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Educational Podcasts as a Tool to Improve Listening Skills in
English Language Teaching in sixth graders at Pimampiro High School

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DEDICATORY

The following research work is especially dedicated to my dear mother, Edica Martinely Carcelen Guerron, who has been a fundamental pillar throughout this entire process, both in my academic and professional development and in my personal life. She has been the one who has supported me and, above all, guided me along a path full of obstacles but also full of opportunities, challenges, and lessons that would later forge me into a better human being. I dedicate this work to her because I consider this an achievement shared by both of us, not only mine, since without her unconditional support, none of this would also have been possible.

I would also like to dedicate my research work to my family and closest friends, who, like my mother, have been a fundamental part of my personal development.

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RESUMEN

La enseñanza del inglés como lengua extranjera siempre ha enfrentado el reto de desarrollar la comprensión auditiva, considerada una de las habilidades más complejas en el proceso de enseñanza-aprendizaje. En este contexto, los podcasts educativos surgen como alternativas innovadoras que pueden enriquecer las prácticas pedagógicas, motivar a los estudiantes, potenciar sus habilidades y acercarlos a una experiencia más auténtica con el idioma. Esta investigación tuvo como objetivo determinar la efectividad de los podcasts educativos como herramienta tecnológica para mejorar las habilidades de comprensión auditiva en estudiantes de sexto grado de la Unidad Educativa Pimampiro. La investigación empleó un enfoque de métodos mixtos y un diseño descriptivo, que resultó óptimo para un análisis detallado del uso del podcast como herramienta pedagógica. La muestra estuvo compuesta por estudiantes de sexto grado. Se utilizaron entrevistas y encuestas como instrumentos de recolección de datos, produciendo datos tanto cuantitativos como cualitativos que guiaron la investigación. Los resultados demostraron la aceptación de los podcasts como herramienta educativa por parte de los beneficiarios directos e indirectos, quienes mostraron una preferencia por esta metodología sobre los métodos tradicionales. Se concluye que los podcasts educativos constituyen una herramienta eficaz para mejorar el desarrollo de la comprensión auditiva, consolidándose como una alternativa metodológica innovadora para la enseñanza del inglés como lengua extranjera.

Palabras clave: Escucha, podcast educativo, comprensión auditiva, herramienta tecnológica, guía didáctica.

ABSTRACT

Teaching English as a foreign language has always faced the challenge of developing listening comprehension, considered one of the most complex skills in the teaching-learning process. In this context, educational podcasts emerge as innovative alternatives that can enrich pedagogical practices, motivate students, enhance their skills, and bring them closer to a more authentic experience with the language. This research aimed to determine the effectiveness of educational podcasts as a technological tool for improving listening comprehension skills in sixth-grade students at the Pimampiro Educational Unit. The research employed a mixed-methods approach and a descriptive design, which proved optimal for a detailed analysis of podcast use as a pedagogical tool. The sample consisted of sixth-grade students. Interviews and surveys were used as data collection instruments, yielding both quantitative and qualitative data that guided the research. The results demonstrated the acceptance of podcasts as an educational tool by both direct and indirect beneficiaries, who showed a preference for this methodology over traditional methods. It is concluded that educational podcasts constitute an effective tool to improve the development of listening comprehension, consolidating themselves as an innovative methodological alternative for teaching English as a foreign language.

Keywords: Listening, educational podcast, listening comprehension, technological tool, didactic guide.

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INTRODUCTION

English is considered a universal language, as it is the most widely spoken language globally. Mastering, it implies the achievement of countless opportunities, in addition to facilitating communication throughout the world. In the educational context and within the language teaching and learning process, the correct development of the four language skills is essential to achieve effective communicative competence. Sadiku (2015) state that “These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually” (p. 29).

From this perspective, listening comprehension plays a very important role, as it allows students to understand any type of oral production. However, developing this skill can be a challenge, especially when teaching methods do not provide effectiveness, and to this is added the low exposure to the language, which negatively contributes to the achievement of good results. According to Walker (2014), Listening is often a challenge for foreign/second language learners. Unlike other language skills, listening requires immediate understanding and processing.

Faced with this problem, podcasts have appeared as an innovative and easily accessible tool to improve the teaching of the English language. These resources offer students the possibility of listening to conversations, interviews, and speeches in real situations, which contributes to improving their listening comprehension skills through constant practice. Furthermore, podcasts allow for fairly accessible immersion, as students can listen to them at any time, which is crucial since learners can adapt them to their own learning pace. The accessibility of podcasts makes them an attractive educational tool for the population targeted in this important era (Abdulrahman et al., 2018).

Research Context

Today, mastery of English is necessary to progress in many areas, including work, education, and even personal life. However, many students still have great difficulties with listening comprehension. This research is motivated by the need to generate innovative and accessible strategies to improve listening comprehension. Podcasts, as an educational tool, offer real listening experiences that can improve students' listening skills. Thanks to their wide and varied content, podcasts present a great opportunity to improve students' listening skills. This research seeks to demonstrate the effectiveness of podcasts in improving listening comprehension and their usefulness in complementing language teaching.

Research Problem

English has undergone many changes over the years. However, the reality of English in Latin America is truly worrying. The English Proficiency Index (EPI) shows that most countries in the Latin American region maintain a mostly low level of English proficiency. According to Cochrane (2022), some of the Latin American countries with the lowest rates of English proficiency are Colombia, Venezuela, Ecuador and Mexico. Therefore, it is speculated that the low level of English at the continental level is due to a series of factors that directly affect the language acquisition process. Factors such as inequality in access to educational resources between rural and urban areas, traditional methodologies focused on grammar rather than communication skills, and limited exposure to the language. These factors influenced the teaching-learning process, making it insignificant and of no relevance in the search to raise the level of the English language.

Regarding to Ecuador, it occupies one of the lowest positions of English level according to the English proficiency ranking. This global ranking supports the country's low level of English by showing the unfavorable position it occupies. According to this ranking, the country is ranked 82nd, which reflects significant challenges within the country's educational system. Ormaza et al. (2022) state that "In Ecuador, the educational system has undergone transformations in recent years from three areas of action: the educational model, economic factors, and educational infrastructure" (p. 231). However, despite these transformations, the country's English proficiency remains low, suggesting that these changes have not been sufficient to improve language learning outcomes.

Teaching English presents a number of challenges, and even more so when it comes to developing the four skills. It is well known that listening is one of the most important skills and, at the same time, one of the most difficult to develop; many of the problems noted in students are related to this skill. The main problem is that students' listening skills are not adequately developed, which limits their ability to understand; without proper comprehension, it is difficult for students to communicate, since it is one of the most important keys to being able to understand conversations, speeches, and any type of oral production.

In the province of Imbabura, some problems have been evidenced among students who are learning English as a second language. Many of them have difficulties in the correct development of listening skills, which affects their auditory comprehension. It is believed that one of the causes that contributes to these problems is that English teachers at the national level do not use strategies that strengthen communicative competence in their students. It is considered that most of the teachers continue to use obsolescence methodologies. According to Lozano Corrales et al. (2018), Teachers face significant challenges in assessing their students' competencies, which may reflect a lack of effective teaching strategies.

In the city of Pimampiro, the problem is even more evident in the framework of public education, where educational institutions face great challenges referring to the teaching and usage of the English language. Such is the case with Pimampiro High School, since their students show shortcomings with listening skills and thus have difficulty with auditory comprehension. Especially those students who are in the sixth grade or are between 10 and 11 years old, it is becoming a challenge as they have problems with the correct development of the English listening skill, difficulties that are commonly observed in the class environment, where students show their shortcomings when carrying out activities.

To guide this research, the following questions have been raised with the purpose of analyzing the relevance of using educational podcasts as a pedagogical tool in improving academic performance in learning a new language.

- How does educational podcasts contribute to improving listening skills in 6th graders at Pimampiro High School?
- Can educational podcasts be productive in the classroom in order to develop listening skills?

Justification

The research proposes implementing innovative strategies such as podcasts to transform traditional methodologies that have proven inefficient in developing listening skills in English language learning. Currently, many pedagogical practices prioritize grammar mastery over language comprehension and production skills, limiting students' ability to apply the language in real contexts. Podcasts allow the teaching to be redirected towards more meaningful learning, focused on developing listening to comprehension and promoting more dynamic, interactive teaching aligned with the current needs of students.

Global technological advances in recent years have opened up new opportunities for teaching and learning. In this context, podcasts stand out as pedagogical tools that offer varied and adaptable content, making them a key resource for promoting independent learning. Their implementation as a methodological strategy allows prioritizing communication and understanding, essential aspects for the development of linguistics skills. In addition, the use of podcasts in the classroom responds to the demands of an evolving educational system, which seeks to integrate technology into teaching to make it more accessible, personalized, and effective.

Learning has been evolving and has allowed the development of autonomous skills by students thanks to the Internet and its many technological tools. Therefore, the pedagogical importance of podcasts is increasingly relevant among students seeking to improve their listening comprehension in the English language. Cifuentes Franco et al. (2023) state that “Emerging technologies such as podcasts allow us to reimagine the learning domain and leverage them in ways that make implementing this tool easier for the instructor and more beneficial for the student” (p. 8). Experts define them as a very convenient learning path, which allows users to acquire knowledge whenever and wherever they want, and even while doing other activities.

The ability to understand and communicate in English has a significant social impact, as it allows students to interact with people from different cultures, broaden their horizons, and develop collaborative skills in multicultural environments. In a globalized society where English is the universal language, the use of educational podcasts transcends the academic sphere, fostering practical learning and confidence in using the language in real-life contexts. Furthermore, this methodology not only benefits current students but also lays the foundation for a replicable model at a national level, which can impact other institutions, teachers, and students, promoting the teaching of English as a key tool for success in an interconnected world.

This work would benefit the high school, making 6th-grade students perform better in learning the English language, emphasizing comprehension skills. One of the great benefits of podcasts as technological tools is the extensive content that they offer. Considering that they can adapt the content according to the needs of the students, they seem to be an ideal tool to achieve developing competencies in the students. From this way, it can be achieved that the teaching-learning process could be more significant and thus help to improve their skills.

By including podcasts in the educational process, sixth grade students can experience a more active and relevant learning experience. This method not only assists students in improving their overall understanding and competencies in English, but also provides the teacher with a revolutionary resource to enrich conventional teaching methods. As a direct beneficiary, the teacher can use this tool to create more engaging lessons, support different learning methods, and effectively monitor the progress of their students. Ultimately, this strategy supports both the students and the teacher, fostering a collaborative and enriching teaching-learning environment that enhances educational outcomes for sixth-grade learners.

Listening comprehension is one of the linguistic skills of any language, which refers to the interpretation of oral production. The didactic use of podcasts can enrich the learning experience and enhance the student's attention since podcasts are an excellent tool for learning new languages. UDIMA (2025) state that “Podcasts are a versatile tool that can enhance the learning experience in education. Educators and students can

leverage this technology to access educational resources, foster creativity, develop skills, and promote effective communication” (p. 1)

Instead, the indirect beneficiaries of this initiative encompass all educational institutions at national level, along with their teachers and students who are involved in the English language teaching and learning process. By implementing an effective model that incorporates the use of technological resources such as podcasts, a replicable model is created that can be followed by other educational institutions. This not only helps to enhance students’ language skills in various areas but also provides teachers with an innovative and effective tactic to improve their teaching methods, fostering a more active and relevant education at a national level.

Objectives

General Objective

- To determine educational podcasts as a tool to improve listening skills in English language teaching in sixth graders at Pimampiro High School.

Specific Objectives

- Select an appropriate methodology to evaluate the influence of educational podcasts on the development of listening skills.
- Analyze the results obtained from the implementation of educational podcasts to determine their effectiveness in improving listening comprehension in English.
- Design an educational podcast-based didactic guide as a teaching strategy to facilitate the development of listening skills in sixth graders students.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Learning Theories.

Learning theories are fundamental in the context of education, as they provide an approach to understanding how human beings acquire knowledge. These theories allow the development of effective teaching strategies, which are adapted to the needs of students and to the current state of education. However, in this research, a detailed analysis of two theories that are closely related to the proposed topic was carried out, providing theoretical support that favors a detailed understanding of the object of study.

1.1.1 Constructivism.

Constructivism is a learning theory that posits that individuals construct new knowledge based on their prior experiences and understanding. As stated by Olusegun (n.d.) describes constructivism as an approach to teaching and learning founded on the idea that knowledge is actively built through "mental construction." In other words, students integrate new information with what they already know, shaping their understanding in the process. Furthermore, constructivism fosters the development of lifelong learning skills by encouraging students to cultivate metacognitive strategies, enabling them to monitor and regulate their own learning progress effectively.

1.1.2 Connectivism

Today, digital technology brings people together and creates new learning opportunities. Connectivism is a learning theory that emphasizes the role of technology and social connections in the learning process. According to it, knowledge is distributed through an information network and can be stored in various digital formats. Connectivism is an ingenious learning theory that proposes that in order to learn effectively, students must embrace the integration of thoughts, theories, and information experienced when using today's technology (Ayala, 2024).

1.2 Methods and approaches in English language teaching

Teaching methods have been evolving for centuries in search of more effective approaches to enhance the teaching-learning process. Initially, methods such as the Grammar-Translation Method and the Direct Method played a central role in education. However, new methods emerged, offering diverse teaching alternatives. Methods such as Total Physical Response, the Silent Way, and Suggestopedia were introduced, challenging the dominance of traditional approaches. More recently, by the end of the 20th century, the communicative approach gained prominence with methods such as task-based teaching and cooperative learning. Today, Neurolinguistic Programming and technology-enhanced teaching are offering innovative alternatives that align with the current educational reality.

1.2.1 Approaches

An approach is a theory that directs the execution of a process, specifically the teaching process. In this regard, an approach defines the strategies and methodologies used to promote student learning. Its purpose is to support teaching practice with theoretical bases that allow for improved teaching. Through the different approaches, the aim is to optimize the teaching-learning process and thus adapt it to the educational needs of students. Hoque (2016) states an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

1.2.2 Methods

A method is a collection of steps taken to accomplish a particular goal. It determines how knowledge is arranged, communicated, and developed in the classroom. Its use is founded on didactic and pedagogical ideas that aim to maximize knowledge retention and comprehension. It is feasible to modify instructions to meet the various needs of pupils using a variety of techniques. Richards & Rodgers (1986) state 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. 2).

1.2.3 Current methods to teach English as a foreign language

In the current teaching of English as a foreign language, a variety of methods are employed to facilitate the learning of this new language. From methods such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Total Physical Response (TPR), which prioritize communication and interaction, to those that leverage technology and the use of digital tools such as Technology Integration (TI), each methodology seeks to respond to the challenge of equipping students with the language skills necessary to function in real-life contexts.

1.3 Electronic learning (e-learning)

A teaching and learning method that uses digital technologies to facilitate access to educational content and thus offer a fully technological learning experience based on virtual platforms. E-learning focuses on the use of interactive tools such as podcasts, forums, speeches, interviews, videos, and online assessments that allow students to learn autonomously or with the guidance of an instructor. E-learning is a type of teaching that focuses on the possibility of seamless distance education, as it prioritizes fully online education instead of traditional face-to-face teaching.

E-learning refers to the use of new Internet technologies to improve the quality of learning, facilitating access to different resources to increase knowledge and practice in the teaching-learning process:

It is a teaching-learning modality that consists of the design, implementation, and evaluation of a course or training plan developed through computer networks and can be defined as an education or training offered to individuals who are geographically dispersed or separated or who interact at different times from the teacher using computer and telecommunications resources. (Moreira & Segura, 2016, p. 2)

1.4 Blended learning (b-learning)

B-learning, or blended learning, is an educational model that combines both online and in-person learning. This educational model seeks to leverage the best of both modalities to enhance teaching, adapting it to today's technological advances. This model combines the flexibility of digital learning with the direct interaction offered by in-person education.

