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**“THE USE OF AUDIOBOOKS AS A STRATEGY TO
IMPROVE THE LISTENING SKILLS ON SIXTH
GRADERS IN LA COLINA SCHOOL DURING THE FIRST
QUARTER OF 2024.”**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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The complete progress and conclusion of this research are one of my purposes and objectives in life because it was satisfying to have achieved this academic goal since I have been a person who has not given up on my career, I have worked very hard to be able to continue it and now being able to finish it makes me feel fullness and euphoria of what is to come. The time of development of this research would not have been possible without the support of important people in my life and of course academically as well, first, to God Almighty who allowed the process, English teachers at La Colina school, both to Professor Shanny Glaston K, a graduate in English teaching with a career of more than 25 years, and Professor Kevin Quiros Salas, who allowed me to carry out this research, of course without forgetting the protagonists of the research who were the students. Furthermore, I would like to express my gratitude to my thesis tutor who guided me whenever I needed it.

Dedication

I dedicate this research with all my heart and soul to my parents Abigail Rodriguez Martinez and Jorge Arturo Gonzalez Araya, since they were my support throughout my career. My parents were always supporting me, they were always aware that I could do it alone and if I couldn't, they were there for me to continue. I thank them with all my heart that they didn't let me give up, that they showed me that it is always possible, that they showed me that they would never leave me alone. I also thank my 4 sisters for listening to me when I was stressed and needed to express it. Despite being a little annoying to hear so many complaints, they were always listening to me with a smile. In addition, I want to dedicate this research to La Colina School, since being a school with some needs, they are always willing to help others and share all their knowledge, without forgetting each one of the UIA teachers who shared their knowledge. I want to thank them all and send a hug full of kindness.

Abstract

This research was carried out with the main purpose of demonstrating the effectiveness of using audiobooks as a methodological strategy to improve listening skills at La Colina school with sixth-grade students during the first school quarter. The population were sixth-grade students, around 15 of them, according to the reports of the teacher Lic Kevin Quirós Salas, the students have a basic level of English. In order to start the investigation, my person carried out classroom observation with the objective of being able to know more about the group dynamics during English lessons in general, to which a problem was found in recognizing different accents, trying to understand other methodologies for the students was complicated, in addition to carrying out according to what was observed an initial interview for the opening of the use of audiobooks as a strategy to improve listening, giving as a solution to this problem since during the classroom observations no activity was presented by the teaching department that would reinforce this group weakness, to finally carry out an interview at the end of the use of the strategy to corroborate its effectiveness in the students of La Colina school, during the research process, the teacher in charge tells me that due to the time factor and the number of students in which this strategy was going to be used, he recommended me to make a WhatsApp group with the students and whose purpose was to provide them with and facilitate all necessary material for the correct use of the selected audiobook, during the data collection process the students listened to the chapters sent and all information was collected through interviews. Once the data was collected through the different instruments applied, the researcher found and concluded that the use of audiobooks as a strategy to improve listening skills in sixth-grade students at La Colina school was really positive, it is stated that the strategy of using audiobooks was assertive in improving listening skills in students.

Resumen

Esta investigación se llevó a cabo con el propósito principal de demostrar la efectividad del uso de audiolibros como estrategia metodológica para la mejora de la habilidad del escucha en la escuela La Colina con los estudiantes de sexto nivel durante el primer periodo lectivo. La población con la que se trabajó fueron estudiantes de sexto nivel, alrededor de 15 de ellos, según los reportes del docente Lic Kevin Quirós Salas los estudiantes presentan un nivel básico de inglés. Para poder iniciar la investigación mi persona realizó observación de clase con el objetivo de poder conocer más sobre la dinámica de grupo durante las lecciones de inglés en general, a lo que se encontró con una problemática en el reconocer diferentes acentos, el tratar de entender otras metodologías para los estudiantes se les resulto complicado, además de realizar según lo observado una entrevista inicial para la apertura del uso de audiolibros como estrategia para la mejora del escucha, dando como solución a dicha problemática ya que durante las observaciones de clase no se presentaron por parte del departamento docente alguna actividad que reforzara dicha debilidad grupal, para finalmente realizar una entrevista al final del uso de la estrategia para corroborar su efectividad en los estudiantes de la escuela La Colina, durante el proceso de investigación, el docente a cargo me comenta que debido al factor tiempo y por la cantidad de estudiantes el cual se iba a utilizar dicha estrategia me recomendó hacer un grupo de WhatsApp con los estudiantes y cuyo propósito era brindarles y facilitarles todo material necesario para el uso correcto del audiolibro seleccionado, durante el proceso de recolección de datos los estudiantes escuchaban los capítulos enviados y toda información se recopiló por medio de entrevistas. Una vez recopilados los datos a través de los diferentes instrumentos aplicados, el investigador encontró y concluyó que el uso de audiolibros como estrategia para la mejora de la habilidad de escucha en los estudiantes de sexto nivel en la escuela

La Colina fue realmente positiva, se afirma que la estrategia del uso de audiolibros resulto asertiva en la mejora de la habilidad del escucha en los estudiantes.

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Chapter I

Introductory Framework

This research begins with an introductory framework investigating strategies to improve English language listening skills. Various instruments, strategies, and tests will demonstrate that audiobooks are effective for achieving this goal. Additionally, this study will build on existing research to improve English language listening skills. This research will be conducted with a sixth-grade group at La Colina School in the first quarter of this year.

1.1 Problem statement

This paper investigates using audiobooks to improve listening in the English language. It will be investigated through the analysis of the use of instruments. The result obtained through strategies or methods in which said technique is used, that is, the use of audiobooks will be evaluated. This is because, at La Colina school, there is a problem that involves the development of learning in the English language; among the main ones is the need for more vocabulary when listening and recognizing different types of accents and pronunciations. Through the following research question, the written document will be developed: Is the use of audiobooks an effective strategy for improving listening skills in English?

1.2 Objectives of the Investigation

The objectives are important in the writing since they indicate what is expected from the research. In addition to defining the general purpose of the writing, both general and specific objectives show the goal that is aspired to be reached through the research.

- 1.2.1 **General Objective:** To evaluate the effects of using audiobooks to acquire listening skills on Sixth Graders in La Colina School during The First Quarter Of 2024.
- 1.1.2 **Specific Objectives**
- 1.2.3 To Identify causes of the problematic in listening ability skill in sixth grade students at La Colina school.
- 1.2.4 To create activities for the development of the student's listening ability skill through audiobooks.
- 1.2.5 To judge the oncoming listening skills through the pedagogical strategy of using audiobooks.

1.3 Justification

The research paper The Use of Audiobooks as A Strategy to Improve Listening Skills is shown with priority in La Colina school because the school has a low listening level in the sixth grade, so the use of audiobooks will help each one of them to be able to learn, and practice differently through methodologies, and techniques in the development of listening, precisely books whose focus is on the development of critical analysis. This research is important since during the last year of the second educational cycle, the students normally in the school develop the English language with the same teacher, so the students know the teacher's methodology perfectly well; when listening to it, the students do not master it as expected, change in voice, change in pronunciation, and fluency among other aspects change, so the students believe it blocks when faced with a sudden change, even if the sentence is the same, the lack of variety in examples of types of pronunciation, students are unable to recognize basic phrases due to their type of pronunciation, so through audiobooks, we will seek to promote interest in

reading, and listening practice by being able to recognize the correct or varied pronunciation of the English language. Education and the ability to listen effectively, the most important factors in an individual's professional and social life, should be prioritized.

This research will benefit the student population of the La Colina de Limon school in the first quarter of 2024; it will be aimed directly at sixth-grade year students; this population was selected since, as mentioned before, the acquisition of a good auditory interpretation must be developed in primary school, so we would be working with complete sources of information as suggested, in addition to selecting the sixth-grade year population for the reason that they will very soon be in the transition from primary to secondary school. In secondary school, listening skills should be developed to meet the corresponding identifiers in the auditory and oral areas. On the other hand, a way is also being sought in which all students can have materials; it has been ensured that the majority of students have a cell phone at school or in their homes in which they can use this technological tool and listen to the audiobooks that are assigned, everyone through this modality would have it, it is even more economical since the school itself does not have as many resources to cover the number of physical books that a sixth-grade year classroom or section contains, ways are sought in which students learn, and improve linguistic skills through accessible, easy, and fun resources.

First, it is stated that the biggest problem in the La Colina school about learning the English foreign language is a misinterpretation of it; this problem was identified when carrying out the teaching practice; the same teacher taught the students from lower grades. Therefore, they had adapted to the teacher's pronunciation and methodology as a habit rather than as knowledge. It is known that the main skill in the English language is auditory since it is how information is entered; when I present the same subject but with

new pronunciation, the students need help understanding, despite it being the same schedule, methods, and materials. The sixth-grade year students at La Colina school do not recognize any speech style other than that of the teacher in charge of their lower grades. It is planned to solve the problem by using audiobooks as a strategy to improve listening skills; in addition to applying numerous techniques and methods that help reinforce the purpose of this research, in which students will be taught how to use an audiobook, innovative and creative ideas in which the student can use emotion as a way or form of knowledge, in addition to planning to make a list of the most common books that were used in the last school year, audiobooks will be used as a strategy to improve listening, oral comprehension, vocabulary, interests, and knowledge in students whose main purpose is to increase or improve listening styles/skills.

1.4 Antecedents

The objective of this research is to apply the teaching resource of audiobooks at La Colina school to improve listening skills in English. This research will take into account the methodologies, techniques, and tools necessary for students to achieve progress in listening to English.

This research seeks to evaluate the possible problems in students. A series of instruments will be applied to the students based on data collection to carry out this research. Considering the results, the conclusions of this research will be the objective of which is the increase in listening skills through the pedagogical tool of audiobooks in a sixth-grade group at the La Colina school during the first quarter of 2024.

The linguistic contribution that the teacher provides in the classroom is of utmost importance since teaching this is done as a second language; in Costa Rica, it is essential to achieve competence in listening. The Ministry of Public Education

recommends using updated techniques, methodologies, and tools since the class is limited; it has been recognized in Costa Rica its basic levels of the English foreign language in students, so they now recommend that teachers encourage new methods in which the student promotes his listening skills, which is the primary way in which learning is executed and then how to speak it. As mentioned in the following quote (Chaves et al., 2015). "The MEP requires that teachers expose their students to a considerable amount of meaningful linguistic information by listening to conversations, descriptions, instructions, songs, sports activities, videos and any other form of authentic spoken material." (page 1) Listening skills in the English language should be a priority, as mentioned above, during the elementary school years.

(Córdoba Cubillo, Coto Keith, and Ramírez Salas, 2005) From a historical perspective, over the years in teaching English, various methods have been used to promote listening skills, with the same purpose of being able to increase a complete and fluid learning process; it began with some methods such as the direct method, the audiolingual method, the Total Physical Response method among others, the importance of the use of different methods is the fact that the auditory/listening element is considered to be one of the most important because from the beginning students receive information in the target language through conversations, radio, television, conferences, among others, so knowing how to recognize the language helps the student also to be able to recognize and learn various types of pronunciation and infinite vocabulary, learning to listen to English involves the use and practice of various techniques that teachers execute during lessons with the same objective that students can recognize, understand and speak it. (page 8–10)

In other words, in Costa Rica, as shown in the previous quotes, the students have a low level of English, so even though the correct methodologies have been used for

years, the MEP now recommends renewing and encouraging new strategies to improve their English listening skills. In these analyzed investigations, it was observed that the main reason for the investigations on using audiobooks as a strategy to improve listening was due to severe problems in listening comprehension and oral expression. Listening is an essential skill that allows us to receive, understand, and evaluate the information transmitted through communication; in addition to being the first skill that the student develops when learning a new language, now with the use of audiobooks, the purpose of improving listening comprehension is even more accurate, as the following quote reinforces.

“(Tran Thi Yen, Pham Trung Kien, Tran Minh Ngoc, 2021) Listening to audiobooks and reading along with text, you are not only exposed to new vocabulary, but you also begin to make connections between physical forms of words that exist only in your auditory vocabulary. Audiobooks allow readers to enjoy literature at their listening comprehension level, which is significantly higher than their reading level” (par. 10)

In addition, audiobooks are not only a bridge to learning vocabulary but also improve it; the benefits of using audiobooks in learning the English foreign language are reiterated, such as improving listening and oral comprehension, acquiring new vocabulary, being an excellent way to improve pronunciation, and allowing you to hear different accents and speaking styles.

On the other hand, the analyzed research also emphasizes using research instruments; most use surveys and interviews for the final results. However, it depends on the place, population, and problems of the institution the type of instrument to be used and that it is coupled to the research paper, it is shown that the use of audiobooks as a strategy to improve listening skills in English is used by many teachers as a pedagogical tool since for students it is a new method that involves emotion, this as way

of learning always obtains positive results because it is used through one of the seven forms of knowledge, in the case of audiobooks it involves emotion.

(Sekścińska, Olszańska, 2018) By involving emotions, audible expressions are also involved; the sound and music that are presented in each listening make listening to audiobooks an original and pleasant experience so that the listener can concentrate on the plot of the story without straining their eyes. In other words, audiobooks are very popular since you can use them wherever you want and play them as often. It is very economical, and you can do it while doing various activities simultaneously. (Pag. 5)

As evidenced in the previous quote, using audiobooks as a strategy to improve listening skills is really accessible to students who love reading and modern learning. Through this tool, they can even develop their criteria for Learning the English foreign language through the acquisition of new vocabulary.

To sum up, based on the need and problems with listening comprehension at La Colina school and according to research in many other educational centers, it is mandatory to search for new materials for listening improvement in students whose best option presented in the use of audiobooks in which not only listening skills will improve but also oral ones, various investigations have been carried out on the use of audiobooks to improve listening and oral skills. As a result of the research analysis, a general response was given which shows that the results showed that audiobooks help students strengthen their listening comprehension and oral expression skills, the same results mentioned above; however, (Eternal, 2022) an audiobook cannot replace a teacher and should be used in conjunction with other educational materials. (pag. 1)

Otherwise, it is evident over time that the problem of listening comprehension has been one of the factors to improve in the student community both nationally and

internationally; multiple strategies and tools are currently used to try to eradicate the problem, and one of those solutions were found through qualitative and quantitative research in which they showed the analysis of data through interviews or censuses, and whose results affirmed that the use of audiobooks as a pedagogical tool helps in multiple factors of the acquisition of a new language to students who are in the learning process.

