



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“BBC NEWS AUDIOS AS A STRATEGY FOR DEVELOPING
ENGLISH LISTENING SKILLS”
RESEARCH PROJECT**

As a prerequisite to obtain a:
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**BBC NEWS AUDIOS AS A STRATEGY FOR DEVELOPING ENGLISH LISTENING SKILLS**” prepared by **Bajaña León Washington Xavier and Orrala Orrala Allisson Yuleisy**, undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



A handwritten signature in blue ink, appearing to read "L. Chavez", is written over a horizontal line. The signature is stylized and cursive.

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Statement of Authorship

We, Bajaña León Washington Xavier, with identity card number 0956271498, and Orrala Orrala Allisson Yuleisy, with identity card number 0932026156, undergraduate students at the State University of the Santa Elena Peninsula, School of Education Sciences and Languages, as a prerequisite for obtaining the degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project “BBC NEWS AUDIOS AS A STRATEGY FOR DEVELOPING ENGLISH LISTENING SKILLS,” certify that this study work is our own, except for the quotes, statements, and reflections used in this research work.



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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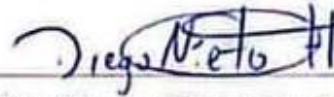
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With love Allisson Yuleisy Orrala Orrala

Dedication II

I dedicate this work to my parents as they have always been my help and complete support in everything I do. They have placed their trust in me and have made it possible for this entire journey of my university life to be fully accomplished in the best possible way. I am grateful for their attention, understanding, and love, and for encouraging me to never give up.

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Abstract

BBC News Audios is a very useful tool for students who are learning English. It is important to know that there is an entertaining way to learn for every student, and here you will find a variety of helpful elements to develop your listening skills and acquire more advanced vocabulary. It also has the advantage of being an accessible and free platform. It also helps them to be more confident when communicating, as regular use of BBC audio files greatly develops their listening skills, which is a bonus for students who practice it. It teaches students to tune their ears to different accents while listening to important information from around the world. The objective of this study was to explore BBC news audios as a pedagogical strategy to develop listening comprehension skills in EFL learners. Through a qualitative approach, data was collected using open-ended questionnaires administered to five students studying to become teachers of national and foreign languages. The results show that developing listening skills through BBC News Audios is essential for successful learning.

Key Words: Teaching tools, learning, listening skills, vocabulary, teaching, communicating, accessible, practicing, developing, foreign language, listening comprehension.

RESUMEN

BBC News Audios es una herramienta didáctica muy útil para los estudiantes que están aprendiendo inglés. Es importante saber que hay una forma entretenida de aprender para cada estudiante, y aquí encontrarás una variedad de elementos útiles para desarrollar tus habilidades auditivas y adquirir un vocabulario más avanzado. También tiene la ventaja de ser una plataforma accesible y gratuita. Además, les ayuda a tener más confianza a la hora de comunicarse, ya que el uso regular de los archivos de audio de la BBC desarrolla en gran medida sus habilidades auditivas, lo que supone una ventaja para los estudiantes que lo practican. Enseña a los estudiantes a sintonizar sus oídos con diferentes acentos mientras escuchan información importante de todo el mundo. El objetivo de este estudio era explorar los audios de la BBC como estrategia pedagógica para desarrollar las habilidades de comprensión auditiva en los estudiantes de inglés como lengua extranjera. Mediante un enfoque cualitativo, se recopilaron datos utilizando cuestionarios abiertos administrados a cinco estudiantes que se están formando para ser profesores de lenguas nacionales y extranjeras. Los resultados muestran que desarrollar las habilidades auditivas a través de los audios de BBC News Audios es esencial para un aprendizaje exitoso.

Palabras claves: Herramienta Didáctica, aprendizaje, habilidades auditivas, vocabulario, enseñar, comunicarse, accesible, practican, desarrollar, lengua extranjera, comprensión auditiva.

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Introduction

The development of listening skills is important because it enhances and facilitates language learning. Therefore, it is crucial to consider the implementation of didactic resources where efficient development takes place. Additionally, by perfectly understanding the language, an environment is created where one can communicate or establish connections with others.

Improving listening comprehension is a crucial part of learning English as a foreign language, it helps students communicate more fluently and understand the language in a more natural and effective way. This study focuses on analyzing BBC News audios as an authentic listening resource, to strengthen the aims of students of English in various real-life situations. Given the challenges faced by the English learners like the variety of accents, fast speaking, complex vocabulary, etc., the researcher aims to study this constant exposure to these authentic resources.

This project looks at using BBC News audios in teaching that help to create activities that engage students, develop meta-cognition, and promote independent learning in the classroom. The research aims to show the efficacy of the materials in overcoming common obstacles faced when teaching this skill. In any case, qualitative research will, hopefully, also enliven the lesson with meaningful material.

Including authentic audio materials such as those produced by the BBC exposes learners to a range of features such as Different American accents, colloquialisms and real-life speaking patterns in action. Though they may be absent from many textbooks, these components are important for developing effective listening skills in normal communication and at work. This variety of sounds is meant to prepare students for the complexities of English in the real world.

Furthermore, Authentic audio resources also support the development of different metacognitive skills. They force students to reflect on their listening strategies and regulate their comprehension processes. When students interact well with these rich materials in their learning, they become more autonomous in their learning. So, it improves their listening skills as well as language learning.

Finally, the study also discusses what it means in practice for language instructors for the best practices of audio content. This paper will analyze student feedback and observations and suggest how authentic listening resources could be exploited in the language classroom to maximize student learning and enhance the gap between the theory and practice of language teaching.

Chapter I

The Problem

1.1 Research Topic:

English Listening Skills and Teaching Strategies

1.2 Title:

BBC News Audios as a Strategy for Developing English Listening Skills

1.3 Problem Statement

Several studies have recognized effective strategies for improving listening comprehension. The use of activities based on videos and audiovisual materials has shown excellent results, increasing both listening skills and students' motivation and engagement (Acuña-González & Díaz-Larenas, 2025a). Specific strategies such as dictation have been effective in improving comprehension and participation during listening practice (Permana & Cunandar, 2025a).

It is important to know that the integration of technologies, especially artificial intelligence-based methods, has increased the personalization of auditory learning. Deep learning can recommend personalized learning paths tailored to individual learner needs, fostering greater engagement and improved outcomes (Jiang, 2025a).

The incorporation of tools such as podcast, audio the use of mobile devices has also been coupled with improvements in critical thinking skills and metacognitive regulation during the listening process (Şendağ et al., 2024).

1.4 Problem Question

1.4.1 General Question

How can the use of BBC News audios as a didactic Tool improve English listening skill in EFL learner?

1.4.2 Specific Research Questions

1. What are the characteristics and advantages of BBC News audios for teaching listening comprehension?

2. What improvements in listening comprehension are observed in students using BBC News audios compared to traditional methods?

