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**ESCUELA DE EDUCACIÓN**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**RESEARCH REPORT**

**DESING OF A BOOK WITH AUDIOSTORIES AS A STRATEGY TO  
IMPROVE ENGLISH LANGUAGE LEARNING SKILLS**

**INFORME DE INVESTIGACIÓN**

**DISEÑO DE UN LIBRO CON HISTORIAS EN AUDIO COMO ESTRATEGIA  
PARA MEJORAR LAS HABILIDADES DE APRENDIZAJE DEL IDIOMA  
INGLÉS**

**PREVIO AL GRADO ACADÉMICO DE:**

**LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLÉS**

**LINE OF INVESTIGATION:**

**INNOVATIVE DIDACTIC METHODOLOGIES AND STRATEGIES**

**AUTHOR:**

**KATHLEEN NAYELLY RODRIGUEZ PACHECO**

**ADVISOR:**

**PHD. HAYDEE RAMIREZ LOZADA**

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# DISSERTATION COMMITTEE

Postgraduate work approved after having complied with the requirements demanded by the PUCESE regulations prior to obtaining the title of Bachelor of Pedagogy of national and foreign languages.

## GRADUATION COURT

**Topic:** Design of a book with audio stories as strategy to improve English language learning skills.

**Author:** Kathleen Nayelly Rodriguez Pacheco

PhD: Haydee Ramírez Lozada f. \_\_\_\_\_

### Directora de TFM

Mgt. Marjorie Perlaza Rodriguez f. \_\_\_\_\_

### Lectora 1

Mgt. Suárez Lezcano José f. \_\_\_\_\_

### Lector 2

Mgt. Marjorie Perlaza Rodriguez f. \_\_\_\_\_

### Coordinadora de Carrera

Mgt. José Iván Jijón Motato f. \_\_\_\_\_

### Secretario General PUCESE

Esmeraldas, Ecuador, 2024

## **DECLARACIÓN DE AUTENTICIDAD Y RESPONSABILIDAD**

Yo, Kathleen Nayelly Rodríguez Pacheco, portador de la cédula de ciudadanía No. 0803766377, declaro que los resultados obtenidos en la investigación que presentamos como informe final, previo la obtención del título de Lcda. En pedagogía del Inglés son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

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Kathleen Nayelly Rodriguez Pacheco

C.I 0803766377

## **CERTIFICADO DEL DIRECTOR**

Yo, PhD. Haydee Ramirez Lozada, en calidad de directora de la tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

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PHD. Haydee Ramirez Lozada  
C.I. 1755930375

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## ABSTRACT

To improve the English language communication skills of high school students, a strategy was designed in 2024 that consisted of the use of an audiobook to improve English skills. This study was non-experimental and considered the opinion of teachers and students of the 3rd year of secondary school of the María Auxiliadora school on topics of interest, vocabulary, grammar and all the information necessary to design the audiobook. This research was mixed, qualitative, quantitative, descriptive using interpretive methods and grounded theory, and included analysis, synthesis, deductive reasoning, and inductive reasoning. These methods were complemented by document review and data processing techniques. The hypothesis under investigation postulated that stories told by native speakers could help students improve their pronunciation and, consequently, their fluency in speaking, writing, reading, and listening. This was because they would be able to communicate better with people who speak this language and they would do so without fear of making mistakes, as they would also develop the confidence that they would acquire with the practice of this language. In this research it was necessary to consider the tastes and needs of the students in which it was concluded that students are more interested in short readings on topics such as: film and television, care of the environment, beauty, and care of the environment, that the grammatical tenses where they have more difficulty are present continuous, Simple future, continuous future, and simple future. In this way, and with the help of these results, a strategy was designed that will help students improve all their skills in the English language.

**Key words:** Strategies, audio stories, teaching, and learning process, needs, students' interest.

## RESUMEN

Para mejorar las habilidades comunicativas del idioma inglés de los estudiantes de secundaria, se llevó a cabo en el 2024 el diseño de una estrategia que consistió en el uso de un audiolibro para mejorar las habilidades del inglés. Este estudio fue no experimental y tomó en cuenta la opinión de profesores y estudiantes del 3er año de secundaria del colegio María Auxiliadora sobre temas de interés, vocabulario, gramática y toda la información necesaria para diseñar el audiolibro. Esta investigación fue mixta, cualitativa, cuantitativa, descriptiva utilizando métodos interpretativos y la teoría fundamentada, e incluyó análisis, síntesis, razonamiento deductivo y razonamiento inductivo. Estos métodos se complementaron con técnicas de revisión de documentos y procesamiento de datos. La hipótesis bajo investigación postuló que las historias contadas por hablantes nativos podían ayudar a los estudiantes a mejorar su pronunciación y, consecuentemente, su fluidez al hablar, escribir, leer y escuchar. Esto se debía a que podrían comunicarse mejor con las personas que hablan este idioma y lo harían sin temor a equivocarse, ya que también desarrollarían la seguridad que adquirirían con la práctica de esta lengua. En esta investigación fue necesario tomar en cuenta los gustos y necesidades de los estudiantes en la cual se concluyó que los estudiantes están más interesados en lecturas cortas sobre temas como: cine y televisión, cuidado del medio ambiente, belleza y cuidado del medio ambiente, que los tiempos gramaticales en donde tienen mayor dificultad son presente continuo, futuro simple, futuro continuo y futuro simple. De esta forma y con ayuda de estos resultados se diseñó una estrategia que ayudará a los estudiantes a mejorar todas sus habilidades en el idioma inglés.

**Palabras clave:** Estrategias, audiocuentos, proceso de enseñanza y aprendizaje, necesidades, interés de los estudiantes.

# INTRODUCTION

## Theme Presentation

With the passage of time, the teaching and learning of the English language become popular due to its status as a universal language, many people in the world use this language as a first or second language which has made English an important basis for communication around the world whether for the cultural, social, economic, and environmental fields.

Ecuador is considered one of the countries with the lowest level of English with a score of 46.90 over 100 in test performed by Education First, which is an international private company specialized in teaching the English language these results do not vary from the exam taken by the Ministry of Education in 2014 to high school students who scored no more than 13 out of 20.

Students of this new generation are easily bored by the monotonous activities of a textbook and blackboard due to the fact that there is nothing different and unique in that process, it is important to note that the use of textbooks is important since They have necessary contents that help in the teaching process, but as teachers we must innovate in our processes, techniques, teaching and learning methods or strategies, in this way we will be able to achieve our objectives as teachers and the students will have more effective teaching and will be satisfied with this process.

This has resulted in teacher's researching methods, strategies, or techniques to help them teach this English language in an innovative and efficient way, so that the information to teach is properly internalized by them. In this way, they can improve their language skills in the language and can communicate correctly making this complete process effective. Something important that we must consider is that the creativity of the

teacher plays a significant role in this process to be able to awaken interest and curiosity in their students.

