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**Podcasting in the Teaching of Listening Skills to General Superior Basic School
Students**

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LANGUAGE**

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“PODCASTING IN THE TEACHING OF LISTENING SKILLS TO MIDDLE SCHOOL STUDENTS”

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DEDICATORY

I dedicate the result of this work to my parents for teaching me to face difficulties showing my perseverance, and my determination.

I also want to dedicate this work to my husband Miguel Ángel, and my daughters Micaela and Mishelle who were my motivation, my support, and my encouragement to continue, when it seemed like I was going to give up. Without a doubt, they are the best thing that has happened to me and they have given me the last push I needed to finish the project.

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ABSTRACT

The use of podcasts is of paramount importance in strengthening listening skills in English language learning. However, during the teaching-learning process, teachers at the Pedro Vicente Maldonado School neglect the use of technological media such as podcasts to teach listening skills, leading to weaknesses in students' ability to discriminate phonemes, syllables, intonation, accent, and non-verbal language. This study aimed to investigate the impact of podcasts on listening skills in student learning using both quantitative and qualitative research methods. The research was conducted using the descriptive research design, which helped to describe how the object of study is found. The methods used in this study were theoretical and empirical, which allowed us to comprehensively address the object of study. A questionnaire was applied to students in the tenth year. The research revealed that students of English of tenth year might improve their listening skills by using podcasting. Therefore, it is essential to provide high schools with trained teachers, technological tools, and financial resources to enhance the teaching of listening skills, which will ultimately improve the learning of English.

Keywords: Podcast, listening, skill, media



CHAPTER I

1.1 Introduction

The teaching and learning process in the classroom involves various factors such as teaching materials, which may be limited due to budget constraints. Students often do not have enough practice to develop their English listening skills. As a result, they only get to practice during class, leading to poor vocabulary development. This generates difficulty in relating and communicating with classmates, which ultimately results in students having poor English proficiency.

In today's globalized world, information and communication technologies (ICTs) have become an essential part of education. But podcasts are one of these ICTs that are not usually implemented in teaching listening skills. Unfortunately, the lack of implementation of technological tools such as podcasts affects the learning of English by tenth-year students of Basic-superior education at Pedro Vicente Maldonado Educational School in Riobamba.

In fact, the use of podcasts in teaching listening skills has a significant impact on the students' understanding of spoken language, auditory discrimination, vocabulary, grammatical structure, accents, and idiomatic phrases. And, it can make teaching listening easier for teachers and for students, it will be more comfortable and funnier. However, the low students' exposure to listening materials ultimately results in low levels of English learning among them.

To address this issue, podcast is a technique designed to motivate students and help them learn new visual and auditory content. It's portable and easy to manipulate, making it an excellent addition to English language teaching and learning. The purpose of this research is to investigate the impact of podcasts on the listening skills of tenth-year students of Basic – Superior General Education.



1.2 Research Background

As a background to the current research work, various studies were reviewed. For instance, Mohedano and Hidalgo (2018) argue that language learning is crucial to equip new generations with the necessary skills to cope with the challenges of the 21st century, including technological advancements, migration, labor demands, economic and social disparities. Among the four basic language skills are: receptive (listening and Reading) and Productive (writing and speaking). Listening is considered as a harsh skill to learn for young learners because it causes high listening anxiety provoking poor listening achievement (Yaacob et al, 2021).

New generations like millennials are known for their efficiency in using social media such as podcasts or Video podcasts. Podcasts are audio recordings that feature specialists discussing a particular topic. They can be produced by reputable institutions or created to explain fundamental concepts and used as educational material. They are portable and can be copied to mobile devices, stored in repositories, and created using free software (Castro Villalobos et al., 2019)

In summary, podcasts serve as a tool for recording and reproducing sounds infinitely, which can be disseminated on networks. These sounds include conversations, storytelling, and comics, which can be incorporated into classrooms for teaching purposes.

To board the present research work, some research works were reviewed such as the following: Palacios and Espejo, affirm that: "Language learning is key to providing new generations with tools that allow them to cope with the challenges of the 21st century, marked by technological advances, migration, labor demands, and economic and social disparities" (Edmetic, 2018)



Podcasts are audio recordings that allow you to listen to specialists on a specific topic. They are produced by prestigious institutions, they can also be created to explain basic concepts of the subject and used as material for educational reinforcement. They are transportable as they can be copied to mobile devices, they can be stored in repositories, and can be created using free software (Castro Villalobos et al., 2012). Therefore, podcast let teachers to expose students to target language and culture through real and authentic material as well as topics that are not in common in daily class.

It has been concluded that podcasts are an efficient recording and reproducing sounds tool endlessly. These sounds can then be shared online, including conversations, storytelling, and comedy. Podcasts can also be used in classrooms as a teaching aid.

1.2.1 The Educational Podcast

The podcasts usage in the education system is a great tool that motivates students to learn new content. It is true that podcasts help teachers communicate audio content, which students can listen to anytime and anywhere. Certainly, the use of podcasts in the classroom is an effective way to engage students and improve teaching and learning diminishing the anxiety of learners when they have to face the listening tasks (Yaacob et al, 2021).

For Castro, Casar and García, there are three types of podcasts for language teaching: a.- Authentic podcast: audio resource for students at advanced levels, recorded by native speakers of the language created for educational purposes; b.-Teacher's podcast: material prepared by the teacher for his students for oral comprehension or review of the subjects covered in class; c.- Student podcast: created by the learners themselves with the support of the tutor to develop communication skills, such as oral expression and comprehension. (Castro Villalobos et al, 2012). Learners can access and select podcast materials based on what they need. Therefore, it can be used from beginners and advanced levels.



According to Piñero (2012), there are concrete advantages for students, with the use of educational podcasts such as Cognitive advantages, student involvement, student self-management, having the teacher's instructions, continuity in study, understanding, and reduction of anxiety.

For Robles (2011), they are alternatives that strengthen personalized learning for second languages such as English, since they stimulate the development of listening individually and collectively, generating greater confidence in the student about what he hears, understands, and therefore speaks.

Based on Ortiz's research work (2012) about the use and application of podcasts as an instrument designed for the development of listening skills in students, affirms the importance of listening skills as one of the fundamental axes throughout appropriate foreign study. Where educational digital tools, audio and video files, accessibility to information, accessible applications, and the formats in which is found are included, there is also the receptive skill, cognitive process, phonemes, syllables, intonation and accent, sub-skills of the listening, non-verbal language. Therefore, it can be used digital tools presented in audio or video to develop student's receptive skills and sub-skills of listening. As well as it offers a lot of benefits.

But alongside that, Rico and others (2016) detect and recognize the connection between traditional approaches that focus on the creation of regular didactic activities and the pedagogical techniques applied in English lessons, supported by the formal language, with the insertion of a restricted range of teaching resources, as well as a reduced use of the school's infrastructure. Even though the acquisition of a new language, in this particular case English, is dependent on the teachers' strategies. But they are limited by the lack of



technological resources in the schools, so it is difficult to apply new technologies in the classroom.

Fortunately, ICTs in education have emerged to facilitate English tongue learning competencies. Such an innovative utensil being utilized by educators is podcasting, which not only delivers educational content but also encourages learning outside the classroom (Hasan & Hoon, 2013)

One of the strongest new technologies that has been employed in education for a long time is podcasting. The remarkable growth of podcasting has been acknowledged as an opportunity for the field of language acquisition. Podcasting has previously been the subject of research studies that have recognized its potential and compiled an abundance of data supporting the idea that podcasts may significantly improve language learners' speaking and listening abilities (Ashton-Hay & Brookes, 2011; O'Bryan & Hegelheimer, 2007).

Modern classrooms are now equipped with a diverse range of digital tools and technology that allow for a more inclusive and dynamic approach to teaching and learning. Rather than relying solely on traditional textbook-based methods, teachers can now incorporate a variety of teaching techniques that cater to the unique learning styles of individual students. This not only helps students to identify their preferred learning style but also guides teachers in structuring their curriculum more effectively.

1.3. Research Problem

The teaching-learning of a second language has a series of challenges that have been addressed from all sides. In fact, developing the listening skill is one of the most difficult goals to obtain. Thus, this work focuses on applying podcasting tool as a way to strength the listening skills in students of basic – superior education.



When a teacher teaches, he uses various strategies to facilitate learning among their students. They can also use some technological tools like podcasts. According to Hasan & Hoon (2013), it offers teachers a flexible and innovative approach to language learning that challenges traditional methods. Therefore, Podcasts are useful as a supplementary implement to enhance learners' English proficiency alongside course materials.

In this context, the problem occurs in the school classroom, where most students struggle to comprehend and develop listening skills. Statistics in this regard are alarming, however, very little or almost nothing has been done to solve this conflict.

Listening skill in English is an essential aspect of communication and education. However, mastering the skill of listening can be challenging for speaker students who don't speak English as their first language. Students must comprehend the potential complications they may face while engaging in the listening process. This research goals directs to explore the challenges confronted by students while comprehending spoken English. This is a descriptive qualitative investigation that employs a case study approach to examine six students in the third semester of the English education study program at Universitas Muhammadiyah Kotabumi, with diverse competence levels- low, moderate, and high.

The outcomes of this research indicate that pupils who possess an insufficient level of proficiency face problems with unknown words (meaning-content), speed of speech (speaker), and absence of terms (listener). Students with an adequate degree of proficiency find it challenging to comprehend the velocity of spoken language (talker) and deal with high sounds (physical settings). On the other hand, students with high proficiency have difficulty understanding extended spoken text (message content), dealing with different pronunciations (speakers), and managing noises (physical settings). (Hardiyanto et al., 2021)



Table 1. Students' Listening Difficulties

No	Types of Difficulty	Kind of Difficulty	Participants/Respondents					
			Low		Moderate		High	
			SA	MPW	AM	HPA	APS	AJS
1	Message Content	Unfamiliar word	√	√	-	-	-	-
		Word of incoming speech	-	-	-	-	√	-
		Long spoken text	-	-	√	-	√	√
2	Speaker	Visual needed	-	√	√	√	-	√
		Speed of speech	√	√	√	√	-	-
		Variety of accents	√	-	-	√	√	√
3	Listener	Less Focus	√	-	-	√	-	√
		Lack in vocabulary	√	√	√	-	-	-
		Inability to understand meaning	-	√	-	-	√	-
		Inability to recognize familiar word	-	-	-	-	-	√
4	Physical Settings	Noises	-	√	√	√	√	√
		Poor Equipment	-	-	-	-	-	-
TOTAL			5	6	5	5	5	6

Source: Hardiyanto, Tanjung and Suharjono

The study concludes that the difficulty with listening comprehension faced by young at the tertiary tiers varies depending on their based on their level of expertise. Consequently, the lecturers must consider the challenges faced by the students while teaching to overcome them.

As previously mentioned, the research problem exists in school classrooms. This problem, which will be addressed in the present research, is formulated below to define: What is the impact of the listening skills of students in the tenth year of Basic - Superior General Education at being exposed to podcasting?

1.4 Justification

The research work is relevant because it addresses a problem that is present daily in school classrooms. Many basic education students struggle to listen in English, and this difficulty has been largely ignored. Very little has been done to resolve this conflict, making it an important area to study. Likewise, the research will help us to determine the English listening skills level of Basic - Superior Education students.



The research is also justified because it aims to investigate the effect of podcast teaching on the listening skills of tenth-year students of Basic - basic-superior education, aged 15, from Pedro Vicente Maldonado School in Riobamba City. The study aims to explore the effectiveness of podcasts as a teaching tool used by the teacher, which is expected to enhance the development of English listening skills in Basic Education students.

Finally, with the results found, the research will develop a teaching guide on and Podcast teaching Listening Skills to basic - superior Education Students, results that will benefit the institution's teachers and students, since the first will use this guide in the best way in teaching, which will guarantee improving the students' learning level.

1.5 Objectives

1.5.1 General Objective

Conduct a study of podcasting to strengthen listening skills in tenth-year Basic General Education students.

1.5.2 Specific Objectives

- Theorizing about the podcast to improve the listening skill.
- Identify the listening skills status of tenth-year students in Basic General Education.
- Design a teaching guide based on podcasting to develop students' listening skills.



CHAPTER II

THEORETICAL FRAMEWORK

2.1. - Teaching Listening

Information and Communication Technologies (ICTs) are tools that facilitate teacher-student interaction, guaranteeing the application of the curricular component of Language and Literature, or the so-called skills of listening, speaking, reading, and writing, necessary mechanisms for social interaction (*Ministerio de Educación, 2016*). Technology appliances integration in an educational context allows in order to offer teachers and students with options for time-shifting and freedom of movement.

It is important to teach listening skills to students as they learn by listening. When students listen, they try to understand and interpret the message being conveyed, which is a crucial step in the educational process. Therefore, listening should be included in direct teaching or instruction.

