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THEME

“THE AUDIO STORIES AND LISTENING SKILL”

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Ambato – Ecuador

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DEDICATION

TO:

My dear son Nicolás Chulco who has been my motivation to achieve my goals, my husband Javier who always told me that I can achieve it and encouraged me to fulfill my aspirations, my beloved mother Zulita who has given me the strength to be a better person every day, my dear brother Pedro, my father and my stepfather Pebito who are an important part of my life and always stay with me.

Lorena.

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AUTHOR

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TOPIC: “THE AUDIO STORIES AND LISTENING SKILL”

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Abstract

Listening is considered as one of the main skills but obtaining a full development of listening skills is difficult for students. The following study aimed to determine the effect of the application of the audio stories methodology in the listening skill of students from 3rd BGU of Juan León Mera “La Salle” High School. The type of research was quasi-experimental design, the study had a qualitative and quantitative approach. This research was applied to thirty-five participants to whom a listening pre-test and post-test were given, using PET test of Cambridge, and a survey was applied. The class was divided into two groups control and experimental group with fourteen and fifteen students in each group. The experimental group had five interventions during a whole week, where teacher applied the audio stories to develop listening activities. Finally, the results of the control and experimental groups were analyzed and obtained through a standardized test, that was applied before and after the methodology, according with results from the experimental group showed a development in listening skills, the students’ results were from 5 to 8.9 over 10. In addition, the outcome obtained from the listening tests were analyzed using the statistical test T-test which concluded that p. is less than the significance level $\alpha=0.05$, and the alternative hypothesis was accepted. Moreover, it was necessary to apply a survey to the students to establish the necessary conclusions for the investigation.

Keywords: Audio stories, approach, listening skill, PET test.

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Resumen

La habilidad de escuchar se considera una de las principales habilidades, pero para los estudiantes es difícil obtener un desarrollo completo de las habilidades auditivas. El siguiente estudio tuvo como objetivo determinar el efecto de la aplicación de la metodología de cuentos en audio en la habilidad auditiva de estudiantes de 3ro BGU de la Unidad Educativa Juan León Mera “La Salle”. Este fue un diseño de investigación cuasi-experimental, el estudio tiene un enfoque cualitativo y cuantitativo. Esta investigación se aplicó a treinta y cinco participantes a los que se les realizó un pre-test de escucha y un post-test PET test de Cambridge, y se aplicó una encuesta. La clase se dividió en dos grupos control y grupo experimental con catorce y quince alumnos en cada grupo. El grupo experimental tuvo cinco intervenciones durante toda una semana, donde el docente aplicó las historias de audio para desarrollar actividades de escucha. Finalmente, se analizaron los resultados de los grupos control y experimental, los cuales se obtuvieron a través de una prueba estandarizada que se aplicó antes y después de la metodología, según los resultados del grupo experimental mostraron un desarrollo en la habilidad auditiva, los resultados de los estudiantes fueron de 5 a 8.9 sobre 10. Además, el resultado obtenido de las pruebas de escucha se analizó mediante la prueba estadística T-test que concluyó que p. es menor que el nivel de significancia $\alpha=0.05$, y se acepta la hipótesis alternativa. Además, fue necesario aplicar una encuesta a los estudiantes para establecer las conclusiones necesarias para la investigación.

Palabras Claves: Historias de audio, enfoque, la habilidad de escuchar, PET.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative background

In recent years, audio stories have become popular, as they provide several benefits such as the development of listening skills and concentration. For this reason, the present investigation was carried out to determine the effect of the application of the audio stories methodology in the listening skill of students from 3rd BGU of Juan León Mera “La Salle” High School. Therefore, this research was based on some previous research, which was compiled from Google Scholar and Atlantis Press such as scientific articles, journals such as the International Journal of Recent Educational Research, International Journal of Research -GRANTHAALAYAH, Professional Journal of English Education, theses which contributed to analyzing the influence of the independent variable on the dependent variable. The data of these articles were taken from the year 2018 to 2021.

Kartikasari et al. (2021) carried out a study in Indonesia to investigate the ability to listen and recognize the socio-cultural environment through the use of the video "Sidoarjo story sound" the research was applied to 20 children from 5-6 years at Happy Kids School Kinder garden, the method used was experimental. To start the investigation, the teacher applied a pre-test in which students' score was 8,8; after that, the Sydoarjo story methodology was used by the teacher. Finally, a post-test was applied in which students obtained a score of around 9,7. This investigation allowed the method used to improve the ability to listen and recognize the sociocultural environment; it is important to mention that Sidoarjo story sound can be combined with other learning methods in order to develop students' knowledge.

Mite and Ortega (2021) led a study to determine the influence of audio stories on the development of listening comprehension through a field, bibliographic and statistical research to design a booklet with pre, during, and after activities with audio stories. The study had a qualitative and quantitative approach. The population of this research was students of the eighth grade of basic general education of Unidad Educativa fiscal

“Manta”. To start the investigation, the researchers applied a survey to the students. The survey had fifteen statements that sought to know in-depth the development and listening comprehension of students in English classes. On the other hand, the interview was applied to the English teacher of students. This interview had seven open questions about the use of audio stories in the classes for the development of the students' listening comprehension when teaching their classes. To conclude, the proposal was considered as an effective method in the class, only if the teacher knows how to choose the type of audio stories for the students. The stages of the listening activities such as; (pre, during, and after listening) helped to develop the listening comprehension of students.

Reima (2021) developed an investigation in Saudi Arabia aimed to develop EFL college students' listening comprehension skills with the use of mobile audiobooks. In addition, the research was an exploratory study, this method was divided into three phases; pre-listening, while-listening, post-listening, and evaluation. The instructor worked as a facilitator, intending to help the students to find and download the mobile audiobooks, as well, the teacher made sure that the students understood their use and they were encouraged to use the method. Finally, at the end of the semester, the students responded to a questionnaire which showed that the students had positive attitudes towards practicing listening comprehension with mobile audiobooks. Besides, it is important to mention that the method had several advantages because it met the students' needs.

Bestary et al. (2019) guided a study to improve students' ability in a learning-teaching process, developing listening skills through the application of listening English audiobooks. The researcher applied action research, the method has some cycles such as planning, action, observation, and reflection. However, the writer decided to do classroom action research in 2 cycles; every cycle was composed of 3 meetings, here the writer planned, implemented, observed, acted, and then reflected. In addition, the students worked personally in pretest, treatment, and posttest. The researcher concluded that the students obtained high scores, indicating that the teaching of the ability to listen in English through a mobile application is effective for students, the application also helped the teacher to capture the attention of his students in the session

of the teaching-learning process, So the research met its objectives, thus improving the ability of students in the learning and teaching process.

Mouchira (2018) carried out a study to investigate EFL teachers' and students' attitudes towards the use of audio short stories to enhance EFL learners' listening skill. It was applied descriptive research, data were gathered through two questionnaires; the first questionnaire was applied to 40 students from the second year, the second questionnaire was applied to 13 teachers at Larbi Ben M'Hidi University. The objective of the questionnaire was to investigate whether the teachers and students had a positive attitude during the use of audio stories in the classroom and the improvement of the listening skills of the students. In conclusion, the audio stories' used in class allowed to motivate and help students improve their listening skills; since this method provided them a real language accompanied by dynamic activities according to the needs and interests of students. Finally, this method was considered as an effective tool to develop the listening ability of the students.

The study carried out by Bendada and Khemissi (2018) aimed to examine the impact of using short stories as authentic materials to improve listening comprehension abilities of second year EFL students. The method used in this research was an experimental study it was managed at Abdelhafid Boussouf University Center with second-year English students. The researchers chose two groups to do their experiment; each group is composed of 25 students. The first group was exposed to the experiment, while another group was used to compare the results obtained. The second instrument used was the interview with the teachers, this instrument aimed to investigate the beliefs and points of view of the teachers on the use of short audio stories as authentic materials for the development of listening comprehension within English classrooms. In conclusion, the results of this study showed that there was a positive effect on the listening comprehension ability of the students since the experimental group obtained a higher score than the control group. In addition, during the interview, the teachers stated that their students were exposed to various auditory tasks, this has allowed the students to develop the ability to listen to the students.

The articles mentioned above suggested that; the use of audio stories had significantly influenced the development of listening skills in students. Therefore, the effective use of audio stories benefits students in understanding audios and recognizing words; for

this reason, it was possible to determine the effect of the independent variable on the dependent variable.

1.2 Theoretical framework

1.2.1 Independent variable

Technology

The term technology was defined by Cena (2020) as the use of scientific knowledge or the use of applications in everyday life or industry; therefore, the use of scientific knowledge is the use of technology. Nowadays, technology affects people, as a result of this covers different fields such as in the family, education, business. Education is considered as an essential element for knowledge by reason of recent studies have demonstrated that technology has made it possible to develop the knowledge and skills of students, so that it has been considered as a tool for teaching a foreign language; that is why technologies for learning have been created.

Technologies for learning

According to Means and Olson (1997) technological education is a combination of hardware and software, which uses audio, graphics, videos, and texts. Thanks to technology, innovative applications have been created for education's development; these applications can provide video episodes, information resources, authentic activities, and so on. All these applications allow the enrichment of curricular plans. In addition, technologies for learning are divided into two competencies which are: transversal and specific. Transversal competencies allow acquiring criteria for the elaboration of educational materials, which promote an environment that provides knowledge and facilitates student learning. Specific competencies integrate audiovisual and multimedia communication training within the teaching-learning process (Castro, 2012).

Audiovisual and multimedia communication

Likewise, it is clear that over time, technology has become a substantial part of our lives, so much so; that a fundamental characteristic of our present time is the abundance of information that reaches our senses every day through audiovisual and multimedia communication media (Gutierrez, 1997). It is essential to have audio-

visual and multimedia media for the teaching-learning processes as didactic resources that facilitate a better understanding and development of the student in learning a foreign language.

Audiovisual media constitute a didactic tool to improve the teaching and learning of a second language, they are an important support to develop skills related to listening and oral comprehension but also comprehensively strengthen competence linguistics (Herrero, 2018).

These didactic tools have been used as links that favor the educational process and the relationship between the student and the conception of knowledge. Hence, it is essential to use authentic materials, which arouse the interest of the student, seeking that they connect with their knowledge and previous experiences, in order to make them more significant (Daniel, 2001).

Authentic material

According to Dilafruz (2020) authentic materials are texts, images, voice recordings, songs, applications, radio programs, and so on, they are produced by native speakers for native speakers. These materials are considered real-life materials since they have been created for some social purpose, without pedagogical purpose or use in the classroom, but they can be great learning tools because they are authentic. In contrast, the materials with didactic objectives were created for the teaching of foreign languages. Didactic materials are structured and artificial recordings because of concentrate on what the teacher wants to teach.

When applying authentic materials during class, it is important to do with an objective, according to Resti (2018) authentic materials are important for education as they motivate students to learn a new language, in this way they would feel confident with the real language. It is also important to have a pedagogical objective and know as teachers what the learning objectives are and what materials are needed. Authentic materials must be applied through appropriate activities for easy understanding in order to develop students' knowledge.

Authentic materials are authentic language resources, so they play a fundamental role in the language classroom. They facilitate student learning; this happens inside or outside the classroom. In addition, teachers can also introduce authentic material with the aim of teaching new vocabulary or grammatical forms, which catch students'

interest in the target language and culture, while providing a variety of activities (Castillo, et al., 2017).

To conclude, the authentic materials are actual everyday objects that show a legitimate language about the culture they are used for learning purposes so that students, as well they can familiarize themselves with authentic expressions, vocabulary, and forms grammatically.

Authentic language

According to Shuang (2014) authentic language is simple audio that has been designed for native language speakers, this does not have specific grammar or vocabulary. In addition, native speakers, or teachers of English as a foreign language have the ability to distinguish listening texts between those that have been prepared for English language teaching (ELT) and “authentic language” which have not been designed for teaching. The listeners mention that ELT listening text has a wide range of linguistic characteristics such as intonation, pronunciation, structural repetition, quality, and formality which may be appropriate for children, but it can be irritating for young students.

On the other hand, authentic language is the communication of real messages between native speakers, so it is important to use authentic language within the classroom to encourage students to use it as a means of communication, allowing them an active and natural communication (Torre, 2018). Authentic language is undoubtedly of great importance for the teaching of foreign languages since they had produced through a native language, it is for this reason that it is related to authentic texts.

Authentic texts

According to Ciornei and Dina (2014) authentic text was created intending to fulfill social purposes, which is to say the word "authentic" is a term against ready-made materials such as books. In contrast, authentic texts are considered non-pedagogical, which can be used to help students with their communication and cultural competencies. Nowadays, these authentic texts had created by native speakers. They could be used for pedagogical purposes since they are materials with linguistic limits. They include ideas, words, phrases, and expressions that are heard and read in real-life situations.

Authentic listening material

The authentic listening material started cause of the lack of adequate exposure to activities to develop the listening skill; for that reason, the students presented an absence of attention to the foreign language. The teachers started the use of authentic listening materials to fill the gaps in a foreign language. One could consider that there are several definitions of what it is to listen to authentic material; however, the most relevant are the following:

According to Refai (2018) authentic listening materials are genuine language use or spoken language materials that are used as spontaneous and natural conversations between native speakers, interviews, debates, or conferences between some others.

