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EXTRANJEROS**

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MODALIDAD PRESENCIAL**

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**Podcasts as an Academic Strategy to Improve Listening Skills in Senior Students at
César Antonio Mosquera High School, Academic Period 2022-2023**

**Trabajo de titulación previo a la obtención del título de Pedagogía de los Idiomas
Nacionales y Extranjeros.**

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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El Tribunal Examinador del trabajo de titulación "Podcasts as an Academic Strategy to Improve Listening Skills in Senior Students at César Antonio Mosquera High School, Academic Period 2022-2023" elaborado por Ayala Ayala Maritza Liliana, previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:


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DEDICATORY

The following research work is dedicated to my parents Clemente Ayala and Tamara Ayala, they have been my fundamental pillars throughout this process, the trust they gave me allowed me to fulfill this dream.

I also dedicate this work to my brother who has been an example and my teaching partner, and to all the people who stayed by my side, helped me and believed in every step I took during my studies.

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ABSTRACT

Nowadays, learning the English language is very important, as well as its skills. Listening is one of the most complicated and necessary skills in learning a new language, as it develops a learning of understanding and interpretation that can help the other skills to complement each other directly. Therefore, this project aims to promote the use of podcasts as a technological and innovative strategy to improve listening skills in high school students. This research was conducted in the school Cesar Antonio Mosquera, located in the parish of Julio Andrade, City of Tulcán, during the school year 2022- 2023. Thus, this work is based on theoretical foundations and developed under the mixed approach, in which qualitative and quantitative data are found. In order to develop this research, two instruments were used: the survey and the interview, which provided us with information from both students and teachers to obtain the necessary information to provide a solution to the problem posed. Finally, to achieve the stated objective, an academic podcast blog was developed with several innovative activities to improve listening skills based on the interests of each student.

Keywords: Listening, Podcast, Skill, Strategies, Innovative

RESUMEN

En la actualidad, se sabe que el aprendizaje del Idioma Ingles es muy importante, así también sus habilidades. El escuchar en una de las habilidades más complicadas y necesarias en el aprendizaje de un nuevo idioma, ya que con ello se desarrolla un aprendizaje de comprensión e interpretación que puede ayudar a que las otras habilidades se complementen directamente. Es por ello que, este proyecto tiene como objetivo promover el uso de podcasts como estrategia tecnológica e innovadora para mejorar en los estudiantes de secundaria la habilidad de escuchar. Esta investigación fue realizada en el colegio Cesar Antonio Mosquera, ubicado en la Parroquia de Julio Andrade, Ciudad de Tulcán, durante el año escolar 2022- 2023. Es así que, este trabajo está basado en fundamentaciones teóricas y desarrollado bajo el enfoque mixto, en el cual se encuentra datos cualitativos y cuantitativos. Con la finalidad de desarrollar esta investigación, se utilizó dos instrumentos: la encuesta y la entrevista, lo cual nos brindó información tanto de los estudiantes como de los docentes para obtener la información necesaria para dar una solución al problema planteada. Finalmente, para lograr el objetivo planteado se desarrolló un blog académico de podcasts con diversas actividades innovadoras para mejorar la habilidad de escuchar basada en los intereses de cada uno los estudiantes.

Palabras clave: Escuchar, Podcast, Habilidad, Estrategia, Innovador

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ACRONYMS

EF EPI: The EF English Proficiency Index

ESL: English as a Second Language

INTRODUCTION

Motivation for the Study

Learning a new language is important in today's increasingly globalized world because it takes time to learn the four skills needed in the English language. In this case, listening comprehension is one of the skills that many people find difficult to learn in areas such as communication, personal advancement, business, and education. In this sense, listening strategies are important and necessary for constant improvement as they provide many learning benefits.

In the acquisition of ESL, there will always be skills that will be a little more complicated than the others (Merino Cano et al., 2018) affirm: Listening is one of the first communicative skills to be learned, one that transcends the personal sphere and to which any person devotes most of his or her time. Thanks to it, the individual obtains knowledge about the world and gives meaning to everything that underlies it. That is why it is an essential element {in the process of oral communication (Jaime, 2020)

Justification

The level of English in the world has been improving and becoming more and more important due to the fact that English has become a universal language used in different areas and has 4 skills, each of which has its importance and must be learned.

In addition, education today needs trained teachers and the corresponding materials to carry out these objectives. Several institutions across the country have problems with English listening in public schools as well as in some private schools, since sometimes they do not have the necessary tools and this leads to a lack of quality education. In this research the use of podcasts will be implemented as a strategy for the improvement of listening in the students of the school "Cesar Antonio Mosquera" in Senior students for the improvement of the language.

Finally, this research will be useful for future research work as it will be possible to use this type of methodology, as well as help others that are compatible with it, and will help teachers in their classes to improve listening skills. It should be noted that this methodology with the use of podcast is one of the best optional tools for both teachers and students to improve and learn with this great methodology so that the classes will be innovative and students will like to learn in these new ways as the podcast can be audio or video and thus generate an improvement in their learning.

Research problem

In English, it is important to know and develop the skills that predominate such as listening, speaking, reading, and writing. In educational institutions, these skills are handled for the development of the students in the learning of the language through some activities carried out either with texts, audio recorders, workshops, or exhibitions, among others. A very important problem is listening, which is one of the most essential skills that help language learning.

First, in today's world, English is a universal language that allows communication with different people, and its learning is very important in all areas of life. Argentinean teachers and researchers (Segura, 2010) state that the use of a foreign language, with emphasis on English, has gone from being a privilege to being a necessity in different productive sectors. The English language has spread throughout the world, taking on a very relevant importance and its use in different aspects has become necessary in working, daily, and pedagogical life (Chávez et al., 2017)

Secondly, in Latin America, various changes have been observed in recent years, this is because in today's working life it is necessary to know this language, and for this reason, there have been notable changes in learning using the various tools offered on the Internet, such as podcasts. While in Mexico and Central America, the results are much more mixed, with some countries experiencing a decline, in all countries in the Andean region of South America. This is good for raising the level of the regions and receiving a better rating.

Finally, In Ecuador, each of the provinces has low levels of English according to the EF EPI report Index E. P. This shows that the province of the country with the highest level of English is Azuay with 489 out of 1000. However, this still shows that the country still has very low and basic levels (EPI, n.d). The level province of Carchi is in 14th place with a level of 346 out of 1000. Currently, teachers in the country have been trained to use different tools to achieve good learning results and raise the level of English, in many places these implementations are being carried out, but in others, they do not have the resources to do so.

Impacts

Linguistic Impact

This research project aims to help students improve their English listening skills through the use of podcasts as an innovative strategy with an academic blog and activities to complete and evaluate.

Academic Impacts

Through the use of podcasts and each of the units of the academic blog, students will have the opportunity to improve through the activities and their level of ease to the most complicated, as well as novel topics that motivate the learning of adolescents.

Objectives

General Objective:

- ✓ Determine some podcasts as an academic strategy to improve Listening Skills in senior students at César Antonio Mosquera High School.

Specific Objectives:

- ✓ Describe some podcasts as an academic strategy to improve Listening Skills in senior students.
- ✓ Detail the types of podcasts that can be used as an academic strategy to improve Listening Skills in senior students.
- ✓ Identify the podcasts that can help to improve listening skills in senior students.
- ✓ Develop a podcast-based web blog for the development of listening skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Educational Learning Theories

Learning is the change in the behavior of an organism that is a result of prior experience. According to StatPearls (2023) learning theory seeks to explain how individuals acquire, process, retain, and recall knowledge during the process of learning. Environmental, cognitive, and emotional influences and prior experiences play a vital role in comprehending, acquiring, and retaining skills or knowledge.

1.1.1. Behaviorism

Behaviorism is a learning tool that provides concrete and direct information that helps to mold an individual with new knowledge. According to Skinner (1970) "Certain traditional ways of characterizing learning and teaching are not so much erroneous as incomplete, in the sense that they do not fully describe the contingencies or reinforcing factors that alter behavior" (p.7). Skinner understood learning as a change in behavior resulting from experience between stimulus-response connections. However, although he has sometimes been criticized for this, he did not understand the organism (learner) as a passive entity that only responds to stimuli, but quite the opposite: "We learn by acting. It is important to insist that the student does not passively absorb knowledge, limiting himself to receiving it from the world around him" (Carrasco & Ursúa, 2016).

1.1.2. Constructivism

Learning what we have accumulated over the years is important because it will help us acquire new learning more easily. Yanger States that constructivism is essentially the "most promising model" of learning constructivism is a model of how learning occurs (Cobern, 1993).

1.1.3. Cognitivism

Cognitivism is one of the learning theories that includes emotions, which are fundamental for good learning. (Deigh, 1994) Mentions:

That cognitivism currently dominates the philosophical study of emotions. Its rise in this field parallels that of cognitivism in the philosophy of mind in general. However, the two trends have independent origins. In the philosophy of mind, cognitivism arose from dissatisfaction with the various behaviorist programs prevalent in midcentury psychology and philosophy.

1.1.4. Humanism

This theory is one of those, which revolutionizes learning through the individual's abilities. Carl Rogers proposes the idea that the personality of each individual can be analyzed according to how he approaches or moves away from a way of being and living life to which he gives the label of a highly functional person (Torres A. , 2023).

1.1.5. Connectivism

This is one of the new theories, that have been gaining more and more importance nowadays according to Coria (2017) Connectivism presents a model of learning that recognizes the tectonic movements in a society where learning is no longer an internal, individual activity. The way people work and function is altered when new tools are used. Connectivism is an ingenious learning theory that proposes that in order to learn effectively, students must embrace the integration of thoughts, theories and information experienced when using today's technology. It highlights the fundamental role of digital tools in modern education, recognizing that our age of connectivity proposes limitless opportunities for interesting ways to shape our learning (Kurt, 2023).

The field of education has been slow to recognize the impact of new learning tools and environmental changed learning tools and environmental changes on the very conception of what it means to learn. Connectivism provides a look at the learning skills and tasks necessary for learners to flourish in a digital age.

1.1.6. B-Learning

B-learning has been defined by Aiello and Willem (2004) as a mixture, of face-to-face; by Bartolomé (2008), as a way of learning that combines face-to-face teaching with non-face technology and whose key idea is the selection of appropriate media for each educational need from the point of view of (Torres C. I., 2014).

Table 1

EDUCATIONAL LEARNING THEORIES

Learning Theories	Important figures	Definition/Characteristics	Strategies
Behaviorism	<ul style="list-style-type: none"> • Pavlov • Skinner • Watson 	Behavioral learning theory is the idea that a learner's behavior is based on their interaction with their environment. Behavioral responses are influenced and learned by external forces rather than internal forces.	<ul style="list-style-type: none"> • Reward • Reinforcement • Conditioning • Drill and practice
Constructivism	<ul style="list-style-type: none"> • Vygotsky • Piaget • Bruner 	Constructivist learning theory is based on the idea that students actually create their own learning based on their previous experiences. Students take what they're taught and add it to their previous knowledge and experiences to create a reality that is unique to them. This learning theory focuses on learning as an active process. It is personal and individual for each student.	<ul style="list-style-type: none"> • Personal experiences • Guide • Previous knowledge • Collaborative work
Cognitivism	<ul style="list-style-type: none"> • Platón • Piaget • Descartes 	Cognitive learning theory studies how people think. Mental processes are an important part of the understanding of how we learn to learn.	<ul style="list-style-type: none"> • Understanding • Questions • Think aloud • Multiple choice
Humanism	<ul style="list-style-type: none"> • Maslow • Rogers 	Humanism focuses directly on self-actualization. Everyone works within	<ul style="list-style-type: none"> • Self-realization • Comfort

<ul style="list-style-type: none"> • May 	<p>a need hierarchy. Self-actualization is at the top of the hierarchy of needs - it's those brief moments when a person feels that all of their needs are met and that they are the best possible version of themselves. This is what everyone strives for, and learning environments can either move toward the satisfaction of needs or move away from the satisfaction of needs.</p>	<ul style="list-style-type: none"> • Satisfying physical and emotional needs
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<p>Connectivism</p> <ul style="list-style-type: none"> • Siemens • Downes 	<p>Connectivism is one of the newest educational learning theories. People learn and grow by connecting. These can be connections with each other, or they can be connections with their roles and responsibilities in their lives. Hobbies, goals, and people can all be connections that have an impact on learning.</p>	<ul style="list-style-type: none"> • Positive connections • Motivation • Sharing content and resources • Spontaneous learning
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ADDITIONAL LEARNING THEORIES

<p>Transformative</p> <ul style="list-style-type: none"> • Mezirow 	<p>Transformative Learning Theory is a great approach for teaching and learning to adults and young adults. Also known as transformative learning, transformative learning theory focuses on the idea that learners can change how they think based on new information.</p>	<ul style="list-style-type: none"> • Speech • Evaluate past ideas • Animated learning • Creative thinking
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<p>Social</p> <ul style="list-style-type: none"> • Bandura 	<p>Using social learning theory may help you deal with difficult students who are disruptive. This theory focuses on the concept that children learn by observing others, acting out or not acting out what they see their classmates doing.</p>	<ul style="list-style-type: none"> • Channeling energy • Observation • Reaction and action • Active learning
--	--	--

Experiential	<ul style="list-style-type: none"> • Kolb 	<p>Experiential learning theory focuses on learning by doing. This theory encourages students to learn through experiences that facilitate the retention of information and retention of facts.</p>	<ul style="list-style-type: none"> • Experience • Teamwork • Knowledge of the real world • Motivation
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¹ Five Educational Learning Theories. **Source:** (WGU, 2022) Five Educational Learning Theories. Chart by Maritza, 2023.

