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MENCION INGLÉS

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PRESENCIAL**

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Podcasts for the development of English listening skills in senior students at Teodoro Gómez  
de la Torre High School, academic period 2022 – 2023

Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los  
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## **DEDICATION**

The following research work firstly is dedicated to my family, which was my fundamental pillar throughout this process. Thanks, parents, and brother for all your support and confidence gave to me and for giving me the chance to fulfilling one of my most cherished dreams. Moreover, thanks to all people who stayed here and believed in every step I did during my professional formation. Finally, I want to dedicate this investigation to all the educative community that studies and teaches English as a foreign language, which hopefully can serve them to improve the teaching-learning process of a language.

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## **ABSTRACT**

Listening skills are fundamental in the process of learning English as a foreign language since they make possible correct communication between people. Moreover, the development of those receptive skills allows learners to understand the messages that are produced. Therefore, this research work has as purpose of determining how listening skills in senior students at Teodoro Gómez de la Torre High School can be enhanced by the use of new tools like podcasts. Further, the following project is based on theoretical foundations, also it was developed under a mixed approach. On one hand, there is qualitative data, which will be provided by the execution of an interview directed to the teachers that work with the senior class, as well as to the English area coordinator. On the other hand, the quantitative data will be acquired from the survey applied to the focus group; in order to contribute with accurate information for the correct research development. Thus, the results obtained were analyzed and those involved demonstrate that the listening skills development is complicated for the senior students. However, they also consider that the implementation of new strategies like podcasts can be an innovative tool that will contribute with the English teaching-learning process. Finally, to fulfill the stated objective a didactic guide was developed, the same that is based on the use of podcasts to enhance listening skills. Moreover, it is structured by activities that are focused on the preferences and interests of the students as well as in fulfill with all the listening stages in a class.

**Keywords:** English as a Foreign Language (EFL), teaching-learning process, listening skills, digital tools, strategies, podcasts.



## RESUMEN

La habilidad de escuchar es fundamental dentro del proceso de aprendizaje del inglés como lengua extranjera, ya que estas hacen posible la correcta comunicación entre las personas. Además, el desarrollo de dichas habilidades receptoras, permite que los estudiantes logren entender los mensajes emitidos. Por lo tanto, este trabajo de investigación tiene como propósito determinar el cómo se pueden mejorar las habilidades de escucha en los estudiantes de último año de la Unidad Educativa Teodoro Gómez de la Torre, a través de la implementación de nuevas herramientas como lo son los podcasts. Es así que el siguiente proyecto está basado en fundamentación teórica, además de que se desarrolló bajo un enfoque mixto. Por una parte, se encuentran los datos cualitativos, mismos que se obtendrán mediante la ejecución de una entrevista hacia los docentes que imparten sus clases hacia los estudiantes de último año, así como también hacia la coordinadora del área de inglés. Mientras que los datos cuantitativos serán recolectados mediante la aplicación de la encuesta al grupo de estudio; esto con el fin de obtener información precisa para el correcto desarrollo de la investigación. Es así que los resultados obtenidos fueron analizados y demostraron que el grupo de estudio considera que el desarrollo de las habilidades auditivas es difícil para los estudiantes. Sin embargo, también consideran que la implementación de nuevas estrategias como el uso de los podcasts puede ser una herramienta innovadora que contribuirá al proceso de enseñanza-aprendizaje del idioma inglés. Finalmente, con el fin de cumplir el objetivo planteado se desarrolló una guía didáctica, misma que se basa en el uso de podcasts para mejorar la habilidad auditiva. Además, se encuentra estructurada por actividades enfocadas en las preferencias e intereses de los estudiantes, así como también en cumplir con todas las etapas de una clase de escucha.

**Palabras clave:** Inglés como lengua extranjera, proceso de enseñanza-aprendizaje, habilidades de escucha, herramientas digitales, estrategias, podcasts.

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# INTRODUCTION

## Motivation

The value of studying a second language has become increasingly apparent in recent years. English is considered a universal language that allows people to communicate among themselves. Additionally, it gives its speakers access to professional and educational prospects abroad as well as advancement in their personal lives. However, in terms of education, this field has to adapt to the numberless changes that occurs in the last years. As a result, all those who are immersed in education must be in a constant challenge, which implies challenging themselves.

Regarding Education, English always has been included in academic people formation. Therefore, those who study it as a second language from an early age will help to explore new cultures. Being associated with this experience, individuals also increase their cognitive ability. English has skills that need to be developed in order to master the language; they are divided into two groups. On one hand, there are the receptive skills that involve listening and reading, on the other hand, there are the productive ones that are conformed by speaking and writing. Nevertheless, all of them are important to becoming a bilingual person able to control the language for your own benefit.

## Research Problem

In Ecuador, English has been constantly changing. However, the reality of English as a foreign language in Ecuador is disturbing. Peña & Sánchez (2013), point out that "After the teacher's evaluation in 2013, with the Test of English as a Foreign Language, shows that the 73, 33% of the teachers have a low level of linguistic competence; which affects the learning process of their students" (p.26). Therefore, the reality in the country regarding EFL learning has demonstrated a poor performance over the years. Assuming that, the main cause that contributes to this phenomenon is that English teachers in the Ecuadorian territory do not use strategies that strengthen communicative competence in their students.

On the other hand, for more details about the problem, there is an investigation, which establishes other obstacles in the correct development of English as a second language. A project carried out in Mejía and published in Quito, demonstrates the real condition in the teaching-learning language process, Quinga (2017) determines, "It is discouraging to know that it has not been obtained the expected progress because English classes have become repetitive and rote, realizing that there are still traces of traditional education" (p. 4). Consequently, this has been

considered a challenge for the teachers and the students, since they must need to enhance the four language skills mentioned before (listening, speaking, reading, and writing).

Such is the case of the listening skill, as it is one of the most important keys to being able to understand conversations, speech, and any kind of oral production. However, enhancing auditive comprehension in English learners is not enough to have a large knowledge of grammar. It also depends on the ability to communicate with others since to the correct learning of EFL there are no separate capabilities. Moreover, according to the reality of its learning, becoming a master in English has been tough. This is principal because students are under great pressure of learning the language, consequently, stress increases in them. There are conclusions that state, "The mental pressures affected the learning and education activities and weakens them. It indicates feedback which will reflect in the results of the education period and will decrease the level of quality objectives" Alvani (1989, pp. 153) in Mehrban & Pourghasemian (2016).

### **Justification**

Based on the fact that English is a fundamental part of the academic program offered by Ecuador, it is truly important to foster English learning correctly. Therefore, this project was developed with the purpose of giving further data about the importance of English teaching - learning process, as Ashner (2007, pp. 8) in Collaguazo (2016) maintains, "In English language teaching it is important to generate quality education, with the commitment and active participation of all the educational community" (p. 8). In summary, English in the educational field needs the cooperation of all those who are part of this process in order to achieve the goal of improving the level of language proficiency in the country.

Thus, the enhancement of English as a foreign language depends especially in the correct development of all skills. As a result, teachers implement different methods, strategies or techniques in order to achieve better results in their students. However, the implementation of podcasts as a tool to enhance listening skills could help them with the main problem. In this way, it is a strategy that allows both, teachers and learners to have an active educational process by exploring new content and getting more familiar with the Information Communication Technologies.

## **Research Impact**

This research project has the interest of help to solve the different problems that senior students have with the development of listening skills in their English classes, at Teodoro Gómez de la Torre High school. Therefore, this proposal looks for a positive effect on the learners at implementing it in English lessons, and at facilitating the teachers' job. This, by the creation of a didactic guide about podcasts as an educational tool, and how to lean on the correct use of digital resources and practical material in order to change the modus operandi in which the teaching-learning process develops normally.

## **Objectives**

### **General Objective:**

Determine podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023.

### **Specific Objectives:**

- ✓ Analyze the theoretical bases about the use of podcasts in order to enhance listening skills.
- ✓ Diagnose the methods used by the English teachers at Teodoro Gómez de la Torre High School.
- ✓ Propose a didactic guide about Podcasts by using digital tools for the listening skills enhancement.

# CHAPTER I: THEORETICAL FRAMEWORK

## 1.1. Learning Theories

Due to psychology was consider as an experimental science in the 90s, its importance became fundamental in the educational field. Therefore, along the years, different professionals try to find and explain how humans learn. There are many influential theories that are based on dissimilar perceptions of the teaching-learning process. Those theorists stablish how learning occurs, the factors that influence people over their life, and the strengths or weaknesses while acquiring new knowledge.

### *1.1.1. Humanism*

This theory has a strong emphasis in the correct development of the whole person. Humanism focuses specially in the inner world of the learner as well as the thoughts that the individual produces like feelings and emotions during the human development (Williams & Burden, 1997). Some important aspects of this theory are involved with the people´s social and emotional development in order to reach *self-actualization*. Therefore, the learner needs are the center in the education process, and being the teacher means assists him during his discoveries.

### *1.1.2. Constructivism*

It is a theory that has the believe that learners´ experiences are the fundamental tool for learners in order to create their learning. Williams & Burden (1997), states that this perspective is based on the fact that knowledge is better when is constructed, rather than transmitted from one to other individual. On the other hand, in this theory teachers have to consider one important thing, in which one knowledge construct other one, so there is no only one way to teach. As a result, both teachers and learners have the opportunity to use their spontaneous imagination during this process.

### *1.1.3. Cognitivism*

In education, the cognitive theory is interested in mental processes that concern how the human mind works while learning (Williams & Burden, 1997). Thus, from a cognitive view, learners are considered active participants influenced by internal and external factors in the acquisition of knowledge by using different mental strategies to support their learning. In this



way, many of the psychologists believe that learners create their own sense of the world that surrounds them.

## **1.2. Methods and Approaches in Language Teaching**

For language teachers there are different options regarding methods, approaches and techniques that better conveys them to guide their classes with a process in the classroom. Nevertheless, there exist some particularities according to these terms.

### ***1.2.1. Approach***

Approaches are related with the countless theories that involves the process in which people learns. As Anthony (1963, pp.63-70) in Richards & Rogers (2001) states, “An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught” (pp. 21).

### ***1.2.2. Method***

Talking about methods involves how teachers apply an approach in the teaching-learning process. From the perspective of Anthony (1963, pp.63-70) in Richards & Rogers (2001), “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural” (pp. 21).

### ***1.2.3. Technique***

On the other hand, the techniques are specifically the activities proposed by the teachers, as well as the steps to carry out it. Anthony (1963, pp.63-70) in Richards & Rogers (2001) establishes that:

A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (pp.21)

Therefore, the education process has a procedure to fulfill, this is how all those steps are linked in order to reach the main objective in the educational field. Moreover, for an educator it is essential to know about methods, approaches and techniques and relating this theoretical basis when working in the classroom.

### **1.3. Electronic Learning (e-learning)**

Electronic Learning, most commonly known as e-learning is considered an alternative learning modality. It has been frequently used in English classes by incorporating new challenges for students and teachers. The main purpose of Electronic Learning is to give a meaningful use to the new technologies for information and communication in order to facilitate the teaching-learning process. Nowadays e-learning represents a set of proposals regarding multimedia telecommunications in synchronic and asynchronous spaces. Additionally, E-learning is a concept that refers to a certain modality of organization, development, and evaluation of the teaching-learning processes that materialize or takes place through educational spaces created digitally and which are called virtual classrooms. Therefore, this concept is closely related to e-learning. Traditionally, e-learning has been linked to distance education. (Area & Adell, 2009, págs. 5-6)

Applying electronic learning in virtual classes propitious the elimination of physical and temporary barriers. Traditional education avoids the idea of learning only by face-to-face classes, allowing “lifelong learning” which (Valamis, 2022) defines as “Lifelong learning is a form of self-initiated education that is focused on personal development. It has generally been taken to refer to the learning that occurs outside of a formal educational institute, such as a school, university or corporate training”. Being voluntary and elective learning improves the personal and social competence of the students who choose their specific skills to develop for having, as a result, a motivated learner during the process.

An advantage of Electronic Learning (e-learning) is that it is flexible and personalized in which the didactic materials can be planned by teachers according to the reality of the focus group.

E-Learning is a flexible teaching-learning modality that consists of the design, implementation practice, and evaluation of a course or training plan developed through

networks of computers and can be defined as education or training offered to individuals that are geographically dispersed or separated or that interact at different times of the teacher using computer and telecommunications resources. (Area & Adell, 2009)

Therefore, the teacher's vision is to situate the students as the priority when imparting their knowledge taking the role of facilitator, and promoting learners to acquire an active position by training them to be multitasking people, and developing individual and collaborative activities in their professional formation stage. With e-learning advantages, the advancement is everywhere but it also means that the learners' responsibility increases since the actualization of content and the actual knowledge management constantly falls on them. As Obando et al. (2017) considered, Web 2.0 technologies contribute with positive aspects in the teaching-learning process since they establish a good interaction between teachers and students, students and other students, students and subject matter, and students and resources (technology). Thus, it is important to emphasize that the effectiveness of e-learning depends markedly on the learners' autonomy.

#### **1.4. Blended Learning (b-learning)**

For González (2015) "B-learning or combined learning is the modality in where there are both physical or face-to-face meetings, as well as virtual ones and where the ICT or electronic resources, such as forums, chat email are used as support" (p.520). This approach allows both teachers and learners to improve their English learning. Moreover, the b-learning method currently combines the different facets of the educational process, including the advancement in technology in daily classes. Moreover, (Rendón, 2020) confirms that the use of the b-learning approach improves English classes, establishing that "B-learning will enhance listening skills by the use of digital tools and to the implementation of technical resources such as social networks, online courses, learning management systems (LMS), students are able to carry out activities related to listening abilities".

As being considered combined learning, the teachers' traditional role changes as a mediator between the virtual learning and students. With this capability, the teaching-learning process allows a strategic domain of skills, language competence, critical thinking, and dynamic and collaborative work. Additionally, b-learning offers the advantages that the educational agents can have such as various Web sources which are always available. As González (2006) suggests more specific advantages of using b-learning:

- Allows interaction, and exchange with groups and contributes that way to the development of cognitive skills among all students who use that modality.
- It has a flexible design, which allows each student to organize his time to develop the activities that are placed on him.
- The student has the support of the teacher, as well as the support and collaboration of other participants.
- Teaching is student-centered, as a result, the student acquires greater autonomy and responsibility in a shared learning process.
- Digital educational materials can be placed in different formats. (p. 521)

Thus, b-learning unlocks many strategies that give the chance to change the teaching-learning process. Consequently, as Obando et al. (2017) establishes that it is important that language educators must continually update their linguistic, cultural and methodological knowledge, so it is crucial that they examine their existing teaching paradigms and consider how they can be enhanced or replaced in the not-too-distant future by emerging Web 2.0 technological developments.

### **1.5. Podcasts**

Podcasts are audio pieces that are available in internet to download from any website. This term comes from the expressions “iPod” and “broadcast”, those are part of the countless types of digital tools that currently exist. They can have two different formats, audio or video. There are different meanings of podcasts:

- A broadcast that is placed on the Internet for anyone who wants to listen to it or watch it (Cambridge, 2022).
- A podcast is an audio file similar to a radio broadcast, that can be downloaded and listened to on a computer or MP3 player (Collins Dictionary, 2022).

Regarding those definitions, it is possible to state that podcasts is a technological media that transmit information to a listener. This information can be content related to any kind of topic. As they are considered a digital media file, they can be played and even created in any device that has internet, so it access is easy. Moreover, websites offer new content frequently

and it can be downloaded without a subscription. As a result, its audience can listen them whenever, wherever and the times that they want.

### ***1.5.1. Podcasts' Features***

Based on the explanation about podcasts, there exist different features that this technological tool contains. Yamaguchi (w.d), mention some of those characteristics, first of all it is a one-time production which is a great benefit since in the recent years there exist fake content all over the internet world. On the other hand, podcasts are composed by episodes that make them a serial production able to be produced and reproduced daily, weekly, and monthly. Another important feature to consider is that they can be uploaded as well as downloaded automatically by both, the listener or the autor.

Nevertheless, there are more elements that a podcast needs in order to consider it useful. It is because this type of piece of content requires a good management for its conveying on the web. This because of the big amount of digital tools that appear on the internet. Thomson (2019), give some of the elements that a good podcast should have to be relevant:

**Table 1**

*Elements of a good podcast*

<b>Elements of a good podcast</b>	Focus on a central idea Address an audience Fulfill Schedules Follow an structure Originality
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Note. Adapted from *What makes a good podcast?*, by (Thomson, 2019).

