

Podcast at School: Fostering Listening Comprehension Skill Using Podcast with Eighth Graders

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ABSTRACT

Listening has always been an important skill to develop for an effective communication. Nevertheless, students find it as one of the most difficult skill to develop when learning a foreign language. This project aimed to evaluate the contribution of the podcast in class to foster eighth graders' listening comprehension skills at a private school. In order to answer the main question, participants' difficulties and interests were considered through the use of a questionnaire and a focus group as well as the comparison of the results of a pretest and posttest. The post test results suggested that eighth graders had an important progress regarding their listening skills. Likewise, the questionnaire and focus group revealed the students' like towards the podcasts. The findings obtained in this research study showed the podcast as an alternative and functional tool to be used in the classroom when working on the listening skills in contrast with the use of material such as the audio from the English books. As a result, we suggest to consider the possibility of including podcasts in the English classes at this school and others in order for students to be effective when listening to information in English.

DEDICATION

We would like to devote this project to:

- ★ Firstly and mainly God because he sent us the right people who helped to make this project possible. In addition, thanks to him we found the words to write this document.
- ★ Our beloved parents and family for their patience, understanding, company, tolerance, advice and support during the development of this thesis but also to be there during all the bachelor.
- ★ We would like to really highlight her job and give a special thanks to professor Maryluz Hoyos for her patience, dedication, engagement, commitment, advice and for being a guide during this whole process.
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TABLE OF CONTENT

Title page	I
Abstract	II
Dedication	III
Acknowledgements	IV
Chapters	
Chapter 1: Introduction	8
Problem.....	9
Relevance.....	14
Research Question.....	16
Research Objectives.....	16
Chapter 2: Literature Review.....	19
Theoretical Framework.....	24
Listening Comprehension Skills.....	25
Podcast in Language Learning.....	29
Chapter 3: Methodology.....	32
Research Approach.....	33
Setting.....	34
Participants.....	35
Instruments.....	36
Ethics.....	39
Chapter 4: Instructional Design.....	42
Vision of language.....	42

Vision of learning.....43

Vision of classroom.....45

Chapter 5: Data Analysis.....54

Chapter 6: Conclusions.....87

References.....92

Appendices.....100

List of Appendices

List of podcasts.....100

Pre-test.....101

Post-test.....106

Questionnaire.....110

Focus group.....111

Lesson plan 1.....112

Lesson plan 2.....114

Lesson plan 3.....116

Lesson plan 4.....118

Lesson plan 5.....120

Lesson plan 6.....122

Consent form.....124

Chapter 1

Introduction

Listening skill has become one of the hardest skills to build up for foreign language students. As the listening comprehension process is not a subject of grammar rules (Safranji, 2015) but a complex process with a lot of factors behind it, Foreign Language (FL) students should count with a great amount of tools - or at least find interesting ways to carry out this process - in order to cultivate their habit of listening in English. This is why the need to look for alternative tools which can foster the perception students have regarding the listening in a foreign language.

Therefore, there is a point for checking: listening comprehension and podcasts. Currently, the Internet is a huge tool where teachers and students have access to materials such as forums, group discussions, communities or tools that allow them to watch television or listen to music; so it is possible to look for alternative ways of listening to English such as podcasts. In addition, there are web pages focused on podcasts which offer these kind of material divided by categories of level and themes for learners or teachers who want to use them.

If people could be immersed in these kind of material mixed with interesting topics and correct levels of audio for learners, they would develop their own way to address the listening exercises and hence, would enhance their listening competence. As a result, the learners' listening comprehension could be developed through the use of podcasts. For these reasons, innovation in modern methodologies, considering new technologies, motivation, and

use of alternative tools, it is important to study the use of podcasts in the classroom to develop listening comprehension skill.

This project was developed with 9 eighth graders from an English foreign language class at Colegio Viña del Mar. The project is focused on listening comprehension skill since in this school, English teachers emphasize reading and writing, but they do not work a lot with the listening skill which is important when learning to speak English. In this chapter, the reader will find aspects such as the research problem, the objectives, the importance of the project and the main research question which guide this study.

Statement of the Problem

Listening is perceived as the most difficult ability for students at Colegio Viña del Mar. They seem to have problems at the moment of understanding and comprehending dialogs in English. Based on a preliminary survey applied to students from fifth to nine grade, they manifested that the skill which they were struggling with the most was listening. The results of the survey showed that 70% of the students had difficulty with the listening skill, while the other 30% said that it was difficult for them to speak, read, and write.

Collecting data to evidence the problem continued with a focus group which was guided to know what students think and feel about learning English, and how comfortable they feel with the English communicative skills: listening, reading, speaking and writing. This group was conformed by nine eighth graders at Viña del Mar school with three different levels: low, medium, and high, having three students per level. The focus group showed that they do not feel sure about their listening skill.

“Sinceramente, el listening es muy dificil porque no se entiende nada”. Student 1.

“Cuando hacemos ejercicios de listening, a veces cojo palabras y a veces no, pero esa es la mas complicada para mí, profe”. Student 3.

“A mi me da pena hablar porque no se si me entiendan, pero no entiendo al escuchar”. Student 4.

“El Inglés me parece dificil profe, pero creo que entenderlo es lo que más se me dificulta”. Student 5.

Focus group 1 - 2016

These students showed a little of their feeling concerning the listening skill. On the other hand, a second focus group was used to follow up and go in depth on the responses previously got. In this second focus group, students were consulted about the reasons why they did not comprehend information in English audios. They agreed they can understand some words, but they do not understand the whole information meaning.

“ El listening es lo mas dificil para mi porque hablan muy rápido ” Student 1.

“Yo puedo entender partes del listening pero cuando uno esas partes, no tiene sentido para mí” Student 2.

Focus group 2 - 2016

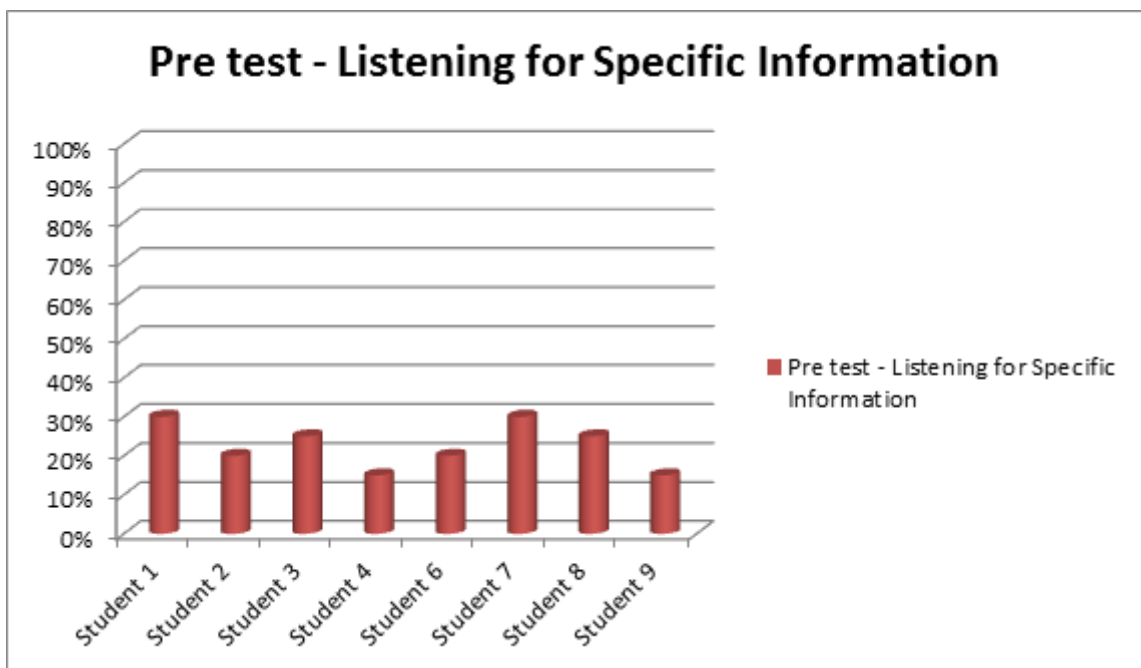
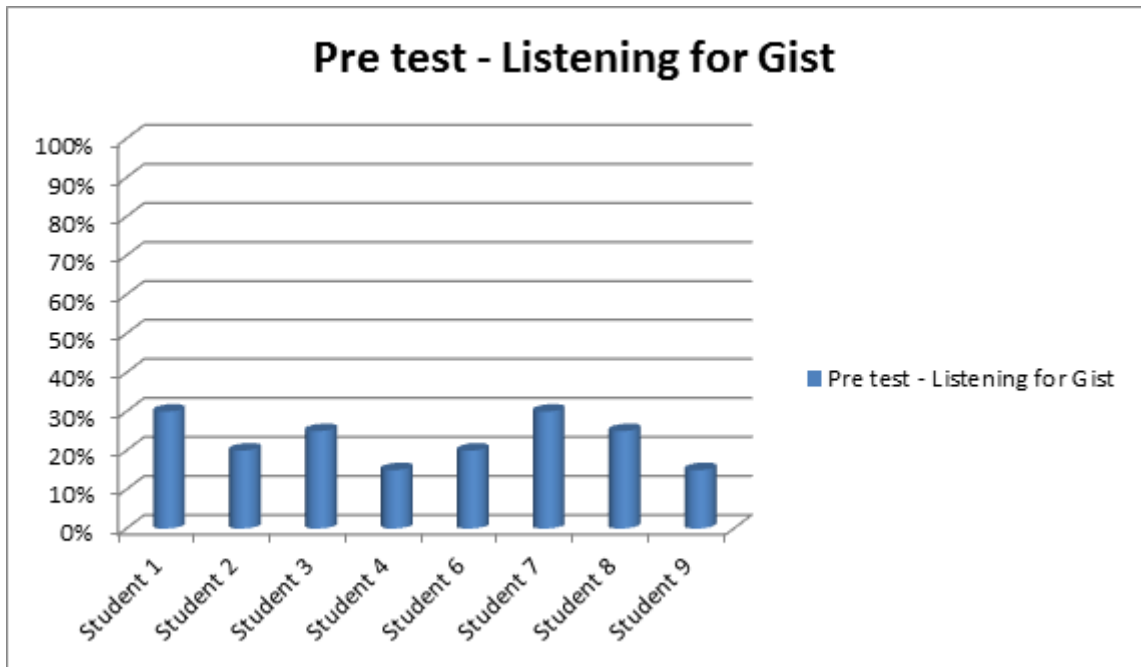
These two participants expressed having problems when developing listening exercises. As they cannot understand the message of the speaker, they are failing in the comprehensive listening.

When the answers of the focus group 1 and 2 were analyzed, the data showed that students do not understand what they listen to and that they do not recognize the pronunciation of the verbs and words used in English classes. In this sense, students are

struggling when listening for comprehension which involves catching the meaning of the message. Comprehensive Listening involves “listening to understand; seeking meaning, but little more” (Tyagi, 2013. p.4). It means that when students are asked to listen for comprehension, they should not only recognize the words or phrases, but their meaning considering the speaker intention. As this skill is part of interaction and communication, if this one is not well developed, students could have problems to communicate in English. This is why the need to look for alternative tools which can guide students to develop this ability has arisen.

