



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGES PEDAGOGY**

**ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

**THEME:**

**The Use of Podcasts to Improve Listening skill in EFL Learners of Second  
Semester at Technical University of Cotopaxi**

Research report before obtaining the bachelor's degree in National and Foreign Language

Pedagogy, English Major

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## DECLARATION OF AUTHORSHIP

Naranjo Vinueza Jessica Aracelly, with citizenship card No. 172417267-9, Shusho Tigasi Juana Michelle, with citizenship card No. 1726416447 declare to be authors of the present RESEARCH PROJECT: **"THE USE OF PODCASTS TO IMPROVE LISTENING SKILL IN EFL LEARNERS OF SECOND SEMESTER AT TECHNICAL UNIVERSITY OF COTOPAXI"**, being José Ignacio Andrade Moran, MSc. Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

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## ENDORSEMENT OF THE RESEARCH PROJECT TUTOR

As Tutor of the Research Project on the title:

**“THE USE OF PODCASTS TO IMPROVE LISTENING SKILL IN EFL LEARNERS OF SECOND SEMESTER AT TECHNICAL UNIVERSITY OF COTOPAXI”**, by Naranjo Vinueza Jessica Aracelly; Shusho Tigasi Juana Michelle, from the Pedagogy of National and Foreign Languages program, I consider that the aforementioned Research Report is deserving of the endorsement for approval, as it complies with the technical standars, translation, and prescribed formats, and has also incorporated the observations and recommendations proposed during the pre-defense.

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## ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve this Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujili Extension; because, the applicants: Naranjo Vinueza Jessica Aracelly; Shusho Tigasi Juana Michelle, with the title of the Research Project: "THE USE OF PODCASTS TO IMPROVE LISTENING SKILL IN EFL LEARNERS OF SECOND SEMESTER AT TECHNICAL UNIVERSITY OF COTOPAXI", has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.

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## **GRATEFULNESS**

I am deeply grateful to God for giving me health and life to complete this process. To my tutor MSc, Jose Ignacio Andrade for his guidance, support and encouragement throughout this research

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Michelle Shusho

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I dedicate my thesis to my family who have supported and encouraged me every step of the way in my academic journey. Their love and support have been my source of inspiration and motivation.

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Jessica Naranjo

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Michelle Shusho



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**UNDERGRADUATE PROGRAM**  
**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**

**TÍTULO:** El uso de Podcasts para mejorar la habilidad del escucha en estudiantes de segundo semestre de la carrera de Inglés de la Universidad Técnica de Cotopaxi

**Authors:**

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**RESUMEN**

Este estudio investiga el uso de podcasts para mejorar las destrezas de comprensión oral en estudiantes de segundo EFL de la carrera de pedagogía de los idiomas nacionales y extranjeros-Inglés con niveles A1. Este estudio se centra en las dificultades de muchos estudiantes para mejorar sus habilidades de escucha siendo esta una de las habilidades más esenciales. Esta investigación pretende determinar el uso efectivo de podcasts para mejorar las habilidades de escucha en la Universidad Técnica de Cotopaxi. Se empleó un método mixto, combinando enfoques cuantitativos y cualitativos con un diseño experimental y descriptivo. La muestra participante estuvo constituida por 19 estudiantes que participaron en 10 sesiones de práctica auditiva con podcasts. Los instrumentos utilizados para evaluar la habilidad auditiva fueron un pre-test que se aplicó en la primera sesión y un post-test que se aplicó en la última sesión para evaluar su habilidad auditiva. Además, se aplicó un cuestionario con 10 preguntas para conocer las percepciones de los estudiantes acerca del uso de podcasts para mejorar la destreza auditiva. Los resultados recogidos mostraron una mejora significativa en la escucha de los estudiantes después de que los estudiantes participaron en cada sesión, los datos cualitativos mostraron que la mayoría de los estudiantes también mostraron una mayor confianza y motivación para practicar la escucha en inglés con diferentes actividades que les permitieron sentirse cómodos. Finalmente, Esta investigación sugiere que el uso de podcasts puede ser una herramienta efectiva, los profesores pueden crear actividades que ayuden a mejorar la habilidad de escucha en los estudiantes. Además, los estudiantes quienes participaron en esta investigación mostraron un mejoramiento en su habilidad de escucha el cual puede tener un impacto positivo en su rendimiento académico. En conclusión, el uso de materiales auditivos como el podcast tiene un impacto positivo en la comprensión de la habilidad de escucha.

**Palabras claves:** Podcast, mejorar, habilidad de escucha

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**THEME:** The Use of Podcasts to Improve Listening skill in EFL Learners of second Semester at Technical University of Cotopaxi

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**ABSTRACT**

This study researches the use of podcasts to improve listening skill in second EFL learners of Pedagogy of national and foreign languages-English career with A2 level. This study focuses on many students' difficulties in improving their listening skills being this one of the most essential skills. This investigation aims to determine the effective use of podcasts to enhance listening skills at the Technical University of Cotopaxi. A mixed approach was employed, combining quantitative and qualitative approaches with an experimental and descriptive design. The participant sample was constituted of 19 students who participated in 10 listening practice sessions with podcasts. The instruments used to assess listening skills were a pre-test which was applied in the first session and a post-test which was applied in the last session to evaluate their listening skill. In addition, a questionnaire with 10 questions was applied to collect student's perceptions of the use of podcasts to improve listening skills, The results collected showed a significant improvement in students' listening after the participating students in each session, the qualitative data showed that most of the students also reported increased confidence and motivation to practice listening in English with different activities that allowed them to feel comfortable. Finally, this research suggests that the use of podcasts can be an effective tool in the classroom, as teachers can create activities that help improve students' listening skills. In addition, learners who participated in this research showed an improvement in their listening skills which may have a positive impact on their academic performance. In conclusion, the use of audio materials such as podcasts has a positive impact on listening comprehension skills.

**Keywords:** Podcast, improving, listening skill

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## 1. General Information

**Theme:** The Use of Podcasts to Improve Listening skill in EFL Learners of second Semester at Technical University of Cotopaxi

**Starting Date:** October 2024

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**Place of Research:** Pujilí

**Sponsoring Faculty:** Extension Pujilí

**Sponsoring Major:** National and Foreign Language Pedagogy: English

**Macro Project of the Major:** Academic discourse: A transdisciplinary study of education and linguistics in linguistic-communicative contexts for English language teaching.

**Work Team:** MSc. José Ignacio Andrade Moran

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**Knowledge Area:** Education

**University Research Line:** Education, communication and design for human and social development

**Extension Subline:** Education, Linguistics, Literature, Interculturality and Society

## 2. Problem Statement

Learning English includes developing different skills such as; listening, speaking, reading, and writing. Most students have difficulties in these skills around the world, but the most important problem is in the listening skills in schools, high schools, and universities. Lam and Duyen (2023) mention that “Listening is a challenging problem-solving task. For constructing context meaning by communicating with the speakers. In being aware of the elements affecting listening, listening stages, and the elements of the listening process, listeners should be encouraged to notice their listening skills.” (p.121). Listening skill is often difficult for students when learning a new language because it requires an ability to understand the different accents and sounds presented in the audio podcast. Additionally, this involves recognizing familiar vocabulary or new words that may be difficult to understand.

On the other hand, this skill is difficult because they are not familiar or simply do not use it daily. For example, in countries where English is taught as a second language are evident the problem that students have developing listening skills. English is a global language and it is used in a professional and educational context. EFL students usually have many difficulties with their level of understanding, mother tongue interference, accents, expression, new vocabulary, new phrases, and so on.

Also, Ecuadorian students of schools and universities have the same problems, especially in listening skills, this situation is a result of that most of those institutions do not have English teachers or have a low English level. Thus, a few years ago, schools did not have English teachers because this subject was removed from the curriculum, as a consequence, students had a low English level and when they had to retake it at the same school or university they did not know how to manage and did not understand it. It is important to mention that here in Ecuador old people think that study is a waste of time and they do not have interest in learning something new or do not allow that their children go to the school, and for that reason new generations have a poor knowledge.

Listening is an important skill that learners need to develop since they have to acquire vocabulary and common phrases that help them to communicate with other people, according to Wu and Zainol

(2013), “English listening skills had not been sufficiently attained by the students. This is because English listening skill is very much dependent on sufficient acquisition of grammatical knowledge and adequate vocabulary skills.” (p.10410) so listening provides insight into the pronunciation and intonation of words, which will enhance fluency and confidence in communicating. Listening comprehension challenges in students are usually a common problem, this is evidenced in university students often experiencing high anxiety and fear during listening tests, resulting in decreased concentration and consequently poor performance.