Thus, podcasts have many features, the same that listeners need to take into account at choosing them. Specially because they are created to give a good experience of any topic it can be about. As it purpose is to entertain, it keeps the interest of its audience by making its content as natural as possible. This, in order to create a singular relationship between the author also known as “host”, and the hearers. Finally, the podcaster needs to be continual and regular with his or her schedules by following a planning phase.

### 1.5.2. Types of Podcasts

On the web, there exist many different types of educational podcasts with a variety of categories. However, all those are divided into three groups. Yamaguchi (w.d), mentioned that depending on the characteristics of a podcast, it will be classified; therefore this categorization will be the following:

**Table 2**

*Types of Podcasts*

Type of Podcast	Characteristics
<b>Basic Podcast (Audio only)</b>	<ul style="list-style-type: none"><li>✓ It has a mp3 format.</li><li>✓ Will be created by using a voice recording</li></ul>
<b>Enhanced Podcast (audio and pictures)</b>	<ul style="list-style-type: none"><li>✓ It has an mp4a or mp4b format.</li><li>✓ Will be structured by chapters with a narrative.</li></ul>
<b>Vodcast (Video)</b>	<ul style="list-style-type: none"><li>✓ It has an mp4 format.</li><li>✓ Will be created with a video editor.</li></ul>

Note. Adapted from *What is podcasting?*, by (Yamaguchi, w.d)

## 1.6. Podcasts in Education

### 1.6.1. Podcasts in English Teaching

Online tools like podcasts give the chance to change the traditional English classes offering more interaction in lessons. Besides, it is important to remark that these resources enhance experiences between learners and learning management. (Stanley, 2007) establishes, "These virtual spaces can be created from classrooms and households, and in the particular case of language teachers, these learning environments can help them in their professional development and improvement teaching" (p. 42).

Thus, this technological resource assists teachers by tracking student progress systematically thanks to the advantages that podcasts offer being a promising tool. On the one hand, teachers can have the chance to expose their students in front of the authenticity of

English. On the other hand, using podcasts as a material to enhance the second language skills, teachers will be able to match the students' interests with any of their abilities, either in class or at home.

### ***1.6.2. Podcasts in English Learning***

The implementation of podcasts in teaching gives to the students the opportunity of foster their English skills, as well as the acquisition of a varied vocabulary. This technological tool supports the learning process by making it practical for enhancing the communication between learners. As Bamanger & Alhassan (2015) state "Podcasts provide students the opportunity to experience authentic forms of the language and get personal involvement to learn various skills of English language" (p.66).

It is important to highlight that the implementation of podcasts improves not only oral expression. It improves all those skills that shape the language, (listening, speaking, reading, and writing). Consequently, those tools promote autonomous and collaborative learning, and there is no question that these characteristics are difficult to develop in classrooms because of different factors, so the teaching-learning process is not meaningful for the learner.

### ***1.6.3. Advantages of Podcasts in the Academic Field***

Lately, education has also had to adapt with the advancement of technology. Thus, with the creation of podcasts and its consumption increasing they are considered a functional source in the academic field either to teach or to learn. It is because they are an innovative material that helps people to internalize about any topic, so learners will be able to construct their own learning process. According with Goldman (2018), states that besides podcasts are considered an entertainment tool, they can also be considered to create academic activities that are meaningful for students. Therefore, podcasts offer some significant advantages to the teaching-learning process, especially in this modern era that strictly involves the use of technology.

Based on the explanation above, there emerge different advantages that support using podcasts for the English listening skills enhancement. Jain and Hashmi (2013) consider the following advantages the most significant:

1. Podcasts help students to be the ones to search for material for their learning process.

It means that these technological tools involve students in getting more interested in their own learning process by encouraging them to seek to develop their own listening skills. Moreover, they also offer the students the opportunity to include topics that are of their interest in their English Classes.

2. Students enjoy their learning though the use of the technology.

By podcasts students are able to get more in contact with digital media which is of utmost importance in for the educational process in the 21<sup>st</sup> century. In addition, students' satisfaction also increases since learning is reinforced by strengthening and expanding vocabulary.

3. Teaching gets easier in order to make students good listeners.

By implementing podcasts in English listening lessons, teachers provide their students the chance to practice listening comprehension not only in the classroom, but also out of it. It is because these tools can be applied or used anywhere and at any time. Consequently, this fact helps to the teaching process because classes get transformed by being more dynamic.

### **1.7. Teaching English as a Foreign Language**

Some years ago, teaching English all over the world was different from today's process. Teachers' attention was principally focused on how the learner expressed their ideas rather than their emotions; this was because they had the ideology that at expressing those feelings or emotions the students are only using their mother tongue (Broughton, 1978). This was a rule that professionals in the educational English field had to follow without exceptions because of their priorities in teaching and intensively applied to bilingual learners. As a result, they only put their attention on understanding grammatical structures and vocabulary, same that did not give them the opportunity to explore the language as such.

English is now considered a global language. So, it has been transformed into a lingua franca, which means that it is used in fields such as business, science, and education. The last one mentioned is one of the most important ambits regarding the teaching of English as a foreign language. According to Broughton (1978) "The increased learning and teaching of English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of EFL" (p. 7). In this way, this allows



considering how powerful can be learn a new language. Moreover, it demonstrates that the labor of those who are involved in teaching English is important in people's daily life, "The teaching work should be oriented to the leadership of the student, promoting situations in different contexts that provide opportunities for students to express themselves, using English as a channel for transmitting their ideas" (Guevara, 2015, pág. 109).

Throughout the world there exists the necessity of learn English as a second language, the same that contributes to increase the potential of the teacher's role. In other words, teachers have to encourage learners through the process, in which they can use many methods, techniques and sources that has been appearing in the latest years in order to deal with teaching. Therefore, teaching the foreign language implicates the application of new theories that will help to the teacher to develop their own material in order to give a change to the traditional lessons. Nowadays, English teachers have changed the rules and have tried to find how to improve the teaching-learning process. A research developed by Taridi (2016) states that "In the teaching activity the use of learning models, learning methods, learning media, and learning sources are referred to the subjects' and students' characteristics" (p. 3). Referring to the teaching process as a more dynamic and interactive purpose in the life of who is acquiring a second language.

### **1.8. Learning English as a Foreign Language**

Learning a language in the past was not considered noteworthy for people. Assuming this fact, English learners in the past were considered passive ones, here the learning process was focused especially on acquiring knowledge about syntax, semantics, and morphology, which means only learning about explicit rules such as grammar or lexical without any interest in shaping their critical thinking or even more motivating to develop their language competence (Hernández, 2014).

Today, learn a language is different from some decades ago. On one hand, English students are focused on improving their profile by including those factors that were not applied years before. As a result, students have different perspectives and positions in front of the idea of being part of that percentage of the population that choose studying English as a second language . On the other hand, there are different components related to the learning process of the English learner, as Richards (1985) proposes:

The roles of the learners are related to approaches to learning, attitude to learning preferred learning styles and strategies, preferred learning activities, patterns of learner-to-learner interaction, patterns of the teacher to learner interaction, degree of control learners exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning (p. 13).

As a result, studying a new language can give new opportunities to the learner in both, daily life and professional aspects. This is because English has been a common language between countries for many decades, thus, learners are the ones who decide to acquire a new language. From this point, they have to dominate the four skills that structure the language: listening, speaking, reading, and writing to improve their learning process systematically. Nevertheless, varieties of factors that influence English emerge while learning, and the same play an important role in the position of the students.

On the one hand, they have to be able to keep information in order to discover the language by themselves, in other words, they need to develop a sense of self-study to have good outcomes in their learning. On the other hand, the material also plays an important role in learning, as Guevara (2015) mentions “Meaningful learning of the English language is fostered through a motivational environment with teaching materials and resources relevant to the topics of interest to the students” (p.110). Consequently, it means that being a language learner not only depends on the knowledge that they can pick up from the teachers, but it also depends on being able to construct their own knowledge and the materials and tools used to practice it.

### **1.9. English Skills**

English as a foreign language is composed of four important and basic skills: listening, speaking, reading, and writing. However, those also have a sub-classification, receptive and productive. The receptive ones are listening and reading, Sreena & Ilankumaran (2018) establish that “Language is received and meaning is decoded for the easy understanding of the message. Imagination is increased through listening and Reading”. Whereas the productive ones are speaking and writing, they are also known as active skills and are required by the learners to be able to generate ideas either in speech or in text.

### ***1.9.1. Reading Skills***

Reading concerns a skill in the English language. As Indeed Editorial Team (2021) “Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages”. Besides, this English skill is an important key in order to dominate the foreign language and work in order to achieve the ability to develop literacy skills; those are used to interpret a text and give meaning to it. As a result, second language learners avoid misunderstanding or expectations at developing correctly the reading skill.

### ***1.9.2. Writing Skills***

Writing development is essential in English language learning. This ability is defined by Rais & Setyaningsih (2017):

Writing skill is specific abilities that help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they cannot only read what they have written, but other speakers of that language can read and understand it. (pp.1-2).

Consequently, the writing skill must be mastered to develop a correct way of communicating information placed in any type of message. With the recognition of the sequence, organization, content, grammar, and vocabulary the skill can be developed fluidly. Therefore, English learners need to dominate these staff to develop a good writing process.

### ***1.9.3. Speaking Skills***

Language means communication, and due to this fact, speaking skill is fundamental in English study. According to the investigation of Istiqamah (2020):

Speaking has an important role in all aspects of language skills: it is the flesh of language, speaking is a means of oral activity that plays an essential role in human interaction and communication when people express their ideas, mind, and feeling to others through the sequence of sound, word, and sentence. (p.1).

By speaking, English learners are capable of conveying general ideas and more importantly maintaining social relationships thanks to good communication with foreign people or learners of the language as well.

#### ***1.9.4. Listening Skills***

To update the learning performance in English is noteworthy to encourage learners to keep improving their listening skills to be able to respond to spoken messages or even written ones. For Solak (2016) "Listening is not a passive skill but an active process of constructing meaning from a stream of sounds. Listening can be considered the fundamental skill to speaking because without understanding the input at the right level, learning cannot begin". Therefore, listening is considered an interactional process, in which the listener tries to understand in a meaningful way spoken words emitted by other people.

To sum up, listening is the ability to interpret and understand messages at communicating with others, particularly in making conversations with native speakers. Thus, attention is the key to developing this skill accurately. Thereby, the interest of this research lies in the fact that listening is one of the four skills in the learning of EFL, which has the same importance as the other three skills (speaking, reading, and writing). However, it means trouble at the time to interact with other people, since it does not matter if you master the speaking skill as issuer if the other person (issuing) does not receive the message. As Rubin, 1994, quoted by (Thanajaro, 2000) mentions, "Listening comprehension has been an existing concern in teachers of a second language". Consequently, the importance of practical implementation of new tools, materials, and resources for changing the modus operandi of how students learn is fundamental in this process. As an investigation says, "It is a well-known fact that listening is vital in the acquisition of the English language because it provides language input" (Krashen, 1985, pág. 33).

### 1.10. Listening Subskills

As listening is considered a process, it is divided into subskills, some which improve this skill and make this process more complete. In addition, those elements will help learners to improve and build a better knowledge and become an effective listener. According to Solak (2016) there are six mostly used in language classes that contribute to the ability to listen and interpret information through the communication process.

**Table 3**

*Listening Subskills*

<b>Subskill</b>	<b>Function</b>
<b>Listening for-gist</b>	Get a general idea
<b>Listening for specific information</b>	Get a piece of information
<b>Listening in detail</b>	Get every detail
<b>Listening to infer</b>	Understand how listeners feel
<b>Listening to questions and responding</b>	Answer questions
<b>Listening to descriptions</b>	Get specific information

Note. Adapted from *Teaching Listening Skills*, by (Solak, 2016)

### 1.11. Stages in Listening Skills

Actually, receiving a message means maintaining connections between human beings. Listening involves different stages that are important for the successful development of the entire process. It is well known that the receptive skill of listening is an active action in which having understanding feedback is the clue in order to operate correctly with the productive skill. In accordance with previously established, there emerged three stages in listening: Pre-listening, while-listening, and post-listening.

**Table 4**

*Listening Stages*

<b>Stage</b>	<b>Function</b>
<b>Pre-Listening</b>	Activate previous knowledge
<b>While-Listening</b>	Relate activities to the listening process
<b>Post-Listening</b>	Give feedback

Note. Researcher's Elaboration.

### ***1.11.1. Pre – Listening***

Before starting with a listening activity, there exists a stage, in which learners will be able to hear some explanations about the activity. This is carried out in order to activate their previous knowledge according to the topic viewed in class. Solak (2016) considers that “Pre-listening activities activate the schemata and help students to predict what they will hear. Activating schemata means activating students’ prior knowledge. Activities to activate learners’ schemata might include brainstorming, visuals, realia, text and words, situations and opinions, ideas and facts” (p.37).

### ***1.11.2. While – Listening***

This stage helps students to enter the understanding phase. Solak (2016), characterizes this stage as activities that are common and directly related to listening tasks on the text. Moreover, students can develop the task while immersed in the listening process or even after it. Thus, the role of the teacher consists in matching those activities according to the instructional objective, which is composed of the proficiency level of the learners plus the listening purpose. At least there are some while-listening activities such as storyline picture sets, true/false, completing grids, etc.

### ***1.11.3. Post – Listening***

The post-listening stage consists in making the learners work in detail regarding the application of different types of strategies to allow them to link them with their lives. Underwood (1989) in her book considered “The post-listening task as an activity that is realized after the listening, merging all the work performed. Post-listening tasks may be directly related to the pre-and while-listening activities or they can just be loosely related to these activities”. In other words, this stage is about giving feedback to students to summarize ideas, as an example, there is the checking and summarizing activity, the same that allows teachers to monitor learners’ performance during the lesson, also they have the responsibility to keep the attention of their students until the end of the listening activity. On the other hand, other types of activities are discussions, critical thinking, problem-solving, information exchanges, etc.

## **CHAPTER II: METHODOLOGY**

### **2.1. Type of Research**

This research project was based on a mixed research, which involves quantitative and qualitative methods in order to analyze the multiple data that the investigation offered such as knowing the different perceptions of the participants and their results. The mixed-method approach, as (Creswell, 2003) mention in their work, “Mixed method design is research design that involves both quantitative and qualitative data in either single study or in multiple studies in a sustained program of inquiry” (p. 02).

#### ***2.1.1. Qualitative Method***

This study has a qualitative method since there was applied an interview to the teachers of the English area in the Institution. Consequently, the data obtained from this research tool allowed the researcher to know the teachers’ point of view as well as their experiences. Thus, according to (Bhandari, 2020), qualitative approach involves “Collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research”.

#### ***2.1.2. Quantitative Method***

This study has a quantitative method due to the design and application of a survey aimed to the senior students to analyze their perspectives and preferences regarding the use of podcasts as an academic tool to improve their listening skills. Therefore, in other words quantitative research refers to “The process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations” (Bhandari, 2020).

### **2.2. Research Designs**

#### ***2.2.1. Descriptive Design***

This study will be descriptive, which according to (Dulock, 1993) “The purpose of descriptive research is to determine and discover whether there is an association or relationship among two or more variables selected” (p. 154). Thus, will seek to show the advantages from

the use of the new material (podcasts) in order to propose different strategies to complement the listening comprehension in English learners. Moreover, the investigation will be explaining accurately the steps to follow, so as to have precise information and results once what has been proposed has been put into practice according to the variables.

### ***2.2.2. Experimental Design***

On the other hand, it also will have an experimental design. As (Babbie, 1998) mentions, “Experimental research includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated and compared. Most importantly, experimental research is completed in a controlled environment” (p. 06). Therefore, the investigation seeks to enhance the listening skills of senior year students from Teodoro Gómez de la Torre High School, according to the reality of the learners in front of the acquisition of the language. In this way, this work will catch their reactions by the implementation of podcasts like a didactic resource and then analyze the different results, the same that could be beneficial for their learning process.