In addition, students took a pretest which reflected their problems regarding the listening skills such as listening for gist and specific information. The range of answers of the pre test was between 8 and 9 correct answers out of 20 answers in total. Students answered in Spanish but even in Spanish some of the answers were not correct, they answered very general (in the listening for gist) or they answered another different thing. Considering this, it is evident that there is a problem with the listening skill taking into account students' perceptions about the listening skill itself, as they consider it as the most difficult one into the English language.

To exemplify the aforementioned we have two graphs in which it is evident that the students have difficulties with this skill when listening for gist and specific information.



As it is shown, it is evident that students have problems with listening for gist and listening for specific information due to the percentages of their answers are below the 50%.

Some causes which could influence the eighth graders' listening comprehension process are the lack of comprehension activities, the lack of practice with listening exercises

and the fact that they do not use real material in the classroom. Another factor that could affect the listening of eighth graders is that the purposes of listening are not well defined; as a consequence, students are not prepared before starting the listening exercises and they do not know what to listen for.

Consequently, as learners are deprived of real L2, some of them do not feel comfortable with listening exercises since they have not worked a lot on this skill. Likewise, students cannot follow instructions due to the fact that when they are listening to an instruction they are not recognizing it, hence, they do not know what to do, so they feel frustrated. *“El profe siempre nos habla en Ingles, entonces a veces es dificil entender lo que tenemos que hacer porque no entendemos.”* Student 1. Therefore, the communication process in the target language is not being carried out in an effective way.

As a result, the fact that students do not develop their listening skills into the English classes means a misunderstanding and miscomprehension of instructions given by English teachers in the classroom. In conclusion, the fact that pupils do not develop the listening comprehension skills into the classroom seem to be a problem which deserves attention.

Justification

The main reason to carry out this project is the need evidenced by the focus groups carried out with eighth graders at Colegio Viña del Mar which presented their difficulties with the listening comprehension skills. It has been highlighted that a foreign language learner who has not been exposed enough to the target language and hence, has not developed his/her listening skills, could not be successful in the communication process. Under this premise,

eighth graders at this school should work out hard on their listening skill if they want to do a good communication performance in English.

Podcasts provide the option to open a new view for listening material that allow to innovate in new methodologies, strategies, or activities for lesson plans. Additionally, it might be useful for developing listening comprehension skills considering that podcasts give to listeners the chance to practice a great variety of listening. Podcasts will be applied on listening comprehension activities that will have some specific topics depending on the situation and interests of students. In contrast to videos, podcasts do not have distractors like the images that can avoid that students focus on the listening comprehension of the information. However, the bigger goal is to promote and find better tools for English learning as a foreign language.

There are two aspects to consider when giving students a listening exercise to practice: the topics and the proficiency level. Maybe, when topics are interesting for learners they can focus more on their meaning and can be more attentive to the listening process, but when these topics do not have a real grade of importance for learners, they could not pay attention on podcasts' information. Their English level is determined by the results students have gotten in their academic process at the school. These result are framed in the parameters that Colegio Viña del Mar has to evaluate its students.

For these reasons, this project is an attempt to implement podcasts to listening comprehension process of students within the classroom since a person's capacity to hear and comprehend verbal language is vital to "oral communication in any language" (Atasheneh & Izadi, 2012, p.179). Starting from that, this project's importance is to propose a solution to improve the eighth graders' perception of listening skills at Viña del Mar School considering

the podcast as a creative and alternative tool for English teachers at the moment of working the listening skills.

In order to clarify the importance of this work, readers must keep in mind that students and teachers can find benefits with this project. First of all, it will provide information about how podcasts could be used in an EFL classroom. It is not necessary to focus on material such as compact discs when on internet there are different kind ones. Additionally, teachers and students will have near them an option for developing strategies to develop listening comprehension skills through podcasts. These podcasts can be developed in specific contexts and situations, and it will provide information to complement the development of the English communication skills. In this way, this project is contributing to English Education field when trying to help students to comprehend and hence, follow instructions in a foreign language. The results of this project can be useful to determine future studies about how to implement podcasts in an EFL classroom for developing listening comprehension, looking for better results in English learning.

Research Question

- What is the contribution of using podcast in class as a tool to foster the development of eighth graders' listening for specific information and gist skills at Colegio Viña del Mar?

Research Focus

The influence that podcasts have on fostering eighth graders' listening comprehension skills is going to be described and analyzed. Therefore, researchers have decided to focus on listening for gist and listening for specific information to solve the research question.

Research Objectives

General Objective

- To analyze how the use of podcast in class contributes to foster eighth graders' listening for specific information and gist skills at Colegio Viña del Mar

Specific Objectives

- To identify the difficulties that eighth graders have at the moment of listening for gist and listening for specific information at Colegio Viña del Mar.
- To identify the interests of eighth graders when practicing their listening skill.
- To describe students' perceptions of podcasts as a tool to strengthen their listening skills.

In chapter 1, the reader found background information about the topic of the project, and had an idea about why it is important to develop listening skills when learning a foreign language, in this specific case English. Additionally, the problem, the goals, what this project is trying to answer and the importance of this study were stated in the first chapter.

In chapter 2, there will be stated the literature review as well as the theoretical framework. In this part, the reader will find 6 previous research studies related to the development of listening comprehension which will lead and support this project with some important key aspects to take into account at the moment of reporting. Likewise, some of the most important theoretical concepts and ideas around this project will be clearly stated and defined from several authors and theories.

Chapter 3 will have the corresponding part of research paradigm, research approach, data collection instruments and ethics. In the research paradigm and approach the reader will find the type of research that is being carried out and if it is qualitative or quantitative. The instruments that researchers will use to collect data for the implementation stage, will be described in the data collection instruments part. Finally, in the ethics section, readers can know the morals that make this research under honest principles and without any harm for the participants.

Chapter 4 will be related to the instructional design which is focused on the kind of instruments chosen to collect the data throughout the implementation sessions. The idea is to explain the procedures that researchers are going to do with the participants. In addition, there will be a brief explanation about what happened in each session. Finally, the reader will find the vision of language, vision of learning and vision of classroom that support this project.

In chapter 5, there will be stated the analysis of the data obtained starting from the categories such as “initial difficulties when listening to the podcast for gist and for specific information”. The researchers will describe and explain each category and the triangulation process will be evidenced; Likewise, they will support their explanations by using the participants’ information and the background theory itself. In this way, the reader could see the scaffolding process along with all the elements.

Chapter 6 will show the conclusions gotten from this process as well as relevant findings of the study. In the same way, the researchers will give an answer to the main question with the respective supports, and they will show the limitations that they

encountered during the sessions. Finally, the pedagogical implications and some key ideas which require attention for further research in the educational field will be addressed.

Chapter 2

Literature Review and Theoretical Framework

In this chapter, the literature review as well as the theoretical framework will be stated. In the literature review, the reader will find six previous studies associated to the development of listening comprehension which will be the groundwork and basis of this project with some fundamentals to consider at the moment of writing the final report. In the

same way, readers will be familiarized with the principal theoretical conceptions and terms that surround this project, along with its definitions from diverse perspectives.

Literature Review

This literature review shows background information about the issues and factors involved in the listening comprehension process of L2. In the same way, there will be included some research studies which will show the importance of the development of this skill as well as the implications of using podcasts at the moment of teaching English. Moreover, the relationship between podcasts, motivation and effectiveness of the activities will be shown.

According to Evans (2007), cited by Qiang & Klein (n.d) considering the raise of new technology, the use of podcasts is a different way for students to learn. “Advocates of this emerging technology indicate that podcasts are an effective, efficient, and engaging way for students to access and review learning materials” (Evans , 2007, cited by Quiang & Klein, p.166). These authors, based on previous research about podcasts, affirm that listening to podcasts helps students to improve their performance regarding their English skills as well as they have a better understanding of the content they are exposed to at the same time that allow them to feel motivated and increase their confidence. This may happen due to the fact that students are listening to more understandable and real information, so they find it interesting to try to understand. Quiang & Klein (n.d) cite Aguilar (2007) when saying: “Supporters also claim that podcasts can provide a large amount of authentic materials for foreign language learners, which gives them opportunities to learn vocabulary and sentence structures in the real world” (p.166). In other words, through listening to podcasts, students

can get access to real materials and real conversations which allow them to learn the real English.

The objective of this paper was to show the impact of “podcasting and students learning styles on students’ language proficiency and confidence” (Qiang & Klein, n.d, p.166). Additionally, that project contributes to this project when trying to find out the influence of podcasts in the foreign language learning process. Although the authors of that project want to verify if podcasts are an useful tool when learning a foreign language, this project is focused specifically on using podcasts as a means for developing the students’ listening comprehension skills. In other words, that project supports this one when demonstrating that podcasts could be an aid to awake students’ motivation for developing their listening skills.

In a second research study, Fox (2008) reports the use of *Absolutely Intercultural* podcast and argues the several ways of involvement by using podcasts regarding listening as well as describing some steps in the process of including podcasts in EFL teaching based on the premise that students’ participation is a key feature of learning. In addition, this author mentions some of the benefits and advantages that podcasts have within an EFL environment. “From an educational point of view, podcasts meet the criteria for effective language learning in a number of ways... the critical features of a podcast are content choice, portability, and time shifting opportunities since these support personalised and mobile learning” (Fox, 2008, p.3). In this sense, students have high probabilities of using podcasts not only within the classroom but also out of it and can have access to real and a variety of material. This means that through podcasts students are having contact with a great diversity of public which allow

them to be exposed to several varieties of English, accents, idiomatic expressions, vocabulary and grammar structures, among others kind of comprehensible input.

That project is important for this project when stating the advantages and positive aspects about using podcasts within an EFL learning context. In the same way, it presents some alternative podcasts that could be useful at the moment of considering the choosing of the podcasts in terms of content to be used in this project. Additionally, it leads researchers to have an idea about what are considered like podcasts from an educational perspective, how these ones can be included in teaching (approached from changing the traditional school) and what impact those podcasts had in some classes; All these aspects were showed through two examples by using one specific podcast: *Absolutely Intercultural*, highlighting its uses.

In a third study, Prasetyo, Vianty & Jaya (2014) emphasizes the effectiveness of teaching listening through the use of podcast in an EFL environment within an eighth grade classroom. As that project uses the same population than this one and is using similar instruments for data collection (pretest and posttest) it helps this project in terms of content and structure. In terms of content, these authors showed that the use of podcasts promotes motivation and encourages students to discover the importance of developing their listening skills by themselves. That project, hence, give the researchers of this project a vast idea of what using podcasts with eighth graders mean regarding listening comprehension.

As that Indonesian research study was trying to demonstrate the efficiency of the use of podcast in the classroom considering the listening skills as a 50% percent to achieve a good communicative process in the English language, it gives meaningful ideas to debate through the development of this project, since these authors consider that podcasts can even be useful when developing writing and speaking skills as the other 50% percent of a effective

communication. However, this project can consider the fact that listening must be developed in order to communicate accurately in a foreign language, English, one of the premises of that project.

In a fourth research study, Saputra (2014) looks for different alternatives when improving listening comprehension of her students. She tries to find out two aspects: whether teaching listening through podcasts is more effective than using movies or not and whether those students (randomly selected) with a high listening habit have better listening comprehension than those ones having low habits or not. She, then, concludes that podcasts are better than movies but she accepts that there are other factors that can interfere in the development of listening comprehension process and that the results of her research could be affected by those other factors (students with a high listening habit).