This problem is evidenced in learners at the Technical University of Cotopaxi, when they are learning a foreign language and have to listen an audio and do a test, they feel nervous, anxious, and even confused because they don't have previous knowledge-generating difficulties in comprehending teacher's instructions or even though avoid to participate in class for fear of feeling embarrassing. In most cases, when learning a new language, distractions are always present in everyday life whether it be phone calls, attractive images, external noises, or even annoying classmates causing a shortage of attention and therefore making learning difficult.

Nowadays technology is within everyone's reach where many platforms or apps allow us to watch or listen to different movies or series but without adequate or prior knowledge it can be difficult to understand a simple conversation because the variety of accents can affect understanding, the pronunciation of the words that are not familiar, the vocabulary or expressions are not common but if you look back in the past it was not accessible in classrooms so trying to reinforce any skill by themselves we're almost impossible.

Also, the absence of resources, whether economic or technological, is a huge problem when learning, since due to a shortage of them, students cannot practice and develop them properly. For example, during the pandemic, the deficiency of technological tools was a big problem for students who used to live in poor conditions or far towns given that some of them did not have a cellphone, a computer, or internet connection, and as a result of this those students cannot access properly to their classes, study or practice for a test and they lost the period or pass with poor knowledge, and



why this happen? All of this is a consequence of economic problems in those families, being that some of them lost their jobs or simply don't work and obviously as a consequence, they cannot adequately provide the necessary study materials for the students.

Nowadays there is the same problem even though the pandemic has already passed families cannot provide with necessary resources to the students, even there are university students who are from another towns or live far from their houses for studies, they live in a place where the university or have to travel and do not have enough resources to live, sometimes they have only for the passage or they live on barely enough, sometimes they don't even have enough to feed themselves properly.

Emotional support also is an important thing in the development of a student, but in many cases, students are alone, do not have a good relationship with the family, or simply do not have a close person to whom to tell their problems or who punishes them to study. Students of the Technical University of Cotopaxi have this problem. Most of them live far away from their families for studies and sometimes when they need a hug, a special day is or something is going bad they feel alone, confused, and sad. And the influence of these things makes students unmotivated and feel like they cannot continue or they feel that they are not good enough to do a certain activity. Although people think that it does not matter, or people say you are alone, you have to take care of yourself and not take care of the people around you, for many, this is a problem that affects their studies and even their personal life.

Another widespread problem for learners is when they try to study but they do not have an adequate space to do this, so this can be a challenge at the time of learning. One of the main ones is that they do not have a noise-free environment that affects their concentration, the comfort of feeling free when doing their homework, do not have adequate lighting that could bore them, unlimited access to all the educational resources they need, and a tidy environment. As a consequence, the difficulty of understanding and retaining any information affects their academic performance and leads to feeling frustrated or unmotivated and even having anxiety and stress.

It should be noted that within the university, not only young people study, but there are also adults with jobs or families who do not dedicate themselves completely to studying because their time is

limited and they do not have flexible schedules that allow them to have a good study space. But sometimes when they have free time, they waste it browsing social networks or simply handing in assignments within a time limit can cause pressure on each of them. All of this aspect leads us to propose the following research question. What are the students' perceptions towards the use of podcasts in English classrooms?

### **3. Objectives**

#### **General Objective**

To determine the effective use of podcasts to develop listening skills in EFL learners.

#### **Specific Objectives**

- To establish theoretical foundations to address the research topic.
- To identify students' level of listening comprehension.
- To define conclusions and recommendations about the use of podcasts.

#### 4. Activities and Task System in Relation to the Objectives Proposed

Specific Objective	Activities	Verification Means
To establish theoretical foundations to address the research topic.	<ul style="list-style-type: none"> <li>• Search relevant information in papers, thesis, etc.</li> <li>• Highlight and select relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical framework</li> <li>• Background</li> </ul>
To identify students' level of listening comprehension.	<ul style="list-style-type: none"> <li>• Choose audio podcast according the level of students.</li> <li>• Make a lesson plan for each session.</li> <li>• Take a pre-test to measure the listening levels of students.</li> <li>• Use audio podcasts that are according to the level of the students.</li> <li>• Take a post-test to see if using podcasts enhance student's listening.</li> <li>• Take a questionnaire.</li> <li>• Check and tabulate the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Post-Test</li> <li>• Audio podcasts</li> <li>• Lesson plans</li> <li>• Questionaries</li> <li>• Data tabulation</li> </ul>
To define conclusions and recommendations about the use of podcasts.	<ul style="list-style-type: none"> <li>• Apply a questionnaire to see the opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusions and recommendations.</li> </ul>

## 5. Justification

This research was carried out at the Technical University of Cotopaxi due to the low quality of listening that students have, it is evidenced when learners are learning a new language, in this case, English has a lot of difficulties understanding what the audio says, and they feel nervous and anxiety given that learning English is challenging for those who do not have previous knowledge, and it follows that learners do not feel motivated and as a consequence, they may find English is boring and difficult. Learning a new language requires the acquisition of four skills: listening is one of the most important, representative, and demanding, playing an important role in effective communication given that it is required in educational and professional contexts. For that reason, nowadays it is essential to recommend that students practice with videos and audio materials so they can improve and acquire their listening skills in a better way.

Considering that the students have difficulties when they listen, using technological tools like podcasts could be a good alternative to improve and incentivize students to learn another language and enhance their listening skills, podcasts offer numerous benefits and have a variety of content with native or nonnative speakers that have different accents and expressions that can help learners to extend their knowledge in a real context. At the same time, this allows students to learn at their own pace and choose the topics they like the most or are of interest to them, as the episodes can be listened to repeatedly as needed. The beneficiaries of this research will be students at the Technical University of Cotopaxi who have hearing difficulties since they are learning English and teachers who pretend to start using these technological tools.

This study is feasible due to this kind of resource is available on websites and apps that students and teachers can access easily, choose a topic according to their preferences, which means topics for all ages, current topics, short or large topics, levels A1-A2-B1-B2, and so on. This can be saved or even downloaded. This research presents an innovative resource to practice listening skills and refine the auditory sense, allowing the student to adapt different forms of pronunciation and to maintain or engage in conversation with others.

Among other aspects, the impact of this study is significant given that the data obtained will be useful to help students enhance their listening skills, and even motivate teachers at the Technical University of Cotopaxi to use digital tools such as podcasts in their classes. Integrating podcasts into the classroom allows teachers to provide content that can facilitate more interactive teaching with modern resources. This study can be representative for the English career because this could be a good source of information for teachers and students who want to implement new technological tools in their classes.

## **6. Scientific and Technical Foundation**

### **6.1 Background**

For this study, several studies were found which will help us in our research project.

In the international context, Harahap (2020) carried out a study called “Podcast Impacts on Students` Listening Skill. This study involved fourteen participants in the data analysis was conducted descriptively. The findings of this study show that the use of podcasts in classes showed greater interest in students due to there being a wide variety of podcasts on websites which allows them to improve their listening skills.

On the other hand, Syhabuddin et. al. (2021) in his study carried out in the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh, with 15 students and called “Improving Students' Listening Skill Using Podcasts” says that podcasts help students to improve their listening skills. It was proven by the improvement of the mean score of students' pre-test and post-test, this study suggests that developing English listening skills can be boosted with Podcasts

Fadhilatun et. al (2022) carried out a study with 35 students of seventh grade of SMP Muhammadiyah, the method used was quantitative method with pre-experimental as a research design, this aims the effectiveness of podcast in improving students listening skill. As a result, research concludes that use podcast in English classroom was an effective tool to improve the listening skill of students.

A study carried out by Rahmawati and Sianturi (2021) about “Audio Podcast-based Learning Media in Improving Students` Listening Comprehension and Pronunciation”, the participants was

students of fourth semester of English literature career, they use two methods, which were quantitative and qualitative, in the findings mention that the use of podcasts as a learning medium received positive responses in the students survey, Also with the use of podcast students are encouraged to improve their listening skill.

