ПЕДАГОГИКА ЖӘНЕ ПӘНДІ ОҚЫТУ ӘДІСТЕМЕСІ

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THE IMPACT OF READING WHILE LISTENING TO AUDIOBOOKS IN FOSTERING KAZAKH EFL LEARNERS' MULTISENSORY LEARNING ABILITIES

Abstract. Reading while listening (RWL) to audiobooks can effectively improve reading comprehension and overall literacy skills. Audiobooks provide an auditory experience that can enhance comprehension, especially for students struggling with decoding or fluency. Students listening to audiobooks can internalize and model the pacing, expression, and prosody demonstrated by the narrator, thereby improving their reading fluency.

The current study aimed to identify the impact of RWL on audiobooks in enhancing Kazakh EFL learners' multisensory learning abilities, such as visual and auditory learning.

The experimental research design was used to determine a cause-and-effect relationship between using RWL and audiobooks in improving multisensory learning abilities of learners and listening-only (LO) comprehension. The true experimental design was used in this research study, in which the group was divided into control and experimental groups to implement the treatment for the experimental group. The participants were 1st-year students studying English as a compulsory course at the Philology Faculty of Khoja Ahmet Yassawi International Kazakh-Turkish University. A quantitative data collection method was used to collect and analyze the data. Inferential statistics in terms of Independent samples t-test and Paired samples t-test were used to analyze the data.

The results reveal that the experimental group's students who instructed using RWL to audiobooks of the novel performed better than the control group's students who instructed using listening only to the novel. Accordingly, the impact of RWL on audiobooks in fostering multisensory learning abilities of Kazakh EFL learners was approved. Ultimately, learners can improve their multisensory learning abilities by RWL to audiobooks compared to those who listen only to audiobooks.

Keywords: reading while listening, listening only, audiobooks, EFL Kazakh learners, reading and listening comprehension, multisensory learning abilities.

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Қазақстандық ағылшын тілін шет тілі ретінде үйренушілердің көп-сенсорлық қабілеттерін қалыптастыруына аудиокітап тыңдау кезінде оқуының әсері

Аңдатпа. Аудиокітаптарды тыңдау кезінде оқу (RWL) оқуды түсіну және жалпы сауаттылық дағдыларын жақсартудың тиімді құралы болуы мүмкін. Аудиокітаптар – қайта кодтау немесе еркін сөйлеуде қиналатын студенттер үшін түсінуді жақсартатын есту тәжірибесін қамтамасыз етеді. Аудиокітаптарды тыңдайтын студенттер баяндаушы көрсеткен жылдамдықты, экспрессияны және просодияны іштей қабылдай алады, бұл өз кезегінде олардың еркін оқуын жақсартуға ықпал етеді.

Бұл зерттеудің мақсаты қазақ тілді ағылшын тілін үйренушілердің көру және есту арқылы оқыту сияқты мультисенсорлық оқу қабілеттерін арттыру үшін аудиокітаптарды тыңдау кезінде оқу (RWL) әсерін анықтау болып табылады.

Оқушылардың мультисенсорлық оқу қабілеттерін жақсарту үшін аудиокітаптарды тыңдау кезінде оқуды пайдалану мен тек тыңдап түсіну (LO) арасындағы себеп-салдар байланысын анықтау үшін эксперименттік зерттеу дизайны пайдаланылды. Бұл зерттеуді жүргізуде эксперименттік дизайн қолданылды, онда бақылау және эксперименталды болып бөлінген топтарда зерттеу жүргізілді. Қатысушылар Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің филология факультетінде ағылшын тілін міндетті курс ретінде оқып жатқан 1-курс студенттері болды. Деректерді жинау және талдау үшін сандық деректерді жинау әдісі қолданылды. Деректерді талдау үшін тәуелсіз үлгілер t-тесті және жұптастырылған үлгілер t-тесті тұрғысынан қорытынды статистика пайдаланылды.

Нәтижелер романның аудиокітабын тыңдау кезінде оқу арқылы қолдануды тапсырған эксперименталды топ студенттерінің романды тек тыңдаумен шектелген бақылау тобының студенттеріне қарағанда жақсы нәтиже көрсеткенін көрсетті. Тиісінше, бұл қазақ тілді үйренушілердің мультисенсорлық оқу қабілеттерін дамытудағы аудиокітаптарды тыңдау кезінде оқу әсерінің жоғары екенін мақұлдайды. Осылайша, аудиокітаптарды тек қана тыңдайтындармен салыстырғанда тыңдау кезінде оқу арқылы тыңдаушылардың мультисенсорлық бейімділіктерін жақсарта алады деп айтуға болады.