That research is important to this one since it allows researchers to consider the factors that are involved when carrying out a listening exercise. Likewise, that project as a support for this one can lead to notice differences and make comparisons at the moment of analyzing and reporting the results. Additionally, researchers could take advantage of that project in terms of the several set of activities and tasks it has to implement in the classroom. The advantage of taking these resources is that researchers can adapt them according to their objectives, expectations, what they want to do with each podcast and the context; This last one differs from both projects, so it will be mandatory to adapt or to reshape them.

In a fifth study, Shih & Yang (2011) consider the podcast as an aid which can affect the EFL students' listening comprehension process. These authors consider the prior knowledge, instructions before the process, the value of the authenticity when choosing the listening material for students to hear it, among other relevant aspects in order to show that

podcasts can help to develop listening comprehension depending on how the three aspects aforementioned are addressed. That research emphasizes the bottom up and top down processes and which process it is better to consider when using podcasts as a tool that has a impact in the listening comprehension process of students.

This project could benefit from that one since both projects emphasize the use of podcasts in an EFL classroom for developing listening; In addition, both projects are attempting to discover if the use of podcast in the classroom has any, positive or negative, effect. Nevertheless, as the authors of that project claim that whether the use of podcasts have or not an effect in the development of the listening skills will depend on some factors. That project is quite different from this one when establishing three factors that predict the usefulness of podcasts and again, it allows researchers to debate some of the most relevant ideas or even at the moment of writing the conclusions will be helpful to contrast the findings of this project.

In the final research study, Noriega (2011) tried a pilot project with a group of university students in which they used their mobile phones to listen to podcasts in order to see if they had any improvement regarding the listening skill during the experiment. That study is really similar to this one as considers the new technologies within the learning-teaching process in an EFL context. At the end, authors of that study concluded that the use of podcast within and outside the classroom benefited students' English performance taking into account listening. These authors showed students' grades before and after the process in order to support their conclusions.

This project can find that project useful when trying the use of podcast in the classroom for developing listening, but also, when supporting the way in which and the

source which they used as a basis for creating or adapting their podcasts. Even when that study has almost the same constructs as this one and can offer useful ideas, that study let researchers to discuss their conclusions and results. In spite of grades are the current “system” to know if someone is successful in any study area, for this study that could be a factor to discuss during the analysis of the information collected since researchers can compare or contrast students performance.

Theoretical Framework

In this section, the main constructs together with its corresponding theoretical definitions which fundament this project are presented. This project is based on 2 main constructs and one sub - construct: Listening Comprehension Skills and Podcast in Teaching as the main constructs and Teaching listening as the secondary concept. Listening comprehension skills, the first construct, will be defined taking into account all the factors involved around this concept. Teaching listening skills as the sub-construct will complement the idea of listening skills within a foreign language environment. Finally, Podcasts in teaching will give the reader an idea about what podcast is as well as its function within the educational field. The idea is to clarify why podcasts might be a good tool to teach. These terms will be addressed as a sequence and from several perspectives and authors.

Listening Comprehension Skills

Listening comprehension skills are part from communication skills and as a key element, it should be defined. First of all, listening is a considerably important activity in which a person hear and comprehend a message. As Wolff, Marsnik, Tacey & Nichols (1983) cited by Bilican, Kutlu & Yildirim (2012) define it: “an active process which involves

hearing, understanding, integrating the information and if it is needed response” (p.5219).

Under this definition, listening includes to go beyond recognize the words or sentences that students hear. It implies to know, to perceive, to think and to learn; In other words, to comprehend as part of “a complex whole of intellectual activity” (Bilican, Kutlu & Yildirim, 2012. p.5220). Then, listening comprehension has to do with other personal abilities.

Consistent with Edgar Schein (1980) listening skills are those ones who allow people to comprehend the message from the other speaker(s). In his own words: “they are the skills needed to help the other person make a clear and unthreatening statement of her own position” (p.2). Hence, when students use their listening skills, they give their attention to other person, they listen for understanding and comprehending, and one important part when interacting, let the other person know what you think they said.

In addition, this author, as many others, considers that Listening skills are in most aspects much harder to develop than other skills. For example, Marcos Cabrera (2002) considers that learners find listening as the most challenging language skill because those learners feel pressured to catch every single word in order to get the whole meaning. In the same measure, Edgar Schein (1980) tells that for an effective development of listening skills, it is important to take into account the emotional skills. “It is hard to place yourself one hundred per cent at the other person’s disposal when you are under threat” (Schein, 1980, p,5). It means that the students motivation is an important factor to be considered when looking at the development of the listening for specific information and the listening for gist skills.

Continuing with Schein (1980), how the listening process proceed will be determined by some important aspects such as previous known words, visible emotion, concrete detail, if

there is or not vague words, complete or incomplete information and the speaker's style to use his or her speech. This shows the listening as a difficult process which needs to be addressed from different steps in order to avoid the misunderstanding, especially within the classroom. For instance, following Marcos Cabrera (2002) teachers should prepare students before the listening starts; then, ask them to anticipate what is going to happen in the conversation and finally, explain them to concentrate in understanding the message more than to catch the words, read or write at the same time. The above should be made without putting pupils under pressure.

This sets out the listening comprehension process as something complex which requires to have the students' attention considering the factors that can make this process develops with accuracy. As Bilican, Kutlu & Yildirim (2012) states: "Developing listening comprehension skills depends on identifying the variables which are thought to be effective on these skills and organizing the learning environment according to these variables" (p.5220). Under this premise, the way in which activities are selected and how they are implemented within the classroom - keeping in mind that the main purpose is to foster the listening comprehension process - will influence the success or not of the learning.

Teaching Listening

Teaching listening seems to be different from teaching the others English skills and frequently students are asked to listen but they are not said how to do so. As reported by Ocampo & Vargas (2013): "This is not an easy task because listening involves going through a lot of mental processes (...) (p.1). Additionally, teachers have students practice listening but without teaching them how to listen (Ocampo & Vargas, 2013, p.1). Hence, students are not prepared to listen and neither do they know what to listen to nor why it is relevant to listen to

that information. In the same measure, it is important to consider the manner in which this skill is taught considering the kind of tasks and activities students are exposed to. Otherwise, the skills that students need to develop to carry out the listening comprehension process in an effective way will become difficult to obtain.

Furthermore, when teaching listening it is important to have several tactics as well as keeping in mind that this process should be carry out under adequate conditions, taking into account students' mood. In concordance with Krashen (1981) cited by Ocampo & Vargas (2013) "The affective filter plays an important role due to it lowers students' stress and anxiety as they are doing a listening exercise because motivation and self-confidence encourage language acquisition" (p.3). In other words, students should find the listening content attractive for them to feel prompted and do their best as well as listen to that, without any kind of pressure in order to avoid feelings of disappointment.

Most English course books present the listening content such a way which students do not enjoy. On the contrary, they feel frustrated because they are not capable of getting the information they are being asked to. This is why teachers need to reconsider these kind of materials, adjusting them such a meaningful way for students to listen making sense of it, in order to reduce bad feelings and encourage motivation. In this way Yavuza, Degirmencia, Akyuza, Yilmaza & Celik (2015) express it: " If teachers cannot adopt, edit or change listening activities for their learner, the listening skill becomes the main anxiety source for them" (p.56). Therefore, teachers can help students to get these listening skills without stress by choosing relevant and appropriate audios and materials from students' interests.

Teaching listening, hence, is not only to make students listen to a content and ask them for understanding. There is a key point which has to be taken into account through this

process and this is the motivation. If students do not find interesting the topics they are exposed to, they will probably listen for nothing and will not make any extra effort to comprehend. In this way Brown (2006) states that teachers should help students to awake those interests if we want them to become good listeners (p.2). The only way in which students may feel interested in listening for comprehension is knowing that what they are going to listen to is taken from what they like.

In other words, it has been said that a good listener is a person who has been taught how to listen as an essential part of a good listening comprehension process as well as a person who has acquired the awareness of their own process. Therefore, teachers should understand that teaching listening goes beyond a task within the classroom. It is necessary that professors show students this need of developing the listening skill not only for their learning process but for their entire lives. A good listener will have more opportunities in life either job, study or personal.

Podcasts in Language Learning

“Podcast is one of mobile technologies, which is a combination of two words: iPod (Apple’s MP3 player) and broadcast” (Duke, 2006; Rosell-Aguilar, 2007 cited by Bamanger & Alhassan, 2015, p. 63). It seems podcast is a term created not long ago; it’s an emerging technology. “Podcasting refers to selecting and receiving podcasts that offer the users the advantage of freely controlling where, and when they listen to audio or video content” (Bamanger & Alhassan, 2015, p. 63). This definition shows the podcast as a tool which is easy to use and give learners opportunities to continue learning out of the classroom.

Consistent with Bamanger & Alhassan (2015) students who are learning a foreign language are offered more innovative helping tools as long as mobile technologies are included into the curriculum. Under this premise, podcasts aid students to be more aware of their own learning. “Language learners who have an access to the technology can autonomously employ and exploit podcasts to build on their classroom learning” (Bamanger & Alhassan, 2015, p. 63). This is one of the reasons why involving podcasts in learning pretend to be a good way for students to run their learning processes.

In addition, by using this kind of technology, students can also find podcasts adapted to their needs which allow them to work on the listening comprehension skills according to their level and to what they want to develop. “There are an increasing number of podcasts that is semi-authentic, i.e. modified authentic texts for second language users” (Robin, 2007, p.2). It allow learners to choose the podcast according to their preferences, but also according to their level of learning which is going to make possible they find it interest to consider podcasts as a pleasant means for practicing and developing their listening comprehension skills.

Furthermore, podcasts help mainly EFL students when offer them the possibility to hear actual listening material and authentic speakers which have not been considered as an important aspect when exposing students to conversations in the L2, in this case English. In Fox’s (2008) words: “For language learners specifically, podcasts provide a unique repository of authentic oral language materials, an aspect of language teaching which has often been neglected in the past...” (p.3). This author shows the podcasts as a tool for engaging students in the EFL classroom which results in effective learning, but also as an

option which offers high possibilities for teachers to success when motivating students towards carrying out the listening comprehension skills' development process.

Following Jain & Hashmi (2013): “ Podcasts are popular for their authentic listening programme prepared by the proficient speakers” (p.158). In this sense, students can have access to real extra listening resources which increase their knowledge of daily life expressions and their uses in different contexts. As Nuan (1995) cited by Jain & Hashmi (2013) points out: “the ease of downloading podcasts means that learners can now engage in plenty of listening practice.” (p. 159). Hence, teachers can present students with different stuff for them to explore in order to recognize the several aspects which are involved in the listening process.

Finally, Jain & Hashmi (2013) considers podcasting as an original mode of learning English within and out of the classroom which permit learners to practice and precise important items such as pronunciation, stress and accent of second language by employing up to date technology (p.160). In other words, aspects like the pronunciation as part of the listening component, are recognized by students when hearing English speakers. Therefore, this idea supports the fact that podcasts are a good way to work on listening skills, but also to let students to find out the variety of English which exists.

In this second chapter, the reader was familiarized with the antecedents and key supporters of this project. In the same way, the reader could have an idea about the previous research around this topic and how those studies contribute to this project. In the next chapter which is chapter 3 the reader will find all the aspects concerning to the research design such

as the research paradigm, approach, the setting, population, context and the data collection instruments.

Chapter 3

Research Design

This chapter explains the research implemented in the project which is supported by authors. It contains the type of research and reasons why researchers chose it. Here, readers will find a description of cultural and academic context where the project was implemented, the participants who were really important for developing the implementation and the kinds

of instruments that were implemented to collect data. Likewise, readers will notice how these instruments are used together to gather the information and ethics.

