PENINSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

"TECHNIQUES TO ENHANCE ENGLISH LISTENING COMPREHENSION SKILLS IN SENIOR STUDENTS OF UNIDAD EDUCATIVA "UPSE", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH LANGUAGE PEDAGOGY

AUTHOR: ADRIANA MILENA PICAZO SUAREZ

ADVISOR: ING. TATIANA GARCIA MSc.

LA LIBERTAD – ECUADOR

2021 - 2022

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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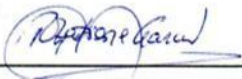**ADVISOR:** ING. TATIANA GARCIA MSc.

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2021 - 2022

La Libertad, 16 de Septiembre del 2021

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"TECHNIQUES TO ENHANCE ENGLISH LISTENING COMPREHENSION SKILLS IN SENIOR STUDENTS OF UNIDAD EDUCATIVA "UPSE"** prepared by **ADRIANA MILENA PICAZO SUAREZ** undergraduate student of the pedagogy of national and foreign languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

MSc. Tatiana García Villao

La Libertad. October 10th 2021.

STATEMENT OF AUTHORSHIP

I, Adriana Milena Picazo Suarez with ID number, 245009557-1 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "TECHNIQUES TO ENHANCE ENGLISH LISTENING COMPREHENSION SKILLS IN SENIOR STUDENTS OF UNIDAD EDUCATIVA "UPSE", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022", I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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Adriana Milena Picazo Suarez

245009557-1

GRATITUDE

During this long and arduous journey that I have made throughout the last four years of higher education, it is imperative to express a few warm words to every single soul that has been with me since day one.

➢ To my parents who have supported me emotionally, academically, and financially. They taught me to keep going even when the road becomes rough and seems impossible as I hold the ability to overcome at all times.

➢ To my beloved cats, they are the most valuable beings I got in this life. Their presence kept me company on good and bad days. They were always there for me.

➢ To the Ecuadorian State for enabling me to get free higher education, and to prepare me as a worthy Ecuadorian student, citizen, and professional.

➢ To my friends who were incredible support, they backed me up every time I needed it. They were always helpful and did not hesitate to explain to me something I did not understand. They were a great pillar of support during this journey.

➢ Finally, to the great professors, I had during these years, who have filled me with knowledge in the academic aspect. They are excellent professionals, and I am grateful for everything they have taught me.

DEDICATION

I dedicate this work to my parents. They supported me throughout my education years, taking care of and providing me all the required materials that education demands. Thanks to the patience, love, and responsibility they gave me. I can proudly say that I have completed this research work.

I also dedicated this work to myself because it takes courage to get up every day and deal with college life problems.

Over the last few years, I have found that people can learn from any object in this vast cosmos. I am confident that I will continually discover new and strange things within this marvelous planet.

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Author: Adriana Milena Picazo Suarez
Advisor: Ing. Tatiana Garcia Msc.

RESUME

Listening comprehension is a critical language skill to master when learning a second language. However, language learners consider listening comprehension to be the most complex communicative skill to learn. Although the role of listening comprehension in language teaching has been repeatedly emphasized, many Ecuadorian teachers do not give adequate recognition to this skill in the classroom. In this paper, some issues related to listening comprehension skills have been reviewed to provide selected techniques to improve listening comprehension abilities in UPSE senior students. It begins by describing listening comprehension problems in Ecuadorian schools, a brief theoretical foundation of this skill, and a few methods to develop it, followed by the methodology used for data collection and, finally, the proposal of a specific technique to enhance listening comprehension skills in senior students.

INTRODUCTION

Currently, teaching has been changing significantly in specific areas related to how students acquire knowledge. It is relevant to mention that learning to listen is fundamental to building proficiency in a language. It plays the role of processing sounds into information that goes straight to your brain to be related to past events or imagined new hypothetical scenarios. Therefore, listening skills play an essential role in the English acquisition process to effectively transmit information, ideas, or opinions to foreigners. Podcasts are a new strategy for teaching and learning English. It is an effective option for students to practice English content in a more fun and dynamic way. This research paper is divided into four chapters; each of them dedicated to different areas that have contributed to the completion of this work; these chapters are briefly summarized below:

Chapter I The Problem: This chapter exposes the problem statement, the research objectives (general and specific), the justification, and the scope, delimitation, and limitations.

Chapter II Theoretical Framework: This section includes previous studies, the theoretical basis, and the system of variables or hypotheses.

Chapter III Methodology: It presents the type of research, the population and the sample, the techniques and instruments, the analysis of the results.

Chapter IV The Proposal: Contains the title of the proposal, objectives, relevance, design, and development of the proposal. This chapter details the solution to the identified problem. Moreover, this chapter shows the conclusions and recommendations of all the research work along with the bibliographic resources used in carrying out this research.

CHAPTER I

THE PROBLEM

1.1. Research Topic

Techniques to enhance English listening comprehension skills in senior students of Unidad Educativa "UPSE", La Libertad, Santa Elena Province, school year 2021-2022.

1.2. Problem Statement

In Ecuador, English is taught as a foreign language from elementary school through university. Ecuador features English as a foreign language curriculum, which includes it as a compulsory subject in public schools from elementary school onwards. It was rolled out in the Sierra and Amazon region in 2016, followed by the Coast region in 2017. It aimed to ensure that students reach a B1 level at the end of their high school studies.

According to the National Curriculum Guidelines (2012), students must attain a certain level of English by the end of a given school cycle. Level A1 should be achieved by the end of the 9th year of General Basic Education. As for level A2, it must be reached at the end of the 1st year of baccalaureate. Finally, level B1 has to be acquired upon completion of the 3rd year of baccalaureate. English Language Learning Standards are developed around the communicative components of the language and the linguistic skills of listening, speaking, reading, and writing. Listening comprehension, in particular, is one of the most common and most developed language skills in English.

Listening comprehension is a crucial component in learning a foreign language since new information is obtained and analyzed through it, allowing students to acquire and master the language communicatively, in this case, English. Second language acquisition studies have demonstrated that comprehensible input is critical for language acquisition as well as comprehensible output. In other words, as we become more proficient in listening, we can measure our achievements as language learners, which allows us to correct mistakes and, subsequently, increase our motivation (Swain, 1995).

For this reason, improving students' listening comprehension skills is a pressing need, as their incorrect practice hinders the successful absorption of the English language. Despite its relevance, English learners often consider listening to be the most difficult language skill to learn. As Vandergrift (2007) states, one of the reasons might be that learners are not taught how to learn to listen effectively.

As for the Ecuadorian context, national teachers devote most of their attention to teaching English through grammar and other skills. Consequently, little research has been done on this skill, along with approaches to improve it. In various local schools, a significant number of listening comprehension problems are notorious among English language learners.

There are four main problems in the classroom related to listening comprehension: The first identified issue is the assumption by English teachers that listening skills are acquired automatically and simultaneously during the language learning process. Professors place more

emphasis on activities focused on other language skills, completely forgetting listening comprehension.

The second perceived difficulty is the insufficient material dedicated to listening comprehension activities. Students claim that the available material for this skill has a high degree of complexity. In addition, the contents covered in this type of activity do not rely on real-life situations, which makes it even harder to relate them to the students' daily lives.

The third observed limitation is related to the second one. The shortage of materials devoted to listening comprehension leads to their infrequency in the classroom. The absence of effective materials makes it impossible for teachers to put them into practice. Moreover, the scarcity of activities leads to boredom and demotivation of students due to recurring repetition of the same task.

Finally, the last recognized barrier is the lack of exposure to the language. Ecuadorian students are not immersed in an English-speaking environment as locals do not speak English, besides the low percentage of foreigners within the country, making it impossible to put listening comprehension into action, which impedes students from enhancing their English proficiency.

This paper aims to describe four techniques that can facilitate the English language learning/acquisition process and how the successful application of a specific technique can enhance the listening comprehension level of high school seniors.

1.3. Research Objectives

1.3.1.   General objective

To outline selected techniques for the enhancement of listening comprehension skills in senior students of Unidad Educativa "UPSE", La Libertad, Santa Elena Province. School year 2021-2022.

1.3.2.   Specific Objectives

➢ To establish a literature review on listening comprehension and its techniques mentioned by some authors to have a broad knowledge on this topic.

➢ To define the appropriate methodological approach to identify the listening comprehension techniques used in the classroom.

➢ To indicate the use of a technique to enhance listening comprehension skills in senior students of Unidad Educativa "UPSE".

1.4. Justification

This paper is relevant due to the current need among Ecuadorian students to improve their English proficiency, given the demands of today's society. The problems presented by the students in terms of their listening skills make it imperative to elaborate a proposal for their improvement. Another aspect that supports this research is the government's expectation for students to reach the B1 level by the end of their school education.

UPSE students will be the principal beneficiaries as they will have the opportunity to practice and improve their listening comprehension skills through some techniques on diverse, relevant, and even attractive topics for them, essential for their further educational development

in society. In addition, both novice and experienced teachers alike can benefit from this technology, as it provides valuable teaching resources that make it simple and convenient for learners to acquire new information.

1.5. Scope, Delimitation and Limitations

Chart 1: Basic Questions Chart

BASIC QUESTIONS	EXPLANATION
1. What for?	To enhance listening comprehension skills.
2. Subjects to be studied	Senior students in parallel course C
3. About what aspects?	Listening Comprehension Techniques
4. Who?	Adriana Milena Picazo Suarez
5. To Whom?	Teachers and students
6. When?	2021-2022
7. Where?	Unidad Educativa "UPSE".
8. How long?	3 months of second Semester
9. How?	Individually
10. What data collection techniques with?	Surveys
11. What resources were used?	Notebook, Activities, guides.

This research focuses on improving students' listening comprehension in English through the use of certain techniques. This research has as participants senior students in parallel course C. These students have been chosen since, as seniors, they are more likely to be interested in new ways of learning through technology. This research will be conducted at Unidad Educativa "UPSE" located in La Libertad, Santa Elena province, for two months during the 2021-2022 school year.

Due to Covid-19, some sanitary measures have caused the prohibition of face-to-face classes, so it will not be possible to carry out the actual implementation of this research in a physical classroom. However, it will be conducted in this new virtual modality that Ecuador has initiated because of the pandemic.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Background

Throughout history, human beings have sought ways to improve their living conditions. One

example is education, which has undergone constant changes since its creation. Most of these

changes have been brought about by technology. Several practitioners have developed

technological and non-technological methods aimed at optimizing the educational process. As a

result of this technological progress, English has become the lingua franca worldwide, which has

led to the need for citizens of all countries to learn this language, adapting to the demands of

today's society.

Listening comprehension has been the subject of several studies by professionals due to its

significant relevance in the foreign language learning process. Several traditional and modern

techniques are mentioned in these studies. Therefore, it is essential to make a review and

analysis of previous research.

2.2. Theoretical Bases

2.2.1. Listening Comprehension

Different definitions of listening comprehension are found around the world today.

Brown, G. & Yule, G states that (1983) listening comprehension means that a person

understands what he/she has heard. If he/she learns the text through hearing it, he/she will

understand it. Steinberg (2007) and Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014)

defined listening comprehension as one's ability to recognize another through sense, aural organs

and allocate meaning to the message to understand it.

According to Richards, J. C., Platt, J., & Platt. H. (2000) and Pourhosein & Ahmadi (2011), listening comprehension is the process of understanding speech, and it concentrates on the role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

From these definitions, we can conclude that listening comprehension is an invisible mental process. This process according to (Rost, 2002) allows language learners to understand spoken language. During this complex process "listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand the intention, and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

2.2.2. Listening Comprehension Relevance

Listening comprehension is an important receptive skill and necessary for real-life interaction as an English learner would not be able to communicate with another person without hearing and understanding their expressions. Through listening, individuals obtain a large portion of their education, information, understanding of the world, human affairs, ideals, sense of values, and appreciation. In our world of mass communication, much of it is developed orally. So, it is important that students are taught to listen effectively and critically.

Developing listening comprehension skills helps learners to succeed in language learning to enhance comprehensible input. Since learners' self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with

native speakers (Kurita, 2012). Also, (Feyten, 1991) revealed that there is a significant positive relationship between listening comprehension ability and foreign language acquisition, indicating that listening ability is an extremely factor in the acquisition of foreign language.

2.2.3. Listening Comprehension Problems

Several factors hinder the correct performance of English listening comprehension in the classroom. One of the main problems lies with English teachers based on their assumption that students naturally learn listening comprehension skills during the process of teaching the target language. Mendelsohn (1984) states that while the other three language skills (i.e., reading, writing, and speaking) receive direct instructional attention, teachers often expect students to develop their listening skills by osmosis and without help.

Current listening comprehension materials are another big problem. Their high difficulty level makes them useless when it comes to improving this skill. Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabulary, unfamiliar topics, fast speech rate, and unfamiliar accents.

Another problem is the lack of exposure to the target language. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposing students to the spoken language provides adequate instruction in listening comprehension (Call, 1985).

2.2.4. Podcast

The term "podcasting" derives from the conjunction of the two words "iPod" and "broadcasting" many definitions of what this new term means are available on the Web. However, they all come to a general concept. A podcast is a digital multimedia file produced for distribution over the Internet and for people to listen to through iPods and other portable devices.

