



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

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

**EL PODCAST COMO RECURSO DIDÁCTICO PARA LA MEJORA DE LA  
COMPRENSIÓN AUDITIVA DEL IDIOMA INGLÉS**

**ZAMBRANO MACAS KAREN DAYANA  
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA  
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**ZALDUA MORAN EDDY MARSHEL**

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# TESIS 2

*por Karen Zambrano*

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ZAMBRANO MACAS KAREN DAYANA

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## **DEDICATION**

To God, for giving me the opportunity to fulfill my goals, and I dedicate this work to my parents as well, for being a constant support in life and my greatest inspiration, I could not have reached this stage if not for their many efforts and sacrifices, for his constant motivation, for correcting me and teaching me so much.

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## SUMMARY

The objective of this study is to improve listening comprehension of the English language through the application of an exercise system using the podcast as a teaching resource in class. The methodology used in the research follows a qualitative paradigm with an action-research approach, for which a descriptive design was used. For the development of the research, methods corresponding to the theoretical level were used for the foundation and analysis of the information and methods of the empirical level for the collection of data such as participant observation, pedagogical test and interview. The study population was constituted by the students of the third year of the Unified General Baccalaureate of the “Dr. José Ochoa León ” High School in Pasaje City. Based on the results of the initial diagnosis, a system of exercises was developed to work in a practical way in classes so that students can develop their cognitive skills and acquire greater dexterity when working on listening activities. The exercise system made it possible to determine the usefulness of the podcast tool as a didactic resource for learning English, specifically in the linguistic domain of the language.

**Keywords:** Podcast, teaching resource, method, teaching, learning.

## **ABSTRACT**

The objective of this study is to improve listening comprehension of the English language through the application of an exercise system using the podcast as a teaching resource in class. The methodology used in the research follows a qualitative paradigm with an action-research approach, for which a descriptive design was used. For the development of the research, methods corresponding to the theoretical level were used for the foundation and analysis of the information and methods of the empirical level for the collection of data such as participant observation, pedagogical test and interview. The study population was constituted by the students of the third year of the Unified General Baccalaureate of the “Dr. José Ochoa León ” High School in Pasaje City. Based on the results of the initial diagnosis, a system of exercises was developed to work in a practical way in classes so that students can develop their cognitive skills and acquire greater dexterity when working on listening activities. The exercise system made it possible to determine the usefulness of the podcast tool as a didactic resource for learning English, specifically in the linguistic domain of the language.

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## INTRODUCTION

Currently, it is difficult to conceive of teaching without first thinking about technology and everything it contributes to education. Its possibilities and benefits are many, allowing not only to promote learning but also the attitude towards it by the students. The application of this tool makes it possible to refocus teaching to build a much more conducive and flexible educational setting. In teaching English, the use of these technological means has allowed transforming conventional language learning methods, giving way to a new form of teaching organization. An adequate selection and application of these types of resources in class will provide a more meaningful language learning. According to Moya (2010), didactic resources are the pedagogical support that allows strengthening teaching practice, facilitating the knowledge acquisition process.

There are a variety of resources that can be used in class for learning the English language, such as podcast, tool that provides the opportunity of becoming familiar with the language, offering contextualized materials. “Es considerado, además, un excelente medio para la consolidación de conocimientos por sus características de retroceso y repetición, donde los contenidos grabados pueden estar disponibles en todo momento, lugar, y desde cualquier dispositivo electrónico” (Borja, Mascaro, & Ulli, 2020, pag.5). Podcasts usually are about varied themes and go from basic level, intermediate, and advanced. It is important to make an adequate selection of the type of podcast to use depending on the content to work. According to Hasan y Hoon (2012) “podcasts provide teachers with the possibilities of facilitating language learning and also challenge the traditional teaching and learning methods” (p.8).

The English language has become a fundamental tool in today’s society, necessary for almost everything, it can be said that its learning is indispensable today. “El inglés ha sido considerado como el idioma de mayor uso en el mundo, por lo que muchas instituciones educativas

lo integran al currículo” (Beltrán, 2017, p.1). In the country, English as a subject first was not considered as a primordial aspect in institutions. “El inglés era impartido en establecimientos educativos públicos durante pocas horas con métodos donde imperaba el tradicionalismo y que atendían a lo estructural-conductista de la lengua” (Cañarte, Quevedo, & García, 2014, p. 3). Currently, this subject has been taken as a fundamental part in students’ training.

In the case of English, what is learned in class is not enough; an extra effort is needed for the correct development of language skills. There are many difficulties that arise around learning English since the process itself is complex and involves carrying out a series of tasks for true learning to take place. Since practice is essential in learning a language, teachers must make sure they use resources in the classroom that make it possible for students to get closer to the language, become familiar with it and so that they come to understand it.

However, there is a reality within the classroom where a large part of the activities focus on the theoretical part, use of grammar rules, structures and others, and it is not provided a language learning based on the practical level in which students can consolidate their learning through resources that make this task possible. As a result, this can reduce the performance in the English subject, among the problems that affect achievement, it can be noted that students have difficulty understanding the teacher’s indications in the language, and even simple sentences which can interrupt the learning itself. All of this is because of the lack of oral comprehension of the language. For this reason, the following **research question** arises: How to improve listening comprehension of the English language in the students of the third year from the “Dr. José Ochoa León” High School in Pasaje City in the 2021-2022 school year?

Having as **object of study** the teaching-learning process in the second year of baccalaureate.



The **general objective** of this research is: To improve the listening comprehension of the English language through the application of an exercise system using the podcast as a didactic resource in the students of the third year of the Unified General Baccalaureate of the “Dr. José Ochoa León” High School from Pasaje City, in the 2021-2022 school year.

This objective is delimited in the **field of action**, the podcast as a didactic resource in learning English.

The present research work is proposed as specific objectives:

1. Theoretically substantiate the study of listening skills and the use of the podcast as a didactic resource in the teaching-learning process of the English language.
2. To diagnose the current state of listening comprehension of the English language in students.
3. To elaborate a system of exercises using the podcast as a didactic resource to improve listening comprehension of the English language.
4. To evaluate the changes produced with the application of the system of exercises using the podcast as a didactic resource in listening comprehension activities.

This research is aimed at third-year students from the “Dr. José Ochoa León” High School in Pasaje City, group formed by 42.

Based on the characteristics of this research and the elements previously raised, what this study proposes is to carry out a qualitative, descriptive research. Therefore, methods of the theoretical and empirical level are used. Among these are: the interview, participant observation and tests that allow evaluating the process.

The **importance** of the research presented is that by using teaching resources in class, in this case the podcast, it allows the learning of the language to be reinforced and consolidated through practice. Given that listening comprehension is essential in learning any language, the podcast applied to teaching is an excellent tool that helps to become familiar with English and acquire greater skills in the language.

The **practical contribution** of the research is the use of the podcast as a didactic resource to improve English learning. This consists of providing authentic material for listening comprehension practice, so that students are exposed to the language. The **novelty** of the research lies in its contribution to the expansion of knowledge about the use of podcast as a didactic resource in teaching and its influence on improving oral comprehension of the English language.

This work is structured by an introduction where information on the theoretical design of the research is specified, followed by a chapter one where the theoretical foundations that are the support of this work are presented, continuing with the methodological framework where the type of research is defined, the purposes of the same and the methods and techniques that were used for the collection of information, followed by the presentation of the results found. The work closes with the presentation of the conclusions and recommendations.

# CHAPTER 1. THE USE OF PODCAST AS A DIDACTIC RESOURCE IN TEACHING THE ENGLISH LANGUAGE

This chapter raises the theoretical foundation of the podcast as a didactic resource in teaching, to understand the evolutionary process of this means, firstly a brief overview on the substantial points that led to the development of this tool is carried out, subsequently, the theoretical basis for a better understanding of the study are presented, ending with the description of the contextual referents.

## 1.1. Historical background of the use of podcast as a didactic resource in the teaching learning process.

It begins to speak about podcasting when Ben Hammersley, journalist and technology expert posted an article titled “Audible Revolution”, analyzing the periodically audio file distribution in weblogs, such as interviews and downloadable radio programs. However, content syndication system was not yet talked about. The podcasting idea arises when Dave Winer proposes the celebration of a regular meeting of the blogger community, *BloggerCon*. Taking this idea, it was started to work in developing a tool that allows this type of socialization giving rise to the so-called podcasting. Since the year 2000 it had been working in the search of a new sound content distribution through the network. Along with Adam Curry, Winer made possible the podcasting creation and carried out the first trials in his blog, *Scripting News*.

Curry became one of the first podcasters with *The Daily Source Code* in 2004. For this moment, the term podcasting started to be news in the media, and consequently, the number of podcasters began to expand as more people become interested. Banco, Rodero, y Corredera (2013) mention the podcasting reaches United Kingdom, where had a great support, thanks to public

stations as the BBC and Virgin Radio this very year. On the other hand, the first podcast broadcast in Spanish was made by Jose Gelado with his podcast *Comunicando*.

The podcast became a tool of greater use shortly after its creation, being a resource as well as novel, simple. The distribution of this medium through the network allowed people to access and download their programs at any time and from wherever they were, being that, according to Sellas (2011) podcasts work through an automated subscription and download system of content distributed on the network. In education, this tool began to be integrated shortly after in 2004, where the first recordings for teaching were made. One of the first institutions to use the podcast for teaching English was *College Jogakuin* in Osaka (Japan) this year. Later it would be used in the United States by Duke University. Later, the *Musselburg Grammar School* would develop its educational podcasts.

What spread the use of this technology was the launching of the iTunes program 4.9 by the Apple Company in the year 2005, which included a podcast section, doing more and more people have access to this medium. Later, podcast experienced a consumption and exponential growth in 2014 with *Serial*, podcast directed by Sarah Koenig with the theme of a journalistic investigation that had a lot of listeners. Subsequently, the podcast positioned itself as a professional medium with higher demand as source information and that now was within everyone's reach.

## **1.2 Conceptual foundations of the use of podcast as a didactic resource in the teaching learning process**

To Chancusing et al. (2017) the didactic resources constitute an alternative for the teaching-learning process, which allows the fulfillment of the proposed objectives. These tools are very useful, as it facilitates the teacher's tasks, they allow putting into practice what has been learned

and serve as a guide for students, in addition to fostering their interest and motivation. Regarding the importance Espinoza (2017) mentions that didactic resources are essential given that they allow the development of skills and abilities in students, for their elaboration it must be taken into account the evolutionary process of students, the group to which it is directed, as well as the thematic are to it will be applied. Also, they play an important role in the sense that they allow learning to become more meaningful. Chancusing (2017) points out that didactic resources are classified into printed materials, audiovisual materials and computer materials.

- Printed materials: these materials are tangible, commonly used in schools, they can fulfill various functions in a classroom, it also provides information to facilitate and built learning.
- Audiovisual materials: these resources allow communicating certain information, they are directly related to images and recordings.
- Computer materials: these resources allow taking advantage of the use of technology for both to motivate students and develop more dynamic classes.