## **2.3. Research Techniques and Instruments**

### ***2.3.1. Interview***

This qualitative research instrument is required to collect data of a subject. In this case, the interview is going to be directed to the main respondent, which are the English teachers corresponding to the focused group. As well as, with its implementation, the purpose of have a better understanding and explanation of the problem will be most effective. On the other hand, it allows the researcher to explore the opinions, experiences and behavior of other important role in the class. The interview will be structured, with a total of 7 questions.

### ***2.3.2. Survey***

This technique will be of service to gather quantitative data. Thus, the survey is going to give relevant questions in which the sample will provide to the researcher important information. The survey will be a guided one, which means that the researcher is going to explain the questions and work together with the respondents. The instrument is going to have a structured construction, consequently; it consists of 10 closed questions, the same will allow determining the current status of the students according to their English classes and their learning during this academic period.



## 2.4. Research Questions

- ✓ How podcasts can help to the listening skills development?
- ✓ What are the advantages of applying podcasts to improve listening skills?
- ✓ How the implementation of resources like podcasts can innovate English classes?

## 2.5. Population and sampling

This study was developed at Teodoro Gómez de la Torre High School located in Ibarra. This establishment has a student population of 3,936, the same that is divided into two schedules one in the morning and one in the afternoon. In this investigation a large sample will be employed since the focus group is made up by the third years of high school, which has a total of 372 students. Consequently, it was necessary to apply the probabilistic formula in order to obtain the sample for the research, the same that was composed by five different classes: B, C, F, G, and H, all those give a total of 190 students who will be surveyed to carry out the data collection for this investigation.

### Sampling:

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + Z^2 \cdot p \cdot q}$$

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot 0.5 \cdot 372}{(0.05)^2 (372 - 1) + (1.96)^2 \cdot 0.5 \cdot 0.5}$$

$$n = \frac{3.84 \cdot 0.5 \cdot 0.5 \cdot 372}{(0.05)^2 (371) + 3.84 \cdot 0.5 \cdot 0.5}$$

$$n = \frac{357.12}{0.92 + 0.96}$$

$$n = \frac{357.12}{0.92 + 0.96}$$

$$n = \frac{357.12}{1.88}$$

$$n = 190 \text{ students}$$

Z = Nivel de confianza (95%)

N= Known population (372)

p= 0.5

q= 0.5

e= 0.05

n= Size of the sample we want to know.

On the other hand, in this investigation the total number of teachers that participated are 3 as shown in the table above. There are two English Teachers, one man and one woman, and an English Area Coordinator who is one woman. All of them collaborated in a very cordial and attentive manner in the interviews carried out by the researcher. The teachers answered correctly all the questions with specific and important information regarding the development of their classes, as well as the curriculum.

**Table 5**

*English Teachers*

<b>Participants</b>	English Teachers	English Area Coordinator
<b>Total</b>	2	1

Note: Teacher's Data

**2.5.1. Stratified Random Sampling**

According to the student's data, there is a total of 190 that is composed by 5 different classes, as the table shows those courses has a range of 38 to 40 students each. Class B has 38 students; class C has a total of 38 students too. On the other hand, classes F and H have 37 students each one, and finally class G that has 40 students. All of the students were involved in the investigation and participated jointly with the researcher.

**Table 6**

*Students*

<b>Classes</b>				
<b>B</b>	<b>C</b>	<b>F</b>	<b>G</b>	<b>H</b>
38	38	37	40	37
<b>Total</b>				<b>190</b>

Note: Student's Data

## 2.6. Procedure

For data collection, the researcher developed two types of instruments: a survey and an interview. Those have a different structure because the first one has a structured format and the second has a semi-structured one. However, both were based on the proposal objectives since those will allow the researcher to gather information that helps to the proposal development. Thus, the research instruments were firstly validated by two English teachers (See Annex 1). After that, the researcher asked to the Universidad Técnica del Norte for a permission directed to the principal of the Teodoro Gómez de la Torre High School in order to be able to carry out the investigation within its facilities (See Annex 2). Then, the researcher presented the request to the principal, the same that was approved and both were able to agree on a date to carry out the data collection (See Annex 3).

To gather the students' information, the rector allowed the researcher to apply the surveys only in English classes (See Annex 4). Consequently, before applying the research instrument, the researcher submitted a consent letter to a senior year representative (See Annex 5). Surveys were developed in three days. It was performed online; therefore, due to the lack of internet in the classrooms it was the researcher who provided internet to the students by means of a network anchorage. Then, being a guided survey, the investigator worked with the respondents from the beginning explaining each of the questions.

On the other hand, the teachers and the English Area coordination allowed the researcher to apply them the interview by signing a consent letter (See Annex 6). In this way, their answers were collected by the interviews over a two-day period at different schedules. This process was different than the application of the survey since it was face to face in the English Area and also it was recorded.

To conclude, the qualitative method was applied during the whole data collection. The teachers' interviews correspond to the qualitative method, whereas the quantitative method was used by applying the surveys. Consequently, all the information gathered play an important role in the proposal development. Finally, after those steps there was developed the analysis and discussion of the results obtained through the research instruments.

## CHAPTER III: ANALYSIS AND RESULTS

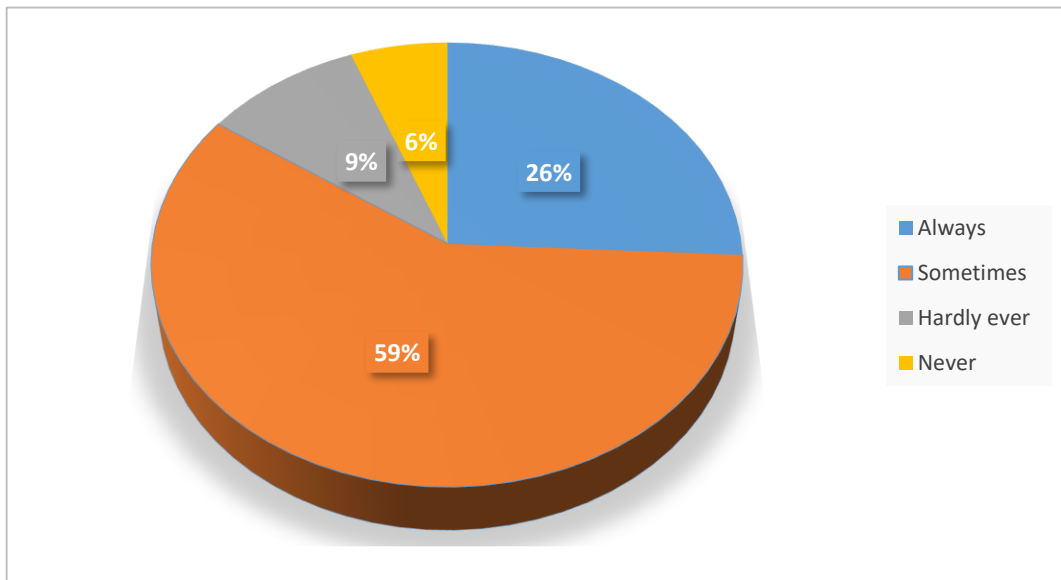
Information has been gathered to help this inquiry evolve properly. As a result, the purpose of this chapter is to analyze the findings from the Teodoro Gómez de la Torre High School senior surveys, teacher interviews, and English teacher interviews.

### 3.1. Quantitative Interpretation

#### 3.1.1. Students' Survey Analysis

**Figure 1**

*English classes enjoyment*

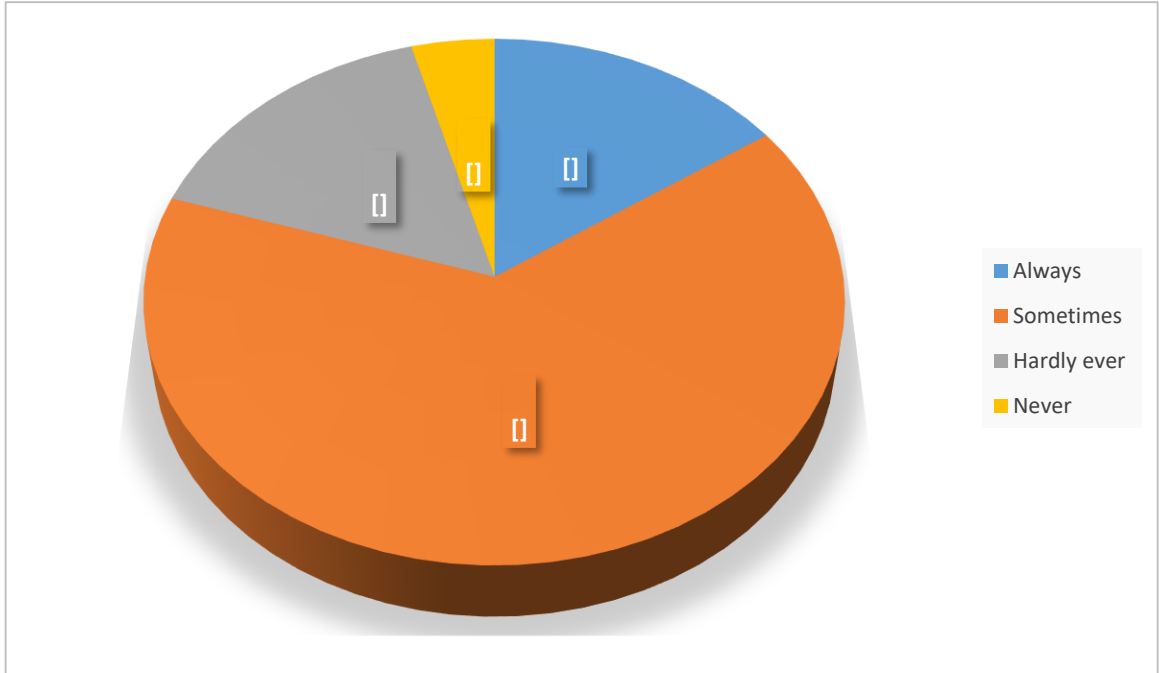


Note: Researcher's Elaboration. Source: Students' Survey (2022)

According to the pie chart (59%) of the students considered that their English classes are sometimes enjoyable. It is common knowledge that nowadays, English classes need to catch the attention of the students in order to prevent them from becoming bored. On the other hand, (26%) of the students answered that English lessons are always enjoyable. It means that for them their learning is interesting. However, (9%) of the population states that hardly ever English classes get entertaining for them, it could be because of the methodologies or material used by the teachers when teaching. Finally, a small percentage of the learners (6%) pointed out that they do not consider enjoyable their foreign language classes, which is possible because of the above mentioned as well as the lack of motivation presented.

**Figure 2**

*Listening skills development*

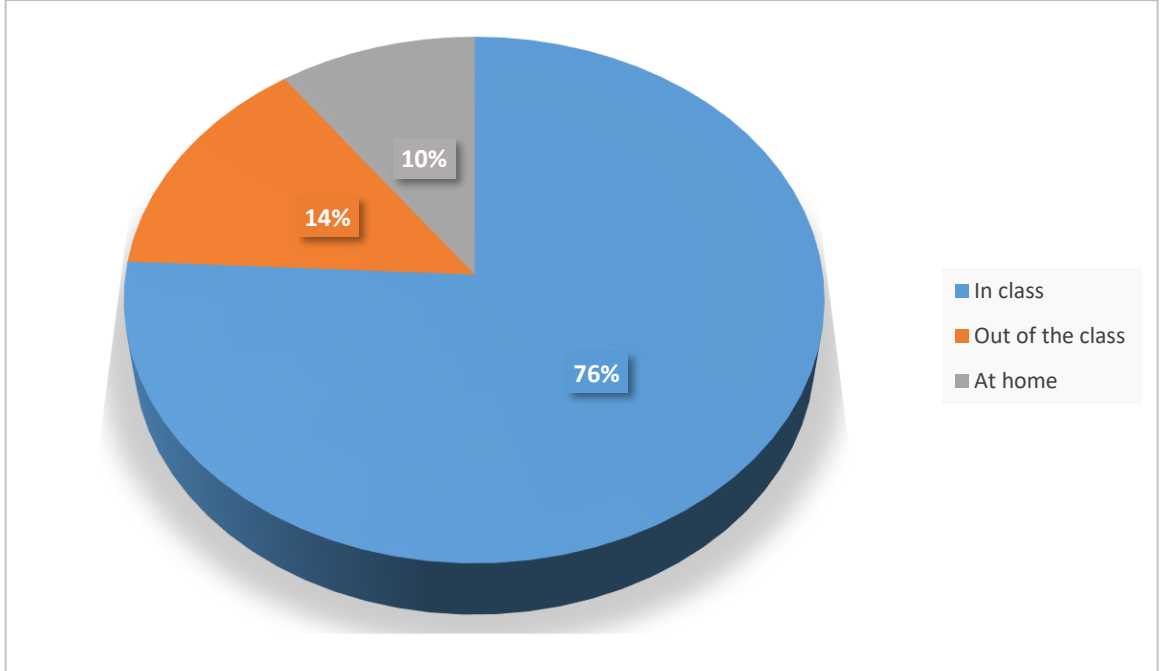


Note: Researcher's Elaboration. Source: Students' Survey (2022)

Regarding this question, most of the students (65%) considered that developing their English listening skills sometimes is difficult. It means an important clue, because it means that the strategies implemented by the teachers not always are working properly since (16%) of the learners answered that their listening skills are hardly ever difficult to success. As well as the (15%) of the population indicates that they always have problems when practicing their listening. They said that this skill is the most hard to be enhanced because of different factors that interfere with its proper development. Finally, only (4%) of the students say that they never presented troubles in their hearing abilities, which means that indeed listening skills are the most hard to be improved by the English learners.

**Figure 3**

*Places where listening skills are most practiced*

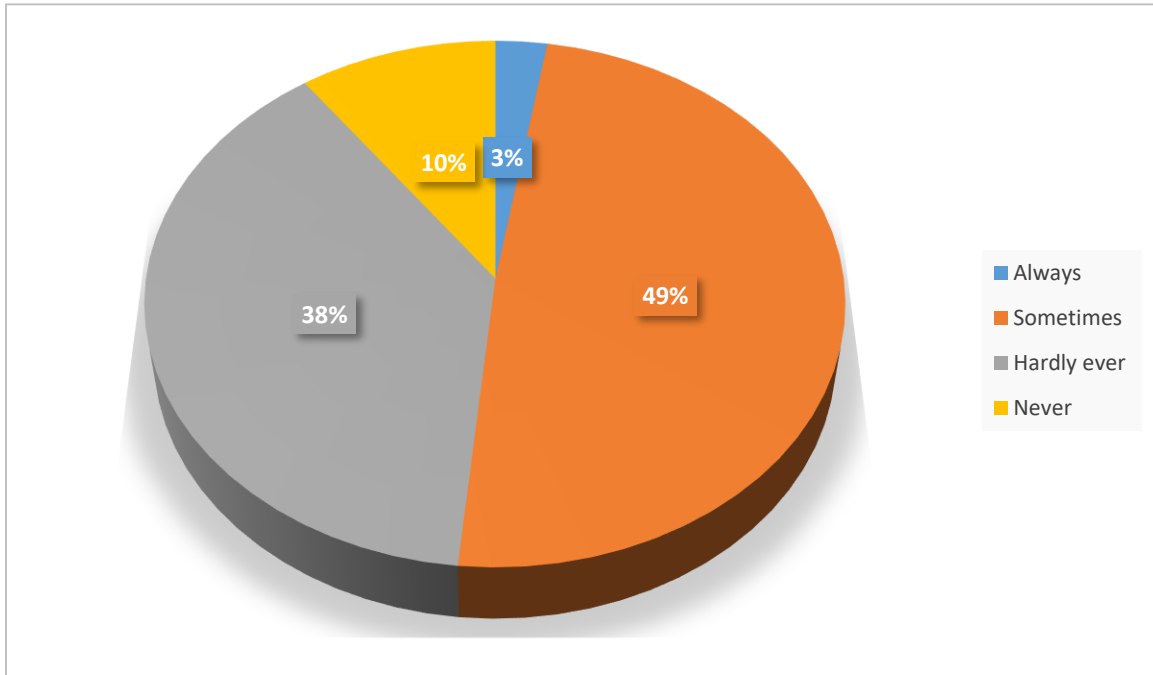


Note: Researcher's Elaboration. Source: Students' Survey (2022)

According to the pie chart corresponding to the question 3, a large part of the population (76%) concluded that in class is where they mostly develop listening skills. It demonstrates that the students do not have too much contact with the language outside of the classroom, as the (14%) of the learners answered. Finally, only (10%) of the students' state that they practice their listening skills at home; consequently, this results show that they do not have interest in practice listening outside the English lessons. Therefore, their interaction with the foreign language does not happen.

