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ENGLISH MAJOR

THESIS

THEME:

> **"THE ENGLISH LANGUAGE AND THE USE OF PODCASTS TO IMPROVE THE LISTENING SKILL OF ENGLISH CAREER STUDENTS AT COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014"**

Thesis submitted previous obtaining the bachelor's degree in English

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I

AUTHORSHIP

The criteria issued in this research work "THE ENGLISH LANGUAGE AND THE USE OF PODCASTS TO IMPROVE THE LISTENING SKILL IN ENGLISH CAREER STUDENTS AT COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014" are author's exclusive responsibility.

THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

"THE ENGLISH LANGUAGE AND THE USE OF PODCASTS TO IMPROVE THE LISTENING SKILL OF ENGLISH CAREER STUDENTS AT COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014", belonging to Jhonny Robinson Tapia Calama applicant of the English career; I consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honourable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, November 2014

Thesis director,

………………………………………….

Lic. Edgar Guadia Encalada Trujillo

GRADUATION COURT'S ENDORSEMENT

As members of the graduation court, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; whereas, the applicant: Jhonny Robinson Tapia Calama with the thesis tittle: "THE ENGLISH LANGUAGE AND THE USE OF PODCASTS TO IMPROVE THE LISTENING SKILL OF ENGLISH CAREER STUDENTS AT COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014", has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defense act.

Due to the above, it is authorized to make the corresponding hardbound, according to institutional regulations.

Latacunga, November 2014

....
Lcda. Gina Venegas   Arq. Jorge Rosero
PRESIDENT   MEMBER

………………………………….
Lcda. Mercedes Abata
OPPONENT

GRATITUDE

My gratitude and respect to God, who
has let my eyes open every morning
and set me free from evil. Lord, my
beloved father, thank you for being
with me always, your presence and
peace are there and I can't get apart
from you, I love you. Jesus told us: "I
am the way, the truth and the life. No
one comes to the father except
through me." John 14:16.
Additionally, the deepest feeling of
thankfulness and kindness to all the
people that made this research work
possible, particularly to my professors
at Cotopaxi Technical University for
their unfailing support and assistance.

Jhonny Tapia

DEDICATION

This research work is devoted to all my friends and family who have constantly been there on the highs and lows of this pointless and curious life helping, cheering up and supporting entirely both my right and wrong decisions. Special dedication for those who strive to make the most of what they have and are still on track to fulfil their dreams. Don't give up that easily, I trust you all. Just believe in yourselves.

Jhonny Tapia

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ABSTRACT

The study of the English language seen from a pedagogical insight is put into a background where learning goes over creative methodologies and a countless number of teaching methods. Nevertheless, a wide number of professional educators have been focused on a detailed management of rules and grammatical structures about the language during class, and have not drawn attention to the benefits of developing listening.

Now, this investigation embraces the study of the use of Podcasts during English lessons with students from the English career at the Cotopaxi Technical University, and gives an overview on the intensive and continuous use of audio as part of English learning to improve and develop the ability of listening.

The results point out the necessity of pushing and stimulating the use of audio material in the process of listening to develop it through the sequential stages of listening, which are initially based on pre-listening, while-listening and post-listening. So, it is a significant case as technology is adopted as to the aspect of learning a new language.

KEY WORDS:
Podcast - Listening - Language Learning - Broadcasting – Technology

UNIVERSIDAD TÉCNICA DE COTOPAXI

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Latacunga – Ecuador

TEMA: "EL IDIOMA INGLÉS Y EL USO DE PODCASTS PARA MEJORAR LA HABILIDAD DE ESCUCHA DE LOS ESTUDIANTES DE LA CARRERA DE INGLÉS EN LA UNIVERSIDAD TÉCNICA DE COTOPAXI DURANTE EL CICLO ACADEMICO MARZO - AGOSTO 2014"

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RESUMEN

El estudio de la lengua inglesa visto desde un punto de vista pedagógico se mantiene en un entorno donde el aprendizaje parte de creativas metodologías y un sinnúmero de métodos de enseñanza. Sin embargo, un gran número de profesionales educadores se ha enfocado en el detallado manejo de reglas y estructuras gramaticales, sobre este idioma durante la clase, y no han tomado mucha importancia a los beneficios de desarrollar escucha.

Ahora, esta investigación se enmarca en el estudio del uso de Podcasts durante las clases de inglés con estudiantes de la carrera de inglés de la Universidad Técnica de Cotopaxi, y ofrece una visualización sobre el uso intensivo y continuo de audio como parte del aprendizaje de inglés para mejorar y desarrollar la habilidad de escucha.

Los resultados apuntan a la necesidad de fomentar y estimular el uso audio material en el proceso de escucha para desarrollarlo usando las etapas secuenciales de escucha, las cuales se basan inicialmente en pre-escucha, durante-escucha y post-escucha. De manera que, es un caso significativo ya que la tecnología es adoptada en el aspecto del aprendizaje de un nuevo idioma.

PALABRAS CLAVE:
Podcast - Escucha - Aprendizaje del Lenguaje - Radiodifusión - Tecnología

INTRODUCTION

This project has been formalized on the use of Podcasts to improve the listening skill of future English teachers. It is a big contribution to all those who look for new ways of building up the listening skill properly. The present work has been divided up into three chapters that are set up as follows.

The first chapter is based on the theory of English as a foreign language, English Teaching and Learning, Listening, Technology to learn English and the history of Podcasts. The categories bordered on this determine the conceptual framework and methods that will support the investigation.

Later on, the second chapter gives an overview of results taken from surveys applied to students from the English career. The content of surveys is just part of data taken from the first chapter that is meant to the theoretical framework. The second chapter will help to determine how important Podcasts are in the development of the listening skill.

Once, the theory and surveys were analyzed and interpreted. The third chapter describes the proposal itself as a whole. It is a section containing material devoted to learners wanting to improve their listening skill.

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CHAPTER I

1.1 BACKGROUNDS

Listening is fundamentally one of the four important communicative abilities that allows every person to lead a regular exchange of thoughts through what many know as words, sentences and complex ideas set naturally by the brain. In accordance with many investigators, listening is particularly defined as the capacity to perceive messages from the outside mainly by the use of hearing.

Years ago, an experiment carried out by the University of California demonstrated that the motor system of our brain is particularly employed for mapping acoustic inputs to a phonetic code. What experts say is this part of the brain is programmed to identify sounds from the outside and transform them in an understandable bunch of information where every sound perceived has a phonetically functional meaning.

To better understand, when examining this motor area of sound perception, a magnetic resonance was used and what scientists observed was that when someone listens and produces the same sound, the upper portion of the premotor cortex that is largely linked to the Brodmann area is activated showing that listening to speech activates motor areas in speech production.

Secondly, another study conducted by elementary school teachers in New Zealand states the idea that children of between 7 to 8 year old have the ability to attain a high percent of vocabulary from stories that are read aloud in classroom. Findings have proved oral story reading is a considerable source of vocabulary acquisition

and no matter whether the explanation of word meaning is not assisted by a teacher.

A first study was applied in seven classes of 7 year-old children. It was showed these school children gained a 15 percent of vocabulary without teacher explanation. After the first study, a later study put on a trial three classes of eight year-olds, showing that vocabulary gains were highest with teacher explanation. Indeed, the vocabulary perceived increased to 40 percent.

By contrast, the groups immersed in this study demonstrated better word attainment only if the words heard in the oral story were more frequent. This all places the theory in which vocabulary acquisition is relatively permanent when the list of new words is repeated a high number of times.

The investigations carried out in the University of California and New Zealand show a handful of constant research and countless attempts to enhance the importance and relevance of listening in the training process of the majority of language learners. Certainly, it is a good example of substantial achievements made as to this receptive skill.

So, those studies will be kept in mind for the substantial development and purpose of the current investigation whose aim is to improve the listening skill of English career students at Cotopaxi Technical University through the use of Podcasts. Apart from that, the general purpose is that of implementing a unique set of Podcasts plus scripts and short activities to increase students' understanding allowing them to better comprehend what they listen to.

1.2. FUNDAMENTAL CATEGORIES

English as a Foreign Language

English Teaching and Learning

Listening

Technology to learn English

Podcasts
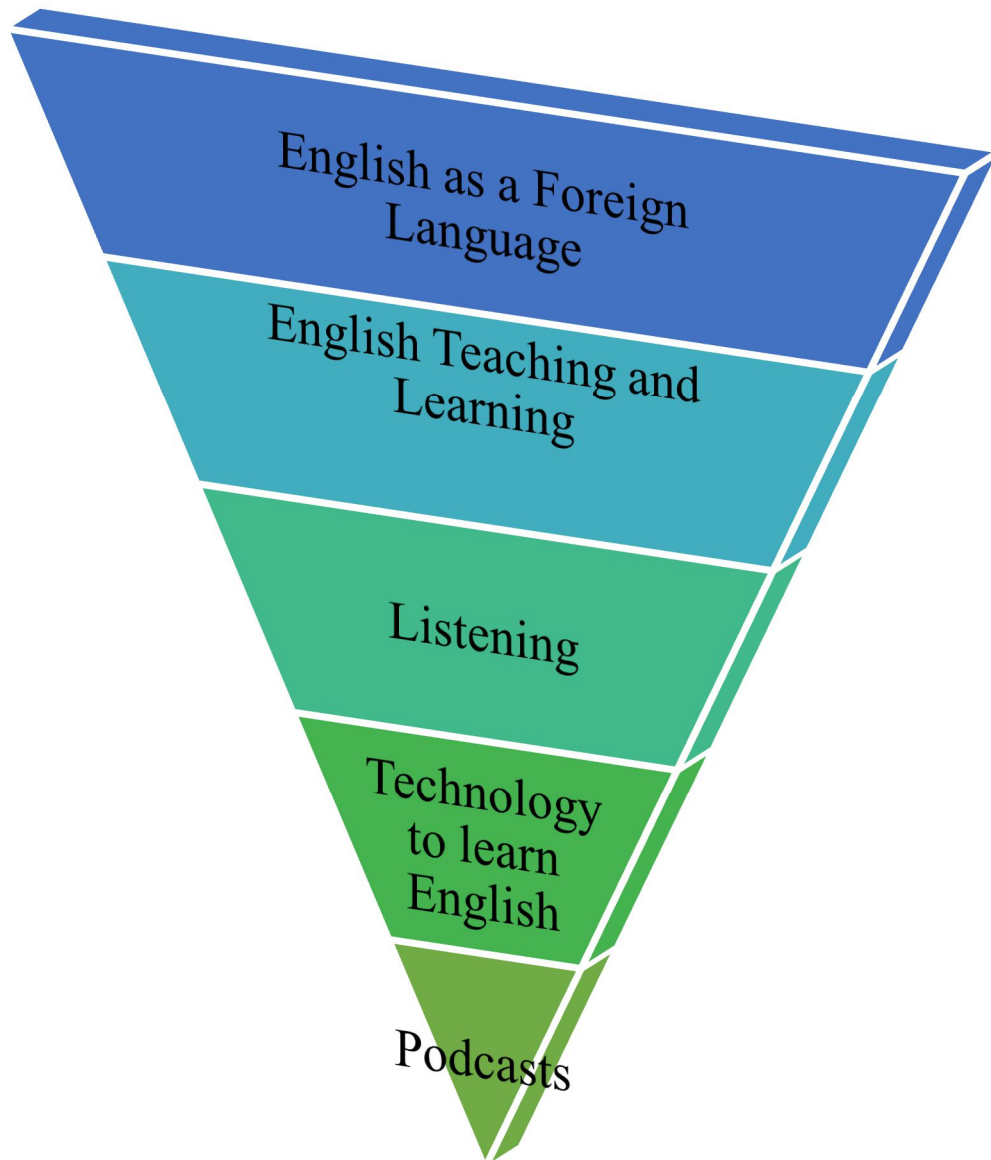
CHAPTER I

1.3. THEORETICAL FOUNDATION

1.3.1. ENGLISH AS FOREIGN LANGUAGE

English is a language that has spread over different countries worldwide, there is a reason for this expansion and it is that of building up global links of social communities and business. Basically, as time went on, the English language became a fundamental source of communication and it is thought the learning of it is necessary to keep contact and form a relationship full of interaction with people from different countries.

