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Podcasts and listening comprehension among Bachillerato students at a public institution in Loja during the school year 2023-2024.

Podcasts y comprensión auditiva en estudiantes de Bachillerato de una institución pública de Loja durante el año escolar 2023-2024.

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Dedication

I want to start expressing my gratitude to God for allowing me to conclude this process of professional training with his blessing, and to be able to reach another step in my life. As well as to my two angels, my mother and my brother, who guide my path even from the distance of eternity.

Furthermore, with deep affection I dedicate this research work to my dear father Manuel Guaman for being the fundamental pillar in my life, for giving me his emotional support, for teaching me the values of perseverance, responsibility and dedication to achieve my life goals. Likewise, to my dear siblings who have always supported me and motivated me to move forward despite the difficulties. Finally, to all my family, friends, and classmates who helped me grow as a professional and as a person.

Luz Esperanza Guaman Macas

Index of Contents

Index of Tables:

Index of Figures:

Index of Annex:

1. Title

Podcasts and listening comprehension among Bachillerato students at a public institution in Loja during the school year 2023-2024.

2. Resumen

El estudio titulado Podcasts y comprensión auditiva en estudiantes de Bachillerato de una institución pública de Loja durante el curso 2023-2024 tuvo como objetivo principal mejorar la comprensión auditiva de la lengua inglesa a través de podcasts. El estudio utilizó un método mixto, combinando métodos cuantitativos y cualitativos de recogida de datos dentro de un diseño de investigación-acción. Un total de 34 estudiantes de primer curso de bachillerato participaron en el estudio. La recogida de datos implicó la utilización de tres técnicas: pruebas, observación y encuesta, cada una de ellas con sus instrumentos correspondientes. Los datos cuantitativos se obtuvieron mediante evaluaciones previas y posteriores a las pruebas y se sometieron a un análisis estadístico descriptivo. Mientras que los datos cualitativos se recogieron mediante la observación, registrada en notas de campo, y a través de encuestas mediante un cuestionario. A estos datos se les aplicó un análisis temático para luego realizar una triangulación de los instrumentos y garantizar una comprensión coherente de los resultados de la investigación. Por último, se evidenció una mejora considerable entre las puntuaciones del pre-test y el post-test, con una diferencia de 2,03 puntos. Por otro lado, la implementación de tipos de podcasts, junto con la variedad de actividades para desarrollar cada sub-habilidad específica (esencial, detalles e información específica) en las clases, fue recibida positivamente por los alumnos. Por todo lo anterior, se puede concluir que los podcasts son un recurso valioso que contribuye significativamente a mejorar la comprensión auditiva de los alumnos. Además, su integración en las clases de inglés fomenta la participación activa de los alumnos gracias a su impacto positivo en sus estados emocionales como la motivación, la confianza y la autonomía.

Palabras clave: Tipos de podcasts, comprensión oral, actividades de comprensión oral, sub habilidades.

Abstract

The study entitled Podcasts and listening comprehension among Bachillerato students at a public institution in Loja during the school year 2023-2024 had the main purpose of improving the listening comprehension of the English language through podcasts. The study used a mixed-method, combining quantitative and qualitative data collection methods within an action research design. A total of 34 first-year bachillerato students participated in the study. Data collection involved the utilization of three techniques: testing, observation, and survey, each with corresponding instruments. Quantitative data were acquired through pre- and post-test assessments and subjected to descriptive statistical analysis. Whereas, qualitative data were collected through observation, recorded in field notes, and through surveys using a questionnaire. A thematic analysis is applied to this data to then perform a triangulation of the instruments and ensure a coherent understanding of the research findings. Finally, a considerable improvement was evident between the pre-test and post-test scores, with a difference of 2.03 points. On the other hand, the implementation of types of podcasts, along with the variety of activities to develop each specific sub-skill (gist, details and specific information) in the classes, was received positively by the students. For all the above, it can be concluded that podcasts are a valuable resource that contributes significantly to improving students' listening comprehension. Moreover, their integration into the English classes encourage students' active participation and enhance their motivation, confidence and autonomy.

Key words: Types of podcasts, listening comprehension, listening activities, sub-skills.

3. Introduction

In today's increasingly globalized world, the use of English is important not just in communication but also in other fields such as science, technology, and education. Due to its universal importance, learning English has become an essential goal for people around the world. Moreover, it is important to master the four macro skills which are listening, reading, writing and speaking for efficient communication. It is worth remembering that the first and most important skill that must be developed at the beginning is listening, because it not only allows successful communication in everyday life but also provides a solid foundation for language acquisition. However, it is important to keep in mind that the listening skill involves sub-skills such as listening comprehension. It plays a crucial role in the English language classroom since it gives language input to students and it establishes a base for more fluent productive skills.

Furthermore, as mentioned by Merino et. al. (2019), in 2016, the Ecuador Ministry of Education issued an agreement mandating the teaching of English. This plan will enable the student, at the conclusion of high school, to achieve a B1 level according to the Common European Framework. Similarly, students in their first-year of Bachillerato to acquire a listening level of A2.2 by the end of the year. At this level, learners can recognize and comprehend pertinent information in short, simple, and essential statements. Nevertheless, through pre-professional internships in educational institution in Loja, the researcher could evidence that the students have difficulties with listening comprehension, including problems of listening for gist, details, and specific information, because schools do not have the necessary resources and teachers spend more time teaching other skills while listening comprehension is less practiced in the classroom despite the fact that it requires extensive exposure (Schmidt, 2016, p. 2 as mentioned in ELF curriculum, 2016).

However, today it is essential to take advantage of the tools that modern technology makes available to us, especially in education. There are now a wide range of free offline tools that can be used in the classroom, as well as podcasts. Podcasts are widely recognized as an effective tool for language teaching and learning due to their ability to immerse students in the target language and enhance the overall language learning. That is why the researcher proposes the use of podcasts as an innovative tool to improve listening comprehension.

Based on the aforementioned information, this research paper proposes to apply podcasts as a tool to improve listening comprehension in English. In this regard, the researcher formulated the following central question: How do podcasts improve listening comprehension

among Bachillerato students at a public institution in Loja? Furthermore, this general question has been divided into two sub-questions: wich were: 1) What is the effectiveness of using podcasts to improve listening comprehension? 2) What is the students' perception regarding the use of podcasts in English classes?

According to Lubis (2022), "podcasting is beneficial for both teachers as students." A podcast is beneficial for students because it provides access to current events and native speakers who may help them enhance their listening skills. Furthermore, students can listen to podcasts whenever and wherever they need them (page 19). Similarly, "the use of podcasts in a language classroom enables students to comprehend content, enhance their proficiency, and improve their listening comprehension" (Abdulrahman et al., 2018). Additionally, Yaman (2016) says that podcasts work both online and offline on virtually any portable digital device, eliminating time and location restrictions. This gives students the opportunity to extend their learning beyond classroom instruction and improve their language skills on their own.

Thus, this study will benefit both teachers and learners. For teachers, it will be very helpful because this research will provide essential information about where to discover various types of podcasts to incorporate into their classes and adapt this tool to the needs of your students, so enriching your educational activity. Similarly, for students, this research will result in innovative and effective learning. Because exposing students to a variety of accents, intonations, and speaking styles helps them acquire the ability to adapt to varied communicative situations, which is especially important in an increasingly globalized and multicultural society. This tool also makes it easier for students to practice and improve their listening skills outside of class. This promotes autonomous and adaptable learning, empowering students to take responsibility for their own training process.

Moreover, this research aim was to improve listening comprehension of the English language through podcasts among Bachillerato students at a public institution in the city of Loja during the school year 2023- 2024. To achieve this purpose, the following specific objectives were stated: The first one intends to verify the effectiveness of podcasts to enhance listening comprehension among Bachillerato students at a public institution in the city of Loja during the school year 2023- 2024. while the second objective aims to analyze the Bachillerato students' perceptions regarding the use of podcasts to develop listening comprehension.

These study is divided into the following sections. Abstract points out the general objective, principal methods, techniques, instruments, main results obtained from the data collected, and the main conclusion of the research. Introduction includes the contextualization of the problem investigated, the statement of the main problem, the reasons why the theme was

chosen, the objectives of the study, and the importance of the study. The Literature Review sets up specific information about the two variables: podcast and listening comprehension. the Methodology section involves the design of the research, materials, methods, techniques, and instruments that were used to collect information, the population, and the description of the intervention plan. Additionally, the Results section includes the fulfillment of the objectives, the results of the pre-test, post-test and the comparison between them, as well as a thematic analysis of questionnaire. Subsequent, the Discussion that contains an analysis and comparison of the findings with previous studies Afterward, the Conclusions describe the achievements obtained after applying the strategy. Finally, the Recommendations and The bibliography lists the books and papers that the researcher utilized to establish the foundation of the researcher's ideas.

4. Theoretical Framework

Nowadays, technology plays an important role in improving educational, communication, and social processes. As a result, an increasing number of people in the field of education must actively engage with this digital knowledge system. One clear example is podcasts, which are an excellent example of innovative pedagogy. For instance, podcasts allow students to multitask without being confined to a certain location. Furthermore, the episodes' aid in the formation of mental imagery, allowing students to gain a more comprehensive understanding of the underlying concepts as they listen to and react to the content provided.

This chapter provides a thorough theoretical examination of the independent and dependent variables. Specifically, several major ways have been identified in this process to comprehend and investigate the use of podcasts in improving listening comprehension. Furthermore, the gathering of unique approaches, tactics, and activities greatly contributes to the achievement of the overall study goal. Firstly, the independent variable podcast is defined, as well as the types of podcasts, benefits, etc.

Similarly, listening comprehension was investigated as a dependent variable in this study. In this section, some topics are developed, such as the definition of listening, steps of listening and some common activities, listening comprehension, subskills of listening, and extensive and intensive listening. Finally, at the end of this theoretical framework, six preview studies are summarized, which comprise an analysis of the use of podcasts and listening comprehension. Each study describes the tools, samples, and research methods used and the most notable findings.

4.1. Podcast

The term "Podcast" combines two technologies: "iPod" and "Broadcast" radio broadcasts. Podcasting allows users to easily select and listen to their preferred programs on their own time (Partiwi, 2022). According to Dennis (2021), a podcast is a digital audio program consisting of a series of audio recordings, that can be downloaded or played on the internet. It's like a radio show, except you can subscribe to a podcast at any time. The listener can download the file to his or her device or stream it using the listening app. Similarly, Abdulrahman et al. (2018) stated that a podcast is a digital audio broadcast that can be downloaded and played on mobile devices.

In addition, Mohamed (2022) defines a podcast as a digital audio recording that may be posted to the internet for others to share and listen to. It covers a variety of topics, including celebrity interviews and television shows. A podcast is essentially a tape of one person speaking

or a group of people talking, which is then delivered as an audio blog. Furthermore, podcasts are audio files that are spread over the Internet by subscription. Podcasts are normally in the MP3 format and can be played on any digital device, such as laptops, tablets, and smartphones. Podcasts are automatically offered to subscribers, who can listen to them whenever and wherever they want (Shelly & Frydenberg, 2010 as cited in Gonulal, 2020).

4.1.1. Types of podcast

Harmer (2023) says a podcast format is a way of organizing content for a broadcast. Further, the podcast format creates consistency for listeners. Sticking to one format will let listeners know what to expect with each new episode. He made a list of the most common podcast formats.

4.1.1.1. Interview podcast. It is one of the most popular podcast formats because it offers a simple method for keeping each audio episode new. Each guest brings a fresh perspective to explore (Corbett, 2022). Each episode of an interview-style show has one or two hosts interviewing new guests who bring their own knowledge and experience. Following a quick introduction from the guest, the host guides the conversation around the episode's theme and asks questions to help comprehend the tale and lessons. (Harmer, 2023).

4.1.1.2. Panel podcast. These podcasts are similar to interview podcasts, but with more participants. Each episode features a host and a group of guests. Listeners believe they are listening to a real chat between friends (Hammer, 2023).

4.1.1.3. Theater podcast. This is a podcast format for fictional storytelling. These fictional stories are told over multiple episodes, similar to dramatic television. Some are spoken in one voice. Some use multiple voice actors, sound effects, and other audio elements. (Hammer, 2023)

4.1.1.4. Repurposed content podcast. According to Hammer (2023), repurposing material is the process of modifying existing content to extract more value from it. Consider TED Radio Hour and The Moth.

4.1.1.5 Monologue podcast. According to Corbett (2022), this is a simple podcast format. These types of podcasts are delivered by a single person who speaks throughout the entire program (Santos, 2023). Consequently, monologue podcasts present a unique opportunity for language learners to hone their listening skills through focused exposure to continuous speech. Monologue podcasts differ from dialogue-based or multi-speaker ones because they offer a clear and coherent stream of speech that makes it possible for listeners to concentrate on the speaker's pronunciation, intonation and speed. Therefore, students who continually listen to these types of podcasts have the possibility of better understanding spoken language.

Additionally, Harmer (2023) states that monologue podcasts provide an opportunity for practicing continued listening which is vital in real life scenarios where individuals have to understand long sections of speech without interruption. When students are allowed to listen to monologue podcasts, their concentration skills gradually improve, which also enhances their listening skills (Hammer, 2023). To sum up, monologue podcasts play an important role in improving listening comprehension among language learners because they provide opportunity for extended listening sessions.

Wisuru's Biography Podcasts. It was an example of monologue podcasts. The podcasts divide into episodes that focusing on the lives of important historical figures and presents a clear and detailed narrative, giving viewers continuous exposure to the language. Moreover, this podcast is especially suited for those who enjoy biographical content and are curious about the journeys of important historical figures and for those seeking inspiration and motivation. For this reason, children and adults can learn valuable lessons and inspiration because of the podcast's focus on the struggles and successes of these individuals. On the other hand, it allows listeners to effectively strengthen their listening comprehension by providing continuous exposure to language through clear narratives about historical figures. In addition, by offering interesting and diverse content, it maintains the interest of individuals and encourages active and concentrated listening.

4.1.1.6. Conversational podcast. This is very popular and is like broadcasting directly from the radio stations. In this format, two podcasts hosts having engaging conversations about specific topics and themes (Santo, 2023). In addition, Corbett (2022) notes that it opens the floor for people to give multiple perspectives in varying fashion to reach a wide array of interest and viewpoint, as well. Therefore, hosts who have the same views or experiences as their listeners will likely be easier for listeners to relate to and therefore listen to their show.

Moreover, conversational podcasts let to experience natural language use in the wild. Using everyday language in the informal discussions helps to more closely approximate real conversations and gives listeners the opportunity to hear idiomatic expressions, informal vocabulary and conversational conventions. They are better able to understand the spoken language in all its forms (Hammer, 2023).

Additionally, conversational podcasts allow listeners to work on their active listening. Listeners can practice learning key points, inferring and critical thinking by following the dialogue between hosts. Through listening, this questions the primary listening, what follows enhance the learning in which turns the next wave knowledge base deeper.

In summary, conversational podcasts are an excellent way to increase listening practice while providing different perspectives, real life language use, and plenty opportunities for student engagement. As a popular and accessible podcast format, conversational podcasts provide valuable opportunities for listeners to enhance their language skills and broaden their understanding of various topics.

Podcasts in English. Podcasts in English is a podcast series that focuses on teaching English through a conversational approach. Delivered in full in English, the brief classes feature conversations by two English language speakers covering a wide range of contexts and subjects. Learners can enjoy interesting and pertinent content from the podcasts, which range from talks about the Winter Olympics to anecdotes about experiences riding horses and insights into Facebook. (Vare et al., 2023), The series offers worksheets, vocabulary exercises, and transcripts to go along with the audio content. This helps with comprehension and retention while also improving the learning process. In addition to providing learners with possibilities for real-world application and skill development in a dynamic and interactive way, this conversational podcast format immerses learners in real language use.

Coffee Break English: it is an engaging conversational podcast where Mark and Josie take you on a journey through each text, providing detailed explanations and insights to enhance your understanding of the language. According to each episode focuses on a specific language point, covering topics such as tenses, prepositions, and phrasal verbs. The podcast offers short 15-minute episodes, making it convenient for learners to incorporate into their daily routines. The content is presented in slow English, which is easy to understand, and it is suitable for those who have learned some English at school (*Learn English with Coffee Break English*, 2021). In summary, Coffee Break English can help improve listening comprehension by providing structured, level-based lessons, interactive exercises, exposure to diverse accents, and the opportunity to practice and review language skills at one's own pace.

4.1.1.7. Storytelling podcast. The format of storytelling podcast typically entails one or more hosts presenting a complete tale or a segment of a larger narrative in each episode. According to Santos (2023), listeners prefer storytelling podcasts because they provide immersive experiences. The use of vivid and suggestive language carrying listeners to diverse realms and suggesting their senses and emotions.

In addition, storytelling podcasts offer listeners the opportunity to practice active listening. While following the plot, characters and events of the story, listeners must continually pay attention and concentrate to understand the narrative progression, this active participation trains their ability to extract key information infer meanings from context, and make

connections between different story elements, all crucial components of effective listening comprehension (Harmer, 2007).

