



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

CARRERA:

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**INFORME FINAL DEL TRABAJO DE INTEGRACIÓN
CURRICULAR, EN LA MODALIDAD PROYECTO DE
INVESTIGACIÓN**

TEMA:

**Podcasts as a Technological Didactic Tool to Enhance Listening Skills in
Ninth-Grade Students at San Francisco High School**

**Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía
de los Idiomas Nacionales y Extranjeros, Mención Inglés**

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

Autor: Pitacuar Meneses Jimmy Alexander

Director: MSc. José Miguel Obando Arroyo



UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0401736269		
APELLIDOS Y NOMBRES:	Pitacuar Meneses Jimmy Alexander		
DIRECCIÓN:	Calle José Nicolás Hidalgo 4-32 y Avenida 13 de abril		
EMAIL:	jimmypime@hotmail.com ; japitacuarm@utn.edu.ec		
TELÉFONO FIJO:	2951581	TELÉFONO MOVIL:	0959104106

DATOS DE LA OBRA	
TÍTULO:	Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School
AUTOR:	Pitacuar Meneses Jimmy Alexander
FECHA:	08-07-2025
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés
DIRECTOR:	MSc. José Miguel Obando Arroyo

CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 8 días, del mes de julio de 2025

EL AUTOR:



Firma:

Nombre: Jimmy Alexander Pitacuar Meneses



FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Ibarra, 08 de julio de 2025

MSc. José Miguel Obando Arroyo

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.



Jose Miguel Obando
Arroyo



.....
MSc. José Miguel Obando Arroyo
C.C.: 1001512043

DEDICATION

“However difficult life may seem, there is always something you can do and succeed at.”

Stephen Hawking

First and foremost, I dedicate this research to God, for being my constant source of strength, wisdom, and guidance through every challenge.

To my beloved grandmother Ofelia, who now watches over me from heaven — your love and teachings continue to live within me and guide my path.

To my parents Isidro and Leticia, for their endless love, sacrifice, and unwavering belief in me. And to my brother, for his support and encouragement every step of the way.

To my dear friends at university, with whom I shared unforgettable moments, laughter, and growth — thank you for making this journey memorable and meaningful.

Finally, I dedicate this achievement to all those who believe that no matter how many struggles life presents, with effort and perseverance, great things can be accomplished. May this work be a small reminder that dreams are possible when you never give up.

ACKNOWLEDGMENT

To begin with, I would like to express my sincere gratitude to the Universidad Técnica del Norte, the institution where I spent four formative years of academic and personal growth. It has been a place of learning, discovery, and development that I will always cherish.

My heartfelt thanks go to all the English teachers from UTN, whose dedication and knowledge contributed significantly to my professional preparation. In particular, I want to acknowledge MSc. José Obando, my thesis director, for his continuous support, guidance, and valuable feedback throughout the development of this research project.

I am also deeply thankful to the Unidad Educativa “San Francisco” for opening its doors to allow me to carry out this research and complete my professional internship.

Finally, I extend my sincere appreciation to the English teachers of Unidad Educativa “San Francisco”, whose participation and insights greatly enriched this study. Your contributions were fundamental, and I am truly grateful for your support and commitment.

ABSTRACT

This research project, titled "Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School," aimed to investigate the influence of podcasts on the development of listening skills. It was based on educational theories, including cognitivism, humanism, and constructivism. To gain a comprehensive understanding of the topic, it implemented a mixed-methods approach. This approach combined numerical data from a diagnostic test and a student survey with qualitative data from a teachers' interview. Microsoft Excel was employed for data tabulation, while QDA Miner facilitated the analysis of qualitative data. The results of the diagnostic test revealed that most students exhibited low proficiency in listening comprehension, especially in identifying details, inferring meaning, and understanding spoken instructions. Additionally, survey responses indicated that while students face challenges with listening tasks, they recognize the importance of listening comprehension and express enthusiasm for using podcasts as a learning tool. The interview with teachers confirmed that although podcasts are not frequently used due to time constraints and curriculum limitations, they are regarded as valuable resources for language learning. The findings highlighted a clear need for more engaging and effective listening strategies in the classroom. In response to these findings, the study proposed creating a didactic guide that incorporates structured podcast-based activities aligned with students' proficiency levels and interests. This guide aimed to assist teachers in integrating pre-, during-, and post-listening tasks to enhance listening comprehension, vocabulary development, and critical thinking. Future research could focus on comparing the effectiveness of podcasts with other multimedia resources, examining the enhancement of students' listening skills over time, and assessing the integration of podcast-based strategies in blended and virtual learning environments. used

Keywords: podcasts, listening skills, English language learning, technological tools, didactic guide.

RESUMEN

Este proyecto de investigación, titulado "Los pódcast como herramienta didáctica tecnológica para mejorar las habilidades auditivas en los estudiantes de noveno grado de la Unidad Educativa San Francisco", tuvo como objetivo investigar la influencia de los pódcast en el desarrollo de la comprensión auditiva. Se fundamentó en teorías educativas como el cognitivismo, el humanismo y el constructivismo. Para alcanzar una comprensión integral del tema, se implementó un enfoque de métodos mixtos, que combinó datos cuantitativos provenientes de una prueba diagnóstica y una encuesta a estudiantes, con datos cualitativos obtenidos a través de una entrevista con docentes. Para la tabulación de los datos se utilizó Microsoft Excel, mientras que el análisis cualitativo fue realizado mediante el software QDA Miner. Los resultados de la prueba diagnóstica revelaron que la mayoría de los estudiantes presentaban un bajo nivel de competencia en la comprensión auditiva, especialmente en lo que respecta a la identificación de detalles, la inferencia de significados y la comprensión de instrucciones orales. Además, las respuestas a la encuesta indicaron que, aunque los estudiantes enfrentan dificultades con las tareas de escucha, reconocen la importancia de esta habilidad y muestran entusiasmo por utilizar los pódcast como herramienta de aprendizaje. La entrevista con los docentes confirmó que, si bien los pódcast no se utilizan con frecuencia debido a limitaciones de tiempo y del currículo, son considerados recursos valiosos para el aprendizaje del idioma. Los hallazgos evidencian la necesidad de implementar estrategias más dinámicas y eficaces para desarrollar la comprensión auditiva en el aula. En respuesta a estos resultados, el estudio propuso la creación de una guía didáctica que incorpora actividades estructuradas basadas en pódcast, alineadas con los niveles de competencia e intereses de los estudiantes. Esta guía tuvo como finalidad apoyar a los docentes en la integración de tareas de escucha previas, durante y posteriores, con el objetivo de fortalecer la comprensión auditiva, el desarrollo del vocabulario y el pensamiento crítico. Investigaciones futuras podrían centrarse en comparar la efectividad de los pódcast con otros recursos multimedia, examinar la mejora de las habilidades auditivas de los estudiantes a lo largo del tiempo y evaluar la integración de estrategias basadas en pódcast en entornos de aprendizaje combinados y virtuales.

Palabras clave: pódcast, habilidades auditivas, aprendizaje del idioma inglés, herramientas tecnológicas, guía didáctica.

TABLE OF CONTENTS

IDENTIFICACIÓN DE LA OBRA	I
CONSTANCIAS	II
CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR	III
DEDICATION.....	IV
ACKNOWLEDGMENT	V
ABSTRACT.....	VI
RESUMEN.....	VII
ACRONYMS	XII
INTRODUCTION.....	1
Language context	1
Problem description	1
Delimitation of the problem.....	2
Justification	2
Research Questions	4
Objectives	4
General Objective	4
Specific Objectives	4
CHAPTER I: THEORETICAL FRAMEWORK.....	5
1.1. Language Learning Theories.....	5
1.1.1. Cognitivism.....	5
1.1.2. Humanism.....	5
1.1.3. Constructivism.....	6
1.2. Approaches and Methods in Language Teaching	6
1.2.1. Method	6
1.2.2. Approach.....	6
1.2.3. Technique.....	7
1.3. English Language Teaching Methods	7
1.3.1. Grammar-Translation Method	7
1.3.2. Direct Method	7
1.3.3. Audiolingual Method	8
1.3.4. Community Language Learning (CLL).....	8
1.3.5. Total Physical Response (TPR)	8

1.3.6.	Suggestopedia	8
1.3.7.	The Silent Way	8
1.3.8.	Communicative Language Teaching (CLT)	9
1.4.	What is a Technological Tool?	9
1.4.1.	Technological Tools for Language Teaching and Learning	9
	• Audiobooks.....	10
	• Interactive Language Learning Apps	10
	• Language Learning Websites	10
	• Online Video Platforms	10
	• Podcasts	10
1.5.	Podcasts: An Innovative Tool	10
1.5.1.	Types of Podcasts	10
1.6.	Podcasts in Education	12
1.6.1.	Podcasts as an English Teaching Tool.....	12
1.6.2.	Podcasts as an English Learning Tool	13
1.6.3.	Podcasts to Improve Listening Skills.....	13
1.6.4.	Challenges of Listening to Podcasts in the Classroom	14
1.7.	Communicative Competence	15
1.8.	Language Skills	15
1.8.1.	Receptive Skills	16
1.8.2.	Productive Skills	16
1.9.	Listening Skills.....	17
1.9.1.	Listening Subskills.....	18
1.9.2.	A Framework to Teach Listening	19
	• Pre-Listening	19
	• While-Listening	19
	• Post-Listening.....	19
1.9.3.	Challenges in Developing Listening Skills.....	20
CHAPTER II: METHODOLOGY		21
2.1.	Type of Research.....	21
2.1.1.	Quantitative Method	21
2.1.2.	Qualitative Method	21
2.2.	Research Methods	22

2.2.1. Deductive	22
2.2.2. Inductive	22
2.3. Research Techniques and Instruments	22
2.3.1. Interview for English Teachers	22
2.3.2. Survey for Students	23
2.3.3. Diagnostic Test	23
2.4. Participants	24
2.4.1. Population	24
2.4.2. Sample	24
2.5. Procedure	25
CHAPTER III: ANALYSIS AND DISCUSSION.....	26
3.1. Diagnostic Test Analysis	26
3.2. Students' Survey Analysis	32
3.3. Teachers' Interview Analysis	40
3.4. Discussion	48
CHAPTER IV: IMPACT ANALYSIS.....	50
4.1. Academic Impact	50
4.2. Sociocultural Impact	51
4.3. Technological Impact	52
CHAPTER V: ACADEMIC PROPOSAL.....	54
5.1. Title	54
5.2. Introduction	54
5.3. Objectives	55
5.3.1. General Objective	55
5.4. Development	55
CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS	157
6.1. Conclusions	157
6.2. Recommendations	158
REFERENCES.....	159
ANNEXES	165
Annex 1. Research Instruments Validation	166
Annex 2. Authorization	175
Annex 3. Proposal Socialization	176

INDEX OF TABLES

Table 1.....	11
Table 2.....	11
Table 3.....	14
Table 4.....	18
Table 5.....	24
Table 6.....	50
Table 7.....	51
Table 8.....	52

INDEX OF FIGURES

Figure 1.....	16
Figure 2.....	26
Figure 3.....	27
Figure 4.....	28
Figure 5.....	29
Figure 6.....	30
Figure 7.....	31
Figure 8.....	32
Figure 9.....	33
Figure 10.....	34
Figure 11.....	35
Figure 12.....	36
Figure 13.....	37
Figure 14.....	38
Figure 15.....	39

ACRONYMS

ELT: English Language Teaching

CLL: Community Language Learning

TPR: Total Physical Response

CLT: Communicative Language Teaching

ICT: Information and Communications Technology

EFL: English as a Foreign Language

INTRODUCTION

Language context

One of the most important ways humans communicate is through language. It enables individuals to exchange ideas, express their emotions and convey information. There are thousands of languages across the globe. While some are used by millions, others are spoken by just a small number of individuals. Nevertheless, since English has become a universal language in today's world, it is the most significant and crucial language to learn. Thanks to technological advancements, English has become extremely important in multiple fields including engineering, healthcare, business, education, etc. (Nishanthi, 2018). Consequently, many countries have incorporated English as a mandatory subject within their educational systems. As a foreign language, English offers individuals greater access to global opportunities, academic advancement, and cross-cultural interaction. Its widespread use enables people from diverse backgrounds to connect, making English language learning a fundamental skill in the modern era.

Problem description

In Latin America, English Language Learning (ELL) is deficient (Cronquist & Fiszbein, 2017). The English Proficiency Index (EPI) conducted in 44 countries worldwide, indicated that Latin America has the lowest levels of English proficiency (Campos, 2020). Although many governments are working together to improve their students' English level, there are several factors that limit the achievement of the objectives with the language. According to Campos (2020), "The low levels of English in the region are due to the low quality of language teaching programs in public education and the difficulties in accessing alternative training". Many countries concerned about low English proficiency levels, have already started implementing reforms to enhance language development. This is true for Costa Rica, where English is part of the curriculum in all secondary schools and in most primary schools. Furthermore, the country has qualified English teachers with the highest proficiency in the language within the region. Nevertheless, according to the EPI, countries like Colombia, Venezuela and Ecuador exhibit very low levels of English proficiency (Campos, 2020).

Meanwhile, in Ecuador, the government is working hard to address the low level of English proficiency, but there are still a lot of gaps. For this reason, it has become common to talk about the low level when it comes to English in Ecuador. Thus, some of the most recognized newspapers in the country highlight their headlines about "Ecuador maintains a low level of English language proficiency" (Castillo, 2021). Moreover, a study conducted by Education First (EF) places the country with the lowest score in the region. In the annual ranking of 112 countries and regions, Ecuador ranked 90th in 2021 (Education First, 2021). A major problem that contributes to the low level of English proficiency is the shortage of experienced English teachers. While they make an effort to teach English, the emphasis is often on theoretical aspects such as grammar and vocabulary, neglecting opportunities for students to develop effective listening skills (Eltawila, 2009). Overall, inadequate teaching leads to limited learning and creates negative associations with language learning.

Delimitation of the problem

This research proposal aims to examine the use of podcasts as a tool to enhance students' English listening skills, given that listening is recognized as one of the most essential components in language acquisition. As pointed out by Nabiyeu & Idiyev (2022), "Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise" (p.12). This highlights the need to prioritize listening development in language classrooms through modern and engaging resources such as podcasts, which can provide learners with authentic input and help them build a strong foundation for overall language competence.

Innovative resources such as podcasts are rarely used to develop listening skills in the classroom. At San Francisco High School in Ibarra, Imbabura Province, English instruction relies heavily on audio materials included in textbooks. This confines students' exposure to authentic and diverse listening material. The overuse of these predictable materials leads to monotonous learning experiences and contributes to a lack of motivation among students. Many do not feel motivated to learn listening at school or home because some teachers create exam questions based on the listening materials found in textbooks or specific reference books (Yen, n.d.). Furthermore, students receive a limited number of English classes per week, which reduces their overall exposure to the language and hinders the development of listening proficiency.

Similarly, it has been observed that students often experience fear and anxiety when facing listening assessments or exams, which significantly hinders their ability to perform effectively in class. This anxiety becomes a barrier to active listening and language acquisition (Ćupurdija, 2012). A key contributing factor to this issue is the lack of innovative and engaging resources designed to develop listening skills. As a result, students tend to lose interest and face difficulties when completing listening tasks.

Justification

Speaking and listening are interdependent abilities that help students build their communication skills. According to Renukadevi (2014), listening is a crucial language skill that consistently shows its interdependence and connection with other language abilities, including speaking, reading, and writing.. Listening is not a passive activity but a dynamic process that involves actively comprehending, interpreting, and responding to spoken language. It requires not only hearing information but also understanding and processing it in a meaningful way. Effective communication relies on active listening as a fundamental component that enables the generation of substantial and meaningful responses. However, developing this essential skill requires the use of diverse and engaging resources that capture learners' interest and promote sustained involvement in the learning process. Nowadays, podcasts have become a useful technological didactic tool that can be used to teach and learn a new language. The rise of podcasts in education is evident, with a growing popularity and the potential for rapid evolution in the near future (Abdeddaim, 2013).

In the teaching-learning process, incorporating authentic materials such as podcasts into English classes positively influences language acquisition (Guerrero, 2022). Podcasts are a more engaging and effective resource compared to traditional materials, particularly in language learning contexts. When podcasts are used as a learning tool, students are more likely to be motivated to interact with the content, which leads to more satisfying results (Rahayuningsih et al., 2021). As a result, students are not distracted during class and are able to improve their listening skills through the use of didactic resources. On the other hand, podcasts offer teachers the opportunity to expand their students' learning beyond traditional assignments, allowing them to incorporate voice recordings, photos, movies and sound effects to effectively convey and share their knowledge.

The significance of this study lies in its examination of podcasts as a technological didactic tool aimed at enhancing students' listening skills. Several studies have confirmed that "listening media from the internet, particularly podcasts, have been recognized as effective tools for enhancing students' listening skills" (Gulo & Rahmani, 2023, p.455). Hence, this research proposes using podcasts as a technological tool to improve listening skills, as they offer an engaging method for students to explore and interact with authentic listening content. In addition, podcasts enhance learners' motivation, making the English learning process more enjoyable and effective.

The use of podcasts enhances communication among those involved in the teaching and learning process. Additionally, these play a crucial role in facilitating comprehension and assisting listeners to overcome any difficulties they may have encountered in understanding listening input (Heredia, 2018). One advantage of implementing podcasts in the classroom is that they are more beneficial than using the conventional chalk-and-talk method. Beyond enhancing listening comprehension skills, several studies have demonstrated the significant impact of podcasts on students' vocabulary, pronunciation, speaking, grammar and writing skills (Abdulrahman et al., 2018).

Under these circumstances, the use of podcasts represents an innovative approach that can significantly enhance English language learning. Implementing this proposal offers several benefits for all participants in the teaching-learning process. First, ninth-grade students at San Francisco High School will benefit from using podcasts not only to enhance their listening skills but also to strengthen related skills such as speaking and writing. Podcasts offer a more dynamic and engaging approach to language development compared to traditional classroom methods. Second, teachers will also benefit, as podcasts provide an effective and versatile tool for delivering listening content, allowing them to enrich their instructional strategies and better align materials with students' interests and proficiency levels. Moreover, they will have access to a structured guide that includes teacher instructions and pre-, while-, and post-listening activities. These activities align with the class content and are tailored to students' proficiency levels and interests. Therefore, by incorporating a variety of these activities and selecting assignments that align with students' needs, the curriculum, and the school syllabus, the learning process can remain engaging and effective, ultimately leading to the improvement of students' listening skills.

Similarly, podcasts can serve as a valuable resource for both students and educators across different institutions, supporting the development of English listening skills. Their use encourages students to engage in active listening and peer communication, enabling them to apply these skills in real-life contexts. Likewise, teachers will have access to podcasts that can be effectively integrated into classroom instruction, making lessons more interactive, and dynamic.

Research Questions

- What benefits might the use of podcasts bring to the development of listening skills in ninth-grade students?
- What drawbacks might the use of podcasts present in the development of listening skills in ninth-grade students?

Objectives

General Objective

- Propose a didactic guide based on podcasts as a technological tool to enhance the listening skills of ninth-grade students at San Francisco High School.

Specific Objectives

- Evaluate the level of listening skills among ninth-grade students at “San Francisco” High School.
- Analyze the main technological tools used by English teachers to improve listening skills in ninth-grade students.
- Design a didactic guide for the enhancement of listening skills through the use of podcasts in ninth-grade students at “San Francisco” High School.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundation that supports the present study. It includes a review of key concepts, principles, and previous research related to listening skills, podcast-based learning, and language acquisition. The purpose is to provide a comprehensive understanding of the educational context and to justify the relevance and effectiveness of the proposed intervention.

1.1. Language Learning Theories

Each person has a different way of learning. The ideas or approaches that describe how individuals learn are known as learning theories. These theories offer different perspectives on the mental, emotional and social processes that attempt to understand how learning occurs and how new knowledge, skills and languages are acquired. The following sections provide a brief overview of some learning theories.

1.1.1. Cognitivism

The cognitivism theory emerged when psychologists and educators began to study more complex thought processes. Jean Piaget, a prominent Swiss psychologist, is considered one of the most important pioneers in the development of cognitive theory. Jean Piaget's theory proposes that learning occurs through internal mental processes, including memory, perception and critical thinking. As Yilmaz (2011) describes, the cognitive method focuses on giving meaning to knowledge and helping learners organize and associate new information with previous knowledge stored in memory.

According to this theory, learners build their knowledge in stages by restructuring mental schemas. In summary, this theory suggests that learning is an active and constructive process where learners constantly adjust and expand their knowledge by connecting new ideas with what they already know, which improves their ability to understand and remember new information.

1.1.2. Humanism

Abraham Maslow and Carl Rogers are considered the main representatives of humanism. According to Johnson (2014), this theory focuses on personal development and human potential, emphasizing the importance of self-actualization and individual growth. Moreover, humanists also think it is important to study the whole person, especially as they grow and change over their lives. In humanism, students are active learners responsible for their own growth. On the other hand, educators support and guide students, creating a positive environment that helps them develop their full potential.

1.1.3. Constructivism

Constructivism is a theory of learning that holds learners construct their knowledge through interaction with the environment and reflection on their experiences. According to Ratna (2015), learners play an active role in building their knowledge, while the teacher acts more as a guide in the learning process. Likewise, learning takes place when students integrate new experiences into their existing mental structures, adapting and modifying them as necessary. In summary, the main concept of this theory is that learning is an active process where learners create and build their knowledge.

1.2. Approaches and Methods in Language Teaching

There are a variety of methods and approaches that can help learners learn a new language effectively. Different methods offer several ways to teach therefore knowing about them facilitates teachers in finding the appropriate path to support their students' learning.

1.2.1. Method

There have been numerous attempts to define the term method in the context of language teaching. Anthony (1963, as cited in Richards & Rodgers, 2014) states that "Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach" (p.21). This author focuses on the term plan as the core of his definition.

On his part, Ishak (2011) affirms that "Methods tend to be primarily concerned with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials" (p.4). The inclusion of terms related to participants' roles, conduct, and other components like goals and resources in this definition is a contribution to what was previously presented by Anthony. To sum up, a method in language teaching may be defined as a systematic way of teaching or learning that frequently encompasses a structured sequence of steps or procedures.

1.2.2. Approach

An approach is a set of methods and theories that guide the educational process and the interaction between students and teachers. Richards & Rodgers (2014), affirm that an approach "refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p.22). This perspective emphasizes that an approach provides the theoretical basis on which teaching methods are built.

On his side, Harmer (2001) establishes that "An approach describes how people acquire their knowledge of the language and makes statements about the conditions such which will promote successful language learning" (p.62). In other words, an approach seeks to find the best method for effective language teaching and learning. Based on the definitions above, an approach offers a comprehensive perspective on the conceptualization and organization of teaching and learning.

1.2.3. Technique

In the context of language teaching, there have been multiple attempts to define the word technique. According to Brown (2007), a technique is “any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives” (p.17). By using several techniques, teachers can address different aspects of language learning and make lessons more effective and engaging. From his point of view, Anthony (1963, as cited in Richards & Rodgers, 2014) states that:

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

In simpler terms, techniques should be consistent with the overall teaching method and fit well with the instructional approach being used. This will ensure that they support the main objectives and strategies of the lesson. In summary, a technique refers to tasks or activities that are used to help students learn and achieve instructional goals.

1.3. English Language Teaching Methods

Throughout the history of English Language Teaching (ELT), several methods have been developed to help students improve their language skills, with some demonstrating to be more effective than others. These methods focus on developing basic language skills such as reading, writing, listening and speaking. The most common are as follows:

1.3.1. Grammar-Translation Method

According to Omaggio (1993), it is one of the oldest methods that appeared in language learning. It was first used to teach Greek and Latin. Then, in the late 1800s and early 1900s, it was applied to teaching modern languages. Based on Bureković et al. (2023) the main purpose of this method is to “enable students to gain knowledge in reading and writing, along with developing grammar and vocabulary in the target language” (p.449). This method can help students improve their reading and writing skills. Nevertheless, it often lacks speaking and listening practice.

1.3.2. Direct Method

The Direct Method, promoted by educators such as Berlitz and Goun, began in the nineteenth century. This method was developed as an alternative to the Grammar-Translation Method. According to Bureković et al. (2023), this method aims to help students develop listening and speaking skills in the target language while minimizing the use of the student’s native language. In addition, Omaggio (1993) states that the most important considerations in this method are correct pronunciation and grammatical rules. These grammatical rules are not explicitly taught; rather, they are learned through practice and experience.

1.3.3. Audiolingual Method

According to Alemi & Tavakoli (2016), the Audiolingual Method, developed in the 1950s, is based on behaviorist principles that emphasize memorization and repetition. On his part, Mart (2013) argues that the aim of this method is “via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language” (p.64). Thus, this method relies on the idea that a new language can be learned through repetition and practice. Finally, although this method places a strong emphasis on oral skills, it does not focus on developing other language skills.

1.3.4. Community Language Learning (CLL)

Richards & Rodgers (2014) argue that this method, developed by Charles Curran, focuses on creating a supportive and collaborative learning environment. Furthermore, students work in groups using their native language to discuss and reflect on their learning experiences, while the teacher helps translate these discussions into the target language. To sum up, CLL encourages students to feel more comfortable and confident, making language learning an enriching experience.

1.3.5. Total Physical Response (TPR)

The Total Physical Response is a method developed by James Asher in the 1960s, it integrates the use of physical movement into language learning. As stated by Asher (1968), “The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action” (p.7). Thus, students initially use movements and gestures to respond rather than giving spoken answers. Moreover, similar to the direct method, only the target language is used for teaching.

1.3.6. Suggestopedia

Georgi Lozanov was a Bulgarian psychologist and educator who developed a method of language teaching called Suggestopedia. Based on Deny et al. (2016), this method focuses on creating a relaxed and enjoyable learning environment to help students learn more effectively. The idea is to establish a different environment from traditional classrooms, allowing students to reduce stress and build confidence during the learning process. In Suggestopedia, the use of background music and the use of appropriate environments are essential for students to stay focused.

1.3.7. The Silent Way

This is a language teaching method developed by Caleb Gattegno in 1976. Richards & Rodgers (2014), point out that “it is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible” (p.289). Based on the definition provided by Richards & Rodgers, this method emphasizes the importance of students’ self-learning and the development of their language learning rather than direct teaching.

1.3.8. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) was introduced in the 1970s to address the problems of earlier teaching methods. Thamarana (2015), states that “CLT advocates go beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence” (p.91). Furthermore, the same author mentioned that the CLT does not only focus on speaking skills. It also works on developing reading and writing skills to build students' confidence in all four language skills. In general, CLT emphasizes interaction and communication in real-life situations.

1.4. What is a Technological Tool?

Technological tools are resources and devices that make use of technology to support and enhance a variety of processes and activities. There have been several researchers who have defined the term technological tool. As stated by Navarrete et al. (2023), “technological tools are shown as a means that helps and supports through its various educational programs the teaching-learning processes” (p.69).

Thus, the use of technological tools in teaching and learning can improve student performance and lead to better learning outcomes. Moreover, Vásquez & Rodas (2022) assures that some of the key characteristics of technological tools include providing relevant information for creating new knowledge, guiding student learning, supporting independent work and assisting in evaluation processes.

1.4.1. Technological Tools for Language Teaching and Learning

Nowadays, the use of technology has greatly increased, especially in the field of language learning. Technology is used in one way or another for both the teaching and the learning of a language. Ahmadi (2018), highlights the importance of using technology as part of the teaching-learning process in and out of the class. Firstly, it allows teachers develop several interactive activities based on students' interests. Secondly, when learning a new language this tool not only makes language learning more engaging and personalized but also allows students to immerse themselves in the language. In addition, it offers a variety of unlimited resources so that learners have access to unique material for the development of their language skills.

These tools enhance traditional learning methods by providing a range of interactive and immersive experiences. In general, there are countless technological tools available that allow learners to choose the most appropriate ones according to the language skill they want to improve. The most common types of technological tools are as follows:

- Audiobooks
- Interactive Language Learning Apps
- Language Learning Websites
- Online Video Platforms
- Podcasts

Technological tools have become an essential part of language teaching and learning, offering innovative ways to support both educators and students. By integrating these tools into the learning process, teachers can create more dynamic activities, while students can benefit from a more personalized experience. As technology continues to evolve, these tools will remain essential in supporting language teachers and learners, making the teaching and learning experience more immersive and efficient.

1.5. Podcasts: An Innovative Tool

According to Syahabuddin & Rizqa (2021), the concept of podcasts was first introduced in 2004. Generally, it is an audio file, frequently in MP3 format that can be downloaded from the internet and listened to on various devices. Additionally, the same author states that “Podcasts are delivered online automatically via a website, so it is different from other audios. Podcasts utilize voice, which is the most influential tool that relates to the audience very quickly” (Syahabuddin & Rizqa, 2021, p.53). Podcasts allow users to access and listen to diverse topics and shows at their convenience.

Since then, these have grown in popularity, covering everything from news and education to entertainment and personal stories. In summary, podcasts have evolved significantly since their introduction in 2004. They have moved from being just simple audio files to a flexible tool used especially for language learning.

1.5.1. Types of Podcasts

According to Panday (2009) there are two ways to classify podcasts. The first is based on their purpose and the second is based on the format of their content. The aforementioned classification is shown in Table 1 and Table 2.

The table below shows different types of podcasts based on their purpose, categorized into public, personal, and professional. It highlights how podcasts can be used for sharing information, personal storytelling, and professional development. The professional category is further divided into educational and corporate podcasts, emphasizing their role in teaching and workplace training.

Table 1*Types of podcasts based on their purpose*

Types of podcasts	Description
Public	<ul style="list-style-type: none"> • Distribute information that you want to share with everyone • You can follow various public podcasts
Personal	<ul style="list-style-type: none"> • Create your own podcast and share your daily experiences with relatives and friends • You can record special events such as birthdays, parties, anniversaries and weddings and share them with others
Professional	<ul style="list-style-type: none"> • Educational: Teachers can make a podcast for the class to provide additional information that they cannot cover in class, like useful tips, assignment help, project guidelines, feedback, etc. • Corporate: The organizations can share training material through a podcast. Employees need to stay up-to-date to advance and by listening to podcasts, they can save time traveling to training sessions.

