



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** BBC Learning English – stories and listening comprehension

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Ambato – Ecuador

2022

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**CERTIFY:**

I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No 0501824171, in my capacity as supervisor of the Research dissertation on the topic: **“BBC LEARNING ENGLISH – STORIES AND LISTENING COMPREHENSION”** investigated by Miss Lizbeth Valeria Sailema Moyolema with I.D No 1805301353, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DEDICATION

### TO:

*God for guiding me on this beautiful journey, making me a brave person every day, and giving me wisdom to always do the right thing.*

*To my dear parents, my fundamental pillar who support me unconditionally in any situation, giving me their advice, and motivating me to achieve each of my goals and dreams. To my crazy siblings who have always been there for me in good and bad times, understanding me, advising me, and making me laugh.*

*To my lovely son Sebastián who has been my motivation to fulfill my goals and who is an important part of my life giving me the strength to be a better person every day.*

*Lizbeth Valeria.*

## ACKNOWLEDGMENTS

*First, I would like to thank God for living this moment so longed for by my family and me, thanks to him who has always been my spiritual guide both in my personal and academic life and takes care of me and my family.*

*To my parents, who always believed in me and supported me throughout my educational process, who have always been willing to support me in every step of my life because without all the support they have given me, none of what I have achieved would have been possible.*

*In addition, I would like to express my great gratitude to all the professors of the Pegagogia de los Idiomas Nacionales y Extranjeros for always guiding us and transmitting their great knowledge to us in order to become great professionals in the future.*

*Finally, I want to extend my gratitude to Lcdo. Mg. Edgar Encalada who guided me with his knowledge and experience to complete this research.*

*Lizbeth Valeria.*

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# UNIVERSIDAD TÉCNICA DE AMBATO

## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TOPIC:** “BBC Learning English – stories and listening comprehension”

**AUTHOR:** Lizbeth Valeria Sailema Moyolema

**TOPIC:** Mg. Edgar Encalada

#### **Abstract**

BBC Learning English – stories is a useful platform that can be used to develop different skills, especially for children because the stories contain subtitles, videos, audio, and striking pictures. The main objective of this research was to analyze the influence of BBC Learning English – stories in listening comprehension. The present research was carried out through a qualitative and quantitative approach. The participants were 28 students of ninth basic level EGB from Unidad Educativa “Picaihua”. The range of the students’ age was from 13 to 14 years old. The treatment of this research had a duration of 6 weeks from May 5<sup>th</sup> to June 10<sup>th</sup>, 2022 in a face-to-face modality. The data was collected through the application of a pretest to know the students’ level at the beginning of the treatment, so the average was 5.91 points which means that was very low. After that, the researcher got the results of the pre-test and use practical worksheets to give reinforcement and improve the students’ listening comprehension through BBC Learning English – stories. Also, a post-test was used to know how useful the application of the platform was. The average was 7.29 points in the results of the post-test, so this result showed an increase of 1.38 points which means that there was a reasonable improvement and progress in the students’ listening comprehension. Finally, it is concluded that the use of BBC Learning English stories had a significant influence because students could improve their skills like understanding of English Language in different contexts and listening skill, and it could create a pleasant atmosphere in the class.

**Keywords:** BBC Learning English – stories, listening comprehension, innovative methodologies, technology.

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## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TEMA:** BBC Learning English – stories and listening comprehension

**AUTOR:** Lizbeth Valeria Sailema Moyolema

**TUTOR:** Mg. Edgar Encalada

#### **Resumen**

BBC Learning English – stories es una plataforma útil que se puede utilizar para desarrollar diferentes habilidades, especialmente para los niños porque las historias contienen subtítulos, videos, audio e imágenes llamativas. El objetivo principal de esta investigación fue analizar la influencia de BBC Learning English – stories en la comprensión auditiva. La presente investigación se llevó a cabo a través de un enfoque cualitativo y cuantitativo. Los participantes fueron 28 estudiantes de noveno nivel básico EGB de la Unidad Educativa “Picaihua”. El tratamiento de esta investigación tuvo una duración de 6 semanas del 5 de mayo al 10 de junio de 2022. Los datos fueron recolectados a través de la aplicación de un pretest para conocer el nivel de los estudiantes al inicio del tratamiento, por lo que el promedio fue de 5.91 puntos. Después de eso, el investigador obtuvo los resultados de la prueba previa y usó hojas de trabajo prácticas para reforzar y mejorar la comprensión auditiva de los estudiantes. Asimismo, se utilizó un post-test para conocer la utilidad de la aplicación de la plataforma. El promedio fue de 7.29 puntos en los resultados del post-test, por lo que este resultado mostró un aumento de 1.38 puntos lo que significa que hubo una mejora y un progreso razonable en la comprensión auditiva de los estudiantes. Finalmente, se concluye que el uso de BBC Learning English – stories tuvo una influencia significativa porque los estudiantes pudieron mejorar sus habilidades como la comprensión del idioma inglés en diferentes contextos y la habilidad de escuchar y podría crear un ambiente agradable en las clases.

**Palabras claves:** comprensión auditiva, BBC Learning English – stories, habilidad auditiva, metodologías innovativas, tecnología.

# CHAPTER I

## THEORETICAL FRAMEWORK

### **1.1 Research Background**

The main objective of this study is to analyze how the BBC Learning English – stories help the development of listening comprehension of the students. This research was supported by some previous studies such as scientific articles, journals, previous studies, and thesis that contributed to the development.

Abril (2022) conducted a study to determine the effect of the audio stories on listening comprehension. The participants were 35 students of 3rd BGU from Unidad Educativa Juan Leon Mera “La Salle”. It had a quasi-experimental design. Also, qualitative and quantitative approaches were used for this study. The data was collected through a pre-test and post-test taken from Cambridge Assessment English (PET listening test), and a survey. The researcher divided the class into two groups, an experimental group with fourteen students, and a control group with fifteen students. There were five interventions for the experimental group during a week in which the researcher applied some listening activities using the audio stories. The researcher applied a survey to the students to know their opinions about the application of audio stories and establish conclusions. Finally, the results obtained from the listening test were analyzed through a statistical T-test in which the alternative hypothesis was accepted.

Farouk (2021) studied the use of storytelling approach in developing some listening skills in English among English majors. The participants were students from English Majors. A pre-test and post-test were adapted for the participants, and they were applied to the data collection. These tests were presented to the Jury to be validated, and they were focused on the skills that the students developed. The researcher applied some listening activities using storytelling. The results were presented and analyzed through tables and figures.

The results of the application showed that the use of storytelling had a positive effect on the listening of the participants because there was great progress in their performance.

Che Mustafa et al. (2021) analyzed the effectiveness of digital storytelling on language listening comprehension of kindergarten pupils. The objective of this research was to investigate the use of Digital Storytelling on the students' listening comprehension. The participants were Kindergarten students. This research had a quantitative approach design with mixed data collection. A pre-test and post-test were used to evaluate students. KiDS material was applied to the application of storytelling during the treatments. The results showed that the experimental group got a high score after the application of Digital Storytelling on the students' listening comprehension, and there was a meaningful difference between the experimental and control group. The researcher could conclude that Digital Storytelling is a useful resource for teaching and learning to improve listening comprehension because KiDS material contains suitable elements and appropriate stories according to the age of the students. In addition, this kind of material can help to motivate students and create a good environment. The researcher recommends KiDs material because it makes teaching and learning more effective in English classes.

Al-Hileh et al. (2020) carried out a research to analyze the effect of using digital storytelling on developing active listening and creative thinking skills. The researcher uses it as a method to motivate students and acquire the skills in which the participants have to develop fluency, flexibility, and originality. The participants were 200 students of the primary 3rd level in the Arabic language classes. The sample was divided into two equal groups, the experimental and the control group. Two post-test were applied for the experimental and control group, the first post-test was about a post-active listening test, and the other test was about creative thinking. The two post-tests were valid and reliable. The results displayed a meaningful difference between the scores of the control and experimental group in the post-test of active listening skills, so the experimental group got a high score because the experimental group used storytelling during the treatments of this

research. In addition, the results displayed that there were positive effects on the creative thinking skills of the students because it showed progress in them.

Cetin (2020) led an investigation focused on the effects of digital short stories on the Development of Listening Skills: An Action Research. Quantitative and qualitative approach were used which the researcher applied a pretest, post-test, and an interview which included six open-ended questions to get the data. The population to carry out were preparatory class students of the English language teaching department from Turkey University. The process of the application of digital short stories was for eight weeks. The digital stories were written by different authors including an American voice recorded. The results showed that the digital short stories give useful content because it engages vocabulary learning, improve the listening skills of the students, and help to be familiar with the grammatical point and different cultures around the world, so the students were satisfied with using digital stories.

Nurjanah (2019) conducted a study to improve students' listening comprehension using Digital Storytelling. The participants were 27 students from the eighth grade of MTs Syekh Yusuf Sungguminasa. Pre-experimental Research was used. This research had a Quantitative approach. The data was collected through a listening test. Purposive Sampling Technique was used to take the sample. The results displayed that there is a meaningful difference because the students got low scores at the beginning of the treatment but after using storytelling the students got a high score, so it means that the application of storytelling worked. The researcher could conclude that storytelling was useful and had positive effects because it improves students listening skills.

Punina (2018) analyzed the use of authentic material (BBC news) in the development of listening comprehension in B1 students from Language Center at Ambato Technical University". This had a focus primarily on listening comprehension because the researcher

determined that the students didn't understand the language well in its real context, for that reason, students were exposed to the English language context as listening comprehension is an important factor in the English language acquisition. This research work had a qualitative and quantitative approach. Also, it made use of surveys and questionnaires that were applied to 270 B1 and 12 teachers as a sample to obtain the data. The application of the authentic BBC material was for a few weeks. Therefore, the results showed that a large percentage of teachers do not use authentic material. On the other hand, it concluded that the use of authentic material (BBC news) had positive effects on language comprehension, so it is important to include in the students learning in its real context because students are able to understand familiar and unfamiliar topics.