### **1.2.1 The podcast as a didactic resource in teaching English.**

*Oxford English Dictionary* defines podcast as: “A digital audio file of speech, music, broadcast, material, etc., made available on the internet for downloading to a computer or portable media player; a series of such files, news installments of which can be received by subscribers automatically”. According to Solano and Sánchez (2010): “Un podcast es un archivo digital de audio, aunque también puede ser de video (vodcast) que puede ser distribuido por internet y que está vinculado a sistemas de sindicación RSS que permite su revisión automática y periódica” (p.2). To Figueroa (2019) “El podcast es un programa con una estructura similar a la radial, en el

que se abordan temas diversos desde política, historia, economía, entre otros, hasta entretenimiento, cine, series de tv, etc.” (p.1).

The implementation of the podcast in the educational field provides several contributions to the learning of students, this being a tool that favors the development of skills, increases motivation and one of the main purposes is that it seeks to generate meaningful learning so that what is learned becomes part of students' strengths. However, to bring that knowledge to lifelong learning it is necessary to use an appropriate methodology that makes meaningful learning possible. Likewise, Romero & López (2021) mention that the use given to the podcast will depend on the teacher's methodology, since it may vary.

One of the characteristics of the podcast is that it is easily accessible on the internet, it allows you to subscribe and download new content automatically. Most of them are free of charge, one of their main purposes is communication, the dissemination of content and knowledge. Other characteristics of this tool are mentioned, such as that it operates with content on demand (on demand), eliminates temporary barriers, timelessness of information, provides global or particular content, varied content, is prepared for various purposes, there are variations in terms of the degree of complexity, this is according to the podcast (Sigüenza, Montánchez, & Palta, 2018).

There are several advantages that this tool offers in the educational field, among which it is mentioned: learning of new concepts, allows the consolidation of learning, improves oral expressions, strengthens creativity, encourages digital competence, increases the interest in learning, stimulates motivation (TichingBlog, 2020, como se citó en Borja, Mascaro, & Ulli, 2020).

On the other hand, as for the benefits that provide this tool are mentioned the simple dissemination of content over the network, availability regarding the repetition of a podcast the times required, development of accessible audio content, so that anyone has access, and the adaptation of educational resources, it is aimed at a specific audience, content distribution regularly and periodically, be notified when modifications are made to the content and also it foster autonomous learning (Solano Fernández y Sanchez Vera, 2010, citado en Sigüenza, Montánchez, & Palta, 2018).

Standley (2005) quoted by Chacón & Pérez (2011) proposes the following classification for podcast: firstly the authentic podcast which corresponds to the material that comes from native speakers of the language, resource that was not created with educational purposes, then there is the teacher podcast which corresponds to the materials created by teachers as a resource or means of learning for students with the purpose of reviewing contents or improving the understanding of a topic, finally there is the student podcast this material is typical of the students; it is carried out with the help of the teacher and is given the purpose of favoring the oral skills of the students.

Here are some popular English podcasts:

***Better at English:*** this podcast has a variety of themes, it is based on real conversations, and the episodes come with audio transcriptions, which make it easy to learn or understand the terms used.

***Podcast in English:*** particularly this podcast contains short episodes and also offers transcripts and working material for each episode, which favors especially vocabulary learning.

***Voice of America:*** the themes of this podcast are quite interesting and current from history, science, and news and more. The series are completely in English and are usually conversations.

***All Ears English:*** this podcast is focused on teaching vocabulary or idiomatic expressions; the episodes last around ten or twenty minutes.

***LearnEnglish:*** this podcast is from the British Council academy is about everyday issues and one characteristic is that the episodes have small tests to evaluate the content seen, in addition to providing a transcript of each episode.

***6 Minute English from the BBC:*** the uniqueness of this podcast is that the episodes are short, no more than six minutes long, which is ideal for those who do not particularly enjoy very long episodes.

***The English we speak:*** the episodes of this podcast last around three minutes, and the themes are usually about idioms of the language, so this podcast allows becoming familiar with the English language.

***Luke's English podcast:*** this podcast is hosted by an English teacher, it has very varied episodes. It is a very useful source for learning the language.

***Global News from the BBC:*** this podcast also offers current issues, episodes can be easily accessed and downloaded directly from the website.

### **1.2.2 Listening comprehension in learning English.**

According to Cruz (2017) “La comprensión auditiva es una habilidad de la comunicación que exige a los oyentes entender, interpretar, y evaluar lo que escuchan. Esta habilidad puede mejorar las relaciones interpersonales pues reduce los conflictos, fortaleciendo la cooperación, y fomentando la comprensión” (pág.3). To Tapia-Ladino & Ariz (2018) “La comprensión auditiva permite comprender e interpretar los mensajes con múltiples intenciones y en diversas



circunstancias. Es una habilidad que trasciende el ámbito académico, es decir, corresponde a una práctica social que permite satisfacer las necesidades cognitivas, sociales y culturales” (pág.5).

From the point of view of Cova (2019) listening comprehension:

Es un proceso cognitivo receptivo y de alto nivel que implica la decodificación de la cadena fónica hasta la interpretación y la valoración personal del discurso oral, por parte de un oyente, receptor o escucha activo, en el que intervienen factores lingüísticos, no lingüísticos, cognitivos, sociales, contextuales, afectivos, perceptivos, sociológicos; además de la actitud y aptitud. (pág.15)

In this work, Cova's conception is assumed since it states that listening comprehension is an active process that not only involves the academic, social, or cultural function, but extends from the simplest, most particular aspects, and that in some way influence its development. In many cases, listening is the skill that takes a little more work for students to master. Listening is one of the most essential tasks in the teaching-learning process of the English language, therefore it contributes to the development of other skills and contributes to the development of oral language comprehension, providing the necessary tools for better communication. Robles (2011) mentions that listening activities often tend to generate anxiety and fear in students. Therefore, the podcast application seeks to create a climate of confidence in learning the language and to make this an enriching experience.

Podcast as a tool that provides authentic material is very useful for these types of tasks, one feature that makes this tool very practical is that many materials have a transcript of the listening, which allows doing a follow up on the topic, which also provides more confidence to students when practicing this skill. In this regard, for success in listening comprehension the following

aspects are suggested: establishing a relationship between the message and prior knowledge, recognizing both the rhetorical and functional of the message, interpretation of the elements of the language as rhythm, intonation and even the emotional tone of the message, identify only primary information and understand the general meaning of the message, not each word (Nunan, 2003, como se citó en Hernández & Sosa, 2017).

It is also important to know the stages for listening process, for this reason it is mentioned: pre-listening, in this first stage it must be contextualized what the audio is going to be about, to ease the understanding of the situation. In this space the activity is explained, doubts are cleared out, guidelines are provided for the process, also, it can serve to motivate students in the activity. Then, the while-listening, learners work doing the activity, here it is important to repeat the audio as many times as necessary, this will help reduce the student's anxiety. Finally, post-listening, in this final stage activities are discussed and corrected, a reflection is made about what was learned, like vocabulary, phrases, etc.

Cassany, Luna & Sanz (1994) raise the following processes for the construction and interpretation of meaning in a speech: first to **recognize**, which implies the sound discrimination of what is needed to hear and the composition of significant units, then to **select**: it is the process of distinguishing relevant information from a speech for its further analysis, to **interpret**, which implies give meaning to the previously selected information, provide a value for the speech, to **anticipate**, which corresponds to the ability to foresee situations that may occur, to **infer**, which implies being able to deduce the necessary information for the understanding of a speech when it is not explicit, for this it is useful to support in the context, and finally to **retain**, which constitute the storage capacity of relevant information for the understanding of the message.

Nogueroles (2010) summarizes the task for the construction of meaning and proper understanding of the message as: keyword identification, inference from the unknown lexicon, discrimination between words that might be similar, recognition of ambiguous, unrelated, or contradictory information, ability to predict situations, use of context to extract meaning from words, deduction of non-explicit information and ability to establish relationships, the establishment of causes and effects of a situation, interpretation of the intention of the speaker, getting main ideas and discrimination between facts and opinions. Regarding the types of listening (Spratt, Puverness & Williams, 2011, como se citó en Martinez, Abreus, & Castiñeira, 2020) mention that there are different types of listening such as:

***Listening for gist:*** it is used to get a global idea about something, it is not necessary to understand the exact words about what is being heard, since the purpose of this practice is to get to understand a situation without focusing on the meaning of exact words or phrases of the oral message.

***Listening for specific information:*** it is given with the purpose of knowing some particular information about a situation, in that way it can be left out what is not important since it is interested in paying attention to specific aspects stated in the audio.

***Listening for details/ scan:*** here more attention is paid to what is heard since it is intended to understand a situation deeply.

***Listening to the attitude:*** this type of hearing requires disposition, be open up to understand other's situations.

***Listening for individual sounds:*** it implies recognizing the phonemes, which are the articulated language sounds into the words, it is listening and stablishing a relationship in context with of other sounds.

***Intensive listening:*** it is the practice of short exercises that allow or require attention to the particularities of grammar, vocabulary, pronunciation, and others, this as a support for students in their learning. Its purpose is to know the bases of the language which favors the acquisition of the language.

***Extensive audition:*** it is focused on long tasks, this practice is carried out outside the classroom and it is interested in understanding a speech in the sense of a whole, that is generally. This type of listening allows developing in students the ability to understand the spoken language in context.

Finally, It is important to mention that given that comprehension is an active process, this is determined by several factors that could certainly affect the process of constructing meaning “por eso se dice que muchas personas no saben escuchar y que una persona no escucha lo que cree haber oído o viceversa” (Cova, 2012,p.5). In learning English, among these factors it is mentioned the linguistic, cognitive, receptive, and attitude component towards this type of tasks.

**Linguistic component:** constitutes the basis of knowledge in language learning, the domain regarding the vocabulary and grammar allows the correct development of the communicative competence. “El vocabulario es un componente de mucha importancia en el proceso de aprendizaje del inglés, debido a que proporciona un gran aporte al desarrollo de las habilidades receptivas y productivas del aprendiz” (García & Bravo, 2017, pág. 3). In this regard, for understanding an oral message the student first needs to manage some vocabulary in the language, and not only knowing it but also he should be able to recognize it, for this reason for success in listening comprehension he needs to know the linguistic code.

**Cognitive component:** it comprises those mental processes the learner should carry out for the construction of meaning about the listening, this includes the use of own strategies to understand

the oral message, since listening comprehension requires a personal interpretation and assessment based on what is understood. Nogueroles (2010) mentions that constructing meaning from what is heard in a language other than the one spoken necessarily requires the use of techniques that facilitate this process, therefore it is important that the development of this skill be worked on in class.

**Receptive capacity:** “La escucha implica el proceso de pensamiento. Un proceso en el que interviene la memoria a corto plazo, la asociación de ideas, el conocimiento del mundo, el conocimiento de la situación, y del interlocutor, la propia personalidad del oyente, etc.” (Pérez, 2008, pág. 1). Among the aspects that can affect the auditory process are: the functioning of the ear, it is necessary to know if there is any condition that can interrupt the process, level of attention, concentration and auditory memory of the student, the characteristics and particularities of the students (Cano, Gómez, & Tórriz, 2018). For this reason, when performing comprehension exercises these factors should be taken into consideration.