Moreover, teachers should also emphasize the importance of what students are listening to. This will help them remember what they hear more clearly and completely. Likewise, teachers should teach listening based on the intended purposes. By doing so, they can avoid confusion and help students stay focused on the task at hand. Clear instructions should be given during listening exercises to avoid students having to think critically about what is outside the scope of the exercise. If instructions are not clear, students may get distracted and miss important information (*Wulandari, 2021*)

2.2.-Teaching through podcasts

A podcast is an appropriate e-tool that teachers can use as a helpful technique to support or even replace traditional teaching methods. This technology can be used for listening



instruction and teachers can record instructions, short lessons, or discussions on specific topics in various categories and levels. By replacing traditional teaching methods, teachers can provide instructions to listen to the podcast in and out of the classroom, and then engage in activities based on the content, allowing for indirect evaluation. This approach can help develop auditory and verbal skills, as students will have to understand the concepts in order to explain them. (Abdulrahman et al., 2018)

A podcast is an audio file to which it must subscribe, for which an aggregator program is used to download it to a computer to play and listen to it. Which makes it possible to have listening material adaptable to the personal interests of the students. It allows the use of new technologies to be introduced in the classroom to improve the listening, understanding, and oral expression of English students, through the exhibition of original materials. In class, it has to use the podcast as audio material, but first, it has to teach the students how to locate and download them; so that they finally create their podcast (Ramos & Courcel, 2011)

One reason for the popularity of podcasts is how easy they are to generate, edit, publish, and listen to. There are many uses for podcasting in all educational levels and fields. It may be employed for providing lecture materials, which is more conventional. For those who are in class, this content is available for review; if not, teachers or students can use a podcast to catch up on what they missed (Tavales & Skevoulis, 2006).

By facilitating students to produce and publish content for a real audience, podcasting can empower them (Stanley, 2006). It can also make it easier for students to record and distribute news broadcasts, create brochures, create or listen to teacher notes, record lectures that are sent directly to students' MP3 players, record meetings and conference notes, assist with student projects and interviews, and provide oral history archiving and on-demand distribution (Meng, 2005).



Having been established for almost ten years, podcasting is currently seeing a comeback in popularity. Many educators have been motivated by this to explore this tool and inquire about how it may be used to enhance teaching and learning. This idea of learning anywhere, at any time, is well suitable for podcasting. The advantages of audio, particularly the incorporation of podcasting, are widely established. Podcasts made by students have been demonstrated to improve listening, writing, and reading skills comprehension, promote learner commitment and partnership, and improve literacy development. Podcasts offer students chances to review content and school room training while also facilitate greater opportunities. According to Vandenberg, podcasting helps students with narration techniques that highlight the importance of logical and coherent thinking. Furthermore, the incorporation of audio or video podcasts allows for a greater capacity for personalization and adaptation to students. (Besser et al., 2021)

Unfortunately, teaching elementary school pupils how to listen comprehension has been ignored, even though the importance of teaching listening in early ages has been highlighted. YouTube and video podcasts have a positive and substantial power on the listening comprehension skills of elementary school students as the listening comprehension scores increased in a statistically significant way between the pre-test and the post-test. (Yaacob et al., 2021).

2.2.1. Learning through podcast

Listening is a crucial skill in language acquisition, as it provides fundamental input. However, it's often difficult to help students improve their listening skills, particularly within the restricted class period that is typically engaged for reading, speaking, grammar, and vocabulary. (Bakla, 2018). In the same way many researchers such as: Chan, Chi, Chin, & Lin, 2011; Farangi et al., 2015; Rahimi, & Katal, 2012 have pointed up their studies on the



educational advantages of teaching languages. These previous studies on podcasts have mainly concentrated on assessing the usefulness and success of podcasts in aiding knowledge, yet these reports have not fully explored the degree to which podcasts might offer valuable input for individuals acquiring foreign languages. Input that is delivered through listening or reading resources is considered significant when students find the materials enjoyable and experience that they are learning somewhat innovative. Therefore, podcasts can be very helpful in providing valuable educational content to students and they can choose podcasts as a source of learning and how they study with them. Additionally, the research will identify any potential issues that may hinder students from effectively discussing the content of the podcasts with their peers.

Thus, podcasts give meaningful learning since they provide an organization and clarity of knowledge about something it is essential for meaningful learning. According to Lan & Grant (2021), the key components for successful foreign language learning are learners' dynamic connection, accurate context, and meaningful communication with others. Put properly, for successful language acquisition, a learner needs to get actively involved in meaningful interactions within authentic contexts. That presents a constant difficulty for FL teachers and researchers to give authentic learning and social opportunities that motivate students to actively participate in meaningful interactions (Lan & Grant, 2021)

The process by which new knowledge is connected to the cognitive structure in meaningful and non-arbitrary trends is known as meaningful learning. of the person who learns. The logical meaning of the course content is converted into the subject's psychological meaning during meaningful learning. Two great theorists, David Ausubel, and Jean Piaget, in the framework of learning and cognitive development will be discussed.

For Ausubel, meaningful learning is the individual procedure for acquiring and storing the immense quantity of concepts and data included in any topic of study (Ausubel, 1963). Piaget



does not conceptualize learning. His theory refers to cognitive development, where he speaks of knowledge increase. In this context, there is learning (increase of knowledge) when the assimilation schema is accommodated. Assimilating and accommodating can be interpreted in the sense of giving meanings by subordination or by super-ordering (Piaget, 1977)

Podcasting is a great way to learn anytime and anywhere. With smartphones being so popular now, it is easy for students and instructors to access podcasting content quickly, whether it's streaming or downloading. Moreover, smartphone users can create their own unique content and share it with others without any hassle. The literature has long recognized the advantages of using audio and podcasting in particular. It has been demonstrated that student-produced podcasts strengthen listening, writing, and reading comprehension as well as encourage student participation and teamwork and advance literacy development (Morgan, 2015).

This technology, which is referred to as a podcast tool, provides consumers with a portable, on-demand, quick, customized, and efficient way for consuming content (Learning Times, 2019). Anyone may get an idea of the many styles, formats, and features by listening to different kinds of podcasts. A few examples of these techniques are: a. interviews; b. news broadcasts in the classroom; c. book reviews; d. class discussions; e. issue debates; and f. storytelling. It's also important to answer a few preliminary questions and work out the technical aspects of podcast implementation.

2.3. Teaching strategy

Teaching strategies have been theorized from various points of view, one of which refers to the way each teacher develops the program, applies methods, organizes learning, and interacts with students, that is, the way of guiding the teaching class in all the processes.



Teaching strategies are actions carried out by the teacher with the objective that the student learns effectively; controlled, complex progressive processes that allow the inclusion of means to achieve the purposes and contents to be taught to be learned. Some strategies are acquired with extensive instruction, and others are learned very easily (Emst-Slavit, 2001)

The techniques, as well as instruments that the teaching agent uses for stimulating meaningful learning, are called teaching strategies. They are also procedures or resources used by the teaching agent (that is, the teacher) to promote significant learning in the student (Diaz & Hernández, 1998).

2.3.1. The podcast and students' listening comprehension

In EFL classrooms, the application of podcast is seen as a positive learning procedure for acquiring the listening skill. Students perceived podcasts as a medium that provided motivating activities, listening drills, meaningful assignments, and feeling interest in learning English. Hence, it is suggested that teachers use podcasts in teaching oral comprehension and listening taking into account their effectiveness in technology-based learning (Basalama & Mohammad, 2020)

The podcast as a teaching strategy promotes the development and improvement of English oral expression and comprehension skills in a group of students. Gómez and Velásquez (2019) in their study titled: Student Podcast, Mobile learning, and Language Learning Mediated by Mobile Devices, it is determined that most of the students improve their listening ability by using podcasting which allows them to strength their independent learning.



2.3.2. Learning Strategies

Both in learning and in teaching, the term strategy is used, since it is considered that the teacher or the student must use them as procedures to achieve the objectives, which must be flexible and adaptive, no longer static and rigid.

Now, Weinstein and Mayer conceive that the behaviors and thoughts that a learner employs to influence their learning and their encoding process can be categorized as learning strategies. (Weinstein & Mayer, 1896).

For Monereo (1993), learning strategies are procedures for making deliberate decisions that the learner selects and implements in order to recover, in a coordinated manner, the knowledge needed to fulfill a particular requirement or goal, depending on the features of the learning environment in which the activity takes place. This definition delineates two components of a learning strategy; on the one hand, the procedures that the student deploys during the learning process to learn, and, on the other, it is related to a certain way of processing the information to be learned for its optimal encoding.

2.4. The Podcast as a Teaching Strategy

Technology offers relevant implications in the educational field and at the teacher training level because of the proliferation of Information and Communication Technologies (ICT). The above causes the integration of a series of communication tools as educational resources, which demands training and development of skills for teachers regarding how to generate effective communication in virtual learning environments. For this, there are communication tools such as the Podcast available to teachers and students (Silva, 2018).

About 20 million people in Latin America listen to podcasts, a fact that content producers consider as an innovative marketing opportunity that has to be taken advantage of. In current times, companies use podcasts as a digital marketing strategy to reach their diverse audiences



and learn about their wants, goals, and habits in order to meet their demands (García, 2021).

The term Podcast has its origin in the combination of pod (capsule) and broadcast (diffusion-emission). They are audio files in different formats such as audio blogs, logs, or weblogs; produced by one or more authors to be published and reproduced on different devices. (Loja, 2020)

The podcast is the result of the technological revolution that has acquired great significance in the teaching-learning process that has been incorporated little by little and given its usefulness, although, in an incipient way, it has been transferred to education, where it will satisfy the expectations of teachers concerned about learning of his students.

Podcasts may be a helpful resource for raising students' grammar and listening comprehension., according to Istanto's research in 2011. Podcasts are also shown to have a major influence on learners' writing, grammar, speaking, pronunciation, and vocabulary. Other reports have found that podcasts are easy to access and provide authentic materials for students to put their listening skills into practice. Artyushina and Kan (2011) have also found that podcasts are an effective and accessible resource for students.

The podcast is a tool for teaching innovation, particularly the Spotify platform will be used, where audio of content generated in the subject where this method will be implemented will be played, downloaded, and shared the chosen subject. The knowledge acquired will be checked at different time intervals by carrying out questionnaires with Wooclap, a tool that allows the evaluation of learning in different ways (tests, open questions, surveys, etc.). Different variables such as age, sex, grade, and subject will be analyzed (Morales, 2023)

An audio podcast is a kind of digital file, although it can also be a video (vodcast) It is connected to RSS syndication systems, enabling automated and recurring review, and that may be shared over the Internet. The content of the podcast is wide-ranging but frequently includes conversations between different people and music. Podcasts cover a wide range of



subjects. Though various initiatives on how to use this technology for education have recently been developed, its usage in instructional situations is still not very common. These experiences in educational settings demonstrate how podcasts have facilitated flexibility by allowing sound material to be easily available from both fixed and mobile devices.

Nonetheless, podcasts have transformed the field of education from a pedagogical perspective by encouraging the editing horizontal and free information (Solano, 2010)

A podcast is an audio file to which one subscribes using an aggregator program that downloads it to the computer and then transfers it to the portable player of one's choice to listen to it at the time and place that best suits us. The subscription allows you to continue receiving files as they are available on the network. This fact allows us to have a large amount of material to listen to and the wide availability of materials means that they adapt to each student's personal interests. Therefore, while introducing modern technology in the classroom, it is possible to improve the oral comprehension of Foreign Language Teacher students, through frequent exposure to original materials (Ramos, 2011)

The question is: Can Educational Podcasts positively influence the teaching/learning process? According to the opinion and assessment of the teachers in the study, the academic performance of the students is positively impacted when they use and/or develop Educational Podcasts (Guiza, 2016)

2.4.1 English Learning Strategies

The strategy is the path chosen to achieve a goal, it can be based on theoretical and procedural knowledge; It can also seek the development and acquisition of capabilities at an intellectual and attitudinal level of human beings and specifically of students.

Methodological strategies in education become the tools that will obtain results and support the teacher's teaching environment and student learning in the future. This



intervention can be short, medium, or long-term based on the objectives set so that the process is effective and sequential.

Given the comprehensive nature of the methodological strategy, it must be known that it is made up of activities, techniques, and means that allow adequate coverage for students; consequently, a plan of procedures and cognitive resources must be generated. (Sacoto & Hermann , 2022).

Now, the importance and value of methodological strategies in the teaching-learning process have been identified; however, we must keep in mind that the technological revolution requires teachers to incorporate digital technologies that have revolutionized the aforementioned process.

2.4.2 Listening

Developing receptive skills is crucial to familiarizing oneself with a new language. One of the four fundamental macro skills is listening which one must develop to become proficient in a language. According to Cambridge English Teachers (2014), it is important to understand that listening in real life is not a single skill. Instead, it comprises of several sub-skills, each with its own unique characteristics. Language learners typically practice three listening sub-skills in the classroom setting.

2.4.3 Listening Sub-skill

Listening for specific information refers to the act of listening with the intention of obtaining particular details. This means the listener is focused on discovering a specific piece of information, ignoring other details that are not relevant to their goal. For instance, a student may listen attentively to retrieve specific details needed to answer a question or complete an activity. An example of this is when someone listens to a weather report to gather information about a particular region.



"Listening for gist" is a technique where the teacher uses listening exercises to help students get a general idea or the main goal of what is being said. It is not necessary to understand every single word. For example, a teacher might present a listening exercise with the goal of summarizing the day's news on the radio.

2.4.3 Listening Comprehension

According to Kaufmann (2018), listening comprehension is the ability to communicate through a process of receiving and interpreting messages. It is the key to effective communication and provides the oral input necessary for acquiring the English language.