**Figure 4**

*Frequency in which listening skills are practiced outside the classroom*

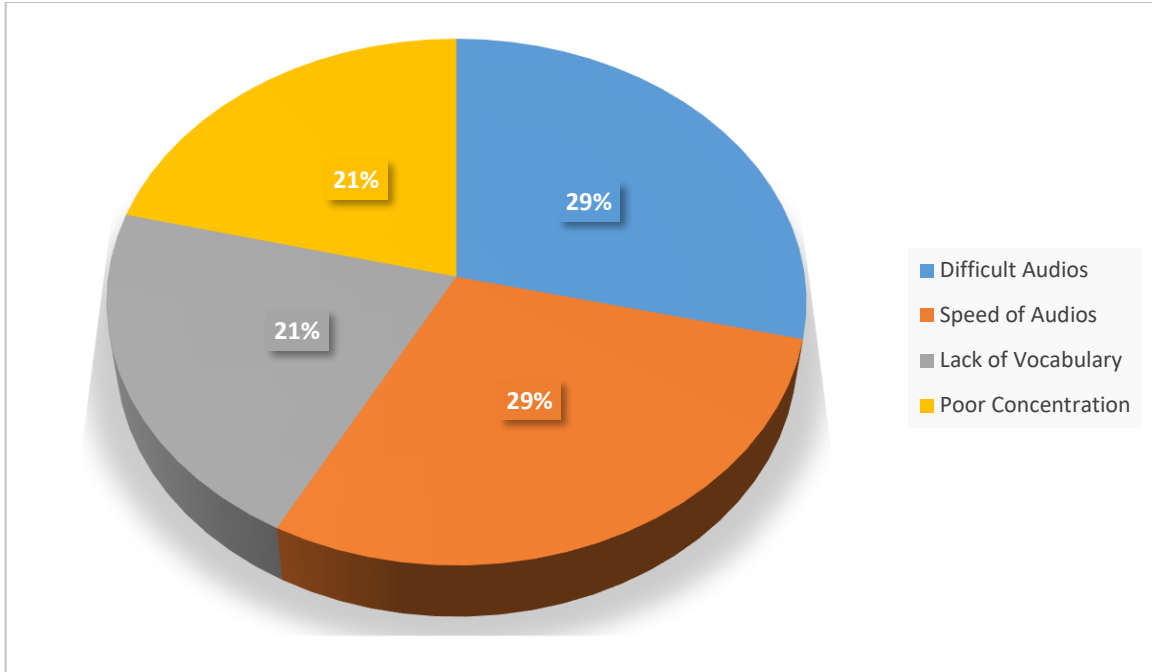


Note: Researcher's Elaboration. Source: Students' Survey (2022)

According to the pie chart, nearly a half of the population (49%) states that they sometimes practice their listening skills outside the class. Consequently, they said that they try to improve their English proficiency by listening music or watching series with subtitles when they have the opportunity. Whereas (38%) of them hardly ever work on their hearing abilities because they consider it difficult to develop, unless it is with the teacher's help. Then, the (10%) of the learners answered that they never train listening. Teachers consider that this problem is due to the fact that students are not interested in improving their skills, because they are satisfied with what they receive in a single hour of class. Finally, a percentage as low as (3%) always practice listening outside the English classroom. It can be considered that those who do so are seeking to improve their English proficiency.

**Figure 5**

*Problems that arise with the material when developing listening activities*



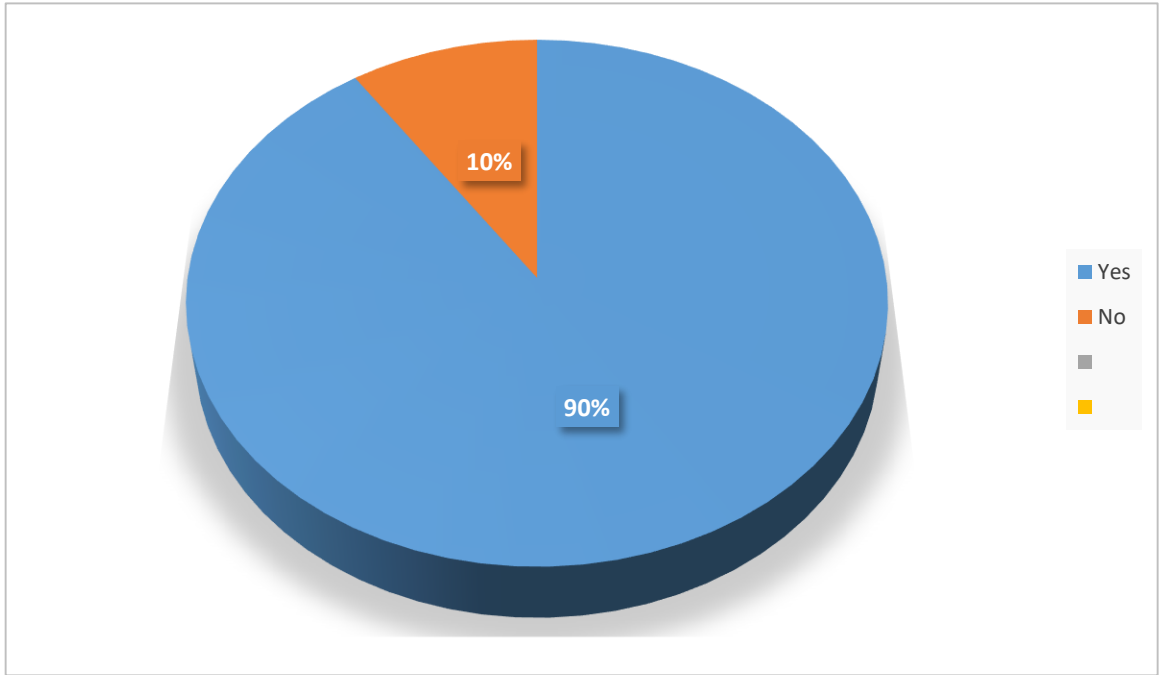
Note: Researcher's Elaboration. Source: Students' Survey (2022)

The pie chart above shows the possible problems that the students have in their listening classes. First, the (29%) of the students think that one of the most difficult problems is the difficulty of the audios. Moreover, another (29%) of the population answered that the speed of the audios means a difficulty in their listening classes. On the other hand, (21%) of the population consider that do not having enough vocabulary in their lexicon hinders their oral comprehension. Finally, another (21%) of the total population states that their poor concentration in listening activities complicates their listening skills enhancement.



**Figure 6**

*Implementation of digital resources in English classes*

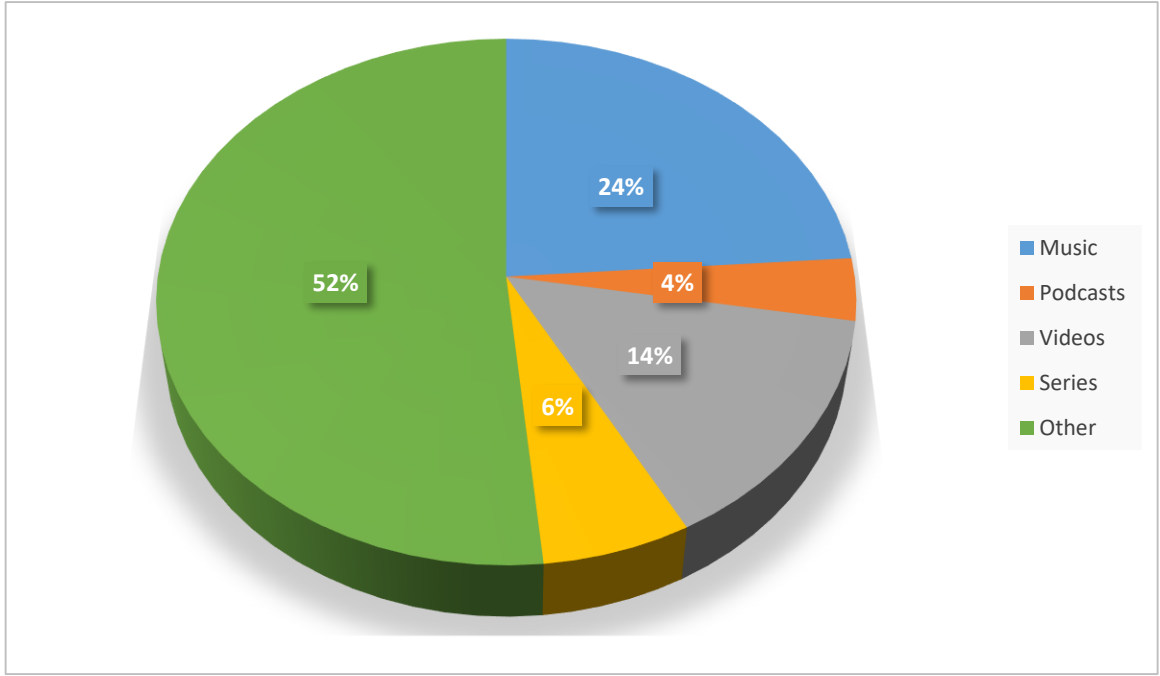


Note: Researcher's Elaboration. Source: Students' Survey (2022)

The results of the pie chart show that most of the English learners (90%) would like that their teacher implement digital resources in classes. As Altun (2021) states “Technology increases student engagement and focus, as it enables students to communicate with one another in the realistic processes of language learning” (p. 227). Therefore, it is important to consider that these new generations are consider digital natives, so they are absolutely involved with the virtual context. On the other hand, only (10%) of the students answered that they would not like teachers implement digital material in the classroom.

**Figure 7**

*Digital resources implemented by the teacher in English classes*

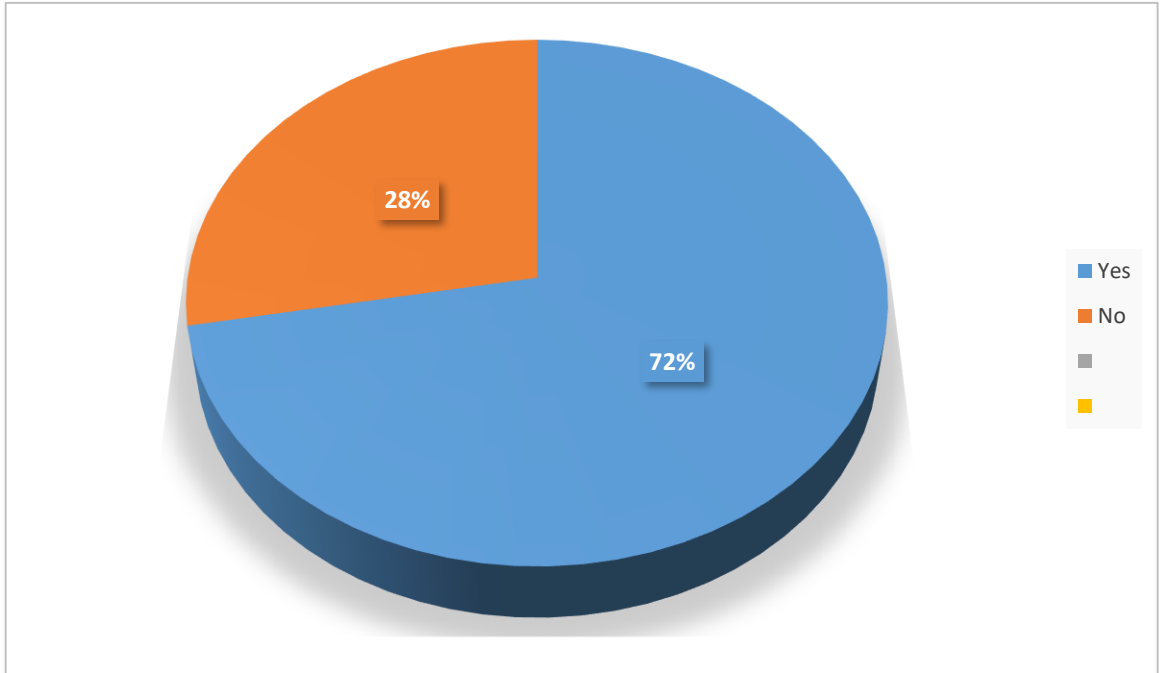


Note: Researcher's Elaboration. Source: Students' Survey (2022)

As seen in the pie chart, (52%) of the students' states that their teacher implements different types of digital tools to teach in listening classes, they said that short conversations are most frequently used. Whereas, (24%) answered that among the options proposed, music is the one that teacher uses the most; teachers said that it is because it is one of the easiest resources to adapt in their classes. Then, (14%) of the English language learners pointed out that videos are also used in practicing listening skills, while (6%) chose the option that refers to series. Eventually, only (4%) of the population states that podcasts are used by their teacher in listening classes, which is interesting because teachers said that they know about podcasts but they do not consider to use them frequently in the teaching process.

**Figure 8**

*Students knowledge about podcasts*

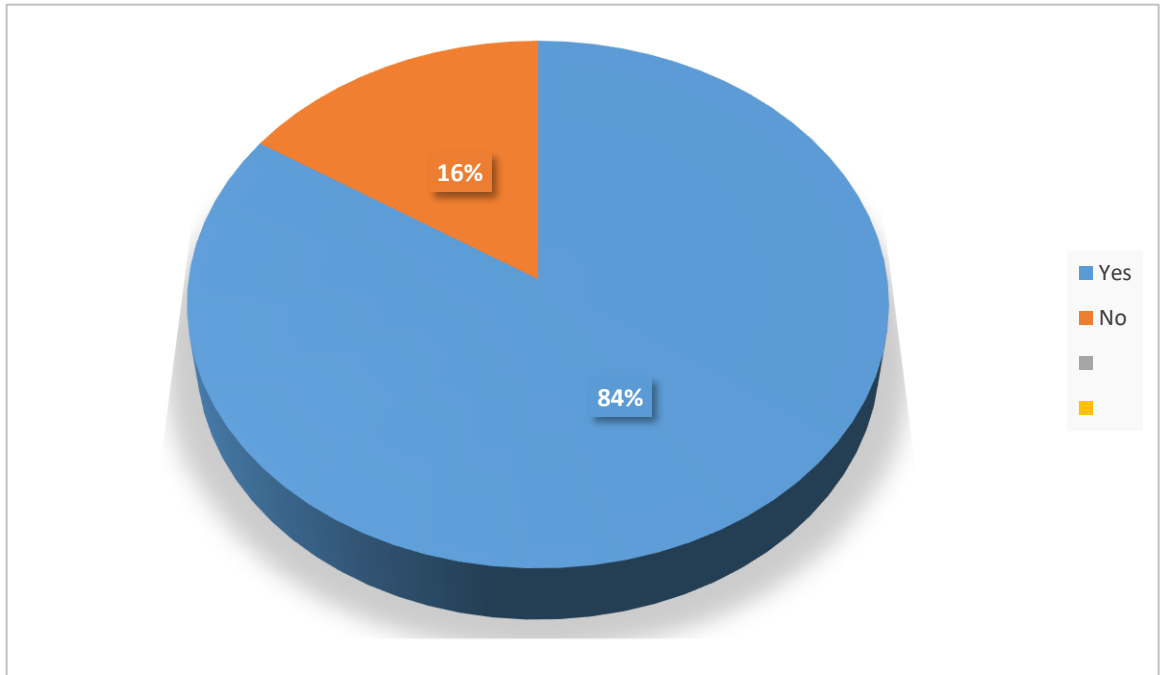


Note: Researcher's Elaboration. Source: Students' Survey (2022)

Regarding question 8, the pie chart indicates that a large part of the population (72%) have ever listened to podcasts. They remark that not necessarily heard them in English classes, but were aware of them because they listened to podcasts in Spanish. Podcasts are a useful material to practice English listening skills, "With the ongoing growth of podcast creation and consumption, podcasts can no longer be ignored in this digital age. Schools need to be acknowledging and taking advantage of this digital learning tool" (Goldman, 2018, pág. 13). Nevertheless, (28%) of the students answered that they do not know about podcasts, even when in this technological era, podcasts can be found anywhere on the internet.

