



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Perfil de investigación previo al informe final de trabajo de graduación y obtención  
del Título de Licenciado/a en Pedagogía del Idioma inglés**

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**THEME: "SPOTIFY PODCASTS AND THE ENGLISH LANGUAGE VOCABULARY"**

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Ambato-Ecuador

2022

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## DEDICATION

*To my parents Sandra and Manuel, who always were with me in my worst and best moments, who taught me how to be hardworking and perseverant, who motivate me to achieve my goals and dreams. The people who for me, are the best mother and father of the world, being my inspiration for everything. I hope this make you feel proud.*

*Josue*

## ACKNOWLEDGEMENTS

*To my sister for gave me moments of entertainment with her innocence, enthusiasm and happiness. Thank you for being in my moments of lack, and being my motivation to be your inspiration.*

*To my teachers for gave me the knowledge that helped me to be here, to be a professional and respected from others. You taught me everything what I know and I am thankful for it.*

*To my best friends for gave me ideas to not give up, for helping and motivating me to be a professional, for making me laugh and giving me reasons to say in in the future we are professionals.*

*Josue*

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## **ABSTRACT**

Nowadays, technology is a tool which is more efficient than others, and that helps to improve the English level of students. There are a lot of different tools where people have to use the English language to learn vocabulary. This research was focused in the objective to analyze the effectiveness of Spotify podcasts in the development of vocabulary skill. This objective helped to demonstrate how Spotify podcasts had effectiveness in students, and to know if podcasts could be considered as a tool in class. In addition, it was analyzed the usefulness of technological resources and identify the tools and activities managed in lessons. Furthermore, this study was aimed to know about the level of vocabulary in students, and to diagnose if teachers could use Spotify podcasts as a tool for educational purposes. In the development of this research, a mixed methodology was applied, which is qualitative and quantitative. Qualitative research method collected data through a seven questions interview directed to the teacher. On the other hand, the participants were a total of 15 students from the sixth year of basic school from the “Unidad Educativa Genesis”. Quantitative data was collected using a pretest and posttest applied to students. The subjects involved were 6 men and 9 women with an average age between 10 and 11 years old. Five classes were used for the treatment and Spotify podcasts as a main tool. Through the investigation, it was possible to find out that the use of Spotify podcasts for educational purposes are useful, and it provided opportunities to expand vocabulary through the frequent use of the tool.

**Keywords:** Spotify podcasts, educational technology, quantitative research, qualitative research.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Investigative background

##### 1.1.1. Problem

In the education field is important to identify problems which involves students and teacher when vocabulary is present. Exist one problem that is very common and it is not given much importance. Inside this problem, there are causes and effects that create the general problem. One of the causes is the use of traditional methods to teach vocabulary has the effect to create low interest in students. The solution can be the use of technological tools to create more interest and the attention in learners.

Second, the unawareness of the use of apps in learning development, creates an inability to use technological tools to develop vocabulary. Third, there exists a lack of deepening of the vocabulary, which causes an ignorance of other meanings. Another cause is a lack of context in the vocabulary, and the effect is the low knowledge of proper use of vocabulary. In addition, vocabulary skill is an important skill to develop. Some studies support that limitation in knowledge and it is represented in the problem tree. (*See annex 1*)

According to (Afzal, 2019) determines that vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without learning the vocabulary, it is difficult to attain any language proficiency. In this present research, the problem is clear, there are cases where teachers do not give importance or they do not delve into vocabulary.

Another study that reinforces the idea to focus more on vocabulary is from the journal with the topic (Kiliç, 2019), called “Vocabulary Knowledge as a Predictor of Performance in Writing and Speaking: A Case of Turkish EFL Learners” where he states that vocabulary knowledge is an important component of linguistic competence. In his study, he used experimental research, and he concluded that it is necessary to develop vocabulary using technology, innovative tools, and new methods to develop vocabulary skill. In the present research, it is considered a Spotify podcast as a tool to develop the vocabulary skill through other skills, like listening, reading and writing.

Finally, the study of “The Importance of Vocabulary in Language Learning and How to be Taught” by (Alqahtani, 2015) declares the learning of vocabulary as an important aspect of the foreign language learning with an emphasis on the meanings of new words. Considering this definition, it can be determined that vocabulary is more important than teachers and students think. For example, without vocabulary in a learning process, the student will never be able to have an idea of what to talk about and will not be able to understand real life topics.

Considering the previous studies about the problems with vocabulary, it is emphasized that it is an important skill, and that is not taken into account at the moment of teaching a foreign language. Also, it is an important component that is not developed in all ways, or giving the adequate importance in the learning process.

### **1.1.2. Previous studies**

Although technology can include audios as a tool, some studies affirms that podcasts and education have a good effect in learners. Some articles, books and papers were used to support and give a clear idea about the use of podcasts in the education field, and which strategies they used.

A study led by Indahsari (2020) with the topic “Using podcast for EFL students in language learning” pointed out that podcast is one of the popular products of technology created to support language learning. The aim was to introduce podcasts as a tool for developing language skill. The study determined that podcasts have the power to motivate students in learning English. In addition, podcasts were used just for the listening skill, and learners increased their listening skill. The study reviewed 20 articles published around 2020-2010 to find the effects of using podcasts in teaching English to EFL students. The data collected from the 20 articles mentioned that using podcasts can increase the 40% of skills in the majority of students.

Likewise, Asyiah (2017) led a study with the topic “The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery”. The study was focused to investigate how vocabulary teaching and learning are perceived by teacher and students; strategies to teach and learn the vocabulary, and also influences of students' vocabulary learning strategy on their vocabulary mastery. Accordingly, a mix method design was employed to one English teacher and 30 junior high school students to reveal the issues being investigated. The findings showed that the population have positive response on vocabulary teaching and learning. Concerning strategies, it was found that teacher mostly employed Fully-contextual strategy, meanwhile Determination and Metacognitive strategy were

found as the most favored chosen by students. The conclusion and recommendation of this study is to give a bigger portion to vocabulary in teaching and combine the strategies of fully-contextual and de-contextual to teach vocabulary.

Finally, a study with the topic “The impact of a virtual reality app on adolescent EFL learners’ vocabulary learning” led by Tai, Hao-Jan Chen, & Todd (2020) followed a research focused in VR technology which allows learners to access simulated, immersive and interactive virtual environments to perform authentic learning activities. In particular, VR has emerged as a valuable tool for L2 learning. This study was applied on forty-nine seventh graders in Taiwan and they were recruited from two intact classes and assigned to either an experimental (VR players) or control (video watchers) group. Vocabulary tests, a perception questionnaire, and interviews were used to evaluate the participants’ vocabulary learning. The results showed that the VR players’ vocabulary learning and retention was significantly higher than the video watchers’. Vocabulary learning was motivating and beneficial for the majority of the VR players. The VR app contextualized vocabulary learning by providing virtual environments with multimodal support and enhanced learner engagement through real-time interactivity and feedback. The video watchers’ feedback revealed mixed feelings. Some felt that the walkthrough video facilitated vocabulary learning by providing word meaning and use in context. Others reported it lacked interactivity and their attention was easily distracted.

### **1.1.3. Problem Formulation**

How is the effectiveness of the Spotify podcast and the English language vocabulary? (To analyze the effectiveness of Spotify podcasts in the development of vocabulary skill”)

### **1.1.4. Research Questions**

- What is the vocabulary level of students from the sixth year of basic school from the “Unidad Educativa Genesis”?
- What is the diagnosis of the use of podcasts in the English language vocabulary by the teacher?
- What effectiveness have Spotify podcasts in the English language vocabulary?

### **1.1.5 Literature Review**

As a result of a deep analysis, the key categories emerged for a better understanding for this study. The main concepts were based from a macro analysis to a macro analysis, and that encompassed the topic as the independent and dependent variables. Concepts were selected according after investigating topics that they are explained one by one, showing a relationship between them. The graphic of key categories is located in the annex 2.



### **1.1.5.1 Independent Variable – Technology in education**

Raja & Nagasubramani (2018) indicated that “the role of technology in the field of education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions, also as a tool to enhance the entire learning process. Thanks to technology; education has gone from passive and reactive to interactive and aggressive” (p. 33). Technology has an important role to motivate creativity in the learning process. In addition, in the present research use podcast as an innovative tool for develop vocabulary skill in classroom.

According to Bulman & Fairlie (2016), determined that “the Internet represents a potentially valuable resource for finding out information about a wide range of educational topics and for reducing the coordination costs of group projects...Computers, the Internet, software, and other technologies, because of their interactive nature, may engage schoolchildren in ways that traditional methods cannot” (p. 246). In the same way, it is reinforced the idea of technology is necessary in the education field. The creation of new methods of teaching in the environment of learners is emphasized, that changes the traditional method and create motivation.

“Instructional technology is treated as a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about more effective instruction” (The Commission on Instructional Technology 1970, as cited in Burgin 2014).

### **1.1.5.2 Blended learning**

In general terms, blended learning integrates traditional, face-to-face classroom instruction with online digital learning (Castro, 2019). In addition, programs in this modality are increasingly being adopted in higher education institutions and are clear examples of technological, pedagogical, and organizational innovation in universities.

Smith & Hill (2019) defined blended learning that is useful and chose by everybody because is flexible with the staff and the students. Also, it has personalization; enhanced student outcomes; the development of autonomy and self-directed learning; opportunities for professional learning; staff and student satisfaction; and increased interaction between staff and students, and between students.

Blended learning model, which incorporates video-assisted online resources, may be a useful tool to teach clinical skills to students of health including nursing (Coyne et al., 2018). Blended learning not only increases students' knowledge and skills, but is often preferred by students due to its flexibility.

### **1.1.5.3 ICT tools**

According to AIMS (2020) ICT is defined as the acronym of Information and Communication Technologies. Furthermore, ICT is all communication technologies, including the wireless networks, the internet and other media applications and services allowing access for people to use this such as for store, transmit, and manipulate information in a digital form.

ICT are viewed like technologies that provide access to information through telecommunication. It is viewed as Information Technology (IT) but here it focuses more on

communication technologies. Also, it includes the internet, wireless networks, cell phones and other communication mediums. In other words, it means that there are a lot of opportunities to use ICT to improve the quality of the teaching process to get an effective learning (Ratheeswari, 2018).

Kwok & Yang (2017) considered that ICT tools in education need to be integrated. The reason is what students have the opportunity to solve an authentic problem using multimedia, employing wikis to scaffold their learning, using internet to search for information, participating in online forum or chat tools to discuss ideas, utilizing knowledge forum or online discussion board to share information, negotiate ideas and construct knowledge, and finally using mind mapping tools to build knowledge by connecting concepts.

