

AUTHENTIC AUDIO MATERIALS AUDIOBOOKS AND PODCASTS
IN THE EFL TEACHING-LEARNING PROCESS

Monograph

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by

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DEDICATION

To the memory of my beloved grandmother Francisca Gómez who did not know how to write or read, but who always taught me with her voice through poems, stories, and examples. To my loving husband John who always supports and cheers me up. To my parents Rafael and Gloria for giving me this amazing life, their unconditional love and being my first teachers, and to my siblings Dora and Edgard for being for me the lifeline between our family and the world outside.

SPECIALIZED ANALYTICAL SUMMARY

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Description	Monograph
Sources	Number of references per type: Investigation articles: 5, investigative papers: 19, studies: 9, thesis: 7, magazine reports: 4, book chapters: 5, books: 1, online dictionary: 1, blog post: 4.
Contents	Monografía sobre la efectividad del uso de audio materiales auténticos: audiolibros y podcasts en la enseñanza del inglés como lengua extranjera. Esta monografía expone primero algunas definiciones de materiales auténticos en EFL, sus características y algunas indicaciones de como seleccionar dichos materiales. Después introduce brevemente las diferentes fases del proceso de escucha en la enseñanza del inglés como lengua extranjera y las metodologías de escucha extensiva e intensiva. Seguidamente se habla del rol de los audiolibros y podcasts en el proceso de enseñanza EFL y las contribuciones de estos materiales a la comprensión auditiva, la mejora de la pronunciación, el proceso de lectura y la adquisición de conocimientos más allá del inglés como lengua extranjera. Se presentan algunas actividades pedagógicas basadas en audiolibros y podcasts. Finalmente, se discuten las diferentes contribuciones de la literatura científica al campo de la enseñanza EFL en el marco de los objetivos propuestos

	<p>para esta monografía, algunas limitaciones y recomendaciones relacionadas a la enseñanza con audio materiales auténticos en EFL tema central de esta monografía.</p>
<p>Research Line</p>	<p>Bilingualism in open and distance education mediated by ICTs.</p> <p>The methodology used in this monograph is qualitative.</p>
<p>Conclusions</p>	<p>Authentic audio materials audiobooks and podcasts are effective in the EFL teaching-learning process because these have shown that learners improve their listening and reading comprehension, their pronunciation and writing process. However, content topics should be evaluated by teachers before implementing these authentic audio materials considering vocabulary load, speech pace of recordings, sound quality, voice acting, content length, narration, sound and music effects. Besides, it is important for teachers to know their learners' English level, learning needs and topics of interest, previous to the implementation of authentic audio materials in order to motivate their learning through audiobooks and podcasts. This monograph also concluded that audiobooks and podcasts are used as a supplementary material and not as the main source for teaching and there is not a clear integration of these materials to the EFL curriculum. Equally, the methodology most used to work with audiobooks is intensive listening and to work with podcasts is more predominant extensive listening although intensive listening is also used. Activities proposed to use with both authentic audio materials are KWL charts, spoken word recognition tasks, phonetic transcription activity, and PodTeam activity.</p>
<p>Advisor</p>	<p>Juana Valentina Roza Suárez</p>

ABSTRACT

Suárez Cárdenas F., *Authentic Audio Materials Audiobooks and Podcasts in the EFL teaching-learning process*. Licenciatura en Inglés como Lengua Extranjera, December, 2020, Universidad Nacional Abierta y a Distancia.

This monograph presents the actual state in the implementation of authentic audio materials in English as a Foreign Language (EFL) classrooms around the world, looking to know how audiobooks and podcasts are effective in the EFL teaching-learning process. The method used for this research was qualitative and the research literature was collected and analyzed considering certain criteria in order to achieve an answer about such effectiveness of authentic audio materials. The analysis of the research literature showed that the use of such materials: audiobooks, and podcasts along with the implementation of extensive listening and intensive listening methodologies and activities. Helped EFL learners to reach a better listening comprehension process and to improve their reading, speaking, and writing skills. So, contributing to the development of learners' communication skills. Keeping students engaged in their own learning and motivating them to learn through authentic audio materials. However, this monograph also showed that there are still questions about authentic audio materials without clear answers, some of these dealt with the integration of authentic materials to the curriculum and course syllabus and about the topic selection of the contents related to these materials.

KEY WORDS: *Authentic audio materials, Audiobooks, Podcasts, Extensive listening, Intensive listening, Listening activities.*

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CHAPTER I

Introduction

Authentic audio materials audiobooks and podcasts in the English as a Foreign Language (EFL) teaching-learning process result in a relevant topic, nowadays due to the fast development of the Information and Communication Technologies (ICTs) and the need for teachers and learners to maximize their teaching-learning time inside and outside of the classroom. This monograph tries to contribute to answer a common problem, the lack of listening and speaking skills in EFL classrooms around the world because of the absence of authentic audio materials in English teaching-learning process. So, to give a clear answer to this problem it is necessary to explain why this monograph is limited to the EFL field.

Hence, EFL classrooms have needs that are different to English as a Second Language (ESL) classrooms. First, EFL learners do not have direct contact with the language spoken by native speakers daily. Thus, exposure to the language is less in comparison with ESL learners. Second, EFL learners need lots of practice of all language skills listening, reading, speaking, and writing and there are always some of these skills—listening and speaking—that need to be nurtured more than the others. Third, EFL teachers should be hardworking in order to achieve curriculum and course aims, national assessments and standardized tests are always around the corner (Oxford University Press ELT, 2011). These are some of the major reasons why this monograph is limited to EFL.

Moreover, the author considered that listening stages and extensive and intensive listening methodologies play an important role in listening comprehension and its improvement as well as the development of other language skills. These topics are

considered essential in this monograph in order to explain how audiobooks and podcasts contribute to the development of strong language skills.

Significance of the Study

Since the rise of the ICTs and internet, started a revolution in the field of education. Some tools given by this revolution are hardware and software that renewed the English Labs around the world. These tools also give access to knowledge and information not only in a written or visual way but to all kinds of content like audio, video, and interactive applications. Due to this reason authentic materials like podcasts and audiobooks result conveniently to help students break the gap between the intermediate and the advanced English level (Siang Shian & Yunus, 2016).

The worldwide range of internet and applications access allow teachers and students to develop their process of teaching-learning English in innovative ways. Websites such as: Learn Out Loud, Audio File Magazine, Audio Publishers Association, Libri Vox, among others and applications as Audible, Spotify, Castbox, SoundCloud, Stitcher, etc., are well intended to give access to people and English teachers everywhere to authentic audio content. In regard of this Gündüz (2006) states clearly why audiobooks are important to non-native speakers:

When presented with the printed word, ESL/EFL learners see the written forms of words; but audiobooks make it so that the rhythm patterns of speech become more distinct and thus allowing the material to become more easily understood by non-native speakers... the students have the opportunity to hear the pronunciation of words they are unfamiliar with and frequently pick up the meaning of the word by the reader's tone. (p.253)

In addition, radio programs have evolved to the podcast format due to the rise and scope of internet and ICTs access. Radio stations around the world now possess their own websites, platforms, and applications that give access to the programs that were transmitted via live radio signal in podcast format to be listened to at any time, everywhere. Some examples are National Public Radio (NPR) and Voice of America (VOA) from United States and British Broadcasting Corporation (BBC) Radio from United Kingdom e.g., VOA news has a great service to help English learners around the world with lessons and the creation of adapted news texts and audios to each English level from beginning to advance English level (Bedjou, 2006).

Another reason why authentic audio materials result as an essential tool of natural language input to EFL students is the richness of their vocabulary, and the appreciation of natural spoken language patterns that can without doubt challenge beginners and pre-intermediate students (Bahrani & Shu Sim, 2013). However, authentic audio materials are not a problem when working with intermediate and advanced students. These can also help EFL students to acquire a better appreciation of native speakers' culture through the listening of authentic audio materials: podcasts and audiobooks.

Authentic audio materials can be used in different ways, but English teachers should be careful and consider students' proficiency level, needs and language skills. These materials can support also intensive and extensive listening through their different stages of pre-listening, introducing new vocabulary, while-listening looking for general and specific information and post-listening writing and having discussions (Gonzalez, et al., 2015). Hence, supporting students' listening skills inside and outside of the classroom and allowing at the same time the use and application of the ICTs in the teaching-learning

process.

Statement of the Problem

It is well known the emphasis that most EFL teachers give to the reading and writing language skills and the short amount of time that pupils spend developing activities focused on listening and speaking skills inside and outside of the classroom. For example, Colombian learners have a limited exposure to the language and there is a prevalence of traditional teaching methods in schools (Mayora,2016). This situation leads to a lack of adaptation and use of authentic materials like podcasts and audiobooks. Otherwise, these could be used to design activities applying methodologies of intensive and extensive listening contributing to the development of listening and other language skills. These authentic materials and their pedagogical advantages and disadvantages are considered the main topic to be discussed through this monograph.

In addition, there are other reasons why teachers cannot spend long amounts of class time in such listening and speaking activities. First, classrooms that overcome 30 students in most schools limit the time for practice such skills to no more than 15 minutes and sometimes even less than 10 minutes per class, as well as limited time exposure of students to the language. Second, the short amount of time designated to English classes that do not exceed 2 hours weekly in many public schools. If the size of the class overcomes the previously mentioned 30 students, the time dedicated to listening and speaking end being shorter.

Therefore, teachers should be able to adapt authentic materials and design pedagogical activities based on authentic materials in an effective way because students' success in language acquisition depends on these teachers' skills, as well as their ability

to use technology tools with efficiency and productivity. According to McDougald (2013) “Nowadays in-service teachers are not up to date with the latest trends in ICTs tools nor are they familiar with how to use them personally or even incorporate them in their classes” (p. 249).

Additionally, according to the 2019 English Proficiency Index (EPI) and study done by Education First (EF) each year, this index shows a ranking of 100 countries; in 2019 this showed that in 23 countries English proficiency is low, in other 31 countries proficiency is very low, and the rest 46 countries are between a very high proficiency and a moderate proficiency (EF Education First, 2019). This situation represents a challenge for the development of listening skills from intermediate to advanced students due to the lack of communicative skills that students face all around the world. Thus, the use and adaptation of authentic audio materials that can contribute to boost students’ listening skills inside and outside of the classroom is almost nonexistent.

Finally, there is no doubt that all four language skills listening, reading, speaking, and writing are important in the process of communication to achieve fluency and proficiency in any language. However, this monograph considers that in order to achieve communicative skills in EFL it is necessary to look for answers in the actual mass of researches done around the world related to authentic audio materials: podcast and audiobooks, and how these materials are contributing in an effective way to help English language learners to develop their listening skills and to communicate effectively?

Objectives

General Objective

To make a literature review that leads to a reflection around authentic audio materials like podcasts and audiobooks, their effectiveness, and contributions to the EFL teaching-learning process.

Specific Objectives

To analyze the research done by experts about the effectiveness of authentic audio materials and their role in the improvement of listening skills.

To define some advantages and disadvantages of using authentic audio materials in the EFL teaching-learning process.

To describe pedagogical activities designed based on authentic audio content.

To demonstrate the contributions of authentic audio materials in the intensive and extensive listening processes.

CHAPTER II

Literature Review

In this section it will be exposed the review of the research done about authentic audio materials by different teachers and institutions around the world. First, will be presented the concept of authentic materials in general to then expose the essential considerations about intensive and extensive listening. This section will conclude with the review about authentic audio materials: audiobooks and podcasts considering some characteristics and their role in the EFL teaching-learning process.

Authentic Materials

In the EFL field authentic materials are defined as sources that were designed and created by native speakers of English to communicate and inform other native speakers of the same language. Khaniya (2006) defined authenticity as the degree of congruence between the language of the learning material and the features of the target language (p. 18). The same author also highlights the importance of authentic materials to facilitate the learning process by increasing student's motivation, providing authentic cultural information, exposure to real language, relating more closely to learners needs and supporting a more creative approach to teach. However, authentic materials should be adapted and used with post-intermediate students and advanced students, since these could de-motivate students at lower levels.

Furthermore, Gilmore (2007) has given eight possible meanings from the review of literature of authenticity that means: a) the language produced by native speakers for native speakers in a particular language community. b) the language produced by a real speaker/writer for a real audience, conveying a real message. c) the qualities bestowed on

a text by the receiver, in that it is not seen as something inherent in a text itself but is imparted on it by the reader/listener. d) the interaction between students and teachers. e) the types of task chosen. f) the social situation of the classroom. g) relevance to assessment. h) culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (as cited in Ahmed, 2017, p. 185).

According to these definitions some sources of authentic materials are newspapers, videos, talks and discussions, audiobooks, radio programs, podcasts, role play and dramatizations, culture quizzes or tests, etc. Nowadays these sources can be found without trouble on the internet from a variety of websites and applications that allow teachers to download or use a laptop, iPhone or smartphone in combination with other devices to project these authentic materials into the classroom.

Authentic Materials' Characteristics

Several authors have presented their lists of characteristics in order to determine the good quality of authentic materials. Many of them considered aspects as the stimulus that these materials can generate to learners, the general aspects to design activities based on authentic materials and the role of these in language teaching. In their investigative article Ahmed (2017) summarized part of these essential authentic materials' characteristics as follows.

Author Tomlinson (1998) pointed out that authentic materials should:

- ✓ Achieve impact.
- ✓ Help learners to feel at ease and develop confidence.
- ✓ Be perceived for learners as relevant and useful.
- ✓ Require and facilitate learners' self-investment.

- ✓ Drawn learners' attention to linguistic features of the input.
- ✓ Provide learners with opportunities to use the target language to achieve communicative purposes, through meaningful and realistic interaction.
- ✓ Consider the positive effects of instruction to be delayed, thus incurring recycling.
- ✓ Be attentive that learners differ in learning styles and affective attitudes.
- ✓ Permit a silent period at the beginning of instruction.
- ✓ Maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left-brain activities.
- ✓ Provide opportunities for outcome feedback.
- ✓ Not rely too much on controlled practice (as cited in Ahmed, 2017, p.182).

Other authors, Howard and Major (2004) considered that teachers must prepare and design their own teaching activities based in authentic materials and these should:

- ✓ Be contextualized.
- ✓ Stimulate interaction and be generative in terms of language.
- ✓ Encourage learners to develop learning skills and strategies.
- ✓ Allow for focus on form as well as function.
- ✓ Offer opportunities for integrating language use.
- ✓ Link to each other to develop a progression of skills, understandings and language items.
- ✓ Have appropriated instructions.
- ✓ Be attractive and flexible (as cited in Ahmed, 2017, p.183).

In contrast, McGrath (2013) considered that the importance of materials-as-content act as a stimulus for communicative interaction, and materials as language serves the purpose of information about the target language and carefully selected examples of use. According to him, following are the advantages of textbooks: reduce the time needed for lesson preparation; provide a visible, coherent program of work; provide support; a convenient resource for learners; make standardized instruction possible; visually appealing, cultural artifacts; and contain a wealth of extra materials (as cited in Ahmed, 2017, p. 183).