Chaves-Yuste and Peña (2023) studied:

The effectiveness of podcasts for students' English language proficiency, seventy-eight learners participated in the study, two different groups were created, the first group was controlled and the second was an experimental group. The instruments were applied over three months and a quasi-experimental method was used which means quantitative data was obtained that allowed verifying in the students' grades whether this was effective or not. The results demonstrated that using podcasts in the classroom is so beneficial to improve language proficiency, especially speaking and listening skills.

In South America, as in other regions, interest and perception of podcasts can vary depending on the country and cultural context. However, podcasting has gained considerable popularity in the region in recent years. For example, Parrales (2023) in his study carried out with fifty A2 students which their distribution was of 25 students in the experiment class and 25 students in the control class.

A quasi-experimental design with a pre-test and post-test was applied in this research. In addition, a survey questionnaire and an interview were administered to the experimental group to explore their perception of the use of this podcast in improving listening skills, this study concludes that using podcasts to improve listening skills can be a highly effective and enjoyable tool for students of all ages, as they facilitate the acquisition of new vocabulary and boost student engagement.

On the other hand, Chalapu (2021) states that:

Listening is a fundamental receptive skill given that it helps to understand and is an important piece in communication. Also mentioned that listening skill in the English area do not have innovative techniques and methodologies that contribute to meaningful learning, and above all students lose interest and motivation in learning to listen.

Gusnadi et al. (2023) state that

Listening is the most important skill in English and frequently this presents students with challenges in the classroom. However, this research demonstrates how to implement authentic materials that can more effectively enhance students' listening abilities. Participants were selected in a sampling way and employed a quasi-experimental design in which the use of instruments such as the pre and post-test was implemented to evaluate the academic performance of the participants. The findings suggest that teachers should use authentic materials as this will improve the skills of the learners.

Cabrera (2022) states that

A podcast is audio content in which anyone can listen to their topics of interest. A podcast can cover various topics like: entertainment, opinion, news, and reviews. Also, they can provide an excellent opportunity for students who have visual or attention issues to approach class materials. This study suggests that the use of podcasts is a great way to teach and learn, due to this have a lot of topics for all ages, it helps to acquire vocabulary and new knowledge, besides the use of this helps enhance listening and speaking skills.

In Ecuador's context, the study done by Eras et.al (2024),

Focuses on the use of technological tools such as podcasts to discover the level of effectiveness in improving listening skills in English, the study showed a remarkable and significant improvement in the students' listening skills after several sessions where podcasts were used as the main teaching tool.

On the other hand, a work done by Nuñez (2021) who is looking for new techniques and teaching methods that allow the development of skills in the educational aspects, the application and effectiveness of podcasts can be very useful and beneficial to improve listening skills with interesting topics. For this study, 43 students from second year high school at Unidad Educativa "Ambato" were selected. A previous test was applied to assess

the level of the students' listening skills. After this, a survey was applied in order to know the main problems in the development of speaking skills by the students.

Albán (2021) researched the influence of the podcasts to develop listening skill in 43 students of the ninth year of superior basic education aged between 13-14 years at UE “Ramon Barba Naranjo High School” A quasi experimental research study was applied, the application of the pre-test and posttest was carried out in two groups, in this study mentions that adapting the teaching-learning process to current and technological methods to apply podcasts for the listening development that motivates students to have a greater interest in learning English as a foreign language.

In Loja, Rodriguez and Argudo (2023) conducted a study using podcasts with topics for each of the levels (A1-A2-B1-B2) in order to evaluate the advantages and disadvantages that the podcast could have on students.

## **6.2 Theoretical Framework**

### **6.2.1 Podcast**

Chan (2020) states “A podcast is an audio file that can be downloaded, shared, and listened to on different media devices. In recent years, podcasts have been used in an educational context, they can be more flexible and accessible tools for teaching-learning” (p.1). Additionally, Marqueta (2023) mentions

A podcast is a series of episodes with a specific theme or connected for the same reason and is characterized by a similarity with a radio program, i.e., the use of sound language as a communication code that combines its four elements: text, music, sound effects, and silence. In contrast to radio, its transmission is done through digital channels, both web pages with audio streams and its distribution is through online platforms, social media, and social networks. (p.4)

As Ainun et. al (2023) argue

Podcasts are an effective tool for teaching oral skills, as they significantly improve students' ability to understand the language. On the other hand, podcasts allow teachers to teach these



skills more easily, as they offer accessible and varied content. Through this type of media, students can practice and improve their English listening skills in a more enjoyable and relaxed way. (p.364)

Listening to podcasts also allows them to familiarize themselves with the language, as they can do so at any time and in a more relaxed environment, which contributes to their learning.

Stefancik and Stradiotová (2020) point out that

Podcasts, as a Web 2.0 instrument, can be a valuable educational tool that will favor the performance of various skills in students. While encouraging the enjoyment of the listening activity, podcasts help students improve their listening skills and motivation. Research into the use of podcasts in education has revealed that they not only help improve listening comprehension but also speaking (p.49)

### **6.2.2 History of Podcast**

Converting content into sound, capturing it, and distributing it was not a fantasy of the last turn of the century; a hundred years ago there was a curious and anecdotal precedent.

Marqueta (2023) also emphasizes that the first podcast in history was in Spanish, was published in 1999 and, of course, was not called a podcast until five years later. The idea came from the Mexican website canaltrans.com, which, as they define themselves, is “a virtual cultural center”.

February 12, 2024, celebrated the twentieth anniversary of the birth of the term podcast. Its creator was Ben Hammersley, a journalist from The Guardian, who published on that date “Audible Revolution”<sup>6</sup>, an article dedicated to the audio revolution in the digital era, motivated by two main factors: the boom in online radio and the appearance of a successful mp3 file player, Apple's iPod.

It is also important to mention that while the COVID-19 pandemic confined the population for months, it changed many people's daily habits. The radio, with the loss of promoters and the closing of businesses, gained an audience, as it was one of the means of communication that most connected with reality. As time went by, listeners also looked for other types of content away from current events to reduce the saturation of information about COVID-19. This is where digital audio, especially podcasting, experienced the biggest uptake in history.

### **6.2.3 Types of podcasts**

The most common formats of podcasting are audio or video which can include images, sound, or video. There are many types of podcasts. As mentioned by Tidal (2021):

#### **Solo Style**

According to Tidal (2021), “This podcast style is exactly as it sounds. It is a single-host format where the host discusses topics on his or her own. They are the primary voice of the podcast. This is probably the easiest podcast to begin with” (p.7)

This author also mentions this kind of podcast has advantages and disadvantages, it only needs a microphone and a computer and the podcasters can do the podcast on their own and save time by not needing guests to do the show and can establish a better relationship with their listeners. On the other hand, the host may feel uncomfortable talking alone or creating their script for a long podcast.

#### **Interviews**

Tidal (2021) also points out that “interviews may also require extra planning such as scheduling a time to record, adding additional setups for recording remotely, and preparing and researching interview questions” (p.7).

This interview format has become popular among podcasters because it consists of interviewing the guest with questions to make them feel comfortable and the conversation can run in a better way. Some of these examples can be found on Spotify, YouTube, and other applications. This podcast is not limited to the free expression of the interviewer and the interviewee, their opinions are free and uncensored. This author mentions other types of podcasts as those listed below:

#### **Panels**

Podcast panels involve three or more people discussing a topic. This type of podcast format can be very informative for the listener as the host and participants give a multitude of perspectives. Even more so, there may be a dynamic energy between participants, which makes for an interesting conversation.

### **Audio Lectures**

This is a podcast where the teacher presents a narrative or lecture to the student. Next to explaining concepts or theories, you can also use this moment with your students to give a short overview of the week's course content and to highlight important research in the field.

### **Case Studies/ Expert Interviews**

These are podcasts where you make a connection with the outside world, for example, case studies, interviews, or a round table with experts – the students can listen in and this provides them with multiple voices.

### **Reflection**

Another way of using audio or podcasts is by giving students feedback on assignments or by answering questions that have come in - this can be done both to individual students or to a group. Although not “direct”, you could label it as a dialogue between teacher and student.