Research Paradigm

Qualitative Research

This project is going to be a qualitative research study based on a descriptive written report. The idea is to explore and explain the problem mentioned previously, analyzing all the factors that influence the eighth graders' listening comprehension skills in relation with general information, motivation and implementation. Therefore, this research study will include both qualitative and quantitative instruments for data collection and data analysis. The results will be qualified although researchers will use some quantitative data to analyze the data. Focus groups will be qualified. In contrast, questionnaires and tests will be quantified.

As this study is looking for exploring an educational problem, taking some elements from both paradigms, qualitative and quantitative, it is an example of a qualitative study research with some quantitative instruments for data collection. According to Johnson and Christensen (2012) even when a study is qualitative, it can include elements from both paradigms, qualitative and quantitative. In other words, this project will quantify some of the results in order to support the qualitative descriptions that the reader will find throughout the study.

Research Approach

Action Research

As this project is trying to study a group and its problematic situation, but also is looking for improvements for teachers in their educational environment and the learning of their students, this makes this project's approach Action Research Design. In this case, this study is an attempt to propose an alternative way to put more emphasis on the development of listening comprehension skills of eighth graders at Colegio Viña del Mar, changing students' perceptions towards listening. Denscombe (2010) writes: "an action research strategy's purpose is to solve a particular problem and to produce guidelines for best practice" (p. 20). This means that in this approach, the researcher's actions are intended to change the situation once there is a deeper understanding of the issues, and that is what this project pretends.

Furthermore, as action research practitioners, the idea is to emphasize in the professional development as English teachers and the most important, to apply learning in a social context. As Nasrollahi, Krish & Noor (2012) state: "Language teachers who engage in action research are developing their professional judgment and autonomy and encourage new teaching strategies and implies a different way of generating knowledge" (p.80). Namely, this project will be a contribution for the educational field where an alternative tool will foster a particular area of English Learning: the listening area, more specifically in the listening for gist and listening for specific information.

Setting

It is a private and mixed school that has elementary, and middle school with girls and boys studying together. Colegio Viña del Mar is located in Bogotá - Engativá in Danubio Centauros neighborhood. According to the local town hall's report presented in 2014, Engativá is framed in socio-economical levels 2 and 3, so parents find some difficulties to provide all academic elements that their sons and daughters need. English is emphasized at

this school and events, performances and shows are part of the curriculum at this school in order to show the students' performance and improvements in English. The school climate is agreeable, teachers are respectful with each other, English classes are given by English teachers and English is considered as a means to help people.

The school handbook states that the P.E.I (educative institutional project) is focused on the creative education based on ludic environments. It means that teachers must try to work with their students using different spaces and tools, avoiding that the students spend a lot of time learning with traditional systems. The school tries to educate students for living life with autonomy, creativity, respect, and self-esteem, because its students must be people with the capacity to promote positive changes in the society. The institutional mission is to provide an integral education with quality, which tends to form democratic people, with values, identity, autonomy, and with compromise for developing their personal, familiar, and social development.

Participants

This project was carried out with a group of 9 eighth graders in English classes at Colegio Viña del Mar. The number of the participants were 9 out of 20 eighth graders due to the fact that this is the grade with more difficulties in the listening area. Those participants were selected through a convenience sample in which they volunteered to participate.

Researchers got the permission to see the grades students have had in the last year at the school, focusing in English and in the participants' opinions of their listening skill (information described in the focus group). The learners' ages range are from 13 to 15 years old. Besides, an English teacher and two or three teachers from different areas of knowledge

will collaborate with this research when giving us their perceptions about the English teaching process. Eighth graders study English as a foreign language from Monday to Thursday, during fifty (50) minutes per session. English is focused on grammar, reading, and speaking. They work with modules where appear the information that will be worked during the period, so students have four (4) modules during the year. The school has not done an emphasis on listening skills, due to this fact, eighth graders do not feel comfortable when they have to listen to English material as they stated in the focus group presented in chapter 1.

Data Collection Instruments

The data collection was made using different instruments from a qualitative and quantitative perspective. In the first part of the research, researchers used a need analysis made thinking of the eighth graders. With this need analysis, researchers pretended to find out if it is important for eighth graders to learn English, and what they think about the four English skills: Listening, Reading, Writing and Speaking. Then, researchers used a focus group to ask students about their listening for general comprehension process and what is their opinion about developing these skills through the use of podcasts.

For the second part of the project which is the implementation part, researchers used three instruments which are a test - inside this one there is a pre and a post -, a students' questionnaire and a focus group for mapping the process of change during application of podcasts; This gave the chance to gather the data in different times (before - after) for analyzing what happens with listening comprehension skills in eighth graders. Likewise, these three instruments allowed researchers to triangulate the information in such way that all of them support and complement the information that each other provides in both, linguistic

and non linguistic terms; hence, these data collection instruments helped researchers to answer the main research question.

Mapping the process of change has six techniques that according to Hopkins (2008) are: the timeline of change, the experience of change, the culture of the school, the structures of the school, and the conditions of school. This project focused on technique number 1: The timeline of change. It provided information about how students feel and perceive their listening comprehension skills at the beginning, during and finishing the project.

Test (pre and post)

The pretest provided information about students' actual proficiency and understanding of the listening skill. In addition, it allowed researchers to know where to start and gave a more in depth vision of each participant about how they started the process. The posttest was used to get information about students' process regarding their listening for gist and listening for specific information skills. With this quantitative instrument (pre - post), the researchers could also support the opinions, descriptions and other facts that they found with the other instruments. (Annex 1)

The pretest is divided in two parts with a total of 20 questions. The first part is composed by listening for gist questions with a total of 10 questions. The second part has the other 10 questions which require listening for specific information. In the listening for gist questions or listening for gist part students had to answer - in either Spanish or English - according to what they heard. For the second part - listening for specific information - students had to see three pictures and they had to choose the right answer after listening.

According to Wilson (1988), learners usually listen for gist (the main idea) the first time they are exposed to a passage. It means that, before the students go beyond understanding a listening passage including to analyze the language used and the discourse structures, they should “have grasped the overall communicative intention of the speaker” (p.82). As this seems to be a relevant step in the listening comprehension process, we decided to work it throughout this project and hence, to develop the test in this way. Furthermore, type questions like What? Who? Why? are the ideal ones when working on listening for gist (Wilson, 1988, p.82). These type of questions are used in the pre test in the listening for gist section.

On the other hand, the posttest was similarly adapted as the pretest. It was structured in 4 parts; The first and the third part consist of 5 questions each one of listening for gist while the second and the fourth part have 5 specific information questions for a total of 20 questions.

The questions of the pretest and posttest were taken and adapted from a whole KET listening practice and focused on listening for gist and listening for specific information. We did not apply all the KET listening section questions due to the fact that part 4 requires gaps filling (Cambridge, Ket Handbook for teachers, p.31) with subheadings, numbers or unfinished notes in which students have to use their “note taking” skills. As these writing down require a “higher level of attention” (Wilson, 1988, p.88) and more developed skills, it was not considered, as the objective of the project was to foster listening for gist and specific information. Therefore, we only used the part of multiple choice questions (for specific information) and we adapted the same questions for the listening for gist exercise.

According to Hughes (2003), “the lack of good diagnostic texts is unfortunate. They could be extremely useful for individualize instruction or self-instructions. Learners would be shown where gaps exist...” (p.16). It means that we are not focused on proficiency; for this reason we are not working with the Common European Reference Framework levels, but we support the results with the Viña del Mar school’ grading parameters. In addition, as we are trying to measure two specific aspects of listening (Listening for gist and specific information), we propose the test in the way of a diagnostic test. As we were trying to identify specific aspects of listening and the whole KET exam measures the level of proficiency, we adapted the listening part in that way. It is important to clarify that students were not discounted points when they answered in Spanish.

Questionnaire

This instrument showed students’ opinions and feelings throughout the process of working with podcasts to develop their listening ability. The questions for the questionnaire were based on the three specific objectives. Therefore, this instrument helped researchers to discover eighth graders’ difficulties into the listening process; Likewise, researchers could review how the activities with the podcasts were received by students during the implementation and if students felt comfortable with topics used on podcasts. Finally, through this instrument, students manifested their perceptions of using the podcasts as a tool to strengthen their listening skills. (Annex 2)

Focus group

The last instrument was a recorded meeting in which students and researchers talked and discussed the advantages and disadvantages of developing the listening skills through the

use of podcast in the classroom. This focus group allowed participants and researchers to exchange ideas about what it meant for them this process. This includes that participants could talk openly about the good and bad experiences they had during the sessions. As the other instruments, this one supported the students' written opinions and allowed researchers to have a more closely approach to students' perceptions. (Annex 3)

Ethics

The participation was voluntary taking into account that students who wanted to participate presented the consent form given by the researchers, signed by their parents, which says that the participation is voluntary (Appendix 12) . Furthermore, students had all the freedom to express whatever they feel within the research process, as well as they gave the answers they wanted or felt at the moment of collecting the data. In the same way, students and parents were informed about all the possible changes or modifications throughout the process.

After the implementation, students expressed what they felt being participants of this project and they gave the researchers all the points of view and comments respect to the implementation in the sessions. This part was easy to do since participants are not classified into different groups like Eight A, Eight B, Eight C, etc, but all of them belong to eighth grade. All the surveys and instruments were adapted thinking of the participants. It is important to clarify that Viña del Mar school gave us the permission to work at its facilities and to use its name in this research study.

Each participant was called "Student" and was differentiated by a number starting by one (1) and finishing on nine (9) in order to protect their identities. When tests were applied, both

practitioners were present during these implementations to give the instructions and explanations, as well as doing the pertinent accompaniment in the sessions. In this measure, this research involved some observation as support. Results were qualified and all the instruments, but specially the focus group, were made to try to evaluate the impact of this tool in the listening skill development. Finally, the analysis of that information and the written report were made in a descriptive way, which gave this research design a qualitative emphasis.

In this third chapter, the reader found the type of research study that is being carried out along with the explanation of why this is a qualitative study with some quantitative aspects. Also, the description of the social and academic setting and the participants was stated in the previous chapter. Finally, the reader could see the instruments used for data collection and the principles or ethics behind this research. In the next chapter, the reader will be presented with the instructional design of the study and will find the vision of learning, vision of language, vision of classroom and the implementation.

Chapter 4: Instructional Design

This chapter shows and explain the vision of learning, the vision of language and the vision of classroom that fit better into this project and those ones which support the pedagogical intervention that the researchers are doing. In the same way, the reader will find the schedule with the step by step of the procedures that were carried out during the sessions for the implementation process. The idea is to show the date, objectives, a general description of what is planned to do in each session and finally, the listening strategies that will be used.

VISION OF LANGUAGE

The vision of language adopted in this research study was the functional perspective. According to the MEN (2016) on its article, Pedagogical Principles and Guidelines, Suggested English Curriculum, language is seen as “... a social function and must be understood as an instrument of interpersonal communication that helps the individual to represent, interpret and understand the world.” (p.1) Based on this, language is part of people and society. In fact, language helps to build society because people can interact among them with it. Therefore, the implementation proposed in this instructional design, will allow students to acquire, understand and use the language with a purpose: to use it.

In addition, this vision considers two main features that seem to be closely related and fit under what this project wants to achieve. The first one is that language learning occurs with a specific goal. Following Tudor (2001)“...it means that students are learning the language because they need it for one or another pragmatic purpose...(p.58). In other words, students are using the language for communicative purposes when developing their listening skills to recognize different speakers’ messages.

