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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en
Enseñanza del Idioma Inglés como Lengua Extranjera

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DEDICATION

This work is dedicated to God for being my guide and my strength, in addition, to my eternal love my husband Adrian and my beautiful daughter Regiane, who are a fundamental pillar in my life, thank you for believing in me and for giving me many examples of overcoming, humility and sacrifice, teaching me every day to value everything I have and who I am.

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TEMA:

“PODCASTING IN THE DEVELOPMENT OF THE LISTENING SKILL”

AUTOR: Licenciada Silvia Licett Ramos Idrovo

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FECHA: Abril 09, 2019

RESUMEN EJECUTIVO

El acelerado crecimiento de las Tecnologías de la Información y comunicación ejerce una gran influencia en todos los ámbitos del quehacer humano. Específicamente en la educación su impacto ha sido evidente en muchos aspectos de los procesos de enseñanza aprendizaje. En esta investigación se analizó la influencia del Podcast, una herramienta categorizada en las tecnologías web 2.0, en el desarrollo del Listening Skill. Luego de plantear el fundamento teórico y conceptual de respaldo para la investigación, a través de un diseño experimental aplicado a estudiantes del primer semestre de la carrera de la Universidad Nacional de Chimborazo, se demostró que el uso de esta herramienta tecnológica mejoró el listening skill de los estudiantes. Para ejecutar el experimento se generaron dos grupos uno de control y otro experimental; en el primero se aplicaron estrategias de aprendizaje tradicionales con interacción presencial profesor-alumno mientras que, en el grupo experimental se hizo uso intensivo de Podcast. Al final del experimento se aplicó una prueba estandarizada para evaluar el listening skill, encontrando una diferencia estadística significativa entre los dos grupos lo que permitió concluir que la herramienta si tiene una influencia sobre el desarrollo de esta destreza. El promedio obtenido en el grupo experimental fue mayor que el del grupo de control lo que llevó a concluir la existencia de una

influencia positiva y significativa del Podcast en el desarrollo del listening skill. Por lo que se plantea al final una propuesta enfocada en el uso intensivo de Podcasts para el proceso enseñanza-aprendizaje del idioma, específicamente para desarrollar la destreza objeto de este estudio. De acuerdo a los hallazgos del estudio, se recomienda generar cursos de capacitación sobre el uso de este tipo de tecnologías, dirigidas a los docentes involucrados en la enseñanza del idioma Inglés y de un segundo idioma en general.

Descriptores: Listening Skill, Podcast, Web 2.0, E-Learning, Receptive Skills, Technology education, English Foreign Learning, Podcast activities, Manual

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THEME:

“PODCASTING IN THE DEVELOPMENT OF THE LISTENING SKILL”

AUTHOR: Licenciada Silvia Licett Ramos Idrovo

DIRECTED BY: Lic. Manuel Xavier Sulca Guale, Magíster

DATE: April 5th, 2019

EXECUTIVE SUMMARY

The accelerated growth of Information and Communication Technologies has a great influence in all areas of human activity. Specifically in education, its impact has been evident in many aspects of teaching-learning processes. In this research we analyzed the influence of Podcast, a tool categorized in web 2.0 technologies, in the development of Listening Skill. After proposing the theoretical and conceptual basis of support for the research, through an experimental design applied to students of the first semester of the career of the National University of Chimborazo, it was demonstrated that the use of this technological tool improved the listening skill of the students. To execute the experiment, two groups were generated, one of control and the other experimental; in the first, traditional learning strategies were applied with teacher-student interaction while, in the experimental group, Podcast was used intensively. At the end of the experiment a standardized test was applied to evaluate the listening skill, finding a significant statistical difference between the two groups which allowed to conclude that the tool does have an influence on the development of this skill. The average obtained in the experimental group was higher than that of the control group, which led to the conclusion that there was a positive and significant influence of the Podcast in the development of the listening skill. Therefore, a proposal focused on the

intensive use of Podcasts for the teaching-learning process of the language, specifically to develop the skill object of this study, is put forward. According to the findings of the study, it is recommended to generate training courses on the use of this type of technology, aimed at teachers involved in teaching the English language and a second language in general.

Keywords: Listening Skill, Podcast, Web 2.0, E-Learning, Receptive Skills, Technology education, English Foreign Learning, Podcast activities, Manual

INTRODUCTION

The purpose of this research is to determine the influence of Podcast on the development of the listening skill in the English language learning; one of the most important skills for receiving and understanding the information that the student receives. The topic of the integration of the Podcast in the teaching process of the English language and the effects of its use in the development of receptive language skills is also addressed.

The podcast is defined as the production and dissemination of audio materials through the Internet which can be used to support the process of teaching a second language based on the fact that Information and Communication technologies have become pedagogical tools for teachers who want to improve the processes of teaching a language.

Based on this information a quasi – experiment was designed as well as particular activities to experimental and control group. The structure of this investigation is formed by the following chapters:

Chapter I. It details the research problem, its contextualization and the justification that motivated the research. It entails the research questions and the objectives of the study.

Chapter II. This chapter describes the most relevant research background as well as the theoretical framework, the philosophical and legal foundations that bases the study carried out. The theories that support the research are specified and each of the variables used is described (dependent and independent variables).

Chapter III. It details the methodology implemented in the study, the approach and the type of research, while establishing the population to be investigated, the operationalization of variables, the tools and the technique applied for the data collection.

Chapter IV. This chapter shows the analysis and interpretation of the results obtained from the pre – test and post – test applied to control and experiment group.

In addition, the hypothesis verification through the application of the Student's T test.

Chapter V. This chapter mentions the conclusions that have been reached after analyzing the data to finally issue some recommendations on the research topic.

Chapter VI. It details the proposal conducted and applied for students in order to improve their listening skill.

CHAPTER I

THE PROBLEM

1.1 Research Topic:

“Podcasting in the development of the Listening Skill”

1.2 Problem Statement

English has become the extraordinary language for international communication, becoming the worldwide the official language of science, technology and economics Barhi (2016). This aspect becomes more relevant with the university students, where the English language is fundamental in their process of training and professional practice. However, the different styles of each student's learning do not allow a quality teaching-learning process to be carried out, which has a negative impact on students' performance.

The listening skill is acquired over time a long-standing practice. The skill mentioned can be acquired through specific exercises or with training. However, the exercises in class are not enough because the development of these skills requires continuous practice with activities and appropriate tools to the current students' needs. It becomes essential to create strategies which will allow the problems to be resolved.

One of the possible solutions is to use Information and Communication Technologies (ICTs) to generate innovations in contents, evaluations and in the knowledge development, based on the fact that, using ICTs, positively influence in improving the quality of teaching-learning process (Algieri, Mazzoglio, Dogliotti & Gazzotti, 2009), mainly the mobile technology that has now become

an universal technology, understood as the one that is commonly available and accessible to most people in a particular community (Ng'ambi & Lombe, 2012). The universal mobile devices is due to the fact that most university students have at least one or some mobile devices such as phones, MP3 players or IPADs, which are used mostly for social interaction or Entertainment through WEB 2.0 applications. It increases an opportunity for educators who want to improve the development of skills related to language learning.

1.2.1 Contextualization of the problem

Since English is a global language and many people have wanted to learn it due to work, business, or studies. Besides, the mastery of English language skill facilitates communication among people from different cultural contexts. Besides, it is the most widely spoken languages in the world. According to Lane's statistics (2016), 360 million people speak this language as their mother tongue, while 500 million do it as a second language. On the other hand, it has been proved that, the countries with greater proficiency in the English language have a tendency to increase their exports, to obtain a better internet access and greater investment in research and development (First Education, 2017).

Due the importance of learning this language, in other regions there are still certain shortcomings in the development of skills related to the mastery of this language; for example:

In Latin America the rate of English language proficiency is below the global average. It is considered the weakest of all regions. According to First Education (2017), the countries of this region have a moderate mastery

and low of the English language. Specifically, Ecuador obtained an index of 49.42 over 100. This value is less than obtained by Argentina (56.51) the most domain of English Language in Latin America. These data demonstrate that learning English is a key aspect of future professionals training in the universities of our country.

In Ecuador specifically, the learning of this language has become a fundamental requirement for undergraduate and graduate students as well as professionals from all fields since, to access the different scholarship and teacher mobilization programs promoted by the Government. However, the teaching of the English language in Ecuador is flawed since a large percentage of students have difficulties in the listening skill also have problems in comprehension and writing. It is because they do not have enough listening practice and therefore, do not know what to write or how to do it, and it interfere in their understanding as well.

The speaking skill is directly affected by the poor practice of the listening skills. When students do not understand what they are listening to, they cannot express themselves in English, in terms of appropriateness of the language, nor to use all the grammatical structures and vocabulary taught. This is a frequent problem in the students from early levels. Despite many efforts made trying to improve the students' development in the English language, it has been noticed that there is lack of knowledge on the teachers' instruction concerning how the listening skill influences the students' language learning process. Teachers and students can do more about this problem. The analysis and description of how the

listening skill influences the English language learning process may help to solve this issue.

This reality is also reflected in the English teaching learning process at Universidad Nacional de Chimborazo (UNACH) where around 2000 students must master the English language to comply with the requirement of obtaining a B1 certification at the end of their careers. However, the teaching of listening skill is usually done within a study classroom, which often limits the number of hours and opportunities to practice and improve this skill. To develop this ability, it is a common practice for teachers to manipulate and control the text that students must listen to several times, to complete an understanding exercise and to achieve the necessary response (Cross, 2014).

It is important to mention that, the huge number of students make English laboratories not sufficient to meet the demand for the development of language skills that involve learning English, with listening skill being the most affected, since some teachers are forced to read the texts from the guide books to fulfill this activity, losing key elements such as: authenticity and realism, which produces frustration in students who do not understand the message that is being transmitted and consequently does not establish solid and indispensable bases in the process of language assimilation. Besides, this learning process at UNACH University usually stays in the classroom and there are not enough tools to generate a self-learning process outside the classroom. Based on this, it becomes imperative the need to design and implement innovative strategies that allow students to develop the listening skill.

The inclusion of technology and specifically WEB 2.0, in the English language learning process is due to the fact that mobile technologies take advantage of interaction inside or outside classrooms. For that reason are effective for situate learning and contextualize it (Van Hooft, 2008); some studies state that devices without Internet connectivity have not been shown to be popular or sufficiently useful in educational processes (Faux, McFarlane, Roche & Facer, 2006).

However, there are a variety of technological tools to be used complementing the virtual teaching-learning process. For this reason, it is sought to analyze podcasts as a main tool to face-to-face learning improving the listening skill due to the fact that, podcasts provide an updated, diverse and extensive source of audio and video transmissions through the Internet for students who wish to improve their learning of another language beyond the classroom (Cross, 2014).

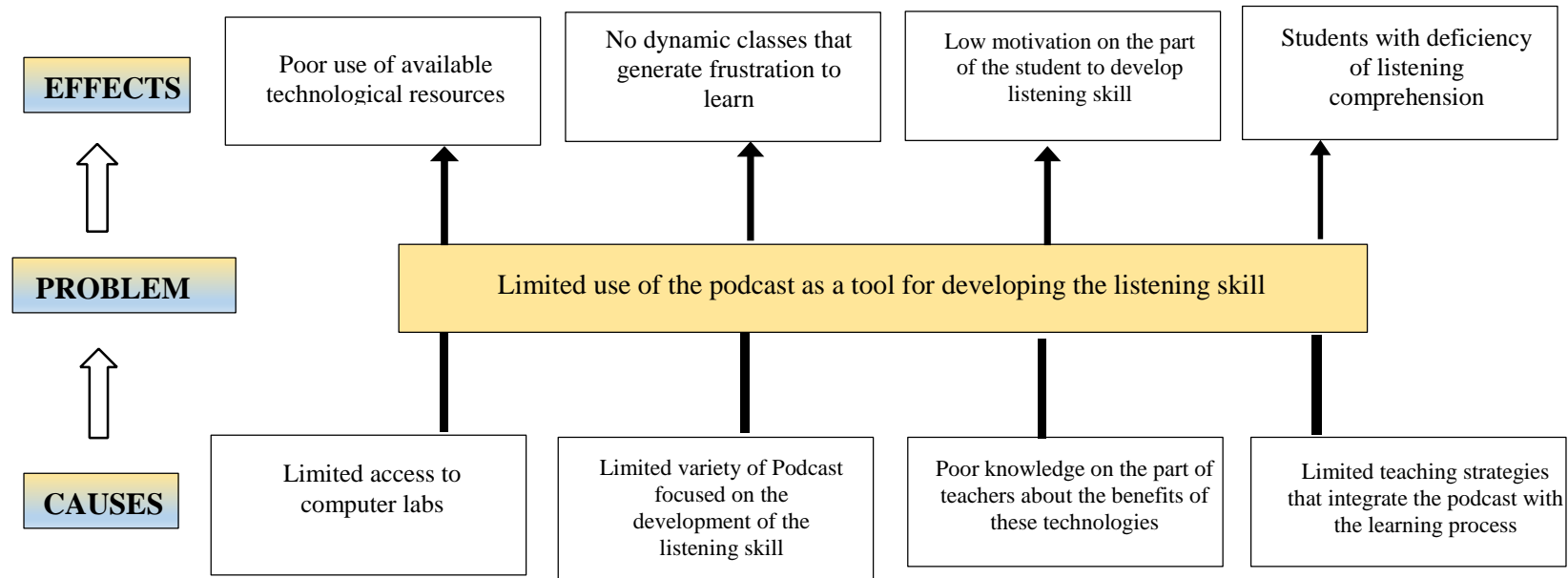


Figure 1: Problems Tree
Prepared by: Ramos, Licett (2019)
Source: Direct Research

1.2.2 Critical Analysis

Many factors have caused the limited use of Podcast for the development of the listening skill. The first of these is the limited access to computer laboratories producing a waste of technological resources such as computers, projectors, internet among others; also the inadequate knowledge on the part of the teachers on the benefits that contributes the use of technological tools is another one of the factors that promotes the scarce use of Podcast.

The listening skill is one of the most important skills to develop, through this students can achieve a direct comprehension and communication with other people. However, the students do not give it the due importance in developing this skill, they show difficulty at the moment of understanding because there is not enough practice to help them improving their listening skill.

On the other hand, there is not a huge variety of Podcasts focused mainly on the development of the listening skill and those that exist are published with other didactic or informative purposes which in turn leads us to another of the causes for the problem detected, such as the non-existence of adequate didactic strategies that allow an efficient integration of the Podcast in the teaching process of the English language.

All these factors produce a series of effects among which we can highlight the inefficient use of technological resources as well as the development of uninteresting and boring classes that hinder the development of this type of skill. In addition there is a lack of motivation on the part of the students and a poor

development of the listening comprehension in the learning of the English language.

1.2.3 Prognosis

If the detected problem is not solved, the students of the first level at Universidad Nacional de Chimborazo will continue presenting deficiencies in the comprehension of oral messages in English; in simpler words, they will not understand what they hear. The podcast is a technological tool that is configured as one of the alternatives to overcome this problem, however, if you do not take advantage of its advantages, you will continue with the traditional teaching processes by applying grammatical exercises of repetition of words with monotonous dictations. In addition, the lack of physical infrastructure and adequate technological equipment will force teachers to improvise their classes, often promoting the development of non-dynamic classes that affect student motivation.

Finally, this problem will cause the students not to develop a solid base for the new acquisition of knowledge, which will be reflected in other English language skills, because the student does not understand the idea or the message that the transmitter wants to transmit. Due by a hearing impairment, will cause a failed communication process that may prevent the retention and replication of the information received.

1.2.4 Research Problem Formulation.

- To what extent the use of Podcasts improve the development of the listening skill in students of level 1 at Universidad Nacional de Chimborazo?

1.2.5 Research Questions.

- What is the current level of proficiency in the listening comprehension skill in students of Level 1 at Universidad Nacional de Chimborazo?
- Which are the types of activities that teachers apply in order to develop the listening skill in students of Level 1 at Universidad Nacional de Chimborazo?
- What are the technological tools teachers use to develop the listening skill in students of Level 1 at Universidad Nacional de Chimborazo?
- How effective is the use of podcasts resources in the English language teaching-learning process in students of Level 1 at Universidad Nacional de Chimborazo?

1.2.6 Delimitation of the Research Problem

Field: Education

Area: Teaching English as a Foreign Language

Aspect: Teaching – Learning Methodologies

Spatial Scope: The research was applied with students of First Level at Universidad Nacional de Chimborazo, which is located in Chimborazo Province Ecuador.

Temporal scope: The study was carried out since May to June 2018.

1.3 Justification

It is important to note that, this technological tools will allow students to access a huge native speaker's audios in which students can have the opportunity to record their own podcasts to correct mistakes in pronunciation and improving their listening skill. As stated by Sze (2006) supplementing textbooks with authentic real-life conversations through podcasts is an attractive option for language teachers, with a careful selection of audios, people can access a variety of dialogues with different dialects, accents and be able to reproduce them into English classroom. According to Armstrong, Tucker & Massad (2009), students easily accept the integration of podcasts in their learning process because they already have experience in the use of MP3 players and iPod which allows to conclude that the experience of entertainment for students with mobile devices could be applied for educational purposes.

As mobile technologies become universal and podcasts become more widely accepted among students, the challenge lies in changing the teachers' vision to consider the podcasts as a teaching tool at the pedagogical level (Ng'ambi, 2008). On the other hand, it is important to emphasize that listening skill is the most relevant for the professional practice from our future professionals.

In recent years, it has been seen an accelerated growth in Information and Communication Technologies (ICTs) and its incursion into almost every area of human daily life. The educational sector is not the exception for this reason a great number of technological tools have been introduced to complement and

facilitate the teaching-learning processes. However, the exclusive use of ICTs does not greatly improve these processes making it necessary to use mixed strategies that combine the face-to-face education process with technology.

Nonetheless, due to the big number of technological tools, the study will focus on whether podcasts influence the development of listening skill **benefiting** students of English level 1 at Universidad Nacional de Chimborazo. This means that, the use of podcasts offer a means of changing of students' ' learning experience. Besides, it will allow to create an educational system adapted to the students' benefits, interests and aptitudes. Basically, it is a challenge and a real opportunity to make a positive impact on young people's learning.

The justification of this investigation was carried out since the research **convenience** as podcasting has the characteristic to support and provide a wide range of alternative teaching and learning approaches in a huge range of contexts inside or outside classrooms. This tool allows students at any time and place to select, subscribe and download podcasts over the Internet according to their needs and interests. This means that, podcasts are audio files that can be edited, manipulated, and heard directly from the Web and even subscribing to an RSS (Tallei & Sobrhino, 2013). At the same time allows teachers to communicate and direct interaction beyond the limitations of time and space in face-to-face education (Harris & Park, 2008). The benefits of this tool makes possible students to develop their listening skill through audios from different cultural contexts and dialects.

In addition, it is important for its **social relevance** and because the main **beneficiaries** of the use of this technology are students and people in general who access and make continuous use of it.

Furthermore, it is possible to students to record their own podcast to improve their speaking skill depending on their learning styles. However, the autonomous use of podcasts to develop the listening skill is not yet widespread, because while students have the basic technological goals needed for podcast learning (such as selecting and using a player of media as well as using a webpage to find and download appropriate podcasts) They usually do not have the skills related to the structure of the text and the related tasks, which allow to organize their learning process in an appropriate way (Cross, 2014), which can be achieved through a process of complementary training into the classroom.

It should also be mentioned that this research is important due to **practical implications** because this research will provide the basis for using podcasts in other language courses getting a positive impact in a second language acquisition especially in listening competence. Hasan (2013) states that, the use of podcasts reduces student's anxiety creating a sense of belonging in teaching - learning process, as well as podcasts offer students an authentic and personal experience.

The benefits of using podcasts include a higher degree of **flexibility** and **convenience** for the teacher and students (Brown et al., 2009), independent access to digital content outside the classroom (Dyson et al., 2009), and greater participation and interest of students in discussions topics (Copley, 2007). In

addition, podcasting also provides better support for an individual's learning needs and preferences (Skiba, 2006).

Moreover, this research will have a **theoretical value**, allowing to have a greater understanding of the influence of Web 2.0 in the process of learning a second language because, it will be possible to establish if the technology by itself can influence a better learning in the listening skill of a second language or it is necessary to complement the process with face to face learning environments into the classrooms.

Finally, the execution of the research is **viable** and **feasible**, the author has the financial, technological resources and human talent to accomplish it. Moreover, the access to the place of investigation which will allow to execute it without any mishap or obstacle. The present work is marked within the research line according to the Postgraduate Degree curriculum in Teaching English as a Foreign Language in the technological field and its specific researching sub-line on the use of the new technologies for the process of acquisition of the English language as foreign language.

1.3 Objectives

1.4.1 General Objectives:

To determine the impact of the use of podcasts in the development of the listening skill of the English language of students level 1 at Universidad Nacional de Chimborazo.

1.4.2 Specific Objectives:

- To identify how listening comprehension skill is being developed in students of level 1 of Universidad Nacional de Chimborazo.
- To determine the types of listening activities teachers apply to develop the listening skill at Universidad Nacional de Chimborazo.
- To detect the technological tools teachers use to develop the listening skill inside the English classrooms at Universidad Nacional de Chimborazo.
- To identify which audio materials are appropriate and innovate to students of level 1 of Universidad Nacional de Chimborazo.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

English language learning involves the development of 4 skills: listening, speaking, writing and thinking. Of all these, the listening skill is broader and more complex than speaking, which is why the professionals who are dedicated to teaching this language have begun to give greater importance to the development of this skill.

Based on this, many authors have researched about how the teaching-learning process of these skills can be improved, using as a solution the use of information technologies as a complement or substitute for the face-to-face education process. On the other hand, although there is a great variety of technological tools that can be used to learn the skills of listening and speaking, empirical research has shown that podcast is the most suitable tool for the development of these skills.

A study entitled “El podcast como innovación en la enseñanza del inglés como lengua extranjera” done by Chacón and Pérez (2011) through the qualitative paradigm with Action Research modality, concluded that, the design and elaboration of podcasts besides benefiting the improvement of communicative and oral expression skills allowed the students to develop the metacognition and self-regulation capacity of the students who, in an autonomous way, planned, designed and evaluated their learning in order to optimize communicative competence to understand and express themselves in English for real situations through this tool.

In this study students developed extracurricular activities related to topics agreed upon in the classroom.

Cross (2014), applied an exploratory case study to an apprentice of English as a foreign language (EFL) of Japanese origin, who was introduced to metatextual skills and activities for metacognitive instruction as a route towards promoting their autonomous use of the BBC's online 'From Our Own Correspondent' podcasts outside of the classroom to enhance the second language listening ability. The journal entries and information from the weekly interviews during 9 weeks are used to show how, with regular guidance and feedback, the student used aspects of metacognitive instruction and developed the metatextual skills to exploit the podcasts in an increasingly informed way, sophisticated and successful to develop the listening skill. The study was titled: "Promoting autonomous listening to podcasts: A case study".

Naseri and Motallebzadeh (2016) in their study entitled "Podcasts: a factor to improve Iranian EFL learner's self-regulation ability and use of technology" studied the effect of listening to podcasts on the self-regulation capacity and their perception towards the use of technology of English students of intermediate and higher level. To meet this objective, 54 Iranian students of English as a foreign language were selected. In the experimental group they listened to the podcast files, while in the control group they listened to a radio program. The practices were carried out through cognitive and metacognitive strategies; the results showed that podcasting significantly improves the learning process of the English

language as well as self-regulation capacity understood as a group of social and motivational factors that influence teaching.

In a similar way Kang (2016) in his research called "Effectiveness of strategy instruction using podcasts in second language listening and speaking" evaluated the effectiveness of incorporating self-regulated and awareness strategies with podcast activities in an integrated English as a second language class (ESL) focused on the development of listening and speaking skills. The participants were 20 intermediate ESL students enrolled in an intensive English program (IEP) at a University in the southwestern United States. The period of the treatment was 12 weeks using a quasi-experimental research design. The results showed that the two groups (experimental and control) significantly improved these abilities, although the one that made use of Podcast had a greater and more stable improvement which provided a strong support to the empirical research on the effectiveness.

On the other hand, Kelly and Klein (2016) studied the effect of different types of podcast and students' learning styles on speaking and listening skills, as well as their confidence in using podcasts to learn a foreign language. The study is titled: The Effect of Type of Podcasts and Learning Styles on Language Proficiency and Confidence, it was focused on College students enrolled in an entry-level language course at a big University in the Southeastern United States. The findings allowed to conclude that the podcast and the learning style affected the speaking skill and the confidence of the student to learn; however, these factors did not affect the listening skill, which may be due to the differences

between the podcasts and the instructor of the course because the podcasts were not created by the same instructor who taught face to face to the students.

Assodar, Marandi, Vaezi and Desmet (2016) in their research entitled "Podcasting in a virtual English for academic purposes course: Learner motivation", explored the effect of podcasting on the motivation of students in an online English course for academic purposes (EAP) at the university level using a sample of 179 individuals. They used a mixed research approach, where they analyzed the data collected on the impressions of students related to the use of podcasts as a learning tool. The results of this study revealed that men considered that podcasting was significantly more relevant and attractive than women. Women, on the other hand, were significantly more satisfied with the use of podcasts in their EAP class. In addition, the results showed that students who did not have previous podcast experience for academic purposes exceeded students with average experience. For additional qualitative research, several sources were used for data collection, including student interviews, course forums, emails, class group blog, podcasts, and open questions. Podcasting in general proved to be very effective in motivating students to learn in the online environment.

After having read all the studies, it can be concluded that, they prove the impact of using podcasts and how can improve the development of listening skill a statement similar made by O'Bryan and Hegelheimer (2007) for whom Podcast are useful tools that facilitate a strategic practice of listening ability; In addition, it facilitates students a better notice the lexicon and grammar (Rossel-Aguilar, 2007). However, there is no evidence that similar studies have been carried out in

Ecuador, therefore, the results of this research will be a great contribution for professionals in teaching English as well as for students who need to master the English language.

Chacón and Pérez (2011) showed that, the use of podcasts allow students to improve communication and oral expression skills, besides, to metacognition and self-regulation, which is evident as this tool implies that students themselves generate and publish their own recordings thanks to the versatility they possess. This is a similar finding to the one obtained by Cross in 2014, who was able to show that through the application of aspects of metacognitive instruction the podcast can be used to develop an effective listening skill.

In the same line of research, Naseri and Motallebzadeh (2016) demonstrated that the use of podcasts improve the learning process of the English language as well as the self-regulation capacity of the students like Kang who in his research conducted in 2016 also showed that self-regulation activities through podcast improve listening and speaking skills.

However, despite these findings, Kelly and Klein in 2016 did not find that the listening skill improved by the use of Podcast although the speaking ability as well as the confidence in learning the language a result similar to that reported by Assodar, Marandi, Vaezi and Desmet (2016) for whom the use of this technological tool improves the students' motivation to learn another language, which positively influences the effective development of the skills related to language learning.

The studies analyzed highlight the importance of the use of Web 2.0 technologies in general and the podcasting in particular to improve the development of listening skill in students. Most of the results highlight the importance of Podcasting to improve English language learning as well as other aspects such as metacognitive skills, confidence and motivation.. However, although most studies reveal the positive effect among these variables, there are studies that expose contradictory findings, which forces future studies to deepen the analysis of this topic in order to provide a better perspective on the influence of this type of technology on the development of English language learning skills. All studies have used qualitative, quantitative or mixed approaches through experimental designs or case studies, an aspect that allows greater confidence in the results obtained since in almost all cases similar conclusions are obtained; However, the majority of studies have been conducted in contexts of developed countries, and the lack of more research in developing countries and other educational contexts that allow a greater generalization of these conclusions is evident.

