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Teachers' Perceptions of Integrating Audiobooks and E-Books to Develop Reading Habits Among Secondary School Students in Gwagwalada, Nigeria

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Abstract

This study examined English Language teachers' perceptions of using audiobooks and e-books to enhance reading habits among secondary school students in Gwagwalada Area Council, Abuja. Grounded in Constructivist Learning Theory and the Technology Acceptance Model (TAM), it investigated teachers' awareness, familiarity, perceived effectiveness, and challenges related to integrating digital reading tools in classrooms. A census survey of 53 public secondary school English teachers was conducted using a structured questionnaire with Likert-scale items, and data were analyzed through descriptive statistics. Reliability was established via a test–retest method administered to a comparable group of English teachers outside the main sample, yielding a Pearson correlation coefficient of 0.79. Results revealed high levels of teacher awareness and confidence in using audiobooks and e-books, with strong agreement that these tools improve listening skills, comprehension, motivation among reluctant readers, vocabulary, fluency, and engagement—findings consistent with prior research on digital texts enhancing language learning. However, systemic barriers such as limited internet access, inadequate training, difficulty selecting appropriate content, student distractions, and insufficient institutional support were identified as significant obstacles to effective implementation. The study concludes that while teachers recognize the pedagogical value of audiobooks and e-books and are willing to adopt them, successful integration requires sustained professional development, investment in digital infrastructure, curriculum

alignment, and supportive school policies to maximize their impact on literacy development.

Keywords: Digital literacy, Audiobook, Electronic book (e-Book), Reading habit, Technology Acceptance Model (TAM).

Introduction

Strong reading habits among secondary school students are critical for academic success and lifelong learning, particularly in English language education. The rise of digital technologies such as audiobooks and e-books offer new opportunities to supplement traditional print materials, especially in contexts where access to physical books is limited (Kraemer et al., 2019; Jeong, 2019). In Nigeria's Gwagwalada Area Council, integration of these digital resources into education is increasing but remains uneven due to infrastructural deficits, economic constraints, and pedagogical challenges (Yusuf & Afolabi, 2021). Teachers' perceptions play a pivotal role in this process; positive attitudes toward audiobooks and e-books can enhance their classroom use and encourage independent reading, while skepticism or lack of digital literacy may hinder adoption (Green et al., 2020).

Despite the foundational role of literacy in basic education, emerging evidence underscores a worrying decline in autonomous reading engagement among young learners across Nigeria's Federal Capital Territory. Within Gwagwalada Area Council specifically, this deficit in reading habits has become a critical instructional bottleneck. Scholarly assessments indicate that contemporary pupils increasingly manifest low intrinsic motivation for print-based texts, a trend heavily driven by the pervasive distractions of localized digital media consumption, commercial gaming, and informal social media use (Iliyas & Akinwumi, 2025). Because the immediate home environment frequently lacks a robust print culture, pupils rarely encounter regular modeling of leisure reading, which further suppresses the development of sustained, independent literacy habits outside the formal classroom (Akande & Oyedabo, 2018).

This pervasive struggle with reading habits is closely tied to acute material and structural deficiencies within the Gwagwalada educational landscape. Recent localized empirical investigations highlight that both public and private institutions struggle with poorly equipped libraries, outdated textual resources, and an absence of engaging, culturally responsive literature (Aramide & Akanya, 2023). Furthermore, this print-poor environment is exacerbated at the community level by a severe shortage of public library infrastructure, making access to non-academic reading materials logistically and financially unfeasible for most households (Anyira & Udem 2020). Consequently, as pupils transition into the middle and upper basic levels where reading to learn is paramount, their underdeveloped reading habits directly manifest as poor vocabulary

acquisition, low reading comprehension scores, and heightened academic disaffection. Addressing this behavioural gap requires targeted, home-school collaborative interventions that can successfully revive reading engagement within resource-constrained peri-urban settings. However, secondary school classrooms are increasingly recognized as the most critical environment for structural intervention, as they offer a centralised framework to systematically counteract these systemic home-level resource deficits and digital distractions. Audiobooks support diverse learning styles by combining auditory narration with text, benefiting students with reading difficulties such as dyslexia or visual impairments (Kraemer et al., 2019), whereas e-books often include interactive features like built-in dictionaries that facilitate comprehension and engagement (Jeong, 2019). However, the limited availability of electricity, internet access, and personal digital devices in many Nigerian schools restricts students' ability to utilize these tools effectively outside the classroom. Furthermore, existing English language curricula and assessment methods emphasize traditional written comprehension tasks that may not fully capture the benefits of digital reading formats (Hsieh & Huang, 2019).