**Attitude:** This component plays an important role regarding the listening comprehension of the language, since it is very common that the performance in this type of tasks tend to be affected by these internal factors, for this reason, both the degree of motivation and interest, as well as the participation are fundamental to progress in this skill. Díaz (2014) mentions that motivation is a determining factor in learning a language since it is this that leads students to become interested and sows in them the desire to improve and learn more.

### **1.3 Contextual background of the use of podcast as a didactic resource in the process of teaching-learning English.**

#### **1.3.1 Contextual foundations on the English teaching-learning process in Ecuador**

In 1912 the teaching of English was implemented in Ecuador, but it was not until 1950 that the subject became part of the Mayan curriculum. Since then, the Ministry of Education (Mineduc) has undertaken various actions with the purpose of strengthening and improving language teaching in the country. In 1992, an important curricular reform in the teaching of English took place, both for public institutions and fiscal missions, this through an agreement between the Ministry of Education and the British Council. (Ortega & Fernández, 2017). With the initiative of this project, an improvement was expected with respect to the levels of English due to the educational reforms that were generated from this, however, the results were not as expected (Vera, Suárez, & Chimbo, 2017).

One of the most used approaches to language learning in many countries has been the communicative teaching approach, whose principles emphasize the authenticity of the language and its use in various contexts (Ortega & Fernández, 2017). In 2002, with the creation of the Common Framework of References for languages (CEFR), a base was established as a reference for standards in language teaching so that it is similar in several regions (González & Castro, 2016). The foreign language curricular model presents as one of the basic principles the use of this communicative language approach and is also aligned with the common frame of reference, it is proposed as one of the main objectives that students achieve the proposed exit profile.

Later on, it was ordered that the teaching of English be given compulsory from the first of basic, this through Ministerial Agreement 2016-0020-A, the purpose of this was for students to achieve a greater command and level of English at the end of high school (Intriago, 2019).

However, despite the measures that have been implemented, the level of English has not been satisfactory in the country, obtaining results below the estimated levels. For this reason, in the teaching of English it is necessary for teachers to use an adequate methodology that allows the student to become more involved in the process and be interested in learning the language, now with technology it is more possible to create language learning situations supporting in a wide variety of resources available to strengthen language skills.

In particular, listening skills have been one of the least worked skills, despite being one of the most important skills in learning a second language, as it allows receiving input from the language. However, understanding what is heard demands more linguistic work for learners of a language (Chacón, 2020).

Cárdenas and Ramírez (2021) published an article about the use of the podcast in the teaching of the English language where they set out to provide guidelines in relation to the implications of the use of the podcast in the classroom and its possibilities in the teaching of English. The work was developed from a qualitative perspective, for the same reason instruments such as the field diary and interview were used. As a result, improvements in vocabulary were evidenced and it was also determined that the use of this tool increases interest in learning. The conclusions reached are that the podcast is an effective resource for mastering English, being this a resource that promotes meaningful learning and a motivating environment in the classroom. Likewise, this study contributes to the development of this research in view of recognizing the potential of this tool in strengthening the English language.

Ivalla Ortega (2019) in her work on the use of the podcast to improve listening comprehension of English made a didactic proposal integrating the use of podcast as a resource in

the teaching of English, this in order to improve listening skills, and in turn work on reducing anxiety and increasing self-esteem when practicing this skill. For this, a questionnaire was applied where information was collected about the perception of the activities proposed with the use of this tool and its influence on listening comprehension. The results showed that in addition to advantages in listening comprehension, this resource served as a reinforcement for students outside the classroom. It was concluded that the podcast positively affects student learning. This work contributes to this research regarding the perspective of this resource as a useful tool in language learning.

At the national level, in a study carried out by Gustavo Toapanta (2017) on the educational podcast and listening skills, which aimed to determine the influence of the podcast on listening skills, both qualitative and quantitative tools were used for data collection. A survey was carried out in which the results found reflected that the podcast as a technological resource promotes the use of the internet during the learning process in class, in addition to improving listening comprehension, and finally it is mentioned that podcasting allows collaborative work. It was concluded that the podcast is a very useful resource, which facilitates the development of listening comprehension, and the importance of working with auditory skills was also determined. Practices that promote improvements regarding these subskills were identified as well such as narrations, realistic sounds or pronunciation exercises.

### **1.3.2 Diagnosis of the actual level of listening comprehension of the English language in third year students of the General Unified Baccalaureate.**

The present work takes place in “Dr. José Ochoa León” High School in Pasaje City, institution founded on July 1st, 1948. To carry out an overall assessment of the level of listening comprehension of the English language students have, the results obtained through the instruments



applied for the data collection are considered such as observation guide, pedagogical test, and interview. Therefore, the analysis of the results for each instrument is presented below:

**Observation guide:** through the participant observation some problems students have when working in listening activities could be identified, such as: there are difficulties to construct and give meaning to the information of what is being listened, their ability to retain information is not very high which makes these tasks complicated for them. Although there is a positive response when working auditory exercises, is not enough if there is not a level of analysis on the part of students.

**Pedagogical test:** the pedagogical test applied consisted of four different types of questions based on the same audio, which comprised true/false questions, fill in the blank, identification of tenses and comprehension questions. The results for each analysis unit are presented below:

### **Category 1: General knowledge of the English language**

**High:** When students show knowledge of the vocabulary used in the oral discourse and have a good handling of structures on the use of the language.

**Average:** When students show a medium knowledge of the vocabulary used in the oral discourse, and have a regular handling of the structures on the use of language.

**Low:** When students do not show the necessary knowledge of the vocabulary used in the oral discourse and have a poor handling of structures on the use of language.

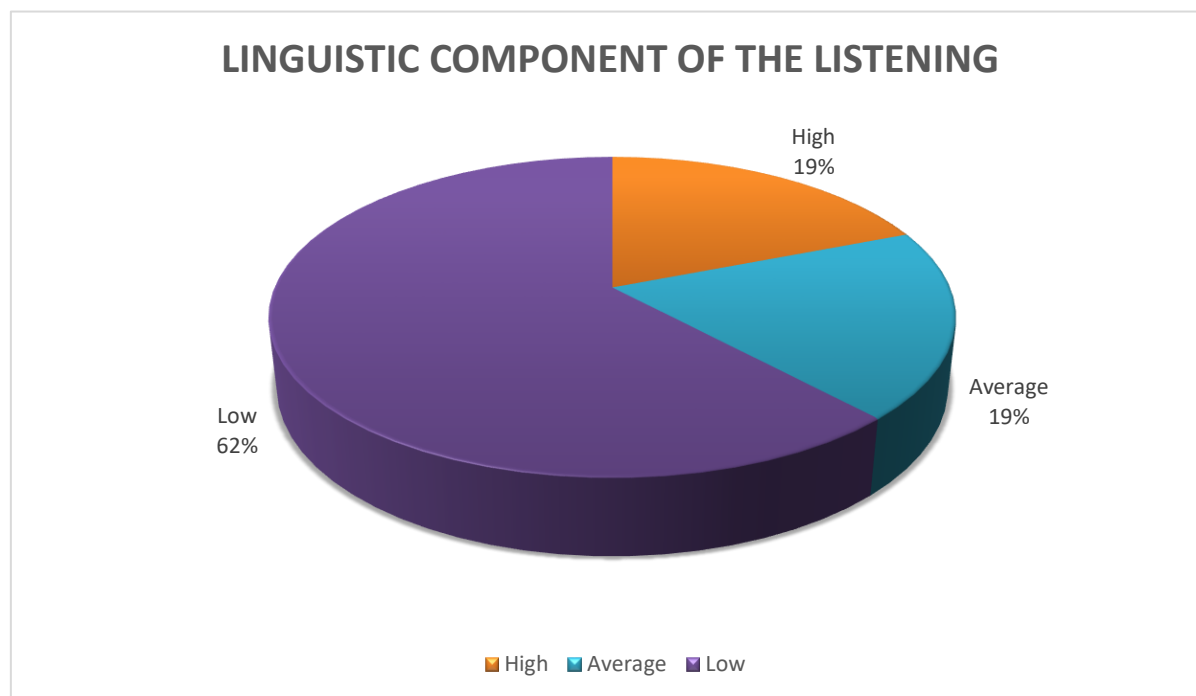


Figure 1. Test results of the analysis unit 1

As it can be seen, in the category general knowledge of the English language within the analysis unit linguistic component of the listening, 19 % of students shown lexical proficiency and handling of structures on the language, that is about 8 students who have a high level in this component since they did not show complications when working the questions focused in this aspect. The average level which corresponds to 19 % was obtained by students who showed a regular linguistic knowledge of English when working on the listening, that is about 8 students. Finally, the 62 % corresponding to the low level was obtained by 26 students, since they did not show the necessary linguistic knowledge when solving the exercises, therefore, over half of the group are at a low level of linguistic knowledge of the language when working in listening.

### **Category 2: Analysis and interpretation of listening**

**High:** When the student can carry out tasks of constructing meaning, discrimination of information, identification of main ideas, keyword recognition or deduction of information.

**Medium:** When the student can carry out task of constructing meaning, discrimination of information, identification of main ideas, keyword recognition or deduction of information regularly.

**Low:** When the student cannot carry out tasks of constructing meaning, discrimination of information, identification of main ideas, keyword recognition or deduction of information.

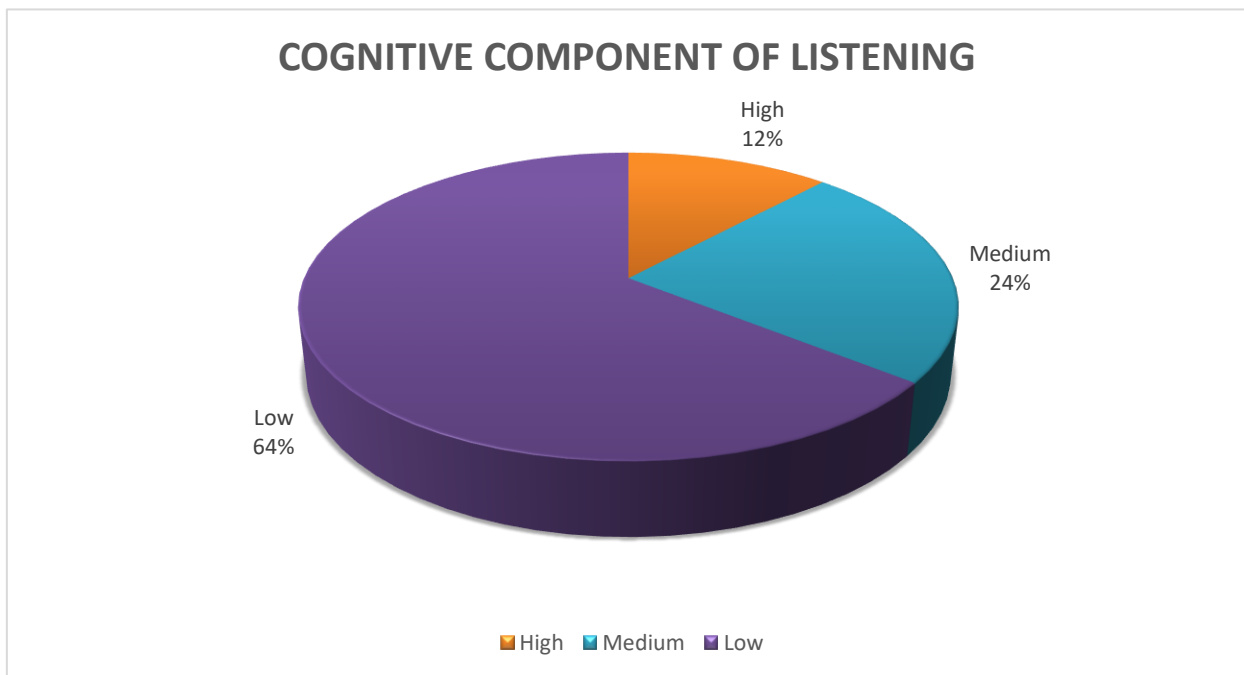


Figure 2. Test results of the analysis unit 2

As can be seen, in the category analysis and interpretation of listening within the cognitive component, 12 % of students are at a high level of listening comprehension of the language since they were able to answer the questions for this unit without difficulties, which would correspond to 5 students from the group. The average level is for the 24 % of students who presented a regular understanding when working on these exercises, this would correspond to 10 students. Finally, 64

% of students are at a low level of comprehension since it became clear that they could not work with this type of listening exercises, this would correspond to a total of 27 students, that is over half of the group.