2.2 Philosophical Foundations

In order to develop and support the present research, several theories of learning were analyzed. Specifically the study focused on the constructivist theory of learning, a theory that appear as a modern epistemology, interested with recognizing the problems of knowledge formation in humans (Arceo, Rojas & Gonzalez, 2002). Constructivism is based on the fact that: the knowledge of a person is a function of prior experiences, mental structures and the beliefs it uses

to give an impression about objects and events, so that the learner constructs his own reality or performs depending on the comprehension obtained from his own experience (Mergel, 1998). According to Jonassen (1991) what someone knows is landed on the physical and social experiences therefore are understood by the mind.

Constructivism theory appears in opposition to the positivism of behaviorism and information processing; In addition, it is based on the notion that reality is an internal development, typical of the individual (Castillo, 2008). According to Sánchez (2000), this justifies in some way the perspective of the use of information and communication technologies for the development of knowledge. That is, ICTs being tools that encourage self-learning, beside enable the development of knowledge through this paradigm. The constructivist theory proposes that the knowledge of any nature is elaborated by the apprentice through actions on reality.

According to Karagiorgi and Symeou (2005) constructivism has its origins in philosophy, psychology and cybernetics trying to explain how people come to interpret the world around them. It also stated that, according to the constructivist theory, knowledge is being actively constructed by the individual and knowledge is an adaptive process that organizes the individual's experiential world; that is, individuals live in the world of their own personal and subjective experiences.

It means that, each individual imposes a meaning on the world, instead of the meaning being imposed on the individual. Constructivism positions learning as the active construction of knowledge structures through experience.

Kanuka and Anderson (1999) mentions that, new knowledge is built on the basis of prior knowledge, becoming learning as an active rather than passive process where the learning environment must be centered on the student.

2.3 Legal Foundations:

Within the legal context, the country's regulations establish certain parameters that educational institutions must meet to guarantee the learning of a foreign language. Article 124 of the Higher Education Law establishes that:

- **FINES DE LA EDUCACIÓN SUPERIOR**

Art. 8.- literal a). Aportar al desarrollo del pensamiento universal, al despliegue de la producción científica y a la promoción de las transferencias e innovaciones tecnológicas.

- **CAPÍTULO 3: PRINCIPIOS DE LA LEY DE EDUCACIÓN SUPERIOR**

Art. 13.- literal b). Promover la creación, desarrollo, transmisión y difusión de la ciencia, la técnica, la tecnología y la cultura.

On the other hand the Regulation of Academic Regime in its article 31 establishes that:

Artículo 31.- Aprendizaje de una lengua extranjera.- Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel,

de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas. En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las instituciones de educación superior, en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de exámenes con reconocimiento internacional. Las instituciones de educación superior, además de sus propios profesores, podrán contar con personal académico no titular ocasional ² para la realización de cursos de idiomas regulares, que sirvan a los estudiantes en el propósito de aprender una lengua extranjera. Las mismas condiciones se podrán aplicar para el aprendizaje de una segunda lengua. La presente disposición no se aplicará para las carreras de idiomas.

En los programas de posgrado, las universidades y escuelas politécnicas definirán, en función del desarrollo del campo del conocimiento, el nivel de dominio de la lengua extranjera requerido como requisito de ingreso a cada programa.

- **ASAMBLEA NACIONAL**

La Constitución Política de la República del Ecuador, establece: “**Art. 347.-** Será responsabilidad del Estado: 8. “Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales”.

These articles reveal the importance that the Ecuadorian Government gives to learning a Foreign Language, mainly due to the fact that it seeks to increase the levels of research and training of human talent by promoting scholarships for studies in the best universities around the world where knowing the English language it is one of the fundamental requirements to be able to study in these high-level study centers.

- **ECUADOR Y EL BUEN VIVIR: SECCION TERCERA**

Todas las personas, en forma individual o colectiva, tienen derecho a:

Art. 16.- numeral 2) El acceso universal a las tecnologías de información y comunicación.

Art. 17.- numeral 2) Facilitará la creación y el fortalecimiento de medios de comunicación públicos, privados y comunitarios, así como el acceso universal a las tecnologías de información y comunicación en especial para las personas y colectividades que carezcan de dicho acceso o lo tengan de forma limitada.

- **SECCION QUINTA**

Art. 26.- numeral 2) La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

2.4 Fundamental Categories

The study variables are the use of Podcast and the development of listening skill.

Independent variable: Podcasting

Dependent Variable: Listening skill

2.4.1 Key categories

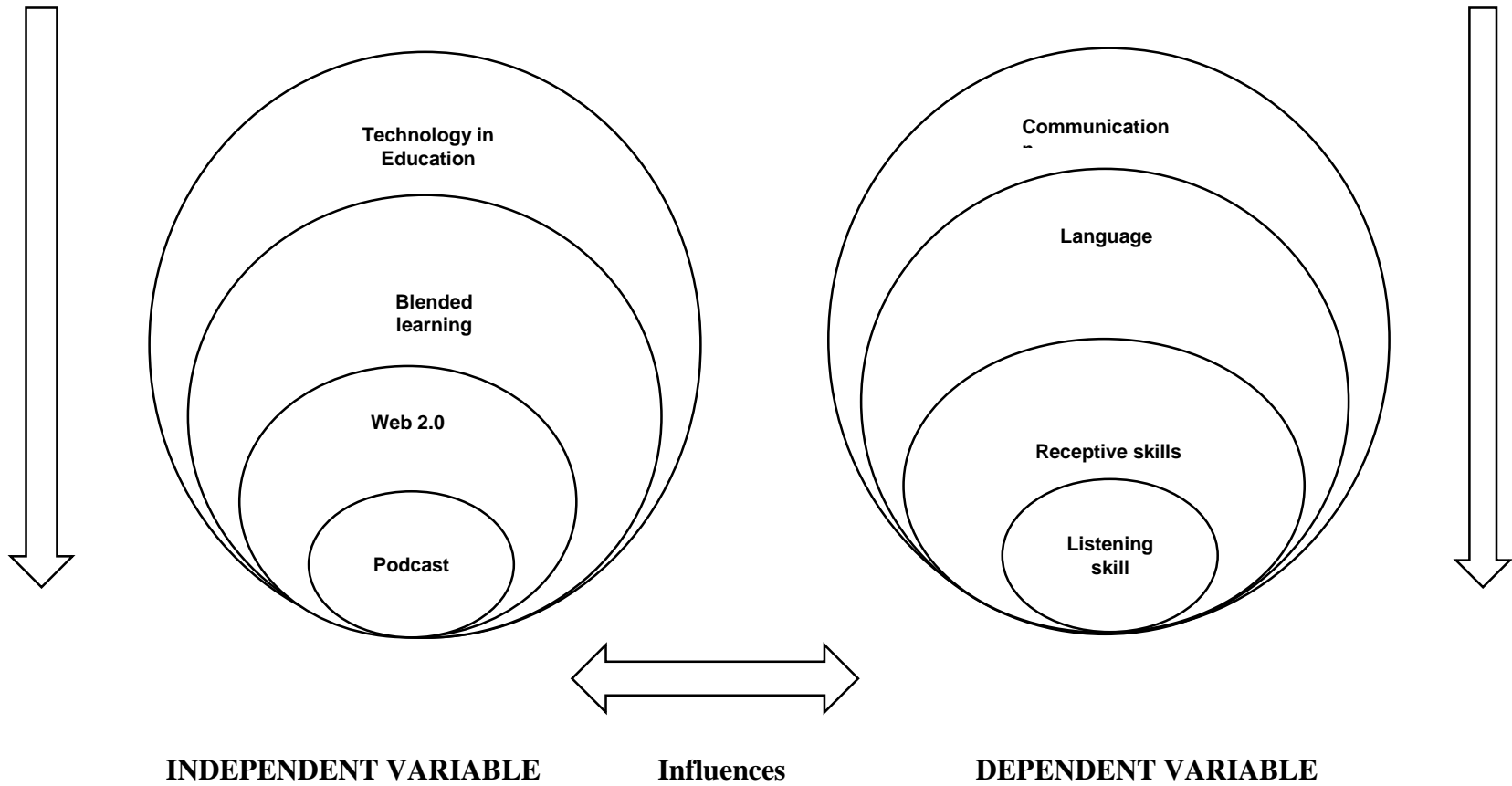


Figure 2: Key categories
Prepared by: Licett, R. (2019)
Source: Direct Research

2.5 Dialectical View of Contextualization of Variables

2.5.1 Theoretical Basis of the Independent Variable

2.5.1.1 Technology in Education

Since the early 1990s, the use of information and communication technologies (ICT) in education has been increasing rapidly. During the first half of the 1980s, research focused mainly on learning about computers, while during the second half of that decade the focus was on computer-assisted instruction, which is evident in the increasingly wide range of computer applications converting the term CAI (computer-aided instruction) into something widely known (Volman & Van Eck, 2001). Now it is necessary to differentiate the distinct types of ICT applications when discussing the use of these technologies in Education.

The application of technology in the teaching-learning processes has generated an extreme transformation in the educational area, facilitating mainly the processes of interaction between teachers and students (Alkhataba, Abdul-Hamid & Bashir, 2018). Emerging technologies revolutionize the way students communicate and interact with each other (Hirumi, 2014). In addition, the literature indicates that online learning technologies have the potential to facilitate learning in a pedagogical environment (Patten, Sanchez, & Tangney, 2006). There is a large amount of research and information that addresses the introduction of technology in the classroom at all levels; however, these studies report different results related to their effectiveness, but in general, the trend continues to support an increase in the adoption of technology in the higher education environment

(Davison & Lazaros, 2015). Learning through these technologies, mainly mobile technologies, can be applied without the need of having a computer in each home, and provides greater freedom, since learning material can be accessed from anywhere.

2.5.1.2 Blended-learning

Information Technology and communication have influenced all the almost all segments of modern society such as international relations, economy, health, education, among others; Thanks to this influence, a new concept emerges in the educational field known as Blended Learning (Azamat Akbarov, Gonen & Aydogan, 2018). Also called hybrid learning or mixed instruction method is a methodology that incorporates one or more learning strategies within the regular classroom teaching process (Lu, Huang, Huang, Lin & Ogata, 2018). However, due to the development and incorporation of ICTs in teaching-learning processes, the most widely accepted definition of Blended Learning is as the combination of traditional (face-to-face) teaching methods and technology (Spring & Graham, 2017). This is a broad definition that allows to overcome the disagreements about the correct definition of this teaching modality (Bernard, Borokhovski, Schmid, Tamim, & Abrami, 2014) Besides, the Blended – Learning provides enough flexibility for this concept adapts to specific needs and contexts (Graham, 2006).

According to Watson (2008) Blended Learning represents a fundamental change in instructional designs; In addition, its flexibility allows the content that can be provided online to be combined with the best classroom interaction, allowing for personalized learning, encouraging reflective reflection, and individualizing instruction through a diverse group of students (Cuesta Medina ,

2018). On the other hand, it is important to note that Blended Learning should be seen as an opportunity to redesign the way how structure, develop, and execute higher education courses through a combination of physical and virtual instruction (Bleed, 2001). According to Azamat Akbarov, Gonen and Aydogan (2018) this is the best way to deliver teaching materials and provide feedback to the learning process of the new students' generation at all levels of education.

- The term Blended Marketing became common among teaching methods after Bonk and Graham published their book called "Handbook of Blended Learning" in 2006 (Adreeva et al., 2018). Since that date, the technology evolution and technological habits of young people has led to an expansion of this concept to include the combination of traditional methods with all kinds of virtual methods of teaching and learning which requires the analysis of three essential elements (Paduraru & Orzan, 2018):
- The concept of Blended Learning is closely related to Online Learning
- Besides, the students should spend part of their time in the classroom and the rest of the time must do in a virtual environment in which they can interact in a synchronous or asynchronous way with their teacher and classmates.
- The student obtains a complete learning experience because combining face-to-face classes with digital tools of all kinds, the student gets a wide variety of channels to acquire the pedagogical content; In addition, there are digital tools to measure progress in learning and to generate personalized training environments through the Internet.

- It is important to note that, the importance of Blended Learning is highlighted by the fact that indiscriminate access to all kinds of digital applications and devices can produce misuse of them by students. For this reason, the teacher's guide is necessary to maintain the focus on the learning objectives to accomplish (Busrha Sadoon & Sura Abass, 2017) which can be achieved in a better way through a classroom environment. On the other hand, the use of virtual tools allows us to overcome the disadvantages of a completely face-to-face learning process which usually has the disadvantage of being very mechanical and tedious if the teacher does not use dynamic pedagogical techniques into the classroom.

2.5.1.3 Web 2.0

The application of technology in the teaching-learning processes has generated an extreme transformation in the educational area, facilitating mainly the processes of interaction between teachers and students (Alkhataba, Abdul-Hamid & Bashir, 2018). ICTs in general and Web 2.0 applications in particular, have become ubiquitous technologies among university, secondary and primary students (Glasmann & Klang, 2011) making possible the inclusion in almost all teaching-learning processes.

The term Web 2.0 is used to describe the second generation of the World Wide Web characterized by the dynamic generation of content by users, on line collaboration, interaction and exchange of information between users, making this type of applications widely recognized as an effective mechanism of interactivity and communication (Santosh, 2017). Web 2.0 improves collaboration,

cooperation and online communication among people; it is considered as an aid to improve teaching and learning process with a big number of applications (Batsila, Tsihouridis, Vavougiou & Loannidis, 2015).

The term Web 2.0, which offers a curious mix of stability and disorder, was coined by Tim O'Reilly in 2005. The projects and platforms that O'Reilly described have grown rapidly, constituting a great piece of the World Wide Web. Conference publications, job descriptions, information architecture plans and even television news anchors use the term. The new services provided with these technologies have increased, as well as the number of users that use them; however, some Web experts predict that the Web 2.0 period has peaked, followed by a Web 3.0 (Alexander, 2008).

According to O'Reilly (2005), the concept of Web 2.0 emerged from a brainstorming session at a conference in 2004, when he and other web pioneers discussed the future of dot-com companies. However, what Web 2.0 really means today is still controversial (Wang & Camilla, 2012). For example, Warschauer and Grimes (2007) have argued that the term Web 2.0 means not only a new version of existing web technology, but represents real changes in the communicative uses of the underlying web platform. Tu, Blocher and Ntoruru (2008) define Web 2.0 as a web technology that aims to improve creativity, the exchange of information and collaboration between users.

Similarly, Zhang (2009) states that Web 2.0 is a rather imprecise concept that describes a set of fascinating technologies currently under development. In

fact, most researchers and academics prefer to cite the definitions offered by Wikipedia, a platform that in turn is compatible with Web 2.0 technology.

According to Zdravkova, K., Ivanović, M., & Putnik (2012) in the 21st century Internet users are no longer passive consumers but active contributors willing to obtain, share and generate information. Web 2.0 includes all kinds of social communication, information exchange and cooperation trends. It is also defined as a way to create web pages focused on the micro content and social connections between people as well as being a way to exemplify that digital content can be copied, moved, altered, reused and linked based on needs, interests and user skills (Alexander, 2008).

Since the launch of Web 2.0, the Internet has undergone many revolutionary changes making many software applications portable, responsive and flexible in order to use with many Internet-enabled devices. It allows users to participate directly in the creation and distribution of shared content. These new technologies define the way in which documents are created, used, shared and distributed, much easier than in the past among participants (Oluwaseye / Tunde, 2017). Yoo and Huang (2011) pointed out that Web 2.0 is a collective term for a group of web-based technologies that expand the capabilities and communication options of users.

Web 2.0 technologies have become a ubiquitous component of our daily lives (McBride, 2009). As Warschauer and Grimes (2007) point out, millions of people now use Web 2.0 technology to interact, collaborate, network and entertain through blogs, wikis, social networking tools and multiplayer games; Many of

these people enjoy the thrill of instant self-publishing and feel stimulated by their dynamic online interactions. During the last decade, the change from Web 1.0 to 2.0 has been remarkable. People not only read and retrieve information, but also create and share information; in fact, Web 2.0 technologies exploit the participatory potential of the Web (Wang & Camilla, 2012). As a result of this, Web 2.0 communications have become an indispensable component of the daily and academic life of many students.

According to Wang and Camilla (2012), since the end of the last century, the research of learning and / or acquisition of a second language has undergone a paradigm shift transforming from a cognitive orientation to a social orientation. Interestingly, this paradigm shift in second language learning research seems to be aligned with many of the fundamental attributes of Web 2.0 technology, such as the ease of participation, communication, information exchange and collaboration. It has been argued that the application of Web 2.0 technology in many learning contexts of another language has transformed pedagogy, curricular design, the conception of language learning and even research in this field (Sturm et al., 2009). Although empirical research on Web 2.0 learning environments is currently in its infancy, the results of existing studies have found that Web 2.0 technologies offer language learners a collaborative and learning-oriented environment based on constructivism (Dippold, 2009).

The inclusion of Web 2.0 tools in learning a second language can be characterized according to the following aspects: (a) frequent interaction among students; (b) practice of higher order thinking skills, such as interpretation,

evaluation and creation; (c) the teacher acting as facilitator; (d) the standardized attitude of the teacher towards the use of ICT and (e) the technology integrated into the study program, becoming part of the curriculum.

Web 2.0 technology allows us to get much closer to Bax's key notion of "normalization", which refers to the stage when technology becomes invisible, embedded in daily practice and, therefore, "normalized" (Monk, 2014). To take some common examples, a wristwatch, a pen, shoes, writing, these are technologies that have normalized to the extent that we hardly recognize them as technologies. Therefore, normalization is the stage in which a technology is invisible, hardly recognized as a technology, which is taken for granted in everyday life.

However, although the concepts of Web 2.0 have led to the development and evolution of web-based communities, hosted services and applications such as social networking sites, video sharing sites, wikis, blogs,; it is surprising to find that, despite the increasingly widespread use of education and more specifically in the learning of foreign languages, very few studies have examined the progress of students and the learning outcomes associated with these tools (Monje, 2014).

2.5.1.4 Podcast

According to Koo, Chung and Kim (2015) in the context of social networks, social communication technologies refer to any application that supports a process of group decision making or a purpose of social networks. Although the term "social communication technologies" is more commonly used to refer to new media such as Twitter and Facebook, social communication

technologies are defined as any technology used for social purposes, including social hardware (traditional media), social software (computer media) and social media (social media tools) (Koo, Wati & Jung, 2011). Although there are numerous social communication technologies with different levels of audience participation, there has not been much academic research on the styles of "social networks". A podcast is considered one of the 18 social networking tools, according to public relations professionals (Koo et al., 2015). A Podcast is a digital audio file generated by a user and loaded into an On Line platform through which it can be compared with other users (Phillips, 2017). According to Stanley (2007) podcast is a voice supporting tool used by teachers to help students connect with the world and at the same time enable teachers direct communication and interaction beyond the limitations of time and space of face to face education (Harris & Park, 2008).

Podcasting began its development in the early 2000s, with the term "podcast" coined in February 2004 by Ben Hammersley in an article for The Guardian (Bonini, 2015). A podcast is a digital audio package that is usually part of a series, is published at regular intervals and is automatically downloaded to personal media devices when it is available through Really Simple Syndication (RSS) feeds. Although they are primarily designed for RSS feed downloads, they are also widely available for manual download online. Since 2004, podcast aggregation sites such as Juice, Spotify and iTunes have been the main way in which podcasts have been hosted and distributed around the world, providing consumption through RSS media and manual download (Drew, 2017). There are

several definitions of the term podcast, one of the most common originates from the combination of the words 'iPod', which refers to the portable device to record and listen audio information, and the word 'broadcasting', which refers to public audio transmission (Talandis, 2008) and is defined as "multimedia file distributed over the Internet using syndication feeds, for playback on mobile devices and personal computers" (Kidd & Chen, 2009, p. 364). Through the internet or recording equipment, mainly audio recordings are created and published. These recordings can follow a script or be improvised; usually archived in MP3 format to make them public on the net. The podcast home page looks and can work, like a blog. Beside to audio files, images and comments can be added (Stanley, 2007). The main difference between podcasts and traditional media is that podcasts allow users to listen to them at any time using any device and with total control over their reproduction (Hew, 2009).

These definitions are closely related to what was exposed by Bolden (2013) for whom podcasts are packages of audio content (and increasingly video) assembled that can be accessed through computers and digital media players. Along with blogs, wikis, social networking sites and video sharing sites, podcasts are associated with "Web 2.0," which refers to the second generation of web development and design that supports multiple modes of communication, interaction, exchange of Information and Collaboration on the World Wide Web. In addition, according to this same author, web 2.0 technology is increasingly affecting the ways in which people interact with each other and with their environments. For the "digital born" generation, digital media such as podcasts are

omnipresent in work, play and social communication. The resulting changes in access, construction and sharing of knowledge are of particular interest to educators: in the fields of teaching and learning, these changes present increasingly complex challenges and opportunities.

To understand the central concept of Podcasting, one must look at the experiences of consumers from other media, and the most appropriate analogy is that of print media. We could buy our favorite newspaper at the counter by physically visiting our local press kiosk or people could subscribe directly to the editor and send it to our house. When subscribing they do not need to do anything to get the content we want: it arrives soon after its broadcast. Podcasting works like a subscription, except that it is audio files that are sent to the home or office computer instead of printed material that filters through the door. Audio (usually) is recorded in the MP3 audio format, a generic format used by portable audio devices, such as Apple's iPod (Berry, 2016).

However, according to Berry (2006), there are some problems with the name 'Podcasting' itself. It suggests exclusivity for the Apple media player and iPod from that company and, although they are inextricably linked to the development of Podcasting, Podcasts can be played on a variety of generic media devices and computers. The term "Podcast" is used as a general term for any audio content downloaded from the Internet, either manually from a website or automatically through software applications. The last method of distribution is the most potentially revolutionary, the most disruptive and represents a new medium worthy of a new terminology. However, listeners will inevitably not see the limits

and will treat all the content in the same way, since no matter how they receive it, their consumption of that content will be the same.

From Solano and Sanchez position (2010), say that: the podcast is a flexible and manageable tool that can be incorporated in the current educational system, allowing the students to create scripts adapted to their educational reality. That is, the development of sound information organized through scripts motivates the students learning in a simpler way which leads to be applied in everyday life situations. As with blogs, podcasts can take a variety of forms and cover a wide range of topics (Rozema, 2007). Many conventional media now offer a complete or supplementary programming.

.According to Hew (2009) the most important features of podcasting include:

- Use file-based downloads as opposed to streaming. It refers to listening to the media file while it is downloaded, unlike the podcast that must be downloaded completely before being listened to.
- Podcasts can be used with the simple Simple Syndication and Atom Technology that allow their contents to be automatically downloaded or pushed to the user.
- The content of the podcast is heard on the user's personal computer or on portable devices such as mobile phones, MP3 players, among others.

In recent years, complete academic articles have been devoted to examining the qualities of podcasting that differentiate it from related media, such

as radio and audiobooks (Berry, 2016). In particular, online distribution means that podcasters can bypass publisher publishing requirements, the expensive radio distribution infrastructure, censorship and interference from state powers, as well as programming constraints, such as the need to fit into a transmission time interval (Drew, 2017). The lack of such restrictions means that the content of the podcast is often considered authentic, in particular in contrast to the radio that turns out to be a highly regulated medium (Meserko, 2015).

On the other hand, Podcasting allows consumers to have the power over how and when to consume content. Such power includes the ability to play, pause and return a podcast easily through personal devices. This makes podcasting more heard through the headphones and from start to finish, instead of tuning the radio waves. As Berry (2016) has argued, this type of technology is best suited to an active listener, who comes to podcasting with the explicit intention of listening to a program from start to finish, rather than a convenience listener who could use the radio as background noise or to pass the time.

Podcasting is not only a convergent medium (which brings together audio, web and portable media devices) but also a disruptive technology that has already forced some in the radio business to reconsider some established practices and preconceptions about audiences, consumption, production and distribution.

According to Berry (2006) to provide voice content for these devices, automation, free access and the radio-like nature of Podcasts contribute to the disruptive nature of the new medium. It is a technology application that was not developed, planned or marketed, and yet its arrival challenges established

practices in a way that is not unprecedented but unpredictable. Converging technologies are not exclusive to Podcasting and there are lessons that can be learned from experiences elsewhere.

From the point of view of McQuillan (2006), he states that, it is possible to record samples of phrases, complete sentences of a language as an extra support to be presented in the class by narrations and other didactic strategies. As the same way, students using their mobile devices can record themselves repeating listened phrases or sentences in order to practice and improve their pronunciation and fluency. In addition, through this mechanism teachers can design and create auditory contents for students' interest receive the lessons, tasks, or information. Besides, this medium also offers the opportunity of listening interesting topics according students' interests and needs, promoting autonomous learning. According to Bolden (2013) teachers can make use of podcasts in several ways.

- Teachers can participate in personal professional development by listening to podcasts, such as TED Talks (www.ted.com).
- Relevant podcasts can be brought to classrooms to increase curriculum content (for example, the New York Philharmonic Podcast at <http://nyphil.org/broadcast/podcasts/index.cfm>).
- Podcasts produced by the teacher can be used to review the topics covered in class, such as an instruction guide, as an opportunity to record and share music in the classroom -to do with a wider audience, or even as an opportunity to share music.

Many studies have reported different podcast uses in higher education in diverse scientific fields. To cite some examples, there is the study carried out by Wieling and Hofman (2010) in the Law career; another study conducted in musical courses by Bolden and Nahachewsky (2015), in chemistry (Pegrum, Bartle & Longnecker, 2015), Mathematics (Kay & Kletskin, 2012), Biology (Montealegre, Carvajal, Holguín, Pedraza & Jaramillo, 2010), Physiology (Abt and Barry, 2007), Medicine (Narula, Ahmed, & Rudkowski, 2012), Psychology (Alonso-Arbiol, 2009), Nursing (Burke & Cody, 2014), marketing (Van Zanten et al., 2012), Business and Administration (Evans, 2008), Economics (Vajoczki, Watt, Marquis, & Holshausen, 2010) and Language learning (Abdous Facer & Yen 2012).

Of all these studies, the use of podcast in the field of higher education highlights three major categories that covers from the direct use of educational podcasts for teaching and learning to the provision of learning content (Postigo, Bendayan & Mena, 2017):

- Substitute use, instead of traditional classes;
- Creative use, where students must design the podcast on their own; and
- Supplementary use that consists in providing any additional material that helps learning process with the short format of 3-5 minutes being the most popular for summarizing a conference or presenting basic concepts.

However, of all the experiences that have been studied on the use of educational podcast, Vajoczki, Watt, Marquis and Holshausen (2010) defined four

main indicators to measure the effectiveness of this technological tool in the teaching-learning process:

- Satisfaction of the student,
- Learning outcomes,
- Satisfaction of the instructor and
- Financial viability.

These statements are related to what was exposed by Kelly and Klein (2016) for whom, in general, there are three types of studies on podcasting as a teaching tool: The first type focuses on the satisfaction of students towards the use of podcasts. Most of these studies show that students are satisfied when they use podcasts and believe that using them can improve their learning experience. The second type of study examines learning outcomes when students use podcasts. While some researchers report positive findings.

The third type of research involves how podcasts can be used. Substitute use occurs when an instructor records the classes and makes them available to students for review, while supplementary use refers to the use of podcasts to provide students with additional information.

