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Theme:

"THE PODCASTS AND THE ENGLISH LANGUAGE LISTENING SKILL DEVELOPMENT"

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Autora: Licenciada Belquis Silvana Albán Benavides

Director: Licenciado Edgar Guadia Encalada Trujillo, Magíster.

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DEDICATORY

This research work is dedicated to my mother Aurora because she has motivated me to never give up in challenging moments. Dear mother, you mean the world to me. Furthermore, I dedicate this dissertation to my father William and my brother Omar who have been my heroes since I was a child. In addition, this dissertation is dedicated to my angels, Zenaida, Marina and Juan who take care of me from heaven.

My lovely family, all of your support has contributed to reach this goal in my professional life. From the bottom of my heart, I dedicate this Master to you all.

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Belquis Albán

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THEME:

THE PODCASTS AND THE ENGLISH LANGUAGE LISTENING SKILL DEVELOPMENT

AUTHOR: Licenciada Belquis Silvana Albán Benavides
DIRECTED BY: Licenciado Edgar Guadia Encalada Trujillo, Magister.
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ABSTRACT

Listening is an active process of understanding by activating various kinds of knowledge. As it is part of the language skills in communication, it needs to be developed by the application of some effective strategies like podcast. In contrasting with this some students might feel that developing listening skills is difficult to reach due to the traditional teaching method where the student is a passive learner and the teacher is the central part in the teaching-learning process. The statement all the over expressed got to be a solid reason to create this investigate work so that made extremely necessary to come up with a solution to this problem. In this sense, the author stated that the students from Ninth Year of EGB can develop their English listening skills by incorporating podcasts combined with the update techniques and strategies focused on communicative approach. Therefore, the objective of the following researching work is to demonstrate the influence of the podcasts to develop listening skill in 43 students of the ninth year of superior basic education aged between 13-14 years at UE "Ramon Barba Naranjo High School" background. A quasi-experimental field research study was applied, the application of the pre-test and post-test was carried out in two groups: the first control group and the second the experimental group. The implementation stage was planned in four weeks where teacher had to plan and design material for a 40 minutes virtual class. After the application of the strategies, students were evaluated according to a specific content tests as a post-test. To verify the hypothesis of this research, the calculation of T student test was used. The results indicated that podcasts developed listening skills in students from Ninth School Year, thus the teaching strategies for listening must be planned and designed by teachers to promote a significant learning process.

Key words: Listening skill, listening subskills, podcasts, audio material, virtual education, listening strategies, English as Second Language, online resources, technology, podcasts activities

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TEMA:

LOS PODCASTS Y EL DESARROLLO DE LA HABILIDAD AUDITIVA EN EL IDIOMA INGLES

AUTORA: Licenciada Belquis Silvana Albán Benavides
DIRECTOR: Licenciado Edgar Guadia Encalada Trujillo, Magíster.
LINEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza
FECHA: 21 de diciembre del 2020

RESUMEN EJECUTIVO

Escuchar es un proceso activo de comprensión mediante la activación de varios tipos de conocimiento. Como forma parte de las habilidades lingüísticas en la comunicación, debe desarrollarse mediante la aplicación de algunas estrategias efectivas como el podcast. En contraste con esto, algunos estudiantes pueden sentir que desarrollar habilidades auditivas es difícil de alcanzar debido al método de enseñanza tradicional donde el estudiante es un aprendiz pasivo y el maestro es la parte central en el proceso de enseñanza-aprendizaje. Lo expuesto anteriormente le dio razón al presente trabajo de investigación, por lo que hizo extremadamente necesario encontrar una solución a este problema. En este sentido, la autora afirmó que los alumnos de Noveno Año de EGB pueden desarrollar sus habilidades auditivas en inglés mediante la incorporación de podcasts combinados con las técnicas de actualización y estrategias orientadas al enfoque comunicativo. Por tanto, el objetivo del siguiente trabajo de investigación es demostrar la influencia de los podcasts en el desarrollo de la escucha en 43 alumnos de Noveno Año de Educación Básica Superior con edades comprendidas entre los 13-14 años de la UE "Ramón Barba Naranjo". Se aplicó un estudio de investigación de campo cuasi-experimental, la aplicación del pre-test y post-test se realizó en dos grupos: control y experimental. La etapa de implementación se planeó en cuatro semanas donde la docente tuvo que planificar y diseñar material para la clase virtual de 40 minutos. Luego de la aplicación de las estrategias, los estudiantes fueron evaluados de acuerdo a las pruebas de contenido específico a modo de post-prueba. Para verificar la hipótesis de esta investigación se utilizó el cálculo de T student. Los resultados indican que los podcasts desarrollan habilidades de escucha en los estudiantes a partir del Noveno Año Escolar, por lo que las estrategias de enseñanza para la escucha deben ser planificadas y diseñadas por los docentes para promover un proceso de aprendizaje significativo.

Descriptores: habilidad para escuchar, sub habilidades de escucha, podcasts, material de audio, educación virtual, estrategias de escucha, Inglés como Segunda Lengua, recursos en línea, tecnología, actividades de podcast

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

It is essential to highlight that learning a foreign or a second language is a complex activity which must be focused on communication. This is not as simple as learning another subject matter. In the past, the teaching-learning process was centered on the educator whereas the learners played a passive role. To be more specific, students had no opportunities to learn by doing.

Nevertheless, nowadays, this process has become more interactive because ICTs have been integrated into the teaching-learning process in order to center on the learners. For instance, the use of podcasts for teaching and learning English, according to (Warlick, 2005) is such an interesting media which provides content and entertainment so, teachers must take the advantage of enriching their teaching practice.

The current research project **"THE PODCASTS AND THE ENGLISH LANGUAGE LISTENING SKILL DEVELOPMENT"** aims to look for the most effective manners to improve students' listening skills by applying podcasts in the teaching-learning process of students from Ninth Year of Basic Education at "Ramon Barba Naranjo" high school. One of the English skills to be identified as the most difficult to develop was listening, so that is why it has been considered to develop the research work.

According to the author's teaching experience, students would be glad to develop their English listening skill through podcasts. Podcasts have the potentiality to create both intrinsic and extrinsic motivation among students (O'Bryan, 2007). Thus, learners might feel engaged to practice their English listening skills in order to improve them successfully because podcasts are considered as easy, versatile and inexpensive.

In conducting this research project, the research method was quasi-experimental and the design of the study was a pre-test and a post-test. The instrument was a

questionnaire per each type of test. The questions were related to English listening skill and the learners used headphones in order to listen to the information appropriately. Consequently, it was required that students of the experimental group take training sessions by using podcasts in their English as a foreign language classes for 20 hours (40 minutes per each class) during 4 weeks, including the pre-tests and post-tests. On the contrary, for the control group, only the pre-test and post-test were applied, without receiving a special podcasts training session into their English learning process.

This research work is designed in five chapters which contain the following information:

Chapter I: The first chapter contains the problem statement, the introduction, the justification, the general objective and the specific objectives.

Chapter II: The second chapter focuses on research background.

Chapter III: This chapter contains the methodology, type of instruments applied, type of research work, the description and the operationalization of the variables, the procedures to collect data, the population and sample, procedures to the analyzes and interpretation of the results.

Chapter IV: It contains the interpretation and the discussions about the results.

Chapter V: In this chapter, the conclusion and recommendations based on the results are detailed as part of the solution for the problem statement.

1.2 Justification

Nowadays, a person who masters a second language can obtain more opportunities to succeed personally and professionally in his life. In Ecuador, English is taught as a foreign language in second educational institutions with a reduce time to practice every single skills. Moreover, most learners find the English teaching method as a foreign language as a boring task to do for some learners.

The use of podcasts for English listening skills development makes this research work **innovative** for students of Ninth Year of Basic Education at "Ramon Barba Naranjo High School", where teachers are using traditional methodologies. They limit students' communicative performance.

The **importance** of this current work is due to the views of some researchers who had investigated the effectiveness of podcasts to develop English proficiency that was mentioned by Hassan and Hoon who studied the influence of podcasts on students' language skills and their perception and attitudes towards the aim of this research work about podcasts (2013).

At the same time, this research work presents **interest** because students can use podcasts as a supplement to their textbook materials (Stanley, 2006) .Learning a foreign language should be based on interaction and application of podcasts as part of the innovative materials required to get students' attention. The majority of the native speakers develop podcasts so, learners find pronunciation, intonation, and accent easy to understand. Likewise, most podcasts are for free, and the only aspect required in their application is a laptop, phone, or tablet with an internet connection.

Furthermore, it has **social** relevance since it offers an alternate proposal for improving language teaching because learning listening skills in a second language is a difficult skill for some learners, and there are no rules as in grammar (Graham, 2006).Thus, it benefits students of the Ninth Year of Basic Education at Ramon Barba Naranjo High School. Most of them come from rural areas where the English language was never taught in schools.

In addition, this research work is **genuine** because similar research projects have not been done before at Universidad Técnica de Ambato. Therefore, it is the first time this type of research project topic has been carried out.

Finally, the results of this research project intended to support students' listening development. In this sense, these results are presented as conclusions and recommendations, and the identity of participants remains confidential because they are underage learners.

1.3 Objectives:

1.3.1 General:

To establish the relationship of podcasts and the English language listening skill.

1.3.2 Specifics:
- To analyze the types of podcasts used for the listening skill development.
- To determine the level of the listening skill development.
- To apply podcasts as a tool for the listening skill improvement.

CHAPTER II

RESEARCH BACKGROUND

Interaction was not part of the learning practices in the past because learners used to perceive English as any other subject they must approve. Nevertheless, that perception changed thanks to the integration of technology (ICTs) in education. "For more than 40 years technology has played a significant role in teaching and learning. Nowadays, teachers have more online resources to be applied outside of traditional textbook which is the central part of the curriculum" (Goldman, 2018)

Listening skill

Thus, it is believed that English listening skill is quite tough to be developed. One of the trickiest tasks for EFL students is listening skills. Thanks to their potential to be incorporated into studying to develop student listening, speaking and reading skills, podcasts have recently created a lot of interest. (Chaikovska, 2018)

For some learners, the tuning in the lesson seems as a joy to plan teaching-learning because they can do all the work naturally without testing hard in advance, but some of them, or most of them, do not have exactly the same discernment. (Gumilang, 2019). I strongly accept that because of the diverse materials instructor chooses for tuning in exercises, most of them are quick, and others are simple to get it.

To be more specific, podcasts have played an essential role to help students acquire English as a second language. According to Nikolou, innovation in podcasting is based on the reasoning that understudies have to be involved effectively in the learning process; which implies that understudies got to be the most performing artist of this learning handle. Instructors direct and screen each prepare as mentors (2019).

Audio materials

Learning English language requires that learners become the main characters of the process where practice activities are created with appropriate scenarios for significant

communication. Yaman stated that Podcasts refer to resources that lead to the improvement of listening and pronunciation skills in audio and video. Even the reduction of access to genuine materials related to studying foreign languages (2016). So, the planning process must be the main part of the learning because of the materials teachers select to make sure students understand easily and develop the activity without any problem.

Although podcasts can help learners to improve their English listening level, teachers must choose them according to students' interests and levels as Chaikovska points out: The procedure of studying English on the basis of podcasts in class can differ according to the language level of the listeners. What is important, students need time to learn how to read, listen and watch and take notes on podcasts. (2018, p. 243).