3. How can BBC News audios effectively integrate classroom activities and strengthen the development of listening skills?

1.5 Objectives.

1.5.1 General Objective

To explore BBC News audio as a pedagogical strategy to develop listening comprehension skills in EFL learners.

1.5.2 Specific Objectives

To understand, the goal is to know listening activities using BBC News audio materials in the classroom.

To explore the factors that influence BBC News audio recordings on the development of listening skills.

To examine the use of multimedia resources as a pedagogical tool to enrich the teaching of English as a foreign language.

1.6 Justification

The development of authentic listening tests focused on audio-visual texts without a guide contributes to the validity and relevance of assessments, allowing for more accurate assessment of listening proficiency (Park et al., 2022). In addition, research has shown the importance of differentiating instruction according to the format used, such as audio-only versus video-only adapted tests, because learners use different cognitive and metacognitive strategies in each modality, which may affect performance (Kwon & Yu, 2023).

A hybrid or blended approach, (Sujatha & Rajasekaran, 2024a) which combines online and face-to-face strategies and is grounded in cognitive theory, is essential for optimizing the learning of listening skills and managing learners' cognitive demands appropriately. Thus, the use of captioning and speed of playback has been shown to have advantages in auditory recognition, particularly for learners with medium to low proficiency levels, by helping them to circumvent problems associated with rapid information processing.

Progress in teaching listening comprehension also faces some obstacles. At the primary level, in countries such as Bangladesh, limitations in resources, teacher training and very large class sizes make it difficult to implement aural instruction properly, limiting the exposure needed to teach listening comprehension (Mahalingappa et al., 2024).

CHAPTER II

Theoretical Framework

2.1 Background

At present, a significant gap in English language learning persists in various educational institutions in the country. This problem is related to the lack of attention to the development of listening skills, the absence of specific teaching strategies, overcrowded classrooms, and the limited availability of authentic resources. It is also observed that, even when teachers are trained in this area, they often resort to traditional and repetitive approaches that hinder students' motivation and interest. The teaching-learning process of English requires dynamic and interactive methodologies that favor the active participation of students and enhance the development of communicative competences in the classroom.

For this reason, this research focuses on the use of BBC News audios as a pedagogical strategy to strengthen listening comprehension in English. The main purpose is to establish a theoretical and scientific framework that supports the relevance and effectiveness of authentic listening resources in teaching English as a foreign language (EFL). In addition, the study seeks to identify the main related theories and concepts, review relevant background information and specify the pedagogical and normative approach underpinning their application in the educational context.

2.1.1 International Background

Several international studies show the positive impact of authentic listening resources, such as those provided by BBC Learning English, on the development of listening comprehension in English. (Acuña-González & Díaz-Larenas, 2025a) demonstrated that constant exposure to authentic audios strengthens specific listening skills using metacognitive strategies and contextualized learning.

In diverse educational contexts, the implementation of these tools has shown significant improvements in the ability to grasp specific information, as well as an increase in students' motivation and autonomy (Hocaoglu & Ocak, 2024a) reported these positive effects in their studies with learners of English as a foreign language.

In addition, the integration of technologies such as artificial intelligence and personalized learning models contributes to optimizing auditory learning paths by adapting to the individual needs of learners (Wu & Jingqi, 1 C.E.) highlighted the effectiveness of these technological innovations in improving listening comprehension in English.

2.1.2 Regional Background

In Latin America, (Segura Arias et al., 2024) research in Ecuador highlights the effectiveness of innovative strategies for the development of listening comprehension in English as a foreign language. The use of digital storytelling strategy enables the students to participate more actively and develop their listening skills in a virtual environment more efficiently. This way demonstrates that the use of authentic and multimedia resources strengthens listening skills but enhances more interactive and motivating learning which contributes to the development of communication in English globally in a formal educational context.

In Ecuador, recent studies document the effective use of original auditory resources to promote critical listening and comprehension in formal educational settings. According to (Arias et al., 2024) the Digital Storytelling strategy positively influences participation and improves the listening comprehension skills of learners of English as a foreign language. Complementarily, (Tilwani et al., 2022a) found that the use of educational videos, such as TED Talks, enhances listening to comprehension and fosters students' motivation and autonomy in EFL settings. National literature also highlights that the lack of authentic learning resources limits the full development of EFL skills.

2.1.3 Local Background

At the regional level, multimedia strategies to improve English listening comprehension were introduced in educational institutions in the city of La Libertad and other regions of Ecuador; however, due to limited resources or reliance on traditional methods, only limited results were achieved. Case studies indicate that learners who participated in guided listening exercises using original audio recordings showed greater motivation and retained more information than those who used conventional methods (Morillo et al., n.d.)

The use of interactive and technological strategies, such as digital storytelling or educational audio from accredited platforms, has also improved students' participation, autonomy, and listening comprehension in local classrooms (Morillo et al., n.d.). This local context underlines the importance of using BBC News audios as specialized educational materials for teaching English, adapted to the needs and characteristics of learners in the region.

2.2 Theoretical Basis.

It is important for learners of the language to develop English listening skills. Using native audio material like BBC News audios gives exposure to native accents, tones, and real language

usage. According to (Kurtuldu & Ozkan, 2022a) language acquisition takes place most effectively when the learner is presented a little above the learner's level. We can benefit from BBC audios as we will find input with difficult accents and dialects among other things.

Using BBC News audios in class can help teachers celebrate and promote diversity in the classroom while engaging students creatively. Using this approach will develop critical listening skills in children. Critical listening helps the child interpret the meaning behind speech.

2.2.1 Vygotsky's Sociocultural Theory

According to (Vygotsky, 1978) Vygotsky's Sociocultural Theory, especially in the last five years, it continues to emphasize that learning is fundamentally a social and cultural process, mediated by interaction, language, and cultural context. The Zone of Proximal Development (ZPD) focuses on how learners gain new skills through cooperation with more knowledgeable others. In learning a second language, this means learners internalize the language and communication abilities through meaningful social activity.

Authentic audio materials such as BBC News, scholars reaffirm, are valuable tools for immersion, placing learners in real-world communicative situations, and helping them develop active and motivative listening habits. The resources are important because they provide avenues for collaborative participation in experiences where learners can interact with one another as they scaffold their way towards mastery. This method improves not only language proficiency but also cognitive development through social interaction.(Park et al., 2022b)

Furthermore, research keeps a big emphasis on scaffold where activities and enhanced learning take place in ZPD, or ZONE OF PROXIMAL DEVELOPMENT. Integrating these principles into second language pedagogy encourages dynamic, interactive learning experiences

that leverage authentic materials, such as BBC News, for more effective and culturally relevant language acquisition.

Listening skill

Listening Skill is one of the four fundamental language skills in second language acquisition. According to (Gultom, Utari, & Tedi Rahmawati, 2023) listening is not a passive process, but an active skill that requires attention and interpretation. Learners must analyze sounds and, at the same time, use context and knowledge to construct meaning.

