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To my children Samantha and Gabriel without whom this achievement would not have been completed.

**DEDICATION**

I dedicate this thesis to my parents who support me unconditionally, to my children, family and friends for the support they always gave me every day throughout my university career.

## RESUMEN

En el presente trabajo de investigación se aborda el tema de la mejora de las habilidades de listening mediante el uso de podcasts como herramienta educativa dentro del proceso de enseñanza – aprendizaje en las clases de inglés como idioma extranjero. Los podcasts son una herramienta tecnológica que han tomado gran relevancia en los últimos años. El podcast se fundamenta en personas que hablan acerca de un tema en específico, mismo que resulta interesante para la persona que lo escucha. Para el presente estudio, se seleccionaron 43 estudiantes del segundo año de bachillerato de la Unidad Educativa Ambato. Se aplicó, en primer lugar, un pretest para evaluar el nivel de las habilidades de listening de los estudiantes. Posterior a esto, se aplicó una encuesta que permitió conocer los principales problemas en el desarrollo de las habilidades de speaking por parte de los estudiantes. Posteriormente, se desarrolló una propuesta pedagógica basada en el uso de podcast para la mejora de las habilidades de listening. Finalmente, se aplicó un postest luego de la aplicación de la propuesta. Los resultados obtenidos permitieron comprobar que existe una mejora significativa en las habilidades de listening de los estudiantes seleccionados debido al uso de actividades relacionadas con el uso del podcast.

**Palabras clave:** habilidades receptivas, listening, podcast, desarrollo cognitivo, herramienta tecnológica.

## ABSTRACT

This research work addresses the issue of improving listening skills through the use of podcasts as an educational tool within the teaching-learning process in English as a foreign language. Podcasts are a technological tool that have gained great relevance in recent years. The podcast is based on people who talk about a specific topic, which is interesting for the person who listens to it. For the present study, 43 students from second year high school at Unidad Educativa “Ambato” were selected. A previous test was applied to assess the level of the students' listening skills. After this, a survey was applied in order to know the main problems in the development of speaking skills by the students. Subsequently, a pedagogical proposal was developed based on the use of podcasts to improve listening skills. Finally, a final test was applied after the application of the proposal. The results obtained showed that there is a significant improvement in the listening skills of the selected students due to activities related to the use of the podcast

**Keywords:** receptive skills, listening, podcast, cognitive development, technological tool.

**INDEX**

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY .....	iii
ACKNOWLEDGEMENT .....	iv
DEDICATION .....	v
RESUMEN .....	vi
ABSTRACT .....	vii
INTRODUCTION.....	1
Methodology.....	4
CHAPTER I. STATE OF ART AND PRACTICE .....	6
1.1. The use of the podcast in teaching EFL .....	6
1.2. English as EFL .....	11
1.3. Listening skills .....	14
CHAPTER II – METHODOLOGICAL DESIGN.....	22
2.1. Instruments.....	24
2.2. Instrument’s validity and reliability .....	24
2.3. Characterization of the place where the study is carried out .....	27
2.4. Development of the proposal.....	28
CHAPTER III. DATA ANALYSIS .....	43
3.1. Analysis of the results of the surveys applied to students .....	43
3.2. Analysis of the applied pretests and posttests.....	54
CONCLUSIONS .....	61
Bibliography.....	63
ANNEXES .....	65

## INTRODUCTION

Listening comprehension is one of the four important skills in learning a new language. This ability is considered the most important because people develop it from birth. Within the improvement of this ability, there are many methods and strategies focused on the specific development of listening comprehension. Many of these strategies are boring for students, so they do not work in the best way.

Among the main research works that address this issue, there is the research carried out by Abdulrahman, Basalama and Rizky (2018). The main objective of the mentioned work was to investigate the influence that the podcast has on listening comprehension in an EFL class made up of 60 students from a school in Indonesia. These students were divided into two groups of 30 students, the first group would use the podcast within the normal class routine, while the second group would continue with the normal class methodology. The ANOVA method was used, obtaining a significance value less than 0.05, testing the hypothesis that the use of the podcast significantly influences the listening comprehension of students.

Another research on the subject is that carried out by Hasan and Hoon (2013). This research refers to the relevance that digital learning media have had in recent years, highlighting the importance of podcasting as a novel activity within the educational context of English language teaching. In this sense, the aforementioned research work performs a systematic review of some studies related to the podcast application as a new teaching methodology within EFL classes. The study reviewed twenty articles for the purpose of determining the effects of podcasting on the language skills of EFL students.

The results obtained by the aforementioned research highlight the great benefits found by the use of podcast within the language skills of students. The main results are reflected on speaking and listening skills. However, the benefits are also present in the other skills implicit in learning the English language, although to a lesser extent (Hasan & Hoon, 2013).

This research has the objective of investigating students' listening comprehension through the use of podcasts in EFL Classroom. The advancement in information

and communication technology has revolutionized English teaching and learning methods; learners of English these days can easily make use of their personal electronic devices to study English. In teaching and learning English listening skills, podcasts are said to provide English learners with extra listening practice both inside and outside classrooms. They offer students audio and video listening files with authentic and contextual materials, to help students increase gradually their listening comprehension capability.

According to Kavaliauskienė & Anusienė (2009), podcasts bring students opportunities to practice listening in a self-directed manner, and at their own place. It means that students are able to develop podcasts activities outside classroom with interesting topics that can be downloaded automatically for free from websites. In this context, students at Unidad Educativa Ambato don't seem to practice listening much, and also, they are not aware of benefits of listening outside the classroom. To some extent, this matter may be believed to be caused by the lack of suitable and interesting English Learning sources.

Despite the benefits of podcasts in teaching and learning listening skills along with their popularity in the world, in Ecuador the practice of this didactic resource has not yet been implemented since the necessary information for its correct application is not available. Regarding the frequency of the use Podcasts, Constantine (2007) explained that in English as a foreign language classroom, even at the initial levels, can have benefits from it. Podcasts in South America are a useful tool to enhance listening skills among Second Year High School Students not only because there are many apps available, but because they are also easy to use. Listening is one of the most important skills that students should master.

In relation to research carried out in Ecuador, Toapanta (2017) mentions the importance of podcast, highlighting the influence that this tool has on the development of listening skills and the autonomy of EFL students from "Los Andes" High School in Ambato. This study was based on a mixed research methodology, combining quantitative and qualitative approaches. A total of 163 students of the last level of "Los Andes" High School were analyzed. The results of the study showed that the majority of students have access to mobile devices, which facilitates

the use of podcast within the EFL teaching process among students at the aforementioned institution.

In the same way, Cárdenas and Galimberti (2020) mention the implications of the use of podcasts in the development of listening skills at university level of education. The authors mention the importance of learning a second language in today's world context, and highlights that the most important skills are speaking and listening. In this sense, they mention that podcasts have been developed and exploited as one of the tools that has become more relevant in recent years in the English language teaching process. It is important to mention that the analysis of classic teaching material (such as videos and audios) has a certain level of difficulty.

The research emphasizes the main difficulties that students present and the main advantages obtained through the use of podcasts. For this study, 59 second-level students from Escuela Politécnica de Chimborazo – Campus Morona Santiago were selected during the academic period September 2018 - February 2019. The students listened to different podcasts for six weeks, complementing this activity with other related activities. The main results of the study mention that the use of podcasts has a significant influence on the improvement of language skills (Cárdenas & Galimberti, 2020).

Nevertheless, many Ecuadorian students have not developed their listening skills to their full capacity. EFL students at Unidad Educativa Ambato have not fully developed their listening skills. They need more activities or exercises to practice on. There are many ways in which a learner can improve his or her listening skills, such as watching TV series and films in English, finding a language exchange partner and listening to songs in English, but not many students realize how effective podcasts can be to improve their listening skills, and have fun at the same time. Podcasts are a brilliant and entertaining way of improving one's listening skills.

Based on the aforementioned reasons, this research work raises the following research problem: **How Podcasts help to improve listening skills of Second year high school students at Unidad Educativa “Ambato”?** In addition, the hypothesis is: **the use of Podcasts does improve listening skills of Second year high school students.**

Due to this problem, the main objective of the research is to demonstrate the effectiveness of podcasts in the development of listening skills. The specific objectives of the investigation are the following:

- To analyze the aspects of podcasts as an educational tool for the development of listening skills.
- To evaluate the level of listening skills among second year high school students.
- To prepare a proposal for the application of podcasts within the teaching of EFL for students of Unidad Educativa “Ambato” to improve listening skills in students.
- To examine the results based on the data analysis obtained by applying podcasts in the classroom.

### **Methodology**

As the main purpose of this study is to explore students' perceptions about the educational value of productive podcast activities, in this investigation the quasi-experimental method will be applied. There will be a test before and after the application of Podcast. The test will assess the listening comprehension to know the level of the students. The proposal is designed in a blended learning format and focuses on real context situations. On the other hand, the modality applied is socio-educational to perform assigned tasks both autonomously and collaboratively. In addition, the level of depth of the investigation will be descriptive, analytical and correlational.

For this research work, a mixed type approach will be used because it combines quantitative and qualitative research methodologies. They will enable to obtain the necessary information of the advantages that the use of podcasts has in the improvement of the listening skills of Second Year High School students of “Unidad Educativa Ambato” high school. For the development of the proposal of this investigation, it is first necessary to review information from bibliographic sources as well as from previous studies that are relevant to the issue raised in this research. After this, information will be collected directly from the students of “Unidad

Educativa Ambato” high school in order to analyze the acceptance that the application of a teaching proposal using Podcasts would have.

To collect data from the study participants, a structured survey with a questionnaire and a pre-test and a post-test will be used. The survey will allow to identify if the students of the school know podcasts and its application within the teaching process. This survey will be aimed at the institution's students. On the other hand, the pre-test will be carried out before applying podcasts within the EFL teaching process, while the post-test will be applied after the study period. The results of both tests will be compared in order to know if there is a significant difference between the two.

Today, technology is advancing by leaps and bounds every day. This advancement brings with it a series of advantages and disadvantages in all areas of development worldwide. Regarding the educational aspect, technology has made the main teaching methods used within the educational system obsolete. This technological advancement, along with the advancement of the Internet worldwide, have made technology available to everyone, having access to a large amount of information in a short time. In this sense, applying podcasts within the EFL teaching process can be very useful and beneficial in many aspects, and can also be used as a tool to improve listening skills.

Students can download podcasts very easily and freely. The materials that are presented through this tool can help to improve the students' listening skills, being this, one of the main skills that must be developed within the learning of EFL. The need for this research is based on the constant search for new teaching methods and techniques that allow students to develop their learning skills. In this way, with the implementation of podcasts within the regular teaching processes of English Language Teaching, it is sought to improve the interest of students towards learning the new language. Interest is fostered through the use of new technologies and the use of topics that are interesting to students.

## **CHAPTER I. STATE OF ART AND PRACTICE**

### **1.1 The use of the podcast in teaching EFL**

In the current era, marked by the theory of connectivism, technology has restructured the way of life of society, its ways of connection, behaviors, communication, work and even learning. The new devices, together with their innumerable tools and software applications, open up a world of possibilities capable of enriching every aspect of human life. For these reasons, it is necessary to thoroughly investigate the benefits that the use of these technological tools entails within the learning processes. In the following paragraphs some theories that support the use of the podcast in EFL teaching processes will be presented.

In their research work, Abdulrahman et al, (2018), mention that the podcast is an audio or video- Internet transmission that can be downloaded or played on electronic devices, either on mobile devices or on computers. This term was born from the union of two terms: "iPod" and "Broadcast", referring to the fact that, in its beginnings, this means of communication was only available on Apple devices. So, the podcast is, in essence, a radio that allow listeners to have complete access to the content it offers. The podcast originated in 2004, being defined as an audio blog located on the internet or an audio publication on the internet (Abdulrahman, Basalama, & Rizky, 2018).

The audio recording is designed to be downloaded and played on a portable mp3 player or computer. Podcasts are delivered online automatically through a website; therefore, it is different from other audios. Podcasts use voice, which is the most influential tool that engages with the audience very quickly. In this sense, Sloan (2005) defined the podcast as a portable audio medium that can be used within the teaching of a new language, mainly in the development of the listening skills of each student. On the other hand, Gromik (2008) points out that the podcast lets students have complete access to unique and authentic resources, which permit the development of their skills within the EFL learning process.

In addition to what was stated by the aforementioned authors, the Podcast is a novel tool in the teaching and learning of a new language. The use of this tool has had a notable growth in recent years; however, it is not yet fully applied in educational

centers. The main reason why the tool is not used is because teachers do not know the benefits of its application. In another research, Constantine (2007) explained the importance of using Podcasts in the foreign language class from beginner to advanced level. Beginners can benefit from general listening and exposure to a new language. For the intermediate level, students can access authentic materials and be exposed to a variety of voices, while for the advanced level, they can choose the podcast materials according to their own needs.

Specifically, podcasts are also used as primary sources and review tools in the English as a foreign language classroom for the improvement of listening comprehension. The significant effect of podcasts on vocabulary, pronunciation, speaking, grammar, and writing has also been demonstrated. Various researches have also shown that podcasts provide students with authentic materials to facilitate them to expand their knowledge and practice their listening ability. There are different types of podcasts, which will be differentiated according to the target audience of each podcast and the type of podcast that is intended to be carried out (for educational purposes or for corporate purposes).

In this sense, Saputra (2014) mentions that podcasts can also be classified according to the content format, and they can be audio podcasts or video podcasts. Public podcasts are defined as generic podcasts. These usually have simple and understandable themes for many audiences. On the other hand, personal podcasts resemble sharing personal photos or videos, keeping the audio format required by the podcast. Podcasts can be found on the Internet divided into two types "radio podcasts" or "independent podcasts". Radio podcasts are the usual radio programs that are produced by radio networks, while independent podcasts are web-based podcasts produced by ordinary people.

Podcasts can be used as a resource within the teaching of EFL. This resource can be classified into two groups: the first group consists of original content that is provided by experts in the language and native people who help the English learning based on topics that are of common interest such as sports, music, among others. The second group is made up of language courses with content specifically designed for this purpose. Also, it's important to mention the classification according

to the target audience of the podcast. For public podcasts, the topics developed will be of common interest, and these will not be directly oriented to learning.