It is a flexible model that allows it to be adapted according to the needs of the students and the content to be taught. Along with the traditional model, it is capable of integrating educational innovation with advances in ICT. (Juca et al., 2020, p. 216)

B-learning allows for personalized learning, allowing students to tailor their time to their needs, whether they find a particular topic more difficult to understand or want to delve deeper into the topic covered in class. As a blended model, the virtual component also plays an important role, as students can access various digital tools and clarify their doubts immediately, whether through emails, forums, ICT communication tools, etc.

1.5 Mobile learning (m-learning)

M-learning is a learning model that leverages mobile devices to facilitate continuous access to educational content. Technological advances and the development of wireless data networks have allowed these devices to connect to the internet, enabling access to educational materials anytime, anywhere, without the need to be physically present in a classroom.

M-learning provides the potential to provide the right information to the right people at any time and any place using portable learning devices. Thus, m-

learning can be summarized in a single statement: "deliverance of education or any learning via any portable devices." (Behera, 2013, p. 25)

Through multimedia materials such as videos, audios, quizzes, and e-books, m-learning offers more interactive and effective learning. It also encourages collaboration among peers and allows for faster feedback. Thanks to this model's ability to adapt to different learning styles, m-learning improves educational practices and reinforces teaching, providing a more dynamic and enriching environment.

1.6 Techniques

Techniques are the steps, means, and methods used to conduct research. These are generally used to obtain or analyze data, whether qualitative or quantitative, as appropriate. Typically, a research technique is of the implemental type, as it is carried out in the classroom. The main techniques used in the search for information in this research focus on a mixed perspective, implementing both quantitative and qualitative approaches with the purpose of addressing an immediate objective.

These techniques ensure objectivity, consistency, and reliability of the results, facilitating decision-making and advancing knowledge. Likewise, the techniques used to collect data can influence research validity. It is, therefore, critical that the data collection exercise should be a well-thought-out process, and its instruments should have both validity and reliability (Li et al., 2018).

1.7 Podcasts

A podcast is a digital audio program composed of a series of episodes in audio or video format, which can be downloaded or played online. It emerges as an evolution of digital radio and streaming audio, offering a flexible and accessible way to consume content. Awati (2024) defined it as "the preparation and distribution of digital audio files to the computers of subscribed users using Really Simple Syndication (RSS) feeds."

The term "podcast" originates from the blend of the words "iPod," referring to the Apple player, and "broadcast," meaning transmission. Thanks to its thematic diversity and ease of access, currently the podcast has established itself as a key tool in education, enabling learning in a dynamic and innovative way.

1.8 Types of podcasts

Podcasts tend to stand out for providing a diversity of content, which is geared towards all audiences. From educational programs to personal stories or discussions on various topics, each type of podcast caters to a variety of interests and requirements. This study will examine podcast types and how they have changed how we learn, get information, and have fun.

There are several types of podcasts like:

1.8.1 Interview podcasts

Interview podcasts typically have a central premise or theme that defines the scope and topic of the conversation and allows for in-depth exploration of topics through direct dialogue, generating rich and dynamic content for the audience. This type of podcast is the most popular and involves an interview with a host who speaks with one or more guests. According to Hewitt (2023), interview podcasts are about packing knowledge and insight into a relatively tight space, so make the voices as loud as they can go without causing distortion or making them sound over-processed.

1.8.2 Conversational podcasts

Conversational podcasts are a type of podcast in which two or more individuals engage in a fluid dialogue about a particular topic. This podcast format is closer to what you would expect from a radio show, as it features two or more hosts in addition to guests, who comment on recent events or engage in entertaining conversations. This type of podcast requires a high level of comfort and familiarity between the hosts. If the hosts don't know each other well or don't get along, the audience will be able to tell (Santo, 2023).

1.8.3 Educational podcasts

Educational podcasts are an innovative teaching tool whose fundamental purpose is to enhance learning through the transmission of knowledge and the development of skills. These audio and video resources can address any specific topic over a series of episodes, allowing for progressive depth of content. Furthermore, their educational nature makes them an effective strategy for structured teaching focused on meaningful knowledge acquisition. It can define educational podcasts as a “didactic medium that implies the existence of a sound file with educational content and that has been created from a didactic planning process” (Solano & Sanchez, 2010, p. 128)

1.8.4 News podcasts

News podcasts are audio or video programs that present current information on events and topics of interest. These can be listened to online, downloaded, or subscribed to. It can be normally distributed through digital platforms and allow listeners to access information at any time. Also, that are generally designed to provide a general overview of global events.

The daily news podcast is a type of regular frequency podcast created for multiplatform on-demand distribution by a prestigious news brand, whose purpose is to expose and explain daily news topics in a short format, between 3 and 25 minutes. (Martínez-Costa Pérez & Lus Gárate, 2019, p. 320)

1.8.5 Monologue podcasts

Monologue podcasts, also known as solo podcasts, are characterized by a single host who leads each episode individually. These programs are generally led by experts in a specific field, allowing the audience to access specialized information. One of the main advantages of this format is its independence from third parties. However, despite its apparent simplicity, this type of podcast requires a high level of research to ensure quality content. Furthermore, although it can cover a wide variety of topics, it is essential that the host possess sufficient knowledge and experience to sustain multiple episodes in an engaging and rigorous manner (Santo, 2023).

1.9 Benefits of podcasts

Podcasts offer a flexible and accessible learning method, as they can be listened to anytime, anywhere. Their dynamic nature allows their audiences to improve both their listening and comprehension skills, especially when learning languages. More importantly, it can offer a wide variety of topics and styles to help people find content suited to their different interests and needs. Podcasts also promote independent learning and critical thinking, as they often encourage reflective reflection from different perspectives. Gray (2024) highlight “podcasting allows lecturers to easily broadcast engaging audio content, which students can listen to at any time and wherever they are.”

Table 1
Direct benefits of podcasts

Podcasts	
Benefits	<ul style="list-style-type: none"> • Promote more diverse participation in the classroom • Reinforce the learning of other languages • Instant availability • Establish a bond between teachers and students • Stimulate critical thinking

Source: (Garcia, 2019) 5 benefits of podcasts as an educational tool. Chart by Minda, 2025.

1.10 Characteristics of podcasts

Podcasts are digital audio programs composed of a series of episodes in audio and video format, which can be downloaded or played online anytime, anywhere, and have several key features that make them unique and effective as an educational tool as well as a very popular entertainment platform. These are characterized by transmitting knowledge and fostering learning in a specific audience. It focuses on facilitating comprehension and in-depth analysis of various topics, contributing to the cognitive development of the listeners.

Table 2
Characteristics of podcasts

Podcasts	
Characteristics	<ul style="list-style-type: none"> • Audio or video format • Episodic structure • Accessibility • Dialogue mode • Diverse content • Audience interaction

Source: (Salinas Islas, 2024) How to Make a Successful Podcast: Planning, Structure, and Monetization: Characteristics of a Podcast. Chart by Minda, 2025

1.11 English language in Ecuador

Currently, English in the Ecuadorian region represents a great challenge within education; despite its great value in the academic field, it continues to cause difficulties for those who seek to learn it. All of these challenges are believed to be normally due to a series of factors that prevent the good development or acquisition of this language; factors such as the shortage of certified teachers, the lack of technological resources, and little exposure to the language are believed to be what hinder this learning. In addition, according to English Proficiency Index (2024) the level of English language proficiency in the country is very low compared to other nearby countries, which shows that the reality of English at the national level is not optimal for us.

1.12 English Curriculum

The English curriculum in Ecuador is designed to develop communicative competence in the language. Its successful implementation is based on the Common European Framework of Reference for Languages (CEFR), as its implementation seeks to ensure students acquire skills in listening comprehension, oral expression, written comprehension, and written production. To achieve this, the curriculum is based on both principles and objectives that seek educational excellence in English language teaching.

Belonging, practical experience, consideration of learning styles, and the creation of a low-anxiety classroom environment are essential elements of the curriculum approach, with an emphasis on the practical application of English in real-life situations and adaptation to individual student needs. (Velásquez & Argudo, 2023, p. 3088)

1.13 MCER – Listening

The Common European Framework of Reference for Languages (CEFR) is a common basis for language teaching, learning, and assessment. It defines what students must learn to communicate effectively and establishes levels of language proficiency against which their progress can be measured. According to Cambridge University (2025), It is used worldwide to define students' language skills on a scale of English levels, from A1, a basic level of English, to C2, for those with exceptional English proficiency.

Listening comprehension is a process in which the student receives, and processes information presented by one or more speakers. This process encompasses diverse activities, such as listening to dialogues, news, lectures, presentations, speeches, and

podcasts. Depending on the purpose, the listener may focus on grasping the essence of the message, obtaining specific information, or understanding details. To assess this skill, according to the Common European Framework of Reference for Languages, there are illustrative scales that measure general listening comprehension.

1.14 English Skills

The teaching of English as a foreign language is based on the development of four language skills: reading, writing, speaking, and listening. These skills operate independently to provide students with the skills necessary to achieve functional proficiency in the language. Furthermore, their development is essential to ensuring effective communication and fostering confidence in linguistic interaction. In this context, these skills are categorized into two main groups: productive skills, which include speaking and writing, since they involve active language production; and receptive skills, consisting of reading and listening, which require the processing of incoming information.

Table 3
Classification of Skills

English Skills	
Productive Skills	<ul style="list-style-type: none"> • Speaking • Writing
Receptive Skills	<ul style="list-style-type: none"> • Reading • Listening

Source: Sreena & Ilankumaran (2018) Developing Productive Skills Through Receptive Skills – A Cognitive Approach. Chart by Minda, 2025

1.15 Listening skills

Listening, as one of the four macro skills of the English language, is fundamental to learning the language. It represents the ability to accurately receive and interpret messages in the communication process. Anderssen et al. (2019) mention that “listening and understanding is a complex cognitive process and is perceived as a difficult skill to learn and master” (p. 2).

Listening is a difficult skill to learn; thus, it requires adequate care in teaching. It claim that is very important to the personal and academic life of a

student because it is not only core to the learning of the English language but also to other courses across the curriculum. (Onuoha & Agwuocha, 2024, p. 1)

1.15.1 Listening Subskills

Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. This normally is a process divided into subskills. Mastering these subskills represent a good development of listening skills. Since these elements of the listening process help students to enhance their abilities and become good listeners. There are various types of listening sub-skills to help listeners make sense of the listening text. (Solak & Erdem, 2016)

Table 4
Listening Subskills

Subskills	Purpose
Listening for-gist	<ul style="list-style-type: none"> • Get a general idea
Listening for Specific information	<ul style="list-style-type: none"> • Get a specific piece of information
Listening in detail	<ul style="list-style-type: none"> • Listening to every detail, and trying to understand as much as possible
Listening to infer	<ul style="list-style-type: none"> • Understand how listeners feel
Listening to questions and responding	<ul style="list-style-type: none"> • Listening to answer questions
Listening to descriptions	<ul style="list-style-type: none"> • Get specific description

Source: Solak & Erdem (2016) Teaching Language Skills for Prospective English Teachers: Teaching Listening Skills. Chart by Minda, 2025

1.16 Listening comprehension

Listening is one of the four core language skills and plays a vital role in everyday life and education. Mastering this skill requires excellent listening comprehension, as it refers to the cognitive process of interpreting and constructing meaning from an auditory text, which is crucial for achieving effective communication. It is typically associated with the ability to identify phonetic information, recognize words in speech signals, and understand the semantic and syntactic language. According to Zhang & Shen (2023) listening comprehension is a dynamic, complex cognitive process in which a variety of

knowledge and capacities, both linguistic and non-linguistic, are required of listeners in order to interpret and construct the meaning of aural text.

1.17 Stages in teaching listening

For decades, maintaining effective communication between human beings has been linked to the ability to listen, as it is essential for an excellent understanding between peers. The pursuit of successful listening practice involves three important stages for its satisfactory development. Pre-listening, while-listening, and post-listening: each of these stages provides the foundation for a good understanding of listening skills, as they facilitate the acquisition of listening skills and promote more effective learning. “Pre-listening, while-listening, and post-listening are three common categories for listening activities. Students can use these activities to help them enhance their listening skills” (Movva et al., 2022, p. 1501).

Table 5
Listening Stages

Stages	Function
Pre-Listening	Activate previous knowledge
While-Listening	Relate activities to the listening process
Post-Listening	Give feedback

Source: Movva et al. (2022)The Effect of Pre, While, and Post Listening Activities on Developing EFL Students’ Listening Skills. Chart by Minda, 2025

1.18 Process of listening

Listening is a complex process that involves interpreting, evaluating, and responding to a previously understood message. This process involves a series of phases that are essential for effective listening skills. This process consists of five stages: receiving, understanding, evaluating, remembering, and responding, each playing a crucial role in the receptive and communicative intent. Tyagi (2013) highlights “it as the psychological process of receiving, attending to, constructing meaning from, and responding to spoken and nonverbal messages” (p. 1).

Table 6
Process of Listening

Process of listening	
Stages	Receiving
	Understanding
	Remembering
	Evaluating
	Responding

Source: Tyagi (2013) An Important Skill and Its Various Aspects. Chart by Minda, 2025

1.18.1 Receiving

It entails closely recognizing and interpreting the sounds that we perceive to be words. Until we put sounds into perspective, they have no significance. As a result, listening is an active activity that interprets both spoken and nonverbal messages.

It is referred to as the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). (Tyagi, 2013, p. 2)

1.18.2 Understanding

It refers to the ability to correctly identify and interpret sounds we perceive as meaningful words. Sounds have no value in and of themselves; their meaning is only established when given context. For interpersonal communication to be successful, the listener must understand the intended meaning and context assumed by the speaker (Tyagi, 2013)

1.18.3 Remembering

In the listening process, the remembering stage occurs when the listener categorizes and retains the information they have learned from the speaker. Remembering starts when you listen; if you don't remember something someone said, you may not have listened effectively. When listening, our attention is selective, as is our memory: what is remembered may be very different from what was originally seen or heard (Tyagi, 2013)

1.18.4 Evaluating

The evaluation phase in the listening process is key because it allows the listener to critically analyze the information received and determine its usefulness. In this way, it allows the listener to form an opinion of what they heard and, if necessary, begin developing a response. “Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts of fact from opinion, and determines the presence or absence of bias or prejudice in a message” (Tyagi, 2013, p. 2)

1.18.5 Responding

The responding stage is the stage of the listening process in which the listener provides verbal and nonverbal reactions based on short- or long-term memory.

This stage requires that the receiver complete the process through feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message. (Tyagi, 2013, p. 2)

CHAPTER II: METHODOLOGY

2.1 Type of research

This research work was based on a mixed research, which involved qualitative and quantitative methods in order to analyze all data that the research gathered such as the perceptions and experiences of all participants besides their results. Oranga et al. (2025) mentioned in their work that, “Mixed methods research involves using both quantitative and qualitative methodologies in a single study or inquiry to gain a more comprehensive understanding of the issue under investigation” (p. 85).

According to the type of methodology indicated above, a qualitative method, as an interview was conducted with the English teachers. Therefore, the data obtained through this research tool allowed the researcher to understand the perspectives of teachers. Alam & Asmawi (2024) state that “Qualitative research emphasizes the collection of non-numerical (descriptive) data, such as words, images, and observations, to acquire insights into the complexity of the issue under examination” (p. 3). Likewise, due to the design and application of a quantitative method, a survey aimed at the sixth graders to analyze their preferences regarding the use of podcasts as an educational tool to improve their listening skills. Hence, in other words quantitative approaches refer to “the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and **generalize** results to wider populations” (Bhandari, 2020).