Research highlights that listening comprehension is closely related to the development of oral expression and communicative competence in general. As pointed out by (Hocaoglu & Ocak, 2024a), the integration of listening strategies directly influences learners' motivation and oral performance, making the practice of listening skills a fundamental pillar of communicative language teaching.

2.3 Pedagogical Basis.

This study is based on teaching methods successful to the classes for effective listening instruction and how it succeeds to the students knowing. The learner is actively participative and has control over steps to learn. Researched studies (Tilwani et al., 2022a) that involve the use of multimedia tools, like TED Talks have not only equipped students with the ability to comprehend better instead of withdrawing into the cold but also have an active role in refining their prospect of learning.

Learning requires genuine language practice to successfully communicate, not just to study and memorize. Based on (García Macías & Bravo Solórzano, 2018) Listening development of Ecuadorian students is mainly restricted to in class material. BBC Audio broadcasts address a major pedagogical gap with their impressive variety of multilingual listeners.

In addition, strategy-based instruction is essential. According to (Hocaoglu & Ocak, 2024a) The scientific research has shown that practicing certain other skills like listening can be highly beneficial because first and foremost the process of increasing your comprehension is strengthened and the extensive acquisition of communication ability is included. Incorporating the BBC audio into notetaking, predicting, and inferring information processes, learning students' functional skills.

2.4 Legal Basis

2.4.1. Constitución de la República del Ecuador

En la “Constitución de la República del Ecuador, (2008)” son mencionados los siguientes artículos:

Artículo 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Legislativo, 2008)

Artículo 27: " La educación estará centrada en el ser humano y garantizará el desarrollo humano integral, en el marco del respeto de los derechos humanos, un medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva, diversa y de calidad; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará el pensamiento crítico, el arte, la cultura física, la iniciativa individual y comunitaria, y el desarrollo de habilidades y capacidades para crear y trabajar”.

2.4.2. Ley Orgánica de Educación Intercultural (LOEI)

Artículo 6: «La obligación principal del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y propósitos establecidos en esta Ley. El Estado tiene las siguientes obligaciones adicionales: a) Garantizar, bajo los principios de equidad, igualdad, no discriminación y libertad, que todas las personas tengan acceso a una educación pública de calidad y cercana; b) Garantizar que las instituciones educativas sean espacios democráticos para el ejercicio de los derechos y la convivencia pacífica; c) Asegurar que el Sistema Educativo Nacional sea intercultural; d) Garantizar la universalización de la educación en sus niveles inicial, básico y secundario, así como dotar a las instituciones educativas públicas de la infraestructura física y el equipamiento necesarios; e) Asegurar la mejora continua de la calidad de la educación; f) Asegurar que todas las entidades educativas desarrollen una educación integral, coeducativa, con una visión transversal y un enfoque basado en los derechos; g) Garantizar la aplicación obligatoria de un currículo nacional, tanto en las instituciones públicas, municipales, privadas y religiosas.

Chapter III

Methodological Framework

3.1 Method

3.1.1 *Qualitative Methodology*

Through a qualitative approach, conduct a relevant study on the impact of BBC News audio recordings in classrooms at Universidad Estatal Peninsula de Elena. This approach allows us to gain a deeper understanding of real issues beyond the numbers and conduct research based on real issues, personal experiences, and relevant data collected.

This study employs a qualitative research methodology to explore in depth the perceptions, experiences and attitudes of students at Universidad Estatal Peninsula de Elena. The use of BBC News audios as a teaching strategy to develop listening comprehension skills in English. Based on the perspectives of (Acuña-González & Díaz-Larenas, 2025a), qualitative research facilitates understanding of the complexities of listening comprehension teaching processes and interactions with authentic materials, thus enhancing understanding of how students learn and apply listening comprehension strategies in real-world contexts.

3.2 Type of Research

3.2.1 *Phenomenological Study*

The phenomenological design used in this research allows for an in-depth and detailed investigation of students' subjective experience of interacting with BBC News audios. This methodological approach is based on the principle that reality is constructed from individual perceptions, so it is essential to understand how participants interpret and attribute meaning to their daily lives with audio resources. By focusing on the description of experiences as they are lived, phenomenology facilitates the identification of the essential structures that shape the interaction

between learners and audio material, which is crucial to see the emotional, cognitive and contextual dimensions that influence the learning process.

Moreover, the phenomenological approach elucidates the challenges and metacognitive strategies to deal with active listening learners' experiences which are often overlooked in qualitative studies, capturing linguistic difficulties as well as possible affective reactions and internal reflections that arise upon using the audios, thus enriching the understanding of the impact that these resources have on the development of listening competence. Through this, the study offers an all-encompassing view which goes beyond performance assessment, with lived experience being an important factor in the design of better tailored pedagogical interventions.

3.3 Data Collection Techniques

3.3.1 Interview (face to face)

The main data collection technique will be semi-structured face-to-face interviews. This modality allows for direct interaction with participants, facilitating the clarification of questions and the deepening of relevant answers (Permana & Cunandar, 2025a) The interviews will be designed to explore students' perceptions of the characteristics, advantages and difficulties of using BBC News audios, as well as their integration into classroom activities to improve listening comprehension.

3.4 Instruments.

3.4.1 Open questionnaire

This study undertakes data collection through an open-ended questionnaire. The research instrument or questionnaire was constructed based on the set of demands and theoretical framework of the study and its specific objectives. This ensures that the questions you ask are valid and consistent. This will allow for a deep exploration of student perceptions of, and experiences

with, the use of authentic audio recordings in learning, facilitating the collection of rich and detailed information that could not be obtained through closed questions.

The open-ended questions will focus on three aspects. First, what do the students think of the authenticity and relevance of the audio recordings. This is essential to ascertain that the audio is suitable for a real educational setting. Where appropriate, significantly altering the listening comprehension skill of the participants will be looked at next. We will then be measuring the changes in the participants' comprehension and processing of these resources. Finally, we will investigate which strategies students find most useful to work with audio recordings in class. This information will be useful in the design of more efficient and contextualized teaching interventions (Wu & Jingqi, 2025)

An open-ended questionnaire was used to gain broad access to a sample of students, as well as to collect data and analyses responses easily. In addition, this method encourages free and spontaneous expression by participants, which improves the quality of the data obtained. Consequently, the open-ended questionnaire is an appropriate tool for capturing subjective perceptions and individual experiences, which are essential for understanding the real impact of audio recordings on the development of listening skills and for proposing improvements in teaching practices.

3.5. Data Collection Processing and Resources

In the face-to-face session scheduled for September 2025, a plan will be implemented to create groups and discuss the BBC News audios and see how much audio helps improve listening skill. There will be open questions so that everyone can share their experience and give their opinion. The structure of the questions will be designed to explore not only immediate perceptions,

but also the strategies that students use when interacting with this type of resource, thus promoting a more concrete analysis.