**Figure 9**

*Students interest in listening to a podcast in class*

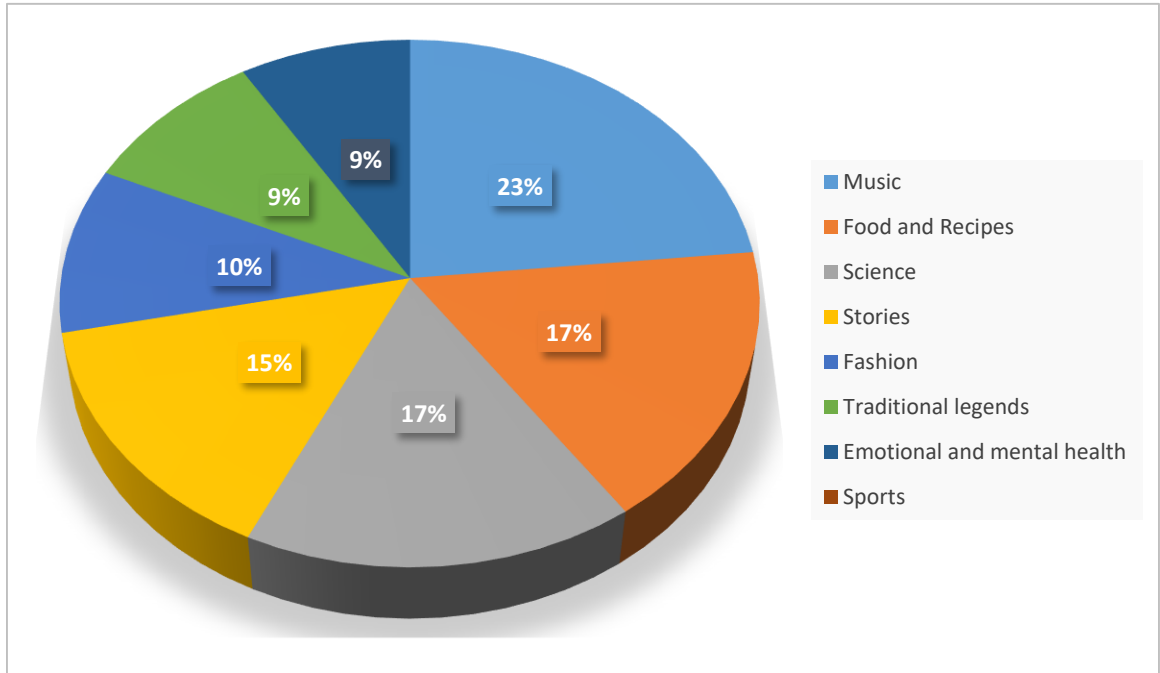


Note: Researcher's Elaboration. Source: Students' Survey (2022)

As shown the pie chart, a considerable part of the English language learners (84%) considered that it will be interesting to listen a podcast in their listening classes. It is an important aspect, because it means that students want to be more involved in the enhancement of their listening skills. Podcasts are a good option since these are practical tools to implement in the teaching-learning process. Besides, the other students (16%) do not like to listen a podcasts to improve their listening proficiency. They believe that innovative tools like these are difficult to use and understand; therefore, they prefer to use the common material presented by the teacher in classes.

**Figure 10**

*List of podcast topics according to student preference*



Note: Researcher's Elaboration. Source: Students' Survey (2022)

The graph above points out essential information about preferred podcasts for students. Firstly, the main favorite podcast theme is about music, the majority population (23%) chose this topic as number one. Whereas, almost the quarter of the population (17%) considered podcasts about food and recipes as another interesting topic to be implemented in their English listening classes. Finally, the third podcast topic more interesting is about science, with another (17%) of the total population. Therefore, the graph shows that the students have different preferences according to the material that will be used in their listening classes.

## 3.2. Qualitative Interpretation

### 3.2.1. Teachers' Interview Analysis

1. **Do you consider listening the most difficult skill to be developed by your students? Please explain.**

**Teacher A:**

Well, exactly I don't know if it is the most difficult skill in order to be developed, but I think is a quite difficult for them because they are not used to listen the native kind of English, so for that reason I think it is difficult, also it depends especially on the speed of the audios, so I think it is a quite difficult not too much.

**Teacher B:**

Definitely the listening skill is the most complex for the students because they have to fulfill many different processes during the last grades of high school. So, it is important that as teachers apply the correct strategies for them. Also, I consider that it is appropriate to enhance the listening skills in our students since eight level.

**Teacher C:**

Yes of course I think that the listening skill is one of the most difficult because this is not only challenging just for our students, but also for us as teachers. It is because when we are facing some international exams we can present some difficulties in listening.

**Researcher's Interpretation:**

In response to this question, the three teachers established that definitely the listening skill is the most difficult to be developed by their students. At least, they have three main conclusions that hinder their students' development in the listening skill. The first cause is that they do not are costumed to listen native speakers. On the other hand, they agree with the fact that their students do not have good English foundations in their students' previous academic years. Finally, the third fact is that they do not like to practice the foreign language outside the classroom.

2. **How much time per week do you dedicate to practicing listening skills with your students?**

**Teacher A:**

Well, exactly if we refer to practice listening skill to do an activity with the students, specifically it takes an hour per week. But, I think that they develop the listening skills

in the whole classes because they have the opportunity to listen to the teacher maybe to a partner, so they have the opportunity to listen too.

**Teacher B:**

According to the new curriculum to develop the listening skills, the authorities develop a plan in which teachers have to dedicate one hour per week for it. It is because there two English teachers for all the levels, in which the main one has four hours per week to practice grammar, writing and speaking. Whereas, the other teacher dedicates one hour for listening skill.

**Teacher C:**

I dedicate four hours per week for practicing the listening skills with my students.

**Researcher's Interpretation**

In this questions, the teachers answered similarly. They think that they have planned 1 hour to practice the listening skill in classes. But, the reality is that their students practice their oral comprehension in every class. It is because in whole classes they are listening either to the teacher or when interacting with their classmates.

**3. Do you consider important to fulfill the three listening stages (pre, while, post-listening) in the development of classroom listening activities? Please explain.**

**Teacher A:**

Yes, I think it is important because in the first part we are going to introduce the students the topic of the class, whereas in the while stage we try to develop the listening activity on its totality. In the post-listening we try to review the things that are important in the last stages in order to develop another skill like writing or speaking. So, in this way we can have a complete task with them.

**Teacher B:**

Yes. I consider that the process is very important to stablish it in the lessons. Because with the correct development of listening stages the students do not get confused in the activities.

**Teacher C:**

Yes. Because when we do the listening practice comprehension students have to be involved in the pre stage, then they are going to get involved in that part. Then, when they are listening they are going to develop some exercises. Finally, at the end when we have the post listening we are going to check or we are going to make a feedback with them.

**Researcher's Interpretation:**

In response to this third question, the English area coordinator, as well as the two English teachers state that all the stages in the listening process are important to fulfill. They know that listening activities are a process, so they try to implement activities that help to its correct development. Moreover, the teachers establish that at following all those stages, the students are less likely to get confused in these activities.

**4. What do you most frequently do to improve your students' listening skills?****Teacher A:**

Well, I try to implement audios that are of interest for them. Also, I think that it is important to implement material that give the students the opportunity to improve their skills by raising the difficulty a little.

**Teacher B:**

To improve my students' listening skills I try to involve them in a sequence to fulfill the process. It is because this skill is the most difficult for them. So, I try to use the strategies that the curriculum offers. For example, I implement topics that entertain them, of course according to their age

**Teacher C:**

Generally, I get some exercises, maybe I take some podcasts from the internet. Also, I take some activities from the British Council and some from the IELTS that are very interesting for them.

**Researcher's Interpretation:**

In this questions, the English area coordinator and the two English teachers use different strategies and materials to improve their students' listening skills. Firstly, MSc. Betty Batallas, who is the coordinator of the foreign language area considered important to implement audios related with the realia, in order to be easier to understand for her students. On the other hand, MSc. Fernando Flores, established that he tries to implement online tools in his listening activities, specially material that are uploaded in pages that specialize in training language learners for international sufficiency tests. Whereas, the teacher Yomaira Imbaquingo answered that she tries to implement strategies and material that the curriculum offers. However, the three teachers have one believe in common, which is that whatever material they use, it should be of interest to their students.



**5. Do you prefer to implement topics that are of your students' interest in listening activities rather than just following the content of the book?**

**Teacher A:**

Yes, I love to do this because I feel that my students enjoy the class. Also, I think that at doing this, the listening classes are easier for them.

**Teacher B:**

As I said before, apply correctly the listening skill in my students is important. So, my objective is to make my students understand even the smallest part of an audio, which is an accomplishment for teachers. However, personally I prefer to apply different type of material, either from the internet or from the modules as long as they serve to reinforce the listening skills.

**Teacher C:**

Maybe some of the contents from the book are not representative for them. So, we as teachers have to ask our students what are the topics of interest that they have in order to share with them and we also can learn from those topics too.

**Researcher's Interpretation:**

Regarding this question, the three teachers considered important the content that the different modules offer to their students. However, they know that not all the topics implemented on those modules are not so interesting to implement them in their listening classes. Thus, they try to look for another type of material, since in the internet there are different websites that have listening activities that will be adapted to the English classes.

**6. Do you know about podcasts?**

**Teacher A:**

Well, a little bit, not too much, but I have heard a little about podcasts and I think they are very interesting. For example, the way in which how podcasts can improve the listening and speaking skills in English learners.

**Teacher B:**

Yes, I really like to use podcasts in my lessons. I consider they are an strong and academic activity; however it is a little difficult to our students because of their level since we have to take into account that there were two years of pandemic in which students do not have too much contact with the language. But I try to implement podcasts in classes.

**Teacher C:**

Yes. Always we are working with podcasts. Generally, I try to work with some new podcasts that are topics referring to recent times such as the pandemic. I consider podcasts a very useful material.

**Researcher's Interpretation:**

In response to this question, there are two different answers. On the one hand, the MSc. Betty Batallas do not know too much about podcasts. Nevertheless, from the little she has heard about them, she considered that all the material that helps to the listening skills. On the other hand, the MSc. Fernando Flores and the teacher Yomaira Imbaquingo states that they know about podcasts and how are them composed. Moreover, they also implement podcasts in their listening classes, since they are sequential activities.

**7. From your point of view, is it helpful to implement digital tools to improve listening skills such as podcasts in your classes?**

**Teacher A:**

Yes, I think they could be very interesting. Specially in the way that this material can enhance the skills in our students, in this way the listening skill. Also, I think that they could contribute to listening classes, because students are not accustomed to listen native speakers.

**Teacher B:**

Yes, it is a little difficult to implement digital tools in classes with our students, because as a public institution we do not have enough tools. We have to adapt the activities. However, I think podcasts are a good tool for our students as long as it is at the level of our students.

**Teacher C:**

Yes. It is very helpful for them because they are going to educate their ear because with podcasts they will get into the habit of practicing listening and being in contact with the language.

**Researcher's Interpretation:**

Regarding this question, the English area coordinator, as well as the two English teachers agree that the use of podcasts is an interesting tool to implement in their English lessons. Furthermore, they think that this type of material trains the students in order to get more in touch with the language. It is because the learners will be costumed to listen to native speakers and develop in a better way their listening skills.

### 3.3. Discussion

Considering all the answers obtained by both, the students' surveys and the teachers' interview applied at "Teodoro Gómez de la Torre" High School, there emerge interesting results. All the participants collaborated answering each and every one of the questions, which made it possible to understand several of the problems that students present, as well as the perspectives of the teachers regarding the main investigation topic.

In the first instance, the students' surveys made it possible to understand what students think about their English classes. In fact, students considered difficult their English listening classes, especially because of the material used by the teacher, the same that makes their English classes not enjoyable. Another interesting aspect of the survey is that students would like to practice listening with other type of material. So, it indicates that the students have the disposition to enhance their listening skills. Thus, they answered that they would be willing to listen to a podcast that is of their interest instead of the strategies usually used by the teachers.

In the second instance, the teachers' survey reflects the different opinions and perspectives of the teachers. For instance, teachers know that the listening skill is the most difficult to develop for their students, which means an obstacle in their communication. Moreover, another important aspect of the interview is that teachers always try to fulfill with the listening process. Therefore, they answered that podcasts will help to enhance listening in their students because they fulfill the sequential process that is necessary in the oral comprehension tasks. Obando et al. (2017), mention that it can be observed that utilizing Web 2.0 technology, educators have the ability to design and implement educational activities in their classrooms that encourage communication between teachers and students. These activities facilitate collaborative dialogue, which aid learners in achieving a deeper understanding of a foreign or second language. Nevertheless, it is important to take into account the reality of the institution in order to adapt podcasts to the real situation of the focused group.

Finally, at contrasting the two different perspectives obtained by the research instruments; it establishes a point in common which is based on the tools used in English classes. Students and teachers agree that podcasts can be a motivating and innovative alternative for the good development of listening skills in senior years. The different responses of those involved, allowed to develop correctly the didactic guide, taking into account the necessities, as well as the reality of the educational actors.

## **CHAPTER IV: PROPOSAL**

### **4.1. Title**

English listening skills improvement by using podcasts as an educational tool.

### **4.2. Introduction**

Nowadays, language acquisition is a process that requires different strategies in order to maintain it interesting. Consequently, teachers have the responsibility of looking for different methods and tools that can help in the correct development of the skills that make up the English language. Regarding listening skill, which is one of the most difficult to be developed by learners; it is important that teachers acknowledge the English proficiency of their students as well as recognize their interests in order to make their learning funnier. On the other hand, it is necessary that teachers implement new and useful tools that contribute positively to the enhancement of the listening skills, and also that help their proper development by following correctly the stages comprising in the ability to listen.

The following guide states podcasts as a functional tool in the teaching-learning English process. It provides some activities focused on the importance of following the listening stages and how to implement this strategy in English classes.

### **4.3. Justification**

The guide presented bellow has the purpose of provide an innovative tool that will help in English classes to the teachers and learners corresponding to the senior year at Teodoro Gómez de la Torre High School. Its main purpose is purely academic; therefore, it seeks to improve the listening classes by providing different type of podcasts as a strategy to make a change to the activities carried out by the teachers and their process which is important to achieve good students' outcomes. Thus, the present guide was created based on the results of the surveys conducted with the students, as well as the teachers' interviews.

In this way, all the features obtained from the research instruments were the key to base podcasts activities on the experiences, needs and interests of both educational roles. On the other hand, one of the objectives of this proposal is to give the importance it deserves to carry out the proper process of the listening classes. Consequently, this guide encourages teachers to involve their students in the three stages pre, while, and post listening by providing them with material that meets their interests.

#### 4.4. Objectives

✓ *General Objective*

Design a didactic guide based on podcasts to improve English listening skills in senior students.

✓ *Specific Objectives*

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

#### 4.5. Units Development

✓ **UNIT 1: MUSIC**

- **Lesson A:** Elvis and Sun Studios
- **Lesson B:** Elvis Breakout Success

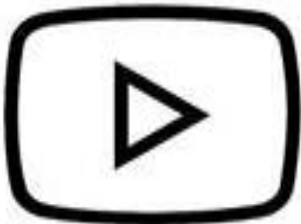
✓ **UNIT 2: FOOD AND RECIPES**

- **Lesson A:** Preserving Traditional Recipes
- **Lesson B:** The Hidden Life of Buffets

✓ **UNIT 3: SCIENCE**


- **Lesson A:** Antivirals Vs. Covid-19
- **Lesson B:** Why your dog might think you're a bonehead.

# English listening skills improvement by using podcasts as an educational tool



All the pictures were taken from Pinterest.

2022-2023



# 1

## INTRODUCTION

This is a didactic guide that give the teachers information, activities and material based on the use of podcasts to improve English listening skills in senior students.

Consequently, what is sought is enhancing listening skills by following the correct process (pre, while, and post-listening). Thus, this guide is composed by three units and each of them has also two lessons with different activities.

For its structure, it was important to base its development on the students' preferences, in order to make English classes enjoyable for them.

Therefore, this proposal will include an innovative way to teach, learn and practice in classroom so that students can achieve a good proficiency in listening skills.