Beltrán (2018) affirms that listening to authentic material is a type of oral or written language sample, which were initially used to communicate between native speakers in different real contexts. For this reason, those are not part of a specific subject, that is, neither the linguistic nor the grammatical point were involved in them. To conclude, all material that has not been created for use in the language teaching-learning process is considered authentic material. In addition, the main objective of listening to authentic material is to allow people or students to share their ideas, using idiomatic expressions in real situations.

Homaei (2014) affirms that years ago, the following examples were recognized as authentic materials: radio programs, audio conferences, calls, faxes; however, currently, the daily tools to teach listening are songs, phone calls, messages, conversations, videos, audio stories, audio comics, audiobooks and so on.

Audio stories

Audio stories are a teaching method within the language class that improves communicative teaching. The developing writing skills and the audio story makes the writing procedure motivational, educational, challenging, and creative, as well it helps students know their strengths and weaknesses. In addition, the teachers consider that this method is a good element for students to reach their potential as English language learners.

According to Fadhila et al. (2019) audio stories are considered as a form of communication which results as an attractive method for the students since it combines speech, music, and text, this allows the student to identify the words while listening to

them. In addition, audio stories keep the students' interests in the classroom; this method motivates and creates a comfortable and enjoyable environment; to enable the development of listening skills (Bouache, 2010).

According to Nur (2018) audio stories can increase students' listening comprehension as it reduces boredom by using short audio stories students can do activities such as reading the stories by a native speaker or listening to the available recording. These activities can be fun through the application of questions and answers before the listening activity begins; in this way, the interest of the students about what the story is going to be about is aroused.

The stories transfer to cultural heritage since they are related to the present time and the last time. This allows students; to become aware of the dreams, sufferings, joys, and life of their predecessors when they hear stories. Stories are the bridge that takes students from today to the past; it describes how a type of historical teaching through narration's text along with an image of the past in this way it opens to mind to listeners. Stories can be a way to illustrate and express complex, multi-dimensional ideas, emotions, and information. Telling stories can transfer one's competencies and commitments to others (Daemi and Farnia, 2013).

Benefits of audio stories

According to Harris (2021) audio stories are useful and important tools for developing listening skills, often people listen to audio stories from favorite shows to navigate new experiences and feelings. Hearing audio stories helps students to develop their imagination to form pictures in their mind and use their imagination, as a result students will understand words when they read books independently since they will remember the pictures when they heard a word. Audio stories can introduce students to new genres of literature, resulting in the opening of a new world that allows them to relax while developing their listening skills such as developing comprehension, identifying specific information, or listening details, listening for gist, and identifying new words.

Audio stories can be beneficial to readers as they encourage students to keep reading in this way students engage with books written at their reading level as they develop phonics and word recognition and sound, thus they experience new vocabulary and language in complex texts. In addition, stories read aloud by students can develop

understanding of the narrative structure and enhance the notion that this activity can be enjoyable.

Listening to stories read aloud helps develop an understanding of narrative structure as it encourages imagination and encourages visualization, skills linked to better reading comprehension. And perhaps most importantly, children's audiobooks have the potential to reinforce the notion that reading is a lifelong pleasurable activity (James, 2022).

Dependent variable

Linguistic skills

According to Guo (2015) linguistic or language skills are also named communicative abilities, and therefore it is the proper way of using the language, depending on social situations. Linguistics studies all types of languages, this requires obtaining the development and fluency of a foreign language, as well as the ability to interpret and speak effectively. Linguistics provides various skills as culture affects languages, dialects, or translating words or phrases into different languages (Indeed, 2021).

There are four linguistic skills (speaking, reading, writing, and listening skills). These skills are classified into two groups receptive skills and productive skills.

People who use the English language to express their ideas have different skills, such as talking by phone, writing letters, listening to radio broadcasts, reading books, etc. It means this group of people have the basic skills: listening, speaking, reading, and writing (Hossain, 2015).

Receptive skill

In compliance with Sreena and Ilankumaran, (2018) the receptive skills are the ones in which learns to decode the message to reach a correct perception of what transmitters want to communicate, for this reason, receptive skills allow listening and understanding a language. The receptive skills are listening and reading; listening is a sustained skill as it receives a sound and creates meaning, this can open up interaction. Through reading information and language is received which is decoded to facilitate the understanding of the message, in this way the imagination is increased through listening and reading.

Receptive skills are linguistic skills where the main aim is to understand and assimilate the information or data, in this direction students do not produce the language at all; and that is the reason why they are also named as passive skills (Spratt et al., 2017). Receptive skills must be improved through student interest and the search for knowledge, in this way students continue to practice until they reach perfection. To obtain this development, absorption and concentration in the language are necessary. Finally, these skills are categorized by their direction of communication, as students have the role of receivers for understanding information rather than having active and direct participation (Sreena and Iankumaran, 2018).

Listening skill

The auditory ability is considered as a multidimensional linguistic ability since it begins with sounds and images for their recognition and the memory of audiovisual stimuli that ends with the interpretation of the meaning, this ability also allows the development of other linguistic abilities in this way the students develop and can distinguish sounds in real contexts and situations (Mustafa and Bahadır, 2019).

Listening skill is defined as a process in which the ideas that the transmitter wants to express are received by the addressee, therefore the meaning is represented with the support of the imagination and empathy. This receptive ability is considered as practice and the person must update their knowledge with the new information received (Rost, 2016).

Cruz and Tápanes (2018) in their book define listening skills as an active process that is not natural, that is why it needs to be taught. The listening ability works in conjunction with speaking, and indeed the level of this skill is equitable most of the time.

The listening skill often divided into sub-skills, which are;

1. Listening for gist

It is based mainly on listening to get a general idea; its main objective is to understand the central idea of a topic, without concentrating on the understanding or comprehension of each word or detail. Different resources can be used, such as podcasts, conferences, conversations, news, movies, songs, etc. For this type of skill, it is not necessary to attend in an intense or

concentrated way, since this type of skill only seeks to have a general understanding or understanding.

2. Listening for specific information

It mainly seeks to listen only to obtain specific information, for instance: to obtain information regarding names, places, objects, numbers, professions, or some special characteristic. For this sub-skill, it is necessary to previously know or have at least an idea of what the text is about. The listener must pay special attention to identifying the moment when the information will give.

3. Listening for detail

It consists of listening to every detail accurately and understanding it as much as possible. For this sub-skill, it is necessary not to ignore any detail, in order to understand the information provided in all its context.

Stages for listening process

Pre-listening

This first stage consists of preparing students for what they are going to hear. In this stage, activities are developed that help identify what students know about the subject, putting them in context and also providing them with the necessary vocabulary and grammatical structures that allow them to increase success in the activities that they will develop later.

While listening

In this stage, the main aim is for students to complete activities while they are listening. This means that students can understand and can put into practice or apply what they have heard. For these activities to be successful, teachers need to guide their students through the text or activity. These activities require great demands on the part of teachers since students must develop sub-listening skills to give an adequate response. It is recommended that at this stage the student listens more than twice, so that in the first the students can get a general idea, in the second listening they understand more specifically so that they can complete the activities and in the third listeners can check the answers, also considering thought spaces so that students have the opportunity to better understand the content.

Post listening

This stage allows the students to reflect on what they have practiced before saying the students seek to link what they heard and communicate through the skills produced such as speaking and writing. To carry out this stage, carry out some activities such as summarizing, discussing, or answering any question related to the topic orally or in writing.

1.3 **Objectives:**

1.3.1 **General objective:**

To determine the effect of the application of the audio stories methodology in the listening skill of students from 3rd BGU of Juan León Mera “La Salle” High School.

1.3.2 **Specific objectives:**

- To describe the impact of audio stories in language development.
- To explain the benefits of audio stories to develop listening skills
- To evaluate the listening development through a pre and post-test.

CHAPTER II.

METHODOLOGY

2.1 Resources

In this research, it was necessary to include different types of resources such as human resources, which were made up of third-year high school students from the Juan León Mera "La Salle" educational unit to which the pre-test and post-test were applied. To obtain information that supports the study, another necessary resource was the technical resource such as a computer, this resource allowed the collection of data, finally, a technological resource such as the internet connection, it was allowed to carry out the present investigation.

2.2 Methods

Research approach

The current research was a mixed approach that was qualitative and quantitative. According to Salas (2019) a mixed approach is a process that allows collecting, analyzing, and applying quantitative and qualitative data, in the same study. In addition, within research with a mixed approach, that is, quantitative and qualitative approaches are important since they work together, allowing us to understand the reality that is studied in a more comprehensive way.

In this way, we can affirm that it was a mixed approach. It is quantitative because numerical data was collected through the application of the pre-test and post-test, this data collection allowed us to tabulate. Finally, the appropriate conclusions were established, so we could analyze and evaluate of impact of audio stories on the listening skill.

On the other hand, it was qualitative since the information was being collected through a survey focused on students on the preference of the use of audio stories within classes, in this way we could identify appropriate audio stories to use in the development of hearing. In short, it did not matter how different the two approaches already mentioned were, but both approaches were necessary for the project as they

allowed us to apply various characteristics of each in an investigation and obtain the desired results.

Research modality

Field research

According to Herrera et al. (2010) the fieldwork is achieved when the interaction of students and teachers is joint, and the researcher conducts his research in the field where the problem occurs to obtain true information linked to the objectives. This was a help to solve the problem found appropriately, the project researcher must remain in a real English class of high school third of the "La Salle" high school, interacting with the teacher and students to collect the data.

Bibliographic research

The research was based on scientific documents, journals, books and the like to expand, and deepen various approaches to various concepts, it is considered to have a method of bibliographic research. Herrera et al. (2010) in this way the present project has a theoretical backing so that the information contained in it was taken from books, scientific articles, magazines and also websites that maintain a connection with the present project.

Level or type of research

Quasi experimental research.

According to Ruiz (2018) quasi-experimental research is related to experimental research and observational research, within this research two groups were obtained, the first group was not chosen at random and they will be subjected to the independent variable that is, it was being exposed to the experiment, on the other hand, the second group was only subject to the dependent variable.

This research sought to identify the cause and effect produced by the independent variable in the dependent variable; in this way, it was possible to identify if the students that developed their listening skills as well as the change that occurred between the two groups investigated.

Procedure

Intervention

To start the research, the experimental group was subjected to the application of the audio stories method, this was applied during four classes with the aim of developing the ability to listen. In addition, several activities were applied before, during, and after the application of the method for the development of the sub-skills and thus obtain the results with success. On the other hand, the control group was not subjected to this experiment, so they continued to practice listening skills following the institution's methodology.

First meeting

In this meeting, the students listened to an audio fiction story. In this session, four activities were developed with the aim of developing the ability to listen. In the first activity, the students completed the Kahoot task which was developed with the aim of introducing the subject to the students. The second activity was developed in Wordwall to recognize the specific information that the story was spoken, and the third activity was developed in Educaplay with the aim of recognizing the new vocabulary, finally, for the last activity, the students had to create a paragraph with a new ending using new vocabulary words.

Second meeting

In this meeting, the students worked on a lesson called a future in the country? In this section, the students listened to the audio story of America's first president. The first activity was developed with the objective of knowing what knowledge students had about this character and in this way inducing them to the subject. The second activity was carried out through the use of Quizzes with the objective that the students choose the correct answer according to the specific details of the audio. Finally, in the last activity, the students formulated questions according to the specific information given.

Third meeting

For the third meeting, the students worked on a lesson called “the car of the future”. In this intervention, three activities were carried out which are related to the subject. The first activity was done in Kahoot which allowed the students to identify the topic of the class, the second activity was done in Educaplay which allowed the students to

identify the details of the audio and complete the paragraphs. Finally, the students used Speak pipe to record their description of the future car using the specific information given by the audio.

Fourth meeting

In the fourth intervention, the students worked on a lesson called “Britain, that island”. During the lesson plan, three activities were developed; the first activity was developed before pre-listening with the aim that the students share their knowledge about Britain; and in this way, they were induced to the new topic. The second activity was developed while listening in Wordwall with the objective that the students relate the specific information with its meanings. The third activity was developed post-listening, this was applied in google forms with the aim that the students complete eight sentences using specific expressions.

Fifth meeting

In the fifth intervention, the students worked on a lesson called “New life for Big Ben”. During the lesson plan, three activities were developed; The first activity was developed before the pre-listening with the aim of introducing the subject to the students. The second activity was developed for the students to identify the specific information. The third activity was developed post-listening, this was applied in google forms with the aim that the students rewrite sentences from passive to active or from active to passive.

Population

The current research work was carried out in the “La Salle” High school, Tungurahua province. The participants were 40 students from third year of high school in this school, they were divided into two groups: the control and experimental group.

Table 1

Population

Groups	Population	Percentage
Control Group	22	60%
Experimental Group	18	40%
Total	40	100%

Note: This table shows the division of the participants and their total.

Techniques and instruments

Survey

The survey was one of the instruments applied to students to collect relevant information; this technique can be used in qualitative or qualitative research methods. The objective of the survey was to see if the students used the audio stories methodology to develop listening skills. The survey consisted of seven questions with five options on a Likert scale ranging from “always” to “never”. The survey was applied to forty-one students from La Salle school, it was developed using google forms that facilitated the collection and interpretation of the data. For the application of the survey, the validation process by experts from the Technical University of Ambato was necessary.