Furthermore, it will evaluate how interesting the sound files are, as well as the type of learning and thinking they could enable in the students' training strengths and areas for improvement in the use of audio recordings, generating specific suggestions for optimizing their use in the learning process. Using this method will produce qualitative contextualized data that would play a definite role in understanding how these materials help in improving knowledge and learning.

Finally, data will be collected by recording the sessions and writing down everything that is said, so that we can then analyze it accurately. Methods will then be used to organize the information by topic and better understand what came out of the conversations. The resources needed for this phase will include high-quality recording equipment and qualitative analysis, as well as prior training for moderators to ensure the effective implementation of the designed plan (Şendağ et al., 2024a) This robust methodological process will contribute to the validity and reliability of the research results.

Table 1*3.6 Data Collection Processing and Resources*

Questions	Explanation
What?	Open-ended questionnaire
Where?	At Universidad Estatal Peninsula de Santa Elena (UPSE) (face-to-face session)
When?	PAO 2025-2
How?	One-on-One interview, Questionnaire.
What for?	To explore the challenges faced by learners in the process of learning English, in developing and improving listening skills, and what strategies can be applied to overcome this challenge.

3.7. Population and Sample

The population consisted of approximately 20 English language learners at Universidad Estatal Peninsula de Santa Elena. The sample, which was non-probability and purposive, focused on five students with direct experience of learning English. Given the responsive and descriptive characteristics of the questionnaire, this sample was considered a qualitative study. The participants' comments provide an in-depth insight into institutional and contextual difficulties, including English language classes in Ecuador. In addition, the selection of students from the same institution ensures uniformity in management support systems, access to resources, and educational standards. This homogeneous sample allows for an intensive analysis of specific

listening skill development contexts versus institutional contexts, providing applicable results that allow for the design of specific training programmed and support strategies for English language teaching.

CHAPTER IV

Analysis of findings

4.1 Brief explanation of the findings

This chapter provides an in-depth analysis of qualitative data obtained through open-ended questionnaires administered to five students enrolled in the national and foreign language teaching programmed at the Universidad Estatal Peninsula de Santa Elena.

The students answered the questions and identified the advantages and disadvantages of using these BBC News audios to improve their listening comprehension skills. In addition, the chosen approach helped to obtain different answers that were influenced by their academic background, level of preparation, and learning experiences gained in the classroom. Some recognized that the use of audio recordings contributed significantly to enriching their vocabulary, such as improving their oral language skills and acquiring techniques to use English more effectively. In contrast, other students expressed that some students use it only in a limited and occasional manner.

4.2 Interpretation of data Interviews

Question 1: How does regular practice with BBC News audio improve listening skills?

To develop listening comprehension in English, the constant and systematic practice of exercises is essential, and through experience, it has been proven extremely effective to use authentic material, for example, the audio of the BBC. A recent study has indicated that regularly hearing this type of material is beneficial, as Learners are gradually getting used to the natural speed and pace of speech. Furthermore, these are the aspects that most people point to when asked about obstacles to listening comprehension.

Listening to BBC News audios daily helps learners understand how words and phrases are used in different contexts. Moreover, it makes learners more confident about real communication situations and reduces their fears about listening comprehension. Moreover, systematic training instils a natural capacity to decode verbal messages on the spot, helping the individual avoid any reflex translation that would result in an utterance.

This helps learners notice suprasegmental features of the language such as intonation, rhythm, and others that are useful for fluency, as well as for the overall comprehension of meaning. An investigation has been carried out with learners from BBC Learning English. After a complete cycle of rigorous training and validating shows significant improvement in listening comprehension scores.

This interpretation aligns with the findings of (Acuña-González & Díaz-Larenas, 2025b) there has been an increase in the development of listening skills due to the regular use of the BBC as a teaching tool to improve these skills.

Question 2: How can BBC News audios help learners become better at identifying different accents and intonations of English?

Familiarity with different accents and intonations in BBC News audios plays an important role in developing listening skills and improving English comprehension. Recent research shows that familiarity with different accents is very important for understanding speech correctly, as students who are used to different accents perform better in listening comprehension tests. The diversity of accents such as British, American, Australian or other increases listeners' adaptability and leads them to develop a flexible perception, which enables them to decipher different patterns of pronunciation and intonation. This process is very important for mastering English as a language of communication, as intercultural communication requires the ability to understand speakers who use different intonation patterns. Therefore, the use of BBC News audios, in which a wide variety of different accents are present, contributes to the acquisition of these variations, reduces the influence of linguistic layering and reduces prejudice or discomfort associated with less familiar accents.

However, the literature also argues that familiarity with accents is an interactive factor, with learners adapting better to accents they encounter more often, while those they are less familiar with are less familiar to them. According to (Gultom, Utari, & Rahmawati, 2023), listening skills are developed through interactive and stimulating methods, enabling participants to comprehend and adapt to various accents and understand speakers.

Question 3: How would you design a study routine using BBC News audios to improve your listening skills?

Effective routines for improving listening comprehension in English language learning must be structured on educational and neuroscientific principles for the optimal acquisition and retention of knowledge. It is important to set a particular distraction-free program that allows the learner to concentrate and maximize cognitive processing of auditory information at the start.

Selecting interesting or relevant topics increases intrinsic motivation, a key factor for sustained effort in practice and active engagement with audio materials. Repeating unclear sentences or phrases is a technique that promotes deep processing, eliminates misunderstandings, and strengthens both short-term and long-term memory.

When learners write down a new word or expression, they think about its meaning and use. This encourages a full integration of 'knowledge' into their use of the language. Techniques including spatial memory, visualization, word association, and delving into neuroscience, and "teaching others" have been identified as methods that enhance memory consolidation and effective learning. Learning with a partner or simulating lessons promotes deeper understanding.

This interpretation is consistent with the research of (Hocaoglu & Ocak, 2024b) This is because the listener's skills continue to develop with the aim of achieving excellent results and gradually expanding own capabilities.

Question 4: What difficulties might learners encounter with the BBC news audio while they are developing listening skills?

Beginners who listen to audio files like those from the BBC face many challenges: they require the ability to cope with fast speech, advanced vocabulary, no visual context, and a sometimes dull or uninspiring tone. Listening tasks are extremely difficult. They are the first steps in developing listening skills. According to neuroscience, used when you learn a foreign language, these obstacles stimulate essential cognitive processes to achieve effective communication. For example, sustained attention, sound discrimination, and working memory to process things in real-time. When people constantly hear speedy words and language with complex meanings, their brains slowly adapt to those words and language. As a result, it helps with neural plasticity.

Moreover, since there are no visuals, learners must hone their active listening skills and make use of specific contextual cues contained in the spoken language. Thus, they enhance their interpretation and prediction skills. Although they are not easy at first, these tasks are learning opportunities that can help you develop effective listening skills and better understand the language.