The literature review that follows is regarding to the researchers, case studies and investigations which had been developed related to podcasts, the English listening skill development and more aspects closely related to them because listening is the basic skill that learners have to master for developing speaking, reading and writing in English as a foreign language. The information mentioned had a short review about the methodology, instruments, participants, procedure and results. It is worthy to emphasize that podcasts have been successful for helping students' English learning process.

Giordano conducted a research about: The use of student-generated podcasts in an extensive listening program at a private university located in Tokyo, Japan.

> The participants were 189 elementary and intermediate level learners. They were divided in courses, according to their TOEIC score such as the second year elementary and the first year intermediate. Based on CERF the students from the first course had an A1 to A2 and the second one had B1 level. This treatment lasted for about 15 weeks. An EL weekly report and a podcast project were informed at the beginning of the semester. To do the first activity, learners watched an English video to write a brief summary. The second assignment was about pair work where learners had to choose a topic to be written and recorded it in 5

minutes. After the last week of treatment, participants took 2 questionnaires which were focused to the 2 assignments they developed. (2017, p. 429)

The researcher concluded that podcasts enhanced awareness as an English teaching-learning tool. Podcasts will continue using to promote students' participation.

(Alarcón, 2017), these researchers conducted a study focused on students' satisfaction about educational podcasts. A questionnaire was applied in the last day class of the semester. In addition, the questions were related to the main facts about podcasts such as accessibility, motivation, useful and understandable content, theoretical and practical information, organization of the content. The researchers concluded that when using podcasts for analysis, most students felt satisfied and some of them considered that podcasts were an opportunity to learn a subject. In addition, teachers could use podcasts as a supplementary material to make the process of teaching and learning interactive. There are some restrictions associated with the content of some podcasts.

(Kimura & Middlecamp, 2017), conducted a study related to "Learning project with podcasts for extensive listening". It was carried out at a public university in Taiwan. In this sense, the goals of this study were to promote extensive listening and fostering independent learning. Moreover, the students had the opportunity to choose their podcasts according to their interests because podcasts learning (PL) project was integrated into their English classes. This study wanted to respond the following research questions. Question one, how do EFL university students use online podcasts resources for listening practice? Question two, how do they perceive the use of podcasting for educational purposes? The instruments used for data collection, were questionnaire responses, student's podcasts diaries, and teachers' and researcher's notes on students' project presentations. The authors concluded that PL was effective because of three variables, such as freedom of choice, substantive practice and near integration with the syllabus. Some students, experienced issues such as rapid speech, lack of comprehension, and lack of transcripts.

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Abdulrahman, Basalama and Widodo conducted a quasi-experimental research at a high school in Indonesia where the main goal aimed to investigate learners' listening comprehension through the use of podcast in English Foreign Language class. Sixty students of ten grade were the participants in this research and they were divided in two cohorts. The control group had thirty students and the experimental group had thirty students too. In addition, the instruments that the researchers used were objective test, lesson plan of listening and survey questionnaire. To collect the data, the researchers used thirty multiple choice questions for post-test. To sum up, the researchers concluded that the use of podcasts had a significant impact on English listening skill because the students of the experimental group showed high motivation when using podcasts. (2018, p.122)

The researchers suggested to consider some facts when using podcasts like, time allocation, availability of technological devices so, teachers must be into the digital age. That requires a big effort that teacher must do to design the most appropriate activities.

Cross carried out an exploratory study about: EFL learner at an English language teaching center located in Japan. Thus, the only one participant in this case study was a young Japanese learner who had a 7.0 IELTS score approximately. He pointed out that the learner had weekly journal entries and transcribed interviews responses for about 9 weeks. Each podcast had features such as, task sequence, text analyzes, self-evaluation, rationale and aims, way forward and journal organization. Finally, the researcher concluded:

> Journal entries and interviews enhanced the leader sequence and structure on listening outside the classroom due to the use of FOOC (From Our Own Correspondent) podcasts. The learner felt very motivated to listen to podcasts. However, this study presented some limitations because if a learner had the opportunity to listen to podcasts at a self-pace, the results on his/her L2 listening comprehension skill would not be guaranteed. (2014, pp. 8-32),

The research study about the effects of using podcasts on listening comprehension among Iranian pre-intermediate EFL learners was applied with three instruments

Oxford Quick Placement Test, pre-test and a post-test. Ninety learners took the placement test to gather data about their English proficiency and of course just 60 learners were chosen to be the participants of this study because of their pre-intermediate English level. Another instrument was the pre-test to measure participants' listening comprehension level, this pre-test had 40 items. Finally, the application of a post-test which was applied after the participant's treatment. The 60 participants who were divided in two groups such as, control and experimental. The control group had 30 participants and they had a traditional English language teaching-learning process. On the contrary, the experimental group had 30 participants who received a training at a multimedia laboratory where they could use podcasts as listening material. This training lasted 20 weeks. At the end, the researchers concluded that: "using podcasts was an effective technique for teaching English listening" (NamazianDost, Bohloulzadeh, & Rahmatollahi, 2017),

Sansinadi, Wardhany and Winarko, conducted a descriptive research that aimed to analyze the benefits of using podcasts for enhance students' English skills. This study took place at Universitas Ahmad Dahlan and the participants were 10 undergraduate students. The instruments applied in this research were direct observations and semi-structured interviews. According to the results, the researchers concluded that: "Students showed a positive attitude towards podcasts to enhance English learning process. In addition, podcasts could be considered as an alternative to learn English outside the classroom" (Sansinadi, Wardhany, & Winarko, 2020, pp.13-24).

According to the authors and the results, the following conclusion is presented as follows: listening skill can be enhanced the most due to students liked to use them as well as increase vocabulary when speaking. In fact, there were many benefits of using podcasts for instance, they can be downloaded and they may be used at any time combining English learning plus having fun.

Another study analyzed the integration of podcasts in the English language teaching-learning process might help students have creative digital learning. The participants were 17 students from English foundation level 2 at Arab Open University located in Oman who were divided into 6 groups. Students did a project during 10 weeks. This project implementation had three stages such as, studying the story, summarizing it

and podcasting it. In this sense, learners chose the story they liked the most. The instruments applied were a survey with open-end questions. Finally, according to the data obtained, the researchers concluded that there was a positive impact of using podcasts to learn English. (Nassim & Labidi, 2019)

Darwis developed a study design that aimed to investigate students' perceptions about the use of podcasts to learn English as a foreign language. The participants in this study were 33 second grade learners from a public high school in Bandung, Indonesia. The researcher applied two instruments for instance a questionnaire and an interview. The first one was significant to have an overview of the students' feelings about the topic. There were 15 questions which were divided in 2 sections. At the end, the results showed that learners had positive attitudes about podcasts for learning English as a foreign language. (2016, pp.80-100).

> (Stradiotová & Stefancik, 2020), analyzed the use of the Web 2.0 tool podcast in teaching English and German languages and the impact of using podcasts on the considerable improvement of respondents' listening skills. In academic research, we intentionally used the quantitative method like controlled experiments and questionnaires. 218 respondents who studied the English language and 196 respondents who studied the German language attended the experiment. Respondents were randomly divided into experimental and control groups. The experiment was carried out during 13 weeks of the winter term. After analyzing the input and output data achieved from the pre-tests, post-tests, and questionnaire, we reached the conclusion that podcasts that are used as the support of traditional educational processes in the classroom can help students to significantly improve listening skills.

Web 2.0 has become slowly but surely a part of the teaching and learning process. The tools it offers include Facebook, Twitter, blogs, podcasts, and wiki; really useful for teaching practice. Teachers could use them not only to transmit knowledge but the best way is to motivate students to learn and improve their language skills.

Escobar Sevilla developed a case study which focused on the integration of podcasts in the EFL classroom. This research aimed to examine if there is a correlation between

the use of podcasts and their engagement. The participants were two bilingual groups aged 12-year-old students at a public high school in Almeria whose English level was A1-A2 based on the Common European Reference Framework. The procedure of this study was based on three types of exercises such as, 2 related to listening activities 1 focused on learners creating podcasts. All participants were assessed by rubrics which contained these following features language articulation, script and kinetics. (2018, pp. 193-217)

The researcher concluded as participants first were exposed to some listening activities, they became confident to create their own podcasts. In this sense, the hypothesis of this study was verified based on the interest and motivation that students showed when incorporating podcasts in their EFL classes.

Sendag, Gedik and Toker conducted a research about the effects of EFL podcasts length, repetitive listening and a listening aid regarding to listening comprehension. The results demonstrated that the use of a listening aid combined with listening repetition facilitated participants to boost their English listening comprehension level. The use of a listening aid supported participants when listening longer podcasts. On the other hand, when podcasts were shorter, aids can be a distraction. The researchers suggested that podcasts should be 10 minutes of duration to avoid students get bored. The following information belongs to the procedures and instruments researchers used:

> There were 29 participants who had B2 English level at a State University in Turkey. During 2 months, the participants had 24 different listening treatments. In fact, participants took around 15 sessions and each session had 1-3 podcasts which lasted 1.7 hours. The podcasts included with fast and slow rate speech. In addition, the podcasts comprised different topics and in every half of the listening session, participants were given a listening add that had a transcription of the listening exercise. At the end of each listening session, participants took a multiple choice listening comprehension quiz. All the listening activities provided quantitative data. However, the researchers applied some semi-structured interview with 9 participants to get qualitative data. (2018)

Naidionova and Ponomarenko conducted a study about Teaching English using podcasts to increase students' listening comprehension. The instruments applied by the researchers were a pre-experimental listening test and a post-experimental listening test. The participants were 4 groups of first year learners at a State University located in Ukraine. Group A had 24 participants and group B had 23 participants who were named the experimental groups. Meanwhile, group A1 had 22 participants and group B1 had 22 participants who were selected as the control groups. The researchers pointed out that, all groups took a listening test that showed similar outcomes. After that, the participants of the experimental group used podcasts as part for their English listening skill enhancement. To sum up, the researchers concluded that, there was a significant difference between the results of the pre-experimental listening test and the post-experimental listening test in the participants of the experimental group due to they had higher scores. The following hypothesis: Teaching English by integrating podcasts assisted to improve students' listening skills was accepted. Furthermore, it was concluded that podcasts provided motivation and authentic material to the participants. (2018, pp. 177-185).

The conclusions stated by the authors supported the current research project because podcasts cause a significant increase in students' academic performance, which means the several scientific several scientific, specialized, pedagogical and observation experimental methods applied in the implementation stage improve student's listening skills.

Miranthy and Rachmawati led a study that aimed to discover another manner to learn English listening by applying podcasts. The researchers applied the following instruments such as, an observation, a questionnaire, an interview and a test in order to collect data. The methodology of this research was quantitative and qualitative. A pre-test and a post-test were applied to take quantitative data. In the same way, an interview, a direct observation and a questionnaire were applied to get qualitative data. The participants were students of third semester at English Education Department of a University located in Indonesia. The participants had a treatment by using podcasts for about 6 weeks. The researchers concluded that:

> Podcasts reinforced students' English listening skills since podcasts gave students the opportunity to listen to them at their own pace. In addition, students had more possibilities to master a content due to they can download podcasts and listen to them before coming to class. Podcasts might not be applied just for English listening development but, they can be applied for developing other English skills. (2016)

According to the data analysis about the case study hold by Rahmatia and Widiastuty about integrating media to the English teaching-learning process, they reported that learners demonstrated positive attitudes towards podcasts in English listening classes. Moreover, some students' appreciations referred that podcasts are easy to use and that constituted a factor they felt engaged to their English listening classes.