### **Radio Style**

When you are a podcast or radio listener yourself, you are probably familiar with radio “documentaries” where a reporter goes into the field and combines interviews & atmosphere sounds. Mixing it afterward with a voice-over commentary. This podcast style can be quite 4 time-intensive when it comes to recording on location and editing all the pieces together, but the result will be very dynamic! (p.8-10)

### **Students-Generated Podcasts**

Letting students make their own podcasts in the context of an assignment promotes active and dialogic pedagogy. On one hand, students develop a deeper understanding of the topic. On the other hand, it stimulates the development of collaborative, problem-solving, and creative skills. (p.4-5)

### **6.2.4 Importance in education**

That is important to mention now that the use of digital material inside the classroom is helpful so students can enhance their skills. The advance of technology has been evident over time, the field

of education is no exception and the teaching-learning method has been transformed. The use of technological tools in the classroom can have a positive impact, such as the use of podcasts to improve listening skills. Tarmawan et. al (2021) point out that the purpose of podcasts as a different study method is to enhance learning and teaching experiences. They offer advantages to educators and learners, such as improved listening and comprehension skills. Podcasts can be an educational and beneficial tool. They are easy to incorporate into schools or other educational settings, thus enhancing the learning experience.

### **6.2.5 English as a Language**

English is an international language which is used officially all around the world, this can connect society with the world in various aspects. Anybody who wants to make connections with the world should learn English. In a society where English is not the main language, it is necessary to learn English in order to reach the outside world, which has saved a lot of progress can't be separated from the role of English as a means of communication that can lead to that progress. (Nuriska, 2021).

Yashika (2023) states that English as a second or foreign language instruction has become a key component of global education. English language instruction is a multi-billion dollar industry, with millions of learners enrolled in language institutions, private tutoring, and digital programs. English is taught at various stages of education, the way English is taught has changed from a classical method focused on grammar and translation to a more communication-oriented approach that prioritizes speaking and listening skills.

### **6.2.6 Productive Skills**

HATIPOĞLU (2021) says that speaking and writing are productive skills that are difficult to develop and assess in a foreign language. These activities need many different types of knowledge. Testing how a student speaks and writes takes more time than checking if they understand what they hear or read. Because of this, final exams often don't include these parts.

To help students learn a foreign language better and to help teachers know how to teach, it's important to do assessments during classes about how students speak and write. These assessments should be well organized in language classes.

Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good commands on speaking skills develop a real sense of progress among learners and boosts their confidence.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives confidence and marks his expertise on a particular language.

Another reason why learners need to write is for assimilation. Writing is an effective way of reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. (p. 3)

### **6.2.7 Receptive skills**

According Nuraeningsih (2022) points out “It is very crucial to develop receptive skills to English Foreign Language (EFL) students because, through receptive language, they are exposed to English texts that are meaningful as language input” (p.50)

The development of listening and reading comprehension skills is vital for learners of English as a foreign language. These skills enable them to understand English from real sources. By engaging with meaningful texts, students absorb new vocabulary and grammar naturally. This helps them understand how English is used in a variety of situations and their fluency improves, increasing their confidence. This active engagement with English is key to language acquisition.

Amirzai (2021) states listening comprehension, a fundamental receptive skill in language learning, enables students to obtain information from the outside world. By listening attentively, learners acquire knowledge and improve their ability to speak accurately and adequately, reflecting what

they have assimilated. The ability to listen facilitates the accurate reception and interpretation of messages, which is essential for effective communication. (p.19)

### **6.2.8 Listening Skill**

“Listening skill is a combination of a highly-complex process of decoding sounds, from the smallest meaningful units to understanding all sorts of reductions of sounds. This is not just an innate ability. It can be developed through practice and mindfulness” (Meganisha, 2023).

Listening is one of the most important skills and students have difficulties therefore it is important to do different activities that allow them to improve it.

Listening refers to the action of listening to what others say and trying to understand what it means, that is, the communication process where there will be the possibility of interaction between living beings. Also is the importance of people-focused attention when listening, having a perception of what will allow identifying the elements of the message, the speaker, and the context. In addition, it is the ability to interpret the messages and meanings of others. (Quiña and Santamaria, 2022, p34.)

According to Putri (2024), “Listening skills is a term that describes all of the steps associated with making and comprehending a person's language. These involve pronunciation, comprehending the meaning of particular words, and figuring out how sentences are put together” (p.11)

For the creation and comprehension of people's language, auditory skills are collectively involved, in which the pronunciation and meaning of words and the structure of sentences that are part of everyday life are developed.

### **6.2.9 Importance of Listening Skill**

The importance of listening skills, which enable an individual to communicate with their environment, serve as the foundation of learning, and aid in the development of language skills, are well established and should be given the appropriate weight in the educational process. Listening skill develops as a result of social learning and is reinforced in educational settings

through planned and programmed activities. Furthermore, it occupies its place and maintains its significance as a complement to the educational process. (Coskun and Uzunyol, 2021)

Ugomma (2024) mentions that listening is very important to the personal and academic life of a student because it is not only core to the learning of the English Language but also to other courses across the curriculum. Besides being beneficial to the student's studies, it equips him with a greater chance of being a successful entrepreneur, manager, and even leader, as well as improving the general well-being of the individual. However, despite its importance, the teaching of listening skills has been neglected and has not been given adequate attention in most schools, both at the secondary and tertiary levels.

Vani and Veeranjneyulu (2023) state that listening skill is an important skill in improving communication, the content listened to and understood thoroughly could help to acquire new vocabulary and knowledge. Learners cannot communicate properly if students do not develop their listening skills. Effective listening needs a strong mind to understand the context, so many studies show that listening plays a crucial role in developing communication.

#### **6.2.10 Listening Process**

Many factors can interfere with listening, so you need to be able to manage several mental tasks at the same time in order to be a successful listener. The listening process involves some stages that will be explained in the next lines.

**Hearing:** This is a perception of sounds, here you have to listen carefully to understand the message. This is the first step to follow the listening process and you need to concentrate and be careful of what you hear.

**Attending:** It refers to what our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The brain selects the important information and retains this.

**Understanding:** It consists of analyzing the meaning of the sounds heard. In these steps, the listener has to be careful and have to concentrate because here they will interpret the message that they received.

**Remembering:** It means that the things that we hear stay in our minds and remember when it is necessary. The things that we heard in the second step are remembering.

**Evaluating:** The listener evaluates the message that has been received and can do commentaries about what he/she heard.

**Responding:** Here the speaker checks if the message has been received is correct and gives good feedback about it.

Listening is not only listening, it also consists of a series of stages that learners have to follow to learn and improve their listening skills in a good way (Quiña and Santamaria, 2022).

### **6.2.11 Types of Listening**

#### **Extensive Listening**

Extensive listening helps the students acquire the phonological systems-pronunciation, sounds, stress, intonation, and linking. Extensive listening provides chances for students to listen to various sounds. The material could be found from many sources, and this activity is not limited to a certain time. However, teachers should take the role of guidance which is giving some explanation to the benefit of extensive listening.

#### **Intensive Listening**

“Intensive listening is an active and focused listening technique that involves paying attention to the details of oral messages. This activity demands the listener’s capability to understand deeply what the speaker or audio is saying” (Meganisha, 2023).

Some authors Sree and Noonsavathu (2023) also mention other types of listening such as:



**Casual listening**

In this type of listening, we listen without any purpose. In this, listeners do not have any seriousness. Examples of this are listening to music, listening to stories, etc.

**Focused listening**

This is a type of listening in which the listeners maintain the seriousness in grasping. This is purposeful listening. It includes listening to lectures and listening to any serious information.

**Appreciative listening**

In this type of listening the listener listens to accept and appreciate what is said by the speaker. This is often done when listening to music with only the intent to enjoy the sounds that are heard.

**Gist listening**

This is a type of listening in which the listener listens to the important points. (p.11)

**7. Methodology****Research approach**

This study employs a mixed method to obtain information on a specific issue because a pre and post-test were applied to measure the students' listening skills and a questionnaire was used to know the students' opinions. This mixed method approach is a combination of qualitative and quantitative approaches based on the purpose of the study; the integration of both methods can help researchers deal with difficult situations in different fields of research as defined by Taherdoost (2022).

The qualitative aspect utilizes various empirical materials that show the routines and problems that individuals are struggling with in their lives by focusing on their in-depth meaning and motivations which cannot be defined by numbers and the quantitative aspect employs numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them.

In this research, an experimental and descriptive design was used. For the experimental approach, a pre-test was used to know the level of students listening and a post-test was applied to discover if implementing podcasts in class can help students improve their listening skills. The other one, a questionnaire was used to get students' opinions and whether the use of podcasts can help them learn and improve their skills and this allowed us to know the impact of the use of podcasts as a technological teaching tool. According to Chebet (2023), descriptive research design collects information by interviewing or administering a questionnaire to a sample of individuals. Descriptive research aims to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends within the data.