This study focuses on listening comprehension, according to (Gultom, Utari, & Rahmawati, 2023) one of the most difficult skills for English learners to acquire. This is because many learners lack sufficient knowledge to understand audio recordings and interpret their meaning accurately and satisfactorily.

Question 5: How does repeated exposure to BBC News audios contribute to long-term listening retention?

BBC News is designed for intermediate or advanced learners, since it has a distinct use of vocabulary and speed. Students may run into substantial problems if try to rely on it for usage. Forming a preference for a specific language facilitates the internal development of habits, frustrations, and preferences. In turn, this leads to more effective and motivating learning.

From a pedagogical and neuroscientific perspective, you can find ways to maintain your students' natural environment and, in the future, adapt to their brain's neural challenges. If you want to keep their interest in the BBC News app, you can listen to motivational stories and content.

In short, BBC News is still highly recommended for listening comprehension at intermediate and advanced levels, as advanced students need to start with materials tailored to their level to ensure effective and sustained learning. According to (Gultom, Utari, & tedi Rahmawati, 2023) listening is not a passive process, but an active skill that requires attention and interpretation. Therefore, it tells us that as long as you pay attention to repeating the audio clips constantly, it greatly helps their learning.

Question 6: Are BBC News audios equally effective for beginners, intermediate, and advanced learners? Why or why not?

If you listen a lot, the vocabulary will become familiar, and you will be able to internalize it. Repeated contact in different contexts enables vocabulary to sink into long-term memory. Using authentic BBC News audios regularly gives students good listening experience. Moreover, students hear words and expressions in varied real situations. This, in turn, becomes crucial for developing effective communication skills. Besides, with this approach, students also become

familiar with the characteristics of intonation, rhythm, and accent, which are essential for improving oral comprehension and production.

Another essential point is active listening's perception of suprasegmental elements of the language, tone, stress and rhythm variation so as to communicate more naturally and fluently. The non-verbal element is not part of the spoken word but is nonetheless essential to getting the complete meaning of a message. When students hear the same phonological features repeatedly, they can correctly interpret the emotions and pragmatic meanings of the language, thereby increasing communicative competence.

In the end, regular audio resources help in the automation of mental processes tied to understanding. Through practice, the student will learn to process what is said in English more effectively and efficiently and will be able to access more resources for the message being conveyed. Thus, daily use of high-caliber audio material; like the BBC's, leads to more effective learning and more complete control of the English language.

As pointed out by (Hocaoglu & Ocak, 2024a), the integration of listening strategies directly influences learners' motivation and oral performance, making the practice of listening skills a fundamental pillar of communicative language teaching.

7. Are the students primarily improving vocabulary recognition through BBC News audio?

Frequent and consistent listening through means such as BBC Learning English enhances the learner's ability to recognize and retain vocabulary, as the embedding of vocabulary over time permits their natural usage (Tijani & Sacic, 2022). In addition, through intensive listening, the perception of intonation, rhythm and accent of the English language can be improved for more

natural and fluent use of English. Regular listening sessions with different accents and pronunciations help the student develop auditory flexibility that eases understanding in diverse contexts and real-life situations.

Conversely, continuous listening practice facilitates the automation of useful cognitive processes related to listening comprehension; the use of concentrated attention allows for oral processing to be executed efficiently. This makes the cognitive load lighter, allowing for deeper interpretation and more fluent responses toward the message being received. The combination of these advantages makes learning more natural and effective and boosts the student's confidence and communicative competence.

In the end, high-quality authentic audio resources from the BBC make available patterns, and as a result, expose students to real content. This not only enhances their vocabulary but also provides knowledge of the culture and context of the language. Access to a variety of materials such as audio, video, podcasts allow for different approaches and schedules, enabling learning content to be adapted to individual styles and paces to optimize the training process.

. (Acuña-González & Díaz-Larenas, 2025a) demonstrated that constant exposure to authentic audios strengthens specific listening skills using metacognitive strategies and contextualized learning.

Question 8: How does listening to BBC News audio every day change your understanding compared to occasionally?

Listening continuously every day is very important for quickly and naturally improving English comprehension. Repetitive practice reshapes the student's way of thinking, helping them process speech fluently and naturally, while automatically developing fundamental listening skills.

On the other hand, students who listen to audio material from time to time or occasionally need more time to get used to the voice, speech rhythm, and language structure and recognize it again, which slows them down. In addition, through constant listening of English language input, the students process this language automatically which helps them to focus on what they are hearing and to produce relevant responses.

Through such consistent training, students are not only able to strengthen their vocabulary but also able to distinguish a certain difference. Finally, various studies agree that daily exposure to authentic and varied content, such as BBC audio recordings, provides a real and motivating context that facilitates learning and keeps students engaged. The key is to make listening a constant and structured activity within the learning process to accelerate the acquisition and mastery of the English language.

Listening to (Hocaoglu & Ocak, 2024a) The scientific research has shown that practicing certain other skills like listening can be highly beneficial because first and foremost the process of increasing your comprehension is strengthened and the extensive acquisition of communication ability is included.

Table 1

Students Perceptions regarding the use of BBC News audios as an aid to develop listening skills

<i>QUESTIONS</i>	How does regular practice with BBC News audios improve listening skills?	How can BBC News audios help learners become better at identifying different accents and intonations of English?	How would you design a study routine using BBC News audios to improve your listening skills?	What possible challenges might learners face when using BBC News audio to develop their listening skills?
<i>ANSWERS</i>	<p>When students repeatedly listen to BBC News audios, it helps them become familiar with the speed or rhythm of natural speech. Furthermore, the context allows them to gain a lot of understanding. Most importantly, they will also have a direct understanding without translation.</p> <p>Research shows significant score improvements with intensive training.</p>	<p>Exposing various accents such as British American Australian develops adaptability flexible perception intercultural skills and reduces bias. However, adaptation varies by frequency of exposure, with more familiar accents processed better.</p>	<p>Structure routines with distraction-free sessions, relevant topics for motivation, repetition of unclear parts, vocabulary recording, and neuroscientific techniques like visualization, word association, and partner learning to optimize retention and deep processing.</p>	<p>Beginners are faced with fast speech, advanced vocabulary, insufficient visuals and monotonous tones. These pose challenges to attention, sound discrimination and memory. Neural plasticity is strengthened, and active listening skills are developed, thereby turning roadblocks into steppingstones.</p>
<i>AUTHORS</i>	(Nurislami et al., 2024)	(Kurtuldu & Ozkan, 2022b)	(Chugcho et al., 2023)	(Fernández Cando Diego Alejandro, 2025)

Table 2

Students explain the contribution that repeated exposure to BBC News Audios has for long-term retention.