> A quantitative research presented in a case study which aimed to analyze students' perceptions about the use of podcasts for EFL listening skill development and some problems which might appear when integrating media to the English teaching-learning process. The participants of this study were learners of 3rd and 5th semester at a Study Program of English at IAIN (Institut Agama Islam Negeri) placed in Indonesia. To collect data, the researchers applied a questionnaire and an interview to 115 participants who answered the questionnaire and just 10 participants who answered the interview. It had been pivotal to highlight the researchers emphasized on extensive and interpretative English listening. (2019, pp.119-132)

Lio and Sidu directed a quasi-experimental research that aimed to introduce the application of podcasts as an alternative to teach English listening. The researchers applied a pre-test, a post-test and an interview to collect data. The number of the participants were 42 at Halu Oleo University located in Indonesia. The researchers divided 22 of them in experimental group and 20 of them in control group. The control group had English listening classes in a traditional teaching learning process. Nevertheless, the participants of the experimental group integrated podcasts in their English listening classes. Before carrying out the implementation phase, all participants of both groups took a pre-test to measure about their English listening skill

level. Then, the podcast training was done 4 times approximately. At the end of the podcast treatment, the post-test was applied to know about students' learning outcomes. Furthermore, participants of the experimental group took an interview which aimed to check their motivation. Finally, the authors pointed out that: "there was a significant enhancement on students about their English listening skills" (2019). It meant that podcasts were more effective for improving English listening skills than traditional teaching methods. Students felt motivated and enthusiastic when they used them.

Mizza conducted a study that intended to analyze the effect of podcasts on students' English listening skill comprehension. The participants involved were 60 Iranian senior undergraduate learners from the Islamic Azad University placed in Iran. The instruments applied were an IELTS listening section used as pre-test and post-test, a questionnaire and a post-project. The participants were divided in control and experimental groups. Participants of both groups took a pre-test before the research implementation. The participants of the experimental group had a podcast treatment during 8 weeks. They listened 16 podcasts, 2 podcasts per week which were sent by a WhatsApp group. Each podcast lasted for about 20 minutes about different topics. On the other hand, the participants of the control group did not use podcasts. A pre-test and a post-test were applied to the participants of both groups. Furthermore, participants of the experimental group took a questionnaire as a project evaluation. Finally, the researcher concluded that the scores from the pre-test of both groups were similar. (2020).

However, the scores obtained in the post-test showed that participants of the experimental group performed better than participants of the control group. So, it showed that podcasts were very effective to enhance students' English listening comprehension skill, that conclusion supported the current research and give relevant information to revise.

Arif directed a qualitative case study that was focused on exploring EFL learners' involvements of using podcasts to enhance their speaking, pronunciation and listening. This research took place at a public institution in Turkey and it lasted an academic year. The participants were 8 intermediate EFL students with previous experience

studying English grammar and vocabulary. The author mentioned the development of the case study as follows:

> The participants downloaded a short podcast, studied it outside the classroom, reviewed new vocabulary words, practiced pronunciation, came to classes ready for debates or discussions, and began discussions about a variety of topics, worked on pronunciation guided by the professor or outside the classroom. In addition, they had the opportunity to get the transcription to analyze the vocabulary. To collect the data, the researcher applied a focus group interview at the end of the project. (2018, pp. 772-788)

Finally, the findings showed that participants enhanced their English listening and speaking skills. They also improved their fluency level. Podcasts might be considered suitable for extensive listening to do at home and practice for class activities. The learners' attitude towards podcasts was positive since they chose the topic of the podcast they liked the most. However, as this case study was implemented with a small cohort of participants, it may not work successfully with a large class size.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

Field: Education.

Area: English as a Foreign Language Teaching and Learning.

Aspect: Podcasts the English Language listening skill development.

Time: School year 2020-2021.

Location: "Ramon Barba Naranjo High School" which is located in Latacunga city and Cotopaxi province.

The following information brings out the main facts about the place where the investigation is taking place.

School of Basic Education "Ramon Barba Naranjo High School"

TABLE 1: INSTITUTION BACKGROUND

Address	Unidad Nacional and Rumiñahui Avenue
Educational service	It works from first school year to third bachelorette
City	Latacunga
Province	Cotopaxi
Type of Education	Regular
History	It was founded on March 8 in 1963. Nowadays, there are 2400 students and 130 teachers. The institution offers two sections in the morning and in the afternoon.
Number of students	2400
Number of teachers	130
Periods	Morning section from 1st to 7th / Evening section from 8th to 3rd Bachelorette.
Type of Educational Institution	Fiscal
Region	Highland
AMIE code	05h00112

Source: Direct Research
Author: Albán, B. (2020)

3.2 Materials and Equipment

It was considered to apply a diagnostic test to evaluate and know the level of listening skill performance. This was made with a pre-test and post-test which were validated by experts before its application. Once they were validated, the content was typed in Google forms to get the link and administrate them. It was necessary that students had a good internet connection and the access to their Gmail account. Most of the students worked from their cellphones and the others from their personal computers.

In addition, the following instruments were applied by the researcher: observation and survey. In the observation process a checklist sheet was applied in a form of a questionnaire in Google forms, to verify if any technological source is being used in class or not. After the implementation process the researcher applied a survey for students to know their appreciations about the use of podcast to help to improve their listening skill.

The application of podcasts for listening skill development required a mindful planning process to select the most appropriate Web sources in order to apply the strategy and promote a better listening performance. The suggested Web resources are like Speak Pipe Recording, Grammar Girl, English Class 101, All Ears, English Conversations with Kate and 6 Minutes English. In addition, listening sub skills are developed listening and interiorize the content, listening and reading, looking for new vocabulary, write transcriptions, listen and record yourself.

3.3 Research Method

According to Brown (2004:3) in (Kurnia & Dewi, 2013), stated that a test can be defined as a method of measuring a person's ability, knowledge or performance in a given domain. In this research, the tests was conducted with pre-test and post-test. The pre-test was conducted before the actions are implemented, while the post-test was done after the actions have been carried out. The pre-test and post-test were in the form of listening tests in which the students received listening input from the teacher. It was used to access the listening ability of the students before and after the actions were implemented. It was also necessary to compare the results to verify the evolution of the development of listening skill in the two groups. This research was quasi-

experimental type, based on qualitative methodology. The application of teaching strategies verifies the influence of podcasts for developing listening skills.

In order to collect data the qualitative method was used. This was conducted by the application of the observation (checklist) and the survey to know some characteristics related to social and behavior.

3.4 Hypothesis

The hypothesis verification was done through the statistical T-student test. The population of this inquiry was 88 students. (Hernández, 2013), stated that T-student test is a statistical test to evaluate if two groups differ between them in a meaningful way.

Null Hypothesis

The use of podcasts does not promote the development of listening skills in students of Ninth School year at UE "Ramon Barba Naranjo High School".

Alternative Hypothesis

The use of podcasts promotes the development of listening skills in students of Ninth School year at UE "Ramon Barba Naranjo High School".

The pre-test and post-test were applied and analyzed on the basis of validated instruments for Ninth School year students. The validation process was done by professors from Language Career at Universidad Técnica de Ambato to ensure results reliability. In addition, a survey was applied to an experimental group to know the impact of Podcasts and how the activities helped students to develop their listening skills. The implementation stage was planned in four weeks where teacher had to plan and design material for a 40 minutes virtual class. After the application of the strategies, students were evaluated according to a specific content tests as a post-test (See annex 5). Finally, a structured survey was administered at the end of the

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implementation in order to know students' points of view about the application of podcasts to develop listening skills.

3.5 Population

This research was carried out with 88 students (45 students who belonged to ninth year C class and 43 students who belonged to ninth year E class) from UE "Ramon Barba Naranjo High School" in Cotopaxi. Therefore, the control group was 45 students and the experimental group was 43 students.

TABLE 2: POPULATION

Population	Number	Percentage
Control Group 45 students who belong to ninth year C class.	45	50%
Experimental Group 43 students who belong to ninth year E class.	43	48%
Teachers	2	2%
TOTAL	90	100%

Source: Direct Research
Author: Albán, B. (2020)

3.6 Data collection

The planning stage for the implementation of the strategy was held to select the most appropriate Web sources among ten but only the following were chosen Speak Pipe Recording, and English Class 101. The materials for the podcast were adapted from the Modules of the Recursos Educativos Official Web page. The materials were divided into five topics as follows: How do you feel before an exam?, Free time activities, Favorite sports to play and watch, Vacation destinations in Ecuador, Types of video games.

To conduct and support the teaching and learning process the material was designed by the teacher before its application. In the virtual class time, the first stage was, topic presentation so, teacher guided a brainstorming activity to recall previous knowledge. During the class the worksheet designed by the teacher was developed, that was a short time for theoretical explanation and practice. As well as, teacher developed the strategy for practice listening skills as follow:

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- Exercise 1 Listening and interiorize the content.
- Exercise 2 Listening and reading the script.
- Exercise 3 Looking for new vocabulary.
- Exercise 4 Rewrite transcriptions.
- Exercise 5 Listen and record yourself.

These exercises were developed individually in the virtual classes, not all of them at the same time. Every single exercise was practiced in virtual class and students worked on them at home. The recordings and practices were shared with the class in a mingle activity which let to improve skills as well as communicative competences. In addition, students could listen to a different classmate and contrast their pronunciation. Those activities enhanced students' listening skills because their comprehension and motivation increased significantly.

The following instruments were used to show the effectiveness of this research: the observation, questionnaires, pre-test and post-test after the implementation of the strategy.

Observation

The observation technique was not only applied to verify the most significant information of research background but also to demonstrate how podcasts promote the development of listening skills. Through observation the researcher could notice the reaction of the students towards podcasts.

Questionnaires

A questionnaire was designed for the experimental group. This questionnaire was gathered by taking into account the most relevant information on the research background and the observation. It was validated with the criteria of an expert in the area of linguistics. It contained ten questions with Liker scale such as yes, no, always, sometimes and never. Learners took fifteen minutes to fill out this questionnaire through Google forms guided by the teacher on a virtual session. This questionnaire aimed at getting information based on the experience the participants had. This means the questionnaire was applied after students took the post-test.

Pre-test

The validated pre-test based on The Ministry of Education MODULE 1 content was administrated to 88 students, 43 who belonged to the experimental group, and 45 students who belonged to the control group before the implementation of the research.

Post-test

The validated post-test based on The Ministry of Education MODULE 1 content was administrated to 88 students, 43 who belonged to the experimental group, and 45 students who belonged to the control group after the implementation of the research.

TABLE 3: DATA COLLECTION PLAN.

BASIC QUESTIONS	EXPLANATION
What is the objective or purpose?	To achieve the objectives established in this research.
To Whom?	Students of Ninth school year.
About which aspects?	Podcast and listening skill
Who?	Researcher
When?	2020
Where?	UE "Ramon Barba Naranjo High School"
How many students?	2400
What are the techniques?	- Pre – test - Post – test - Observation - Survey
What is the situation?	English lessons.

Source: Direct Research
Author: Albán, B. (2020)

3.7 Data Processing and Analysis:

After the information was obtained the process and the analysis were done. Then, a descriptive statistic was done to interpret the information and the results as well as the design of bar graphics represented clearly the percentage and the scores obtained in pre-test and post-test.

In order to contrast the results between control and experimental group, a deep statistical analysis was carried out by T-student test. It also let to verify the hypothesis.

