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**Using Audiobooks to improve reading habits and vocabulary acquisition in  
EFL**

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**Author:**

**Russell A. Calderón Salmerón**

**Advisor:**

**Ph.D. Israel Ramón Zelaya**

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## **ABSTRACT**

**Keywords:** audiobook, vocabulary acquisition, reading habits, reading while listening

This research is about the use of audiobooks as an alternative tool for students to develop reading habits while improving their vocabulary acquisition. The study aim is to analyze the effect of audiobooks to improve reading habits and foster vocabulary acquisition in the second year of English degree students, since reading is an effective way of increasing literacy and language development, and among students, this is not an essential activity in academic, and this situation is reflected in poor reading skills.

The research follows a qualitative design, and it was conducted during the second semester of 2021 at Facultad Regional Multidisciplinaria de Estelí, and the participants were second-year English degree students from the evening shift. The type of sampling was non-probabilistic, and questionnaires and interviews were used to collect data. Further, the research uses a mix of intensive and extended reading of understandable books while listening to audiobooks, focused on repetition and the free voluntary reading approach.

The research has limitations at the methodological and technical level, because the study is complex, and there is not a specialized room and equipment for language learning in the research place. Time is another limitation because the current modality has reduced face-to-face classes, and this could carry out negative effects on students' motivation. To conclude, it is known that the language learning processes are complex, and one way to face it is through the use of all tools and resources available, and audiobooks could be useful. Finally, many students are interested in reading while listening, however, they have less interest in developing reading habits in comparison with vocabulary acquisition and speaking skill development.

# **I. INTRODUCCION**

This study aims to analyze the importance of audiobooks as a tool to improve reading habits and foster vocabulary acquisition in the second year of English degree students. This research will try to evaluate some reading activities while students listen to audiobooks to identify the major benefits related to this strategy. The purpose of this research is to identify and analyze the most important strategies for reading and apply a mixed strategy between reading and reading while listening as a strategy to improve reading habits and vocabulary acquisition.

## **1.1. Context**

This research study was conducted during the second semester of 2021 at Facultad Regional Multidisciplinaria de Estelí (FAREM Estelí). This educational institution is located northwest of the city of Estelí and is a Faculty of the Universidad Nacional Autónoma de Nicaragua, UNAN Managua.

## **1.2. Background**

Likely the development of the reading habit is one of the most difficult things for English learners because reading in another language could be difficult, so most of the time English learners are more concerned with translating the text in their brains, rather than improving their reading habits or their vocabulary. However, it is necessary to know that reading includes processing, interpreting, and evaluating written language, symbols, and text with understanding and fluency (Syrja, 2011), and not just seeing the reading process as simple translate in our brains, for that reason this situation provokes difficulties to improve this skill.

There have been several studies related to the improvement of reading skills, one of them was by Osorio Cruz, Sánchez Cruz, & Reyes Méndez (2018), investigated how students approach vocabulary learning through the reading skill, in addition, to helps them improve their reading skill by using specific learning strategies such as discovery, analysis, checking, guessing, etc. They used a qualitative method and applied questionnaires to collect the data and some reading activities for students, and finally, they applied randomly to select the participants.

The finding of this research shows that reading is not a simple activity however, students have some unconscious vocabulary learning through it. Also, the strategy that most students seem to prefer is vocabulary presentation to get a better comprehension of the topic. Whereas students have some struggles with reading, they cried out some previous vocabulary, this not easily the reading process, however, this research might contribute to raising awareness on the strategies that can be promoted in the English as a Foreign Language (EFL) classroom to help students develop vocabulary learning through the reading skill more effectively and one way it could be through the use of audiobooks.

Another investigation about increasing leisure reading among university students using e-reading with audio was carried out by Jansen (2019). The purpose of this study was to use technology innovatively to open students to different ways of reading, so they used Kindle Fires, loaded with text and audio content able to be read and listened to simultaneously, may help students improve literacy skills and help them become more than reluctant readers, and the study looked at two classes where students were provided Kindles with audio and textbook selections and measured levels of engagement and interest in leisure reading before and after using the device.

According to the pre-study survey, the study found that seventeen of the twenty-one students estimated they spend between zero and two hours a week reading leisure materials. Of these seventeen students, nine said they did not read material not assigned by their instructor. The major reasons given for this were lack of free time and no interest. Fifteen students responded they had listened to an audiobook before. When asked if they thought they would enjoy simultaneously reading and listening to a book and the most responses were positive. Students' ideas of the benefits of reading and listening simultaneously ranged from saving time, taking up less space, to improving reading skills. Five students wrote they thought reading and listening would help their comprehension and pronunciation.

Although the study specifies that it has limitations because of the difficulties among students at the time of putting reading into practice, however, the study also shows the need to carry out more research that focuses solely on reading and listening simultaneously, including whether students benefited academically from this practice.

Finally, in 2016, an investigation was conducted by Rogowsky, Calhoun, & Tallal (2016), the purpose of this experiment was to investigate the effect of input modality (digital audiobook, e-text, or dual-modality) on participants' immediate comprehension, to analyze if there is increasing interest in differences between listening versus reading comprehension or doing both simultaneously.

The study included three groups: one group in the study listened to sections of *Unbroken*, a nonfiction book about World War II by Laura Hillenbrand, while a second group read the same parts on an e-reader. They included a third group that both read and listened at the same time. Afterward, everyone took a quiz designed to measure how well they had absorbed the material, and the study found no significant differences in comprehension between reading, listening, or reading and listening simultaneously. These results make us think that listening to an audiobook while reading may be a not very effective practice to improve reading habits, however, the effect on vocabulary acquisition should be analyzed.

### **1.3. Rational**

Reading is one of the most important skills of a good English learner, as reading skill provides the chance to have a strong vocabulary and reading, providing an effective input of language acquisition and vocabulary building to second language learners. As we know reading is a passive learning process in which students can learn new words larger their vocabulary to build and express in better ways their ideas, feeling, and points of view in different contexts, they face in the future, reading helps to improve the other English skills such as writing, speaking, listening, and even the grammar and spelling.

Because reading is of great importance in language acquisition, especially for a second language learner, also mention that it is necessary to expand studies in areas where there is little information like this. While there is much research on the ability of reading, for our purpose, no specific information was found that links or relates the use of audiobooks to improve reading habits and vocabulary acquisition, for this reason, it is believed that there is a knowledge gap that can be explored with this research.

In summary, the benefit of this research is to analyze that audiobooks are a great tool that teachers can use to improve reading habits and vocabulary acquisition among their students. In addition, the results will help to understand how the audiobooks could maximize the benefits for the students as part of their learning process.

#### **1.4. Problem statement**

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their background knowledge to build meaning, Krashen (2003), points out that reading is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing. Although reading is a passive activity, and reading is together with listening, the greatest skills to support communication skills such as speaking and writing, for this reason, it should be one of the most valued skills in language learning. However, among students, reading is not an essential activity in academics, and this situation is reflected in poor reading skills, which likely is related to the lack of reading habits.

Although English is one of the most important languages, however, many English degree students have some issues with reading and vocabulary acquisition, and this situation could be because they have not had specific strategies to develop these skills. Therefore, the current situation limits them from getting better results in their English learning process. Indeed, the lack of reading habits among English students is likely one of the most common difficulties during their whole degree, and for Krashen (2004), those who do not develop the pleasure reading habit simply don't have a chance, so they will have a very difficult time reading and writing at a level high enough to deal with the demands of today's world.

Whereas English students are concerned about acquiring the language, so many times they omit the use of basic tasks such as reading since they only want to learn the language and put it into practice as soon as possible. Perhaps, some causes that involve this situation are the lack of strategies to encourage students by leisure reading, and not by just an academic commitment, or the lack of specific materials and activities that motivated them to keep going with the reading activities even at home, during their free time.



Instead, since they start the English degree, many of them do not want to read, and they are more interested in the other English skills instead of reading because they consider it like something boring and not interesting, and they just avoid it. However, this could cause students to dominate very little vocabulary and ultimately affect the performance of listening, speaking, and writing skills because of this problem.

Perhaps, this phenomenon is related to the lack of motivation by students in the classroom, because there is not enough time to put into practice reading activities. Maybe the lack of activities that are linked between them with other English skills could be the reason. The lack of strategies, methods, resources and other kinds of English materials could influence this type of student behavior, which limits them from not developing interest by pleasure reading and vocabulary acquisitions. Indeed, many times, students only read when they think it is completely necessary to pass the class or by teachers' demands. Finally, the little use of English books or another English resource in classes could prevent students from having a source of resources that allows them the activity of reading, and they can develop it as a habit and get strong vocabulary because of the reading.

Since barriers and challenges to developing the reading habit have been identified, it is not clear if students by unknown the benefits of reading on the development of vocabulary and language acquisition or if they are not using the appropriate methods or strategies to commit this type of learning activities. However, it is possible that listening to audiobooks while students are reading could help improve vocabulary acquisition, and it could be a strategy that helps to overcome and try to reverse this current situation. For that reason, the current research tries to evaluate the use of audiobooks as an alternative strategy for students who want to develop reading habits while improving their vocabulary.