### **Research context**

This investigation was conducted at the Technical University of Cotopaxi in the second semester. This university is located in the canton of Pujili. The participants of this research were 19 students with an A2 level English of the Pedagogy of National and Foreign Languages (PINE) career. The sample included seven males and twelve females between the ages of 18 and 21, and all participants were in the 2nd-semester. In this research, the homogeneous sampling technique was applied as purposive sampling to deliberately select participants and it consists of selecting similar cases for further investigation of a given phenomenon or subgroup of interest.

### **Data collection**

The researchers used replicated instruments to collect data which were a pre-test and post-test with 25 questions, these instruments were used to measure the level of listening skill that the 2nd-semester students have. According to Marithasari et al., (2023), pre-tests and post-tests help teachers find out whether the process carried out is successful and following the learning objectives. It is also very useful for controlling the English language skills of the students.

For this reason, this test was applied to assess the students' preliminary level of listening comprehension in English, a pre-test was administered. The results of the pre-test provided

valuable information about each student's listening comprehension level. In addition, this assessment served as a reference point to measure students' progress throughout the course.

On the other hand, Pan and Sana (2021) states that “The use of practice tests to enhance learning, ranks among the most effective of all pedagogical techniques. Pretest involves taking tests before to-be-learned information is studied, whereas posttest involves taking tests after the information is studied” (p. 1).

Also, a questionnaire with ten questions was taken at the end of the test to know the opinions of each participant. Also, the questionnaire contained ten questions on a Likert scale (strongly agree, agree, disagree, and strongly disagree). The questionnaire was adapted from the studies developed by Harahap, (2020); Darwis, (2016); and Li, H. C, (2009).

According to Arundel (2023), questionnaire response rates depend a considerable amount on the interest of the participants. For participants to get involved, the survey topic and questions must be relevant and meaningful to them. When respondents perceive a personal connection, they are more likely to be motivated and engaged and to provide high-quality, well-considered responses.

In this survey, to evaluate the effectiveness of podcasts as a tool to improve listening comprehension in English, a satisfaction survey was conducted. This questionnaire focused on collecting students' opinions and perceptions about their experience with the use of podcasts to improve listening skills. The questions included a variety of aspects, from podcast liking, audio quality and content relevance, to the usefulness of podcasts for understanding different accents and implementing podcasts in the classroom.

The results of this survey provided valuable information about the use of podcasts as a teaching resource. In addition, it allowed us to determine if the podcasts meet their objective of improving students' listening skills and if the podcasts were well received by the students. And the test was taken from Cambridge level A2 (2022). Cambridge Assessment (2017) points out that:

The Cambridge Approach emphasizes the importance of viewing ‘fitness for purpose’ as being related to the interests and needs of the various stakeholders in the assessment and

not merely some of them. Assessments and qualifications that are used for selection and progression purposes – e.g. for university admissions – must have measurement properties consistent with the use to which they are being put. But it is vital also to recognize that formative assessment and in-course assessment, while not used for selection purposes, can have a powerful effect on learners' views of themselves (their identity as learners, their sense of belonging to specific learner groups) and can dramatically affect learners' decisions about the things at which they are 'good' and 'bad'. (p.10)

Researchers followed the steps to collect data. The data collection was carried out in three weeks, three days each week in ten meetings in a face-to-face way. In the first meeting researchers came into the classroom to greet and offer guidance to the learners who were taking part in the activity, the researchers introduced themselves to the students and explained what our project was about.

Subsequently, a pre-test was taken from Cambridge which usually consists of four parts, each with a set number of questions. The audio recordings are played twice and the total time is usually about 30-40 minutes, including time for students to complete the answer. In the second meeting, researchers applied podcast activities taken from the British Council such as a quiz that the students could practice, in the third meeting a series of podcasts was applied with activities like filling the gap, putting in order the conversation, and so on; in the fourth meeting, students select the correct answer in each question and a lyrics song was completed.

In the fifth meeting, students listened to audio and they had to write the words that heard and answered the questions; in the sixth meeting, the learners completed the exercises with correct answers. In the seventh meeting, students listened to the audio and selected the correct answer; in the eighth meeting, learners completed the correct word and filled the gap in the exercises. In the ninth meeting, the activities podcast was completed with the correct word according to the audio and in the last meeting, researchers handed out a post-test to students similar to the pre-test. The audio was played twice, in some meetings the audio was played up to three times. At the end, students filled out the questionnaire with ten questions, and the content of each question was explained to them.

**Data analysis**

After collecting the data using the instruments. First, the Excel program was the main tool for this analysis, this was used to compare the pre-test and post-test scores in a descriptive table summary. (Table 3) The results of the pre-test and post-test assessments were used to measure the students' progress in their listening comprehension in English with these results were used to quantify the impact of the use of the podcast in the classroom.

Secondly, the results of the satisfaction questionnaire were analyzed for each question in the questionnaire the percentages of each response (SA, A, D, SD) were calculated. This allowed us to identify the distribution of the students' opinions on each item. These results showed whether students were satisfied with the use of podcasts to improve their listening skills, or whether they expressed any difficulties or disliked them.

## 8. Analysis and Discussion of Results

Once the data was collected and concluded, this chapter focused on describing the results obtained from the tests and the questionnaire. As mentioned before the pre-test scores were described in a summary table. These scores allow us to identify the measure of student listening skills. (See table 2)

**Table 2.** Pre-test scores

Students	Pretest score
Ss1	4,00
Ss2	5,20
Ss3	8,00
Ss4	3,60
Ss5	1,60
Ss6	3,60
Ss7	7,20
Ss8	5,20
Ss9	9,60
Ss10	5,60
Ss11	2,80
Ss12	2,80
Ss13	2,40
Ss14	3,60
Ss15	2,80
Ss16	1,60
Ss17	3,60
Ss18	1,60
Ss19	1,20

Source: Pre-test  
Elaborated by Researchers

In this way, the scores were classified in each meeting. The first meeting consisted of a pre-test assessment of listening skills, 16 of the 19 students had scores low, indicating that most of the students had difficulty in listening and needed to improve.

In the second meeting, the researchers applied exercises to practice listening skills which is evidence that students improved their skills and got better scores which means 13 students improved their scores.

In the third meeting, listening exercises were applied but in these cases, only 8 students obtained a high score and 13 students a grade less than 7.

In the fourth meeting, students continued to practice their listening skills with different activities where 13 students obtained a grade higher than 7 which means their progress still keeps in the same range.

In the fifth meeting, half of the students obtained a high score and the other one obtained low scores.

In the sixth meeting, 13 students obtained a grade lower than 7. In contrast, 6 students obtained a grade higher than 7. This group demonstrates that a big group of the class achieved satisfactory academic performance.

In the seventh meeting, 14 students obtained a grade higher than 7, this group indicated that students were able to achieve good grades. In contrast, 6 students scored less than 7.

In the eighth meeting, 11 students obtained scores higher than 7. However, 8 of the students did not reach the score required due to obtained low scores.

In the ninth meeting, 15 students obtained a score higher than 7. This group showed a great advance in their skills while the 4 students had a lower grade.

The tenth meeting consisted of a post-test score, when this was compared with the pre-test most of the students improved their score, some students reached the minimum score and others maintained the same score showing evidence of progress in their listening skills.

