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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

THEME:

**CONTEXTUALIZED EDUCATIONAL PODCASTS AND THEIR IMPACT
ON LEARNING ENGLISH VOCABULARY**

Research Project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

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DEDICATORY

This research project is dedicated to my beloved grandfather, Celio Martinez, who is now in heaven; to my parents, who constantly inspire and encourage me to strive for personal and professional growth; and to God, whose guidance and blessings make everything possible.

Eylin M.

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I would like to express my sincere gratitude to God for giving me strength and guidance during this project. I am deeply grateful to my parents for their unconditional support and encouragement, and finally to the authorities of the prestigious university.

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TEMA: “PODCASTS EDUCATIVOS CONTEXTUALIZADOS Y SU IMPACTO EN EL APRENDIZAJE DE VOCABULARIO EN INGLÉS.”

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RESUMEN EJECUTIVO

El presente trabajo de investigación tuvo como objetivo medir el impacto de los podcasts educativos contextualizados en el aprendizaje y consolidación del vocabulario en inglés, partiendo de la premisa de que el uso de recursos auditivos como los podcast contextualizados favorece el aprendizaje significativo del vocabulario en inglés como lengua extranjera. Se empleó un enfoque cuantitativo con diseño cuasi-experimental, con la participación de 62 estudiantes distribuidos en grupo control y grupo experimental. Para la recolección de datos se aplicaron un pre-test y un post-test orientados a evaluar el nivel de vocabulario correspondiente al nivel B1 del Marco Común Europeo de Referencia para las Lenguas (MCER), antes y después de la intervención pedagógica. Los instrumentos fueron previamente validados por expertos en la enseñanza del idioma inglés para garantizar su pertinencia y confiabilidad. La intervención se desarrolló mediante ocho sesiones estructuradas basadas en podcasts educativos contextualizados, acompañadas de actividades de comprensión, aplicación y reflexión orientadas al uso del vocabulario en situaciones comunicativas reales. Los resultados evidenciaron mejoras significativas en la adquisición de vocabulario, la comprensión auditiva y la motivación hacia el aprendizaje del idioma en el grupo participante. Como producto final, se diseñó una guía didáctica de actividades concebida como recurso de apoyo pedagógico para docentes que enfrentan retos similares en la enseñanza del vocabulario en inglés, integrando audios contextualizados, tareas de comprensión y ejercicios prácticos que promueven el aprendizaje significativo.

Palabras claves: aprendizaje de vocabulario, Inglés como lengua extranjera, podcasts educativos contextualizados, recursos auditivos

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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THEME

Contextualized educational podcasts and their impact on English vocabulary learning

ABSTRACT

The present study aimed to measure the impact of contextualized educational podcasts on English vocabulary acquisition and retention, based on the premise that using audio resources, such as contextualized podcasts, fosters meaningful vocabulary learning in English as a Foreign Language (EFL). A quantitative approach with a quasi-experimental design was implemented, involving 62 students divided into a control group and an experimental group. For data collection, a pre-test and a post-test were administered to assess the participants' vocabulary proficiency at the B1 level of the Common European Framework of Reference for Languages (CEFR), before and after the pedagogical intervention. The instruments were previously validated by experts in English language teaching to ensure their validity and reliability. The intervention consisted of eight structured sessions based on contextualized educational podcasts, accompanied by comprehension, application, and reflection activities focused on vocabulary use in authentic communicative contexts. The findings revealed significant improvements in vocabulary acquisition, listening comprehension, and motivation toward language learning among the participants in the experimental group. As a final product, a didactic activity guide was developed as a pedagogical support resource for teachers facing similar challenges in English vocabulary instruction. The guide integrates contextualized audio materials, comprehension tasks, and practical activities designed to promote meaningful learning.

KEYWORDS: audio resources, contextualized educational podcasts, English as a foreign language, vocabulary learning.



INTRODUCTION

Relevance of the topic

Currently, the teaching and learning of English as a foreign language is highly valued, as everyone needs to use it for work, school, and study, creating a strong global impact. This is why increasingly advanced technological tools are being developed, enabling global and intercultural communication, which is becoming increasingly necessary. In this sense, the integration of crucial digital tools in classrooms has transformed the outdated and traditional approaches to English teaching, promoting more active, interactive, and student-centered learning environments. Furthermore, it is essential to highlight that contextualized educational podcasts have gained relevance as a new pedagogical resource that supports vocabulary acquisition in English by providing students with real linguistic information in meaningful communicative situations.

Therefore, these international educational trends and various educational frameworks highlight the importance of digital competence and the integration of Information and Communication Technologies (ICTs) in education to improve meaningful and high-value learning. In Ecuador, the Ministry of Education's foreign language curriculum prioritizes the development of oral competence, recognizing vocabulary acquisition as essential for the correct use of the language. In other words, if students lack a solid lexical foundation, they face serious difficulties in listening, speaking, reading, and writing in English, and these shortcomings would be detrimental if these improvements are not addressed.

Thus, the Organic Law of Intercultural Education (LOEI, 2021, art. 7) facilitates the incorporation of innovative pedagogical strategies to improve students' academic performance and adapt education to the global transformation that benefits key stakeholders. Podcasts play a crucial role, promoting authentic linguistic exposure that supports vocabulary development in accordance with the country's educational standards and policies. Numerous studies worldwide, in Latin America, and in Ecuador have demonstrated the high potential of podcasts in

English language learning as highly effective educational tools. Renukadevi (2018) emphasizes that podcasts significantly improve learners' listening comprehension due to their authenticity and appropriate length. The present study suggests that podcasts simulate communication as if it were happening in real life, thus allowing students to connect with spoken English in natural contexts rather than through meaningless classroom exercises.

Now, within the Latin American context, author Cueva-García (2021), in a study conducted in the Piura region of Peru, found that the use of educational podcasts improves meaningful English language learning, as it enhances critical thinking and strengthens communication skills. The author clearly emphasizes that podcasts promote active participation and encourage peer reflection, improving not only language comprehension but also the development of cognitive thinking. In Ecuador, researcher Ochoa (2024) conducted a comprehensive study at the Indoamérica Technological University in Quito, revealing that podcasts significantly support listening comprehension, thereby expanding English vocabulary and increasing learner motivation. These findings demonstrate that podcasts contribute to strengthening autonomous and contextualized learning, thereby increasing students' responsibility for their own educational process in the country.

Although these studies have certain limitations in relation to the present research, most focus primarily on listening comprehension rather than English vocabulary acquisition. Furthermore, very little research has been conducted in public secondary schools in Ecuador, especially in the city of Latacunga. Likewise, there is little research demonstrating the systematic implementation of contextualized educational podcasts through a quasi-experimental design that includes pre-test and post-test measurements. Therefore, more in-depth research is needed to examine the specific impact of contextualized educational podcasts on English vocabulary learning in educational contexts such as those found in Ecuadorian secondary schools, which aims to justify the relevance and importance of this present study.

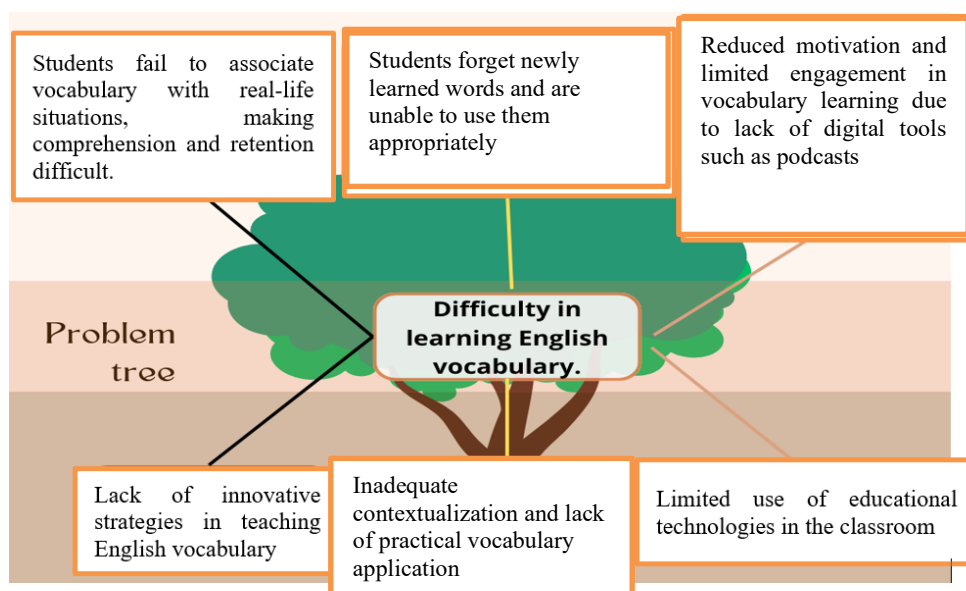
At Unidad Educativa de Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city, specifically, second-year high school students in sections A and B are experiencing significant difficulties acquiring English vocabulary, which is quite noticeable given their poor proficiency. Classroom observations and diagnostic assessments show that many students struggle to retain even the simplest new words, frequently resorting to rote memorization rather than understanding vocabulary within real-world, usable contexts. As a result, they have difficulty understanding spoken and written texts and expressing themselves effectively in English. Furthermore, outdated teaching methods, which predominantly rely on textbooks, endless vocabulary lists, and exercises detached from real-world Ecuadorian contexts, have not fully addressed these learning difficulties. Students have limited exposure to English outside the classroom, which reduces their opportunities to practice and improve their vocabulary in real-world situations. This problem highlights the need to implement new and contextualized strategies, such as educational podcasts, to increase and improve vocabulary learning and overall linguistic competence, both inside and outside the classroom, using current methods. In this sense, the present research seeks to evaluate the impact of using contextualized educational podcasts as a pedagogical strategy to strengthen and expand English vocabulary learning the second year of high school, Parallels “A” and “B,” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga. The study aims to determine if the systematic integration of these digital resources helps improve students' vocabulary knowledge so they can use it in the classroom and have effective lessons.

Methodologically, this research has a quasi-experimental design, working with an experimental group and a control group. First, pre- and post-tests will be administered to both groups to measure changes in English vocabulary performance, allowing us to observe a before-and-after comparison of the podcast intervention. Therefore, the experimental group will receive instruction with contextualized educational podcasts, while the control group will continue working with traditional teaching methods. This approach will allow for a comparative

analysis of whether or not the use and implementation of podcasts is effective as a pedagogical tool for language learning.

Therefore, this research is highly relevant in both the academic and social spheres, as it contributes to generating scientific evidence about the use of digital educational resources in English language teaching. It is hoped that the findings of this study will greatly contribute valuable information to teachers, educational institutions, and policymakers, supporting the development of innovative and evidence-based pedagogical practices. Finally, this research seeks to significantly improve the Ecuadorian education system and, in turn, the academic and communicative development of students, encouraging them to participate more confidently and effectively in an increasingly interconnected and multilingual world.

Problem statement



Graphic 1 *Problem tree*

Elaborated by: *Eylin Martínez*

In English language teaching, the limited focus on vocabulary acquisition and retention poses a significant challenge in classrooms, especially at the secondary level. Many traditional teaching approaches still concentrate on lists of

isolated words, memorization, and highly mechanical exercises, which do not adequately promote meaningful learning or the practical use of vocabulary in real-world communicative contexts in Ecuador. As a result, many students struggle to understand, retain, and correctly use new vocabulary, which negatively impacts their communicative competence in English.

According to Crespo (2024), language vocabulary teaching is highly effective when it employs a comprehensive approach that integrates direct instruction with strategies that foster student autonomy and meaningful interaction with the target language. This means that when vocabulary is taught without contextual support or authentic application, the learning becomes superficial and quickly diminishes students' confidence and ability to communicate in English, negatively impacting their emotional well-being. This is why many people dislike learning a new language.

Furthermore, vocabulary retention remains a persistent problem, as many learners easily forget words they have begun to learn due to poor practical application and inadequate contextualization. This difficulty is exacerbated when vocabulary is presented in isolation rather than connected to students' personal experiences or, more importantly, to real-life situations. Authors such as Ortiz Rodríguez and Tejeda Díaz (2024) emphasize that integrating Information and Communication Technologies (ICTs) into the educational process can significantly improve vocabulary learning and retention. However, their findings also reveal that, while students are familiar with digital tools, they do not use them appropriately for academic purposes but rather in inappropriate situations, particularly for learning English. This highlights the need for more effective integration of technology in the classroom.

Furthermore, the limited or unknown integration of educational technologies in English language teaching hinders students' opportunities to interact with the language in a dynamic and engaging way. Similarly, the insufficient use of digital resources such as podcasts, multimedia platforms, and interactive

applications diminishes student motivation and impedes their vocabulary development. Ortiz Rodríguez and Tejeda Díaz (2024) state that, while some teachers use technological tools in their classes, such as Canvas and Genially, ongoing training is necessary to ensure their effective implementation and achieve the expected pedagogical objectives that always promote educational learning.

Therefore, the main problem addressed in this research is the limited acquisition and retention of English vocabulary among the second year of high school, Parallels “A” and “B,” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city. This negatively impacts their communicative competence, which requires the application of scientific research methods to identify and implement appropriate pedagogical strategies. This problem will be addressed through a quasi-experimental research design to evaluate the effectiveness of contextualized educational podcasts as an innovative strategy for teaching English vocabulary.

Beneficiaries

The direct beneficiaries of this study will be 62 high school students from second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city.

These students are expected to significantly improve their English vocabulary through a highly structured learning program using educational podcasts. They will have better and greater opportunities to develop their vocabulary in real, motivating, and engaging contexts.

Likewise, the English teachers at the school in Latacunga will benefit from this research. By acquiring these newly implemented pedagogical strategies and tools, as well as using digital materials, they will be able to optimize their teaching practices in the classroom and improve student learning outcomes, thus contributing to the students' cognitive development.

Furthermore, the indirect beneficiaries will be the school authorities and the educational community in general, as this initiative contributes to the overall improvement of English language teaching at this esteemed institution. Likewise, this study can serve as a point of reference for future educational and research projects in the field of language learning and technology, which are studies of this new era.

Research question

How are contextualized educational podcasts used as a strategy to teach English vocabulary to second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city?

Hypothesis

Null hypothesis (H0)

The implementation of contextualized educational podcasts does not have a significant effect on the acquisition of English vocabulary.

Alternative hypothesis (H1)

The implementation of contextualized educational podcasts significantly improves the acquisition of English vocabulary.

OBJECTIVES

General Objective

To measure the impact of contextualized educational podcasts on the learning and consolidation of English vocabulary among second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city.

Specific Objectives

- To diagnose students' initial level of English vocabulary through a pre-test, identifying their strengths and areas for improvement.

- To implement contextualized educational podcasts to improve students' comprehension, application, and retention of English vocabulary through structured listening activities.
- To analyze the results of the pre-test and post-test to measure students' vocabulary improvement.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter presents a detailed analysis of the theoretical foundations supporting this research. First, previous studies on related topics are presented to provide an overview of the existing knowledge in the field. A review is also conducted to identify key findings, as well as the gaps or opportunities that this research seeks to address. The chapter then delves into the main theoretical components guiding the study, analyzing the key theories and fundamental concepts that establish the necessary framework for understanding the research. In addition to situating the research within the appropriate academic context, this theoretical framework is crucial for an effective interpretation of the findings, ensuring that the methodologies, procedures, and conclusions are grounded in a solid theoretical foundation.

Previous Studies

The author Estrada (2024) conducted research to determine the effectiveness of using podcasts to improve the listening skills of ninth-grade English as a Foreign Language (EFL) students at a private school in Milagro, Guayas, Ecuador. Twenty children with an A1 level of proficiency, aged 12 to 13, participated in the study. Pre- and post-tests were used to assess the students' listening skills using a quantitative technique. The study found that most participants scored poorly on the pre-tests, but subsequently demonstrated a significant improvement in their listening skills, as evidenced by their high or good scores on the post-tests. Therefore, the authors concluded that the students' listening ability improved considerably once podcasts were implemented as a primary language teaching and learning tool.

This research therefore supports the study's hypothesis that EFL students' listening skills can be significantly improved through the use of technological resources such as podcasts. The research confirms the inspirational and motivating qualities of podcasts, which provide a highly flexible and individualized method for learning a new language. Furthermore, this served as a key reference point for the

design of the tools and the data collection procedures for the research.

Authors such as Bustari, Samad, and Achmad (2017) investigated the use of podcasts to improve speaking skills among students of English as a foreign language in Indonesia. The study population consisted of one hundred university students enrolled in an English course, making them the ideal group for the research. The study was conducted as follows: the students were divided into two groups. The experimental group practiced speaking and listening through podcasts, while the control group participated in conventional speaking exercises in the classroom. The study concluded that the experimental group outperformed the control group in terms of fluency, pronunciation, and overall speaking ability. Therefore, students can significantly improve their speaking skills by being exposed to more natural, real-life speaking situations through podcasts, as these provide valuable input for authentic language. This flexibility offered by podcasts is optimal because, in terms of practice time, the study indicated that the vast majority of students might not have found the activity so successful because teachers did not provide instant feedback.

This research article strongly supports the idea that podcasts are an excellent classroom tool for improving English speaking skills. They allow students to practice and actively participate in the language naturally and independently, even outside of regular class time. The significant value of incorporating technology into language teaching is also highlighted, particularly in contexts where class time is limited or where native speakers are unavailable. For example, in Ecuador, where English is taught as a foreign language, podcasts are an excellent resource for strengthening and expanding vocabulary, improving speaking skills, and promoting autonomy, making learning more engaging and interactive for students who need a supportive strategy.