1.2. Methods and Approaches in Language Teaching

Approach and method are two terms that are often used in various fields, including science, engineering, education, and business. While they may seem similar, there are some key differences between approach and method (Jain, 2023).

1.2.1. Approach

Approach is a procedure, in which, by employing some tools, we can achieve objectives that are adapted to various situations. According to Feliciano Gutiérrez, (2002:181) technique is defined as "the ability to make use of procedures and resources. It means how to do something. It is the procedure adopted by the teacher and the students during the teaching and learning process". This definition includes ability and the use of procedures, two important elements that are directly related to a technique'' (Choque & Zanga, 2011).

1.2.2. Method

Observation is a great method to carry out good research. According to Zapata (2006, p.145), writes that observation techniques are procedures used by the researcher to directly witness the phenomenon being studied, without acting on it, that is, without modifying it or carrying out any type of operation that allows manipulation (Maldonado, n.d).

¹ **Source:** (WGU, 2022) Five Educational Learning Theories. Chart by Maritza, 2023.

The method is a set of steps to reach an approach and meet an objective according to Jiménez & Jacinto (2017):

This method refers to two inverse intellectual processes that operate in unity: analysis and synthesis. (Suárez, 2014) Expresses that he used this method to summarize the bibliographic search. (Pérez) State that they used the method to facilitate the analysis and classification of the sources of information collected in search of the essence of ideas. (Martinez, 2016) specifies that the method be used to analyze the documentation regarding the research topic, which allows the extraction of the most important elements related to the study object (pp.175).

1.2.3. Technique

The survey will be applied to a set of students and teachers to arrive at an excellent data collection. According to (Pardinas, 1991), the survey is a system of questions aimed at obtaining data for research. It also proves to be an effective aid in scientific observation (Montes, n.d).

This technique standardizes the observation technique; it also allows the isolation of certain problems that will be of importance. The second way in which the interview will be applied (Correia, n.d) understand the interview as a set of repeated face-to-face encounters between the interviewer and his informants.

In addition to the fact that this will generate new information and thus communication that will aid research (Alonso, 1994) argues that the interview is constructed as a discourse enunciated mainly by the interviewee but comprising the interviewers. The interview is constructed as a discourse mainly enunciated by the interviewee but comprising the interventions of the interviewer, each with a specific meaning, related to the so-called communication contract and depending on the social context in which they are found the social context in which they are found (Muñoz, 2011).

1.3. Podcasts

Podcasts are short or long multimedia files, of a few minutes, that expose planned and contextualized material. Podcasts provide content of various types and topics in a format suitable for second language learning needs, audios or videos that can be purchased whenever and wherever you want and that are innovative, diverse and enriching for learning.

1.3.1. Definition

The podcast is an audio published in digital format on the Internet, which offers users any type of audio content that can be played in an indefinite time and space. They can be found on the web with youth, social, scientific, musical, cinematographic, environmental topics, among others, with an educational approach (Rojas, 2022).

1.4. Types of podcasts

There are several types of podcasts like:

Interview podcasts

This is the most common type of podcast in which interviews are done in which the presenter asks questions and from there the podcast topics vary but there is always something that unites them. According (Santo, 2023) these podcasts are usually format 1 or 2 host who speak with one or more guest episode, interview podcast provides unique expertise or sights on given topic, topic or industry.

- **Expert interviews**

These podcasts are intended for more professional audiences who want to learn about specific industries related to their research or profession, or who want to gain knowledge for their career.

- **Entertainment interviews**

These podcasts are more informal audiences who want entertainment-style and talk about interesting stories in their lives such as story time's, activities with family and different funny events in their professions or hobbies.

Conversational (co-hosted format)

Conversational podcasts have a few presenters who prepare the episodes to cover a topic. Thus, it looks like an informal discussion among friends and is the format of choice for a growing list of celebrities or it also addresses an important topic, such as recovering accounts, and presents the information in a pleasant conversation.

Educational podcasts

The educational podcast is the most professional and correctly prepared tool possible. We could define the educational podcast as a didactic means of great help for the learners, which supposes the existence of a sound file with educational content that has been created from didactic planning that takes its due process to be ready (Vera). It can be elaborated by a teacher, by a student, by a company, or by an institution. The great benefit of the educational podcast is that it allows (Fernández, 2010).

- The contextual web structure makes it easy to distribute Audi content.
- The listening or viewing process can be repeated as many times as necessary for review.
- Promote free knowledge and easily adapt educational resources to different contexts by developing open content in audio format.
- Target a specific or well-defined audience.
- Distribute content regularly and periodically thanks to the syndication systems on which they are based.
- Receive notifications when teachers, students, or experts change content.

Solo podcasts

In this type of podcast, you do not need a co-host, nor do you need to have guests, as it can be done solo it is an easy way to get started. The only thing you need is a topic for each episode, which can be personal stories, and suggestions, among others, which have a purpose.

Non-fiction storytelling (news)

In these, you can create some real stories or share information about some interesting statue or place. These are used as traditional podcasts, which are not fictional stories like other types. These podcasts feature research and are seasonal.

Podcast Theater.

This includes everything that has to do with science fiction, the story is told through narrative episodes of horror stories, paranormal things, and tales, among others.

Bite-sized content or limited-run podcast series.

This type of podcast is based on generating short lessons because the audience may need something quick, and concise, and different types of audiences like short, bite-sized episodes.

1.5. Characteristics of Podcast

Podcasts have a number of features that make them an innovative and very interesting tool for use and learning at any time. (Hazlewood, 2021) Mentions:

Some of the following Features he has noted as important which include:

- ✓ Questions help build anticipation among listeners.
- ✓ Serialized content - Just as a soap opera or movie series is based on a continuing narrative or theme, some podcasts serialize episodes.
- ✓ Serialized episodes - Some podcasts are broadcast continuously, while others build listener anticipation by recording and broadcasting in a series.
- ✓ Music: Just as our favorite TV, shows and movies have theme tunes; podcasts must be bookended with quality music as well.
- ✓ Adverts - properly selected and placed in a consistent manner
- ✓ Many listeners will skip through adverts to get to the content they want to hear.
- ✓ Signposting of other reading or listening.

1.5.1. Advantages of Podcasts

The advantages of podcasts are interesting Palombo (2022) Describes those educators use different strategies to teach English. However, listening comprehension is not taught as much because of a focus on other skills or grammar.

It should also be noted that it is something innovative and of great help in teaching today. According to (Sim, n.d)

“Podcasting in education has great potential in this regard. It's not fully used even now, in the 21st century, because many people don't even realize how people can use podcasts to benefit themselves and others. It also applies to the field of education”.

Podcast are an excellent resource for developing students’ listening skills and academic vocabulary. Using podcast to teach academic language to students.

1. Expose listeners to varied, discipline-specific vocabulary in context.
2. Provide basic knowledge on complex topics without the mental burden of additional assigned reading.
3. Expose listeners to idioms and cognates in the context of authentic language.
4. To provide integrated aids to listening comprehension.
5. Expose listeners to meaningful academic language in authentic contexts.
6. Learning tool.
7. Flexible learning & Availability.

Also has many benefits according to Gray (2022) podcasting allows instructors to easily broadcast engaging audio content that students can listen to anytime, anywhere. All a learner needs to do is subscribe to a podcast feed, and suddenly you can push educational content to them instead of waiting for them to come to you. Podcasts can be used simply in schools, universities to engage students and improve your teaching and learning processes.

1.6. Benefits of podcasting in Education

The podcasting are different benefits in currently education and investigation is a good tool in technology with some aspects in education. Podcasting is one of the technologies at the forefront of this change as one of the newest media to go mainstream (Gray, 2022).

Table 2

Benefits of podcasting

	<i>PODCASTING</i>
<i>Benefits</i>	<ul style="list-style-type: none"> • <i>Accessibility</i> • <i>Increase audience and interested topics</i> • <i>Develop skills</i> • <i>Flexible learning</i>

Source: (Gray, 2022) Podcasting in Education: What Are the Benefits? Chart by Maritza, 2023. ²

1.7. Podcast Academic Strategy

Podcast is one of the tools with several benefits and is very useful as an academic strategy. ‘That many studies on language learning have indicated that listening comprehension plays an important role in the learning process. Despite its importance, listening comprehension has been overlooked in second language learning, research, and teaching’ (Ahmadi, 2016).

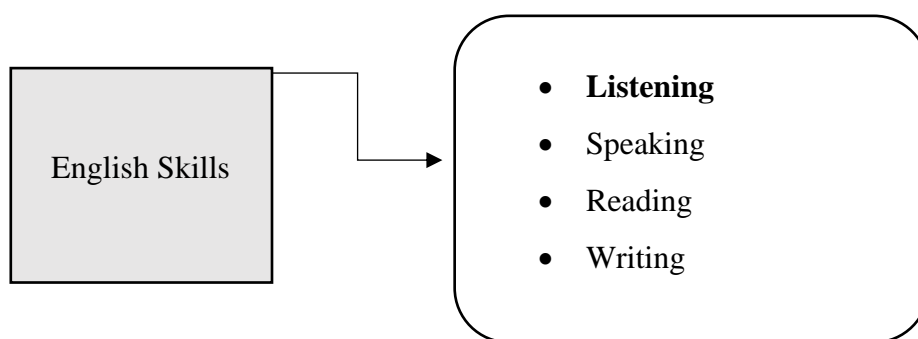
Three steps to make the most of your podcast time:

- Find high quality podcasts
- Use applications that help you remember better
- Become a teacher by learning in public

1.8. English Skills

The skills are important for the development of an excellent level to learn the second language because, their correct use allows us to learn more easily and correctly. English is made up of 4 skills: reading, writing, speaking and listening.

Figure 1



Note: Researcher's Elaboration

1.8.1. Listening Skills

This is an important skill in foreign languages that aids in excellent learning. Doyle (2022) Affirm. ‘Listening involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. People with good listening skills are able to comprehend what they hear and respond appropriately’.

1.8.2. Listening Comprehension

The listening process provides valuable insights for teaching listening comprehension. Using the active voice instead of the passive voice makes the writing clearer and more direct. It is important to keep sentences short and straightforward, expressing one idea at a time. Presenting information in a logical order, such as describing processes in the sequence they should be carried out, helps the reader to follow along. Using verb phrases rather than noun phrases is also recommended. Developing listening comprehension skills can help learners succeed in language learning and improve their ability to understand spoken language. Accessing spoken English, such as conversations with native speakers, can increase learners' self-confidence in listening comprehension and motivation. (Kurita, 2012).

1.9. Steps for listening with purpose

Steps for listening is focused on the good results obtained at the end of the process. Practical listening consists of three steps: Intention, Attention and Retention (Gee, 2017).

Table 3

Practical Listening

Practical Listening	
Intention	<ul style="list-style-type: none">• In this listening step we must recognize who we are listening to, the users, the beneficiaries, what is important, the message to be transmitted.• We use this to filter the information while listening.
Attention	<ul style="list-style-type: none">• Identify the intention and the information that is prioritized.• Recognize the speaker's style, emphasis, repetition, reaction of what is important and the connection between ideas.
Retention	<ul style="list-style-type: none">• Collect the most useful information informed by intent and intention.• Using templates, metaphors, timelines, color snippets, scripts, graphs, lists, and images would help to get this step right.

Source: (Gee, 2017) Practical listening and outcome-focused approach. Chart by Maritza, 2023.

1.10. Stages in teaching listening skills

Listening skills are composed for 3 stages:

Each of these steps will help us gain a good understanding of listening skills. With this process, we can achieve excellent learning (Flohr, 2010).

Table 4

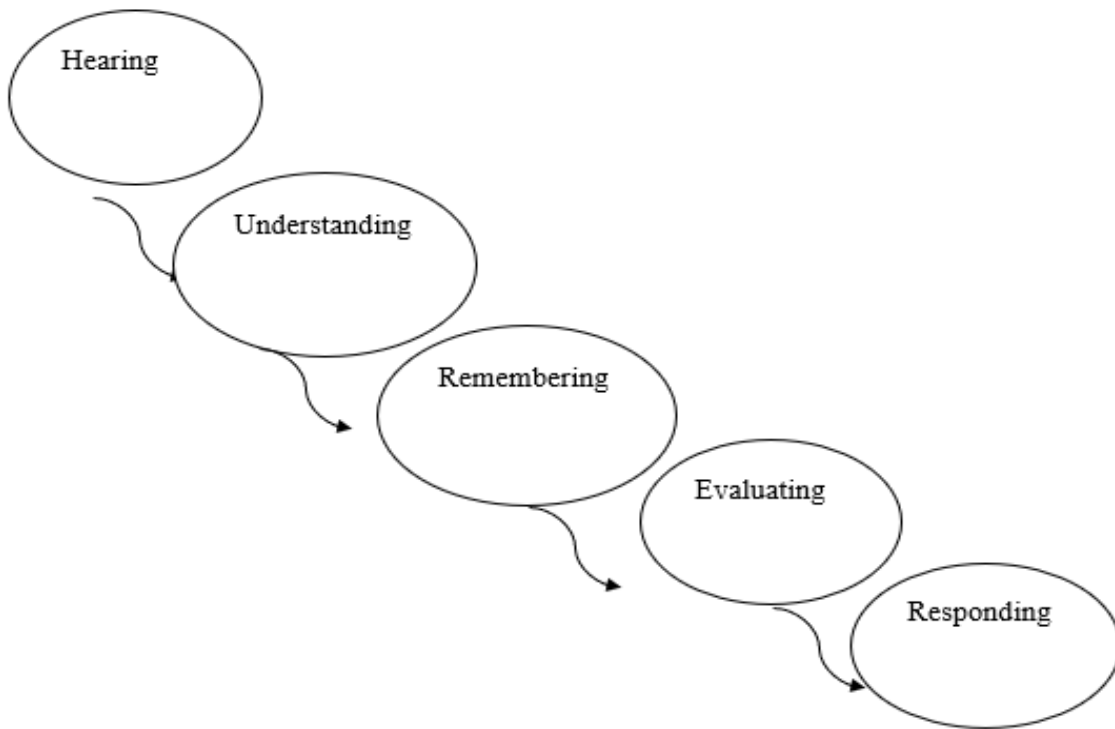
Listening Stages

<i>Stage</i>	<i>Function</i>
<i>Pre- Listening</i>	Activate previous Knowledge
<i>While -Listening</i>	Relate activities to the listening process
<i>Post- Listening</i>	Give Feedback

Source: Teaching listening and speaking. Chart by Maritza, 2023.