Finally, this types of podcasts offer language learners an enjoyable, low-pressure environment to practice listening comprehension. Unlike traditional language learning materials, which can be dry or academic, narrative podcasts offer entertaining along with educational benefits, making the learning process more enjoyable and motivation. This positive emotional engagement with the content can increase listener's' willingness to persist in their language learning efforts and actively engage with the material.

To sum up, there are a lot of advantages to using storytelling podcasts to enhance listening comprehension. Storytelling podcasts contribute to the improvement of listeners' comprehension and interpretation of spoken language through the use of effective storytelling techniques, authentic, captivating, and varied content, active listening skills promotion, and a pleasant learning environment.

Stories Podcast: A Bedtime Show for Kids of All Ages is created by Dan, Kelsie, and Amanda. It is a good podcast for improving listening comprehension for teenagers. The podcast offers a range of stories, including retellings of fairy tales, classic stories, and original works, which can help teenagers develop their listening skills and imagination. (Stories Podcast: A Bedtime Show for Kids of All Ages on Apple Podcasts, 2023)

4.1.2. Podcast for language learning

According to Vare et al. (2023), listening to podcasts is one of the best ways to improve your English listening skills, especially if you choose podcasts that cover topics you're interested in and that are appropriate for your level of English. Due to the fact that podcasts are a passive way to consume information, people who don't really have time to sit down and study English every day can fit in an episode or two when commuting or working out, for instance. Likewise, Parr (2023) says "Podcasts are just one of many fun and effective language activities you can include in your routine". Finally, it mentions a list of the best ones for beginners and advanced learners.

Podcast for Beginner to Upper Intermediate level.

- *Podcasts in English.* Particularly, this podcast contains short episodes and, besides, offers transcripts and working material for each episode, which favors especially vocabulary learning (Parr, 2023).

- *Learn English*. This podcast is excellent for beginners. It is aimed at English language learners from A1 to B1, and episodes are discussion-based and cover common everyday

situations. Every episode comes with a transcript and a support pack with exercises to test your understanding (Parr, 2023).

Podcast for intermediate level.

- *The American English.* Vare et al. (2023) mention that this podcast is focused on American English and American culture and history. It's great as an English as a second language podcast. The episodes are around 12 to 25 minutes long, and you can learn expressions, facts about the news (there was an episode about elections and voting in November, for instance), and some short stories.

- *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 you to become familiar with the English language. Moreover, English is spoken at a slightly slower speed in these podcasts to make following along easier. Every syllable is enunciated (pronounced) clearly (Vare et al., 2023).

- *6 Minute English.* Vare et al. (2023) point out that this podcast, by BBC Radio, focuses on vocabulary for specific situations. As the name suggests, each episode takes 6 minutes, so that's something you can definitely fit into your busy day. Each episode comes with a list of vocabulary, a thought-provoking question, and a transcript so you can follow along in case you miss some words or phrases.

- *All Ears English.* According to Parr (2023), All Ears is in American English and is taught by two ESL teachers, Lindsay from Boston and Michelle from New York City. The All Ears team also includes her two IELTS specialists, Jessica and Aubrey, who appear in many episodes. We talk about American culture in very short episodes and explain confusing English expressions in a friendly and fun way. Their motto is connection, not perfection". So expect to focus on everyday English as spoken in the real world.

Podcast for advanced level.

- *This American Life.* This podcast contains interviews with real Americans from all over the country. This is a great way for language learners to become familiar with regional accents and differences in the speed at which American English is spoken. This American Life is another exciting podcast. Some stories are touching, funny, and surprising (Vare et al., 2023).

- ***Stuff You Should Know.*** It is an entertaining show that covers many funny and strange questions and topics. This podcast's diverse topics and occasional use of technical language expose the student to a rich source of vocabulary (Vare et al., 2023).

- ***Global News Podcast from BBC.*** Vare et al. (2023) say "the stories have been collected from World Service news output and include interviews and location reports from BBC correspondents".

Podcast for all levels

In addition, there are some podcasts from beginner (CEFR level A1) to advanced (CEFR level C1) to improve your listening skills at any time and at your own speed. Examples of them are:

- ***EnglishClass101.*** Individuals who also expose various scenes host the podcasts. After a scene is enacted, it is replayed at a significantly slower pace. Subsequently, each episode continues with a segment dedicated to cultural insights. An emphasis on vocabulary and phrases follows this, while the final portion addresses significant grammar concepts (Vare et al., 2023).

- ***Happy English.*** This podcast is quick (5 minutes). Learn American English with Michael at Happy English. Fun, practical, and useful English lessons for students of all ages Learn English idioms, phrasal verbs, pronunciation, vocabulary, grammar, American culture, and so much more (DiGiacomo, 2023).

- ***Better at English.*** The podcast encompasses a range of themes, builds on authentic conversations, and accompanies episodes with audio transcriptions, facilitating the learning and comprehension of the utilized terms.

4.1.3. Podcasts as empowering learners' motivation, autonomy and confidence

Podcasts are a useful tool that not only enhances motivation but also fosters autonomy and confidence in learners. Podcasts are a great source of motivation for students since they provide dynamic and engaging learning opportunities that captivate students' interest and drive their enthusiasm for academic activities (Insani, 2022). Podcasts, as opposed to traditional instructional resources, deliver knowledge in an approachable and conversational style that makes difficult subjects more approachable and interesting. Students are encouraged to actively engage with academic information and explore new ideas and concepts by the engaging nature of podcasts.

In addition to motivation, podcasts promote learner autonomy by providing students with control over their learning experiences. With a diverse array of topics and genres to choose

from, students have the freedom to select content that aligns with their interests and learning preferences (Paulino, 2023). This freedom of choice empowers students to take ownership of their learning journey, allowing them to explore topics at their own pace and delve deeper into areas of personal interest.

Furthermore, podcasts serve as a valuable source of confidence-building in learners. Exposure to podcasts featuring a variety of accents, speaking rates, and topics helps students develop their listening comprehension skills and build confidence in their ability to understand and engage with real-world language use (Garcia & Martinez, 2021). Additionally, interactive podcast formats, such as listening comprehension exercises and group discussions, provide opportunities for students to practice and refine their language skills in a supportive and collaborative environment. All things considered, podcasts are a highly useful tool since they encourage learners' enthusiasm, autonomy, and confidence.

4.1.4. Benefits of Podcast for the teachers and students

Podcasts are becoming more and more popular in the field of education offering a dynamic and easily accessible medium with several advantages for both teachers and students. Defined as digital audio files, podcasts have played a crucial role in reforming education. This paper delves into the meaning and application of podcasts, underscoring their multitude of benefits for educators and learners. As technology transforms education, podcasts emerge as a valuable tool significantly enhancing the overall learning experience.

One of the primary advantages of podcasts for students is the incomparable access to diverse content and resources. According to Lubis (2022), students can improve their listening abilities by listening to podcasts that expose them to current events and native speakers. In addition, podcasts give students real-world listening materials that can improve their ability to comprehend what they hear. They are an excellent approach to enhance a learner's comprehension of spoken language since they provide a wonderful exposure to various accents, speeds, and vocabulary in context (Paulino, 2023).

Additionally, podcasts are essential for improving language skills and encouraging independent learning. According to Abdulrahman et al. (2018), they are effective in language classes because they help students understand and become proficient while also giving them flexibility to continue learning outside of regular class hours. Yaman (2016) further emphasizes the accessibility of podcasts, working seamlessly online and offline, offering students the opportunity to improve language skills independently.

Podcasts serve as an invaluable source of academic support for students, providing ease in homework achievement. According to Hasibuan and Male (2022), podcasts offer not only

support but also an extensive range of topics and genres, including comedy, music, film, politics, and public figures. This diversity empowers students to adapt and choose content aligned with their interests, enhancing engagement and personalization in their learning needs.

From the teacher's perspective, podcasts offer a facilitative tool for curriculum delivery. Lubis (2022) highlights that listening to podcasts aids in the development of students' listening skills, subsequently enhancing their self-confidence and creating an engaging learning environment. Teachers can leverage the repetitive nature of podcast listening to deepen student understanding of specific subjects (Nataatmadja & Dyson, 2008, as cited in Lubis 2022).

Moreover, podcasts reinforce and enhance teaching methods by encouraging interactive learning through attractive audio content. The clear and engaging nature of podcasts inspires students to actively participate in the teaching and learning process, fostering a dynamic educational environment.

In conclusion, podcasts have developed as transformative tools in education, offering a wealth of benefits for both students and teachers. From providing access to diverse content and resources to supporting academic activities and facilitating curriculum delivery, podcasts have become necessary in affecting the contemporary educational landscape. As technology continues to change, podcasts stand at the forefront, transforming traditional teaching methods and paving the way for interactive and personalized learning experiences.

4.2. Listening comprehension

4.2.1. Definition of listening

Numerous definitions of the term "listening" abound. According to Howard and Dakin's assertion in 1974, listening embodies the capacity to discern and apprehend the discourse of others. This entails grasping a speaker's accent or pronunciation, discerning the speaker's grammatical structure and lexicon, and comprehending the conveyed significance. Proficiency in listening entails the concurrent execution of these four facets.

According to Harmer (2007), listening stands as the primary avenue through which students are exposed to diverse subjects and various forms of spoken interactions. This, in turn, ensures the acquisition of essential information not solely concerning grammar and vocabulary, but also encompassing pronunciation, rhythm, intonation, pitch, and stress. Remarkably, these aspects are absorbed even if educators do not explicitly highlight them.

In addition, Rost (1994), as referenced by Gilakjani and Sabouri (2016), conveyed that listening holds importance within language learning, given its provision of input to learners and its substantial contribution to the progression of their linguistic development. Brownell (2002)

said "listening is the process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages". In a similar way, the act of listening encompasses the skill to precisely receive and comprehend messages during the process of communication. Devoid of the capacity to engage in effective listening, which entails both intent and consciousness, messages become susceptible to being misconstrued or misinterpreted. (Vaughn, 2018).

Finally, Saputra (2014) as cited in López et al, (2020) says "listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all above, and interpret it within the immediate as well as the large sociocultural context of the utterance".

4.2.1.1. Key components of listening. Tyagi (2013) argues that Proficiency in listening is crucial for the proficient reception of messages. Listening entails, the presence of a sender, a conveyed message, and a recipient. It constitutes a psychological progression encompassing the receipt, attentive consideration, meaning formation, and subsequent response to verbal or nonverbal messages, and it comprises some key components:

- Discriminating between sounds
- Recognizing words and understanding their meaning
- Identifying grammatical groupings of words
- Identifying expressions and sets of utterances that act to create meaning
- Connecting linguistic cues to non-linguistic and paralinguistic cues
- Using background knowledge to predict and confirm meaning
- Recalling important words and ideas.

4.2.1.2. Process of listening. Gulam (n.d) argued that "Listening is the process of receiving, constructing meaning from, and responding to spoken" for that she mentioned five stages: receiving, understanding, evaluating, remembering, and responding. Stage 1 'Receiving is the intentional focus on hearing a speaker's message'. Stage 2 'Understanding deciding what the message means to you'. Stage 3: 'Remembering where highly complex messages that are filled with detail call for highly developed listening skills'. Stage 4: 'evaluations of the same message can vary widely from one listener to another'. Stage 5: 'Responding sometimes referred to as feedback and it provided your reaction to the message. It can be emotional and intellectual'.

4.2.2. Extensive listening

Harmer (2007) said that extensive listening primarily takes place outside the classroom environment, commonly within students' residences, vehicles, or via personal MP3 players while moving between various destinations. The motivational effect of this approach

significantly amplifies when students independently decide on the material they wish to interact with. In addition, within the realm of English as a Foreign Language (EFL) educational settings, Extensive Listening (EL) is characterized as a pedagogical strategy for language instruction and acquisition. This methodology prompts language learners to immerse themselves in a substantial volume of readily understandable and pleasurable content, delivered in the target language, spanning an extended duration (Ivove & Renandya 2019).

4.2.3. Intensive listening

Students' focused attention on improving their listening abilities and learning English speech patterns distinguishes intensive listening from extensive listening. This practice is often carried out in classrooms or language laboratories, with instructors guiding students through comprehension barriers and focusing their attention to significant passages (Harmer, 2007).

4.2.3.1. Activities to teach listening in class.

- *Reading aloud.* This provides the students with an opportunity to listen to a wellarticulated rendition of a written passage and can be immensely delightful if the teacher is ready to read with fervor and assurance. Moreover, the teacher can recite or perform dialogues, either by assuming dual roles or by bringing a fellow educator into the classroom. This affords students the opportunity to grasp how a familiar speaker (the teacher) would respond in diverse conversational scenarios (Harmer, 2007).

- *Storytelling.* In accordance with Harmer (2007), the practice of storytelling emerges as a potent and commendable strategy for enhancing listening proficiency, thus serving as a robust method for augmenting linguistic proficiency.

- *Interviews.* The live interview, as advised by Harmer (2007), is a particularly interesting tool for listening exercise. When students are encouraged to create their own interview questions, this strategy gets traction. In these cases, learners are more attentive since they are actively seeking answers to inquiries they have developed rather than passively engaging with pre-constructed queries. We should ideally bring outsiders to the class for interview sessions, but we can alternatively play the roles of interviewees ourselves. In such cases, we have the option of adopting multiple personas to increase the fascination of the interview, or we can choose topics about which we are informed and allow students to conduct interviews with us.

- *Conversations.* Convincing a colleague to participate in our classroom setting allows for engaging dialogues on English or other topics. This dynamic allows students to see the

discussion as well as listen. Furthermore, the teacher may expand his or her storytelling horizons by participating in role-play scenarios with another educator (Harmer, 2007).

4.2.4. Definition of listening comprehension

Various authors have provided distinct definitions for the concept of listening comprehension. Hamouda (2013) emphasizes that listening comprehension entails the active engagement of listeners in the creation of significance through sound differentiation, preexisting understanding, grammatical formations, accentuation, intonation, as well as other linguistic and non-linguistic cues. Furthermore, listening comprehension encompasses a spectrum of cognitive activities essential for comprehending spoken language. These encompass recognizing speech sounds, grasping the significance of individual words, and interpreting sentence syntax (Nadig, 2013 as referenced in Ahmadi, 2016).

The significance of listening comprehension extends beyond just the first language and includes the second language as well. Listening serves as a conduit through which learners acquire phonological, lexical, syntactical, semantic, and discursive insights into the target language. This lays the foundation for effective speaking in a foreign language. It is noteworthy that more than half of the time dedicated to learning a foreign language is devoted to listening (Nation & Newton, 2009, p. 37; cited by Deregözü, 2021). Equally, listening comprehension profoundly influences students' speech. Exposure to spoken English enhances their understanding of tone, intonation, stress, redundancy, and cohesion (Fadhilatun et al., 2022, p. 47).

Moreover, Aynur (2019) explains that listening comprehension consists of subskills aimed at various objectives. Listening for gist entails obtaining a general impression of a specific topic, listening for specific information involves focusing on particular details in a speech, listening in detail necessitates grasping as much information as possible, including identifying errors and distinctions. Lastly, listening for attitude involves deducing the emotional intent behind the speaker's expression.

4.2.5. Strategies for effective teaching of listening comprehension

Listening strategies are techniques or activities that directly contribute to the reproduction of information received during listening. In recent days, many listening strategies have been developed to suit all listening situations, so when teaching listening skills, language learners will easily adapt their listening behavior to cope with different situations. different situations. input types and listening purposes.

Renukadevi (2014) said listening strategies can be divided into top-down and bottomup strategies. Top-down strategies are listener-based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language, and they help the listener interpret the ideas he has heard. Top-down strategies are for:

- listening for the main idea
- predicting
- drawing inference
- summarizing

On the other hand, bottom-up strategies are text-based, where listeners use linguistic knowledge to understand information. Here, the listener relies on the language of the message, i.e. a combination of sounds, words and grammar to get the final message. Bottom-up strategies are for:

- concentrate on specific details while listening
- recognize word-order patterns

4.2.6. Listening comprehension sub-skills

The Most commonly used listening sub-skills in language classrooms are:

Listening for the gist. Listening to get a general idea is when the learner tries to understand what is happening, even if he or she can't understand every phrase or sentence. Sometimes finding the gist can be easy because it is found at the beginning of the passage, but sometimes it is not so easy and it is necessary to listen to the whole conversation to understand its general meaning (Campos, 2022). Some examples of general Questions are: "What's the subject of the passage? What problem are they discussing? What does the speaker think about the topic? What's the topic of the passage? Look at the pictures; what is the speaker talking about? What's the main idea of the passage? What's the purpose of the passage? And What's the main point of the passage?"

According to Camos (2023), an activity of listening for the gist is warmers, where the teacher shows students some pictures related to the topic and asks students to tell you what they think about the pictures. Similarly, the teacher takes a few words from the listening passage and asks students to tell you what they think the listening is about.

Listening for specific information. Listening just to get a specific piece of information. When you listen for specific information, you need to have some idea of what you're listening for before and while you're listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea you're listening for could be expressed in the recording in a number of different ways. As you listen, you need to

recognize when the information is about to be given and pay particularly close attention at that point. Sometimes, similarly, listening for specific information involves listening to determine whether information is stated or not.

Additionally, Kachele (2017) mention some activities that teacher can apply in listening for specific information. He introduces some instructions and procedures in each activity.