Many students mention that the biggest problem when learning English, is to speak it, since it is difficult to remember some words and their pronunciation and in turn lack vocabulary to develop a conversation either short or long with practitioners of this language or natives.

Audiobooks are well known and popular, although they are considered more as something to pass the time and not as a didactic resource. However, they are a useful didactic tool, that can significantly improve students' language skills.

Extensive listening is a great tool to improve oral comprehension and, so, oral expression. Listening to a podcast or audiobook in English is a significant help for students to improve their spoken English skills. Books that have audio stories give students the opportunity to hear the pronunciation and context of words.

It is important to note that one of the many advantages of this tool is that students can choose the level of difficulty to lower or raise it whenever they want and feel comfortable. They can also choose the type of audiobook they want to listen to since we must focus on the meaning, and not in the form.

The use of free form listening texts helps to drop the first common problems, errors, or difficulties that student's meet during this learning process. When taking an exam, the student will feel more prepared by listening to and understanding the audios of the exam, audios that are often longer than the activity itself.

Audiobooks not only allow to enrich the vocabulary of students, but also at the same time promote the development of writing and reading. If we use audiobooks in an

effective way and train ourselves to use them, as English teachers we will find an excellent tool that will help us in this process.

## **Problem statement**

Stories told by native speakers can help students improve their pronunciation and so their fluency when speaking and the other skills as they will be able to communicate better with people who speak this language and will do so without fear of being wrong because they also They will develop security which they will buy with the practice of this language.

It is inevitable not to realize that the teaching and learning of the English language still is the focus for improving intellectual outcomes and of which many issues are discussed about how to solve the teaching and learning problems that exist in the country, for this reason, the following question arises:

**Which didactic strategies based on audio stories could be useful to improve English language skills of students?**

## **Justification**

Learning a new language is a challenge, for this reason it is necessary that as teachers we worry about the correct development of our students' English language skills. We know that many of the students have problems with some of the language skills; listening, speaking, writing, reading, and when there is interference in one of these skills the rest is affected. When we talk about the ability to listen we witness that for many students it is one of the skills with more difficulty than the ability to speak, but if we have well developed the ability to listen, speak will not be a problem because in this way they can acquire new vocabulary which will have as a consequence that the students can maintain a fluid conversation, If they do not have the skill of well-developed snorkeling they will not be able to speak because they will not have necessary vocabulary therefore they will not be able to write or read in English in a correct way that allows them to

communicate in an effective way. It is for this reason that the following research aims to design a strategy to improve language skills.

## **1.4. Objectives**

### **General objective:**

- ✓ To design a book with audio stories as a didactic material to improve English language skills.

### **Specific objectives:**

- ✓ To determine the topics that the book will have and know the preferences of reading of the students, short or long readings.
- ✓ To find the most difficult grammatical structure for students.
- ✓ To establish the grammatical structure that will be worked with in each reading of the book.
- ✓ To plan activities to create workshops that help students reinforce all English skills.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Scientific-theoretical foundation

#### 1.1.1 EDUCATIONAL INNOVATION. –

We know that in order to continue improving and advancing in all aspects as a country, it is necessary that we pay more or all of our attention to education and because it is the most important and strongest weapon to be able to face all kinds of difficulties, be it economic, social, cultural, environmental and political, for this reason educational innovation plays an important role to achieve this effective and efficient development which will allow us to create a society that can be reasonable and act responsibly.

According to Zaltman (1973) it has 3 uses which refer to each other, the first refer to innovation as an invention, which refers to that creative process in which 2 or more concepts that already exist are combined in a more innovative way, which turns these processes into an unknown merger or configuration. The second usage is that innovation can be described as a process in which an already existing innovation or concept becomes part of the behavioral repertoire and cognitive state of the user that is intended to be reached or helped. Lastly, we have that an innovation is an idea, a practice, theme, concept, material artifact that has been invented and therefore is considered a novelty according to its concepts and structure, regardless of its adoption or non-adoption, it is simply something innovative that exists. and that it is up to us to accept it, put it into practice, check it or not.

Regarding the above, have that an innovation is linked to 3 aspects or uses; The first is that innovation would be the creation of something known, the second would be the perception we have of something that has already been created, as something new, and the third, the assimilation of this something, as something that causes novelty.

Educational innovation would be more linked to the last 2 uses, change always generates an alteration or transformation of a practice, a reality, a concept, a reality and of course an educational situation. Huberman (1980) considering that educational innovation is the study of change strategies or processes. Educational innovation is a new topic for someone, which at the same time ends in an acceptance of this topic or idea that has to do with a change for educational improvement through a planned effort and that is aimed at a qualitative improvement of these educational processes. which leads or entails learning for people actively involved in this process of innovation also related to the economic, social, cultural, environmental, political, and ideological aspects.

### **1.1.2 THE SOCIOCULTURAL THEORY. –**

The vital role played by biological factors is not denied but there is something important to highlight which is the existence of socio-cultural factors which are also important and above all significant in developing the mentality or processes mental health of people.

The sociocultural theory of Vygotsky affirms that the development of the human being is especially linked to the interaction of this with the socio-historical context-cultural; thanks to this interaction or relationship the subject can effectively develop his abilities which will be the basis of development as a person and so as an apprentice. Pozú Franco (2015)

Human development is a social process in which children can get those core values about culture and beliefs with strategies that will help solve problems through collaborative dialogues with more informed or prepared members of society.

Language is also considered a means of mediation. These processes of development are produced because of this participation of the child in its own cultural,

linguistic, and historical environments, as well as the participation in interaction within families, peer groups, educational institutions, workplaces, sports activities, etc.

It should be emphasized that Vygotsky does not deny that neurobiological factors are essential for an elevated level of ability to think, he highlights how important are interactions within social contexts in the development of human cognitive capacity (Thorne, 2007).

### **1.1.3 THE HUMANISTIC THEORY. –**

The humanistic theory in education has to do with the concepts which are key and are focused on that children are good in their environment or nucleus and that it is important that education is focused on the rational forms that exist, speaking of strategies, methods, and techniques that we can use as teachers to teach the child "everything" he should know. This theory posits that the student is the authority or the center in the teaching and learning process, and that all their needs must be considered and thus be satisfied so that they learn well and effectively.

For example, something that we see in the real context here in our city in some institutions and with some students is that sometimes the child goes without breakfast or without having slept necessary for his age this will lead him not to pay attention in classes and consequently the student will not suck the knowledge imparted by the teacher. For this reason, schools offer food to children to meet that need, and can focus on education. The humanistic theory approach involves social skills, feelings, intellect, artistic skills, practical skills as part of their education. Self-esteem, goals, and full autonomy are key elements of learning in humanistic learning theory. (University, 2020)

Maslow and humanist psychology assume that students are undeniably good and that they will make the right decisions when all their needs are met. Humanist psychology

assumes that students reach their full potential, and that people are guided by emotions, not rewards or punishments.