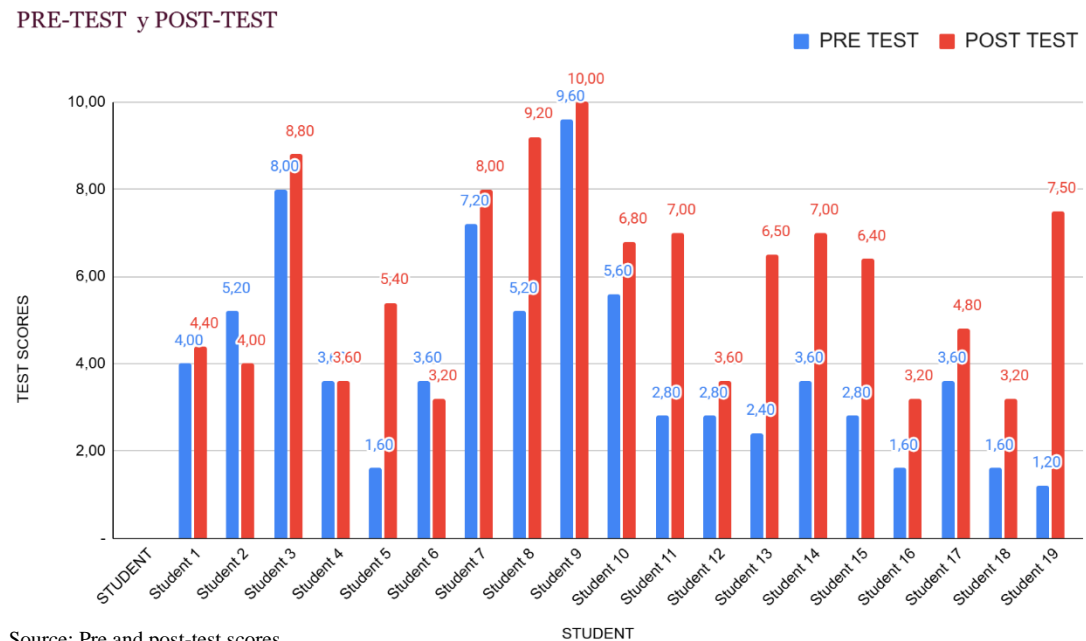
**Table 3.***Pretest and posttest results*

STUDENTS	PRE-TEST (s 1)	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	POST-TEST (s10)
Student 1	<b>4,00</b>	7,60	6,60	6,10	7,10	4,10	9,23	5,60	8,60	<b>4,40</b>
Student 2	<b>5,20</b>	8,30	4,10	9,50	8,50	8,50	10,00	7,00	8,60	<b>4,00</b>
Student 3	<b>8,00</b>	9,70	8,60	9,50	9,20	5,80	10,00	8,80	10,00	<b>8,80</b>
Student 4	<b>3,60</b>	8,80	5,60	9,50	5,00	5,00	6,10	5,40	9,30	<b>3,60</b>
Student 5	<b>1,60</b>	7,20	2,30	6,10	5,70	5,00	8,40	5,40	5,40	<b>5,40</b>
Student 6	<b>3,60</b>	6,70	5,20	6,60	7,90	5,80	9,20	6,80	8,60	<b>3,20</b>
Student 7	<b>7,20</b>	9,50	6,20	8,50	8,50	5,80	10,00	8,00	9,30	<b>8,00</b>
Student 8	<b>5,20</b>	9,00	8,00	9,00	9,20	9,20	9,20	9,20	9,20	<b>9,20</b>
Student 9	<b>9,60</b>	9,50	9,00	10,00	9,20	9,00	10,00	8,80	10,00	<b>10,00</b>
Student 10	<b>5,60</b>	5,60	7,80	7,60	5,00	5,00	5,00	6,80	6,80	<b>6,80</b>
Student 11	<b>2,80</b>	2,80	6,40	7,10	6,40	5,80	5,80	7,00	7,00	<b>7,00</b>
Student 12	<b>2,80</b>	9,50	9,50	6,60	5,00	9,00	7,70	7,00	8,00	<b>3,60</b>
Student 13	<b>2,40</b>	5,50	2,90	7,10	5,00	5,00	9,20	6,50	6,50	<b>6,50</b>
Student 14	<b>3,60</b>	8,10	8,80	8,80	5,00	5,00	5,00	7,00	7,00	<b>7,00</b>
Student 15	<b>2,80</b>	5,80	4,30	6,60	3,50	3,30	7,70	3,30	6,60	<b>6,40</b>
Student 16	<b>1,60</b>	7,60	5,20	8,50	5,70	5,80	7,70	5,90	9,30	<b>3,20</b>
Student 17	<b>3,60</b>	7,60	4,30	6,19	6,10	7,50	6,90	7,50	8,60	<b>4,80</b>
Student 18	<b>1,60</b>	6,00	2,90	8,00	7,90	4,10	8,40	7,70	9,30	<b>3,20</b>
Student 19 and posttest score	<b>1,20</b>	3,70	9,00	7,90	7,50	6,90	7,50	7,50	7,50	<b>7,50</b>

Elaborated by Researchers

After tabulating the pretest and posttest results, the results are presented in the following graphs.



**Graph 1: Pretest and Posttest results**

Concerning the results of the pre-test, almost all of the students have a grade lower than 7 which means that 84,21% presented difficulties with listening skill.

Regarding the results of the post-test, most of the students obtained higher scores in comparison to the pre-test, so it is evident the improvement of their listening skills, that is to say, 36.84% of the students obtained scores higher than 7.

### **Analysis of the results of the surveys applied to students.**

After the researchers applied the pre and posttest, a survey was filled out to the students, in order to know if the use of the podcast is useful or not to improve their listening skills. The results obtained from the surveys are as described below.

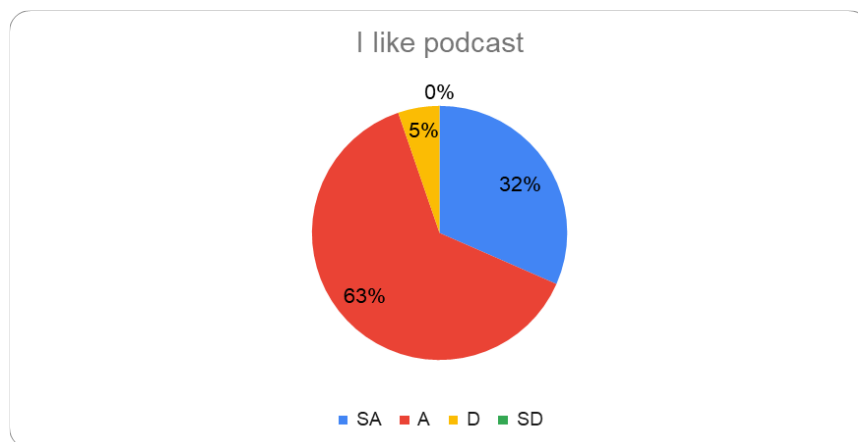
## 1. I like podcast

**Table 4**

Item	f	%
<b>Strongly Agree</b>	5	63
<b>Agree</b>	12	32
<b>Disagree</b>	1	5
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 2**



Source: questionnaires  
Elaborated by Researchers

Of the total of the students, the 32% mention that strongly agree that like podcast, on the other hand, the 63% mention that agree that like podcast and the 5% of the students are agree with the podcasts, this result allow us to observe that using some technological means such as podcasting can be used as a pedagogical tool.

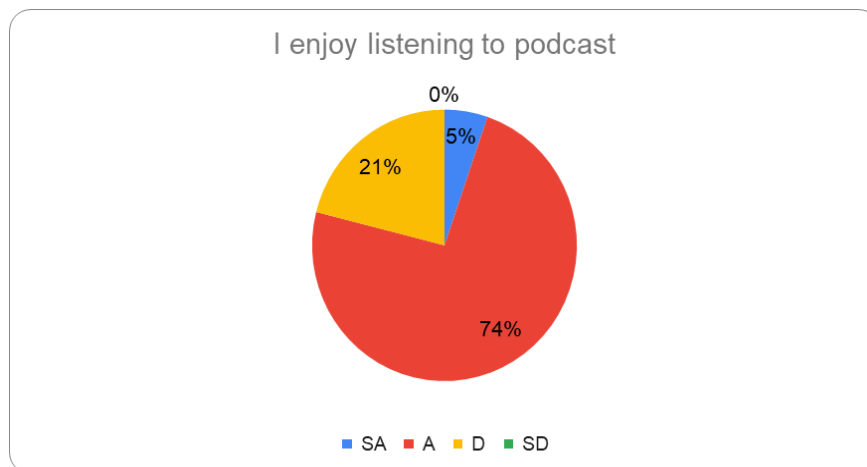
## 2. I enjoy listening to podcast

**Table 5**

Item	f	%
<b>Strongly Agree</b>	1	5
<b>Agree</b>	14	73
<b>Disagree</b>	4	21
<b>Strongly Disagree</b>		

Source: questionnaire  
Elaborated by Researchers

**Graph 3**



Source: questionnaires  
Elaborated by Researchers

When asked if students enjoy listening to podcasts, approximately 5% mention or express a high level of enthusiasm for the podcast; 74% indicated that they agree with the use of the podcast which represents a majority while 21% stated that they disagree with enjoying the podcast. These results show us it can be useful to incorporate podcasts such as tools.

