

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: “BRITISH BROADCASTING CORPORATION AUDIO MATERIALS IN LISTENING COMPREHENSION DEVELOPMENT WITH 2nd BGU GRADERS AT JULIO TOBAR DONOSO HIGH SCHOOL”

Trabajo de investigación, previo a la obtención del grado de Magister en La
Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato - Ecuador


2019

**A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE
AMBATO**

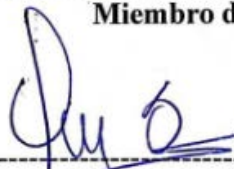
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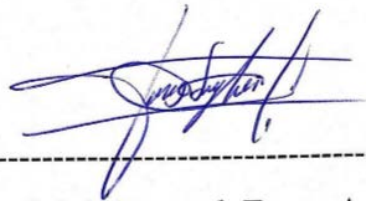
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**"BRITISH BROADCASTING CORPORATION AUDIO MATERIALS IN
LISTENING COMPREHENSION DEVELOPMENT WITH 2nd BGU
GRADERS AT JULIO TOBAR DONOSO HIGH SCHOOL"**

Autor: Lcda. Sylvia Jeanneth Torres Andrango

Directora : Licenciada. Lorena Monserrath Meléndez Escobar, Magister

Fecha: 16 de marzo de 2019

RESUMEN EJECUTIVO

Esta investigación tuvo como objetivo analizar la influencia del uso de archivos de audio de la British Broadcasting Corporation en el desarrollo de la comprensión auditiva de los estudiantes de segundo año de Bachillerato General Unificado de la escuela Julio Tobar Donoso. El estudio se realizó durante el año escolar 2018-2019. La población estuvo compuesta por 62 estudiantes. Esta se dividió en dos grupos: 32 estudiantes se denominaron grupo experimental y los otros 32 estudiantes se denominaron grupo de control. Este estudio se basó en un enfoque mixto que involucra métodos cuantitativos y cualitativos. La propuesta se aplicó en seis semanas, desde el 6 de enero hasta el 15 de febrero de 2019. Solo el grupo experimental recibió el tratamiento mientras que el grupo de control recibió clases tradicionales. La propuesta consistió en la creación de un cuadernillo el cual contiene seis actividades de audio basadas en archivos de audio auténticos de la BBC. Estas actividades se aplicaron con el propósito de mejorar la comprensión auditiva de los estudiantes y sus habilidades para recordar, evaluar y responder durante el proceso de escucha. De acuerdo con los resultados evidenciados en el pretest y el posttest de ambos grupos, el grupo experimental mostró una mejora en su habilidad para escuchar. Por lo tanto, se concluyó que el uso de archivos de audio de la BBC tiene un efecto positivo en el desarrollo de la comprensión auditiva.

Descriptor: escuchar, inglés, enseñanza, aprendizaje, actividades, BBC, cuadernillo, comprensión, entendimiento, recordar, evaluar, responder, materiales auténticos.

UNIVERSIDAD TÉCNICA DE AMBATO
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THEME

**"BRITISH BROADCASTING CORPORATION AUDIO MATERIALS IN
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GRADERS AT JULIO TOBAR DONOSO HIGH SCHOOL"**

Author: Lcda. Sylvia Torres

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Date: March 16th, 2019

EXECUTIVE SUMMARY

This research was intended to analyzing the influence of British Broadcasting Corporation audio material on the development of listening comprehension of 2nd year BGU students at Julio Tobar Donoso high school. The study was conducted during the school year 2018-2019. A group of 62 students formed the population. The population was divided in two groups 32 students were called the experimental group and the other 32 students were called the control group. This study was based on a mixed approach that involves both quantitative and qualitative methods. The proposal took place in six weeks, from January 6th until February 15th 2019. Just the experimental group received the treatment and the control group was taught with traditional lessons. The proposal consisted on the creation of a booklet containing of six audio activities based on BBC authentic auditory material. These activities were applied with the purpose of enhance the students' listening comprehension and their abilities to remember, evaluate and respond during the listening process. According to the results evidenced in the pretest and posttest of both groups the control and the experimental group, the last one showed an improvement in their listening skill. Therefore, it was concluded that the use on BBC audio materials has a positive effect on the development of the listening skill.

Keywords: Listening, English, teaching, learning, activities, BBC, booklet, comprehension, understanding, remembering, evaluating, responding, authentic materials.

INTRODUCTION

At present, English teaching is mainly focused on reading, writing and speaking skills, and less importance has been given to the listening skill. Although listening is developed with the speaking skill the teachers do not really pay attention to the development of it, they do not expose them to real-life situations in the English language in order to improve their abilities, in this way it would be easier to develop their listening comprehension skill.

With the purpose of solving this problem at Julio Tobar Donoso high school, a proposal was created to provide 2nd year BGU students with different authentic auditory materials found in the BBC website. Using authentic material will guarantee the correct and accurate learning of the listening skill, moreover students will familiarize with the pronunciation of native English speaker which will make learning more significant.

This research contains the following chapters:

Chapter I the description of the problem is presented, the contextualization is defined, the critical analysis and the prognosis are developed, the research questions are formulated, the justification is stated, and the objectives, general and specific are set up.

Chapter II the background of the research is described, the philosophical foundations are defined, the legal bases are stated, and the theory that supports the study is defined.

Chapter III the methodology, the research approach, the level and type of research are established, the population is identified, the operationalization of variables is described, and the data collection and analysis processes are defined.

Chapter IV the data analysis and the interpretation of the results are evidenced.

Chapter V the conclusions and the recommendations are developed.

And finally, in chapter VI the development of the proposal is supported by the theory, methodology and design of the booklet containing of activities based on authentic auditory materials.

CHAPTER I

THE PROBLEM

1.1 Research Topic

British Broadcasting Corporation audio materials in listening comprehension development with 2nd BGU graders at Julio Tobar Donoso high school.

1.2 Problem statement

1.2.1 Contextualization

Nowadays, the English language in all spheres of life demands from the next generations to become avid users and speakers of this language. It is not required only in its written form, but mainly in its oral aspect and communicative skills, in order to perform successfully in different social fields such as education, business, traveling overseas or other particular needs in this globalized world, where English is the lingua franca (De Farias, 2016). According to this demand, required by a globalized world, English as a foreign language teaching process must be changed, modifying its methods, strategies, activities, resources especially in countries where English is taught as a foreign language since those countries and societies lack of a real and social use of the language, which permits to achieve effective language skills development (Colpitts & Michaud, 2016).

That is the South America's case, where most of the countries, do not have a direct link between what the students learn and practice just with books and audio scripts and real life communicative situations. That is one of the reasons why the level of English proficiency of these countries is low (Karpenko, 2018).

In this context, every year the average level of English proficiency of the citizens of different countries in the world is rated by the International Company EF (Education First). In the last year 2018 in its 8th edition Ecuador scored 48,52 out

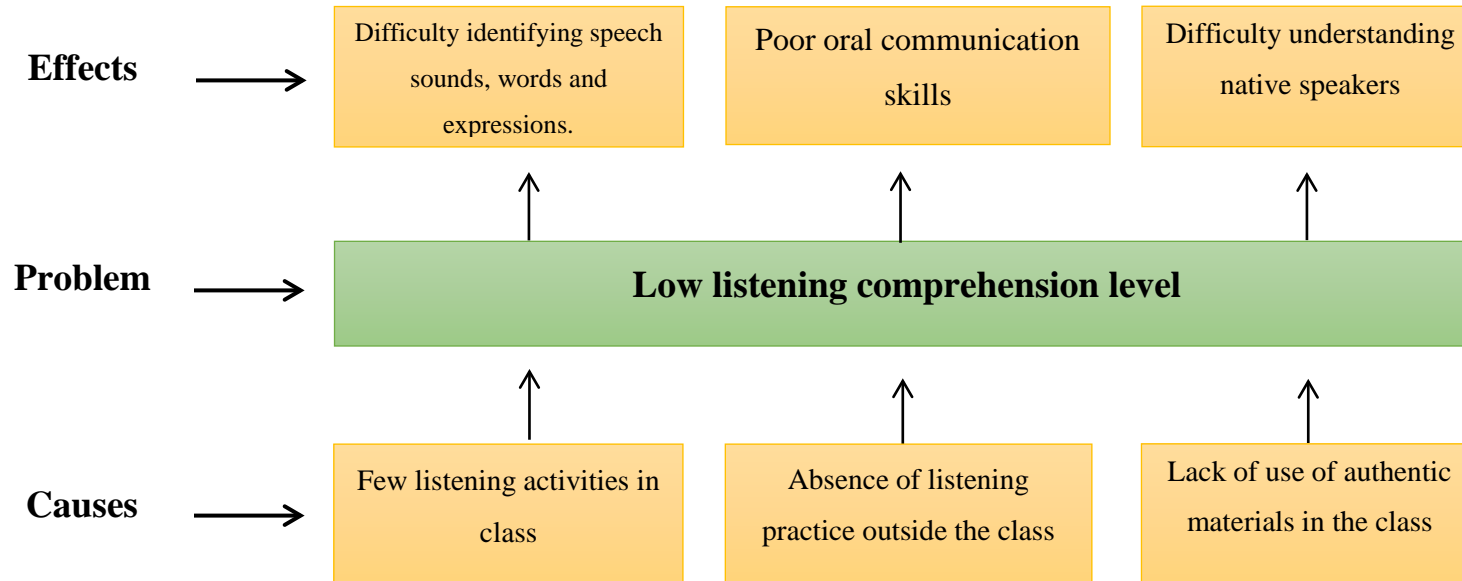
of 100 in the EF English Proficiency Index (2018), according to these results Ecuador ranked 65 out of 88 countries, which shows that most of the people assessed are not competent to communicate in the English language. The people examined were older than 18 and the four language skills (listening, speaking, reading and writing) were assessed

Regarding those results, it is required to implement new teaching strategies and activities in the English class, considering that in Ecuador, the English teaching process has been maintained under traditional approaches where teachers do not apply new functional materials that awaken students' interests and open up free listening and speaking practice.

Specifically, at Julio Tobar Donoso high school in Quito-Ecuador, the strategies and activities used in the English class and the importance given to the development of listening comprehension does not meet the expectations of the students. This information was communicated by the coordinator of an Institution of the District 2 (Cuesta, 2017). In addition, this situation is not only the teachers' responsibility, but students do not make and effort on their own to improve their listening skills considering many of them have access to internet where they can find a lot of auditory materials such as music, podcast, audio books, international radio stations and some more.

Based on the previous statement listening comprehension must be improved in 2nd year BGU students at Julio Tobar Donoso high school, through the implementation of authentic audio materials from the British Broadcasting Corporation (BBC).

1.2.2 Problem Tree Analysis



Source: Problem Analysis

Elaborated by: Sylvia Torres

1.2.3 Critical analysis

One of the causes of the low listening comprehension level of 2nd year BGU students at Julio Tobar Donoso High School is the few listening activities implemented in class, since most of the teachers do not focus their lessons in the development of this skill. Considering listening is a very complex skill, it takes students a lot of time to develop their listening comprehension; they need a lot of practice and communicative activities to become proficient. If teachers do not use auditory activities in class, students will have difficulties to identify speech sounds, words and expressions. Identifying sounds and words in the first step to develop listening skills and at the same time it promotes the development of the speaking skill, what make students able to communicate orally.

Another cause that limits the development of listening comprehension is the absence of listening practice outside the class. If students do not practice English on their own it would be difficult for them to develop their listening skills, since it is important that they keep in contact with the oral language, inside and outside the classroom. The continuous practice of the language will guarantee a faster development of it. As it was mentioned before communication is a two-way process that involves listening and responses, that means that if students are not good enough to comprehend what other people say it would be difficult to respond the messages and therefore communication will be poor and ineffective.

Likewise, the lack of use of authentic materials in the class can block students to understand what other people are saying, especially if those people are native speakers. Natives' accent and pronunciation are different from non-native speakers. Understanding a native is a challenging task for language learners. For this reason, it is important to use authentic materials to develop the listening skills in the students; the use of these resources will help students to learn the language from real life situations and will encourage them to improve their speaking skill as well.

1.2.4 Prognosis

If students do not develop their listening skill they will have difficulties to communicate orally. In class, they will not be able to speak if they do not understand what others are asking or saying. This will make the students to feel frustrated and they will not feel motivated to learn the language. And later in life, they will not be able to face communication situations in case of travelling to an English speaking country or in any situation that requires him to communicate in the foreign language.

On the other hand, 2nd year BGU students are supposed to have a B1 level according to the Common European Framework of Reference for Languages (CEFR). These students are about to finish high school and start the University. Before finishing their degrees, university students are required to take an English test to certificate their language proficiency. In this test they are required to demonstrate they have achieved a B2 level. Through this test the 4 language skills (listening, speaking, reading and writing) are assessed. If students do not have domain of all those skills including listening, they will fail the test and this situation will delay the end of their studies.

Also, if students are not proficient in listening, it will be difficult for them to obtain a job in the future, since nowadays many companies in Ecuador and the world require people that are fluent enough in the English language to work with them, and listening is a fundamental skill since it is closely connected to speaking. And to be orally fluent in the language, students need to be competent in listening and speaking.

Finally, if teachers do not use authentic auditory materials like music, podcast, radio and many others to encourage the development of the listening skills in class, the students will not feel motivated to improve their listening comprehension skills.

1.2.5 Research Problem Foundation

To what extent the use of British Broadcasting Corporation (BBC) audio materials influence the development of listening comprehension?

1.2.5 Questions

What is the listening proficiency level of 2nd year BGU students at Julio Tobar Donoso High School?

What are the most adequate British Broadcasting Corporation audio materials to develop listening comprehension in English?

What is the relationship between the use of British Broadcasting Corporation audio material and the development of listening comprehension of 2nd BGU students at Julio Tobar Donoso High School?

1.2.6 Delimitation of the Research Problem

Field: Education

Grade: 2nd year BGU

Area: English as a Foreign Language

Specific Field: Audio Materials.

1.2.6.1 Temporal Delimitation

October 2018- February 2019.

1.2.6.2 Spatial Limitation

Unidad Educativa “Julio Tobar Donoso”.

1.2 Justification

Currently, English has been considered the universal language and related to many fields in society, so English language learning may be not considered as a sumptuary stuff, instead of it is a necessity. Nevertheless, its success depends on the way learners are exposed to its techniques, methods, strategies through authentic material and topics in order to develop the four basic language skills. Among these skills, the main skill that learners need to develop is listening comprehension skills. Due to the fact that the listening input in real situation is just received once, and if the listener cannot understand, listening again becomes a priority of learning in contrast to the other skills. For instance, reading skills do not have this problem because if students do not understand they will be able to return the page and read repeatedly, until the message could be understood.