#### **1.1.4 AUDIO STORIES. –**

What comes to mind when we talk about audiobooks is that they are books recorded only with voices and the concept is near to that, an audiobook is the total or partial recording of content aloud which is also accompanied by the corresponding reading. Focusing on learning English as a foreign language, we can say that audiobooks are technological resources in audio format that are an alternative to traditional reading, which is helpful when teaching or learning a new language.

The audiobook takes place in the second decade of the 20th century when the phonograph appeared. The first recordings in this audiobook format were made in 1920, it was an initiative of the English and Americans to help access to literature for people who had visual disabilities. The first audiobooks were recorded on vinyl records, then came the cassette which became the main medium of that time. In 1990, these began to appear or arrive in compressed audio and in digital players which were portable. Finally, with the arrival of the internet, the first digital platforms appeared which made it possible for audiobooks to spread worldwide, since before they were only found in libraries.

During the pandemic, the sound content took a leading role, since it is a type of entertainment or educational tool that is separated from the screens, many teachers sent audios about readings, sentences, words, orders for tasks, in any subject, in the matter of English many times to be able to practice the pronunciation or follow a reading, the students had to listen to an audio from the teacher.

One of the advantages of using audiobooks is the durability and resistance of this listening format, although it is important to clarify that it is not how audiobooks are thought to end traditional reading. The real purpose of the audiobook is to complement the literary experience through listening which is complemented by reading the corresponding texts. Terán (2015) mentions that through the skills that are developed with

audiobooks (listening and reading), they produce relationships with each other and what we achieve is that the student appropriates the information and this is something that allows students to, they will have improvements in their language skills since they will be able to listen to a correct pronunciation in English, memorize words, correct writing and, consequently, good communication.

### **1.1.5 THE CONTRIBUTION OF AUDIO BOOKS TOWARDS LANGUAGE LEARNING BY MEANS OF LITERARY TEXTS.**

There are 2 questions that support the use of audiobooks. What is the contribution of audiobooks to literature? We already know that audiobooks are another way to promote literary texts and a task that serves to complement reading and encourages it (Aron, 1992).

According to Noland (2001) “the importance of reading aloud to children in libraries and schools widely promotes the development of emergent literacy”. Some benefits for beginners when listening to the audio while they are reading the printed or digital book, because it may also be that the book is digital, have been highlighted by some authors, including Wilde and Larson (2007), who explain that the Children always make connections “between the words they hear and the words they read, that is, the ones that are written. Among which Research on what are the benefits of audiobooks according to age ranges writes down that for beginners (4-7 years) listening comprehension is before reading comprehension, exposure to a variety of speech patterns increases and improves your listening comprehension and fluency.

This is different from independent readers (8-12 years old) who find that audiobooks give them more time to read, as they start to get quite busy with various tasks that keeping audiobooks on hand increases the number of books they can read. Another notable benefit, given the diversified world they face, is that they are exposed to multicultural histories that will enrich them as global citizens. In turn, for young adult readers (12 years and up) who we know are really into new educational technologies and

therefore communication, MP3/MP4 players, mobile phones and similar devices make of "reading" through innovative and especially attractive audiobooks for them.

Already at this age, audiobooks work as stimulants to develop the imagination and at the same time improve their oral expression and their writing, reading, listening, and speaking skills.

### **1.1.6 WHO ARE THE AUDIOBOOKS FOR?**

Any type of literature, classic or the most recent, whether for adults or children, is available to everyone. We mention this because we must consider two types of learners: those who like to read and those who do not. The former are those with better hearing capacity, improving one of the basic skills contemplated in the European Framework of Reference for Language Learning: listening comprehension. In addition, they can improve their oral skills, since the trained actors and actresses who read the texts of the recorded audiobooks serve as models of tone, inflection, different dialects, rhythm, pauses, silence, pronunciation and types of voices (Harris, 1995) This performance in a dramatic way increases that curiosity and listening pleasure, and in this way the meaning of a reading is conveyed more clearly and vividly, consequently transporting listeners to another world. Speaking of the second type of learners, that is, those who say they do not like to read could be motivated to read with a more strategy.

Using audiobooks since, “the use of audiobooks with students who are struggling, reluctant, or learning a second language is powerful as they act as a scaffold that allows students to read above their actual reading level” (Beers, 1998). In addition, we all know that when we use headphones it is as if we were alone in another world, so the student could isolate himself in the classroom and continue with the reading activity during class time or do it in a general way with everyone listening and at home to listen alone again.

The task of understanding an audiobook is easy, you can choose the reading speed yourself and you can control it in such a way that it does not change the live interpretation

of the reader. An example of this is the ESL-Bits3 audiobook website. On this page, for example, once the audio has started, you can listen to the audiobooks at whatever speed you want. Audiobooks also allow children who are slow readers to remain engaged in class activities.

## **1.2. Antecedents**

Montgomery (2009) conducted significant research called *Using Audio Books to Improve Reading and Academic Performance* which discusses the meaning of reading below grade level in classrooms and suggests a proven approach to improve Significant levels of reading comprehension using audiobooks. It was concluded that the use of audio books can improve reading and at the same time the academic performance not only of English students but also of native English students.

GÜNDÜZ (2009) in his research which is called *Contributions of E-Audiobooks and Podcast to EFL Listening Classes* carried out at Seljuk University concluded that as teachers when teaching we can fall into the habit of using the same materials to listen, He mentioned that with the advent of the Internet, audiobooks and podcasts provide new ideas and along with them, motivation. As a result, he obtained that the use of audiobooks in the classroom increases success for beginner English students in general and at the same time helps for those students who have difficulties in their pronunciation.

In an article by Signes D. M (2014) which is called *Audiobooks: Improving fluency and Instilling Literary Skills and Education for Development*, this article presents a series of other articles and web pages which refer to the use of audio books, their contribution to language learning, the way in which they promote the imagination, the student's creativity, and their role in contemporary children's literature. Another crucial point to highlight is that in this work educational innovation projects are presented which are related to developing civic and intercultural skills and solidarity where audiobooks are used as a tool in language learning. They were able to conclude that the use of

audiobooks in primary education has a positive impact on students and allows them to significantly develop their linguistic and literary skills.

In a study by Nordin (2017) titled *Selecting Texts for Teaching Reading to Tertiary ESL Students: A Study on Genre and Content Preferences*, this author's research objective was to know the content preferences of ESL students at UiTM Kedah, Malaysia, where he obtained as study results information that shows that students of this subject prefer texts from sites web and blogs, in the preferred reading content obtained as a result that students are more inclined towards business management topics, movies and music. It should be noted that this research article offers guidance to ESL teachers when selecting L2 reading texts according to students' preferred content.

