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**“THE USE OF PODCASTS TO ENHANCE LISTENING COMPREHENSION SKILLS IN
STUDENTS AT COLEGIO UNIVERSITARIO UNIVERSIDAD TÉCNICA DEL NORTE”**

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DEDICATION

This work is dedicated to the persons who were present throughout my academic process, giving me the moral and financial support necessary to get to this point. I dedicate it to my family for their constant support and valuable advice that allowed me to complete my studies. To my father in particular for all the sacrifices made, for being aware of my studies and my health, for his unconditional love and for the motivation necessary to carry out this work.

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RESUMEN

El idioma inglés como idioma global juega un rol importante dentro del ámbito académico, laboral y social. El correcto desarrollo de cada una de las habilidades lingüísticas que requiere este idioma permite la correcta comunicación con otros individuos.

El presente trabajo de investigación tiene como objetivo determinar la efectividad de la implementación de un importante recurso como es el podcast dentro del proceso de aprendizaje de los estudiantes de 8vo y 9no EGB del Colegio Universitario UTN.

La investigación se desarrolló bajo un enfoque mixto; cualitativo y cuantitativo con el fin de recolectar datos más reales y significativos. Para la recolección de datos cuantitativos se aplicó un cuestionario de 10 preguntas a una muestra de 148 estudiantes y para la recolección de datos cualitativos se llevó a cabo una entrevista a la vicerrectora, coordinadora de área y profesora de inglés. Dentro de los resultados cuantitativos se obtuvo que un gran porcentaje de estudiantes tienen dificultades para escuchar en inglés, los resultados también mostraron que los estudiantes consideran que los podcasts podrían ser útiles para el desarrollo de la destreza auditiva. Además, se muestran altos porcentajes de respuestas como "totally agree" acorde a los planteamientos sobre los posibles beneficios de los podcasts. A partir de estos datos se pudo conocer las necesidades de los estudiantes en cuanto a la destreza del listening y diseñar una guía didáctica como parte de la propuesta acorde a esas necesidades. Los contenidos de la guía están relacionados al nivel CEFR del estudiante acorde a los niveles de 8vo y 9no EGB. Además, los podcasts han sido seleccionados de British Council Learn English Teens.

Palabras clave: podcast, broadcast, lingua franca, escucha, input, destrezas receptivas, enfoque, acentos, lengua extranjera.

ABSTRACT

English as a global language plays an important role in the academic, work and social spheres. The correct development of each of the linguistic skills required by this language allows for correct communication between human beings.

The present research work aims to determine the effectiveness of the implementation of an important resource such as the podcast within the learning process of 8th and 9th grade EGB students at Colegio Universitario UTN.

The research was developed under a mixed approach; qualitative and quantitative in order to collect more real and significant data. To collect quantitative data, a questionnaire with 10 questions was applied to a sample of 148 students and to collect qualitative data an interview was conducted with the vice-principal authority, English area coordinator and English teacher. Within the quantitative results it was obtained that a large percentage of students have difficulties listening in English, the results also showed that students consider that podcasts could be useful for the development of listening skills. In addition, high percentages of responses such as "totally agree" are shown in accordance with the approaches on the possible benefits of podcasts.

From this data, it was possible to understand the needs of students in terms of listening skills and design a teaching guide as part of the proposal in accordance with these needs. The contents of the guide are related to the CEFR level of the student according to the 8th and 9th EGB levels. In addition, the podcasts have been selected from the British Council Learn English Teens.

Keywords: podcast, broadcast, lingua franca, receptive skills, approach, accents. enhancement, foreign language.

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Acronyms

CEFR: Common European Framework of Reference

EGB: Educación General Básica

EFL: English as a foreign language

MINEDUC: Ministerio de Educación

INTRODUCTION

Motivation of the study

As we find ourselves in the so-called “digital age”, there is evidence of the presence of all kinds of technological tools which facilitate access to education and independent learning. Within this context, learning has achieved great development in recent years.

Within the learning of foreign languages, there have been numerous innovative strategies and resources to enhance the teaching-learning process of a language.

The English language as a second language is a challenge within today's society where many people propose to learn this language as part of their academic and professional development. To be able to master this language it is necessary the development of receptive and productive skills.

The use of ICTs and all kinds of digital resources offer several advantages when learning the English language. Such is the case of podcasts as an enhancer of the development and strengthening of the listening skill.

Finally, the need arises to better understand the influence of the use of podcasts within the process of development of listening skills in adolescents.

The present research was structured as follows:

In the first part is presented the research problem, background, justification and objectives of the research.

Chapter 1: Describes the theoretical framework, concepts, learning theories, English language skills, EGB students' exit profile, CEFR listening competences, use of podcasts within the EGB class.

Chapter 2: Corresponds to the methodology used in the research, research methods, data collection instruments, population and sample.

Chapter 3: Shows the results obtained during data collection and also presents the analysis of results.

Chapter 4: Presents the proposal, objectives, theoretical foundation, beneficiaries, importance, description and impacts.

Problem

Research problem

Listening is a complex receptive skill that must be mastered in the acquisition of the English language. Its correct development will determine the ability to interpret information and communicate with others. However, during English classes this skill tends to be not paid attention to.

Description of the problem

Learning the English language as a non-native speaker is currently considered a great challenge around the world, because it involves the constant development and mastery of four important skills: reading, writing, listening and speaking.

Lately, in Ecuador it has become evident that there is a low level of English language learning. A report from the EF English Proficiency Index ranking in 2023 shows that Ecuador is one of the two countries with a very low level (A1) in Latin America with a global average score of 493. Therefore, the low level of English language proficiency among Ecuadorians is worrying.

One of the four skills that learners must develop, is **listening**. The process to develop this receptive skill requires particular exposure, constant practice and useful resources.

Delimitation of the problem

Currently, in the educational institutions of Ecuador, there is a lack of development listening comprehension skills. Such is the case of Colegio Universitario UTN located in Ibarra city where students of Basic General Education need more exposure to develop listening skills.

Students generally cannot understand instructions, questions, or basic information related to listening skills according to their A2 CEFR level. As stated by García and Bravo (2017) the lack of interest in the development of this important competence can result in the constant misinterpretation of information in conversations, dialogues, songs and so on.

On the other hand, an important factor is that teachers need to incorporate resources to enhance this important skill in their English classes such as the use of podcasts, songs, audiobooks, videos and so on.

Formulation of the problem

In Ibarra city, learners are sometimes taught with Behaviorism principles. Therefore, it is necessary to consider the low level of English listening comprehension in Ecuador and make some urgent changes to provide learners with learning opportunities to develop this skill.

The teacher's role is to analyze the needs of the students; therefore, in this case it is necessary to consider: What is needed to improve students' listening comprehension skills? What resources could be implemented in class for a better development of listening comprehension skills in students? Are resources such as podcasts effective to strengthen students' listening comprehension skills?

Justification

Within the Ecuadorian Educational System, the teaching of the English language within the classrooms requires the correct development of the linguistic skills required by the language.

This research project attempts to respond to the need to improve the development of the listening as a receptive skill through the approach of using the podcast within the classroom to reinforce the listening comprehension skills required by the English language.

Taking into account the current needs of the Basic General Education students of the Colegio Universitario UTN within the learning of English and the A2 CEFR level that they need to achieve, it is considered that this study is feasible to generate changes within the learning process of the students through of a digital and innovative tool known as “podcast”.

This research brings great benefits to the Institution and to English areas since podcasts are an innovative alternative that provides significant learning opportunities to the beneficiaries.

During the process of implementing the Podcast in English classes, students will find interesting and eye-catching content such as news, everyday conversations, interviews and so on. In this way, English classes will take a different direction outside of traditional learning methods.

Developing Comprehension Listening skills will be useful for students and they could be able to interpret their favorite English songs, famous interviews and so on.

The relevance of the Podcast at a pedagogical level is that it provides teachers with a new strategy that helps solve the existing problems and helps students connect with the language in a real context. On the other hand, this proposal contributes to collect important information within the educational field and is useful for English teachers.

Background

In recent years the term "podcasting" has taken on great relevance due to the important role it plays in learning the English language. When doing a literary review on the topic, it has been found that there are several important investigations that have provided great contributions to the study of the topic at a national and international level.

In Ecuador, several research projects have been carried out based on the topic of the use of podcasts within the educational field. The present research took into account a study carried out by P. Oñate Cifuentes (2018) titled as "The incidence of the use of podcasts on listening comprehension in sixth-level students at Language Institute of Universidad de las Fuerzas Armadas ESPE" in which a control group and another experimental group were used in order to determine the level of listening comprehension in the students. The results showed that in the control group there is not much improvement between the pre-test and the post-test compared to the experimental group, which does show a significant improvement after having participated in the intervention plan for the use of podcasts that make an effort around of 6 weeks. This confirmed the alternative hypothesis: The use of podcasts affects the improvement of listening comprehension in students of the sixth level of English at the ESPE Language Institute, period April-August 2017.

Among the most recent investigations was founded G. Hinojosa Moreno (2023) titled as "Podcasts for the development of English listening skills in senior students at Teodoro Gómez de la Torre High School, academic period 2022 – 2023" this research used instruments such as the survey and the interview in order to obtain quantitative and qualitative data. Within the results of the survey, it was found that 72% of the students had heard about the term "podcast" but had not necessarily heard it in their academic context.

Regarding international research on the topic, it was found Partiwi, S (2022) titled as "The use of podcasts for listening comprehension", whose study used 31 students at Az-Zahrah Islamic Senior High School Palembang as a sample. This study used qualitative methods and collected very important data through a questionnaire. The results showed that the majority of students agree that through podcasts the English language learning process is more effective.

With these results, it was concluded that podcasts have a great impact because it is an innovative and striking tool.

Through what was found in the aforementioned research, the need arises to investigate the topic to verify the effectiveness of podcasts to strengthen listening comprehension skills in Basic General Education students at Colegio Universitario UTN.

Objectives

General Objective

Demonstrate the effectiveness of podcasts in understanding key information about interesting topics in students of General Basic Education at Colegio Universitario UTN.

Specific Objectives

- To identify the current level of learner`s listening comprehension skills.
- To indicate the podcasts that enhance learner`s listening comprehension skills.
- To apply podcasts in class to reinforce the listening skills of learners

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Learning Theories in L2

Within the acquisition of the lingua franca there are many learning theories that have contributed to the study of English as a second language. These theories explain how learners acquire language in different educational and everyday life contexts.

Among the main learning theories are the different perspectives and opinions of renowned authors who through experience and long educational experiments have developed important theories that include all types of linguistic, cognitive, social and educational knowledge.

Today these theories are part of the constant educational development and change of the 21st century and have also contributed greatly to language teaching worldwide, facilitating the understanding of language development processes for educators.

1.1.1 Bandura's theory

In the 60's Albert Bandura developed the theory known as social learning theory which establishes that learners acquire knowledge through observation and interaction through linguistic models.

This theory maintains that learning is a mental and social process, the social environment is fundamental within the language learning process and this environment must provide the learner with opportunities for learning and interaction with others.

Through observation, learners seek to imitate the linguistic models to which they are being exposed. As stated by Bandura (1982), the human being learns from direct experience and also from observation of other humans.

1.1.2 Chomsky's theory

Noam Chomsky in 1960 developed one of the best-known learning theories called the theory of Innatism, which is based on the fact that human beings have the ability to learn a language in an environment where they are exposed to the language.

An innate mechanism that human beings have called LAD (Language Acquisition Device) this is proposed based on a set of rules for the formation of sentences and procedures to discover how to apply them to a particular language.

According to Chomsky, there is a universal grammar in all languages and there are similarities such as subject and verb, which makes it easier for the learner to relate and understand the different grammatical structures. Chomsky (1989) mentions that the linguistic abilities of every human being are the implicit knowledge they have about their own language, which allows them to understand the language according to the structure.

According to Chomsky (1989), when learning a language, human beings develop a part of their biological and cognitive growth.

On the other hand, Chomsky also established in his theory that to effectively acquire L2, learners must be exposed to all types of language and be able to internalize knowledge in a better way.

1.1.3 Bloom's Taxonomy

Bloom's taxonomy developed by Benjamin Bloom in 1956 proposes hierarchically dividing the objectives and cognitive skills of learning from the basic ones to the complex ones.

In 2001, educational psychologists reviewed and adapted this taxonomy being that the most recent version.

Bloom's taxonomy is divided into 6 levels: remember, understand, apply, analyze, evaluate and create.

This taxonomy is important within the educational field since it allows teachers to structure learning according to the objectives proposed by Bloom and it also serves as a base framework for the evaluation of the content taught in classes.

Within language learning, this taxonomy plays an important role when designing activities and developing skills in learners sequentially until significant learning is achieved.

1.1.4 Krashen`s theory (Input and Monitor hypothesis)

In 1983 Stephen Krashen developed one of the theories that has provided valuable knowledge within the field of education and the English language learning process. Known as the theory of language acquisition, it consists of several hypotheses that highlight important aspects for better language acquisition.

1.1.4.1 Comprehensible Input hypothesis

This hypothesis establishes that acquiring a second language is an unconscious process where it is necessary to be constantly exposed to understandable input. Input is the entry of information into our brain, it is everything we hear and read.

Krashen represents this hypothesis as $i+1$, where "i" represents the learner's current level of knowledge and +1 represents the next level. Krashen maintains that it is necessary to be exposed to a slightly advanced level of language flow than the learner is at.

A comprehensible input is useful for the learner to be able to deduce the meaning of the words according to the context in which they find themselves. Gestures and multimedia material can also help to better understand language.

Comprehensible input encourages natural acquisition of the language being learned without focusing solely on learning grammatical rules.

1.1.4.2 Monitor hypothesis

According to Krashen, this hypothesis maintains that learners have a conscious grammar where the so-called "monitor" acts as a corrector or editor of grammatical rules during language production.

There are several conditions to carry out this hypothesis during the acquisition of a new language. The first condition establishes that the speaker needs time to use his conscious grammar, think about the rule and correct his grammatical errors.

The second conditioning factor is “being concentrated”, concentration is important when using the monitor since the speaker needs to focus on the message he wants to give and its correction.

The third conditioning factor establishes that to use the monitor successfully it is necessary to know the rule clearly and have a mental representation of it and be able to apply it at the time of self-correction.

1.2 English language skills

The English language is the universal language; therefore, many people decide to learn it. Within this language there are 4 important skills to develop, each of these skills plays a very important role in the acquisition and mastery of the language. The development of English skills is achieved when the student is able to communicate clearly and effectively with other speakers (de la Riva & Companioni, 2018).

Among the skills of the English language are: receptive and productive skills.

1.2.1 Receptive skills

Receptive skills within the English language include everything that learners can “receive” through their senses such as listening and reading. As the name indicates, the learner is the one who receives information to understand and interpret it.

As stated by Al-Jawi (2010) receptive skills are the basis for developing productive skills, through these the student learns grammatical structures, expands his vocabulary and assimilates the pronunciation of many words.

Regarding the receptive skill of reading, learners require knowledge of vocabulary and grammatical structures to understand a reading. For its correct development, constant practice and reading all types of readings are needed.

Listening is a fundamental part of the communication process. When learning a new language, it is necessary to know how to listen and decode the message in order to respond correctly. According to Solak (2016) “to be able to speak, it is necessary to learn how to listen.”

1.2.2 Productive skills

Productive skills include everything that learners can produce on their own, such as writing and speaking. Productive skills develop the ability to use language with confidence and fluency.

As stated by Golkova & Hubackova, (2014) productive skills are also called active skills and are directly related with the development with passive skills also called receptive skills.

With respect to writing, its importance lies in developing written expression skills where learners are able to produce all types of texts that have cohesion and coherence. Additionally, this skill allows the learner to develop skills in organizing ideas and writing.

The productive skill of speaking involves the development of interaction skills with others and fluency. This skill requires constant practice to speak with confidence in all types of social contexts.

Productive skills within verbal and written communication are fundamental in expressing thoughts and exchanging information with others.

1.3 Podcasts in English learning

Within the learning of the English language as a second language, there are many useful resources and tools to develop the linguistic skills of the language that can be applied in the learning process to achieve better results.

There are all kinds of resources to develop each of the different language skills. Regarding listening skills, podcasts play a fundamental role.

The podcast is a resource that provides students with learning opportunities such as reinforcing skills and acquiring new knowledge. Chacón and Perez (2011) point out that podcast is widely used in language learning by providing authentic audio of the target language.

1.3.1 Definition

Contemporary society is getting used to new trends in technology, great advances have contributed to human beings developing skills necessary for communication with other individuals.

Within the technological evolution of the 21st century, the term podcast has taken on great relevance, becoming one of the most used media in the field of entertainment, education, emotional help, among others.

The word podcast appeared in 2004 in an article by journalist Ben Hammersley, this word is made up of a mixture of the words: iPod and Broadcast.

Podcasts are audio files usually in mp3 format and cover all types of content in which the listener can listen to the podcasts while doing other activities. Podcasts are linked to RSS syndication systems which help facilitate their distribution and access (Solano & Sánchez, 2010).

1.3.2 Characteristics

Podcasts are mainly characterized by their global accessibility on different platforms and applications such as Play Store where they can be downloaded to the phone, which is very useful for those who need to reinforce their listening skills in another language, for those who love to listen to narration there are all types of stories, whether horror, comedy or romance, and for those who want to have personal development and improve their mental health through podcasts that cover topics such as self-esteem, motivation and stress management.

As stated by Fernandez, Simo & Sallan (2009) one of the most important features of the podcast is the tone of voice and the background music. An appropriate tone of voice can be easier to understand for the audience.

1.3.3 Advantages

In the current era, podcasts have provided great contributions to the professional, academic and personal development of human beings, Stanley (2006) mentions that “podcasts are a great opportunity to develop listening skill inside or outside classroom.”

Among the main advantages of podcasts are:

- ✓ **Accessibility:** Nowadays, podcasts are available to many people at any time of the day.
- ✓ **Flexibility:** Listening to podcasts does not require much time or space.
- ✓ **Low cost:** Podcasts are an economical resource; most podcasts are free.

- ✓ **Multitasking:** Podcasts allow you to develop the skill of multitasking, that is, you can listen to a podcast and at the same time carry out daily activities such as driving, exercising or cleaning the house.
- ✓ **Development of critical thinking:** The different topics discussed in the podcasts help the development of critical thinking and reflection, since many of the debates about taboo topics help the listener to deeply analyze other people's opinions.
- ✓ **Easy production:** To create a podcast you do not need many resources, they can be created with a microphone and a voice recorder and published and shared with other people over the internet.

1.3.4 Types of podcasts

There is a wide variety of podcasts that listeners can choose from, each type of podcast has a different objective and production process.

Types of podcasts include:

- ✓ **Narrative podcasts:** podcasts that tell stories of all kinds; romantics, comedy, horror, crimes, mystery, stories for children among other stories that may be real or fictional. Its objective is to capture the listener's attention through an exciting narrative that generates interest.
- ✓ **Educational podcasts:** designed so that the listener acquires new knowledge about different topics such as science, arts, languages, among others. Its main objective is to teach and provide useful, clear and simple content for the audience.
- ✓ **Entertainment podcasts:** podcasts that deal with topics such as cinema, art, music, movies, among others. Its goal is to entertain the listener.