Today, there are no barriers to keep contacting people around the whole world through communication channels. That is why; English has become the language mostly used by people to communicate to each other. It has become the preferred language around the world for business, medicine, education, sports, etc. For this reason, the **importance** of this research is focused on the development of the listening comprehension with the use of authentic materials. With the emphasis on using the language for real communicative needs, language teaching is intended to develop the learner's ability to use the language in an effective and appropriate way.

On the other hand, this is an **original** study since the students have not been taught with this kind of technology before. It is very important to apply new strategies in order to develop listening skills. Students need to develop real world communication skills to make important connections between the classroom world and the world beyond, and authentic videos are a propitious tool to achieve this.

One of the major channels for spreading English worldwide has been The British Broadcasting Corporation (BBC) which is the public service of radio, television,

and Internet of the United Kingdom, with more than nine decades of trajectory. It is independent of commercial and/or political controls and operates under a real statute that guarantees such independence(British Broadcasting Corporation, 2019).

Considering the importance of this channel in the world, this research is considered **viable** since the BBC World Service is the world's largest news and current affairs broadcaster that offers current issues, reports, analyzes and debates on radio, television, and internet in the English language, moreover, it is known for the impartiality, accuracy, and independence of its content. It is considered the main source for listening practice for non-native speakers overseas. The easy access to their program by the web makes it achievable for everybody around the world.

Finally, this study will **benefit** the students to become confident to learn the new language and will support the teachers to be more creative in their lessons. With the use of authentic audio materials teachers and students will work in a warm environment to achieve the objectives successfully.

1.4 Objectives

1.4.1 General Objective

- ✓ To analyze the influence of British Broadcasting Corporation audio material on the development of listening comprehension of 2nd year BGU students at Julio Tobar Donoso high school.

1.4.2 Specific Objectives

- ✓ To determine the listening comprehension level of 2nd year BGU students at Julio Tobar Donoso High School
- ✓ To identify adequate British Broadcasting Corporation audio materials to develop listening comprehension.

- ✓ To establish the relationship between the use of British Broadcasting Corporation audio materials and the development of listening comprehension of 2nd BGU students at Julio Tobar Donoso High School.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

The use of audio material is considered a very important practice in foreign language teaching and learning, that is way this topic has been deeply studied by many researchers along years. After revising the repository of the Technical University of Ambato and some other repositories of the country from different universities around the world, diverse studies related to audio materials and listening comprehension were found.

Ramirez (2018) developed a research project intended to determine the influence of American pop music to promote the acquisition of the English language in the 1st and 2nd international baccalaureate (IB) students at Angel Polibio Chávez School from Guaranda. It was a quasi-experimental research, the sample consisted of two groups the experimental and control group. In order to collect the data a survey, a pretest and a posttest were administered. Different listening activities and worksheets were used before, during and after the implementation of the songs. The survey allowed confirming that students liked to learn English through pop music. The results of the pretest and posttest evidenced the development of the students' listening skill.

Hassen(2016) conducted a research with the purpose of measuring the effects of using podcasts in enhancing EFL learners' listening comprehension. Data was collected through a questionnaire that was administered to fifty (50) students of 3rd year of English at Mohamed Kheider of Biskra, additionally an interview was conducted with four (4) English teachers from the same university. The results obtained supported the hypothesis that podcasts can help EFL learners to enhance their listening comprehension. Teachers considered this resource as an effective tool that facilitates the development of the listening skill and enriches the learners' knowledge concerning the target language.

Aina(2016)carried out a research aimed to examine the use of authentic aural materials and its impact on second year LMD students' listening skills at the University of Tlemcen. For this purpose, a case study was conducted as a research field work. The sample consisted of 26 leaners and 11 teachers. The data was collected using classroom observation, questionnaire, and proficiency tests that were analyzed both quantitatively and qualitatively. Results were triangulated and revealed that teachers used different sources to obtain authentic auditory materials. Obstacles encountered by students when using these materials were related to the speed of delivery, pronunciation, and vocabulary. The use of these resources had a positive effect on their listening comprehension and motivation. It was concluded that, it is essential to use authentic listening materials in the English language classroom. Both learners and teachers were conscious about the value of authentic materials in enhancing the listening skill, and recognized its role in the EFL teaching and learning process.

Bustos(2015) developed a study intended to report the effect of audiovisual material on the listening skill of the ninth year of basic education at Atahualpa high school in Atacames. That was a quasi-experimental research and both experimental and control groups were selected as the sample. The experimental group was called Group A and received the treatment (audiovisual material) and the control group was called group B that was taught with traditional techniques. A pretest was administered to 75 students from the school. Afterwards, one month of audio-visual classes and traditional technique were applied to students, and finally a post-test was applied. Results evidenced that the implementation of the strategy was essential for the development of the listening skill allowing students to obtain an interactive and significant teaching learning-process.

The aforementioned studies are related to this research since they assessed the use of auditory materials as positive and significant tools to develop listening skills.

2.2 Philosophical foundations

During the last 30 years of the 20th century, the way a foreign language has been taught and learned has changed due to new ideas of what constitutes language and advances in research on the human mind and the processing of knowledge. Today, communicative language teaching in the foreign language classroom is as accepted as the constructivist model of teaching in general education(Rexhaj, 2016)

However, rarely these two approaches Constructivism and Communicative Approach to teaching and learning are combined, although they are harmonious. This theoretical framework presents views of principles that are fundamental to learning a second language from the combination of constructivism and the communicative approach(Guixia, 2016).

Applied to this context, constructivist learning allows learners to produce and understand new ideas and concepts based on their own knowledge and experiences. For its part, the communicative language teaching approach promotes language learning through communication based on real life situations. When students are involved in real communicative events, the use of authentic material is propitious since learning will be significant (Guixia, 2016).

2.3 Legal basis

Ecuadorian Legal Framework sets up several guidelines to the educational system and mainly to the development of language learning in all the levels of the system. It considers Education as one of the fundamental services provided to the people. The Ecuadorian Political Constitution(2008), Title 7, Chapter 1, Article 347, Section 1: Guarantees digital alphabetization and use of ITC during the educational process, and promotes teaching process under social and productive activities.

On the other hand, the English language level in Ecuador is based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), (Ministry of Education, 2014). When students finish 2nd year BGU, they are expected to obtain a B2 level of proficiency in the English language in all the four language skills: listening, speaking, reading and writing.

Additionally, this studies supported by the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador (2016, p. 12). This law, through its article 2 (bb) supports the teaching and learning of a foreign language:

bb. Multilingualism. -The right of all people, communities, and nationalities to be trained in their own language and in the official languages of intercultural relations, is recognized; as well as in other languages related to the international community.

Finally, the Reglamento de Régimen Académico del Consejo de Educación Superior(2017)in its Article 31 establishes that students of all higher levels of education are required to learn a foreign language. It is mandatory for all students to take a sufficiency test before enrolling in the last regular academic period of their corresponding degree in order to continue with their studies. The level of proficiency will be assessed through a test that will be mandatory to. The level required is B2 according to the Common European Framework of Reference for languages.

2.4 Key Categories

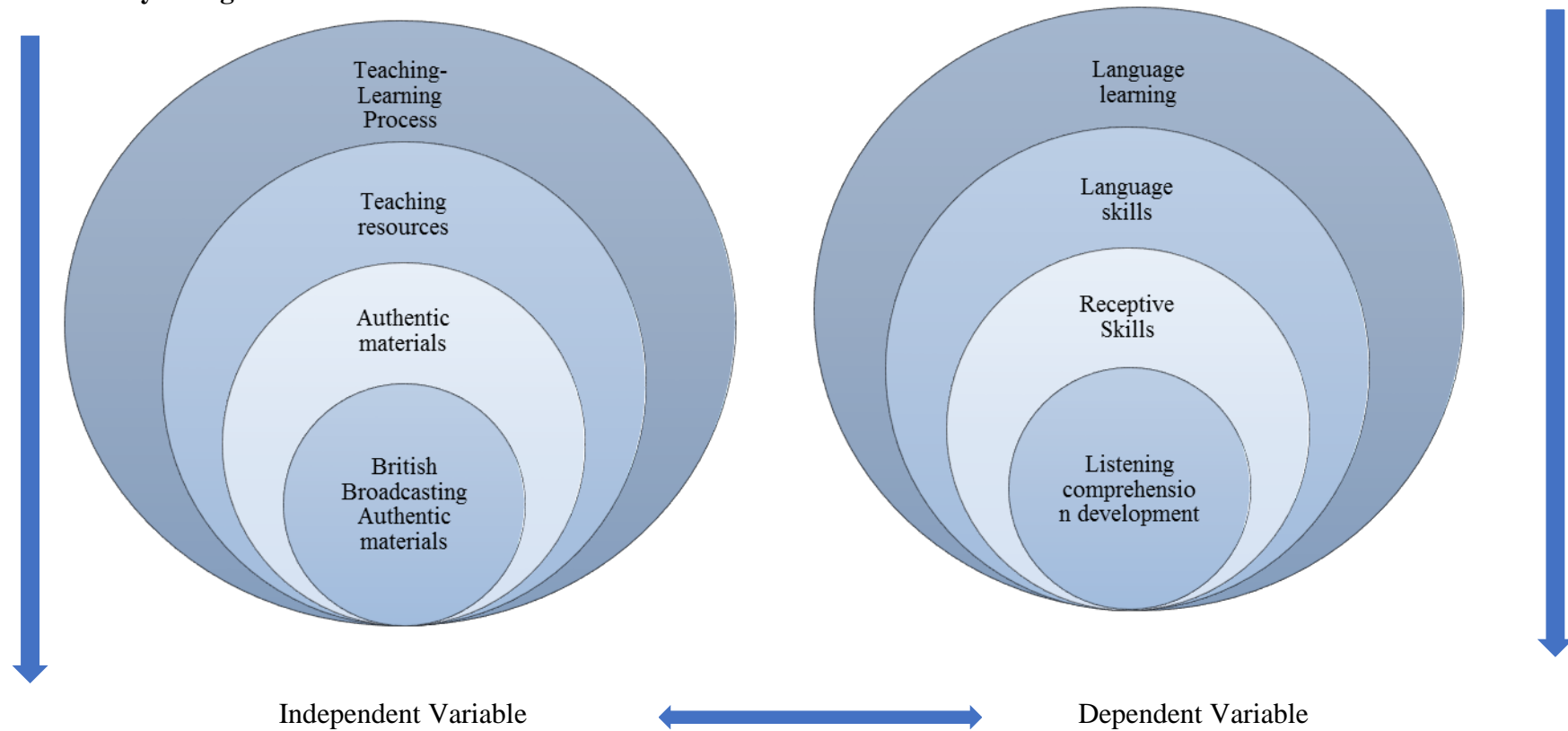
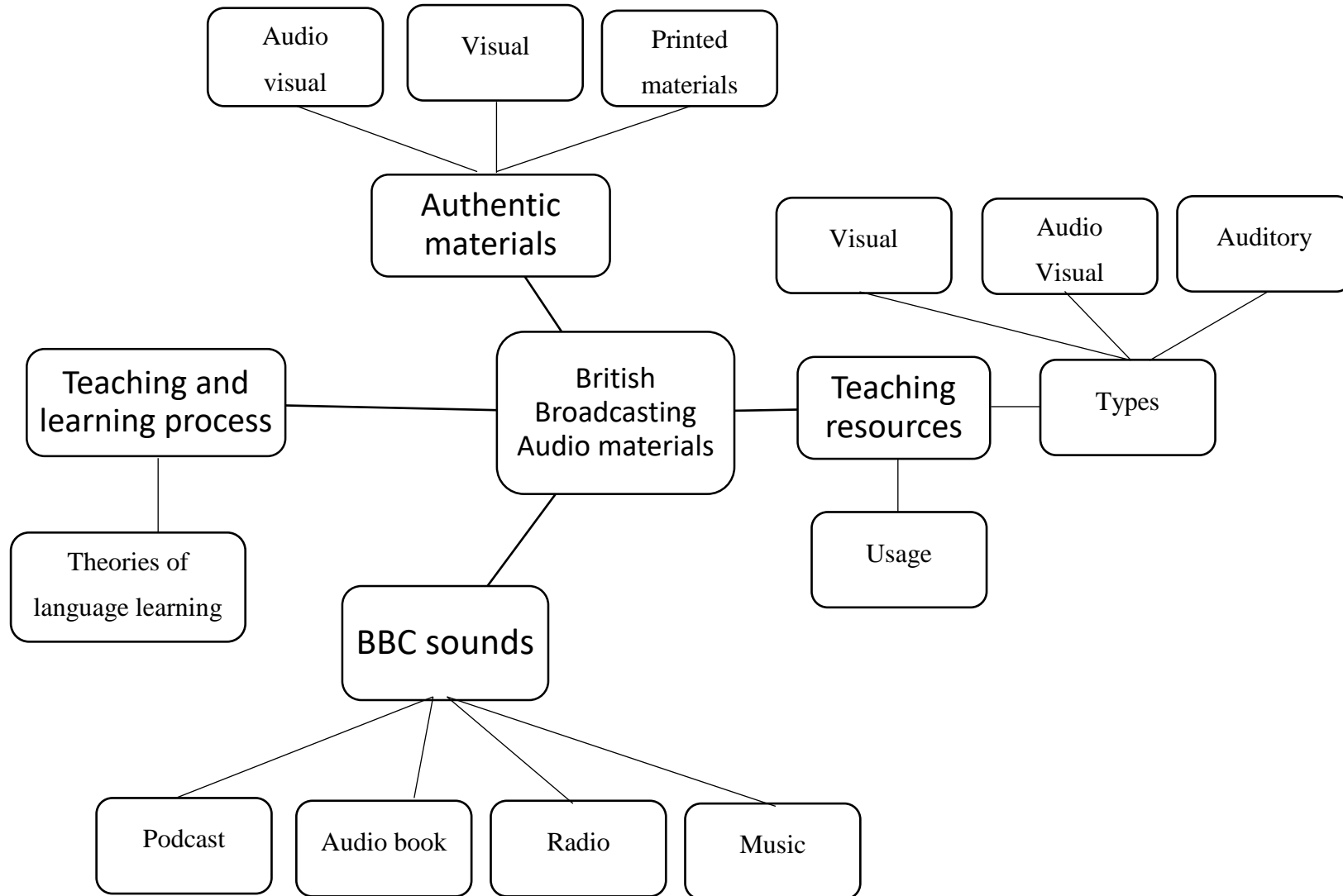