Moreover, Hall (2011) believes that well-designed textbooks have a number of recognizable benefits for teachers and learners since they provide language input and exposure for learners; offer interesting and motivational material, organized in an appealing and logical manner; arrange for a written record of what has been studied, allowing revision and continued study beyond the classroom; and also reduce time teachers require for preparation. He also observes that accessibility to computer and web-based technologies are increasingly blurring the boundaries between the textbooks and new technologies (as cited in Ahmed, 2017, p. 184).

The perception among other authors referenced in Ahmed's research consider course books as organizers for courses, and as instruments that give organization and hierarchy to the lessons in English courses. This is the case of authors Garton and Graves (2014) who expressed that course book:

Gives structure to lessons and to a course; saves time; gives a sense of security; promotes autonomy as learners can use and refer to it outside the classroom; is reliable as it is written by experts and published by well-known publishers; gives

a sense of professionalism in a way it is presented; offers different perspective as it focuses on diverse cultures and places (as cited in Ahmed, 2017, p. 184).

These ideas contrast with the idea of using authentic materials that although are time demanding to adapt and design, activities could imply great benefits to students' learning process. Although, a lot of the last generation of course books like to include in their contents and activities a lot of authentic materials that have been adapted like news articles, interviews, radio, and TV shows, etc. For instance, the Headway series of books from Oxford University Press are a good example of this authentic materials adaptation in course books.

Selecting and Adapting Authentic Materials

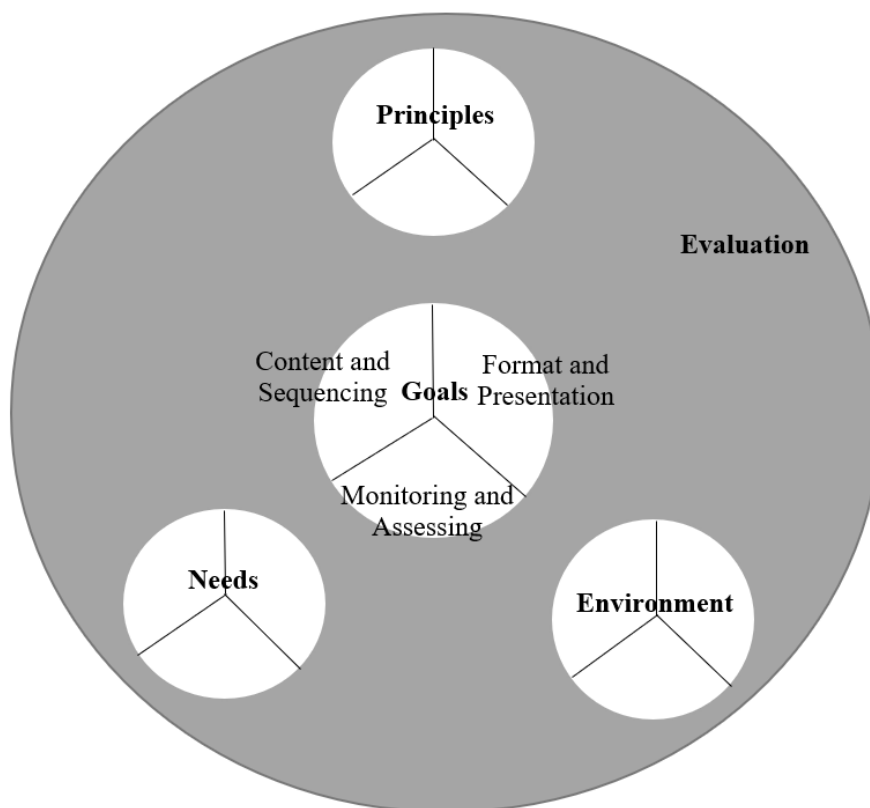
Selecting and adapting authentic materials should be easy when the right evaluation of the environment and students' needs is done and when curriculum principles and goals are considered. Then adaptation of authentic materials will be effective and successful. Macalister and Nation (2010), and Macalister (2016) asserted about the model of curriculum design that an environment analysis should be done in order to know what are the most important factors that have influence into the classroom (see Figure 1). These authors also emphasize the importance of the student's needs analysis that will make teachers able to know what students are able or unable to do when producing the language. This need's analysis should help teachers to set the main goal of the course in the light of what students know and what they need to learn. The circle of principles refers to teachers' research and theory about language learning. For instance, principles of frequency, individual differences of learning and learning styles, strategies and autonomy, motivation, comprehensible input, output, time on tasks, integrative

motivation, feedback, etc.

These authors also made special emphasis in how the content should be presented, sequenced, monitored, and assessed. So, the content should include relevant items of frequent use for native speakers and help learners to develop skills and strategies to learn independently. Language items should be presented from simple to complex forms so that students can apply their pre-knowledge to learn new knowledge and apply this without interference and effectively. Besides, assessment and monitoring of the materials used are essential and should equally consider students' needs, teaching conditions, time, and resources available. Feedback must help learners to improve their quality of language use and motivate them to overcome the different obstacles of their learning process.

Figure 1

Model of language curriculum design by Macalister and Nation.



Note. Adapted from “Language Curriculum Design An Overview,” by J. Macalister and I.S.P. Nation, 2010, *Language Curriculum Design*, p. 3. Copyright 2010 by Taylor & Francis Group.

Consequently, the selection of authentic materials should be done according to Khaniya (2006) considering the following aspects:

1. Linguistic background influences classroom management, the selection of tasks, the sequencing and execution of tasks, and the focus of micro-skill instruction e.g., pronunciation and accent reduction.
2. Conceptual or knowledge background determines the need for specific or general information in the selected materials.
3. Cultural background affects trainee-instructor interaction, the formality or informality of classroom interaction, and expectations of traditional instructor and trainee/student roles (p. 21).

Applicability and adaptability are also aspects to consider when selecting authentic materials. While applicability refers to aspects of the language in the authentic materials such as vocabulary, expressions, grammar forms and how these aspects are going to fulfill students’ learning needs. Adaptability refers to aspects in the materials that make them suitable for the development of pedagogical activities in more than one language skill (listening, reading, speaking, and writing) giving attention to student’s learning needs and projected course curriculum. Thus, authentic materials selection should be considered to the light of the meaningful learning processes that they will support and the challenges that they will bring to teachers in their adaptation and to learners in their application.

Therefore, adapting is necessary to fulfill students’ needs and follow all the

aforementioned stages and suggestions will guarantee good teaching-learning processes. Adaptation must ensure that course goals and content sequencing are achieved. Several authors consider essential when possible adapting authentic materials to language learners' culture. Hence, a good example of such adaptations could be recipes. Students can take a recipe, said Hush Puppies and adapt that to their local culture or even contrast that with a recipe that is original from their local culture like Colombian *buñuelos*. Questioning things like what ingredients are common in both cultures and which ones can be replaced by some others of the local culture. The same activity can be done with some popular TV shows like Ugly Betty, just to mention a recognized TV show that was adapted to different cultures and languages. Contrasting and comparison can be good as long as teachers remember to their students that knowing about a foreign culture does not mean that they should accept that culture (Khaniya, 2006, p. 20). Teaching-learning using authentic materials must motivate students to respect and tolerate other cultures different from their own.

Listening Stages

After defining what are authentic materials, their characteristics and how to select these; now it is necessary to define what processes and activities are involved in the different listening stages of pre-listening, while listening and post-listening. Hence, these stages are related to the extensive and intensive listening methodologies that will be explained later in this literature review.

Pre-listening

Pre-teaching of the essential new vocabulary in the passage in order to set context and create motivation. Field (2010) pointed out that this stage should not be longer than

five minutes and should focus on brainstorming vocabulary, reviewing areas of grammar or discussing briefly the topic of the listening text. These activities are normally developed in this short time. The listening aims set for this stage should be:

1. to provide sufficient context to match what would be available in real life
2. to create motivation (perhaps by asking learners to speculate on what they will hear)

While Listening

In this stage, learners are going to examine functional language and make inferences about vocabulary meaning depending on what approach is being used extensive listening—followed by general pre-set questions and tasks establishing context and attitude—or intensive listening —followed by detailed comprehension questions and checking answers. Field (2010) also affirmed that “listening to a strange voice, especially one speaking in a foreign language, demands a process of *normalization* —of adjusting to the pitch, speed, and quality of the voice. An initial period of extensive listening allows for this” (p. 243). Hence, pre-set questions are necessary in order to keep learners focused while they are listening to a text.

Besides, listening tasks can involve labelling (e.g., buildings on a map), selecting (e.g., choosing a film from three trailers), drawing (e.g., symbols on a weather map), form filling (e.g., a hotel registration form), and completing a grid (Field, 2010, p.244). These activities can and should help learners to model answers to real life situations. Field also added that in order to establish how much a learner have or not have understood is necessary the use of other language skills like reading, speaking, and writing. This is what makes it difficult to evaluate listening because learners may

understand a given listening text. However, if there is a lack of knowledge related to other skills e.g. reading, where they can read the questions but do not understand those; this will make it difficult for learners to develop the task.

In addition, Field (2010) highlights the use of authentic materials and added that it is important to use those from early learning stages, letting learners know that they are not expected to understand everything from the listening text. He suggested also that it is convenient to simplify listening tasks instead of simplifying the language of the listening texts. Introducing authentic materials systematically to learners should allow them to recognize features of conversational speech—hesitations, stuttering, false starts, and long, loosely structured sentences—that can look unfamiliar to them at the beginning.

Post-listening

This is a reflective stage where learners are going to pick out and analyze language functions from the listening text. Common questions to reflect are e.g. why did the speaker use present perfect? What was the speaker doing apologizing, inviting, refusing, suggesting, giving information, etc.? These kinds of questions are useful to learners so that they can get a clear idea about a given listening text. Learners should also make a self-evaluation of how much they understood in the while listening stage and clarify new vocabulary meaning.

Another useful activity is to listen and repeat where the teacher pauses the tape and then learners repeat words. Although, this is no longer a common activity for this stage because “it does not accord well with current communicative thinking” (Field, 2010, p. 245). However, this activity is useful to identify individual words, achieve lexical segmentation and learn their pronunciation. On the contrary, Field added that

teachers could ask learners to infer the meaning of some words from the context and explain such meanings in their own words. Replaying the listening text can be useful to help learners who do not understand some words easily and need to catch more information from the context in order to convey meaning.

Extensive and Intensive Listening

It is relevant now to present the different definitions of extensive and intensive listening methodologies that are diverse and in some ways in opposition between one another. Then, will be introduced two of the most important topics in this monograph: audiobooks and podcasts and their use inside and out of the EFL classroom.

Extensive Listening

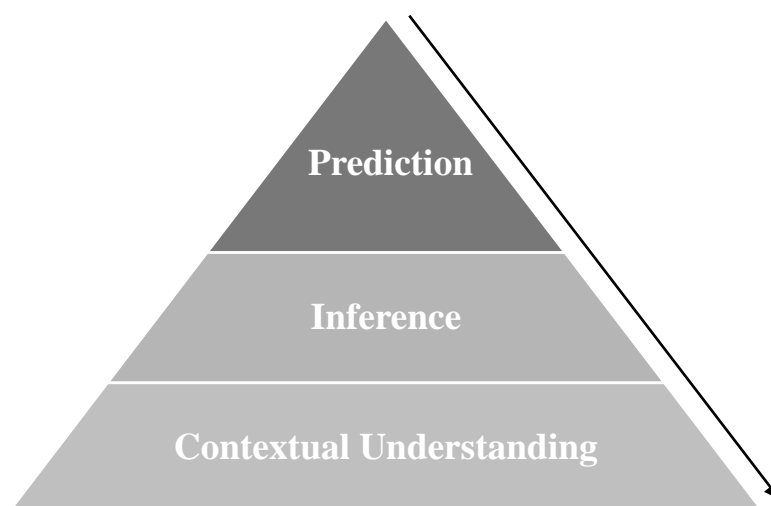
In the literature available extensive listening is mostly presented under an expansive conception. So, one definition mentions that extensive listening involves students listening to large amounts of motivating and engaging materials which are linguistically appropriate over a period of time where they listen with a reasonable speed for general understanding with a focus on meaning rather than form (Renandya & Jacobs, 2016, as cited in Karlin & Karlin, 2018, p. 98). The mentioned engaging materials part of this definition seem to mark the difference between extensive and intensive listening. Primarily, extensive listening gives EFL learners the freedom to pick what authentic materials they want to listen to. Then, focus is given to the vocabulary, rate of speech, and other linguistic features that should be close to the listener's ability level, and the primary goal of extensive listening activities is for general understanding (Karlin & Karlin, 2018, p. 99).

Moreover, extensive listening methodology applies a top-down approach (see

Figure 2), where listeners break down the meaning of a whole text into comprehensible parts, relying on prediction, inference, and contextual understanding in order to correctly interpret the meaning of a text (Siegel & Siegel, 2015, as cited in Karlin & Karlin, 2018, p. 99). Hence, in extensive listening EFL learners should prioritize meaning over other aspects of language as form and functions, and work with texts that are adequate to their English level or below this.

Figure 2

Top-down approach process.



Note. Self-made from Karlin, O., & Karlin, S. (2018). L2 Listening Homework: Intensive vs. Extensive. *Korea TESOL Journal*, 14, p. 99. Copyright 2018 by Korea TESOL.

Intensive Listening

Intensive listening is mostly presented under a constrained conception in the literature in opposition to extensive listening. Intensive listening methodology involves listening for specific information, listening for specific items within texts, mimicking a text (such as dictation), and using listening texts that are above the learner's proficiency

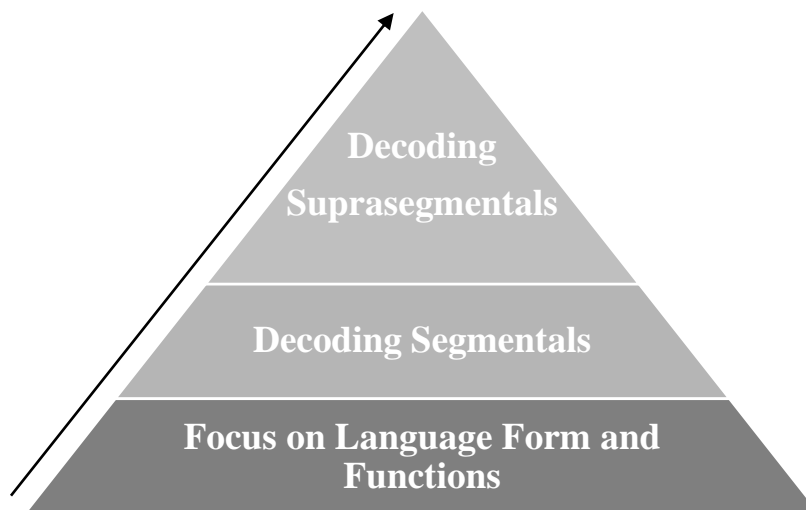
level (Northall, 2017; Schmidt, 2016, as cited in Karlin & Karlin, 2018, p. 100).