- ✓ **Interview podcasts:** podcasts where famous people are interviewed and provide their personal experiences about different situations. Its objective is to share experiences and perspectives of all kinds in order to achieve reflection.
- ✓ **Informative podcasts:** those that provide the audience with current national and international news information. Its goal is to provide information so that the audience is aware of what is happening.
- ✓ **Personal development podcasts:** they talk about topics such as motivation, leadership, self-esteem, among others. Its goal is to inspire and guide the audience to achieve success in their lives.

1.4 Podcasts within the development of listening skills

The skill of listening comprehension is important to communicate with others, it requires good development and constant practice, for this there are a variety of strategies and resources which can reinforce listening skills. Podcasts play a fundamental role in the practice of active listening.

Several studies carried out have proven that through the constant use of this resource, learners can achieve better results in terms of the listening development process. As mentioned by Goldman (2018) the podcast is an engaging resource and can provide a meaningful learning.

In addition, podcasts help the learning of new vocabulary and expressions, helping learners to have a better ability to recognize the words they hear.

1.4.1 Exit profile according to General Basic Education in Ecuador

In Ecuador, the English language learning standards are based on and developed by the International Association TESOL and the K-12 ESL Teacher Standards Organization.

The standards for learning a second language are the objectives that are expected to be achieved in terms of the development of skills and competencies within the language in this case, English language.

The level of competencies to be developed for the sublevels corresponding to EGB level are:

- ✓ 8th EGB: A1.1
- ✓ 9th EGB: A1.2
- ✓ 10th EGB: A2.1

These levels of competence within English language learning correspond to a basic user. In addition, English learning standards are based on the development of the main skills: reading, writing, listening and speaking.

1.4.2 Listening competences according to CEFR level for General Basic Education students

The Common European Framework of Reference for Languages is a globally used reference framework that helps describe language proficiency and the language competencies that learners must develop during the language acquisition and learning process.

This frame of reference is used by many countries, especially in the academic field. The common European framework divides the learning levels and competencies of apprentices into:

- ✓ **Basic user:** includes A1 and A2 CEFR level
- ✓ **Independent user:** includes B1 and B2 CEFR level
- ✓ **Competent user:** includes C1 and C2 CEFR level

Among the competencies related to listening skills that students in the 8th and 9th EGB must develop during their English language learning process are:

- ✓ I recognize very basic words and expressions that are commonly used, related to myself, my family and my immediate environment when spoken slowly and clearly.
- ✓ I understand phrases and the most common vocabulary on topics of personal interest (very basic personal and family information, purchases, place of residence, employment).

1.4.3 Podcasts to apply in English classroom for General Basic Education students.

According to the exit profile of the students at EGB level and the competencies to be developed from the Common European Framework, it is necessary to implement resources and methodological strategies that allow obtaining better results within the process of acquiring listening skills.

Podcasts as a resource for the development of listening comprehension skills within the English classroom can be used to complement daily lessons.

Within language learning and according to class planning they can be included to strengthen grammar, vocabulary and pronunciation of new words.

BBC English Learning is a platform that offers a wide variety of podcasts for the acquisition of new vocabulary and useful expressions in English. The English We Speak (BBC) also offers podcasts for learners to acquire important informal vocabulary for everyday conversations.

It is necessary to adapt this resource according to the objectives that are expected to be achieved with the class taught.

For Basic General Education students, it is necessary to select podcasts that adjust to the corresponding level of the Common European Framework and according to the skills that need

to be developed according to the MINEDUC. Furthermore, taking into account the needs of the students, it is important to properly select the podcasts to use.

There is a wide variety of platforms that offer podcasts on different topics and of different lengths of time that can make learning more fun and dynamic.

CHAPTER II METHODOLOGY

2.1 Type of research

This research project will be conducted under a mixed approach which involves quantitative and qualitative methods in order to analyze the different points of view of the participants. As stated by Creswell and Tashakkori (2007) mixed method approach is a design that take advantage of the strengths of both quantitative and qualitative data in the study.

2.2 Research methods, techniques and instruments

This study will be conducted under a mixed method approach, which means the use of both qualitative and quantitative approaches for the collection and analysis of data, this will offer a wide and accurate data base, as we need to understand the behavior, and evaluate the outcomes of this research.

2.2.1 Techniques

2.2.1.1 Interviews

The interviews were directed to the high authority of the Colegio Universitario UTN, the English area coordinator and the English teacher who is in charge of students of 8th and 9th courses of General Basic Education. They answered some open questions about the use of podcasts in English classes and how effective they could be to enhance listening comprehension skills in students.

The interview allowed the researcher to know the perspectives and the current experiences of the students within English classes. The interview directed to the high authority was structured with 5 open questions, the interview directed to the English area coordinator was structured with 8 open questions and the interview directed to the English teacher was structured with 8 open questions.

2.2.1.2 Survey

The survey was carried out with students of EGB of Colegio Universitario UTN in order to obtain quantitative data from the sample. The survey was structured with 10 closed-ended questions which allowed to the researcher to know the current status according to listening skill development.

2.2.2 Instruments

A questionnaire was used for the questions addressed to the high authority, English area coordinator and English teacher. And an interview for the questions that were addressed to the students.

2.3 Research Questions

- What is needed to improve students' listening comprehension skills?
- What resources could be implemented in class for a better development of listening comprehension skills in students?
- Are resources such as podcasts effective to strengthen students' listening comprehension skills?

2.4 Population

The study population for this research were the students from levels 8th and 9th EGB at Colegio Universitario UTN located in Ibarra city.

2.5 Procedure

English teacher who is in charge of 8th and 9th EGB was interviewed to collect important information and analyze it. After that, students answered the 10 close-ended questions from the survey in order to know more about their English learning. The quantitative and qualitative data were collected, analyzed, interpreted and discussed.

CHAPTER III: ANALYSIS OF RESULTS

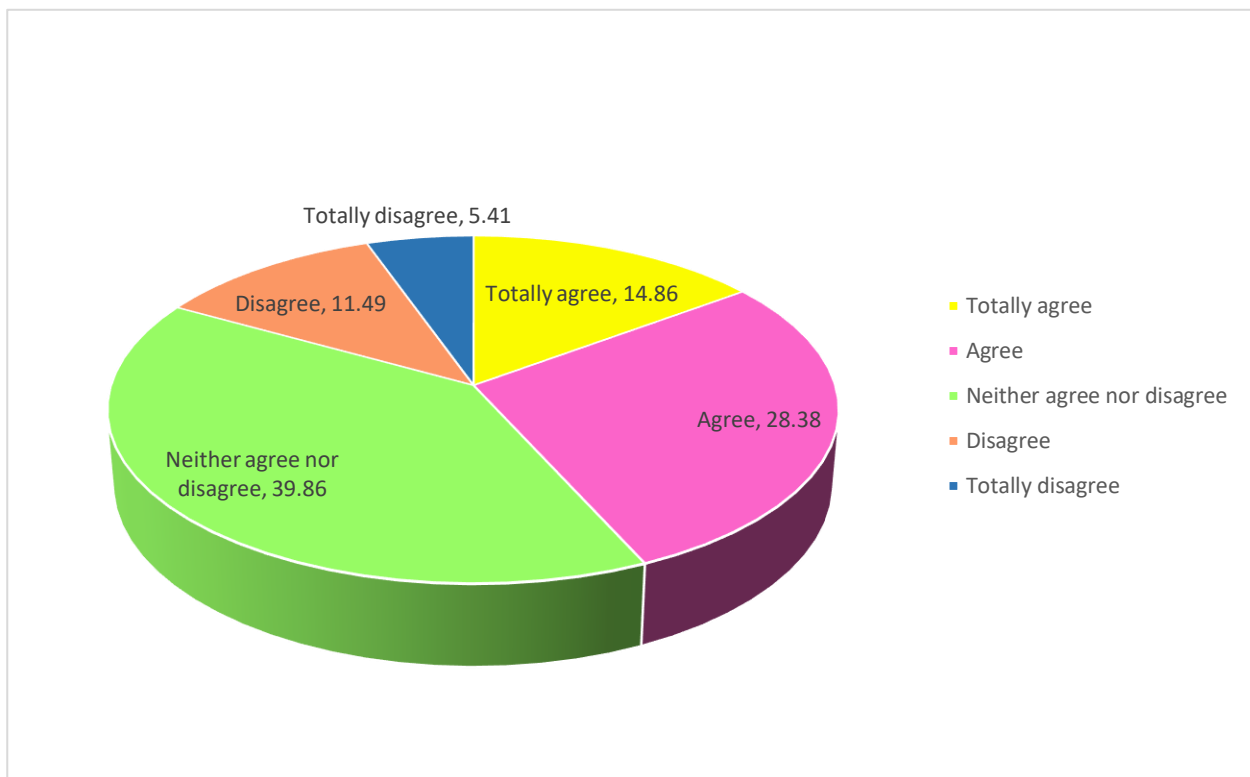
To carry out this research quantitative and qualitative data have been gathered. In this chapter the results of the survey and the interviews will be analyzed and interpreted.

3.1 Quantitative interpretation

3.1.1 Student's survey

Figure 1

Perception of difficulty in listening in English



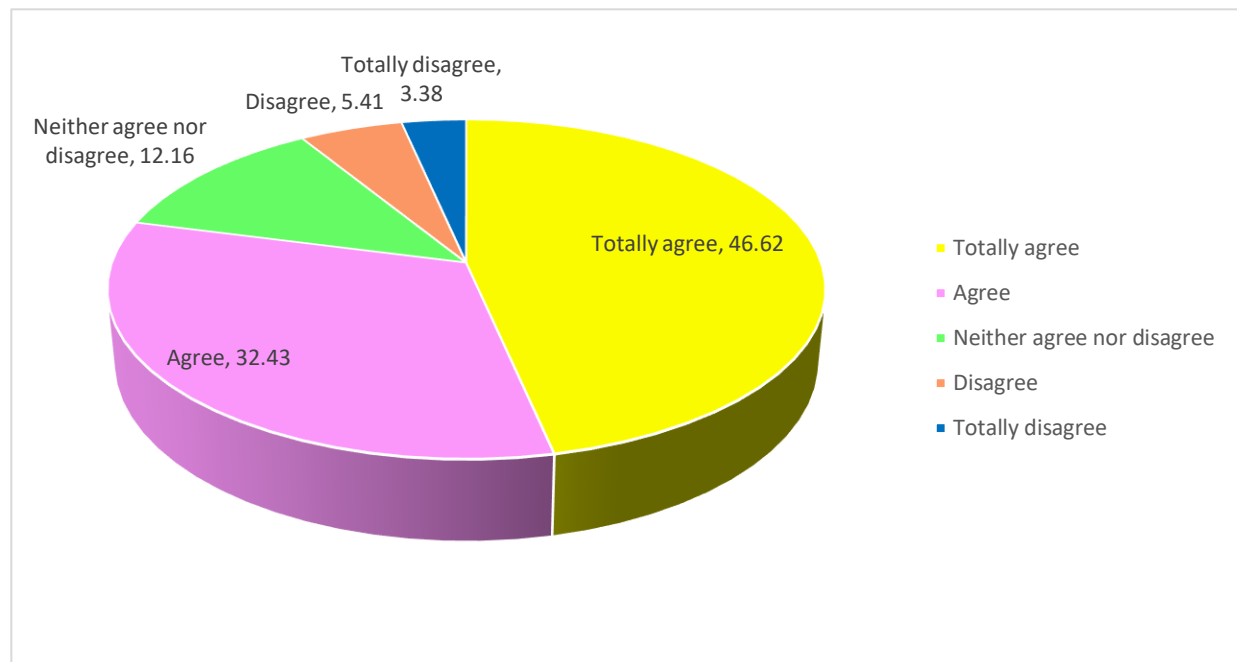
Source: Own elaboration.

The pie chart shows that 39,86% of students are neither agree nor disagree about having difficulties to listening in English, the 28,38 % of students answered "agree" and the 5,41% of students answered totally disagree.

These results are important because there is a considerable percentage of students who do have difficulties listening in English.

Figure 2

Understanding parts of an English conversation

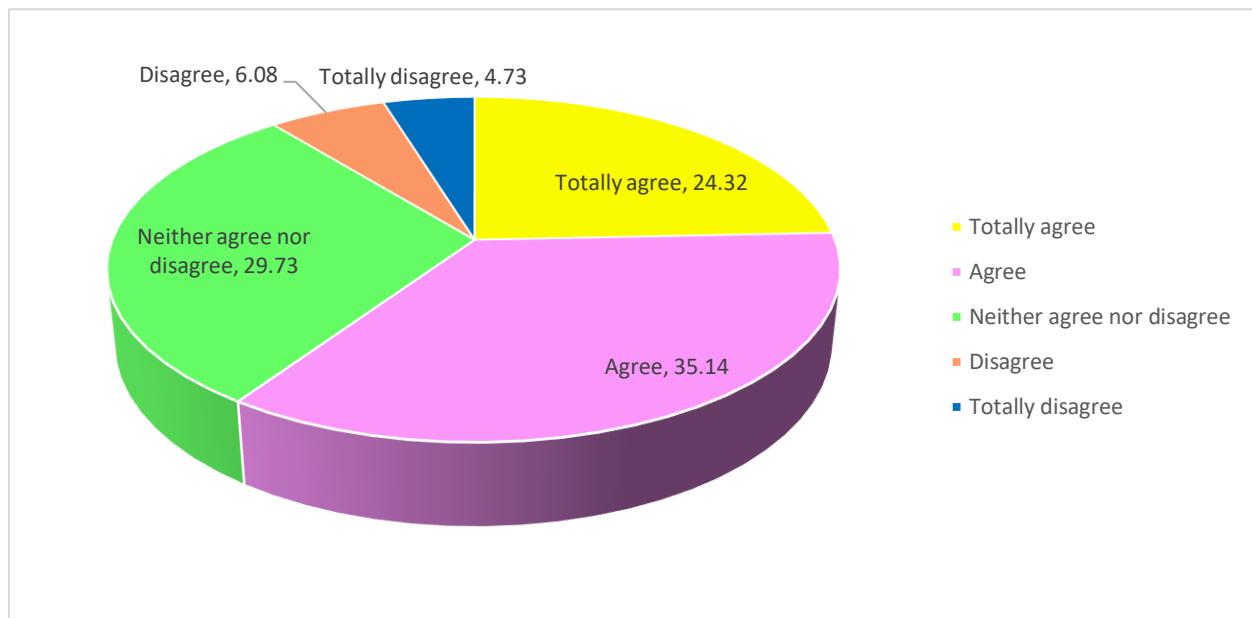


Source: Own elaboration.

According to this pie chart the 46.62 % of students answered "totally agree" about understanding parts of a conversation in English, 12,16 % of students answered "neither agree nor disagree", while a 3,38% of students answered "totally disagree" about understanding parts of a conversation in English. According to the results is evident that students are able to understand short parts of a conversation which means students have a bit developed listening skill.

Figure 3

Difficulty in listening American and British accents

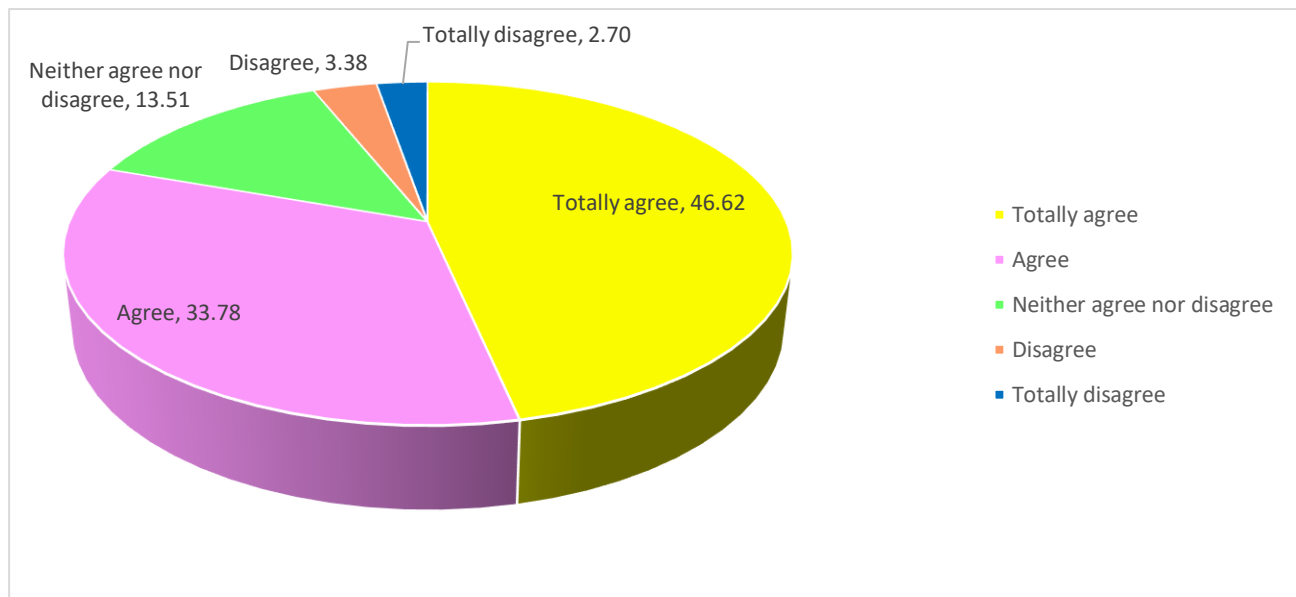


Source: Own elaboration.

The pie chart highlights that 35,14% of the students answered "agree" about having difficulties in listening American and British accents, 29,73% of students mention that they neither agree nor disagree, while 4.73% of students answered totally disagree. These results allow us to know that accents in English is also an important challenge when developing listening skill in students. As stated by Kleshnina & Andreeva (2021) accents can affect speech perception and result in communication breakdowns.

Figure 4

The speaker has to talk slow and clear



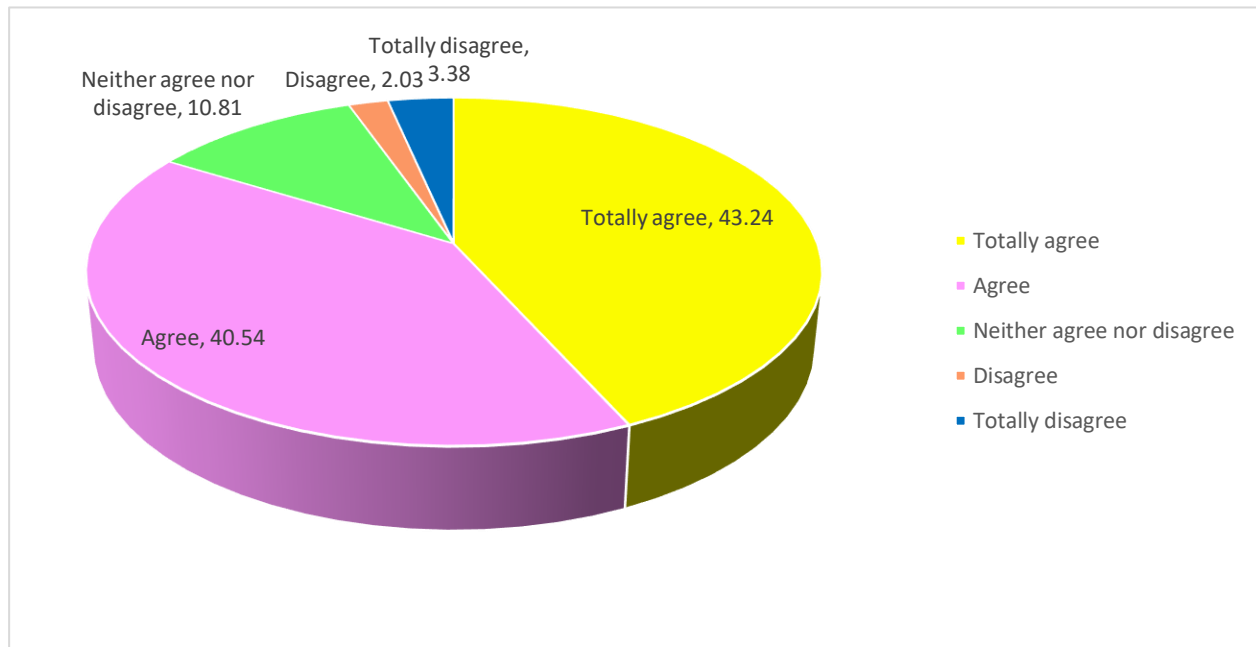
Source: Own elaboration.