Figure 1 Key Categories

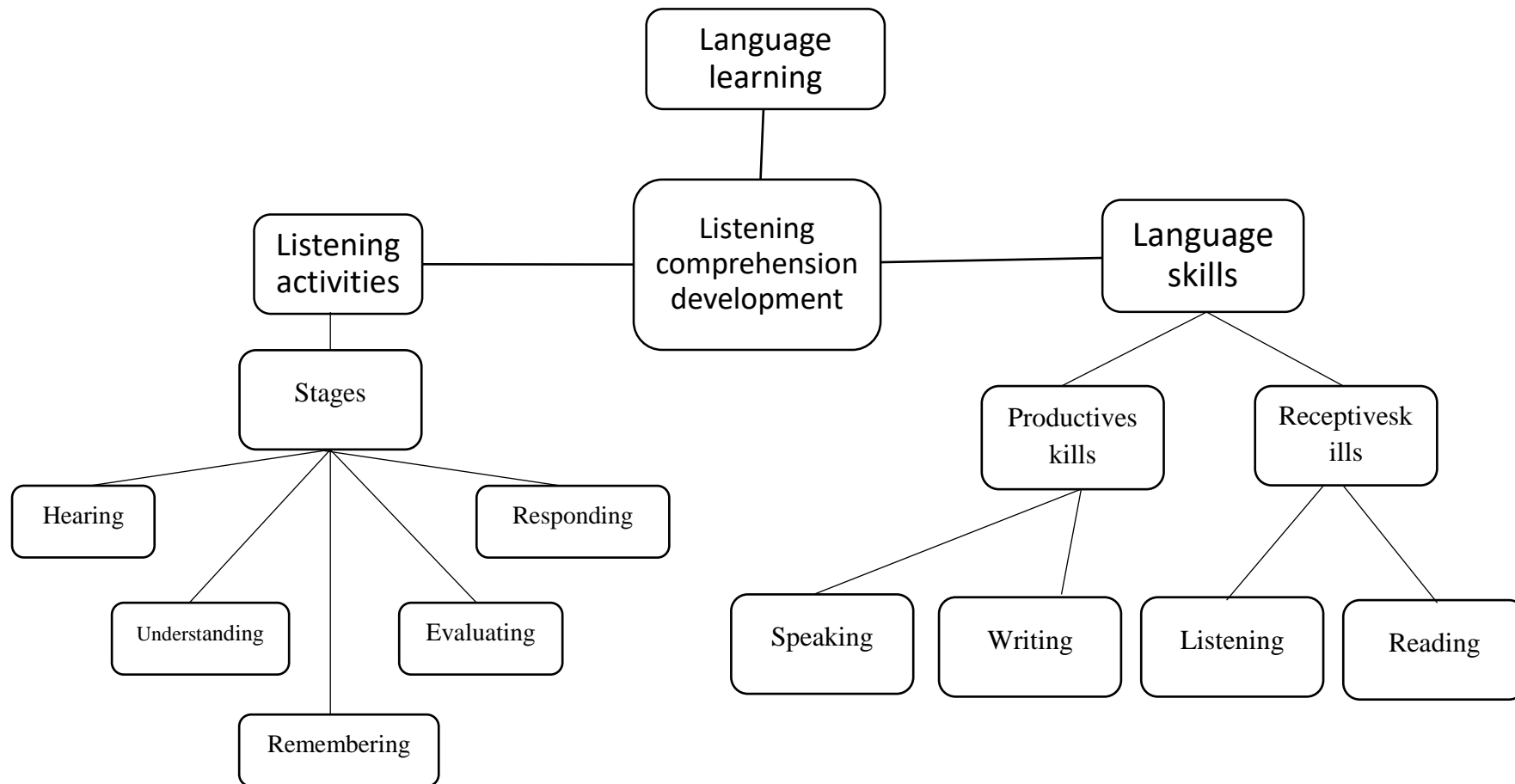
Source: Research Insights

Elaborated by: Sylvia Torres

2.4.1 Independent variable interrelated graphics



2.4.2 Dependent variable interrelated graphics



2.5 The theoretical basis of the independent variable

2.5.1 Teaching-learning process

The teaching and learning process is the connection of theory and practice, through the different strategies and resources used in the classroom with the purpose of transmitting knowledge and developing skills(Ünver, 2014). This is furthermore a very complex process, since each student is an individual being that learns in a particular way, each one of them has unique modes for thinking, analyzing, creating and constructing. The fact that students have particular learning styles has implications for the teaching praxis since the modes of input and output differ from one individual to another. For this reason it is critical that teachers use a range of teaching strategies to meet the needs of individual learners in a significant way (Shatri & Buza, 2017).

2.5.1.1 Theories of language learning

Along history different theories of language learning have appeared trying to explain how language learning occurs. In this context Saville-Troike & Barto(2016)briefly describes these theories:

Theory of Behaviorism by Skinner: Skinner stated that all behavior is no more than a response to external stimuli and there's no innate programming within a human being to learn a language at birth. What differentiates Skinner from those who came before him is the level of detail he went into when connecting behaviorism and language learning. In his concept of what he called "operant conditioning," language learning grew out of a process of reinforcement and punishment whereby individuals are conditioned into saying the right thing(Saville-Troike & Barto, 2016).

Universal Grammar by Chomsky: In 1957 Chomsky proposed a theory called Universal Grammar and introduced the concept of language acquisition device (LAD) which is an instinctive mental capacity that makes the infant able to

acquire and produce language. According to this theory, human beings have developed a brain that is made up of neural circuits contains linguistic information at birth(Saville-Troike & Barto, 2016).

Acculturation Model by Schumann: The Acculturation Model of Schumann explains the process by which immigrants pick up a new language while being completely immersed in that language. According to this theory, immigrants are more likely to acquire the new target language if their language and the target language are socially equal, if the group of immigrants is small and not cohesive and if there is a higher degree of similarity between the immigrant's culture and that of their new area of residence (Saville-Troike & Barto, 2016).

Monitor Model by Krashen: The Monitor model explains the relationship between acquisition and learning. The acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function. Language is viewed as a vehicle for communicating meanings and messages, and they state that people demonstrate that have acquired language when they are able to understand messages in the target language (Saville-Troike & Barto, 2016).

Cognitive Theories: Psychologists and psycholinguists viewed second language learning as the acquisition of a complex cognitive skill. Some of the sub-skills involved in the language learning process are applying grammatical rules, choosing the appropriate vocabulary, following the pragmatic conventions governing the use of a specific language. These sub-skills become automatic with practice (Saville-Troike & Barto, 2016).

2.5.2 Teaching resources

According to Bušljeta(2014) teaching resources have their own value and a different impact on individuals. For example, viewing a photograph or painting can evoke different memories and emotions or encourage creativity in an individual. If the aforementioned is applied to the teaching process, we might

deduce that the goal of using teaching resources should be directing the reaction, primarily caused by these resources, towards the achievement of the set goals and objectives of teaching. In this context there are different types of teaching resources, each one of them with particular teaching goals. They are described as follows.

2.5.2.1 Types of teaching resources

Bušljeta(2014) describes three types of teaching resources: visual, auditory and audiovisual. Firstly, visual resources are classified as follows:

Visual teaching and learning resources are divided into pictorial and written resources.

Pictorial: Pictorial teaching and learning resources include various pictorial and graphic representations that can be effectively used in teaching, such as paintings, caricatures, graphic novels, photographs, maps, drawings, timelines, schematics, tables, charts and diagrams. Information communicated visually is remembered a lot faster and retained in the memory longer than that presented in word or text.

Written: The second group of visual teaching and learning resources, as shown in the diagram, consists of “written teaching and learning resources”. These resources are also numerous and can include all kinds of written records, from scientific and technical texts to poetry and prose. Specifically, written teaching and learning resources includes textbooks, manuals, curricula, documents, legal regulations, legal acts, directives, parts of printed media (dailies, weeklies and monthlies), parts of scientific works, fiction (novels and short stories), and poetry.

Auditory teaching and learning resources: Given the general positive effects of music on human frame of mind and reasoning, as well as its power to indicate different worldviews, political and social problems, it is clear to see why auditory

resources are most often defined as especially stimulating and motivating learning and teaching resources. Those auditory teaching and learning resources which can be used effectively in teaching include audio recordings such as political and other speeches, testimonies, various types of musical compositions, radio shows, and so on.

Audio-visual resources: Due to the fact these resources are a combination of sound, image and text; they contribute to a dynamic and lively way of introducing various representations of events, people and atmospheres into teaching. Audio-visual teaching and learning resources most often include films and educational television shows. On the other hand, there are numerous commercial and documentary films covering various topics that can be effectively used in teaching. Film is a powerful medium and, as such, it can influence thoughts, emotions and values, especially in young people.

2.5.2.2 Usage of teaching resources

There is a large number of various and easily accessible teaching materials today, owing primarily to the internet. However, if these resources are to be used in teaching, it is necessary to follow the stages of working with teaching and learning resources suggested by Bušljeta(2014), these are mentioned as follows:

- a. **Selection and evaluation** are carried out bearing in mind several key factors:
 - ✓ Students' characters and interests. No two students are the same and differences such as gained knowledge, cultural heritage, social position, imagination and affinities influence the way an individual observes/analyses an individual teaching and learning resource.
 - ✓ Characteristics of teaching and learning resources. Every resource has its own specific qualities that make it unique and which should be considered if the resource is to be used in teaching. The selection of written teaching and learning resources should involve factors such as clarity,

comprehensibility, length of text and the language used, which can be too complex or unsuitable and therefore inappropriate for students of a certain age. On the other hand, when selecting an audio-visual teaching and learning resource, especially film, we should consider whether its merit lies solely with creating an experience or if its content is also valuable.

- ✓ Using teaching and learning resources can be counterproductive if students fail to find the meaning of what is being represented by their source, if they do not understand it or if they cannot use it independently. It should also be noted that certain teaching and learning resources, such as paintings, photographs, caricatures and films, largely depend on the subjective experience of the author who conceived and developed them, but they also depend on the experience of those who “read” them (students or teachers).
- ✓ As a source of knowledge, teaching and learning resources should be helpful in attaining the various goals and objectives of teaching. The role of teaching and learning resources is communicating facts, events and problems, but we should, at the same time, be careful not to ignore their role in promoting empathy and creativity in students and the possibility of representing, for example, the way people lived in a certain age, their worries, prejudices and doubts.

b. **Presentation and interpretation:** Presentation and interpretation of teaching and learning resources, pursues the following set goals in carefully planned steps.

- ✓ The first step in the interpretation of a teaching and learning resource begins by determining its type book, photograph, song, film, its source, its name and the name of its author, analyzing its motives and finally determining the reasons for its use in the teaching process.
- ✓ The second step in this interpretation is based on collecting and classifying the important information contained in the selected teaching and learning

resource. It is important to use different methods in this step, such as analysis, critical observation and evaluation, whilst isolating and emphasizing the kind of information that contributes to the achievement of the set goals and objectives of teaching.

- ✓ The last step in the presentation of teaching and learning resources consists of synthesizing the data collected in the previous step. The aim of synthesizing is to interconnect the most important presented and interpreted information or partial information created by the teaching and learning resource, which then leads to new knowledge, and skills and value profiling. This can be achieved through different means: through a teacher's verbal presentation or a student's independent oral presentation and/or practical work.

- c. **Evaluation:** Evaluation represents the final stage of working with teaching and learning resources. The purpose of evaluation is to evaluate the effectiveness of a particular teaching and learning resource in attaining the goals and objectives of teaching; in other words, its contribution to the processes of understanding, linking and interpreting.

5.5.2.3 Benefits of using audio in teaching

The Deakin Learning Futures Teaching Development Team(2014) mentions the benefits of supporting the teaching process with audio materials. Audio supports teachers and students in the following ways, it:

- ✓ Provides diverse teaching techniques for learning.
- ✓ Gives the teacher a voice, this can reduce the feeling of isolation for cloud based students, but also helps located students feel connected.
- ✓ Can be used to simplify and explain complex problems.
- ✓ Can allow students to access the learning materials as often as required.

- ✓ Allows students to learn at their own pace, with instant playback, rewind and pause.
- ✓ Reduces frequently asked questions from students.
- ✓ Can be re-used.
- ✓ Provide students with a study aid they can review after lecture.
- ✓ Enable students to review the lecture in preparation for discussion and debate.
- ✓ Demonstrate a task, procedure, or complex concept that would benefit from multimedia presentation and/or the ability to watch repeatedly.
- ✓ To free up class time for discussion. Making recorded lectures available before class meetings makes more time available for discussion and hands-on activities. In the classroom context, multimedia can be a powerful tool for helping students learn and retain complex ideas.

5.5.3 Authentic materials

Authentic materials are any kind of texts written by native English speakers for native English speakers, they also refer to music, videos, television, radio and any other sources of language. Authentic materials are not created to be used in the classroom, but they are excellent learning tools for students just because they are authentic. These materials can be found by students in their daily lives (Ahmed, 2017).

5.5.3.3 The Use of Authentic Materials

Authentic learning experiences provide learners an opportunity to acquire the target language. The language of the real world is what learners need to be exposed to because that language is uncompromising towards the learner and reflects real world goals and situations. Therefore, authentic materials need to be presented to the language learners because they reflect how the language is used in authentic communication. The application of authentic materials can also

enhance the students' familiarity with forms of the language and its use in communications. Using authentic materials paves the way for students to experience real-world language learning materials. Such materials introduce students to how language is used in the real world and improve their overall language proficiency as well as improving reading and listening skills, communicative competence, and lexical and stylistic knowledge (Kim, 2015).

5.5.3.4 Kind of Authentic Material

Books, audio books, newspapers, songs, videos, magazine, pictures and any other material can be defined as authentic material. Teachers for their teaching practice need to classify those materials so it will be easier for them to use the most appropriate in their classes. For this purpose, Karya, Qamariah, Tadriss, (2016) classified authentic materials in three categories:

Authentic audio-visual materials: a material which students can see and hear a voice, such as TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, short video, video clip of songs, professionally audio-taped short stories and novels, documentaries, radio ads, songs and sales pitches.

Authentic visual materials: a material which the students can see and enjoy it because it has much picture and wordless such as power point slides, photographs, paintings, children artwork, stick-figure drawings, wordless street signs, silhouettes, pictures, ink bolts, postcards pictures, wordless picture books, stamps, and X-rays.

Authentic printed materials: a material that is presented on paper such as newspaper, movie advertisements, lyrics of songs, restaurant menu, food packages, tourist information brochures, university catalogues, telephone books, maps, electronic guidance book, comic, story book, greeting cards, grocery coupons, pins with messages and bus schedules.

This study is focused on the use of authentic audio materials considering it is intended to develop listening comprehension in the students.