Ever since, the language was adopted as a subject of study to formalize the precious value of communication. In the field of education, the study of English is known as EFL (English as a foreign language), is greatly used by speakers whose language is different from English, and people who are commonly part of South-America, Europe and Asia.

Many people agree on how influential and productive the use of English is, and they are surprised by how English is taught all over the world under various circumstances such as work, business or just addressing distinct issues. In other words, English is now part of the everyday life of many non-native speakers from various countries.

As for other descriptions of EFL, Gendreau Sam (2013, 77) states:

> **"English as a foreign language rather than just a study of concepts and structures is certainly a deep insight on other culture full of literature, poetry, theatre, fine arts, and so on. This brings to our lives the thought that both culture and language are tied somehow to influence the experience of learning a language."**

By contrast, Dr. Kachru Braj (2004, 105) claims that:

> **"A broad grouping where English as foreign language is found is within the Anglosphere, that is also called "the inner circle", i.e. countries such as the United Kingdom and the United States where this use of English is generally by refugees, immigrants, and their children."**

According to the criteria issued above, the researcher asserts that:

The use of English is rather vital wherever people go and it becomes more substantial when groups of people decide to travel abroad to an English speaking country. Once, they travel it is definitely complicated for them to get accustomed to the language and the accent as well. Additionally, the use of English by refugees and immigrants is usually called the inner circle, and this is because the people who moved out is in fact immersed in a changing environment where the culture and costumes are different, and what is more importantly the language itself is forced to be learnt by the immigrants.

An EFL student normally learns English to function in the new host country. Then, the study of English at this circumstance is an activity that often involves to be an open-minded person prepared to get through the experience of learning and

settling in. The most obvious predicament is that English as a Foreign Language is linked to most of people willing to make a difference at whether it is negotiating, studying, or communicating successfully abroad. It should also be mentioned that as an attempt to make EFL students learn English more quickly, host governments from English speaking countries have taken the newcomers into a citizenship program where they are taught English in a refugee camp. It was a program implemented to help them cope with the environment of an English speaking country.

1.3.1.1. Importance of learning a foreign language

There is unquestionably a large number of reasons, and peculiar facts telling how important is to learn a foreign language. Among this, many researchers and scholars have proved via studies and investigations that the activity of learning other languages alter the grey matter, that is the area of the brain processing information. The case is that the practice of a foreign language is almost like going to the gym to exercise the muscles, so as to get endurance.

As any other aspect of life, the study of English requires time and steady attempts to do it. Anyway, studying English is a rewarding experience, it helps everyone to rise above fears and doubts of how it feels to meet new people and their culture. It is also a booster to keep a better self-confidence. Another interesting aspect is that students taking up a foreign language usually get good marks on standardized tests particularly in categories such as reading, vocabulary and even math.

At this point of time, it is essential to increase the employability as well, and that is why it is important to learn English. People, all around the world, live in a globalized world where companies tend to be expanding all the time dealing with new clients and many assume that exact same skill and experience is enough, but a person who knows a foreign language is more likely to get a job.

1.3.1.2. How to learn a foreign language

There are lots of techniques used to learn a new language and these vary significantly from common approaches used in other kinds of language classes. Additionally, some students may not have prepared themselves much for their university language classes. Now, as a hint they all should restructure their routine of study and adding new methods and routines is for sure to increase their ability to retain information in a second language. It is absolutely suggested students to follow some general directions to make sure that they hold up their motivation to learn English.

First of all, every person studying a foreign language knows that repetition can be boring and often keep students stressed out. However, the key point is that repetition is an activity productive enough to make learners have success when practicing vocabulary. Even many studies have proved that constant repetition of words is necessary to have them in registered in the long term memory. By contrast, repetitions can be verbal, aural, read or written. So, it is advisable to practice words as many times as possible.

On other hand, ear training is also a must. Students need to train themselves to listen, so that they can understand what they hear. When practicing listening, it is always a good idea to do it in small amounts at a time. It is often compared to a training activity for a sporting event. In translation terms, it is considered that translation should not be practiced, though students cannot avoid it at times. Understanding a phrase in context is much more natural than translating it.

The current study and practice of English often done in small time periods is more effective that a two hour period without taking a break. Many investigators have suggested studying English or any other foreign language every day, whether it is a short period of time. It is not really useful to do the minimum. Students must try to use what they have just memorized to make it come alive and be useful.

1.3.1.3. Influence of environment to learn a foreign language

Through a study some Korean Speakers were evaluated according to the age of arrival in the United States. They all were experienced speakers with a residence length of 15 years. Some of the parameters being evaluated were the general pronunciation, which was tested by having expert listeners rate their spoken patterns to check the degree of foreign accent. Besides, the knowledge of English morphosyntax was tested with something called the grammaticality judgment test.

Nevertheless, there was surprise because as the arrival time increased, the foreign accents grew a lot and the grammatical test scores decreased notably. However, contrasting the case for foreign pronunciation grades, the effect of the age of arrival on the grammaticality judgment test scores became unimportant when features related to the age of arrival were controlled. This all proposed that the detected decrease in morphosyntax grades was not the result of passing a maturational period.

Data and analysis have suggested that the age of arrival is quite significant in the pronunciation and foreign accent that the participants have acquired during the residence time they have lived in the United States. This can clearly show analysts that the period of residence in a foreign country can be influential in the development of an inner knowledge of the accent and pronunciation of any language that is mean to be learnt. On the other hand, the results coming from the Grammaticality judgment test appears not to be important compared to the evidence found in the pronunciation of English. This could point out the accent and pronunciation acquired during the age of arrival are more important that the reflected findings in the grammaticality.

1.3.2 ENGLISH TEACHING AND LEARNING

Undoubtedly, the practice of teaching English is a concept that involves a process embracing the teacher's self-creativity to make a class entertaining and dynamic,

so that students feel more enthusiastic and inclined to the perception of new representative knowledge. However, the job is not only to lead a class but also to start the design of materials that can be helpful in the process of language acquisition.

Some submissions lie on the application of these strategies during the work students do when they are part of a group. In addition, it is important as well to appreciate the profitability of some of these materials when these are applied in a formal training course. The material being used in a language classroom should be previously selected; this means that teachers need to be sure about what they are choosing to teach. The material, then, has to fit properly to the various necessities of each learner.

As detailed by Joachim Grzega (2003, 86). She claims that English Teaching is:

> **"The professional responsibilities carried out by many teachers are rather varied. The key role of a teacher at any institution is to promote learning for every student. Generally, what most of teachers have to be effective at teaching and learning is to manage the most operative teaching and learning strategies to enable kids and young people to be successful in the acquisition of meaningful knowledge."**

Additionally, Hegde Tricia (2009, 37) shows in her handbook teaching for Language Teachers. She states that:

> **"To be successful at teaching teachers have to identify aspects of their current practice introducing new teaching techniques to the class. Many of them are based on teaching materials. These materials and additional activities are profitable when carried out in groups"**

Hedge Tricia (2009, 66) also views teaching and learning as follows:

"There are indeed some fixed set of classroom practices which are ideal. Yet, it is necessary to enhance the figure of an active teacher. This can lie on the belief that teachers sit at the feet of educationists and applied linguists waiting for ideas to drop, like crumbs, to sustain them, since experienced teachers are more robust and independent than that."

According to the criteria issued above, the researcher declares that:

As seen, teachers need to be able to assess what their pupils know, understand and can do, and then use this assessment to plan future teaching and learning activities. Most of teachers have high expectations for all their pupils, of whatever class, race, gender or ability. Their work is to know how to motivate their pupils to do this; they need to be effective role models for the pupils they teach.

The role of education in youth and future generations has been considered as the most significant issues of all times. Essentially, the combination of education and the English language really goes in promising lines showing that it is possible to use teaching methodology to lead an English class, however, what is education? Education is an indispensable activity in which teachers and professors from different institutions instruct students to make them enough enabled to carry out actions and jobs with cleverness.

The job of many teachers is rather extensive and includes numerous hours of preparation as most teachers carry the big responsibility of leading learners to successful acquisition and application of what they learn. English teaching involves a set of principles where the main purpose is to manage right methodology to better instruct students. One useful example of methodology would be the use of methods to teach such as audio-lingual method, grammar

translation method, suggestopedia which have proved to be excellent in the development of students' English skills.

Nowadays, it is necessary every English class has a well-prepared teacher because students in theory would feel more predisposed to get knowledge from their teacher. Generally, the teacher's attitude is what takes learners to feel certain tendency to pay attention; what is more, all good teachers know that a class is always easy when they have the notion of the fundamentals of teaching and learning.

On the other hand, there has to be a point of analysis in the topic under consideration in between discussion activities. For instance, in the case of vocabulary, a teacher needs to pose some forms of questions, such as "What kind of tasks should second language learners do in the acquisition of vocabulary?" in order to reflect the way in which the class would be directed.

Having this done, it is basically a representative fact as it can help to create a shortcut about what sort of strategies will take place while second language learners receive a class or it could also become a way of preventing misunderstanding of content. In other words, the analysis point provokes the anticipation to what is to happen throughout the progress of the class.

Thus, most of time the teacher's role is to move from a theoretical basis to a practical activity. That is a common labor that a teacher has made for decades. As seen in many countries and places, the teacher moves inside the basis of a theoretical framework, compounded with contents, theories and specialists' perceptions. Now, the activity of managing the scientific branch of any subject is not always like that because a teacher was educated to change a theoretical subject into a practical subject.

Unquestionably, the existence of arranged classroom practices plays an important role in supporting the pedagogical activity of some teachers to better development of an educational training session. But, there is other acceptable point of view

which points out the teacher as the natural force that controls and administers these classroom practices. Therefore, a teacher does not wait the newest ideas to drop, but he looks for manners and ways to improve by himself without support of anyone because he is independent and is prepared enough to lead the role he was given.

Good teachers create a basis of information in contradiction of what others can evaluate about teaching and learning, they apply for insights in attempts to solve pedagogical problems, the accurate teacher is very active and has an open-mind that is greatly open to what is considered important in the teaching process. For example, they can take control on problems of conduct and give reasonable solutions.

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One useful example of methodology would be the use of methods to teach such as audio-lingual method, grammar translation method, suggestopedia which have proved to be excellent in the development of students' English skills. Nowadays, it is necessary every English class has a well-prepared teacher because students in theory would feel more predisposed to get knowledge from their teacher. Generally, the attitude of a teacher is what takes learners to feel certain tendency to pay attention; what is more, all good teachers know that a class is easy always when they have the notion of the fundamentals of teaching and learning.