Based on the data presented in the pie chart, 47% of students answered "totally agree" about If the speaker of a listening conversation has to talk slow and clear, 13% of students answered "neither agree nor disagree", while 3% of students answered totally disagree.

According to the results it can be appreciated that one of the main difficulties when listening an English conversation is the speed with which the speaker talks, so students consider that the speaker has to talk more slowly and clearly for a better comprehension.

Figure 5

Different resources used in English classes could strengthen listening skill



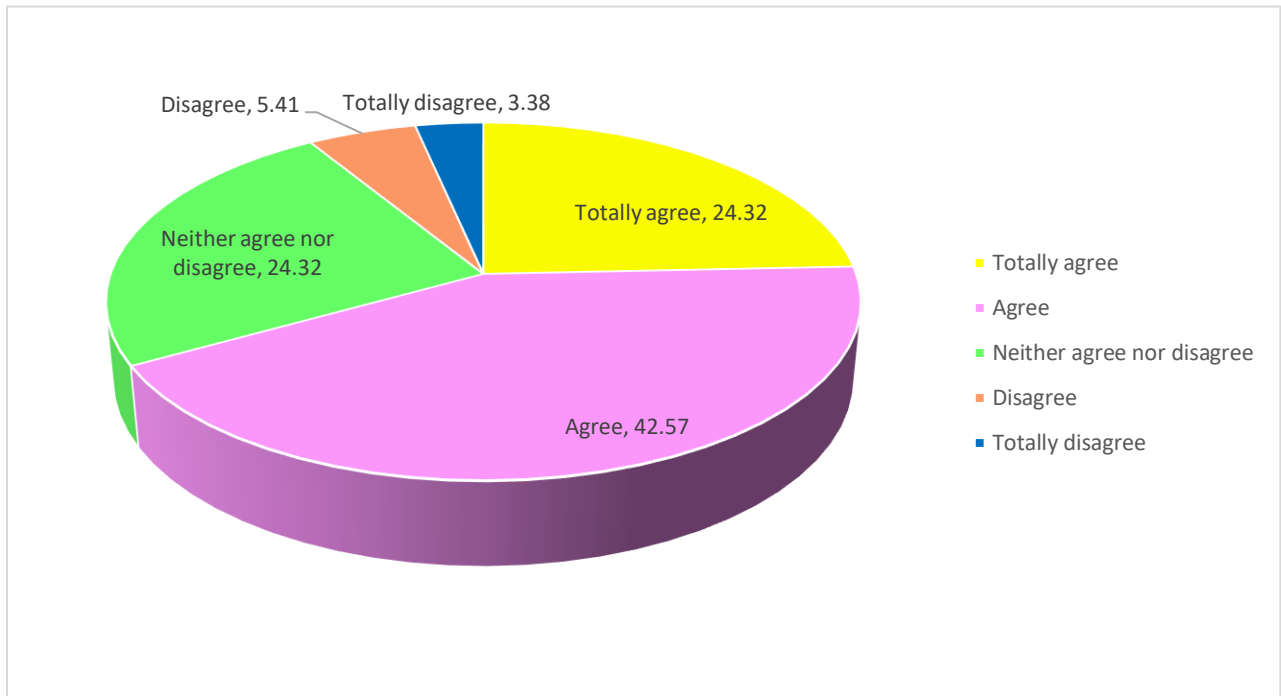
Source: Own elaboration.

The data illustrated in the pie chart reveals that 43,24 % of population answered "totally agree" about whether different resources in their English classes could improve listening skill, 10.81% of students answered "neither agree nor disagree", whereas 3,38% of them totally disagree with the idea that different resources can enhance listening skill.

It can be appreciated that a large percentage of students consider that the application of different resources within English classroom can be useful in strengthening listening skills. According to Cárdenas (2023) the use of different resources has an impact on student motivation during classes.

Figure 6

Podcasts could enhance listening skill



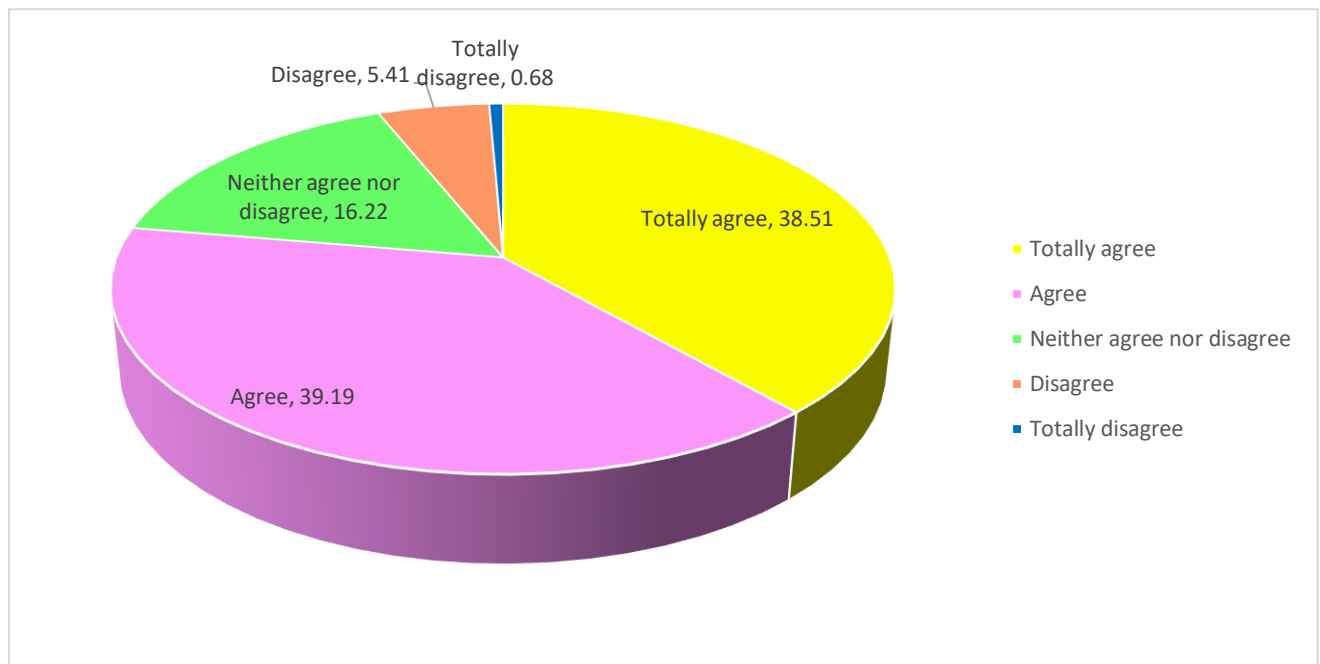
Source: Own elaboration.

According to the visual representation in this pie chart 42,57% of students answered "agree" about that podcasts could enhance their listening comprehension skill, 24,32% of students answered "neither agree nor disagree", while 3,38% of students answered totally disagree.

It can be seen that a large percentage of population consider that resources such as podcasts could be useful to enhance listening skill. As mentions by Saragih, Marpaung & Saragih (2022) podcasts can have a big and innovative impact on enhancing listening skills.

Figure 7

Perception of implementing podcasts in English classes

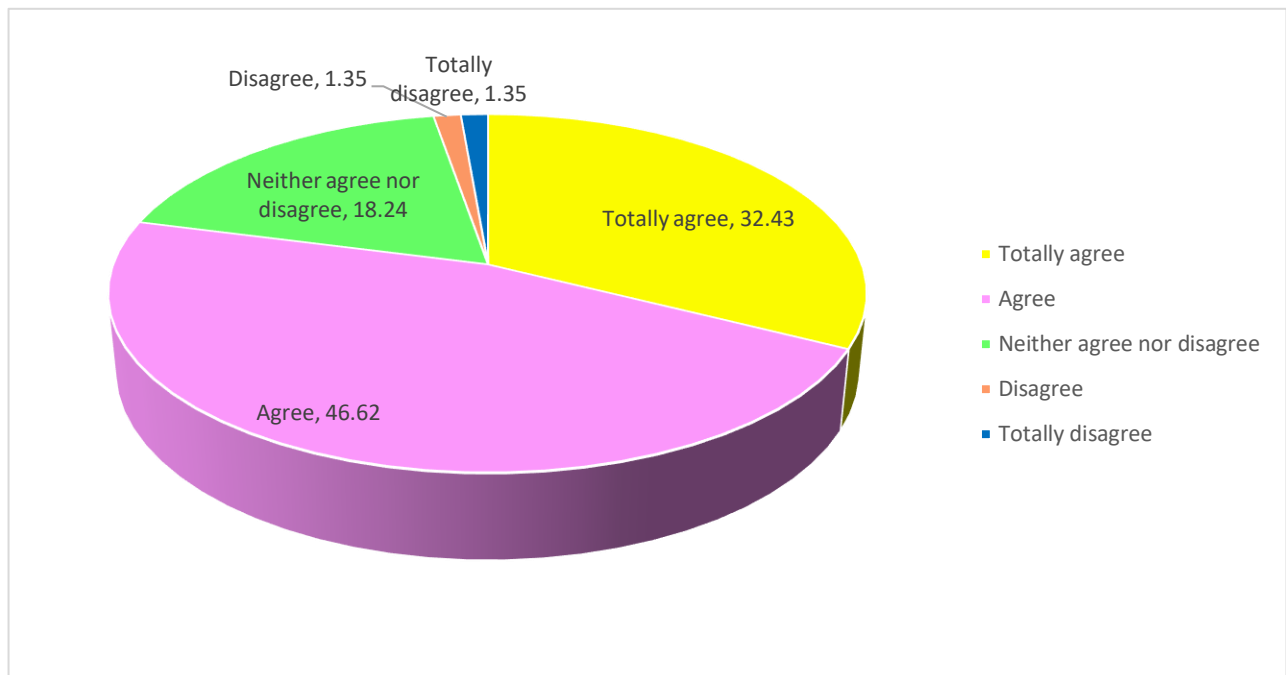


Source: Own elaboration.

The pie chart shows that 38,51% of students answered "totally agree" about if they would like that their English teacher implement podcasts in the classes while 16,22% of students answered "neither agree nor disagree". It can be appreciated that majority of students are interested in the implementation of podcasts by their English teacher which is significant information when knowing the interests of students. As stated by Sevilla (2018) podcasts can be integrated in the curriculum as a supplementary material in EFL classroom.

Figure 8

Podcasts could be useful to acquire new vocabulary

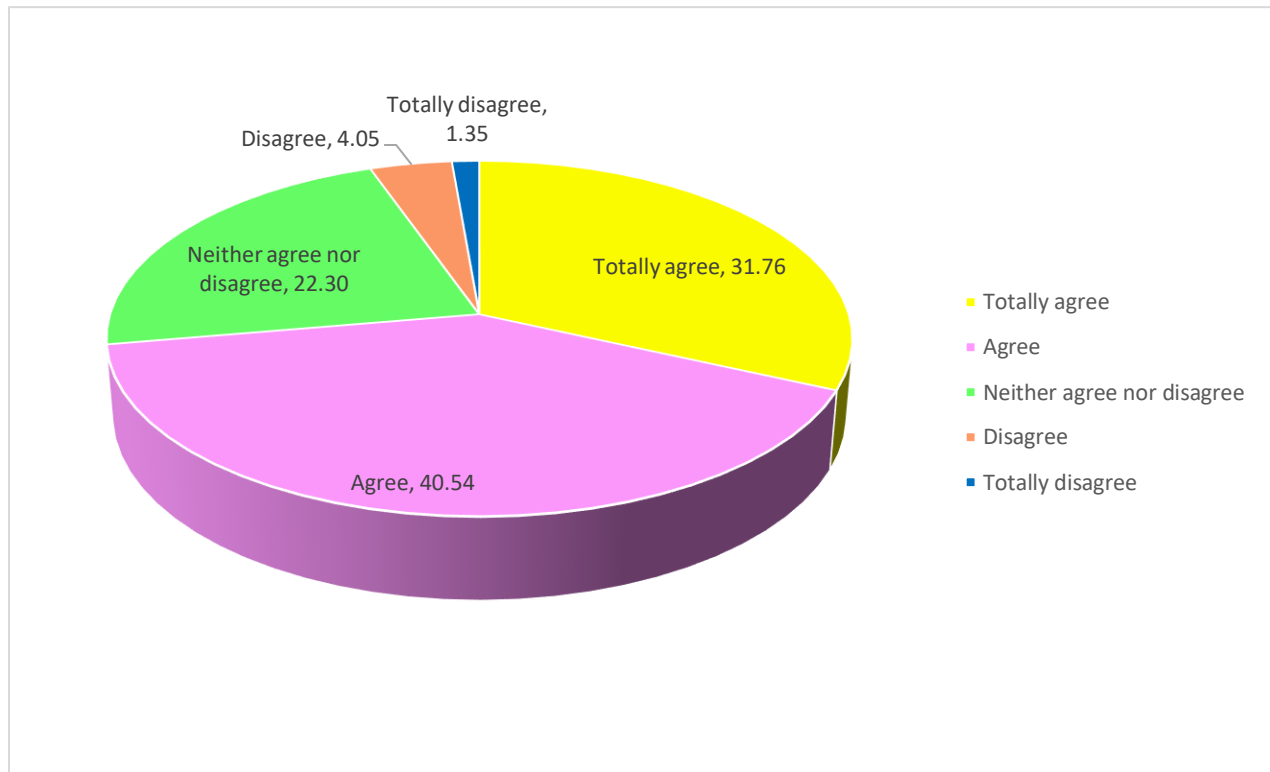


Source: Own elaboration.

The pie chart shows that 46,62% of students answered "agree" about podcasts could be useful to learn new vocabulary while 18,24% of students answered neither agree nor disagree. These results show that podcasts could be useful in acquiring new vocabulary in English classes.

Figure 9

Podcasts have to be about interesting topics

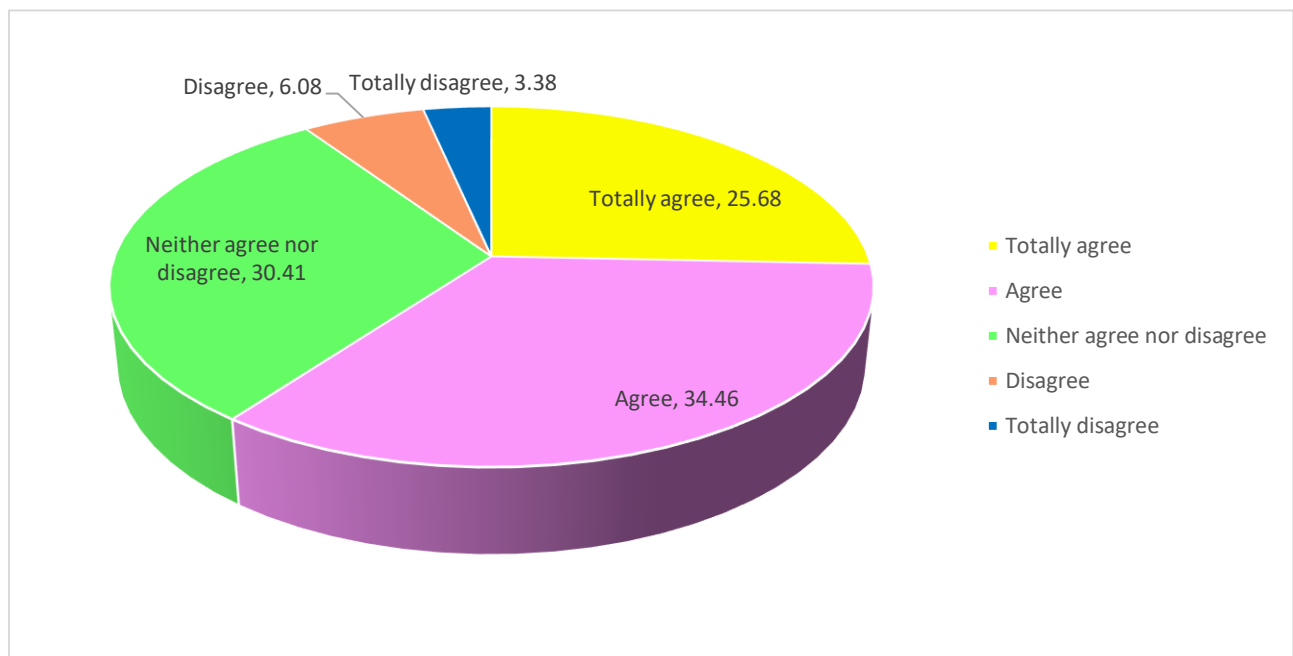


Source: Own elaboration

The pie chart shows that 40,54% of students are agree about that podcasts have to be about interesting topics, 22,30% of students answered neither agree nor disagree while 1,35% of students answered "totally disagree". It can be seen that a large percentage of students consider that the topics discussed in the podcasts are important and should be linked to their interests.

Figure 10

Opinion about preference for short podcasts



Source: Own Elaboration

According to this pie chart 34,64% of students answered "agree" about that they prefer short podcasts (less than 5 minutes), 30,41% of students answered neither agree nor disagree and the 3,38% of students answered totally disagree. It can be appreciated that the majority of students are interested in short podcasts.

Students are interested in short-format podcasts because they are easier to use and contain only the essential (Sutton-Brady et al.,2009).

3.2 Qualitative Interpretation

3.2.1 Vice-principal Interview

1. ¿Según los últimos informes del ranking EF English Proficiency Index, Ecuador es el segundo país de América Latina con un dominio bajo en el idioma inglés? ¿Cuáles cree usted que son los principales desafíos en los estudiantes del Colegio Universitario UTN para desarrollar competencias en inglés?

Bueno yo considero que uno de los principales desafíos es que la carga horaria no es suficiente, por lo tanto, es necesario tener más contacto con el idioma y que las actividades institucionales se enfoquen más en esta área y así poder desarrollar las habilidades de mejor manera.

Researcher's Interpretation:

In this question Vice-principal mentions that one of the main challenges is that there are 3 class hours dedicated to English subject per week which is a disadvantage within the development of English skills.