1.5 Scope

- 1) Improvement and strengthening of listening skills
- 2) The use of new tools as pedagogical strategies inside and outside the classroom
- 3) Implement listening with different types of accents and pronunciation through audiobooks.
- 4) Acquisition of new knowledge or vocabulary through audiobooks
- 5) Increasing the taste for books and stories
- 6) Increasing imagination when writing a story
- 7) The taste for audiobooks can be developed by putting them into practice through homework, class work, exams, or extra classes.
- 8) The main goal is to demonstrate through this research an improvement in listening skills using audiobooks as a strategy inside and outside the classroom.
- 9) Being able to save the institution the purchase of more books by using virtual material/audiobooks inside or outside the classroom

Chapter II

Theoretical Framework

2.1.1 Listening to learning English as a second language

(Speechify, 2021) Listening is one of the most important skills in learning English as a foreign language. From birth, listening plays an important role in developing language comprehension. For example, babies listen to words spoken by their parents before mimicking sounds and speaking their first words. That leads us to think that listening is one of the major skills required to understand the English language fully. As the following quote states, "The sound, stress, and intonation of the language can only be adapted through listening." In other words, listening is one of the primary skills in learning a language; listening involves oral comprehension. There are different types of listening: passive listening, which absorbs the language more slowly, and active listening, which significantly enhances language development. (Par. 4)

(Speechify, 2021) To speak English, it is necessary to apply active listening; as mentioned above, it is much more effective than passive listening; this happens because the ability to listen has a tremendous influence on the learning of any language, not only English; this partly because listening is the first means of communication by which we receive information. The human brain captures information and " segments it into small parts to store it in our short-term memory. As a new and unfamiliar language for the brain, it is moved to short-term memory, as mentioned above. Once this is done, they are divided according to our knowledge of the language's " grammatical rules. " As the following quote says, "It is not only the primary form of communication but also helps the learners to understand the beauty of the language." As the previous quote reinforces, it is very important to pay attention to what you hear around you since,

through listening, you acquire how you pronounce, conjugate, and practice what you hear and repeat what you hear. It is the first skill to be put into practice when acquiring a new language. (Par. 5)

2.1.2 Stages of Listening

Listening is a skill of critical importance in all aspects of our lives. As mentioned above, it is one skill that emphasizes acquiring any other language. It is known that listening in English presents a variety of types of listening. However, in teaching and learning, some stages of the listening process must be considered to promote fluid learning. Furthermore, regardless of how we engage in listening, listening is an active process through which we make sense of, evaluate, and respond to what we hear.

(University of Saskatchewan, 2021) The active listening process is the most effective in learning. Its stages are divided by characteristics of the listener's reception, as mentioned in the following quote, "The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding." These five steps for active listening are made up of having the ability to interpret a person's body language, which allows the listener to develop a more precise understanding of the speaker's message, all through the following steps that will be explained. (Par. 2)

(University of Saskatchewan, 2021) **The Receiving Stage:** This is the first step for active listening; it is made up of hearing, which is the physiological process of recording sound waves when they reach the eardrum; it is a simple process since "the clearer the sound, the easier the listening process becomes" in others words, listening and receiving information is the ability to process and identify particular sounds we hear as words. (Par.6)

The Understanding Stage: The second stage occurs when the speaker and the audience share an experience of meaning. Effective communication is created once the listener understands the speaker's main message.

(University of Saskatchewan, 2021) **The Evaluating Stage:** This stage of the listening process is the one during which the listener evaluates the information collected through effective communication that he received; this can be qualitative, quantitative, or affirmative, among others; this reception of evaluation allows the listener to form an opinion about what he listened and thus a possible response begins to form. In this evaluation stage, the listener rigorously evaluates the information heard, implying an indication from the speaker about whether what is captured by the listener is well constructed or disorganized, partial or impartial, true or false, significant or insignificant. As the following quote said, "The evaluating stage occurs most effectively once the listener fully understands what the speaker is trying to say." This third stage is a critical analysis; this is important for a listener in terms of how what they heard will affect their thinking, ideas, beliefs, and ideologies, among others. (Par. 19)

(University of Saskatchewan, 2021) **The Remembering Stage:** In the listening process, the remembering stage occurs when the listener retains the information, he has collected from the speaker to access it in the future; memory itself is also a form of knowledge; memory allows the person to record information about people or any other details that the brain considers important to remember later, the following quote reinforces that "Memory is essential throughout the listening process. We depend on our memory to fill in the blanks when we are listening and to let us place what we're hearing at the moment in the context of what we've heard before." In other words, memory as a form of knowledge is a fundamental part of acquiring a second language since it is

responsible for putting into practice what has been learned and stored in the brain. (Par. 22)

The Responding Stage: The response stage is the last stage of the listening process in which the listener provides verbal or nonverbal reactions based on short—or long-term memory. These are the five stages in which the listener's skill is compromised. It is active and effective, especially when learning a second language.

(Craig Thaine, 2021) There are several types of listening, which we call sub-skills; these, in addition to active listening, are part of the listener's skill and whose purpose is to capture information in the best way about similarity to a completely native pronunciation. In addition to the fact that the use of active listening and its subskills also helps students' speech, these subskills are often practiced in the language classroom, as a reinforcement of the quote below, the use of sub-skills for the listener if we apply them "It would make more sense to try to understand the main points that the speaker is trying to make" as mentioned, within classes the use of sub-skills is a facilitator for students being able to understand as a listener, these sub-skills are the following;

Listening for gist: this subskill emphasizes that it is when we listen to something to get a general idea of what it is, listening for specific information: this is when we listen to something because we want to discover certain information, and finally, the last subskills that is, Listening in detail; this is when we listen, we listen very carefully, paying attention to all the details of what is said, words, phrases or any other details and try to understand as much information as possible. (Par. 2)

2.2.1 Factors Affecting Listening Comprehension

Multiple factors affect and hinder listening skills and, with this, the teaching process. Below, we will mention some factors that harm the listener's ability, such as the

type of pronunciation, the time you dedicate to the skill, the educational background, in this case, that of the school being evaluated, and the traditional teaching model.

(Neil Patel) The first factor is the type of pronunciation. In the case of the La Colina school, listening problems arose, and one of them mentioned above was the type of pronunciation to which the students became accustomed; that is, they remained with the same teacher for more than one school period so the students in a certain way became accustomed to her methodology, type of pronunciation and pedagogical way of developing the class, as mentioned in the following quote about the factors that affect the listener is the following; "For every word you encounter, you create your internal phonetic representations (i.e., how you think that a word should be pronounced)." As mentioned in the previous quote, on many occasions, when trying to pronounce a word, it is done incorrectly since it is guided by how it is written; that is why mispronunciation is one of the factors that affect correct listening in the English language, followed by bad speech since they repeat what they hear. (Par. 5)

(Neil Patel) The second factor that affects listening is the time you dedicate to practicing it; it is known that lack of practice crucially harms the development of hearing for the new language; the following quote reinforces that, "Listening takes a long time. That's the way it is". As stated in the quote, listening takes time; listening practice is essential for the development of the language; it has been mentioned before that through listening, most of the vocabulary is acquired since, through this, it is possible to understand how you pronounce and speak the language studied, but if we did not improve our hearing, the learning would be poor. (Par. 8)

(Underwood, 2024) The third factor is educational background, which refers to the development of language and its methodology in educational institutions. In the case

of La Colina school, its educational background in learning the English language is based on traditional and very theoretical methods. In addition to the centralization of the area influencing the development of English learning, opportunities inside and outside of school are presented, as mentioned in the following quote: "Existence within and outside the school or other place give many listening opportunities." As the quote mentions, there are many more opportunities to learn English due to the area and culture. However, it depends a lot on the schools' educational background and teaching methodology. (P. 1)

(Eurokids, 2023) The fourth factor that affects the development of listening in English is the traditional teaching method, as mentioned above, in school. La Colina presents this method so the students are used to the same style of classes; the classes are traditional, so it is difficult for the class to adapt to the needs of each of the students; it is one of the disadvantages of the traditional teaching method, "Following the methodology they deem best for students, the teachers leave little space for improvisation." Teachers need more room for improvisation, following the methodology that is best for the students. Having said the above, teachers leave little room for improvisation, meaning they do not practice any other method or activity that makes students explore the English language independently. They are based on the basic method of translating and repeating. However, a lot is needed for classes to be less theoretical and more practical at La Colina school, or at least applying more current methods and techniques that adapt to the needs of each of the students, innovative methods for improving listening, as audiobooks are. (Par. 22)

2.3.1 Teach listening in English

(Ruth Wickham, 2023) It is known that listening skills are one of the most important skills since language is acquired by listening to it from natives or teachers whose second language is English. In order to teach it, multiple methods with their respective techniques are needed; it is known that while the teaching skill in listening can be different since students can learn in different ways, there are many ways to increase listening skills and confidence, such as the following; limit the use of translation and use videos or audio that students can listen to. Avoid using the translator because "Students tend to panic when they find they do not know every word. Using those electronic translators especially can give warped ideas of meaning". On the other hand, it is also recognized that now, in the age of technology, the use of the translation method makes students look for ways to translate everything without much effort, in addition to the fact that now students use only the virtual translator, they forgot how to use a dictionary and this was witnessed during English classes at La Colina school. (Par. 4)

(Mark Hancock, 2018). As mentioned previously, the use of videos and audio is also a way to improve listening skills; precisely for that reason, the use of audiobooks as an instrument to improve listening is of utmost importance since students learn to listen, analyze new vocabulary, and of course a different accent and type of pronunciation than the one they are used to with their undergraduate teachers, varying the type of pronunciation makes students adapt better to other accents, to be able to recognize it and therefore, understand the language, as mentioned in the following quote; "Pronunciation involves listening to how the language sounds. We can practice by focusing on connected speech while playing fragments from speech recordings". As the previous

quote reinforces, any activity that involves audio or recordings increases the ability to speak, pronounce, and recognize different types of speech. (Par. 7)

2.3.2 Techniques for teaching listening skills

(Lee Crockett, N. D). Some techniques for teaching English are related to listening skills; for this to happen, teachers are usually clear that listening and understanding what they say is different. Students often listen to everything they should; they listen to learn, following a pattern of how it is pronounced to how the student heard it, but that does not mean that what was heard has been understood. As teachers, it is important to incorporate activities into lessons that help improve listening skills. Listening skills are important since "it enables them to understand and retain new information, which is essential for academic success." moreover, using techniques to improve listening also helps critical thinking for communication and interpersonal relationships, both in personal and professional contexts. Incorporating various methods to teach and model effective listening skills is essential for fostering positive relationships, resolving conflicts, promoting personal and professional growth, and creating a supportive and inclusive environment in various contexts. Below are some ways to teach and model effective listening skills. (Par. 5)

(Lee Crockett, N. D). **Active Listening Exercises:** By engaging in active listening exercises, individuals can develop and strengthen their ability to focus, understand, and respond empathetically to others; when carrying out these activities, they must be supervised and directed by a teacher, as mentioned in the following quote; "Teachers can use activities such as pair work, group discussions, or role plays to encourage learners to listen actively. These exercises can also be tailored to suit the

level and needs of learners". In a nutshell, listening exercises and practices not only help the student improve his skills but also improve his ability to concentrate. (Par. 7)

(Lee Crockett, N. D). **Encourage Note-Taking:** Taking notes while listening helps individuals retain information better. It encourages them to summarize key points, reinforcing understanding and comprehension of the material being discussed; as the following quote mentions, "Teachers should encourage learners to take notes as they listen to lectures or participate in class discussions." As reflected in the previous quote, readings with audio are one of the most essential techniques to improve students' listening skills. (Par. 9)

(Lee Crockett, N. D). **Active Listening Strategies:** Active listening strategies are essential for effective communication, conflict resolution, and relationship building. By practicing active listening techniques, students can become better communicators, foster stronger relationships, and achieve greater success in all areas of their lives. Indeed, teachers use some strategies: "Teachers can also teach learners active listening strategies such as paraphrasing, summarizing, and asking questions." In short, these strategies are helpful when expressing and communicating with a student. (Par. 10)

(Lee Crockett, N. D). **Provide Feedback:** Feedback acknowledges the speaker's message and demonstrates their thoughts, feelings, and perspectives are valued. It validates their communication efforts and encourages further engagement; teachers are responsible for giving comments or recommendations to students to improve their listening skills; as the following quote said, "Teachers can provide learners with opportunities to self-assess their listening skills and set goals for improvement. Feedback can also help learners to identify their strengths and weaknesses and take appropriate actions to improve". "The teacher must provide feedback when listening to

his students, as it is essential to validate, confirm and encourage speakers, promote engagement and improve listening skills, especially when it comes to sixth-grade students since They approach a transition in which the level of English increases according to their academic level. (Par. 11)

2.4.1 Language listening strategies

Language listening strategies are techniques and approaches used to improve comprehension and comprehension when listening to a foreign language. In this investigation, the strategy of using audiobooks will be used as a method to improve listening skills; due to the use of this strategy of using audiobooks, students can improve their comprehension skills, develop vocabulary, and become more competent in understanding and communicating in a foreign language according to studies, as I mentioned before, La Colina school is one of the institutions in which I have witnessed the problem, so one of the best strategies that we can implement in the students according to the schedule and class program of the student's teachers is the use of audiobooks as an improvement in listening skills.

(Sheikh Aminur, 2023) “Listening skills are essential in personal and professional life. Effective listening helps to build strong relationships, improves problem-solving capabilities, increases productivity, boosts confidence, and avoids miscommunications. By avoiding distractions, asking questions, practicing empathy, using positive body language, and providing feedback, you can improve your listening skills and become a better listener. Mastering the art of listening takes time and practice, and it can lead to a more fulfilling and productive life” (Par. 11)

As mentioned in the previous quote, improving listening skills brings with it multiple positive factors in academic life as well as in the personal and interpersonal development of the students, so the way and manner in which students learn has a fundamental factor in the development of the language, that is, at La Colina school, the students, when accustomed to the same methodology and pronunciation of their

undergraduate teacher, found it difficult to recognize different accents and types of pronunciation, which is why it is proposed to use audiobooks within the methodological branch of the process of acquiring a foreign language as a second language.

Audiobooks are recordings of spoken content, usually from books or other written material, that are available in audio format. They allow people to listen to content being read aloud rather than reading it themselves. Audiobooks can be produced in various formats, including CDs, digital downloads, and streaming services. For schools, it is recommended to play them during the lesson while students read. This reinforces general second language learning skills.

(Mark Harris, 2023) Audiobooks and students can enjoy audiobooks in various environments, such as while commuting, training, doing housework, relaxing at home, doing a task, or simply practicing a second language. Audiobooks offer convenience and flexibility, allowing students or users to access literary content while doing other activities. In addition, using audiobooks in schools brings multiple benefits, such as acquiring new vocabulary and knowing and differentiating types. Of accents, it is cheap and accessible. "They were often used as an educational medium found in schools and libraries". As mentioned in the quote, using audiobooks is a new strategy. For a long time, audiobooks have been used as a strategy for improving multiple skills when learning a new language, for students it is not just a different way of learning but it is a door to imagination, creativity, and interest in reading; audiobooks provide an alternative way to consume written material, offering an immersive and enjoyable listening experience for readers of all ages and interests. (Par. 13)

2.5.1 Audiobooks as a Pedagogical Strategy to Improve Listening Skills.

Therefore, audiobooks as a pedagogical strategy to improve students' listening skills are a tool that has been used in classrooms for a long time, as mentioned above, but nevertheless, many teachers have opted for traditional education in the classroom. Books are read in physical or digital form; in the La Colina school, as a daily work evaluation project, students must read a series of around six books at the end of a quarter; many books cannot be obtained in physical form. Students opted for it digitally, which was a huge distraction since they commented that they read the summaries they found online. For this and many other reasons that will be explained later, audiobooks are recommended as a novel strategy for students to improve their listening skills.