QUESTIONS	How does repeated exposure to BBC News audios contribute to long-term listening retention?	Are BBC News audios equally effective for beginner, intermediate, and advanced learners? Why or why not?	Do students mainly improve vocabulary recognition through BBC News audios?	How does daily practice with BBC News audios affect comprehension compared to occasional use?
ANSWERS	Perfect for intermediate and advanced learners, repeated exposure to the L2 helps internalize vocabulary, habits and preferences and motivates and helps the brain get used to the second language. Custom content helps with continued education; beginners might struggle still.	Not beneficial for all. Most effective for intermediate/advanced levels due to authentic contexts and exposure to vocabulary, intonation, and rhythm are as useful as textbooks. Beginners wouldn't have found it overwhelming if there were simpler resources. Though they use it on all levels on a regular basis.	Listening to something often helps to learn vocabulary naturally. It streamlines thought processes, eases burden, boosts confidence, cultural familiarity, and adaptability using diverse materials.	Daily practice automates skills for fluent, nuanced comprehension and faster progress, focusing on content and accents. Using something every now and then slows down the adaptation. We need to acclimate again. Plus, it provides less motivation than consistent exposure in an authentic context.
AUTHORS	(Nurislami et al., 2024)	(Kurtuldu & Ozkan, 2022c)	(Kwon & Yu, 2023b)	(Chugcho et al., 2023)

Chapter V

Conclusion and Recommendation

English classes use authentic recordings, such as BBC clips, adapted to the students' level, with their different accents and rich vocabulary. Study routines whose activities include predicting, note-taking and repetition to improve retention. Metacognitive strategies that promote student autonomy. Training teachers to make effective use of audiovisual and technological resources. Emphasis is also placed on the integration of digital tools based on artificial intelligence to personalize learning and on a sociocultural pedagogical approach that promotes collaborative and interactive learning.

5.1 Conclusions

This study confirms that the use of authentic BBC News audios is an effective pedagogical strategy for developing listening skills in English as a foreign language student, facilitating familiarization with diverse accents and intonations, improving fluency and contextual comprehension, and enhancing student motivation and autonomy. Furthermore, consistent, guided practice overcomes challenges related to the complexity of the material and promotes the internalization of linguistic structures. Applied qualitative research underscores the importance of understanding students' experiences in designing contextualized teaching strategies, while the sociocultural theoretical framework supports the importance of approaching teaching from an active and meaningful perspective.

5.2 Recommendations

Recommendation 1: Organize the study plan in a structured manner with prediction, note down, and repetition activities for an effective understanding of the listening material.

Recommendation 2: Develop a structured study routine for learners which involves prediction, note-taking, and the carrying out of repetitive tasks related to listening to texts.

Recommendation 3: Help students use BBC News audios as a teaching resource for personalizing learning as well as support interactive and collaborative teaching processes.

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Annexes**Annex A: Certified Anti Plagiarism System**

La Libertad, Octubre 31 de 2025

**Certificado Sistema Anti Plagio
001-TUTOR LACHG-2025**

En calidad de tutor del trabajo de titulación denominado “**BBC AUDIOS AS A STRATEGY FOR DEVELOPING ENGLISH LISTENING SKILLS**” elaborado por los estudiantes **Bajana Leon Washington Xavier y Orrala Orrala Allisson Yuleisy**, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **4%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,

A handwritten signature in blue ink, appearing to read "L. CHAVEZ", is written over a horizontal line. The signature is stylized and cursive.

Chávez Gonzabay Leonardo Augusto, MSc
Tutor de Tesis

Certified Anti Plagiarism System

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Fecha de depósito: 30/10/2025
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Número de palabras: 6058
Número de caracteres: 42.809

Ubicación de las similitudes en el documento:



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Annex B: Questionnaire

BBC Audios as a Strategy for Developing English Listening Skills.

Objective: The objective is to investigate students' perceptions of their English language development using BBC audio as a teaching tool.

Questionnaire

1. How does regular practice with BBC News audio improve listening skills?
2. How can BBC News audios help learners become better at identifying different accents and intonations of English?
3. How would you design a study routine using BBC News audios to improve your listening skills?
4. What difficulties might learners encounter with the BBC News audio while they are developing listening skills?
5. How does repeated exposure to BBC News audios contribute to long-term listening retention?
6. Are BBC News audios equally effective for beginner, intermediate and advanced learners? Why or why not?
7. Are the students primarily improving vocabulary recognition through BBC News audios?
8. How does listening to BBC News audios everyday change your understanding compared to occasionally?

Annex C: Interview Transcripts**Interview with Students****P1**

Q1: How does regular practice with BBC News audio improve listening skills?

A: I think listening regularly to BBC News audios helps me get used to the natural speed of English. At the beginning it was very difficult, but after some weeks I noticed that I could understand the main ideas without translating in my head.

Q2: How can BBC News audios help learners become better at identifying different accents and intonations of English?

A: BBC News presents audios with people from different countries and regions, so I can hear a variety of accents. This has helped me not to be afraid when I listen to a different pronunciation of English.

Q3: How would you design a study routine using BBC News audios to improve your listening skills?

A: If I had to design a routine, I would listen to short audios every day, maybe 5 to 10 minutes. First, I would try to understand without reading anything, just listening. Then I would check the transcript and write down new vocabulary. Finally, I would listen again and repeat some sentences to practice pronunciation.

Q4: What difficulties might learners encounter with the BBC News audio while they are developing listening skills?

A: One big challenge is speed because sometimes the journalists speak too fast. Another problem is that the vocabulary is advanced and includes many technical words, so it's difficult to understand everything.

Q5: How does repeated exposure to BBC News audios contribute to long-term listening retention?

A: For me, listening to BBC News many times has helped me to remember expressions naturally. At first, I needed to write them down, but after listening several times, I recognized the words.

Q6: Are BBC News audios equally effective for beginner, intermediate and advanced learners? Why or why not?

A: I don't think they are equally effective. For beginners, the audio may be too difficult, and they can feel frustrated. However, if they only focus on catching general ideas, it can still be useful.

Q7: Are the students primarily improving vocabulary recognition through BBC News audios?

A: Yes, I believe vocabulary is one of the main benefits. Every time I listen, I hear new words in context, which makes them easier to remember. But it's not only vocabulary; I also learn how to recognize sounds, linking words, and expressions that people use in real communication.

Q8: How does listening to BBC News audios everyday change your understanding compared to occasionally?

A: In my experience, daily practice makes a huge difference. When I listen every day, my brain gets used to the rhythm of English, and little by little I understand more without effort. If I only listen occasionally, I feel like I start again from zero.

P2

Q1: How can regular practice with BBC News audios improve listening skills?