# OBJECTIVES

2

## General Objective

Design a didactic guide based on podcasts to improve English listening skills in senior students.

## Specific Objectives



Select some podcasts of interest in order to foster English listening skills in senior students.




Develop podcasts' activities to improve English listening skills.



# CONTENT



# 3

UNIT	LESSON	ACTIVITIES	LISTENING FOCUS	TIME
<p>1</p>  <p>MUSIC</p>	<p>Lesson A</p> <p><b>Elvis and Sun Studios</b></p>	<p>Warm Up: <b>Vocabulary Review</b></p> <p>Pre-listening:</p> <p><b>Past Tense Review</b></p> <p>While-listening:</p> <p><b>Multiple Choice Answers</b></p> <p>Post-listening:</p> <p><b>Storytelling</b></p>	<p>Listening in detail</p>	<p>60 - 80 minutes</p>
	<p>Lesson B</p> <p><b>Elvis Breakout Success</b></p>	<p>Warm Up: <b>Brainstorm</b></p> <p>Pre-listening:</p> <p><b>Informal Letter Structure</b></p> <p>While-listening:</p> <p><b>Gap Fill</b></p> <p>Post-listening:</p> <p><b>Write a Letter</b></p>	<p>Listening in detail</p>	<p>60 - 80 minutes</p>




# CONTENT

UNIT	LESSON	ACTIVITIES	LISTENING FOCUS	TIME
2  FOOD AND RECIPES	Preserving Traditional Recipes	Warm Up: <b>Discussion Questions</b> Pre-listening: Informal Interview Structure While-listening: <b>True or False Statements</b> Post-listening: <b>Interview</b>	Listening in for specific information	60 -80 minutes
	The Hidden Life of Buffets	Warm Up: <b>Word Scramble</b> Pre-listening: Idioms Review While-listening: <b>Answer Questions</b> Post-listening: <b>Role-Play</b>	Listening for gist	60 - 80 minutes

# CONTENT



UNIT	LESSON	ACTIVITIES	LISTENING FOCUS	TIME
<p>3</p>  <p>SCIENCE</p>	<p>Why your dog might think you're a bonehead</p>	<p>Warm Up:</p> <p><b>Discussion Questions</b></p> <p>Pre-listening:</p> <p>Modal Verbs Review: May and Might</p> <p>While-listening:</p> <p>Multiple Choice Answers</p> <p>Post-listening:</p> <p><b>Debate</b></p>	<p>Listening In detail</p>	<p>60 - 80 minutes</p>
	<p>Antivirals Vs Covid-19</p>	<p>Warm Up:</p> <p><b>Predicting Content</b></p> <p>Pre-listening:</p> <p><b>Future tense Review</b></p> <p>While-listening:</p> <p><b>Answer Questions</b></p> <p>Post-listening:</p> <p><b>Problem Solving</b></p>	<p>Listening for gist</p>	<p>60 - 80 minutes</p>



PODCAST

# Behind the Music

Jack McDonald

All the pictures  
were taken from  
Pinterest.

# UNIT 1: MUSIC



## LESSON A: Elvis and Sun Studios

## LESSON B: Elvis Breakout Success



# GENERAL INFORMATION



**TOPIC:** Elvis and Sun Studios

**PLATFORM:**  
*Spotify*

## **OBJECTIVE:**

Students will be able to listen to a podcast episode about music in order to carry out a discussion with the rest of the class using past simple.

## **ACTIVITY TYPE:**

Discussion Activity.

## **LISTENING FOCUS:**

Listening in detail.

**TIME:** 60-80 minutes

## **VOCABULARY REVIEW:**

performance, musical instruments, recording studio, album, audience, melody, lyrics, songwriter.

# LESSON A

## TEACHER'S INSTRUCTIONS

## WARM UP Vocabulary Review



### INSTRUCTIONS

- ✓ Put some flashcards around the class.
- ✓ Ask the students to make groups of 4 - 5 students.
- ✓ Ask the students to look carefully the flashcards pasted around the class.
- ✓ Give to each group some pieces of paper with the meaning of the vocabulary put around the class.
- ✓ Ask the students to paste the pieces of paper with meaning above the flashcards.

## PRE-LISTENING Grammar Check



### INSTRUCTIONS

- ✓ Present the topic to the class.
- ✓ Explain the grammatical structure (positive, negative) of Simple Past.
- ✓ Give the students the worksheet N° 1 in which there is an incomplete chart.
- ✓ Help the students to complete the incomplete chart.
- ✓ Ask for volunteers to tell their answers to the rest of the class.
- ✓ Ask to the rest of the class to check their classmates' answers.

## WHILE-LISTENING Multiple Choice Answers



### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 2.
- ✓ Tell students to listen to the podcast episode "Elvis and Sun Studios" and select the appropriate answer.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class.

### PODCAST LINK:

<https://n9.cl/riib1>

## WORKSHEET N°2 - ANSWER KEY

1. 1935
2. Grandmother
3. Eight Months
4. Carried out his first public singing performance.
5. Sun Studios
6. 1953 - mom - My happiness
7. Scotty Moore
8. 3 days



## POST-LISTENING Storytelling

### INSTRUCTIONS

- ✓ Put the students in groups of 4-5 students.
- ✓ Give each group a worksheet with some pictures
- ✓ Ask the students to link them in order to write (in their own words) the story listened before about Elvis and his beginning in music.
- ✓ Ask the students to use the vocabulary learned before as well as the information they collected in the while-listening stage.
- ✓ Ask the students to tell the story they recreated to the rest of the class.

# TEMPLATES FOR STUDENTS



## WARM UP Flashcards

## TEMPLATE N° 1



**PERFORMANCE**



**MUSICAL INSTRUMENTS**



**PERFORMANCE**



**ALBUM**





**AUDIENCE**



**MELODY**



**LYRICS**



**SONGWRITER**



# TEMPLATES FOR STUDENTS



## WARM UP Meaning

## TEMPLATE N° 2

The act of staging a public presentation.

Devices that produce musical sound.

An equipped room to make and produce music.

Songs selected and grouped in a CD.

Spectators in a public event.

A series of sounds that together are musically satisfying.

Set of rhyming words to form a song.

Someone who composes the lyrics and music of the songs



### PRE-LISTENING

#### Grammar Check

## Instructions

Complete the following incomplete chart according to the teacher's explanation about simple past tense.

	AUXILIARY	(+)	(-)
SIMPLE PAST TENSE		1.	1.
		2.	2.
		3.	3.
		1.	1.
		2.	2.
		3.	3.

# TEMPLATES FOR STUDENTS



## WHILE-LISTENING Multiple Choice Answers

## TEMPLATE N° 4



EPISODIO DE PODCAST

### Elvis and Sun Studios

Behind the Music

## Instructions

**Listen carefully to the podcast episode and highlight the correct answer for each question.**

**1. Elvis Presley was born on:**

- a) 1955
- b) 1935
- c) 1985

**2. Elvis and his mom used to live with his:**

- a) Grandmother
- b) Granduncle
- c) Grandfather

**5. Elvis father spent \_\_\_\_\_ in prison:**

- a) Eighty months
- b) Ten months
- c) Eight months

**1. When Elvis was 10 years old he:**

- a) Carried out his first public singing performance.
- b) Has not yet carried out his first public singing performance.

**3. Sam Philips was the owner of:**

- a) Sun Studios
- b) Charlie´s Records Studio
- c) Charlie´s Sun Studios

**2. Listen the audio again and verify your answers.**

**PODCAST LINK:**

<https://n9.cl/riib1>

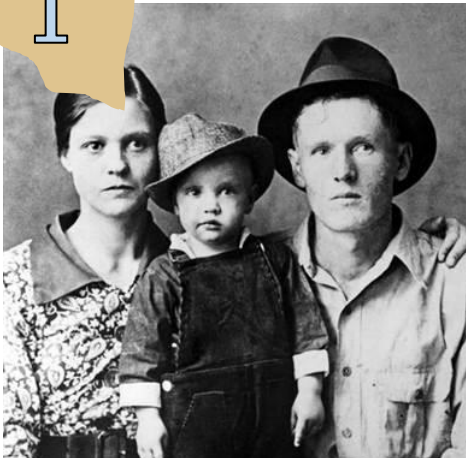
# TEMPLATES FOR STUDENTS



## TEMPLATE N° 5

### POST-LISTENING Storytelling

1



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2



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3

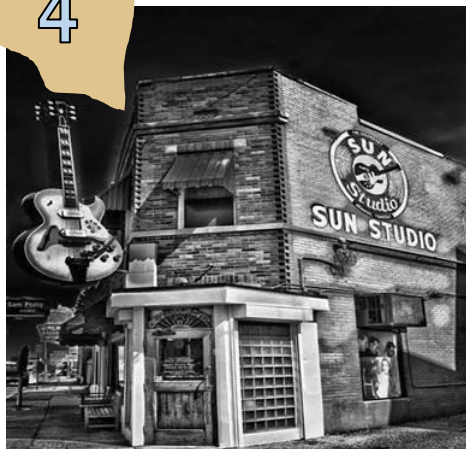


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4



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5

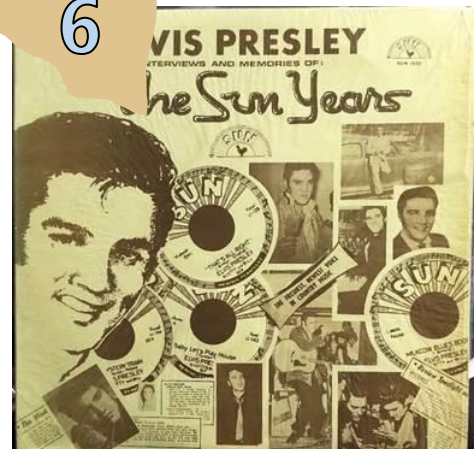


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6



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# GENERAL INFORMATION



**TOPIC:** Elvis Breakout Success

**PLATFORM:** Spotify

**OBJECTIVE:** Students will be able to listen to a podcast episode about music in order to write a letter for Elvis.

**ACTIVITY TYPE:** Write a Letter

## LISTENING

**FOCUS:** Listening in detail.

**TIME:** 60-80 minutes

## VOCABULARY

### REVIEW:

Dear Elvis, Hey Elvis, I hope things are going well, I'm writing to tell you about, Please let me know if, Take care, Write back soon.

# LESSON B

## TEACHER'S INSTRUCTIONS

## WARM UP

### Brainstorm



### INSTRUCTIONS

- ✓ Write on the board and Tell the students the podcast title "Elvis Breakout Success".
- ✓ Ask the students to think about the topic for a while (30 seconds).
- ✓ Ask the students to do a brainstorm about what they think the lesson will be about.
- ✓ Ask the students to raise their hand if they want to participate.
- ✓ Ask the students to come and write their ideas on the board.

## PRE-LISTENING

### Informal Letter Structure



### INSTRUCTIONS

- ✓ Present the topic to the class.
- ✓ Explain the structure of an informal letter to the class. (*Address, Date, Greetings, Body, Farewell, Signature/Name*).
- ✓ Give the students some vocabulary to use in writing an informal letter.
- ✓ Ask the students to take notes.
- ✓ Ask the students if there are any questions.

## WHILE-LISTENING

### Gap Fill



### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 1.
- ✓ Tell students to listen to the podcast episode "Elvis Breakout Success" and complete the gap spaces.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class.

### PODCAST LINK:

<https://n9.cl/riib1>

## WORKSHEET N°1 - ANSWER KEY

1. Success
2. Began
3. Fans
4. Concerts
5. Hotel
6. Biggest
7. Style
8. Made
9. Teenagers
10. Seen



## POST-LISTENING

### Write a letter

#### INSTRUCTIONS

- ✓ Ask the students to write a letter addressed to Elvis stating what they most admired and liked about him after listening the two episodes of the podcast.
- ✓ Ask the students to follow the informal letter structure learned before, as well as the vocabulary.
- ✓ Suggest the students to take into account the writing parameters established by the teacher.



# TEMPLATES FOR STUDENTS



## TEMPLATE N° 1

### WHILE LISTENING

#### Gap Fill



### Elvis' Breakout Success

Behind the Music

## Instructions

- 1. Listen carefully to the podcast episode and complete the gap spaces.**

Elvis was on his way to <sup>(1)</sup>....., and that success would eventually come after that's all right came out. Elvis <sup>(2)</sup>..... to play local Clubs and earned a huge following of <sup>(3)</sup>..... Soon Elvis, Scotty and Bill would be traveling around much of the Mid-West performing <sup>(4)</sup>..... in 1955 Elvis sign record deal with RCA records. The album Elvis Presley was number one, also he had his first number one hit "Heartbreak <sup>(5)</sup>.....". Elvis appear on several TV shows such as Milton Burns Show and The Edge Salvage Show. Elvis was now one of the <sup>(6)</sup>..... stars in music, and I think this was for a few reasons: One, he had a unique <sup>(7)</sup>..... of music and his performance, all of his own. His music was a combination of country with rock. He also danced around on stage shaking his hips at the time. But long term he really <sup>(8)</sup>..... a career for himself when he went on TV it was usually asked to not to dance or was filmed from the waist up. <sup>(9)</sup>..... however loved Elvis's music and dancing they had never <sup>(10)</sup>..... anything like it they loved these.

- 2. Listen the audio again and verify your answers.**



**PODCAST LINK:**

<https://n9.cl/riib1>



### POST LISTENING

Write a letter

## Instructions

1. After listening two podcast episodes, write a 70 - 80 words letter for Elvis telling him what you most admire about him.

-----

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# TEMPLATES FOR STUDENTS



## TEMPLATE N° 3

### POST LISTENING

#### Checklist Parameters

Put a tick in each gap if your letter written before fulfill the parameters stated in the checklist below.

PARAMETERS	✓
1. Did you follow the informal letter structure?	
2. Did you use the vocabulary learned before?	
3. Did you state what you most admire from Elvis?	
4. Did you organize your ideas correctly?	

## Podcast

Learn and practise useful English language for everyday situations with the BBC. Your weekly instruction manual for saying or doing something in English is published every Thursday.

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# UNIT 2 :

## FOOD AND RECIPES



### LESSON A: Preserving Traditional Recipes

### LESSON B: The Hidden Life of Buffets



# GENERAL INFORMATION



**TOPIC:**  
Preserving  
Traditional  
Recipes

**PLATFORM:** BBC

**OBJECTIVE:**  
Students will be able to listen to a podcast episode about food and recipes in order to develop an interview in pairs.

**ACTIVITY TYPE:**  
Structure an Interview

**LISTENING FOCUS:**  
Listening for specific information

**TIME:** 60-80 minutes

## **VOCABULARY**

**REVIEW:**  
Bangers, mash,  
pound, sausages,  
meal, preserve,  
ingredients,  
culture, tradition,  
customs,  
generations.

# LESSON A

## TEACHER'S INSTRUCTIONS

## WARM UP

### Discussion Questions



#### INSTRUCTIONS

- ✓ Present the title of the podcast episode to the class.
- ✓ Ask for 5 volunteers to pass in front of the class.
- ✓ Explain the students that they have to choose a piece of paper and answer the discussion question.
- ✓ Ask for the other students' opinions about their classmates answers in order to create a discussion circle.

## PRE-LISTENING

### Informal Interview



#### INSTRUCTIONS

- ✓ Present the topic of the class.
- ✓ Explain to the students how to structure an informal interview and answer it.
- ✓ Review some new vocabulary before listening the podcast episode.
- ✓ Ask the students if there are any questions

## WHILE-LISTENING

### True or False Statements



#### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 1.
- ✓ Tell students to listen to the podcast episode "Preserving Traditional Recipes" and select true or false on each statement.
- ✓ Ask the students to correct the mistake if the statement is false.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class.

#### PODCAST LINK:

<https://www.bbc.co.uk/sounds/play/p0ckflpz>

## WORKSHEET N°1 - ANSWER KEY

1. F (West Africa)
2. T
3. F (Nowadays)
4. F (Do not)
5. F (Surprised)
6. T



## POST-LISTENING Interview

### INSTRUCTIONS

- ✓ Ask the students to structure an interview (5 questions), based on the importance of “Preserving Traditional Recipes”.
- ✓ Ask the students to work in pairs in order to apply their interviews between them.
- ✓ Ask the students to take notes from your partner’s answers.
- ✓ Suggest the students to use the vocabulary reviewed in the pre-listening stage, as well as the speaking parameters given by the teacher.
- ✓ Ask the students to evaluate their partner’s participation using the checklist.