(Erkan Aydın and Muhammed Tunagür, 2021) “Audiobooks provide semantic and content information that is not possible in other forms. The audiobooks improve the comprehension, listening, vocabulary, critical thinking, and analysis skills of the students. They improve the skills to analyze the textual elements, the theme, protagonists, and the plot and extrapolate predictions about the text. Thus, audiobooks allow the student to listen actively”. (P. 3)

In other words, as mentioned in the previous quote, audiobooks and their use as a pedagogical strategy bring multiple benefits to developing a second language. In addition, audiobooks provide learners with exposure to authentic spoken language in a natural context. Listening to native speakers narrate stories or present information helps learners become accustomed to the target language's rhythm, intonation, and pronunciation.

(Erkan Aydın and Muhammed Tunagür, 2021). As mentioned before, one of the main advantages of using audiobooks at La Colina school is exposure to authentic spoken language in a natural context. Listening to native speakers tell stories makes students hear another type of pronunciation, intonation, and rhythm they are accustomed to their undergraduate teacher; that was a problem when I came to carry out the teaching

practice. I explained the same material to them as the teacher in charge, but it was very difficult for them to be able to recognize the vocabulary even though it was the same subject given to the students; the use of audiobooks, according to studies, significantly improves listening and speaking skills, as mentioned in the following quote, "The listening skills of students who use audiobooks are improving. In the literature, it was determined in studies that tested the effectiveness of the audiobooks that they positively affected reading and listening skills". Audiobooks expose learners to a wide range of vocabulary in context. By encountering new words and phrases within a narrative or dialogue, learners can infer their meanings and understand how they are used naturally.

(P. 4)

Due to the decision to use audiobooks for improvement in the students, the reason for the difficulties is made known; as mentioned before, the students, being accustomed to a single type of pronunciation, intonation, rhythm, and methodology, find it difficult to familiarize themselves with Another type of pronunciation, students often face multiple barriers to correctly learning the listening skill, such as different accents and variations in pronunciation can pose challenges for ESL students, especially if they are not accustomed to hearing English spoken by native speakers, understanding unfamiliar accents may require additional effort and practice, also some ESL students may not have developed effective listening strategies to support comprehension, such as predicting, inferencing, and note-taking. These strategies are necessary for students to actively engage with the listening material and extract meaning from it. In addition, as mentioned above, there are also the following common factors that hinder the development of skills, especially listening, as mentioned in the following quote,

(Windamayanti, Haryanto, Atmowardoyo, Munir, 2022). "students' difficulties in learning listening were found two factors that influence listening comprehension those are students' internal which includes English not being

liked by students, not understanding English, unclear pronunciation by the speaker, limited vocabulary, not understanding grammar, not knowing the topic of conversation, language style, speaking speed. The second factor is an external factor including the lack of quality of the equipment used (speakers)". (P. 2)

Overcoming these barriers requires targeted instruction, ample practice opportunities, and a supportive learning environment that encourages risk-taking and fosters confidence in students' listening abilities; that is to say, the lack of opportunities is created by a traditional method of teaching the class about research that is precisely what happens, the lack of new strategies, lack of different types of pronunciation, accents, lack of strategies that involve the improvement of listening, lack of work equipment, it is known that normally in public schools the work equipment for the development of listening classes in the English language is very scarce, so its value is subtracted due to lack of opportunity.

2.5.2 Teacher methodology

Now we move on to the next point: the teacher's methodology has a lot to do with the process and development of the students' language; this is because it all depends on what methods and strategies the teacher uses for the development of a second language, currently many English teachers base their lessons in the theoretical and less practical part, which makes the classes routine and boring, that is the problem, the students get used to the same methodology, which is why they make the English lessons predictable and boring. It is known that the teacher's methodology impacts the student's progress; in the case of the La Colina school, its methodology is completely traditional.

(Helen Doron, 2016). Due to the traditional methodology of the classes, there is no listening practice due to a lack of resources, books, speakers, and videos, among others, and since the classes are traditional, they become the complete domain of the

teacher when pronouncing and translating all material, as mentioned in the quote, "Pronunciation suffers. In many countries, English can be taught by teachers who are not native English speakers. Their heavily accented English does not help students master correct pronunciation". As mentioned before, the traditional English listening teaching methodology may not be as effective in developing active listening and listening comprehension skills in real-life situations. A more student-centered, authentic, and contextualized approach is needed to significantly help students improve their English listening skills. (Par. 6)

2.5.3 Tools and dynamics that are used during classes

The next point will be written from the classes of the La Colina school; the tools and dynamics are traditional practices, but very few listening activities, in reality, almost none; the students were content with the listening of the teacher in charge. However, some listening tools and dynamics during class could be the following:

(Nik Peachey, 2019). Podcasts, Videos with subtitles, Role-plays, Dictations, Listening games, Active listening exercises, Storytelling, Interview simulations, Guided listening activities, and of course audiobooks, of course, the use of audiobooks during classes and outside of them are the perfect tools to improve and perfect listening since as mentioned in the following quote "They may also have to deal with a range of unfamiliar accents, noise interference from background environment and the pressure to respond to the person they are listening to". A simple activity that can be put into practice during class is using audiobooks to expose students to various English accents and speaking styles. They can listen to audiobook excerpts and then discuss the content and impressions. (Par. 1)

(Cliff Weitzman, 2022). Audiobooks are an excellent tool for improving English listening skills for several reasons. Firstly, they expose listeners to varied accents and speaking styles; that is, audiobooks allow them to hear various accents and styles. In English, the second reason is the practice of Listening Comprehension. Practically listening to audiobooks is an effective way to practice listening comprehension. Students can develop their active listening skills by following the plot, understanding the dialogue, and extracting key information from the audio, one of the most important in the acquisition of new vocabulary, context, and varied content; audiobooks cover a wide range of genres, themes, and difficulty levels. Students can choose audiobooks that suit their interests and proficiency levels, allowing them to learn while enjoying relevant stories, information, or discussions.

On the other hand, I promote Autonomous Learning because audiobooks allow students to practice English independently outside the classroom. They can listen to audiobooks at their leisure and their own pace, allowing them to improve their listening skills independently. (Par. 6 to 15)

2.6.1 Teachers need to improve teaching listening classes

The public education system in Costa Rica has a very low score in the use of English within classes. It has been reported that at the end of the third diversified cycle, students leave with a very low linguistic band, which is why Costa has put Rich in a very bad position in using English within the classrooms, as the following quote.

(SANAKO BLOG, 2021). It is vital to get the basics right before developing specific lesson interventions for teaching listening skills. It is worth considering and addressing some of the difficulties that a foreign language learner might have in fully understanding a conversation, a film, or a podcast in their target (or even their first) language. (Par. 6)

As mentioned in the quote, due to low levels of English proficiency, teachers must, as an obligation, create teaching plans that adapt to the needs of each of the students, that contain dynamics, strategies, and methods such as the use of audiobooks within, and outside the class and not just theoretical practices that make the lessons monotonous. Teachers should prioritize improving English listening classes due to their importance in developing comprehensive language skills and preparing students for real-life situations. English listening skills are essential for effective communication and provide students with invaluable exposure to different accents and speaking styles.

By improving listening lessons, teachers offer students the opportunity to develop their listening comprehension, increase their confidence in their language skills, and strengthen their ability to participate actively in conversations and debates in English. Additionally, improving listening classes can positively impact other areas of language learning, such as reading, writing, and speaking, by providing a solid foundation and deeper understanding of the spoken language. In short, teachers are equipping their students with the skills necessary to succeed in an increasingly globalized and multilingual world by improving listening lessons.

2.6.2 Listening material according to the interest of the students.

(SAHARA PUSPA AMALIA, 2023). It is crucial to have listening material that is tailored to each student's interests because it increases their motivation and commitment to learning, provides valuable exposure to culturally relevant topics, allows for greater diversification of topics explored, caters to different learning styles and facilitates the personalization of the educational process, thus promoting more effective and meaningful learning that aligns with the needs and preferences of each student. As

the following quote said, "Teachers should select special examples, facts, illustrations, which are currently, particularly the interest of the public" (P. 34)

In other words, teachers must have special activities and material for each of their students so that each student can make effective progress in listening to a second language. It is also important that teachers focus on the listening needs of each student because this allows for more effective and personalized teaching that addresses each individual's specific skills and challenges. By understanding students' listening needs, teachers can adapt their teaching to provide appropriate support, select materials and activities that are relevant and meaningful to each student, and offer specific feedback that helps students further improve their listening skills effectively. By focusing on each student's listening needs, teachers can promote more inclusive, motivating, and successful learning that aligns with individual learning goals and encourages the holistic development of students' language skills.

2.6.3 Training

(JACOBSNEED *and* FRANCISCO J. VARE, 2023). It is important to practice regularly and varied to improve English listening skills. This can include listening to various materials, such as audiobooks, podcasts, radio shows, and natural conversations. It is helpful to pay attention to different accents and speaking styles and try to identify important keywords and phrases. Additionally, you can practice taking notes while listening to help retain important information. Seeking opportunities to interact with native speakers and participate in conversations in English can also be beneficial in improving listening skills progressively.

However, listening training in students is not a priority as it resembles the interest of each of the students since they do not put into practice the few tools that are

provided to them in class; in addition, the teacher also has the obligation and the duty to provide dynamics and strategies that make listening skills a regular and daily training if your goal is to be able to master a second language. Below is one more quote that reflects that part of effective training can also be the use of audiobooks: “There are so many different formats for studying. Find the one that works for you, or switch between content types depending on the situation. For instance, you can listen to podcasts, audiobooks, and radio shows while you are on the go”. Audiobooks are an excellent tool for language practice because they offer an immersive experience that improves listening comprehension, pronunciation, and intonation by listening to native narrators and increases vocabulary and interest in new worlds of literature. (Par. 11)

2.7.1 How to Evaluate Listening Skills in Classes

The evaluation of listening skills in classes can be achieved through various methods; in the public and private sectors, the evaluation is very similar; in the case of La Colina school, the evaluation of some oral work or an oral class is based on evaluation rubrics. Lessons should include listening exercises, where students listen to audio excerpts or dialogues and answer related questions, such as reading comprehension. You can also assign tasks that require students to listen and summarize information. This example is a dynamic that the two teachers from the school above do, with the only detail being that they do not do it auditorily, but soon after using audiobooks, they will be able to implement it. Within the itinerary, it is also good to identify key details or draw conclusions based on what you have heard. Additionally, interactive activities can be conducted in class, such as debates or group discussions based on listening material, to assess students' ability to follow and participate in conversations. These assessments provide a comprehensive view of students' listening

skills and allow them to practice and improve in an educational setting. Below is a quote that reflects some types of auditory evaluation.

(Linkedin, 2024). You can use several types of assessments when assessing a student's listening skills, depending on purpose, level, and context. Multiple-choice questions are easy to create and grade. Short answer questions require students to write or say a word, phrase, or sentence based on their hearing. Summaries require students to write or speak a summary of the main ideas or events of a listening text. Conversations require students to converse with you or another student based on a text or listening topic. (Par. 1)

Assessment of listening in an English class provides valuable information about students' ability to understand and process spoken language. These assessments not only help measure students' progress but also allow them to improve their listening and communication skills in an educational setting. Having said the above, below will show a clear example of how a listening lesson in English should be graded. At La Colina School, they use a similar example, just as in comparison to private schools, the evaluation of oral classes is very similar.

On the other hand, for listening lessons, there are a series of aspects that can be evaluated during classes, such as the following: listening comprehension, assessing students' ability to understand audio content; active participation, observing students' participation during listening activities, such as their level of interaction in group discussions or their engagement in listening comprehension exercises, fluency, and pronunciation: This is one of the most important, students must repeat or respond out loud, evaluate their fluency and pronunciation in English to determine their level of proficiency in the spoken language.

In a few words, to everything mentioned above, given the problem of lack of vocabulary, the deficiency of being able to recognize other types of pronunciation, being able to speak and understand other accents and rhythms, the possible use of audiobooks

as a pedagogical strategy for improvement is mentioned of listening skill. Incorporating audiobooks into English classes offers several significant benefits for student learning. Firstly, audiobooks provide an authentic listening experience, helping students improve their listening comprehension and ability to understand spoken English in different contexts and accents. Additionally, by listening to native narrators, students can become familiar with English's correct pronunciation and intonation, improving their ability to speak fluently and naturally.

Audiobooks are also an effective tool to enrich students' vocabulary and improve their understanding of grammar and language structure in a real-world context. Additionally, audiobooks can make learning English more engaging and entertaining for students, increasing their motivation and commitment to learning. In short, audiobooks are a valuable tool that can significantly improve the quality and effectiveness of English classes, providing students with a richer and more complete learning experience.

As mentioned before, a problem was observed during the teaching practice and the observation class at La Colina School. I summarized the need for recognition of different accents, pronunciation, fluency, and rhythm, lack of vocabulary, and lack of skill classes. Listening during the practice, it was observed for a long time that the English classes taught at the institution are completely theoretical and practical; there is no interaction with other methods or dynamics, which makes the classes very monotonous; given the above, it will be involved the use of audiobooks in students since they bring with them multiple benefits already mentioned above. In addition, audiobooks bring with them multiple reasons why it is proposed to implement this tool in school; audiobooks are, without a doubt, one of the best options to improve listening skills in English.

They provide an immersive and authentic experience that helps students become familiar with the language's pronunciation, intonation, and rhythm. Additionally, they offer various genres and difficulty levels, allowing students to choose materials that suit their interests and language proficiency. Audiobooks are also convenient as students can listen to them anytime, anywhere, whether at home, on the way to work or school, or during their leisure time. This flexibility makes integrating listening practice into your daily study routine easy. Furthermore, by listening to stories and narratives, students improve their listening comprehension, enrich their vocabulary, and develop their ability to understand English in context. In short, audiobooks are versatile and effective tools that offer numerous benefits to improve students' English listening skills.

Chapter III

This chapter will present the methods, research design, information from sources, category analysis and data collection, with the purpose of being able to provide greater support to the research. The research approach is fundamental in any study because it establishes the direction and the methodological framework that will guide the entire investigative process, provides a systematic and structured guide to carry out meaningful and effective research, ensuring that the objectives are achieved in a rigorous and coherent manner.