On the other hand, podcasts aimed at teaching will contain specific content that will be of vital importance when strengthening the main EFL learning skills in students (Saputra, 2014). Based on what was mentioned by the different authors cited, it can be affirmed that the use of podcasts as a means of learning opens a large number of possibilities and new opportunities within the context of teaching and learning. In this sense, Zarina (2009) mentions that podcasts provide benefits to students through the development of their ability to communicate with others, besides the use in countless diverse applications, a situation that makes the podcast a versatile tool for the teaching process.

The benefits of using the podcast will be appreciated in the medium and long term. These benefits will be appreciated as the student progresses within the study program proposed in the educational center. Briefly, it can be mentioned that the main benefit that the use of the podcast will have within the teaching of English is the improvement in the listening comprehension of the students as a result of the combination of podcast in different aspects related to the language. Furthermore, the authenticity and type of materials available in this format effectively links the gap between formal English and informal language, making them suited to extensive listening, motivating students' interest in listening (Abdulrahman, Basalama, & Rizky, 2018).

Motivation plays an important role in EFL learning. The material that will be used for teaching in this field must have a high motivational content that allows the student to get hooked on the subject studied. If the student finds that the material is not to her liking, she will put it aside and will not continue with the learning process, a situation that will cause a delay in the development of the skills of the language. According to what was mentioned by Fox (2011), there are a series of steps that must be applied within the EFL teaching for the implementation of the Podcast as a didactic tool. The steps that the author mentions in his research are as follows:

- Listening for pleasure: This step is associated with the predetermination that the EFL student has to listen to the podcast, without direct intervention from the teachers.
- Listen to the podcast in the presence of a teacher who can help clarify doubts or problems that the student may present.
- Listening to a short chunk. Most of the podcasts are divided into more or less independent sections which can be listened to on their own. This makes the task more manageable for lower levels.
- Listen to a slow version of the podcast.

As in all methodology and technology used, the use of the podcast brings with it some advantages, among which are the following:

- Podcasts are portable, convenient, and easy to use. According to Rosell (2007), once the podcast content is downloaded, these files can be transferred by the listener anywhere and can be listened to anywhere, as many times as necessary and when the listener deems appropriate. To this must be added features such as being able to pause, fast-forward and return the podcast on the device on which it is being listened to. These functionalities make the student feel confident and secure because they can control their work rhythm, also reducing dependence on physical and conventional materials.
- Podcasts are an attractive tool. According to Rosell (2007), owing to the functionalities it presents (such as those mentioned in the previous point). These functionalities allow this tool to attract the attention of different audiences who do not have the necessary access to other conventional learning tools, thus making the learning process something pleasant for students. On the other hand, the new format presented by means of the use of podcasts make students feel motivated in their daily use, innovating the traditional learning activities.
- Value for money: downloads of learning materials are free, and developing materials can be done for a fraction of the cost of producing traditional materials and in hours rather than years (Rosell-Aguilar, 2007)

- **Publicity:** public podcasts give visibility to the individuals and institutions that provide them and institution-wide initiatives give those institutions free publicity as well as a good reputation for using the latest technologies. For those providers that use podcasting within an institution to offer additional resources for their students, podcasting makes available the potential to allow lectures to focus on integrating in class and out of class activities and materials (Saputra, 2014).
- The automatic subscription system that this technology presents is an advantage by ensuring that subscribers will receive the latest published files without having to enter other websites, and verifying that the podcast content is always up to date.
- **Flexible learning opportunities:** can listen/watch any time. Users do not have to use computer for playback (can review audio files while driving, walking, biking etc.); if transcripts of the podcasts are also made available, students can read along and listen at the same time (accessibility issue: transcripts must be provided to students with special needs who are unable to listen to the audio files). Students learn through more than one modality (listen to audio files/watch video on content as well as read course materials). Podcasts greatly increase access to classes, lectures, talks (educational, professional and personal) by making these available for download to people who could not attend the session in person (this is especially an advantage to college students who miss lectures) (Saputra, 2014).

Contrary to the advantages presented, there are also disadvantages in the use of this technology within learning, which are mentioned in the following points:

- Educational content will only be streamed by audio. This can be considered a disadvantage because, audio's appropriateness and suitability cannot be inspected prior to the time-consuming process of downloading the content from a repository; which can lead to wasted time and resources when the audio does not contain the content necessary. (Rosell-Aguilar, 2007).
- Transcripts must be archived to ensure accessibility, which is time-consuming and expensive. Large file size (especially of video files) requires broadband connection, thus making these files difficult (or even impossible)

for users to access if they have slow dial-up connection (Rosell-Aguilar, 2007).

## **1.2. English as EFL**

Throughout the ages, the use of two or more languages has been a virtue that human beings possess to contribute to the development of a new society. Nowadays, there is a high level of competence in the labor, intellectual and personal field because knowing different languages gives more opportunities. Hence, the knowledge and handling of a foreign language has increased as a need to improve in different areas. According to experts, the English language is the most recognized and spoken language in the world, resulting in a foreign language for a country that acquires it by learning it, either in educational centers or due to the exposure of the language that surrounds it.

The area of a foreign language has allowed students to have the ability to connect multiple aspects that represent each community or country. The use of a foreign language offers better opportunities to deal with today's difficulties in professional fields. Learning a new language is to connect the cultural aspects that complement foreign languages; these languages can be learned at any age by young people, adults, but mainly at an early age. Therefore, the significance of learning a foreign language lies on the possibility for the teacher to facilitate the student's achievement of their goals and objectives.

Based on this idea, it's important to mention the discoveries made by Bley-Vroman (1989), who ensures that English as a foreign language is learned in a sequential way. Learning English requires instruction in stages that permit the development of the characteristic skills of the language itself. This learning should also contain the basic principles involved in teaching and studying a new language. This type of methodology is mostly visible in children. Children, when they start attending English classes, are introduced to a new environment outside the context of their mother tongue, where they hear a different language. In this case, the child begins the process of adaptation to the new language.

Thus, anyone can learn a second language if they have learned the fundamental aspects of their first language such as phonology, syntax, semantics, and

pragmatics. For this aim, learning a new language is easy for children. Another reason is the plasticity of the brain. The developing brain has the capacity for a great deal of plasticity. Recent studies have demonstrated that intellectual and language skills may be acquired easily in children because during the first years of life speech perception is naturally reduced, allowing the child to become a native listener and speaker. However, it should be mentioned that learning another language can only be achieved through the practice and support of a person who can teach the student about the subject and who has the necessary knowledge to facilitate the student can learn the language in the best way possible. It is also important to mention that learning to communicate accurately in English requires the development of the four skills.

Communication skills are made up of important factors such as pronunciation, intonation and the fluency with which a person speaks a language. This ability will not be similar to that of the first language learned by the person. All these language acquisition processes are largely influenced by the environment that surrounds the student, who at first is exposed to his initial language and then attends an educational center to perfect its use; the same occurs with a foreign language where the student is exposed to a new environment, where the teacher tries to provide an adequate communicative environment with the help of their methodological and technological resources for teaching that language.

An important part of English as a foreign language is English language skills. In this topic, Harmer (2007) points out that there are four basic skills that must be practiced when learning a second language. These skills are classified according to their function, and can be receptive and productive skills. On the other hand, linguistic abilities are the ones that permit the generation or production of new information that allows the communication of the English language. For the acquisition of the English language, from the pedagogical point of view, four skills must be practiced and fulfilled in the following order; listening, speaking, reading and writing.

In relation to the classification of these skills, reading and listening are considered receptive competences, since they are used in the reception of written or oral messages. Instead, speaking and writing are considered productive competences, since they generate a response through a visual or auditory stimulus. The above

mentioned skills also allow the creation of a communication channel where the receiver can understand the message (Toapanta, 2017).

Each of the aforementioned skills will be briefly detailed below:

- **Listening skills**

According to Cordova et al (2005), this skill is produced through the reception of sounds through the ear to later be processed in the brain, where the sounds are transformed into an understandable message for the person who is listening. On the other hand, Harmer (Harmer, *The Practice of English Language Teaching*, 2011) mentions that "Listening must be extensive and intense, since in this way the student body can improve their skills and obtain valuable information from the language through a combination of materials and listening procedures". The use of listening material allows the student to be exposed to a large number of sound stimuli. These stimuli help the development of the student's hearing capacity, which is important since it is a skill that is used in daily life.

- **Speaking skills**

This skill is related to the production of sounds that have a specific meaning in an oral way. Harmer (2011) mentions that the ability to speak with ease and fluency not only refers to the knowledge of the distinctive features of language, but also refers to the ability to process information and the use of language at that precise moment, in other words, the author refers to the ability to respond orally to the message received. The development of the ability to speak goes hand in hand with the development of the different skills inherent in the language learned. For this reason, when the development of speaking skills is considered, the other complementary skills must be taken into account.

- **Reading skills**

Reading skills is a process that involves the influence of cognitive factors and linguistic knowledge, making reference to the grammar issues specific to each language. This competence can be defined as the interpretation of written symbols. It is acquired gradually and based on the other skills mentioned above (Goodman, 1976). Within the reading ability there are various factors such as the knowledge

previously acquired by the student. This knowledge helps the student to interpret and decode the information he is reading. A person can read for two reasons:

- Reading for entertainment: It is mainly based on reading stories, short stories, poems or any type of reading that suits the interests of the reader.
- Reading to find information: This type of reading is based on the search for scientific information that provides new knowledge to the reader.

The type of reading to be used will depend solely on the readers according to the situation in which they find themselves.

- **Writing skills**

Cassany (1999) defines this skill as "a manifestation of human linguistic activity similar to conversation, monologue or, but at another level where the production of codes, gestures or the alphabet is involved." That is, writing is another of the forms of productive communication, where information is shared through written symbols. This type of communication offers a greater advantage for the accumulation of knowledge, since written information can be stored and reflected on paper or other means where it can be written. Writing is the end result of the acquisition of other skills such as speaking, listening and reading.

From the educational point of view, this ability is of great importance since it allows learners to transform the information stored in the students' brain into symbols that the teacher later decodes. A clear example of this process is dictation that requires oral information to be transmitted on the part of the teacher that is then received and processed by the student, so that later this information is reflected in codes that will be forwarded to the teacher for evaluation and feedback. Currently there are a variety of written texts, mainly due to the communicative purpose that the issuer seeks.

### **1.3. Listening skills**

Before talking about listening skills, it is necessary to define the concept of listening as such. In this regard, Susilowati (2013) mentions that listening is the ability that allows people to identify and understand the sounds that their ears perceive in the environment. It mainly focuses on interpreting what one person says to another.

This process covers several points, such as recognizing the accent of the person who is speaking, the type of grammar used, the vocabulary used by the sender of the message and the interpretation of the message by the receiver. Based on the aforementioned, a person who knows how to listen can correctly organize these capacities.

On the other hand, it is important to mention that hearing differs from listening. The main difference between the skills mentioned above is that listening requires the application of the remaining language skills to fully understand the message heard. Listening encompasses the phonetic processing of the information heard and the construction of the message through the perception of sounds that are based on the syntax, phonetic and semantic knowledge of the language that the sender of the message possesses. Another difference that can be mentioned highlights that listening has a much more active behavior, unlike hearing, which is only limited to the perception of sounds in the environment without seeking an interpretation of them (Susilowati, 2013).

According to Holtzer (2003) listening and hearing are related to each other. In this sense, listening requires an active process that is responsible for the analysis of the sounds perceived by hearing, which distinguishes the sounds in a passive way. The listening process becomes an active process when it selects and interprets the information perceived by the person, it associates with knowledge previously acquired by the individual. In this way, it can be said that listening combines active and passive processes, where the job of the listeners is to understand the ideas expressed by the sender of the information and respond to the speaker.

This process involves the brain in the process of receiving and decoding the information obtained through hearing. It requires an understanding of various aspects related to it. Listeners must be active and participatory within the process because they must integrate all the components that make up the ability to listen. According to the above, these skills can be classified into micro and macro listening skills. Micro skills are very useful for teachers as they allow them to identify the learning needs of their students so that they can acquire effective listening strategies. According to Susilowati (2013), there are 17 points that are considered micro listening skills:

- Preserve language fragments at different lengths in short-term memory
- Differentiate between the distinctive sounds of English.
- Recognize reduced form of words
- Recognize English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
- Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance
- Process speech at different rates of delivery
- Process speech containing pauses, errors, correction, and other performances variables
- Recognize grammatical word classes (noun, verbs, etc.) systems (tense, agreement, and pluralization), pattern, rules, and elliptical forms
- Detect sentence constituents and distinguish between major and minor constituents
- Recognize a particular meaning may be expressed in different grammatical forms
- Recognize cohesive devices in spoken discourse
- Recognize the communicative functions of utterances, according to situations, participants, goals
- Infer situations, participants, goal using real world knowledge
- Form events, ideas, descriptions, predict outcomes, infer links and connections between cases, deduce causes and effects, and detect such

relation as main idea, supporting idea, new information, given information, generalization and exemplification

- Distinguish between literal and implied meanings
- Use facial, kinesics, body language, and other nonverbal clues to decipher meanings
- Develop and use listening strategies, such as spotting keywords, guessing word meanings from context, asking for help, and signaling understanding or lack of it.

Based on the points mentioned above, it is necessary to develop listening comprehension strategies that encompass the aforementioned micro skills. These strategies should help students improve their listening comprehension. The second step that the teacher must take after designing and preparing the class methodology to be used, is to choose the didactic resources that will be used in the application of these strategies. These materials can be photos, objects, texts, audios, videos, among others. The third step to follow is the transfer of the message to the students, that is, that the students can understand the message that they want to convey through the teaching material.

The fourth step consists of asking the students questions about the message they were able to grasp after using the teaching material. The fifth step is message duplication, which includes translating the received message into your native language. Finally, a conversion of the information is carried out, which leads to the students being able to have a fluent conversation in their second language (Abdulrahman, Basalama, & Rizky, 2018). These micro skills must be complemented with the macro skills, this, in order for the mixture to the two, can generate significant learning and improvement in the student.