Кілт сөздер: тыңдау кезінде оқу, тек тыңдау, аудиокітаптар, қазақстандық ағылшын тілін үйренушілер, оқу және тыңдап түсіну, мультисенсорлық қабілеттер.

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Влияние чтения при прослушивании аудиокниг на формирование мультисенсорных способностей казахстанских студентов, изучающих английский язык как иностранный

Аннотация. Чтение во время прослушивания (RWL) аудиокниг может быть эффективным инструментом для улучшения понимания прочитанного и общих навыков грамотности. Аудиокниги создают слуховой опыт, который способствует лучшему пониманию текста, особенно для студентов, испытывающих трудности с декодированием или беглостью речи. Студенты, слушающие аудиокниги, могут усваивать и перенимать темп, интонацию и просодию, демонстрируемые рассказчиком, что, в свою очередь, способствует улучшению их беглости чтения.

Целью данного исследования было изучить влияние RWL аудиокниг на развитие мультисенсорных способностей обучающихся английского языка как иностранного (EFL), включая визуальное и слуховое обучение.

Для выявления причинно-следственной связи между использованием RWL для улучшения мультисенсорных способностей и только прослушиванием (LO) был применен экспериментальный метод исследования. Исследование проводилось с использованием экспериментального метода, в котором участники были разделены на контрольную и экспериментальную группы, причём в экспериментальной группе применялся метод RWL. Участниками были студенты 1-го курса филологического факультета Международного казахско-турецкого университета имени Ходжи Ахмета Яссави, изучающие английский язык как обязательный курс. Для сбора и анализа данных был использован количественный метод. Для анализа применялись t-тесты для независимых и парных выборок.

Результаты показали, что студенты экспериментальной группы, обучавшиеся с использованием RWL на основе романа, показали лучшие результаты, чем студенты контрольной группы, использующие только прослушивание (LO). Таким образом, было подтверждено, что RWL способствует развитию мультисенсорных навыков казахстанских студентов, изучающих английский как иностранный язык. В итоге можно заключить, что метод RWL помогает улучшить мультисенсорные способности учащихся по сравнению с простым прослушиванием аудиокниг.

Ключевые слова: чтение при прослушивании, только прослушивание, аудиокниги, казахстанские излучающие английского языка, чтение и понимание на слух, мультисенсорные способности.

Introduction

The digital age has changed how we read nowadays; instead of reading books in the traditional way, we listen to audiobooks from smartphones, tablets, and computers, where different kinds of texts are available in several different technological formats. An audiobook is an electronic book format that is listened to instead of being read traditionally. Historically, the audiobook has been described as a kind of by-product of the printed book and as a service for readers who, for various reasons, have difficulty reading printed books either because they do not see well, have not learned to read (yet), or because they have dyslexia [1].

With the advent of technology, audiobooks are used extensively in all kinds of professional spheres, especially in learning foreign/second languages. Audiobooks are typically read by skilled narrators who demonstrate fluent reading and proper pronunciation. Audiobooks expose students to a wide range of vocabulary, including words they might not encounter in everyday conversations [2]. Hearing new words in context can enhance vocabulary acquisition and comprehension. Audiobooks can make reading more enjoyable and accessible for students who might find traditional reading challenging or unengaged. By immersing students in well-narrated stories, audiobooks can spark a love for literature and encourage further reading [3].

Audiobooks can be a valuable tool for multisensory learning, which involves engaging multiple senses simultaneously to enhance the learning process. While traditional reading relies

primarily on visual input, audiobooks introduce auditory stimulation, which can complement and enhance the learning experience [4]. Reading while listening (RWL), also known as simultaneous reading, is a form of multisensory learning that combines visual and auditory input. It involves reading a text while listening to an audio recording of the same material [5].