#### **1.1.5.4 Spotify podcasts**

Spotify was officially launched as a music streaming platform in 2008, which it was the first platform that offered music of all artists and offering users the opportunity to listen to the music without needing to buy the music themselves (Coffey, 2016). In addition, this platform introduced podcasts like a variety inside their offers. First, it was an experiment, but then, it was approved by people using statistics and surveys. Suddenly, some people begin to use these podcasts not just for entertainment, also they use as a tool to study, and to improve their language skills. Finally, there are some people who study by themselves and they do not have the opportunity to study in schools or colleges, then, these kind of people use podcast from different platforms to improve their language.

Prey et al. (2020) determined that Spotify is the ‘new radio’ for the influence it has on breaking new songs and artists, and for the important role it plays in music discovery and consumption. The purpose is to determine whether Spotify is leveling the playing field or

entrenching hierarchies between major labels and independent labels. Podcasts allows students to enhance their English speaking abilities through the metacognitive processes of planning, monitoring, evaluating, and revising (Yeh et al., 2021). In the planning stage, students search for and listen to podcasts on topics in which they are interested and write and record audio scripts.

Nwosu et al. (2017) affirmed that podcasts can be used to facilitate palliative care discussion with a global audience. Podcasts offer the potential to develop educational content and promote research dissemination.

Finally, all the articles mentioned in this section, each investigation concluded that podcasts had a high influence in the learning process of vocabulary and another skills. Each investigation had his own purpose, but most of them had Spotify as an instrument or they wanted to develop vocabulary through podcasts. Therefore, the present study has the purpose to develop this study in such a way that it was possible to analyze the effectiveness of the independent variable on the dependent variable.

#### **1.1.6. Dependent variable: English Language Vocabulary**

##### **1.1.6.1 English language communication**

Ramiza & Albion (2017) stated that English language communication can be a spoken interaction in which the skills involve reciprocal activities of listening and speaking that are considered to be difficult for non-native learners. Furthermore, in communication exists the vocabulary skill, which is important to consider as an ability to develop for the reason of if there is not a knowledge about vocabulary, the individual will not know how to develop a communication.

Araki (2019) stated that communication involves two individuals “A” and “B”. This model of communication consists of the speech circuit, which is the transmission of word sounds (following the Saussure’s Speech Circuit).

Shin (2019) explained that communication is an oral interaction which can be a creative way to share ideas, and feelings in order to transmit a message to another individual.

Considering these definitions, English language communication can be defined as the activity of transmit a message using the English language as the main component used for communication. In the present research is considered English language communication in order to reinforce vocabulary using Spotify podcasts.

#### **1.1.6.2 Language learning**

According to The University of North Carolina at Chapel Hill (2018) “learning a language is a complex, time-intensive task that requires dedication, persistence, and hard work.” In addition, there is a complex ways to learn a language, but using tools which support the process such as technology, it will be easier.

TESOL (2017) determined that language learning is a process where teacher and students are exchanging knowledge, including tools provided by the teacher which helps the development of the process. Also, inside the learning process it can be find their basic principles.

Language learning can be adapted with technological tools, such as mobiles, computers, radios, audiobooks, podcasts, and more (Rustam et al., 2017). Also, it is considered to apply technology during the language learning process in order to achieve new knowledge, new vocabulary, and develop different abilities.

Considering the definitions that are mentioned before, language learning is a process where a person need a guide or a teacher for his learning. Also, it is focused in the components of the language or structures that people are able to produce language in a way that they can transmit a message. In comparison with his counterpart, language acquisition, it is referred for students who acquire language without the guide or learning, just using his environment and experience.

### **1.1.6.3 Language components**

According to Hoque (2015) language components consists in a system of communication which is based of combination of words into sentences. In addition, the components of language can be considered as the structure what an individual use for communication following the rules of language. In addition, language components are divided into three groups:

- **Form:** Phonology, Morphology and syntax
- **Content:** Semantics
- **Use:** Pragmatics

Each of this category has the purpose in the language. In the case of the form, divided in three components:

1. “**Phonology** is the scientific study of language structure” (Odden, 2012). It is the study of the structure.
2. “**Morphology** is the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed” (Parker, 1878). It is the study of morphemes that form all the words.
3. “**Syntax** is the study of how individual words and their most basic meaningful units are combined to create sentences is known as syntax.” (Bloomfield, 1914). It is the study of the rules by which words are organized into phrases or sentences in a particular language.

On the other hand it is the content, with one component:

4. “**Semantics** is the study of the meaning of linguistic expressions” (Thomason, 2012).  
It is the study of vocabulary in the language.

And finally there is the use, with the component of:

5. “**Pragmatics** is a major study of linguistics that defines the hidden meanings of a writer and speaker towards the conjoining effort of linguistic form” (Siddiqui, 2018).  
In other words, it is the study of the ability to use language functionally in social or interactive situations.

The language works thanks to different rules. There are syntactic rules that establish how words have to be ordered in the sentences. The morphological rules consist of how words can be formed.

In addition, language components have the function of the large number of different rules and components, where they facilitate the communication, the production and the

understanding of the language. It is important to consider the components because without them it will be impossible to reach the target language

#### **1.1.6.4 English language vocabulary**

Al Masri (2020) stated that English language vocabulary as “a group of English words, and it is defined in this study as the English words contained in the study units ((My Family, Colors, My Room, Animals) in the first basic grade” (p.3).

Abbasi & Hashemi (2013) explained that English vocabulary as a set of words which are used in different context by individuals. Also, it can be found that inside the English vocabulary there are 4 types; the speaking vocabulary, the listening vocabulary, the reading vocabulary, and the writing vocabulary.

Speaking vocabulary consists a combination of words what are used when an individual speak. In addition, spoken vocabulary “Speaking” is a focus skill for both, in first and second language (Reading Rockets, 2020). Learning to speak is the most important aspect to learn a second language or a foreign language, and its success is measured based on the ability to conduct a conversation in the language. In other words, speaking vocabulary is the process where an individual can use words that actually speak and know. In addition, this process is used for conversations, and interactions between two or more individuals.

Listening vocabulary is the process which through hearing an individual can learn and understand new words. Learning new words is a continuous process, where an individual can learn, understand and recognize during his adulthood fifty thousand words.

According to Cañar & De la Torre (2011) stated that listening and speaking vocabulary Oral language proficiency is critical to achieve successfully the second language. Vocabulary is a critical aspect of the oral domain. Also, “word knowledge is the engine of language



production and reception, and it is fundamental to the learning of new information, therefore, as the vocabulary is strengthened, oral skills improve”.

Reading vocabulary is the process which build the major part of the vocabulary. Also, the words that are learned from texts, they are words that mark our mind for the future.

Writing vocabulary is the process which is normally influenced by the words that an individual is able to spell. It is easy to express verbally, through facial expressions, or intonations, but writing vocabulary depends upon the expertise of the individual in vocabulary.

According to Hossain (2015) “written vocabulary is considered that a certain level of vocabulary is needed to learn the objective language and writing means production, vocabulary plays an important role in writing, allowing the use of language in an active way.” Vocabulary knowledge and size have an impact on writing. Additionally, writing helps improve vocabulary knowledge and receptive vocabulary knowledge is developed through a variety of sources.

E-Learning NC (2020) explained that productive vocabulary is not necessarily developed in the same context; the conversion of receptive vocabulary to a productive vocabulary is the final stage of vocabulary learning

According to Hossain (2015) vocabulary in writing symbolizes the maturity and authenticity that is established as the foundation of writing in a second or foreign language, so vocabulary knowledge is the key factor to ensure that written production is understandable and meaningful. In addition, reading and writing vocabulary need a great vocabulary of meaning and effective decoding skills to comply with the communication process. People

with the ability with large speaking vocabulary, they are able to read and write. People who develop great reading vocabulary may not use that vocabulary in their writing without the teacher's help and guidance. However, when the person is fully developed as a reader and writer, there is a growing relationship between the four aspects of vocabulary: listening, speaking, reading and writing. Encouraging improvement in one aspect has the potential to foster improvement in another, therefore, teachers' responsibility is to help students transfer vocabulary skills from one form to another.

Finally, Morejon (2011) stated that English vocabulary techniques depends on the teacher creativity, and it requires collaborative work among authorities, teachers and children to develop interpersonal communication, with a great branch of words to connect with others. Moreover, teachers have to implement vocabulary techniques in order to give a solution to this problematic issue.

## **1.2 Objectives:**

### **1.2.1 General objectives**

- To analyze the effectiveness of Spotify podcasts in the development of vocabulary skill

### **1.2.2. Specific objectives**

- To identify the vocabulary level of students
- To diagnose if Spotify podcasts are used in the development of the vocabulary skill by the teacher
- To demonstrate if exists effectiveness of Spotify podcasts in the development of vocabulary skill

## **Description of the fulfillment of objectives**

In order to achieve the objectives stated in the present study, it was developed a set of steps. First, to achieve the general objective it was necessary to set three specific objectives that helped to analyze the effectiveness of Spotify podcasts in the development of vocabulary skill. Suddenly, the first specific objective is to identify the vocabulary level of students. For this purpose, standardized test was took from Cambridge made for young learners. It determined that students from the sixth year of school have an A1 level. With this information, the researcher had to apply a pretest and posttest using the Cambridge Test A1 Movers for kids. Second, the other specific objective was to diagnose if teacher use Spotify podcast in the development of the vocabulary skill. For this objective it was used an interview, and the questions was focused in topics such as technology in education, which strategies and instruments are used in this institution, and finally, with podcasts. After that, the researcher applied the podcast in order to listen the new vocabulary, and then, it was applied activities about the podcast to students of the sixth year of basic school of the Unidad Educativa Genesis, which consisted of a three parts that was planned carefully according to the teacher's suggestions. Students were able to develop the English Language Vocabulary by listening podcast. This implementation was carried out via Microsoft Teams platform.

Finally, in order to fulfill the last objective, it was recollected data through from the tests applied before and after the treatment. With this information, it was possible to achieve the last specific objective. In addition, during the treatment, it was used tools such as podcasts, online activities, books and technological tools in the learning process. After that, it was applied a posttest with the similar structure with the purpose of determine if the podcasts had positive or a negative effectiveness in the treatment process.

## CHAPTER II

### METHODOLOGY

#### 2.1 Materials

##### 2.1.1 Population and Sample

This research was carried out with 15 sixth-year students of basic school from “Unidad Educativa Genesis”. The total subjects involved were 6 men and 9 women between 10 and 11 years old. In order to identify their vocabulary level, standardized test was applied. The test was taken from the online Cambridge Assessment tests for young learners. Its results showed that students have an A1 level according to the Common European Framework of Reference. The access link to the standardized test is in the part of annexes as an annex 3.