These skills also require communication in class. Based on this idea, Brown (2004) suggests the development of the following seven macro skills:

- Recognize cohesive devices in spoken discourse

- Recognize the communicative functions of utterances, according to situations, participants, goals.
- Infer situations, participants, goals using real-world knowledge.
- From events and ideas described, predict results, infer links and connections between events, deduce causes and effects, and detect relationships such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Use facial, kinetics, body language, and other nonverbal cues to decipher meanings.
- Develop and use listening strategies, such as spotting keywords, guessing word meanings from context, asking for help, and signaling understanding or lack of it.

It is important to mention that there are other skills that help the development of this ability. These include receptive and listening skills. Learning a new language leads to the acquisition of a cognitive capacity that is complemented by micro skills. In this regard, the first competence to develop is the receptive because the student will be exposed for the first time to the new language to learn. (González, 2008). The aforementioned capacities are of vital importance when perceiving new stimuli and information transmitted in the new language, thus being the main means of acquiring new information from the messages that the sender tries to transmit to the receiver.

When speaking of receptive skills, it refers to the students' ability to receive information by auditory or visual means. Among these skills are reading and listening. On the other hand, the students are not limited only to receiving information, but also try to replicate and reproduce it, which is known as the communication cycle. Lynch, Mendelsohn and Schmitt (2002) mention that students must become familiar with the use of sounds and phonetics typical of the new language, so that they can understand them and learn to produce them. In other

words, the student, when learning a new language, must be exposed to sounds, rhythms, intonations and dialogues that allow him to understand the new language.

Lynch and Mendelsohn (2002) point out that the cognitive processes implemented in conjunction with computer-generated and audio skills are characterized by the presence of different stages that are not shared simultaneously. Within these stages the following can be mentioned:

- When listening to and understanding a message, it is necessary to know the linguistic code used to deliver the message.
- At the time of processing the information received, it is necessary to process each unit in sequence until a full understanding of the received message is achieved.
- It is considered necessary to have prior knowledge that allows decoding the received message in such a way that the receiver can interact with the sender.
- The reading and listening processes involve problem solving, that is, it is necessary to respond to the stimulus that the sender of the message transmits by associating the message with the prior knowledge acquired by the student.
- At the moment of receiving a message, the individual forms a mental image, which is related to the topic that is being discussed.

On the other hand, Mendelsohn and Rubin (1995) point out that there are different characteristics that are exclusive to listening skills, of which the following can be mentioned:

- Listening comprehension needs the support of the knowledge previously acquired by the student considering students have the ability to store communicative information that allows them to respond to an external stimulus.

- The auditory process is characterized by the presence of elements such as accents, intonations, voice modulation, among others.
- The oral process of real communication is made up of non-grammatical forms, contraction of expressions, redundancies, repetitions, among others. These forms are heard by the individual and can grasp the meaning of the message, even when the message does not seem complete.
- Listening skills are considered a real communication process that, most of the time, will consist of listening to a stimulus and immediately emitting an appropriate response.
- During the oral communication process, the most common is the rapid loss of concentration, which causes the thread of the conversation to be cut and the receiver does not have the ability to capture the message (Mendelsohn & Rubin, 1995).

It is important to mention that listening skills are made up of listening sub skills. Listening is considered one of the four macro skills within the English language; However, communication in the real world does not only involve the application of the skill of listening, this because there are different ways in which the receiver can understand the message that the sender tries to transmit. Regarding the subject, Toapanta (2017) mentions that there are various subskills that are related to listening skills. These sub-skills can be developed according to the type of activity that the teacher applies in classes.

In this regard, the following auditory sub skills can be mentioned:

- **General listening:** This type of listening doesn't refer to the total understanding of the verbal message, on the contrary, it seeks the main idea of the message heard.
- **Listen specific information:** Points to listening to a segment that contains specific information. Within this type of skill, understanding of all the words that make up the message is not required.
- **Detailed listening:** It is about listening to each of the words in the oral message and understanding as much information as possible.

- **Phonological recognition:** It refers to listening to words of similar pronunciation so that the student can learn to differentiate them through sounds that are heard in the environment.

On the other hand, Rost (2013) highlights the ability to auditory comprehension of a language as one of the main axes of integration in society, due to this ability facilitates the exchange of sound messages between the person who emits the message and the person who gets it. Based on this idea, it can be affirmed that listening skills are a fundamental part of the daily life of a person, being a way of developing their social relationship because this ability allows them to have an interaction with two or more individuals that share the same common need.

## CHAPTER II – METHODOLOGICAL DESIGN

For the development of this research, the use of a mixed-type approach was proposed. This approach combines the main advantages of the quantitative and qualitative approaches in order to give a greater investigative background to the work carried out. The use of a quasi-experimental investigation was also proposed, in order to verify the improvement of students after applying podcasts in the methodology of classes. Regarding the subject, Guelmes and Nieto (2015) point out that the mixed research approach is a natural complement between the two types of traditional research (quantitative and qualitative). The combination of both approaches offers great tools that contribute greatly to research.

The authors define this approach as the search carried out by the investigator that combines the methods with the pluralism, which generates that the research has a better investigative value by minimizing the weaknesses of the approaches and maximizing the strengths of both. The research design was quasi-experimental. Quasi-experimental research is one in which there is an exposure, a response and a hypothesis to contrast, but there is no randomization of the subjects to the treatment and control groups, or there is no group of control. As mentioned by Fernandez et al (2014), this type of research has the following differences:

- Research design may have historical controls
- The research design can be a comparison before and after the intervention.
- In the investigation there may be an external control group.

In this research work, quasi-experimental research was used to compare the level of listening comprehension before and after the application of the methodology using podcasts. For this purpose, a pre-test was performed at the beginning of the study and a post-test at the end of the study. The results obtained by both tests were compared using a statistical package software to evaluate if there is a significant difference in the results. Within this work, the types of research mentioned below were used:

**Bibliographic research:** As mentioned by Hernández, Fernandez and Baptista (2014), bibliographic research is characterized by the use of secondary data as a

source of information. That is, bibliographic research is based on the systematic review of information sources, such as books, scientific articles, previous research carried out, among others. Within the present investigation, bibliographic research was used to support the study variables, that is, listening skills and the podcast. Through bibliographic research, it was possible to know the different theories regarding the use of the podcast within the EFL processes.

**Field research:** Field research is defined as the manipulation of an untested external variable with the aim of describing the way in which a particular situation or event occurs. It is also known as on-site investigation, because the investigation is carried out in the place where the investigation is focused. (Hernandez, Fernández, & Baptista, 2014). The field research was used to collect information directly from the students regarding their main difficulties related to their listening skills. The field research also made it possible to collect the necessary data to show whether there was a significant difference after the application of the methodological proposal.

The level of depth of the present investigation was descriptive-explanatory and correlational. Explanatory investigations are well identified in which knowledge of cause-effect relationships is necessary. In this type of study, it is essential to formulate hypotheses that, in one way or another, seek to explain the causes of the problem or issues closely related to others. This research work is explanatory because it investigates the causes that originate weaknesses in the listening skills of students. In relation to descriptive research, this type of research focuses on describing the phenomenon under study, without directly interfering in the resolution of the problem that occurs in the phenomenon under study.

Within the present work, descriptive research was used in order to describe the problems presented by students regarding their listening skills. Field research will be used to collect students' perspectives on the use of the podcast within the traditional classroom methodology. This type of research was also used to collect the data obtained by the pre-test and the post-test, to subsequently carry out a statistical hypothesis test using the data obtained. Due to the current pandemic, the field research was carried out on line, that is, the surveys were applied through the use of a technological tool.

## 2.1. Instruments

To collect the information necessary for the proper development of this work, the following information gathering techniques were used:

**Survey:** The survey is an instrument to collect qualitative and / or quantitative information from a statistical population. To do this, a questionnaire was prepared, the data of which was processed with statistical methods. A survey model was carried out aimed at the students of “Unidad Educativa Ambato” school to know their perspectives regarding the main causes that origin a failure in the improvement of their listening skills. The survey revealed if teachers agree to use the podcast as an educational tool.

**Pre - test and post - test:** As mentioned by Rodríguez, García-Peñalvo and García-Holgado (2017), the main objective of these instruments is the evaluation and verification of the changes that occurred at the beginning and at the end of a study. The pre-test and the post-test must be prepared together, taking into account the contents prepared for the study. Within the present research, pretest and posttest were applied before and after the application of the methodological proposal, in order to know if there is a significant difference in the listening skills of the students after the application of the proposal.

## 2.2. Instrument's validity and reliability

### Reliability of the survey used

The reliability was reflected in how good the instrument was used as a means of measurement to demonstrate its consistency. In other words, it all relates to the consistency and congruence of the results that can be achieved when using it repeated times under the same conditions and circumstances. Therefore, the instrument was conducted through a pilot test with 50% of the population. The end of this was to test reliability and assess its functionality and comprehension with respect to the items. The results allowed an estimate of reliability based on Cronbach's Alpha that is also commonly known as Coefficient Alpha and the formula is represented as follows.

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum V_i}{V_t} \right)$$

As mentioned by Quero (2010), Cronbach's alpha allows verifying the reliability of a data collection instrument based on the analysis that it has in relation to the variance produced in the data collection by the instrument. To determine the value of Cronbach's alpha, the researcher calculates the correlation of each item or item with each of the others, resulting in a large number of correlation coefficients. The value of alpha is the average of all the correlation coefficients. In relation to the present study, the following table shows the value obtained for Cronbach's alpha of the instrument used, indicating the number of items in the instrument, the sum of the variances of each item and the variance of the total results obtained.

Table 1: Sample of results used for validation by Cronbach's alpha

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Sum
4	4	5	5	4	5	4	3	5	5	5	4	53
5	5	4	5	5	5	4	5	5	4	5	5	57
4	4	5	5	4	5	4	5	5	5	4	5	55
4	5	4	5	4	4	4	4	5	4	4	4	51
5	5	4	5	5	5	5	4	5	5	5	5	58
5	4	5	5	4	5	4	5	5	4	5	5	56
4	5	5	4	5	4	4	5	5	4	5	5	55
5	4	5	5	5	4	5	4	5	4	5	5	56
5	4	4	5	5	4	5	4	5	5	5	5	56
3	4	4	4	5	5	4	4	5	4	4	5	51
5	5	5	5	5	5	5	5	5	5	5	5	60
4	5	4	5	4	5	4	4	5	4	4	5	53
5	5	4	5	4	5	5	4	5	5	4	5	56
4	4	4	5	4	4	4	4	4	4	4	4	49
5	5	5	5	4	4	4	5	5	5	5	5	57
2	3	2	3	5	5	3	2	3	5	3	4	40
4	5	4	5	5	4	5	4	5	5	4	5	55
5	5	3	4	3	5	3	4	5	4	5	5	51
5	5	5	5	5	5	5	4	4	5	5	5	58
4	3	3	5	4	3	3	4	5	4	4	4	46
0,6275	0,4475	0,66	0,2875	0,3475	0,3475	0,46	0,5275	0,26	0,25	0,35	0,1875	

Source: Own Source

**Table 2: Cronbach's Alpha results**

A	Cronbach's Alpha	0,842
K	Number of items from instrument	12
$\sum v_i$	Sum of the item variances	4,7525
$V_t$	Variance of total scores in the instrument	20,8275

Source: Own Source

Cronbach's alpha value calculated for the instrument used is 0.842. The obtained value is compared with the standardized values shown in the following table.

**Table 3: Criteria used for validation by Cronbach's alpha**

Cronbach's Alpha	Internal consistency
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

Source: Own Source

According to the table, the value obtained showed that the instrument had a good level of internal consistency, which allowed its application for data collection within the present study. In this work, a listening-based pre-test was carried out before applying the methodological proposal in order to know the level of the students with respect to the aforementioned skill. After applying and finalizing the methodological proposal, a post-test was applied to check if there was an improvement in the students. The results obtained for both tests were statistically analyzed in order to check if there are significant differences between the two.

After collecting the data by applying the aforementioned instruments for the investigation, the results of the survey, pretest and posttest were tabulated using a spreadsheet. The results of the survey were analyzed using descriptive statistics, while the results of the applied pretest and posttest were analyzed using a T test, in order to test the hypothesis.

### 2.3. Characterization of the place where the study is carried out

This research work was carried out at "Unidad Educativa Ambato" school. This educational center is located in Ambato, on Humberto Albornoz Avenue and Vargas Torres Street. The institution is an educational center of Regular Education and

Fiscal support. The modality of studies is face-to-face in three shifts: morning, afternoon and evening, with the three levels of education (InfoEscuelas, 2017). Currently, the educational center has a total of 141 teachers, 101 women and 36 men. It also has a total of 3,634 students, 2,548 women and 1,086 men (InfoEscuelas, 2017).



#### **2.4. Development of the proposal**

When developing listening comprehension, the selection of listening materials and media are essential. It's a significant activity when learners focused on the listening material for a sufficient amount of time, repeat words and choose an interesting topic that is the context is known (Krashen, 1996). Podcast is the media that can achieve these advantages in foreign language teaching and learning. Before carrying out the activities related to the podcast application, a pretest was applied to the students, in order to know the students' listening skills level. The applied pretest was a standardized test developed by Cambridge University, with the aim of having a standardized instrument for collecting the data necessary for testing hypotheses.

The developed proposal lasted 3 weeks. During each week, students had three English classes, the first two lasting two hours and the third lasting one hour. Taking into account this schedule, this proposal was divided into 15 class sessions each lasting one hour. In the first class, the pre-test was applied and during classes 2 and 14 the study methodology was covered using podcasts (13 class sessions). In the last class, a post-test was applied to verify the improvement students' performance in listening skills. The post-test applied was the same pre-test to quickly and efficiently verify the improvement of students after applying the methodology. The data collected by these instruments were used to test the hypothesis raised in this study.

Next, the development scheme for each of the sessions planned for the proposal is presented. On the other hand, the development of each of the activities in the proposal are presented in the annexes section.