On the other hand, according to Edirisingha and Salmon (2007) podcasts support the organizational aspects of learning, provide informality and entertainment to the teaching process, encourage independent learning and promote a deep commitment to content and teaching in general. . Moreover, other studies point out that podcasts can be configured as a valuable review tool since several studies have indicated that these technological tools are perceived as more

effective than reviewing a textbook and as a faster way to review notes in a notebook; In addition, they provide ideal opportunities to execute mobile learning strategies since they allow a high degree of integration with students' lifestyle by allowing them to acquire knowledge anywhere and at any time; However, this statement was objected by other studies that claim that podcasts are not mobile technology in consequence, students and other people tend to use desktop computers rather than mobile devices (Robson & Greensmith, 2009).

These last statements confirm other studies that report the use of podcast has negative effects on the teaching-learning process mainly in the students' attendance. By way of illustration Lane (2006) stated that several instructors observed a decrease in attendance at courses with podcasts. In his study found seven instructors indicated that the presence of podcasts meant that students did not attend classes, four indicated that it had no effect and no instructor claimed that podcasting made students attend class. In addition, according to Robson and Greensmith (2009) listening to a podcast is not the most effective educational strategy and studies on the effectiveness of multimedia software show that information received through a sensory channel is not processed and stored from the same way that the information received through two channels.

In addition, Rosell-Aguilar (2007) has indicated that the biggest challenge for the use of audio podcasts for learning foreign languages is that visual learners may not find suitable or attractive podcast materials. Therefore, podcasts can have an obvious advantage for hearing students. However, there are not many existing studies that examine whether learning styles are related to learning foreign

languages when students use podcasts. In addition, very little research has been done to examine the use of supplementary podcasts, especially for the learning of foreign languages.

These contradictory results highlight the importance of deepening the analysis and study of Podcasts as an educational tool. This study is focused on the analysis of this technological tool and its influence on the learning outcomes of the English language. Based on what was stated by several authors, the use of podcast was not analyzed exclusively, but in face to face teaching strategies were used, which is part of the Blended Learning strategies.

2.5.1.4. 1. Podcasting in the English Language teaching

Sharma (2008) defines the teaching learning process as the strongest instrument of education to generate relatively continual changes in the student's behavior by means of the engagement in experiences given by the teacher in order to achieve pre- determined outcomes (p. 2). This process can be applied in the teaching of a second language, according to Gass (2013) relates as a procedure of learning another language subsequent having learned the mother tongue. The terminology notices to the learning of a second or more languages in different situations. The second language is generally referred to as the L2 (p. 4).

In order to successfully execute the teaching process of a second language and specifically of the English language, several studies have shown that the use of auditory material has a positive influence since it has the potential to "transmit feelings, stimulate the learners' motivation, offering an innovative and original way to the context of learning "(Hsiao, 2015, p.40).

This statement is corroborated by several studies that have demonstrated the impact of web 2.0 technologies in improving the process of teaching a second language. Such is the case of the study conducted by Edirinsingha, Rizzi, Nie and Rothwell (2007), who found that the integration of podcast as a complementary tool to traditional teaching tools in different subjects, promote learning due to three main aspects: flexibility, the optionality and accessibility of the information. As Sáiz, F. B (2011) claims that, the differences between the traditional use of multimedia resources and that podcasts now allow go far beyond their comfort but the great capacity for learning and teaching, creating meaningful learning for students through motivational actions, reinforcing students' knowledge. The use of podcasts within English classrooms has become a useful tool as authentic teaching material to develop listening skill.

To know something more about podcasts Borges (2009) defines that, a podcast is a digital sound or video file accessible on a web allowing listen, download, play and hear it in a digital player without the use of internet (p. 17). Hew, K. F (2009) emphasizes that, teachers are able to use podcast as a support for an excellent integration in teaching and learning process allowing great opportunities for learners success (p. 334). Before detailing the different types of Podcasts, it is important to highlight that this type of application is classified in a broader category of typologies by Rivadeneira (2013): (a) Internet radios, (b) web radio, (c) Podcasting, (d) On Line players.

Internet radio was the solution used by conventional terrestrial transmission stations through modulated frequencies (FM); Quintana, Parra and

Riaño (2016) state that, this type of radio stations used the Internet as a repeating antenna to expand the coverage and dissemination of their programs. Web radio stations are broadcasters that broadcast content over the Internet in an exclusive way, being able to transmit live or record the programming for later downloading. Podcasting is a solution "... which is emerging as one of the most adaptable and innovated tools for offering large amounts of information to very different audiences" (Quintana, Parra & Riaño, 2016, p.7). Finally, the On Line players imply the simple reproduction of audio files, although video reproduction is usually included in this category.

According to the Podcastpro website (2016) there are four types of Podcast depending on the content and the App application: (a) Podcast of entertainment, (b) Podcast of Information, (c) Podcast of Training and (d) Podcast of Persuasion.

On the other hand according to Nunez (2016) the podcast can be classified with the following categories: (a) Audio podcasts, (b) Video podcast, (c) Improved podcasts and (d) Screencast podcast. Audio Podcasts are the most common and are usually recorded in MP3 format which guarantees their compatibility with a wide variety of players. Video podcasts, also known as vodcast, has a great similarity to the production of a video. Improved Podcasts combine audio podcasts with synchronized images keeping close similarity to a narrated presentation. To this type of podcasts you can add live links or web pages to expand the information and increase its reproduction. Finally a screencast is the digital recording of the computer screen along with the audio narration.

The production of a Podcast does not require sophisticated equipment since current personal computers have the necessary resources for the creation and publication of podcasts, which has allowed teachers to obtain a new form of content dissemination for their students. Besides, the extension of their classes, orientation of works and open alternative spaces to traditional teaching practices (Guerrero, Duque & Peña, 2017). These statements are corroborated in a study such as the one developed by Contreras and Eguia (2009) about learning contents for design students ... "it was found that by providing university students with access to the download of educational content through a mobile device , they adopted it in a new learning environment "(page 8).

The mentioned aspects have great relevance at present since in the past the teaching of English was oriented solely to grammar, limiting the learning process to some words without emphasis on phonology; nevertheless, the changing professional world has made it possible to detect a great difference between language learning and language acquisition; that is, the native language is acquired, while English as a foreign language must be learned with the appropriate vocabulary and pronunciation (Rajpal & Devi, 2011).

The learning of a language has been recognized as one of the areas that can be supported in an important way by the accelerated growth of podcasting. According to several authors (Instanto, 2011; Putman & Kingsley, 2012), the podcast promotes the learning of a second language, specifically the English language as it facilitates the development of certain skills such as pronunciation, grammar and vocabulary. In addition, according to Hassan and Tan (2017) the

results of the influence of the podcasts on the learning of the English language have not only been reported in specialized journals; There is a lot of literature on the subject in magazine articles and conference proceedings; however, despite the significance of this technology for the academic success of English language students, studies related to podcast in the development of listening skill in an academic context are still scarce because, although the educational benefit of this technology has been researched by many authors, this idea has not yet been fully introduced in local university contexts where it is necessary to develop listening skill. These authors also stated that podcasting is an opportunity for teachers to explore new teaching styles and become Techno-Teachers and their classrooms in smart rooms due to the revolution that this technological tool has caused in the learning process. In addition, Podcasts are produced through two important communication skills: listening and speaking skill.

According to Hasan and Tan (2012), listening to a second language skill is one of the most difficult skill to learn for a student because there are no rules as in grammar which requires acquiring this skill with time and a lot of practice. Rost (2005) noted that listening skill involves several aspects of cognition such as: reception, construction and interpretation. When listening to a message, two processes are generally used: (a) a bottom-up process that goes from words to ideas and (b) a top-down process that goes from ideas to words (Flowerdew & Miller, 2005).

According to Kim & King (2011) in English language learning, several studies have established that students can use the podcast to develop several skills,

in addition to promoting learning at their own pace and provide students with a slower pace, a platform for correction and feedback. Kaplan-Leiserson (2005) points out that podcasting can provide another channel for reviewing material, as well as helping the development of listening skill in students.

Kang (2016) determines that, there are two types of Podcast that can be used in the English language teaching process: receptive and productive. Receptive podcasts are programs in which students can download to their personal electronic devices and include some types such as: complete lessons, vocabulary, idioms, conversations, jokes, songs, phonetics, pronunciation, stories and listening comprehension. On the other hand, productive podcasts are those created by teachers or students. Teachers can record their audio or video courses and make them accessible to their students or people around the world; in doing so, students who took notes slowly, lost classes or did not understand certain difficult topics could listen to the podcasts of the course after classes as many times as they wanted. From the perspective of teachers, podcast conferences could help the teaching-learning process and give them the opportunity to reflect on their own teachings.

For example, Abdous (2009) explored the development of students' language from a holistic point of view including listening, speaking, reading and writing skills. In his study, 113 students participated comparing the impact of the supplementary use of podcasting and the integrated use of podcasting in a foreign language. In his results, a large number of students reported positive effects of podcasts on their academic learning, being listening skill the one that was best

developed. In a similar study, Tai (2012) showed that there was a significant improvement in students' language skills, and all showed positive attitudes towards this activity after using podcast in the process of learning the English language.

Based on this, it can be said that Podcasting has great potential to improve the learning of the listening and speaking skills (Sze, 2006). The use of this technology allows to fulfill several learning goals: (a) to extend the range of availability of auditory learning material for the English language; (b) provide greater connectivity between the different elements inside English classrooms and (c) to increase discussion activities after the students have listened to the audio files (Kavaliauskienė & Anusiene, 2009). These authors, in their study concluded that the use of Podcasts has many implications for the process of teaching English. (a) The ability to listen individually, at the student's pace and at the time and place most suited to their needs improving their listening skills without being intimidated by a possible failure; (b) a greater awareness on the part of the students on the most adequate ways to improve their ability to listen promoting in a better way the language learning; (c) Innovation and the ability to listen to classes outside the classroom motivates students to improve their skills without the intimidation that can be caused by being observed by their classmates or teachers. These affirmations are corroborated with findings expressed by other authors such as Hasan (2013) who pointed out that the Podcast is considered a powerful learning method and students show a positive attitude towards the use of

these technologies; In addition, their integration into the learning process can improve academic performance, improve motivation and promote learning.

2.5.2 Theoretical basis of the dependent variable

2.5.2.1. Communication

According to George et al. (2018) nowadays people live in a world of interaction between people of different cultures and languages, due in part to an increase in the availability of information and communication technologies (ICT). However communications between people of different cultures, regardless of the media, can sometimes be problematic, and intentionally misleading communication can cause serious problems for example for border guards, law enforcement and for local Governments.

Dimbleby, R. & Burton, G (1992) remarks that, communication as the ability to express ideas, opinions and understand other people's. In other words, it is the correct uses of language with the purpose of making and understanding signs; a concept that is closely related to what Botez (2018) expresses for whom communication is the result of a continuous exchange of messages, which generates the harmonization of knowledge about objectives, new ways and means of achieving these objectives, but also the tendency to homogenize the groups from the affective, motivational and emotional point of view. Communication can have a variety of meanings or characteristics, depending on how it relates to different actions and situations, or phenomena and takes into consideration the level of human relationships. Educational institutions are organizations where communication is an essential process and evidence itself in all its forms. The

teacher, as a participant in the communication process, must master the techniques of transmitting information, but in particular, teachers must apply all methods of interaction.

These ideas can be summarized in what Moțățăianu (2018) expresses for whom communication can be defined as the entire process of exchange of information and meaning between people in a given social situation; carried out in stages (coding, transmission, reception, decoding, feedback), supported by complex adjustment mechanisms, is irreversible and circular (the initial act of communication returns enriched, developed, therefore changed), involves interaction and information gathered in an indissoluble unit.

2.5.2.2 Language

Ayer, A.J (1992) refers “language” as series of combinations with sense of perceptible signals by the ear, sounds, or by sight, the human being's own abilities to express thoughts and feelings to be able to communicate with each other (p.18).

For Shah and Lohar (2016) the language has existed since time immemorial, either in signals or verbal communication form. Basically, it is the method of human communication, whether spoken or written, which consists in the use of words in a structured and conventional manner. The language is not confined to a single domain, but covers many territories. Evidently, each habitat, tribe, clan, community, country, etc, adopts a specific language for communication purposes. This clearly indicates that there are many languages in the world, but the most significant and main of all languages is English.

The language is also closely related to the cultural aspects of each region. Language is a central means to develop relationships and send explicit and implicit signals about the values and behavior of one to other members of the organization. Each organization has its own language conventions, which can be as simple as using or omitting the word "Hello" as a salutation by email or messages. It follows that one aspect of enculturation is the conscious or unconscious adoption of the written and verbal modes of expression characteristic of the organization. The degree to which individuals adhere to the protocol of tacit language of an organization is evidence of their degree of cultural assimilation. In addition, it is important to understand the power, as well as the limitations, of linguistic analysis, distinguishing between the cognitive and behavioral dimensions of cultural adjustment, that is, the difference between what people think and what they do. Cognition consists of mental representations (ideas, beliefs and knowledge) that individuals use to make sense of the world around them and build their sense of self. By its nature, it is internal and can not be observed directly. Behavior describes how they act, which is greatly influenced by norms and social pressures exerted on them. The behavior is easy to observe and, in fact, people are constantly taking note of the behavior of others (Srivastava & Goldberg, 2017).

On the other hand, it is important to emphasize that English is an international language that is spoken and understood in almost all parts of the world. It has become the key instrument of globalization. It is widely used throughout the world for the international trade transaction and has become

extremely essential for the advancement of knowledge. In addition, the spread of English is the result of its assimilation in all areas of life: education, politics, economy, society, media, etc. Certainly, the media has played the most important role in the dissemination of the English language throughout the world (Shah and Lohar, 2016).

2.5.2.3 Receptive skills

Communication through a language implies the successful transmission of written or spoken messages, however, for this communication to occur it is necessary to comply with two conditions: (a) the senders must be able to encode their message so that it expresses really what they are trying to say and (b) the receivers must have the ability to decode this message. For this to happen, two types of skills must be developed if the success of communication is to be guaranteed: (a) productive skills that are responsible for the codification of the message and (b) receptive skills that perform the decoding of the message; However, although this set of skills seems very obvious and is widely accepted by all at the time of teaching, things do not seem very clear (Duquette, 1995).

Language development is a major event especially in childhood (Malin, 2016). Language allows children to understand the intentions of others, share thoughts and relate to the world around them. Throughout the first years of life, children learn to express themselves (that is, expressive language) and to understand others (that is, receptive language). Early receptive and expressive language skills provide a critical foundation for subsequent academic and social-

emotional functioning (Morgan, Farkas, Hillemeier, Hammer, and Maczuga, 2015).

Demchak, M., Rickard, C., & Elquist, M. (2002) defines receptive skills as the way to listener receives and understand messages from a sender in order to communicate. In the same way as reading, listening responds rather than producing a language while listening refers to the meaning of sounds of a language. In the teaching of language skills, receptive skills reading and listening have been closely related to this concept (Bormanaki & Khoshhal, 2017). The receptive aspects cover reading and listening, meanwhile, the teaching of grammar is reduced to the teaching of noun clauses, adjective clauses and adverbial clauses.

Success in understanding language involves the information process at different levels. Communication is rarely carried out through single words, and the understanding of word combinations in phrases and sentences is necessary for a successful understanding (Polišenská, Kapalková & Novotková, 2018). In addition, understanding depends on the integration of knowledge of language and knowledge of the general context as well as vocabulary and syntactic knowledge that are known to be essential for listening comprehension (Lepola, Lynch, Laakkonen, Silvén and Niemi, 2012). As a result, successful understanding will be determined by multiple factors including knowledge of the language, memory and general knowledge that the listener will bring to the conversation (Kim, 2016). Comprehension skills are well described at the word level, in both typical

and clinical populations, but comprehension skills at the sentence level are less understood.

On the other hand, there is an aspect that is related to the question of how receptive competences develop, that is, if they are learned or acquired or if they can be taken for granted due to the intelligibility of the languages in question. It has been repeatedly pointed out that the mutual intelligibility of languages depends on much more than linguistic proximity and is considerably influenced by parameters such as psychotypology or sociocultural and ethnopolitical factors (Vetter, 2012). For example, regarding the Romance language group, it can be assumed that, despite their close relationship, these languages are not (completely) mutually comprehensible. It is deduced that to develop receptive competences, these must be acquired or learned.

Learning in general is a process that demands a lot of effort and specifically in relation to language learning, this process is usually more complicated since it not only involves the learning of structures, vocabulary, some idiomatic expressions and cultural aspects of language but also it involves improving skills to understand and communicate properly in that language (Khalaji & Vafaeseresth, 2012). Of all the skills that are required in the learning of a language, the four main ones are: reading, speaking, writing and listening. Reading and listening involving information and they are called receptive skills. Speaking and writing are known as the productive skills because they involve producing words, phrases, sentences and paragraphs (FutureLearn, 2018). Receptive Skills are also known as passive skills.

According to Ur. P (2016) in the daily lives, people read and listen to a large amount of language, and it is possible to divide this language into two broad categories: interest and usefulness; nonetheless, people often read or listen to something because they are interested - or at least think it will interest ; however, sometimes it is not the fact that a text can be interesting that causes the reader or the listener to pay attention to it; it is, rather, the usefulness of the text that will in some way influence the predisposition to develop the receptive skills in a better way. According to Gabrielatos (1998) the majority of English language courses, in the first levels usually focus on the learning of vocabulary and grammatical structures while, the development of receptive skills is reserved for intermediate levels since, the main objective of the Learning this type of skills is the development of the student's ability to understand and interpret those texts using the knowledge they have acquired, however, students do not read or listen in a structured manner and for this reason more effective strategies must be implemented to guarantee an adequate development of this type of skills.

However, a central theme in the study of literacy is the nature of the relationship between reading and writing, a somewhat mysterious relationship, since there are still questions about reading and writing. The relationship between the two processes can be better understood considering their nature, how they are learned and what their functions are. The two processes have often been presented as mirror images of each other. Under this perspective, the coder (speaker or writer) generates a deep structure (meaning), on which syntactic and phonological (or graphic) components operate to produce a surface structure. The decoder

(listener or reader) perceives the structure of the surface, processes it through the phonological or graphic component and, finally, reaches the deep structure (Wilson, 981).

Reading is one of the most relevant receptive skills in learning and teaching of a language, mainly in academic environments where students must read a large number of articles and books related to their area of training (Khalaji & Vafaeeseresht, 2012). According to Aebersold and Field (1998) Reading can be defined as what happens when people look at a text and connect a meaning to the symbols written in that text. In this definition, reference is made to two key aspects: the text and the reader, implying the notion that Reading skill is the interaction between these two elements.

Alderson (2000) states that reading implies to perceive the written form of language in a visual or kinesthetic way, using Braille, that is, the final objective of readers is understanding. According to Hadfield and Hadfield (2008), reading in their own language is very different from reading in a foreign language, since the mother tongue has different ways of reading depending on what is being read and why. Using the background knowledge of certain subjects of the students could help to predict the content of a text and also to understand it easily because the students already know how the different texts are structured.

Harmer (2008) states that there are two types of reading: extensive and intensive reading. The first term refers to the reading that students usually do for pleasure. This is best when students have the opportunity to choose what they

want to read. As extensive reading is very important, teachers should have a program that includes materials, guidance, homework and libraries.

Intensive reading is the detailed approach to reading the text, complemented by study activities, such as the use of grammar and vocabulary. In this type of reading, teachers must motivate students to read intensively, committing them to the topics and tasks. On the other hand, the listening skill means paying attention to the sounds you can hear (Bastías et al., 2011). This implies the idea of understanding the message that is heard so that, people can respond and interact with the listener. With regard to the listening skill, which is the skill in this research, we will expand its conceptualization in the following section.

2.5.2.4 Listening skill

According to Solak (2016) more than a century ago, as the dominant method of language teaching, the translation of grammar did not give importance to the auditory capacity, the objective was just to read and translate scientific texts from the target language (mainly Latin) to the native language. Then, there was a paradigm shift from written language to oral skills with the emergence of the Direct Method. In the second half of the 20th century, the Lingual Audio Method emphasized the importance of listening and gave priority to oral competence. There was an abundant use of language labs, tapes and cassettes to achieve a native pronunciation. During the decade of the 70s, several researchers proposed alternative methods, and the ability to listen as common characteristics of these methods was recognized.

The language fulfills two main functions: First, the transactional function has the main purpose of transmitting information. Second, the interaction function has the main purpose of maintaining social relationships. Most auditory situations consist of transactional and interactional language functions. Listening is an active and complex process of meaning construction by applying linguistic and non-linguistic knowledge to the incoming sounds. In learning a foreign language, it is often considered that listening is the area of linguistic skills more difficult because spoken words exist in real time and must be processed as they are heard (Chang, 2012).

Listening is the skill of understanding spoken language. Listening is a crucial skill, introduced in most of the activities we carry out throughout our lives and is considered a complex process for its double psychological and social nature. (Segura 2012). Auditory comprehension is considered an active process by which individuals tend to change words into thoughts in order to produce meaning and can be seen as a crucial linguistic skill that language students must develop; In addition, the development of all other linguistic skills is interlaced with listening skill (Sedjiu, 2017).

Listening is the first language mode acquired by children and is considered a highly integrative skill, therefore, it is crucial to acquire or learn a language, as well as being a great help to obtain other language skills; In addition, in language teaching, listening seems to be used to refer to a complex process that makes it possible for people to understand a spoken language (Ramirez-Verdugo, & Belmonte, 2007). However, listening can not be taken only as an area of skill in

language performance, but also as a medium when a second language is acquired (Lin, 2010).

As suggested by Davis (2001), listening is the first communication skill that students of a second language prefer to learn. Several studies have indicated that auditory skills are essential to the success of students in the academy field (Williams and Eggert, 2002, Wolvin, 2011). Conaway (1982) found that when college students fail in a second language learning course, poor auditory skills are the most important factor compared to reading skills or academic aptitude.

It is perhaps the most challenging skill to master in a second language because the spoken language is different from the written text. In English, people who speak can ignore a topic or a verb, or they can break their sentence in the middle, as well as doubt what they are going to say next, and include words, phrases or ideas that are not strictly necessary (Hadfield, 2008). According to Penny Ur (1996), it is important to work on the development of listening comprehension, since students must learn to perform successfully in listening situations in real life.

According to Loren (2017) listening is the first linguistic ability dominated by a person and has a very important role as the beginning of the development of the other skills. Especially in the learning activities, listening is the activity that is most commonly performed in comparison with other linguistic abilities, according to data obtained in other researching, 70% of our conscious time is used to communicate, of this time 42% is used to listen, 32% to speak, 15% to read and

11% to write. Listening is essential for the development of other child's abilities, including survival, social and intellectual skills.

Through didactic publications in Acera, M. Á. *Publicaciones didácticas*, Lucia (2012) defines listening as a receptive skill as it implicate reacting to language instead of producing it in order to understand different speeds of speech and dialects; applying different listening sub skills. Besides, learners do this by using context and their knowledge of language and the world. In fact, they might listen for, specific information, for detail, gist or do extensive listening (p. 153). According to Segura (2012) listening, as well known is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives. Listening is a complex process due to its double psychological and social nature. For Graham and Santos (2015) listening is conceptualized as a process rather than as a product.

However, Chang (2012) stated that listening is an active, creative and demanding process to select and interpret auditory information. Many scholars agree that listening comprehension is a process of meaning construction by applying linguistic and non-linguistic knowledge to the incoming sound data of the acoustic signal (Buck, 2001). Linguistic knowledge includes a wide range of variables of phonology, lexicon, syntax, semantics, discourse, pragmatics and sociolinguistics. Non-linguistic knowledge includes background knowledge of the subject and general knowledge of the world. Chang (2012) suggests that listening involves active cognitive processing and involves the construction of a message from the sound source. Therefore, listening is a complex, multidimensional and

active process in progress, which constructs an interpretation of the text assigning meaning to the message. With the arrival of new information, often in rapid succession, the interpretation of meaning is constantly modified. However, the meaning is built by the listener that makes listening comprehension an active process, not a passive one. The application of several temporary and short-term memory reserves is also involved in auditory comprehension. In addition, a listener will make an interpretation that is meaningful to them with a particular purpose.

The listening skill and specifically the understanding of what is heard is a fundamental factor in the second language acquisition, a fact that has been evident since the beginning of the history of research related to the teaching of another language, it became evident that understanding may be at the heart of the process of language acquisition, it has been demonstrated that it is precisely at the moment that when a person understands, this person begins to learn; In other words, people learn through understanding or a person acquire a language when understand the messages. This statement highlights the importance of listening skill in learning a second language. However, one of the main problems is that listening comprehension has focused for a long time only on evaluating the ability of students to listen and understand audio tracks; Besides, teachers use only auditory activities to assess their students' auditory skills, which causes anxiety and apprehension, which is not a beneficial context for acquiring useful listening strategies (Caruso, Gadd-Colombi & Tebbit, 2017).

As Graham (2006) explained in his study, listening is recognized by his students as an area in which they feel the least success in terms of their development, compared to other skills. He argued that, during the listening process, students experienced difficulties with perception, especially with respect to the speed at which they usually encounter problems related to lack of hearing or the loss of vital words to understand the message. According to the results of their interviews, the students also commented on the challenges in recognizing the words and in the accent of the speakers due to inadequate exposure. All these challenges cause demotivation in the development of this ability.

According to Elkhafaifi (2001), many language researchers have studied the teaching of second-language listening skills for the languages commonly taught. Listening is itself a complex skill that includes subsets of other associated skills and micro skills. Based on the above, some useful ideas on the physiological basis of listening have been presented and proposed ways to incorporate this knowledge into classroom practice. Researchers have been evaluating the understanding of our knowledge of foreign languages and their component elements for many years; For example, the premise that theory, practice and research are interdependent and have considerable importance in learning foreign languages has been discussed. More recently, it has also been analyzed whether researchers studying L2 listening comprehension and classroom language instructors are on the same wavelength, which raises further concerns about the disparity between theory and real pedagogy. The large number of articles that analyze aspects of the perceived gap between theory and practice seems to

indicate that there is a gap between what researches has shown and what instructors teach.

Harmer (2008) mentions two different types of listening. On the one hand the extensive listening that refers to the listening which students usually do for pleasure or for some other reason. The audio material they consume is usually through a CD in their cars, MP3 players, DVDs, videos or on the Internet and generally consists of texts they can enjoy listening because they understand them more or less without the intervention of a teacher or course materials to help them. This type of listening is very important from the motivational point of view, because it improves significantly when students make their own decisions about what they are going to listen.

Intensive listening, on the other hand, occurs when students listen specifically to study the way English is spoken. It is usually carried out in classrooms or language laboratories, and usually occurs when teachers are present to guide students through any difficulty in listening, and to focus them on areas of interest.

However, according to Field (2004) the different interpretations divide the listener into two levels:

- The level of recognition is where the intonation elements, phonemes, words and phrases are produced.
- The level of selection that is the separation of message units for their retention and understanding without providing conscious attention to the individual elements. The development of the level of selection plays an

important role in listening comprehension since it allows the comprehension of the information.

Listening is a psychological phenomenon, which takes place on a cognitive level within people's heads, and a social phenomenon, which interactively develop between people and the environment surrounding them. It considers listening to a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before combining it with phonological aspects and with the speaking skill. (Bueno, Madrid & McLaren, 2006: 282).

In the academic context, it has been revealed that good listening comprehensively contributes to academic success (Jeon, 2007). There are several basic academic activities, such as listening to teachers who explain courses and assignments or listening to questions, reports and summaries of classmates, who depend on active listening skills. Listening to lectures is the most essential requirement for English learners for academic purposes, which in itself is a fairly challenging area for most students due to their generally inadequate level of English proficiency and difficulties in understanding and remember the content of the conferences (Rahimirad & Moini, 2009).