- *Listening to the text.* A teacher needs to consider the particular information they intend to convey to their students. One way to do this is by selecting or creating a text that assesses their ability to correctly identify and use adverbs. The text should feature adverbs in various forms for the students to identify as they listen. The teacher can then create two columns on either the blackboard or flipchart to help students group the types of adverbs they learn from the teacher (Kachele, 2017).

- *Song.* Kachele (2017) says the teacher can provide students with verbs taken from a song they have prepared. Students can then listen to the song and be asked to write or arrange the verbs in the order they hear them. Afterwards, the teacher can provide them with the lyrics of the song for comparison purposes. It's important for the teacher to keep in mind that this exercise falls under the subtopic of 'Listening for Specific Information', so any material selected should be in line with this purpose. For example, in the above scenario, the teacher is testing the students' ability to accurately identify verbs in the song, specifically in situations where the verbs are spoken quickly and in connection to one another.

- *Spoken or Recorded Dialogue.* A teacher could search for a suitable dialogue to use for teaching a specific aspect of language. For instance, they may choose a dialogue that will test the students' ability to identify for example 'coordinators' and 'subordinators', or any other language skill they wish to teach. The teacher can make copies of the dialogue and distribute it to the students or groups, after which they can either read it aloud, play it from a device, or even act it out (Kachele, 2017).

- *Dictations.* Kachele (2017) stablishes that the teacher can prompt the students to only write down the first and last words of a dictated sentence, then listen again and count the number of words they hear. Due to linking, this can pose a challenge for students. They can then write down the number they believe they have heard, and the teacher can reveal the correct number. Finally, the students can listen one last time and write down the key words they hear in order to reconstruct the sentence. This activity can be done

with any scrambled sentence and is a useful exercise for developing critical thinking skills.

Listening for detail. Refers to the type of listening we do in which we can't afford to ignore anything because we don't know exactly what information of the listening passage will be necessary to complete the task (Campos, 2023). Likewise, when engaging in detailed listening, your focus is directed towards a particular category of information, such as a number, name, or object. Irrelevant elements can be disregarded in this context. A good activity for developing this sub-skill is:

- *Listening to Jumbled text.* Teachers can mix up the lines of a dialogue or read sentences out of order to challenge students to rearrange them chronologically. This can be done by numbering jumbled text or physically moving individual cut-up sentences into the proper order. To facilitate this exercise, a teacher can provide a jumbled dialogue which students can then listen to and rearrange either individually or in groups, while paying close attention to the audio (Kachele, 2017).

Inference making. It listens for clues in the text or use general knowledge to guess the meaning of what the speakers are saying. Guo (2015) establishes inference making is a very important one that is applied in all types of listening activities. It allows the listener to grasp the meaning of a message by analyzing textual and contextual information. When the listener suffers with a task because of his poor linguistic skills, it is strongly recommended that he apply an inferencing strategy efficiently.

Example: Imagine you are a tourist in a country whose language you do not speak. In a restaurant, you hand over a credit card to pay for the bill, but the server seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that the restaurant doesn't take credit cards, and you need to pay with cash instead. This is the technique of inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

Similarly, we can infer the relationship between people from the words they use, without having to find out directly (Ahmed, 2015). Take the following conversation:

A: Tom, did you do your homework?
B: I did, sir, but the dog ate it.
A: That's a terrible excuse. You'll never pass your exams if you don't work harder.

We can infer from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and our knowledge of the world, we can work out what's being said, who is speaking and what's taking place.

4.2.7. Stages of teaching listening comprehension

The phases within the listening process hold significant value, as they offer a framework and direction for students to enhance their listening comprehension skills efficiently. Each of these stages is outlined below.

4.2.7.2. Pre-listening. This stage helps learners prepare for the information they are about to hear, providing them with a greater probability of success in a particular task (Campos, 2023). In addition, he mentions some useful activities that the teacher can apply in their classes some of them are:

- *Visual Representations. I*dentify the theme through compelling pictures, maps, or illustrations to aid students in inferring the subject of the listening passage.

- *Brainstorming. It* involves unveiling the central theme of the listening material, prompting students to jot down notes on paper prior to exchanging their thoughts with the larger group.

- *Visuals - Construct a Narrative.* Furnish learners with a series of images, and task them with arranging the pictures in a logical sequence. Subsequently, request them to succinctly describe their interpretation of the unfolding events.

- *Structured Diagrams.* Distribute an empty graphic organizer to students, designed to condense the text's content into distinct headings. Students then listen and insert essential keywords they hear into the appropriate sections.

- **Note-taking:** Engage in a topic discussion with students, encouraging them to collaboratively generate categories for organizing their notes. Subsequently, collectively brainstorm the types of transition words they might encounter in the listening passage.

4.2.7.2. While-listening. It provides students with distinct assignments. The purpose of this phase is to enhance learners' listening efficiency. According to Campos (2023), most while listening activities focus on subskills. Some activities that students do in this stage are:

- **True or False.** The instructor narrates a tale, and the students must ascertain the accuracy of the statements presented as true or false.

- **Picture Dictation.** The educator verbally explains images to the students, who then attempt to illustrate them without visual aid.

- **Gap Fill.** Provide students with a written script and instruct them to complete the gaps as they listen to the passage.

- **Multiple Choice:** Require students to peruse questions prior to engaging with the passage, subsequently prompting them to choose the accurate response from a selection of 3 or 4 alternatives.

- **Open questions.** These questions encourage deeper thinking, personal reflection, and a broader range of responses.

  4.2.7.3. Post – listening. In this last stage learners carry out assignments to craft something fresh using the information they have just acquired. And they developed some activities that help they think about what they heard and learned from the listening. Some activities are:

- **Check and Summarizing.** Educators can assess comprehension by requesting students to provide a summary of the information they listened to, which can be conveyed verbally or in written form.

- **Discussions.** The subject for the conversation should originate from the prior listening activity and should be captivating to encourage discussions and debates.

- **Information Exchange.** Students are divided in different groups and they exchange their findings, ensuring a mutual understanding of the intended message conveyed in the passages.

- **Writing a Short Composition.** Following the students' exposure to the audio content, they have the opportunity to create a concise paper centered around the details provided in the listening passage.

4.2.8. The importance of listening in the language acquisition

Gilakjani and Ahmadi (2011) emphasized the crucial role of listening in the communication process, asserting its significance among the four key domains of communication skills: listening, speaking, reading, and writing. They advocated that listening stands as the foremost component, asserting that successful oral communication rests not only on speaking prowess but also on effective listening habits. Moreover, without the ability to listen, communication becomes unattainable (Renukadevi, 2014 pp. 59-63)

This pivotal role of listening extends to foreign language learning, wherein it holds a vital place. Language acquisition hinges on receiving language input, with listening playing an

indispensable role in comprehending the language being learned. It's one of the foundational skills in language acquisition. Due to the fact, listening holds a prime position in the process of learning a second language, as it serves as the stepping stone to comprehending and speaking the language. It sets the stage for understanding the nuances of a conversation and fostering speaking abilities. It's crucial to provide learners with ample opportunities to practice and enhance their listening skills in the context of the new language. Harmer (2007) added that listening also significantly aids in improving pronunciation. Exposure to spoken English enables students to grasp correct tone, intonation, stress, and the individual sounds of words, ultimately refining their oral expression.

Another significant source of listening exposure is the teacher's voice. However, Harmer (2007) suggests that diversifying this exposure is valuable, exposing students to various voices and their unique characteristics. Students must develop the ability to decode paralinguistic cues, such as intonation, to understand mood and meaning. Moreover, they should be adept at listening for specific details (like times and platform numbers) as well as for broader comprehension, particularly when engaging with narratives. The landscape of listening has been revolutionized by digital formats like WAV and MP3, enabling direct playback from computers and MP3 players. This has particularly benefited individual learners, as podcasts and downloadable content provide convenient access to a wide array of materials. Platforms like Podcast.net and search engines like Google offer abundant ESL resources and podcasts, enhancing the availability of diverse listening content (Harmer, 2007).

4.3. Previous studies

In the realm of language learning and pedagogy, the use of podcasts as a tool to enhance listening comprehension has garnered considerable attention and interest. As the field continues to evolve, it becomes imperative to incorporate previous studies and research into our current investigations. By drawing upon prior findings, we not only build upon existing knowledge but also gain valuable insights into the effectiveness, challenges, and potential of using podcasts to improve listening skills. In this regard, this study recognizes the necessity of integrating relevant literature to enrich the understanding of podcast-based language learning and foster a more comprehensive and informed exploration of its benefits and limitations.

A study examining the efficacy of podcasts in improving listening skills was undertaken by Firdaus Nur Habiba in 2021. This study focused on 12th grade students enrolled in the Software Engineering Program at SMK Telkom Malang in Indonesia. The primary objective of the study was to ascertain whether students who received instruction through podcasts displayed higher listening scores in comparison to those who were taught using conventional methods.

The research adopted a quasi-experimental research design, employing pre-test and post-test data analysis. The collected data was subjected to statistical analysis. The study revealed that students who incorporated podcasts into their learning process exhibited superior listening skills when contrasted with those who were instructed using traditional approaches. Consequently, this research holds value as a point of reference for future investigations exploring similar themes. It is anticipated that this inquiry will furnish essential resources for subsequent researchers seeking to enhance the overall educational experience of students at SMK Telkom Malang.

Similarly, the research "The Use of Podcasts to Improve Students' Listening Comprehension" by Hania et al., in 2022 examines the effectiveness of podcasts in enhancing students' listening skills within the context of seventh-grade students at SMP Muhammadiyah 35 Jakarta. The objective of this research is to investigate the impact of utilizing the Spotify Podcast platform as a teaching and learning tool to foster students' listening comprehension. The research adopts a quantitative approach with a pre-experimental research design, utilizing both pre-test and post-test measures as data collection instruments. The analysis of the results indicates that the students obtained a mean score of 89.4. Statistical calculations reveal that the observed t-value (the observation) of 17.986 surpasses the critical t-value (t-table) of 1.721 at a significance level of 5% (0.05). This suggests that the effectiveness of the podcast intervention is significant, as the observed t-value exceeds the critical t-value.

Further, the study titled "The Impact of Using Podcasts as a Strategy to Enhance EFL Students' Listening Skills" conducted by Mohamed, 2021 explores the potential benefits of utilizing podcasts as a means to enhance listening skills among 2nd year EFL students in the English division at University Mohamed Kheider Biskra. The research aims to address the following research questions: RQ1: Does the use of podcasts contribute to improving English language proficiency for learners? RQ2: What is the impact of podcasts on listening skills? RQ3: What are the attitudes and practices of students and teachers regarding the use of podcasts for listening skills? This study employs a descriptive method and utilizes a questionnaire for data collection. The results indicate that incorporating podcasts in learning and teaching listening skills, as well as integrating them into the learners' daily lives, proves to be an effective strategy that aids in enhancing linguistic listening abilities alongside other essential skills.

Additionally, the study conducted by Lubis in 2022 in Jakarta, titled "Using Podcasts for Improving Students' Listening Skills", focuses on tenth-grade students from a Private Senior High School in Ciputat during the 2022/2023 academic year. The main objective of this research is to determine whether podcasts can enhance the listening skills of students at the

aforementioned school. Specifically, the study seeks to answer the question: Can podcasts effectively improve students' listening skills at this Private Senior High School in Ciputat?. The research aims to provide a detailed account of how podcasts are implemented to enhance listening skills among students studying Social Studies II at the Private Senior High School. The research follows a preexperimental design with one group pre-test and post-test. Furthermore, it is observed that students' motivation significantly increased after incorporating podcasts into the learning process. In conclusion, the writer suggests that the use of podcasts as a teaching tool in English instruction can effectively improve students' listening skills.

In addition, the research conducted by Mulyati in 2022 in Mataram focuses on the use of podcasts to enhance listening skills among eighth-grade students at SMP Negeri 2 Labuapi during the academic year 2021-2022. The participants of the study were eighth-graders from classes VIII A, VIII B, and VIII C of SMPN 2 Labuapi. The research aims to investigate whether the use of podcasts as a teaching tool can enhance students' listening skills at SMPN 2 Labuapi in the specified academic year. The research follows a quantitative experimental approach where the researcher used pre-test and post-test instruments. The findings indicate that students who were taught using podcasts exhibited better listening skills than those who were not taught using podcasts.

Likewise, the study titled "Using Podcasts to Develop Students' Listening Ability" by Sičová in 2022 seeks to investigate the effects of using podcasts as an educational tool to improve the listening skills of English learners, specifically adolescents. The primary objectives of this study are to determine whether listening to podcasts can effectively improve listening skills and to determine whether learners have adopted new listening strategies as a result. In conclusion, this research shows that podcasts have a positive impact on listening comprehension skills, as participants' scores on the post-test were higher than on the pre-test. In addition, each participant also adopted new listening strategies that contributed to improvement.

In conclusion, previous studies have been conducted with the objective of highlighting the benefits and importance of incorporating podcasts into the teaching and learning of listening comprehension as a foreign language. Furthermore, many researchers concur that podcasts offer an effective method for acquiring, adjusting, and comprehending new English language content. As a result, the integration of podcasts within the classroom setting creates a positive learning experience for both educators and students, fostering an engaging and motivating educational environment. Consequently, it is essential to explore additional podcast-based tools in diverse educational contexts in future research, enabling educators to achieve fresh and successful results while having a wide array of resources at their disposal.

5. Methodology

5.1. Setting and participants

This research was carried out in a public institution in the city of Loja, located in southern Ecuador. This institution's geographical coordinates indicate a latitude of -3,98934° or 3° 59' 22" south and longitude -79,20167° or 79° 12' 6" west.

The participants were chosen using a convenient sampling, meaning they were selected based on their availability to the researcher, as outline by Golzar and Tajik (2022). Additionally, prior to starting the intervention plan, the researcher obtained approval from the education institution. Subsequently, the researcher selected a grade for participation and gave an informed consent letter (see Annex 1) to each student. The purpose of this letter was to communicate the details of the intervention plan to the students' legal representatives and request their permission for participation.

Furthermore, the participants of this research were a group of first-year bachilletaro students. In this group, there were thirty-four students, among them eighteen girls and sixteen boys who are between fourteen and fifteen years old. In addition, they are at A2.2 English proficiency level according to the National Curriculum of Ecuador. Likewise, it is important to mention that the researcher also actively participated in the problematic situation.

5.2. Procedure

5.2.1. Research Method

The current study was conducted using the mixed method, which is defined by Creswell (2015) as a research approach in which the researcher gathers both quantitative and qualitative data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems. In this study, quantitative and qualitative data were collected with the aim of studying the effectiveness and the students' perceptions of using podcasts to improve listening comprehension. This method provided the researcher with a greater understanding of the research question, obtaining different perspectives and explanations on the quantitative and qualitative results.

.5.2.2. Research Design

This study was developed with an action researcher design that helped the researcher obtain solutions to the stated problem. According to Mill (2011), action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning. Furthermore, Allen and Calhoun (1998) argue that

action research provides an opportunity for educators to reflect on their own practices and offers a means for staff development as well as the development of teachers as professionals.

Moreover, the researcher selected Susman's (1983) model, comprising five distinct phases: diagnose, plan action, take action, evaluate, and specify learning. These stages delineate the research design cycle, providing a structured approach to address research questions effectively. Susman's framework served as a strong foundation for action research, facilitating a pragmatic, reflective, and systematic problem-solving process. The five stages of the research design are described below.

5.2.2.1. Diagnosing. The study began by identifying the challenges encountered in English listening comprehension among first-year bachillerato students during pre-professional internships. The researcher was able to gather additional information on the subject through a pre-test to the target group, enabling a more accurate diagnosis.

5.2.2.2. Action planning. After identifying the primary issue regarding the acquisition of English listening comprehension. The researcher investigated a wide range of viable materials and solutions to adequately address the problem. Based on these assumptions, an action plan was established that incorporates podcasts to improve listening comprehension within the target group.

The action plan was designed based on the PDP lesson plan model (See Annex 8). PDP (Pre, During and Post) is a frame that can be used to teach the receptive skills; In regards to listening, it helps in building learners' listening skills as well as their listening comprehension (Povey, n.d.). Additionally, this lesson framework helps teachers plan and deliver effective listening, and reading lessons. Likewise, it helps ensure students are motivated, engaged and active before, while and after listening to, watching or reading a text (AlgeriaTESOL).

In the "pre" stage, the researcher began by activating the learners' prior knowledge related to the topic. The goal was to create a supportive environment and generate interest, preparing the learners for a successful listening experience. In the "during" stage, the researcher facilitated various interactive activities for the learners as they engaged with the text through listening. These activities were carefully designed according to the listening comprehension sub-skills. In addition, the researcher provided support and guidance as needed. After the learners have completed the listening activities and shown comprehension of the podcasts, the "post" stage comes into play. The researcher conducted additional activities to help learners process and make sense of what they had learned. These activities were beneficial in reinforcing learning outcomes and providing additional opportunities for English language use and interaction between students.

5.2.2.3. Taking action. Before finalizing the second phase, the researcher explored various alternative approaches to incorporating podcasts, considering different podcast types, diverse listening activities, and supplementary resources to optimize the learning experience. Subsequently, with the action plan in place, podcasts were introduced into the classroom setting, and students regularly engaged with selected episodes. Tailored listening exercises and activities complemented their learning, while the researcher closely monitored student engagement and progress. This phase had a duration of two months, encompassing a structured timeline of eight weeks during the 2023-2024 academic year.