Indahsari (2020) conducted an international study in Indonesia to explore how the use of podcasts could enhance language learning among EFL (English as a Foreign Language) students. The study included 30 university students, ages 18

to 22, who were engaged in an English language course. Podcasts were utilized as a teaching tool to help students improve their listening and speaking skills. The study found that using podcasts helped students improve their comprehension and pronunciation while also increasing their motivation to practice the language outside of the classroom. The authors believe that podcasts are an effective technique to expose students to actual language use and help them become more self-sufficient learners. Nevertheless, the study emphasizes that the usefulness of podcasts is dependent on the students' past language skills and ability to use technology efficiently.

This article highlights the importance of podcasts as a modern tool for improving English learning, especially outside the classroom. Podcasts help students approach the language in a practical way, even when they lack direct contact with native speakers or real-life situations. This is very beneficial because in Ecuador and Latin America, the language is only used in classrooms for a few hours, and students often forget what they've learned. Therefore, it's essential to know how to use effective tools with students. The benefits that podcasts have demonstrated in other skills include improved comprehension and pronunciation, which promote a more active and responsible learning approach, increasing motivation and adapting the educational process to the needs and pace of each student.

Theoretical Framework

The sociocultural theory

In the first instance, the sociocultural theory of cognitive development places greater emphasis on the influence of social interaction and cultural context within the student learning process (MSEd, 2024). Specifically, this theory states that cognitive development is shaped by active participation in activities organized within society, rather than occurring in isolation. Consequently, learning is considered a highly dynamic process influenced by communication, interaction, and the use of cultural tools. Vygotsky, in turn, establishes language as a central element within this framework, demonstrating that students internalize knowledge

and develop higher cognitive functions, enabling them to express themselves freely while learning.

In relation to the present study, the sociocultural theory offers a coherent and comprehensive framework for understanding how contextualized podcasts effectively and appropriately support English vocabulary learning. Podcasts also function as mediating tools that connect students with real linguistic information, allowing them to interact with vocabulary as it is naturally used in communicative contexts. This is interesting because it motivates and sparks interest in learning not only English but other languages as well. This exposure facilitates meaning-making by placing vocabulary within real-life discourse. It is important to consider teaching words from our country, thus aligning with the sociocultural emphasis on learning through contextualized social experiences rather than isolated instruction.

It should be mentioned that in this research, Vygotsky's theory is linked to the concept of the Zone of Proximal Development (ZPD), which explains how students can reach higher levels of achievement when they receive adequate support from the initial learning stage. This is especially true when using educational podcasts, as they contribute to this process by providing structured auditory information that students can understand with the teacher's help, as well as repetitions, intonation patterns, and contextual cues. Students increasingly integrate new vocabulary as they interact with the audio material, progressing from guided comprehension to independent lexical use.

It should also be added that the concept of scaffolding, proposed by Wood, Bruner, and Ross (1976), greatly contributes to the theoretical basis of this research. Scaffolding is a type of temporary instructional support that helps students learn until they can complete activities independently. Therefore, podcasts provide solid and flexible scaffolding in this context, allowing students to control their exposure to vocabulary through pausing, playback, and review of the contextualized content. Through this self-regulated participation, students support the integration of vocabulary knowledge at their own pace, which improves comprehension and

memorization. Furthermore, from a broader sociocultural perspective, incorporating podcasts into the learning process expands the learning environment beyond the classroom. In the long term, this extension fosters student autonomy and participation by allowing them to actively interact with linguistic information in informal and flexible contexts. This strong interaction enhances a deeper assimilation of terminology, emphasizing the student's active role in the language learning process.

Finally, sociocultural theory provides vital theoretical support for our study by detailing how podcasts function as mediating tools in English vocabulary learning. Podcasts also contribute to meaningful vocabulary acquisition through mediation, scaffolding, and guided participation within the Zone of Proximal Development. The conclusions of this study are based on sociocultural theory, which emphasizes the importance of social contact, cultural tools, and language in both cognitive and linguistic development.

Digital Educational Resources in EFL

Concept of Digital Educational Resources

Within the context of teaching English as a foreign language (EFL), digital educational resources are digital materials designed primarily for pedagogical purposes. Their aim is to support, facilitate, and, above all, enrich the learning of English language skills. These resources include highly interactive content such as audio, video, educational software, applications, and digital platforms that show students how to access and manipulate the content according to their needs and different learning paces. Furthermore, their pedagogical design not only seeks to provide information but also to actively engage the student, fostering exploration, practice, and continuous assessment in the language acquisition process.

Academic literature has highlighted the crucial importance of these resources as supplementary tools to traditional teaching, providing more flexible and personalized learning experiences. Authors such as Zakirova, Kulikova, and Medvedeva (2021) argue that digital educational resources optimize and facilitate

the English language learning process, allowing teachers and students to use them for various purposes in the EFL classroom, focusing on input and output skills. In this sense, digital resources do not replace face-to-face instruction but rather expand learning opportunities by offering access to authentic content that can be adapted to different proficiency levels. Therefore, digital resources foster highly active interaction between the student and the content, significantly improving their motivation, class participation, and autonomy in learning new things. Some examples of these tools include interactive multimedia exercises, automated assessments, gamified platforms, podcasts, instructional videos, and digital simulations. These resources allow students not only to passively receive information, as was always the case years ago, but also to practice understanding, producing, and analyzing English in safe and controlled environments, promoting the internalization of structures and vocabulary in meaningful contexts.

Another crucial aspect is that digital educational resources facilitate monitoring and rapid feedback, leading to more optimal and personalized learning. For example, adaptive learning systems can frequently identify errors, suggest reinforcement activities, and adjust the difficulty of the content based on student performance. This promotes more interactive and student-centered learning, allowing teachers to focus their time on direct and strategic aspects of teaching, such as guidance, motivation, and problem-solving.

In short, digital educational resources represent a strategic tool in teaching English as a foreign language (EFL), as they combine accessibility, flexibility, and interactive pedagogy. This allows for their proper integration into English language teaching programs, optimizing learning, strengthening student autonomy, and improving the efficiency of educational processes, while maintaining the teacher's role as a guide for effective learning (Zakirova, Kulikova, & Medvedeva, 2021).

ICT in English Language Teaching

Information and Communication Technologies (ICTs) are a set of technological tools integrated into the teaching and learning processes of English

as a Foreign Language (EFL). Their objective is to promote a more interactive, dynamic, meaningful, and student-centered education. These technologies range from educational software, online learning platforms, mobile applications, and audiovisual resources to digital collaboration tools, all designed to facilitate access to information, promote independent practice, and improve students' active participation in contextualized language activities.

Research in education and language acquisition has shown that incorporating ICTs in the EFL classroom not only promotes the development of language skills but also increases student motivation, autonomy, and participation by offering more dynamic learning experiences adapted to different learning styles and paces. For example, activities such as online collaborative work, digital simulations, interactive exercises, and the use of educational platforms allow students to interact more practically with the content by carrying out activities where they must put their communication skills into practice and, in turn, receive immediate feedback on their performance. Only in this type of environment is the internalization of grammatical structures, vocabulary, and communication strategies in meaningful contexts fostered, promoting more conscious and lasting learning. Authors such as Chaves Yuste and De la Peña (2023) emphasize that specific ICT tools, such as educational podcasts, can become an influential technological strategy for improving the English teaching and learning process. Podcasts, as an authentic audio resource, allow students to develop listening and comprehension skills in real-world contexts, while also encouraging interaction and communication. Additionally, these types of resources can be flexibly integrated into the classroom or extracurricular activities, increasing exposure to the language and promoting the repetition and consolidation of vocabulary and grammatical structures.

Another important feature is that ICTs facilitate personalized learning, allowing activities and resources to be tailored to each student's individual level and needs. Adaptive learning systems, online assessments, and progress tracking provide valuable information to both teachers and students, enabling the design of

more effective strategies to address specific difficulties and strengthen areas of language proficiency.

In summary, the integration of ICT in English language teaching is a strategic pedagogical tool that combines technology, interaction, and autonomous learning. Its real use not only optimizes the acquisition of language skills, but also strengthens student motivation and participation, fostering a more meaningful, flexible, and student-centered learning process (Chaves Yuste & De la Peña, 2023).

Role of Audio-Based Digital Resources

Audio-based digital resources, including podcasts, establish a specialized subtype within digital educational resources, with a proven impact on foreign language learning. These resources allow students to access authentic and contextualized linguistic input, facilitating constant exposure to the language outside the traditional classroom. This feature is especially relevant in EFL teaching, where listening practice and familiarization with different accents and speech styles are essential for developing communicative competence.

Recent literature indicates that podcasts play a key role in the development of various language skills, including listening comprehension, pronunciation, and vocabulary acquisition. Their flexible structure allows students to select content according to their interests and proficiency levels, which increases motivation and engagement in the learning process. Repeated exposure to these audio resources promotes the internalization of grammatical structures and vocabulary consolidation, fostering deeper and more meaningful learning.

For example, the study *Podcasting and Vocabulary Learning in an EFL Context* (2021) found that systematic exposure to podcasts significantly improved vocabulary learning in EFL students. The research highlighted that these resources not only increase linguistic comprehension but also boost student motivation and autonomy, given that podcasts can be played multiple times and used in any context, adapting to individual learning paces. This type of flexibility allows students to

reinforce specific areas where they have difficulty, facilitating long-term retention of vocabulary and linguistic structures.

Likewise, Chaves Yuste and De la Peña (2023) show that the use of podcasts in the EFL classroom contributes significantly to improving linguistic competence, as students have the opportunity to interact with the language in a meaningful way, recreating communicative situations typical of native speakers. The production and use of language in simulated and authentic contexts promotes both comprehension and expression, integrating receptive and productive skills.

In short, audio resources, and podcasts in particular, represent a strategic pedagogical tool in EFL learning. Their ability to offer authentic, flexible, and contextualized linguistic input, together with the possibility of repetition and autonomous review, makes them an essential resource for the comprehensive development of language skills and for promoting motivation, autonomy, and meaningful learning among students (Chaves-Yuste & de-la Peña, 2023).

Multimedia Learning Theory

Definition of Multimedia Learning

To begin, multimedia learning refers to the process by which students acquire important knowledge by viewing and processing information presented through a number of sensory modalities, such as audio, images, graphics, and video. This is primarily based on the pedagogical approach that information presented through multiple sensory channels allows learners to construct fully cognitive, complete, interconnected, and lasting representations, facilitating better understanding and knowledge retention. When different types of stimuli are combined, students are able to relate concepts more meaningfully, adding information from diverse sources and educational contexts to generate more authentic and profound learning.

Likewise, in the field of language teaching, multimedia learning plays an important role, as it allows students to assimilate linguistic information in a

comprehensive and accurate way. A clear example can be seen in the combination of podcast audio, which is a transcribed text, and contextual visual elements. This allows students not only to listen to and read words and grammatical structures, but also to relate them to images, situations, and visual concepts that reinforce their auditory comprehension. Integrating these modalities is important because it greatly stimulates both visual and auditory channels, strengthening long-term memory and the ability to retrieve information.

Multimedia learning likewise contributes to pupil autonomy and enthusiasm, as it offers collaborative resources that can be adapted to individual interests, levels, and learning styles. Interactive tools such as: videos, simulations, drag-and-drop exercises, and integrated quizzes permit students to actively discover content, encouraging experimentation and reflection on their own learning process. Additionally, the use of multimedia materials in language learning enables repeated exposure to vocabulary and grammatical structures in varied contexts, which helps the consolidation and automation of these linguistic elements.

In summary, multimedia learning represents a strategic educational approach that influences sensory diversity to improve knowledge construction, improve comprehension, reinforce memory, and foster motivation. This application in language teaching allows students to integrate information from different sources, develop both receptive and productive skills simultaneously, and experience learning with a more meaningful and contextualized value, seeking the path to a very effective use of language in authentic communicative situations.

Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning (CTML), proposed by Richard E. Mayer, firmly states that people learn most effectively when information is presented simultaneously verbally and visually, rather than through a single sensory channel. In short, combining verbal text or audio with graphics, images, or other visual media greatly enhances language learning, as the human brain processes information through separate channels for visual and auditory input, and

integrating both channels improves comprehension and content retention (Mayer, 2021).

CTML demonstrates that there are three specific principles that guide multimedia learning:

1. Dual Channels: In this section b, each student processes information verbally and visually through different cognitive pathways. That is, while the audio is playing, they can also view the images, like a story. This allows both types of information to be combined and mutually reinforcing. A real-world example in language teaching is that a podcast accompanied by images or transcripts allows students to relate sounds, written words, and visual context simultaneously and with 100% effectiveness.

2. Very limited capacity: Each channel has a limited capacity to process information simultaneously. This means that an excess of information in any one channel can overload working memory, negatively impacting learning effectiveness. Therefore, these multimedia materials must be designed precisely, clearly, and very well-structured to prevent students from feeling overwhelmed by unnecessary information.

3. Active processing: Meaningful learning occurs when students have the ability to actively select, organize, and integrate information from different communication channels. In short, it is not enough to simply receive information; they must also be able to interact cognitively, reflect on the relevant content, and clearly establish connections between verbal and visual information to achieve comprehensive understanding.

These essential materials are excellent for detailing within this theoretical framework for English as a Foreign Language (EFL), especially for those using audiovisual resources such as podcasts who need to know which precise techniques to use. Interactive videos or presentations with real world contexts topics like family, friends, and shops are also attractive and capture students' attention, as they allow them to coherently combine auditory and visual stimuli. The application of CTAM ensures that students not only understand the information but also retain it long term, developing listening, comprehension, and analytical skills, and enabling

them to apply vocabulary and linguistic structures in natural contexts (Mayer, 2021). In summary, the Cognitive Theory of Multimedia Learning states that effective learning depends on the strategic use of dual purpose cognitive channels, managing limited processing capacity, and the student's active participation in knowledge construction, providing a solid foundation for integrating digital multimedia tools into English language teaching.

Dual Coding Theory and Vocabulary Retention

Author Allan Paivio, a researcher of Dual Coding Theory, states that information is processed through two distinct yet complementary systems: verbal and visual. According to this theory, when students receive information simultaneously in the form of words and visual representations, multiple codes are generated in their minds, allowing for much longer retention and retrieval of information in long-term memory (Paivio, 2007).

Therefore, this theory prevents students from relying solely on a single cognitive channel, thus reducing mental overload and enabling optimal learning for acquiring words, phrases, and constructing new sentences.

Similarly, within the context of language learning, the application of visual learning theory is relevant for vocabulary acquisition. Furthermore, when students associate words with images that display beautiful features, attention grabbing symbols, highly detailed diagrams, gestures, and auditory contexts related to important topics, stronger cognitive links are formed, aiding both explicit and skill based memory, which are crucial for language production and comprehension. For example, by listening to an English podcast while viewing illustrations, subtitles, and transcripts, students can connect sounds, graphic shapes, and meaning in an integrated way, facilitating a deeper understanding of new terms and linguistic structures. Moreover, multimedia materials that combine auditory and visual support allow students to create multiple access points in their memory, increasing the likelihood of recalling learned vocabulary in different communicative contexts. This strategy is considered especially useful for learners of English as a foreign language (EFL), who directly benefit from repeated exposure to words and phrases.

The integration of visual and auditory elements in vocabulary teaching boosts student motivation and engagement, as the materials become more attractive, interactive, and meaningful, according to research. Combining these auditory stimuli with visual representations allows students to learn more efficiently and develop comprehension, internalization, and expression skills, both orally and in writing.

In conclusion, Dual Coding Theory provides a well structured theoretical framework for designing multimedia materials for teaching English as a foreign language (EFL), highlighting the importance of combining verbal and visual information to improve vocabulary retention in English (Paivio, 2007). This directly impacts students' mental development, making this theory highly relevant for enhancing input and output skills, thus fostering both ordinary and outstanding knowledge acquisition.

PODCASTS IN ENGLISH LANGUAGE TEACHING

Definition and Educational Scope of Podcasts

Podcasts focus on digital audio resources accessible via the internet, which can be downloaded or streamed in real time for listening at any time, such as at school, at home, on a bus, on a plane, at a family gathering, and so on. In the field of foreign language teaching, this provides dynamism and autonomy, allowing students to engage with the target language regularly outside the classroom, while also aligning practice with their own learning paces and styles. Furthermore, academic literature highlights that podcasts represent a technological tool that enhances English language learning by offering authentic, contextualized, and diverse content, adaptable to the student's interests and proficiency levels (Rodríguez Castro & Argudo Serrano, 2023).

Their educational contribution firmly establishes that podcasts improve listening comprehension, vocabulary familiarity, and grammatical structures, contributing to the development of both communicative skills such as listening and speaking. Furthermore, they can be combined since, as digital resources, such as

transcripts, images, or student-centered activities, they reinforce the internalization of content and important learning. Researchers Rodríguez Castro and Argudo Serrano (2023) state that the use of podcasts in English as a Foreign Language (EFL) not only has a high positive impact on students' language skills but also generates very positive attitudes toward language learning, improving student motivation and engagement.

Podcasts can be designed for multiple pedagogical purposes, such as exposure to specific vocabulary related to medicine, law, engineering, architecture, and other fields. Similarly, they can be used for pronunciation practice, as well as for analyzing authentic texts or cultural aspects. This adaptability allows teachers to incorporate and apply podcasts in both individual and collaborative learning contexts, enabling students to develop critical thinking skills for decision making based on their academic interests and challenges.