3.1 Research Approach

(Pritha Bhandari, 2023). This research will employ a qualitative method, focusing on an informative and investigative approach. The qualitative method aims to understand, explore, and explain social or human phenomena from a holistic and contextualized perspective. Unlike quantitative methods, which focus on the measurement and quantification of variables, the qualitative approach focuses on

understanding the complexity and diversity of human experiences. As the following quote mentions, “Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research” In short, the qualitative method is to provide a deep and contextualized understanding of social or human phenomena, which complements and enriches our understanding of social reality in its entirety, in this case it is about education and its strategies to improve skill. of the listener. (Par. 1)

3.2 Research Design

The method that will be used to eradicate the problem is the use of the audiobook as a pedagogical strategy to improve listening skills in sixth grade students in the first quarter of 2024. This strategy will be taken into account within the development. of the class and outside of it as well, the strategy will be applied after having applied a diagnostic exam, this with the purpose of evaluating the level of listening comprehension that the students have before starting with the application of the strategy, and then applying it in class and with this evaluate its development, after the application of the strategy, another evaluation is sought to be applied again to measure the progress and effectiveness of said strategy, that would be the process of applying the strategy of using audiobooks. In short, this design establishes the structure and methodology that will be followed to collect, analyze and interpret the data.

3.3 Information Sources

In this research, primary and secondary sources will be used for the purpose of better support and support of what was mentioned in the research. The sources that were used in the research were mostly articles, theses and research on the topic mentioned

above. Know that primary sources are resources that provide original information that is not directly interpreted by the researcher. These sources include documents, data, testimonies, artifacts, historical records, interviews, surveys and any other type of material. Primary sources are essential for research since they provide direct and unfiltered evidence of events. On the other hand, we have Secondary sources are resources that provide information interpreted, analyzed or summarized by other researchers, authors or commentators. These sources are usually books, academic articles, reports, encyclopedias, reviews, and other types of publications that offer perspective or analysis of primary sources or other research works. Secondary sources are useful to obtain a broader and more contextualized view of a topic, as well as to identify debates or divergent interpretations of it.

3.4 Analysis Categories

Now, in this section will be explaining both categories of analysis, qualitative research is a research approach that focuses on understanding and exploring the experiences, perspectives and subjective meanings of people in their natural context. Instead of quantifying variables and looking for causal relationships as in quantitative research, qualitative research seeks to understand the complexity and diversity of social or human phenomena through the analysis of non-numerical data, such as words, images or lived experiences, as mentioned. in the following quote;

(Steven Tenny; Janelle M. Brannan; Grace D. Brannan, 2022).

Qualitative research gathers participants' experiences, perceptions, and behavior. It answers the hows and whys instead of how many or how much. It could be structured as a stand-alone study, purely relying on qualitative data or it could be part of mixed-methods research that combines qualitative and quantitative data.

This review introduces the readers to some basic concepts, definitions, terminology, and application of qualitative research. (Par. 2)

Qualitative research is widely used in disciplines such as sociology, psychology, anthropology, education and health, among others, to explore and understand a wide range of social and human phenomena from a deeper and more contextualized perspective.

(Coghlan, D., Brydon-Miller, M. 2014) Qualitative research is widely used in disciplines such as sociology, psychology, anthropology, education and health, among others, to explore and understand a wide range of social and human phenomena from a deeper and more contextualized perspective, "that's refers to a set of strategies, techniques and assumptions used to study psychological, social and economic processes through the exploration of numeric patterns". Quantitative research is used in a wide variety of disciplines, such as psychology, sociology, economics, education, health, among others, to investigate and understand a variety of social, human and natural phenomena from a more objective and quantifiable. (Par. 1)

3.5 Data Collection Instruments

A data collection instrument is any tool or means used to collect relevant information during the research process. In the case of this qualitative research, interviews, direct observation, checklists and diagnostic tests will be used. These instruments are specifically designed to obtain data that helps answer research questions, test hypotheses, or achieve the objectives of the study.

The main instrument that will be used in the research consists of around 11 questions related to the use of listening skills during English lessons. These questions have at least 3 response options, in which the student must select the one that best suits

them. resembles the personal criteria of each of the students, they must mark said answer with an "X". This is a structured or semi-structured one with participants that allows obtaining detailed information about their experiences, perceptions or points of view. The data collection will be carried out at the La Colina school in Limon, in which the responses of at least 15 students will be analyzed, the interview will be distributed to them and based on the responses, a group analysis will be carried out in which the results that are expected to be evaluated will be shown. which is the analysis of the strategy of using audiobooks and listening skills in relation to an improvement in the management of the English foreign language, all dynamics will be carried out in front of the teacher responsible for the class, the school will be visited several times in which necessary data would be collected for said investigation. All instruments will be carried out within the institution.

Data collection is essential in the research process as it provides the empirical basis necessary to support or refute hypotheses, identify patterns and trends, make informed decisions, and generate new knowledge in a variety of fields. The data collected allows researchers to test theories, evaluate interventions, identify areas of interest and contribute to the advancement of knowledge in their area of study. In summary, data collection is essential to understand, make informed decisions, and give direction to the purpose of the research.

3.6 Collection data process and data analysis

The data collection process was based on the attendance of the educational center, specifically at the La Colina school; a sixth-level group was selected in which the teacher who teaches the sixth-grade levels this year is Teacher Kevin Quiros Salas; the researcher met with the teacher before deciding the sixth-grade group, that is, the

population to which this research would be directed, we concluded selecting the 6-2 section, this for the following reasons; "The students in this section are outstanding, really they are all perfect, but section 6-2 is a little more committed, in addition to being one of the groups that I see most often due to schedule," said this from the teacher of English Teacher Kevin Quiros Salas, was completed by selecting said section, from the group whose students are around 32 students, a random sample of 15 students is taken without taking into account their academic performance, gender or any other factor that regulates as a variant. The data analysis will be presented through the study of the application of interviews; the interviews will be applied during school hours during English lessons to be able to carry out an analysis of characteristics that can guide me for the best development of the research, the interviews will be applied during the last English lessons of the days assigned according to the schedule, this is for the reason of not frequently interrupting the teacher's lessons, the collection of data will also be taken into account during the process when completing each audio of the audiobook through digital means of the WhatsApp group, in this group the behavior and progress of the audios and vocabulary will be observed through frequently asked questions to the participating students. At the end of the chapters, an interview will be carried out digitally to verify the effectiveness of audiobooks in improving listening in the English language. This effectiveness will be based on personal comments based on each student's experience.

Chapter IV

4.1 Analysis Of The Results

Data analysis in research is a crucial phase involving systematically processing and examining collected data to answer research questions, test hypotheses, and draw meaningful conclusions.

As mentioned before, according to the class observation carried out, the following points were observed which are supportive in the direction of this present writing, in which the development of the classes in sections 6-2 is clearly described and evidenced in La Colina school, in which there is also a decrease in the use or practice of listening skills, already mentioned above, the problematic beginning with the first class observations during the teaching practice, in which it was observed that in English classes, it was difficult for students to be able to recognize basic words in a different accent, in addition to noticing a deficiency in the practice of listening skills during the lessons, which is why it took me to investigate the methodology of group assignment, to which the public institution and teachers in charge told me that normally. In other words, during the class observation, several crucial points were noted to substantiate the content of the current writing. The development of the classes in section 6-2 was unmistakably described and evidenced in La Colina school. A noticeable decline in the use or practice of listening skills, as previously mentioned, was also observed. The problematic nature of the first-class observations during the teaching practice was stark. It was evident that in English classes, students struggled to recognize basic words in a different accent. Furthermore, there was an undeniable deficiency in the practice of listening skills during the lessons.

Consequently, an investigation into the methodology of group assignments ensued. Information from the public institution and teachers in charge revealed that students typically have the same English teacher for several years, serving as a pivotal starting point for this investigation. The upcoming checklist will scrutinize the essential points reflecting the observation of classes carried out at the beginning of the investigation and the use of listening skills.

Table 2 Observation class: Checklist to see aspects regarding the use or practice of the listening skill.

General Evaluation Criteria	Categories			
	Needs Improvement	Acceptable	Excellent	Not observed
Class Structure				
The teacher introduces the unit of the day (Topics and review of the previous class)			X	
The teacher use listening material during the class				X
The teacher uses several teaching materials in the lesson		X		
The teacher uses any ICT tool during the lesson				X
Teacher-Student Interaction				
Classroom Management, manages the classroom effectively; maintains a productive and respectful atmosphere		X		
Students participate in the activities of the class		X		
The teacher adapts teaching methods to meet the diverse needs of students; flexible in approach.	X			

The teacher controls students' behavior during the class		X		
The teacher adapts the 4 skills for students in English classes	X			
Content				
Content is challenging and thought-provoking; encourages deep analysis and critical thinking.		X		
Activities and material in which listening will be practiced were presented during class planning				X
All activities during the lesson were completed by the students		X		

Table 1 Checklist. Information taken from lesson observation. Own creation.

As can be seen in the checklist on the class observation carried out, it is evident that during the lessons the teacher presents no assignment of listening practices, in addition to not presenting any supporting technological device in addition to the teacher's personal computer, he does not present during the lesson's projector, speakers or some other electronic device for the benefit of class support, this analysis belongs to the structure of the class.

On the other hand, we have the interaction of the teacher and student, and as can be seen, the results are reached that the class environment is acceptable along with the monitoring of the monthly plan, however, there is a decrease in the adaptation of the class for different learning abilities. Each of the students, in addition to practicing the 4 skills, is recommended to improve these aspects.

Next, the study on the content of classes is also presented, in which it is observed that the activities carried out in the classroom involve critical thinking on the

part of the student, in addition to solving and finishing the activities during the lesson, but no material is observed that involves the improvement of listening activity within classroom or planning activities.

In short words, in the class observation checklist, it was noted that the teacher did not assign any listening practices and did not use any technological devices such as a projector or speakers to support the class. However, the teacher-student interaction was found to be acceptable, and the monthly plan was monitored effectively. There was a need for improved adaptation to different learning abilities. Additionally, the classroom activities promoted critical thinking and problem-solving but lacked materials to enhance listening activities during lessons.

Now, in this chapter, the results of the abovementioned instrument will be also presented to show the effectiveness of audiobooks as a strategy for improving listening skills in sixth-grade La Colina school students. The population consists of approximately 15 students, which represents 100% of the population in this research. The initial evaluation instrument, consisting of around 11 questions, was applied to them in which they asked about the interests of students by using a new methodology to improve listening skills through an audiobook.

This chapter will be based on the analysis of research data and the essentials to validate the results, provide empirical evidence, and guarantee that the conclusions are solid. This process helps answer specific research questions, uncover new areas of interest, and generate new questions for future studies.

As mentioned above, this interview research will present the analysis of interviews applied as a data collection sampling process with an analysis instrument.

This research will focus on the sixth-level primary school students of La Colina school, specifically sections 6-2 belonging to the English teacher Lic. Kevin Quiros Salas. On the other hand, the population already mentioned is shown to be 100% of the population in which said research will be carried out.

The sampling design in this study responds more to the idea of a non-probabilistic sample where the cases correspond to La Colina school in the province of Limon, Limon district, La Colina neighborhood of our country selection procedures respond more to the researcher's judgment and their results based on tests and instruments. For this research, the sample of experts will be used (exploratory to generate hypotheses) from primary and secondary sources.

Now, the result of the analysis and evaluation that was carried out on primary viewers of the problem in the educational sector at La Colina sixth-level primary school will be presented, to mention the analysis of the techniques in current use in light of those above, and thus, to finish with the evaluation of the possible solutions to the problem mentioned above, it should be noted that the selected group is also a group in which they have taught the same teacher, in other words, they have presented the lessons with the same teacher since the beginning of the II cycle.

According to the analysis and interview study, it can be confirmed that the lack of teacher training for new methodologies, along with the lack of resources from the institution, are two factors that can pose a problem in teaching the English language, where they must adapt to this transition from sixth to seventh year of school. The lack of teacher training is one of the reasons several students and the general student population have a very low rate of mastering a second language in terms of listening skills. On the other hand, we need more student preparation training; teacher guides and

counselors consider that another cause of the learning problem is student and family training when facing a new educational system, such as the new methodologies that involve part of a technological world.

The data collection process was based on the application of the interview instrument, in which said instrument was based on 11 questions related to methodologies, reading level, and types of literary genres; for data collection, it was taken as it has a population of 15 students which represents 100% of the population of this research, Lic selected these 15 students. Kevin Quiros Salas whose characteristics were similar in the use of the electronic device since for the evaluation of the progress of chapters, it was necessary that the students had some electronic device at their disposal; the section taken into account was section 6-2 of La Colina school, the data to be taken into account was that the selected students had access to the internet in their homes, in addition to having any electronic device such as a cell phone, tablet or computer that will be provided to them to be able to listen to the chapters of the audiobook selected according to the literary genre of said applied interview.

The interview will be shown following, which will help interpret the data for the analysis process and make sense of the data to write useful conclusions. The main goal is to convert raw data into understandable and actionable information that can support the topic. This process is essential for recollection, where informed decisions can make the difference between success and failure in various areas.



Interview
Data Collection
La Colina School



Qualitative/quantitative Research paper on “The Use of Audiobooks as A Strategy to Improve the Listening Skills on Sixth Graders in La Colina School During The First Quarter Of 2024.”

All information presented in this interview will be confidential and for investigative and informative use only.

Name: _____

Grade: _____

Section: _____

Date: _____

Instructions: Read each question and mark the answer with an "X" similar to your opinion. This interview aims to collect data and information about using audiobooks as a learning strategy to improve listening skills.

1 . How often do you read books in English?

() Always () Sometimes () I prefer other methods
to avoid Reading

2. What level of listening skill do you consider you present in English classes?

() Very good () Regular () I need to improve

3. How important is it to improve English listening skills in school lessons?

() A lot () A little () Almost nothing

4. Would you like to use audiobooks to improve listening comprehension in English?

() Definitely () Maybe () Not at all

5. What activities do you enjoy the most in class?

() Write stories () Listen to stories/Short stories () Create conversations

6. How much do you prefer to listen to a book than read it?

() I prefer to listen to the story () I prefer to read it () None

7. "Do you prefer learning through audiobooks over other methods?"

- I would like to learn by a different method
 I would do it because they tell me to
 I would not like to learn a different method than the one used in classes

8. Do you find audiobooks an accessible option for improving English listening skills in school settings?

- Yes, it is an economical and accessible option
 I cannot find the difference
 No, I do not find it easy to obtain

9. How often do you think audiobooks should be complemented with other activities to improve listening comprehension in English?

- Always Sometimes Never

10. Do you think that audiobooks improve your ability to recognize other types of pronunciation and learn new vocabulary?