Aydin and Ayranci (2018) In their research which is titled *Reading Preferences of Middle School Students* which aims to know the preferences of students in terms of reading stories or texts, collecting the data with the semi-structured interview technique, the results from this research they point out that most students prefer printed readings, in terms of type of reading they prefer adventure readings as a topic and prefer shorts readings. Furthermore, the result is that students express that since they are texts of interest, the unknown words are few and this helps with better understanding.

In a work done by Sukasame (2013) in his work which is titled *A study of errors in learning English Grammatical structures on Tenses of MatthayomSuksa 4 Students of The Demonstration School, KhonKaen University* which had the purpose of studying grammatical errors in learning structures in English at the time of MatthayomSuksa, this work or research concluded that errors were found in the respective grammatical rules and these were: past perfect tense (87.1%), simple past tense (74.2%), present perfect tense (67.4%), past continuous tense (54.8%), present simple (48.4%), future simple (41.7%) and present continuous (32.3%).

## **CHAPTER II**

### **METHODOLOGICAL FRAMEWORK**

#### **2.1 Context**

This strategy design was carried out in the city of Esmeraldas, with the help of students from the María Auxiliadora Fiscomisional Educational school of the city of Esmeraldas, on Avenida Pacífico and Beato Luis Monza, vía Atacames, in front of the 'Las Palmas' technical center. It is a Trustee institution with primary, secondary, and high school levels in which the subject of English is taught.

#### **2.2 Type of investigation**

##### **Mixed research:**

Mixed research is a type of research which consists of collecting, integrating quantitative and qualitative research and at the same time analyzing data collected through different methods(Hernández Sampieri & Fernández Collado, 1998).

The choice of mixed research for this work aimed to supply a comprehensive approach to collecting information for the proposal. This approach helped decide the topics of interest for students, show the most challenging grammatical structures to learn according to teachers, and plan activities for the audio book.

##### **Descriptive investigation:**

This type of research as its name allows us to describe situations, phenomena or events that are of interest to us and so be able to measure them and evidence our hypothesis (Hernández, 2004).

The project was grounded in descriptive investigation to understand the properties and characteristics of the profiles of individuals or groups within the research scope, enabling a thorough analysis.

### **2.3 Population and sample:**

To collect data for the design of the strategy, a total of 4 groups of high school science were considered as a population: A, B, C, F and 1 parallel technical high school A. As a sample, 10 students were selected at random from each group.

### **2.4 Hypothesis:**

The hypothesis postulates that stories told in the English language can help students improve their pronunciation and then improve their fluency when speaking, which helps better reading and fluency when establishing communication with a native of this language or people who speak this language. This improvement would allow effective communication with native speakers, generating confidence in the use of the language through its practice.

### **3.5 Variables**

There are 2 variables taken into consideration:

**Independent variable:** Use of audio stories.

**Dependent variable:** English language skill



## **2.6 Methods**

### **Method of analysis:**

The analytical method is a procedure which handles breaking down a whole or something general in its basic or specific elements is for this reason that it is said that this method after the information of the instrument is collected and evaluated correctly, sources are used to test a hypothesis or support an idea (Ortega).

For this reason, in this research we work with the analytical method, since we collect information from a general point to something more specific. This helped us with the design of the strategy to develop it in an orderly and correct manner.

### **Interpretive:**

This method considers that there are so many realities and different points of view in question and that simple observation intervenes in these diverse and realities. During this process of knowledge, we see an interaction between the subject and the object of research and that it will always be influenced by the values of the researcher (Salusplay).

In this research, we will consider different opinions, points of view, tastes and things that are considered not necessary to begin the design of the strategy. We are aware that to achieve this differentiation and separate the general from the specific, it is necessary to use this research method.

## **2.7 Techniques**

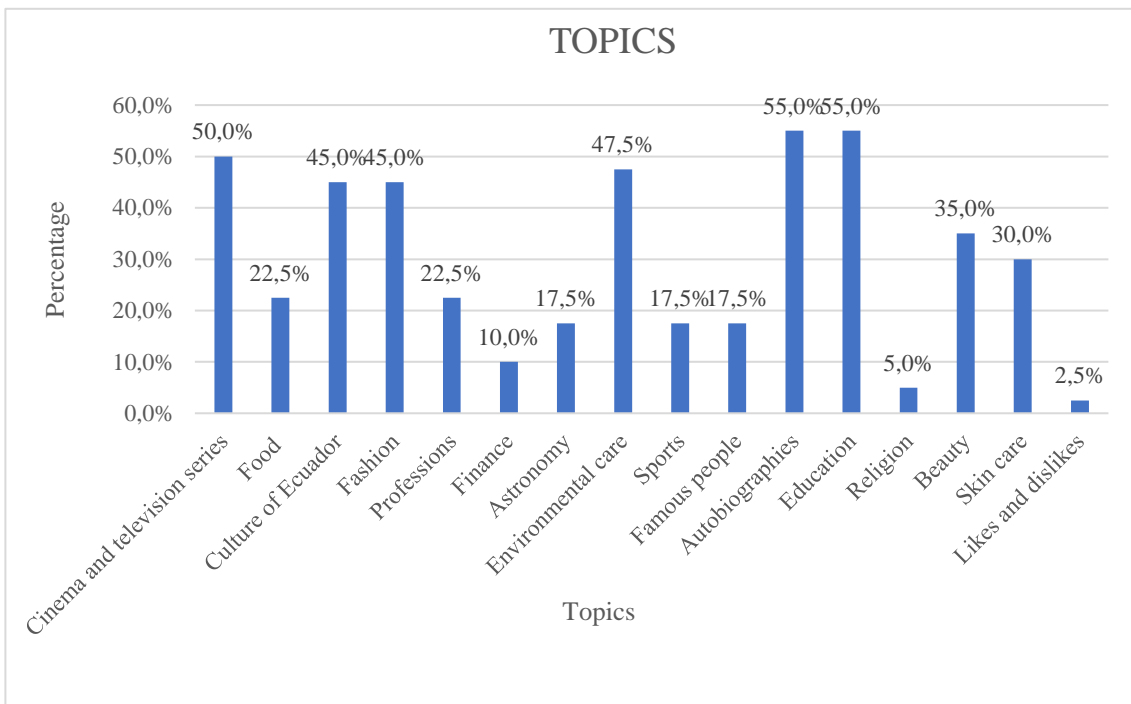
In this research, we use the survey as a technique. This survey had a series of questions that served to answer the specific objectives. It was aimed at students and teachers of the first year of secondary school, to know the opinion of both parties and better design the strategy.