1.3.2.1. Teaching methods

The spread of methods and approaches is a contemporary feature of second and foreign language teaching. To some, these aspects are the strength of second language teachers. The commitment of new classroom practices and design of

material and language programs is seen as an attempt to find more effective and more operative ways of teaching languages. At the moment, classroom teachers have got a selection of a wide variety of methodological options to choose from than ever before. This is all done in accordance with the different necessities learners have, the preference of teachers and the educational setting.

Nevertheless, the source of language methods is usually based on diverse interpretations of what language is and how it is learnt. Then, teaching methods try to organize, and analyze the nature and systematic application of them in language teaching. The following is a list of the most common teaching methods.

a) Grammar translation method, as the name suggests the goal of studying a foreign language is that of learning a language so as to read its literature or to understand its intellectual development and mental discipline that is result of foreign language study. So, grammar translation is an approach where a language is first studied through the meticulous analysis of its grammar rules, followed by the application of this knowledge to the translation of texts and sentences into and out of the target language. It attempts to more than memorizing rules, it is all about manipulating morphology and syntax of a foreign language. The main focus of this method is embracing the constant impetus of learning reading and writing excessively. Listening and speaking are not important points to be studied or taught.

b) The audio-lingual method is mainly centered on the idea that foreign language learning is a process of mechanical habit. Good habits are formed by giving right responses rather than by making mistakes. Grammar is the central component of audiolingualism. It is said by memorizing dialogues and expressing pattern drills the production of mistakes is minimized. So, language is something similar to a verbal behavior that is actually the automatic production and understanding of utterances. This can be learnt by inducing students to do it. Language

skills are acquired more effectively if the content to be learnt in the target language is presented in spoken form, just before it is seen in written form. Thus, oral training is required to provide the basis for the development of other language skills. The audiolingualism is primarily an oral approach, and involves extensive oral instruction combined with accurate and immediate speech. There is a little focus for grammatical explanation.

c) The communicative method keeps the idea that a foreign language learner needs to understand and express, rather than explain the core of a language through traditional concepts of grammar and vocabulary. This method relies on the communicative uses of language. The notions are around two categories which are the notional category (concepts like time, sequence, quantity, location, frequency), and the category of communicative function (requests, denials, offers, complains). It makes the communicative competence the goal of language teaching, and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. The communicative method pays a systematic attention to structural and functional aspects of a foreign language.

d) Total physical response is built around the coordination of speech and action. It attempts to teach a language through physical (motor) activity. James Asher, psychologist and developer of this theory, states that if children can learn their mother tongue by primarily following commands, it is possible to recapitalize this process to adult second language learning, so that they can have the acquisition. Now, the general and main objective of total physical response is to teach oral proficiency at a beginner level. Comprehension is a means to an end. Another objective is that of teaching basic speaking skills.

e) The silent way method is typically based on the premise where the teacher should be in silence as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. The

common use of color charts is fundamental in this method. Learning is produced if the learner discovers or creates rather than remembering or repeating. The silent way method adopts a syllabus with lessons planned around grammatical items and related vocabulary. Its set goal is to give learners near-native fluency, correct pronunciation and mastery on the prosodic elements of language.

f) The natural approach was proposed in 1977 by Tracy Terrell, a teacher of Spanish in California. It is based on the use of language in communicative situations without choice to the native language, without a reference to grammatical analysis or to any particular theory of grammar. Communication is seen as the main function of language. The natural approach is designed to help beginners become intermediate. What is expected is that learners should be able to develop personal communication skills such as listening, and writing. Then, the communicative goals are those being expressed in terms of situations, functions and topics. The natural approach is part of a series of language teaching methods based on observation and interpretation of how learners acquire both first and second language in non-formal settings.

g) Suggestopedia is a teaching method developed by the Bulgarian psychiatrist educator Georgi Lozanov, suggestopedia is a handful of recommendations delivered from suggestology. The most notable characteristics of sueggestopedia is the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher. Lozanov, recommends home study of recordings containing interesting stories with emotional and motivational content.

1.3.2.2. Learning styles through the model of multiple intelligences

Every human being is able to know the world in seven different ways. According to the theory of multiple intelligences, people distinguish the world through language, mathematical analysis, spatial representation, musical thinking,

kinesthetic actions, and understanding of other individuals and the individual himself. Most of individuals make a difference following the intensity of the aspects mentioned recently. Gardner suggested the existence of seven basic intelligences at most. Each intelligence has to do with the capacity to solve problems and create products in an environment representing a context of natural activity.

a) Linguistic intelligence is the capacity to use words both in oral and written way effectively. This includes the ability to manipulate syntax or meanings in a language or even the application of a language to remember, inform or speak about varied information.

b) Logical intelligence is the mental capacity to use numbers and apply reasoning in an effective way. It establishes the context of accuracy at any affirmation and proposal involving implications of cause and effect. The various processes include categorization, classification, inference, generalization, calculus and hypothesis.

c) Kinesthetic intelligence is the ability to use the body and the muscles to express ideas and emotions. An example might be an actor or an athlete. It also includes he ability to create of artisans, sculptors, surgeons etc. Coordination, balance, strength, flexibility, speed and other characteristics are part of the kinesthetic intelligence.

d) Spatial intelligence is the natural capacity to perceive the visual and spatial world and generate changes and transformations on those perceptions, for example a graphic designer, architect, artist or inventor. It includes a clear perceptive ability to colours, shapes, space, and existing relations between elements around the world. People having this intelligence visualize and represent ideas in a graphic way.

e) Musical intelligence is an innate characteristic of a person who can perceive, discriminate, transform, and express musical forms including rhythm, tone, melody of a musical piece. Typical examples of this are composers, musicians, and artists.

f) Interpersonal intelligence has to do with the capacity to perceive and make distinctions among the emotional states, intentions and motivations of other people. It includes the distinction of gestures, voice and facial expressions. An example is to influence people to do any kind of activity.

g) Intrapersonal intelligence is a concept of self-knowledge and the adaptation of the way someone acts in front of other people. This involves to be enough aware of self- strength and limitation to get control over intentions, motivation, temperament, and will. It is often related to self-esteem.

1.3.3 WHAT IS LISTENING?

Listening is incredibly necessary as it is a receptive skill of all human being. Anyone can hear but not everyone can listen. It all has to do with how listeners catch ideas from other speakers. It is a mental process that involves careful attention to what it is heard. The main target of listening is to get information from the environment and produce a response where the listener use words to reflect a point of view. Our ears are powerful instruments that connect us with part of the audio existing reality; the loss of hearing could limit a person to take part in conversations or meaningful events of life.

There are lots of sounds around us and listening allows us to perceive these wide variety noises. These days, listening has been considered the mainstay in education and the learning of a foreign language since without this fundamental skill is not possible to get involved in communication with other people. The theory is that every learner has to develop this device of catching information as much as they can to be effective in the act of communication.

But, listening is not that easy as it looks like, foreign learners have expressed to have difficulties in understanding what other speakers say. Anyway, the importance of listening is notable and it should be said beyond any doubt learners should study this skill with patience and dedication.

Listening and hearing aren't the same. People hear all sorts of noises in the world around them, but they don't listen to them all. There are things listeners don't want to listen to so they 'tune out' and don't usually notice them. For example, people who live near busy roads get used to the sound of traffic and don't hear it any more. Listening is a form of communication and is an active process. When someone listens, he must get meaning from what is being said before you can respond.

As stated by Uhlchmot Anne (2002, 95), the listening comprehension skill might be defined as follows:

> **"Listening is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. If this process is worked out properly, it also creates new pathways in the brain facilitating understanding."**

According to Johnson Alan (2010, 3), BBC health reporter the listening skill is:

> **"People are greatly exposed to hear a wide variety of noises anywhere they are. However, noises they usually hear are not understood at all because the majority of time they turn out and not notice them. There is an example where people living in busy roads apply this act of turning out in order to put aside everything that can disturb. The essential attention is just used as a mean of communication."**

As seen by Goby Valerie (2004, 103), Singapore. She states that:

> **"We tend to regard listening as a passive, automatic process that just happens rather than as a skill that is essential for good communication. Listening is by its importance a systematic and organized process involving the participation of numerable part of the brain. Then, hearing is normal, but listening requires more than just perceiving sounds."**

According to the criteria issued above, the researcher states that:

People listen for different reasons most of times is just for pleasure sounds like these are music, birds singing, the crackling of a log fire. Furthermore some even listen to take part in conversation in a way they can exchange news with family and friends or making arrangements. Information is not the exception, the news or weather forecast on the television or radio, or announcements at a station or airport are common of this.

Listening is also useful to follow instructions so that we know how to carry out a task or operate equipment at work. There is another reason to listen and is that of understanding when someone is explaining what is happening, what we have to do, what someone feels - for example, when someone is upset. What is more, it is useful to get the gist of what's being said: we don't always need to hear and understand every word to get the sense of what someone's saying - although we might want to do this if some are listening to a story.

Certainly, the majority of English learners think that listening is a skill that only happens. This is absolutely because both teachers and students have been focused on writing, some speaking activities and memorizing activities rather than listening. Listening is viewed as something without imperative significance since many students perhaps say it is useful only when doing some listening activities. However, it has to be said, that is not like that as listening is the fundamental basis

as to communicating with others so that the message is understandable and manageable to the listener, without development of this skill, it is literally impossible to establish a continuous communication.

1.3.3.1 The process of Listening comprehension

The listening skill is undeniably an ability that is seen as an active process, this involves continuous presence of attention to what is heard. Moreover, once the point of attention is directed to an issue of interest, a process of digestion of information starts allowing the receptive mind to transform the information in thoughts and subsequently thoughts in ideas with substantial meaning. Lastly, the setting of this complex process ends in the inference of existing knowledge.

In addition, Listening comprehension is particularly defined as a mental process second language learners use while listening; the performance of it takes students to use practical strategies that lead them to the understanding of what other speakers say. Sometimes, tactics and strategies are designed by teachers to recognize who are effective and ineffective listeners. The phases taking part in the listening comprehension process are what scholars know as: predominant strategies that help learners become better listeners and these are pre-listening, while-listening, and post-listening.

a) Pre-listening is mostly focused on a selective handful of activities that are usually done before listening. Among some of the activities applied during the pre-listening stage, teachers may try out making questions and having students answer those questions dynamically, so that they realize what sort of content they are about to listen to. Also, students are regularly given directions, vocabulary competition, descriptions and commonly a short talk about the topic to be treated. The reason why this all happens is that the teacher wants students to tune their brains in the second language, because once they are tuned, they are more likely to have at certain point a detail and characteristics of the general applied in the listening activity.

b) While-listening is suggestively an activity that always happens just at the moment of listening, though it is not a practical matter that should be applied in real situations. This phase taking part in the listening comprehension process is mainly centered on note taking skills. When taking notes, students learn to identify main ideas and predict details of the listening activity as a whole structure. In the listening process, experienced listeners understand main ideas and implications, however beginner listeners often have to face the difficulty of getting the main ideas, and this occurs because their listening skill is not developed enough to understand. So, beginner learners need to be taught and encouraged to actively think about what they are listening to, and concentrate their attention to any clue that might help them understand.

c) Post-listening describes literally the activity that is related to what is done after listening. In the end, it is advisable to give some feedback and a little explanation to what happened during the while-listening stage. Teachers need to check whether students did right or wrong by asking questions on what they were listening to. Students need to act upon what they have heard to expand their thinking, and a well-planned post-listening activity is a useful device for them to speak and think about links between the lecture and their life experiences. Then, some post-listening activities for the teachers to take as a reference are those of retelling and summing up. This enhances students to gather and organize the information they understood while listening, and help them to restructure logically the separated ideas they got to create a version of the events presented in the listening activity.