The second feature that is considered under this perspective is that it is based on need analysis procedures. Consistent with Tudor (2001): “... needs analysis has the goal of specifying as accurately as possible what students have to do in the language.”(p.58). It means that the topics of the activities (the podcasts) and the activities themselves were chosen according to our students’ needs and interests. As they manifested they did not feel comfortable when they were exposed to spoken information in English, a need arose here: the listening comprehension. Considering this feature of this vision, students should do more than hear with the language, comprehend the information they listen to, a part of the communication process.

On the other hand, Victor Miguel Niño Rojas in his book “Semiótica y lingüística” presents the following definition given by Saussure (1961): “It’s the faculty to constitute a language, it means, a system of different signs that correspond to diverser ideas” (p.30) . Under this premise, the language is not just a set of different parts that need to be join together accordingly to make sense, but it has a meaning, depending on who is the listener and who is the speaker,

VISION OF LEARNING

The vision of learning that fits better in this study is experiential learning: learning by doing. This vision considers the fact that students are exposed to L2 input to certain extent and that the “TL for communicative purposes as a basis for learning” (Tudor, 2001); It can be evidenced through the activities that have been planned for every session in which students will receive a lot of L2 input and will have a great exposition to real English. Likewise, as the language is used within a communicative context and for a communicative purpose, learning is occurring while students use the language.

Furthermore this vision has three (3) principles which have to do with the objectives of this project. The first one is the message focus in which, following Tudor (2001): “... message conveyance and communicative practice are effective means of stimulating the learning process...” (p.80). Students are focused on the message of what they listen to, in order to comprehend what the speakers are talking about; It means, they are learning. For instance, students will have to develop some fill in the gaps exercises in which they will have to discover the message if they want to complete the information they are being asked for.

The second principle that remains attention from this perspective is the use of authentic materials. Krashen and Terrell (1983) cited by Tudor (2001) highlight the importance of using “authentic input in language learning”. Under this premise, students should being exposed to real material and that is what happens throughout the implementation process of this project. In this case, pupils are being exposed to a great variety of realia material (that one that is not written with the purpose of teaching) with real speakers about different real topics: the podcasts.

The use of collaborative modes of learning plays an important role in this vision of learning and becomes in the third and last principle which is closely related to what it is

expected to happen during the pedagogical intervention. The idea is that students share their ideas during the pre, while and post listening stages and do collaborative and cooperative work; As Tudor (2001) express: "The emphasis given to message conveyance frequently leads to the use of learning activities which involve collaboration among learners" (p.82). In other words, by the experience of interaction with their peers, students will make use of language and learning will occur.

VISION OF CLASSROOM

The classroom as a controlled learning environment is what this research project wants to reflect. Under this vision, "students work on the language according to a carefully designed learning programme under the supervision and guidance of a trainer teacher" (Tudor,2001, p.105). It means that the classroom is a space where everything is controlled, the activities are carefully carried out in a structured way and the conditions are meaningful and specially created in order for students to learn the language. Therefore, students will have to follow some steps given by the researchers in order to develop their listening comprehension skills.

The advantages of this vision are that the classroom becomes a space in which the researchers have an established plan with clear objectives to achieve, the methodology has been decided in advance, the materials have already been prepared and everything is guided according to the pre organized path in order to get to the main goal. In other words, students will have to follow a set of procedures for each activity in which they will find the step by step of what to do and in which moments with the purpose of achieving the main objective.

In addition, this vision of classroom shows that the methodology, the type of material and activities that the professor, trained teacher or in this case, researchers, design and establish to get to the main goal, will determine the students' involvement in the classroom. Tudor (2001) expresses it is this way: "It is the methodology and the learning activities that it generates which define the nature of the students' participation" (p.106). Considering the aforementioned, students will be in a space in which they will be expected to have a great participation from the beginning of the session to the end. All these visions - language, learning and classroom - support what was the pedagogical implementation as follows:

Session Date	TOPIC	LEARNING OBJECTIVE	PEDAGOGICAL ACTIVITIES	LISTENING STRATEGIES
March, 13, 2017 (Annex 4)	Food with the writer Mark Bittman: "How to cook everything"	<p>Students will be able to identify the main idea(s) of the interview presented through the podcast.</p> <p>Students will be able to identify some specific information of the interview presented through the podcast.</p>	<p>In this first session, we want our students to have a very first attempt in recognizing the main idea(s) and specific information of the first podcast. For this, we will go through a brainstorming technique in the first stage of the session. The idea is that students brainstorm their initial ideas. Then after and through a bingo game, they will discover some key words for finally, answering a couple of questions related to general comprehension and looking for specific details.</p>	<ul style="list-style-type: none"> - Brainstorming: One – to one strategy - Bingo game strategy - Gaps- fill strategy

<p>17 th – April - 2017 (Annex 5)</p>	<p>Business</p>	<p>Students will be able to identify specific information of the interview presented through the podcast.</p> <p>Students will be able to summarize the information of the topic of the podcast in 50 words.</p>	<p>In the second session, our students will try different listening strategies to get the required information (listening for gist and listening for specific information).</p> <p>For this, we will go through a drawing technique in the firsts stages of the session. At the end, students will summarize the information/topic of the podcast in 50 words (they should include some of the words, vocabulary, expressions, ideas of the topic).</p>	<ul style="list-style-type: none"> - Drawing strategy to discover the topic. - Matching strategy for key vocabulary. - Listening for gist. (Drawing technique to show what students understand) - Listening for specific information: discover places and features. - Checking and summarizing strategy for the final part.
<p>24 th – April - 2017 (Annex 6)</p>	<p>Music</p>	<p>Students will be able to identify the main idea and details of the information presented through the podcast.</p>	<p>The students will face different situations regarding general listening comprehension and listening for specific data.</p> <p>For this, students will develop a matching exercise for vocabulary in the pre stage. Then, students will focus on listening for gist and they will have to guess the topic of the podcast. In the third situation, they will use the bingo game and fill in the gaps strategies to discover some details and specific aspects they are going to be asked for. Finally, they will use the checking and summarizing</p>	<ul style="list-style-type: none"> - Matching strategy for vocabulary. - Listening for gist for general comprehension - Listening for specific information for details. - Bingo game and fill in the gaps strategy for specific data. - Checking and summarizing strategy to see ss' understanding

			strategy as a way of reviewing and checking ss' understanding.	
1st – May - 2017 (Annex 7)	Music	<p>Students will be able to identify specific information of the interview presented through the podcast.</p> <p>Students will be able to summarize the information of the topic of the podcast in 50 words.</p>	<p>In the third session, the students will face different situations regarding general listening comprehension and listening for specific data.</p> <p>For this, students will develop a matching exercise for vocabulary in the pre stage. Then, students will focus on listening for gist and they will have to guess the topic of the podcast. In the third situation, they will use the bingo game and fill in the gaps strategies to discover some details and specific aspects they are going to be asked for. Finally, they will use the checking and summarizing strategy as a way of reviewing and checking ss' understanding.</p>	<p>Brainstorming: One – to one strategy - Bingo game strategy - Gaps- fill strategy</p>
8th - May - 2017 (Annex 8)	Comedy	<p>Students will be able to recall specific information about the information presented through the podcast.</p> <p>Students will be able to re build parts of the script</p>	<p>In this fifth session, students will try some previous listening strategies and explore new ones to discover the meaning and comprehend the message behind the podcasts..</p> <p>The brainstorming technique at the beginning, the predicting strategy for the pre stage and the checklist</p>	<p>Brainstorming technique will be used to activate students' schema.</p> <p>Predicting technique will be used to get background information from students</p> <p>Checklist strategy for specific information.</p>

		corresponding to the podcast	procedure for the while are some of the listening strategies the students will use to get more used to understand and comprehend the messages.	
15th - May - 2017 (Annex 9)	Music	<p>Students will be able to recall specific data about the information presented through the podcast.</p> <p>Students will be able to listen for gist by identifying the general idea of the content of the podcast.</p>	<p>In the last session, students will use the predicting technique, the checklist strategy and the re organization among other in order to recognize some specific information during the podcast. Likewise, students will have to listen for gist but this time hopefully, they will have to write complete sentences.</p>	<p>Predicting strategy to help students to be prepared to listen.</p> <p>Re-organization technique to help students to understand better the topic.</p> <p>Listening for specific information</p> <p>Checklist strategy for specific information.</p> <p>Re – organize the transcript strategy.</p>

It is important to clarify that the podcasts were chosen considering 6 parameters as the criteria: content, language, the repetition of the words into the same podcast, length, the number of speakers and authenticity. These criteria was chosen based on Wilson (1988) who explains the elements that a good listening text should have. Regarding the content and topics of the podcasts, eighth graders were asked to choose the topics they would like to work on the podcasts. At this point, Wilson (1988) highlights the interest factor as vital in the listening process. He talks in this way: “If the text is intrinsically interesting, and particularly if the

students have a personal stake in it, they will listen attentively” (p.26). This is why students chose the topics of their interests.

Likewise, the language structures should be according to students’ knowledge and familiarity with grammar. Consistent with Wilson (1988), new grammatical items and advanced structures, including whole and long sentences could be difficult for students to understand. In other words, the easier and shorter the sentences, phrases and words, the better it will be. This aspect is appreciated in the podcasts whose sentences are not very long. The same happens with the repetition of the words. Along the all podcast - and thanks to the interview format - speakers repeated some words that make more simple to understand the meaning of the information and hence, answer the required questions. In words of Wilson (1988), the “density or amount of information” (p.28) and no repetition or “redundancy” cannot give the listeners an opportunity to process the content of the previous sentences and the listening will become a more demanding activity.

Another aspect that was considered at the moment of selecting the podcasts was the length. The podcasts we used were short, not too long, and we decided to make them shorter based on Wilson’s (1988) explanations. He states that “most students can only cope with a limited amount of input”. (p.28). It means that listeners should not be overloaded with too much information during a long time; Otherwise, they will be tired of listening and could lose the interest in the podcast or in the listening activity in general.

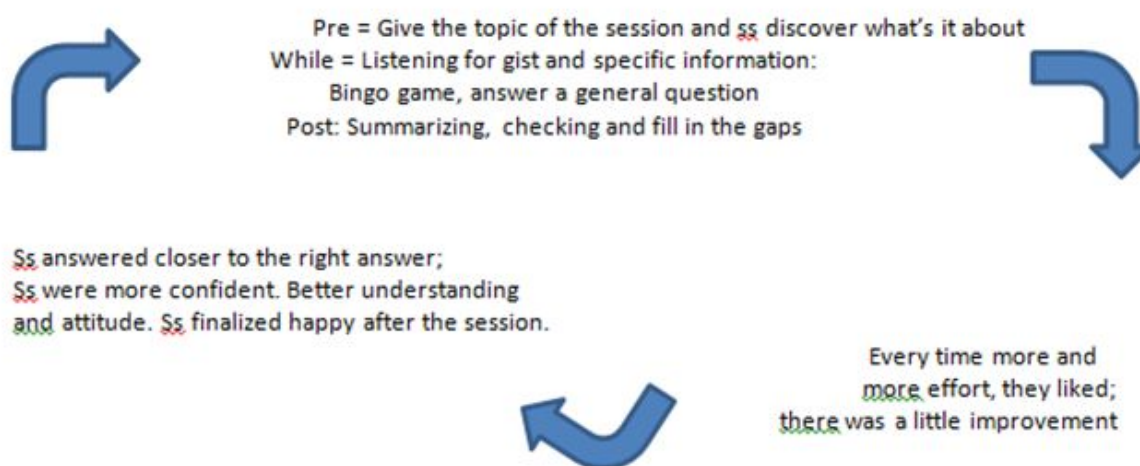
The number of speakers was another key element to include when thinking about the podcasts. The more speakers interacting during the listening passage, the harder it will be for learners to understand. They get confused because of hearing several voices and that becomes in an additional distraction for them, since they can not be concentrated only on hearing, but

they have to identify the speaker's voice. In words of Wilson (1988): "The more speakers there are, the more potential there is for confusion..." (p.29). Therefore, it is better to make sure that students feel comfortable with the quantity of speakers and identify them; This is why in all the podcasts chosen, there are only two people interacting: the interviewer and the interviewee.