5.2.2.4. Evaluating. After implementing this proposal, the post-test was conducted to evaluate the students' listening comprehension level, accompanied by the questionnaire, which was used to validate the effectiveness of the application of podcasts in English classes. Once the results were obtained, the researcher evaluated whether the use of the podcast had a positive impact on the learning of listening comprehension and reflected on the lessons learned during the study.

5.2.2.5. Specifying learning. This phase was aimed at analyzing the results of the intervention plan by evaluating the quantitative and qualitative data collected throughout the action phase. The overall results were presented in the form of conclusions and recommendations that could help address the specific research questions raised in this study and guide future research on the topic. It is crucial to share the findings, which providing valuable insights to aid teachers in improving their effectiveness in teaching practices in the future.

5.2.3. Data collection and techniques

Data collection plays a fundamental role in both research and the decision-making process. This process entails systematically gathering and recording data from diverse sources using suitable techniques and instruments. This study employed the following techniques: testing, observation techniques, and survey techniques with their corresponding instruments.

For the evaluation and verification of the effectiveness podcast in the listening comprehension, the researcher employed testing technique, consisting of both pre-test (See Annex 2) and post-test (See Annex 3). The instruments were given at the beginning and at the end of the intervention plan; The first one was applied to measure the students' performance at listening comprehension, involving listening comprehension sub-skills: listening for gist, details and specific information. The second one to measure the performance of listening comprehension achieved by the students after the intervention plan. To evaluate these instruments, the researcher used scoring guides for the pre-test and post-test (see Annex 4).

After obtaining the pretest and posttest results, the researcher compared them with an Interval Scale (see Annex 5) made by the researcher.

Likewise, the questionnaire (see Annex 6) as an instrument of survey technique was designed with eight closed questions and two open-ended questions where the students manifested their own opinions. This instrument was used to gather information about the behaviors, understanding, views, and perceptions of the students about the use of podcasts to improve listening comprehension.

Finally, the research employed an observation technique where the researcher directly observed the interactions and behaviors of the students during the class. As an instrument of observation, field notes (see Annex 7) were used by the researcher to record the participants´ behaviors, attitudes, and feelings toward the implementation of different types of podcasts and listening activities to enhance listening comprehension during each English lesson.

5.3. Data analysis

During the data analysis stage, the researcher interpreted the quantitative and qualitative data obtained from the different instruments. To begin processing the quantitative information, the researcher applied a descriptive statistic. As mention Kaur et al. (2018), descriptive statistics serves to systematically summarize information by delineating the relationship between variables in either a sample or a population. Therefore, the data were implemented in the Excel program and represented by means of tables and bar graphs to measure the central tendency (mean) of the results obtained in the pre-test and post-test.

Furthermore, to analyze the qualitative date, the researcher used thematic analysis to identify patters and relationship between the responses of the questionnaire and the information recorder in the field notes during the intervention. Subsequently, the qualitative data were presented in tables and bar graphs with their respective descriptive and narrative text, aiding in the interpretation the findings and aligning the results (Creswell, 2012).

6. Results

   This section presents the analysis of the results gotten from the instruments applied at the beginning and at the end of the intervention of this research study. These results are organized into two parts; firstly, it can be found the results obtained from the pre-test and post-test; and then, the results acquired from the questionnaire. All the data is presented in tables and bar graphs with their corresponding analysis and interpretation, using descriptive analysis for the quantitative data and thematic analysis for the qualitative data; all the results are contrasted with the data collected through the observations carried out by the researcher and recorded on the field notes.

6.1. Pre-test and Post-test results

Sub-question 1: What is the effectiveness of using podcasts to improve listening comprehension?

Specific objective 1: To verify the effectiveness of podcasts to enhance listening comprehension among Bachillerato students at a public institution in the city of Loja during the school year 2023- 2024.

Table 1.

Comparison between pre and post-test total means of first-year bachillerato students' English listening comprehension.

Tests	N° students	Total means
Pre-test	34	6.89
Post-test	34	8.92
Difference	na	2.03

Figure 1.

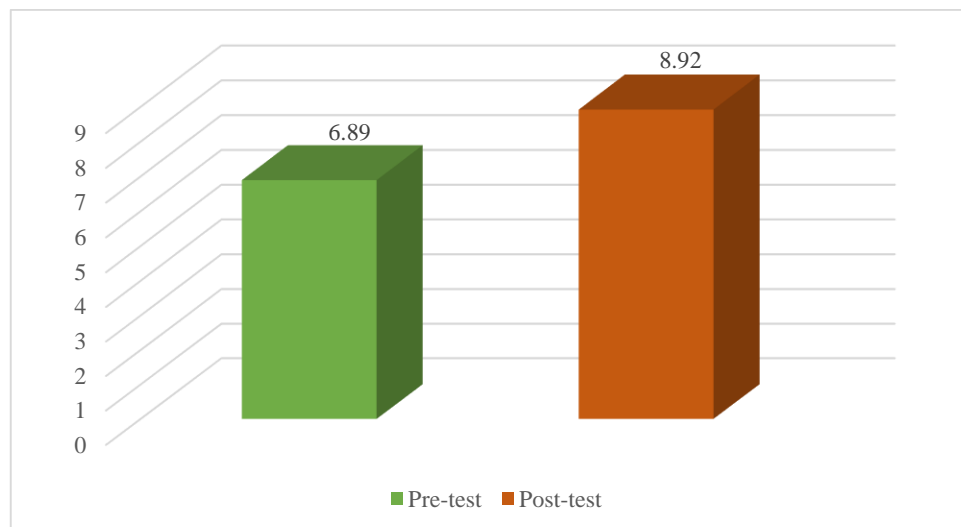*Comparison between pre-test and post-test total means*

31

Figure 1 illustrate the total mean score obtained by 34 students in both the pre-test and post-test. In the pre-test, the students obtained 6.89 out of 10, whereas in the post-test, they achieved a score of 8.92 out of 10. The difference between these scores is 2.03 points. This means that there was a noticeable improvement in students' performance between the pre-test and post-test. Moreover, these results showed the effectiveness of podcasts in the improvement of English listening comprehension sub-skills among first-year bachillerato students, due to the fact that podcasts provided regular exposure to spoken English.

6.2. Comparison of pre-test and post-test results for listening comprehension indicators.

Table 2.

Mean score difference between pre-test and post-test on listening comprehension indicators.

	N° students	Listening for gist (2/2)	Listening for details (4/4)	Listening for specific information (4/4)
Pre-test	34	1.26	2.59	3.05
Post-test	34	1.86	3.28	3.78
Difference	na	0.6	0.69	0.73

Figure 2.

Mean score difference between pre-test and post-test on listening comprehension indicators.
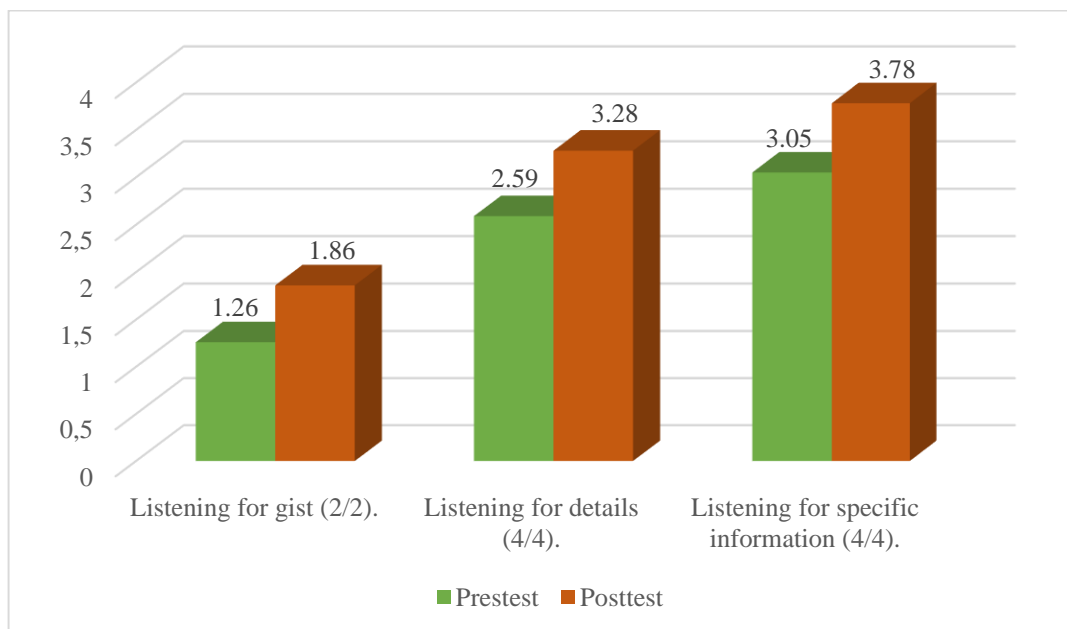
The results of Figure 2 detail the mean score of each indicator before and after applying podcasts to improve listening comprehension. The mean score of the students on the listening for the gist indicator in the pre-test was 1.26/2, indicating that they mostly identify and summarize the main idea or central theme with minor inaccuracies or errors. On the contrary, in the post-test students obtained a mean score of 1.86/2, which indicates that the learners

identify and accurately summarize the main idea or central theme of the audio material. Based on these results, it can be seen that in this aspect of listening comprehension, the students have improved by 0.6 points.

Regarding the listening for details sub-skill, the students got a total mean of 2.59/4 in the pre-test, indicating that they partially comprehend some details, with frequent inaccuracies or errors. In comparison with the results achieved in the post-test, where they obtained a total mean of 3.28 /4; therefore, for this indicator the difference was 0,44 points, demonstrating that they mostly comprehend some details, with occasional inaccuracies or errors.

Likewise, there was significant improvement in listening comprehension of specific information, because in the pre-test the students acquired a total mean of 3.05/4, which shows that they mostly get specified information with some errors; in contrast to the results achieved in the post-test, where they got a total mean of 3.78/4, demonstrating that the students got specified information accurately with only minor errors. These results showed an improvement of 0.73 points. In addition, it is important to mention that students found this subskill easier to improve since they are aware that they must concentrate just on specific areas and maintain their attention on this information. In conclusion, the findings obtained from Figure 2 highlight a notable improvement in listening comprehension sub-skills, all attributed to the effective use of podcasts.

6.3. Comparison of the results of the pre-test and post-test with the Interval Scale.
Table 3.

Comparison of the results with the interval scale.

Interval scale	Pre-test		Post-test	
	f	**%**	**f**	**%**
Excellent (9,00-10,00)	0	0	14	41
Very good (7,00-8,99)	14	41	17	50
Good (5-6,99)	16	47	3	9
Bad (≤ 4)	4	12	0	0
TOTAL	34	100	34	100

Figure 3.

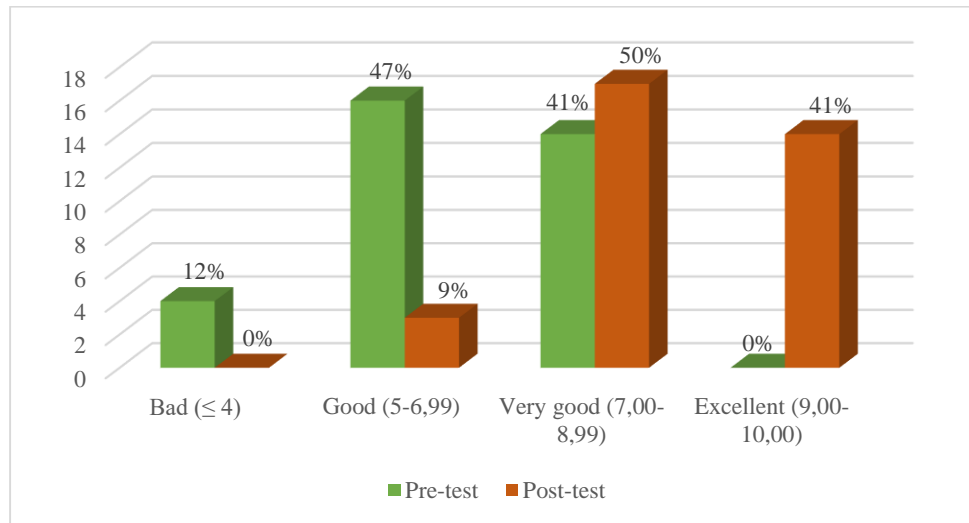*Comparison with the interval scale.*

Figure 3 shows the scores obtained in both the pre-test and post-test compared with the interval grading scale developed by the researcher and based on a rubric designed for evaluating the achievement of the listening comprehension sub-skill. According to the results obtained in the pre-test, 12% of the students got a bad grade. This means that few students did not reach the listening comprehension subskills (gist, details, and specific information). Fortunately, the results of the post-test decreased to 0%, demonstrating that none of the students obtained a bad achievement.

Furthermore, 47% of the students acquired good grades on the pre-test, this means that some of the students were close to reach listening comprehension subskills. Whereas, in the post-test 9% of the students achieved this score, reflecting a significant percentage difference of 38%. These findings evidently show that a greater number of students who scored well in the pre-test went on to obtain very good scores in the post-test.

In addition, in the pre-test, 41% of the students attained very good grades, which means that they reached listening comprehension subskills. However, the post-test revealed an even more promising outcome: 50% of the students achieved very good grades. This indicates a notable improvement of 9% between the pre-test and post-test assessments.

Finally, the pre-test results revealed that none of the students mastered the listening comprehension subskills, as evidenced by 0% excellent scores. However, in the post-test, this percentage increased considerably by 41%, indicating a significant improvement in listening comprehension. Overall, these results revealed the effectiveness of the use of the podcast because the results of the pre- and post-tests demonstrate a remarkable progress in students' mastery of the listening comprehension sub-skills.

6.4. Questionnaire results

Sub-question 2: What is the students' perception regarding the use of podcasts in English classes?

Specific objective 2: To analyze the Bachillerato students' perceptions regarding the use of podcasts to develop listening comprehension.
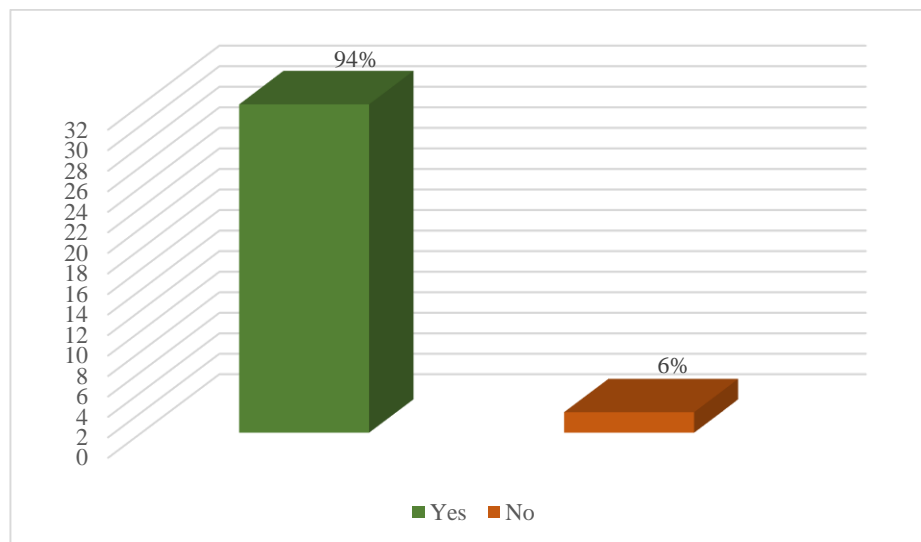
Table 4.

Did you like listening to podcasts to practice listening comprehension?

Indicators	f	%
Yes	32	94
No	2	6
Total	**34**	**100**

Figure 4.

Positive attitude of improved listening comprehension through podcasts.

As seen in Figure 4, students indicate a positive perception regarding the use of podcasts to improve their listening comprehension because 94% of them expressed the satisfaction of practicing listening comprehension through podcasts. Additionally, in the open-ended question, students expressed that they liked to listen to podcasts in English classes because they were interactive and entertaining. For instance, most of them mentioned that "podcasts were interesting because they captured attention and helped them enhance listening comprehension". Furthermore, some of them said that "thanks to listening to podcasts, they understand the topics better since they are explained in a simple way." In addition, students stated that "podcasts were a great tool to increase not just their listening competence but also improve their overall English language". Likewise, based on the observations carried out during classes and the data recorded in the field notes, the researcher could notice that the majority of the students showed

a positive attitude during the intervention, which was reflected in their active participation in all listening activities proposed in the three stages of pre-, while-, and post-listening. In short, the results show a significant preference among participants for the use of podcasts to improve listening comprehension skills.

However, 6% of the participants stated in the open-ended question that they did not like podcasts because they often did not understand what the speakers were saying. Furthermore, according to the researcher's field notes, the same students did not show a good attitude when listening to podcasts, which affected the development of listening activities and, of course, general listening comprehension.

Table 5.

Which type of podcast did you like the most to improve your listening comprehension?