1.11. Process of listening

Figure 2



Note: Researcher’s Elaboration **Source:** (Tyagi, 2023).

Process of listening

In listening there are different activities for effective learning, of which there are five, the process of listening are as follows (Tyagi, 2023) Refers:

Hearing

It refers to the response which is caused by sound waves that drive the sensory receptors of the ear; it is a physical reaction; hearing is the perception of sound waves. The brain selects the stimuli and only allows focusing on some of them; in this is the attention that is a requirement for effective listening.

Understanding

This text explains how we understand symbols that we see and hear. We analyze the meaning of the perceived stimuli, including words, sounds like applause, and images, which all have symbolic meanings. This makes communication more efficient for the listener.

Remembering

Remembering is very important resource of the learner, because it has an individual meaning to be received and interpreted, adds to the mind and expanded its knowledge. When listening, our attention is selective, as is our memory. What is remembered may be very different from what was originally seen.

Evaluating

Only active listeners participate in this phase of listening.

In this stage the active listener examines evidence, recognizes facts, and determines the presence or absence in a message; the effective listener makes sure not to start this activity too early; starting this phase of the process before the message is complete requires that we stop listening and pay attention to the incoming message before being interrupted.

Responding

Here it is demanded that the receiver knows how to complete the process through verbal and non-verbal reinforcement; since the speaker has no other way of knowing whether a message has been received, this stage becomes the only overt means by which the sender can signal the degree of success in communicating the message.

CHAPTER II: METHODOLOGY

2.1. Description of the study area / Study group

The research project is based on a mixed quantitative and qualitative approach. These approaches enable and contribute to the collection of data, the bibliographic analysis, and the interpretation of data analysis and interpretation.

2.2. Type of Research

2.2.1. Qualitative Method

Qualitative research "involves the study and collection of a wide variety of empirical materials using empirical materials: case studies, personal experiences, life stories, interviews, and texts describing moments and ideas that signify habits, problems, and meanings in the lives of individuals" (Johnson, et al., 2020). Its purpose is to investigate and interpret the quality of activities, relationships, issues, means, materials, or instruments in a given situation or problem in the field of social science. It strives for a holistic description since the subject of study is considered as a whole and in its totality.

2.2.2. Quantitative Method

The approach to be used will be exploratory, as it will be carried out in such a way that the environment is initially observed. As mentioned by Zafra (2006) "This type of study opens the doors, it is the first step to continue with more advanced research such as descriptive, correlational and explanatory research".

Quantitative research, also known as empirical analysis, rationalism, or positivism, is the study that studies, analyses, and validates information and data based on numerical aspects. Quantitative research aims to establish the degree of association or correlation between variables, the generalization, and objectification of the resulting sample; César Quezada Abad; Juana Arce Rodríguez allows causal inferences to be made to a population that explains why a certain fact or phenomenon does or does not occur.

Data collection instruments such as interviews and surveys will be designed, the instruments designed for data collection will be validated, the instruments will be applied throughout the process, and the data obtained will be collected for later analysis, which will be used to carry out actual variables.

2.3. Research Techniques and Instruments

These two instruments will be used to help with the research on podcasts to get information from both students and teachers about their knowledge and how to implement it for a good result in listening skills in the English language.

2.3.1. Interview

This instrument is important for project of investigation Alonso (1994) Argues that the interview is constructed as a discourse enunciated mainly by the interviewee but comprising the interventions of the interviewer, each with a specific meaning, related to the so-called communication contract and depending on the social context in which they are found. The social context in which they are found.

2.3.2. Survey

It is one of the most widely used methods as it is a great tool for obtaining good results. According to (Anonymous) the survey "is one that allows answers to be given to problems in descriptive terms and terms of the relationship between variables, after the systematic collection of information according to a previously established design that ensures the rigor of the information obtained".

2.4. Research questions

- How do podcasts influence the development of listening skills in English language in students of Cesar Antonio Mosquera School?
- What types of podcasts can be used as tools for English listening comprehension?
- What contributions can podcasts offer as a tool for English listening comprehension?
- Can podcasts be productive in learning listening skills in senior students at Cesar Antonio Mosquera high school?

2.5. Variable Matrix

Table 5

Variable	Indications	Data collections Techniques	Information sources
Listening Comprehension	Student participation. Student interaction English Listening Activities.	Interviews Observations Surveys Documents.	•Primary sources • Interview. • Academic Speech
Podcast	Teaching skill Learning environment	Survey Checklist	• Educational podcasts • Team podcasts • Informative podcasts • Audiobooks

Note: Own elaboration. Source: Listening Skills. June 2023

2.6. Population

This project will be carried out in Tulcán, province of Carchi. Julio Andrade Parish, specifically in Garcia Moreno Street and El Oro first stage neighborhood. Cesar Antonio Mosquera High School. This institution has a total of 1248 students. The research will be carried out with students of the last level. The senior students of parallel "A" have a total of 23 students, the junior students of parallel "B" have 12 students. These total 35 students.

Table 6

High school	Level	Class	Students
Cesar Antonio Mosquera	Senior Students	A	23
		B	12

Note: Own elaboration. Source: Listening Skills. June 2023.

2.7. Procedure

The design of this study is as follows. The researcher has considered that some stages and techniques are necessary to achieve the main objective of this research. In the first stage, information will be collected about the level of English shown in classes and additional information will be sought. Then the information will be analyzed using the techniques used: observation, survey, and interview. Then we will prepare all the information obtained in the school Cesar Antonio Mosquera, where the investigation was carried out and at the end apply the use of each thing raised in this same one to improve the level of listening comprehension. Once the instruments have been applied, the results are analyzed in Excel in which the data is tabulated and the graphs are used to obtain the results. These results are focused to determine the proposal of the use of the podcast as a strategy for the improvement of the listening in the English language. On the other hand, the interview will be used as a qualitative tool to get to know the different opinions about the research to be carried out.

CHAPTER III: ANALYSIS AND RESULTS

3.1. Results

This section is a presentation of the results of this research.

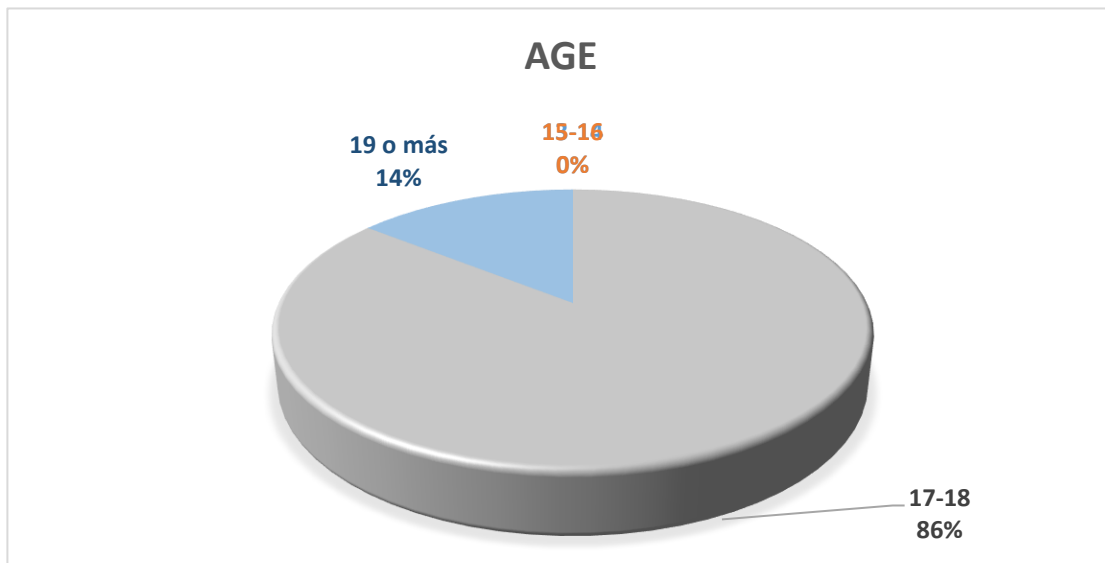
In other words, the results of the surveys conducted with the senior students of parallel A and B Cesar Antonio Mosquera High School were presented as percentages in figures according to the answers provided. The respective interviews conducted with two teachers of the same institution. You will also see how each of the questions asked was analyzed and answered.

3.1.1. Analysis of the survey for students

The analysis of this survey is based on this survey, which consists of 10 questions with a variety of options. This survey was applied to 35 students of the Cesar Antonio Mosquera school with the objective of identifying the strategies used by the teacher to develop listening skills in this institution.

1. Age

Figure 3



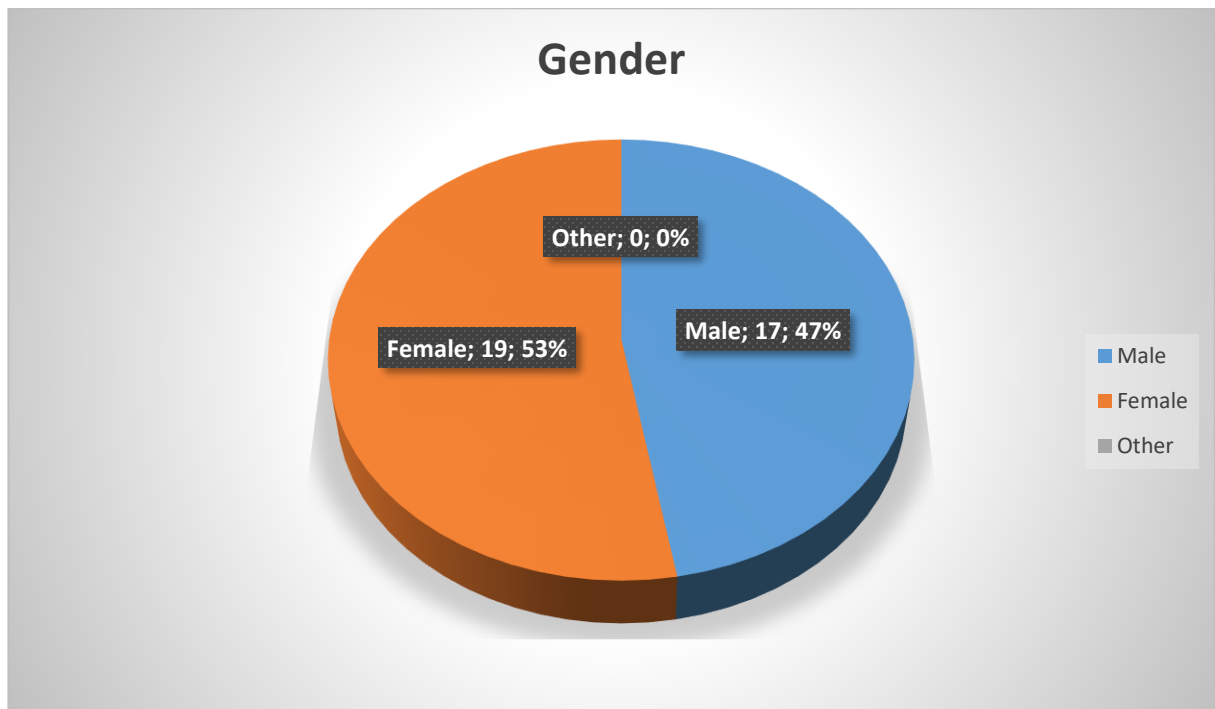
Note: Own elaboration. Source: Survey June (2023)

Analysis

According to the pie chart (86%) of the students are between 17 and 18 years old, occupying the highest percentage of students who are in this age group with 30 participants. On the other hand, (14%) of the students are between 19 or older with 5 participants of the population. Finally, with (0%) there are no students under 17 years of age.

2. Gender

Figure 4



Note: Own elaboration. Source: Survey June (2023)

Analysis

According to the graph shows that we have a higher number of male participants with a percentage of (53%) with 19 individuals. On the other hand, it shows that the remaining (47%) is female with 17 individuals.

