Enhancing Listening Skills and Learner Engagement through the Use of Audio Books in English Language Instruction

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Abstract
Using audiobooks as a pedagogical tool allows teachers to create more dynamic and interactive learning environments that promote overall language proficiency. Listening is a fundamental skill that plays a crucial role in language acquisition, supporting the development of speaking, reading, and writing abilities. Audiobooks offer an immersive and flexible learning experience, exposing students to authentic pronunciation, intonation, and varied linguistic structures. Recent research in the field has highlighted listening is an essential part of learning a foreign language since it is a fundamental skill that fosters the growth of other language skills like speaking, reading, and writing. As a result, raising students' listening comprehension is crucial to their overall English ability. The usage of audiobooks for educational reasons and their incorporation into English language instruction are examined in this article. The writers explain the educational benefits of audiobooks, give background information on listening abilities, and offer methods for creating courses that use them.

Keywords: Teaching, Pronunciation, Language, Listening, Audiobooks, and Pedagogical Strategies.

1. Introduction

As learning and teaching English are becoming more and more popular, researchers are constantly looking for new ways to improve the quality of training. With the world changing so quickly, traditional teaching methods are becoming less and less effective for today's students. According to David A Sousa, students in the twenty-first century are especially receptive to new and unconventional approaches, exhibiting what he referred to as "novelty-seeking behavior" (Sousa 45). To increase student motivation, it is crucial to include technology in teaching methods because repetitive and boring textbook exercises are unlikely to hold students' attention for very long. Effective teachers should be creative and able to pique students' interest and involvement in addition to having professional experience and subject-matter understanding.

Despite their widespread popularity, audiobooks are frequently viewed as an enjoyable tool rather than an effective educational tool. Nevertheless, they could be among the best resources for raising learners' language proficiency. In addition to helping students increase their vocabulary, audiobooks are essential for improving their reading and writing abilities. They are a great help to the learners who learning English as a second or foreign language. Audiobooks can help pupils overcome pronunciation issues and greatly increase their fluency because they are narrated by native speakers. David Peterson supports this by highlighting how listening helps students grasp language structures at various levels, which paves the way for more fluid and efficient language production (Peterson 78).

One of the main pillars of language learning is effective listening comprehension. Nonetheless, students frequently struggle to comprehend the variety of accents, speech patterns, and intonations that they come across in everyday language use. Video books and audiobooks are useful resources for overcoming this obstacle. These resources are essential for improving listening skills because they expose students to real-world spoken language. According to Smith (2018), audio resources assist students develop a sensitive ear for a variety of linguistic subtleties by exposing them to natural conversational flow. Video books also provide a visual backdrop that facilitates understanding. Contextual clues, body language, and facial emotions give students a comprehensive grasp of the subject matter.

The ability of audiobooks and video books to expose students to real language is one of its most notable benefits. Learners can interact with authentic dialogues, stories, and cultural quirks that mimic language use in everyday situations. In addition to improving students' language skills, this exposure helps close the gap between classroom instruction and real-world language use. According to Jones (2019), learners are better equipped to communicate in a variety of real-world situations when they are exposed to realistic language usage. Being exposed to authentic language fosters cultural competency and good communication, two qualities that are crucial in the globalized world of today.

We are continuously exposed to a great deal of information in the current digital era thanks to the internet, visual media, and social media platforms. "Education as such reflects the present-day needs and requirements of society and flexibly adapts to the changes happening worldwide," Therefore, language teachers must stay current with contemporary approaches and resources in addition to classic teaching methods like textbooks and handouts. By doing this, they can successfully engage learners of all ages, regardless of their level of competence, and promote the growth of important language skills, such as speaking, listening, writing, and reading, in a fun and useful way.

2. Literature review

The listening competence of learners can be improved in several ways. In addition to educational recordings (found in textbooks), learners can interact with real-world sources including radio,

television, music, and podcasts. By doing as their teacher directs, participating in group discussions, or going to guest lectures, they can also improve their listening skills. Working with visual media in English is one of these strategies that enables students to practice frequently and on their own, outside of the classroom and without direct teacher supervision. Students can easily incorporate language study into their everyday lives by viewing movies, sitcoms, and internet videos in English, which is the primary language used on the majority of audio-visual platforms. Modern pedagogy must acknowledge the importance of realistic listening resources in EFL classrooms and integrate such media into listening activities in light of this fact.