3.8 Response Variables

3.8.1 Independent Variable

TABLE 4: OPERATIONALIZATION OF THE INDEPENDENT VARIABLE: PODCASTS

Conceptualización	Dimensions	Indicators	Item	Instruments Techniques
Podcasting is an audio file that can be downloaded from the Internet. They are based on different topics and types like conversations, interviews and songs which let interaction through the participants and significant feedback process at the end of the activities.	Audio material for students' level Type of audio material Community Interaction Feedback	- Beginner - Intermediate - Pre-intermediate - Conversations - Interviews - Songs - Ask questions - Answer questions - Asking questions - Test	1. How often do you do listening activities in class? 2. Is it easy for you to understand the audio material your teacher uses in class? 3. Is it difficult for you to understand the audio material your teacher uses in class? 4. How often do you practice making questions related to a listening activity? 5. Does your teacher encourage you to practice different listening strategies to understand better the audio? 6. What audio materials do you prefer to listen in English? 7. What kind of listening activities (sub skills) do you practice more in class? 8. Does your teacher do a pre listening activity to make sure you know what the audio is going about? 9. Does your teacher do a post listening activity to make sure you have understood the audio? 10. Do you receive feedback from your teacher when you do a listening activity?	Survey Check list

Source: Direct Research
Author: Albán, B. (2020)

3.8.2 Dependent Variable

TABLE 5: OPERATIONALIZATION OF THE DEPENDENT VARIABLE: LISTENING SKILL

Conceptualización	Dimensions	Indicators	Item	Instruments Techniques
Listening is the ability to accurately receive and interpret messages in the communication process. It is necessary to consider the level of learners to develop some strategies like repetition, reading and writing as well as for planning activities like completition, modeling pronunciation and checking specific information all of them in a process leading by pre and post listening.	Audio material for students' level Listening strategies Listening sub skills Listening process	- Beginner - Intermediate - Pre-intermediate - Listen and repeat - Listen and read - Listen and record - Listening for specific information - Listening to complete - Listening to repeat individual sounds - Pre listening - Post listening	- Recall content. - Planning the audio material. - Identify the strategies for developing listening skills. - Motivates learners' participation. - Anticipated solving problems - Modeling learners' pronunciation	Pre-test Post test questionnaire

Source: Direct Research
Author: Albán, B. (2020)

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This study had been developed in four weeks during November 2, 2020 to November 27, 2020 at UE "Ramon Barba Naranjo High School" to apply a pre-test and a post-test.

In addition, the process developed for measuring the variables was held through the activities presented in the following table.

TABLE 6: ACTIVITIES AND DATES

Activities	Date	Instrument and Technique
Apply the pre-test	November 2nd, 2020	Pre-test
Experiment	November 2nd to 27th, 2020	Lesson plans
Application of the podcasts	November 2nd to 27th, 2020	Activities based on podcasts
Apply the post-test	November 27th, 2020	Post-test
Tabulate the results	November to December 15th, 2020	Charts and pies
Apply the survey	November 27th, 2020	Questionnaire
Present the results	December 15th, 2020	Charts and percentage

Source: Direct Research
Author: Albán, B. (2020)

RESULTS AND DISCUSSION

This chapter presents a detail explanation of the findings about the influence of Podcasts in the development of the listening skill as well as the results of the perspective students had after the application of the experiment. The results were conducted through the application of a pre-test and a post-test and a survey to know the experimental group comments, it also allowed to design strategies to promote a significant learning process which requires teachers plan consciously every activity with suggested online apps to develop the listening skill.

According to Babbie the experiment research is to provide more definitive conclusions about the relationship between the variables from a correlational study. So, this research used an experimental design, considering as an independent variable the podcast and the dependent variable the listening skill development (2017, p385).

4.1 Analysis of results Data Interpretation

In order to know the current strategies teachers use in their classes an observation was made which results were recorded in the checklist. (See annex 7). The results showed the main facts about the use of technological resources that teacher has been using in her classes these days and the intrinsic and extrinsic motivation regarding it. In addition, it could be possible to know how the teacher manages to make students feel more interested in listening activities.

TABLE 7: CHECK LIST FOR THE OBSERVATION STAGE

QUESTIONS	YES	NO	OBSERVATIONS
Do teachers use listening activities based on students´ level?			
Are the audios related to real life topics?			
Do teachers use audio materials to promote students participation?			
Do students complete the listening activities easily?			
Do teachers apply listening process to conduct the activity in class?			
Do students develop language skills like intonation, words meaning in context, and accent?			

Source: Direct Research
Author: Albán, B. (2020)

4.1.1 Survey results

In order to complement the results a survey was applied to 43 students to know their comments about the use of podcast for developing their listening skills. The results are showed in the following section.

Question 1: How often do you do listening activities in class?

TABLE 8: AVERAGE OF QUESTION 1

Always	Sometimes	Never
21	26	3
42%	52%	6%

Source: Student Survey
Author: Albán, B. (2020)
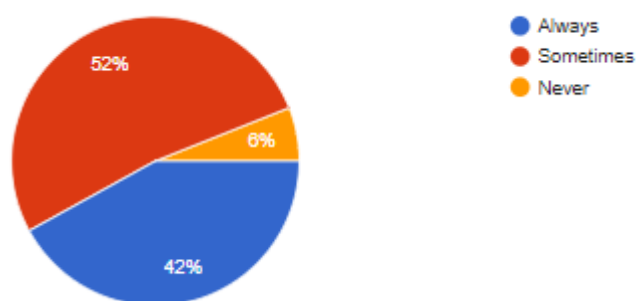
Graphic 1: Listening activities in class
Source: Student Survey
Author: Albán, B. (2020)
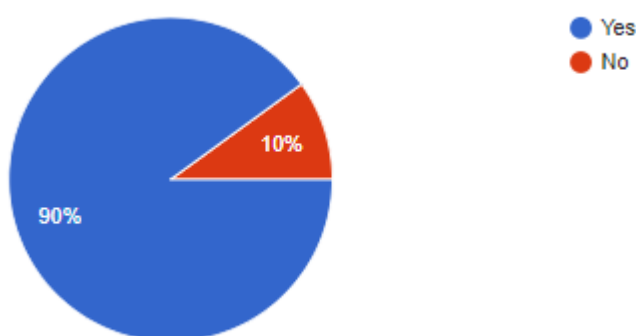
Analysis and interpretation:

The results show that 42% of the students always do listening activities in class, 52% sometimes do listening activities in class and 6% never do listening activities in class; which means that most of the time students develop listening activities in class. That requires teachers plan a detail process to make listening process more significant for students.

Question 2: Is it easy for you to understand the audio material your teacher uses in class?

TABLE 9: AVERAGE OF QUESTION 2

Yes	No
45	5
90%	10%

Source: Student Survey
Author: Albán, B. (2020)

Graphic 2: The audio material teacher uses in class – easy
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

The majority of the students agree that it is easy to understand the audio material teacher uses in class, which is understandable because of the implementation of podcasts as a tool to develop listening skills. In addition, it supports the research topic and motivates teacher to use podcast to develop strategies for making listening activities more comprehensible and easy to complete as well as reduce stress and anxiety when students heard the word listening and build a barrier to do listening activities.

Question 3: Is it difficult for you to understand the audio material your teacher uses in class?

TABLE 10: AVERAGE OF QUESTION 3

Yes	No
14	36
28%	72%

Source: Student Survey
Author: Albán, B. (2020)

Graphic 3: The audio material teacher uses in class –difficult
Source: Student Survey
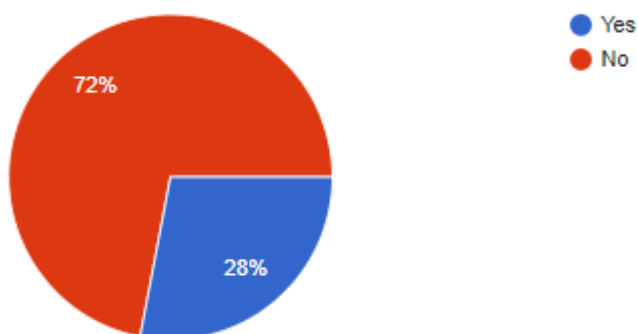**Author:** Albán, B. (2020)

Analysis and interpretation:

Most students stated that understand the audio material is not difficult when teacher uses strategies to carry out the listening time. On the other hand, only 28% of the students find it difficult to complete or understand. The selection of audio material must be the first step for planning every lesson because it will become a headache for students as well as teachers. It has to be easy to understand and interesting to make the activity more enjoyable for students and well conducted by teachers.

Question 4: How often do you practice making questions related to a listening activity?

TABLE 11: AVERAGE OF QUESTION 4

Always	Sometimes	Never
21	25	4
42%	50%	8%

Source: Student Survey
Author: Albán, B. (2020)
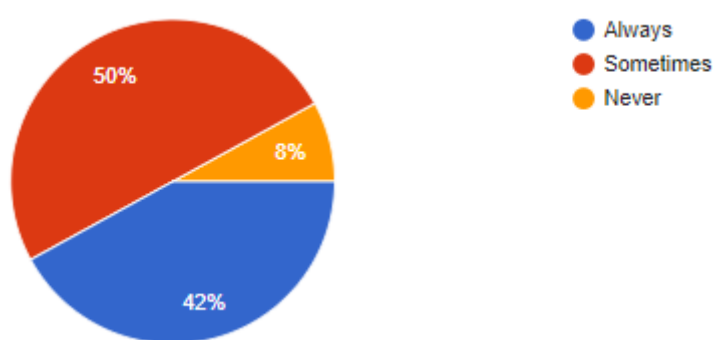
Graphic 4: Practice making questions related to a listening activity
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

The figure shows that 42% of the students always practice making questions related to a listening activity, 50% sometimes practice making questions related to a listening activity and only 8% never practice making questions related to a listening activity. These results mean that teachers must incorporate activities where students can share their opinions and feel comfortable to ask questions as a practice time. Moreover, as students are practicing their English they can understand listening content easy and have a clear idea of its message.

Question 5: Does your teacher encourage you to practice different listening strategies to understand better the audio?

TABLE 12: AVERAGE OF QUESTION 5

Yes	No
43	7
86%	14%

Source: Student Survey
Author: Albán, B. (2020)
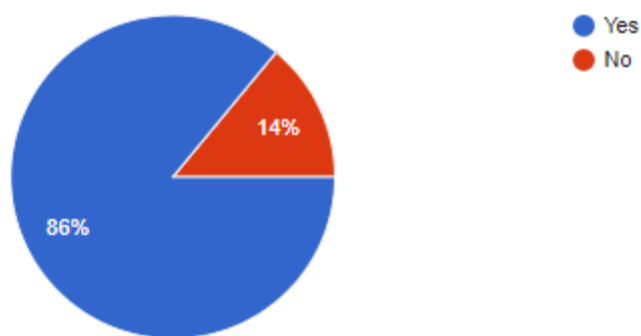
Graphic 5: Teacher encourage to practice listening
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

The results show the teacher has used listening strategies to make their students understand better the audio material, 86% of the students feel motivated by them. Only 14% of the students are not motivated by the application of the listening strategies which is understandable because of the different multiple intelligences in the class. So, teachers must consider them when the planning stage is taking place. On the other hand, for those who feel motivated and reach the listening activity goals, it is necessary to continue incorporating and practicing the strategies to help students feel more confident to do a listening activity.

Question 6: What audio materials do you prefer to listen in English?