Reading while listening, according to Kartal & Simsek, assists language learners in matching the spoken form with the written form in order to develop skills of auditory discrimination and recognition, where the learners become accustomed to the spoken rate, rhythm, and natural flow of the language and understand how to chunk the texts [6]. RWL has advantages such as improving concentration and making aural input more interesting with sound effects [7]. Hill also mentions that simultaneously reading and listening can be very beneficial in increasing reading speed because it transitions learners from a word-by-word reading style [8].

Much research has been carried out to reveal the importance and effectiveness of RWL to audiobooks in teaching English as a second language in general. By measuring the benefits of listening to extended stretches of straightforward narrative to attain a global understanding of the text, Brown found out that 58% of students preferred reading while listening. In comparison, 2% of students had chosen listening only [9]. Later on, Brown, Waring, and Donkaewbua compared three modes of vocabulary learning with 35 Japanese college students studying three graded readers: reading, reading while listening (RWL), and listening only (LO). Students learned the most words in the RWL mode, followed by reading only and then LO. Furthermore, students found the story presented in RWL mode to be the most comfortable, with more students responding that the story was easy and exciting, that they knew most of the words, and that they understood the story [10].

Chang compared the comprehension of two short stories of equal level and length (approximately 1,500 words) by L2 listeners with RWL versus LO. Students were given an immediate post-test on story sequence to assess overall listening comprehension and a gap-filling test to assess language gains. Overall, the students performed 10% better in the RWL mode than in the LO mode [7, p. 661]. By investigating the effects of reading while listening (RWL) to audiobooks on EFL learners' listening fluency and by-product vocabulary gain, Chang compared RWL treatment and formal instruction. Regarding the vocabulary levels test, the RWL group gained more marks than the control group. Besides, the RWL group improved dictation scores by more than 100%, implying that RWL increased students' listening speed [11].

Verlaan and Ortlieb compared the effects of RWL versus silent reading on the comprehension performance of students enrolled in a 10th-grade high school English course based on the premise that reading comprehension is related to inner speech. Students alternated between reading while listening and reading silently while reading portions of a novel, taking assessments at the end of each instructional modality. The findings revealed that RWL improved the comprehension performance of struggling readers, laying the groundwork for reading professionals to incorporate RWL into their instruction to scaffold students' comprehension abilities [12].

Examining the rate of reading, reading-while-listening, and listening to stories in incidental vocabulary acquisition of Japanese learners, Brown et al. revealed that reading-while-listening was more effective than reading and listening only [10, p.150]. Similarly, Van Vu & Peters examined the impact of reading-only, reading-while-listening, and reading with textual input enhancement on the vocabulary knowledge of Vietnamese EFL learners and found that reading with textual input enhancement resulted in significantly greater vocabulary learning compared to reading-only [13]. In our study, the reading-while-listening strategy had benefits for the experimental group, which demonstrated a significant improvement in vocabulary knowledge compared to the control group after the intervention.

Existing research, in addition to our study's findings, provides further evidence for the effectiveness of RWL in improving language learning outcomes. Tragant and Vallbola conducted a study on young EFL learners' perceptions and engagement levels during Reading While Listening

activities and found that this method had a positive impact on students' attitudes and engagement with English reading [14].

Teng compared the effects of reading-while-listening and reading-only conditions on EFL learners' vocabulary acquisition [15]. The study found that the reading-while-listening condition resulted in a higher number of words learned, suggesting that incorporating auditory input alongside reading activities is an effective way to facilitate vocabulary acquisition.

In a recent study, Granena, Munoz, and Tragant investigated the influence of L1 reading-related factors on L2 learning during extensive reading-while-listening instruction. The study found that students with positive attitudes towards reading in their first language and those with a supportive reading environment at home showed greater L2 learning gains in writing. A positive L1 reading experience may positively impact L2 learning outcomes [16].

A study conducted by Gobel and Kano evaluated a year-long program for first-year university students. The program involved reading while listening and was found to have significant effects on reading rate and vocabulary recognition. Although the program did not directly impact general English proficiency, it highlighted the specific benefits of RWL interventions on specific language skills [17].