**Table 1**

*Population*

<b>Population</b>	<b>Experimental Group</b>	<b>Total</b>	<b>Percentage</b>
Male	6	6	40%
Female	9	9	60%
Total	15	15	100%

**Source:** Direct research

**Elaborated by:** Quiña, J. (2021)

According to the table 1, it shows that the majority of the population is conformed mostly by girls in 60% which is the representation of 9 people. On the other hand, the 40% is represented by boys in the table as at the same time are 6 people in class. In other words, the population mostly are conformed by girls between 10 and 11 years old.

### **2.1.2 Instruments**

In order to fulfill the research questions, first, it was selected instruments that were adequate to support the process. In addition, instruments were validated by experts before their application. Standardized test, pretest, interview and posttest were selected for this study to solve the main problems explained before. Furthermore, there is an operationalization of variables which is focused in the instrument of interview (see annex 10). The purpose of this annex is to consider from the abstract aspect to the empirical and this make a better understanding of the use of this instrument.

#### **Standardized test**

The first instrument was a standardized tests, which is commonly used for measures the cognitive abilities that help reorient our thinking about literatures and directly bear on education, and provide a starting point from which more solid education policies can be built to more effectively help children (Wai et al., 2018). This instrument had a total of 15 questions, divided in 4 parts focused in reading, grammar and listening skills. It was taken from the online Cambridge Assessment test directed to young learners (see annex 3).

According to Good et al. (2003) standardized test is defined as a test which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been developed and which may be scored with a high degree of objectivity. Standardized tests are carefully constructed tests which have uniformity of procedure in scoring, administering and interpreting the test results. A standardized test is generally made by a professional tester or a group of testers.

Standardized tests are not restricted to use in a school or a few schools but to larger population, so that many schools can use such types of tests to assess their own performance

etc. in relation to others and the general population for which the test has been standardized (Snyder et al., 2021).

**Table 2: Test your English**

<b>ALTERNATIVE</b>	<b>PARTICIPANTS</b>	<b>PERCENTAGE</b>
PRE A1 Starters	3	20%
A1 movers	8	53%
A2 flyers	4	27%
<b>TOTAL</b>	15	100%

**Elaborated:** Quiña, J. (2022)

**Source:** information gathering

According to the data collected through the test, it can be observed that 53% of children to whom the test was applied are at the A1 movers level, while there are 20% who are at the PRE A1 starters' referring to a low level. The 27% of students are at a high level, which is the A2 flyers. Furthermore, the results can be determined that most of the population is at the intermediate level (A1 Movers). It is necessary to consider the data collected shows the other part of students are divided in PRE A1 Starters and A2 Flyers. For this reason, A1 Movers level is the adequate level for pretest and posttest in the research.

### **Pretest**

The second instrument for this study was a pretest. This test is focused in the dependent variable, and the data is collected with the purpose to know how the population has a relation with the dependent variables (Zientek et al., 2016). The pretest was taken from the Cambridge English Young Learners English Tests (YLE) Sample papers *Movers Vol. 2*. This test consisted in 24 questions divided in 4 sections focused in reading and writing parts, to

evaluate students' level of vocabulary. The test was adapted in an online link in "Google Forms" to facilitate the access for students, and this can be found as annex 5.

### **Interview**

The third instrument was an interview. According to Wang et al. (2011), an interview is a conversation for gathering information, where involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewed, who responds to those questions.

The instrument was divided in 7 questions focused about the perception and perspective that the teacher had about the use of "Spotify Podcasts" in class (see annex 4 for interview questions and annex 6 for interview transcription). Interviews can be conducted face-to-face or over the telephone, but in this case it was used a zoom meeting.

### **Posttest**

The last instrument was a posttest which the main objective is to collect the final data, and that reflects the final scores. This scores demonstrate the effectiveness of the treatment which was used in the research (Zientek et al., 2016). Posttest had the same assessment model and schema used in the pretest. In contrast, the posttest had a 27 questions divided in 4 sections of reading and writing respectively. The test was adapted in an online link in "Google Forms" to facilitate the access for students, and this can be found as annex 8.

**Table 3***Instruments and participants*

<b>Instrument</b>	<b>Participant</b>	<b>Total</b>	<b>Percentage</b>
Standardized test	Students	15	100%
Pretest	Students	15	100%
Interview	Teacher	1	100%
Posttest	Students	15	100%

**Source:** Direct research

**Elaborated by:** Quiña, J. (2021)

This table represents that each instrument had his own participant. In the first instrument, was applied to students with a total of 15, representing the 100%. At the same time with the pretest and posttest which was applied to the same participants. On the other hand, the variation of participant was in the interview. This instrument was applied just to the English teacher, representing the 100%. Each instrument was applied in their 100% of participants chosen.

**2.1.3 Validation of data collection instruments****Interview**

Previous to the application of the interview to the teacher respectively, from the career, were asked to validate these instruments of data collection.

Hurtado (2017) argues that this is a technique based on theoretical correspondence between items of the instrument and concepts of an event. It is meant to corroborate the consensus with researcher and experts regarding to the purpose of each item. Thus, a rubric was presented to these experts to examine and validate the instruments; this rubric had a chart where the experts had to indicate as “relevant” or “no relevant” and the corresponding observation of it (see annex 8)



## **Pretest and posttest**

For the validation of pretest and posttest, these were taken from Cambridge University Press, in other words, they are standardized test used to evaluate English to young learners around the world, and it is not necessary a validation by experts. Previously, it was searched and they were taken according to the level of English that it allowed to know thanks to the standardized test.

## **2.2 Methods**

### **2.2.1 Research Approach**

The research study has mixed approach, which are qualitative and quantitative. “Mixed methods research involves the sequential or simultaneous use of both qualitative and quantitative data collection and/or data analysis techniques” (Johnson, Onwuegbuzie, and Turner 2007, p.119). First, it is used a quantitative approach to collect data from pretest and posttest, such as statistical analysis, numerical data taken from the instrument of recollection.

On the other hand, qualitative approach was used to collect data that allows to the researcher to consider the preferences of an individual about the use of technological tools for educational purposes and how they feel using podcast in class. Finally, also it helped to analyze the effectiveness of Spotify podcast in the English language vocabulary.

### **2.2.2 Research Modality**

#### **Field research**

According to Vassala (2006) the field study is related to students’ context, where activities take place in learning environments with the purpose to give the most valuable experiences of the students and gain through images taken by the senses. In this research, the field is

considered natural, in other words, it is carried out in the classroom. The purpose of this field is to give different experience and reach the main objective of this research, through reality, face to face, and eye contact with students involved in the process.

### **Bibliographic research**

According to Scott & Marshall (2015), bibliographic research is "Research that uses personal and official documents as a source material. Documents may include such things as newspapers, diaries, directories, government statistical publications, photographs, gramophone records, tapes, and computer files." In this case, the theory of two variables of this research "Spotify podcast" and "English Language Vocabulary" scientific papers, journals supported to the researcher to analyze the effectiveness of Spotify podcast in the English language vocabulary.

### **2.2.3 Level of Research** **Exploratory Research**

This research study was focused on an exploratory research since researchers like Swedberg (2021) defined it as an attempt to discover something new and interesting by working through a research. In that way, this study is considered as innovative tool such as Spotify podcast to the English Language Vocabulary. In this study, the effectiveness of the Spotify podcasts was considered, as well as the vocabulary level of third year high school students. Therefore, with the aforementioned, this was the first time that the vocabulary of third year high school students was evaluated.

#### **2.2.4 Data collection plan**

This research procedure is based on interview, a pretest and posttest as instruments to collect all the data in order to compare and analyze the information obtained in this research.

First, the examiner provided to students the A1 movers retrieved from the Cambridge Sample Test. This test was taken by students from the sixth year of school from “Unidad Educativa Genesis” being the group of the design; suddenly, they were evaluated according to the criteria established from Cambridge directed to the vocabulary abilities. Pretest and posttest were applied and used the same schema in order to collect quantitative data for demonstrate improvements.

Second, an interview was applied to the teacher in order to collect qualitative information about the perception of Spotify podcasts. Before this instrument was applied through a zoom meeting, it was validated by experts. Therefore, the interview supported the specific objective which is focused in teacher strategy and the possibility the use of Spotify podcasts in class.

Finally, it was applied a posttest with the same schema of the pretest, but in this test demonstrated the analysis of the effectiveness of Spotify podcasts.

### **2.3 Hypothesis**

#### **Null Hypothesis**

**H<sub>0</sub>:** Spotify Podcast does not have effect in the English Language Vocabulary

#### **Alternative Hypothesis**

**H<sub>a</sub>:** Spotify Podcast does have effect in the English Language Vocabulary

## CHAPTER III

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 3.1 Analysis and discussion of the results

This chapter demonstrate the obtained results from pretest and posttest applied to 15 sixth-year students at Unidad Educativa “Genesis”, the same ones that were used to analyze the effectiveness of Spotify podcasts in the development of vocabulary skill. The data obtained have been analyzed with the SPSS statistical program to support and to have a better understanding of the quantitative information. To have an idea about the topic, the data obtained were analyzed with tables and their interpretations. The table 3 represents the data collected from pretest and posttest applied to students, which were considered different aspects, and the data was recollected through a statistical software using a T-test (*see table 3*). In addition, the table 4 presents the interview between the researcher and the English teacher. It was obtained through a thematic analysis, which finally shows a table with the key words and the main points of the interview (*see table 4*).

### 3.1.1 Analysis and interpretation of results

#### 3.1.1.1 Pretest and posttest

**Table 3:** Paired sample t-test Pretest and Posttest

Group	Test	Mean	N	Std. deviation	Std. error mean	T. value	Sig. (2 tailed)
Sixth- year students	Pretest	4,67	15	1,759	,454	-9,089	,000
	Posttest	8,20	15	,941	,243		

Source: SPSS Software

Elaborated by: Quiña, J. (2022)

The table 4 shows the statistical results obtained with the SPSS statistical software. The mean score of the pretest was 4,67 while the mean in the score of posttest was 8,20; everything over 10. According to this t-test, the P-value is 0,00; t is lower than the alpha value 0,05. As a final consequence, the difference between this results are notorious, showing that the mean of the posttest has a big difference of 4 points. It is important to consider that in the process of the application of pretest and posttest, the standard deviation need to be notorious, because it demonstrates the effectiveness of the treatment process (Zientek et al., 2016). With this result, it can be concluded that the null hypothesis can be rejected and accepted the alternative hypothesis, giving as a result that Spotify Podcast does have effect in the English Language Vocabulary.

This table reflect that the use of Spotify podcasts improves learners' vocabulary. Thus, the literature used in this research go hand in hand with these results. In addition, the literature used mention that Spotify podcasts helped students in different aspects, create motivation in learners, and create confidence in them.