Male and Pardede (2017) studied the use of storytelling technique to improve students' listening skill performance. Storytelling can be used as a teaching strategy because it is interesting and effective for the students in the development of the English Language. The sample was students from the eighth grade of Sekolah Menengah Pertama. This research used two-cycled action research that was employed systematically to know the low performance of the students' listening skills. The data was collected through a pre-test that consisted of 20 objective items for the first cycle, so the average of the success criterion was 36.00%. On the other hand, the results of the post-test got had improved for the second cycle because the average of success criterion was 40.75%. It means that the participants achieved the objectives and improve their listening skills after using storytelling. The results showed that the use of storytelling is a good teaching strategy that can be used by teachers because it can be an interactive resource and create an interesting atmosphere for students. The researcher recommends the use of it in the teaching and learning of the English Language because through this the students can achieve the class objectives and improve their skills like listening.

Ciğerci and Gultekin (2017) worked on a research to analyze the effect of different digital stories on a group of four grade students whose mother tongue is Turkish to determine



their level of listening comprehension and the different effects that it had. This investigation used a mixed method, making use of two classrooms from the fourth grade. This used a listening comprehension test and an interview as a tool to obtain the respective data through the intervention of teachers and students. It got a significant difference in the post-test listening comprehension scores and control groups. The results obtained in this study indicated that the use of digital stories focusing mainly on listening comprehension had positive effects on the students. The researcher could show that it helped students have a better understanding of thought motivation and a pleasant environment.

Alvarado (2016) analyzed the implementation of digital storytelling as a tool to improve listening skill. This research used scientific, analytic-synthetic, descriptive, and statistical methods to analyze the information of data collected. The participants were thirty students. The data was collected through tests and questionnaires to get the necessary information about the students' listening skills and opinions on the use of digital storytelling in their learning. These instruments were applied to the students at the beginning and the end of the interventions. The results showed that the students improve their listening skills through the use of digital storytelling. It means that the tool was effective because the students were able to understand and identify specific details in the audio of digital stories. The researcher concluded that the use of this kind of material can motivate students to improve their listening skills and listen carefully to the English Language because it is important to understand better the English Language in its real context and can know the pronunciation of some words.

The previous investigations were significant because they give meaningful information and support to the present research because the different results show the big influence of digital stories on students' listening comprehension. Also, they show that students are motivated in a pleasant atmosphere through the use of digital stories because students can improve their skills and learn more about the English Language and its culture.

## **1.2 Independent Variable**

### **English language teaching**

Erin (2019) mentioned that teaching process is the movement of the cognitive activity of the students under the direction of the teacher, towards the mastery of knowledge, skills, habits and the formation of a scientific conception of the world. Besides, in this process there is a dialectical relationship between teacher and student, which are differentiated by their functions; the teacher must stimulate, direct and control the learning in such a way that the student is an active participant, conscious in this process. In other words, “teaching for teachers” and the student's activity is “learning” (Kassem, 2019).

Teaching and learning are components of the teaching process. The class objectives, content, strategies, resources materials, and management are important for the teaching process because they make a logical relationship in the English classes. Therefore, resources and didactic materials are used in different scenarios in the classroom which are useful because the students can have an interactive and active process of learning English (Jiena, 2017).

### **Resources and materials**

Teaching resources are materials that can be used to help students to facilitate their learning and acquire English knowledge. Teaching resources help to reach specific objectives of the lesson. These resources are useful in English class (Isza, 2015).

Resti (2018) stated that educational resources help students to assimilate the knowledge because they can present the information in an organized way, so the students are able to analyze and understand the new knowledge better. Also, educational resources encourage students to be interested in the topics that will be presented in the classes, and it helps

students to participate constantly. Therefore, students can improve and develop their different skills and language comprehension through the use of educational resources. In addition, these resources facilitate the teaching, the students have a learning process more accessible because they allow presenting the knowledge that will be studied in a summary way. On the other hand, educational resources are able to test the students' learning level because each one of the educational resources that will be used in the lesson has its learning and teaching objectives and help to interact between teacher and students (Cronin, 2016).

The teaching material is one that gathers means and resources that facilitate teaching and learning. Teaching materials are usually used within the educational environment to facilitate the acquisition of concepts, abilities, attitudes, and skills. Thus, they can be any types of devices that designed and developed with the intention of facilitating a teaching and learning process (Lewis, 2020)

Besides, teaching materials are elements used by teachers to facilitate and carry the learning of students (e.g. books, posters, maps, photos, handouts, videos, software.) These materials have several functions, focusing on the following features: approach information, act as a guide in learning, exercise skills, motivation, and evaluation, attribute contexts for expression and creation and provide representations (Lòpez, 2017).

### **BBC Learning English**

BBC Learning English is a department of the BBC World Service dedicated to teaching the English language. The service provides free activities, free audio, videos, text materials and resources for teachers and students around the world. BBC Learning English provides multimedia English language teaching materials to meet learners' needs. BBC Learning English has been providing English language instruction since its inception in

1943. The BBC Learning English website is free to use and does not require registration; it provides a wide range of language learning resources including audio and video, aimed at learners of all nationalities studying English at the intermediate level and above. New content is added to the site every weekday (BBC Learning English, 2022).

BBC offers a course to students that they can access. Each one of the courses has its material to work on different skills. The learners can decide the way that they would like to study, which means that they can take a course or take appropriate individual material to learn by themselves. In addition, this platform offers multiple functions to be used by the learners such as: 6 Minute English, The English We Speak, and Lingo hack (BBC Learning English, 2022).

Learners can give suggestions to the BBC Learning English platform to improve the weakness sections. BBC Learning English platform considers that the participation of the users is useful because that will be the success for them. This platform has the option to communicate with other users and create a good relationship between them, so it means that this platform has improved every day, and trying to provide a good service (BBC Learning English, 2022).

The BBC Learning English website has become an important method of learning and studying English as a second language, a resource that enhances the importance of e-learning. E-resources on BBC Learning English play a significant role in student communities; they are an important source of information about learning English (Alzahrani, 2017).

## **Advantages and disadvantages of BBC Learning English – stories**

According to Fadhila et al. (2019), one of the biggest advantages is that all the material is accessible at any time of the day. This platform has the advantage that it is accessible to anyone in any part of the world. Therefore, the student only requires a good internet connection to practice and learn easily. Moreover, it provides a natural context that enables learners to explore language. Several language items can be presented through stories. Stories help the teachers to fascinate and sustain the interest and motivation of learners. Finally, stories possess a universal appeal due to which they are highly engaging for learners (Bouache, 2010).

On the other hand, some disadvantages can be that it can lead the learners to become passive listeners. Learners may not be able to question much and hence, won't understand the lesson much better. When learners become passive listeners, they become less active participants. Finally, excessive use of this method can lead the lesson to become monotonous and tedious (Nur, 2018).

Despite these disadvantages, stories can be used for various purposes in the teaching-learning process like group discussion. Learners can choose the key phrases and words from stories, develop dialogues, and do more to develop their language skills.

### **1.3 Dependent Variable**

#### **Language skills**

The four basic skills are divided into productive skills: speaking and writing, and receptive skills; reading and listening in educational practice. English as language is a way for a wide range of communicative intentions (Cronquist & Fiszbein, 2017). Languages are often taught and evaluated in terms of four skills; listening, speaking, reading and writing. Listening and reading are called "receptive" while productive are writing and speaking (Ariyani & at, 2018)

According to Rhalmi (2019), reading comprehension and listening comprehension require a series of cognitive processes without which the person could not give meaning to what they read or listen to. They write that nowadays; it is recognized that the auditory capacity is an 'active' process and that the people who are good at listening are as active as the person who sends the message.

The development of language is a fundamental objective of education due to it is the main tool through which the human being builds and understands the world that surrounds people and enters into dialogue with themselves and with others. Language is the form our thinking takes; it relates us to others and makes us part of a cultural community (Hossain, 2015). The learning of a second language entails being able to understand, speak, read and write in that language and that when emphasizing only one of these skills is for some specific reason, e.g. identify sounds, accent, and pronunciation of the words or phrases using the appropriate accent and intonation patterns in a certain situation (Darancik, 2018).

### **Receptive skills**

Learning a new language entails the development of other skills that allow easy access to the language and that the first skill to develop is receptive, because students are exposed to the new language for the first time and sense that they intervene in the first instance are the hearing and the sight that involve the auditory dexterity and the visual dexterity. These senses become so useful to try to understand the new information that is perceived and necessary in language learning (Fadwa, 2010).

Rhalmi (2019) stated learners need to use sounds and rhythms of the language, so they can understand and learn it, so it is deduced that when students learn a new language,

learners must be exposed to an environment of receiving messages, sounds, rhythms, intonations, and even realistic dialogues that allow them to understand the information.

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning. Listening skills is the ability to recognize sounds and intentions from speakers being it an invisible mental process for the listening reception of sound stimulus (Indeed, 2021). Listening skills is defined as the ear organ and the brain are in charge for receiving and decoding the information, this process is difficult to explain because some individuals lack this capacity and nevertheless they capture the message with the help of another stimulus such as visual (McKay, 2019).

Therefore, listening is an essential skill, present in most of the activities people carry out throughout their lives being it a process, in which the listeners must discriminate between the different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret all this both within the immediate context and in a socio-cultural context (McKay, 2019).