- A lot Almost nothing I do not learn anything

11. What kind of book do you like the most?

- Romance Fiction History

To use the audiobook strategy to improve listening skills, I must first study the group and ensure they are willing to follow the data collection process. It should be noted that in this research, the development of the written paper depends on the literary genre that the majority of the group selected; in order for them to achieve a complement with the subject, its new methodology, and strategy, it is also mentioned that the listening skill at school according to my multiple observations of classes, the students have become accustomed to the same intonation, pronunciation, speech development,

speed, among other characteristics that are recognized between different types of pronunciation, this is because they have been presented to the same English teacher since the beginning of the second cycle. Hence, the problem of recognizing another type of accent is still present at La Colina school.

Next, in order to continue with the process of listening to the selected audiobook, the creation of a WhatsApp group will be taken into account with the permission of the students and parents (legal guardians) of the students; this is because through this group will be sending the chapters of the selected audiobook, the progress of the 15 students who represent 100% of the population will be taken into account, these advances will be stated through questions at the end of each chapter of the audiobook to be able to analyze and compile information if the students are adapting to a new strategy of audiobook use.

It is worth mentioning that a sample of around six questions asked in the interview will be selected for proper data analysis.

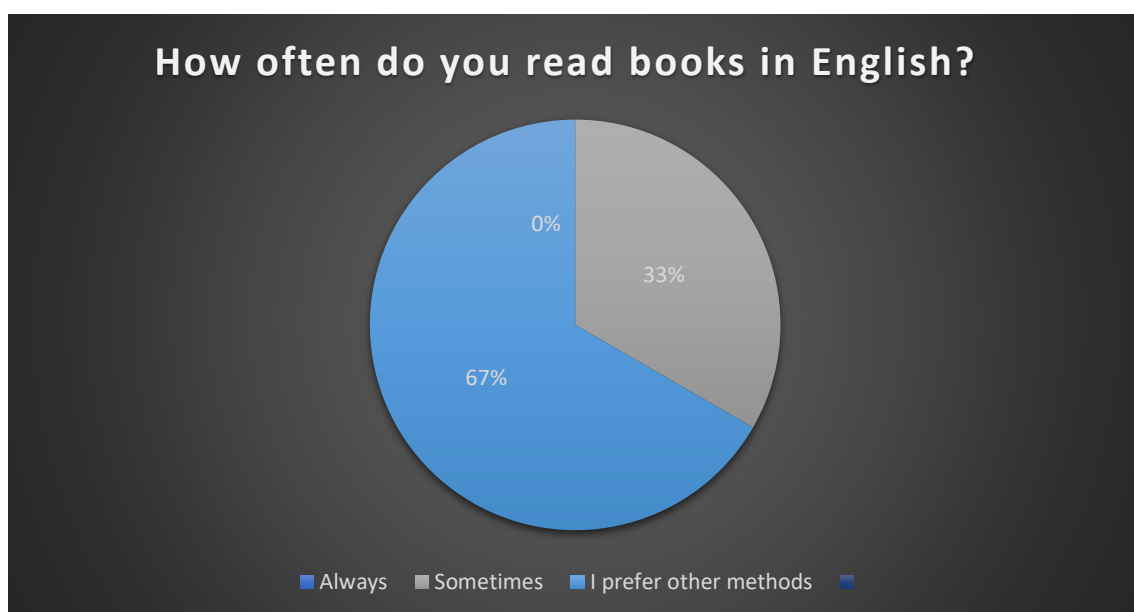


Figure 1 How often do you read books in English?

Graphic #1 How often do you read books in English?

Below is the analysis of question #1 of the interview, as can be seen in the table of the population of 100%, around 0% of students do not always read books, 33% of students sometimes read books. and we have 67% of students who prefer other methods not to read a book, this shows us that more than half of the student population prefers to use different reading methods rather than using physical books, this shows us a good indication of the group, in general, to put into practice the use of a new methodology.

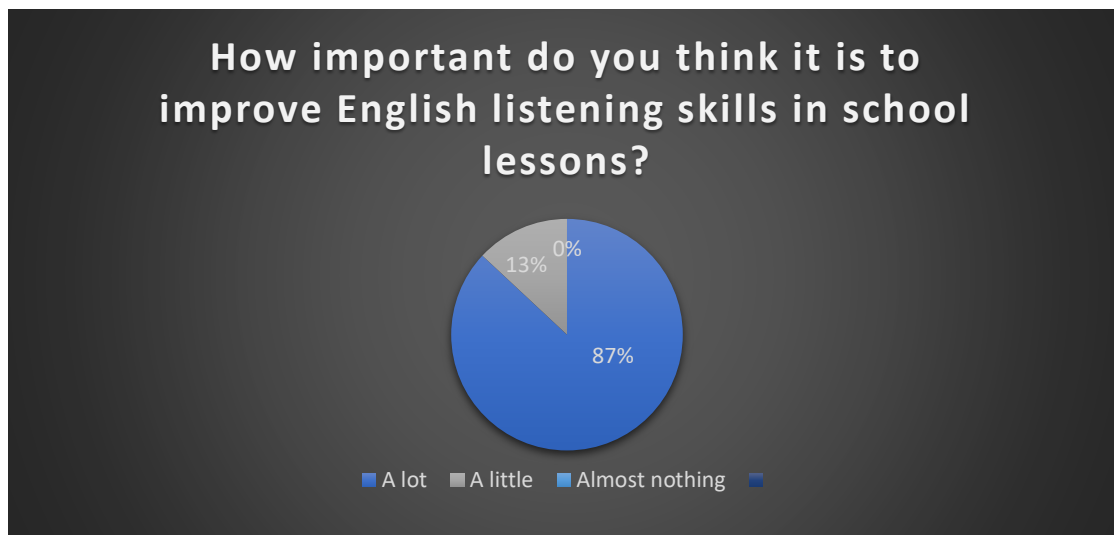


Figure 2 How important do you think it is to improve English listening skills in school lessons?

Graphic #2 How important do you think it is to improve English listening skills in school lessons?

Below is the analysis of question #3 of the interview, as can be seen in the table; of the population of 100% of students, around 0% of students think that it is almost not important to improve listening skills in English classes, 13% of students believe that it is only a little important to improve listening skills in English classes, we have 87% of students who admit that it is very important to improve listening skills in English classes. English classes show us that more than half of the student population think that English classes are really important for improving listening skills for English classes;

this shows us a good indication that the group, in general, put into practice a new methodology.

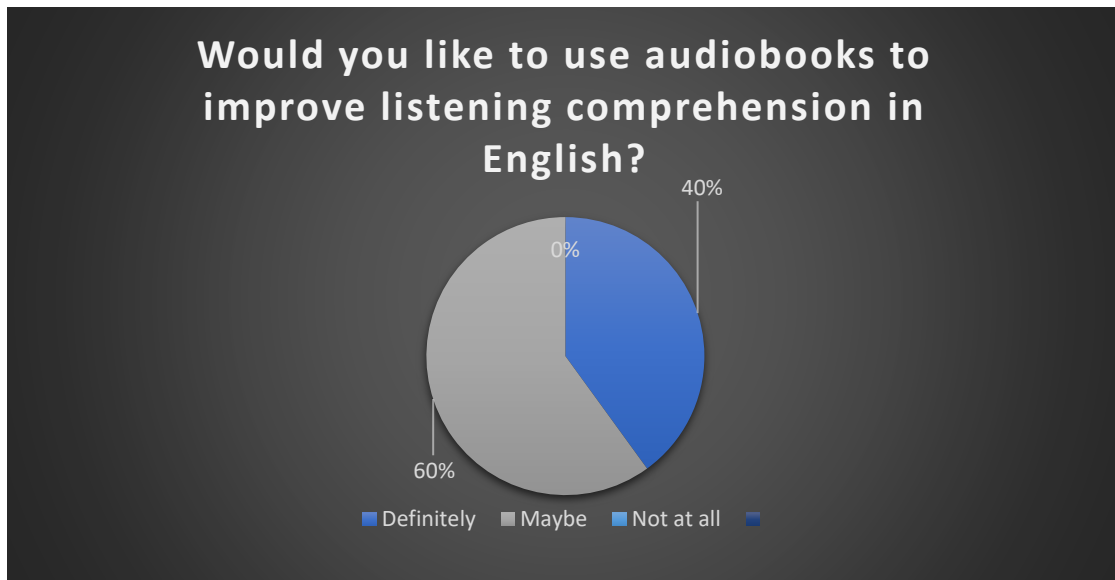


Figure 3 Would you like to use audiobooks to improve listening comprehension in English?

Graphic #3 Would you like to use audiobooks to improve listening comprehension in English?

Below is the analysis of question #4 of the interview, as can be seen in the table, of the population of 100% of students, around 40% of the students think that they would definitely use audiobooks to improve listening comprehension in English classes, 60% of students believe that perhaps they could use audiobooks to improve listening comprehension in English classes, we have 0% of students who admit that they would not at all like to use audiobooks to improve listening comprehension listening in English classes, this shows us that actually more than half of the student population think that English classes are really important in improving listening skills for English classes and that in addition to this, they are also not in complete refusal when trying to use audiobooks, in a few words it is demonstrated under facts that the selected student population is completely willing to use audiobooks as a strategy to improve listening to

the English language, this shows us a good indication of the group in general to put into practice the use of a new methodology.

Incorporating new methodologies at La Colina school, such as the use of audiobooks, in English classes is crucial for several reasons, especially because the school is located in an area where English is constantly practiced, but the dialect practiced is far removed from the American English that is normally taught and wherein said school the students remain with the same English teachers for several years. First, as I mentioned before, audiobooks significantly improve listening skills by giving students exposure to fluent reading, proper pronunciation, and intonation. This is especially beneficial for students who do not have regular access to native speakers, as it allows them to hear and practice authentic pronunciation and accents.

Second, audiobooks enrich vocabulary and comprehension by introducing new words in context, making it easier for students to understand and remember them. Listening to words used in sentences and stories helps students understand their meaning and use, especially if the book is about a literary genre that students like.

Additionally, audiobooks accommodate different learning styles, particularly auditory learners. Combined with reading along with text, they offer a multimodal learning experience that can improve comprehension and retention. This multimodal approach is engaging and more fun for students than traditional reading, increasing their motivation and fostering a love of learning English.

Audiobooks provide crucial support for struggling readers by allowing them to follow the text, boost their confidence, and help them improve at their own pace. They also encourage critical thinking and analysis by presenting themes, characters, and plot developments for discussion. On the other hand, you can also approve the dynamic in

which the student, when listening to the audiobook, creates her mental images according to what she understands and hears and for better understanding while they can continue reading.

In addition, audiobooks offer flexibility and accessibility, allowing students to listen anytime, anywhere, adapting language practice to their busy schedules. Students at La Colina School were reminded of the chapters where they had to listen; I sent them a WhatsApp group to listen to in the comfort of their homes, affecting the schedule and teaching agenda. They are also a valuable resource for students with visual impairments. Audiobooks often include cultural references and contexts, broadening students' understanding of English-speaking cultures, an important aspect of language learning.

Implementing audiobooks in English classes creates a more inclusive and engaging learning environment and helps develop lifelong learning habits. This modern approach ensures students have the skills necessary to succeed in an increasingly globalized world.

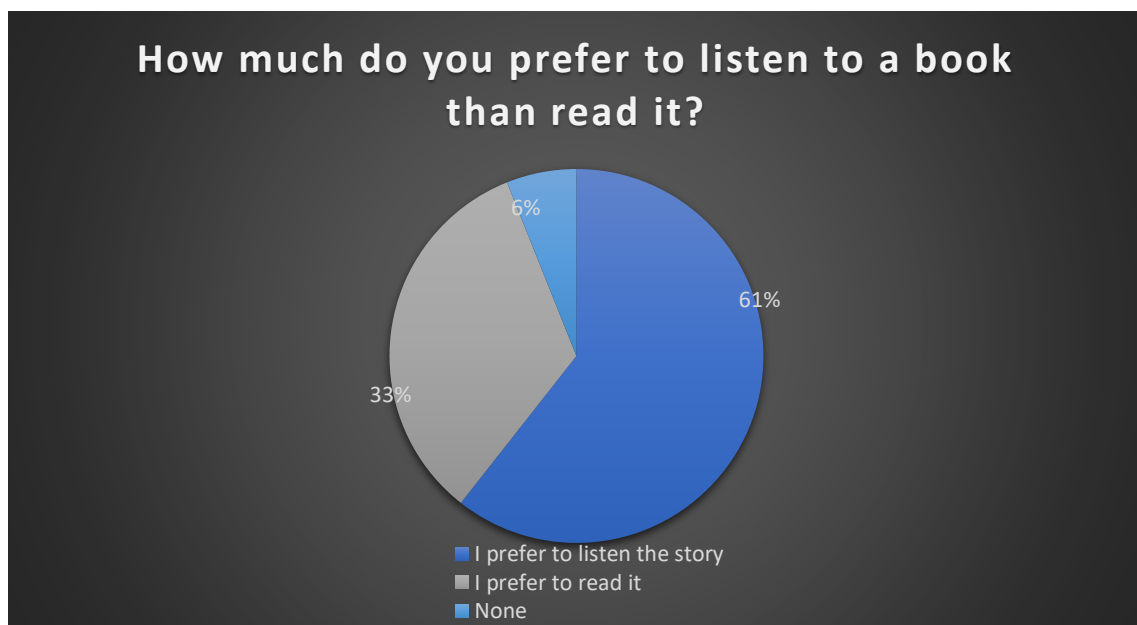


Figure 4 How much do you prefer to listen to a book than read it?

Graphic #4 **How much do you prefer to listen to a book than read it?**

Below is the analysis of question #6 of the interview; as can be seen in the table, the population of 100% of the students, around 61% of the students, prefer to listen to a book, putting into practice the strategy of the use of audiobooks, 33% of students prefer to read books physically. In comparison, 6% of students admit that they would not use or prefer either of the two options, whether audiobooks or reading them; in short, they are not interested in reading. Following this, it shows us that, in reality, more than half of the student population prefers to use audiobooks; they prefer to listen to them rather than read them; in a few words, it is demonstrated with facts that the selected student population is completely willing to use audiobooks as a strategy to improve listening to the material English language, this shows us a good indication of the group, in general, to put into practice the use of a new methodology.