The decline in voluntary reading among Nigerian secondary students has raised concerns about diminishing deep reading skills and critical thinking abilities (Okebukola, 2020). When guided by knowledgeable teachers who embrace technology-enhanced reading strategies, audiobooks and e-books have the potential to revitalize students' interest by offering flexible and engaging literacy experiences (Nash, 2023). Given Gwagwalada's semi-urban context with disparities in ICT infrastructure across schools, understanding English language teachers' perceptions is essential for designing effective interventions that integrate digital reading resources into instruction.

This study addresses a critical gap by exploring how English teachers in Gwagwalada perceive the use of audiobooks and e-books to foster reading habits among secondary school students. Insights from this research will inform policy development, teacher training programs, and resource allocation aimed at enhancing literacy outcomes through technology integration in under-resourced educational settings. As global education increasingly embraces digital transformation, empowering teachers as facilitators of this change is vital for promoting equitable access to quality reading experiences (Hsieh & Huang, 2019; Usman et al., 2024).

The study was guided with following research questions:

1. What are the English Language teachers' level of awareness of audiobooks and e-books as tools for developing students' reading habits?
2. How familiar are English Language teachers with the use of audiobooks and e-books for developing students' reading habits?
3. What are the challenges faced by English Language teachers in integrating audiobooks and e-books into classroom instruction?

Literature Review

The development of reading habits among secondary school students is influenced by various factors, including the use of audio books and e-books as instructional tools. Reading is a complex cognitive process involving phonemic awareness, vocabulary, fluency, and comprehension, which are essential for literacy and academic success (Grabe & Stoller, 2011; Paris, Wasik, & Turner, 1991). Studies show that e-books can positively impact listening comprehension and reading skills, especially when multimedia elements like images and captions support understanding, although the effect on reading scores may vary due to factors such as sample size and distractions from multimedia content (Hsieh & Huang, 2019). Audiobooks have been found to improve English reading fluency by enhancing accuracy, automaticity, and prosody among EFL learners (Damra et al., 2025). Teachers generally perceive e-books positively for increasing students' interest and competencies in reading, despite challenges like technical issues and limited parental guidance (Kaynar et al., 2020). Additionally, digital formats such as e-books and audiobooks offer flexible reading experiences that can adapt to different contexts and motivate readers through diverse strategies (Spjeldnæs & Karlsen, 2022). Overall, integrating audio books and e-books in secondary education can foster better reading habits by combining engagement with skill development, though effective implementation requires addressing technical and pedagogical challenges (Khan et al., 2023; Fadhil et al., 2025; Dwipayana, 2021).

Audiobooks and e-books have increasingly become valuable tools for fostering reading habits and improving literacy skills among secondary school students. Audiobooks engage reluctant readers by providing an alternative way to experience literature, enhancing comprehension and imagination through immersive auditory experiences; combining audiobooks with traditional reading is recommended to strengthen decoding skills (National Literacy Trust, 2025). E-books offer accessibility and convenience, allowing students to read more frequently and customize their reading experience with features such as adjustable fonts and integrated dictionaries, which support vocabulary development and comprehension (Phillips, 2020; Larson, 2010). Research indicates that audiobooks improve reading fluency by modeling prosody and intonation, benefiting especially struggling readers and those with learning disabilities by reducing decoding demands and increasing confidence (Wolf, 2018; Rose & Dalton, 2009; Damra et al., 2025). The co-presentation of audiobooks with print texts has been shown to enhance comprehension more effectively than print alone, particularly for younger or less proficient readers (Singh & Alexander, 2022). However, challenges such as passive listening potentially distracting from decoding skills, limited access to technology in under-resourced settings, and the need for pedagogically sound integration highlight the importance of combining digital tools with traditional reading methods and providing adequate teacher training and support (Sanden, 2012; Biancarosa & Griffiths, 2012). Overall, when carefully incorporated into curricula alongside conventional approaches, audiobooks and e-books can motivate students, promote consistent reading habits, and contribute significantly to literacy

development in secondary education contexts (Singh & Alexander, 2022; Tusmagambet, 2020; Damra et al., 2025; Wolfson, 2008; Larson, 2015; López-Escribano et al., 2021).

