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Title	Exploring The Effect of Audiobook Sequence on EFL University Students' Learning
Year	2025
Program	Master of Arts In Language and Literacy Education

## **ABSTRACT**

This exploratory small case study investigates the effects of two audiobook sequencing methods—Reading Before Listening (RBL) and Listening Before Reading (LBR)—on Korean university EFL students' reading comprehension, spelling accuracy, and motivation to read. The study aimed to determine whether one sequencing approach offered stronger outcomes and whether alternating the two could enhance learning. Three students participated in switching sequencing methods midway through the study. Data were collected through formative assessments, pre- and post-surveys, reading logs, group discussions, and guided interviews.

Findings indicate that RBL sequencing supported stronger spelling accuracy and comprehension, while LBR sequencing helped students grasp broader meaning and develop listening strategies. Students who began with RBL and switched to LBR showed noticeable gains in comprehension, while those who switched from LBR to RBL demonstrated improved spelling accuracy. Despite the small sample size and an early participant dropout, consistent engagement and learner strategy development were observed across cases.

These results support theories of Cognitive Load, Dual Coding, and Transfer Stage theory, highlighting the cognitive benefits of multimodal input and strategic sequencing. The study offers practical implications for educators aiming to integrate audiobooks into reading programs, suggesting that flexible sequencing—tailored to learner needs—can enhance both comprehension and spelling outcomes. Future research should involve larger samples, varied text types, and classroom-based implementations to build on these initial insights.