For that reason, the following research question is raised: *How the use of audiobooks could help to improve reading habits and vocabulary acquisition?*

## **1.5. Research questions**

1. How the use of audiobooks can help English students to improve reading habits and vocabulary acquisition?

2. What benefits do audiobooks have for the improvement of reading habits and vocabulary acquisition?

## **1.6. Structure of the project**

To provide a more summarized view of the content of this research study to the reader, this paper is organized as follows:

Chapter one presents the introduction of the study, the background on which this study is based, the problem statement, and the research questions of the study. Chapter two presents the review of the literature and includes aspects such as definition and types of reading, reading habits, the definition of vocabulary and its importance, also, vocabulary acquisition by repetition, and how to learn vocabulary by reading and by listening. The definition of the audiobook, its benefits, and the description of reading while listening technique.

Chapter three presents the method of the research follow, where is defined the type of research study, the context and participants are presented, and the instruments for data collection. Chapter four presents the body of the project and includes elements such as the description and the aim of the project, moreover includes the diagnostic results, the implementation procedures, and the constraints of the project. Chapter five presents the conclusions of the study research. Chapter six presents the study recommendations, next, Chapter seven presents the bibliography consulted, and after that, Chapter eight presents the annexes of the study.

## II. LITERATURE REVIEW

This chapter presents the references from the experts which are useful to give relevant knowledge in the field. It describes some theories and reviews some definitions, such as reading, vocabulary, and audiobooks, among others. This study follows Stephen Krashen's input theory posits that successful acquisition of new knowledge occurs by simply understanding input that is a little beyond the learner's current level of understanding because we believe that the use of audiobooks to improve reading habits and vocabulary acquisition apply the most important inputs for English learners: listening and reading.

### 2.1. Reading

It is very important to be clear about what is reading, and how this skill is related to language acquisition, especially in second language learning. As it is known, reading is a process that includes the recognition of words, phrases, and meaning in context. According to Pang, Muaka, Bernhardt, & Kamil (2003), reading is about understanding written texts, also the author adds it is a complex activity that involves both perceptions and thought. For this author, reading includes two related processes: "*word recognition*" as perceiving how written symbols correspond to one's spoken language, and "*comprehension*" as making sense of words, sentences, and connected text.

Gómez T. & Ávila C. (2009), define reading as the process of identification, interpretation, and perception of written, or printed material. However, they argue many people see reading as a simple process: readers decode, figure out how to pronounce each word in a text then automatically comprehend the meaning of the words as they do with their everyday spoken language, however for them reading is more than that, for them reading is not a straightforward process, but it is a complex problem-solving process in which the reader makes sense out of a text not just from the words and sentences on the page, but from ideas, memories, and knowledge evoked by those words and sentences and experience.

Indeed, reading is the key skill for second language learners, and the National Center to Improve the Tools of Educators (1996), compare reading as the gateway to learning, because, the reading facility to understand and use written language has always been a prerequisite to

the efficient acquisition of knowledge, and it is becoming increasingly important in today's information society. Reading is not only a door to knowledge, but it is also the cornerstone in the construction of the entire backbone of the second language acquisition process because it indirectly helps to improve the other macro skills of the language and directly provides to the reader a deep vocabulary bank, as it says Pang, Muaka et al. (2003), reading is a skill that will empower everyone who learns it.

## **2.2. Types of Reading**

Harmer (2007), defines two kinds of reading: extensive and intensive reading, also argues that to get maximum benefits from their reading, they need to be involved in both extensive and intensive reading.

### **2.2.1 Extensive Reading (ER)**

Harmer (2007), expresses that extensive reading means reading longer texts, usually for one's pleasure. This is a fluency activity, mainly involving global understanding. It is a reading activity in which the teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement. Extensive reading means "rapidly" reading "book after book". Also, he argues the importance of extensive reading for the development of students' word recognition and their improvement as a reader overall. However, he explains that the use of extensive reading needs to include a program that includes appropriate materials, guidance, and tasks, and not just to tell students they need to read a lot, it would be a process without sense and meaning for students.

According to Nation (2000), extensive reading involves reading with a focus on the meaning of the text. Extensive reading does not involve much additional language use besides filling out a brief book report form. From a vocabulary perspective, it is useful to distinguish two types of extensive reading - one which aims at vocabulary growth and one which aims at fluency development. For vocabulary growth, extensive reading texts should contain only 5% unknown tokens and preferably only 2% to ensure that comprehension and guessing can occur, and no less than 1% or 2% to make sure that there is a new vocabulary to learn.

### **2.2.2. Intensive Reading**

Intensive Reading, sometimes called Narrow Reading, may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of Narrow Reading on improving reading comprehension is based on the premise that the more familiar the reader is with the text, because of the subject matter or having read in other works by the same author, the more comprehension is promoted.

Besides, Nation (2000), points out intensive reading involves the close, deliberate study of brief texts, sometimes less than a hundred words long, but usually around 300-500 words long. Although intensive reading aims to understand the text, the procedures involved direct a lot of attention to the vocabulary, grammar, and discourse of the text. This deliberate attention to language features means that intensive reading fits within the strand of language-focused learning.

Indeed, both Intensive and Extended reading are very important for this study because it focuses on the use of audiobooks as a tool to improve reading habits and the acquisition of vocabulary, so achieving the aim must first apply an intensive reading approach so that students gain deeper learning of vocabulary acquisition and finally to apply an extensive reading approach to create habit and enjoyment of reading.

Vrastilova, (cited by Burns & Siegel, 2018) points out that in many contexts where English is taught, unfortunately, reading is often limited to texts included in coursebooks, and that way is not realistic by students learning process, even she adds that texts, can lead to boredom for teachers and students alike because of the lack of a meaningful context and no obvious rationale for language learning. Perhaps, one way it could be by including authentic English materials in reading, however, Roach (cited by Burns & Siegel, 2018), points out reading in a second language is a complex activity, particularly if texts are authentic and contain lexical items that may be new to learners, but Krashen seem has part of the solution, by using Free Voluntary Reading.

### **2.2.3. Free Voluntary Reading (FVR)**

Free Voluntary Reading is a kind of reading that includes the best ideas of extensive and intensive reading, where students decide what to read and change the books if he or she does not want to continue reading that book. According to Krashen (2003), free voluntary reading may be the most powerful tool we have in language education. For him, it is an effective way of increasing literacy and language development, with a powerful impact on reading comprehension, vocabulary, grammar, and writing. He adds that Free Voluntary Reading may also be an important part of the solution to two related problems: transitioning from the elementary level to authentic language use and from “conversational” language ability to “academic” language ability.

Another way that Krashen (1982), calls this kind of reading is pleasure reading. For him, it does not mean intensive reading, analysis of written prose, reading and then answering questions of content, or reading as preparation for discussion or writing assignments. He also explains that it is completely voluntary. In doing pleasure reading, readers have the option of skipping entire sections they find either too difficult or less interesting. They even have the option of putting the book or story down and selecting another after reading a few pages. They can skip words they do not understand if they think they are following the main point, and they have the option, of course, of looking up every word, if that is their style.

### **2.2.4. Hypotheses About Free Voluntary Reading**

It is very important to know and analyze some hypotheses related to reading, and to explain this point, it will be necessary to use the Free Voluntary Reading hypotheses. Krashen (2011), also, considers *the comprehension hypothesis*, which posits that we gain language and develop literacy when we understand the messages when we understand what we hear and what we read when we receive understandable input. Krashen (2003).

#### **The Forgetting Hypothesis.**

Language acquisition occurs most efficiently when we are so interested in the message that we forget it contains new grammar and vocabulary, or, with second language readers, that it is in another language. Krashen (2011)

### **The Effortless Reading Hypothesis.**

The best reading for language development is easy reading, reading that seems to be completely comprehensible without struggle. Effortless Reading may be a prerequisite to “Forgetting”, so getting lost in a book is only possible when comprehension is not a barrier. Krashen (2011)

### **The Unawareness of Acquisition Hypothesis.**

This hypothesis states readers will not be aware that they are improving while they are reading, but will only know reading interesting books. Also, he argues that those who “forget” they are reading in another language are also unaware that they are gaining. Krashen (2011)

Finally, it is important to mention that this research project tries to apply the ideas of free and voluntary reading, with the use of the audiobook, based on *the comprehension hypothesis*, *the forgetting hypothesis*, *the effortless reading hypothesis*, and *the unawareness of acquisition hypothesis*, using short and easy texts at the beginning, to maximize the vocabulary acquisition, and later on, increasing the size and difficulty of the texts to increase the pleasure in reading and the language acquisition, and finally achieve a significant improvement in the reading habits in the English degree students, following the idea that language development happens in small steps beneath the level of awareness, and occurs when the reader’s attention is directed not at the language but at a message that the reader (or listener) thinks is very interesting (Krashen, 2011).

### **2.2.5. Reading Habits**

Learning a new language requires hard work in each of the skills, a lot of discipline, and perseverance. This is what could be called creating a habit in the language learning process, to achieve success in the acquisition of a new language, it is necessary to have good habits for learning. According to Danner et al. (2011), cited by Kaur & Singh (2020), the concept of habit refers to patterns of repetitive behaviors that are performed by an individual automatically and do not require a conscious effort. Kaur & Singh (2020), add over

sometimes when an individual performs a particular task consistently repeatedly, it leads to the formation of habits, these then become automatic as the behavior then shifts from being consciously driven to a more habitual one, because habits are automatic hence in education they play an important role in the formation of study habits among students.