**General results on the test of listening comprehension:**

For the overall assessment of listening comprehension, the results obtained in the units were weighted based on the following classification criteria: the high level of listening comprehension for the students who get a score of 9.1 to 10, the average level for those who get between 7.1 to 9.0 and finally the low level for those who get a score under 7.

**High listening comprehension:** when the student shows a very good linguistic knowledge of the English language, his cognitive and receptive skills are quite good, and the attitude towards the listening activities is positive.

**Average listening comprehension:** when the student shows a medium linguistic knowledge of the English language, his cognitive and receptive skills are not very good, but the attitude towards the listening skills is favorable.

**Low listening comprehension:** when the student does not show linguistic knowledge of the English language, his cognitive and receptive skills are insufficient and the attitude towards listening activities is not favorable.

On the basis of the above, the results are presented below:

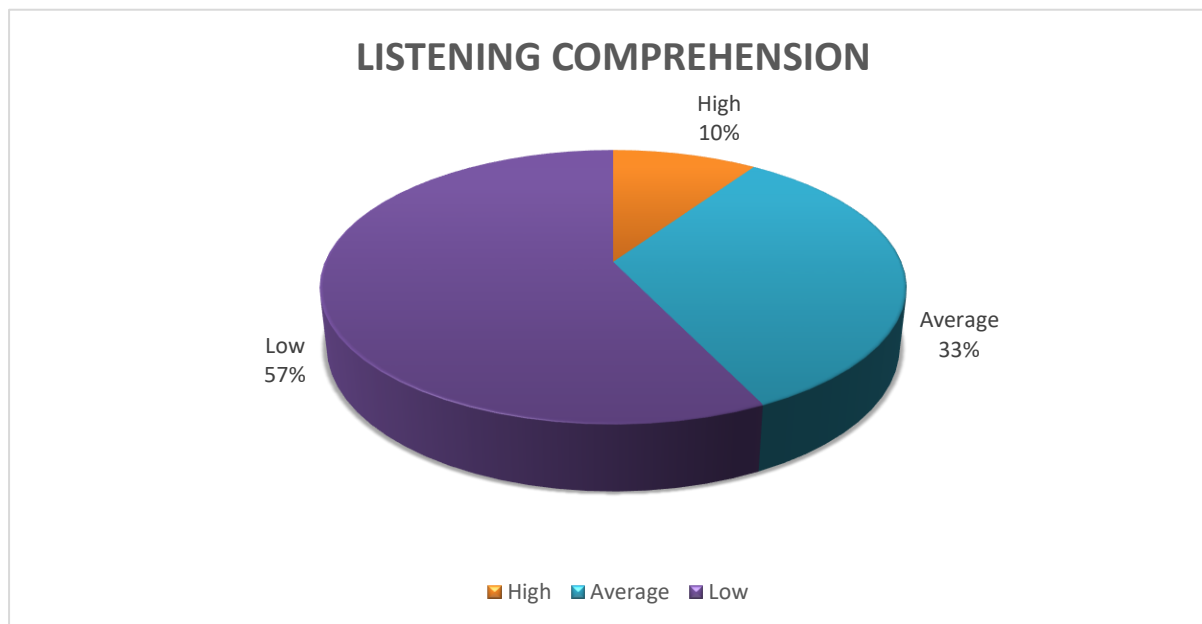


Figura 3. General test results

According to the obtained results from the pedagogical test, few students got an outstanding grade, that is the 10 % that would be about 4 students who have a high level of understanding of the language since they knew how to work the exercises without difficulties. The average level which corresponds to the 33 % that would be about a quarter of the group, was obtained by 14 students who showed a regular knowledge when working this skill. Finally, just over half of the class group are at a low level of listening comprehension, that is about 24 students. This indicates that there are difficulties when working in listening comprehension exercises in class since the results obtained show that some indicators of this variable are low, for example, when discriminating if the information is true or false there is confusion with negative connotation statements, they do not analyse well the sentences before answering, since students tend to pay more attention to the exact words they hear. Another important aspect is that when answering comprehension questions students tend to answer with monosyllables, therefore it is difficult for them to form complete sentences.

## **Results of the interview:**

In the interview applied to the teacher it was known how listening activities are developed in class and how the indicators of the variable listening comprehension are manifested in students when working in listening exercises.

Regarding the **linguistic component** of listening the teacher mentions that “los estudiantes poseen un conocimiento regular del léxico y estructuras en el idioma, aunque trabajan este tipo de actividades de manera muy participativa y colaborativa en clase”.

According to the **cognitive component**, the teacher mentions that “El nivel de listening aún es bajo, es difícil para ellos comprender lo que escuchan. Debido a la falta de entendimiento las ideas pueden ser equivocadas, por lo que a los estudiantes se les dificulta poder identificar cuáles son las ideas centrales. Las preguntas de inferencia de información también son tareas un poco complicadas para ellos debido a la falta de prácticas regulares en el listening. Las habilidades de los estudiantes son muy limitadas tanto al momento de discriminar información como al responder preguntas de comprensión, solo en lo que es el reconocimiento de palabras clave hay un mayor rango de entendimiento”.

Regarding the **receptive capacity** the teacher states that “su nivel de atención al trabajar ejercicios auditivos es alto, ellos se concentran en lo que escuchan porque lo quieren entender. En lo que es la atención de información al practicar esta habilidad su memoria auditiva está en un nivel medio, esto de alguna manera es satisfactorio porque se pueden desarrollar las actividades”.

In the component **attitude towards listening activities**, the teacher mentions that “Su interés y motivación al trabajar ejercicios auditivos es alto, les gusta trabajar en este tipo de ejercicios, les gustan los audios. Su actitud es muy participativa”.

Therefore, based on the theoretical foundation and the results on the diagnosis, it can be concluded that there are deficiencies regarding the listening comprehension, so it is necessary to work in the development of this skill so as to improve its actual performance.

## **CHAPTER 2. METHODOLOGICAL FRAMEWORK**

In this chapter the methodological support of the research is presented, where the process carried out for the development of the work is detailed. In the first place, the type of paradigm and research developed is described, then the type of design used is specified, then the study population is specified, as well as the methods and techniques that were used for data collection and later for the analysis of the information.

### **2.1 Paradigm and type of research**

This research is carried out within a qualitative paradigm, it is intended to interpret and understand the reality of the facts understanding them from the particularity, in addition this perspective makes possible to conduct a deeper analysis of the object of study. According to Sampieri, Collado & Lucio (2014) “El enfoque cualitativo puede concebirse como un conjunto de practicas interpretativas que hacen al mundo “visible”, lo transforman y convierten en una serie de representaciones en forma de observaciones, anotaciones, grabaciones y documentos” (p.42). Research from a qualitative perspective follows a holistic approach, thus allowing an exhaustive analysis of a situation to understand the background of the events, in addition this paradigm is characterized by being subjective in nature since it is more linked to the values and beliefs of the researcher In this sense, the subjects including the researcher participate in this type of design, making it a more flexible design.

Another feature that distinguishes this type of paradigm is that it is based on induction, that is, it starts from a general situation and comes to the description of individuality, in short, this approach can be differentiated from the quantitative one starting from the objectives set by the researcher, the type of design used in the study, the methodological support that the research follows and the techniques applied to collect information.



Furthermore, this is an applied research, it seeks to give practical solution to a problem in order to improve a situation. It emphasizes more in the social aspect of a study and the application of knowledge in a particular reality, besides supporting in scientific advances. In this regard, Lozada (2014) mentions that this type of research is characterized by relying on the knowledge of basic research, its practical application to social problems is required in order to generate knowledge. In summary, this type of research aims to bring knowledge from the theoretical to the practical in a way that is useful for society, so it is based on the needs that are presented within a real context.

## **2.2 Research design**

The type of design corresponds to a non-experimental research due to it is intended to study a specific situation, without reaching the manipulation of variables, these are studied in their natural environment. In this type of study, the researcher does not create situations, but rather studies the facts as they are presented (Agudelo, Aigner, & Ruiz, 2010). Furthermore, with the purpose of promoting the improving of a situation, this study is carried out within an action-research approach which allows to reflect and inquire more about the facts. The main purpose of this is to introduce improvements to enrich learning experiences. According to Colmenares (2012), action research can be distinguished from other approaches because it seeks the actions of the researcher within the investigative process, because of the way in which the object of study is approached, because of the implications of its application, because of the purpose of this approach and finally by the results obtained at the end of the intervention.

Based on the above, it can be noted that in this type of approach the way in which the object of study is approached is by participating in the investigative process, that is, being immersed in the situation in order to subsequently be able to carry out a critical analysis of it. For this, it has to

go through a series of stages that involve planning, action, observation, and reflection, that is, a retrospective spiral is followed. These cycles will make it possible to compare how a situation has progressed since its inception by analyzing the results of the intervention, since the results that are achieved imply changes in the subjects.

### **2.3 Population or sample of the study object**

The study population will be made up of the group of third-year students from the “Dr. José Ochoa León ” High School in Pasaje City, a course that has 42 students. In this research it will be working with the entire population.

### **2.4 Research methods**

In any investigative process, it is necessary to apply methods that allow executing what is proposed in a theoretical way, the research methods constitute all those resources that make possible the analysis of the information that is relevant within a study, and that in turn. Once they make it possible to obtain information about the object of study. Therefore, these methods can be of the theoretical and empirical level, both methods complement each other in the sense that there must be a concordance or correspondence with the use of the theoretical methods of the practitioners. Next, the methods that were used for the development of the investigation are presented.