A: Regular practice with BBC News audios usually produces noticeable improvements, even if they seem small at the beginning. Listening every single day allows the brain and the ear to slowly adapt to the natural rhythm of English, which makes comprehension stronger over time. By being exposed daily to different news reports, students gradually develop better adaptation to the language, and this supports both fluency and confidence. In addition, becoming familiar with a variety of contents and accents prepares them for real-life situations, future lessons, and new challenges where listening skills are essential.

Q2: How can BBC News audios improve students' ability to distinguish between different accents and intonations of English?

A: BBC News offers access to a wide variety of voices, not just one journalist or a fixed narrator. This diversity allows students to listen to different accents, intonations, and vocabulary in authentic contexts, which enriches their listening abilities. Being exposed to multiple speakers also helps them create a stronger connection with accents from different parts of the world. This kind of practice prepares students to understand spoken English much better in real and varied situations, where the diversity of accents might otherwise make communication very difficult.

Q3: How would you design a study routine using BBC News audios to improve your listening skills?

A: A practical study routine could begin with choosing reports about topics that are interesting, because this keeps motivation higher. While listening, it is important to pay close attention, and if some phrases are not clear, repeat them several times until they sound familiar. Repetition helps capture details that are often lost because of the speed or the pronunciation of sounds in English. Unknown words should be written down and reviewed immediately, either by searching for their meaning or by analyzing their use in context. After that, it is useful to reflect briefly on what was heard, either by writing it, speaking it aloud, or simply thinking about it. This type of routine combines listening, vocabulary expansion, and active reflection, which reinforces skills in a long-lasting and effective way.

Q4: What difficulties might learners encounter with the BBC News audio while they are developing listening skills?

A: Students may face some difficulties because, as non-native speakers, they are sometimes not familiar with advanced vocabulary or complex expressions. Many reports include unknown phrases or cultural references that can cause confusion or even frustration. The fast rhythm of the narration may also feel overwhelming and hard to follow. However, these challenges should not be seen only as obstacles, but also as opportunities to expand comprehension. Exposure to such a variety of topics, styles, and vocabulary prepares learners for the richness of global information and helps them become stronger and more resilient in real listening situations.

Q5: How does repeated exposure to BBC News audios contribute to long-term auditory retention?

A: Repeated exposure is key because BBC News provides a wide range of vocabulary, accents, and intonations that stimulate the ear and the brain. Over time, the brain gets used to these

sounds and begins to recognize words and patterns more naturally. This process strengthens auditory memory, making it easier to recall sounds, words, and phrases in future conversations, exams, or classes. The constant presence of this authentic input trains students to process English in a more automatic way. In the long term, this daily repetition builds a solid base of auditory retention, even when listening in complex or unfamiliar contexts.

Q6: Are BBC News audios equally effective for beginners, intermediate, and advanced learners? Why or why not?

A: BBC News audios can be effective for all levels of learners, although the experience changes depending on the student's ability. The platform covers a very wide variety of topics with different levels of complexity, from simple news reports to detailed and formal analysis. Beginners might find the speed and vocabulary difficult, but with consistent practice they can identify easier contents and slow progress. Intermediate learners can use the diversity of topics to push their limits, while advanced learners benefit from the depth, accuracy, and formal style of the news. In this way, BBC News is useful for everyone, if the materials are chosen carefully and practiced consistently.

Q7: Are the students primarily improving vocabulary recognition through BBC News audios?

A: Yes, students improve a lot in vocabulary recognition through BBC News audios, because they contain a very large variety of words, expressions, and professional language structures. Being exposed to this kind of diverse vocabulary allows learners to identify and remember words in many different contexts. This not only improves understanding of future audios and texts but also enriches their academic and cultural knowledge. However, the benefits go

beyond vocabulary itself: students also practice intonation, rhythm, and accent recognition, which are equally important aspects for effective communication in English.

Q8: How does listening to BBC News audios everyday change your understanding compared to occasionally?

A: Daily practice works like a form of comprehensible input that is constantly present. The continuous exposure makes English a natural part of the student's environment, almost as if they were living in an English-speaking country. This immersion allows the brain to process the language in a more natural and automatic way, which results in faster and more effective comprehension. Occasional listening can bring some improvement, but it never reaches the same depth or level of progress. A student who practices every day adapts much faster, reinforces memory, and turns listening into a more natural skill, while occasional practice produces slower progress and weaker results.

P3

Q1: How does regular practice with BBC News audios improve listening skills?

A: Regular practice helps my brain get used to the natural speed of English spoken by native speakers. I can quickly process the words and understand the main ideas faster than before. It has also helped me improve my focus during long listening activities.

Q2: How can BBC News audios improve learners' ability to distinguish between different accents and intonations of English?

A: BBC News is great because it includes many different accents and voices from reporters around the world. This trains my ear to distinguish the sounds and intonations easily. Because of this, I can understand native speakers better, even if they have a unique way of speaking.

Q3: How would you design a study routine using BBC News audios to improve your listening skills?

A: First, I would listen to a short report without the script to understand the general idea and main topic. Then, I would listen again with the transcript to find new vocabulary and difficult phrases. Finally, I would repeat the sentences out loud to improve my rhythm and pronunciation.

Q4: What difficulties might learners encounter with the BBC News audio while they are developing listening skills?

A: Sometimes the specialized vocabulary about politics or economics is very difficult for me. Also, the fast-speaking speed can be challenging when the topic is new. Learners must be very focused on catching all the important facts.

Q5: How does repeated exposure to BBC News audios contribute to long-term listening retention?

A: When I hear the same words and expressions many times, my brain remembers them automatically. This repeated exposure builds a strong memory for complex English sentence structures. It makes comprehension an automatic skill in the long term.

Q6: Are BBC News audios equally effective for beginner, intermediate and advanced learners? Why or why not?

A: No, I don't think they are equally effective for all levels. Beginners might find the news too fast and too difficult to follow completely. I believe it is most effective for intermediate students like me because it provides the necessary challenge to push our skills to the next level.

Q7: Are the students primarily improving vocabulary recognition through BBC News audios?

A: Yes, but not only vocabulary. Of course, I learn many new words, but I also learn how to use them in context naturally. It teaches me useful expressions and helps me link the new vocabulary to my general comprehension skills during conversations.

Q8: How does listening to BBC News audios everyday change your understanding compared to occasionally?

A: Daily practice is essential because it keeps my listening skills sharp and my ears trained. If I only listen sometimes, I lose my rhythm, and comprehension is much lower when I return. Daily use makes understanding complex English almost automatic.

P4

Q1: How does regular practice with BBC News audios improve listening skills?

A: BBC News is great resource to listen to audios from real world situations from different parts of the world and about different topics, and that is the key point that demonstrate the usefulness of BBC news audios, because even though news sound kind of boring for certain students in this case the great variety of topics allow student to explore in deep something that is interesting for them and at the same time explore new trend or current news from sports, culture and other topics that someone is interested in. Moreover, the regular practice and use of them make it easier to

understand the vocabulary employed in the audios, such as due to being surrounded by a rich environment and exposition to the target language permitting student to get used to words, phrases and expressions that are common when talking about a certain topic.