Overall, podcasts represent a flexible digital educational resource whose educational scope improves speaking skills, increasing positive attitudes in motivating learning environments, facilitating a strategic tool in the teaching of EFL (Rodríguez Castro and Argudo Serrano, 2023).

Pedagogical Characteristics of Podcasts

In English as a Foreign Language (EFL), podcasts have become a strategic educational resource for teaching English due to their unique and distinct pedagogical characteristics, which greatly contribute to the smooth acquisition of language skills through real and dynamic contexts. The main characteristics are: flexible accessibility, a vast array of topics, adaptability and modification to the student's level, and, crucially, the possibility of repetition anytime, anywhere, which contributes to a more personalized learning experience.

Podcasts offer flexible accessibility, allowing students to listen to them anywhere and at any time, moving beyond the traditional classroom and enhancing independent language practice. This fundamental feature facilitates constant

exposure to the target language, a key element for acquiring listening comprehension and vocabulary, especially when seeking to implement authentic and varied communicative scenarios. Similarly, temporal and spatial adaptability contributes to student motivation, facilitating control over their own learning process and allowing them to adapt their practice to their schedules and personal interests.

The diversity of topics is another fundamental pedagogical feature. Podcasts can cover a wide range of content, from news, interviews, and debates to cultural or scientific narratives. This variety allows students to select relevant and motivating content, which increases interest and engagement in learning. The relevance of the content not only improves vocabulary comprehension and retention, but also allows students to connect the language with their own interests, strengthening the internalization of linguistic structures in meaningful contexts.

In terms of adaptability, podcasts can be designed or selected according to the students' level of proficiency, adjusting the pace, complexity, and length of the episodes. This feature facilitates the personalization of learning, ensuring that all students can access the content without feeling cognitively overwhelmed, while gradually progressing in their skills.

Finally, the ability to replay allows students to pause, rewind, and play specific segments, which promotes deep understanding and internalization of the language. This feature is especially useful for practicing vocabulary, pronunciation, and grammatical structures, allowing learning to be reinforced autonomously and progressively.

In summary, the pedagogical characteristics of podcasts make them a versatile and effective tool for teaching EFL. Their flexible accessibility, thematic diversity, adaptability, and repeatability allow podcasts to function both as language exposure material and as an individualized supplementary resource, strengthening traditional instruction and promoting student autonomy, motivation, and

meaningful learning.

Types of Educational Podcasts for EFL

Academic research has shown that educational podcasts used in teaching English as a foreign language (EFL) can be categorized according to various criteria, such as their pedagogical purpose, origin, and level of complexity. This allows teachers to select materials that are engaging and relevant to the specific needs, interests, and objectives of each group of students, thus making the learning process highly meaningful and motivating. (Borja Torresano et al., 2020).

Teachers who create podcasts, understanding the interests, needs, and preferences of their students, often address specific curricular content, such as grammatical structures, thematic vocabulary, listening comprehension strategies, or cultural aspects of English. For example, within the topic of "verbs to be," presenting a podcast on that topic, including current events, is effective and captures students' attention, motivating them to learn the language using engaging phrases. Therefore, its main advantage is that the materials are carefully aligned to guide learning gradually, allowing students to be exposed to real and focused linguistic information related to the learning objectives.

In contrast, students produced podcasts, which encourage active participation, allow teachers to assign podcasts so that students use their imagination and critical thinking in relation to content creation and collaborative learning. These resources allow students not only to consume information but also to become language producers by searching for and researching relevant information, thus aiding oral expression, creativity, and analytical reflection. Furthermore, student podcast production significantly strengthens the internalization of vocabulary and linguistic structures, requiring them to plan, organize, and communicate ideas in English in a meaningful way.

In addition, there are supplementary materials, consisting of audio recordings designed to review and consolidate topics previously covered in class.

These types of podcasts are especially useful for repetition, independent practice, and information retrieval, helping students strengthen their vocabulary, listening comprehension, and fluency.

Some podcasts are categorized by difficulty level, targeting students in primary, secondary, and university settings, high, medium, and low. This ensures that resources are accessible and appropriate for each group, avoiding information overload and promoting progressive learning.

In short, the variety of educational podcasts in EFL, from those created by teachers and produced by students to added reinforcement materials and those characterized by difficulty level offers teachers a wide range of possibilities for adapting instruction to the needs and purposes of the group, improving English language learning through reliable, flexible, and motivating resources (Borja Torresano et al., 2020).

Podcasts and Vocabulary Acquisition

Similarly, in developing listening comprehension, podcasts have proven to be highly effective resources for vocabulary acquisition in teaching English as a foreign language (EFL). On the one hand, repeated exposure to vocabulary in chosen contexts, provided through authentic audio recordings, allows students to internalize new terms within natural linguistic structures, aiding in the consolidation of words and expressions in long term memory. This contextualized learning helps students not only to recognize and understand how to use words and expressions correctly in authentic, real world communicative situations (Aziz et al., 2025).

Similarly, these tools allow students to process information more systematically, combining auditory vocabulary with relevant visuals and meanings. By integrating these pedagogical strategies, podcasts facilitate the active and meaningful retention of terms, increasing both comprehension and linguistic production.

The excellence of podcasts in vocabulary acquisition is further enhanced when they include content segmentation and supporting activities, such as transcripts, glossaries, comprehension exercises, or extra explanations.

Another key aspect is the repetition and use of podcasts in structured listening comprehension tasks, which allows students to recognize and process vocabulary in different contexts. For example, if they are interested in learning aviation vocabulary, they can achieve this through audio by listening to it multiple times simultaneously. These situations promote language automatization, decreasing the need for conscious thought when using learned terms and facilitating vocabulary acquisition for oral and written production in real life situations. Furthermore, it is very useful in learning English as a foreign language (EFL), where frequent exposure and repetition are important factors for improving vocabulary knowledge (Aziz et al., 2025).

In addition, the use of podcasts for vocabulary acquisition fosters greater student motivation and autonomy, as the content can be tailored to their interests and proficiency levels. This allows students to monitor their learning pace, repeat words as needed, and emphasize terms they find more challenging, thus contributing to effective learning.

In short, podcasts are a strategic pedagogical resource to aid vocabulary retention, engaging in real, contextualized, and repeated exposure, complemented by numerous supporting playful activities. Their structured implementation allows for vocabulary automatization, facilitates transfer to real life situations, and strengthens language comprehension and production, significantly boosting the overall development of linguistic skills (Aziz et al., 2025).

Concept of Contextualization in Language Teaching

Contextualization in language teaching refers to the design of engaging activities and materials that present linguistic content to students in real life situations, allowing them to connect what they have learned to actual language use

contexts. Therefore, contextualization ensures that students understand language as a functional mechanism used to communicate in specific situations, thus increasing comprehension, content retention, and transfer of learning to communicative environments.

Although contextualization is considered a key pedagogical principle in foreign language learning, as it contributes to making linguistic input understandable, interesting, and relevant, these three aspects are essential for effective language acquisition according to communicative and sociocultural learning theories. Contextualized materials not only aid in the memorization of vocabulary and grammatical structures but also help students develop the ability to apply these elements simply and effectively in different communicative situations. Therefore, this approach fosters meaningful learning, knowledge integration, and the connection between languages in real world contexts, aiding oral production, listening comprehension, and reading comprehension.

Although several studies focus on the context of visual and written materials such as texts, images, or graphics, this aspect is truly fundamental in audio resources like podcasts. In this sense, podcasts offer a wide variety of formats, including love stories, relationship narratives, educational content, dialogues, interviews, and narratives set in real world contexts, allowing students to associate words, expressions, and linguistic structures. For example, a podcast that simulates a conversation in a store or hotel allows students to identify and use vocabulary and expressions in purely practical situations, leading to the internalization of terms and structures in a functional context. This repetition of contextual information also contributes to automatic fluency, enabling faster, more effective, and more accurate responses in authentic communication.

Furthermore, contextualization increases student motivation and interest by providing content that reflects experiences relevant to their daily lives, both personal and professional. This direct relationship between context and meaning fosters deeper connections between ideas, aiding long term memory and enhancing

lasting learning. In short, contextualization is a crucial pedagogical foundation in language teaching, enabling students to learn through understandable and meaningful information. This allows them to develop genuine communicative competence and transfer knowledge to real life situations. The application of contextualized podcasts supports language comprehension and production, as well as independent learning, making it a suitable tool for teaching English.

Contextualized Podcasts and Meaningful Input

Contextualized podcasts are an excellent and highly effective resource for teaching English as a foreign language (EFL), as they offer valuable information, presenting the language in easy to understand, highly impactful, and culturally relevant contexts for learners to acquire the knowledge in a timely manner. Unlike decontextualized materials, podcasts help students relate the language to real life situations, facilitating more authentic understanding and deeper learning. This exposure to content set in everyday or culturally relevant situations helps students recognize linguistic patterns, connect meaning with form, and internalize vocabulary and grammatical structures in practical contexts.

Current research, such as that by Aziz et al. (2025) highlights that students prefer content that connects with their personal and cultural interests. For example, topics related to fashion and video games, combined with grammar, are perfect for them since this type of material not only increases motivation but also fosters self directed learning. Example 2: A podcast that recreates a day in the life of a student in a US city allows listeners to identify real expressions, frequently used vocabulary, and, importantly, correct intonation, which they could use in their classes. This allows for the integration of new, useful words in a real and optimal context without having to use the traditional methodology of repetition, which can be monotonous and boring.

The meaningful input approach aligns with language acquisition theories that argue that exposure to authentic and contextually relevant forms of language improves the perception of linguistic structures and grammatical patterns.

Contextualization also contributes to long term retention, as students process and relate information to prior experiences and cultural knowledge, strengthening semantic memory and rapid vocabulary acquisition.

Contextualized podcasts offer this significant advantage because, by combining audio with other multimedia elements such as transcripts, subtitles, and images, they facilitate the dual encoding of information and strengthen comprehension and content retention. This combination of auditory and visual input reinforces the understanding of vocabulary and structures while enabling independent repetition and individualized learning.

In conclusion, contextualized podcasts provide highly meaningful and culturally relevant linguistic input, promoting the internalization of vocabulary and structures, increasing motivation, and fostering independent learning. Using it in classes as a foreign language greatly helps listening comprehension, as well as linguistic production and the ability of pupils to apply the language in authentic contexts of high lasting value. (Aziz et al., 2025).

Podcasts, Repetition, and Vocabulary Automatization

A fundamental pedagogical principle in vocabulary learning is repetition, as it allows students to automate words and linguistic structures in their long term memory. The author mentions that the concept of automatization refers to the ability to quickly and accurately recognize and produce vocabulary easily, which is essential for fluency and communicative competence in the language. The more students are exposed to different contexts and situations, the greater the likelihood that their vocabulary use will become automatic, consolidating semantic memory and spontaneous language production.

Furthermore, podcasts are an essential tool for promoting this automatization, as they allow students to listen to the same content repeatedly, adjusting the speed or intensity to suit their individual needs. Thus, the ability to pause, review, and repeat audio facilitates students' gradual analysis of the

information, reinforcing their listening skills, vocabulary, and linguistic structures. For example, a podcast episode featuring expressions related to shopping at Walmart or cruise travel might be listened to repeatedly because it highlights things that aren't available in our country, allowing the student to connect with the intonation, rhythm, and contextual meaning of each word, sentence, or phrase.

According to the distinguished authors and researchers Aziz et al. (2025), using additional strategies such as transcripts, vocabulary journals (also known as Pictionary), repetition exercises, and reflection notes helps solidify the vocabulary learned through podcasts. Furthermore, these strategies allow students not only to listen but also to actively and effectively process the language, aiding memory and promoting the transfer of vocabulary to real life situations. This combination of auditory repetition and active input processing facilitates the gradual recall of vocabulary, enabling more fluent use of terms in oral and written production. Furthermore, organized repetition through podcasts helps increase students' confidence in using the language, which is ideal because familiarity with words and expressions reduces anxiety, stress, and fear, and in turn facilitates spontaneous communication. This approach also aligns with language acquisition theories that emphasize the importance of frequent and varied exposure to vocabulary and language structures.

To add to this, podcasts are a novel, useful, feasible, and effective educational resource for vocabulary automatization, as they allow for the repetition of motivational contexts, active processing through additional strategies, and the consolidation of terms in long term memory. Thus, their use in the English as a Foreign Language classroom promotes fluency, listening comprehension, and vocabulary transfer to real life communicative situations, thereby fostering students' overall linguistic competence (Aziz et al., 2025).

VOCABULARY IN SECOND LANGUAGE ACQUISITION

Definition of Vocabulary

To start, in second language (L2) acquisition, the term vocabulary is not

limited to isolated words, but encompasses a set of lexical forms, meanings, uses, and semantic relationships that a learner can recognize, understand, and use effectively in diverse real contexts. Likewise, this lexical knowledge includes both individual words and idiomatic expressions, collocations, and usage patterns that enable students to interact coherently and appropriately in English as a foreign language (EFL). Nation (2013) mentions that vocabulary is a pivotal component of overall linguistic competence, as it directly influences the comprehension and production of messages, affecting skills such as reading, writing, listening comprehension, and speaking, being of great importance in the education nowadays.

On the other hand, the vocabulary is considered a crucial predictor of linguistic performance because it allows students to access the meaning of texts, understand instructions, participate in conversations, and produce complex ideas. A clear example, in this situation, a student who recognizes vocabulary related to everyday life (such as “selling fruits,” “gardening,” “flights”) can function more independently in real life circumstances and actively participate in academic or social activities in English.

Furthermore, a strong vocabulary facilitates the acquisition of grammatical structures, since many forms of language are learned and understood through meaningful lexical units. In teaching English as a foreign language (EFL), vocabulary development requires a holistic approach that considers both the quantity of words the student knows and the depth of their understanding, including meanings, nuances, and uses in real world contexts. According to Schmitt (2008), effective vocabulary learning is not achieved solely through passive exposure to words, but rather through active interaction with them in different situations, such as reading, listening, speaking, and writing. This type of practice helps students consolidate semantic memory and strengthen the automatic retrieval of terms, key aspects for achieving fluency and communicative comprehension.

Receptive vs. Productive Vocabulary

The literature on vocabulary acquisition distinguishes between receptive and productive vocabulary. Receptive vocabulary refers to the words that students can recognize and understand when reading or listening, while productive vocabulary includes those that students can actively use in spoken or written expression. Thus, several classic studies indicate that receptive vocabulary is usually broader than productive vocabulary, since comprehension precedes active use in real world communication situations.

Furthermore, this difference has important pedagogical implications. For example, a student in Quito might recognize the term "negotiate" when reading an economics article in a local newspaper or listening to a podcast about entrepreneurship, but might not feel confident using it correctly during an oral presentation without additional practice. Similarly, in Riobamba, a student taking an English course at an academy might understand the word "sustainable" in a text about rural tourism projects, but would need contextualized activities to use it in a debate or essay on sustainable development.

Therefore, vocabulary instruction should include contextualized production activities, such as debates, essay writing, role playing, or the creation of educational podcasts, that allow students to transfer terms from receptive to productive knowledge. Activities like these not only reinforce memory and confidence in using new words, but also connect language learning to concrete situations within the Ecuadorian context.

Receptive vocabulary that is, the vocabulary students understand when reading or listening also benefits greatly from repeated exposure in different situations. On the other hand, productive vocabulary requires students to actively use it and receive feedback to fully consolidate it. According to Nation (2013), the ideal approach is to combine intensive reading and listening strategies, which help expand receptive vocabulary, with guided production activities, which strengthen productive vocabulary. This leads to a more comprehensive development of lexical

competence.

In short, understanding the difference between receptive and productive vocabulary allows for the design of more effective pedagogical strategies that facilitate students' internalization, recall, and active use of words. This is fundamental for them to communicate fluently in English as a foreign language, especially in real life communication situations, such as classroom discussions, presentations, or even conversations with friends or teachers.

Vocabulary Size and Vocabulary Depth

Vocabulary breadth refers to the number of words a student can recognize and understand in a language. This aspect of lexical knowledge is directly related to the ability to handle large amounts of linguistic information, such as reading lengthy texts or understanding speech, and is considered a prerequisite for developing other communicative skills in a second language.

On the other hand, vocabulary depth indicates how well a student knows each word, including its common combinations, nuances of meaning, derived forms, and uses in different contexts. For example, a student may recognize the word "run," but if they also know it can be used in expressions like "manage a business" or "arrive late," then they have a deeper understanding of the term.

Research shows that both vocabulary breadth and depth contribute to effective learning, although each influences language skills differently. A broad vocabulary allows for the recognition of more words in texts or audio, while vocabulary depth helps produce precise and natural language. For example, a student with in depth knowledge can correctly use idiomatic expressions, while another with a broad but superficial vocabulary might make mistakes when using words in real world contexts.

Lexical Knowledge and Communication

Lexical knowledge involves recognizing words and being able to quickly

access their meaning and correct usage, both in spoken and written production, which is crucial for fluent communication. This directly impacts listening comprehension, reading, and speaking, as students can interpret implicit meanings, use idiomatic expressions, and maintain coherence in their messages.