#### **2.4.1 Methods of the theoretical level**

Theoretical methods “Permiten revelar las relaciones esenciales del objeto de investigación , no observables directamente, participan en la etapa de asimilación de hechos, fenómenos y procesos” (Cova, Romeu, & Macías, 2010,p.6). These methods are part of the procedures to be carried out for the execution of the research, since they allow the construction of knowledge about

the object of study. Its use in a study makes it possible to analyze the facts and relevant information that makes it possible to understand the reason for a situation. The theoretical methods used for the study are presented below:

**Historical-logical method:** The use of this method allows an analysis of the events related to the evolution of an event from its inception to its current state, thus providing a better understanding of it. Therefore, this method deals with delving into the history behind the events, analyzing the causes that gave rise to a certain situation, and in turn making it possible to understand the logic behind its development.

En este método se establece una forma de evaluación y síntesis de pruebas sistemáticas, con el objeto de determinar hechos, aspectos históricos, y antecedentes gnoseológicos que muestren la relación que existe entre la ciencia desde sus inicios, para de esta forma formular conclusiones sobre hechos pasados que expliquen vínculos y que conduzcan a hallar y comprender evidencias que respalden el estado presente. (Abreu, 2014, p.7)

**Inductive-deductive method:** With this method, through observation it is intended to obtain information that allows a greater approximation to the problem to the understanding of the facts, for the subsequent foundation of the research problem. A characteristic feature of this type of method is that based on these two types of reasoning, logical conclusions are drawn from the analysis of the situation in a particular to the most general way.

La inducción y la deducción se complementan mutuamente: mediante la inducción se establecen generalizaciones a partir de lo común en varios casos, luego a partir de esa generalización se deducen varias conclusiones lógicas, que mediante la inducción se

traducen en generalizaciones enriquecidas, por lo que forman una unidad dialéctica.  
(Rodríguez & Perez, 2017, p.11)

**Analytic-syntetic method:** this method allows top carry ou a general synthesis of the research problems, studying its particular aspects to rebuilt information. “El análisis de un objeto se realiza a partir de la relación que existe entre los elementos que conforman dicho objeto como un todo; y a su ves, la síntesis se produce sobre la base de los resultados previos del análisis” (Ramos, 2008, p.12). These procedures make up a dialectical unit which makes it possible to understand the essence of the object through the analysis of different arguments, in this research this method of analysis and synthesis is used for the review and analysis of the documentation referring to the subject of study.

**Systematic approach:** The use of this method allows a more precise understanding of the elements that surround the research problem, allows the establishment of relationships, as well as its understanding in a general way. This method involves an analytical process of the facts, the isolated elements are analyzed and then grouped from a totality, which allows the development of theories about the particular situation. Consuegra & Velázquez (2018) mention that the systematic method manifests itself within the knowledge methods as an approach which must attend to the type of design used in the research and how the object of study is approached, and the levels of involvement within of the investigative process.

#### **2.4.2 Methods of the empirical level**

Empirical methods corresponds to the tasks that will be carried out to obtain information that enables to understand the study situation. “Los métodos de investigación empírica conllervan una serie de procedimientos prácticos que permiten revelar las características fundamentales y

relaciones esenciales del objeto, que son accesibles a la comprensión sensorial” (Cobas, Romeu, Macías, 2010, p.8). Estos métodos se basan principalmente en lo que es la observación, la medición y la experimentación, su selección deberá responder tanto al objetivo como al tipo de investigación que se plantea desarrollar.

For the development of this research three empirical methods were selected such as: participant observation, which will allow to identify the problem and provide information regarding the learning process, in the same way it will be support the identification of possible improvements in the development of listening activities , for this an observation guide (ANNEX 1) will be elaborated. Also, a pedagogical test (ANNEX 2) will be applied, which will allow to know the English level students have in listening activities. Finally, the teacher interview (ANNEX 3), which will provide data necessary to understand how teaching-learning process occurs in listening activities and how students respond to working this skill.

**Participant observation:** Participant observation is a research method which is characterized by being flexible, for the same reason it makes it possible to get closer to the reality of the facts, that way it allows to collect data about what is going on in a specific process and how it is developed. According to Piñeiro (2015) “La observación participante es una herramienta de recogida, análisis e interpretación de información en la que el investigador juega un rol activo en las interacciones con el grupo que es objeto de estudio” (p.1). For the application of this method an observation guide was elaborated, whose items respond to how the indicators of listening comprehension are manifested on students.

**Pedagogical test:** The pedagogical test is an instrument that facilitates the collection of data on student learning, in the same way this tool serves as a support to know what their strengths and

weaknesses are. In this work, a diagnostic test will be applied in order to determine the English proficiency that students have in relation to listening activities. In the same way, for its evaluation a rubric will be elaborated which is in correspondence with the indicators established for listening comprehension.

**Interview:** the interview is a data collection technique that allows to analyse a situation through the subject's inquiry. "La entrevista se enmarca dentro del quehacer cualitativo, como una herramienta eficaz para desentrañar significaciones, las cuales fueron elaboradas por los sujetos mediante sus discursos, relatos y experiencias. De esta manera se aborda el sujeto en su individualidad e intimidad" (Troncoso & Placencia, 2017, p. 1). For the development of this research, an interview will be carried out with the teacher in order to know how the listening activities are developed in class, for this an interview guide will be elaborated that has 12 items, which respond to the indicators that were established previously on the process of listening comprehension of the English language.

## **2.5 Techniques for data processing**

### **2.5.1 Data analysis**

For the analysis of information, content analysis technique was used. "El análisis de contenido como metodología de abordaje de conocimientos permite interpretar la realidad, a través de las categorías que se extraen del metatexto, a fin de elaborar un modelo" (Moraima & Mújica, 2008, p.4). This method is applied in order to decipher the meaning behind the subject's words, since it seeks to deepen the analysis of the messages to understand in greater depth the meaning of a certain situation.

In this sense, content analysis is a very useful tool in research since it makes possible the interpretation of the information that has been previously collected to extract meaning from it, it is a systemic and interpretive process that implies giving meaning to a text to get closer to subjective realities. Within the phases to carry out this type of analysis, data is obtained first, for which qualitative techniques are used such as interviews, focus groups, observation, etc., then what is the review process is carried out. and transcription of said data in a textual way, then categories are organized and created according to the established criteria and finally this data is analyzed where theories or conclusions are drawn up based on it. In the present work, the data collection process was carried out with the application of the empirical methods described above, to then carry out the work with variables.

### **2.5.2 Working with variables**

The work with variables is of great importance for the research, it allows the analysis of the elements that influence a given process. According to Espinoza Freire (2018) “las variables son constructos, conceptos abstractos, construcciones hipotéticas que elabora el investigador, en los más altos niveles de abstracción, para referirse con ello a determinados fenómenos o eventos de la realidad [...] (p.4). This research studies two variables, on the one hand, the intervening variable podcast and on the other hand there is the modifiable variable which corresponds to the listening comprehension.

The intervening variable represents a digital audio resource available and downloadable on the net, which is defined as: Tool that favors the development of the language skills for being a means that makes it possible the listening practice, essential part in a language learning, since it allows the entry of information to understand the language, and also it allows the consolidation of learning, while promoting autonomous learning.

The modifiable variable is the **improvement of listening comprehension**, it is defined as: Progress in the listening skill of the English language which implies the student's ability to the meaningful construction and assessment of oral discourse, it is determined by the linguistic, cognitive, receptive and attitude component towards this type of task.

**High listening comprehension:** when the student demonstrates a very good linguistic knowledge of the English language, his cognitive and receptive skills are quite good, and the attitude towards the listening activities is positive.

**Average listening comprehension:** when the student demonstrates a medium linguistic knowledge of the English language, his cognitive and receptive skills are not very good, but the attitude towards the listening skills is favorable.

**Low listening comprehension:** when the student does not demonstrate linguistic knowledge of the English language, his cognitive and receptive skills are insufficient and the attitude towards listening activities is negative.

Tabla 1. Working with variable: listening comprehension

<b>Analysis unit</b>	<b>Categories</b>	<b>Indicators</b>	<b>Ordinal scale</b>
Linguistic component of listening.	General knowledge of the English language.	<ul style="list-style-type: none"> <li>• Lexical knowledge in the English language.</li> <li>• Management of structures on the use of the language.</li> </ul>	Score from 1 to 3, where 1 corresponds to the lowest level and three to the highest .



Cognitive component of the listening.	Listening analysis and interpretation.	<ul style="list-style-type: none"> <li>• Understanding and interpretation of oral speech.</li> <li>• Identification of main ideas.</li> <li>• Deduction of nonexplicit information.</li> <li>• Discrimination of false or true facts.</li> <li>• Keyword recognition or relevant information.</li> </ul>	Score from 1 to 3, where 1 corresponds to the lowest level and three to the highest.
Receptive ability of the English language in students.	Implications in listening activities.	<ul style="list-style-type: none"> <li>• Degree of attention paid to listening exercises.</li> <li>• Language auditory memory capability.</li> <li>• Level of concentration in the oral discourse.</li> </ul>	Score from 1 to 3, where 1 corresponds to the lowest level and three to the highest.

Student's attitude towards listening activities.	Perceptions about language listening exercises.	<ul style="list-style-type: none"> <li>• Interest and motivation of students during listening activities.</li> <li>• Student's participation in the development of listening exercises.</li> </ul>	Score from 1 to 3, where 1 corresponds to the lowest level and three to the highest.
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Source: own creation

### Representation of the categories in the instruments used:

Tabla 2. Representation of the categories in the instruments used

Categories	Participant observation	Pedagogical Test	Interview	Analysis
General knowledge of the English language	Analysis unit 1			<p>3. When students show knowledge of the vocabulary used in the speech, and have a good handling of structures on the use of the language, so it can be noticed that they understand what they are listening.</p> <p>2. When students show a medium level knowledge of the</p>

		<p>vocabulary used in the speech, and show a regular handling of structures, there is no total comprehension but they can carry out the activities.</p> <p>1. When students do not show the necessary knowledge of the vocabulary used in the speech, and have a poor handling of the language structures, so it can be noticed that they do not understand what they are listening.</p>
<p>Analysis and interpretation of listening.</p>	<p>Analysis unit 2</p>	<p>3. When student show understanding of the English language, therefore, they can perform tasks of meaning construction, discrimination of true or false facts, identification of main ideas, recognition of keywords or deduction of information.</p>

		<p>2. When students can construct meaning from what they are listening, they show necessary understanding of the language, therefore they can carry out activities such as: discrimination of true and false, identification of main ideas, keyword recognition or deduction of information.</p> <p>1. When students find it difficult to construct meaning from what they are listening, they show a low level of language comprehension, therefore they cannot carry out activities such as: discrimination of true or false information, identification of main ideas, keyword recognition or deduction of information.</p>
		<p>3. When students shows commitment during listening, they are focused and pay attention to the oral discourse, it implies</p>

<p>Implications for listening activities.</p>	<p>Analysis unit 3</p>	<p>also that they have a high auditory memory.</p> <p>2. When students show an average commitment during listening, they are focused and pay attention to the oral discourse, they have the sufficient auditory memory to carry out the activities.</p> <p>1. When students do not show commitment during listening, they are not focused or pay attention to the oral discourse, what implies they do not have a good auditory memory to carry out the activities.</p>
<p>Perceptions about listening exercises in the language.</p>	<p>Analysis unit 4</p>	<p>3. When students are interested in the listening exercises and are motivated during the activity, it can be noticed they participate in the activity.</p> <p>2. When students show little interest in the listening exercises,</p>

		<p>they are not motivated to a large extend, it can be noticed there is a regular participation.</p> <p>1. When students are not interested in the listening activities, they are not motivated during the activity, and they do not participate in the development of the activities.</p>
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Source: own creation

## **CHAPTER 3. SYSTEM OF EXERCISES FOR THE IMPROVEMENT OF LISTENING COMPREHENSION OF THE ENGLISH LANGUAGE**

In this chapter, the practical contribution of the research is presented where it is detailed from the theoretical foundation of the exercise system, the objective pursued with its elaboration, the functional structure of the elements that compose it, its form of implementation, as well as also its respective evaluation to determine its effectiveness.