Note. Adapted from *Simplifying Podcasting*, by P. Panday, 2009, p.253

Table 2*Types of podcasts based on their content format*

Types of podcasts	Description	Characteristics
Basic podcasts	Based on audio only	<ul style="list-style-type: none"> • Made with a voice recorder • The usual format is .mp3
Enhanced podcasts	Based of audio with slides and pictures	<ul style="list-style-type: none"> • Presentations that include narration and chapters • The usual formats are .mp4a and .mp4b, but .mov files and .PDFs are also possible
Vodcast	Based on video content in addition to audio	<ul style="list-style-type: none"> • Made with a video editing software • The usual formats are .mp4 or .mov

Note. Adapted from *What is Podcasting?*, by C. Yamaguchi, 2016, p.5

The table above shows different types of podcasts based on their content format, categorized into basic podcasts, enhanced podcasts, and vodcasts. It illustrates the differences between audio-only podcasts, those that incorporate slides and pictures, and video-based podcasts. It also outlines key characteristics, including recording methods and common file formats used for each type.

1.6. Podcasts in Education

In recent years, there has been a notable increase in the popularity of podcasts in education. Robinson & Ritzko (2009) state that podcasts have transformed the education, now those could be used as an academic task, offering learners the opportunity to interact with educational resources in new ways and to become familiar with innovative uses of technology.

Furthermore, Rosell-Aguilar (2007) claims that “The impact of podcasting on learning in general and language learning in particular could be similar to the impact of the arrival of the Internet in terms of giving access to language learning materials (mostly free of charge)” (p.473). Thus, language learning is considered one of the areas that could benefit greatly from improvements in podcasting.

Additionally, Başaran & Cabaroğlu (2014) point out that podcasts are helpful for learning foreign languages and there is a lot of free content available online. Therefore, podcasts have the potential to be an innovative tool for language teaching and learning, providing learners with a diverse range of resources.

1.6.1. Podcasts as an English Teaching Tool

Nowadays, podcasts are increasingly being used as a tool for teaching English. For instance, Indahsari (2020) affirms that using podcasts in the learning process helps teachers change their teaching methods and makes students feel included and part of the learning community.

Furthermore, when incorporating podcasts into English as a Second Language (ESL) teaching, Олійник (2023) establishes that “teachers should pay attention to selecting of appropriate podcasts and their content. Podcasts should be chosen in accordance with the students' language proficiency level, interests, and learning objectives. The content should be engaging, relevant, and culturally appropriate” (p.172). Hence, teachers can use them as supplementary tool to complement traditional lessons and make the learning experience more engaging and effective for students.

In addition, teachers can create a variety of classroom activities such as debates, group discussions, peer teaching or role-playing based on the podcasts' content. These interactions enhance listening and speaking skills, boost active participation, support collaborative learning and promote critical thinking. Moreover, teachers can evaluate students' progress through different assessments such as assignments or quizzes related to the podcasts' content (Олійник, 2023). Therefore, incorporating podcasts as an English

teaching tool has numerous benefits, including authentic language exposure, cultural awareness and improvement of students' language skills.

1.6.2. Podcasts as an English Learning Tool

Podcasts are an effective tool for learning English because they provide several advantages for language learners. One major advantage is that podcasts provide learners with the opportunity to hear how native speakers use English in real conversations, which facilitates the enhancement of listening skills and pronunciation. According to Indahsari (2020), "Podcast also encourages students to manage their focus on the task, recognize new vocabulary, memorize the sounds of the spoken words, and boost their linguistic competence in order to be a more effective listener" (p.105). Additionally, podcasts cover a wide range of topics, so learners can choose topics that interest them and learn new vocabulary related to those topics.

Another advantage of podcasts is their flexibility and convenience. Learners can listen to them anytime and anywhere, whether they are at home, commuting, or exercising (Robinson & Ritzko, 2009). This means that learners can practice English while doing other daily activities, making it easier to fit language practice into their schedules. Moreover, many podcasts are available for free, which makes them an accessible resource for anyone interested in improving their English skills. Overall, podcasts provide a practical and enjoyable way to enhance language skills.

1.6.3. Podcasts to Improve Listening Skills

Several researchers have studied the impact of podcasts on language learning, particularly focusing on their effectiveness in improving listening skills. According to Gulo et al. (2023), "Listening media from the internet, particularly podcasts, have been recognized as effective tools for enhancing students' listening skills" (p.455). This study has found that podcasts can significantly enhance learners' ability to understand spoken English by providing exposure to a variety of dialogues and voices.

Additionally, Harahap (2020) in his study, indicates that podcasts have great potential to help learners improve their listening skills. By listening to podcasts, learners are exposed to real-life language use, which enhances their ability to recognize different pronunciations and accents. Likewise, Artyushina et al. (2011), point out that "Podcasting as a new technology has huge potential in enhancing student's listening skills. The ease for downloading podcasts with authentic materials means that now our students can be engaged in plenty of listening practice" (p.50). For this reason, since it is simple to download podcasts with real-world content, learners now have many opportunities to practice listening skills. Overall, these studies support the idea that podcasts are a valuable tool for language learners to enhance their listening skills.

1.6.4. Challenges of Listening to Podcasts in the Classroom

Despite the many benefits of podcasts in the teaching-learning process, listening to them in the classroom can be challenging. According to Rachmaniputri et al. (2021) , the main challenges that students might face when listening to podcasts are as follows:

Table 3

Main challenges of listening to podcasts

Challenges	Description
Information processing	Refers to the difficulties associated with how the brain processes what students hear.
English proficiency	Since students have different levels of English proficiency, this affects how well they can understand the content of the podcasts.
Material	Refers to the podcasts and the problems related to spoken features, such as the speed of speech, accents and how clear the voice is in the podcast.
Medium	This environmental aspect, which includes atmospheric conditions such as noise as well as the distance between the audio source and the listeners, affects listening comprehension.

Note. Adapted from *Students' Perceptions Towards the Use of Podcasts in Listening Class*, by Rachmaniputri et al., 2021, pp.183-185

The table displays the main challenges of listening to podcasts, including difficulties related to information processing, English proficiency, material, and environmental factors. It emphasizes how these challenges affect students' ability to understand podcast content and describes factors such as language level, speech clarity, and external conditions that influence listening comprehension.

1.7. Communicative Competence

In 1965, Chomsky suggested that competence was only about knowing grammar rules. In 1972, however, Hymes proposed a broader idea called 'Communicative Competence'. According to Saleh (2013), communicative competence is defined as the ability that enables people to express messages and comprehend the messages of others in a variety of contexts. Therefore, it encompasses not only grammatical knowledge but also the understanding of how to use language appropriately in social situations.

On the other hand, Canale & Swain (1980) state that communicative competence consists of three main components. First, there is grammatical competence, which means knowing how to form sentences, use vocabulary and apply the rules of the language. Second, there is sociolinguistic competence, which involves the ability to use language appropriately in different social contexts, understanding the social norms and cultural details that influence communication. Finally, there is strategic competence, which is the ability to use language efficiently to reach communication goals, including the use of strategies to enhance communication. Overall, these three components work together to enable people to communicate effectively.

In addition, communicative competence is crucial for teachers because it helps them create effective and engaging lessons. Guevara (2015), affirms that when teacher planning includes activities that allow students to develop all four skills-listening, speaking, reading, and writing-through both receptive and productive tasks, with an emphasis on oral skills, improving communicative competence becomes more achievable. Regarding the above explanation, this approach makes lessons more relevant and interactive, which can improve students' language skills and overall classroom experience.

1.8. Language Skills

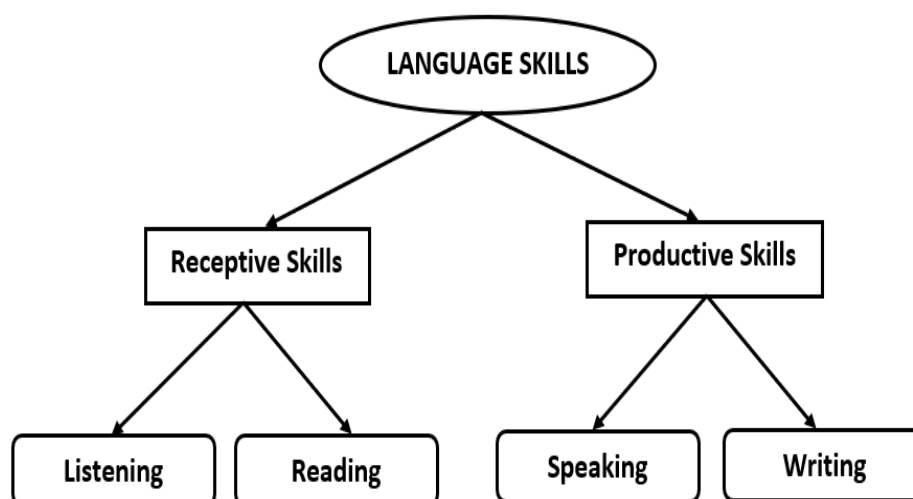
In English, as in other languages, language skills are essential for effective communication and understanding in both personal and professional settings. They include reading, writing, speaking and listening skills that enable people to express themselves clearly, interpret the messages of others and engage meaningfully in many contexts. According to Husain (2015):

Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. (p.3)

Consequently, language skills may be classified as receptive skills and productive skills as shown in Figure 1.

Figure 1

Classification of Language Skills



Note. Adapted from *Language and Language Skills*, by N. Husain, 2015, p.2

1.8.1. Receptive Skills

Receptive skills in language learning refer to the abilities required to understand and interpret information. Masduqi (2016) states that “The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills” (p.508). Passive skills do not require students to actively create anything. They learn in a more passive way at first and later they begin to make their own speeches, conversations and other forms of spoken language.

1.8.2. Productive Skills

Productive skills are essential components of effective communication, allowing students to clearly communicate their thoughts and ideas. According to Masduqi (2016), “The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills” (p.508). Productive skills would not be possible without the support of receptive skills. Receptive skills are usually learned first when learning a foreign language and then productive skills should be used in real-life situations. A learning process cannot be considered complete if either skill is missing.

1.9. Listening Skills

The process of learning any language involves the development of language skills, which is the most important part of communication. The skills that students need to develop to express their ideas accurately are listening, speaking, reading, and writing. Nevertheless, listening skills are the most essential part of language learning because as Renukadevi (2014) wrote:

Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. (p.59)

In relation to the explanation provided above, listening skills encompass more than just hearing what someone is saying; they require understanding and interpreting the message correctly. Additionally, when learning a language, listening skills help learners acquire new vocabulary, pronunciation, grammar and comprehension of the message.

However, even though listening skills are recognized as important in the enhancement of language proficiency, they are often overlooked or underemphasized in language teaching and learning, which can make it difficult to develop comprehension and fluency. In Ecuador, although the Ministerio de Educación del Ecuador (2016) states that “The EFL curriculum recognizes the importance of listening and speaking as skills essential in the communicative competence of English language learning, although this does not disregard the permanent, ongoing relationship between oral communication and reading and writing skills” (p.18), these aspects are often given less emphasis in practice.

Thus, many educational programs and resources tend to focus more on speaking, reading, and writing skills, sometimes overlooking how important listening is to effective communication. This deficiency can lead to gaps in students' abilities to fully comprehend and engage with spoken language. In order to address this issue, it is essential to incorporate more listening practice into language learning, using a variety of audio materials and interactive activities.

Therefore, regarding the aforementioned explanation, the emphasis of this research is incorporating podcasts as a technological didactic tool into the classroom to enhance students' listening skills by providing them with diverse and engaging audio content.

1.9.1. Listening Subskills

Listening development is a crucial skill for understanding and communicating in real-world contexts, as it is an integral part of learning any language. Thus, listening is a complex process that goes beyond just processing spoken language, it consists of some subskills that learners can improve and become more effective listeners. According to Solak (2016, as cited in Novianty & Rahel, 2020), the subskills that students use in everyday listening can be classified as shown in Table 4:

Table 4

Classification of listening subskills

Subskills	Description
Listening for gist	It refers to understanding the general idea or overall message of a dialogue without focusing on specific details.
Listening for specific information	It refers to the identification of specific facts or details in a dialogue. This often involves scanning for key information.
Listening in detail	It refers to comprehending and processing every detail of the conversation, including fine points and variations.
Listening to infer	It refers to figuring out what someone really means by paying attention to more than just their words. It involves using clues from the way they speak, their tone and the situation to understand what is not being said directly.
Listening to questions and responding	It involves listening carefully to what someone is asking and then giving a clear and relevant answer.
Listening to descriptions	It involves paying attention to the specific details and characteristics that are shared in order to understand what is being described.

Note. Adapted from *How to Teach Listening*, by J. Wilson, 2008, p.10

1.9.2. A Framework to Teach Listening

Effective listening involves more than just hearing words; it requires a structured approach to fully understand and engage with spoken content. This process can be divided into three essential stages: pre-listening, while-listening, and post-listening.

- **Pre-Listening**

It is considered the first stage of listening skills. This stage helps students get ready for what they are about to listen to by preparing them with the necessary information and setting the context. According to Movva et al. (2022), this stage is significant because it enables students to become acquainted with the listening passage they will listen to. During pre-listening, teachers often introduce the topic, discuss key vocabulary and make predictions about the content. Pre-listening exercises focus on providing a clear overview of the activity and examples of well-organized texts. They break the activity into simple, organized steps, provide a brief introduction, activate prior knowledge and outline the learning objectives.

- **While-Listening**

It is the second stage where students actively engage with the audio material to understand and interpret it. During this phase, students focus on listening carefully to identify key details, main ideas and the overall message of the audio. According to Movva et al. (2022), “The objective of this level is to improve students' listening skills and assess their understanding. The teacher assigns the students activities to complete while they are listening” (p.1501). Thus, teachers can use specific tasks, such as filling in gaps, answering questions, or taking notes of important points, to help students stay focused and gather relevant information.

- **Post-Listening**

This is the final stage of the listening process that comes after the listening activity. During this phase, students review and discuss what they have just heard to check their understanding. According to Movva et al. (2022), post-listening exercises enable students to connect the content they have heard to their feelings and experiences and help them develop interpretive and critical listening skills as well as reflective thinking. This concluding phase is designed to guarantee that students have fully understood the information and can apply it in different contexts.

1.9.3. Challenges in Developing Listening Skills

Even though listening is important, most researchers agree that of the four skills, listening is perhaps the most difficult for students. Kavaliauskienė (2008) states that learning listening skills can be frustrating for students because, unlike grammar, there are no clear rules to follow. A big problem for many students is a mental block. Sometimes, while they are listening, they suddenly feel that they do not understand. When this happens, many students simply stop trying. Some even convince themselves that they are not good at understanding spoken English, which makes things even more difficult.

Furthermore, according to Gilakjani & Sabouri (2016) other challenges that learners face when listening to audio content are the variety of accents and dialects found in global English, from British English to American, Indian, or even regional variations within these. This diversity can complicate listening comprehension, as students must adapt to different pronunciations, intonations and idioms. In addition, English has a large number of homophones and words with similar pronunciations, which can lead to confusion when they are heard in context. The speed of speech and the presence of colloquialisms or slang can also be obstacles that require continuous familiarization with the language. To sum up, overcoming these challenges requires constant practice and exposure to a wide range of listening materials to develop a more flexible and accurate understanding of English.

On the other hand, according to Walker (2014) when developing listening skills, students must overcome emotional challenges such as anxiety, frustration, and depression. Moreover, the cognitive load associated with listening, including processing speed, pronunciation, and grammatical features, can cause considerable anxiety. Consequently, the prolonged effort required to develop listening skills can lead to feelings of discouragement or depression, especially when students struggle to comprehend spoken language effectively. Therefore, these emotional responses highlight the importance of providing a supportive learning environment and effective strategies to help students meet the challenges of listening skills.

CHAPTER II: METHODOLOGY

This chapter describes the methodological framework applied in the development of the present study. It details the type of research, approach, techniques, instruments, and procedures used to collect and analyze data. The purpose is to ensure the reliability and validity of the results, providing a clear foundation for the design of the academic proposal.

2.1. Type of Research

The present research work was based on a mixed approach, which means that it combines both quantitative and qualitative methods to gather information. According to Creswell (2009), a mixed method is “an approach to inquiry that combines or associates both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study” (p.23). Consequently, this mixed approach helps the researcher to get more detailed insights about the topic and draw more accurate conclusions.

Moreover, this description focuses on the methods used to understand mixed research, including how data is collected, analyzed and interpreted. This approach helped the researcher collect useful information from teachers and students, allowing to determine the effectiveness of using podcasts as a technological didactic tool to enhance listening skills in ninth-grade students.

2.1.1. Quantitative Method

This research work applied a quantitative method by creating and distributing a survey among ninth-grade students to gather their opinions on using podcasts as a technological teaching tool to enhance listening skills. According to Apuke (2017), the quantitative method involves “the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how” (p.41). Thus, a quantitative method involves measuring and analyzing numerical data to get results. This method is valuable for examining measurable aspects of a study, such as frequencies, averages or percentages.

2.1.2. Qualitative Method

This research work used the qualitative method to get a deeper understanding of the teachers' experiences and perspectives through an interview. Instead of focusing on numbers and statistics, this method aims to gather meaningful insights and opinions from participants. According to Pathak et al. (2013) , “Qualitative method is used to understand people’s beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data.” (p.192). The main purpose of this type of research is to describe data using words rather than numbers. Overall, qualitative research often produces a narrative output.

2.2. Research Methods

This study used both deductive and inductive methods to reach its goals, highlighting the importance of understanding these approaches.

2.2.1. Deductive

The deductive method, according to (Thomas, 2021) is a research approach that starts with a general theory or hypothesis and then moves toward specific observations or conclusions to test its validity. This method is often used in quantitative research, where hypotheses are tested through experiments, surveys, or statistical analysis. The theoretical framework for this study was developed using the deductive method, which established a foundation for the research by exploring fundamental principles and concepts of podcasts in English language development.

2.2.2. Inductive

The inductive method is a research approach that begins with specific observations or data and moves toward wider theories or generalizations (Burney & Saleem, 2008). This method is often used in qualitative research, allowing for flexible exploration and the development of new insights from real-world observations. During the data analysis phase of this study, the inductive method was used. For instance, the various responses from students and teachers were analyzed to identify patterns and common features, leading to insights into the use of podcasts to enhance listening skills in ninth-grade students.

2.3. Research Techniques and Instruments

2.3.1. Interview for English Teachers

This is a qualitative technique. In a research interview, an interviewer guides the conversation and asks questions while the respondent answers the questions. Mathers et al. (2002) claim that “The interview is an important data gathering technique involving verbal communication between the researcher and the subject” (p.1). In this study, the researcher conducted a structured interview with eleven questions, asking each English teacher the same questions in the same procedure.

The interview helped the researcher collect qualitative data about teachers' perspectives on the use of podcasts as a technological didactic tool to enhance students' listening skills. It also provided insights into the main resources they use in the classroom for improving students' listening skills and the importance of listening skills in the development of other language skills.

2.3.2. Survey for Students

This is a quantitative technique. According to Krosnick et al. (2014) a survey is a “specific type of field study that involves the collection of data from a sample of elements drawn systematically to be representative of a well-defined, large, and geographically diverse population often, though not necessarily, through the use of a questionnaire” (p.902). In other words, a survey is a way of gathering information where a researcher chooses a specific group of people to study, carefully and fairly selects a sample from that group, collects information from these people by asking them questions or having them do tasks and calculates statistics that show exactly how the sample was selected.

Furthermore, the primary instrument used to collect data was a questionnaire. Taherdoost (2022) states that “A questionnaire, as heart of the survey is based on a set of questions to gather data from respondents” (p.8). This instrument consisted of eight closed-ended questions that enabled the researcher to collect quantitative data from ninth-grade students about the difficulties they face when listening to audio materials, as well as their opinions on using podcasts to enhance their listening skills.

2.3.3. Diagnostic Test

A diagnostic test is an evaluative instrument applied at the start of the learning process to determine students' existing knowledge, abilities, and potential challenges within a particular subject. Usually, they are given before a course starts to establish a baseline understanding (Berry, 2008). Unlike summative assessments, diagnostic tests are non-graded and aim to provide educators with essential information to plan targeted instruction, adapt teaching strategies, and support individual student needs. In the context of language learning, diagnostic tests often assess specific competencies such as grammar, vocabulary, listening, or reading comprehension to help teachers focus on areas requiring reinforcement (Brown, 2004).

The researcher administered a diagnostic test to ninth-grade students to evaluate their listening proficiency using the A2 Flyers Cambridge exam. The listening section lasted approximately 25 minutes and consisted of five parts with a total of 25 questions. Designed for young learners, this assessment measured different aspects of listening comprehension, such as identifying specific information, understanding conversations, and following spoken instructions.

2.4. Participants

2.4.1. Population

This research was conducted at San Francisco High School, a fiscomisional institution located in Ibarra, Imbabura province, specifically at the intersection of Miguel Oviedo 1-91 and Juan Montalvo streets. The educational institution offers all general education levels, from the first level of basic education to the third year of high school. It has 64 teachers and 1308 students attending morning classes during the academic period 2024-2025. Nevertheless, the study group for this research consisted of 116 ninth-grade students from parallels A, B and C, aged between 13 and 14 years.

2.4.2. Sample

This research employed non-probabilistic sampling. According to Srivastav (2021), “non-probability sampling is a method of sampling wherein, it is not known that which individual from the population will be selected as a sample” (p.4). Since the population for this research consisted of 116 students, which exceeds 100, it was necessary to apply the sample size formula for finite population to reduce the possibility of sampling error and obtain an accurate sample for the study. The population for the research is presented below.

Table 5

Number of ninth-grade students at San Francisco High School

Parallels	Students
A	40
B	39
C	37
Total students (N)	116

Source: San Francisco High School

The sample size formula used to determine the number of participants needed for this research to ensure representative and reliable results, is presented below.

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

Z= Statistic for a level on confidence (1.96)

N= Population size (116)

p= Expected proportion (0.5)

q= 1-p (0.5)

e= Precision (0.05)

n= Size of the sample

$$n = \frac{(1.96)^2 \cdot (0.5) \cdot (0.5) \cdot (116)}{(0.05)^2(116 - 1) + (1.96)^2 \cdot (0.5) \cdot (0.5)}$$

$$n = 89.27 \cong 89 \text{ students}$$

As a result of the previously applied formula, only 89 students out of a total of 116 should be selected for data collection in this research. Therefore, a sample of 89 students was used to gather information that provided findings relevant to the objectives of the study.

2.5. Procedure

The research procedure began with a thorough review of theoretical foundations from reliable academic sources to support the effectiveness of podcasts in improving students' listening skills. To assess the initial level of listening comprehension, a diagnostic test was administered to ninth-grade students at San Francisco High School. The diagnostic test provided valuable insights into the students' initial listening skills, serving as a reference point for this study. The results helped identify their strengths and areas for improvement, guiding the implementation of podcasts as a didactic tool to enhance their listening skills. Following this, research instruments, including a survey and an interview, were carefully designed to collect both quantitative and qualitative data. To ensure their validity and reliability, these instruments were reviewed and approved by teachers from the English Major.

Subsequently, the instruments were administered at San Francisco High School, where students completed the survey online in the computer lab, allowing for an efficient and standardized response format. Additionally, an oral interview was conducted with the English teachers at the high school. After gathering the data, Microsoft Excel was used to analyze the results, enabling the creation of pie charts and bar graphs for a more effective and visual interpretation of the findings.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter presents a detailed analysis of the diagnostic listening test, survey, and interview results. The survey and interview served as research instruments to gather data regarding the strategies employed by English teachers and the students' perceptions of using podcasts to enhance their listening skills. The findings are presented using bar graphs and pie charts to facilitate a clearer and more effective analysis of the data. The chapter concludes with a discussion of the results, offering a thorough interpretation of the findings and their implications for the use of podcasts in improving listening skills.

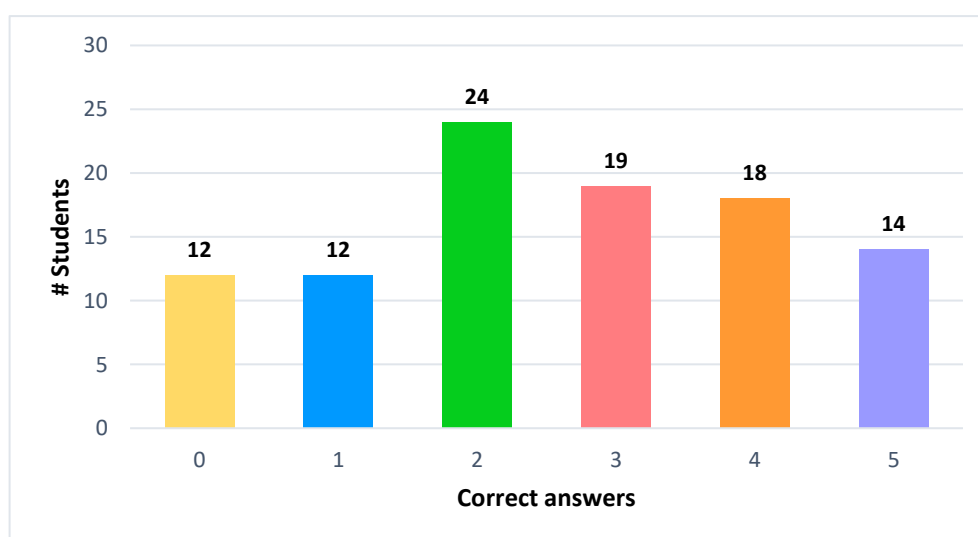
3.1. Diagnostic Test Analysis

Next, the bar graphs display the results for each part of the diagnostic listening test.

Part 1

Figure 2

Identifying Names and Descriptions



Note: Own elaboration. *Source:* Diagnostic Test 2024

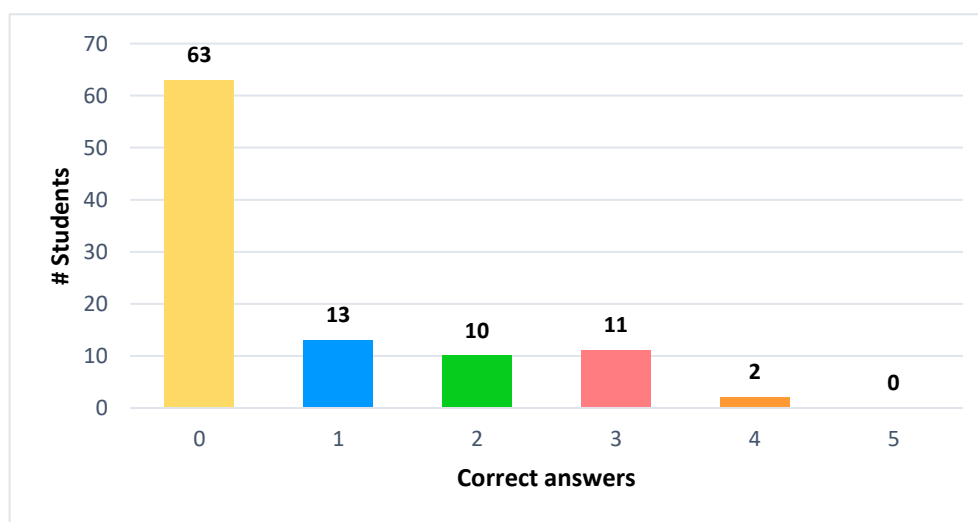
Figure 2 illustrates the number of correct responses given by students in the first section of the diagnostic test, which assesses listening skills through the identification of names and descriptions. Overall, the majority of students answered only a few questions correctly, with the highest number scoring two correct answers. The number of students who got no correct answers and those who answered only one question correctly was the same. A slightly lower number of students managed to get three or four answers correct, while the fewest number of students achieved a perfect score. On the contrary, although some students demonstrated a good understanding of the listening task, most struggled to match names to the right individuals in the picture correctly. This suggests that listening comprehension,

particularly recognizing names and descriptions, remains a challenge for many learners. To summarize, while some students performed well, many had difficulty in this section of the diagnostic test. Therefore, additional practice in listening to names, distinguishing similar sounds, and recognizing spoken descriptions could help improve their results.

Part 2

Figure 3

Completing Missing Words or Numbers



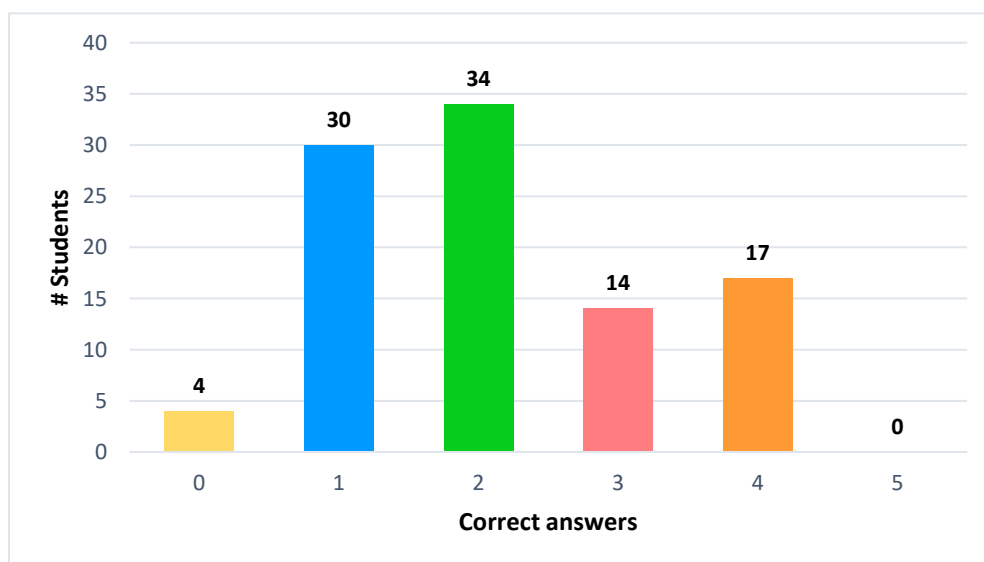
Note: Own elaboration. *Source:* Diagnostic Test 2024

Figure 3 shows the number of correct answers obtained by the students in the second part of the diagnostic test, which assesses listening skills by requiring students to fill in missing words or numbers in a short conversation. In general, the majority of students were unable to answer any questions correctly, indicating significant difficulty with this section. A much smaller number of students managed to get one or two answers correct, while even fewer achieved three correct answers. Only a very small number of students answered four questions correctly, and no students obtained a perfect score. However, while some students demonstrated partial understanding, most struggled to recognize and write the required words or numbers accurately. This implies that listening for specific details, including names, spellings, and key information, is particularly challenging for students. In conclusion, the results highlight the need for extra listening practice, especially focusing on identifying and writing key details accurately. Thus, activities such as spelling exercises, dictation, and targeted listening tasks can help students enhance their performance in this part of the diagnostic test.