2. ¿Cuál es el principal objetivo a lograr en la enseñanza del idioma inglés, particularmente en mejorar la habilidad auditiva?

El principal objetivo es que los estudiantes puedan responder preguntas y entablar un diálogo básico utilizando el inglés como segunda lengua.

Researcher's Interpretation:

Vice-principal mentions that the main objective is that UTN students can achieve a basic dialogue in L2.

3. ¿Qué estrategias ha implementado la institución educativa para desarrollar la habilidad de escuchar según el plan de estudios?

Se ha implementado el escuchar conversaciones cotidianas en base a su entorno, responder preguntas de comprensión.

Escuchar y ver películas en inglés activando subtítulos y también utilizar apps y sitios web como Duolingo, entre otras para usar el inglés en otro ambiente que no sean las aulas.

Researcher's Interpretation:

Vice-principal mentions that there have been some strategies implemented throughout the curriculum such as conversations, movies and apps such as Duolingo aimed to foster English learning inside and outside the classroom.

4. ¿Se han realizado capacitaciones o cursos sobre el uso de recursos digitales en el aula para la enseñanza del idioma inglés?

No se han realizado capacitaciones de forma frecuente, a más de la motivación para el uso de apps extra clase.

Researcher's Interpretation:

Vice-principal mentions that there has been no training on the use of digital resources for the English area, only the motivation to implement apps.

5. ¿Qué tipo de infraestructura tecnológica tiene el colegio para contribuir al uso de podcasts en el aula?

El colegio no cuenta con infraestructura para ello, existe internet, pero no en todos los ambientes.

Researcher's Interpretation:

Vice-principal mentions that there is a lack of technological spaces and also mentions that outside the classroom not all students have internet.

3.2.2 English Teacher's Interview

1. What strategies do you use frequently in your English classes for reinforcing listening comprehension skills?

I frequently use interactive activities such as listening to short audio clips, songs, or dialogues followed by comprehension questions. I also incorporate dictation exercises, gap-filling tasks, and group discussions to engage students actively.

Researcher's Interpretation:

According to the first question teacher mentions that they usually apply interactive activities including short audios, teacher even use dictation such as strategy to force students to focus and listen actively.

2. How much time per week is dedicated to developing listening skills with your students?

Typically, I dedicate around 2–3 hours per week to listening comprehension activities. This includes specific sessions for listening practice and integrating listening tasks into other skill areas like speaking or grammar.

Researcher's Interpretation:

According question 2 teacher dedicate a considerable time per week to enhance listening comprehension skill related them with other important skills such as speaking.

3. What are some difficulties that you have noticed in your students when they develop their listening skills?

Students often struggle with understanding different accents, unfamiliar vocabulary, and the speed of native speakers. Another challenge is their lack of focus or difficulty in identifying key details within longer audio clips.

Researcher's Interpretation:

English teacher mentions that English accents, unknown vocabulary and other factors such as speed of speakers are a challenge for students when listening in English.

4. Which strategies or resources do you think could enhance listening comprehension skills in your students?

Using podcasts, audio stories, and videos with subtitles can greatly enhance listening skills. Interactive tools like language-learning apps or gamified listening exercises also motivate students and make learning more enjoyable.

Researcher's Interpretation:

English teacher mentions that apps, podcasts and other kind of audio resources can be useful to enhance listening skills making learning process more interesting for students.

5. What do you think about the implementation of digital tools to improve listening skills, such as podcasts, in your English classes?

I think digital tools like podcasts are excellent resources. They expose students to authentic language use, varied accents, and real-life conversations, which can significantly improve their listening skills.

Researcher's Interpretation:

Regarding this questions, English teacher mentions that digital resources are beneficial because students can be more exposed to the authentic language listening the different accents, intonations and all kind of daily life conversations.

6. Have you ever heard about the benefits of podcasts as a strategy to strengthen listening comprehension skills in L2 students?

Yes, I am aware that podcasts can improve listening comprehension by offering authentic materials, fostering independent learning, and providing exposure to diverse speaking styles and topics.

Researcher's Interpretation:

According to this question, teacher mentions that podcasts are useful within listening skill enhancement and it is also important because it can develop autonomy in learners.

7. Do you think that podcasts could contribute to a better development of listening comprehension skills in your students? Why/Why not?

Yes, podcasts are highly effective because they allow students to practice listening at their own pace. They also introduce students to natural intonation, stress, and rhythm, which are critical for understanding spoken English.

Researcher's Interpretation:

Teacher mentions that podcasts are an effective tool and it can be flexible and adaptable for students learning process.

8. Which type of podcasts do you think students would be interested in?

Students might enjoy podcasts that are entertaining and educational, such as those about current events, cultural topics, or stories. Podcasts featuring relatable themes like technology, sports, or music can also capture their interest.

Researcher's Interpretation:

In this last question, the teacher mentions that podcasts are a form of entertainment, especially those with topics related to the students' interests.

3.3 Discussion

In the present research, the respective collection of qualitative and quantitative data was carried out in order to understand the opinions, perspectives, and viewpoints of students and educators to understand the process of developing listening comprehension skills in English classes.

Upon analyzing the obtained data, key and significant findings have been collected. The participants in the research analyzed the questions from both the interview and the survey and responded according to their perspective and experience, providing answers that help to

understand the current learning process of the students, their difficulties, and the different viewpoints of the English teachers in relation to the research topic.

When conducting the survey directed at the students, the respective data tabulation was carried out, which helped to understand the students' perspective regarding the listening skill within English classes. The students believe they are capable of understanding parts of a conversation in English, but they still have difficulties developing this skill and are interested in the implementation of resources such as podcasts in English classes.

Among the results, interesting data was found, such as the fact that students would prefer to listen to podcasts of less than 5 minutes.

On the other hand, after the qualitative data collection conducted with English teachers using interviews as an instrument, it was determined that, based on the results, English teachers dedicate some time to developing students' listening skills. Additionally, they consider that one of the main challenges for students is understanding the key details of a conversation.

The teacher also considers that the podcasts used in English classes should be on topics of interest to the students, such as sports or music.

When analyzing and comparing the qualitative and quantitative results obtained, it can be determined that both students and teachers consider the podcast a useful resource for the development and strengthening of listening skills, which can make learning more interesting and entertaining for students.

The results helped to understand the needs of the students, the positive perspectives of the English teachers regarding this resource, and to adapt the research topic and present a didactic guide as a proposal.

CHAPTER IV: PROPOSAL

4.1 Proposal Title

The power of podcasts: a useful guide to strengthen listening comprehension skills for teenagers.

4.2 Rationale

The following guide has been designed based on the podcast strategy to support students in reinforcing their listening comprehension skills of the English language through the use of a variety of podcasts. Students will develop their ability to listen English accents and learn key vocabulary through it. This guide will be an engaging option for English teachers and students to achieve better results in the process of developing listening abilities.

4.3 Theoretical Foundations

4.3.1 Stephen Krashen's Input Hypothesis

One of the foundational theories for this proposal is Stephen Krashen's Input Hypothesis, which suggests that learners can acquire a new language when they are exposed to "comprehensible input" In this case, podcasts can provide that input through offering students learning opportunities where they will learn about English accents (British, American) and acquire a lot of vocabulary about different and interesting topics.

Krashen argues that "language acquisition occurs when learners are exposed to language input that is slightly above their current level of competence but is still understandable" (Krashen, 1982).

Through the use of podcasts, students can listen dialogues about real life situations in various contexts, learning vocabulary and pronunciation and overall developing listening competences.

By the other hand, as stated by Lopez and Hernández (2020) the integration of podcasts is a good strategy within English language teaching above all in teenagers allowing students to develop listening skills in a real-world context.

4.4 Proposal Objectives

General Objective

Use podcasts to strengthen listening comprehension skills in students at Colegio Universitario UTN.

Specific objectives

- Select the contents of the guide according to the CEFR level
- Choose the appropriate podcasts according to the CEFR level
- Design a guide with activities to enhance listening skill

4.5 Beneficiaries

The students of General Basic Education at Colegio Universitario UTN will be the primary beneficiaries of this proposal who will participate in the application of podcasts in their English classes as a tool to enhance their listening comprehension skills. The secondary beneficiaries will be English teachers of the institution by having access to this guide and implement it in English lessons to achieve a better development of listening competences in students.

4.6 Proposal description

The proposal guide is made up of 5 learning units, each unit has learning objectives to achieve and also the Can-do statement. For each unit 4 lessons have been proposed with different activities using different podcasts.

The podcasts selected for the guide have been chosen from British Council Learn English Teens.

For the development of each of the activities corresponding to each lesson, a process with three stages has been proposed: pre-listening, while-listening and post-listening.

For the Pre-listening stage there is a vocabulary box related to each lesson, for the While-listening stage there is the podcast that will be used and for the post-listening there are the activities to be developed with the students and also the answers.

THE POWER OF PODCASTS: A USEFUL GUIDE TO STRENGTHEN LISTENING COMPREHENSION SKILLS FOR TEENAGERS.



**CEFR LEVEL:
A1.1-A1.2**

By: Erika Ramos

2024-2025

Canva,(2024)



INTRODUCTION

This teaching guide is a proposal to strengthen listening skills in 8th and 9th year students of Basic General Education at the UTN University College.

This guide contains material and activities to be used in English classes by teachers when developing the skill of listening comprehension, one of the 4 skills that must be developed in the process of learning and acquiring the English language.

This guide is made up of 5 learning units and each unit contains 5 lessons with activities to enhance this skill. To achieve the objectives of each unit, a sequential process has been designed that consists of: pre-listening, while-listening and post-listening.

For the selection of contents and material, level A1.1 and A1.2 (CEFR) corresponding to the 8th and 9th courses of EGB have been taken into account.

This proposal is an alternative for the continuous learning and development of the English language skills within the educational curriculum.

UNIT 1: BREAKING ICE

LESSON A: Spelling names

LESSON B: Let's learn numbers

LESSON C: Spelling colours

LESSON D: Time

UNIT 2: DAILY LIFE

LESSON A: Daily Routine

LESSON B: My family and Me

LESSON C: Free time

LESSON D: Studying

UNIT 3: MEETING AND TALKING WITH PEOPLE

LESSON A: They are my classmates

LESSON B: Interacting

LESSON C: Going out

LESSON D: Let's go shopping

UNIT 4: HEALTHY LIFE

LESSON A: Tips for a healthy life

LESSON B: Healthy food vs Junk food

LESSON C: Healthy activities to reduce stress

LESSON D: Sleep is important

UNIT 5: TRAVELLING IS AMAZING

LESSON A: Transport is important when travelling

LESSON B: How is the weather?

LESSON C: Things you have to know before travelling

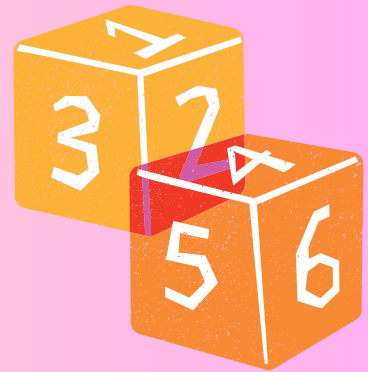
LESSON D: The best trip

EXTRA ACTIVITY

ACTIVITY: The use of colours

UNIT 1

BREAKING ICE



Objectives:

- Develop listening skills through podcasts about basic english such as spelling names,numbers, colors and
- Learn vocabulary and recognize key vocabulary and information.

Can-do statements:

- I can understand key information when someone spelling names and talks about numbers.

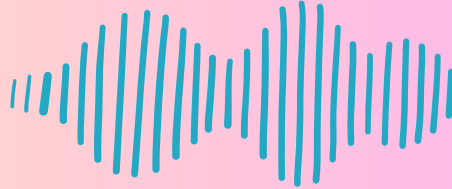
LESSON A: SPELLING MY NAME

STAGES

Pre-listening

- Teach students about: How to spell letters (teach the english alphabet)
- Practice pronunciation of the spelling as many times as necessary.
- Teacher will spell common names as example for students.

While-listening



- Play a podcast about spelling names. (twice)

Post-listening

- Students have to spell their names and last names in front of the class.

LESSON A: SPELLING MY NAME

Podcast' name: Spelling names

Duration: 0:48 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_spelling_names.mp3

Transcription:

A: What's your name?

B: Anika.

A: Can you spell that?

B: A-N-I-K-A.

A: What's your surname?

B: Reeves.

A: Can you spell that?

B: R-E-E-V-E-S.

A: R-double E-V-E-S.

B: That's right.



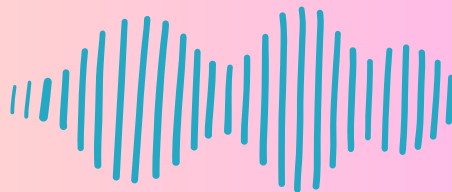
LESSON B: LET´S LEARN NUMBERS

STAGES

Pre-listening

- Teach students about: numbers in english.
- Practice pronunciation of the numbers as many times as necessary.
- Teacher and students will practice together the numbers.

While-listening



- Play a podcast about understanding numbers. (twice)

Post-listening

- Students have to listen to the teacher carefully
- Teacher will dictate eight series of numbers and the students must write them according to what they hear.

LESSON B: LET'S LEARN NUMBERS

Podcast name: Understanding numbers

Duration: 1:06 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_understanding_numbers.mp3

Transcription:

0208 542 8976

14

1985

25th June

1 metre 27

68

103

671

5,325

8,000,000



LESSON B: LET´S LEARN NUMBERS

POST-LISTENING ACTIVITIES

- Students have to listen to the teacher carefully
- Teacher will dictate eight series of numbers and the students must write them according to what they hear.

For example : (one,five,six,nine,zero,one.....)

SERIES OF NUMBERS TO DICTATE

- | | |
|---------------------|---------------------|
| • 5689045325 | • 5689045325 |
| • 6839859834 | • 6839859834 |
| • 3859589483 | • 3859589483 |
| • 4851435673 | • 4851435673 |

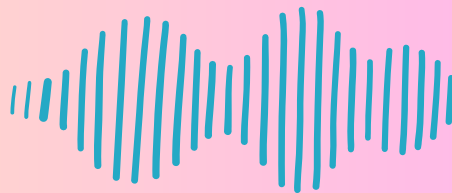
LESSON C: CAN YOU SPELL COLORS?

STAGES

Pre-listening

- Ask students: What is your favorite colour?
- Teach students: colours in english
- Practice colours in class.
- Practice pronunciation and spelling of colours.

While-listening



- Play a podcast about spelling colours.
(twice)

Post-listening

- Students have to work in pairs and practice spelling colours.
- Students have to spell their favorite colours in front of the class.

LESSON C: CAN YOU SPELL COLOURS?

Podcast' name: Spelling colours

Duration: 2:32 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_spelling_colours.mp3

Transcription:

Number 1: R-E-D

Number 2: Y-E-L-L-O-W

Number 3: G-R-E-E-N

Number 4: B-L-U-E

Number 5: B-L-A-C-K

Number 6: B-R-O-W-N

Number 7: W-H-I-T-E

Number 8: P-I-N-K

Number 9: P-U-R-P-L-E

Number 10: O-R-A-N-G-E



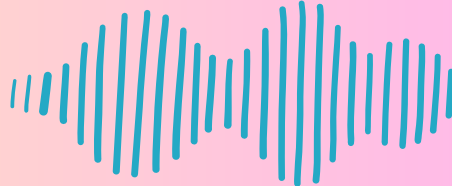
LESSON D: TIME

STAGES

Pre-listening

- Ask students: What day is today? , What time is it?
- Introduce students vocabulary about days of the week, months and hours..
- Practice pronunciation of all vocabulary

While-listening



- Play a podcast about time information (twice)

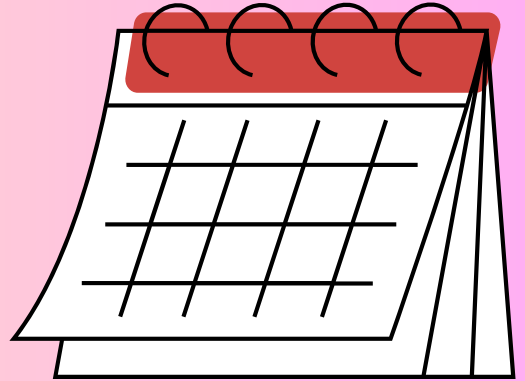
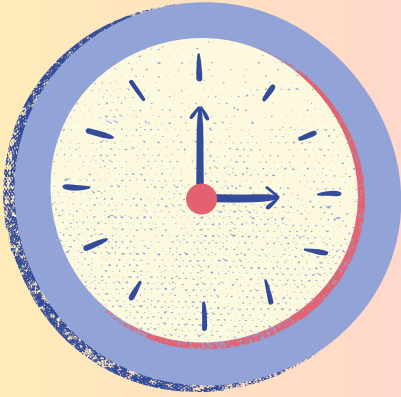
Post-listening

- Students have to choose TRUE or FALSE according to the statement about the podcast.
- Students have to make a drawing about what they understood about the podcast conversation.

LESSON D: TIME

PRE-LISTENING ACTIVITIES

Warm up



- What day is today? , What time is it?

Vocabulary box (Days)

- 
- Sunday
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday

Vocabulary box (Months)

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Vocabulary box (time)

- Hour
- Minute
- Second
- Morning
- Afternoon
- Noon
- Evening
- Midnight

LESSON D: TIME



Podcast' name: The first English class

Duration: 2:44 minutes

URL:

[https://learnenglish.britishcouncil.org/sites/podcasts/files/LE listening_A1_The first English class.mp3](https://learnenglish.britishcouncil.org/sites/podcasts/files/LE_listening_A1_The_first_English_class.mp3)

Transcription:

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

We have class twice a week, on Monday and Wednesday. Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at 6 p.m. That's 4.30 to 6. Please arrive on time, OK?

Also, I have an office hour if you have questions. I'm in office 7B on the second floor. My office hour is Friday at 6 p.m. So, if you have any questions or problems or want to talk to me, it's Friday at 6 p.m. in office 7B.

We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

I think that's all ... Oh, one more thing. For this course you need the book. Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to see any photocopies of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday!

LESSON D: TIME

POST-LISTENING ACTIVITIES

- Students have to choose TRUE or FALSE according to the statement about the podcast.

1. Teacher's name is LYSSA.

2. English class is in 13 room.

3. Classes are on Tuesday and Friday.

4. The course ends on May 20th.

True False

True False

True False

True False

Answers:

1. False

2. True

3. False

4. True

- Students have to make a drawing about what they understood about the podcast conversation.

UNIT 2

DAILY LIFE



Objectives:

- Develop listening skills through podcasts based on daily routines, family, school and daily situations.
- Learn vocabulary and recognize key vocabulary and information.

Can-do statements:

- I can understand key and basic information about daily routines, family, free time and study time.