1.3.3.2. Strategies to learn listening

The practice of listening in a language classroom is basically conducted through the use of many listening exercises, whose main aim is to have learners develop the ability to recognize language patterns and understand other speakers. In major circumstances, listeners have difficulties in processing the information being

heard, and it is usual as well not to have a bunch of habits or strategies to make the learning of listening much easier. The instruction on speaking, reading and writing usually has lots of steps and strategies to make the way easier. On the other hand, listening is not exception, since when learning listening there are interesting and useful strategies to improve our understanding. Some of the strategies are listed below:

a) The note taking strategy is the most essential exercise for listeners to listen actively and successfully. It helps students learn have a better practice at listening. There are four significant elements to effective note-taking, the elements are language, speed, organization, and accuracy. The first has to do with taking notes in the language in which the person needs to use the notes. That is, if the lecture is spoken in English, the note taker needs to take notes in the same language. This will help the note taker to remember precise terms and the context, and further develops his or her English skills. The second thing is about the speed of taking notes. An effective note taker is required to record information quickly.

Thus, students will need to learn to use abbreviations, initials, shorthand, key words, or symbols to represent the ideas more quickly and clearly. The third thing is to use outlines, a mind-map, or graphic organizers to organize the notes. That is to say, the notes should precisely reflect the lecturer's main ideas and detailed examples. In general, clear, organized notes require practice. If students are familiar with the note-taking process, they can use it whenever they listen to a lecture or a speech, as part of an active listening process.

b) The identifying main ideas strategy involves the purpose of teaching students to explore implied meanings as they take notes on the lecture. A speaker might signal a main idea through some important rhetorical questions, the repetition of key words, emphasis, or the pace of a speech. Students need to be able to recognize and identify the main ideas and

points of a speech. The following list shows possible ways for a speaker to emphasize such ideas. Students should listen carefully once, and then concentrate on the main ideas while listening a second time. After a group discussion about the main ideas, students should write down a brief summary and reflection to help them organize their thoughts.

c) The Making predictions strategy is to teach students to figure out implied meanings texts in different contexts. The common teaching steps to follow are the explanation of the meaning of the expressions having meaning that is implied rather than stated. It is important to guide students to discuss different meanings of what people may infer when they hear the same words. When making a prediction, students usually have to predict content in advance while they listen to some kind of information. It is necessary to be totally focused on the sequence being heard to be prepared enough to think of something in advance.

d) The oral summary strategy implies that after the listener has understood the message, it is important for them to think aloud by telling a partner what they have heard. Therefore, giving an oral summary is necessary for students in classroom. An oral summary allows a teacher to know how much content and specific details of a lecture or recording a student could understand while listening. Doing this, a teacher can create new strategies to have the learner concentrate on what is being listened to. So, a summary is beneficial at certain range, because learners are forced to pay accurate and careful attention to have notion of what to say when summing up.

1.3.4 TECHNOLOGY TO LEARN ENGLISH

Technology was initially the application of scientific knowledge for practical purposes, in other words, the use of software and equipment to help human beings in activities that used to be difficult to do. Nevertheless, this is not just software and advanced tools, but also the development of computer science. Now, the

practical use of computers along with the advent of internet meant a huge breakthrough in the learning way of many students, as it has allowed them to find a wide range of information for educational purposes. The general use of technology in language learning brings a large list of advantages and takes students to have an exciting experience that was not actually possible for learners decades ago.

As detailed by Lacina Jan (2001, 48). It is assured that:

> **"To promote language acquisition is necessary to find software that meets the students' diverse needs and enough preparation to manage the software is important at the moment of teaching English language learners. The use of software allows learners to feel motivated when acquiring new stuff during class."**

In accordance with Schmid Euline (1999, 76), she asserts that:

> **"The process of multimedia integration in English language classrooms has got pedagogical benefits, because this can contribute with the improvement of classroom teaching. The employment of this can take students to the experience of a non-traditional class full of surprises thanks to the use of the present-day technology."**

According to the criteria issued above, the researcher assures that:

To encourage English language learners to learn is very imperative to find educational software, since it serves as the main source to better guide the learning process. This is because most of learners feel impressively attracted to computer-based programs rather than books, and everyone knows that the software students manage is very dynamic and has got a quite creative way of conducting what is learnt daily.

Teachers using software during language instruction have got to be aware of the innumerable benefits that it can bring to a student. However, it is the responsibility of who teaches to have enough training on how to use technology and software, as a large range of software packages have been designed specifically for English language learners. Furthermore, even though teachers are familiar with some types of software, they perhaps do not have useful techniques to utilize them during class.

Technology being tied to language learning is not that good and convenient when there is not teacher's assistance. But, with proper assistance and support, this becomes an imperative term showing that the assistance of a teacher is fundamentally substantial in the learner's activity, as the learner is likely to feel motivated to carry out tasks that are sequentially checked by the teacher.

Then, teachers are the ones promoting and activating an environment in which learning is reliable and assignments are interesting and stimulating. Therefore, teacher's support subsequently leads students to build up their own knowledge, while teachers just revise student's learning and achievement.

Additionally, it is important to choose technology that increases student's interactivity. This is because students are very active and are constantly in pursuit of what can help them to improve their communicative skills.

English language classrooms are also substantial in the training process of many students. The key factor in an English language classroom is in how functional and updated it is, the functionality has to do with decoration and use of present-day tools such as a projector, audio players, computers or even an interactive whiteboard.

1.3.4.1. Importance of using technology when learning listening

Technology became a representative fact in the scope of education. Many private and public institutions went through the common use of technology in classroom. And without any doubt, English Teaching is no exception because since the arrival of internet lots of websites were set up to provide learners a large number of learning resources such as e-books, educational software and so forth. Therefore, it has to be said Internet has enhanced an innovative manner of learning a diverse and vast branch of knowledge at the present time.

By contrast, technology has maximized the learning experience of plenty of learners helping them to overcome challenges of different scale. It is so useful that now many students even follow English lessons online proving that it is possible to learn and improve the English level smoothly and meaningfully.

The biggest reason for incorporating technology into education is the overall changes in global communication. What was once almost impossible is now easily reached thanks to the internet. In addition, technology opens doors to many opportunities by linking the world together. The olden days of limited options to learn are no longer gone and it is all thanks to technological advances. For example, students have access to both online and offline material that can help them in the development of tasks and assignments.

Subsequently, listening is a central second language skill, it shares a vital role in the language acquisition process, and its development is of major concern for teachers of foreign languages. Software and applications to further language learning are now becoming conventional routines and with advances in technology, teachers can include multimedia delivering video and audio in combination with text to have greater achievements as to learning English and more specifically listening.

The application of listening and its performance through the use of audio in a multimedia environment is substantially remarkable, because investigators are more likely to compare and analyze the learner success rates on comprehension and language memory tasks while using the three different media of audio, video and multimedia.

In different studies, the efficiency of the use of audio material with English learners to improve their listening skill has showed gratifying outcomes, where the majority of performance results on listening tasks indicated more effective comprehension and memory while using audio activities and video plus pen and paper. Needless to say, audio is an interesting point, since the listening ability of many students shows a greater improvement and success thanks to the use of the different technological devices and the access to worldwide audio resources. Among the implications and results, it can be said that multi-media-delivered listening comprehension tasks may be more efficient and that ongoing feedback to tasks should improve comprehension.

1.3.4.2 Technology to develop listening

Afterwards, as time goes on, it appears that specifically selected technology is more likely to bring significant benefits to any English language classroom, whether these are pedagogical or academic accomplishments. Now, the effective use of technological tools can accelerate the capacity of knowledge and attainment, because a long lasting class that is usually boring and stressful might become the most energetic and entertaining class in just matter of seconds with support of adequate educational tools such as the access to the internet and all its content and features that are available for learners and are largely used by many teachers all over the world as source of new teaching ideas and shortcuts to learn a foreign language.

Over and above the controversy, technology is not only a means of entertainment and comfort for the people that use it, but also a super weapon that if it is used

properly can be represented as something that just changed the entire education system into low-cost alternatives to study or learn anything. However, when technology is used for learning purposes, it is said that there is not a bunch of sequential steps to apply learning, and this is the main reason why teacher's support or proper self-study habits are necessary to guide the learning acquisition.

Then, it is also for certain that there is specific technology to be applied at certain learning activities. One example could be the utilization of internet to have it as source of investigation where students and teachers have access to a wide and vast number of information. Now, the information and data found on the internet can be useful when doing research or even when a student wants to get details on a determined subject area.

As seen before, technology is a different perspective compared to what is known as traditionalism, since the whole thing is focused on different ways of learning something. Changing the subject, the existing technology has been used by foreign language learners to improve their language skills specifically. This is all showed in the way in which they use websites, blogs, e-books, and software to practice and develop their communicative skills. Much of the resources are entirely interesting to study either grammar, vocabulary, or other stuff that is particularly related to any language. Listening is like any other language skill, and can be learnt via any device that can produce sound.

a) The most common device used to practice listening is the radio that is the most ancient invention of human beings, it was practical for the purpose of being informed about the local news, but then it was seen that is also useful to have a short and brief practice on listening by tuning the news from English speaking countries, rather than just listening to music. The amazing thing is that the advent of the internet allowed the radio to be broadcast all over the world. This is quite true, nowadays there are lots of radio programs from many countries available on the internet by just clicking on the right website.

b) The iPod has also displayed a new form of media known as podcasting, a portmanteau which combines iPod and broadcasting. While the aforementioned blogs are traditionally text-based, audio blogs or podcasts, are essentially downloadable and broadcast with RSS (really simple syndication) that feeds and allow listeners to subscribe.

c) DVD players are also considered to be technology to improve listening, though they were originally used to watch movies from the film industry. These devices provide language learners both audio and visual contact with the target language, and what is more, it is possible to pause the video, replay it again and even add subtitles to get the idea of what the speakers are saying. The only problem with movies is that the speaking speed of most of characters is literally too fast to be understood, but then the subtitles are the option to have a little bit of understanding.

d) Mp3 players are also part of the technological devices that can be used to learn and improve listening, and this is because these are devices that can store pre-recoded mp3 files. One advantage is that they can be taken everywhere, and that they can be listened to at almost any time. Just one additional thing is that students need to be selective on what they are going to listen to. The reason why this is like that is because much of the mp3 files are not focusing on making listeners to improve listening, but in trying to entertain and inform people.

1.3.5 PODCASTS

The term is a neologism resulting from "Broadcast" and "iPod". A podcast is often called NETCAST. It is by definition, an audio file recorded on mp3 format that is accompanied by a PDF file containing scripts of what is recorded. Additionally, it is a file that can be downloaded and stored in a mobile device. As the majority of

podcasts are portable, they can be listened to on any portable device like iPods or mp3 players, even mobile phones are no exception.

So, the mobile technology is just a great achievement made by the existent technology. Users can take these technological devices almost everywhere, for instance it does not matter whether a student is inside or outside the classroom. Podcasts are easy to carry everywhere. Students can practise pronunciation, natural intonation of native speakers through a wide variety of information and topics.