Types of podcast	f	%
Storytelling podcast	13	38
Monologue podcast	7	21
Conversational podcast	22	65

Figure 5.

Types of podcasts that enhance listening comprehension
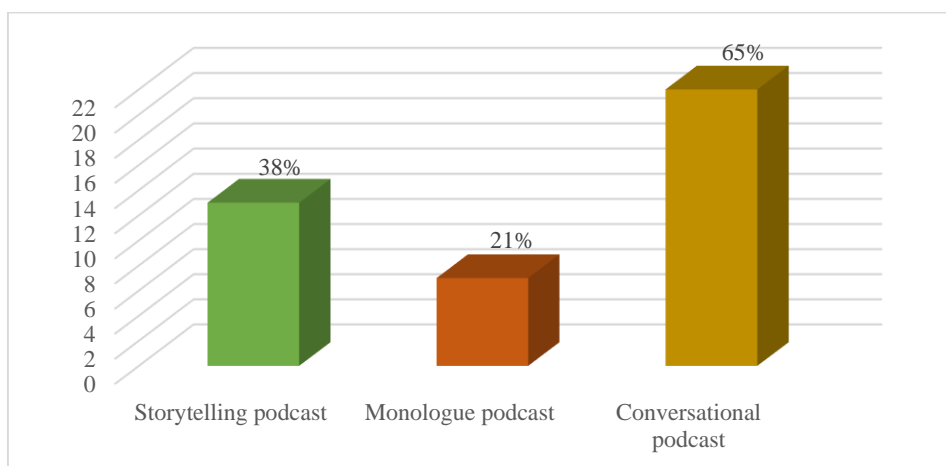
Figure 5 shows the students' preference for different types of podcasts to improve listening comprehension. The results indicate that 65% of the students think that conversational podcasts were the ones that helped them to significantly develop listening comprehension, which is consistent with the observations of the researcher, who noted that the students showed a positive attitude when listening to this type of podcast, so they actively participated in the development of the listening activities.

On the other hand, 38% of the students expressed preference for storytelling podcasts. In addition, during the intervention it could be observed that these podcasts kept the students

focused on the plot, characters, and places but also promoted active participation. Finally, only 21% of students express a preference for monologue podcasts. Similarly, the researcher's field notes indicate that students did not pay attention to the podcasts and consequently they did not complete the activities established in class.
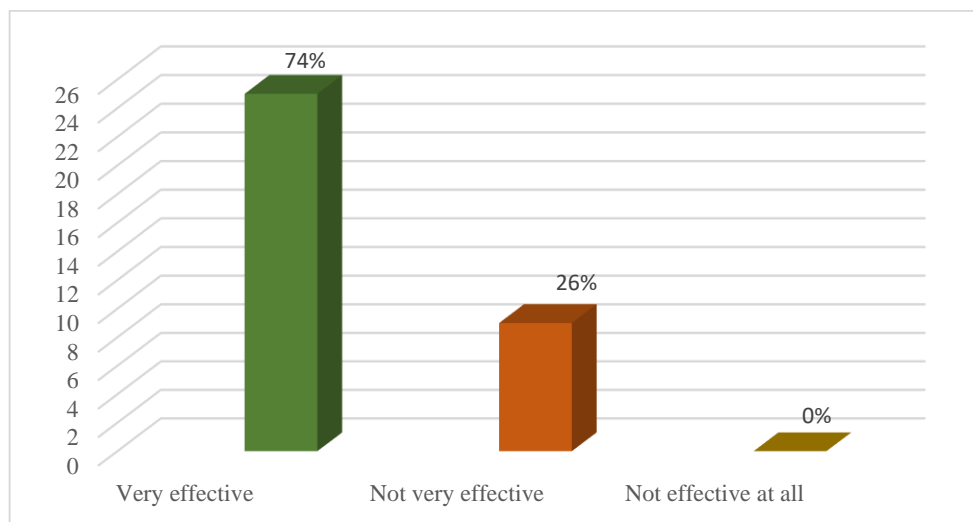
Table 6.

How effective were the podcasts in improving your listening comprehension?

Scale	f	%
Very effective	25	74
Not very effective	9	26
Not effective at all	0	0

Figure 6.

The efficacy of podcasts in improving listening comprehension

As seen in Figure 6, the highest percentage of students (74%) indicated that the podcasts were very effective in improving their listening comprehension. These findings are closely related to the post-test results, where students demonstrated significant improvement in their scores. In contrast, a smaller percentage of the students (26%) mentioned that the podcasts were not very effective. Likewise, the researcher observed that some students achieved little progress in listening comprehension, and the post-test results reflect these findings. Finally, it is noteworthy that none of the participants valued podcasts as ineffective. Therefore, students view podcasts as a useful tool for enhancing listening comprehension.

Table 7.

Which of these benefits have podcasts provided you?

Benefits	f	%
Acquire a wide range of vocabulary	16	47
Understand the use of words and expressions in a real context	15	44
Improve listening comprehension in an enjoyable way	19	56

Figure 7.

The benefits of podcast
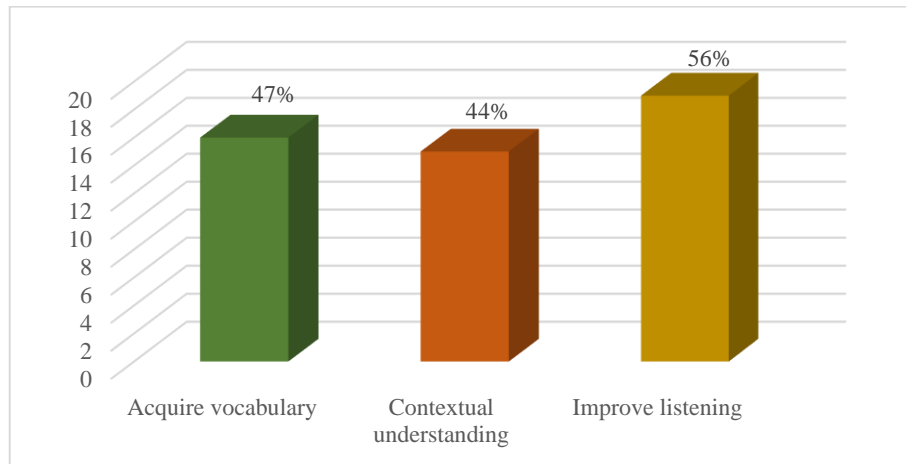
The findings in Figure 7 illustrate the benefits that podcasts provided participants during the intervention. According to 56% of students, listening to podcasts helped them improve their listening comprehension in an enjoyable way. Similarly, the field notes reveal that the researcher observed that podcasts caught students' attention and motivated them to actively participate in class, which led to a dynamic and pleasant learning experience.

On the other hand, 47% of participants indicated that podcasts helped them acquire new vocabulary. Likewise, 44% of participants emphasized that podcasts allowed them to understand how words and idioms are used in everyday conversations. Additionally, the researcher's observation revealed that the use podcasts related to the topics covered in class helped students learn and supported their vocabulary knowledge. As a result, the students found it easier to improve their listening comprehension, ultimately enhancing their overall learning of English.

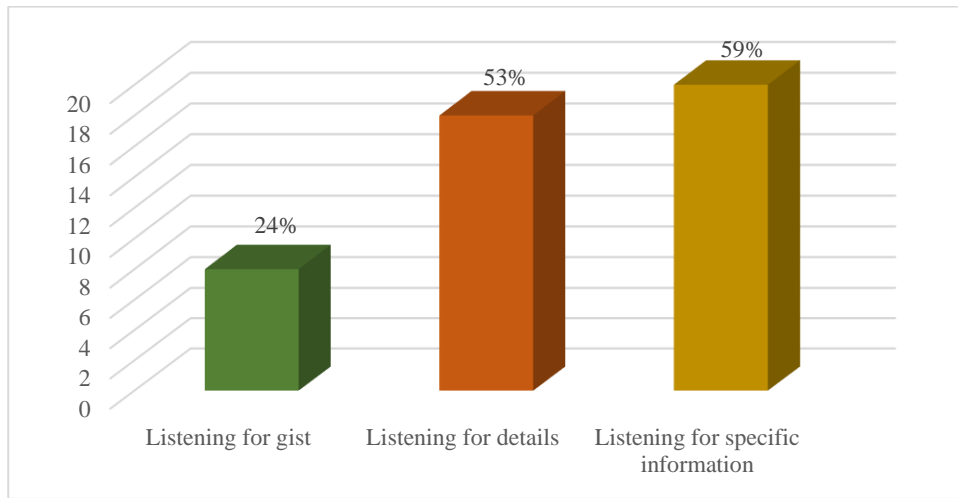**Table 8.**

Which listening sub-skills did the podcasts help you develop in a better way?

Sub-skills	f	%
Listening for gist	8	24
Listening for details	18	53
Listening for specific information	20	59

Figure 8.

Improving listening sub-skills through podcasts

According to Figure 8, 59% of the students felt that the podcasts contributed significantly to the development of their ability to listen to specific information. This perception is consistent with the observations recorded in the researcher's field notes, which show that students participated more and made few errors in activities focused on this sub-skill. Furthermore, this improvement was manifested in the post-test results, where students achieved the highest scores in this listening sub-skill.

Additionally, 53% of the learners reported improvement in their listening for details. However, the field notes revealed that students presented some problems in completing activities related to this sub-skill. Despite these problems, listening for details was the second most developed sub-skill as demonstrated by the post-test results. Finally, only 24% of the students highlighted the effectiveness of podcasts in improving listening for gist. The researcher's observations indicate that although many of the activities perceived this sub-skill as easy, the results show slight progress in the post-test.
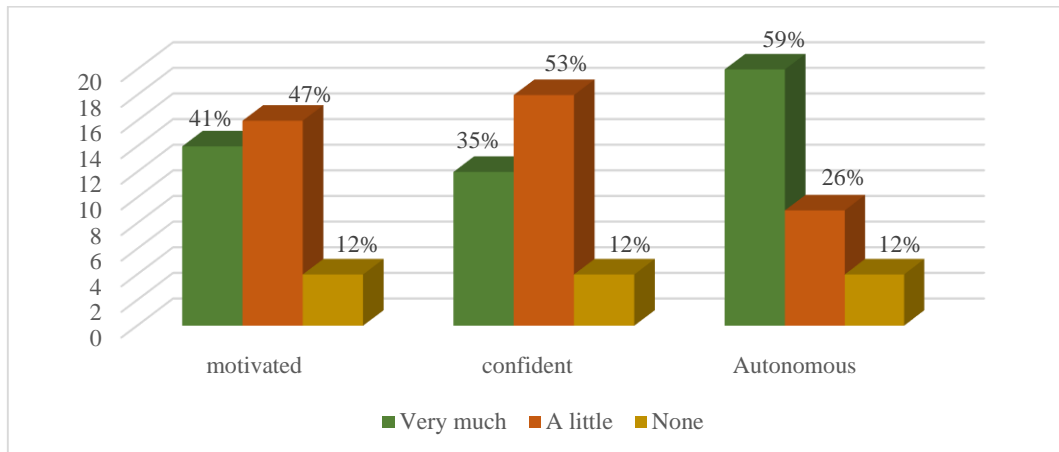
Table 9.

How much did the use of podcasts for improving listening comprehension make you feel?

Emotional states	Very much		A little		None	
	f	%	f	%	f	%
motivated	14	41	16	47	4	12
confident	12	35	18	53	4	12
autonomous	20	59	9	26	4	12

Figure 9.

Students' e*motional states after using podcast in enhancing listening comprehension.*

According to Figure 2, 41% of the participants claimed to feel significantly motivated, while 47% noticed a slight improvement, and 11% did not experience any change. According to the researcher's observations, podcasts engage students' interest and motivate them to actively participate in various activities. Additionally, the researcher observed that students felt motivated, engaged, and exhibited positive emotions when they participated in listening activities.

Regarding confidence, 35% of the students reported feeling much more confident in their listening skills, while 52% reported a slight change, and 12% showed no improvement in confidence levels. During the intervention, the researcher observed that allowing students to engage in a variety of listening comprehension activities, discussions, and information sharing allowed students to practice and progressively reinforce their listening skills and contributed to the students' growth in confidence and competence in the English language.

Finally, 58% of the participants reported feeling highly autonomous. However, 26% reported a slight change, while 12% did not experience an increase in autonomy. Likewise, it is important to mention that the researcher encouraged students to listen to podcasts outside of class to increase not only their listening comprehension but also reinforce their autonomy in language learning.

Table 10.

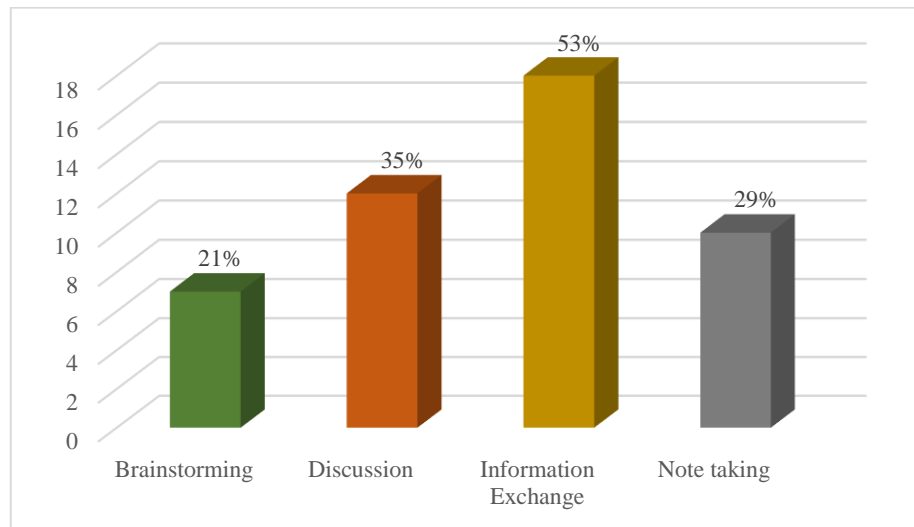*Which of these activities did you find more interesting for development of listening for gist using podcast?*

Activities	f	%
Brainstorming	7	21
Discussion	12	35
Information Exchange	18	53
Note taking	10	29

Figure 10.

Interesting activities to improve listening for gist

Regarding the development of listening to the essentials through podcasts, participants found several activities particularly interesting, as shown in Figure 10. 53% of the students expressed a preference for the activity information exchange. In addition, 35% of the learners found the discussions interesting for developing listening comprehension. Also, the researcher's notes indicate that these interactions fostered active participation and deeper engagement with the podcasts, which significantly contributes to improving their listening skills.

In addition, 29% of the students highlighted the usefulness of taking notes to understand the general idea of the podcasts. The researcher's notes underscore the importance of note-taking, revealing that students' notes allowed them to retain details to later interpret the topic or the central idea of the podcasts.

Finally, 21% of the participants identified brainstorming as a beneficial activity for understanding the general idea of the podcasts. The researcher's field notes indicate that, through this activity, students were able to organize ideas and identify the main idea of the podcast.
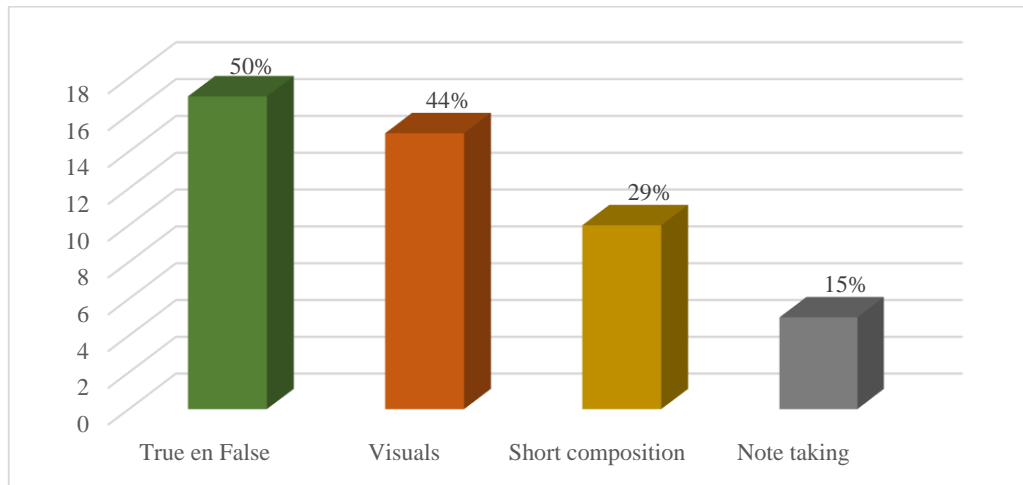
Table 11.

Which of these activities did you find more interesting for development of listening for details using podcast?

Activities	f	%
True and False	17	50
Visuals - Construct a Narrative	15	44
Writing a short composition	10	29
Note taking	5	15

Figure 11.

Interesting activities to improve listening for details

As shown in Figure 11, 50% of the participants reported improvements in listening for details through true and false activities. The researcher's observations state that this type of activity encouraged learners to pay close attention to the details of the audio to determine the truth of each statement after distinguishing between relevant and irrelevant information in order to achieve a deeper understanding. Moreover, 44 % of the respondents mentioned that visuals - construct a narrative was another engaging activity to develop attention to detail. In addition, the researcher's field notes indicate that incorporating visuals into listening activities helped students reinforce and improve their ability to grasp the finer points of the story.