Table 4: Proposal's development

		UNIDAD EDUCATIVA “AMBATO” 		
MICRO-CURRICULAR PLANNING				
<b>INFORMATIVE DATA</b>				
<b>ÁREA / SUBNIVEL.</b>	English / Unified General Baccalaureate	<b>Section: Morning</b>		
<b>TEACHER</b>	Lic. Lorena Núñez			
<b>COURSE - PARALLEL</b>	2° A-B-C	<b>IMPLEMENTATION DATE: 26/04/2021 -28/05/2021</b>		
<b>LEARNING OBJECTIVE:</b>				
Improve students' listening skills by using podcast.				
<b>ETHICAL VALUES:</b>				
<b>COMMUNITY ACTIONS.</b> Socioemotional skills, Handling emotions, Social relationships. Recognition of diversity, empathy, effective communication				
<b>PROJECT NAME:</b> For a better world. Reflections and actions on problems of the contemporary world.				
ESSENTIAL CONCEPTS OF THE PROJECT	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	METHODOLOGICAL GUIDELINES	
			TEACHER PROPOSALS	RECOMMENDATIONS FOR PARENTS AT HOME

<p><b>What are people doing to help the environment?</b></p>	<p>EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)</p>	<p><b>Activities:</b> Talk to your partner about the topic and brainstorm possible ideas about the information it might contain. Identify the main problems that the world faces in terms of environmental issues by giving opinions and some suggestions. Listen to the podcast “how to deal with human waste”, take notes of important ideas.</p> <p><a href="https://player.whooshkaa.com/episode?id=86772">https://player.whooshkaa.com/episode?id=86772</a></p> <p>Write 5 environmental problems in your country, underline 2 issues that can be solved and provide the possible solution.</p> <p>Look for information on internet, books, magazines, etc. about ways of protecting the environment and use some of them to share in class.</p> <p><b>Instruments for Evaluation</b></p> <ul style="list-style-type: none"> <li>• Oral interview individual</li> <li>• Auto-evaluation</li> <li>• Informal assessment</li> <li>• Formal assessment: homework</li> </ul>	<p>*Be present with the students on the virtual classes.</p> <p>*Check the task</p> <p>*Motivate students to attend to virtual classes</p> <p>*Keep good communication with the teacher</p>
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<p><b>Can we prevent climate change?</b></p> <p><b>How?</b></p>	<p>EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)</p>	<p>Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)</p>	<p>Brainstorm ideas with your partner about the podcast topic “Different weather in different countries” Imagine the content of the podcast.</p> <p>Listen to the podcast about the different types of weather.</p> <p>Click on the link below and read the transcripts while you listen to the podcast.</p> <p><a href="https://learnenglish.britishcouncil.org/general-english/podcasts/series-3/episode-04">https://learnenglish.britishcouncil.org/general-english/podcasts/series-3/episode-04</a></p> <p>Find specific information and identify the main points of simple texts.</p> <p><b>Complete the exercises 1, 2, 3 and 4.</b></p> <p><a href="https://learnenglish.britishcouncil.org/general-english/podcasts/series-3/episode-04">https://learnenglish.britishcouncil.org/general-english/podcasts/series-3/episode-04</a></p> <p><b>Instruments for evaluation</b></p> <ul style="list-style-type: none"> <li>• Oral interview individual</li> <li>• Auto-evaluation</li> <li>• Informal assessment</li> <li>• Formal assessment: homework</li> </ul>	<p>*Be present with the students on the virtual classes.</p> <p>*Check the task</p> <p>*Motivate students to attend to virtual classes</p> <p>*Keep good communication with the teacher</p>
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<b>A journey</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Listen to the introductory section of the podcast again. Choose the appropriate expressions. <a href="#">Episode 02   Podcasts - Series 1   British Council</a> Put the phrases in the box in the correct places in the dialogue Listen to the section of the podcast regarding Carolina. Then, put the following sentences into the correct order to make the first of Carolina's conversation at the lost luggage desk. Look at the conversations that Carolina had in the airport. Put the phrases in the right places	*Be present with the students on the virtual classes. *Check the task *Motivate students to attend to virtual classes *Keep good communication with the teacher
<b>Teenage likes and environmental care</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Choose ALL the correct options to complete the sentences Put the words in the correct group Type the silent letter in the space after each word	*Be present with the students on the virtual classes. *Check the task *Motivate students to attend to virtual classes *Keep good communication with the teacher
<b>Household chores</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative	Listen for general meaning: watch the whole video (or listen to the whole podcast). Write the order of the household chores that Jackie and Richard talk about.	*Be present with the students on the virtual classes. *Check the task

		ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Listen for detail: watch (or listen) again. Who usually does the chore – Jackie or Richard, or do neither of them? Put a tick (√) in the correct column above. Listen for more detail: are these sentences true or false?	*Motivate students to attend to virtual classes  *Keep good communication with the teacher
<b>Plastic Money</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Listen for general meaning: listen to the whole podcast. Which sentence above is true for Emily? Listen for detail: listen again and decide if the following sentences are True or False. Put a tick (√) in the correct column. After listening: writing. Do you think credit / debit cards are a good thing? Or do you think they make too many problems for people? Complete the sentences with your opinion.	*Be present with the students on the virtual classes.  *Check the task  *Motivate students to attend to virtual classes  *Keep good communication with the teacher
<b>Ecological drinks</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Choose all the answers that are true according to the podcast Match the words from the podcast to the definitions Put the words in order to make sentences from the podcast Put the adverbs in the right spaces	*Be present with the students on the virtual classes.  *Check the task  *Motivate students to attend to virtual classes  *Keep good communication with the teacher

<b>Ecological transport</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Check out the following video. Then write a summary about the content of the video Match the answers to the questions Choose the right preposition What does 'get' mean in these sentences? Put them in the right group.	*Be present with the students on the virtual classes.  *Check the task  *Motivate students to attend to virtual classes  *Keep good communication with the teacher
<b>Music around the world</b>	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Choose the true sentences Choose the right word in these sentences Use the verbs to complete the Beatles' song titles	*Be present with the students on the virtual classes.  *Check the task  *Motivate students to attend to virtual classes  *Keep good communication with the teacher

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Lic. Lorena Núñez

**TEACHER**

Mg. Betty Hidalgo

**AREA COORDINATOR**

Psci. Andrea Muñoz

**PSYCHOPEDAGOGUE**

Psc. Verónica Sánchez

**DECE**

Mg. Sandra Guevara

**VICE-RECTORATE**

The activities planned and carried out for each of the work sessions contemplated in the proposal are presented below.

**Table 5: Class activities planned for session 1**

<b>SESSION N°1</b>	
<b>Objective:</b>	To apply a pretest to know the students' listening skills level
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• First, the teacher will explain the way in which the classes will be carried out through the podcast application. This session will be informative.</li> <li>• After the explanation, the teacher will apply the pretest assigned to the students. Students will have an approximate time of 40 minutes to solve the test. The teacher will repeat up to three times the audio used by the students to answer each of the questions contained in the test.</li> <li>• After applying the pretest, the teacher will do a quick review of the students' results. The teacher will explain to the students the points that need to be improved in their listening skills and explain to them how the use of podcasts helps to improve these skills.</li> </ul>

Source: Own source

Table 6: Class activities planned for session 2

<b>SESSION N°2</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• First, the teacher will start the class by asking the students what places they have traveled recently. Students will share their most recent travel experiences.</li> <li>• After the kick-off activity, the teacher plays a podcast about the conversation between Tess and Ravi. Tess and Ravi talk about weekends away, and their guests talk about Shakira and dancing tango in Argentina.</li> <li>• Students will listen to the podcast in parts, due to the length of the podcast. After listening to the podcast, they will answer the questions asked by the teacher. It is important to mention that the selected podcast is divided into sections, so the selected podcast will be used in other class sessions within this proposal.</li> </ul>

Source: Own source

Table 7: Class activities planned for session 3

<b>SESSION N°3</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• It is suggested that sessions 2 and 3 be held on the same day, since the same podcast will be used for educational activities.</li> <li>• Students will listen to the podcast in parts, due to the length of the podcast. After listening to the podcast, they will answer the questions asked by the teacher. It is important to mention that the selected podcast is divided into sections, so the selected podcast will be used in other class sessions within this proposal.</li> </ul>

Source: Own source

Table 8: Class activities planned for sessions 4 and 5

<b>SESSIONS N°4 AND N°5</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour each session
<b>Session description</b>	<ul style="list-style-type: none"> <li>• When class begins, the teacher talks to his students about their favorite clothes. The teacher will ask about aspects such as the color and favorite clothes of the students.</li> <li>• Students will listen to the podcast in parts, due to the length of the podcast. After listening to the</li> </ul>

<b>SESSIONS N°4 AND N°5</b>	
	podcast, they will answer the questions asked by the teacher. In this episode Tess and Ravi talk about clothes, and their guests talk about the designer of Apple products, Jonathan Ive, and women's football.

Source: Own source

**Table 9: Class activities planned for session 6**

<b>SESSION N°6</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• At the beginning of the class, the teacher will ask the students if they do activities at home, such as washing dishes and tidying their rooms. At this point, in pairs, the students will share their experiences in the chores they do at home.</li> <li>• After the initial talk, the teacher will play a podcast on the topic discussed at the beginning of the class. Being a short podcast, the activities will be worked in pairs, in order to develop collective learning.</li> <li>• Students will receive a sheet with activities to be completed by listening to the podcast. Students will listen to the podcast in general up to three times to answer the questions posed.</li> </ul>

Source: Own source

Table 10: Class activities planned for session 7

<b>SESSION N°7</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• At the beginning of class, the teacher asks his students if they have used or heard about credit cards. The teacher will tell a story about the origin of credit cards, constantly asking students about their use.</li> <li>• After the initial talk, the teacher will play a podcast on the topic discussed at the beginning of the class. Being a short podcast, the activities will be worked in pairs, in order to develop collective learning.</li> <li>• Students will receive a sheet with activities to be completed by listening to the podcast. Students will listen to the podcast in general up to three times to answer the questions posed.</li> </ul>

Source: Own source

Table 11: Class activities planned for sessions 8 and 9

<b>SESSION N°8 &amp; 9</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• Before starting the class, the teacher will ask the students about their favorite drinks. The</li> </ul>

<b>SESSION N°8 &amp; 9</b>	
	<p>teacher will comment on a short story about the different drinks on the market.</p> <ul style="list-style-type: none"> <li>• After the initial talk, the teacher will play a podcast on the topic discussed at the beginning of the class. Being a short podcast, the activities will be worked in pairs, in order to develop collective learning.</li> <li>• Students will receive a sheet with activities to be completed by listening to the podcast. Students will listen to the podcast in general up to three times to answer the questions posed.</li> </ul>

Source: Own source

**Table 12: Class activities planned for sessions 10 and 11**

<b>SESSION N°10 &amp; 11</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• Before starting the class, the teacher will carry out a short test to verify the listening level of the students. This test will be participatory and will not have any type of qualification.</li> <li>• After the mini-test carried out, the teacher will ask the students about the means of transport that they use most frequently. Next, the teacher will present a video referring to the main means of transportation used in the city. Students will write a short summary about the video.</li> </ul>

<b>SESSION N°10 &amp; 11</b>	
	<ul style="list-style-type: none"> <li>• After watching the video, the teacher plays the podcast and hands out the worksheets to the students. Given the length of the podcast, two work sessions will be held with the selected podcast.</li> </ul>

Source: Own source

**Table 13: Class activities planned for sessions 12 and 13**

<b>SESSION N°12 &amp; 13</b>	
<b>Objective:</b>	Strengthen students' listening skills through the use of podcasts
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• Before starting the class, the teacher will carry out a short test to verify the listening level of the students. This test will be participatory and will not have any type of qualification.</li> <li>• After the mini-test carried out, the teacher will ask the students about the means of transport that they use most frequently. Next, the teacher will present a video referring to the main means of transportation used in the city. Students will write a short summary about the video.</li> <li>• After watching the video, the teacher plays the podcast and hands out the worksheets to the students. Given the length of the podcast, two work sessions will be held with the selected podcast.</li> </ul>

Source: Own source

Table 14: Class activities planned for session 14

<b>SESSION N°14</b>	
<b>Objective:</b>	To apply a posttest to know the improvement achievement into the students' listening skills level
<b>Applied by:</b>	Lorena Marisol Nuñez Miniguano
<b>Class session duration</b>	1 hour
<b>Session description</b>	<ul style="list-style-type: none"> <li>• In the first place, the teacher will appreciate the participation of the students in the application of the methodology with podcasts. After these, the teacher will proceed to apply the post-test to the students, using the same format used in the pre-test.</li> </ul>

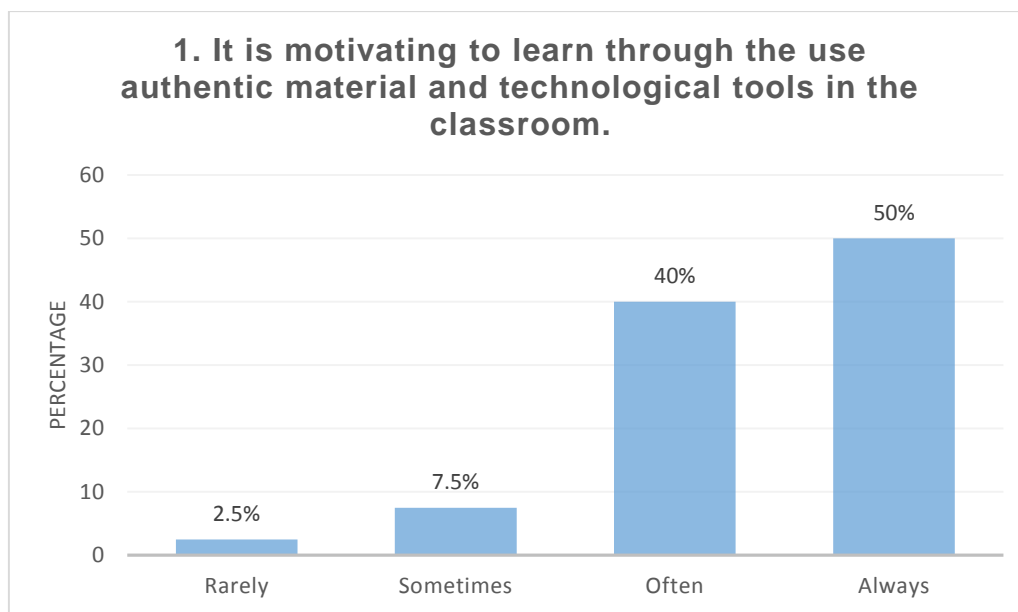
Source: Own source

## CHAPTER III. DATA ANALYSIS

### 3.1. Analysis of the results of the surveys applied to students

Before designing and applying the methodological proposal, a survey was applied to the students of the institution, in order to know the main problems that the students presented in their listening skills. The results obtained by the survey are presented below.

