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**“THE USE OF AUTHENTIC MATERIAL (BBC NEWS) IN THE  
DEVELOPMENT OF LISTENING COMPREHENSION IN THE  
STUDENTS OF LANGUAGE CENTER AT AMBATO TECHNICAL  
UNIVERSITY IN B1 LEVEL.”**

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**Ambato-Ecuador  
2018**

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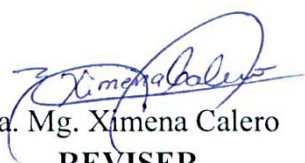
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## **DEDICATION**

First of all, I want to thank God for blessings every day being an important part of my life. In addition, to my family for supporting me all the time especially, to my mother Luzmila for inspiring me to achieve my goals.

Also, to my sister Piedad who has encouraged me to accomplish everything that I have proposed.

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## TABLE OF CONTENTS

<b>PRELIMINARY</b>	<b>PAGES</b>
COVER PAGE.....	i
SUPERVISOR APPROVAL .....	ii
DECLARATION PAGE.....	iii
COPYRIGHT REUSE .....	iv
APPROVAL OF THE HIGH COURT OR DEGREE COURT .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	viii
INDEX OF CHARTS .....	xi
INDEX OF TABLES .....	xi
INDEX OF GRAPHICS .....	xii
INDEX OF FIGURES.....	xiii
RESUMEN EJECUTIVO .....	xiv
ABSTRACT.....	xv
INTRODUCTION.....	1

## CHAPTER I THE PROBLEM

1.1 Theme.....	3
1.2 Problem Statement .....	3
1.2.1 Contextualization .....	3
1.2.2 Critical Analysis .....	6
1.2.3 Prognosis .....	7
1.2.4 Formulation of the problem.....	8
1.2.5 Research Questions .....	8
1.2.6 Delimitation of the Research Object .....	8
1.3 Justification .....	9
1.4 Objective .....	10
1.4.1 General Objective.....	10
1.4.2 Specific Objectives.....	10



**CHAPTER II**  
**THEORETICAL FRAMEWORK**

2.1 Research Background.....	11
2.2 Philosophical foundations .....	15
2.3 Legal basis.....	16
2.4 Key Categories .....	17
2.4.1 Independent Variable: .....	18
2.4.2 Dependent Variable.....	39
2.5 Hypothesis .....	52
2.6 Pointing Variables .....	52

**CHAPTER III**  
**RESEARCH METHODOLOGY**

3.1 Approach .....	53
3.2 Basic method of investigation .....	53
3.2.1 Field research .....	53
3.2.2 Documentary - Bibliographical research.....	54
3.3 Level or type of research.....	54
3.3.1 Descriptive level.....	54
3.3.2 Exploratory level .....	54
3.3.3 Correlation.....	55
3.4 Population and sample .....	55
3.4.1 Population.....	55
3.4.2 Sample.....	55
3.5 Operation of variables .....	57
3.5.1 Independent variable: BBC News .....	57
3.5.2 Dependent variable: Listening Comprehension .....	58
3.6 Information collection plan .....	59
3.6.1 Validation of data collection instruments.....	60
3.6.2 Reliability of the items .....	60
3.7 Information processing plan.....	62

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION OF RESULTS**

4.1 Analysis of the results .....	63
4.1.1 Students' Survey .....	63
4.1.2 Teachers' Survey .....	74
4.2 Verification of hypotheses .....	84
4.2.1 Hypothesis Formulation .....	84
4.2.2 Statistical Model.....	84
4.2.3 Observed frequencies .....	85
4.2.4 Expected Frequencies.....	85
4.2.5 Contingency table.....	86
4.2.6 Degrees of Freedom .....	86

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

5.1 Conclusions .....	88
5.2 Recommendations .....	89
References .....	90
Annex No 1. Paper .....	98
Annex No 2. Student Survey.....	110
Annex No 3. Teacher Survey .....	112
Annex No 4. Urkund Report .....	114
Annex No 5. Authorization for the surveys application.....	115

## INDEX OF CHARTS

Chart 1. Types of News.....	32
Chart 2. Classification of News.....	33
Chart 3. Operationalization of the independent variable.....	57
Chart 4. Operationalization of the dependent variable.....	58
Chart 5. Information collection plan .....	59

## INDEX OF TABLES

Table 1. Population .....	55
Table 2. Calculation of Cronbach's Alpha.....	61
Table 3. Listening Comprehension Activities in class.....	63
Table 4. English News in class.....	65
Table 5. English News to practice listening comprehension .....	66
Table 6. BBC News to have a general view of the world .....	67
Table 7. BBC News to get an authentic language context.....	68
Table 8. Listening activities to comprehend the use of the English.....	69
Table 9. Listening comprehension techniques .....	70
Table 10. Listening Comprehension Assessment .....	71
Table 11. BBC News and English comprehension .....	72
Table 12. BBC News to improve listening Comprehension .....	73
Table 13. Listening comprehension activities for students .....	74
Table 14. Listening comprehension activities using News .....	75
Table 15. Authentic material (English News) in class .....	76
Table 16. Listening comprehension activities for students general view .....	77
Table 17. Authentic Language Context using BBC News.....	78
Table 18. Real Language in class.....	79
Table 19. Listening comprehension techniques .....	80
Table 20. Evaluation of Listening Comprehension.....	81
Table 21. BBC News for students' comprehension .....	82
Table 22. BBC News for listening comprehension development .....	83

Table 23. Observed frequencies .....	85
Table 24. Expected frequencies .....	85
Table 25. Contingency table.....	86
Table 26. Degrees of Freedom .....	86

## INDEX OF GRAPHICS

Graphic 1. Problem Tree .....	5
Graphic 2. Key Categories .....	17
Graphic 3. Listening Comprehension Activities in class .....	64
Graphic 4. English News in class .....	65
Graphic 5. English News to practice listening comprehension.....	66
Graphic 6. BBC News to have a general view of the world .....	67
Graphic 7. BBC News to get an authentic language context .....	68
Graphic 8. Listening activities to comprehend the use of the English Language. 69	
Graphic 9. Inferring information .....	70
Graphic 10. Listening Comprehension Assessment.....	71
Graphic 11. BBC News and English comprehension .....	72
Graphic 12. BBC News to improve listening Comprehension .....	73
Graphic 13. Listening comprehension activities for students .....	74
Graphic 14. Listening comprehension activities using News .....	75
Graphic 15. Authentic material (News) in class .....	76
Graphic 16. Listening comprehension activities for general view.....	77
Graphic 17. Authentic Language Context using BBC News .....	78
Graphic 18. Real Language in class .....	79
Graphic 19. Listening comprehension techniques .....	80
Graphic 20. Evaluation of Listening Comprehension .....	81
Graphic 21. BBC News for students' comprehension .....	82
Graphic 22. BBC News for listening comprehension development .....	83
Graphic 23: Chi-Square Distribution .....	87

## INDEX OF FIGURES

Figure 1. BBC Audiences.....	36
Figure 2. World News .....	37
Figure 3. Online Broadcast.....	37
Figure 4. World Service Radio.....	38

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE IDIOMAS**

**RESUMEN EJECUTIVO**

**Tema:** “THE USE OF AUTHENTIC MATERIAL (BBC NEWS) IN THE DEVELOPMENT OF LISTENING COMPREHENSION IN THE STUDENTS OF LANGUAGE CENTER AT AMBATO TECHNICAL UNIVERSITY IN B1 LEVEL.”

**Autor:** Alex Ivan Punina Tiviano

**Tutora:** Lcda. Mg. Sarah Iza Pazmiño

**Fecha:** Junio, 2018

El presente trabajo de investigación tiene como objetivo identificar la importancia del uso del material autentico como (BBC News) en el desarrollo de la comprensión auditiva en los estudiantes del Centro de Idiomas de la Universidad Técnica de Ambato en el nivel B1 de la ciudad de Ambato. Enfocándose en la destreza auditiva; la cual es un factor muy importante en la adquisición de idioma inglés. Se ha analizado que los estudiantes a pesar de llegar al nivel B1 no tienen una comprensión adecuada del idioma a alcanzar porque hay una falta de exposición real del uso del idioma. Esta investigación tiene un enfoque cualitativo y cuantitativo debido a que los datos obtenidos fueron mediante una encuesta y esta fue dirigida a una muestra de 270 estudiantes junto a 12 profesores que enseñan inglés en el nivel B1. Como conclusión se menciona que el material autentico BBC News influye en las competencias del desarrollo auditivo. Además, los resultados señalan que el 80% de profesores no utilizan noticias en inglés para desarrollar una visión general del mundo en los estudiantes. Del mismo modo, los estudiantes junto con los profesores mencionan que el material mencionado ayudaría a incrementar la comprensión de un contexto real del uso del idioma inglés. Por lo tanto, el uso de las BBC News proporciona beneficios positivos en la comprensión del idioma. Sin embargo, es necesario enfocar este tipo de material en estudiantes quienes cursan niveles iguales o superiores a Pre-intermedio, así mismo concentrar en los intereses de los estudiantes para facilitar el proceso de enseñanza-aprendizaje.

**Palabras clave:** Material auténtico (BBC News), comprensión auditiva, conocimiento del idioma, enseñanza-aprendizaje.

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**ABSTRACT**

**Theme:** “THE USE OF AUTHENTIC MATERIAL (BBC NEWS) IN THE DEVELOPMENT OF LISTENING COMPREHENSION IN THE STUDENTS OF LANGUAGE CENTER AT AMBATO TECHNICAL UNIVERSITY IN B1 LEVEL.”

**Autor:** Alex Ivan Punina Tiviano

**Tutor:** Lcda. Mg. Sarah Iza Pazmiño

**Date:** June 2018

The aim of this research work is to identify the importance of the use of authentic material such as (BBC News) in the development of listening comprehension in the students from Language Center at Ambato Technical University in B1 level from Ambato city. Focusing on listening comprehension that is a significant factor in the English language acquisition. It has been analyzed that students, despite being in B1 level, they do not have an adequate understanding of the language awareness to be reached because there is a lack of real exposure to the use of it. This research work has a qualitative and quantitative approach due to the data obtained was through a survey and this was applied to a sample of 270 students along with 12 teachers who teach English in B1 level. As a result, authentic material BBC News influences in the competences of listening development. In addition, the results show that 80% of teachers do not use English news to develop a general view of the world by students. Besides, students and teachers state that the real material will support to increase learners' perceptions about a real context of the target language. Therefore, the use of the BBC News provides positive benefits in the language comprehension. However, it is necessary to focus this type of material on students who are at equal or higher levels than Pre-intermediate, as well as concentrate on pupils' interests to facilitate the teaching-learning process.

**Keywords:** Authentic material (BBC News), listening comprehension, language awareness, teaching-learning.

## **INTRODUCTION**

The purpose of this current research work is to identify the relationship of the use of authentic material (BBC News) in the development of listening comprehension; that it also constitutes the main receptive skill for the acquisition of the English language. Therefore, the lack of use of this material in the educational environment affects students who cannot develop their language skills in an appropriate way. Finally, this research supports significant arguments regarding different authors who aid the implementation of News material as an important factor in the teaching-learning process.

The current research is structured in the five following chapters:

### **CHAPTER 1**

This chapter describes the use of authentic material in the development of listening comprehension in the students of Language Center. It also details the approach of the problem, the formulation, objectives and justification of the research work.

### **CHAPTER 2**

Theoretical framework is presented by previous researchers who support the current study. Likewise, the philosophical foundations along with legal basis are defined. The main categories of the study are also included of each variable as well as the formulation of the hypothesis to verify if the research is fulfilled or not.

### **CHAPTER 3**

This chapter contains the methodology implemented in the study project based on the approach and the type of research, while establishing the population to be researched, the operationalization of variables and the plan to obtain the study information.



#### **CHAPTER 4**

The data obtained from the surveys through an analysis and interpretation of data which is represented in statistical graphs of the questionnaire. In addition, the hypothesis is verified by the application of the Chi square.

#### **CHAPTER 5**

This chapter mentions the conclusions and recommendations that have been reached after analyzing all the data to finally give some recommendations for the current research work.

#### **ANNEXES**

The academic article (paper) is described that represents the collection of information obtained from the research work and it also includes suggestions for the solution of the problem.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Theme**

“The use of authentic material (BBC news) in the development of listening comprehension in the students of Language Center at Ambato Technical University in B1 level.”

#### **1.2 Problem Statement**

##### **1.2.1 Contextualization**

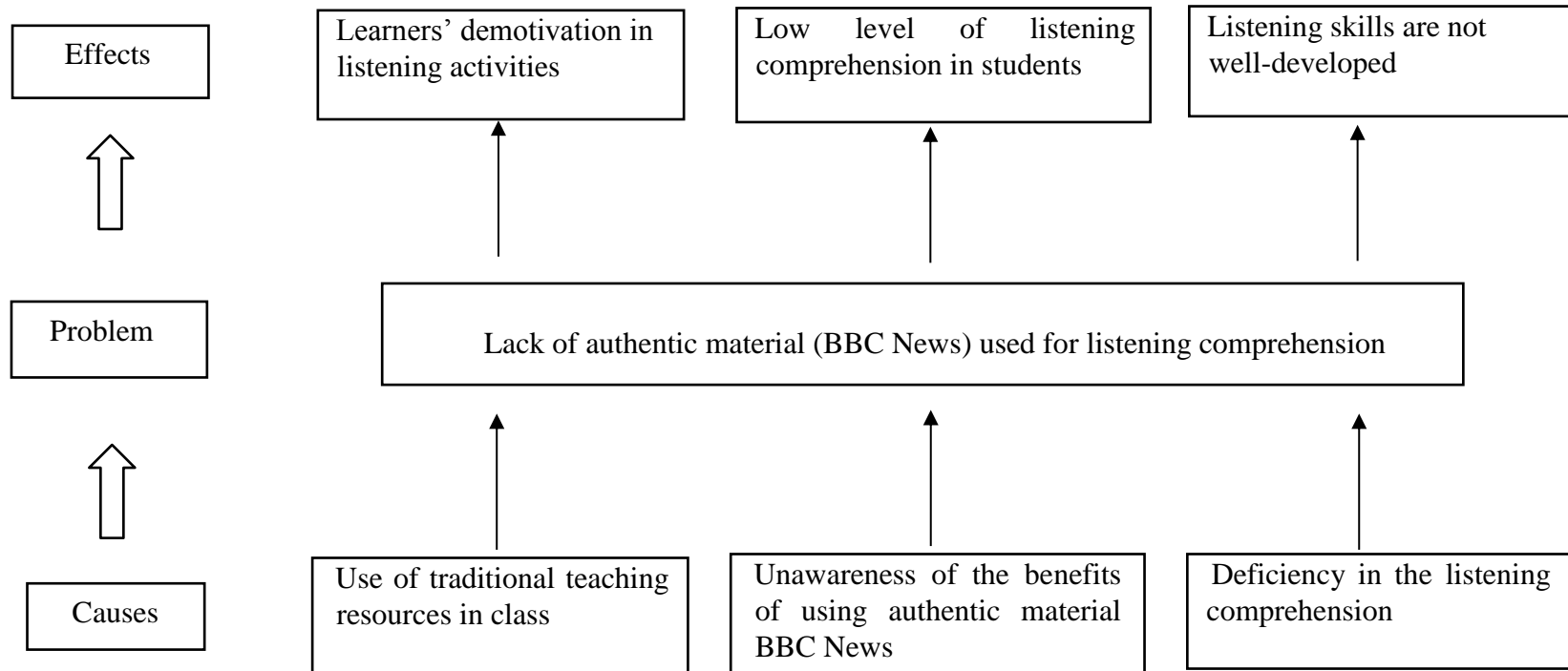
Currently, learning English is necessary because it is well-liked in several countries due to its easy use for communication. In this way, people from Latin America try to enhance their competitiveness in English proficiency. Likewise, they have the necessity to study deeply by access to new technologies or resources which allow the combination of a vast diversity of materials which have made with educational purposes and even those have not like authentic materials. Nevertheless, it is not easy to select them because they have to adequate to interest in the classroom to support the acquisition along with language skills (Veloz & Mancero, 2017).

From this perspective, the use of innovate materials have to support leaners to comprehend and learn the English language in an easy way. Nevertheless, in Ecuador students from different universities do not reach an acceptable English comprehension level as Common European framework establishes because of traditional materials. Thus, educators have the necessity to look for new innovative resources to improve the teaching-learning process in order to support students' receptive and productive skills (Amaya, Bajaña, & Carlos, 2016, p. 3).

In Tungurahua Province, specifically in Ambato City students have gotten English language by using non-authentic material which support them to be immersed in this language. Nevertheless, it is taught through conventional texts whose content have educational purposes and it is not adapted to everyday situations that could be presented in real life. In other words, the lack of real language exposure with authentic material has not been enhanced in the linguistic acquisition for the improvement of language comprehension (Solís, 2016).

At Ambato Technical University, particularly in the Language Center in B1 level many teachers use non-authentic materials that do not offer enough real use of the language and there is not a daily exposure of authentic materials like BBC News. Besides, for students from B1 level, despite of the use of school texts, English proficiency level is not satisfactory. That reality is reflected in the latest students' evaluation from September 2017 – February 2018 period since listening skills were their weakest skill.

**Graphic 1. Problem Tree**



**Source:** Direct Observation  
**Elaborated by:** Punina, A. (2017)

### **1.2.2 Critical Analysis**

Through the critical analysis, there are causes that affect the listening comprehension in students from B1 at Language Center due to the conventional materials which are based on the traditional approach. Teachers have been using traditional books, but they have left the use of authentic materials that enhance language comprehension. Thus, the education must be renewed using innovative materials to improve the educational approach.

The first cause is the use of traditional teaching resources in class. It produces students' demotivation at the moment of listening to audios from traditional textbooks. For instance, educators make students listen to dialogues or even complete listening tasks. Thus, learners do not show any interest in this type of activities. Moreover, the use of alternative materials, such as authentic material can be of great benefit. In fact, it contributes in a good way to the teaching-learning process and the listening comprehension development.

Another cause is framed in the unawareness of the benefits of using authentic material BBC News. It results in a low level of students' development in listening comprehension. In addition, most teachers are used to having their students listen to audios from the textbooks forgetting that the use of real material as News increases the motivation and interest in students. Additionally, it helps them to develop their listening comprehension through real and stimulating topics. Likewise, the use of genuine material helps them to distinguish English sounds, recognize intonations, deduce results and infer causes and effects from events.

In addition, the deficiency in listening comprehension leads students' listening skills are not well-developed. That is a great problem since it is one of the most important skills and must be developed during the learning acquisition due to that supports to understand main ideas and recognize contexts. Therefore, students need to be guided to comprehend real language through authentic material.

### **1.2.3 Prognosis**

If there is no solution to the problem detected; that is the lack of use of authentic material BBC News in the development in listening comprehension of the English language. Teachers along with students will continue using traditional materials that do not support to enhance learners' comprehension, so that they will have a low level at the moment to understand real English audios. Besides, that level will be reflected on the international tests that require an advanced English comprehension level such as TOEFL (Test of English as a Foreign Language) examination. Therefore, some learners will feel demotivated to understand complex audios.

