario #e2eeff El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (10 palabras)

## **Annexes B: Interview Transcript**

### **Interview 1**

#### **Why has the English language come to be considered a lingua franca?**

Because this language has become something universal; then it has become indispensable in different parts of the world. In other words, it has become a lingua franca.

#### **Why is it important to apply a good strategy in teaching the English language?**

It is fundamental since each one of your students will depend on it to meet the objectives that you have proposed in each of your classes. Also, students will develop all skills correctly.

#### **According to your methodology, how do you capture the students' attention during the listening time?**

During the listening time, I share the book on the projector while the audio of the reading is playing; at the same time, children listen and choose an image in their books, so the colorful images capture the students' attention. For instance, if they know the correct answer related to the vocabulary, they are given rewards, which in my case, I use happy faces.

#### **Do you know anything about audiobooks?**

Yes, the basics, are recordings of books that are used in class to develop two skills; at the same time, to allow you to practice reading and listening because while you are looking at the paragraphs of the book you can also listen to the audio.

#### **What is your opinion about the use of audiobooks when practicing English?**

I think that the use of audiobooks would be a useful and ideal tool for the development of listening

#### **Why do you think audiobooks are useful tools to strengthen listening?**

I believe that audiobooks are useful tools because reinforce the knowledge

#### **What factors must be taken into account to develop listening skills?**

The main ones would be concentration, didactic resources, environment, and dynamic activities.

**In your experience, what is the skill children develop best in English and why?**

In my case, I am in charge of children from 3 to 4 years old, I think it would be listening since children are at an age where they absorb the ability to absorb everything. For example, I speak to them almost all the time in English, I also show them videos and they listen to music, I can realize that they begin to capture what they hear, that is why I consider listening as the most developed skill and it is worked on

**Do you think the use of audiobooks frequently helps listening comprehension?**

**Why?**

Yes, I believe that if you listen to audiobooks frequently somehow unconsciously you manage to develop your hearing ability and they are perfect to improve several skills.

**Based on your experience, what is the most important skill in English?**

I consider listening to be more important, because with this skill it is a little easier to develop the other skills, that is, if you know how to listen, you will be able to understand, speak and write easily.

**Interview 2**

**Why has the English language come to be considered a lingua franca?**

English should be considered as the most people should speak, it should be a language that universally has to be learned since having a base language all people can conclude, they can come to thoughts, share their ideas, do transactions, and other types of activities, so I would say that having English as a second language, in this case as a lingua franca, would be very useful.

**Why is it important to apply a good strategy in teaching the English language?**

Like all things in life, if you do not have a good method, it is impossible to reach the goal that you set for yourself, if you do not apply the tools possibly students do not achieve the

development of the skills, such as in this case, give a good class, good activities and you do not plan the strategies well. Learning cannot reach that goal, if you have a group that has a low level of English you are simply not going to reach another level because you are not applying the tools, or the activities, your planning simply will not work if it is not well prepared

**According to your methodology, how do you capture the attention of the students during the listening time?**

In this case, to get the attention of my students What I simply do is introduce a song, introduce a phrase, or an activity that involves getting up or moving so that they can get active and start learning in that class, those are the two methodologies that I have usually used and they have helped me a lot.

**Do you know anything about audiobooks?**

Of course, this type of tool is one of the easiest and most entertaining ways to practice the English language. Personally, in the process of becoming a graduate, I had to read too much. Many of the teachers made us read the Iliad and the truth to avoid reading all of that book. What I did was take the audiobook and listen to it because I feel that I learned much faster that way and I simply looked up a word that I didn't understand in the dictionary, obviously it must be a certified one because otherwise, I would get confused in the meaning and that I think that an audiobook is a little better than a book because you save time but it is not the same experience as reading yourself with your thoughts in mind, I consider that this methodology is very good in this process of learning a second language

**What is your opinion about the use of audiobooks when practicing English?**

When it comes to practicing English, audiobooks are very useful since you never know exactly how a word is pronounced. There may be an American pronunciation, an Australian pronunciation, or a British pronunciation. So that's where the taste of each person comes to develop. For example, I prefer the American accent in what are series or books. But I prefer a thousand times the British accent in what are documentaries. So I would say that in this case learning through audiobooks strengthens that connection between words and the pronunciation that one has. Because we must remember that we not only have a single ability but multiple. So,

while you are listening to audiobooks, you are developing two, what is listening and reading, so I consider that they are important when learning a new language.