For those studying a new language, it is crucial to develop their speaking abilities. The challenge is how to incorporate speaking practice into a program without creating frustration for students, while still maintaining sufficient pressure to achieve a good level of proficiency.

The author states that "to speak well, first you must listen well" (Kaufmann, S. 2018) there are many people who say that they would like to improve the speaking in language. And some people say that they can understand well but it is almost impossible for them to speak well. Certainly, there are many people who read very well and understand the details of the reading but they can't speak well. It is common for people who believe they are good for speaking in English language and when they listen to a person speaking fast, they do not understand the language because they have trouble in speaking.

Developing good listening skills is crucial for effective communication. Your ability to listen well can significantly impact your job performance and the quality of your relationships with others. People listen for various reasons, including obtaining information, understanding, enjoyment, and learning. Students who receive ample listening input can improve their understanding and communication skills in English.



CHAPTER III

METHODOLOGY

3.1 Analysis unit

Quasi-experimental research designs, as defined by Loewen and Plonsky (2016), look for a causal link between independent and dependent variables. The variable of influence is known as the independent variable, while the variable that is being affected is known as the dependent variable. To put it another way, the dependent variable changes as a result of the independent variable.

This is quantitative research because data is collected to examine the correlation between variables (Nunan 1998). The process includes collecting, analyzing, interpreting, and reporting the data. Instruments such as a test and an interview are used to collect data, then statistical procedures are used to analyze the data. According to Nunan, the experimental research design is used to explore the strength of relationships between variables (1998). In this case, it is used to examine the relationship between the use of podcasts as an independent variable and students' listening skills as a dependent variable. The students will be exposed to a series of podcasts. Starting with basic grammar structures and vocabulary. For example, about *A cycling accident. The students are going to be exposed to vocabulary related to adjectives, and grammar about simple past tense. After that, they are going to interact with a classmate to ask and answer some questions about what they have listened to.*

According to Table No. 2, the pre-test was taken in the first session of April. Along with the next session's lesson plans, other materials such as podcasts, videos, readings, and worksheets were produced to catch the students' attention and interest.

Session 1 grammar, and vocabulary were introduced, and a dialogue using them



Session 2 Grammar about present perfect review. The students worked with vocabulary related to relationships through a podcast and completed a worksheet,

Session 3 Regular and irregular verbs were presented in context through a song in the past tense

Table No. 2 Timeline of the experimentation phase

		EXPERIMENTAL GROUP																	
		TOPICS TIMELINE																	
		APRIL																	
FASE	ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PHASE 1	Pre test	■																	
	Simple present tense	■																	
	Vocabulary-adjectives		■																
	Pair work: Dialogue				■														
PHASE 2	Review present perfect								■										
	Vocabulary-relationships								■										
	individual tasks. Fill the blanks											■							
PHASE 3	Regular- Irregular verbs																■		
	Simple past tense																	■	
	Karaoke song																		■
	Post Test																		■

Source: The author

Furthermore, a questionnaire was directed to both control and experimental groups to compare the products between elements. Before the intervention, both instruments were introduced to the two groups of participants to prevent confusion when they answered the questions. Two vocabulary tests were given to the experimental group for reliability. This was done so that if one questionnaire failed, there would be another to rely on. At the end of the intervention, the same tests were given to see if there was a difference in the results. Students took 40 minutes to complete the vocabulary tests, which were checked and scored. The results were analyzed according to the instructions correctly, separating the total "correct" answers, false alarms, and hits. Both tests and questionnaires were administered online, providing instantaneous results for the students' motivational elements.



It is important to explain that Podcasts can involve of a particular chapter or a sequence of hundreds of episodes. The duration of a podcast episode can vary from one minute to many hours (with an average of 41 minutes). Podcasters (presenters who host podcasts) can cover any theme. Therefore, the length can depend on the student's level: basic, intermediate or advance. Here are some examples of podcasts:

3.1.1 Podcast Tapescript No 1

Podcast Description

It sounds like this podcast episode delves into the importance of storytelling and narrative in various aspects of life, including how to handle accidents and the use of proper grammar in context. The host shares a personal experience of a cycling accident and uses real-life examples to demonstrate how storytelling can connect people and help them practice real-world skills. It seems like an interesting and informative listen for anyone interested in the power of storytelling.

Podcast episode titled "A Cycling accident"

Length: it is a short podcast. It last 52 seconds

I love cycling... or I did... Last summer I had a nasty accident. I fell off my bike. I shouted to my friend for help. He ran into the street and found me on the ground. He called an ambulance. The ambulance took me to hospital. The doctor said I'd broken my leg and he put my leg in plaster. I couldn't walk for 8 weeks.

Now it feels a lot better. Sometimes it hurts during the night, but I just take some aspirin when it does. I feel fine these days, but I always get nervous when I go out on my bike.

3.1.2 Podcast TAPESCRIPT No 2

Podcast Description

It sounds like this podcast episode delves into the importance of storytelling and narrative in various aspects of life, including how to handle accidents and the use of proper grammar in context. The host shares a personal experience of a cycling accident and uses real-life examples to demonstrate how storytelling can connect people and help them practice real-world skills. It seems like an interesting and informative listen for anyone interested in the power of storytelling.

Podcast episode titled " Disability in music and theatre"

6 Minute English

INTERMEDIATE LEVEL

Disability in music and theatre

EPISODE 240321 / 21 MAR 2024



Lenght: It last 6 minutes

Introduction

The UK's Equality Act of 2010 guaranteed the rights of disabled people to equal access to education, employment, and services, including music, theatre and the arts. Despite this, it's still difficult for disabled musicians and music fans to perform and see live music. Neil and Georgie introduce you to some ways people are trying to change this, while teaching you some useful vocabulary.



This week's question

A study by disabled musicians' group, Attitude is Everything, found that one third of music venues provided no disabled access information at all. But which London music venue was recently given a Gold award for accessibility for disabled musicians and audiences? Was it:

- a) The Royal Albert Hall?*
- b) The Southbank Centre? or,*
- c) Brixton Academy?*

Listen to the programme to hear the answer.

Vocabulary

lived experience

the things that someone has directly experienced themselves, especially when these give the person understanding that people who have only heard about such experiences do not have

accessible

enabling a person with a disability to engage in the same interactions, acquire the same information, and enjoy the same services as a person without a disability

mass-produce

produce a lot of the same product cheaply in a factory

bespoke

made specially for one person in particular

dyslexic

having dyslexia, a condition which makes it difficult for someone to spell, read or write



colour-coded

using different colours to represent different parts or functions of something

TRANSCRIPT

Note: This transcript is not word-for-word.

Neil

Hello. This is 6 Minute English from BBC Learning English. I'm Neil.

Georgie

And I'm Georgie. Many people love watching movies at the cinema or going to the theatre to see a play. But have you ever imagined what an art gallery would be like if you were blind, or how a deaf person might feel at a music concert?

Neil

In the UK, The Equality Act of 2010 guaranteed the rights of disabled people to equal access to education, employment, and services, including music, theatre and the arts. Since then, the Disability Rights movement has worked hard to break down barriers for disabled artists and performers, and their audiences.

Georgie

*In this programme, we'll be hearing from a musical composer whose work using 'new instruments' allows disabled musicians to express their **lived experience** through music. The phrase **lived experience** emphasises the unique experience of disabled people, plus the fact that this gives them knowledge and understanding that others do not have. And, as usual, we'll be learning some useful new vocabulary as well.*

Neil

Great. But first I have a question for you, Georgie. Despite 2010's Equality Act, it's still



difficult for disabled musicians and music fans in the UK to perform and see live music. A study by disabled musicians' group, Attitude is Everything, found that one third of music venues provided no disabled access information at all. But which London music venue was recently given a Gold award for accessibility for disabled musicians and audiences? Was it:

- a) The Royal Albert Hall?*
- b) The Southbank Centre? or,*
- c) Brixton Academy?*

Georgie

Hmmm, I'll guess it was The Royal Albert Hall.

Neil

OK, Georgie, I'll reveal the answer later in the programme. Megan Steinberg is a music composer at Royal Northern College of Music, where she collaborates with Drake Music, a leading national organisation working in music disability and technology. Megan composes music to be played by 'new instruments. Here she explains what a 'new instrument' is, to BBC Radio 3 programme, Arts & Ideas:

Megan Steinberg

*So, they may have been **mass-produced**, or semi mass-produced, or they may have been designed and built by the musician themselves, just like a **bespoke** instrument for themselves. And they're designed to be **accessible** to maybe just that one individual performer, or maybe also to lots of different performers with disabilities or differences.*

Georgie

*Megan's new instruments are designed to be **accessible**, to be used by someone with a disability. More generally, the word **accessible** means enabling someone with a disability the*



opportunity to engage in the same interactions and enjoy the same experiences as people without a disability.

Neil

*New instruments are both electronic and acoustic. They might be **mass-produced**, that's when a factory makes a lot of the same thing, or **bespoke**, made specially for one person in particular. So, what are these new instruments like? Listen as Megan introduces the Rainbow Harp, a new instrument which was designed for harpist, Morwenna Louttit-Vermaat, to BBC Radio Programme, Arts & Ideas:*

Megan Steinberg

*And the Rainbow Harp is a harp that has **colour-coded** strings, and each string colour corresponds to a different pitch. So, Morwenna is **dyslexic**, and she really found that traditional black and white musical notation was quite an obstacle for her in learning and teaching music, so she and her husband made these harps and they're, like, really colourful, as she uses colour in music...*

Georgie

*Morwenna is **dyslexic**. She has dyslexia, a condition which makes it difficult for her to spell, read and write. So, when Morwenna's harp teacher wanted her to play from written down sheet music, her brain froze. And that's how the Rainbow Harp was invented.*

Neil

*The strings of a Rainbow Harp are **colour-coded**: different colours are used to represent and separate out different strings and to produce different notes. It's a great idea, and an inclusive way for disabled musicians to share their talent with music fans across the UK. Which reminds me of my question, Georgie...*



Georgie

Right, you asked me which London music venue was awarded top marks for making music accessible for disabled musicians and audiences. I guessed it was The Royal Albert Hall. So, was I right?

Neil

Good guess, Georgie, but that was... the wrong answer, I'm afraid. The good news for all music fans living in London is that The Southbank Centre is accessible, ready and waiting!

*OK, let's recap the vocabulary we've learned in this programme starting with **lived experience**, the things that someone has experienced personally for themselves, rather than heard or read about.*

Georgie

*If something is **accessible**, it enables everyone to have equal opportunities and experiences, regardless of their abilities.*

Neil

*To **mass-produce** something means to make many copies of it cheaply in a factory, whereas a **bespoke** product has been made specially for one person in particular.*

Georgie

*A **dyslexic** person has dyslexia, a condition making it difficult for them to spell, read or write.*

Neil

*And finally, things which are **colour-coded** use different colours to represent different parts or functions. Once again, our six minutes are up, but remember to join us again next time, here at 6 Minute English. Goodbye for now!*



Georgie

Bye

Therefore, in this research, the researcher utilized a quasi-experimental research design which is ideal for discovering a causal relationship between two variables. The quasi-experimental research design is used in this case to determine the effect of using podcasts as variable one on students' listening skills as variable two. The study included both pre-tests and post-tests, as well as experimental and controlled classes.

3.2. Research design

3.2.1 Population and sample

The study population is made up as follows: tenth-year students parallel A are the experimental group and parallel B is the control group to whom a pre and post-test were applied. A pretest and a post-test consisted of a series of questions completed by the students. Given that the population is reduced, no formula will be applied, nor will any calculation be carried out, however, the sample is made up of tenth-year students, students in parallel A were the experimental group, and students in parallel B were the control group.

Table No. 3 Population

Class	Room	men	%	women	%	Total percentage	Total
Tenth	A	19	51	12	49	100%	31
Tenth	B	15	44	17	56	100%	32

Source: the author



3.3. Process

To investigate the impact of using podcasts on students' listening skills, two classes at the tenth year of basic - superior education were selected. The first class was the experimental class, which was taught using podcasts, while the second class was the controlled class, which is taught traditionally (without podcasting).

Therefore, it was decided to use the quantitative method and the quasi-experimental research design because they are suitable to investigate the effect of using podcasts on students' listening skills.

To ensure the participants in the pre-test were homogeneous, the researcher administered a test consisting of 25 items sourced from the tenth-year book. The test items were multiple-choice and open questions, and the audio files and questions were sourced from YouTube. The researcher converted these into audio podcasts suitable for teenagers. All participants, whether in the experimental or controlled class, were given forty minutes to complete the test, and the highest possible score was 10.

To assess the listening skills of the participants, a post-test was conducted by the researcher. The test consisted of 10 items and was in the format of multiple-choice, filling-in-the-blanks and express their opinion. The audio files used in the post-test were the same as those used in the pre-test and treatments. The participants complete the test in forty minutes.

3.4. Statistical Processing

To process the information, we created a database using the SPSS statistical program. This database utilizes descriptive statistics to represent the information gathered through content analysis, which will be analyzed and interpreted.



Quantitative data will be entered into an SPSS spreadsheet to generate descriptive statistics. Tables expressing the results will be displayed. The participants' answers to the research questions generated the quantitative data.

3.5 Methods

This study research has been supported in the inductive method because we are going to give general conclusions starting from particular observations to the general. It is the most usual scientific method that follows four essential steps: presentation of examples; observation; generalization; testing and verification.