TABLE 13: AVERAGE OF QUESTION 6

Conversations	Interviews	Songs
32	6	12
64%	12%	24%

Source: Student Survey
Author: Albán, B. (2020)

Graphic 6: Preferences for listening
Source: Student Survey
Author: Albán, B. (2020)
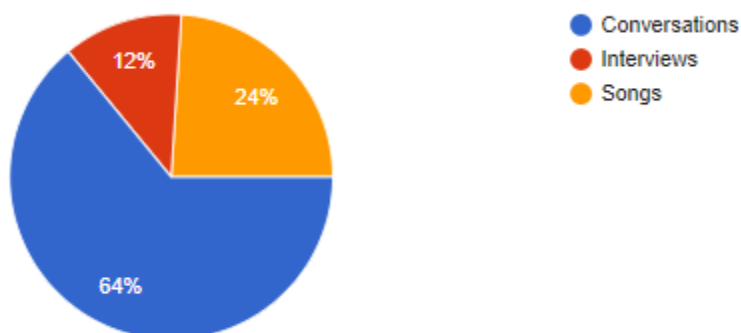
Analysis and interpretation:

Based on the results 64% of the students prefer to listen conversations in English rather than interviews and songs. Only 12% of them prefer to listen to interviews and 24% prefer to listen to songs. These percentages show that students want to listen to more conversations because they can feel identify by daily topics which are held in most of the conversations. Also, most of them feel more confident and comfortable to practice their English with one or two of their classmates, they can express their ideas spontaneously without any fear of being judged.

Question 7: What kind of listening activities (sub skills) do you practice more in class?

TABLE 14: AVERAGE OF QUESTION 7

Specific information	Complete	Repeat at individual sounds
14	31	5
28%	62%	10%

Source: Student Survey
Author: Albán, B. (2020)
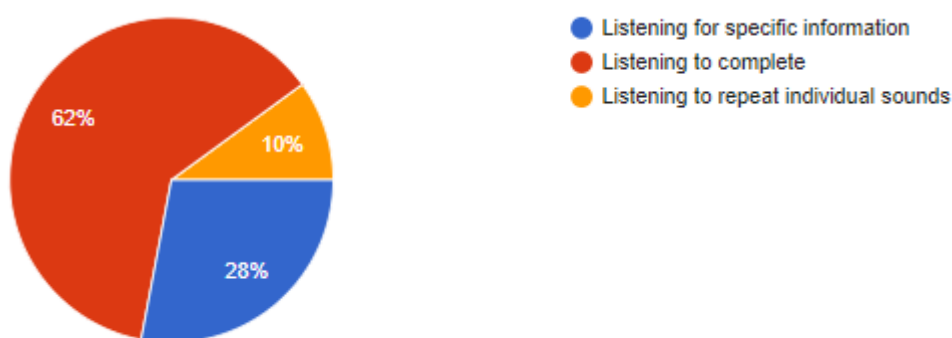
Graphic 7: Subskills to practice in class
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

The table 5 shows the average of students according to their preferences of listening activities. The 62% of the students practice the sub skill listening to complete in class this activity results easier to do for them. On the other hand, 28% of them listening for specific information, and only 10% of them practice listening to repeat individual sounds. These percentages show students require to practice a variety of activities which let them to practice English using different strategies. Also, most of the activities are really useful to develop listening skills and every single activity has its purpose.

Question 8: Does your teacher do a pre listening activity to make sure you know what the audio is going about?

TABLE 15: AVERAGE OF QUESTION 8

Yes	No
47	3
94%	6%

Source: Student Survey
Author: Albán, B. (2020)
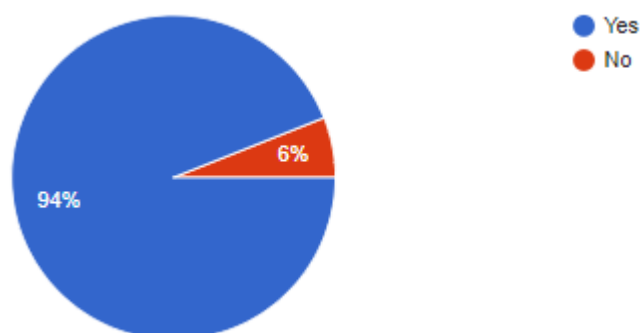
Graphic 8: Pre listening activities in class
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

94% of the students think their teacher develops listening activities in class and only 6% of them do not think their teacher uses a pre listening to guide the activity. This result shows that the majority of students understand the process their teacher applies for listening activity because they complete the activity consciously something teacher must considering at the time to apply the strategy is making sure students understand the objective of the activity and how this process is called.

Question 9: Does your teacher do a post listening activity to make sure you have understood the audio?

TABLE 16: AVERAGE OF QUESTION 9

Yes	No
44	6
88%	12%

Source: Student Survey
Author: Albán, B. (2020)

Graphic 9: Post listening activities in class
Source: Student Survey
Author: Albán, B. (2020)
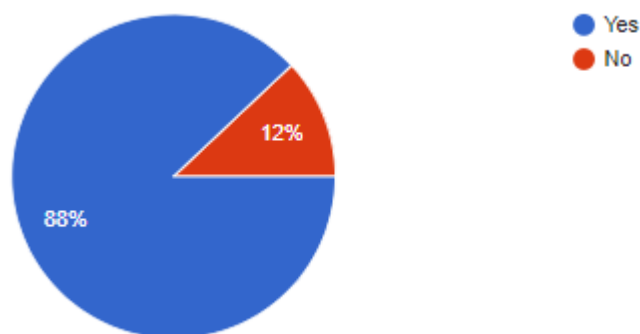
Analysis and interpretation:

The results show 88% of the student's state that their teacher does a post listening activity to make them understand the activity. All the planning process done by the teacher has a purpose, the post listening lets the teacher knows the idea of how many students have understood the activity and make a feedback to conclude the class. Following and appropriate process guarantee good results not only in an academic grades but in the way students develop a critical thinking process.

Question 10: Do you receive feedback from your teacher when you do a listening activity?

TABLE 17: AVERAGE OF QUESTION 10

Yes	No
41	9
82%	18%

Source: Student Survey
Author: Albán, B. (2020)
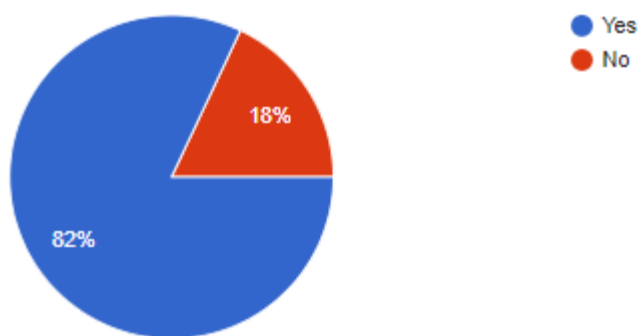
Graphic 10: Feedback for listening activities in class
Source: Student Survey
Author: Albán, B. (2020)

Analysis and interpretation:

82% of the students receive feedback from their teacher and 18% do not receive feedback. The closing activity is really important to clarify the purpose of listening and practice the strategy used by the teacher. If this stage is avoided most of the students feel confused and the listening activity could become a mere task to spend time without any purpose.

4.2 Hypothesis verification

Null Hypothesis H0: The use of podcasts does not promote the development of listening skills in students of Ninth school year at UE "Ramon Barba Naranjo High School".

Alternative Hypothesis H1: The use of podcasts promotes the development of listening skills in students of Ninth school year at UE "Ramon Barba Naranjo High School".

4.3 Selection of the level of significance
To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$

4.4 Description of the population
The implementation stage was held in two groups: control and experimental. The control group was composed of 45 ninth school year students and 43 students for the experimental group in the same school year.

In the control group, the traditional teaching method was applied with virtual classes and technological interaction among teacher and students. 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 virtual class.

4.5 Statistical specifications
The mathematical model of the test is the next:

H0: $\mu_1 \leq \mu_2$

H1: $\mu_2 > \mu_1$

Where:

μ_1 = population means in the pre-test.

μ_2 = population means in the post-test.

In this case it is considered a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if podcast promotes the development of listening skills in students of Ninth school year.

The T-student test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = T-student test from the data.

$\bar{x}$d = differences average in the sample.

n = pre-test and post-test data number

Sd = standard deviation of the differences.

4.6 Specification of the regions of acceptance and rejection
The distribution under the null hypothesis of the variable t is a T-student test with (n - 1) degrees of freedom.

4.7 Data collection and calculation of statistics
The validated pre-test and post-test were applied for the groups in order to determine if the hypothesis is valid or not. The results of those tests are:

Control group
The control group was conformed by 45 students from Ninth school year "C" (Superior Basic).

Experimental group
The experimental group was conformed by 43 students from Ninth school year "E" (Superior Basic).

TABLE 18: CONTROL GROUP

N°	PRE-TEST	POST TEST
01	7.0	7.0
02	5.0	6.0
03	6.0	6.0
04	6.0	7.0
05	7.0	7.0
06	3.0	5.0
07	7.0	7.0
08	4.0	5.0
09	5.0	5.0
10	6.0	6.0
11	4.0	5.0
12	5.0	5.0
13	10.0	9.0
14	5.0	5.0
15	9.0	9.0
16	6.0	7.0
17	5.0	5.0
18	4.0	4.0
19	4.0	5.0
20	3.0	4.0
21	4.0	4.0
22	6.0	6.0
23	5.0	5.0
24	7.0	8.0
25	9.0	9.0
26	8.0	8.0
27	5.0	5.0
28	7.0	7.0
29	5.0	6.0
30	6.0	7.0
31	6.0	5.0
32	3.0	4.0
33	9.0	8.0
34	5.0	6.0
35	6.0	6.0
36	3.0	4.0
37	5.0	5.0
38	4.0	4.0
39	7.0	7.0
40	6.0	7.0
41	8.0	6.0
42	4.0	5.0
43	10.0	9.0
44	6.0	6.0
45	3.0	4.0
AVERAGE X	**5.44**	**5.82**

Source: Student Survey
Author: Albán, B. (2020)

TABLE 19: EXPERIMENTAL GROUP

N°	PRE-TEST	POST-TEST
01	7.0	9.0
02	4.0	8.0
03	7.0	9.0
04	6.0	7.0
05	6.0	8.0
06	3.0	8.0
07	6.0	9.0
08	4.0	8.0
09	4.0	9.0
10	4.0	8.0
11	4.0	9.0
12	5.0	8.0
13	5.0	8.0
14	6.0	9.0
15	4.0	9.0
16	6.0	10.0
17	5.0	8.0
18	5.0	8.0
19	8.0	10.0
20	3.0	7.0
21	6.0	3.0
22	6.0	8.0
23	9.0	10.0
24	5.0	9.0
25	7.0	9.0
26	5.0	8.0
27	5.0	7.0
28	6.0	9.0
29	3.0	9.0
30	5.0	7.0
31	6.0	7.0
32	5.0	8.0
33	6.0	7.0
34	2.0	8.0
35	5.0	9.0
36	4.0	5.0
37	3.0	8.0
38	4.0	8.0
39	6.0	10.0
40	8.0	10.0
41	3.0	8.0
42	4.0	7.0
43	4.0	8.0
AVERAGE $\overline{X}$	**4.87**	**8.03**

Source: Student Survey
Author: Albán, B. (2020)

Validated tests were applied in both groups. The results of the pre-test and post-test are shown in table 20.