Finally, the last factor we decided to include as part of the podcast selection criteria was the authenticity of the material. "If the text exists for a communicative purpose other than teaching language, then it is authentic" (Wilson, 1988, p.30). In this case, the podcasts were not made within a pedagogical frame, and that was the main reason why we decided to select them. As we are focused on working the listening for gist and listening for specific information skills, the authenticity helped to see student's perceptions regarding the listening ability.

For this instructional design, the researchers planned a set of pre – while and post listening activities for a total of 8th sessions. The activities were based on the podcasts chosen by the researchers and the idea with these activities was to foster the development of eight graders' listening comprehension skills. Every session had two objectives to achieve, considering two main focuses: listening for gist and recognizing specific information. All the sessions started with the opening where the researchers told the objectives and did an icebreaking and topic-focusing activity. Then, the activities corresponding to the pre listening part appeared. With these kinds of activities, learners were expected to be prepared to listen to the podcast. After this, the while listening stage came. Learners listened to the podcasts and had to answer general listening comprehension and specific information questions. Finally,

they did the post listening stage in which students re checked the knowledge acquired during the session. This project's implementation used a schema like:



In the first implementation, the learners seemed not to be so confident. Some of them expressed to be nervous, insecure and ensured not to get even a correct answer. “Es en serio profe?? Usted ya sabe que yo no...” (con una expresion de fracaso) (Raya negra). Those feelings were reflected on the tests since the answers were not correct and some of them wrote something “because they had to”. For the second implementation, students were a little bit more comfortable, relaxed and the most important “they wanted to do it” (the big difference with the first session). Even when they knew it was something difficult to do, they seemed confident and it was reflected in some of their answers. They didn't answer perfect, but at least they liked it.

In the third implementation, there was a big improvement in terms of how comfortable they felt in the classroom during the sessions. As they are already familiarized with the way of working, the materials and the step by step of the activities, they felt much better and it

seems they were not feeling pressured. For the fourth implementation, students were more familiarized with the way of working and the podcasts. It was a big help since students were a little bit more motivated and even some of them seemed more enthusiastic at the moment of answering.

In the fifth implementation, time was enough for students, they were more concentrated but less anxious; it seems this time they felt less pressured so their answers were going better and better. In addition, some of them expressed that even when they felt a little bit frustrated because of the wrong answers they considered it like a challenge to study and learn more. In the last session, students were asking a lot of questions and discussing the possible answers before listening to the podcast. In addition, they looked excited because of the topic. Some of them finished earlier than before and the answers were getting better. They expressed that it would have been a good idea to continue working with the podcast because it was interesting.

In this 4 chapter the reader found the organization of the instructional design, the different visions that support this project, the schedule corresponding to the implementations and a brief description of each one. The reader could know all the information regarding the sessions, topics, podcast and objectives for each session as well as what happened during each implementation including researchers' observation, students' opinions, feelings and the reflections around it. The next chapter which is chapter 5, the reader will find the interpretation of the data collected and see what happened during the implementation sessions.

Chapter 5

Data Analysis

In this chapter, it is presented the analysis of the data gathered during the 8 sessions of implementation with the instruments adapted for that; these instruments were a Questionnaire, a Focus Group and two Tests (pre - post). The idea was to get information about the students' difficulties, interests and feelings, perceptions and opinions respect to the podcast; likewise, the researchers got information to see the usefulness of the podcast as a means to strengthen the eight's graders listening comprehension skills when listening for specific information and listening for gist.

To make it easier to systematize the information gathered, we organized it in a chart where it was analyzed. We triangulate the data as it follows: First, we reviewed the Questionnaire along with the Focus Group and looked for common, repeated and similar codes that we could use to create the categories. Then, we grouped them according to their similar particularities to form the subcategories. Finally, we eliminated those ones that didn't have enough support and were not very repeated from the different instruments. We used the pre and post test as a support to the information presented in the chart - - mainly in the results part - and some descriptions were made considering the information given by the tests.

As the categories emerged themselves from the data collected, they are considered “Grounded Categories”. As its name says they are “grounded” in the information that the researchers got and not from what they think could be meaningful (Strauss, 1990).

The chart was structured in Categories, Subcategories, Codes, and Quotes. According to this process of selection, the main categories were three: a) Initial difficulties when listening to the podcast for gist and for specific information, b) Interests, feelings, and perceptions related to listen to the podcasts, and c) Benefits when eighth graders used podcasts. These categories will be explained throughout this chapter having as a support some students’ extracts to make a complete analysis of the more relevant incidents and events that we observe along the implementations.

In the first category “Initial difficulties when listening to the podcast for gist and for specific information” we intended to discover the obstacles that students found when using the podcast inside the classroom as an instrument to encourage a more positive attitude towards their listening skills. Secondly, we were deeply interested in knowing the perceptions, feelings and opinions that students had regarding the use of podcast instead of traditional audios from English books to develop their ability to listen information in English. Finally, the third and last category named “Benefits when eighth graders used podcasts” helped us to discover the advantages of the podcast over the audios from English books. The next chart will summarize what we just mentioned:

Research Question: What is the contribution of using podcast in class as a tool to foster the development of eighth graders’ listening comprehension skills at Colegio Viña del Mar?		
CATEGORY 1	CATEGORY 2	CATEGORY 3
Initial difficulties when	Perceptions related to	Benefits of using the podcast.

listening to the podcast for gist and for specific information.	listening to the podcasts.	
<p>Subcategories.</p> <p>1.1 Incidence of language in the comprehension of the information during the podcast.</p> <p>1.2 Other factors that affect the understanding of the podcast information.</p>	<p>Subcategories.</p> <p>2.1 Students’ opinions and positive reactions about the topics and activities.</p> <p>2.2 Negative feelings when listening to the podcast at the beginning of the process.</p>	<p>Subcategories.</p> <p>3.1 Language progress through the use of podcast.</p> <p>3.2Podcast as an aid to challenge and motivate the students to develop their listening skills.</p>

Category 1: Initial difficulties when listening to the podcast for gist and for specific information.

This category will describe what students discovered about the factors that can affect in a negative way their listening comprehension to provide gist and specific information. To achieve this purpose we established two subcategories called “Incidence of language in the comprehension of the information during the podcast,” and “Other factors that affect the understanding of the podcast information” which were based on the triangulation made with the students through the focus group, questionnaire, and test.. The purpose of this category is to identify the difficulties that eighth graders have at the moment of listening for gist and listening for specific information at Colegio Viña del Mar. This is relevant in our project because we can recognize and keep in mind the factors that affect the students’ understanding in a negative way. As a consequence, it is possible to plan strategies to solve those problems mentioned by eighth graders.

1.1 Incidence of language in the comprehension of the information during the podcast.

It is related to the ideas that eighth graders had about their listening skill to understand the information in terms of language. According to Bingol, Celik, Yidliz, and Mart (2014) cited by Gilakjani & Sabouri (2016), learners can find many difficulties in the listening comprehension process and they can be crucial when students trying to develop these skills; The idea is to be conscious about it and try to solve them (p,127). Considering this, the students expressed they had problems with the fluency and speed, unknown vocabulary or meaning words, pronunciation, and finally, accent. All these factors framed into the listening for gist and specific information.

In other words, it is necessary to recognize the aspects that influence the listening comprehension process in a negative way to look for a solution in order to give more positive results. “Speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words” (Underwood (1989) cited by Bingol, Celik, Yidliz, and Mart (2014), p.127). In this sense, as students can not diminish the speakers’ speed, they can not understand a great part of the information. It means that the faster the audio, the harder it will be for students to comprehend. In this way, Brown (1989) cited by Assaf (2015) says: “the faster rate of speech affected negatively on comprehension” (p.25). Therefore, learners’ listening comprehension process is being influenced by the speed of the English speakers’ speech.

Apart from the theory, the eighth graders - participants in this project - themselves expressed to have problems with the speed in which the speakers spoke in the audio during the podcast. As a support, the researchers will mention some examples of what students

manifested: the first set was taken from the questionnaire made to them, and the second one from the focus group. Firstly, from the questionnaire where they answered to the question:

¿Qué aspectos influyeron al momento de contestar que le impidieron comprender las ideas en el audio?

S3: “Los del audio hablaban muy rápido”

S5: “Me sentí un poco perdido por la fluidez de las palabras”.

S7: “La velocidad del audio fue un aspecto que me impidió comprender”

S8: “La velocidad del audio es muy rápida”

S9: “La rapidez del audio no me dejó entender lo que decía”.

From the Questionnaire. Student3, Annex 10

It is important to stand out that students who collaborated with this study were renamed as Student 1, Student 2, etc. Now, some examples from the focus group:

S1: “La velocidad de las personas que hablaban, se me dificultaba bastante entender por eso”

S2: “Algunos podcasts eran muy rápidos”.

S3: “Más que todo la velocidad porque cuando empezamos el podcast; al principio yo pensé que no podía casi responder y tenía que repetir bastantes veces”.

From the Focus Group

As it is shown, one of the very first or initial difficulties that students encountered at the beginning of the process of listening to podcast as a tool into the classroom to strengthen the listening comprehension skills was the rate of the speakers' speed. The aforementioned taking into account that they were being exposed to real English which means: they were receiving real L2 input, hence they were listening to real speakers at real speed.

The second aspect students found as an impediment to comprehend fully the information contained in the podcast when hearing it was the lack of background vocabulary and meaning. It is better and easier for students to listen to material which contains familiar words since they feel motivated and happy which translates in understanding of the information presented in the audios. Consistent with Bingol, Celik, Yidliz, and Mart (2014) cited by Gilakjani & Sabouri (2016): "If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability" (p.127). In other words, the students who do not have a big background knowledge in terms of vocabulary can find it hard to comprehend the information when listening.

Additionally, the listeners may feel frustrated and unmotivated if they deal with unknown words because they can spend much time thinking about those unfamiliar words and lose the path of the listening process and forget about the other parts of the speech. As three different authors, Graham (2006), Buck (2001) & Hasan (2000) cited by Gilakjani & Sabouri (2016) agree in identifying the restricted vocabulary, unfamiliar words and vocabularies like a common problem in the listening activities in the classroom. (p.127-128). Aside from the theory - like in the first difficulty - we got some samples from the participants who said that the lack of knowledge in terms of vocabulary was an aspect that impeded them to comprehend the information. As some examples from the questionnaire:

S7:"El significado del vocabulario fue un aspecto que me impidió comprender"

S1:" El vocabulario que a veces era difícil de entender"

S6:"Las palabras no conocidas"

S4:"Que no sabia la mayoría de las palabras"

From the Questionnaire

Likewise, from the focus group we could extract some statements that the students expressed regarding the lack of vocabulary:

S7: "El vocabulario que desconocemos"

S8: "Si la velocidad y las palabras que no conocemos"

S5: "Algunas palabras que no conocemos, entonces por eso no entendemos"

From the Focus Group

The pronunciation of the words was the third difficulty found by students when listening to the speech in the podcast. Eighth graders affirmed that they did not understand so many words from the listening due to the pronunciation. *"La pronunciación no me dejó comprender el tema"(S6); "La pronunciación de algunas palabras me impidieron comprender" (S7); "Difícil la pronunciación"(S4)*. These are some of the answers that the participants gave at the moment of talking about the disadvantages during the process in the questionnaire. These statements support the fact that students need vocabulary to make easier the listening comprehension process.