3. What listening comprehension resources should your teacher use to teach English?

Figure 5



Note: Own elaboration. Source: Survey June (2023)

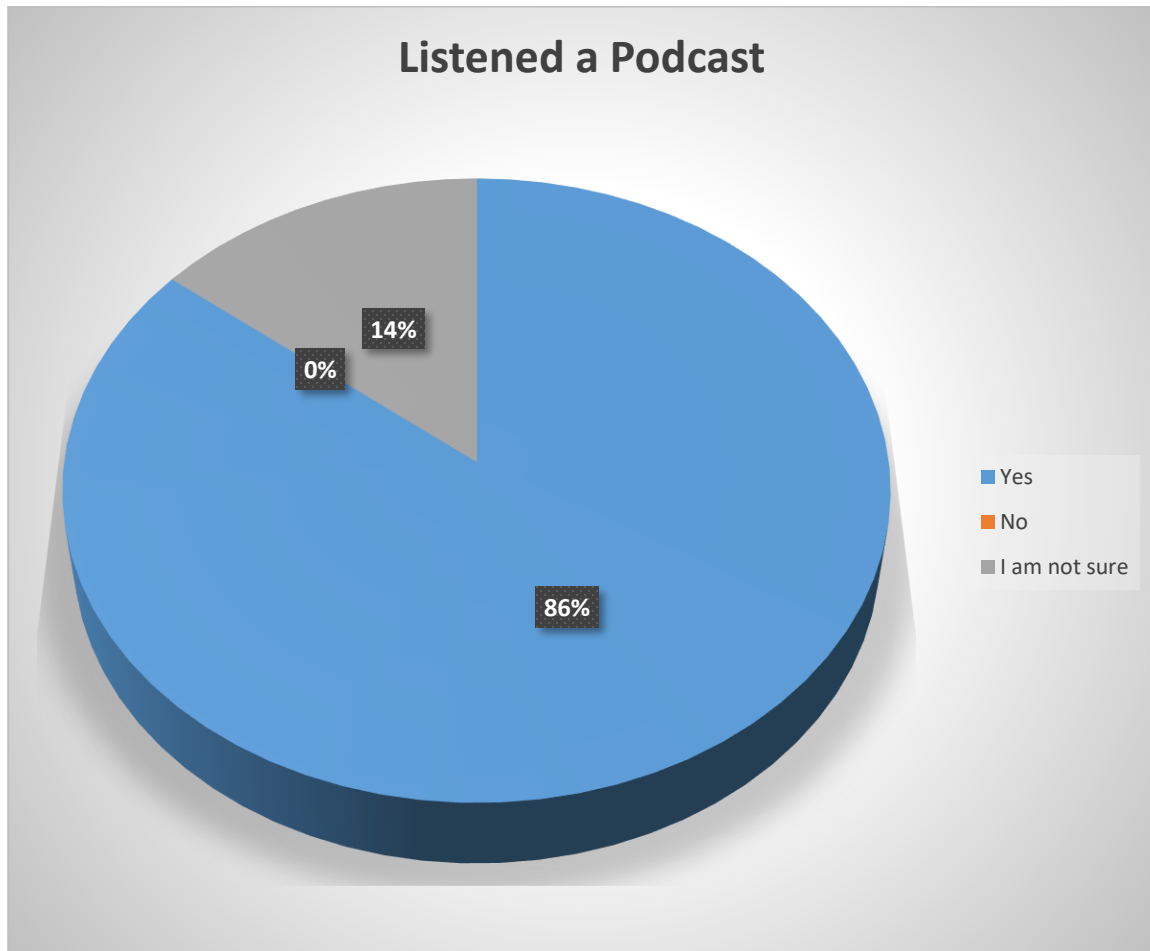
Analysis

This graph shows the frequency with which the teacher uses auditory resources in the classroom. According to the results obtained, 43% of the students say that the teacher uses music as an auditory resource in the classes, 29% of the students say that the teacher uses podcasts for listening comprehension, 5% of the students say that the teacher uses podcasts for listening and the other 5% of the students say that the teacher uses other types of resources for listening comprehension in his classes. In other words, the teacher does not use podcasts in most of the classes taught as a learning strategy to develop listening skills.

Therefore, it can be deduced that the teacher should make use of podcast as a strategy that allows the improvement of this skill in a more innovative way in the students.

4. Have you listened to a podcast?

Figure 6



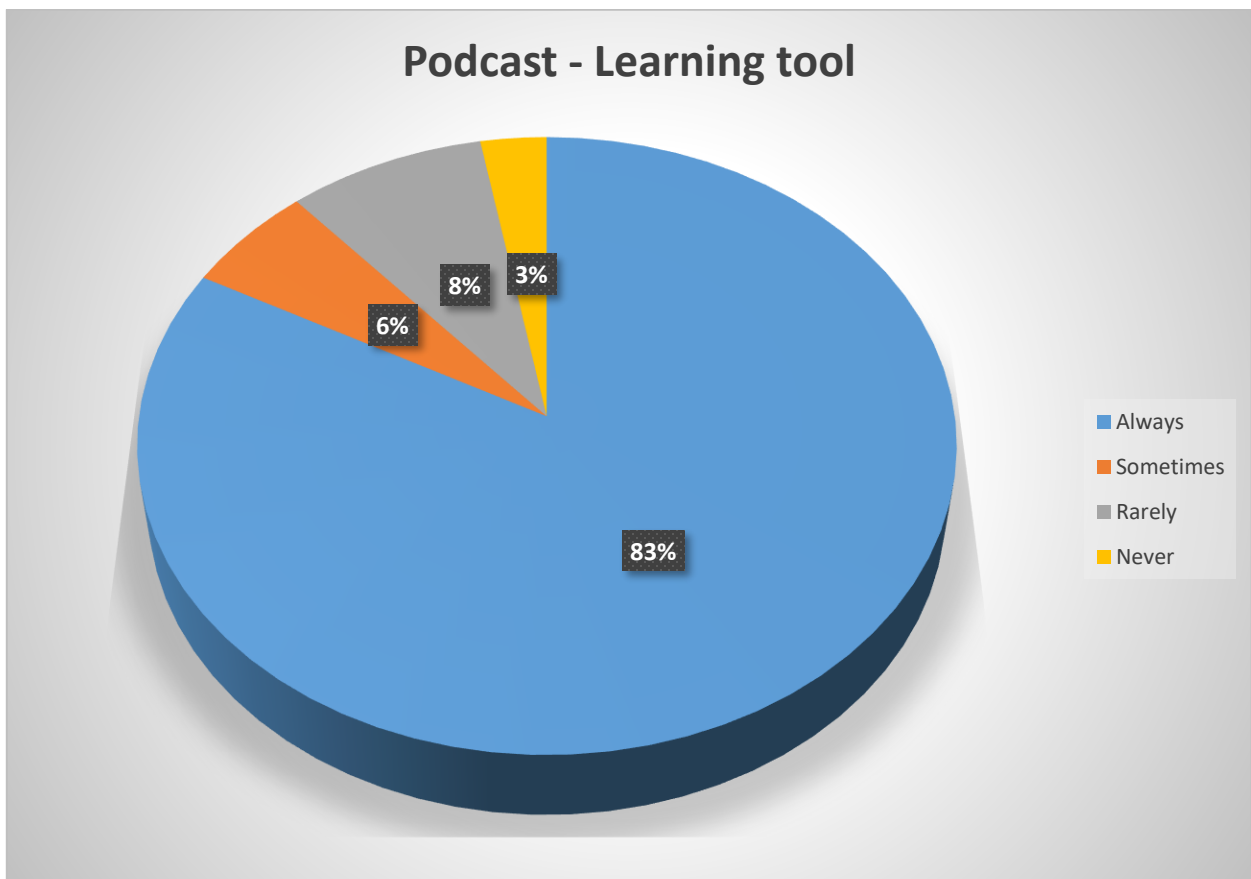
Note: Own elaboration. Source: Survey June (2023)

Analysis

According to the graph we can observe that the majority of students have listened to some type of podcast with (86%) being the majority of students who know about this auditory resource. On the other hand, with (14%) we can observe that students are not sure if they have listened to any type of this resource. Finally, with (0%) of students who do not know about this type of resource.

5. Do you think podcast are a good learning tool?

Figure 7



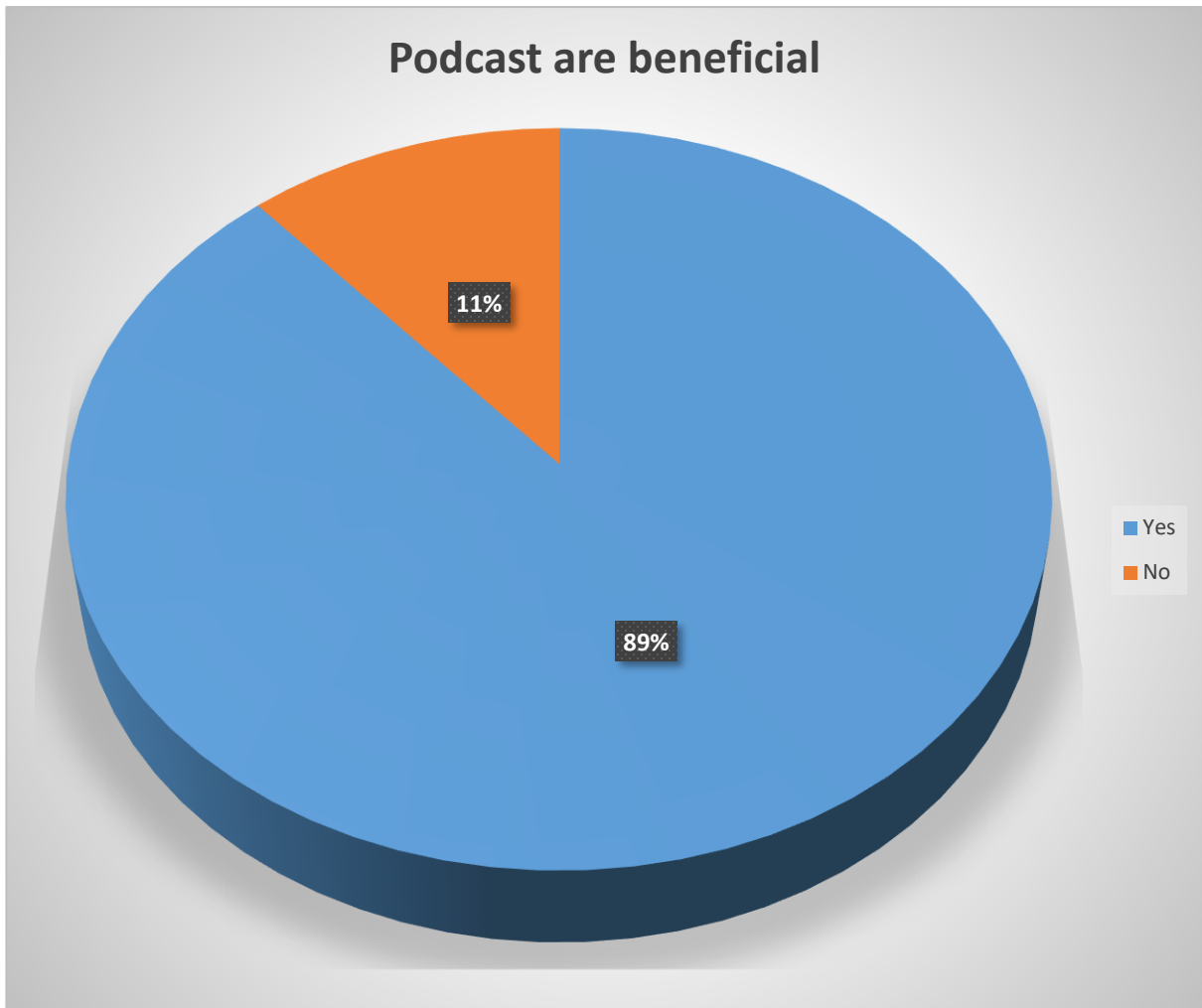
Note: Own elaboration. Source: Survey June (2023)

Analysis

This graph shows each of the data collected. First, it can be seen that 83% of the population of students say that podcasts are one of the beneficial tools for improving listening. Second with (11%) of the individuals say that podcasts are a somewhat beneficial tool for learning. Third with (6%) of the population are not sure if podcasts are a good tool for the different types of learning that exist. Finally, we can see with (0%) of the population the no with no percentage.

6. Do you think using podcast to improve listening in English will be beneficial?

Figure 8



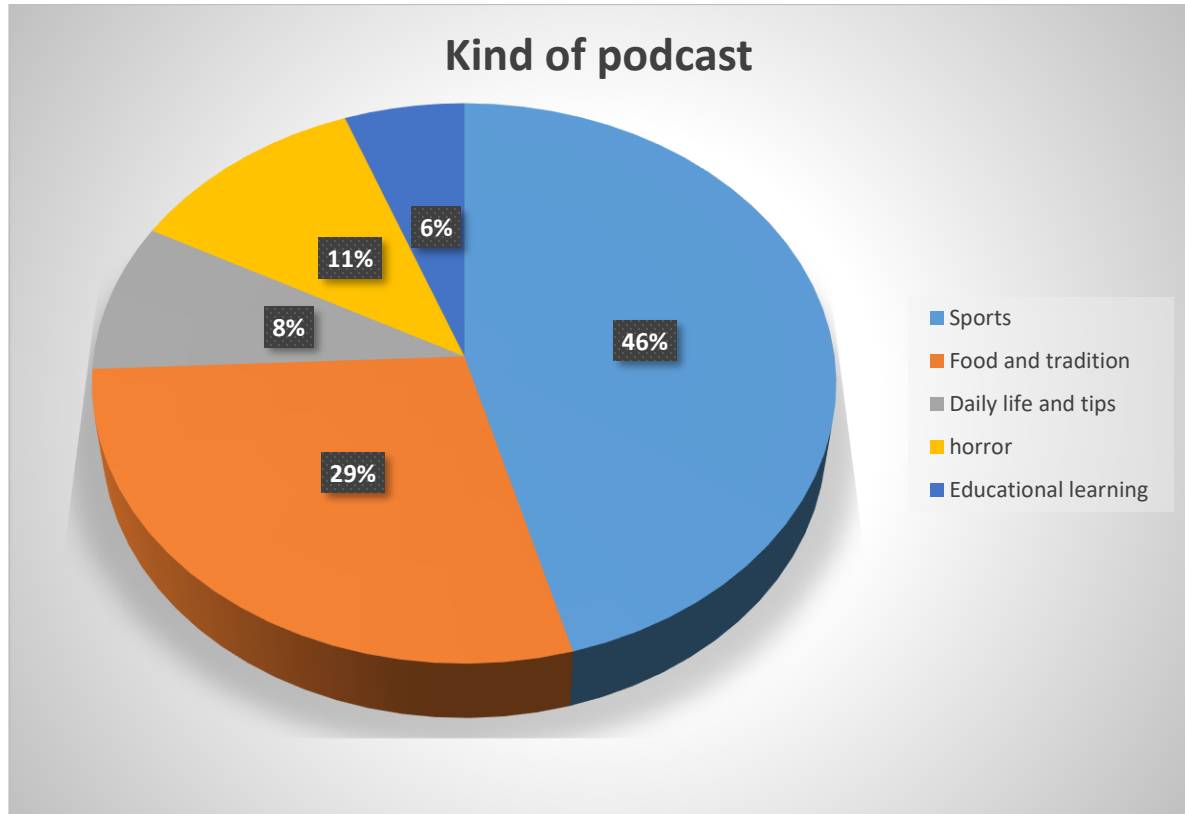
Note: Own elaboration. Source: Survey June (2023)

Analysis

According to the pie chart we can see that 89% of the trainees think that the use of the podcast is very beneficial because it provides many innovative alternatives and keeps the students interested. On the other hand, (11%) think that it is not beneficial because not all students have the same type of learning and it could be complemented with other types of activities.