A wealth of timeless tales, deep insights, and cultural diversity may be found in the world of great literature. However, complicated language, strange settings, or outdated vocabulary might make it difficult for many students to engage with classic literary works. In this regard, audiobooks and videobooks are vital resources that enhance the accessibility and interest of literature (Burkey 23; Olszańska 45). By combining audio and visual components, video books improve the reading experience. Students might gain a deeper knowledge and appreciation of a literary classic by better connecting with its characters, settings, and cultural contexts while seeing it unfold on screen (Peterson 67; Rost 89).

With all of its developments, technology ought to be a fundamental component of contemporary education. According to Villalba and Cardona Osorio, "With the expansion that technology has had, visual and audio materials have become meaningful elements for teachers to keep in mind when planning their teaching lessons," There are various benefits to integrating audio-visual materials into the classroom, such as:
● Getting learners' attention,
● Improving understanding of intricate ideas and elucidating concepts,
● Building a close relationship with students,
● Introducing newcomers to real resources.
● Lowering students' anxiety levels,
● Controlling their emotional filter (Vivialba and Cardona Osorio 2013: 2).
Since media can take many different forms, there are numerous methods to include it in instruction. In general, media can be divided into three categories: visual, audio, and audio-visual. Recordings, tape recordings, multitrack recordings, digital recordings, and radio recordings are examples of audio media. To improve students' emotional intelligence, for instance, audio media is frequently employed in music instruction (Csehi-Tóth and Bakos) Materials that are visible, like realia, images, photos, drawings, charts, graphics, boards, posters, cartoons, maps, and globes, are referred to as visual media. This kind of media fosters kids' imagination, creativity, and visual memory.

Field trips, interactive whiteboards, videos, video games, movies, tablets, cellphones, and television are examples of audio-visual media that involve both sight and hearing (Widiatmoko and Endarto 119; Puskás 56-57; Tubagus 58-59) Students can improve their educational experience, hone their skills, and promote personal development in a variety of ways by integrating different media forms into the classroom.

2. 1 Are hearing and listening distinct?

Both teaching and mastering a foreign language depend heavily on listening. It supports the development of other language abilities while enabling language learners to process and interact with language input. (Vandergrift and Goh 35). Thus, integrating listening exercises into instruction can improve the efficiency of the learning process. Students learn the linguistic features of the target language, pick up new vocabulary in context, and hone their attentive listening skills by participating in listening exercises that expose them to real-world language use. The phrases "hearing" and

"listening" have different meanings and cannot be used interchangeably, even though they both refer to the perception of sound. Although the auditory system is involved in both processes, listening needs deliberate effort and focus, whereas hearing is typically thought of as an instinctive function. According to Beck and Flexer, "hearing is a sense, while listening is a skill," adding that listening entails giving meaning to sounds, which enables the brain to process information, expand vocabulary, and develop both expressive and receptive language (Beck and Flexer 12). In essence, hearing and cognitive processing interact to produce listening.

Similarly, Adler and Rodman note that hearing occurs regardless of a person's will, making it an involuntary process that cannot be halted or controlled (Adler and Rodman 47). This concept is further supported by Baars and Gage, who point out that although people may block visual cues by closing their eyes, they cannot block aural input by closing their ears (Baars and Gage 112). Since it is impossible to pay attention to every stimulus that enters our auditory system, even though we are continuously exposed to a variety of sounds, we do not consciously register all of the auditory data. People may hear without actually listening, a distinction highlighted by Subrhi, who claims that hearing is an underlying and ongoing process whereas listening is deliberate and transient (Subrhi 29). This implies that hearing is the basis for listening because active listening requires the capacity to comprehend sound. Listening necessitates deliberate effort and involves sophisticated cognitive processing, in contrast to hearing, which is an inherited capacity that cannot be developed. It plays a vital part in communication and stimulates the brain. Understanding requires listening, which entails translating auditory information into meaningful linguistic structures and using long-term memory to interpret communications.