**Table 4: Thematic analysis: Interview**

Podcasts	Tool	Innovative	Controversial	Attract
Students	attention	motivation	Solve doubts	Stuck
Teacher	Strategy	direct	Target	Zone proximal
	helpful	acquire	communicative	descriptive
	reading	writing	Real context	Involve

Source: Direct research

Elaborated by: Quiña, J. (2021)

The present table is a final summary of the thematic analysis. This is a process is focused in qualitative data, including all the aspects of the interview. In addition, a thematic analysis is a rigorous process composed by 6 steps (Maguire & Delahunt, 2017). First, the researcher need to familiarize with the data, including all the parts of the interview. Second, it was generated initial codes, which were used for divide all the interview with the purpose of detect themes (*see annex 9*). Suddenly, it was searched themes. In other words, the interview was divided from the initial codes, to main themes or topics to demonstrate the main points. The fourth and fifth steps were developed for review themes or topics, and define (*see table of steps 3 and 4 and the graphic of step 5*). In this cases, it is important to consider all the parts divided, because of the last step is the result of all the process. Finally the write-up is the last part, where it is represented through a table with different key words. The table is interpreted as a summary of the write-up of the interview.

The interview started with a questions with the topics about strategies used in class by the teacher, and the answer was a direct strategy and the use of zone proximal strategy. The target is always considered because is important to know for who is the lesson. Furthermore, the present table is divided into three aspects “Podcasts, Students, Teacher”. In the part of podcasts, there are some words emphasized such as tool, innovative, controversial and attract. In the interview, podcasts were related with these words because are considered as an

innovative tool and controversial, which attract students to learn new vocabulary. Down podcast, it is the word students, where in the interview, it is related to podcasts get attention of the students, they have a motivation, it can solve doubts, and as a result, students cannot be stuck in a topic. Suddenly, it is the main part which is the teacher. It is divided in 3 columns. This is an important part, because the teacher explained that his strategy used in class are the direct method and the zone proximal, and it depends on the target of the learner. Down, it is the word helpful, which is related with podcasts, that help to acquire new vocabulary, and this tool help to communicate and describe situations for students. Finally, the last words are related to the important skills considered for the teacher, which are reading and writing, considering that students need tools such as podcasts that help to involve students in real contexts or hypothetical.

### **3.2.1 Verification of hypothesis**

### **3.3 Hypothesis statement**

**Null Ho:** “Spotify Podcast does not have effect in the English Language Vocabulary”

**Alternative Ha:** “Spotify Podcast does have effect in the English Language Vocabulary”

## CHAPTER IV

### 4.1 Conclusions

This study was aimed to analyze the effectiveness of Spotify podcasts and the English Language Vocabulary. Podcast allows students to enhance their English speaking abilities through the metacognitive processes (Yeh et al. 2021). In addition, are so useful in the education field, instead of they are used for entertainment, it can be used as a tool for develop English language vocabulary. In this part, it is concluded that podcasts can be considered for develop English language vocabulary in this institution for this reasons: First, in this research it was applied a standardized test took from Cambridge, which allowed to know about the vocabulary level of the students. Standardized test is important to use when a research is focused in an education field, and at the beginning of the study, it is necessary to identify which level have the population (Sudarman & Chinokul, 2018). The data collected, determined what students have an A1 level according to the European framework. It is essential to identify in which level are the students, because this help to the researcher identify which tools are adequate for the treatment (Noreillie et al., 2018). With this information, it was reached the first specific objective, and it was considered the vocabulary level of the students.

Second, the study was focused in to diagnose if teacher use Spotify podcast in the development of the vocabulary. For this, the objective was achieved through an interview, where the English teacher was asked questions with the purpose to know with technology and podcasts. Therefore, the interview helped to collect qualitative data. There are cases where interview is complicated to carry out because the data is not collected with the correct method (Blum, 2018). At this point, it was carried out with a thematic analysis, where it was



concluded that teacher knows about podcasts, and he consider to use that as a tool in class. In addition, it was treated points such as in the institution it is not used at all podcast, but technology is present. Also, teacher is able to use podcasts for the teaching process, and always considering the target and the age of student. Podcasts attract students because it is innovative and motivate them to involve with the real topics (Saeedakhtar et al., 2021).

Finally, as a conclusion for the last objective which is to demonstrate if exists effectiveness of Spotify podcasts in the development of vocabulary skill, the data was collected through a pretest and posttest. A pretest and posttest helps in a research to know if there is progress or it had no effect on the population (Rockhill et al., 2019). In addition, it was notorious the difference between before and after the treatment. Treatment is the main part of the research, including all the aspects for the study (skills, environment, target, level) (C. Avila & S. Lavadia, 2019). Before the treatment, students demonstrated that they had a low level of vocabulary. The treatment was divided into 5 classes, which were applied activities that motivated students to be involved. In this process, all students were able to complete the activities using podcasts as a main tool to learn. After the treatment, students were able to complete the posttest reflecting a better level in comparison at beginning of the research. In other words, Spotify podcasts had a good effectiveness in the development in the vocabulary skill, but there were some cases that students did not understand at all, for this reason, it is important to consider the target.

## **4.2 Recommendations**

As a first recommendation, Spotify podcasts can be used as a tool in class to reinforce vocabulary. In contrast, Spotify podcasts need to be chosen according to the level of the learner, due to they can have difficulties to understand some words and that can stuck the learning process.

As a second recommendation, due to the low interest of deep in vocabulary, podcasts can increase the interest in students. There are cases that it is needed to consider the target. Likewise, podcasts are complicated to understand for children between 3 to 8 years old, but it is recommended for young learners and up to improve their vocabulary.

Finally, due to the lack of context and the lack of deepening of vocabulary, Spotify podcasts can help to involve students with real context. Most of them have topics related to problems that exist today or topics that are of interest to young people. In addition, it is recommended to use podcasts as a technological tool because this help students and teachers to be involved more with technology.

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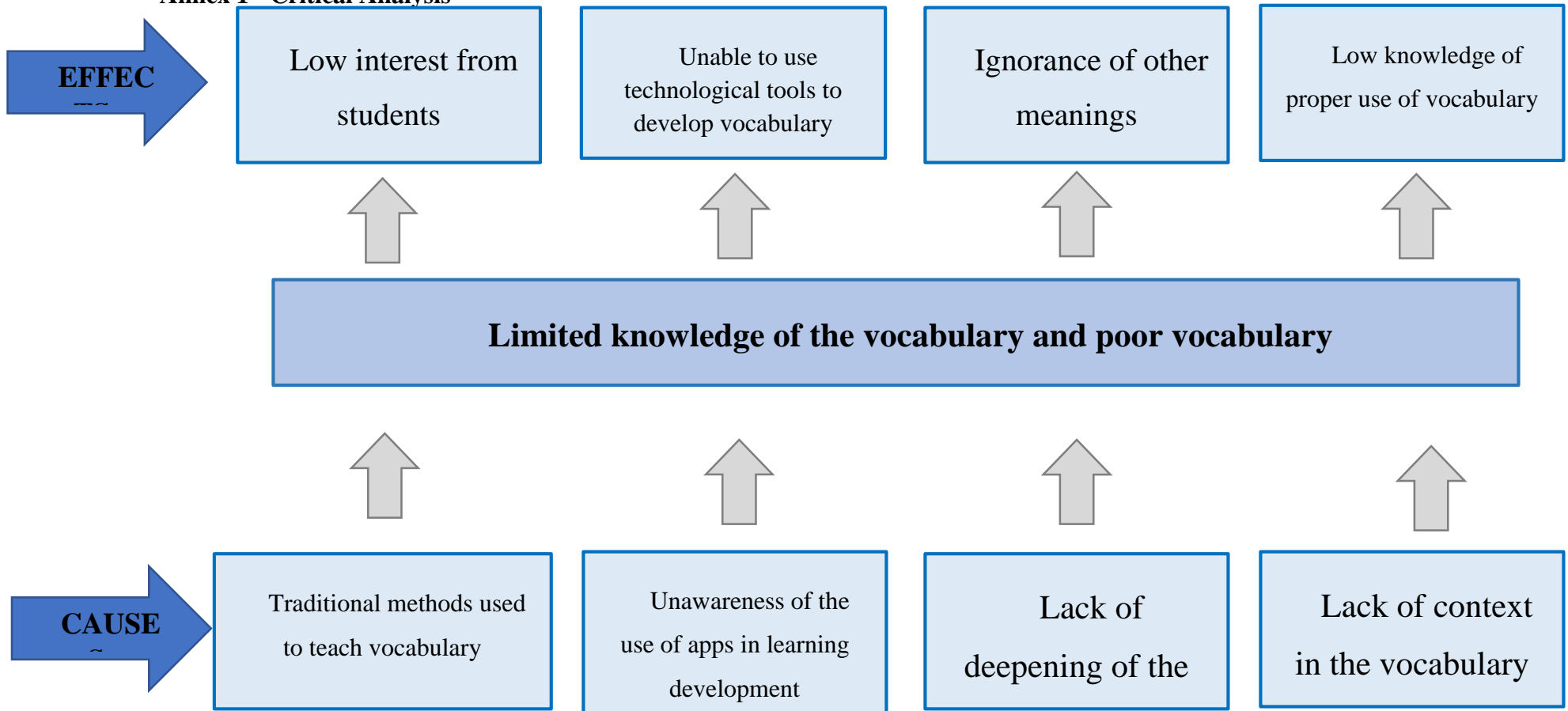
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ANNEXES