7. What kind of podcast are your favorite ones?

Figure 9



Note: Own elaboration. Source: Survey June (2023)

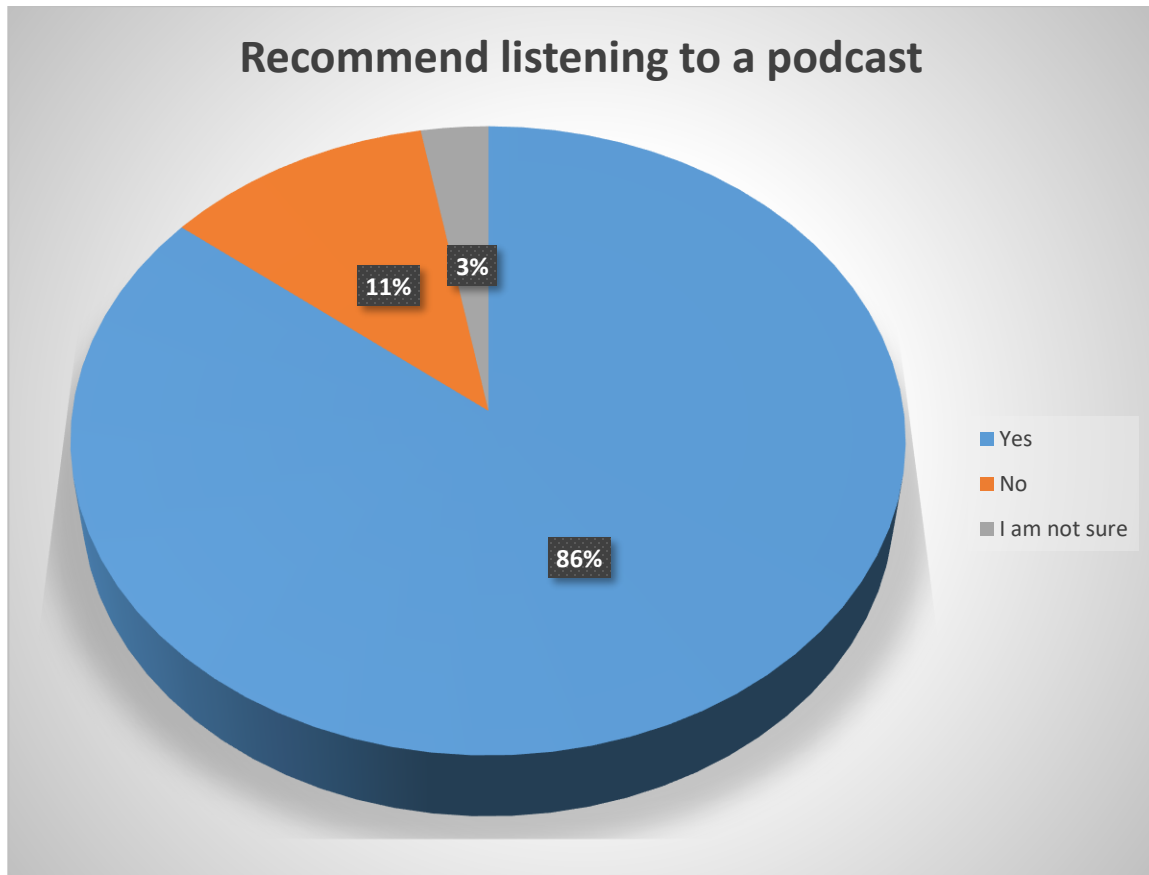
Analysis

According to the pie chart shows us the favorite types of podcasts of the population, on the one hand, (46%) prefer sports podcasts. While (29%) of individuals say that food and tradition are their favorites. Next, we have with (11%) Horror podcasts which are very interesting and eye-catching for students. Then with (8%) we have the daily life and advice podcasts which are second to last in the survey. Finally, we have educational podcasts with (6%) of individuals who prefer them.

Therefore, it can be deduced that students have different types of topics of interest with which they wish to improve their listening skills.

8. Would you recommend someone to listen to a podcast?

Figure 10



Note: Own elaboration. Source: Survey June (2023)

Analysis

The graph shows the percentage of students who would recommend listening to a podcast. First, 85% of the students would recommend listening to podcasts, 11% of the students are not sure if they would recommend listening to podcasts, and 4% of the students would not recommend listening to podcast.

Therefore, it can be observed that the majority of students would recommend listening to podcasts, because they are a good strategy to improve listening skills.

9. What do you think would be some other interesting topics for podcasts that could be implemented in the classroom?

Figure 11



Note: Own elaboration. Source: Survey June (2023)

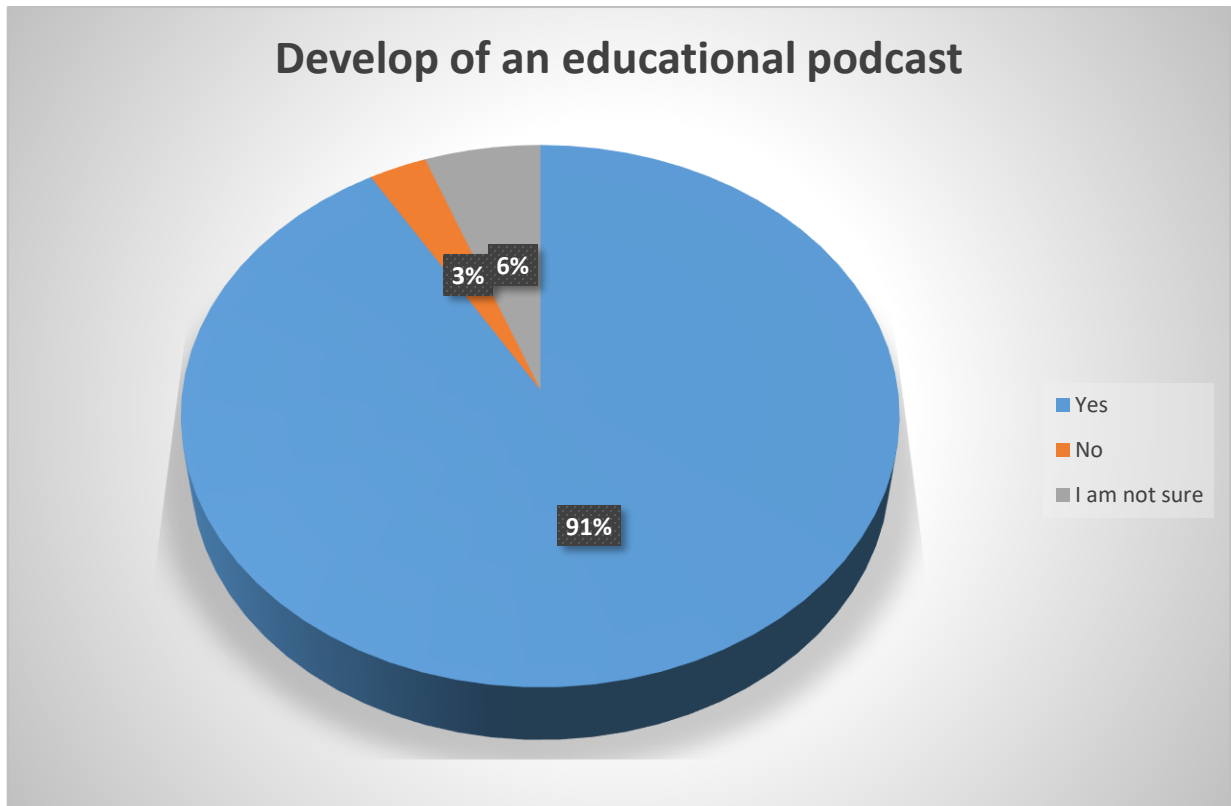
Analysis

The graph shows that 40% of students would like to listen to podcasts about Storytime's. Meanwhile, 29% of students would like to listen to podcasts about love and romance. Next, 20% of students would like to listen to podcasts about education, learning and culture. Finally, 11% of students would like to listen to podcasts about comedy.

Therefore, we can observe that the types of podcasts that students would like to listen to the most or are most interested in learning about are the same.

10. Would you like to be involved in the development of an educational podcast?

Figure 12



Note: Own elaboration. Source: Survey June (2023)

Analysis

The pie chart shows that the majority of students (91%) would like to participate in the development of an educational podcast. Then, it can be observed that 6% of the students are not sure if they want to participate in the development of a podcast, while 3% of the students do not want to participate in the development of an educational podcast.

Therefore, it can be deduced that students have a very high interest in being part of developing an educational podcast.

3.2. Qualitative Interpretation

3.2.1. Analysis survey for teachers

This interview is addressed to the teachers of Cesar Antonio Mosquera high school. In this purpose collect information according to the different questions. These results will be used to determine the strategies used by the teacher to develop to improve listening skill in students.

1. Do you think learning English and its four skills is important?

- **Teacher A**

I think that learning English need skills is very important to develop the language it you want to speak English you have to practice and develop the skills listening, speaking, reading and writing every skill is important when you learn language.

- **Teacher B**

In today's learning process it is important and necessary to learn each of the skills in order to reach a good command of the second language, therefore I believe it is very important to work on the 4 skills as they complement each other.

Analysis

According to this question, the teachers think that it is important to learn the 4 strategies because each one of them leads to effective learning, both listening, speaking, reading and writing have their processes and are complemented by the sub-skills. That is why it is important to work on each of them for good second language learning.

2. In your opinion, do you think listening in English is necessary?

- **Teacher A**

In my opinion every skill is important so listening is houseful when you learn English you have to listening music or watch videos in English is this consider one on the most difficult skills to learn but is possible to develop it.

- **Teacher B**

Of course, I believe that this is one of the skills that needs to be worked on the most, as it is the one that gives us communication, understanding and complements the other skills.

Analysis

According to this question, teachers believe that listening skills are important and necessary in English language learning because of the benefits that this skill offers to complement each of the other skills, since it generates understanding, communication and helps to learn in a varied way due to the resources available.

3. What classroom strategies do you usually use to improve students' listening?

- **Teacher A**

I use strategies to teach listening such as comprehension, classification, practice memorize and metacognitive strategies they are necessary to teach in learn to English.

- **Teacher B**

In my classes I use some strategies to help students improve their listening skills, among them the most used in my classes are songs or videos of various topics that are interesting for teenagers, plus some complementary activities to evaluate comprehension.

Analysis:

This question was intended to identify the strategies used by English teachers at Colegio Cesar Antonio Mosquera. Notoriously, teachers have some innovative strategies to improve listening skills, some of these tools are music or videos since they are the easiest to acquire.

4. What kind of listening activities would you like to apply in your English class?

- **Teacher A**

There are some activities to teach English in my classes for example listening songs and complete the words that are miss it is one activity that can be used for a less when students do the activity, they enjoy to in that other interesting activity that I use is exercise of listening of complete articles.

- **Teacher B**

I have some activities that I apply in my classes to improve this skill such as songs with lyrics in Spanish and English, videos with clear images, making conversations between students or even short debates.

Analysis:

According to this question, teachers use different activities to improve listening skills, on the one hand, teacher A uses songs with which they complete words, exercises or articles to complete with audios. On the other hand, teacher B uses some activities such as songs with subtitles in both languages, videos with clear images and makes dialogues or debates among his students.

5. Do you think that teaching materials are important to improve students listening?

- **Teacher A**

Teaching materials are important to improve students listening because they how to develop knowledge and the skills of listening it is better when you used it variety of materials for teaching in English teachers should changes the way of teaching to get attention of the students.

- **Teacher B**

Yes, I believe that materials to improve listening skills are important because of the great role this skill plays in communication and the complement it gives to the other skills in the mastery and teaching of English.

Analysis:

According to this question, teachers think that it is important to use materials to improve students' listening skills. On the one hand, teacher A tells us that he uses some varied materials for teaching with good results and looking for the right way to get the students' attention. On the other hand, teacher B believes that materials to improve listening skills are important because of the important roles they play in teaching and how they complement the other skills.

6. What would be an important educational listening material for teaching English? Which ones?

• Teacher A

An important education listening materials for teaching in English good be the activities using technology or internet there are a lot of tools as liveworkshets, educaplay, Duolingo, platforms and apps and others that you can get on internet you can use computer or a cellphone they are easy to use and we can practice listening and vocabulary.

• Teacher B

One of the most important materials in education today is technology because it contains many tools that students like so they don't lose interest such as applications, radios, audios and activities to download and use in the classroom.