5.5.4 British broadcasting corporation (BBC):

The British Broadcasting Corporation (BBC) is a national broadcaster based in the United Kingdom, which also has some international services. Some of the international services (such as BBC cable TV in the United States, Canada and elsewhere) are commercially funded, making the BBC also a multinational corporation (British Broadcasting Corporation, 2019).

The main objective of the BBC has remained unchanged since its birth: to meet the information and entertainment needs of British citizens. This principle of public service is founded on the production of content for all audiences that reflects the reality of the country. These programs may also contribute to social cohesion by disseminating accurate information that promotes the democratic nature of its society. In the beginning, the BBC contributed to its public service remit through radio and TV programs. Nowadays, the great challenge for the BBC is to ensure that its audience receives public service content across as many platforms as possible; for example, the Internet and mobile devices. (British Broadcasting Corporation, 2019).

5.5.4.1 British Broadcasting Corporation (BBC) audio materials:

Audio materials can be found in the section of BBC sounds. It is explained below.

BBC sounds

BBC Sounds is the new way to listen to BBC audio, including favorite programs, podcasts, radio stations and music all in one place. In this section, people can explore a wide variety of new podcasts, audio books, music mixes, live sets, listen live to BBC radio stations, and catch up or listen again to their favorite BBC radio shows (British Broadcasting Corporation, 2019).

Podcast: Davoudi(2016) defines podcasts as audio programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or any sound player. Podcasts available on the Web fall broadly into two types: “radio podcasts” and “independent podcasts.” Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation), “Independent podcasts” are Web-based podcasts produced by individuals and organizations.

Podcasts can be used for intensive and extensive listening activities. They can be useful to motivate students’ interest in listening to English, and providing them with exposure to native speakers’ speech. Podcasts offer students a wide range of possibilities for listening both inside and outside of the classroom: The real life authentic conversations found on many podcasts is an attractive option for language teachers and students(Davoudi, 2016).

Audio books: According to Kartal & Simsek(2017) and audio book is a sound recording of a book. They are read aloud by professional narrators, famous actors/actresses, and even the authors themselves. The only difference between listening to audiobooks and reading from the print is that readers substitute the visual understanding of written media with the auditory understanding.

Thus, integrating audiobooks into teaching and the learning environment, especially into the foreign language instructional setting is very important. Easy access and use of audiobooks by teachers and students contribute to teaching foreign language skills(Solak, 2017).

Radio: Is the broadcasting of programs for the public to listen to, by sending out signals from a transmitter. BBC runs 10 national radio stations offering distinctive, high quality music and speech programming to everyone across the UK and the world. These radio stations are available

via analogue and digital radio, digital television and online via BBC Sounds (British Broadcasting Corporation, 2019).

Some radio services from the BBC provide impartial news, current affairs as well as regional and international news. There is a strong focus on culture, health and original journalism from different regions.

Music: Music is the art of assembling tones in a sequence so as to produce a unified and continuous composition. Music mostly manifests in tune, melody, rhyme, and lyrics. Music is seen as the soul of human culture. In the context of education, music is relaxing and provides language learning in the case of songs and lyrics.

BBC collects together its music output through BBC Music. BBC music is used to teach and learn English. The benefits of using music as a tool for second language acquisition are extensive. First and foremost, songs teach linguistic elements, such as vocabulary, grammar and syntax. Through learning lyrics, students' vocabulary can quickly become more advanced, and singing phrases can lead to better vocabulary recall. Songs can also prove helpful in learning paralinguistic and extra linguistic elements, including accents and tones, helping to improve pronunciation and comprehension of the language (Khaghaninejad & Fahandejsaadi, 2016).

5.5. The theoretical basis of the dependent variable

5.5.5 Language learning

Language learning is a process that requires being proficient in different skills as much as acquisition of knowledge. It is not enough for learners to know word meanings and grammar structures; students need to be able to apply this knowledge fast, almost spontaneously, to express themselves fluently, read proficiently, and comprehend spoken English quickly. In order to develop these skills, learners have to practice a lot; by themselves and most importantly with

others, since interaction will help them to become competent easily (TESOL International Association, 2017).

5.5.6 Language skills

The English Language Learning Standards are developed around the world considering the communicative language components and the language skills suggested by the Common European Framework of Reference for Languages (Education, 2014). These skills are productive skills: speaking and writing, and receptive skills: listening, reading.

5.5.6.1 Productive skills

Productive skills are speaking and writing. They are also called active skills. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form(Hossain, 2015).

5.5.6.2 Receptive skills

English learning receptive skills refer to the ability to understand spoken language. During this process, learners need to connect their previous knowledge with the new information to process the ideas, give opinions, and produce new texts. At this stage, learners comprehend information in a passive process. However, what they have understood, later become in the productive skills such as speaking or writing(Hakney, 2016).

Listening:

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary. According to Solak(2017) a competent listener is able to:

- ✓ Discriminate between sounds.
- ✓ Recognize words.
- ✓ Identify stressed words and grouping of words.
- ✓ Identify functions (such as apologizing) in conversations.
- ✓ Construct meaning.
- ✓ Use background knowledge and context to predict and then to confirm meaning.
- ✓ Recall important words, topics and ideas.
- ✓ Give appropriate feed back to the speaker.
- ✓ Reformulate what the speaker has said.

Reading:

Reading is the receptive skill that involves responding a text. Thus, to read effectively is important that learners understand the language of the text to make sense of it so they enable to connect the text to their knowledge of the world (2016).

5.5.7 Listening comprehension development

Foreign or second language listening comprehension is a complex process. Listening comprehension involves two distinct processes: top-down and bottom-up. Learners use “top-down” processes when they activate their prior knowledge to understand the meaning of incoming messages. Instead, they use “bottom-up” processes when they use linguistic knowledge to understand them. Thus, in bottom-up processing, listeners focus on individual words and phrases, and construct meaning from the smallest unit of spoken language to the whole content. Oppositely, in top-down processing, listeners get the gist and main ideas of the listening passage(Solak, 2017).

5.5.8 Listening activities

Listening is the ability to identify and understand what others are saying. Listening activities are designed to familiarize students with the pronunciation of the words and help them to improve linguistic as well as cognitive skills. According to Fajry, Komariah, & Silvianti(2016) the process of listening activities takes place in five stages.

5.5.8.1 *The process of listening*

According to Fajry, Komariah, & Silvianti(2016) the process of listening consists of hearing, understanding, remembering, evaluating, and responding.

Hearing: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

Understanding: This step helps to understand symbols that have been seen and heard, the meaning of the stimuli that has been perceived must be analyzed; symbolic stimuli are not only words but also sounds like a whistle, and sights like a uniform, that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering: Remembering is important in listening development because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating: Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

Responding: This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has being received.

5.5.9 Few techniques for listening activities

Rexhaj(2016) suggests some techniques for listening activities. The task of teachers is to help students to:

- ✓ Follow verbal instructions attentively.
- ✓ Rephrase accurately a verbal message.
- ✓ Follow a sequence in the development of an event, in describing a character and in presenting arguments by a speaker.
- ✓ Understand the meaning elicited from the context.
- ✓ Listen attentively to grasp important details.
- ✓ Listen in order to grasp the main ideas.
- ✓ Distinguish new material and contents from the old ones.
- ✓ Distinguish relevant material and contents from irrelevant ones.
- ✓ Anticipate outcomes.
- ✓ Draw conclusions.
- ✓ Identify and summarize the main idea, and
- ✓ Link the main idea of the speaker with his/her own idea.

5.6 Hypothesis

The use of British Broadcasting Corporation (BBC) audio materials enhances the development of listening comprehension.

5.7 Signaling hypothesis variables

Independent Variable: British Broadcasting Corporation Audio Materials for 2nd BGU students

Dependent Variable: Listening comprehension development

CHAPTER III

METHODOLOGY

3.1 Basic method of research

Quali-quantitative research

This study was based on a mixed approach that involves collection, analysis and interpretation of both quantitative and qualitative data in a single study **Fuente especificada no válida**. This is a quali-quantitative research because it was focused on interpreting data, and also statistics was used to analyze the information.

3.2 Design

Quasi-experimental design

This was a quasi-experimental design since the comparison of parallel groups was made (the control and the experimental group), in other words, the results obtained in the pretest and posttest were compared among the control group and the experimental group that received the treatment with the BBC audio material by the research teacher. An important component of this analysis was the survey (See Appendix A), which was applied to the students of the experimental group in order to identify the adequate BBC audio material, based on their likes and preferences; the selected material was included in the intervention plan.

Also, this was a field research since a survey was applied (See Appendix A). In this study, data was collected at Unidad Educativa “Julio Tobar Donoso” in 2nd year BGU. Two groups were the participants; the control group did not receive any treatment while the experimental group received listening activities as a proposal. In order to get real information, data was collected through the application of a pretest and a posttest (See Appendix B).

3.3 Level or type of research

Descriptive and analytical research

This was a descriptive research because the initial conditions of the listening proficiency level of the students were identified and described and also it attempted to determine the incidence of British Broadcasting Corporation audio material in listening comprehension development. This was also an analytical research because it attempted to establish why BBC audio materials enhance the listening skill in the students that way or how it came to be **Fuente especificada no válida.** Therefore, the relationship between the Dependent Variable: Development of the Listening Comprehension Skills and the Independent Variable: Use of British Broadcasting Audio Materials was determined.

3.4 Population and sample

The whole learners' population of 2nd year BGU participated in this research. They were divided two groups. The first group was called Control group with a population of 32 students. The other group was called the Experimental group and had 32 students as well. Both groups were students from Julio Tobar Donoso high school and made a total of 64 students. Second year BGU students were selected because according to the Ministry of Education **Fuente especificada no válida.** at this level students are expected to be sufficient for interactions with English speakers on familiar topics.

Table1
Population

	POPULATION		
	Men	Women	TOTAL
Control Group	14	12	32
Experimental Group	13	19	32
Population Data	TOTAL		64

Source: Students' school register

Elaborated by: Torres, S. (2019)

.5 Operationalization of variables

Table2

Independent variable

Independent Variable:	Dimensions	Indicators	Item	Tech.	Inst.
<p>BRITISH BROADCASTING AUDIO MATERIALS British Broadcasting audio materials are different types of digital resources that are part of the BBC company, they are found on BBC sounds as podcast, audiobooks, radio programs, news and music and they all have specific purposes, they can be informative, educational and entertaining.</p>	Types	<ul style="list-style-type: none"> - Podcast - Audiobooks - Radio programs - News - Music 	<ul style="list-style-type: none"> • How frequently does your teacher play audios in class? • How frequently do you Listen to audios in English when you are not in class? • What are the reasons why you listen to audio materials in English? • When you listen to English, do you understand it? • What do you find most difficult when listening to English? • Do you know about the audios created by the British Broadcasting Corporation? • What audio materials would you prefer to listen to? • Does the use of listening activities in class will encourage you to develop your listening abilities? 	SURVEY	QUESTIONNAIRE
	Purposes	<ul style="list-style-type: none"> - Informative - Educational - Entertaining 			

Elaborated by: Torres, S. (2019)

Table 3
Dependent variable

Dependent Variable:	Dimensions	Indicators	Item	Tech.	Inst.
LISTENING COMPREHENSION Listening comprehension is a process that involves in making sense of spoken language with four main components: understanding that occurs when the receiver figures out the meaning of the message, remembering by relating what was heard to existing knowledge, evaluating by creating own opinions, and finally responding to the main ideas through feedback.	Process	Understanding	Listen to the following recording: My favorite film https://bit.ly/2ISc2eh and complete the tasks: 1. Matching activity 2. Fill the gaps 3. Give your opinion	Pre-est& Posttest	QUESTIONNAIRE
	Four components	Remembering Evaluating Responding			

Elaborated by: Torres, S. (2019)

3.6 Collection of information

This quasi-experimental research project was developed with two groups. One group was called the control group, which was used to measure students' knowledge and listening skills under normal classroom conditions. The second group was called the experimental group, which received a six-week treatment process applying the selected activities from the BBC audio materials (See Appendix D).

At the beginning of the study a survey was administered to the participants of the experimental group in order to identify the adequate BBC audio material to include in the proposal (See Appendix A). The questions of the survey were based on their listening experience and their likes and preferences. The survey consisted of 8 close-ended questions based on the Likert scale.

After that, in order to obtain data from the dependent variable "listening comprehension" a pretest was applied before the intervention process and a posttest at the end of the study, to both the control group and the experimental group. The pretest and posttest consisted of listening to a recording and completing 3 tasks related to it (See Appendix B). As an instrument, for data collection, an assessment rubric was used (See Appendix C).

A detailed description of the implementation of the proposal is presented as follows:

1. The pretest was applied to both the control and the experimental groups. A rubric was used to assess the students.
2. The experimental group received the treatment with the application of listening activities with the BBC audio materials during 6 weeks.
3. The posttest was applied in order to identify the listening comprehension level of the students. A rubric was used to assess the students.

The rubric was adapted from the Pearson Education Canada Inc. (2005) and the criteria were previously described in the theoretical framework of the study. The found results permitted the researcher to determine the students' strengths and weaknesses related to their listening comprehension skills. Students' listening comprehension level was assessed using four criteria (understanding, remembering, evaluating and responding). The rubric assessment scale was:

Needs improvement (1)

Developing skills (2)

Meets expectations (3)

Exceeds expectations (4)

3.7 Data collection and analysis

The data obtained in the survey were analyzed descriptively and presented in percentages, frequencies and tables. The results obtained were used to select the adequate audio material to create the different listening comprehension activities to include in the proposal.

On the other hand the pretest and posttest were organized, tabulated, analyzed and interpreted to present the conclusions and recommendations. These quantitative data were analyzed by using descriptive statistics. It was used to measure the students' listening proficiency level before and after the implementation of the proposal about listening activities based on BBC audio materials.

Finally, after presenting the statistical analysis the Hypothesis was verified. In this way the research could be validated with the data obtained during the intervention process.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

4.1.1 Survey for the students

A survey was applied to the 64 students of 2nd year BGU at Julio Tobar Donoso high school in order to identify the adequate BBC audio material to include in the proposal. In the following lines, the results and an interpretation of them will be showed.

Table 4

How frequently does your teacher play audios in class?

Description	Frequency	Percentage
Hardly ever	0	0%
Occasionally	54	84%
All the time	10	16%
TOTAL	64	100%

Source: Students' survey

Elaborated by: Torres, S.