General language proficiency and listening skills are considered among the most important factors for academic success. Although general listening and academic listening seem to involve different categories, the two share many basic characteristics. Rahimirad and Moini (2009) argued in their discussion that English tests for academic purposes had focused too much on the subject knowledge and this has led to not emphasizing language skills or abilities. In

addition, he noted research that has revealed that the variation in the results of English tests with academic purposes was mainly due to linguistic competence rather than knowledge of a particular aspect. It follows from their discussion that the general ability to listen in a certain language would have a greater effect on the overall academic performance of the hearing than the specificity in the subject.

The aim of teaching listening comprehension is to support English learners be faced with listening skill in real life, but there is a large variety of different types of listening in real situations (Segura, 2012):

- Listening to announcements in stations, airports and so for.
- Listening to the radio.
- Participating in a face-to-face conversation.
- Watching TV.
- Participating in a meeting, seminar or discussion.
- Taking part in a lesson.
- Participating in a telephone conversation, among others.

According to Brett (1997) the final effect on activities demonstrate comprehension efficiency with the application of multimedia as audio or video rather than paper and pen, allowing learner success comprehension level through audio, video media activities. For this reason, it is essential to design strategies that allows in a certain way to personalize the learning to adapt according the students 'needs and the different contexts in which this skill must be developed.

Bastías (2011) pointed out that, to develop auditory skills, different types of activities and strategies can be applied:

- The first is to listen with a purpose, which basically consists of students adapting the way they listen to their objectives paying more attention to the information they need to extract from the text they hear.
- The second aspect is to listen with the essence. When the teacher uses this strategy, he / she sets a question or task that is given to the students before they listen so they know what information they are listening.
- The third aspect mentioned is listening to specific details, which means that by listening with a clear purpose in mind, students develop the ability to filter everything they do not need to know.

On the other hand, according to the Forbes.com website, to develop an adequate listening skill, ten strategies can be applied:

- To be in front of the person who issues the message and maintain eye contact
- To be attentive but relaxed
- To keep an open mind.
- To listen to the words and try to imagine what the speaker means
- To do not interrupt and not impose your views.
- To wait for the person who is speaking to pause to ask any question that might clarify certain doubts about the message received.
- To ask questions focused only on understanding what has been said.
- To try to feel the same as the person who is delivering the message.

- To provide the sender with frequent feedback that indicates we are listening to your message.
- To pay attention to what the sender is not saying, that is, take into account the non-verbal clues in the communication.

Finally Solak (2016) offers a simplified list of micro-skills and macro-skills to listen and to talk. Within the micro-skills can be named:

- To retain fragments of language of different lengths in short-term memory.
- To discriminate between the distinctive sounds of English.
- To recognize stress patterns in English, words in stress and without stress, rhythmic structure positions, intonational contours and their role in the information received.
- To recognize reduced forms of words.
- To distinguish the limits of words, recognize a core of words and interpret order patterns in words and their meaning.
- To process the speech along with pauses, errors, corrections and other performance variables.
- To recognize the different grammatical aspects (nouns, verbs, etc.) and systems (for example, time, agreement, pluralization, patterns, rules and elliptical forms).
- To detect constituents of sentences and distinguish between major and minor constituents.

- To recognize that a particular meaning can be expressed in different grammatical forms.

2.6 Hypothesis

- **H1:** The use of Podcast improves positively the development of the Listening comprehension skill in students of first English level at Universidad Nacional de Chimborazo in Riobamba Canton.

2.7 Pointing of hypothesis variables

The study variables are the use of Podcast and the development of listening skill.

- **Independent variable:** Podcasting (cause)
- **Dependent Variable:** Listening skill (effect)

CHAPTER III

METHODOLOGY

3.1 Research approach

The focus of this research was mixed method of experimental type. It is an established method to study in a scientific way a reduced sample object of the researching. Both methods were used together. According to Hernández (2006) mentions that, “Mixed research involves combining quantitative and qualitative approaches in the same study” by naming these two methods as “quantitative-qualitative marriage” (p. 40).

Therefore, the purpose of this research through the qualitative approach was to analyze and interpret the results to be obtained later, allowing to establish the researching conclusions and recommendations. Related about quantitative approach was performed a numerical and percentage analysis of the results presented by the surveys. During the quantitative approach, information was gathered a through quantitative data, such as the grade point average at the beginning of a pretest and at the end of the application of the post test, when the information was collected, its tabulation and ordering of the results were carried out.

According to Hernández (2006) Quantitative research generates an alternative to generalize the results more widely, allowing the control and a perspective of counting. Besides, it promotes a comparison between similar studies. On the other hand, qualitative research provides depth data analysis, a

wide explanation, environment connection and incomparable experiences. It contributes a "fresh, natural and holistic" perspective as well as flexibility (p. 21).

In addition, the study was employed a deductive logic, it started from widely accepted models and theories to propose hypothesis verifying them through an applied survey questionnaire with close-ended questions to students level 1 at Universidad Nacional de Chimborazo, with a view to obtain precise answers from participants. Based on Dornyei's conception, Lee (2006) argues that, surveys contribute an extremely efficient alternative for researchers to collect relevant information in a short period of time with low cost. (p. 35). Becomes important to mention that, survey results will be described in terms of percentages representing the final results in charts and graphs making easier to explain the survey results.

In the process it was possible to visualize why quantitative research applied the deductive logic, which went from the theory produced by previous research (theoretical framework) to the collection of data in particular cases of a sample.

On the basis of Hoepfli's ideas, Golafshani (2003) states that "Researchers who use logical positivism or quantitative research employ experimental methods and quantitative measures to test hypothetical generalizations" (p. 597). Similarity, Guangying (2014) focused his study based on experimental research. This study analyzed the function Podcast in developing students' listening skill in English as a foreign language. For such purpose it applied multidimensional data collection, such as qualitative and quantitative analyses. The research hypothesis

was to put into effect B-learning Podcast can be effective to improve listening skill in students. The models and instruments used to measure the study variables were taken from similar researching, so it was necessary to perform the reliability and validity tests.

3.2 Basic method of research

The method used was cuasi-experimental as it sought to analyze the effectiveness of podcasts in the development of listening skill. For this, two groups of students at Universidad Nacional de Chimborazo from Level 1, were used non-randomly, an experimental group, with podcasts application. The second a control group was used the traditional method of interaction into the classroom. Close to Guangying's ideas (2014) two samples test was applied between the control group and experimental group to find out the effects of Podcast in the listening skill performance.

Consequently, the researcher had one point of comparison: two groups: one group where the stimulus was applied and the other control group where nothing was applied, another observation the author emphasizes is that, groups must be similar without significant differences between the experimental and the control group, equally important the author states is that the control group is useful precisely to have a point of comparison (Hernández, 2006; p. 163)

3.3 Level or type of research

This research was cuasi-experimental type, teaching methods of listening skill was carried out in order to verify the influence in the acquisition of this skill. It was also be necessary to compare the results with a pre-test that was performed

at the beginning of the experiment to verify the evolution of the development of listening skill in the two groups. This type of research was related to Guangying's experimental research applying paired samples test to make a comparison about the way in order to outline the effects of various learning programs in listening performance. In Guangying's experimental research a listening pre – test during the first lesson of the semester was put into practice, whereas a post – test was carried through later during the last lesson of the term to guarantee the validity and reliability.

It was considered to apply standardized tests as a means of evaluation and measurement of previous knowledge about listening skill, the pre - test was applied to both study groups at the beginning of the semester evaluating the listening comprehension level with the purpose of verifying if the hypothesis of the research was fulfilled.

In accordance with Benavidez (2011) “A standardized test is one that is administered under controlled conditions and is evaluated or measured in a consistent or standard way”. It is designed, developed, reformed and supervised by specialists establishing the validity and reliability of tests as a result of the field research and the statistical application allowing reliable measurements (p. 38).

Among several options, it has been selected to apply the standard test certified by the British Council School as electronic testing resource Center: <https://www.examenglish.com/PET/index.html>. The Cambridge English qualifications are an official certification of the level of English, accepted and recognized by institutions and companies in all countries. They certify different

levels of competences in the language, corresponding to the levels established by the Common European Framework. Each level consists of different tests, of different duration, divided according to the areas of knowledge.

In order to determine the influence of the podcast on improvement of the listening skill, the development, content, form, and objective where the following investigative levels were derived were taken into account.

3.3.1 Descriptive Level

At this level, the researcher made a direct observation through a file with a CHECK LIST response with the objective of determining aspects related to the use of technologies in the teaching-learning process.

3.4 Population and sample

The study population were students of level 1 at Universidad Nacional de Chimborazo. A control and experimental group were composed in two study groups respectively. In the first group the traditional teaching-learning method was applied while in the experimental group the blended learning strategies with podcasts was applied. Each group had an average of 26 participants with ages ranging from 18-20 years old.

Table 1: *Population and sample*

<i>Population</i>	<i>Sample</i>	<i>Percentage</i>
<i>Class "M"</i>	26	50%
<i>Class "E"</i>	26	50%
<i>TOTAL</i>	52	100%

Prepared By: Ramos, Licett. (2019)
Source: Direct Research

Therefore, taking into account the potential of the use of podcasts in the teaching - learning process as a didactic tool in the English language, and taking advantage of the resource offered by Web 2.0 in the development of listening skill was selected for this research work the free websites IELTS listening apps, these application are flexible and easy to handle. The training on the handling and use of the podcasts were carried out to the students immersed in the experiment.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES INSTRUMENTS
<p>Listening is a complex communication process of receiving, attending, responding, and remembering through the cognitive and auditory processes created for teaching other languages. Besides, the Listening skill is the most fundamental component in interpersonal communication and a driving medium for integrating other sub skills using different activities in order to construct an oral message to be transmitted and shared.</p>	<p>Auditory stages</p> <p>Process</p> <p>Linguistic skills</p> <p>Sub kills</p>	<ul style="list-style-type: none"> • Pre-listening. • While-listening • Post-listening • Retention • Inference • Interpretation • Responding • Comprehension • Intonation • Rhythm • accent • Listening for gist. • Listening for specific information. • Listening for details. 	<ul style="list-style-type: none"> • Previous knowledge. • Preparation for the vocabulary and language structure. • Identify what's important in the audio scripts. • Keep learners concentration. • Show their understanding or non-understanding of the passage. • The ability to infer meaning and situations correctly. • Grasp the meaning by analyzing textual and contextual information. • Learners pick up key words, intonation, accent and other clues to make a guess at the meaning. 	<p>STANDARIZED PRE AND POST TEST (Questionnaire)</p>

Table 3: Operationalization of the dependent variable: Listening Skill

Prepared By: Ramos, Licett. (2019)

Source: Direct Research

3.6 Data Collection Plan

For this research a structured standardized test was applied for students of Level 1 at Universidad Nacional de Chimborazo, who helped to sustain the problem statement as is the use of podcasts in the development of the listening skill. The standardized test is an intermediate level exam, set at level B1 of the Council of Europe's Common European Framework for languages.

Moreover, the following instruments were applied by the researcher: Observation (check list), standardized pre and post - test.

Observation

In the observation technique a check list sheet was applied in a form of a questionnaire in order to verify if technological sources and use podcasts inside the English classes.

Pre and Post – Test

A standardized pre – and post - test was applied to measure the dependent variable and to collect the empirical data about the students' level in the listening skill.

The pre – test was applied at the beginning of the study on May 7th 2018, and the post – test was applied at the end, July 5th 2018. Students had 40 minutes to take the test. The tests were conducted to 52 students that were part of the sample. Through the pre and post test the effectiveness of using podcasts in the development of the listening skill in students of First level at Universidad Nacional de Chimborazo, in Chimborazo Province was able to be evaluated.

3.7 Data collection and analysis

For the execution of the present researching it was necessary to have enough information. Besides, for the collection of information, the following guidelines were followed:

BASIC QUESTIONS	RATIONALE
What for?	To achieve the objectives set in this research.
What aspects will be about?	Independent variable: Podcasts Dependent variable: listening skill
Who it will be developed?	Silvia Licett Ramos Idrovo
To whom?	Students of First Level
When?	This research will take place on May to June 2018
Where?	At “Universidad Nacional de Chimborazo”
How many times?	Once
What are the techniques?	<ul style="list-style-type: none"> - Pre – test - Post – test - Podcasts - Observation (check list) - Data collection
In What situation?	<ul style="list-style-type: none"> - English lessons

Table 4: *Data Collection*

Prepared By: Ramos, Licett. (2019)

Source: Direct Research

The experimental group was made to listen to Podcast published on the Internet according to the content of the syllabus that was being covered as well as the audio files of the guide text of the subject. Classes were given three times a week. These Podcasts were listened to for twenty minutes and then applied a test on the analyzed topic that included mainly comprehension exercises. The application of these Podcasts was made in each class for two months. In addition, the topics were reinforced with autonomous work by the students, which consisted in finding and listening to the Podcast on the topic analyzed in class and on those who had to write a short summary.

With the control group, no technological application was used, only what the teacher explained in class. The same reinforcement tests that were applied to the experimental group were applied. They were not sent autonomous work for two months related to listening skills development.

3.8 Process and analysis plan

Once the information was received the process and the analysis was performed. The second one was codifying it. This codification consisted on assigning a value to each question in the standardized test quantitatively, through descriptive statistic and the design of bar graphics facilitated the analysis and interpretation of collected data. Specifically, frequency tables and bar charts were used to obtain a descriptive view of the data collected. In addition, some measures of central tendency and dispersion were used, such as the mean, standard deviations and range to obtain a deeper descriptive perspective of the observed data. This process was carried out in the software SPSS version 23.

Once the descriptive analysis after the coding was carried out, the analysis of the two groups (control and experimental) was carried out in order to verify if there are significant differences between them. The difference between the arithmetic means of the scores obtained in the standardized test of each group after the experiment was applied was hypothesized. The verification of this hypothesis was carried out through a Student T test after verification of the statistical assumptions of normality and sample size.

The paired sample student T-Test was applied to verify the hypothesis because it was used numerical scale (Listening standardized test was rated over 10).

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter details the findings related to the influence of Podcast in the development of the listening skill which is configured as the main objective of the research in which will lay the foundations for the design of the main conclusions and recommendations of the study. The results of the study will also allow designing strategies promoting the proper development of the listening skill as well as exposing the potential of this type of technologies in the learning of the English language.

The research design used was of the experimental type, a design in which, according to Hernandez-Sampieri and Mendoza (2018), one or several independent variables or antecedents are manipulated to analyze the consequences that such manipulation has on one or more dependent variables or consequential. In this case, the independent variable is the Podcast and the dependent variable is the Listening skill development.

In order to successfully develop an experimental study, the following conditions must be met:

- Intentional manipulation of one or more independent variables
- Measurement of dependent variables
- Control over the experimental situation

On the other hand, the study is framed within the category of pure experiment since they meet the requirements stipulated for this type of study: to have groups of comparison and equivalence between the groups; this offers the possibility of analyzing the difference between groups with post- tests as well as the evolution of each group through pre-test.

4.2 Tabulation of the data

The analysis of data was fundamental in the present research on the influence of the podcast in the development of listening skill since, relevant information about the most important characteristics of the podcast was obtained as a support tool for the development of this type of skill. Based on this, conclusions and recommendations can also be generated for those who are immersed in the teaching-learning process of a second language.

For this study PET test was applied corresponding B1 level with the Common European Framework of reference (CEFR). PET listening test contains four parts with 25 items with short conversations, with a duration of 30 minutes, a value of 1 mark each one and a rule of three was made to obtain a final score of 10 according to the qualifications regulated by the University.

Part 1: 7 items

Part 2: 6 items

Part 3: 6 items

Part 4: 6 items

Based on this, the Pre Test was based in three types of process: retention, inference and interpretation of the message, identifying specific information,

distinguishing main ideas, key words and trying to comprehend all the given content through the previous knowledge. Moreover, the standardized test evaluated student's ability to understand and comprehends a variety of audios including advertisements and conversations about daily situations.

In this study, two groups were analyzed: experimental and control. Each group had a total of 26 students with ages averaging 19 - 21 years. Both groups study the first level at Universidad National de Chimborazo. In experimental group free available applications which contains a variety of podcasts with different topics of interest for First level students were downloaded by each student in their mobile devices in order to listen in English classes, free time and at home respectively. The use of podcasts was used by three weeks with 6 hours classroom classes and 4 virtual hours each week.

The following sections specify the main characteristics of the respondents, the type of analysis applied and the main results obtained from the analysis performed.

4.3 Data analysis

4.3.1 Observation through Check List

Prior to the experimental analysis, an observation was made through the Checklist in order to identify aspects related to the use of technologies by teachers in their teaching-learning processes. Specifically, aspects such as the use and approach of technological resources on the part of the teachers but adapted to the students' needs as well as the effect of the use of technologies on the motivation

and interest of the students were evaluated. Table 4-1 shows the questions that guided the observed observation process.

Table 5: *Key Aspects observed and analyzed*

Description	Yes	No	Frequency	Difficulties	Sts' audio material preferences
Do teachers use listening activities regarding students' level?					
Do teachers use audios focused on real life situations?					
Do teachers use audio materials to engage students' high concentration?					
Do students comprehend the listening activities significantly?					
Do teachers follow the auditory stages (pre-while-post) in listening activities?					
Do learners get key words, intonation, accent and other clues to make a guess at the meaning?					

Source: Direct research
Prepared by: Ramos, Licett, L. (2019)

The analysis was conducted in three different courses to the experimental group and the results show that in most cases teachers do use technological resources to improve their teaching processes in the classroom. However, these resources do not focus on students' needs producing a poor interest and motivation, which would lead to infer a deficient process of identification and application of technological resources into the classroom.

On the other hand, it was evidenced that in no case do students use Podcast or another technological resource to improve their listening skills, however, it was

verified that in most cases the audio material used by teachers is adequate for the level students possess although this type of material does not achieve a high concentration on the part of students, which hinders an adequate development of the Listening Skill.

4.3.2 Survey Results

In order to complement the observations made, a survey was applied to 52 students who follow the English as a second language course. The following section details the main results obtained in each of the questions.

Question 1: Mention the purpose you listen audio material in English?

Table 6: Results First Question

Mention the purpose you listen audio material in English?		
<i>a. For information</i>	<i>b. For academic purpose</i>	<i>c. For entertainment</i>
3	48	1
5.8 %	92.3%	1.9%

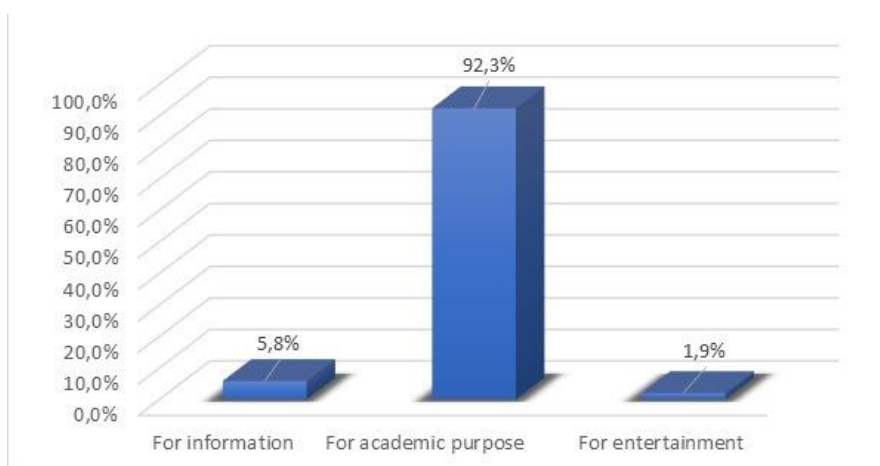


Figure 3: Purpose for Listen Audio

The results show that 92.3% of the respondents listen to audio in English only for academic purposes while 5.8% do so to obtain information. According to these results it can be deduced that it is necessary to make efforts to promote the use of this type of tools for informative and entertainment purposes since it is probable that through these motivations a more effective use of them can be made.

Question 2: Do you consider the podcasts used by the teacher is focused in a real life language?

Table 7: Results Second Question

Do you consider the podcasts used by the teacher is focused in a real life language?		
<i>a. Yes</i>	<i>b. No</i>	<i>c I don't know</i>
8	44	0
15%	85%	

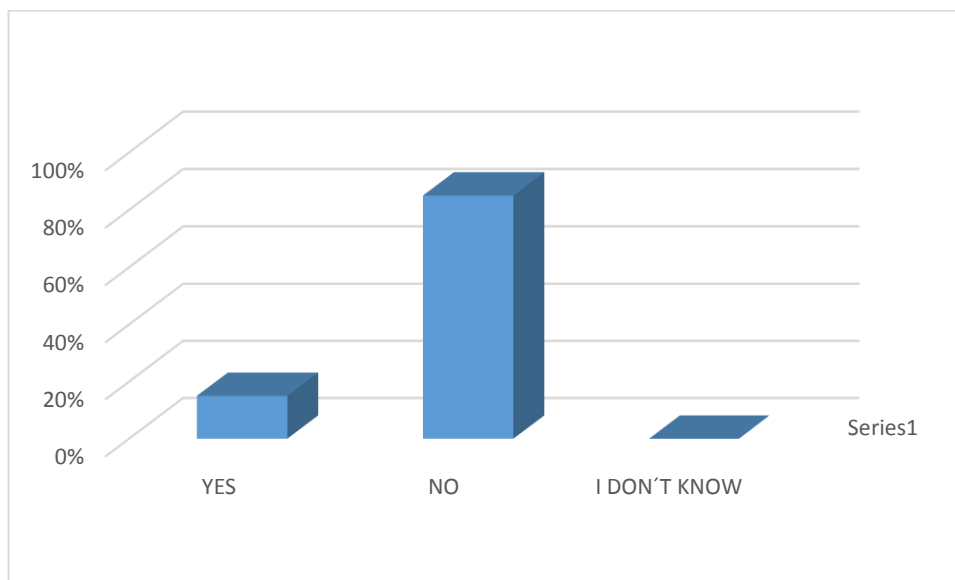


Figure 4: The use of real life language

The results show that 85% of the respondents don't listen English audios with a real life context becoming inappropriate in the environment in which they live, while 15% states teachers use correct English audios with full immersion combined with context specific language learning.

Question 3: How frequently do you listen to audios in English with a meaningful information when you are not in class?

Table 8: Results Third Question

How frequently do you listen to audios in English with a meaningful information when you are not in class?		
<i>a. Sometimes</i>	<i>b. Almost never</i>	<i>c. Never</i>
3	47	2
6%	90%	4%

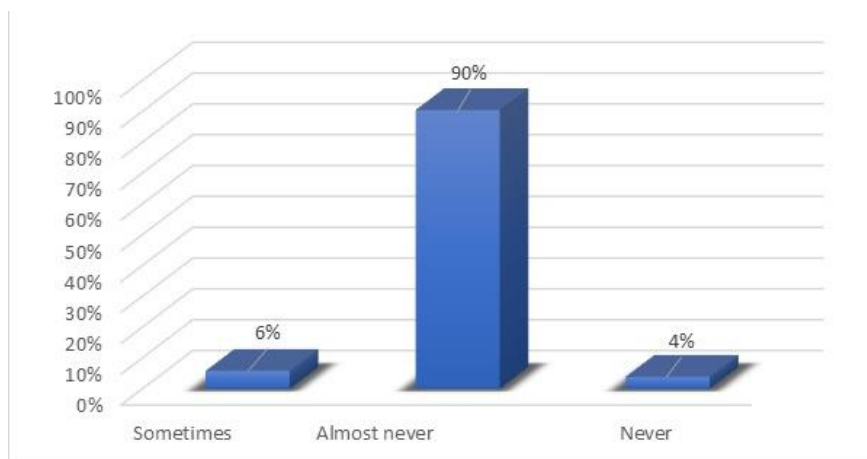


Figure 5: Meaningful information

With regard to the frequency of use of this type of audio with a meaningful meaning outside the classroom, the majority that corresponds to 90% indicates that almost never listens to audios in English outside of class hours while 6% do so sometimes. These results show the lack of motivation for the use of this type of

technologies as well as the lack of knowledge of the benefits that its recurrent use can bring. It is necessary to apply strategies that focus on promoting the intensive use of this type of tool.

Question 4: Do you believe that the listening activities in class is according your English level?

Table 9: Results Fourth Question

Do you believe that the listening activities in class is according your English level?		
<i>a. Yes</i>	<i>b. No</i>	<i>c I don't know</i>
48	0	4
92%	0%	8%

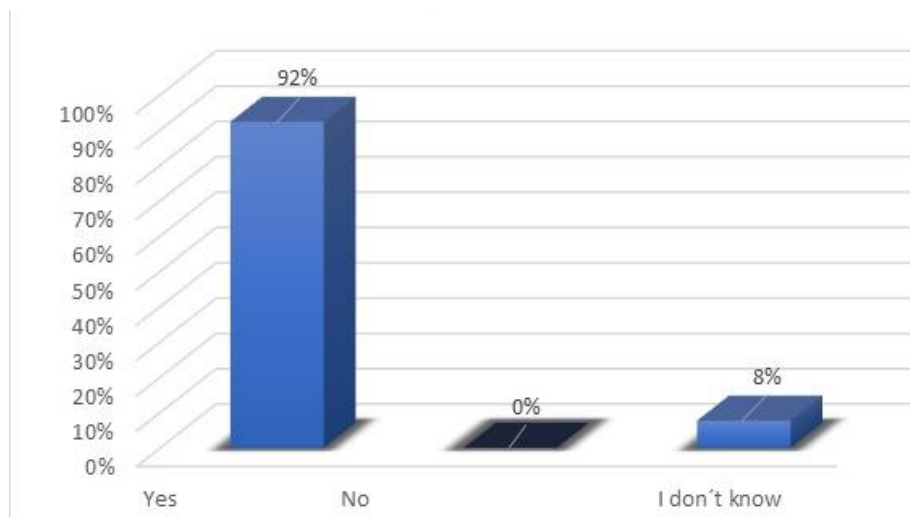


Figure 6: English level

The results show that 92% of respondents state that listening activities in class are according their English levels, which support the need to promote the

application of this type of technology in the classroom for those who develop English language teaching processes.

Question 5: When you listen audio in English you understand it?

Table 10: Results Fifth Question

When you listen audio in English you understand it?		
<i>a. Yes</i>	<i>b. No</i>	
11	41	
21%	79%	

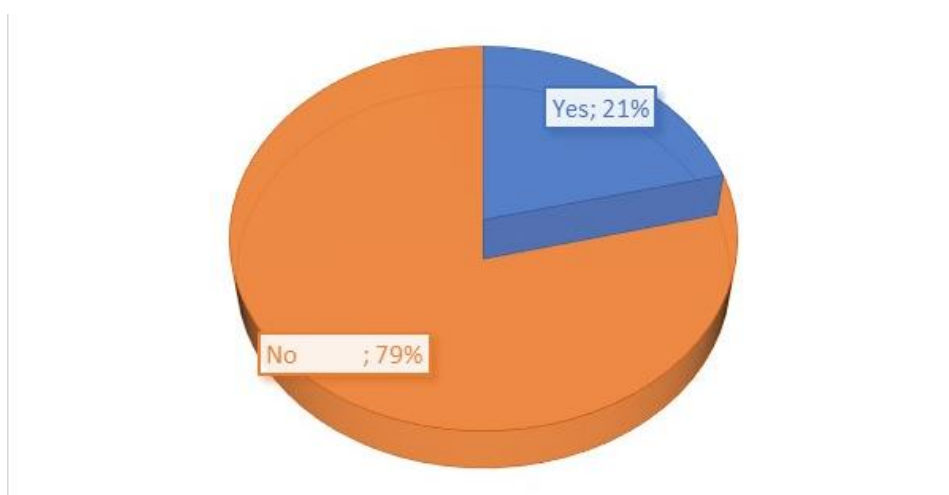


Figure 7: Listening comprehension

The results show that 79% do not understand what they hear through the audio provided in class. This result is of relevance for research because it demonstrates the imperative need to apply strategies that promote a better development of listening skill to achieve higher levels of understanding.