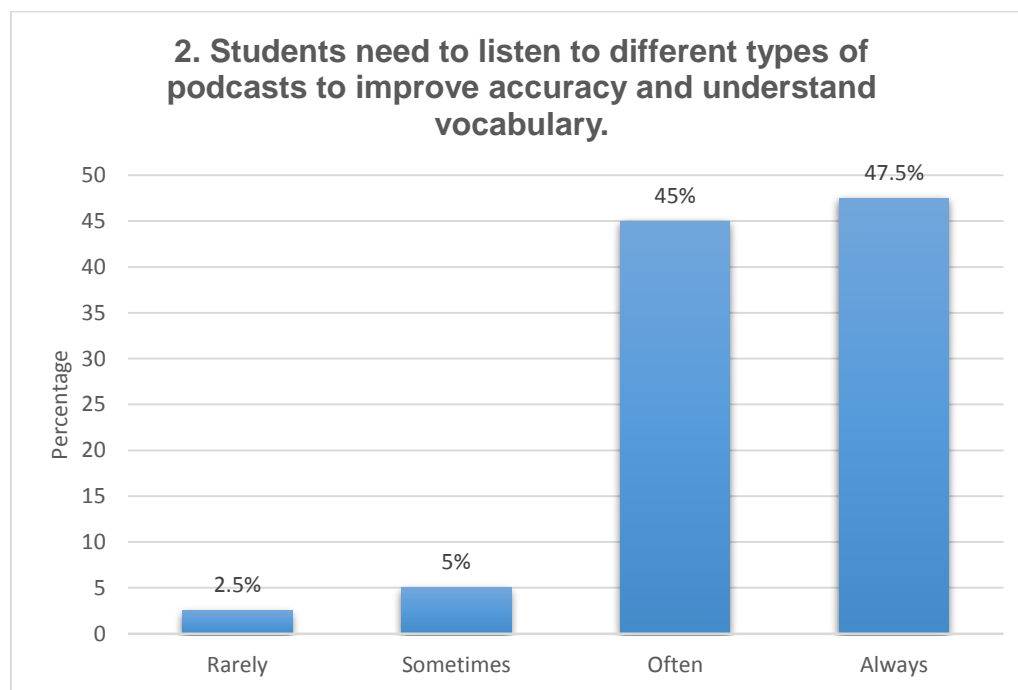
#### 1. It is motivating to learn through the use of authentic material and technological tools in the classroom.



Source: Own source

Of the total of students surveyed, 50% mention that it is always motivating to learn through the use of novel material and technological tools in classes, 40% mention that often, 7.5% mention that sometimes, while 2,5% mention that rarely. The results allow us to observe that the students consider that the use of new learning tools, such as the use of technology and novel teaching material, help to improve the motivational component of the students, which has a great influence on the development of learning skills.

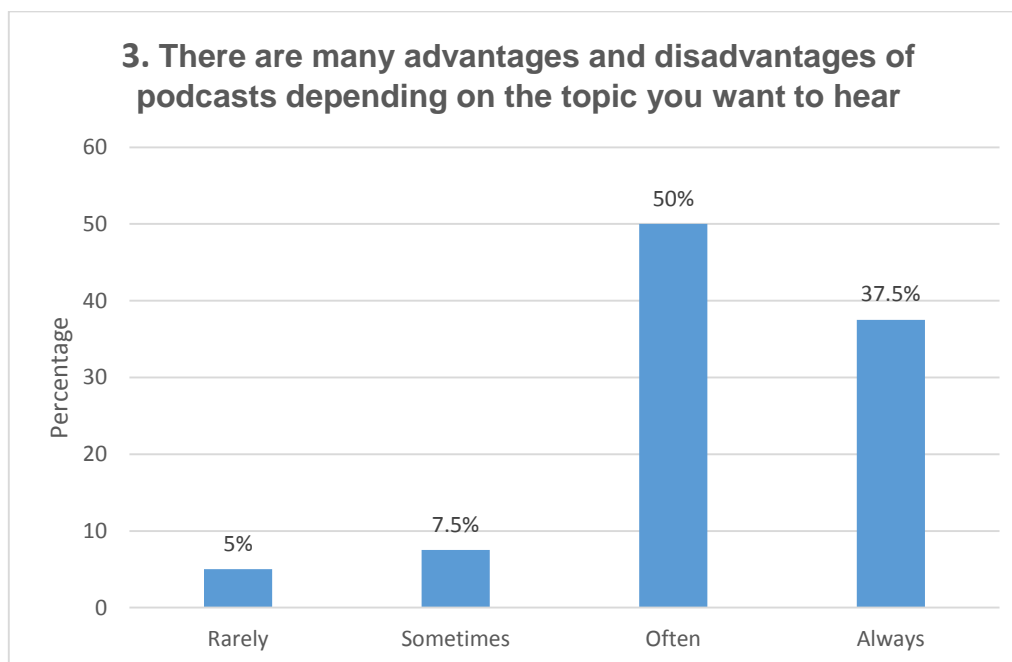
## 2. Students need to listen to different types of podcasts to improve accuracy and understand vocabulary.



Source: Own source

When asked if students need to listen to different types of podcasts to improve their accuracy and understanding of vocabulary, 47.5% of students mentioned that they always need to listen to different types of podcasts; 45% mention that often, 5% mention that sometimes while 2.5% mention that rarely. Again, it can be appreciated that students require listening to different podcasts to improve their receptive skills. This is due to the students' interest in different topics covered in the podcast.

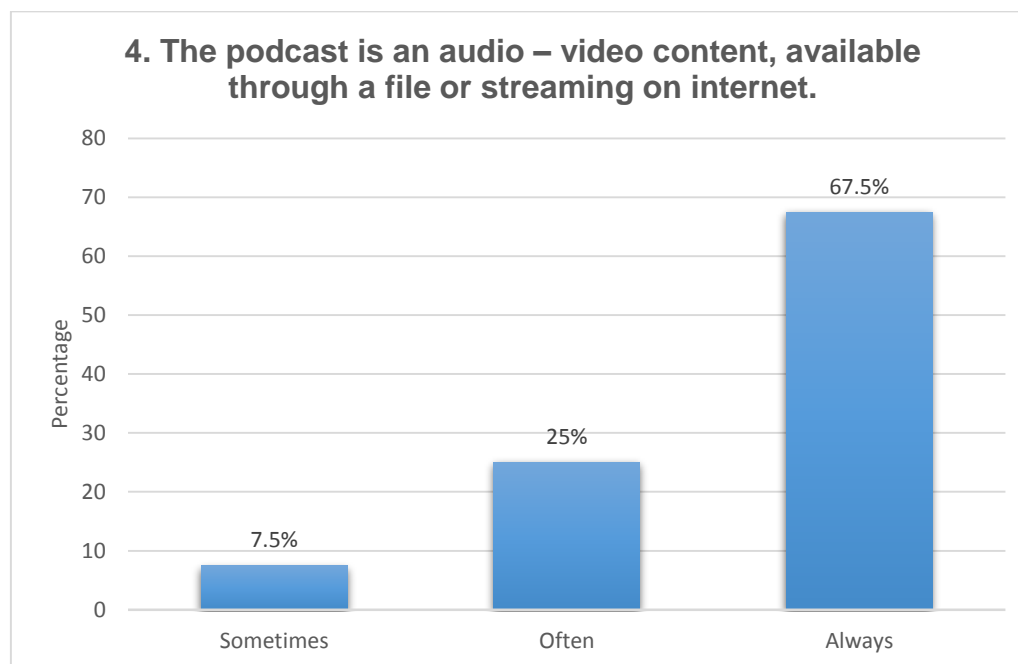
### 3. There are many advantages and disadvantages of podcasts depending on the topic you want to hear



Source: Own source

When asking if there are advantages and disadvantages in the application of podcasts depending on the subject, 50% of the students mention that often; 37.5% mention that always; 7.5% mention that sometimes, while 5% mention that it rarely. It can be seen that the topics discussed do not have a high level of relevance when talking about the advantages and disadvantages of using the podcast in educational processes.

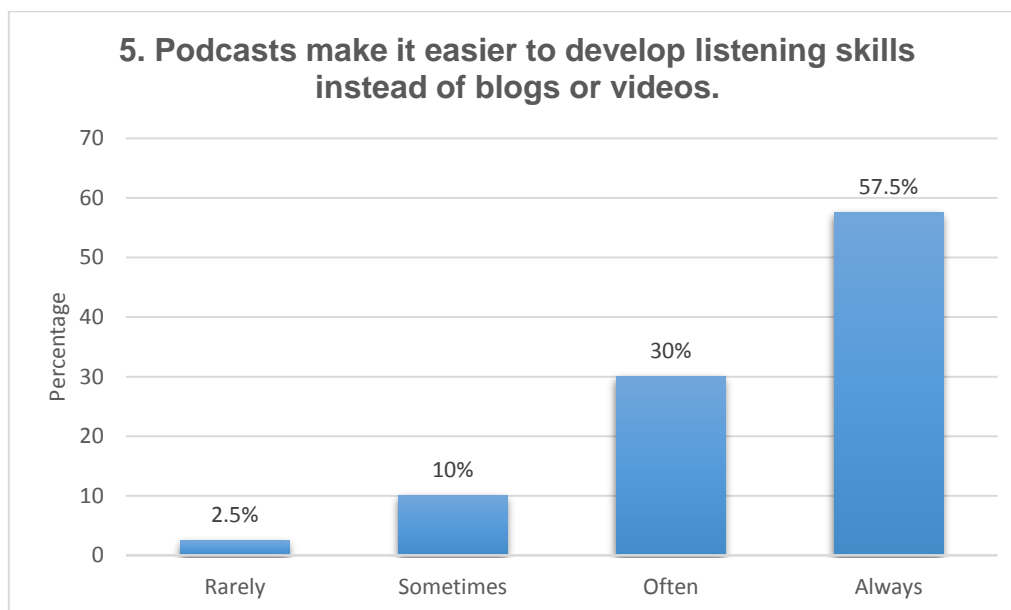
**4. The podcast is an audio – video content, available through a file or streaming on internet.**



Source: Own source

When asking students if they have access to podcasts via streaming, 67.5% mentioned that always, 25% mentioned that often, while 7.5% mentioned that sometimes. It is appreciated that the majority of students have access to the Internet, a situation that facilitates access to podcasts on different topics.

## 5. Podcasts make it easier to develop listening skills instead of blogs or videos.

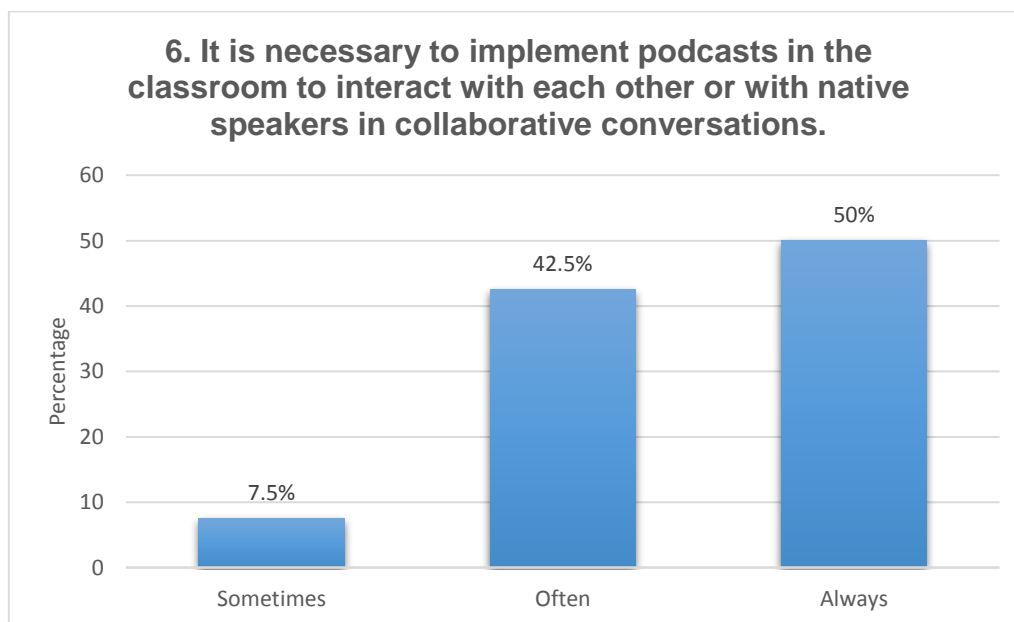


Source: Own source

Of the total of students surveyed, 57.5% consider that podcasts always make the development of listening skills easy, compared to the use of blogs or videos; 30% consider that often; 10% mention that sometimes, while 2.5% mention that it rarely.

It can be seen that the majority of students consider that the use of the podcast is a better alternative to improve their listening skills, unlike the use of videos or blogs. This situation is due to the ease of access to podcasts, which is why the student focuses on their use.