2.2 Research approach

2.2.1 *Descriptive*

The following research adopts a descriptive approach, which is optimal because it allows for a detailed analysis of the use of educational podcasts as a tool for improving listening skills in sixth-grade students. This approach facilitates the collection and organization of information, using various data collection techniques that allow for the description of perceptions, experiences, and opinions associated with the use of podcasts as an educational tool. “The primary goal of descriptive research is to provide a detailed and accurate description of a subject, usually through the use of various data collection techniques such as surveys, interviews, and observations” (Sreekumar, 2025).

2.3 Research techniques and instruments

The following instruments were used to support the research about the use of podcasts as educational tools, the same as they served to gather information from both

students and teachers about their knowledge, experiences, and perceptions. Besides it was implemented in a better way in order to obtain the best results in improving listening skills in English as a second language. Those instruments will be detailed below in order to offer a better understanding of the use and application of them.

2.3.1 Interview

The following qualitative data collection instrument was chosen to conduct the research, as it is considered important for collecting non-numerical data. In this case, the interviews were directed, in a type of face to face interview where the interviewer catch the real reaction and opinion of the interviewees, and note the real interest of teacher regarding to the use of podcast as an educational tool. Its implementation allowed for a better understanding and explanation of the problem. It also allowed the researcher to explore the opinions, experiences, and behaviors of the survey group. The interview was structured and consisted of seven questions.

2.3.2 Survey

This technique served to gather numerical, or quantitative, data. To carry out the following work, it was essential to use a primordial instrument of collecting data, a questionnaire, which was used to collect data from respondents, which was applied by paper. It employed important questions that helped the researcher obtain important information. In order to obtain the best results, the survey was guided by the researcher. This research had a structured construction, which means that it consisted of 8 closed questions, the same allowed to determine the status of the students according to their experience in class.

2.4 Research Questions

- How does educational podcasts contribute to improving listening skills in 6th graders at Pimampiro High School?
- Can educational podcasts be productive in the classroom in order to develop listening skills?

2.5 Population and sampling

2.5.1 Population

This study was developed at Pimampiro High School located in Pimampiro, especially at Paquisha and Juan Montalvo street. This educational institution has a student

population of 2,144, the same that is divided into two schedules one in the morning and one at night. This is an institution that offers all general educational levels from elementary school, middle school and baccalaureate. Nevertheless, the study group selected for this research were students in sixth grade, which are divided into four parallels A, B, C and D.

2.5.2 *Sample*

In this investigation a large sample was employed since the focus group is made up of the sixth grade students, which has a total of 142 students which exceeds 100. Consequently, 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 in order to obtain the sample for the research, the same that was composed of four different classes: A, B, C, and D, all those who will be surveyed to carry out the data collection for this investigation.

Table 7

Sixth grade students of Pimampiro High School

Parallels	Students
A	36
B	35
C	35
D	36
Total (N)	142

Source: Pimampiro High School information. Chart by Minda, 2025

The sample size formula used to determine the number of students who will be inducted into a survey needed for this research to obtain the desired results, is presented below.

Formula for finite population:

$$n = \frac{N * z^2 + p^2}{(N - 1) * e^2 + z^2 * p^2}$$

- N = 142 (population size)
- Z = 1.96 (confidence level)
- p = 0.5
- q = 1- p = 0.5
- e = 0.05 (margin of error)

Substituting values:

$$n = \frac{(1.96)^2 * (0.5) * (0.5) * (142)}{(142 - 1) * (0.05)^2 + (1.96)^2 * (0.5) * (0.5)}$$

$$n = 106.42 \cong 107$$

Rounding up to ensure representative:

$$n = 107 \text{ students}$$

As a result of applied the sample size formula, 107 students out of total of 142 would be selected for data collection in this research. Hence 107 were the population that was used to gather relevant information that helped this study to reach the objective.

2.6 Procedure

The procedure was conducted by an exhaustive research about podcasts and their effectiveness, then it was necessary to make a primary selection of the type of podcast more optimal to be used in the following research, and thus a primordial recollection of data which was not easy because to do that it was necessary to achieve a series of enabling documents in order to save the integrity of population selected for the investigation, after that it was essential the socialization of the procedure with the principal of the establishment and the teachers who work with this level of students, then after all that steps it was possible to continue with the development of instruments of this investigation, this research instruments, including an interview and a survey, were designed and developed to gather both qualitative and quantitative information. Afterward the instruments were administered at Pimampiro High School, where the teachers conducted an oral interview and students completed the survey in a traditional way, by paper and pens. After gathering data, the application of Microsoft forms was used to analyze the results, enabling the creation of pie charts for more effective interpretation of the quantitative findings and in the case of qualitative responses the different responses were interpreted and analyzed, and a partial conclusion was reached in an assessment that highlighted the agreements between responses, bringing to light the stance towards this new educational strategy.

CHAPTER III: ANALYSIS AND DISCUSSION

The following chapter presents a detailed analysis of the results obtained after the survey application and interviews. These tools served as research instruments to collect data on the strategies employed by English teachers and students' perceptions of using podcasts as an educational tool to improve listening comprehension. The results are presented using pie charts to facilitate a more effective analysis of the data. A discussion of the results follows, offering an interpretation of the findings to help determine the effectiveness of using podcasts in improving listening comprehension.

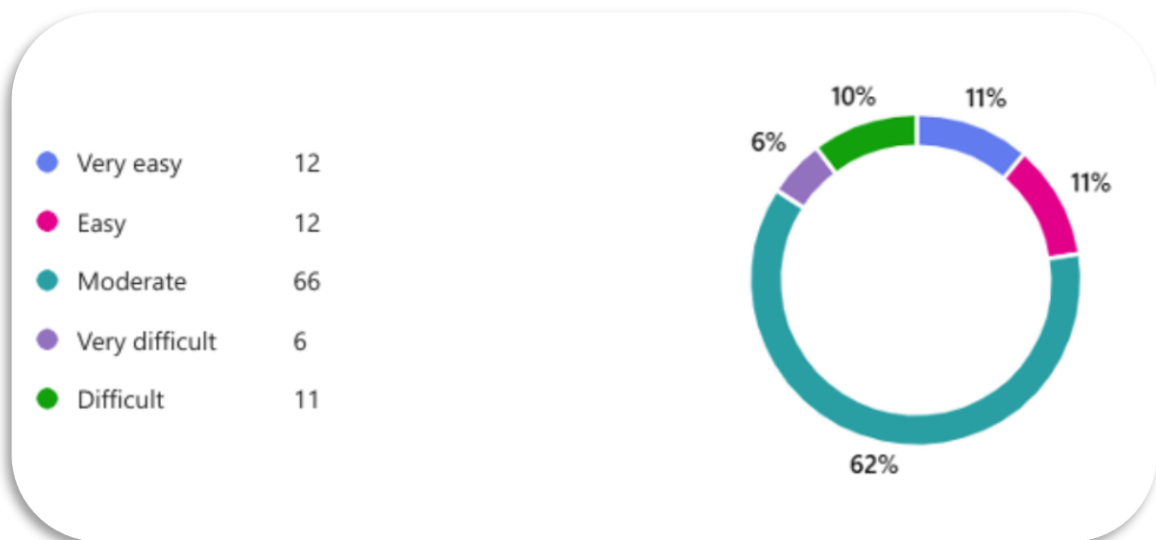
3.1 Quantitative interpretation

3.1.1 Student survey analysis

Question 1: How difficult is English for you?

Figure 1

English class difficulty



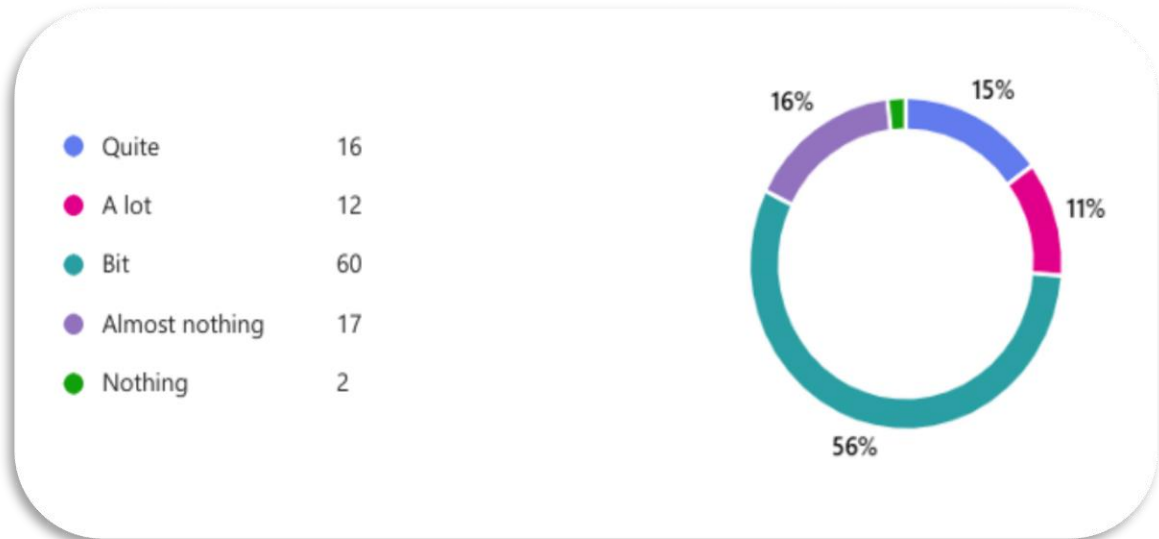
Source: Students' survey. Chart by Minda, 2025

The pie chart 1, which asks about the difficulty of English according to students' opinions, shows that the majority of students (62%) perceive English as moderate. This suggests that the level of difficulty for this group of students is manageable. However, the pie chart also shows that (11%) find it somewhat difficult or very difficult, which could indicate a need to strengthen support strategies that promote learning and thus reduce this percentage in the future.

Question 2: How much do you understand when your teacher speaks in English?

Figure 2

Difficulty understanding spoken English



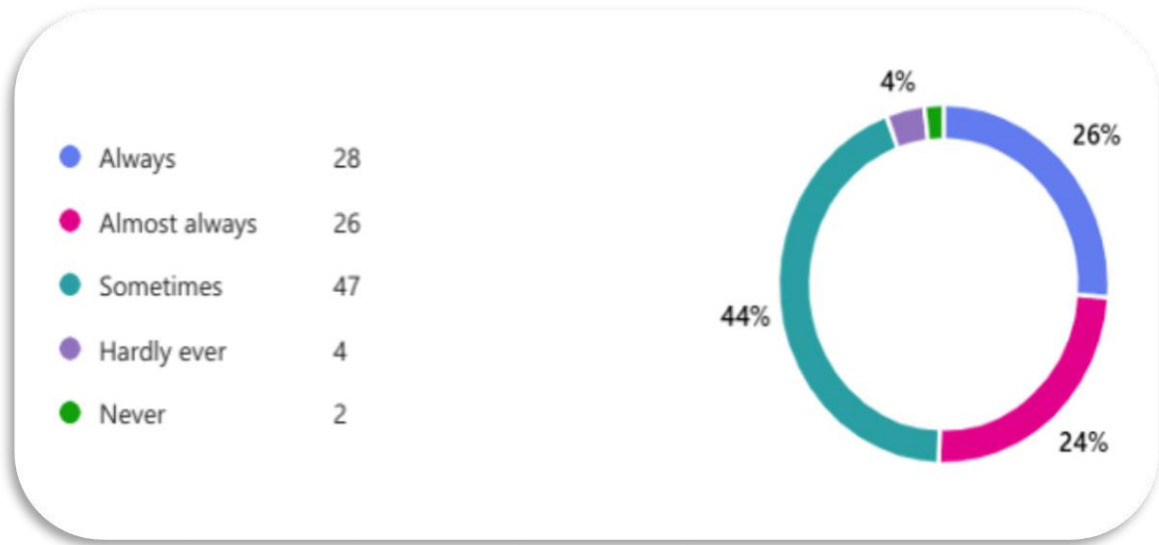
Source: Students' survey. Chart by Minda, 2025

After analyzing pie chart 2, it was found that (56%) of students do not fully understand spoken English, suggesting that approximately 6 out of 10 students only understand a small portion when the teacher speaks in English, even though (15%) of students understand most of the English phrases they hear. This may reflect that the strategies used in class are not always effective for most students. Therefore, it is recommended to adopt innovative strategies that leverage technology to improve students' skills.

Question: How often does the teacher do listening activities in class?

Figure 3

Frequency of listening activities



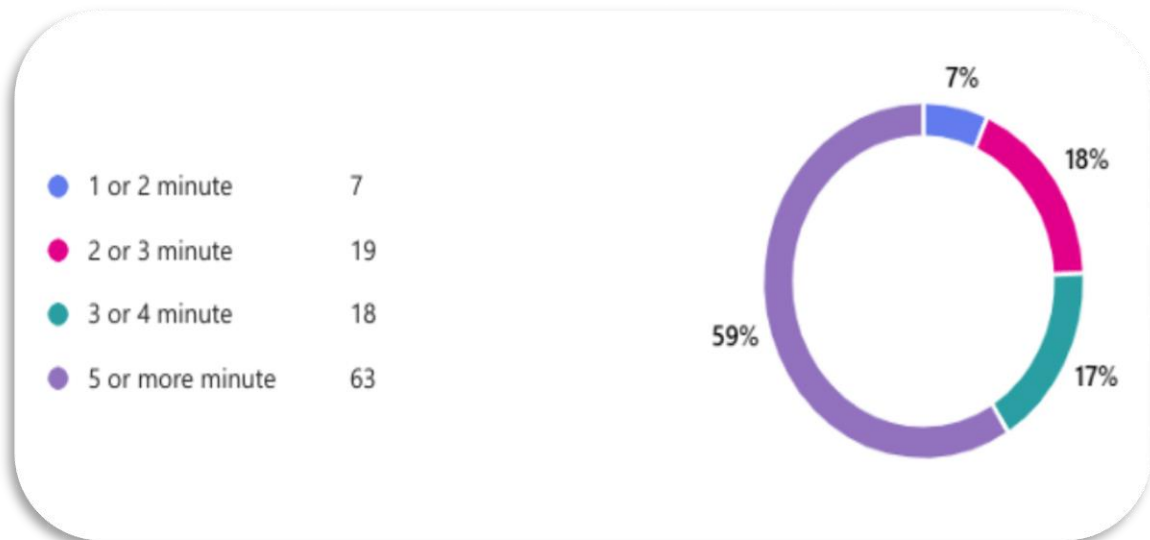
Source: Students' survey. Chart by Minda, 2025

According to the pie chart, teachers do not regularly conduct listening activities, as evidenced by the low percentage of listening activities proposed by (44%) of teachers. However, (26%) and (24%), respectively, show an intention among teachers to significantly enhance this skill. The reality is that most teachers only conduct listening activities "sometimes," which may not be enough to develop this skill consistently. Given that this is the most difficult skill to develop, implementing activities designed to promote it would be crucial, adhering to innovative educational strategies that foster its development.

Question: How long do listening activities last in your English class?