Limited access to digital devices and reliable internet connectivity remains a significant barrier to effectively using audiobooks and e-books for developing reading habits, particularly in low-income or rural areas where students may lack smartphones, tablets, or computers (Nguyen & Patel, 2024). Even when devices are available, poor internet service can impede downloading or streaming content, exacerbating educational inequalities. Multimedia distractions such as ads, pop-ups, and the temptation to use social media or games on multipurpose devices reduce students' focus and engagement with reading materials (Martinez & Clarke, 2023). Additionally, both students and teachers often face challenges related to digital literacy; insufficient training in navigating e-book and audiobook features like bookmarking or font adjustment can lead to frustration and underutilization of these resources (Smith & Wong, 2022). The limited capacity of e-books to support traditional critical reading practices such as annotating and highlighting, combined with the more passive nature of audiobooks, may hinder deep comprehension and analytical skills development (Jiang & Zhang, 2021). Health concerns including digital eye strain and sleep disturbances from prolonged screen exposure further discourage extended use of digital reading formats (Li et al., 2023). Moreover, the scarcity of age-appropriate and curriculum-aligned digital content restricts academic relevance and student engagement (Meyer & Roberts, 2022), while subscription costs and licensing fees pose financial challenges for schools and learners in resource-constrained settings (Nguyen & Patel, 2024). Finally, a low intrinsic motivation to read within some school cultures limits the effectiveness of digital tools unless supported by active encouragement from teachers, parents, and peers to foster digital literacy and scheduled reading routines (Owusu, 2024).

Teachers' perceptions critically influence the adoption and success of audiobooks and e-books in language instruction. Many Nigerian secondary school teachers recognize that these digital tools can enhance students' reading culture by offering multimodal learning experiences that cater to diverse learning styles; over 75% believe audiobooks and e-books make reading more engaging for struggling readers (Okechukwu & Ogbonnaya-Ngwu, 2023). However, familiarity with technology strongly affects teacher attitudes; moderate awareness but limited confidence in using digital tools due to lack of training hinders their integration into teaching practices (Chukwu, 2021). Structural issues such as unreliable electricity supply and inadequate government investment further dampen enthusiasm despite general interest in technology-enhanced learning (Ebire, 2020). The COVID-19 pandemic accelerated educators' recognition of digital literacy's importance for modern education; post-pandemic studies show increased acceptance of audiobooks and e-books as essential resources for curriculum delivery and student engagement (Oyeyemi & Okenwa-Fadele, 2023). International research corroborates that teachers' psychological readiness—including confidence and perception of student receptivity—alongside institutional support determines effective implementation of these technologies (Ning & Danso, 2025). Positive student outcomes in comprehension, vocabulary acquisition, and engagement reinforce teachers' support for sustained use of

audiobooks and e-books in classrooms (Okechukwu & Ogbonnaya-Ngwu, 2023). Thus, addressing infrastructural constraints alongside professional development is vital for maximizing the pedagogical benefits of digital reading tools.

Teachers' perceptions of audiobooks and e-books are shaped by factors such as awareness, training, infrastructure, perceived effectiveness, and institutional support. Many educators acknowledge the potential of these digital tools to enhance reading habits and student engagement; however, their sustained use depends on equipping teachers with the necessary skills and resources for effective integration. Reading habits among secondary school students encompass frequency, regularity, preference, and enthusiasm for reading across academic and leisure contexts, all of which are evolving in the digital age with increasing use of e-books and audiobooks (Salami et al., 2021). In Nigeria, poor reading habits have been linked to lack of interest, distractions from mobile devices, limited library access, and insufficient engaging materials, highlighting the need for technology-friendly interventions to bridge literacy gaps (Salami et al., 2021). Studies show that schools promoting silent reading, reading clubs, and digital reading technologies report higher student engagement; e-books and audiobooks serve as flexible alternatives when print resources are scarce or outdated (Ajayi & Yusuf, 2022). Furthermore, consistent reading—regardless of medium—correlates with improved vocabulary, comprehension, and writing skills among pupils (Umeh & Okonkwo, 2023), while digital formats can motivate students by offering interactive and multimodal experiences that encourage reading beyond school settings (Adebayo & Lawal, 2020).