TABLE 20: COMPARISON BETWEEN THE GROUPS

GROUPS	PRE TEST		POST TEST	
	GRADE ⬚	**%**	**GRADE** ⬚	**%**
Control	5,44	54%	5.82	58%
Experimental	4.87	49%	8.03	80%
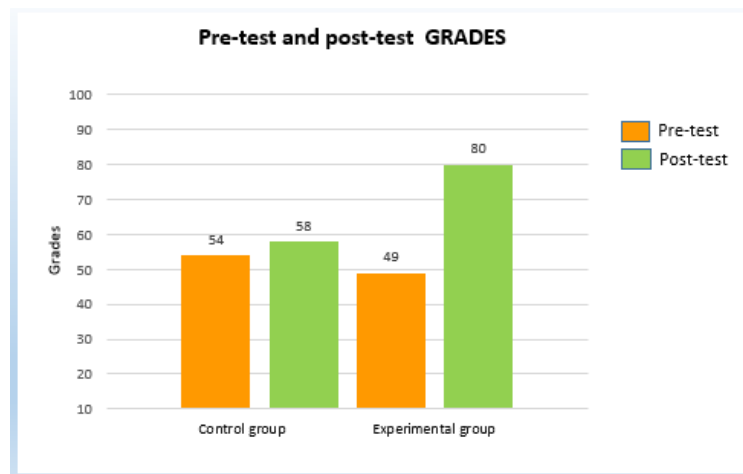
Figure 1: Comparison between the groups

4.8 Degrees of freedom

The formula to determine the degrees of freedom is the next: df : $n_A + n_B - 2 = 86$

Where:

n = pre-test and post-test data number (86 data in control and experimental groups).

df = degrees of freedom

Control group

df=45−1

 df=44

Experimental group

df=43−1

df=42

According to the selected level of significance (0.05) and the degrees of freedom (86), Student t value is 1.66 in control and experimental groups. (See Annex 9)
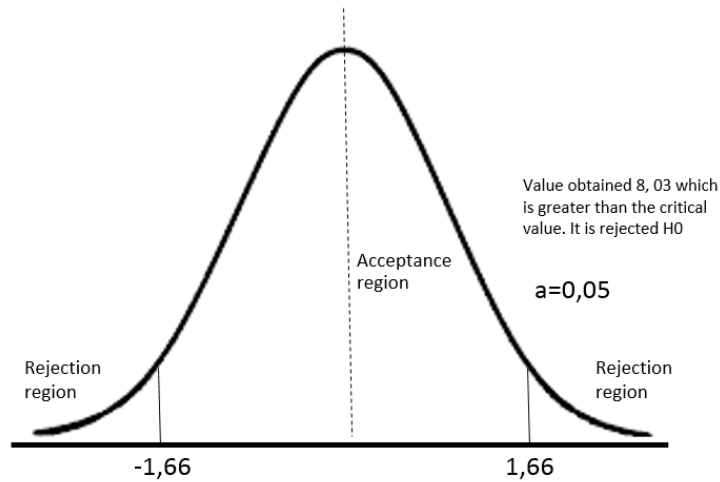
4.9 Decision making

According to the results 8, 03 >1,66 therefore. H1 is accepted with 95% confidence, which expresses that the use of podcasts promotes the development of listening skills in students of Ninth school year at UE "Ramon Barba Naranjo High School". Therefore, the null hypothesis was rejected and the alternative hypothesis is accepted.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the analysis of the data the following conclusions were established:

- Through the observation stage it was possible to identify the types of podcasts teachers have been using to develop listening skills. Moreover, the material teachers use to plan their classes. This first step let to know if the teacher promotes or no good listening strategies. It was surprising that teachers are facing a new educational environment where technology plays the most important role, with traditional teaching practices.

- In order to determine the level of the listening skills, a pre-test was applied to students from the Ninth school year. The results showed the current need to change teaching methodology. The majority of students got scores under 7.0/10 so it was evident a low level of listening comprehension in both groups. While this first process was carried out, the teacher had lots of questions and requirements from her students because it was difficult for them to understand the message of the audio, and most of them got lost in the activity.

- The application of podcasts as a tool for the listening skill improvement was done. The material suggested by The Ministry of Education on its official Web Site Recursos Educativos: Module 1, was used to conduct an analysis in two groups control and experimental. The implementation of the strategy was done with the experimental group. Students could complete activities with podcasts as a tool to develop listening. They could have the opportunity to listen to themselves and practice their English as well. The used of Speak Pipe and English 101 made the activities more interactive and enjoyable for students to improve their listening. The results showed the importance of including

Podcasts as a tool to develop strategies for listening which catch students' attention and become them independent learners.

5.2 Recommendations

After the implementation of Podcast strategies, the following recommendations are established:

- Adapt the teaching-learning process to current and technological methods to apply podcasts for the listening development that motivates students to have a greater interest in learning English as a foreign language. Thus, didactic and interactive ways helping students to improve their academic performance.

- Reinforce each of the skills of the English language with a specific methodology, prioritizing the learning needs of students to obtain better results, in the performance of listening skills and that is in accordance with the academic group that the teacher works with.

- Use all the technological inputs and student tools available on the Web to incorporate podcasts in the teaching-learning process, and achieve a better listening comprehension of the English language in students. Take advantage of all the educational resources to incorporate.

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5.4 Annexes
ANNEX N° 1

CERTIFICATE OF APPROVAL

<center>

CARTA DE COMPROMISO

</center>

Ambato, 07 de abril del 2020.

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Juan Feliciano Tapia Aguilera portador de la cédula de ciudadanía Nº 050147140-3 en mi calidad de Rector de Unidad Educativa Ramón Barba Naranjo de la ciudad de Latacunga , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "THE PODCASTS AND THE ENGLISH LANGUAGE LISTENING SKILL DEVELOPMENT" propuesto por la estudiante Belquis Silvana Albán Benavides, portadora de la Cédula de Ciudadanía Nº 1724861719, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

....
Lic. Juan Feliciano Tapia Aguilera
C.I 050147140-3
No teléfono convencional: 032663571
Celular: 0995966377
Correo electrónico: distritolatacunga05h00112r@gmail.com

ANNEX N° 2

PRE-TEST: Students' pre-test

PRE TEST: Module 1 page 3

NAME_____ DATE:_____

A. Listen to the conversation and choose the correct letter. (1 point each)

1. What is the situation about?

| A | | B | | C | |

2. How does the man feel?

| A | | B | | C | |

B. Listen again and choose the words to complete the sentence according to the recorder. (1 point each)

3. Do you want to go to a _____ festival after class?

4. What _____ of festival, is it?

C. Listen and complete with T true or F false. (1 point each)

5. Gina is ready for the exams.   TRUE / FALSE

6. Bob really likes rock music.   TRUE / FALSE

7. Music is an excellent way to relieve stress.   TRUE / FALSE

D. According to the conversation complete the following extract. (1 point each)

Girl: Listen, it's 8. _____festival and my cousin Annie plays in the 9. _____.

Boy: Well, In that 10. _____let's go.

ANNEX N° 3

POST-TEST: Implementation process Lesson Plan 1

Lesson plan 1: THE PODCAST FOR DEVELOPING THE LISTENING SKILL DEVELOPMENT

DATE: From 23rd to 27th November 2020				
TEACHER: Belquis Albán	**MODULE** 1	**TIME PERIOD:** 40 minutes	**PARTIAL: 2**	**N° of students:**
OBJECTIVE: The students will be able to talk about music				
THEME: Simple present		**SKILL:** Listening		
GRAMMAR: *Simple present* Questions Likes and dislikes		**VOCABULARY** Expressions to express surprise Gosh! Poor thing! Oh my goodness! Really? Wow! Great! Oh no!		
MATERIAL RESOURCES: Teacher's module Student's module Evaluation Interactive worksheet		**TECHNOLOGICAL RESOURCES:** Mobile device (tablet, smartphone, laptop, ipad, etc.) Internet Access		

PROCEDURE	TIME
Warm up	
Teacher ask students how do they feel before an exam by using Mentimeter app (stressed, relaxed or confident)	5'
Teacher explain the grammar structure they have to use to express their feelings: I am stressed. / I am relaxed. / I am confident.	5'
Interact in the class through the app by asking reasons about their feelings. I'm stressed *because* I have a lot of information to study.	10'
Play the podcast (Music festival) Listen to the audio and follow the audio script Repeat the audio of phrase or difficult words	5'
Motivate students to repeat the audio. Teacher nominates some couples in the class to practice the conversation. Pay attention to the way students pronounce the expressions for surprise.	5'
Complete the activity. Write true or false and answer the questions on ex.2. (listen to the conversation again if it's necessary)	5'
Ask the students to fill out the evaluation during the activity to check their understanding Provide help to the students and monitor their activity	5'
HOMEWORK Practice vocabulary and pronunciation of the words SS write a Conversation to talk about music. Use the conversation strategies you heard on the recording. RECORD IT https://www.speakpipe.com/voice-recorder	
Assessment - Include plans for informal and formal assessments to determine if daily objectives have been met. **Informal evaluation** Ss ask and answer questions Ss discuss about topics given in the lesson **Formal evaluation** SS write a conversation to talk about music. Use the conversation strategies you heard on the recording.	

Source: Recursos Educativos MINEDUC
Author: Albán, B. (2020)

ANNEX N° 4

POST TEST: Implementation process Worksheet 1

WORKSHEET 1

Oral Communication

How do you feel before an exam? Stressed, relaxed, confident?

Preparing for exams

Vocabulary

relieve. to reduce or eliminate

festival. large party with a common idea like arts, music, movies

1. Listen to Gina and Bob talk about a music **festival** and decide if the statements are **True(T)** or **False(F).**

Audio
Listen to the dialogue.

a. Gina has to take four exams today.

b. Gina is ready for the exams.

c. Bob really likes rock music.

d. Gina and her cousin play in a band.

2. Listen again and answer the following questions in complete sentences.

a. Why does Bob want to go to a pop music festival?

b. Why does Gina enjoy music festivals?

Tip

You can use these expressions to express surprise:
- *Gosh!*
- *Poor thing!*
- *Oh my goodness! Really?*
- *Wow!*
- *Great!*
- *Oh no!*

HOMEWORK

SS write a conversation to talk about music. Use the conversation strategies you heard on the recording. RECORD IT (https://www.speakpipe.com/voice-recorder)

Student A: _____
Student B: _____
Student A: _____
Student B: _____
Student A: _____
Student B: _____

MODULO1. MINEDUC INGLES-NOVENO PAGE 3

ANNEX N° 5

POST TEST: Implementation process – TEST Google Forms

POST TEST: Module 1

NAME_____ DATE:_____

A. Listen to the conversation and choose the correct letter. (1 point each)

1. What expression does the girl say to express her feeling about the day?

    a. Gosh!
    b. Wow!
    c. Oh no!
    d. Great!

2. How does the girl answer to the man complaint?
Man: Four exam in a day that's crazy

Girl: _____

    a. Four exams oh my goodness!
    b. Four exams great!
    c. Four exams wow!
    d. Four exams poor thing!

B. Listen again and choose the word to express boy's reaction. There is ONE extra (1 point each)

3. "I have two. I know I can easily pass"	Take it easy.
4. "How do you do? I'm nervous"	Wow!
	Yeah

C. Listen and choose True or False. (1 point each)

5. Bob really likes rock music.	TRUE / FALSE
6. Music is an excellent way to relieve stress.	TRUE / FALSE

D. Match the statements with their reactions. (1 point each)

7. "I won a prize."	a. Great!
8. "Someone stole my cellphone."	b. Wow! What color is it?
9. "I bought a new car."	c. Oh no! Poor thing!
10. "Would you like to go to the cinema, today?"	d. Oh my goodness! Really?