LESSON A

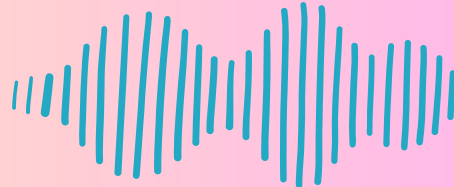
“Daily routines”

STAGES

Pre-listening

- Socialize the topic through images and teach about main activities that a person usually does in their daily routine.
- Ask students another activities that they do and write them on the board.
- Practice pronunciation of all those activities

While-listening



- Play a podcast related to daily routine of a swimmer (twice)

Post-listening

- Mark with an X the swimmer's routines mentioned in the podcast
- Order the swimmer's routines

LESSON A : Daily routines

PRE-LISTENING ACTIVITIES



Vocabulary box (daily routine activities)



1. Get up
2. Wake up
3. Take a shower
4. Brush teeth
5. Get dressed
6. Comb hair
7. Have a breakfast
8. Go to school
9. Go to work

10. Have lunch
11. Watch movies
12. Go to the park
13. Do homework
14. Get back home
15. Meet friend
16. Have dinner
17. Go to bed

LESSON A : Daily routines



Podcast' name: Interview with a swimmer

Duration: 1:44 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_interview_with_a_swimmer.mp3

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school magazine?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereals, toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to university. I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet my friends at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I watch TV or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

LESSON A : Daily routines

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Mark with an X the swimmer's routines mentioned in the podcast

- Have a breakfast ☐
- Go to university ☐
- Take a shower ☐
- Run ☐
- Go to gym ☐
- Get up ☐
- Watch TV ☐
- Get dressed ☐
- Brush teeth ☐
- Cook dinner ☐
- Go shopping ☐
- Meet friends ☐



LESSON A : Daily routines

POST-LISTENING ACTIVITIES

- Order the swimmer's routines

1. I have a shower
2. I have a big breakfast
3. I watch TV
4. I go to swim
5. I go to bed
6. After classes I meet my friends
7. I get up
8. I go to university
9. I get dressed
10. I have lunch
11. I have dinner

Correct order: 7,4,1,9,2,8,10,6,11,3,5

LESSON B

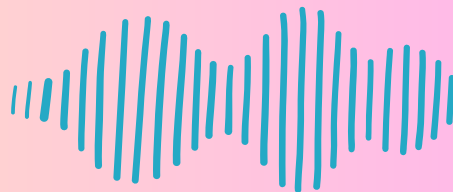
“My family and me”

STAGES

Pre-listening

- Teach students main members of the family.
- Ask students about their members of their families.
- Practice pronunciation of all the vocabulary related to family.

While-listening



- Play a podcast related to a family and key information about their members. (twice)

Post-listening

- Students have to choose TRUE OR FALSE according to the statements about the podcast.
- Students have to draw members of the family mentioned in the podcast.

LESSON B : My family and me

PRE-LISTENING ACTIVITIES

Warm up



Vocabulary box (family members)

1. Mother
2. Father
3. Sister
4. Brother
5. Daughter
6. Son
7. Cousin
8. Grandfather
9. Grandmother

10. Uncle
11. Aunt
12. Wife
13. Husband
14. Nephew
15. Niece
16. Twins
17. Parents
18. Siblings



LESSON B : My family and me

Podcast' name: Describing people

Duration: 1:42 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_describing_people.mp3

Transcription:

Aurelia: Who's that boy over there, Hannah?

Hannah: That? Er, that's my brother, Jem.

Aurelia: Your brother?

Hannah: Yes, and that's his girlfriend Lucy. The pretty girl with the long, brown hair.

Aurelia: Oh right. So, you've got a brother?

Hannah: No, I've got two brothers. Jem and Alex.

Aurelia: Really? ... and ... how old is Alex?

Hannah: Alex and Jem are twins, they're both 15.

Aurelia: 15, mmm ... and does Alex look like Jem?

Hannah: They're exactly the same! They're both tall and thin. They've both got short brown hair, green eyes and big ears!

Aurelia: They're not big, I think they're cute. And ... has Alex got a girlfriend?



LESSON B : My family and me

POST-LISTENING ACTIVITIES

- Students have to choose TRUE OR FALSE according to the statements about the podcast.

1. Jem has a pretty girlfriend
2. Jem and Alex are twins
3. Jem and Alex are 16 years old
4. Jem and Alex are tall and thin

True	False
True	False
True	False
True	False

Answers:

1. True
2. True
3. False
4. True

- Students have to draw members of the family mentioned in the podcast.

LESSON C

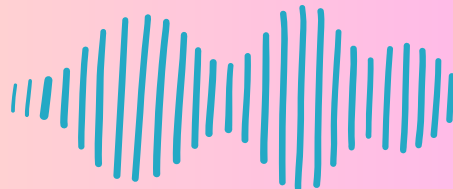
“Free time”

STAGES

Pre-listening

- Ask students about their favorite activities to do in free time and write them on the board.
- Teach students vocabulary and activities related to free time.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation about an interesting activity to do on weekends.
(twice)

Post-listening

- Students have to complete a chart with at least 5 important facts mentioned in the podcast.
- Students have to write a short paragraph describing their ideal weekend and mention some activities learned in class.

LESSON C : Free time

PRE-LISTENING ACTIVITIES

Warm up



Vocabulary box (free time activities)



1. Paint
2. Read books
3. Watch TV
4. Watch movies
5. Go shopping
6. Listen to music
7. Take photos
8. Play the guitar
10. Play videogames
11. Play soccer
12. Surf the internet
13. Meet friends
14. Dancing
15. Singing
16. Blogging
17. Cooking

LESSON C : Free time



Podcast' name: Free time

Duration: 2:00 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_free_time.mp3

Transcription:

Receptionist: Good morning, Brownton swimming pool.

Tyrone: Hello, I'd like some information about the water polo club.

Receptionist: Yes, of course. We have an under 14s club, an under 16s club, an under 18s club and an adults club. How old are you?

Tyrone: I'm 15.

Receptionist: OK, so you want the under 16s club.

Tyrone: Yes.

Receptionist: Just a moment ... yes, we have two places in the under 16s club.

Tyrone: When do they train?

Receptionist: Let's see, the under 16s train two evenings a week, on Mondays, no sorry, on Tuesdays and Thursdays from 6:30 – 8:00pm. And matches are on Saturday mornings.

Tyrone: When does the training start?

Receptionist: Training starts next week, on September 2nd.

Tyrone: OK. And how much are the classes?

Receptionist: Classes are free for under 18s.

Tyrone: Great! What do I have to do to join?

Receptionist: You have to come to the swimming pool and complete a form. You need to bring a photograph too.

Tyrone: OK.

Receptionist: Can I take your name?

Tyrone: Yes, it's Tyrone Williams.

Receptionist: OK, thanks. Tyrone.

Tyrone: Thanks. Bye.

LESSON C : Free time

POST-LISTENING ACTIVITIES

- Students have to complete a chart with at least 5 important facts mentioned in the podcast.

QUESTIONS ABOUT FREE TIME PODCAST	
What is the name of the swimming club?	Answer: Brownton swimming pool
What days are there training?	Answer: Tuesdays and Thursdays
What date do training start?	Answer: September 2nd
What is the name of who wants to join the swimming club?	Answer: Tyron Williams
What requirements are needed to join the club?	Answer: Complete a form and bring a photograph

LESSON D

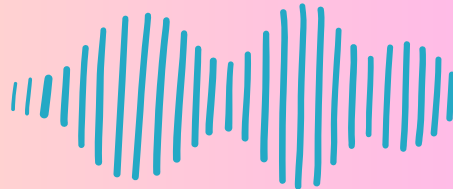
“Studying”

STAGES

Pre-listening

- Ask students: What do you do to study correctly?
- Introduce vocabulary to students about studying tips.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast related to study tips. (twice)

Post-listening

- Students have to complete the missing information about the study tips mentioned in the podcast.
- Students have to write 7 study tips that they like.

LESSON D: Studying

PRE-LISTENING ACTIVITIES

Warm up



- What is she doing?
- Do you like to study?
- How do you study?

Vocabulary box (study tips)



1. Turn off your phone
2. Organize your study routine
3. Organize your desk
4. Have breaks

5. Take notes
6. Sleep well
7. Read aloud

LESSON D : Studying



Podcast' name: Study tips

Duration: 1:43 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_Study_tips.mp3

Transcription:

Ben: You always get good marks at school. You're lucky! I study but I don't always get good marks.

Katy: I'm not lucky! I know how to study. I always do three things. Do you want to know them?

Ben: Yeah, please!

Katy: OK, number one. Always study in a quiet place.

Ben: I usually study in my bedroom. It's very quiet.

Katy: Number two. Have a clear desk!

Ben: Right. A clear desk. My desk isn't clear. There are lots of papers and books and pens on it.

Katy: Well, that isn't very good!

Ben: What's tip number three?

Katy: Have lots of breaks. I always study for thirty minutes. Then I have a break for five minutes. I move my arms and legs and drink some water. Then I study again for thirty minutes.

Ben: I never have a break. I sometimes study for two or three hours.

Katy: That isn't a good idea! It's important to get up and move your body.

Ben: OK. Thanks. Next time I think I can get good marks!

LESSON D : Studying

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to complete the missing information about the study tips mentioned in the podcast.

1. Always study in a place
2. Have a clear.....
3. Have lots of
4. I move my arms and and drink some.....
5. It is important to.....and move your.....

Answers:

1. quiet
2. desk
3. breaks
4. legs, water
5. get up, body

UNIT 3

MEETING AND TALKING WITH PEOPLE



Objectives:

- Develop listening skills through podcasts about topics related to meeting people in different situations.
- Identify key information about how talk to others.

Can-do statements:

- I can understand and recognize key information in a conversation about meeting people in different contexts.

LESSON A

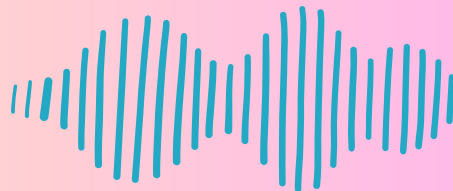
“They are my classmates”

STAGES

Pre-listening

- Ask students: What do you know about your classmates?
- Teach students about introducing yourself and key expressions for talking to others for the first time.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation between classmates . (twice)

Post-listening

- Students have to answer some questions choosing the correct answer about the information of the classmates who are having the conversation.
- Students have to work in pairs and create a dialogue conversation meeting each other for the first time.

LESSON A: They are my classmates

PRE-LISTENING ACTIVITIES

Warm up



- What do you know about your classmates?

Vocabulary box (expressions to meet people)

1. Hello!
2. My name is...
3. Nice to meet you
4. What is your name?
5. Where are you from?
6. I from.....
7. Where do you live?
8. I live in....
9. What do you study?
10. How are you?



LESSON A: They are my classmates

Podcast name: Meeting other students

Duration: 1:41 minutes

URL:

https://learnenglish.britishcouncil.org/sites/podcasts/files/LE_listening_A1_Meeting_other_students.mp3

Transcription:

Teacher: So, now you've got the important information, it's time to meet each other. Everyone turn to the people next to you and introduce yourselves.

Cara: So, hi. I'm Cara. And you are?

Robert: Robert.

Selim: Selim.

Cara: Nice to meet you!

Robert and Selim: You too.

Robert: Nice accent. Where are you from?

Cara: I'm from Glasgow.

Robert: Oh, really? My mum's from near Glasgow, so I'm half Scottish.

Cara: Cool. Do you live in Scotland?

Robert: No, we live in England, near Manchester. My dad's from there. What about you, Selim?

Selim: I'm from Leeds originally but I grew up near London.

Cara: Are you both doing history on its own?

Selim: No. I'm doing history and German.

Robert: I'm doing it with maths, actually.

Selim: History and maths. That's different!

Robert: Yeah, I couldn't decide between arts and sciences. Maths doesn't help with remembering dates, though! And you?

Cara: I'm doing history and French.

Selim: I wanted to do French but German was easier, so I took that.

Cara: German is so hard!

LESSON A: They are my classmates

POST-LISTENING ACTIVITIES

- Students have to answer some questions choosing the correct answer about the information of the classmates who are having the conversation.

1. Where is Cara from?

- a. London
- b. Australia
- c. Glasgow

2. Where does Robert live?

- a. Australia
- b. England
- c. Italy

3. Where did Selim grow up?

- a. Near London
- b. Near San Francisco
- c. Near Manchester

4. What language is Selim learning?

- a. Spanish
- b. Chinese
- c. German

5. What does Robert study?

- a. Science
- b. Arts
- c. Maths

Answers:

- 1. c
- 2. b
- 3. a
- 4. c
- 5. c



LESSON B

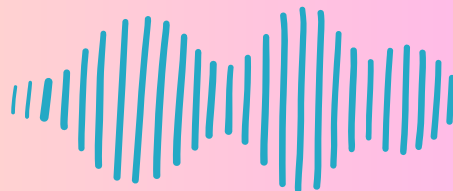
“ Interacting ”

STAGES

Pre-listening

- Ask students: What's the first thing you ask when you meet someone?
- Introduce vocabulary and expressions about meeting people in informal situations.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation about people meeting over dinner . (twice)

Post-listening

- True or False: choose True or False according to the information mentioned in the podcast
- In groups of 3, students have to create a dialogue conversation about meeting each other in any situation and then perform the dialogue in front of the class.

LESSON B: Interacting

PRE-LISTENING ACTIVITIES

Warm up



- What do you know about your classmates?

Vocabulary box (expressions to meet people)

1. Hello!
2. My name is...
3. Nice to meet you
4. What is your name?
5. Where are you from?
6. I from.....
7. Where do you live?
8. I live in....
9. What do you study?
10. How are you?



LESSON B: Interacting

Podcast name: Meeting people at dinner

Duration: 1:19 minutes

URL:

https://learnenglish.britishcouncil.org/sites/podcasts/files/LE_Listening_A1_Meeting_people_at_a_dinner.mp3

Transcription:

Charles: Hello, Julian.

Julian: Hello, Charles. How are you?

Charles: I'm fine. Fine. Julian, do you remember Alyssa?

Julian: No, I don't.

Charles: She's Ben's sister. Do you remember? We were all at Ben's wedding together.

Julian: Ah, yes, I do – in that old castle. Was it in January?

Charles: Yes, it was! Alyssa was there.

Alyssa: Hello. Nice to meet you ... again.

Julian: Hello, nice to meet you too, Alison.

Alyssa: I'm not Alison.

Julian: What?

Alyssa: My name isn't Alison. It's Alyssa.

Julian: I'm sorry. Nice to meet you, Alyssa.

Charles: Good. Would you like a drink?

Julian: Good idea.

Alyssa: Yes, please.

Charles: Here you are.

Alyssa and Julian: Thanks!



LESSON B: Interacting

TEMPLATES FOR POST-LISTENING ACTIVITIES

- True or False: choose True or False according to the information mentioned in the podcast

1. Alissa is Ben's sister
2. Ben's wedding was in an old castle
3. Ben's wedding was in January
4. Alissa is Charles's sister

True	False
True	False
True	False
True	False

Answers:

1. True
2. True
3. False
4. False

- In groups of 3, students have to create a dialogue conversation about meeting each other in any situation and then perform the dialogue in front of the class.

Possible topics: Meeting a new friend, a new classmate, a new neighbor and so on.

LESSON C

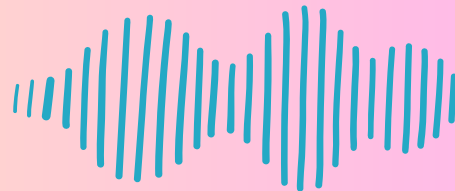
“Going out”

STAGES

Pre-listening

- Ask students: Do you like movies? Do you enjoy going to the cinema?
- Introduce vocabulary and expressions about going to the cinema.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation where 2 people talk about a movie to watch in the cinema. (twice)

Post-listening

- Students have to choose the pictures related to the podcast conversation.
- In pairs students have to create a short dialogue conversation about going to the cinema using the expressions learned.

LESSON C: Going out

PRE-LISTENING ACTIVITIES

Warm up



- Do you like movies?
- Do you enjoy going to the cinema?

Vocabulary box (expressions for going to the cinema)

1. Watch a film
2. I've already seen it
3. I want to see it again.
4. A 3D movie
5. A science film
6. A romantic comedy

7. Horror movies
8. What time is the movie?
9. Meet at the cinema at..



LESSON C: Going out

Podcast name: Going to the cinema

Duration: 1: 42 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_going_to-the_cinema.mp3

Transcription:

Tamara: Hi, Mario. Do you want to go and watch a film?

Mario: Hi, Tamara. Sure, what's on?

Tamara: Well, there are two action films, Mr and Mrs Jones and War Games, and they're both in 3D.

Mario: I've already seen Mr and Mrs Jones. I haven't seen War Games, but I don't really want to see an action film. What else is on?

Tamara: There's that science fiction film, Robot 2075, but I've already seen it.

Mario: Is it good?

Tamara: Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever.

Mario: Mmm, I'm not sure. Are there any horror films on?

Tamara: Yes, there's Midnight Moon. It's got vampires in it.

Mario: OK, sounds good. Let's go and watch Midnight Moon. What time is it on?

Tamara: It's on at 12 o'clock or at half past two.

Mario: Is it on this evening?

Tamara: Yes, at 7:30.

Mario: Perfect. Let's go at 7:30.

Tamara: OK, shall we meet at the cinema at 7:00?

Mario: Great! See you later.

Tamara: Bye.

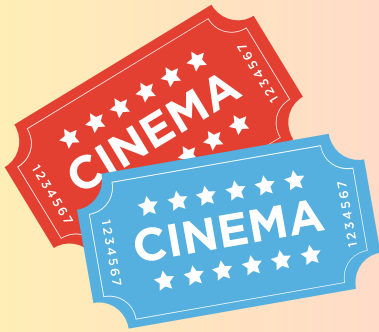


LESSON C: Going out

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose the pictures related to the podcast conversation.

A.



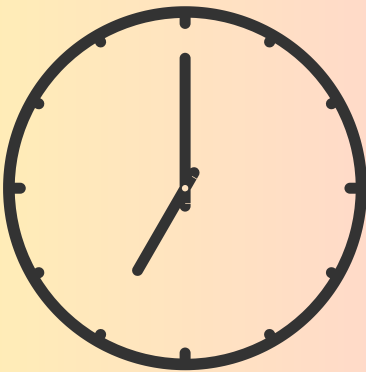
B.



C.



D.



E.



F.



G.



H.



I.



Answers: A,C,D,F

- In pairs students have to create a short dialogue conversation about going to the cinema using the expressions learned.

LESSON D

“Let’s go shopping!”

STAGES

Pre-listening

- Ask students: What clothes do you like to buy?
- Introduce vocabulary to students about clothes and expressions and keywords for shopping.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about shopping for clothes. (twice)

Post-listening

- Students have to choose the correct image that describes the garment being talked about in the podcast.
- Students have to order the phrases that appeared in the podcast.

LESSON D: Let's go shopping

PRE-LISTENING ACTIVITIES

Warm up



- What clothes do you like to buy?

Vocabulary box (clothes)

- | | |
|-----------|----------|
| • Shirt | • Hat |
| • Skirt | • Gloves |
| • Blouse | • Socks |
| • Dress | • Tie |
| • Sweater | • Shoes |
| • Pants | • Boots |
| • Coat | • Heels |
| • Scarf | |



Vocabulary box (expressions for shopping)

- I'm just looking, thanks
- Can I try this on?
- Where can I find the changing rooms?
- How much is this?
- My size is small
- Can I exchange it?
- Do you accept credit card?

LESSON D: Let's go shopping!