According to Anna Maphet (2014), “the Inductive method, instead of the teachers giving the rule in adding similar fractions at the outset, she/he will give them at least five examples of added similar fraction at one time”.

The model chosen for the present research is the social-educational due to the research project involves the social environment because students are part of the society and educational field because the students' selected videos in the listening (Gardner, 2006)

3.5.1 Inductive

The inductive approach acknowledges induction as a type of thinking that helps us get from understanding specific examples to understanding broader concepts., that is, we observe particular cases, which deals with strategies for teaching listening and learning English.

3.5.2 Deductive

The deductive method is a form of reasoning through which one passes from general knowledge to another of a lower level of generality. The deduction is based on the particular cases observed to then obtain conclusions about the object of study, that is, the podcast strategy to teach listening and learning English.



3.6. Empirical Methods

3.6.1 The observation

Scientific observation as a method will allow us to observe the strategies to teach listening that the instructor uses in the teaching-learning process, as well as the level of English learning in learners in the tenth years of basic—superior education.

The data in this paper was obtained through tests, observation, and emphasis group discussions. Specifically, the classroom observations were used to assist the discoveries from the quantitative examination as part of a larger study. From the observation data, four themes emerged: Podcasts improved students' comprehension and involvement., fostered team essence, as well as developed attention and stimulus.

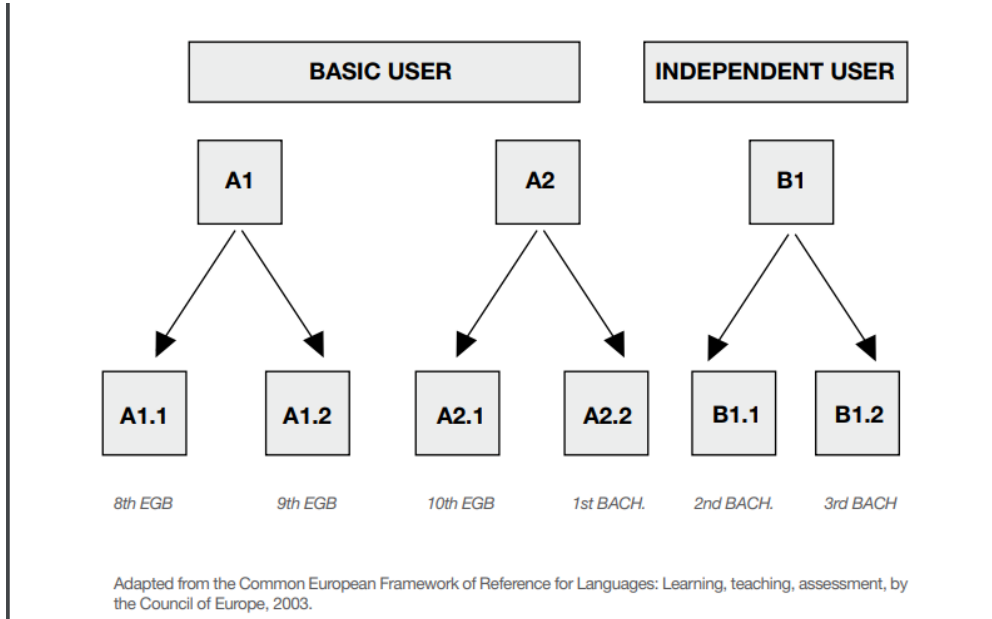
3.7 The instrument: The test

The test is a valid measurement instrument or exam that will be applied to tenth A and B students of basic – superior education of the school, to regulate the level of learning of the listening skill. The pre-test will be applied before starting the investigative process to identify the status of the problem. The Post-test will allow us to verify the changes in a study phenomenon. The English level chosen was the A2 as it corresponds to the tenth year of basic – -superior education (*National English Curriculum Guidelines 2013*)

According to the National Curriculum guidelines National English curriculum guidelines, the following is a description of the six CEFR levels:

- A1-A2: basic language users;
- B1-B2: autonomy language users; and,
- C1-C2: proficient users of the language.

LEVELS OF PROFICIENCY: BRANCHING APPROACH



A1.1 or level A1 in progress	which implies that level A1 language competence is being developed
A1.2 or true level A1	which implies that the language competence of a basic user level A1 has been achieved
A2.1 or level A2 in progress	which implies that level A2 language competence is being developed
A2.2 or true level A2	which implies that the language competence of a basic user level A2 has been achieved
B1.1 or level B1 in progress	which implies that level B1 language competence is being developed
B1.2 or true level B1	which implies that the language competence of an independent user level B1 has been achieved

According to the Minister of Education of Ecuador, the Exit Profile Level A2 corresponds to the tenth year of basic superior education. At this level, students will have reached the communicative competence for A2 proficiency level (basic user), and they will be able to:



- Recognize phrases and expressions that are often used in contexts related to areas that are most immediately relevant (e.g., shopping, local geography, job, and basic personal and family information);
- Communicate in easy-to-understand routine activities that need a simple information exchange on everyday, known topics;
- Explain in simple terms their past experiences, their current surroundings, and issues about their urgent needs;
- Comprehend, identify, and produce longer, more detailed informational, transactional, and expository texts (e.g. traveling • forms, formal letters, biographies, etc.) as well as simple procedural²⁸ descriptions and narratives²⁹ (e.g. ‘how to’ instructions and first-person stories); and
- Be aware of some features that make their culture and the foreign culture different as well as develop attitudes to cope with such dissimilarities.

3.8. Research focus

The approach applied in this research work is quantitative-qualitative, specifically, in the cognitive paradigm, which describes the indicated object of study, the same one that is present in the teaching-learning process, a process that uses teaching strategies used by the teacher in the skill of listening and learning English.

Non-probabilistic sampling techniques rely on the researcher(s) to select study subjects based on certain qualities, criteria, etc. that they are considering at the time (Walpole & Myers, 1996; Ávila Baray; Arias-Gómez et al.)

Non-probability sampling techniques allow the selection unique examples from a population by restricting the sample to just these instances. It is applied in situations when there is a significant degree of population variability and a limited sample size as a result. For



example, among all subjects with CA, select those who are most suitable for the research team to conduct the research. In this case, the groups of study were chosen to run effectively the process.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Experimental group Pre-test

Question 1: choose and circle the correct answer:

1. Danny Murphy is ...
 - a. coach
 - b. trainer
 - c. footballer

83,9% of students selected the correct answer and 16,1% were wrong.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	16,1	16,1	16,1
	1	26	83,9	83,9	100,0
	Total	31	100,0	100,0	

Question 2: choose and circle the correct answer:

2. Where are they?
 - a. At home
 - b. at the stadium
 - c. at school

Table 5 shows that most students understand and answer correctly the question 51,6 % while 48,4 don't answer correctly

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	0	15	48,4	48,4	48,4
	1	16	51,6	51,6	100,0
	Total	31	100,0	100,0	

Question 3

Asking participants to **choose and circle the correct answer:**

3. What are they talking about?
a. Football b. cooking c. food

Table 6 indicates that 74,2% answered correctly and only a small percentage got it wrong.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	25,8	25,8	25,8
	1	23	74,2	74,2	100,0
	Total	31	100,0	100,0	

Question 4

By asking participants to **choose and circle the correct answer:**

1. How did he feel when he scored his first goal?
a. Bad b. very well c. blanket of warmth

Table 7 shows that the most of participants 83,9 % answered right and 16,1 answered wrong



Table 7: Question 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	16,1	16,1	16,1
	1	26	83,9	83,9	100,0
	Total	31	100,0	100,0	

Question 5

The participants have to **WRITE TRUE (T) OR FALSE (F)**

1. Danny likes to play football T F

Table 8 shows that 80,6 % means most of the students understand the audio and answer correctly while a low percentage 19,4 % answered wrong

Table 8: Question 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	19,4	19,4	19,4
	1	25	80,6	80,6	100,0
	Total	31	100,0	100,0	

Question 6

WRITE TRUE (T) OR FALSE (F)

1. He had three older brothers T F

According to Table 9, 51,6 % answered this question correctly and 48,4 % answered incorrectly.

Table 9: Question 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	15	48,4	48,4	48,4
	1	16	51,6	51,6	100,0
	Total	31	100,0	100,0	



Question 7

WRITE TRUE (T) OR FALSE (F)

1. He felt uncomfortable with his achievements T F

Table 10 demonstrates that 83,9 % didn't answer accurately only a few participants 16,1% answered correctly.

Table 10: Question 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	83,9	83,9	83,9
	1	5	16,1	16,1	100,0
	Total	31	100,0	100,0	

Question 8-9-10

The last 3 questions of the questionnaire contain open questions to know the opinions of the participants related to the podcast and their life. In question No. 8: **What do you think about playing football instead of studying? Most of the students didn't comment on their ideas about the question.** In question No 9: **In your opinion what do you have to do to achieve your goals?** The students couldn't express their opinions about the questions and in the last question about **How do you imagine he felt when he was famous?** The participants didn't write their ideas clearly. The ideas are confused.

4.2 Post Test Experimental Group Results

Question 1

Asking participants to **choose and circle the correct answer:**

4. Danny Murphy is ...



- b. coach b. trainer c. footballer

Most students 87,1 % selected the correct answer, with only a small percentage 12,9 % getting it wrong.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	12,9	12,9	12,9
	1	27	87,1	87,1	100,0
	Total	31	100,0	100,0	

Question 2

Asking participants to **choose and circle the correct answer:**

5. Where are they?
b. At home b. at the stadium c. at school

Table 2 shows that most students understand and answer correctly the question 64,5 % while 35,5 % don't answer right.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	35,5	35,5	35,5
	1	20	64,5	64,5	100,0
	Total	31	100,0	100,0	

Question 3

Asking participants to **choose and circle the correct answer:**

6. What are they talking about?



- b. Football b. cooking c. food

Table 13 indicates that 77,4% answered correctly and only a small percentage 22,6 % got it wrong.

Table 13: Question 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	22,6	22,6	22,6
	1	24	77,4	77,4	100,0
	Total	31	100,0	100,0	

Question 4

By asking participants to **choose and circle the correct answer:**

2. How did he feel when he scored his first goal?
b. Bad b. very well c. blanket of warmth

Table 14 shows that the most of participants 93,5 % answered right and 6,5 % answered wrong

Table 14: Question 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	6,5	6,5	6,5
	1	29	93,5	93,5	100,0
	Total	31	100,0	100,0	

Question 5

The participants have to **WRITE TRUE (T) OR FALSE (F)**

1. Danny likes to play football T F



Table 15 shows that most students 87,1 % understood the audio and answered correctly while a low percentage 12,9% answered wrong.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	12,9	12,9	12,9
	1	27	87,1	87,1	100,0
	Total	31	100,0	100,0	

Question 6

WRITE TRUE (T) OR FALSE (F)

1. He had three older brothers T F

According to Table 16, 64,5% answered this question correctly and 35,5 % answered incorrectly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	35,5	35,5	35,5
	1	20	64,5	64,5	100,0
	Total	31	100,0	100,0	

Question 7

WRITE TRUE (T) OR FALSE (F)

1. He felt uncomfortable with his achievements T F

Table 17 demonstrates that most of the participants 71 % didn´t answer accurately only a few participants 29% answered correctly.



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	22	71,0	71,0	71,0
	1	9	29,0	29,0	100,0
	Total	31	100,0	100,0	

Questions 8 -9-10

The final three survey questions are open-ended inquiries meant participants' thoughts about the podcast and their personal lives. Regarding inquiry number eight: **What do you think about playing football instead of studying?** The majority of students prefer not to express their thoughts on the subject but a low percentage wanted to earn money with football instead of studying. Question No. 9: **In your opinion what do you have to do to achieve your goals?** Some students commented that they need a lot of effort and perseverance to reach their goals. In the final question: **How do you imagine he felt when he was famous?** the participants answered that he must feel happy to be famous

Table No. 18 PRE-TEST AND POST-TEST RESULTS

Nro.	Pre-test	Post-test
	1	3
2	5	6
3	4	6
4	5	5
5	4	4
6	4	4
7	3	5
8	4	4
9	6	8
10	5	7
11	3	4
12	5	5
13	3	3
14	5	6



15	6	6
16	4	7
17	6	7
18	6	6
19	3	3
20	5	5
21	4	4
22	4	4
23	7	8
24	4	5
25	5	6
26	3	3
27	6	8
28	2	4
29	3	5
30	5	5
31	3	4
	135	160
	44%	52%

In table No. 18 pre-test and post-test results are shown. In the pre-test students got a score of 135/310 which means that they acquire a 44% over the total score (100%). In the post-test students had a light increasing in their scores by having 160/310 which means that podcasting was useful to develop their listening skills.

4.3 Discussion of results

When students strongly understood the topic, they felt more confident listening to the podcast in English. This is evident in the fact that only a low percentage of the control group and most of the experimental group expressed fear at the moment to listen to in English. This suggests that students who master the content can understand the message and communicate in the language. This finding supports the arguments of Fox (2008), who found that most podcasts encourage listener feedback and interaction, providing an ideal opportunity for authentic use of the target language rather than completing dry exercises lacking context where students were more intrinsically motivated and less anxious when listening to English, displaying higher levels of motivational strength compared to non-use of the podcast.