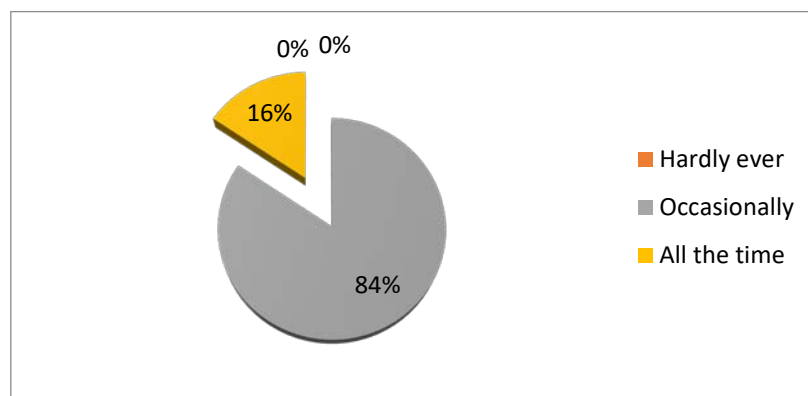


Figure 2. How frequently does your teacher play audios in class?

According to the figure above 84% of the students stated that they occasionally practice listening in class. It indicates that the teachers do not implement enough listening activities in class; this is mainly due to the lack of auditory materials and

the importance given to the development of this skill. However, 16% of the students mentioned that they always practice listening class, in this case, these students are entirely interested in learning the language so they speak with their teacher and classmates using the English language, in this way they can practice their listening and their speaking as well. Practicing listening in class will guarantee a better development of auditory comprehension since the teacher will always support the learning process.

Table 5

How frequently do you listen to audios in English when you are not in class?

Description	Frequency	Percentage
Almostnever	34	53%
Seldom	18	28%
Allthe time	12	19%
TOTAL	64	100%

Source: Students' survey

Elaborated by: Torres, S.

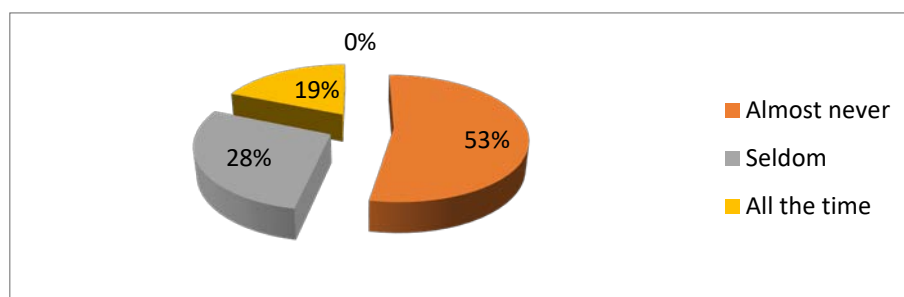


Figure 3. How frequently do you listen to audios in English when you are not in class?

Based on the data shown in the figure above 53% of the students indicated that they never practice English outside the classroom. That means that students are not interested or motivated to learn English since generally students enjoy listening to English music or watching TV series or movies in English and all these activities are considered propitious for language learning. In addition, 28% of the students mentioned that they sometimes practice listening outside the classroom. These students sometimes listen to music in English or practice with their relatives or friends that live in English-speaking countries or they are taking English courses after school or during the weekends. Finally, the 19% of the students practice English all the time, these students are really committed with their learning and they keep practicing listening, watching videos, listening to music, speaking with people, attending courses and many other activities that allow them being in contact with the language.

Table 6

What are the reasons why you listen to audio materials in English?

Description	Frequency	Percentage
For information	5	8%
For academic reasons	16	25%
For entertainment	43	67%
TOTAL	64	100%

Source: Students' survey

Elaborated by: Torres, S.

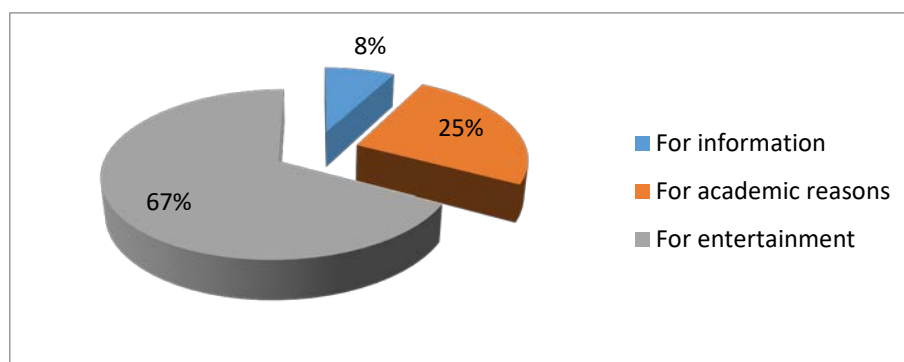


Figure 4. What are the reasons why you listen to audio materials in English?

Considering the figure above 67% of the students enjoy listening to English just for entertaining, although they do not listen too much English in their daily lives, they find music or movies as an entertaining resource that helps them to practice English and improve their listening. In the same way, other students listen to audios in English just with educational purposes, this means that they want to learn something from those recordings; they can learn vocabulary, grammar, intonation, word stress, identify or recognize sounds and pronunciation. On the other hand, 5% of the students listen to audios in English just to be informed. Maybe these students listen to radio stations online or search for news on the internet.

Table 7
When you listen to English, do you understand it?

Description	Frequency	Percentage
Never	2	3%
Almostnever	16	25%
Ocasionally	29	45%
Almosteverytime	12	19%
Everytime	5	8%
TOTAL	64	100%

Source: Students' survey
 Elaborated by: Torres, S.

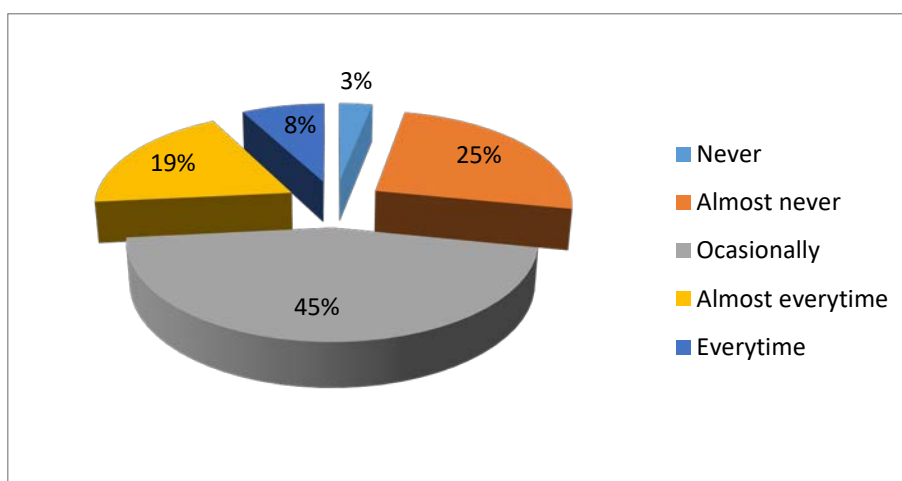


Figure 5. When you listen to English, do you understand it?

As the results indicate 45% of the students occasionally understand spoken English. 25% almost never understand English and 3% never understand it. These cases indicate that students have a low proficiency listening level and they need to strengthen this skill with continuous practice. In contrast, 19% of the students understand English almost every time and 8% understand it every time, it means that these students practice frequently English and try to develop their listening skills to their most.

Table 8
What do you find most difficult when listening to English?

Description	Frequency	Percentage
Words and expressions	3	4%
Accent and intonation	12	19%
The syntactic structure	14	22%
Speed of speaking	35	55%
	64	100%

Source: Students' survey
 Elaborated by: Torres, S.

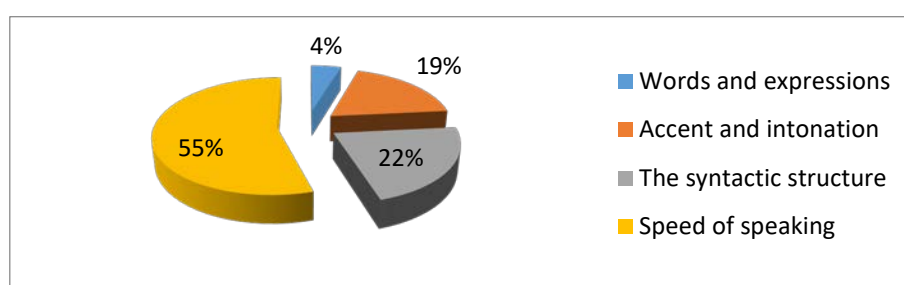


Figure 6. What do you find most difficult when listening to English?

It is observed in the figure above that for 55% of the students the most difficult aspect to understand in English is the speed of the speech this is due to the ability of recognizing sounds or linked words, considering that when native speakers speak they do not make pauses or pronounce words separately so it becomes difficult to understand them. For 22% of the students, the syntactic structure is the most difficult language aspect to understand. If students do not have enough grammar knowledge it would be difficult for them to comprehend the message. Other 19% percent of the students indicate that they have troubles with accent and intonation; it means that their ears are not accustomed to the English sounds; in this case, it is important to listen to English very frequently in order to adapt the ear to the English pronunciation. Finally, 4% of the students stated that they do not understand English mainly because they do not know enough words and expressions. If students do not know vocabulary it would be difficult for them to identify the context of the message.

Table 9

Do you know about the audios created by the British Broadcasting Corporation?

Desription	Frequency	Percentage
Yes	8	12%
No	56	88%
TOTAL	64	100%

Source: Students' survey

Elaborated by: Torres, S.

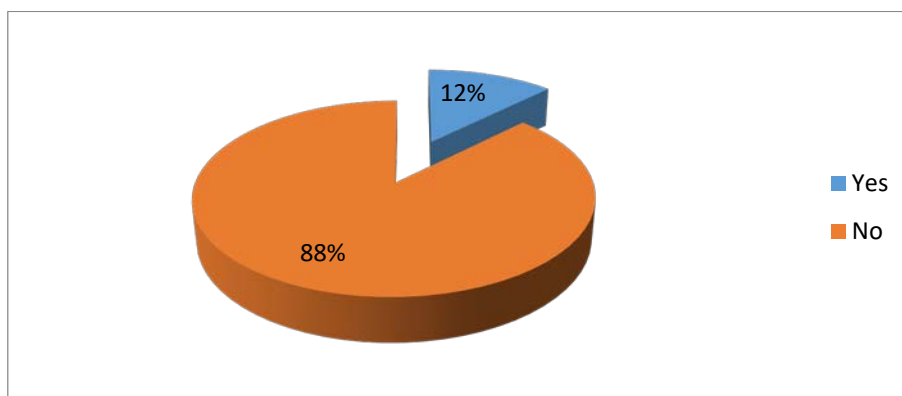


Figure 7. Do you know about the audios created by the British Broadcasting Corporation?

According to the results, 88% percent of the students has never listened to BBC sounds; it means that teachers do not use BBC resources in their lessons. It indicates that teachers have no taken advantage of the benefits that these resources offer. On the other hand, 12% of the students affirm they have listened to audio materials from the BBC, maybe this was a suggestion from teachers or they found them surfing on the net.

Table 10
What audio materials would you prefer to listen to?

Description	Frequency	Percentage
Podcast	9	14%
Audio books	8	12%
Radio Programs	10	16%
News	4	6%
Music	33	52%
TOTAL	64	100%

Source: Students' survey
 Elaborated by: Torres, S.

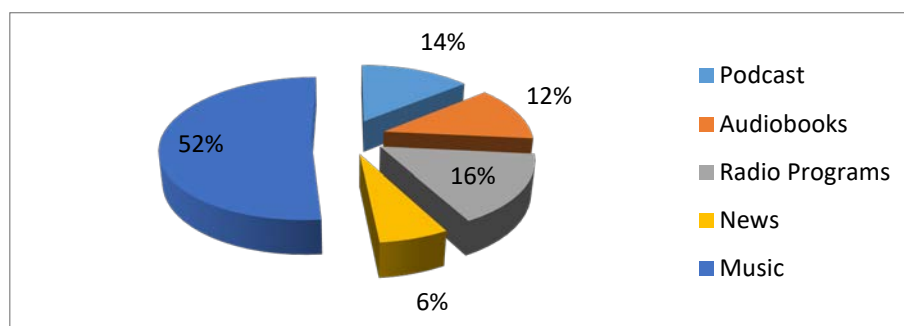


Figure 8. What audio materials would you prefer to listen to?

According to the figure above 52% of the students indicated that they would like to listen to music audios since they consider them as an entertaining learning resource. In the same way, 16% of the students find radio programs as a propitious resource to learn English. 14% of the students indicated that listening to podcasts would help them to develop their listening skill. On the other hand, 12% of percent of the students considered audiobooks positive resources to learn and practice listening. Finally, 6% of the students expressed that news is good material to learn English. As it can be observed all these kind of resources can be very useful to encourage students to develop their listening comprehension abilities.

Table 11

Does the use of listening activities in class will encourage you to develop your listening abilities?

Description	Frequency	Percentage
Yes	64	100%
No	0	0%
TOTAL	64	100%

Source: Students' survey
 Elaborated by: Torres, S.

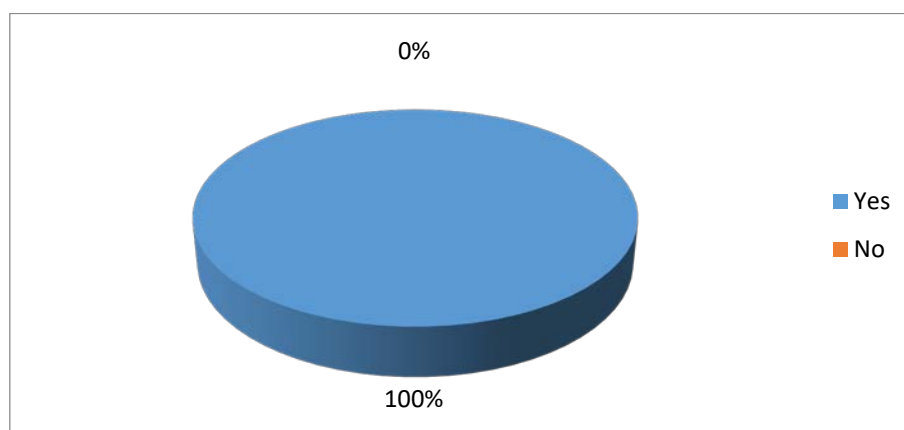


Figure 9. Does the use of listening activities in class will encourage you to develop your listening abilities?

In this last figure, it can be observed that 100% of the students agree that BBC sounds will help students to develop their listening skill. Students are aware of the importance of practicing listening for the achievement of their communicative competence. And it is more significant for them because BBC auditory materials are authentic resources that have been developed by native people, which means that the situations presented there come from real life situations, the language is natural with proper pronunciation, grammar, and intonation.

4.1.2 Pretest and posttest

4.1.2.1 Results of the pretest and posttest

In order to assess the level of the students in the listening skill an assessment rubric was used for the following criteria.