Annex 1 - Critical Analysis

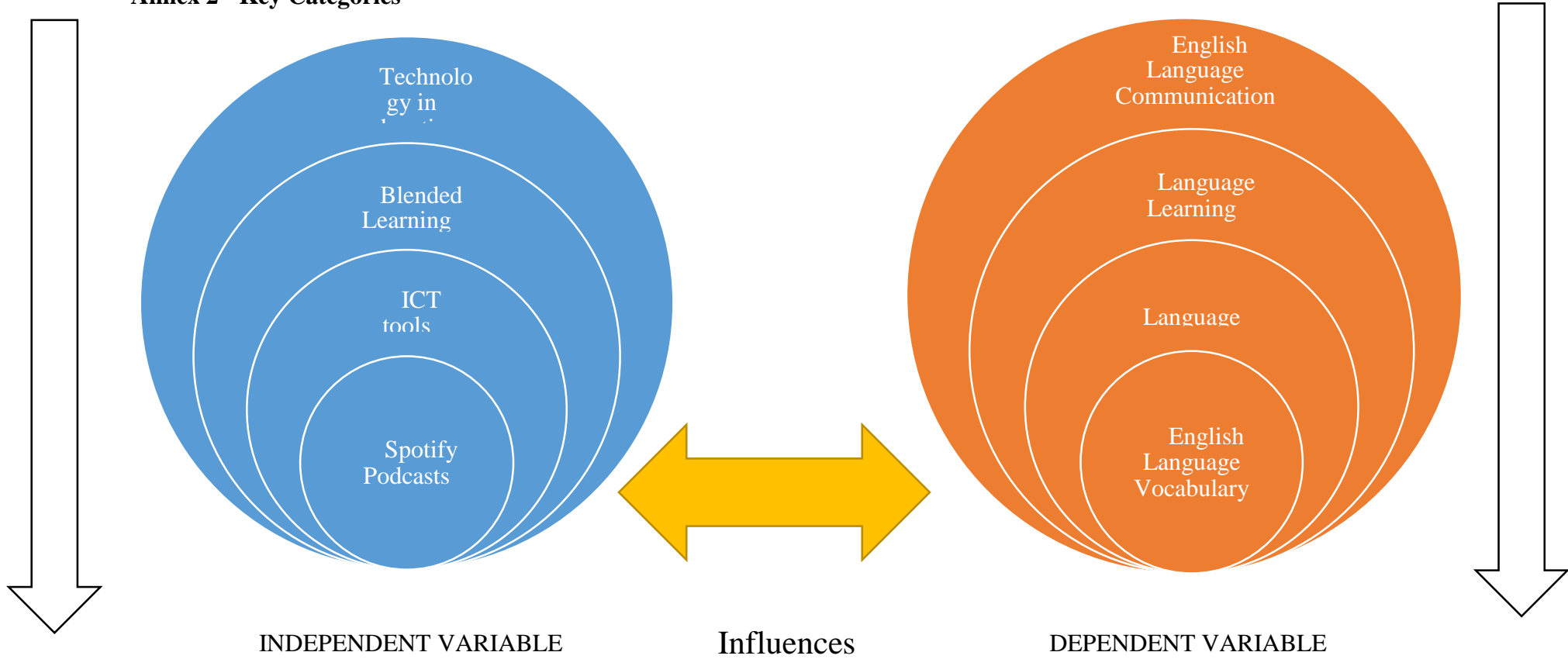


Graphic 1: Problem Tree

Source: Direct research

Elaborated by: Quiña, J. (2021)

**Annex 2 - Key Categories**



**Source:** Direct research

**Elaborated by:** Quiña, J. (2021)

### **Annex 3 - Standardized test**

<https://www.cambridgeenglish.org/latinamerica/test-your-english/young-learners/>

## **Annex 4 – Teacher’s Interview**

### **TEACHER’S INTERVIEW**

#### **SPOTIFY PODCASTS AND THE ENGLISH LANGUAGE VOCABULARY OBJECTIVE:**

To diagnose if teachers use of Spotify podcast in the development of the vocabulary skill.

**INTERVIEWER:** Quiña Suarez Josue Alexander

**DATE:** 13<sup>th</sup> January, 2022

**INTERVIEWED:** Lic. Byron Castro

1. What learning strategies do you use during classes?
2. What do you think about Spotify podcasts can be used as a tool in education? Would you use it? Explain your answer.
3. Which podcasts could help to students in the learning process? Educational podcasts or podcasts related to real topics?
4. Which interesting topics in podcasts could help students to keep focused?
5. Which aspect of learning English is important? (considering the skills) Explain your answer.
6. Why is necessary to have an extensive vocabulary to communicate better?
7. Do you think that the use of podcasts in class could help students to have better vocabulary? Explain your answer.

## Annex 5 – Pretest

### ENGLISH VOCABULARY TEST

**OBJECTIVE:** Evaluate students' vocabulary

**TIME:** 20 minutes

**CEF:** A1 TEST CEF

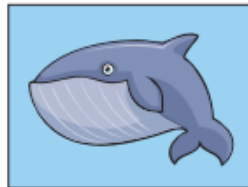
**LEVEL:** 6<sup>th</sup>

**AVERAGE AGE:** 9-10

#### Part 1: READING AND WRITING

- **Examiner:** Explain to students there are eight pictures with the correspondent word under them.
- **Candidate:** copy the correct word next to the definitions

**Look and read. Choose the correct words and write them on the lines.**



a whale



coffee



a shoulder



an elephant



soup



a stomach



milk



a bat

**Questions**

- 1 You can eat this from a bowl. Sometimes there are vegetables in it. ....
- 2 This is the biggest animal in the world. It lives in the sea. ....
- 3 This is part of your body. All your food and drink goes here first. ....
- 4 This big animal lives in hot countries and eats leaves and grass. ....
- 5 This is between your neck and your arm. ....
- 6 Mothers give this white drink to their babies. ....

**Adapted from:** Cambridge Assessment English (Young Learners Test A1 Movers)  
**Prepared by:** Quiña Suarez Josue Alexander

- **Examiner:** Explain to students there is a picture, and they have to choose the correct answer correspondent to the question.
- **Candidate:** Circle the correct item for each question

**Read the text and choose the best answer.**  
**Peter is talking to his friend Jane.**



## Questions

1 **Jane:** What's the matter? Have you got a headache?

- Peter:**
- A No, thank you. I don't want one.
  - B No, I've got toothache.
  - C No, I haven't got it.

2 **Jane:** Would you like to come to my house?

- Peter:**
- A Yes, I went home quickly.
  - B No, thanks. I want to go home.
  - C Well, I like my house a lot.

3 **Jane:** Have you got a coat?

- Peter:**
- A Yes, it does.
  - B OK, he's here.
  - C No, I haven't.

4 **Jane:** Do you want a drink of water?

- Peter:**
- A Yes, please.
  - B Yes, it is.
  - C Yes, I had.

5 **Jane:** Shall I walk home with you?

- Peter:**
- A He can walk there.
  - B I'd like that, thanks.
  - C I can go with her this evening.

6 **Jane:** Is your mum at home?

- Peter:**
- A It's his new home.
  - B Next to the bus station.
  - C Only my dad's there today.

**Adapted from:** Cambridge Assessment English  
**Prepared by:** Quiña Suarez Josue Alexander



**Part 2: READING AND WRITING**

- **Candidate:** read the story with some gaps.
- **Candidate:** fills the gaps with the nine words and pictures of the box.
- **Candidate:** mark the best name for the story
- **Examiner:** Explain to the students there are three extra words which should not fit in the story

**Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.**

My name is Daisy. I like toys, but I like books and .....comics.....

best. I love stories about men on the moon and about

(1) ..... who live in different countries.

I read a good story yesterday. In this story, a boy climbed

a (2) ..... . At the top, there was a lot of snow. It was

evening, but the boy could see the forest below him.

He (3) ..... down on a rock to have a drink and to look

up at all the (4) ..... .










But then he (5) ..... something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't wait to see it again. He

(6) ..... home to his village because he was very afraid.

I wasn't afraid! I enjoyed the story a lot!

<b>example</b>		
		
comics	blankets	ran
		
children	cooked	stars
		
saw	sat	mountain

**(7) Now choose the best name for the story.**

**Tick one box.**

A boy that Daisy knows

A film that Daisy watched

A story that Daisy liked


**Adapted from:** Cambridge Assessment English  
**Prepared by:** Quiña Suarez Josue Alexander

- **Examiner:** Explains to students there is a story with some gaps, and they have to choose the correct word from the below of the story.

- **Candidate:** choose the correct word which fits in the gap

**Read the text. Choose the right words and write them on the lines.**

**Cats**



**Example** Cats ..... have ..... good eyes. They can see very well

1 at night. .... cats climb trees and eat meat.

They can move very quietly and catch animals. Then they eat

2 them. They have strong teeth. There .....

small cats and big cats like lions and tigers. Only tigers live

3 ..... the jungle. Lions don't. Some people go

and see lions and tigers at the zoo. A lot of people have small

4 cats in ..... homes. These cats are pets.

5 People ..... them because they are beautiful.

<b>Example</b>	had	have	has
1	All	Every	Any
2	am	are	is
3	at	on	in
4	your	their	our
5	like	liking	likes

**Adapted from:** Cambridge Assessment English  
**Prepared by:** Quiña Suarez Josue Alexander

## **Annex 6 – Interview transcription**

### **INTERVIEW – TRANSCRIPTION**

**Interviewer:** Good afternoon teacher Byron, I'm going to start with the first question: What learning strategies do you use during classes?

**Interviewed:** Good afternoon, it's a pleasure, I have to say that we don't have a one specific strategy for classroom, but I can say that the ones that is used most are the direct method and the zone of proximal development

**Interviewer:** That's interesting, the next question is...What do you think about Spotify podcasts can be used as a tool in education? Would you use it? Please, explain your answer.

**Interviewed:** I truly believe that Spotify can be used as a tool in order to learn English, not a language. Students can find their favorite music there, but it also will depend on the target, because if you are working with older students, maybe they are allowed to use or to listen podcasts, but if you are working with young boys, they cannot listen a podcast or maybe they don't understand all the things what is explained or said in podcast. They have favorite music, and maybe learning listening to music is a good way to apply to learn more vocabulary.

**Interviewer:** There are things to consider as you said teacher, let's continue with the third question, which podcasts could help to students in the learning process? Educational podcasts or podcasts related to real topics?

**Interviewed:** Both can work, but me as a teacher a personally will use a podcast related to real topics, because there might be a topic that students can find interesting and they can get involve with the topic and that allows them to speak, express what they are felling.

I remember that I applied a debate related to The Euthanasia. It was a very controversial topic, but students find that topic interesting, and they get excited, and they looked for information in order to express their ideas or what they were feeling. I know that is not a podcast, but that topic was so controversial and I know that there are a lot of podcasts that could be an interesting topics like that, that motivate students to speak what they think.

**Interviewer:** Thanks for the example and that was an interesting example, also is related with the next question...which interesting topics in podcasts could help students to keep focused?

**Interviewed:** That's kind a hard question, it will depend each student and also the ages of the students. Very young students could consider very interesting topics on the web, because at that age they need answers. For example, you can find a podcast that the topic is related with ghosts, or what's next after death, or they believe in god or it exists the hell...you know. One, that's controversial, two, that's a topic that they feel master or maybe not, because they are not young, but at that age they truly believe just with the truth.

**Interviewer:** Thank you for your answer, I agree with you teacher. The next question is...which aspect of learning English is important? Considering the skills, and please, explain your answer.

**Interviewed:** There's a lot of things taking in consideration in order to like develop students skills, you know that we have in English listening, reading, writing and speaking skills. Those are four important skills in order to develop with students, so, one important aspect that I could say they have to be surrounded that allows them to speak the English language, could be the reading skill and it is helpful. Maybe reading newspapers, but they are not interested in read newspaper because it is a very formal information, that example could be effective for an older student. For young learners, could be read a book like Harry Potter or something the kids like. Also, could be listening a lot of music. I think listening to music is a good way to acquire vocabulary, it help in the pronunciation of words. And also could be very helpful watching movies or series with subtitles. With movies, it will be nice at first, watching a movie in English with subtitles in Spanish, and then, when they feel more confident, the next step is watch again the same movie without subtitles.