### **Why do you think audiobooks are useful tools to strengthen listening?**

Well, as I explained a moment ago, they are used to that reinforce skills that we have to one day have. Because if a person wants to be fluent, they have to develop all their skills, both, writing, speaking reading. Everything has to be conjugated and everything has to be linked. In this case, when you are using an audiobook you can read and listen, you can strengthen words that you may not know the meaning of, and you may not know the correct pronunciation. In this case, you are reinforcing it. Reinforce is in English. And well, I consider audiobooks useful in many areas.

### **What factors must be taken into account to develop listening skills?**

Well, it's one of the hardest skills to learn. I feel that since I started, why? mostly because of the accents. The multiple accents that, as you already know, in Spanish we have quite a few Ecuadorians, Colombians, Argentines, Mexicans, we all have accents in Spanish, just as in the English language we have Australian, we have part of Canada, we have American, we have British, which is one of the most used to do formal things. So I would say that respective has to be learned in a very strict way. For example, if a person wants to fully understand what an American or an English-speaking person is speaking, then obviously they have to practice a lot. So I think you have to start by listening and then move on with grammar and then reading. I am not belittling writing because I consider that it is a skill that is also very important, but I would say that it should begin with listening because as we all know, each one of us learned that skill first, we all learned to listen and then to repeat words. So I would say that if a person is learning this language, they should start there, like some of us begin with our first language and to finish the environment and resources are important to develop his skill.

### **In your experience, what is the skill children develop best in English and why?**

I think that first is the environment to see how your class develops, and what tools are used. in other words, if we are going to use a radio with a record where children have to sit alone



to listen, it will not work, it may work for adolescents and adults, but with children, it is more feasible to use audiobooks with projections in this way if you attract attention. of the little ones

**Do you think the use of audiobooks frequently helps listening comprehension?**

**Why?**

Hearing, yes, but let's remember that audiobooks should not only be used, we can also use videos, but we can also use music. I find audiobooks very useful. If a teacher wants to reinforce skills, but as I said, there are multiple teaching materials and several contents that any teacher can use. For example, you can use dynamics using listening and making commands using interactive games. I see books more for a slightly more advanced level because children and even being a story, sometimes they don't like it and what they like are the videos or images.

**Based on your experience, what is the most important skill in English?**

As I already mentioned at the beginning of the interview, I consider that listening is the skill with which a person should start, after that, grammar would come. Because a person has to know how words are built. For example, if you need to know how to use a word in the present simple, past perfect, past perfect, continuous, future perfect, continuous, or past perfect, you have to know how each word is built and reinforce that with listening, because when you learn it As it is on a page, as it is in the book, it is a good way to learn, but not putting it to the test, that is, not applying it. The step you have to learn all this, you have to learn every day, time by time, do, start with one skill, then move on to another. And so, they are by steps I believe that you have to learn English.

**Interview 3**

**Why has the English language come to be considered a lingua franca?**

It is common to know from creators, scientists, and more that the English language has been considered a lingua franca since around the world it is one of the main languages, more than anything in this globalized world in which we find ourselves, communicating is a necessity that serves even to get jobs and open new paths in our professional life.

**Why is it important to apply a good strategy in teaching the English language?**

I believe that it is important to apply a good way to achieve the development of skills in English, it makes the student interested in learning as a first point, because if we do not capture the attention of the students, we do not make them interested in knowing, knowing and learning, in the end, it will be empty knowledge, The student is going to learn things out of obligation, he is going to study because it is required, but we are not going to create an impact, we are not going to create that the students really learn, but simply empty knowledge is going to be created in the student. But, if we apply a good strategy where to implement new tools, technology, and more, we will make our class first dynamic, second capture the attention of the students, and third, we make them interested in learning.