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 1

### WARM UP

#### Discussion Questions



**Discuss the following questions with the rest of the class.**

**Do you think that “food” is an important characteristic of cultures around the world?**

**Why is important to preserve the culture of a country?**

**With 3 words, describe the food of your country’s culture.**

**Would you like to learn to cook a recipe from other countries?**

**If you only eat one food for the rest of your life, what would you choose?**

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 2

### PRE-LISTENING Informal Interview



#### Informal Interview

Also called *unstructured interview*, it is a two-way conversation rather than a structured interview which is more formal. It could take place anywhere in which the participants feel comfortable. Finally, you can base your interview in any topic that is of interest. Also, it must be made up of open questions, that is, to collect facts or opinions.

The interviewee must freely answer the questions asked by the interviewer

#### VOCABULARY

WORD	CATEGORY	MEANING
Mash	Noun	Mashed potatoes
Pound	Noun	A unit for measuring weight
Meal	Noun	An occasion when food is served or eaten
Preserve	Verb	To keep something as it is, to avoid its damaging
Ingredient	Noun	A food that is used in the preparation of a dish
Tradition	Noun	A belief that has been established for a long time
Protect	Verb	To keep someone or something safe

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 3

### WHILE -LISTENING

#### True or False Statements



### Instructions

1. Listen carefully to the podcast episode and circle T if the statement is true, or F if the statement is false.

1. In the program the hosts will discuss about food from North Africa. T F

-----

2. Nowadays in Ghana many traditional ingredients are no longer used in the country's traditional food. T F

-----

3. In the past Ghanaian people only used potato flour for their traditional recipes. T F

-----

4. The new Ghanaian generations preserve the tradition of passing the recipes from mother to daughter. T F

-----

5. "Taking aback" means to be angry about something. T F

-----

6. "Know how" is a word phrase used to refer to a practical skill to do something. T F

-----

2. Listen the audio again and correct the mistake if the statement is false.

PODCAST LINK:

<https://n9.cl/04euv>



# TEMPLATES FOR STUDENTS



## TEMPLATE N° 4

### POST-LISTENING INTERVIEW

✓ Develop an interview (5 questions) about the importance of “Preserving traditional recipes”

✓ Put a tick in each gap if your partner answered correctly the interview.

PARAMETERS	✓
1. Did you use the vocabulary learned before?	
2. Did you use a correct tone voice?	
3. Did you express correctly your opinions?	
4. Did you organize your answers correctly?	



## GENERAL INFORMATION



**TOPIC:** The Hidden Life of Buffets

**PLATFORM:** BBC

### OBJECTIVE:

Students will be able to listen to a podcast episode about food and recipes in order to perform a role play activity.

### ACTIVITY TYPE:

Role Play

### LISTENING

#### FOCUS:

Listening for gist

**TIME:** 60-80 minutes

### VOCABULARY

#### REVIEW:

Buffet, pile up, prepare, caterer, order, starter, main course, dessert.

# LESSON B

## TEACHER'S INSTRUCTIONS

### WARM UP

#### Word Scramble



### INSTRUCTIONS

- ✓ Greet the students.
- ✓ Write the title of the podcast episode in disorder on the board.  
- *The Hidden Life of Buffets - Eht Ndideh Feli fo Effubst.*
- ✓ Ask the students to look at the words written on the board before.
- ✓ Ask for volunteers to scramble the title of the podcast episode.
- ✓ Give one extra point to the first 3 students that scramble correctly the podcast episode name.

### PRE-LISTENING

#### Informal Interview



### INSTRUCTIONS

- ✓ Present the topic of the class.
- ✓ Explain to the students what idioms are, when to use them and give some examples.
- ✓ Review some new vocabulary before listening the podcast episode.
- ✓ Ask the students if there are any questions

### WHILE-LISTENING

#### Answer Questions



### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 1.
- ✓ Tell students to listen to the podcast episode "The Hidden Life of Buffets" and answer the questions.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class.

### PODCAST LINK:

<https://www.bbc.co.uk/sounds/play/p0dvw3p2>

## WORKSHEET N°1 - ANSWER KEY

1. Buffets and the various type of food in there.
2. Middle East and Asian countries.
3. \$120
4. India
5. Amazed – Overwhelm the guests.
6. Try a little bit of everything.



## POST-LISTENING Role Play

### INSTRUCTIONS

- ✓ Divide the class in groups of 5 students.
- ✓ Give to each group one piece of paper in which there is the situation and the characters that the group need to include in their performance.
- ✓ Ask the students to write a handout of their dialogue first.
- ✓ Suggest the students to use the idioms and vocabulary reviewed in the pre-listening stage.

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 1

### PRE-LISTENING

#### Idioms Review



### Idioms

Idiom is a *figurative language*. They are expressions in which their meaning is not deducible from those of the individual words.

#### ¿When to use them?

You can use idioms to help yourself to sound colloquial and idiomatic.

Use them only in informal situations.

### Examples

- ✓ Eyes bigger than your belly
- ✓ Knock your socks off
- ✓ Have a sweet tooth
- ✓ Eat sensibly
- ✓ Piece of cake
- ✓ To go bananas

### VOCABULARY

Word	Meaning
<b>Buffet (n)</b>	A meal where people serve themselves different types of food.
<b>Pile up (ph.v)</b>	To form a pile.
<b>Prepare (v)</b>	To get something ready.
<b>Caterer (n)</b>	A person that serves food.
<b>Order (n)</b>	A request to make or supply.
<b>Starter (n)</b>	The first part of a meal.
<b>Main course (n)</b>	The main dish of a meal.
<b>Desert (n)</b>	The sweet dish of a meal like cakes, ice cream, etc.

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 2

### WHILE-LISTENING

#### Answer Questions



6 Minute English

The hidden life of buffets

### Instructions

**1. Listen carefully to the podcast episode and answer the questions below.**

1. What is the podcast episode going to talk about?

-----  
-----

2. Where are more popular buffets?

-----  
-----

3. How much money do people spend on a buffet according to John Wood?

-----

4. In which part of the world the weddings include a buffet?

-----  
-----

5. Mention one of the reasons why wedding buffets in India are so big:

-----

6. Which is the secret that Sam mentioned to enjoyed the buffet?

-----  
-----



**2. Listen the audio again and verify your answers.**

**PODCAST LINK:**

<https://n9.cl/zib4c>

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 3

### POST-LISTENING

#### Role Play

- ✓ Perform a role play activity in groups by following the scenarios and characters in the boxes bellow.



**Scenario:** Typical Ecuadorian Food Fair.  
**Situation:** Tourists want to try fritada.  
**Roles:** - Chefs (2)  
- Tourists (2)  
- Food Taster

1



**Scenario:** Italian Restaurant.  
**Situation:** A family's first time in an Italian restaurant so they ask the waiter for help.  
**Roles:** - Mom  
- Dad  
- Brother and Sister  
- The waiter

2



**Scenario:** Ghanaian cooking competition.  
**Situation:** Two friends find themselves competing to win a very important food contest.  
**Roles:** - Friend 1  
- Friend 2  
- Judge 1  
- Judge 2

3



**Scenario:** Trip to Japanese markets.  
**Situation:** Tourists are in a trip to Japan and the tourist guide decided to take them to the markets of the city.  
**Roles:** - Ecuadorian Tourist  
- Mexican Tourist  
- Tourist Guide  
- Japanese Food Seller at the Market

4



PODCAST

# Science, Quickly

Scientific American

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were taken from  
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## UNIT 3 : SCIENCE



**LESSON A: Why your dog  
might think you're a  
bonehead.**

**LESSON B: Antivirals Vs.  
Covid - 19.**



# GENERAL INFORMATION



**TOPIC:** Why your dog might think you're a bonehead

**PLATFORM:**  
*Spotify*

**OBJECTIVE:**  
Students will be able to listen to a podcast episode about science in order to perform a debate.

**ACTIVITY TYPE:**  
Debate

**LISTENING FOCUS:**  
Listening in detail

**TIME:** 60-80 minutes

**VOCABULARY REVIEW:**  
Bonehead, competence, evaluate, verdict, smart, assess, aptitude, succeed.

# LESSON A

## TEACHER'S INSTRUCTIONS

### WARM UP

#### Discussion Questions



#### INSTRUCTIONS

- ✓ Present the title of the podcast episode to the class.
- ✓ Ask for 5 volunteers to pass in front of the class.
- ✓ Explain the students that they have to choose a piece of paper and answer the discussion question.
- ✓ Ask for the other students' opinions about their classmates answers in order to create a discussion circle.

### PRE-LISTENING

#### Giving Opinions



#### INSTRUCTIONS

- ✓ Present the topic of the class.
- ✓ Explain to the students how to give opinions and express correctly your point of view.
- ✓ Review some new vocabulary before listening the podcast episode.
- ✓ Ask the students if there are any questions

### WHILE-LISTENING

#### Multiple Choice Answers



#### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 1.
- ✓ Tell students to listen to the podcast episode "Why your dog might think you're a bonehead" and select the appropriate answer.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class

#### PODCAST LINK:

<https://open.spotify.com/episode/7manzhz15pXYVKjqGEBft?si=349046449fa446>



## WORKSHEET N°1 - ANSWER KEY

1. Aptitude
2. Sensitive
3. Female
4. 60 dogs
5. Superior



## POST-LISTENING Debate

### INSTRUCTIONS

- ✓ Give the topic for the debate to the students “Are dogs the most intelligent animals over the world?”
- ✓ Divide the class in groups 2 groups (Group A - Group B).
- ✓ **Group A:** Agree with the statement.
- ✓ **Group B:** Disagree with the statement.
- ✓ Give the students time to think about the topic.
- ✓ Ask the students to participate in the debate by giving their opinions.
- ✓ Suggest the students to use the idioms and vocabulary reviewed in the pre-listening stage.
- ✓ Ask the students to be ready to take notes about what the other group says.
- ✓ Take turns to participate in the debate.



# TEMPLATES FOR STUDENTS



## TEMPLATE N° 1

### WARM UP

#### Discussion Questions



**Discuss the following questions with the rest of the class.**

**Do you think dogs are the best pets?**

**Why is important to take care of our pets?**

**Do you think dogs have a good life?**

**Do you think that dogs have a good brain competence?**

**Do you think that dogs are one of the most intelligent animals over the world?**

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 2

### PRE-LISTENING

#### Modal Verbs



### Giving Opinions

There exist different ways to express your agreement or disagreement regarding a topic based on your points of view.

#### Phrases to give opinion

- In my opinion
- Personally, I feel that
- I consider
- I think
- I believe
- I agree with / I disagree with

### Examples

- ✓ **I consider** that dogs are the most intelligent animals.
- ✓ **I agree** with the fact that dogs are the most intelligent animals.
- ✓ **I disagree** with the fact that dogs are the most intelligent animals.

### VOCABULARY

Word	Meaning
<b>Bonehead (n)</b>	A fool person.
<b>Competence (n)</b>	The ability to do something well.
<b>Evaluate (v)</b>	Calculate the quality of something.
<b>Verdict (n)</b>	Judgment or opinion.
<b>Smart (n)</b>	Intelligent, or able to think quickly
<b>Assess (v)</b>	To judge the importance of something.
<b>Aptitude (n)</b>	Natural ability or skill.
<b>Succeed (v)</b>	Achieve something.

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 3

### WILE-LISTENING Multiple Choice Answers



## Instructions

1. Listen carefully to the podcast episode and circle the correct answer for each question.

1. Dogs can assess human:

- a) fears
- b) aptitude
- c) development

2. Dogs are ..... to human competence levels:

- a) Sensitive
- b) Aware of
- c) Happy

a) ..... dogs are actively evaluating human competence:

- a) Male
- b) Female
- c) Both

4. The experiment developed involved:

- a) 6 dogs
- b) 16 dogs
- c) 60 dogs

5. Female dog's social domain is ..... than male dogs:

- a) Minor
- b) Superior
- c) Equal



2. Listen the audio again and verify your answers.

PODCAST LINK:

<https://n9.cl/o94br>



### POST-LISTENING

#### Debate

## DOGS ARE THE MOST INTELLIGENT ANIMALS OVER THE WORLD

### Instructions

1. **Work in groups:**  
**Group A:** Agree with the statement above.  
**Group B:** Disagree with the statement above.
2. Think about your opinions regarding the main statement in your group.
3. Prepare your opinions using the new vocabulary and the giving opinions phrases.
4. Participate in the debate by taking turns.
5. Take notes about what the other group says.



6. Discuss about your participations with the teacher and agree which group won the debate.

# GENERAL INFORMATION



## TOPIC:

Antivirals Vs. Covid -19

## PLATFORM:

Spotify

## OBJECTIVE:

Students will be able to listen to a podcast episode about science in order to create a poster about a campaign to avoid Covid - 19.

## ACTIVITY TYPE:

Problem Solving

## LISTENING

### FOCUS:

Listening for gist

### TIME:

60-80

minutes

## VOCABULARY

### REVIEW:

Contagion, avoid, symptom, protect, illness, antiviral.

# LESSON B

## TEACHER'S INSTRUCTIONS

### WARM UP

#### Predicting Content



#### INSTRUCTIONS

- ✓ Greet the students.
- ✓ Put some pictures on board simultaneously.
- ✓ Ask the students to look at the pictures for a while.
- ✓ Ask questions about the pictures to the students in order to predict what could be the topic of the listening class.
- ✓ Ask for volunteers to participate in the activity.

### PRE-LISTENING

#### Grammar Check



#### INSTRUCTIONS

- ✓ Present the topic to the class.
- ✓ Review some vocabulary related to the main topic of the listening activity.
- ✓ Explain the grammatical structure (positive, negative) of Future Tense with will.
- ✓ Ask the students if there are any questions.

### WHILE-LISTENING

#### Answer Questions



#### INSTRUCTIONS

- ✓ Guide the class into the listening activity.
- ✓ Give the students the worksheet N° 1.
- ✓ Tell students to listen to the podcast episode "Antivirals Vs. Covid - 19" and answer the questions.
- ✓ Play the podcast episode three times.
- ✓ Give the students time to share each other their answers.
- ✓ Ask the students to explain their answers to the whole class.

#### PODCAST LINK:

<https://open.spotify.com/episode/4C2T2nRTbz1EIEQK13hEHj?si=06df723248644493>

## WORKSHEET N° 1 - ANSWER KEY

1. Tonia Louis – scientific
2. How antivirals can protect us from long Covid.
3. Working together by keeping distance.
4. Abnormal heart rhythm, heart diseases, lung emulsion, diabetes.
5. After a year.
6. Protects from death.
7. Older people and those who do not have their vaccines.
8. Have their vaccines in order



## POST-LISTENING Problem Solving

### INSTRUCTIONS

- ✓ Divide the class in groups of 5 students.
- ✓ Explain the students that they have to create a poster based on the podcast episode.
- ✓ Give the students a piece of paper with the slogan for their poster. (1 per group)
- ✓ Ask the students to present their poster to the rest of the class.
- ✓ Suggest the students to use the future tense structure and the vocabulary reviewed in the pre-listening stage in their presentations.

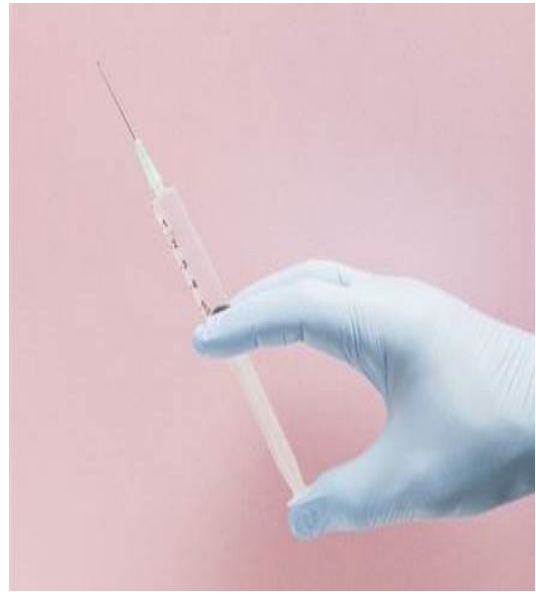


# TEMPLATES FOR STUDENTS



## TEMPLATE N° 1

### WARM UP Predicting Content



# TEMPLATES FOR STUDENTS



## TEMPLATE N° 2

### PRE-LISTENING

#### Grammar Check



### Future Tense (will)

You can use the future tense with *will* to talk about *probable future events, willingness to do an activity and give orders.*

#### Positive Structure:

Subject + *will* + Infinitive Verb + Complement

#### Negative Structure:

Subject + *will + not* + Infinitive Verb + Complement

### VOCABULARY

WORD	CATEGORY	MEANING
Contagion	Noun	The situation in which a disease is spread
Avoid	Verb	To stay away from something
Symptom	Noun	Any feeling of illness
Protect	Verb	To keep someone or something safe
Illness	Noun	A disease of the body or mind.
Antiviral	Adjective	An antiviral drug or treatment.