Acquiring a foreign language is a skill that requires practice rather than just memorizing facts. Therefore, maintaining motivation and engaging in regular practice outside the classroom is crucial. Humans have a strong innate desire to communicate, which is fundamental for learning a first language. Creating a similar willingness to communicate in the target language can be a powerful motivator for learning it. Podcasts fulfill several criteria for effective language learning in various ways.

4.4 Hypothesis testing

Furthermore, to confirm whether there is a variance between the results of the pre-test and the post-test, a statistical analysis called the paired sample test was used to relate the two paired samples. The next table specifies that there is a statistically meaningful difference between both samples.

Table No. 19

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	4,35	31	1,226	,220
	Post test	5,16	31	1,508	,271

Source: the author

Si $p \geq 0,05$ accept H_0 and reject H_a

Si $p < 0,05$ reject H_0 and accept H_a

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pre-test - Post test	-,806	,910	,163	-1,140	-,473	-4,935	30	<,001	<,001



Because $p = 0 < 0.05$, that means reject the H_0 and accept the H_a , consequently we conclude that the use of the podcast tool improves the listening skill.

Drawing on the presumptive influence of learning styles on students' listening abilities, two hypotheses were developed in order to fulfill the intended purpose of the current investigation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The students perceive the significance of getting listening skills to improve their understanding, exposing the learners to a real language in context and over a period. It can be inside or outside the class using technological tools like podcasts audio and videos. The podcast tool makes students feel motivated and engaged for a repeated period of time. As a result, the subject matter and the strategy teachers employ to hold students' attention are crucial. Therefore, podcasting is a modern technological technique that could be used to develop listening skills in students in the tenth year of public educational institutions because it is available for everyone, anywhere and anytime. It can be downloaded on any kind of electronic device and the students can listen at any time and anywhere

During the observation and experimentation phases, it was noticed that students have changed their attitude toward English lessons using podcast tools. They slightly lose the fear of listening to audio and show their opinions. Therefore, the results of the study about implementation of podcast tools to improve listening skills indicate that the students don't have a good knowledge of the components of a podcast and the relevance of using podcasts



to improve communication. So, most students demonstrate a desire to engage in online instruments and podcasting.

There are lots of strategies to teach listening through podcasting however because of the population and lack of time to practice listening skills inside the class since it involves hard work to prepare activities to develop them. Sometimes it is ignored. Consequently, the teacher must select videos taking into account students' interests and real material to train listening skills

Concerning of podcast preparation, it is easy to find topics related to the students' interest and to real life situations. It is also easy going to get them due to there are a lot of websites available on the internet. Therefore, as podcasts have a wide potential to help students improve their listening abilities, this view holds that using them has a valuable and useful effect on the growth of listening skills and, consequently, on communication skills.

In conclusion, students are highly motivated to learn English through podcasts since they offer a variety of accessible information for a wide age range of learners, which helps them to enhance their listening abilities.

5.2. Recommendations

The purpose of this research was to discover how useful podcast tool are for developing listening abilities. It focuses on the innovative application of podcasts that break traditional beliefs that teaching listening skills is difficult because of the time required to prepare and apply in class. Strategies to catch students' interest through the application of some dynamic and original activities.

It is recommended that students engage in additional listening activities that are related to the content they are currently studying. This will help them acquire new vocabulary and improve their communication skills. Teachers have to implement new strategies to



students can practice the language skills specially the listening adding activities that include topics based on students interests.

To achieve greater results in vocabulary and grammar acquisition, more podcast classes should be taken. Teachers must consider podcast strategies in order to have more motivated young students since they will study language and material together, which will help them to attain a more meaningful learning experience. The content will be based on their existing curriculum.

CHAPTER VI

PROPOSAL



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**VICERRECTORADO DE POSGRADO E
INVESTIGACIÓN**

METHODOLOGICAL GUIDE TO APPLY PODCAST TOOL



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2024



PRESENTATION

This guide has been designed to present some podcast strategies to teach English in a successful way to enhance listening. Considering that listening skill is an essential aspect of daily communication in any language, accounting for half of verbal activity and playing a vital role in educational, professional, social, and personal situations. Therefore, this guide aims to explain why listening to podcasts is often overlooked by students and teachers since acquiring listening skills usually takes a long time and involves experiencing a range of emotions. So, it is an intricate process that involves various types of knowledge and interacting processes. (Farrell, *Series: Teacher development* 2013)

Teaching listening skills is one of the most challenging tasks for a teacher. It will also highlight why every good English learner should make listening to podcasts an essential part of their learning routine. Moreover, the guide will explain how podcasts can be used to improve listening, speaking, reading, and writing skills. However, the main goal is to improve listening skills and the ability to understand messages. Teaching listening strategies can enhance learners' listening effectiveness because specific words, syntax, and expressions used by speakers are temporary carriers of meaning, once the meaning is understood, there is no further need to focus on the form of the message unless understanding issues arise.

The podcast is an essential alternative teaching medium that effectively supports students' listening skills. However, podcasts cover a wide range of topics, including comprehension activities, interviews, vocabulary, idiomatic expressions, conversations between native speakers, careful listening practice with accompanying lyrics, vocabulary pronunciation, and story-based listening with comprehension questions being very useful to progress other language skills. Teachers can prepare a variety of activities using podcasts that include listening and completing, listening and taking notes, listening and giving your opinion, etc. ((Jain & Hashmi, 2013)



Listening is a language skill that can be improved through practice. In Content and Language Integrated Learning (CLIL), it is crucial to provide students with appropriate listening materials. These materials can take different forms, such as teacher input, peer input and interaction, and recorded lectures, films, tutorials, and other sources of information.

Effective communication and a successful professional career rely on a vital skill - listening. Good listening skills not only improve the ability to learn and acquire new knowledge and skills but also involve matching incoming speech with existing background knowledge. It is more than just extracting meaning from speech, but it is a process of using prior knowledge to understand the subject being discussed.

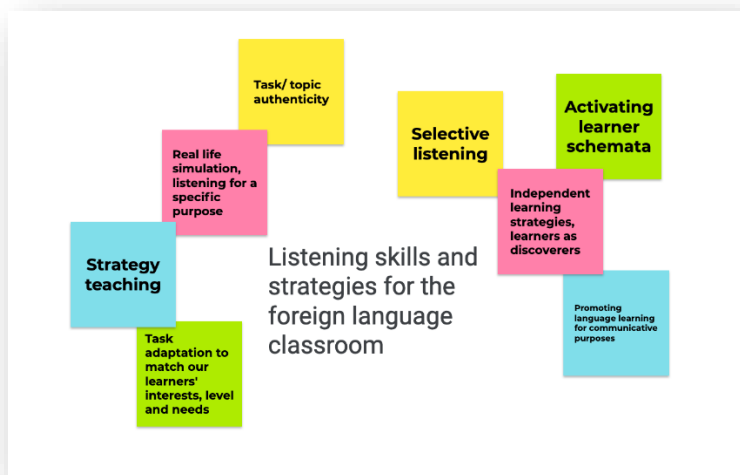
Podcasts are audio recordings that are played on demand from people's smartphones. They have become increasingly popular in recent years, with the estimated number of podcast listeners rising in the US, and UK. Scholars have analyzed the popularity of podcasts, noting that they are similar to radio in terms of being an audio medium. They have also highlighted the high levels of intimacy, sociality, and flexibility that podcast listening affords. Therefore, podcasting has become a modern-day radio, providing a wide variety of news, information, interviews, and stories, both fact and fiction, that can be selected and listened to on demand.

Listening skills can be improved through explicit instruction of general learning strategies, which are essentially methods or approaches used to tackle a particular task or problem. These strategies help learners acquire, store, retrieve, and use information effectively. Listening comprehension strategies involve specific steps taken by learners to facilitate comprehension and make learning more efficient. To achieve these goals, listeners use three main types of strategies: metacognitive, cognitive, and socio-affective.

Metacognitive strategies, such as planning, note-taking, evaluation, selective attention, and parsing, help regulate and direct the language learning process. Cognitive strategies, such as

elaboration, inference, summarization, and contextualization, involve manipulating the material to be learned or applying specific techniques to a listening task. Socio-affective strategies, such as feedback, clarifying, and effective control, help listeners collaborate with others, verify understanding, and reduce anxiety. O'Malley, Chamot & Küpper (1989) recommend a list of activities corresponding to these three groups of strategies, which can be used to develop listening comprehension skills and improve the overall learning process. You can find this list of activities in the following Table in Appendix 1.

LISTENING STRATEGIES



Another aspect of active listening is the variety of deliberate actions listeners take to achieve a particular purpose. When people listen to a lecture, they usually write down key words and concepts to retain information and review it later. Taking notes during listening is an example of a listening strategy. Researchers who believe that strategies are crucial in coping with listening tasks distinguish between cognitive, metacognitive, and socio-affective categories. Cognitive strategies, such as predicting and guessing words from context, help organize listening to complete a task, achieve comprehension, and promote learning. Metacognitive strategies, or thinking about listening, facilitate planning, monitoring,



evaluating, and reflecting on the listening process. Asking oneself if the main idea is understood is an example of a metacognitive strategy. Socio-affective strategies involve communicating with teachers, classmates, and native speakers, as well as developing self-confidence and motivation. When students check answers in groups or seek additional practice opportunities, they use socio-affective strategies. Mendelsohn (1994), Flowerdew and Miller (2005), and Vandergrift and Goh (2012) provide useful inventories of listening strategies and describe how they can be taught in class.

THE STEPS OF USING PODCAST

According to Fox (2008), when using audio podcasts as a medium for English language teaching, it is important to consider the following steps:

1. Listen to feel comfortable and happy.
2. Teachers need to prepare a glamorous before listening learning begins so that it can help provide instructions to students to be easily accessible to lower levels.
3. Listen to short audio.
4. Listen using transcripts that have been prepared by the teacher. This is a problem that needs to be given understanding, because many teachers feel that using transcript is an obstacle in the learning process because it is considered a time-consuming job. However, this can be addressed if students are asked to make a transcript of one section each. To provide a good summary of content in case of partial transcripts.
5. Teachers can use audio snippets to practice dictation to students. This is a very useful training process for many teachers to highlight and train the accuracy of grammar. Audio podcast snippets are also useful for raising awareness of authentic



speech that differs from formal written language as well as being able to manipulate text programs for further exercises.

6. Listening to audio using a slowed version: Windows Media Player 10 (Microsoft Corp, 2007) this is considered by students to be quite useful because it includes functionality in slowing down recording. By doing this process, students will be introduced to the process of silence so that they can increase the processing time.

THE ADVANTAGES AND DISADVANTAGES OF PODCAST

The advantages and disadvantages must be considered the following: (Rahayuningsih et al., 2021)

1. Podcasts should be convenient and easy to use in a portable format. After downloading, the file can be accessed and listened to anywhere. Students can control speed using pause, forward, and pass functions. Podcasts also reduce the use of physical materials for students with specific needs or learning preferences. Content can be downloaded on a computer for students without a portable media device.
2. The conditions on the ground clearly demonstrate that audio playback using portable media can significantly increase the use of podcasts. This is because audiences who are not inclined to access learning materials have the option to access other materials that they find more appealing. Even though the accessed material is educational, the audience does not perceive it as traditional learning. Regarding motivating media, students have a new format to motivate and assist them in learning systems, which makes them less likely to be disinterested in learning. When it comes to easily accessible media, it's important to note that iTunes or Juice



is a content management software that can be downloaded for free and offers simple navigation.

3. Efficiency of money use: Learning materials can be downloaded for free, and material development can be done at a fairly low cost in a matter of hours (Moody, 2006).
4. Publicity: Agencies with a good reputation can use the latest technology to gain visibility among individuals and institutions. They can utilize public podcasts for free publicity. Podcasting offers the potential for students to focus on integrating activities both inside and outside the classroom, as well as with classroom materials (Thorne, S. L. & Payne, 2005).
5. The primary challenge with using podcasts for learning is that the content is primarily delivered through audio, making it difficult to quickly skim through and assess its relevance to the learning objectives. While it is possible to check the content, it requires a substantial amount of time, especially after downloading repository resources (Jennings, 2006).
6. Podcasts offer flexible learning opportunities. Listeners can access and play audio files anytime and anywhere without needing a computer. Additionally, podcast transcripts allow for easier learning by enabling listeners to read and listen at the same time.
7. Helen Mongan-Rallis & Terrie Shannon (2006) argue that to ensure accessibility, transcripts should be provided. Due to the large file size, especially for video files, users must have a good broadband connection that is fast enough for quick access to the files. When playing MP3 files, content creators must ensure that all content is appropriate.



TEACHER'S ROLE DURING LISTENING ACTIVITIES

Teachers have a significant impact on their students, creating a friendly and supportive atmosphere is their responsibility.

According Hammer (2019) there are eight main roles:

- ✓ A teacher's role as an organizer is one of the most important responsibilities, as the success of the lesson depends on the teacher's organizational skills. They must clearly explain the tasks to their students, provide concise instructions, and offer constructive feedback at the end of the lesson. As organizers, teachers prepare listening lessons that encompass all three stages and provide clear instructions.
- ✓ A controller teacher is responsible for leading the entire lesson. They organize students' activities, manage when they can speak, and determine the language they should use. These teachers guide students through the different stages of the lesson.
- ✓ A teacher, as an assessor, has an important role in assessing students and providing them with feedback on their performance. Evaluating students' performance is crucial.
- ✓ A teacher can serve as a valuable resource by providing guidance and assistance to students when needed, particularly in areas such as unknown vocabulary and grammatical patterns.