Analysis:

According to this question, teachers have different materials to teach the second language. On the one hand, teacher A uses technology and the internet as a teaching strategy and it is there where he uses some tools such as liveworkshets, educaplay, Duolingo, platforms and apps and others. On the other hand, teacher B uses activities, apps and radio stations that he finds on the internet and downloads them to teach in his classes.

7. Do you think that the podcast you use in class help understand better English spoken? What do you think about it?

• Teacher A

The sites of podcast are useful to using in English classes because students can listen and do speaking exercises to practice in English currently, we are in time in which compulsion it full connect to technology so the accessibility it uses full for it there for podcast at appear as an option that word and test the listener they connection with every think and moon with the education.

• Teacher B

I believe that the use of podcasts in the classroom to improve listening skills is a good strategy and also that nowadays it is easy to acquire them and with a diversity of topics for the interest of each of the students.

Analysis:

According to this question, teachers have different materials to teach the second language. On the one hand, teacher A uses technology and the internet as a teaching strategy and it is there where he uses some tools such as liveworkshets, educaplay, Duolingo, platforms and apps and others. On the other hand, teacher B uses activities, apps and radio stations that he finds on the internet and downloads them to teach in his classes.

8. Do you consider it is important to implement the use of podcast to improve students' interest?**• Teacher A**

Yes, I consider it is really important to implement some modern technology to improve the teaching of English every teacher opportunity to use the technology teacher can do it students will be match more interested in learning language English and more.

• Teacher B

I think it is good to implement the use of podcasts in language learning because they are an innovative and interesting tool that generates great attention in students and their topics are interesting and for every type of interest.

Analysis:

According to this question, the teachers think that it is important to implement the use of podcasts as something innovative and interesting for teaching. On the one hand, teacher A thinks that it is a technological tool that will generate more interest in students. On the other hand, teacher B thinks that it is a good resource for teaching because it is something innovative and keeps students interested in the diversity of topics.

CHAPTER IV: PROPOSAL

4.1. Title

Inno-listen web blog podcasts as an academic strategy to improve listening skills

4.2. Objectives

General Objective

- Develop a podcast-based web blog for the development of listening skills.

Specific Objectives

- Select some podcasts of interest to foster English listening skills in senior students.
- Develop podcast activities to improve English listening skills.

4.3. Introduction

Language acquisition is made up of four skills that are necessary to meet. To focus on the fact that in order to have a good level on the L2, it is important to develop the four skills: Listening, Speaking, Reading and Writing. Nevertheless, to develop the listening skill is one of the most complex and difficult one for most people. The following blog presents podcasts as a strategy in the process of improving English language listening through teaching and learning with the proper resources. In addition, it provides audios and activities which are specially designed to follow and put into practice the Listening Skill.

4.4. Justification

The purpose of this blog is to provide an innovative strategy to help teachers and senior students to improve listening skills in English classes at Cesar Antonio Mosquera School. The main purpose is for educational purposes, so it is intended to improve listening skills in the classroom with different resources provided as are some types of podcasts and activities which are innovative that are made for teachers, the activities are made with multiple choice questions and activities that follow a process to reach the required learning thus achieving ease in understanding. Consequently, this blog was created through the results obtained from the student surveys, as well as from the data collected from the teacher interviews. In this case, the information obtained from the research instruments were the main ones to base the podcast activities on student and teacher interests. On the other hand, one of the objectives of this proposal is to give it the importance it deserves to carry out the correct learning of listening classes. Consequently, this blog helps teachers to innovate and improve the skills of their students with the various stages, providing them with material tailored to the needs and interests.

Syllabus

Objective: Students will be able to improve listening skills through podcasts as an innovative strategy.



This academic blog can be viewed in more detail by clicking on the link below:

<https://liliayala770.wixsite.com/innolisten-podcast>

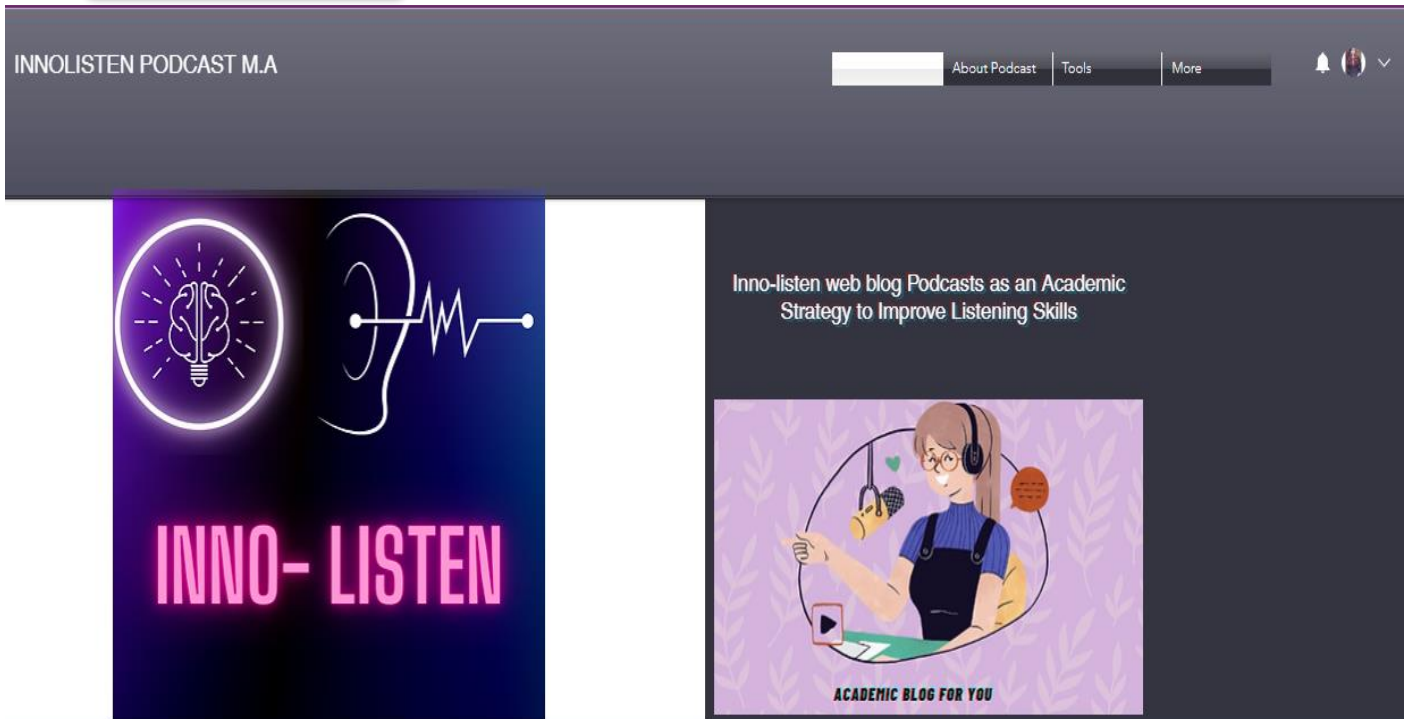
Or by scanning the following QR code:



SCAN ME


This academic blog's first section is Home. This introductory page for users and this page contains information about author and purpose of this blog.

Home Page



This blog is inspired by many things, including using technology and fun tools for students and helping teachers with various resources on this web blog.

Also shows the author's name and reason for developing this website.



Hello, I am Maritza Ayala

My name is Maritza and I am developing this is your website about the use of podcast as an innovative strategy to improve listening through the use of these same and activities which will contribute to a good learning of the foreign language English

f t in @

INN-OLISTEN PODCAST

Inno-listen web blog Podcasts as an Academic Strategy to Improve Listening Skills

This academic blog called Inno-listening is made with the aim of promoting and using podcast as an innovative strategy to improve listening in the English language, because it is one of the important skills for good learning through these technological tools that are a more interactive and easily accessible way, which will help senior students.


This virtual platform has some sections of content and information about podcast, in addition to activities to complement learning, contains 3 units and other complementary activities that which will support the learning of students and will be a useful tool for teachers.

Thanks for visiting my academic blog

[Learn More](#)

In the second section called " about podcast" shows information and units of work.

About Podcast



What is a podcatst?

Podcasts are usually short files, a few minutes long, exposing real material that is planned and contextualized. (BÁRCENA, 2016) state: that podcasts provide educational content in a format appropriate to the second language learning needs of learners, which not only avoids labels whenever and wherever they want but is susceptible to diversification and enrichment as the contexts of use change.

[Read More](#)

Clicking on the covers automatically opens each unit.





In the section called " Tools" shows some recommendations of interesting web sites and the audios of the units.


Learning will now be easier and more fun, listening and filling your mind with innovative podcasts of all types.

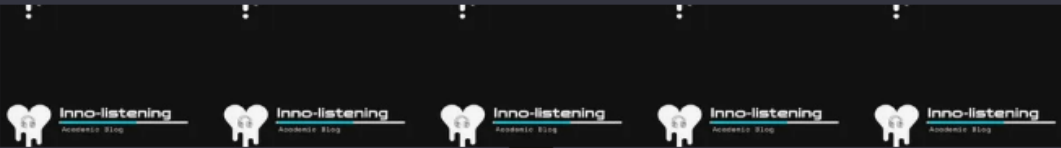
Web sites for a good podcast

- Player Fm - <https://player.fm/series/2702417>
- PodBean - <https://www.podbean.com/>



In the section called " Activities" shows the complete document of each unit and its exercises as well as templates.

Download the complete document of activities.  **DESCARGA**

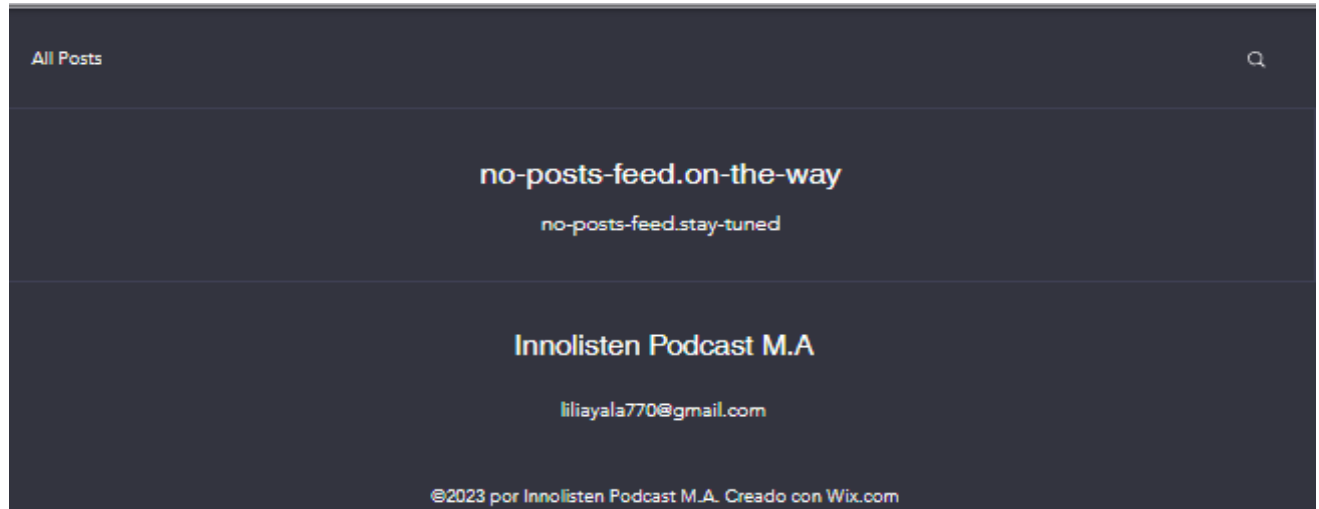


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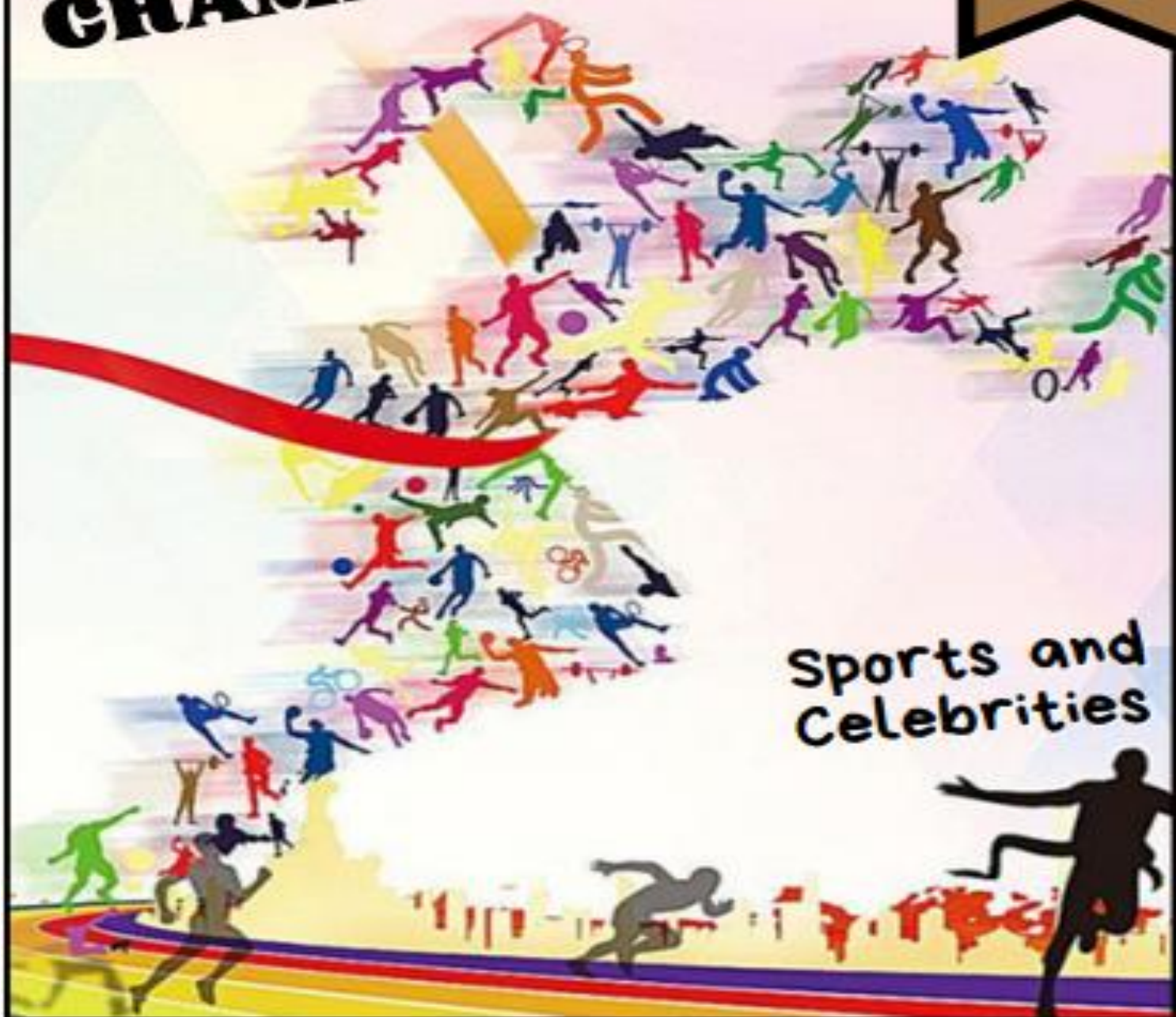
In the section called " Blog" you can create a forum or a new post to interact.