Podcast name: Shopping for clothes

Duration: 1:13 minutes

URL:

<https://learnenglish.britishcouncil.org/sites/podcasts/files/LE Listening A1 Shopping for clothes.mp3>

Transcription:

Shop assistant: Hello, can I help you?

Customer: I'm just looking, thanks.

Customer: Excuse me?

Shop assistant: Yes?

Customer: Where are the changing rooms?

Shop assistant: They're over there. Behind you.

Customer: Thank you.

Customer: Hi. Excuse me again. Do you have this jumper in black?

Shop assistant: Yes, just a moment. What size do you need?

Customer: Extra small, please.

Shop assistant: Here you are.

Customer: How much is this?

Shop assistant: It's £29.

Customer: Can I pay by credit card?

Shop assistant: Yes, you can. Of course.

Shop assistant: Would you like a bag for that?

Customer: Yes, please.



LESSON D: Let's go shopping!

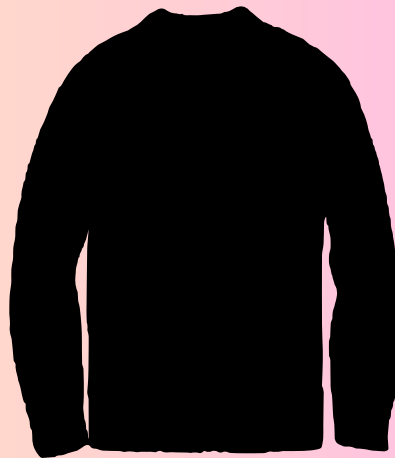
TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose the correct image that describes the garment being talked about in the podcast.

a.



b.



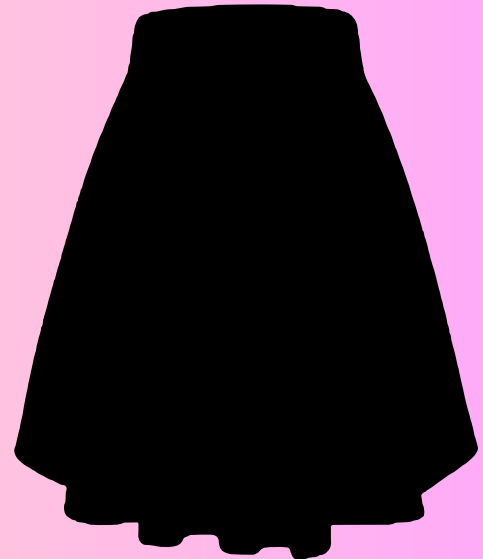
c.



d.



e.



Correct answer: b

LESSON D: Let's go shopping!

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to order the following phrases that appeared in the podcast.
 - a. Hi. Excuse me again. Do you have this jumper in black?
 - b. They're over there. Behind you.
 - c. Hello, can I help you?
 - d. Thank you.
 - e. Where are the changing rooms?
 - f. Yes, just a moment. What size do you need?

Correct order:
c,e,b,d,a,f

UNIT 4

HEALTHY LIFE



Objectives:

- Develop listening skills through podcasts based on healthy tips, sports and healthy food for people.
- Learn vocabulary and recognize key vocabulary and information.

Can do Statements:

- I can identify key information when someone is talking about healthy food.
- I can understand key information about healthy lifestyle.

LESSON A

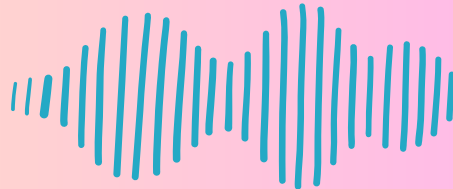
“Tips for a healthy life”

STAGES

Pre-listening

- Ask students: What tips do you know to have a healthy lifestyle?
- Introduce vocabulary to students about healthy activities to improve people's health.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about healthy tips for a better life. (twice)

Post-listening

- Students have to underline the key vocabulary related to the podcast that they listened.
- Students have to write their better tips for a healthy lifestyle.

LESSON A: Tips for a healthy life

PRE-LISTENING ACTIVITIES

Warm up



- What tips do you know to have a healthy lifestyle?

Vocabulary box (healthy tips)

- Sleep well
- Drink more water
- Eat vegetables
- Eat fruit
- Cook at home
- Practice sports
- Eat less sugar
- Avoid alcohol drinks
- Take vitamin C
- Reduce stress



LESSON A “Tips for a healthy life”

Podcast name: Stop wasting time

Duration: 2:07 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_Stop_wasting_time.mp3



Transcription:

Tom: I don't know what to do. I start off studying but I always end up doing something else.

Mum: I'll help you but please listen to me.

Tom: Of course! Go on!

Mum: Now first, you need to take away all of the things that stop you working.

Tom: What do you mean?

Mum: First, turn off your music. Music doesn't help you study.

Tom: OK. No music.

Mum: And put the dog outside!

Tom: What?

Mum: Well, every time the dog goes into your room, you stop studying to pat it. Spot stops you working!

Tom: OK. Bye, Spot!

Mum: Have an apple and a glass of water on your desk before you start. Here you are.

Tom: Why?

Mum: Because then you don't need to go to the kitchen for something to eat or drink.

Tom: OK.

Mum: Turn off your phone.

Tom: No way!

Mum: Yes. It stops you working. If you turn it off, it's easier to concentrate. You can read your messages later.

Tom: OK, but I can't turn off the internet on my computer. I need it to look up information.

Mum: OK, but you can turn off your instant messages.

Tom: I know! Mum?

Mum: Yes?

Tom: Thanks.

LESSON A “Tips for a healthy life”

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to underline the tips to not waste time

- | | |
|--------------|--------------|
| • Food | • Vegetarian |
| • Yoga | • Overthink |
| • Television | • Travelling |
| • Dancing | • Shopping |
| • Body | • Cooking |
| • Eat | • Internet |
| • Study | • Meats and |
| • Newspaper | fish |

Answers: Food, Yoga, Body, Eat, Vegetarian, Meats and fish.

- Students have to write their better tips for a healthy lifestyle.

LESSON B

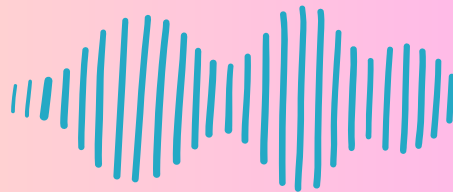
“Do you like healthy food or junk food?”

STAGES

Pre-listening

- Ask students: What kind of food do you prefer, Which food do you consider is harmful to health?
- Introduce vocabulary to students about healthy food and junk food.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation about ordering food in a café

Post-listening

- Students have to write if some images of food are healthy food or Junk food.
- Students have to choose the pictures of the food mentioned in the podcast.

LESSON B: Do you like healthy food or junk food?

PRE-LISTENING ACTIVITIES

Warm up

- What kind of food do you prefer?
- Which food do you consider is harmful to health?



Vocabulary box (healthy food)

- Fruit
- Salad
- Beans
- Spaguetti
- Fish
- Potatoes
- Yogurt
- Dry seeds
- Carrots
- Olive oil
- Oat



Vocabulary box (healthy food)

- Burguer
- Candies
- Cake
- Ice cream
- Hot dog
- Donut
- French fries

LESSON B: Do you like healthy food or junk food?

Podcast' name: Eating out

Duration: 1:16 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_eating_out.mp3

Transcription:

Waiter: Hello.

Jamie: Hi. A table for two, please.

Waiter: Of course. Over here, please. Here's the menu.

Sally: Thank you.

(pause)

Waiter: Are you ready to order?

Sally: Yes, we are.

Waiter: What would you like for your starter?

Jamie: I'd like French onion soup, please.

Sally: And I'll have a tomato salad, please.

Waiter: And for your main course?

Jamie: Mmm, I'm not sure. I don't know whether to have the steak or Thai chicken.

Sally: Oh, I'd like the Thai chicken and rice please.

Jamie: OK, me too.

Waiter: So that's two Thai chicken and rice. What would you like to drink?

Jamie: I'll have a fresh orange juice and ...

Sally: I'd like some mineral water, please.

Waiter: OK, thank you.



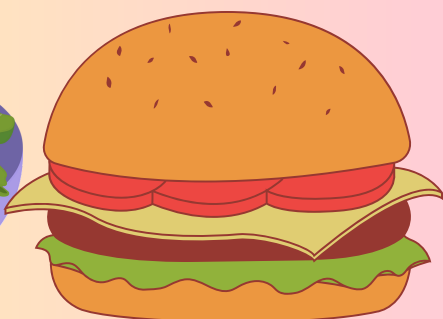
LESSON B: Do you like healthy food or junk food?

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to write if some images of food are healthy food or Junk food.



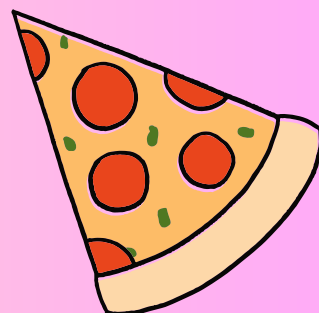
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Answers:

Salad: healthy food

Hamburguer: junk food

Soda: junk food

Pizza: junk food

Fish: healthy food

Fruit salad: healthy food

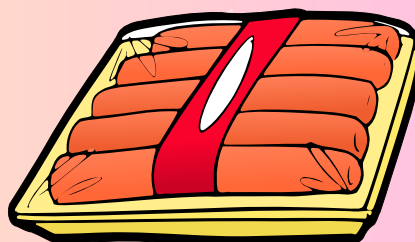
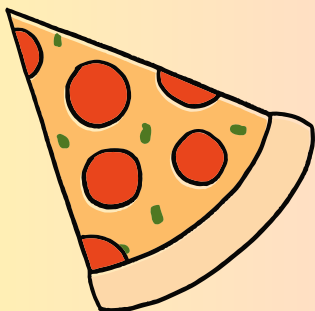
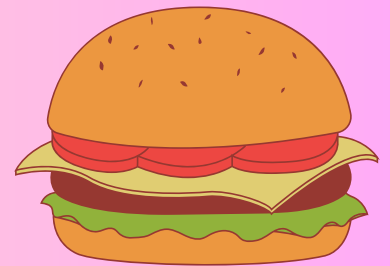
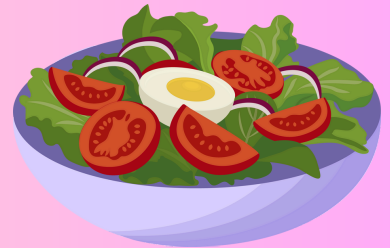
Icecream: junk food

Nuggets: junk food

LESSON B: Do you like healthy food or junk food?

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose the pictures of the food that Jamie and Sally chose from the menu.



Answers: onion soup, tomato salad, thai chicken, orange juice, mineral water and rice.

LESSON C

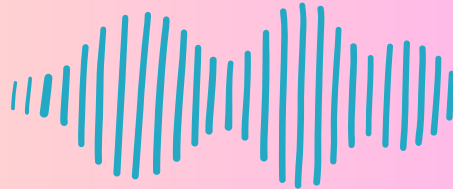
“Healthy activities to reduce stress”

STAGES

Pre-listening

- Ask students: which type of activity do you do to reduce stress?
- Introduce vocabulary to students about the different healthy activities that exist.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a healthy activity (twice)

Post-listening

- Students have to choose the pictures that represent healthy activities.
- Students have to choose TRUE OR FALSE according to the statements about the podcast.

LESSON C: Healthy activities to reduce stress

PRE-LISTENING ACTIVITIES

Warm up

- What type of activity do you do to reduce stress?



Vocabulary box (healthy activities)

- Read a book
- Play an instrument
- Participate in events
- Practice yoga
- Home workouts
- Sing a song
- Play with a dog
- Painting
- Drawing
- Journaling
- Dancing
- Practice a sport
- Cooking
- Walking
- Travelling

LESSON C: Healthy activities to reduce stress

Podcast' name: Band auditions

Duration: 2:11 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_band_audition.mp3

Transcription:

Boy: Ah, band auditions. Great! I'd love to be in a band! ... Hi. Is this the band audition?

Girl: Hello. Yes. So, you'd like to be in our band?

Boy: Yes, I love music.

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, I love singing!

Girl: OK, so you can sing. Let's sing the beginning of this song.

Boy: (singing) Tonight I'm going to have myself a real good time. I feel alive ...

Girl: Right, OK, mmm, maybe not. Can you play an instrument?

Boy: Er, well, I can play the guitar a little.

Girl: OK, let's hear you. What can you play? ... That's it?

Boy: Er, yeah. I can't remember any more.

Girl: Erm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the maracas?

Boy: Yes, I can. (singing) Young and strong and ... er ...

Girl: Great, great! Hmm ... thanks for coming. I'll call you next week.



LESSON C: Healthy activities to reduce stress

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose the pictures that represent healthy activities.

A.



B.



C.



D.



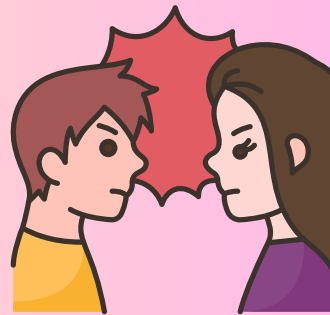
E.



F.



G.



H.



Answers: b,d,e,f

- Students have to choose TRUE OR FALSE according to the statements about the podcast.

1. The boy would love to be in a band

True

False

2. In the band it is necessary to find a singer, guitarist and drummer.

True

False

3. The boy can sing

True

False

4. The boy can play the guitar perfectly.

True

False

Answers:

1. True 3. True

2. True 4. False

Canva,(2024)

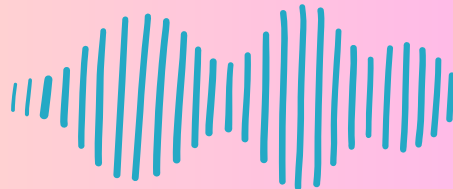
LESSON D “Sleep is important”

STAGES

Pre-listening

- Ask students: What activities do you do before going to sleep?
- Introduce vocabulary to students about sleeping tips
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about tips to sleep well. (twice)

Post-listening

- Students have to classify the tips that do help to sleep well mentioned in the podcast.
- Students have to write a short paragraph describing their sleeping routine with the help of a scheme

LESSON D "Sleep is important"

PRE-LISTENING ACTIVITIES

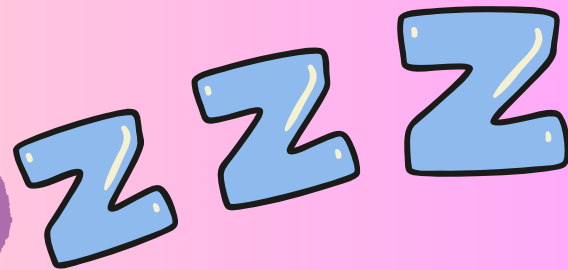
Warm up

- What activities do you do before going to sleep?



Vocabulary box (sleeping tips)

- Avoid caffeine
- Turn off the lights
- Drink water
- Meditate
- Go to bed at the same time
- Turn off your phone



LESSON D “Sleep is important”

Podcast name: A good night's sleep

Duration: 2:20 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A1_A_good_nights_sleep.mp3

Transcription:

Host: At exam time it is important to sleep well. Today we have Doctor Baker with us in the studio and he is going to give us five top tips for getting a good night's sleep. Welcome to the show, Doctor Baker.

Dr Baker: Thank you. It's great to be here. Let's start with tip one. Don't go to bed with the television on. Some people think they can sleep well with the TV on, but the noise and lights mean you don't really sleep well, so turn it off!

Tip two: Don't think too much before bedtime. Do your hardest homework earlier in the evening. Do easier homework later. If your brain is too busy and full of ideas it takes longer to get to sleep.

Tip three: Don't play video games for an hour before you go to sleep. They also make your brain too busy and active.

Tip four: Turn off your cell phone when you go to bed. What is so important that it can't wait until the morning? If possible, leave your phone in another room.

Tip five: Play music if you like. But don't play it too loud. Turn the sound down low.

Host: Thank you, Doctor. That is very useful advice for our young listeners.



LESSON D “Sleep is important”

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to classify the tips that do help to sleep well mentioned in the podcast.

1. Don't go to bed with television on
2. Go to bed at midnight
3. Overthink
4. Don't think too much
5. Do hardest homework in the evening
6. Play videogames before go to bed
7. Do easier homework later
8. Play music too loud
9. Don't play videogames before go to bed
10. Play music but not too loud

What are the 5 tips to sleep well?

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

Correct answer: 1,4,7,9,10

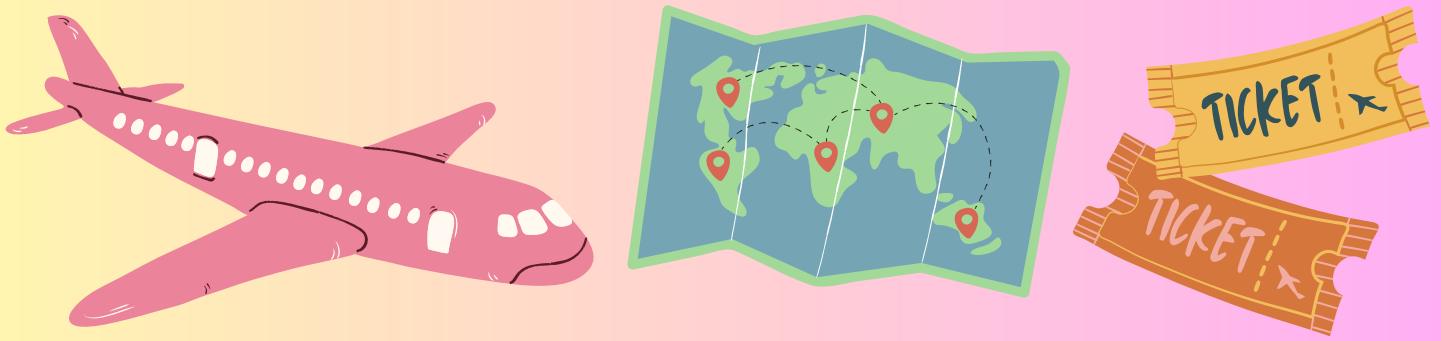
- Students have to write a short paragraph describing their sleeping routine with the help of a scheme

Hello, my name is..... I usually go to sleep at....., but before going to sleep I usually do some activities as..... , and also.....



UNIT 5

Travelling is amazing



Objectives:

- Develop listening skills through podcasts based on travelling activities and experiences.
- Learn vocabulary and recognize key vocabulary and information.

Can-do Statements:

- I can recognize key details about travel plans.
- I can understand basic information about travelling and using transport.