On the other hand, if it is given a solution to the problem, learners will have an appropriate comprehension level of English Language. They will upgrade their conception of listening activities as well as there will be a great interest by students in listening. As a result, it will be reflected in students' examinations along with their grades. Besides, scholars will be stimulated to get authentic use of the English language which is used by broadcasters in BBC News.

The research project will be important for both teachers and students in B1 level at Language Center in Ambato Technical University that allows authentic material BBC News will be an essential factor to students' comprehension of English Language.

#### **1.2.4 Formulation of the problem**

How does the use of authentic material (BBC news) influence in the development of listening comprehension in the students of Language Center at Ambato Technical University in B1 level?

#### **1.2.5 Research Questions**

- ✓ In what ways authentic material BBC NEWS expose students in genuine English language context?
- ✓ Which authentic materials are the most used in the listening comprehension development for students from B1 Level?
- ✓ What is the relationship between BBC News and listening comprehension?

#### **1.2.6 Delimitation of the Research Object**

The present research work is developed in the following parameters:

**Content:**

**Field:** Educational

**Area:** English Language

**Aspect:** Listening Competence

**Spatial Delimitation:** Language Center at Ambato Technical University in Ambato city.

**Temporary Delimitation:** September 2017 - February 2018

### 1.3 Justification

This research work shows the lack of knowledge of the use of authentic material BBC NEWS for listening comprehension. It is a significant aspect for students because it allows them to understand a real use of English language. For this reason, this project has an educational **interest** in using real materials that facilitate the process of comprehension of the English language.

This project is **important** because it pretends to show the value of developing the habit of listening comprehension by using BBC News in the educational field through orientations that allow developing a correct textual understanding, since it is one of the performances that frames the integral formation of college students.

Besides, this project is **original**, since the use of authentic material in the classroom for English language teaching has not been studied a lot. In fact, no other research has been carried out regarding authentic material (BBC News) which will contribute in listening comprehension in students of B1 level at the Language Center.

This project is **different** because its studies are updated; and therefore, it will be a feasible research for the Language Center. For instance, watching and listening to BBC News to develop students' listening comprehension is something new that will affect students' listening comprehension in a good way. Thus, teachers will use it as a complementary material in class.

The **beneficiaries** of this research are students from B1 level at Language Center from Ambato Technical University. Students will be able to improve their listening comprehension of English language through authentic material BBC News. Besides, teachers can be aware of the benefits that real materials have for listening.



Finally, this research is **feasible** because it tries to enhance the current situation in which conventional materials do not support to increase students listening comprehension. In addition, this research provides all the facilities to accomplish with the research process; authorities, teachers and students from B1 level.

## **1.4 Objective**

### **1.4.1 General Objective**

To analyze the influence of authentic material (BBC News) in the development of listening comprehension in the students of the Language Center at Ambato Technical University in B1 level.

### **1.4.2 Specific Objectives**

- ✓ To establish the application of authentic material (BBC news) to expose students in a genuine English language context.
- ✓ To identify which materials are used for listening comprehension development.
- ✓ To determine the relation between “BBC News” and listening comprehension in B1 level of Language Center at Ambato Technical University.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research Background

The importance of researching similar studies is to examine the diverse results and conclusions in order to compare with the proposed research work. Later, checking alike academic works or researches in the local institutions as in the Ambato Technical University and international studies as well.

Besides, this research work will be supported by previous important studies related to the proposed theme. Likewise, their results will help to compare the influence of the independent variable as authentic material (BBC News) and dependable variable; listening comprehension. After, conducting the corresponding research on similar or related topics to the problem presented; the results obtained in researches are detailed below.

In an important research carried by Cabrera (2017) with the theme “EL USO DEL MATERIAL AUTÉNTICO AUDIO-VISUAL Y LA DESTREZA ORAL EN LOS ESTUDIANTES DEL TERCER NIVEL (B1)” at the Language Center at Ambato Technical University with a qualitative and quantity approach. The research was done with a total population of 103 students and 3 teachers to analyze the influence of audio-visual material in oral skills. Equally, a survey like a technique and a questionnaire like instrument were used to collect the information.

The objective of the study was determined the influence of authentic material in the oral skills and the results were the following:

- The author concluded teachers in B1 level use audio-visual materials, but the use is highly limited to enhance learners' comprehension.

- There is a variety of activities that teachers use in the class but the lack of selection of extra materials produce and inadequate comprehension because students are limited to use repetitive phrases and vocabulary as well.
- The authentic audio-visual material can be adapted for educational purposes to improve learners' development in the communicative skills.

Base on the results, the presence of authentic materials is limited by teachers and its importance is essential in the learning-process due to learners are exposed a real language where they can notice genuine language used in this type of material. Likewise, learners can develop their extra linguistic skills to improve their language acquisition.

Similarly, to get a genuine use of language is necessary real materials owing to this type of material can be an effective and productive material where students can work developing their own skills based on real language exposure. In summary, with the author's research work the authentic material is essential due to natural language used in News unlike of the academic books in which its content is for didactic purposes.

In another similar research work was held by Cocha (2016) based on the use of authentic listening material in the auditory skills at "Unidad Educativa Guayaquil" in Ambato city, with a total population of 88 students. The methodology used was through a qualitative and quantitative approach within of a descriptive and exploratory level. Eventually, the technique was a survey and a questionnaire an instrument. Based on the results the author concluded:

- The Students' vocabulary is limited, and the structure of the language does not help to motivate interest, and enthusiasm for new knowledge,
- There is no use of extra materials that motivate the development of learning and it depends on highly the teacher.
- Conventional materials promote a repetitive learning that leads to demotivation in the assimilation of the English language.

Therefore, listening as real material can support like a supplementary way of teaching and its incidence in the development of English language comprehension is relevant. Likewise, their results and recommendations seem the importance language acquisition like input through real material outside the range of the didactic material which not designs within syllabus to help conventional books.

Besides, the author mentions the relationships among authentic material in the listening comprehension in learners from “Unidad Educativa Guayaquil” in the baccalaureate level. Therefore, according to the author’s results there is a lack of real materials; which could be presented by audiovisual material through television and video. Today, educators must add to this range of possibilities, not only written, audio and audiovisual language through the Internet. Finally, the research seems the relationship between the authentic listening material and the English listening skills. The use of authentic material is not used in English classes to improve learners’ acquisition because they have a limited use of vocabulary and language structure to motivate interest.

In a study about “The Impact of Authentic Materials and Tasks on Students’ Communicative Competence” at a Colombian University in A2 level from English this was mixed study composed a quasi-experimental and a descriptive-qualitative approach where a pre-test, and post-test, were applied along with observations, interviews, surveys to students who show a positive perception through the use of authentic materials likewise they improved their micro-skills for receptive (reading, listening) and productive skills (speaking, writing) (Castillo, Insuasty, & Osorio, 2017).

In a work accomplished by Belaid A. M (2015) related to Teacher’s attitudes and perceptions at Libyan Universities using real materials in EFL teaching where a mixed methodology was applied using surveys and interviews in dissimilar ranges of academic context in intermediate level. To sum up, educators consider using supplementary activities with authentic materials to enhance students language

comprehension. Besides, they stated good reactions toward using real materials to provide a meaningful exposure from the language motivating students.

In an article published by Behzad & Nobakhti (2014) , with the title of "The effect of authentic and inauthentic materials in cultural awareness training on EFL learners; listening comprehension ability " the author has a qualitative and quantitative approach in which a level test was used as a methodology, the population was 60 students, using as instrument a Placement and Listening Test, whose results were processed, obtaining as conclusion that the Authentic auditory material is more effective than non-authentic because they provide students the functional, situational diversity of the language along with English dialectal aspects.

Besides the author mentions the listening comprehension is an active process that represent 45 % being this skill used most frequently. Therefore, listening's purpose is the construction of meaning by matching what listeners hear. Today, there is a wide variety of resources that help in the teaching of a foreign language such as English News and in that way, it is more pleasant to learn it (Cross, 2009).

In another study guided by Gómez, María, & Carrillo (2012) at Concepción University in Chile; the principal objective was determined the importance of explicit instruction on the use of metacognitive strategies for assessment in the listening comprehension in the college learners. The research was developed using different instruments like survey and sheet of observation with a population of 230 students and 5 professors. The cognitive processes are essential to develop listening comprehension. Moreover, they can help the apprentices of a L2 to more effectively regulate their processes and their learning to improve listening comprehension, which can be optimized with pedagogical instruction.

Authentic listening materials are great material to encourage learners to be immersed in the use of genuine language present in this kind of material. Nevertheless, the absence of the real material could cause a great disinterest by English learners' side. The material already mentioned before that can be found in

many medias which constitutes a first-hand offer where learners can develop their acquisition in receptive skills competences like listening comprehension.

## **2.2 Philosophical foundations**

The present research work is focused on the listening comprehension using authentic material for an understanding of the English language in the students for which the research is based on the following paradigms.

**Critical-propositional** paradigm, because it seeks to propose solutions to the proposed research problem and get to solve it in a real way by the researcher analyzing the real case of the students of the Language Center from Ambato Technical University in B1 level.

In the Critical - Propositional paradigm, the engagement of research is the growth and development of the society having the same opportunities and without discrimination in order to achieve this, there is currently a great variety of tools for learning English both technological and traditional which involve the use of native material for a more meaningful teaching of the English language where students can keep in touch with real use of the language.

This research work is also based on the **social-constructivist**, because in order to carry out the research, an analysis was made prior to the problem of listening comprehension development, which made it possible to make judgments based on these evidences. BBC News is an authentic learning material that through that, it allows learners to associate the content to develop their auditory skills so that it is proposed like an innovation of learning through experience that fits their educational reality.

This research is based on overcoming traditionalism and pointing out alternatives to establish and recognize possible difficulties about the importance of using authentic material and how it influences in listening comprehension.

### 2.3 Legal basis

The research work is supported by the following laws:

According to Ley Orgánica de Educación Intercultural (2011)

- Art. 374, la actualización de textos escolares y recursos didácticos. Los textos escolares, guías del docente, cuadernos de trabajo y demás recursos que se proporcionaren gratuitamente en los establecimientos públicos y fisco-misionales serán actualizados de conformidad con lo establecido en los estándares de calidad educativa y el currículo nacional obligatorio. Al menos cada tres (3) años, el Nivel Central de la Autoridad Educativa Nacional debe realizar una evaluación de dichos recursos y debe determinar la pertinencia de su actualización.

According to Ley Orgánica de Educación Superior (2010)

- Art. 8, Fines de la Educación Superior.

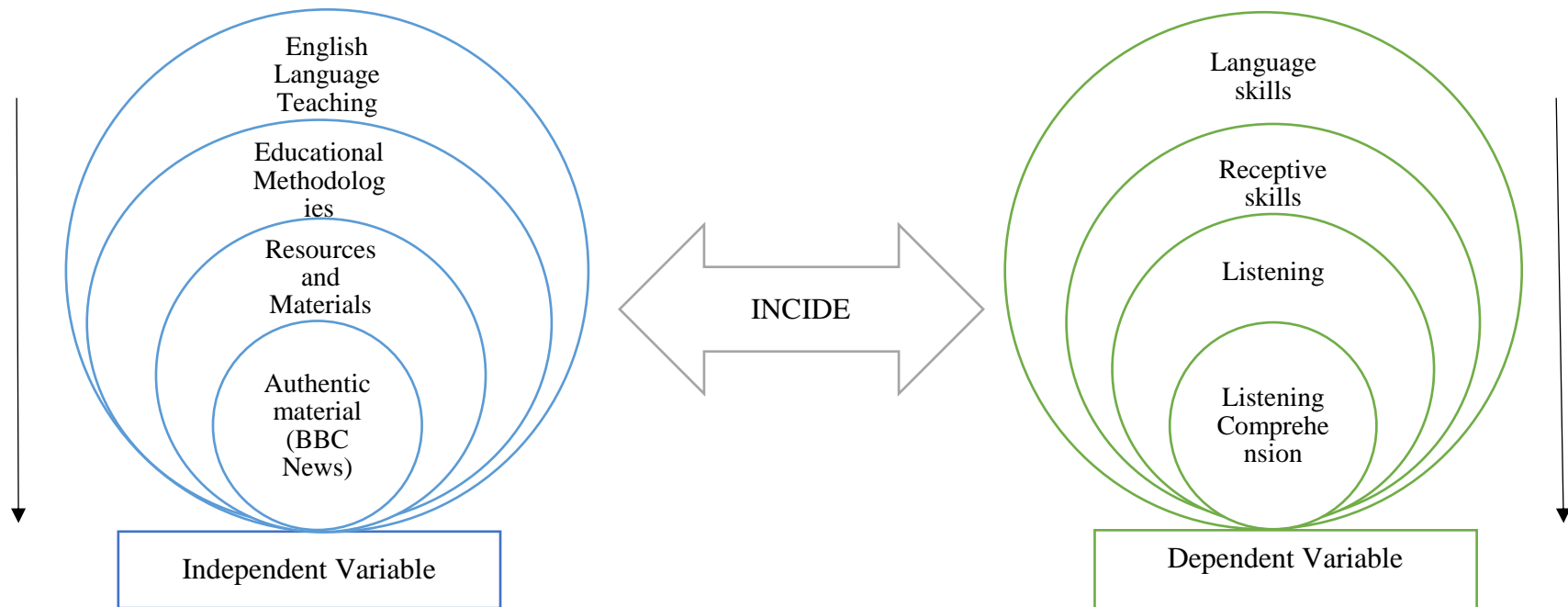
**Ítem a:** Aportar al desarrollo del pensamiento universal, al despliegue de la producción científica y a la promoción de las transferencias e innovaciones tecnológicas.

**Ítem b:** Fortalecer en las y los estudiantes un espíritu reflexivo orientado al logro de la autonomía personal, en un marco de libertad de pensamiento y de pluralismo ideológico.

Overall, education is indispensable for entirely citizens' knowledge, the exercise of rights and the construction of a sovereign country. In addition, that constitutes a strategic axis for national development for all levels for education in Ecuador especially in universities.

## 2.4 Key Categories

Graphic 2. Key Categories



**Source:** Direct Research  
**Produced by:** Punina, A. (2017)



### **2.4.1 Independent Variable:**

#### **ENGLISH LANGUAGE TEACHING**

Teaching process is the movement of the cognitive activity of the students under the direction of the teacher, towards the mastery of knowledge, skills, habits and the formation of a scientific conception of the world. Besides, in this process there is a dialectical relationship between teacher and student, which are differentiated by their functions; the teacher must stimulate, direct and control the learning in such a way that the student is an active participant, conscious in this process. In other words, "teaching for teachers" and the student's activity is "learning" (Meneses, 2015) .

Teaching and learning are concepts which are considered as components of the teaching process to the objectives, content, methods, materials and their organization that make up an internal logical relationship in class. Each classroom is a scenario in which a series of didactic variables interact that make teaching and learning English will be an active process.

Educational methodologies tend to revolve around theories of learning (based on psycho-pedagogy). Each concept has its processes, activities and methods.

Krashen (1981) defines the acquisition of a language as an automatic process of developing language skills unconsciously due to the need for communication. This does not produce conscious effort on the part of the individual or on the formal part of the language such as grammar; this focus on in the communicative act.

Odlin (2005) mentions about the influence of the mother tongue and the effects it has on the student for the development of the system of sounds of a second language. He also proposes to be careful in two factors; phonetics and phonology. The phonetics that refers to the production and perception of sounds that analyzes

and compares the two languages in terms of physical differences between the respective sound systems that are produced and perceived.

To sum up, for the learning acquisition is necessary to have a great interaction of the individuals with the target language. Therefore, for a student acquire a language needs interaction with a teacher guide or an appropriate environment, materials and resources which are generated mainly by the need of the student to understand and then to communicate.

### **Innovative Methods of Teaching English Language**

Currently, there are varies methods to use in Teaching English as a Foreign Language (Ming & Anburaj, 2014).

#### **Enacting the stories**

The use of the stories in the classroom facilitates the student's contact with the narrative, with which they get familiar consolidating the productive and receiving capacity in the learning process in which the story is written. This method is essential because it helps pupils to understand the formation of the statement to use them at the moment to express their ideas in natural acquisition of the target language most of times the assessment of stories is through close questions. With the use of this method students' creative part is increased because they are more personified within story based on even with the social values.

One way that this method helps to acquisition of the target language is enacting where learners have to perform different roles putting up into story atmosphere as a result, students can remember facts from the story to complete even if students do not read the real story from the books being an effective method for the development of comprehension.

### **Enacting real conversations**

Conversations are vital factors of teaching English due to there are two skills that work listening along with speaking. The listening skills in conversations help learners percept the meaning without focusing on grammatically part being assimilated intuitively. However, to work with this method is important students' needs. Participation in the conversation can be assessed through student's expressions where these conversations should be general so that students can include more terms and expressions. They must be performing as real friend conversations. In this way, students feel comfortable to express. This process can take a little time, but at the end it is the most appropriate way to teach the language (Ming & Anburaj, 2014, p. 63).

### **Competitions in class**

A competence is knowledge that works as an ability to face certain situations, in situations of reality. An educational model based on competencies attends to student's educational process rather than its compliance with the course. For that reason, the presence of competitions in debates expressing their thoughts and ideas among the classmates applying more academic expression with the sole intention of showing a high level. In addition, this generates a participatory scenario in which students stop being receivers of information to become active agents being a significant factor to personality development.

### **Using multimedia**

Currently, the use of multimedia sources such as songs, movies, trailers, news, podcast, online magazines play a significant role in the acquisition of the target language. However, it must be examined by teachers who have to aware that in those materials the use of colloquial expressions is frequently presented by native spoken people (Ming & Anburaj, 2014, p. 64). Besides, with this method students are exposed an authentic context that sometimes the filling words, reduction,

chunks, or expressions are grammatically incorrect. Therefore, students must realize to understand how to use the language appropriately.

The songs are shown as using a language to express feelings. The video materials are interesting that are also used as an educational tool. The use of multimedia attracts students who can connect with songs and films in order to understand the sense of expressions make comparisons or contrast. Finally, through of the use of this method pupils can figure out how the language works in authentic context being an effective resource at the moment to teach a foreign language.

### **Teaching through technology**

Vitthal & Sharma (2015) state the use of technology has been increasing. Nowadays, teachers are using different technological sources, materials along with traditional methods but in a more updated class environment. Besides, through the Computer Assisted Language Learning (CALL) in the teaching of the English language many educators have made use of the ICT because of its availability and access to the internet where online learning has been increasingly (Al Mamun, 2014, p. 8).

Nowadays, there are many institutions of ELT that offer different online courses or even many free web pages that help to improve the level of acquisition. Most of times BBC Company offers many facilities to mobile phone users to learn English in some parts of Asia spreading out for more remote parts of the world.

### **Videos from YouTube Platform**

The objective of using videos in class is to bring background information along with English cultural features to pupils. Besides, despite course books have activities for the principal skills, they do not engage students' interest like videos where learners are motivated to acquire real content of the target language. The videos are facilitating materials to increase student's cognitive process because

their audio-visual content presented in this material as a result videos support long-term listening comprehension to examine important points.

English videos are used by teachers to control learners' social attitudes in before, during and post activities being controlled by the educators to encourage the acquisition of English. For instance, in pre-activities to focus on general then focus on details and in post activities comparing and contrasting ideas (Ksiazek, Limor, & Kevin, 2014). Therefore, the video language is significant to integrate in the lesson as an extra material for development of pupils' input.