### **3.1 Theoretical foundation of the system of exercises for the improvement of listening comprehension of the English language.**

As part of the planning process in class, it is extremely important to be clear about how the activities will be directed in the classroom, that is, the approaches through which any activity or exercise is proposed must be established. Therefore, for the elaboration of this system of exercises, the teaching-learning process is supported from a psychological, pedagogical and technological perspective that support the development of the student's abilities. In this sense, the approaches taken into account for the implementation of the exercises in class are specified, this in order to provide a broader vision of the guidelines that are set out for their design and in the same way for their execution.

#### **3.1.2 Psychological foundations of the proposed system of exercises.**

Given that comprehension is a complex process in language learning , listening comprehension implies to carry out a number of tasks for the construction of meaning depending on the information received. Therefore, within the pedagogical foundations cognitive theory that studies the internal knowledge-building process by the student, about how he processes and assimilates information is taken into consideration. The origins of this theory go back to the sixties arising in opposition to the behaviorist theory of learning, in this approach “la adquisición de

conocimiento se percibe como una actividad mental que implica una codificación interna y una estructuración por parte del estudiante. El estudiante es visto como un participante muy activo del proceso de aprendizaje” (Ertmer & Newby, 1993, pag.10).

The theory of cognitive learning supposes that the process of knowledge acquisition is given through a set of cognitive operations carried out by the learner, who in his function absorbs and processes information to then store it in the memory. Learning is understood as a process of modifying meanings between new information and the subject, from this perspective the pre-existing concepts and the new ones are posed resulting in this way the modification of esquemas (Cáceres, 2016).

### **3.1.2 Pedagogical foundations of the proposed system of exercises.**

“El aprendizaje de un idioma extranjero no se realiza de forma automática, sino que se desarrolla mediante un proceso que está determinado por una serie de variables que pueden afectar o favorecer la adquisición de la nueva lengua” (Navarro & Piñeiro, 2014, pág 3). Pedagogically, for teaching English to acquire a sense of significance in the student and not become a tedious process, it is necessary to provide learning opportunities in the classroom to make this possible. Therefore, it is considered the theory of significant learning developed by Ausubel, which seeks to ensure that the student really learns the contents taught in class, for which the teacher must organize their teaching in such a way that this objective is achieved (Rodríguez, 2011).

Ausubel’s conception of learning situates the student within an active and participative framework, that is more protagonic, in such a way that for this learning to take place it is not only enough knowledge acquisition but also to put it into practice, otherwise what was learned would become nothing. Likewise, teachers play an important role in this approach, given that:



En el proceso de orientación del aprendizaje, es de vital importancia conocer la estructura cognitiva del alumno; no solo se trata de conocer la cantidad de información que posee, sino cuales son los conceptos y proposiciones que maneja, así como su grado de estabilidad. Los principios del aprendizaje propuestos por Ausubel ofrecen el marco para el diseño de herramientas metacognitivas del educando, lo cual permitirá una mejor orientación de la labor educativa. (Ausubel, 1983, pág.1)

### **3.1.3 Technological foundation of the proposed system of exercises.**

Technology-mediated learning environments have shown to contribute significantly to the development of students' skills, encouraging their interest and motivation in class. In the same way, "la enseñanza del inglés debe estar a la par con el avance de la tecnología y de las herramientas que esta presenta para promover la autonomía en el proceso de aprendizaje" (Chacón & Pérez, 2011, pág.4). For this reason, within the technological foundation the constructivist theory of learning is taken into consideration since this theory postulates that knowledge is built as one learns, that is through practice. Hernández (2008) states that this approach is characterized by transforming the traditional classroom by creating a more conducive and supportive learning environment where there is the possibility of working on innovative activities with students.

For the development of this research in order to improve listening comprehension of the language the podcast tool will be used. Considering that learning English requires a continuous practice to work on the language skills, this resource makes it possible a more focused learning in the development of these skills, specifically in listening. Ortiz & Ramos (2020) mention that "la implementación del podcast durante los cursos de inglés fortalece las habilidades de los educando. Además de incrementar su vocabulario, mejora la comprensión de conversaciones y diálogos en inglés" (pág.1).

In the same way, English podcasts mostly include transcription of episodes which helps counteract the level of anxiety that listening exercises might cause if they do not get to understand what they are listening to. “Su importancia es evidente como fuente de input de calidad para nuestros alumnos. Además, permite a los estudiantes seleccionar temas de su interés lo que refuerza el aprendizaje significativo” (Gallardo, 2009, como se citó en Galán, 2018). This resource can be said to be very practical and useful for students.

Con independencia de cual sea su uso, no hay duda acerca de la utilidad de los podcasts en la enseñanza de idiomas, sobre todo ahora que la mayoría de los alumnos pertenecen a la generación de los llamados nativos digitales, pues son una buena herramienta para evaluar la capacidad de comprensión y producción oral del alumno. (Villalba, 2009, como se citó en Galán, 2018)

### **3.2 Elements that integrate the system of exercises for the improvement of listening comprehension of the English language.**

The planning of the teaching-learning process is constituted by a set of components interrelated and they work together as one cannot develop without the other. Therefore, for the elaboration of the system of exercises, for the elaboration of the system of exercises both personal and non-personal elements were taken into consideration.

#### **- Non-personal elements:**

**Objectives:** it corresponds to the first step in class planning, here is determined what students will learn and under what scenarios. That is, the abilities students will be able to develop at the end of the class. For this reason, “los objetivos son el punto de referencia de todos los demás elementos del proceso de enseñanza-aprendizaje. Es el elemento más fundamental de los elementos básicos

del currículo” (Arjona, 2010, pág.5). In the case of the system of exercises proposed, the objectives focus in the improvement of the listening comprehension of the English language using the podcast as a didactic resource in class in order for students to become more skilled at listening activities and develop a better understanding of spoken language, that is in a real context. In the same way each exercise will have its own objective within the system.

**Content:** it represents the information that students should assimilate, they must be in function of the objectives set. Topics should provide a degree of significance in students, “la definición del contenido tiene que ver con la forma en que se entiende la función del currículum y, por tanto, las relaciones entre conocimiento y sociedad” (Granata, Barale, & Chada, 2000, pág.45). In the same way “el contenido de la enseñanza debe estructurarse con enfoque sistémico o con junto de elementos relacionados entre sí que constituye una determinada formación integral, con nuevas características no implícitas en los componentes que lo conforman” (Cabrera, 2003, párr.40). The objectives of the system of exercises are in function of the objectives, these comprise from grammar, vocabulary and techniques for a greater understanding in questions that require a high degree of attention and analysis.

**Methods:** it comprises the way classes are implemented, it is about how activities will be carried out, the procedures or actions of students and teachers within the learning process, it is related to the dynamic of the class. “Los métodos de enseñanza van a ser un componente del proceso pedagógico que configura el aprendizaje, por medio del contenido y su manejo libre para lograr el objetivo planteado” (Llanga & López, 2019). The method proposed for the implementation of the exercises is the use of podcast as a didactic resource in class, the procedure for its application is through the selection of some episodes from the website where it can be downloaded, for then elaborate the questions for each exercise. In the same way the exercises will be developed in a

practical way in order for the learning process to become meaningful by relying on the use of technological resources for the construction of knowledge.

**Resources:** They are the tools that will be necessary to carry out the proposed activities, it is important to make a suitable selection of the materials to be used for a better possibility of learning.

From this point of view is conceived that:

Los medios de enseñanza son aquellos recursos que facilitan la comunicación entre profesores y alumnos. Son recursos instrumentales que inciden en la transmisión educativa, afectan directamente a la comunicación entre profesores y alumnos y tienen solo sentido cuando se conciben en relación con el aprendizaje. (Bravo, 2004, pág 1)

The resource to use for the development of the system of exercises corresponds to the podcast, in this case it was decided the implementation of the podcast *The English We Speak* which focuses on teaching phrases or expressions in the language through casual conversations where they provide definitions and examples. The episodes are available on the website and are updated weekly.

**Assessment:** “la evaluación es un elemento indispensable que establece una retroalimentación de la formación del aprendizaje adquirido a través de las clases impartidas durante el ciclo escolar” (Flores, 2017, pág. 1). This process allows to understand to what extent the objectives set were fulfilled, it makes it possible to carry out an evaluation both in a general way and individually for each student. For the evaluation process of the exercise system will be taken into consideration if the proposed objectives in general and for each exercise were fulfilled, that is how students responded by working in listening activities in class and if they were able to carry out the exercises without much difficulty.

- **Personal elements:**

**Teacher:** “Es un agente de cambio que participa desde sus saberes, en el enriquecimiento de los contenidos más preciados de la cultura y la sociedad. Dirige creadoramente la situación de aprendizaje, orientando a los estudiantes, evalúa el proceso y el resultado” (García, 2020, pág. 162). The teacher plays an important role in teaching, besides designing classes and adjusting them to students’ needs, he should also provide opportunities for students to involve and participate more in the construction of knowledge. It is essential that teachers do an appropriate selection of materials to use, they should be in function of the class. His function is to guide the teaching-learning process, creating an appropriate and supportive environment that allows the development of student competences, encouraging thinking skills and creating learning situations.

**Student:** He is responsible for assimilating the knowledge provided in class, teaching will enable him to develop his thinking and solving. “El alumno aprende en medida que el docente de aula, en su rol de orientador promueve el aprendizaje significativo, a partir de experiencias de reflexión y aplicación de estrategias que le permitan la construcción del conocimiento” (Parra,2011, pág.3). He entails the responsibility of his learning to the extent that not everything depends on the school, students should be willing to learn and self-directed, which is why he is an active agent in his own training. Nowadays, the student is no longer seen as a mere receiver of information, but is able to build his own knowledge, for which acquires a more leading role.

### **3.3 Description of the exercise system for the improvement of listening comprehension of the English language.**

The system of exercises proposed aims at improving the listening comprehension of the English language using the podcast as a didactic resource in the students of third year from “Dr.