Additionally, 29% of the students indicated that writing short compositions helped improve listening comprehension of details. The researcher noted that this exercise prompted students to pay more attention to the details of the podcasts and integrate them into their own compositions. Finally, 15% of the participants perceived note-taking as the least interesting activity for improving listening for details. In addition, the researcher observed that students often missed important details by focusing on transcribing what they heard, recording irrelevant information. As a result, they had difficulty processing and remembering key details from the audio.

Table 12.

Which of these activities did you find more interesting for development of listening for specific information using podcast?

Activities	f	%
Structured Diagrams	7	21
Gap Fill	5	15
Multiple Choice	23	68
Open questions	10	29

Figure 12.

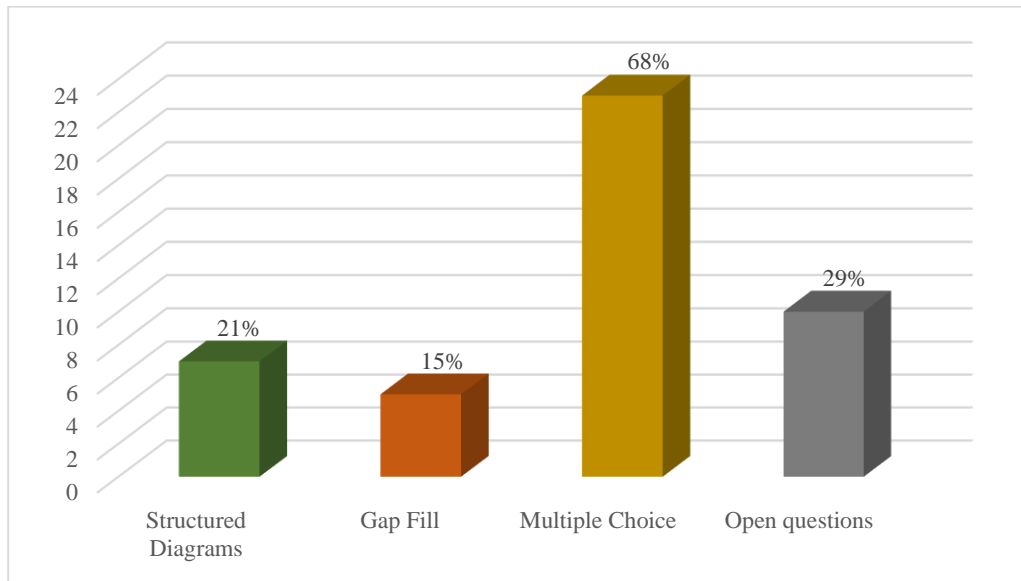*Interesting activities to improve listening for specific information*

Figure 12 illustrates the different activities that were interesting to develop specific listening comprehension. In this way, 68% of the students indicated that multiple choice was the most interesting for them. In addition, it can be seen from the researcher's notes that this activity offered options to choose from, which made it easier to locate specific information from the audio. In addition, 29% of the students stated that the open-ended questions were not attractive to improve this skill. Also, through observation the researcher could notice that through these questions it was difficult to identify the relevant details in order to answer accurately.

Furthermore, 21% of the students considered that structured diagrams were useful to visualize the information in a clearer and more organized way. This coincides with the researcher's observation that by writing down key points, students were able to understand specific information from the podcast. Finally, only 15% of participants indicated that the gap-filling activity was not interesting. However, in the field notes, the researcher discerned that students who developed these activities were more likely to improve listening comprehension.

Table 13.

Would you like to continue using podcasts outside the classroom to improve your listening comprehension?

Indicators	f	%
Yes	28	82
No	6	18
Total	**34**	**100**

Figure 13.

Using podcasts outside the classroom to improve listening comprehension
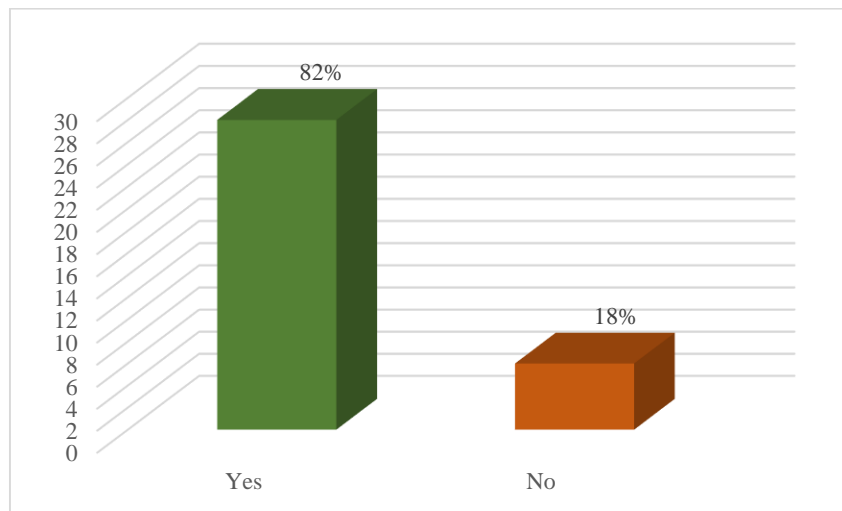
According to Figure 13, 82% of the students plan to continue using podcasts outside the classroom to improve their listening comprehension. In addition, students stated in this open-ended question that they would like to continue listening to podcasts because podcasts are an excellent tool to develop their communication skills, such as speaking and the whole English language. Nonetheless, 18% of the participants mentioned that they would not like to listen to podcasts outside of class. From the open-ended question, students mentioned that podcasts are not their preference for improving listening comprehension, while others expressed a preference for other learning resources.

7. Discussion

This section describes the discussion of this study, in which the researcher compares the results of this research to some of the previous studies mentioned above. Likewise, this section aims to answer the main research question and sub-questions stated at the beginning of the study, as well as highlight the limits that were identified during the intervention plan and make some recommendations for future studies.

Regarding the main research question: How do podcasts improve listening comprehension among Bachillerato students at a public institution in Loja? The results of the pre and post-test (Figure 1) evidenced that the use of podcasts had a positive effect on the development listening comprehension. This is because students were able to improve their listening for gist, details and specific information. These findings are similar to Lubis' (2022) study, where he stated that the use of podcast as a didactic tool in English language teaching can effectively improve students' listening skills. Likewise, Sičová (2022) conclude that podcasts have a positive impact on listening comprehension skills, since the post-test score was higher than pre-test. Furthermore, studies such as those by Habiba (2021) and Mulyati (2022) confirm that students who use podcasts develop superior listening skills compared to those who are educated using conventional methods.

Concerning the first specific question: What is the effectiveness of using podcasts to improve listening comprehension? The effectiveness of podcasts in listening comprehension was reflected in the pre-test (6.89) and post-test (8.92) scores with a difference of 2.03 points.

Additionally, Figure 5 highlights the results of the effectiveness of three types of podcasts in improving listening comprehension. Based on the findings, students chose conversational podcasts as the most effective followed by storytelling podcasts, and monologue podcasts as the least effective. As noted in the literature review, Hammer (2023) mentions that conversational podcasts are effective in improving listening comprehension by offering diverse points of view, exposing listeners to authentic language use, and encouraging participation. Similarly, Harmer (2007) points out that storytelling podcasts offer listeners the opportunity to practice active listening, which is crucial for developing listening comprehension. Moreover, the results in Figure 5 show that the sub-skill that students improved the most is listening for specific information, followed by understanding details and identifying main ideas. Likewise, it is important to mention that incorporating listening activities was essential for enhancing listening comprehension. Based on the findings, Figure 10 illustrates that information exchanges and discussions helped students increase their listening for gist. Figure 11 indicates that true/false exercises, visual-constructive narratives, and writing short compositions helped

students develop their listening for details. Finally, Figure 12 reveals that multiple-choice activities, open-ended questions, and structured diagrams facilitated learners improve their listening for specific information. Thus, the results demonstrated that incorporating a variety of podcasts and listening activities was effective in improving listening comprehension among first-year bachillerato students. These findings support the ideas of Sičová (2022), who noted that the application of podcasts and the use of listening techniques significantly contribute to the enhancement of students' listening comprehension skills.

On the other hand, the second sub question: What is the students' perception regarding the use of podcasts in English classes? According to the field notes and the questionnaire responses, the majority of participants had a positive opinion of using podcasts to enhance their listening comprehension. For instance, students described podcasts as an engaging tool that captures their attention and enhances their listening comprehension in a fun way. Additionally, podcasts encouraged active participation in class, creating a more dynamic and effective learning environment. Furthermore, students mentioned that using podcasts that are related to the topics and their English proficiency not only improved their listening comprehension but also fostered their motivation, confidence and autonomy in learning English. These findings are consistent with the study of Mohamed (2021), who concluded that students showed a positive attitude after implementing podcasts to improve their listening skills. Insani (2022) also stated that podcasts are an excellent source of motivation for students because they provide dynamic and entertaining learning opportunities that engage their attention and foster their enthusiasm for academic activities. Finally, Paulino (2023) emphasized that podcasts foster students' autonomy by giving them control over their learning experiences. In summary, the effectiveness and positive impact of podcasts are clear, as students showed improvement in their listening comprehension and expressed their enjoyment of this tool.

Despite, of the positive results in the intervention, there were some limitations that affect this study; firstly, the period of time designed for the intervention was short, so it was not possible to achieve better results; as a result, it is suggested that future researchers motivate students to listen to podcasts outside the classroom. Furthermore, it is suggested to continue exploring the use of podcasts that contribute to the improvement of listening comprehension and other English skills, such us speaking, pronunciation and vocabulary. Finally, in terms of methodology, the researcher could explore alternatives to field notes in order to enrich the quality of the qualitative information collected.

8. Conclusions

- The application of podcasts in English classes had a significant effect on the improvement of listening comprehension skills among first-year bachillerato students. Additionally, students found that this tool provided them with an enjoyable and attractive way to enhance their listening comprehension.

- The incorporation of three types of podcasts, such as conversational, storytelling, and monologues, allowed the students to enhance listening for gist, details, and specific information. It is also important to highlight that these podcasts along with listening activities focused on each sub-skill have proven to be effective in improving learners' listening comprehension.

- The students' perception regarding the use of podcasts in English classes to improve their listening comprehension was mostly positive because they actively participated during the class. In addition, students reported that podcasts not only helped the development of their listening comprehension in a fun way but also boosted their motivation, confidence, and autonomy. Consequently, podcasts offered students a valuable and enriching learning experience.

9. Recommendations

- Based on the results of this study, it is highly recommended that teachers include different types of podcasts (conversational, storytelling, and monologues) in English classes to improve listening comprehension. On the other hand, it is recommended to continue researching the use of podcasts that contribute to improving not only listening comprehension but also other English skills, such as speaking, pronunciation, and vocabulary.

- It is suggested to integrate technological resources in schools that allow teachers to use audio podcasts along with other audiovisual resources (e.g., video podcasts, music, interactive presentations, etc.) that help students to develop their listening comprehension in an effective way. Additionally, it is recommended to adapt and divide the content into shorter parts, more convenient sections to capture students' attention and facilitate information processing, which in turn promotes a deeper and more detailed understanding of the segments listened to.

- Based on the positive impact observed among students regarding the use of podcasts to enhance listening comprehension, it is recommended that teachers consider integrating podcasts that align with students' interests and proficiency levels to create engaging and enjoyable learning experiences. Additionally, teachers should encourage students to listen to podcasts outside of class time as an additional way to improve their language proficiency, especially their listening comprehension.

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11. Annex

Annex 1. Informed Consent

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, ……………………………………, con cédula de identidad …………………… representante legal de el/ la estudiante ...…………………………………., autorizo que mi representado sea partícipe en las actividades a realizarse como parte del proyecto de investigación de Integración Curricular titulado **Podcasts y comprensión auditiva entre estudiantes de Bachillerato de una institución pública de Loja durante el año escolar 2023-2024,** llevado a cabo por Luz Esperanza Guaman Macas, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los adolescentes en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los adolescentes no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se realice la correspondiste intervención del proyecto antes mencionado en de las clases de inglés.

Loja, __de _____ del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student answers the following pre-test of listening comprehension with sincerity and honesty; this information will be very valuable for the development of my research work. Your answers will be anonymous and confidential.

Student's code_____   **Date:** _____

🔊 **1. Listen the conversation about [travel] and choose the correct answers.** *Listening for gist.* 2 points (0,4 each one).

1. How does Sim feel about traveling?
a. He dislikes it
b. He enjoys it
c. He feels indifferent
d. He finds it exhausting

2. What did Sim enjoy about their recent trip to Europe?
a. Meeting new people
b. Exploring new squares
c. Eating in the different restaurants
d. None of the above

3. Why doesn't the other person enjoy traveling?
a. Because he finds it boring
c. Because it's too expensive
d. Because it's too stressful
e. Because he doesn't like meeting new people

4. What aspects of traveling stress the other person out?
a. Packing luggage and waking up early
b. Flight check-ins and potential problems
c. Language barriers and food preferences
d. All of the above

5. What invitation does Sim extend to the other person?
a. To travel alone next time
b. To visit new places
c. To try different food
d. To worry less

🔊 **2. Listen again to the conversation about [travel] and complete the gaps with the missing words.** *Listening for specific information.* 2 points (0,4 each one).

1. We explored new places, tried _____new food

2. We bought some _____souvenirs too.

3. I don't like packing my luggage and getting up early to go to the _____.

4. I won't _____ people in different places.

5. Maybe I won't _____the food either.

3. Listen about a <u>vacation</u> and decide if the sentence is true or false. Mark with an X.
Listening for details. 0,4 each one**. (2 points)

	True	False
1. The vacation was not very fun.		
2. She went to the beach with her father, mother, and older sister.		
3. Her older sister prefers sitting on the beach and reading a book instead of playing in the water.		
4. The parents enjoy eating in restaurants during their vacation.		
5. The vacation lasted for thirteen or fourteen days.		

4. **Listening the short story of "<u>Cedric the Bunny and his carrot</u>". Put the pictures in the correct order.** *Listening for details*. 2 points (0,4 each one).

56

🔊 **5. Listen again to the short story of "[Cedric the Bunny and his carrot](...)". Match each question with the corresponding answer.** *Listening for specific information.* 2 points (0,4 each one).

a. Who loved to eat carrots every morning?	**1.** The mice
b. Where did the rabbit find carrots in abundance?	**2.** In the meadow
c. Who had various theories about the missing carrot?	**3.** The rabbit
d. Who stole Cedric's beloved carrots?	**4.** In the garden
e. Where did Cedric find the clues to the carrots?	**5.** The critters

THANKS FOR YOUR COLLABORATION!

Annex 3. Post-test

DATA COLLECTION INSTRUMENT: POST-TEST

Dear student answers the following post-test of listening comprehension with sincerity and honesty; this information will be very valuable for the development of my research work. Your answers will be anonymous and confidential.

Student's code_____   **Date:** _____

🔊 **1. Listen the conversation about <u>last vacation</u> and choose the correct answers.**
Listening for gist. 2 points (0,4 each one).

a. Where did the person go for their last vacation?
    1. Thailand
    2. Vietnam
    3. Cambodia
    4. Indonesia

b. How long did the person spend in the vacation?
    1. One week
    2. Two weeks
    3. Three weeks
    4. Four weeks

c. What activity did the person in the southern part?
    1. Swimming in the ocean
    2. Hiking
    3. Skiing
    4. Desert safari

d. In which part did the person experience cold weather and go hiking?
1. Central Vietnam
2. Southern Vietnam
3. Northern Vietnam
4. Eastern Vietnam

e. Who did the person travel with on their vacation?
1. Alone
2. With a family
3. With colleagues
4. With a friend

🔊 **2. Listen again to the conversation about <u>last vacation</u> and complete the gaps with the missing words.** *Listening for specific information.* 2 points (0,4 each one).

  a. How was it? It was _____ It's a beautiful country.

  b. You can go to the _____ and I went swimming in the ocean.

  c. It's very _____ in the north.

  d. I went to the _____ where it's very cold and I went hiking.

  e. It's very_____ to meet all the different people.

3. Listen to the Mrs. Rashid's vacation and decide if the sentence is true or false. Mark with an X. Listening for details. 0,4 each one**.** (2 points)

	True	False
a. Mrs. Rashid's vacation was wonderful.		
b. The fly of Mrs. Rashid was very fine.		
c. The weather wasn't terrible.		
d. The food was great. It wasn't too salty.		
e. The waiters were very unfriendly.		

4. Listen to the short story of "The lion and the mouse". Put the pictures in the correct order. *Listening for details*. 2 points (0,4 each one).

59

◄» 5. Listen again to the short story of "The lion and the mouse". Match each question with the corresponding answer. *Listening for specific information.* 2 points (0,4 each one).

a. Who pleaded for Mercy promising the life that he would repay his kindness?

1. The lion

b. Where was the king of the jungle resting when the mouse woke him up?

2. Under the tree

c. Who was amazed and grateful for saving him?

3. The hunters

d. Who captured the lion to take it to the zoo?