The English language has a particularity that is important to stand out in this case and is that the way in which some words are written is different from the way in which those ones are pronounced. In this way Bloomfield et al. (2010) and Walker (2014) cited by Gilakjani & Sabouri (2016) expressed: "one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print" (p.128). It means that students can read a word and have a sound in their minds about how that word should sound according to what they read. However, the spoken word sounds different from the written word, then students get confused and find it difficult to understand what is being said.

Three of the nine students asked during the focus group about the disadvantages of listening to podcast as an exercise to foster their listening ability in the classroom expressed that the way in which they heard the words was an aspect that confused them and not allowed them to comprehend many of the parts of the information presented in the podcast. S5, S4 & S7 said respectively: *"La forma en la que pronuncian las palabras no me dejo entender"*; *"Si la pronunciación de algunas palabras"*; *"No entendía algunas de las palabras y la pronunciación"*. These students' opinions show that as they are not used to listen to real English, but that one pedagogically adapted with academic purposes (which is slower), they do not know the true pronunciation of the words.

Finally, the fourth and last initial problem students found while listening to the podcast the first time was the accent. Some of them expressed that it was different to hear the accent of the speakers in the podcast from those speakers from the books. In addition, again they said that the accent was difficult for them at the moment of hearing because they are not used to that. They answered to the question *"¿Qué aspectos influyeron al momento de contestar que le impidieron comprender las ideas en el audio?"* by saying: S8:"El acento me impidió comprender"; S1:"El acento fue diferente"; S9:"Aparte de la velocidad, también el acento". Therefore, in this case, the accent is also assumed as a factor that affects the listener comprehension.

As Gilakjani & Sabouri (2016) explain, learners who are familiarized with an accent will have more chance to achieve a successful listening comprehension process, while those ones who are not familiarized can experiment some obstacles in their listening comprehension. In other words, the accent is an aspect that can have a positive or negative influence in the listener process depending on his/her knowledge regarding it. As learners are

not use to the L2 accent, it is not an easy task for them to listen and understand at first the information presented in the L2 audio.

1.2 Other factors that affect the understanding of the podcast information.

This subcategory refers to some external factors that play a role and influence the comprehension of the information presented in the podcast. In the same way, the eighth graders participants in this project exemplified it by saying that they could not understand the information in the podcast because of the external noises and due to they were not very familiarized with this style of developing the listening ability.

To begin with, we find the quality of recorded material that teachers use in the classroom, more specifically the interference by extra sounds. In this way Bingol, Celik, Yidliz, & Mart (2014) explained: “In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners’ listening” (p.127). It means that listeners struggle with the understanding of the information when they have any external interruptions like noises, bells, people, etc, including the distractions immersed into the audios.

Moreover, this factor does not have to do with the learners themselves, but it affects them; hence, L2 learners cannot stay concentrated, but they are disturbed if there is so much noise surrounding them or even if the noise is inside the recording. In this way, Hamouda (2013) says: “Noise, including both background noises on the recording and environmental noises, can take the listener’s mind off the content of the listening passage” (p.138). Under this premise, the interference by external sounds does not allow L2 learners to achieve their main goal when they are exposed to L2 input: comprehend.

Similarly, eighth graders stated that the environmental sounds and those ones from the recording were disrupting their listening practice at the moment of hearing the podcast. By one side, three of the nine participants wrote in the questionnaire:

S5: “El ruido de fondo ya que me impedía escuchar bien”

S2: “La interferencia de audio y la distorsión”

S1: “El sonido con interferencia”

From the questionnaire

While in the focus group there was one student who talked about the process regarding the aspects that interfere with his listening process:

S3: “Para mi lo más difícil de entender en el podcast era por ejemplo la mayoría de audios era como una entrevista, entonces cuando el señor estaba hablando presentaba al entrevistado, a veces grababan risas y aplausos y eso no dejaba oír las palabras que decían los que hablaban”

From the Focus Group

On the other hand, the second aspect that students manifested that was difficult for them at the beginning of the process was the lack of familiarity with the material and activities, in this case the use of podcast as a tool to promote the listening skill. According to Edirishingha (2007) cited by Hasan & Hoon (2013), learners' unfamiliarity with the technologies Web 2.0 like podcasts could be a factor that illustrates the low level of listening to podcasts. It means that the learners who are not adapted to the use of podcast in the classroom to develop the listening ability, can find it as an obstacle to fully take advantage of the materials: the podcasts.

Likewise, the participants of this project assured that they did not feel comfortable when listening to the podcast due to they had never been exposed to this kind of material;

hence, it was their first time, so they found it a laborious work to understand what they were listening. Four participants wrote in the questionnaire:

S6: "En todo me pareció un poco difícil porque no estaba acostumbrado"

S5: "Muy complicado ya que es mi primer podcast y no entendía casi nada"

S9: "A medida de que pasaban los audios fui comprendiendo lo que decían"

S4: "Que no teníamos mucho conocimiento en los audios"

From the Questionnaire

In the same way, we have evidence from the focus group:

S2: "El más difícil fue el primero porque uno no está acostumbrado a ese nivel entonces..."

S6: "Al comienzo estaba asustado porque no estoy acostumbrado a estas cosas"

Along this first category, the reader found the initial difficulties that eighth graders had when listening to the podcast for gist and specific information at Colegio Viña del Mar identified by the researchers. In addition, the two subcategories were mentioned, described and explained with the support from several theorists and from students' declarations. In the second category, the students' perceptions about the process will be explained. As the second category is subdivided in two subcategories, the reader may know a little bit more in deep about students' positive and negative feelings about the topics and activities.

Category 2: Perceptions related to listening to the podcasts

The second category will be about the feelings that students had throughout the implementations considering their interests, opinions and reactions regarding the topics and activities. In the same way, the negative emotions that students experimented at the beginning of the process are explained. For this, we have two subcategories called "students' opinions and positive reactions about the topics and activities" and "negative feelings when listening to

the podcast at the beginning of the process”. It is significant for this research since its purpose is to evaluate the contribution of using podcast as an instrument to develop the listening ability and for this, it is mandatory to know in depth the students’ interests in terms of topics and activities. As Graham (2006) & Hasan (2000) cited by İnce (2015) affirmed the need to study language learners’ perceptions of listening, as their creeds might impact their comprehension positively or negatively.

2.1 Students’ opinions and positive reactions about the topics and activities

This subcategory encloses the students’ perceptions regarding the topics and activities made along the sessions of implementations. It seems that students had a positive reception of the use of this new resource in the classroom. Many of them had a feeling of satisfaction when being asked about the topics and exercises made with the podcast in the classroom. In other words, students enjoyed greatly to practice the listening ability with the podcasts, not only because of the variety of real-life topics - considering that these topics were selected by them - but because of their progress regarding the listening skill. As an example of students’ like:

S2: "Me gustó porque entendi la mayoría del podcast"

S4: "Fue chevere ya que fue algo nuevo. Además era un tema de un empresario"

S7: "Chebre porque me ayudó a mejorar"

S5: "Buena ya que era sobre comedia y este tema me llama la atención"

S3: "Me gustó la idea de entrevistar a un comediante"

S1: "El que más me gustó fue el de comida porque me sabía la mayoría del vocabulario"

From the Questionnaire

Four of the students who affirmed to feel good and enjoy the content of the sessions were consistent and reaffirmed it in the focus group. Therefore, the statements mentioned in the

questionnaire can be complemented with the participants' testimony when they assured in the focus group that:

S3: *"Mi podcast favorito fue el de "Business" porque hablan de cosas que algún día quiero ser, alguien que esté especializado en la electrónica"*

S2: *"El de apple porque habla de tecnología"*

S1: *"El de comida, como cocinar todo porque me interesa la cocina"*

S8: *"El del comediante porque contó su historia de cómo llegó hasta donde está"*

From the Focus Group

Similarly, Krashen's theory supports what eighth graders manifested when saying that language learners' acquisition is affected in a great way due to the "emotional factors" (Krashen, 1982, cited by GZ Vocational College of Science and Technology, 2016, p.). This affirmation shows that if the eighth graders feel good and enjoy the topics and activities that are developed with them, they will have a positive response to the materials and hence, towards the listening development process. In this way the GZ Vocational College of Science and Technology (2016) in its article expresses: "...teachers should select the coherent and understandable listening materials that can attract students' interests, and try to optimize the listening materials..." (p.84). Following what this magazine affirms, the students' likeness or not regarding the kind of activities and topics addressed in class, is a factor that can make easier or harder the students' understanding.

Other theorist who reinforces the aforementioned is Gardner (1985) cited by Du (2009) when explaining that motivation as an important aspect in the L2 learning is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". It means that students that show to be excited, motivated and express a feeling of satisfaction have more probability of being successful in the

development of the listening exercises. Furthermore, when students' reactions towards the activities and topics are positive, they tend to ask for repetition of the procedures in the classroom or what is more they announce and demonstrate to have fun.

In this apart, students left some evidences about how they felt and what they experienced during the development of the exercises and activities in the classroom using the podcasts. Likewise, they said that one thing that helped them to make progress in their ability to listen was the type of activities, exercises and topics that they developed in the sessions, since they knew that they were having access to real life conversations and the most important, they were hearing topics from their own interests. What eight students out of the nine participants reported along the questionnaires when asked for the type of sensations during the realization of the exercises was:

S7: "Los ejercicios de unir y de completar nos daban algunas palabras claves"

S8: "Que estan cheveres porque nos ayudan a mejorar nuestra comprensión"

S2: "Comprendemos las palabras en inglés de una manera más didáctica a través de imágenes"

S1: "Muy buenos realmente, el que más me gustó fue el de respuesta múltiple"

S3: "Divertidos, me gusta mucho la música, aparte el audio era interesante"

From the Questionnaire

Again, students reaffirmed what was found in the questionnaire by saying it orally during the focus group, as follows:

S3: *"Me gustaron los pre listening porque eran ejercicios entretenidos y nos ayudaba a entender más fácil el podcast"*

S1: *"El match porque contiene vocabulario que sabíamos que iba a aparecer en los podcasts"*

From the Focus Group

The afore written by students along with the several theoretical supporters demonstrate that students need to feel comfortable with the type of exercises and topics that they are

working on if the purpose is that they have success with the listening comprehension skill. This generates a positive attitude towards the learning of L2. Regarding this Du (2009) says: "The acquirers with positive attitude tend to learn L2 easily and with rapid progress; while those with negative attitude make slowly progress". (p.163).

2.2 Negative Feelings when Listening to the Podcast at the beginning of the Process

This subcategory shows what students experienced in a bad sense at first with the introduction of the podcast as a tool to promote the listening ability. As in the previous subcategory, students manifested the positive emotions about the topics, activities and exercises made along the implementations, in this one they expressed the contrary: what they did not like about the exercises and activities, the more common sentiments they had while developing the tasks and what they thought about the kind of material: the podcasts. It is a need to know students perceptions and sensations when trying an alternative tool to develop a skill since it can contribute to figure out if that tool is attractive for them.