However, considering this definition does not mean that using authentic materials is impossible when working with intensive listening activities. On the contrary, these materials should be used and probably with less adaptations that teachers can think out, because the text should be challenging to learners' English level.

Furthermore, intensive listening applies a bottom-up approach (see Figure 3), where listeners processing skills focus intensely on the form of the language, such as decoding segmentals such as small units of sounds that include phonemes, syllables, and words and supra-segmentals as slightly beyond the segmental threshold, such as syntactic parsing, sentence stress, and intonation (Karlin & Karlin, 2018, p. 99). This means that forms and functions of the language are primarily important and meaning becomes understood with help of segmentals and supra-segmentals and not primarily for the meaning of individuals words. Although, intensive listening gives EFL learners less freedom to pick what they want to listen to, and teachers normally assign more tasks for each listening text than what is done in extensive listening.

Figure 3

Bottom-up approach process.



Note. Self-made from Karlin, O., & Karlin, S. (2018). L2 Listening Homework: Intensive vs. Extensive. *Korea TESOL Journal*, 14, p. 99. Copyright 2018 by Korea TESOL.

The Importance of Extensive and Intensive Listening in EFL

Although extensive and intensive listening approaches are opposite in some respects, they are also complementary to one another. Karlin and Kalin (2018) developed a research in which they found that integrating authentic audio-visual materials helped students to improve vocabulary acquisition and listening comprehension. These researchers used the American travel reality show *The Amazing Race* to develop intensive listening activities with a group of students and with another group of students to develop extensive listening activities they used the website Randall's ESL Cyber Listening Lab. They noted listening comprehension improvements in both groups. However, the group developing intensive listening activities had significant larger improvements than the group developing extensive listening activities.

Karlin and Karlin (2018) argued that these improvements were due to the use of authentic audio-visual materials and the development of intensive listening activities that

challenged students to a major degree. While their partners worked with extensive listening activities and materials that did not challenge, engage, and motivate them enough. However, researchers consider that some limitations for extensive listening activities in their research could have contributed to obtaining such favorable results for intensive listening (pp. 108-109). Some of the limitations they pointed out are the only use of the website Randall's ESL Cyber Listening Lab to develop extensive listening activities and the short time—30 minutes—assigned to the development of these activities.

Researchers also considered the peculiarities of the Japanese context in which the study was done, and the time assigned to the development of the research that was a semester; according to them these was a short period of time for their research to demonstrate other insights. Karlin and Kalin (2018) affirmed that these listening approaches applied in their research suggest an evolution in the EFL teaching field that is underway and open to further discussion.

Audiobooks

After having clear the necessary concepts of authentic materials, extensive and intensive listening approaches and listening stages for the understanding of how the listening process and skills are developed. Now, the focus will be over audiobooks and their contribution to the teaching-learning processes in the EFL classroom. Thus, a definition of audiobook said that it is a voiced format of a scripted\ typed books, it can be “abridged or unabridged” abridged talking books can be removed or modified in which they can give an oral “summary or paraphrasing” of a written book. However, unabridged audiobooks contain a word by word version where there is no discrepancy between the

written form and spoken words (Prahallad, 2010, as cited in Shafai, 2019, p. 34). Thus, after considering this first definition of audiobooks the history of audiobooks can be presented explaining how stories in audio tapes evolved towards what is known today as audiobooks.

History of Audiobooks

The first talking books —as were called at the time—were introduced in 1931 as an aid for adult blind people and with this purpose help them to read. Then, in 1934 some sonnets by Shakespeare and short stories by Hasty were recorded and called Learning Ally. Hence, talking books became an aid not only for blind people but for people with other learning difficulties and struggle readers. Some companies were established in the 1950s and in 1955 the Listening Library was founded. Later, with the invention of cassette tapes in 1963 what was known until that time as talking books became more popular, but it was in 1970 that the term audiobook appeared for the first time. Then, the posterior inventions of the compact discs (CDs) and audiobooks were widely used from 2003 (Rubery, 2011, as cited in Mohamed & Mohamed, 2018, p. 66).

Moreover, the technological advancements of the ICTs from 1990 up to now have made possible easy to access audiobooks. One of the most notable changes was done by Apple when this produced the first iPod in 2001 introducing with this the MP3 audio format and making audiobooks more portable. Then, the internet era hit, and laptops, iPhones in 2007, smartphones and tablets ensured that audiobooks and other audio contents were accessible everywhere to almost anyone. The next step forward was given by Audible founded in 1995 and bought by Amazon in 2008. First company recognized for the patent of the first digital book player, which held two hours of recording audio,

and the first company to sell downloadable books on its website (Hill, 2019). However, Audible have been reason of discontent to some users that have called them a monopoly, as books in Kindle from Amazon and the same Audible are not available in a universal format that can be played and displayed by other apps or software different to the ones provided by Amazon.

Hill (2019) also expressed about the future of audiobooks that even when Audible lead the market Libro.FM has become popular by partner, help, and support independent bookstores. This author also affirmed that nowadays a lot of independent publishers and authors are looking for narrators to produce the audio versions of their printed books. Otherwise, there is nothing that indicates that printed books will disappear or be completely replaced for audiobooks and Hill added that in the last years eBook sales were down, and audiobook sales grew 37 percent in 2018. This looks like a growing market for audiobooks in years to come.

Audiobooks in the EFL Teaching-Learning Process

There is a fair quantity of studies done related to audiobooks, one of the main characteristics of these studies is the use of listening to support reading comprehension. Hence, enhancing both receptive skills; gaining vocabulary, comprehension, and fluency. Besides, to teach and then to evaluate listening, it is necessary for students to have a clear recognition of the written words in order to achieve a more complete meaning acquisition. However, as Field (2010) affirmed teachers focus on the product of listening and test this skill instead of teaching this and being more concerned with the process that is happening through the listening phases in student's heads. This same author also emphasized that in teaching listening it is difficult to establish how much a student has

understood without involving other skills such as reading and writing (pp. 244, 246).

The effectiveness and importance of audiobooks on listening comprehension.

One of the most recent research done about the use of audiobooks in EFL dealt with two groups of students in elementary and intermediate levels. In his thesis Türker (2010) intended to compare the effectiveness of audiobooks at different proficiency levels. The materials used were six classic graded readers three for the elementary groups and three for the intermediate groups (see Appendix A table 1). Experimental groups at elementary and intermediate levels used the books accompanied by their audiobook versions while control groups used just books (pp. 34-39).

This research showed that at both proficiency levels elementary and intermediate the experimental groups who support their reading process with audiobooks comprehended the books better over the three-week implementation period. However, this research found out that audiobooks have a larger effect on text comprehension at intermediate level students. About this Türker (2010) added:

The reason behind the difference observed between the levels might be based on the fact that intermediate level students might be more comfortable with the continuing process of reading and listening at the same time than elementary level students, who might have comprehension problems processing the continuing input (p. 69).

The mentioned situation suggests that some audiobooks are not suitable to be used for students at elementary level. Equally important, Türker (2010) found that most of the students in the experimental groups moved from listening or reading the text first to listening and reading the books simultaneously. Alike, this research also showed that

students enjoy reading while listening and they found audiobooks more real and interesting thanks to music and sound effects, as well as they affirmed that audiobooks help them to comprehend and concentrate better in the texts (pp. 44-62). Moreover, students in this research reported that they would prefer audiobooks to other kind of printed materials and students also recognized that they improved their comprehension and retention skills due to the use of audiobooks. Türker (2010) also observed one difficulty that students presented during the research dealing with the fast pace of the audiobook's recordings more than all, when this came to unknown vocabulary (pp. 57-63).

About the pedagogical implications of this study Türker (2010) highlighted that audiobooks benefit the most to intermediate level students. However, these have positive effects for students at elementary level but not as much as for intermediate students. The second implication dealt with listening, supporting reading, and not acting like an independent skill, this with the aim of strengthening both receptive skills. Thus, offering a more complete input related to vocabulary and text comprehension. The third implication is related to the quality of the book itself and the audiobook, considering quality sound and speed of the narration. The fourth implication concerns to the vocabulary load of the books (pp. 73-74). Considering books that have enough unknown vocabulary but not a lot as this can discourage students interest in both books and audiobooks due to the complexity of having an overage of unknown vocabulary.

Other study developed by Chang (2011) in the same context of reading while listening but with a smaller group of students. After the intervention phase, scores indicated that in the dictation part of the post listening test students in the experimental

group made great improvements. This group increased its scores from the pre-listening test to the post listening test a 100% (pp. 49-55). Chang attributed this success to the large quantity of aural input from audiobooks and the support of the written books which provided a more comprehensible input. Moreover, although Chang (2011) pretended to show improvements in listening comprehension and fluency; her study also showed that students in the experimental group gained more new vocabulary than those in the control group (pp.52-54). These after listening and reading simultaneously between 11 to 13 books during the first semester and between 16 to 26 books during the second semester.

Similarly, Chang (2011) also indicated that students in the experimental group moved from easy and short books *The Crane Reading Series* to those more difficult and longer *Jigsaw Jones Mystery Series* which helped students to acquire more vocabulary as well. Another observation made by this author indicates that student's listening and reading fluency improve thanks to their transition from easy books to difficult ones (pp. 55-56). However, Chang warned that there are a lot of individual and environmental conditions that take place in order to gain vocabulary and it is impossible to state that all students enjoy the same activities in the same way.

In a thesis about reading while listening also, Bastos S. (2016) applied a language learning profile questionnaire (LLPQ), comprehension tasks, spoken word recognition tasks, a recall task and a retrospective questionnaire. This was done in two sessions in which participants were reading while listening to three excerpts and audiobooks from the science fiction stories *The Last Underwater City*, *The Invisible Scientist* and *The Wormhole Effect*, all written by Zhanna Hamilton. Most of the participants in this study had an intermediate English level (pp. 58-75).

Conversely, to the studies previously done by Türker (2010), Chang (2011) and later done by Kartal and Simsek (2017) and Mohammed and Mohammed (2018). Bastos S. (2016) showed that reading while listening implies for students a double cognitive effort recognizing written words by reading and listening those at the same time. This study also showed that participants liked more reading while listening and reading only and performed slightly better in these conditions than listening only (see Appendix A table 2). Besides, listening alone was not their most preferred option according to the participants answers to the retrospective questionnaire. However, the researcher warned that these findings could not generalize the effect of reading while listening to all EFL students, since statistically the differences between reading while listening (LR), listening only (LO) and reading only (RO), were not significantly higher in her study (pp. 90-95).

A year later in another study, Kartal and Simsek (2017) observed that listening and reading comprehension of students in their experimental group improved. They confirmed that these students were reading while listening and they scored significantly higher than students in the control group in the post-test of their research. In this study the books and audiobooks used were *The Pearl* by John Steinbeck and *The Call of the Wild* by Jack London; both books were narrated by native speakers (pp.115-117). In addition, a survey applied to students about their perception in listening and reading comprehension, pronunciation, future use of audiobooks and motivation; revealed that students had a very favorable view about the use of audiobooks.

Students believed that audiobooks helped them to have a better comprehension. They found audiobooks useful to improve pronunciation as they could read the written words in the book and know how to pronounce those from the audiobook. Students

participants in this study also manifested their motivation to continue listening to audiobooks and practicing reading while listening activities. The researchers also added that there are few students that do not enjoy audiobooks and demonstrated feeling bored and they thought audiobooks are too long that they could not see their effects in a short time (Kartal & Simsek, 2017, pp. 118-119). These less positive findings also coincided with those made for the before mentioned authors Türker (2010) and Chang (2011).

Other researchers Mohammed and Mohammed (2018) reported similar findings to the previous studies related to the use of audiobooks to improve students' listening comprehension and fluency, motivate them to read and listen as well as to learn new vocabulary. Students in their experimental group showed interest in audiobooks due to the sound effects and the music in the recordings that in students' opinions helped them imagine the story in each book; also students could identify the meaning of words and phrases in the audiobooks thanks to the before mention features. Mohammed and Mohammed used books narrated by native speakers at a normal pace from the series *Half-Past Seven Stories* written by Robert Gordon Anderson in 1922 (pp. 68-70).

Other studies also support the use of authentic audiobooks and audio materials in general as a way to improve listening fluency and comprehension. For instance, Koskinen, Blum, Bisson, Phillips, Creamer and Baker (2000) found that the students in book-rich classrooms reading with audiotapes showed great improvement in their comprehension (as cited in Türker, 2010, p. 67). Similarly, Taguchi, Takayasu-Maass and Gorsuch (2004) in their study found that assisted repeated reading with an auditory reading model was effective in developing fluency and comprehension (as cited in Türker, 2010, p. 67). Other previous studies, which looked at the effects of audiobooks

on reading comprehension, audiobooks were discovered to be effective on low-grade students (Blum, et al., 1995; Koskinen, et al., 2000; Nalder & Elley, 2003; O'Day, 2002, as cited in Türker, 2010, pp. 68, 71). Thus, diverse studies support the use of audiobooks not only with students at intermediate levels, but also at lower levels.

Another author talked about the adaptation of authentic audio materials to a pace that can be comfortable for students in general to listen. Hence, Wolfson (2008) mentions the importance of adjusting the narration rate in audiobooks according to students' own reading rates, and suggests that gifted students can listen to the text more comfortably by processing the continuing input quickly and complete the task successfully than poor readers, who have difficulty in decoding the unfamiliar words and following the standard narration (as cited in Türker, 2010, p. 69). This viewpoint directly contradicts Bastos S. (2016) study findings in which reading while listening supposes a cognitive burden for the participants in her study.

Moreover, Wolfson (2008) states that merely listening to audiobooks cannot be considered as a substitute for reading. Listening should be accompanied by reading instead, as an alternative approach to traditional reading. Providing students with a different dimension of understanding the written texts can promote a more effective and enjoyable reading practice (as cited in Türker, 2010, p. 73). This may support the idea that both listening and reading are necessary to achieve understanding of the language. Similar studies also found audiobooks effective for pronunciation, reading comprehension, listening comprehension and motivation (Beers, 1998; Grover & Hannegan, 2005; Lo & Chan, 2008; Marchionda, 2001; O'Day, 2002; Saka, 2015; Serafini, 2004; Van Bon, Bokseveld, Font Freide, Tagninezhad et al., 2015; Van den

Hurk, 1991; Wolfson, 2008, as cited in Kartal & Simsek, 2017, p. 120). These positive findings support the ones done in the latest research, although Kartal and Simsek (2017) warned that these studies are considered more than all to compare qualitative findings.