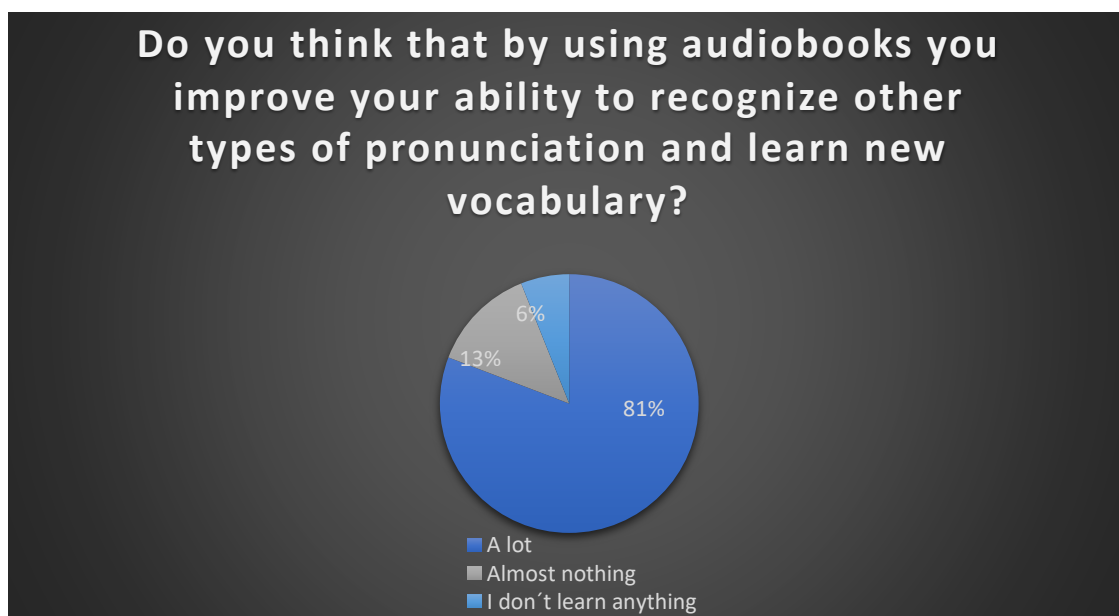


Figure 5 Do you think that by using audiobooks you improve your ability to recognize other types of pronunciation and learn new vocabulary?

Graphic #5 **Do you think that by using audiobooks you improve your ability to recognize other types of pronunciation and learn new vocabulary?**

Below is the analysis of question #10 of the interview, as can be seen in the table, of the population of 100% of the students, around 81% of the students believe that using audiobooks improves listening skills to recognize other types of pronunciation and learn new vocabulary, 13% of students believe that by using audiobooks they hardly practice the listening skills to recognize other types of pronunciation and learn new vocabulary, while we have 6% of students who admit that they would not learn anything by using audiobooks to practice listening skills to recognize other types of pronunciation and learn new vocabulary, following this, it shows us that in reality the majority of the student population think that by acquiring listening practice through Audiobooks can improve a lot by being able to recognize the native language of the language, in addition to learning multiple vocabulary, in a few words it is demonstrated with facts that the selected student population is completely willing to use audiobooks as a strategy to improve listening to the English language, this shows us a good indication of the group in general to put into practice the use of a new methodology.

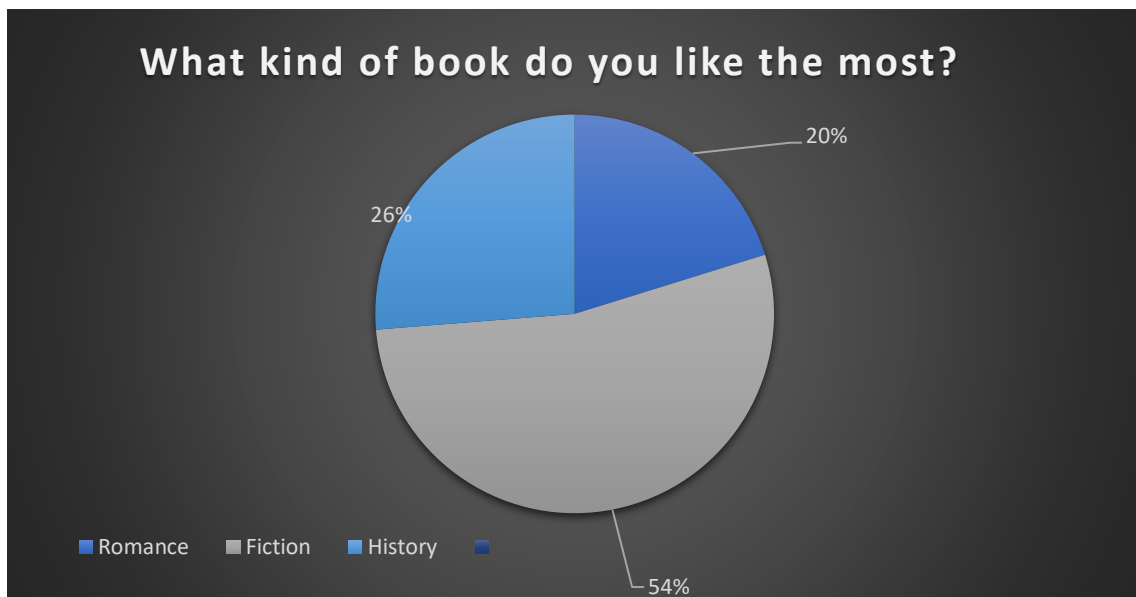


Figure 6 What kind of book do you like the most?

Graphic #6 What kind of book do you like the most?

Below is the analysis of question #11 of the interview, as can be seen in the table, of the population of 100% of the students, around 20% of the students prefer romance as a literary genre for reading a book, 54% of students consider and prefer that fiction is the best literary genre to read, while we have 26% of students who prefer the genre of history, following this, it shows us that in reality The majority of the student population prefers fiction as a literary genre, and with this the research will be guided for the selection of the audiobook for the ss, it will be taken into account that the chapters of the selected book will be sent through a WhatsApp group for the purpose of that the students are not interrupted during teaching hours and can listen to the chapters of the selected audiobook at home or in their free time, in a few words it is demonstrated with facts that the selected student population is completely willing to use audiobooks as a strategy to improve listening to the English language, this shows us a good indication of the group in general to put into practice the use of a new methodology.

Taking into account the interviews carried out with the students of La Colina school, the search is made for a story according to the genre selected by the majority of the student population, which was the literary genre of fiction, listening to a book that like is important because it improves listening comprehension, pronunciation, intonation, and increases vocabulary by exposing new words in context. It is accessible and flexible, allowing students to take advantage of their time anywhere, whether at home or in their free time at school. It encourages a love of reading, stimulates the imagination, offers relaxation and entertainment, and develops critical thinking. In short, it enriches language skills and provides a pleasant, unique, and motivating experience. I emphasize uniquely that since section 6-2 students had never listened to an audiobook in the English language before, they are very excited.

On the other hand, the audiobook selection was based on the literary genre selected by the students, in addition to looking for a book that teaches young people values about nature, animals, and adventures. The audiobook selected was "The Adventures of Peter Cottontail by Thornton W. Burgess (1874 - 1965)"

“This is the story of Peter Rabbit, a mischievous but cautious lagomorph who lives in the Green Meadows. Peter Rabbit begins his adventures with a quest for a new name since his name is far too common for his taste. However, having a new name is different from what he thought it would be, and soon, he is on to new exploits like outsmarting Reddy Fox and discovering where all his friends spend the winter. This tale co-stars Reddy Fox, Jerry Muskrat, Unc' Billy Possum, Jimmy Skunk, Ol' Mistah Buzzard, Bowser the Hound, and many more of Thornton W. Burgess' delightful characters. (Jill Engle; 2014; par. 1)

On one hand, the selected book is based on adventures and basic vocabulary for students; its original language is English, and its genre is adventure, action, animals, and nature; it will begin with the sending of the audio by chapters, also to reinforce the listening by recommendation from the teacher Lic. Kevin Quiros Salas, the students will also be sent the complete chapters with reading included since it is even easier for the student population to understand what they hear while reading since the 6-2 group expresses that if they do not understand a word in the audio they can read it and look for its meaning for a greater understanding of the audiobook.

On the other hand, I mentioned that the number of chapters that the audiobook presents a total of 26 chapters, and the audios that narrate each chapter is short; as I mentioned before, the students will be sent each chapter with subtitles through videos because the students and teacher expressed that due to the level of English they present,

interpretation would be even easier if they listened to the chapters with subtitles in both English and Spanish.

Once the group was created, the students were sent the first three chapters to adopt a new methodology; that is, the students must first be informed about the new methodology. This involves knowing what it consists of, its objectives, and how it will be implemented to ensure everything is clear. The students agreed with the new strategy and agreed to use the audiobooks out of curiosity. The students begin to apply the new methodology/strategy; there may be a clear trial and error where the students experiment and adjust.

After completing the first three chapters of the book, all students become more familiar with the methodology/strategy, and they begin to incorporate it into their learning routine. This internalization implies that the students understand and apply the methodology naturally and effectively; the students initially show much interest, 100% of the population agrees with the selected story, and 100% of the student population expresses that of the first three chapters, the majority did not understand, they expressed as a group that it was difficult for them to understand what the audios said, the student Kiary Fiorela Cubillo Avendaña from section 6-2 of La Colina school quotes the following "No speaks like the teacher" this clearly shows the following;

As I mentioned before, one of the main reasons for selecting this school was that when I did my teaching practice at La Colina school, I realized that the groups remain with the same English teacher for several years, so one of the problems when I introduced myself to the various groups I noticed that when I spoke English the students clearly did not understand basic vocabulary, what caught my attention was that they did not really understand since when I repeated exactly what the teacher was saying they

seemed not to understand me, to my accent, intonation, pronunciation and rhythm of English, from what I understood and the teacher explained that they only spend time with the same teacher for years, so it is normal to get used to a type of pronunciation, it is known that in the area where the location of the school is a very Caribbean area, Limon is a province in which the English language is widely spoken, but the area also has a dialect which many young people are accustomed to hearing and speaking, in short, the students of La Colina school are not used to hearing a pronunciation that resembles the Native American one.

English is a global language with a great diversity of accents and dialects. Students who are only exposed to a specific accent may need help understanding other accents. When I tried to communicate with them, it was difficult for them to understand me because I was presenting myself with a different accent than the one they are used to because the lack of familiarity with various pronunciations can hinder effective communication; students tend to imitate the accent to which they are exposed. Exposure to a single accent can limit your ability to adjust your pronunciation based on the context; sections 6-2 of the current year 2024 of La Colina school often repeat phrases that the teacher says; they repeat them as the students hear restricts the recognition of different accents by listening only to the same one and without listening practices, in short, the ability to adapt to different sounds and intonations is crucial in language learning. Limited exposure can restrict this flexibility, and lack of exposure to different pronunciations can reduce students' ability to recognize and understand words that sound different depending on accent, for example in real situations, it is common to find a mixture of accents and pronunciations, preparation for these contexts is essential for effective listening comprehension and for this and many reasons I select the listening skill to improve through the audiobook strategy, a tool accessible to all audiences.

In addition, the sixth-year population was selected because the students are heading to a transition in which they will be introduced to new teachers and a variety of them; I mean that when going from a II Cycle school to a III Cycle school, there is a transition of change in which sixth level students are presenting themselves upon entering school, they will present the same problems unless they practice and reinforce listening skills through strategies and methodologies that help the transition process not be so shocking for the student when adapting to a new pronunciation, class methodology among other aspects.

The techniques or strategies regarding the problem of the primary spectators of the transition consider that every method or strategy regarding the reference should be implemented at an academic level, where the change is gradual and presents solutions to the difficulties that arise. Students present when transitioning from the sixth level of primary school to the seventh level of secondary school, especially when learning a non-native language, such as English.

On the other hand, primary viewers reflect through interviews that with good management of educational strategies, the problem can be resolved or faced in a better way; however, methods and strategies that fit into the system are still being prepared for current education, where the student population makes sure to learn in the best possible way since professionals are preparing for a future, where they will put into practice the knowledge and language necessary to face the world of work, in a few words; the strategy of using audiobooks to improve listening skills will not only help them adapt to new accents, learning new vocabulary but also help them adapt to a transition with new teachers when facing III cycle, their transition process in the English language it would be more assertive in accepting new accents and methodologies/strategies.

Next, an observation analysis of the chapters' process will be presented. As I mentioned, the students started with the first three chapters of the audiobook. Upon receiving a positive response from 100% of the population, they continued with said analysis process. of skill development so during the process it is observed that around 100% of the selected student population adapt well to said strategy, as they completed each chapter of the audiobook they were more interested in knowing what would happen, they showed interest in the strategy, around 86.666% of the selected student population responded instantly in the WhatsApp group to their learning summary through the audiobook, while 13.333% of the student population responded briefly, however, 100% of the population was present in the analysis of the evaluation process of the chapters, they were evaluated through comments on each chapter in the group since, as mentioned above, due to the school schedule, I was allowed interaction with the students within the group institution and for the evaluation of these outside of it, since due to schedules it is difficult for the teacher to provide lessons with the students, so the observation of chapters was carried out through digital media communication in which the students listened to all the chapters sent at home, without interrupting any school agenda.

In observation analysis of the process of listening practice through audiobooks, the 26 chapters were carried out once the students were completely adapted to the dynamics and purpose of using the strategy; for that reason, in the beginning, only the chapters were sent first three chapters to observe their progress and adaptation, once the student population adapted to the strategy, the purpose of sending the chapters was continued, during the process the students showed interest and curiosity, 100% of the population assured that they had never heard this story about "The Adventures of Peter Cottontail," during the observation through questions about the chapters the students

responded about their learning, at all times interest in the story was observed, the students claimed to understand some words, at the end of all the 26 chapters of the story, the students showed commitment to finishing the story, many of them understood only if the writing was in sight.

The results of the audiobook strategy for the improvement of listening are written and summarized in the following: a short interview was conducted to verify the strategy; it was a very short interview that involved around three questions related to the completion of the audiobook selected as a strategy to improve listening in English, these results show and prove its effectiveness, it is worth highlighting that this short interview was carried out through the WhatsApp group to the group in general, since for reasons already mentioned above the agenda school schedules with students became difficult.



Interview
Data Collection
La Colina School



Qualitative/quantitative Research paper on “The Use of Audiobooks as A Strategy to Improve the Listening Skills on Sixth Graders in La Colina School During The First Quarter Of 2024.”

All information presented in this interview will be confidential and for investigative and informative use only.

Instructions: Read each question and select the answer that best reflects your opinion on the topic. This interview aims to collect data and information about using audiobooks as a learning strategy to improve listening skills.

1 . Did you learn new vocabulary through the strategy of using audiobooks?

I learned a lot I learned some words I learned very little

2. Based on your experience, do you consider audiobooks an effective strategy for improving listening skills in the English language?

Yes, I consider it effective A bit No, I do not consider it effective

3. Would you use the strategy of using audiobooks again for daily practice of listening skills?

Yes, definitely Sometimes Not much

As shown in the interview, this was applied through the WhatsApp group name "Audiobooks/Listening skills" with around 16 members, including myself; the students listened to the 26 chapters of the audiobook story at home, where this process was followed by mediation questions in which the students monitored their progress and whose progress is summarized in the following results, it is worth mentioning that 100% of the population managed to complete the audiobook. All show different opinions according to their opinion—the final score.