YouTube Platform offers thousands of audiovisual materials for educators being it presented in a simple way for everybody where it also delivers cultural facts, people opinions, global events, or news. Hence, with YouTube teachers cannot lose students' interesting.

## **EDUCATIONAL METHODOLOGIES**

The educational methodology is one that indicates to the teacher that techniques, resources and methods which are used according to learners needs taking into account their characteristics and the general context when introducing a topic. Thus, students will be motivated, and their knowledge will be important to be evaluated (Hurtado, 2014).

To apply a topic in the class, the following features are taken:

- Contents
- Implementation
- Materials
- Application.
- Students' interest
- Teaching resources
- Lesson time

Additionally, teachers have the purpose to achieve an educational instructional which are useful in the learning-process by educational methodologies. It allows teachers; introduce the concept of a new topic, establish concepts, motivate learners, diagnose difficulties and abilities and evaluate (Del Gallego, 2012).

### **Types of educational methodologies**

Traditional Teaching. - It means Memory learning. In this type of teaching there is a word that means "memorize" which it consists in the memorization of several pieces of information such as names, dates, heroes, and concepts (Del Gallego, 2012).

Teaching by discovery. - It leads to constructive learning. This consists on students not only acquiring knowledge, but also applying it in the environment that surrounds them. The purpose of history in this democratic society must be that knowledge of the past helps the student to understand the present and to analyze it critically.

Teaching by exposure. - It leads to reconstructive learning. Teaching by exposure subjects those same decisions to processes of a psychological nature, largely leaving the structure of the discipline in favor of a supposed spontaneity in the student's learning.

### **RESOURCES**

Teaching resources are those elements that can be used as means to achieve a specific purpose in a lesson. For instance, it is possible to talk about economic resources, didactic resources, intellectual resources, renewable resources.

From this perspective, every resource is an element or set of elements whose usefulness is based on mediating with a higher objective in class. (Aparici & García, 2008, pág. 38).

Therefore, teaching resources are those materials or tools that have utility in an educational process. By making use of a resource in the school environment, an educator can teach a specific topic to their students. This means that resources help teachers to fulfill their educational function. At a general level it can be said that these resources provide information, serve to put into practice what has been learned and, sometimes, even constitute guides for students.

Concerning about resources in class, it is important to emphasize all the methodologies and techniques used as implementation for the development of the class. Pinto (2011), maintains as a definition of resources the set of methods and strategies that the student must apply at the moment that they find themselves with a learning task.

### **Importance**

Educational resources provide students with better assimilation of knowledge, because the information presented is organized in a better way so that it can be analyzed and understood. Likewise, they make students feel motivated by talking about the topics to be dealt with and above all that they feel involved in the development of the class. Thus, these resources help to improve the cognitive abilities of the students along with their language comprehension and develop them (Morales, 2012).

Additionally, it is important to emphasize that educational resources not only facilitate the task of teachers, but they also make the learning process more accessible for students, since they allow presenting the knowledge through a close and less abstract way. Besides, they help to assess the learning level of students, because each of these resources are used with a clear objective in mind which provide a better interaction between the teacher and the students.

## **MATERIALS**

The teaching material is one which gathers means and resources that facilitate teaching and learning. Teaching materials are usually used within the educational environment to facilitate the acquisition of concepts, abilities, attitudes and skills. Thus, they can be any types of devices that designed and developed with the intention of facilitating a teaching and learning process (Guerrero, 2009).

Besides, teaching materials are the elements used by teachers to facilitate and carry the learning of students (e.g. books, posters, maps, photos, handouts, videos, software.) These materials are presented by one or several functions, focusing on the following features: approach information, act as a guide in learning, exercise skills, motivation, evaluation, attribute contexts for expression and creation and provide representations (Arranz & Garcia, 2011, p. 284).

Therefore, current teachers have an important role at the moment to select the resources and didactic materials to use in class. All these materials or resources that teachers select are essential due to they are chosen by students' level and interest. Besides, the use of adequate resources and teaching materials constitute fundamental tools for the development the teaching-learning process of students.

### **Classification Materials**

It is necessary to understand that a material has no value if it is used properly. It is significant in the measure in which it is adapted to the objectives, contents and activities that teachers use (Guerrero, 2009).

#### **Conventional materials:**

- **Printed:** books, photocopies, worksheets, documents
- **Students materials:** Cardboards, folders, handouts, notebooks.
- **Teachers materials:** Teachers' guide, laws, official provisions



### **Audiovisual materials:**

- Flash cards, slides, photographs.
- Sound materials (audio): cassettes, discs, radio programs
- Audio-visual materials (video): movies, videos, television programs

### **Authentic material**

- Magazine, pictures, newspapers, posters and journals
- Sound materials (audio): radio programs, podcast, songs
- Audio-visual materials (video): films, television programs, news

Therefore, didactic material is one that brings together materials and resources that facilitate teaching and learning. It means, it is used within the educational field to enable the acquisition of concepts, attitudes and skills. On the other hand, to transform an authentic material into a didactic material is necessary to evaluate the content, lexical, syntactic and cultural features to then include it in an appropriate level (Coscarelli, 2014).

### **Evaluation of Materials**

The evaluation of materials involves the issuance of a value judgment on the qualities that they have. In other words, it is defined as a systematic process to obtain relevant information that leads to make a judgment to use in class (Guerrero, 2009, p. 5). This allows getting clear references which determine if materials are suitable based on:

- The content
- Receptors
- The use by the student: level of interactivity
- The adaptability of the materials and means;
- The ethical and moral aspects
- The economic cost

## **AUTHENTIC MATERIAL**

From the term “authentic materials” there are the following definitions:

According to Benavent & Peñamaría (2011) these are as resources made to accomplish social purposes in the real community. Besides, authentic materials are real objects intended for native speakers, which implies that samples of the real language, both oral and written, are characteristic and typical elements of that culture. Therefore, they are taken from the real world reproducing an immersion environment with realistic context.

Authentic material types, as Al Azri & Al-Rashd (2014) points out, they are essential resources which are prepared for native speakers and for a community, but these can be used to expose the learning of a language because they teach leaners the correct use of a language and how to apply it in everyday life within a language community.

Andrijević (2010) states that, they are materials produced by native speakers and for natives; real life materials where are not designed with pedagogical purposes. Nevertheless, their use can be adapted by teachers in the class. These sources are imbued with many cultural elements that increase students' interest and motivation towards the target language, which is reflected in their subsequent performance and comprehension as well.

Once established the definitions about authentic materials and reaffirmed the above-mentioned definitions; these types of materials have been created with an authentic communicative and social function. This group includes magazines, newspapers, stories, podcast, realia, internet, news, and audio-visual. The authentic materials can be graduated (adapted or modified for academic purposes) or non-graduated (intended for native speakers without any modification)

## **Importance**

The authentic materials allow students to develop confidence through activities that strengthen and develop their four skills (listening, speaking, reading and writing) using real problems that lead them to be creative, imaginative and analytical. This is how they relate everything to their real life and their interests will be convinced that what they have learned is not an illusion; but something significant (Andrijević, 2010, p. 158).

Through the use of authentic materials learners perform tasks focused on the development of language skills, these can be positively perceived by virtue of the effectiveness they entail because of the expose of student to instances of a real language, and it is the affective element that stimulates their interest in learning.

## **Selection of Authentic Materials**

First of all, a preliminary analysis of the materials must be carried out, taking into account certain skills that you want to perform and practice, the presentation and attractiveness, adequacy of the contents, the ease of its exploitation, the communicative situations in which offers, as well as the level and age of the students, their needs, and interests. The material should motivate and interest students, but at the same time meet their needs and develop their skills (Andrijević, 2010, p. 160). It also taking the following perspectives:

- To respect the characteristics and level of the group
- To do a preliminary analysis
- To adapt materials' contents in class
- To allow the students' participation in the selection of materials

## **Advantages**

According to Nematollahi & Maghsoudi (2015) authentic materials count as advantages the following:

- Resources at hand and easy to get
- Wide variety of topics for any type of apprentices
- Approach students to a more real use of the language
- Variety of skills that can be worked
- Generate interesting sense of success in the foreign language.

Additionally, it is obvious that the use of authentic materials in class has many advantages, but also brings certain difficulties. Its use and exploitation in the classroom are not, by far, an easy task and therefore we must analyze the characteristics of these materials and reflect on their pedagogical possibilities.

It is also important to underline that in order to achieve an effective acquisition of the proposed contents; the didactic exploitation of authentic materials must be adapted to the objectives of the curriculum and the students' needs (Amaya, Bajaña, & Carlos, 2016).

### **Disadvantages**

Nematollahi & Maghsoudi (2015) states the use of authentic materials have following disadvantages:

- Difficult to understand due to the amount of vocabulary not intended for students.
- Some examples of this material may be difficult to get at once time.
- It is very possible to find words or expressions that are not in the dictionary.

The communicative interaction in the foreign language classroom depends on the teacher, the student, the objectives, materials contents and procedures. These interactions may be between student-student or teacher-student, and may also be: verbal communication, either using the mother tongue or the foreign language; by non-verbal communication.

## **Benefits**

As Andrijević, 2010 (2010) the most significant elements using these materials are; regarding to pragmatic and cultural elements:

- Change the monotony classes, increase interest, and students' confidence.
- Reflect the changes in the linguistic comprehension.
- Improve the mastery of the four skills, even bringing class activities closer to reality outside of the classroom.
- Contribute to students' self-evaluation.
- Significant tools for the cultural approach.

## **Types of Authentic Materials**

It is included, according to Belaid A. M 2015 mostly in the group of visual media and auditory media such as:

- Visual media: Photos and postcards, tangible objects
- Auditory media: Traditional songs, rhymes.
- Audiovisual media: Videos, Tv programs, advertisements, News

## **Audio-Visual Material**

The audio-visual word is combined from two elements; audio and visual in which the use of images and sounds are presented such as; films, television, or news like a media being these eye-catching for learners in all levels. (Tomás, 2009, p. 4)

Audio-visual materials are created for native speakers of the language and used them in a class with their original form and design, among which are: films projection, television programs, documentaries, music videos, interviews. (Darwish, 2014, p. 119)

This implies that for the development of the English class it is necessary to use different types of audio-visual material that help students to understand in an easier way. Through the correct use of authentic audio-visual material, the teacher can make their classes more entertaining by attracting the attention of the students, motivating them to learn and involving them in the development of the class.

(Morales, 2012, p. 28) states the authentic audio-visual material as a set of material media that intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, assume as a condition, arouse the interest of students, adapt to the physical and psychological characteristics of the same, in addition to facilitating the teaching activity to serve as a guide; likewise, they have the great virtue of adapting to any type of content.

### **Authentic Material (BBC NEWS)**

Stănescu (2015) stated the letters in the word “NEWS” is derived from the four directions as indicated below: N-orth E-ast W-est S –outh. and BBC (British Broadcasting Corporation).

According to Hussain & Azfar (2014) news is a type of information, or story that refers to a particular event that has happened in a community. It is presented by its classification in different categories of news which represent the reality from a particular region. Therefore, the news is a kind of contact that pays attention to something that is considered important or relevant because of its characteristics or implications in different areas of life. In addition, the news can talk about different topics such as politics, economy, world events, environment, security, shows, art, sports, and science.

BBC News has become important because of launching online since 1997. They were part of the British Broadcasting. This News had high-quality and they aimed for children as well (Comber, 2002). Currently, with the technological channel it

has been increasing and the incorporation of these to learning requires of very clear use models in a way that allows them the appropriation of the programmed contents. In addition, talking about new ways of learning we must ask ourselves if it is about changes and innovations in terms of the cognitive processes of the individual or new procedures, methodologies and models to promote learning, taking advantage of diverse resources and strategies to our scope.

The interest in a research refers to the adaptation of a new pedagogical proposal oriented to English language comprehension by real material for English comprehension. Therefore, in BBC News is necessary to take into account the content, vocabulary, content availability, and categories to be used in educational purposes.

### **Types of News**

Current news is divided in three main types as Solari (2017) cited from (Hussain & Azfar, 2014):

**Chart 1.** Types of News

<b>Hard News</b>	<b>Soft News.</b>	<b>Breaking News</b>
Coverage of urgent events that must be issued on the same day as the next day lose validity and become issues of no interest.	Information of events that have news around the world, not immediate. Therefore, they do not require an urgent emission.	Unexpected news event, in development, that attracts the interest of the audience. The information available is limited, few details available and confirmed.

**Source:** Solari, J. (2017)

**Elaborated by:** Punina, A. (2017)

## Classification of News

According to Hussain & Azfar (2014) current News is classified by the importance and content which are presented by diverse categories.

**Chart 2.** Classification of News

<b>By the importance</b>	<b>By the Content</b>
<b>Common information.</b> It is the least important, and available to all media. <b>Exclusive information.</b> It has been obtained by a single information medium, so it has great journalistic importance. <b>Thematic information news.</b> It is related to certain issues that for the media in particular area of special importance.	<b>Ambit.</b> Local, national and international. <b>Types.</b> political, economic, sports, Science and social.

**Source:** Hussain & Azfar . (2014)

**Elaborated by:** Punina, A. (2017)

With regard to BBC News, it can be presented by its importance and content. Besides, focusing on the news types, audience can find out in all medias the following categories:

**Business and Money.-** It is a type of news that keeps the audience informed about economy system.

**Health.-** It is regarding current aspects about physical conditions or health.

**Science and Technology.-** It is regarding broadcasting in advancements of science or technology even discoveries or scientific advances.

**Sports.-** It is type of news related to current sports, olympics games, competitions, matches.



**World.-** It is a type of news that keeps the audience informed of the last thing that has happened in any aspect of reality around the world.

### **Importance of BBC News**

In the teaching process there is a huge of sources materials where the teacher must evaluate and explore which material can be adapted for the learners' needs. The real news as materials provides positive attitudes in the language motivation such as participation, immersion, and perceptions in the use of the language enhancing learners' competences. Belaid (2015) researched teachers' attitudes and reactions using real material in the class provide a real environment to students.

Authentic audio-visual material as (BBC NEWS) allows students to witness the actual interaction of the language while observing the native speakers of a language in authentic environments, conversing naturally and spontaneously and using different accents. Behzad & Nobakhti (2014) also agrees, explaining that a material can be used a mainly goal; enhance the students' acquisition getting more development in the receptive skills as listening. While students listen to more to the language, they will understand it more, and not just understanding the speech, producing the language as well.

In addition, to improve or develop the listening comprehension of students in L2 is by using authentic material where they can learn an authentic adaptation of the language resulting in an understanding and acceptable fluency even and adaptation of a real accen (Cárdenas & Maribel, 2013, p. 3).

Additionally, the European Reference Framework has a document that deals specifically with listening comprehension activities such as listening to the radio, a lecture, a conversation, etc., it lists them in the different types of listening: to capture the essence of what is said, to get a detailed understanding of the information.

In conclusion, teachers can adapt this authentic material in class due to BBC News has ethical standards which help the learners' acquisition because the news are presented by professionals broadcasters who know and respect the human rights. Therefore, this material helps learners to improve their listening skills through BBC News' content. Students can acquire a realistic context across controversial subjects presented in the News and assimilated the native information.

### **Online BBC News**

The presence of BBC News is well-known in many sites due to its popularity in global news. They are dispersed through the official website "bbc.com", TV through BBC Television Centre, and radio services. Moreover, the information which presented in news is impartial, independent and accurate (BBC NEWS, 2017).

BBC News web page is easy to navigate where students can enter, and they can even register freely to receive notifications about online broadcasts. BBC News counts with the online service of programmes which be accessed by any smart electronic device (e.g. laptops, smartphones, smart TVs). These programmes can also be downloaded to listen and watch later. In this way, the accessibility is easy for both teachers and students.

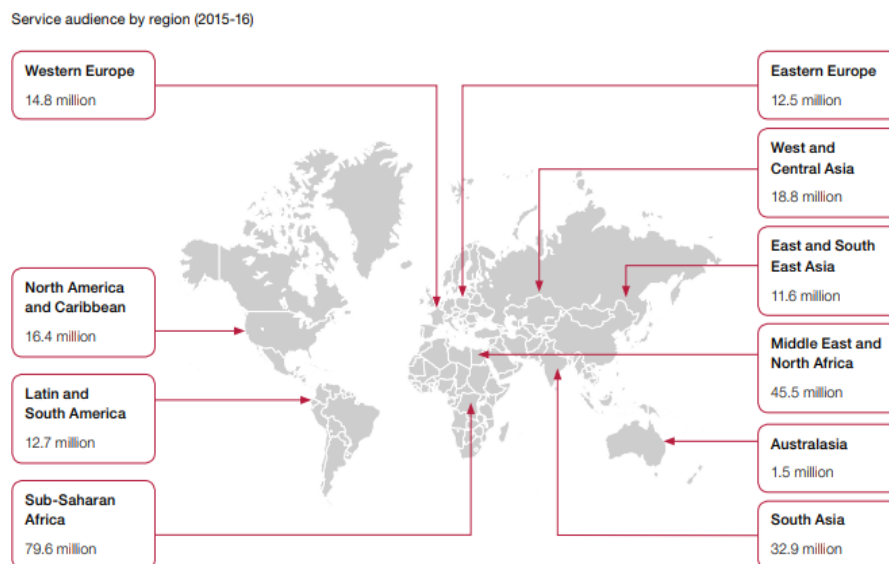
Currently, the use of internet to acces many resources had been necessary to be updated with all kind of news (e.g. global, national and regional news) (Conway & Bassnett, 2006). Hence, people have adjusted in comtemporary media to get news from web pages to access easily to podcasts or even short videos called "breaking the News". In addition, around the world there are four Global media corporations that provide significant update information through news as those are mention in the article "Breaking the News: First Impressions Matter on Online News" that points out four News Coporation; The New York Times, Reuters, Dailymail, and BBC News (Reis, et al., 2015).

## BBC WORLD SERVICE

The BBC World service is an international broadcasting service where public can enter through its own official web page, the global audience is about 246 million of people around the world (BBC World Service, 2016, p. 12). It is seeming in the **Figure 1**. Similarly, it fulfills the four following specific objectives.

1. To deliver significant international news.
2. To reflect the UK's social language.
3. To provide truthful and impartial news.
4. To provide engaging programs that help people comprehend the world.