Cruz and Tápanes (2018) stated that the listening skill often divided into sub-skills, which are;

1. Listening for gist: It is based mainly on listening to get a general idea; its main objective is to understand the central idea of a topic, without concentrating on the understanding or comprehension of each word or detail.
2. Listening for specific information: It mainly seeks to listen only to obtain specific information, for instance: to obtain information regarding names, places, objects, numbers, professions, or some special characteristic. For this sub-skill, it is necessary to previously know or have at least an idea of what the text is about. The listener must pay special attention to identifying the moment when the information will give.

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

### **Listening comprehension**

Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Rodríguez, 2018). Listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement (Adolf et. al, 2014).

It is a mental process in which listeners must discriminate between the different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and intention, retain and interpret all this both within the immediate context and in a socio-cultural context; broader cultural for language learners (Schmidt, 2016). The process of listening comprehension 1. Perception 2. Comprehension 3. Analysis 4. Knowledge 5. Application 6. Decode. These processes included phonological perception, word recognition, grammatical analysis, and contextual inference (Hadijah & Shalawati, 2018).

### **Components of Listening Comprehension**

According to Ahmadi (2016), it is valuable to keep in mind that listening has a relationship with auditory memory in order to understand the four important factors in this skill. First, distinguishing language sounds, intonation patterns, and voice from authentic sounds with



the intention to exposure spoken English. Then, understanding the whole message spoken by speakers, together with main ideas and supporting ideas presented in listening resources. Next, remembering the message along with delivery to use them with productive skills. Finally, understanding unfamiliar topics that seems from a language community being it necessary to comprehend new topics to develop the own knowledge and perception.

### **Tips of listening comprehension**

Saraswaty (2017) claimed that there are some tips that help improve listening comprehension such as: learners have accept that at first it is likely not everyone can understand what they are hearing, it is important to familiarize with the different sounds of the language and acquire a prior vocabulary, learners have to try to understand the main idea of the sentence and associate the words and phrases that are heard and understand them according to the context in which they are found, internet is one of the best allies that people have because each person takes advantage of it is looking for technological resources such as app websites that helps to improve listening, download audiobooks preferably books that are attractive to make learning more entertaining, and they have to listen to music, watch series, help to improve listening, understand different contexts, and obtain vocabulary.

Listenwise Blog (2021) considered that there are 8 keys to listening comprehension: recognize the literal meaning of facts, details, or information explicitly expressed in the audio story, vocabulary understanding of the meaning of words as they are used in the context of the audio story, make inferences that ask students to make inferences while listening to the audio and interpreting what is said going beyond the literal meaning, identification of the main idea where students must identify the central idea or the essence of an audio story, determine the purpose where the purpose of an audio story is determined, draw Conclusions where students draw conclusions by synthesizing

information in an audio story, analyze the reasoning where they analyze the reasoning that supports a claim in an audio story, and find evidence where students identify statements or details in an audio story that provide evidence to support claims or conclusions.

## **1.4 Objectives**

### **1.4.1 General Objective**

- To analyze the influence of BBC Learning English – stories in listening comprehension.

### **1.4.2 Specific Objectives**

- To establish the importance of using BBC Learning English – stories in listening comprehension.
- To determine the students' level of listening comprehension.
- To identify the relationship between BBC Learning English – stories and listening comprehension.

## **Description of the fulfillment of objectives**

For the fulfillment of the objectives of the current research, different activities were carried out. First, to achieve the general objective it was necessary to define the three specific objectives that served as a guide to analyze the influence of BBC Learning English – stories in listening comprehension.

It used a bibliographic review to achieve the first specific objective, so it extracted information from scientific theoretical sources to support the variables and with the analysis of previous research related to the theme of this research.

To achieve the second specific objective, the students were assessed with a standardized test from Cambridge Assessment English (Flyers listening test) with an A2 level. The application of the pretest to the group of students was essential before the pedagogical intervention for which the permission of the competent authorities was required. Therefore, the test consisted of 2 parts, all of them to evaluate listening comprehension skills.

Finally, most of the activities were taken from the platform and some activities were designed and executed with the BBC Learning English stories. All of them were used to achieve the third specific objective with the students of 9th basic level from the Unidad Educativa “Picaihua” in order to improve listening comprehension. After that, A posttest was used with the same instrument that served as a pre-test, for which a comparative analysis of the before and after results was made, since in this way the level of progress achieved could be compared.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

It was essential to consider several resources for the development of the present research. First, it considered the students of ninth-level EGB and the authorities from Unidad Educativa "Picaihua" as part of human resources, who played an important role during the process of the use of BBC Learning English – stories and listening comprehension. This research was focused on stories because they are a helpful resource that let students listen to the sounds and rhythms of English just as native speakers will have done to acquire their first language, so students must understand the real context of the English language. Stories brings language learning alive and creates a participatory and immersive experience that allows students to enjoy hearing the language in a dynamic way. Also, different technological resources were used such as laptops, the internet, the BBC Learning English platform, and printer to collect important data about it. Finally, useful materials were used such as articles, essays, books, pens, and notebooks to develop the research and get the information required to make a deep analysis.

#### **2.2 Procedure**

The present research was carried out face-to-face modality with the students of ninth basic level BGU in the Unidad Educativa "Picaihua". The instrument used was a standardized test from Cambridge Assessment English (Flyers listening test) with an A2 level; this was the most appropriate test for the students due to their age and to measure their level of listening comprehension.

Furthermore, two parts were chosen from the entire listening test that lasted 30 minutes for the pre-test. The first part consisted about a fill-in-the-blank question so the students

had to listen to the audio and complete the missing information with the correct word from the box. The second part consisted about multiple-choice questions so the students had to listen to the audio carefully and answer the question by choosing the best option according to the description of each picture. It has 10 questions in total, 5 questions in the first part, and 5 questions in the second part (10 marks in total).

After the researcher got the results from the pre-test, the treatment sessions started. The treatment sessions had a duration of 6 weeks from May 5<sup>th</sup> to June 10<sup>th</sup>, 2022, through a face-to-face modality that lasted 40 minutes. First, the researcher presented the BBC Learning English – stories platform and explained how to use it with the worksheets that each story includes. Some lesson plans were designed to carry out the respective activities based on BBC Learning English – stories in each treatment session to develop the students' listening comprehension. Most of the activities were taken from the worksheets of BBC Learning English – stories and were adapted according to the students' needs for each treatment session. The students had to watch and listen to the stories twice from the BBC Learning English platform and try to complete the activities by understanding what the stories want to transmit.

Finally, the researcher applied a post-test to the 28 students on June 16<sup>th</sup>, 2022, after the treatment sessions. The post-test was the same test as the pre-test from Cambridge Assessment English (Flyers listening test) with an A2 level that lasted 30 minutes. It allowed to make a deep analysis and compare the results with the data obtained to know the influence of BBC Learning English – stories on the listening comprehension of the students and their progress in the understanding of the English Language.

## **2.3 Methods**

### **2.3.1 Research Approach**

According to Bhandari (2020), quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, and generalize results to extensive populations. Hernández et al. (2010) quantitative allowed the use of data collection by an instrument, the results obtained were compared, analyzed, and interpreted through statistics.

The present project collected data and information about how the teacher can use the platform of BBC Learning English – stories in the listening comprehension of the students. Therefore, it was based on a quantitative approach to scientific research because the data was examined numerically by deriving a statistical data that was collected about the use of the BBC Learning English – stories influenced in the listening comprehension of students.

### **2.3.2 Pre-experimental design**

Pre-experimental design happen before a true experiment is conducted. Often, researchers want to see if their interventions will have an effect on a small group of people before they seek funding and dedicate time to conduct a true experiment. Pre-experimental designs are usually conducted as a first step towards establishing the evidence for or against an intervention (Thyer, 2017). It means that no control group is employed. Thus, this research is pre-experiment because a pre-test was applied before the treatment to measure students' listening level; after that, the treatment was administrated, and finally, a post-test was applied to determine if there was a change in the dependent variable.

## **2.4 Research Modality**

### **2.4.1 Bibliographic – Documentary research**

Bibliographic research focuses on the collection of information from previously published materials, including books, magazines, reports, and newspapers. Also, online resources such as websites, journals, papers, and academic articles (Allen, 2018). Therefore, this research was based on a Bibliographic-Documentary Research because it took online resources such as some journals, academic papers, and articles to support the study and analyze in-depth the information about BBC Learning English - stories and listening comprehension.

### **2.4.2 Field research**

According to Malsch and Salterio (2016), field research is the qualitative method based on the collection of data from the study phenomenon to understand, observe and interact with its environment naturally. So, this was field research because it was carried out in Unidad Educativa "Picaihua" where the researcher had direct contact with the population and identify the problem to obtain information about the present study with the students of 9th basic level.

## **2.5 Level or type of research**

### **2.5.1 Descriptive**

Descriptive research is a type of research that describes a population and a situation or phenomenon of a study (Formplus, 2020). Thus, the present project was descriptive because it described the situation, characteristics, and conditions of the use of the BBC Learning English – stories and listening comprehension of the students.

### **2.5.2 Explanatory**

Hernández and Mendoza (2018) affirmed that explanatory research purposes to find the why of events through cause-effect relationships. Therefore, this research was explanatory because the use of BBC Learning English - stories and listening comprehension. And, this determined the use of a new technological tool based on stories and their causes and effects.

### **2.5.3 Exploratory**

Exploratory research familiarizes the researcher with the problem of the study phenomenon to identify the variables to be analyzed. That's why, the present project was exploratory because it tried to find a solution to the problem that the teachers don't use a useful technological tool (BBC English Learning -stories) to the development of students' listening comprehension, with the necessary tools.