In contrast, Moussa-Inaty, Aires and Sweller (2011) found that to attend to both sources of information and possibly to integrate the two sources of information. This additional processing generates what cognitive load theorists call extraneous cognitive load in the sense that it has been created by the instructional designer and [is] likely to interfere with learning, by diverting attention away from schema formation (as cited in Bastos S., 2016, pp. 90-91).

This viewpoint supports what Bastos S. (2016) observed in her study related to reading while listening and the double cognitive effort that supposes a burden for students. However, generalization could not be done about this finding either because different conditions could take in each EFL classroom.

Audiobooks and Pronunciation in EFL.

Equally important are the studies that support audiobooks to boost students' pronunciation of difficult phonemes. Considering a phoneme as one of the smallest units of speech according to the Cambridge Dictionary definition. There are four recent studies that support the use of audiobooks to help learners improve and learn English pronunciation. The reader of these studies can easily find a lot of similarities between one and other, one relevant characteristic to consider about these studies is the absence of control groups in all them.

Thus, in their thesis Saka (2015) who found that students in elementary, pre-intermediate and intermediate English levels have a positive attitude towards the effects

of audiobooks on pronunciation, although intermediate level students had the least positive attitude towards audiobooks according to pre-treatment and post-treatment questionnaires analysis of results (pp. 35, 40-42). Saka also observed that participants in her research improve their performance recognizing these problematic phonemes /ε/, /η/, /n/, and producing these others /ð/, /ə/, /n/, /θ/ (pp. 34, 43-50). The researcher also indicated that the gain improving recognition and pronunciation of problematic phonemes was significant for all proficiency levels. However, it was a greater gain for the participants at the intermediate level. Furthermore, Saka used Pearson Logman graded readers *King Arthur and the Knights of the Round Table* for elementary level, *Pirates of the Caribbean At World's End* for pre-intermediate level and *The Time Machine* for intermediate level in her research.

In a similar study about recognition and pronunciation of segmentals Taghinezhad, Khalifah, Nabizadeh, and Shahab (2015) found out that audiobooks helped students to improve their pronunciation of phonemes /ð/, /ə/, /θ/, /η/, and /n/. These researchers worked with students at elementary, intermediate, and upper-intermediate English levels and also observed that intermediate level students recognized better the phonemes after their exposition to listening audiobooks. Besides, upper-intermediate level students had the highest gain in pronunciation in comparison with the other two groups of students (pp. 35-39). These researchers used graded readers as well *The Storms* for elementary level students, *The Poetical Policeman* for intermediate level students, and *The Empire of the Ants* for upper-intermediate students.

In their thesis Mazouzi (2016) reported that after six sessions of pronunciation training worked with audiobooks students' recordings revealed that pronunciation errors

decreased after listening to audiobooks. In her study students showed a positive attitude towards the integration of audiobooks (pp. 68-69). To achieve these findings Mazouzi worked with students and in the same way that Saka (2015) and Taghinezhad et al. (2015) trained them using the International Phonetic Alphabet (IPA) in order to enhance students' sound recognition of segmentals in English. Mazouzi also recorded her students reading aloud after using audiobooks and that is how she found an increase in sound recognition and improvement in pronunciation in her study.

In a similar way, in her thesis Chafai (2019) worked with middle school students and EFL teachers found out that through the use of audiobooks students' pronunciation showed a considerable improvement in terms of consonants and vowels, stress and other features that her study did not contemplate (p. 74). Chafai also affirmed that audiobooks helped students to achieve other basic English skills such as speaking, listening, and reading and the subskills grammar and vocabulary. Equally important this study also indicated that both students and teachers have a positive attitude towards the use of audiobooks. Although this author suggested that teachers should be able to pick the adequate graded readers considering pronunciation and topics of interest for students (p. 75).

These are significant insights however these could not be even generalized to all EFL students. Hence, as Saka (2015) and Taghinezhad et al. (2015) warned depending on native language of EFL students they can present different problems with different phonemes. This is to say that teachers should recognize what are the more troubling phonemes for their students depending not only on observations but in recognition and production tests, as well as considering the native language of their EFL students.

Audiobooks and Literacy.

In addition to the aforementioned effects of audiobooks over listening, reading and pronunciation, these also extend their benefits to acquire literacy skills. In their article Acantud-Díaz and Gregori-Signes (2014) discussed how audiobooks can help struggling readers or learners who neglect reading because they are unmotivated to read. These authors mention the broad spectrum of audiobooks, especially when these are not just narrated by one voice but dramatized or there are more voices acting the possible conversations and situations in the book. These could help listeners of audiobooks to give context to vocabulary, hence in EFL teaching-learning helping students to decode the language perhaps in an easier way. However, they warned about speech delivery rate, the complexity of the sentences in some books and sometimes a confusing organization that can be challenging for students at elementary and intermediate levels (pp. 114-117). Acantud-Díaz and Gregori-Signes also agreed that audiobooks are important to EFL students to achieve linguistic and intercultural competences that could help students to acquire not just the language, but the understanding of other people's culture and their different social realities around the world.

Furthermore, in their thesis Tusmagambet (2018) observed that the participants in the experimental group increased their reading speed and fluency. Thus, audiobooks also showed effectiveness in enhancing students' motivation to read. Besides, participants reported that audiobooks helped them to understand and visualize the stories better. Hence, Tusmagambet affirmed that audiobooks were maybe helpful for students to retain information in their memory. However, the researcher affirmed that participants were not used to reading long texts before their research and they also got more distracted when

reading without the use of audiobooks. This was the case of participants in the control group while the ones in the experimental groups working with audiobooks were more focused and these enabled them to read continuously (pp. 35-37, 55). The researcher in this study also added that some students who were not participating in the research initially wanted to participate in the reading activities without being added as participants. Then, at the end of the research all participants asked for more books to read.

In other recent thesis Maher (2019) noted that Finnish children in second grade learning EFL enjoyed audiobooks in their first classroom exposition to these audio materials. The researcher observed that the comprehension of the text through audiobooks is similar to the comprehension achieved via reading. Maher also noted that the use of audiobooks could increase children's literature exposure inside and outside of the classroom; particularly when children are doing other activities like working out, walking and commutes. Additionally, the researcher also suggested that for these young students the periods of exposition to audiobooks could not be longer than 10 minutes. Hence, Maher notices that students listening for more than 10 minutes lacked interest and became disengaged of the listening process (pp. 57-58). The researcher also suggested the literacy circle discussion as an activity that could keep students engaged in listening and reading and could encourage students' comprehension and reading actively.

Podcasts

Similarly, to audiobooks, podcasts can be authentic audio materials used in the EFL teaching-learning process to support extensive and intensive listening experiences. Nevertheless, EFL teachers should carefully consider students' English level, also the

topic contents and the kind of narrative used in the podcasts before exposing students to them. Hence, all topics do not result interesting to all groups of students; age can be another characteristic to consider when choosing podcasts to use in EFL classes.

History of Podcast

The term podcast became popular during the first decade of the 21st century. Rosell-Aguilar (2007) defined the word ‘podcast’ as a combination of the words ‘iPod’ and ‘broadcast’, but an iPod is not needed to subscribe to or listen to podcasts. All that is needed is a computer with speakers or a device that can play the downloaded digital audio files (as cited in Hidalgo-Montesinos, Mejía-Gavilánez, Rosero-Morales, & Yugsán-Gómez, 2019, p.3). Hence, podcasts are a broadcasted radio show or talk show usually pre-recorded about any imaginable topic and available to everyone on the internet to download or to listen to these online. Ragon and Looney (2006) pointed out that users access podcasts in one of three ways: subscribing to the podcast through an Really Simple Syndication (RSS) feed or software such as iTunes, gPodder, or PodSpider; downloading the podcast directly from its source Web site; or by clicking on a direct link to the podcast (as cited in Peoples & Tilley, 2011, p.45). However, the rise of mobile devices and social media during the last 20 years did more common the use of applications like Spotify and Stitcher to reproduce podcasts anywhere and these applications are equally diverse.

Consequently, the person making a podcast sooner became known as a podcaster “the host, author and/or producer of a podcast” (Podcast Portal, Indiana University, 2014, par. 4, as cited in Hidalgo-Montesinos et al., 2019, p. 4). Nowadays, anybody can be a podcaster, and this is considered an occupation. The podcast’s topics are wide from arts,

business, comedy, education, games, hobbies, health, news, politics, science, medicine, society, culture and more. Due to this variety of topics, podcasts can be published not only by individuals but organizations, from the private, public or government sectors (Peoples & Tilley, 2011, p. 46). In fact, in the educational field some universities have created their own version called profcasts, which contain recorded classroom lectures or speeches. Hence, instruction is reinforced by specially produced podcasts that differ from typical learning sessions or other e-learning methods (Edirisingha, Salmon, & Fothergill, 2007, as cited in Hidalgo-Montesinos et al., 2019, p. 5). This makes clear that the evolution of podcasts across academic and science disciplines is manifested as well in the educational field supporting teaching-learning processes.

Another author, Kay (2012) classified the types of podcasts that have been developed in education. The first is *lecture-based* podcasts that consist of the recording of an entire lecture. The second is *enhanced video* podcasts that consist of video footage of power-point slides supported by an audio explanation. The third is *supplementary video* podcasts, which includes additional material to deepen student understanding (as cited in Hidalgo-Montesinos et al., 2019, p. 5). Thus, podcasts have become more specialized and the combination of audio and video features already attract audiences and keep them entertained and informed, thanks also to the continuity of podcasts daily uploads.

Podcasts in the EFL teaching-learning process

There are several studies about the use of podcasts in EFL and their findings go from listening to the production skills of speaking and writing. Other studies also have been done about podcasting as an activity to promote the use and improvement of the mentioned production skills. In fact, many of them also centered their attention on how

podcasts offer opportunities to the development of extensive listening, motivation, and autonomous learning processes.

The effectiveness and importance of podcasts on listening comprehension.

In recent studies podcasts have shown to be effective to improve listening comprehension of EFL learners. Thereby, Abdulrahman, Basalama, and Widodo (2018) found out that the use of podcasts had a significant impact on students' listening comprehension and enhanced learning motivation. The participants in their study perceived podcasts as interesting and 90% of students confirmed that their vocabulary growth after listening to podcasts. They also recommended to their teacher the use of podcasts in the classroom. Participants in this study were all students of tenth grade high school. Besides, Abdulrahman et al. added that some activities developed using podcasts motivate students to be creative and to sharp their listening skills. Activities such as sharing, discussion, acting out and group competition to answer listening tasks were used and suggested for these researchers. Such activities were also perceived by participants as very engaging and connected with real life situations, enabled them for applying critical and creative thinking as well as problem solving (pp. 26-29). These researchers also confirmed that accessibility, portability and teacher's effective instruction are a key piece to achieve great listening progress in EFL classrooms.

In another recent study, Şendağ, Gedik, and Toker (2018) observed that participants in their research experimental group performed better when listening podcasts 10 minutes and 15 minutes long than listening to podcasts 5 minutes long. They also found out that the use of earphones as listening aid helped participants to keep focus on listening and helped them to improve their listening comprehension significantly.

However, about the average number of podcasts listening repetitions Şendağ et al. reported that after 7 repetitions students started to feel bored and tired. Although 15 repetitions improved listening comprehension of short podcasts 5 min long and 10 min long, listening comprehension of 15 min podcasts reduced comprehension after 7 repetitions. Researchers also found that technology like tablets and PCs motivated participants as well as the podcasts topics: books, technology, relationship, health care, filming, foods, animals, shopping, restaurants, traveling, and cultures (pp. 276-282). Thus, topics, repetition and listening aid play important roles in listening comprehension, this research indicated that a lot of repetitive listening can discourage students during listening comprehension activities.

In a third recent study, Barjesteh and Ghaseminia (2019) reported that only using of podcasts it was possible to predict the performance of Iranian EFL learners' listening comprehension. They contrast three participants groups: one group was working with video-based materials, a second group with podcasts and a third one with topic preparation. They worked on gap filling tasks and jigsaw tasks. Barjesteh and Ghaseminia findings also revealed that the group working with video based materials outperformed the other two participant groups (pp. 8-13). These researchers also agreed with the before mentioned authors Abdulrahman et al. (2018) and Şendağ et al. (2018) that authentic materials are an effective tool to encourage, motivate learners and increase listening comprehension giving students the chance to experience real world English.

In addition, other group of studies also support the use of podcasts as an effective tool to help learners to improve or increase their listening comprehension. For instance, Al Qasim and Al Fadda (2013) agreed with the before mentioned authors and added that

participants in their research enjoyed listening podcasts that involved more than one speaker and the activities in their research dealt with students' podcasts creation and working collaboratively, what researchers stressed as an important feature to help students developing negotiation skills as making decisions, sharing ideas, sense of community and finally learning. In this same research line, Rahimi and Katal (2012) found that high metacognitive aware students work easily with technology and are more ready to work with podcasts. They appeared to be more aware of their metacognitive listening strategies like problem-solving, planning and evaluation, mental translation, person knowledge and direct attention (see examples in Appendix A table 3) while less metacognitive aware students work less with podcasting technology (pp. 1155, 1159). Hence, these authors also support the use of podcasts in EFL classrooms to improve listening comprehension.

Moreover, all these findings also agreed with other studies first (Cohen & Cowen, 2008; Diallo, 2014; Lee, 2009) that found podcasts can enhance language learners' motivation and can positively affect students' learning ability (as cited in Barjesteh & Ghasemina, 2019, pp.12-13). Second, Bei and Xinguang (2017) who expressed that listening comprehension can be facilitated by the employing of listening tasks and strategies to promote not only students' listening ability but also confidence in themselves (as cited in Barjesteh & Ghasemina, 2019, p. 13). Third, Molavi and Kuhi (2018) who claimed that incorporating pre-listening tasks make the listeners activate their relevant background knowledge and get any help needed for completing the task (as cited in Barjesteh & Ghasemina, 2019, p. 13). Thus, there are a lot of studies that support the use of podcasts to help students to improve their listening comprehension, skills and

learning processes.

Podcasts and Extensive Listening.

The research done related to extensive listening has also proven that implementing the use of podcasts in EFL can be as effective for the development of listening skills and listening comprehension as intensive listening practices into the classroom. In their study, Yeh (2013) implemented a podcast learning project in which 23 undergraduate students participated. Yeh observed that most of the participants subscribed to between 2 and 5 podcasts, listened podcasts 2 or 3 times a week and spent less than 30 minutes on each time. The perceptions of participants in their study were mostly positive as they affirmed that listening to podcasts enriched their knowledge about the world, helped them to improve their listening ability and increased their English learning motivation. Participants also found podcasts easy to use and relatively easy to find adequate podcasts for their English proficiency level. More than half of the participants indicated that they would continue using podcasts for English learning purposes (pp.91-93). In this study Yeh identified few problems of working with podcasts, similar to those presented with working with audiobooks, rapid speech, lack of understanding and lack of transcripts.