Both listening techniques are vital for English language learners since they each play a unique but important part in the listening process, just like in real-world scenarios. While people are continuously exposed to auditory input, not all sounds are consciously processed because of the overwhelming number of stimuli that reach the auditory system. For this reason, teachers should make sure that students develop both top-down and bottom-up processing skills when creating listening tasks. Subrhi emphasizes that hearing and listening are two different processes, explaining that whereas hearing is automatic and continuous, listening is momentary and voluntary (Subrhi 29).
Since active listening requires the ability to perceive sound, hearing is essential to listening. However, listening involves deliberate effort and sophisticated cognitive processing, in contrast to hearing, which is an inherited talent. It stimulates the brain and is essential for communication. Since hearing is crucial to understanding, it entails employing long-term memory to evaluate messages and decoding auditory data into meaningful linguistic structures (Brown 42).

3. Top-down and bottom-up approach in listening

Lam notes that because most students start learning a language through writing with little attention to oral and auditory skills, they frequently struggle more with speaking and listening than with reading and writing. Gilman and Moody stress that adults spend roughly 40–50% of their communication time listening, 25–30% speaking, 11–16% reading, and only about 9% writing. This is because speaking and listening are essential components of spoken communication, and mastering both is necessary for productive interaction (Lam 248). According to Gilman and Moody, these figures demonstrate that listening is the language skill most frequently employed in daily communication. Several scholars, such as Lam and Nunan, have demonstrated the importance of listening in assisting learners in acclimating to the features of spoken language. To improve their ability to handle communication situations in the real world, students should participate in a range of listening exercises. Once known as "the Cinderella skill" in second language acquisition, listening has become more and more popular, and new techniques to improve listening comprehension are always being created. Great literature can occasionally feel remote or irrelevant to modern learners because of

linguistic, cultural, and social differences. It is no longer viewed as a secondary skill but rather as a necessary precondition for learning other language skills, especially reading, writing, and speaking (Lam and Nunan). This gap is filled by audio and video books, which make the content more approachable and interesting. Characters in audio novels become more relatable when their conversations and interactions are heard, which helps students relate to their experiences on a personal level (Burkey 37). By placing the story in familiar visual settings, video adaptations might strengthen students' emotional attachment to the narrative (Olszańska 52).

Listening helps learners acquire foreign language structures subconsciously and exposes them to real-world language usage. However, as Lam notes, educational listening resources frequently lack natural characteristics like hesitations, repetitions, loose structure, and incomplete sentences since they are purposefully altered to match students' competency levels. Here, audiobooks can be a useful teaching tool that provides more realistic listening experiences (Lam). Teachers can use a variety of tactics to include audiobooks and video books in ELT classes successfully. To start, teachers might create pre-listening or pre-watching exercises to get students ready for the material and draw on their existing knowledge. Discussions, reflection papers, and creative assignments are examples of post-listening or post-watching activities that motivate students to interact critically with the content. Furthermore, group projects that allow students to produce original audio or video content can encourage creativity and active engagement (Smithson 45).

Nunan distinguishes between two main methods for improving listening comprehension: top-down and bottom-up processing. When using top-down processing, students use what they already know about the issue and context to help them understand. They anticipate the material and concentrate on understanding the listening task's main idea. On the other hand, bottom-up processing entails systematically examining linguistic elements and deciphering spoken language, starting from phonemes and ending with complete phrases. "This method holds that it completely comprehends auditory input, listeners must analyze speech at several levels, progressing from phonemic, morphemic, and lexical stages to semantic interpretation" (Nunan 23).