**6. It is necessary to implement podcasts in the classroom to interact with each other or with native speakers in collaborative conversations.**

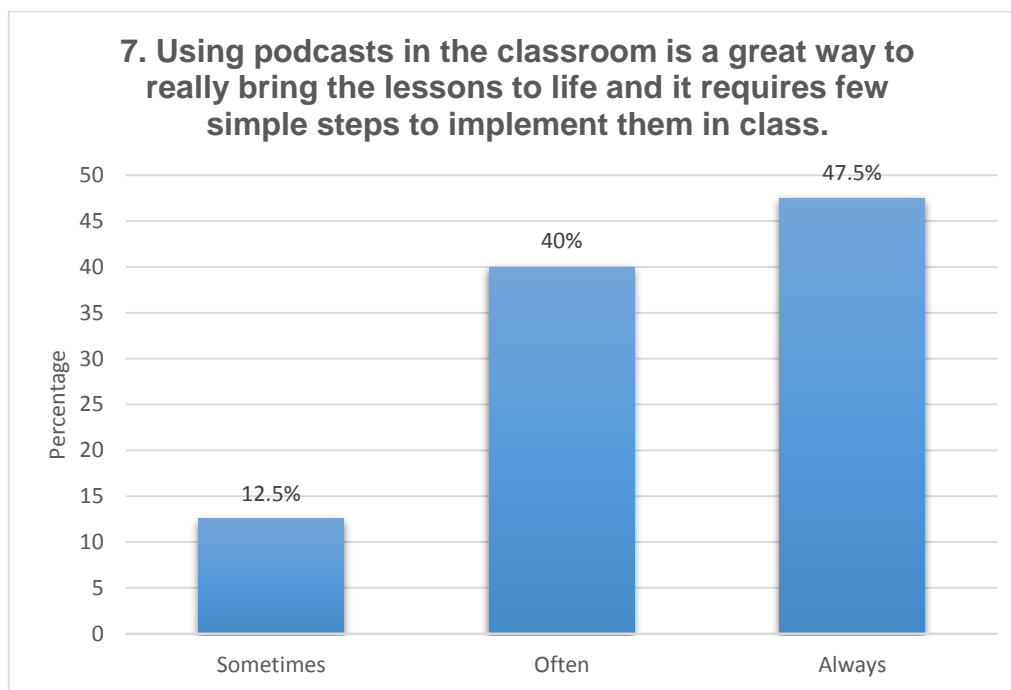


Source: Own source

Of the total students surveyed, 50% mentioned that it is always necessary to implement podcasts in the classroom to interact with each of the students through collaborative conversations, 42.5% mention that often, while 7.5% mention sometimes.

It can be seen that students see the use of the podcast as one of the main tools for student interaction within the classroom. This interaction allows the improvement of listening skills.

**7. Using podcasts in the classroom is a great way to really bring the lessons to life and it requires few simple steps to implement them in class.**

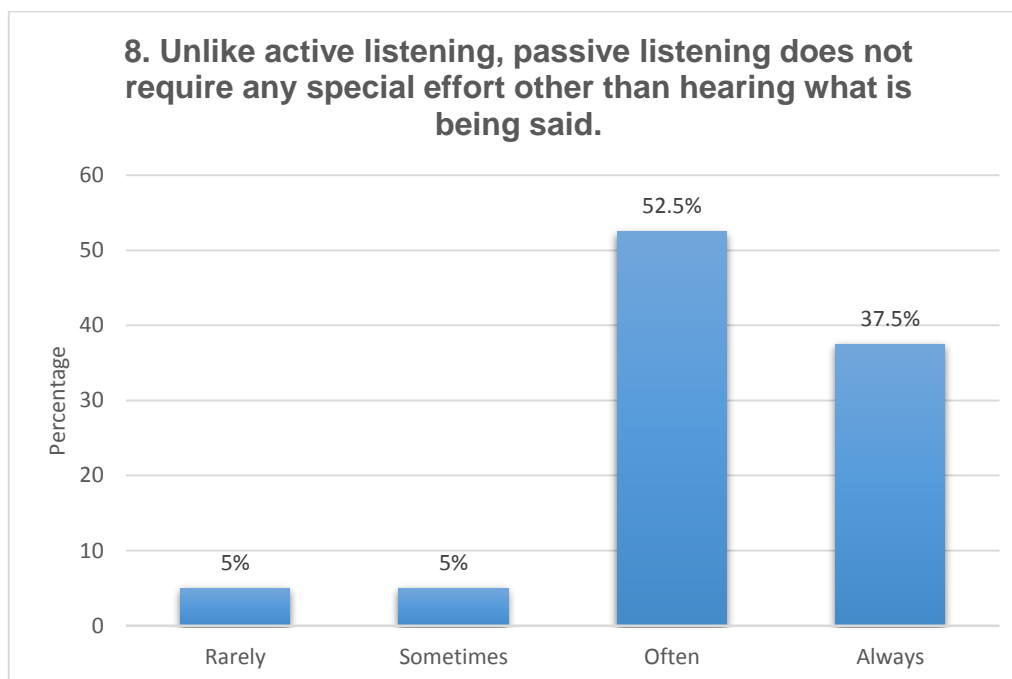


Source: Own source

When asking students if the use of podcasts in the classroom is an excellent way to obtain lessons from daily life, 47.5% mentioned that they always; 40% mentioned that often, while 12.5% mentioned that sometimes.

Students find the use of the podcast an easy way to learn through concepts related to daily life. This situation causes students to become interested in finding podcasts that are related to their topics of interest, thus making students listen better.

**8. Unlike active listening, passive listening does not require any special effort other than hearing what is being said.**

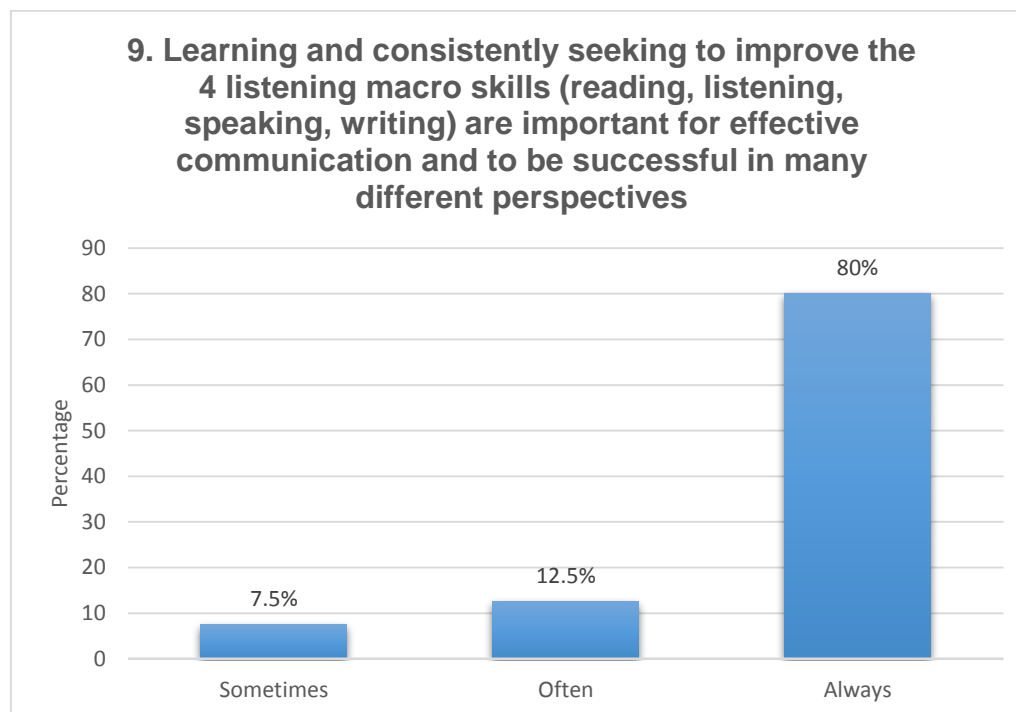


Source: Own source

Of the total students surveyed, 52.5% mentioned that passive listening often does not require any special requirements, unlike active listening; 37.5% mentioned that always; while 5% mentioned that sometimes and rarely.

Passive listening is better adapted to students, allowing them to improve their listening skills through this listening methodology, as opposed to active listening.

**9. Learning and consistently seeking to improve the 4 listening macro skills (reading, listening, speaking, writing) are important for effective communication and to be successful in many different perspectives**

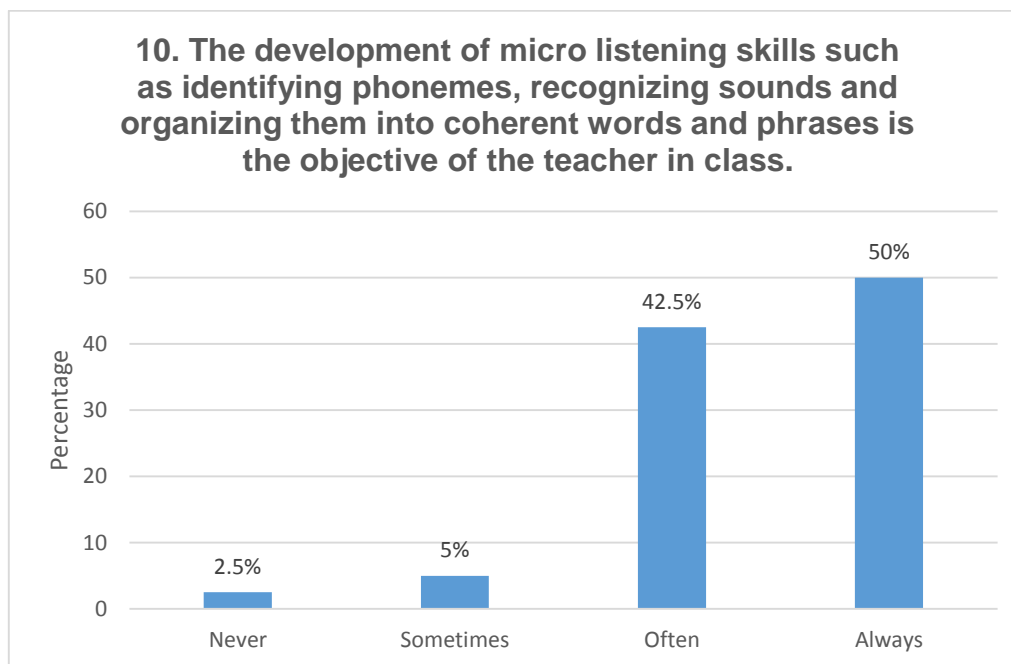


Source: Own source

Of the total of students surveyed, 80% mentioned that the development of the 4 macro skills of the English language is always important for effective communication; 12.5% mentioned that often, while 7.5% mentioned that sometimes.

Students are aware that the development of the four macro skills inherent to learning the English language (reading, speaking, listening and writing) is important for the improvement of their level of communication. This situation makes students focus on these aspects to have a better rate of progress.

**10. The development of micro listening skills such as identifying phonemes, recognizing sounds and organizing them into coherent words and phrases is the objective of the teacher in class.**

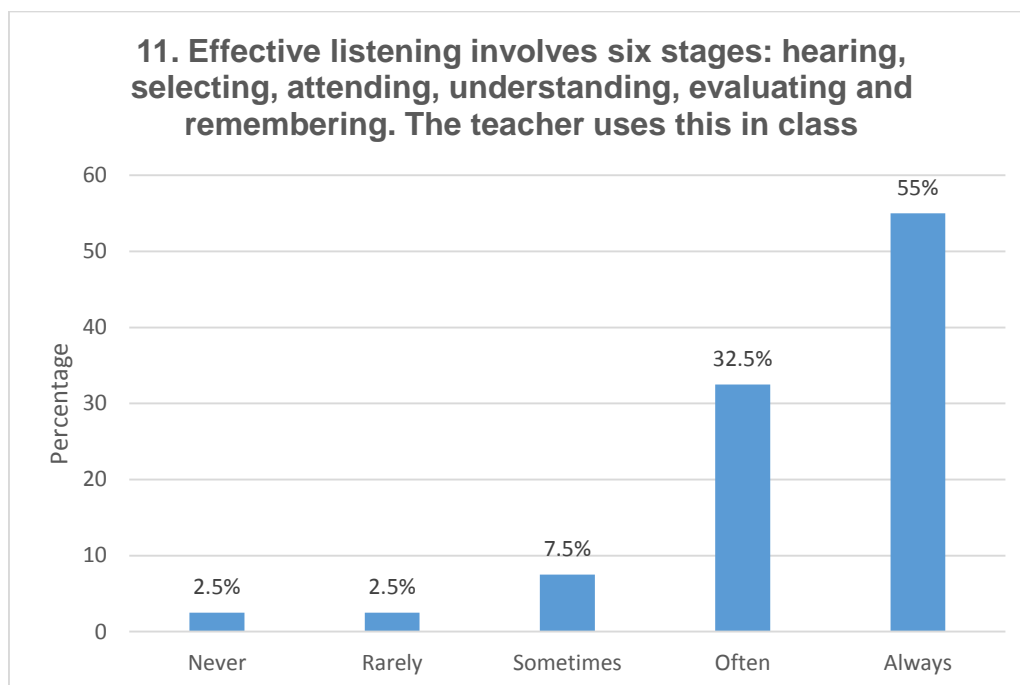


Source: Own source

Of the total of students surveyed, 50% consider that the development of micro listening skills is always the main objective of the teaching given by the teacher in class; 42.5% mention that often; 5% mention that sometimes, while 2.5% mention that never.

It can be seen that the majority of students consider that the teacher always focuses his classes on improving listening micro skills; however, a small percentage believe that the teacher never develops these skills. This situation must be taken into account for the best development of the proposal.