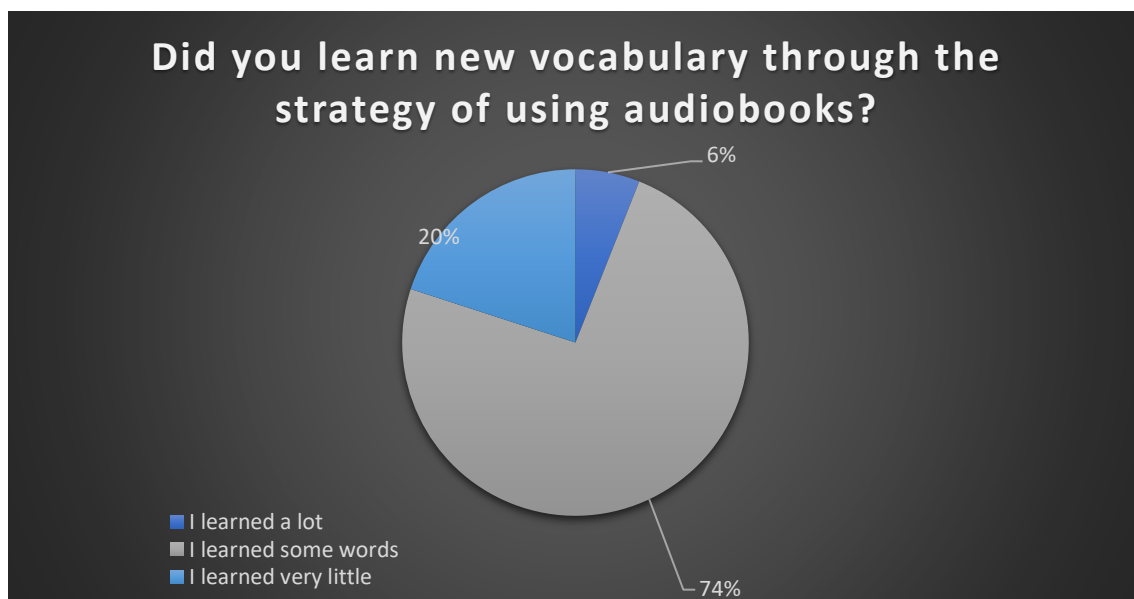


Figure 7 Did you learn new vocabulary through the strategy of using audiobooks?

Graphic #7 Did you learn new vocabulary through the strategy of using audiobooks?

As seen in the graph above, 100% of the student population, around 6%, expressed having learned a lot from the audiobook and recognizing the pronunciation of a native to new vocabulary. In comparison, around 74% of the external student population had learned some words, which represents more than half of the population 100%; even if it is evident that they learned some words, the progress occurs slowly but surely, taking into account that it is a school that during its English classes the development of listening is very limited, due to time, economic and methodological factors, on the other hand, we have around 20% who report having learned very little vocabulary through the strategy of using audiobooks, the results were not as expected but it is understandable, entirely due to their limitations within the classroom.

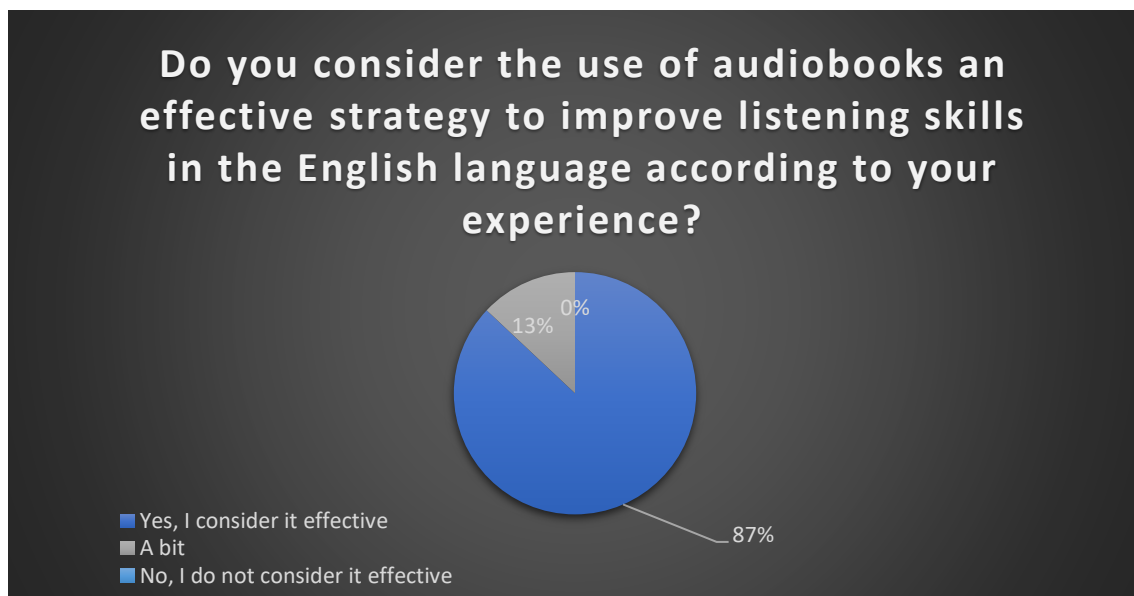


Figure 8 Do you consider the use of audiobooks an effective strategy to improve listening skills in the English language according to your experience?

Graphic#8 Do you consider the use of audiobooks an effective strategy to improve listening skills in the English language according to your experience?

As seen in the previous graph, 100% of the student population, around 87%, express that, according to their experience, the use of audiobooks as a strategy to improve listening skills is effective; again, it is verified. that the use of audiobooks is a completely effective tool and strategy for the development or improvement of listening skills, while around 13% of the student population state that the use of audiobooks as a strategy for improving the skill listening works a little based on the personal experiences of each student, on the other hand, we have around 0% of the student population who state that they do not find the use of audiobooks effective as a strategy for improving listening skills, The data collection shows its effectiveness in research.

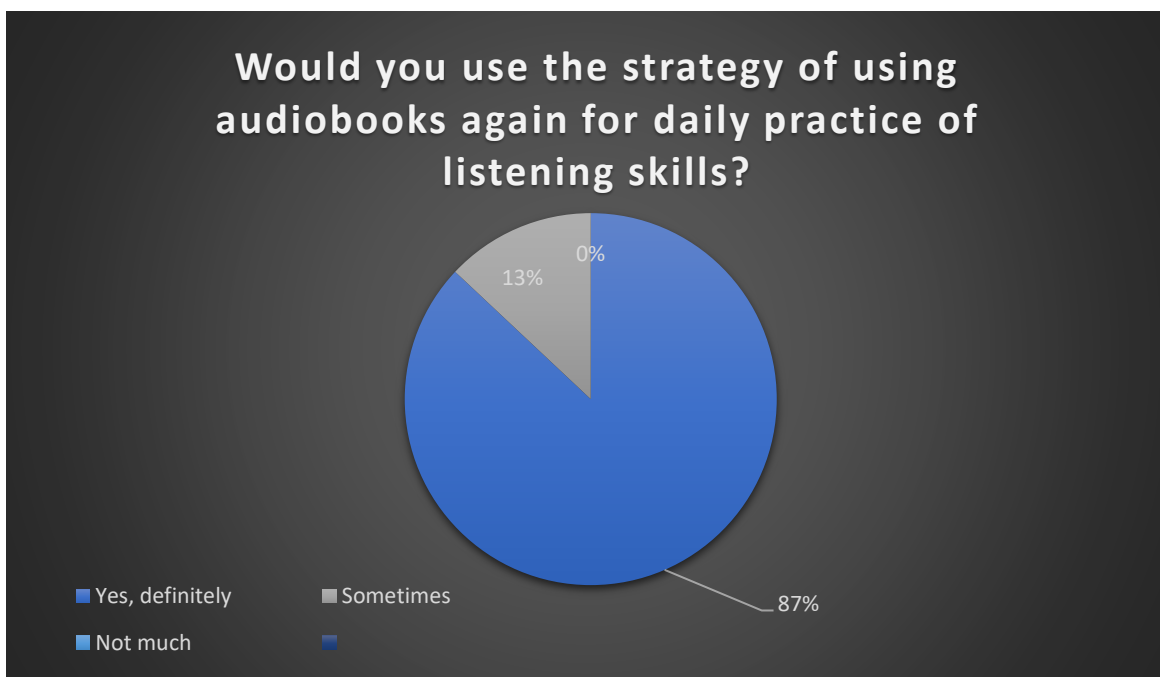


Figure 9 Would you use the strategy of using audiobooks again for daily practice of listening skills?

Graphic #9 Would you use the strategy of using audiobooks again for daily practice of listening skills?

As seen in the previous graph, 100% of the student population, around 87%, express that they would use audiobooks again to improve their listening skills. Once again, it has been proven that audiobooks are a completely effective tool and strategy

for developing or improving listening skills. In addition to this, it also reflects the good adaptation of the strategy to the group consisting of around 15 sixth-grade primary school students, while around 13% of the population students would use the strategy sometimes; on the other hand, we have around 0% of the student population who stated that they would not use it much, in short, no student did not adapt to the strategy, they are willing to use it again. Use it to improve listening.

The results obtained through data collection in this study indicate that using audiobooks is an effective strategy to improve listening skills in English learners. Below are some conclusions derived from the findings of the study; first is the increase in exposure to authentic language; audiobooks provide constant and authentic exposure to spoken English, which is essential for the development of listening skills, the variety of voices, accents, and intonations present in audiobooks allows students to become accustomed to different forms of pronunciation and speaking styles, thus improving their ability to understand the language in real contexts. Second, audiobooks have also been shown to increase students' motivation and commitment to learning English. The students reported that listening to stories and content of their interest made them more likely to get involved and enjoy the learning process, which contributes positively to their development of linguistic skills. As a third point, we have flexibility and Accessibility; that is, audiobooks are a flexible and accessible tool that students can use anytime, anywhere, facilitating consistent practice. This accessibility allows students to effectively integrate English learning into their daily routines.

Chapter V

5.1 Conclusion

As final results, it is mentioned that the written work is close to the purpose of the topic; according to the analysis and study of the results, the use of audiobooks as a strategy to improve listening skills in sixth-grade students of La Colina school works moderately to the selected group, I mean that being a public educational center it lacks the necessary resources for complete development of an English lesson, so we first studied whether the group accepted and adapted to a said strategy with the resources that we presented to finally study whether there was progress according to each personal experience through interviews about the process of developing and improving listening skills.

As mentioned previously, this school, being public, lacks any publishing book in which students can be guided through conversations or other exercises that involve listening, so according to the observation of classes I previously carried out, they show that the use of technological devices such as speakers, editorials that involve audios or adequate teaching material, to reinforce the pedagogical items are missing during the development of the classes and this leads to the conclusion that due to the lack of resources, classes that reinforce the listening skill of the student are not implemented in the pedagogical plan English language.

To sum up, I will present the final ideas of this writing paper; in a few words, the present study has explored the effectiveness of the use of audiobooks in improving listening skills in the subject of English, providing a detailed vision of the benefits and implications of this pedagogical tool, this in La Colina school, whose selected group was section 6-2, the number of students was around 15 students. Throughout the study,

a significant improvement was observed in the listening comprehension of the students who used audiobooks, observed through the first experience of using this strategy with the students. The process in which it was definitively observed was evaluated that students finished chapters faster, expressed understanding of new vocabulary, recognized and practiced a new accent, and above all are willing to listen to an audiobook again to improve listening skills, which suggests that audiobooks are a valuable resource in learning English, observed and analyzed the above information, it is worth highlighting the positive acceptance of the strategy in the group, which brings about the following;

Adapting a teaching strategy effectively is crucial to success in learning English. Each student is unique, with different skill levels, learning styles, and motivations. A good adaptation of the teaching strategy allows learning to be adjusted to the specific needs of each student. This means that methods and materials can be customized to address a student's particular weaknesses and enhance their strengths, resulting in more effective and satisfying learning.

Adapting a strategy for learning English is essential to maximizing the educational process's effectiveness. By responding to individual needs, improving motivation, increasing learning effectiveness, offering flexibility, developing communication skills, including authentic materials, and encouraging autonomy, a well-tailored strategy can transform the learning experience and lead to meaningful and lasting results.

One of the most notable findings was an improvement in specific aspects of listening, such as vocabulary and recognition of different accents; students benefited from continuous exposure to the language spoken by native speakers, allowing them to

become familiar with different accents and speaking styles. In a few words, this writing and research highlight the importance of repeated and authentic listening exposure in developing listening comprehension skills.

Audiobooks are a powerful tool for improving English listening skills; through their use, students can experience a series of benefits that facilitate and enrich their language learning. One of the main advantages of audiobooks is that they provide constant and authentic exposure to spoken English. When listening to stories, essays, and other types of narrative content, students are in continuous contact with the language's pronunciation, intonation, and natural rhythm. This repeated exposure is crucial to developing sharper and more accurate listening comprehension.

Furthermore, the use of audiobooks significantly increased students' motivation and interest in learning English. The diversity of topics and genres available allowed students to select material that was interesting and relevant to them. This was also because students are not used to listening to audio during lessons or receiving any lessons focused on listening, so this research was based on the effectiveness and acceptance of the strategy within the classroom, which promoted more committed and effective learning. This increase in motivation that students demonstrated in the final interview is a key factor contributing to success in learning any language.

The study also revealed that the integration of audiobooks in the English curriculum can complement traditional teaching methods; this, as mentioned before, is also due to the transition process that students must go through when entering school, in addition to mentioning that teachers do not couple these practices to didactic planning. Audiobooks provide an additional way to improve listening skills and allow teachers to develop specific listening strategies, such as identifying main ideas and inferring

meaning from context. Furthermore, the accessibility and flexibility of audiobooks allow students to practice listening autonomously and at their own pace, outside the traditional classroom environment, as was done in the audiobook so as not to affect the school schedule and whose evaluation and analysis of the process was carried out through the WhatsApp group already mentioned before.

However, the study also has some limitations. The sample size was relatively small, and the duration of the intervention was limited to very little time provided within the classroom for various assessments. Furthermore, external factors such as the student's motivation and previous English exposure could not be fully controlled, which could have influenced the results. As I mentioned, students are not used to completing listening classes; this information was obtained through class observations, in which the only interpretation of English is the teacher's voice, accent, rhythm, and pronunciation. Therefore, it took much work for the students to adapt to a new accent. I noticed this detail during my teaching practice; the lack of listening practice made it difficult for the students to understand or interpret a different accent, even if my person said the same thing as the teacher in charge.