For example, a student with a broad vocabulary can describe everyday situations using natural expressions, such as "I was stuck in traffic," instead of using literal translations, demonstrating a good command of both the language and the context. Pedagogical strategies that combine reading, active listening, and guided production (such as debates, essay writing, or even educational podcasts) help strengthen functional vocabulary and allow students to use it in real life communication situations.

According to Nation (2013), vocabulary quantity and depth are fundamental pillars of communicative competence: while quantity ensures that students can recognize and understand words, depth facilitates more flexible and precise use, consolidating fluency and communicative effectiveness in the second language. Furthermore, it is important to note that not all students develop these aspects at the same pace; Therefore, ample practice and varied exposure are essential for effective learning.

COGNITIVE PROCESSES IN VOCABULARY LEARNING

Lexical Input Processing

Lexical input processing is one of the most important cognitive processes for second language (L2) vocabulary learning. Essentially, it involves students identifying, selecting, interpreting, and encoding the linguistic forms they receive, whether orally or in writing, to construct mental representations that allow them to recognize and use language effectively. Unlike isolated vocabulary learning, lexical processing occurs dynamically during real or simulated communicative activities, where students not only hear or read words but must also relate them to their meaning, context, and practical use.

The lexical input students receive comes from diverse sources: academic texts, everyday conversations, podcasts, educational videos, or interactive tasks. In each of these cases, students encounter new linguistic forms that they must recognize and associate with a meaning. For example, while listening to a podcast on intercultural education, a student might encounter words such as "cultural competence," "lack of communication," or "perspective taking." Repeating these terms in different episodes and situations helps students not only to decode them phonetically, but also to begin incorporating their meaning and usage into their mental vocabulary.

This process is neither automatic nor passive; it requires students to actively select relevant information, organize and compare new forms with prior knowledge, and then integrate these associations into their long term memory. Nation (2013) mentions that lexical processing depends on both the quantity and quality of input, so it is crucial that the forms presented are contextualized and understandable in meaningful communicative situations.

The quality of input directly affects the student's ability to form solid mental representations of vocabulary. For example, a technical term like "sustainable development" will be easier to process and remember if it is presented within a coherent discourse about the environment and community development, with clear examples and simple explanations. If the term is presented in isolation, without context, the student may memorize it superficially, but will have difficulty recognizing or using it in real life communication situations.

At a cognitive level, lexical processing consists of several stages: first, form detection (recognizing the phonological or written form of the word); then, association with its meaning (establishing the connection between the form and the concept); and finally, integration into memory (storing these associations for future use). This process is reinforced when students look for patterns, compare with previous linguistic experiences, and use self assessment strategies, such as keeping a vocabulary journal or reflecting after listening.

In short, processing lexical information is a complex cognitive process that combines attention, analysis, and the association of meanings. Vocabulary learning depends not only on the quantity of words to which students are exposed, but also on how they actively process them in meaningful contexts, allowing words to move from perceived forms to forms available for actual communication.

Frequency, Repetition, and Exposure

Frequency, repetition, and exposure are three cognitive factors that serve as cornerstones in second language vocabulary acquisition. Frequency refers to the number of times a learner encounters a term in linguistic input; repetition, to the deliberate reiteration of that term in different contexts; and exposure, to total contact with the target language in various modalities (oral, written, and audiovisual). These three elements interact and enhance lexical learning, facilitating the transition of vocabulary from receptive to productive and automated knowledge. Numerous studies have shown that words that appear more frequently in input are learned more quickly and retained in long term memory more effectively than infrequent forms. This makes sense from a cognitive perspective: the more often a learner encounters a form, the more opportunities they have to process it, associate it with a meaning, and store it stably. For example, terms like "important," "development," or "problem" appear frequently in English texts and speech, which facilitates their early acquisition. In contrast, low-frequency words, such as "ubiquitous" or "idiosyncratic," require more intentional and repeated exposure for internalization.

Repetition, meanwhile, refers not only to the number of times a form appears, but also to how it appears in the input. Pedagogical strategies that incorporate deliberate repetition, such as the use of podcasts with related thematic episodes, sequential dictation exercises, drag-and-drop activities, and paraphrasing tasks, increase opportunities for lexical processing and consolidation. Nation (2013) notes that distributed repetition that is, presenting a form at different times and in different contexts strengthens semantic memory more effectively than massed repetition at a single point in time.

Exposure, on the other hand, combines frequency and repetition across multiple input sources. Varied exposure (through reading, listening, oral interaction, writing, and multimedia tasks) allows students to encounter a term in diverse contexts, which not only reinforces its recognition but also promotes the creative use of vocabulary. For example, a student who encounters the word "challenge" in an academic reading, an educational podcast, or a class discussion will have more opportunities to internalize its meaning, nuances, and collocations than another student exposed to it only in an isolated context.

In conclusion, frequency, repetition, and exposure are interconnected elements that enhance vocabulary acquisition in a second language (L2). The combination of these factors consistent presentation of forms, distributed repetition, and diverse input source allows for deeper vocabulary consolidation, automatization for fluent production, and transfer to real-life communication situations, forming a solid cognitive foundation for effective foreign language learning.

Memory, Retrieval, and Retention

Learning and retaining vocabulary in a second language (L2) is closely linked to memory and retrieval processes. Memory not only stores linguistic information but also allows students to automatically recall words when needed, whether speaking or writing. When a student encounters a word repeatedly in different situations, stronger associations are formed between the word's form, its meaning, and its usage, which helps with long-term recall.

For example, a student in Quito who hears the word "sustainable" in an environmental podcast, then reads it in an article about recycling in Guayaquil, and later uses it in a debate or written assignment, not only recognizes it but can also automatically retrieve it when needed to express themselves about sustainability. This demonstrates how distributed repetition and exposure to diverse contexts strengthen semantic memory and allow a word to evolve from superficial knowledge to functional, usable knowledge.

Retrieval is also crucial: it is not enough to simply memorize words; Students must be able to recall and use them quickly and accurately. Active retrieval practices, such as translation exercises, dictation, writing, or oral activities, reinforce the connections between form and meaning, strengthen long-term memory, and facilitate vocabulary use in real-life communication situations. Nation (2013) states that successful vocabulary learning requires a combination of exposure, repetition, and retrieval, and that memory is best consolidated when words appear in meaningful and varied contexts.

Furthermore, the depth to which information is processed greatly influences retention: the more actively students relate a word to its meaning, to other words, or to real-life communicative situations, the easier it will be to remember. For example, using the word "collaborate" in different sentences and contexts, such as "I collaborate with my classmates on projects" or "Companies collaborate to innovate," helps students create strong mental connections and retrieve it spontaneously in the future.

From a pedagogical perspective, combining distributed repetition, active retrieval, and varied exposure is a highly effective way to consolidate vocabulary. Strategies such as listening to themed podcasts, doing listening activities with transcripts, keeping a vocabulary journal, or doing guided production exercises allow for deeper, more lasting, and functional learning, and enable students to immediately use the words learned in real communication situations, for example, in presentations, debates, or projects at school or university in Ecuador.

2.6.4 Vocabulary Learning through Listening

Learning vocabulary by listening is an effective way to acquire a second language without explicitly memorizing words. This type of learning occurs when students internalize words and structures by interacting with the language within a context, rather than focusing solely on studying them. Repeatedly listening to vocabulary in audio activities, such as podcasts, lecture recordings, recorded dialogues, or multimedia materials, helps students recognize lexical forms and

create meaningful associations between form and meaning.

For example, a student in Quito who repeatedly hears the word "negotiation" in a business English podcast can deduce its meaning from the context, relate it to expressions like "successful negotiation" or "team negotiation strategies," and then use it in their oral or written work. Learning this way is much deeper because students not only learn the word in isolation but also understand how it is used in real-world situations.

The effectiveness of learning vocabulary by listening depends on several factors: the clarity of the audio, its relevance to the context, and the frequency of repetition. Well-designed podcasts or recordings allow listeners to hear words in different situations and with different people, exposing them to authentic accents, intonations, and linguistic structures. This variety helps reinforce semantic memory and gradually automates word usage.

Furthermore, supplementary activities such as audio transcription, listening comprehension exercises, noting unfamiliar words, or keeping a vocabulary journal increase retention and strengthen active retrieval. Nation (2013) emphasizes that repeated, structured listening vocabulary allows to move from receptive to productive knowledge, especially when the input is understandable, meaningful, and repeated in different contexts.

In practice, combining listening with speaking and writing ensures that words are not only passively recognized but also actively incorporated into communicative competence. For example, a student in Guayaquil could listen to a podcast about environmental issues, note down new words like "emissions," "renewable energy," or "carbon footprint," and then use them in debates, presentations, or essays on the same topic, thus consolidating learning and retention.

In short, memory, retrieval, and audit exposure are interrelated processes

that facilitate vocabulary acquisition in a second language. Structured and contextualized listening allows students to automatically recognize words and understand them in depth, promoting their use in real-world contexts and strengthening their overall language proficiency.

Vocabulary Use

Vocabulary use is a central aspect of second language acquisition (SLA), reflecting not only knowledge of word meanings but also the ability to apply them functionally and appropriately in communicative contexts. Contemporary research highlights that vocabulary mastery goes beyond the recognition of isolated lexical items and involves the ability to use words meaningfully and purposefully, thus facilitating interaction, comprehension, and expression in real-life communication situations. Students can receptively recognize a wide range of words; however, true vocabulary development is demonstrated when students are able to actively select, adapt, and use lexical items to convey messages accurately and effectively.

From a communicative perspective, vocabulary use is closely linked to a student's ability to perform linguistic functions such as describing, explaining, persuading, or narrating experiences. This functional application of vocabulary requires an understanding of word meanings, grammatical behavior, collocations, and pragmatic relevance in specific contexts. In other words, the productive use of vocabulary (the ability to translate words into actions when speaking and writing) represents a higher level of lexical competence and is a defining characteristic of effective language learning.

Furthermore, vocabulary use plays a crucial role in fostering fluency and confidence in language learners, as it enables them to actively participate in communicative exchanges. When learners can access and use vocabulary efficiently, they are better prepared to express ideas clearly, respond to others, and negotiate meaning, which ultimately contributes to successful second language acquisition.

Vocabulary Application in Context

The application of vocabulary in context refers to students' ability to use lexical items appropriately in real or simulated communicative situations, rather than simply recognizing them in isolation. This dimension of vocabulary use underscores the transition from passive vocabulary knowledge to active, contextualized language use (see systematic trends in research on learner-centered vocabulary instruction in English).

Recent systematic reviews indicate that vocabulary instruction that integrates contextualized exposure, such as authentic texts, multimedia, and communicative tasks, tends to improve students' ability to apply vocabulary in meaningful contexts. For example, Zeng et al. (2025) highlight that teaching practices guided by psycholinguistic schemas and theories encourage students to engage with words in context, facilitating connections between new items and their prior knowledge, which ultimately promotes contextualized use.

In practice, contextualized vocabulary use can be observed when students perform tasks that simulate real-life communication. For example, after listening to a short podcast about daily routines, students could be asked to describe their own routines using items from the target vocabulary. These tasks require students to interpret meaning in context and then produce language that meets the situational demands of the task. Over time, repeated, contextualized use helps internalize the vocabulary not only cognitively but also functionally, enabling students to apply the words naturally in different communicative situations.

Functional Use of Vocabulary

The functional use of vocabulary goes far beyond simply recognizing or memorizing words; it involves using them to fulfill real communicative functions, such as asking questions, giving explanations, narrating events, or expressing opinions. This idea is closely linked to the principles of communicative language teaching (CLT), which maintain that language learning is more effective when students use vocabulary to fulfill real communicative purposes, and not just to

memorize lists of words. From this perspective, vocabulary ceases to be an isolated element of linguistic knowledge and becomes a tool for constructing meaning.

The importance of functional use is reflected in recent research, which highlights the need for teaching strategies that lead students to use words and not just recognize them. For example, in the case of English language learners, several studies demonstrate that the most effective activities are those in which students actively manipulate vocabulary in oral and written interaction, such as information gap tasks guided, discussions, or sentence construction in context. This type of practice strengthens students' ability to recall and apply vocabulary meaningfully.

An example of functional use in the classroom could be structured speaking activities. For instance, after listening to a dialogue about daily routines, the teacher could ask students to act out a similar dialogue in pairs. This not only reinforces vocabulary comprehension but also motivates them to actively use it to achieve their communicative goals. Furthermore, supplementary tasks such as short oral presentations or reflective writing help consolidate functional vocabulary use, as students personalize and expand their language. Activities that involve negotiating meanings, asking for clarification, or narrating personal experiences require students to actively use what they know, which in turn improves both retention and communicative competence.

Accuracy and Appropriateness of Word Use

Accuracy and appropriateness are key components of effective vocabulary use. Accuracy refers to using words correctly in terms of their meaning, form, and grammatical structure, while appropriateness involves choosing vocabulary that fits the context, register, or type of discourse. In second language learning research, differentiating between simply knowing a word and being able to use it accurately and appropriately in discourse is fundamental to understanding how vocabulary develops.

Recent research on vocabulary assessment also highlights the importance of

evaluating its use in context. For example, Bannò, Knill, and Gales (2025) propose methodologies that go beyond recognizing grammatical categories and consider how words are integrated within sentences and texts. Their work shows that assessing vocabulary within real-world contexts provides more comprehensive information about students' proficiency levels than assessments that only measure isolated word knowledge.

In the classroom, teachers can promote accurate and appropriate vocabulary use through guided practice and feedback. For example, after a podcast listening activity, students can be asked to write sentences or short descriptions using keywords. Teachers can provide feedback by pointing out both the grammatical accuracy and contextual relevance of the words. With repeated practice and feedback cycles, students refine their vocabulary, progressing from simply memorizing words to being able to produce correct and appropriate language in specific communicative contexts.

Vocabulary Use and Communicative Competence

Vocabulary use is closely linked to communicative competence, that is, the ability to use language effectively and appropriately in social interaction. Numerous researchers have pointed out that vocabulary knowledge is a good indicator of communicative success, as it directly influences students' ability to understand information and produce meaningful results in the four language skills: speaking, listening, reading, and writing. Without sufficient vocabulary, students may struggle to convey ideas accurately, even if they know the grammar. Therefore, vocabulary use is key for students to actively participate in communicative exchanges.

While recent research has focused primarily on vocabulary quantity and its relationship to reading comprehension or academic performance, increasing importance is being placed on students' dynamic use of words in communicative tasks. This demonstrates the need to move from learning words out of context to teaching practices that promote the meaningful use of vocabulary in interaction.

Communicative competence requires not only knowing which words exist, but also knowing when, how, and why to use them according to the context, purpose, and audience.

For example, after listening to a podcast about everyday life, students can participate in activities such as surveys, interviews, role-playing, or short presentations. These tasks require students to intentionally retrieve and apply vocabulary, fostering fluency, confidence, and competence in interaction. Furthermore, repeated exposure to vocabulary through listening, followed by communicative practice, helps students retain it better and automates its use. These types of activities accurately reflect how language is used in real life, preparing students to communicate outside the classroom and strengthening their functional and communicative competence.

Today, technology also plays an important role in vocabulary learning and use, especially through tools that offer contextualized information and opportunities for productive practice. For example, mobile vocabulary learning apps can help students not only recognize words but also integrate them into meaningful tasks. These apps offer personalized practice, repeated exposure, and interactive activities aligned with communicative goals, extending practice beyond the classroom and enabling students to use vocabulary functionally.

Furthermore, recent research suggests that advanced computational methods, such as linguistic models or contextualized lexical profiles, can help more accurately assess students' vocabulary use, identifying not only whether they know a word, but also whether they use it appropriately within a discourse. This represents a step toward more sophisticated indicators of lexical competence that more accurately reflect actual language use in communication.

CHAPTER II

METHODOLOGICAL DESIGN

Research approach and design

This study uses a quantitative approach and a quasi-experimental design with pre- and post-tests. Quantitative research essentially seeks to collect and analyze numerical data to observe changes, trends, or describe variables (Creswell, 2014). This approach was chosen because it allows for a clearer understanding of how educational podcasts help students learn English vocabulary, using measurable data.

A quasi-experimental design was selected because it is more practical in the classroom. It eliminates the need to randomly assign students but allows for observation of the intervention's effects. Two groups of second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga participated. This allows for a comparison of vocabulary improvement in both groups without complicating class organization.

The intervention consisted of educational podcasts with examples and situations that students could recognize. For example, they listened to conversations about everyday life or school activities and then completed related vocabulary exercises. To measure learning, the results of the pre- and post-test were compared, and students were also asked how useful, motivating, or interesting they found the podcasts. This helps to understand not only whether they learned, but also how they perceived the activity.

In short, the study focuses on observing and measuring the effects of podcasts on vocabulary learning. This allows us to demonstrate their impact in a real classroom, using a practical and controlled approach that, to some extent, reflects how classes are taught in schools in Latacunga.

Description of the sample and research context

This study used a purposive (nonprobabilistic) sampling strategy, which included all second-year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city, Ecuador. Purposive sampling is appropriate when the population is relatively small and specific, allowing the researcher to include all individuals relevant to the study's objectives (Mulisa, 2022; Nyimbili & Nyimbili, 2024). This approach aligns with a quasi-experimental design, where participants are selected without random assignment but are representative of the target population (Creswell, 2014).

The total sample consisted of 62 students, with 31 students in each parallel class, ranging in age from 16 to 17 years. The participants demonstrated varying levels of English vocabulary proficiency, as identified in the pre-test, reflecting differences in their prior exposure to English, practice habits, and access to resources. This variability allows for a comprehensive evaluation of the impact of contextualized educational podcasts on vocabulary acquisition, comprehension, and retention.