Pre-test and post-test

Pre-test and post-test were applied with the objective of gathering quantitative data to quasi-experimental research, those tests are used to apply to students since the post-test has better results than pre-test. According to Bastis (2020) a pre-test and post-test design is an experiment in which measurements can be taken in individuals before and after they are involved in some treatment. In addition, pre-test and post-test designs are used in behavioral research as their goal is to buy split groups between the experimental or control group or to compare the results of experimental treatments. In addition, this research used a Key English Test (KET) mainly the listening section this test belongs to Cambridge with the main to gather quantitative data.

Cambridge KET exam

To measure the listening ability of the students, a pre-test and a post-test were used. This test was taken from Cambridge English: KET. The listening part has a total of 30 questions, divided into 4 parts, each part assesses different characteristics of listening. The tests took 40 minutes to complete the listening section of the KET exam. The listening section is evaluated under 25% of the complete standardized test, for this reason each question has a value of 1 point. The level B1 was used since the "la Salle" school knows level B1 since the students are studying the third year of high school. The objectives of the application of this test are aimed at analyzing the listening subskills, such as listening to the essentials, details and specific information. The KET exam assesses the following auditory sub-skills:

The first part of the listening section consisted of 8 multiple choice questions in which the sub-ability to listen to specific information was assessed. In this part, the students listened to audio about a young singer talking about her childhood. The second part consisted of 10 fill-in questions in which the students had to complete with a word or a small sentence. Part three of the listening comprehension section asked the students to listen to 5 short conversations between people talking about photographs. This aims to develop listening details since each question required the students to identify the main idea. Part 4 of the test applied to the students 7 multiple-choice questions, which help the student to develop listening to details.

Information collection and instrument

Table 2

Method of data collection

Questions	Explanation
What?	To achieve the objectives of the present research.
What population?	Students of tercero de bachillerato
What aspects?	The audio stories and listening skill
Who?	The research
When?	Academic period of October 2021 – March 2022
Where?	Juan León Mera “La Salle” High School.
How?	Standardized test (KET)
How often?	Pre-test and post-test (twice)
With what?	Questionnaire

Note: This table shows the complete information of the data collection method

To collect the information of the present study, a pre-test and a post-test were applied. According to the Cambridge English KET (key English test) B1 exam, it was divided into 4 parts with a total of 30 questions with the aim to develop the listening skill, each question had a value of one point, that is, it had a total of 30 points, for this reason, it was necessary to apply a rule of three to obtain scores out of 10. In addition, it was distributed into four categories for each score, the categories were: very high, high, moderate, and low.

Table 3

Student grade ranks

Very high	10-8
High	8-7
Moderate	7-5
Low	5-0

Note: This table shows the range of student scores.

In addition, to obtain qualitative data, a survey was used on the use of audio stories for the development of the listening skill, this instrument had 7 questions that were related with two variables. It is important to mention that the survey helped to gather information to contribute to the recent investigation entitle “The audio stories and listening skill”.

CHAPTER III.

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis and discussion of results

The present investigation was analyzed and interpreted through tables and figures collected from the pre-test, post-test, and survey. They were applied to the students of tercero de bachillerato from Juan León Mera “La Salle” High School to determine the effect of the application of the audio stories methodology in listening skill.

To start with the analysis of the investigation, several tables were made such as the first table shows all the scores of the students who belonged to the control group. This table contains the scores out of 10 for both the pre-test and the post-test. These tables made it possible to analyze the data collected using the T-test statistic with the aim of demonstrating the acceptance or nullity of the hypothesis.

Finally, with the investigation, a survey was applied which had 7 questions on the two variables; this was applied both to the students of the control group and to the students of the experimental group. The results were presented in tables and graphs with their respective analysis and interpretation.

3.1.1 Score assignment

Table 4

Pre-test and post-test results from the control group

Experimental Group	Pre-test scores over 10	Post-test scores over 10
Student 1	0.3	3
Student 2	1	1.3
Student 3	1	2
Student 4	1	2.3
Student 5	1	1.6
Student 6	3	3.3
Student 7	0.3	1
Student 8	0.3	2.6
Student 9	0.6	1.6
Student 10	1.3	9
Student 11	1.3	7.3
Student 12	1.3	1.9
Student 13	1.3	2
Student 14	1.3	6.6
Student 15	1.6	2
Student 16	1.6	2
Student 17	2.3	0.9
Student 18	2.3	2.9
Student 19	2.6	4.6
Student 20	2.6	1.6
Student 21	2.6	3.3
Student 22	3.6	3.6

Note: This table shows the pre-test and post-test scores of the control group.

Analysis and interpretation

The table number 4 shows the results from the pre-test and post-test of the control group, where the scores were calculated over ten. The pre-test scores showed the lower results obtained were 0.3 over 10, opposed to the high results obtained were 3.6 over 10. On the other hand, post-test scores showed that the lower results obtained were 0.9 over 10, opposed to the high result obtained was 7.3.

Table 5

Pre-test and post-test results from the experimental group

Experimental Group	Pre-test scores over 10	Post-test scores over 10
Student 1	7.3	8.6
Student 2	2	3.3
Student 3	7.3	8.9
Student 4	1.3	2
Student 5	5	7
Student 6	7	7.9
Student 7	4.5	5.6
Student 8	2	3
Student 9	7	8.3
Student 10	2	2.3
Student 11	4.3	5.6
Student 12	5.3	6.6
Student 13	2	5.3
Student 14	5	6.9
Student 15	6	7.6
Student 16	4	5.3
Student 17	2.3	5.6
Student 18	3.6	7.6

Note: This table shows the pre-test and post-test scores of the experimental group.

Analysis and interpretation

In table number 5 shows the results from the pre-test and post-test of the experimental group, where the scores were calculated over ten. The pre-test scores showed the lower results obtained were 1.3 over 10, opposed to the high results obtained were 7.3 over 10. On the other hand, post-test scores showed that the lower results obtained were 2 over 10, opposed to the high result obtained was 8.9. After the application of the experiment students had developed listening skills using different activities of audio stories. Finally, these findings prove that the audio stories and activities allow increase learners' listening skills emphasizing comprehension of students.

3.1.2 Pre-test analysis

Table 6

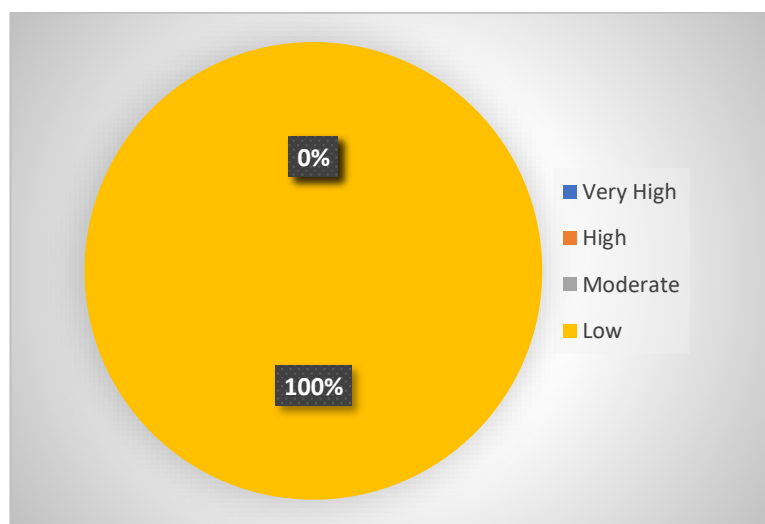
Pre-test of the control group

Indicators	Control group	
	Frequency	Percentage
Very high	0	0%
High	0	0%
Moderate	0	0%
Low	22	100%
Total	22 students	100%

Note: This table shows the pre-test analysis of the control group.

Figure 1

Pre-test of the control group



Note: This figure represents the result of the pre-test of the control group

Analysis and interpretation

The Cambridge English KET (Key English test) had 30 questions, and they were divided into 4 parts, the first part had 8 questions, the second part had 10 questions, the third part had 5 questions, the fourth part had 7 questions, so each item had 1 point. To analyze and interpret the data collection was considered a scale that goes from 10 to 9 as very high, from 8 to 7 as high, from 7 to 6 as moderate, finally from 5 to 0 as low. As a result of previous information, as shown the figure 1 whole students had 0% is to say low according to the grade rank; this population belongs to the control group. These results show that the teachers do not choose good activities to help the students

to develop their listening skills. To conclude that the teachers need to consider good methodology to develop the listening skills, and students need to put more attention and consider practicing more listening activities.

Table 7

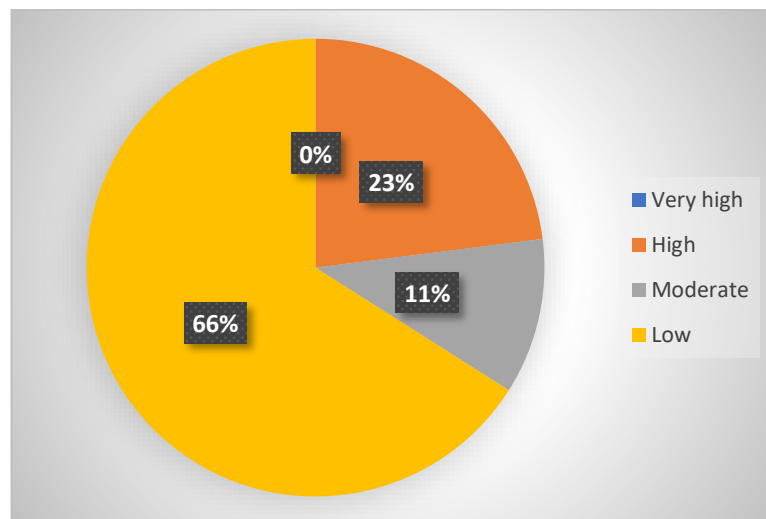
Pre-test of the experimental group

Indicators	Experimental group	
	Frequency	Percentage
Very high	0	0%
High	4	23%
Moderate	2	11%
Low	12	66%
Total	18 students	100%

Note: This table shows the pre-test analysis of the experimental group.

Figure 2

Pre-test of the experimental group



Note: This figure represents the result of the pre-test of the experimental group

Analysis and interpretation

The pre-test of the experimental group was applied contemporaneously with the experimental group, the applied test was the same as the experimental group, and scores were calculated over 10 points represented in a grade rank. Table 17 shows that 18 students represented 100% who belong to the experimental group. According to the information collected, the experimental group and the control group showed a deficiency in listening skills; for this reason, it is significant to apply a methodology

to develop and achieve an adequate level of listening comprehension in students. In addition, it is important to mention that these two groups had the same listening skill practice. So, the difference can be observed after the application of the methodology.

3.1.3 Post-test analysis

Table 8

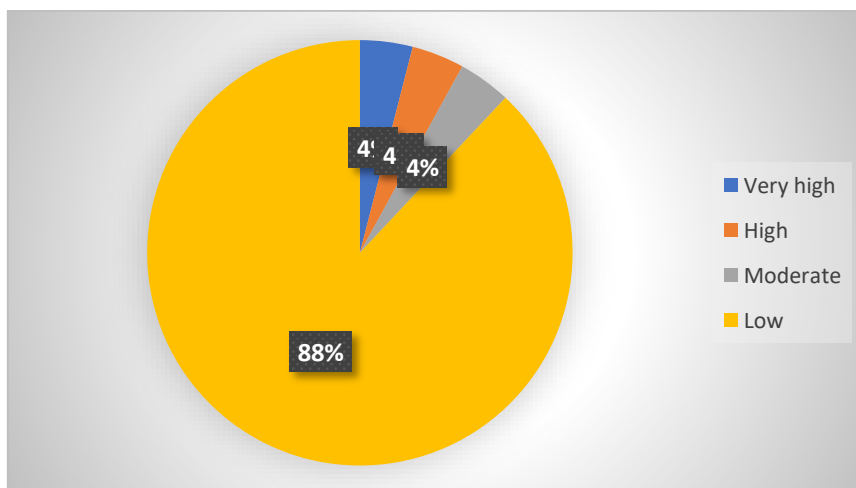
Post-test of the control group

Indicators	Control group	
	Frequency	Percentage
Very high	1	4%
High	1	4%
Moderate	1	4%
Low	19	88%
Total	22 students	100%

Note: This table shows the post-test analysis of the control group.

Figure 3

Post-test of the control group



Note: This figure represents the result of the post-test of the control group.

Analysis and interpretation

For the application of the post-test, it was necessary to consider the same standardized KET test to obtain the information; and thus, be able to differentiate the scores after applying the experiment. The standardized test was B2 level, it had 30 questions which

were calculated with a rule of three out of 10 points and thus be able to classify them. In the post-test, the results obtained showed that 19 students, which represent 88%, obtained a low grade, which was placed in a low range. On the other hand, 3 students were classified in three different ranges; moderate, high, and very high which each represented 4% of the population of the control group. In a conclusion, it can be affirmed that the students continue to show a low level of auditory development. For this reason, it is important to mention that it is necessary to implement new innovative methodologies in order to develop listening comprehension skills.