"Podcasts are audio stories that could be current or topical like news or sports and utilize immersive storytelling like the old radio shows. The storytelling uses audio as the medium and utilizes sound design and audio cues to help the listener understand what's happening and make sure they are going to receive the information they need to immerse themselves." (Sargent, 2019).

3

2.2.5. Dictation

Dictation is a valuable technique for developing listening comprehension skills. Davis, P. & Rinvolucri, M. (1988) state that dictation is to decode the sounds of a language and recode them in writing. Morris called dictation an active re-interpretation by the learner. It substantially relies on listening to a text and writing it down.

Dictation provides students with several functions. There are at least 20 advantages of dictation, and the most important are: 1) dictation can help develop all four language skills in an integrated way; 2) it can help learn grammar; 3) it helps to develop short-term memory; 4) practice in careful listening to a speaker will be useful to learners in the future in the note-taking activities, for instance, listening to lectures; 5) dictation fosters unconscious thinking in the new

language; 6) correction can be done by the students - peer correction of written dictation leads to oral communication (Montalvan, 1990)

2.2.6. Vodcast

Vodcasts are essentially podcasts with visual material. McGarr (2009) describes vodcasts—by the name of podcasting— as audio/files in digital format, which may be obtained from the web or shared with others through computers or any other technological device that allows the individual to take online information along. Vodcasts are a new technology that offers many advantages to students, especially those who learn better visually, since it helps to relate the audio with images, improving students' understanding of the subject matter.

2.2.7. Note-Taking

Note-taking is considered a fundamental factor when performing a listening comprehension activity since it trains the brain to synthesize ideas heard and then put them into action. Some research has been conducted on the subject giving different results. According to Hartley, J. & Davis, K. (1978), out of 35 studies on the effects on note-taking, 17 studies found that the note-takers performed better than the non-note-takers, 16 studies found no difference, 2 studies found that note-taking interfered with performance. Despite these findings, some scholars, such as Ornstein (1994) claims that note-taking should be part of the curriculum. Mastering note-taking is of paramount importance for students, as it plays a significant role in school, work, and personal aspects.

2.3. Systems Of Variables Or Hypotheses

Dependent Variable: Listening comprehension skills.

Independent Variable: Techniques

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Kind of investigation

The present research focused on the quantitative approach. This approach will allow obtaining

concrete results regarding English listening comprehension skills of "UPSE" senior students.

3.1.1. Quantitative Method

This research follows the quantitative method in order to collect measurable data on the

listening comprehension skills of UPSE senior high school students. Thus, the survey technique

is fundamental to collect the required information.

Creswell (1994) states, quantitative research "employ strategies of inquiry such as

experimental and surveys, and collect data on predetermined instruments that yield statistical

data"

3.2. Research Design (Instruments)

3.2.1. Instruments

The instruments applied in this research collect valuable information to identify existing

problems in the classroom while generating evidence regarding the English listening

comprehension skills of UPSE senior students.

Questionnaire

Questionnaires help to obtain, record, and support the data and information requested

from the study subjects. In this research project, specific guidelines were followed to reach

UPSE senior high school students making time more optimal.

3.3. Population and Sample

It is essential to delimit the characteristics of the group of people studied in order to establish their relationship with a population or even a sample.

3.3.1. Population

The population of the present research refers to the following participants: forty-four students of the last year of high school of the UPSE, as well as two English teachers of that school.

Chart 2: Population

N°	DESCRIPTION	QUANTIFY
1	English Teachers	2
2	Senior Students	44
Total		**46**

3.3.2. Sample

There was no need to get a sample of the population, as the number of people involved at UPSE totalizes 46 people which means it is manageable and the target students represent to the entire group of senior students of the last year of their high school.

3.4. Procedure (Data collection)

3.4.1. Techniques

It is essential to examine the object of study to find out the problem, its causes, and possible solution. Therefore, research instruments must directly and instantaneously provide the required information. Surveys were applied as data collection techniques in this work.

Surveys

  A survey is a research technique used to collect data from a predetermined sample of respondents to elicit information and knowledge on various topics of interest. In this paper, the survey technique is student-oriented, which will contain questions ranging from English language enjoyment to familiar listening comprehension techniques.

3.5. Analysis of data

Survey directed to senior UPSE students

Question 1: By what percentage do you like the English subject?

Chart 3: Results of the first question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
0-10%	1	2.27
30-40%	3	6.81
60-70%	6	11.36
90-100%	34	75
TOTAL	**44**	**100%**

Author: Adriana Milena Picazo Suarez.

Source: Survey implemented to senior UPSE students.

Graphic 1: English Language Liking
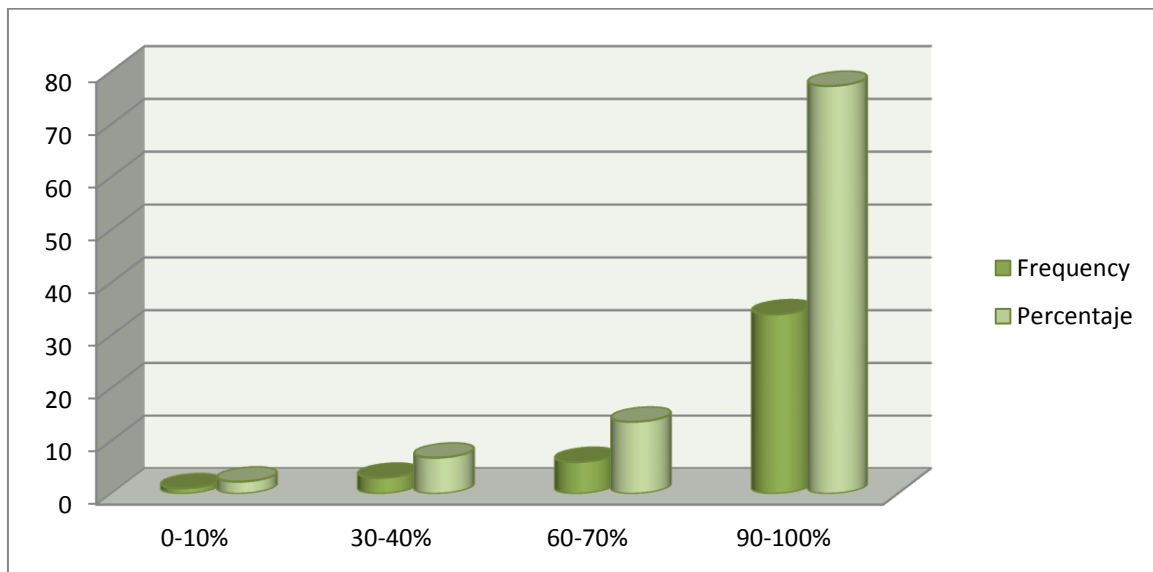
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to senior UPSE students

Analysis

75% of the students showed their interest in the English subject responding that they like the subject, only 2.2% disagreed with the majority of their peers expressing their lack of interest in the subject. Thus, it is found that senior students like to take English classes.

Question 2: Do you enjoy listening comprehension activities?

Chart 4: Results of the second question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Not at all	3	6.81
Little	7	15.90
Quite a bit	27	61.36
A lot	7	15.90
TOTAL	**44**	**100%**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 2: Listening Comprehension Liking
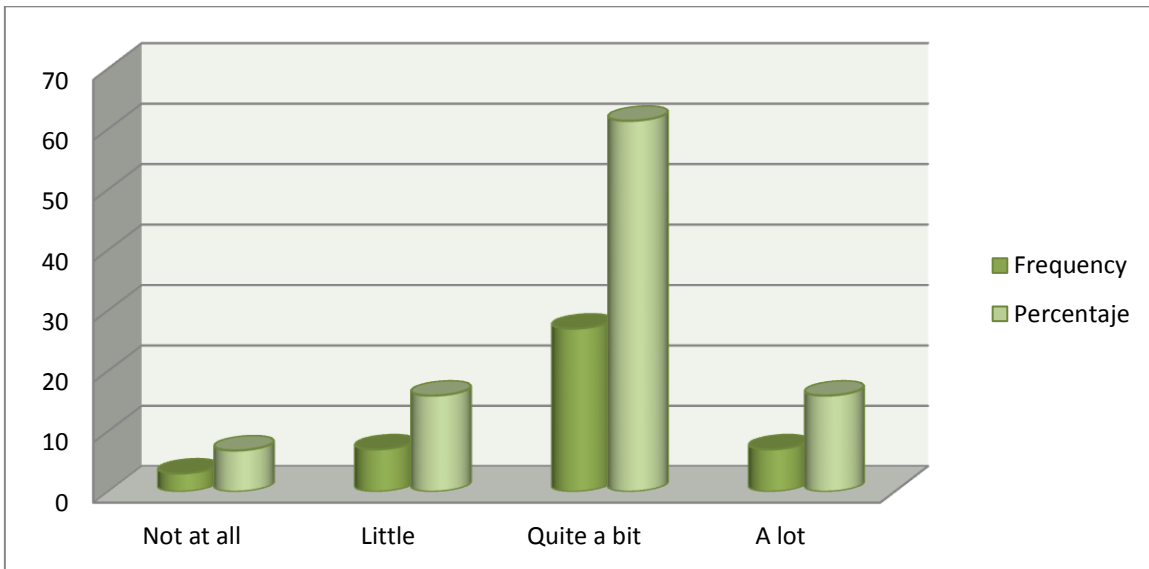
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

61% of the students expressed their enjoyment of the listening comprehension activities in the classroom. Only 6.81% stated that they do not like these activities at all. In this way, it is possible to observe the degree of enjoyment that senior students feel when performing activities focused on the comprehension of English.

Questions 3: How many listening comprehension activities has the teacher used during the school year?

Chart 5: Results of the third question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-5	6	13.63
6-20	30	68.18
21-35	8	18.18
36-50	0	0
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 3: Listening Comprehension Activities
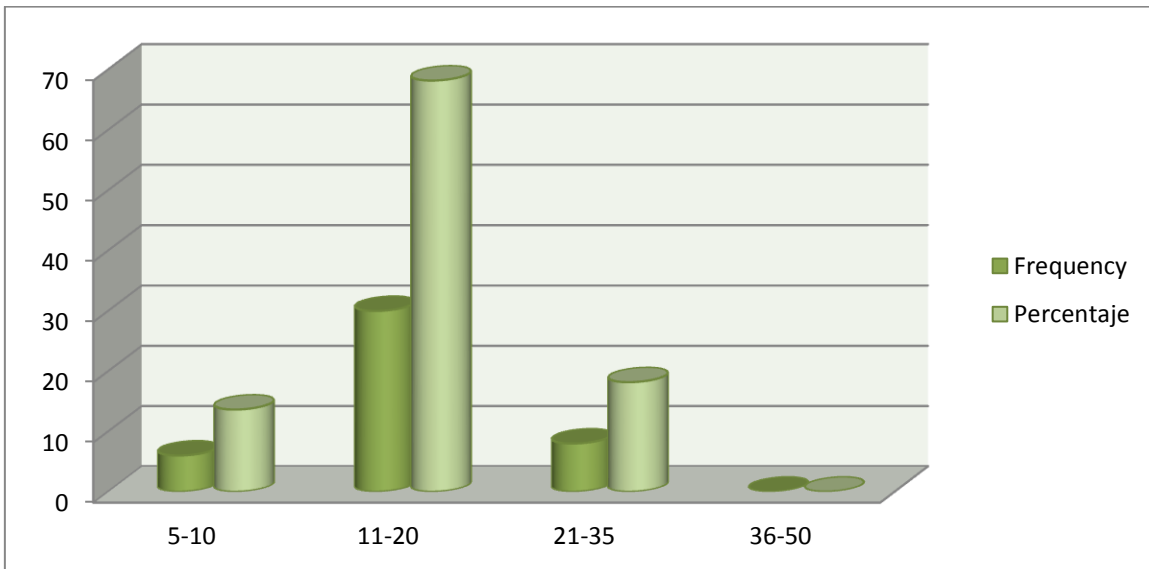
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

68% of students claimed that their English teacher has used between 6 and 20 listening activities during the entire school year. Only 13% stated that their English teacher has only used between 5 and 10 activities.

Question 4: Does the material used for listening comprehension activities relate to real-life situations?