Talking about reading habits, Green (2001), cited by Ameyaw & Anto (2018), argues reading habit is best formed at a young impressionable age in school, but once formed it can last one's lifetime. However, it is never too late to start with reading habit development or improvement, especially if you are an English student learner. Besides, as it is known, reading habits are related to the daily routine and consistent reading any kind of written, or electronic material that the student finds of interest and that he/she does so regularly, but that the process is not an obstacle to carry out daily activities, in addition, reading time should not represent an obligation to do so, but must be a moment in which the student dedicates to their personal growth and especially to the enjoyment of this practice it should be one more of students' hobbies.

Suhana & Haryudin (2017), points out that reading habits are a well-planned and deliberate pattern of study which has attained consistency by students toward understanding academic subjects and passing examinations. Reading habits determine the academic achievements of students to a great extent. However, they add that habit cannot come instantly since it needs a long process to be built, so students need to work very hard and spend enough time to improve.

Finally, Suhana & Haryudin (2017), argue that some factors influence habits such as interests, motivation, and environment, and to build a reading habit it is necessary to choose to interest and knowledgeable resources such as books, articles, newspapers, or magazines, finally, they conclude that if this activity is done regularly, automatically, a reading habit can be achieved. In addition, applying the most appropriate learning strategies, as well as being aware of our learning rhythm and our mitigations and goals, will be key and definitive elements to develop the habit of reading satisfactorily.



## **2.3. Vocabulary**

According to Flanigan (2015), one reason to spend time and effort improving your vocabulary is that words have the power to change how you see the world. Further, he says that our ability to use vocabulary effectively is one of the primary means by which we communicate and connect with important people in our lives, but to make it possible we need to choose just the right word to add precision and clarity to our speech and writing. And this is because words are the tools we used to inform, advise, persuade, and reason. However, there are some requirements that we need to get before. For that reason, he argues that to expand our vocabulary; we need a structured approach based on five principles.

These principles are: first, starting with a clear *definition*, second, placing the word in *context* and using it in a sentence, third, making *connections* with the word, fourth, taking the time to explore the words, pointing to several in a little more depth or using the *morphology* to study the structure of each new word, and fifth, using semantic *chunking*, so he argues that word learning should be structured, and the best structure for learning new words it is one that reflects how our brain naturally organizes and store information is in chunks.

Aristya (2019), points out that vocabulary is the stock of words used by people, or a list of collections of the word of a language, book, author, and branch of science. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. In addition, they argue that without an extensive vocabulary and strategies for acquiring new vocabulary, learners rarely achieve their potential and may be discouraged from making use of language learning opportunities around them, however, it is necessary to keep in mind that vocabulary is used in all English skills.

### **2.3.1. Importance of vocabulary acquisition**

The importance and role of vocabulary are undeniable, especially in language learning, and as stated by Rohmatillah (2014), vocabulary plays an important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write, and listen. Without sufficient vocabulary, people cannot communicate and express their feelings both in spoken

and written English effectively. Besides, Erlandsson & Gutierrez Wallgren (2017) point out that with vocabulary, communication can be achieved, since one can build better sentences and convey meaning through keywords. This could mean that vocabulary is a central part of the foundation of language proficiency.

The more people master vocabulary, the more they can speak, write, read and listen as they want. However, much of the vocabulary acquisition research has focused on reading as the primary measure of success, and researches in vocabulary acquisition through listening are limited. Cohen (2008), Although, some studies such as Elley (1989), Brett, Rothlein, and Hurley (1996) cited by (Nation, 2000), show that vocabulary learning is increased if vocabulary items are briefly explained while learners are listening to a story.

Another important element is related to repetition, and according to studies of Elley (1989) and Stahl and Fairbanks (1986), cited by (Nation, 2000), talk about the importance of repetition as a factor in incidental vocabulary learning, but as suggests Baddeley (1990), it is not simply repetition which is important but the repeated opportunity to retrieve the item which is to be learned, however, with these cautions in mind, it is very useful to estimate how much listening and how many a learner would need to be doing per week for incidental receptive vocabulary learning to proceed effectively.

### **2.3.2. Vocabulary learning by repetition**

Nation (2000), says that repetition is essential for vocabulary learning because there is so much to know about each word that one meeting of it does not gain this information, and because vocabulary items must not only be known they must be known well so that they can be fluently accessed. Repetition thus adds to the quality of knowledge and also to the quantity or strength of this knowledge. However, repetition is only one of several factors affecting vocabulary learning. Texts which provide repetition of unknown vocabulary, that is continuous texts on the same topic, would provide favorable conditions for learning new vocabulary. For that reason, learners should read at a level just beyond their present vocabulary knowledge.

### **2.3.3. Vocabulary learning by reading**

Nation (2000), mentions in its research on learning second language vocabulary through reading that small amounts of incidental vocabulary learning occur from reading. These small amounts can become enormous amounts if learners read large quantities of comprehensible text. Besides, the study shows that there are many benefits from extensive reading in quality of language use, language knowledge, and general academic success. To be effective, an extensive reading program needs to involve large quantities of reading at an appropriate level.

The study adds some very important reasons related to the acquisition of vocabulary, specifically through extensive reading; first, reading is essentially an individual activity, and therefore learners of different proficiency levels could learn at their level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.

### **2.3.4. Vocabulary learning by listening**

According to Zhang & Graham (2020), helping learners to gain a wide range of vocabulary knowledge is a fundamental issue for improving their general language proficiency, and this is because vocabulary is one of the most important elements to communicating well and it is used in the all of the English skills, so if we do not have a great vocabulary our ideas, feeling and points of view will reduce to a few words.

Werner and Kaplan (1950) cited by Feng & Webb (2020), reported that listening is children's sole source of learning L1 words before they gain the ability to read. The authors add that research has also shown that listening to aural input can contribute to L2 incidental vocabulary learning, and it is like reading, repeated encounters are needed for learning to take place.

According to Paul (2000, cited by Abdelkarim G. 2017), we learn unfamiliar words as we hear the words from the context of sentences and use the linguistic context to figure out what they mean. Indeed, the natural way to learn vocabulary is by listening. Children hear their

parents for a time and then they voice once they have learned some words, and they repeated them and again and again while their vocabulary is growing with extra words.

Harmer (2007), argues that the best way of introducing new words is for students to read text or listen to audio tracks and see or hear those words in action, so the concept of audiobooks is important to include because, through it, we could combine both, reading and listening, and analyze how the audiobooks can help to improve reading habits and, vocabulary acquisition.

## **2.4. Audiobook**

Audiobooks, could be defined as digital media or digital material to use in the classroom as a part of the English learning process, and according to Ware, Liaw, and Warschauer, cited by Alsagoff, McKay, Hu, & Renandya (2012), The use of digital media in language learning has its roots in individualized computer-based drill and practice activities to assist learners in mastering grammar, vocabulary, and pronunciation (for a historical overview, see Warschauer, 1996).

According to Xiang, Cunchen, & Yue (2019), Audiobooks (AB: audiobooks) refers to audio products that use computers, mobile terminals, optical discs, tapes, flash memories, and other media as the primary carrier to store or play sounds. In this process, we use the way of listening to reach the goal of reading. Audiobooks were first produced in the United States, and the idea was to combine words or images with the description of the content that the author needs to express and adding them to the speech can help the audience free their vision by listening to the book.

Noor (2021), citing Montgomery (2009), Chen (2004), and Casbergue & Harris (1996), an audiobook is recording a book customarily done on CD, cassette, or digital format, also, audiobooks are known as recorded books, and they are a modern product combining traditional storytelling and cassette technology, audiobooks are also referred to as audio versions of books, literature read aloud, and recorded narratives. Audiobooks are the recorded audio of some written material, such as books, articles, magazines, etc., which can be used in a complementary way in the reading process.

### **2.4.1. Benefits of using audiobooks**

According to the Association, Audio Publishers (2014), audiobooks help build and enhance vital literacy skills, such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension skills that often boost reading scores. Also, audiobooks develop critical thinking and active listening skills, integral components of the common core academic standards. Listening allows students to enjoy a good book while they are doing other tasks. Readers with learning disabilities and English language learners who listen to audiobooks show increased literacy skills and reading ability.

Stone-Harris (2008), cited by Whittingham et al. (2013), points out that the use of audiobooks expose struggling readers to something they have never experienced before because audiobooks extend the assisted-reading strategy used with struggling students, moreover this author mentions that since the reading process develops through oral language experiences, audiobooks benefit struggling readers by increasing comprehension and appreciation of the written text. And according to this study research, the audiobooks benefits are closely with struggles students in reading.

Marchionda (2001), mentioned by Whittingham et al. (2013), mentions the belief that audiobooks can help with vocabulary acquisition no matter what the reading level. By following along while listening to text containing vocabulary from higher reading and speaking levels, a struggling reader both hears and sees new words, making them more likely to be kept. Reading along with an audiobook on a higher reading level, gives a struggling reader the correct spelling, context, and pronunciation, helping the reader determine the meaning. This act of reading, along with the audiobook, forms a bridge for vocabulary development.