Depending on the particular goal of the work, listening exercises usually call for the application of either top-down or bottom-up tactics. Nonetheless, both procedures are essential to communicate in everyday situations. Students must thus master both abilities, which can be accomplished by a variety of listening activities like focusing on particular details, understanding the primary idea or gist, or getting the overall meaning. Richards provides a more thorough description of bottom-up processing activities and lists essential competencies that students should acquire, such as the following:
- Determine the pronouns' referents in a sentence,
- Determine an utterance's time reference,
- Recognize favorable remarks and those that are negative,
- Identify the proper word order in a statement,
- Determine the sequence markers,
- Identify important terms in a spoken text,
- Determine whether modal verbs are being used in a spoken text. (Richards)

In turn, top-down processing exercises ask students to explain the speakers' goals, analyze the main idea, or forecast the circumstances being discussed. Usually, these tasks require pupils to:
- Utilize important terms to build a discourse's schema,
- Determine a text's setting,
- Ascertain the participants' responsibilities and goals,
- Determine the causes and consequences,
- Determine a situation's unspoken details,
- Estimate potential inquiries about the subject or setting. (Richards)

4. Listening stages

Even though it's one of the first ways people communicate, listening is frequently the least developed ability. While children receive systematic teaching in speaking and are chastised when they make mistakes, Mercadal-Sabbagh and Purdy point out that there is little emphasis on encouraging attentive listening. Therefore, even if hearing in one's home tongue may seem to come readily to certain people, this does not always imply that they are skilled at actively interacting with speakers of that language (Mercadal-Sabbagh and Purdy).

Many methods and approaches for teaching this receptive talent have been introduced as a result of the increased focus on improving listening abilities in recent years. However, educators must first acknowledge the difficulty of listening comprehension before they can improve it. Tyagi emphasizes the complexity of the process by classifying listening into five different stages (Tyagi).

There are various crucial phases in the listening process:

1. The first stage of hearing is when sound waves are picked up and separated from background noise, laying the groundwork for understanding.
2. Understanding: At this point, the listener interprets the language and turns it into structures of knowledge.
3. Remembering entails storing new information for later use and connecting it to existing knowledge.
4. Evaluating: By determining whether information is factual, distinguishing it from opinions, and evaluating any possible bias, listeners examine the message. It is important to hold off on deciding until the message has been properly conveyed rather than making a snap judgment.
5. The act of responding is the foundation of communication; it involves the listener giving input to determine whether the message was understood correctly and whether the exchange's goal was achieved.

4. 1 The sub-skills of listening

Since listening is a vital ability required for both language fluency and good communication, it is extremely difficult and complex for learners to master. Teachers are critical in helping students learn how to listen intently and in equipping them with the knowledge they need to listen well. They must gradually help students develop effective listening habits while keeping in mind that listening requires several subskills that students must learn. According to the British Council, these sub-skills—also known as micro-skills—are "specific behaviors that language users do in order to be effective in each of the [language] skills," which include speaking, listening, reading, and writing. "Sub-skills are seen as competencies which native listeners possess and which non-natives need to acquire in relation to the language they are learning," according to Field, who further supports this assertion (Field).

In his thorough taxonomy of listening skills, Richards identifies 18 micro-skills pertinent to academic listening and 33 micro-skills necessary for conversational listening. He highlights that although conversational micro-skills are important for academic listening as well, some micro-skills are unique to academic settings and call for extra skills from the listener (Richards). Lynch and Mendelssohn point out that "his article is still widely cited in discussion of materials design, and Richards' analysis has been extremely influential in helping language teachers to distinguish and prioritize the components of different types of listening" (Lynch and Mendelssohn). Richards takes into account both the inner structure of the sentences being articulated as well as the surface structure of linguistic signals, which is the linear arrangement of syntactic phrases that are overtly spoken and heard, in his micro-skills taxonomy. He emphasizes the significance of non-linguistic elements necessary for successful communication in addition to language-related skills (Richards).