Parental and teacher involvement also plays a critical role in fostering positive reading habits through home- and school-based support programs such as shared e-libraries and guided audiobook sessions (Eze & Oladipo, 2021). The COVID-19 pandemic accelerated shifts toward digital reading; students increasingly used mobile devices for learning during lockdowns, with many favoring audiobooks for their convenience and multimedia appeal (Nwankwo & Ibrahim, 2022). However, unregulated use of digital reading apps risks distraction by entertainment content rather than academic material, underscoring the importance of structured interventions like teacher-recommended assignments to sustain focus (Afolabi & Aladejana, 2024). Overall, a complex interplay of accessibility, motivation, environment, technology use, and instructional strategies shapes secondary students' reading habits; intentional integration of audiobooks and e-books into curricula supported by educators, families, and policymakers is essential to cultivating a sustainable digital reading culture for twenty-first-century learners (Spjeldnæs & Karlsen, 2022; Concepcion-Rubas, 2024; Davidovitch, 2023; Tusmagambet, 2020; Prabowo et al., 2024; Vasileva, 2024).

Theoretical and Empirical Review

The Constructivist Learning Theory, pioneered by Piaget and Vygotsky, posits that learners actively construct knowledge through experiences and social interactions, emphasizing the importance of prior cognitive structures and socio-cultural contexts in learning (Rai, 2025; Sulindra et al., 2024). Vygotsky's concept of the Zone of Proximal Development (ZPD)

highlights the role of scaffolding by more knowledgeable others, such as teachers and peers, to facilitate learning within meaningful, real-world contexts (Diyal, 2024; Wang, 2008). This theory underpins the use of audiobooks and e-books in education by promoting learner-centered approaches where students engage interactively with texts at their own pace, supported by features like adjustable fonts and embedded dictionaries that foster autonomy and deeper comprehension (Sulindra et al., 2024; Chuaungo et al., 2022). Moreover, constructivism frames teachers as facilitators who design collaborative and reflective learning environments that encourage critical thinking and sustained reading habits through digital tools (Grubaugh et al., 2023; Diyal, 2024).

Complementing constructivism, the Technology Acceptance Model (TAM) offers a robust framework for understanding educators' adoption of digital reading technologies. TAM asserts that perceived usefulness—how much a technology enhances teaching or learning—and perceived ease of use—how effortless it is to operate—are primary determinants of users' attitudes and intentions toward technology adoption (Granić, 2022). Extensions of TAM incorporate social influence and facilitating conditions such as institutional support and training, which are critical in educational settings for successful integration of audiobooks and e-books (Granić, 2022). Teachers' willingness to adopt these tools depends on their beliefs about the benefits for student reading fluency, comprehension, and motivation alongside confidence in using the technology effectively (Sulindra et al., 2024). Professional development and positive student feedback further reinforce favorable attitudes toward sustained use (Granić, 2022).

Together, constructivist theory and TAM provide complementary lenses: constructivism emphasizes active, contextualized learning facilitated by digital tools that support personalized engagement with texts, while TAM explains the psychological and contextual factors influencing teachers' acceptance and use of these technologies. This integrated theoretical foundation is essential for investigating how audiobooks and e-books can be effectively implemented to enhance secondary school students' reading habits within contemporary educational environments (Sulindra et al., 2024; Granić, 2022; Rai, 2025).

The integration of ICT tools in Nigerian secondary schools has been shown to significantly enhance students' reading interest and engagement. James et al. (2024) demonstrated that the use of projectors, recorded comprehension passages, instructional websites, and online libraries positively influences reading interest among secondary school pupils in Ibadan-North ($\beta = .782$, $p < .0005$). This underscores the potential of digital resources such as audiobooks and e-books to foster reading habits. Abdullahi and Ogundipe (2022) further explored English language teachers' use of these digital tools, revealing that while 83% of teachers were aware of audiobooks and e-books, only 41% regularly used them due to challenges like limited digital infrastructure, internet connectivity, and insufficient institutional support—issues more pronounced in rural and public schools. Their findings also highlighted a strong correlation between teachers' digital literacy and their willingness to adopt these tools, emphasizing the importance of ICT training and adequate resources for effective implementation.