Examining the comparative effects of the Reading-While-Listening practice (RWL) and a proposed practice of Listening before Reading while Listening (LBRWL), Thai scholars Tangkakarn and Gampper conducted true experimental research design to overall 138 participants who were divided into three groups, with two experimental groups (RWL and LBRWL groups) and a positive control group (high language proficiency group) as the top baseline. The results indicated that participants in both experimental groups were found to gain higher scores than those in the control group [18]. Artikasari and Anugerahwati implemented the podcast with transcripts through a reading-while-listening strategy to improve EFL students' listening comprehension and discovered that 86 % of students achieved the standard passing score. Finally, they noted that the RWL strategy is an effective teaching strategy, especially for low-level students, to improve their comprehension and listening skills [19].

Regarding Kazakhstani studies, Tusmagambet conducted research on the effects of audiobooks on the reading fluency and motivation of ninth-grade Kazakhstani EFL learners. The study revealed that audiobooks had a significant positive impact on reading speed; however, there was not a substantial increase in motivation compared to silent reading. This suggests that the main benefit of audiobooks lies in enhancing reading fluency rather than motivation [20]. Similarly, Shvaikovskiy and Lipatova investigated the impact of digital technologies on the development of receptive skills, such as listening and reading, in Kazakhstani English language classrooms. Their study highlights the difficulties students face in mastering these skills and advocates for the incorporation of authentic materials and innovative digital tools to improve comprehension and communication [21]. Considering these findings, both studies underscore the importance of well-developed receptive skills in successful language learning, emphasizing the potential of digital technologies and audiobooks to enhance student engagement and proficiency when used effectively in Kazakhstani educational contexts.

The research aims to determine the impact of RWL on audiobooks in fostering Kazakh EFL learners' multisensory abilities, which combine both auditory and visual input. In line with this purpose, the following research questions have been chosen:

1) Is there any statistically significant difference between the control group and experimental groups' pre-test results?

2) Is there any statistically significant difference between the post-test results of the control and experimental groups?

3) Is there any statistically significant difference between the mean scores of the experimental group's pre-test and post-test?

4) Is there any statistically significant difference between the mean scores of the control group's pre-test and post-test?

Research methods and materials

The present study involved an experimental design to determine the impact of RWL on audiobooks and Kazakh EFL learners' multisensory development. According to Hinkelmann K. and Kempthorne D., it refers to the process of planning and conducting scientific experiments to answer research questions or test hypotheses and involves various components, such as the selection and manipulation of variables, the formation of control groups, the determination of sample sizes, and the implementation of data collection and analysis methods [22]. This study used a "true experiment" design, in which participants were randomly assigned to different groups (e.g., an experimental group and a control group) and tested before and after the intervention or treatment was administered. The post-test is used to assess the treatment's impact on the participants. The true experimental design has the advantage of allowing researchers to determine the effect of the treatment while controlling for other variables that may influence the outcome. However, the design has limitations, such as the possibility of confounding variables and the possibility of bias in participant selection.

Sample of the Study

A sample is the particular group from which data will be gathered. The study's sample consisted of first-year bachelor students at Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkistan, Kazakhstan. Two pre-intermediate level groups of students were chosen as the experimental and control groups, with a total of 30 students enrolled. The experimental group included fifteen students, while the control group included fifteen. The experiment lasted eight weeks and occurred in the first semester of the 2023-2024 academic year. As an experiment conductor, the researcher prepared a methodological basis based on RWL to enhance learners' multisensory abilities. During the experiment, the researcher was also involved as an observer in order to control the lesson procedure.

Implementation Procedure

The experiment lasted eight weeks during the first semester of the 2023–2024 academic year. Before the experiment, the experimental and control groups listened only to the short story "Journey's End" by Jan Carew to identify students' listening comprehension. For these two groups, the pre-tests were conducted. During the experiment for eight weeks, Frances Hodgson Burnett's novel "The Secret Garden" was used for the experimental group based on reading while listening (RWL) to an audiobook from the YouTube platform and for the control group based on listening only (LO) to audiobook in MP3 version.

Tangkakarn and Gampper provide RWL, which can be summarized in the following steps that were used while creating instructions for the experimental group lessons:

- participants listened to the novel while reading a text in the book to the story simultaneously;

- during RWL, participants took notes the unfamiliar words and worked with a dictionary;

- participants could hear the correct pronunciation and see the corresponding written form simultaneously, which aids in building vocabulary and improving reading accuracy.

Participants finally answered all questions about the novel, which took 20 minutes (for the post-test) [18, p. 792].