The activities used by Yeh (2013) were students sharing their experience, diary writing and individual oral presentation of their learning outcomes. This researcher also emphasized on the importance of teacher's orientation and teacher-directed podcast sessions (p.90). This researcher also suggested that it is important to teach students metacognitive strategies and examples of activities that they can develop on their own with podcasts as listening comprehension quizzes, transcripts, and vocabulary lists. Yeh

added that the teacher should start by guiding students about podcasts technology and how this works before exposing students to podcasts.

Another couple of studies done based on surveys indicated that teachers and students found podcasts suitable to increase listening comprehension through extensive listening. Thus, Alshaikhi and Madini (2016) reported in their study some attitudes and views of teachers and students related to the implementation of podcasts to enhance extensive listening. In their study, teachers and students agreed that curriculum audio materials assigned are not enough for the improvement of listening comprehension and the teaching of listening strategies, as well as the curriculum do not allow enough time to teach listening strategies and the practice of those through activities. Another issue Alshaikhi and Madini found is classroom technological problems, due to the lack of technological skills of some students and teachers. However, teachers and students agreed that adding to the curriculum some short podcasts will help students to improve their listening skills(pp. 41-44). They also indicated that podcasts allow mobility, have interesting and varied topics, and allow the possibility of multiple activities as long as these are challenging enough to students and keep, they engaged in learning.

In addition, Ruiz López and Montoya Amaguaya (2018) added some similar insights through their study in which 12 EFL teachers from Ecuador participated. They observed that most teachers usually used mobile devices to develop students' listening comprehension, but some of them had used mobile applications just occasionally or never in order to reinforce students' listening comprehension. Teachers also agreed that podcasts could help students to link the learned grammar with the interviews in podcasts or any other conversation they hear via audio, video, or real life (pp. 138-148). However,

teachers' answers also reported that students had problems understanding what they listen to in English. Hence, they also expressed that it is another reason to support students extensive listening activities through mobile resources. Monitoring their listening comprehension progress and the use of mobile technologies to improve listening skills.

Podcasting and production language skills: speaking and writing.

In order to talk about podcasting and production language skills, it is necessary to first define what podcasting is. According to Cambridge Dictionary podcasting is “the process of making digital recordings of radio programs that people can download from the internet” (Cambridge Dictionary, n.d.). With this in mind, Farangi, Nejadghanbar, Askary, and Ghorbani (2015) observed that participants in one of their two experimental groups, a group that worked on students-made podcasts outperformed in their speaking skills the control group and the other experimental group. Participants in the students-made podcasts group worked with a topic from a unit content in their syllabus. After the teacher explains the topic, they debated that, they asked about the meaning of unknown words and worked in pairs answering the proposed questions about the topic. Then, they created their own questions about the topic and answered those while recording their discussion in a podcast that later they uploaded online. Thus, the use of podcasting was supplementary not the main learning or teaching tool (pp. 5-12). Researchers also insist on the need to use podcasts focus on the topics from the course contents or syllabus, instead of using random topics without connection to the actual course.

In another similar study, Bamanger and Alhassan (2015) pointed out that podcasts' lectures engaged EFL participants in their study to perform better writing skills. These researchers worked with the podcasts *Grammar Girl Quick and Dirty Tips for*

Better Writing and *ESL Podcast*. These podcasts were also connected with the course syllabus and were short, interesting to students and instructive. Participants in this study also stated that they found podcasts and podcasting an effective tool to learn English vocabulary and grammar, and these boosted their motivation to learn. They also ask teachers to incorporate more podcasts activities in their classes (pp. 67-71). In this study researchers also implemented podcasts as a supplementary teaching tool and students listened to those mostly out of the classroom.

Moreover, in his thesis Escobar Sevilla (2016) showed similar results to those described in Farangi et al. (2015) and Bamanger and Alhassan (2015) studies. Escobar also used a variety of activities focused to train cognitive, metacognitive, and socio-affective strategies. These activities helped students to be confident at the moment of recording their own podcasts. Some of these activities were: individually, filling the gaps of a text based on a previously listened podcast. Collaboratively, participants should correctly organize a jumbled text. Then, they chose a topic from the curriculum: food or sports and wrote a script. Finally, in pairs or groups of three students performed their scripts in front of the class while recording those to present their podcasts to the researcher (pp. 23-29). Contrary to Farangi et al. (2015) in this study students' podcasts were not uploaded online in order to protect the privacy and identity of the participants students.

In her thesis, Corredor Mosquera (2015) observed that students needed cultural and technological knowledge beyond general English knowledge to have an active learning role and achieve a significant practice of the language. Corredor Mosquera applied in her study an activity called PodTeam that consisted in the creation of a

collaborative blog where students should share their podcasts. This, after reading a short story and writing their opinions about the same and then creating a podcast that contained such opinions. This activity according to the researcher strengthened students' teamwork and their ability to criticize, reflect and analyze on the proposed course contents achieving agreement and collaboration (pp. 56-81). Corredor Mosquera agreed with Bamanger and Alhassan (2015) and Escobar Sevilla (2016) about the effectiveness of podcasting to learn grammar and vocabulary, also about the importance of linking podcasting to course contents.

Equally important are the findings in another two studies about podcasting, oral skills, and vocabulary retention. One study showed that integrating podcasting into several lesson plans allowed students to practice their speaking skills and overcome their difficulties through several lesson plans. The more students made podcasts the best they were pronouncing correctly, and the podcasts became longer. Besides, "podcast became increasingly more detailed and intelligible" (Sandoval Zapata, 2020, p. 64). Other study about podcasting tasks for vocabulary gain and retention in distance education showed that "the participants who had higher levels of attitude had higher levels of vocabulary gain as well as retention applying audio podcasts" (Elekaei, Tabrizi, & Chalak, 2019, p. 116). Hence, podcasting can be a great activity to put students' hands-on writing and recording, after listening to some original podcasts from native speakers.

Pedagogical Activities Using Audiobooks and Podcast

Here are some of the pedagogical activities used by researchers during the development of the aforementioned studies as well as other pedagogical activities that some EFL teachers have used and this is why these should be considered in this section.

However, teachers should remember that to use these activities it is necessary to have a clear knowledge of students' English level and skills and if possible, readapt this to the context of students and classrooms.

KWL charts

Several authors (Kartal & Simsek, 2017; Mohamed & Mohamed, 2018) used in their research Know Wonder and Learn (KWL) charts during the while and post listening stages. This important to define that KWL charts are graphic organizers that can be used for students before, during, and after a reading while listening to a lesson. KWL charts can engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning (Facing History and Ourselves, n.d.). Then, there are different ways in which teachers can design a KWL chart (see format examples in Appendix B). The design will depend on the contents that are going to be taught and to what extent the teacher wants to monitor students' learning.

The basic model of a KWL chart has in the first column, the prompt what do you know about this topic? So, students will write what they already know about the topic or story of the audiobook. This means they should show their pre-knowledge about the topic. In the second column, the prompt what do you want to know about this topic? Sometimes written also as what do you wonder? This refers to the questions that students could have in mind about the topic. Thus, they will write down their questions using always WH questions. They should write these questions considering what they want to know about the content, topic or story of the audiobook or podcast. These two columns should be fill during the pre-listening stage. In the third column, the prompt what did you learn about this topic? After the pre-listening and while listening stage, they are going to

write what they learn about the topic or story in the audiobook or podcast considering what they wrote in columns 1 and 2 (Facing History and Ourselves, n.d.). The main objective of the third column is for students to contrast their pre-knowledge and new knowledge and overcome the initial misconceptions they may have about the topic before they start the reading while listening process (see format examples in Appendix B).

Spoken word recognition tasks

These activities were used by Bastos S. (2016) in their research and participants listened to a sentence and after the audio stimuli was played, three options of response appeared on a screen, in which only one was the correct answer, being his or her task to choose among these options which word was heard, as fast and as accurate as possible. Then, forty-two experimental sentences in English can be used as stimuli for the spoken-word recognition tasks, fourteen for each condition (see example in Appendix B). All words used as targets can be extracted from story excerpts, words like nouns, adjectives, and verbs (pp. 61, 63).

There are four criteria used by Bastos S. (2016) to select the words used in the experimental sentences from the excerpts she used in her study. Thus, the first criterion was that the target word should not be orthographic or phonological cognates with words from the native language of the participants. The second criterion was that target words should have two syllables; hence monosyllabic words can be mostly constituents of larger words. The third criterion was word frequency, choosing the ones with middle frequency value that students could not predict fast or slow. The fourth criterion was to look at the phonological neighborhood similarity, words that sound similar to the one presented to participants in the activity (pp. 64-65).

Phonetic transcription activity

This activity was implemented by Mazouzi (2016) although she implemented this as an intensive listening activity, this can be applied as an extensive listening activity too. In her study Mazouzi used a passage of no more than 50 words (see example in Appendix B) and recorded each student reading aloud this passage with the aim of evaluating students' recognition capability and production skills (p. 32). Then, she transcribed phonetically the recordings of all students showing in bold the errors made for students on the pronunciation of vowels and consonants and underlined words that presented stress errors (p. 54).

This same activity can be done as an extensive listening activity with a passage—no more than 50 words per passage—from the graded readers and after having taught to students the International Phonetic Alphabet (IPA). Each student will record them self-reading aloud twice the passage and then transcribe phonetically their recording. In this way the teacher will have the opportunity of checking for understanding of the IPA and English sounds recognition, and students will check their own awareness of pronunciation, giving them the opportunity to correct themselves their errors.

PodTeam Activity

This activity was implemented by Corredor Mosquera (2015) and demonstrated that it can involve reading while listening to audiobooks or podcasts with their corresponding transcription. The researcher managed pairs of students or groups of maximum three students. Teachers can propose questions to students about the topics in audiobooks and podcast after listening. Then, ask students to create their own podcasts based on such topics, giving their opinions perhaps or making a critic or review of the

audiobook or podcasts. Then, the teacher can propose to students a template (see example in Appendix B) in which students can write their podcast script. After, they can present their scripts to the teacher to get feedback before producing their podcasts.

In addition, the teacher may create an educational blog on which students can exchange comments and post their podcasts links. Just in case that there is not an institutional online campus or a similar platform in which they could share their podcasts' links and interact between classmates beyond the classroom. In her research Corredor Mosquera (2015) worked with the platform *Podomatic*. However, there are a lot of other free platforms (see Appendix C) and apps that teachers can try to help pupils with their speaking growing through podcasting.

Activities Using Audiobooks

Reading comprehension tests.

Türker (2010) used in his research the graded books listed in Table 1 (see Appendix A) and implemented the reading comprehension tests (see examples in Appendix B) that supply these books. He implemented each test after students read while listening to each book (pp. 84-95). Most graded readers bring these tests and other activities on the last pages of the books.

Probable Passages.

This activity is similar to a short book report. However, probable passages are done before reading that students can contrast their initial predictions and inferences later with the actual book report after reading. In this activity students can apply their pre-knowledge and use their imagination in order to get engaged with the audiobook before reading (Prezler, 2005, p. 6). Thus, this activity step by step implies as follows:

1. Choose 10-15 key words or phrases. The words should reflect the main ideas and concepts to be presented in the reading.
2. Create categories for students by providing labels. (If possible, label one category Unknown for words that are completely unfamiliar to students.)
3. Divide class into cooperative learning groups. Ask groups to place the key words in the categories that you have provided (see format example in Appendix B).
4. Based on the key words and categories, ask students to write a Summary or Gist Statement that explains what they think they will learn as they read the material. (Decide beforehand if students will need to use all of the key words or phrases except those that fall into the Unknown category.)
5. The *To Discover* section asks students to detail what they hope to learn or find out regarding the topic and the Unknown items as they read.
6. Before students read the material, go through the group *Summary Statements*, and discuss the concepts students hope to discover or learn more about. Create an overhead to record several Summary/Gist Statements, Unknown Words, and To Discover concepts.
7. After students have read the selection, return to the overhead and review the Unknown Words. Also ask students if they need to adjust the words in the categories.
8. Ask students to create new Summary/Gist Statements to reflect what they have learned.

A Gist Statement is a statement that reflects what students think will be the gist or

fundamental information that they will learn in the reading (Prezler, 2005, p. 6).

Authentic vs. Non-authentic Audio Materials and Listening Comprehension

There are some studies that have shown a contrast between the use of audio authentic and non-authentic materials and their effects and contributions on listening comprehension in EFL. In these studies, young adults participated, mostly university students. Then, here are presented the most relevant findings from three of the most recent studies about authentic versus non-authentic materials in Iran.

Mousavi and Iravani (2012) found out through their study that participants' performance on the pre-test showed no significant difference between authentic and non-authentic materials because at the time students' group was not exposed to authentic materials yet. The post-test demonstrated that the participants instructed with authentic listening materials showed more enhancement in their listening ability because the students in the experimental group—students instructed using authentic materials—performed considerably better in the post-test than students in the control group who had a similar performance in their pre-test.

The researchers Mousavi and Iravani (2012) expressed:

The participants' performance in authentic and non-authentic listening tasks in the pre-test of the current study, the students may not understand what they heard because of their unfamiliarity with native accents, vocabulary items, and native speakers' normal speed of utterance (...) the students gradually developed their language comprehension as they had opportunities to experience language used by native speakers of the target language via extensive listening practices (p. 4). With this being said, students in both groups depend on their pre-knowledge

about English vocabulary, expressions, grammar and structure of the language in order to understand and make sense of what is new and unknown to them when they listened authentic and inauthentic materials. Since non-authentic materials lack many linguistic and paralinguistic elements, they seem to be easier to process and understand (Mousavi & Iravani, 2012, p. 4). So, participants in the control group did not have the benefits of the non-authentic listening materials that present the contents with a structure and formal schema that make those easier to comprehend, but without the benefit of listening real life English in context. Of course, the exposition to authentic materials in the experimental group made students aware of vocabulary, expressions, language grammar and structure used in context. This is one reason why students in the experimental group perform better in the post-test.

The second reason why students in the experimental group perform better in the post-test is the relationship between text coherence and degree of comprehension. According to the researchers the mini-dialogues and mini-lectures used in this study involved the use of language to achieve behavioral effects on the listeners. This means that the text became relevant to students and therefore easier to comprehend because they found this coherent. Moreover, discourse types should be considered when teachers expose students to authentic materials. This study was consistent in using mini-dialogues and mini-lectures since the pre-test stage to the post-test what ensure its validity.

In general, this study concluded that the more exposed students were to authentic materials, the more they could develop their listening comprehension skills. This also concluded that authentic materials have all delicate points of real language, the points which are mostly ignored in non-authentic materials. Contractions, hesitations, pauses,

shift of functions, fillers and the like are some of these points.

In other study, Karimi and Dowlatabadi (2014) examined how the use of authentic input in an EFL classroom eased or impeded students' learning in English-language listening. After the experimental stage of their study was done, another listening comprehension test with the same level of complexity that the pre-test was conducted to both experimental and control groups to observe whether the strategies of instruction had any effect on the participants' performance or not.