**According to your methodology, how do you capture the attention of the students during the listening time?**

In my case, I look for topics that interest them, for example, the students that I am with, really like to learn about numbers and sports, but through songs that contain vocabulary of the same, which impacts them and they will feel a lot about what we are doing watching.

**Do you know anything about audiobooks?**

It is a technique that I am about to implement more in classes, I have already used it as an additional subject, but now I am trying to incorporate it as part of the class.

**What is your opinion about the use of audiobooks when practicing English?**

The methodology of audiobooks can help us to capture the attention of children who have attention deficit and hyperactivity disorder, so it is a strategy that as a teacher we should have as an ace up our sleeve, but we must also consider that it is not for all children. For example, there are children with autism who do not like noise and this would not be a good teaching strategy. However, it is a very useful tool knowing how to use it intelligently.

**Why do you think audiobooks are useful tools to strengthen listening?**

It is true that children more than all are in a stage of absorbing the majority of what they hear and it is easier for them to learn something by listening than by writing, then children must be related to the environment in which this skill is developed, that is why I consider this type of resource is an important tool that helps to develop this skill, stressing again that they must be used carefully.

**What factors must be taken into account to develop listening skills?**

Well, first of all, as in any place, it is important to create an activity plan, get to know the student so that they have all the didactic material, resources, environment, and adequate space for each student and thus be able to give the required attention to each one.

**In your experience, what is the skill children develop best in English and why?**

Well, that question already depends. It depends on what course or grade the child is in. For example, the second grader is not going to have good listening because they are just learning the words. But something curious happens. They understand what writing means, that is, they understand writing faster than listening. Why? Because we put images and they memorize the image and sometimes associate the image with the word. So that's how repetition is sometimes done for them. The word in the image stays faster. I have noticed that when children are advancing in what is the educational institution or when they are advancing in what are grades, they still have pronunciation problems, but they remember most of what each word means. When they are in 4th grade or when they are in 5th grade, they already begin to improve what they say, because the words were already introduced from a young age. So they already know the meaning and how to use it in a sentence. So, that would be the answer.

**Do you think the use of audiobooks frequently helps listening comprehension?**

**Why?**

Of course, using it accurately could improve two or more skills simultaneously, as I mentioned before, you have to know our environment because there are children with different academic needs, and there are children who do not like noise, so you have to find another didactic tool to be able to implement the Obviously if it is possible to apply it, it will be a plus for our class. Will it improve our comprehension? Yeah, still 98% or 99% is similar to

podcasting with teens. Through listening, we repeat and develop a better understanding allowing us to improve some skills.

**Based on your experience, what is the most important skill in English?**

I believe that understanding and listening. If we achieve these first two steps we can develop other skills such as speaking and writing.

**Interview4**

**Why has the English language come to be considered a lingua franca?**

I consider English the second most important language because it is the most widely spoken, and very independent in generating opportunities in the labor field, it also contributes to education and other aspects, such as learning about different countries.

**Why is it important to apply a good strategy in teaching the English language?**

It is important to have good results in the development of skills, for example, in children under 5 years of age, music, movies, and dances attract their attention. Additionally, the fact that the teacher involves each of her students manages to capture everyone's attention.

**According to your methodology, how do you capture the attention of the students during the listening time?**

Well, to capture the attention of the students at the time of listening there are different ways to do it, but I think that it depends a lot on their age of them we can use children's songs, but in adolescents the strategy changes, they can use music from their favorite singers or movies that be with English speaking audios

**Do you know anything about audiobooks?**

I know of two types of audiobooks, those that are for children (stories) that go with projections and for adolescents, we already use writing at the same time as listening, these help to relate what they see with what they hear and in the same way know their spelling and pronunciation.

**What is your opinion about the use of audiobooks when practicing English?**

I consider that it is very important since it helps to listen to the pronunciation and auditory people are capturing and memorizing the pronunciation of each word and in turn facilitates interaction with people who dominate the language.

**Why do you think audiobooks are useful tools to strengthen listening?**

This tool is useful because it can reinforce the knowledge and adopt the habit to later generate the ability of good pronunciation and comprehension.