VALIDATION PRE-TEST AND POST-TEST: EXPERTO 1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST AND POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "The Podcasts and the English language listening skill development"

AUTOR/A: Lic. Belquis Silvana Albán Benavides

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
A. Listen to the conversation and choose the correct letter.				✓				✓				✓				✓
B. Listen again and choose the words to complete the sentence according to the recorder.				✓				✓				✓				✓
C. Listen and complete with T true or F false.				✓				✓				✓				✓
D. According to the conversation complete the following extract.				✓				✓				✓				✓

Observaciones:

_____

_____

Realizado por:

Lic. Belquis Silvana Albán Benavides

Validado por:

Mg. Lina Mariela Sanchez Sailema
CI: 180333879-5

VALIDATION PRE-TEST AND POST-TEST: EXPERTO 2

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST AND POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "The Podcasts and the English language listening skill development"

AUTOR/A: Lic. Belquis Silvana Albán Benavides

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
A. Listen to the conversation and choose the correct letter.				✓				✓				✓				✓
B. Listen again and choose the words to complete the sentence according to the recorder.				✓				✓				✓				✓
C. Listen and complete with T true or F false.				✓				✓				✓				✓
D. According to the conversation complete the following extract.				✓				✓				✓				✓

Observaciones:

Se sugiere, añadir el objetivo del Instrumento de recolección de datos (IRD), al inicio, por cuanto las preguntas deben tener relación con este objetivo; además un trabajo investigativo implica la posibilidad de ser replicado. Sin embargo, la Investigadora y director de tesis deben tomar la decisión. Se sugiere añadir el objetivo y el nivel 9no. a quien va dirigido el IRD.

Realizado por:

Lic. Belquis Silvana Albán Benavides

Validado por:

Dra. Narcisa Fuertes, PhD
CC: 1002091161

VALIDATION PRE-TEST AND POST-TEST: EXPERTO 3

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST AND POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "The Podcasts and the English language listening skill development"

AUTOR/A: Lic. Belquis Silvana Albán Benavides

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
A. Listen to the conversation and choose the correct letter.				✓				✓				✓				✓
B. Listen again and choose the words to complete the sentence according to the recorder.				✓				✓				✓				✓
C. Listen and complete with T true or F false.		·		✓				✓				✓				✓
D. According to the conversation complete the following extract.				✓				✓				✓				✓

Observaciones:

_____

_____

_____   _____
Realizado por: Validado por:

Lic. Belquis Silvana Albán Benavides   Mg. Edgar Guadia Encalada Trujillo
CI: 050182417-1

ANNEX N° 7

SURVEY: Students' Survey

UNIVERSIDAD TÈCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN

POSGRADO

Objective: to collect information about the relationship between podcasts and the English language listening skill.

Choose the answer based on your personal criteria

1. How often do you do listening activities in class?
   - [ ] Always
   - [ ] Sometimes
   - [ ] Never

2. Is it easy for you to understand the audio material your teacher uses in class?
   - [ ] Yes
   - [ ] No

3. Is it difficult for you to understand the audio material your teacher uses in class?
   - [ ] Yes
   - [ ] No

4. How often do you practice making questions related to a listening activity?
   - [ ] Always
   - [ ] Sometimes
   - [ ] Never

5. Does your teacher encourage you to practice different listening strategies to understand better the audio?
   - [ ] Yes
   - [ ] No

6. What audio materials do you prefer to listen in English?
   - [ ] Conversations
   - [ ] Interviews
   - [ ] Songs

7. What kind of listening activities (subskills) do you practice more in class?
   - [ ] Listening for specific information
   - [ ] Listening to complete
   - [ ] Listening to repeat individual sounds

8. Does your teacher do a pre listening activity to make sure you know what the audio is going about?
   - [ ] Yes
   - [ ] No

9. Does your teacher do a post listening activity to make sure you have understood the audio?
   - [ ] Yes
   - [ ] No

10. Do you receive feedback from your teacher when you do a listening activity?
    - [ ] Yes
    - [ ] No

Done by: Lcda. Belquis Alban
Checked by: Lcdo. Edgar Guadia Encalada Trujillo, Mg.

ANNEX N° 8

CHECKLIST

UNIVERSIDAD TÈCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN
POSGRADO

Checklist

Objective: to collect information about the use of technological apps use in class to enhance English language listening skill.

QUESTIONS	YES	NO	OBSERVATIONS
Do teachers use listening activities based on students´ level?			
Are the audios related to real life topics?			
Do teachers use audio materials to promote students participation?			
Do students complete the listening activities easily?			
Do teachers apply listening process to conduct the activity in class?			
Do students develop language skills like intonation, words meaning in context, and accent?			

Source: Direct Research
Author: Albán, B. (2020)

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada $= p$)

| ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Source: Spiegel & Stephens, 2009, p.563

ANNEX N° 10

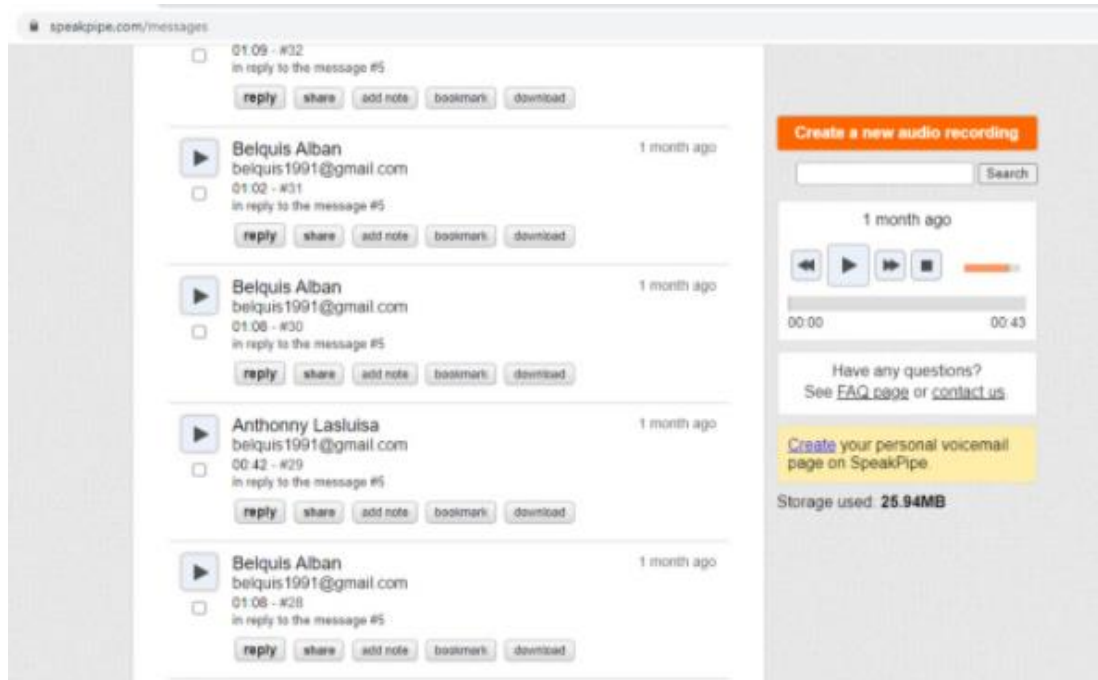**PICTURES: PRE-TEST APPLICATION**
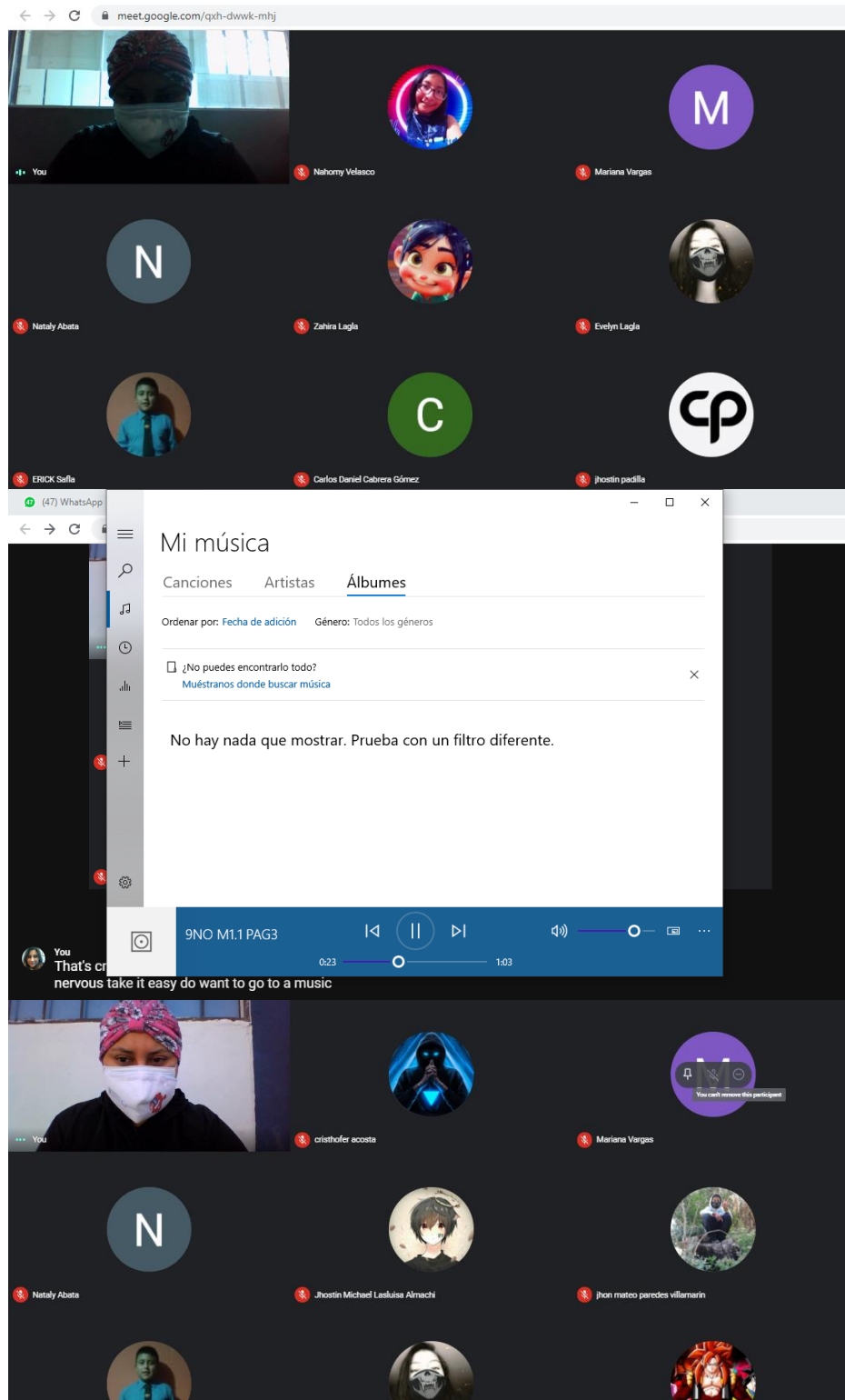
POST -TEST APPLICATION
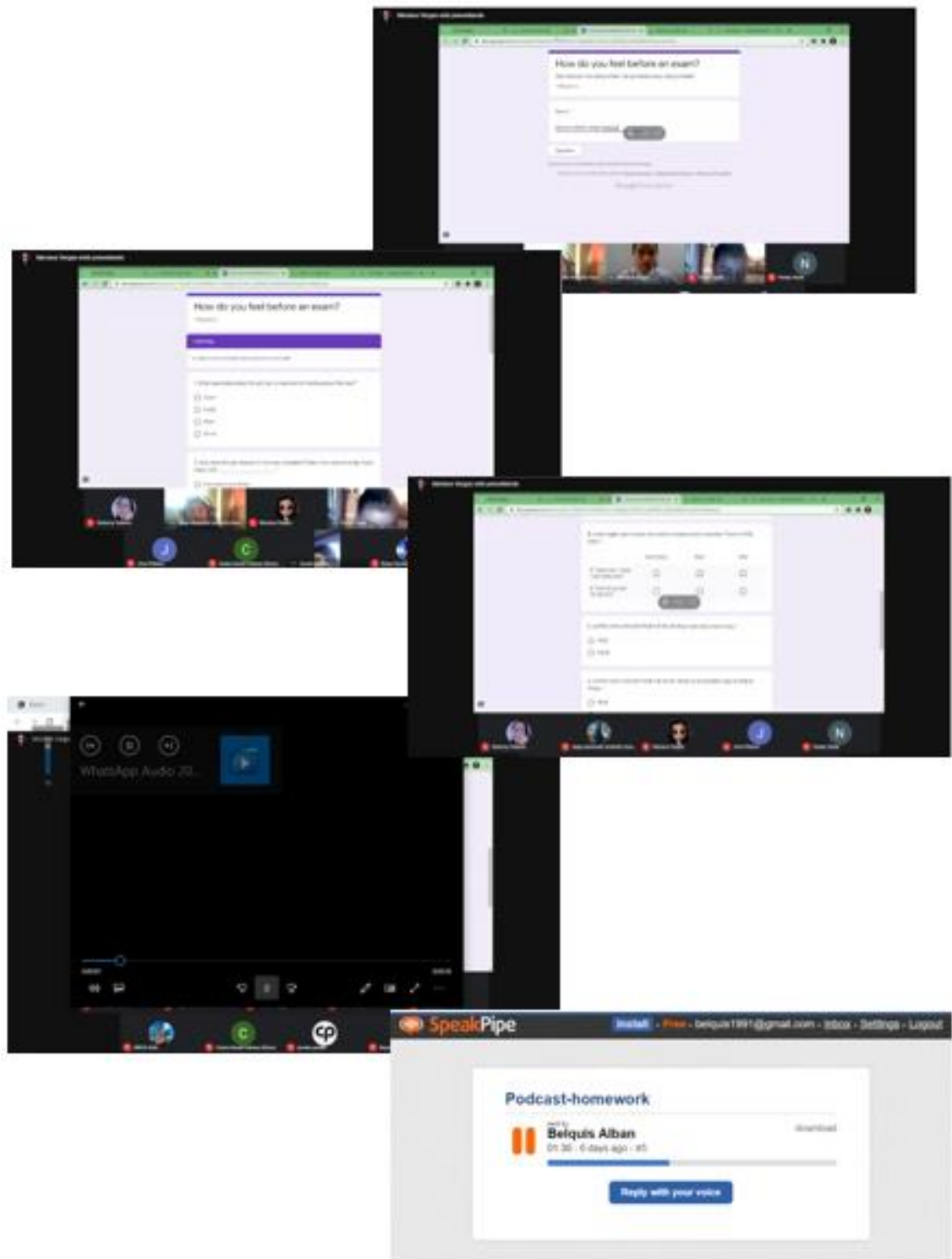
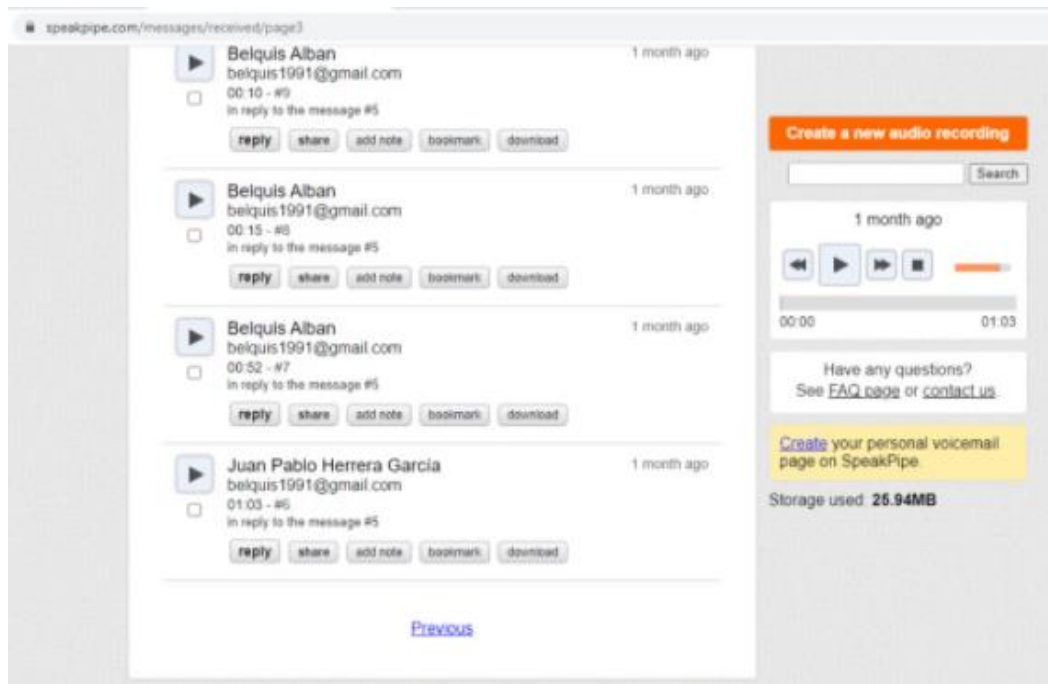**PODCASTS 1:** How do you feel before an exam?