**11. Effective listening involves six stages: hearing, selecting, attending, understanding, evaluating and remembering. The teacher uses this in class**

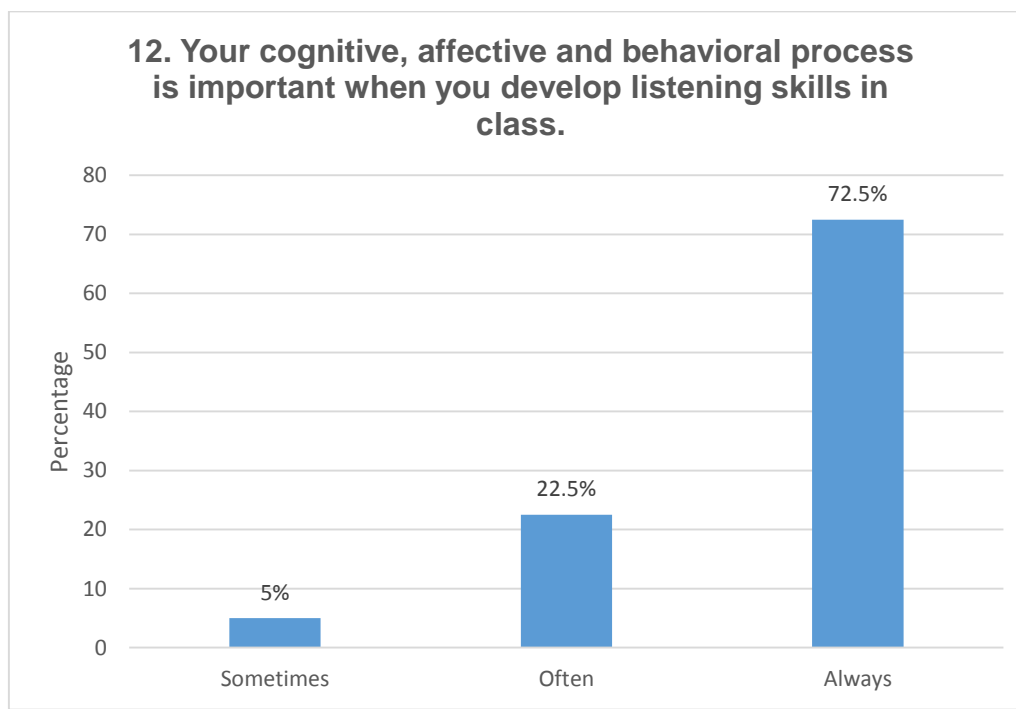


Source: Own source

Of the total of students surveyed, 55% consider that effective listening encompasses six aspects, which are always used by the teacher in class; 32.5% consider that often; 7.5% consider that sometimes; 2.5% consider that it rarely, while 2.5% mention that it never.

It can be seen that the teacher is committed to the development of effective listening of the students. To this end, the teacher applies the six aspects related to effective listening (hearing, selecting, attending, understanding, evaluating and remembering).

**12. Your cognitive, affective and behavioral process is important when you develop listening skills in class.**



Source: Own source

Finally, when asking if the affective, cognitive and behavioral processes of the students are important for the development of listening skills, 72.5% of the students mentioned that always; 22.5% mentioned that often; while 5% mention that sometimes.

Students are aware that the processes involved with the development of their skills are important when developing their listening skills, which is why they also focus on the development of these skills.

### **3.2. Analysis of the applied pretests and posttests**

Before applying the methodological proposal, a pretest was applied to the 43 students selected for the study. The test consists of a total of 25 questions. Each question was rated 1 point.

When analyzing the answers issued by all the students for the 25 questions posed, the following results were obtained with respect to the total number of students who

answered the questions posed correctly. The following table shows the correct results obtained for each question.

**Table 15: Main questions answered incorrectly by students - pretest**

<b>Question</b>	<b>Results</b>
1	14/43
2	20/43
3	20/43
4	26/43
5	11/43
6	19/43
7	9/43
8	25/43
9	19/43
10	25/43
11	7/43
12	13/43
13	15/43
14	13/43
15	8/43
16	15/43
17	18/43
18	18/43
19	16/43
20	21/43
21	12/43
22	23/43
23	21/43
24	13/43
25	19/43

Source: Own source

As can be seen in the results, all the answers have a success rate of less than 50%. This situation shows a clear deficiency in the listening skills of the students, which is why it is necessary to implement a proposal to improve these skills in the students. The questions that had a higher rate of errors were questions 7, 11 and 15, where students had a lower rate of responses.

On the other hand, when analyzing the post-test, the following results were obtained.

**Table 16: Main questions poorly answered by students - posttest**

Question	Results
1	40/40
2	39/40
3	39/40
4	40/40
5	38/40
6	37/40
7	38/40
8	37/40
9	36/40
10	35/40
11	35/40
12	38/40
13	38/40
14	40/40
15	38/40
16	30/40
17	11/40
18	18/40
19	12/40
20	40/40
21	39/40

Question	Results
22	21/40
23	23/40
24	40/40
25	29/40

Source: Own source

In general, it can be seen that there is a significant improvement in students. This is reflected in the increase in correct answers for each question, achieving a total of 40 correct answers in most questions.

On the other hand, the following tables show the results obtained per student for both the pretest and the posttest. It is important to mention that the posttest results only contain 40 students because 3 students were not in class on the day of the posttest application.

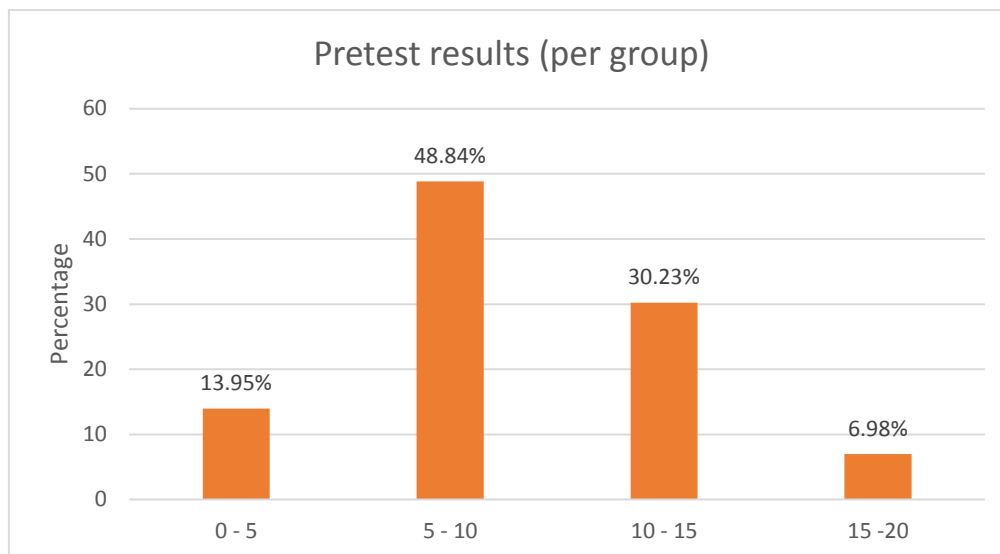
**Table 17: Pretest and posttest results**

PRETEST	POSTTEST
9	24
8	19
19	23
12	18
13	18
14	23
15	19
19	23
13	22
18	22
14	21
15	16
7	14
9	17
10	24
10	16
11	22
15	22
6	20

<b>PRETEST</b>	<b>POSTTEST</b>
11	22
6	18
5	22
5	18
8	22
14	20
8	25
7	17
10	21
6	18
9	20
4	24
8	16
7	17
7	25
15	21
4	18
7	17
6	19
10	10
4	14
4	0
11	0
7	0

Source: Own source

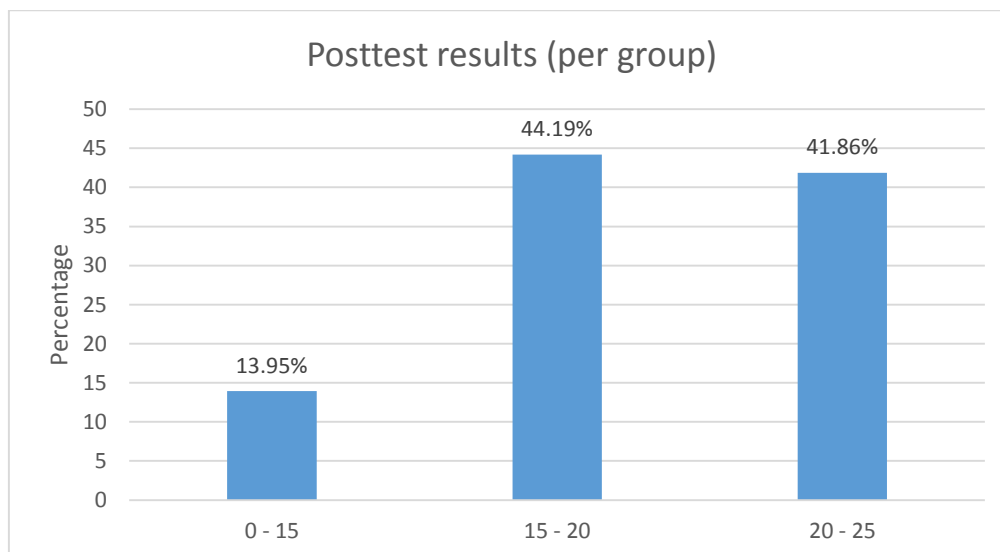
After tabulation of the pretest and posttest results, these were grouped according to qualification ranges. The results are shown in the following graphs.



**Graph 1: Pretest results per group**

Source: Own source

Regarding the results of the pretest, it can be seen that 13.95% of students obtained a total grade between 0 and 5; 48.84% obtained a grade between 5 and 10; 30.23% obtained a grade between 10 and 15; while 6.98% obtained a grade between 15 and 20. It can be observed that the students present a low average of grades in the pretest.



**Graph 2: Posttest results per group**

Source: Own source

Regarding the results of the post-test, it can be seen that 13.95% of the students obtained a grade between 0 and 15; 44.19% obtained a grade between 15 and 20; while 41.86% obtained a grade between 20 and 25. Unlike the pretest, the posttest has a greater number of students with better grades. This reflects the improvement achieved after the application of the proposal.

After obtaining the qualifications of both the pretest and the applied posttest, a student t test is applied, in order to know if there is a significant difference in the mean of the results obtained for the study. The results obtained are presented in the following table.

**Table 18: T - Student results**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Sig</b>
Pretest results	40	9,95	4,1875	0,000
Posttest results	40	19,675	3,3388	0,000

Source: Own source

After carrying out the respective analysis of the results obtained when applying the pretest and posttest, it can be seen that there is a significant difference between the averages obtained for each of the tests. On the other hand, the significance value (p) is less than 0.05; For this reason, the idea to be defended in this research work is verified, that is, the use of podcast within the EFL learning methodology positively influences the improvement of the listening skills of the students.

## CONCLUSIONS

After completing this research work, the following conclusions were obtained:

- Although this study yielded positive impact of podcast on students' listening comprehension, few individual cases cannot be ignored in terms of the result of post test score. Scaffolding is needed for those students who have low scores. Even though students recommend teachers to use podcasts in teaching listening, it is essential for educators to choose appropriate podcasts audio with the lesson topic, manage time and frequency of using podcasts and preparation.
- With regard to listening skills, these skills are considered receptive skills, since they allow us to listen to the ideas transmitted by other people through the use of sounds. These skills are developed early, in conjunction with speaking skills, these being the first link between the student and the new language. Listening skills are generally developed through the use of strategies related to active listening and passive listening. In this way, it can be said that listening combines active and passive processes, where the job of the listeners is to understand the ideas expressed by the sender of the information (recordings, videos, podcasts, personal conversations) actually when these are perceived by the sender, thus becoming an active process.
- For the present study, the qualifications of 40 students corresponding to the Second-year high school students at Unidad Educativa "Ambato" were analyzed. The pretest results reflected that the students' listening skills presented problems and shortcomings, so the students obtained low grades.
- At the time of carrying out the statistical test to verify the hypothesis, the results obtained showed that there is a significant difference between the averages obtained by the students in the pretest and in the posttest, so it can be affirmed that the use of the podcast positively influences the improvement of the speaking skills of the selected students.

## RECOMMENDATIONS

The following recommendations can also be mentioned:

- It is important to select activities related to the students' level of English in order to develop the activities in the best possible way. On the other hand, the topics should be of the students' interests to engage them in the activities.
- It is also advisable to use other technological resources, for example, a video podcast that will allow a more complete analysis of listening skills in the English language.
- It is recommended to continue and extend the Podcast application to the other educational levels, initial, primary and secondary
- It is recommended to spend more time in the application of the proposal. A longer application time will allow to better understand the improvement that exists in listening skills through the use of podcasts.
- For a better appreciation of the pretest and posttest results, it is advisable to use homogeneous groups of students, that is, they must have the same number of students, this in order to establish even results in the evaluation.
- It is recommended to use two study groups, an experimental group and a control group. The use of these two groups will allow to obtain a better panorama of the improvement of the research proposal.

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## ANNEXES

### Annex 1. Operationalization of variables

OPERATIONALIZATION OF VARIABLES					
INDEPENDENT VARIABLE					
DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENTS	ITEMS
<b>Podcast</b>	Resources	Authentic material	SURVEY	QUESTIONNAIRE	1
Podcast is a series of spoken word, audio episodes, all focused on a particular topic or theme that constitute a great resource for teaching vocabulary and listening comprehension in the EFL classroom. "	Listening Comprehension	Listening accuracy			2
		Active listening			3
		Understanding			4
	EFL Classroom	Language skills			5
		Interactive			6
DEPENDENT VARIABLE					
DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENTS	ITEMS
<b>Listening skills</b>			QUESTIONNAIRE	QUESTIONNAIRE	
Listening plays a serious role in language learning. It is a complex, active process where the listener needs to discriminate between sounds, understand vocabulary and grammatical structures	Process	Speed of speech			7
		Turn taking			8
	Grammatical structures	Fluency			9
		Accuracy			10

## Annex 2. Document's validation



### PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SURVEY FOR TEACHERS

Podcasts for the enhancement of listening skills

#### Validation Data

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General Observations: Questions make place for reflection on each of the variables, the author can keep them with their current syntax.

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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR SURVEY FOR TEACHERS**  
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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL  
ECUADOR**

**SURVEY FOR TEACHERS**

Podcasts for the enhancement of listening skills

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## Activities for sessions 1 and 2

Podcast link: [Episode 02 | Podcasts - Series 1 | British Council](#)

1. Listen to the introductory section of the podcast again. Choose the appropriate expressions from the table below and match the specific questions at the top to the general questions below.

Did you go to that fantastic beach?	Did you try the local sausages?
Did it rain a lot?	Did you go with Pete?
Did you stay at the Rialto?	Did you take your car?

Who did you go with?

.....

How did you travel?

.....

Where did you stay?

.....

What did you eat?

.....

What was the weather like?

.....

What did you do?

.....

**2. Put the phrases in the box in the correct places in the dialogue.**

He'd love it	Yes, I know Bath	It sounds great	Where did you go
Good weekend	I went there a few years ago	Did you go with Pete	
Was the weather good	Where did you stay		

Dave: Good morning Stella. ....?