## **2.6 Population**

The population was selected randomly through cluster sampling, one class of ninth basic level EGB from Unidad Educativa "Picaihua" belonging to the academic period 2021-2022 in Ambato city. The selected level was constituted of 28 students, 14 female students, and 18 male students. The age range of the students was between 13 and 14 years old. The entire group of students participated during the application of the treatment as it is shown in table 1.



**Table 1.**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	18	65%
<b>Female</b>	10	35%
<b>Total</b>	28	100%

**Note:** Information taken from students of 9th level EGB at Unidad Educativa Picaihua by Sailema (2022).

## **2.7 Techniques and instruments**

It was essential to apply a pre-test and post-test from Cambridge Assessment English (Flyers listening test) with A2 level in the students of ninth basic level BGU at Unidad Educativa “Picaihua”. This helped to make the respective analysis, compare and verify if the BBC Learning English – stories contribute to developing the listening comprehension of the students.

The flyers listening test consisted of 5 parts but for the research purposes, the second and fourth parts were chosen. The second part consisted on note-taking in which the students had to listen to the audio and complete the missing information with some words from the box, and the students had the opportunity to develop the different sub-skills such as: listening for information and spelling. The fourth part consisted on multiple-choice questions in which students had to listen to the audio and choose the best option according to the correct description of the pictures, and the students could develop some skills such as listening for specific information.

The treatment was conducted for six weeks through a face-to-face modality. The activities were planned and adapted to the students’ needs. Some of the activities were chosen from

the worksheets of BBC Learning English – stories and applied to the students, so they had to listen carefully and answer the questions, understanding specific information from the stories.

## **2.8 Hypothesis**

### **2.8.1 Alternative Hypothesis**

BBC Learning English – stories do influence of BBC Learning English – stories in listening comprehension of the students of ninth basic level BGU from Unidad Educativa “Picaihua”.

### **2.8.2 Null Hypothesis**

BBC Learning English – stories do not influence of BBC Learning English – stories in listening comprehension of the students of ninth basic level BGU from Unidad Educativa “Picaihua”.

## **2.9 Variable Identification**

- **Independent Variable:** BBC Learning English – stories
- **Dependent Variable:** Listening Comprehension

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

This chapter presents the results of the data collected from the pre-test, and post-test applied to the students of ninth-level EGB in Unidad Educativa “Picaihua”. The second and fourth parts were chosen from the entire listening test. It was a standardized test from Cambridge Assessment English (Flyers listening test) with an A2 level. The results obtained were represented through tables and figures with their respective analysis and interpretation to help readers to understand them better.

The participants were 28 students of ninth-level EGB. The 10 interventions were applied in the English classes during a period of 5 weeks from May 5<sup>th</sup> to June 10<sup>th</sup>, 2022. The students could use the BBC Learning English – stories with the purpose of improving their listening comprehension during the period of the interventions. Also, the researcher used practical worksheets taken from the BBC Learning English – stories for the 10 interventions.

The pre-test and post-test scores are in tables 1 and 2. They show the grades of the students over 10 points, and the average gotten in each part. Table 3 shows a comparative table of the results from the pre-test and post-test to analyze what was the difference at the beginning and at the end of the treatment. The last tables show the results analyzed through the statistical software known as IBM – SPSS in its version number 25. Therefore, these sources could help to verify the hypothesis because the present research had two hypotheses, the null hypothesis, and the alternative hypothesis. Finally, it could represent a normality test, paired sample results, paired sample correlation, and paired sample t-test.

### 3.1.1 Pre-test results

**Table 2.**

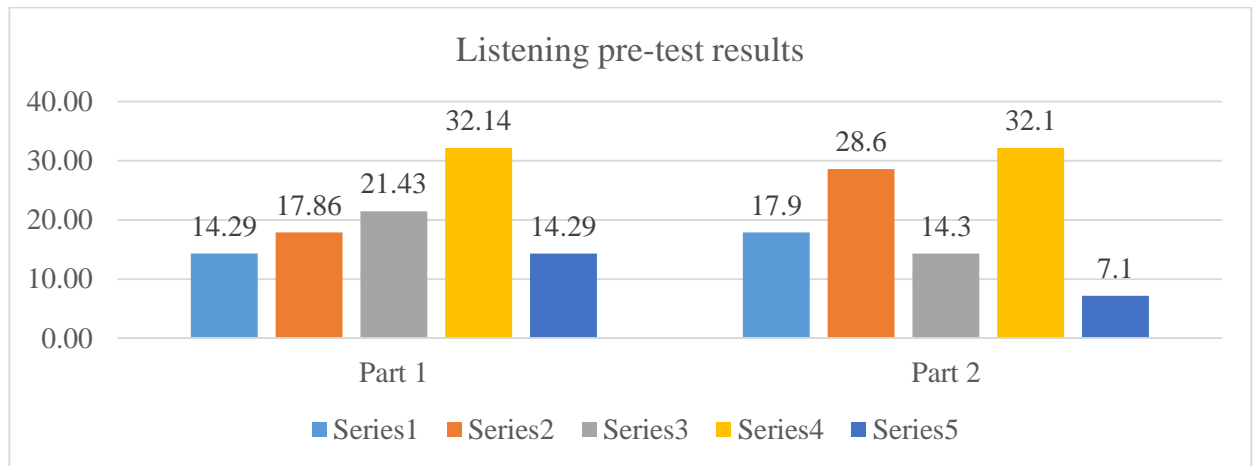
*Listening Pre-test results*

LISTENING PRE-TEST RESULTS								
Criteria	1	2	3	4	5	Students	Percentage	Average
<b>Part 1</b>	14,29%	17,86%	21,43%	32,14%	14,29%		100%	3,21
<b>Frequency</b>	4	5	6	9	4	28		
<b>Part 2</b>	17,9%	28,6%	14,3%	32,1%	7,1%		100%	2,70
<b>Frequency</b>	9	8	4	5	2	28		
							<b>Total</b>	5,91

*Note:* pre-test scores

**Figure 1.**

*Listening Pre-Test results*



**Fig. 1:** pre-test scores.

### Analysis and Interpretation

The pre-test was applied to 28 EGB students from Unidad Educativa "Picaihua" in Ambato city. Two parts were chosen from the entire listening test to check the listening comprehension of the students. Students could get points from 1 to 5 in parts 1 and 2, so

the students' final scores were over 10 points. Part 1 consisted of 5 questions in which the students had to listen and select the word from the box that best fitted the sentence. From 28 students, 4 students in part 1 obtained 1 point, which represents 14.29%. , 5 students obtained a mark of 2 points which represents 17, 86%, 6 students obtained a mark of 3 points which represents 21.43%, 9 students obtained 4 points which represent 32.14%, and 4 students obtained 5 points which represents 14.29%. Therefore, it is determined that the average was 3.21 out of 5 points in the first part.

For the second part, the students had to identify the professions, likes, dislikes, and interesting objects of a museum, so the students had to listen to a short audio track and tick the box for this section. In the first section, 9 students obtained a score of 1 point which represents 17.9%, 8 students had a score of 2 points which means 17.9% for the second section, 8 students had 2 points which represents 28.6% for the third section, 4 students obtained 3 points which represents 14.3% in the following section, 5 students obtained 4 points in the next section, and 2 students obtained 5 points for the last section. As a result, an average of 2.70 out of 5 points, so the results of the pre-test were 5.91 out of 10 points.

This information collected, showed the difficulties that the students had to differentiate the objects, activities, and use of part 2, specifically to question 5. It represented a great difficulty for the students because the scores were low, it is clear that the students had serious problems understanding words and grammatical structures, this problem is related to the environment in which the students' activities take place, in both parts they had to identify the words and place them in the correct order.

### 3.1.2 Post-test results

**Table 3.**

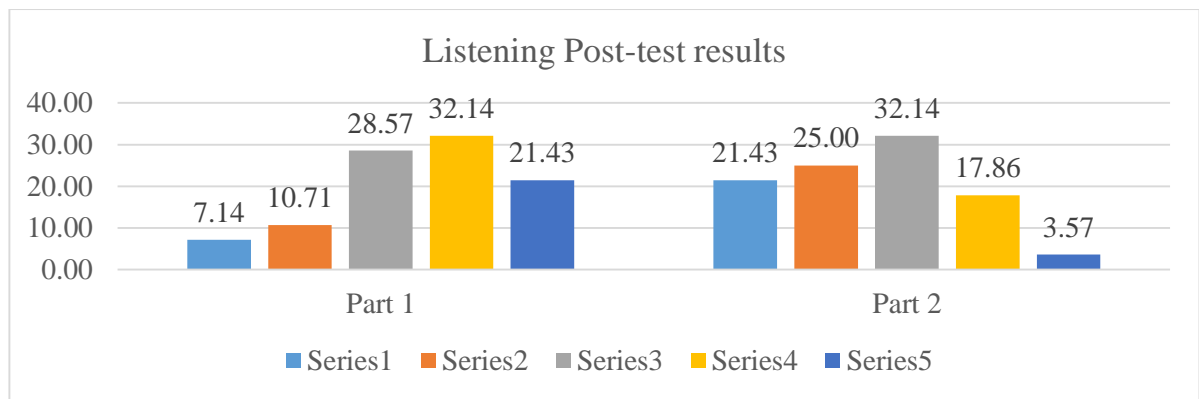
*Listening Post-test results*

LISTENING POST-TEST RESULTS								
Criteria	1	2	3	4	5	Students	Percentage	Average
<b>Part 1</b>	7,14%	10,71%	28,57%	32,14%	21,43%		100%	4,14
<b>Frequency</b>	2	3	8	9	6	28		
<b>Part 2</b>	21,43%	25,00%	32,14%	17,86%	3,57%		100%	3,15
<b>Frequency</b>	6	7	9	5	1	28		
							<b>Total</b>	<b>7,29</b>

*Note:* post-test scores

**Figure 2.**

*Listening comprehension Post-test results*



*Fig. 2:* post-test scores

### Analysis and Interpretation

The listening comprehension test was applied to 28 students after using the BBC Learning English – stories platform, they are practical exercises to improve students' listening comprehension. In the first part, there are 5 questions to select the words from the box and be able to locate them to form sentences. In the first item, it shows that 2 students obtained a mark of 1 point which represents 7.14%, it was known that 3 students obtained a mark of 2 points which represents 10.71% for the second item, 8 students obtained a grade of 3 points which represents 28.57% in the third item, 9 students obtained a grade of 4 points

which represents 32.14% for the next item, 6 students obtain 5 points which mean 21.43% for the last item. Finally, the general average was 4.14 over 5 points.