Post-test of experimental group

Table 9

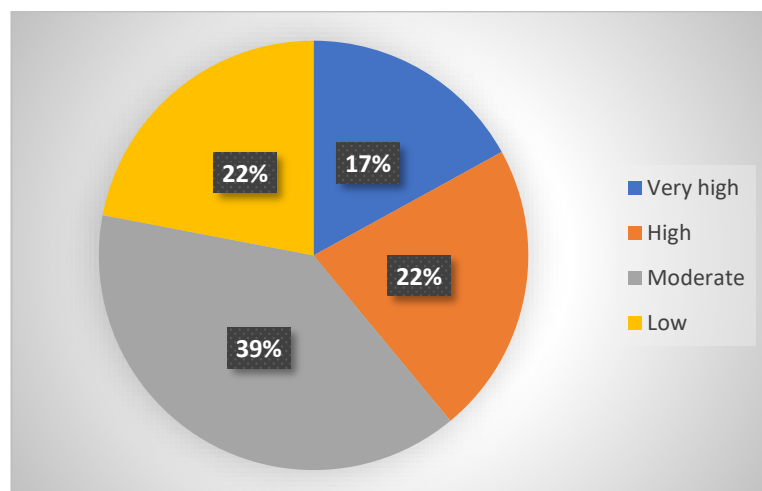
Post-test of the experimental group

Indicators	Experimental group	
	Frequency	Percentage
Very high	3	17%
High	4	22%
Moderate	7	39%
Low	4	22%
Total	18 students	100%

Note: This table shows the post-test analysis of the experimental group.

Figure 4

Post-test of the experimental group



Note: This figure represents the range of post-test scores for the experimental group.

Analysis and interpretation

Figure 4 shows the data collected after the application of the experiment. According to the results, 17% (3) reached a very high level in which a rating of 8 - 10 was obtained. In addition, 22% (4) of the students obtained a high range level with scores of 7 - 8. On the other hand, 39% (7) of the students reached a moderate level with scores of 7 - 5. Finally, 22% (4) of the students had a low result with a grade between 5 - 0. In conclusion, after analyzing the data obtained, it can be affirmed that the students of the experimental group have improved their listening ability after the application of the methodology. For this reason, it can be said that the experiment had a positive effect on the students since the evolution is evident. Finally, it is important to mention that 7 interventions were carried out; 2 classes were used for the application of the two standardized tests, and the last 5 interventions were used with the objective that the students practice through the “The audio stories and listening skill” methodology, and the necessary activities for the development of listening skills.

3.1.5 Comparative analysis

Table 10

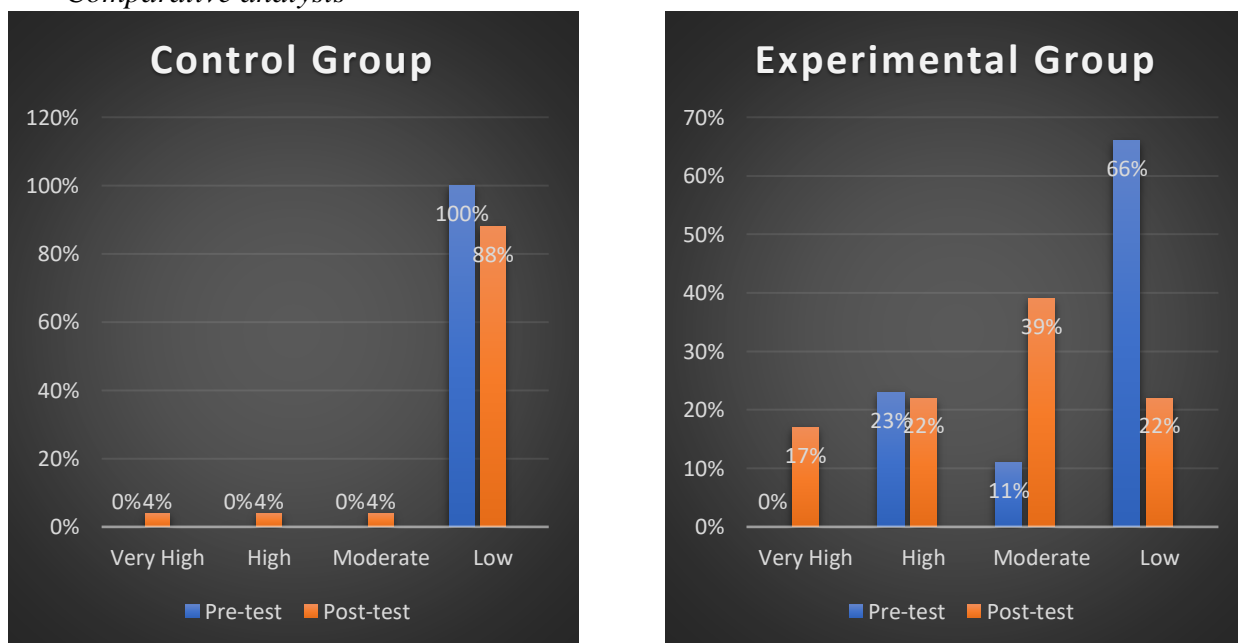
Comparative analysis

Indicators	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Very High (10-8)	0%	4%	0%	17%
High (8-7)	0%	4%	23%	22%
Moderate (7-5)	0%	4%	11%	39%
Low (5-0)	100%	88%	66%	22%

Note: This table shows the comparative analysis of the control group and the experimental group.

Figure 5

Comparative analysis



Note: This figure represents a comparative analysis of the control and experimental group.

Analysis and interpretation

Figure 5 shows a comparative analysis between the control group and the experimental group with the aim of demonstrating the effect of the application of the audio stories methodology in the listening skill of students from 3rd BGU of Juan León Mera "La Salle" High School. After representing the information collected in table 10, it was observed that 100% of the students in the control group obtained a low range in

listening skills. After 5 classes without the application of the method showed that 88% of the students collected a low rank while 3 students, which each represents 4% obtained different ranks such as; very high, high and moderate.

On the other hand, after analyzing the results of the pre-test, 66% of the students obtained a low range while 11% of the students had a moderate range, and finally, 23% of the students had a high level. However, after the 5 interventions planned for this group, it is evident that the results changed by improving the level of listening skills since 22% of the students obtained a low level, 39% of the students had a moderate level, 22% of the students obtained a high level, and finally, 17% of the students achieved a very high level.

3.1.6 Verification of hypothesis

Null hypothesis

The audios stories do not influence in listening skill of students from 3rd BGU of Juan León Mera “La Salle” High School.

Alternative hypothesis

The audios stories influence in listening skill of students from 3rd BGU of Juan León Mera “La Salle” High School.

Table 11

T- test (experimental group)

	Paired differences					t	gl	Sig. (bilateral)
	Mean	Std. Deviation	Std. Error mean	95% confidence interval of difference				
				Lower	Upper			
Par 1 PRE - POST	-1,6389	,9672	,2280	-2,1199	-1,1579	-7,189	17	,000

Note: This table shows the verification of the hypothesis

Decision criteria:

If $p \geq 0.05$ the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected

if $p < 0.05$ the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected

Analysis and interpretation

The T-test was used to verify the hypothesis, it was used through the statistical program IBM SPSS, after the analysis it was shown that p. is less than the significance level $\alpha=0.05$. In conclusion, the alternative hypothesis is accepted, and the null hypothesis is rejected. Finally, the audio stories methodology improves the listening ability of the students from 3rd BGU of Juan León Mera “La Salle” High School.

3.2 Students' survey results

Question 1: How often do you practice the listening skills in the classroom?

Table 12

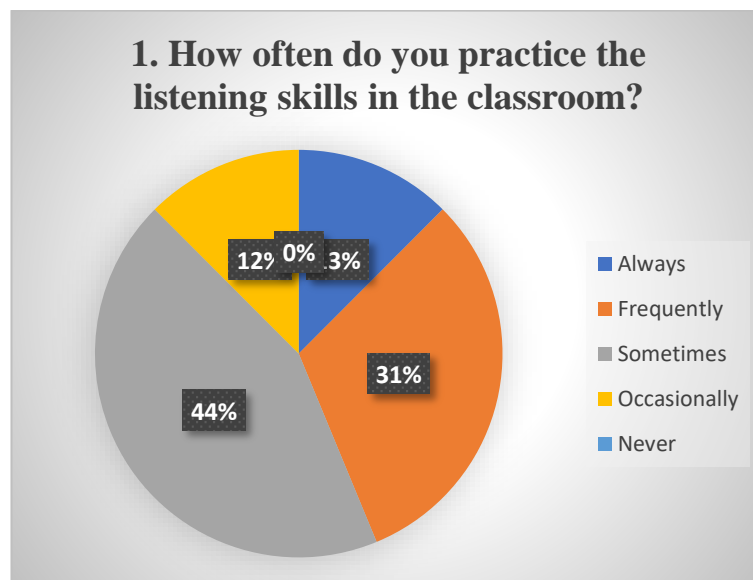
Listening skills

Alternative	Frequency	Percentage
Always	4	12,5%
Frequently	12	31,3%
Sometimes	15	43,8%
Occasionally	4	12,5%
Never	0	0%
Total	35	100%

Note: This table shows the frequency of listening skill practice by students.

Figure 6

Listening skills



Note: This figure shows the frequency of listening skill practice by students

Analysis and interpretation

Based on the results collected from the survey, 12.5%, which represents 4 students, responded that they always practice their listening skills in class. Likewise, 31.3% of the students, which represents 12 students responded that they frequently practice their listening skills in class. Also, 43.8%, which is represented by 15 students show that

they sometimes practice their listening skills in class. Finally, 12.5%, which is represented by 4 students answered that they occasionally practice their listening skills in class. Based on the data analysis, the results showed that a high number of students state that they sometimes practice listening skills in class. This means that students need to do more activities to develop listening skills.

Question 2: How often does your teacher apply listening stages in the reading process? (pre-listening, while listening and post listening)

Table 13

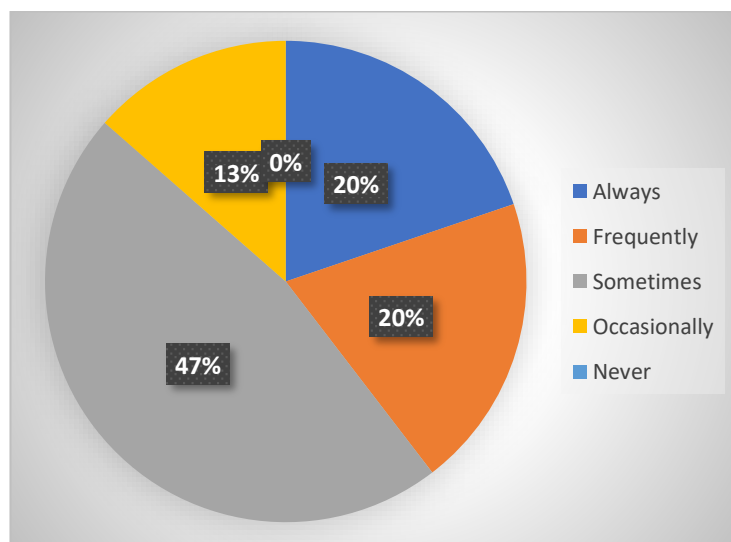
Listening stages

Alternative	Frequency	Percentage
Always	8	20%
Frequently	8	20%
Sometimes	15	47%
Occasionally	4	13%
Never	0	0%
Total	35	100%

Note: This table shows the frequency of the application of the listening stages in the reading process.

Figure 7

Listening stages



Note: This figure shows the frequency of the application of the listening stages in the reading process

Analysis and interpretation

Based on the results collected from the survey, 20%, which represents 8 students, responded that the teacher always applies listening stages in the reading process. Likewise, 20% of the students, which represents 8 students responded that teacher frequently applies listening stages in the reading process. Also, 47%, which is represented by 15 students show that the teacher sometimes applies listening stages in the reading process. Finally, 13%, which is represented by 4 students answered that the teacher occasionally applies listening stages in the reading process. Based on the data analysis, the results showed that a high number of students state that the teacher sometimes applies listening stages in the reading process. This means that, the teacher needs to better plan and organize listening lessons in order to support students and help them develop listening skills in English.

Question 3: How often does your teacher designs activities to encourage students to develop their listening skills?

Table 14

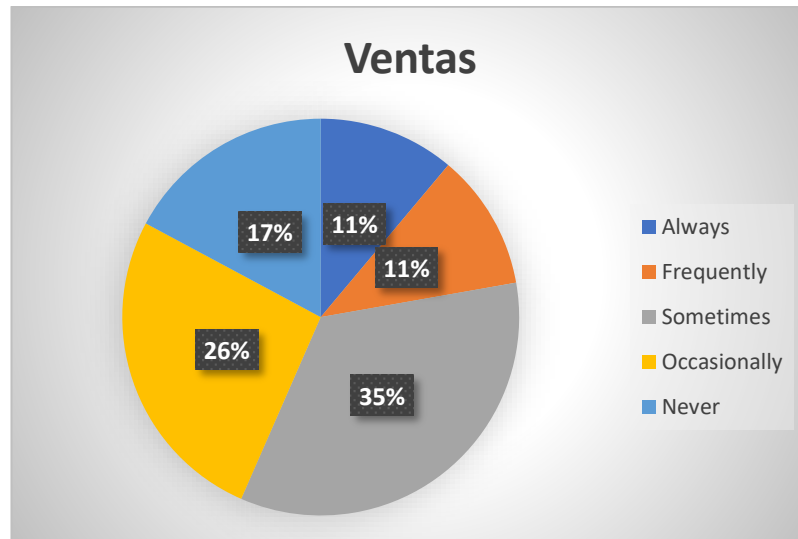
Listening activities

Alternative	Frequency	Percentage
Always	4	11%
Frequently	4	11%
Sometimes	12	35%
Occasionally	9	26%
Never	6	17%
Total	35	100%

Note: This table shows how often the teacher designs activities for listening.