### **2.4.2. Reading while listening (RWL)**

Asrimawati & Margana (2020), point out that reading while listening (RWL) is one of the language learning programs that has been implemented by L2 researchers in reading or listening or even both. This program is used to help L2 learners in acquiring the second language and improving learners' receptive skills, both listening and reading skills. L2

learners often find it difficult to understand what they heard or read, particularly when they listen or read tasks. In the listening task, speech speed rate is the most problem faced by lower learners to comprehend the content being delivered by the speaker. Meanwhile, during reading a second-language text, L2 learners find it is difficult to comprehend the whole meaning of the text when they meet unknown words.

Brown et al. (2008), cited by Asrimawati & Margana (2020), adds that reading while listening is a form of extensive reading, recently reading while listening has been noticed by the language teachers and researchers in the language learning context, particularly in the EFL context. Besides, McMahon (1983) cited by Asrimawati & Margana (2020), mentions that reading while listening is a practice of developing listening fluency by involving reading, and for him, audiobooks propose an excellent bridge for struggling readers to read decoding and comprehension.

The main idea of this research study is the use of Audiobooks as a useful tool to help English degree students to improve their reading habits and solve the problem related to vocabulary acquisition, through implementing reading techniques such as intensive and extended reading at the same time that students listening to audiobooks, putting into practice listening while reading, with the idea to activate these two important language learning skills, to maximizing learning benefits in students, so the following chapter explains the method followed by this studio.

### **III. METHOD**

This study uses a qualitative research design. Mackey & Gass (2005), define that the term qualitative research is associated with a range of different methods, perspectives, and approaches. Also, they add that qualitative research can be taken to refer to research that is based on descriptive data that rarely uses statistical procedures. They include some characteristics such as rich description, natural and holistic representation, few participants, cyclical and open-ended processes, and finally, possible ideological orientations.

Palmer & Bolderston (2006), say that a qualitative research method helps researchers understand people and the social and cultural contexts within which they live. It is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from details to general themes, and the researcher making interpretations of the meaning of the data.

Because of the data to be gathered, this research worked following a qualitative design that pretends to evaluate how important is the use of audiobooks to develop the reading habits and vocabulary acquisition in English degree students. This research study examined if the use of audiobooks helps the students to develop reading habits while listening and if they get better levels of vocabulary. Since the study research tries to analyze how the use of audiobooks could help to improve reading habits and vocabulary acquisition among English degree students, this study adopted a qualitative research approach.

#### **3.1. Context and participants**

This research study was conducted during the second semester of 2021 at Facultad Regional Multidisciplinaria de Estelí, (FAREM Estelí), this educational institution is located in the city's northwest of Estelí and is a Faculty of the Universidad Nacional Autónoma de Nicaragua, UNAN Managua.

The population targeted in this research were students of English degree at FAREM Estelí, and the participants specifically were composed of 14 students of the second year of English degree students in the evening shift at FAREM Estelí.

The reason this group was selected was that they already had enough previous knowledge of English, since they had studied at least three semesters of the degree and had taken courses such as Introductory English, Introduction to Oral Communication, Integral English I. In addition, at the time of applying the research study, they were studying subjects such as Integral English II, Pronunciation I, and Grammar I, which made them an ideal group to apply the study without having difficulties because of the lack of English level, for this reason, it was unnecessary to apply any placement test to students.

Kothari (2004) says that a sample design is a definite plan for obtaining a sample from a population, and it refers to the technique or the procedure the researcher would adopt in selecting items for the sample, the sample design may as well lay down the number of items to be included in the sample. However, in this study research, the type of sampling was non-probabilistic, because the choice of elements did not depend on probability, but on causes related to the characteristics of the research or the purposes of the researcher Hernández Sampieri, Fernández Collado, & Baptista Lucio (2014), and the method used was for convenience.

### **3.2. Instruments**

Griffie (2018), points out that data is the lifeblood of research and data connects theory or ideas to practice or actions. He explains that without data, people will have to take the researcher's word for whatever claims she is making. But to collect data it is necessary to use data collection instruments, and these can be defined as the means of physical or nonphysical of producing quantitative or qualitative data to be analyzed and interpreted to do a kind of measuring or to get a conclusion about a phenomenon or about part of this. To carry out this study research, two data collection instruments were used: The Questionnaire and the Interview.



### **3.2.1. Questionnaire**

A questionnaire is as several questions related to a research topic (Griffiee, 2018), also according to Hernández Sampieri, Fernández Collado, & Baptista Lucio (2014), a questionnaire is a set of questions associated with one or more variables of a research study, where, according to Del Cid, Méndez, & Sandoval (2011), the questions are the overt expressions, usually in the form of interrogations, that constitute the formal structure of the questionnaire and through them, the information is collected.

(Kothari, 2004) explains that a questionnaire is a written list of questions, the answers to which are recorded by respondents, and the difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and if necessary, explains them) and records the respondent's replies on an interview schedule, and in the latter replies are recorded by the respondents themselves. So, this research uses the questionnaire to know students' thoughts about reading in the development of the main English skills, moreover, if they were interested in developing the reading habit and improving their vocabulary acquisition through using audiobooks as an alternative technique.

### **3.2.2. Interview**

According to (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014), the interview is the interpersonal communication established between the researcher and the subject under study to obtain verbal answers to the questions raised about the proposed problem. (Kothari, 2004) points out that interviewing is a commonly used method of collecting information from people. It is appropriate in the research to apply this instrument; the information got was relevant, because of the importance that exists between the experiences and perceptions of the students during the process in which the research was applied, to have a clearer vision of the problem that was investigated and its potential solution.

Finally, all these instruments should help answer the research questions posed in the study, so, to answer the first research question of this study, the questionnaire was taken as an

instrument for collecting primary data. The study needed to know the points of view of the students about how reading can influence the acquisition of vocabulary.

To answer the second research question was answered from the questionnaire for collect primary data, the study applied three different techniques such as intensive reading and listening using audiobooks, a mix of intensive and extensive reading and listening using audiobooks, and the last one, Free Voluntary Reading and listening using audiobooks, in this case, students needed to apply this approach alone and they have to find their study material and changing if necessary because, the aim is to promote the reading for pleasure, and if students do not have pleasure in the material they are studying, they just need to change it.

In the end, students have to identify what techniques have helped them to improve reading habits and vocabulary acquisition through the use of audiobooks and why? After that, to answer the third research question, the study use interviews as a primary data collection technique, to know what benefits audiobooks have had on the improvement of reading habits and vocabulary acquisition in them the students must answer whether the techniques that the study has applied have contributed to improving their reading habits and vocabulary acquisition.

## **IV. BODY OF THE PROJECT**

In this section, a brief description of the research project is presented, as well as the primary aim pursued by the project, the procedures for implementing the project, and finally the constraints that the project face.

### **4.1. Description of the project**

The following research project is an effort to analyze the impact of the use of audiobooks as a tool to improve reading habits and the acquisition of vocabulary in students of the second year of the English major, evening shift at FAREM Estelí, during the second semester 2021. This project studies the impact of using listening while reading passages, and the results have to be analyzed in middle terms. Indeed, it would be necessary to apply this strategy for at least three months because it is necessary to apply at least three stages to get all the results of the analysis of the study.

### **4.2. Objectives of the project**

The principal goal of the project is to analyze if the use of audiobooks as a tool to support the reading process helps to improve reading habits and vocabulary acquisition in English degree students. The idea comprises reading books while students listen to the same lines being read to improve the students' ability to read, at the same time they build bigger and stronger vocabulary and finally that they can enjoy this process, because, often students complain that when they read a book, they suddenly lose focus and stop reading it. The objective of the project is:

- To propose audiobooks to improve reading habits and vocabulary acquisition in EFL

### **4.3 Diagnostics results**

In this section, the data collected through questionnaires are presented. It is important to clarify that the data collected and shown here come from a preliminary diagnosis, so it is likely that the results are not conclusive, however, they can be very useful if someone else

wants to carry out a deeper investigation of this topic, or simply could be a reference for new researches in this field.

According to the students' responses, the use of audiobooks can help them improve reading habits and vocabulary acquisition through implementing repetition, similarly as is mentioned in Nation (2000), talking about the importance of repetition as a factor in incidental vocabulary learning, and as suggested by Baddeley (1990), that it is not simply repetition which is important but the repeated opportunity to retrieve the item which is to be learned, because repetition helps in pronunciation at the same time that it makes the reading process easier, similarly, as Whittingham et al. (2013), points out that audiobooks benefit struggling readers by increasing comprehension and appreciation of the written text.

They mention that repetition helps to memorize and understand new words and phrases, as Saragi, Nation, and Meister (1978) suggested that when words occurring more than once had a higher possibility of acquisition, and similarly as Whittingham et al. (2013), mentions reading along with an audiobook on a higher reading level, gives a struggling reader the correct spelling, context, and pronunciation, helping the reader determine the meaning, and this act of reading, along with the audiobook, forms a bridge for vocabulary development, because when audiobooks are used, the process is more entertaining, so the learning process becomes more interactive and helps to get out of the traditional way.

Further, the improvement of learning and retention is mentioned thanks to the audio of the audiobooks, so this feature makes fastest the learn because according to them, it is easier to learn by listening than by reading, besides having a better understanding of the message and the context and repetition helps to analyze and understand the meaning, which gives them a better idea about what expressed, as well as helping them to understand it more easily and quickly, as Asrimawati & Margana (2020), mentions reading while listening is a practice of developing listening fluency by involving reading, and audiobooks are an excellent bridge for struggling readers to read decoding and comprehension.