Chart 6: Results of the fourth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	22.72
Somewhat	14	31.81
No	20	45.45
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 4: Real-life Listening Comprehension Activities
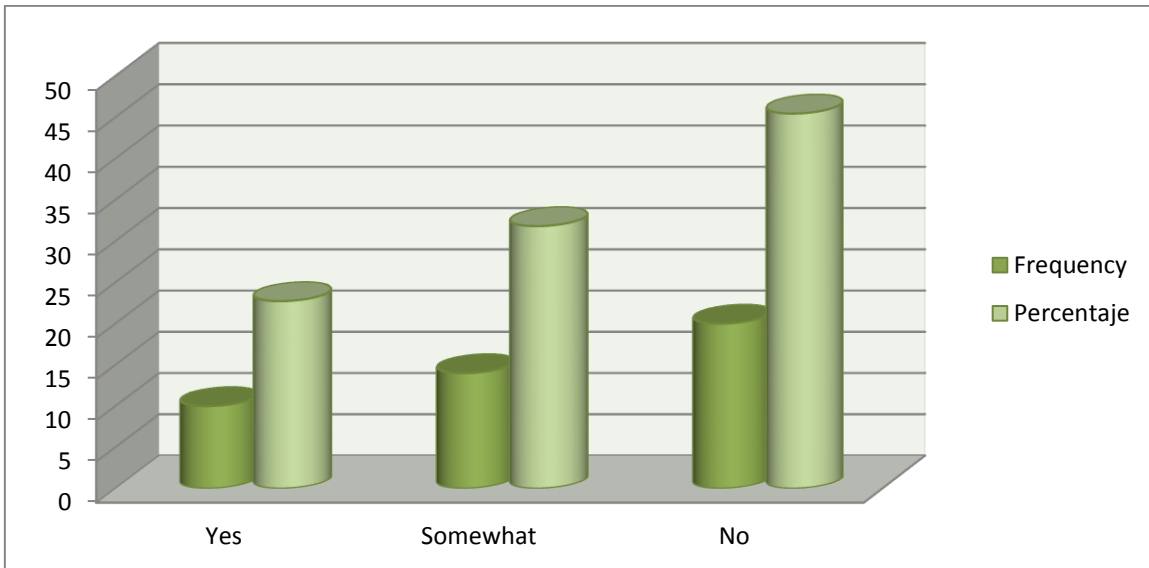
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

45% of the students affirmed that their English teacher does not relate the listening

comprehension activities to real-life situations. 22.72% responded that their English teacher does

relate real-life situations to the different contents. Therefore, students do not gain a better

understanding of the contents because they are unable to apply them in their daily lives.

Question 5: How often does the teacher use listening comprehension activities in the classroom?

Chart 7: Results of the fifth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	8	18.18
Sometimes	20	45.45
Rarely	14	31.81
Never	2	4.54
TOTAL	44	100

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 5: Listening Comprehension Activities Frequency
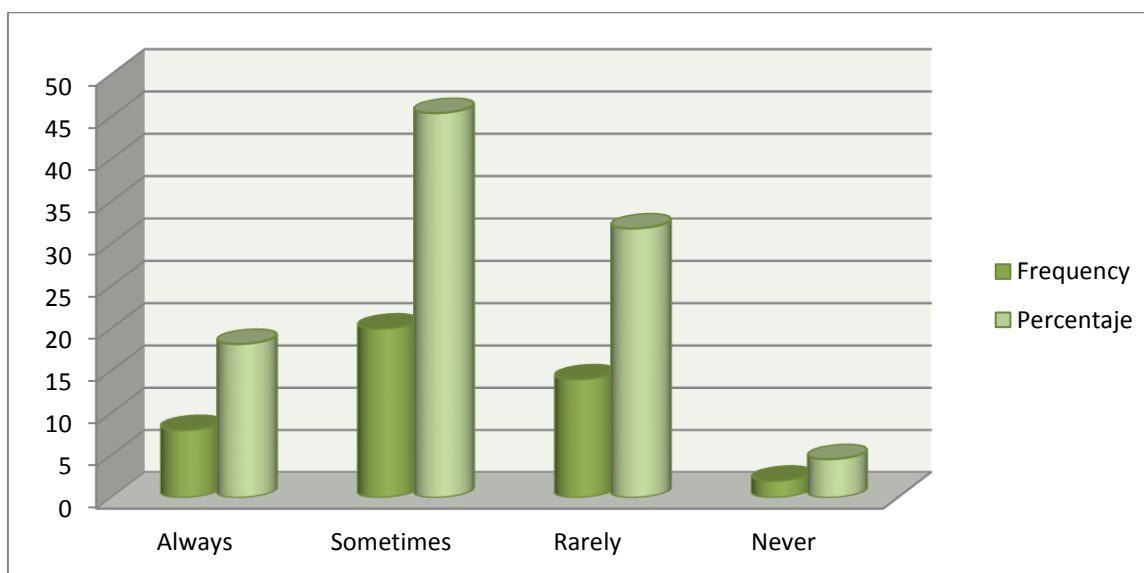
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

45% of the students expressed that the English teacher sometimes uses listening comprehension activities in the classroom. Only 4,54% stated that the English teacher never uses this type of activity. Consequently, it is noticeable the high-frequency rate that the teacher conducts listening comprehension activities in the classroom.

Question 6: How frequently does the teacher involve you in situations where listening comprehension must be used?

Chart 8: Results of the sixth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	4	9.09
Sometimes	5	11.36
Rarely	25	56.81
Never	10	22.72
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 6: Listening Comprehension Involvement
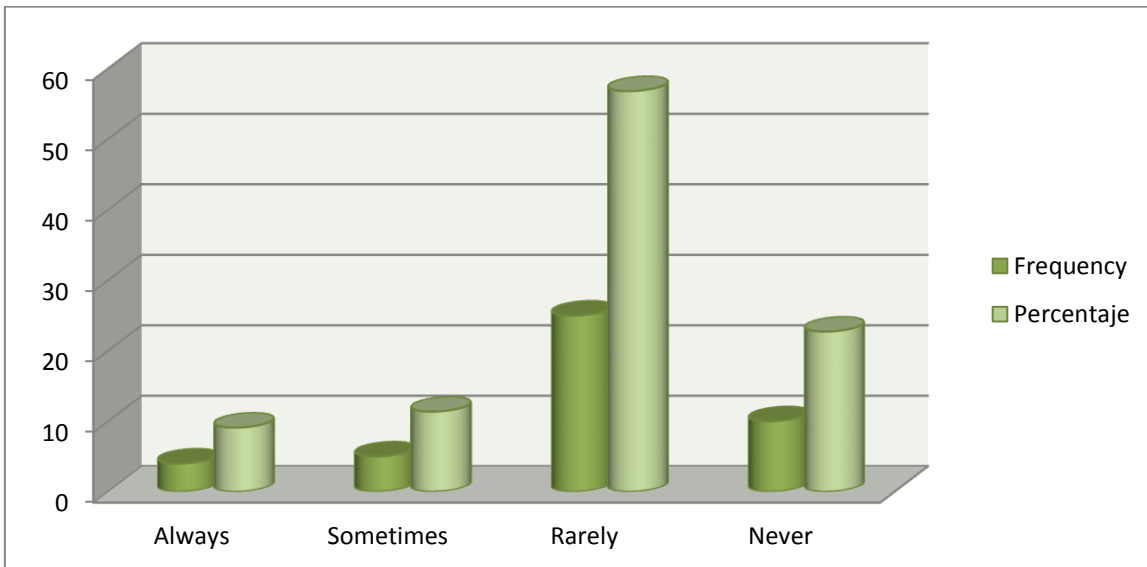
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

56% of the students responded that their English teacher rarely involves them in situations where they must use English, so they do not have the opportunity to practice and put their skills into action. Only 9% declared that the teacher does involve them in such situations.

Question 7: Do you agree that teachers should pay more attention to listening comprehension activities?

Chart 9: Results of the seventh question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	19	43.18
Agree	20	45.45
Neither agree or disagree	3	6.81
Disagree	2	4.54
Strongly disagree	0	0
TOTAL	44	100

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to senior UPSE students

Graphic 7: Listening Comprehension Relevance
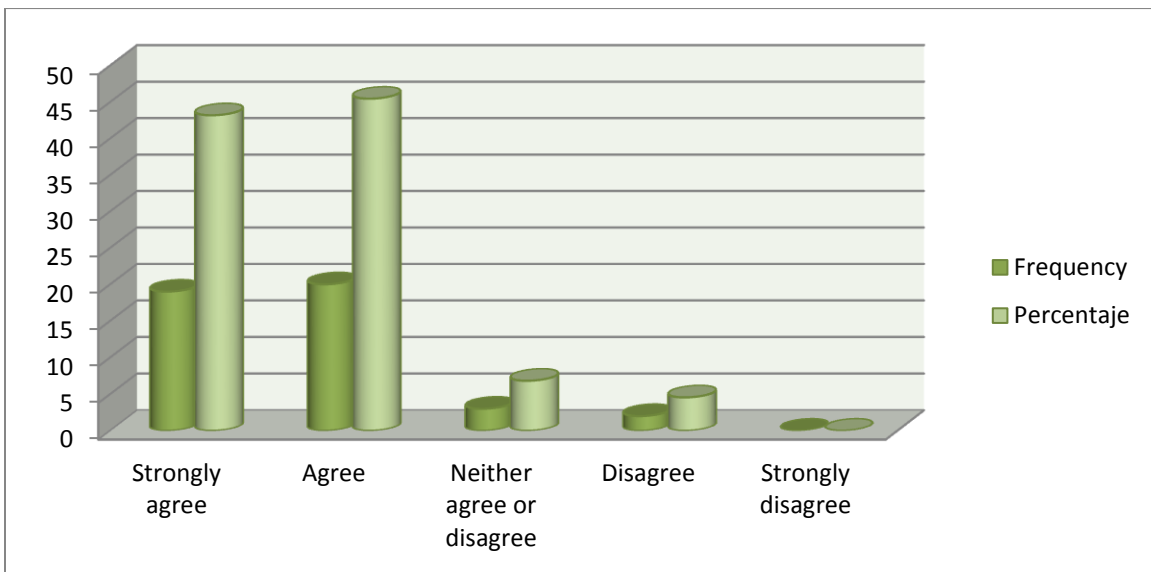
Author: Adriana Milena Picazo Suarez.

Source: Survey implemented to senior UPSE students.

Analysis

45% of the students agree that English teachers should pay more attention to listening

comprehension activities to improve their English listening competence; only 4.54% disagreed

with their mates. This demonstrates the lack of importance that teachers give to listening

comprehension activities.

Question 8: On a scale of 1 to 5. 1 being the lowest and 5 being the highest. How important do you think listening comprehension techniques are in the English learning process?

Chart 10: Results of the eighth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
1	3	6.81
2	1	2.27
3	2	4.54
4	10	22.72
5	28	63.63
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to senior UPSE students

Graphic 8: Listening Comprehension Importance
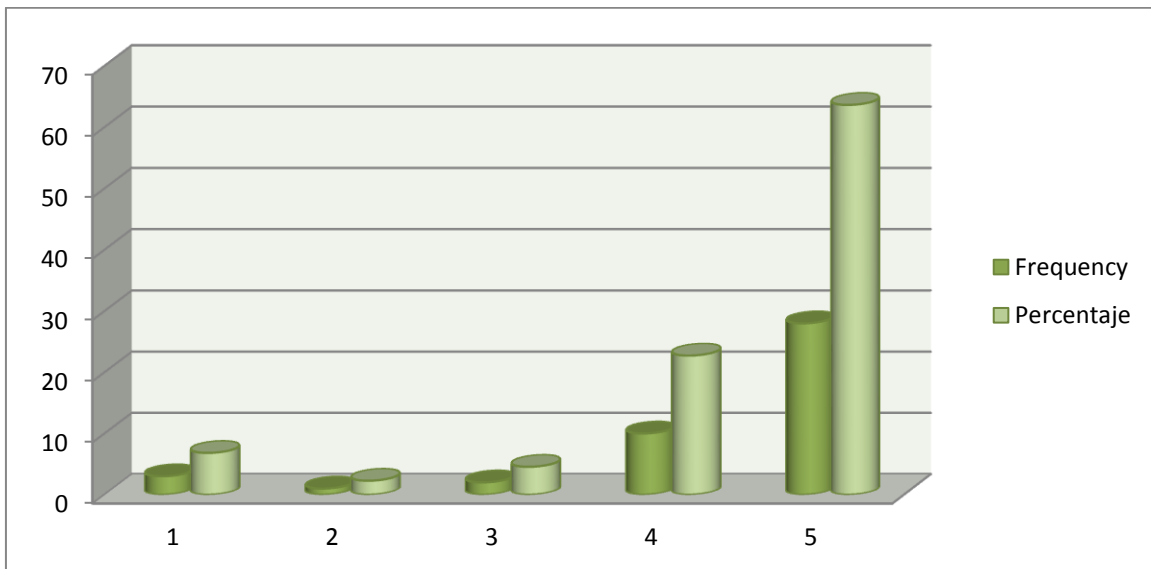
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to senior UPSE students

Analysis

63% of the students generally consider that English listening comprehension techniques are relevant for improving their language acquisition process, and only 2.27% disagreed with their peers. This shows how essential listening comprehension techniques are when learning a new language.

Question 9: Which of the following listening comprehension techniques do you know?