Figure 4

Duration of listening activities



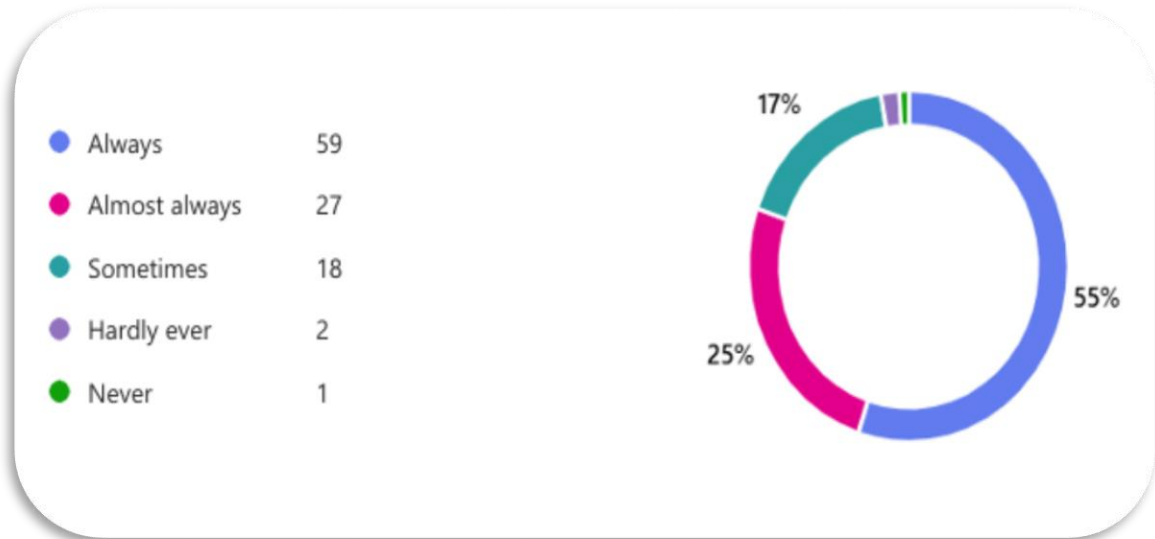
Source: Students' survey. Chart by Minda, 2025

The pie chart shows the estimated duration of listening activities in class. A significant (59%) of students indicated that the time dedicated to activities that improve listening comprehension should be 5 minutes or more, which is positive for developing and enhancing this skill. Additionally, a smaller (17%) indicated that these activities lasted around 3 or 4 minutes, which is still considered good since longer periods of listening activities can generally become tedious. Therefore, it is recommended to continue using activities for this duration to avoid overwhelming students and, above all, to improve their listening skills.

Question 5: Do you think the activities your teacher does help you improve your listening skills?

Figure 5

Students' perceptions of teacher's activities



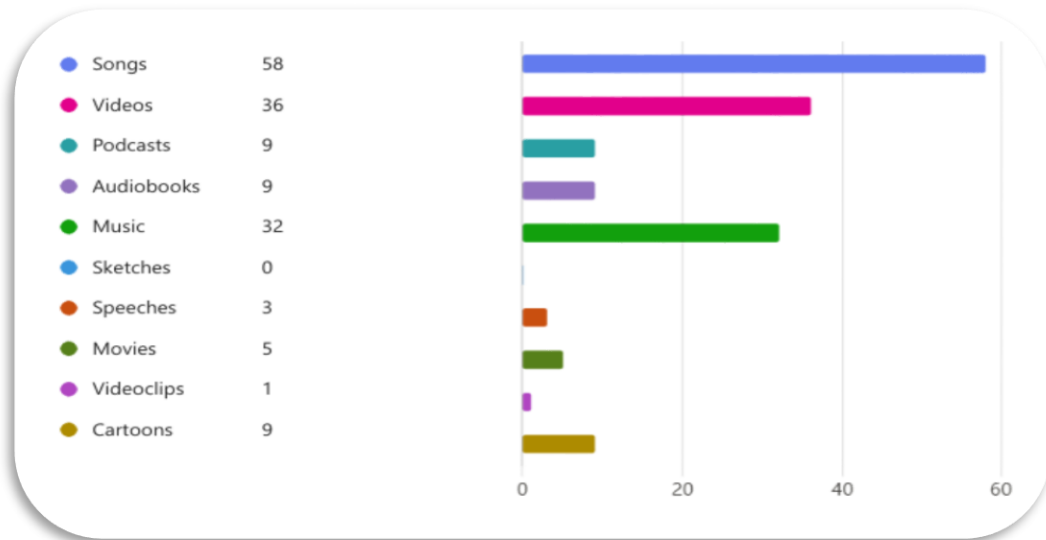
Source: Students' survey. Chart by Minda, 2025

Figure 5 shows that the majority of students consider the activities carried out by the teacher in class to be beneficial, with (55%) and (25%), respectively, demonstrating student acceptance of these activities. Although (17%) of students are unsure, the majority support them. Therefore, interpreting the higher percentages, we conclude that more than (80%) of students consider these activities positive, which is undoubtedly a positive indicator of the perceived effectiveness of the teaching strategies. For this reason, it is recommended to continue carrying out these activities, enhancing them with the incorporation of new strategies that further improve students' skills.

Question 6: From the following list of activities, choose the most common activities that your teacher uses in class.

Figure 6

Most common listening activities used in class



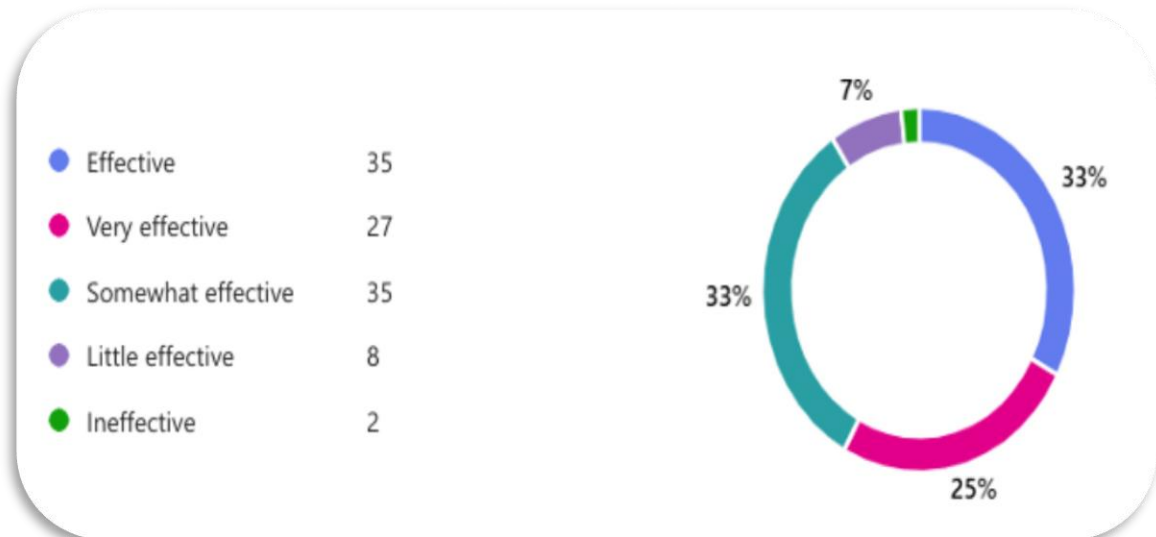
Source: Students' survey. Chart by Minda, 2025

Bar chart number 6, which asks students about the recurring activities used by teachers to improve listening skills, shows that songs are the most frequently used resource by teachers (36%), followed by videos (22%). This demonstrates that teachers prefer to use audiovisual resources, which are very engaging and accessible. In summary, it has been shown that students respond positively to the stimulation of their skills through audiovisual resources. Therefore, it is suggested that teachers continue using audiovisual resources while also increasing the use of less frequently utilized resources like podcasts and audiobooks which highlight (6%). This could help students develop their listening skills better and reduce comprehension difficulties.

Question 7: How effective do you think listening to video audios like podcasts can help you improve your listening skills?

Figure 7

Effectiveness of video audio like podcasts



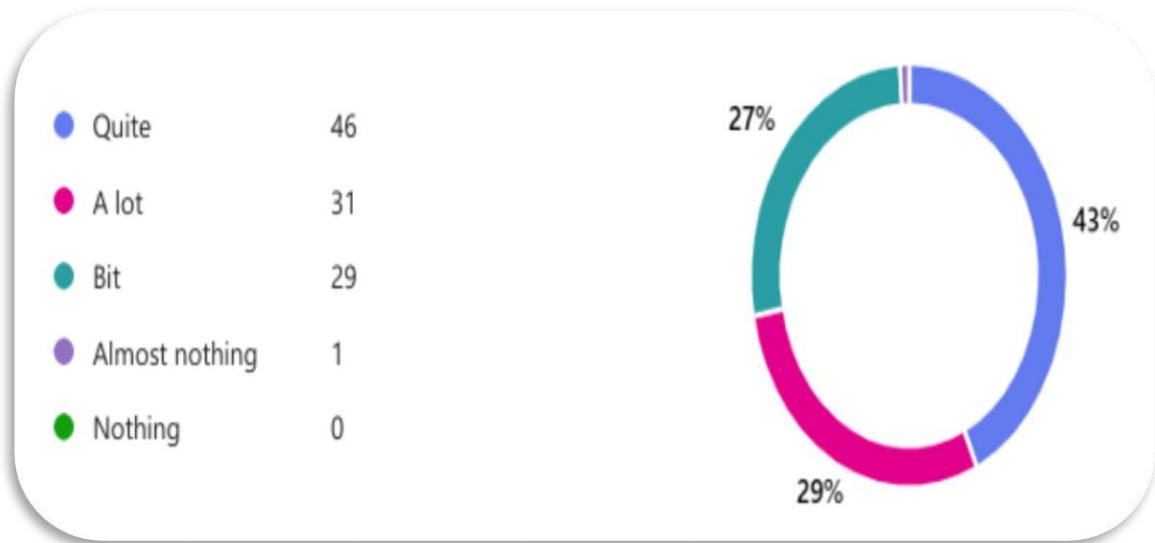
Source: Students' survey. Chart by Minda, 2025

The following figure presents data on students' perceptions of podcasts and their potential effectiveness with regular use. Although podcasts are not widely used in class, (33%) of students believe they can be a very effective tool. This suggests a missed opportunity to incorporate this resource more extensively. In summary, given that most students believe podcasts can be effective, incorporating them into teaching methodology could be an effective way to improve their English skills.

Question 8: How interested would you be in learning English through educational podcasts?

Figure 8

Interest in using educational podcasts to improve listening



Source: Students' survey. Chart by Minda, 2025

Pie chart 8 shows that the majority of students demonstrate a clear interest in learning with educational podcasts, with (43%) and (31%), respectively, reflecting their enthusiasm for incorporating podcasts into their learning routines. That reinforces the opportunity to integrate this format into English classes, which not only enhances the use of innovative audiovisual resources but also offers an alternative in the teaching and learning process for both teachers and students. In summary, considering that most students are optimistic about using podcasts, this method could be an effective way to improve their listening skills.

3.2 Qualitative Interpretation

3.2.1 Teachers' interview analysis

Question 1: How many years of experience do you have teaching English as a foreign language to sixth grade students?

Teacher A:

Well, with the sixth-grade students, approximately four years rotating, and specifically and only when I settled in sixth grade, two years.

Teacher B:

Seventeen years. I have been working as an English teacher for seventeen years.

Teacher C:

With sixth grade students, the experience is about ten years because the last six I have been with elementary school.

Analysis.

The first question inquired about the teachers' years of experience. The results show that all three teachers have extensive experience teaching English as a foreign language, particularly in sixth grade. This is reflected in the fact that they obtained responses from subject matter experts. Overall, the teachers demonstrate a broad level of experience that supports their perceptions of students' listening skills development, since the diversity of teaching experience enriches the analysis by providing perspectives from different levels of specialization.

Question 2: From your experience, how important is it to develop English listening skills for students at this level?

Teacher A:

Well, from experience I can say it is a bit difficult because, in reality, when you teach children, they sometimes cannot even speak Spanish, so it is somewhat complicated to develop an additional language. That is why I think it is very important to develop listening skills.

Teacher B:

It is very important for students to develop their listening comprehension, because they can interpret and develop their ear by listening to songs and audio recordings and watching movies. It is quite important because they watch and memorize and learn vocabulary as well.

Teacher C:

In my experience, I believe that listening comprehension is the most difficult thing for children at this level, and yes, it would be good to find a suitable and appropriate strategy to make them efficient in this, since it is difficult.

Analysis.

According to the responses to the second question, which explores the importance of developing listening skills, all three teachers agree that developing listening comprehension is crucial for sixth-grade students. They emphasize the fundamental importance of developing this skill, noting that although it is the most difficult skill to cultivate, it can help students acquire vocabulary and improve interpretation through various auditory tools. In summary, they all concur with the relevance of this skill at this critical stage of learning and the need to strengthen it.

Question 3: What challenges do you usually face in developing listening skills in your students?

Teacher A:

Concentration is a problem; a large number of students lack study habits, which reduces their concentration. Furthermore, distractions such as games make it even more difficult.

Teacher B:

One of the difficulties is that the children write as they hear, which confuses them. Another is that they also get confused by the pronunciation of each letter, which indicates a lack of vocabulary and exposure to the language.

Teacher C:

When students are first given the audio recordings, they do not seem to become very familiar with what they hear.

Analysis.

Regarding question three, about the challenges teachers face in developing listening skills, the responses reveal common difficulties in developing auditory comprehension. According to the teachers, these challenges are attitudinal, linguistic, and even sensory, reflecting the diverse realities within the classroom. In summary, the main challenges are lack of attention, insufficient language proficiency, and limited prior listening experience. To address these challenges, the implementation of innovative strategies is recommended.

Question 4: What strategies do you use in your classes to develop listening skills? And how frequent do you use them?

Teacher A

Well, strategies for auditory development as I said, the environment does not allow for a laboratory, which should be necessary. I use my instrument and my speaker for the audio, and I also dictate commands, and the students listen, because there is nothing more that can be done, and group work too, and that would be it.

Teacher B

By giving them the commands, the children memorize them; they know when they are given an order and can interpret what is meant. They listen to songs, practice the songs, listen to the audio recordings of the assignments, and also have short conversations in pairs.

Teacher C

To develop listening comprehension, I always bring the songs to them using the audio, and I also like the students to try to pronounce them, practicing so that others can hear the pronunciation.

Analysis.

Highlighting the four question, which examines the strategies teachers use to improve listening skills, it found that teachers employ a variety of traditional strategies due to environmental limitations. The use of commands, songs, and group work are the activities or strategies teachers generally use, highlighting the need to implement new strategies that promote the development of listening skills. Therefore, it is recommended to use a wide range of resources in addition to songs, such as videos, podcasts, and even audiobooks, to make classes more engaging and effective, thus exposing students to the realities of the language.

Question 5: Do you know about Podcasts?

Teacher A

They are like conversational videos, if I am not mistaken, and I think they can cover different topics; that is what I know about podcasts.

Teacher B

From what I know, from what I have seen, it is like an interview; one person asks questions and the other answers; it is a conversation.

Teacher C

The truth is, what I understand about a podcast is that it's an auditory aid that's currently being used as a tool, but I'm not actually putting them into practice.

Analysis.

In question five, all three teachers expressed a very general understanding of podcasts, highlighting their limited knowledge of this innovative platform. Teachers A and B associated them with interview or conversational videos, while Teacher C described them as a modern educational tool. Overall, all three teachers demonstrated a basic grasp of podcasts; however, their testimony reveals a lack of innovative strategies that promote the development of various skills, such as listening comprehension in this case.

Question 6: Do you think that educational podcasts could be an effective tool to improve students' listening skills?

Teacher A

Yes, I do believe so because, being auditory, it is necessary, and as I said, the environment and reality do not allow for more, but if these podcasts are made, then one will interact a little more with the student, and it will encourage the kids themselves to learn.

Teacher B

Yes, it would be very important to implement these podcasts because that way students would practice listening and speaking, both skills.

Teacher C

I think so, because it's a tool that's being used today and that we should all be using.

Analysis.

Question six explores the effectiveness of podcasts as an educational tool. The results demonstrate complete consensus among the teachers, who consider podcasts a tool with potential for improving listening skills. Furthermore, podcasts, being a versatile tool, help expose students to the realities of the language through the content offered by this platform. Teacher C even goes a step further, stating that they would not only improve listening skills but also speaking skills, two abilities perceived as complex by the students themselves. In short, all three teachers see potential in using podcasts as an educational tool that guarantees the development of listening skills.