## **2.8 Data processing**

To analyze the survey data, first review our specific objectives. Then, from there, we designed questions that answered these specific aims. We compare and classify the answers according to the questions. Tabulating these results is what we did after processing them to get the answers we were looking for.

## CHAPTER III RESULTS

Among the topics that stand out the most are Autobiographies and the topic of Education with 55.0% each, indicating the great interest that students have in personal experiences and education. Ecuadorian Culture and Fashion are also important topics with 45.0%, which shows a significant interest in cultural identity and fashion trends. We can also see that topics that are related to entertainment, such as Cinema and Television Series, have a strong impact with 50.0%, suggesting a marked interest in the world of visual entertainment. We also have that topics such as Religion and Finance have lower percentages, with 5.0% and 10.0% respectively, which indicates less interest in these topics. A moderate interest can be observed in topics related to Environmental Care (47.5%), Beauty (35.0%), and Skin Care (30.0%). It is interesting to note that Likes and Dislikes have the lowest percentage, at 2.5%, suggesting that this aspect may not be as prominent in overall preferences.

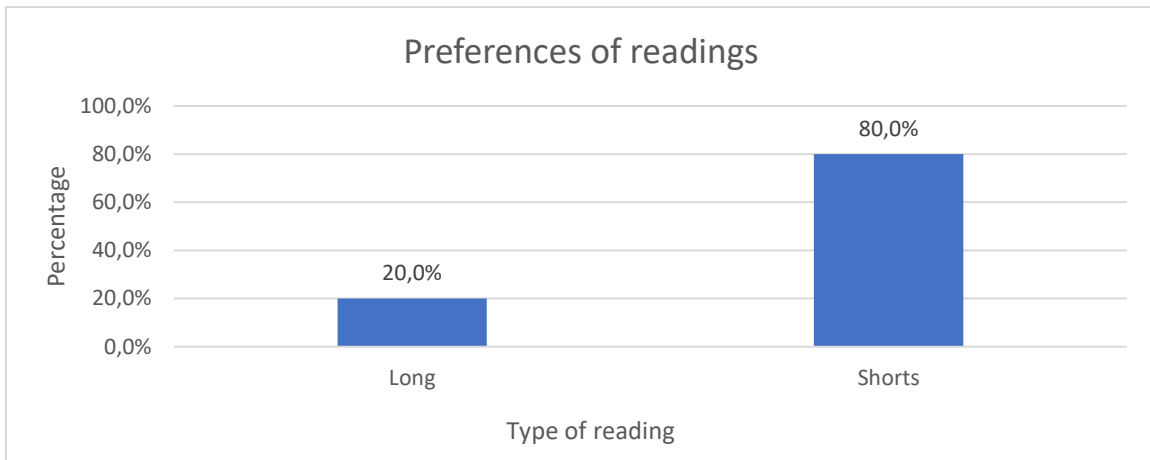


**Figure2:** Topics of preference for students.

**Source:** Survey applied to students of 3 of high school.

According to the type of reading the students prefer, most participants (80.0%) indicated that they like to read short readings. This shows a keen interest in detailed but short content. 20.0% of the votes indicated a preference for reading long texts. Although this percentage is lower, it is significant and shows that there is a group that prefers shorter and more concise content. These results provide valuable insights into participants' preferences for

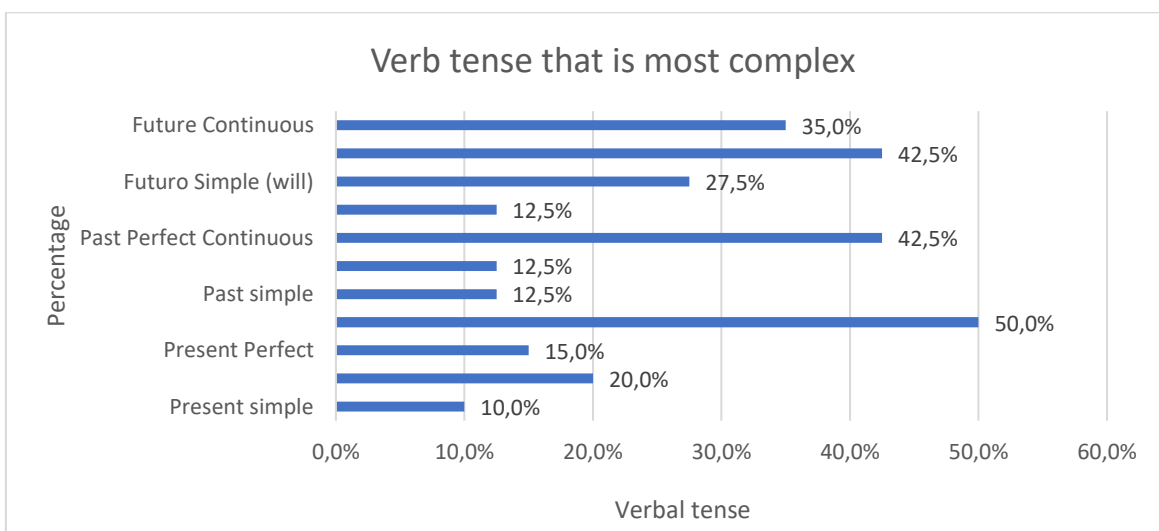
reading duration, which can be useful when planning or delivering content in future interactions.



**Figure3:** Preference of readings for students.

**Source:** Survey applied to students of 3 of high school.

The results show that the Present Perfect Continuous is considered the most difficult to learn and accounts for 50.0% of the responses. The simple future (I will) and the past perfect continuous also accounted for 42.5% of responses, suggesting that these times can prove difficult for students. The future continuous and future simple (will) tenses had significant percentages of 35.0% and 27.5% respectively, indicating additional areas in which students may struggle. Regarding the past tense, the simple past, the perfect past tense, and the perfect present are also mentioned as complex, although to a lesser extent. These results provide insight into when students are struggling the most, which can be valuable for adapting learning strategies and providing targeted support in these areas.



**Figure1:** Verb tense that is most complex for students.

**Source:** Survey applied to students of 3 of high school.

# STRATEGY: BOOK WITH AUDIOSTORIES

## TOPIC: PRESENT SIMPLE



1.mp4

### Reading #1

#### THE JUMPING BOLTS

In a small town called Joyville, there is a peculiar football team: the Jumping Bolts. These are not the typical players; they are a group of friends full of energy and mischief. On the field, you will find Jorge, the fast striker who always puts on his elegant red shoes, allowing him to quickly dodge opponents with his impressive feints. Maria, the captain, leads the team, wearing her lucky captain's bracelet and sporting shiny blue football boots that help her navigate the field with ease. Peter and John, the defending twins, are never seen without their matching striped shin guards and trusty goalkeeper gloves, protecting their target as a fortress.