Eight-week lesson plans were prepared based on the audiobook (Frances Hodgson Burnett's novel "The Secret Garden") and activities concerning context comprehension, vocabulary, and pronunciation for the experimental group. RWL has been associated with several benefits, including increased overall language proficiency, sense of the language's rhythm, reading, and listening in meaningful sense groups rather than relying on a word-by-word approach [23]. As the RWL

strategy can be used in order to promote extensive reading over time, the experimental group learners can develop concentration skills, read ahead of the teacher, and continue reading outside of the classroom [24]. Some researchers emphasize that RWL can improve comprehension, especially for low-proficiency English as a foreign language (EFL) readers. For this reason, in the current study, the pre-intermediate level learners have chosen for the implementation of RWL, where the learners are exposed to larger semantic units, which help maintain the integrity of sentences and lead to better understanding. This holistic approach encourages learners to focus on larger chunks of text rather than individual words or fragmented sentences [25; 26].

During RWL, learners follow the written text, which creates conditions for incidental vocabulary acquisition. Here, attention is directed toward the events in the story and the text, along with visual support such as pictures, aids in learning new words. Thus, each chapter's tasks included responding to vocabulary-level learning questions with synonyms, selecting the appropriate vocabulary, or filling in missing letters. The primary goal of the researcher's strategies was to engage students in learning new vocabulary. The researcher's decision to use vocabulary questions was motivated by students' eagerness to learn as much vocabulary as possible.

Achievement tests were developed to be used as the pre-and post-test instruments for the content of educational material. The tests were checked for content and face validity by the specialists in teaching English. Content validity refers to the extent to which a measurement instrument, such as a test or questionnaire, adequately represents the construct or topic it is intended to measure [27]. Face validity is a form of validity assessment that refers to the degree to which a measurement instrument appears, on the surface, to measure what it is intended to measure [28]. All notes and comments made by the specialists were taken into account.

The researcher developed multiple-choice tests to be used at the beginning and end of the treatment. Multiple-choice pre-tests concerning listening only (LO) were initially taken from control and experimental groups. Then, from the control group, multiple-choice tests of post-test concerning LO were taken, whereas RWL was taken from the experimental group. The questions were developed according to the audiobooks (short story and novel) the students had previously listened to and read. The exam consisted of 30 questions with five multiple-choice answers. These multiple-choice test questions were about listening rea, reading comprehension, and vocabulary. For instance, students were asked to choose the definition of "sulky" based on their understanding of the audiobook. SPSS (statistical package for the social sciences) version 23.0 was used to analyze the results. The data was analyzed using inferential statistics such as the Independent samples t-test and the Paired samples t-test.

Results

A pre-test was administered to both groups (experimental and control) to test their equality. The results are presented in Table 1.

Table 1 – Pre-test results of experimental and control groups

	N	Mean	Stand. Deviation	t	p
Control group	15	3,0269	,24160	,191	,850
Experimental group	15	2,9998	,49247		

p=0.05

As can be seen from Table 1, when the results of the two groups were analyzed for differences using the independent samples t-test, a statistically significant difference between the mean scores of the experimental group and the control group was not revealed. The experimental group's mean score was X=2,9998; the control group's was X=3,0269. The t value was calculated as (t=,191), and the significance level was (p=,850).

After the treatment, the post-test was conducted on the experimental and control groups. The results are presented in Table 2.

Table 2 – Post-test results of experimental and control groups

	N	Mean	Stand. Deviation	t	p
Control group	15	3,0862	,35118		
Experimental group	15	3,4433	,30791	-2,961	,006

p=0.05

As the independent samples t-test results show, a statistically significant difference was found between the experimental and control groups' mean scores after the treatment (t=-2,961; p=,006). The experimental groups' mean scores were X=3,4433, whereas the control groups scored X=3,0862, indicating a notable difference between the results.

As the next analysis, the difference between experimental groups' pre and post-test results were compared using a paired-sample t-test. The results are presented in Table 3.

Table 3 – Experimental group's pre and post-test results

	N	Mean	Stand. Deviation	t	p
Experimental group (pre-test)	15	2,9998	,49247	-4,765	,000
Experimental group (post-test)	15	3,4433	,30791		

p=0,05

The results of the Paired samples t-test, which was used to identify the difference within the same groups pre-and post-tests, indicated a statistically significant difference in the experimental group's results (t=-4,765; p= 000). It is clearly seen from the mean scores.