Chart 11: Results of the ninth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Podcast	25	56.81
Note-taking	10	22.72
Vodcast	3	6.81
Dictation	6	13.63
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 9: Listening Comprehension Techniques
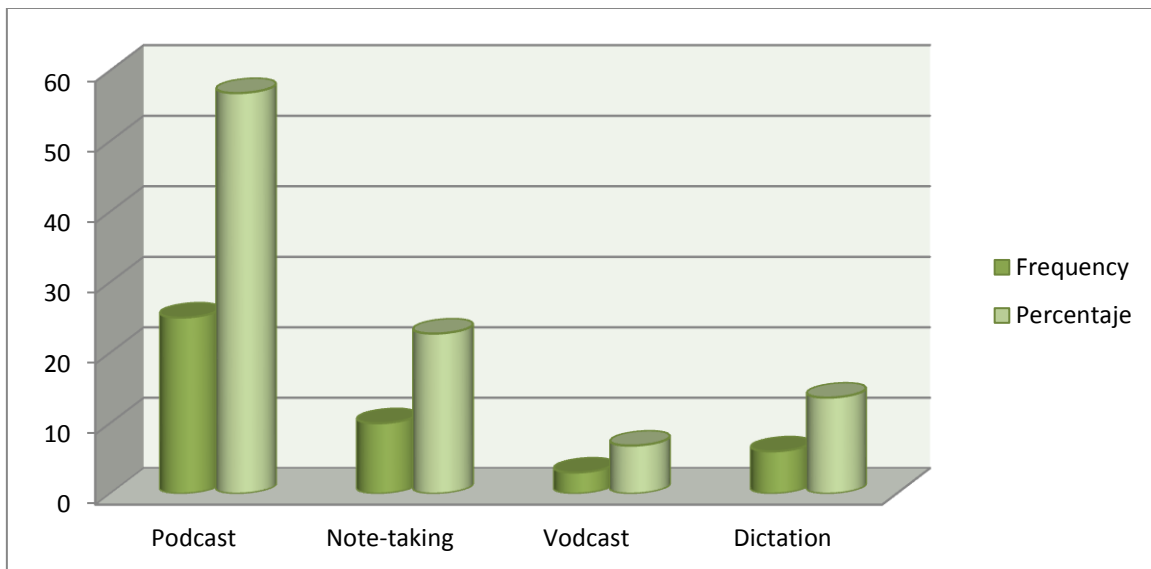
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

56% of the students declared to know the listening comprehension technique called Podcast, 22% the note-taking technique, 13% dictation, and finally, 6.81% showed knowledge of vodcasts. Due to these results, it is clear that podcasts are the most appropriate listening comprehension technique to apply.

Question 10: What techniques might be more effective in enhancing listening comprehension skills in the classroom?

Chart 12: Results of the tenth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Podcast	28	63.63
Note-taking	11	25
Vodcast	1	2.27
Dictation	4	9.09
TOTAL	**44**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Graphic 10: Listening Comprehension Technique's Effectiveness
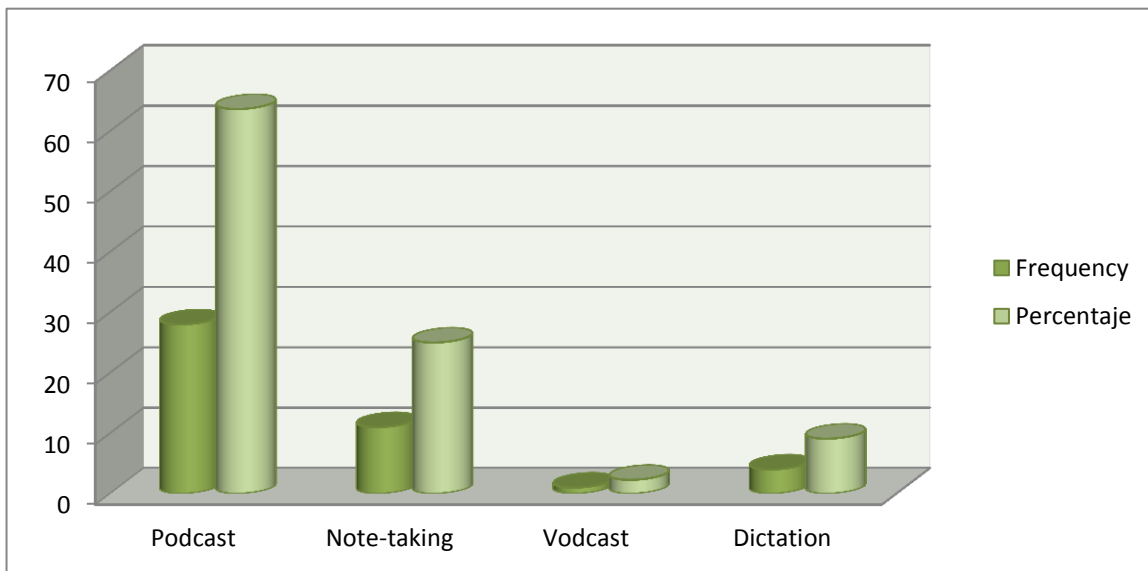
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to senior UPSE students

Analysis

63% of the students indicated that podcasts are the technique they find most effective in improving listening skills, 25% reported note-taking, 9.09% stated dictation, and finally, only 2.27% of the learners mentioned vodcasts. These results corroborate that podcast could significantly enhance students' listening comprehension.

Survey directed to the English Teacher of senior UPSE students

Question 1: By what percentage do you think your students like the English subject?

Chart 13: Results of the first question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
0-10%	0	0
30-40%	0	0
60-70%	1	50
90-100%	1	50
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Graphic 11: English Language Liking
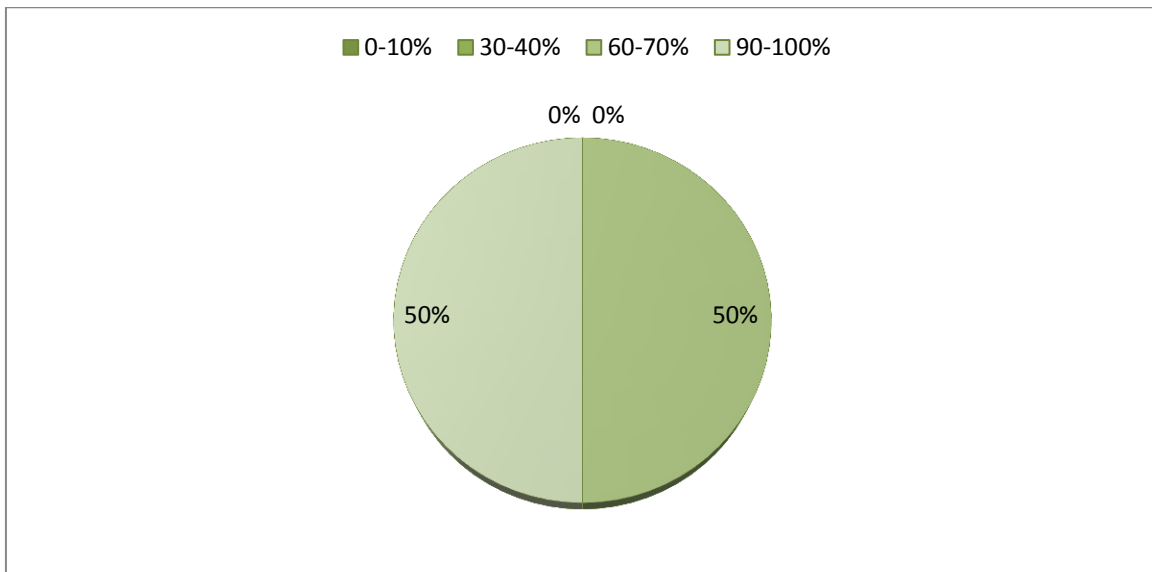
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers stated that their students like the English subject and the other 50% also

declare that they like it, but to a lesser extent. These results demonstrate the degree of

likeability that the students have towards the English subject.

Question 2: Do you consider that your students enjoy the listening comprehension activities?

Chart 14: Results of the second question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Not at all	0	0
Little	1	50
Quite a bit	0	0
A lot	1	50
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 12: Listening Comprehension Liking
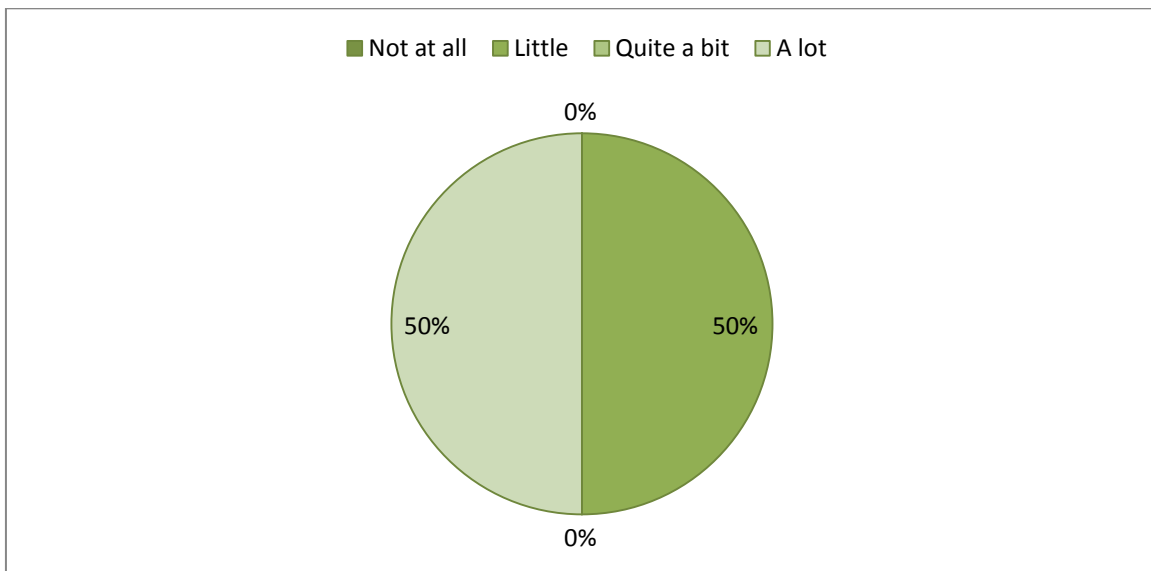
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers responded that their students enjoy listening comprehension activities very much, the remaining 50% stated they somewhat like them. Thus, it is evident the enjoyment that students feel when performing activities focused on listening comprehension.

Question 3: How many listening comprehension activities have you used during the school year?

Chart 15: Results of the third question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
1-5	0	0
6-20	1	50
21-35	1	50
36-50	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 13: Listening Comprehension Activities
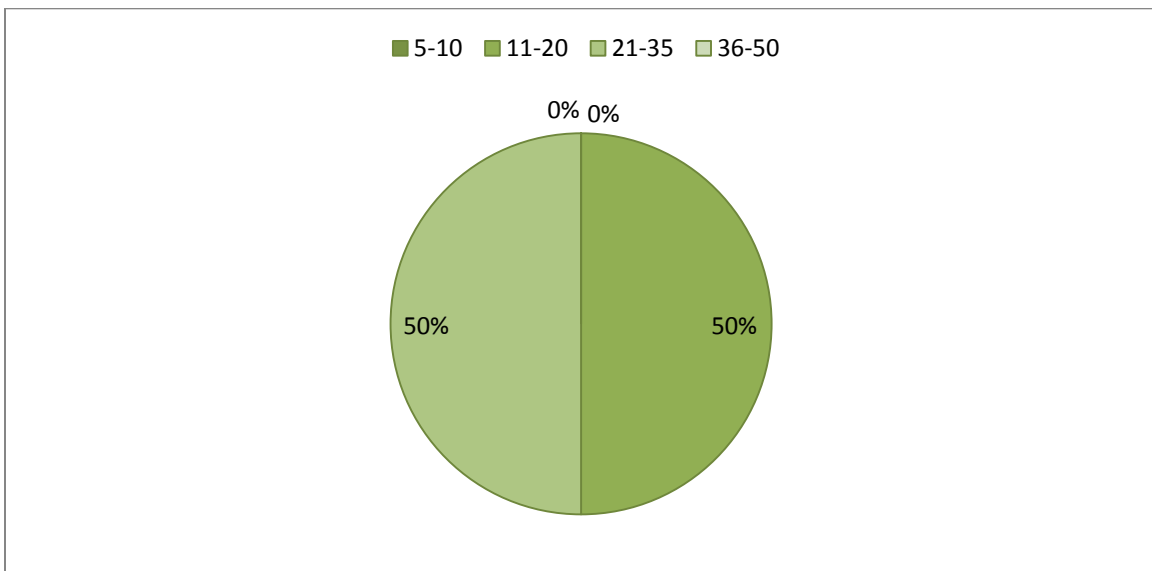
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers responded that they have only used between 21-35 activities while the other 50% between 6-20 during the whole school period. Hence, it is evident the average number of listening comprehension activities used by UPSE English professors.

Question 4: Does the material used for listening comprehension activities relate to real-life situations?