Field contends that educators should stress distinct facets of this receptive skill rather than just global listening skills development. He advocates for teaching hearing as a subskill and names three specific areas that listening instruction ought to focus on:
- Listening styles (such as listening for information, gist, etc.)
- Discourse elements (e.g., markers, references, etc.)
- Methods (e.g., expecting, identifying, predicting, etc.) (Field)

Rost distinguishes between two-way and one-way listening tasks. In one-way assignments, the student must finish exercises about the recording while receiving listening input from an external source, like a CD player. On the other hand, two-way tasks require engagement and real-time communication from the listener (Rost).
- Conversational listening micro skills include the following:
- For brief periods, retain language fragments of varying lengths.
- Differentiate between the target language's unique sounds.
- Understand the English language's rhythmic structure and word stress patterns, recognizing stressed and unstressed words.
- Recognize word boundaries and reduced forms of words.
- Identify common word-ordering patterns in the language of instruction.
- Indicate important terms (i.e., those that indicate subjects and propositions) and recognize language utilized in essential conversational topics.
- Determine the meaning of words based on their context.
- Understand the main syntactic patterns and strategies as well as the grammatical word classifications (parts of speech).
- Identify coherent devices when speaking.
- .Understand how utterances serve different communicative purposes depending on the context, the people involved, and the objectives.
- Reconstruct or deduce scenarios, objectives, participants, and processes, then interpret them using your practical knowledge.
- Determine and reassemble themes and cohesive patterns from a conversation that is currently taking place between two or more speakers.
- Analyze speech at various speeds, including speech with corrections, pauses, and mistakes.
- Utilize paralinguistic, facial, and other clues to ascertain meaning.
- Adapt listening techniques to the various objectives or goals of the listener.
- Communicate verbally and nonverbally whether you understand or not (Rost).

Academic listening micro skills include the following:
- Determine the lecture's goal, focus, and subject, then monitor the topic's evolution.
- Determine the connections between discourse units and the function of discourse markers in indicating a lecture's structure.
- Determine the speaker's perspective on the topic.
- Use a variety of lecture formats, including spoken, audio, and audio-visual.
- Despite variations in dialect and pace, pay attention to the lesson.
- Identify unrelated material, such as jokes, ramblings, or digressions.

Since two-way activities typically require students to communicate with one another to comprehend the information they have received and provide understandable feedback, they could be referred to as collaborative tasks. Furthermore, Rost recommends that listening assignments be divided into three stages for planning purposes:

1. **Pre-listening:** This stage introduces important vocabulary, phonetic cues, and pertinent grammar structures to help students prepare for what they will hear. It also stimulates prior knowledge, which is essential for understanding.
2. **While-listening:** This stage assesses how well the pupils comprehend the tape. The teacher determines whether pupils will listen for the speaker's opinion, precise details, or the gist of the work.
3. **Post-listening:** By reusing language-related components like grammar and vocabulary, this stage helps learners incorporate the text's content into their prior knowledge. At this point, students could participate in writing or speaking exercises that call on them to use the information they learned from the tape (Rost).

Exercises of various kinds may be employed at each stage. Richards does point out that the most prevalent kinds are as follows:

Matching and differentiating exercises require students to select the right response or match related items when given a written or illustrated response.

- Transferring is the process by which students take knowledge from one format and apply it to another (for example, they might be asked to sketch a dream home after hearing a discussion about it).
- Writing down what has been heard, as in dictation exercises, is known as transcription.
- Listening to specific information is known as scanning.
- Extending: Activities that promote creativity, like finishing a narrative based on a recording.
- Condensing is the process of summarizing key ideas.
- Answering: Giving thoughtful answers to comprehension questions that emphasize specifics, conclusions, attitudes, roles, or the main idea.
- Predicting: Activities in which pupils foresee elements of the tape before hearing it (Richards).

A proficient language instructor understands how to improve their students' listening abilities and how to set up listening exercises to maximize their learning outcomes. They also attempt to use near-native teaching resources in their classrooms and are aware of the processes involved in the effective development of listening skills. According to Field (2008), authentic materials should be introduced "at an early stage of learning, alongside scripted texts, to help learners to become familiar with the real cadences of the target language." They also "provide examples of the hesitations, false starts, filled and empty pauses, etc., which characterize natural speech" (Field 2008). Because audiobooks are written by native speakers for native speakers, they appear to be an ideal teaching tool.