Consequently, Karimi and Dowlatabadi (2014) found after the data analysis that the participants in the experimental group of this study used directed attention strategies that enabled them to comprehend the audio mini-lectures without getting stuck when they did not understand a word or a phrase. They used as well problem-solving strategies that helped them to guess the meaning of unknown words using words that they knew. According to the questionnaire analysis some students adjusted their interpretation when they acknowledged that they have guessed incorrectly. Additionally, a small group of participants in the experimental group also used person knowledge strategies. This means that they were aware of cognitive and affective factors that help or are challenging to their personal learning and they understand themselves. These students found listening to be the most difficult language skill compared to reading, speaking, and writing in English.

The participants in the experimental group also showed that they had developed summarizing skills according to their historical record of note taking. They improved gradually from the first sessions until later sessions. Their notes showed unity and cohesion although these notes showed that students basically copied what they heard. The

rapid rate of speech of native speakers in the audio mini-lectures was challenging to participants. However, these did not discourage students and after listening several times to the recording they comprehend the content better (Karimi & Dowlatabadi, 2014). This study showed that authentic listening materials also boost students' attitudes towards English learning.

The researchers concluded after this study that it is necessary to apply authentic listening materials at every part of language instruction and that helping students to develop their metacognitive knowledge can assist and increase their English proficiency.

In their research, Alijani, Maghsoudi, and Madani (2014) pointed out that the absence of using natural language in EFL classrooms difficult students' understanding of the spoken language because this does not reflect the real language which native speakers used in their daily communications. Also, unfortunately still in some classes, teachers test listening instead of teaching it. Thus, Alijani et al. (2014) found after the data analysis of the standardized pre-test results that there was not significant difference between students' English proficiency of both control group and experimental group. In contrast, the results of the listening comprehension test applied to the end of participants' treatment. This post-test showed that those participants in the experimental group who received authentic audio materials in their treatment performed better than their peers in the control group who received non-authentic materials. This also showed that there is no relation between the listening comprehension post-test and general English proficiency.

Alijani et al. (2014) also concluded that students with different levels of general English proficiency, perform differently on listening comprehension. Thus, their

observation revealed that the level of students' general English had no positive effect on listening comprehension, thus students with better performance on general English have not necessarily better performance on comprehension of authentic listening. They concluded also that students' listening comprehension improved after the exposition to authentic audio and video materials. Students became more interested in listening activities after this research and they were very satisfied with authentic materials.

The final conclusion of these researchers indicates that authentic audio materials should be used in every EFL classroom to give students opportunities to achieve familiarity with the natural patterns and utterances of the language. They also acknowledge the importance of English courses that can help students to develop their academic and communicative skills.

CHAPTER III

Methodology

This monograph is in the line of investigation related to bilingualism in distance education mediated by ICTs. Since, authentic audio materials as audiobooks and podcasts are mostly found in platforms and specialized applications, meaning that these are spaces that provide and advertise exclusively audio content. Some platforms just provide audiobooks others just podcasts some others both and musical content too. Furthermore, ICTs have been recognized nowadays as a medium to innovate EFL classrooms around the world. Making use of a simple smartphone or laptop teachers can help students to achieve success in their English learning path to become fluent English speakers.

The data collected in this monograph was selected from several research papers collected initially based on its main topic authentic audio materials audiobooks and podcasts in EFL. Making use of different academic libraries, search engines like EBSCO and academic databases. Thus, the above literature review exposed the research done by different authors. The research papers were selected according to some criteria that included the revision of the list of references in each paper in order to look for coherence between the citations in the documents and their lists of references. There were considered also aspects about the format of the documents reviewed like grammar, punctuation, and organization. After considering these parameters some papers were discarded of revision because there was not coherence between citations and lists of references or because the paper showed e.g. complete paragraphs without punctuation marks or headings for tables and graphics without capitalized.

In addition, some other papers were discarded from the literature review as they

did not provide a proof of EFL classroom interaction between a teacher and students. In other words, there were certain papers that did not show an evidence of interaction between teachers or researchers and learners developing listening activities using authentic audio materials. These were studies based on surveys only, implying survey formats with open-ended questions and Likert scales, and because of that reason this were not included in the literature review. Another reason why those were discarded was because the same research papers included in the literature review should provide the pedagogical activities required from the third objective of this monograph “To describe pedagogical activities designed based on authentic audio content” (see Section Objectives). Hence, studies in the literature review are the ones that better demonstrated the real potential that authentic audio materials like audiobooks and podcasts have to improve EFL students’ listening skills and due to this support EFL teaching-learning processes.

The data analysis of the collected research literature has been done in a qualitative way as Fraenkel et al. (2012) affirmed “data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information” (p. 236). This means that the information here reviewed will be compared in order to clearly distinguish the advantages, benefits, disadvantages and limitations of authentic audio materials audiobooks and podcasts in the EFL teaching-learning process. So, the data analysis will lead later on this monograph to determine an answer to the research question: how authentic audio materials audiobooks and podcasts are contributing in an effective way to

help English language learners to develop their listening skills and to communicate effectively?

Likewise, the comparison and contrast of the information will determine also, what needs to be done in the field of EFL teaching-learning listening. Evaluating the research done until now will demonstrate several possibilities for future research about the use of authentic audio materials in the EFL classrooms. Hence, the data analysis should point out the different gaps in the disponible research literature, and issues that need probably further research. Not to mention, support relevant conclusions and the development of solid teaching-learning strategies to use authentic audio materials in EFL.

CHAPTER IV

Results and Discussion

Considering the methodology previously exposed. The literature review shows the different contributions, advantages, and issues that authentic audio materials have presented into EFL classrooms around the world. Considering these studies, it is possible to answer the research question origin of this monograph. How authentic audio materials are contributing in an effective way to help English language learners to develop their listening skills and to communicate effectively? The findings showed that audiobooks and podcasts contribute to the development of listening comprehension, the acquisition of new vocabulary, the improvement of pronunciation, reading, speaking, and writing skills. Furthermore, these authentic audio materials provide a great source for the application of extensive and intensive listening methodologies in and out EFL classrooms, as well as these enhance learners' motivation to learn and use the language.

The first aspect to consider about authentic materials is their definition and characteristics, although the characteristics presented in the literature review are valid. These are general characteristics, and these let out other specific characteristics related to authentic audio content and audiovisual content. Hence, this is important to specify what characteristics should be considered when selecting authentic materials according to their types: texts, audio or audiovisual. Some authors (Chang, 2011; Kartal & Simsek, 2017; Mohamed & Mohamed, 2018; Şendağ, Gedik, & Toker, 2018; Türker, 2010) formulated some characteristics of authentic audio materials to consider as: content length and quality, speech pace of audio recordings, sound quality, vocabulary load, sound and music effects.

Nevertheless, there was a characteristic that researchers in the literature consulted about audiobooks and podcasts in EFL did not consider at all, and as Khaniya (2006) affirmed in the literature consulted, culture should be considered in the selection of authentic materials carefully before teachers present these to learners; since cultural bias are a point to take into account as Khaniya noted. Another point of concern is the quantity of idioms, slang, dialects, and other expressions authentic from the cultural background of native speakers. Thus, it is important that students know about these cultural features of the language and use them properly, but these are normally introduced into the learner's vocabulary gradually. So, the implementation of authentic audio materials can present an overload and focus students' attention on just these features of the language instead of allowing them to see the big picture.

After considering these points, the consulted research literature showed that audiobooks are mainly used into EFL classrooms and activities are mostly developed under an intensive listening methodology. Some activities are reading tests, crossword puzzles, phonetic transcription, books reports, probable passages and KWL charts. All these were used by research authors in most studies about audiobooks and proved to be effective in the improvement of listening comprehension, vocabulary retention, pronunciation of problematic phonemes, reading comprehension, motivation, attention, and literacy acquisition. Likewise, the audiobooks preferred for teaching were graded readers. These are convenient because are not time consuming for teachers in terms of adaptation and activity preparation for getting the material ready for the class. Graded readers also result convenient for students because these have an appropriate vocabulary load that consider their English level, and high-quality audio recordings.

Notwithstanding, audiobooks are mostly effective to intermediate and advanced levels. This does not mean that basic and elementary levels cannot use audiobooks, rather than audiobooks should be chosen considering learners' knowledge about vocabulary, grammar, and their learning needs. Another issue observed about audiobooks studies after analyzing the available literature was that in most studies participants were young adult learners what means that results cannot be generalized to all range of learners. Other issues related to audiobooks in EFL studies dealt with the participants drop off of halfway in the research process or after few treatment sessions; some also reported the lack of general access to technology.

Comparatively, the consulted literature showed that podcasts are more used in both settings inside and outside of the EFL classroom and used with both methodologies extensive and intensive listening being more predominant the use of extensive listening methodology. Activities that are effective to implement podcasts, according to the consulted literature are opinion sharing, discussions, acting out, group competition answering listening tasks, transcription, writing podcasts scripts and podcasting, gap filling tasks and jigsaw tasks. These activities encourage listening comprehension and metacognitive awareness due to the implementation of metacognitive strategies while working in small collaborative groups. Strategies such as problem-solving, planning and evaluating, mental translation, person knowledge and direct attention. The use of podcasts also built a sense of confidence and self-responsibility of learners with their autonomous learning process.

In addition, EFL learners can find a variety of podcasts' topics from which they can choose from book reviews, storytelling to sports or traveling, the list is long and

includes any topic learners can think about. However, there is an issue with podcasts' topics that research authors did not deeply consider, and it is related to the selection of podcasts to work with, according to learners' age group and English level. To this point, the reader of this monograph can find that as audiobooks, podcasts can present inconvenient for learners at the basic and elementary levels e.g. fast speech pace, excessive unknown vocabulary, expressions, complex grammar structures and connected or linked speech. In this way, podcasts differ greatly in a main aspect in relation to audiobooks, when these are authentic audio materials—materials that are not created with the purpose to teach EFL—these are not graded. So, like audiobooks, podcasts seem to benefit more to intermediate and advanced learners because they already have some solid knowledge of lexical and syntactical structures that learners at basic and elementary levels do not have.

Equally, literacy and podcasting in the literature reviewed are intertwined although in a subtle way. So, although audiobooks are constrained to their text versions, and there is no doubt that audiobooks are a great tool to use with struggling readers and EFL students who lack motivation to read. This means that aside from the reading process presented in the audiobook, narration, music, sound effects and voice acting; there is no diversity in its format. Conversely, podcasts have a more varied format and there are podcasts that can be classified as audiobooks because their serialization is limited to a determined quantity of episodes. Hence, literacy acquisition can be reinforced by using podcasting activities after reading while listening to audiobooks.

Then, other findings presented in studies about authentic versus non-authentic audio materials demonstrated that the use of authentic audio materials different to

audiobooks and podcasts benefit EFL learners. These helped them to decode paralinguistic elements of the language such as hesitations, pauses, behaviors and attitudes of native speakers in mini-dialogues and mini-lectures. These studies also support findings of those done based on audiobooks and podcasts as participants improve gradually their listening comprehension, vocabulary, and learning of grammar in context. Learners motivation also seemed to grow with the use of authentic audio materials and learners found through several studies affirmed that they would continue learning through authentic audio materials because these are entertaining, diverse, and interesting.

Given these points, it is evident that authentic audio materials like audiobooks and podcasts are effective to support listening comprehension processes, reading, speaking, and writing skills. However, there is more research to be done with learners at different age range. Besides, although research authors talk about audiobooks and podcasts and their integration to curriculum, there is not a clear path to follow to achieve such integration and look like this is for now in an experimental stage. In a final observation to the available literature can be appreciated the absence of activities applying other ICTs online applications and tools, like activities in Educaplay, Powtoon, interactive presentations and content analyzes and reflection tools such as online mental maps, conceptual maps, infographics and video and interactive presentations.

CHAPTER V

Conclusions and Recommendations

After having analyzed and discussed the disponible literature available about audiobooks and podcast according to the proposed specific objectives in this monograph, can be concluded that:

1. The role of these authentic audio materials in the improvement of listening skills is providing authentic input that allowed EFL students to acquire lexical and syntactical features of the language. Besides, audiobooks and podcast have proven to support students' development of pronunciation skills, metacognitive strategies as problem-solving and critical thinking, and the development of strong reading, speaking, and writing skills through reading while listening and extensive and intensive listening activities.
2. Some advantages of these authentic audio materials presented in the literature are
 - ✓ The improvement of students' motivation for listening through features like sound effects, music, narration, and voice acting.
 - ✓ The acquisition of new vocabulary and grammar structures and the knowledge about how to use these features in context.
 - ✓ The acquisition of language expressions as idioms, slang, and unique words proper to the culture in which the language is naturally spoken.
 - ✓ The possibility to learn from native speakers' cultural knowledge.
 - ✓ Variety of topics to choose from and several kinds of content format.

- ✓ Audiobooks and podcasts can be implemented as an activity that students themselves can develop.

And some disadvantages are

- The narration can be done to a fast speech speed.
 - The audio recordings format can be long.
 - Audiobooks and podcasts as not graded materials can present a vocabulary overload.
 - Audiobooks and podcasts are more suitable to work with students at intermediate and advanced levels.
 - The quality of the recordings when these present some noise or were not edited properly.
 - Audiobooks and podcasts can be time consuming for teachers as they should evaluate these carefully to choose contents and topics that are appropriate and relevant to students according to their English level, age, and environment.
3. The few pedagogical activities described in this monograph although relevant because were applied in the different studies here reviewed and this give them an endorsement. These activities are just a hint to other activities that teachers can develop considering their students' needs, environment, instructional design, and curricular principles, as well as teaching-learning goals. The pedagogical activities as phonetic transcription activity makes necessary always previous phonetic instruction in order to achieve the best learning

process, also activities should be contextualized according to the previously chosen authentic audio materials.

4. Extensive and intensive listening methodologies used in the reviewed literature showed that audiobooks are mostly used to implement intensive listening activities—listening for specific information and items. While podcasts are used to implement both extensive listening activities—using pre-knowledge, looking for meaning, making predictions and inferences, achieving contextual understanding of real-life situations—and intensive listening activities. Hence, these authentic audio materials represent great learning opportunities for EFL learners and a teaching innovation for EFL teachers.

Limitations

- Most of the research done about audiobooks and podcasts in EFL is concentrated in East, Middle East, and Asia. There is a limited number of studies done in South, Central and North America.
- Participants in a great part of the studies are college students, just a little percentage of studies have been done with students under 18 years old.
- There are just a couple of studies done about the effectiveness of audiobooks and podcasts in the EFL teaching-learning process in open and distance education.
- There were not found studies about the implementation of audiobooks and podcasts in the EFL teaching-learning process focused on Content and Language Integrated Learning (CLIL) or other approaches different to Task Based Learning and Communicative Approach.