Figure 8

Listening activities



Note: This figure shows how often the teacher designs activities for listening.

Analysis and interpretation

Based on the results collected from the survey, 11%, which represents 4 students, responded that the teacher always designs activities to encourage students to develop their listening skills. Likewise, 11% of the students, which represents 4 students responded that teacher frequently designs activities to encourage students to develop their listening skills. Also, 35%, which is represented by 12 students show that the teacher sometimes designs activities to encourage students to develop their listening skills. Then, 26% which represents 9 students responded that the teacher occasionally designs activities to encourage students to develop their listening skills. Finally, 17%, which is represented by 6 students answered that the teacher never designs activities to encourage students to develop their listening skills. Based on the data analysis, the results showed that a high number of students state that the teacher sometimes designs activities to encourage students to develop their listening skills. This means that the teacher does not apply enough dynamic and innovative activities so that the students are motivated and encourage to develop the listening skills.

Question 4: How often do you listen to audio story in your English class?

Table 15

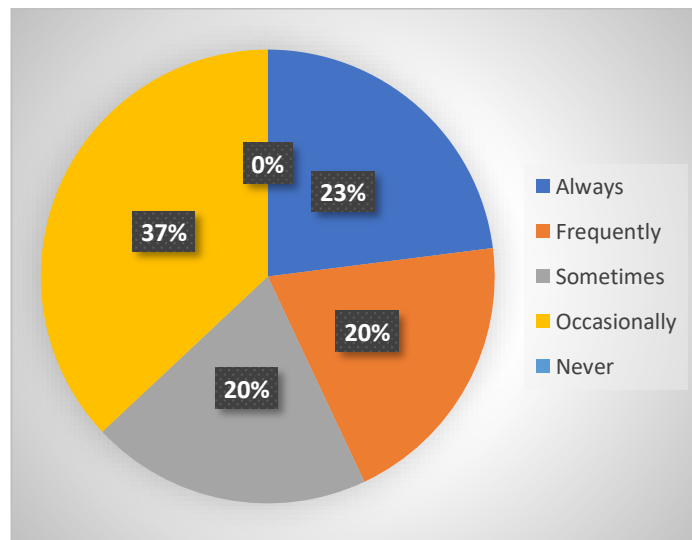
Audio story

Alternative	Frequency	Percentage
Always	8	23%
Frequently	7	20%
Sometimes	7	20%
Occasionally	13	37%
Never	0	0%
Total	35	100%

Note: This table shows the frequency that students listen to audio stories in English class.

Figure 9

Audio story



Note: This figure shows the frequency that students listen to audio stories in English class.

Analysis and interpretation

Based on the results collected from the survey, 23%, which represents 8 students, responded that they always listen to audio story in your English class. Likewise, 20% of the students, which represents 7 students responded that they frequently listen to audio story in your English class. Also, 20%, which is represented by 7 students show that they sometimes listen to audio story in your English class. Finally, 37% which

represents 13 students responded that they occasionally listen to audio story in your English class. Based on the data analysis, the results showed that a high number of students state that they occasionally listen to audio story in your English class. This means that the students are not exposed to authentic material for the development of listening skills for this reason students are presenting deficiencies in listening comprehension.

Question 5: How often do you use online tools to develop listening skills such as audio stories, storytelling, audiobooks on your own?

Table 16

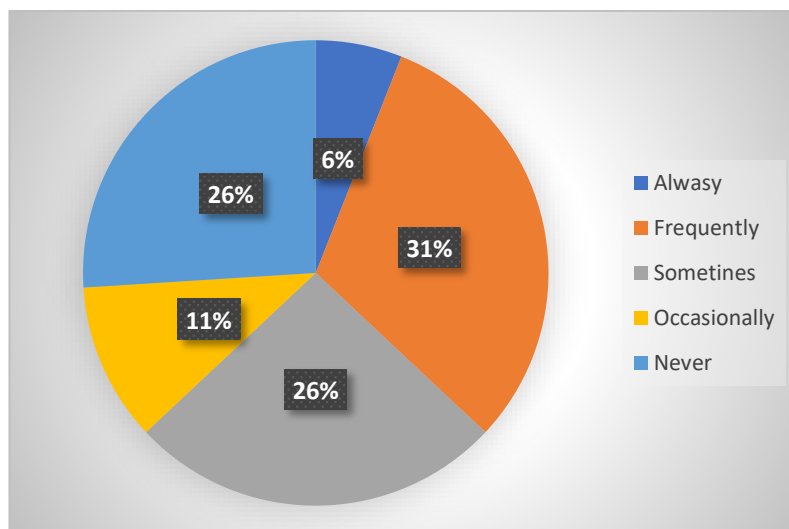
Online tools

Alternative	Frequency	Percentage
Always	2	6%
Frequently	11	31%
Sometimes	9	26%
Occasionally	4	11%
Never	9	26%
Total	35	100%

Note: This table shows how often students use online tools to develop listening skills

Figure 10

Online tools



Note: This figure shows how often students use online tools to develop listening skills

Analysis and interpretation

Based on the results collected from the survey, 6%, which represents 2 students, responded that they always use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. Likewise, 31% of the students, which represents 11 students responded that they frequently use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. Also, 26%, which is represented by 9 students show that they sometimes use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. Then, 11% of the students which is represented by 4 students responded that they occasionally use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. Finally, 26% which represents 9 students responded that they never use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. Based on the data analysis, the results showed that a high number of students state that they frequently use online tools to develop listening skills such as audio stories, storytelling, audiobooks on their own. This means that the students are exposed to the English language and thus will be able to acquire the language in an innovative way.

Question 6: How often do you feel motivated and encouraged with use of audio stories, storytelling, audiobook?

Table 17

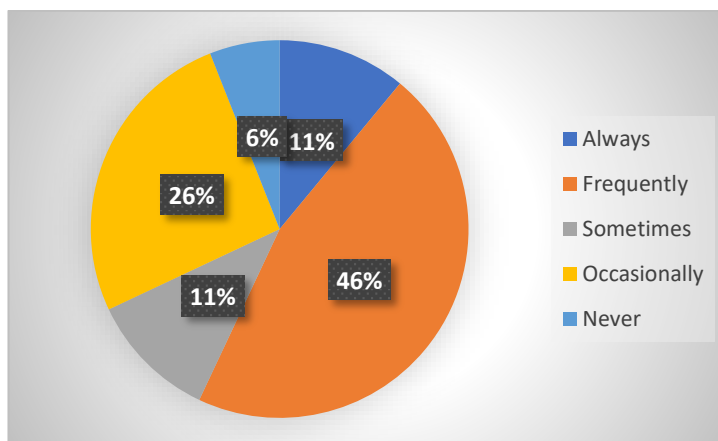
Audio stories for English learning

Alternative	Frequency	Percentage
Always	4	11%
Frequently	16	46%
Sometimes	4	11%
Occasionally	9	26%
Never	2	6%
Total	35	100%

Note: This table shows the frequency that students feel motivated and encouraged with use of audio stories.

Figure 11

Audio stories for English learning



Note: This figure shows the frequency that students feel motivated and encouraged with use of audio stories.

Analysis and interpretation

Based on the results collected from the survey, 11%, which represents 4 students, responded that they always feel motivated and encouraged with use of audio stories, storytelling, audiobook. Likewise, 46% of the students, which represents 16 students responded that they frequently feel motivated and encouraged with use of audio stories, storytelling, audiobook. Also, 11%, which is represented by 4 students show that they sometimes feel motivated and encouraged with use of audio stories, storytelling, audiobook. Then, 26% of the students which is represented by 9 students responded that they occasionally feel motivated and encouraged with use of audio stories, storytelling, audiobook. Finally, 6% which represents 2 students responded that they never feel motivated and encouraged with use of audio stories, storytelling, audiobook. Based on the data analysis, the results showed that a high number of students state that they frequently feel motivated and encouraged with use of audio stories, storytelling, audiobook, since these can be adequate and easy to use.

Question 7: How often does your teacher apply audio stories activities to learn new vocabulary?

Table 18

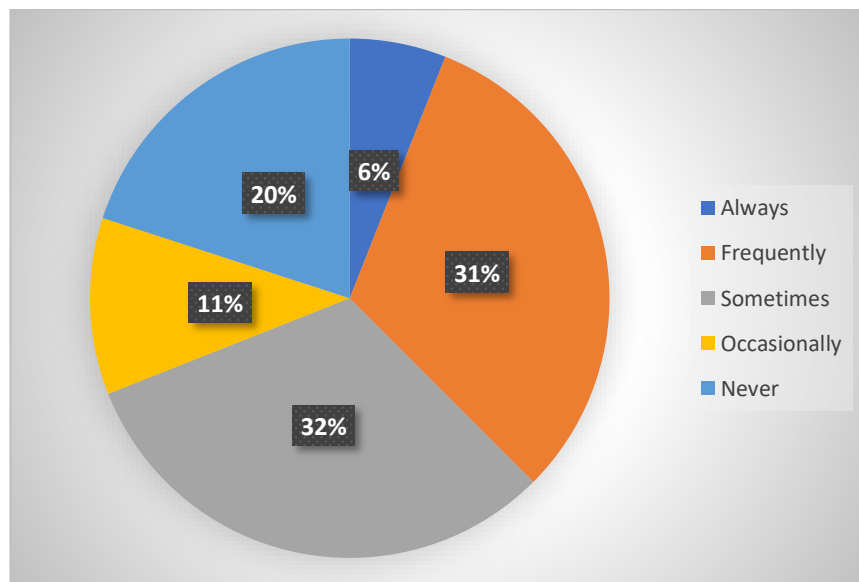
Vocabulary learning

Alternative	Frequency	Percentage
Always	2	6%
Frequently	11	31.5%
Sometimes	11	31.5%
Occasionally	4	11%
Never	7	20%
Total	35	100%

Note: This table shows the frequency that teacher apply audio stories activities to learn new vocabulary.

Figure 12

Vocabulary learning



Note: This figure shows the frequency that teacher apply audio stories activities to learn new vocabulary

Analysis and interpretation

Based on the results collected from the survey, 6%, which represents 2 students, responded that the teacher always applies audio stories activities to learn new vocabulary. Likewise, 31,5% of the students, which represents 11 students responded

that the teacher frequently applies audio stories activities to learn new vocabulary. Also, 31,5%, which is represented frequently by 11 students show that the teacher sometimes applies audio stories activities to learn new vocabulary. Then, 11% of the students which is represented by 4 students responded that the teacher occasionally applies audio stories activities to learn new vocabulary. Finally, 20% which represents 7 students responded that the teacher never applies audio stories activities to learn new vocabulary. Based on the data analysis, the results showed that a high number of students state that they frequently and sometimes teacher applies audio stories activities to learn new vocabulary. This means that the teacher sometimes uses technological tools to facilitate the learning of new words, thus using digital education.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the results obtained previously on the application of audio stories as a methodology for the development of listening skill in students, it is necessary to provide the following conclusions about this research work.

- The application of the audio stories influenced the ability to listen, this analysis was obtained through the use of a standardized test which was applied before and after the methodology. In addition, it is important to mention that controlled activities were carried out through the application of three stages (pre-listening, while listening, and post-listening). These stages allowed students to develop their listening skills using audio stories.
- In the present study, audio stories were applied as a method of teaching and language development. This method had an attractive result for students due to the combination of speech, music, and text. This aroused the interest of students, allowing them to develop their learning style and identify the words while listening to them. For this reason, it can be affirmed that the students from 3rd BGU of Juan León Mera “La Salle” High School had a positive effect on language development.
- The audio stories have proven to be beneficial for the development of the listening skill since they allowed the students to develop their imagination and the recognition of words through sounds, leading them to have new experiences in the use of the English language. Based on this information, the students were introduced to new genres of literature, resulting in the opening of a new world allowing them to relax and develop their listening skills. Finally, it is concluded that the audio stories provided numerous benefits in the listening skill development process.
- The level of the third-year high school students of the Liceo Juan León Mera “La Salle” obtained through the application of a standardized test was successful, since it showed the development of the students' listening skills.

The level was demonstrated through the results of the pretest and post-test. The pretest of the control group obtained an average of 1.5 points out of 10, unlike the post-test obtained an average of 6.9. On the other hand, after calculating the averages of the experimental group in the pretest, a score of 4.3 was obtained, while the average of the post-test was 8. In conclusion, the students of the experimental group further developed their knowledge and listening skills than the control group.

4.2 Recommendations

The following recommendations aim to suggest to teachers the use of audio stories as authentic material for the development of listening skill in English classrooms.

- The audio stories learning methodology is a suitable tool for learning the English language and developing listening skills. It is important to mention that all this was achieved with the use of the internet in which several tasks were carried out for the students to develop. It is suggested to apply the methodology to motivate students in learning the English language, also combining it with the technology to make the activities more fun and emotional.
- The audio story learning methodology is an appropriate tool to learn the English language and develop listening skills. Therefore, it is suggested to apply the methodology to motivate students in learning the new language, also combining speech, music, and text with the aim of causing a positive effect on students at the time of learning, in this way the activities will be fun and exciting.
- Teachers should use audio stories in order for students to interact, practice, and develop their skills. Audio stories offer some benefits like; the development of the imagination of the students to form pictures in their mind and use their imagination, as a result, students will understand words when they read books independently since they will remember the pictures when they heard a word. In addition, the implementation of communicative activities is suggested so that students communicate and use real language.
- The students should implement audio stories as a technological methodology that will facilitate their learning process of the English language, it provides opportunities to develop listening skills as well as helps to develop knowledge

of vocabulary and grammar. This methodology is considered authentic material; for this reason, it provides real audios of native people. Teachers should carry out more dynamic activities for the development of listening skills and their sub-skills. Teachers can motivate students through the use of methodological applications such as Kahoot, EducaPlay, Wordwall, Youtube, Google forms, among others, these resources can be applied according to the needs and interests of students.