- ✓ Understanding
- ✓ Remembering
- ✓ Evaluating
- ✓ Responding

In the same way, the ranking scale was the following:

- ✓ Needs improvement – 1 point
- ✓ Developing skill – 2 points
- ✓ Meets expectations – 3 points
- ✓ Exceeds expectations – 4 points

Tables 12 and 14 show the scores obtained by the 32 participants of the control group and tables 13, 15 show the scores obtained by the experimental group. The average of each criterion is also showed at the end of the tables.

After that, the analysis and interpretations of each one of the criteria above mentioned are exposed, a comparison of both groups is also showed and the listening proficiency level obtained after the posttest is also evidenced.

Table 12

Scores obtained by the participants of the control group in the pretest

Participant (P)	Understanding	Remembering	Evaluating	Responding	Listening proficiency level (scores)
P1	1	2	1	1	1,25
P2	2	2	2	2	2
P3	2	1	1	1	1,25
P4	1	1	1	1	1
P5	2	1	1	2	1,5
P6	2	1	2	1	1,5
P7	2	1	2	2	1,75
P8	1	1	1	1	1
P9	3	2	2	1	2
P10	1	1	1	1	1
P11	2	3	3	2	2,5
P12	1	2	1	1	1,25
P13	2	2	2	1	1,75
P14	1	1	1	1	1
P15	1	1	1	1	1
P16	2	2	1	2	1,75
P17	1	1	1	1	1
P18	1	1	1	1	1
P19	1	1	1	2	1,25
P20	1	2	2	1	1,5
P21	2	2	3	2	2,25
P22	1	1	1	1	1
P23	2	2	1	2	1,75
P24	1	1	1	1	1
P25	3	2	2	3	2,5
P26	1	2	1	2	1,5
P27	1	2	2	1	1,5
P28	1	1	1	1	1
P29	1	1	2	1	1,25
P30	1	1	1	2	1,25
P31	2	3	1	1	1,75
P32	1	2	2	2	1,75
Average	1,47	1,53	1,44	1,41	1,46

Table 13

Scores obtained by the participants of the experimental group in the pretest

Participant (P)	Understanding	Remembering	Evaluating	Responding	Listening proficiency level (scores)
P1	1	1	2	1	1,25
P2	2	2	1	2	1,75
P3	1	2	1	1	1,25
P4	3	2	2	2	2,25
P5	1	2	1	1	1,25
P6	2	2	2	2	2
P7	1	2	1	1	1,25
P8	1	1	2	1	1,25
P9	1	3	2	2	2
P10	1	1	1	1	1
P11	3	2	2	3	2,5
P12	2	1	1	1	1,25
P13	2	2	1	2	1,75
P14	1	1	1	1	1
P15	1	1	1	1	1
P16	2	2	2	1	1,75
P17	1	1	1	1	1
P18	1	1	1	1	1
P19	1	1	2	1	1,25
P20	2	1	1	2	1,5
P21	2	2	2	3	2,25
P22	1	1	1	1	1
P23	2	2	2	1	1,75
P24	1	1	1	1	1
P25	2	3	3	2	2,5
P26	2	1	2	1	1,5
P27	2	1	1	2	1,5
P28	1	1	1	1	1
P29	1	1	1	2	1,25
P30	1	1	2	1	1,25
P31	3	2	1	2	2
P32	1	1	2	1	1,25
Average	1,53	1,50	1,47	1,44	1,48

Table 14

Scores obtained by the participants of the control group in the posttest

Participant (p)	Understanding	Remembering	Evaluating	Responding	Listening proficiency level
P1	2	2	1	1	1,5
P2	2	2	2	2	2
P3	2	1	2	1	1,5
P4	1	1	1	1	1
P5	2	2	1	2	1,75
P6	2	2	2	1	1,75
P7	2	1	2	2	1,75
P8	1	2	1	2	1,5
P9	3	2	2	1	2
P10	1	1	1	1	1
P11	2	3	3	2	2,5
P12	1	2	2	1	1,5
P13	2	2	2	2	2
P14	1	1	1	2	1,25
P15	1	1	1	1	1
P16	2	2	1	2	1,75
P17	1	2	1	1	1,25
P18	1	1	1	1	1
P19	1	1	1	2	1,25
P20	2	2	2	1	1,75
P21	2	2	3	2	2,25
P22	1	1	2	2	1,5
P23	2	2	2	2	2
P24	1	1	1	1	1
P25	3	2	2	3	2,5
P26	1	2	1	2	1,5
P27	1	2	2	1	1,5
P28	2	2	1	1	1,5
P29	2	1	2	1	1,5
P30	1	1	1	2	1,25
P31	2	3	2	2	2,25
P32	1	2	2	2	1,75
Average	1,59	1,69	1,59	1,56	1,61

Table 15

Scores obtained by the participants of the experimental group in the posttest

Participant (p)	Understanding	Remembering	Evaluating	Responding	Listening proficiency level
P1	3	2	3	3	2,75
P2	3	4	3	4	3,5
P3	2	4	3	2	2,75
P4	4	3	3	4	3,5
P5	2	4	3	3	3
P6	3	4	3	4	3,5
P7	2	3	2	3	2,5
P8	3	2	3	3	2,75
P9	3	4	3	4	3,5
P10	2	2	2	3	2,25
P11	4	3	3	4	3,5
P12	3	2	3	3	2,75
P13	4	3	3	4	3,5
P14	3	3	4	2	3
P15	3	3	3	3	3
P16	3	3	3	4	3,25
P17	2	3	3	2	2,5
P18	4	4	3	4	3,75
P19	4	3	3	4	3,5
P20	4	3	3	3	3,25
P21	3	4	3	4	3,5
P22	4	3	3	3	3,25
P23	3	3	4	4	3,5
P24	2	3	3	2	2,5
P25	3	4	4	3	3,5
P26	4	3	3	2	3
P27	4	3	4	4	3,75
P28	3	3	3	2	2,75
P29	3	3	2	3	2,75
P30	2	3	3	2	2,5
P31	4	4	4	3	3,75
P32	3	2	3	3	2,75
Average	3,09	3,13	3,06	3,16	3,11

4.1.3 Interpretation of the data

Table 16

Experimental and Control groups' pretest and posttest results. Criteria: Understanding

Groups	Results
Pretest Control Group	1,47
Pretest Experimental Group	1,53
Posttest Control Group	1,59
Posttest Experimental Group	3,09

Source: Results of the pretest and posttest
Elaborated by: Torres, S.

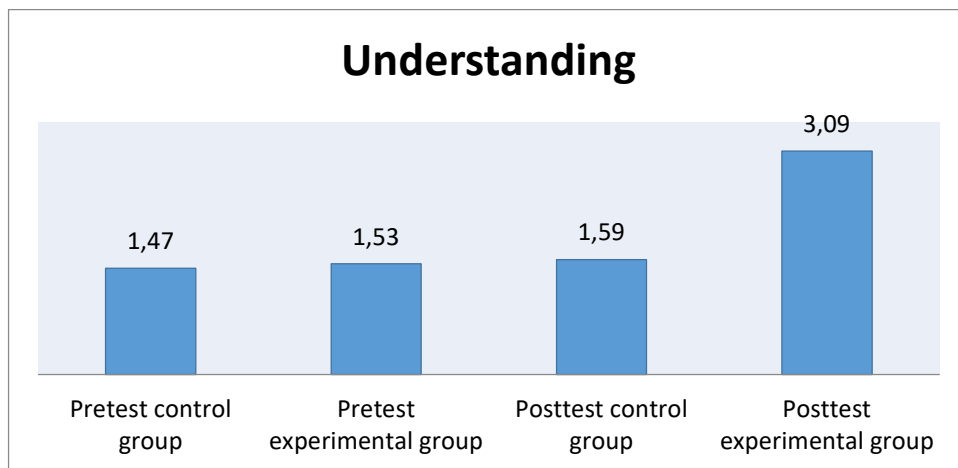


Figure 10. Experimental and Control groups' pretest and posttest results. Criteria: Understanding

As it can be seen in the figure above, it is evidenced that after implementing the audio activities, the experimental group increased the scores obtained in the pretest regarding understanding. In contrast, the control group did not have a significant increase in their listening levels since they learned with the traditional methods. The increased evidenced by the experimental group indicates that the auditory material posted on the BBC website and used by the students in the English class were very significant for the development and practice of the students understanding. Listening to people speaking English allowed students to improve their comprehension.

Table 17

Experimental and Control groups' pretest and posttest results. Criteria: Remembering

Groups	Results
Pretest Control Group	1,53
Pretest Experimental Group	1,5
Posttest Control Group	1,69
Posttest Experimental Group	3,13

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

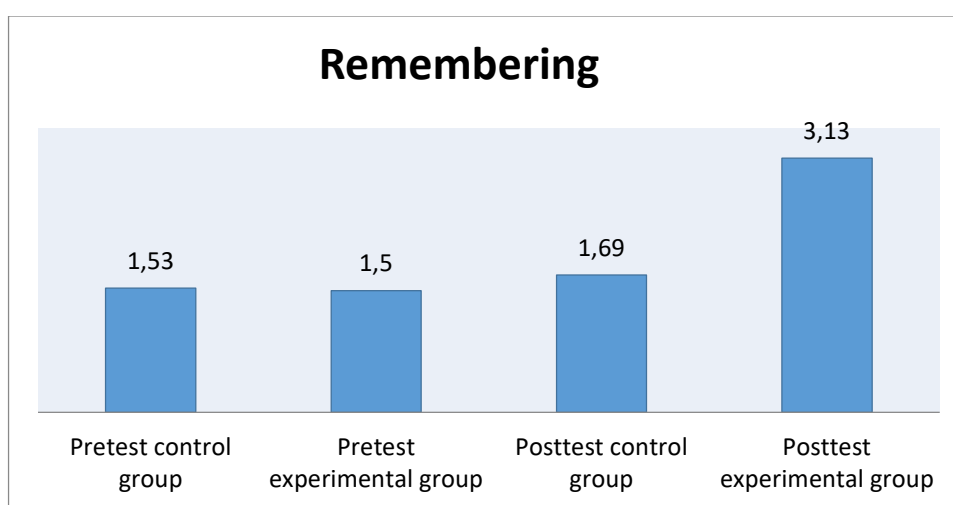


Figure 11. Experimental and Control groups' pretest and posttest results. Criteria: Remembering

Analyzing the data showed above students from the experimental group improved the capacity of remembering what they have listened to. As they had to repeat several times the audios and decipher what they were listening to in order to understand it, they added most of that information to their mind's storage Bank. They learned new words it means that they expanded their vocabulary, they also identified grammar structures to comprehend the ideas of the recordings and also they memorized words stress and intonation that was evidenced in the speaking activities. On the other hand, students from the control group did not show any increase in this criterion.

Table 18

Experimental and Control groups' pretest and posttest results. Criteria: Evaluating

Groups	Results
Pretest Control Group	1,44
Pretest Experimental Group	1,47
Posttest Control Group	1,59
Posttest Experimental Group	3,06

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

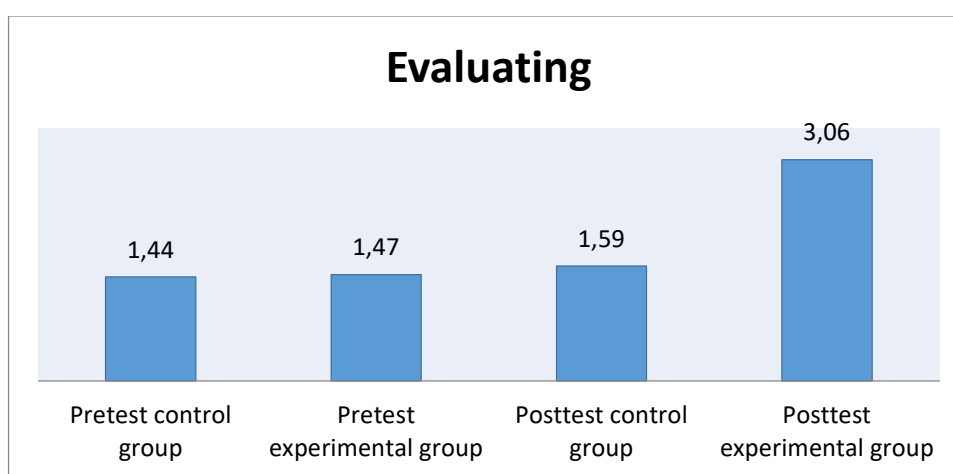


Figure 12. Experimental and Control groups' pretest and posttest results. Criteria: Evaluating

Activities that involve evaluating were the most difficult for the students since they had to make a big effort to understand clearly the message transmitted in the recording, they had to assess the information, give their opinions, make decisions and in other words to determine whether or not the information was true or false or significant or insignificant. Although it was difficult for the students to assess the information contained in the recording, they were able to do it and it was demonstrated in the results obtained in the posttest. Students from the control group did not show any improvement after practicing listening in their classes.

Table 19

Experimental and Control groups' pretest and posttest results. Criteria: Responding

Groups	Results
Pretest Control Group	1,41
Pretest Experimental Group	1,44
Posttest Control Group	1,56
Posttest Experimental Group	3,16

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

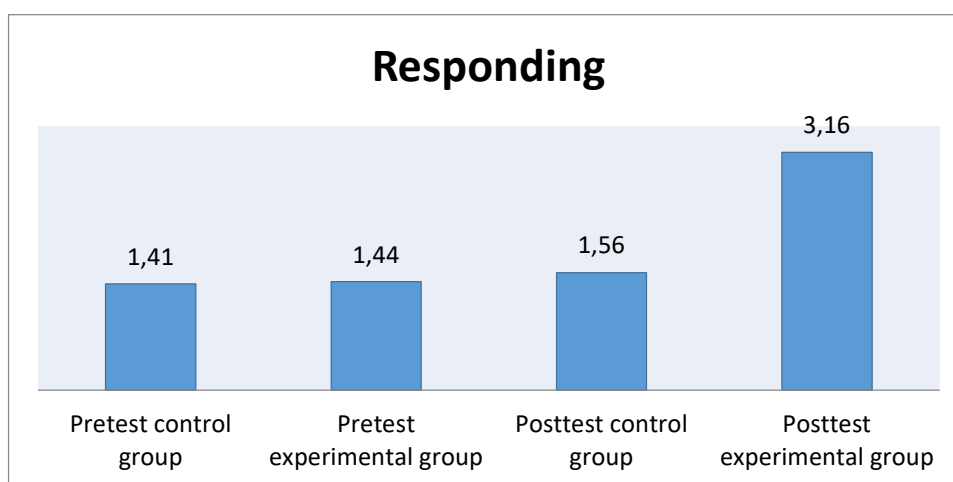


Figure 13. Experimental and Control groups' pretest and posttest results. Criteria: Responding

After the implementation of BBC audio activities, students demonstrated abilities to respond to what they had listened to. In this case, verbal reactions were assessed in the activities included in the proposal, since speaking and listening are connected skills in the communicative process. The responding activities allowed the students to communicate their level of interest towards the information they had to listen to, and it was verified according to the responses in which the message was communicated effectively or not.