As explained by Chinnery George (2006, 16). He asserts that:

> **"Podcasts are digital audio files (e.g., MP3s) that provide high-quality sound in a compressed format. The portable media players developed to listen to them are also rather compact. Podcasts and portable devices are quite manageable if it is required to transport them to some place."**

As seen by Chinnery G. (2006, 18) he claims that:

> **"Podcasts can be just as easily utilized outside of the classroom as they can in it; learners can study or practice manageable chunks of information in any place on their own time, thereby taking advantage of their convenience."**

Dr. Edirishingha Palitha (2008, 23). He asserts that Podcasts are:

> **"It is being used increasingly as a supplementary or alternative means of delivering content by the media, entertainment and journalism industries. Many broadcasters and news publishers now offer them, to the extend that the number of users is increasing"**

According to the criteria issued above, that researcher can state that:

Certainly, the use of Podcasts is a huge step as for the attempts to insert new educational incomes to fortify and increase the opportunities to make the learning of English much more meaningful and easier. As known, podcasts are not only used by the community of foreign learners, but also other communication industries make use of them as part of the diffusion material.

In addition, the importance of this way of broadcasting information is actually a massive force that is surprising many people because of the large distance it reaches, this basically means that no matter where a person is, the information will be there available. It is so impressive that both entertainment and journalism industries use them to spread out information worldwide. This is beneficial as local and foreign broadcasters can extend their own podcasts to everyone.

The essential part of most of podcasts is mostly audio, which is not new in education. Audio has been said to be excellent in distance learning for many years. Now, podcasting is notably a thought-provoking purpose for many English Learners because the content that is published is frequently for free and cover plenty of issues.

Naturally, audio recorded explicitly for books is beneficial, as lots of students follow a sequential bunch of steps whose aim is to develop and improve either listening or other language skills. However, a podcast is an mp3 file whose aim is to inform others about something new and outstanding. What is more, it can give students an extraordinary experience of having contact with natural recorded speech of speakers from different parts of the world.

Regarding audio files, mp3 files are the latest piece of technology that caused great impression among the population because mp3 files are easy to store and what is more the quality of sound is the highest as it does not occupy a lot of

space in portable players. These digital files come in a compressed format that can be taken in mp3 players or iPods.

Therefore, podcasts whose format is mp3 are very manageable. Most of them can be played on almost everywhere and at any time. Additionally, the information immersed in podcasts is very extensive and the listener just has to organise what information is most important. Then, the only problem with podcasts is that sometimes they could be recorded badly, this implies bad quality sound and problem in understanding the speech of the speaker behind what is being recorded.

1.3.5.1 Brief history of podcasts

The presence of internet and personal computers in almost every home has made it possible for podcasts to be broadcast all over the world at nearly any substantial cost. Shortly after the advent of internet, weblogs got started to come into view. These are commonly known as blogs. Now, blogging is basically a web-site where people share freely their thoughts and opinions in a much unexpected way by posting and presenting to other bloggers different outlook of a wide range of issues. This all took the art of blogging to the highest top of popularity, and furthermore this took podcasts to a period of birth.

The first sign of the word "podcast" was published in an article in "The Guardian" in February 12, 2004. The credit and creation of the term is for Ben Hammersley who wrote the article and used podcast as an equivalent for audio-blogging or amateur radio online.

The word spread out worldwide. Subsequently, a small group of podcasters emerged from the blogging community. The bell grew fast and the podcasting revolution began. Many podcasters became popular on the internet. As MP3 players were sold and distributed, plus the storage capacity on them was larger, listeners from different places started to look for new audio content to listen to.

Podcasting without any doubt has filled the necessity of those who wanted to share their audio creations with the world as well as the listeners who wanted better and more attractive and abundant content to fill their MP3 players.

1.3.5.2. How Podcasts are broadcast through social media

The use of mobile technology has allowed podcasts to be spread around many countries, thanks to mobile phones, mp3 players and other devices. The word podcast caught on a lot and was known by the majority of people. While blogs were originally based on just text, the advent of recorded voice on digital files became the newest way to post news on internet.

However, without the use of weblogs the activity of sharing podcasts would appear nearly impossible. This is why at the start of everything related to podcasts a Web information sharing technology by which podcasts were shared and downloaded was the 'blog'. A blog (WeBLOG) is a Web site that contains dated entries in reverse chronological order (most recent first) about a particular topic. Functioning as an online journal, blogs can be written by one person or a group of contributors. Entries contain commentary and links to other Web sites, and images as well as a search facility may also be included.

Because blogs engage people in knowledge sharing, reflection, and debate, they often attract a large and dedicated readership. They can also engender the drawing together of small virtual groupings of individuals interested in co-constructing knowledge around a common topic within a community of practice. Standard blog features include easy posting, archives of previous posts, and a standalone Web page for each post to the blog with a unique URL. The latter feature facilitates linking to and organizing content within the same blog and from external sites. The description of blogs was the mainstay for podcasts to be broadcast around these public communities, whose common activity was to structure knowledge around a topic of interest.

The social media is not the only way by which podcasts are delivered, there is also a large list of websites specialized in delivering and producing podcasts. The only problem is that sometimes podcasts are not free at all, and users have to pay for the content. The iTunes platform that is an application created by apple is the one allowing users to subscribe to different websites so as to have recent and newest episodes of podcasts being broadcast. Apart from the media, the most common device that is usually useful to download podcasts is the cell phone, and this is because mobile phones have access to the internet as well.

1.3.5.3. Benefits of using podcasts

1. Podcasting is a time-efficient form of communication, as people can listen to them while they are doing other things at work or at home. Some types of meetings can be eliminated in favor of podcasts, saving time and improving productivity.

2. Podcasts make information personal, to the extend that the content is communicated directly to the people that is listening, either verbally or through video. It is considered to be a much more intimate way of getti9ng information than reading it from an e-mail or a document.

3. Podcasts cut costs, because most of them are delivered digitally. They eliminate costs associated with other forms of communication including postage, printing, and paper. They can also reduce meeting costs and e-mail storage costs. They are easy to archive and updating them is quick and easy.

4. Podcasts are portable; this means that once podcasts resides on a computer, people can take their podcasts and listen to them whenever or wherever they want. Other suggestion is to transfer them to a personal media player such as an iPod or Mp3 player.

CHAPTER II

2. ANALYSIS AND INTERPRETATION OF RESULTS

2.1. BRIEF OUTLINE OF COTOPAXI TECHNICAL UNIVERSITY

The Technical University of Cotopaxi got started its backgrounds and history being an extension of North University. After immeasurable struggles and efforts carried out by the people who wanted an independent institution of superior education in Cotopaxi, the university was officially established in January 24th, 1995.In addition, the actual University Campus was just a Social Rehabilitation Centre, but through the time things have changed positively offering citizens a place to prepare professionally for the future.

Today, the campus measures about 12 acres long. Apart from that, in Salache, Cotopaxi Technical University has got an extension of eighty-two hectares of land for the Experimental, Research and Production centre, that is now known as CAREN, a place where agro-industry, veterinary and other careers are gathered. The university is an institution that defends and respects gender equity. It has reached enough standards to become a point of reference for those communities that struggle to achieve independence.

Then, the English language career at Cotopaxi Technical University is characterized by making incursion into the professional preparation of innovative teachers and professors who feel concerned about the social problems that exists in the scope of education to contribute to the development of effectiveness and efficiency on the application of new teaching techniques and make up for difficulties students have got in learning the English language.
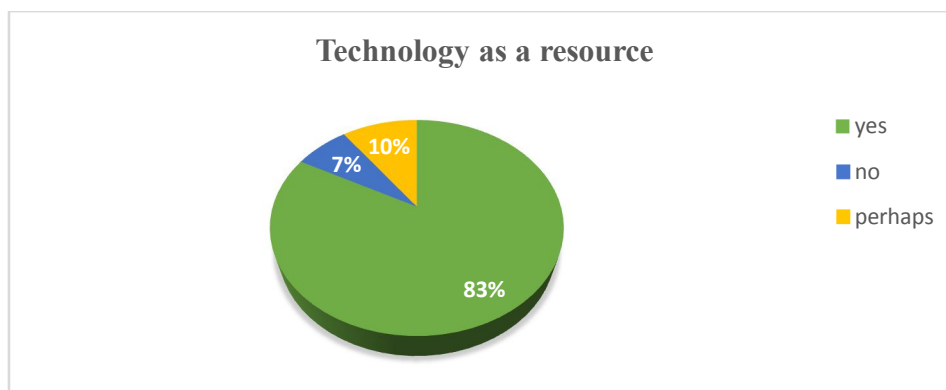
2.2. ANALYSIS AND INTERPRETATION OF RESULTS TAKEN FROM SURVEYS APPLIED TO STUDENTS FROM THE ENGLISH CAREER

1. Do you believe Technology would be an efficient resource to improve the listening skill of English career students in the future?

CHART 1

Variable	Frequency	Percentage
Yes	58	83%
No	5	7%
Perhaps	7	10%
Total	**70**	**100%**

GRAPH 1

Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

According to the graph above, 58 students that is the 83% assure that Technology would be a useful resource to improve the listening skill. Yet, the 10% corresponding to 7 students hesitates saying it would probably be a valuable support in the development of the listening skill. In the end, 5 students reflecting the 7% is the minority indicating technology would not be essential.

The research points out university students clearly know the influence and impact of technology is considerable, in a way that it helps students to simplify efforts and maximize opportunities to improve the language level mainly concentrated on the listening skill.

2. Is listening the most difficult skill to develop in the English language?

CHART 2

Variable	Frequency	Percentage
Yes	48	69%
No	22	31%
Total	**70**	**100%**

GRAPH 2
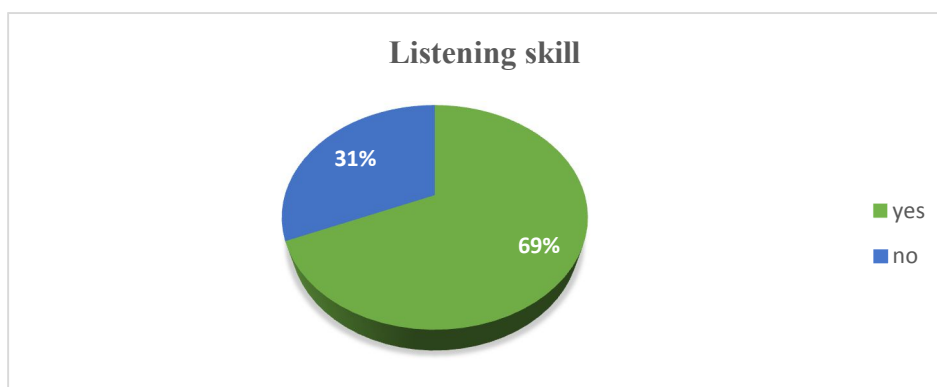
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

According to the survey and data collected, the 69% matching 48 students claims that listening is the most difficult skill of all in the English language. On the other hand, 22 students that represent the 31% do not believe the same thing as the other percent.