Chart 16: Results of the fourth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	100
Somewhat	0	0
No	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Graphic 14: Real-Life Listening Comprehension Activities
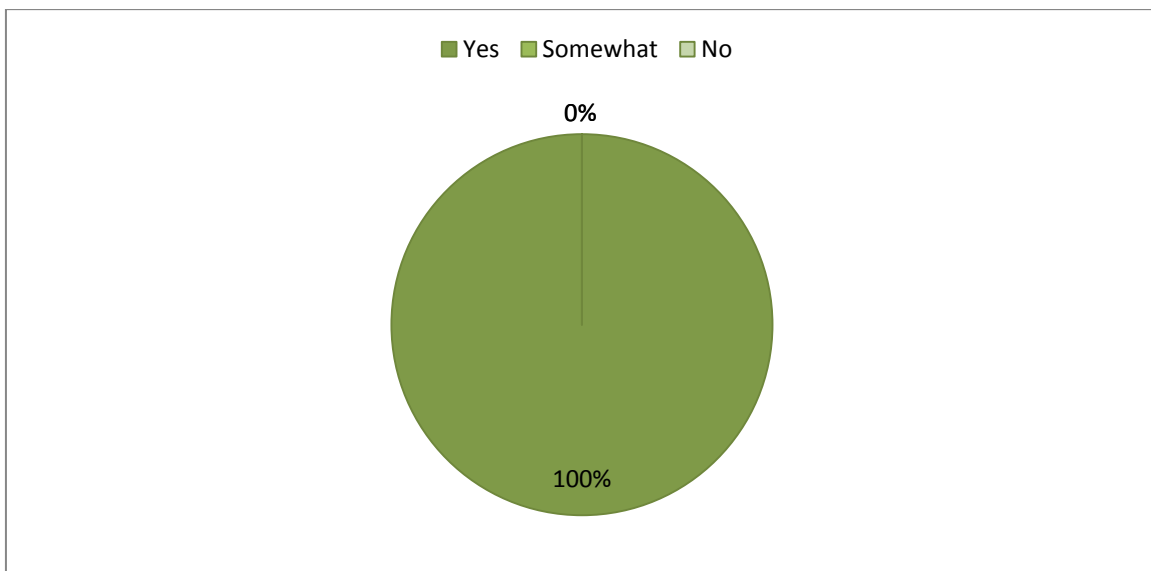
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Analysis

100% of the teachers affirmed that they do relate the various teaching topics to real situations.

Consequently, students would have a deeper comprehension of the lessons because they can use

them in everyday situations.

Question 5: How often do you use listening activities in the classroom?

Chart 17: Results of the fifth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0
Sometimes	1	50
Rarely	1	50
Never	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 15: Listening Comprehension Activities Frequency
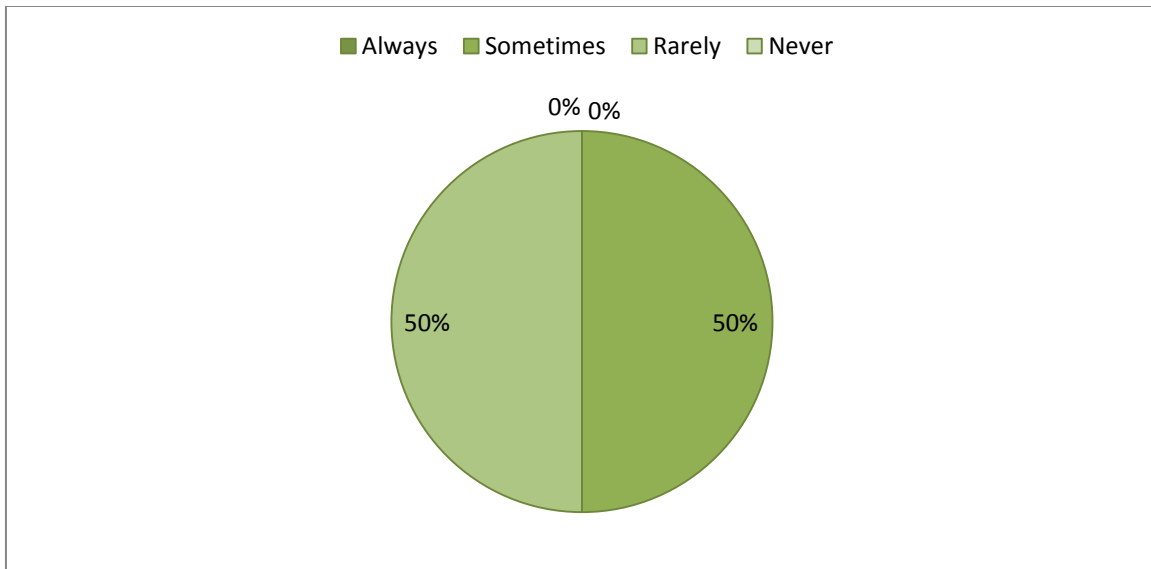
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers indicated that they occasionally use listening comprehension activities, while the other half responded that they rarely use them. From these results, it is apparent how often English teachers carried out listening comprehension activities.

Question 6: How frequently do you involve students in situations in which listening comprehension must be used?

Chart 18: Results of the sixth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0
Sometimes	1	50
Rarely	1	50
Never	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 16: Listening Comprehension Involvement
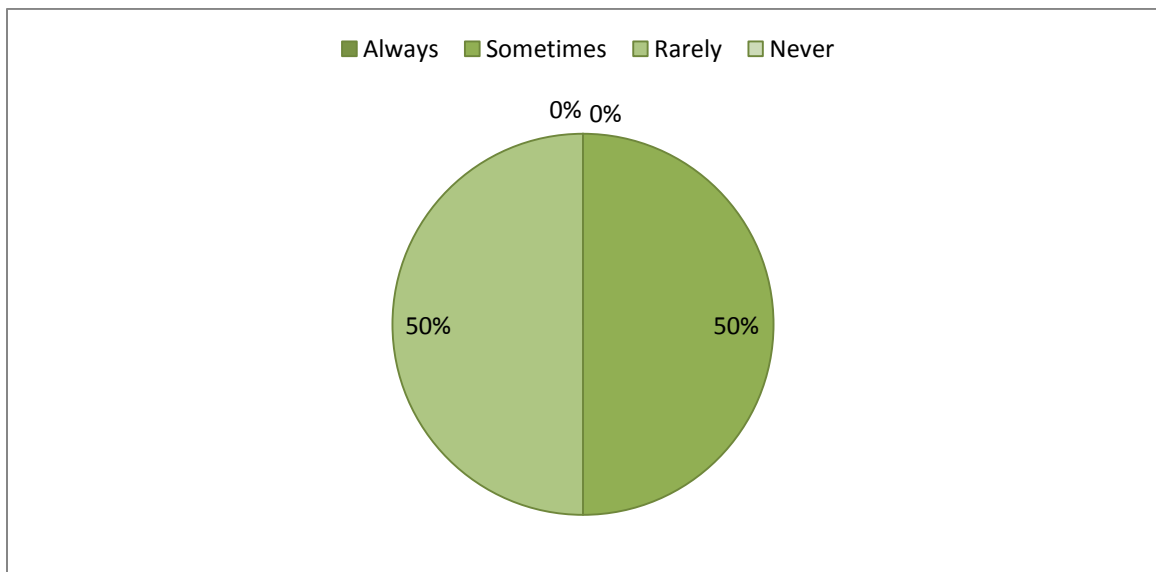
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers mentioned that they occasionally involve students in situations where listening comprehension must be used, while the other 50% responded that they do so rarely. Thus, it is evident how regularly teachers require students to use their English skills.

Question 7: Do you agree that teachers should pay more attention to listening comprehension activities?

Chart 19: Results of the seventh question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	2	100
Agree	0	0
Neither agree or disagree	0	0
Disagree	0	0
Strongly disagree	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Graphic 17: Listening Comprehension Importance
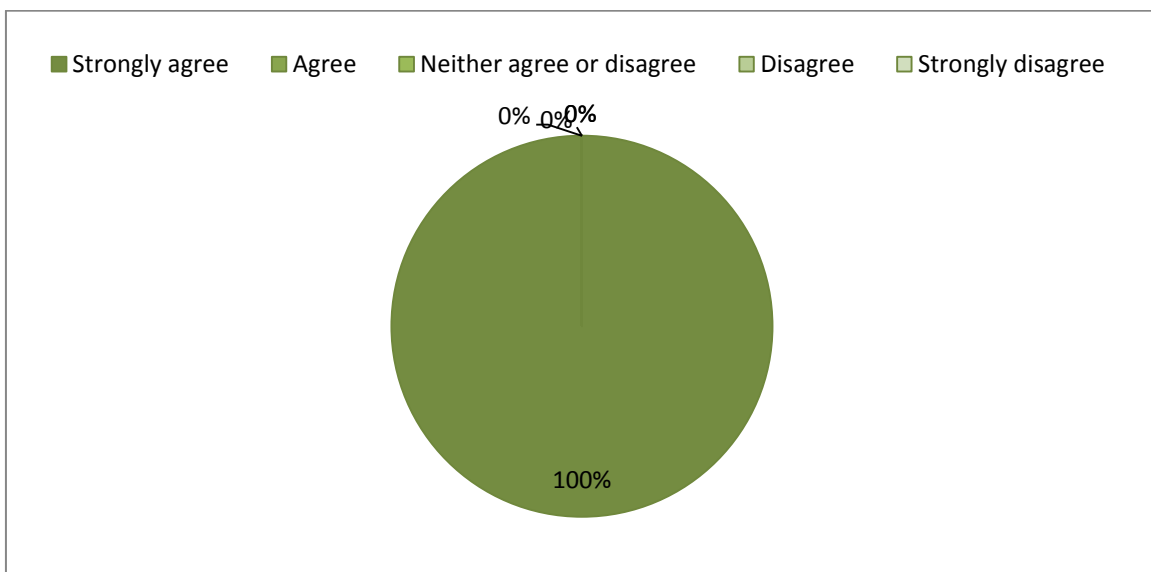
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Analysis

100% of the teachers strongly agree that English teachers should pay more attention to listening comprehension activities. The results demonstrate the significant impact of listening comprehension skills, so teachers must place greater focus on this ability.

Question 8: On a scale of 1 to 5. 1 being the lowest and 5 being the highest. How important do you think listening comprehension techniques are in the English learning process?

Chart 20: Results of the eighth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
1	0	0
2	0	0
3	0	0
4	0	0
5	2	100
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 18: Listening Comprehension Importance
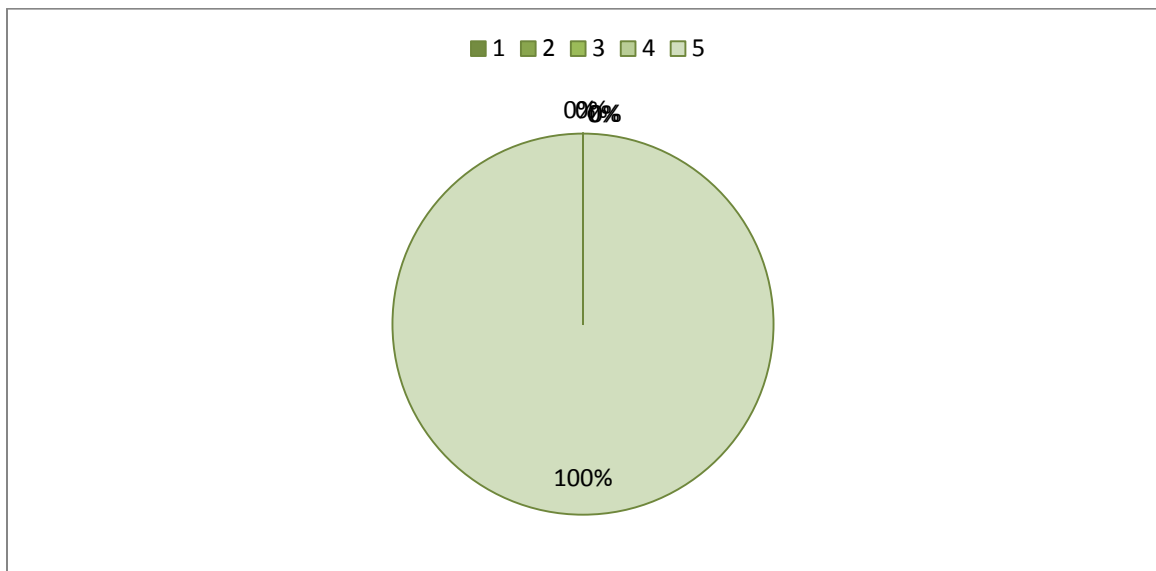
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

100% of teachers agree that listening comprehension techniques are fundamental when learning a new language. For this reason, the use of these techniques is indispensable for the correct learning process of the English language.

Question 9: Which of the following listening comprehension techniques do you know?