Question 6: According your English level what do you find most difficult when you listen it?

Table 11: Results Sixth Question

According your English level what do you find most difficult when you listen it?		
<i>a.. Words and expressions</i>	<i>b. Accent and intonation</i>	<i>c. Speed of speaking</i>
5	4	43
10%	8%	82%

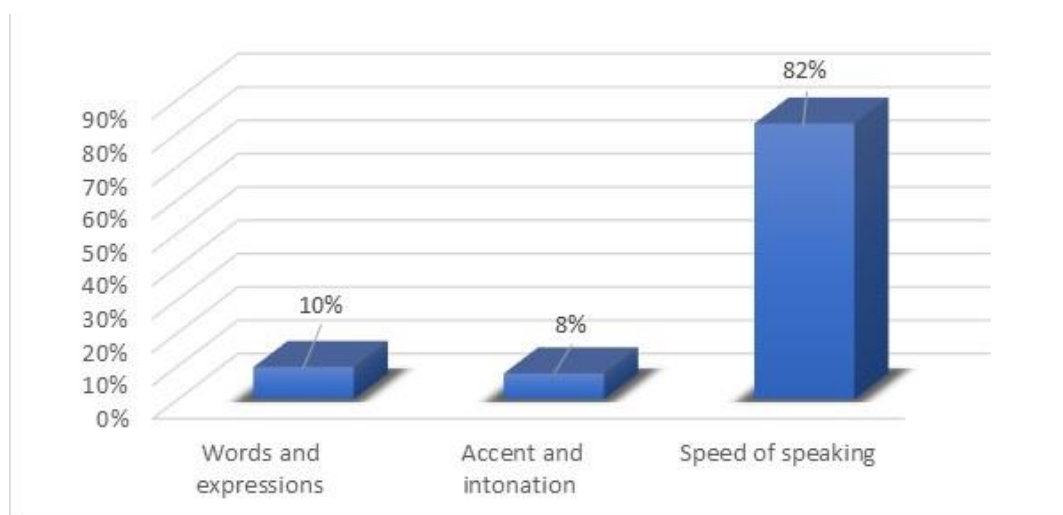


Figure 8: Learner's level difficulties

Regarding the factor of greatest difficulty for students when they listen to audios in English, 82% state that speed of speaking is the biggest difficulty they encounter with audios and only 10% say they find words and expressions difficult. It will be necessary to develop strategies to achieve greater exposure and practice of students to increase their levels of listening comprehension.

Question 7: What audio materials do you prefer to listen in English?

Table 12: Results Seventh Question

What audio materials do you prefer to listen in English?		
<i>a.. Radio programs</i>	<i>b. News</i>	<i>c. Podcasts</i>
3	0	49
6%	0%	94%

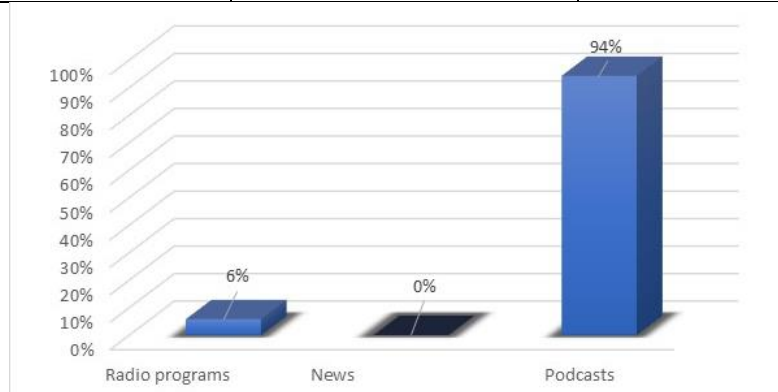


Figure 9: Input

The analysis of the preference of technological tools to develop listening skill is of paramount importance in the context of this research. The results of this question reveal that the majority of respondents (94%) prefer the use of Podcast to more common tools such as radio programs or news. This trend can be explained by the greater use that students make of information and communication technologies.

4.3.3 Experimental Study

For the data analysis, an experimental study was carried out with two groups called: control group and experimental group. In the first group, traditional techniques of teaching the English language were used with exclusive interaction between the teacher and student, while the second group had the support of Podcast to develop listening skill. To check whether this technological tool has an

influence on the development of this skill, a T-student statistical test was applied to compare the arithmetic average of the results obtained in the standardized tests after receiving the teaching course. The data analysis was performed in SPSS software version 23.

The data obtained through the tests (pre - and post-test) aimed at first level students from Universidad Nacional de Chimborazo were tabulated for their representation in statistical tables structured by the Microsoft Excel application, whose questions were derived from the theoretical framework and the operationalization of the variables; podcasts and listening skill.

4.4 Control and Experimentation Groups

As already mentioned in previous sections, two groups were used: control and experimentation. Each group was composed of 26 first-level students who studied English at the National University of Chimborazo. The two groups were made up of students with ages between 19 and 21 years old and with a similar composition by gender.

In the control group, the traditional teaching method was applied with face-to-face classes and face-to-face interaction of the teacher with the student. In the experimental group, pre-recorded podcasts related to daily and real life situations and dialogues were used by the teacher as reinforcement to the activities carried out in the classroom. To analyze the influence of this type of technological tool in the development of the listening skill, standardized tests were applied in both groups before and after the application of the experiment. The results of the pre-test and post-test applied are shown in the table 4-1.

Table 13: *Comparison of the average obtained between the groups investigated.*

	Average /10	
	Pre-test	Post-test
Control Group	4,94	4,12
Experimental Group	3,56	9,77

The results show that the control group decreased the listening skill while the experimental group had a significant increase in it; however, it must be verified whether these differences are significant or not. Figure 4-1 graphically shows the difference between the pre-test and post-test obtained in each of the groups investigated.

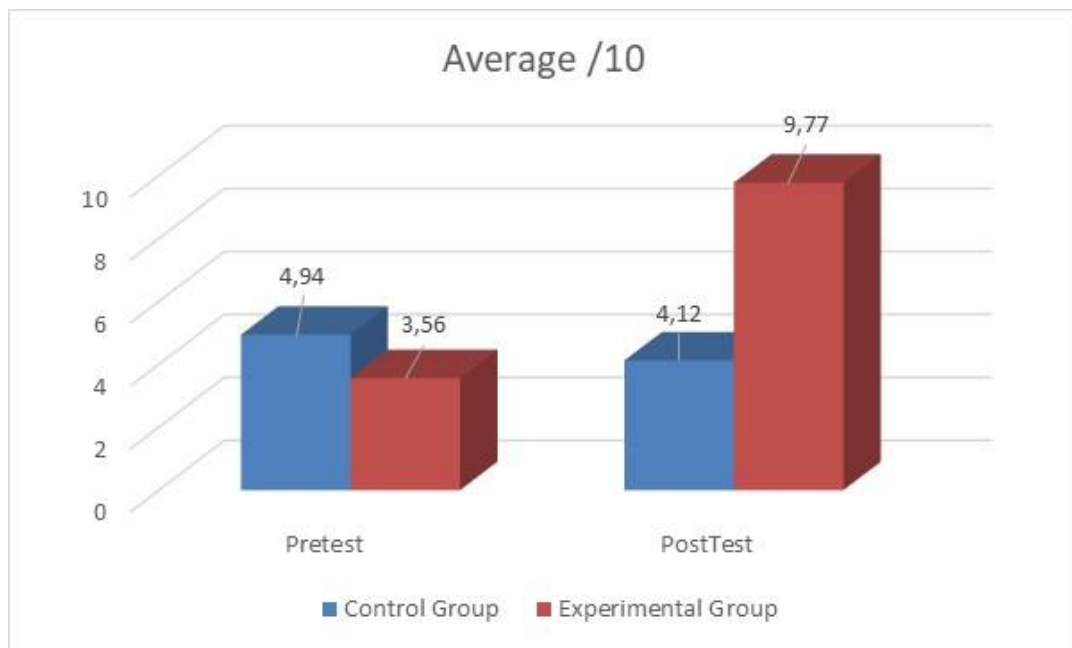


Figure 10: *Average Obtained in the Pre-test and post-test*

4.5 Validation of Assumptions of the Statistical Test

The research hypothesis was:

- H1: The use of Podcast positively influences the development of Listening Skill in students of first level at Universidad Nacional de Chimborazo.

The development of the listening skill was evaluated through a standardized test applied after the experiment. For the verification of this hypothesis, a T-Student statistical test was carried out between the two groups (Post-Test) with a level of significance of 0.05. The main objective was to determine if there is a significant difference between the average grades of the standardized test obtained in both groups. For this, the T test for independent samples was applied, which requires compliance with three essential requirements (Lind, Marshall and Wathen, 2012):

- The sampled populations follow the normal distribution.
- The populations sampled are independent.
- The standard deviations of the two populations are the same.

4.5.1 Checking the Normality of the Data

The normality check of both samples was carried out through the statistical test of Smirlov-Kolmogorov corrected by Lilliefors. This test proposes as an internal null hypothesis that the distribution of the analyzed random variable (notes) follows a normal distribution. The criterion to accept or reject this hypothesis of normality is:

- If the calculated p-value is less than the chosen significance level of 0.05, the hypothesis of normality is rejected.

Once the calculations were made in the SPSS Software, the p-value calculated for the study variable Notes was 0.2, which is greater than 0.05, which is why the

null hypothesis of normality is accepted, thus fulfilling the first requirement for the application of the T-Student test. In addition to this analysis, a normality analysis of this variable was performed for each group. The following table shows the results and it can be shown that the normality criterion is met in each group since the calculated p-value is greater than the significance level of 0.05 in each case. In addition, the Q-Q normality graphs do not show random trends indicating a possible non-normality of the data.

Table 14: *Normality Test for each Group*

Group	Statistics		Post-test
1,00	N		26
	Parameters	Media	4,1231
		Standard deviation	1,22256
	Test statistic		,117
	P-value		,200 ^c
2,00	N		26
	Parameters	Media	9,7692
		Standard deviation	,65163
	Test statistic		,485
	P-value		,200

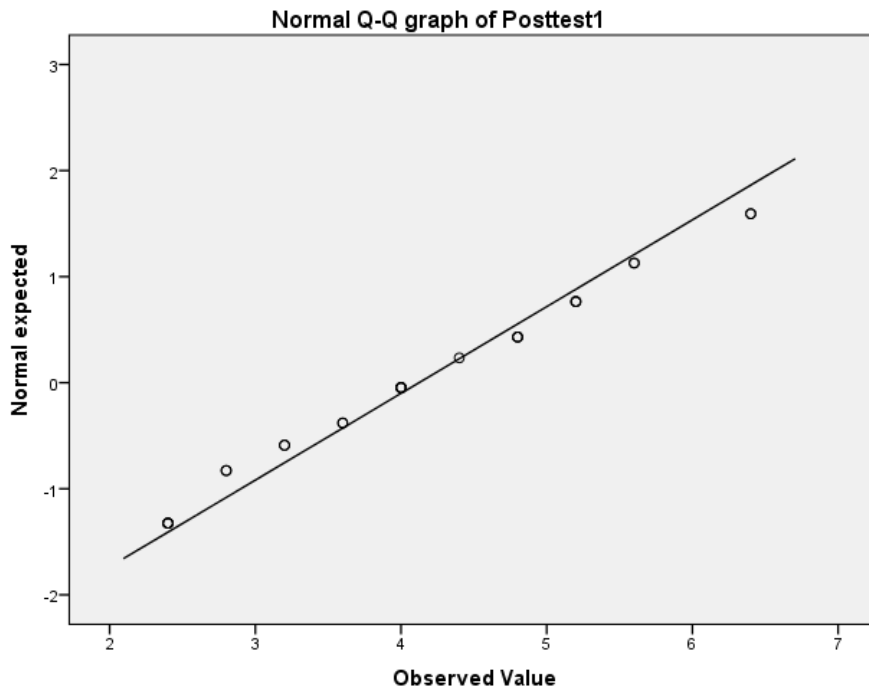


Figure 11: Normal Graph Q-Q of Group 1

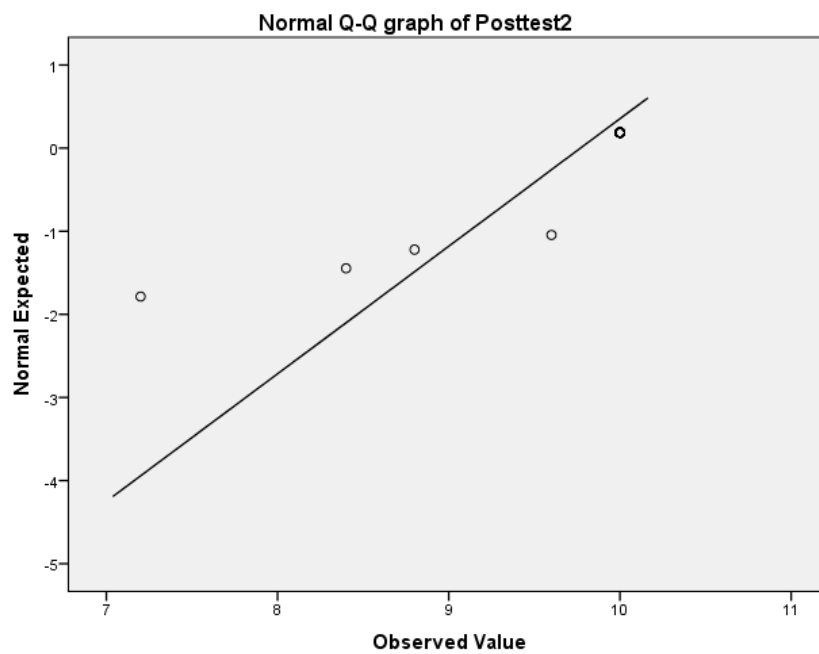


Figure 12: Normal Graph Q-Q of Group 2

4.5.2 Independence of the Samples

The second criterion that must be met is that the samples are independent and the two groups analyzed belonged to different class with different teaching methodologies, it was possible to guarantee independence between them, thus achieving the second requirement.

4.5.3 Verification of Equal Variances

Finally, it is necessary to verify if the variances of each sample are the same or not, since the calculation of the T-Student test statistic will depend on this, which will serve to verify the research hypothesis. The verification of equal variances was carried out with the statistical test F (Fisher) proposing as null hypothesis: *There is no difference between the variances of each sample.* The criterion to accept or reject this hypothesis is the same as for the normality test:

- If the calculated p-value is greater than the chosen level of significance of 0.05, the hypothesis of normality is accepted
- If the calculated p-value is less than the chosen significance level of 0.05, the hypothesis of normality is rejected

The p-value calculated through the SPSS Software was 0.000535 which is lower than the selected level of significance of 0.05 leading to reject the hypothesis of equality of variances. This result allows to determine the formula that should be used to calculate the T-Student statistic.

4.6 Research hypothesis testing

Prior to hypothesis testing, Figure 4-3 shows the averages obtained in the control and experimental groups respectively. These data show that the

experimental group obtained the best average, however it is not possible to reach a conclusive result without first performing the corresponding statistical test.

CONTROL GROUP

LEVEL 1 "Class E"

NUMBER	STUDENTS' NAMES	Pre-test /10	Post-test/10
1	ALVARADO AGUAYO YUDY JACQUELINE	8	4
2	AMAGUAYA VIZUETE VANESSA LIZBETH	5,6	2,8
3	AYALA PACA JHONATAN ALBERTO	5,6	4,8
4	BASTIDAS ROBAYO CRISTOPHER ALEXANDER	4	4
5	CASTRO PAGUAY MARIA TERESA	3,6	3,2
6	CUSHPA PILCO CRISTIAN XAVIER	2,8	2,8
7	ESCOBAR PUNINA GUADALUPE DE LO ANGELES	6	5,2
8	ESPINOZA JIMENEZ ADAMARIS MAYLEE	6,4	4,4
9	ESTRADA CASTRO KARLA MAYERLY	4,4	2,4
10	GUAMAN GOMEZ CINTHYA GEOVANNA	4,8	4,8
11	GUILCAPI CHAVEZ NICOLE SAMANTHA	6	3,6
12	INLAGO DE LA CRUZ NORA HAILINE	4,8	4,8
13	JEREZ MASAQUIZA VIANIY SELENA	5,6	2,4
14	LAPO ORDOÑEZ JORGE PAUL	4	5,6
15	LARA CONGACHA KARINA ELIZABETH	2,8	2,4
16	LOPEZ HARO RAFAEL ALEJANDRO	6,8	6,4
17	MOLINA MONTESDEOCA MILLER ISRAEL	2	3,6
18	MONTERO CHAVARREA DIEGO SEBASTIAN	6,4	5,6
19	ORELLANA RIOS SHEYLA DAYANARA	6	3,2
20	PAREDES NUÑEZ JORGE LUIS	6,4	4
21	SANCHEZ URUIZO MAYRA ALEXANDRA	4	5,2
22	SARANGO GONZALEZ TUPAC AUGUSTO	3,6	4
23	SOLIS HARO JOEL DAVID	4,4	2,4
24	SOTO OSORIO KEVIN STEVE	3,6	4
25	VELOZ LEON RICHARD PATRICIO	6	6,4
26	VILLACIS TORRES CRISTIAN FABIAN	4,8	5,2
	Sum	128,4	107,2
	Total average	4,93	4,12

EXPERIMENTAL GROUP

Level 1 “Class M”

NUMBER	STUDENTS´NAMES	Pre-test /10	Post- test/10
1	CANDO TUTALCHA KEVIN ANDRES	4	7,2
2	CHALCO SUCUZHAÑAY JENERSA MICHELLE	2	10
3	CHICAIZA ALLAUCA KATHERINE MIREYA	3,2	10
4	CHIMBOLEMA POMAQUERO SANDY MARIBEL	2,8	10
5	CHINCHI CARVAJAL MISHEL ESTEFANY	4,4	10
6	CUENCA GUERRERO PAUL MARCELO	4	10
7	DAVALOS CASTELO JOSE DAVID	2	10
8	ESTEVEZ RECALDE VIVIAN MARCELA	4,8	10
9	GREFA ALVARADO LUIS FERNANDO	3,6	10
10	GUEVARA TOAPANTA JOSELYNE ESTHEFANNY	3,2	10
11	HEREDIA YASELGA MELANY BERENISSE	4,8	10
12	JINDE CHAMBA CARLOS MIGUEL	2	10
13	LLAMUCA LLANGA ALEX GUALBERTO	3,6	9,6
14	MANZANO MENDEZ LUIS MATEO	4,8	10
15	MINGA JIMENEZ NADIA MELISSA	3,2	10
16	MOSCOSO GAIBOR OSCAR GONZALO	4,8	10
17	MUÑOZ SALINAS DOMENICA MERCEDES	4,8	10
18	ORTIZ QUINTANA MARITZA MISHELL	3,6	8,8
19	PAGUAY DAQUILEMA ALEXIS NICOLAS	3,6	10
20	PAGUAY ZULA INGRITH MABELL	2,8	10
21	PANCHI TACURI ODALIS CAROLINA	3,6	10
22	PINEDA IBADANGO JHON MARLON	2,8	8,4
23	RAMON ARMIJOS DIEGO ANDRES	2,8	10
24	RIVADENEIRA PIRUCH DORIS ANDREA	2	10
25	SOLIS BENAVIDES KERLY IVONNE	5,6	10
26	VILLAVICENCIO AVILA LIZBETH DEL CARMEN	4	10
	Sum	92,8	254
	Total overage	3,56	9,77

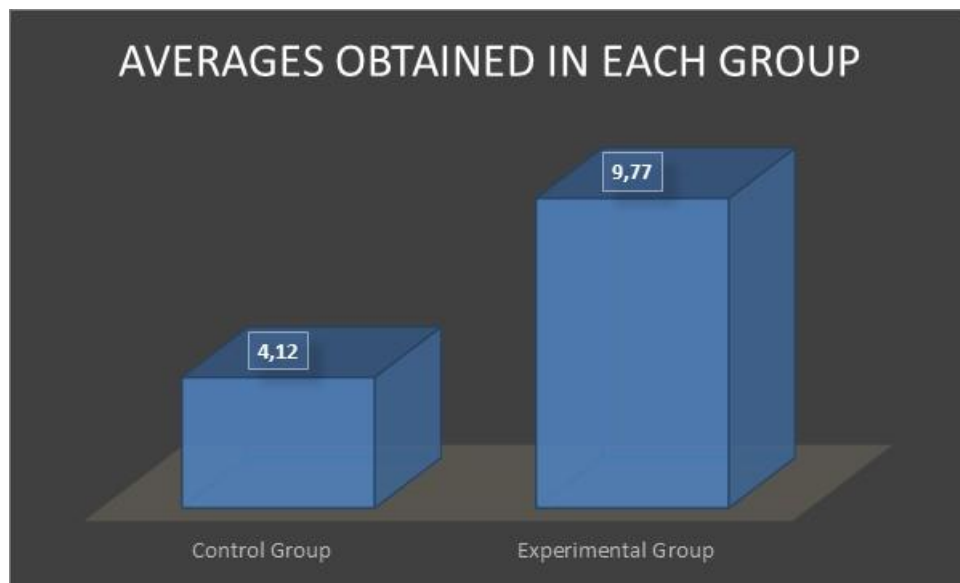


Figure 13: Average Obtained in each Group

The research hypothesis was:

- H1: The use of Podcast positively empower the development of Listening Skill in students of first level at Universidad Nacional de Chimborazo.

To verify this hypothesis, the five-step process proposed by Lind, Marshall and Whathen (2012) was followed, which consists of:

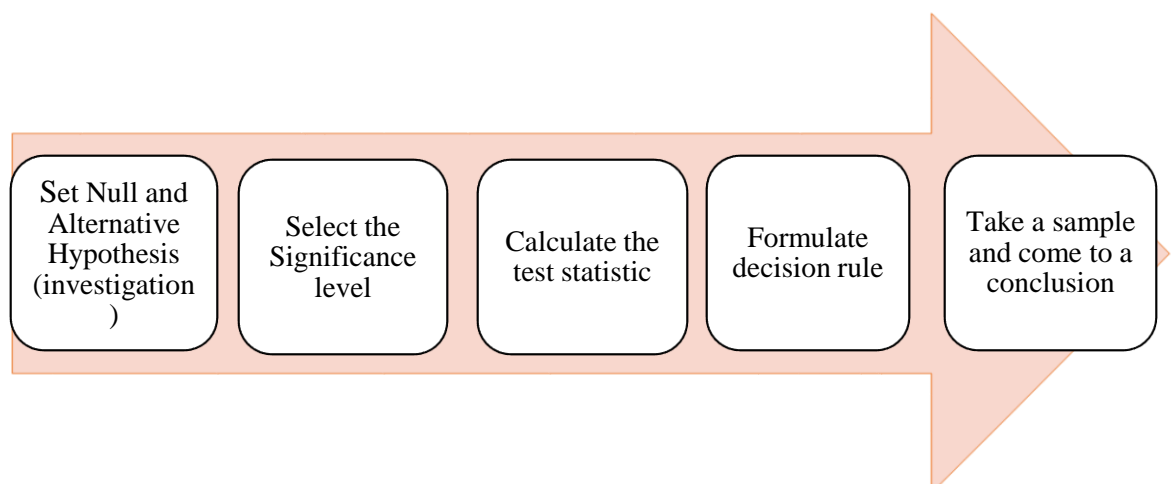


Figure 14: Hypothesis Testing Process

Prepared By: Ramos, Licett. (2019)

Source: Direct Research

At the beginning of this section, the research hypothesis was raised. To verify this hypothesis, it will be verified if there are significant differences in the average of scores obtained by each group in the standardized test that evaluated their listening skill after the experiment was applied. If significant differences are found in both groups, it can be concluded that the podcast enhance the development of this skill, otherwise it will be shown that there is no influence. Based on this, the null and alternative hypotheses proposed are:

$$\text{Null hypothesis } H_0: \bar{X}_1 = \bar{X}_2$$

$$\text{Alternative hypothesis } H_1: \bar{X}_1 \neq \bar{X}_2$$

Where:

- \bar{X}_1 is the average of the first sample
- \bar{X}_2 is the average of the second sample

This type of hypothesis must be verified through a two- tailed test. The level of significance selected was 0.05, which correlate to a level of reliability of 95%. This level is the most used for studies related to the area of social sciences. On the other hand, for the calculation of the test statistic, the formula proposed by Lind, Marshall and Whathen (2012) was used for samples with unequal variances:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- \bar{X}_1 is the average of the first sample
- \bar{X}_2 is the average of the second sample
- s_1^2 is the variance of the first sample
- s_2^2 is the variance of the second sample

- n_1 size of the first sample
- n_2 size of the second sample

To state the decision rule it is necessary to establish a critical value that is generally obtained from the T-Student Probability Table. To find this critical value it is necessary to obtain the degrees of freedom which are obtained by applying the following formula.

$$gl = \frac{\left[\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} \right]^2}{\frac{\left(\frac{s_1^2}{n_1} \right)^2}{n_1 - 1} + \frac{\left(\frac{s_2^2}{n_2} \right)^2}{n_2 - 1}}$$

The decision rule to accept or reject the null hypothesis is: *if the test statistic t is greater or less than the critical value, the null hypothesis H_0 is rejected, otherwise it is accepted.* The following table shows the values of variances and arithmetic means of the Post-tests obtained in each group, which will serve as an input to calculate the degrees of freedom and the test statistic.

Table 15: *Descriptive statistics of each sample*

	N	Media	Variance
Post-test Group 1	26	4,1231	1,495
Post-test Group 2	26	9,7692	,425
N valid (per list)	26		

When replacing these values in the formula of the degrees of freedom, the following value is obtained:

$$gl = \frac{\left[\frac{1.495}{26} + \frac{0.425}{26}\right]^2}{\frac{\left(\frac{1.495}{26}\right)^2}{26-1} + \frac{\left(\frac{0.425}{26}\right)^2}{26-1}}$$

$$gl = \frac{[0.0575 + 0.0163]^2}{\frac{0.0033}{25} + \frac{0.00026}{25}}$$

$$gl = \frac{0.0055}{0.000132 + 0.0000104}$$

$$gl = \frac{0.0055}{0.0001424}$$

$$gl = 386.23$$

Rounding this value, the degrees of freedom obtained were 386. When looking in the T-Student probability table, this value of degrees of freedom at a significance of 0.05 gives a critical value equal to: 1.645. Based on this value, the precise decision rule is formulated as follows:

- If the test statistic t is less than the critical value of 1.645 or -1.645 (since it is a two-tailed test) the null hypothesis is rejected, otherwise it is accepted.
- When applying the formula of the test statistic t , the following result is obtained:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{4.12 - 9.76}{\sqrt{\frac{1.495}{26} + \frac{0.425}{26}}}$$

$$t = \frac{-5.64}{\sqrt{0.0575 + 0.0163}}$$

$$t = \frac{-5.64}{0.2716}$$
$$t = 20.76$$

The value of the test statistic obtained is 20.76, which is greater than the critical value of 1.645 which leads to reject the null hypothesis of equality of means $H_0: \bar{X}_1 = \bar{X}_2$ allowing to conclude that there are significant differences between both groups in the standardized test that was applied for the purpose of measuring the students' listening skill. When verifying the average obtained in the Table (to put the number) it can be shown that group 2 (experimentation) has a higher average than group 1 (control) which allows to conclude that the group where the podcast was applied has a better level of development of the listening skill and, since it is significantly different from the average obtained by the control group, the research hypothesis is accepted, that is to say: The use of Podcast influences the development of the Listening Skill.