Today is the big game against the Whirlwinds, the most feared team in the league. The stadium is full of enthusiastic fans. The referee blows the whistle, and the game begins. Jorge dribbles the ball, maneuvering skillfully in his jersey and shorts lightweight and breathable. Maria controls the midfield, making precise passes with her soccer socks lifted for additional support. Peter and John, like an impenetrable wall, block every attempt by the Whirlwinds to score, thanks to their sturdy football shirts and durable shorts.

The score is tied at one with a minute left. Jorge receives a long pass, slides between opposing defenders, and... goal! The Jumping Bolts take the lead. The stadium bursts into jubilation. Friends hug, celebrating their victory. Mary's smile shines brighter than ever as she lifts the trophy to heaven, proudly showing the team's dedication to her team and camaraderie. In Joyville, people celebrate the feat of these unique players who showed that, with teamwork and joy, anything is possible on the football field!

### ACTIVITIES

**OBJECTIVE:** These activities are designed to engage students in reading, writing, and speaking while exploring topics related to teamwork, sports strategy, and character identification.

#### Activity 1: Reading and Analysis (Reading & Speaking)

**Instructions:**

- ✓ **Group Reading: Make** small groups, each group will choose a fragment of the Jumping Bolts story to read aloud.
- ✓ **Analysis and Discussion:** After the reading, each group should share a summary of the fragment and then make a discussion about the key themes, characters, and events of the story.

## Activity 2: Discussion on Sports Team Strategies (Speaking)

### Instructions:

- ✓ **Directed Debate:** Organize a debate where you should discuss the importance of strategy versus individual talent in sports teams, taking as an example the history of the Jumping Bolts.
- ✓ **Preparation and Argumentation:** Students should prepare solid arguments and evidence based on history and personal knowledge about sports.

## Activity 3: Character and Dress Analysis (Reading & Writing)

### Instructions:

- ✓ **Character Profile:** You must choose one of the characters in the story and develop a detailed profile that includes their personality, team roles and how they contribute to the team's success.

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- ✓ **Dress Up Description:** Describe in detail the football equipment and accessories used by the characters during the game.

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### Activity 4: Reflection Letter (Writing)

**Instructions:**

- ✓ **Reflection Letter:** Write a letter from the perspective of one of the characters of the Jumping Bolts team, reflecting on the importance of teamwork and overcoming challenges during a crucial match uses clear and expressive language to convey the feelings and thoughts of the character.

### Activity 5: Creating a New Team (Reading, Writing & Speaking)

**Instructions:**

- ✓ **Fantastic Team Design: Imagine** and design a completely new football team with your own characters, specific skills, unique uniforms and innovative game strategies. This work can be done in groups and individually.

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- ✓ **Oral Presentation:** Each group or individual presents their new team, explaining their design decisions and why they believe they would be successful in the field.

## TOPIC: PRESENT CONTINUOUS



2.mp4

### Reading #2

## EXPLORING THE CARE OF SKIN

In a bustling town, there is a high school where students are diving into the world of skincare. Sarah, a diligent senior, is leading a project on skincare routines for a biology class. She is researching the impact of various ingredients on the skin.

Every day after school, Sarah eagerly conducts experiments in her makeshift lab. She mixes different oils, observing their effects under a microscope. Her classmates gather around, intrigued by her findings. They discussed the benefits of antioxidants, the power of hydration, and the significance of sunscreen in protecting the skin.

As part of their project, they are creating a visual presentation for the school assembly. Sarah meticulously designs slides displaying the layers of the skin and the role of cleansers, moisturizers, and serums in maintaining healthy skin. Her peers help gather information on diverse skin types and conditions, like acne or dryness. Meanwhile, in the chemistry lab, another group is formulating homemade face masks. They blend natural ingredients like honey, avocado, and oatmeal, discussing how each element benefits the skin. Laughter fills the room as they apply the masks, feeling the soothing effects on their faces.

Outside the classroom, posters adorn the walls, offering skincare tips to fellow students. Sarah and her team have created pamphlets summarizing their research, sharing easy-to-follow routines for morning and night skincare regimens. Their hard work culminates in a skincare fair at the school auditorium. Different booths highlight homemade products, skincare quizzes, and live demonstrations. Students eagerly participate, learning the importance of caring for their skin and embracing their natural beauty.

As the event unfolds, Sarah realizes the impact of their project. She sees her classmates confidently discussing skincare routines, understanding the significance of ingredients, and embracing a newfound appreciation for healthy skin habits. The journey into the world of skincare has not only enriched their knowledge but also empowered them to take better care of themselves.

## ACTIVITIES

**OBJECTIVE:** These activities will allow students to deepen the topic of skin care, apply practical knowledge and encourage discussion and critical thinking about myths and realities related to this topic, by using the present continuum, improving, and using all English skills.

### Activity 1 (writing and speaking)

- ✓ **Individual reading activity:** Students will read the skin care text with audio, then summarize the key points and main ideas of the text in a paragraph.
- ✓ **Discussion in Pairs:** Students will group and share their summaries. They will discuss the importance of a skin care routine and discuss the benefits of various products.

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### **Activity 2 Speaking: Discussion of Skin Care Myths and Realities**

- ✓ **Team Research:** Students will work in teams to research and gather information on a common skin care myth. Each team will prepare solid arguments that support or refute the assigned myth.

### **Activity 3: Creating Skin Care Guides (writing and speaking)**

- ✓ **Developing Skin Care Guides:** Students will work individually to create a practical skin care guide, which should include information on different skin types, practical tips, product recommendations and a basic facial care routine. At the end, they will exchange their guides with a peer for review and comments.

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### **Activity 4 (writing, speaking): Creating Skin Care Routines.**

- ✓ **In pairs:** Students will develop a skin care routine for a specific type (dry, oily, mixed, sensitive, etc.). They should write down a detailed step-by-step routine for day and night, including recommended products and their benefits for each skin type.

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- ✓ **Conversation:** Each group will present their skin care routine to the class, explaining the scientific fundamentals behind each step and answering questions from their peers.

**Activity 5 (speaking, reading, and writing): Elaboration of Natural Products**

- ✓ Organize a practical workshop where students prepare facial masks using natural ingredients such as oats, honey, avocado, etc. Then, discuss the benefits of each ingredient for the skin.

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## TOPIC: PRESENT PERFECT



3.mp4

### Reading #3

#### TITLE: CARE OF THE ENVIRONMENT

Ancient forests have been protected for generations, but in recent decades, environmental concern has gained new momentum. Communities have worked together to restore contaminated rivers, reforesting areas devastated by deforestation, and raising awareness about the importance of biodiversity.

Scientists have researched innovative solutions to counteract climate change, developing more sustainable technologies and alternative energy sources. Governments have implemented stricter environmental policies, incentivized eco-friendly practices, and regulated the emission of pollutants. Entire cities have transformed, adopting more efficient public transportation systems, and promoting the reduction of plastic waste through massive recycling campaigns. Companies have redefined their production methods, opting for biodegradable materials and strategies that minimize their environmental impact.