LESSON A

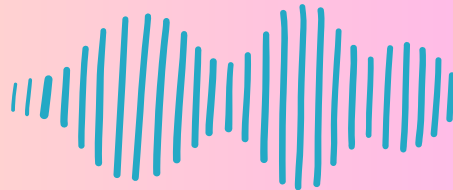
“Transportation is important when travelling”

STAGES

Pre-listening

- Socialize students the topic through images.
- Ask students: What is your favorite transportation? Write the answers on the board
- Introduce vocabulary about transportations and expressions when using transportation.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about a conversation where 2 people talk about Thailand and Japan experiences. . (twice)

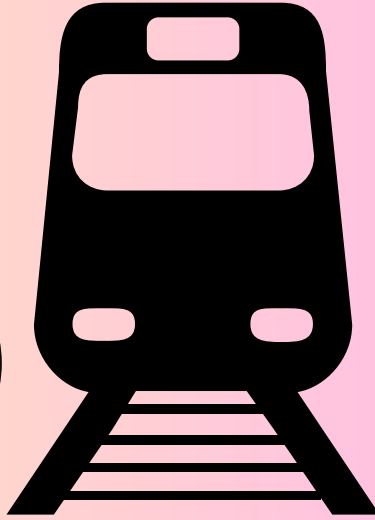
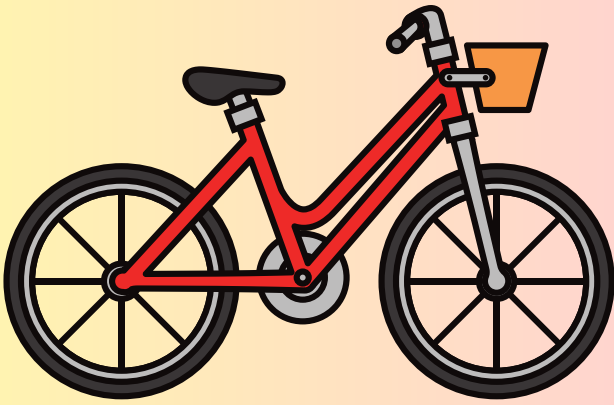
Post-listening

- Students have to answer 3 key questions about the podcast
- Students have to draw what they understood about the podcast

LESSON A : Transportation is important when travelling

PRE-LISTENING ACTIVITIES

Warm up



- What kind of transportation do you like?

Vocabulary box (transportation)

- Bicycle
- Bus
- Motorcycle
- Taxi
- Car
- Van
- Truck
- Train
- Plane
- Ship
- Boat

Expressions when using transport

- Passengers
- First class
- Ready to board
- Carriage



Expressions when using transport

- How much is the ticket?
- Where is the bus station?
- How can I go to...?

LESSON A : Transportation is important when travelling



Podcast' name: Transport Announcements

Duration: 2:28 minutes

URL:

https://learnenglish.britishcouncil.org/sites/podcasts/files/LE_listening_A2_Transport_announcements.mp3

Transcription:

A

The next train to arrive at Platform 2 is the 12.20 to Bristol Temple Meads, calling at Reading, Oxford and Bristol Parkway. Platform 2 for the 12.20 to Bristol. First class is in the rear carriage.

B

This is a platform announcement for passengers for the 12.20 service to Bristol Temple Meads. This train is delayed by approximately 8 minutes. The train will now depart from Platform 9. Passengers for the 12.20 train to Bristol, please make your way to Platform 9.

C

Passengers for Flight EB380 to Paris please make your way to Gate 13 for boarding. Gate 13 for flight EB380 to Paris. Please have your passports and boarding passes ready. Your flight is ready to board.

D

This is a London Underground service to Liverpool Street. The next station is Liverpool Street. Upon arrival, the first set of doors will not open. Customers in the first carriage, please move towards the rear doors to leave the train. The next station is Liverpool Street. Change here for Central Line, Circle Line, Hammersmith & City Line and Metropolitan Line and Main Line Suburban rail services. Please mind the gap between the train and the platform. This train terminates at Redbridge.

LESSON A : Transportation is important when travelling

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to answer 3 key questions about the podcast

1. What is the first transport that were mentioned in the podcast?

A. Train B . Plane C. Car

2. What city is the train going to?

A. Oregon B. London C Bristol

3. Where is the flight going to?

A. Manchester B. Paris C. San Franciso

Answers:

1. Train

2. Bristol

3. Paris

- Students have to draw what they understood about the podcast

LESSON B

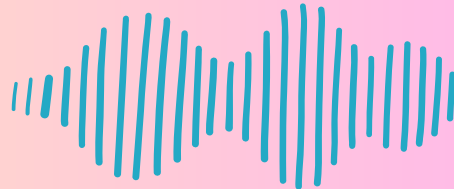
“How is the weather?”

STAGES

Pre-listening

- Ask students: What is your favorite climate? Why?
- Introduce vocabulary to students about weather and weather precautions.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast related about weather (twice)

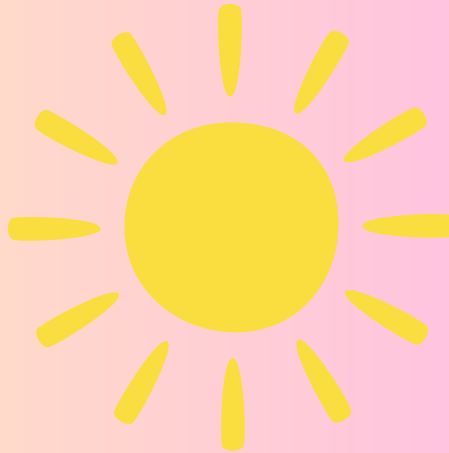
Post-listening

- Students have to write the name of the weather according to each image.
- Students have to choose if the statement is True or False according with information mentioned in the podcast.

LESSON B: How is the weather?

PRE-LISTENING ACTIVITIES

Warm up



- What is your favorite climate? Why?

Vocabulary box (weather)

- Sunny
- Windy
- Cloudy
- Rainbow
- Snowy
- Stormy
- Foggy
- Hot
- Dry
- Cold

Vocabulary box (clothing for different climates)

- Umbrella
- Gloves
- Scarf
- Sun glasses
- Boots
- Raincoat
- Coat
- Sweater
- Sandals
- Sunscreens

Weather precautions

- Take an umbrella
- Stay inside
- Wear warme clothes
- Drink water



LESSON B: How is the weather?

Podcast name: Weather forecast

Duration: 1:39 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_weather_forecast.mp3

Transcription:

News reporter: Here is the weather.

Weather reporter: Welcome to the weather forecast. Now, let's see what the weather is like today. In the north of the country it's very windy and cold. There is a chance of some rain too, so don't leave home without your umbrella! The temperature is around 10° centigrade. In the east it's rainy all day today, I'm afraid. There may be a thunderstorm in the afternoon. The temperature is a bit higher, at around 13°. In the west and middle of the country the weather is dry, but cloudy. So no rain for you, but it is quite windy and the temperature is just 10°. The south of the country has the best weather today. It's cloudy most of the time but sunny this afternoon. The temperature is around 15°.



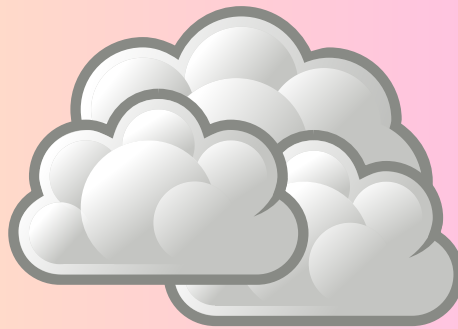
LESSON B: How is the weather?

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to write the name of the weather according to each image.



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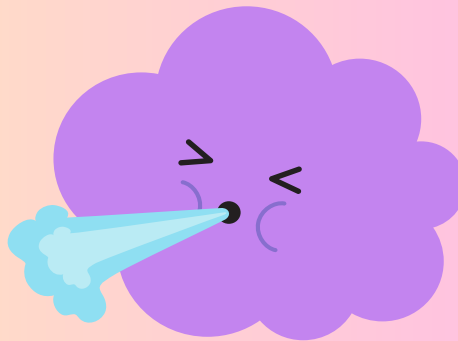
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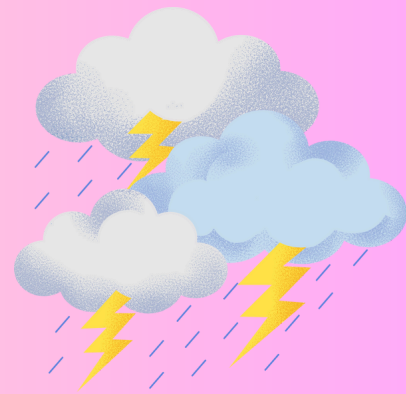
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Answers:

Sunny

Cloudy

Rainbow

Rainy

Windy

Thunderstorm

LESSON B: How is the weather?

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose if the statement is True or False according with information mentioned in the podcast.



1. In the North of the country the weather is cold and windy.

True

False

2. The temperature in the North is exactly 15 centigrade.

True

False

3. In the west and middle of the country the weather is hot.

True

False

4. In the south of the country the weather is dry.

True

False

Answers:

1. True

2. False

3. False

4. False

LESSON C

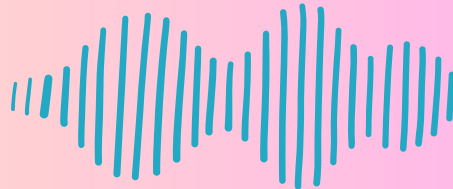
“Things you have to know before travelling”

STAGES

Pre-listening

- Ask students: What country would you like to visit? Why?
- Introduce vocabulary to students about key information about countries that people visit.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast related about travelling alone. (twice)

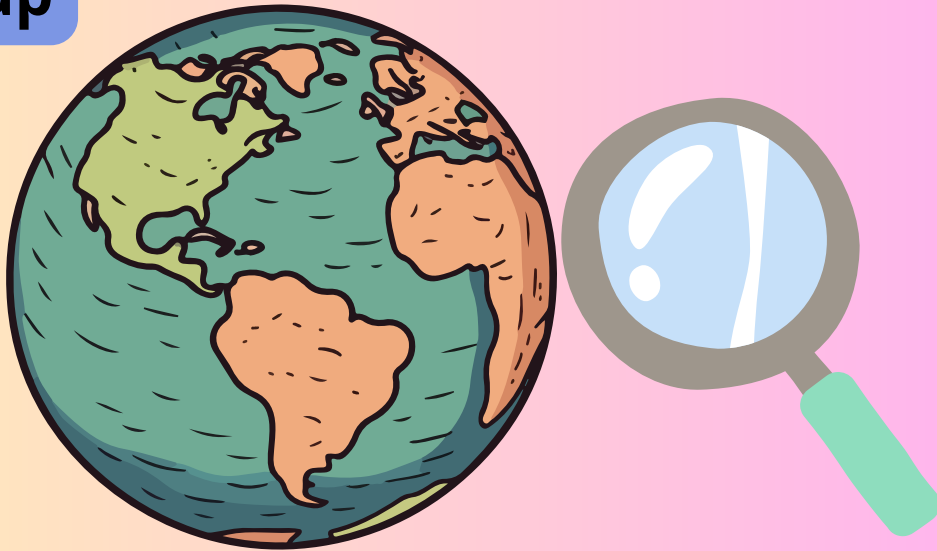
Post-listening

- Students have to choose TRUE OR FALSE according to the statements.
- Students have to make a drawing related to the podcast.

LESSON C: Things you have to know before travelling.

PRE-LISTENING ACTIVITIES

Warm up



- What country would you like to visit? Why?

Vocabulary box (key information about a country)



- | | |
|----------------------------|--------------------------|
| • Small country | • North American country |
| • Big country | • Global economy |
| • Central American country | • Trade |
| • South American country | • Government |

LESSON C: Things you have to know before travelling.

Podcast name: Fact and Figures

Duration: 2:10 minutes

URL:

https://learnenglish.britishcouncil.org/sites/podcasts/files/LE_listening_A2_Facts_and_figures.mp3



Transcription:

... and the next part of this talk is on the Panama Canal. It's amazing how this one small section of a small country can be so important to the world. Let's learn a little bit about the canal itself, before we look at how it connects to everything else.

The Panama Canal is an artificial waterway in the Central American country of Panama that connects the Atlantic and Pacific Ocean. It is only 82 kilometres long. If you go around South America by ship then you need to travel another 15,000 kilometres. So the canal saves a lot of travel time. It takes around 8 to 10 hours to cross the canal.

The French started building the canal in 1881, but they couldn't finish it. The project was started again in 1904 by the United States and the canal was finally finished in 1914. Many people died while they were building the canal, some say up to 25,000. For the rest of the 20th century, the United States controlled the canal, but gave control back to Panama in 2000.

Every year, around 40,000 ships come through the canal. These are mostly commercial ships. They transport goods for trade between Asia and America, or Europe. In 2016 the government of Panama made the canal bigger, so that now 99 per cent of ships can pass through it.

Let's now turn to the role of the Panama Canal in the global economy ...

LESSON C: Things you have to know before travelling.

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose TRUE OR FALSE according to the statements.

1. Panama Canal is 82 kilometers long.
2. Panama Canal is in South America.
3. The canal saves a lot of travel.
4. It takes 6-12 hours to cross the canal.

True	False
True	False
True	False
True	False

Answers:

1. True
2. False
3. True
4. False

- Students have to make a drawing related to the podcast.

LESSON D

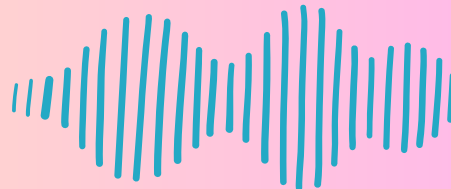
“The best trip”

STAGES

Pre-listening

- Ask students: Where do you like to travel?, write the opinions on the board
- Introduce vocabulary to students about places to travel.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about experiences of a trip.
(twice)

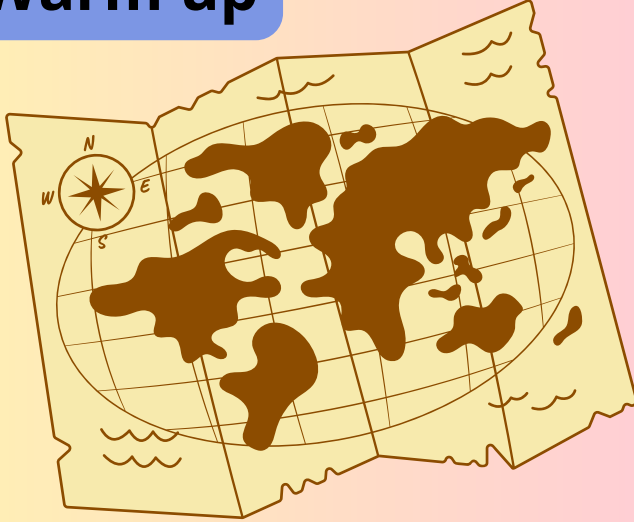
Post-listening

- Students have to choose the famous sites mentioned by the guide.
- Students have to choose the pictures related to the trip.

LESSON D :The best trip

PRE-LISTENING ACTIVITIES

Warm up



- Where do you like to travel?

Vocabulary box (places to travel)

- United States
- Spain
- France
- Thailand
- Egypt
- China
- Japan
- New Zealand
- Brazil
- Germany

Expressions when travelling

- Popular attractions
- Tour guide
- Open-Up bus
- Famous sites



Places to visit

- Bridge
- Tower
- Museum
- Stadium
- Palace
- Street
- River
- Monument

LESSON D :The best trip



Podcast' name: Tour of London

Duration: 2:43 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-09/A2_tour_of_london.mp3

Transcription:

Tour guide: Good afternoon, ladies and gentlemen and welcome to this fantastic tour of London by bus. My name's Greg and I'm your guide this afternoon on our tour of London. As you can see, we're on an open-top bus, so you can see all the attractions from your seat and you don't need to walk anywhere. And please don't worry about the rain, I'm sure it'll stop soon. A-a-and please ask any questions at any time.

Tourist 1: I have a question.

Tour guide: Yes?

Tourist 1: Do you have extra umbrellas? I mean, if it rains a lot.

Tour guide: Err, no, we don't have any extra umbrellas, but don't worry, I'm sure the rain will stop soon. Right, OK, so where are we going on our wonderful tour? Well, the tour takes two hours and we are going to visit all the famous sites. First we'll see Madame Tussauds, the museum with wax models of famous people and celebrities, then we'll drive along the most famous shopping street in the world, Oxford Street. After that we'll see the famous clock Big Ben and The Houses of Parliament. As we drive along the river you'll see the popular attraction, the London Eye, from which you can see the whole city on a sunny day. Then we'll see Tower Bridge and the famous Tower of London before arriving at Buckingham Palace, just in time for a cup of tea with the Queen.

Tourist 2: Is that included in the tour? A cup of tea with the Queen?

Tour guide: Err, well, no, not exactly, but there's a lovely café near the palace where you can get a cup of tea. (Sound of a storm right overhead, loud thunder and very heavy downpour)

Tourist 1: I have another question.

Tour guide: Yes?

Tourist 1: Can we have our money back? We're getting off the bus.

Tour guide: Err, well, you see ... Quick! Run! Everyone off the bus! ...

LESSON D :The best trip

TEMPLATES FOR POST-LISTENING ACTIVITIES

- Students have to choose the famous sites mentioned by the tour guide.

1. Madame Tussauds museum
2. Oxford street
3. Sagrada Familia Church
4. London eye
5. Big Ben clock
6. London river
7. Houses of Parliament
8. 5th Avenue
9. Tower bridge
10. Eiffel tower
11. Buckingham palace

Answers:
1,2,4,5,7,9,11

- Students have to choose the pictures related to the trip.

A.



C.



E.



B.



D.



F.



Answers: B,D,E

Canva,(2024)

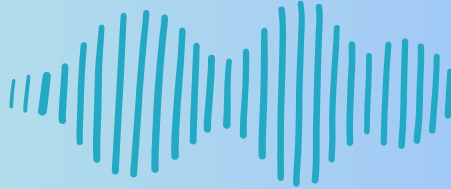
EXTRA ACTIVITY: THE USE OF COLOURS

STAGES

Pre-listening

- Ask students: What is your favorite subject? , What colours do you usually use?
- Introduce vocabulary to students about subjects and colours.
- Practice pronunciation of all the vocabulary.

While-listening



- Play a podcast about the role of colours when doing homework. (twice)

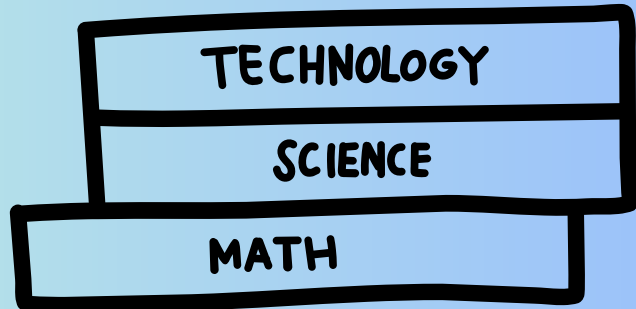
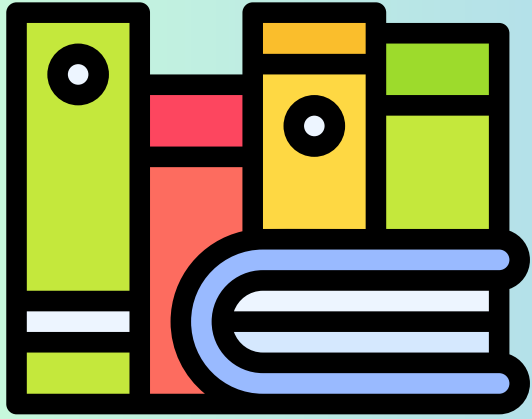
Post-listening

- Students have to listen carefully to the teacher.
- Teacher will say a subject and students will say the colour they associate to the subject.