- ✓ A teacher serving as a tutor is someone who acts as a coach and a resource (Harmer 1991: 242) and is capable of assisting their students in developing ideas. Teachers in the role of tutors can support their students at every stage, and their assistance is particularly valuable during the while-listening stage, during which they should help their students make predictions about the missing information.
- ✓ A teacher as an investigator, who observes the activities in their lessons and subsequently evaluates their efficiency, belongs to this group. They keep reflective journals and evaluate the benefits of each listening activity.
- ✓ A prompter teacher encourages and offers suggestions to students about their activities. They should provide support at each stage to help students be more successful.
- ✓ A teacher can participate as an equal in set activities, but they must be cautious not to lead these activities. Their involvement can help improve the classroom atmosphere. Teachers can take part in pre- and post-listening tasks, such as discussions and role-plays.

OBJECTIVES

GENERAL OBJECTIVE

- ✓ To improve listening skills by applying podcast tools in tenth year of basic education



SPECIFIC OBJECTIVES

- ✓ To combine podcast strategies in the class to improve listening skills.
- ✓ To recommend a series of activities for listening skills to improve it.





STRATEGY 1

ENGAGING THE LISTENER

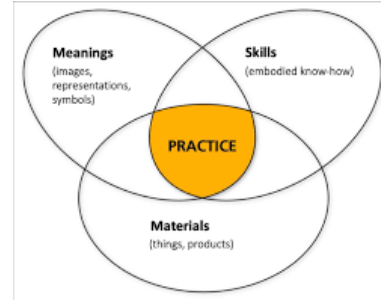


It is crucial to captivate the listener by incorporating relevant examples and topics in the podcast content. Visual aids such as photos can further enhance the understanding of the subject matter. These visuals could depict tourist attractions, destinations, or resources to reinforce key points within the podcast (Dale, 2007)

Alternatively, they could illustrate specific concepts or models discussed by the tutor. Introducing 'thinking pauses' where the tutor prompts students to pause and reflect on a particular point can enhance engagement. Additionally, including questions at the end of the podcast for students to answer before the next session can help develop reflective and critical thinking skills (Dale, 2007).

STRATEGY 2

INTRODUCE THEORY GRADUALLY



According to Cebeci and Tekbal (2006), it is recommended to introduce theory gradually in a podcast. The initial part should be longer but less in-depth, with more complex material being introduced as the podcast progresses. The standard format for the podcast involves introducing the topic and content, briefly explaining the significance of understanding the subject matter, delving into more complex theoretical material, and finally summarizing the key issues (Dale, 2007)

Furthermore, it is advisable to use "Chapters" to guide the listener. The podcasts should be divided into chapters with visual images and title headings to illustrate the theme of each section.



STRATEGY 3

DEVELOPING DEEPER LEARNING EXPERIENCE



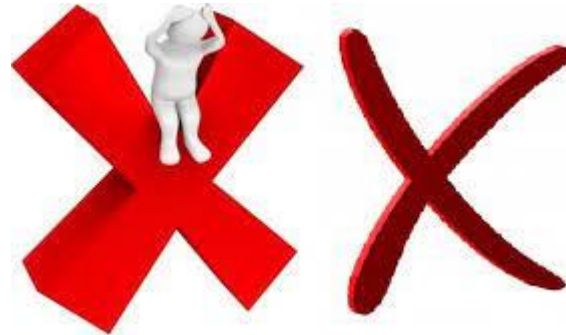
Campbell (2005) notes that the process's most challenging part is producing a podcast. He emphasizes the need for an "explaining voice" to guide listeners through a journey of cognition and metacognition, facilitating a deeper learning process. To enhance the learning experience, hyperlinks were incorporated within the chapters to direct students to additional material to enrich their understanding of the subject further. For instance, when discussing the geographical profile of tourism in Europe, a hyperlink was included to the website 'VisitEurope.com' (www.visiteurope.com) for students to explore more information about tourism resources in the region. Additional links can also be added to direct students to relevant reading materials. (Dale, 2007)





STRATEGY 4

USING INCORRECT ANSWERS TO DETECT WEAKNESSES, AND DESIGNING ACTIVITIES TO HELP



How often do teachers rush to supply a “correct” answer when a student fails to respond to a listening task? Instead, teachers may play a recording several times and ask for other students’ input to make things right, missing an opportunity to determine the reason for the listening error. To improve this approach, a teacher could identify problems by noting students’ comprehension lapses as she checks their answers. She would then discuss with students how they arrived at a certain answer, what prevented them from understanding parts of the text, and what could be done to improve their listening skills. Finally, she would follow up with activities that target specific listening problems that emerged during the discussion. The aim is to increase student’s awareness of their listening processes and reinforce effective listening behaviors they can use when they face these problems again.

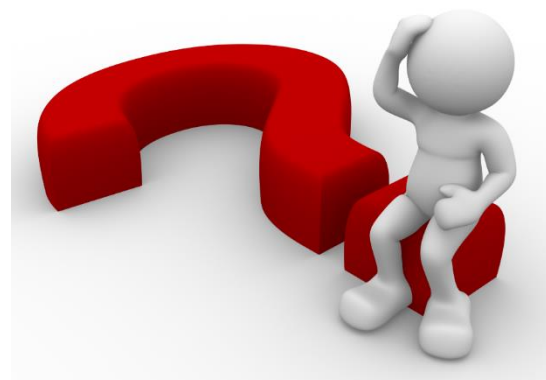
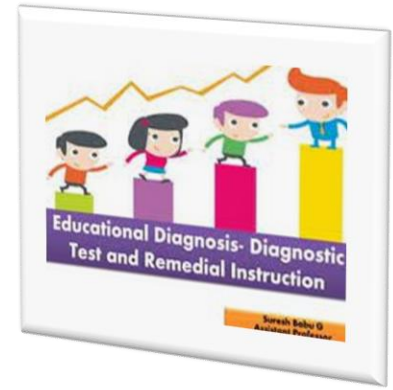
(Farrell, *Series: Teacher development* 2013)



STRATEGY 5

THE DIAGNOSTIC APPROACH

Teachers usually start by introducing the listening activity and then have students listen to the text and complete various tasks. Teachers assess students' understanding based on the accuracy of their answers and then move on to the next activity. The focus here is on the outcome, measuring listening comprehension by the correctness of the responses. This method evaluates students' listening comprehension and indicates where they struggled, but it doesn't do much to teach them how to listen. It doesn't help students understand their listening mistakes and how to improve. Field (2008) suggests a diagnostic listening approach, allowing teachers and students to address listening difficulties and practice strategies to overcome them. The characteristics of this approach are explained in the following sections. (Farrell, *Series: Teacher development 2013*)





STRATEGY 6

AVOIDING LISTENING TASKS THAT REQUIRE MEMORIZATION

It's important to note that understanding a message doesn't necessarily mean being able to remember every single detail. So, if students have trouble recalling information, it doesn't always mean they didn't comprehend the message. Some exercises, such as multiple-choice and very specific questions, mainly test listeners' memory skills rather than focusing on the listening process. Instructors should aim to include various types of comprehension questions that discuss the content of the text and also encourage students to evaluate their listening performance. **(Farrell, *Series: Teacher development* 2013)**

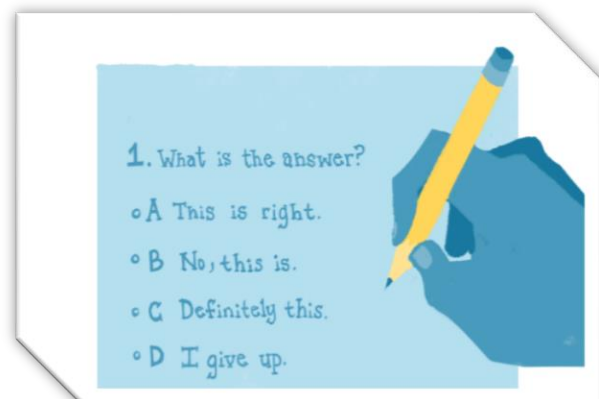
A "*multiple-choice question*" (MCQ) is a question where students choose one alternative from a list of options in response to a "question stem." (Carreson et al., 2016)

For example:

Question stem: "Which of the following is the currency unit used in Albania?"

Alternatives:

1. Dinar
2. Rouble
3. Kwacha
4. Lek
5. Rupee





The student answers the question by selecting a number 1-5, and entering this either on a form provided for the purpose (“off-line,” in computer jargon), or at a computer keyboard (“on-line”). The correct alternative (the “answer”) is 4 in this example. The other incorrect alternatives are sometimes called “distractors”.

The "*TRUE/FALSE*" question, where the student selects either "True" or "False", is a specific type of multiple-choice question.



Please note the following:

Some multiple-choice questions have multiple correct answers. These questions should be avoided because they can confuse students and not all computer programs at UCT support this question type. For instance, the "MCQ" program, which grades offline test responses, does not accept this question type. However, online test creation packages designed for online testing do support a wider range of question types.



STRATEGY 7

PROVIDING TOP-DOWN AND BOTTOM-UP LISTENING PRACTICE

The process of listening is complex and involves multiple steps, requiring different types of processing. As a result, it is important to practice both top-down and bottom-up skills in the classroom. While many teachers focus on top-down activities such as comprehension questions, predicting, and listing, listening practice should also include bottom-up exercises for pronunciation, grammar, and vocabulary. This allows learners to pay close attention to the language as well. (**Farrell, *Series: Teacher development* 2013**)

It is important to pay close attention to language. Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for lower level students who need to expand their language skills. As they become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. To develop bottom-up processing, students could be asked to focus on language forms and practice recognizing lexical and pronunciation features.

Remember the following points when teaching listening:

Distinguish individual sounds, word boundaries, and stressed syllables.

- Identify thought groups.

- ✓ Listen for intonation patterns in utterances.
- ✓ Identify grammatical forms and functions.
- ✓ Recognize contractions and connected speech.
- ✓ Recognize linking words.



Top-down processing involves using prior knowledge and experience to understand a listening text by integrating the information provided by sounds and words. To comprehend a text, the listener utilizes their knowledge of the context, topic, speakers, situation, and the world, and connects it to the auditory input. Top-down listening skills include:

Listening for the main ideas, topic, and setting of the text

- ✓ Listening for specific information
- ✓ Organizing the information in sequence
- ✓ Making predictions
- ✓ Making educated guesses
- ✓ Drawing inferences

For example:

Students will listen to a 2-minute-long conversation about getting around the city. Before they begin, they will be asked to listen to sentences giving and asking for directions from the conversation and repeat them, paying attention to the intonation, meaning, and grammatical structure of each phrase. They will then do a fill-in-the-blank exercise, choosing an appropriate form of the verb. Additionally, they will listen to a short monologue and trace the speaker's route on the map. They will practice asking and answering questions about different locations on the map and have a class discussion about getting to campus using different kinds of transportation. Next, students will listen to the conversation several times. They will start by listening to the first 15 seconds of the recording to make predictions about the topic and the setting of the conversation; they will then check their predictions after listening. Other while-listening tasks will include summarizing the conversation, answering comprehension questions, ordering the possible routes mentioned by the speakers, listening



for the bus numbers, and a cloze exercise. After listening, students will discuss their predictions, practice saying numbers, act out situations asking for and giving directions, and write a story based on a picture which clearly involves finding one's way in the city.

EXAMPLE OF LISTENING FOR SPECIFIC INFORMATION

LISTENING - A RADIO INTERVIEW ABOUT TREES.



1.- Listen and complete the sentences. (the number of words needed in each gap is indicated next to the gap)



- 1.- It isn't .. (1 word) to believe that plants can communicate since they don't have (1 word).
- 2.- Cabbage plants send a (1 word) by producing a gas.
- 3.- (1 word) the other cabbages haven't been attacked, they (1 word) themselves by producing toxic chemicals.
- 4.- Most people think that trees (1 word) with each other in a forest.
- 5.- The fungi in a forest form a (1 word) that connects the trees to each other.
- 6.- Scientists call this the (1 word) Wide Web because it is similar to the Internet.
- 7.- Older trees help young trees survive by (4 words) to their roots.



SEQUENCING

Definition:

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred," ("Sequencing," 2014). This strategy can be done at any age and with any subject, but it is usually used with beginning readers, (Sequencing, 2014).

Steps to Implement Story Sequencing:

1. Select a text that has a clear sequence of events: beginning, middle, end.
2. Inform students before the reading that they will be working on their sequencing skills. This will allow them to focus on the steps of the story.
3. After the reading, have students write down certain events that occurred during the reading.
4. Have them put these events in order.
5. At the end, students can write about the story sequence in a journal or discuss the sequence with another student, ("Sequencing," 2014).

Benefits of this Strategy:

- Increases comprehension.
- Helps students organize material that has been read.
- Helps with problems solving across subjects, ("Story Sequence," 2014).