For the second part, it was necessary to identify the objects and activities, and professions that Jack performs, so the students had to listen to a short audio track and select the correct option. In the first section, 6 students get 1 point, which represents 21.43%, 7 students get 2 points which represents 25% for the next section, 9 students obtain 3 points which represents 32.14% in the third section, 5 students obtained a mark of 4 points which represents 17.86% for section 4, and only 1 student obtained a mark of 5 points which represents 3.57% in the last section, so the average of the activity of part 2 is 3.15 over 5 points.

The final average of the Post-test was 7.29/10. It means that a great improvement is evident with the application of the practical exercises of the BBC Learning English – stories. Therefore, this type of practice helps to improve students' listening comprehension, because it is necessary to practice understanding the English language.

### 3.1.3 Pre-test and post-test comparative results

**Table 4.**

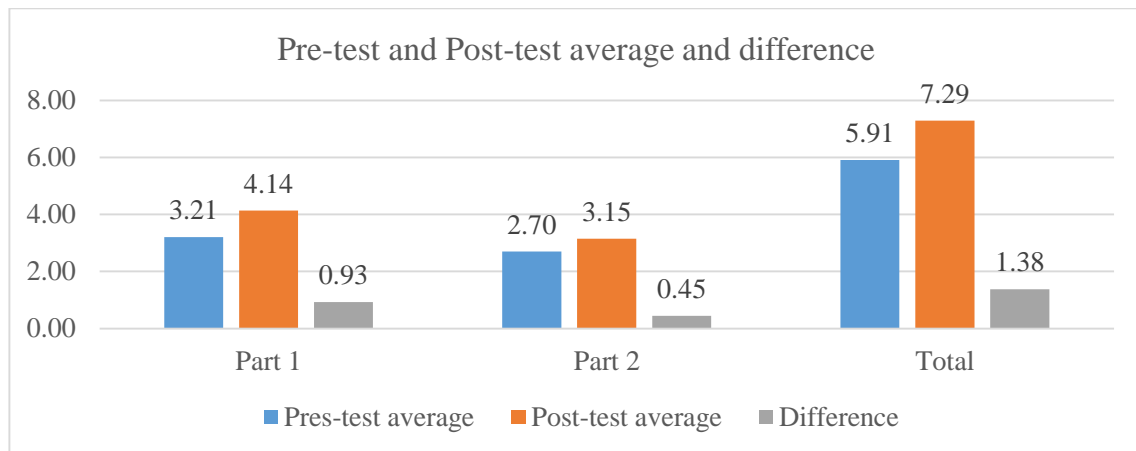
*Pre-test and Post-test average and difference*

Criteria	Pre-test average	Post-test average	Difference	Expected Average
<b>Part 1</b>	3,21	4,14	0,93	5
<b>Part 2</b>	2,70	3,15	0,45	5
<b>Total</b>	<b>5,91</b>	<b>7,29</b>	<b>1,38</b>	<b>10,00</b>

**Note:** Participants' average scores were gathered from the pre-test and post-test.

**Figure 3.**

*Pre-test and Post-test average and difference*



**Fig. 3:** Comparison between the score achieved by the participants and the expected score in each part of the test.

### Analysis and Interpretation

The previous figure and table show the scores obtained in parts 1 and 2 of the pre-test and the post-test. It reflects an increase in the score obtained in the sections of the tests, so the final result increased due to the practical exercises carried out on the BBC Learning English – stories. It shows that there is a small improvement in the first part in which the average post-test correlation is 0.93, and for the second part is appreciated that the



improvement is reduced because the correlation is 0.45. Finally, the correlation results between the post-test and the pre-test are 1.38, so it means that there is an improvement in the listening comprehension of the students from ninth level EGB, but the most successful part was the first part because the average is 4.14 over 5 points.

The use of information and communication technologies (ICT) is the main cause of the improvement experienced by students in listening comprehension, so the BBC Learning English platform - stories have videos with subtitles, text to understand the meaning of each sentence, and practical worksheets. Therefore, this type of exercise encourages students to do it in their own free time with the purpose of improving their skills and qualifications in the English language, mainly in listening comprehension. In other words, this type of exercise to practice listening comprehension had a positive impact because learning was beneficial for the student due to the ease of performing these tasks, learning new words through the videos, and understanding the English language in different contexts.

### **3.2 Hypothesis verification**

The data collected through the pre-test and post-test were entered and analyzed through statistical software known as IBM - SPSS. The statistical method selected to verify the hypothesis is the T-Test, this coefficient uses the means obtained in the tests to obtain the correlation and standard deviation between the selected variables. Therefore, this type of data allowed accepting or rejecting the research hypothesis. It means that the platform of BBC Learning English - stories has a positive impact on the students listening comprehension of ninth basic level BGU in Unidad Educativa "Picaihua".

**Table 5.***Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Pre-test final	,197	28	,030*	,961	28	,069
Post-test final	,213	28	,036	,833	28	,071

*Note:* Test of Normality by SPSS statistics program (2022).**Table 6.***Paired Sample Results*

		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	<b>Pres-test final</b>	8,99	28	2,591	0,554
	<b>Post-test final</b>	10,45	28	1,927	0,434

*Note:* Test of Normality by SPSS statistics program (2022).**Table 7.***Paired Sample Correlation*

	N	Correlation	Sig.
Pair 1 Pre-test final & Post-test final	28	0,651	0,001

*Note:* Test of Normality by SPSS statistics program (2022).

**Table 8.***Paired Sample T-test*

		Paired Differences				t	df	Sig(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Pair 1</b>	Pre-Test final	-	2,005	0,438	-2,334	-0,954	-4,355	21	0
	Post-test final	1,874							

*Note:* Paired Sample T-test by SPSS statistic program (2022).

### **Analysis and Interpretation**

The Shapiro-Wilk test was used to determine normality, the results were 0.69 for the Pre-test and 0.71 for the Post-test, the scope of these results shows that the values are greater than 0.005, so the null hypothesis for the normality test is accepted since the data obtained show that there is normal data distribution. Therefore, these data allow the researcher to set aside the Wilcoxon signed-rank test to select which of the two hypotheses is the most appropriate for the investigation. The data collected through the Pre-test and Post-test allowed for the development of the T-test. This data allowed calculating the average being 5.91 for the Pre-test and 7.26 for the Post-test, so these results allowed the researcher believed that the practical exercises on the BBC Learning English platform were beneficial for the students because they were able to improve their listening comprehension.

The P or Sig (Bilateral) value of the T-test shows a result of 0.000, this value had to be compared with the data provided to validate the survey, of which the error is 5%, and the P-value obtained in the T-test is lower than the percentage of error. Therefore the alternative hypothesis was accepted by the research because the BBC Learning English stories platform had a positive impact to improve the listening comprehension of the English language in ninth basic students level EGB in Unidad Educativa "Picaihua".

### **3.3 Discussion of the results**

The results achieved by the researcher showed that the use of BBC Learning English-stories provides practice opportunities to improve listening comprehension in students of ninth basic level from Unidad Educativa “Picaihua”. The students' improvement in listening comprehension skills is due to the potentials that the platform has provided. Many authors affirm that stories has some benefits and helps improve the listening comprehension. Farouk (2021) stated that stories can improve listening comprehension of the students because they show a great progress in their learning and it differs from the traditional teaching. Also, Cetin (2020) mentioned in his study that digital short stories develop the listening skill. Stories can motivate students to develop their different skills since stories has useful content like videos, audios of native speakers, and images that catch the attention of the students and students can use their imagination.

Cığerci and Gultekin (2017) concluded in their study that the use of digital stories focusing mainly on listening comprehension had positive effects on the students. The researchers could show that it helped students have a better understanding of thought motivation and a pleasant environment. Alvarado (2016) determined that the students improve their listening skills through the use of digital storytelling. It means that the tool was effective because the students were able to understand and identify specific details in the audio of digital stories. These statements agree with the results of this study, BBC Learning English-stories contributed to the development of this receptive ability and motivated the students as they were interested in participating and developing the activities.