Similarly, Okonkwo and Balogun (2023) investigated English teachers' perceptions in Abuja Municipal Area Council schools, finding moderate to high awareness but inconsistent classroom use influenced by factors such as school policy, device availability, and personal motivation. Teachers with access to well-equipped ICT environments reported greater ease in integrating audiobooks and e-books, which were noted to improve comprehension, vocabulary, and student attention. However, barriers including lack of technical support, training deficits, unstable internet access, and generational differences in technology comfort limited broader adoption. The study stresses that positive attitudes alone are insufficient without institutional backing and capacity-building.

Complementing these quantitative insights, Musa and Eze (2024) employed qualitative methods to capture teachers' lived experiences with digital reading tools in Federal Capital Territory schools. Their findings reinforce the benefits of audiobooks and e-books for enhancing student engagement while identifying persistent challenges related to teacher preparedness and resource availability. Collectively, these studies highlight that successful integration of ICT-based reading tools in Nigerian secondary education depends on comprehensive strategies encompassing infrastructure development, targeted teacher training, supportive policies, and stakeholder collaboration. Such measures are critical for leveraging digital technologies to improve literacy outcomes across diverse educational contexts.

Research consistently shows that English language teachers in Nigerian secondary schools recognize the potential of audiobooks and e-books to enhance students' reading engagement and motivation. Musa and Eze (2024) found that teachers appreciate digital reading tools for their accessibility, interactive features, and particular benefits for struggling readers, such as improved pronunciation and pacing; however, infrastructural challenges like limited device availability, unstable power supply, and poor internet connectivity hinder effective implementation. Similarly, Ibrahim and Salihu (2022) reported that while 81% of teachers believed in the efficacy of audiobooks and e-books to improve reading habits, only 36% actively used them due to inadequate digital training, lack of curriculum-aligned resources, and the need for localized content relevant to Nigerian students. Okon and Udoh (2023) further highlighted moderate teacher awareness but low usage rates (29%), attributing this gap to insufficient ICT infrastructure, lack of formal training, institutional support deficits, and concerns about student distractions from other apps. These studies collectively emphasize that positive teacher perceptions alone are insufficient; successful integration requires robust infrastructural support, targeted professional development in digital literacy, policy backing, and contextually appropriate digital content. Addressing these multifaceted barriers is critical for fostering sustainable adoption of digital reading tools to improve literacy outcomes in Nigerian secondary schools.

Studies consistently reveal that while Nigerian secondary school English teachers generally hold positive attitudes toward audiobooks and e-books as tools to enhance reading engagement, actual classroom integration remains limited. Okon and Udoh (2023) found that only 29% of teachers had used e-reading tools, with just 18% receiving formal training, citing

barriers such as inadequate access to devices, poor ICT infrastructure, lack of institutional support, and concerns about student distractions. Similarly, Adeyemi and Okeke (2021) reported that over 70% of teachers recognized the educational benefits of digital reading resources, particularly for diverse learning needs, but integration was hampered by insufficient internet access, limited professional development (only 25% trained), and a need for culturally relevant content. Chidiebere and Salihu (2023) echoed these findings, emphasizing that despite growing awareness of digital reading platforms' advantages—such as improved pronunciation and engagement—challenges like low digital literacy among teachers, infrastructural deficits, and lack of policy support restrict widespread use. Okon and Yusuf (2021) further highlighted that audiobooks aid struggling readers by enhancing listening comprehension and vocabulary, yet resource constraints limit their availability. Collectively, these studies underscore that positive teacher perceptions must be matched with targeted professional development, improved infrastructure, culturally appropriate materials, and supportive institutional policies to enable effective adoption of digital reading tools in Nigerian secondary schools.

Research highlights significant barriers to the adoption of audiobooks and e-books in educational settings despite their recognized benefits for promoting reading habits. Key obstacles include inadequate digital training for teachers, lack of institutional policies supporting digital integration, and insufficient infrastructure such as functional ICT labs, reliable internet connectivity, and access to portable devices. Concerns about the academic legitimacy of online reading resources and student distractions from non-educational apps further limit their use. These systemic and technological challenges underscore the necessity for comprehensive digital literacy training and strategic curriculum integration to maximize the potential of digital reading tools. Studies emphasize that teacher perspectives are crucial for understanding digital uptake, and that environments like Gwagwalada require targeted infrastructure improvements and professional development to enhance literacy outcomes through digital resources. Overall, effective implementation depends on addressing infrastructural deficits, providing ongoing teacher support, and developing policies that foster guided use of e-reading technologies in classrooms (Munira & Ahsan, 2024; Mastrobattista & Merchán-Sánchez-Jara, 2022; Biancarosa & Griffiths, 2013; Mehmood, 2025).