According to the students' responses, the use of audiobooks can help them improve reading habits, similarly, as Xiang, Cunchen, & Yue (2019), mentions that we can use audiobooks as a way of listening to reach the goal of reading, and vocabulary acquisition because repetition can create the habit of reading, similarly, as Nation (2000), mentions repetition is essential

for vocabulary learning because there is so much to know about each word that once is not enough to gain this information, and because vocabulary items must be known well so that they can be fluently accessed, so it could be said that this could only be achieved with the use of repetition when reading and listening and by exposure to extended volumes of reading while listening to audiobooks.

Also, they believe that the use of audiobooks is good and they become more familiar with the words and phrases. Audiobooks help in vocabulary acquisition and the main reason is that it is learned differently in comparison with words list.

In the same way, according to the students' responses the use of audiobooks can help them because it is a great tool to develop English skills, and among the main skills mentioned by students is the improvement in pronunciation, vocabulary, listening, reading, speaking, because audiobooks help to expand vocabulary, to better understand the meaning in specific contexts and finally, audiobooks help them improve both speaking and listening fluency, similarly, Audio Publishers (2014), mentions audiobooks help build and enhance skills such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension skills that often boost reading scores, and similarly, as Alsagoff et al. (2012), mention the use of digital media such as audiobooks, assist learners in mastering grammar, vocabulary, and pronunciation.

However, according to the responses of the students, the use of audiobooks can have some limitations because the benefits are limited to the type of audiobook selected, the students' motivation, and the usefulness of doing it voluntarily maximizes benefits. In addition, some students think that trying to learn the meaning by context promoted by the use of audiobooks is more difficult, so they consider it is better to look for the literal meaning.

Finally, other students associate the audiobooks effectiveness with the intellectual capacities of the students, so it could be understood that the use of audiobooks would not have any effect on students who "do not have enough intelligence" and not have any direct benefits for them, but they mention it would help as long as it is done daily and put it into practice, although again they condition it to the organization and discipline of each student, however it would have to go deeper in this study to get concluding results.

#### **4.4. Implementation procedures**

The implementation procedure of the strategy of this study consists in using audiobooks as a complementary tool to the reading process, for which the complete strategy is divided into three main stages, the first stage implements a reading technique intensive while listening to audiobooks, then the second stage that implements a combination of intensive and extended reading techniques while listening to audiobooks, these first two stages focus on improving reading comprehension and vocabulary acquisition. Finally, the third stage implements the extended reading technique while listening to audiobooks. This stage focuses mainly on the development of reading habits and enjoyment in students, using the free and voluntary reading approach.

To get better results in the strategy's application, the use of materials that are easy to understand for students is recommended, which is why this study uses the "Zorro audiobook, retelling by Black Cat publishing". The main reason it is recommended to use this audiobook is a level 1 book, this means at the most 400 headwords, very appropriate to be used in the first stage of the study, in addition, it is a very popular story, so many of the students already have a certain previous knowledge of the story and finally, because the audio of the audiobook is very clear and easy to follow and understand without difficulties.

##### **First Stage: using intensive reading while listening to audiobooks**

In the first stage, students have to learn the best ways for efficiently learning vocabulary, also Zorro audiobook was chosen to be read, unit by unit, using a study plan (see Annex No.05: "Zorro" Audiobook Study Plan Level 1), the process continues to focus on reading while listening to the "Zorro" audiobook applying the repetition process, to get deep learning and to build a strong vocabulary in students, and to get there, they have to complete two specific tasks: first one, filling a vocabulary table (see Annex No.07: Vocabulary Acquisition Table), designed and adapted specifically for this study project and based on the book "English Vocabulary In Use fourth edition from Cambridge".

Second, completing a reading and listening activities sheet (see Annex No. 08: Reading and Listening Comprehension Activities Sheet), designed and adapted specifically for this study project and based on the book "Zorro". After that, the students have to answer a questionnaire

(see Annex No.02: Questionnaire to English degree students) to get their first experiences using narrow reading and listening. Indeed, in this first stage of the research study, primary data was collected from the students and their impressions about the use of the audiobook as a useful tool for reading while listening as the first step on the road of development of the reading habits and the vocabulary acquisition.

### **Second Stage: using intensive and extended reading while listening to audiobooks**

The second stage of the study includes a mixed reading and listening process, more extended but always using the repetition technique but using a more complex audiobook, this means that the audiobook contains a more high vocabulary level and with faster and longer audio in comparison with the audiobook used in the first stage of the study, the idea is to face to students to an activity of reading over one complete chapter in the same class sessions while listening to the audiobook, but using fewer repetitions, the recommendation is to use a Level 2 audiobook between 401 to 700 headwords (see Annex No.09: Suggested List of Audiobooks by level), the purpose is to introduce the idea of the extended reading and listening to an audiobook, but on a smaller scale, this to create a certain interest in reading and mainly to awaken in them the habit of reading.

However, the students have to complete the 2 tasks of the previous stage: 1. Filling a vocabulary table (see Annex No.07: Vocabulary Acquisition Table) for the selected audiobook and 2. completing a reading and listening activities sheet (see Annex No.08: Reading and Listening Comprehension Activities Sheet) Besides, in this stage of the research study, primary data will be collected from the students and their experience, using a questionnaire (see Annex No.03: Questionnaire to English degree students) about the usefulness of the audiobook for them in more extended reading and how audiobooks could help to develop reading habits and vocabulary acquisition and in a most high level for them.

### **Third Stage: using extensive reading while listening to audiobooks**

The third stage of the study includes the use of extended reading, always assisted with the use of audiobooks, however, the readings will no longer be assigned by the researchers, but applying the principle of free and voluntary reading, each of the students who must select their reading material according to their interests, tastes, and needs, in addition, it may change the study material, to encourage enjoyment of the process at all times. At this stage, the tasks will be done at the end of reading the book and include the preparation of summaries and audiobook reading reports or preparing essays about some theme of the book.

In addition, it is possible to apply vocabulary acquisition tasks and reading comprehension that have been used in the previous two stages (see Annex No.07: Vocabulary Acquisition Table and Annex No.08: Reading and Listening Comprehension Activities Sheet). However, the principal aim of this stage is to create reading independence and expand the reading volume while students listen to audiobooks. In this stage of the research study, primary data will be collected from the students and their experience, using an interview (see Annex No.04: Interview to English degree students) about the usefulness of the audiobook for them in extended reading and how audiobooks help to improve reading habits.

### **4.5. Possible constraints of the project**

To carry out this project, there are some limitations, such as methodological level and time. At the methodological and technical level, the study could be complex, so, it will take a lot of experience to conduct this study and to get results with an acceptable level of reliability because the study uses an independent variable, the audiobooks, and two dependent variables: reading habits and vocabulary acquisition and the monitoring and control of the data could be the main impediment to get credible results in the study.

At the technical level, there are certain limitations in the research place, such as the lack of a specialized room for language learning, which could facilitate the efficiency and better performance of the techniques be used in the study, in the same way, these resources would help students to get better performance and a better learning experience.



Finally, the limited availability of time in classrooms could be one of the main limitations, because the current study modality where the study research, is carried out has significantly reduced face-to-face class hours and total days class, so having students in the class will be one challenge that may mark the success or failure of the study. Also, the limited availability of time could negatively affect students in the lack of motivation, availability, disposition, and desire to take part in the study.

## V. CONCLUSIONS

A conclusion that has been reached with this research project is that the learning processes of a new language is complex and one way to face this complexity is through the use of all the tools and resources available that facilitate the improvement of student learning processes, and the use of audiobooks seems to be a useful tool. However, the main obstacle is related to motivation, the interests of each student, and their desire to improve, since students know they need to improve their skills and not only reading habits and vocabulary acquisition, but many of them do not seem very interested or very convinced to try it, so the main obstacle is them and not the lack of strategies and learning resources.

Another conclusion that can be got with the development of this research project is that there is a not clear conception of what an audiobook really is, it is worth mentioning that the concept is popular among students, however, the meaning they have of it is a little confused, so many of them do not consider them as a real alternative to start the reading process, to improve vocabulary and to help develop other underlying skills.

Finally, a good percentage of students find that is interesting to apply a way of reading while listening to the audio and especially to incorporate repetition as a strategy to memorize and have a deeper knowledge, however, they have little interest in developing the habits of reading, but if in improving vocabulary acquisition, because the technique is perceived by them as part of listening and not as part of reading, it would be necessary to see if they dedicate time and discipline to get benefits when using this technique because it ideal with the use of this technique, is that the student who must carry out the process himself, freely and voluntarily, to maximize the benefits and opportunities for the success of the use of the technique, and to obtain useful results in improving your skills.

## **VI. RECOMMENDATIONS**

### **To FAREM Estelí:**

Strengthen the English career by equipping rooms and educational resources specialized for language learning, to offer students and teachers effective learning spaces to guarantee a higher quality of learning.

Promote the creation of spaces and reading clubs among students to improve the culture related to recreational reading habits.

### **To English teachers:**

Incorporate free and voluntary reading activities of at least one book accompanied by audiobooks in their subjects, using for this a polite selection and planning of the activity to guarantee that it is carried out and the results of applying it can be seen, through the selection of materials cording to the level of the class groups, so that students increase the real inputs of English by reading and listening, increasing the acquisition of incidental vocabulary and above all that they do it in a way that they do not feel pressured or obligated to do so.