Q2: How can BBC News audios improve learners' ability to distinguish between different accents and intonations of English?

A: Something that is quite common in BBC news is that British accent is most of the time present in the audios, yet in interviews is really common to hear accents of people from different countries, I mean, even in anglophones countries the spoken English is different the accent vary among cities, even the words and idioms employed to express something. Moreover, in BBC audios we can also experience accents from non-native English speakers, which is useful because as I mentioned before it contributes to understand and get familiar with different accents and tones.

Q3: How would you design a study routine using BBC News audios to improve your listening skills?

A: Well, something that is useful when someone starts a routine to learn everything is to create a routine and set a specific time to dedicate to learning that new topic, because a goal without a plan is just words without value. And in my case the first aspect that I would like to consider is specifically search a time in which noise, or distraction can be avoided, as a second aspect is consider the time, maybe there lot of people that have procrastinated during a long time or do not have enough time to dedicate a large time, and in that case start with the time that you have available even if there is just five minutes, the third aspect in consider what you want to hear, because one of the main reason because we get bored about something is basically because we are not really into that, for that reason is important to start hearing about a topic you like and with the

time start to explore new and interesting topics that you could enjoy, and of course we will ending hearing topics that we do not like at all, but when we arrive to that moment we already will understand the audio easily, finally, keep doing and never give up, because sometimes just from the first day when we do not know anything about English we get frustrated because we don't understand a work or even most of the audio, but its normal just tried to hear again, because practice makes perfect, something that also happen when you don't know the most optimal way in which you can learn, for that reason as an extra advise, it's a good idea to search about methods of learning or memorization, using techniques from neuroscience, for example, to figure it out what strategies work better with you.

Q4: What difficulties might learners encounter with the BBC News audio while they are developing listening skills?

A: As I just mentioned one of the biggest challenges is that when you are stating the audios are difficult to understand, because for me it is recommended for people that want to improve their listening skills rather than for beginners, for example someone that already can understand short phases or sentences, another challenge that right now I am thinking is that the audios are news so the tone in which they are narrated and the lack of picture could lead to people get bored or that they cannot understand something, moreover it could be more challenging to understand advance vocabulary because there is no a visual context to associate what they are hearing.

Q5: How does repeated exposure to BBC News audios contribute to long-term listening retention?

A: Of course, they help to improve the listening skills, I mean it's similar to live in another country for example even when we speak the same language if we talk are just expose to an accent

from another country at the end of the day we will imitate it as something really natural, moreover the case of listening is even better because they are audios from real world, and the more you hear the more you understand, and as I said before practice makes perfect, and hearing an audio from real world conversation will help to refine your listening skills in a marvelous way.

Q6: Are BBC News audios equally effective for beginner, intermediate and advanced learners? Why or why not?

A: I don't think so, well, first all its necessary to clarify that it could help for every single student that could use it as a resource to improve, but for example, if we are taking about someone that do not know anything about English at the beginning the will find challenging and also stressing, and in my opinion they could start by hearing audios but not from BBC , they could start with short reels from ticktock or YouTube, something that use more basic vocabulary, and for intermediate it is the perfect resource to improve and obtain a more advanced level, but as everything, it's not necessary just using one source, there is a lot of them that you can use to vary the vocabulary and the understanding, and maybe for advanced one it could be better to use series more than BBC news all the time, alternate among this two as a resource to learn.

Q7: Are the students primarily improving vocabulary recognition through BBC News audios?

A: In my case, I have experienced a great improvement in vocabulary recognition not just by using BBC news , using all the sources that I could find to understand hear real world conversations, moreover, the audios as when you hear a song at the end you will learn the lyrics of it, and in this case you will learn how to recognize a word because in your memory you hear

that word phrase or expression that is like when you hear a common greeting from a close friend, and it will be easier to understand it.

Q8: How does listening to BBC News audios everyday change your understanding compared to occasionally?

A: Well as I mentioned the routine and continuous practice is the key to improve the skills, of course, I am not going to say that that use without a continuous practice is useless but the difference among the one that hear an audio per day compared to the one that just do once a week is easy to notice because the first one will understand better and in a shorter time while the second one will understand but it will take more time to acquire the same abilities that the one that train every single day. However, the continuous practice is not the unique aspect that affects the progress, because one of the most important things that everyone forgets is that everyone has a different way to learn, and that is a crucial aspect when you create a routine of study too, understand how you learn and which activities and exercises will be better for you to use and improve your skills.

P5

Q1: How does regular practice with BBC News audios improve listening skills?

A: Regular practice with BBC News audios expands listening skills in several ways. It exposes listeners to authentic English, including natural pronunciation, different accents, and real-life speech speed. This helps learners get used to how English sounds outside the classroom.

Q2: How can BBC News audios improve learners' ability to distinguish between different accents and intonations of English?

A: BBC News audios can significantly improve learners' ability to distinguish between different accents and intonations because they feature a wide variety of speakers from different English-speaking regions. Reporters, interviewees, and correspondents often come from countries like the UK, the US, Australia, or even non-native English-speaking countries, which allows learners to hear diverse pronunciations and speech patterns.

Q3: How would you design a study routine using BBC News audios to improve your listening skills?

A: If I wanted to design a study routine using BBC News audios to reinforce my listening skills, I would create a structured yet flexible plan that focuses on consistency, comprehension, and reflection.

Q4: What difficulties might learners encounter with the BBC News audio while they are developing listening skills?

A: The speed and accent of the speakers can be difficult to follow, especially for intermediate learners. News reporters often speak quickly and use formal British pronunciation, which may be unfamiliar to those used to slower or more neutral English.

Q5: How does repeated exposure to BBC News audios contribute to long-term listening retention?

A: Repeated exposure to BBC News audios contributes to long-term listening retention by helping the brain gradually adapt to the rhythm, pronunciation, and patterns of authentic English. Each time learners listen, their ears become more familiar with the natural flow of the language, which strengthens their ability to recognize sounds and words automatically.

Q6: Are BBC News audios equally effective for beginner, intermediate and advanced learners? Why or why not?

A: BBC News audios are not equally effective for beginner, intermediate, and advanced learners, mainly because the level of language used in the news can be quite challenging.

Q7: Are the students primarily improving vocabulary recognition through BBC News audios?

A: Yes, students mainly improve vocabulary recognition through BBC News audios, but not only that they also develop a deeper understanding of how words are used in real contexts.

Q8: How does listening to BBC News audios everyday change your understanding compared to occasionally?

A: Daily practice with BBC News audios has a much stronger impact on comprehension compared to occasional use. When learners listen every day, they train their ears to recognize sounds, rhythms, and patterns of natural English speech more efficiently. This consistent exposure helps the brain process information faster and understand meaning even when vocabulary or accents are challenging.