Chart 21: Results of the ninth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Podcast	1	50
Note-taking	0	0
Vodcast	1	50
Dictation	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Graphic 19: Listening Comprehension Techniques
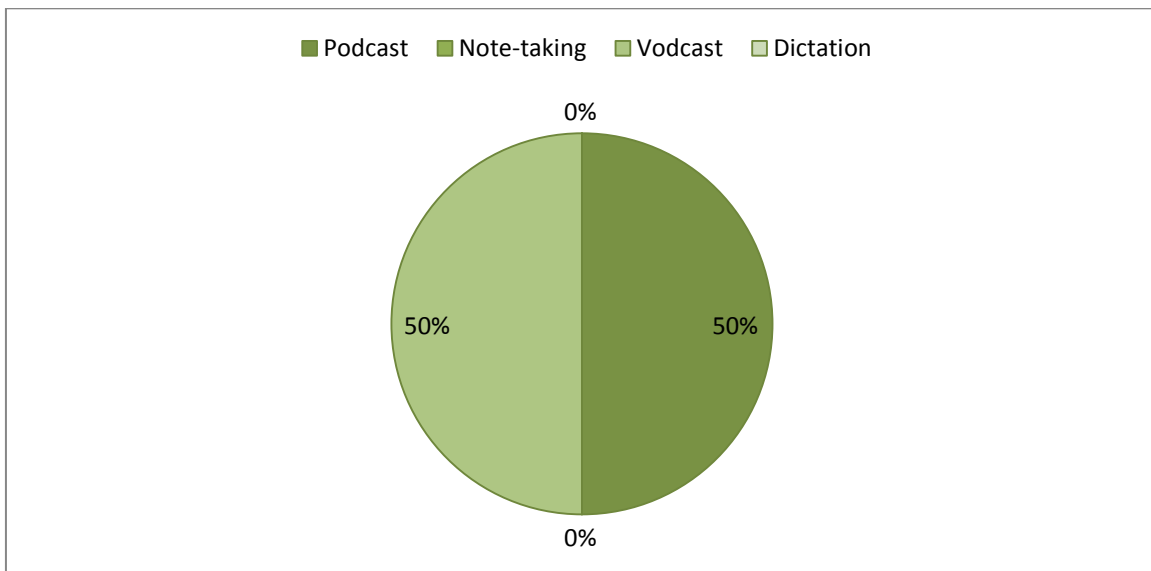
Author: Adriana Milena Picazo Suarez
Source: Survey implemented to UPSE English teachers

Analysis

50% of the teachers are familiar with the podcast technique, while the remaining 50% are familiar with the vodcast technique. These results denote how much awareness teachers have about podcasts, making their possible use pertinent.

Question 10: What techniques might be more effective in enhancing listening comprehension skills in the classroom?

Chart 22: Results of the tenth question of the survey

ALTERNATIVES	FREQUENCY	PERCENTAGE
Podcast	2	100
Note-taking	0	0
Vodcast	0	0
Dictation	0	0
TOTAL	**2**	**100**

Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Graphic 20: Listening Comprehension Tecniques Effectiviness
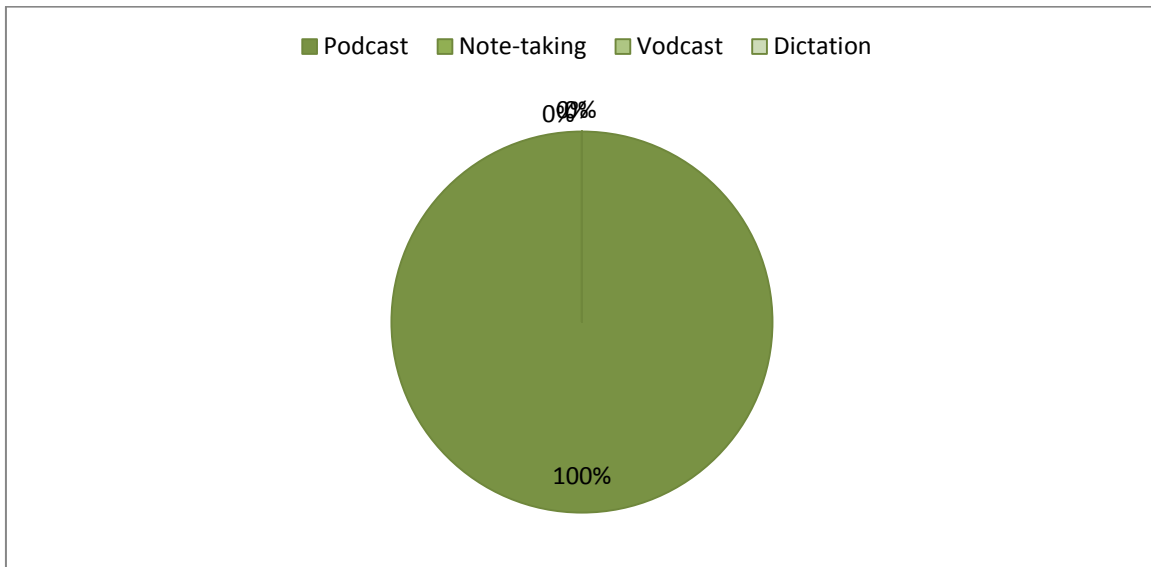
Author: Adriana Milena Picazo Suarez

Source: Survey implemented to UPSE English teachers

Analysis

100% of the teachers believe that the podcast technique can improve students' listening comprehension skills. Consequently, it is substantiated that the application of podcasts in the classroom could effectively support students in enhancing their English proficiency.

CHAPTER IV

PROPOSAL

Podcasts to enhance listening comprehension skills in senior students of Unidad Educativa UPSE, La Libertad, Province of Santa Elena, School year 2021-2022.

4.1. Objectives Of The Proposal

To enhance English listening comprehension skills through podcasts for senior students of Unidad Educativa UPSE, La Libertad, Province of Santa Elena, school year 2021-2022.

- ➢ To provide context on podcasts and their use in education for the promotion of technology in education.
- ➢ To propose podcasts to enhance listening comprehension skills in senior students of Unidad Educativa UPSE.
- ➢ To produce a series of podcasts to be used as activities to improve listening comprehension skills.

4.2. Development of the Proposal

This proposal consists of ten podcasts in which different people from other countries share their views on current issues. The Wix platform has been used for this purpose. A free software that allows people from all over the world to build their websites. The steps carried out for the development of this platform were the following:

1. Open Google Chrome.
2. Log in to Wix.com.
3. Sign up, filling in all the fields with personal information.
4. Detail the purpose of the website.

5. Choose the logo of the website, in this case, related to podcasts.

6. Fill the page with information related to the research proposal.

7. Include all the audios with their respective image, authors, and brief description.

Illustration 1: Wix Web Page
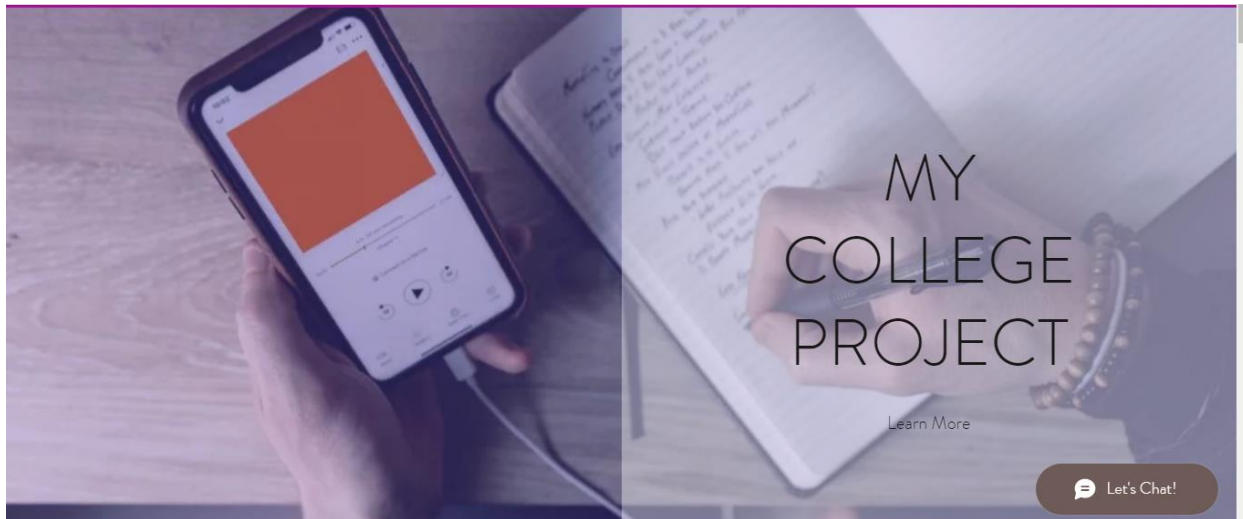
This is a website that features various audio files to help students practice their listening comprehension skills. These audios address various current topics of interest to teenagers. Therefore, the employment of this online tool can be a great educational resource, as it involves the further development of communication skills to increase English proficiency.

Over the past few years, the widespread use of digital technologies has changed the way we carry out daily activities in our lives. The implementation of technology in the education field has widened access to quality instruction. Therefore, today, technology plays a vital role in education by enabling better communication and providing up-to-date information systems that are beneficial for improving English language teaching and learning, including listening comprehension. Therefore, in a world where the vast majority of its population has access to the

Internet and has at least one technological device, the main one being the cell phone, for this reason, it is imperative that students embrace these new technologies to learn and take advantage of them.

Among these digital tools that promote the improvement of listening are the so-called podcasts. According to Constantine (2007) Podcasts is an internet audio publishing that is designed to be downloaded and listened to a portable device such as tabs, smartphone and laptop.

The use of podcasts in senior students of the "Unidad Educativa UPSE" of La Libertad, Santa Elena province, will have great pedagogical relevance in improving their listening comprehension skills.

Furthermore, podcasts have had an enormous impact in developed English-speaking countries, such as the United States. Podcasts are widely popular in American culture that they have become part of the mainstream media landscape. According to Statista Research, there has been statistically significant growth from 2009 to 2019 in the percentage of people who have listened to at least one podcast, rising from 22% to 51%.

Podcasts provide U.S. listeners not only with inspiration or an escape from everyday life but also an opportunity to educate themselves. In a 2019 survey, most respondents stated that their primary reason for listening to podcasts was to pick up new things. Some of the topics covered by podcast include philosophy, history, travel, business, as well as content geared exclusively to children's education. Thanks to its popularity, the contents that users can find are

very varied, providing an opportunity to use them as teaching materials for English language instruction, especially for developing listening comprehension.

There are many reasons why podcasts are feasible to implement in the English teaching-learning process. First, its flexibility completely changes the stigma that learning can only occur during school hours, as podcasting serves mobile learning at any time and place. Once podcasts get downloaded to a digital player, users can listen to them whenever and wherever they prefer.

Some research has been conducted on the benefits of using podcasts as material to improve listening comprehension. Nowadays, educators are looking for innovative ways to incorporate podcasts into their curricula because of their enormous advantages.

Edirisingha, Salmon, & Fothergill (2007) provide empirical data about student attitudes towards podcasting, focusing on how podcasting can provide teachers and students support for an English Language and Communication class. Janossy (2007) examines how students may benefit by listening to text while reading the same text themselves. Lee, M & Chan, A. (2007) discuss the results of providing podcasts used for supplementary listening material to distance learners and the views, experiences, and perceived learning value of podcasts from the perspective of student learners Frydenberg (2006) gives insights into how students use podcasts to contribute to their learning.

Another reason lies in the viability that podcasts have since the only resource needed to make their use possible is a cell phone, a tablet, or a laptop. According to Ecuador's digital

statistics, 89% of the population, approximately 15.65 million Ecuadorians, are connected

through a cell phone. Therefore, most students have access to these devices, which makes their

application attainable.

Most podcasts address topics of interest to today's teenagers. On the web, almost any

kind of podcasts can be found, from celebrity interviews to people talking about black holes, thus

making podcasts appealing to this generation's students. A particularly transcendental feature

offered by podcasts is learning through listening, which is less boring than learning through

reading. For thousands of years, human beings have been using listening as the primary way of

learning. Therefore, one can infer that listening can motivate students who are not fond of

reading.

This proposal provides information, audio files, and worksheets to practice in class or

wherever it is convenient for the student. The teacher can easily send the website link to the

students, who must listen to the podcasts, and subsequently proceed to fill out the worksheet that

will determine the student's level of understanding of the audio. In order to access the Wix web

page containing the ten podcasts, there are two alternatives:

Alternative 1
1. Open Google Chrome
2. Type in the Google search engine Wix.com.
3. Create an account.
4. Type in the Wix search bar "Adriana's Podcast"
5. Listen to the different existing audios.

Alternative 2

1. Open Google Chrome

2. Paste in the search bar the link:

https://adrianapicazo556.wixsite.com/website

3. Listen to the different existing audios.

The following charts describe meticulously the contents of the ten podcasts published on the Wix website with their respective images, audios, transcripts, and activities.

PODCAST #1
STEREOTYPES

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 3:43 minutes

Preview: This podcast addresses common stereotypes people have about different countries, in this case, France and Ecuador. People involved talk about their experiences of being stereotyped, how it makes them feel, and their general opinion about stereotypes.

Adriana, Baptiste
Stereotypes
Stereotypes (Live)

00:00 / 03:43

Development (according to the activity):
➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 1: Stereotypes

A: Hello everyone, today we have a special guest.
B: Good morning
A: Can you tell us your name, please?
B: Sure, I'm Baptiste
A: Okay, Baptiste, where are you from?
B: I'm from Paris, France
A: Oh, nice so tell me Baptiste, have foreigners told you any stereotypes about your country?
B: Oh, all the time
A: Really, what's the most common stereotype they tell you?
B: Well, you know the most common ones are the ones related to baguettes, wine, cheese, fashion, etc.
A: How do you feel when people say all this to you? angry? annoyed? happy?
B: Eh, for me it's not a big deal, if they ask me nicely something like: Is it true that all French people dress like supermodels? I chuckle and try to correct that stereotype, because most people don't mean to be rude, they are simply clueless, so my job is to correct the knowledge they have about the country or the people. But there are times when people mean it, for example this happened to me two weeks ago, I remember I was in the store buying some stuff, when a foreign

guy came up to me and saw what I was buying, he said: oh man, finally a French guy wearing perfume, as soon as I heard that I got annoyed and responded by saying: well, if you don't like our smelly bodies, why don't you go back to your country? I know it's not the smartest answer but sometimes I just try to answer at the level they do, if you know what I mean.