Part 3

Figure 4

Matching Pictures to Conversations



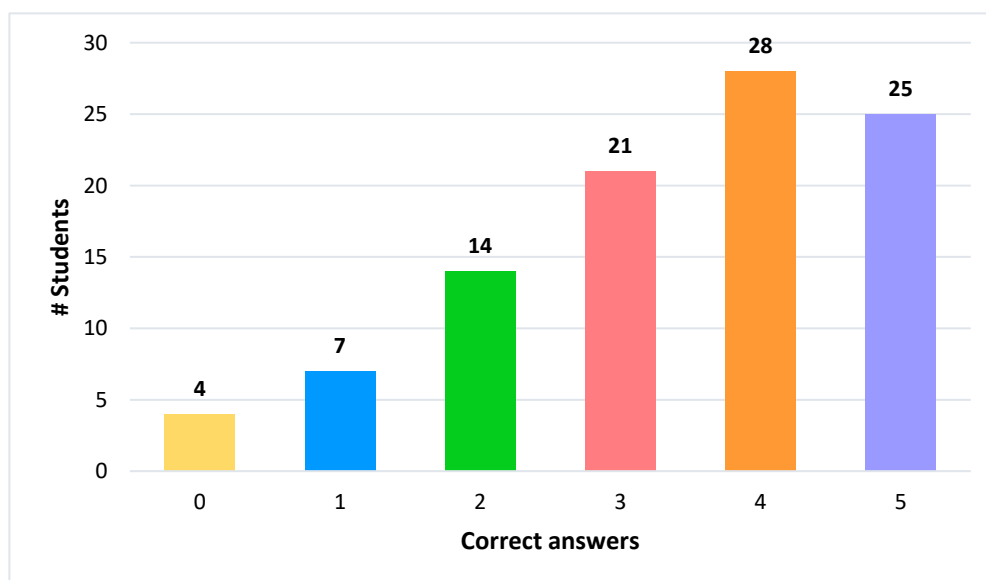
Note: Own elaboration. *Source:* Diagnostic Test 2024

As shown in Figure 4, it provides the number of correct answers obtained by the students in the third part of the diagnostic test, which evaluates listening skills by requiring students to match pictures based on a conversation. As a whole, most students answered only one or two questions correctly, with the highest number scoring two correct answers. A smaller group achieved three or four correct answers, while very few students got all answers wrong. Notably, no students managed to obtain a perfect score. On the other hand, while some students demonstrated a good understanding of the task, many still found it difficult to listen for names and detailed information accurately. This indicates that recognizing key words and associating them with visual information is a challenge for a significant portion of students. In summary, while performance in this section was better compared to Part 2, there is still room for improvement. Hence, focused practice on listening for details, identifying key words, and matching spoken information to visual cues can help students improve their performance in this part of the diagnostic test.

Part 4

Figure 5

Choosing the Correct Picture



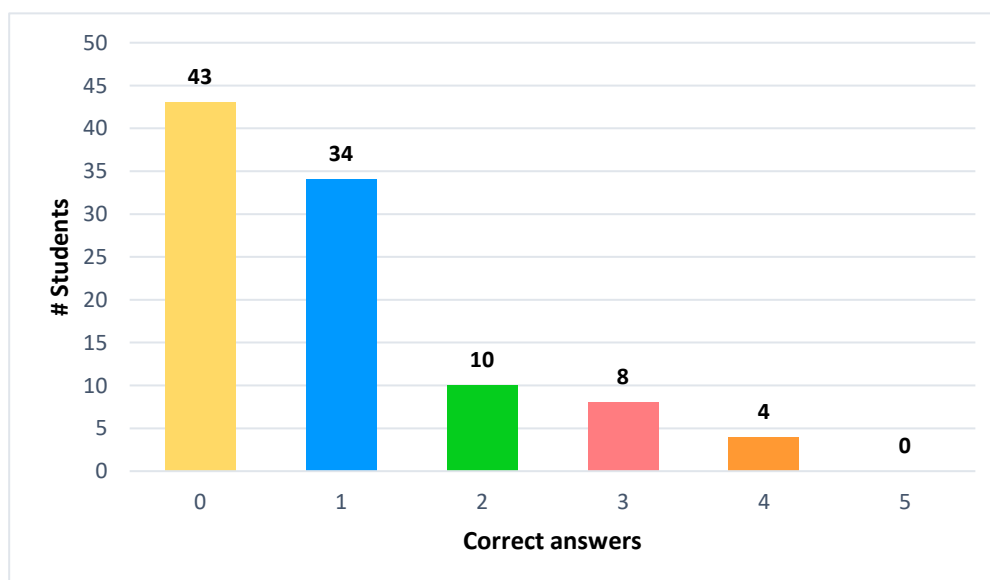
Note: Own elaboration. *Source:* Diagnostic Test 2024

Figure 5 reveals the number of correct answers obtained by the students in the fourth part of the diagnostic test, which assesses listening skills by requiring students to choose the correct picture based on short conversations. Generally, student performance in this section was stronger compared to previous parts, with most students answering three or more questions correctly. The highest number of students managed to get four correct answers, closely followed by those who answered all five correctly. A smaller group of students scored two or three correct answers, while very few got only one or none correct. In contrast, while some students struggled with listening for specific details, a significant number demonstrated good comprehension skills. This demonstrates that many students were able to identify key information from the conversations and select the correct answers. To sum up, performance in this section was relatively strong, indicating that students are better at listening for specific details compared to other parts of the diagnostic test. Consequently, supplementary practice with similar listening tasks, focusing on distinguishing key information in short dialogues, can help enhance both their accuracy and confidence.

Part 5

Figure 6

Coloring and Writing Based on Instructions



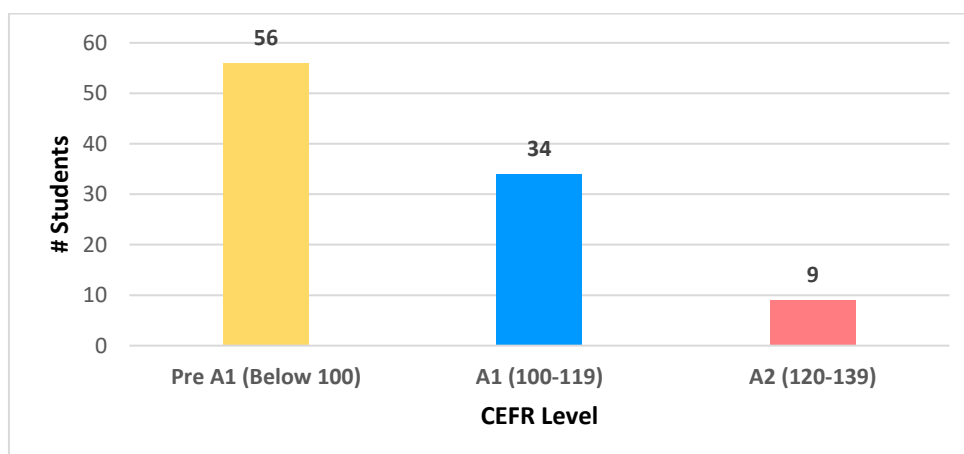
Note: Own elaboration. *Source:* Diagnostic Test 2024

As can be seen in Figure 6, it presents the number of correct answers obtained by the students in the fifth part of the diagnostic test, which evaluates listening skills by requiring students to color objects and write words based on spoken instructions. Overall, student performance in this section was quite low, with a large number of students answering none or only one question correctly. The number of students who managed to answer two or more questions correctly decreased significantly, and no students achieved a perfect score. Conversely, the results revealed that many students find it challenging to listen carefully and follow instructions related to colors and specific words. This may indicate difficulties in understanding spoken directions or distinguishing key details in the conversation. To summarize, performance in this section was weaker compared to other parts of the diagnostic test. As a result, more practice with listening for detailed instructions, recognizing key words, and following spoken guidance accurately can help students improve in this type of task.

Results of the Diagnostic Listening Test, Categorized According to the CEFR Level

Figure 7

Overall CEFR Listening Proficiency Levels of Students



Note: Own elaboration. *Source:* Diagnostic Test 2024

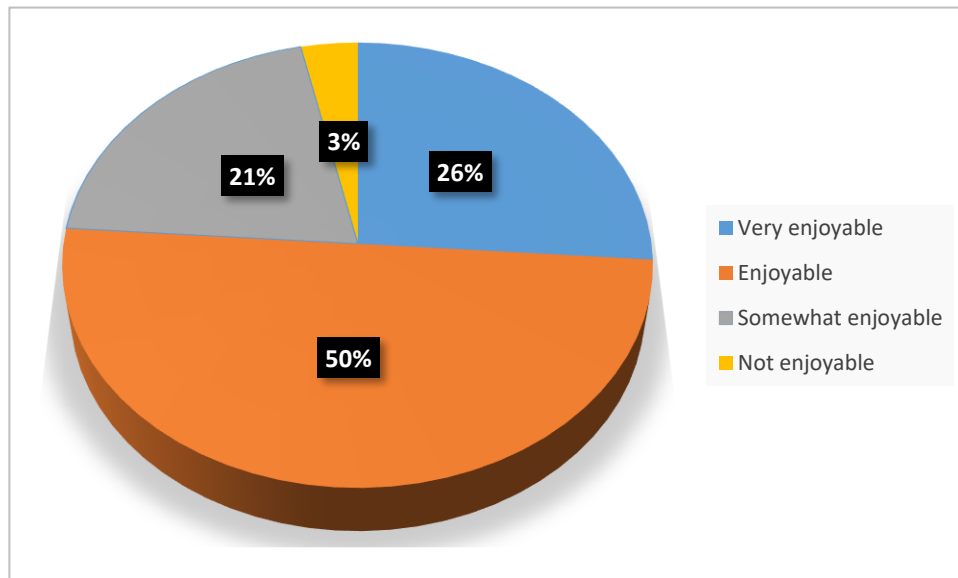
Figure 7 depicts information about the number of students who achieved different CEFR levels based on their A2 Flyers Listening test results. The CEFR levels range from Pre-A1 (below 100 points) to A2 (120-139 points), indicating different levels of language proficiency. Overall, most students performed at the Pre-A1 level, showing they have basic listening skills but may struggle to understand spoken English in more complex situations. A smaller group of students reached the A1 level, meaning they could understand simple conversations and familiar words. Only a few students achieved the A2 level, demonstrating a stronger ability to understand spoken English at a more independent level. In contrast, the results revealed that the majority of students need further practice in listening comprehension to reach higher CEFR levels. This may involve improving their ability to recognize key details, follow spoken instructions, and understand different accents. To summarize, while some students showed progress toward A2, most are still developing their listening skills at the Pre-A1 and A1 levels. Consequently, more exposure to listening activities and targeted practice can help improve their performance in future assessments.

3.2. Students' Survey Analysis

Question 1: How enjoyable are English classes for you?

Figure 8

English Class Enjoyment



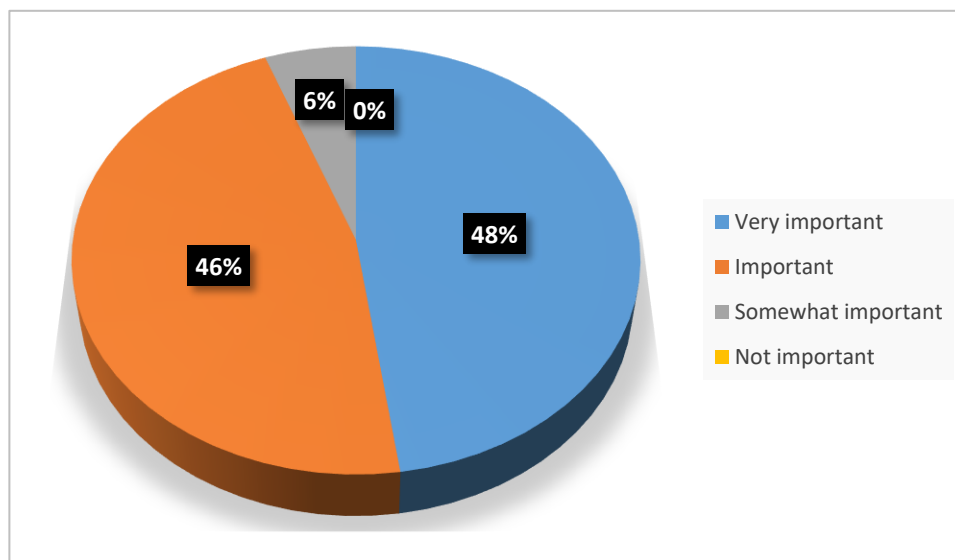
Note: Own elaboration. *Source:* Students' Survey 2024

The pie chart 8 illustrates students' opinions on how much they enjoy their English classes. Firstly, half of the respondents stated that they found their English lessons enjoyable, representing the largest segment. Furthermore, a little over a quarter of the respondents found the classes very enjoyable, demonstrating a significant positive response. Additionally, a little over a fifth of the respondents had a neutral or mildly positive experience, which means that they perceived the classes as only somewhat enjoyable. Finally, only a small minority did not find English lessons engaging. This reveals that while most students feel comfortable and interested in their lessons, some may face challenges, such as difficulties in understanding the material, lack of motivation, or personal learning preferences. It can be inferred that incorporating more interactive and dynamic activities could help increase engagement among all students.

Question 2: How important do you consider practicing your listening comprehension in the English class?

Figure 9

Importance of Practicing Listening Comprehension



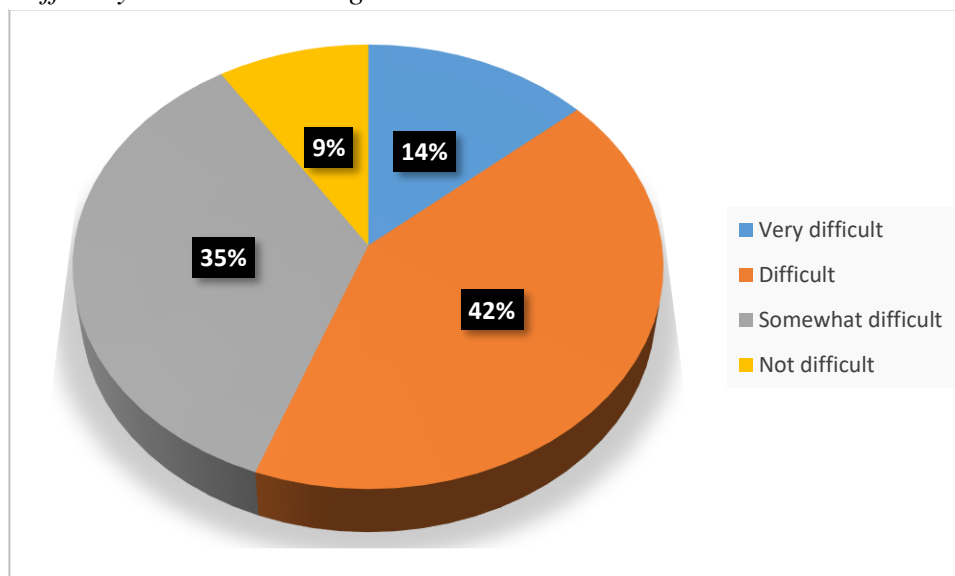
Note: Own elaboration. *Source:* Students' Survey 2024

Figure 9 depicts how important students think listening comprehension is in class. A large portion of respondents argued it was very important, making up almost half of all answers. A similar, slightly smaller portion considered it simply important. Together, these two groups meant that the vast majority of students saw listening comprehension as a crucial part of classroom learning. Only a small fraction considered listening comprehension to be somewhat important, and almost none thought it was not important at all. It can be interpreted that most students recognize the significance of listening comprehension in developing fluency and understanding spoken language. Moreover, the considerably higher percentage of students who value listening practice indicates that they are aware of its role in real-world communication. In addition, the use of authentic audio materials, such as podcasts or dialogues, can help learners become more familiar with natural speech patterns. Therefore, teachers need to provide appealing listening activities to strengthen students' comprehension skills.

Question 3: How difficult is it for you to understand the audio materials your English teacher uses in class?

Figure 10

Difficulty in Understanding Teacher's Audio in Class



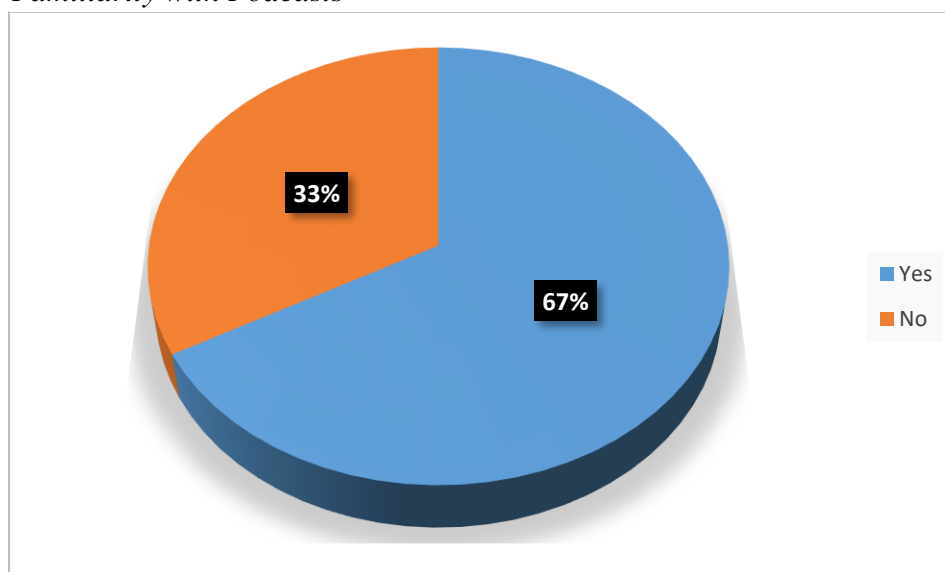
Note: Own elaboration. *Source:* Students' Survey 2024

Graph 10 displays students' perceptions of how difficult it is to understand the audio materials used by their teacher in class. A large number of students reported struggling with comprehension, while a significantly smaller proportion found it easy. This contrast suggests that while some learners have developed strong listening skills, others may struggle due to factors such as fast speech, unfamiliar vocabulary, or lack of exposure to spoken English. Furthermore, the fact that a significantly larger number of students find listening challenging indicates that more support is needed. Consequently, it can be concluded that using more accessible audio materials, providing transcripts, or incorporating pre-listening activities might help students develop better listening skills and reduce comprehension difficulties.

Question 4: Have you ever heard about podcasts?

Figure 11

Familiarity with Podcasts



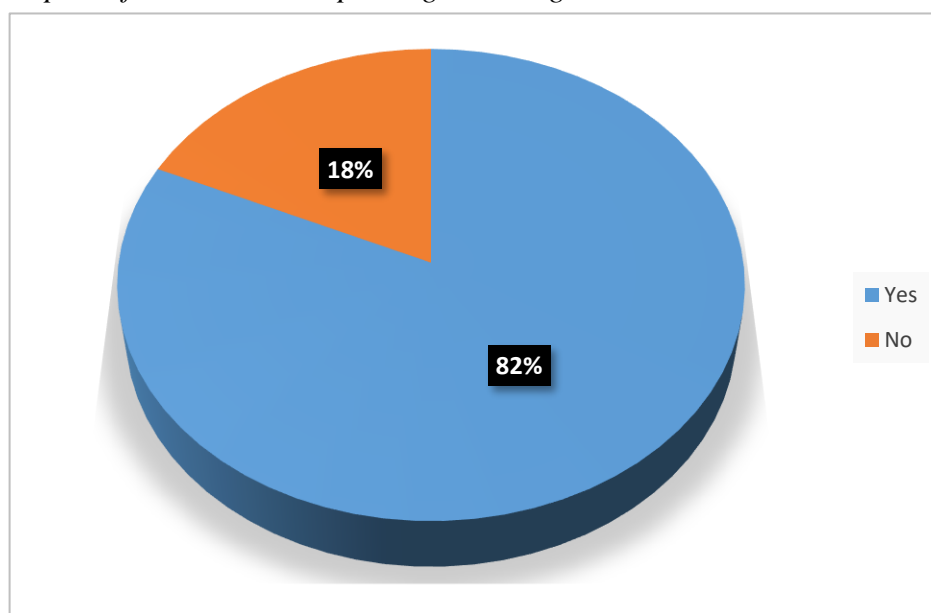
Note: Own elaboration. *Source:* Students' Survey 2024

Figure 11 presents data on students' familiarity with podcasts. A large proportion of the students were already familiar with podcasts, while a small minority had never heard of them before. This shows that podcasts are widely recognized among students, possibly due to their popularity in entertainment and education. Students who are already familiar with podcasts might be more open to using them in the classroom. On the other hand, a considerably smaller percentage of students were unfamiliar with podcasts, indicating that those who have never encountered podcasts before might need additional guidance on how to access and benefit from them in their English development. In summary, since most students are already aware of podcasts, incorporating them into lessons may be an effective way to enhance their English skills.

Question 5: Do you think listening to podcasts can help you improve your listening skills?

Figure 12

Impact of Podcasts on Improving Listening Skills



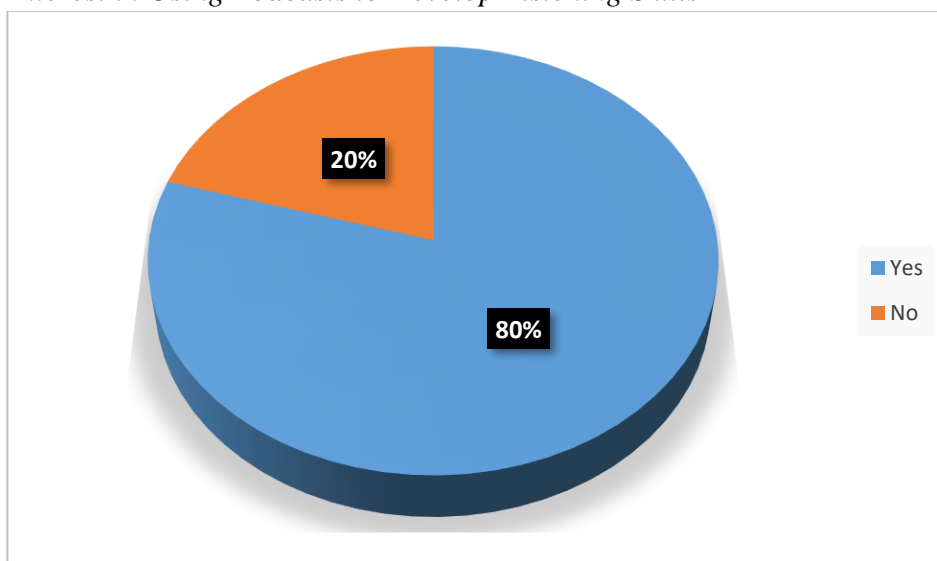
Note: Own elaboration. *Source:* Students' Survey 2024

Pie chart 12 displays students' opinions on whether listening to podcasts can help improve their listening skills. A vast majority of students reported that podcasts are beneficial for enhancing their listening abilities, while only a small minority were unsure or disagreed. This indicates that students recognize the potential of podcasts as a tool for language learning. The figure for students who see podcasts as helpful is considerably higher than those who are uncertain, which suggests that most learners have either experienced or can imagine the advantages of listening to authentic English audio materials. It could be deduced that integrating podcasts into English lessons might be an effective strategy to improve students' comprehension and exposure to different accents and speech patterns.

Question 6: Would you be interested in using podcasts to develop your listening skills?

Figure 13

Interest in Using Podcasts to Develop Listening Skills



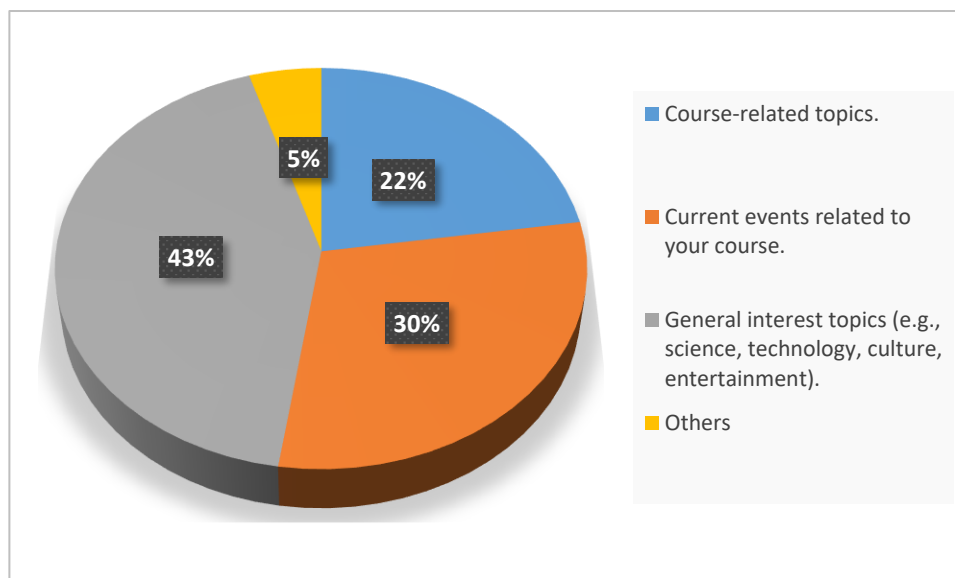
Note: Own elaboration. *Source:* Students' Survey 2024

Looking at students' interest in using podcasts, it is clear that a large number of students were excited about incorporating podcasts into their learning routines. However, a small minority expressed little to no interest. This difference suggests that while most students are open to using digital tools for listening practice, some may prefer traditional methods. Furthermore, the fact that a significantly smaller percentage of students are not interested implies that introducing relevant, and level-appropriate podcasts could increase motivation. As a result, teachers could allow students to explore different types of podcasts and select those that align with their interests. In summary, since the majority of students are enthusiastic about using podcasts, this method could be an effective way to enhance listening skills in the classroom.

Question 7: What topics would you be most interested in learning about through podcasts in your English class? Please choose two options.

Figure 14

Preferred Podcasts Topics for English Class



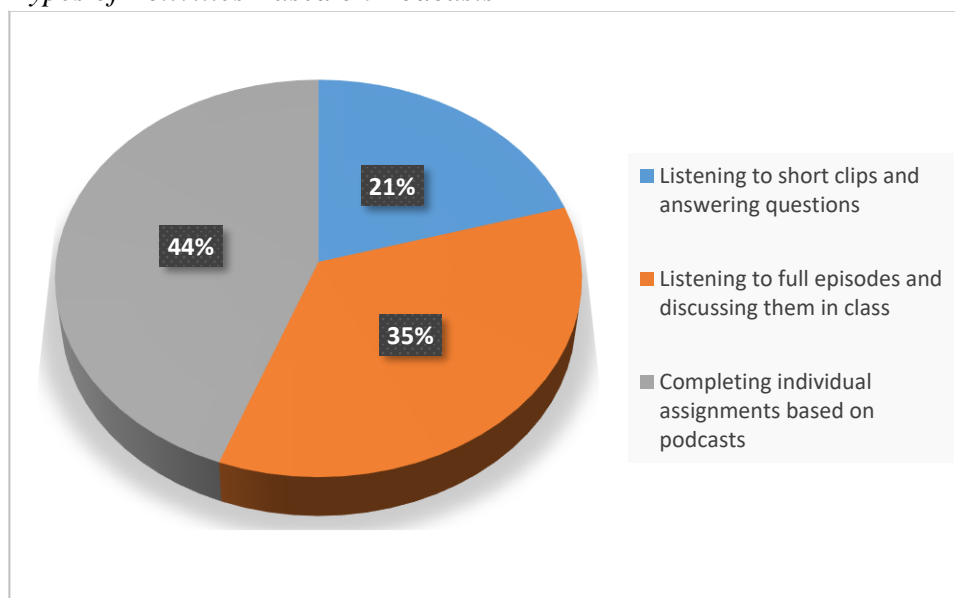
Note: Own elaboration. *Source:* Students' Survey 2024

Regarding students' preferred podcast topics, Figure 14 displays that certain topics are significantly more popular than others. A vast majority of students favored specific topics, such as daily life situations, science, technology, and entertainment, whereas a much smaller proportion chose academic topics. This implies that students are more motivated to listen to content that is relevant to their interests and everyday experiences. Furthermore, the clear difference in topic preferences highlights the importance of selecting appropriate podcasts that engage learners. Therefore, selecting relevant and engaging podcast content is essential to increase students' participation and motivation, as well as to improve their listening skills.

Question 8: Which of the following podcasts would you most like to use in your English class? Please rank them in order of preference, with 1 being your favorite and 3 being your least favorite.

Figure 15

Types of Activities Based on Podcasts



Note: Own elaboration. *Source:* Students' Survey 2024

Figure 15 illustrates students' preferences for different types of activities related to podcasts. A large number of students chose interactive tasks, such as discussions and comprehension exercises, while a significantly smaller percentage preferred passive listening. There is a clear difference in engagement levels depending on the activity type; the much higher figure for interactive tasks indicates that students enjoy opportunities to express their ideas and interact with classmates. It can be concluded that designing lessons that incorporate discussions, quizzes, and role-playing based on podcast content could improve students' listening skills. Additionally, offering a combination of different activities could help supply several learning preferences and ensure a more dynamic learning experience.