Question 7: Would you like to use educational podcasts as a teaching tool to improve your students' listening skills?

Teacher A

Sure, I would like to, but like I said, it needs to be suitable. Because you cannot just launch a podcast without any material and in just any place; it has to be somewhere completely quiet, because that way I can guarantee a good result. Yes, yes, I would like to learn more and, above all, use it as a strategy.

Teacher B

I would like it; it is a good strategy to develop these skills I mentioned, listening and speaking, and also to learn vocabulary. Yes, it would be very important and a very good strategy for the kids to develop their English.

Teacher C

Of course, knowing that it's a tool that's being used nowadays, I would obviously like to use it to improve students' listening comprehension.

Analysis.

According to question seven, which relates to teachers' interest in using educational podcasts as a teaching tool, it was found that, given the possibility of implementing such strategies, teachers expressed a positive attitude toward using this platform. All of them expressed a high level of interest in using a podcast-based teaching guide to improve students' listening comprehension. They consider it an opportunity to implement technology and innovation to benefit teaching. In general, there is a willingness and motivation to improve students' listening skills through innovative strategies such as podcasts.

3.3 Discussion

Considering the previously developed theoretical information, as well as the qualitative and quantitative results obtained, several points were identified and understood. Furthermore, the teachers' perspectives regarding the development of essential skills in the teaching and learning process of English as a foreign language were revealed.

Firstly, the results obtained from the application of the survey as a quantitative tool will be addressed. These results allowed us to understand the students' opinions on the different components associated with the teaching strategies used to enhance their skills. According to the results, it was evident that the students consider the difficulty of their English classes to be normal. However, if we focus specifically on the development of listening skills, it can be seen that, although most students consider English to be of normal difficulty, there is a minority who disagree. This demonstrates a need to innovate the methodology so that the teaching and learning process is more effective for the equitable development of essential skills in acquiring the English language.

Secondly, it is important to highlight the students' positive reception of educational podcasts as a teaching strategy, representing an innovation in the methodology used by teachers. Their interest in using podcasts emphasizes the content itself; it is relevant to them, suggesting that, once the appropriate podcasts are selected and provided with content that is interesting to students, we would obtain an effective tool to help enhance their listening skills.

Thirdly, analyzing the teachers' perspective on using podcasts as an educational tool, it was evident that they consider podcasts a valuable and interesting resource. Furthermore, they expressed interest in implementing this strategy, seeing it as an opportunity to innovate their teaching methodology. It is also crucial to note that, despite the fact that very limited conditions and resources could be a constraint on implementing this teaching strategy, they remain optimistic about the possibility.

Fourth, considering the valuable information supporting podcasts as a tool capable of delivering positive results, as well as the opinions and perspectives of students and teachers, respectively, the findings suggest podcasts as a tool with significant potential. They can positively impact the application of different methodologies and, consequently, the development of listening skills, as well as enhance the overall learning of English.

In conclusion, this study highlights the effectiveness and potential of podcasts as an educational tool. To this end, a podcast-based teaching guide has been developed with the aim of improving and enhancing skills associated with learning English. Therefore, this study supports the use of technology as an alternative in the teaching and learning process of a new language and provides practical options for teachers seeking to improve listening skills through innovative tools.

CHAPTER IV: PROPOSAL

4.1 Title

The Sound of Learning: A Podcast-Based Didactic Guide that Endows You With Knowledge.

4.2 Introduction

Among the challenges of learning a new language, the search for innovative strategies that offer effective results in language development, and the need for a balance between pedagogy and technology, "The Sound of Learning: A Podcast-Based Didactic Guide that Endows You with Knowledge" emerges as a direct response to this need. Designed specifically for sixth-grade students at Pimampiro High School, this guide represents a dynamic shift from traditional classroom activities. It leverages the accessible power of podcast technology to transform the development of listening comprehension.

This initiative is based on evidence from student surveys and teacher interviews, which highlight the need to innovate classroom strategies. By utilizing the authentic and varied sounds of real English offered by podcasts, the guide aims to boost language acquisition, foster peer interaction, and directly strengthen listening skills, a fundamental pillar of linguistic competence. More than just a tool, it offers educators a modern and effective resource designed to capture students' interest, maximize collaboration between teachers and students, and provide meaningful exposure to the language.

In summary, "The Sound of Learning" aims to make the educational process more engaging and efficient by providing both teachers and students with an innovative resource which help them to be more immerses in the teaching and learning process.

4.3 Justification

The podcasts based didactic guide presented below it was developed in order to serve as an alternative an innovative strategy for developing auditory comprehension. Its main purpose is to help both teachers and students to make the teaching and learning process more attractive, efficient and innovative taking advantage of the technology with the use of podcasts and generating genuine interest through elaboration an alternative guide that boost the language interaction between peers and thus enhancing important skills in the language acquisition like listening skill.

This guide is directed to help six grade students of Pimampiro High School, seeking to offer an alternative of the common activities that teacher normally does with the objective of present a dynamic option that maximize the teachers and students interaction, making a more interactive learning process and avoiding the traditional performance, offering to students with that, more opportunities to be exposure to the language which help them in the learning process.

The present guide is designed based on the results obtained from the survey conducted to the students, as well as the teacher's interview, what revels the necessity of innovating the strategies used in class in order to enhance the listening comprehension of students. In this way, the following podcasts based didactic guide seek to boost the english language acquisition, exposing the students to the real life english.

Finally, the educational podcasts as an academic strategy offers educators a modern and more innovative and effective tool which help them to strengthen the students' skills. Specifically, the listening comprehension, since it provides an essential material that meet the student's interest.

4.4 Objectives

4.4.1 General objective

- Design a podcast-based didactic guide to enhance listening skills in sixth grade students.

4.4.2 Specific objectives

- Select an optimal educational podcasts to foster english listening skill in six graders.
- Develop podcasts activities that help to improve listening skills.

BY:
ALEXANDER MINDA

THE SOUND OF LEARNING



A Podcast-Based Didactic Guide that
Endows you With Knowledge.

LISTEN, LEARN, AND LET KNOWLEDGE RESONATE

Welcome to the sound of learning

This guide was designed to you and your healthy development in mind. It's designed to help you discover new ideas, develop skills, and have fun while learning. All activities are designed to help you become more daring, confident, and creative students.

Don't be afraid to pause, make mistakes, reflect, and try again. The most important thing is to enjoy the journey. Your ideas are valuable, your questions count, and your learning starts here.

We invite you to read, imagine, ask questions, and, above all, enjoy every moment. Remember that your ideas are important and always worth sharing. Get ready to explore, create, and learn in a delightful way.

THE SOUND OF LEARNING



Scan and Listen



INTRODUCTION

The Sound of Learning: A Podcast-Based Didactic Guide that Endows You With Knowledge is a didactic resource designed to improve the listening comprehension of sixth graders through the use of podcasts as a teaching strategy.

This guide is structured into four units, each containing different work sessions organized progressively. Each session revolves around a podcast episode available via a QR code, facilitating immediate access to content delivered in authentic language yet appropriate for the students' age. Each unit is equipped with activities that assess students' progress through the three stages of listening instruction: pre-listening, while-listening, and post-listening. These activities seek to activate, promote, and boost listening comprehension.

For the selection of content and material, level A1 (Beginner) according to the CEFR corresponding to the EGB has been taken into account.

This guide will help the teachers and serve as a technological and modern alternative to offer attractive and very efficient learning besides enhancing the development of the English language.

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LESSONS



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C

My Whole Day



My Favorite Food

A

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B

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C

At the Supermarket



Places in My Town

A

My Town

B

Where Is It?

C

Around the Neighborhood

UNIT

1

GETTING TO KNOW YOU



Hello, My Name Is...

Pre listening

A. Look at the pictures and match them with a line to the correct topic.



Where are you from?

Making new friends.

Hello, my name is...

B. Match each phrase with the correct answer.

- | | |
|--------------------------|---------------------------|
| • Hello, my name is... | 1. I am from Ecuador. |
| • Where are you from? | 2. Francisco |
| • Making new friends | 3. Nice to meet you, too. |
| • It's nice to meet you. | 4. Known new people. |

C. Underline the correct answer: What is the "superpower" the announcer is talking about?

- a) Having an incredible memory.
- b) The ability to start a conversation.
- c) Knowing how to speak many languages.

D. Mark with a ✓ how you usually feel when introducing yourself to someone new in English.



Excited



Confident



Not sure

Hello, My Name Is...

During listening



A. Match each sentence, putting A, B, or C with the reason that the speaker says it is important.

Phrases:

A. "Hello, my name is..."

B. "Where are you from?"

C. "Listen and connect"

Reasons:

"To show that you really want to get to know someone."

"It's the beginning of everything."

"It's the moment a greeting turns into friendship."

B. While you are hearing, color the words you hear:

- | | | |
|-------------|---------------|-----------|
| 1. Hello | 2. Brave | 3. Name |
| 4. Mountain | 5. Connection | 6. Banana |
| 7. Friends | 8. Family | 9. World |

C. Order phrases from 1 to 6 according to how they are mentioned in a casual conversation.

- | | |
|-----------------------|----------------------|
| Where are you from?" | <input type="text"/> |
| Nice to meet you too. | <input type="text"/> |
| See you, | <input type="text"/> |
| Hello, my name is" | <input type="text"/> |
| Nice to meet you. | <input type="text"/> |

D. Listen to the podcasts and circle the correct answer.

a. What is the superpower mentioned in the podcast?

1. Fly 2. super strength 3. Making new friends

b. What is the name of the podcast?

1. English adventures 2. Education Today 3. The Corner of Knowledge

c. What phrase is used to start a conversation?

1. Bye-bye. 2. Hello, my name is... 3. Nice to meet you.

Hello, My Name Is...

Post listening

A. Complete the chart with your own information.

My name is.....

I am from

I live in

I am years old.

I am a

B. Order the words in the correct way to make a sentences:

Hello / is / name / my / .

Nice / Jhon / to / meet / you / .

From/ I / am /

Where Are You From?

Pre listening

A. Write the meaning of the following words:

1. Town. _____
2. Mountains. _____
3. World. _____
4. City. _____

B. Mark what you think will you hear in the podcasts:

- Someone talks about their city.
- Someone talks about food.
- Someone mentions mountains.

C. Look at the images bellow and match them with the correct word from the box.

Mountain. River. World. Food. City. Town.





D. Complete the sentences using the words from exercise C.

1. The is very tall and beautiful.
2. We can swim in the during the summer.
3. Our is full of amazing animals and places.
4. My favorite is pizza with extra cheese.
5. I live in a big with many buildings and parks.
6. My grandparents live in a quiet near the forest.

Where Are You From?

During listening



A. Listen and Circle the word you hear.

- | | |
|---------------|----------------|
| 1. Mountains. | 4. Town. |
| 2. City. | 5. River. |
| 3. Phone. | 6. Connection. |

B. Mark with F or T according to what you hear:

- | | |
|--|-------|
| 1. The question “ Where are you from? ” opens a window into someone’s life. | _____ |
| 2. The speaker talks about food. | _____ |
| 3. The superpower mentioned in the podcasts is about making new friends. | _____ |
| 4. The speaker mentions something about personal information. | _____ |

C. Match each phrase with a line according to what you think it refers to.

1. Where are you?



2. Hello.



3. Relationship.



D. Underline the sentences that are related to the topic.

1. My favorite subject at school is mathematics and science.

2. Asking "Where are you from?" shows you are interested in the other person.

3. I like to eat pizza and play video games on the weekend.

4. Listening to the other person is the secret to connect and start a friendship.

Where Are You From?

Post listening

A. Choose one of the following places and describe it in two or three sentences.



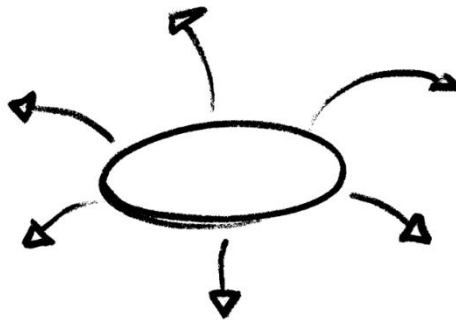
B. Believe in your knowledge. Answer the following question.

- What do you say after you introduce your name?

Making New Friends

Pre listening

A. Brainstorm: What Makes a Friend? Write words related to friendship.



B. Mark what you think the audio will explain:

- How to make friends
- How to cook
- How to run faster

C. Select the definition from the box and put in front of each word its correct definition.

- Feeling or showing no fear when facing something difficult.
- A relationship or a link between two or more people, things, or ideas.
- Wanting to learn or know more about something.

- **Brave.** _____
- **Curious.** _____
- **Connection.** _____

D. Use the words from exercise C and put them under the corresponding image.







Curious.

Making New Friends

During listening



A. Choose the correct option based on what you hear.

1. "Friendship superpower" means:

- a) running fast
- b) making new friends
- c) cooking

2. "Window question" is a question to:

- a) open windows
- b) find out the name
- c) learn more about the person

3. "Secret connection" occurs when:

- a) you listen and respond
- b) you shout loudly
- c) you ignore the other person



B. While listening, order the podcast events from 1 to 4.

- _____ • The narrator explains: "Hello, my name is..."
- _____ • It talks about making connections.
- _____ • It explains the question "Where are you from?"
- _____ • It introduces the idea of the superpower of friendship.

C. While listening, circle only the words you hear in the podcast.

Friendship / Banana / Connect /
Mountains / Soccer / Curious / Listen /
Cat / Brave / Pizza / Secret

D. Listen to the podcast and choose the correct word to complete each sentence.

1. To make a new friend, you need to be _____ and say "hello" first.

- a) soccer b) brave c) secret

2. When you meet someone new, it's good to be _____ and ask them questions about their interests.

- a) connect b) listen c) curious

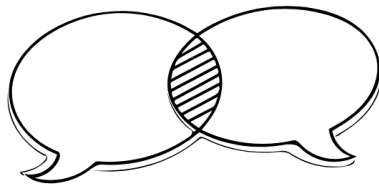
3. A strong _____ is built on trust and kindness.

- a) mountain b) secret c) friendship

Making New Friends

Post listening

A. Complete the dialogue with information from a classmate.



A: "Hello, my name is _____."

B: "Nice to meet you! Where are you from?"

A: "I'm from _____."

B: "Wow! I like that place because _____ / I'm curious about _____."

B. Read this short excerpt of the podcast and answer the questions.

In the podcast, the speaker explains that making new friends is easy if you use your superpower. First, say, 'Hello, my name is...! Then ask a window question like 'Where are you from?'. Finally, listen carefully and make a connection. A connection can be something you share or something you want to know.

1. What is the first step to make a new friend?
2. What type of question opens a window?
3. What two ways can you connect?

UNIT

2

MY DAILY ROUTINE



Morning Time

Pre listening

A. Match each subtopic with the drawing that best represents it.

1: Morning Time



2: At School



3: My Whole Day



4: Go to school



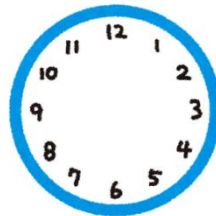
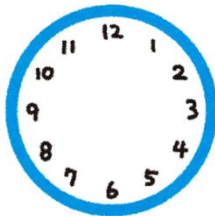
B. Match each word with its meaning.

- | | |
|--------------------------|------------------------------------|
| • Wake up. | ■ Comer la primera comida del día. |
| • Brush my teeth. | ■ Jugar durante el descanso. |
| • Eat breakfast. | ■ Despertarse. |
| • Play at recess. | ■ Cepillarse los dientes. |

C. Mark with ✓ the actions you think Emma and Leo do in the morning.

- | | |
|---------------------------|--------------------------|
| • Eat pizza for breakfast | <input type="checkbox"/> |
| • Brush your teeth | <input type="checkbox"/> |
| • Swim in the pool | <input type="checkbox"/> |
| • Pack your backpack | <input type="checkbox"/> |

D. Draw the hands on the clocks to show the time you consider Emma and Leo wake up.



- What time does Emma wake up?
- What time does Leo wake up?