Methodology

This study employed a descriptive survey research design to investigate English Language teachers' perceptions of using audiobooks and e-books to foster reading habits among secondary school students in Gwagwalada Area Council. The survey design was chosen for its effectiveness in collecting data from the entire target population efficiently and accurately, enabling a comprehensive understanding of teachers' views and experiences. The study population comprised all 53 public secondary English Language teachers registered with the Federal Capital Territory Senior Education Management (FCT SEM) in Gwagwalada, and a

census sampling technique was used to include all these teachers, ensuring full representation given the manageable population size.

Data were gathered via a structured, close-ended questionnaire mapped across a four-point Likert response matrix (Strongly Agree, Agree, Disagree, and Strongly Disagree). The survey instrument served a dual purpose: capturing the demographic characteristics of the respondents and measuring their perceptions regarding the deployment of audiobooks and electronic books (e-books) to cultivate student reading habits. The instrument consisted of 15 distinct items, systematically divided to provide five evaluative items for each of the three research questions. The instrument underwent face validity checks through expert review by the language and measurement and evaluation researchers who provided feedback to ensure alignment with the study objectives. Reliability was established via a test–retest method administered to a comparable group of English teachers outside the main sample, yielding a Pearson correlation coefficient of 0.79, which exceeds the accepted threshold for internal consistency (Nunnally, 1978).

The researchers personally administered questionnaires during teachers' free periods to minimize disruption and maximize response rates. Immediate retrieval of completed questionnaires ensured data completeness and accuracy. Quantitative data analysis involved descriptive statistics including frequency counts, percentages, and mean scores to address the research questions related to familiarity with digital reading tools, usage patterns, and challenges encountered by teachers in integrating audiobooks and e-books into instruction. This methodological approach provided robust empirical evidence on English Language teachers' perspectives within an under-resourced educational context, informing strategies for effective digital literacy integration.

Findings and Discussion

A total of 53 English language teachers participated in the study, with a higher representation of females (58.5%) compared to males (41.5%). The age distribution showed that the largest group of respondents was between 31 and 40 years (34.0%), followed by those aged 41 to 50 years (28.3%), 21 to 30 years (22.6%), and the smallest group aged 51 years and above (15.1%). Regarding educational qualifications, most teachers held a Bachelor of Education or Bachelor of Arts in Education degree (39.6%), while 34.0% possessed a Master's degree or higher, 15.1% had a Postgraduate Diploma in Education, and 11.3% held a Nigeria Certificate in Education. Teaching experience varied, with the majority having between 5 and 10 years (32.1%), followed by 11 to 15 years (26.4%), over 15 years (22.6%), and less than 5 years (18.9%). Notably, 71.7% of respondents reported using audiobooks or e-books in their teaching practice, indicating substantial engagement with digital reading tools among the sample. This demographic profile provides essential context for understanding teachers' perspectives on digital literacy integration in English language instruction.

Research Question One: What are the English Language teachers' level of awareness of audiobooks and e-books as tools for developing students' reading habits? (N=53)

Table 1: English Language Teachers' Level of Awareness of Audiobooks and e-Books as Tools for Developing Students' Reading Habits

S/N	Item	SA	A	D	SD	Mean	Decision
1	I am familiar with how audiobooks work as an educational tool.	18	22	9	4	3.02	Agree
2	I know how to access and use e-books to support students' reading development.	15	25	10	3	2.98	Agree
3	I have received formal or informal training on using audiobooks and e-books.	10	14	17	12	2.42	Disagree
4	I frequently explore new digital reading tools like audiobooks and e-books.	12	20	15	6	2.72	Agree
5	I feel confident in using audiobooks and e-books in classroom settings.	16	19	11	7	2.83	Agree

The study's findings reveal that English language teachers generally possess a positive level of awareness and familiarity with audiobooks and e-books as tools for developing students' reading habits. Most teachers agreed that they understand how audiobooks function educationally (mean = 3.02) and know how to access and use e-books to support reading development (mean = 2.98). However, a significant gap exists in formal or informal training on these digital tools, as indicated by a mean score of 2.42, reflecting limited professional development in this area. Despite this, teachers frequently explore new digital reading tools (mean = 2.72) and express confidence in using audiobooks and e-books in classroom settings (mean = 2.83), suggesting a proactive attitude toward digital integration.