The research will be conducted in the classrooms at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city. Although the school lacks audiovisual infrastructure, the researcher will provide the necessary audio equipment (speakers and a player) for broadcasting the podcasts and the structured listening activity guide. The intervention consists of eight contextualized educational podcasts, delivered over two weeks, with supplementary worksheets and activities to reinforce vocabulary learning.

The quasi-experimental design, with pre-test and post-test measurements, allows for the systematic observation of improvements in vocabulary and student interaction with the podcasts. This environment provides a controlled yet realistic learning setting, ensuring that the effects of the intervention can be reliably measured while reflecting current classroom conditions. The inclusion of both

parallels allows the study to gain a broader perspective on the impact of contextualized educational podcasts on English vocabulary acquisition.

Sample Size

The population is relatively small, so the study includes all second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city. Therefore, no additional sampling is required.

Table 1 *Sample Size*

Detail	Frequency	Percentage
Men	28	45%
Women	34	55%
Total	62	100%

Elaborated by: *Eylin Martínez*

Program Beneficiaries

The 62 second-year high school students in sections A and B Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga, will directly benefit from the planned intervention using contextualized educational podcasts. This is expected to help improve their English vocabulary acquisition. The podcasts provide relevant and real-life-related content, which can help students better understand and retain what they have learned, and motivate them throughout the learning process.

Indirectly, English teachers also benefit, as they will learn new strategies and tools they can use in their classes to teach vocabulary more effectively. Furthermore, school authorities and the wider educational community also benefit, as the quality of English instruction is improved, and there is the possibility of applying this same intervention in other classrooms or academic contexts.

Finally, this study can serve as a reference model for future research and educational projects that utilize digital resources and technology supported language learning.

Data collection process

Considering the research objectives, the data collection technique used in this study was based on questionnaires. According to Cohen, Manion, and Morrison (2018), questionnaires are structured tools that allow researchers to systematically collect quantifiable data through closed or semi-closed questions, making them especially useful in quantitative educational research. In this case, the questionnaire was used to assess students' English vocabulary knowledge before and after the educational intervention.

Following this approach, a pretest and a posttest were used as the main data collection instruments. Brown (2019) notes that language tests administered before and after instructional treatment are effective tools for measuring learning progress and identifying changes in students' language proficiency over time. Both instruments consist of structured vocabulary tests with objective items that assess the comprehension and use of English in everyday contexts.

The pretest was administered to the experimental and control groups before the implementation of the contextualized educational podcasts. Its objective is to identify students' initial level of vocabulary knowledge and establish a baseline for subsequent comparisons. The test consists of three sections: multiple-choice questions that assess vocabulary in context, association activities focused on recognizing word meanings, and categorization tasks that require classifying vocabulary according to subject areas. These activities allow for measuring receptive vocabulary before students have been exposed to the intervention.

Following the pre-test, the instructional phase unfolds over eight sessions. During this period, the experimental group participates in learning activities supported by contextualized educational podcasts, accompanied by structured worksheets that reinforce vocabulary recognition, contextual comprehension, and

controlled production. The control group, meanwhile, continues with traditional English instruction, without integrating the podcasts.

At the end of the intervention, a post-test is administered to both groups. This instrument maintains the same structure, format, and level of difficulty as the pre-test, although it includes different items aligned with the instructional content to avoid rote memorization. According to Creswell (2014), the use of parallel pre- and post-test instruments allows for the identification of cause-and-effect relationships by measuring changes attributable to the intervention. The results of both tests provide numerical data that allow for a comparison of vocabulary development between the groups and the determination of the impact of contextualized educational podcasts on English vocabulary acquisition.

Validity and reliability

The validity of the instruments is ensured through expert review. Both the diagnostic test and the survey are reviewed by specialists in English language teaching, who evaluate their relevance, clarity, and suitability to the students' cognitive level and the curriculum.

To ensure reliability, a pilot study is conducted with a similar group of students. Based on the results, improvements are made to increase the consistency and precision of the instruments. To ensure reliability, Cronbach's alpha coefficient is used to assess the internal consistency of the Likert-type validation rubric; a value of 0.70 or higher is considered satisfactory.

Analysis of the results

This study employed a quasi-experimental approach with two intact groups who participated in the teaching process under diverse circumstances for greater analytical clarity. Students in Course A constituted the experimental group, receiving English vocabulary instruction through contextualized educational podcasts integrated into regular classroom activities. Course B, as the control group, received conventional English instruction without the methodical use of podcasts as a teaching tool.

Both groups completed the same pre- and post-test, allowing for a direct comparison of vocabulary performance before and after the instruction session. This comparative structure allows us to evaluate learning progress over time and determine whether the use of podcasts as an additional teaching aid contributed to variations in vocabulary development between the two groups.

Table 2 *Pretest course A*

Student	Score (0–10)	Percentage
S01	4	40%
S02	2	20%
S03	2	20%
S04	3	30%
S05	1	10%
S06	4	40%
S07	4	40%
S08	0	0%
S09	4	40%
S10	3	30%
S11	3	30%
S12	5	50%
S13	6	60%
S14	3	30%
S15	4	40%
S16	2	20%
S17	2	20%
S18	3	30%
S19	1	10%
S20	4	40%
S21	3	30%
S22	2	20%
S23	4	40%

S24	3	30%
S25	5	50%
S26	2	20%
S27	3	30%
S28	4	40%
S29	1	10%
S30	3	30%
S31	2	20%

Elaborated by: *Eylin Martínez*

Analysis and interpretation

In Course A, which serves as the experimental group, the pretest results are clearly concentrated at the lower end of the scoring scale, indicating a rather weak initial vocabulary level. Specifically, the average score is approximately 2.97 out of 10, with a median of 3, suggesting that most students can only recognize or correctly use a limited number of words from the target vocabulary. Around 65% of the students score 3 or lower, suggesting that most begin the study with insufficient command of vocabulary related to daily routines and healthy habits.

Furthermore, the presence of one score of 0/10 and several scores of 1 to 2/10 demonstrates that the students have very little prior exposure to the assessed vocabulary. Although some students achieve scores between 5 and 6, these results appear to reflect isolated or uneven exposure, rather than consistent vocabulary mastery. Overall, the pretest results confirm that the experimental group begins the intervention with a low baseline, which justifies the implementation of a teaching strategy focused on reinforcing vocabulary acquisition.

Table 3 *Pretest course B*

Student	Score (0-10)	Percentage
S01	3	30%
S02	2	20%

S03	4	40%
S04	1	10%
S05	3	30%
S06	2	20%
S07	2	20%
S08	3	30%
S09	4	40%
S10	2	20%
S11	3	30%
S12	5	50%
S13	3	30%
S14	2	20%
S15	4	40%
S16	3	30%
S17	2	20%
S18	1	10%
S19	1	10%
S20	3	30%
S21	4	40%
S22	0	0%
S23	3	30%
S24	2	20%
S25	4	40%
S26	6	60%
S27	1	10%
S28	3	30%
S29	1	10%
S30	4	40%
S31	3	30%

Elaborated by: *Eylin Martínez*

Analysis and interpretation

Similarly, the pretest results for Course B, the control group, show low initial vocabulary performance. The mean score is approximately 2.87 out of 10, with a median of 3, indicating performance levels similar to those of the experimental group at the start of the study. In this group, around 74% of students scored 3 or lower, reflecting an even greater concentration of low scores than in Course A.

The higher frequency of scores of 1/10 suggests that many students have very limited initial vocabulary knowledge. Although one student scored 6/10, this result does not alter the overall pattern of low performance, as most scores fall between 1 and 3. These findings confirm that the control group begins the study with limited vocabulary proficiency, at a level comparable to that of the experimental group, thus supporting the validity of the comparisons that will be made between the groups in the post-test phase.

Table 4 *Posttest course A*

Student	Score (0-10)	Percentage
S01	8	80%
S02	9	90%
S03	6	60%
S04	9	90%
S05	8	80%
S06	10	100%
S07	9	90%
S08	7	70%
S09	8	80%
S10	9	90%
S11	8	80%
S12	9	90%
S13	10	100%

S14	8	80%
S15	9	90%
S16	7	70%
S17	8	80%
S18	9	90%
S19	8	80%
S20	10	100%
S21	9	90%
S22	8	80%
S23	9	90%
S24	8	80%
S25	9	90%
S26	6	60%
S27	8	80%
S28	9	90%
S29	8	80%
S30	9	90%
S31	8	80%

Elaborated by: *Eylin Martínez*

Analysis and interpretation

In Course A, which serves as the experimental group, the post-test results show a clear improvement, concentrated at the higher end of the scoring scale. The mean score rose to 8.39 out of 10, with a median of 8, indicating a solid overall vocabulary command. Notably, 29 out of 31 students (93.55%) achieved scores of 7 or higher, reflecting a significant change from the low level observed in the pre-test.

This improvement can be explained by the teaching mechanism proposed in the study. Students in the experimental group receive authentic, contextualized oral input through short educational podcasts, where vocabulary is presented within contexts that are meaningful and familiar to them.

Furthermore, this input is systematically reinforced through activities aligned with the Presentation-Practice-Production (PPP) sequence, which includes vocabulary recognition tasks, controlled practice exercises, and opportunities for personalized use of the target words. Since Course A is the only group working with the podcast-based strategy, the change from low scores in the pretest to high results in the posttest supports the interpretation that these improvements in learning are closely related to the intervention.

Table 5 *Posttest course B*

Student	Score (0–10)	Percentage
S01	7	70%
S02	8	80%
S03	8	80%
S04	6	60%
S05	9	90%
S06	8	80%
S07	7	70%
S08	8	80%
S09	9	90%
S10	7	70%
S11	8	80%
S12	9	90%
S13	8	80%
S14	7	70%
S15	9	90%
S16	8	80%
S17	6	60%
S18	8	80%
S19	7	70%
S20	9	90%
S21	8	80%

S22	7	70%
S23	8	80%
S24	8	80%
S25	9	90%
S26	10	100%
S27	7	70%
S28	8	80%
S29	7	70%
S30	9	90%
S31	8	80%

Elaborated by: *Eylin Martínez*

Analysis and interpretation

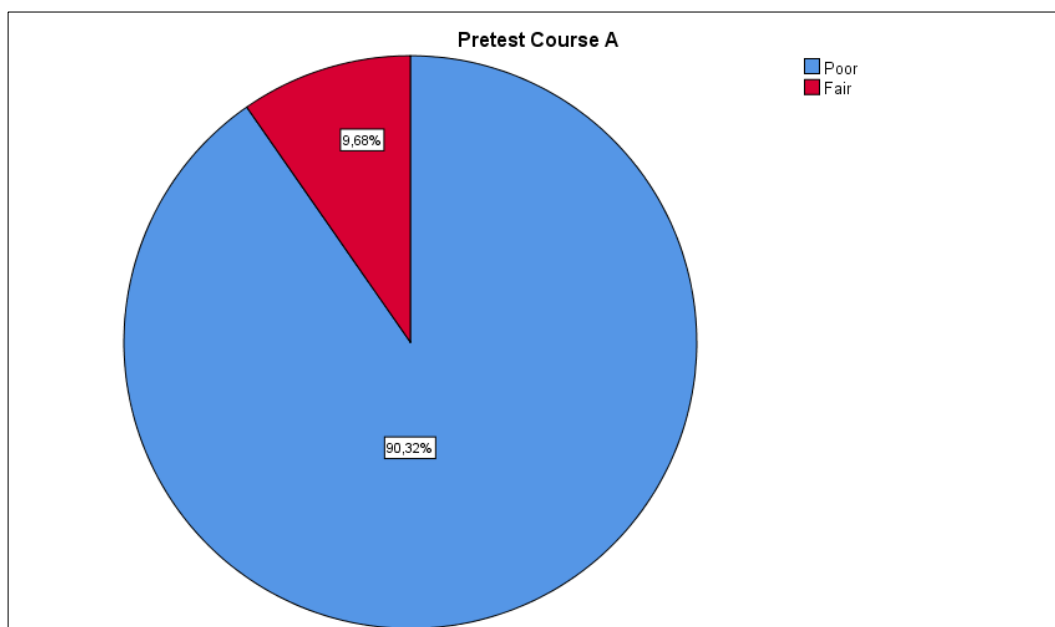
The results of the post-course B test (control group) also indicate a clear improvement in vocabulary performance. Scores were mainly clustered between 7 and 9, with one student scoring 10/10, and the average score increased to 7.90 out of 10, with a median of 8. In addition, 93.55% of students scored 7 or higher, demonstrating that traditional teaching alone was effective in promoting vocabulary learning.

However, unlike the experimental group, these gains were achieved without the use of contextualized educational podcasts. Therefore, the improvement in the control group can be attributed to continuous classroom instruction, regular practice, and exposure to vocabulary through conventional teaching methods. The slightly lower average score and smaller proportion of students in the highest performance range, compared to the experimental group, reinforce the comparative interpretation that podcasts functioned as a teaching support tool, rather than replacing traditional teaching.

Table 6 *Results pretest course A*

Pretest Course A					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Poor	28	90,3	90,3	90,3
	Fair	3	9,7	9,7	100,0
	Total	31	100,0	100,0	

Elaborated by: *Eylin Martínez*



Graphic 2 *Representation pretest course A*

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The pretest results show that students started with a fairly low level of basic vocabulary. The vast majority, 90.32%, fell into the deficient range (0-4/10), indicating that most participants could not recognize or correctly use the target vocabulary terms before the intervention. Only 9.68% reached an acceptable level (5-6/10), and no student achieved a good or excellent performance.

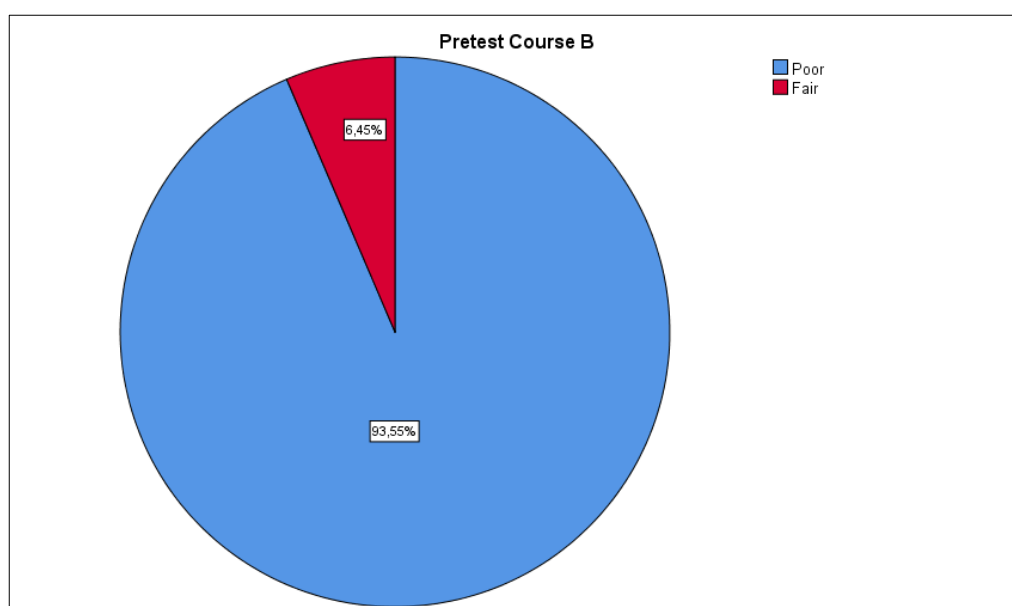
This distribution reflects that vocabulary knowledge related to the taught

content was very underdeveloped at the beginning of the study. The high concentration of scores in the lowest category confirms that students had limited exposure to the assessed lexical terms, which likely hindered their comprehension and oral production. Therefore, these results clearly justify the implementation of the podcast-based intervention as a pedagogical strategy, offering a significant contribution of vocabulary, structured practice, and opportunities to consolidate learning.

Table 7 *Results pretest course B*

Pretest Course B					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Poor	29	93,5	93,5	93,5
	Fair	2	6,5	6,5	100,0
	Total	31	100,0	100,0	

Elaborated by: *Eylin Martínez*



Graphic 3 *Representation pretest course B*

Elaborated by: *Eylin Martínez*

Analysis and interpretation

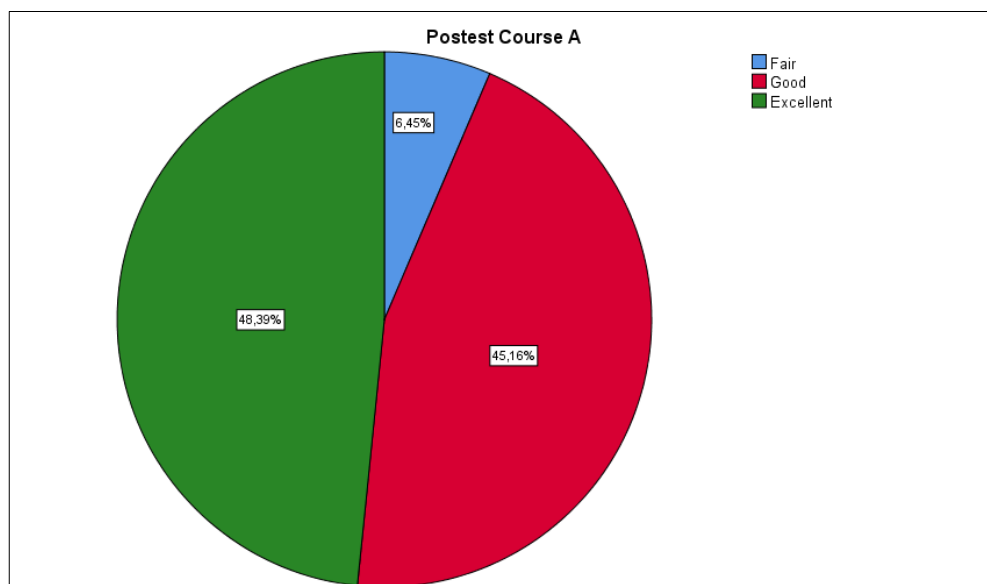
The pre-test results for Course B show an even lower starting point in terms of lexical performance. An overwhelming 93.55% of students fall into the poor category (0-4/10), while only 6.45% reach the acceptable level (5-6/10). As in Course A, no students achieved good or excellent scores.