For future research, it is recommended to expand the sample and extend the duration of the study to observe the long-term effects of audiobooks on improving listening skills. It would also be beneficial to investigate the effectiveness of audiobooks at different levels of English proficiency and in various educational contexts to gain a broader understanding of their impact.

As previously mentioned, it is highlighted that the results of the students selected for the use of audiobooks to improve listening in the English subject showed notable improvements in their listening comprehension skills, as the data collected showed that

the students who listened to audiobooks during the test weeks showed a significant increase, students not only improved in their ability to grasp words and phrases but also in their ability to understand contexts and nuances of the language.

Among the specific aspects that benefited from the use of audiobooks, vocabulary, and the recognition or practice of native English accents, they stood out. Students were exposed to a wide range of vocabulary in natural contexts, allowing them to learn new words and expressions contextually. In addition, repeated listening to native pronunciations helped students improve their pronunciation and intonation, which are crucial for effective English communication. An increase in motivation in the use of audiobooks and reading, in general, was also analyzed in the students.

In other words, this particularly positive aspect of the use of audiobooks was the increase in motivation among the students since, as it was a strategy never applied to them before, they were interested in continuing to apply it, whether for academic purposes or the pleasure of literature, many students reported that they enjoyed the experience of listening to audiobooks and found the materials interesting and engaging. Also, many mention around 100% of the population that did not know the selected story before, which made the process even more interesting. This increase in motivation is key, as motivated students tend to invest more time and effort in learning the language, leading to better educational outcomes.

This study confirms that audiobooks are an effective tool for improving English listening skills. Integrating audiobooks into language teaching not only improves listening comprehension but also increases students' motivation and interest in learning. Despite some limitations, the results provide a solid foundation for future research and pedagogical practices incorporating audiobooks in English learning.

In other words, audiobooks improve listening comprehension and increase students' motivation and interest in learning a new language. Despite some limitations, the results provide a solid foundation for future research and suggest that integrating audiobooks into the English curriculum can benefit students significantly. Audiobooks represent a valuable pedagogical tool that can enrich the learning experience and contribute to educational success in teaching English.

5.2 Recommendations

Based on the results obtained in this research that was carried out at La Colina school with sixth-grade students on the effectiveness of the use of audiobooks as a strategy for improving listening skills in the subject of English, we present the following recommendations to optimize the teaching or learning process and promote future research in this educational field; it is worth highlighting that the research takes a qualitative and quantitative position in which the results were based on the observation and development of the listening skill.

The inclusion of audiobooks in the English curriculum of educational institutions is recommended; that is, audiobooks must be carefully selected to adapt to the proficiency levels of the students and, much more importantly, to adapt to the indicators regulated by the Ministry of Public Education (MEP) and their interests, ensuring that the content is appropriate and attractive to students. In addition, we must take into account, of course, the level of English that the school groups or beginners present to be able to adapt to the selected group or groups.

It is recommended that teachers or whoever may be appropriate for future research consider that they can design specific activities based on audiobooks that promote active listening, activities that fit the selected group or level, with the purpose

that the activities can be carried out with greater effectiveness when the group study is taken into account. These activities may include identifying main ideas, inferring meaning from context, and repetition exercises to improve pronunciation and intonation.

They recommend the implementation of techniques with their respective methods; that is, the implementation of specific techniques is recommended to develop listening skills, such as taking notes while listening, repetition of difficult segments, and group discussion about the content heard, among many others that involve the practice of listening and that, of course, the teacher or future researcher knows perfectly for better development within the classroom.

It is recommended that students receive continuous and constructive feedback during the analysis, observation, or case study about their progress in listening comprehension, highlighting their strengths and areas for improvement; this is because the students or research population need to know what they should improve or highlight the qualities that will motivate them and improve their performance during the process.

It is recommended to ensure access to a wide range of digital audiobooks, which students can use inside and outside the classroom. This includes the creation of an accessible and updated digital library for students or the population targeted by said research; this is because the said population can meet the main objective of not only implementing audiobooks into a daily routine but also motivating literature for learning a new language as a study method.

It is recommended that the regular practice of listening to audiobooks within the classroom be encouraged. Students should dedicate daily time to this activity to

maximize its benefits and thus achieve a more fluid learning and teaching development during the lessons.

Of course, it is recommended first to study the institution or educational center to which the research will be directed in order to take into account the level or degree of difficulty implemented in audiobooks, in addition to keeping in mind that those responsible for formulating policies must consider the integration of programs that promote the use of audiobooks in teaching English, these programs must be supported by research that demonstrates their effectiveness.

It is recommended to take into account the adequate provision for the acquisition of audiobooks and devices necessary for use in the classroom, mentioned above, depending on the educational center, since if said research would be carried out in a private or public center, the availability of electronic devices may vary, it is also important to finance training programs for teachers in the effective use of audiobooks, in short teacher training for the proper use of audiobooks.

It is recommended that educational technology be invested in to facilitate access and use of audiobooks or that free platforms, such as digital platforms, mobile applications, and audio devices, be provided to help teachers plan their classes. This ensures that all students have the necessary tools to take advantage of this educational strategy.

It is recommended that studies be carried out with larger and more diverse samples to validate and generalize the results obtained. Including students from different educational levels and cultural contexts will enrich the findings, as shown in the present writing as an example, since this research was carried out in a Caribbean area in which the English language is constantly spoken, which is why it was provided

to the students in taking the initiative of an audiobook. Still, however, due to the area, the English language becomes a dialect by mixing the roots of origin, traditions, and customs.

It is recommended to investigate the effectiveness of audiobooks at different levels of English proficiency, from beginners to advanced. In the case of academic centers, this would be shown by grades or educational levels. This will help you better understand how to adapt audiobooks to the specific needs of each group.

It is recommended to explore the application of audiobooks in various educational contexts, including primary, secondary, and higher education, as well as in language learning programs for adults.

It is recommended that a short induction or speaking training be offered to provide continuous training programs for teachers on how to integrate audiobooks effectively into teaching English. These programs must include specific pedagogical strategies and practical examples of activities based on audiobooks without neglecting the indicators proposed by the MEP.

It is recommended that department meetings and seminars be organized to share good practices and successful experiences in using audiobooks. These events can serve as a platform for exchanging ideas and collaboration between educators.

A well-adapted strategy is recommended; this also encourages student autonomy. By offering choices and allowing students to have some control over their learning, greater responsibility, and self-motivation are promoted. Autonomous students tend to be more proactive in their learning, seeking additional opportunities to practice and improve their English skills.

It is not difficult to realize that audiobooks can be a valuable tool in the school environment; as I mentioned previously, the selected school lacks multiple factors, academically in English lessons such as reinforcing skills and among them, the ability to Listen, the students live in a country in which two different accents of English are heard. However, the accent is similar to that of a native American speaker, not because of culture, traditions, or customs. If a similar accent occurs, it happens that the students find it. They listen for a long time, forgetting that there are different types of pronunciation; this is what happened with the selected sixth-level group; the students, being primary school students, expect completely dynamic lessons with multiple activities; according to my class observation, they present themselves very little. The classes are very masterful, and the listening skills need to be practiced, which also delays the process of learning speech. As I mentioned, the students repeat the vocabulary learned and mispronounce it on the street, and what they learn in the classroom is completely different. However, in the classroom, English classes are based on translating Spanish to English. The students repeat what is communicated in English as the teacher pronounces it without listening practice, and the students get used to a single pronunciation and accent.

Therefore, it is difficult for them to recognize different ones, especially those that are close to the native English-speaking pronunciation. Audiobooks are an effective strategy; although they do not completely replace traditional reading, they offer significant benefits. On the one hand, audiobooks can improve listening comprehension and pronunciation, especially for students learning a new language. In addition, they allow students to access content while carrying out other activities, such as traveling or exercising; in short, they prepare them for effective and accurate communication of a new language.

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[skills#:~:text=Teachers%20can%20use%20active%20listening,%2C%20attentive%2C%20and%20successful%20listeners](https://futurefocusedlearning.net/blog/learner-agency/10-ways-to-teach-your-learners-effective-listening-skills#:~:text=Teachers%20can%20use%20active%20listening,%2C%20attentive%2C%20and%20successful%20listeners)

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Annexes

Table 3

General Evaluation Criteria	Categories			
	Needs Improvement	Acceptable	Excellent	Not observed
Class Structure				
The teacher introduces the unit of the day (Topics and review of the previous class)			X	
The teacher use listening material during the class				X
The teacher uses several teaching materials in the lesson		X		
The teacher uses any ICT tool during the lesson				X
Teacher-Student Interaction				
Classroom Management, manages the classroom effectively; maintains a productive and respectful atmosphere		X		
Students participate in the activities of the class		X		
The teacher adapts teaching methods to meet the diverse needs of students; flexible in approach.	X			
The teacher controls students' behavior during the class		X		
The teacher adapts the 4 skills for students in English classes	X			
Content				
Content is challenging and thought-provoking; encourages deep analysis and critical thinking.		X		
Activities and material in which listening will be				X

practiced were presented during class planning				
All activities during the lesson were completed by the students		X		

Interview #1



Interview
Data Collection
La Colina School



Qualitative/quantitative Research paper on “The Use of Audiobooks as A Strategy to Improve the Listening Skills on Sixth Graders in La Colina School During The First Quarter Of 2024.”

All information presented in this interview will be confidential, for investigative and informative use only.

Name: _____

Grade: _____

Section: _____

Date: _____

Instructions: Read each of the questions and mark with an “X” the answer that is similar to your opinion on the topic. The purpose of this interview is to collect data and information about the use of audiobooks as a learning strategy to improve listening skills.

1 . How often do you read books in English?

() Always () Sometimes () I prefer other methods
to avoid Reading

2. What level of listening skill do you consider you present in English classes?

() Very good () Regular () I need to improve

3. How important do you think it is to improve English listening skills in school lessons?

A lot A little Almost nothing

4. Would you like to use audiobooks to improve listening comprehension in English?

Definitely Maybe Not at all

5. What activities do you enjoy the most in class?

Write stories Listen to stories/Short stories Create conversations

6. How much do you prefer to listen to a book than read it?

I prefer to listen to the story I prefer to read it None

7. "Do you prefer learning through audiobooks over other methods?"

I would like to learn by a different method

I would do it because they tell me to

I would not like to learn a different method than the one used in classes

8. Do you find audiobooks to be an accessible option for improving English listening skills in school settings?

Yes, it is an economical and accessible option

I can't find the difference

No, I don't find it easy to obtain

9. How often do you think audiobooks should be complemented with other activities to improve listening comprehension in English?

Always Sometimes Never

10. Do you think that by using audiobooks you improve your ability to recognize other types of pronunciation and learn new vocabulary?

A lot Almost nothing I don't learn anything

11. What kind of book do you like the most?

() Romance

() Fiction

() History

Interview #2



Interview
Data Collection
La Colina School



Qualitative/quantitative Research paper on “The Use of Audiobooks as A Strategy to Improve the Listening Skills on Sixth Graders in La Colina School During The First Quarter Of 2024.”

All information presented in this interview will be confidential, for investigative and informative use only.

Instructions: Read each of the questions and select the answer that is similar to your opinion on the topic. The purpose of this interview is to collect data and information about the use of audiobooks as a learning strategy to improve listening skills.

1. Did you learn new vocabulary through the strategy of using audiobooks?

() I learned a lot
very little

() I learned some words

() I learned

2. Do you consider the use of audiobooks an effective strategy to improve listening skills in the English language according to your experience?

() Yes, I consider it effective () A bit () No, I do not consider it effective

3. Would you use the strategy of using audiobooks again for daily practice of listening skills?

() Yes, definitely

() Sometimes

() Not much

WhatsApp Group



Audiobooks/ Listening skills 📖 📱 ✎

Grupo · 16 miembros

~ 🧸
👍👉👍👉👍

~ aiden 👍
Hola :D

~ Anderson

~ Antwan Chollette 🏈 📖
Antwan 😊 😊 😊

~ *Dilan*
🏆 🇺🇸 🌟 🤝 🐰 🇺🇸 🇺🇸

~ Elix
Estoy durmiendo 😴

~ Evanny
Donde no te buscan no te necesitan...

~ Evanny
Donde no te buscan no te ne...

~ *Kiary*
Ocupado

~ Lady

~ Mari 🧡

~ Marianita 🦄
Los sueños son posibles no fá...

~ Valeee
❤️

~ Xime :3

~ □□□□□□□□□□□□

+506 6420 4511
✨

Audios

SECTION	CHAPTER	READER	TIME
01	 Peter Rabbit Decides to Change His Name	Rosslyn Carlyle	00:04:23
02	 Peter Finds a Name	Rosslyn Carlyle	00:04:25
03	 There's Nothing Like the Old Name After All	Rosslyn Carlyle	00:05:30
04	 Peter Rabbit Fools Jimmy Skunk	Rosslyn Carlyle	00:03:48
05	 Reddy Fox Gets Into Trouble	Rosslyn Carlyle	00:04:38
06	 Reddy Fools Bowser the Hound	Rosslyn Carlyle	00:03:52
07	 Reddy Invites Peter Rabbit to Take a Walk	Rosslyn Carlyle	00:05:54
08	 Peter Rabbit Gets an Early Breakfast	Rosslyn Carlyle	00:04:27
09	 Reddy Fox Gets a Scare	Rosslyn Carlyle	00:04:25
10	 Peter Has Another Great Laugh	Rosslyn Carlyle	00:04:43
11	 Shadow the Weasel Gets Lost	Rosslyn Carlyle	00:06:26
12	 The Plot of Two Scamps	Rosslyn Carlyle	00:05:08
13	 Reddy Fox Comes to Life	Rosslyn Carlyle	00:05:03
14	 Peter Rabbit in the Tight Place	Tiwo	00:05:43
15	 Johnny Chuck Helps Peter	Rosslyn Carlyle	00:04:37

▶ 16	Reddy Fox Tells a Wrong Story	Rosslyn Carlyle	00:04:31
▶ 17	Reddy Almost Gets Peter Rabbit	Jairus Amar	00:05:26
▶ 18	Johnny Chuck Prepares for Winter	Jairus Amar	00:04:26
▶ 19	Peter Rabbit Gets Another Surprise	Jairus Amar	00:04:39
▶ 20	Peter Tries Ol' Mistah Buzzard	Jairus Amar	00:04:53
▶ 21	Happy Jack Squirrel is Too Busy to Talk	Sandra Knight	00:03:42
▶ 22	Unc' Billy Possum Explains Things	James K. White	00:04:50
▶ 23	Peter Rabbit Has a Bright Idea	Tiwo	00:04:31
▶ 24	Peter Prepares For a Long Sleep	Sandra Knight	00:03:53
▶ 25	Unc' Billy Possum Plays a Joke	James K. White	00:04:07
▶ 26	Peter Rabbit Learns His Lesson	Sandra Knight	00:05:12