Research Question Two: How familiar are English Language teachers with the use of audiobooks and e-books for developing students' reading habits? (N=53).

Table 2: English Language Teachers' Familiarity with the Use of Audiobooks and e-Books for Developing Students' Reading Habits

S/N	Item	SA	A	D	SD	Mean	Decision
6	I believe audiobooks can help improve students' listening and comprehension skills.	19	22	8	4	3.06	Agree
7	E-books are effective in encouraging reluctant readers to engage with texts.	17	23	9	4	2.98	Agree
8	Audiobooks and e-books increase students' interest in reading.	18	20	10	5	2.91	Agree
9	The use of audiobooks and e-books can enhance reading fluency and vocabulary.	20	18	9	6	2.92	Agree

S/N	Item	SA	A	D	SD	Mean	Decision
10	Digital reading tools help personalize learning and improve student participation.	21	19	7	6	3.04	Agree

Regarding the perceived effectiveness of these tools, there is strong consensus among teachers believing that audiobooks can improve students' listening and comprehension skills (mean = 3.06) and that e-books effectively encourage reluctant readers to engage with texts (mean = 2.98). Teachers also agreed that audiobooks and e-books can increase students' interest in reading (mean = 2.91), enhance reading fluency and vocabulary (mean = 2.92), and help personalize learning while improving student participation (mean = 3.04). Collectively, these findings demonstrate that English language teachers recognize the educational potential of audiobooks and e-books to promote literacy, engagement, and differentiated learning despite challenges related to training (Nash, 2023; Guerrero, 2025; Damra et al., 2025).

Research Question Three: What are the challenges faced by English Language teachers in integrating audiobooks and e-books into classroom instruction? (N=53).

Table 3: Challenges Faced by English Language Teachers in Integrating Audiobooks and e-Books into Classroom Instruction

S/N	Item	SA	A	D	SD	Mean	Decision
11	Lack of internet access limits my ability to use audiobooks and e-books in class.	21	19	9	4	3.08	Agree
12	I find it difficult to select suitable audiobooks and e-books for my students.	17	20	10	6	2.85	Agree
13	There is inadequate training or support for teachers on using digital reading tools.	22	18	8	5	3.08	Agree
14	Students are often distracted or misuse devices when using e-books or audiobooks.	19	17	11	6	2.92	Agree
15	The school does not provide sufficient resources to support the use of audiobooks and e-books.	18	20	10	5	2.91	Agree

The study identified several significant challenges faced by English language teachers in integrating audiobooks and e-books into classroom instruction. A majority of teachers agreed that lack of internet access is a major barrier, limiting their ability to effectively use these digital tools (mean = 3.08). Selecting appropriate audiobooks and e-books for students also posed difficulties, with a mean score of 2.85, indicating the need for better guidance and curated resources aligned with students' reading levels and curriculum. Inadequate training

and support for using digital reading tools was strongly reported (mean = 3.08), highlighting a critical gap in professional development. Classroom management issues were noted, as students were often distracted or misused devices during digital reading activities (mean = 2.92), suggesting the necessity for clear behavioral guidelines. Additionally, insufficient school resources to support the use of audiobooks and e-books were acknowledged (mean = 2.91), underscoring institutional limitations that hinder effective implementation. These findings emphasize that while teachers recognize the benefits of digital reading tools, infrastructural constraints, lack of training, student behavior challenges, and limited institutional support must be addressed to ensure successful integration into teaching practices. The findings show that English language teachers generally have positive awareness and confidence in using audiobooks and e-books, yet face challenges such as limited training and infrastructural barriers. The finding corroborates those of Ibrahim and Salihu (2022) that 81% of teachers believed in the efficacy of audiobooks and e-books to improve reading habits; Abdullahi and Ogundipe (2022) revealing that while 83% of English language teachers were aware of audiobooks and e-books, only 41% regularly used them due to some challenges; Okon and Udoh (2023) highlighting moderate teacher awareness and use of e-reading tools; and Musa and Eze (2024) that teachers' appreciation of digital reading tools for their accessibility, interactive features, and particular benefits for struggling readers. The outcome aligns with those of Adeyemi and Okeke (2021) and Jana (2023) that demonstrates how interactive ebooks and multimedia tools can enhance student engagement and memory retention in secondary English education while recognizing obstacles like insufficient internet access, limited professional development, an over-reliance on technology and the necessity for high-quality design. Okon and Yusuf (2021) found that while audiobooks bolster the vocabulary and listening skills of students with reading difficulties, their widespread use is hindered by a lack of necessary resources.