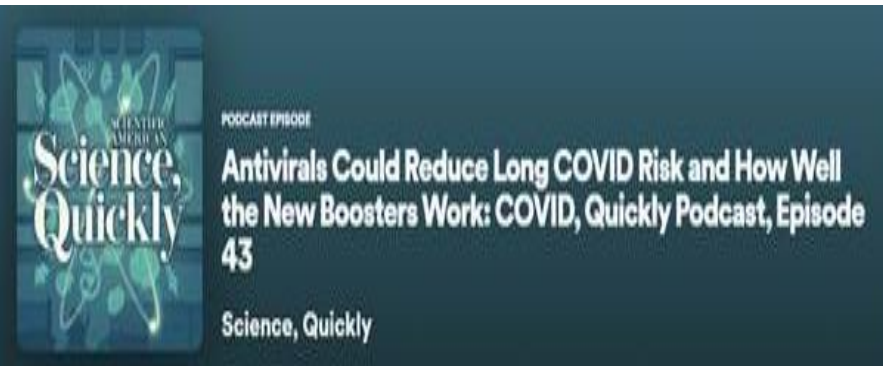


# TEMPLATES FOR STUDENTS



## WHILE-LISTENING Answer Questions

## TEMPLATE N° 3



### Instructions

**1. Listen carefully to the podcast episode and answer the questions below.**

3. What is the name and profession of the podcast host?

-----  
-----

2. What is she going to talk about in the podcast episode?

-----  
-----

5. Which is the only way to avoid COVID-19 contagion?

-----  
-----

4. List 3 post COVID-19 symptoms?

-----  
-----

7. After what time do people who have had COVID-19 develop heart problems?

-----

6. What specifically does the COVID-19 vaccine protect you from?

-----  
-----

9. Currently, who are the people dying from COVID-19?

-----  
-----

8. Mention one of the host's recommendations to avoid contagion.

-----  
-----

**2. Listen the audio again and verify your answers.**

# TEMPLATES FOR STUDENTS



## TEMPLATE N° 4

### POST-LISTENING

#### Problem Solving

- ✓ **Work in groups and create a poster of a Campaign against the Covid-19. Use the slogans bellow. (1 per group).**

Prevention Save Lives

Let's Fight Covid-19 Together

Vaccinate Yourself and Protect Others

Vaccinate Save Lives

Stop Coronavirus

Takes Action Against Covid-19

We can do this together!

Let's not lower our guard

## CONCLUSIONS

- ✓ Developing a good theoretical research based on reliable sources and findings related to the main phenomenon, allowed to determine how podcasts can affect the process of learning English as a second language. As well as, how this technological tool influence in the students' listening skills development in order to achieve a good proficiency in the language acquisition.
- ✓ The methodology stated into the investigation process plays a fundamental role. In fact, the different methods and techniques applied in the data collection process helped to obtain the most relevant and authentic details of the results. Consequently, its correct development made the research more reliable.
- ✓ Carrying out the three listening stages in a correct way in the listening activities is an important key to get a good proficiency in the English classes. Thus, at adapting podcasts to this sequential process, it helps to the foreign language learners to improve their oral comprehension and also their communication.
- ✓ The listening skill has the same importance as the other skills, since it works together with the other ones. Therefore, creating new strategies and implementing new materials provide both, teachers and students the opportunity to make the academic process more enjoyable and significant by acquiring good results at applying them.

## RECOMMENDATIONS

- ✓ It is important to support the theoretical framework with reliable information of different research works previously done. Thus, the results obtained with the application of the instruments will have a meaningful role since they will be based on theoretical bases.
- ✓ It is recommendable to consider developing a mixed-approach since this type of research allows the investigators to gather both, qualitative and quantitative information that provides stronger documentation to the findings.
- ✓ The instruments designed for the data collection need to be correctly structured by basing them in the reality of the context in which the previously selected population is located.
- ✓ Teachers should think about implementing new teaching techniques that take into consideration the students' language levels, including their abilities, strengths and preferences, in order to improve the students' listening skills in English classes.

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## ANEXES

### Annex 1. Validation of Instrumnets.

UNIVERSIDAD TÉCNICA DEL NORTE

 UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 24 de noviembre del 2022

Magister  
Congo Maldonado Rubén  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 - 2023*. Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



.....

Hinojosa Moreno Gabriela Carolina  
C.C.: 172765576-1





**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.

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

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	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

Firma del Evaluador  
C.C.: 100141723-5

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	24 de Noviembre del 2022
Fecha de revisión del experto:	24 de Noviembre del 2022



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 30 de noviembre del 2022

Magister

Flores Albuja Darwin Fernando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 - 2023*. Previa a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Gabriela Carolina Hinojosa Moreno

C.C.: 172765576-1



# 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.

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:

.....  
.....  
.....

Nombre de la asignatura	Universidad Técnica del Norte
Código de la asignatura	00000000000000000000
Fecha de envío para la evaluación del experto	
Fecha de revisión del experto	





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	/			

Firma del Evaluador  
C.C.: 1002188470

Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	dfflores@utn.edu.ec
Teléfono	0986357931

Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	

## Annex 2. Authorization



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

Oficio Nro. UTN-FECYT-D-2022-1635-O  
Ibarra, 08 de diciembre de 2022

Magíster  
Sandra Hidalgo  
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

De mi consideración:

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

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice a quien corresponda, se brinde las facilidades necesarias a la señorita HINOJOSA MORENO GABRIELA CAROLINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de grado: "PODCASTS FOR THE DEVELOPMENT OF ENGLISH LISTENING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la favorable atención, le agradezco

Atentamente,  
"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"



JOSE  
LUCIANO

MSc. José Revelo  
DECANO DE LA FECYT




*Autorizado*

*MSc Betty Batallas  
COORDINADORA AREA INGLÉS*

*Favor coordinar la  
aplicación de la encuesta  
con el apoyo de docentes  
y estudiantes 3º EGO.*


*dic. 9/22*

### Annex 3. Consent letter.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Ibarra, 15 de diciembre de 2022

**Asunto:** Carta de consentimiento informado de uso de información con fines investigativos.

Por medio de la presente, yo Erika Guissela Lechón Carlosama con cédula de identidad 100428404-6, acepto participar voluntariamente en esta investigación. Por lo tanto, otorgo la presente carta para el uso de información en el proyecto de investigación titulado *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023*, desarrollado por Gabriela Carolina Hinojosa Moreno estudiante perteneciente a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte.

Los datos serán recolectados mediante una encuesta, misma que ha sido previamente socializada con mi persona. Es así que la información que provea será estrictamente confidencial y no afectarán a mi persona de ninguna manera.

Por consiguiente, agradezco la atención brindada a la presente carta, quedando a su entera disposición durante el desarrollo de la investigación.

Reciba un cordial saludo.

Atentamente,

Erika Lechón

Erika Guissela Lechón Carlosama

C.I: 100428404-6



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Ibarra, 15 de diciembre de 2022

**Asunto:** Carta de consentimiento informado de uso de información con fines investigativos.

Por medio de la presente, yo Franklin Fernando Narváez Vega con cédula de identidad 100175802-6, acepto participar voluntariamente en esta investigación. Por lo tanto, otorgo la presente carta para el uso de información en el proyecto de investigación titulado *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023*, desarrollado por Gabriela Carolina Hinojosa Moreno estudiante perteneciente a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte.

Los datos serán recolectados mediante una entrevista, misma que ha sido previamente socializada con mi persona. Es así que la información que provea será estrictamente confidencial y no afectarán a mi persona de ninguna manera.

Por consiguiente, agradezco la atención brindada a la presente carta, quedando a su entera disposición durante el desarrollo de la investigación.

Reciba un cordial saludo.

Atentamente:

Franklin Fernando Narváez Vega

C.I: 100175802-6





UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Ibarra, 15 de diciembre de 2022

**Asunto:** Carta de consentimiento informado de uso de información con fines investigativos.

Por medio de la presente, yo Yomaira Maribel Imbaquingo Usuy con cédula de identidad 100275891-8, acepto participar voluntariamente en esta investigación. Por lo tanto, otorgo la presente carta para el uso de información en el proyecto de investigación titulado *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023*, desarrollado por Gabriela Carolina Hinojosa Moreno estudiante perteneciente a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte.

Los datos serán recolectados mediante una entrevista, misma que ha sido previamente socializada con mi persona. Es así que la información que provea será estrictamente confidencial y no afectarán a mi persona de ninguna manera.

Por consiguiente, agradezco la atención brindada a la presente carta, quedando a su entera disposición durante el desarrollo de la investigación.

Reciba un cordial saludo.

Atentamente.

Yomaira Maribel Imbaquingo Usuy

C.I: 100275891-8



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

Ibarra, 15 de diciembre de 2022

**Asunto:** Carta de consentimiento informado de uso de información con fines investigativos.


Por medio de la presente, yo Betty Janeth Batallas Gonzáles con cédula de identidad 100226712-6, acepto participar voluntariamente en esta investigación. Por lo tanto, otorgo la presente carta para el uso de información en el proyecto de investigación titulado *Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023*, desarrollado por Gabriela Carolina Hinojosa Moreno estudiante perteneciente a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte.

Los datos serán recolectados mediante una entrevista, misma que ha sido previamente socializada con mi persona. Es así que la información que provea será estrictamente confidencial y no afectarán a mi persona de ninguna manera.

Por consiguiente, agradezco la atención brindada a la presente carta, quedando a su entera disposición durante el desarrollo de la investigación.

Reciba un cordial saludo.

Atentamente,

  
Betty Janeth Batallas González

C.I: 100226712-6

## Annex. 4 Surveys and Interviews

### Survey Directed to the English Area Coordinator

- 1. Do you consider listening the most difficult skill to be developed by your students? Please Explain.**

Well, exactly I don't know if it is the most difficult skill in order to be developed, but I think is a quite difficult for them because they are not used to listen the native kind of English, so for that reason I think it is difficult, also it depends especially on the speed of the audios, so I think it is a quite difficult not too much.

- 2. How much time per week do you dedicate to practicing listening skills with your students?**

Well, exactly if we refer to practice listening skill to do an activity with the students, specifically it takes an hour per week. But, I think that they develop the listening skills in the whole classes because they have the opportunity to listen to the teacher maybe to a partner, so they have the opportunity to listen too.

- 3. Do you consider important to fulfill the three listening stages (pre, while, post-listening) in the development of classroom listening activities? Please explain.**

Yes, I think it is important because in the first part we are going to introduce the students the topic of the class, whereas in the while stage we try to develop the listening activity on its totality. In the post-listening we try to review the things that are important in the last stages in order to develop another skill like writing or speaking. So, in this way we can have a complete task with them.

- 4. What do you most frequently do to improve your students' listening skills?**

Well, I try to implement audios that are of interest for them. Also, I think that it is important to implement material that give the students the opportunity to improve their skills by raising the difficulty a little.

- 5. Do you prefer to implement topics that are of your students' interest in listening activities rather than just following the content of the book?**

Yes, I love to do this because I feel that my students enjoy the class. Also, I think that at doing this, the listening classes are easier for them.

**6. Do you know about podcasts?**

Well, a little bit, not too much, but I have heard a little about podcasts and I think they are very interesting. For example, the way in which how podcasts can improve the listening and speaking skills in English learners.

**7. From your point of view, is it helpful to implement digital tools to improve listening skills such as podcasts in your classes?**

Yes, I think they could be very interesting. Specially in the way that this material can enhance the skills in our students, in this way the listening skill. Also, I think that they could contribute to listening classes, because students are not accustomed to listen native speakers.

### **Survey Directed to Teacher Yomaira Imbaquingo**

**1. Do you consider listening the most difficult skill to be developed by your students? Please Explain.**

Definitely the listening skill is the most complex for the students because they have to fulfill many different processes during the last grades of high school. So, it is important that as teachers apply the correct strategies for them. Also, I consider that it is appropriate to enhance the listening skills in our students since eight level.

**2. How much time per week do you dedicate to practicing listening skills with your students?**

According to the new curriculum to develop the listening skills, the authorities develop a plan in which teachers have to dedicate one hour per week for it. It is because there two English teachers for all the levels, in which the main one has four hours per week to practice grammar, writing and speaking. Whereas, the other teacher dedicates one hour for listening skill.

**3. Do you consider important to fulfill the three listening stages (pre, while, post-listening) in the development of classroom listening activities? Please explain.**

Yes. I consider that the process is very important to stablish it in the lessons. Because with the correct development of listening stages the students do not get confused in the activities.

**4. What do you most frequently do to improve your students' listening skills?**

To improve my students' listening skills I try to involve them in a sequence to fulfill the process. It is because this skill is the most difficult for them. So, I try to use the strategies that the curriculum offers. For example, I implement topics that entertain them, of course according to their age

**5. Do you prefer to implement topics that are of your students' interest in listening activities rather than just following the content of the book?**

As I said before, apply correctly the listening skill in my students is important. So, my objective is to make my students understand even the smallest part of an audio, which is an accomplishment for teachers. However, personally I prefer to apply different type of material, either from the internet or from the modules as long as they serve to reinforce the listening skills.

**6. Do you know about podcasts?**

Yes, I really like to use podcasts in my lessons. I consider they are an strong and academic activity; however it is a little difficult to our students because of their level since we have to take into account that there were two years of pandemic in which students do not have too much contact with the language. But I try to implement podcasts in classes.

**7. From your point of view, is it helpful to implement digital tools to improve listening skills such as podcasts in your classes?**

Yes, it is a little difficult to implement digital tools in classes with our students, because as a public institution we do not have enough tools. We have to create another activities and adapt it to our reality since there is no lab. However, I think podcasts are a good tool for our students as long as it is at the level of our students.

## **Survey Directed to the Teacher Fernando Narváez**

- 1. Do you consider listening the most difficult skill to be developed by your students? Please Explain.**

Yes of course I think that the listening skill is one of the most difficult because this is not only challenging just for our students, but also for us as teachers. It is because when we are facing some international exams we can present some difficulties in listening.

- 2. How much time per week do you dedicate to practicing listening skills with your students?**

I dedicate four hours per week for practicing the listening skills with my students.

- 3. Do you consider important to fulfill the three listening stages (pre, while, post-listening) in the development of classroom listening activities? Please explain.**

Yes. Because when we do the listening practice comprehension students have to be involved in the pre stage, then they are going to get involved in that part. Then, when they are listening they are going to develop some exercises. Finally, at the end when we have the post listening we are going to check or we are going to make a feedback with them.

- 4. What do you most frequently do to improve your students' listening skills?**

Generally, I get some exercises, maybe I take some podcasts from the internet. Also, I take some activities from the British Council and some from the IELTS that are very interesting for them.

- 5. Do you prefer to implement topics that are of your students' interest in listening activities rather than just following the content of the book?**

Maybe some of the contents from the book are not representative for them. So, we as teachers have to ask our students what are the topics of interest that they have in order to share with them and we also can learn from those topics too.

**6. Do you know about podcasts?**

Yes. Always we are working with podcasts. Generally, I try to work with some new podcasts that are topics referring to recent times such as the pandemic. I consider podcasts a very useful material.

**7. From your point of view, is it helpful to implement digital tools to improve listening skills such as podcasts in your classes?**

Yes. It is very helpful for them because they are going to educate their ear because with podcasts they will get into the habit of practicing listening and being in contact with the language.

**Annex. 5 Permission request addressed to the School Principal**





**Annex. 6 Survey directed to the Students**



**Annex. 7 Interview directed to the Teachers**