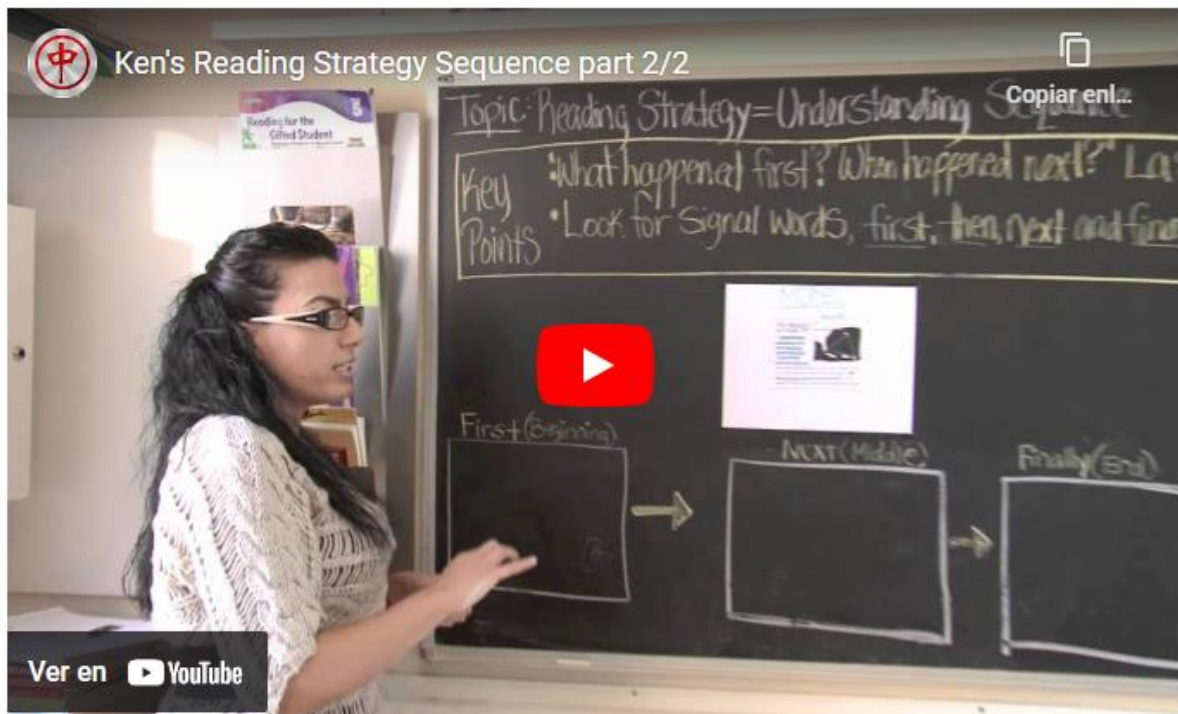
Video 1: This video starts out with **sequencing information**. It is an example of sequencing through listening comprehension for younger students. It is a similar concept to sequencing through reading comprehension. First, the teacher gives the student a task of sequencing breakfast, lunch, and dinner meals. This is to determine if the student understands the concept of sequencing. Next, the teacher makes the student sequence pictures of her bouncing on a pogo stick as more practice of the strategy. After these two examples, the student recalls a story that was read to her. She uses sequencing to place the main events of the story in order. Since the student puts the events in the correct order, the teacher can feel confident she comprehended the story. (*Sequencing 2014*)



Video 2: This video shows an instructor modeling sequencing. She starts by explaining what sequencing is and the key points of this strategy. The teacher then reads a section of



text. While she is reading, she highlights key sequencing words and events that students should be looking for while reading. This will help with sequencing the story after reading. After she has completed the reading, the teacher uses a flow chart to put the major events of the reading in correct order. She goes back to the text several times to make sure the sequence of events is correct. The flow chart would be the assessment for this example.





STRATEGY 8

INTENSIVE LISTENING

It involves paying close attention to the language used in a listening text in order to identify words or phrases, grammatical structures, specific sounds, and intonation patterns. This type of listening focuses on accuracy and helps students consciously notice linguistic forms, which in turn facilitates language acquisition. While real-life listeners don't usually listen in such a detailed way, intensive listening activities provide valuable practice in understanding the nuances of the language and should be included in listening lessons. Some examples of intensive listening activities include: (Farrell, Series: Teacher development 2013)

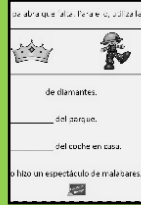
- ✓ transcription,
- ✓ different types of dictations,
- ✓ cloze exercises (inserting words into blank spaces in a passage),
- ✓ dictogloss (listening to and then reconstructing a text),
- ✓ sentence completion
- ✓ error correction (comparing a spoken and a written text).

CLOZE PODCASTS

Cloze exercises are those where students are provided sentences with specific words or phrases missing, and they must complete the sentences by filling in the blanks with the parts that are missing. Cloze podcasts is an activity where your students are doing the same but either during a podcast or after listening to one. (*Englishclub.com* 2013)



1. Choose a podcast that has its transcript available where all the sentences spoken in the podcast can be easily viewed and then altered. Many podcasts online come with available transcripts, though you can always make your own transcript by listening to the podcast beforehand and writing or typing out each sentence as you hear it.



2. Remove a word or phrase from each sentence that you use from the podcast by omitting it from lines on a worksheet or on a blackboard.



3. Ask your students to listen closely while you play the podcast for the class. You can either have students write down the omitted words as they're listening to the podcast or ask them to wait until the podcast has finished to see if they remember the words and the sentences in which they were used.

EXAMPLE OF SENTENCE COMPLETION

• Sentence Completion 1 Level 4

Directions: Complete the sentence using the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Despite his growing wealth and power, Teddy remains _____ man.
 - A. a humble
 - B. an irritable
 - C. a greedy
 - D. an intelligent
2. Because Mary is so _____, she is _____.
 - A. friendly ... despised
 - B. unpleasant ... unpopular
 - C. generous ... wealthy
 - D. strange ... fortunate
3. Some snakes are very _____, so you should take caution if you see one.
 - A. dangerous
 - B. slippery
 - C. careful
 - D. favorable
4. Donald was not _____ and had to go to the doctor so that he wouldn't be _____ anymore.
 - A. healthy ... sick
 - B. strong ... weak
 - C. young ... old
 - D. happy ... sad
5. _____ the weather was terrible, the team managed to win the game.
 - A. Although
 - B. Because
 - C. Since
 - D. Unless
6. Billy cannot play the piano very well, since he _____ practices.
 - A. sometimes
 - B. usually
 - C. always
 - D. never
7. I cannot _____ the price of a ticket, so I cannot see the movie.
 - A. buy
 - B. save
 - C. donate
 - D. afford
8. Although the desert gets very hot during the day, it is very _____ at night.
 - A. dry
 - B. humid
 - C. cold
 - D. lonely
9. Jared placed the plant _____ the other two plants, so that it was in the middle.
 - A. between
 - B. among
 - C. inside
 - D. outside

Dictogloss (British Council, 2000)

Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down keywords, which are then used as a base for reconstruction.



A dictogloss is not the same as a dictation, where students try to write down exactly what the teacher reads out.

Example

Learners discuss the sea. The teacher then explains the task and reads a short text on the sea to the class, who just listen. The teacher reads the text again, and the learners take notes. In groups, the learners then reconstruct the text.

In the classroom

Dictogloss is often regarded as a multiple skills and systems activity. Learners practice listening, writing, and speaking (by working in groups) and use vocabulary, grammar and discourse systems to complete the task.

STRATEGY 9

INTERACTIVE LISTENING

It involves actively participating in a conversation by taking turns to listen and speak. It requires not only listening but also engaging in the language by negotiating meaning, confirming understanding, and delivering appropriate responses. This type of practice integrates linguistic forms, meaning, and social conventions of listening. Interactive listening can be practiced with peers, teachers, or native speakers and often includes a strong speaking component. Common interactive listening exercises include engaging in back-and-forth conversations. (Farrell, *series: teacher development* 2013)

- ✓ interviews
- ✓ discussions
- ✓ partial dialogues, in which students listen to a speaker and respond
- ✓ information-gap activities, in which students exchange information to fulfill the task
- ✓ jigsaw listening, in which groups of students listen to different parts of the message and then reconstruct the whole together

DISCUSSION





Listen to two students comparing Mars and Earth to practice and improve your listening skills. (British Council, 2000)

Do the preparation task first. Then listen to the audio and do the exercises.

TAPESCRIPT

Teacher: So you've got a few minutes to discuss with your partner.

Student 1: So, as far as I know, the main similarity between Mars and Earth is that they can both support human life.

Student 2: Yeah, but do we know that's actually true? I mean, Mars is much colder than Earth, isn't it? It says here it's about minus 55 degrees most of the time, whereas on Earth only places like Antarctica get that cold.

Student 1: True. Well then, I suppose you could say both planets are a similar distance from the Sun?

Student 2: No way! Mars is much further away! It says here it's about 228 million kilometres, while Earth is about 150 million.

Student 1: Yes, but in space that's not that far. Jupiter is, like, almost 780 million kilometres. That's why we use astronomical units when we talk about distances in space. Earth is 1 astronomical unit from the Sun and Mars is 1.3. The difference doesn't sound so big when you look at it that way.

Student 2: I see what you mean. Jupiter is 5.2 astronomical units so I guess you're right. What other similarities are there between the two planets?

Student 1: Let's see ... not the colour, obviously!

Student 2: Yeah! Earth is called the blue planet and Mars is called the red planet for pretty obvious reasons!

Student 1: Their sizes are pretty different. Mars is about half the size of Earth.

Student 2: What about this? It looks like the days on both planets are almost the same length. Earth's day is 24 hours but Mars's is about half an hour longer.

Student 1: You're right. OK, any other things they both share?

Student 2: I suppose you could say they have water in common.

Student 1: Could you? How?

Student 2: Well, Earth is 70 per cent water and Mars probably had huge oceans in the past. It's just that most of the water there now is probably frozen.

Student 1: Ah, I see. I don't think we can say the air is the same, though. Most of Earth's air is nitrogen and oxygen, but Mars ...?

Student 2: Mars doesn't really have air, not compared with Earth. It's got about one per cent as much air as Earth.

Student 1: Right, and it's mostly carbon dioxide.

Student 2: Gravity is another difference. I didn't know this, but Mars has higher gravity than the Moon. But it's much less than on Earth, of course.

Student 1: Oh, yes. It says Mars has about 38 per cent of Earth's gravity.

Teacher: OK, let's see what you've found ...

Discussion

Do you think people will live on Mars one day?



STRATEGY 10

EXTENSIVE SKILL

Extensive listening focuses on the overall comprehension of the text. It involves grasping the general meaning and enjoying the content rather than looking for specific answers. This approach exposes students to different voices and styles, enhances their ability to process spoken language automatically, and helps build confidence in dealing with spoken input.

Extensive listening is suitable for any proficiency level; however, the texts should not be overly difficult as they are meant to be understood as a whole. The following activities are based on extensive listening." (Farrell, Series: Teacher development 2013)

Summarizing

Rating content as more or less interesting 28 Teaching Listening

Use visual organizers (e.g., K-W-L [know, want, learn] and who/where/what/when charts)

Filling out listening logs, in which students record their listening goals and strategies for each text

Practicing flood listening, in which students listen to several recordings on self-selected topic

Summarizing Example

Summarizing Listening Comprehension



Remember: A **summary** tells the most important parts of a story or article.

Listen to the paragraphs below from the passage “*The Wonderful Whale.*”. Then select the sentence that tells the most important part of each paragraph.





Dirección de Postgrado
VICERRECTORADO DE INVESTIGACIÓN,
VINCULACIÓN Y POSTGRADO

5) Use each sentence you chose above to write a four-sentence summary of the passage, *The Wonderful Whale*.



STRATEGY 11

RESPONSIVE LISTENING

Responsive listening is a way for the listener to engage with the content of the text by expressing their opinions, feelings, or points of view. Instead of focusing on facts, it encourages personal attitudes and emotions. The response may be influenced by one's sociocultural background, as the same content can evoke different reactions from different cultures. Responsive listening is more intellectually demanding as it requires both understanding and expressing one's reaction, but its personal dimension is appealing to many students. Examples of responsive activities include: (Farrell, Series: Teacher development 2013)

- ✓ Problem-solving tasks, sharing and responding to personal experiences
- ✓ Evaluative tasks (making judgments about the truth, probability, etc.)
- ✓ Paused listening (responding to short parts of the text by connecting to personal experiences or world events)
- ✓ Interpretative listening (making inferences and deductions).



STRATEGY 12

AUTONOMOUS LISTENING

Autonomous listening refers to independent listening done outside the classroom. It encourages learner motivation and self-reliance as the listener chooses the materials, monitors comprehension, and completes tasks on their own. To help students with independent listening, teachers can provide training in strategies and self-assessment techniques.

Autonomous listening encompasses all the listening types described previously. (Farrell, *Series: Teacher development* 2013)



STRATEGY 13

LISTEN AND CLASSIFY INFORMATION

It is an activity in which students divide things or people into groups according to their type, or to say which group or type something or someone belongs to.