Morning Time

During listening



A. Listen to the podcast and complete the table.

Activity	Emma	Leo
Wake-up time		
Breakfast drink		
Transport to school		

B. Listen carefully and write E (Emma) or L (Leo) in each sentence, depending on who it corresponds to.

- "I listen to music on the way to school." _____
- "One of my favorite moments at school is recess." _____
- "After school, I go home at around 3:00 p.m." _____
- "I try to finish my homework before dinner." _____

C. Listen and complete the information about Emma and Leo's routines.

Emma

- Wakes up at: _____
- Her favorite class is _____.
- Gets home at: _____

Leo

- Takes a: _____ long one in the morning.
- His first class is _____.
- He practices _____ in the afternoons.

D. Circle the items that Emma puts in her backpack:

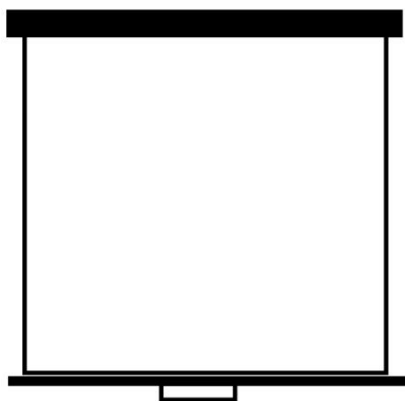
- Notebook
- Ball
- Pencil Case
- Video Game
- Snack
- Coat
- Pencil
- Eraser



Morning Time

Post listening

A. Draw a clock and write the time you wake up. Then, complete the sentence.



- I wake up at _____.

B. Complete the sentences about your own routine, using the podcast as a guide.

- In the morning, I _____ and _____.
- At school, I _____ with my friends.
- After school, I _____.

At School

Pre listening

A. Select and circle the subjects you think they will mention in the podcasts.

- Mathematics
- Physical Education
- English
- Cooking
- History
- Biology
- Science
- Literature

B. Match the following phrases.

- Recess
- Science
- Lunch
- English
- Clase de ciencias
- Recreo
- Almuerzo
- Inglés

C. Choose the phrases from the box and then match them with the correct picture.

Calculator Classroom
Backpack Teacher
Notebook Homework





D. Let us know what your favorite subject is.

• Write your favorite class: _____

At School

During listening



A. Listen the podcast and choose the best answer.

What is the locutor talking about.

- a) It's about Emma and Leo's favorite animals and how to take care of them.
- b) It's about a very exciting vacation trip they had.
- c) It's about the daily routine of two students, from morning to night.
- d) It's about how to prepare different kinds of food for lunch.

B. Listen again and number from 1 to 4 the routine of Emma at night.

- _____ • Put on your pajamas
- _____ • Watch cartoons
- _____ • Brush your teeth
- _____ • Do your homework



C. Complete Leo's routine according to what you hear.

In the morning, Leo _____ and _____.

At school, Leo _____ with my friends.

After school, Leo _____.

D. Listen to the podcast and mark with a V if the sentence is true or an F if it is false.

- Emma wakes up at 6:00 a.m. _____
- Leo doesn't like hot chocolate at all. _____
- Leo's first class is English. _____
- Emma sometimes plays volleyball at recess. _____
- Leo brings his own lunch to school. _____
- Emma gets home after 4:00 p.m. _____
- Leo helps his mom prepare dinner. _____
- Emma puts on her pajamas and goes to bed at 9:00 p.m. _____

At School

Post listening

A. Write down your favorite class and the one you dislike.

- I like: _____
- I don't like: _____

B. Write your class schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
	B	R	E	A	K
4					

MY WHOLE DAY

Pre listening

A. Select one picture. What do you think Emma and Leo do after school?



B. Order using numbers according to what you think Emma and Diego do when they get home.

- a) Do homework _____
- b) Watch TV _____
- c) Get home _____
- d) Change clothes _____

C. Check the activities you do; you can check more than one:

- a) Watch TV
- b) Play video games
- c) Read a book
- d) Chat with friends
- e) Play soccer
- f) Do homework

D. Look at the photo and then circle the sentences about what the podcast is about.



- It is about daily routines.
- It teaches us how to cook pizza.
- It is about a trip to the zoo.

MY WHOLE DAY

During listening



A. Listen to the podcasts and circle the correct alternative to complete the sentences.

- a) Leo wakes up at 5:45 / 6:30 in the morning.
- b) Emma's favorite class is English / Math.
- c) During recess, Leo plays soccer / basketball.
- d) After school, Emma does her homework / exercise.
- e) At night, Leo watches TV / movies before sleeping.

B. Read the text and complete each gap using the words in the box.

6:00–5:45: hot chocolate, English, math, soccer homework, kitchen, bed

Emma and Leo are students. Emma wakes up at 1) _____ in the morning. Leo wakes up at 2) _____. For breakfast, Leo drinks 3) _____.

At school, Emma's first class is 4) _____. Leo's first class is 5) _____. During recess, Leo likes to play 6) _____.

After school, Emma goes home and does her 7) _____. Leo helps his mom in the 8) _____. At night, Emma brushes her teeth and goes to 9) _____ at 9:00 p.m.



C. Listen again and find select and circle the words.

PLAYSDELGBIKA
PAGWYXZLOHOM
EWORKGLIONQK
LRECESSNMETE
CHLDSALBACET
EZCVLSFGHJZSR
ACCLASSFNLMVC
AXUTEABOOKST
ACHJTRSIVBERS

D. Listen again and enumerate the following activities according to the order that they occur.

- _____ • Eat breakfast
- _____ • Brush his teeth
- _____ • Take a shower
- _____ • Comb his hair
- _____ • Wake up

MY WHOLE DAY

Post listening

A. From the following list of activities, categorize each one according to its category.

	Morning	School	Night
• Brush teeth	_____	_____	_____
• Play soccer	_____	_____	_____
• Do homework	_____	_____	_____
• Eat breakfast	_____	_____	_____
• Math class	_____	_____	_____
• Watch TV			
• Pack backpack			
• Take a shower			

A. Work in pairs and answer the following questions.

1. Which activity from Emma's or Leo's routine would you like to include in YOUR day? Why?
2. Do you think having a routine is important?

UNIT
3

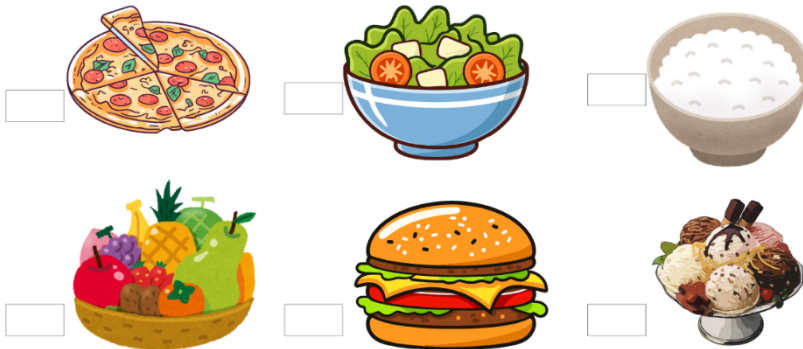
MY
FAVORITE
FOOD



What Do You Like to Eat?

Pre listening

A. Look at the photos and select the food you normally eat at home.



B. Answer the following questions regarding your own information.

1. Do you like pizza?

2. Do you like vegetables?

3. Do you like cooking?



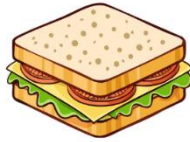
C. Look at the following sentence and Put "Yes" or "Not" in front of each sentence to predict what the podcast is about.

1. They will talk about sports. _____
2. They will talk about food. _____
3. They will talk about cooking. _____
4. They will talk about the supermarket. _____

D. Look at the images and match them with the correct word from the box.

Chicken Supermarket Recipe
Sandwich Vegetables Coffee













What Do You Like to Eat?

During listening



A. Listen to the podcast and circle the correct answer according to what you hear.

- In the podcast, Leo loves to eat **pizza / pasta**.
- For dinner, Emma likes to make **chicken / fish** with rice.
- In the kitchen, you need a **pencil / pen** to write down the recipe.
- In the dairy section of the supermarket, Leo buys **yogurt / cheese**.
- One meal that Leo and his mom cook is **rice / noodles** with vegetables.
- To look up a new recipe, you can use your **computer / phone**.

B. Listen to the podcast again and order the steps from 1 to 4 according to what you hear.

- () 1. Mix the ingredients.
- () 2. Cut the fruits.
- () 3. Put everything in a bowl.
- () 4. Serve the salad.



C. Listen to the podcast again and highlight the phrases you hear.

1. I love spaghetti.
2. I help my mom cook.
3. I buy fruit at the supermarket.
4. I like hot chocolate.

D. While you listen, check ✓ the foods mentioned in the podcast.



Apple



Lettuce



Cookies



Yogurt



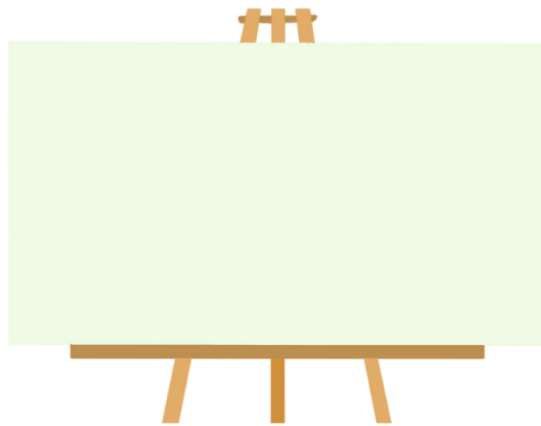
Meat



What Do You Like to Eat?

Post listening

A. Draw your favorite food and complete the sentences.



1. I like _____
2. I eat it with _____
3. I cook it with _____

B. Complete the following dialogue using your own information.

- A: Emma likes spaghetti. I like _____.
B: I like _____.
A: She cooks rice with chicken. I cook _____.
B: I cook _____.
A: I buy _____ at the supermarket.
B: I buy _____.

Let's Cook!

Pre listening

A. Look at the following images and match their correct name with a line and then put their name into Spanish.



• Bread _____



• Tomato _____



• Cheese _____



• Cucumber _____

B. Select the word from the box and classify it with its correct category.

Banana Carrot Grapes Apple Broccoli
Lettuce Pear Cucumber Piña Tomatoe

Fruits _____

Vegetables _____

C. Put "yes" or "no" in front of each sentence according to what you think the narrator will do.

1. The narrator will cook something at home. _____
2. The narrator will buy things at the supermarket. _____
3. The narrator will cook meat. _____
4. The narrator will visit the bakery section. _____

D. Look at the image and check. What do you think this podcast episode will be about?



- Music and sports.
- Food and cooking.
- Travel and vacations.
- Technology and video games.
- Your own idea: _____.

Let's Cook!

During listening




A. Listen the podcast and select and circle the ingredients you hear.

- Bread
- Cheese
- Juice
- Rice
- Chicken
- Soda
- Lettuce
- Cucumber
- Carrot
- Tomato
- Apples
- Water

B. Listen to the podcast again and then put "True or False" according to what you hear.

1. The narrator washes the vegetables. _____
2. The narrator cooks pasta. _____
3. The narrator cuts tomatoes and cucumbers. _____
4. The narrator uses cheese. _____
5. The narrator makes a vegetable sandwich. _____



C. Listen to the podcast again and then order the events according to what you hear.

- _____ a. Go to the drinks section
- _____ b. Go to the cashier
- _____ c. Enter the supermarket
- _____ d. Pick vegetables
- _____ e. Go to the dairy section

D. Listen to the podcast again and fill the missing words in the gaps.

1. I need bread, lettuce, cheese, and .
2. The dairy section is very .
3. I take a bottle of .
4. I prepare a sandwich.



Let's Cook!

Post listening

A. Choose your favorite fruits and make your own fruit salad.



B. Answer the following question with your own information.

- What is your favorite food?

- Do you like fruits and vegetables?

At the Supermarket

Pre listening

A. Look at the photos and classify the images according to the different sections.



• Vegetables

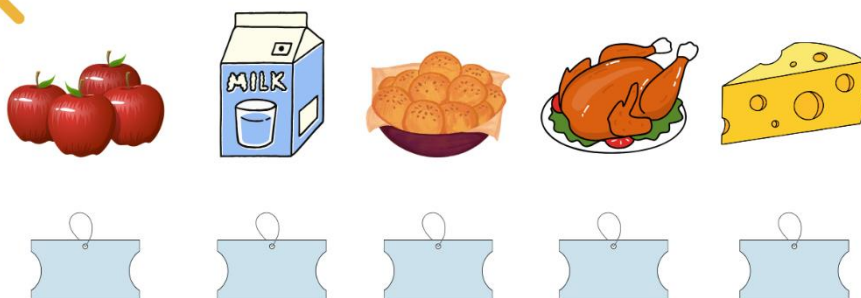
• Fruits

• Drinks

• Meats



B. Look at the photos, and then write how much you think these products cost before listening to the podcast.



C. Complete the following dialogue with the word in the box, and then practice with your partner.

price cart buy need section supermarket

- Emma: Leo, look! The fruits are in this _____.
- Leo: Great! Let's get some apples and bananas. Put them in the _____.
- Emma: Okay. What else do we _____?
- Leo: We need milk and yogurt from the dairy _____.
- Emma: And I want to _____ cookies!
- Leo: Okay, but let's check the _____ first.

D. Choose the vocabulary list you think you will hear in the podcast and then answer the question.

- Lista A: homework, teacher, test, book, pencil
- Lista B: pizza, chicken, supermarket, buy, cook, eat
- Lista C: run, swim, ball, team, win, play

This podcast will talk about _____.



At the Supermarket

During listening



A. Look at the photos and circle the products you hear about in the podcast.



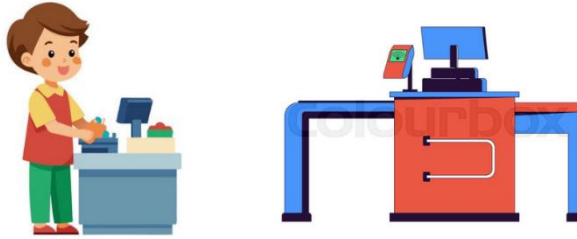
B. Listen to the podcast again and complete the table.

Products	Quantity	Price
Milk		
Apples		
Bread		
Eggs		
Chicken		

C. Listen to the podcasts again and then put “True or False” according to what you hear.

1. The narrator buys apples. _____
2. He buys two bottles of milk. _____
3. He visits the dairy section. _____
4. He buys chicken for his favorite food. _____
5. He buys cookies and chips. _____

D. Complete the dialogue using the word in the box.



Milk Here you go Thank you
bread juice How much

Cashier: Hello! What do you want today?

Student: I want _____ and _____, please.

Cashier: _____.

Student: _____.

Cashier: It's three dollars.

Student: Oh, okay. _____!



At the Supermarket

Post listening

A. Go to the supermarket and do your own shopping. Select the products you would buy at the supermarket.



B. Match with a line each word to its meaning.

- | | |
|-------------------|--|
| 1. Grocery store. | • A person who handles payments and receipts at a store. |
| 2. Recipe. | • A set of instructions and a list of ingredients for preparing a specific dish or meal. |
| 3. Supermarkt. | • A store that sells food and other household items. |
| 4. Cashier. | • A large self-service store selling a wide variety of food and household products. |



UNIT

4

PLACES IN MY TOWN



My Town

Pre listening

A. Look at the pictures of places in the city and mark with ✓ the places you think will appear in the podcast.



B. Look at the pictures and match each word with its correct image.

1.