**Interviewer:** That is true, we need to consider the different aspects. The next question is... Why is necessary to have an extensive vocabulary to communicate better?

**Interviewed:** It's very important because in that way they don't get stuck at the moment when they speak with another person, let's put a hypothetical case. Imagine that one student is in China, and he or she need to ask for a direction. He or she find a native speaker who doesn't have enough vocabulary, so let's suppose that the student says "how can I get a taxi?", and lets imagine that Chinese person do know how a taxi is, so, if the student have enough vocabulary, he could describe how a taxi is "a taxi is a small car, yellow" or just saying the characteristics. Just the main function that a car is to transport people, with this, students can't be stuck in a conversation with another person.

**Interviewer:** That was an interesting explanation, thank you, the last question is... Do you think that the use of podcasts in class could help students to have better vocabulary? Explain your answer.

**Interviewed:** Yeah, I think it will be useful for them because of many reasons. One of them is that, for them as students, a new brand tool in order to acquire new vocabulary, so they can get excited or emotional, because I think that they never thought one day they can use Spotify using podcast in order to learn English. The other thing is if you can find a podcast that fits with students' interests, they will get excited as well, because you are going to show them topics related with real situations and they going to get excited and they are going to open themselves to speak.

Annex 7 – Posttest

ENGLISH VOCABULARY TEST

**OBJECTIVE:** Evaluate students' vocabulary

**TIME:** 20 minutes

**CEF:** A1 TEST CEF

**LEVEL:** 6<sup>th</sup>

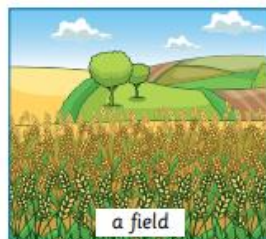
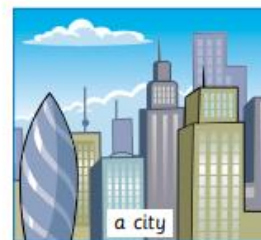
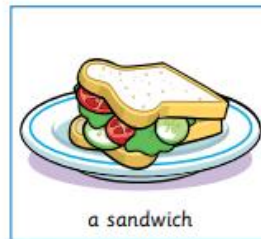
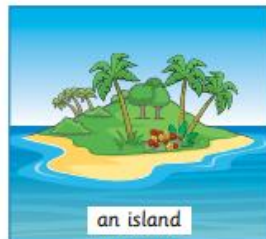
**AVERAGE AGE:** 9-10

**Part 1: READING AND WRITING**

**Examiner:** Explain to students there are eight pictures with the correspondent word under them.

**Candidate:** copy the correct word next to the definitions

**Look and read. Choose the correct words and write them on the lines. There is one example.**





**Questions**

- 1 This person helps people who aren't well in hospital. ....
- 2 Some people put milk or lemon in this drink. ....
- 3 There are lots of cars, buses and people in this busy place. ....
- 4 You can put cheese or meat between bread to make this. ....
- 5 This is part of a farm where you often see vegetable plants. ....

**Adapted from:** Cambridge Assessment English (Young Learners Test A1 Movers)

**Prepared by:** Quiña Suarez Josue Alexander

- **Examiner:** Explain to students there is a picture, and they have to choose the correct answer correspondent to the question.
- **Candidate:** Circle the correct item for each question

**Read the text and choose the best answer.**



## Questions

- 1     **Paul:**            Did you see the film about pirates?
- Daisy:**        A    Yes, so do I.  
                          B    Yes, it was great.  
                          C    Yes, that's him.
- 2     **Paul:**            Which was your favourite pirate in the film?
- Daisy:**        A    I liked it best.  
                          B    She was a pirate.  
                          C    Ben Bluebeard.
- 3     **Paul:**            Was he the one with long, curly hair?
- Daisy:**        A    No, he hasn't.  
                          B    Yes, that's right.  
                          C    He's got one.
- 4     **Paul:**            I like films which are funny.
- Daisy:**        A    Me too.  
                          B    It's all right.  
                          C    Do they?
- 5     **Paul:**            How about going to see 'Treasure Train' at the cinema? That's very funny.
- Daisy:**        A    It's nice.  
                          B    What a good idea!  
                          C    Fine, thank you.
- 6     **Paul:**            Let's ask Fred to go with us.
- Daisy:**        A    OK, we can phone him.  
                          B    OK, that's Fred's.  
                          C    OK, he can ask us.

**Adapted from:** Cambridge Assessment English (Young Learners Test A1 Movers)

**Prepared by:** Quiña Suarez Josue Alexander

## Part 2: READING AND WRITING

- **Candidate:** read the story with some gaps.
- **Candidate:** fills the gaps with the nine words and pictures of the box.
- **Candidate:** mark the best name for the story
- **Examiner:** Explain to the students there are three extra words which should not fit in the story










**Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

Jane loves reading about different animals in her school ..... *library* .....  
Last Friday, Jane's teacher told the class to find pictures of animals.  
'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ..... ! Their back legs are the strongest, too.'  
Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!'

**Example**

		
library	website	frightened
		
hopping	address	surprised
		
cleverest	bounce	ideas

(6) Now choose the best name for the story.

Tick one box.

- Paul's favourite bear
- Jane's new teacher
- A lesson about animals


Adapted from: Cambridge Assessment English (Young Learners Test A1 Movers)

Prepared by: Quiña Suarez Josue Alexander

- **Examiner:** Explains to students there is a story with some gaps, and they have to choose the correct word from the below of the story.
- **Candidate:** choose the correct word which fits in the gap

**Read the text. Choose the right words and write them on the lines.**

### Dolphins



**Example** Dolphins are part ..... of ..... the whale family. They

1 are smaller ..... most whales and they have small teeth.

Dolphins are very clever animals. They learn things very

2 ..... and a dolphin can make noises to 'talk' to another dolphin.

Dolphins live with their families. They like to play in the water and

3 to jump ..... of the water and back in again.

4 A lot of people ..... sail boats say that dolphins like to be near people. They come very near to boats and

5 sometimes they ..... with the boats for days.

<b>Example</b>	in	of	by
1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

**Adapted from:** Cambridge Assessment English (Young Learners Test A1 Movers)

**Prepared by:** Quiña Suarez Josue Alexander

## Annex 8 – Interview validation by experts

### UNIVERSIDAD TÉCNICA DE AMBATO

#### FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

#### INSTRUMENT VALIDATION CHART - INTERVIEW

**Topic:** “SPOTIFY PODCASTS AND THE ENGLISH LANGUAGE VOCABULARY”

**Objective:** “To diagnose if teachers use Spotify podcast in the development of the vocabulary skill”

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

**EXPERT’S NAME:**

Item	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	RN	
1	X				X		X		X		
2	X				X		X		X		
3	X				X		X		X		
4	X				X		X		X		
5	X				X		X		X		
6	X				X		X		X		
7	X				X		X		X		

Source: Quiña, J. (2022)

**Final Resolution:**

Approved	X	Disapproved	
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Source: Quiña, J. (2022)



Firmado electrónicamente por:  
EDGAR GUADIA  
ENCALADA  
TRUJILLO

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

INSTRUMENT VALIDATION CHART - INTERVIEW

**Topic:** “SPOTIFY PODCASTS AND THE ENGLISH LANGUAGE VOCABULARY”

**Objective:** “To diagnose if teachers use of Spotify podcast in the development of the vocabulary skill”

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

**EXPERT’S NAME:**

Item	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	RN	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		

Source: Quiña, J. (2022)

**Final Resolution:**

Approved	✓	Disapproved	
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Source: Quiña, J. (2022)



MANUEL XAVIER  
SULCA GUALE



## Annex 9– Interview / Thematic analysis: Step 1

**Interviewer:** Good afternoon teacher Byron, I'm going to start with the first question: What learning strategies do you use during classes?

DIRECT METHOD/  
ZONE  
PROXIMAL DEVELOPMENT

**Interviewed:** Good afternoon, it's a pleasure, I have to say that we don't have a one specific strategy for classroom, but I can say that the ones that is used most are the direct method and the zone of proximal development

**Interviewer:** That's interesting, the next question is... What do you think about Spotify podcasts can be used as a tool in education? Would you use it? Please, explain your answer.

SPOTIFY CAN BE A TOOL  
TO LEARN ENGLISH

**Interviewed:** I truly believe that Spotify can be used as a tool in order to learn English, not a language. Students can find their favorite music there, but it also will depend on the target, because if you are working with older students, maybe they are allowed to use or to listen podcasts, but if you are working with young boys, they cannot listen a podcast or maybe they don't understand all the things what is explained or said in podcast. They have favorite music, and maybe learning listening to music is a good way to apply to learn more vocabulary.

DEPEND ON  
THE TARGET/  
STUDENTS'  
AGE

**Interviewer:** There are things to consider as you said teacher, let's continue with the third question, which podcasts could help to students in the learning process? Educational podcasts or podcasts related to real topics?

YOUNG LEARNERS HAVE  
DIFFICULTIES TO UNDERSTAND

PODCASTS WITH REAL TOPICS  
ARE INTERESTING FOR STUDENTS

**Interviewed:** Both can work, but me as a teacher a personally will use a podcast related to real topics, because there might be a topic that students can find interesting and they can get involve with the topic and that allows them to speak, express what they are feeling.

GET ATTENTION OF THE  
STUDENTS

CONTROVERSIAL TOPICS  
ATTRACT ATTENTION OF

I remember that I applied a debate related to The Euthanasia. It was a very controversial topic, but students find that topic interesting, and they get excited, and they looked for information in order to express their ideas or what they were feeling. I know that is not a podcast, but that topic was so controversial and I know that there are a lot of podcasts that could be an interesting topics like that, that motivate students to speak what they think.

TOPIC WHICH STUDENTS GET  
INVOLVED

**Interviewer:** Thanks for the example and that was an interesting example, also is related with the next question...which interesting topics in podcasts could help students to keep focused?

**Interviewed:** That's kind a hard question, it will depend each student and also the ages of the students. Very young students could consider very interesting topics on the web, because at that age they need answers. For example, you can find a podcast that the topic is related with ghosts, or what's next after death, or they believe in god or it exists the hell...you know. One, that's controversial, two, that's a topic that they feel master or maybe not, because they are not young, but at that age they truly believe just with the truth.

STUDENTS  
WANT TO  
SOLVE  
QUESTIONS

**Interviewer:** Thank you for your answer, I agree with you teacher. The next question is... which aspect of learning English is important? Considering the skills, and please, explain your answer.