Society's commitment has brought about palpable change: cleaner oceans, less polluted skies, and a more ingrained collective consciousness about responsibility toward the planet. Though challenges still exist, progress is undeniable. The path to sustainability has been laid, and every present action has laid the groundwork for a greener and more prosperous future.

#### ACTIVITIES:

**OBJECTIVE:** This workshop encourages critical reading, reflection, informed discussion, and practical action, using the article on climate change as a starting point to develop reading, speaking, and writing skills.

#### Activity 1(reading writing): Reading and Understanding

- ✓ **Individual Article Reading:** Distribute the article on climate change to students and give them time to read it carefully.
- ✓ **Comprehension Questions:** Prepare a series of questions related to reading content. These may be multiple-choice, true/false questions or open-ended questions that require more detailed answers, with these questions a class discussion will be held with students.

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## Activity 2 (writing, speaking): Analysis and Debate

- ✓ **Small Group Analysis:** Divide students into groups and assign each group a reading section or it could be an article that you give them in classes, so they analyze it in detail. Ask them to identify key points, relevant data, and possible proposed solutions.

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- ✓ **Moderated Debate:** After the analysis, organize a debate where groups discuss the solutions proposed by them to help care for the environment. It encourages the exchange of ideas and the defense of points of view.

## Activity 3 (writing): Reflective writing

- ✓ **Reflective Essay:** Ask students to draft a reflective essay on how the article has impacted their perception of climate change and what individual actions they could take in response to the information provided.

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## Activity 4 (speaking): Presentation and Discussion

- ✓ **Presentation of Conclusions:** Each student will have the opportunity to share a summary of their essay in a short presentation format before the group, you can use handmade slides or posters by students.

### **Activity 5 (reading, writing, and speaking): Practical actions.**

- ✓ **Action Plan:** Ask students to read more about the topic as a task, develop a personal or group action plan based on what they learned in the workshop and expose them to their peers for the next class, this can include practical actions to contribute to the care of the environment, you can write here in the book.

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## TOPIC: FUTURE SIMPLE



4.mp4

### Reading #4

#### FINANCE

In a world where financial education was key, Sofia, a clever and curious young woman, set out to learn how to manage her finances from an early age. With determination, she enrolled in online courses and read books on investment and savings.

As she mastered the basic concepts, Sofia began applying them in her daily life. She decided to allocate a percentage of her monthly income to create an emergency fund and another portion to invest in the stock market. Over time, her investments steadily grew.

Thanks to her discipline, Sofia resisted the temptation of unnecessary expenses and learned to differentiate between wants and needs. This mindset allowed her to achieve her financial goals, such as traveling the world and buying her own house. Her focus on saving gave her a sense of security and freedom that impacted all aspects of her life. She shared her knowledge with friends and family, inspiring them to take control of their own finances.

Over time, Sofia became an example in her community, showing that proper money management is not accumulating wealth, but about achieving a balanced and fulfilling life. And so, with every financial decision, Sofia charted a prosperous path for her future, knowing that mastering her personal finances would lead her to reach her most ambitious dreams and goals.

#### ACTIVITIES

**OBJECTIVE:** To encourage critical analysis, discussion on the importance of financial education, promote personal financial planning, introduce basic investment concepts.

#### **Activity 1 (speaking): Debate on Financial Education**

- ✓ Divide the class into groups and assign roles (proponents and opponents).
- ✓ Ask questions such as:
  1. Why is financial education important from an early age?
  2. What are the benefits of saving and managing money efficiently?
- ✓ Allow time for argument preparation and class discussion.

#### **Activity 2 (writing and speaking): Personal Savings Plan**

- ✓ **Plan how to save:** Ask students to draw up a personal savings plan based on percentages of monthly income (as in Sofia’s story).

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- ✓ **They must identify financial goals:** Travel, studies, purchase of goods and assign a percentage of their income to each. Present plans in class and discuss proposed strategies.

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**Activity 3: Investment Simulation**

- ✓ Using business simulation games that allow students to invest in fellow companies, it is only a game, you can use fake bills. Allocate a budget to each group and track the return on investments over a given period. At the end, analyze the results and discuss the lessons learned.

**Activity 4 (reading and writing): Case Analysis**

- ✓ **Present a hypothetical or real case:** About financial decisions (like buying a home, choosing a loan, etc.)

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- ✓ **Ask students to analyze the case:** Identify options and make decisions based on what they learned in reading. Group discussion of the decisions taken and their foundations.

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### **Activity 5 (reading, speaking, and writing): Inspiring Presentation**

- ✓ Asking students to make an inspiring presentation about the importance of economic management and how it can impact personal life can use handmade slides or billboards.
- ✓ They should include examples, practical advice and relevant experiences.
- ✓ Allow individual or group presentations and encourage audience interaction to generate debate and questions.

## TOPIC: PAST SIMPLE



5.mp4

### READING #5

## CULTURE OF ECUADOR

In the heart of Ecuador, in a small town nestled between lush green mountains, lived Mateo, an adventurous teenager with an insatiable curiosity about his country's vibrant culture.

One sunny morning, Mateo woke up with an exciting idea. He decided to organize a cultural scavenger hunt for his friends. Armed with enthusiasm and a list of clues, they embarked on an adventure through their town. Their first stop was the local mercado. Amidst the colorful stalls filled with fruits, textiles, and handmade crafts, they met cheerful artisans eager to share their stories. Mateo's friends marveled at the intricate designs of traditional Ecuadorian textiles and learned about the significance of each pattern.

Next on their list was a visit to an ancient archeological site. With a map in hand, they explored the remnants of an Incan settlement. They listened wide-eyed as their guide recounted tales of ancient rituals and the rich history of Ecuador's indigenous people. Their journey continued to a lively dance workshop. With infectious beats of Andean music playing in the background, they learned the steps of the "Sanjuanito," a traditional dance celebrating harvest and fertility. Mateo's friends laughed as they attempted the intricate footwork, enjoying every moment of the cultural immersion.

As the day waned, they found themselves at a typical cuisine, a restaurant serving authentic Ecuadorian cuisine. With appetites stirred by the day's adventures, they savored dishes like ceviche, llapingachos, and encebollado, discovering the diverse flavors that Ecuador had to offer. Gathered around a table, full of laughter and shared experiences, Mateo and his friends realized that their country's culture was a tapestry woven with history, art, music, and delicious food. They vowed to continue exploring and celebrating Ecuador's rich heritage together.

### ACTIVITIES

**OBJEVTIVE:** These activities seek to engage students in a variety of language skills while exploring and reflecting on Ecuador's cultural richness presented in history.