### **To English degree students:**

It is very important to consider that learning a second language requires a lot of time and to try different methods, techniques, and learning resources, for which it is necessary to try many learning strategies, to find the most suitable for the particular learning style of each student, so it would be a good idea to include audiobooks as one more learning resource that could tested.

To learn a second language, it is necessary to work exhaustively on all the skills and sub-skills of the language, however, always it is better to start with those skills that are receptive, such as listening and reading, to have a better base, and then works the expressive skills such as speaking or writing because of it is known that the first skill that the human being develops is listening and if we do not learn to listen correctly, then we cannot speak properly, likewise, if we do not learn to read correctly, we cannot use appropriately the writing skill, so in

learning English process, the order of development of linguistic skills does matter and it will be essential to determine our proficiency English level.

Finally, every time that is working on the development of English skills, keep in mind that the best material to learn is always the easiest to understand, and as we get better in that English skill, we must regulate the level of the English materials used, likewise, implementing the use of repetition of study material gains much more learning value, because by repeating something, many times, learning is more lasting, it is not a good idea to intend to burn stages and think that because of the material is easy to understand, it should only be used once and go to the next level, that would be a huge mistake, we remember that learning must be gradual, it is not something that happens instantaneous, but requires many hours of effort and dedication, and repetition is synonymous of patience, effort and discipline and will cause a more lasting learning.

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## VIII. ANNEXES

### 8.1. Annex No. 01: Questionnaire to English degree students



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

Date: \_\_\_ / \_\_\_ / \_\_\_

**Topic:** *Using Audiobooks to improve reading habits and vocabulary acquisition in EFL*

**Objective:** This survey is carried out to identify students' perception of reading habits as an essential activity for the improvement of vocabulary acquisition

#### **I. General Data:**

**Name of the student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Shift:** \_\_\_\_\_

#### **II. Questions:**

**1. As an English learner, what of the following English skills are you most interested in developing, please number from 1 (the most interesting) to 6 (the less interesting) for you.**

- a. Listening \_\_\_\_\_
- b. Speaking \_\_\_\_\_
- c. Reading \_\_\_\_\_
- d. Writing \_\_\_\_\_
- e. Vocabulary \_\_\_\_\_
- f. Others \_\_\_\_\_

**2. How important do you consider reading as a key skill in acquiring vocabulary?**

- a. Nothing important
- b. Less important
- c. Important
- d. Very important

**3. How many books or other reading materials have you read?**

- a. None
- b. From one to five
- c. More than five

**4. As an English student, do you consider English teachers to promote reading as a habit to develop?**

- a. Not promoted
- b. Little promoted
- c. It is promoted
- d. Highly promoted

**5. What level of reading do you think you currently have?**

- a. Very low
- b. Low
- c. Intermedia
- d. Hight
- e. Very high

**6. Would you like to improve your current reading habit?**

- a. Not interested
- b. A little interested
- c. Interested
- d. Very interested

**7. What level of vocabulary do you think you currently have?**

- a. Very low
- b. Low
- c. Intermedia
- d. Hight
- e. Very high

**8. Would you like to improve your current vocabulary level?**

- a. Not interested
- b. A little interested
- c. Interested
- d. Very interested

**9. Do you think reading helps to improve vocabulary acquisition?**

- a. No, nothing.
- b. Yes, a little bit.
- c. Yes, much.
- d. I do not know.

**10. Would you like to try an alternative method to improve your reading habits and vocabulary acquisition using audiobooks to read while listening?**

- a. No, I would not.
- b. Yes, a little.
- c. Yes, I would.

## 8.2. Annex No. 02: Questionnaire to English degree students



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Topic:** *Using Audiobooks to improve reading habits and vocabulary acquisition in EFL*

**Objective:** This questionnaire is carried out to identify students' perception of reading habits as an essential activity for the improvement of vocabulary acquisition

### **I. General Data:**

Name of the student: \_\_\_\_\_

Grade: \_\_\_\_\_ Shift: \_\_\_\_\_

### **II. Questions:**

As an English degree student,

1. How important do you think is use vocabulary learning strategies in the learning process?
  
2. Do you prefer to use learning strategies to learn new words or just memorize new words without any learning strategies? Why?
  
3. When you read, do you try to understand everything by translation or by finding unknown word in a dictionary or just read to get a general meaning? Why?
  
4. When you read, do you prefer getting new words or new phrases? Why?
  
5. Do think that exist relationship between reading habits and vocabulary acquisition? Why? Why not?
  
6. When you read, what kind of genres do you prefer, choose one of the followings:
  - a. Adventure
  - b. Science fiction
  - c. horror and mystery
  - d. Romantic
  - e. Humor
  - f. Mythology
  - g. Stories
  - h. novels
  - i. Documentaries and Nature
  - j. Poetry

### 8.3. Annex No. 03: Questionnaire to English degree students



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

Date: \_\_\_ / \_\_\_ / \_\_\_

**Topic:** *Using Audiobooks to improve reading habits and vocabulary acquisition in EFL*

**Objective:** This questionnaire is carried out to identify what benefits do audiobooks have on the improvement of reading habits and vocabulary acquisition?

#### **I. General Data:**

Name of the student: \_\_\_\_\_

Grade: \_\_\_\_\_ Shift: \_\_\_\_\_

#### **II. Questions:**

As an English degree student,

1. Do consider that audiobook can be used as a useful tool to help to read while listening and improve your vocabulary acquisition.
2. Do you consider that use of audiobook to read while listening helps to make it easier to learn words and phrases. Why? Why not?
3. Do you consider that the repetition of the process helps to learn words and phrases. Why? Why not?
4. Do you consider that the use of enough repetition could help you to process meaning easier? Why? Why not?
5. Do you consider that the use of audiobooks could help you to improve your reading habits? Why? Why not?
6. Do you consider that the use of audiobooks could help you to improve others English skills? Why and Which ones? Why not?

## 8.4. Annex No. 04: Interview to English degree students



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

Date: \_\_\_ / \_\_\_ / \_\_\_

***Topic: Using Audiobooks to improve reading habits and vocabulary acquisition in EFL***

**Objective:** This interview is carried out to identify what benefits do audiobooks have on the improvement of reading habits and vocabulary acquisition?

### **I. General Data:**

Name of the student: \_\_\_\_\_

Grade: \_\_\_\_\_ Shift: \_\_\_\_\_

### **II. Questions:**

1. How difficult was it for you to read while listening to the audiobook? Do you consider that your level of concentration and reception was higher or lower? explain
2. What was your strategy when you find out many unknown words? Did you use the vocabulary acquisition table? explain why yes? or why not?
3. During the process of reading while listening to the audiobook, did you try to understand the context even though you did not understand all the words? why yes? or why not?
4. If you could make a comparison between reading without an audiobook and reading with an audiobook, which of the two techniques do you tend to recapitulate more, or which do you have to recapitulate less?
5. If you had to suggest to another person how to start their reading process, which technique would you recommend it: Read without an audiobook or read with an audiobook? Explain why?

6. If you could compare your reading habit, do you think it has improved compared to before you started using the method proposed in this study? explain

7. With this experience of reading while listening to the audiobook, would you be willing to continue applying this technique in the future? explain why yes? or why not?

8. With this experience of reading while listening to the audiobook, would you be motivated to choose books if you know that there is an audiobook that you can listen to while reading the book? explain why yes? or why not?

9. In general terms, did you manage to learn new vocabulary during your reading process? explain why or why not?

10. In general terms, did you manage to improve any other English skills by reading while listening to audiobooks? Explain which ones?

11. What suggestions or comments would you add about any aspect that was not aborded in this interview?

### 8.5. Annex No. 05: "Zorro" Audiobook Study Plan, Level 1

| SESSION      | CHAPTER                 | TIME           |
|--------------|-------------------------|----------------|
| 1            | A Stormy Night          | 40 min         |
| 2            | A Surprise Visit        | 40 min         |
| 3            | The Pulido Hacienda     | 40 min         |
| 4            | Captain Ramón           | 40 min         |
| 5            | Lolita is in Love       | 40 min         |
| 6            | Friar Felipe            | 40 min         |
| 7            | The Avengers            | 40 min         |
| 8            | The Escape              | 40 min         |
| 9            | The Man behind the Mask | 40 min         |
| <b>TOTAL</b> |                         | <b>360 min</b> |



## 8.6. Annex No. 06: Lesson Plan for the first Chapter "Zorro" Audiobook

### **METHODOLOGICAL DESIGN 1:** ***USING AUDIOBOOK TO IMPROVE READING HABITS AND VOCABULARY ACQUISITION***

**Date:** 15/11/2021

**Time:** 70 minutes

**Place:** FAREM- ESTELI

**Grade:** English 2nd year, evening shift

**Teacher:** Russell A. Calderón Salmerón

**Goals:**

- Discuss the best ways to learn vocabulary.
- Use the mixed technique of reading while listening to audiobooks to improve reading habits and vocabulary acquisition.