**Figure 1. BBC Audiences**



**Source:** BBC World Service  
**Elaborated by:** BBC (2016)

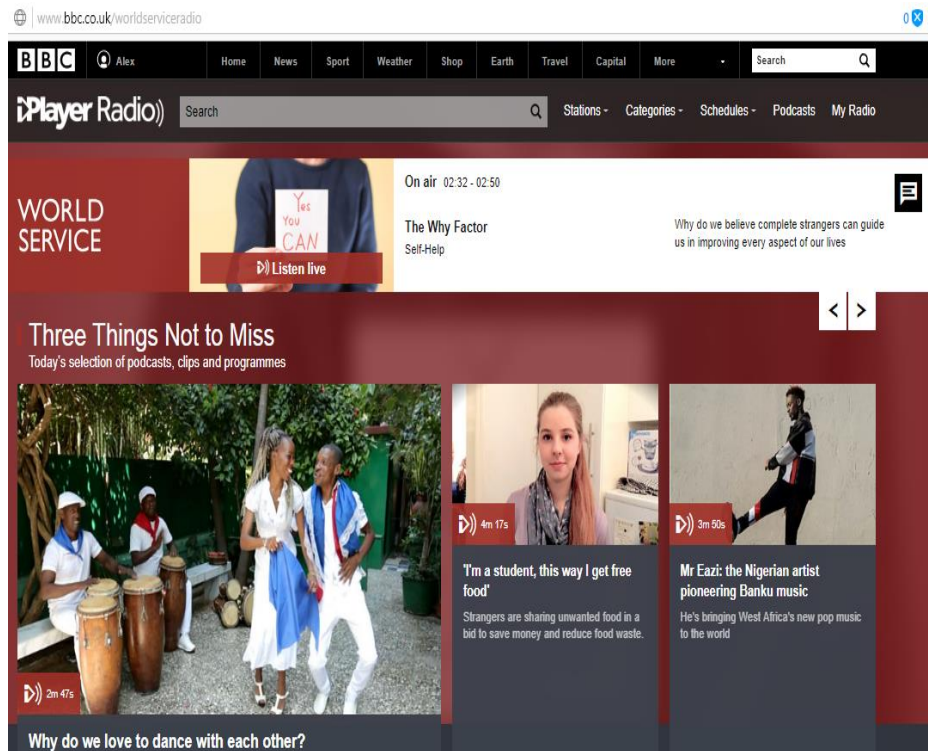
Despite there are attractive categories to read, watch and listen that BBC news offers, one of them is the most principal regarding English learning to develop listening comprehension is in the section “World” in the BBC News **Figure 2**. which focus on broadcasters where anyone is able to see and listen them where they can even access to upcoming programmes list or listen live **Figure 3** and **Figure 4**.

Figure 2. BBC World News



Source: <https://www.bbc.com/news/world>

Figure 3. Online Broadcast



Source: <https://www.bbc.co.uk/programmes/w3cswrk0>

**Figure 4.** BBC World Service - Radio



Source:[http://www.bbc.co.uk/radio/player/bbc\\_world\\_service](http://www.bbc.co.uk/radio/player/bbc_world_service)

### **Why BBC News**

Currently, there many News corporations around the world however BBC News is one the most popular; that is mention in a article “Breaking the News: First Impressions Matter on Online News”. Besides, it fullfills with the right to inform truth information, provides significant topics for audience.

According to BBC Corporation in an article “Public perceptions of the impartiality and trustworthiness of the BBC” (2017) the general impression on the audience is through the impartiality and trustworthiness this confirmations were collect in public survey where the majority of the audience with 57% prefer this media rather than other broadcaster sources to be informed and have a general view of the world. Besides, the audience who use this broadcaster take into account content availability and news headlines in all news categories.

BBC News has controversial subjects such as political and industrial which are of great importance for the country United Kingdom and even other countries. BBC

News follows the human rights such as: freedom of expression, privacy and children protection. Moreover, they seem a global significance because of its issues have a purpose of debate for the country. These controversial issues can be considered by the citizens as an important impact in the nation or region (The BBC's Values and Standards, 2005, p. 28). Mostly this news is up-to date and is available online through internet by its own web page and YouTube. Thus, all people can access easily from their devices with internet connection.

BBC NEWS as authentic material allows students to witness the actual interaction of the language while they are observing and hearing native speakers of a language in realistic environments, conversing naturally and spontaneously and using broadcasters' accents. Likewise, the access to vast of content worldwide that News supplies, consequently broadcasts or streaming News is an essential element in learning comprehension model.

#### **2.4.2 Dependent Variable**

### **LANGUAGE SKILLS**

In educational practice, the four basic skills are divided into productive skills: speaking and writing, and receptive skills; reading and listening. Although this classification is still valid, as can be seen in practically every teaching methodology text, the conception of what is receptive or productive has changed (Carel, 2012).

English as language is a way for a wide range of communicative intentions. Languages are often taught and evaluated in terms of four skills; listening, speaking, reading and writing. Listening and reading are called "receptive" while productive are writing and speaking.

In the past, it was believed that receptive skills did not involve greater effort and that cognitive demand was presented almost entirely when writing and speaking.

Reading comprehension and listening comprehension require a series of cognitive processes without which the person could not give meaning to what they read or listen to Izra (2012). On this they write that nowadays it is recognized that the auditory capacity is an 'active' process and that the people who are good at listening are as active as the person who sends the message.

The development of language is a fundamental objective of education due to it is the main tool through which the human being builds and understands the world that surrounds people and enters into dialogue with themselves and with others. Language is the form our thinking takes, it relates us to others and makes us part of a cultural community.

For Castillo, Insuasty, & Osorio (2017) the learning of a second language entails being able to understand, speak, read and write in that language and that when emphasizing only one of these skills is for some specific reason, e.g. identify sounds, accent, and pronunciation of the words or phrases using the appropriate accent and intonation patterns in a certain situation.

For Irzsa (2012) the types of language skills are based on receptive and productive skills and they are the following:

**Listening (Receptive):** Active listening means listening and understanding communication from the point of view of the speaker. Individuals who listen must differentiate the sounds, as well as understand the grammatical structures and the vocabulary in order to have a clear idea of what they are listening to. Thus, listening as the process of receiving what the sender wishes to express; in this way to be able to construct the meaning of what is heard and thus respond in the most appropriate way to any question.

Listening is one of the most important skills being that the most critical element in language learning due to the key to speaking and the basis of the other two, reading and writing (Gutiérrez, 2016, p. 25). When people learn a new language,

the best way to do it is to enter into a balance of each of language skills because they are interconnected.

**Reading (Receptive):** It is the process of looking at series of written symbols and getting an understanding. It also expresses that the development of reading competence is one of the keys to good learning in all areas of knowledge, both at school and outside of it (Gutiérrez, 2016, p. 26).

**Speaking (Productive):** It is a very intense process and requires a lot of concentration; we must know and discriminate the pronunciation, the accentuation of the words, the accentuation of the phrases, the rhythm, the cadence, the intentionality, as well as the paralinguistic aspects (gestures and non-verbal language) and sociolinguistic (different accents, interaction) (Irzsa, 2012).

**Writing (Productive):** It is an essential and necessary skill when learning a second language as a means of communication in addition to oral ability. Writing is a way in which students practice their language skills because when writing the student is forced to notice the grammar, vocabulary and language structures of a statement at the moment students are working on writing, they practice and associate the words and phrases that will be useful when they want to communicate better (Gutiérrez, 2016).

## **RECEPTIVE SKILLS**

Carel (2012) mentions learning a new language entails the development of other skills that allow easy access to the language and that the first skill to develop is receptive, because students are exposed to the new language for the first time and sense that they intervene in the first instance are the hearing and the sight that involve the auditory dexterity and the visual dexterity. These senses become so useful to try to understand the new information that is perceived and necessary in language learning.



Therefore, receptive skills are the ability of the student to receive the information that is intended to be transmitted, either through auditory or visual reception and within these skills are listening and reading. On the other hand, the student not only limits himself to receive information but also tries to produce it, forming in this way the communication cycle.

Romero (2014) states learners need to use sounds and rhythms of the language, so they can understand it and learn to produce it for them according to the above it is deduced that students when they learn a new language, learners must be exposed to an environment of receiving messages, sounds, rhythms, intonations, and even realistic dialogues that allow they understand the information.

### **Characteristics**

Mendelsohn & Rubin (1995) mention that there is a series of characteristics unique to skills:

- Listening requires the support of brain memories, since the individual is able to store communicative information that helps him respond to a stimulus.
- The auditory process is characterized by elements such as accents, intonations, voice modulation, that these skills are not found in reading skills.
- The oral communicative process in its use in real life is mainly composed of non-grammatical forms, contraction of expressions, redundancies, repetitions.
- In a real communicative process most of the time consists of listening to a stimulus and giving a respond.

Therefore, to stimulate the development of auditory ability, it is essential to develop new pedagogical resources that facilitate the English class and turn it into a more interesting and attractive class (Osedo, 2009, p. 22). That can be achieved through the use of technical resources to create new teaching materials that make

English class more entertaining and interactive between teacher and student since these tools provide a more realistic method.

## **LISTENING**

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Rost, 2002). Ahmadi (2016) defines listening skills as mental ability to recognize sounds and intentions from speakers being it an invisible mental process for the listening reception of sound stimulus. Besides, Wipf (1984) the ear organ and the brain are in charge for receiving and decoding the information, this process is difficult to explain because some individuals lack this capacity and nevertheless they capture the message with the help of another stimulus such as visual.

Therefore, Listening is an essential skill, present in most of the activities people carry out throughout their lives being it an process, in which the listeners must discriminate between the different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret all this both within the immediate context and in a socio-cultural context.

### **Importance of Listening skill**

Listening skills have as much or more importance than oral skills, since one does not work without the other. Speaking needs the enough input to follow it to transmit to another person. From this way, listening becomes a fundamental social component for practically every human being, except perhaps for people who do not have a sense of hearing. In fact, it is important to remember that for many years and, even to date, the oral tradition of the people was more important than the written tradition, which is relatively recent (Córdova, Coto, & Ramírez, 2005).

## **Listening Sub-skills**

Listening is one of the four macro-linguistic skills of English language in the real world, communication does not only involve applying that skill, because there are different ways in which the recipient of oral language can understand the message that is intended to be transmitted, since either for specific purposes such as study, or just for fun as listening to music. Barta (2010) mentions that there are several sub-skills that derive from listening ability, which can be developed according to the type of auditory activity that the teacher applies in class.

- Listening for gist
- Listen for specific information
- Listening in detail
- Listening for attitude
- Listening for individual sounds

## **Stages of Listening**

According to Houston (2016) the importance of lesson plan and its organization is relevant in a listening lesson along with three stages to support pupils in the advancement in listening.

- Pre-Listening
- While-Listening
- Post-Listening

During the pre-listening stage, a preliminary preparation or short introduction is made with the students about what they are going to listen to. Students may be allowed to listen to a short introduction of the topic to infer the general idea they are about to hear by associating vocabulary or creating visual images that activate the knowledge that has been previously acquired. This stage is very useful for the teacher because it aroused the student's interest in capturing the message.

In the second stage, during the listening, the students listen and receive the task to execute while the auditory stimulus develops, therefore, the activity must be directed to listen to real exercises, where the teacher provides authentic material to the student. In addition, audio repetitions should be performed to achieve an optimal understanding of the message. Again, a real concept can help simplify and clarify the information that is heard.

Finally, after listening, the teacher is able to perform a feedback and correction of errors for a correct development of the acquisition and comprehension. Once this activity is done, you can practice the language by asking questions according to the activity presented where the authentic material can help to use expressions and vocabulary to make a feedback with the students.

## **LISTENING COMPREHENSION**

It is a mental process in which the listeners must discriminate between the different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret all this both within the immediate context and in a socio-cultural context; broader cultural for language learners (Zhang, 2011).

According to the author establish the process of listening comprehension

1. Perception
2. Comprehension
3. Analysis
4. Knowledge
5. Application
6. Decode

These processes included phonological perception, word recognition, grammatical analysis and contextual inference.

According to Almadi (2016) it is necessary to remember the message transmitted orally away is a passive reception process using the auditory memory, therefore, it constitutes an essential communicative activity in daily life, likewise, it requires the natural and physical ability to hear for the cognitive development of the individual, of communication and of the speaker of a language, it is possible to reconsider the work of the listening in the classroom.

Listening comprehension have as much or more importance than oral skills, since one does not work without the other, so speaking does not constitute greater merit if people do not receive by another person. In this sense, listening becomes a fundamental social component for practically every human being, except perhaps for people who do not have a sense of hearing (Córdova, Coto, & Ramírez, 2005).

### **Components of Listening Comprehension**

According to Ahmadi (2016) is valuable to keep in mind that listening has a relationship with auditory memory in order to understand the four important factors in this skill:

First, distinguishing language sounds, intonation patterns and voice from authentic sounds with the intention to exposure spoken English.

Then, understanding the whole message spoken by speakers, together with main ideas and supporting ideas presented in listening resources.

Next, remembering the message along with delivery to use them with productive skills.

Finally, understanding unfamiliar topics that seems from a language community being it necessary to comprehend new topics to develop the own knowledge and perception.

## **Types of exercises for listening comprehension**

The listening comprehension exercises offer meaningful practice to attract students' attention. Therefore, teachers must prepare students for listening comprehension in real life (Córdova, Coto, & Ramírez, 2005, p. 12). In addition, listening exercises are more effective, if they are structured around a task. It means, students perform some activity in response to what they hear to demonstrate their understanding based on four exercises:

1. Listening without answer
2. Listening with short answers
3. Listening with longer answers
4. Listening as a basis for study and discussion

Listening without answer, in this kind of exercise students face large amounts of text accompanied by some kind of visual support. For instance, listening to have a general idea, listening helped by visual materials, and listening to stories, songs, movies and TV programs and News.

In the second type of exercises, students are exposed to short dialogues or sentences for which they have to provide brief answers, usually non-verbal, immediately. For instance, detecting errors, discriminating false or true information, drawing cause and guessing.

In the third type of exercises, the students answer with more extensive answers that require a little more analysis of what has been heard. For instance, paraphrasing, predicting, and summarizing.

In the fourth type of exercise, listening for discussion, students are expected to understand what they have heard to analyze, interpret and evaluate the information.

## **Listening Comprehension Assessment**

Assessment is an important part of the teaching-learning process; the listening evaluation's goal is to provide feedback the process of understanding. Besides, a properly listening assessment must be too close to real-life use; decoding essential information from listening tools. Thus, the listening comprehension can be assessed by variety of formal and informal ways; formative and summative assessment (Vandergrift & Chuen Meng Goh, 2012, p. 241).

### **Listening Formative Assessment with regard to BBC News**

According to Vandergrift & Chuen Meng Goh (2012) It is a procedure that uses informal learners' evaluation along with the use throughout a unit of study. They are also associated to instructions which are used to uncover what students need to know or learn. Hence, in formative part, the learners' evaluation is during a lesson or unit of the study. Take into account with the independent variable BBC News; its assessment will be here because it tracks learners' advancement and make shifts to instructions through macro and micro-listening skills.

In respect of micro and macro-skills of listening Brown & Abeywickrama (2010) point out a simplified list of these skills adapted from Richards (1983). Macro-skills separate abilities that relate to the discourse organization level. On the other hand, micro-skills continue at sentence level where auditors have to interpret intonation outlines.

### **Listening micro-skills**

- Distinguish among English sounds.
- Recognize different English intonations which may be expressed to give information about meaning.
- Understand the process speech containing pauses, errors stress, intonation, and pauses showing an emphasis and groupings of ideas.
- Recognize discourse markers like well, actually, oh finally.

- Identify grammatical word classes (e.g. nouns, verbs, prep), systems and elliptical forms.
- Know that a particular meaning can be expressed in different grammatical forms.

### **Listening macro-skills**

- Recognize the outgoing functions along with utterance regarding situations.
- Realize circumstances and goals using real-word knowledge.
- Deduce results and predict causes and effects from events, ideas and so on.
- Differentiate between literal and implied meanings.
- Develop listening strategies such as guessing the meaning of words from listening context.

### **Listening Summative Assessment**

**Quizzes.** - They play an important role in comprehension assessment, listening quizzes are materials that are made to check the knowledge that a student has on a certain issue.

**Achievement test.** - It measures how much of a language learner have absorbed regarding a particular course or progress of instruction. Besides, this supports to identify students' weaknesses.

**Proficiency test.** - It evaluates students' level of a language. For instance, it can also measure by language framework CEFR and IELTS. In other words, international standardized tests. In addition, listening proficiency assessment is aimed to evaluate global auditory ability (Vandergrift & Chuen Meng Goh, 2012, p. 254).



## **Listening Comprehension Strategies**

Language learning strategies are defined as actions, activities, behaviors or specific steps that students use intentionally to support their progress in language learning. According to students learning styles, learners of a foreign language can develop the most varied strategies, such as repeating the lyrics, making summaries or using the dictionary (Oxford, Richards, & Willy, 2002). In developing listening strategies, students have the opportunity to reflect and engage with their own learning processes and thus improve effectiveness, acquiring more independence in the education process.

In connection with listening comprehension strategies Ahmed (2015) states the following strategies:

**Predicting content.** - Depending on the context, learners can often predict the kind of words and even the language style focusing on video' title. Students' knowledge of the world helps them to anticipate the kind of information they are likely to hear and watch. Besides, when scholars forecast the topic of a listening task, all the related vocabulary stored in their brains is activated to assistance in a better understanding. **Strategy:** Watch or hear any audio-visual material, from any source. Later, pause after every few sentences. Try to predict what is going to happen or what the speaker might say next.

**Listening for gist.** - This strategy bases on getting a whole picture taking into account that information often comes in a sequence along with its content of grammatical word classes that can help to form that picture. This supports to get a central idea. **Strategy:** Analyze a video with subtitles on a topic that will be attractive. So, use the title to predict the content and then listen out for the content words. Finally, go back and listen again regarding nouns or main verbs.

**Detecting signposts.** - These markers link ideas and help learners to understand what the speaker is saying about and where they are taking. For instance,

sequence words (first, then, etc.) or discourse markers (moving on). **Strategy:** Find an auditory material regarding a lecture and see how many signpost phrases you can identify. Then check the notes with subtitles.

**Listening for details.** - This strategy seeks to get in a specific information (e.g. places, names or directions) disregarding irrelevant ones. Hence, students are able to narrow down to get the detail they need. **Strategy:** Decide on a type of detailed information responding what, who, when, where or why happen to find out the outcomes.

**Inferring meaning.** - This uses clues and prior knowledge about of any situation to work out the meaning of what students hear. Moreover, it infers the relationship between people from the words they use, without having to find out directly. **Strategy:** Focus on a video and pay attention to key words. Later, try to guess its meaning using the context or situation to help.

## **B1 ENGLISH LEVEL**

According to Common European Framework of Reference for Languages (2011) it establishes reference levels that correspond to what a language learner is able to do referring to the main principle skills such as: receptive; listening and reading skills as well as productive; speaking and writing.

In B1 Level (pre-intermediate) corresponds to a level where a student is able to understand the main ideas from familiar topics related to the work world, school, and leisure activities. Likewise, the student is able to produce simple texts about topics of daily life or personal interest. He or she is also equal to describe and comprehend clearly experiences, events, dreams and plans, briefly basing concrete opinions.

## **2.5 Hypothesis**

The use of authentic material (BBC) News influences in the development of listening comprehension in the students of Language Center at Ambato Technical University in B1 level.

## **2.6 Pointing Variables**

### **Independent Variable**

Authentic material (BBC)

### **Dependent Variable**

Listening comprehension

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Approach

The present research work is based on the paradigm established in the philosophical foundation framed in a qualitative and quantitative approach where all the data have been collected and analyzed (Pereira, 2011, p. 24). According to their characteristics presented in each question and numerically supported in the field of statistics to check the hypothesis of this research.

This study was carried out in the B1 level with the students of Language Center at Ambato Technical University. The following approaches used in this work were; the first one, **quantitative** approach because the data was examined numerically deriving a statistical data from the graphs. Second, **qualitative** approach because it allows a depth description for the analysis of quality about reality observed around concepts and theories which support the present investigation.