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[content/uploads/2020/10/Full-Paper-AUTHENTICITY-AND-AUTHENTIC-MATERIALS-HISTORY-AND-PRESENT.pdf](https://www.idpublications.org/wp-content/uploads/2020/10/Full-Paper-AUTHENTICITY-AND-AUTHENTIC-MATERIALS-HISTORY-AND-PRESENT.pdf)

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ANNEXES

Annex 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
RESEARCH INSTRUMENT



Theme: The audio stories and listening skill

General objective: To determine the effect of the application of the audio stories methodology in the listening skill of student of tercero de bachillerato from Juan León Mera “La Salle” High School.

Instruction: Mark with an X each item according with your personal point of view.

Questionnaire

1. How often do you practice the listening skill in the classroom?

Always () frequently () sometimes () occasionally () never ()

2. How often does your teacher apply listening stages in the reading process? (pre-listening, while listening and post listening)

Always () frequently () sometimes () occasionally () never ()

3. How often does your teacher designs activities to encourage students to develop their listening skills?

Always () frequently () sometimes () occasionally () never ()

4. How often do you listen to audio story in your English class?

Always () frequently () sometimes () occasionally () never ()

5. How often do you use online tools to develop listening skills such as audio stories, storytelling, audiobooks on your own?

Always () frequently () sometimes () occasionally () never ()

6. How often do you feel motivated and encouraged with use of audio stories, storytelling, audiobook?

Always () frequently () sometimes () occasionally () never ()

7. How often does your teacher apply audio stories activities to learn new vocabulary?


Always () frequently () sometimes () occasionally () never ()

Research Instrument Created by Lorena Abril (2021)

Annex 2

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	✓				✓				✓		
2	✓				✓				✓		
3	✓				✓				✓		
4	✓				✓				✓		
5	✓				✓				✓		
6	✓				✓				✓		
7	✓				✓				✓		

Validator's Information	Xavier Sulca	1802447548	 Firmado electrónicamente por: MANUEL XAVIER SULCA GUALE
	First and last Names	ID Number	
	UTA Professor	December 2 nd , 2020	
	Profession	Date	

EXPERT'S GENERAL INFORMATION:

Full Name: Mg. Xavier Sulca
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Workplace: Universidad Técnica de Ambato
<p style="text-align: center;">Degrees</p> <p>Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés</p> <p>Institution: Universidad Técnica De Ambato</p> <p>Year: 1999</p> <p>Postgraduate: Magister en Docencia Universitaria y Administración Educativa</p> <p>Institution: Universidad Indoamèrica</p> <p>Year: 2003</p>

EXPERT JUDGMENT EVIDENCE

I, Mg. Xavier Sulca G. with, I.D. No: 1802447548, certify that I conducted the expert judgment on this instrument designed by Lorena Alexandra Abril Lara, with I.D. No. 1804761417 for the Final Degree Project entitled "THE AUDIO STORIES AND LISTENING SKILL" since it is a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.


Ecuador, 11- 22 - 2021.

Sincerely,
 Firmado electrónicamente por:
**MANUEL XAVIER
SULCA GUALE**

Mg. Xavier Sulca
I.D. 1802447548

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X			X					X		

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EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Guardia Encalada Trujillo with, I.D. No: 0501824171, certify that I conducted the expert judgment on this instrument designed by Lorena Alexandra Abril Lara, with I.D. No. 1804761417 for the Final Degree Project entitled “THE AUDIO STORIES AND LISTENING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

Ecuador, 11- 22 - 2021.

Sincerely,



Firmado electrónicamente por:
**EDGAR GUADIA
ENCALADA
TRUJILLO**

Mg. Edgar Guardia Encalada Trujillo

I.D. 0501824171


Annex 3

Link's blog: <https://abrillorealexalore.wixsite.com/my-site>

La Salle
U.E. Juan León Mera
Ambato

**THE AUDIO STORIES
AND LISTENING SKILL**

WELCOME TO THE PROJECT





Education is the passport to the future, for tomorrow belongs to those who prepare for it today.
/Malcolm

- HOME
- Pre-test
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Post-test

La Salle
U.E. Juan León Mera
Ambato

**THE AUDIO STORIES
AND LISTENING SKILL**

Pre-test



- HOME
- Pre-test
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Post-test

Listening • Part 1

Questions 1 – 8

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- 1 You hear a young singer talking about his childhood.
What is he grateful for?
 - A being encouraged to sing by his father
 - B being exposed to music at an early age
 - C inheriting his mother's talent as a singer

- 2 You overhear a girl talking on the phone about a clothes shop.
She thinks her friend would appreciate
 - A the helpful attitude of the staff.
 - B the lively atmosphere created by the music.
 - C the low prices compared to other shops.

- 3 You hear part of an interview with a farmer.
What is he doing?
 - A describing his lifestyle
 - B justifying his choice of career
 - C promoting an event he's involved in

- 4 You hear two friends talking about a school concert.
How does the girl feel?
 - A worried that she hasn't done enough practice
 - B nervous about performing in front of her family
 - C concerned that her clarinet doesn't sound right

- 5 You hear a news report about a football club.
Who has suggested a change in club policy?
- A the club's doctor
 - B the club's supporters
 - C the club's new manager
- 6 You hear two friends talking about a newspaper for teenagers.
What do they agree about?
- A how boring it is to read one regularly
 - B how interesting it would be to write for it
 - C how important it is to keep up with the news
- 7 You hear a boy telling a friend about climbing a mountain with his father.
What does he remember most clearly about reaching the top?
- A being glad that he'd followed his father's advice
 - B feeling quite a bit of physical discomfort
 - C enjoying the beauty of the scenery around him
- 8 You hear a teacher talking about an environmental project.
Why is she talking to her class?
- A to encourage them to remain involved in the project
 - B to inform them about changes to the project
 - C to remind them about a future project

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 – 18, complete the sentences with a word or short phrase.

Puffins

Duncan uses the word **(9)**
to describe the puffin's appearance out of the water.

Duncan was surprised to learn a puffin's **(10)**
can help it to change direction when flying.

Duncan explains that puffins create **(11)**
as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a
(12)

Duncan was surprised to find out that young puffins are driven by
(13) to leave their nests.

Duncan says that puffins leaving the nest at night have always used
(14) to guide them.

In town, **(15)**
are the most dangerous places for young puffins to land.

Duncan was amused to see someone using an open **(16)**
to rescue young puffins.

Injured puffins are cared for in a **(17)** in the town.

Duncan's favourite souvenir of his trip is a puffin **(18)** ,
which he says is really cute.

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about photography. For questions 19 – 23, choose from the list (A – H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A Learning to use new photographic software is fun.

B I have found some useful advice online.

Speaker 1 19

C Photography helps me to remember events.

Speaker 2 20

D It's my goal to become an expert in photography.

Speaker 3 21

E Doing photography means I go to new places.

Speaker 4 22

F I can express original artistic ideas through photography.

Speaker 5 23

G My friends have helped me to develop my skills.

H Taking photos gives me more confidence.

Listening • Part 4

Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What was the aim of Luke's work at the radio station?
- A to encourage teenagers to have a media career
 - B to help teenagers find out about well-known people
 - C to make teenagers realise how interesting their lives are
- 25 Luke says the most difficult thing to learn was how to
- A speak in the right way.
 - B write the scripts.
 - C handle the equipment.
- 26 What problem did Luke expect to have when he reported from his school?
- A a negative reaction from his teachers
 - B not enough events to talk about
 - C feeling uncomfortable in the role
- 27 What surprised Luke when he started interviewing people?
- A how honest they were with him
 - B how confident they seemed to be
 - C how well-prepared they were
- 28 When changes were made to what he'd recorded, Luke felt
- A concerned they might upset other people.
 - B annoyed as nobody asked him his opinions.
 - C convinced that they were probably necessary.

Link pre-test: <https://forms.gle/bUnBSdRbUFPufDL9>

Link post-test: <https://forms.gle/4c6Uu6kRh9FYyxev9>

LESSON PLAN ACTIVITIES

Lesson plan 1

Topic: Dr. Trelew's encounter			
Level: B1	Age: 16 – 17 years old	Time: 45 minutes	No. Students: 16
Audio stories (3 stages approach): Pre-listening, while listening, and post-listening		Listening subskills: Listening for specific information Listening to infer Listening for detail	
General objective: At the end of the lesson, students will be able to write a different ending to a story using direct and indirect speech.			
Specific objectives: <ul style="list-style-type: none"> • Students will be able to select true or false information according what they hear. • Students will be able to read and check new vocabulary. • Students will be able to create the end of a story. 			
Materials: Zoom platform, Blog, Kahoot, Word Wall, Educa play			
Anticipated problems: Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
Timing	Teacher activity		
5 min	Timing <ul style="list-style-type: none"> ➤ Greeting to students ➤ Attendance Pre-listening <ul style="list-style-type: none"> ➤ First, the teacher will share the screen to Blog to present the Kahoot activity. ➤ Second, the teacher will ask students to open Kahoot in their devices. ➤ After, the teacher will provide to students the link to start the game. ➤ Then the students have to see the picture and guess the genre of audio story. ➤ Finally at the end of the activity the teacher will ask students: What do they think the passage that they will hear will be about? 		
20 min	While listening <ul style="list-style-type: none"> ➤ First, the teacher will play the first audio while students will read the text. ➤ After, the teacher will explain the activity and provide students the Wordwall link to develop the activity. Link: https://wordwall.net/play/26131/644/535 ➤ Second, the teacher will play the second audio while students will 		

20 min	<p>answer the activity</p> <ul style="list-style-type: none"> ➤ Next, the teacher and students will review the answers. ➤ After the teacher will make a short review of the use of direct and indirect speech. <p>Post-listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will share Educaplay link to develop the final activity. Link: https://es.educaplay.com/recursos-educativos/11033269-dr_trelew_s_encounter.html ➤ Then, the teacher will select some students to work in pairs, and ask students to remove the last one-line paragraph of the article, and continue the story as if Trelawney did tell William about his encounter. In the final activity the students have to use the new vocabulary words and write three sentences in indirect speech. ➤ Finally, say goodbye to students.
--------	---

Author: Abril L. (2021)

Writing rubric

Student's name:

Excellent 90 - 100	Ideas are thoroughly explained, highly coherent writing, almost no grammatical errors, use new vocabulary.
Good 80 - 89	Ideas are explained, coherent writing, few grammatical errors, use new vocabulary.
Satisfactory 70 - 79	Ideas are partially explained, somewhat coherent writing, several grammatical errors, use few vocabulary words.
Needs work 0 - 60	Ideas are poorly explained, incoherent writing, many grammatical errors.

Vocabulary words: whooping cough: a dangerous form of cough - **previous day:** the day before - **rode:** past tense of to ride - **make out:** distinguish, see - **make out:** just see - **apprehension:** anxiety - **lonely:** isolated - **moorland:** open tree-less hilltops - **spur on:** make a horse go faster - **eyebrows:** hair above the eyes - **start:** react with surprise - **make for:** go in the direction of - **Good Friday** - the Friday before Easter Sunday - **service:** mass - **at ease:** not anxious - **clerk:** secretary - **got taken ill:** became ill - **appointment:** meeting, rendezvous.

Link: <https://abrillorealexalore.wixsite.com/my-site>

The screenshot shows a website interface. On the left, there is a logo for 'La Salle U.E. Juan León Mera Ambato'. The main content area is titled 'THE AUDIO STORIES AND LISTENING SKILL' and features a story titled 'Dr. Trelew's encounter'. The story text describes a doctor's experience with a whooping cough epidemic in 1891. To the right of the text is a small, dark, grainy image of a man on a horse. On the far right, there is a vertical navigation menu with icons and text: HOME, Pre-test, Activity 1, Activity 2, Activity 3, Activity 4, and Post-test.