|   | Content  | Methodology  | Resources   | Time   |
|---|--|--|---|--------|
| 1 | Learning Vocabulary by Intensive Reading and Listening | <b><u>Activities:</u></b><br>1. Sharing best practices for effective learning of new vocabulary.   | - Laptop, Data Show & Speakers.<br>- Power Point Slide<br>- Learning Vocabulary handout   | 10 min |
| 2 | Understanding the Audiobook Chapter 1 Context          | <b><u>Activities:</u></b><br>2. Reading and Listening to get chapter general context<br>3. Reading and Listening to get details and to identify new vocabulary | - Audiobook & eBook "Zorro"<br>- Laptop, Data Show & Speakers.  | 15 min |
| 3 | Getting new Vocabulary from Chapter 1: A Stormy Night  | <b><u>Activities:</u></b><br>4. Fill the de Vocabulary Acquisition Table   | - Audiobook & eBook "Zorro"<br>- Laptop, Data Show & Speakers.<br>- Vocabulary Acquisition Table  | 25 min |
| 4 | Understanding the Chapter 1: A Stormy Night            | <b><u>Activities:</u></b><br>5. Completing the Read and Listen Comprehension Activities.   | - Audiobook & eBook "Zorro"<br>- Laptop, Data Show & Speakers.<br>- Reading & Listening Comprehension handout                                   | 15 min |
| 5 | Checking what you learned                              | <b><u>Activities:</u></b><br>6. Reading and Listening to check what have been learned  | - Audiobook & eBook "Zorro"<br>- Laptop, Data Show & Speakers.<br>- Vocabulary Acquisition Table<br>- Reading & Listening Comprehension handout | 5 min  |

**8.7. Annex No. 07: Vocabulary Acquisition Table<sup>1</sup>**

| New Vocabulary | Guessing Meaning by Context | English Definition (Dictionary) | IPA Phonemic Symbols | Synonym | Opposite | Part of the Speech |
|----------------|-----------------------------|---------------------------------|----------------------|---------|----------|--------------------|
|                |                             |                                 |                      |         |          |                    |
|                |                             |                                 |                      |         |          |                    |
|                |                             |                                 |                      |         |          |                    |
|                |                             |                                 |                      |         |          |                    |

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<sup>1</sup> Taken and adapted from English Vocabulary in Use, Pre-intermediate and Intermediate, by Stuart Redman, Cambridge, Fourth Edition.

## 8.8. Annex No. 08: Reading and Listening Comprehension Activities<sup>2</sup>

### CHAPTER 1: A STORMY NIGHT

1. Read and Listening to Chapter 1 again and fill in the gaps. Use the words in the box to help you.

|              |               |               |                |                 |
|--------------|---------------|---------------|----------------|-----------------|
| <i>wears</i> | <i>bandit</i> | <i>leaves</i> | <i>friend</i>  | <i>southern</i> |
|              | <i>good</i>   | <i>takes</i>  | <i>travels</i> | <i>gives</i>    |

- Zorro is a \_\_\_\_\_ and a criminal.
- He is the terror of \_\_\_\_\_ California.
- He \_\_\_\_\_ from the rich and \_\_\_\_\_ to the poor.
- He is a \_\_\_\_\_ of the natives and the friars.
- He \_\_\_\_\_ a black mask.
- He \_\_\_\_\_ on the El Camino Real.
- He \_\_\_\_\_ his mark the “z” everywhere.

2. Read and Listening to Chapter 1 again and answer these questions about Don Diego Vega.

- Is he an old man?
- What does he look like?
- What does he wear?
- What does he like?
- Does he like Zorro? Why?
- Is he poor?

Read and Listening to Chapter 1 again and complete the following information.

- List characters, places, things, etc. found it in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- Write the main events that you could highlight from the audiobook chapter studied.

<sup>2</sup> Taken and adapted from “Zorro!” by Sally M. Stockton, Black Cat Publishing, 2009.

## UNITY 2: A SURPRISE VISIT

**1. What does Zorro do? Read and Listening to Chapter 2 again and find the missing verbs in Chapter 2.**

- a. \_\_\_\_\_ the door.
- b. \_\_\_\_\_ loudly.
- c. \_\_\_\_\_ at Sergeant Gonzales.
- d. \_\_\_\_\_ out a pistol.
- e. \_\_\_\_\_ everyone carefully.
- f. \_\_\_\_\_ onto a table.
- g. \_\_\_\_\_ the Sergeant's face.
- h. \_\_\_\_\_ a "Z".
- i. \_\_\_\_\_ to the window.
- j. \_\_\_\_\_ out of the window.

**2. Give the opposites of the following words.**

- a. rich \_\_\_\_\_
- b. alive \_\_\_\_\_
- c. left \_\_\_\_\_
- d. bad \_\_\_\_\_
- e. heavy \_\_\_\_\_
- f. fast \_\_\_\_\_

**3. Read and Listening to Chapter 2 again and complete the following information.**

- a. List characters, places, things, etc. found in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.

## UNITY 3: THE PULIDO HACIENDA

1. Read and Listening to Chapter 3 again and fill in the gaps with the correct prepositions from the box. Some words can be used more than once.

|             |           |           |             |           |             |           |
|-------------|-----------|-----------|-------------|-----------|-------------|-----------|
| <i>with</i> | <i>in</i> | <i>to</i> | <i>from</i> | <i>on</i> | <i>into</i> | <i>at</i> |
|-------------|-----------|-----------|-------------|-----------|-------------|-----------|

- a. Don Diego gets \_\_\_\_\_ his beautiful horse and rides \_\_\_\_\_ Don Carlos ' hacienda.
- b. Don Carlos is a good friend \_\_\_\_\_ Don Diego's family.
- c. Lolita is a lovely girl \_\_\_\_\_ long black hair.
- d. Don Diego prefers to stay \_\_\_\_\_ home and rest.
- e. Don Diego comes \_\_\_\_\_ a noble family.
- f. Zorro is \_\_\_\_\_ great danger.
- g. Lolita looks \_\_\_\_\_ Zorro's eyes, then she runs \_\_\_\_\_ the house.

2. Listening to Chapter 3 again and circle the words that you hear.

|                 |               |                 |               |                 |                 |              |
|-----------------|---------------|-----------------|---------------|-----------------|-----------------|--------------|
| <i>stormy</i>   | <i>warm</i>   | <i>mission</i>  | <i>home</i>   | <i>horse</i>    | <i>presidio</i> |              |
| <i>hacienda</i> | <i>friars</i> | <i>friend</i>   | <i>family</i> | <i>fast</i>     | <i>rich</i>     | <i>sword</i> |
|                 | <i>strong</i> | <i>handsome</i> | <i>happy</i>  | <i>surprise</i> | <i>night</i>    |              |

3. Are these sentences true (T) or false (F)? Read and Listening to Chapter 3 again and correct the false ones.

- a. \_\_\_\_ The next day Don Diego rides to the tavern.
- b. \_\_\_\_ The Governor likes Don Carlos.
- c. \_\_\_\_ Don Diego isn't interested in marriage.
- d. \_\_\_\_ Lolita is a beautiful girl.
- e. \_\_\_\_ Don Diego never gets tired.
- f. \_\_\_\_ Lolita is happy, so she runs away.
- g. \_\_\_\_ Lolita likes Zorro.

## UNITY 4: Captain Ramón

### 1. Read and Listening to Chapter 4 again and correct the following sentences.

- a. Don Carlos and his family have lunch at 8 p.m.
- b. Don Carlos, his wife and son stand up.
- c. A Spanish friar enters the house and wants to arrest Zorro.
- d. Zorro and Captain Ramón are good players.
- e. Zorro injures the Captain's leg.
- f. The Captain likes Doña Catalina.
- g. Don Diego reads a letter from Don Carlos.

### 2. Read and Listening to Chapter 4 again and complete the following sentences writing Who does the following actions? The names are in the box.

|                      |               |                      |                   |
|----------------------|---------------|----------------------|-------------------|
| <i>Zorro</i>         | <i>Lolita</i> | <i>Don Diego</i>     | <i>the family</i> |
| <i>Captain Ramón</i> |               | <i>many soldiers</i> | <i>a servant</i>  |

#### Who...

- a. is sitting at the table? \_\_\_\_\_
- b. opens the door? \_\_\_\_\_
- c. whispers to Zorro? \_\_\_\_\_
- d. takes out his sword? \_\_\_\_\_
- e. falls to the floor? \_\_\_\_\_
- f. is listening to Sergeant Gonzales? \_\_\_\_\_
- g. sends a letter? \_\_\_\_\_

### 3. Read and Listening to Chapter 4 again and complete the following information.

- a. Write the main events that you could highlight from the audiobook chapter studied.

## CHAPTER 5: LOLITA IS IN LOVE

1. Here is a short summary of Chapter 5. Read and Listening to Chapter 5 again and fill in the gaps with the words given in the box.

|             |                |              |               |             |                |
|-------------|----------------|--------------|---------------|-------------|----------------|
| <i>door</i> | <i>library</i> | <i>home</i>  | <i>hand</i>   | <i>big</i>  | <i>villain</i> |
| <i>out</i>  | <i>embrace</i> | <i>slaps</i> | <i>enters</i> | <i>kiss</i> | <i>appears</i> |

Don Carlos and his family are at Don Diego's \_\_\_\_\_. It is a \_\_\_\_\_ and beautiful house.