#### 3.2 Basic method of investigation

The current research consists on the application of methodologies and theories to get to know their incidence in the English language through the quantitative approach at the moment to process the obtained data and qualitative approach in the instant of interpreting the results (Pereira, 2011, p. 22). Consequently, propose a solution to the planned problem supporting by academic research sources; focusing on field research and documentary research.

##### 3.2.1 Field research

The field research is essential within of any researcher because of results that we obtain are concrete from a real place where the facts are getting with appropriate instruments directly to the theme to be investigated through questionnaires to get the data (Muñoz, 2011, p. 126). For this purpose, the research was carried out in

B1 level of the Language English from Ambato Technical University, where a survey was applied to teachers and students as well; the questions were closely related to variables of the research proposed.

### **3.2.2 Documentary - Bibliographical research**

It is bibliographical research because it consists of examining the phenomenon of study because of its information that was investigated highly; this data was taken from books, scientific articles, and magazines to obtain a clearer point of view on the theme to be investigated.

The documentary research is important because it relies on the collection of information through academic documents. This allows the researcher to base and complete the research with the contributions from different authors (Muñoz, 2011, p. 103).

### **3.3 Level or type of research**

#### **3.3.1 Descriptive level**

Descriptive research has like objective described, seem, or identify important facts and characteristics of an object of study or any phenomenon that is analyzed (Bernal, 2010). Besides, it supports to describe the situation along with causes and effects of the data collection. Likewise, the instruments and techniques are stated.

#### **3.3.2 Exploratory level**

Arias (2012) states that explanatory research aims to find the reason why of the facts through cause - effect relationships. Therefore, it was recognized and indicated if the teachers make use of authentic material BBC News to improve the listening comprehension in students from B1 level at Language Center. In other words, it was determined if teachers use this material and the causes of the problem were identified.

### 3.3.3 Correlation

Waters (2017) points out the correlation research aims at examining the relationship between the variable or results of the variables where a change in one factor influences in the second one. Therefore, the purpose of this research work is to examine the correlation of the both variables to prove through hypothesis using the surveys date.

### 3.4 Population and sample

#### 3.4.1 Population

In the realization of this research work, the population was taken from the students in B1 level from the Language Center at Ambato Technical University composed by 902 students and 12 teachers.

**Table 1.** Population

<b>Description</b>	<b>Number</b>
Students from B1 level at Language Center	902
Teachers from B1 level at Language Center	12
<b>Total</b>	<b>914</b>

**Source:** Language Center - UTA  
**Elaborated by:** Punina, A. (2017)

#### 3.4.2 Sample

Once the total population is established, the sample is selected; in general terms is the part of the population that is selected from where the information is actually obtained for the development of the research.

The formula used to calculate the sample is:

$$n = \frac{Z^2 * p * q * N}{e^2 (N-1) + Z^2 * p * q}$$

**n**= Sample size

**N**= Population size (902)

**p**= Probability of occurrence (0.5)

**q**= Probability of non-occurrence (0.5)

**Z**= Confidence Level 95%; **Z**= (1.96)

**e** = Margin of error 5%; **e**= 0.05

**Procedure:**

$$n = \frac{1.96^2 * 0.5 * 0.5 * 902}{0.05^2(902-1) + 1.96^2 * 0.5 * 0.5}$$

$$n = \frac{866.2808}{3,2129}$$

$$n = 269.25$$

$$n = \sim 270 \text{ students}$$

### 3.5 Operation of variables

#### 3.5.1 Independent variable: Authentic material (BBC News)

**Chart 3.** Operationalization of the independent variable

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
<p>BBC news is a <b>type</b> of information that refers to a particular event that has happened in a community which is also presented by its <b>classification</b>. Besides, it contains a wide variety of <b>categories</b> which the audience can access them by easy <b>diffusion</b> (Hussain &amp; Azfar, 2014) (BBC World Service, 2016).</p>	News types	Hard News Soft News Breaking News	Do you listen to authentic material BBC News to get an authentic language context?	<p><b>Techniques:</b> Survey for students and teachers</p> <p><b>Instrument:</b> Structured Questions Questionnaire</p>
	Classification	Importance Content	Do you listen to BBC News to have a general view of the world?	
	Categories	Business, Health, Science, Sports, and World News.	Do you believe authentic material BBC News allow increasing your English listening comprehension?	
	Easy Diffusion	Official Web page BBC World Service (radio) Youtube Platform	Would you like to improve your listening comprehension through BBC News?	

**Source:** Direct Research  
**Elaborated by:** Punina, A. (2017)



**3.5.2 Dependent variable:** Listening Comprehension

**Chart 4.** Operationalization of the dependent variable

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
Listening comprehension is a mental <b>process</b> which includes different <b>stages</b> facilitating the communication through different activities or <b>exercises</b> that are carefully <b>evaluated</b> in class (Zhang, 2011), (Vandergrift & Chuen Meng Goh, 2012).	Process	Perception Comprehension Analysis Knowledge Application Decode	How often does the teacher present listening comprehension activities in class?  How often do you practice listening activities to comprehend the use of the English Language?	<p><b>Techniques:</b> Survey for students and teachers</p> <p><b>Instrument:</b> Structured Questions Questionnaire</p>
	Stages	Pre-Listening While- Listening Post- Listening	Do you use English News to practice your listening comprehension?	
	Exercises	Listening: without answer with short answer with long answer For discussion	Do you use listening comprehension techniques to infer information in the listening tasks?	
	Evaluated	Formative Summative	How often have you been evaluated in listening comprehension tasks in class?	

**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

### 3.6 Information collection plan

In the development of this research project was used like a technique; the questionnaire for teachers and students, which were essential at the time of collecting truthful information. Besides, the technique and instrument were taken specifically from the operationalization of variables that involved “authentic material BBC News and Listening Comprehension” following these steps:

First, a survey was applied that contained ten questions for the teachers in B1 level from the Language Center at Ambato Technical University with three options in which the answers were: always, sometimes and never.

Next, another survey was applied for the students in B1 level from the Language Center with multiple options in which their answers were: always, sometimes and never. It was based on the same questions from teachers like a model to follow.

**Chart 5.** Information collection plan

<b>Basic questions</b>	<b>Explanation</b>
<b>For what?</b>	To achieve the objectives of this research work
<b>On what aspects?</b>	<b>Independent variable:</b> the use of authentic material BBC News <b>Dependent variable:</b> Listening Comprehension
<b>Who?</b>	<b>The researcher:</b> Alex Punina
<b>To whom?</b>	Students and Teachers from Language Center in B1 level.
<b>When?</b>	September 2017 – February 2018
<b>Where?</b>	Ambato Technical University
<b>Which collection technique?</b>	Survey
<b>With what?</b>	Questionnaire

**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

### 3.6.1 Validation of data collection instruments

In this research work, a survey was applied to both students and teachers in which a questionnaire was used with ten items related to two variables. Eventually, the composition of the items consists on questions with closed responses (Arribas, 2004, p. 25).

Therefore, the Cronbach's alpha was the average that has been used like an instrument in order to validate the survey because of its reliability and consistency to collect data allowing analyze and reach all the participants' responses.

### 3.6.2 Reliability of the items

The application of the reliability of the items was done through a pilot test aimed at 10% of the population to be surveyed with 27 students. Then, Cronbach's alpha coefficient was used like a statistical method to check the reliability and consistency of the items. Their values oscillate between 0 and 1 to accept the validation of the items (Arias & Oviedo, 2008, p. 834). This was considered as an alpha value higher than 0.70 and the data was calculated in Excel sheet where the data was processed reliably.

The following table seems the Cronbach's alpha calculation where the values of each item are through the Likert scales and they are assigned to each option; always (3), sometime (2) and never (1). Once the mathematical and statistical calculations were done, the value Cronbach's alpha coefficient was 0,758 which is showed in the **Table 2.** that seems the items are reliable.

**Table 2.** Calculation of Cronbach's Alpha

	Item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item9	item 10	TOTAL
Student 1	2	1	1	1	1	2	1	2	2	2	15
Student 2	3	2	2	2	1	3	2	3	3	3	24
Student 3	3	1	1	1	1	3	1	2	3	3	19
Student 4	2	2	1	1	1	1	1	3	2	2	16
Student 5	3	1	1	1	1	2	2	3	3	3	20
Student 6	3	1	2	1	1	3	1	2	3	3	20
Student 7	3	2	1	1	1	2	2	3	2	3	20
Student 8	3	1	1	1	1	3	1	3	3	3	20
Student 9	3	1	1	2	1	2	2	2	3	3	20
Student 10	3	1	1	1	1	3	1	3	3	3	20
Student 11	3	2	1	3	2	3	2	3	3	3	25
Student 12	3	1	1	2	1	3	2	3	3	3	22
Student 13	3	1	1	1	1	3	1	3	3	3	20
Student 14	3	1	2	2	1	3	2	3	3	3	23
Student 15	3	1	1	1	1	3	1	2	3	2	18
Student 16	3	1	1	1	1	2	1	3	3	3	19
Student 17	3	2	3	2	2	3	2	3	3	3	26
Student 18	3	1	1	1	1	3	1	3	3	3	20
Student 19	3	3	1	2	2	3	2	2	3	3	24
Student 20	3	2	2	1	1	1	2	3	3	3	21
Student 21	3	1	1	1	1	3	1	3	3	3	20
Student 22	2	2	1	1	1	2	1	2	2	2	16
Student 23	3	1	1	1	1	2	2	2	3	3	19
Student 24	3	1	2	1	1	3	1	3	3	3	21
Student 25	3	1	2	1	2	3	3	3	3	3	24
Student 26	3	3	1	1	3	3	2	3	3	3	25
Student 27	3	1	2	2	2	3	3	3	3	3	25
<b>Variants</b>	0,0988	0,390	0,296	0,296	0,266	0,390	0,390	0,209	0,126	0,126	8,15
	K		10								
	$\Sigma v_i$		2,5871								
	Vt		8,1509								
	Section 1		1,11								
	Section2		0,68								
	Absolute Value		0,68								
	<b><math>\alpha</math> (alfa)</b>		<b>0,758</b>								

**Source:** Validation of items

**Elaborated by:** Punina, A. (2017)

### **3.7 Information processing plan**

In this present research work; the processing of information was executed, specified in the following activities:

- First, the survey was applied to students and teachers
- The data collection was tabulated to obtain a numerical result that allowed determining the results of each question.
- The charts were made; each one has alternatives, frequency and percentage which carry numeric values.
- The statistical graphs with the updated results were made in order to use the statistical values of each one of the questions.
- The analysis and interpretation of the data was analyzed in a quantitative and qualitative way.
- The surveys' data was made to obtain the tabulated chi-square test which was represented in a graph in order to have an area of acceptance and rejection of the null hypothesis.
- Finally, with the decision and it was determined that the BBC News has an influence in the listening comprehension of the English language, in the students of B1 level at Languages Center.

Additionally, the chi-square is a statistic which serves to establish or determine the associativity that exists between the variables; in this case the independent and dependent variable, establishing whether the behavior from the first one affects the other, with which the veracity is accepted or denied for the hypothesis.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Analysis of the results

This chapter presents the interpretation of the data obtained from the students of Language Center at Ambato Technical University in B1 level. Besides, the verification of the hypothesis is included through the Pearson Chi-square results, in which the percentages for each question from the data collection obtained in the students and teachers' survey are the following.

##### 4.1.1 Students' Survey

**Question 1.** How often does the teacher present listening comprehension activities in class?

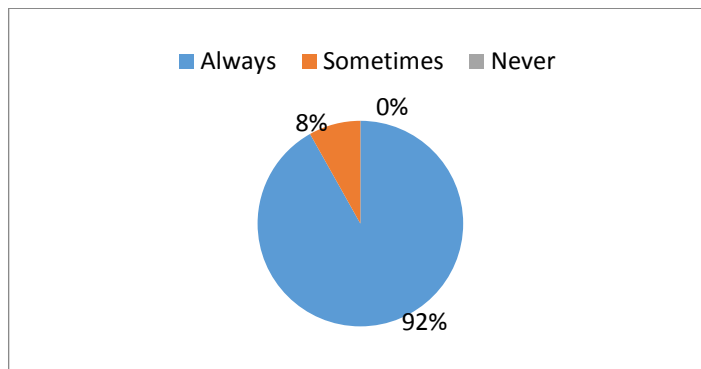
**Table 3.** Listening Comprehension Activities in class

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Always	248	92 %
Sometimes	22	8%
Never	0	0 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

**Source:** Student Survey

**Elaborated by:** Punina, A. (2017)

**Graphic 3.** Listening Comprehension Activities in class



**Source:** Student Survey

**Elaborated by:** Punina, A. (2017)

### **Analysis and interpretation**

In first question, 270 students were asked where 248 students who represent the majority (92%) affirm that the teacher always presents listening comprehension activities in class, for that reason they are able practice many listening activities in a lesson class. On the other hand, 22 students who represent only 8% mention sometimes. This means that most of students confirm the presence of listening comprehension activities in the English class by the teachers in B1 level at Language Center.

**Question 2.** How often does the teacher introduce English News in class?

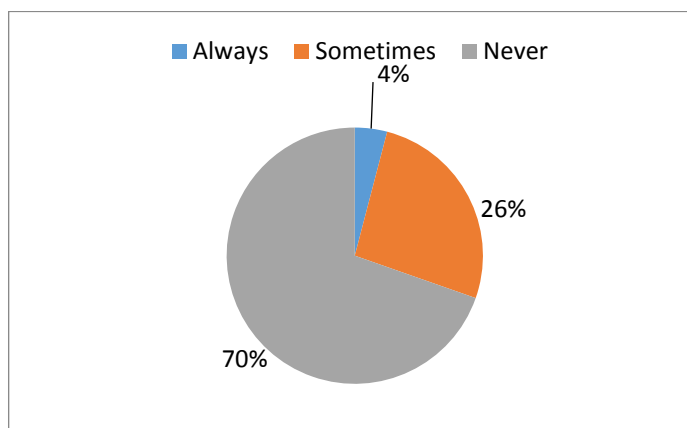
**Table 4.** English News in class

Alternative	Frequency	Percentage
Always	11	4%
Sometimes	71	26%
Never	188	70%
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 4.** English News in class



Source: Student Survey

Elaborated by: Punina, A. (2017)

### **Analysis and interpretation**

In second question, 188 students who represent the majority with 70 % affirm the absence of English News in class. On the other hand, 71 students who represent the 26% that teacher sometimes introduce English News. Moreover, 11 students who show only 4% state that teacher presents it. In conclusion, most of the students affirm that teacher does not introduce English News in class. Hence, teachers need to be more aware about how to work with English news as extra materials to increase students' knowledge of the target language.



**Question 3.** Do you use English News to practice your listening comprehension?

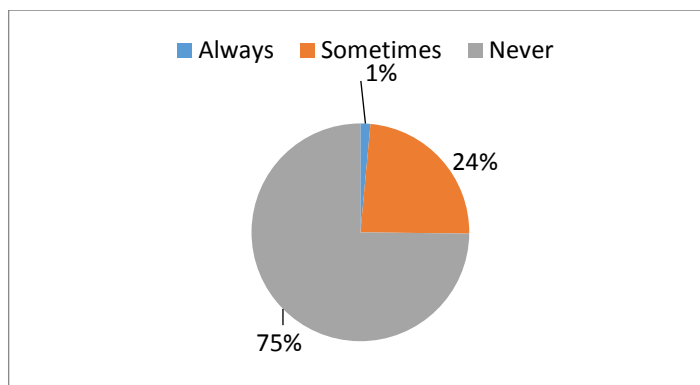
**Table 5.** English News to practice listening comprehension

Alternative	Frequency	Percentage
Always	4	4 %
Sometimes	64	27%
Never	202	69 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 5.** English News to practice listening comprehension



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In the next question, it shows 75% of the students consider that they do not use English News to their listening comprehension. On the other hand, 24% of learners consider that sometimes practice their listening comprehension through that material. Finally, 1% of students mention they practice their listening compression using this authentic material. Therefore, the majority of students who points out they do not apply BBC News to enhance their listening competences where activities are focused on following a specific educational purpose.

**Question 4.** Do you listen to BBC News to have a general view of the world?

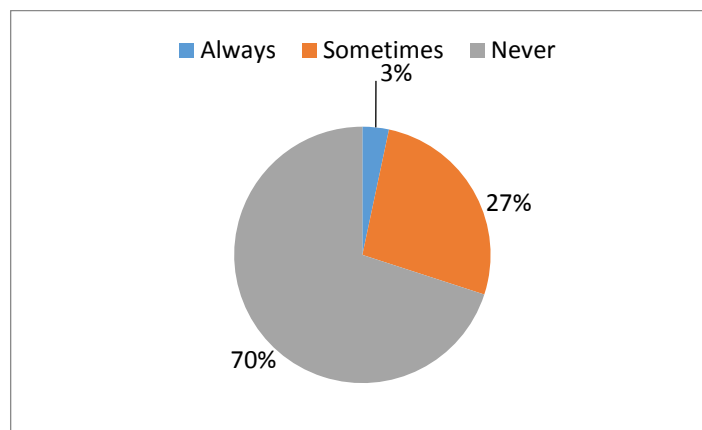
**Table 6.** BBC News to have a general view of the world

Alternative	Frequency	Percentage
Always	9	3 %
Sometimes	72	27%
Never	189	70 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 6.** BBC News to have a general view of the world



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the results show 70% who represent a total of 189 students mention that they do not have a global perspective through BBC News. On the other hand, 72 students who represent 27% consider sometimes. Finally, the minority of students who represent 3% affirm always. Therefore, most students do not get familiar with the BBC News to have a general view from the world.

**Question 5.** Do you listen to authentic material BBC News to get an authentic language context?

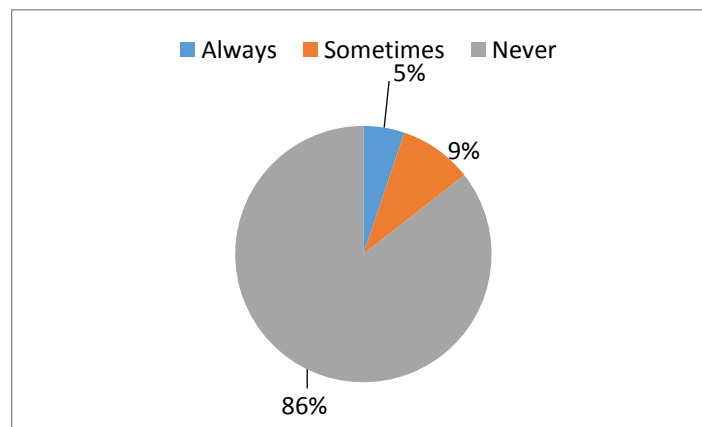
**Table 7.** BBC News to get an authentic language context

Alternative	Frequency	Percentage
Always	14	5 %
Sometimes	25	9%
Never	231	86 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 7.** BBC News to get an authentic language context



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this important question, 231 students who represent 86% affirm that they do not get an authentic language context. While the 9% (25 students) along with 5% (14 students) mention sometimes and always. As a result, based on the results to get an authentic language context by students is important the use of authentic material BBC News to acquire a real use of it in everyday activities but it is not presented in the current class.