Source: blog
 Author: Abril, L. (2022)

ACTIVITIES

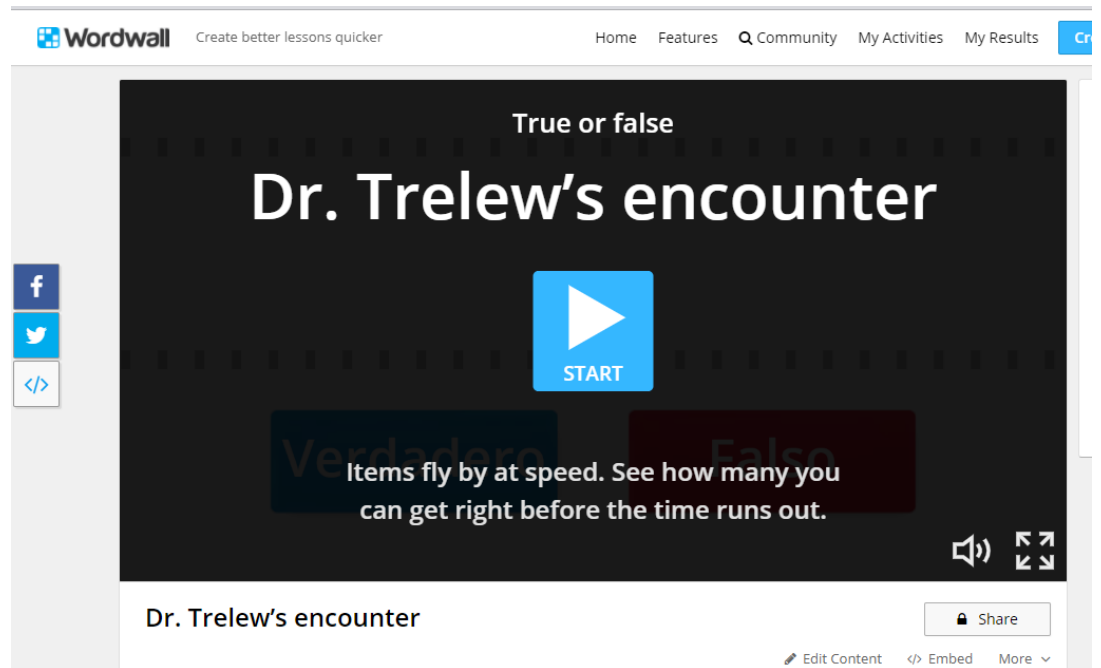
Kahoot:

The screenshot shows a Kahoot! quiz interface. On the left, a mobile phone displays the Kahoot! app login screen. The main quiz area has a question: 'What kind of audio story do you think this image represents?'. Below the question is a small image of a man on a horse. The quiz shows 18 questions remaining and 0 responses. There are four answer options: Horror (red), Mystery (blue), Fiction (yellow), and Romantic (green). At the bottom, it shows '1/1' and the Kahoot! logo with the PIN '510351'.

Source: Kahoot activity

Author: Abril, L. (2022)

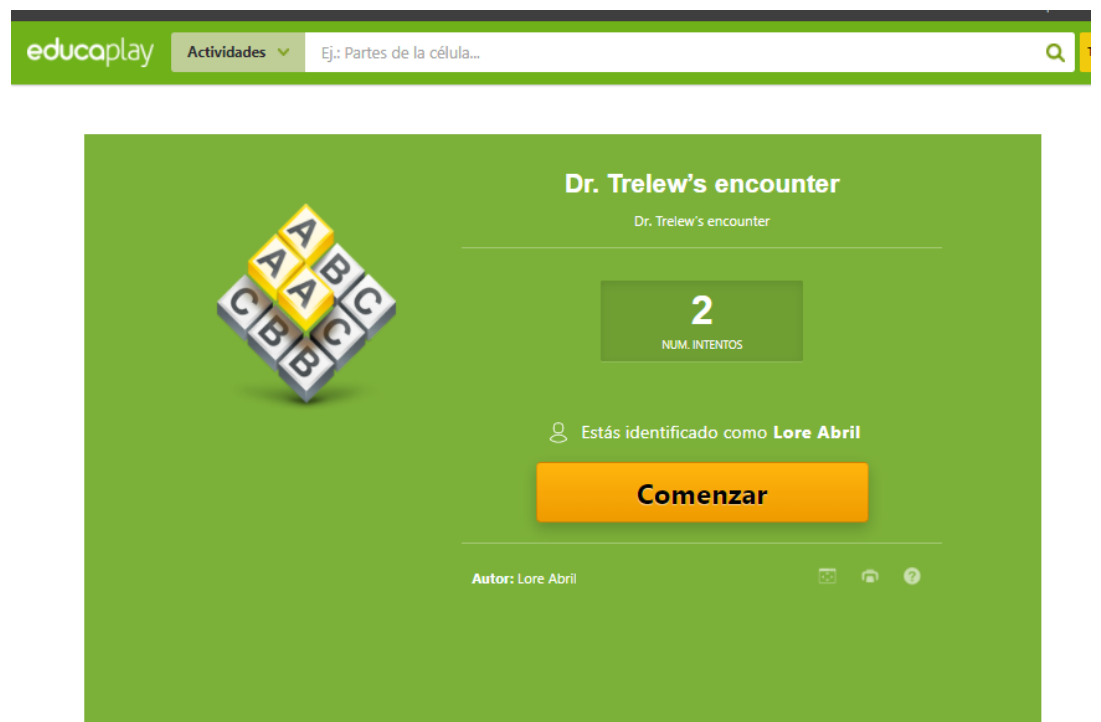
Wordwall:



Source: Wordwall activity

Author: Abril, L. (2022)

Educaplay:



Relacionar

Source: Educaplay activity
 Author: Abril, L. (2022)

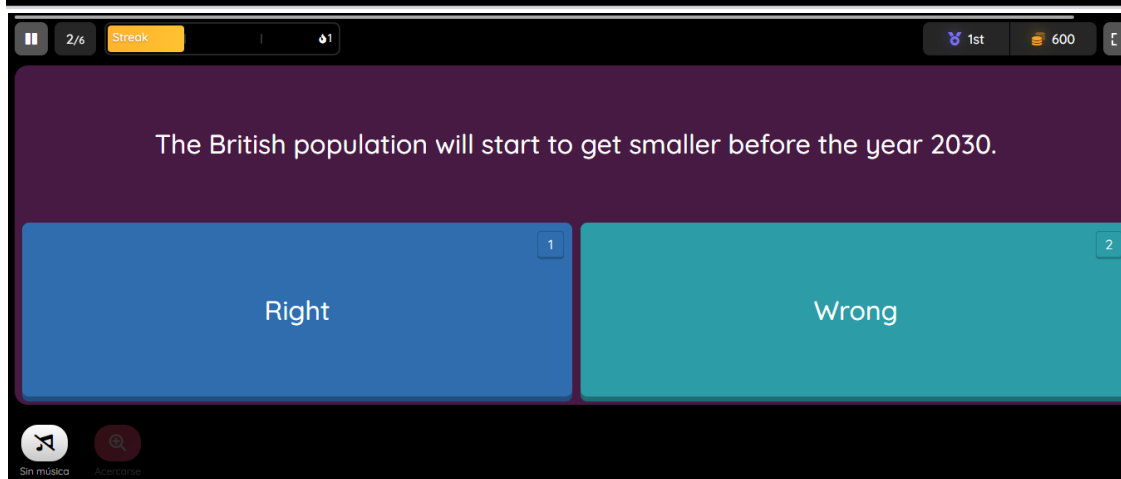
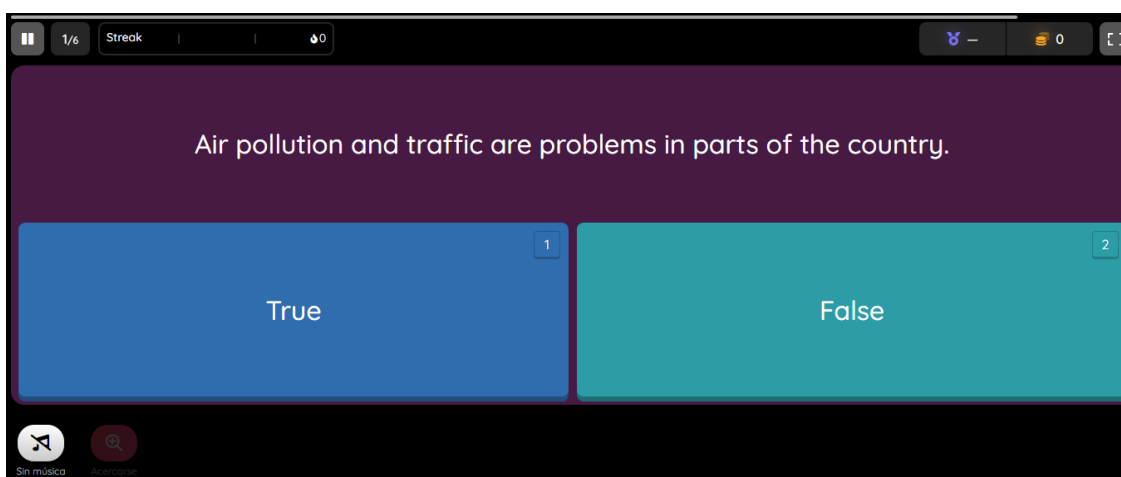
Lesson plan 2

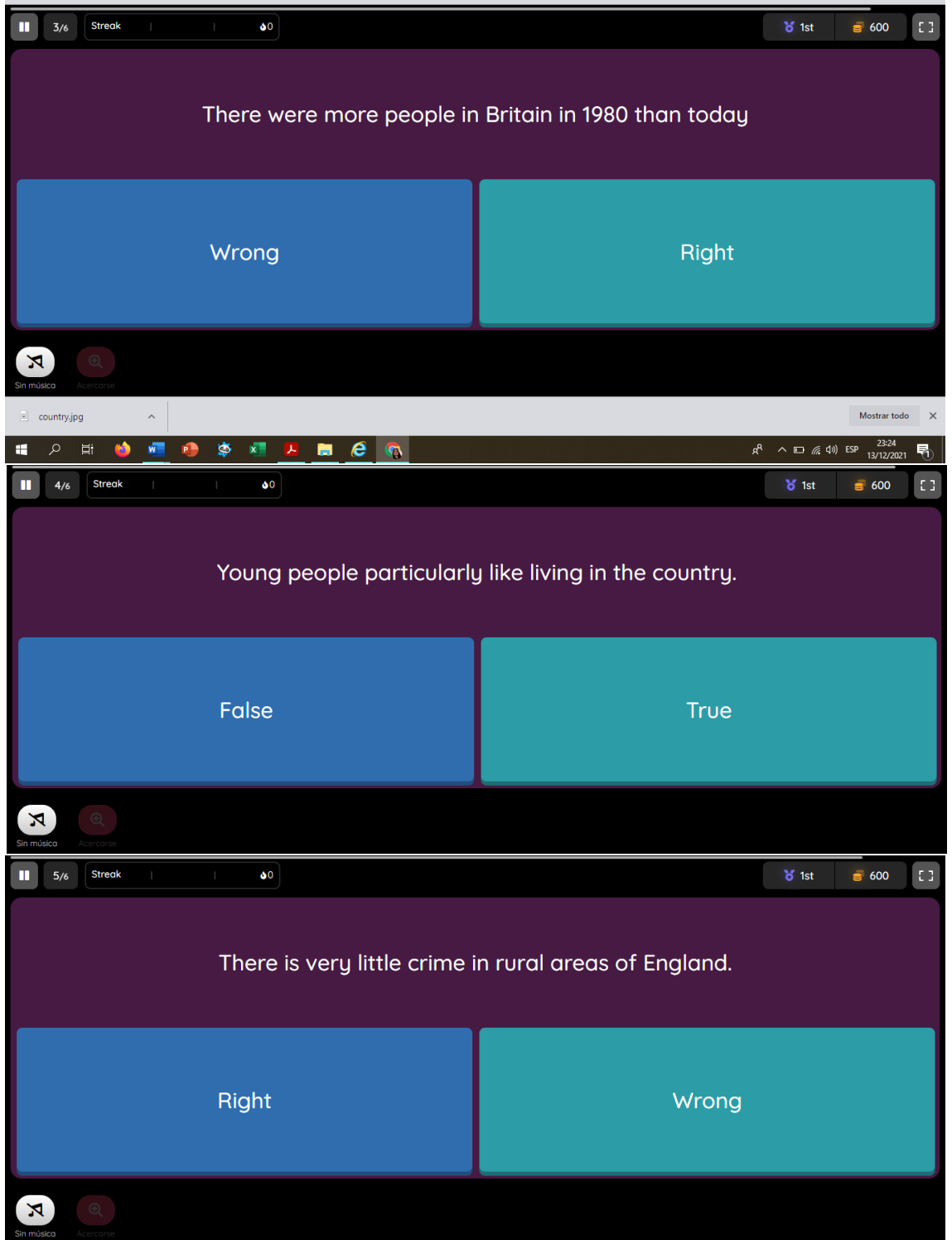
Topic: A future in the country?			
Level: B1	Age: 16 – 17 years old	Time: 45 minutes	No. Students: 14
Audio stories (3 stages approach): Pre-listening, while listening, and post-listening		Listening subskills: Listening for specific information Listening for detail	
General objective: At the end of the lesson, the students will be able to write verb tenses using the right forms.			
Specific objectives: <ul style="list-style-type: none"> • Students will be able to predict what the topic is about. • Students will be able to listen and choose the correct answer. • Students will be able to completed the exercise using the missing verbs. 			
Materials: Zoom platform, Blog, Quizizz, Google forms			
Anticipated problems: Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
Timing	Teacher activity		
5 min	Timing <ul style="list-style-type: none"> ➤ Greeting to students ➤ Attendance 		
	Pre-listening <ul style="list-style-type: none"> ➤ First, the teacher will share the screen to Blog to present the life in the country. ➤ Second, the teacher will ask: What do you prefer live in the country or live in the city? Is country life cooler? ➤ The students will give some ideas about the life in the country. 		
20 min	While listening <ul style="list-style-type: none"> ➤ First, the teacher will play the first audio while students will read the text. ➤ After, the teacher will explain the activity and provide students the code of Quizizz activity. ➤ Second, the teacher will play the second audio while students will answer the activity ➤ Next, the teacher and students will review the answers. ➤ After the teacher will make a short review of the use of verb tense. 		
	Post-listening		