Units	Lessons	Goals	Steps
Champions Unit 1	<i>Sports</i>	Understand videos and audios about sports. Understanding key vocabulary.	<ul style="list-style-type: none"> • Intention • Attention • Retention
	<i>Celebrities</i>	Listen and understand about a sportsman from your country.	
Tradition and Food Unit 2	<i>Food in Ecuador</i>	Understand and acquire new vocabulary about the food of Ecuador.	Stages
	<i>Tradition in Ecuador</i>	Listening and remembering the traditions of Ecuador.	<ul style="list-style-type: none"> • Pre- Listening • While Listening • Post- Listening
Horror Unit 3	<i>Halloween</i>	Learning and acquiring knowledge on topics that are new to adolescents	Process of Listening
	<i>Movies</i>	Listen and improve our listening with movies and interesting vocabulary.	<ul style="list-style-type: none"> • Hearing • Understanding • Remembering • Evaluating • Responding
Storytime's Complementary	<i>My name</i>	Observe, analyze and replicate the activities to improve our listening and creativity with the podcasts	<ul style="list-style-type: none"> • Hearing • Understanding • Remembering • Evaluating • Responding
	<i>My pet</i>		

CHAMPIONS

Unit 1



Sports and
Celebrities

Learning Objectives

Watch and listening: Watch and understand videos and audios about sports

Listening skills: Understand key vocabulary

Listening task: Listen about a important sportman from your country

Lesson 1: Sports

Lesson objective: Students will be understand the diferents podcast about diferent sports and complete the activyties.

UNLOCK YOUR KNOWLEDGE

- What do you know about sports and their celebrities?
- Which sports do you know?
- What is your favorite sport?



PREPARING TO LISTEN!

1.- Write the correct name of sport in the line.

Soccer basketball Tennis Boxing Cycling Swimming Running Golf





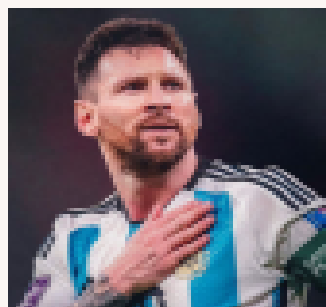


Understanding key vocabulary: Before listen, try to understand vocabulary in the preparing to listen exercises.

Hi



2.- You are going to listen to two celebrities talk about sports. Before you listen, read and complete the correct information.



Lionel Messi is a very famous soccer player. He was born on June 24 in Argentina. He is 36 years old and is 1.70 cm tall. He is married to Antonela Rocuzzo and has 3 children. He made his debut in Barcelona FC in 2004. One of his favorite hobbies is watching some sports on TV, spending time with his children and his dogs, as well as his favorite food which is milanesas.

Richard Carapaz is a cyclist who became famous for his triumph in the Giro d'Italia. He was born on May 29 in Ecuador - Tulcán. He is 30 years old and measures 1.70 cm. Known as "La locomotora del Carchi". He is married with Tania Rosero. His favorite hobbies are training in his hometown and loves the typical food of the province of Carchi such as roasted guinea pig.



3.- Complete the chart with the correct information on activity 2

	LIONEL MESSI	RICHARD CARAPAZ
Nationality		
Age		
Hobbies/Sport		
Favorite food		

VOCABULARY





4.- Match the following sport types with their definition.

• Soccer

• Basketball

• Tennis

• Running

• Volleyball

- A. a form of football played between two teams of 11 players, in which the ball may be advanced by kicking or by bouncing it off any part of the body but the arms and hands.
- B. a game played on a rectangular court by two players or two pairs of players equipped with rackets, in which a ball is driven back and forth over a low net that divides the court in half
- C. a person trained or gifted in exercises or contests involving physical agility, stamina, or strength; a participant in a sport, exercise, or game requiring physical skill
- D. A game for two teams in which the object is to keep a large ball in motion, from side to side over a high net, by striking it with the hands before it touches the ground.
- E. a game played by two teams of usually five players each on a rectangular court having a raised basket or goal at each end, points being scored by tossing the ball through the opponent's basket.

WHILE LISTENING

5.- Listen to the information and fill in the correct information in the spaces provided.

My name is Josue. I am _____ years old. I'm very fond of sports. I like some sports, but My favorite sport is _____ and I enjoy playing basketball in my house and the park of my city.

I have been playing basketball since I was nine and have always wanted to be a professional basketball player. I am big fan of _____, in fact, he is my favorite player.

I'm in my city team and we train 2 days a week, on Mondays and _____, the weekends we have tournaments with others teams.

In my free time I enjoy _____ articles or new times about sports and your celebrities is very interesting.

My dream one day is to be a great basketball player and win a lot of awards and be the pride of my parents





6.- True or False. Write T for true or F for false.

1. His favorite sport is Soccer
2. Josue's favorite basketball player is Kobe Bryant
3. Josue likes reading about sports
4. He had matches on Friday
5. His dream is becoming a pianist



7.- Chose the correct answer.

1.- How old is Josue?

He is 16 years old

He is 17 years old

He is 19 years old

2.- Whats is josue's favourite sport?

Tennis

Soccer

Basketball

3.- When does he train?

Monday and
Tuesday

Monday and
Thursday

Friday and
Tuesday

4.- What does he do in his free time?

He likes writing

He likes playing

He likes reading



Lesson 2: Celebrities

Lesson objective: Students will be understand the diferents podcast about celebrities and complete the diferent activities.

UNLOCK YOUR KNOWLEDGE

- What do you know about sports celebrities?
- Which sportspeople do you know and do they inspire you?
- Who is your favorite athlete?



➡ ➡ PREPARING TO LISTEN! ➡ ➡

1.- Write the correct name of sportman and your correct profession in the line.

- Basketball -Fighter -Cycling -Running
-Kobe Bryant -Serena Williams -Conor McGregor -Richard Carapaz





2.- Search for the word. Sports Vocabulary.

R	F	Y	J	K	L	L	A	M	T	W	Q
O	L	L	A	B	T	E	K	S	A	B	A
J	O	L	E	S	U	S	E	H	A	B	D
D	G	A	G	I	O	S	S	O	U	G	I
C	G	B	N	N	O	C	S	C	E	L	K
B	H	T	I	N	I	M	C	K	T	P	Y
P	E	O	X	E	L	X	F	E	L	O	T
L	C	O	M	T	B	A	O	Y	R	R	F
K	S	F	O	T	O	Y	T	B	A	L	I
H	T	R	G	G	N	I	N	N	U	R	O

• Words - Sports

• _____

• _____

• _____

• _____

• _____

• _____

• _____



WHILE LISTENING

3.- Search for the word. Sports Vocabulary.

Neisi Dajomes her full name is Neisi Patricia Dajomes Barrera. Born on May 12, 1998, she is an Ecuadorian athlete and Olympic weightlifting champion. She is the first Ecuadorian woman to win an Olympic gold medal in the history of her country. She won the Olympic gold medal in Tokyo in 2021. In addition, she is a four-time Pan American champion, and three-time junior world champion competing in the 75 kg category until 2018 and 76 kg from 2018 after the International Weightlifting Federation reorganized the categories. She was born and raised in the Shell parish of the Mera canton, in the Amazonian province of Pastaza. She is the sister of the also weightlifter Angie Palacios Dajomes.





4.- Listen again and answer the following questions:

What is the text about?

.....

What is the full name of this athlete?

.....

- Who is Neisi?

.....

What is the birthday of this champion?

.....

POST- LISTENING



5.- Time to work in groups. choose a famous sportsman and let's make a table of important information about his life, his profession and his hobbies.

Name: _____	
Age	Nationality
About your profession	
Hobbies	
Awards	

IMPORTANT

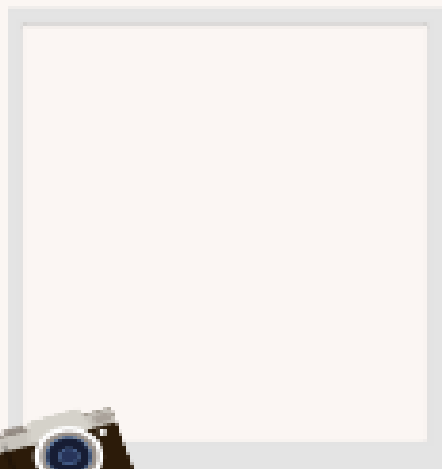
You can collect information from the internet or you can give information that you know, choose your favorite athlete.

Let's have fun !!!!





Then, decide in your group the sportman and complete with a correct information.



Short Name: _____

Name: _____

Age		Nationality	
About your profession			
Hobbies			
Awards			



Unit 1 - Congratulations on completing this unit.

During this unit I learned that:



Things I consider I need more practice:



Aspects that I believe were important to the success of any listening activity:



The topics in this unit are interesting and create a good learning environment:



Tradition and Food

Unit 2



Learning Objectives

Watch and listening: Watch and understand videos and audios

Listening skills: Understand key vocabulary about food and traditions in Ecuador

Listening task: Listen about traditional food from your country



Lesson 1- Food in Ecuador

WATCH AND LISTEN



Before you listen, try to understand the key vocabulary in the preparing to listen exercises. These words will help you

Preparing to Listen

Understanding key vocabulary

1.- You are going listen to 2 person talk about the different typical food and in Ecuador

Cuy (Guinea pig)

The roasted guinea pig is a typical dish of Ecuador which is more consumed in the Andean highlands and Ecuadorian families consume it on important dates, it is a dish which has a cost of about 20 dollars. The guinea pig is a type of rodent that has been familiarized and domesticated to be a food animal and it is a great food which helps to fight anemia and has calcium, iron and is very proteinic.



Locro Soup

The locro is another of the traditional dishes of Ecuador, this type of soup is composed of some ingredients such as potatoes, cheese, meat, avocado and some vegetables, this soup is very popular in the country, it also has many protein benefits for health.





2.- You are going to listen to an audio about typical food of Ecuador. Before you listen, read. Write the words in bold next to the definitions.









1. _____ This dish contains pork, corn, potatoes, tomato and onion salad, is consumed in all regions of Ecuador and is promoted internationally by the Ministry of Tourism and other organizations, mainly in world tourism fairs.
2. _____ Is one of the most popular dishes in Ecuador, which varies according to its provinces, this is how it is part of the traditional cuisine of our country, its ingredients can vary as in: shell ceviche, fish ceviche, crab ceviche, squid ceviche.
3. _____ This traditional dish, potato soup or broth, is a food prepared by the indigenous peoples of the Andean region and is a central character of Ecuador's food cultural heritage.
4. _____ Is a typical Ecuadorian soup, from the coastal region. This delicious recipe is prepared with albacore or fresh tuna, albacore, yucca, tomato, red onion, coriander, chili powder, cumin and other spices.

While Listening



3.- Listen and write down the correct information under the image of the typical dish of Ecuador.



4.- Listen, complete and tick the correct sentences.

-Traditional -Soup -Dish -Strawberries -Green -Autumn

Special food in Ecuador

In March and April, we eat a special dish. It's a _____ called fanesca. It's made with milk and fish. It's got some pumpkin, some sweetcorn, some onions and some rice. We eat it with some eggs and cheese. I think it's very nice.

In early October, my mother's family makes a _____ that's called humitas. They're very good corn cakes. We make them in the _____ time, with eggs and cheese and cream. We put them in the corn leaves. We cook them in hot steam.

In early November, we make _____ bread. The bread is shaped like babies, iced yellow, _____ and red. We drink colada morada. It's a special drink made from _____ and pineapple. Delicious, don't you think?

Special
Day



5.- Read and tick the correct sentences.

- Fanesca is made with rice, fish and milk.
- Daniela's Family makes humita in March.
- Humitas are corn cakes.
- They drink colada morada. It's made from strawberries and pineapple.
- They make traditional bread in October.
- Daniela likes fanesca.
- They cook humitas in hot steam.