**Question 6.** How often do you practice listening activities to comprehend the use of the English Language?

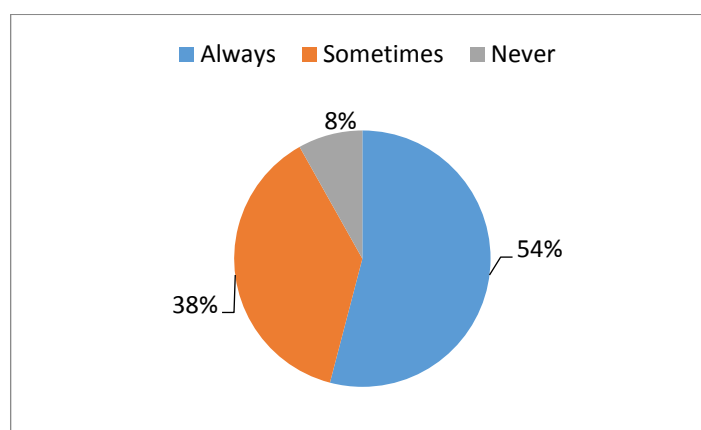
**Table 8.** Listening activities to comprehend the use of the English

Alternative	Frequency	Percentage
Always	146	54 %
Sometimes	102	38%
Never	22	8 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 8.** Listening activities to comprehend the use of the English Language.



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

The results obtained in this question show 54% of the students affirm that they always practice with listening activities. On the other hand, the 38% state they sometimes comprehend the use of the English Language. Finally, only 8% of the students consider they never understand how English language works. In conclusion, some of students know and practice the use of English language in the books through its own listening activities.

**Question 7.** Do you use listening comprehension techniques to infer information in the listening tasks?

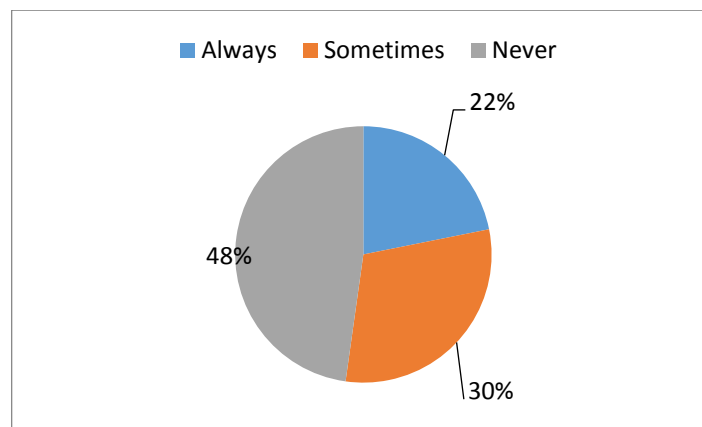
**Table 9. Listening comprehension techniques**

Alternative	Frequency	Percentage
Always	59	22 %
Sometimes	82	30%
Never	129	48 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 9. Inferring information**



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

The results obtained in this question show 22% of the students know techniques to understand listening activities. On the other hand, 30% show they sometimes use some type of help in listening tasks. Finally, 48% of the students affirm not to use any listening strategies in listening activities. To summarize, the results in this question the listening techniques are fundamental to infer the information in the listening tasks, but some students do not know it.

**Question 8.** How often have you been evaluated in listening comprehension tasks in class?

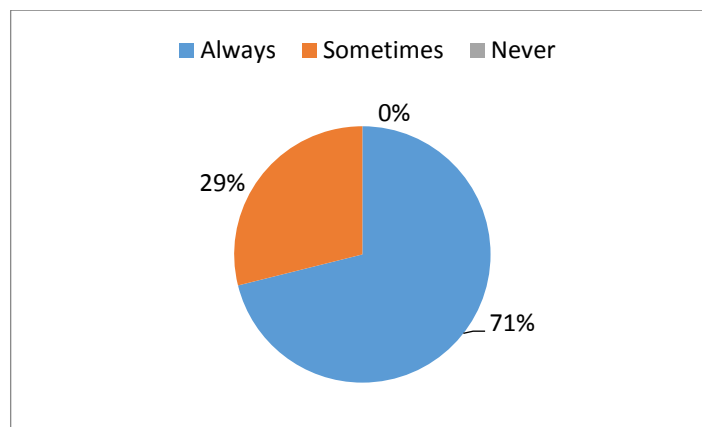
**Table 10.** Listening Comprehension Assessment

Alternative	Frequency	Percentage
Always	192	71%
Sometimes	78	29%
Never	0	0 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 10.** Listening Comprehension Assessment



Source: Student Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

The results obtained in this question show 71% of the students affirm that they have always been evaluated in listening activities. On the other hand, the 29% of the students mention sometimes. This criterion about the listening comprehension assessment in class is so essential at the moment to measure students' language comprehension, thus students are always evaluated in this receptive skills (listening).

**Question 9.** Do you believe authentic material “BBC News” allow increasing your English listening comprehension?

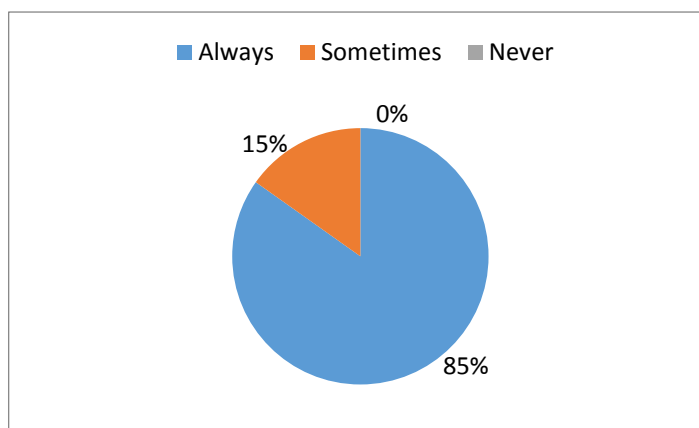
**Table 11.** BBC News and English comprehension

Alternative	Frequency	Percentage
Always	229	85%
Sometimes	41	15%
Never	0	0 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey

Elaborated by: Punina, A. (2017)

**Graphic 11.** BBC News and English comprehension



Source: Student Survey

Elaborated by: Punina, A. (2017)

### **Analysis and interpretation**

The results obtained in this question, the majority of students 229 who represents 85% believe authentic material BBC News help to increase their listening comprehension. On the other hand, 41 students with the 15% have a neutral criterion that represents the minority. In conclusion, there is a great percentage of students who believe real material as BBC News helps to increase their English listening comprehension.

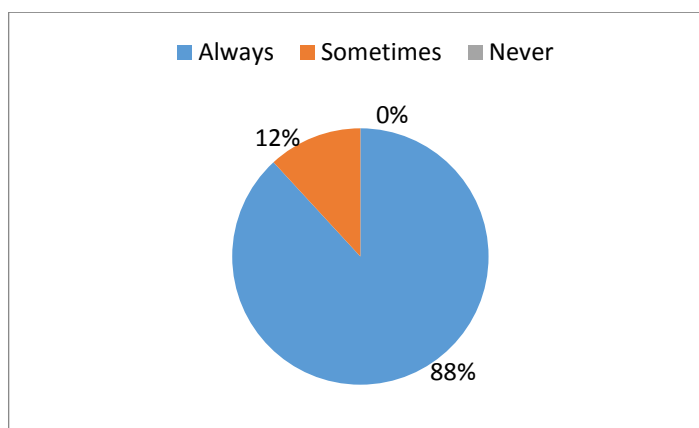
**Question 10.** Would you like to improve your listening comprehension through BBC News?

**Table 12.** BBC News to improve listening Comprehension

Alternative	Frequency	Percentage
Always	238	88%
Sometimes	32	12%
Never	0	0 %
<b>Total</b>	<b>270</b>	<b>100 %</b>

Source: Student Survey  
 Elaborated by: Punina, A. (2017)

**Graphic 12.** BBC News to improve listening Comprehension



Source: Student Survey  
 Elaborated by: Punina, A. (2017)

### Analysis and interpretation

The last question applied to the students, the results show that 90 % consider important to use BBC News to develop their listening comprehension. On the other hand, only the 12% of the students have a neutral criterion. Besides, no one consider that they do not want to improve their listening using authentic material. In conclusion, the results show the majority of students are aware that it is very essential to use a real material like BBC News to develop listening comprehension.



#### 4.1.2 Teachers' Survey

**Question 1.** How often do you use listening comprehension activities in class?

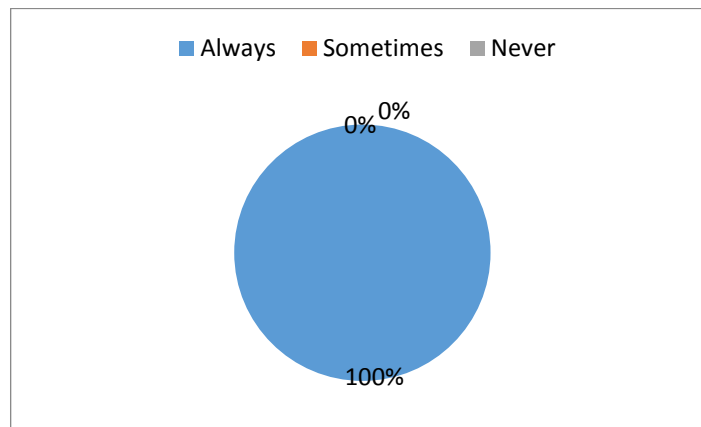
**Table 13.** Listening comprehension activities for students

Alternative	Frequency	Percentage
Always	12	100%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 13.** Listening comprehension activities for students



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

#### Analysis and interpretation

In first question, all the teachers who represent 100% affirm to present students listening activities in class. Therefore, the listening activities are always presented in all the classes along with exercises where students can practice with the target language being it so important to increase students' comprehension of the language.

**Question 2.** Do you make listening comprehension activities to guide English

learners using English News?

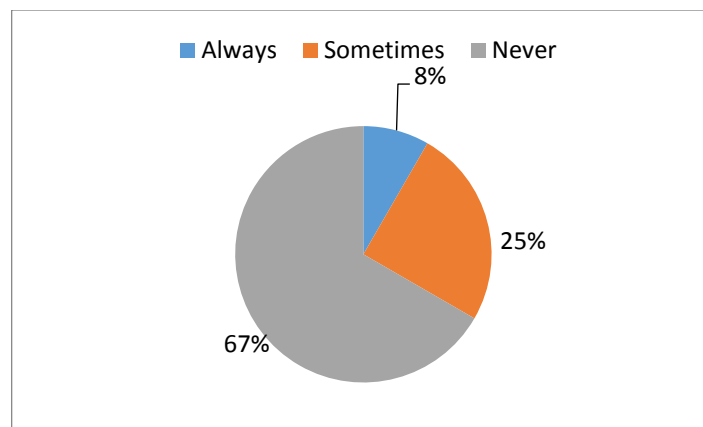
**Table 14.** Listening comprehension activities using News

Alternative	Frequency	Percentage
Always	1	8%
Sometimes	3	25%
Never	8	67 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 14.** Listening comprehension activities using News



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In the next question, the majority of teachers affirm never guide students to use English News with 67%. On the other hand, the 25% mention sometimes guide learners to use News. Finally, only the 8% of the teachers state that they conduct to use it. Therefore, most of teachers consider they have not guided to use that material as English News to develop students' listening interest and comprehension.

**Question 3.** Do you use authentic material as English News to develop students'

listening comprehension?

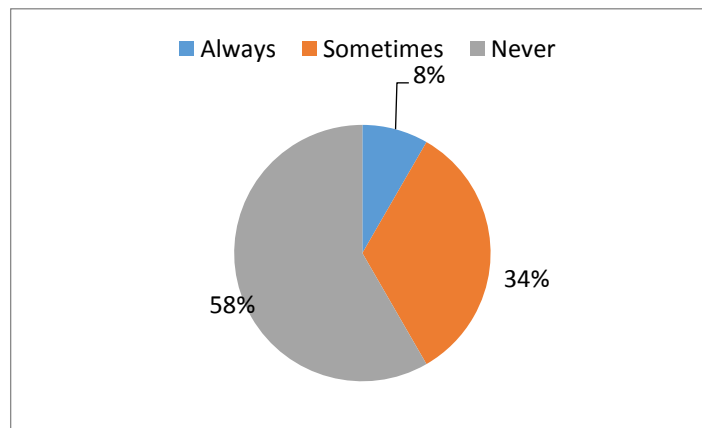
**Table 15.** Authentic material (English News) in class

Alternative	Frequency	Percentage
Always	1	8%
Sometimes	4	34%
Never	7	58 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 15.** Authentic material (News) in class



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of teachers who represent 58% affirm that they have never used English News to present in class. On the other hand, the 34% mention that they have sometimes used that material. Finally, the minority with 8% state that they use it. In conclusion, based on the results most of teachers do not use English News to develop students' listening comprehension classes being it a diverse alternative to practice in listening abilities.

**Question 4.** Do you present listening comprehension activities to develop a

general view through BBC News?

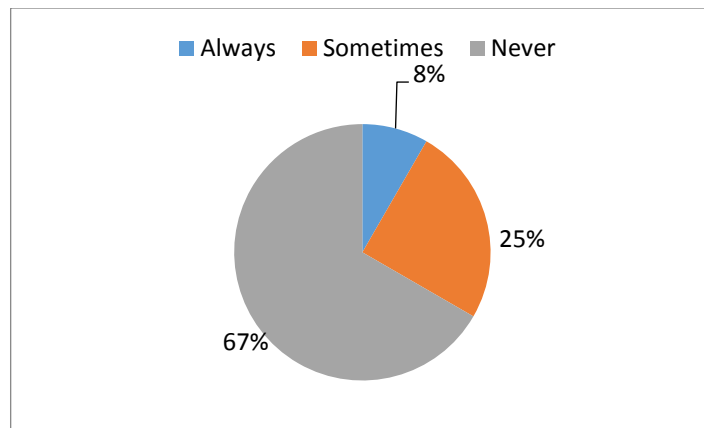
**Table 16.** Listening comprehension activities for students general view

Alternative	Frequency	Percentage
Always	1	8%
Sometimes	3	25%
Never	8	67 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 16.** Listening comprehension activities for general view



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the 67% of teachers affirm that students do not have a general view through listening activities. On the other hand, the 25% of teachers mention sometimes students develop their general view of the world. Finally, the minority with the 8% state that they develop students view form the world using real material. Therefore, based on the results most teachers consider students have not developed their general view of the world using authentic material BBC News.

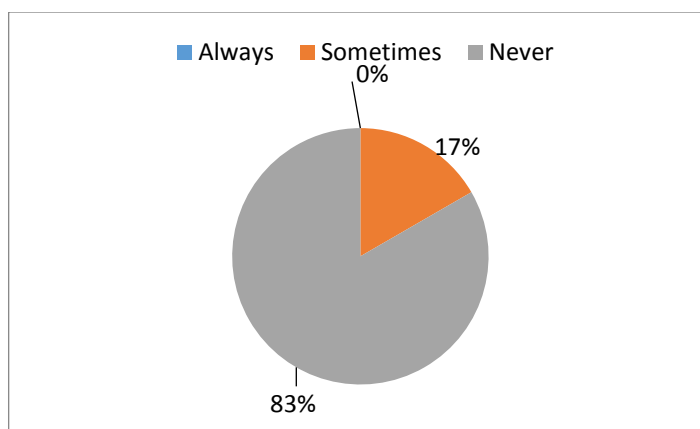
**Question 5.** Do you use authentic material as “BBC News” to expose learners to an authentic language context?

**Table 17.** Authentic Language Context using BBC News

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	2	17%
Never	10	83 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey  
 Elaborated by: Punina, A. (2017)

**Graphic 17.** Authentic Language Context using BBC News



Source: Teacher Survey  
 Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers affirm that they do not expose learners to authentic material BBC News. On the other hand, the 17 % of the teachers sometimes use this material. Finally, no one mention uses this authentic material in class. Therefore, the presence BBC material is non-existent in the Language Center to expose learners an authentic language context.

**Question 6.** Do the listening activities engage learners to understand a real language in class?

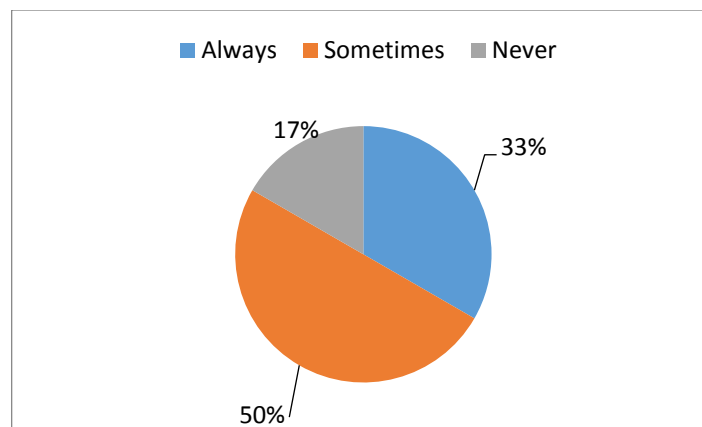
**Table 18.** Real Language in class

Alternative	Frequency	Percentage
Always	4	33%
Sometimes	6	50%
Never	2	17 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 18.** Real Language in class



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers who represent 50 % affirm that they sometimes engage students to real language. On the other hand, the 33% of teachers mention they always involve students a real language. Finally, with 17% of the participants state never engaging a real language. Therefore, there are two groups; who mention sometimes listening activities involve learners to comprehend a real language whiles the other ones; consider listening tasks always engage students to comprehend a real language in class.

**Question 7.** Do you present listening comprehension techniques to encourage learners infer information?

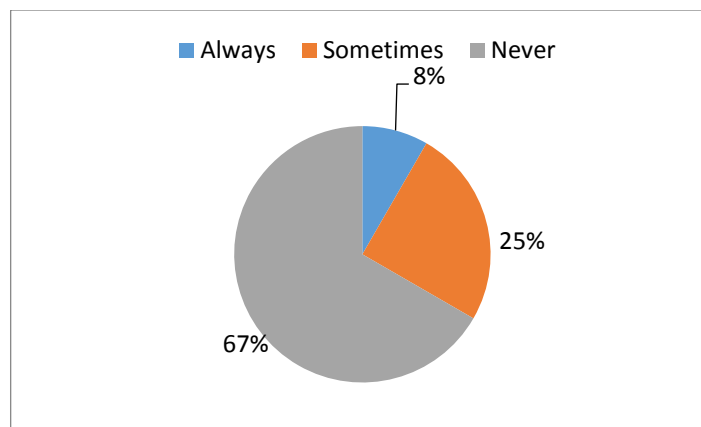
**Table 19.** Listening comprehension techniques

Alternative	Frequency	Percentage
Always	1	33%
Sometimes	3	50%
Never	8	67 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 19.** Listening comprehension techniques



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers who represent 67 % affirm that they never support to comprehend listening activities using strategies or techniques. On the other hand, the 25 % of teachers mention sometimes help in listening activities. Finally, only 8% state they support learners to get the information. In conclusion, the majority of teachers establish the absence the listening techniques to infer information easily as a result, students are not engaged on listening accomplishments.