José Ochoa León” High School in Pasaje City. The exercises will be developed in four classes which will have a duration of 40 minutes per week, the topics will be addressed in a practical way in order to get students more involved in the process and to improve their cognitive skills regarding the listening activities. The types of exercises are described below:

**Exercise 1:** Identify the tenses for each sentence

To carry out this activity the teacher presents some sentences taken from the audio, asks students to analyze the sentences and identify the tenses, for this students will have to justify their answer explaining why, what the structure is and when it is used. The objective of this task is for students to reinforce their grammatical knowledge of the English language and be able to manage the use of verb tenses as well as identify them when listening which will facilitate the comprehension of situations that occur in the audio. Finally, this type of exercise is of a simple level since it does not require much analysis on the part of students.

**Exercise 2:** Filling gap

In this activity, a set of sentences with blank spaces is presented, the teacher plays the audio and asks students to pay attention to identify what the missing words are. The objective for this task is that students can train their hearing by listening to English conversations and be able to retain the information required. The practice of this exercise will allow to focus in specific vocabulary in the language. In the same way, the level of complexity of this exercise is not much since it only requires students to focus on exact words they hear.

**Exercise 3:** True/False questions

To carry out this activity the teacher presents the sentences and quickly reviews each literal explaining students what they need to focus on to determine if the information is true or false, for example identifying keywords for the listening. Then, the teacher plays the audio and asks students their answers to analyze them. The objective of this task is that students acquire skills for information discrimination when practicing listening in class. Here, the level of complexity of the exercises increase since these types of questions require a degree of analysis on the part of students.

#### **Exercise 4:** Comprehension questions

In this activity the teacher presents some questions from the audio, the questions students will have to answer are analyzed and then plays the audio again in order for students to carry out the task. Following this, the answer provided by the students are reviewed. The objective of this exercise is to know if students understand what they hear in the language, to know if they can build information in order to provide an answer based on what the question asks for. Finally, these types of questions acquire a greater degree of complexity since they require greater analytical capacity.

On the basis of the above, the components of each exercise is detailed below:

#### ***Exercise 1:***

- Objective: To reinforce grammatical knowledge of the English language through an oral exercise.
- Content: verb tenses.
- Method: - The teacher presents some sentences from the audio in different tenses and tell students to identify what is the tense for each one, and ask them to justify their answers.
- Resources: slides

- Assessment: 90 % of students are able to identify the tenses for each sentence and recognize the difference between them.

***Exercise 2:***

- Objective: To acquire or reinforce vocabulary in the language through the context of a listening exercise.
- Content: vocabulary
- Method: -The teacher presents some sentences and tells students to listen to the audio and to complete the missing words and ask them what is the meaning of those words.
- Resources: slides, the English We Speak website
- Assessment: 90 % of students are able to recognize the missing words and know their meaning.

***Exercise 3:***

- Objective: To acquire skills for information discrimination when listening through the context of a listening exercise.
- Content: information discrimination.
- Method: -The teacher explains to students about the true/false questions and tell to pay attention to the keywords to avoid confusion, then play the audio.
- Resources: Slides, the English We Speak website.
- Assessment: 90 % of students are able to discriminate information presented in the listening.

***Exercise 4:***



- Objective: To practice listening comprehension through the context of a listening exercise.
- Content: comprehension questions.
- Method: The teacher presents some comprehension questions and tells students what things they need to focus on to answer, then plays the audio.
- Resources: slides, The English We Speak website.
- Assessment: 90 % of students are able to answer comprehension questions from the listening without much difficulty.

### **3.4 Implementation of the exercise system for the improvement of listening comprehension of the language.**

For the implementation of the proposal four sessions were held through which a series of exercises with levels of complexity from low to high were carried out. For this the podcast *The English We Speak*, which episodes are around three minutes long, was used. In the first session the exercises were developed with the topic *Social media influencers*:

To introduce the topic of the class some images of famous characters were presented, then students were asked to describe what the pictures have in common, giving them opportunities to express their ideas or predictions of the listening. Following this, new vocabulary was explained for a better understanding, then worked on the first exercise which consisted of identifying the structure of some sentences from the audio, previously it was explained they needed to pay attention to the verb form to make it easier for them, in this activity students knew to recognize the tenses for each sentence and the use of these structures.

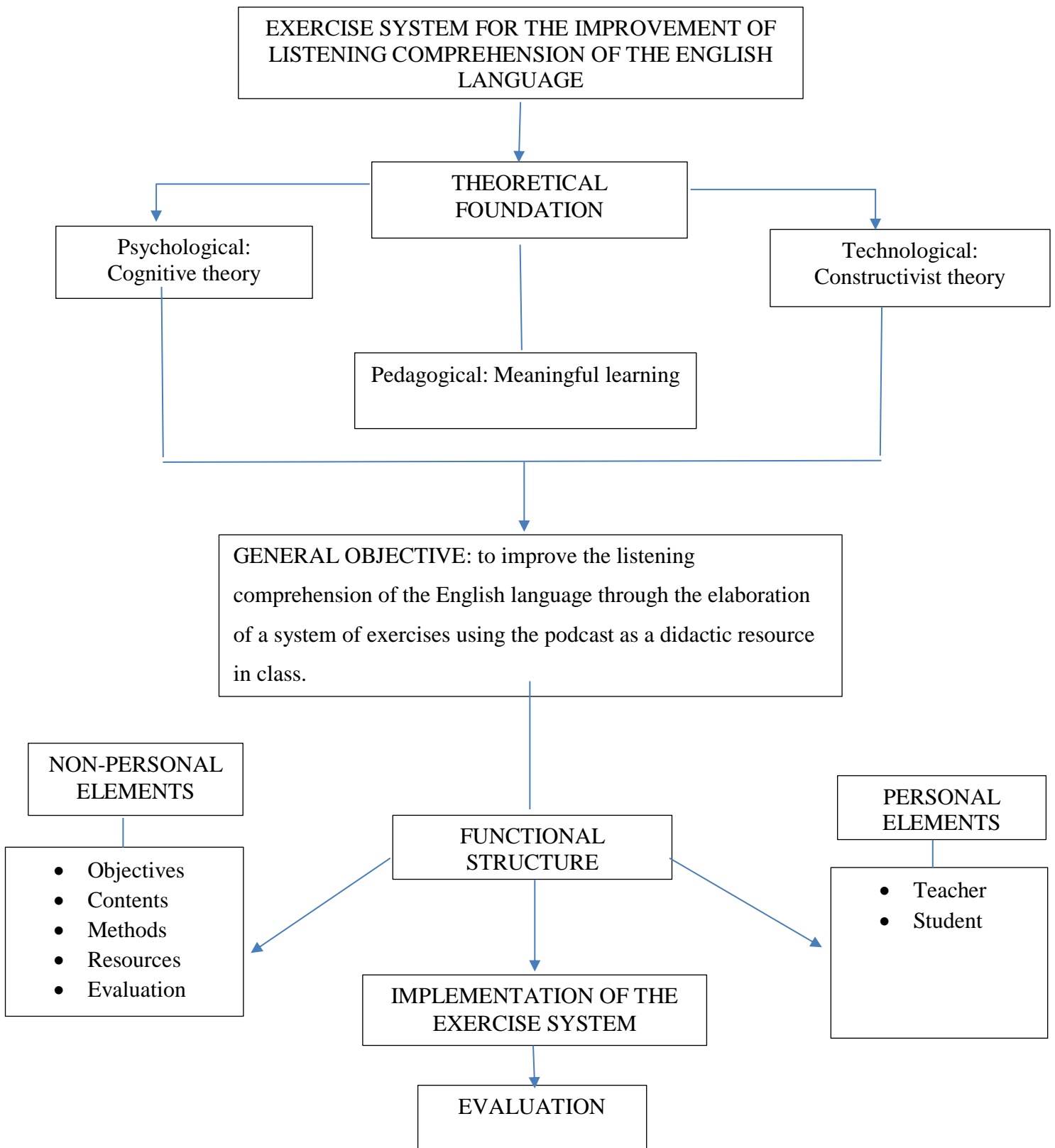
Then, worked in the second exercise where students were told they had to pay attention to specific words in the listening, for this those words were reviewed first so that it is easier for them

to identify them, then the audio was played in order to complete the activity, at the end the answers for each sentences were analyzed, for this students were asked about what words they consider should be placed in the blank spaces, in this activity the students demonstrated recognition of missing words and participation.

Afterwards, for the third exercise which consisted of determining if the information stated was true or false, first the sentences were analyzed and keywords were set so that it is easier for them to decide if that situation happened or not in the listening, then the audio was played and the answers were analyzed. In this exercise, the students did not hesitate to express their opinions according to what they heard about the veracity of the declared premises, for the most part there were correct answers in their answers.

Finally, in the four exercise some comprehension questions were presented in order to determine how much students understood the topic in general, for this in the same way the questions were analyzed first, and students were explained what they needed to focus on when listening and then the audio was played, at the end the answer for each question were socialized, for this students were asked to give their opinion according to what they heard from the audio using their own words. In this exercise there was not much participation on the part of the students, there were difficulties in constructing information.

Figure Nro.4. Scheme of the exercise system for the improvement of listening comprehension



### **3.5 Evaluation of the effectiveness of the exercise system for the improvement of listening comprehension of the English language.**

In order to determine the scope of the present intervention proposal, it is considered the different moments in the research from which information about the variable was collected, starting from the participant observation, the application of the initial diagnosis and finally the interview. Following this approach it was proceeded to the application of the exercise system in order to strengthen the practice of the listening skill. Subsequently, to know whether or not there were improvements regarding the variable, a final diagnosis was made for which the indicators established for the variable were taken into consideration.

It can be corroborated that in the linguistic component unit of analysis there were improvements in the case of some indicators, the results obtained show that 26 % of students are at a high level since they showed knowledge of the vocabulary used and handling of the structures, this would be about 11 students. The average level was obtained by the 31 % of students who showed a regular handling in this aspect, this would be around 13 students from the group. Finally, 43 % of students are at a low level since they did not show the necessary linguistic knowledge to work these exercises, this would correspond to 18 students of the total group.

In the analysis unit cognitive component of listening it can be corroborated that the data obtained did not change much, based on the results obtained the 12 % of students are at a high level in this category since they knew how to develop the questions focused on this aspect difficulties, this would correspond to 5 students from the group. The average level was obtained by the 29 % of students who showed a regular understanding when answering the listening exercises, this would correspond to 12 students. Finally, 59 % of students are at a low level

regarding this skill since they did not show analytical capacity when working in listening exercises, this would correspond to 25 students of the total group.

According to the results obtained in both units, the level of listening comprehension of the group is still low since the data reflects that 9 % of students are at a high level because they showed linguistic domain and skills when working, this would correspond to 4 students. The average level was obtained by the 36 % of students who showed a regular knowledge and ability to analyze in the language when solving the exercises, this would correspond to 15 students from the group. Finally, the 55 % of students are at a low level of comprehension since they did not show the necessary skills to work, this would correspond to 23 students of the total group.