3.3. Teachers' Interview Analysis

The teachers' identities in this study have been changed to protect their privacy and confidentiality. Common Spanish names have been used throughout the text to protect their anonymity.

Question 1. How long have you been teaching English?

Teacher Lucía: I have been teaching English for around 16 years.

Teacher Sara: I have been teaching English since 1994. It means 30 years.

Teacher Belén: I have been teaching for about 7 years.

Teacher Camila: I have been teaching English for 3 years.

Analysis

Question one examines the teaching experience of the interviewed teachers. The data collected revealed a wide range of experience, from 3 to 30 years. This variation suggests that the interview responses reflect perspectives from both highly experienced teachers and those who are relatively new to teaching. Teachers with more years of experience may have a deeper understanding of language acquisition challenges, effective strategies, and student needs (Lucía, Sara). In contrast, less experienced teachers may introduce fresh methodologies and innovative approaches influenced by modern teaching trends (Belén, Camila). Consequently, the diversity in teaching experience enhances the analysis by providing insights from different levels of expertise.

Question 2. According to the Ministry of Education (2016), ninth-grade students are expected to reach the A1 level based on the Common European Framework of Reference (CEFR). Do you believe that students at San Francisco High School are meeting these CEFR standards?

Teacher Lucía: I believe that most of our students at San Francisco High School meet CEFR standards; this is due to the dedicated effort of the English teachers, who implement a variety of strategies and resources to support students' language development. For example, teachers regularly integrate interactive activities, such as group discussions, role-plays, and technology-based learning platforms, to help students practice listening, speaking, reading, and writing skills.

Teacher Sara: Well, the A1 level they must have when finishing primary in some cases and in other cases when they finish 9th grade. I think that students from San Francisco High School have this level and it also some of them have a higher one.

Teacher Belén: Yes, A1 level students are expected to understand and use familiar everyday expressions, introduce themselves, and communicate simple ideas.

Teacher Camila: Yes, of course. They have the knowledge, and they are so interested in learning this language.

Analysis

For question two, which evaluates whether ninth-grade students at San Francisco High School meet the CEFR A1 level requirements, the responses suggested that most teachers believe students reach this standard. It was also highlighted the good pedagogical practices of the teachers in supporting the four-language skills development (Lucía). Moreover, the responses indicated that some students may even exceed the A1 level, demonstrating their interest in learning English (Sara). According to the participants' view, it may be concluded that ninth-grade students meet the standards set by the CEFR, with some even exceeding the expectations. This reflects both the effectiveness of the teaching practices and the students' motivation to develop their English skills.

Question 3. Based on your experience, do you think that listening is the most difficult skill for students to develop in English? Please explain.

Teacher Lucía: Well, according to my experience, I think the most difficult skill is speaking, followed by listening because in our country English is not considered a second language to learn, so, we do not have the opportunity to practice these skills, and as you know practice makes you perfect.

Teacher Sara: Personally, I think it is real that Spanish native speakers face that problem since they say that it is not easy to understand other people's accents and pronunciation. Besides, students do not have the opportunity to listen to native speakers or to be in an English language environment.

Teacher Belén: I would not say it's the most difficult, it is one of the most difficult for them.

Teacher Camila: In some cases, yes. The listening skills are a little bit hard for them because they know that English is different the writing and pronunciation. Therefore, when you are going to listen it will be totally different.

Analysis

The responses to the question of whether listening is the most difficult skill for students to develop in English showed divided opinions among teachers. One of the respondents stated that students often struggle with understanding different accents and pronunciation, which complicates their ability to comprehend spoken English (Sara). In addition, the disparity between written and spoken English creates more barriers as students find it difficult to balance these differences (Camila). Moreover, the limited opportunities for practice and the lack of exposure to native speakers, make learning even more difficult (Lucía, Sara). In summary, these factors mentioned by teachers highlight the complexity of developing listening skills and emphasize the need for specific strategies to overcome these challenges.

Question 4. How do listening skills contribute to the development of other English language skills?

Teacher Lucía: I think that listening skills play a crucial role in the development of other English language skills because this is the first skill that everybody learns since we are children no matter the language.

Teacher Sara: Listening is the first skill that students and people who are acquiring a new language have to develop first. This skill contributes in the process of producing the language because it is a process; for example, they learn from what they hear and they can repeat what they listen. If they do not have the option to listen is going to be impossible to communicate or interact with others.

Teacher Belén: It contributes enormously as it helps them to communicate in a more accurate way.

Teacher Camila: It is a really important point for developing this language, English. It is like kid's process. First, they listen to surrounding. Then, they can understand the context, and finally they can say some words.

Analysis

Regarding question four, it examines the role of listening skills in the development of other English language skills. The data collected strongly supported the idea that listening is widely recognized as the foundation of language learning, as it is the first skill acquired both in childhood and when learning a new language (Lucía, Sara, Camila). It plays a key role in language production, providing students with the necessary input to imitate and build upon, helping them develop their speaking skills (Sara, Camila). Additionally, listening improves the accuracy and effectiveness of communication, allowing learners to interact more clearly and meaningfully (Belén). Therefore, the responses indicated that listening skills are fundamental to language learning, enabling learners to produce language, communicate effectively, and follow a natural acquisition process. Teachers recognized the critical role of listening in developing other English language skills.

Question 5. From your point of view, what subskills of listening comprehension do students struggle with? Please explain.

Teacher Lucía: From my point of view, students often struggle with a few specific listening subskills, particularly listening for gist, listening to infer, and listening to questions and responding. Here's why: Listening for gist .- Many students find it challenging to grasp the general meaning or main idea of a conversation or audio text. This difficulty may arise because they tend to focus on understanding every single word, which can lead to confusion and missing the overall message. Without the ability to summarize what they hear, students struggle to follow longer or more complex dialogues. Listening to infer .-This subskill is another common area of difficulty for students, as it requires them to make connections between the spoken information and implied meanings. Inference involves using background knowledge and contextual clues, and many students, especially at lower levels,

find it hard to "read between the lines" when listening. They tend to rely on explicit information rather than understanding the speaker's intention, mood, or underlying message. Listening to questions and responding .- This is often problematic because students may not fully understand the question, leading to inaccurate or incomplete responses. The speed, at which questions are asked, as well as unfamiliar vocabulary or structures, can make it difficult for students to process the question in real-time and provide a coherent answer.

Teacher Sara: I consider listening to infer is the most difficult. One reason is because they only concentrate in taking notes in what they listen and they have problems to infer what they listen to.

Teacher Belén: From my perspective, students often struggle with all three subskills of listening comprehension such as listening for specific information, listening in detail, and listening to infer because understanding in a deep way is challenging.

Teacher Camila: Listening for gist because they need more vocabulary to try to understand the gist if they don't understand some words or phrases, they feel lost.

Analysis

The responses revealed that students face significant challenges across multiple listening comprehension subskills, with listening for gist and listening to infer emerging as the most problematic. On the one hand, teachers stressed that students struggle to grasp the general meaning or main idea of a conversation or audio text (Lucía, Camila). On the other hand, students find it difficult to infer implied meanings, intentions, or underlying messages (Lucía, Sara). Moreover, one of the teachers argued that students face challenges in understanding and responding to questions in real-time (Lucía). Additionally, one of the respondents stated that students struggle to identify specific information or understand details in a deep and meaningful way (Belén). Consequently, the findings suggested that students face significant challenges in several subskills of listening comprehension, including grasping the main idea, inferring meaning, responding to questions, and understanding specific details. Teachers recognize these difficulties and attribute them to factors such as vocabulary limitations, reliance on explicit information, and difficulties with real-time processing.

Question 6. How often do you incorporate activities specifically designed to enhance your students' listening skills?

Teacher Lucía: I always use different kind of activities to enhance my students' listening skills.

Teacher Sara: I apply listening activities as many times as I can. It means almost every day of class and suggests they listen to music or watch movies or videos in the L2.

Teacher Belén: I incorporate listening activities at least once a week.

Teacher Camila: In each unit, I try to develop this skill 4 times.

Analysis

Question six is related to the frequency with which teachers integrate activities specifically designed to improve students' listening skills. Teachers stated that they incorporate listening activities into their lessons with different levels of frequency, from daily (Sara) to weekly (Belén) or several times per unit (Camila). In addition, teachers use a range of materials and activities, such as music, movies, and videos, to engage students and improve their listening skills (Sara). Some teachers take a more structured approach, following a set plan with a specific number of listening activities per unit (Camila). Hence, it can be deduced that this combination of frequency, variety, and structure ensures that students are consistently exposed to listening practice in diverse and engaging ways.

Question 7. Apart from the audio materials that come with the book, what other resources do you currently use to improve your students' listening skills?

Teacher Lucía: Well, I often use songs according to my students' age. I use audio books in order to enhance my students' listening skills, and sometimes some podcasts.

Teacher Sara: Nowadays, there is plenty of material to use in order to put in practice in the classroom. For example, YouTube videos, podcasts, music videos, movies and many others. So, it is necessary to take advantage of them.

Teacher Belén: I use songs and short videos depending on the topic.

Teacher Camila: I used to listen to music, try to vocalize better and mime or represent in some way what I want to convey to them so that they understand me.

Analysis

Question seven focuses on the additional resources that teachers use to boost students' listening skills beyond the audio materials provided in textbooks. All teachers claimed that they use a wide range of multimedia resources, such as songs, YouTube videos, movies, and music videos, to make listening activities more engaging and effective. They also include authentic materials like podcasts, audiobooks, to expose students to real-world language use and different accents, improving their listening comprehension (Lucía, Sara). Thus, these resources used by teachers make that listening practice is both diverse and effective, addressing different learning styles and needs.

Question 8. What technological tools do you use in class to help students develop their listening skills? Can you give some examples?

Teacher Lucía: Well, I use YouTube, Podcasts, Lyrics Training, Elllo.org and Learn English in Levels app.

Teacher Sara: I really like to use music videos, Ted Talks and podcast in my classes according to the topic they are learning at the moment of the class.

Teacher Belén: Listening apps, and online resources depending on the topic.

Teacher Camila: I use my computer; I show them videos. Also, they can listen to themselves through recordings, which is very useful for them.

Analysis

Question eight gathered insights from teachers regarding the technological tools they employ to enhance students' listening skills. The data revealed that most teachers use videos from platforms like YouTube and TED Talks to make listening activities more interesting and relevant to classroom topics (Lucía, Sara, Camila). They also include podcasts to help students hear different accents and real-life language (Lucía, Sara). In addition, one of the respondents argued that she implements apps and websites like Lyrics Training, Elllo.org, and Learn English in Levels to give students structured and interactive listening practice (Lucía). This suggests that teachers incorporate technological resources to support students in improving their listening skills.

Question 9. May podcasts be used as a teaching tool to assist students in improving their listening skills? How do you think they can help?

Teacher Lucía: Yes, podcasts can be an excellent tool to assist students in improving their listening skills, because you can listen to real-world conversations, interviews, and storytelling, which expose students to authentic language use.

Teacher Sara: Yes, it may help. Firstly, the podcast is useful to listen to real and varied topics. It also helps to increase vocabulary and having the opportunity to listen to different accents and pronunciation of a variety of people around the world.

Teacher Belén: Yes, students can practice and repeat as many times as necessary.

Teacher Camila: Yes, of course, it is a good idea to improve listening skills. They can learn new words then they can find the definitions to try to know what the meaning is. Also, it is useful to improve the pronunciation of words.

Analysis

Question nine explores the effectiveness of podcasts in improving students' listening skills. The findings showed that all the teachers highlight the versatility and use of podcasts as a teaching tool to support language learning. Furthermore, podcasts provide students with exposure to authentic language use, such as real-life conversations, interviews, and storytelling (Lucía, Sara). Podcasts expose students to different accents and pronunciation, helping them become more adaptable and confident listeners while also expanding their vocabulary by introducing new words and meanings (Sara, Camila). To sum things up, the findings suggest that podcasts are a valuable tool for enhancing students' listening skills by providing authentic language exposure, diverse accents, and vocabulary enrichment. Their versatility makes them an effective resource for language learning.

Question 10. Have you ever incorporated podcasts as part of the resources you usually use in your lessons?

Teacher Lucía: Yes, I have. It is a little bit difficult to use them all the time, because of the schedule, but I tried to use them once a month at least.

Teacher Sara: Not at all and not all the time. But when I have the opportunity to use with my students, I use them.

Teacher Belén: Yes, in advanced levels.

Teacher Camila: No, because I work with little kids, and it is so hard for them. They don't have enough vocabulary to try to understand the podcast in this case.

Analysis

The responses to the question of whether teachers incorporate podcasts as a regular resource in their lessons revealed varied usage among educators. Some teachers affirmed that they use podcasts in their lessons, either regularly (Lucía) or only for advanced students (Belén). However, they face some difficulties, such as lack of time (Lucía), few chances to include them in lessons (Sara), or the fact that they may not be suitable for younger students (Camila). Because of this, podcasts are mainly used for advanced students who have the necessary language skills to benefit from them (Belén). Therefore, it can be concluded that while podcasts are recognized as a useful teaching tool, their integration into the classroom depends on factors such as time availability, lesson structure, and students' proficiency.

Question 11. Would you be interested in using a didactic guide based on podcasts with different activities to improve students' listening skills and overcome their listening difficulties?

Teacher Lucía: Yes, it would be great to use and apply new resources to enhance my students' listening skills.

Teacher Sara: Of course, I consider as a great material to motivate students to improve their listening skills and also, they have the chance to create their own.

Teacher Belén: Yes, I would be very interested in using a didactic guide based on podcasts.

Teacher Camila: Yes, it would be an interesting and useful teaching tool for my classes. And it would be better if I could start with the kids with the podcasts with the correct guide obviously.

Analysis

Question eleven is linked to teachers' interest in a didactic guide for teaching. The majority of teachers expressed strong interest in using a didactic guide based on podcasts to improve students' listening skills. Some teachers' responses emphasized that a didactic guide based on podcasts would enhance students' listening skills and help them overcome their listening difficulties (Lucía, Sara). Furthermore, teachers argued that such a guide would motivate students and engage them in the learning process, making listening practice more enjoyable and effective (Sara, Camila). Thus, teachers recognize podcasts' potential to enhance English language learning and motivate students to practice listening, especially younger or less advanced students.

3.4. Discussion

This study explored the potential of podcasts as a technological didactic tool to enhance listening skills among ninth-grade students at San Francisco High School. The research was guided by the challenges students face in listening comprehension, as identified in the diagnostic test analysis, and the perspectives of both students and teachers on using podcasts in the classroom. The findings revealed significant opportunities for integrating podcasts to address listening difficulties, improve engagement, and support language learning. This discussion synthesizes the findings and aligns them with existing literature to comprehensively understand how podcasts may be effectively integrated into the classroom.

The findings from the diagnostic test, student survey, and teacher interviews emphasize several key points. Firstly, students find it challenging to recognize specific details, follow instructions, and connect spoken information with visual cues. Additionally, they encounter difficulties with listening subskills such as grasping the main idea and inferring meaning. Nevertheless, most students enjoy their English classes and understand the importance of listening comprehension. They are interested in using podcasts, particularly when the content is relevant to their interests. From the teachers' perspective, podcasts are considered a valuable resource for introducing students to authentic language, diverse accents, and new vocabulary. However, their implementation is hindered by time limitations and the perceived challenges for younger or less advanced students. Moreover, teachers already utilize various technological tools, such as YouTube and TED Talks, to support listening skills. In this context, podcasts are regarded as a flexible and engaging resource that can complement these tools. Lastly, teachers expressed a strong interest in having a structured guide for using podcasts, which could assist them in integrating this resource more effectively into their lessons.

The findings suggest that podcasts have significant potential to address the listening challenges faced by ninth-grade students. Students' openness to podcasts and their preference for relevant and engaging content indicate that this medium could increase motivation and engagement in listening practice. Teachers' recognition of the value of podcasts, combined with their interest in a structured guide, highlights the need for practical support to integrate podcasts into the lessons effectively. The variability in students' proficiency levels further underscores the importance of differentiated instruction, which podcasts can facilitate by offering content at various difficulty levels. This interpretation is consistent with the idea that podcasts might serve as a versatile tool to meet different learning needs and enhance listening comprehension in a meaningful way.

The findings align with existing literature on the use of technology in language learning. For instance, Goh & Vandergrift (2022) emphasize the complexity of listening comprehension and the need for targeted practice, which podcasts can provide through authentic and varied content. Furthermore, Rosell-Aguilar (2007) found that students are more motivated to engage with authentic materials, supporting the students' positive attitudes toward podcasts in this study. Additionally, Chapelle & Jamieson (2008) highlight the

importance of differentiated instruction, which is particularly relevant given the variability in student proficiency levels observed in this study. The teachers' use of technological tools like YouTube and TED Talks is consistent with the findings of Kukulska & Shield (2008), who argue that technology can support language learning by offering flexible and personalized learning experiences. Furthermore, Abdous et al. (2009) emphasize the importance of structured integration of podcasts into the lessons, which coincides with the teachers' interest in a didactic guide. These connections to existing literature reinforce the potential of podcasts as an effective tool for enhancing listening skills.

The findings have several implications for teaching practice and lesson design. Podcasts may provide students with opportunities to practice listening for gist, inferring meaning, and recognizing specific details in a meaningful context. The use of podcasts, especially those with relevant and engaging content, has the potential to increase student motivation and participation in listening activities. Podcasts offer a flexible resource that could be tailored to different proficiency levels, supporting differentiated instruction and addressing the needs of all students. The development of a didactic guide for using podcasts might help teachers integrate this resource more effectively into their lessons, overcoming practical constraints and ensuring that podcasts are used to their full potential. These implications reveal that podcasts could play a significant role in improving listening skills and overall language proficiency.

Based on the findings, the following recommendations are proposed. Create a structured guide for using podcasts in the classroom, including lesson plans, activities, and assessment tools, as suggested by Abdous et al. (2009). Choose podcasts that align with students' interests and proficiency levels to maximize engagement and learning outcomes, in line with Rosell-Aguilar's (2007) findings on the importance of authentic materials. Design activities that encourage active participation, such as discussions, comprehension exercises, and role-playing based on podcast content. Offer professional development opportunities for teachers to learn how to effectively integrate podcasts into their lessons, as highlighted by Chapelle & Jamieson (2008). Regularly assess the impact of podcasts on students' listening skills and make adjustments based on feedback and results. These recommendations aim to provide practical steps for educators to leverage podcasts as a tool for enhancing listening skills in the classroom.

In conclusion, this study highlights the potential of podcasts as a technological didactic tool to enhance listening skills among ninth-grade students at San Francisco High School. The findings show that while students face significant challenges in listening comprehension, they are motivated and open to using podcasts for improvement. Teachers recognize the value of podcasts but need structured support to integrate them effectively into the classroom. Teachers can enhance students' listening skills, engagement, and overall language skills by addressing these challenges and taking advantage of the opportunities offered by podcasts. Therefore, this study contributes to the growing body of research on the use of technology in language learning and provides practical insights for educators seeking to improve listening comprehension through innovative tools such as podcasts.

CHAPTER IV: IMPACT ANALYSIS

This research project has notable academic, sociocultural, and technological impacts. Academically, it enhances the development of listening skills in English, offering students more dynamic and effective learning experiences. Sociocultural, the integration of podcasts exposes students to real-life contexts, different accents, and global perspectives, promoting cultural awareness and communicative competence. Technologically, it encourages the use of innovative digital tools in education, linking traditional methods with modern resources.

4.1. Academic Impact

Table 6

Academic impact

Impacts levels							
Indicators	-3	-2	-1	0	1	2	3
Improvement in listening comprehension							X
Development of communicative competence							X
Vocabulary acquisition						X	
Critical thinking through audio analysis						X	
Reading and writing reinforcement					X		
Total					1	4	6
$\Sigma = 11$ $\text{Educational impact level} = \frac{\Sigma}{\text{Number of indicators}} = \frac{11}{5} = 2.2$ <p>Educational impact level = medium positive impact</p>							

Source: *Own elaboration*

Analysis

Students will be exposed to authentic and varied audio content, allowing them to strengthen their listening comprehension through engaging and structured activities. Not only will they improve their ability to understand spoken English, but they will also develop confidence in processing real-life conversations. Therefore, the impact expected is highly positive.

This proposal encourages students to use language in meaningful ways, promoting both comprehension and production of English in real contexts. The listening activities are designed to go beyond grammar practice, helping students interact more naturally. Consequently, the impact level for this indicator is highly positive.

Students not only have the opportunity to practice and increase their English vocabulary during class hours but also, they can take advantage of their leisure time for listening and reinforcing vocabulary through podcasts. Therefore, the impact expected is medium positive.

The structured podcast activities will guide students to interpret, analyze, and reflect on spoken content. By encouraging them to make inferences and express opinions, this proposal enhances their critical thinking abilities. As a result, the impact level in this area is highly positive.

Although the focus is on listening, students are encouraged to carry out post-listening tasks such as summarizing, answering comprehension questions, and writing reflections. These complementary activities help reinforce reading and writing skills. Thus, the impact is considered moderately positive.

4.2. Sociocultural Impact

Table 7

Sociocultural impact

Impacts levels							
Indicators	-3	-2	-1	0	1	2	3
Exposure to diverse cultures and accents						X	
Promotion of intercultural awareness						X	
Enhancement of social communication							X
Student engagement and motivation							X
Group collaboration and interaction							X
Total						4	9
$\Sigma = 13$ Sociocultural impact level = $\frac{\Sigma}{\text{Number of indicators}} = \frac{13}{5} = 2.6$							

Sociocultural impact level = medium positive impact

Source: *Own elaboration*

Analysis

By listening to podcasts featuring various speakers and real-world situations, students not only become familiar with different accents but also with the cultures behind the language. This broadens their global perspective and helps them develop tolerance and understanding. Therefore, the impact expected is highly positive.

As previously stated, the proposal aims to enhance listening skills. Nevertheless, it also allows students to understand the cultural contexts in which the language is used. In doing so, the podcasts promote reflection on values, customs, and lifestyles from different societies. In consequence, the impact level for this aspect is highly positive.

Students will be encouraged to interact, share ideas, and work collaboratively when discussing podcast topics. In this sense, this work will impact significantly on improving social communication inside and outside the classroom. Peer interaction is also fostered through guided discussions.

By employing the research work, teachers introduce dynamic, relevant, and real-life audio content that appeals to students' interests. Likewise, the activities are designed to capture attention and reduce boredom during listening tasks. Accordingly, it is hoped that the impact will be highly positive.

Podcasts can be used as the starting point for pair or group work activities. These promote collaborative learning where students exchange viewpoints and solve tasks together. Therefore, the impact expected is highly positive as it strengthens teamwork and respect for others' ideas.

4.3. Technological Impact

Table 8

Technological impact

Impacts levels							
Indicators	-3	-2	-1	0	1	2	3
Integration of digital resources in class							X
Teacher use of technological tools							X
Student digital literacy improvement							X

Innovation in educational methodology							X
Access to online authentic content							X
Total							15
$\Sigma = 15$ Technological impact level = $\frac{\Sigma}{\text{Number of indicators}} = \frac{15}{5} = 3$ Technological impact level = high positive impact							

Source: *Own elaboration*

Analysis

Students not only have the opportunity to listen to real-life English through podcasts during class hours, but they can also explore this content outside the classroom using their own devices. Therefore, the impact expected is medium positive.

As previously stated, the research promotes the development of listening skills. Nevertheless, it also encourages teachers to adopt updated technological tools in their teaching practice. In doing so, the proposal contributes to modernizing instructional strategies. In consequence, the impact level for this aspect is highly positive.

It is believed that digital literacy is essential in today's educational context. In this sense, this work will impact significantly on improving students' ability to navigate digital platforms, interact with online content, and use technology responsibly for academic purposes.

By employing the research work, teachers and students will be exposed to a more innovative, engaging, and student-centered methodology. Likewise, the activities based on podcasts bring a fresh perspective to traditional language instruction. Accordingly, it is hoped that the impact will be highly positive.

Students will have the chance to interact with real-world audio materials beyond the textbook. This allows them to explore diverse content and become familiar with native pronunciation and everyday language. Therefore, the impact expected is highly positive.

CHAPTER V: ACADEMIC PROPOSAL

This chapter presents the academic proposal developed as a response to the needs identified in the previous chapters. It outlines the design and implementation of a didactic guide based on educational podcasts, aimed at enhancing the listening skills of ninth-grade students. The proposal is grounded in theoretical and methodological foundations and seeks to provide engaging, student-centered activities that foster active listening, motivation, and language development.

5.1. Title

“Tune In and Level Up: A Podcast Listening Guide for Curious Minds”

5.2. Introduction

In today’s fast-paced, media-rich world, students are constantly exposed to spoken information, ranging from conversations and instructions to videos and social media. However, while speaking and reading skills are often emphasized in school, listening remains an overlooked yet essential skill, especially in secondary education. Many students struggle to listen actively and critically, which affects their comprehension, classroom engagement, and overall academic performance.

To address this challenge, the proposal *“Tune In and Level Up: A Podcast Listening Guide for Curious Minds”* introduces a dynamic and student-centered approach to strengthen listening skills through guided podcast sessions. Podcasts offer authentic, real-world audio content that is both engaging and educational. Through their structured use in the classroom, students are encouraged to focus, reflect, and respond, thereby developing active listening habits.

This guide is specially designed for ninth graders, with level-appropriate content and activities that promote not only listening comprehension but also vocabulary development, note-taking, and critical thinking. It encourages students to move beyond passive hearing and become attentive, thoughtful listeners who can interpret meaning, identify key points, and make connections to their own lives and learning.

Finally, through the use of podcast-based tasks in regular lessons, this proposal supports English language development and prepares students for real-world communication. Ultimately, it offers a relevant and modern tool for educators to cultivate stronger listening abilities in students, providing an essential foundation for academic success and lifelong learning.

5.3. Objectives

5.3.1. General Objective

- Strengthen the listening skills of ninth-grade students through the structured integration of educational podcasts that incorporate authentic and engaging audio content.

5.4. Development

Tune In & Level Up

With Audioscripts



BY:
JIMMY PITACUAR

**A PODCAST LISTENING GUIDE
FOR CURIOUS MINDS**

Welcome to Tune In and Level Up!

This guide was created with you in mind — to help you discover the power of listening, explore new ideas, and build skills that will serve you inside and outside the classroom. Each podcast is a window into a new world, and every activity is a step toward becoming a more thoughtful, confident, and curious learner.

Don't be afraid to pause, rewind, reflect, and most importantly — enjoy the journey.

Your voice matters, your thoughts count, and your growth starts here.

Let's press play and learn something amazing.

You've got this.

J. Pitacuar

2025



SCAN ME

INTRODUCTION

Tune In and Level Up: A Podcast Listening Guide for Curious Minds is a didactic resource designed to enhance the listening comprehension skills of ninth-grade students through the structured use of educational podcasts.

The guide is organized into four thematic units, each comprising four carefully structured lessons. Every lesson is centered around a selected podcast episode, accessible through a QR code, which allows students to engage directly with authentic spoken language. Each podcast is accompanied by a complete set of pre-listening, while-listening, and post-listening activities, designed to activate prior knowledge, promote active engagement, and foster reflection and listening comprehension.

To support a wide range of learners and learning environments, the guide includes a comprehensive teacher's guide with pedagogical suggestions, audio transcripts and a complete answer key. The activities are interactive and student-centered, encouraging vocabulary development, note-taking skills, inference-making, and critical thinking.

This guide serves as a valuable tool for educators seeking to modernize language instruction and create more immersive, relevant learning experiences for their students.

General Objective

- Strengthen the listening skills of ninth-grade students through the structured integration of educational podcasts that incorporate authentic and engaging audio content.

CONTENTS

Unit

Lesson



1

Relatives and Relationships

A

Growing Up in Different Families

B

Family Traditions and Celebrations

C

Family Resemblance

D

The Person I Admire the Most



2

A Wonderful Destination

A

My Magical Place

B

The Best Place for Adventures

C

Exploring a Wonder of the World

D

Top City Attractions



3

A Food Adventure

A

A Meal for a Special Day

B

My Dream Picnic Day

C

Food in Space

D

Avoiding Allergies



4

Technology in Our Lives

A

A Curious Invention

B

Smart Homes or Lazy Humans?

C

Multitask Robots

D

No Wi-Fi, No Life

UNIT
1

Relatives and Relationships



LESSON A

Growing Up in Different Families

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four questions about growing up in different families.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific Information.

Pre-listening

A. Picture discussion

- a. Display pictures showing different family types (large families, small families, single-parent families, etc.)
- b. Put students in pairs to discuss the questions
- c. Monitor conversations and note interesting responses
- d. Use responses to introduce lesson theme

B. Vocabulary matching

- a. Write vocabulary words on board or provide handout
- b. Students work individually first, then check in pairs
- c. Provide example sentences for context
- d. Check understanding with concept questions

C. Topic Prediction

- a. Read the instruction clearly
- b. Students tick topics they predict will be discussed
- c. Ask students to justify their predictions



SCAN ME

**While-listening****D. Multiple Choice Comprehension**

- a. Read questions aloud before first listening
- b. First listening: Students just listen for general understanding
- c. Second listening: Students circle answers
- d. Allow brief pair comparison before checking

E. Gap-Fill Exercise

- a. Give students time to read the text and predict answers
- b. Play audio, students fill gaps
- c. Replay if necessary
- d. Check answers as a class

F. Speaker identification

- a. Explain that students need to identify which person (James, Maria, or Tom) said each statement
- b. Play audio again, students write letters
- c. Review answers

Post-listening**G. Personal reflection**

- a. Put students in pairs (preferably different from pre-listening pairs)
- b. Give students 2 minutes to think about their answers individually first
- c. Select 2-3 pairs to share interesting points with the class

LESSON A

Growing Up in Different Families

Pre-listening

A. Look at the pictures and discuss the following questions with a partner.



1. Do you have a big or small family?
2. Who do you live with?
3. Do you think big or small families are better?

B. Write each word from the box next to its definition.

Siblings Patient Touching Cozy
Peaceful Pass away

- a)Died
- b)Quiet and calm
- c)Warm and comfortable
- d)Making you feel emotional
- e)Calm and able to wait
- f)Brothers and sisters

C. You are going to listen to a podcast about families. Tick (✓) the topics you think the host will probably talk about.

- a) Different types of families
- b) How to decorate your room
- c) Growing up with siblings
- d) Tips for moving to a new house

☐
☐
☐
☐

LESSON A

Growing Up in Different Families

While-listening

D. Listen to the podcast and circle the correct answer (a-b-c).

1. What is the topic of the podcast?

- a) Cooking with family b) Growing up in different families c) Traveling with family

2. How many siblings does Maria have?

- a) Four c) Six c) Two

3. What happened to Tom's dad?

- a) He works in another city b) He passed away c) He got divorced

4. What did Tom's mum do every night?

- a) Read books to him b) Played games with him c) Watched TV

E. Listen again and fill in the missing words.

passed away patient love noisy sister cozy

Families can be big or small, and each one is special. Big families can be fun, but also busy and (1) _____. Small families are often quiet and (2) _____.