In this study, the general average of the listening test at the beginning was 5,91 points out of 10, then after applying the treatment, a score of 7,29 out of 10 points. An increase of 1,38 points can be highlighted, showing that the use of BBC Learning English develop the listening comprehension. Therefore, BBC Learning English – stories was beneficial for the students because they were able to develop their listening comprehension since they understand the English language in real contexts and they were very funny because was a different method used in class where they develop their imagination.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- The use of BBC Learning English – stories promote listening comprehension. The influence of BBC Learning English – stories on listening comprehension have had a positive impact in students of 9<sup>th</sup> basic level from Unidad Educativa “Picaihua”. When using stories, learners feel motivated and excited to improve listening comprehension because let students listen to the speech, sounds and rhythms of English while they must understand the real context of the English language.
- BBC Learning English – stories are important since they help students to improve their listening comprehension because it contains stories that allowed the students to develop their imagination and the recognition of words through sounds, leading them to have new experiences since they reflect different contexts of the use of the English language. Based on this information, the students were introduced to new genres of literature, resulting in the opening of a new world allowing them to relax and develop their listening comprehension.
- A2 Flyers listening test was used to measure the level of the students’ listening comprehension through a pretest at the beginning of the treatment and a post-test at the end of the treatment. The students got an average of 5.91 points in the pre-test, so it was considered a low average. For that reason, it was important to use BBC Learning English – stories for 6 weeks in the English classes to improve the students listening comprehension and get a better average at the end of the treatment. Therefore, the students improved their listening comprehension because they got better scores in the post-test reflecting a high average of 7.29 points, which means that the platform works.
- BBC Learning English – stories played an important role in the improvement of the students’ listening comprehension because the platform offers interesting

stories in which the students have to understand what is the real context of each one of the characters that they develop and try to understand the English language that they use in their environment. Therefore, BBC Learning English – stories help to develop a specific skill that the students require.

#### **4.2 Recommendations**

- The BBC Learning English – stories learning methodology is a suitable tool for learning the English language and developing listening comprehension. It is important to mention that all this was achieved with the use of the internet in which several tasks were carried out for the students to develop. It is suggested to apply the methodology to motivate students in learning the English language, also combining it with the technology to make the activities more fun and emotional since they can have resources of high quality.
- Teachers should use BBC Learning English – stories in order for students to interact, practice, and develop their skills. They offer some benefits like; the development of the imagination of the students to form pictures in their mind and use their imagination, as a result, students will understand words and different contexts when they read books independently since they will remember the pictures when they heard. In addition, the implementation of communicative activities is suggested so that students communicate and use real language.
- It is important to test students whenever possible because it lets to know what the level of the students is and what they need to learn or improve to be at the correct level according to their age. For that reason, it is important to consider English standardized tests to measure the student's level. On the other hand, teachers must consider some possible solutions to improve the students' level through useful resources like BBC Learning English. BBC Learning English – stories can

reinforce students listening comprehension significantly so it has practical exercises that have positive effects at the end of the use of this platform.

- The use of platforms is recommended to teach and learn the English language because these kinds of platforms can help to improve a specific skill that the students require. Therefore, teachers and students can make use of BBC Learning English – stories to improve listening comprehension because it is mainly focused in that the learner develops their understanding in different contexts and their listening skills. Teachers can use each one of the stories in their daily lesson plans to make the classes more interesting and create a good atmosphere with practical exercises that focus on the skill that the teacher needs to reinforce.



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## ANNEXES

### Annex 1: Approval

# CARTA DE COMPROMISO

Ambato, 19 de octubre del 2022

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Silvia Magdalena Sánchez Ortiz en mi calidad de Rectora de la Unidad Educativa "Picaihua", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "BBC LEARNING ENGLISH – STORIES AND LISTENING COMPREHENSION" propuesto por la estudiante Lizbeth Valeria Sailema Moyolema, portadora de la Cédula de Ciudadanía, 1805301353 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Silvia Magdalena Sánchez Ortiz  
1802272664  
0996122974  
[silviam.sanchez@educación.gob.ec](mailto:silviam.sanchez@educación.gob.ec)



**Annex 2: Pre and Post-test**

**UNIDAD EDUCATIVA "PICAHUAS"**  
**EDUCACIÓN GENERAL BÁSICA**

*Candidate name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Class: Level A2* *Time: 30 minutes*

*Objective: To evaluate the students' listening comprehension after the application of BBC Learning English – stories.*

*Instructions:*

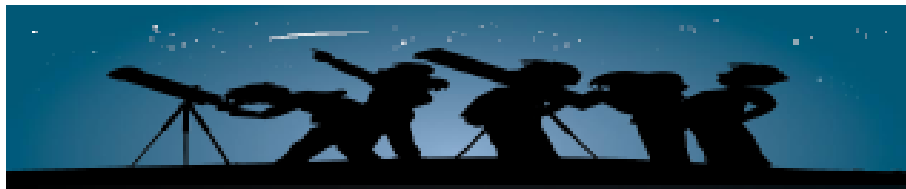
- *Read the instructions carefully.*
- *Answer all the questions in Listening Parts 1 and 2*
- *Each question is worth 1.*

**LISTENING**

**PART 1**

*Questions 1 – 5: Listen carefully and complete the missing information with the words from the box. There is one example.*

6.30 pm - moon - DVD(s) - B-A-I-L-E-Y - start - torch (antorcha)



**The Space Club**

- Meetings at: 6.30 pm ..... on Tuesdays
1. Children learn about: the .....
2. Sometimes they look at: the .....
3. Children should bring: a .....
4. If it's cloudy, children watch: .....
5. Person who sometimes talks to club: Mr .....

**PART 2**

**Questions 6-10: Listen and tick (✓) the box. There is one example. What was Grandma's favorite job?**



A



B



C

**1.- Which Museum is Jack's grandma going to work in?**



A



B



C

**2.- What does Jack enjoy doing most in museums?**



A



B



C

**3.- What is the most interesting thing in the museum?**



A



B



C

**4.- What is Jack's grandma going to do in the museum?**



A



B



C

**5.- How will Jack's grandma get to work?**



A



B



C

**Annex 3: Lesson Plans****LESSON PLAN 1****Teacher:** Lizbeth Sailema**Subject:** English**Level:** ninth grade

<b>Group:</b> 28 students from 9th grade, 18 women and 10 men <b>Date:</b> 03/06/2022 <b>Duration:</b> 40 mins		
<b>Topic:</b> School Trip <b>Aims:</b> <ul style="list-style-type: none"> <li>• To make a brief description about a trip experience.</li> <li>• To summarize a short trip story.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	Warm-up activity  The teacher gives students a flashcard with vocabulary words of the listening story.  The students use a word making a brief description about something about an experience or memories about a trip.	Flashcard
Study 10 mins	The teacher introduces the listening of the day, which is a story about “School Trip”.  The teacher makes a little introduction telling students about what a beautiful experience that she had in a trip. Therefore, the students listen and understand what the teacher tries to say and answer the question: What would be your perfect trip?	Worksheet
Activate 20 mins	The teacher explains students the activities that they have to do.  The students have to listening the story twice, try to complete the activities and understand the School Trip story.	Worksheet



VOCABULARY



Wildlife Park



Leopard



Lions



Sunscreen



Snacks



Coach



Motorway



Rhinos



Sky

## SCHOOL TRIP STORY

NAME:..... DATE:.....

LINK: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/schooltrip>

**ORDER THE LETTERS AND WRITE THE WORDS.**

ILOS N

.....

SNU CREES N

.....

DSOARLEOP

.....

LIFEWILD ARPK

.....

TOMORAYW

.....

MALAINS

.....

**READ AND WRITE THE CORRECT ANSWER.**

1. Everyone was .....
2. He had a ..... with his ..... and water bottle.
3. His parents ..... to calm Bella.
4. The coach driver ..... to the side of the .....
5. Joe ..... a horrible shock.

## LESSON PLAN 2

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Nineth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 09/06/2022  <b>Duration:</b> 40 mins</p>		
<p><b>Topic:</b> No pets here  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe their favorite pets.</li> <li>• To discuss responsibilities about having a pet.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up</p> <p>The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students make a sentence with the vocabulary word that their partners assign.</p>	Flashcards
Study 10 mins	<p>The teacher introduces the listening of the day, which is a story about “No pets here”.</p> <p>The teacher makes a little introduction telling students about a little memories with her favorite pet. Therefore, the students listen and understand what the teacher tries to say and answer the question: Do you have a favorite pet?</p>	Worksheet
Activate 20 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand No pets here story.</p>	Worksheet

## VOCABULARY



Pets



Hamster



Puppy



Kitten



Floorboards



Downstairs



Kitchen



Breadcrumb



Cage

## NO PETS HERE

NAME:..... DATE:.....

LINK:<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/nopetshere>

### ORDER THE STORY.

Izzy had a new hamster. She said that Bella could keep Harriet! \_\_\_\_\_

“You know we can't have a puppy,” said Mum. \_\_\_\_\_

Joe and Finn went into the garden to play football. They were practising penalties, when they heard a shout. \_\_\_\_\_

Joe and Bella had always wanted a pet. \_\_\_\_\_

Harriet was small and round with beady eyes, golden fur and long whiskers. \_\_\_\_\_

“Izzy's mum had an appointment, so she dropped Izzy off here instead,” \_\_\_\_\_

### READ AND MATCH

- a) Harriet was small and round with beady eyes, golden fur and long whiskers.
- b) Joe and Finn went into the garden to play football
- c) Bella came home from school very excited.
- d) He crept downstairs

“My friend Izzy has got a hamster,” she told the rest of the family over tea.

She sat in Bella's hand and snuffled at Joe.

Sitting in the middle of the kitchen floor, calmly nibbling on a breadcrumb – was Harriet!

They were practicing penalties, when they heard a shout.

### LESSON PLAN 3

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 10/06/2022  <b>Duration:</b> 40 mins</p>		
<p><b>Topic:</b> Exam time.  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe the importance of the exams.</li> <li>• To explain some tips used on exam time.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity  The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students use a word making a short story about the exam time.</p>	Flashcard
Study 10 mins	<p>The teacher introduces the listening about “Exam time”.</p> <p>The teacher makes a little introduction telling students about the importance of studying for the exams. Therefore, the students listen and understand what the teacher tries to say and answer the question: What do you do to get good scores in exam time?</p>	Worksheet
Activate 20 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand Exam Time story.</p>	Worksheet

## VOCABULARY



Reckoned



Bike



Unicorn



Pencil



Light



Screen

**EXAM TIME**

Name:.....

Date:.....