Table 20
Listening proficiency level of control and experimental groups

	Control group	Experimental group
Pretest	1,46	1,48
Posttest	1,61	3,11

Source: Results of the pretest and posttest
 Elaborated by: Torres, S.

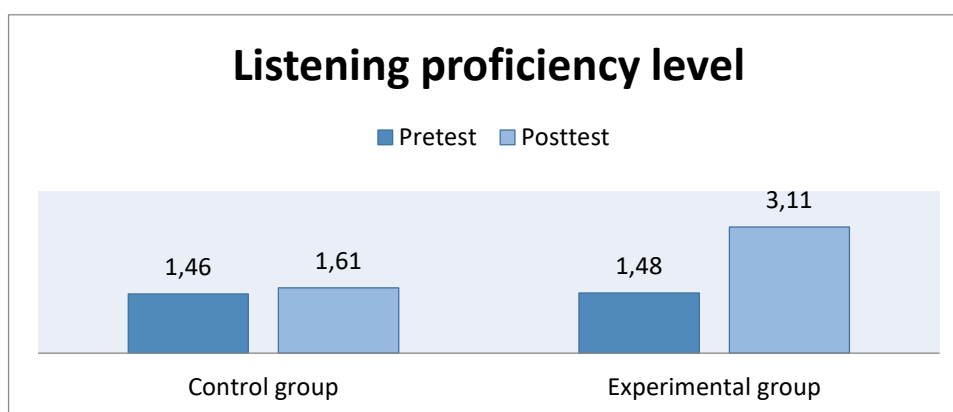


Figure 14. Listening proficiency level of control and experimental groups

The results obtained in the pretest and the posttest of both, the experimental and the control groups indicated that students from the control group obtained almost the same results in both tests, it means that the traditional listening activities were not significant for them and they did not experience an increase in their listening skill. For its part students from the experimental group increased their listening after the implementation of BBC audio activities. In the posttest demonstrated that they had the ability to understand what others are saying, they also stimulated their memory to retain more information than before. They also learned how to critically assess the information they received and finally to respond appropriately to what others were saying. All this indicated that students from the experimental group increased their listening proficiency level.

Table 21
Comparison Control and Experimental Groups

Criteria	Control group		Experimental group	
	Pretest	Posttest	Pretest	Posttest
Understanding	1,47	1,53	1,59	3,09
Remembering	1,53	1,5	1,69	3,13
Evaluating	1,44	1,47	1,59	3,06
Responding	1,41	1,44	1,56	3,16

Source: Results of the pretest and posttest
 Elaborated by: Torres, S.

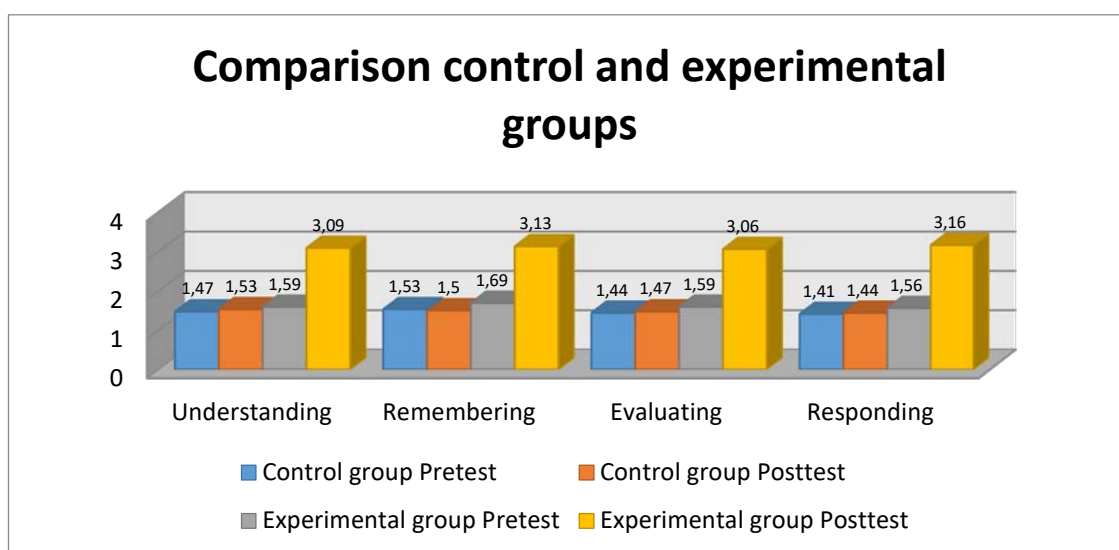


Figure 15. Comparison Control and Experimental Groups

The figure above evidences the improvements obtained by the students after practicing listening. The experimental group demonstrated a higher development of their listening skill after being treated with BBC audio activities. For its part, the control group did not have a significant difference between the level achieved in the pretest and the level achieved in the posttest.

4.2 Hypothesis verification

Considering that in the present study a quasi-experimental design research was carried out with pretest and posttest, that is, with two measurement moments for the same sample, a pretest was applied before the implementation of the proposal

and a posttest later. Based on the aforementioned, the following elements were executed to corroborate the hypothesis:

1. Confidence level

The significance level for this analysis was determined, it was $\alpha = 0.05$, a risk of 5% is assumed, making the confidence level = 95%. This significance level is related to the study, since it is suggested for social studies.

2. Selection of the hypothesis testing:

Es importante tener en cuenta, que para seleccionar la prueba de verificación de hipótesis más idónea es necesario conocer si los datos cumplen con el supuesto de normalidad, es decir la distribución poblacional de la variable dependiente es normal.

To determine the above-mentioned, the Kolmogoroc-Smirnov test was applied, since the sample is bigger than 30 individuals, which is evidenced by the 32 students that make up the sample in the study. It was established that the distribution of the sample is normal if it is met that the value $p \geq 0,05$.

Table22
Normality test

	GRUPO	Kolmogorov-Smirnov(a)		
		Statistic	gl	Sig.
Understanding	Control PreTest	0,368	32	0,000
	Control PostTest	0,302	32	0,000
	Experimental Pre Test	0,348	32	0,000
	Experimental Post Test	0,238	32	0,000
Remembering	Control PreTest	0,335	32	0,000
	Control PostTest	0,326	32	0,000
	Experimental Pre	0,352	32	0,000

	Test				
	Experimental	Post	0,294	32	0,000
	Test				
Evaluating	Control	PreTest	0,385	32	0,000
	Control	PostTest	0,302	32	0,000
	Experimental	Pre	0,358	32	0,000
	Test				
	Experimental	Post	0,393	32	0,000
	Test				
Responding	Control	PreTest	0,391	32	0,000
	Control	PostTest	0,312	32	0,000
	Experimental	Pre	0,385	32	0,000
	Test				
	Experimental	Post	0,239	32	0,000
	Test				
Listeningproficiencylevel	Control	PreTest	0,181	32	0,009
	Control	PostTest	0,164	32	0,029
	Experimental	Pre	0,255	32	0,000
	Test				
	Experimental	Post	0,219	32	0,000
	Test				

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

The results obtained in the Kolmogoroc-Smirnov test show that the pretest and posttest p values are mostly $p=0,000$ what evidences that $p\leq 0,05$, so it is inferred that the behavior of the scores is not normal. It indicates that parametric tests (Student's T) cannot be applied and nonparametric tests must be performed, the Wilcoxon test is the most suitable for related samples.

3. Estimation of P value

Table 23
Wilcoxon test analysis (control group)

	Postest Understanding	Postest Remembering	Postest Evaluating	Postest Responding	Postest Listening proficiency level
Z	-2,000(a)	-2,236(a)	-2,236(a)	-2,236(a)	-3,578(a)
Sig. asintot. (bilateral)	0,046	0,025	0,025	0,025	0,018

a. Based on the negative ranks

b. Wilcoxon signed rank test

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

As it can be evidenced in the table 23 the Wilcoxon test for the control group indicated the following results in each criterion: Understanding the value of $Z = -2,000(a)$ with a $p = 0,046$; Remembering the value of $Z = -2,236(a)$ with a $p = 0,025$; Evaluating the value of $Z = -2,236(a)$ with a $p = 0,025$; Responding the value of $Z = -2,236(a)$ with a $p = 0,025$ and in the Listening proficiency level a value of $Z = -3,578(a)$ with a $p = 0,018$. Taking into consideration that the values of Z are negative and the p value obtained is greater than 0.05, it is inferred that the differences between the average scores obtained in the pretest and posttest are not significant. It means that, in the control group, the increase in scores between the pretest and the posttest is not significant.

Table 24
Wilcoxon test analysis (experimental group)

	PosTestPresTest Experimental Understanding	PosTestPresT est Experimental Remembering	PosTestPres Test Experimenta l Evaluating	PosTestPresT est Experimental Responding	PosTestPresTe st Experimental Listening proficiency level
Z	-5,060(a)	-5,087(a)	-5,054(a)	-5,040(a)	-4,977(a)
Sig. asintot. (bilateral)	0,000	0,000	0,000	0,000	0,000

a. Based on the negative ranks

b. Wilcoxon signed rank test

Source: Results of the pretest and posttest

Elaborated by: Torres, S.

As it can be evidenced in the table 24 the Wilcoxon test for the control group indicated the following results in each criterion: Understanding the value of $Z = -5,060(a)$ with a $p = 0,000$; Remembering the value of $Z = -5,087(a)$ with a $p = 0,000$; Evaluating the value of $Z = -5,054(a)$ with a $p = 0,000$; Responding the value of $Z = -5,040(a)$ with a $p = 0,000$ and in the Listening proficiency level the value of $Z = -4,977(a)$ with a $p = 0,000$. Taking into consideration that the values of Z are negative and the p value obtained is greater than 0.05, it is inferred that there are significant differences between the average scores obtained in the pretest and posttest of the experimental group. That is, there is enough statistical evidence to establish that the audio activities applied to the experimental group significantly increases the scores between the pretest and the posttest.

Based on the hypothesis verification, it is evident that the control group to which the audio activities were not applied did not present a significant increase in the development of the listening comprehension, but in the case of the experimental group in all the evaluated criteria, it is observed an increase in the scores, showing significant differences before and after the use of audio materials. The obtained results allow accepting the hypothesis: The use of British Broadcasting Corporation (BBC) audio materials enhances the development of listening comprehension.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study was focused in proposing the use of British Broadcasting Corporation audio material with the purpose of analyzing their influence on the development of listening comprehension of 2nd year BGU students at Julio Tobar Donoso high school. Based on the findings gathered from the application of a survey to the students and a pretest and a posttest it can be concluded:

Firstly, the listening comprehension level of the students was determined. The pretest applied to both, experimental and control group indicated that the students had a low proficiency level in listening. At the same time, all the factors that interfered in listening for comprehension were also identified, teachers do not promote enough listening practice in class and the students do not practice listening by their own outside the classroom. For this reason, it was evidenced the necessity of creating a proposal to encourage the development of the listening skill in the students. If the students have the opportunity to practice listening comprehension it would be easier for them to become proficient in this skill.

Secondly, the results obtained from the application of the survey to the students were useful to select the most adequate audio material to include in the proposal. The students' opinions were important since in education there are more possibilities to achieve the academic objectives if the students' needs and interest are taken into account. Considering the students likes and preferences concerning audios allowed creating a more dynamic and significant proposal aimed at developing their listening comprehension.

Thirdly, after the application of the posttest it was obtained that the implementation of the proposal about listening activities based on British

Broadcasting Corporation audio materials evidenced the relationship between these materials and the development of listening comprehension of 2nd BGU students at Julio Tobar Donoso High School. Students from the experimental group increased their level after receiving listening lessons with BBC audio materials. In contrast, the students of the control group that were taught with traditional listening activities did not indicate an increase of their listening skill.

To conclude, it can be said that learning listening with authentic audio materials guarantees an improvement in the development of this skill. Moreover, it is important to know that listening is absolutely a very important skill in the communicative process in the English language. Being competent in listening will not only help students in their studies but also to develop good and effective interpersonal relationships in the real world.

5.2 Recommendations

Based on the data obtained into this research about the use of BBC audio materials and its effect on the development of the listening skill, it is rather important to set up recommendations that will be useful for future studies.

Considering the low proficiency level of the students in the speaking skill, it is highly recommended that the students start listening to authentic materials where they can be exposed to real life situations and at the same time, it can enhance their listening skill. The listening practice must be in the school and outside the school as well.

Teachers should include in their lesson plans the use of listening activities at least twice a week, it would be better if the school has a laboratory where the students can develop listening tasks. The BBC has a site for the teaching of English which includes listening activities and although the materials are prepared for learning purposes, they are created by English speaking speakers which make them authentic.

Finally, the proposal based on BBC audios to teach listening should be included in the English program of 2nd BGU in different schools as an authentic resource to develop listening comprehension. In the same way this proposal can be a model for future researchers that desire to develop teaching resources for the development of this skill.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

Topic: Activities booklet: *British Broadcasting Corporation* audio materials to practice listening comprehension.

Institution: Julio Tobar Donoso high school

Beneficiaries: 2nd BGU graders

Location: Carlos Rodríguez Sn Av El Transito. Quito. Pichincha.

Estimated time for the execution: 6 weeks. From January 6th until February 15th 2019.

Reponsible: Lcda. Sylvia Torres

6.2 Background of the proposal

After applying a pretest in 2nd year BGU students from “Julio Tobar Donoso” high school, the results obtained indicated that the listening level of the participants of the study was low; this was generally due to the few listening activities performed in class, also the absence of listening practice outside the classroom and the lack of use of authentic auditory materials that encourage the students to improve their listening skill. In addition, students indicated, after responding a survey, that authentic auditory materials would help them to develop their listening skills.

The causes mentioned above were the reasons for the idea of designing a proposal based on the implementation of authentic auditory materials found in the BBC website with the objective of improving the listening skill of the students.

Through the use of technology, the teacher has the opportunity to encourage their students to do different activities based on authentic English videos. Listening and

observing to native English people in real-life situations will allow students to become proficient in listening comprehension.

6.3 Justification

This proposal is **relevant** due to the fact that the students develop their listening skill. It can be found in the internet an enormous quantity of listening material to practice listening, however the BBC is an authentic website that provides people with significant material that can be used in language learning. BBC audios are recorded by English native speakers and real-life situations are exposed. This guarantees the correct development of this language skill.