James had a small family with his mom and his (3) _____. Maria, who had six siblings, said she learned to be (4) _____.

Tom's story was different. His father (5) _____ when he was little, but his mom always showed him (6) _____ and care.

F. Listen again and write "J" for James, "M" for Maria, or "T" for Tom next to each statement.

- a) _____ I grew up in a small family with my mom and sister.
b) _____ I have six siblings and my grandma lived with us.
c) _____ My dad passed away when I was very little.
d) _____ We shared rooms, toys, and even clothes!

Post-listening

G. Discuss the questions below with a partner.

1. Tom said his mum always read books to him. What is something special your family does for you?
2. Do you agree that the most important thing in a family is love and care? Why?

LESSON B

Family Traditions and Celebrations

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four true-or-false statements about family traditions and celebrations.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific Information.

Pre-listening

A. Warm-up: Vocabulary Introduction

- Display the definitions clearly on the board or handout
- Read each definition aloud with correct pronunciation
- Check students understand by asking for examples or synonyms

B. Picture matching

- Show pictures representing each vocabulary item
- Have students work individually first, then check in pairs
- Review answers as a class

C. Discussion Questions

- Put students in pairs
- Encourage use of new vocabulary from Activity A
- Have 2-3 pairs share interesting answers with the class



SCAN ME

LESSON B

Family Traditions and Celebrations

While-listening

D. Order the events

- a. First listening: Play audio once, students just listen
- b. Second listening: Students order the events

E. Listening for Specific Details

- a. Play audio, students tick what they hear.
- b. Check answers as a class.

F. True/False Statements

- a. Read statements aloud before listening
- b. Students listen and mark T/F
- c. For false statements, encourage students to provide correct information

Post-listening

G. Discuss the following questions with a classmate or in a small group.

- a. Divide class into groups of 3
- b. Provide large paper and markers/colored pencils
- c. Students should include information from the listening plus their own knowledge
- d. Encourage use of vocabulary from the lesson
- e. Groups present their posters briefly (2 minutes each)

LESSON B

Family Traditions and Celebrations

Pre-listening

A. Read the definitions (a-h) from the box.

1. **Panettone:** Sweet bread with fruits
2. **Befana:** Italian witch with gifts
3. **Celebrations:** Birthday parties and holidays
4. **Gratitude:** Saying thank you
5. **Independence:** a holiday that celebrates a country's freedom from another country's rule.
6. **Parades:** People marching or dancing with music
7. **Thanksgiving:** American holiday in November.
8. **Traditions:** Special family customs.

B. Match the previous definitions with the correct pictures.



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

C. Work in pairs and answer the following questions.

- 1) What special food does your family eat on holidays?
- 2) How does your family celebrate birthdays?
- 3) When do you give gifts in your family?



LESSON B

Family Traditions and Celebrations

While-listening

D. Listen again and tick what you hear.

- a) Eating turkey ☐
- b) Carnival in Brazil ☐
- c) Breaking plates ☐
- d) Watching football ☐
- e) Dancing salsa ☐
- f) Fireworks on the 4th of July ☐

E. Listen to the podcast and put the events (1-4) in the order you hear them.

- a) Marco talks about Panettone _____
- b) Emily shares about Thanksgiving _____
- c) Sophia describes Sunday lunch _____
- d) Jake explains Independence Day _____

F. Listen and decide if the statements are True (T) or False (F):

- a) In Italy, La Befana brings candy on December 25th. _____
- b) Thanksgiving includes saying what you are thankful for. _____
- c) Italian people eat a dove-shaped cake during Easter. _____
- d) In the USA, people break plates before weddings. _____

Post-listening

G. Work in groups of 3 and create a poster comparing USA and Ecuador traditions!

Include information such as food, celebrations, special days.



LESSON C

Family Resemblance

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing four sequencing activities about family resemblance.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific information.
- Listening for detail.

Pre-listening

A. Predicting content (✓ checklist).

- Have students work in pairs.
- Ask them to check (✓) the topics they think will be discussed in the podcast.
- Encourage them to justify their choices briefly (e.g., "I think 'genes' will be mentioned because the lesson is about family resemblance.").

B. Labeling pictures (vocabulary introduction).

- Provide students with the word bank (resemblance, inherit, genes, freckles, dimples, traits).
- Ask them to label the pictures (e.g., a photo of freckles, dimples, a DNA strand).
- Review answers as a class, pronouncing each word clearly.

C. Matching definitions (vocabulary reinforcement).

- Students match words (a–f) to definitions (1–6).
- Check answers in pairs before whole-class feedback.



SCAN ME

**While-listening****D. Choosing the best title.**

- a. Play the podcast once.
- b. Students select the best title.
- c. Discuss why the other options are incorrect.

E. True/False statements.

- a. Play the podcast a second time.
- b. Students mark statements as T/F.
- c. Encourage students to correct false statements.

F. Sequencing events.

- a. Play the podcast a third time.
- b. Students number events (a–d) in order.
- c. Have pairs compare answers before reviewing as a class.

Post-listening**G. Discussion Questions.**

- a. Divide students into small groups or pairs.
- b. Assign questions (a–c) and give 5–7 minutes for discussion.
- c. Monitor and prompt deeper responses.

LESSON C

Family Resemblance

Pre-listening

A. You are going to listen a podcast about family. With your partner, check (✓) what you think you will hear.

- ☐ How to plan a family reunion party
- ☐ The best way to take family photos
- ☐ Why some families have the same last name
- ☐ How to choose a family pet



B. Label the pictures with the words in the box.

resemblance inherit genes freckles dimples traits



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____

C. Match each word (a-f) to its correct definition (1-6).

- a. Resemblance _____
- b. Inherit _____
- c. Genes _____
- d. Freckles _____
- e. Dimples _____
- f. Traits _____

- 1. Small brown dots on skin
- 2. Small holes in cheeks when smiling
- 3. Things that make you special (like kindness or talents)
- 4. Tiny instructions in your body that decide how you look/act
- 5. To get something from your parents
- 6. When people look or act similarly

LESSON C

Family Resemblance

While-listening

D. Listen to the podcast carefully and choose the best title for it from the options below.

- a) How to Build a Strong Family
- b) Family Resemblance: How We Inherit Traits
- c) The Science of Human DNA
- d) Funny Stories About Families



E. Listen to the podcast and decide whether the following statements are True (T) or False (F).

- a) Genes are tiny instructions in our bodies that people inherit from our parents. (T/F)
- b) Babies usually recognize their father's face first. (T/F)
- c) Family resemblance only includes physical features like eye color or hair type. (T/F)
- d) A person can inherit habits or talents from their family, such as singing or cooking. (T/F)

F. Listen to the podcast again and put these events in the correct order (1–4).

- a) The host explains how genes work. ____
- b) The host asks listeners what traits they inherited. ____
- c) The host gives examples of family resemblances (eye color, hair type). ____
- d) The host introduces the topic of family resemblance. ____

Post-listening

G. Discuss the following questions with a classmate or in a small group.

- a) Which trait do you think you inherited from your family?
- b) What makes you different from your family?
- c) Do you want to look like your parents when you are older?
Why/why not?



LESSON D

The Person I Admire the Most

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four questions about the person I admire the most.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening

A. Visual-Vocabulary Matching

- Display images on board/projector or distribute handouts
- Model the first match to demonstrate the task
- Allow pair work for 3 minutes, then check answers together

B. Gap-Fill Activity

- Read the incomplete sentences aloud first
- Allow individual work for 2-3 minutes
- Pair checking before whole-class feedback

C. Definition Matching

- Pre-teach matching strategy: Read word, read all definitions, eliminate wrong ones
- Model the first match as a class
- Individual work followed by peer comparison
- Review challenging definitions that students found difficult



SCAN ME

LESSON D

The Person I Admire the Most



While-listening

D. True/False Statements

- Read statements aloud before playing audio
- Play audio once without stopping
- Individual answering followed by pair discussion
- Check answers

E. Order events

- Read events aloud and check understanding
- Play audio with students following transcript if needed
- Allow note-taking during listening
- Pair work to compare sequences before checking

F. Gap-Fill Completion

- Read events aloud and check understanding
- Play audio with students following transcript if needed
- Allow note-taking during listening
- Pair work to compare sequences before checking

Post-listening

G. Personal Reflection Writing

- Model structure on board with your own example
- Brainstorming phase: Students think of their person (2 minutes)
- Individual writing: 5-6 minutes of guided writing
- Peer sharing: Students read to partners (optional)
- Volunteer sharing: 2-3 students share with class

LESSON D

The Person I Admire the Most

Pre-listening

A. Look at the images below and match them with the correct words from the box.

Kindness

Brave

Patient

Determined

Invaluable

Powerful

Endless

Heartwarming



B. Complete the sentences using the words from activity A.

- The person I admire shows a lot of _____ to others.
- She is very _____ when she faces problems.
- His advice is _____ to me every day.
- My admired person is always _____ with me.
- He is _____ to reach his goals.
- Their smile is so _____ it makes me happy.
- The love they give me feels _____.
- Their story is very _____ and inspires me.

C. Match each word (a-f) to its correct definition (1-6).

- Who is the person you admire the most? Why?
- What is one quality your admired person has that you want to copy?
- How does your admired person help others?



LESSON D

The Person I Admire the Most

While-listening

D. Listen again and circle T (true) or F (false) for each statement.

- a) James admires his grandmother. T / F
- b) James's grandmother is impatient. T / F
- c) We admire people because they inspire us. T / F
- d) James thinks admiration helps us learn. T / F



E. Listen again and number these events in the correct order (1–4).

- a) ___ James encourages listeners to copy good actions.
- b) ___ James explains why we admire people.
- c) ___ James shares a story about his grandmother.
- d) ___ James asks listeners who they admire.

F. Listen and complete the sentences with words you hear.

- a) James admires his grandmother because she is _____.
- b) His grandmother never gives up; she is very _____.
- c) James says his grandmother is _____ when teaching him lessons.
- d) People admire others because they are _____ and inspire us.

Post-listening

G. Imagine you are writing a thank you note to the person you admire.

Write 4–5 sentences saying:

- Why you admire them
- What they have taught you
- How you will try to be like them



UNIT
2

A Wonderful Destination



LESSON A

My Magical Place

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four discriminative questions about my magical place.

Time

45 minutes.

Listening subskills to develop

- Predict content.
- Listening for detail.

Pre-listening

A. Warm-up: Pair discussion

- Have students discuss in pairs.
- Call on 2-3 pairs to share answers.

B. Predicting Content (✓ Checklist)

- Show images of places in Ecuador (mountains, markets, etc.).
- Students circle which topics they think the podcast will mention.
- Elicit predictions ("Why do you think markets will be mentioned?")

C. Matching definitions (vocabulary).

- Students match words (a-f) to definitions (1-6).
- Check answers as a class and provide feedback if necessary.



SCAN ME

LESSON A

My Magical Place



While-listening

D. Sequencing events.

- a. Students number events in the order they hear them.
- b. Have them compare answers in pairs before reviewing.

E. Multiple Choice

- a. Play the podcast a second time.
- b. Students choose the correct answers.
- c. Discuss why incorrect options are wrong.

F. Circle the correct words.

- a. Play the podcast once.
- b. Students circle the correct word in each sentence.
- c. Review answers, replaying key sections if needed.

Post-listening

G. Interview Roleplay

- a. Assign roles:
 - Student A: Travel blogger (like Emma).
 - Student B: Podcast host (like James).
- a. Students create a 2-minute interview using the guide questions.
- b. Volunteers perform to the class.

LESSON A

My Magical Place

Pre-listening

A. You are going to listening a podcast about Magical Places. Work in pairs and discuss the following questions:

- 1) What is your favorite place to visit?
- 2) What activities do you enjoy doing there?
- 3) What do you think makes a place “magical”?

B. Look at the photo and check (✓) what you think the podcast will be about.



- A small town with beautiful views ☐
- A place with local culture and activities ☐
- A large, modern city ☐
- A place with many fast-food restaurants ☐

C. Read the sentences (1-8). Then choose the correct definition (a or b) for the words in bold.

1. There are big **playgrounds** where families can have fun.
a) places where children can play on equipment outdoors
b) places where people can watch sports games
2. Visitors can visit **museums** to learn about history.
a) places where children can play on equipment outdoors
b) places where people can watch sports games
3. There is an **aquatic center** with a big swimming pool.
a) places where children can play on equipment outdoors
b) places where people can watch sports games
4. There are stores where you can find **souvenirs**.
a) special clothes you wear on holiday
b) small objects you buy to remember a place you visited
5. The local market sells beautiful **handmade crafts** created by people from the town.
a) objects made by machines in a factory
b) objects made by hand, not by machines

LESSON A

My Magical Place



While-listening

D. Listen again and number the events (1-4) in order they are mentioned.

- | | |
|--|-------|
| a) Emma visited Patate last year. | |
| b) She bought a handmade craft. | |
| c) She went to a local market | |
| d) She described Patate as peaceful and magical. | |



E. A. Listen again and choose the correct answer for each question.

1. *Where is Emma's magic place?*

- | | | |
|----------|-----------|-----------|
| a) Quito | b) Patate | c) Cuenca |
|----------|-----------|-----------|

2. *What can visitors do in Patate?*

- | | | |
|-------------------------|----------------------|-----------------------|
| a) Visit an art gallery | b) Swim in the ocean | c) Go to a theme park |
|-------------------------|----------------------|-----------------------|

3. *What did Emma buy as a souvenir?*

- | | | |
|---------------------|---------------|-----------|
| a) A handmade scarf | b) A painting | c) A book |
|---------------------|---------------|-----------|

4. *What is the atmosphere of Patate?*

- | | | |
|----------------------|-------------------------|--------------------------|
| a) Noisy and crowded | b) Peaceful and magical | c) Modern and industrial |
|----------------------|-------------------------|--------------------------|

F. Listen to the podcast and circle the word you hear.

- a) Patate is a (big / small) town in the mountains.
b) Emma visited Patate (last month / last year).
c) There are (many / few) playgrounds for children.
d) The aquatic center has a (small / big) swimming pool.



Post-listening

G. A. Interview Roleplay

Work in pairs for this activity. One Student A will be a travel blogger like Emma Watson and the Student B will be a podcast host like James. Together create a short interview about a special place Student A has visited. Use these questions as a guide for the conversation:

- | | |
|-------------------------------|-----------------------------------|
| • What is your special place? | • What can people do there? |
| • Where is it located? | • What can people buy there? |
| • What makes it special? | • When is the best time to visit? |

LESSON B

The Best Place for Adventures

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four detail questions about the best place for adventures.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific information.
- Listening for detail.

Pre-listening

A. Picture prediction

- Show the students the pictures from the presentation.
- Ask: "What can you see in these pictures?" and "What kind of adventures do you think people can do in these places?"
- Allow students to share predictions about what the podcast might include.

B. Categorizing Activities

- Write the activity words on the worksheet.
- Ask students to place them in the correct category: Land activities or Water activities.
- Review answers as a class.

C. Picture-Definition Matching

- Students match definitions (a–f) with the correct images.
- Discuss answers, focusing on adventure equipment.



SCAN ME

**While-listening****D. Listening for gist.**

- a. Play the podcast once.
- b. Ask students to choose the best summary (multiple-choice).
- c. Check the answer as a group.

E. Matching Details

- a. Students listen one more time and match the items from Column A to Column B.
- b. Emphasize listening for key words and transitions.

F. Listening for Specific Information

- a. Play the podcast again.
- b. Students complete the sentences by selecting the correct word.
- c. Review the answers as a class.

Post-listening**G. Postcard Activity**

- a. Provide students with a postcard template.
- b. On one side, students draw a picture of Isla de la Plata.
- c. On the other side, they write a 30–40 word message to a friend.
- d. Have students read their postcards aloud.

LESSON B

The Best Place for Adventures

Pre-listening

A. You are going to listen a podcast about places. Look at the pictures and say what you think the host will say about adventure destinations.



B. Put the activities from the box in the correct category.

walking on the beach
scuba diving

surfing
exploring nature

bird watching
swimming

Land activities

Water activities

C. A. Read the definitions (a-f) from the box. Then, match them with the correct picture.

- a. **Surfboard:** A flat board that people stand on to ride waves in the sea.
- b. **Wet suit:** A special tight suit that keeps you warm in cold water.
- c. **Changing room:** A room where you can change your clothes at the beach or swimming pool.
- d. **Scuba diving:** Swimming underwater with special equipment to help you breathe.
- e. **Showers:** A place where water falls on you to help you wash.
- f. **Surfing:** A sport where you stand on a board and ride waves in the sea.



LESSON B

The Best Place for Adventures

While-listening

D. Listen to the podcast and circle the best option.

What is the main purpose of this podcast?

- a) To explain how to prepare for scuba diving and surfing
- b) To describe the beauty of Ecuador's beaches and wildlife
- c) To share personal travel stories about islands around the world
- d) To invite people to visit Isla de la Plata and try adventure activities



E. Listen again and match the items in Column A with the correct group in Column B.

Column A

- 1. Places in Ecuador
- 2. Things you can see
- 3. Activities you can do
- 4. Things you need

Column B

- a) Scuba diving and surfing
- b) Wet suit and surfboard
- c) Colorful fish and giant manta rays
- d) Isla de la Plata and Machalilla National Park

F. Listen again and choose the correct word to complete each sentence.

1. The podcast is mostly about _____ in Ecuador.
a) mountains b) adventures c) cities
2. Isla de la Plata is located in _____.
a) Guayaquil b) Quito c) Manabí
3. People call it the "Little Galápagos" because of the _____.
a) exotic birds and marine animals b) expensive hotels c) tall mountains
4. Before diving, you need a _____ to stay warm.
a) towel b) wet suit c) surfboard

Post-listening

G. Create a postcard from Isla de la Plata. Draw a picture on one side and write a short message (30-40 words) on the other side to a friend, telling them about the most exciting things to do on Isla de la Plata and why they should visit this place.

LESSON C

Exploring a Wonder of the World!

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering seven gap-fill exercises about exploring a wonder of the world.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific information.
- Listening for detail.

Pre-listening

A. Picture prediction

- Show students a photo of the Great Wall of China.
- Put students in pairs or small groups.
- Give them 2 minutes to discuss some questions.

B. Pre-listening Prediction (Multiple Choice)

- Display the four options on the board.
- Ask students to check what they think they will hear in the podcast.
- Students can choose more than one option.

C. Vocabulary Matching

- Provide students with the vocabulary list and the definitions.
- Have them match the terms (1–6) with the correct definitions (a–f).
- Let them check answers with a partner before reviewing together as a class.



SCAN ME

LESSON B

Exploring a Wonder of the World!

While-listening

D. Listening for gist.

- Play the full podcast once without pausing.
- Ask students to choose the best summary of what the host is talking about.

E. Identifying Incorrect Information

- Provide the four statements.
- Ask students to listen again and check the ideas that were not mentioned or not true.

F. Listening for Details

- Play the relevant section of the podcast again.
- Students fill in the blanks in the dialogue.
- Allow them to compare answers in pairs before checking together.

Post-listening

G. Pair Discussion

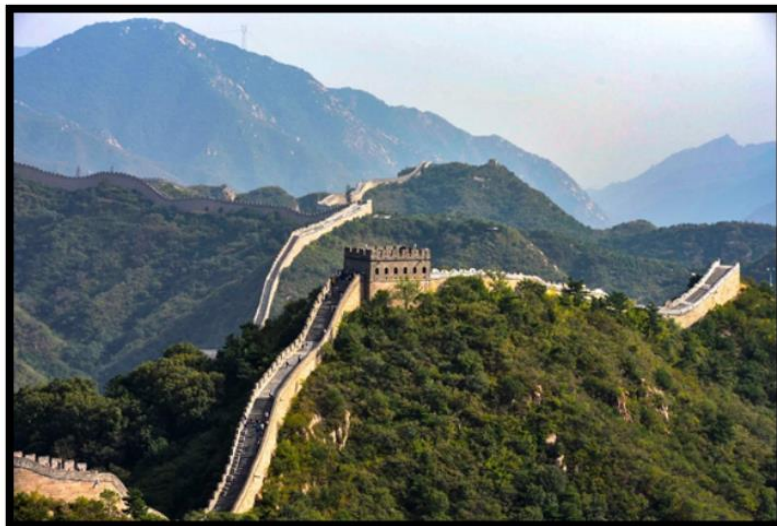
- Put students in pairs.
- Ask them to discuss the following questions:
If you could visit any wonder of the world, where would you go and why?
How do you think directions can help tourists in a place like the Great Wall?
- After 3–5 minutes, ask for volunteers to share what their partner said.

LESSON C

Exploring a Wonder of the World!

Pre-listening

A. Look at the photo. Then discuss the questions below with a partner for 2 minutes.



1. What do you know about the Great Wall of China
2. How do you think people find their way around the Great Wall?
3. What kind of places would you expect to find there?

B. You are going to listen a podcast about a wonder of the world. Check what you think you will hear.

- a) A description of the Great Wall of China
- b) Directions to different places on the Great Wall
- c) Fun facts about the Great Wall
- d) Suggestions for what to do while visiting the Great Wall

☐
☐
☐
☐

C. Match each word (a-f) to its correct definition (1-6).

- | | | |
|----------------|-------|--|
| 1. go straight | _____ | a) A circular area where roads meet, and cars drive around it. |
| 2. turn right | _____ | b) To move in a forward direction without turning. |
| 3. turn left | _____ | c) To change direction to the right. |
| 4. go past | _____ | d) To change direction to the left. |
| 5. roundabout | _____ | e) To continue moving beyond something. |
| 6. blocks | _____ | f) Sections of a street between two intersections. |

LESSON C

Exploring a Wonder of the World!

While-listening

D. Listen to the podcast and choose the correct answer.

What is the host talking about?

- a) How long the Great Wall is and where it goes
- b) How to buy souvenirs at the Great Wall
- c) The animals that live near the Great Wall



E. A. Listen again and check any ideas that are NOT part of the podcast.

- a) The Great Wall is made only of stone.
- b) You can buy souvenirs at the Great Wall.
- c) The Great Wall goes over hills, mountains, and valleys.
- d) The Great Wall is in a desert.

☐
☐
☐
☐

F. Listen again a part of the podcast and complete the blanks. Then compare your notes with a partner.

Now, for example, if you want to buy some (1) _____ for your relatives, here's how to find the souvenir shop: From the entrance, go (2) _____ for 100 meters. Then, you'll see a small (3) _____. Go (4) _____ the roundabout, turn (5) _____, and the shop will be two (6) _____ ahead on your (7) _____.

Post-listening

G. Discuss the questions below with a partner.

Seven wonders of the world



Taj Mahal, Agra, India



Colosseum, Rome



Machu Picchu, Peru



Petra, Jordan



Chichen Itza, Mexico



The Great Wall of China



Christ the Redeemer, Brazil



1. If you could visit any wonder of the world, where would you go and why?
2. How do you think directions can help tourists in a place like the Great Wall?

LESSON D

Top City Attractions!

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing four matching activities about top city attractions.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific information.
- Listening for detail.

Pre-listening



SCAN ME

A. Vocabulary & Visual Recognition

- Show the six images with the vocabulary box on the board.
- Ask students to match each image with a word
- Have students work in pairs to discuss their matches.
- Check answers as a class.

B. Prediction

- Students silently read the list of words.
- Ask them to circle the words they think will appear in the podcast.
- Let them compare with a partner.

C. Question Generation

- Ask students to work in pairs to write 2–3 questions they would ask someone who visited Paris.
- Encourage use of the vocabulary from activity A and B.
- Provide some examples

**While-listening****D. True/False Statements**

- a. Play the podcast once.
- b. Students mark each statement as True (T) or False (F).
- c. Pair-check, then review answers together.

E. Gap-Fill Activity

- a. Play the key segment of the audio again.
- b. Students complete the missing words in the sentences.
- c. Pair-check, then correct as a class.

F. Identifying Incorrect Information

- a. Students listen again.
- b. Match statements (a–d) to James or Vin Diesel.
- c. Use initials: J for James, V for Vin Diesel.

Post-listening**G. Activity “My perfect day in Paris”**

- a. Ask students to imagine their perfect day in Paris.
- b. They must:
 - Use at least 3–5 vocabulary words from earlier activities.
 - Write one sentence for each time of day: morning, lunch, afternoon, evening.
- c. After writing, students share with a partner.
- d. Partners ask follow-up questions using some prompts.

LESSON D

Top City Attractions!

Pre-listening

A. Look at the images below and match them with the correct words from the box.

place to stay

make a decision

watch a play

have a picnic

travel by ferry

go shopping

take the bus

neighborhood



B. You are going to listen a podcast about Paris. What words do you think you will hear in the podcast? Circle them.

museum ☐

restaurant ☐

river ☐

mountain ☐

shopping ☐

train ☐

ferry ☐

beach ☐

hotel ☐

play ☐

picnic ☐

airport ☐

C. In pairs, write two to three questions you would like to ask someone who has visited Paris.

1. _____

2. _____

3. _____

LESSON D

Top City Attractions!



While-listening

D. Listen to the podcast and decide if these statements are True (T) or False (F).

- a) Vin Diesel likes to have picnics by the Eiffel Tower. _____
- b) James enjoys taking the bus in Paris. _____
- c) You can travel by ferry on the Seine River. _____
- d) The podcast is about different cities in France. _____

E. Listen again and complete the missing words.

- a) Paris really has something for _____.
- b) One of my favorite things to do is have a _____ by the Seine River.
- c) The bus makes it _____ to see them all.
- d) Paris is a _____ paradise.

**F. Listen again and match the speaker (James or Vin Diesel) with what they say.
Write J for James or V for Vin Diesel.**

- a) _____ Likes to travel by bus in Paris
- b) _____ Recommends taking the ferry for something more exciting
- c) _____ Says Paris is a shopping paradise
- d) _____ Suggests different neighborhoods for staying in Paris



Post-listening

G. A. Imagine you are spending one perfect day in Paris! Plan your activities from morning to evening. For this activity you have to:

- Use at least 3-5 words from the vocabulary list.
- Write 1 sentence for each time of day (morning, lunch, afternoon and evening).

When you finish, share your perfect day with a partner. Ask them questions about their day in Paris, using the questions below as a guide.

- What would you do first?
- Why did you choose that activity?
- Which activity sounds most interesting to you?



UNIT
3

A Food Adventure



LESSON A

A Meal for a Special Day!

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing five gap-fill exercises about a special occasion meal.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific information.
- Listening for detail.

Pre-listening

A. Food Word Search

- Distribute the word search or project it on the screen.
- Ask students to find words related to meals (e.g., soup, dessert, customer).
- Once they find the words, have them fill in the missing letters in the gaps provided.
- Check answers as a class.

B. Match the Vocabulary with Definitions

- Ask students to work individually or in pairs to match the words from Activity A with the definitions.
- Monitor and support with hints or gestures if needed.

C. Personal Reflection Questions

- Have students reflect on their own experiences.
- In pairs or small groups, ask them to discuss the three questions.
- Optionally, collect a few responses to share with the class.



SCAN ME

**While-listening****D. Order the Meal Stages**

- Tell students to listen for the order in which the family talks about the parts of the Christmas meal.
- Play the audio once.
- Students number the parts: Starter, Main course, Dessert.

E. Multiple Choice Questions

- Tell students to listen again and choose the correct answers about what is eaten.
- Play the audio a second time.
- Students work individually, then check answers in pairs.

F. Complete the Gaps

- Provide students with the word box.
- Play the audio a third time, pausing if needed for students to fill in the blanks.
- Review answers together.

Post-listening**G. Design and Share a Special Meal on Padlet**

- Explain that students will create a short post about their favorite special meal.
- Provide a model using the sentence starters.
- Ask students to include the name of the day, what they eat (starter, main, dessert), who they celebrate with, and why it's special.
- After writing, students upload their post on Padlet or present it in pairs.
- Encourage students to ask and answer questions about each other's meals (guided by the prompts provided).

LESSON A

A Meal for a Special Day!

Pre-listening

A. You are going to listen to a podcast about food. First, find food and meal-related words in the word search. Then, fill in the gaps to complete each word.

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



Words to find...

- S__R__R
- P__E
- S____L
- D__E__
- C__O__
- C__E
- M__N
- F__
- C__S__S

B. Match the words did you find in activity A with their correct definition.

- | | |
|---------|---|
| a)..... | 1. A small dish eaten at the beginning of a meal |
| b)..... | 2. The biggest and most important part of a meal |
| c)..... | 3. A flat dish that you put food on |
| d)..... | 4. A sweet food eaten after the main part of a meal |
| e)..... | 5. To cook food in hot oil |
| f)..... | 6. A person who buys something from a restaurant or shop |
| g)..... | 7. Something different or better than usual |
| h)..... | 8. A holiday celebrated on December 25th |
| i)..... | 9. A sweet baked dessert made with flour, sugar, and eggs |

C. Before Listening: Think about your favorite special meal and answer the following questions.

1. What is your favorite special day for food?
2. What food do you usually eat on this day?
3. Who prepares the food?

LESSON A

A Meal for a Special Day!

While-listening

D. Listen and number the parts of the Christmas meal in the order they are mentioned.

- a) _____ Dessert
- b) _____ Starter
- c) _____ Main course



E. Listen again and circle the correct answer.

1) What is the first dish they eat?