This pattern reflects minimal prior mastery of the target vocabulary and suggests that students in the control group begin the study with significant lexical limitations. The similarity between the pre-test distributions for both courses confirms that neither group gained an advantage, reinforcing the validity of subsequent comparisons. Overall, these findings highlight the need for an educational approach that improves vocabulary comprehension, retention, and performance through enriched input and systematic practice.

Table 8 *Results posttest course A*

Posttest Course A					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Fair	2	6,5	6,5	6,5
	Good	14	45,2	45,2	51,6
	Excellent	15	48,4	48,4	100,0
	Total	31	100,0	100,0	

Elaborated by: *Eylin Martínez*



Graphic 4 *Representation posttest course A*

Elaborated by: *Eylin Martínez*

Analysis and interpretation

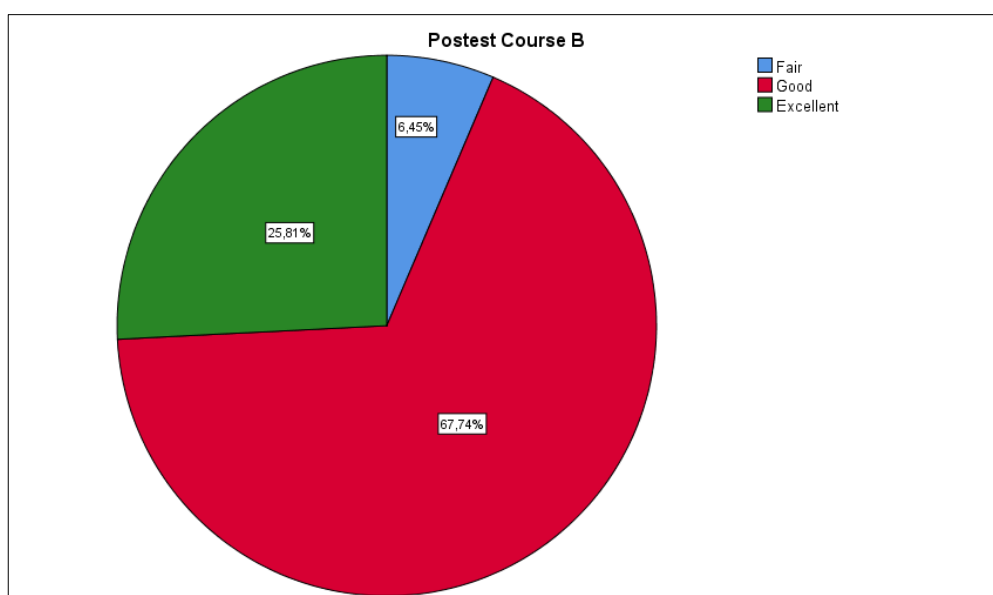
The results of the post-course A test show a substantial and positive change in vocabulary performance following the implementation of the podcast-based proposal. No students remained in the deficient category, indicating that all participants achieved at least a basic level of vocabulary proficiency. A total of 45.16% of students reached the good level (7-8/10), while an even higher proportion, 48.39%, achieved excellent performance (9-10/10). Only 6.45% of students remained in the fair category.

This distribution demonstrates a clear transition from low initial performance to high levels of performance. The concentration of scores in the upper ranges suggests that repeated exposure to vocabulary through contextualized podcasts, combined with guided listening and practice activities, effectively supported comprehension and retention. These results indicate that the podcast-based intervention played a key role in facilitating deeper vocabulary learning and promoting higher levels of proficiency among students.

Table 9 *Results posttest course B*

Posttest Course B					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Fair	2	6,5	6,5	6,5
	Good	21	67,7	67,7	74,2
	Excellent	8	25,8	25,8	100,0
	Total	31	100,0	100,0	

Elaborated by: *Eylin Martínez*



Graphic 5 *Representation posttest course B*

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The results of the post-course B test also show a clear improvement in vocabulary performance. As in the experimental group, no students remained in the deficient category, reflecting overall learning progress. The majority of students, 67.74%, obtained good grades (7-8/10), while 25.81% achieved the excellent level (9-10/10). Only 6.45% of students remained in the acceptable category.

These results indicate that regular classroom instruction was effective in supporting vocabulary development. However, compared to Course A, a smaller proportion of students achieved the highest level of performance. This difference suggests that while traditional teaching promotes improvement, the additional exposure and reinforcement provided by podcasts can help students progress further toward advanced vocabulary mastery.

Cronbach's alpha results

Table 10 *Reliability statistics*

Reliability statistics		
Cronbach's alpha	Cronbach's alpha based on standardized elements	N of elements
,754	,799	4

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The reliability analysis indicates that the instrument used in this study exhibits acceptable internal consistency. The Cronbach's alpha value of 0.754 shows that the items consistently measure the same construct—in this case, knowledge of vocabulary related to daily routines and healthy habits—with a satisfactory level of consistency. Furthermore, the standardized alpha of 0.799 confirms that reliability remains adequate even when considering differences in item variance.

Given that the instrument consists of only four items, these values are methodologically appropriate for an educational context and support its use in pretest-posttest comparisons. Therefore, the observed differences in student scores can be interpreted as a result of learning progress generated by the instructional process, rather than as inconsistencies or a lack of stability in the measurement instrument.

Table 11 *Element statistics*

Element statistics			
	Media	Deviation	N
Pretest Course A	1,10	,301	31
Pretest Course B	1,06	,250	31
Posttest Course A	3,42	,620	31
Posttest Course B	3,19	,543	31

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The item statistics provide an overview of student performance across the four measurement moments considered in the study: the pre- and post-test results of the experimental group (Course A) and the control group (Course B). Through these values, it becomes possible to compare learning progress before and after instruction, as well as to observe differences between both groups in a clear and structured way.

During the pre-test stage, both groups obtained very low mean scores (Course A: $M = 1.10$, $SD = 0.301$; Course B: $M = 1.06$, $SD = 0.250$). This situation shows that students from the experimental and control groups started with a similarly limited level of English vocabulary knowledge. In addition, the small standard deviations suggest that most scores were concentrated at the lower end of the scale. In practical terms, this confirms a weak initial baseline and supports the idea that the two groups were comparable prior to the implementation of the instructional strategy.

Following the instructional period, both groups demonstrate a noticeable improvement in performance. The experimental group (Course A) reaches a mean score of 3.42 ($SD = 0.620$), whereas the control group (Course B) increases to a mean of 3.19 ($SD = 0.543$). Even though progress is evident in both cases, the slightly higher post-test mean in the experimental group suggests that the podcast-based teaching strategy may have contributed to greater vocabulary learning.

At the same time, the increase in standard deviation observed in the post-test results reflects a higher level of variability among students. This outcome is expected in educational settings because learners usually progress at different rhythms once instruction takes place. While many students show clear improvement, individual differences naturally become more visible. Notably, the experimental group combines a higher mean score with greater dispersion, which may indicate that some students benefited considerably from repeated contextualized listening and guided practice through podcasts.

Taken together, these statistics suggest that learning gains occurred in both groups after the instructional period. However, the experimental group reached a higher overall level of vocabulary development, which aligns with the anticipated impact of the podcast-based proposal and supports its potential value as a complementary instructional resource.

Table 12 *Matrix of correlations between elements*

Matrix of correlations between elements				
	Pretest Course A	Pretest Course B	Posttest Course A	Posttest Course B
Pretest Course A	1,000	,802	,311	,494
Pretest Course B	,802	1,000	,250	,397
Posttest Course A	,311	,250	1,000	,741
Posttest Course B	,494	,397	,741	1,000

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The correlation matrix analyzes the relationship among the four measurement components used in the study: pre- and post-test scores for both the experimental group (Course A) and the control group (Course B). Through this analysis, it becomes possible to observe how students' performance relates across time and between groups, offering a clearer view of the consistency of the results.

First, the strong correlation between the pre-test scores of Course A and Course B ($r = 0.802$) shows that both groups start the process with very similar levels of vocabulary knowledge. In a quasi-experimental design, this similarity is important because it indicates that neither group presents an initial advantage before the instructional phase begins, which supports the fairness of later comparisons.

In a similar way, the high correlation observed between the post-test results ($r = 0.741$) suggests that students in both groups demonstrate improvement after instruction. This parallel growth indicates that learning takes place in both classrooms and that the instrument used to evaluate vocabulary development captures these changes in a consistent manner.

On the other hand, the correlations between pre- and post-test measures are lower (ranging from 0.250 to 0.494). Rather than representing a weakness, this pattern reflects that students' performance changes over time. In other words, post-test results do not simply repeat initial ability levels; instead, they show the influence of teaching, exposure, and practice throughout the intervention period.

Taken together, the overall pattern of correlations supports the interpretation that vocabulary development occurs in a systematic way and that improvements are associated with the instructional process rather than with random variations in scores.

Table 13 *Covariance matrix between elements*

Covariance matrix between elements				
	Pretest Course A	Pretest Course B	Posttest Course A	Posttest Course B
Pretest Course A	,090	,060	,058	,081
Pretest Course B	,060	,062	,039	,054

Posttest Course A	,058	,039	,385	,249
Posttest Course B	,081	,054	,249	,295

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The covariance matrix complements the correlation analysis by presenting the same relationships in terms of raw scores, allowing for a clearer view of the dispersion of scores and the shared movement between items.

The small variations in the pretest (0.090 for course A and 0.062 for course B) indicate that students' initial scores were closely clustered at low levels of performance, consistent with the weak initial vocabulary knowledge identified earlier. This restricted variability confirms that most students started from a similarly limited point.

In contrast, the variations in the post-test increase substantially (0.385 for course A and 0.295 for course B), showing that, after instruction, students' scores became more dispersed. This pattern is pedagogically significant: although most students improved, they did so at different rates, resulting in greater variability. This dispersion is typical of effective teaching processes and suggests differentiated learning rather than random guessing.

The moderate covariance between the two pre-tests (0.060) further confirms that both groups performed similarly before the intervention. The higher covariance between the two post-tests (0.249) indicates that both groups progressed in parallel after the instruction. On the other hand, the lower cross-sectional covariances (0.039-0.081) support the interpretation of a real change in learning, as the post-test results are less dependent on initial scores due to the introduction of new content and teaching practices.

Table 14 Scale statistics

Scale statistics			
Media	Variance	Deviation	N of elements
8,77	1,914	1,383	4

Elaborated by: *Eylin Martínez*

Analysis and interpretation

The scale statistics provide an overall view of performance when the four measurement elements are analyzed together (pre- and post-test results from both the experimental and control groups). The mean score of 8.77 suggests that, when considered as a whole, student performance reaches a generally high level. This tendency aligns with the positive outcomes observed after the instructional process.

At the same time, the variance (1.914) and the standard deviation (1.383) indicate a moderate degree of dispersion among results. Although many students achieve relatively high scores, individual differences in learning progress remain noticeable. This combination of strong overall performance and visible variability shows that the scale is capable of reflecting both collective improvement and personal learning differences. Another relevant aspect is the stability of the scale. The absence of extreme dispersion supports its use as a reliable summary measure for evaluating vocabulary development. In this sense, the instrument proves suitable for identifying changes associated with the teaching proposal and for distinguishing patterns of progress across groups and assessment moments.

Discussion of Results

The preliminary test results from both courses present a consistent picture of low initial vocabulary proficiency. In Course A, 90.32% of students fall within the deficient range (0–4/10), while only 9.68% reach an acceptable level (5–6/10). Similarly, Course B shows an even higher concentration of students in the deficient category (93.55%), with only 6.45% classified as acceptable.

This initial profile indicates that learners begin the intervention with limited

receptive knowledge of the target lexical field. As a result, any later increase in performance represents a meaningful development rather than a minor variation. Furthermore, since both groups start from similarly low levels, the comparison between courses gains greater validity, reducing the possibility that later improvements are influenced by unequal prior exposure.

The post-test distributions represent a dramatic and pedagogically consistent change compared to the diagnosis. Course A completely eliminated the poor band and placed most students in the good (45.16%) and excellent (48.39%) bands, leaving only 6.45% in the fair band. Course B followed the same direction, with 67.74% in good and 25.81% in excellent, and again only 6.45% in fair. The key interpretive element is that the improvement corresponds to the instructional mechanism described in the proposal: contextualized educational podcasts are used as central input, and learning is reinforced through an activity guide that moves from exposure to controlled practice and then to personalized use. In the guide, students first listen to the podcast audio to identify key vocabulary in context, then complete fill-in-the-blank and sentence rewriting tasks, and finally produce short texts or oral descriptions using at least four target items.

This sequence makes the observed change plausible, as it increases encounters with the same lexical items throughout comprehension, form-focused manipulation, and meaningful production, which is exactly the pathway that typically converts recognition into useful knowledge.

The nature of podcasts as a resource also reinforces the causal interpretation of the benefits. In the theoretical component of the project, podcasts are presented as flexible, repeatable audio materials whose pause and playback capabilities promote comprehension and vocabulary retention, while exposing learners to authentic pronunciation and intonation. The intervention described in Chapter III operationalizes that idea by designing podcasts around learners' real routines and eating habits, such as "Healthy Snacks" and "School Life," ensuring that words are not taught as isolated lists but embedded in situations students can immediately

relate to and reuse.

When post-test results concentrate in good/excellent categories, the most defensible explanation is that repeated, contextualized listening input combined with guided practice made the vocabulary more retrievable and more accurately selectable in test items, which is precisely what the proposal seeks to produce through podcast-based sessions and worksheets.

Beyond the performance bands, the psychometric indicators support the credibility of the measurement and, therefore, the trustworthiness of the observed improvement. The Cronbach's alpha result (0.754; standardized 0.799) indicates acceptable internal consistency for the scale as a whole, meaning the elements are sufficiently coherent to be interpreted as measuring a common underlying construct. This aligns with the project's criterion that values of 0.70 or higher are considered satisfactory for internal consistency.

From a practical perspective, acceptable reliability helps reduce the possibility that the differences observed between pre- and post-tests are simply the result of unstable measurement. Instead, the consistency of the instrument supports the interpretation that score increases reflect genuine development in the ability assessed, rather than random variation or measurement noise.

The element statistics lead to a similar interpretation from another perspective. Both courses begin with low mean scores (Pretest A = 1.10; Pretest B = 1.06) and later show clear increases (Posttest A = 3.42; Posttest B = 3.19). These changes represent more than minor fluctuations; they suggest a meaningful shift in performance that aligns with the expected impact of the instructional process. Additionally, the higher deviations observed in the post-tests (0.620 and 0.543), compared with the lower dispersion in the pre-tests (0.301 and 0.250), can be interpreted in educational terms. Once students receive similar input and structured practice, improvement occurs at different rhythms, naturally producing greater variability. This pattern is common in authentic learning contexts, where progress

is uneven but real, rather than uniform or based on guessing.

Further evidence comes from the correlation and covariance matrices, which reinforce the idea of systematic rather than accidental change. The strong correlation between pretests ($r = 0.802$) indicates that both classes begin from comparable baseline conditions, supporting the validity of subsequent comparisons. Likewise, the strong relationship between posttests ($r = 0.741$) suggests that both groups progress in parallel after instruction, reflecting the consistent application of the teaching methodology. On the other hand, the weaker correlations between pre- and post-test results (approximately 0.250–0.494) are not problematic; rather, they indicate that students' later performance is not rigidly determined by their initial level, which is characteristic of meaningful learning processes.

The covariance matrix supports this interpretation using raw score data. The relatively low pretest variances (0.090 and 0.062) show that students initially cluster at similarly low levels of achievement. In contrast, the larger posttest variances (0.385 and 0.295) reflect differentiated progress after exposure to instructional activities, which again aligns with authentic learning development rather than measurement instability.

Finally, the scale statistics (mean = 8.77; variance = 1.914; SD = 1.383; 4 elements) indicate that the combined measure exhibits high central tendency and moderate variability. This pattern is consistent with the posttest distributions, in which most students reach good or excellent levels, while individual differences remain visible. Overall, the results support the effectiveness of the instructional process: the pretests confirm an initial need, the posttests demonstrate notable improvement, and the reliability together with inter-element relationships show that the measurement is sufficiently stable to support interpretations of learning gains. Within this framework, the intervention is not limited to the simple use of podcasts; rather, it involves integrating contextualized audio input with structured practice and opportunities for personalized language production, which together form the pedagogical core of the proposal.