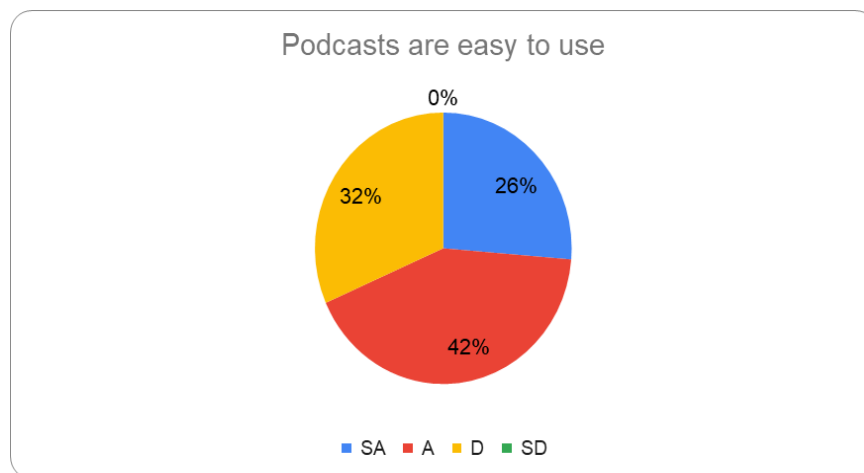
### 3. Podcasts are easy to use.

**Table 6**

Item	f	%
<b>Strongly Agree</b>	5	26
<b>Agree</b>	8	32
<b>Disagree</b>	6	42
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 4**



Source: questionnaires  
Elaborated by Researchers

When asking students if the podcasts are easy to use, 26% mentioned that they strongly agree that they have a positive perception of using them; 42% agree the podcasts are accessible and easy to use and 32% find difficulties or challenges in using podcasts. These results can be useful to identify in which areas students are best.

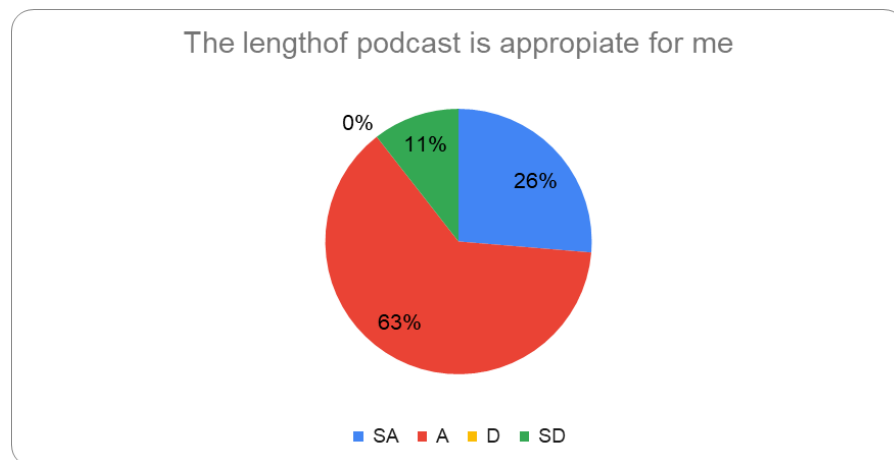
#### 4. The length of podcast is appropriate for me.

**Table 7**

Item	f	%
<b>Strongly Agree</b>	5	26
<b>Agree</b>	12	63
<b>Disagree</b>		
<b>Strongly Disagree</b>	2	11

Source: questionnaires  
Elaborated by Researchers

**Graph 5**



Source: questionnaires  
Elaborated by Researchers

Of the total of students, 26% considered that they strongly agree with the length of the podcast; 63% expressed agreement which suggests the majority of students consider the length is appropriate. However, 11% indicated a minority opinion about the length of the podcast. This represents a positive attitude towards duration although only a minority of students have a negative attitude.

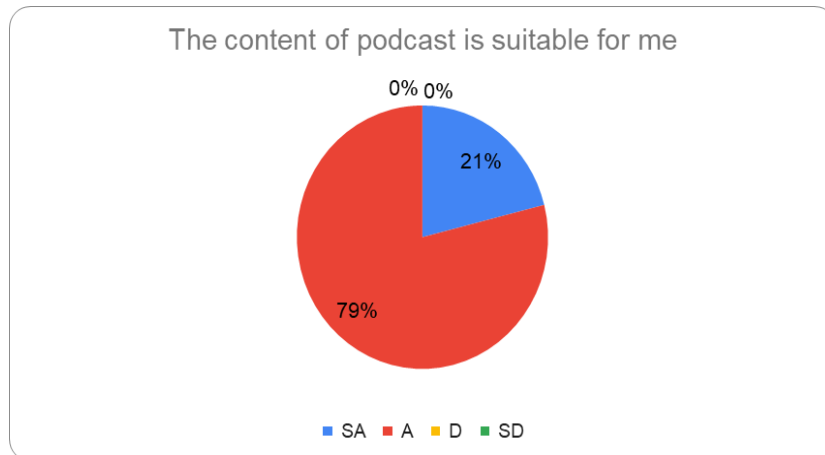
### 5. The content of podcast is suitable for me.

**Table 8**

Item	f	%
<b>Strongly Agree</b>	5	21
<b>Agree</b>	14	79
<b>Disagree</b>		
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 6**



Source: questionnaires  
Elaborated by Researchers

Of the total of students, 21% mentioned that they strongly agree that the content is appropriate; and 79% reflected a high level of agreement with the content presented in the podcast. There were no responses of disagreement or strongly disagreement from the participants.

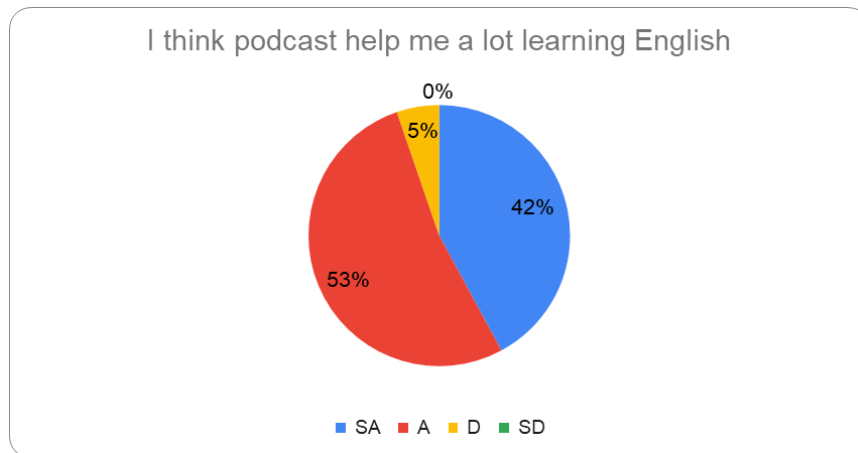
## 6. I think podcast help me a lot learning English.

**Table 9**

Item	f	%
<b>Strongly Agree</b>	8	42
<b>Agree</b>	10	53
<b>Disagree</b>	1	5
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 7**



Source: questionnaires  
Elaborated by Researchers

When asking students if podcasts help a lot in learning English, 42% students completely agree the podcast has helped them in their language learning; 53% had a positive attitude toward the usefulness of the podcast in the learning process while 5% reflect an individual opinion on the effectiveness of the podcast.

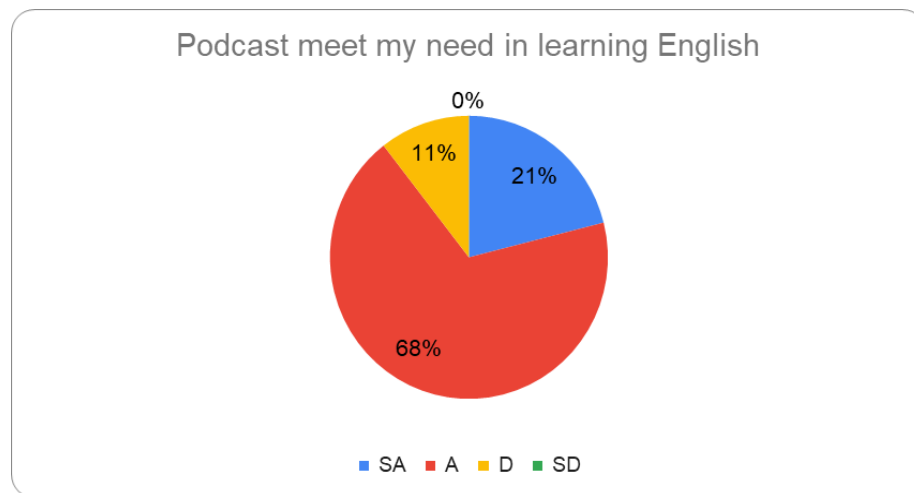
## 7. Podcasts meet my need for learning English.