Figure 13 graphically shows the decision rule used. It is evident that the test statistic obtained is greater than the critical value, which corroborates the previous analysis.

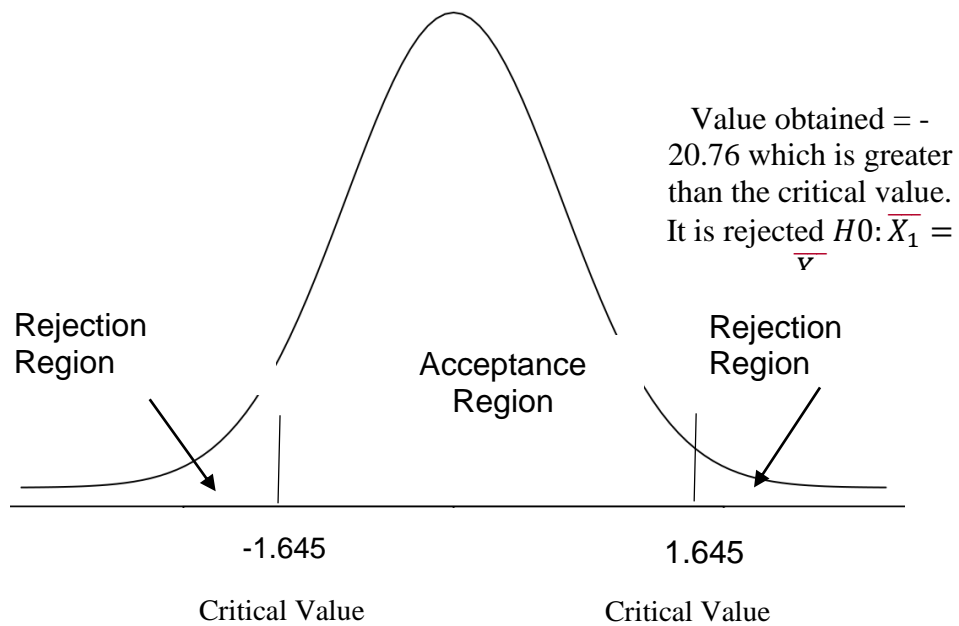


Figure 15: Hypothesis testing

These results support the results obtained in the previous analysis. As can be seen, in the control group there is a significant improvement of the average obtained in the post test compared to the pretest (from 4.12 to 9.77); while, in the control group, where technological tools were applied, there is no improvement in the development of the listening skill, showing even a decrease in the average obtained in the post test compared to the pretest (from 4.93 to 3.56). Once again, the influence exerted by the Podcast tool on the development of the listening skill is demonstrated.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Once the study was carried out, the following conclusions were reached:

- Through the application of a standardized test it was possible to identify the level of the listening skill that the students of the two analyzed research groups have, in order to establish the baseline on which the research was conducted. In the two groups studied, at Universidad Nacional de Chimborazo, low levels of listening comprehension were identified in the applied pretest.
- Using the technique of observation through a file created for the purpose, it was possible to identify the technological resources and activities that teachers use as well as the frequency and form of application within the teaching-learning process of English and specifically in the development of the listening skill. The results allowed to conclude that the teachers do not take advantage of the technological resources available to them, since they only use them to reinforce the autonomous learning of the students although it was evidenced that the teacher-student interaction was increased. To develop the listening skill, they only use traditional teaching methods with dialogues spoken by the same teacher and on which comprehension tests are applied.
- Regarding the use of technology in classrooms for the development of the listening skill it was observed that in the case of podcast or any other

technological tool is used although in some courses they used dialogues recorded on compact discs but only in the classroom; there was no evidence of the use of another type of technology focused on improving this type of skill, so it was not possible to observe whether this type of technological application had any influence on the development of the listening skill.

- The data collection and analysis allowed to statistically validate the effectiveness of the Podcast in the development of the listening skill within the learning process of English. An experimental research design was used with two groups: control and experimentation; in the first group, traditional strategies for teaching auditory skills were applied while the second group applied Podcast within this process. Through the application of a standardized test to measure listening skill after the application of the experiment, it was possible to identify a significant difference in the average obtained in each group, evidencing a significant improvement in the experimental group with respect to the control group. These results highlight the importance of working with auditory exercises to facilitate the learning and use of the English language as a foreign language. It was also evidenced that the use of Podcast is an effective means to increase the listening skill in students of Level 1.

5.2. RECOMMENDATIONS

- It is recommended to apply standardized tests in the listening skill assessment to identify the level of listening comprehension of students and thus lay the foundations on which to design content material appropriate to their learning needs.
- It is suggested to promote in teachers, either through training or awareness campaigns, the importance of the use of technology in teaching-learning processes, whose combination with traditional teaching methods will enrich the development of skills in students of a second language.
- It is recommended to apply motivation and awareness strategies at the level of teachers and students on the benefits of using Podcast for the development of the listening skill and other skills in the process of learning English as a second language. It is important to highlight that the implementation of this type of tools not only leads to the development of auditory skills alone, but that the specific auditory sub-skills that can be developed through the implementation of different types of exercises must be taken into account that Educational podcast can provide.
- It is recommended to promote the use and implementation of Podcast as a technological tool for the development of the listening skill, taking advantage of the great utility the podcast possess thanks to its easy access and distribution through the Internet, as well as its consumption through cellular devices and any other electronical devices.

CHAPTER VI

THE PROPOSAL

TOPIC: “Manual of activities for the application for podcasts audios to develop the listening comprehension skill in English learners”

6.1 Informative Data

a) Name of the Institution:

Universidad Nacional de Chimborazo

b) Location:

Riobamba - Ecuador

c) Beneficiaries:

Students of Level A2 at Universidad Nacional de Chimborazo

d) Estimated execution time:

From October 15th to December 7th 2018.

e) Person in charge:

Licenciada Licett Ramos Idrovo.

6.2 Background of the Proposal

The present proposal arises from the need to apply different and innovative strategies for the development of the Listening Skill in students of the first level of Universidad Nacional de Chimborazo; due to the low levels of perception of messages in the English language as well as the low scores obtained in the standardized tests with which their listening skill was evaluated. This failure prevents an adequate development of their communication skills in English.

The results of the present study highlight the importance of the application of information and communication technologies in the process of teaching a second language; specifically, it has been demonstrated that the use of Podcasts, a tool cataloged within the web 2.0 technologies, increases the listening skill in the students of the First English Level at Universidad Nacional de Chimborazo. The positive results obtained through the application of this technological tool are evidenced in the high scores obtained in the standardized tests applied at the end of the study.

6.3 Justification

The absolute role of the English language as a means of global communication is the reason why this language is integrated as one of the subjects taught at schools. To meet the needs in the era of globalization, the English language will occupy a strategic place in the world (Prasetyo, Vianty & Jaya, 2014). In this context, it becomes essential to develop the necessary skills for university students in which they can master this language. Specifically, this study is part of the development of the Listening Skill considered as a crucial skill, introduced in most of the activities that were carry out throughout our lives and is considered a complex process due to its double psychological and social nature. (Safe 2012).

To develop this skill PODCASTs audios were applied, a technological tool conceptualized as multimedia files distributed over the Internet that can be played on mobile devices and personal computers. The great flexibility of this technological tool as well as the free and easy access for using these types of

technologies by students through their personal computers or mobile devices, makes possible their use for the development of auditory skills in the language English.

Listening to PODCAST is an effective and convenient way to improve the listening skill in order to help to:

- Improve the listening skill
- Become familiar with different accents and styles of expression.
- Build vocabularies with real and modern terms
- Understand native speakers, even when they speak quickly.

6.4 Objectives:

To improve the listening skill of the ESL students of the first English Level at Universidad Nacional de Chimborazo from October 15th to December 7th, 2018.

6.4.1 Specific Objectives:

- To identify the Podcast to use based on the levels of learning and syllabus of the subject.
- To design a manual of activities with selected Podcast within the classroom learning activities and autonomous work to improve the students' listening skill.
- To optimize the use of Podcast to improve the listening skill

6.5 Feasibility Analysis:

The present proposal is **feasible** to implement due to the following criteria:

- **Technical Feasibility:** The responsible person is a professional English teacher with an extensive experience in the area and with a high level of commitment to encourage learning and the development of the listening skill and other skills of the English language. This proposal can be put into operation and be maintained because the variety of different podcasts presented in the attached manual has been carefully planned. The teacher provided the printed manual for the execution of this course and where the PODCASTs to be used by the students, the lesson plans, worksheets and final evaluations were presented in a visible way show them using a projector.
- **Administrative Feasibility:** This proposal was carried on at Universidad Nacional de Chimborazo and was approved by the Director of the Linguistic Competence Center. There is a strong commitment to improve the level of the English language learning.
- **Economic Feasibility:** The economic resource for the implementation of this proposal does not require any special resources to execute each of the proposed objectives, the material required for the implementation of this proposal was entirely provided by the researcher.

6.6 Proposal fundamentals:

The activities presented on the manual are based on the final results of this investigation, in which the use of video and audio is implemented as a didactic resource to improve the development of the listening comprehension in the subject of English. For this proposal the researcher provided students the

individual manual with to each of the audio recordings with motivating activities to be developed inside the English classes. The Podcasts have audios with a variety of voices and accents in order to familiarize with all dialects around the world.

Basic Scheme for the Implementation of PODCASTs

The basic outline for the application of the Podcasts will support the following guidelines:

- **The pre-listening stage:** In this stage involves activating schemata in order to help students to predict the content, basic guidelines of a specific activity or dialogue will be presented in the subsequent Podcasts. Here the students become familiar with the terms they heard in the Podcast, activating student's previous knowledge, awakening the interest and curiosity giving the students a reason for listening.
- **The while listening stage:** In this stage while listening, the students listened to the podcasts in order to understand the message and determine the main idea without paying attention to all the details. It is important to mention that for students to develop the listening comprehension skill, they listened to the audio 2 or 3 times. At the end of this stage students received feedback in the review of each activity.
- **The post-listening stage:** The students completed the proposed activities to improve their comprehension and pronunciation at the same time with podcasts provided by the teacher. Later, in the next class, a brainstorming activity was applied to the topic addressed in the audios.

Listening Activities

A series of activities to develop the listening skill were provided by the teacher with its respective audio in which the students practiced inside and outside of the classroom, for example:

- **Listening for gist:** Students tried to understand what is happening even if they cannot comprehend every phrase or word from the dialogues, trying to pick up key words, intonation and other clues trying to guess the correct meaning.
- **Listening for main ideas:**
The purpose of this is to train students to understand the main points or general information presented in the audio. Students summarized the most important ideas or information to complete the activity.
- **Listening for details:** the purpose is to train students to understand specific information, details that are relevant, important or necessary. Helping students to obtain the detailed information they may need like dates, names, hours, etc.
- **Predicting:** It is a basic strategy for using students' prior knowledge, generating hypothesis about the type of vocabulary they might hear, or what kind of emotions the speaker might have felt. This give a reason to listen and at the same time students confirm or reject their predictions.

6.7 Methodological foundations

Considering pronunciation of ESL students and listening comprehension are intrinsically connected it is relevant to implement listening activities in

English since the first levels at school, in order to reach a high students' level in comprehension and speaking skills when they start their university studies.

Therefore, based on this proposal about the use of podcasts to improve the listening skill, a variation of class methodology is being experienced. To teach a foreign language is important to take into account the students' level, interests and needs in order to design the appropriate tasks concerning the students' features. Above all mentioned, it was thought convenient to design a manual promoting auditory skills in order to improve the ability to accurately receive and interpret the messages in the communication in students learning process. Considering that, the listening skill is the key in an effective communication, because without the ability to listen effectively, messages can be misunderstood easily and as a result the communication process breaks down.

The activities contained in this manual cover 4 lesson plans with their corresponding podcast according to the topics of contents of Units of the students' English book inside their English classes.

Class Planning

To guarantee an adequate use of the Podcast, the following planning was proposed to be implemented in each Unit introduction with a 30 minutes class duration. Each class plan had different activities focused to Podcasts audios related to Unit topics. Besides, a warm up activity was introduced at the beginning of the lessons with general and specific instructions for a better development of each activity.

The Lesson Plans were designed according Syllabus parameters in which English Teachers from Linguistic Competences develop their English classes.

LESSON PLAN No. _____	
PODCASTS FOR IMPROVING THE LISTENING SKILL	
Topic: _____	Skills: _____
Time: _____	_____
Level: _____	
Learning outcome:	
Vocabulary:	
Resources:	
Activities:	
Assessment:	
INSTRUCTIONS:	
WARM UP:	
PREPARATION:	
DISCUSSION:	
MATERIAL:	
Podcast link:	

Figure 16: Lesson Plan Format
Prepared by: Ramos, Licett. (2019)
 Source: Direct Research

Proposal Development

With the implementation and execution of this proposal, students will improve their listening skill. Each lesson is focused on the improvement of specific features of the listening skill. The teacher will guide the students' pronunciation, then, they will listen the podcast and will do the activities focused

on comprehension and understanding. A pre – test and a post – test will be applied at the beginning and at the end of this proposal.

This proposal will be implemented at Universidad Nacional de Chimborazo from October 15th to December 7th, 2018.

OPERATING MODEL FOR PROPOSAL

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
Planning	To communicate to the director of the Linguistic Competence Center of the Institution the proposal “The use of podcast to develop the listening skill” in First English levels.	Write and submit a permission letter to the Linguistic Competence Center’s Director.	Human: Researcher	Licett Ramos	October 15 th , 2018
Socialization	To introduce the proposal “Teacher’s Manual” Podcasts audios and activities to develop the listening skill and how they can be applied in English classes.	Present different activities based on Students’ need to improve the listening skill. Demonstrate the effectiveness of podcasts in the development of the listening skill	Human: Researcher English teachers Materials: Computer Projector	Licett Ramos	Three days From October 16 th to October 19 th , 2018
Application	To apply the listening activities with a variety of podcasts audios to the students	Use the Teacher’s Blog designed with podcasts and activities to develop the listening skill	Human: Teachers Students Materials: Computer Projector Speakers	Licett Ramos	Four weeks From October 23 nd to November 23 rd , 2018
Evaluation	To evaluate the effectiveness of the use of Podcasts to develop the students’ listening skill.	Pre – test application	Human: Researcher English teachers Students Materials: English Labs Pre- and post-test	Licett Ramos	One day October 22 nd , 2018
		Post – test application			One day December 7 th , 2018

Figure 17: Operating Model for Proposal

Prepared by: Ramos, Licett. (2019)

Source: Direct Research



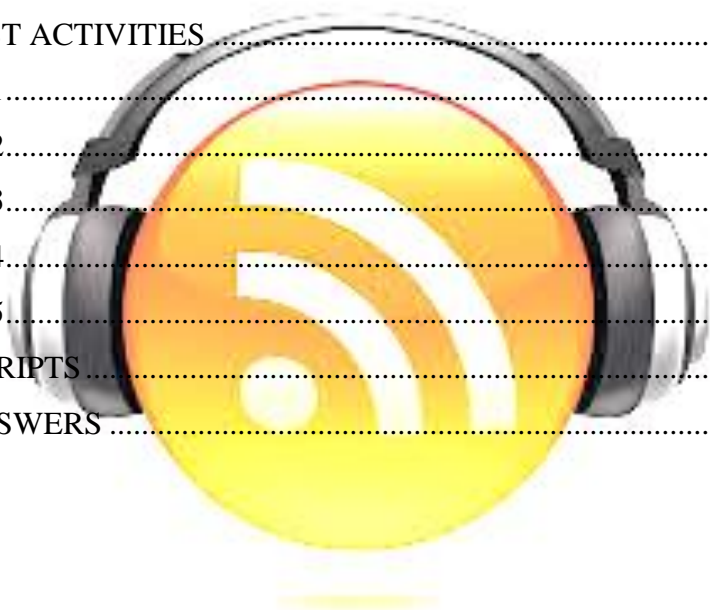
***PODCASTs AS TOOL
TO IMPROVE THE
LISTENING SKILL***

By: Licth Ramos I.

This manual has been designed as a support for English teachers with the purpose to help students to improve their listening skill in the English language.

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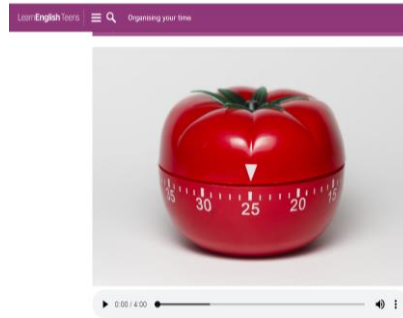
To the Teachers:

LESSON



LESSON PLAN No. 1

PODCASTS FOR IMPROVING THE LISTENING SKILL



Topic: “Manage my free time”

Time: 30 minutes

Level: CEFR level A2+

Skills: Listening, reading, writing and speaking

Learning outcome:

- ❖ Students will listen to the radio interview do the exercises to practice and improve their listening skill.

Vocabulary:

- ❖ Sequence words: First, then, after that, finally / clock time / daily activities/ months of the year/ days of the week/ leisure activities.

Resources:

- ❖ Podcast link or tapescript
- ❖ Computer
- ❖ Projector
- ❖ Speakers.

ACTIVITIES

Activity 1:

Task 1

- ❖ Match the words with the definitions.

Task 2

Check understanding with Gap Fill sentences.

- ❖ Are the sentences True or False?

Task 3

- ❖ Listen again and fill the gaps with the correct word from the box

Activity 2:

Task 1

- ❖ Listen to the conversation and match the words with the pictures below.

Task 2

- ❖ Listen a conversation and choose the correct answer

Assessment:

- ❖ Make a personal schedule with daily activities and routines.

INSTRUCTIONS:

- ❖ General instructions about the topic will be presented.
- ❖ Do the preparation exercise before students listen, then do the tasks to check students' understanding.

WARM UP:

- ❖ Flash the picture!

Flash or show the picture for a very short time.

Ask students to say what they see.

Repeat steps 1 and 2.

Show the picture for three or four seconds.

Repeat step 2.

Display the picture and keep it in full view: elicit comments: What is shown?

What is he/she doing? What is the time? Who is in the picture? Students motive to continue talking about the pictures

PREPARATION:

- ❖ Match the words with the definitions

DISCUSSION:

- ❖ In your own words, answer the question about the topic.

Do you think the “Pomodoro Technique” sounds like a good idea?

MATERIAL:

Podcast link: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/organising-your-time#>
<https://www.esl-lab.com/day1/day1.htm>

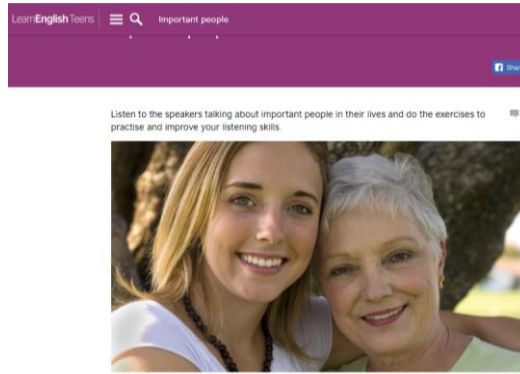
Prepared by: Ramos, Licett. (2019)

Source: Direct Research



LESSON PLAN No. 2

PODCASTS FOR IMPROVING THE LISTENING SKILL



Topic: “The extended family”

Time: 30 minutes

Level: CEFR level A2+

Skills: Listening, reading, writing and speaking

Learning outcome:

- ❖ Students will listen to the speakers talking about important people in their lives and do the exercises to practice and improve their listening skill.

Vocabulary:

- ❖ Family members, descriptive adjectives, physical appearance adjectives.

Resources:

- ❖ Podcast link or tapescript
- ❖ Computer
- ❖ Projector
- ❖ Speakers.

ACTIVITIES

Activity 1:

Task 1

- ❖ Match the phrases with the definitions

Task 2

- ❖ Listen to the speakers talking about “important people” in their lives. Match the phrases with the correct definitions.

Task 3

- ❖ Listen a conversation between Carl and Pancho and select the correct answer.

Task 4

- ❖ Listen the conversation again and complete the gaps with a word from the box.

Activity 2

Task 1

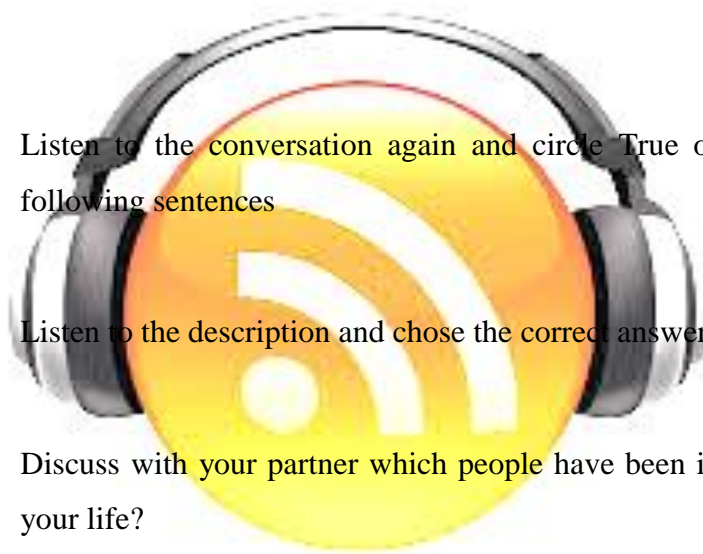
- ❖ Listen to the conversation again and circle True or False the following sentences

Task 2

- ❖ Listen to the description and chose the correct answer

Task 3

- ❖ Discuss with your partner which people have been important in your life?



Assessment:

- ❖ Make your family tree.

INSTRUCTIONS:

- ❖ General instructions about the topic will be presented.
- ❖ Do the preparation exercise before students listen, then do the tasks to check students’ understanding.

WARM UP:

- ❖ Describe your partner!

(Requires even number of students!)

Teacher divide the class into pairs.

Give each student the letter A or B.

Tell the students A to close their eyes and put their heads on their arms or desk.

Tell the A students that they should now try to describe their partners B's appearance to him or her from memory.

B should help by asking questions and commenting. If there is time, reverse roles and student B should try to describe the front and back of the classroom (or the teacher's appearance).

PREPARATION:

- ❖ Match the words with the definitions

DISCUSSION:

- ❖ In your own words, answer the question about the topic.

Which people have been important in your life? Tell us about them?

Who are your closest member family?

MATERIAL:

Podcast link:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/important-people>

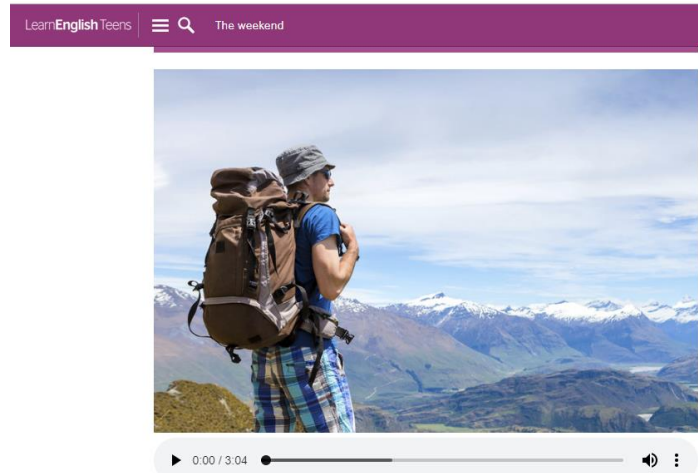
<https://www.esl-lab.com/family1/famsc1.htm>

Prepared by: Ramos, Licett. (2019)

Source: Direct Research

LESSON PLAN No. 3

PODCASTS FOR IMPROVING THE LISTENING SKILL



Topic: “ On vacations ”

Time: 30 minutes

Level: CEFR level B1

Skills: Listening, reading, writing and speaking

Learning outcome:

- ❖ Students will listen to the conversation about plans for the weekend and do the exercises to practice and improve their listening skill.

Vocabulary:

- ❖ Locations and directions, sports, the weather

Resources:

- ❖ Podcast link or tapescript
- ❖ Computer
- ❖ Projector
- ❖ Speakers.

ACTIVITIES

Activity 1:

Task 1

- ❖ Check understanding : Picture Matching “sports”

Task 2

- ❖ Check understanding : Picture Matching “the weather”

Task 3

- ❖ Listen to the conversation about plans for the weekend and do the exercises to practice and improve your listening skill.

Activity 2:

Check understanding: Multiple choice

Task 1

- ❖ Do this exercise while you listen, which six activities do the speakers say they are going to do? Tick (✓) all the correct answers.

Task 2

- ❖ Do this exercise while you listen, circle the best option to complete these sentences.

Task 3

- ❖ Choose the correct option to complete the sentences.

Activity 3:

Task 1

- ❖ Check understanding vocabulary: Vocabulary box

Task 2

- ❖ Write any new words you have learnt in this lesson.

Assessment:

- ❖ Talk with your partner giving locations and directions of touristic places in Riobamba city.

INSTRUCTIONS:

- ❖ General instructions about the topic will be presented.
- ❖ Do the preparation exercise before students listen, then do the tasks to

check students' understanding.

WARM UP:

Surprise!

The teacher brings a hat, sunglasses and a sunscreen to class in order to introduce students to a new topic about VACATIONS. First, students have to guess why the teacher decided to bring all these things to class, and then, they have to ask questions to guess the place she or he is going to visit.

PREPARATION:

- ❖ Match the words and pictures

DISCUSSION:

- ❖ In your own words, answer the question about the topic.

Whose weekend would you prefer? The boy's or the girl's? Why?

MATERIAL:

Podcast link:

<http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/weekend>

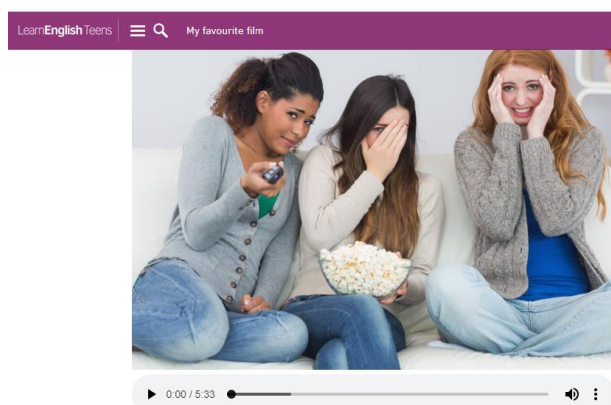
https://www.examenglish.com/PET/pet_listening_part1.htm

Prepared by: Ramos, Licett. (2019)

Source: Direct Research

LESSON PLAN No. 4

PODCASTS FOR IMPROVING THE LISTENING SKILL



Topic: “ Going to the movies ”

Time: 30 minutes

Level: CEFR level 2A+

Skills: Listening, reading, writing and speaking

Learning outcome:

- ❖ Students will listen to the speakers talking about their favorite films and do the exercises to practice and improve their listening skill.

Vocabulary:

- ❖ Movie genres, entertainment and cultural events.

Resources:

- ❖ Podcast link or tapescript
- ❖ Computer
- ❖ Projector
- ❖ Speakers.