4. To the zoo

e. Where did the hunters want to take the lion?

5. The little mouse

THANKS FOR YOUR COLLABORATION!

**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

PRE-TEST

🔊 **1. Listen the conversation about a** travel **and choose the correct answers.** *Listening for gist.* 2 points (0,4 each one).
1. He enjoys it   (0,4)
2. Meeting new people   (0,4)
3. Because it's too stressful   (0,4)
4. All the above   (0,4)
5. To worry less   (0,4)

🔊 **2. Listen again to the conversation about a** travel **and complete the gaps with the missing words.** *Listening for specific information.* 2 points (0,4 each one).
1. Interesting   (0,4)
2. Great   (0,4)
3. Airport   (0,4)
4. Understand   (0,4)
5. Like   (0,4)

🔊 **3. Listen about a** vacation **and decide if the sentence is true or false. Mark with an X.** *Listening for details.* 0,4 each one**. (2 points)**
1. False   (0,4)
2. True   (0,4)
3. True   (0,4)
4. True   (0,4)
5. False   (0,4)

🔊 **4. Listening the short story of "**Cedric the Bunny and his carrot**". Put the pictures in the correct order.** *Listening for details*. 2 points (0,4 each one).
a. A-6   (0,4)
b. B-3   (0,4)
c. C-4   (0,4)
d. **D-1**
e. E-5   (0,4)
f. F-2   (0,4)

🔊 **5. Listen again to the short story of "**Cedric the Bunny and his carrot**". Match each question with the corresponding answer.** *Listening for specific information.* 2 points (0,4 each one).
a. The rabbit   (0,4)
b. In the garden   (0,4)
c. The critters   (0,4)
d. The mice   (0,4)
e. In the meadow   (0,4)

POST-TEST

🔊 **1. Listen the conversation about** <u>last vacation</u> **and choose the correct answers.**
Listening for gist. 2 points (0,4 each one).
a. Vietnam   (0,4)
b. Three weeks   (0,4)
c. Swimming in the ocean   (0,4)
d. Northern Vietnam   (0,4)
e. With a friend   (0,4)

🔊 **2. Listen again to the conversation about** <u>last vacation</u> **and complete the gaps with the missing words.** *Listening for specific information.* 2 points (0,4 each one).
a. Fantastic   (0,4)
b. Beach   (0,4)
c. Hot   (0,4)
d. Mountains   (0,4)
e. Interesting   (0,4)

🔊 **3. Listen to** <u>Mrs. Rashid's vacation</u> **and decide if the sentence is true or false. Mark with an X.** *Listening for details.* 0,4 each one**. (2 points)**
a. True   (0,4)
b. False   (0,4)
c. False   (0,4)
d. False   (0,4)
e. True   (0,4)

🔊 **4. Listen to the short story of "**<u>The lion and the mouse</u>**". Put the pictures in the correct order.** *Listening for details.* 2 points (0,4 each one).
a. A-4   (0,4)
b. B-3   (0,4)
c. C-2   (0,4)
d. D-6   (0,4)
e. E-5   (0,4)
f. F-1

🔊 **5. Listen again to the short story of "**<u>The lion and the mouse</u>**". Match each question with the corresponding answer.** *Listening for specific information.* 2 points (0,4 each one).
a. The little mouse   (0,4)
b. Under the tree   (0,4)
c. The lion   (0,4)
d. The hunters   (0,4)
e. To the zoo   (0,4)

Annex 5. Interval Scale and Rubric

	Qualitative scale	Quantitative scale
Excellent	Masters listening comprehension subskills.	9,00-10,00
Very good	Reaches listening comprehension subskills.	7,00-8,99
Good	Close to reaches listening comprehension subskills.	4,01-6,99
Bad	Does not reach the listening comprehension subskills.	≤ 4

Rubric to evaluate listening comprehension indicators

Indicators	Excellent 9,00 – 10, 00	Very good 7,00 – 8,99	Good 4,01 – 6, 99	Bad ≤ 4
Listening for the gist	Clearly identifies and accurately summarizes the main idea or central theme of the audio material.	Mostly identifies and summarizes the main idea or central theme, with minor inaccuracies or errors.	Partially identifies the main idea or central theme, but with significant gaps or inaccuracies.	Struggles to identify the main idea or central theme, with substantial inaccuracies or confusion.
Listening for details	Effectively comprehends and recalls some details presented in the audio material.	Mostly comprehends some details, with occasional inaccuracies or errors.	Partially comprehends some details, with frequent inaccuracies or errors.	Struggles to comprehend some details, with significant inaccuracies or confusion.
Listening for specific information	Gets specified information accurately presented in the audio.	Mostly gets specified information accurately, with only minor errors.	Partially recovers certain information accurately, but with numerous errors.	Struggles to retrieve specific information accurately, with numerous errors.

Annex 6. Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, help me answering the following questionnaire with sincerity and honesty; this information will be very valuable for the development of my research work. Your answers will be anonymous and confidential.

Student's code: _____   **Date:** _____

1. Did you like listening to podcasts to practice listening comprehension?
Yes (   )

No (   )

Why_____

_____

2. Which type of podcast did you like the most to improve your listening comprehension?
Storytelling podcast   (   )

Monolingual podcast   (   )

Conversational podcast   (   )

3. How effective were the podcasts in improving your listening comprehension?
Very effective   (   )

Not very effective   (   )

Not effective at all   (   )

4.   Which of these benefits have podcasts provided you?
Acquiring a wide range of vocabulary   (   )

Understand the use of words and expressions in a real context   (   )

Develop your listening skills in an enjoyable way   (   )

5. Which listening sub-skills did the podcasts help you develop in a better way?
Listening for gist   (   )

Listening for details   (   )

 Listening for specific information (   )

6. How much did the use of podcasts for improving listening comprehension make you feel?

	Very much	A little	Not at all
More motivated			
More confidence			
More autonomy			

7. **Which of these activities did you find more interesting for development of listening for gist using podcast?**

    Brainstorming   ( )
    Discussion   ( )
    Information Exchange   ( )
    Note taking   ( )

8. **Which of these activities did you find more interesting for development of listening for details using podcast?**

    True and False   ( )
    Visuals - Construct a Narrative   ( )
    Writing a short composition   ( )
     Note taking   ( )

9. **Which of these activities did you find more interesting for development of listening for specific information using podcast?**

    Structured Diagrams   ( )
    Gap Fill   ( )
    Multiple Choice   ( )
    Open questions   ( )

10. **Would you like to continue using podcasts outside the classroom to improve your listening comprehension?**

Yes ( )

No   ( )

Why_____

_____

THANKS FOR YOUR COLLABORATION!

Annex 7. Field notes

FIELD NOTES N # 1			
Researcher:	Luz Esperanza Guaman Macas	**Date:**	19th December 2023
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	90 minutes
Topic:	Films Past simple of the verb to be		
Class Objective:	To express opinions about films using the new vocabulary and simple past of the verb to be. To improve listening for general idea and specific information through multiple choice and gap filling activities using conversational podcast.		
Descriptive notes		**Reflective Notes**	
1. What kind of podcast was used for the listening task? The type of podcast that was used in the first intervention was the conversational podcast where other people talked about what type of movies they liked using the simple past tense of the verb to be. **2. What was the student's behavior like when listening to the podcast?** Students felt anxious and confused when performing the activities of listening to specific information. **3. What happened during the application of the podcast?** When listening to the podcast for the first time they said that they did not understand anything and the second time they were able to complete the listening for gist and the majority nodded that the activity was not very complicated. However, when listening for specific information on both occasions the audio was played, some students moved and seemed excited, showing that they had completed some of the words, but most seemed confused and eager to understand, by the third time they were more excited because apparently they had already filled in the gaps, it just took them twice as long to finish the activity.		**1. Did the podcast allow students to practice listening for gist and specific information?** Yes, the students developed the multiple choice activity to improve listening to the essence and the gap filling to improve listening to specific information although they had more difficulty in the second one than the first. **2. Why did the students react that way?** The students reacted this way first because they were not used to listening to podcasts and second because the audio was produced without any pause and they felt anxious because they could not fill in the blanks.	

FIELD NOTES N # 2			
Researcher:	Luz Esperanza Guaman Macas	**Date:**	2nd January 2024
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	45 minutes
Topic:	Dates Prepositions of time		
Class Objective:	To incorporate the appropriate use of time prepositions founded in the podcast using the board game. To increase listening for details trough the true/false and information exchange activities using the conversational podcast.		

Descriptive notes	Reflective Notes
1. What kind of podcast was used for the listening task? The type of podcast that was used in the second intervention was the conversational podcast where other people talked about when we use the prepositions of time. **2. What was the student's behavior like when listening to the podcast?** The students felt more confident when carrying out the activity since the teacher made them listen to the audio in parts and used the note taking strategy so they could understand in a better way. **3. What happened during the application of the podcast?** The students listened to the podcast and at first understood almost nothing. Then with the help of the teacher they were able to understand the audio better and thus completed true false activity. By doing group work they were able to exchange information and put into practice what they learned, of course they were still confused about the correct use but with the feedback from the teacher and other classmates they were able to practice and use the correct prepositions of time.	**1. Did the podcast allow students to practice listening details?** Yes, thanks to the note taking strategy, students more easily developed the true/false activity to improve listening for details. **2. Why did the students react that way?** The students already felt more confident the second time they listened to the podcast and they also used more strategies and with the constant accompaniment of the teacher they obtained greater satisfaction when solving the activity. Likewise, I should invite the students to listen to podcasts related to the topic or any that they like so that they can improve their listening skills.

FIELD NOTES N # 3			
Researcher:	Luz Esperanza Guaman Macas	**Date:**	9th January 2024
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	90 minutes
Topic:	Dates • Ordinal and cardinal numbers • Months of the year		
Class Objective:	To talk about important dates including dates of birth using the simple past of the verb to be + born. To improve listening for details through matching activities using monologue podcast.		

Descriptive notes	Reflective Notes
1. What kind of podcast was used for the listening task? The type of podcast that was used in the third intervention was the monolingual podcast where the students listened only a voice.	**1. Did the podcast allow students to practice listening details?** Yes, they developed the matching activity to improve listening for details, however, not everything went as planned.
2. What was the student's behavior like when listening to the podcast? While the students were listening to the podcast there was noise in the class for this reason they felt stressed and they did not want to finish the activity.	**2. Why did the students react that way?** The students reacted that way because since they could not concentrate well by the noise and they also did not hear the audio well because the sound was low unlike the others.
3. What happened during the application of the podcast? At first they were motivated to listen to the podcast about Albert Einstein. However, during the activity they could not develop as they would have liked due to very common factors such as noise in the classroom.	

FIELD NOTES N # 4			
Researcher:	Luz Esperanza Guaman Macas	**Date:**	16th January 2024
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	90 minutes
Topic:	Holidays Vocabulary		
Class Objective:	To write a short composition about the most memorable holiday using the new vocabulary and the verb to be in the past simple. To enhance listening for gist and details using conversational podcast about the summer hols.		

Descriptive notes	Reflective Notes
1. What type of podcast was used for the listening task? The teacher presented a conversational podcast where two characters spoke about their most memorable holidays. **2. What was the student's behavior like when listening to the podcast?** Because the classes were virtual and with the use of digital tools, not everyone was in class, however, with the majority they worked well, they demonstrated that the classes were not boring because they had active participation in each activity. **3. What happened during the application of the podcast?** The students learned and practiced the pronunciation of some words related to holiday, which helped them to carry out the listening for gist activity quickly and the majority selected the correct answers. Likewise, they listened to the listening for details while taking notes and writing in the chat what activities, places and weather they heard from the podcast.	**1. Did the podcast allow students to practice listening for the gist and details?** Yes, the students proved that the audio was perfect and very quickly developed listening to the essential activity and also took notes of the activities, peace and weather that they heard in the podcast. **2. Why did the students react that way?** The students participated throughout the class because it was entertaining and also the podcast was very interesting through this they acquired new vocabulary related to holidays like paddle the water, travel in a caravan, etc.

	FIELD NOTES N # 5		
Researcher:	Luz Esperanza Guaman Macas	**Date:**	22nd January 2024
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	45 minutes
Topic:	We stay up Past simple of regular verbs		
Class Objective:	To classify the regular verbs according the spelling rules. To increase listening for details and specific information through visual constructive narrative and open question activities using storytelling podcast.		

Descriptive notes	Reflective Notes
1. What type of podcast was used for the listening task? The teacher presented a storytelling podcast about the town mouse and the city mouse. **2. What was the student's behavior like when listening to the podcast?** the students were interested in listening to a storytelling podcast about the mice. They paid close attention to every detail of the story to complete the activities. **3. What happened during the application of the podcast?** First of all, the teacher taught the students the rule of regular verbs in the past tense and asked the students to write more examples of any rule and take turns writing on the board. Then, she invited the students to listen to a storytelling podcast in groups. The students listened three times to the podcast to solve the activities, in the first playback of the audio some were confused and did not grasp the details, so the teacher did as an activity to ask which are the main and secondary characters of the story so they can understand more easily. in the second playback they were more confident and could build the narrative using taking into account the details of the podcast and finally did the second activity of open questions. When they finished and completed the listening activity, the teacher asked them what the story was about and what was the final message that the story left them, in which only some students participated. After having exchanged information among students about the story, the teacher invited the students to listen to a storytelling podcast at home of their choice.	**1. Did the podcast allow students to practice listening for details and specific information?** Yes, the students had no difficulty in completing the activities and after that they participated in class and exchanged information in their groups, thus having a clearer idea of the story. **2. Why did the students react that way?** The students reacted with interest and attention because storytelling podcasts have the power to captivate listeners by awakening their imagination and emotions. In addition, the topic of mice sparked curiosity and a desire to learn more about the topic. The interactive nature of the activities associated with the podcast also likely encouraged students to pay close attention in order to participate effectively and successfully complete the tasks. Overall, the combination of an engaging narrative, relevant topic, and interactive activities contributed to the students' enthusiastic reaction.

FIELD NOTES N # 6			
Researcher:	Luz Esperanza Guaman Macas	**Date:**	30th January 2024
Observer involvement:	Participant	**Schedule:**	Monday: 12:00 –12:45 (45 minutes) Tuesday: 8:30 – 10:00 (90 minutes)
Participants:	35 First-year students of Bachillerato	**Observation time:**	45 minutes
Topic:	Past simple		
Class Objective:	To enhance listening for details and specific information using storytelling podcast.		

Descriptive notes	Reflective Notes
1. What type of podcast was used for the listening task? The teacher presented a storytelling podcast about the ant and the grasshopper. **2. What was the student's behavior like when listening to the podcast?** The pupils' behavior while listening to the storytelling podcast "The Ant and the Grasshopper" was defined by motivation and confidence. **3. What happened during the application of the podcast?** The teacher told them that this time they are only going to listen to a podcast about the ant and the grasshopper. The teacher provided a worksheet with activities related to the podcast and asked them to do the two activities. First, the teacher asked them to put the key events of the narrative in chronological order, which challenged them to remember and understand the sequence of the story, they listened to the podcast again, this time armed with paper and pencil, to take detailed notes on the characters, settings, and other relevant aspects of the plot. This phase of the activity allowed them to capture nuances and details that might have gone unnoticed on a first listen. Finally, students completed a graphic organizer, condensing all the information collected into a clear and concise summary of the story. This summary provided them with an overview of the key elements of the story, thus facilitating their deeper understanding of the ant and grasshopper story.	**1. Did the podcast allow students to practice listening for details and specific information?** Yes, the podcast offered students a structured learning experience focused on listening for specific details and information. They were asked to chronologically order the events of the story, extract detailed information about characters, settings and nuances, and synthesize their findings into a comprehensive summary. This multifaceted activity not only engaged the students, but helped them develop and hone their listening skills as they immersed themselves in the narrative. **2. Why did the students react that way?** Students felt motivated since they were doing things that were directly related to the podcast topic. Considering that they were actively participating in story-related tasks likely enhanced their confidence since they could see the immediate effect of their efforts. This connection between listening to the podcast and completing activities most likely motivated the students to pay careful attention and participate actively, resulting in a happy and engaged attitude through the podcast session.