20 min	<ul style="list-style-type: none"> ➤ First, the teacher will explain the next activity and share google forms link to develop the final activity. Link: https://forms.gle/n9BNpBoNhBC4K3n18 ➤ Then, the students will put the missing verbs into this extract, using the right forms and tenses. ➤ Finally, the teacher say goodbye to students.
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Author: Abril, L. (2022)

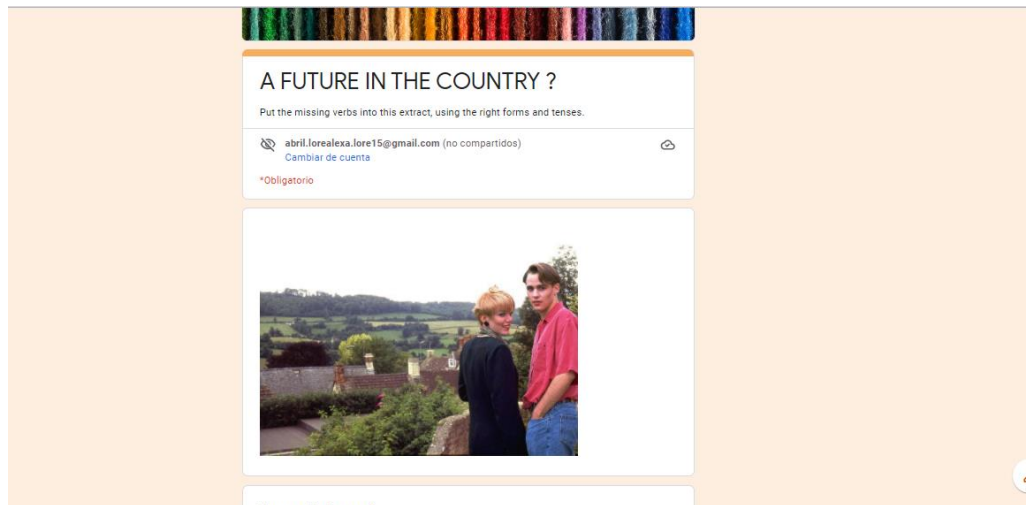
ACTIVITIES







Source: Quizizz activity
Author: Abril, L. (2022)



Source: Google forms activity
Author: Abril, L. (2022)

Lesson plan 3


Topic: The car of the future?			
Level: B1	Age: 16 – 17 years old	Time: 45 minutes	No. Students: 14
Audio stories (3 stages approach): Pre-listening, while listening, and post-listening		Listening subskills: Listening for gist Listening for specific information Listening for detail	
General objective: At the end of the lesson, students will describe how will snail car be, using future tense according to the previous information.			
Specific objectives: <ul style="list-style-type: none"> • Students will predict what the text is about. • Students will be able to listen for detail. • Students will be able to describe how will be a car in the future? 			
Materials: Zoom platform, Blog, Kahoot, Educaplay, Speak pipe			
Anticipated problems: Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
Timing	Teacher activity		
5 min	Timing <ul style="list-style-type: none"> ➤ Greeting to students ➤ Attendance Pre-listening		

20 min	<ul style="list-style-type: none"> ➤ First, the teacher will share the screen to Blog to present the Kahoot activity. ➤ Second, the teacher will ask students to open Kahoot in their devices. ➤ After, the teacher will provide to students the link to start the game. ➤ Finally, the teacher will ask students: What do they think the picture is? <p>While listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will play the first audio while students will read the text. ➤ After, the teacher will explain the activity and provide students the Educaplay link activity. <p>Link: https://es.educaplay.com/recursos-educativos/11033575-the_car_of_the_future.html</p> <ul style="list-style-type: none"> ➤ Second, the teacher will play the second audio while students will answer the activity ➤ After the teacher will make a short review of the use and structure of future
20 min	<p>by asking students questions like: How will the car of the future be? Will the car work like a computer?</p> <ul style="list-style-type: none"> ➤ Next, the teacher and students will review the answers. <p>Post-listening</p> <ul style="list-style-type: none"> ➤ Then, the teacher will ask students to open Speak pipe voice recorder to present that: Imagine that we are in the year 2100, and the snail car has just been shown to the media. Describe how is the car, and use the information given for previous audio; students have one minute to present it. ➤ Finally, the teacher say goodbye to students.

Author: Abril, L. (2022)

What do you think that the picture is?

19



Omitir

0

Respuestas

▲ A rocket

◆ A sphere

● A car of the future

■ A technological house

1/1
kahoot.it PIN de juego: 548152

Source: Kahoot activity

Author: Abril, L. (2022)

educaplay **Actividades** Ej.: Partes de la célula...

0/2 NUM. INTENTOS 100 PUNTOS 00:06 TIEMPO

This car is the opposite of _____ cars; _____ cars are noisy and _____, this one is _____ and clean. Today's cars have _____, this one does not. It moves like a snail, but much faster _____ a snail ! This car will use electric energy, not petrol or gasoline; it will have batteries that _____ be recharged instantly from chargers in the road. It will also be very _____ drive. In fact, you won't need to drive it; it will drive _____. You will just need to _____ the computer: "Go to X" and the car will go _____. Also, it will reach X very quickly, much _____ than today's cars. It will also be very safe and _____

Palabras para completar los espacios

itself faster now can
silent experimental than
even from this wheels
tell maybe easy to there
dirty today's ever today's

Comprobar

Completar

The Car of the Future?

Source: Educaplay activity

Author: Abril, L. (2022)

Lesson Plan 4

Topic: Britain, that island			
Level: B1	Age: 16 – 17 years old	Time: 45 minutes	No. Students: 14
Audio stories (3 stages approach): Pre-listening, while listening, and post-listening		Listening subskills: Listening for gist Listening for specific information Listening for detail	
General objective: At the end of the lesson, students will be able to create new sentences using comparative and the superlative adjectives.			
Specific objectives:			
<ul style="list-style-type: none"> • Students will predict what the text is about, using a picture related to the topic. • Students will be able to identify specific information in the passage. • Students will be able to answer questions. • Students will be able to complete sentences using information from the article. 			
Materials: Zoom platform, Blog, Wordwall, Google forms			
Anticipated problems: Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
Timing	Teacher activity		

5 min	<p>Timing</p> <ul style="list-style-type: none"> ➤ Greeting to students ➤ Attendance
20 min	<p>Pre-listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will share the screen to Blog to present the traditional image of Britain photograph. ➤ Second, the teacher will ask: What do they know about Britain? ➤ Then students will give some ideas about Britain <p>While listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will play the first audio while students will read the text. ➤ After, the teacher will explain the activity and provide students the Wordwall link activity. Link: https://wordwall.net/play/26148/306/896 ➤ Second, the teacher will play the second audio while students will answer the activity ➤ Next, the teacher and students will review the answers. ➤ Make a short review of the comparative and the superlative by asking students questions like: Can they compare British life with life in their own country? What differences are there?
20 min	<p>Post-listening</p> <ul style="list-style-type: none"> ➤ Then, the teacher will explain the activity and provide students the google forms link activity. ➤ Link: https://forms.gle/4cbG7Q1p3kgDTwHb7 ➤ Students will use the information from the article, and complete eight sentences in their words using comparative and the superlative adjectives.

Author: Abril, L. (2022)





Vocabulary: **bangers and mash**: sausages and mashed potatoes - **border**: frontier - **Channel**: The English Channel, the sea between England and France - **edge**: end, side - **insularity**: being an island, imagining that one is different - **integration**: coming together, unity - **large majority**: much more than 50% - **lorry**: truck, goods vehicle - **main**: principal - **off**: distant from - **take-aways**: ready-cooked meals, to take home. **vote**: choose.


Wordwall Create better lessons quicker Home Features Community My Activities My Results


0:18

Channel Insularity Bangers and mash Border

 frontier

 the English Channel, the sea between England and France

 being an island, imagining that one is different


 sausages and mashed potatoes

Submit Answers

Britain, that island

Edit Content Embed More

Source: Wordwall activity
Author: Abril, L. (2022)




Britain, that island

Using information from the article, complete these sentences in your own words:
 Note the following expressions which may be helpful in your answers:
 different from - the same as - more ... than - less ... than

abril.lorealexa.lore15@gmail.com (no compartidos)
[Cambiar de cuenta](#)

*Obligatorio



Source: Google forms activity
Author: Abril, L. (2022)

Lesson plan 5

Topic: New life for Big Ben			
Level: B1	Age: 16 – 17 years old	Time: 45 minutes	No. Students: 14
Audio stories (3 stages approach): Pre-listening, while listening, and post-listening		Listening subskills: Listening for gist Listening for specific information Listening for detail	
General objective: At the end of the lesson, students will be able to write sentences using active and passive voice.			
Specific objectives: <ul style="list-style-type: none"> • Students will be able to predict what is the text about. • Students will be able to identify specific information. • Students will be able to rewrite sentences from passive to active or from active to passive. 			
Materials: Zoom platform, Blog, Kahoot, Wordwall, Google forms			
Anticipated problems: Students may have problems with their listening comprehension. Time management may be a problem during the lesson.			
Timing	Teacher activity		
	Timing <ul style="list-style-type: none"> ➤ Greeting to students ➤ Attendance 		

5 min	<p>Pre-listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will share the screen to Blog to present Kahoot's activity ➤ Second, the teacher will ask students to open Kahoot in their devices. ➤ After, the teacher will provide students the link to start the game with the objective of students predicting what is the text about.
20 min	<p>While listening</p> <ul style="list-style-type: none"> ➤ First, the teacher will play the first audio while students will read the text. ➤ After, the teacher will explain the activity and provide students the Wordwall link activity. Link: https://wordwall.net/es/resource/26401028 ➤ Second, the teacher will play the second audio while students will answer the activity ➤ Next, the teacher and students will review the answers.
20 min	<p>Post-listening</p> <ul style="list-style-type: none"> ➤ Make a short review of the active and passive voice. ➤ Then, the teacher will explain the activity and provide students the google forms link activity. ➤ The students will rewrite information from the article, a passive sentence in the active, or an active sentence in the passive. ➤ Link: https://forms.gle/EEJKriZwYBxRjYkZ9

Author: Abril, L. (2022)

Is it the most famous clock in the world ?

18



Omitir
0
Respuestas

◆ Verdadero

▲ Falso

1/3
kahoot.it PIN de juego: 5878082

Is it over 160 years old?

17



Omitir

0 Respuestas

◆ Verdadero ▲ Falso

2/3 kahoot.it PIN de juego: 5878082

Is it over 160 years old?

17



Omitir

0 Respuestas

◆ Verdadero ▲ Falso

2/3 kahoot.it PIN de juego: 5878082

Source: Kahoot activity
 Author: Abril, L. (2022)

Christmas theme is here! Apply it to your activities and bring some holiday spirit to the classroom. Ho, ho, ho! Learn More

0:09 ✓ 1

Although it is very big,
 Big Ben is also very

A actual B accurate ✓ C clever

f t <>

Cambiar plantilla

INTERACTIVOS

- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar
- Mostrar todo

1 de 6

Christmas theme is here! Apply it to your activities and bring some holiday spirit to the classroom! Ho, ho, hol Learn More *

0:14 ✓ 1

Big Ben stands beside the BBC

A building B the ITV studio C the Houses of Parliament

2 de 6

Cambiar plantilla

INTERACTIVOS

- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar

Mostrar todo

f

t

<>

0:22 ✓ 1

Big Ben was built in the 1850s.....the Houses of Parliament burned down

A before B while C after

3 de 6

Cambiar plantilla

INTERACTIVOS

- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar

Mostrar todo

f

t

<>

0:31 ✓ 1

The present Big Ben bell was made

A in the North of England B in London C in July 1859

4 de 6

Cambiar plantilla

INTERACTIVOS

- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar

Mostrar todo

f

t

<>

Christmas theme is here! Apply it to your activities and bring some holiday spirit to the classroom!. Ho, ho, ho! Learn More

0:37 ✓ 1

The clock has.....stopped.

A occasionally B often C never

5 de 6

Cambiar plantilla

INTERACTIVOS

- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar
- Mostrar todo

0:46 ✓ 1

Big Ben will begin a new life in 2021..... there are some new problems

A if B after C unless

6 de 6

Cambiar plantilla

INTERACTIVOS


- Cuestionario
- Juego de concurso
- Abre la caja
- Persecución en lab...
- Rueda del azar
- Mostrar todo

Source: Wordwall activity
Author: Abril, L. (2022)

New Life for Big Ben

The article contains some sentences in the active voice and others in the passive. Rewrite information from the article, making factual sentences beginning as below. In each case you will need to rewrite a passive sentence in the active, or an active sentence in the passive.

abril.lorealexa.lore15@gmail.com (no compartidos)
 Cambiar de cuenta



Source: Google forms activity
Author: Abril, L. (2022)

Annex 4

Urkund analysis



Document Information

Analyzed document	Tesis_Abril Lorena.pdf (D126106358)
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Submitter email	labril1417@uta.edu.ec
Similarity	9%
Analysis address	elsamchimboc.uta@analysis.orkund.com

Sources included in the report

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Dra. Mg. Mayorie Chimbo Caceres
TUTOR TRABAJO TITULACIÓN