- (a) salad
- (b) soup
- (c) rice
- d) bread

2. What is the main course?

- (a) grilled chicken
- (b) pasta
- (c)) roasted turkey
- d) fish

3. What do they have for dessert?

- (a) ice cream
- (b) chocolate cake
- (c) cookies
- (d) fruit salad

F. Listen carefully and complete the missing information using the words in the box.

Chocolate cake	potatoes	grandmother
vegetables	salad	soup
		green herbs

- a) For starter, the family usually has _____ or _____.
- b) The mom makes vegetable soup with _____ on top.
- c) For the main course, they eat roasted turkey with _____ and _____.
- d) Sometimes they fry plantains because _____ loves them.
- e) For dessert, they have _____.

Post-listening

G. Design your favorite special meal and post it on Padlet. Include the name of your special day, what you eat, who you celebrate with, and why it is special.

Useful phrases for your post:

- a) My favorite special day is...
- b) I celebrate with...
- c) For starter, we have...
- d) The main course is...
- e) For dessert, we enjoy...
- f) This meal is special because...



LESSON B

My Dream Picnic Day!

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four true-or-false statements about my dream picnic day.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening

A. Match the Words

- Show the image with picnic items on the board or projector.
- Have students work individually to match the words from the box to the pictures.
- Check answers as a class.

B. Gap-Fill Sentences

- Students complete the sentences using the words from Activity A.
- Review answers as a group.

C. Pair Work

- Display the title "My Dreamed Picnic Day."
 - What food would you bring?
 - Where would you go?
- Ask students to share ideas to the class.



SCAN ME

**While-listening****D. Select the Items**

- a. Play the audio (1st time). Students circle the items they hear.
- b. Check the answers as a class.

E. Sequencing Events

- a. Play the audio a second time.
- b. Students number the actions as they happen in the podcast.

F. True or False

- a. Play the audio again (optional third time).
- b. Students mark statements true or false.
- c. Then, check answers together.

Post-listening**G. Interview and report**

- a. Students walk around and interview 2 classmates using these questions:
 - Where do you like to have a picnic?
 - What is your favorite picnic food?
 - What drink do you prefer?
- b. Students write down short answers.
- c. After interviews, students take turns reporting to the class.

LESSON B

My Dream Picnic Day!

Pre-listening

A. Look at the images below and match them with the correct words from the box.

salad

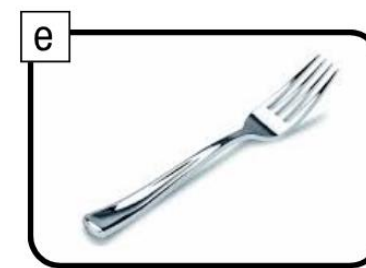
bread

sweets

napkin

smoothie

fork



B. Complete the sentences using the words from activity A.

- a) James has a big bowl of _____ with tomatoes and cucumber.
- b) You need a _____ to eat properly during a picnic.
- c) For something to drink, James brings a strawberry _____.
- d) James can't forget to bring _____ to go with his salad.
- e) After the main meal, James enjoys some _____ like chocolate or cookies.
- f) It's important to have a _____ to clean your hands after eating.

C. Work in pairs. Look at the title "My Dream Picnic Day" and discuss the questions below.

- 1. What food would you take to your perfect picnic?
- 2. Where would you go for a picnic?



LESSON B

My Dream Picnic Day!

While-listening

D. Listen to the podcast and circle ☐ the items that James mentions in his perfect "dream picnic day."

FOOD 	DRINKS 	ITEMS 
Sandwich	Water	Blanket
Salad	Juice	Basket
Fruits	Smoothie	Napkin
Bread	Tea	Fork
Smoothie	Soda	Plates

E. Listen again and number the events (1-6) in the order they happen in the podcast.

- a) James brings a napkin to clean his hands. _____
- b) James sits on a soft, green blanket in the park. _____
- c) James enjoys sweets like chocolate and cookies. _____
- d) James drinks a strawberry smoothie. _____
- e) James talks about salad and bread. _____

F. Listen to the podcast and decide whether the following statements are true or false.

- a) James loves eating salad at a picnic. _____
- b) He forgets to bring bread. _____
- c) He doesn't like sweets. _____
- d) He always brings a fork and a napkin. _____

Post-listening

G. Interview two classmates about their preferences for a picnic. Ask them the following questions:

1. Where do you like to have a picnic?
2. What is your favorite picnic food?
3. What drink do you prefer at a picnic?

Then share their ideas with the class.



LESSON C

Food in Space!

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing six script-based gap-fill exercises about food in space.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening

A. Discussion Activity

- Show the pictures related to space food. Ask the students to discuss the questions below in pairs or small groups.
- Focus the discussion on why astronauts might need special food in space and how they could drink water without gravity.

B. True or False Activity

- Have students guess if astronauts can eat certain foods in space by marking them with yes (✓) or no (X).

C. Vocabulary Matching

- Match the words from the box with their definitions by drawing lines between them.
- Check answers as a class.



SCAN ME

**While-listening****D. Select the Items**

- Listen to the podcast and write “J” for James or “S” for Sunita next to each statement.
- After listening, check answers together

E. True or False Questions

- Play the audio a second time.
- Decide whether the statements are true or false.

F. Fill-in-the-blanks

- Listen to the podcast again and fill in the missing words in the conversation between James and Sunita.
- After listening, go over the answers as a class

Post-listening**G. Share Interesting Facts**

- Have students write down three interesting facts they learned from the podcast about food in space.
- Afterward, pair them up to compare their facts and discuss.
- Ask some students to share their facts with the whole class.

LESSON C

Food in Space!

Pre-listening

A. You are going to listen to a podcast about space food. Look at the pictures and discuss the following questions with a partner.



1. Why do you think astronauts need special food in space?
2. How do you think astronauts drink water in space?

B. What do you think astronauts can eat in space? Mark each food with yes (✓) or no (X).

FOOD	Your guess	
	Yes	No
Pizza	<input type="text"/>	<input type="text"/>
Bread	<input type="text"/>	<input type="text"/>
Fruits	<input type="text"/>	<input type="text"/>
Chips	<input type="text"/>	<input type="text"/>
Energy bars	<input type="text"/>	<input type="text"/>
Ice cream	<input type="text"/>	<input type="text"/>

C. Match the words with their definitions by drawing lines between them.

- | | |
|---------------|---|
| 1. Consume | a) small pieces of food that break off |
| 2. Calories | b) to eat or drink something |
| 3. Fats | c) units of energy in food |
| 4. Energy bar | d) to throw something lightly |
| 5. Snacks | e) containers for food or other items |
| 6. Toss | f) small amounts of food eaten between meals |
| 7. Crumbs | g) nutrients that give your body energy |
| 8. Packages | h) a portable snack that gives you quick energy |

LESSON C

Food in Space!

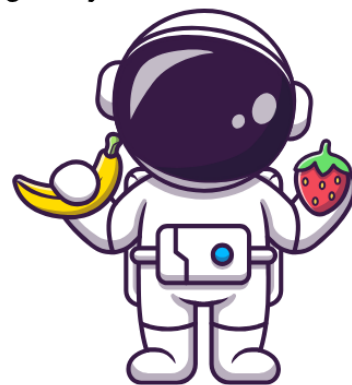
While-listening

D. Listen to the podcast and write J (James) or S (Sunita) next to each statement.

- a) ____ Astronauts can consume many different foods.
- b) ____ Food doesn't stay on a plate because there is no gravity.
- c) ____ I have so many questions about food in space.
- d) ____ Some foods, like bread, are not good in space.

E. Listen again and circle True (T) or False (F).

- a) Sunita Williams is a scientist. T / F
- b) Astronauts can eat bread in space. T / F
- c) Astronauts use normal plates to eat. T / F
- d) Astronauts need enough calories to stay strong. T / F



F. Listen carefully and complete the missing information using the words in the box.

James: Hey there, everyone, and welcome back to the Tune in and Level Up podcast! I'm James and today we have a very special guest—astronaut Sunita Williams! We're going to talk about (1) _____ in space!

Sunita: Thanks, James! I'm happy to be here. Well, astronauts can (2) _____ many different foods. We eat (3) _____, vegetables, (4) _____ and even (5) _____! But the food is different because we are in space so it has to be (6) _____ to eat.

Post-listening

G. Write down 3 interesting facts you learned from "Food in space". Then, compare with a partner.

- 1. _____
- 2. _____
- 3. _____



LESSON D

Avoiding Allergies

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four true-or-false statements about avoiding allergies.

Time

45 minutes.

Listening subskills to develop

- Listening for gist.
- Listening for specific Information.
- Listening for detail.

Pre-listening

A. Predicting Content

- Have students read the podcast title "Avoiding Allergies."
- Ask students to tick which topics they think will appear.

B. Vocabulary Building

- Students match key terms (e.g., rash, swelling, processed food) to definitions.
- Go over answers together.

C. Personal Reflection Questions

- In pairs, students discuss the guiding questions about allergies.
- Ask students to share with the class.



SCAN ME

LESSON D

Avoiding Allergies

While-listening

D. Select the Items

- Students listen and choose the correct answer (a, b, or c) for each question.
- Review answers as a class.

E. True or False Statements

- Play the audio a second time.
- Students circle True or False based on the podcast.

F. Gap-fill activity

- Listen to the podcast again
- Students complete a gap-fill activity from a short section of the podcast.

Post-listening

G. Group Poster Activity

- Divide students into groups of 3.
- Each group creates a poster including:
 - Foods to avoid (2–3 items, drawn or labeled)
 - Advice (2–3 simple sentences using vocabulary like "avoid," "check labels," "don't eat...")
- Each group presents their poster briefly to the class.

LESSON D

Avoiding Allergies



Pre-listening

A. You are going to listen to a podcast about allergies. Tick (✓) which topics do you think the host will probably talk about.

- a) A personal story about allergies ☐
- b) Different types of food allergies ☐
- c) How to cook for people with allergies ☐
- d) Symptoms of an allergic reaction ☐

B. Write each word from the box next to its definition.

intolerant rash swelling allergic reaction
processed food dairy

- a)Red spots on your skin that are itchy
- b)Food made in factories like chips or cookies
- c)When a part of your body gets bigger because of injury or illness
- d)When your body reacts badly to something you eat, touch, or breathe
- e)Food made from milk like cheese and yogurt
- f)When you cannot eat certain foods because they make you feel sick

C. Look at these pictures and discuss with a partner.



1. What food can't you eat?
2. Do you have any food allergies? Yes/No
3. Do you know anyone who can't eat some of these foods? Why?

LESSON D

Avoiding Allergies

While-listening

D. Listen to the podcast and circle the correct answer (a, b, or c).

1. *James went to the restaurant with:*

- a) his family
- b) his friends
- c) his colleagues

2. *What happened to James after eating?*

- a) He got sick to his stomach
- b) He got a rash and swelling
- c) He couldn't breathe

3. *James discovered he was intolerant to:*

- a) processed food
- b) pasta
- c) dairy products

4. *Now James always:*

- a) avoids eating at restaurants
- b) brings his own food
- c) checks food before eating



E. Listen again and circle True (T) or False (F).

- a) James is allergic to pasta. T / F
- b) James got a rash and swelling after eating. T / F
- c) James can drink milk without problems. T / F
- d) James always reads food labels now. T / F

Post-listening

F. Work in groups of three and make an allergy poster. For this activity, include:

Foods to avoid: Draw or write 2–3 foods that can cause allergies.

Advice: Write 2 or 3 short sentences to help people avoid these foods.

Once you've finished, present your poster to the class!



UNIT
4

Technology in Our Lives



LESSON A

A Curious Invention

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing seven script-based gap-fill exercises about a curious invention.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening

A. Picture Discussion

a. Show the students pictures of smart home devices.

b. In pairs, students answer:

- What do you think these devices do?
- Do you have any of these at home?
 - c. How do they help people?

B. Vocabulary Match

a. Students work individually or in pairs to match the words to the definitions.

b. Go over answers together as a class.

C. Sentence Completion

a. Students complete the sentences using vocabulary from Activity B.

b. Check answers in pairs and then whole class.



SCAN ME

**While-listening****D. Multiple Choice**

- a. Play the podcast once for general understanding.
- b. Play it again for students to circle the correct answers.

E. True or False Statements

- a. Play the podcast again.
- b. Students write J (James) or M (Mark) next to each statement.

F. Gap-fill activity

- a. Play the podcast once more.
- b. Students complete the script using the words from the box.

Post-listening**G. Discussion Questions**

- a. In pairs or small groups, students discuss:
 - Do you use technology every day? What for?
 - Would you like a robot to help you at home?
 - Do you think smart technology makes people lazy? Why or why not?

LESSON A

A Curious Invention!

Pre-listening

A. You are going to listen to a podcast about a curious invention. Look at the pictures and discuss the following questions with a partner



1. What do you think these devices do?
2. Do you have any of these at home?
3. How do they help people?

B. Match the words with their definitions by drawing lines between them.

- | | |
|-------------------|--|
| 1. gadgets | a) to stop a machine or device |
| 2. science fair | b) modern tools or small machines |
| 3. news sites | c) events where students show projects |
| 4. make a website | d) to create a page on the internet |
| 5. turn on | e) to start a device or machine |
| 6. turn off | f) websites with current information |

C. Complete the sentences below using the correct words.

- a) My little brother loves to play with new _____ like smartwatches and speakers.
- b) We visited a _____ last weekend and saw a robot that could dance!
- c) I always check _____ in the morning to read the latest updates.
- d) I want to _____ to share photos of my dog and my travels.
- e) Don't forget to _____ the lights before you leave the room!
- f) Can you _____ the TV? I want to watch a movie!



LESSON A

A Curious Invention!



While-listening

D. Listen to the podcast and circle the correct answer (a-b-c).

1. The smart home assistant can:

- a) cook dinner b) drive a car c) turn on lights

2. Mark saw these at the science fair:

- a) robots b) computers c) phones

3. The host suggests a gadget that could:

- a) clean your room b) do your homework c) make breakfast

4. According to the podcast, technology is:

- a) growing fast b) too expensive c) difficult to use



E. Listen to the podcast and write “J” for James or “M” for Mark next to each statement.

- a) ____ I love talking about technology and new gadgets.
b) ____ It feels like magic!
c) ____ Students were creating robots.
d) ____ Science is getting better every day!

F. Listen carefully and complete the missing information using the words from the box.

tune food exciting day amazing sites music

James: Hello, everyone! Welcome back to (1)_____ in and Level Up! I'm James and today, we have something really (2)_____ to talk about.

Mark: I think it's (3)_____! People are asking their smart assistants to play (4)_____, check the weather, and even order (5)_____.

James: Wow! Science is getting better every (6)_____! I was reading about this invention on news (7)_____, and many people are talking about it.

Post-listening

G. Discuss the questions below with a partner.

1. Do you use technology every day? What for?
2. Would you like a robot to help you at home?
3. Do you think smart technology makes people lazy? Why or why not?



LESSON B

Smart Homes or Lazy Humans?

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing four sequencing activities about smart homes or lazy humans.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening



SCAN ME

A. Picture Match

- Show students images of different household chores (or use images in the textbook).
- Students match each chore to a picture; one is extra.
- Review as a class.

B. Predicting from Title

- Show the podcast title: Smart Homes or Lazy Humans?
- Ask students: What do you think it's about?
- Have them select one of the multiple-choice options

C. Speaking Interaction

- Students interview 3 classmates using the guiding questions.
- Ask a few volunteers to share answers with the class.

LESSON B

Smart Homes or Lazy Humans?



While-listening

D. Tick the Chores

- Students listen to the podcast.
- They tick only the chores that are mentioned.

E. True or False Statements

- Play the podcast again.
- Students circle T (True) or F (False) based on what they hear.

F. Order the Events

- Play the podcast again.
- Students number the events from 1–4.
- Check answers together

Post-listening

G. Write a Podcast Comment

- Tell students to imagine they are writing a comment on the podcast page.
- Write a 30–40 word response giving their opinion.
- Encourage use of the provided phrases such as:
 - In my opinion,
 - I think smart homes are...
 - Smart homes help because...
 - However, some people may become...

LESSON B

Smart Homes or Lazy Humans?

Pre-listening

A. Match the household chores with the pictures (a-f). There is an extra option.

wash the dishes

tidy up the bedroom

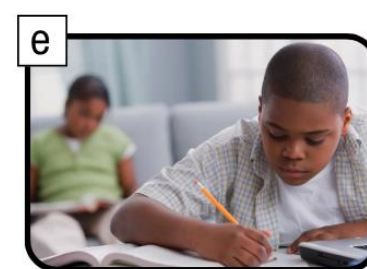
do homework

water the plants

make the bed

set the table

scrub the floor



B. Look at the podcast title: "Smart Homes or Lazy Humans? What do you think the podcast will be about?"

- a) How to build a smart home ☐
- b) Problems with technology ☐
- c) If smart homes make people lazy ☐
- d) The history of smart homes ☐

C. Ask three classmates the questions below and write your answers.

1. Do you have any smart devices at home? (Yes/No)
2. Do you use them to do chores? (Yes/No)
3. Do you think smart homes make life better or worse? (Why?)

LESSON B

Smart Homes or Lazy Humans?

While-listening

D. Listen to the podcast and tick (✓) the chores that are mentioned in the podcast.

- | | | | |
|-----------------------|--------------------------|------------------------|--------------------------|
| a) Cook dinner | <input type="checkbox"/> | a) Tidy up the bedroom | <input type="checkbox"/> |
| b) Water the plants | <input type="checkbox"/> | b) Make the bed | <input type="checkbox"/> |
| c) Clean the bathroom | <input type="checkbox"/> | c) Set the table | <input type="checkbox"/> |
| d) Wash the dishes | <input type="checkbox"/> | d) Do homework | <input type="checkbox"/> |
| e) Take out the trash | <input type="checkbox"/> | e) Walk the dog | <input type="checkbox"/> |

E. Listen again and circle T (true) or F (false) for each statement.

- a) James visited his friend's house last year. T / F
- b) James's friend asks his smart assistant to water the plants. T / F
- c) James had to make the bed when he was younger. T / F
- d) James thinks smart homes are bad. T / F

F. Listen again and number these events in the correct order (1-5).

- a) ____ James asked his friend if he ever cleans his house.
- b) ____ James visited his friend's house.
- c) ____ James's friend asked his smart assistant to wash the dishes.
- d) ____ James remembers making his bed when he was younger.

Post-listening

G. Imagine you are a listener of the podcast. Write a short comment (30-40 words) sharing your opinion about smart homes. For this activity, use the phrases below.

- 1. I think smart homes are...
- 2. In my opinion...
- 3. At my house, we...
- 4. I can... / I can't...



LESSON C

Multitask Robots

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by completing four open gap-fill exercises about multitask robots.

Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening



SCAN ME

A. Vocabulary in Context

- Students read six example sentences.
- They choose the correct definition (a or b) for each bolded word.
- Check answers as a class.

B. Predicting the podcast

- Write the title of the podcast on the board: Multitask Robots.
- Students read the four possible topics and check what they think the podcast will include.

C. Picture Discussion

- Show pictures of various robots (provided or in student book).
- In pairs, students discuss the three questions:
 - What can these robots do?
 - Would you like one? Why/why not?
 - What tasks would you want help with?

**While-listening****D. Sequence the Actions**

- a. Play the podcast again.
- b. Students number the robot's actions in the order they are mentioned.

E. Word Choice

- a. Students listen to the podcast and circle the word they hear in each sentence.
- b. Check answers together.

F. Complete the Sentences

- a. Students fill in the blanks as they listen.
- b. Check answers as a class and write them on the board if needed.

Post-listening**G. Design a Multitask Robot**

- a. Put students in groups of 3–4.
- b. Each group draws a robot, gives it a name, and lists 5 tasks it can do.
- c. Add one special feature (e.g., flying, talking, helping with emotions).
- d. Groups present their robot to the class in 1–2 minutes.

LESSON C

Multitask Robots

Pre-listening

A. Read the sentences (1-6). Then choose the correct definition (a or b) for the words in bold.

1. My mother asks me to do **household chores** every weekend.

- a. tasks done to keep a house clean and organized
- b. shopping for food and other home supplies

2. Can you **pick up** your toys before dinner?

- a. to look at something carefully
- b. to lift something from the floor or surface

3. Don't **throw away** that paper! We can use it again.

- a. to put something in the trash
- b. to move something quickly

4. We need to **recycle waste** to help the environment.

- a. to burn garbage
- b. to separate materials so they can be used again

5. Please **take off** your shoes before you enter the house.

- a. to remove something
- b. to clean something thoroughly

6. In the past, rich people had **slaves** to do all their work.

- a. people who work for money
- b. people who are forced to work without freedom



B. You are going to listen a podcast about a multitask robots. Check what you think you will hear.

- | | |
|--|--------------------------|
| a) A description of Tesla's Optimus robot | <input type="checkbox"/> |
| b) Information about robot factories | <input type="checkbox"/> |
| c) Household tasks that robots can perform | <input type="checkbox"/> |
| d) A debate about robots and humans becoming dependent on technology | <input type="checkbox"/> |

C. With a partner, discuss these questions.

1. Would you like to have a robot at home? Why or why not?
2. What tasks would you want your robot to help you with?

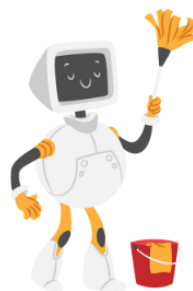
LESSON C

Multitask Robots

While-listening

D. Listen and number these actions in the order they are mentioned in the podcast (1-5).

- a) ____ Picking up objects from the floor
- b) ____ Throwing away trash
- c) ____ Separating recycling materials
- d) ____ Folding clothes
- e) ____ Taking off shoes
- f) ____ Taking off shoes



E. Listen to the podcast and circle the word you hear.

- a) The robot can (pick up / turn off) clothes from the floor.
- b) It helps (recycle / remove) plastic, paper, and glass.
- c) Some people think we are becoming too (strong / dependent) on technology.
- d) Robots might (replace / join) us in doing daily chores.



F. Listen again and complete the sentences with the missing words.

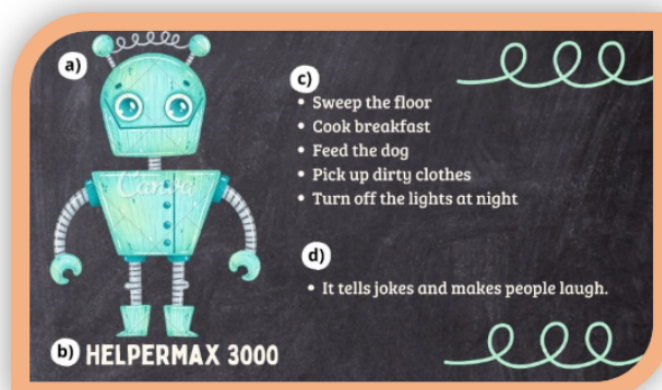
- a) Have you ever imagined a robot that can do (1) _____ for you?
- b) It can (2) _____ objects, like clothes or toys from the floor.
- c) Some people think robots are making life (3) _____, but others believe we are becoming too (4) _____.
- d) If we let robots do everything, maybe we will (5) _____ how to do things on our own!

Post-listening

G. In groups of 3-4, design your own multitask robot.

- a) Draw your robot
- b) Name your robot
- c) List 5 tasks it can do
- d) Include one special feature that makes your robot unique

Present your robot to the class!



LESSON D

No Wi-Fi, No life

T

TEACHER'S GUIDE

Objective

At the end of the lesson, students will be able to demonstrate their understanding of the podcast by answering four multiple-choice questions about no wi-fi, no life.

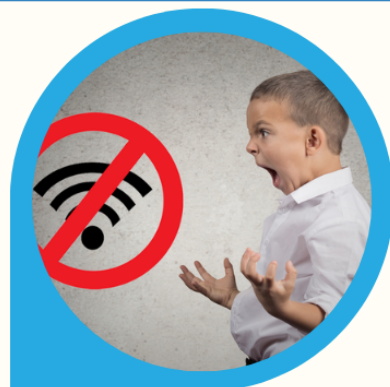
Time

45 minutes.

Listening subskills to develop

- Listening for specific information.
- Listening for detail.

Pre-listening



SCAN ME

A. Picture Discussion

- Show students the pictures related to online and offline activities.
- Students work in pairs to answer the discussion questions:

What do you see in each picture?

Which activities require internet and which don't?

Which activities do you prefer and why?

B. Vocabulary Matching

- Students match the vocabulary words (1–6) to their correct definitions (a–g).
- Check answers as a class.

C. Predicting Podcast Content

- Read the six options aloud.
- Students predict what the podcast will include by checking the boxes.
- Allow pairs to compare predictions.

**While-listening****D. True or False Statements**

- a. Play the podcast once.
- b. Students listen and decide if the statements are True (T) or False (F).
- c. Go over the answers as a class.

E. Sequence the Events

- a. Play the podcast again.
- b. Students number the events in the order they happened.

F. Multiple-Choice

- a. Students listen again and choose the correct answer for each question.
- b. Check and review together.

Post-listening**G. Speaking in Pairs**

- a. Students work in pairs to discuss all four questions.
- b. Encourage them to write notes and be ready to share with the class.

Questions:

1. What new activities would you try in the afternoon?
2. How would you spend your evening without any devices?
3. How would you feel without technology for a whole day?
4. What would be the hardest part of your day without technology?

LESSON D

No Wi-Fi, No life

Pre-listening

A. Look at the pictures and discuss with a partner.



1. What do you see in each picture?
2. Which activities require internet and which don't?
3. Which activities do you prefer?

B. Match the words with their definitions by drawing lines between them.

- | | |
|-------------------------|---|
| 1. Information brochure | a) A small job that you do regularly around your house |
| 2. Homestay | b) The area of land around a house |
| 3. Futon | c) To look at something to make sure it is correct or safe |
| 4. Chores | d) A thin mattress that can be used as a bed |
| 5. Yard | e) A small booklet giving information about something |
| 6. Check | f) When you stay in someone's home while visiting another country |

C. You are going to listen a podcast about internet. Check what you think you will hear.

- | | |
|---|--------------------------|
| a) Someone who stayed in a luxury hotel during their vacation | <input type="checkbox"/> |
| b) A person who found information using a paper brochure | <input type="checkbox"/> |
| c) Someone who missed using social media all the time | <input type="checkbox"/> |
| d) A person who slept on a special type of bed | <input type="checkbox"/> |
| e) Someone who enjoyed doing physical activities | <input type="checkbox"/> |

LESSON D

No Wi-Fi, No life



While-listening

D. Listen to the podcast and decide if these statements are true (T) or false (F).

- a) MrBeast went to a place with no internet for six months. _____
- b) MrBeast found a place to stay by using an information brochure. _____
- c) MrBeast stayed in a fancy hotel. _____
- d) MrBeast enjoyed doing physical activities. _____

E. Listen again and number these events in the correct order (1-5).

- a) _____ MrBeast stayed in a simple room with a futon.
- b) _____ MrBeast found an information brochure at a local shop.
- c) _____ MrBeast helped with chores and yard work.
- d) _____ MrBeast went to a place with no internet.

F. Listen again and circle the correct answer.

1. How did MrBeast find a place to stay without Wi-Fi?

- a) He asked a friend
- b) He used a brochure
- c) He called a hotel

2. What kind of bed did MrBeast sleep on?

- a) A futon
- b) A mattress on the floor
- c) A king-sized bed

3. What activities did MrBeast do instead of using the internet?

- a) Played games and watched TV
- b) Cleaned the house and helped in the yard
- c) Read books and painted

4. How did MrBeast feel about living without Wi-Fi?

- a) He loved it and didn't want to go back to the internet
- b) He didn't like it but realized it was important to take breaks
- c) He felt bored and wanted to use the internet again



Post-listening

G. With a partner, discuss these questions.

- 1. What new activities would you try in the afternoon?
- 2. How would you spend your evening without any devices?

APENDIX A

Audioscripts

Unit 1

Relatives and Relationships

Lesson A

Growing Up in Different Families

James: Hello and welcome to Tune In and Level Up! I'm your host, James. Today, we're talking about something we all know – family! Let me ask you: Did you grow up in a big family or a small family? Let's find out what that means and why it's important.

Families can look very different.

A big family means many people – maybe you have 3, 4, or even more brothers and sisters. Maybe your cousins or grandparents live with you too. Big families are often fun, but also busy and noisy!

A small family means just a few people. For example, one child and one parent. Or just a mom, a dad, and one brother or sister. These families can be quiet, peaceful, and cozy.

Me? I grew up in a small family. It was just me, my mom, and my sister. We always ate dinner together and watched movies on weekends. It was simple, but full of love.

Now, let's hear from two of our listeners!

Maria from Mexico says:

Hi James! I grew up in a big family. I have four brothers and two sisters. Yes – six siblings! Also, my grandma lived with us. We had fun together, but it was always noisy. We shared everything – rooms, toys, even clothes! I learned to be patient and to help others. I miss those days.

Wow, Maria! That sounds like a really big and happy family. Six siblings and your grandma too – that must have been a full house! I like how you said you learned to share and help others. That's something very special about growing up in a big family. Thank you so much for sharing your story with us!

Tom from England says:

Hello, James. I'm Tom. I had a small family – just me and my mum.

My dad passed away when I was very little. My mum worked hard. She read books to me every night, and we had dinner together every day. I always felt loved and safe. Small families can be very close.

Thank you, Tom. That was a very touching story. Your mum sounds like a wonderful person—strong and caring. It's true, small families can feel very close and full of love. I'm glad you shared that with us.

Alright! Thank you, Maria and Tom. What wonderful stories!

So, no matter the size – big families and small families both have special things. The most important thing is love and care.

Now it's your turn!

Take a notebook or your phone and write 5 short sentences about your family.

Is it big or small?

Who do you live with?

What do you do together?

Then, send it to us at Tune In and Level Up! Maybe we'll read your answer in the next episode!

That's it for today. Thanks for listening. I'm James, and remember – every family is special.

See you next time on Tune In and Level Up!

APENDIX A

Audioscripts

Unit 1

Relatives and Relationships

Lesson B

Family Traditions and Celebrations

James:

"Hello everyone! Welcome back to Tune In and Level Up. I'm James, and today, we're talking about family traditions and celebrations!