ACTIVITIES

Activity 1:

Task 1

- ❖ Match the types of film with the pictures

Task 2:

- ❖ Listen a conversation and decide which film are Mario and Tamara going to see?

TASK 3:

- ❖ Listen again the speakers about their favorite films and write the correct answer in each picture.

Activity 2:

Task 1

- ❖ Check understanding : Gap fill
Complete the gaps with the correct speaker

Task 2

- ❖ Checking understanding: Match the speaker to the gender of film.

Assessment:

- ❖ Listen a passage of the movie “Titanic” and discuss with your partner about it.

INSTRUCTIONS:

- ❖ General instructions about the topic will be presented.
- ❖ Do the preparation exercise before students listen, then do the tasks to check students’ understanding.

WARM UP:

Teacher cut some cards before class.

Teacher prepares one role play card per student.

Teacher prepares a list of movies with images.

Teacher divides the class into groups of four. Write this question the board:

“What makes you want to see a movie?” Have students discuss the question.

Elicit some of the students’ thoughts. The discussion questions are about movies in general, for example:

- What is your favorite genre of movie?
- Who are some of your favorite actors?
- What kind of movie is best for a date?
- Do you cry during movies?
- How often do you see movies?
- Do you usually watch movies at the theater or watch them at home?
- What is the best snack to eat during a movie?
- Mention your favorite scary movie.

PREPARATION:

- ❖ Do this exercise before you listen, write the correct words in the boxes below the picture

DISCUSSION:

*Have you seen any good films recently?
It's got (Actor name) in it.
The thing I liked about it was*

*I saw
It's about*

MATERIAL:

Podcast

link:<http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/my-favourite-film>

[http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-](http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/going-cinema)

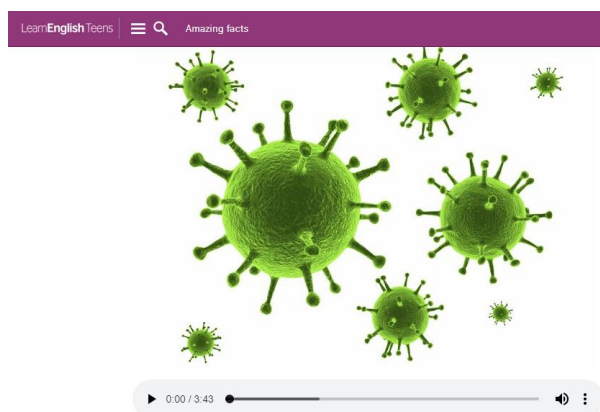
[listening/going-cinema](http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/going-cinema)

Prepared by: Ramos, Licett. (2019)

Source: Direct Research

LESSON PLAN No. 5

PODCASTS FOR IMPROVING THE LISTENING SKILL



Topic: “ Personal care and appearance ”

Time: 30 minutes

Level: CEFR level 2A+

Skills: Listening, reading, writing and speaking

Learning outcome:

- ❖ Students will listen to the conversation about the human body and do the exercises to practice and improve their listening skill.

Vocabulary:

- ❖ Parts of the body, Healthy food, personal care products.

Resources:

- ❖ Podcast link or tapescript
- ❖ Computer
- ❖ Projector
- ❖ Speakers.

ACTIVITIES

Check understanding : Multiple choice

- ❖ Do this exercise while you listen, circle the best option to complete these sentences.
- ❖ Check understanding: Gap fill typing

- ❖ Do this exercise while you listen, complete the sentences with a word or words

Assessment:

- ❖ Listen the song “My body” and repeat it.
https://www.youtube.com/watch?v=7y_TUJy2TY8

INSTRUCTIONS:

- ❖ General instructions about the topic will be presented.
- ❖ Do the preparation exercise before students listen, then do the tasks to check students’ understanding.

WARM UP:

The teacher shows a variety of color flashcards about the parts of the body.

Students look at the picture and try to tell in English in order to activate their prior knowledge.

Divide in 2 groups the class, and give a list of words about parts of the body and a picture sheet in order to paste in the correct position the part of the body.

The group who finish first are the winners.

PREPARATION:

- ❖ Match the vocabulary with the correct definition and write a–d next to the numbers 1–4.

DISCUSSION:

- ❖ In your own words, answer the question about the topic.

Do you know any amazing facts about the human body?

MATERIAL:

Podcast link:

<http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/amazing-facts>

<http://www.saberingles.com.ar/listening/202.html>

PODCAST ACTIVITIES

A graphic featuring a pair of black headphones with a yellow and white circular logo in the center, resembling a podcast icon.

UNIT 1

Topic: "Manage my free time"

Activity 1:

Task 1: Introduction

- ❖ Match the words with the definitions.

<i>to do list</i>	<i>to waste time</i>	<i>a timer</i>	<i>to go off</i>
<i>an A-grade student</i>	<i>sensible</i>		

1. a device that makes a sound or shows you when a certain amount of time has passed

2. a student who gets the best marks at school

3. to spend time doing something useless

4. having good judgment or common sense

5. a list of things you need to do

6. to start making a noise (as an alarm or signal)

Task 2

Check understanding with Gap Fill sentences.

- ❖ Listen to the conversation and write if the sentences are True or False?

(Check audio No. 1)

The Pomodoro Technique was invented in the 1980s.

_____ True _____ False

Students and workers can use the technique.

_____ True _____ False

The technique is a bit complicated to use.

_____ True _____ False

You need to break down your tasks into smaller sections.

_____ True _____ False

Each break is called a 'pomodoro'.

_____ True _____ False

Peter uses an app on his mobile to time himself.

_____ True _____ False

After four or five short breaks you can have a longer break.

_____ True _____ False

Task 3

- ❖ Listen again and fill the gaps with the correct word from the box
(Check audio No. 1)

Time timer productivity five task breaks item list

The pomodoro Technique is designed to _____ people work effectively and avoid wasting _____. It helps you to _____ the maximum _____ in the time you have. First, you have to _____ down each _____ into steps. Then, you use a _____ to organize your _____ into intensive work and _____. You write a list of things you need to _____, set the timer to _____ minutes and start _____ on the first _____ on your list. When the _____ goes off you stop work for _____ minutes. Then, you repeat these steps four or _____ times.

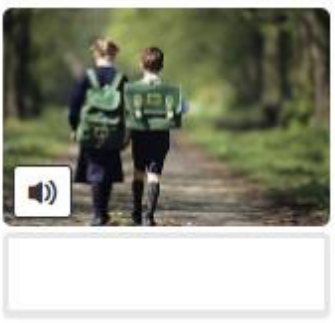
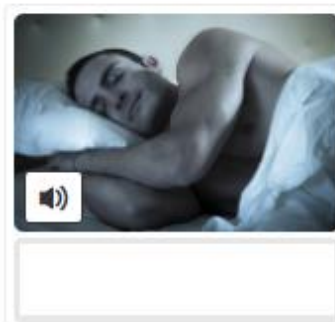
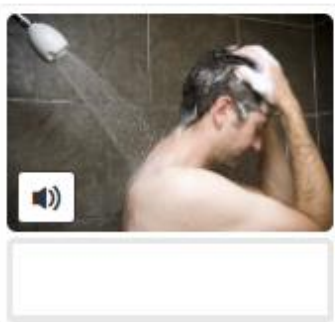
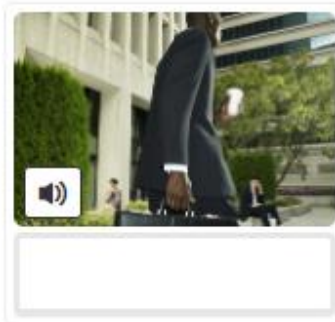
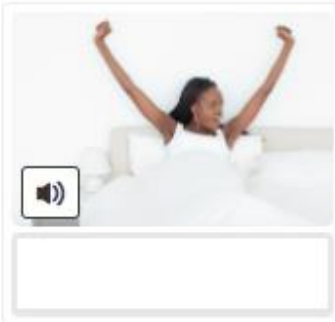
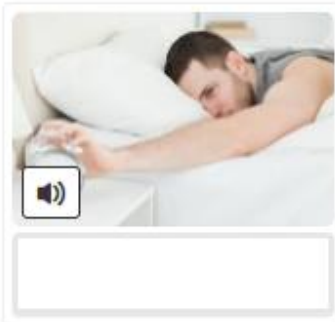
Activity 2:

Task 1

(Podcast link: <http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine>)

- ❖ Listen to the conversation and match the words with the pictures below.

Go to bed brush your teeth go home have lunch
do homework have dinner Go to work wake up
have a shower get up



Retrieved from:

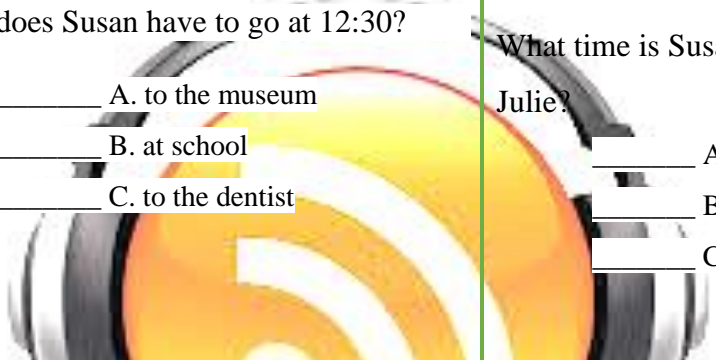
<http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine>

Task 2

❖ Listen a conversation about “Susan” and choose the correct answer.

(Check audio No. 2)

<p>What does Susan have to do on Saturday morning?</p> <p>_____ A. walk the dog</p> <p>_____ B. go to the doctor</p> <p>_____ C. clean the house</p>	<p>What will Susan do after she cooks dinner?</p> <p>_____ A. call a friend</p> <p>_____ B. play soccer</p> <p>_____ C. wash the dishes</p>
<p>Where does Susan have to go at 12:30?</p> <p>_____ A. to the museum</p> <p>_____ B. at school</p> <p>_____ C. to the dentist</p>	<p>What time is Susan meeting with Julie?</p> <p>_____ A. at 1:00 pm</p> <p>_____ B. at 12:00</p> <p>_____ C. at 2:00</p>



UNIT 2

Topic: "My family"

Activity 1:

Task 1: Introduction

❖ Match the phrases with the definitions

We spend a lot of time together

We have many similarities

She took care of me

He likes the same things like me

We stopped being friends. (Especially after an argument)

We have a good, friendly relationship

1. She looked after me.

2. We hang out a lot.

3. We get on well.

4. We fell out.

5. He's into the same things.

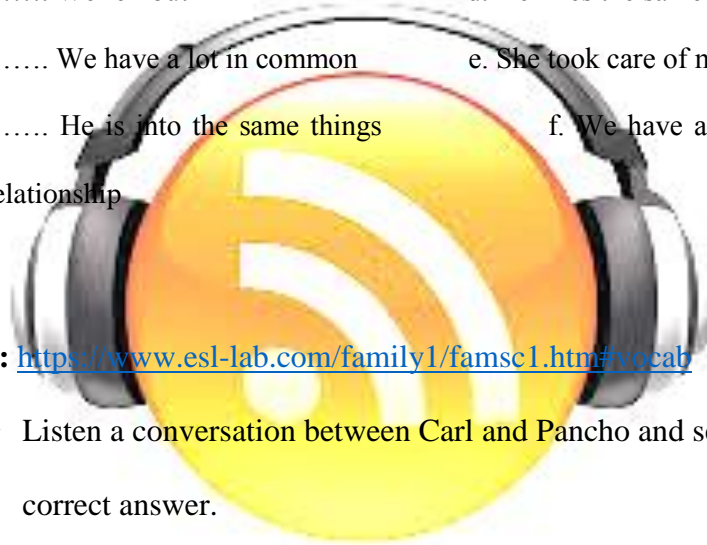
6. We have a lot in common.

Task 2

- ❖ Listen to the speakers talking about “important people” in their lives. Match the phrases with the correct definitions.

(Check audio No. 3)

- | | |
|------------------------------------|--|
| 1. She looked after me | a. We spend a lot of time together |
| 2. We hang out a lot | b. We stopped being friends |
| 3. We get on well | c. We have many similarities |
| 4. We fell out | d. He likes the same things as me |
| 5. We have a lot in common | e. She took care of me |
| 6. He is into the same things | f. We have a good, friendly relationship |



Task 3

Podcast link: <https://www.esl-lab.com/family1/famsc1.htm#vocab>

- ❖ Listen a conversation between Carl and Pancho and select the correct answer.

(Check podcast link)

My _____ brother is a college student.

- _____ A. older
- _____ B. senior
- _____ C. elder

I want you to _____ my father. I am sure you will like him

- _____ A. meet
- _____ B. talk
- _____ C. introduce

There are 3 _____ in my family

- _____ A. members
- _____ B. humans
- _____ C. people

Task 4

❖ Listen the conversation and complete the gaps with a word from the box.

(Check audio No. 4)

<i>Boyfriend</i>	<i>next-door neighbor</i>	<i>best friend</i>
<i>brother</i>		<i>childhood friend</i>

1. Speaker A is talking about her _____.
2. Speaker B is talking about her _____.
3. Speaker C is talking about her _____.
4. Speaker D is talking about her _____.
5. Speaker E is talking about her _____.

Activity 2

Task 1

❖ Listen to the conversation again and circle true or false the following sentences.

(Check audio No. 4)

1. A-He supports the same football team as his brother
True _____ False _____
2. He didn't see his brother after he went to University
True _____ False _____
3. Her next-door neighbor has a healthier lifestyle now.

True _____ False _____

4. Her next-door neighbor also worked with her mum.

True _____ False _____

5. She and her friend argued about a boy.

True _____ False _____

6. She is going to go to the same University s her friend.

True _____ False _____

7. He didn't have much in common with his friend when they were young.

True _____ False _____

8. She didn't like the look of her boyfriend at first.

True _____ False _____

Task 2

Podcast link: https://www.examenglish.com/PET/pet_listening_part1.htm

- ❖ Listen about a man's description and choose the correct answer.

What does the man's brother look like?



Retrieved from: https://www.examenglish.com/PET/pet_listening_part1.htm

Task 3

- ❖ Discuss with your partner which people have been important in your life?

Which people have been important in your life?

Who are your closest friends?

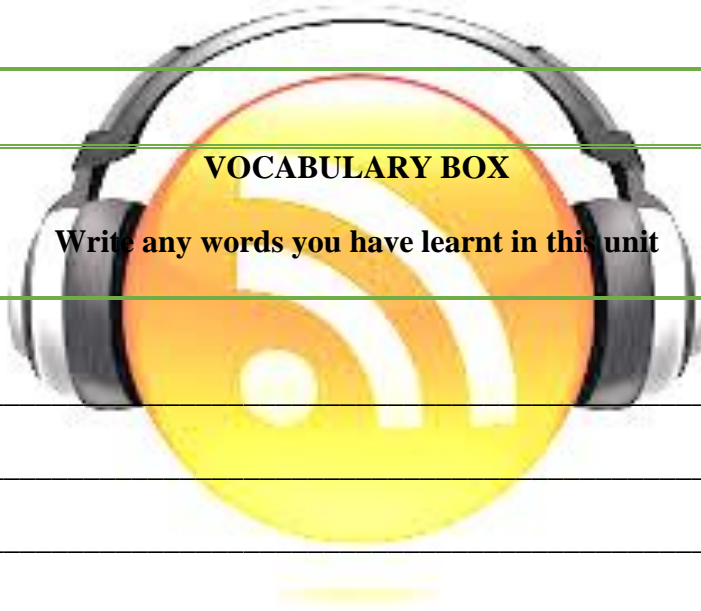
_____.

Who are your closest member family?

_____.

Which other people are important in your life?

_____.



VOCABULARY BOX

Write any words you have learnt in this unit

_____.

_____.

_____.

_____.

UNIT 3

Topic: "On vacations"

Activity 1

Task 1: Introduction

- ❖ Check understanding: Picture matching "sports"

DIRTBOARDING

RAFTING

SNOWBOARDING

ZIP-WIRING

CANYONING



Retrieved from:

<http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/weekend>

Task 2:

Potcast link: https://www.examenglish.com/PET/pet_listening_part1.htm

❖ Check understanding: Picture matching “the weather”.

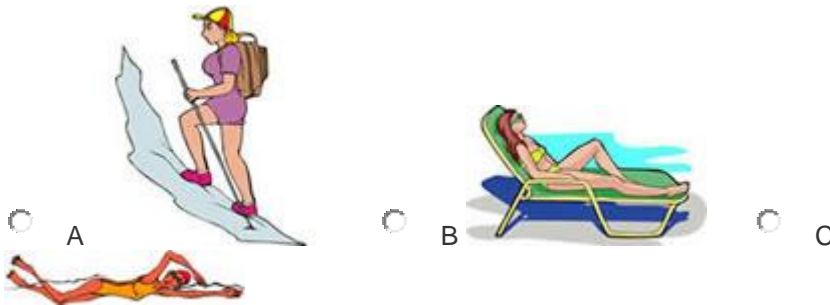
Listen a short recording and match the correct picture

(Check tapescript)

1. What will the weather be like at the weekend?



2. What did the woman do on holiday?



Retrieved from: https://www.examenglish.com/PET/pet_listening_part1.htm

Task 3

❖ Listen to the conversation about plans for the weekend and write the correct word in the boxes below the picture.

(Check audio No. 5)

Snowboarding	Canyoning	Rafting	Dirt boarding	Zip-wiring
---------------------	------------------	----------------	----------------------	-------------------



Retrieved from: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/weekend>

Activity 2:

Task 1

Check understanding: Multiple choice

Do this exercise while you listen, which six activities do the speakers say they are going to do? Tick (✓) all the correct answers.

(Check audio No. 5 or tapescript pag.)

1.snowboarding
2.dirtboading
3. canyoning
4. bungee jumping
5. go up the Eiffel Tower
6. Visit Notre Dame Cathedral
7. Visit the old parts of the city
8. go to the Musee DÓrsay
9. visit Montmartre and look at the views

Task 2

- Listen again the recording and choose the correct option to complete the sentences.

(Check audio No. 5)

A dirtboard is:

- _____ a board that you sit on
- _____ a board with no wheels that you stand on.
- _____ a board with wheels that you stand on.

To go canyoning you need:

- _____ ropes and a helmet
- _____ ropes and special equipment.
- _____ a guide and a special equipment.

Zip wiring is:

- _____ easy and exciting
- _____ scary but exciting.

Paris looks so beautiful

- _____ at night
- _____ on television
- _____ in the photos

The Impressionist paintings are in:

- _____ the Louvre.
- _____ the Musée D'Orsay.
- _____ the Rodin Museum.

The famous Rodin statue is called:

- _____ The Worker
- _____ The Thinker
- _____ the Philosopher.

The girl is going to Paris for:

- _____ the weekend
- _____ four days
- _____ 5 days

She is going with:

- _____ her boyfriend



Task 3


- ❖ Check understanding vocabulary: Vocabulary box
- Write any new words you have learnt in this lesson.

Whose weekend would you refer? The boy's or the girl's? Why?

I would prefer the _____

What do you like doing at the weekend?

What are your plans for next weekend?



Task 4

- Write any new words you have learnt in the lesson

Vocabulary Box

_____.

_____.

_____.

_____.

UNIT 4

Topic: "Going to the movies"

Activity 1:

Task 1: Introduction

- ❖ Match the types of film with the pictures

Cartoon / science fiction / action / historical drama / Horror / Romantic / comedy



Retrieved from:

<http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/my-favourite-film>

Task 2:

- ❖ Listen a conversation and decide which film are Mario and Tamara going to see?

(Check audio No. 6)

- ___ Robot 2075
- ___ King Robert V
- ___ Midnight Moon
- ___ War Games
- ___ Mr and Mrs Jones

- ❖ What time does the film they want to see start?

- ___ 12:00pm
- ___ 2:30pm
- ___ 7:00pm
- ___ 7:15pm
- ___ 5:20pm

- ❖ What time are Mario and Tamara going to meet?

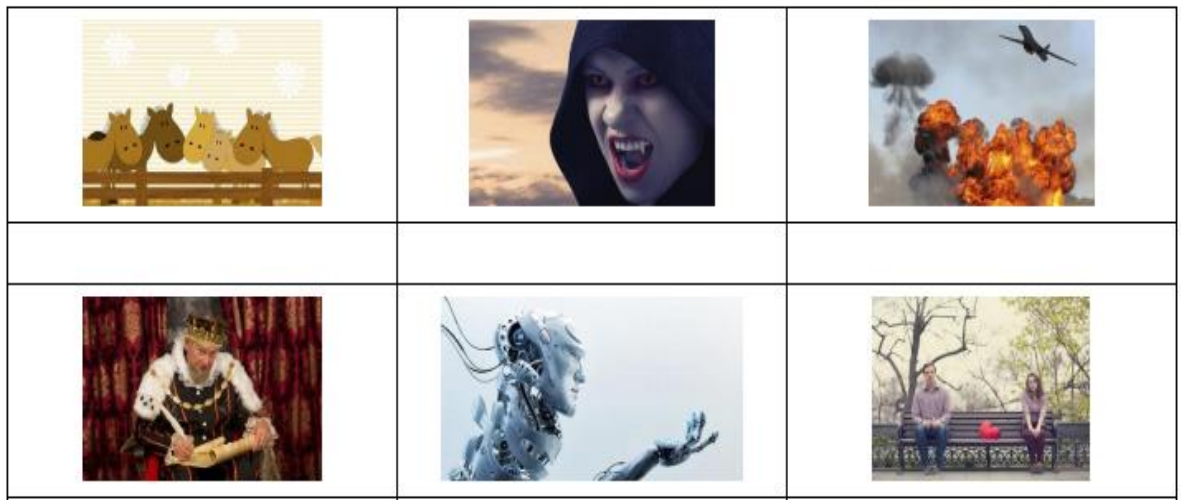
- ___ 12:00pm
- ___ 2:30pm
- ___ 7:00pm
- ___ 7:15pm
- ___ 5:20pm

TASK 3:

- ❖ Listen again the speakers about their favorite films and write the correct answer in each picture.

(Check audio No. 6)

*Horror / Cartoon / Romantic comedy / science fiction /
action / historical drama*



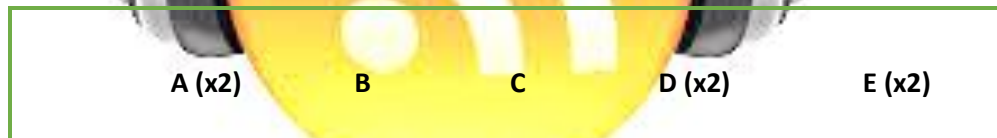
Activity 2:

Task 1

- ❖ Check understanding : Gap fill

Listen the recording again and complete the gaps with the correct speaker.

(Check audio No. 6)



1. Speaker _____ likes the scenes filmed in different countries.
2. Speaker _____ likes a film which shows bullying at school.
3. Speaker _____ likes a film which tells a love story over several years.
4. Speaker _____ likes a film with murder, violence and blood-drinking.
5. Speaker _____ prefers the first version of the film.
6. Speaker _____ has seen their favorite film more than once.
7. Speaker _____ likes a film in which everything we think is real is fiction.
8. Speaker _____ says the film is not too romantic, because of the actor

Task 2

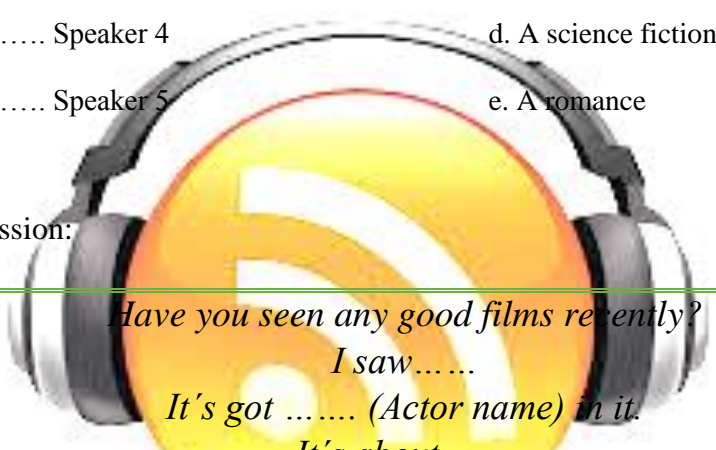
- ❖ Checking understanding: Listen again the recording and match the speaker to the gender of film.

(Check audio No. 6)

- | | |
|-------------------|------------------------------|
| 1. Speaker 1 | a. A romance based on a book |
| 2. Speaker 2 | b. A modern vampire film |
| 3. Speaker 3 | c. An action film |
| 4. Speaker 4 | d. A science fiction film |
| 5. Speaker 5 | e. A romance |

Task 3:

- ❖ Discussion:



Have you seen any good films recently?
I saw.....
It's got (Actor name) in it.
It's about
The thing I liked about it was

UNIT 5

Topic: "Personal care and appearance"

Activity 1:

Task 1: Introduction

- ❖ Match the words with the definitions.

a. The simplest and smallest forms of life. They live in air, water, soil, as well as in human beings and animals (dead or alive). They are often the cause of disease.

b. Very tiny creatures that live on plants and animals.

c. The smallest part of an animal or plant that can work independently. All plants and animals are made of these.

1. Cells

2. Bacteria

3. Mites

Task 2

- ❖ Listen to the conversation about the human body and match the vocabulary with the correct definitions.

(Check audio No. 7)

- | | |
|------------------|---|
| 1. Atom | a. Very tiny creatures that live in plants and animals |
| 2. Mites | b. The smallest part of a chemical element |
| 3. Bacteria | c. The simplest and smallest forms of life, they are often the cause of diseases. |
| 4. Cells | d. The smallest part of an animal or plant that can work independently. |



Task 3

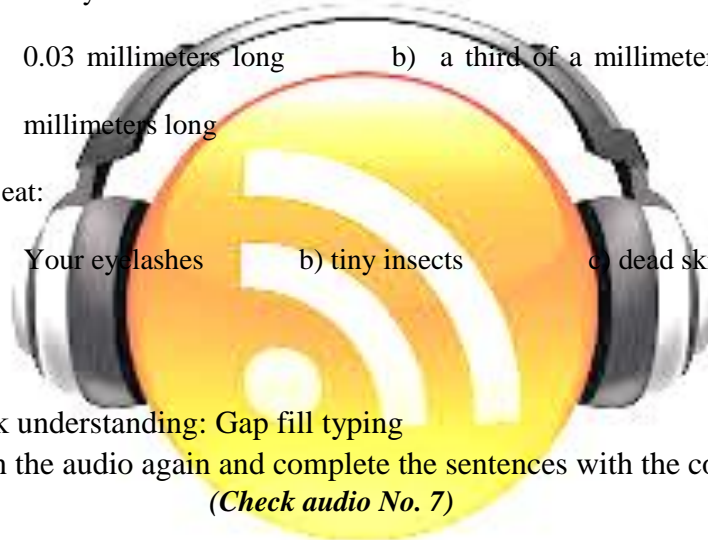
- ❖ Check understanding: Multiple choice

Listen again the audio and circle the best option to complete the statements below.