Annex 8. Lesson Plans

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	LESSON PLAN # 1		
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	December 12th, 2023	**School Year:**	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 9:15)		
Time per lesson:	45 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Application of pre-test • Listening comprehension		
Lesson Objectives:	To know the students' listening comprehension competence through the application of the pre-test.		
Materials	• Test • Audios Talking about travel Vacation Cedric the Bunny and his carrot • Computer • USB • Speaker		

Starter (warmer, lead in, review)	**Time**
Warm up: Chained words. In this game, you say a word and then say another word that starts with the last letter of the previous word. For example, if one teenager says "cat," the next teenager might say "tiger."	5 min

Pre-listening	**Time**
Preservice teacher gives a sheet with the pre-test to each student. Then, she gives general instructions, and a brief explanation of each question of the pre-test instrument. Preservice teacher tells the students that they are going to listen to the audios twice per question. Finally, she plays the audios and ask the students listened carefully.	5 min

During-listening	**Time**
Students follow the instructions given by the preservice teacher. Students listen carefully to each audio. Students complete the listening comprehension test.	30 min

Post-listening	**Time**
Students finish and hand in the test to the teacher.	3 min
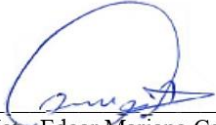
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Nacionales y Extranjeros

Feedback / Closure	Time
Preservice teacher tells the students that she will give them feedback on the pre-test in the next class. Also, she thanks them for their collaboration in the development of this test.	2 min

Observations
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Signatures:

Mgtr. Edgar Mariano Castillo
Thesis Director

Mgtr. Omar Armijos Coronel
Institutional Tutor

Luz Esperanza Guaman Macas
Preservice Teacher

LESSON PLAN # 2			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	December 19th, 2023	**School Year:**	2023-2024
Type of Instituttion	Public ( )　　　Private ( )　　　Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 10:00)		
Time per lesson:	90 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Films Past simple of the verb to be • Genres-adjectives		
Lesson Objectives:	To express opinions about films using the new vocabulary and simple past of the verb to be. To improve listening for the gist and specific information through multiple choice and gap filling activities using conversational podcast.		
Materials	• Flipchart • **Book:** Word travel 1 BGU • Podcast: Talking about films in the past tense • Computer • Speaker • Worksheet		

Starter (warmer, lead in, review)	Time
Warm up: Teacher starts the classes to ask the following questions. • Do you like watch films? • How often do you watch films? • Are there any genres that you don't like? • What are the scariest, funniest or most romantic films you've seen? **Review:** The teacher reviews the use and grammar of the simple past tense of the verb to be.	15 min

Pre-listening	Time
• The teacher begins the class by presenting vocabulary related to movies using flipchart. • The teacher plays a podcast episode "Talking about films in the past tense" for two times and asks students take notes. Secondly, the teacher hands out a worksheet with multiple choice questions about the general idea of the topic. • The teacher plays the podcast two more times and tells the students to listen carefully to the conversation to perform the gap-filling activity.	20 min

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During-listening	Time
• Students take notes of nouns, adjectives, and genres of films that they hear of the conversational podcast episode and make a graphic organizer. • Students pay attention to the main idea of the conversation and select the best answer from multiple-choice questions. • Students listen to the conversation again and complete the gap-filling activity with the past simple of the verb to be on a worksheet.	30 min

Post-listening	Time
• Students think about a film they have recently seen and write sentences that include their opinions on the plot/story, the actors/performances. etc. Using some of the vocabulary that they learned earlier in this lesson. • Students share their thoughts with a partner.	20 min

Feedback / Closure	Time
Teacher invites students to continue expanding film vocabulary and exploring different experiences.	3 min

Observations
.... **Signatures:**

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

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Luz Esperanza Guaman Macas
Preservice Teacher

LESSON PLAN # 3			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 2nd, 2024	**School Year:**	2023-2024
Type of Instituttion	Public ( )　　　Private ( )　　Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 9:15)		
Time per lesson:	45 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Dates • Prepositions of time		
Lesson Objectives:	To incorporate the appropriate use of time prepositions founded in the podcast using the board game. To increase listening for details trough the true/false and information exchange activities using the conversational podcast.		
Materials	• Podcast: 'In', 'on', or 'at'? - Choosing prepositions • Board game • Workbook • Speaker • USB		

Starter (warmer, lead in, review)	Time
Warm up: Chained words. In this game, you say a word and then say another word that starts with the last letter of the previous word. For example, if one teenager says "cat," the next teenager might say "tiger."	5 min

Pre-listening	Time
• The teacher explains the rules about when to use in, on and at when we talk about time through the conversational podcast. • The teacher asks the students to pay attention to the podcast and listen (listening for details) to the use of in, on and at. • The teacher asks students to complete different activities.	10 min

During-listening	Time
• Students perform a true and false activity according to the podcast. • Students listen again the podcast and take notes on when to use in, on and at and make a graphic organizer according to the rules on the board.	15 min
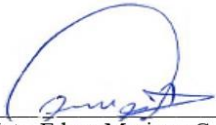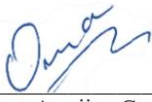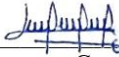
Post-listening	Time
• In groups of 4 students, students play the board game using the correct form of time prepositions (in, on and at) and exchange information about the correct use of these prepositions. • Students complete the text with the correct preposition of time and write the correct form of the dates in the workbook p. 18	13 min
Feedback / Closure	**Time**
Preservice teacher summarizes the use of time prepositions.	2 min

Observations
.... **Signatures:**

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

Luz Esperanza Guaman Macas
Preservice Teacher

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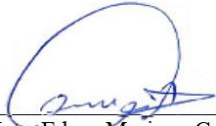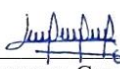
LESSON PLAN # 4			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 9th, 2024	**School Year:**	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 10:00)		
Time per lesson:	90 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Dates • Ordinal and cardinal numbers • Days of the week, months of the year		
Lesson Objectives:	To talk about important dates including dates of birth using the simple past of the verb to be + born. To improve listening for details through matching activities using monologue podcast.		
Materials	• Flipcharts • Website: Lyrics training • Podcast: Albert Einstein • Computer • Speaker • Book: Word travel 1 BGU • Workbook		

Starter (warmer, lead in, review)	**Time**
Lead in: The teacher invites students to listen to Waiting for Love using the lyrics training website and asks them to write on the board the days of the week that they hear. **Review:** Students find the 12 months of the year in their workbook p.12.	15 min

Pre-listening	**Time**
• Teacher explains the general rules to write and say the years using flipchart. • The teacher explains how to say and how to write the dates in American and British English using flipchart. • Teacher invites students to listening a podcast about Albert Einstein and pay attention on the dates in order to do a matching activity of the most important dates of his life. • Teacher clarifies the use of past simple of be +born to talk about dates and places of birth.	20 min

During-listening	Time
• Students take turns to do a matching activity about years in order to practice the writing of the numbers using flipchart. • Students write in letters the dates in their book p.32. • Students listening to the podcast talking about Albert Einstein and development a matching activity of the most important dates of his life.	25 min

Post-listening	Time
• Students match the dates with the corresponding picture in the workbook p. 15 • **In pairs.** Students talk about the dates of their birthday and theirs their family's birthday or their favorite famous people using the simple past of the verb to be + born.	25 min

Feedback / Closure	Time
• The teacher reminds students how to write and read dates. • Teacher invites students to listen a podcast about their favorite famous people.	5 min

Observations
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Signatures:

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

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Luz Esperanza Guaman Macas
Preservice Teacher

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LESSON PLAN # 5			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 16th, 2024	**School Year:**	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 10:00)		
Time per lesson:	90 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: **Contents:**	Holidays • Vocabulary		
Lesson Objectives:	To write a short composition about the most memorable holiday using the new vocabulary and the verb to be in the past simple. To enhance listening for gist and details using conversational podcast about the summer hols.		
Materials	• Meeting application • Workbook: Word travel 1 BGU • Canva presentation: Holiday vocabulary • Liveworksheet: Seasons and the weather • Podcast: The summer hols. • Padlet: Writing short composition		

Starter (warmer, lead in, review)	**Time**
Lead in: The teacher invites the students to development an anagram related to seasons, and ask them to write the correct word in the meeting chat. Then the teacher asks students to complete all anagram in their workbook p. 15.	15 min

Pre-listening	**Time**
• Teacher presents vocabulary related to holidays using canva presentation. • Teacher invites student to practice the pronunciation of the seasons and the weather using liveworsheet. • Teacher asks students to listening a conversational podcast about the summer hols and asks students to listening for the gist to complete the activities, and share the correct answers in the meeting chat. • Teacher asks students to listen again and take notes of relevant expressions.	20 min

During-listening	**Time**
• Students take turns practicing correct pronunciation of season and weather. • Students take notes of activities, places and weather that the speakers mention in the conversational podcast.	25 min

• Students perform listening comprehension for the gist through multiple choice activity using the conversational podcast.	
Post-listening	**Time**
• Students look at the picture and complete with the corresponding season and weather. • Students write a short composition about their most memorable holiday using the simple past of the verb be and the new vocabulary.	25 min
Feedback / Closure	**Time**
• Teacher makes a constructive feedback in the post-listening step when the students make mistakes during the writing activity.	5 min

Observations
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Signatures:

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

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Luz Esperanza Guaman Macas
Preservice Teacher

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LESSON PLAN # 6			
Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 22nd, 2024	**School Year:**	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 9:15)		
Time per lesson:	45 minutes	**Language level:**	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	We stay up • Past simple of regular verbs		
Lesson Objectives:	To classify the regular verbs according the spelling rules. To increase listening for details and specific information through visual constructive narrative and open question activities using storytelling podcast.		
Materials	• Book: Word Travel 1 BGU • Podcast: The town mouse and city mouse • Computer • Speaker • Worksheet		

Starter (warmer, lead in, review)	Time
Lead in: The students are divided into two groups, one student in the first group says a regular verb and the student of the other group says the verb in the simple past.	5 min

Pre-listening	Time
• Teacher explains the spelling rules of past simple of regular verbs and some examples using flipchart. • Teacher presents a storytelling podcast about the town mouse and city mouse. • Teacher invites students to development visual constructive narrative and open questions activities in the worksheet in order to increase listening for details and specific information.	15 min

During-listening	Time
• Students complete the rules on their books and write one example for each rule. • Student make a chart with the examples according to the spelling rule in their notebooks. • Students listen to the storytelling podcast twice and perform a constructive narrative activity to improve listening for details. • Students listen to the storytelling podcast twice and develop open questions activities to improve listening for specific information.	20 min

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Post-listening	Time
Students put the verbs in brackets in the past simple to complete David's diary.	3 min
Feedback / Closure	**Time**
Teacher summarizes the spelling rules of the simple past of the regular verbs. Teacher invites students to listen another storytelling podcast that they want.	2 min

Observations
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Signatures:

Mgtr. Edgar Mariano Castillo
Thesis Director

Mgtr. Omar Armijos Coronel
Institutional Tutor

Luz Esperanza Guaman Macas
Preservice Teacher

LESSON PLAN # 7

Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 30th, 2024	School Year:	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (8:30 – 9:15)		
Time per lesson:	45 minutes	Language level:	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Past simple • Regular verbs		
Lesson Objectives:	To enhance listening for details and specific information using storytelling podcast.		
Materials	• Worksheet • Podcast: The ant and the grasshopper • Speaker • USB		

Starter (warmer, lead in, review)	Time
Warm up: The teacher chooses the category of regular verbs and asks the students to make groups of 5 to write as many as they can that matches the category. The first group that complete and read aloud, If the answers are correct, they win the round.	5 min

Pre-listening	Time
Preservice teacher tells the students that they are going to listen a storytelling podcast. Teacher reminds students that they will listen twice per question. Then she plays the audio and asks students to listen carefully to the details of the story sequence and place the events in the correct order. Preservice teacher asks the students to listen again and take notes on specific information such as characters, setting, et. and complete structure diagram about the story.	8 min

During-listening	Time
Students follow the instructions given by the preservice teacher. Students listening carefully the storytelling podcast and perform the listening for details and specific information in a worksheet.	20 min

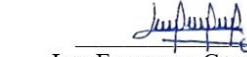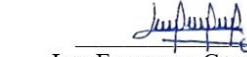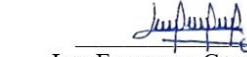| Post-listening	Time
Students answers some open questions about the story and share the story lesson with their classmates.	10 min

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Feedback / Closure	Time
Preservice teacher motivates the students to continue listening to more stories that they like in order for them to continue improving listening comprehension.	2 min

Observations
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Signatures:

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

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Luz Esperanza Guaman Macas
Preservice Teacher

LESSON PLAN # 8

Institution Name:	Unidad Educativa Fiscomisional "Daniel Álvarez Burneo"		
Date:	January 30th, 2024	School Year:	2023-2024
Type of Instituttion	Public ( )　　　Private ( )　　Fisco-Misional (x)		
Institutional Tutor:	Mgtr. Omar Armijos Coronel		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Edgar Mariano Castillo		
Preservice Teacher:	Luz Esperanza Guaman Macas		
Schedule:	1st BGU "N"– Tuesday (9:15 – 10:00)		
Time per lesson:	45 minutes	Language level:	A2. 2
Class / Number of Students:	1st BGU "N": 35		
Topic: Contents:	Application of post-test and questionnaire • Listening comprehension		
Lesson Objectives:	To evaluate students' listening comprehension competence by applying test. To identify the students' perception of the use of the podcast through a questionnaire.		
Materials	• Test • Audios Last vacation Mrs. Rashid's vacation The Lion and the Mouse • USB • Speaker • Questionnaire sheet		

Starter (warmer, lead in, review)	Time
Warm up: The mosquitoes: the teacher invites the students to make a circle. Then she explains how they should place their hands next to their ears, simulating the wings of the mosquito, the one in the center shoots, the one who is shoot must crouch down and those on the right and left side act like a mosquito otherwise they will come out of the game.	5 min

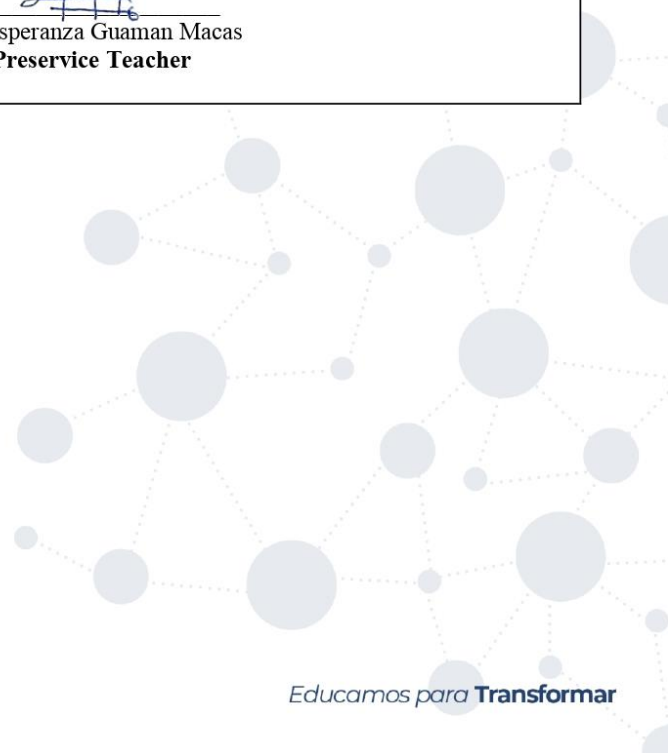| Pre-listening	Time
Preservice teacher gives a sheet with the post-test to each student. Then she gives a brief explanation of each question of the post-test instrument. Preservice teacher tells the students that they are going to listen to the audio twice per questions. Once the post-test is completed, the teacher gives a questionnaire to each student and explain how they should complete it.	5 min

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During-listening	Time
Students follow the instruction given by the preservice teacher. Students listen carefully to each audio and perform the listening comprehension test. Once they finish the test, students begin to develop the questionnaire.	30 min
Post-listening	**Time**
Students finish and hand in the test and the questionnaire to the teacher.	3 min
Feedback / Closure	**Time**
The preservice teacher thanks each of the students for the collaboration received during the intervention.	2 min

Observations
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Signatures:

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Mgtr. Edgar Mariano Castillo
Thesis Director

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Mgtr. Omar Armijos Coronel
Institutional Tutor

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Luz Esperanza Guaman Macas
Preservice Teacher

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Annex 9. Research Matrix

Theme	Podcasts and listening comprehension among Bachillerato students at a public institution in Loja during the school year 2023-2024			

Problems	Objectives	Theoretical Framework	Methodological design. Action Research	Techniques/ Instruments
General Problem How do podcasts improve listening comprehension among Bachillerato students at a public institution in Loja?	**General Objective** To improve listening comprehension of the English language through podcasts among Bachillerato students at a public institution of the city of Loja, during the school year 2023-2024.	**Independent Variable** 4.1. Podcast 4.1.1. Types of podcast 4.1.2. Podcast for language learning 4.1.3. Podcasts as empowering learners' motivation, autonomy and confidence	**Mix method** • Quantitative • Qualitative **Action research cycle model** 1. Diagnosing 2. Action planning 3. Taking action	**Techniques:** • Testing • Observation • Survey **Instruments:** • Pre-test • Post-test
Sub problems What is the effectiveness of podcasts to improve listening comprehension?	**Specific Objectives** To verify the effectiveness of podcasts to enhance listening comprehension among Bachillerato students at a public institution in the city of Loja during the school year 2023- 2024.	4.1.4. Benefits of Podcast for the teachers and students. **Dependent variable** 4.2. Listening comprehension	4. Evaluating 5. Specifying learning **Intervention Proposal** PDP Lesson Plan (Pre, During and Post)	• Field notes • Questionnaire

What is the students' perception regarding the use of podcasts in English classes?	To analyze the Bachillerato students' perceptions regarding the use of podcasts to develop listening comprehension.	4.2.1. Definition of listening
		4.2.2. Extensive listening
		4.2.3. Intensive listening
		4.2.4. Definition of listening comprehension
		4.2.5. Strategies for effective teaching of listening comprehension
		4.2.6. Listening comprehension sub-skill
		4.2.7. Stages of teaching listening comprehension
		4.2.8. The importance of listening in the language acquisition
		4.3. Previous Studies