STEPS

- ✓ Listen to Tyrone calling his local swimming pool and do the exercises to practice and improve your listening skills.
- ✓ Listen the podcast and write the words in the correct group.

badminton	table tennis	basketball	water polo	diving
golf	football	sailing		rugby

Water sports	Indoor sports	Outdoor sports
--------------	---------------	----------------

- ✓ Check understanding

STRATEGY 14

COMPREHENSION QUESTIONS



WORK PAIR ACTIVITY

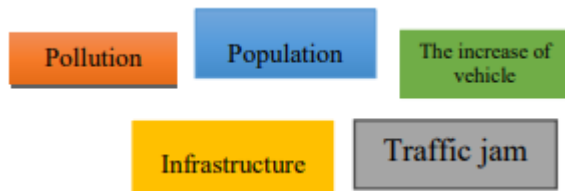
STEPS

1. The teacher distributes the comprehension questions and ask them to read the questions with their pairs first.
2. listen to this excerpt from a radio program about living in a big city.
3. Optional activity: While you are listening, answer the following comprehension questions.
 1. What does the program talk about?
 2. What is the requirement of a having car in Tokyo?
 3. Why does she propose people in stopping the use of car as the meant of transport?
 4. What is the environmental mentalists propose to protect environment in mega city? 5. Do you agree about her solution of the transport problem?



After the first listening, the teacher asks the students whether the teacher needs to replay the audio or not. (Listening again). At the end, the teacher invites them to share their opinion

Activity: After listening



In this activity, students will work in pairs to discuss various topics related to city populations. They will exchange ideas and opinions, and work to find alternative solutions to environmental issues in the city. After the discussion, students will create a list of questions they would like to ask about the program's topic or to the people featured in the program.

In a follow-up roleplay, students will take on different roles such as presenter, guest, or environmentalist, and ask and answer the questions. If they do not know the answers, they can use avoidance strategies or improvise based on the topics. At the end of the class, the teacher will share some websites providing podcasts, allowing students to download content based on their interests to improve their English proficiency anytime and anywhere.



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APPENDIX 1

Activities for metacognitive strategies	Activities for cognitive strategies	Activities for socio-affective strategies
<ol style="list-style-type: none"> 1. Preview the content in different forms. 2. Rehearse the pronunciation of potential content words. 3. Establishing the purpose for listening. 4. Practice perception regularly. 5. Take short notes of important content words. 6. Check current comprehension with context of the message and prior knowledge. 7. Continue to listen for clarification in spite of difficulty. 8. Evaluate comprehension using contexts, prior knowledge and external resources. 9. Determine potential value of subsequent parts of input. 10. Listen selectively according to purpose. 11. Listen for gist. 12. Determine the potential value of subsequent parts and vary intensity of attention accordingly. 13. Memorize words or phrases for later processing. 14. Pay attention to discourse markers, visuals and body language, tones and pauses. 	<ol style="list-style-type: none"> 1. Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. 2. Infer missing or unfamiliar words using contextual clues, familiar content words, visual clues. 3. Draw on knowledge of the world. 4. Apply knowledge about the target language. 5. Visualize scenes, objects, events, etc. being described. 6. Reconstruct meaning using words heard. 7. Relate one part of the text to another. 8. Relate limited interpretation to a wider social/linguistic context. 9. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification. 10. Find L1 equivalents for selected key words. 11. Translate a sequence of utterance. 12. Predict general contents before listening using contexts and prior knowledge. 13. Predict details and unfinished utterances using contexts and prior knowledge. 	<ol style="list-style-type: none"> 1. Paraphrase what speakers say to check understanding 2. Ask speaker for clarification and repetition. 3. Learn to relax before and during listening. 4. Encourage oneself to continue listening.

Based on O'Malley, Chamot & Küpper (1989), Young (1997) and Goh (2000, 2002).



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ANNEXES

ANNEX 1

PRE-TEST AND POST TEST	
OBJECTIVE: the present test focuses on knowing students' listening level.	
GENERAL INFORMATION:	
AGE:	DATE:
LEVEL:	MALE /FEMALE
SCHOOL:	
<ul style="list-style-type: none"> • INTRUCTIONS • Listen to the podcast episode titled "MEET DANNY MURPHY." • Answer the following questions based on your understanding of the episode. • Listening Comprehension Questions 	
QUESTIONS	
CHOOSE AND CIRCLE THE CORRECT ANSWER:	
7. Danny Murphy is ... c. coach b. trainer c. footballer	
8. Where are they? c. At home b. at the stadium c. at school	
9. What are they talking about? c. Football b. cooking c. food	
10. How did he feel when he scored his first goal? c. Bad b. very well c. blanket of warmth	
WRITE TRUE (T) OR FALSE (F)	
11. Danny likes to play football	T F
12. He had three older brothers	T F
13. He felt uncomfortable with his achievements	T F
ANSWER THE FOLLOWING QUESTIONS	
1. What do you think about playing football instead to study?	
.....	



2. In your opinion what do you have to do to achieve your goals?

.....

3. How do you imagine he felt when he was famous?

.....

THANK YOU FOR YOUR COLLABORATION!

ANNEX 2

PRE-TEST



POST TEST

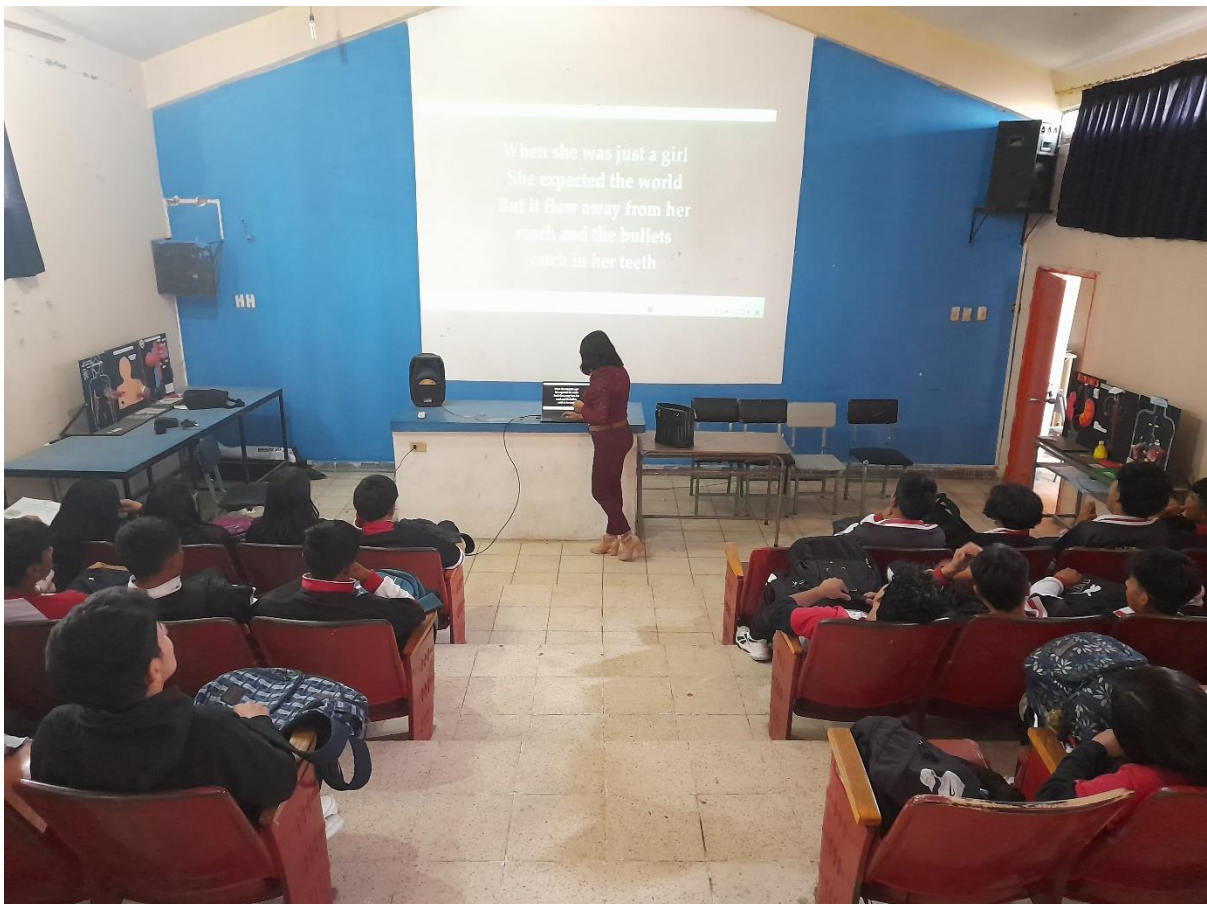




CLASSES



KARAOKE CLASS







ANNEX 3

LESSON PLANS

Lesson Plan 1:

LISTEN FOR A GIST

CLASS OBJECTIVE: By the end of the class the students will be able to discuss about some questions with a partner

Topic: Listen for a gist

Date: 01-04-2024

Students' age: 15- and 17-years old

Time: 40 minutes

Students' level: tenth year of basic education

LESSON OUTCOME:

Students will be able to:

- Ask and answer some questions about the episode
What is this episode about? Who is speaking? What are they talking about? Where are they? What's the general mood of the conversation?
- Summarize the episode

LESSON ESTRUCTURE

Time	Introduction (Set):	Teaching Approaches and strategies
10 minutes	<ul style="list-style-type: none"> • Teacher tell students they are going to listen a podcast. They do not take notes, only listen 	Provide a clear explanation about the tasks



	<ul style="list-style-type: none"> Teacher put he students into pairs to try to answer the questions. 	
--	--	--

Time	Main Content and activities	Teaching Approaches
10 minutes	Podcast episode about emotions. It last one minute 54 seconds The students are going to listen 3 times Take notes	Play the podcast

TIME	Conclusion:	TEACHING APPROACHES
10 minutes	<ul style="list-style-type: none"> Compare the notes with a classmate Check the answers to the class 	Role play

TIME	Feedback	TEACHING APPROACHES
10 minutes	<ul style="list-style-type: none"> Teacher check students' answers by asking them to read their notes. Students and teacher find the correct answer by working collaboratively. 	Role play

ASSESSMENT

<ul style="list-style-type: none"> Students work in pairs and write a similar conversation Use past simple tense and correct punctuation Write at least 120 words Practice with a partner Students are going to present it fot the next class orally



RESOURCES

<https://www.podcastsinenglish.com/pages1/level0.shtml>

<https://www.onestopenglish.com/download?ac=292>



Lesson Plan 2:

FILL IN THE BLANK

CLASS OBJECTIVE: By the end of the class the students are able to listen a telephone conversation and complete the task.

Topic: Telephone conversation

Date: 13-04-2024

Students' age: 15- and 17-years old

Time: 40 minutes

Students' level: tenth year of basic education

LESSON OUTCOME:

Students will be able to:

- Listen for a gist.
- Scan the main "idea"
- Listen to complete the close idea

LESSON STRUCTURE

Time	Introduction (Set):	Teaching Approaches and strategies
10 minutes	<ul style="list-style-type: none"> • Teacher introduces the topic showing a picture (two people talking by phone) • Teacher ask students brainstorm some word or ideas related to the picture, • Teacher explains briefly about relationships the words to familiarize the students with the theme of the class 	Provide a clear explanation of the new words

Time	Main Content and activities	Teaching Approaches
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20 minutes	Play the podcast about Telephone Conversation	Take notes

TIME	Conclusion:	TEACHING APPROACHES
10 minutes	<ul style="list-style-type: none"> • Give ideas about the podcst • Complete the blanks • Compare the answer with the class 	Complete the worksheet

ASSESEMENT

Make a similar dialogue
Practice with a partner

RESOURCES

<https://www.onestopenglish.com/listening/listening-skills-lesson-plans-catching-up-on-news/146220.article>
<https://www.onestopenglish.com/download?ac=311>



LESSON PLAN

Lesson Plan 3:

KARAOKE

LET'S SING A SONG

CLASS OBJECTIVE: By the end of the class the students will be able to listen a song in english, understand and sing it.

Topic: Let's sing a song. Karaoke

Date: 06-04-2024

Students' age: 15- and 17-years old

Time: 40 minutes

Students' level: tenth year of basic education

LESSON OUTCOME:

Students will be able to:

- Recognize the verbs in past.
- Scan the main "ideas" in the song PARADISE by Coldplay
- Ask and answer important questions about the themes and values in a song

LESSON ESTRUCTURE

Time	Introduction (Set):	Teaching Approaches and strategies
10 minutes	<ul style="list-style-type: none"> • Teacher introduces the topic presenting some vocabulary words related to the song, • Teacher explains briefly the words to familiarize the students with the theme of the song. 	Provide a clear explanation by using the board and using karaoke



Time	Main Content and activities	Teaching Approaches
20 minutes	Regular and irregular verbs Past Simple Tense Song Paradise	Introduce the song by using the projector

TIME	Conclusion:	TEACHING APPROACHES
10 minutes	<ul style="list-style-type: none"> • Change the verbs the present into past. • Give ideas about the song understanding. • Ask for the meanings of specific words. 	Sing a song following the lyrics through karaoke

ASSESSMENT

Sing the PARADISE song in groups of five students

Answer some questions about the song:

- What is the song about?
- Did you like this song and why?

RESOURCES

https://www.youtube.com/watch?v=DbVz0jP722g&list=PLUxbd_l2NoK0T57_Fg_VMZ_WCR6suopB_7

<https://www.eslsongs.com/what-activities-can-you-do-with-songs/>



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