The same analysis was computed to identify the difference between the control groups' pre- and post-test results, which are represented in Table 4.

Table 4 – Control group's pre-and post-test results

	N	Mean	Stand. Deviation	t	p
Control group (pre-test)	15	3,0269	,24160	-, 654	,524
control group (post-test)	15	3,0862	,35118		

p=0,05

The paired samples t-test results indicated no statistically significant difference between the control group's pre- and post-test results (t=-,654; p=,524).

Discussion

The primary purpose of this study was to determine the impact of RWL on audiobooks in fostering Kazakh EFL learners' multisensory abilities, such as visual and auditory learning. The experiment was conducted with first-year bachelor students from Khoja Akhmet Yassawi International Kazakh-Turkish University, who were divided into control and experimental groups.

At the beginning of implementation, both groups took a pre-test to ensure they started at a similar level. The results showed no significant differences between the two groups, suggesting that any changes observed in the post-test were likely due to the treatment rather than pre-existing differences in ability.

The post-test results showed a significant difference between the two groups after implementation. Students in the experimental group who read and listened to audiobooks outperformed those in the control group who merely listened. This shows that reading and listening simultaneously improve students' comprehension and retention of the subject.

Upon closer examination of the experimental group, there was a significant improvement in their post-test scores compared to their pre-test scores, indicating that reading while listening to audiobooks was highly influential in enhancing their comprehension and vocabulary. On the other hand, the control group showed slight improvement from their pre-test to their post-test, suggesting that listening alone was not as beneficial. Furthermore, this finding is in line with the literature. For instance, Brown et al. discovered that simultaneous reading and listening improved learners' vocabulary acquisition more than just reading or listening alone [10]. Van Vu & Peters also found that Vietnamese EFL learners benefited more from reading with textual input enhancement than from reading alone [13]. Gobel and Kano found significant effects on reading rate and vocabulary recognition [17]. Teng's study further supported these findings by demonstrating that learners acquired more vocabulary through reading while listening than through reading alone [15].

The findings of this study indicate that Kazakh EFL learners' multisensory abilities, such as visual and auditory learning, have enhanced, and linguistic achievement has increased from pre-test to post-test with the help of RWL to audiobooks. The result of this study coincides with the studies of Tragant and Vallbola, where it is indicated that reading-while-listening positively impacted young EFL learners' attitudes and engagement in English reading, potentially increasing their motivation and interest in learning [14]. Granena, Munoz, and Tragant's research highlighted the influence of a supportive first language (L1) reading environment on second language (L2) learning outcomes [16].

Consequently, these studies suggest that incorporating RWL activities into language learning curricula can improve learners' vocabulary acquisition, engagement, and language skill development. The research studies that have been reviewed consistently show that reading-while-listening can be a practical approach for vocabulary acquisition and can positively impact learners' perceptions and engagement during reading activities in an EFL context. Furthermore, textual input enhancement and the influence of L1 reading-related factors significantly affected vocabulary learning outcomes. Even though the previous studies were conducted in different contexts, written at different times, and used various methods of implementing reading while listening, the results were similar to the current study.

Conclusion

This study has proven the effectiveness of incorporating reading while listening to audiobooks as a teaching method for enhancing the multisensory skills of Kazakh EFL learners. By using multiple sensory modalities, particularly the combination of visual (reading) and auditory (listening) input, learners can experience a synergistic effect that promotes better comprehension and retention of the material.

The combination of visual and auditory input strengthens and complements each other, reducing cognitive load and facilitating a deeper understanding of the content. Additionally, the synchronized presentation of audio and visual components strengthens the association between written words and their corresponding sounds, improving pronunciation skills and developing phonemic awareness.

It is important to note that the multisensory input provided by reading while listening enhances language learning and increases engagement and motivation among Kazakh EFL learners. The dynamic nature of the audio stimuli adds an interactive and immersive dimension to reading activities, promoting a more enjoyable and stimulating learning experience.

Incorporating RWL activities offers a comprehensive approach to language learning that takes advantage of the inherent synergy between visual and auditory modalities. By utilizing the power of multisensory input, teachers can create more effective and engaging learning environments that cater to Kazakh EFL learners' diverse needs and preferences.

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