FOCUS ON DEVELOP

**Interviewed:** There's a lot of things taking in consideration in order to like develop students skills, you know that we have in English listening, reading, writing and speaking skills. Those are four important skills in order to develop with students, so, one important aspect that I could say they have to be surrounded that allows them to speak the English language, could be the reading skill and it is helpful. Maybe reading newspapers, but they are not interested in read newspaper because it is a very formal information, that example could be effective for an older student. For young learners, could be read a book like Harry Potter or something the kids like. Also, could be listening a lot of music. I think listening to music is a good way to acquire vocabulary, it help in the pronunciation of words. And also could be very helpful watching movies or series with subtitles. With movies, it will be nice at first, watching a movie in English with subtitles in Spanish, and then, when they feel more confident, the next step is watch again the same movie without subtitles.

LISTENING IS  
HELPFUL TO  
ACQUIRE  
VOCABULARY

READING  
SKILL IS THE  
MOST  
IMPORTANT

**Interviewer:** That is true, we need to consider the different aspects. The next question is... Why is necessary to have an extensive vocabulary to communicate better?

VOCABULARY HELP  
TO COMMUNICATE

**Interviewed:** It's very important because in that way they don't get stuck at the moment when they speak with another person, let's put a hypothetical case. Imagine that one student is in China, and he or she need to ask for a direction. He or she find a native speaker who doesn't have enough vocabulary, so let's suppose that the student says "how can I get a taxi?", and lets imagine that Chinese person do know how a taxi is, so, if the student have enough vocabulary, he could describe how a taxi is "a taxi is a small car, yellow" or just saying the characteristics. Just the main function that a car is to transport people, with this, students can't be stuck in a conversation with another person.

ENOUGH  
VOCABULARY  
TO  
DESCRIBE  
THINGS IN  
REAL  
CONTEXT

**Interviewer:** That was an interesting explanation, thank you, the last question is... Do you think that the use of podcasts in class could help students to have better vocabulary? Explain your answer.

PODCAST HELP TO  
ACQUIRE NEW  
VOCABULARY

**Interviewed:** Yeah, I think it will be useful for them because of many reasons. One of them is that, for them as students, a new brand tool in order to acquire new vocabulary, so they can get excited or emotional, because I think that they never thought one day they can use Spotify using podcast in order to learn English. The other thing is if you can find a podcast that fits with students' interests, they will get excited as well, because you are going to show them topics related with real situations and they going to get excited and they are going to open themselves to speak

REAL TOPICS WHICH CATCH ATTENTION AND MOTIVATES  
STUDENTS TO SPEAK

PODCAST  
AS A NEW  
TOOL TO  
LEARN  
ENGLISH

**Table of Steps 3 and 4: Thematic analysis**

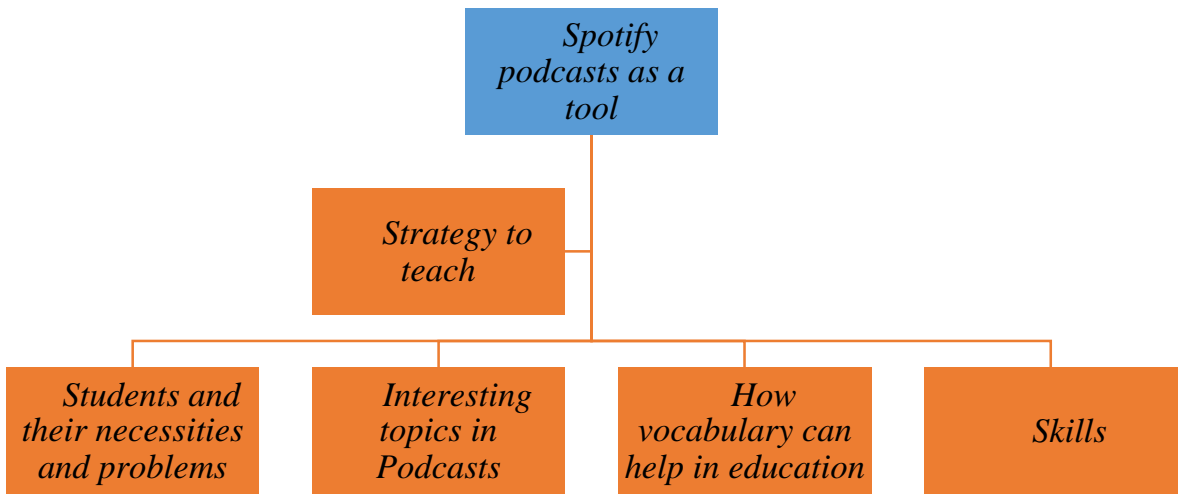
<p><b>Topic:</b> <i>Strategy to teach</i></p> <p>I have to say that we don't have a one specific strategy for classroom, but I can say that the ones that is used most are the direct method and the zone of proximal development</p> <p><b>DIRECT METHOD/ ZONE PROXIMAL DEVELOPMENT</b></p>	<p><b>Topic:</b> <i>Spotify and podcasts as a tool</i></p> <p>Spotify can be used as a tool in order to learn English</p> <p><b>SPOTIFY CAN BE A TOOL TO LEARN ENGLISH</b></p> <p>a new brand tool in order to acquire new vocabulary, so they can get excited or emotional, because I think that they never thought one day they can use Spotify using podcast in order to learn English</p> <p><b>PODCAST HELP TO ACQUIRE NEW VOCABULARY</b></p> <p><b>PODCAST AS A NEW TOOL TO LEARN ENGLISH</b></p>	<p><b>Topic:</b> <i>Students and their necessities and problems</i></p> <p>it also will depend on the target, because if you are working with older students, maybe they are allowed to use or to listen podcasts</p> <p><b>DEPEND ON THE TARGET/ STUDENTS' AGE</b></p> <p>if you are working with young boys, they cannot listen a podcast or maybe they don't understand all the things what is explained or said in podcast</p> <p><b>YOUNG LEARNERS HAVE DIFFICULTIES TO UNDERSTAND PODCASTS</b></p> <p>you can find a podcast that the topic is related with ghosts, or what's next after death, or they believe in god or it exists the hell...you know</p>	<p><b>Topic:</b> <i>Interesting topics in Podcasts</i></p> <p>will use a podcast related to real topics, because there might be a topic that students can find interesting and they can get involve with the topic and that allows them to speak, express what they are felling</p> <p><b>PODCASTS WITH REAL TOPICS ARE INTERESTING FOR STUDENTS CONTROVERSIAL TOPICS ATTRACT ATTENTION OF STUDENTS</b></p> <p>to The Euthanasia. It was a very controversial topic, but students find that topic interesting, and they get excited, and they looked for information in order to express their ideas or what they were felling</p>
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		<p>STUDENTS WANT TO SOLVE QUESTIONS</p>	<p>CONTROVERSIAL TOPICS ATTRACT ATTENTION OF STUDENTS</p> <p>it will depend each student and also the ages of the students. Very young students could consider very interesting topics on the web, because at that age they need answers.</p> <p>TOPIC WHICH STUDENTS GET INVOLVED</p> <p>interests, they will get excited as well, because you are going to show them topics related with real situations and they going to get excited and they are going to open themselves to speak</p> <p>REAL TOPICS WHICH CATCH ATTENTION AND MOTIVATES STUDENTS TO SPEAK</p>
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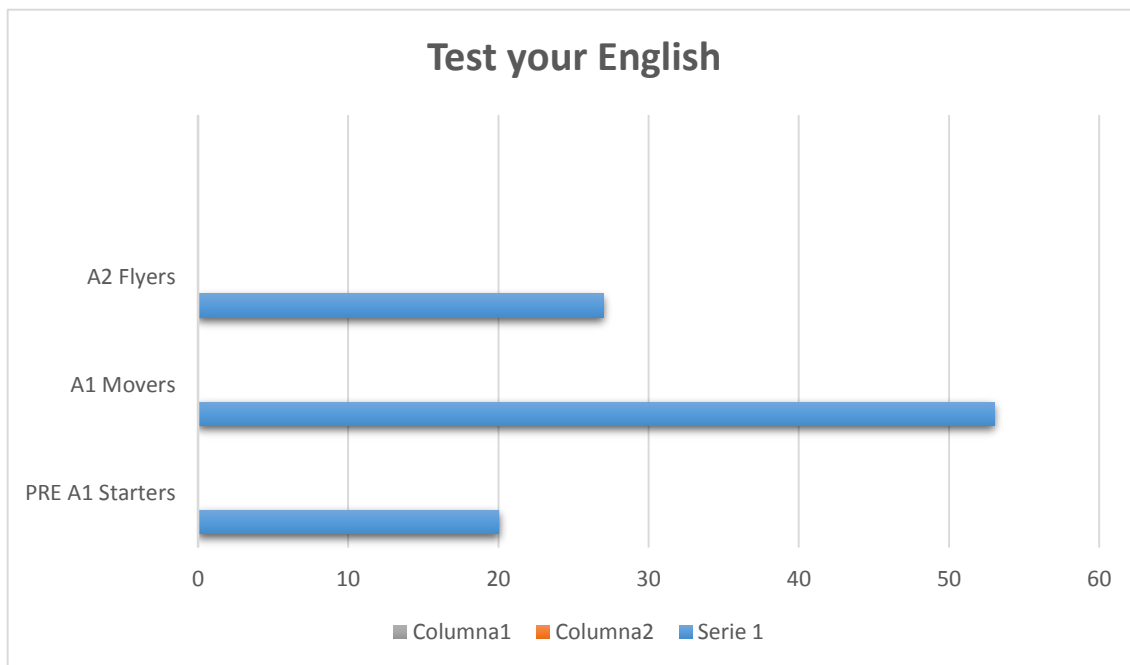
	<p><b>Topic:</b> <i>How</i>  <i>vocabulary can help in education</i></p> <p>they don't get stuck at the moment when they speak with another person,</p> <p><b>VOCABULARY HELP TO COMMUNICATE</b></p> <p>if the student have enough vocabulary, he could describe how a taxi is "a taxi is a small car, yellow" or just saying the characteristics. Just the main function that a car is to transport people, with this, students can't be stuck in a conversation with another person.</p> <p><b>ENOUGH VOCABULARY TO DESCRIBE THINGS IN REAL CONTEXT</b></p>	<p><b>Topic:</b> <i>Skills</i>  things taking in consideration in order to like develop students skills</p> <p><b>FOCUS ON DEVELOP SKILLS</b></p> <p>could be the reading skill and it is helpful. Maybe reading newspapers, but they are not interested in read newspaper because it is a very formal information, that example could be effective for an older student. For young learners, could be read a book like Harry Potter or something the kids like</p> <p><b>READING SKILL IS THE MOST IMPORTANT</b></p> <p>I think listening to music is a good way to acquire vocabulary, it help in the pronunciation of words. And also could be very helpful watching</p>	
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		movies or series with subtitles <p style="text-align: center;">LISTENING IS          HELPFUL TO ACQUIRE          VOCABULARY</p>	
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**Graphic of the step 5: *Thematic analysis***