Therefore, it can be corroborated that though there were some improvements in specific aspects, such as the linguistic component, regarding the listening comprehension of the English language there is still difficulties for the construction of meaning, since it can be evidenced that students still confuse the ideas and it is complicated for them to give their point of view in comprehension questions.

Based on this, it is mentioned that the implementation of podcast through an exercise system in the case of this study, did not have much influence in the modification of the state of listening comprehension in students, however, it contributed to a greater linguistic knowledge of the language. In this regard, it is corroborated what is stated by Cardenas & Ramírez (2021) in their article where they mention the following “se destaca el potencial ofrecido por los podcasts por generar un ambiente que permite enriquecer el vocabulario, pero que también propicia actitudes positivas por parte del aprendiz” (p. 12). Therefore, given that the linguistic component plays an important role in learning a language, and being this the basis for a good understanding

as well, the results obtained with the implementation of the proposal are satisfactory for this research.

### **3.6 Discussion**

The proposed system of exercises with the implementation of podcast as a didactic resource enabled to recognize the importance of this resource as a facilitating means of the English learning, specifically in linguistic domain, for this reason, the finds found in this research are related to what was stated by Cardenas & Ramírez (2021) who recognize the influence of this means in the lexicon domain in English, since their results show a significant increase regarding this component. In the same way, the authors describe the use of podcasts in learning English as very satisfactory and effective, which in addition to providing a more favorable learning environment, this leads to a meaningful language learning.

Contrary to that, according the cognitive component the results obtained differ from those found by Toapanta (2017), Paz (2018) and Palacios (2020), since in their studies state that the implementation of the podcast tool had a positive influence in the development of the listening skill in students, which was not possible in this research since the level of listening comprehension of the group, this is still low, which certainly could be due to there were limitations in terms of time for the development of the proposed tasks in class, since generally comprehension exercises requires a lot of analysis, so this part took longer than planned given that sometimes the activities could not be completed. Regarding the attitude component, the results are similar to those found by Ortega (2019) since she states that the implementation of the podcast has meant a shift towards language learning, although this category was not at a low level, it was evidenced that the use of this tool had a lot of acceptance from students.

## CONCLUSIONS

1. The theoretical foundation on the topic showed that historically the listening skill has been the least worked in class, the reason for which several researchers have chosen to conduct studies to contribute to the development of this skill in students. About listening comprehension, it has been established that this is a complex process in which various factors are involved that would certainly affect the process of constructing meaning.
2. The results of the diagnosis made to the students of third year from the “Dr. José Ochoa León” showed that the level of listening comprehension of the English language is low, therefore it is necessary to work in the development of this skill in class.
3. A system of exercises was elaborated to work practically in class so that students can develop their cognitive skills and acquire greater skill when working in listening activities, for this the podcast tool was used.
4. The evaluation of the effectiveness of the exercise system allowed to determine the usefulness of the podcast tool as a didactic resource for learning English, specifically in the linguistic domain of the language.

## **RECOMMENDATIONS**

- In teaching English it is necessary to use technological resources that make possible the practice of listening skill regularly in class, in such a way that students have more opportunities to enrich their knowledge of the language through the practice in these types of activities.
- It is proposed that further research on the forms of implementation of the podcast tool for learning the English language using different methodologies is made.



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## ANNEXES

### Anexx 1. Observation guide

#### Value table

Level	Values
Good	3
Regular	2
Insufficient	1

<b>Analysis unit: Linguistic component of listening.</b> <b>Category 1: <i>General knowledge of the English language.</i></b>	
When students show knowledge of the vocabulary used in the speech, and have a good handling of structures on the use of the language, so it can be noticed that they understand what they are listening.	
When students show a medium level knowledge of the vocabulary used in the speech, and show a regular handling of structures, there is no total comprehension but they can carry out the activities.	
When students do not show the necessary knowledge of the vocabulary used in the speech, and have a poor handling of the language structures, so it can be noticed that they do not understand what they are listening.	
<b>Analysis unit: Cognitive component of listening.</b> <b>Category 2: <i>Listening analysis and interpretation.</i></b>	
When students show understanding of the English language, therefore, they can perform tasks of meaning construction, discrimination of true or false facts, identification of main ideas, recognition of keywords or deduction of information.	
When students can construct meaning from what they are listening, they show necessary understanding of the language, therefore they can carry out activities such as: discrimination of true and false, identification of main ideas, keyword recognition or deduction of information.	
When students find it difficult to construct meaning from what they are listening, they show a low level of language comprehension, therefore they cannot carry out activities such as: discrimination of true or false information, identification of main ideas, keyword recognition or deduction of information.	
<b>Analysis unit: Receptive ability of the English language in students.</b> <b>Category 3: <i>Implications in listening activities</i></b>	
When students shows commitment during listening, they are focused and pay attention to the oral discourse, it implies also that they have a high auditory memory.	



When students show an average commitment during listening, they are focused and pay attention to the oral discourse, they have the sufficient auditory memory to carry out the activities.	
When students do not show commitment during listening, they are not focused or pay attention to the oral discourse, what implies they do not have a good auditory memory to carry out the activities.	
<b>Analysis unit: Student's attitude towards listening activities.</b> <b>Category 4: <i>Perceptions about language listening exercises.</i></b>	
When students are interested in the listening exercises and are motivated during the activity, it can be noticed they participate in the activity.	
When students show little interest in the listening exercises, they are not motivated to a large extend, it can be noticed there is a regular participation.	
When students are not interested in the listening activities, they are not motivated during the activity, and they do not participate in the development of the activities.	

## Annex 2. Pedagogical test

In the following test you will find some questions, which are of great help to know the level of listening comprehension in English. For this reason, total honesty is requested when answering. Thanks for your cooperation. The data collected will be used for academic purposes.

**Listen to the recording and complete the task.**

**Mark true/ False as corresponds:**

- a) Johnny Depp was a confident boy in his childhood ( )
- b) He had the opportunity to play the guitar in a group song ( )
- c) As a child he dreamed of becoming an actor ( )
- d) He decided by himself to take up acting ( )
- e) He found true love with a French singer ( )

**Fill in the gaps the missing information:**

- He had a troubled \_\_\_\_\_.
- Nicolas Cage \_\_\_\_\_ him to take up acting.
- Depp's \_\_\_\_\_ ended in divorce in 1985.
- He became romantically \_\_\_\_\_ with celebrities
- Depp has \_\_\_\_\_ in some of the most memorable movies
- All of his roles have been extremely \_\_\_\_\_.
- He said he only chooses films that he finds \_\_\_\_\_.

**According to what you heard write a sentence which includes:**

- Present simple:
- Past simple:
- Present perfect:
- Modal verb:

**Listen again and answer the following questions:**

- When were Johnny Depp born?
- How was his childhood?
- What does he say about his scars and tattoos?
- What did he want to be when he was younger?
- Who introduced him to the acting world?
- Is he still married to Lori Allison?
- Were all the roles he played in a film similar?
- What is the reason he doesn't choose a film just for commercial success?

Evaluation rubric:

Assigned value table:

Levels	Grades
High	9.1-10
Average	7.1- 9.0
Low	Menor a 7

<b>Analysis Unit.</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Linguistic component of listening.</b>	When students show knowledge of the vocabulary used in the speech, and have a good handling of structures on the use of the language, so it can be noticed that they understand what they are listening.	When students show a medium level knowledge of the vocabulary used in the speech, and show a regular handling of structures, there is no total comprehension but they can carry out the activities..	When students do not show the necessary knowledge of the vocabulary used in the speech, and have a poor handling of the language structures, so it can be noticed that they do not understand what they are listening
<b>Cognitive component of listening.</b>	When it is easy for students to construct the meaning of discourse, they show understanding of the language, therefore they can carry out activities such as: discrimination of true or false information, identification of main ideas, keyword recognition or deduction of information.	When students can construct meaning from what they are listening, they show the necessary understanding of the language, therefore they can carry out activities such as: discrimination of true and false, identification of main ideas, keyword recognition or deduction of information.	When students find it difficult to construct meaning from what they are listening, they show a low level of language comprehension, therefore they cannot carry out activities such as: discrimination of true or false information, identification of main ideas, keyword recognition or deduction of information.

### Annex. 3. Interview to the teacher

Dear teacher, below, you will find a series of questions which will be very useful for the development of this degree work, therefore, sincerity is requested when answering. Thank you in advance for your cooperation.

<b>Analysis unit: Linguistic component of listening.</b>	
<b>Category 1: General knowledge of the English language.</b>	
N.	QUESTIONS
01	What is your opinion about the level of lexical command of the English language that students have?
02	How do students handle language structures in class activities?
<b>Analysis unit: Cognitive component of listening.</b>	
<b>Category 2: <i>Listening analysis and interpretation.</i></b>	
03	What do you consider about the students' ability to understand and interpret in listening activities?
04	What do you think about students' ability to identify main ideas from what they hear?
05	What is your view about the students' ability to inference from non-explicit information in listening exercises?
06	What is your opinion on the ability of students to discriminate false information from true information based on what they hear?
07	How do you consider the skill of the students for the recognition of keywords or relevant information in the listening activities?
<b>Analysis unit: Receptive ability of the English language in students.</b>	
<b>Category 3: <i>Implications in listening activities</i></b>	
08	What is your opinion about the degree of attention students pay when working on listening exercises in class?

09	What do you think about the auditory memory capacity of the language shown by the students during the listening activities in English?
10	What is your opinion about the level of concentration of the students while listening?
<b>Analisis unit: Student's attitude towards listening activities.</b>	
<b>Category 4: <i>Perceptions about language listening exercises.</i></b>	
11	What is the degree of interest and motivation shown by the students during the listening activities?
12	How is the participation of the students at the time of working on listening skills in class?

## Annex 4. Final test

The final diagnosis applied to the students aimed to evaluate the changes produced after the application of the proposed exercise system.

### 1. Listen to the audio and select the correct words:

Hey Jiaying, \_\_\_\_\_ you like to play some games online with me?

Sure thing – I'm \_\_\_\_\_ for that!

I'm \_\_\_\_\_ to hear that – why are you so \_\_\_\_\_?

No Neil, I \_\_\_\_\_ I'm down for it – which means I'm happy to do it, or I'm \_\_\_\_\_ in doing it.

So, in this case, yes – I'm down for some \_\_\_\_\_ gaming.

### 2. Identify the tenses for each sentence:

Sorry Neil, I was born to win!

I wasn't really down for going to the cinema.

I've been isolating at home.

I have a lot to do today.

### 3. Listen to the audio and decide if the sentences are true or false:

- At the beginning Neil thought that Jiaying was sad because she said the word down. ( )
- The expression “Down/up for something” is used when we want to say something is boring or not interesting. ( )
- The meaning of down can change if it is followed by the preposition. ( )
- You can also use ‘I'm game’ to express the same idea to “Down/up for something” ( )

### 4 Listen to the audio and answer the question:

What does the expression “Down/up for something” means? Explain with your own words

What is the other meaning that the word down can have?

The expression "I'm game" is similar to Down / up for something?