#### **Activity 1 (speaking and writing): Cultural Debate**

- ✓ **Ecuadorian culture:** Divide the class into groups and assign them topics related to Ecuadorian culture (food, music, art, etc.)
- ✓ Groups should discuss, write, and present arguments about the importance of this cultural aspect in the identity of the country. Encourage participation, the use of specific

vocabulary, about dress, colors, food, and the correct use of simple past and solid argumentation.

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### **Activity 2 (writing): Abstract Written**

- ✓ **Summary of the history of Ecuadorian culture:** They should include the most relevant aspects, such as the places visited, the experiences lived, and the lessons learned. Promote organization and consistency in drafting.

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### **Activity 3(speaking, reading, and writing): Cultural Interview**

- ✓ Students should pair up and interview each other about their impressions of history and their prior knowledge of Ecuadorian culture, should be open questions to generate meaningful conversation.

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Each student then briefly presents what they learned about their partner.

### **Activity 4 (writing): Imaginary letter**

- ✓ Ask students to imagine being one of the characters in the story (like Mateo) and write a letter to a friend describing the experience of the cultural day in Ecuador.
- ✓ They should include personal details, emotions, and reflections on what they learned and how the experience impacted them.

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### **Activity 5 (writing and speaking): Cultural presentation.**

- ✓ Ask students to prepare a presentation on a specific aspect of Ecuadorian culture that most caught their attention.
- ✓ They should include images, interesting facts, and related anecdotes.
- ✓ Encourage questions and discussion after each presentation to encourage participation by the entire class. This should be presented in the classroom with the help of slides or posters made by students.

## CHAPTER IV

### DISCUSSION

With the objective of Designing a book with audio stories as a strategy to improve English language proficiency, taking into account the students' preferences in terms of reading topics, the grammatical structures in which students have greater difficulty understanding or learning, The results reflected that (50%) of the students prefer reading topics related to Cinema and Television Series, (47.5%) reflect a lot of interest in topics such as: Environmental Care, (35.0%) prefer topics related to beauty and a ( 30.0%) with topics about skin care. Topics such as Religion and Finance have lower percentages, with 5.0% and 10.0% respectively, which indicates that students are not very interested in reading these types of topics. Regarding the size of the readings, most of the students (80.0%) indicated that they like to read short readings while the other 20.0% of the votes indicated a preference for reading long texts. To finish answering the objectives, a question was also asked about the grammatical tense in which students have greater difficulty in understanding and learning and the result was that (50.0%) have problems with the present continuous, then we have the future simple with a percentage of (42.5%), finally we have the times; future continuous and future simple (will) which had significant percentages of (35.0%) and (27.5%) respectively. This helps us with creating the strategy based on the students and their difficulties.

We can contrast these results with the results of the research of certain authors such as (Nordin, 2017) who in his research came to the conclusion that students prefer reading topics related to business management topics, movies and music, here we can see a difference since in this research it was concluded with the help of the survey that third-year high school students prefer reading topics related to Cinema and Television, Environmental Care, Beauty and skin care, along with the authors (Aydin & Ayranci, 2018 ) we can confirm that there is also a difference, in his research he was able to verify that students prefer reading topics that are related to adventure readings, it should be noted that we agree with Aydin & Ayranci (2018) that students prefer short readings.

Finally, the authors (Nujaree Sukasame, Asst. Prof. Dr. Sathaporn Kantho, Assoc. Prof. Dr. Pennee Narrot) who in their research point out that the grammatical tenses where students have the most difficulty are: past perfect, simple past, present perfect, past continuous tense, present simple, future simple and present continuous, it can be It is clear that these results coincide in a certain part, not in their entirety, with the results of the present research which reflects that the most complicated grammatical tenses for students are: present continuous, future simple, future continuous and future simple. Based on these results we can design the strategy considering the opinions of the students and based on real results.

## **CHAPTER V**

### **CONCLUSIONS**

The topics of the readings were determined, and the reading preferences of the students were determined, with which we can conclude that the students are more interested in short readings about topics such as: Cinema and Television, care of the environment, beauty, and care of the environment, the skin and that you prefer these readings to be short, which means that the audio readings will be consistent with these topics and will be short.

The grammatical structure was found that is most difficult for students to learn or understand, with which it is concluded that these grammatical structures or tenses are: present continuous, simple future, future continuous and simple future, therefore can say that the audio readings will have the focus is to be designed with these grammatical structures and considering the other structures as reinforcement.

According to all the results obtained, the short readings and activities that the book will have been planned to help students improve their skills in the language or subject of English.

## CHAPTER VI

### RECOMMENDATIONS

- Once the conclusions of this research have been established, it is recommended that: when choosing the readings with which we will work with our students, we consider their tastes and needs since this also facilitates the teaching and learning process, choose short ones on the identified topics of interest. by students, such as film and television, environmental care, beauty and skin care and ensure that the readings are adapted to the levels of grammatical difficulty identified either with the guide of this research or with a particular investigation of each teacher, it is important that the audio readings incorporate relevant information on the mentioned topics to maintain the interest of the students, it is important to introduce practical activities and questions related to the readings to encourage participation and understanding and at the same time make all the skills improve by working on them. all in the same scenario.
- Something that is also essential to consider or say is that specific activities are carried out which are focused on the most difficult grammatical structures for students, such as the present continuous, future simple, future continuous and future simple and many others that most Sometimes we don't know what is difficult for our students because they don't communicate it. We cannot ignore the fact that it is essential that audio materials are clear and well pronounced to facilitate listening comprehension.
- As a last recommendation, it can be said that it is important to implement regular formative evaluations to monitor the progress of our students, considering the possibility of using all these digital resources that we can find easily, such as the use of a book that has audio stories or readings and that comes accompanied by workshops that help us reinforce our students' skills in the English language.

## **ATTACHMENTS**

### **INSTRUMENT:**

## **TOPIC: DESIGN OF AN AUDIOBOOK AS A STRATEGY TO IMPROVE ENGLISH LANGUAGE LEARNING SKILLS**

### **1. What topics would you like to improve your English skills with?**

1. Movies & TV Series
2. Food
3. Culture of Ecuador
4. Fashion
5. Professions
6. Finance
7. astronomy
8. Caring for the environment
9. Sport
10. Famous people
11. Autobiographies
12. education
13. religion
14. Beauty
15. Skin Care
16. Likes and dislikes
17. Other:

### **18. Do you prefer short or long reads?**

1. Short
2. Long

### **3. What is the most difficult verb tense for you to learn and do you need to improve in the English language?**

1. Present simple
2. Present Continuous
3. Present Perfect
4. Present Perfect Continuous
5. Past simple

6. Past Perfect
7. Past Perfect Continuous
8. Future
9. Futuro Simple (will)
10. Future Simple (going to)
11. Future Continuous

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