The research shows that the listening skill is predominantly difficult. This is all partly because English speakers usually speak using contractions and this produce confusion on learners. Other than that, is the fact that students find it controversial to listen to spoken language at very difficult speed, this provokes students to not understand the whole idea that a speaker wants to convey. Now, other language skills are more or less easy to manage, but the same thing happens again the less practice students get, the less they are able to achieve. Then, the minority declares listening to not be that difficult as other language skills such as: speaking or even reading.
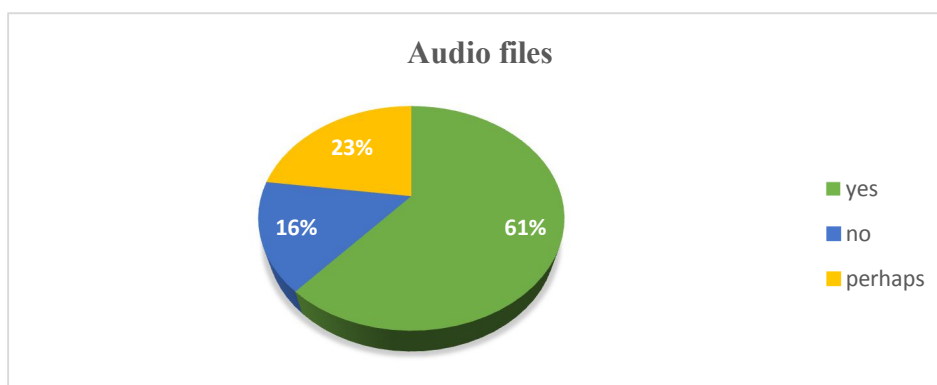
3. Are audio files productive enough to insert them at high scale in the listening skill development of the English career students?

CHART 3

Variable	Frequency	Percentage
Yes	43	61%
No	11	16%
Perhaps	16	23%
Total	**70**	**100%**

GRAPH 3

Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

As the survey data suggests, there are 43 students keeping a 61% that assert audio files are indeed rather productive, if these are inserted in the listening development of English career students, subsequently, 16 students corresponding to the 23% indicate doubt saying that audio files are probably beneficial in the listening development of university students. Whereas the 16% that is 11 maintains it is not like that.

Thus, the results point out to believe that many students have got experience as for the use of audio material to practice listening. Yet, a minority of students apparently does not understand the significance and importance of putting to use all the audio material available to train the hearing ability. Anyway, all kind of audio material is useful and fosters the improvement of the listening skill.

4. Have you ever used a Podcast (mp3 file on a wide variety of topics) as a practical tool to fortify the listening skill?

CHART 4

Variable	Frequency	Percentage
Yes	24	34%
No	32	46%
Perhaps	14	20%
Total	**70**	**100%**

GRAPH 4
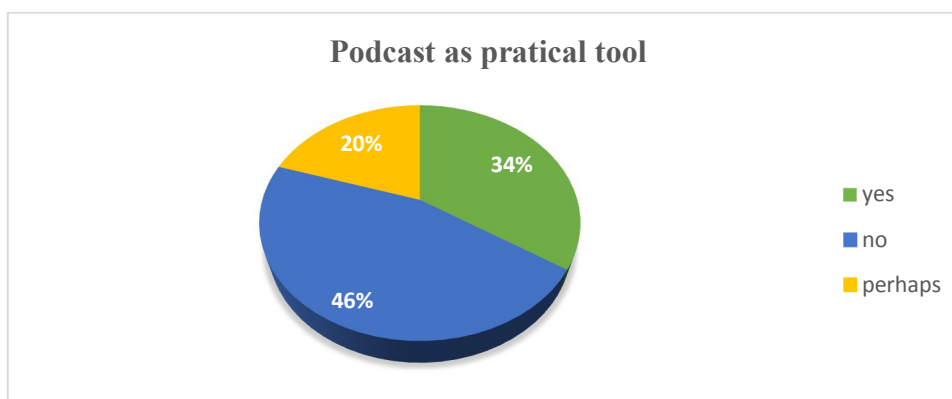
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

In accordance with the graph shown above, there is a 46% that is 32 students denying to have utilized a Podcast as a practical tool to fortify the listening skill. Additionally, there are 24 students who sometime in life took advantage of a Podcast, this is the 34%. By contrast, the last indicator shows just 14 students that correspond to the 20% who do not know whether to have made use of it or not.

It is sort of obvious to declare that the majority of university students do not know what a podcast is or how it is used. Certainly, technology was not that updated those days, and that is why students do not even understand the word podcast. For reasons unknown to us, the art of off-line podcasting was not available for students. It could have been because of the limited information about it or so.

5. Do you think a teacher should choose podcasts as a resource to build up the listening skill?

CHART 5

Variable	Frequency	Percentage
Yes	58	83%
No	3	4%
Perhaps	9	13%
Total	**70**	**100%**

GRAPH 5
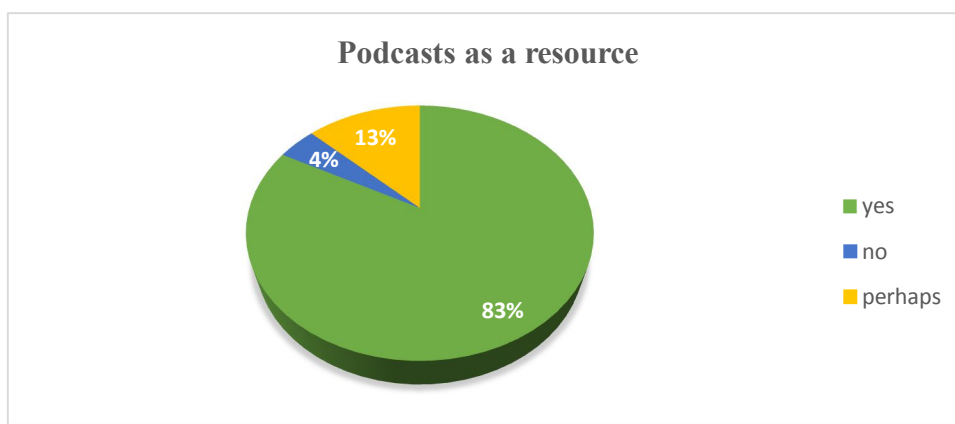
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

The graph shows, 58 students, of course, the 83% that maintain the idea of choosing podcasts as a resource to build up the listening skill, while a 13% that is 9 students states that it is advisable to think twice before choosing podcasts as a resource. In addition, just 3 students showing a 4% simplify the idea of using podcasts in the English language.

Now, as everyone knows technology is a step further regarding means of learning a language, and that is perhaps the reason why English career students feel attracted to the idea of managing podcasts to improve the listening skill. On the other hand, a few people go against the use of this resource.

6. Do you consider a podcast would be a key element in the development of better understanding of what is often heard both in recordings and real life conversations?

CHART 6

Variable	Frequency	Percentage
Yes	51	73%
No	19	27%
Total	**70**	**100%**

GRAPH 6
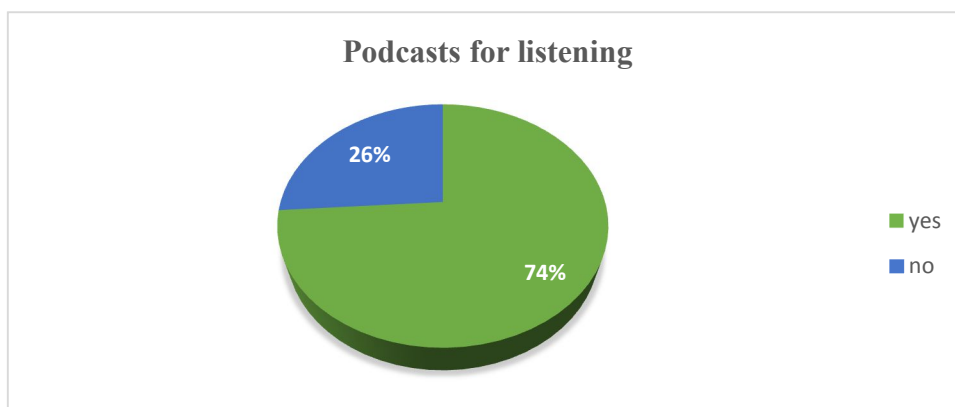
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

As shown in the graph, there is a 74% that corresponds to 51 students who assert that a podcast would be key element in the development of better understanding of what is heard both in recordings and real life conversations. 19 students reflected on the 26% indicate that podcasts would not be neither prominent nor relevant in the development of better understanding.

From a different perspective, a podcast can be used by everyone without exception, and the good thing is that it helps students to get familiar with sounds generated by a native speaker. Besides, the current practice reinforces and enhances the listening ability activating it.

7. Can radio programs and audio recordings contribute to the development of a good listening ability?

CHART 7

Variable	Frequency	Percentage
Not influential	7	10%
Very useful	63	90%
Total	**70**	**100%**

GRAPH 7
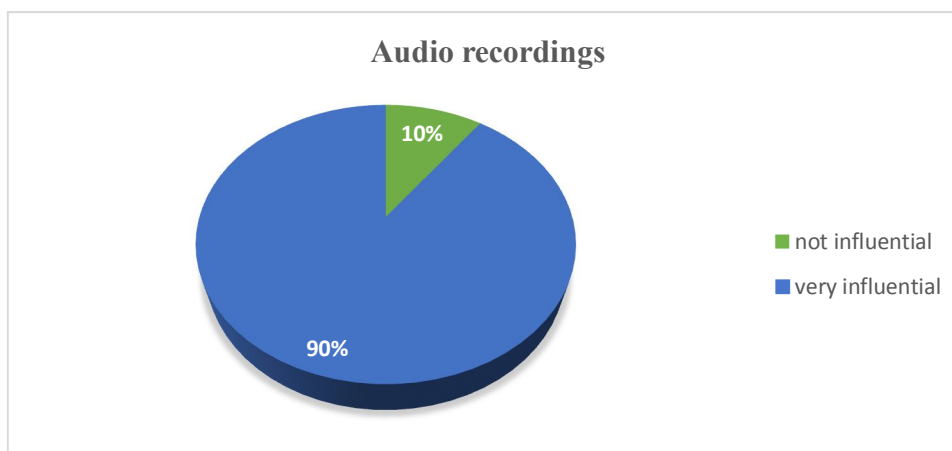
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

As detailed onto graph, the 90% that is 63 students believes that audio recordings can contribute to the development of a good listening skill. However, the 10% just 7 students assumes radio programmes and recordings are not influential to improve the listening skill.

Many students have got through the adventure of using books and audio to formalize the different language skills. Consequently, they all demonstrate their interest and worry for the audio material and the importance of such programs related to both television and radio. Over and above the controversy, it has to be said that the television and radio more than means of communication are particularly a key to get involved to the target language naturally.