Originally developed in America in the 1930s, audiobooks—also referred to as talking books—have undergone substantial transformation as a result of the Internet (Burkey 2003). The general public now has easy access to audiobooks thanks to the Internet, and advancements in technology have increased both the popularity and caliber of these works. A book may be read aloud in one or more voices, but Burkey (2003) notes that the narrator is always chosen with care since they must be someone who is "knowledgeable in the techniques of communicating the author's intention through audible emotion and expression" (Burkey 2003). Listening to audiobooks is enjoyable when accompanied by sound effects and music, which also allows the listener to focus on the story's plot without straining their eyes. Additionally, people love audiobooks because they can be listened to at any time and from any location, even while doing anything else. Burkey (2003) highlights that listening to Audiobooks improves pronunciation abilities and "audiobooks are apowerful tool in building fluency, the ability to read smoothly and expressively" (Burkey 2003). Pronunciation abilities and audiobooks are powerful tools in building fluency, the ability to read smoothly and expressively (Burkey 2003). It is well known that adult English language learners frequently listen to

their favorite writers to become more proficient in the language. The use of audiobooks in English classes, particularly with very young students, is not well covered in the literature, nonetheless. Why not employ those talking books as an alternative to the conventional listening exercises included in textbooks, given that they are such a useful tool for L1 learning, similar to the effect of a book read aloud to a kid by their parents?

4.2 Students can benefit from audiobooks in several ways
● It improves listening and reading comprehension.
● It acquaints students with proper language usage.
● It enhances pronunciation.
● It increases participation by introducing a wider variety of concepts.
● It provides a starting point for writing and speaking exercises.
● It improves writing skills.
● It fosters a passion for reading.
● It aids in preserving concentration and focus.
● It inspires creativity.
● It helps with memory retention.
● It introduces students to a variety of accents and voices.
● For improved comprehension, it enables content to be paused, repeated, and replayed.

However, it takes careful planning to create a class centered around an audiobook. The first step is for the teacher to choose a compelling audio book that fits the class goals and is age and level suitable. The content shouldn't be overly complicated because challenging materials can demotivate students. The lesson can be divided into three stages after selecting a suitable audiobook to improve comprehension during the listening stage, the instructor should pique students' interest and draw on their past knowledge. For instance, if the lecture is about food, some warm-up exercises could be:
● Posing as hungry and asking, "Who else is hungry? What would you like to eat?" are examples of role-playing situations.
● Reviewing pertinent vocabulary with actual objects or flashcards and posing queries such as "Who knows what this is?"
● Displaying the cover of the audiobook and asking students to guess what the story will contain.

After becoming comfortable with vocabulary and grammar, students work on listening exercises like:
 Completing the information that is lacking.
 Putting images or events in order.
 Determining whether a statement is true or not.
 Matching components according to the wording.

Learners strengthen their comprehension and reaffirm important language structures during the post-listening period. Activities could consist of:
● Giving written or spoken summary of the narrative.
● Practicing vocabulary by listening to important passages again.
● Confirming whether or not the story's claims are accurate.
● Short segments are repeated after the recording.
● Transcribing passages that were dictated.
● Finishing tasks that need filling in the blanks.
● Creating inquiries regarding the recording to assess their peers' recollections.

Post-listening exercises integrate listening with other language abilities including speaking, writing, and reading while reinforcing comprehension and retention. "The instructor can link the listening job to written or oral activities, or they can build on the terminology that was introduced in the aaudiobook. You can find some useful exercises and lesson plans that use audiobooks" (Olszańska 2020).

Finding age-appropriate resources for young learners is very simple due to the abundance of audiobooks that are easily accessible online. Depending on the learning objectives, the same audiobookight be used at different stages of the session. Teachers merely need to decide which language skills to focus on and create activities that support pre-, while-, or post-listening objectives. Printed versions of audiobooksre are frequently included, which can help with pronunciation. Furthermore, a lot of YouTube videos show native English speakers reading books out loud, which combines visual and aural cues to increase viewer engagement (Olszańska 2020).