- In this monograph were not considered studies published in other languages different to Spanish and English as the author of this monograph speaks Spanish as a native language and English as a second language. This monograph did not consider studies published in other languages different to these.
- The access to databases and research publications. This should be considered a limitation, although the author had access to a lot of resources. There are other research publications that were impossible to access for different reasons like broken URL access links, due to the migration of databases and private institutional repositories.

Recommendations

It has been observed for a long time a focus on textbooks in the EFL teaching-learning process, and how these materials drive away learners' attention and interest from English learning. So, researching about how this persistent emphasis on textbooks could be changed is suggested. From this monograph also raised some other questions that could lead to further research about authentic materials in EFL teaching-learning.

Some of these questions are: how teachers can make authentic audio materials the main teaching tool instead of a supplementary one in an effective way and integrate these into the curriculum and courses syllabus? How linguistic, conceptual, and cultural aspects should be considered specifically to evaluate authentic audio materials applicability and adaptability? How to define the specific characteristics of effective authentic audio materials according to their kind: audiobooks, podcasts, lectures, symposium presentations, etc.? How to manage authentic materials to promote ethnic, gender, and

race awareness in EFL classrooms? How to introduce authentic audio materials systematically in EFL courses?

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APPENDIX A: TABLES

Table 1

The audio books used in the study

	Book Title	Author	Publisher	Level	Number of Pages	Number of Words
Elementary Level	The monkey's paw	W.W. Jacobs	Oxford University Press	Elementary	26	4500
	American horror: Three terrifying tales	E. Allan Poe	Black Cat Publishing	Pre-intermediate	24	4000
	The Canterville ghost	Oscar Wilde	Black Cat Publishing	Pre-intermediate	32	4500
Intermediate Level	Jane Eyre	Charlotte Brontë	Express Publishing	Intermediate	31	6850
	The phantom of the opera	Gaston Leroux	Express Publishing	Upper-intermediate	47	11000
	Kidnapped	R. L. Stevenson	Evans Publishing	Upper-intermediate	41	7500

Note. See Chapter II Audiobooks in the EFL Teaching-Learning Process. Source:

Türker, 2010, p. 36.

Table 2

Participants' justification for choosing a preferred condition

better comprehension, if you don't understand a word you can clarify it with reading	LR
It's easier to understand the text, better than only reading	LR
I have a hard time sometimes with comprehension and pronunciation, so this is the best way for comprehension	LR
I have more practice in reading, and this way I can associate the written form with the oral form of words	LR
it facilitates comprehension and enhances vocabulary with both forms together	LR
it facilitates learning in context	LR
it facilitates word identification	LR
it is more visual to follow the written story, it helps to create a setting. The audio helps too.	LR
it makes me pay more attention to the details, and the interpretation of the narrator helps to comprehend better.	LR
it makes one practice both comprehension skills, one helps the other.	LR
it's better to see the pronunciation and also to understand the text.	LR
this way is very efficient to comprehend the text and the words, plus the context is clearer with the intonation of the narrator.	LR
with only reading I can explore the imaginative capacity of my brain. Many times I can imagine better when I read.	RO

Note. See Chapter II Audiobooks in the EFL Teaching-Learning Process. Source:

Bastos S., 2016, p. 87.

Table 3

Examples of metacognitive listening strategies.

Metacognitive listening strategies	Examples
Problem solving	Using known words to deduce the meaning of unknown words; using the general idea of a text to deduce unknown words; using one's experience and general knowledge in interpreting the text; adjusting one's interpretation upon realizing that it is not correct; monitoring the accuracy of one's inferences for congruency with the developing interpretation; comparing the developing interpretation with one's knowledge of the topic
Planning and evaluation	Having a plan for listening; thinking about similar texts as a guide for listening; having a goal in mind while listening; periodically checking one's satisfaction with the ongoing interpretation while listening; evaluating the strategic effectiveness of one's listening efforts
Mental translation	Avoiding translation in one's head while listening; avoiding translation of the key words; avoiding word for word translation
Person knowledge	Assessing the perceived difficulty of listening compared with the three other language skills; assessing learners' linguistic confidence in L2 listening; assessing the level of anxiety experienced in L2 listening
Directed attention	Getting back on track when losing concentration; focusing harder when having difficulty understanding; recovering concentration when one's mind wanders; not giving up when one experiences difficulties understanding

Note. Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006, pp. 450–1, as cited in Rahimi & Katal, 2012, p. 1155.







**APPENDIX B: ACTIVITIES EXAMPLES USING AUDIOBOOKS AND
PODCASTS**

KWL Chart Examples

KWL chart example 1

What do you K now about the topic?	What do you W ant to know?	What did you L earn?

KWL chart example 2

 We think...	 We wonder...
 Confirmed:	 Misconceptions:
 New Info: 	

Note. Resource taken from Elementary Inquiry (Jones, 2019)

Spoken Word Recognition Task Example

The Last Underwater City

Trial sentences

Frequency of recurrence* – filler word	Sentence	Phonological Neighbors	Answer options
15 have	We don't have many secrets to keep.	23	Have, hack, half
5 room	There is great furniture in the room.	38	Room, rumour, rude

*number of times that the word appears in the excerpt

Experimental sentences

NOUNS				
Word	SFreq	Target sentence Syllables before and after the target	Phonological Neighbors	Answer Options
whispers	5.49	She heard all of those whispers then hugged her daughter. 5b-5a	5	Whispers Whiskers Whistlers
shelter	11.67	People sometimes need shelter in difficult times. 5b-5a	5	Shelter Belter Welter
duty	50.96	Mothers know that their duty is to raise their kids	2	Duty Beauty

		5b-5a		Juicy
corner	52.53	Find guidelines in the corner of the second screen. 5b-5a	13	Corner Corker Quarter
warriors	6.59	In battle wounded warriors don't perform very well. 5b-5a	4	Warriors Warders Warmers
bubble	8	The creation of bubbles is reduced in beer. 5b-5a	17	Bubbles Doubles Rubles

VERBS				
Word	SFreq	Target sentence Syllables before and after the target	Phonological Neighbors	Answer Options
Sulking	1.18	It's not very wise to keep sulking for a long period of time. 7b-7a	2	Sulking Sucking Shaking
treasure	19.06	Hard work makes our citizens treasure their free time throughout their lives. 7b-7a	5	Treasure Pleasure Threatened
fulfill	3.9	Young people really like to fulfill their dreams trying out new things. 7b-7a	2	Fulfill Refill

				Trifle
drawing	16.02	Show your mom affection by drawing a beautiful picture for her. 7b-7a	2	Drawing Drowning Drying

ADJECTIVES				
Word	SFreq	Target sentence Syllables before and after the target	Phonological Neighbors	Answer Options
stubborn	10.86	Anxiety may be a stubborn impulse that destroys lives. 6b-6a	0	Stubborn Stumble Stabbing
Jerking	2.27	People who suffer from jerking limbs may feel overwhelmed. 6b-6a	7	Jerking Joking Jacking
harmful	1.29	The press will say pot is harmful if smoked in great amount. 6b-6a	1	Harmful Horrible Helpful
gathered	9.63	It takes more than a few gathered wires to build machines. 6b-6a	3	Gathered Bothered Gardener

Filler sentences

Frequency of recurrence – filler word	Sentence	Phonological Neighbors	Answer options
8 president	She became president the next day.	1	President, proponent, preeminent
4 underwater	Sand in underwater inclines and hurt coral reefs	0	Underwater, overwater, unwater
4 took	each country took immediate action to reduce emissions	24	Took, look, hook
4 feel	You can really feel the history	55	Feel, fill, fell
3 things	There are many things to keep in mind	11	Things, thinks, dings
3 something	I would like to say something about the problem	1	Something, summing, anything
3 several	Test your knowledge about several different topics	1	Several, overall, general
3 remember	It is always important to remember your obligations.	3	Remember, pretender, offender
3 everything	Talented players explained everything about the game.	0	Everything, anything, something

3 make	There is a solution that can make college more accessible	50	Make, wake, cake
3 earth	Satellites are in polar orbit above the earth.	28	Earth, dirt, earn
2 trying	She was trying to get pregnant.	8	Trying, drying, frying
2 thinking	Wishful thinking is usually an outgrowth of a fear	4	Thinking, sinking, thanking
2 training	The training got more effective than before	8	Training, trading, trailing
2 sphere	They step out of their natural sphere	8	Sphere, steer, spear
2 seemed	They found products that seemed too weird to be true	16	Seemed, seized, schemed
2 scientist	A top scientist worries that the virus has mutated.	2	Scientist, science, sportiest
2 normal	Cooperation is a normal part of the life in society	4	Normal, formal, norm
2 moment	People changed the rules of the game every moment.	1	Moment, opponent, woman
2 little	It ends a little under two years.	6	Little, literal, tittle
2 live	She accepted to live in	29	Live, lip, leave

	complete darkness		
2 human	They discovered a new species of primitive human.	6	Human, humid, humus
2 flooded	They were being flooded with evidence about the crime	3	Flooded, blooded, toddler
2 forced	The guy was forced to clarify all the rule	14	Forced, forest, fourths
2 conditions	Weather conditions can affect the traffic today.	4	Conditions, conclusions, commission
2 city	It's very easy to go to the city by bus.	18	City, seat, sitter
2 believe	People believe controversial statements about health care	6	Believe, relieve, achieve
2 calling	The organization is calling for the directors with urge.	16	Calling, crawling, cowlng

Note. Spoken word recognition task example taken from Bastos S., 2016, pp. 125-130.

Phonetic Transcription Activity Example

Passage 01	The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking from Bramblehurst railway station, and carrying a little black portmanteau in his thickly gloved hand.
Transcription of the first reading	/ðə/ /'streɪndʒə/ /keɪm/ /'z:r'li:/ /ɪm/ /'febru:ri/ /wʌn/ /'wɪntri/ /deɪ/ /θru:/ /ə/ /'brɪtn/ /'waɪnd/ /ənd/ /ɪ/ /'draɪvɪŋ/ /sneʊ/ /ðe/ /'lɑ:st/ /'sneʊfɔ:l/ /ɒv/ /ðə/ /'jɜ:r/ /'əʊvə/ /ðə/ /daʊn/ /'wɔ:lkɪn/ /frɒm/ /'brɑ:m'blɜ:rst/ /'reɪlweɪ/ /'steɪʃn/ /ənd/ /'kærɪŋ/ /ə/ /'lɪtəl/ /'blæk/ /pɔ:tmentəʊ/ /ɪm/ /'hi:z/ /θɪkli:/ /gl'ɒvd/ /hɜ:nd/
Transcription of the second reading	/ðə/ /'streɪndʒə/ /keɪm/ /'z:lɪ/ /ɪm/ /'febru:ri/ /wʌn/ /'wɪntri/ /deɪ/ /θru:/ /ə/ /'bɑ:ɪn/ /'waɪnd/ /ənd/ /ɪ/ /'draɪvɪŋ/ /sneʊ/ /ðə/ /lɑ:st/ /'sneʊfɔ:l/ /ɒv/ /ðə/ /'jɜ:r/ /'əʊvə/ /ðə/ /daʊn/ /'wɔ:kɪŋ/ /frɒm/ /bræmblɜ:rst/ /'reɪlweɪ/ /'steɪʃn/ /ənd/ /'kærɪŋ/ /ə/ /'lɪtəl/ /'blæk/ /pɔ:rt'mæntəʊ/ /ɪm/ /'hi:z/ /θɪkli/ /gl'ɒvd/ /hænd/
Correct form	/ðə/ /'streɪndʒə/ /keɪm/ /'z:lɪ/ /ɪm/ /'febrʊəri/ /wʌn/ /'wɪntri/ /deɪ/ /θru:/ /ə/ /'bɑ:ɪn/ /'waɪnd/ /ənd/ /ə/ /'draɪvɪŋ/ /sneʊ/ /ðə/ /lɑ:st/ /'sneʊfɔ:l/ /əv/ /ðə/ /'jɜ:r/ /'əʊvə/ /ðə/ /daʊn/ /'wɔ:kɪŋ/ /frɒm/ /bræmblɜ:rst/ /'reɪlweɪ/ /'steɪʃn/ /ənd/ /'kærɪŋ/ /ə/ /'lɪtəl/ /'blæk/ /pɔ:t'mæntəʊ/ /ɪm/ /ɪz/ /'θɪkli/ /glʌvd/ /hænd/

Note. Phonetic transcription activity example taken from Mazouzi, 2016, p. 43.

PodTeam Activity Podcast Script

This is a template model to guide students in the creation of their podcasts. The organization can vary according to course contents and lesson plan needs.

Podcast Script Stages		Time
Presentation	Students will present themselves in this part.	Include in this column the estimated time to the development of each stage.
Topic introduction	Students will introduce the topic to be discussed in the podcast.	

Monologue student 1	Student 1 exposed part of the topic of the podcast and give their critic, opinion, review, etc.	
Monologue student 2	Student 1 exposed part of the topic of the podcast and give their critic, opinion, review, etc.	
Discussion of the topic	Students discuss together the topic in order to ask question each other about their previous intervention.	
Conclusions and farewell	Students generate conclusions based in their previous discussion about the podcast topic and give a short farewell.	

Activities Using Audiobooks

Reading Comprehension Tests Examples

Reading comprehension test 1 example for elementary level students

The Monkey's Paw

- A.** Write down the answers to these questions.
1. Who lived at number 12 Castle Road?
 2. How long was Tom Morris in India?
 3. How did the monkey's paw bring unhappiness to Tom Morris?
 4. Why did Mrs. White want the monkey's paw again?
- B.** Are these sentences true (T), false (F), or not stated (NS) in the story?
1. ___ Mr. White gave Tom Morris some money for the monkey's paw.

2. ___ The Whites took the story of the paw very seriously.
3. ___ After the postman came, Mrs. White lost hope that the wish would come true.
4. ___ Mrs. White did not want the thirty thousand pounds.
5. ___ Mr. White took the monkey's paw in his left hand and made his third wish.
6. ___ Mr. and Mrs. White spent the thirty thousand pounds to buy a new house.

C. Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|---|---|
| 1. ___ The little family listened with interest | a. he first got the monkey's paw. |
| 2. ___ This paw is magic | b. because Mr. White drank a lot of whisky. |
| 3. ___ Mr. White felt afraid | c. because he saw a face at the window. |
| 4. ___ Morris joined the army and went to India where | d. he wanted the paw back. e. the paw brings unhappiness. |
| 5. ___ Mrs. white did not believe that the monkey's paw moved | e. because it can give three wishes. |
| 6. ___ When Morris visited the Whites | f. he brought the paw with him. |
| | g. to this visitor from far away. |

Reading comprehension test 2 example for elementary level students

The Oval Portrait

- A. Write down the answers to these questions.
1. What did the narrator do when he first saw the painting of the young girl?
 2. What did the painter see after he finished his painting?