LINK: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/examtime>

**ORDER THE LETTERS AND WRITE THE WORDS.**

**MEHOWORK**

**MTAINOUN**

.....

.....

**OOTFALLB**

**VERSIL CILPEN**

.....

.....

**GICMA**

**NICPA**

.....

.....

**READ AND WRITE THE CORRECT ANSWER.**

1. Everyone was .....
2. He had a ..... with his ..... and water bottle.
3. His parents ..... to calm Bella.
4. The coach driver ..... to the side of the .....
5. Joe ..... a horrible shock.



## LESSON PLAN 4

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 12/05/2022  <b>Duration:</b> 45 mins</p>		
<p><b>Topic:</b> Milly and the rainbow  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe the best memories seeing a rainbow.</li> <li>• To illustrate a picture about a memories of a classmate.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares some different flash cards about Milly and the rainbow story with the students.</p> <p>The students have to make different sentences with the vocabulary words and speak in front of the class.</p>	Flash cards
Study 10 mins	<p>The teacher introduces the listening about “Milly and the rainbow” that is a story of a girl discovering things in a rainbow. The teacher speaks about their childhood when she liked saw the rainbow.</p> <p>The teacher asks students: “Why do you like see the rainbow?”</p>	Worksheet
Activate 25 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand Milly and the rainbow story.</p>	Worksheet

## VOCABULARY



Rain clouds



Hill



Rainbow



Garden



Grass



Stones



Golden Coin



Apple tree



Sky

# Milly and the Rainbow

LINK: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/millyandtherainbow>

## Order the story.



Milly sat under an apple tree.

A



The rainbow disappeared, and so did her golden coin.



Milly was sucked up by the rainbow.



It was a golden coin.



She landed back in her own garden.



She saw a rainbow.

Order the letters and write the words.

	Sky		eret pepal		nair doucls
	llih		wobnria		nderag
	neglod ncoi		sera		enost

Read and match.



- |   |                                       |    |   |
|---|---------------------------------------|----|---|
| 1 | Milly sat under the apple tree and    | a) | blue, orange, green and purple.               |
| 2 | The sky filled with dazzling colours, | b) | bigger than usual money and much heavier.     |
| 3 | She tumbled over and over but         | c) | watched the rain clouds sweep over the hills. |
| 4 | It was a golden coin,                 | d) | I am a very lucky girl.                       |
| 5 | The rainbow disappeared,              | e) | didn't hurt herself.                          |
| 6 | Even if the wish doesn't come true,   | f) | and so did the golden coin.                   |

## LESSON PLAN 5

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 12/05/2022  <b>Duration:</b> 45 mins</p>		
<p><b>Topic:</b> The perfect thing  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To make a brief description about their likes and dislikes.</li> <li>• To discuss about a perfect thing with a classmate.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students use a word making a brief description about something about themselves or some event in pairs.</p>	Flashcard
Study 10 mins	<p>The teacher introduces the listening of the day, which is a story about “The perfect thing”.</p> <p>The teacher makes a little introduction telling students about what is the perfect thing for her. Therefore, the students listen and understand what the teacher tries to say and answer the question: What is the perfect thing for you?</p>	Worksheet
Activate 25 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story twice, try to complete the activities and understand the perfect thing story.</p>	Worksheet

## VOCABULARY



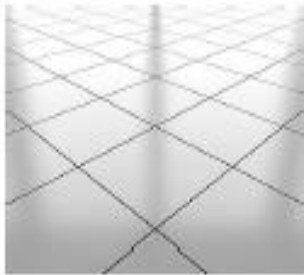
Dress



Cheek



Tissue



Floor



Smile



Escalator



Ear



Jeans



Top

# The Perfect Thing



LINK: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/theperfectthing>

## Who says it?

A = Amy M = Mum G = Gran

Please can I have money to buy something new?  A

You will have to ask your gran.

I just want to go home, but I can't go home with nothing.

I know the perfect thing for you to wear.

Yes! Oh Gran - you are so clever!

I want something special, Gran.

We will keep going until we find your special thing.

It's the perfect thing!

You are going out in that?

## Order the story.

1  
Amy wanted money to buy new clothes for a party.

Amy tried on blue clothes on the first floor.

Amy began to cry because she couldn't find anything special to wear.

Amy's gran told Amy she already had something very special.

Amy's mum said she didn't have money for Amy to buy new clothes.

Amy's gran took her shopping.

Amy's mum was surprised that Amy hadn't bought any new clothes.

Amy told her mum that her smile was the perfect thing to have for the party.

Amy tried on clothes on the other floors.

Find and circle the words. Then label the pictures.

e	f	s	j	t	t	x	d	p	d
f	s	k	n	i	q	r	r	b	y
x	g	c	s	a	c	t	e	e	e
x	c	s	a	r	e	x	s	l	h
x	u	f	o	l	r	j	s	i	y
e	r	o	t	s	a	m	e	m	i
w	l	x	d	o	z	t	s	s	e
f	p	h	t	e	p	d	o	l	a
c	h	e	e	k	g	s	x	r	r
f	l	o	m	n	s	j	i	g	x



store





## LESSON PLAN 6

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 19/05/2022  <b>Duration:</b> 45 mins</p>		
<p><b>Topic:</b> Technology  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe the advantages of the technology.</li> <li>• To discuss about the use of a robot in the human lives.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up</p> <p>The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students make a sentence with the vocabulary word that their partners assign.</p>	Flashcards
Study 10 mins	<p>The teacher introduces the listening of the day, which is a story about “The Robot”.</p> <p>The teacher makes a little introduction telling students about an important event about the use of the technology. Therefore, the students listen and understand what the teacher tries to say and answer the question: Why do you want to get a robot?</p>	Worksheet
Activate 25 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand The Robot story.</p>	Worksheet

VOCABULARY



Robot



Window



Wheel



Plane



Light



Screen



Carpet



Gate



Sign

# The Robot

**LINK:**

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/therobot>

## Who says it?

R = Robot C = Cara

Hello.  
How may  
I help you?  R

Oh!  
You are  
wonderful!

You can't  
do everything

Follow  
me.

Wow.  
You really  
know things.

I can take  
you shopping.

Can you make  
the plane leave  
sooner?

I can do many  
tasks. Ask me.

Are you  
talking to  
me?

## Choose and circle the correct word.

- 1 How/Who may I help you?
- 2 Are/Is you talking to me?
- 3 Have/Can you do anything else?
- 4 Where/Who are the toilets?
- 5 Does/Can you make the plane leave sooner?
- 6 Do they has/have peanut butter flavour?



Order the letters and write the words.



*Robot*

trobo



wwondi



slheew



senlap



thilg



eenrsc



tcrepa



stega



gnis

## LESSON PLAN 7

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 20/05/2022  <b>Duration:</b> 45 mins</p>		
<p><b>Topic:</b> Favorite Library.  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe the importance of use a library.</li> <li>• To compare before and after the use of the library.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity  The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students use a word making a short story about their favorite book.</p>	Flashcard
Study 10 mins	<p>The teacher introduces the listening about “Nell’s Book”.</p> <p>The teacher makes a little introduction telling students about an important event about her live in the library and how useful was that for her. Therefore, the students listen and understand what the teacher tries to say and answer the question: Do you thing that use a library is important nowadays?</p>	Worksheet
Activate 25 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand Nell’s Book story.</p>	Worksheet

VOCABULARY



Library



Gadget



Ponies



Guinea pig



Parrots



Unicorns



Pets



Fur



Kitten



Tortoise

# Nell's Book

**LINK:**

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/nellsbooks>

## Who says it?

N = Nell

S = Saffron

Why don't you  
look at books?  
We are in  
a library!

N

That's boring!  
I like things  
to be different.

This is  
unreal!

I was right.  
Books are  
definitely better  
than gadgets.

Look! You can  
buy them online.  
They sing and  
dance, too.

I like turning  
the pages to see  
what comes next.

And they are very  
pretty. But I  
still like my  
book more!

That book is just  
cats. Look, I can  
change this.

Back in the  
book! Quick!

## Choose and circle the correct word.

- 1 Nell was the only one with a book. Her friends had gadgets in **your/their** hands.
- 2 'Books are old-fashioned!' said Sunita. 'I don't know why you like **them/you!**'
- 3 'Ok, kittens.' Saffron tapped at **her/your** screen.
- 4 'I know,' said Nell, 'and they are very pretty. But I still like **my/me** book book more.'
- 5 'Real unicorns. Look! You can buy **it/them** online.'
- 6 'Back in the book!' said Nell, and clapped **her/his** hands.

Order the story.



1

Nell was in the library with her friends.

The pets all turned to smoke and whizzed back into the book.

Nell heard her mum coming up the stairs.

Soon the room was full of animals, like a zoo.

Then the cat tapped the book and another cat appeared.

When she touched the photo in the book, a cat appeared by magic.

Later Nell was at home looking at one of her favourite books about pets.

She clapped her hands to make the pets disappear.

Her friends showed her kittens and unicorns on their gadgets.



## LESSON PLAN 8

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 26/05/2022  <b>Duration:</b> 45 mins</p>		
<p><b>Topic:</b> adventure for the birthdays  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe adventures in the day of their birthdays.</li> <li>• To summarize an adventure about a short record.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares some different flash cards about Joe goes fishing story with the students.</p> <p>The students have to make different sentences with the vocabulary words and speak in front of the class.</p>	Flash cards
Study 10 mins	<p>The teacher introduces the listening about “Joe goes fishing” that is a story about a boy and the day of his birthday. The teacher speaks about their childhood when she had an adventure in the day of her birthday.</p> <p>The teacher asks students: “What kind of adventure would you like to have in the day of your birthday?”</p>	Worksheet
Activate 25 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand Joe goes fishing story.</p>	Worksheet

VOCABULARY



Trainers



Rod



Watch



Jacket



River



Riverbank



Sandwich



Canoe



Mud

# Joe Goes Fishing

LINK: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/joegoefishing>

## Order the story.



Joe sat on his bed and looked at his birthday presents.