The pedagogical value of audiobooks for foreign language instructors seems to be very high. They are the ideal tool for improving learners' linguistic competency and cultivating a variety of language abilities. In addition to being a fantastic hobby, they offer a plethora of opportunities to develop different language challenges; the only restriction is the teachers' creativity. It is past time for audiobooks to make their way into English schools since they have already emerged as "one of the most popular sections of the library." They are actual educational resources whose worth cannot be overstated, as they are narrated by and for native English speakers. It is hoped that by employing audiobooks as teaching tools, the instructor would also inspire students to listen to them for enjoyment at home, which could greatly aid in their reading development. Even though creating activities can take some time, once completed, they can be altered and utilized for many years to come with different student groups.

5. Research methodology
5.1 Classroom observation
Classroom observation is a systematic and objective method of data collection that allows researchers to examine the dynamics of teaching and learning in real time. In this study, classroom observation was employed to evaluate the effectiveness of audiobooks in enhancing listening skills and learners' engagement in English language instruction. This provided direct insights into how audiobooks are integrated into lessons, how students interact with interact with the material, and the observable outcomes of their use.
5.2 Procedure

5.2.1 Selection of classrooms:
Two English language classrooms were selected for observation, representing a range of undergraduate students. Classrooms were varied in terms of student proficiency levels (beginner, intermediate, and advanced) and class sizes (ranging from 15 to 30 students). This diversity ensured a comprehensive understanding of how audiobooks function across different learning environments.

5.2.2 Development of an observation protocol:
A structured observation checklist was designed to systematically record data during each session. The checklist included the following categories:
- **Frequency and duration:** How often and for how long audiobooks were used in each lesson?
- **Types of audio books:** The genre and complexity of the audiobooks (e.g. fiction, non-fiction, graded readers).
- **Student engagement:** Observable behaviors such as attentiveness, participation in discussion, and body language (e.g., eye contact, note-taking).
- **Teacher strategies:** Methods used by teachers to introduce and follow up on audiobook activities. (e.g., pre-listening tasks, comprehension questions, group discussion).

5.2.3 Data collection

Each classroom was observed over six weeks, with two observation sessions per week. During these sessions, detailed field notes were taken, and with prior consent, audio recordings were made to capture student-teacher responses to analyses them further in the study.

5.2.4 Data analysis
The data collected from the observation checklists and field notes were analyzed qualitatively. Qualitative analysis involved identifying patterns in student engagement and teacher strategies, as well as noting any challenges or unexpected outcomes.

5.2.5. Findings from classroom observation
The observation revealed several key trends.

·   **Increased engagement:** Students in all classrooms demonstrated higher levels of engagement during audio book activities compared to traditional listening exercises. This was evidenced by increased participation in discussions and fewer instances of distracted behavior.

● **Improved listening skills**: Over the six weeks, students showed noticeable improvements in their ability to comprehend spoken English, particularly in identifying key details and inferring meaning from context.

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5.3.1 Teacher strategies
Effective integration of audiobooks often involves a combination of pre-listening activities (e.g., vocabulary previews) and post-listing tasks (e.g., group discussions or creative projects).

5.3.2 Teachers experiences:
To complement the classroom observations, this study also explored the experiences of and perspectives of English language teachers who have used audiobooks in their instructions. This qualitative approach provided valuable insights into the practical benefits, challenges and strategies of audiobook integration.

5.3.3 Procedure
5.3.4 Participants selection
Ten English language teachers with experience using audiobooks were recruited for this study. The participants represented a diverse range of teaching contexts, including public schools, private language institutes, and online teaching platforms. Their teaching experience ranged from 2 to 15 years, ensuring a broad perspective on the use of audiobooks in English language teaching.

5.3.5 Data- collection
Semi-structured interviews were conducted with each participant, lasting approximately 30-45 minutes. The interview questions were designed to to elicit detailed responses about teachers' experiences including:
● Their reasons for using audiobooks
● Observed changes and how they were addressed
● Recommendations for effective implementation
Example Question Included:
How do you typically incorporate audiobooks into your lessons?
What changes have you faced, and how have you overcome them?