CHAPTER III

PRODUCT

3.1 Innovative Proposal To The Problem

This chapter introduces the pedagogical proposal designed to respond to the vocabulary learning difficulties identified among B1 English learners, particularly in relation to eating habits and daily routines. The diagnostic stage shows that learners present recurring challenges when attempting to understand spoken language and when using vocabulary accurately within meaningful communicative situations. These difficulties become especially noticeable during tasks that involve authentic listening materials or when students are asked to describe everyday actions and personal routines.

Limited vocabulary knowledge has a direct impact on listening comprehension, fluency, and learners' confidence in both spoken and written communication. For this reason, the teaching process requires strategies that combine meaningful language exposure with structured opportunities for guided practice and gradual language production. In response to this need, the proposal incorporates educational podcasts together with interactive classroom activities aimed at strengthening vocabulary development and improving listening comprehension in a progressive and engaging way.

Furthermore, the proposal is conceived not only as a support for learners but also as a practical resource for teachers. The activity guide offers an organized and adaptable structure that can be implemented in real classroom contexts. Through active participation, contextualized language use, and opportunities for learner autonomy, the approach seeks to create a more dynamic learning environment while contributing to the development of communicative competence and sustained vocabulary growth.

Proposal Name

Eylin's VocSpace: An Activity Guide for English Vocabulary Learning

Type of Product

The product developed in this research is an activity guide that serves as a practical teaching resource for organizing and guiding classroom activities in a clear and progressive manner. Instead of presenting isolated tasks, the guide helps structure the learning process step by step, allowing both teachers and students to follow a coherent sequence throughout the lessons. In many educational contexts, activity guides are commonly used because they facilitate planning and help maintain consistency between objectives, activities, and assessment.

According to Espinoza Armijos and Urgiles Rivas (2021), activity guides offer clear objectives, simple instructions, and useful materials that support teachers during implementation, while also providing students with guidance. When students know what is expected of them and why, participation tends to increase, and the classroom dynamic becomes more organized, especially in language classes, where a structured guide is often needed.

The choice of an activity guide as the main product of this research also stems from its flexibility. Teachers can adapt the tasks to the needs, proficiency levels, and realities of the classroom without losing the overall pedagogical structure. Furthermore, the activity guides help connect learning objectives with real-world practice and assessment, fostering more meaningful learning experiences rather than isolated memorization.

In this proposal, educational podcasts are included as a core learning resource within the activity guide. Through these podcasts, students are exposed to authentic spoken language that reflects natural pronunciation, rhythm, and intonation. Listening comprehension activities are combined with guided tasks that help students understand and use vocabulary in real-life situations. As a result, the activity guide becomes not only a planning tool but also a practical resource that integrates structured learning with authentic listening comprehension experiences, boosting student motivation and making learning English more engaging and meaningful.

Objective of the Proposal

To improve learners' vocabulary related to eating habits and daily routines through the use of podcasts.

This objective aligns with the identified learning needs and emphasizes the development of both receptive and productive vocabulary skills through authentic listening input and interactive practice.

Structure of the Product

The product developed for this study takes the form of a digital activity guide designed to accompany a sequence of eight short educational podcasts, each lasting approximately one to one and a half minutes. These podcasts are created with the purpose of reinforcing vocabulary related to eating habits and daily routines, using themes that reflect learners' everyday experiences and familiar contexts. By combining a concise digital guide with brief, focused audio materials, the proposal offers a structured learning experience that supports both learner engagement and the practical use of language in meaningful situations.

The short length of each podcast is intentionally selected to maintain students' attention while still providing relevant linguistic input. This format allows learners to focus on key vocabulary without feeling overwhelmed, making the listening tasks more accessible and manageable for students at the B1 level. In addition, the sequence of activities encourages repeated exposure to target vocabulary and promotes active participation during the learning process. Through guided listening and follow-up practice, learners gradually develop greater confidence in understanding and using vocabulary connected to daily life, which contributes to more effective second language learning.

Description of the Podcast Series

Podcast 1: Eating Habits

The first episode centers on vocabulary connected to food choices, meals, snacks, hydration, and everyday healthy eating practices. Students are gradually introduced to common expressions used when talking about nutrition and daily

routines. As an introductory component, the podcast invites learners to reflect on their own eating habits, compare preferences, and discuss meals or snacks they usually consume in familiar contexts.

Podcast 2: Daily Technology Use

This episode presents language associated with routine technology use, including smartphones, laptops, smartwatches, productivity applications, and cloud-based tools. Because these elements form part of learners' academic and personal lives, the vocabulary is immediately meaningful. Through guided discussion, learners describe their technology habits, compare routines with peers, and explore both advantages and challenges related to digital tools in daily organizations.

Podcast 3: Teen Fashion and Personal Style

The third podcast introduces vocabulary linked to clothing, accessories, and personal appearance. It supports learners in describing outfits, color choices, and style preferences as part of their daily routines. In addition, the episode encourages reflection on individuality, current trends, and cultural influences, allowing students to share opinions and compare personal fashion choices in realistic communicative situations.

Podcast 4: Life-Changing Habits

This episode focuses on language related to routines that influence productivity and well-being, such as morning habits, goal setting, motivation, and mindset. Learners explore how daily practices can affect emotional balance and personal growth. The activities encourage students to describe their routines, discuss planning strategies, and communicate experiences connected to wellness and positive lifestyle habits.

Podcast 5: Fitness and Physical Activity

The fifth podcast introduces vocabulary connected to exercise routines, warm-ups, stretching, and overall physical wellness. Students discuss healthy

habits, describe favorite sports or activities, and explain how physical exercise influences their energy and mood. The episode promotes reflection on maintaining an active lifestyle and encourages learners to communicate about fitness practices in both personal and academic contexts.

Podcast 6: Healthy Snacks

This episode revisits food-related vocabulary with a focus on snacks, nutrition, hydration, and energy. Learners practice describing food choices, comparing options, and discussing healthy eating habits in everyday situations. Through guided activities, students reflect on balanced diets and develop the language needed to talk confidently about nutrition and daily food decisions.

Podcast 7: Music and Mood

The seventh podcast explores vocabulary related to listening habits, emotional responses, relaxation, and concentration. Students examine how music influences mood and daily routines while describing personal preferences, playlists, or favorite genres. The episode connects language practice with self-expression and encourages learners to discuss how music contributes to well-being and focus.

Podcast 8: School Life

The final episode addresses vocabulary associated with academic routines, including homework, presentations, group work, organization, and motivation. Learners strengthen their ability to talk about school experiences and responsibilities while sharing opinions about learning strategies and classroom activities. The podcast promotes reflection on time management and collaboration, enabling clear communication about academic life.

Taken together, the eight podcasts offer a broad and realistic overview of learners' daily routines, habits, and interests. By integrating topics such as nutrition, technology, school life, leisure, and personal development, the proposal ensures that vocabulary learning remains contextualized and meaningful. This connection between language and everyday experiences supports motivation and engagement,

allowing students to internalize vocabulary more effectively and apply it across diverse real-life communicative situations.

Methodological Approach of the Activity Guide

The activity guide is organized according to the Presentation, Practice, and Production (PPP) methodology, a widely used approach in language teaching that helps learners move progressively from understanding new language to using it independently. Within this framework, new vocabulary and expressions are first introduced in a clear and contextualized way, allowing students to build an initial foundation before engaging in guided practice. As learners gain confidence, they are gradually encouraged to produce language through meaningful and communicative tasks rather than mechanical repetition.

This structure supports active participation throughout the learning process and creates opportunities for students to revisit language in varied contexts, which strengthens retention and promotes deeper understanding. By scaffolding each stage of learning, the guide helps learners internalize vocabulary more naturally while developing confidence in real communicative situations.

Presentation Stage

During the presentation stage, learners listen to the podcast audio without visual aids or written support, allowing them to focus entirely on the spoken message. The main objective is to grasp the general meaning, notice key vocabulary, and observe how language is used naturally in context. This initial exposure provides authentic input while activating learners' prior knowledge and preparing them mentally for the activities that follow.

By prioritizing listening comprehension at the beginning, students strengthen their ability to recognize sounds, process language more efficiently in real time, and become familiar with natural pronunciation, rhythm, and intonation patterns commonly found in everyday English communication.

Practice Stage

During the practice stage, learners work on guided activities that help them strengthen their understanding of vocabulary and use it more accurately. The tasks include gap-fill exercises, sentence rewriting, matching activities, and vocabulary categorization, all directly connected to the podcast content. Designed through Genially, these interactive exercises encourage students to actively engage with the language while practicing within clear and supportive structures.

Through repeated exposure and hands-on interaction, learners gradually build confidence and reinforce their comprehension. At the same time, the guided nature of the activities helps them notice correct forms and usage recognition, allowing them to move from simple toward more accurate and meaningful language production.

Production Stage

In the production stage, learners apply the target vocabulary in contexts that are personal and meaningful to them. Students develop short written pieces or oral descriptions related to their daily routines, eating habits, or personal experiences, incorporating at least four lexical items presented in the podcast series. Digital platforms such as Canvas support collaboration, peer interaction, and feedback processes, while Penzu is used as a reflective writing tool that encourages deeper personal engagement with the language.

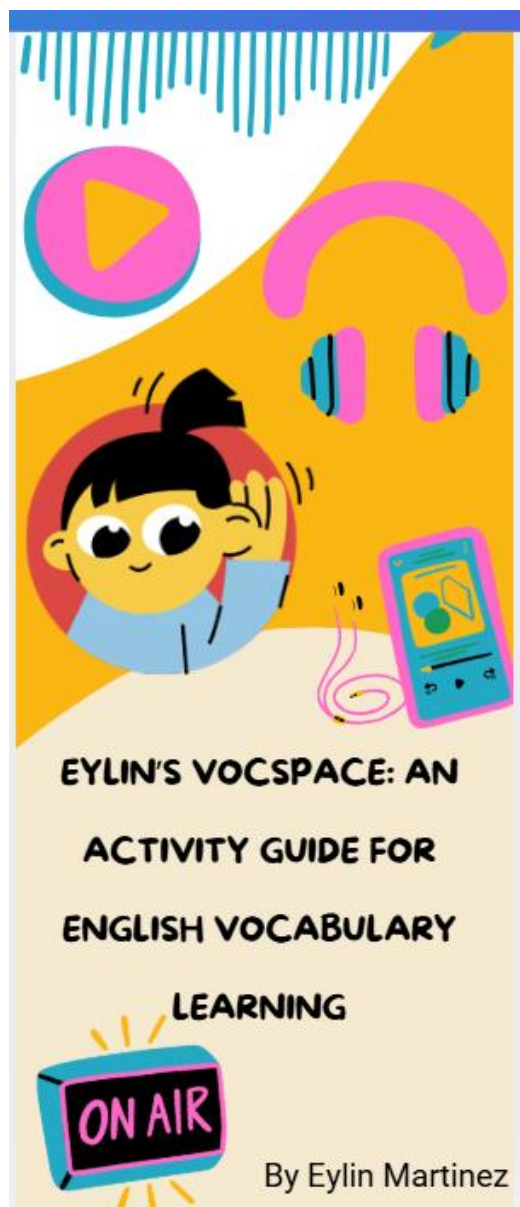
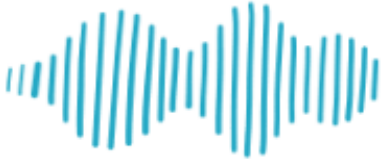
This phase promotes learner autonomy and creative expression by allowing students to use English to communicate ideas connected to their own realities. Through contextualized practice and active language use, vocabulary becomes more naturally integrated into their communicative repertoire. At the same time, learners strengthen their confidence when expressing opinions and experiences, gradually transferring classroom learning into authentic communicative situations.

Table 15 *Presentation, Practice, Production Stage*

Stage	Activity (from the Guide)	Objective	Skill to Develop	Methodology	Time	Resources	Materials
Presentation	Listening to the Podcast	To present and contextualize target vocabulary in authentic contexts.	Listening comprehension and vocabulary recognition	Teacher plays the podcast audio while learners focus on understanding the meaning and identifying key vocabulary.	10 min	Podcast audio files for headphones, projector	Audio files
Practice	Vocabulary in Context Gap-fill and Rewriting	To reinforce comprehension and controlled use of target vocabulary through guided activities.	Vocabulary recall and controlled practice	Learners complete gap-fill exercises (Section 2) and rewrite sentences correctly using podcast vocabulary (Section 3A).	15 min	Genially	digital worksheets

Production	Personalized Vocabulary Use Writing and Sharing	To encourage learners to use the target vocabulary in meaningful and personalized contexts.	Writing production and vocabulary use	Learners write their own sentences or short texts using at least four target vocabulary items and share them orally in pairs or small groups (Section 3B).	20 min	Canvas, Penzu.	interactive activities in Canvas and Penzu.
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- References

INTRODUCTION

1. THE INTEGRATION OF TECHNOLOGY IN EDUCATION HAS SIGNIFICANTLY TRANSFORMED LANGUAGE LEARNING, INTRODUCING INNOVATIVE METHODS TO IMPROVE ENGLISH VOCABULARY LEARNING. IN THIS SENSE, CONTEXTUALIZED EDUCATIONAL PODCASTS HAVE PROVEN TO BE AN EFFECTIVE STRATEGY, AS THEY IMMERSE STUDENTS IN AUTHENTIC LINGUISTIC CONTEXTS AND PROMOTE ACTIVE ENGAGEMENT WITH THE LANGUAGE (MEI, 2008). AS AN ENGLISH TEACHER, I FIND THESE TYPES OF TOOLS TO BE ESPECIALLY VALUABLE IN AN ENVIRONMENT WHERE ACCESS TO NATIVE SPEAKERS OR FULLY IMMERSIVE ENVIRONMENTS IS LIMITED. BY LISTENING TO REAL CONVERSATIONS OR CONTEXTUALIZED NARRATIVES, STUDENTS NOT ONLY EXPAND THEIR LEXICON BUT ALSO IMPROVE THEIR LISTENING COMPREHENSION IN A NATURAL WAY.



OBJECTIVE

TO IMPROVE LEARNERS'
VOCABULARY RELATED
TO DAILY ROUTINES AND
EATING HABITS THROUGH
THE USE OF PODCASTS.



THEORETICAL FOUNDATION

Podcasts in English Language Teaching

What is a Podcast?

A podcast is a digital audio program available for streaming or downloading online. It covers a variety of topics and formats, and in education, it facilitates improved listening comprehension, vocabulary acquisition, and exposure to authentic language. Anderson (2021) states that "podcasts offer a relaxed, self-paced environment for language acquisition" (p. 33).

Development of sections



Evaluation of the Innovative Proposal

The impact of the innovative proposal on learners' performance will be examined through a post-test applied once the podcast sessions and related activities have been completed. This assessment is designed to measure students' development in vocabulary acquisition and listening comprehension, particularly in topics connected to eating habits and daily routines. In this way, it becomes possible to observe the learning progress that emerged directly from the instructional intervention and to identify specific areas of improvement.

The information collected from the post-test will offer both quantitative and qualitative evidence of students' advancement, providing a clearer picture of how effective the proposed strategy has been in practice. By these analyzing results, it will be possible to determine how the activity guide and the podcast-based tasks support the achievement of the research objectives, as well as to draw well-founded conclusions about the pedagogical relevance and educational contribution of the proposal.

Validation of the Proposal

To validate the proposal, the Indoamerica University Thesis Manual (2020) established three types of methods, one of which is used in this research project. Method 3: Validation through practical application was selected for this study due to its relevance to the nature and scope of the proposal. Specifically, Option Two, "Verification of results that show a transformation from the initial diagnosis by implementing the proposal in whole or in part as a pilot test," was chosen because it fits the characteristics of the research environment and the educational context in which the intervention will be applied.

This validation method allows for the systematic observation and analysis of changes in learners' performance after the implementation of the proposal. By comparing the results obtained in the initial diagnosis with those achieved after the application of the activity guide and podcasts, it will be possible to determine the effectiveness of the proposed instructional strategy. Furthermore, this approach makes it feasible to identify improvements in learners' vocabulary acquisition and listening comprehension, as well as to observe how the proposal functions in a real classroom context.

Additionally, validation through practical application ensures that the proposal is not only theoretically sound but also pedagogically viable. It provides evidence of how the proposed activities respond to learners' needs and contribute to the achievement of the research objectives. Therefore, this method supports the generation of concrete and measurable outcomes, confirming the relevance and effectiveness of the proposal within an authentic educational setting.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

First, the results show that students began the learning process with a limited level of lexical knowledge, especially in terms of recognizing and understanding basic English vocabulary. The pre-test identified widespread weaknesses in their command of words related to daily routines and healthy habits, highlighting the need for a pedagogical intervention aimed at strengthening the initial processes of remembering and understanding vocabulary.

Subsequently, the implementation of contextualized educational podcasts favored the progressive development of more complex cognitive skills. Through repeated exposure to vocabulary in meaningful contexts, students were able to understand and apply terms more effectively in guided activities and subsequent assessments. This progress was reflected in a sustained increase in post-test scores, demonstrating a significant improvement in vocabulary retention and functional use.

Likewise, when conducting a comparative analysis between the results of the experimental group and the control group, it was observed that both groups showed improvements in their performance; however, the students who worked with podcasts achieved higher levels of performance. This finding shows that the use of podcasts favored deeper cognitive processes, such as the analysis and evaluation of the appropriate use of vocabulary in different communicative contexts.