A: Yes, I understand what you mean.

B: Have you also been stereotyped before?

A: Yes, not many times because where I live there is a very small percentage of foreigners but the one, I always get is "How come you're Latina but you don't like reggaeton?

B: Really?

A: Yes

B: How do you react to that?

A: I just laugh, I find it quite funny.

B: Yes, it's quite funny

A: But well Baptiste, what do you think about stereotypes in general, do you think people should keep saying stereotype things even if they don't know anything about them?

B: Well a famous writer once wrote: "Human ignorance is infinite" and I believe in that, I mean, stereotypes will always be there even if we don't want them to be, and people will always believe what they want, unless they want to investigate or experience it for themselves, I don't think there are many things to do, however, I do believe that stereotypes are wrong, as every person on this planet is different from another, so you could have encounter with someone who does some particular activity, but that doesn't mean that everyone does it,

A: I couldn't agree more with you

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #2
DRUGS AND ALCOHOL ABUSE

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 2:05 minutes

Preview: This podcast discusses common and somewhat controversial topics such as alcohol and drug abuse by teenagers in the 21st century. It is well known that today's teenagers are constantly seeking substances that alter their state of consciousness. Experiences, opinions, and statistics are mentioned in this podcast.

Adriana, Mario
Drugs and Alcohol Abuse
Drugs and Alcohol Abuse (Live)

▶ ⏮ ⏭ 00:00 / 02:05   🔊 ⯮ ⫷

Development (according to the activity):

- ➢ Teacher plays the podcasts from website link.
- ➢ Students listen carefully and take notes.
- ➢ Students recognize and analyze the dialogue.
- ➢ Students fill out the worksheet given by the teacher.

Script 2: Drugs and Alcohol Abuse

A: Hello everyone, today we are going to discuss a very well-known topic among teenagers and for that we get to talk to Mario. Hi Mario, how are you?

B: Hi Adriana, I am very happy to talk to you today about this very important topic.

A: So, Mario, you were a teenager not too long ago, what can you tell me about your experience with drugs?

B: Well, I was a real mess at that time, I did a lot of drugs and it wasn't pretty. I did some things that I'm not proud of, but over time I've become a new person and those bad experiences helped me understand and see the world in a different perspective.

A: What kind of drugs did you take? Because I have also tried drugs and I can say that they were a nice experience.

B: Yes, I know, certain drugs are definitely great in terms of fresh and inventive experiences, but I took strong drugs and that's why my life was a disaster.

A: Oh, that explains a lot.

B: Yeah, some drugs can fuck you up to tremendous levels.

A: Yes, that's why some people are addicted to such substances, but in your experience, what can you say to today's teenagers who use them rather for recreational or harm purposes?

B: The only advice I can give to teenagers and people in general is to do a lot of research on the drug they want to use, so they will know if the substance will make them feel what they want. Also, if you have mental problems, you shouldn't take any kind of drug, as it can affect your head in unexplainable ways.

A: That' s great advice Mario, people should do more research on the things they take, and I don't just mean drugs.

B: Yes, the more information you know about something, the more you know how to handle it.

A: Well, thank you for sharing your experiences and knowledge about these complex issues.

B: Thank you Adriana for allowing me to be here.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #3	
TECHNOLOGY	
Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 2:31 minutes

Preview: The technological era is in full swing, and therefore, feasible to talk about how technology, as it has advanced, has changed our way of living either with small or large creations. This podcast offers opinions and personal experiences on whether technology has improved or worsened us as a society.

Adriana, Jeff
Technology
Technology (Live)

▶ ◀ ▶ 00:00 / 02:31   ◀) ⌿ ⦉

Development (according to the activity):
- ➢ Teacher plays the podcasts from website link.
- ➢ Students listen carefully and take notes.
- ➢ Students recognize and analyze the dialogue.
- ➢ Students fill out the worksheet given by the teacher.

Script 3: Technology

A: Hello everyone, today we have a special guess and his name is Jeff. How are you, Jeff?
B: Hello Adriana. I'm great thanks for asking, what about you?
A: I'm pretty good, so Jeff what can you tell us about today's technology? Do you think it has benefits us as a society?
B: I do actually think it has improved our way of living in so many aspects for example now we have electric cars, planes, cell phones, telescopies, robots, among others, which are instruments that have increased our life experiences and saved us a lot of time. However, consider that at the same time it has turned us into a mediocre and lazy society.
A: What are the reasons that have led you to think that?
B: Well, if you think about it, most of the inventions have been created to facilitate our daily activities, thus leaving the work to these facilitating machines, so what took our ancestors hours to do, doesn't cost us even the slightest effort.
A: Yes, it is true, sometimes I think we are losing our humanity due to these new technologies, because we are letting these machines do everything for us, which does not help creativity and discovery.
B: Exactly, people today prefer to stay in their comfort zone, doing the same thing every day, using the same stuff all the time and not looking for ways to explore more of the world we live in by themselves.
A: I think it is already a problem in people's mentality because even with the internet we now have they don't even look for information about our planet and that worries me a lot because if you think about it technologies are invented by a small group of people for the whole population, which enriches these inventors but makes people more ignorant.
B: Yes, I understand what you are saying and I agree, during all my years I have seen many cases of people who don't even bother about how a device that is even in their home works, it is surprising for me to see their disinterest in knowing more about things and our world in general.
A: You have an interesting way of looking at things Jeff, thanks for enlightening us with your

point of view.

B: Thanks to you for inviting me Adriana.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #4
FEMINISM

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 02:42 minutes

Preview: One of the most covered topics today in the news and on social media is feminism. In this podcast, some polemic events starring feminists are discussed and what impact these attitudes have on our society.

Adriana, Maria
Feminism
Feminism (Live)

00:00 / 02:42

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 4: Feminism

A: Hello everyone, for today's episode we have Maria as a guest, how are you, Maria?

B: I'm fine, thanks for asking

A: So, Maria, do you consider yourself a feminist?

B: Yes, of course, my position is to look out for women's rights and fight for gender equality.

A: In what aspects do you think our society does not support women's rights?

B: There are several aspects in which I think the government does not support women. For example, salary, there have been some statistics where men are paid more than women even though they both do the same labor.

A: I have heard this before and I find it disrespectful, but there are few institutions that continue to do this.

B: I know, and that makes me very happy, after so many years of struggle we are finally seeing small but significant changes.

A: Speaking of that, do you agree with the protests staged by feminists in which they don't wear clothes and damage state and private property?

B: In a way yes, because for a change to be generated there must be some chaos, however I don't agree with the attitude of some feminists, because as a person I consider that if you demand

respect, you must also show it.

A: I really do not agree that it is necessary to damage property to generate a change, since by destroying statues, meters, churches, etc., the only thing they are doing is harming the city causing low tourism and affecting the country economically.

B: I understand that it becomes a nuisance, personally I have not committed any of these actions because in a way I consider it wild but it is not in my hand to control every single feminist on this planet.

A: Do you consider that some feminists on social media share false information?

B: I have come across some cases and I am very disappointed how certain women twist all the information making us all look bad by creating a stereotype towards women who are actually feminists.

A: In a way this could be detrimental to our society.

B: I know, that's why it's important for everyone to do more research on what feminism really is and to know how to recognize when people are lying about it.

A: Well, thank you very much for sharing your experiences, Maria.

B: Thank you for listening Adriana.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #5
MENTAL DISORDERS

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**:0 2:59 minutes

Preview: Mental disorders have been around for centuries, but today, due to Covid-19, the number of adolescents suffering from these problems has grown considerably. This podcast addresses the most common mental issues among teenagers, such as depression, anxiety, and hyperactivity.

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 5: Mental Disorders

A: Hello people, today's topic is mental disorders, our guest today is Manuel. Hello Manuel, how are you today?

B: Fantastic Adriana, thank you for inviting me.

A: No problem, so Manuel, before we started recording you mentioned to me that you suffered from a mental disorder, right?

B: That's right Adriana, I suffered from depression for a long time due to the death of my mother.

A: Oh, I am so sorry for your loss

B: Thank you, over time I have been able to overcome it little by little.

A: Could you share with us what you went through during this illness?

B: Sure, it was a very dark time in my life, I just did not want to get out of bed, I did not go out, I did not eat, I did not drink, I was literally a living dead, my family tried to help me but everything they did didn't work, at one point they even blamed me for not overcoming the depression I had, which hurt my depression even more, I even tried to commit suicide.

A: Oh no, that's the worst thing you can say to a person with depression.

B: I know, but people just don't understand, it's impossible for them to put themselves in someone else's shoes or empathize.

A: I know, it's a shame. But what did you do to overcome this misunderstood illness?

B: Well, there is no prescribed cure, it all depends on the person. What worked for me was meditation, the consumption of certain substances and the practice of healthy habits.

A: I'm very happy for you Manuel, as you know today's teenagers have increasing levels of anxiety, depression and hyperactivity.

B: I've heard that and it makes me very sad, I've lived it and I don't wish it on anyone.

A: What advice would you give to these teenagers?

B: I would tell them to focus on the good things, I don't doubt that everyone who goes through this has good reasons to be depressed or anxious, but having good relationships and habits goes a long way in not focusing only on the bad things in their life.

A: Thank you for sharing your experience with us Manuel, we really appreciate it.

B: No problem, Adriana, I always love to help, even if it's just a little bit.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #6
BULLYING

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 02:26 minutes

Preview: Bullying is a big problem worldwide, especially in schools, so it is crucial to talk about it so that teenagers can have an idea of how to deal with it. In this podcast, opinions and experiences of bullying are mentioned among the commentators.

Adriana, Jane
Bullying
Bullying (Live)

00:00 / 02:26

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 6: Bullying

A: Hello everyone, today we met Jane, how are you, Jane?

B: Fine Adriana, happy to be here today.

A: Well Jane today we are going to talk about bullying in schools, when you were a student did you ever suffer any kind of discrimination from your classmates?

B: Unfortunately, yes, when I was in school, I was a bit overweight due to the amount of junk food that exists in the school bars, so girls and boys used my physical appearance to tease me, I remember that they used some denigrating nicknames like fat, obese, pig face, among others.

A: That's terrible, how did you react to that?

B: Well, it made me feel bad but I tried to ignore them because I knew that if I lowered myself to their level, I was not really going to get anything, besides I never liked to discriminate against people because of their physical appearance,

A: You know, the exact same thing happened to me but because I was skinny, like you I was never affected by other people's opinions but I was curious why these people did it, they weren't perfect either but they made an effort to make others feel bad.

B: I know, there are several studies where it is proven that bullies feel bad about their lives and for this reason, they try to make others feel the same way. It is really a complex subject that I could not explain in its entirety, the only thing I can do is share my experience.

A: I have heard about these investigations and I find them very interesting, nobody knows what happens in a person's life but in my opinion if you are aware that your words can hurt someone why say them? It seems to me a lack of empathy.

B: Well, that's right, but to determine the main cause, an investigation of each specific case must be carried out.

A: Exactly! In any case, thank you for sharing your experience and point of view on this subject.

B: You're welcome, thank you for inviting me.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #7

ACADEMIC PROBLEMS

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 02:25 minutes

Preview: High school and university students are aware of the problems that are caused in the different educational centers. They complain about the large quantity of homework sent by teachers, which generates an enormous stress level. This podcast focuses on how academic stress significantly affects students' lives.

Adriana, Meline
Academic Problems
Academic Problems (Live)

▶ ◀◀ ▶▶ 00:00 / 02:25   ◀)) ♫ ≪

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 7: Academic Problems

A: Hello everyone, in today's episode we will talk about academic problems, for that today's guest is Melina. How are you, Melina?
B: Hi Adriana, I'm very happy to be here today talking to you.
A: Me too, so Melina, you are a college student, right?
B: Yes, I'm in the last semester of my studies.
A: Oh, that's great, what could you share with us about your life in college, was it very different from high school?
B: It was definitely different in some aspects; in others it was similar and in a few it was even worse.
A: Could you tell us a little more about those aspects?
B: Well, there are similar problems in the educational centers, both at school and at university, there is a lack of organization and we, as students, are the ones who are affected. The stress that exists due to the number of assignments is unimaginable, for example once a professor sent us to do 5 essays each of 15 pages for the next day, I was disoriented, I did not know how I was going to complete all those essays in 24 hours, I ended up not sleeping and drinking several cups of coffee, this affected my physical appearance notoriously.
A: Wow I get what you mean, I also had to go through the same thing, in my case every time I got stressed and tried to sleep, I would get nightmares and sleep paralysis, which generated an immense lack of sleep so it was difficult for me to stay awake during class time.

B: I have heard about sleep paralysis and indeed its main cause is stress.

A: I think they should have more control over these aspects, because it is affecting our health besides the fact that teaching becomes more of an obligation than a learning experience.

B: I totally agree, there should be a person in charge of regulating these processes.

A: Well Melina, thank you for sharing your point of view about this common issue among students.