5.3.6 Data analysis

The interview transcripts for analyzed using thematic analysis key themes to identify and categorized into three main areas:

Benefits of audiobooks: teachers reported that audiobooks improved students' listening comprehension and vocabulary acquisition in overall engagement

Challenges: common challenges included technical issues (e.g., poor audio quality), Limited access to the resources and wearing student preferences

Effective Strategies: Teachers emphasize the importance of selecting appropriate materials providing clear instructions and incorporating interactive follow-up activities

5.3.7 Findings from teachers' experiences
The interviews highlighted several important insights

Enhanced Listening Skills: Teachers consistently observed improvement in students' ability to understand spoken English, particularly in recognizing accent, intonation, and context-specific vocabulary.

Increased Motivation: Audiobooks were found to make lessons more enjoyable and relatable, particularly when the content aligned with students' interests.

Practical Challenges: While teachers acknowledged the benefits of audiobooks, they also noted challenges such as the need for adequate preparation time and the importance of selecting materials that match students' proficiency levels.

5.3.8 Integration of findings
The combination of classroom observation and teachers' experience provided a comprehensive understanding of the role of audiobooks in English language instruction the observation data validated many of the insights shared by teachers, such as the positive impact of students and judgment and listening skills. At the same time the teacher interviews of deeper context and practical strategies for overcoming challenges. Together these methods highlighted the potential of audiobooks as a valuable tool for enhancing listening skills and learners' engagement while also identifying areas for further research and improvement.

6. Conclusion
Audiobooks can be used in a variety of ways to improve young learners' linguistic proficiency. For both receptive and productive language skills, audiobooks are a useful tool. They might serve as supplemental tasks to reinforce important ideas or gauge students' comprehension, or they can be the main focus of a class. Furthermore, audiobooks provide flexibility in student groups, which makes them appropriate for individual practice, small-group activities, and whole-class education. Additionally, they facilitate differentiated education, which enables educators to design activities specifically for students with varied skill levels. Additionally, giving students audiobooks as homework might pique their interest and motivate them to read more books in this format.

Since much of the material of audio-visual media is easily accessible in English, it has become an essential component of daily life in the twenty-first century. Therefore, to engage students and offer them current, entertaining, and relevant content, EFL education must incorporate various media into its teaching methodologies. It is crucial to improve language skills in speaking, reading, writing, and listening, with listening being the first ability that students work on. As a result, interactive and modern listening exercises should be emphasized in EFL training from the beginning. Beginners can benefit from watching and listening to cartoons, for example, while intermediate to advanced students might use sitcoms and popular movies to complete planned assignments. The purpose of this study was to find out how interested students were in audio-visual materials and how they felt about using comedies and movies in EFL classes. The results back up my claim that a key element of EFL instruction should be actual listening. This claim is supported by responses from JSU English

language and literature students. According to the data study, EFL courses should use authentic recordings in the following ways:

Exposure to diverse dialects: Although students like American English because they believe it to be easier to grasp, British English should also be taught because European language instruction has historically placed a strong emphasis on Received Pronunciation. Consequently, British comedy and movies ought to be taught in schools.

Use of popular streaming services: Lessons could incorporate sitcoms that are accessible on popular platforms like Netflix and HBO GO.

Preliminary conversations: To generate engagement, teachers should have conversations with students about their favorite comedies, series, and genres before presenting audio-visual materials.

Preference for TV Shows over movies: When it comes to language learning, TV shows are typically more successful than movies. Friends, The Big Bang Theory, Young Sheldon, Gilmore Girls, Peaky Blinders, Anne with an E, The Crown, The Office, Modern Family, Sherlock, and other shows are suggested.

Suitability for B1 and B2 Learners: Sitcoms are very helpful for B1 and B2 pupils since they are perfect for structured study, with episodes usually lasting 20 to 25 minutes.

Required listening assignments: Just like reading assignments, listening activities should be incorporated into coursework because students regularly watch movies and television shows.

Accompanying exercises: To optimize their efficacy in TEFL, listening assignments ought to be combined with relevant exercises, either as homework or in-class activities.

When a language learner's needs and preferences are respected, they are more likely to be effective, motivated, and involved. To improve the learning process and general language proficiency, the results of this study are intended to motivate English language instructors to see the benefits of incorporating real listening materials into their EFL classes.

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