Moreover, Constructivist Learning Theory emphasizes learners' active role in constructing knowledge through meaningful experiences and social interaction. Audiobooks and e-books serve as authentic, multimodal tools that support this active engagement by providing diverse contexts for reading development, fluency, and vocabulary enhancement (Laksono & Hardiyanto, 2025), aligning with constructivist principles of learner-centeredness and personalized learning (Sulindra et al., 2024; Cundar-Ruano, 2021). The teachers' recognition that these digital tools can increase student participation and interest reflects constructivism's focus on motivation through relevant, interactive learning environments (Grubaugh et al., 2023; Diyal, 2024).

Vygotsky's ZPD highlights the importance of scaffolding—support provided by more knowledgeable others to help learners progress beyond their current capabilities. Teachers' proactive use of audiobooks and e-books can be seen as scaffolding strategies that mediate students' literacy development within their ZPD by offering accessible language input and comprehension support (Wei, 2024; Chaudhary, 2024). However, the reported lack of formal training for teachers can limit their ability to effectively scaffold students' learning with these

technologies, underscoring the need for professional development to enhance instructional design within the ZPD framework (Wei, 2024).

The Technology Acceptance Model (TAM) explains users' adoption of new technologies based on perceived usefulness and ease of use. Teachers' confidence in using audiobooks and e-books despite limited training suggests a positive attitude toward these tools' usefulness for improving literacy outcomes. Yet infrastructural challenges like poor internet access and insufficient resources negatively impact perceived ease of use, hindering full integration into teaching practices (Abdullahi & Ogundipe, 2022; James et al., 2024; Sulindra et al., 2024). Addressing these barriers is critical to increasing technology acceptance among educators.

The study's findings align with constructivist views that technology-rich environments foster active, personalized learning; with Vygotsky's emphasis on scaffolding within the ZPD to support student development; and with TAM's focus on perceived usefulness tempered by practical constraints affecting technology adoption. Enhancing teacher training and institutional support would strengthen scaffolding capacity and technology acceptance, enabling more effective integration of audiobooks and e-books in English language teaching (Granić, 2022; Chuaungo et al., 2022; Sulindra et al., 2024; Wei, 2024; Rai, 2025).

Conclusion and Recommendations

The study concludes that English language teachers in Gwagwalada demonstrate considerable awareness and familiarity with audiobooks and e-books as effective tools for enhancing students' reading habits, engagement, comprehension, and vocabulary development. However, despite positive attitudes toward these digital resources, the full integration of audiobooks and e-books into classroom practice is impeded by inadequate teacher training, limited digital infrastructure, and insufficient institutional support. These findings align with existing literature emphasizing that while digital reading tools hold significant pedagogical potential, their successful adoption depends on addressing systemic barriers such as professional development and resource availability.

To optimize the educational benefits of audiobooks and e-books, it was recommended that:

i. enhance Pedagogical and Technical Capacity Through Localized Support: Educational institutions must provide ongoing, targeted training for teachers to build their technological competence and instructional strategies. Rather than relying solely on centralized infrastructure, schools should establish localized cluster-training workshops for teachers to share offline digital resources during standard professional development days, thereby fostering peer-led collaborative learning communities.
ii. mitigate Infrastructural Gaps with Resource Allocation and Alternative Technologies: Targeted investment in reliable internet access and appropriate hardware remains critical to overcoming current usage barriers. However, where digital infrastructure is severely constrained, policymakers and stakeholders should adopt alternative delivery mechanisms, such as distributing pre-loaded, battery-powered offline e-readers to systematically bypass internet deficits and ensure equitable access to learning materials.

iii. formalize Curriculum Integration and Structural Support Systems: Curriculum planners should formally incorporate audiobooks and e-books into language program syllabi to ensure structured, classroom-wide implementation. Concurrently, schools must provide curated, level-appropriate digital reading catalogs paired with transparent monitoring systems to maintain accountability, support sustained learner integration, and maximize long-term literacy outcomes.

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