Lolita is in the \_\_\_\_\_ when Captain Ramón \_\_\_\_\_. He takes Lolita's \_\_\_\_\_ and wants to \_\_\_\_\_ her, but Lolita \_\_\_\_\_ his face. At that moment Zorro \_\_\_\_\_ and tells Captain Ramón he is a \_\_\_\_\_. Then he opens the \_\_\_\_\_ and kicks him \_\_\_\_\_.

Lolita and Zorro \_\_\_\_\_ and kiss.

2. Unscramble these words from Chapter 5. Then find and circle them in the word square.

- a. LVLIANI \_\_\_\_\_
- b. SRWFELO \_\_\_\_\_
- c. OROD \_\_\_\_\_
- d. BLYRRAI \_\_\_\_\_
- e. NRGEDA \_\_\_\_\_
- f. SERTE \_\_\_\_\_
- g. NAHD \_\_\_\_\_
- h. ECAF \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| F | B | Y | I | L | L | A | I | N |
| A | L | P | Z | M | I | C | E | G |
| C | H | O | J | N | B | P | S | Q |
| E | D | T | W | U | R | X | W | H |
| Z | O | H | V | E | A | P | N | A |
| O | O | G | G | A | R | D | E | N |
| E | R | Y | I | U | Y | S | T | D |
| Q | T | R | E | E | S | O | U | M |

3. Read and Listening to Chapter 5 again and complete the following information.

- a. List characters, places, things, etc. found it in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.

## **CHAPTER 6: FRIAR FELIPE**

### **1. Read and Listening to Chapter 6 again and answer the questions.**

- a. Where does Captain Ramón return to?
  
- b. What does he do?
  
- c. Why is it difficult to follow Zorro?
  
- d. How do the soldiers feel the next morning?
  
- e. Who is Felipe?
  
- f. Where does Don Diego return to?

### **2. Read and listening to Chapter 6 and try to fill in the missing words.**

There are many \_\_\_\_\_ in front of the Presidio that \_\_\_\_\_. Don Diego is there too. Something is happening. An old \_\_\_\_\_ is standing before the magistrate. The old friar is in \_\_\_\_\_ "I am not a thief," says the old friar. "I am a \_\_\_\_\_ friar."

"What is happening?" asks Don Diego. "This old friar is a thief. He must be punished," answers the \_\_\_\_\_. "That is impossible. Friar Felipe is an honest man. I know him," says Don Diego. "No, you are wrong," says the cruel magistrate.

He calls \_\_\_\_\_ soldiers and says, "Whip this friar 15 times." The soldiers \_\_\_\_\_ the old friar and he falls to the ground. Don Diego is very angry because Friar Felipe is his \_\_\_\_\_. He returns to his \_\_\_\_\_ 's hacienda.

### **3. Read and Listening to Chapter 6 again and complete the following information.**

- a. List characters, places, things, etc. found it in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.



## **CHAPTER 7: THE AVENGERS**

**1. Read and Listening to Chapter 7 again and put the events in chronological order, the first even it would be the number 1, the second it would be the number 2 and so on until the last event.**

- a. \_\_\_\_ The friend whips the magistrate.
- b. \_\_\_\_ At midnight a masked man appears at the door.
- c. \_\_\_\_ They look at the door of the tavern and see Zorro.
- d. \_\_\_\_ The next day a group of young men look for Zorro in the hills and in the valleys.
- e. \_\_\_\_ In the evening the magistrate and his friends are in the tavern.
- t. \_\_\_\_ The Avengers want to fight with Zorro for justice in California.
- g. \_\_\_\_ In the evening they go to the Vega hacienda.
- h. \_\_\_\_ Zorro gives a whip to the magistrate's friend.

**2. Read and Listening to Chapter 7 again and find the opposite of:**

- a. honest \_\_\_\_\_
- b. old \_\_\_\_\_
- c. wrong \_\_\_\_\_
- d. disappears \_\_\_\_\_
- e. alone \_\_\_\_\_

**3. Read and Listening to Chapter 7 again and complete the following information.**

- a. List characters, places, things, etc. found it in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.

## **CHAPTER 8: THE ESCAPE**

### **1. Read and Listening to Chapter 8 again and circle the correct answers.**

- a. The Governor says, "The Pulido family are Zorro's friends they are traitors / bandits."
- b. A group of friends / soldiers goes to the Pulido hacienda.
- c. Don Diego says, "The Pulido family are dangerous / honest people. They don't help bandits."
- d. "The punishment for traitors is death / prison," says the Governor.
- e. At midnight Zorro and The Avengers meet at the presidio / lake.
- f. Every Avenger has a mask / sword on his face.
- g. Zorro says, "We are here to arrest / rescue Don Pulido and his family."
- h. Zorro and Lolita arrive at Friar Felipe's cottage / hacienda.

### **3. Read and Listening to Chapter 8 again and complete the following information.**

- a. List characters, places, things, etc. found in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.

## **CHAPTER 9: THE MAN BEHIND THE MASK**

**1. Are these sentences true (T) or false (F)? Read and Listening to Chapter 9 again and correct the false ones.**

- |   | <b>T</b> | <b>F</b> |
|---|----------|----------|
| a. The soldiers follow Zorro. They capture him.                     | ___      | ___      |
| b. Zorro has a pistol and a sword.                                  | ___      | ___      |
| c. Zorro puts his sword to Captain Ramón's head.                    | ___      | ___      |
| d. Captain Ramón is furious. His face is white.                     | ___      | ___      |
| e. It is a long sword fight. In the end, Zorro kills Captain Ramón. | ___      | ___      |
| f. Zorro and Lolita hide inside the hacienda.                       | ___      | ___      |
| g. The Avengers come to rescue the Governor.                        | ___      | ___      |
| h. Zorro and Lolita are free. Everyone is happy and cheers.         | ___      | ___      |
| i. Zorro puts on his black mask.                                    | ___      | ___      |

**2. Just listen to Chapter 9 and circle the words you hear.**

Suddenly the Avengers come to arrest/rescue Zorro and Lolita. They explain many things to the Captain/Governor. The Governor pardons Zorro. Zorro and Lolita walk out of the old /new tavern. They are free. Everyone is silent /happy and cheers. The Governor says, "Now that you are free, show us your face/head" "Yes! Yes!" the people say.

Zorro takes off his brown/black mask. "It's Don Diego Vega!" exclaims sergeant Gonzales. Everyone is very surprised/angry. "My son, Don Diego! I can't believe it!" exclaims Don Felipe/Alejandro. Lolita looks at him and says, "Is this true or is it a dream? Are you really Don Alejandro/Diego?" "Yes, my love. I am your Don Diego and your Zorro!" he says embracing Doña Catalina/Lolita.

**3. Read and Listening to Chapter 9 again and complete the following information.**

- a. List characters, places, things, etc. found it in the chapter studied.

| People | Places | Things | Others |
|--------|--------|--------|--------|
|        |        |        |        |

- b. Write the main events that you could highlight from the audiobook chapter studied.

## 8.9. Annex No. 09: Suggested List of Audiobooks by Level

|    | AUDIOBOOK NAME  | LEVEL |
|----|---|-------|
| 1  | Love or Money by Rowena Akinyemi                                    | 1     |
| 2  | The Locked Room by Peter Viney                                      | 1     |
| 3  | The Watchers by Jennifer Bassett                                    | 1     |
| 4  | The Coldest Place on Earth by Tim Vicary                            | 1     |
| 5  | Great Expectations by Charles Dickens                               | 1     |
| 6  | Davy Crockett by Gina D.B Clemen                                    | 1     |
| 7  | Rip Van Winkle and The Legend of Sleepy Hollow by Washington Irving | 1     |
| 8  | The Happy Prince and The Selfish Giant by Oscar Wilde               | 1     |
| 9  | Peter Pan by James M. Barrie  | 1     |
| 10 | The True Story of Pocahontas by Kelly Reinhard                      | 1     |
| 11 | British and American Festivities by Gina D.B Clemen                 | 2     |
| 12 | King Arthur and his Knights by George Gibson                        | 2     |
| 13 | Oliver Twist by Charles Dickens                                     | 2     |
| 14 | The Jumping Frog by Mark Twain                                      | 2     |
| 15 | Robin Hood by Sally M. Stockton                                     | 2     |
| 16 | The Call of the wild by Jack London                                 | 2     |
| 17 | The Fisherman and his Soul by Oscar Wilde                           | 2     |
| 18 | Black Beauty by Anna Sewell   | 2     |
| 19 | Mr. Bean in town by John Escott                                     | 2     |
| 20 | Moby Dick by Herman Melville  | 2     |
| 21 | The Wave by Morton Rhue   | 2     |
| 22 | Another World by Elaine O'Reilly                                    | 2     |
| 23 | Treasure Island by Robert Louis Stevenson                           | 2     |
| 24 | The Interpreter by Karen Holmes                                     | 3     |
| 25 | The Young King by Oscar Wilde                                       | 3     |
| 26 | Hamlet by William Shakespeare                                       | 3     |
| 27 | The Secret Garden by Frances Hodgson Burnett                        | 3     |
| 28 | Forrest Gump by Winston Groom                                       | 3     |
| 29 | The No.1 Ladies' Detective Agency by Alexander McCall Smith         | 3     |
| 30 | The Count of Monte Cristo by Alexandre Dumas                        | 3     |