8. What sort of topics should a Podcasts cover to catch the interest of listeners and students?

CHART 8

Variable	Frequency	Percentage
Academic topics	12	17%
Daily life topics	58	83%
Total	**70**	**100%**

GRAPH 8
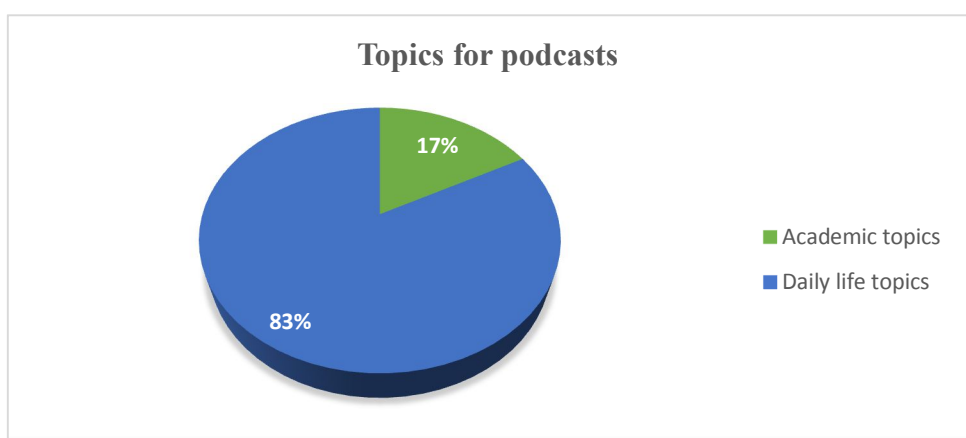
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

In accordance with the graph, there is an 83% corresponding to 58 of students keeping the concept of producing podcasts mainly concentrated on daily life topics, while the 17% that is 12 individuals points out to podcasts whose topic is basically focused on academic topics.

The research demonstrates that a high number of students conceive to have practice on listening with daily life topics rather than practice with academic podcasts. It is evident, the fear of students for the new vocabulary and phrases prescribed on academic podcasts. A podcast whose content is academic is not edible for students, as it contains a list of words that most of students do not understand.

9. Should a Podcast contain listening exercises to test out the listening comprehension of students majoring in English?

CHART 9

Variable	Frequency	Percentage
Yes	57	81%
No	13	19%
Total	**70**	**100%**

GRAPH 9
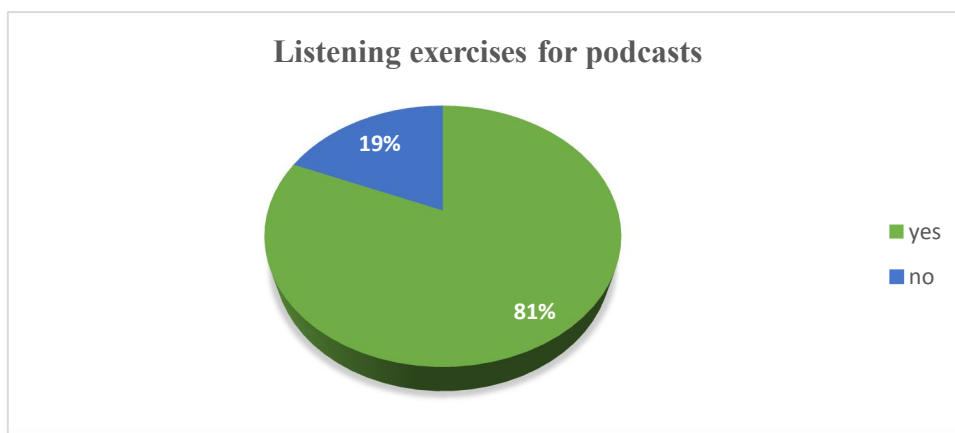
Source: English career students at Cotopaxi Technical University
Elaborated by: Jhonny Tapia

As the graph above shows, there is an 81% reflected on 57 students that assumes that podcasts should contain listening activities, whereas 13 students being the 19% assure that the listening activities are not necessary at all.

The research indicates; podcasts should contain explicit content of exercises and activities to build up the listening ability and test out the knowledge that is acquired. As it is everywhere, the activities to measure the ability to listen are necessary, as they push students to do their best. A podcast is often spoken content and nothing more, but the requirement of attention is raised up when the podcast carries listening comprehension activities.

10. If you had the opportunity to use free Podcasting material to improve your listening, would you use it to see how productive it is?

CHART 10

Variable	Frequency	Percentage
Yes	68	97%
No	2	3%
Total	**70**	**100%**

GRAPH 10
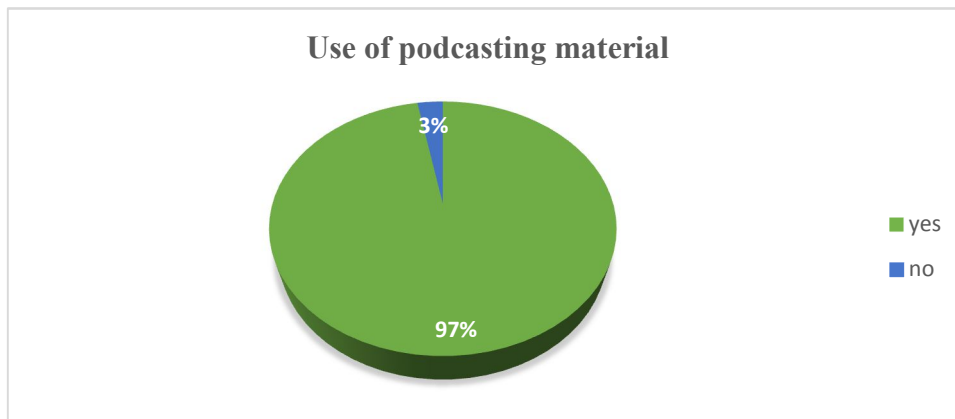
Source: English career students at Cotopaxi Tech.
Elaborated by: Jhonny Tapia

In accordance with the graph, the 97% corresponding to 68 students proves that university students from Cotopaxi Technical University would definitely make use of free podcasting material to improve the listening skill, while a 3% matched to 2 students does not agree on using free podcasting material.

The research shows students have got a natural propensity to feel curious of new stuff to improve their English level by taking advantage of opportunities that help them to succeed in their language skills. Actually, students find themselves kind of excited of perhaps having a chance to be given new experiences through the use podcasts and free material to improve the listening skill.

2.3. DATA TAKEN FROM INTERVIEW APPLIED TO A PROFESSOR OF ENGLISH AT COTOPAXI TECHNICAL UNIVERSITY

Objective: To gather information on the use of podcasts at Cotopaxi Technical University

Interview

1. Technology has proven to be a big step as to the improvement of learning. Now, many students at different university campuses are using educational software to reinforce their English level, do you think Technology is influential in the self-development of the academic level of English career students? What about the support of teachers?

Teacher: As any of us know the learning process has pretty much varied, in a way that students do not only learn in the campus, but also in websites and programs specially designed to help them improve their skills. However, any kind of technology or software designed to get through the learning experience could not replace the warmness and realism with which a teacher manages a class. Now, over and above the things that are against the benefits of technology. We could say technology is very useful, as students have got a many resources and material to study and the self-development without teacher assistance is possible only if they are concerned of the responsibility and obligation they have as students of English.

So, teacher assistance really comes in handy for a short period of time perhaps hours, this might mean professors of English are a temporary option of study, the rest comes as part of self-study and it all involves the search of new learning strategies such as the use of technology or so to self-development and self-learning. Now the influence of technology is not just a fact global communication, but also a very awesome chance of learning and an attempt to be a better student and professional through the various free educational resources it has.

2. A podcast was originated as a means to store extensive articles in an mp3 audio file. Do you consider podcasts could be substantial in the development of the listening skill?

Teacher: Well, I do not know what exactly a podcast is about, but whether it is an mp3 file or not, there is one thing I wanted to point out about this, and it is the fact that the audio and almost anything that has to do with recorded voice is fundamentally cool, just because it is good for us to the extend that it takes us to the experience of listening native speakers from different countries, allowing us to learn from them without having to travel or being abroad. It is just like making contact with a very new culture of unknown and curious things.

Then, in accordance with the interviewed teacher, the concept of a podcast is not clearly defined as it is something new and not understandable. It is also pointed that audio material can be considered as some kind of thought-provoking stuff since when learning a language, English in this case, this is all representative and gives us a chance to listen to them and the exact and original voice pattern. Thus, it is beneficial not only with the circumstance that a podcast contains a bunch of information in it, but also the fact that it takes us to a real audio contact with any speaker of English.

3. The use of technology is without any doubt very imperative, all material and resource is good at the moment of learning, however, since the advent of Podcasts, it appears that the listening skill has now more stuff to be embraced. What can you say about that?

Teacher: Nearly we all know technology is the best thing that happened since the written language and electricity appeared, it is something that we cannot either deny or reject definitely. And there is one more thing, through the time we have seen the internet and all its features was not only useful to share information such as video, music, or photos but also to dig out into a new era of opportunities to increase the average of self-study in university students. Now, podcasts are

perhaps something that could make a difference at the moment of studying listening, I still do not know how much podcasts can embrace, but it is probably a promising option to change our traditional way of learning listening these days I think.

As seen, the teacher accepts how valuable the use of technology is as to self-study. And it is said that podcasts may be a peculiar and interesting way of going over listening cutting out the old listening learning style. In such way, podcasts are perceived as a new and original component that was firstly used on internet scale to be part of the educational field.

4. Many learners around the world have started to use Podcasts as a very convenient resource to improve the listening skill; do you think a podcast would be indeed useful when practicing listening?

Teacher: It is kind of weird that many people have been influenced by this sort of stuff, because I do not consider a podcast should be that scale and average. Anyway, if it is a learning material, it should be used as part of the studying habits normally done by any responsible student. Um, hopefully podcasts can be kind of a change of atmosphere for the students, because it is often seen that they tend to get bored or stress-out when doing their listening activities.

Subsequently, the teacher being interviewed add a short comment saying podcasts are likely to be taken and practiced as part of the studying habits of the students, this is certainly truth and continues to be positive. Almost any material coming from internet can help. Additionally, it is also truth that students get bored or even worst when practicing listening and this might be because they just practice listening very few times.

5. These mp3 audio files are easy to store and can be taken everywhere. Do you believe that podcasts would be a replacement for large books and CDs of listening in the future?

Teacher: Erm, I do not think so. Although, it is attracting to think of it as something easy to carry. It could make it easy the activity of using it at any place or time without having to carry heavy books or something of the sort. On the other hand, this would probably never be a replacement for books essentially, and this is because a book encloses a large and visible content, and what is more we cannot forget the exercises and activities that are part of it to reinforce every concept explained during class. However, not everything is negative. Podcasts could easily cover the core and fundaments of an entire lesson. I am talking about a summary that is recorded to review and practice something regarding previous lessons or so.

The interview indicates podcasts are probably not the future for books, because books are a complete world full of a diverse content and information. And as if it was not enough they have what we call pure knowledge and scientific concepts. It is also said that it might be helpful when summing up a class. Now, the use of podcasts could be not only an audio file to improve listening, but also an important stage where English teachers and perhaps teachers from other subjects take them to record their voice summarizing key points of their classes for students to practice and understand better what they were talking about during a previous session.

6. Would you recommend other English professors at Cotopaxi Technical University to use Podcasts more than conventional material found in books for the development of the listening skill?

Teacher: Well, to end with I feel like a podcast is something additional, it is something extra that you add to your class as a starting point for something big. It is definitely fantastic and interesting how the world has changed a lot during the

last few decades promoting and developing the concept of education and everything it has to do with. Then, new technology, new methods and teaching strategies revolutionize all we know about education as consequence of change. I do suggest English teachers use podcasts in their language lessons. Who knows, perhaps one day someone will say who on earth talked about podcasts and tried to insert them in the improvement of listening, and the advantages of listening to them to remember previous lessons.

The interview ends with a perspective saying that podcasts should be used in any language classroom, since podcasts are something supplementary that can perhaps improve the course of the process of language acquisition.