Listening strategy 1: Listening and interiorize the content

Source: Speakpipe https://www.speakpipe.com/voice-recorder
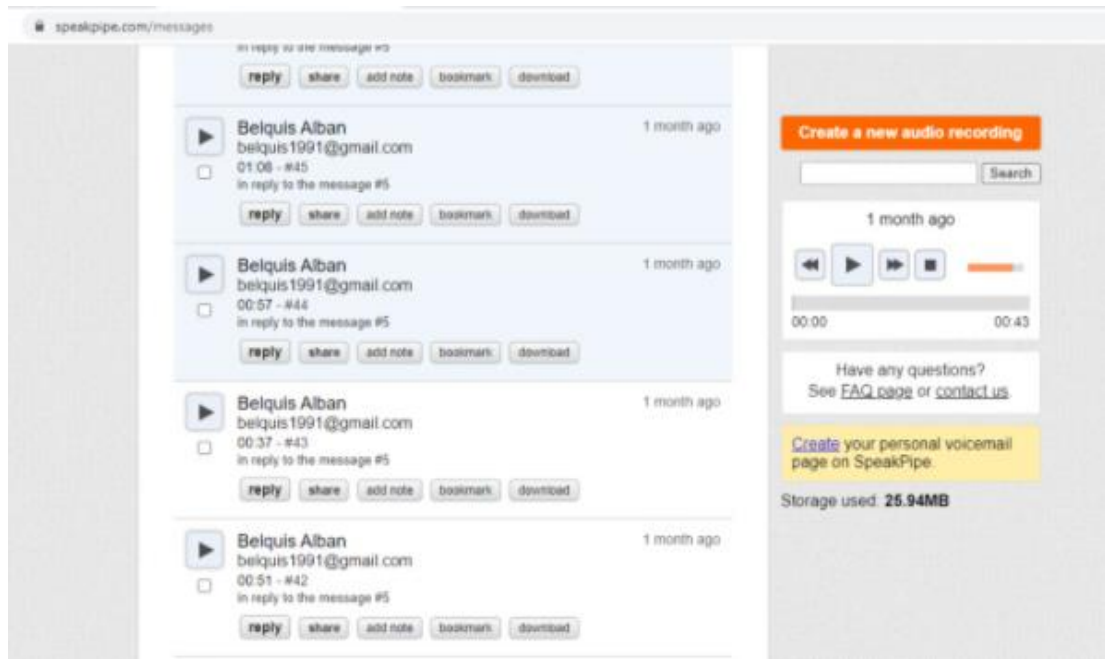
PODCASTS 2: Free time activities

Listening strategy 2: Listening and reading the script

Source: Speakpipe https://www.speakpipe.com/voice-recorder

PODCASTS 3: Favorite sports to play and watch

Listening strategy 3: Looking for new vocabulary

PODCASTS 4: Vacation destinations in Ecuador

Listening strategy 4: Rewrite transcriptions
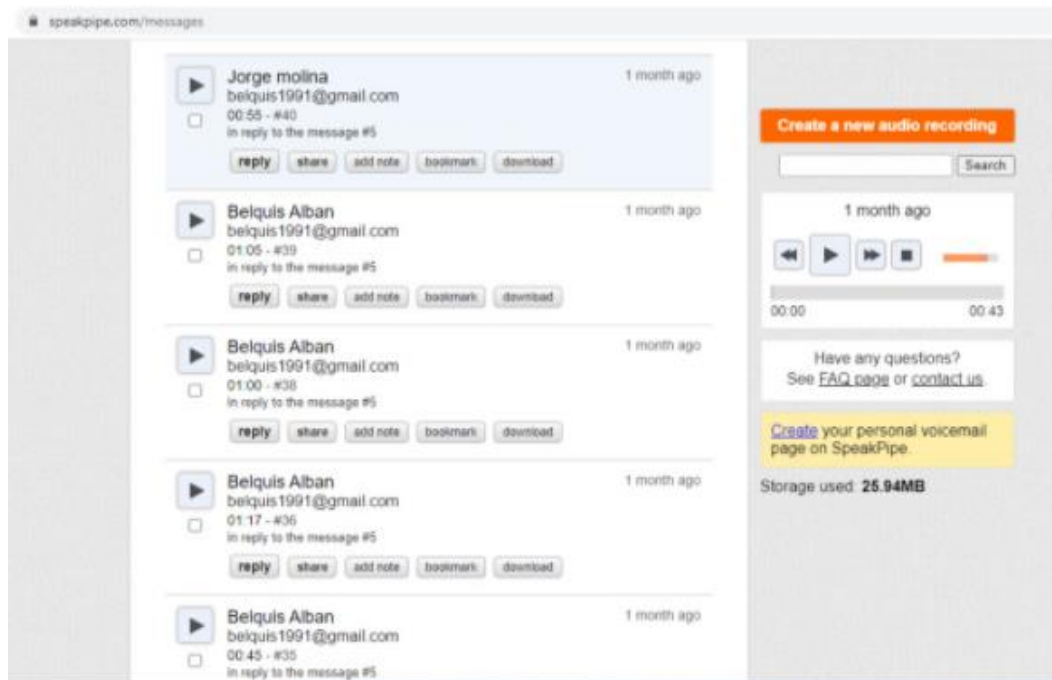
PODCASTS 5: Types of video games.

Listening strategy 5: Listen and record yourself

Source: Speakpipe https://www.speakpipe.com/voice-recorder

SURVEY APPLICATION

Source: GoogleForms https://forms.gle/1QjN9EM2DucYwt6w6