B. Are these sentences true (T), false (F), or not stated (NS) in the story?

1. ___ Pedro took the narrator into the abandoned castle because he had been hurt and had a fever.
2. ___ The only thing that the girl hated was the painter.
3. ___ The secret of the painting's effect on the narrator was the beauty of the girl in the painting.

C. Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|---|---|
| 1. ___ The narrator was moved by the portrait because | a. capturing every shade and color of life on her face. |
| 2. ___ The narrator read the story about the girl in the portrait because | b. the fact that she was becoming more and more ill. |
| 3. ___ While painting his wife, the painter became obsessed with | c. the expression on the girl's face looked so real. |
| | d. he remembers the girl from somewhere else. |
| | b. the portrait had charmed him. |

The Tell-Tale Heart

A. Write down the answers to these questions.

1. Why did the narrator decide to kill the old man?
2. How long did the narrator watch the old man before the night he killed him?

B. Are these sentences true (T), false (F), or not stated (NS) in the story?

1. ___ The narrator started to desire the old man's money when he saw the old man's vulture eye.
2. ___ The narrator was so calm when the policemen arrived because he was a policeman in the past, too.
3. ___ When the policemen smiled at him, the narrator thought they knew he had killed the old man.

C. Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|--|---|
| 1. ___ His careful preparations to kill the old man show that | a. he heard the sound of the old man's heart. |
| 2. ___ For seven days | b. he decided to kill the old man. |
| 3. ___ The police smiled uncomfortably at the narrator because | c. the narrator was not mad. |
| | d. he did not like his vulture eye. |
| | e. they were shocked by his strange actions. |

Reading comprehension test 3 example for elementary level students

The Canterville Ghost

- A. Write down the answers to these questions.
1. How many years did the ghost in Canterville Chase live there?
 2. Who saw the Canterville ghost first in the Otis family?
 3. Why was the bloodstain in the library in different colors?
 4. Where did the ghost want to go so that he could sleep?

- B.** Are these sentences true (T), false (F), or not stated (NS) in the story?
1. ___ Lord Canterville did not believe in the ghost.
 2. ___ Mrs. Umney believed the stain was the blood of a murdered woman.
 3. ___ Mr. Otis was always angry with the twins for their rude behaviors.
 4. ___ The ghost made a noise because he had stomach-ache.
 5. ___ Mr. Otis wanted to refuse the gift of the jewels.
 6. ___ Virginia told Cecil the details of her meeting the ghost.
- C.** Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|--|--|
| 1. ___ When the Otis family
bought the Canterville Chase,
Lord Canterville | a. had seen another ghost.
b. rode to the station to ask about
Virginia. |
| 2. ___ Mrs. Umney | c. was sorry for Sir Simon. |
| 3. ___ The Angel of Death | d. forgave Sir Simon. |
| 4. ___ Mr. and Mrs. Otis | e. replaced the old painting with a
photograph of themselves. |
| 5. ___ Mr. Otis and Cecil | f. told them about the murder. |
| 6. ___ Washington and others | g. warned them about the ghost.
h. found the skeleton of Sir Simon. |

Reading comprehension test 1 example for intermediate level students

Jane Eyre

- A.** Write down the answers to these questions.

1. What did Aunt Reed ask Mr. Brocklehurst to do with Jane?
2. What happened in Lowood School proving that Jane was innocent?
3. What did Jane find out from Aunt Reed?
4. Why was the wedding between Mr. Rochester and Blanche Ingram cancelled?

B. Are these sentences true (T), false (F), or not stated (NS) in the story?

1. ___ The Reeds family visited Jane only once at Lowood School.
2. ___ Many of the pupils at school were coming from poor families.
3. ___ Mr. Rochester was sure that Jane would follow his orders.
4. ___ Mr. Rochester happily watched Adele as she put on her new dress.
5. ___ Jane decided to leave Thornfield straight after the wedding was cancelled.
6. ___ An old woman who saw Jane thought that she was just a beggar.

C. Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|---|--|
| 1. ___ Jane thought she would | a. had been through a lot in his life. |
| 2. ___ Jane advertised in a newspaper
for a job and | b. received a reply from Mrs. Fairfax. |
| 3. ___ Mrs. Fairfax explained to Jane
that Mr. Rochester | c. had set the house on fire. |
| 4. ___ Mr. Mason told Jane that Mr.
Rochester | d. like her new life at Thornfield Hall. |
| | e. asked her to become his wife. |
| | f. was already married to someone else. |
| | g. saved the servants from the fire. |
| | h. started yet another life. |

5. ___ Jane found another job as a teacher and she
6. ___ The old woman said that Mrs. Rochester

Reading comprehension test 2 example for intermediate level students

The Phantom of The Opera

- A.** Write down the answers to these questions.
1. What was Christine's reaction when she first heard the voice?
 2. When did Christine and Raoul first meet?
 3. Why did Christine reject Raoul in her dressing room at the Opera?
 4. Where did the Phantom watch the performances at the Opera?
- B.** Are these sentences true (T), false (F), or not stated (NS) in the story?
1. ___ The Paris Opera House was built in less than a decade.
 2. ___ Mme Giry knew what the Phantom did and didn't like, because he left her notes.
 3. ___ Famous opera singers and hundreds of people from different parts of the country were invited to the costume party in the Grand Foyer of the Opera.
 4. ___ Monsieur Mifroid, the inspector did not trust Raoul and take them into consideration because he thought Raoul was a liar.
 5. ___ When the Persian met Erik for the first time in France, he was a brilliant architect.

6. ___ Erik's cloak, mask, and ring were found in the dressing room.

C. Match the beginnings of the sentences in the left column with suitable endings in the right. Be careful there are two extra endings.

- | | |
|---|--|
| a. ___ Christine sang the lead in the evening's performance because | a. he was getting involved in something very dangerous. |
| b. ___ When Moncharmin and Richard received the first note from the Phantom, they thought | b. she could not leave Paris with Raoul. |
| c. ___ Mme Giry told the managers | c. the Phantom wouldn't harm anyone as long as they follow his instructions. |
| d. ___ Mme Valerius warned Raoul that | d. Carlotta was ill. |
| e. ___ When Christine and Raoul reached Christine's dressing room, | e. Raoul asked her to be his wife. |
| f. ___ Christine promised the Phantom that | f. he disappeared without a trace. |
| | g. Carlotta was killed by the Phantom. |
| | b. the previous managers must have a strange sense of humor. |

Reading comprehension test 3 example for intermediate level students

Kidnapped

- A. Write down the answers to these questions.
- What did David notice while he was climbing the tower in the house of Shaws?
 - How did David escape from the ship?
 - Why didn't David understand the people on the fishing boat?

d. What did Alan give David to help him?

B. Are these sentences true (T), false (F), or not stated (NS) in the story?

- a. ___ David Balfour's father came from an old and respected family.
- b. ___ Alan was penniless and had scars on his face when he was saved.
- c. ___ The Jacobites were people who worked for King George.
- d. ___ After Alan spent 5 years in France, he came back to Scotland to collect money for the Jacobite chief, Ardshiel.
- e. ___ Colin Campbell was murdered by Alan Breck.
- f. ___ Colin Campbell was known as the Red Fox.

C. Match the beginnings of the sentences in the left column with suitable ending in the right. Be careful there are two extra endings.

- | | |
|---|--|
| 1. ___ When David asked the way to the house of Shaws, people | a. had intended him to fall from the tower and die. |
| 2. ___ While he was walking along the path, he | b. came across an old man.
c. laughed at him in surprise. |
| 3. ___ David cried in horror when he | d. found the staircase came to an end high in the air. |
| 4. ___ David's uncle | e. made an agreement about his future. |
| 5. ___ Alan whispered to the four men in Gaelic and they | f. tried to kidnap him.
g. leave them free. |
| 6. ___ David's father and uncle | |

h. put away their weapons.

Note. Reading tests taken from Türker, 2010, p. 84-85, 87-95.

Probable Passages

The following template sample includes possible categories for key concepts.

Categories should be modified as is appropriate for the text (Prezler, 2005, p. 7).

Selection Title:
Categories
Problem
Cause
Solution
Setting
Characters
Unknown Words
Summary/Gist Statement:
To Discover:

- 1.
- 2.
- 3.

Note: Remember a gist statement is a statement that reflects what students think will be the gist or fundamental information that they will learn in the reading (Prezler, 2005, p. 6).

**APPENDIX C: WEBSITES AND APPLICATIONS TO ACCESS AUDIOBOOKS
AND PODCASTS**

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
<p>AUDIOBOOKS</p>	<p style="text-align: center;"><i>Black Cat Graded Readers -</i></p> <p>https://www.blackcat-cideb.com/en/catalogue/english/</p> <p style="text-align: center;">Page of The Black Cat</p> <p>Publishing website where teachers and students can buy graded readers and access also the audiobooks after payment. There is great quantity of books from a catalog organized by English levels and according to readers ages.</p> <p style="text-align: center;"><i>Oxford University Press Graded Readers -</i></p> <p>https://elt.oup.com/cat/subjects/graded_reading/?cc=us&selLanguage=en&mode=hub</p> <p style="text-align: center;">Page of Oxford University Press</p> <p>website where teachers and students can buy graded readers and access also the audiobooks after payment. This page</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>includes several filters to help teachers and students find the exact books they want according to the Common European Framework of Reference (CEFR) A1 to C1 and levels from starter to advanced.</p> <p style="text-align: center;"><i>Macmillan Graded Readers -</i></p> <p>https://macmillaneducationebooks.com/elt/graded-readers</p> <p style="text-align: center;">Page of the Macmillan Education eBooks website where teachers and students can buy graded readers and access also the audiobooks after payment. There is great quantity of books from a catalog organized by English levels.</p> <p style="text-align: center;"><i>Cambridge Readers -</i></p> <p>https://www.cambridge.org/gb/cambridgeenglish/catalog/readers</p> <p style="text-align: center;">Page of Cambridge University Press website where teachers and students can buy graded readers and</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>access also the audiobooks after payment. This page includes several filters to help teachers and students find the exact books they want according to the Common European Framework of Reference (CEFR) A1 to C1.</p> <p><i>Lit2Go</i> - https://etc.usf.edu/lit2go/books/</p> <p>Website branch of the Florida Center for Instructional Technology. Teachers and students can find books with their audiobooks there disponible to read and listening online, and for free download. In this website books are organized in alphabetical order.</p> <p><i>Pearson Logman</i> - https://readers.english.com/catalogue/</p> <p>Page of Pearson website where teachers and students can buy graded readers and access also the audiobooks after payment. This page includes several filters to help teachers and</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>students find the exact books they want according to the Common European Framework of Reference (CEFR) A1 to C1.</p> <p style="text-align: center;"><i>BITS English Language</i></p> <p><i>Learning: Listen and Read –</i> http://esl-bits.net/</p> <p>Website where students and teachers could find audiobooks free of charge to listen this online and classified as: classic novels, novels, and short stories. Additionally, they could find their respective text versions and this website also offers the option to graduate the delivery speed of audiobooks.</p> <p style="text-align: center;"><i>Storynory –</i> https://www.storynory.com/ https://www.storynory.com/archives/educational-stories/</p> <p>Website where students and teachers could find audiobooks by free</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>and listen to them online. From fairytales, classic authors, myths, world stories, poems, and music. There is a page dedicated to educational stories as well. Each story also includes its text version.</p> <p><i>Learn English by Stories - Audiobooks for Beginner –</i></p> <p>https://play.google.com/store/apps/details?id=com.softuniverse.learning_english_conversation_short_stories_audio_books</p> <p>Application created by Soft Universe to learn basic English through audiobooks. Its free download version is available to everyone.</p> <p><i>English Story with audios - Audio Book –</i></p> <p>https://play.google.com/store/apps/details?id=com.ocoder.listen.english.story</p> <p>Application created by oCoder</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>App to learn English through audiobooks from basic to intermediate level. Its free download version is available to everyone.</p>
<p>PODCASTS</p>	<p style="text-align: center;"><i>SOUNDS</i> -</p> <p>https://www.bbc.co.uk/sounds</p> <p>This is a website branch of the BBC that include a great number of podcasts classified by categories that include: comedy, drama, documentaries, sport, science and technology, true crime between others.</p> <p style="text-align: center;"><i>ABC Podcast</i> -</p> <p>https://www.abc.net.au/radio/podcasts/</p> <p>This is a website branch of the Australian Broadcasting Corporation (ABC) that include a great number of podcasts classified by name in alphabetical order.</p> <p style="text-align: center;"><i>Grammar Girl Quick and Dirty Tips for Better Writing</i> -</p> <p>https://www.quickanddirtytips.com/gra</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p data-bbox="894 275 1024 306">mmar-girl</p> <p data-bbox="894 344 1403 667">Podcast created by Mignon Fogarty winner of several podcasts awards for his role in education and for being one of the podcasts more listened for writers.</p> <p data-bbox="894 709 1219 814"><i>ESL Podcast -</i> https://www.eslpod.com/</p> <p data-bbox="894 856 1403 1329">Podcast created by Dr. Jeff McQuillan an English language teacher with a Ph.D. in applied Linguistics and education from the University of Southern California. Author of articles and books related to linguistics, literacy and English language learning.</p> <p data-bbox="894 1371 1268 1476"><i>Podomatic -</i> https://www.podomatic.com/</p> <p data-bbox="894 1518 1403 1770">Audio platform where students and teachers can find podcast to listen to, as well as publish podcasts that they had previously made.</p> <p data-bbox="894 1812 1162 1843"><i>Soundcloud -</i></p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p data-bbox="894 270 1203 302">https://soundcloud.com/</p> <p data-bbox="894 344 1414 810">Audio platform where students and teachers can find podcast to listen to, as well as publish podcasts that they had previously made. This platform also allows musicians to acquire a channel and post their recordings or albums there.</p> <p data-bbox="987 852 1154 884"><i>Audiomack -</i></p> <p data-bbox="894 926 1198 957">https://audiomack.com/</p> <p data-bbox="894 999 1414 1465">Audio platform where students and teachers can find podcast to listen to, as well as publish podcasts that they had previously made. This platform also allows musicians to acquire a channel and post their recordings or albums there.</p>
AUDIOBOOKS AND PODCASTS	<p data-bbox="987 1516 1110 1547"><i>Audible -</i></p> <p data-bbox="894 1589 1230 1621">https://www.audible.com/</p> <p data-bbox="894 1663 1393 1839">Audio platform and application that offers great variety of books and podcast. These can be access after a</p>

AUTHENTIC AUDIO MATERIALS	WEBSITES AND APPLICATIONS
	<p>membership payment. Audible is also the creator of original podcast mostly accessible only through this app.</p> <p><i>Spotify</i> -</p> <p>https://www.spotify.com/</p> <p>Audio platform and application that offers great variety of podcast mainly, although there are some audiobooks section that have been growing with the years. These can be access after a subscription payment.</p>