Finally, the overall results allow us to conclude that the use of contextualized educational podcasts effectively strengthened English vocabulary learning, promoting a progressive transition from basic levels of recognition to more advanced levels of application and lexical consolidation. In this sense, podcasts are established as a pedagogical resource that enhances meaningful learning and cognitive development in English classrooms.

Recommendations

It is recommended to systematically incorporate contextualized educational podcasts into English classes in order to reinforce comprehension, retention, and progressive use of vocabulary in real and meaningful communicative situations.

It is also suggested that the use of podcasts be complemented with structured activities that allow students to progress from vocabulary identification to application and production, promoting learning that is aligned with different cognitive levels.

Finally, it is advisable to apply diagnostic and follow-up assessments regularly to monitor lexical learning progress and adjust teaching strategies according to students' needs, thus ensuring a continuous and effective learning process.

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Annexes

Annex 1 pre-test and post-test

Pre-test

INSTRUMENT 1: DIAGNOSTIC ENGLISH VOCABULARY TEST (PRE-TEST)

STUDENT INFORMATION

Student's Name: _____

Grade: _____

Date: _____

Time Allowed: 45 minutes

Objective

To identify students' general English vocabulary knowledge related to everyday life topics before the implementation of the instructional intervention.

Instructions

Read each section carefully and complete the activities.

SECTION 1: Multiple Choice – Vocabulary in Context (5 items)

Choose the correct word to complete each sentence.

1. I use my _____ to send messages and take photos.
☐ A. printer ☐ B. smartphone ☐ C. notebook ☐ D. television
2. Bright colors are popular in teenage _____.
☐ A. technology ☐ B. fashion ☐ C. school ☐ D. music
3. Doing exercise every day helps you stay _____.
☐ A. tired ☐ B. bored ☐ C. healthy ☐ D. lazy
4. Fruits and vegetables give your body important _____.
☐ A. games ☐ B. vitamins ☐ C. problems ☐ D. sounds
5. Listening to music can improve your _____.
☐ A. desk ☐ B. uniform ☐ C. mood ☐ D. homework

SECTION 2: Matching – Word and Meaning (5 items)

Match the word with its correct meaning. Write the letter.

Word	Meaning
1.-energetic	_____ A. feeling calm
2.-habit	_____ B. activity done regularly

3.-confident	___	C. feeling active and strong
4.-relax	___	D. sure about yourself
5.-organized	___	E. calm down

SECTION 3: Categorization – Vocabulary by Topic (5 items)

Write each word under the correct category.

Words:

smartphone – sneakers – vitamins – playlist – presentation – routine

Fitness	Technology	School	Habits Health	Music

INSTRUMENT 2: ENGLISH VOCABULARY ACHIEVEMENT TEST (POST-TEST)

STUDENT INFORMATION

Student's Name: _____

Grade: _____

Date: _____

Time Allowed: 45 minutes

Objective

To assess students' English vocabulary achievement related to everyday life topics after the implementation of the instructional intervention through educational podcasts.

Instructions

SECTION 1: WORD RECOGNITION

(Matching Vocabulary with Meaning)

Instructions:

Match each word with its correct definition. Write the correct letter.

Word	Definition
1. Gadget	☐ A. Something that helps you feel strong and active
2. Motivation	☐ B. A small electronic device

Word	Definition
3. Routine	☐ C. A set of activities you do regularly
4. Focus	☐ D. The reason that makes you want to do something
5. Wellness	☐ E. The ability to concentrate

SECTION 2: CONTEXTUAL USE OF VOCABULARY

(Fill in the blanks)

Instructions:

Complete each sentence using the correct word from the box.

Word Bank:

smartwatch – playlist – productivity – snacks – confidence – cloud storage

- Using a _____ helps me organize my tasks better.
- Saving files in _____ allows me to access them anywhere.
- Exercise improves my _____ and helps me feel better.

SECTION 3: VOCABULARY PRODUCTION

(Sentence Writing)

Instructions:

Write ONE complete sentence for each word. The sentence must show the correct meaning of the word.

- Tablet

- Motivated

- Habits

- Technology

Annex 2 pre-test and post-test approval



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

INSTRUMENT TO VALIDATE PRE-TEST FOR STUDENTS OF SECOND-YEAR HIGH SCHOOL

TOPIC OF THE RESEARCH: CONTEXTUALIZED EDUCATIONAL PODCASTS AND THEIR IMPACT ON LEARNING ENGLISH VOCABULARY

OBJECTIVES:

General Objective

To measure the impact of contextualized educational podcasts on the learning and consolidation of English vocabulary among second -year secondary school students in parallel classes “A” and “B” at Unidad Educativa De Fuerzas Armadas Colegio Militar No 13 “Patria” in Latacunga city.

Specific Objectives

1. To diagnose students' initial level of English vocabulary through a pre-test, identifying their strengths and areas for improvement.
2. To implement contextualized educational podcasts to improve students' comprehension, application, and retention of English vocabulary through structured listening activities.
3. To analyze the results of the pre-test and post-test to measure students' vocabulary improvement.

**INSTRUMENT 1: DIAGNOSTIC ENGLISH VOCABULARY TEST (PRE-TEST)
STUDENT INFORMATION**

Student's Name: _____

Grade: _____

Date: _____

Time Allowed: 45 minutes

Objective

To identify students' general English vocabulary knowledge related to everyday life topics before the implementation of the instructional intervention.

Instructions

Read each section carefully and complete the activities.

SECTION 1: Multiple Choice – Vocabulary in Context (8 items)

Value: 2,50 points (0.5 points each)

Choose the correct word to complete each sentence.

1. I use my _____ to send messages and take photos.
☐ A. printer ☐ B. smartphone ☐ C. notebook ☐ D. television
2. Bright colors are popular in teenage _____.
☐ A. technology ☐ B. fashion ☐ C. school ☐ D. music
3. Doing exercise every day helps you stay _____.
☐ A. tired ☐ B. bored ☐ C. healthy ☐ D. lazy
4. Fruits and vegetables give your body important _____.
☐ A. games ☐ B. vitamins ☐ C. problems ☐ D. sounds
5. Listening to music can improve your _____.
☐ A. desk ☐ B. uniform ☐ C. mood ☐ D. homework

SECTION 2: Matching – Word and Meaning (6 items).

Value: 2,50 points (0.5 points each)

Match the word with its correct meaning. Write the letter.

Word		Meaning
1.-energetic	___	A. feeling calm
2.-habit	___	B. activity done regularly
3.-confident	___	C. feeling active and strong
4.-relax	___	D. sure about yourself
5.-organized	___	E. calm down

SECTION 3: Categorization – Vocabulary by Topic (6 items)

Value: 5 points (1 point each)

Write each word under the correct category.

Words:

smartphone – sneakers – vitamins – playlist – presentation – routine

Fitness	Technology	School	Habits Health	Music



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

INSTRUMENT TO VALIDATE POST-TEST FOR STUDENTS OF SECOND-YEAR
HIGH SCHOOL

**INSTRUMENT 2: ENGLISH VOCABULARY ACHIEVEMENT TEST (POST-
TEST)**

STUDENT INFORMATION

Student's Name: _____

Grade: _____

Date: _____

Time Allowed: 45 minutes

Objective

To assess students' English vocabulary achievement related to everyday life topics after the implementation of the instructional intervention through educational podcasts.

Instructions

SECTION 1: WORD RECOGNITION

(Matching Vocabulary with Meaning)

Instructions:

Match each word with its correct definition. Write the correct letter.

Value: 2,50 points (0.5 points each)

Word	Definition
1. Gadget	☐ A. Something that helps you feel strong and active
2. Motivation	☐ B. A small electronic device
3. Routine	☐ C. A set of activities you do regularly
4. Focus	☐ D. The reason that makes you want to do something
5. Wellness	☐ E. The ability to concentrate

SECTION 2: CONTEXTUAL USE OF VOCABULARY

(Fill in the blanks)

Instructions:

Complete each sentence using the correct word from the box.

Value: 2,50 points (0.5 points each)

Word Bank:

smartwatch – playlist – productivity – snacks – confidence – cloud storage

1. A _____ helps me listen to music while I study.
2. Healthy _____ give energy during the day.
3. Using a _____ helps me organize my tasks better.
4. Saving files in _____ allows me to access them anywhere.
5. Exercise improves my _____ and helps me feel better.

SECTION 3: VOCABULARY PRODUCTION

(Sentence Writing)

Instructions:

Write ONE complete sentence for each word. The sentence must show the correct meaning of the word.

Value: 5 points (1 point each)

1. Tablet

2. Motivated

3. Habits

4. Health

- 5.- Sporty



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

INSTRUMENT VALIDATION RUBRIC

Pre-Test and Post-Test: English Vocabulary Test

Instruction

Please indicate your level of agreement with each statement by marking (X) the option that best represents your professional judgment.

Scale

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Undecided
- 4 – Agree
- 5 – Strongly Agree

Validation Criteria

No.	Criteria	1	2	3	4	5
1	The instrument is aligned with the objectives of the study.	☐	☐	☐	☐	x ☐
2	The items adequately measure students' English vocabulary knowledge.	☐	☐	☐	☐	x ☐
3	The instrument is appropriate for diagnostic and progress measurement (pre-test and post-test).	☐	☐	☐	☐	x ☐
4	The number of items is sufficient to assess the construct being studied.	☐	☐	☐	☐	x ☐
5	The items are clearly written and easy to understand.	☐	☐	☐	x ☐	☐
6	The vocabulary level is appropriate for the target population.	☐	☐	☐	☐	x ☐
7	The response options are clear and unambiguous.	☐	☐	☐	☐	x ☐
8	The instructions guide students effectively to complete the instrument.	☐	☐	☐	☐	x ☐
9	The format and layout of the instrument are clear and well organized.	☐	☐	☐	☐	x ☐
10	The time assigned to complete the instrument is appropriate.	☐	☐	☐	☐	x ☐
11	The instrument can be applied consistently as both pre-test and post-test.	☐	☐	☐	☐	x ☐
12	Overall, the instrument is valid for measuring English vocabulary learning.	☐	☐	☐	☐	x ☐

COMMENTS AND SUGGESTIONS

1. Do the proposed items correspond to the objectives, variables, or units of analysis of the study?

☒ Yes

☐ No

Comments:

2. Do the items measure what the instrument intends to assess?

☒ Yes

☐ No

Comments:

3. What items would you add, modify, or remove?

I think that mother language must be included in these kind of tests because the researcher did not know the English level of the students get. On the other hand, they probably do not understand the questions. As a result, the tests do not show a real information.

4. What additional suggestions would you make to improve this instrument?

It should include the L1 language in the tests in order to avoid misunderstandings.

Final Decision

☐ Valid

☒ Valid with observations

☐ Not valid

Evaluator Information

Evaluator's Name: MSc. Erika Tenezaca

Specialty: Pedagogy

Academic Degree: Master in Pedagogy of teaching English

Email: ery.tenezaca@gmail.com

Signature:





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

INSTRUMENT TO VALIDATE POST-TEST FOR STUDENTS OF SECOND-YEAR
HIGH SCHOOL

**INSTRUMENT 2: ENGLISH VOCABULARY ACHIEVEMENT TEST (POST-
TEST)**

STUDENT INFORMATION

Student's Name: _____

Grade: _____

Date: _____

Time Allowed: 45 minutes

Objective

To assess students' English vocabulary achievement related to everyday life topics after the implementation of the instructional intervention through educational podcasts.

Instructions

SECTION 1: WORD RECOGNITION

(Matching Vocabulary with Meaning)

Instructions:

Match each word with its correct definition. Write the correct letter.

Value: 2,50 points (0.5 points each)

Word	Definition
1. Gadget	☐ A. Something that helps you feel strong and active
2. Motivation	☐ B. A small electronic device
3. Routine	☐ C. A set of activities you do regularly
4. Focus	☐ D. The reason that makes you want to do something
5. Wellness	☐ E. The ability to concentrate

SECTION 2: CONTEXTUAL USE OF VOCABULARY

(Fill in the blanks)

Instructions:

Complete each sentence using the correct word from the box.

Value: 2,50 points (0.5 points each)

Word Bank:

smartwatch - playlist - productivity - snacks - confidence - cloud storage

1. A _____ helps me listen to music while I study.
2. Healthy _____ give energy during the day.
3. Using a _____ helps me organize my tasks better.
4. Saving files in _____ allows me to access them anywhere.
5. Exercise improves my _____ and helps me feel better.

SECTION 3: VOCABULARY PRODUCTION

(Sentence Writing)

Instructions:

Write ONE complete sentence for each word. The sentence must show the correct meaning of the word.

Value: 5 points (1 point each)

1. Tablet

2. Motivated

3. Habits

4. Health

- 5.- Sporty



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

INSTRUMENT VALIDATION RUBRIC

Pre-Test and Post-Test: English Vocabulary Test

Instruction

Please indicate your level of agreement with each statement by marking (X) the option that best represents your professional judgment.

Scale

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Undecided
- 4 – Agree
- 5 – Strongly Agree

Validation Criteria

No.	Criteria	1	2	3	4	5
1	The instrument is aligned with the objectives of the study.	☐	☐	☐	☐	☒
2	The items adequately measure students' English vocabulary knowledge.	☐	☐	☐	☐	☒
3	The instrument is appropriate for diagnostic and progress measurement (pre-test and post-test).	☐	☐	☐	☐	☒
4	The number of items is sufficient to assess the construct being studied.	☐	☐	☐	☐	☒
5	The items are clearly written and easy to understand.	☐	☐	☐	☐	☒
6	The vocabulary level is appropriate for the target population.	☐	☐	☐	☐	☒
7	The response options are clear and unambiguous.	☐	☐	☐	☐	☒
8	The instructions guide students effectively to complete the instrument.	☐	☐	☐	☐	☒
9	The format and layout of the instrument are clear and well organized.	☐	☐	☐	☐	☒
10	The time assigned to complete the instrument is appropriate.	☐	☐	☐	☐	☒
11	The instrument can be applied consistently as both pre-test and post-test.	☐	☐	☐	☐	☒
12	Overall, the instrument is valid for measuring English vocabulary learning.	☐	☐	☐	☐	☒

COMMENTS AND SUGGESTIONS

1. Do the proposed items correspond to the objectives, variables, or units of analysis of the study?

☒ Yes

☐ No

Comments:

None.

2. Do the items measure what the instrument intends to assess?

☒ Yes

☐ No

Comments:

None

3. What items would you add, modify, or remove?

None

4. What additional suggestions would you make to improve this instrument?

Final Decision

☒ Valid

☐ Valid with observations

☐ Not valid

Evaluator Information

Evaluator's Name: Kely Cardozo

Specialty: English Area

Academic Degree: Master's degree in teaching English as a foreign language.

Email: kelyes2019@gmail.com

Signature: _____



Annex 3 Informed Consent for Educational Study for Thesis Project

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Latacunga, 05 de febrero de 2026

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Martínez Ortiz Eylin Mabel
1.2. Programa de maestría Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza del Inglés

Señor:

Tte. Crnl. Galo Moscoso

Rector de la Unidad Educativa de Fuerzas Armadas COMIL 13 “Patria”

Yo, **Eylin Mabel Martínez Ortiz**, estudiante de la **Universidad Tecnológica Indoamérica**, me dirijo a usted muy respetuosamente para solicitar la **autorización de ingreso a la Unidad Educativa de FF.AA. COMIL 13 “Patria”**, con el objetivo de ejecutar un **estudio educativo** como parte de mi **Proyecto de Titulación**, el cual podrá desarrollarse en la modalidad que disponga su institución (presencial, semipresencial o híbrida).

DETALLE DEL ESTUDIO EDUCATIVO

Título del estudio:

Contextualized Educational Podcasts and Their Impact on Learning English Vocabulary

Objetivo general:

Fortalecer el aprendizaje del vocabulario en inglés, especialmente el relacionado con las rutinas diarias y los hábitos alimenticios, como rutinas diarias, hábitos alimenticios, tecnología, redes sociales, tiempo libre, música, salud, y cultura juvenil mediante el uso de **podcasts educativos contextualizados** y actividades interactivas que promuevan la comprensión auditiva, la producción escrita y el uso significativo del idioma en contextos reales de comunicación.

Metodología:

El estudio se desarrollará a través de una **guía de actividades didácticas** denominada *Eylin's VocSpace: An Activity Guide for English Vocabulary Learning*, basada en la metodología **Presentation, Practice, and Production (PPP)**.

Los estudiantes participantes escucharán podcasts diseñados para fines educativos y completarán ejercicios interactivos mediante herramientas digitales como **Genially, Google Forms, Canvas y Penzu**. Estas actividades permitirán reforzar la comprensión auditiva, la escritura y la producción del vocabulario meta.

Recuperación de la información:

La información se obtendrá mediante la aplicación de un **diagnóstico inicial** y un **post-test** posterior a la intervención, así como a través de la observación directa de las actividades realizadas por los estudiantes. Los resultados permitirán analizar el impacto del uso de podcasts en el aprendizaje del vocabulario y en el desarrollo de las habilidades comunicativas en inglés.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, **manifiesto mi disposición para realizar este estudio educativo** en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,



Eylin Mabel Martínez Ortiz

Estudiante de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros
Universidad Tecnológica Indoamérica

Escaneado con CamScanner

Autorizado.

Firma: Galo Roscoso

Nombres y apellidos: JOSÉ GALO ROSCOSO OJIANEDA

Rector

C.I.: 1712334910

Sello de la institución: _____



Annex 4 pre-test Application picture