Museum

2.



Cinema

3.



School

4.



Town
Hall

C. Complete the sentences with the given words in the correct order.

1. A town is a _____ place with _____, _____, and _____.

● **small – places – people – buildings**

2. My neighborhood is a _____ area with kind _____, old _____, and interesting _____.

● **small – places – people – buildings**

3. A good neighborhood should be _____ and _____ for families.

● **quiet - safe - neighbors - park**

4. I often see my _____ walking their dogs in the _____.

● **quiet - safe - neighbors - park**

D. Circle all the words you know.



My Town

During listening



A. Listen to the podcast and mark with the ✓ the places the speaker mentions.

1. Park
2. Library
3. Museum
4. Zoo
5. Bakery

B. Listen to the podcast and write "True" or "False" according to what you hear.

- _____ 1. The town is very big.
- _____ 2. There is a park in the town.
- _____ 3. The museum is noisy.
- _____ 4. People relax in the park.



C. Listen to the podcast again and complete the sentences with the information you hear.

1. My town is _____ but friendly.

2. The library is _____ and calm.

3. The park is a place to _____.



D. Listen to the podcast again and order the places in which they appear and number them from 1 to 8.

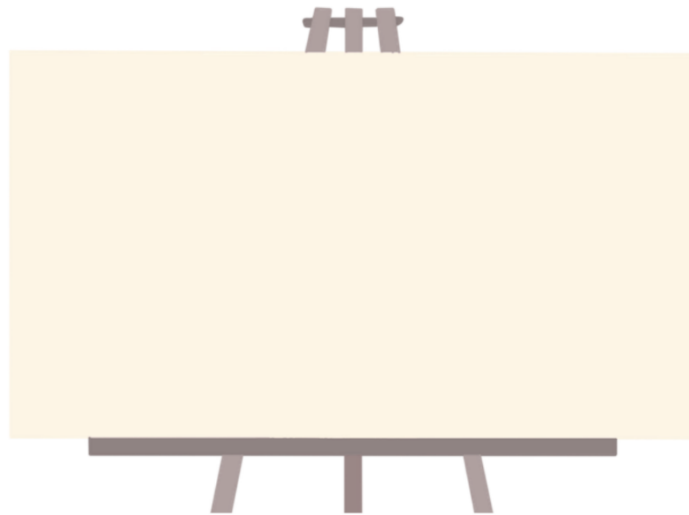
- Park
- Bakery
- Library
- Museum
- Shops
- Town hall
- Hospital
- School



My Town

Post listening

A. Draw your ideal town and tell us what your favorite place in your town is.



My favorite place is _____.

B. Mark Yes / No according to your opinion.

	Yes	No
• I like my town.	<input type="checkbox"/>	<input type="checkbox"/>
• My town is small.	<input type="checkbox"/>	<input type="checkbox"/>
• My town is beautiful.	<input type="checkbox"/>	<input type="checkbox"/>

Where is it?

Pre listening

A. Look at the pictures and write the correct preposition from the box.

next to behind in front of
 between near opposite



B. Circle the correct word to complete the sentences.

1. The bakery is (**next to** / blue / happy) the library.
2. The park is (**between** / large / quiet) the river and the school.
3. My house is (**behind** / old / comfortable) the supermarket.
4. The cat is (**inside** / small / sleepy) the box.

C. Order the following words in the correct order to make a sentence.

1. is / The / under / cat / the / table

2. next / The / to / bank / is / the / supermarket

3. blue / The / on / small / is / book / the / shelf

4. The / park / town / in / beautiful / my / is

D. Look at the images and mark with ✓ what the words you will hear in the podcast.



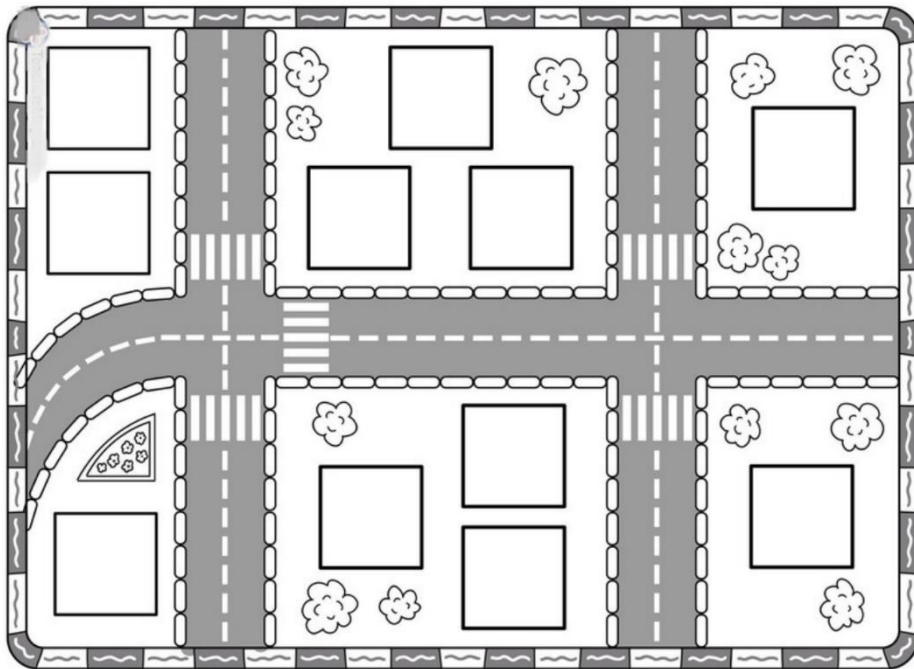
- Next to.
- Big.
- Behind.
- Beautiful.

Where is it?

During listening



A. Listen to the podcast and write the name of the place on the map.





B. Listen to the podcast again and write "True" or "False" according to what you hear.

1. The bakery is next to the library. _____
2. The town hall is on the right of the bakery. _____
3. The park is behind the museum. _____
4. The bakery is situated on the left on the main street. _____

C. Listen to the podcast again and underline the preposition in the sentences.

1. The park is between the school and the store.
2. The bakery is next to the library.
3. The town hall is on the right of the bakery.
4. The park is behind the museum.
5. The library is in front of the museum.

D. Listen to the podcast again and match the places with their direction.

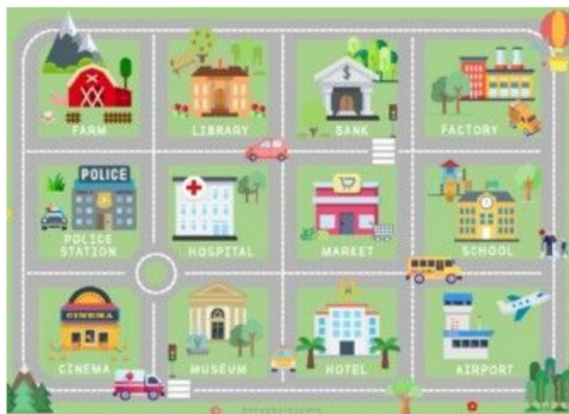
- | | |
|-----------|-------------------------------------|
| • Bakery. | ■ Between the school and the store. |
| • Museum. | ■ Next to the library. |
| • Park. | ■ Behind the park. |



Where is it?

Post listening

A. Look at the map and choose the correct answer.



1. Where is the school?

- a) Behind the airport
- b) Inside the cinema
- c) Above the hospital

2. Where is the police station?

- a) Near the river.
- b) Opposite the train station.
- c) In front of the farm.

3. Where is the library?

- a) Behind the park
- b) Next to the bank
- c) Under the school

B. Complete the sentences with the correct preposition.

1. The school is _____ the park.
2. The store is _____ the bus stop.
3. The school is _____ to the park.
4. The store is _____ from the bus stop.



Around the neighborhood

Pre listening

A. Match the images with their correct name.

1. House.



2. Grocery store.



3. School.



4. Bus stop.



B. Before to listen, guess the topic. What will the podcast talk about?

1. The podcast will cover:

■ Animals

■ Neighborhood

■ Food

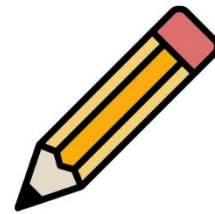
C. Look at the neighborhood picture and mark with ✓ what you can see.



- Houses.
- Park.
- Grocery store.
- Airport.

D. Fill in the blanks with the correct words.

1. H_u_e
2. Sc_o_l
3. St_r_
4. P__k
5. B_n__
6. L_b_a_y
7. H_s_i_a_
8. B_k_r_
9. H_t_l
10. F_t_a_n
11. C_f_e S_o_
12. P_l_c_ S_a_i_n



Around the neighborhood

During listening



A. Listen and match words from column A to the correct place in column B.

Column A

- Travelers
- Passengers
- Sick people
- Readers
- Students
- Children

Column B

- Park
- Airport
- School
- Library
- Hospital
- Bus

B. Listen to the podcast again and complete the sentences.

1. The grocery store is at the _____.
2. People wait for the _____ in the morning.
3. There are many _____ with colorful doors.
4. The grocery store is at the _____ of the street.

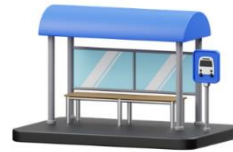
C. Listen and number according to the order in which the host mentions the places in the podcast. Use cardinal and ordinal numbers.

- | | | |
|----------------------|-----------------|----------------------|
| <input type="text"/> | • Houses | <input type="text"/> |
| <input type="text"/> | • Grocery store | <input type="text"/> |
| <input type="text"/> | • School | <input type="text"/> |
| <input type="text"/> | • Pharmacy | <input type="text"/> |
| <input type="text"/> | • Bus stop | <input type="text"/> |

D. Listen again and check the places the host mentions in the last part of the podcast.















Around the neighborhood

Post listening

A. Underline the correct sentences.

- a) The school is a place to sleep.
- b) The library is a place to borrow books.
- c) The hospital is a place to watch movies.
- d) The bakery is a place to fix cars.
- e) The bus stop is a place to catch a bus.
- f) The park is a place to play and relax.
- g) The post office is a place to buy medicine.
- h) The cinema is a place to borrow tools.

B. Color the picture of the neighborhood and write the names of the places.



GLOSSARY

UNIT 1

Vocabulary	Pronunciation	Definition
magic	/ˈmædʒɪk/	The power or quality that makes things seem wonderful or impossible.
powerful	/ˈpaʊəfəl/	Having great strength, influence, or ability to produce an effect.
friendship	/ˈfrendʃɪp/	The relationship between two or more people who care about and trust each other.
connect	/kəˈnekt/	To establish a relationship or communication between people or things.
friendly	/ˈfrendli/	Behaving in a kind, pleasant way towards others.
adventure	/ədˈventʃər/	An exciting or dangerous experience that involves uncertainty and new places or situations.
quiet	/ˈkwaɪət/	Making little or no noise; not talking much or being shy.
bravely	/ˈbreɪvli/	In a way that shows courage, without fear of danger or difficulty.
moment	/ˈməʊmənt/	A very short period of time.
share	/ʃeər/	To give a part of something to someone else; to tell others about your thoughts or feelings.

GLOSSARY

UNIT 2

Vocabulary	Pronunciation	Definition
routine	/ru:'ti:n/	A regular way of doing things that you follow every day or week.
stretch	/stretʃ/	To make your body or a part of it longer or straighter by pulling.
pack	/pæk/	To put things into a bag, box or container for a trip or to store.
recess	/'ri:sɪs/	A short break between classes at school.
project	/'prɒdʒekt/	A piece of work that you do for school, work or personal goals.
tired	/'taɪəd/	Feeling that you need to rest because you have used a lot of energy.
homework	/'həʊmwɜ:k/	School work that you have to do at home.
pajamas	/'pə'dʒɑ:məz/	Soft clothes that you wear when you go to sleep.
natural	/'nætʃrəl/	Not made or changed by humans; being as something is supposed to be.
packed	/'pækt/	Filled with a lot of things or people.

GLOSSARY

UNIT 3

Vocabulary	Pronunciation	Definition
delicious	/dɪ'ljʊs/	Tasting very good.
dish	/dɪʃ/	A type of food that is prepared in a particular way.
crisp	/krɪsp/	Hard, dry and easy to break; fresh and firm.
scrambled	/skræmbld/	(Of eggs) Mixed together and cooked in a pan with butter or oil.
cereal	/'sɪəriəl/	A food made from grains, usually eaten with milk for breakfast.
cook	/kʊk/	To prepare food by heating it, for example in an oven or pan.
skill	/skɪl/	The ability to do something well, usually learned through practice.
supermarket	/'su:pəmɑ:kt/	A large shop that sells food, drinks and other things for the home.
dairy	/'deəri/	Relating to milk or food made from milk.
section	/'sekʃən/	A part of a shop, building or place that is used for a particular purpose.

GLOSSARY

UNIT 4

Vocabulary	Pronunciation	Definition
adventure	/əd'ventʃər/	An exciting experience that involves new or unknown places.
bakery	/'beɪkəri/	A shop where bread, cookies and other baked foods are made and sold.
library	/'laɪbrəri/	A place where books, magazines and other materials are kept for people to read or borrow.
museum	/'mju:ziəm/	A building where objects of historical, scientific or artistic importance are shown to the public.
fountain	/'fəʊntən/	A structure that sends water into the air, usually in a park or square.
neighborhood	/'neɪbəhʊd/	An area where people live, usually near each other.
corner	/'kɔ:nə/	The place where two streets or walls meet.
across	/'ækros/	On or to the other side of something.
between	/'bi:twi:n/	In the space separating two people, places or things.
calm	/'kɑ:m/	Not worried, nervous or excited; peaceful.

SCRIPTS

UNIT 1

▶ Getting to Know You.

Hello. Hello, everyone. Welcome to our special episode about something small, simple, but super powerful: the magic of saying "hello." This little word can start new friendships, open up new moments, and help us connect with people all around us.

When you say, "Hello, my name is...," you're telling someone: "I want to talk, I want to know you, and I'm friendly." It's like opening a little door to a new adventure – and you never know what wonderful friend might be on the other side.

Remember Daniel, the quiet kid who was new at school? One day, he bravely said: "Hello, my name is Daniel. Can I play with you?" And just like that, he made new friends and started smiling more. A tiny moment can truly change everything.

When you share your name, you're sharing a little part of who you are, and asking someone else's name shows you care. So next time you meet someone new, don't be shy. Just say: "Hello, my name is _____. Nice to meet you." You never know – you might just meet your next best friend. Practice your magic words: they're small but powerful.

Farewell

Learning English can be as natural as a conversation – at "The Sound of Learning," you don't memorize lists, you live the language. Join us every day to discover new words in real-life contexts and lose your fear of speaking. Each episode is a new auditory adventure: a theme, a story, and activities that truly prepare you to use English. Because learning shouldn't feel like a chore – it should feel like discovering a new superpower.

"The Sound of Learning": where every conversation is a lesson, and every lesson a conversation. Subscribe and transform the way you learn.

SCRIPTS

UNIT 2

My Daily Routine

Hi everyone. Welcome to our mini podcast where learning is as natural as chatting with a friend. Today we'll talk about something we all have: our daily routine. From the moment we open our eyes in the morning until we finish the day with our last activities, get ready to listen, learn and have fun – because this episode is packed with real-life moments and useful expressions.

So, my mornings are busy. I usually wake up at 6am. First, I stretch a little, and then I go to the bathroom to brush my teeth.

"I wake up at 5:45, because I always take a long shower. After that, I brush my teeth, comb my hair, and then I go to the kitchen. My mom prepares breakfast. I usually eat eggs and bread, and I drink hot chocolate. After breakfast, I pack my backpack – I put my notebooks, my pencil case and my snacks inside. Then I wait for the school bus, listening to music on the way. It helps me wake up!"

Once we're at school, our routines change. My first class is English. I really like it because we do many activities.