Stella: Great thanks. I went away.

Dave: Lucky you.....? Anywhere nice?

Stella: I went to Bath. You know, near Bristol, in the South West.

Dave:..... It's a fantastic place. ....?

Stella: No, Pete was working so I went with my sister.

Dave: You went with Amy? That's nice. Why did you choose Bath?

Stella: Amy wanted to go. She's really into old buildings.

Dave: Yes,..... I remember the Roman Baths - and of course, all of the old city is beautiful. There's a lot of stuff to see.....?

Stella: In a hotel - not a very expensive one, but it was nice. The people were really friendly. And it was near the city centre so we could walk everywhere. It was really great. Really relaxing.

Dave: Well, walking's OK if it isn't raining.....?

Stella: It was OK. Not fantastic, but OK. It was a bit cold but it was sunny.

Dave: Perfect for walking!.....

Stella: Yes, it was. I'd like to go back again - maybe for a week or two.

Dave: You should take Pete next time.....

### Activities for session 3

Podcast link: [Episode 02 | Podcasts - Series 1 | British Council](#)

1. Listen to the section of the podcast regarding Carolina. Then, put the following sentences into the correct order to make the first of Carolina's conversation at the lost luggage desk.

Carolina: Excuse me. Can you tell me where the Lost Luggage Office is please?	🔒
Carolina: From Venezuela. Caracas.	🔒
Carolina: Thank you.	🔒
Lost luggage clerk: OK. We'll need to fill in a report. Can I have your name please?	🔒
Carolina: Hello, Erm... My bag hasn't arrived. What do I have to do?	🔒
Lost luggage clerk: And you're sure that your bag isn't on the carousel?	🔒
Carolina: It's Carolina. And my surname is...	🔒
Airport worker: It's over there. That desk over there, near the exit.	🔒
Lost luggage clerk: Where have you arrived from?	🔒
Carolina: I'm sure. I've waited for an hour. All the other people on my flight have gone. There are no more bags coming out.	🔒

2. Look at the conversations that Carolina had in the airport. Put the phrases in the right places.

Yes, I think so.	Can you tell me where	Erm, this one, I think.
No. I think that's everything	It's Carolina. And my surname	
I'm sure. I've waited	My bag hasn't arrived. What	It's a black suitcase. Quite big
Anything else		

Carolina: Excuse me. .... the Lost Luggage Office is, please?

Airport worker: It's over there. That desk over there, near the exit.

Carolina: Thank you.

Carolina: Hello. Erm... ..... do I have to do?

Lost Luggage clerk: Where have you arrived from?

Carolina: From Venezuela. Caracas.

Lost Luggage clerk: And you are sure that your bag isn't on the carousel?

Carolina: ..... for an hour. All the other people on my flight have gone. There are no more bags coming out.

Lost Luggage clerk: OK. We'll need to fill in a report. Can I have your name please?

Carolina: ..... is ...

Lost Luggage clerk: OK. Now we need a description of the bag. Can you tell me what it looks like?

Carolina: .....

Lost Luggage clerk: The biggest one?

Carolina: .....

Lost Luggage clerk: And is it all black? The handle as well?

Carolina: Yes, everything. A black suitcase and a black handle.

Lost Luggage clerk: OK. ....?

Carolina: Yes. There was a label on it. With my name. And there's a little white star on the top, next to the handle. So, I can see that it's mine.

Lost Luggage clerk: Little ... white star. OK. Anything else? .....

Lost Luggage clerk: OK. Don't worry. I'm sure we'll find it. Can you wait a few minutes while I make some calls?

Carolina: OK. Thank you.

## Activities for sessions 4 and 5

Podcast used: [Episode 03 | Podcasts - Series 1 | British Council](#)

### 1. Choose ALL the correct options to complete the sentences.

..... King's Cross station to get the train to Newcastle at eight o'clock.

- It's necessary to get to       I have to get to  
 I need to get to                 I want to get to

..... Have I got enough time?

- How long will it take?             How long does it take?  
 How long do I take?                How far is it?

A: Tube? I don't understand. B: The underground, you know, the metro. \_\_\_\_\_

- People say 'the tube' here         It's called 'the tube' here.  
 We call it 'the tube' here.         It call 'the tube' here.

You've got plenty of time. \_\_\_\_\_ about an hour - probably less at this time of the evening.

- You take                                 The tube takes  
 It takes                                   It'll take

Don't worry - \_\_\_\_\_ the station - just follow the signs.

- it's very easy to find                 it's very easy to arrive at  
 it isn't difficult to find               it's very easy to get to

Excuse me. Could you tell me \_\_\_\_\_ King's Cross station please?

- how to get to                           which train goes to  
 which train I need for                where is

Piccadilly line, miss - \_\_\_\_\_ on the map. Just follow the signs to the platform. You want an eastbound train - you're going east.

- the dark blue line                     the one dark blue

the dark blue one

 the one that's dark blue

A: \_\_\_\_\_? B: No, Heathrow and King's Cross are both on the Piccadilly line. You don't need to change.

 Am I changing trains?

 Do I have to change trains?

 Do I need to change trains?

 Have I got to change trains?

## 2. Put the words in the correct group.

resign	designer	designation	gnaw	signature	significant	ignorant
reign	align	recognise	foreigner	resignation		

Silent 'g'

Pronounce the letter 'g'

## 3. Type the silent letter in the space after each word.

- Could .....
- Hours .....
- Island .....
- Would .....
- Listen .....
- Honestly .....
- Should .....
- Designer .....

## Activities for session 6

Podcast used: [free worksheets for podcasts in English - the top English language learning site for elementary students](#)

### Household chores

1. Before listening
  - a. do the extra vocabulary worksheet Household chores from the extras page first
  - b. doing the washing-up and the laundry are examples of household chores, or housework. Complete the sentences about you.

One household chore I hate is \_\_\_\_\_

One chore I don't mind / like is \_\_\_\_\_

The person in my home who does most of the housework is \_\_\_\_\_

2. Listen for general meaning: watch the whole video (or listen to the whole podcast). Write the order of the household chores that Jackie and Richard talk about. The first one has been done for you

order	chore	Jackie	Richard	neither
	doing the washing-up			
	doing the dusting			
1	washing the clothes			
	feeding the chickens			
	doing the hoovering			
	walking the dog			
	doing the ironing			

3. Listen for detail: watch (or listen) again. Who usually does the chore – Jackie or Richard, or do neither of them? Put a tick (✓) in the correct column above.
4. Listen for more detail: are these sentences true or false?
  - Jackie and Richard have a tumble dryer
  - Richard irons his shirts
  - The Hoover makes a lot of noise
  - Richard does the cooking and washing-up
  - Jackie and Richard don't have a dishwasher

- Richard takes the dog out once a day
- Richard sometimes feeds the chickens

### Activities for session 7

Podcast source: [free worksheets for podcasts in English - the top English language learning site for elementary students](#)

#### Plastic money

- Before listening:
  - do the extra vocabulary worksheet Places: the bank from the 'extras' page first.
  - which sentence below is true for you?
    - I don't have any credit /debit cards, I only use real money.
    - I have a card but I'm very careful with it.
    - I have quite a lot of cards and use them a lot.
    - I use my cards all the time! I don't have any money left!
- Listen for general meaning: listen to the whole podcast. Which sentence above is true for Emily?
- Listen for detail: listen again and decide if the following sentences are True or False. Put a tick (✓) in the correct column.

	True	False
<i>a</i> Emily doesn't have a credit card		
<i>b</i> She mainly uses the card to withdraw money from a bank cash machine		
<i>c</i> All shops take debit cards		
<i>d</i> Emily uses her card to buy things online		
<i>e</i> She buys plane tickets online		
<i>f</i> She buys books and clothes online		
<i>g</i> She worries about using her card online		
<i>h</i> When she was a student somebody stole her card		
<i>i</i> The person used her card to buy first class plane tickets with her card		
<i>j</i> Emily never got the money back from the bank		
<i>k</i> The last time Emily used her card was 2 days ago		
<i>l</i> Emily thinks using a card is easier than using real money		
<i>m</i> Emily thinks her card is real money		

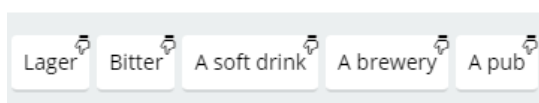
After listening: writing. Do you think credit / debit cards are a good thing? Or do you think they make too many problems for people? Complete the sentences with your opinion.

### Activities for sessions 8 and 9

1. Choose all the answers that are true according to the podcast.

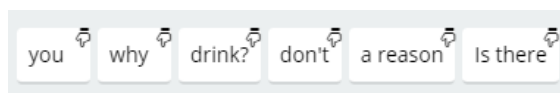
	Tess doesn't like alcohol.
	Ravi drinks beer.
	There are lots of different kinds of British beer.
	The British drink a lot of alcohol.
	British pubs are family places.
	British pubs are different from bars and cafés in other countries.
	Tess never goes to pubs.
	Tess and Ravi think the British drink more than other nationalities.

2. Match the words from the podcast to the definitions.

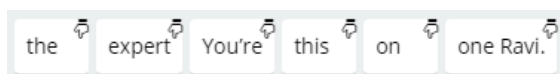


- A place where they make beer
- A type of beer which has a golden colour, popular all over the world
- A type of beer which has a dark brown colour, popular in Britain
- A typical British place where you can drink alcohol
- A drink that doesn't contain any alcohol, like cola or juice

3. Put the words in order to make sentences from the podcast.



.....



.....

countries find in The beer 'lager' here. that you most other  
is called

the internet. a look and figures for some facts I had on

pubs are I think different other countries. bars in from

a soft to the drink. pub and I go just have

have to You don't alcohol in a pub but drink people do. most

British say the I think we can differently from other places. drink

#### 4. Put the adverbs in the right spaces.

well quietly slowly easily carefully hard badly fast

- My sister passed the exam .....
- He drives too ..... He's going to have a bad accident soon.
- Read the question .....before you write your answer.
- Did you sleep ..... last night?
- I don't understand. Can you speak more ..... please?
- I did really ..... in the test. It was a disaster.
- Sssh. Speak ..... The baby is asleep.
- I worked very ..... today – I'm tired.

## Activities for sessions 10 and 11

Resources: [Episode 03 | Podcasts - Series 4 | British Council](#)

1. Check out the following video. Then write a summary about the content of the video.
2. Match the answers to the questions

Seven pounds return with a student card.		
About forty-five minutes door to door.	At quarter to eight.	By train.
I get off at Tipton station and walk down Marley Street.	About twenty-five miles.	

- How do you get to work?
  - How long does it take?
  - How much does it cost?
  - How far is it?
  - What time do you leave home?
  - Which way do you come?
3. Choose the right preposition

Tourists often travel \_\_\_\_\_ Routemaster buses in London.

on	in
----	----

I watched a good film \_\_\_\_\_ the plane.

on	in
----	----

'I'm \_\_\_\_\_ a taxi – I'll be there in five minutes.'

on	in
----	----

I usually read \_\_\_\_\_ the train.

on	in
----	----

Get \_\_\_\_\_ the train at Bidlington station and we'll be there to meet you.

off	out
-----	-----

My car is very small. It's difficult for my grandmother to get \_\_\_\_\_.

On and off	In and out
------------	------------

You can ask the bus driver to tell you when to get \_\_\_\_\_.

off	out
-----	-----

The police told the driver to get \_\_\_\_\_ of the car and put his hands up.

off	out
-----	-----

4. What does 'get' mean in these sentences? Put them in the right group.

It gets cold in the evenings - you'll need a jacket.	
Can you get some milk on the way home?	I got him a clock for his birthday.
He'll get angry if you tell him.	My English is getting a lot better.
I get extra money if I work on Sundays.	What did you get for your birthday?
I didn't get home until two o'clock in the morning.	
Can you tell me how to get to Oxford Street?	
What time does the train get to Bristol?	Did you get the email I sent yesterday?
You look great in that jacket - you should get it.	

arrive at / reach a place

become

buy

receive

### Activities for sessions 12 and 13

- Read all the exercises before you listen to the podcast.
- Look up the words in the exercises that you don't know in a dictionary.
- Play the podcast as many times as you need.
- Play each part of the podcast separately.
- Read the transcript after you have listened to the podcast.

1. Choose the true sentences.

	Ravi thinks everyone likes the Beatles.
	Ravi thinks the Beatles were more popular in the 1960s.
	British pop music is more popular than American pop music.
	A lot of Beatles' songs are easy to understand.
	All songs in English are easy to understand.
	Tess used Spanish songs to learn Spanish.
	Tess listens to a lot of Spanish music now.
	Ravi likes music from all over the world.

2. Choose the right word in these sentences.

It helps to learn English if you read the \_\_\_\_\_ as you listen to the CD.

letters	lyrics
---------	--------

She's a really big Lady Gaga \_\_\_\_\_.

fan	supporter
-----	-----------

I didn't like their last CD – there was only one good \_\_\_\_\_ on it.

song	music
------	-------

Kurt Cobain was the \_\_\_\_\_ singer of Nirvana.

main	lead
------	------

I love his CDs but I've never seen him in a \_\_\_\_\_ concert.

Live	living
------	--------

'Revolver' is my favourite Beatles \_\_\_\_\_.

Album	disc
-------	------

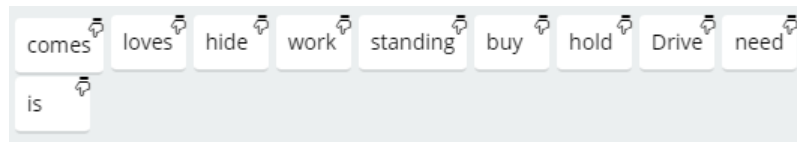
Robbie Williams was a member of Take That until he left and went \_\_\_\_\_.

solo	alone
------	-------

The Beatles had more than twenty number-one \_\_\_\_\_.

hits	tops
------	------

3. Use the verbs to complete the Beatles' song titles.



- I want to ..... your hand
- Here ..... the sun
- All you ..... is love
- You've got to ..... your love away
- Can't ..... me love
- I saw her ..... there
- Happiness ..... a warm gun
- She ..... you
- ..... my car
- We can ..... it out