**What factors must be taken into account to develop listening skills?**

I think that speaking, and listening is a bit more complicated for them because they tend to get confused. At their age, it's easier to speak because they don't like to listen very much, so I think that the skill they develop the best is speaking.

**In your experience, what is the skill children develop best in English and why?**

In my experience, children from three to five years of age develop the ability to listen and speak the best, since at the time of teaching the class they are always asked to interact with each other and they are made to repeat themselves, this helps them to store information and memorize.

**Do you think the use of audiobooks frequently helps listening comprehension?**

**Why?**

Yes, audiobooks help children to improve multiple skills in English since they relate the projections they see with what they hear, while at other ages audiobooks help differently, for example in writing, since they are listening at the same time that they are reading, in this way they know the word its spelling and pronunciation.

**Based on your experience, what is the most important skill in English?**

For me, speaking, because this ability helps to have a better conversation anywhere and at any time. Let's remember again that English is one of the most widely spoken languages in the world.

## **Interview 5**

### **Why has the English language come to be considered a lingua franca?**

It is widely known that the English language began to be used several decades ago as a means of communication between countries that do not speak this language to transmit knowledge in the medical, scientific, or educational areas, on the other hand, this language has also been used to link the world of business or tourism, in short, these are some of the reasons why English has come to be considered as a lingua franca over the last decades.

### **Why is it important to apply a good strategy in teaching the English language?**

In the educational field, especially in the area of English, strategies are a fundamental part of the development of skills since without them the class would not have a good start and even less a successful completion, that is, to achieve the correct acquisition of knowledge in the students. a strategy must be applied that goes according to the specific skill that you want to develop in class, assuming that the teacher does not apply a good strategy in class, the student will probably not be able to correctly assimilate what the teacher wants him to learn.

### **According to your methodology, how do you capture the attention of the students during the listening time?**

Capturing the attention of students is not an easy task, but there are several ways to achieve it, for example, establishing short and striking songs or interactive games such as Simon says, which generate a positive and immediate response, when working on the Listening skill they are very tools.

### **Do you know anything about audiobooks?**

To be honest, I have worked with this type of material, because they are very striking and manage to capture the attention of children.

### **What is your opinion about the use of audiobooks when practicing English?**

Before I became a teacher I had to read a lot and this took away valuable time that I could use in other essential activities until I investigated how to read quickly using less time I found the audiobooks which helped me relate what I was seeing With what I was listening to, working on several skills at the same time, this allowed me to better organize and use the time that I sometimes did not have.

**Why do you think audiobooks are useful tools to strengthen listening?**

Audiobooks are tools that, in my opinion, are very useful since they allow the development of various skills simultaneously, such as reading and listening, the latter being greatly strengthened because we are directly exposed to listening to audio that could be compared to the acquisition of the mother tongue, that is, when we are little, we acquire our first language by listening to words from the environment.

**What factors must be taken into account to develop listening skills?**

There are several factors to correctly develop this skill, for example, adequate resources, specific didactic material, and the most important thing is a quiet environment without so much noise because we remember that Listening is going to be worked on, and if a student does not listen well, they may learn very, or in the worst case, do not understand anything.

**In your experience, what is the skill children develop best in English and why?**

When a student is exposed to a foreign language at an early age, the skills that they best develop are listening and speaking, since there are methods that help in the development of these skills, for example, the Callan method, which in basic terms consists of listening to the voice of the teacher and simultaneously repeat the same term several times, improving hearing and pronunciation to a great extent.

**Do you think the use of audiobooks frequently helps listening comprehension?**

**Why?**

I think to listen audio and following the reading with your gaze on multiple occasions is very useful when you want to acquire a foreign language and improve some skill at the same time, since it allows you to perform several actions at the same time, developing not only the

reading ability but also the understanding of those paragraphs by active listening that is generated from the audios.

**Based on your experience, what is the most important skill in English?**

In one of the previous questions I answered that Listening is fundamental in the acquisition of a mother tongue when we are children, in the same way, constant listening to terms of a new language will allow better assimilation of knowledge therefore I think that listening is the ability with greater importance not only in the acquisition of the English language but in any language that is intended to be acquired.