### Graphic of the results: Standardized test



**Graphic:** Test your English

**Elaborated:** Quiña, J (2021)

**Source:** Information gathering



**Annex 10 - OPERATIONALIZATION OF VARIABLES**  
**Independent Variable: Spotify Podcast**

**Table:** Operationalization independent variable - interview

<b>CONCEPTUALIZATION</b>	<b>DIMENSIONS</b>	<b>INDICATORS</b>	<b>ITEMS</b>	<b>TECHNICAL AND INSTRUMENTS</b>
<p>Spotify podcast is an online app which is easy to use for entertainment and education. It is considered ‘The new radio’ for the influence it has on people using songs and podcasts, and for the important role it plays in different fields like music and education.</p>	<p>Technology</p> <p>Education</p>	<p>Cellphones</p> <p>Computers</p>	<p>What learning strategies do you use?</p> <p>What do you think about Spotify podcasts can be used as a tool in education? Would you use it? Explain your answer.</p> <p>Which podcasts could help to students in the learning process? Educational podcasts or podcasts related to real topics?</p> <p>Which interesting topics in podcasts could help students to keep focused?</p>	<p>Interview</p>

**Dependent Variable: English Language Vocabulary**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNICAL AND INSTRUMENTS
<p>Vocabulary is a set of words which share knowledge of a specific topic. Also is very important to consider in the learning process and it is one of the language components that have an important role in learning English. As a result, having an extended vocabulary is the success in this second language.</p>	<p>Learning English</p> <p>Large vocabulary</p> <p>Content</p>	<p>second language</p> <p>structures</p> <p>functions</p>	<p>Which aspect of learning English is important? (considering the skills) Explain your answer</p> <p>Why is necessary to have an extensive vocabulary to communicate better?</p> <p>Do you think that the use of podcasts in class could help students to have better vocabulary? Explain your answer.</p>	<p>Interview</p>


**Table:** Operationalization of dependent variable - interview

## Lesson plans


### Lesson Plan

<b>Teachers' name:</b> Josue Quiña		<b>Subject:</b> English	
<b>Date:</b> January of 2022		<b>Time:</b> 10h00 to 10h45	
<b>Level:</b> A1	<b>Age:</b> Young Learners	<b>Length of time:</b> 45 min	
<b>Number of students:</b> 15		<b>Women:</b> 9	<b>Men:</b> 6
<b>Timetable fit:</b>			
<b>Main aim:</b>	To understand what is Spotify and his functions		
<b>Subsidiary aims:</b>	<ol style="list-style-type: none"> <li>1. Students will be able to describe what a Spotify podcast is.</li> <li>2. Students will be able to understand slides of presentation</li> <li>3. Students will be able to explain the importance of podcasts in class.</li> </ol>		
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Teacher will give a link which is for the pretest in google forms related to the vocabulary. The purpose of this pretest is to know the general level of vocabulary, what they learned in the academic period.</li> <li>- Teacher will present some slides in Canva presentation about Spotify, his functions and what it can be find in the app. Also, it will be required that each student need to download that app in their cellphones, tablets or computers.</li> </ul>		
<b>Materials:</b>	<p>Computers, cellphones, tablets, Spotify app, Canva presentation, Google forms</p> <p>Pretest link: <a href="https://forms.gle/qpvpyPyMffQSMxBUi8">https://forms.gle/qpvpyPyMffQSMxBUi8</a></p> <p>Presentation slides: <a href="https://www.canva.com/design/DAE10TWu09Q/lkmo_jJOal_saeNKUpSNuw/view?utm_content=DAE10TWu09Q&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAE10TWu09Q/lkmo_jJOal_saeNKUpSNuw/view?utm_content=DAE10TWu09Q&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a></p>		
<b>Anticipated problems:</b>	Students have problems the internet connection		
<b>Possible solutions:</b>	Send the media to the English teacher, and post that in the platform		


## Lesson Plan

<b>Teachers' name:</b> Josue Quiña		<b>Subject:</b> English	
<b>Date:</b> January 17th of 2022		<b>Time:</b> 10h00 to 10h45	
<b>Level:</b> A1	<b>Age:</b> Young learners	<b>Length of time:</b> 45 min	
<b>Number of students:</b> 15		<b>Women:</b> 9	<b>Men:</b> 6
<b>Timetable fit:</b>			
<b>Main aim:</b>	To understand a podcast from Spotify		
<b>Subsidiary aims:</b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand new words.</li> <li>2. Students will be able to use new words from the podcast.</li> <li>3. Students will be able to solve the activities by themselves using the new vocabulary</li> </ol>		
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Teacher will present a podcast from Spotify to students about the topic “Describing Food” where the students will hear the podcast about 5 min.</li> <li>- Teacher will introduce the activity “Food” using slides from Jamboard.</li> <li>- Teacher will send an activity to complete in the quizizz web.</li> <li>- Students will solve the activity and then they will screenshot the grade and they have to send to the teacher.</li> </ul>		
<b>Materials:</b>	 <p>Link:  <a href="https://jamboard.google.com/d/1udXmiOIXhlpxaciOetU8tVZzz6kVhogJ4fmc8Uy0R4Q/edit?usp=sharing">https://jamboard.google.com/d/1udXmiOIXhlpxaciOetU8tVZzz6kVhogJ4fmc8Uy0R4Q/edit?usp=sharing</a></p> <p>Link:  <a href="https://quizizz.com/join/quiz/616eef312ecde9001d2d53ea/start?studentShare=true">https://quizizz.com/join/quiz/616eef312ecde9001d2d53ea/start?studentShare=true</a></p>		
<b>Anticipated problems:</b>	Students have problems the internet connection		
<b>Possible solutions:</b>	Send the media to the English teacher, and post that in the platform		

## Lesson Plan

<b>Teachers' name:</b> Josue Quiña		<b>Subject:</b> English	
<b>Date:</b> January th of 2022		<b>Time:</b> 10h00 to 10h45	
<b>Level:</b> A1	<b>Age:</b> Young learners	<b>Length of time:</b> 45 min	
<b>Number of students:</b> 15		<b>Women:</b> 9	<b>Men:</b> 6
<b>Timetable fit:</b>			
<b>Main aim:</b>	To discuss about podcasts and vocabulary.		
<b>Subsidiary aims:</b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand new words.</li> <li>2. Students will be able to use new words from the podcast.</li> <li>3. Students will be able to solve the activities by themselves using the new vocabulary</li> </ol>		
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Teacher will introduce a podcast from Spotify to students about the topic "Travel – by train, by plane"</li> <li>- Students will hear the podcast about 5 min.</li> <li>- Teacher will send a live worksheet to complete.</li> <li>- Students will solve the activity and then they will screenshot the grade and they have to send to the teacher.</li> </ul>		
<b>Materials:</b>	 <p>Link: <a href="https://es.liveworksheets.com/zo1980vi">https://es.liveworksheets.com/zo1980vi</a></p>		
<b>Anticipated problems:</b>	Students have problems the internet connection		
<b>Possible solutions:</b>	Send the media to the English teacher, and post that in the platform		

## Lesson Plan

<b>Teachers' name:</b> Josue Quiña		<b>Subject:</b> English
<b>Date:</b> January th of 2022		<b>Time:</b> 10h00 to 10h45
<b>Level:</b> A1	<b>Age:</b> Young learners	<b>Length of time:</b> 45 min
<b>Number of students:</b> 15		<b>Women:</b> 9   <b>Men:</b> 6
<b>Timetable fit:</b>		
<b>Main aim:</b>	To discuss about podcasts and vocabulary.	
<b>Subsidiary aims:</b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand new words.</li> <li>2. Students will be able to use new words from the podcast.</li> <li>3. Students will be able to solve the activities by themselves using the new vocabulary</li> </ol>	
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Teacher will present a podcast from Spotify to students about the topic "How are you feeling?" where the students will hear the podcast about 5 min.</li> <li>- Students will hear the podcast about 5 min.</li> <li>- Teacher will send a live worksheet to complete.</li> <li>- Students will solve the activity and then they will screenshot the grade and they have to send to the teacher.</li> </ul>	
<b>Materials:</b>	 <p>Link: <a href="https://es.liveworksheets.com/ic145610ip">https://es.liveworksheets.com/ic145610ip</a></p>	
<b>Anticipated problems:</b>	Students have problems to understand the vocabulary from the podcasts.	
<b>Possible solutions:</b>	Suggest students practice the verbs with different sentences and provide them examples.	

## Lesson Plan

<b>Teachers' name:</b> Josue Quiña		<b>Subject:</b> English	
<b>Date:</b> January th of 2022		<b>Time:</b> 10h00 to 10h45	
<b>Level:</b> Intermediate	<b>Age:</b> Teenagers	<b>Length of time:</b> 45 min	
<b>Number of students:</b> 15		<b>Women:</b> 9	<b>Men:</b> 6
<b>Timetable fit:</b>			
<b>Main aim:</b>	To solve and determine the final grade in Google Forms		
<b>Subsidiary aims:</b>	<ol style="list-style-type: none"> <li>1. Students will be able to answer the test.</li> <li>2. Students will be able to express themselves using the new vocabulary</li> </ol>		
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. To control timing of each stage.</li> <li>2. To give students clear instructions to develop activities.</li> </ol>		
<b>Materials:</b>	Computers, Google forms  Link posttest: <a href="https://forms.gle/k2wGjPGiDFpYe3Wp6">https://forms.gle/k2wGjPGiDFpYe3Wp6</a>		
<b>Anticipated problems:</b>	Students have problems with the internet connection		
<b>Possible solutions:</b>	Send the media to the English teacher, and post that in the platform		



## Document Information

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<b>Analyzed document</b>	QUIÑA SUAREZ JOSUE ALEXANDER-TESIS.pdf (D127689144)
<b>Submitted</b>	2022-02-11T19:56:00.0000000
<b>Submitted by</b>	
<b>Submitter email</b>	jquina5551@uta.edu.ec
<b>Similarity</b>	10%
<b>Analysis address</b>	lparra.uta@analysis.orkund.com

## Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Theoretical Framework.pdf</b>	 <b>16</b>
	Document Theoretical Framework.pdf (D93018863)	
	Submitted by: jquina5551@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Thesis Carlos Zurita.docx</b>	 <b>1</b>
	Document Thesis Carlos Zurita.docx (D48999544)	
	Submitted by: lm.melendez@uta.edu.ec Receiver: lm.melendez.uta@analysis.orkund.com	

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