2.4 CONCLUSIONS:

- The researcher reaches the conclusion that a considerable number of students majoring in English recognizes technology as a matter of tremendous and intriguing importance, since it has proved to be really useful and powerful when learning a foreign language. This is essentially because it has implemented both software and off-line material to make the study of a language a little bit easier than usual.

- The different results show that the use of Podcasts that are mainly audio related technology to cover the scope of listening comprehension skill is not that common among the community of language learners. This only means one thing, students are not that accustomed to have a taste on Podcasts, and they do not see them as something that can influence the improvement of listening most of times.

- Listening is not just one more skill of the English language, but according to the outcomes, a difficult one making students majoring in English to think that the predominantly difficulty of it is a big difference compared to skills such as speaking, reading or writing.

2.5 RECOMMENDATIONS:

- Technology and all with regard to it should be adopted as an alternative shortcut to lead a class involving foreign language terms. Additionally, it must be taken into consideration the fact that the influence of technology in the educational field indicates somewhat that there are new and alternative ways of learning any kind of language other than just using books from the international publishing press.

- Podcasts should be seen as an additional and powerful resource in many language classrooms utilized by the staff of present-day professors who might use them and help university students majoring in English to build up the listening skill that is considered to be difficult to develop.

- Then, it is necessary to say that language learners should practice the listening skill more often by using podcasts currently and continuously. This is because listening is actually not that easy to develop, it requires steady attempts. Podcasts are part of a suitable practice to the ones learning English. They lay emphasis on real pronunciation and vast concepts and information. After a period of practice using podcasts, listeners are more likely to acquire mastery on the understanding of other speaker's speech.

CHAPTER III

3 PROPOSAL DESIGN

"THE USE OF PODCASTS TO IMPROVE THE LISTENING SKILL IN ENGLISH CAREER STUDENTS AT COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014"

3.1 Proposal

The design of free Podcasting material including a set of listening activities to promote the development of the listening skill of students majoring in English at Cotopaxi Technical University.

3.2 informative data

INSTITUTION: COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT: ADMINISTRATIVE AND HUMANISTIC SCIENCES

MAJOR: ENGLISH

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: ELOY ALFARO

NEIGHBOURHOOD: SAN FELIPE

ADDRESS: SIMÓN RODRÍGUEZ, EL EJIDO

RESEARCHER: TAPIA CALAMA JHONNY ROBINSON

3.3 Importance

The utilization of Podcasts in language classrooms has not been quite normal. The only place for podcasts was on blogs or international broadcasting. As students got on the activity of practicing their listening at university, they were used to concentrate on small listening activities that were part of a book. However, it is necessary to indicate podcasts are a great material that would be incredibly valuable at the moment of practicing listening, and this is because podcasts contain a diverse and extended language that is usually good to fortify the listening skill.

The research aims at providing students from the Technical University of Cotopaxi a handful of audio material based on intensive listening practice with exercises by taking advantage of the benefits of portable mp3 files, naturally called podcasts.

3.4 Justification

Nowadays, the impetus of language learners to have a high degree of language competence in listening is limited because of the level of difficulty of this skill. It is clearly distinguished they do not have so much of an impediment when reading, writing or speaking, because they almost always have got the professional guidance of a teacher. Without regard to that, listening is particularly a receptive skill that requires a lot of understanding as to the message and the language pattern that is delivered by the speaker to the listener, this means listening cannot be developed just on guidance and inexplicit teaching, but on current and constant practice.

Now, a podcast is a free audio material being easily found on the internet. Although, it is not known for many people, it can be said it could somewhat help and support students in their study to improve listening. With a large number of topics generally focused on daily and academic life, a podcast can cover a wide

variety of subject areas and is a very accessible and effective agent to put students' hearing to practice.

In addition, almost any podcast is set within information that will allow the better performance of a student at university. That is to say, thanks to the content of many podcasts, a student becomes more familiar with both general and academic vocabulary. Among other things, the use of podcasts is rather interesting, as it is fascinating how learners introduce themselves into a creative and productive way of improving listening.

Certainly, not all days students can have the opportunity to get exposure to a set of unique podcasts that help them, in long terms, to increase their ability to understand the speech and intonation of fluent speakers. Just as learners use them, they find them manageable and useful, as recorded speech in podcasts take them in a simulated experience of hearing English speakers.

Thus, the use of podcasting material becomes indispensable, for the fact that students will have a different and innovative experience when practicing listening.

3.5 General goal:

- To foster the practice of listening through the use of Podcasts and listening comprehension activities to sharpen and expand the listening competence of English career students at Cotopaxi Technical University during the academic cycle March – August 2014

3.6 Specific goals:

- To create a booklet covering a set of interesting Podcasts on a wide variety of academic and general topics.
- To motivate students to use Podcasts as an optional learning activity to improve their listening.

- To encourage students to create their own podcasts following formats given in the booklet so as to help them improve pronunciation and intonation.
- To establish the basis of the listening process that will determine the sequence of steps to follow when practicing listening.

3.7 Methodological Basis

3.7.1 Scientific Foundation

Podcasts have been used widely in broadcasting and blogs since a long time ago. The indication of this research shows that listening is normally used more than any other language skill, and that is seen as passive activity. Then, the research states that the more students get constant practice on listening, the easier it is for them to develop this language skill.

3.7.2 Methodological Foundation

The methodological foundation has been based on the Top-down processing model as a method to improve the listening skill of English career students, this method has to do with time, practice and a component that takes students to go through prior knowledge, prediction, analysis of context and experience.

3.7.3 Pedagogical Foundation

It is believed that listening is relatively more important compared to the other language skills. And this is because, children, at the first stage of life are receptive individuals rather than productive ones. So, the idea is that this initial step let us know the beginning of the accurate language production is listening, as this skill produces an unconscious mental activity where the register of pronunciation and accent are attained.

3.8 Proposal Description

This booklet is a conjunction of selected audio material and exercises carefully designed, over the basis of different topic areas pointing out to stimulate and sharpen the listening competence of the English career students from Cotopaxi Technical University. This is a practical material that uses a solid technique to improve the listening skill, so that students can make a notable breakthrough as much as the practice.

Nevertheless, this short listening course called Podcasts is an interesting learning experience in which a student mainly practices listening using a handful of listening comprehension exercises. Yet, the structure of this booklet is kind of elaborated, as it is an overview of the listening process as a whole starting with pre-listening that is the first step of the listening process. It is basically taking students to respond questions on any kind of topic trying to get them to be aware of the topic to be treated beforehand.

Then, there is the during-listening step that is fundamentally to play on a recording containing information of the chosen topic area for students to listen and analyze the main features and general aspects. In the end, the framework of this booklet ends with the post-listening step where students answer some questions regarding the recording they were listening to.

The application of this will cause that each student starts understanding the natural process of listening. Besides, they will develop their listening ability to catch information more quickly and easier. They will also pay more attention to what is being said in audio material and will practice speaking as well.

PODCASTS

For university students

Self-study

Jhonny Tapia

CONCLUSIONS

- The continuous and current utilization of audio material in English lessons has been clearly seen as a fruitful matter to the extent that students have got a chance to put on practise their ability to listen more often than the normal. In such a way, language learners are more likely to develop the listening skill meaningfully.

- Podcasts might definitely be compared to certain didactic resources, in a way that this material represents a contribution in the development of the different communicative skills by using them in classrooms or any language course, then podcasts cut out the traditional belief of teaching English as they are suitable and intriguing at the moment of learning listening via audio players.

- A big point on concluding aspects is the fact that most of listening activities are a good influence to develop the listening skill, and have demonstrated to be a handful of chances allowing students to be a bit more concentrated on aspects involving recorded voice. So, podcasts can contribute largely to the activity of learning listening much more than any other similar element.

RECOMMENDATIONS

- Podcasts should be used on the campus life of students, especially on those who are learning listening. It is not about only a campus activity, but an everyday activity taking learners to succeed on the field of having a well-developed listening skill. It does not matter where a students is, the interesting thing is that every students must use them at work, home or even when going to sleep or eat, because it is all about a constant practise that is essentially driven to the development of skills.

- As everyone knows, there is a long list of resources available at bookshops libraries and special offers for books, however it is a good idea not to use only didactic material from recognized printing press, but also free material from the internet, and that is the case of podcasts, as they are easily accessible on numerous websites.

- Students should lay special emphasis on the listening process whenever they want to exercise and get experience on listening, it is an activity that is similar to working out or driving, because it is known every process has got a start and an end, therefore listening is not the exception, so it is recommended to follow the sequence of before, while, and after listening to have a better experience. Additionally, if there is not a set of exercises on recordings students listen to, they should create their own exercises keeping the general law of the listening process. It is kind of stressing, though.

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Annexes

COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND

HUMANISTIC SCIENCES

ENGLISH MAJOR

SURVEY FOR STUDENTS

Objective: To gather information on the listening skill and fundamentals of podcasts.

Directions: Read carefully and mark each of your answers using (X)

1. Do you believe technology would be an efficient resource to improve the listening skill of the English career students in the future?

Yes ☐   No ☐   Perhaps ☐

2. Is listening the most difficult skill to develop in the English language?

Yes ☐   No ☐   Why?

_____

_____

3. Are audio files productive enough to insert them at high scale in the listening skill development of the English career students?

Yes ☐   No ☐   Perhaps ☐

4. Have you ever used a Podcast (mp3 file on a wide variety of topics) as a practical tool to fortify the listening skill?

Yes ☐   No ☐   Perhaps ☐

5. Do you think a teacher should choose podcasts as a resource to build up the listening skill?

Yes ☐   No ☐   Perhaps ☐

6. Do you consider a podcast would be a key element in the development of better understanding of what is often heard both in recordings and real life conversations?

Yes ☐   No ☐   Why?

_____

7. Can radio programs and audio recordings contribute to the development of a good listening ability?

It is not influential at all ☐

It is actually very useful ☐

8. What sort of topics should a Podcasts cover to catch the interest of listeners and students?

Academic topics ☐

Daily life topics ☐

Have you got other suggestions? Write them down.

_____

9. Should a Podcast contain listening exercises to test out the listening comprehension of students majoring in English?

Yes ☐   No ☐

If so, suggest activities you would like.

_____

10. If you had the opportunity to use free Podcasting material to improve your listening, would you use it to see how productive it is?

Yes ☐   No ☐

Thanks for your help.

INTERVIEW

Objective: To gather information on the use of podcasts at Cotopaxi Technical University

Interview for teachers

1. Technology has proven to be a big step as to the improvement of learning. Now, many students at different university campuses are using educational software to reinforce their English level, do you think Technology is influential in the self-development of the academic level of English career students? What about the support of teachers?

2. A podcast was originated as a means to store extensive articles in an mp3 audio file. Do you consider podcasts could be substantial in the development of the listening skill?

3. The use of technology is without any doubt very imperative, all material and resource is good at the moment of learning, however, since the advent of Podcasts, it appears that the listening skill has now more stuff to be embraced. What can you say about that?

4. Many learners around the world have started to use Podcasts as a very convenient resource to improve the listening skill; do you think a podcast would be indeed useful when practicing listening?

5. These mp3 audio files are easy to store and can be taken everywhere. Do you believe that podcasts would be a replacement for large books and CDs of listening in the future?

6. Would you recommend other English professors at Cotopaxi Technical University to use Podcasts more than conventional material found in books for the development of the listening skill?

Thanks giving!