LESSON D :The best trip

PRE-LISTENING ACTIVITIES

Warm up



- What is your favorite subject?
- What colours do you usually use?

Vocabulary box (subjects)

- Maths
- Science
- English
- History
- Art
- Music
- Social Studies
- Geography



Vocabulary box (subjects)

- Yellow
- Blue
- Red
- White
- Black
- Green
- Orange
- Purple
- Gray
- Sky blue
- Pink

EXTRA ACTIVITY: THE USE OF COLOURS

Podcast' name: Using colours to do homework

Duration: 2:41 minutes

URL:

https://learnenglishteens.britishcouncil.org/sites/teens/files/2024-08/A2_Using_colours_to_do_homework.mp3

Transcription:

Girl: My presentation is about how you can use colour coding to organise your homework.

To start you need a few things from the stationery shop. This photo shows the things I use. They aren't expensive. They are all cheap. I've got coloured pens and pencils, sticky notes, page markers, glue and folders.

First, I choose a different colour for each school subject. The colour I choose has to be easy to remember so I make sure it means something to me. Maths is green because my ruler is green. PE is yellow because my trainers are yellow.

Here is a photo of my folders. I use the cheapest kind and I add a coloured sticky note to the top and to the front. I keep all my notes inside the different folders.

This is a photo of some more sticky notes. I wrote them in the library when I was studying. The blue notes are for history. My history teacher has got a blue car! The black notes are for geography. One day I want to visit the Black Sea.

This photo shows the pages I need to read for homework. I use two coloured page markers to mark where it starts and ends. Those blue ones mark the pages I need to read for history.

Finally, this last photo shows my wall calendar. This green star shows I have a maths test on Friday. This pink circle shows I've got French homework for Monday. It's pink because 'pink' is 'rose' in French ... and the rose is my favourite flower.

Has anyone got any questions?



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4.7 Impact Analysis

4.7.1 Academic Impact

This proposal aims to encourage the use of learning-enhancing resources such as podcasts, making learning more dynamic. The use of podcasts seeks to make classes more interactive; being a flexible resource, it can be adapted to various topics and learning levels.

This proposal seeks to complement and enhance learning through podcast as educational resource being an innovative alternative within instructional methods.

The implementation of podcasts can contribute in creating a blended learning environment where digital resources will be applied into everyday classroom activities. As stated by Albiladi and Alshareef (2019) blended learning can generate motivation in learners engaging them to interact and participate actively in learning process.

Through podcasts learners can develop concentration skills and critical skills. Learners can relate the contents with the podcasts and reflect about it. This type of learning has a great impact in learners developing learner's language skills inside and outside the classroom.

4.7.2 Linguistic Impact

Through the use of podcasts, the aim is for students to acquire vocabulary and expressions that are used daily. Through this innovative resource, students will be more exposed to the authentic language by listening to the different accents and communication styles.

To carry out this proposal, the Can-do statements of the Common European Framework related to listening skill have been taken into account. With this proposal, the linguistic impact on students is described as follows:

- ✓ I can understand key information when someone spelling names and talking about numbers and colors.

- ✓ I can recognize key and basic information about daily routines, family, free time, leisure activities and study time.
- ✓ I can understand and recognize key details in a conversation about meeting people in different contexts.
- ✓ I can identify basic information when someone is talking about healthy food.
- ✓ I can catch main information about healthy lifestyle conversations.
- ✓ I can recognize key details about travel plans.
- ✓ I can understand basic information about tourist places and transport.

4.7.3 Digital resources Impact.

Through this proposal learners could develop digital competences within learning process fostering the use of digital resources and applications that could enhance learner's abilities within digitalized learning.

4.8 Indicators

Table 1

Indicators for measure impact levels

Numerical impact levels	
3	High negative impacts
2	Medium negative impacts
1	Low negative impacts
0	No impacts
1	Low impacts
2	Medium positive impacts

Taken from: (Posso,2011)

Table 2

Academic impact

	Impact							
	Levels	-3	-2	-1	0	1	2	3
Indicators								
Developing							X	
autonomy skills in								
learners generating better								
study habits.								
Developing							X	
cognitive skills and								
critical thinking in								
learners through								
processing information.								
Promoting the use							X	
of digital resources in								
learning.								

Developing	X
communicative skills	
through active	
interaction.	
Fostering	X
personalized learning	
through flexible and	
adaptable learning.	
Total:	10

Academic impact level: $\frac{\Sigma}{\text{number of items}} = \frac{10}{5} = 2$

Academic impact level: Medium positive

Author: 9th level student-English Major 2025

Analysis:

The academic indicators have a medium positive impact because this proposal aims to serve as a complement of learning, however, there are a lot facts that are necessary to take into account. Each indicator is related to the academic objectives that are expected to achieve in general fields.

Table 3

Linguistic impact

Impact							
Levels	-3	-2	-1	0	1	2	3

Indicators	
I can understand key information when someone spelling names and talking about numbers and colors.	X
I can recognize key and basic information about daily routines, family, free time, leisure activities and study time.	X
I can understand and recognize key details in a conversation about meeting people in different contexts.	X
I can identify basic information when someone is talking about healthy food.	X

I can catch main information about healthy lifestyle conversations.	X
I can recognize key details about travel plans.	X
I can understand basic information about tourist places and transport.	X
Total:	14

$$\text{Linguistic impact level: } \frac{\Sigma}{\text{number of items}} = \frac{14}{7} = 2$$

Linguistic impact level: Medium positive

Author: 9th level student-English Major 2025

Analysis:

The linguistic indicators have a medium positive impact because in this proposal the use of podcasts to enhance listening skill depends on conditioning factors such as the frequency in which podcasts will be used, accompaniment and methodological strategies to integrate within development of this important skill.

Each indicator is directly related with the can-do statements of each learning unit. The can-do statements used in this proposal are related with the learning contents according to the CEFR level in students.

Table 4*Digital management impact*

	Impact							
	Levels	-3	-2	-1	0	1	2	3
Indicators								
Fostering the use of ICT within learning process.							X	
Developing digital competences in learners.							X	
Promoting digital aspects within class activities.							X	
Fostering the use of digital platforms.							X	
Developing creative skills withing the creation of digital resources by learners.							X	
Total:							10	

Digital management impact level: $\frac{\Sigma}{number\ of\ items} = \frac{10}{5} = 2$

Digital management impact level: Medium positive

Author: 9th level student-English Major 2025

Analysis:

The digital management indicators have a medium positive impact because not all students have access to technology and also other factors such as the correct integration of it within learning and the previous skills necessary to manage this type of resources.

CONCLUSIONS

- ✓ Through the respective literature and background review, it has been possible to learn more about the importance of the development of listening skills in adolescents and to propose the present research.
- ✓ Learning theories within the acquisition of a foreign language serve as a basis to understand the process of L2 acquisition and also the cognitive implications related to it.
- ✓ The methodology applied in the research allowed to know the different perspectives about the object of study, through the questions interesting data emerged about the needs of the students and these served as a basis for the development of the proposal.
- ✓ Within methodology, is important to combine qualitative and quantitative methods to obtain reliable data and thus understand the problem deeply.
- ✓ For the construction of the guide, the contents were chosen according to the CEFR level of the students, in addition, the three stages of pre-listening, while-listening and post-listening were proposed, which are part of the process of development and strengthening of this important skill.
- ✓ For the development of listening skills, practicing vocabulary and pronunciation in the pre-listening stage is essential since from there learners will be able to identify key words while listening to the podcast in the while-listening stage.

RECOMMENDATIONS

- ✓ It is important to be aware of current problems related to the main difficulties of English language acquisition in Ecuador to understand how to solve educational needs.
- ✓ Use mixed research as a method to collect real data and to understand the qualitative and quantitative perspectives that allow to approach the research effectively.
- ✓ Teachers should implement methodological strategies for teaching the English language based on learning theories such as Stephen Krashen's Comprehensible Input theory.
- ✓ It is recommended to use engaging podcasts for students but also aligned with the curriculum and the student's listening competences according to CEFR level.
- ✓ During the process of listening to the podcast, it is recommended to teach students to take notes to facilitate the identification of key words.
- ✓ Prioritize the pronunciation of vocabulary before students listen to the podcasts, in this manner students will be able to recognize the vocabulary easily.

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ANNEXES

Annex 1. Surveys and Interviews



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

INTERVIEW FORMAT FOR HIGH AUTHORITY AT COLEGIO UNIVERSITARIO UTN

Objective. Demonstrate the effectiveness of podcasts in understanding key information about interesting topics in students of General Basic Education at Colegio Universitario UTN.

1. According to the latest reports of EF English Proficiency Index ranking, Ecuador is the second country in Latin America with a low English level. What do you think are the main challenges in students of Colegio Universitario UTN to develop English competences?
2. What is the main objective to achieve in English language teaching, particularly in improving listening skill?
3. What strategies has the school implemented to develop listening skill according the curriculum?
4. Have there been training or courses about the use of digital resources in English classroom for teaching the English language?
5. What type of technological infrastructure does the school have to support the use of podcasts in the classroom?

THANK YOU FOR YOUR COOPERATION

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

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	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**

**INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT COLEGIO
UNIVERSITARIO UTN**

Objective. Demonstrate the effectiveness of podcasts in understanding key information about interesting topics in students of General Basic Education at Colegio Universitario UTN.

1. Of the four English skills; reading, writing, listening and speaking, which do you consider is the least developed in students of Colegio Universitario UTN during English classes?
2. What role do you think the English language plays in current education?
3. Which strategies do you use in English teaching and how do you evaluate their effectiveness?
4. What do you think about the integration of ICT in English classroom? What digital resources do you think are effective to improve listening comprehension skill in students?
5. What is your point of view on using podcasts as an educational resource to develop listening skill?
6. How podcasts can be implemented in English classes?
7. What objectives would be expected to be achieved by applying podcasts within English classes?
8. Taking into account that students of General Basic Education have to achieve A2 CEFR level, how do you think the use of podcasts could contribute to achieve it?

THANK YOU FOR YOUR COOPERATION

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

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	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**

**INTERVIEW FORMAT FOR ENGLISH TEACHERS AT COLEGIO
UNIVERSITARIO UTN**

Objective. Demonstrate the effectiveness of podcasts in understanding key information about interesting topics in students of General Basic Education at Colegio Universitario UTN.

1. What strategies do you use frequently in your English classes for reinforcing listening comprehension skills.?
2. How much time per week is dedicated to develop listening skills with your students?
3. What are some difficulties that you have noticed in your students when they develop their listening skill?
4. Which strategies or resources do you think could enhance listening comprehension skill in your students?
5. What do you think about the implementation of digital tools to improve listening skill such as podcasts in your English classes?
6. Have you ever heard about the benefits of podcasts as strategy to strength listening comprehension skill in L2 students?
7. Do you think that podcasts could contribute for a better development of listening comprehension skill in your students? Why/Why not?
8. Which type of podcasts do you think students would be interested in?

THANK YOU FOR YOUR COOPERATION



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	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:

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QUESTIONNAIRE

Objective: Demonstrate the effectiveness of podcasts in understanding key information about interesting topics in students of General Basic Education at Colegio Universitario UTN.

Instructions: Dear Colegio Universitario UTN students, the following survey is intended to collect information for academic purposes only. That is why, you are asked in the most restrained way to answer the following questionnaire, marking with an X the option that best suits your opinion.

All surveys are anonymous and confidential, so you are free to answer.

- 1. It is difficult for me listening instructions, songs and conversations in English language?** (¿Es difícil para mí escuchar instrucciones, canciones y conversaciones en el idioma inglés?)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

2. When listening an English conversation there are parts of the conversation that I do understand. (Cuando escucho una conversación en inglés hay partes que sí entiendo.)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

3. When I listen American and British accents it is hard for me because they both confuse me. (Cuando escucho los acentos americano y británico se me dificulta porque ambos acentos me confunden)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

4. To understand conversations and songs in English the speaker has to talk slow and clear. (Para entender conversaciones en inglés el hablante debe hablar despacio y claro)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

5. The implementation of different resources in English classes could improve my listening skill (La implementación de recursos diferentes en las clases de inglés podría mejorar mis destrezas auditivas)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

6. Resources such as podcasts could enhance my listening comprehension skill (Recursos como los podcasts podrían mejorar mis destrezas de comprensión auditiva)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

7. **Would you like your English teacher to implement podcasts in classes to improve your listening skill?** (Te gustaría que tu profesor/s implemente los podcasts en las clases de inglés para mejorar tus destrezas de comprensión auditiva?)

☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

8. **I think that podcasts could help me to acquire new English vocabulary.** (Pienso que los podcasts podrían ayudarme a adquirir nuevo vocabulario en inglés)

☐ Totally agree (Totalmente de acuerdo)

☐ Agree (De acuerdo)

☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)

☐ Disagree (En desacuerdo)

☐ Totally disagree (Totalmente en desacuerdo)

9. I consider that English classes need to incorporate podcasts about interesting topics to strength my listening skill. (Considero que en las clases de inglés se necesita incorporar

podcasts sobre temas interesantes para fortalecer mis destrezas auditivas)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

10. I prefer listening to short podcasts (less than 5 minutes) to enhance my listening comprehension skill.

(Prefiero escuchar podcasts cortos (de menos de 5 minutos) para mejorar mis habilidades de escucha)

- ☐ Totally agree (Totalmente de acuerdo)
- ☐ Agree (De acuerdo)
- ☐ Neither agree nor disagree (Ni de acuerdo ni desacuerdo)
- ☐ Disagree (En desacuerdo)
- ☐ Totally disagree (Totalmente en desacuerdo)

THANK YOU FOR YOUR COOPERATION



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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			
11				No hay pregunta 11



CÓDIGO QR

Firma del Evaluador

C.C.: 0400937496

Apellidos y nombres completos	Bracho González Gipsy Lisbeth
Título académico	Magister en Docencia Universitaria e Investigación Educativa
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	glbracho@utn.edu.ec
Teléfono	0999663619
Fecha de envío para la evaluación del experto:	07 de noviembre de 2024
Fecha de revisión del experto:	11 de noviembre de 2024



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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			Se ha corregido numerosos errores ortográficos y gramaticales a lo largo de todo el documento, por lo tanto se sugiere utilizar esta versión para la recolección de datos.
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

Firma del Evaluador

C.C.: 1711539690

Marcia Mantilla
 Firmado digitalmente por Marcia Mantilla
 2024.07.11 08:15:07 -05'00'

Apellidos y nombres completos	Mantilla Guerra Marcia Lucía
Título académico	Mgs Docencia Superior e Investigación Mgs Lingüística Aplicada a la Enseñanza Bilingüe
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Teléfono	0983014909
Fecha de envío para la evaluación del experto:	07/11/24
Fecha de revisión del experto:	08/11/24

Annex 2. Approval to apply the data collection instruments

REPÚBLICA DEL ECUADOR



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



Oficio Nro. UTN-FECYT-D-2024-0137-O
Ibarra, 14 de junio de 2024

PARA: MSc. Verónica Zambrano
RECTORA DEL COLEGIO UNIVERSITARIO UTN

ASUNTO: Trabajo de integración curricular Srta. Ramos Chávez Erika Sharmín

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita RAMOS CHÁVEZ ERIKA SHARMÍN, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "THE USE OF PODCASTS TO ENHANCE LISTENING COMPREHENSION SKILLS IN STUDENTS AT COLEGIO UNIVERSITARIO UTN"

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Formación digitalizada por
JOSE LUCIANO REVELO RUIZ
Fecha: 2024.06.14 10:28:04
05:00

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M. Báez



Autorizado
MSc. Verónica Zambrano

Annex 3. Consent letter


CONSENTIMIENTO INFORMADO PARA LA GRABACIÓN DE ENTREVISTAS Y USO DE DATOS

Yo, Rosa Almeida con número de
identificación 921198452 declaro que:

1. He sido informado/a sobre la finalidad de la investigación titulada: "THE USE OF PODCASTS TO ENHANCE LISTENING COMPREHENSION SKILLS IN STUDENTS AT COLEGIO UNIVERSITARIO UTN" conducida por **Ramos Chávez Erika Sharmín**, estudiante de 9no semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad técnica del Norte
2. Autorizo que mi entrevista sea grabada en formato de audio.
3. Entiendo que los datos obtenidos serán utilizados exclusivamente con fines académicos e investigativos, respetando la confidencialidad de mi identidad. Mi nombre u otra información personal no aparecerán en los resultados ni en ninguna publicación relacionada con este estudio.

Lugar y fecha: Shara, diciembre 2024

Nombre completo: Rosa Almeida Almeida

Firma del participante: 


**CONSENTIMIENTO INFORMADO PARA LA GRABACIÓN DE ENTREVISTAS
Y USO DE DATOS**

Yo, Rosa Narciza Hinojosa Bolaños con número de
identificación 1002474363..... declaro que:

1. He sido informado/a sobre la finalidad de la investigación titulada: **"THE USE OF PODCASTS TO ENHANCE LISTENING COMPREHENSION SKILLS IN STUDENTS AT COLEGIO UNIVERSITARIO UTN"** conducida por **Ramos Chávez Erika Sharmín**, estudiante de 9no semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad técnica del Norte.
2. Autorizo que mi entrevista sea grabada en formato de audio.
3. Entiendo que los datos obtenidos serán utilizados exclusivamente con fines académicos e investigativos, respetando la confidencialidad de mi identidad. Mi nombre u otra información personal no aparecerán en los resultados ni en ninguna publicación relacionada con este estudio.

Lugar y fecha: 5 de diciembre del 2024.

Nombre completo: Rosa Narciza Hinojosa Bolaños.

Firma del participante: 

Annex 4. Interview directed to Vice-principal authority



Annex 5. Interview directed to the English teacher



Annex 6. Survey directed to students



Annex 7. Permission to carry out the socialization of the proposal

Ibarra, 21 de enero de 2025

PARA: MSc. Verónica Zambrano
RECTORA DEL COLEGIO UNIVERSITARIO UTN

ASUNTO: Trabajo de Integración Curricular Srta. Ramos Chávez Erika Sharmín.

Me dirijo a usted de la manera más comedida con la final de solicitarle la respectiva autorización para realizar la socialización de la propuesta con el tema: "THE POWER OF PODCASTS, A USEFUL GUIDE TO STRENGTHEN LISTENING COMPREHENSION SKILLS FOR TEENAGERS ", perteneciente al trabajo de integración curricular: "THE USE OF PODCASTS TO ENHANCE LISTENING COMPREHENSION SKILLS IN STUDENTS AT COLEGIO UNIVERSITARIO UTN"

Por su atención, le agradezco.

Atentamente.


Ramos Chávez Erika Sharmín

Autorizado
MSc. Verónica Zambrano



GLOSSARY

EGB: Educación General Básica

CEFR: Common European Framework of Reference for Languages, a standard used to describe the competences within a language worldwide.

EFL: English as a foreign language, in this context means study English as a second language.

MINEDUC: Ministerio de Educación in Ecuador.

Podcast: a mp3 audio about different topics available on internet or another learning platforms.

Comprehensible Input: understandable knowledge

Monitor Hypothesis: conscious knowledge

Accents: way to pronounce language, different English accents such as American accent or British accent.

Globalized: worldwide, something integrated on a global scale.

Foreign language: not official language of a country

Lingua Franca: general language used worldwide.