Lesson 2- Tradition in Ecuador

LISTEN



2.- Look at the picture and complete the paragraph with the words in the box

-Dances -Ecuador -Costumes -Characters -Guitar



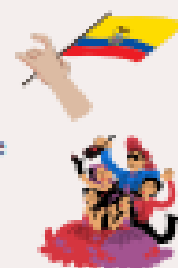
This picture is a traditional celebration in _____ where the woman _____.

While the man dances and plays the _____ both _____ usually wear colorful traditional _____.

While Listening

3.- Circle the correct answer.

1. The Indians disguised themselves as devils in rejection of the Catholic religion because of abuses they suffered at the hands of the English / Spanish.
2. The Guaranda's Carnival was in honor of nature and the King of Spain / Cacique Guaranda.
3. Inty Raymi is a festival that celebrates the moon / sun.
4. Ecuadorians bake "Guaguas de pan" and cook Colada Morada to celebrate the Inty Raymi / Día de los difuntos.
5. Before the new year, the Ecuadorians burn the "año viejo" at midnight / noon



Traditional clothing and dress of Ecuador

4.- Complete the correct words in the text and a picture.

In Otavalo, it's common to see the indigenous group known as the Otavaleños. Otavaleño men dress in white calf-length trousers, a poncho, and a fedora or felt hat. The Otavaleños men also wear the Shimba, a long braid that they grow to reach their waists. The Shimba is an important marker of Ecuadorian indigenous identity. Women often dress in a white blouse with a blue or black skirt. They often wear shawls as an accessory. Otavalo women in particular wear necklaces of gold beads with red coral bracelets.



While Listening



Men in coast regions commonly wear "Guayaberas," a shirt that often takes the place of a jacket and the women usually dress in light dresses. Some ethnic groups have more distinctive clothing traits. The Montubio people are often identified by their hats that are wide-brimmed style. The Montubio people are also known to carry machetes and wear wellington boots.



Unit 1 - Congratulations on completing this unit.

During this unit I learned that:



Things I consider I need more practice:



Aspects that I believe were important to the success of any listening activity:



The topics in this unit are interesting and create a good learning environment:



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<https://wanderbusecuador.com/ecuador-traditions/>

HORROR



Learning Objectives

Watch and listening: Watch and understand videos and audios

Listening skills: Understand key vocabulary about horror and halloween characters.

Listening task: Listen about Horror characters.



Lesson 1- Halloween

WATCH AND LISTEN



2. Search for the word. Horror Vocabulary.

O C B O P K C G A T O R A O T
A L L W I Z A R D B A G N S S
N I I S G G I O G G K S G P P
G S B S P O O K Y H J C H E I
G R C I L N J R L L Y M L N D
H A A A P U M P K I N U U I E
O R R N R L R P O O A M O S R
S D D C T Y S T O M E M P H P
T O W C O S T U M E L Y E W E
E R C O F F I N M G L U B A T
A R Y P O E S L A W P L N B U

• Words - Horror

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



TRICK OR TREAT

Can you spot the 10 differences?



HALLOWEEN VOCABULARY

Identify the pictures below. Use the word bank below to name each picture.





Word Bank:

bat	zombie	witch	ghost
-----	--------	-------	-------

VOCABULARY

jack-o'-lantern: a light made from a hollow pumpkin with holes cut into the sides like the eyes and mouth of a person's face, inside which there is a candle.

ghost(n): the spirit of a dead person, sometimes represented as a pale, almost transparent image of that person that some people believe appears.

candy (n): a sweet food made from sugar or chocolate,

trick-or-treat: an expression used by children on Halloween to "threaten" people that they will do annoying tricks if they do not get sweets or small presents.

pumpkin: a large, round vegetable with hard, yellow or orange flesh.

strange: unusual and unexpected, or difficult to understand.

scare: to (make a person or animal) feel frightened.

HALLOWEEN

On October 31, Americans celebrate Halloween. Halloween means "holy" (hallow) "evening" (een). This is the evening before the Christian holy day of All Saints Day. On All Saints Day, Christians remember the Saints but Halloween is even older than Christianity. Before Christianity, people in Europe believed that on October 31 ghosts of dead people came back. To scare the ghosts, people dressed like devils and were very noisy. They also made big fires to keep the ghosts away. Later, people did not believe in ghosts, but they kept the day of Halloween for fun.

Immigrants came from Europe to America and brought with them the custom of Halloween. Halloween has some strange symbols. One symbol is the jack-o'-lantern in the window. The jack-o'-lantern is to scare the ghosts. People cut the pumpkin, throw away all of the inside, and cut a face in it. Then they put a candle inside of it. Jack-o'-lantern usually look scary, too!

Today, in the United States, Halloween is very popular with the children. They wear masks and special costumes. They want to look like skeletons and ghosts.

Then they go from house to house and say "Trick or treat!". People give them candies, cookies or fruit. When people give nothing, the children sometimes play tricks on them.



2.- Write true (T) or false (F)

- On october 31, Americans celebrate Christianity.
- In the past poeple made fires to keep the ghost away
- Halloween came from Europe
- On Halloween children wear special masks and costumes
- because they want to loook like skeletons and ghosts.
- Children go from party to party and collect masks
- On halloween children say: "Trick or fun".

3.- Answer the questions.

1.- When is halloween celebrated?

2.- Why did poeple keep the day of Halloween?

3.- What is the key word that children use on Halloween?



3.- Complete the text.

TRICK OR TREAT



Today, Halloween is popular around the world. But do you know why we _____ Halloween? Halloween originated from an Irish festival _____ years ago. To the ancient Irish, October _____ was New Year's Eve. On this _____, it was believed that the souls of the dead would appear. People were afraid that evil _____ would come on this day. To fool them, people wore _____ to look like the evil spirits. But today, _____ wear costumes to go "_____ or treating". They knock on many people's doors all around town to get _____.



Lesson 2- Movies

WATCH AND LISTEN



1.- Find out which is the right movie

The Exorcist is not safe. Unpredictable, visceral and primal, it's a film based on the simplest of premises, but even in its happier moments, it's absolutely harrowing, physically dragged out by the sets to replicate the demon's physical prowess and, of course, sprinkled with terror. The result is a film to feel the terror of Friedkin's battle between good and evil in all its disturbing glory once again

Title:

Things you have knowledge about the movie:

-
-
-
-
-



42- Match each character to names below



LEATHERFACE

JASON VOORHEES

XENOMORPH

COUNT DRLOK

FREDDY KRUEGER

CHUCKY

PENNYWISE THE
DANCING CLOWN

GHOST FACE

CANDYMAN



HALLOWEEN TO DO LIST

3.- Write about favorite horror movie.



Zombie Across the World



For thousands of years, zombie-like monsters have appeared in legends and myths all over the world. In the Middle Ages in Europe, many people believed in revenants - ghosts or reanimated bodies that would return from the grave to terrorize the living, sometimes with a specific purpose, like revenge, or to torment someone who had wronged them in life. In Norse mythology, draugr were said to be the reanimated bodies of warriors who had been reborn with amazing abilities, like being able to turn into a wisp of smoke and pass through stone. Draugr were said to drive humans and animals mad and cause chaos everywhere they went. Chinese cultures told of jiangshi, living corpses that had white hair and greenish-white skin, doomed to hop everywhere because of the stiff limbs that had set in after death. Many Asian countries have variations on the jiangshi, including Japan, Vietnam and Korea. One of the earliest known references to the living dead is in The Epic of Gilgamesh, an ancient Mesopotamian epic poem. In it, Ishtar, the goddess of love and war, travels to the underworld and demands to be let in, threatening that she "will bring up the dead to eat the living."

Look at the picture below. Write a sentence that tells about the movie.



-
-
-
-
-
-
-
-
-

Unit 1 - Congratulations on completing this unit.

During this unit I learned that:



Things I consider I need more practice:



Aspects that I believe were important to the success of any listening activity:



The topics in this unit are interesting and create a good learning environment:



References

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Storytimes



Learning Objectives

Listening skills: Understanding and creation of activities and audios about yourself.

Listening task: Listen to examples of the author's life stories. Make audios with our story-times



StoryTime... Maritza's name



NAME: MARITZA

- MY NAME WAS CHOSEN BY MY DAD.
- MY NAME IS INSPIRED BY A TV PRESENTER.
- MY FATHER WANTED IT TO BE COMPLEMENTARY TO MY OTHER NAME.



ACTIVITY

WE ARE GOING TO TRY TO MAKE AN AUDIO WITH ALL THE INFORMATION WE COLLECTED ABOUT THE HISTORY OF OUR NAME.





My name story



NAME:

Bianca

- _____
- _____
- _____
- _____
- _____



Link:



My pet ... Oreo



NAME: OREO (CAT)

- I FOUND IT ABANDONED
- HE WAS A BABY WHEN WE RESCUED AND ADOPTED HIM..
- I NAMED HIM OREO BECAUSE OF HIS BLACK AND WHITE COAT COLOR.

ACTIVITY

WE ARE GOING TO TRY TO MAKE AN AUDIO WITH ALL THE INFORMATION WE COLLECTED ABOUT THE HISTORY OF OUR PET.





Activity templates



NAME: *Catwa*

- _____
- _____
- _____
- _____



Important.....

Link:





NAME: *Candy*

- _____
- _____
- _____
- _____
- _____



Important.....

Link:



Weekly Planner



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

GOALS

-
-
-
-



CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Theoretical research was analyzed to better understand the listening strategies used in the development of students' listening skills. This theoretical content has some bases that allow its use and practice.
- The data collected allowed us to analyze the strategies that students use in the classroom in the listening skill; likewise, the teachers talked about the strategies they usually use in developing strategies to improve this skill in students.
- Auditory strategies allow students to improve their level of comprehension and delivery of a message. this helps to reason, to understand an audio, acquiring new knowledge.

5.2. Recommendations

- Using the academic blog and activities, it is thus possible to measure the level of listening comprehension in the English class.
- Identifying students' strengths and weaknesses during listening activities allows the teacher to know their level. It also allows the student to look for appropriate strategies to improve.
- Teachers should look for ways to implement new strategies to help students learn to listen.

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ANNEXES







UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2023-0091-O
Ibarra, 07 de junio de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. AYALA AYALA
MARITZA LILIANA**

Magíster
Fernando Cortez
RECTOR DE LA UNIDAD EDUCATIVA CÉSAR ANTONIO MOSQUERA
Tulcán

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que la estudiante AYALA AYALA MARITZA LILIANA, portadora de la cédula de ciudadanía 0401824644, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular "PODCAST AS AN ACADEMIC STRATEGY TO IMPROVE LISTENING SKILLS IN JUNIOR STUDENTS AT CESAR ANTONIO MOSQUERA HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

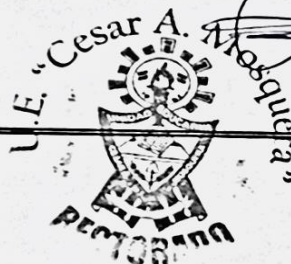
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JRR/M. Báz.

Autorizado
12/06/2023

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UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE
EDUCACION CIENCIA Y TECNOLOGIA



PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS

Survey for teachers

Topic: Podcasts as an Academic Strategy to Improve Listening Skills in Senior Students at César Antonio Mosquera High School, Academic Period 2022-2023

Objective: Determine the different strategies used by teachers in the development of listening by using podcasts.

Questions:

1. Do you think learning English and its four skills is important?
2. In your opinion, do you think listening in English is necessary?
3. What classroom strategies do you usually use to improve students' listening?
4. What kind of listening activities would you like to apply in your English class?
5. Do you think that teaching materials are important to improve students listening?
6. What would be an important educational listening material for teaching English? Which ones?
7. Do you think that the podcasts you use in class help understand better English spoken? What do you think about it?
8. Do you consider it is important to implement the use of podcasts to improve students' interest?

THANKS FOR YOUR COOPERATION



Survey for students

Topic: Podcasts as an Academic Strategy to Improve Listening Skills in Senior Students at César Antonio Mosquera High School, Academic Period 2022-2023

Objective: Identify the type of strategies used by the teacher in the classroom to improve students' listening skills.

Directions: Dear students. Please read each question carefully. Answer honestly; your answers will be used for the development of the research work, so each answer will be very helpful.

Mark with an X to select your answer.

Just choose one answer.

1. Age

- 15 – 16 ()
- 17 – 18 ()
- 19 – more ()

2. Gender

- Male ()
- Female ()
- Other ()

3. What listening comprehension resources should your teacher use to teach English?

- Music ()
- Videos ()
- Podcast ()
- Others ()

4. Have you listened to a podcast?

- Yes ()
- No ()
- I am not sure ()

5. Do you think podcasts are a good learning tool?

- Yes ()
- No ()
- I am not sure ()

6. **Do you think using podcasts to improve listening in English will be beneficial?**
- Always ()
 - Sometimes ()
 - Rarely ()
 - Never ()
7. **What kind of podcasts are your favorite ones?**
- Educational ()
 - Sports ()
 - Daily ()
 - Scientific ()
 - Fashion ()
8. **Would you recommend someone to listen to a podcast?**
- Yes ()
 - No ()
 - I am not sure ()
9. **What do you think would be some other interesting topics for podcasts that could be implemented in the classroom?**
- Comedy
 - Horror stories
 - Tips
 - Educational learning
 - Love and romance
 - Educational learning and culture
10. **Would you like to be involved in the development of an educational podcast?**
- Yes ()
 - No ()
 - I am not sure ()

THANKS FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS –
INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			
10	/			

.....
MSc. Rubén Congo
Firma del Evaluador
C.C.: 1001417235

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