B: No problem, Adriana. I would love to be part of another episode

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

PODCAST #8
COVID-19

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 02:39 minutes

Preview: Covid-19 affected the lives of the world's population, causing isolation, panic, deaths, among other things. In this podcast, the commentators describe how this virus affected and changed their lives in work, family, and mental aspects.

Adriana, Daniel
Covid-19
Covid-19 (Live)

00:00 / 02:39

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 8: Covid-19

A: Hello friends, in this episode we will talk with Daniel, who will share with us his experience during this global pandemic. Hello Daniel, how are you?

B: Great Adriana, thanks for the invitation.

A: So, Daniel, what can you tell us about your experiences during COVID 19?

B: Well, it was very hard for me, before the pandemic I always went out to different places since I am a sociable person, I was always moving, I could not sit for 5 minutes because I had to do something, so when the quarantine started it was terrible for me, I even became depressed, the fact of not being able to go out and do all the activities I like made me very sad, on the other

hand I lost several friends and family which increased my depression and the only thing I wanted was to escape but I just could not.

A: I can't imagine how you must have felt, many people suffered the same, especially travelers, as you know some people could not return to their countries because of this virus, having to spend it in an unknown place without the company of their loved ones.

B: Covid was definitely devastating for some people, but what about you, how was your experience during this pandemic?

A: Well, it was a bit disconcerting, all the people were panic-stricken by the number of contagions and death, I just felt it was surreal, it took me a little while to process it. As for the quarantine, it didn't affect me much since I didn't go out m a lot at that time, I only spent time at home so when we had to be locked up it was normal for the first few months but by the eighth month, I felt that I couldn't stand being at home anymore.

B: That's an interesting topic too, several people have told me that because of the quarantine they got to know their family better, some got along better and others got along worse.

A: That happened to my brother and I, before the pandemic we didn't talk at all but thanks to it we discovered that we had things in common and now we are friends.

B: Oh, that's good I'm happy for you

A: Thank you, it was a weird experience to know that you have been living with someone for years but you just don't really know them, but well Daniel thanks for sharing your experience with us.

B: Thanks to you for giving me this little space in your podcast.

Author: Adriana Milena Picazo Suarez
Source: https://adrianapicazo556.wixsite.com/website

PODCAST #9
OBESITY AND BODY POSITIVITY

Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 01:12 minutes
Preview: Body positivity is one of the most commented topics on social networks. Despite agreeing that each person should accept their body as it is, several people see obesity as acceptance of their body, thus neglecting their health. This podcast addresses cases in which body positivity generates obesity in people.	

Adriana, Miranda
Obesity and Body Positivity
Obesity and Body Positivity (Live)

00:00 / 01:12

Development (according to the activity):

- ➢ Teacher plays the podcasts from website link.
- ➢ Students listen carefully and take notes.
- ➢ Students recognize and analyze the dialogue.
- ➢ Students fill out the worksheet given by the teacher.

Script 9: Obesity and Body Positivity

A: Hi friends, in today's podcast we will talk about body positivity and how it can affect certain people, for today we meet Miranda, how are you, Miranda?

B: I am great, thanks for the invitation

A: So, Miranda, what do you think about the body positivity that many people comment on social networks?

B: Well, I think it's great, as you know people are always criticizing the physical appearance of others especially in social networks where they can hide their identity, so accepting yourself as you are seems to me an excellent idea.

A: I agree with you, however I don't know if you have heard of cases where girls who clearly have obesity problems justify their illness with body positivism.

B: I have seen it and I think it is very bad that they do that since obesity is a disease and if it is not treated in time, it can cause mortality.

A: Exactly, that's why I think that there should not be influencers spreading this kind of information on their accounts, because their words can affect the life of one of their followers.

B: People should understand that each one of us is different, if we have a problem, it is necessary to consult a specialist who studies and follows our case in order to give a personalized solution.

A: Of course, we should not justify our inability to do something with existing viral trends in social networks.

B: I agree.

A: Thanks for sharing your point of view with us Miranda.

B: No problem, Adriana.

Author: Adriana Milena Picazo Suarez
Source: https://adrianapicazo556.wixsite.com/website

PODCAST #10	
SOCIAL MEDIA AND SELF-ESTEEM	
Objective: To recognize and analyze the different points made in the dialogue between the commentator and the guest.	**Resources:** Technological devices (Cell Phones, Tablets, Laptops, iPad)
Skill: Listening Comprehension	**Length**: 02:34 minutes
Preview: Social networks have brought undeniable benefits to our lives. However, many	

specialists have found that social network use in children and adolescents has changed how they perceive themselves. This podcast discusses how social networks play an increasingly influential role in today's teenagers' self-esteem.

Adriana, Joe
Social Media and Self-Esteem
Social Media and Self-Esteem (Live)

▶ ◁ ▷ 00:00 / 02:34   🔊 ⊫ ⤴

Development (according to the activity):

➢ Teacher plays the podcasts from website link.
➢ Students listen carefully and take notes.
➢ Students recognize and analyze the dialogue.
➢ Students fill out the worksheet given by the teacher.

Script 10: Social Media and Self-Esteem

A: Hello friends, today we met Joe, hello Joe, how are you feeling?

B: Hi Adriana, I'm feeling great thank you.

A: Well Joe, what do you think about social media?

B: I think they are an excellent way to communicate, before we used to use the mail that took days to arrive depending on the distance we wanted to reach, but now in a matter of seconds you can communicate with a person on the other side of the continent. However, I have also noticed some disadvantages

A: Could you tell us more about that? What disadvantages have you found?

B: Well, I am the father of a 15-year-old girl, my daughter spends all day on her cell phone checking Instagram, Facebook, Twitter, and constantly posts videos, what really worries me are these filters that teenagers use now, they seem very fake to me. I feel that they fill kids with stereotypes of how they should look to be attractive on social networks, and when they don't get it, they get depressed and hate themselves for not being like all those people on social media.

A: I have seen very similar cases, just like you, I have a 15-year-old sister, who is in constant search of acceptance by people she doesn't even know, I can't imagine what they must feel when they receive negative comments, since being on social networks exposes them to millions of things.

B: Exactly, that's why I think that children should not have social networks, because it can significantly damage their self-esteem which in the future can develop into more severe mental problems.

A: What advice would you give to children who use social networks and also to the parents of these children?

B: I would tell them to accept themselves as they are, they should not compare themselves with anyone because each one of us is unique and unmatched. To the parents I would tell them to take care of their children and fill them every day with positive words and love.

A: Thank you very much for those touching words, Joe.

B: You're welcome, Adriana, it was a pleasure to have been on this episode.

Author: Adriana Milena Picazo Suarez

Source: https://adrianapicazo556.wixsite.com/website

4.3. Conclusions

➢ The present study was a preliminary investigation on the relevance of listening comprehension in second language acquisition and on specific techniques that can improve students' listening comprehension ability. This study provides theoretical and practical knowledge that corroborates the primary role of listening comprehension in English language learning, and the techniques are favorable for its enhancement and mastery.

➢ The methodology applied in this research project was crucial in determining which listening comprehension technique would be the most relevant to increase student's English proficiency. Such data was obtained by collecting data through a survey of students and English teachers at UPSE High School.

➢ After an exhaustive literature review and data collection, the technique chosen as a proposal to enhance students' listening comprehension skills was the podcast. Due to its online accessibility, it offers the opportunity for everyone to have permanent access to the materials and, therefore, maximizes the possibilities of learning English.

4.4. Recommendations

- ➢ English teachers should pay more attention to listening comprehension activities since having the ability to identify and recognize sounds and words improves students' English proficiency.

- ➢ Based on the methodology applied in this research, it is feasible to recommend UPSE teachers update their instructional techniques and use newer technologies in teaching content, thus preparing students for the emerging challenges of this technological era.

- ➢ English teachers should implement podcasts in the classroom to transform their classes from traditional to modern and interactive. Creating their own podcasts could enormously benefit students, as it is clear that podcasts are a novel and engaging technology for teenagers and an effective technique for enhancing listening comprehension skills.

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ANNEXES

PENINSULA OF SANTA ELENA

STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

STUDENTS SURVEY

Objective: The purpose of this survey is to know your opinion about the relevance of improving English listening comprehension through the implementation of a specific technique.

Instructions: Read the questions below and then choose one option **(X)**

1. By what percentage do you like the English subject?

N°	ALTERNATIVES	RESPONSES
1.1	0-10%	
1.2	30-40%	
1.3	60-70%	
1.4	90-100%	

2. Do you enjoy listening comprehension activities?

N°	ALTERNATIVES	RESPONSES
2.1	Not at all	
2.2	Little	
2.3	Quite a bit	
2.4	A lot	

3. How many listening comprehension activities has the teacher used during the school year?

N°	ALTERNATIVES	RESPONSES
3.1	1-5	
3.2	6-20	
3.3	21-35	
3.4	36-50	

4. Does the material used for listening comprehension activities relate to real-life situations?

N°	ALTERNATIVES	RESPONSES
4.1	Yes	
4.2	Somewhat	
4.3	No	

5. How often does the teacher use listening comprehension activities in the classroom?

N°	ALTERNATIVES	RESPONSES
5.1	Always	
5.2	Sometimes	
5.3	Rarely	
5.4	Never	

6. How regularly does the teacher involve you in situations where listening comprehension must be used?

N°	ALTERNATIVES	RESPONSES
6.1	Always	
6.2	Sometimes	
6.3	Rarely	
6.4	Never	

7. Do you agree that teachers should pay more attention to listening comprehension activities?

N°	ALTERNATIVES	RESPONSES
7.1	Strongly agree	
7.2	Agree	
7.3	Neither agree or disagree	
7.4	Disagree	
7.5	Strongly disagree	

8. On a scale of 1 to 5. 1 being the lowest and 5 being the highest. How important do you think listening comprehension techniques are in the English learning process?

N°	ALTERNATIVES	RESPONSES
8.1	1	
8.2	2	
8.3	3	
8.4	4	
8.5	5	

9. Which of the following listening comprehension techniques do you know?

N°	ALTERNATIVES	RESPONSES
9.1	Podcast	
9.2	Note-taking	
9.3	Vodcast	
9.4	Dictation	

10. What techniques might be more effective in enhancing listening comprehension skills in the classroom?

N°	ALTERNATIVES	RESPONSES
10.1	Podcast	
10.2	Note-taking	
10.3	Vodcast	

PENINSULA OF SANTA ELENA

STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

TEACHERS SURVEY

Objective: The purpose of this survey is to know your opinion about the relevance of improving English listening comprehension through the implementation of a specific technique.

Instructions: Read the questions below and then choose one option (**X**)

5. By what percentage do you think your students like the English subject?

N°	ALTERNATIVES	RESPONSES
1.1	0-10%	
1.2	30-40%	
1.3	60-70%	
1.4	90-100%	

6. Do you consider that your students enjoy the listening comprehension activities?

N°	ALTERNATIVES	RESPONSES
2.1	Not at all	
2.2	Little	
2.3	Quite a bit	
2.4	A lot	

7. How many listening comprehension activities have you used during the school year?

N°	ALTERNATIVES	RESPONSES
3.1	1-5	
3.2	6-20	
3.3	21-35	
3.4	36-50	

8. Does the material used for listening comprehension activities relate to real-life situations?

N°	ALTERNATIVES	RESPONSES
4.1	Yes	
4.2	Somewhat	
4.3	No	

5. How often do you use listening activities in the classroom?

N°	ALTERNATIVES	RESPONSES
5.1	Always	
5.2	Sometimes	
5.3	Rarely	
5.4	Never	

6. How frequently do you involve students in situations in which listening comprehension must be used?

N°	ALTERNATIVES	RESPONSES
6.1	Always	
6.2	Sometimes	
6.3	Rarely	
6.4	Never	

7. Do you agree that teachers should pay more attention to listening comprehension activities?

N°	ALTERNATIVES	RESPONSES
7.1	Strongly agree	
7.2	Agree	
7.3	Neither agree or disagree	
7.4	Disagree	
7.5	Strongly disagree	

8. On a scale of 1 to 5. 1 being the lowest and 5 being the highest. How important do you think listening comprehension techniques are in the English learning process?

N°	ALTERNATIVES	RESPONSES
8.1	1	
8.2	2	
8.3	3	
8.4	4	
8.5	5	

9. Which of the following listening comprehension techniques do you know?

N°	ALTERNATIVES	RESPONSES
9.1	Podcast	
9.2	Note-taking	
9.3	Vodcast	
9.4	Dictation	

10. What techniques might be more effective in enhancing listening comprehension skills in the classroom?

N°	ALTERNATIVES	RESPONSES
10.1	Podcast	
10.2	Note-taking	
10.3	Vodcast	
10.4	Dictation	

PENINSULA OF SANTA ELENA

STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

LISTENING COMPREHENSION WORKSHEET

Directions: Listen carefully to the podcast, take notes and then answer the following questions.

1. **What is the main topic of the podcast?**

   _____
   _____
   _____

2. **What are the most relevant points mentioned by the people in the podcast?**

   _____
   _____
   _____

3. **Do you agree with the positions taken by the people in the podcast? Provide reasons**

   _____
   _____
   _____

4. **Write your personal opinion about the topic of the podcast.**

   _____
   _____
   _____