**Table 10**

Item	f	%
<b>Strongly Agree</b>	4	21
<b>Agree</b>	13	68
<b>Disagree</b>	2	11
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 8**



Source: questionnaires  
Elaborated by Researchers

When asking students if podcasts meet my need in learning English, 21% completely agree that the podcast meets their learning needs; 69% podcast is adequate for their educational requirements, too; 11% express disagreement, not considering that the podcast meets their needs.



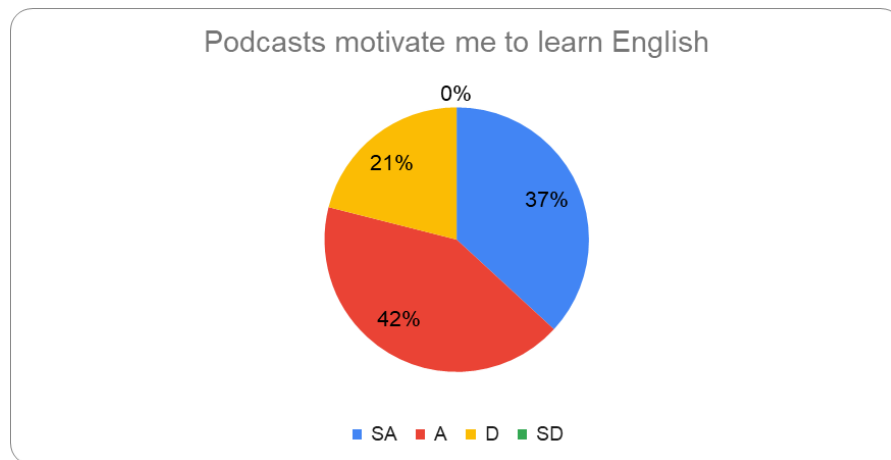
## 8. Podcasts motivate me to learn English.

**Table 11**

Item	f	%
<b>Strongly Agree</b>	7	37
<b>Agree</b>	8	42
<b>Disagree</b>	4	21
<b>Strongly Disagree</b>		

Source: questionnaires  
Elaborated by Researchers

**Graph 9**



Source: questionnaires  
Elaborated by Researchers

When asking students if podcasts motivate to learn English; 37% strongly agree that podcast motivate to learn english; besides 42% mention agreement which represents majority who feel that podcasts have a positive impact to learn; however, 21% indicating a minority that do not perceive a motivational effect in the use of podcast.

### 9. I will listen to the podcast again

**Table 12**

Item	f	%
<b>Strongly Agree</b>	4	21
<b>Agree</b>	10	53
<b>Disagree</b>	4	21
<b>Strongly Disagree</b>	1	5

Source: questionnaires  
Elaborated by Researchers

**Graph 10**



Source: questionnaires  
Elaborated by Researchers

Of the total of students, 21% strongly agree that they would listen to the podcast again. In addition, 53% indicate that they agree, suggesting that the majority would be willing to repeat the experience of listening to the podcast; 21% disagree and 5% is a small percentage would not consider repeating the podcast. These results indicate that most students show a high level of interest in listening to the podcast again.

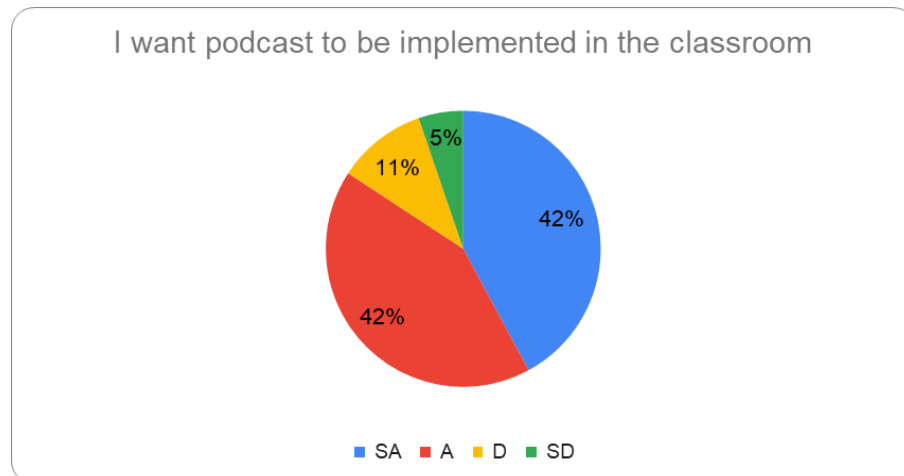
### 10. I want podcasts to be implemented in the classroom.

**Table 13**

Item	f	%
<b>Strongly Agree</b>	8	42
<b>Agree</b>	8	42
<b>Disagree</b>	2	10
<b>Strongly Disagree</b>	1	5

Source: questionnaires  
Elaborated by Researchers

**Graph 11**



Source: questionnaires  
Elaborated by Researchers

Finally, when asking if “I want a podcast to be implemented in the classroom” 42% strongly agree that they want podcasts to be implemented as part of classroom instruction. In addition, 42% expressed agreement. On the other hand, 11% disagree and 5% strongly disagree, suggesting the existence of a few students who do not consider the implementation of podcasts to be beneficial. These results show a wide support by students for the use of podcasts in the classroom, although there are also contrary opinions.

## **9. Research Impacts**

This research has an educational impact due to it allows us know the use of podcasts as technological tools in the teaching and learning process of students at Technical University of Cotopaxi. This research has an educational impact because the perception that the students had about the use of Podcasts to improve their listening skill allows us to search for significant and relevant information to expand the use of technological tools as the podcast in the teaching-learning process. Through this investigation it was possible to demonstrate that the proposed methodology allowed the A2 level students to increase their level of English in which they are capable of further developing their listening skills.

During this research the participants felt motivated because different activities were used that allowed the teacher-student interaction such as brainstorming, content prediction, identifying main ideas, fostering participatory learning and knowledge exchange. Using podcasts are extremely effective in teaching due to their flexibility and capacity to understand with an autonomous learning process that facilitates meaningful education. Podcasts help a lot to learn English, they can listen to how English is really spoken, they learn new words. Most of them find it fun because they can choose topics they like, practice English anytime, anywhere and even outside the classroom.

## 10. Conclusions and Recommendations

### Conclusions

- In conclusion, it is important to carry out a literature review to provide a theoretical framework for the impact of the use of podcasts to improve listening in students of English as a foreign language. Podcasts are an effective tool to improve listening comprehension because this tool exposes students to different accents and intonations of the language. In addition, podcast-based teaching strategies enhance learning autonomy and motivation for each learner.
- The pretest and posttest results demonstrated that the use of podcasts in ten sessions had a positive impact on students' listening skills. An improvement in listening comprehension was observed, indicating that most students were able to better understand the main ideas and comprehend the audios. In addition, the questionnaire reflected a positive perception towards the use of podcasts.
- The use of podcasts as a didactic tool in the teaching of English showed to be an effective strategy to improve listening skills in second semester students of the Technical University of Cotopaxi. The results of the post-test showed that the podcasts allowed students to develop and improve listening comprehension and eventually expand their vocabulary.  
Finally, podcasts had a high impact on students and teachers due to this help to make the class interactive and interesting.

**Recommendations**

- It is recommended that teachers incorporate podcasts in their classroom with interactive activities that enhance students' listening comprehension, so learners can feel motivated and show greater interest in improving their skills. Also, educators need to keep current with educational technology.
- To achieve good results with the use of podcasts, it is recommended to select audio materials related to students' interests and needs. This type of tool is accessible for all ages and levels. In addition, it is recommended that progressive assessments be carried out to monitor students' improvement.
- Using podcasts in the classroom can allow teachers to create and organize lessons that facilitate the development of each student's needs as long as effective strategies are used to help improve learning. Further research on the use of podcasts at other levels is recommended.

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