**Question 8.** How often do you evaluate listening comprehension in class?

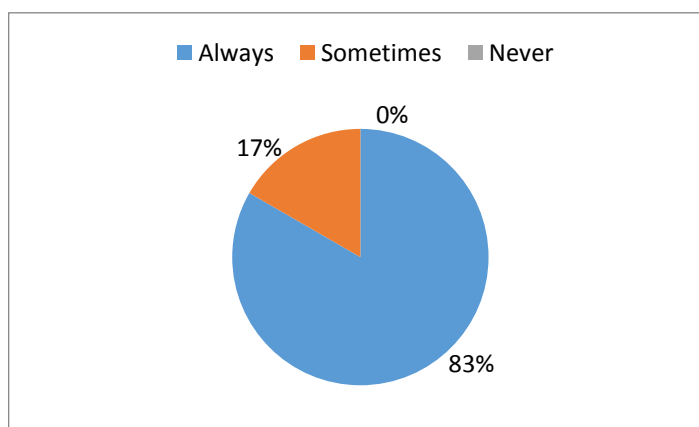
**Table 20.** Evaluation of Listening Comprehension

Alternative	Frequency	Percentage
Always	10	83%
Sometimes	2	17%
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 20.** Evaluation of Listening Comprehension



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers who represent 83 % affirm that they always assess students in listening activities. On the other hand, the 17% of the teachers state they sometimes evaluate students listening comprehension. In conclusion, based on the results students are always evaluated in listening comprehension by teachers who present many listening activities in class referring to listening.



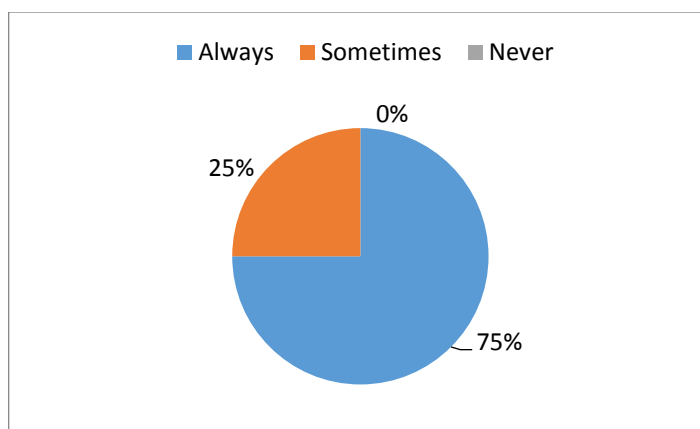
**Question 9.** Does authentic material as “BBC News” allow students to increase their listening comprehension about English language?

**Table 21.** BBC News for students’ comprehension

Alternative	Frequency	Percentage
Always	9	75%
Sometimes	3	25%
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey  
Elaborated by: Punina, A. (2017)

**Graphic 21.** BBC News for students’ comprehension



Source: Teacher Survey  
Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers who represent 75 % affirm that learners can increase their listening comprehension using a real material as BBC news. On the other hand, with 25 % of teachers think students in some cases could raise their comprehension about English language. Finally, no one consider students do not increase the thoughtful. In conclusion, teachers’ responses establish that the use of authentic material BBC News support rising students’ listening comprehension about the English language.

**Question 10.** Would authentic material such as “BBC News” help students to improve the development of listening comprehension of English-language?

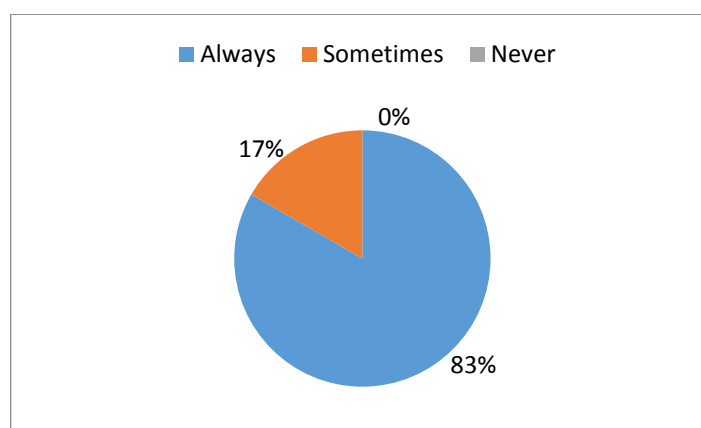
**Table 22.** BBC News for listening comprehension development

Alternative	Frequency	Percentage
Always	10	83%
Sometimes	2	17%
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher Survey

Elaborated by: Punina, A. (2017)

**Graphic 22.** BBC News for listening comprehension development



Source: Teacher Survey

Elaborated by: Punina, A. (2017)

### Analysis and interpretation

In this question, the majority of the teachers who represent 83 % affirm they like to use BBC News in the class. On the other hand, 17 % of teachers could implement this material. Finally, no one disagrees with the use BBC. In conclusion, the majority of teachers who are interested in helping students to develop their listening comprehension through BBC News as an alternative material that helps the syllabus content.

## 4.2 Verification of hypotheses

Once the data collection from the students and teachers' surveys have been determined along with the problem, the verification of the hypothesis was used with the Chi-square based on the independent variable as the use of authentic material BBC News and dependent variable listening comprehension to verify the proposed hypothesis.

### 4.2.1 Hypothesis Formulation

**Null Hypothesis (H<sub>0</sub>):** The use of authentic material BBC News does not influence in the development of listening comprehension of the students of Language Center at Ambato Technical University in B1 level.

**Alternative Hypothesis (H<sub>1</sub>):** The use of authentic material BBC News influences in the development of listening comprehension of the students of Language Center at Ambato Technical University in B1 level.

### 4.2.2 Statistical Model

**Formula Pearson's Chi-square**

$$\sum \frac{[f(o) - f(e)]^2}{f(e)} = X^2$$

$X^2$  = Chi-square

$\Sigma$  = Sum

**F(o)** = Observed frequencies

**F (e)** = Expected frequencies

**Error range**

$\alpha$  = 0.05 -> 5%

**Reliability** = 95%

### 4.2.3 Observed frequencies

**Table 23.** Observed frequencies

<b>Variables</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Total</b>
<b>Question 4</b> Do you listen to BBC News to have a general view of the world?	9	72	189	270
<b>Question 5</b> Do you listen to authentic material BBC News to get an authentic language context?	14	25	231	270
<b>Question 9</b> Do you believe authentic material (BBC News) allow increasing your English listening comprehension?	229	41	0	270
<b>Question 10</b> Would you like to improve your listening comprehension through BBC News?	238	32	0	270
<b>Total</b>	490	170	420	1080

**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

### 4.2.4 Expected Frequencies

**Table 24.** Expected frequencies

<b>Variables</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Question 4	122,5	42,5	105
Question 5	122,5	42,5	105
Question 9	122,5	42,5	105
Question 10	122,5	42,5	105

**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

#### 4.2.5 Contingency table

**Table 25.** Contingency table

Variables	O	E	O - E	(O - E) <sup>2</sup>	(O - E) <sup>2</sup> /E
Question 4	9	122,5	-113,5	12882,25	105,161224
Question 5	14	122,5	-108,5	11772,25	96,1
Question 9	229	122,5	106,5	11342,25	92,5897959
Question 10	238	122,5	115,5	13340,25	108,9
Question 4	72	42,5	29,5	870,25	20,47647
Question 5	25	42,5	-20,5	420,25	7,20588
Question 9	41	42,5	-1,5	2,25	0,05294118
Question 10	32	42,5	-10,5	110,25	2,59411765
Question 4	189	105	84	7056	67,2
Question 5	231	105	126	5376	51,2
Question 9	0	105	-105	11025	105
Question 10	0	105	-105	11025	105
<b>TOTAL</b>	1080	1080	The x <sup>2</sup> value		761,4804

Source: Direct Research

Elaborated by: Punina, A. (2017)

#### 4.2.6 Degrees of Freedom

The degrees of freedom are: 4 rows and 3 columns.

$$DF = (4-1) * (3-1)$$

$$DF = (3) * (2)$$

$$DF = 6$$

Critical square value =12, 592 based on table down below:

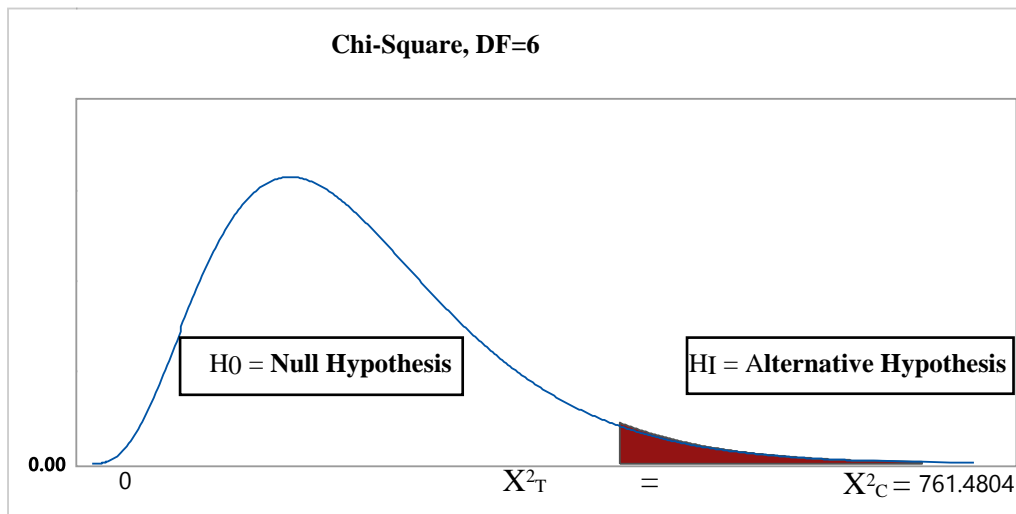
**Table 26.** Degrees of Freedom

Degrees of Freedom	0,995	0,99	0,975	0,95	0,9	0,75	0,5	0,25	0,1	0,05
0	0	0,001	0,004	0,016	0,102	0,455	1,323	2,706	3,841	5,024
2	0,01	0,02	0,051	0,103	0,211	0,575	1,386	2,773	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	1,213	2,366	4,108	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	1,923	3,357	5,385	7,779	9,488
5	0,412	0,554	0,831	1,145	1,61	2,675	4,351	6,626	9,236	11,07
6	0,676	0,872	1,237	1,635	2,204	3,455	5,348	7,841	10,645	12,592
7	0,989	1,239	1,69	2,167	2,833	4,255	6,346	9,037	12,017	14,067

Source: Direct Research

Elaborated by: Punina, A. (2017)

**Graphic 23: Chi-Square Distribution**



**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

### **Interpretation**

Once analyzed and calculated the data obtained from the surveys along with the chi-square test which was done with 6 degrees of freedom, 0, 05 of probability and 95% of confidence. The value of calculated chi-square is 761, 48 while the critical chi-square is 12,592. Therefore, the calculated value is greater than critical value. Finally, based on the results the null hypothesis (H0) is rejected while the alternative hypothesis (HI) is accepted. It means the use of authentic material BBC News influences in the development of listening comprehension in the students of Language Center at Ambato Technical University in B1 Level.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Once the collection process and the subsequent analysis of the results obtained through the surveys have been completed, it can be concluded that:

Students require to enhance their comprehension using authentic materials as BBC News to assimilate a genuine language use along with its positive features to understand familiar and unfamiliar topics presented in BBC News, which represented great features from a community. Besides, this contributes to the development of listening comprehension due to this material expose learner to current topics.

The application of authentic materials to get a genuine language context in B1 level is null, since based on the results, a large percentage of students state the non-use of authentic material BBC News in listening activities. Likewise, most of them consider this authentic listening material will facilitate to enhance their listening comprehension process along with a general awareness from the English language towards BBC News.

It has been verified that majority of students regularly practice their listening comprehension by conventional materials in class. Additionally, most of them mention that they often practice listening activities to comprehend the English language, but it is limited by current material. On the other hand, a large percentage of students affirm that they are continuously assessed in listening activities, but they do not get listening techniques to deduce the information in listening tasks being that dissatisfactory for their listening comprehension development.

It can be determined that there is a relationship between the application of the use of authentic material and listening comprehension because the results show that most of students practice listening activities, but their listening comprehension is limited, and the use of BBC News is null. In addition, if students practice with authentic listening materials, they have the opportunity to improve their comprehension towards current news from BBC News. Besides, a large percentage of students and teachers consider use this material, which determines a positive impact for listening comprehension because students will be able to distinguish a real English language used in BBC News.

## **5.2 Recommendations**

It is necessary to encourage the importance students' development for English learning comprehension. It will support students to feel motivated to learn and understand a real language use thought authentic materials as BBC News.

It is necessary to encourage teachers to use authentic material within the classes, specifically BBC News through which students can develop listening comprehension appropriately due to this material has different categories which are classified by its content and importance. Therefore, it contains a natural language to support student to develop their general awareness of the world.

Teachers from Language Center should practice with listening activities, which not only leads students the development of listening skills, but it also supports listening comprehension process, which have a close relation of macro and micro skills of listening. It can be developed through the implementation of types of exercises adapted with news to increase learners' comprehension and interest.

It is important to motivate an adequate and sequential development of the listening comprehension since the elementary levels, with the purpose that at intermediate and high levels the use of authentic materials such as the News can be encouraged as an alternative to the traditional exercises that the teacher has applied all this time.



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## **Annex No 1. Paper**

### **The use of authentic material (BBC news) in the development of Listening Comprehension**

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#### **Abstract**

The objective of this research work is to examine the importance of the use of authentic material (BBC news) in the development of listening comprehension in the students between 19-26 years old in B1 level form Language Center at Ambato Technical University, in Ambato City. The listening comprehension is an important factor from receptive skills; therefore, it was possible to identify how the use of this material supports to increase learners' language awareness. This reaserach has a qualitative and quantitive approach; to collect the data and research concepts and theories that support the theme. The technique used was a survey applied to students sample of 270 students and 12 teachers. The results showed that most teachers present listening activities, likewise students are constantly evaluated in this skill. Furthermore, according to students and teachers agree with the use BBC News to get an authentic language context in everyday activities along with their critical thinking. The conclusions show that use of real material influences positively on students' listening comprehension being an essential factor for teaching-learning.

**Keywords:** Authentic material (BBC News), listening comprehension, language context, teaching-learning.

## 1. Introduction

Currently, the selection of teaching resources by teachers to be incorporated into the classroom is a relevant issue, since this depends on the success in the teaching-learning process of a foreign language.

With modern technology, it is easier to include new material in class and to motivate students to learn a new language in different ways by changing the monotony of the class. However, when selecting the material to be used, it is not done thinking about the real needs that students have and in many cases they simply use the material provided by the class text maintaining a place of traditional teaching and learning .

Language learning is an essential process which requires developing the receptive and productive skills through the use appropriated materials. Focusing on receptive skills especially listening which allow students understand the pronunciation of the language, along with the tones, the accents, expanding the way of understanding and communicating with others. The material to be used in class should

contain a natural language that exposes students to the real world supporting at the moment when they have to use it. However, little authentic material is used in class which limits students to improve their understanding of different dialects (Asadi & Berimani, 2015).

Castillo, Insuasty, & Osorio (2017) demonstrate the effect that the use of authentic auditory material has on students' listening comprehension compared to common material in a positive way at the time of the development of listening skills, and this causes students to increase their interest in learning and improving their foreign language even their awareness of the social language use.

This academic paper has as principal objective; determine if the use of authentic material (BBC News) influences in the development of listening comprehension at Language Center from Ambato Technical University in the B1 level. Besides, it also has three specific objectives:

- To establish the application of authentic material (BBC News) to expose students in

a genuine English language context.

- To identify which materials are used by students in the listening comprehension development.
- To determine the relation between “BBC News” and listening comprehension in B1 level of Language Center at Ambato Technical University.

## 2. Theoretical Framework

### **AUTHENTIC MATERIAL**

Authentic or real materials are real resources made to accomplish social purposes of a community. Therefore, they are genuine social features which can be taken to develop an immersion of real world to being it necessary to get own ideas or thoughts form social language (Benavent & Peñamaría, 2011, p. 89).

Authentic material could be defined as that language that has not been manipulated or created for didactic purposes, then this is a natural language where the cultural and social reality of a country is exposed

which is made known through different media such as: post cast, news, newspapers or videos.

The main advantage of using authentic material in the classroom is that the language used in these materials are regarding to current issues and they are genuine which provide an understanding of how grammatical forms is used in realistic content in a language community.

### **Authentic Audio-Visual**

Audio-visual materials are created for native speakers of the language and used them in a class with their original form and design, among which are: movies, television programs or series, documentaries, news, music videos (Darwish, 2014, p. 119).

This means for the development of the English comprehension it important to be exposed materials which give receptors native input of the language. In a language class it necessary the presence of audio-visual materials to support the advancement of listening proficiency because their features are:

- Idioms, gerunds, specific dialects and idiomatic expressions.
- Dialogs with purpose regardless of the circumstances
- Culture community such as: the traditions, customs, typical food, political beliefs.

### **Authentic material (BBC NEWS)**

According to Stănescu (2015) stated the letters in the word “NEWS” is derived from the four directions as indicated below: N-orth E-ast W-est S –outh. and BBC (British Broadcasting Corporation).

According to Hussain & Azfar (2014) news is a type of information, that refers to a particular event that has happened in a community. It is presented by its classification in different categories of news which represent the reality from a particular region. The presence of BBC News around the world is well-known because its popularity of the news. They are disseminated through their website “bbc.com”, TV through BBC Television Centre, and radio services. Moreover, the information which presented in news is imparcial, independent and accurate (BBC NEWS, 2017).

### **Online BBC News**

Currently, watching News are reducing because of lack of time and people have cahnged the way to cosume news using online platforms or to access to podcast, short pieces of videos called “breaking the News” in order to decide to watch it or not. In addigtion, around the world there are four Global media corporations that provide significant update information through news and they are: The New York Times,Reuters,Dailymail, and BBC (Reis, et al., 2015). It is verified in the article “Breaking the News: First Impressions Matter on Online News”

### **Classification of BBC News**

According to Hussain & Azfar (2014) current News is clasified by the importance and content which are presented by diverse categories.

#### **By the importance:**

**Common information news.** It is the least important, and available to all media.

**Exclusive information news.** It is whose have been obtained by a single information medium, so they have great journalistic importance.

**Thematic information news.-** It is related to certain issues that for the

media in particular are of special importance.

**By the Content:**

**Ambit.-** Local, national and international.

**Types.-** political, economic, sports, Science and social.

Regarding BBC News, it can be presented by its importance and content. Besides, focusing on the news types audience can find out in all medias the following categories:

**Business and Money.-** It is a type of news that keeps the audience informed about economy system.

**Health.-** It is regarding to current aspects about physical conditions or health

**Science and Technology.-** It is regarding to broadcasting in advancements of science or technology even discoveries or scientific advances.

**Sports.-** It is type of news related to current sports, olympics games, competitions, matches.

**World.-** It is a type of news that keeps the audience informed of the last thing that has happened in any aspect of reality around the world.

**BBC Content**

According to BBC article called “Public perceptions of the impartiality and trustworthiness of the BBC” (2017) the general impression on the audience is through the impartiality and trustworthiness this confirmations were collect in public survey where the majority of the audience with 57% prefer this media rather than other broadcaster sources to be informed and have a general view of the world.

Besides, the audience who use this broadcaster take into account content availability and news headlines in all news categories.