(Check audio No. 7)

- Only about one tenth of the cells in a human body are:
a) Bacteria b) really you c) alive
- Bacteria are mostly:
a. Really helpful b) neither good or bad c) bad for human beings
- Animals live bacteria to:

- a. Provide energy b) digest food c) fight diseases
4. You have cells in your body
- a. Million b) octillion c) trillion
5. Most of the atoms are:
- a. Not used b) tiny cubes c) empty space
6. You probably have mites in your:
- a. ears b) hair c) eyelashes
7. Mites are very small creatures that are about:
- a. 0.03 millimeters long b) a third of a millimeter long c) 3 millimeters long
8. Mites eat:
- a. Your eyelashes b) tiny insects c) dead skin



Activity 2
Task 1

- ❖ Check understanding: Gap fill typing
Listen the audio again and complete the sentences with the correct word.
(Check audio No. 7)

1. Mites eat dead _____.
2. Only about _____ per cent of people have mites.
3. They live in eyelashes and _____.
4. Mites are really small creatures, like _____.
5. You would be much too small to _____.
6. Most of the atoms in the human body are just empty
_____.
7. There are _____ octillion cells in the human body.
8. Only one tenth of the cells in the body of a human are really yours. The rest are _____.

Task 2

- ❖ Listen to the conversation and complete the information required.
(Check audio No. 8)

This is the VOA Special English Development Report.

A few can make a big difference when it comes to food storage. Foods can go bad if they get too warm. But for many of the world's poor, finding a good way to keep food cool is difficult. Refrigerators are and they need electricity.

Yet spoiled food not only creates health risks but also economic . Farmers lose money when they have to throw away products that they cannot sell quickly. But in nineteen ninety-five a teacher in northern Nigeria named Mohammed Bah Abba found a solution. He developed the "Pot-in-Pot Preservation/Cooling System." It uses two containers made of clay.

A smaller pot is placed inside a larger one. The space between the two pots is filled with wet . The inner pot can be filled with fruit, vegetables or drinks. A wet cloth covers the whole cooling system.

Food stored in the smaller pot is from spoiling through a simple evaporation process. Water in the sand between the two pots evaporates through the surface of the larger pot, where outside air is moving.

Retrieved from: <http://www.saberingles.com.ar/listening/202.html>

Task 3

- ❖ Discussion:

Do you know any amazing facts about the human body?

UNIT 1

TRANSCRIPT

Host: On 'Star Students' today we're speaking to Peter who is going to tell us about the Pomodoro Technique, a system to help manage your time. It was invented by an Italian man called Francesco Cirillo in the 1980s. He called it the Pomodoro Technique after a tomato-shaped timer that his mother used to use when she was cooking. Pomodoro is Italian for tomato. And this tomato has helped Peter become an A-grade student. Welcome, Peter.

Peter: Thanks.

Host: Tell us about the Pomodoro Technique. What's it about?

Peter: It's about getting maximum productivity from your available time. I use it for studying, but professionals use it at work.

Host: Is it difficult to follow?

Peter: No. It's actually very simple. It's about breaking down your work into separate jobs and then using a timer to separate your time into periods of intensive work and short breaks.

Host: OK, that sounds sensible. How do you start?

Peter: First of all, you should think about the task you need to complete. For example, writing an essay for homework. You need to think about all the stages of the task and write a clear to-do list on a piece of paper. When you are ready to start you set the timer to 25 minutes and you start working on the first item on the list.

Host: OK ... but what happens when the timer goes off?

Peter: When the timer goes off you must take a short break of between 3 to 5 minutes. One 25-minute session is one 'pomodoro' so when you have completed this you deserve a short break. You should try to move about a bit during the break. Then set the timer for another 25 minutes and keep working. At the end of the next 'pomodoro' you have another short break. As you complete the items on the 'to-do' list you should tick them off, to give you a feeling of satisfaction that you're getting the job done.

Host: OK ... I get it. Can you use any timer? Most people have timers on their phones these days, can you use that?

Peter: You could, but the danger is that then you check messages on your phone or you start looking at apps. I use my dad's kitchen timer and I make sure I switch off my phone when I'm studying. I get so much more done. In the breaks I sometimes check my phone but only if I've completed some of the items on my to-do list.

Host: Three to five minutes isn't long for a break. Is that enough time?

Peter: Well, when you've had four or five short breaks you can take a longer break, then you start again.

Host: And it works?

Peter: Yes! It works for me. It stops me wasting time. My work is much more effective when I use the timer. It's like short, intense periods of work. I actually get my homework done a lot quicker now which leaves me more free time, so for me it works really well.

Host: I think I'll give it a try. Thanks for coming in, Peter.

Peter: You're welcome. Thanks for inviting me.

Retrieved by: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening>

UNIT 2

TRANSCRIPT

A (Girl)
She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories, life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables and things. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much her lifestyle changes.

B (Boy)
He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at university I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

C (Girl)
We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at maths. That's good though – it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

D (Boy)
His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of airplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

E (Girl)
I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

Retrieved by: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening>

Activity 1
Task 3

TRANSCRIPT

Carl: Hi. My name's Carl. Nice to meet you.

Pancho: Nice to meet you, too. My name is Francisco.

Carl: What?

Pancho: Francisco, but all my friends and family back in Peru call me Pancho.

Carl: Okay, Pancho. So, tell me about your family?

Pancho: Well, I have seven brothers and six sisters.

Carl: Wow. That is a big family. So are you the oldest, Pancho?

Pancho: No. I'm the second oldest in my family.

Carl: So, what do your parents do?

Pancho: My father is a taxi driver in Lima, Peru. It's a hard job, but he works hard to support the family.

Carl: How about your mother?

Pancho: She helps run a small family store with some of my older brothers and sisters.

Carl: What kind of store?

Pancho: We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people buy every day.

Retrieved by: <https://www.esl-lab.com/family1/famsc1.htm>

UNIT 3

TRANSCRIPT

Girl: So, have you got any plans for the weekend? Boy: Yeah, I and my mates are going to this activity center in the mountains.

Girl: Oh, yeah? Boy: You can do all kinds of things. It's a new center; it sounds great. We're going to go dirt boarding ...

Girl: What's that? Boy: It's like skateboarding or snowboarding. You have a board, or deck, to stand on and wheels. They're pretty strong because you go down rough mountain tracks on them. Steep, rough mountain tracks.

Girl: Sounds a bit risky. Have you done it before?

Boy: No, but I've done similar things. Anyway, we're also going to go canyoning. Before you ask, that's when you jump and swim down a river canyon. You have to use ropes and special equipment. And maybe we'll go white water rafting too.

Girl: Phew. It sounds far too difficult to me.

Boy: They have lots of things that you could do too. Like zip-wiring, you know when you go along a wire through the trees or down a mountain.

Girl: Go down a mountain on a wire!

Boy: It's really easy, and exciting too. You just have to hold on and enjoy the ride. Or there's bungee jumping.

Girl: Jump off a bridge on a long elastic band! Me? You've got to be joking! Anyway, I'm going away this weekend too, thank you for asking.

Boy: I was going to ask. So where are you going? Girl: Paris! I'm so excited! Boy: Paris, wow!

Girl: Yeah, it'll be brilliant! We're going to do all the sights, like go up the Eiffel Tower and take a boat along the River Seine and see the old parts of the city. It looks so beautiful in the photos. And then there are all the art galleries. You know how much I like art. I can't wait to go round the Louvre and see all those famous paintings. Boy: I think the famous Impressionist paintings are somewhere else.

Girl: Yeah, I know, they're in the Musée d'Orsay. We're going there too. And then I want to go to the Rodin Museum and see that famous statue, you know, The Thinker. And of course, if we're in Paris, we'll have to go shopping. Or look at the shops, at least. And then there's the restaurants. Just think, French food!

Boy: You've got a lot planned for one weekend. Girl: Oh, we're going for four days, actually. Boy: Oh, four days, very nice. And who are you going with? Girl: Oh, just a friend.

Retrieved by: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening>

UNIT 4

TRANSCRIPT

A (girl): I really like *The Notebook*; it's a romantic classic. The story is about a poor boy, called Noah, who meets a rich girl, called Allie, and they fall in love over one summer. But of course there are problems. Allie's parents don't approve of Noah because he's poor and they get separated, then a lot of time passes before they can get together again. She goes away to college and he writes to her every day, but she doesn't get the letters. Then after quite a long time, Noah buys an old house which he promised to restore for Allie. He does it up and she sees a newspaper article about it and goes to find him again. You can probably guess the rest, but it's a bit complicated because she is engaged to another man. Noah is played by Ryan Gosling, who's my favorite actor, and he stops the film being too sappy – but you still cry a lot at the end. Rachel McAdams is really good too, as Allie.

B (boy): I think my favorite film is *Skyfall*, the last James Bond movie. It stars Daniel Craig again and Javier Bardem is this really evil baddie. They're both great, and so is Judi Dench as M, Bond's boss. It's a bit different to other Bond films. The story is more important, although there is still a lot of action. It's really well filmed, especially in the scenes which are shot in Shanghai and Scotland, and it's really exciting, of course. Bond is also a bit different – although he does amazing things, he seems older and that makes him more human and the story more realistic. Oh, the song by Adele is great, too. You know it won an Oscar?

C (girl): It's not a very recent film, but I love *Pride and Prejudice* – the version with Keira Knightley as Elizabeth Bennet and Matthew Macfadyen as Mr Darcy. The story is really clever and interesting, besides being romantic. It's all about how we tend to jump to conclusions about people and we're often completely wrong. Elizabeth thinks Mr. Darcy is stuck up and snobbish at the beginning of the film, but at the end she realizes she has been completely wrong and he isn't like that at all. She also realizes he has an enormous house and that maybe helps her fall in love with him too! After I saw the film I read the book by Jane Austen and I really recommend that too. Although it was published 200 years ago, it's still a great read and really funny in parts.

D (boy): My favorite film has to be *The Matrix*. Even though it was made back in 1999, it still feels really modern. It's about this ordinary man, Neo, played by Keanu Reeves, who works with computers during the day and is a hacker at night. One day he is contacted by a woman who introduces him to a very strange man: Morpheus. Morpheus explains to Neo that what he thinks of as real is actually fiction and the world is run by evil machines who have imprisoned and tricked the human race. Laurence Fishbone is terrific as Morpheus, and Keanu Reeves is excellent, but the best thing about the film is the special effects. I can watch it again and again.

E (girl): *Let the Right One In* is my favorite film. There are two versions, the first is Swedish and the second American – I prefer the original, Swedish version. It's a modern vampire film and also a kind of love story, but it's really unsentimental and a bit scary in places. Oskar is a young boy with a lot of problems. He is being bullied at school and wants revenge on the bullies. Then some new neighbors move in next door and he becomes friends with Eli, a beautiful but strange girl. I won't tell you anymore, because it will spoil the story, but expect a serial killer, a lot of violence and blood-drinking. If you like that kind of thing, you'll love this.

Retrieved by: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening>

UNIT 5

TRANSCRIPT

A: Hey, I'm reading this really interesting article about the human body.

B: Yeah? Well, we know all about that from biology lessons.

A: No, we didn't learn much at all at school! They're discovering loads more things all the time. Really amazing things! Did you know that only about one tenth of the cells in your body are really you? The rest are bacteria.

B: What? I'm not really me?

A: No, of course you are you, but you also have millions, or trillions, of bacteria in you.

B: Eeeeuugh!

A: No, they're mostly really helpful. Someone did an experiment to see if animals can live without bacteria, and he found that a lot of them died or had to have a special diet. Animals need bacteria to digest food, you see. So we're better off with bacteria.

B: Unless the bacteria are bad.

A: Unless they are bad, but they're nearly all good. Oh yeah, and going back to cells, do you know how many cells you have in your body?

B: Quite a lot, I'd say. A good few.

A: Yeah, but how many?

B: I don't know. I'm not mathematical. A: 7 octillion! That's 7 plus 27 nougats. B: I knew it was a lot.

A: OK, that's an amazingly huge number, almost impossible to imagine. But the really weird thing is that most of the atoms are empty space, just air or nothingness. And if you took out the empty space, you could fit your body inside a tiny cube which measures one 500th of a centimeter on either side. That's a box measuring 0.002 of a centimeter on each side. You'd be much too small to see.

B: Mmm, I can imagine that. It sounds like something that would happen in a really bad Hollywood movie. You know, a mad scientist goes: (funny voice) 'I'm going to extract all the air from your body'. OK, enough facts for one day.

A: Don't go! One last thing, did you know ...

B: No. A: Did you know that you probably have mites in your eyelashes?

B: Mites in my eyelashes? What are mites exactly anyway? A: Yeah, they're very small creatures, like insects, only not insects. They're about a third of a millimeter long, so you can't really see them. These particular mites live in eyelashes and eyebrows.

But in mine? A: Well, maybe not. Only about 50% of people have them, and more older people. So you might not have any. Anyway, they're completely harmless, they just eat dead skin. B: Yeah, right, harmless. I really would have preferred not to know that. A: Sorry. B: I mean, really!

Retrieved by: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening>

Activity 1

Task 2

TRANSCRIPT

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

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

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

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

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

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

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

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

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

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

Mario: Is it on this evening? Tamara: Yes, at 7:30.

Mario: Perfect. Let's go at 7:30. Tamara: OK, shall we meet at the cinema at 7:00? Mario: Great! See you later. Tamara: Bye.

Retrieved by:

[http://learnenglishteens.britishcouncil.org/sites/teens/files/going_to_the_cinema -
_transcript_0.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/going_to_the_cinema_-_transcript_0.pdf)

UNIT 1

KEY ANSWERS

Activity 1

Task 1

1. A timer
2. An A grade student
3. A waste time
4. Sensible
5. a do list
6. to go off

Task 2

1. True
2. True
3. False
4. True
5. False
6. False
7. True

Task 3

Help
Time
Get
Productivity
Down
Task
Timer
Time
Breaks
Do
Twenty five
Working
Item
Timer
Five

Activity 2

Task 1

1. Wake up
2. getup
3. Go to work
4. Brush the teeth
5. Have a shower
6. Go to bed
7. Go home
8. Have breakfast
9. Have lunch
10. Do homework

Task 2

1. clean the house
2. to the dentist
3. clean the dishes
4. at 2:00 p.m.



UNIT 2

KEY ANSWERS

Activity 1

Task 1

1. She took care of me
2. We spend a lot of time together
3. We have a good, friendly relationship
4. We stopped being friends.
(Especially after an argument)
5. He likes the same things like me
6. We have many similarities

Task 2

1. E
2. A
3. F
4. B
5. C
6. D

Task 3

1. A
2. A
3. C

Task 4

1. next-door neighbour
2. brother
3. best friend
4. childhood friend
5. boyfriend

Activity 2

Task 1

1. False
2. True
3. False
4. True
5. True
6. False
7. False
8. False

Task 2

1. A

Task 3

Personal answers



UNIT 3

KEY ANSWERS

Activity 1

Task 1

1. White water rafting
2. Snowboarding
3. Zip-wiring
4. Dirtboarding
5. Canyoning

Task 2

6. B
7. A

Task 3

1. Canyoning
2. Dirtboarding
3. Zip-wiring
4. White water rafting
5. Snowboarding

Activity 2

Task 1

1. Dirtboarding
2. Canyoning
3. Go up to Eiffel Tower
4. Visit the old parts of the city
5. Go round the Louvre
6. Go to the Musée D'Orsay

Task 2

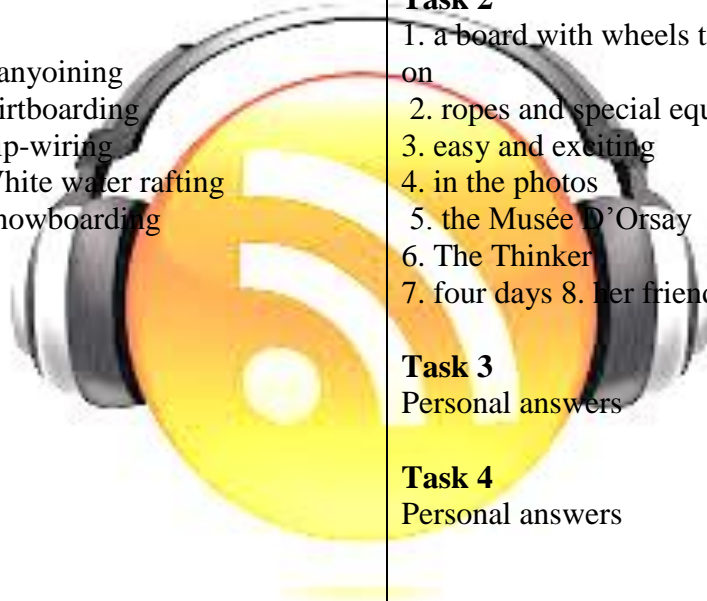
1. a board with wheels that you stand on
2. ropes and special equipment
3. easy and exciting
4. in the photos
5. the Musée D'Orsay
6. The Thinker
7. four days 8. Her friend

Task 3

Personal answers

Task 4

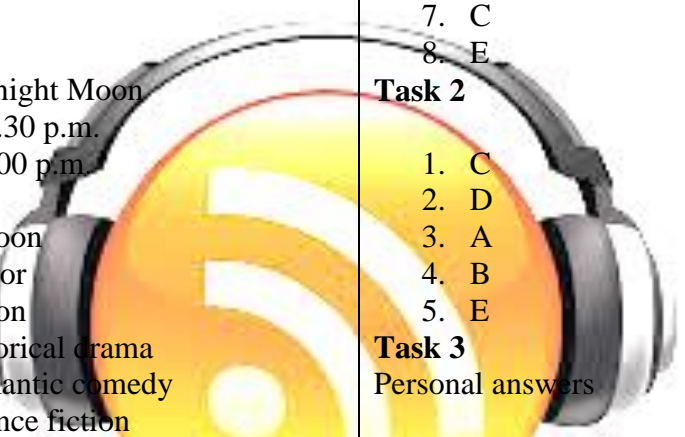
Personal answers



UNIT 4

KEY ANSWERS

<p>Activity 1 Task 1</p> <ol style="list-style-type: none">1. Horror2. science fiction3. action4. Cartoon5. Romantic comedy6. historical drama <p>Task 2</p> <ol style="list-style-type: none">1. Midnight Moon2. 2. 7.30 p.m.3. 3. 7.00 p.m. <p>Task 3</p> <ol style="list-style-type: none">1. Cartoon2. Horror3. Action4. Historical drama5. Romantic comedy6. Science fiction	<p>Activity 2 Task 1</p> <ol style="list-style-type: none">1. A2. B3. D4. A5. E6. D7. C8. E <p>Task 2</p> <ol style="list-style-type: none">1. C2. D3. A4. B5. E <p>Task 3 Personal answers</p>
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UNIT 5

KEY ANSWERS

Activity 1

Task 1

1. C
2. A
3. B

Task 2

1. B
2. A
3. C
4. D

Task 3

1. Really you
2. Really helpful
3. Digest food
4. 7 octillion
5. Empty space
6. Eyelashes
7. A third of millimeter long
8. Dead skin

Activity 2

Task 1

1. Skin
2. Fifty
3. Eyebrows
4. Insects
5. See
6. Space /air
7. Seven
8. Bacteria

Task 2

1. Degrees
2. Costly
3. Losses
4. Round
5. Sand
6. Kept
7. Drier

Task 3

Personal answers

REFERENCES

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ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO CENTRO DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

- **Aim:** To gather information on the use of podcasts to develop listening skill in students of level 1 at Universidad Nacional de Chimborazo.

CHECK LIST

DATE: _____

CLASS _____

TIME: _____ to _____

Description	Yes	No	Frequency	Difficulties	Student's audio material preferences
Do teachers use listening activities regarding students' level?					
Do teachers use audios focused on real life situations?					
Do teachers use audio materials to engage students' high concentration?					
Do students comprehend the listening activities significantly?					
Do teachers follow the auditory stages (pre-while-post) in listening activities?					
Do learners get key words, intonation, accent and other clues to make a guess at the meaning?					

Source: Direct research

Prepared by: Ramos, Licett, L. (2019)



**UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADO**

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

- **Aim:** To analyze how the listening skill is promoted in English classes in students of level 1 at Universidad Nacional de Chimborazo.

STUDENT'S SURVEY

1. Mention the purpose you listen audio material in English?

- a. For information b. For academic purpose c. For entertainment*

2. Do you consider the podcasts used by the teacher is focused in a real life language?

- a. Yes b. No*

3. How frequently do you listen to audios in English with a meaningful information when you are not in class?

- a. Sometimes b. Almost never c. Never*

4. Do you believe that the listening activities in class is according your English level?

- a. Yes b. No c. I don't know*

5. When you listen audio in English you understand it?

- a. Yes b. No*

6. According your English level what do you find most difficult when you listen it?

- a. Words and expressions b. Accent and intonation c. Speed of speaking*

7. What audio materials do you prefer to listen in English?

- a. Radio programs b. News c. Podcasts*



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

LISTENING STANDARIZED TEST

Student's name: _____

Institution: _____

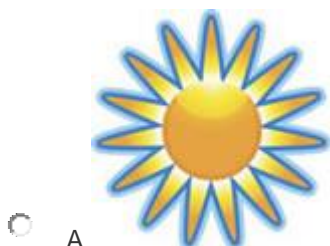
Level: _____

PET Listening, part 1

In part 1 of the Preliminary English Test (PET) you listen to seven short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.

There are seven questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.

1. What will the weather be like at the weekend?



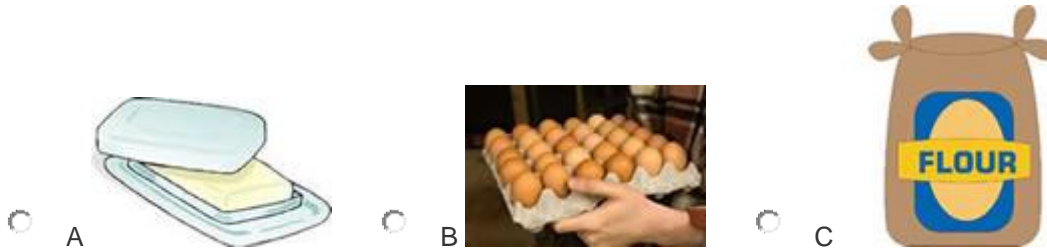
2. What did the woman do on holiday?



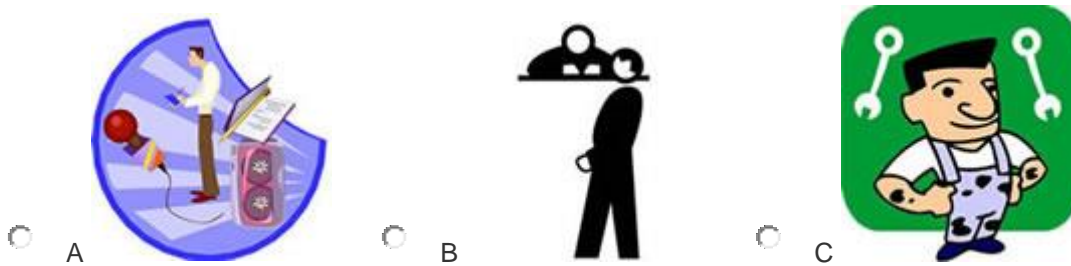
3. Where is the man's book?



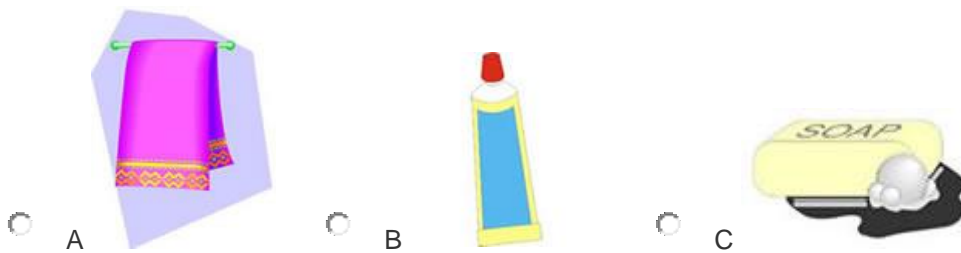
4. What do they need to buy?



5. What is the woman's son studying at the moment?



6. What is in the suitcase?



7. What does the man's brother look like?



In part 2 of the Preliminary English Test (PET) you listen to a longer recording and answer 6 multiple choice questions. You can listen to the audio twice.

You will hear a radio interview with the manager of a summer activity course. For each question, choose the correct answer.

1 This year, the course will run for...

- A six weeks.
- B seven weeks.
- C eight weeks.

2 The problem last year was that...

- A few people wanted to attend.
- B there were too few workers.
- C there was nothing to do on rainy days.

3 This, year, for the first time, children will...

- A do creative activities.
- B do new outdoor sports.
- C organize events.

4 Molly doesn't think children will come for six weeks because...

- A it's too expensive.
- B they will do the same activities again and again.
- C their parents will want to spend time with them.

5 The course isn't open to teenagers because...

- A Molly thinks they aren't interested in the activities which are available.
- B Molly thinks they should spend time with young people of a similar age.
- C: Molly's staff think that teenagers are difficult to please.

6 It's important that parents of children attending the course...

- A: pay the full amount immediately.
- B: choose the activities the child wants to do when they apply.
- C: inform Molly about any food the child cannot eat.

PET Listening, part 3

You will hear a radio announcer giving details about a local Motor Show. For each question, fill in the missing information in the spaces. Write no more than three words and/or a number.

Date:	<input type="text"/>	
Location:	<input type="text"/>	Show Ground
Displays:	Old cars and buses	
	Cars of the	<input type="text"/>
Famous People:	Jack Tyler from the Television Show	
	<input type="text"/>	
	Top Racing Driver Michael Boreman	
For Ladies:	Stalls selling gifts, jewellery and clothes	
	Competition - Guess the number of	
	<input type="text"/>	in the car
Price of Family Ticket:	£ <input type="text"/>	

PET Listening, part 4

In part 4 of the PET Listening paper you listen to a longer recording and answer 6 True/False questions. You can listen to the audio twice.

Look at the six questions for this part. You will hear a man called Steve and a woman called Caroline talking about summer jobs. Decide if each sentence is correct or incorrect. If it is correct, select Yes. If it is not correct, select No.

1 Steve hasn't arranged any work for the summer yet.

- Yes
 No

2 Caroline's work will allow her to have free time during the day.

- Yes
 No

3 Caroline's work will be located in a city.

- Yes
- No

4 Caroline found out about the job from the internet.

- Yes
- No

5 Caroline says that work at music festivals is badly paid.

- Yes
- No

6 Caroline does not have to pay for her accommodation.

- Yes
- No

Retrieved by: https://www.examenglish.com/PET/pet_listening_part1.htm



Coordinación de
Competencias Lingüísticas
VICERRECTORADO ACADÉMICO



Riobamba, 15 de octubre de 2018
Ofi. N.300-CCL-2018

Licenciada
Licett Ramos
DOCENTE DE COMPETENCIAS LINGUISTICAS DE LA UNACH
Presente

De mi Consideración:

Reciba un cordial y respetuoso saludo, a la vez que le comunica de la manera más comedida que esta Coordinación **AUTORIZA** la aplicación del proyecto que se adjunta en el ofic. S/N de fecha 15 de octubre de 2018.

Particular que informo para fines pertinentes.

Atentamente,



Dra. Magdalena Ulauri, Ph.D.
**COORDINADORA DE COMPETENCIAS LINGUISTICAS
DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO**

Elab. Por C.San Martin

Urkund Analysis Result

Analysed Document: TESIS FINAL SILVIA LICETT RAMOS IDROVO.docx (D50026537)
Submitted: 4/1/2019 7:42:00 PM
Submitted By: licettramos91@gmail.com
Significance: 1 %

Sources included in the report:

<https://waset.org/Publications/english-language-teaching-and-learning-analysis-in-iran/10007318>
<https://eric.ed.gov/?id=ED582959>

Instances where selected sources appear:

3