There was a man in a canoe and he was holding Joe's fishing rod.



Joe saw his beautiful watch land safely on the riverbank.



His watch was gone. His fishing rod was gone. His trainers were brown with mud.



His smart new watch flew off his hand and landed in the river.

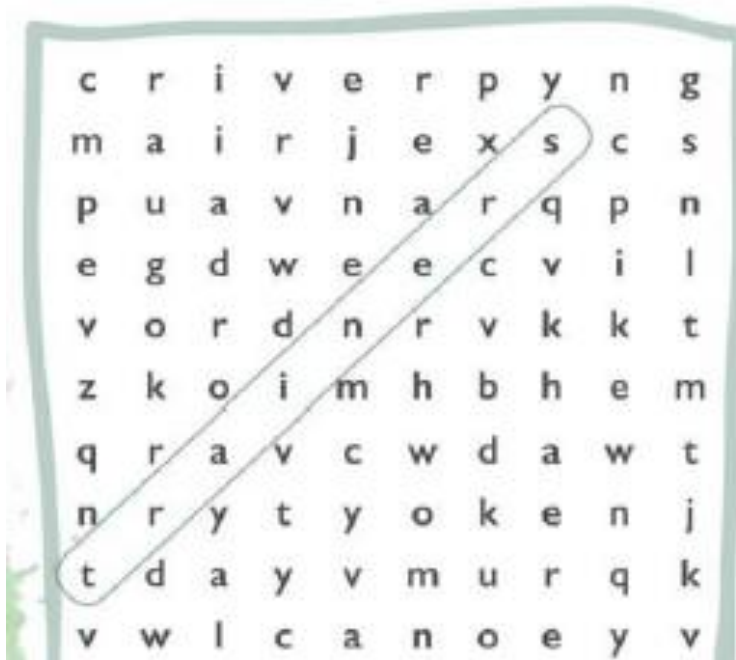


He walked along a path to the riverbank.

## Read and match.

- |   |   |
|---|---|
| 1 Joe's grandpa had given                 | a) hands and landed with a splash in the water. |
| 2 Joe went down a lane                    | b) <i>this has been!</i>                        |
| 3 The swan stamped its feet angrily       | c) him a watch.                                 |
| 4 The rod flew out of his                 | d) and through a gate.                          |
| 5 Joe tried to turn around and pick it up | e) then walked into the water and sailed away.  |
| 6 What a birthday                         | f) but he lost his balance.                     |

Find and circle the words. Then label the pictures.



trainers



## LESSON PLAN 9

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 9/06/2022  <b>Duration:</b> 40 mins</p>		
<p><b>Topic:</b> Jobs  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To make a brief description about their favorite job.</li> <li>• To contrast some jobs that they will listening.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher gives students a flashcard with vocabulary words of the listening story.</p> <p>The students use a word making a brief description about different jobs that there are in their cities.</p>	Flashcard
Study 10 mins	<p>The teacher introduces the listening of the day, which is a story about “Best job in the world”.</p> <p>The teacher makes a little introduction telling students about what was the best job in her life. Therefore, the students listen and understand what the teacher tries to say and answer the question: What would be the best job in the world for you?</p>	Worksheet
Activate 20 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story twice, try to complete the activities and understand the best job in the world story.</p>	Worksheet

## VOCABULARY



Fire Engine



Garage



Equipment



Trawler



Fishing Net



Waves



# Best Job in the World



**LINK:** <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/bestjobintheworld>

Order the letters and write the words.



Fire Engine

refi geneie



ggaer



tmeeuiqnp



rewitar



ten gnhsiif



swvae



eeooskvlbh



ssiitbcu



clprfeeai

Read and choose the correct answer.

- 1 Elli's father was always making new gadgets.  
a) be b) was c) were
- 2 It was the firefighter who was \_\_\_\_\_ forwards.  
a) walked b) walk c) walking
- 3 The waves \_\_\_\_\_ rolling, fast and high.  
a) was b) were c) been
- 4 She was \_\_\_\_\_ some piece of machinery.  
a) fixing b) fixes c) fixed
- 5 The waves grew bigger and the boat \_\_\_\_\_ rocking from side to side.  
a) were b) be c) was
- 6 A real fire was \_\_\_\_\_ in the fireplace.  
a) burnt b) burning c) burns

Read and match.

- 1 *Elli's father worked for a big company and*
  - 2 *The camera filmed everything they did*
  - 3 *Elli learned how*
  - 4 *It was quite dark,*
  - 5 *Elli began to feel*
  - 6 *This is the best*
- a) *but Elli saw a big garage with equipment.*
  - b) *was always making new gadgets.*
  - c) *job in the world.*
  - d) *so you can see and hear it, too.*
  - e) *to choose and change jobs.*
  - f) *sicker and sicker.*





## LESSON PLAN 10

**Teacher:** Lizbeth Sailema

**Subject:** English

**Level:** Ninth grade

<p><b>Group:</b> 28 students from 9th grade, 18 women and 10 men  <b>Date:</b> 10/06/2022  <b>Duration:</b> 40 mins</p>		
<p><b>Topic:</b> Abdu and the Traffic Jam  <b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To describe some usual problems about the traffic.</li> <li>• To explain how would be the life without the use of transportation.</li> </ul>		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares some different flash cards about Abdu and the Traffic Jam story with the students.</p> <p>The students have to make different sentences with the vocabulary words and speak in front of the class.</p>	Flashcards
Study 10 mins	<p>The teacher introduces the listening about “Abdu and the Traffic Jam” that is a story of a man with some problems in the traffic. The teacher speaks about some traffic problems that she has to face.</p> <p>The teacher asks students: “Why do you think about the traffic in your city?”</p>	Worksheet
Activate 20 mins	<p>The teacher explains students the activities that they have to do.</p> <p>The students have to listening the story, try to complete the activities and understand Abdu and the Traffic Jam story.</p>	Worksheet

## VOCABULARY



Traffic



Motorway



Lorry



Van



Radio



Claws



Roof



Dinosaur



Foot

# Abdu and the Traffic Jam

**LINK:**

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/abduandthetrafficjam>

## Who says it?

**A** = Abdu  
**M** = Mum  
**LD** = Lorry driver

Oh no... Look at this. It's going to take forever to get home **M**

Maybe there has been an accident?

I think you're dreaming!

Mum! Have you seen it?

I just don't understand what you can't hear the noise or see the rocking.

I didn't hear anything.

Nothing exciting ever happens to me.

That is the second t-rex I've lost this week!

Mister! Mister! You've lost your dinosaur!

## Read and match.



- |   |                                       |    |   |
|---|---------------------------------------|----|---|
| 1 | Then it came to a stop at             | a) | away across the fields.                         |
| 2 | But he couldn't go to bed until       | b) | of his bag and began.                           |
| 3 | The side of the lorry had a dent now, | c) | the very end of a long traffic jam.             |
| 4 | The t-rex climbed out                 | d) | like someone had punched it from inside.        |
| 5 | It ripped off the roof and ran        | e) | he had done his homework.                       |
| 6 | He pulled his homework book out       | f) | of the lorry and jumped down onto the motorway. |

Order the letters and write the words.

	Traffic jam ciffrat maj		ywmatroo		rrlyo
	nav		oidar		scawl
	foro		raudonsi		otfo

Read and choose the correct answer.

- |  |   |
|--|---|
| 1 Maybe there <u>has been</u> an accident.<br>a) be b) was c) has been                       | 2 Maybe there _____ too many cars on the road these days!<br>a) are b) is c) be |
| 3 There _____ three lanes full of cars, lorries and vans<br>a) is b) were c) been            | 4 There _____ no writing on it.<br>a) was b) be c) being                        |
| 5 Suddenly there _____ an almighty thumping sound, deep and metallic.<br>a) be b) are c) was | 6 There _____ something inside it.<br>a) was b) were c) been                    |





## Annex 4: Urkund Report



### Document Information

Analyzed document	CHAPTER I-IV SAILEMA LIZBETH.docx (D142092667)
Submitted	7/15/2022 9:41:00 PM
Submitted by	
Submitter email	lsaillema1353@uta.edu.ec
Similarity	2%
Analysis address	eg.encialada.uta@analysis.orkund.com

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / TESIS OSCAR ALBAN CHAPTERS I-IV.docx</b> Document TESIS OSCAR ALBAN CHAPTERS I-IV.docx (D124811404) Submitted by: oalban2009@uta.edu.ec Receiver: manuelxsulcag.uta@analysis.orkund.com	 3
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / cap 1 - 4.pdf</b> Document cap 1 - 4.pdf (D127853422) Submitted by: dlasluisa7525@uta.edu.ec Receiver: eg.encialada.uta@analysis.orkund.com	 1
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Jenny Bocancho Speechyard.docx</b> Document Jenny Bocancho Speechyard.docx (D142086285) Submitted by: jbocancho5417@uta.edu.ec Receiver: manuelxsulcag.uta@analysis.orkund.com	 1
<b>W</b>	URL: <a href="https://www.reinstatement.ws/live-1000-current-affairs-episode-2-for-ppsc-senior-ass-pseb-fci-ntpc-ssc/">https://www.reinstatement.ws/live-1000-current-affairs-episode-2-for-ppsc-senior-ass-pseb-fci-ntpc-ssc/</a> Fetched: 7/15/2022 9:42:12 PM	 1

Lcdo. Mg. Edgar Guadia Encalada Trujillo