All around the world, families have special traditions. Some are funny, some are sweet, but all are full of love. Today, we compare traditions from Italy and the USA.

We have messages from our listeners—thank you for sending them! Let's get started!"

James:

First, let's talk about Italy! Italian families love big meals and old traditions.

Now, let's read some messages from our listeners.

Sophia from Rome says:

"In Italy, Sunday lunch is very important. My grandmother cooks pasta for the whole family—sometimes 20 people! We eat, talk, and laugh for hours."

James:

Wow! Eating with 20 people sounds amazing—and maybe a little crazy! But in Italy, food brings families together.

Marco from Milan says:

"At Christmas, we eat 'Panettone'—a sweet bread with fruit. And on January 6th, 'La Befana' comes. She is a kind witch who brings gifts to children!"

James:

A witch who gives gifts? That's different! In the USA, we have Santa Claus. But I like La Befana—she sounds fun!

Giulia from Naples says:

"Hey, James, before a wedding, friends break plates for good luck! And at Easter, we eat 'colomba'—a cake shaped like a dove."

James:

Breaking plates for luck? That's loud but exciting! And a dove cake? Italian traditions are so creative!

James:

Now, let's talk about the USA! Here, traditions are often big and fun.

Emily from Texas says:

"Thanksgiving is my favorite holiday. We eat turkey, mashed potatoes, and pumpkin pie. Before eating, everyone says what they are thankful for."

James:

Yes! Thanksgiving is about food, family, and gratitude. And after dinner... we watch football or take a nap!

Jake from New York says:

"On the 4th of July, we celebrate Independence Day. There are fireworks, BBQs, and parades. Kids get candy, and everyone wears red, white, and blue!"

James:

Fireworks are my favorite part! The sky is full of colors—it's so beautiful.

Liam from California says:

"For birthdays, my family sings loudly and eats cake. Sometimes, we have a 'piñata'—a colorful box full of candy. Kids hit it with a stick, and candy falls out!"

James:

Piñatas are so fun! But be careful—sometimes kids hit too hard!

James:

So, what's the difference between Italy and the USA?

·In Italy, traditions are often about food, family, and old stories.

·In the USA, traditions are about big parties, holidays, and fun activities.

But both countries love being with family. That's the most important part!

James:

Thank you for sharing your traditions! Do you have a favorite family tradition? Write to us at tuneinlevelup@email.com—maybe we'll talk about it next time!

Remember, traditions make life special. Keep them alive, and maybe start a new one this year!

I'm James, and this was Tune In and Level Up. Your podcast. See you next time!

APENDIX A

Audioscripts

Unit 1

Lesson C

Relatives and Relationships

Family Resemblance

Hello everybody and welcome to the first episode of Tune In and Level Up: A Podcast Listening Guide for Curious Minds.

How are you doing? I hope you're having a great day! Thanks for hitting play and joining me for this English study session.

I'm your host, James, and today, we are diving into a topic I'm sure many of us have experienced at some point in our lives—Family Resemblance.

Have you ever looked at a photo and thought, "Wow, I look just like my mom!" or "My brother has the same smile as our grandpa!"? That's family **resemblance**!

"Okay, let's start with a fun fact: Did you know babies often recognize their mom's face first?... That's because our brains love familiar faces! But why do families look similar?"

This happens because of **genes**. Genes are like tiny instructions inside our bodies that we **inherit** from our parents. "Inherit" means we get these things from our family.

Families often share similar physical features—like eye color, nose shape, or hair type. For example:

- If your mom has brown eyes, you might inherit brown eyes too!
- Or if your dad has curly hair—bam! You might get curls!
- Some families even inherit special features, like **freckles** or **dimples**!

"Quick! Look at your hand. Do you have your grandma's fingers? Your uncle's knuckles? Tell me later!"

But family resemblance isn't just about looks. Sometimes, we inherit habits or talents like...!

- A father and son might both love singing.
- A grandmother and granddaughter might inherit the same love for cooking.
- Or maybe your whole family laughs in the same way!

Isn't that interesting? Our genes decide many things about us. But remember—even if we inherit some things, we are all unique too!

Before we go..., I have a question for you: What did you inherit from your family? Maybe your smile, your voice, or even a hobby? Tell us in the comments!

"That's all for today!" Thank you for listening. If you liked this episode, tell a friend or leave us a comment. See you next time on Tune In & Level Up, your podcast. Bye Bye!!

APPENDIX A

Audioscripts

Unit 1

Relatives and Relationships

Lesson D

The Person I Admire the Most

Hello, dear listeners! My name is James, and I'm absolutely thrilled to be back here with you for another episode.

Now, before we begin, I want to remind you why we're here. By listening to these stories, you'll improve your English fluency—and that's what it's all about! We're spending time together, immersing ourselves in English, so we can grow stronger every day.

So, without further ado, let's jump into today's episode. And guess what? We're talking about 'The Person I Admire the Most'—and here's the exciting part: YOU are part of the show today! We're live, so send me your answers as we go. Ready? Let's dive in!**

Okay, everyone, take a moment and think: Who is the person you admire the most? Maybe it's someone in your family, a friend, a teacher, or even a famous figure!

I'll go first! The person I admire most is my grandmother. Why? Because she's kind, strong, and always helping others. She works hard and teaches me invaluable life lessons.

Now, it's your turn! Send me a message: Who do you admire? Just one word—like 'mother,' 'singer,' or 'scientist.' I'll share your answers later!

But wait—have you ever wondered why do we admire people in the first place? Well, we admire them because they inspire us. Maybe they're brave, smart, or endlessly determined. Take my grandmother—she never gives up! When faced with a problem, she finds a solution. And that's exactly the kind of person I aspire to be.

So tell me: What makes YOUR person special? Is it their kindness? Their talent? Send me your thoughts!

Wow, I'm already seeing some great responses! 'My brother—he's funny!' Love that! 'My teacher—she's patient.' Fantastic!

Here's something powerful to consider: When we admire someone, we can actually learn from them. My grandmother teaches me kindness. What about your person? What lesson do they give you?

'My mom teaches me to work hard.' Amazing, Sarah! 'My friend teaches me to be brave.' Beautiful, Thomas!

And here's the best part: If you admire someone, you can adopt their positive traits. For example, if your friend is helpful, you can start helping others too!

So, let me ask you: What good action will you copy?

'I'll study hard like my sister.' Perfect! 'I'll be kind like my dad.' Absolutely heartwarming!

Alright, everyone, we're wrapping up! Today, we explored the people who inspire us—and thanks to you, it's been an incredible conversation!

Next time, we'll dive into 'A Wonderful Destination.' Got ideas? Send them my way!

And remember, for more fun and learning, follow Tune In and Level Up. Until next time—keep being amazing! Bye!*

APENDIX A

Audioscripts

Unit 2

A Wonderful Destination

Lesson A

My magic place

James: Hello, everyone, and welcome back to "Tune In and Level Up!" I'm James, your host, and I'm thrilled to have you here today. In this podcast, we explore fascinating topics and hear personal stories from our special guests.

In today's episode, we're talking about "My Magic Place." Discovering new places helps us grow, experience different cultures, and see the world from new perspectives. So, sit back, relax, and enjoy the journey!

We also have a very special guest—Emma Watson! She has traveled to Ecuador and explored some truly incredible places. Emma, welcome to the studio!

Emma: Hi, James! Thank you for inviting me. I'm really excited to talk about my magic place because it is really special to me.

James: That sounds great! So tell us, what is your magic place?

Emma: My magic place is Patate, Ecuador. It's a small town in the mountains with fresh air, beautiful views, and friendly people. It feels peaceful and magical.

James: That sounds wonderful! When was the last time you visited Patate?

Emma: I visited last year, and I completely fell in love with it! I stayed for a few days, and every moment was special.

James: Wow! Emma, now tell me. What makes Patate unique?

Emma: Oh, there are so many things! First, there are big **playgrounds** where families and children can have fun. Besides, people can visit **museums** and a small **art gallery** to learn about local history and culture.

James: That's interesting! And what about outdoor activities? Is there a place to swim?

Emma: Yes! There is an **aquatic center** with a big swimming pool where people can relax and have a good time. It's a great place to cool down, especially after walking around town.

James: That sounds perfect! Now, tell me what about shopping and food?

Emma: Well, undoubtedly, the markets in Patate are fantastic! There is a traditional market where you can buy fresh fruits, vegetables, and delicious local food. There are also small stores where you can find **souvenirs** and **handmade crafts**. I bought a beautiful woven scarf from a local artisan.

James: That's incredible! It sounds like Patate has everything-nature, culture, food, and fun activities. When is the best time to visit?

Emma: Yes, that's for sure, and you can go any time of the year!

James: That sounds like a magical experience! Thank you so much, Emma, for sharing your love for Patate with us.

Emma: Thank you, James! I hope more people visit Patate and appreciate its beauty.

James: Thank you so much for joining us today! Remember, the world is full of magic places waiting to be explored. Every new experience helps us grow, learn, and connect with others. Keep discovering, keep growing, and never stop being curious.

We'll see you next time on "Tune In and Level Up!" your podcast Stay inspired, and take care!

APENDIX A

Audioscripts

Unit 2

A Wonderful Destination

Lesson B

The best place for adventures

James: Hello, everyone, and welcome back to the "Tune in and Level Up" podcast! I'm James, your host, and today I'm excited to talk about one of the best places for adventure in the world—Ecuador! If you love nature and exciting activities, this is the perfect destination for you.

Today, we'll focus on an amazing place: Isla de la Plata, located in Manabí. So, sit back, relax, and let's explore together!

But first, I have a question for you: What is the most beautiful island or beach you have ever visited? Tell me in the comments! And if you have photos, share them—I'd love to see them!

Now, let's talk about this enormous treasure in Ecuador. Isla de la Plata is part of Machalilla National Park. People call it the "Little Galápagos" because there are many exotic birds and marine animals. Imagine walking on a white sandy beach, feeling the ocean breeze, and watching birds fly all around. Sounds like paradise, right?

Here's another question for you: Do you prefer exploring on land or in the water? If you love the ocean, Isla de la Plata is perfect for you! There is an incredible place for **scuba diving**, where you can see colorful fish and even giant manta rays. But remember—before diving, you need a **wet suit** to stay warm. Luckily, there are **changing rooms** where you can get ready.

But wait—do we have any **surfing** lovers here? If you enjoy riding the waves, you're in luck! Near the island, there are great waves, and many surfers bring their **surfboards** to take on the challenge. What about you? Have you ever tried surfing? If not, would you like to give it a try?

After a long day in the water, there are **showers** near the beach where you can remove the salt of your body.

So, tell me—what is your dream adventure? Would you go scuba diving or surfing? Let me know in the comments! And don't forget to share a picture of your favorite beach! We have a prize for the best picture!

That's all for today on "Tune in and Level Up!" podcast. Remember, adventure is everywhere—go out and explore! See you next time!

APENDIX A

Audioscripts

Unit 2

Lesson C

A Wonderful Destination

Exploring a wonder of the world!

James: Hello everyone, and welcome to another episode of the "Tune in and Level Up" podcast! I'm James, and I'm super excited to take you on a journey to one of the most incredible wonders of the world—the Great Wall of China!

Okay let's start with a curious fact: The Great Wall is very long. It goes over hills, mountains, and valleys covering thousands of kilometers. There are many sections to explore, each with its own beauty. Some parts are very old and made of earth; others are newer and made of stone.

But the Great wall of china isn't just about history, it's a place full of adventure! You can walk along the wall and see attractive views. You can take photos of the scenery and of course, buy souvenirs to remember you visit.

Now, imagine you're at the Great Wall and need to find a place quickly. Let me give you some helpful directions to get there without any worries.

For example, if you're looking for a restroom, it's really easy to find. Just **go straight** along the wall, and after passing two watchtowers, **turn right**. The restrooms will be on your left.

Now, for example, if you want to buy some souvenirs for your relatives, here's how to find the souvenir shop: From the entrance, go straight for 100 meters. Then, you'll see a small **roundabout**. Go past the roundabout, **turn left**, and the shop will be two **blocks** ahead on your right.

And finally, guess what! I know you love taking pictures, so here's a great spot for photos: Just go straight from the main gate. After three blocks, turn left and **go past** the small bridge. You'll find a viewing platform on your right, perfect for some stunning photos!

Well, I would love to hear from you! Do you have a favorite spot on the Great Wall? Or maybe a special memory from your visit? Please share your comments in the chat. I'd like to know!

Thank you for joining me today. that's all for today's episode and don't forget every journey starts with a single step—so go out and explore! See you soon!

APPENDIX A

Audioscripts

Unit 2

A Wonderful Destination

Lesson D

Top City Attractions!

James: Hello, everyone, and welcome back to the Tune in and Level Up podcast! I'm James, your host, and today I'm excited to talk about one of the greatest city attractions in the world—Paris! Joining me today is a very special guest, Van Diesel! How's it going, Van?

Vin Diesel: Hey, James! I'm doing awesome! Thanks for having me. I'm super excited to talk about Paris.

James: I feel the same way! Paris really has something for everyone. So, Vin, what's your favorite thing to do there?

Vin Diesel: Well, James, one of my favorite things to do is **have a picnic** by the Seine River. There are so many lovely locations, and it's a perfect place to relax.

James: That sounds amazing! I love a good picnic. And when I'm in Paris, I also love to travel by bus. There are so many iconic places to visit. The bus makes it easy to see them all. Do you **take the bus**, Van?

Vin Diesel: Yeah, I totally agree! The bus is great, but sometimes I prefer something a little more exciting. You can also **travel by ferry** along the Seine River.

James: I've heard about those ferries! That sounds like a lot of fun. Now, when it comes to shopping in Paris, it's hard to resist! There are so many amazing places to **buy things**.

Vin Diesel: Oh, for sure! Paris is a shopping paradise. From big stores to little street markets, you can buy anything from clothes to souvenirs.

James: Definitely! And what about finding a **place to stay**? There are so many options, you can choose a hotel or even an Airbnb. What would you recommend?

Vin Diesel: It really depends on what you're looking for. If you want to be close to the action, stay near the city center. But if you prefer something quieter, there are nice **neighborhoods** just outside the main tourist areas.

James: That's really helpful advice! Thank you so much.

Vin Diesel: For sure! I almost forget it, don't miss to watch a play is definitely incredible.

James: Well, Vin, thanks so much for sharing your experiences with us today!

Vin Diesel: Anytime, James!

James: Thank you for joining me today. That's all for today's episode, and don't forget every journey starts with a single step, so go out and explore! See you soon!

APPENDIX A

Audioscripts

Unit 3

A Food Adventure

Lesson A

A meal for a special day!

James: Hello, everyone, and welcome back to the Tune in and Level Up podcast! I'm James, your host, and today I'm excited to talk about food! But not just any food—special food for a special day. And what is more special than Christmas?

Well my dear audience, let me start sharing my experience, on Christmas, my family and I prepare a big meal. We have delicious dishes, and today, I want to share my experience with you. And you, my dear listeners, what is your favorite special meal? Write in the chat and tell me!

Alright, let me tell you about our Christmas meal. First, we start with a **starter**. A starter is a small dish before the main meal. We usually have soup or a salad. My mom makes vegetable soup, and it is warm and tasty. The **plate** looks beautiful with green herbs on top.

Okay, let me check what we've got in the chat. It looks like we have a comment! Let's see: oooohhh @EmmaLovesFood says, "Hi James! My favorite special meal is Thanksgiving dinner. We have turkey, potatoes, and pumpkin pie. I love how the house smells when everything is cooking!"

James: That sounds amazing, Emma! The smell of a home-cooked meal really makes the celebration special. Thanksgiving is such a great time to enjoy comfort food with family! Now, let's get back to it. I was saying after the starter, we have the **main course**. This is the biggest and most important dish. We eat roasted turkey with potatoes and vegetables. Sometimes, we fry plantains because my grandmother loves them.

And of course, we cannot forget **dessert**! A dessert is a sweet dish at the end of the meal. We have a delicious chocolate **cake** which is perfect for Christmas.

And you? What do you eat on a special day? Do you have a favorite starter, main course, or dessert? Tell me in the chat! Maybe you are a good **customer** in a restaurant, or maybe you cook at home. I want to know your traditions!

Alright, everyone, that's all for today's episode! Thank you so much for tuning in. If you enjoyed this episode, don't forget to subscribe and leave a comment sharing your favorite meal for a special occasion. Until next time, take care...Bye-bye!

APENDIX A

Audioscripts

Unit 3

A Food Adventure

Lesson B

My dream picnic day!

James: Hello everyone, and welcome back to the Tune in and Level Up podcast! I'm James, your host, and I'm super excited for today's episode. We're going to talk about something that's always fun—my dreamed picnic day! I can't wait to share my ideas with you, and I'd love to hear what your perfect picnic would be like. So, let's get started!

So, imagine this: It's a warm, sunny day. The sky is blue, and the weather is perfect. I'm sitting on a soft, green blanket in a big park. It's so peaceful and quiet. The air smells fresh, and I can hear the birds singing. This is the best place for a picnic, don't you think?

Well, on the blanket, I have lots of delicious food. First, let's talk about the **salad**. WOW I have a big bowl of salad. It's made with some tomatoes, and cucumber. I love it because it's healthy and very tasty. It's the perfect food for a hot day. Maybe I'll also have some **bread** with it. I can't forget the bread! Do you like having some bread with your salad, or do you prefer something else? Let us know in the comments.

Now guys, guess what....I have some **sweets**! Yess....I love having some chocolate or cookies at my picnic. It's a little treat after eating the salad and bread. Who doesn't love something sweet?

Also have a **smoothie** with me. It's cold and delicious, and it helps me feel refreshed. My favorite flavor is strawberry. What about you? Share your thoughts....

Now, let's talk about some little things. I have a **napkin** to clean my hands after eating. It's very important to have a napkin at a picnic. Don't you agree?

I also have a fork. I use the **fork** to eat the salad because it's easier. What's one item you always bring to your picnic? Share with us...

So, that's my dreamed picnic day. I hope you can imagine it too! What would you bring to your picnic? Please share with me in the chat—I'd love to know!

I am afraid the time is up, so thank you so much for listening today's episode! I hope you have your own perfect picnic soon. Take care, and see you next time!

APENDIX A

Audioscripts

Unit 3

A Food Adventure

Lesson C

Food in Space!

James: Hey there, everyone, and welcome back to the Tune in and Level Up podcast! I'm James and today we have a very special guest—astronaut Sunita Williams! We're going to talk about food in space! What do astronauts eat? How do they eat in zero gravity? Stay with us, and don't forget to share your thoughts in the chat!

James: Sunita, welcome! I have so many questions about food in space. First, can you tell us what astronauts eat there?

Sunita Williams: Thanks, James! I'm happy to be here. Well, astronauts can **consume** many different foods. We eat fruits, vegetables, rice and even snacks! But the food is a different because we are in space so it has to be easy to eat.

James: That sounds interesting! But in space, things float, right? So, how do you eat? Can you just toss food in the air and catch it?

Sunita Williams: (Laughs) Well, you can try, but it's not easy! Food doesn't stay on a plate because there is no gravity. We have to use special **packages**. Some food comes in small containers, and some are in bags. We can't use normal plates or cups because everything would float away!

James: Wow! So, can you eat anything you want, or are there rules?

Sunita Williams: We have to be careful with our diet. Astronauts need enough **calories** to stay strong, but we also need to eat the right amount of **fats**, proteins, and vitamins. Some foods, like bread, are not good in space because small **crumbs** can float and get into the machines.

James: That makes sense! I never thought about that. And what about **snacks**? Can astronauts eat cookies or chips?

Sunita Williams: Yes, we can eat snacks, but they have to be in special packages. For example, we have **energy bars** and we can't eat chips because they make crumbs.

James: That's amazing! Alright, dear listeners, now it's your turn! If you could eat one special food in space, what would it be? Share your answers in the chat

James: Sunita, thank you so much for sharing your experience! This was so interesting.

Sunita Williams: Thank you, James! It was great talking about space food.

James: And thank you to everyone for tuning in! Space teaches us that even simple things, like eating, can be a challenge—but with the right preparation, we can do anything. See you next time on Tune in and Level Up! podcast

APPENDIX A

Audioscripts

Unit 3

A Food Adventure

Lesson D

Avoiding allergies!

James: Hello, everyone! Welcome back to Tune in and Level Up! I'm James, your host, and today, we have an important topic—allergies! Have you ever had an allergy? It can be a little scary! I want to tell you my story about a time I had an **allergic reaction**. And I want to hear from you too! Do you have any allergies? Write in the chat and share your experience!

So, here's what happened. A few years ago, I went to a restaurant with my friends. I was very hungry and excited to eat. I ordered a big plate of pasta with processed food and dairy. Well, basically **Processed food** is food that is changed or made in a factory, like chips or cookies whereas **dairy** includes foods made from milk, like cheese, yogurt, and ice cream. The food looked so good! I ate some, and everything was fine at first.

But after a few minutes, my skin started to feel itchy. I looked at my arms, and I had a **rash**! Then, my lips and face started **swelling**. I didn't know what was happening. My friend asked, "Are you allergic to something?" And then, I understood—it was the dairy in my food!

I found out that I am **intolerant** to some dairy products. I can eat a little cheese, but I can't drink milk or eat ice cream without feeling sick. Now, I always check my food before I eat. I read labels, ask questions, and make sure I don't eat anything that can make me feel bad.

What about you? Do you have any allergies? Maybe you know someone who does. What food do you have to avoid? Share it in the chat—I'm enthusiastic to hear your stories!

Alright, everyone, that's the end of today's episode. Remember, allergies can be dangerous, but we can stay safe if we are careful. Always check your food and listen to your body! Thank you for listening today. Stay safe, and I'll see you next time on Tune in and Level Up! podcast.

APPENDIX A

Audioscripts

Unit 4

Technology in Our Lives

Lesson A

A curious invention

James: Hello, everyone! Welcome back to Tune in and Level Up! I'm James and today, we have something really exciting to talk about—a curious invention that can make our lives easier! And guess what? We have a very special guest with us today—Mark Zuckerberg! Yes, the founder of Facebook! Welcome, Mark!

Mark: Thanks, James! I'm pleased to be here. I love talking about technology and new **gadgets**.

James: That's great! So, today, we are talking about a new invention that is changing how people use technology at home. It's a smart home assistant that helps you with everything. You can ask it to **turn on** the lights, turn off the TV, or even help you **make a website**! Right now, many people are using it, and they are saying it makes life easier. Mark, what do you think?

Mark: I think it's amazing! People are asking their smart assistants to play music, check the weather, and even order food. This technology is changing the way we live!

James: Yes! Imagine you are coming home after school or work, and your smart assistant is turning on the lights and playing your favorite music. It feels like magic! Have you seen any cool inventions at a science fair recently?

Mark: Yes! Last week, I visited a **science fair**, and students were creating robots. Some robots were helping with cleaning, and others were cooking food. It was very interesting!

James: Wow! Science is getting better every day! I was reading about this invention on **news sites**, and many people are talking about it. But what about you, listeners? What kind of invention do you want? Maybe a gadget that does your homework? Or something that **turns off** your alarm in the morning? Share your comments with us!

James: Alright, everyone! That's all for today, and do not forget that new inventions are making life easier, and technology is growing fast. Let's keep learning and creating! Thank you, Mark, for joining us!

Mark: Thanks, James! This was fun!

James: See you all next time on Tune in and Level Up! podcast.

APPENDIX A

Audioscripts

Unit 4

Technology in Our Lives

Lesson B

Smart homes or lazy humans?

James: Hello, everyone! Welcome back to Tune in and Level Up! I'm James, your host, and today, we are talking about something very interesting—smart homes! Are they helping us, or are we becoming lazy? What do you think? Let's use your opinion in the chat!

Let me tell you my story. A few months ago, I visited my friend's house. He has a smart home, and I was very surprised because I saw something strange. He asked his smart assistant **to water the plants**. He asked it to **wash the dishes**. He even asked it to **tidy up** the bedroom! I thought, "Wait a minute... Is he doing anything by himself?" I asked him, "Do you ever clean your house?" And he said, "Why should I? My smart home can do it for me!" I laughed, but I also started thinking—are smart homes making us lazy?

I remember when I was younger, I had to **make the bed** every morning. I had to **set the table** before lunch. And, of course, I had to **do homework** without asking a robot for help! But now, some people don't do these things anymore.

So, what do you think? Are smart homes a great invention, or are we becoming too lazy? Can we still do some things by ourselves, or do we let machines do everything? Share your thoughts in the chat!

Okay guys now let's read some comments about our listeners, Julian AD says: Hey James! I think smart homes are great, but I agree that we can't let them do everything for us. At my house, we use a smart assistant to set the table and remind us to do homework, but we still clean and cook by ourselves.

James' reaction: That's a great point Julian! Smart homes can make life easier, but we still need to do some things on our own. I love that your family is using technology in a smart way!

Alright, everyone! That's it for today's episode. Don't forget smart homes can help, but we can't forget to do things by ourselves. Let's use technology wisely! Thanks for listening—see you next time on Tune in and Level Up!

APENDIX A

Audioscripts

Unit 4

Technology in Our Lives

Lesson C

Multitask robots

James: Hello, everyone! Welcome back to Tune in and Level Up! I'm James, your host, and today, we are talking about something super cool—multitask robots! Have you ever imagined a robot that can do **household chores** for you? That means things like cleaning or organizing the house! Sounds amazing, right? So, what would you want a robot to do at your home? Let me know in the chat!

Well, Let's talk about one of the most famous multitask robots—Tesla's Optimus. This robot can do a lot of things! It can **pick up objects**, like clothes or toys from the floor. It can **throw away** trash, keeping your house clean. It even helps **recycle waste**, separating plastic, paper, and glass so they can be used again! Imagine waking up and seeing a robot doing all of this for you! How cool is that?

However, here's something to think about. Can robots really replace us? Some people think robots are making life easier, but others believe we are becoming too dependent. In fact, are we using technology the right way, or are we becoming slaves to machines? When we say "**slaves**," we mean people who don't have freedom—if we let robots do everything, maybe we will forget how to do things on our own! Don't you think!

Speaking of robots, I recently watched a video of Optimus, and it was amazing! It can fold clothes or even cook simple meals. It can't do everything perfectly yet, but it's learning! Maybe in the future, robots can do some jobs that we don't like. But here's the big question—should we let them do everything?

Now, let's make this fun! If you had a robot like Optimus, what would you want it to do? **Take off** your shoes when you get home? or Pick up your laundry and fold it? Share your ideas in the chat! We will be reading them soon!

Before we finish, here's a thought. Robots can help, but we can't let them do everything. What do you think? Share your thoughts in the chat! Thanks for listening, and see you next time on Tune in and Level Up!

APENDIX A

Audioscripts

Unit 4

Technology in Our Lives

Lesson D

No Wi-Fi, No life

James: Hey, everyone! Welcome back to Tune in and Level Up! Podcast I'm James, your host, and today we're talking about what life would be like without Wi-Fi. Can you imagine? It sounds hard to believe, right? But today, I'm talking with MrBeast, and he's going to share a story from his time in a place with no internet. Welcome, MrBeast!

MrBeast: Hey, James! Thanks for having me! So, two months ago, I went to a place with no Wi-Fi, no internet at all! It was crazy! At first, I didn't know what to do without being online. But after a while, it wasn't so bad. Actually, it was nice to get away from all the screens!

James: That sounds interesting! So, what did you do when you couldn't search for everything online?

MrBeast: Well, first, I had to find a place to stay. Normally, I'd just **check** online for a hotel or **homestay**, but this time, I had to rely on an **information brochure** I found at a local shop. It was funny how different it felt to get information that way, instead of just clicking on a website.

James: I'm sure that felt old-fashioned! So, where did you stay?

MrBeast: I stayed in this really cool place. No fancy hotel, just a simple room with a **futon** to sleep on. It was a little different from what I'm used to, but honestly, it was kind of relaxing. And without Wi-Fi, I actually had to spend my time doing real things, like **chores**.

James: Wow, you had to do chores? That sounds like something we all avoid with the internet!

MrBeast: Yeah, I had to clean the house, do some laundry, and even help out in the **yard**. It felt good to do something physical for a change. And, you know, there was no way to just turn on the TV or check my phone.

James: That's such a cool experience! So, would you say it was good to have a break from the internet?

MrBeast: Yeah, definitely! It was nice to disconnect, but I still love technology. It just made me realize that it's important to take breaks sometimes and do things in the real world.

James: I couldn't agree more, MrBeast. Alright, guys, time's up, so that's it for today's episode! Thanks, MrBeast, for being here, and thanks to you for listening. I'll see you next time on Tune in and Level Up!

APENDIX B

Answer key

Unit 1: Relatives and Relationships

LESSON A

Growing up in different families

- A. Personal answer
- B. a) pass away, b) peaceful, c) cozy, d) touching, e) patient, f) siblings
- C. a, c
- D. 1b, 2c, 3b, 4a
- E. 1) noisy, 2) cozy, 3) sister, 4) patient, 5) passed away, 6) love
- F. a) J, b) M, c) T, d) M
- G. Personal answer

LESSON B

Family traditions and celebrations

- A. None
- B. 1g, 2b, 3e, 4c, 5h, 6f, 7d, 8a
- C. Personal answer
- D. a2, b3, c1, d4
- E. a, c, d, f
- F. a) False, b) True, c) True, d) False
- G. Group activity

APENDIX B

LESSON C

Family resemblance

- A. Personal answer
- B. 1) freckles, 2) traits, 3) resemblance, 4) dimples, 5) genes, 6) inherit
- C. a) 4 b) 5 c) 6 d) 3 e) 2 f) 1
- D. b
- E. a) T b) F c) F d) T
- F. a) 2 b) 4 c) 3 d) 1
- G. Group answer

LESSON D

The person I admire the most

- A. a) brave, b) kindness, c) determined, d) valuable, e) patient, f) powerful, g) heartwarming, h) endless
- B. 1) Kindness, 2) brave, 3) invaluable, 4) patient, 5) determined, 6) heartwarming, 7) endless, 8) powerful
- C. Personal answer
- D. a) T, b) F, c) T, d) T
- E. a) 4, b) 3, c) 2, d) 1
- F. a) kind, b) determined, c) patient, d) brave
- G. Open task: Students must write a thank you note to the person their admire.