In conclusion, BBC NEWS as authentic audio-visual material allows students to witness the actual interaction of the language while observing and hearing native speakers of a language in realistic environments, conversing naturally and spontaneously and using different accents.

**Receptive skills**

Segura (2012) argues that to learn a new language it is necessary to develop some skills and sub-skills that allow the understanding of the

language, which means that when learning a new language, you have to develop certain linguistic skills, and the first skills to intervene are the receptive skills through visual and audio materials.

On the other hand, Mendelsohn & Rubin (1995) mention that there are characteristics unique to the receptive skill and these are:

First, it is necessary to use the memory backups of the brain, that is, to associate the message transmitted through the experience so that the message can be understood.

Second, the listening process, certain characteristics of oral expression are distinguished, such as intonation, rhythm, and the volume that is not distinguished in visual ability.

Finally, it is common for the receiver to lose concentration and therefore not understand the message transmitted.

### **LISTENING SKILLS**

Ahmadi (2016) defines listening skills as mental ability to recognize sounds and intentions from speakers being it an invisible mental process

for the listening reception of sound stimulus. Besides, Wipf (1984) the ear organ and the brain are in charge for receiving and decoding the information, this process is difficult to explain because some individuals lack this capacity and nevertheless they capture the message with the help of another stimulus such as visual.

Roast (2002) states listening as the process of receiving what the sender wishes to express; so that in this way the receiver can construct a meaning of what is heard to respond in the most appropriate way to any question. In other words, the auditory ability is the perception of a message through the ear, which information will subsequently be processed in the brain to understand it and be able to elaborate a response.

### **LISTENING COMPREHENSION**

It is a mental process in which the listeners must discriminate between the different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret all this both within the immediate

context and in a socio-cultural context (Zhang, 2011).

### **Listening comprehension process**

1. Perception
2. Comprehension
3. Analysis
4. Knowledge
5. Application
6. Decode

### **Types of exercises for listening comprehension**

The listening comprehension exercises offer meaningful practice to attract students' attention. Therefore, teachers must prepare students for listening comprehension in real life (Córdova, Coto, & Ramírez, 2005).

- Listening without answer
- Listening with short answers
- Listening with longer answers
- Listening as a basis for study and discussion

### **3. Methods**

The present research work had a qualitative-quantitative approach; where all the data was collected, analyzed and interpreted to support

in the comprehension of established theme.

In addition, the research method was through field research because it was possible to go to the place where the research problem occurred at Languages Center to apply a survey teachers and students. At the same time, a bibliographical research because which allowed using theoretical basis to support the problem as well as to contribute to the interpretation of results that allowed verifying the formulated hypothesis.

The current research work was applied to students sample of 270 students and 12 teachers from the B1 level at Languages Center from Ambato Technical University. The technique used was through survey that had as tool a structured questionnaire with three options; always sometimes, never. Besides, it had ten questions as well as students and teachers related to achieve the objectives from research.

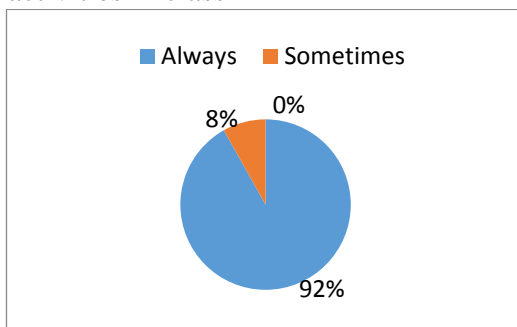
### **4. Results**

In this part, according to the results the objective is to examine the relationship between the two

variables the authentic material BBC News influences in the comprehension of the foreign Language in the students of the Language Center in the B1 level verifying the hypothesis raised in the research work.

The data obtained from the 10 questions of the surveys reflected the tendencies and preferences of the students regarding the use of the authentic BBC News material. In Question No. 1 that represents graphic 3, sought to know the frequency of the presence of listening comprehension activities in class activities where the results were that 92% of students mention the presence of listening activities in class. Nevertheless, according to official results students did not have an appropriate development in the listening comprehension.

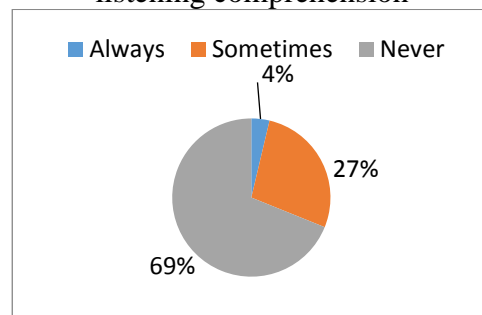
**Graphic 3.** Listening comprehension activities in class



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

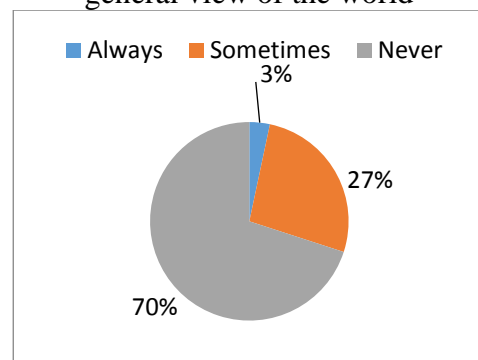
In graphic 5, 6 and 7 were about the use of BBC News to practice students' comprehension, increase learners' general view and get an authentic language context. Therefore, based on the results; the majority of students mention that they did not enhance their language context or general using authentic material.

**Graphic 5.** English News to practice listening comprehension



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

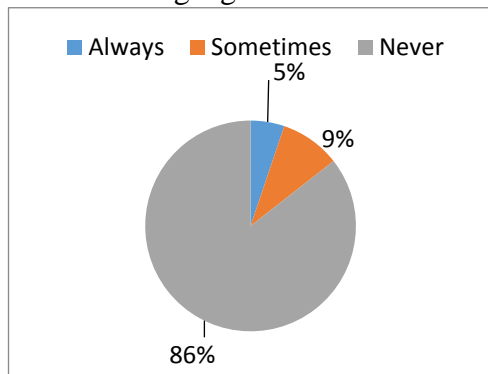
**Graphic 6.** BBC News to have a general view of the world



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

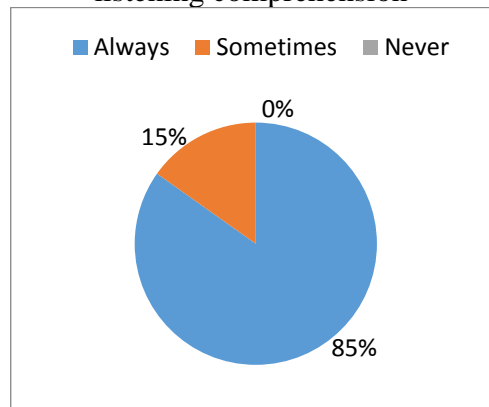


**Graphic 7.** BBC News to get an authentic language context



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

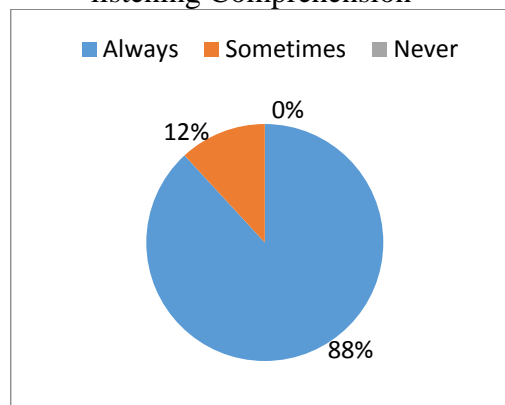
**Graphic 11.** BBC News for listening comprehension



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

Additionally, in the graphic 11 and 12 were to examine students' opinions related to the use of authentic material (BBC News) in listening comprehension activities taking into account all the features that this material offers students in language comprehension. Therefore, based on the results; the majority of students consider they want to increase their listening comprehension using real material that means BBC news to enhance the understanding.

**Graphic 12.** BBC News to improve listening Comprehension



**Source:** Student Survey  
**Elaborated by:** Punina, A. (2017)

Verification of hypotheses was through Chi-square which data show a higher value to accept the Alternative Hypothesis; the use of authentic material BBC News influences in the development on listening comprehension.

**Table 25:** Contingency table

<b>Variables</b>	<b>O</b>	<b>E</b>	<b>(O – E)<sup>2</sup>/E</b>
Question 4	9	122,5	105,16122
Question 5	14	122,5	96,1
Question 9	229	122,5	92,589795
Question 10	238	122,5	108,9
Question 4	72	42,5	20,47647
Question 5	25	42,5	7,20588
Question 9	41	42,5	0,0529411
Question 10	32	42,5	2,5941176
Question 4	189	105	67,2
Question 5	231	105	51,2
Question 9	0	105	105
Question 10	0	105	105
<b>Total</b>	<b>1080</b>	<b>1080</b>	<b>x<sup>2</sup> value 761,48</b>

**Source:** Direct Research

**Elaborated by:** Punina, A. (2017)

## 5. Discussion

After analyzing the data, the relationship between the two mentioned variables can be evidenced. After analyzing the data it can be shown that there is a significant relationship between the two variables mentioned coinciding with the research of Cabrera (2017) who concludes that learners through real materials can improve the comprehension of the language to use it in students' communication.

On the other hand, Segura (2012) points out educators have a significant role in the students' language proficiency using native and non-native materials which support the learning process along

with new techniques to promote interaction and understanding. Besides, he suggests using entertaining, original materials.

Therefore, based on researchers' studies and theoretical basis on the use of authentic materials in receptive comprehension. There is significant association to develop students' listening through BBC News. However, teachers must take into account using it with learners who have already known the language to not to feel discouraged at the moment of listening to complex vocabulary (Nematollahi & Mojtaba, 2015).

## 6. Conclusions

In conclusion, based on data analysis the majority of students are aware in the importance of listening comprehension using authentic material. However, they did not reach an acceptable English comprehension level in B1 level at Language Center. Thus, they consider enhancing it through innovate English materials like BBC News which provides real vocabulary and understanding of reality.

Besides, authentic material is the

main motivating factor to get a general context of the use of English language due to educators can get the student's interest in exercising being more conscious of using this material in a controlled way using appropriate resources for the comprehension of the language.

Listening to authentic material as BBC English News promotes additional comprehension and increases language proficiency. Thus, they open up the possibility of learning about the culture, general view of the world through BBC' content and types that it has.

In fact, students being exposed to current and controversial news they will be more motivated and confident to learn and understand the language in a different way, awakening self-interest to learn beyond the level that is improving through this material.

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Annex No 2. Student Survey



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
SURVEY FOR STUDENTS FROM AMBATO TECHNICAL  
UNIVERSITY - LANGUAGE CENTER



Survey for students of Language Center from - UTA

**Objective:** To get information about the use of authentic material (BBC News) in the development of listening comprehension in the students of the Language Center from Ambato Technical University in B1 Level.

**Directions:** Please mark with a scale that you consider for each item.

**Remember:** The authenticity of the information will allow us to carry out the research work as truthfully as possible.

**QUESTIONS**

1. How often does the teacher present listening comprehension activities in class?

Always ( )                      Sometimes ( )                      Never ( )

2. How often does the teacher introduce English News in class?

Always ( )                      Sometimes ( )                      Never ( )

3. Do you use English News to practice your listening comprehension?

Always ( )                      Sometimes ( )                      Never ( )

4. Do you listen to BBC News to have a general view of the world?

Always ( )                      Sometimes ( )                      Never ( )

5. Do you listen to authentic material (BBC News) to get an authentic language context?
- Always ( )                      Sometimes ( )                      Never ( )
6. How often do you practice listening activities to comprehend the use of the English language?
- Always ( )                      Sometimes ( )                      Never ( )
7. Do you use listening comprehension techniques to infer information in the listening tasks?
- Always ( )                      Sometimes ( )                      Never ( )
8. How often have you been evaluated in listening comprehension tasks in class?
- Always ( )                      Sometimes ( )                      Never ( )
9. Do you believe authentic material “BBC News” allow increasing your English listening comprehension?
- Always ( )                      Sometimes ( )                      Never ( )
10. Would you like to improve your listening comprehension through “BBC News”?
- Always ( )                      Sometimes ( )                      Never ( )

THANK YOU FOR YOUR COOPERATION.

### Annex No 3. Teacher Survey



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**SURVEY FOR TEACHERS FROM AMBATO TECHNICAL**  
**UNIVERSITY - LANGUAGE CENTER**



Survey for teachers of Language Center from - UTA

**Objective:** To get information about the use of authentic material (BBC News) in the development of listening comprehension in the students of the Language Center from Ambato Technical University in B1 Level.

**Directions:** Please mark with a scale that you consider for each item.

**Remember:** The authenticity of the information will allow us to carry out the research work as truthfully as possible

#### QUESTIONS

1. How often do you use listening comprehension activities in class?

Always ( )                      Sometimes ( )                      Never ( )

2. Do you make listening activities to guide learners using English News?

Always ( )                      Sometimes ( )                      Never ( )

3. Do you use authentic material as English News to develop students' listening comprehension?

Always ( )                      Sometimes ( )                      Never ( )

4. Do you present listening comprehension activities to develop a general view of the world through BBC News?

Always ( )                      Sometimes ( )                      Never ( )

5. Do you use authentic material as “BBC News” to expose learners to an authentic language context?
- Always ( )                      Sometimes ( )                      Never ( )
6. Do the listening activities engage learners to understand a real language in class?
- Always ( )                      Sometimes ( )                      Never ( )
7. Do you present listening comprehension techniques to encourage learners infer information?
- Always ( )                      Sometimes ( )                      Never ( )
8. How often do you evaluate listening comprehension tasks in class?
- Always ( )                      Sometimes ( )                      Never ( )
9. Does authentic material as “BBC News” allow students to increase their listening comprehension about English language?
- Always ( )                      Sometimes ( )                      Never ( )
10. Would authentic material such as “BBC News” help students to improve the development of listening comprehension of English-language?
- Always ( )                      Sometimes ( )                      Never ( )

THANK YOU FOR YOUR COOPERATION.



## Annex No 4. Urkund Report



### Urkund Analysis Result

**Analysed Document:** Tesis Alex Ivan Punina.docx (D40211155)  
**Submitted:** 6/16/2018 3:13:00 AM  
**Submitted By:** alexivan9116@gmail.com  
**Significance:** 3 %

#### Sources included in the report:

Tesis Belen Espin Davila.docx (D33646263)  
Tesis 1\_Diana Ochoa.docx (D33648773)  
Tesis Alex Flores.docx (D33641874)  
Tesis - Chicaiza - Completa.docx (D38535143)  
Evelin Reyes Thesis.docx (D33656772)  
<http://docplayer.net/58868660-Surachai-rodngam-advisor-asst-prof-monnipha-somphong-ph-d.html>

#### Instances where selected sources appear:

23

## Annex No 5. Authorization for the surveys application



### UNIVERSIDAD TÉCNICA DE AMBATO CENTRO DE IDIOMAS

Av. De los Chasquis y Río Guayllabamba – Campus Huachi - Ambato Ecuador

e-mail dedi@uta.edu.ec

**Memorándum Nro. UTA-CI-D-TE-MR-1161-2017**

PARA: Sr. Alex Punina  
Estudiante de la Carrera de Idiomas

ASUNTO: Autorización para realizar proyecto en el C.I.

FECHA: 29 de noviembre de 2017

.....

En atención a la solicitud recibida el 29 de noviembre de 2017, se autoriza al señor **ALEX IVÁN PUNINA TIVIANO**, realizar las encuestas en el Centro de Idiomas para el desarrollo del Proyecto de Investigación "THE USE OF AUTHENTIC MATERIAL (BBC NEWS) IN THE DEVELOPMENT OF LISTENING COMPREHENSION OF THE STUDENTS OF LANGUAGES DEPARTMENT FROM AMBATO TECHNICAL UNIVERSITY IN THE LEVEL B1", previamente usted deberá presentar el plan de actividades a realizarse en el Centro de Idiomas para su aprobación.

Atentamente,

Dra. Elsa Hernández  
Directora CI-UTA



EH/jp



UNIVERSIDAD TECNICA DE AMBATO  
CENTRO DE IDIOMAS  
Programa Regular

Septiembre 2017 - Febrero 2018

Pág 4 de 7

Ambato 06 de diciembre de 2017

Idioma: INGLÉS

Nivel: B1 PREINTERMEDIO

Orden	Profesor	Paralelo	Horario	Nº Alumnos
1	MEJIA SANCHEZ ENITH JESSENIA	A1	07:00 - 09:00 Huachi	26
2	LLERENA MEDINA EDISON GERARD	A2	07:00 - 09:00 Huachi	24
3	FREIRE JUMBO FLOR KARINA	A3	07:00 - 09:00 Huachi	28
4	TIRADO LOPEZ JEANNETTE PAULIN	H1	07:30 - 09:30 Querochaca	37
5	CRIOLLO FLORES MARY JESSENIA	J1	08:00 - 17:00 Domingo Huachi	36
6	URVINA MELO JONAS ELISEO	J2	08:00 - 17:00 Domingo Huachi	36
7	CRIOLLO FLORES MARY JESSENIA	I1	08:00 - 17:00 Sábado Huachi	36
8	URVINA MELO JONAS ELISEO	I2	08:00 - 17:00 Sábado Huachi	36
9	MEJIA SANCHEZ ENITH JESSENIA	B1	09:00 - 11:00 Huachi	28
10	LLERENA MEDINA EDISON GERARD	B2	09:00 - 11:00 Huachi	27
11	FREIRE JUMBO FLOR KARINA	B3	09:00 - 11:00 Huachi	28
12	FREIRE JUMBO FLOR KARINA	C1	11:00 - 13:00 Huachi	34
13	PEÑAFIEL BAYAS BLANCA GIRALDA	C2	11:00 - 13:00 Huachi	32
14	MEJIA SANCHEZ ENITH JESSENIA	C3	11:00 - 13:00 Huachi	34
15	GARCES VILLACRES MONICA ALEX	D1	13:00 - 15:00 Huachi	37
16	LLERENA MEDINA EDISON GERARD	D2	13:00 - 15:00 Huachi	31
17	PEÑAFIEL BAYAS BLANCA GIRALDA	D3	13:00 - 15:00 Huachi	36
18	ARIAS SISLEMA MARIELA ALEXAN	D4	13:00 - 15:00 Huachi	36
19	ARIAS SISLEMA MARIELA ALEXAN	E1	15:00 - 17:00 Huachi	34
20	PAREDES JIMENES CHRISTIAN LUIS	E2	15:00 - 17:00 Huachi	34
21	FREIRE JUMBO FLOR KARINA	E3	15:00 - 17:00 Huachi	35
22	GARCES VILLACRES MONICA ALEX	F1	17:00 - 19:00 Huachi	36
23	PEÑAFIEL BAYAS BLANCA GIRALDA	F2	17:00 - 19:00 Huachi	34
24	PAREDES JIMENES CHRISTIAN LUIS	F3	17:00 - 19:00 Huachi	33
25	GARCES VILLACRES MONICA ALEX	G1	19:00 - 21:00 Huachi	33
26	PEÑAFIEL BAYAS BLANCA GIRALDA	G2	19:00 - 21:00 Huachi	35
27	PAREDES JIMENES CHRISTIAN LUIS	G3	19:00 - 21:00 Huachi	34