On the other hand, from the **technological** point of view, this proposal motivates students to be more active in the learning of their listening skill since audio materials are based on technologies and nowadays learning through technology is more significant and attractive for the students. These resources encourage students to learn in a comfortable way.

Also, this research is **important** since the selected videos are adapted to the level of the students, they will enrich their vocabulary with new and different situations, and they will develop the ability to hearing, evaluate and respond to the speaker. Students will achieve a B2 level in English proficiency, and in this case in their listening skill. Having a good level or proficiency in listening they will take international exams feeling more confident and with enough abilities to approve them.

Finally, teachers, students, and representatives of the school will be **benefited**, since the institution will be provided with a new teaching resource to encourage the development of the students' listening skill.

6.4 Objectives

6.4.1 General

- ✓ To design a booklet containing *British Broadcasting Corporation* audio materials to develop listening comprehension of 2nd BGU students at Julio Tobar Donoso high school

6.4.2 Specific

- ✓ To select the most adequate BBC authentic materials according to the students' needs and interests.
- ✓ To adapt the audio materials selected to different listening activities.
- ✓ To implement the proposed booklet to engage 2nd BGU students to develop their listening skills in an audio comprehension atmosphere.

6.5 Viability analysis

The aspect of the viability of the activities booklet implemented to the 2nd BGU students at Julio Tobar Donoso high school are mentioned below.

Technical

From the technical point of view the audio materials can be played in a computer, cellphones with internet connections or even they can be download and be played without internet, in the case the school does not have access to internet.

Technological

Regarding technology the audio materials included in this proposal are found in a website and media is involved. Songs, podcasts, news are part of it and them can be found and produced with the use of technology.

Financial

Concerning the financial feature, the researcher covered all the expenses necessary for the development and execution of this project. Also the school provided the laboratories for the researcher to play the audio materials and the students to complete the activities.

6.6 Theoretical foundation

This research is based on the theory of listening comprehension. According to Müller, N., Schlee, W., Hartmann, T. Lorenz, I. & Weisz, N. (2007) that is a very complex process that involves both linguistic and non-linguistic knowledge. The types of how the information heard is processed are bottom-up and top-down. In the bottom-up the student focuses on features that they already know, like grammar, vocabulary. In other words, students activate their prior knowledge to understand what they are listening. The top-down strategy for comprehension consists of relating what they are listening to life around them, it deals with the way how the listener interprets the meaning or the intention of what the speaker wants to say.

6.7 Methodology

The activities booklet proposed in this project involves the use of 6 different audio activities obtained from the BBC website. Also the activities are related to the contents included in the book of 2nd year BGU. This book is provided by the Ministry of Education of Ecuador.

The activities booklet consists of the following 6 activities:

Activity 1: Answering questions

Topic: Breaking news

Activity 2: Predicting

Topic: Healthy life, healthy world

Activity 3: Summarizing

Topic: What lies within us?

Activity 4: Reflecting

Topic: For old times' sake

Activity 5: Understanding

Topic: Getting away

Activity 6: Dual dictation

Topic: Teenage matters

The proposal was implemented by the researcher from January 6th until February 15th 2019. It lasted 6 weeks; one different activity was done every week, since the students just had access to the laboratory once a week. The audio material included in the booklet is a complement to the English program. They are focused on the development of listening understanding, remembering, evaluating and responding.

6.8 Operational model

Phases	Objectives	Activities	Resources	People in charge	Execution Time
Planning	Set up the steps for the implementation of the proposal, the timeline and the meetings with the people involved.	Submit the authorization letter to the principal of the school.	Authorization letter.	Researcher (Sylvia Torres), teachers, Principal, coordinators.	1 week
Socialization	Present the proposal about the audio activities to the principal of the school and the teachers in order to familiarize with them.	Present the proposal to the people involved.	BBC audio materials, audio players, activities booklet.	Researcher (Sylvia Torres), teachers.	1 day
Application	Conduct the pretest, and apply the activities.	Conduct the pretest. Students listen to the audios and complete the activities.	Pretest, BBC audio materials, audio players, activities booklet.	2 nd year BGU students.	6 weeks From January 6 th until February 15 th 2019.
Evaluation	Evaluate the effect of using BBC audio materials for the improvement of the listening skill.	Conduct the posttest. Demonstrate the influence of the audio materials in listening development.	Posttest.	Researcher, teacher, 2 nd year BGU students.	1 week

Activitiesb ooklet

British Broadcasting
Corporation audio materials
to practice listening
comprehension

2nd BGU

Author: Sylvia Torres

Activities

- Activity 1: Answering questions
- Activity 2: Predicting
- Activity 3: Summarizing
- Activity 4: Reflecting
- Activity 5: Understanding
- Activity 6: Dual dictation



ACTIVITY 1: Answering questions

Sub Skills: Listening, writing

Topic: Breaking news

Objective: Improve the capacity to identify sentences and expressions to support listening comprehension.

Materials: Audio player, audio interview, worksheet

Vocabulary: Happy, countries, music, exciting, Pop music, songs, tour

Audio link: <https://www.bbc.co.uk/music/artists/b8a7c51f-362c-4dcb-a259-bc6e0095f0a6#clips>

Instructions: Pre listening activity:

Students look at the picture then they answer the question What do you know about this artist? Teacher elicits some ideas and writes them on the board.

During listening activity:

The teacher provides students a handout with the following 7 questions.

1. How is Ed Sheeran feeling?
2. Where is he going next year?
3. How is his life as a famous singer?
4. How does he feel when he stands in front of thousands of people?
5. What does music mean for him?
6. What is his hobby?
7. What is his new album about?

Then students read the questions carefully and

The teacher plays the interview twice.

The students listen to the interview and write down the answer of the questions.

Post listening activity:

The students check the answers with the partners and then share the ideas to the class.

Students write a paragraph about the favorite artist using simple present and vocabulary related to the audio.

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

ACTIVITY 2: Predicting

Sub Skills: Listening, speaking

Topic: Healthy life, healthy world

Objective: Develop the ability to predict from previous information.

Materials: Audio player, podcast, worksheet

Vocabulary: Food, cook, health, healthy lifestyle, meals, ingredients

Audio link: <https://www.bbc.co.uk/sounds/play/p06m36vf>

Instructions:

Pre listening activity:

The teacher presents the title of the podcast: Healthy eating and then students make some notes about it. Then the teacher elicits some ideas about it, and write them on the board.

The teacher plays two minutes of the podcast, he/she plays it from minute 2:50.

The teacher stops the podcast and the students predict what they will hear next.

During listening:

Students continue listening and they confirm or disconfirm their predictions.

Repeat this at a few different points in the podcast considering it lasts 32 minutes. Then students check their ideas with a partner.

Post listening activities:

Students share their predictions to the class with some collages.

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

ACTIVITY 3: Summarizing

Skill: Listening, writing

Topic: What lies within us?

Objective: Demonstrate the ability to summarize a recording by identifying the vocabulary and familiar expressions.

Materials: Audio player, podcast

Vocabulary: Extrovert, outgoing, shy, embarrassed, introvert

Audio link: <https://www.bbc.co.uk/programmes/p0707ydg>

Instructions:

Pre listening activity:

The teacher tells the students the title of the recording and they brainstorm the main ideas, and he/ she writes his/her ideas on the board.

During listening activity:

The teacher plays the podcast.

The students listen to the whole podcast without stopping and identify the main ideas in a mind map.

Post listening activity:

After listening to the whole podcast, the students write a short summary of what they heard and using the main ideas written in e mind map.

The teacher plays the podcast again and the students see if they can add any extra information.

Repetition will improve their confidence. The students check their ideas with a partner, and then they talk e their family and friends by using some photos and present them to the class in small groups.

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

ACTIVITY 4: Reflecting

Skill: Listening, speaking

Topic: For old times' sake

Objective: Develop the ability of identifying vocabulary in audio materials.

Materials: Audio player, song A little respect by Ensure

Vocabulary: Discover, heart, in love, forever, baby, soul, blue, religion, respect

Audio link: <https://www.bbc.co.uk/sounds/play/m00036py>

Instructions: **Pre listening activity:**

The teacher dictates a list of words which appear in the song (A little respect by Ensure) - in a random order and add three extra words which don't appear.

Discover, heart, in love, sugar, forever, baby, soul, hope, blue, religion, respect, breath

Students write down the words.

During listening activity:

Students listen to the song (from minute 3:26 – 6,28)

Students tick off the words as they hear them.

Students delete extra words which they do not hear. Students check their answers with a partner

Post listening activity:

Students draw a picture about what they understood and like about the lyrics of the song and present it in small groups..

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

ACTIVITY 5: Understanding

Skill: Listening, speaking

Topic: Getting away

Objective: Encourage the ability to memorize and remember what have been listened to.

Materials: Audio player, podcast

Vocabulary: Booking, holidays, flights, blue sea, hotel room, travel companies.

Audio link: <https://bit.ly/2ssscij>

Instructions:

Pre listening activity:

The teacher gives students a handout with the title of the recording “Booking holidays” and ask them to complete it with their predictions.

During listening activity:

Students listen to the postcast and they confirm and disconfirm their ideas. Then they check their answers with a partner.

Post listening activity:

In groups of 3, students will talk about the podcast using their notes and they perform a role play about the situation presented in the audio.

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

ACTIVITY 6: Dual dictation

Skill: Listening, speaking

Topic: Teenage matters

Objective: Demonstrate that students are able to keep the flow of a conversation through the understanding of what is listened to.

Materials: Audio player, podcast

Vocabulary: Teenagers, help, treatment, problems, mental health, psychological.

Audio link: <https://bit.ly/2ssscij>

Instructions:

Pre listening activity:

The students brainstorm about the situations that affect teenagers' mental health, and then teachers write their ideas on the board.

During listening activity:

The students listen to the program "Teenage mental health" and identify the main ideas and write them in a mind map and the students check their answers with a partner.

Post listening activity:

The teacher asks students to get into pairs to write a conversation using their notes in the mind map.

Students perform their conversation in front of the class.

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

APPENDIX A



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA

Students' survey

Objective: The purpose of the following survey is to identify the adequate audio material to be included in an educational proposal to develop listening skills.

Instructions: Please, choose one of the answers given. If it becomes difficult for you to select an exact answer that suits you, choose the closest one.

Thank you for participating in this study.

- 1) How frequently does your teacher play audios in class?
a. Hardly ever b. Ocassionally c. All the time
- 2) How frequently do you Listen to audios in English when you are not in class?
a. Almost never b. Seldom c. All the time
- 3) What are the reasons why you listen to audio materials in English?
a. For information b. For academic reasons c. For entertaining
- 4) When you listen to English, do you understand it?
a. Never b. Almost never c. Occasionally d. Almost every time e. Every time
- 5) What do you find most difficult when listening to English?
a. Words and expressions b. Accent and intonation c. the syntactic structure d. Speed of speaking
- 6) Do you know about the audios created by the British Broadcasting Corporation?
a. Yes b. No
- 7) What audio materials would you prefer to listen to?
a. Podcast b. Audiobooks c. Radio programs d. News e. Music
- 8) Does the use of listening activities in class will encourage you to develop your listening abilities?
a. Yes b. No

Validated by: MSc. Mario Giovanni Tacoaman Portilla

APPENDIX B



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA

Pretest and Posttest

Objective: This is a listening comprehension test for B1 English level students. The purpose of the following test is to determine the listening comprehension level of 2nd year BGU students at Julio TobarDonoso High School.

Instructions: Listen to the following recording: My favorite film <https://bit.ly/2ISc2eh> and complete the tasks.

Task	Instructions	AssessmentCriteria
1. Matching activity	Listen to the recording and match the speakers to the genre of film.	Understanding
2. Fill the gaps	Fill the gaps with the correct speaker	Remembering Evaluating
3. Give your opinion	According to the 5 speakers what film would you like to see and explain why.	Responding

Validated by: MSc. Mario Giovanni Tacoaman Portilla

My favorite film

Listen to the recording <https://bit.ly/2ISc2eh> and complete the tasks below.

Task 1:

Match the speakers to the genre of film.

A	B
A science fiction film	Speaker A
An action film	Speaker B
A romance based on a book	Speaker C
A modern vampire film	Speaker D
A romance	Speaker E

Task 2:

Fill the gaps with the correct speaker

Speaker A Speaker E Speaker D Speaker A Speaker D

Speaker E Speaker B Speaker C Speaker E

1. _____ thinks the film shows you not to judge people too quickly.
2. _____ says the film is not too sentimental, thanks to the actor.
3. _____ likes a film in which everything we think is real is fiction.
4. _____ has seen their favorite film more than once.
5. _____ prefers the first version of the film.
6. _____ likes a film with murder, violence and blood-drinking.
7. _____ likes a film which tells a love story over several years.
8. _____ likes a film which shows bullying at school.

Task 3

According to the recording say what film would you like to see and explain why.

APPENDIX C

LISTENING ASSESSMENT RUBRIC

Criteria	Needs improvement (1)	Developing skills (2)	Meet expectations (3)	Exceed expectations (4)	Total
Understanding	Demonstrates limited understanding: has difficulty identifying the topic or restating or representing information	Demonstrates some understanding: identifies the topic and restates or represents a small amount of information; may be partially inaccurate	Demonstrates considerable understanding: identifies the topic and restates or represents some important information; may be vague in places	Demonstrates thorough understanding: identifies the topic and restates or represents information, including the most important ideas	/4
Remembering	Makes connections with limited effectiveness.	With prompting, makes simple connections with some effectiveness.	Makes simple connections with considerable effectiveness.	Makes connections with a high degree of effectiveness.	/4
Evaluating	Demonstrates limited ability to interpret, reason, and explain: may not recognize that clarification is needed.	Demonstrates some ability to interpret, reason, and explain: – when prompted, listen again to clarify with some success.	Demonstrates considerable ability to interpret, reason, and explain: listen again to clarify with considerable success.	Demonstrates a high degree of ability to interpret, reason, and explain: – rereads to clarify purposefully and with a high degree of success.	/4
Responding	Needs one-to-one coaching to offer a response. Does not offer questions related to the recording.	Offers simple responses; may be vague. Offers one or more simple questions; may be loosely related to the recording.	Expresses agreement or disagreement, thoughts and feelings but includes few details. Offers one or more simple questions about ideas and information in the recording.	Expresses agreement or disagreement, thoughts and feelings with explanations or supporting detail. Offers questions that focus on important text ideas and information.	/4

Source: Adapted from Pearson Education Canada Inc. (2005)

Elaborated by: Torres, S. (2019)

APPENDIX D





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