"My first class is math, and well, it's not my favorite, but I try my best. Later we have science, English and social studies. One of my favorite moments at school is recess. I usually eat my snack and talk with my friends. Sometimes we play volleyball during recess. I play soccer!"

After that, we continue with classes until lunch. At school, I always eat rice with chicken – it's delicious. And in the afternoon, we usually work on group projects or reading activities.

After school, I go home at around 3pm. First, I change my clothes, then I rest for a moment because I'm always tired.

"I get home around 3:30pm. I usually take a short break, and then I start my homework. I try to finish everything before dinner. After homework, I like to help my mom in the kitchen – we prepare dinner together. Then I watch a little TV. I also like to watch cartoons at night or chat with my sister. At around 9pm, I brush my teeth again, put on my pajamas and go to sleep."

So that was our daily routine. What about yours? Think about it: what do you do in the morning, at school and during your whole day? Thanks for listening. See you in the next episode.

SCRIPTS

UNIT 3

My Favorite Food

Hello everyone. Welcome to "The Sound of Learning," Episode number three. Today, we're talking about something delicious: our favorite food.

Food is amazing. We all like different dishes, snacks and drinks. We'll explore what we love to eat, how to cook simple meals and what happens at the supermarket. Get ready, because this episode is full of flavors, ideas and yummy vocabulary.

Let's start. First, what do you like to eat? I love eating pizza — especially cheese pizza. It's my favorite food. I also enjoy hamburgers and fries, but I try not to eat them every day. My other favorite is spaghetti with rich tomato sauce. Oh, and I like fresh salads with crisp carrots and cucumbers.

Do you eat breakfast every morning? I usually eat scrambled eggs or cereal with milk. I also enjoy bread with butter and hot chocolate. It's simple but delicious.

Talking about food, do you like to cook? I can make simple things like a sandwich or a fruit salad. I also like to help in the kitchen. Sometimes we cook rice with chicken. We need rice, chicken, onions, carrots, oil, salt and pepper. Cooking is fun because you learn new skills — and the best part is you get to eat what you make.

Now let's imagine we're going to the supermarket. What do you put in your shopping cart? First, I get fresh fruits, like apples, bananas and grapes. Then I head to the dairy section for milk and yogurt. I always buy vegetables, especially tomatoes and lettuce, because my mom loves making salads every week. The supermarket has many sections: fruits, vegetables, dairy, bakery, meat, drinks and more. Shopping can be fun when you know what you need.

Well, that was our food adventure for today. We talked about our favorite foods, cooking and shopping. Now it's your turn. Think: what do you like to eat? What can you cook? What do you buy at the supermarket?

Thank you for listening to "The Sound of Learning." See you in the next episode!

SCRIPTS

UNIT 4

▶ Places in my Town

Hello. Hello, everyone. Welcome back to "The Sound of Learning." This is Episode number four, and today we are going on a fun adventure around my town. We will explore places, learn new words, and imagine we are walking together. Are you ready? Let's go.

Let's begin in the center of my town. My town is small, but very friendly. There are many places to visit and enjoy. We walk down Main Street. On the left, we see a bakery – fresh bread and warm cookies are sold there. Next to the bakery is the library. It is quiet, calm and full of books. On the right, we see the town hall, a big building where the mayor works. There is also a small museum where we can learn about the history of the town – and of course, the park, where children play, people relax, and the air feels fresh. My town may be small, but it is a special place.

Now let's play a little game called "Where is it?" Imagine you are standing in the center of the town, looking around. Ready? Let's start. The bakery is next to the library. The library is in front of the museum. The museum is behind the park, and the park is between the school and the grocery store.

Let's try another part of town. The pharmacy is across from the bus stop. The ice cream shop is near the park. The playground is behind the school.

Let's imagine we are walking. You walk straight, then you turn left, and you see the beautiful town square. There is a fountain in the middle of the square. Everything in my town is easy to find if you look carefully. So remember: next to, behind, in front of, between, across from, and near. These words help us understand where things are.

Now let's explore my neighborhood – the place where I live. There are many houses with colorful doors: blue, yellow, red, green. Each house is different. At the corner, there is a grocery store. The owner, Mr. Luis, is very friendly. Next to the store is a pharmacy. Across the street is the school where students learn, play and have fun. On the other side, there is a bus stop. Every morning, people wait for the bus to go to work or school.

My neighborhood is simple but full of life. People smile and say "good morning" every day.

And that's the end of today's episode of "The Sound of Learning." We visited my town, learned how to say where things are, and explored my neighborhood. What about your town? What places can you find there? Thank you for listening. See you next time – bye bye!

THE SOUND OF LEARNING



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THE SOUND OF LEARNING



Listen, Learn, and Let Knowledge Resonate

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- As a dynamic and educational tool, podcasts boost the development of listening skills through innovation and real language exposure since they implement approaches that focus on a participative teaching and learning environment, reinforcing the potential of students. Additionally, the use of podcasts as a technological tool aligns with constructivism and connectivism theories, which both foster lifelong skills and imply the role of technology in education, respectively, in addition to the different models of learning, like e-learning, m-learning, and b-learning, which seek to offer flexibility in the teaching and learning process.
- Their functionality guarantees that podcasts can be an effective tool in developing listening skills. Being an adaptive platform, it can address different topics in order to catch the interest of students and thus provide enough resources for both teachers and students, making use of all its benefits and becoming an opportunity that might boost listening comprehension which supports the intention of the use of podcast as an innovative and educational tool.
- Finally, thanks to their flexibility, dynamism, and the ease with which they can be tailored to different target groups, podcasts can enhance skills, develop autonomy, promote critical thinking, and foster comprehension through consistent practice. This demonstrates that podcasts serve as a powerful educational tool, promoting active listening and supporting language development.

5.2 Recommendations

- The listening skill being perceived as a difficult skill to develop, the activities normally do not align with the efficiency that this skill demands. Therefore, it is recommended that the incorporation of innovative teaching strategies such as podcasts can significantly increase the student's engagement in the activities that seek to enhance the student's potential. Since with the podcast application, teachers would offer a variety of modern activities that can completely transform the learning process.

- It recommended to the educators integrate podcasts into their educational content and use this alternative as an educative tool to foster the skills of their students and innovate the strategies they normally use, to boost their teaching and improve in a progressive way the competence of students.

- It is also recommended to select podcasts that align with students' levels and objectives, as well as to design complementary activities that reinforce listening comprehension. For immediate results, regular podcast use is recommended, choosing engaging content to maintain motivation. This provides an innovative strategy that is both interesting and promotes learning.

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Annexes.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y

TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

Ibarra, 28 de octubre del
2025

PhD. Sandra Guevara
Betancourt

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto **“Educational Podcasts as a Tool to Improve Listening Skills in English Language Teaching in Sixth Graders at Pimampiro High School.”** Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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



Firmado electrónicamente por:
ALEXANDER JEANPIER
MINDA CARCELEN

Atentamente,

Alexander Minda.

C.C.:
105017596-5



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Educational Podcasts as a Tool to Improve Listening Skills in English Language Teaching in Sixth Graders at Pimampiro High School.

Objetivo: To determine educational podcasts as a tool to improve listening skills in English language teaching in sixth graders at Pimampiro High School.

<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p>
<p>INTERVIEW FOR THE ENGLISH MAJOR TEACHERS</p>
<p>TITLE OF THE RESEARCH WORK Educational Podcasts as a Tool to Improve Listening Skills in English Language Teaching in Sixth Graders at Pimampiro High School.</p>
<p>Date: 28/10/2025</p>
<p>Instructions: The following interview aims to learn about your opinions, experiences, and perceptions, and, why not, your stance on the use of educational podcasts as a technological and pedagogical tool to improve listening skills in sixth-grade students.</p>
<p>Objective: To determine educational podcasts as a tool to improve listening skills in English language teaching in sixth graders at Pimampiro High School.</p>
<p>Question 1 How many years of experience do you have teaching English as a foreign language to sixth grade students?</p>
<p>Question 2 From your experience, how important is it to develop English listening skills for students at this level?</p>
<p>Question 3 What challenges do you usually face in developing listening skills in your students?</p>
<p>Question 4 What strategies do you use in your classes to develop listening skills? And how frequent do you use them?</p>
<p>Question 5 Do you know about Podcasts?</p>
<p>Question 6 Do you think that educational podcasts could be an effective tool to improve students' listening skills?</p>
<p>Question 7 Would you like to use educational podcasts as a teaching tool to improve your students' listening skills?</p>

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Fecha de envío para la evaluación del experto:	28 de octubre del 2025
Fecha de revisión del experto:	05 de noviembre de 2025

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

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

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SURVEY FOR THE STUDENTS
TITLE OF THE RESEARCH WORK
Educational Podcasts as a Tool to Improve Listening Skills in English Language Teaching in Sixth Graders at Pimampiro High School.
Date: 28/10/2025
Objective: To determine educational podcasts as a tool to improve listening skills in English language teaching in sixth graders at Pimampiro High School.
Instructions: The following questions seek to gather students' perceptions and experiences regarding listening skills, as well as their attitudes toward using podcasts.
Read the questions carefully and select the answers by marking with an X in the box according to your choice, some of the following questions allow more than one answer.

<p>1. How difficult is English for you?</p> <ul style="list-style-type: none"> • Very easy • Easy • Moderate • Very difficult • Difficult
<p>2. How much do you understand when your teacher speaks in English?</p> <ul style="list-style-type: none"> • Quite • A lot • Bit • Almost nothing • Nothing
<p>3. How often does the teacher do listening activities in class?</p> <ul style="list-style-type: none"> • Always • Almost always • Sometimes • Hardly ever • Never
<p>4. How long do listening activities last in your English class?</p> <ul style="list-style-type: none"> • 1 or 2 minute • 2 or 3 minutes • 3 or 4 minutes • 5 or more minutes
<p>5. Do you think the activities your teacher does help you improve your listening skills?</p> <ul style="list-style-type: none"> • Always • Almost always • Sometimes • Hardly ever • Never
<p>6. From the following list of activities, choose the most common activities that your teacher uses in class.</p> <ul style="list-style-type: none"> • Songs • Videos • Podcasts • Audiobooks • Music • Sketch • Movies • Speeches • Videoclips

<ul style="list-style-type: none"> • Cartoons
<p>7. How effective do you think listening to video audios like podcasts can help you improve your listening skills?</p> <ul style="list-style-type: none"> • Effective • Very effective • Something effective • Little effective • Ineffective
<p>8. How interested would you be in learning English through educational podcasts?</p> <ul style="list-style-type: none"> • Quite • A lot • Bit • Almost nothing • Nothing

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 Ítems. De ser necesario realice la observación en el casillero correspondiente.

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

10	X			
11	X			
12	X			
13	x			



.....
Firma del Evaluador

C.C.:

Apellidos y nombres completos	GUEVARA BETANCOURT SANDRA MARIANA
Título académico	PhD
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560



Memorando Nro. MINEDEC-CZ1-2025-08277-M

Ibarra, 13 de noviembre de 2025

PARA: Magister José Luciano Revelo Ruiz

Sra. Mgs. Blanca del Consuelo Unda Vanegas
Directora Distrital 10D01 Ibarra / Pimampiro / San Miguel de Urququi.

ASUNTO: Respuesta Trabajo de integración curricular a Unidad Educativa Pimampiro

De mi consideración:

En respuesta al oficio Nro. UTN-FECYT-D-2025-0204-O de fecha Ibarra, 06 de noviembre de 2025, firmado por MSc. José Revelo DECANO DE LA FECYT y con documento S/N de fecha Ibarra, 28 de octubre del 2025 firmado por Alexander Minda, mediante la cual solicita autorización para ingresar a la Unidad Educativa Pimampiro para aplicar una integración curricular Cuestionarios de Investigación del Proyecto "Educational Podcasts as a Tool to Improve Listening Skills in English Language Teaching in Sixth Graders at Pimampiro High School.", para lo cual es preciso manifestar que:

Normativa aplicable:

- Conforme al artículo 49 del Reglamento General a la Ley Orgánica de Educación Intercultural, literal c), se garantizará la gratuidad del servicio educativo, así como la provisión de recursos educativos y recursos complementarios, conforme a los criterios definidos por la Autoridad Educativa Nacional.
- Expedir el PROCEDIMIENTO PARA EL INGRESO DE PERSONAS EXTERNAS A LAS INSTITUCIONES EDUCATIVAS ACUERDO Nro. MINEDUC-MINEDUC-2023-00073-A

Además, se exige que el participante haya completado la capacitación en **Protocolos y rutas de actuación frente a situaciones de violencia**, impartida por el DECE

sobre propuesta formal:

Toda una vez que se revisó la documentación proporcionada es preciso manifestar que las actividades sobre la aplicación de encuestas y entrevistas sobre el uso de podcasts como herramientas educativas, la presente propuesta tiene como finalidad explicar el propósito de la aplicación de encuestas y entrevistas dirigidas tanto a estudiantes como a docentes de la institución educativa.

Cabe enfatizar que la visión de esta recolección de información es conocer las opiniones, percepciones y experiencias de los participantes respecto al uso de los podcasts como herramienta tecnológica, pedagógica e innovadora dentro del proceso de enseñanza aprendizaje del idioma inglés.

Ministerio de Educación, Deporte y Cultura
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Memorando Nro. MINEDEC-CZ1-2025-08277-M

Ibarra, 13 de noviembre de 2025

además estas técnicas de investigación la “encuesta y la entrevista” se busca obtener una visión más completa sobre la aceptación, utilidad y potencial educativo del podcast, considerando su capacidad para mejorar la habilidad de listening, la cual, entre las cuatro destrezas lingüísticas (escuchar, hablar, leer y escribir), suele representar una de las mayores dificultades para los estudiantes durante su aprendizaje del inglés.

Por ello, esta propuesta se orienta a fortalecer la comprensión auditiva del idioma mediante el uso de recursos auditivos auténticos y significativos, aprovechando las posibilidades que ofrece la tecnología para fomentar una experiencia de aprendizaje más dinámica, accesible y contextualizada.

Con estos antecedentes y toda una vez que se haya cumplido con lo dispuesto en la normativa MINEDUC-MINEDUC-2023-00073-A, referente al procedimiento para el ingreso de personas externas a las instituciones educativas, y tras haberse completado la capacitación en protocolos y rutas de actuación frente a situaciones de violencia en el sistema educativo, gestionada por el Departamento de Consejería Estudiantil (DECE) de la Coordinación Zonal 1, se autoriza la realización de la socialización, bajo el cumplimiento estricto de las siguientes directrices:

La actividad deberá dirigirse exclusivamente a los estudiantes y docentes meta (sexto grado de EGB) planteado en la propuesta.

No se deberá solicitar ningún tipo de contribución económica, donación o pago a los estudiantes, ni recopilar información personal bajo ningún concepto.

La actividad deberá desarrollarse en un ambiente de respeto, sin interrumpir el normal desenvolvimiento de la jornada educativa.

La Coordinación Zonal 1 del Ministerio de Educación, Deporte y Cultura reitera su apertura a este tipo de iniciativas que aportan al fortalecimiento del proceso de aprendizaje formal en el idioma de la lengua extranjera

Con sentimientos de distinguida consideración.

Atentamente,

Ministerio de Educación, Deporte y Cultura
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Ibarra, 13 de noviembre de 2025

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Mgs. Elvis Leonardo Mendoza Angulo
COORDINADOR ZONAL 1 EDUCACIÓN

Referencias:

- MINEDEC-CZ1-DZA-2025-0616-E

Anexos:

- documentos_2025110611484189.pdf
- propuesta_instrumentos_de_recoleccion_de_datos..pdf
- pedido_minda_alexaner_ingles_-pimanpiro.pdf

Copia:

Sr. Téc. Cruz Elias Yopez Placencia
Analista Zonal de Educación para la Democracia y el Buen Vivir 1

cy/AQ

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