APENDIX B

Answer key

Unit 2: A Wonderful Destination

LESSON A

My magical place

- A. Personal answer
- B. Possible answers:
mountains, playgrounds, museums, art gallery
- C. 1a, 2b, 3a, 4b, 5b
- D. a) small, b) last year, c) many, d) big
- E. 1b, 2a, 3a, 4b
- F. a1, d2, c3, b4
- G. Open activity

LESSON B

The best place for adventures

- A. Personal answer
- B. Possible answers
Land activities: walking on the beach, bird watching, exploring nature
Water activities: surfing, scuba diving, swimming
- C. a) surfboard, b) wet suit, c) changing room, d) scuba diving, e) showers, f) surfing
- D. d) To invite people to visit Isla de la Plata and try adventure activities
- E. 1 b, 2c, 3a, 4b
- F. 1d, 2c, 3a, 4b
- G. Sample Postcard

APENDIX B

LESSON C

Exploring a wonder of the world!

- A. Personal answer
- B. a, b, d
- C. 1b, 2c, 3d, 4e, 5a, 6f
- D. a) How long the Great Wall is and where it goes
- E. 1) souvenirs, 2) straight, 3) roundabout, 4) past, 5) left, 6) blocks, 7) right
- F. a), d)
- G. Personal answer

LESSON D

Top city attractions

- A. a) neighborhood, b) take the bus, c) travel by ferry, d) go shopping, e) watch a play, f) place to stay
- B. museum, restaurant, river, shopping, ferry, hotel, play, picnic
- C. Possible answers:
 - What is your favorite place to visit in Paris?
 - Did you try any special food there?
 - How did you travel around the city?
- D. a) F, b) T, c) T, d) F
- E. a) everyone, b) picnic, c) easy, d) shopping
- F. a) J, b) V, c) V, d) V
- G. Open task: Students plan their perfect day in Paris using vocabulary from the lesson.

APENDIX B

Answer key

Unit 3: A Food Adventure

LESSON A

A meal for a special day!

A. starter, plate, special, dessert, fry, customer, main course, Christmas, cake

B. a) starter, b) plate, c) special, d) dessert, e) fry, f) customer, g) main course, h) Christmas, i) cake

C. Personal answer

D. a) 2, b) 1, c) 3

E. 1b, 2c, 3b

F. a) soup, salad, b) green herbs, c) potatoes, vegetables, d) grandmother, e) chocolate cake

G. Sample answer:

Useful phrases:

- My favorite special day is...
- I celebrate with...
- For starter, we have...
- The main course is...
- For dessert, we enjoy...
- This meal is special because...

Valentine's day



My favorite special day is Valentine's Day. I celebrate with my mom, my father and my siblings. For starter, we have hot pumpkin soup with cream. The main course is roasted chicken with mashed potatoes and carrots. For dessert, we enjoy apple pie with vanilla ice cream. This meal is special because my grandmother makes the soup using her secret recipe!

APENDIX B

LESSON B

My dream picnic day!

- A. a) napkin, b) bread, c) sweets, d) salad, e) fork, f) smoothie
- B. a) Salad, b) Fork, c) Smoothie, d) Bread, e) Sweets, f) Napkin
- C. Personal answer
- D. **Food:** Salad, Bread, Sweets / **Drinks:** Smoothie / **Items:** Blanket, Napkin, Fork
- E. b), e), c), d), a)
- F. a) True, b) false, c) false, d) true
- G. Classmate interviews

LESSON C

Food in space!

- A. Personal answer
- B. Pizza: ✗ – Bread: ✗ – Fruits: ✓ – Chips: ✗ – Energy bars: ✓ – Vegetables: ✓ – Ice cream: ✓
- C. 1b, 2c, 3g, 4h, 5f, 6d, 7a, 8e
- D. a) S – b) S – c) J – d) S
- E. a) False – b) False – c) False – d) True
- F. 1) food, 2) consume, 3) fruits, 4) rice, 5) snacks, 6) easy
- G. Open activity

LESSON D

Avoiding allergies

- A. a), b), d)
- B. a) rash , b) processed food , c) swelling , d) allergic reaction , e) dairy , f) intolerant
- C. Personal answer
- D. 1b, 2b, 3c, 4c
- E. a) F, b) T, c) F, d) T
- F. Poster activity activity

APENDIX B

Answer key

Unit 4: Technology in Our Lives

LESSON A

A curious invention

- A. Personal answer
B. 1b, 2c, 3f, 4d, 5e, 6a
C. a) gadgets, b) science fair, c) new sites, d) make a website, e) turn off, f) turn on
D. 1c, 2a, 3b, 4a
E. a) M, b) J, c) M, d) J
F. 1) Tune, 2) exciting, 3) amazing, 4) music, 5) food, 6) day, 7) sites
G. Personal answer

LESSON B

Smart homes or lazy humans?

- A. a) water plants, b) make the bed, c) wash the dishes, d) set the table, e) do homework, f) tidy up the bedroom
B. c)
C. Personal answer
D. b, d, f, g, h, i
E. a) F, b) T, c) T, d) F
F. a) 2, b) 1, c) 3, d) 4
G. Sample answer:
 - I think smart homes are...
 - In my opinion...
 - At my house, we...
 - I can... / I can't...

APENDIX B

LESSON C

Multitask robots

A. 1a, 2b, 3a, 4b, 5a, 6b

B. a, c, d,

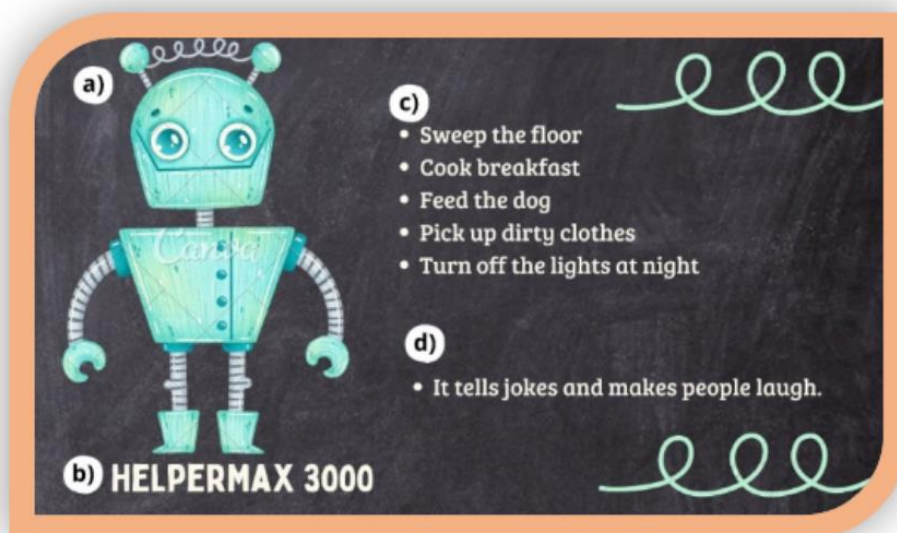
C. Personal answer

D. a) pick up, b) recycle, c) dependent, d) replace

E. a3 , b5 , c2 , d1 , e4

F. 1) household chores, 2) pick up, 3) easier, 4) dependent

Sample answer:



LESSON D

No wi-fi, no life

A. Personal answer

B. 1e, 2f, 3d, 4a, 5b, 6c

C. b, d, e

D. a) F, b)T, c) F, d) T

E. a) 3, b) 2, c) 4, d) 5, e) 1

F. b, a, b, b

G. Personal opinion



CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

- As a flexible and dynamic tool, podcasts support the development of listening skills through enhancing comprehension, motivation, and language exposure. Integrating them into communicative and student-centered approaches reinforces the potential of podcasts as effective resources to foster listening proficiency in real and engaging contexts. Additionally, using podcasts with structured guidance align effectively with major learning theories such as cognitivism, humanism, and constructivism by promoting active engagement, personal growth, and meaningful learning through authentic experiences.
- The research findings revealed that podcasts are a valuable tool for enhancing listening comprehension among students. They help address specific challenges such as identifying main ideas, inferring meaning, and recognizing details. Students responded positively to engaging, relevant content, while teachers acknowledged the benefits but highlighted the need for structured guidance. Overall, podcasts provide flexible and authentic practice opportunities that might boost motivation, support differentiated instruction, and enhance students' overall listening skills.
- As outlined in the proposal, it is evident that integrating podcasts with structured guidance provides an effective approach to enhancing listening skills. When podcast content is flexible, purposeful, and aligned with clear learning objectives, it fosters deeper comprehension, critical thinking, and student engagement. Avoiding general or unstructured use ensures that podcasts serve as a powerful educational tool, promoting active listening and supporting long-term language development in meaningful, real-world contexts.

6.2. Recommendations

- Listening practice should move beyond monotonous and repetitive routines. Therefore, incorporating innovative tools, such as podcasts, into English lessons can significantly increase student engagement, thus making listening activities more dynamic and meaningful. Consequently, by integrating podcasts, teachers can transform listening into an enjoyable and effective learning experience that effectively supports language development in a more authentic and motivating way.
- It is recommended that educators integrate podcasts into their language instruction as a regular component of listening activities. To maximize their effectiveness, podcasts should be selected based on students' interests and proficiency levels and accompanied by structured guidance and interactive tasks. Doing so will not only enhance students' listening skills but also align instructional practices with contemporary learning theories, fostering a more engaging, personalized, and meaningful educational experience.
- Podcast materials should be carefully selected to ensure they are adaptable, culturally relevant, and connected to students' real-world experiences. When students can relate to the topics and situations presented in the audio content, their interest and engagement naturally increase. This relevance not only captures attention but also encourages the practical application of language in authentic contexts.

REFERENCES

- Abdeddaim, S. (2013). *The Effectiveness of Using Podcasts For Developping Learners' Listening Skills*. May 2013.
- Abdous, M., Camarena, M. M., & Facer, B. R. (2009). MALL Technology: Use of Academic Podcasting in the Foreign Language Classroom. *ReCALL*, 21(1), 76–95. <https://doi.org/10.1017/S0958344009000020>
- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The impact of podcasts on efl students' listening comprehension. *International Journal of Language Education*, 2(2), 23–33. <https://doi.org/10.26858/ijole.v2i2.5878>
- Ahmadi, M. (2018). The use of technology in english language learning. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.47689/xxia-ttipr-vol1-iss1-pp432-433>
- Alemi, M., & Tavakoli, E. (2016). Audio Lingual Method. *3rd International Conference on Applied Research in Language Studies Audio*, September, 1–5. <http://repo.iain-tulungagung.ac.id/id/eprint/12810>
- Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Arabian Journal of Business and Management Review*, 6(10), 40–47. <https://doi.org/10.12816/0040336>
- Artyushina, G., Sheypak, O., Khovrin, A., & Spektor, V. (2011). How to improve listening skills for technical students. In *International Journal of Engineering Pedagogy (iJEP)* (Vol. 1, Issue 3). <https://doi.org/https://doi.org/10.3991/ijep.v1i3.1795>
- Asher, J. (1968). *The Total Physical Response Method for Second Language Learning*.
- Başaran, S., & Cabaroğlu, N. (2014). The effect of language learning podcasts on English self-efficacy. *International Journal of Language Academy*, 2, 48–69.
- Berry, T. (2008). Pre-Test Assessment. *American Journal of Business Education*, 1(1), 19–22.
- Brown, H. (2004). Language Assessment: Principles and Classroom Practices. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). Pearson Education.
- Brown, H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*.
- Bureković, M., Rizvić-Eminović, E., & Pilav, M. (2023). Review of five methods used in english language teaching. *Zbornik Radova Islamskog Pedagoškog Fakulteta u Zenici (Online)*, 21, 447–464. <https://doi.org/10.51728/issn.2637-1480.2023.447>
- Burney, S. M. ., & Saleem, H. (2008). Inductive & Deductive Research Approach. *SimplyP Sychology*, March, 1–22.
- Campos, M. (2020, September 27). *Latin America has very low levels of English*. Latin American Post. <https://latinamericanpost.com/34485-latin-america-has-very-low-levels-of-english>

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/I.1.1>
- Castillo, L. (2021, November 27). Ecuador mantiene un bajo nivel de dominio del idioma inglés. *Tendencias / Sociedad / El Comercio*. <https://www.elcomercio.com/tendencias/sociedad/ecuador-idioma-dominio-ingles-estudiantes.html>
- Creswell, J. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Research. In *SAGE Publications* (Third Edit). https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- Cronquist, K., & Fiszbein, A. (2017). English language learning in Latin America. *The Dialogue: Leadership for the Americas*, September, 1–81. <https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf>
- Ćupurdija, M. (2012). *The Relationship Between Listening Anxiety, Listening Strategies and Listening Comprehension in English As A Foreign Language*. 42. <https://core.ac.uk/download/pdf/197861437.pdf>
- Deny, S., Bahri, S., & Fajrina, D. (2016). Suggestopedia Method on Improving Students' Reading Comprehension. *Research in English and Education (READ)*, 1(2), 129–136.
- Education First. (2021). *A Ranking of 112 Countries and Regions by English Skills*. <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2021/ef-epi-2021-english.pdf>
- Eltawila, M. (2009). *The Neglect of Listening Activities Among Egyptian Preparatory School EFL Teachers*. http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1411&context=ipp_collection
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–133. <https://doi.org/https://doi.org/10.5539/elt.v9n6p123>
- Goh, C., & Vandergrift, L. (2022). *Teaching and Learning Second Language Listening: Metacognition in Action* (T. & Francis (ed.); Second). Routledge. <https://doi.org/10.4324/9780429287749>
- Guerrero, F. (2022). *Topic: THE USE OF PODCASTS IN THE SPEAKING SKILL DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE*. January.
- Guevara, S. (2015). Procesos lingüísticos y factores que influyen en la adquisición del idioma inglés. *Ecos De La Academia*, 2, 99–113. https://scholar.google.es/citations?hl=es&user=l8FOsxIAAAAJ&view_op=list_works&citft=1&citft=2&citft=3&email_for_op=omc89virus%40gmail.com&gmla=AJsN-F6OdPtU0ZM0EBkVXoZP7le_chruUUXLt8PXyzg5g6fILwIMwTUj5YCEl32ytD_L_Dz4gcLg7Hzqd3OaAoKcJiSi3Vs6KxwQfcE5mY4OKiw5

- Gulo, A., Ikhsanudin, & Rahmani, E. (2023). The Effect of Using Voa Podcast on Students Intensive Listening Skill. *Repository.Uinjkt.Ac.Id*, 10(2), 453–464. <https://doi.org/10.30605/25409190.626>
- Harahap, S. (2020). Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions. *Jurnal Inovasi Penelitian*, 1(4), 891–900. <https://ejournal.stpmataram.ac.id/JIP/article/view/166/141>
- Harmer, J. (2001). *The Practice of English Language Teaching* (Fourth). Pearson Longman. <https://doi.org/10.1177/003368820103200109>
- Heredia, M. A. (2018). Improving Listening Comprehension by Using Practical Techniques in the Third and Fourth English Levels. *Kronos – The Language Teaching Journal*, 1(01), 61–74.
- Husain, N. (2015). Language and Language Skills. *Maulana Azad National Urdu Univesity*, 1–10. https://www.researchgate.net/profile/Noushad-Husain/publication/274310952_Language_and_Language_Skills/links/551ac5730cf2fdce843775c0/Language-and-Language-Skills.pdf
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *Journal of English Educators Society*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Ishak, S. P. (2011). Approaches and Methods in Language Teaching. In *Universitas Nusantara PGRI Kediri* (Vol. 1). Putra Media Nusantara.
- Johnson, A. (2014). Humanistic learning theory. *Education Psychology: Theories of Learning and Human Development.*, 1, 1–9.
- Kavaliauskienė, G. (2008). Podcasting: A Tool for Improving Listening Skills. *The Journal of Teaching English with Technology (TEwT)*, 8(4), 1–17. <https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-aa648d8c-e935-4f9f-b987-3107a34a61b3>
- Krosnick, J., Lavrakas, J., & Kim, N. (2014). Survey Research. In *Handbook of Research Methods in Social and Personality Psychology* (Second Edi, pp. 898–989). Cambridge University Press.
- Kukulska, A., & Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCALL*, 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Mart, C. T. (2013). The Audio-Lingual Method: An Easy way of Achieving Speech. *International Journal of Academic Research in Business and Social Sciences*, 3(12), 63–65. <https://doi.org/10.6007/ijarbss/v3-i12/412>
- Masduqi, H. (2016). Integrating Receptive Skills and Productive Skills into a Reading Lesson. *The 2nd International Conference on Teacher Training and Education*, 2(1), 507–511. <https://jurnal.uns.ac.id/ictte/article/view/7476>

- Mathers, N., Fox, N., & Hunn, A. (2002). Using Interviews in a Research Project. In *Institute of General Practice Northern General Hospital Sheffield*. Trent Focus Group. <http://web.simmons.edu/~tang2/courses/CUAcourses/lsc745/sp06/Interviews.pdf>
- Ministerio de Educación del Ecuador. (2016). *Introduction. English as a foreign language*. 46. https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/0-EFL_v2.pdf
- Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507. <https://doi.org/https://doi.org/10.17507/tpls.1208.05>
- Nabiyev, A., & Idiyev, A. (2022). The Importance of Listening in Learning English. *Journal of Foreign Languages and Linguistics*, 5(5), 77. <https://phys-tech.jdpu.uz/index.php/fll/article/view/7881>
- Navarrete, G., Moreno, A., Vera, M., & Navarrete, B. (2023). Digital contents in virtual classrooms. An analysis in Ecuadorian education. *Revista Iberoamericana de La Educación*, 7(2), 69–78. <https://doi.org/10.31876/ie.v7i2.250>
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Novianty, M., & Rahel, S. (2020). The Role Of Teaching Listening Comprehension In The New Normal Era. *Jurnal Pendidikan*, 3(2), 39–46. <https://doi.org/https://doi.org/10.36546/pbi.v3i2.611>
- Omaggio, A. (1993). *Teaching Language in Context* (2nd ed.). Heinle & Heinle Publishers.
- Panday, P. (2009). Simplifying Podcasting. *International Journal of Teaching and Learning in Higher Education*, 20(2), 251–261.
- Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative research. *Perspectives in Clinical Research*, 4(3), 192. <https://doi.org/10.4103/2229-3485.115389>
- Rachmaniputri, F. I., Purnawarman, P., & Gunawan, M. H. (2021). Students' Perceptions Towards the Use of Podcasts in Listening Class. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546, 179–187. <https://doi.org/10.2991/assehr.k.210427.028>
- Rahayuningsih, R., Rosalinah, Y., & Subroto, I. (2021). Teaching Listening Ability Through Podcast For 8th Grade Students At Smp 181 Jakarta. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(2), 93–101. <https://doi.org/10.31294/w.v13i2.10924>
- Ratna, S. (2015). Learning Theories and Teacher Education. *An International Journal of Education & Humanities*, IV(1), 1–10.
- Renukadevi, D. (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. *International Journal of Education and Information Studies*, 4(1), 59–63. <http://www.ripublication.com>

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (Third Edit, Issue 112). Cambridge University Press.
- Robinson, S., & Ritzko, J. (2009). Podcasts in Education : What , Why and How ? *Allied Academies International Conference Academy of Educational Leadership Proceedings*, 14(1), 38–44.
<http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Podcasts+in+education:+What,+why,+and+how#7>
- Rosell-Aguilar, F. (2007). Top of the Pods - In Search of a Podcasting “Podagogy” for Language Learning. *Computer Assisted Language Learning*, 20(5), 471–492.
<https://doi.org/10.1080/09588220701746047>
- Saleh, S. E. (2013). Understanding Communicative Competence. *University Bulletin*, 3(15), 101–110.
- Srivastav, A. K. (2021). Non probability Sampling. *School of Health Sciences*, 22.
https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/DrAdarsh_Lecture_Reasearch_Non-Probability-Sampling-technique.pdf
- Syahabuddin, K., & Rizqa, K. (2021). Improving Students’ Listening Skill Using Podcasts. *Journal of Digital Education, Communication, and Arts (Deca)*, 4(01), 51–61.
<https://doi.org/10.30871/deca.v4i01.2867>
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/https://doi.org/10.51983/ajms-2022.11.1.3087>
- Thamarana, S. (2015). A Critical Overview of Communicative Language Teaching. *International Conference on English Language and Literature and Humanities, III(V)*, 90. <https://www.researchgate.net/publication/284347432>
- Thomas, G. (2021). *Research Methodology and Scientific Writing* (Springer (ed.); 2nd ed.).
- Vásquez, J., & Rodas, T. (2022). Technological tools for teaching english as a foreign language. *Iustitia Socialis: Revista Arbitrada de Ciencias Jurídicas*, 7(1), 51–76.
<https://doi.org/10.35381/racji.v7i1.1701>
- Walker, N. (2014). Listening: The most difficult skill to teach. *Encuentro*, 23(1), 167–175.
[http://www.encuentrojournal.org/textos/Walker_LISTENING .pdf](http://www.encuentrojournal.org/textos/Walker_LISTENING.pdf)
- Wilson, J. (2008). *How to Teach Listening* (Issue 112). Pearson Education.
- Yamaguchi, C. (2016). What is Podcasting? *University of Hawaii*, 1–9.
<https://hilo.hawaii.edu/oct/itus/documents/Podcasting.pdf>
- Yen, V. H. (n.d.). *An investigation into difficulties of listening skills of freshmen at English language faculty*. 11–21.

- Yilmaz, K. (2011). The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(5), 204–212. <https://doi.org/10.1080/00098655.2011.568989>
- Олійник, О. О. (2023). Integrating podcasts in teaching English as a second language (ESL). *The XXIV International Scientific and Practical Conference «Current Scientific Opinions on the Development of Current Education»*, 171–173. <https://eu-conf.com/wp-content/uploads/2023/05/Current-scientific-opinions-on-the-development-of-current-education.pdf#page=172>

ANNEXES

Annex 1. Research Instruments Validation



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

Ibarra, 09 de septiembre de 2024

Magister
Obando Arroyo José Miguel
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto **Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School**. Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto los Cuestionarios y los instrumentos de validación.

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

Atentamente,

Jimmy Alexander Pitacuar Meneses
C.C.: 0401736269

Recibido
09-09-2024



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

CUESTIONARIOS

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

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

Observaciones:

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magister
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	09 de septiembre de 2024
Fecha de revisión del experto:	09 de septiembre de 2024



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

Ibarra, 09 de septiembre de 2024

Magister
Congo Maldonado Rubén Agapito
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto **Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School**. Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto los Cuestionarios y los instrumentos de validación.

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

Atentamente,

.....
Jimmy Alexander Pitacuar Meneses
C.C.: 0401736269

09-09-2024



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

CUESTIONARIOS

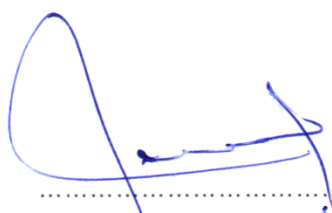
En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

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

Observaciones:

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	Magister en Gerencia de Proyectos Educativos y Sociales
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	09 de septiembre de 2024
Fecha de revisión del experto:	09 de septiembre de 2024



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



Topic: Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School.

INTERVIEW FOR TEACHERS

Objective: The purpose of the following interview is to collect data about the strategies used by English teachers to improve the listening skills of ninth-grade students at San Francisco High School.

Directions: Please answer the following questions according to your opinion or experience. The information you provide will be used for research purposes only.

QUESTIONS

1. How long have you been teaching English?
2. According to the Ministry of Education (2019), students should reach the A1 level based on the Common European Framework of Reference (CEFR). Do you consider that students at San Francisco High School are achieving the CEFR standards?
3. Based on your experience, do you think that listening in English is the most difficult skill for students to develop? Please, explain.
4. How do listening skills contribute to the development of other English language skills?
5. From your point of view, what subskills of listening comprehension do students struggle with?
6. How often do you incorporate activities specifically designed to enhance your students' listening skills?
7. Apart from the audio materials that come with the book, what other resources do you currently use to improve your students' listening skills?
8. What technological tools do you use in class to help students develop their listening skills? Can you give some examples?
9. May podcasts be used as a teaching tool to assist students in improving their listening skills? How do you think they can help?
10. Have you ever used podcasts as part of the resources you usually use in your lessons?
11. Would you be interested in using a didactic guide based on podcasts with different activities to improve students' listening skills and overcome their listening difficulties?



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



Topic: Podcasts as a Technological Didactic Tool to Enhance Listening Skills in Ninth-Grade Students at San Francisco High School.

SURVEY FOR STUDENTS

Objective: The following survey aims to collect data on students' perspectives regarding the use of podcasts to enhance their listening skills.

Directions: Please answer the following questions honestly by selecting the option that best describes your opinion. Your answers will be kept confidential and used for research purposes only.

QUESTIONS

1. How enjoyable are English classes for you?

- a) Very enjoyable
- b) Enjoyable
- c) Somehow enjoyable
- d) Not enjoyable

2. How important do you consider practicing your listening comprehension in the English class?

- a) Very important
- b) Important
- c) Somehow important
- d) Not important

3. How difficult is for you to understand the audios your teacher uses in class?

- a) Very difficult
- b) Difficult
- c) Somehow difficult
- d) Not difficult

4. Have you ever heard about podcasts?

- a) Yes
- b) No

5. Do you think that listening to podcasts can help you improve your listening skills?

- a) Yes
- b) No

6. Would you be interested in using podcasts to develop your listening skills?

- a) Yes, I am interested in.
- b) No, I am not interested in.

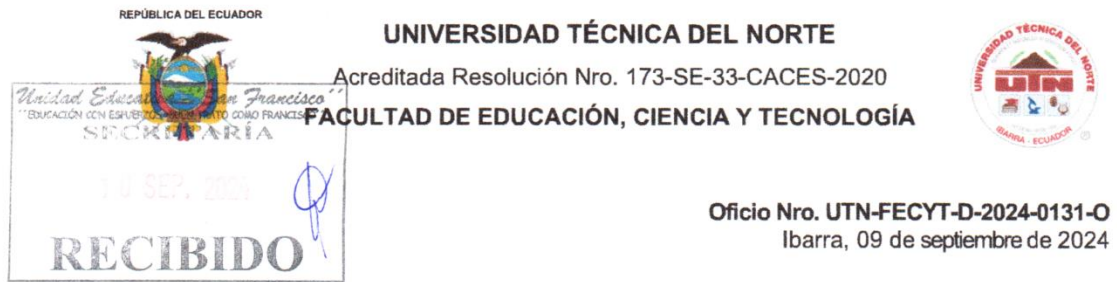
**7. What topics would you be most interested in learning through podcasts in class?
Choose two options.**

- a) Course-related topics
- b) Current events related to your course
- c) General interest topics (e.g., science, technology, culture, entertainment, videogames)
- d) Other (Please specify): _____

8. Which of the podcasts below would you most like to use in your class? Please order them according to your preference, where 1 is the one you like the most and 3 is the one you like the least.

- a) Listening to short clips and answering questions. _____
- b) Listening to full episodes and discussing them in class. _____
- c) Completing individual assignments based on podcasts. _____

Annex 2. Authorization



PARA **MSc. Patricio Salas**
RECTOR DE LA UNIDAD EDUCATIVA "SAN FRANCISCO"

ASUNTO: Trabajo de integración curricular Sr. Pitacuar Meneses Jimmy Alexander

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 de la manera más comedida, se brinde las facilidades al Señor PITACUAR MENESES JIMMY ALEXANDER, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación (cuatro entrevista y una encuesta en la materia de Inglés en Básica Superior), mismos que se requieren para el desarrollo del trabajo de integración curricular: "PODCASTS AS A TECHNOLOGICAL DIDACTIC TOOL TO ENHANCE LISTENING SKILLS IN NINTH-GRADE STUDENTS AT SAN FRANCISCO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado digitalmente por
JOSE LUCIANO REVELO
RUIZ
REVELO RUIZ
Fecha: 2024.09.09 14:41:52
+05'00'
MSc. José Revelo
DECANO DE LA FECYT

JLRR/M. Báez

Ciudadela Universitaria Barrio El Olivo

Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001

Página 1 de 1

Annex 3. Proposal Socialization





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



Oficio Nro. UTN-FECYT-D-2025-0102-O
Ibarra, junio 04 de 2025

PARA: **MSc. Patricio Salas**
RECTOR DE LA UNIDAD EDUCATIVA "SAN FRANCISCO"

ASUNTO: Socialización trabajo de integración curricular Sr. PITACUAR MENESES JIMMY ALEXANDER

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades al Señor PITACUAR MENESES JIMMY ALEXANDER, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta del trabajo de integración curricular con el tema "PODCASTS AS A TECHNOLOGICAL DIDACTIC TOOL TO ENHANCE LISTENING SKILLS IN NINTH-GRADE STUDENTS AT SAN FRANCISCO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2025.06.04
16:08:12 -05'00'

JLRR/M.Báez





Unidad Educativa "San Francisco"

"Educación con esfuerzo y buen trato como Francisco"



El Suscrito Rector de la Unidad Educativa Fiscomisional "San Francisco", a petición de la parte interesada,

CERTIFICA

Que el Sr. estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la U.T.N.: **PITACUAR MENESES JIMMY ALEXANDER**, realizó la socialización de la propuesta del trabajo de integración curricular con el tema: "PODCASTS AS A TECHNOLOGICAL DIDACTIC TOOL TO ENHANCE LISTENING SKILLS IN NINTH-GRADE STUDENTS AT SAN FRANCISCO HIGH SCHOOL", al Personal Docente del Área de Inglés de la Unidad Educativa "San Francisco", el 10 de junio de 2025, de 07h20 a 08h00.

Es todo cuanto puedo certificar en honor a la verdad.

Ibarra, 10 de junio de 2025


Mgr. Patricio Salas Q.
RECTOR

PS/Caicedo JC.



Teléf. (06)3700420/(06)3700421 – www.colegiosanfrancisco.edu.ec / e-mail: secretaria@colegiosanfrancisco.edu.ec

"Todos tenemos CAPACIDAD,
la diferencia está en la ACTITUD"