The first common expression that we found through the students' declarations was "Don't like". Students' dislike was evident, especially in the questionnaire, when they affirmed that it was not interesting for them because they did not understand a word. They expressed it writtenly as follows:

S9: "No me gustó por la rapidez y no entendí casi nada"

S6: "No me pareció interesante porque no entendí nada por la rapidez"

S2: "No me pareció interesante porque no entendía"

From the Questionnaire

Two students said verbally almost the same that is in the questionnaire in this way:

S4: "Al comienzo no me gustó mucho porque no entendía nada"

S2: "No entendí nada entonces no me gustó"

From the Focus Group

It shows that learners have to accept first - or at least to have a positive response - towards the materials or tools - in this case the podcast - in order for the learning to be effective considering that depending on students' reactions it can be or not a impressive learning tool. In the words of Heilesen (2010) cited by Ince (2015): "increasing student acceptance of podcasting as a useful tool for studying may help improve the academic environment" (p.1066). In other words, the fact that students said that they did not like the podcast at the beginning of the process is something that we have to consider before continuing to evaluate if the podcast has any contribution into the classroom to influence the students' perceptions regarding the listening skill.

In addition, there is another important factor to consider at the moment of seeing why students said that they find hard the activities and exercises made with the use of the podcast: the complexity of it. If students find it very difficult to understand the information presented in the audios they are going to lose their motivation towards the listening process. Furthermore, it seems that learners' choice in terms of exercises and activities is mediated by the level of difficulty of these ones. Following Mohamadi (2013): "task-takers prefer for certain types of tasks as they are perceived to be easier, more interesting or more acceptable as measures of ability than others" (p.987). According to this author, the difficulty of the tasks affects the student's understanding and do not allow them to progress in their ability of hearing.

The aforementioned can be evidenced in the students' assertions written in the questionnaire where they insist that the fact that some of the exercises were complex affected directly in their hearing comprehension. These affirmations allow the researchers to recognize

how students lived the kind of activities realized along the sessions of implementations.

Participants themselves are who support this:

S7: *"Algunos ejercicios me parecen complicados"*

S4: *"Fueron cheveres pero igual fueron difíciles"*

S3: *"Algunos un poco complicados"*

S5: *"No entendi nada de lo que hablaban por la pronunciación y la velocidad en la que hablaban"*

From the Questionnaire

On the other hand, it's important to consider learners' sentiments and motivation as part of the process since how they feel at the moment of listening comprehension can affect positively or negatively their hearing process. At this point, it is necessary to bring Krashen's (1981) affective filter theory which explains that the less stress, anxiety and nervousness experimented by students during a hearing exercise the more impetus and self assurance, which encourage L2 acquisition. This is why is so important to listen carefully and observe students gestures, body postures when developing a listening exercise and trying to recognize if the student is nervous in order to know why his process is not being successful.

As a way to exemplify the aforementioned, we have the students' declarations in terms of nervousness while developing the exercises and activities by using the podcast. In this part, most of them were consistent in affirming that they felt nervous because of the lack of knowledge regarding this new resource for developing the listening skill as well as they thought they were not going to be able to answer the whole exercise, so that caused anxiety too. This was what they said in their own words:

S7: *"Nerviosa porque era la primera vez y estaba algo perdida"*

S1: *"Al comienzo un poco nervioso porque no sabía lo que iba a pasar"*

S4: *"Con nervios porque era la segunda prueba con los podcast; Seguía con nervios pero chebre y*

nervioso de los resultados"

S2: *"Nervioso porque pensé que iba a ser difícil"*

From the Questionnaire

Through the focus group, we could extract some key information from the eighth graders who showed to remember the exact sensations they experienced during the development of the exercises they were exposed to, especially at the beginning of the process. What the participants said was:

S1: *"Al principio un poco nervioso por pensar que me iba a quedar grande, pero ya después empecé a contestar y empecé a entender mas"*

S3: *"La verdad en todos los podcast al principio me sentía nervioso porque no sabía la velocidad de los podcast"*

S6: *"Al principio me sentía muy asustado porque no estaba acostumbrado a estas cosas"*

From the Focus Group

Finally, to see it in a clearer way, support it with real answers and have a deeper perspective we have eighth graders' answers when affirmed to get stressed, feel anxiety and confusion at the beginning of the process because they did not understand what they heard and because they were not prepared to listen to it. In addition, four of the nine students affirmed to be frustrated because their answers were not according to what they expected, so they felt pressured and bad emotionally mainly those ones who have a high English level. They said the following:

S7: *"Al comienzo me sentí algo perdida y sentí algo de confusión porque no entendía"*

S6: *"Muy confuso porque no estaba preparado para escuchar ese tipo de audios"*

S3: *"En el medio frustrado por la velocidad del audio y salí desanimado"*

S1: *"Al comienzo, un poco confundido por algunas palabras"*

From the Questionnaire

For this stage, only 1 student affirmed to feel frustrated because of the pressure he felt if he does not answer correctly and leave some spaces in blank. This participant talked as follows:

S3: "*Algunas veces salía frustrado porque pensaba que me quedo mal o no pude responder alguna pregunta*"

From the Focus Group

Likewise, the theory says that the students who do not make a good listening performance - including fail in getting the right answers - experience disappointment and feel unmotivated towards the listening process. This is why eighth graders were clear in saying that "frustration" was the feeling that accompanied them during the initial sessions, considering the fact that they thought that they were answering good and the results were different, hence it affected them. Following Xu (2011), those students who feel pressured of answering correctly, demonstrate frustration and anxiety when the correct answers is not close to what they answer.

Category 3: Benefits of using the podcasts.

In this last category, the advantages and positive aspects about using the podcast in the classroom as a tool to develop the listening ability are described. To do this, we decided to have two subcategories called: "Language progress through the use of podcast" and "Podcasts as an aid to challenge and motivate the students to develop their listening skills". In the first subcategory, the idea is to show the usefulness of the podcast in terms of language supported by students' affirmations and theoretical explanations. Similarly, the second subcategory will reflect the value of using the podcast in the classroom as an alternative tool in contrast with English book audios. The main idea is to show the contribution of the podcast when changing the students' viewpoint towards listening comprehension skills.

3.1 Language progress through the use of podcast.

In recent years, there have been appearing several researches and studies which confirm and make evident the value of applying podcasts in education - inside and outside the classroom - to progress in the development of the English listening skill. Consistent with Ince (2011) "The literature reveals that educational podcasts have the potential of improving learners' language skills" (p.16). In other words, it is possible to say that the podcast could influence in a positive way the manner in which L2 learners assimilate the listening comprehension process. It is reaffirmed by Ahmed (n.d) who says that using podcasts in a language class helps learners to comprehend the content and to make progress regarding their ability to listen.

The first aspect that students perceived to be strengthened through the use of the podcast in the classroom was the pronunciation. Students affirmed that as they are listening to real English words, they can benefit from it in terms of pronunciation. In like manner, eighth graders expressed that listening to the podcast helped them to know how the words sound in English in a real way, so they can notice the difference between the written and the verbal way of the words. The participants in this project wrote in the questionnaire:

S5: *"Conocemos la pronunciación real de las palabras"*

S2: *"La pronunciación es la verdadera, muchas veces no escuchamos la pronunciación real"*

From the Questionnaire

Similarly, 3 of them talked expressed the benefits of using the podcast into the classroom to work on and enhance the pronunciation:

S3: *"Yo siento que si ayudó para entender la pronunciación de algunas palabras y saber cómo es que hablan y la velocidad; tal vez sepamos que significan pero no como se pronuncian"*

S2: *"A mi me ayudó a conocer la velocidad y la pronunciación"*

S5: "Yo pensaba que tal palabra se pronunciaba así, pero en el podcast la mencionaban diferente pero es la misma, entonces ahí ayuda a que uno mejore la pronunciación."

From the Focus Group

The theory confirms also what eighth graders perceived regarding the advancement of the pronunciation by using podcasts. In concordance with Chan (2011) cited by Ince (2015), podcasts used with educational purposes had benefits on students' speaking skills and pronunciation. In the same way, some other researchers have shown that podcasts foster L2 learning and helps to develop various English skills like pronunciation. (Ducate & Lomic, 2009 cited by Hasan & Hoon, 2012). This shows that through the podcasts, the students can hear the authentic sound of the words in English and can start to recognize the differences between the L1 - in this case Spanish - and the L2 - in this case English - which at the same time, builds up their listening capacity.

In addition, the podcasts contributed to the increasing of vocabulary which is an important part of the English learning. As the learners are exposed to real L2 input when using the podcast - which includes authentic topics, words, phrases and slangs - they start to hear new words (some of them repeated), hence they become curious about the meaning of these words and what is more, they internalize them and the words begin to appear in their mental schemas. As Borgia's (2010) study demonstrated that the use of podcasts can greatly strengthen students' vocabulary learning. Similarly, the researchers Putman and Kingsley's (2009) reported that podcast as a learning instrument can considerably help learners to increase their vocabulary.

Again, the participants of this project were the people who assured this fact, when expressing that thanks to the podcasts and the real life topics worked during the sessions they had learnt new words and hence, expanded their English vocabulary. Some of the nine eighth

graders even mentioned some of the new words that they remembered to have learnt during the implementations. They expressed it in this way:

S7: *"Al comienzo no mucho, pero después ya entendía y aprendía palabras nuevas"*

S8: *"Buenos porque algunos ejercicios me dieron a entender más palabras en inglés y a conocer más del vocabulario"*

S5: *"Nos ayudó escuchar los podcast anteriores ya que aprendí vocabulario nuevo"*

From the Questionnaire

It was during the focus group, when two out of the nine participants of this project talked about the specific words that they interiorize. They said like this:

S6: *"Yo ya estaba acostumbrado a los audios de los libros y en cambio llegué a lo del podcast y senti palabras nuevas, un vocabulario nuevo, entonces se me hizo útil. "El pre listening por lo que digamos aprendíamos como un vocabulario que van a nombrar en el podcast y el significado""*

S1: *"Yo siento que sirvió mucho el podcast para aprender más vocabulario"*

S8: *"Me gustó mucho los pre listening ya que conocí como más palabras y para luego incluirlas al vocabulario que manejamos"*

S2: *"Una palabra nueva que aprendí fue sitcom network"*

S3: *"Terrific, yo pense que era terrorífico pero luego supe que era algo bueno"*

From the Focus Group

The last aspect and the most important one in which the eighth graders expressed to feel more confident with was the listening for gist and listening for specific information skills. They considered that the podcast is effective and has many advantages in terms of the development of these two listening skills. It means that the podcast was effective when strengthen the listening for gist and the listening for specific information skills. Likewise, they highlighted

various key aspects that helped them and are important to consider when trying to foster the listening skill by using the podcast. They mentioned as the most important ones: the pre and while listening and importance of the repetition of the words. In addition, the aforementioned can be also supported by the description of the results of the pre and post test that students took at the beginning and at the end of the process. Through the comparison of the pre and post test it can be evidenced the progress that the learners showed in terms of the listening ability.

Two students expressed during the focus group:

S1: *"Yo siento que sirvió mucho el podcast para afinar el oído y desarrollar el listening".*

S2: *"Si ha mejorado mi escucha porque los podcasts son algo más real".*

From the Focus Group

Students expressed that the pre listening exercises helped them to recognize some of the words and contextualize them about the content of the podcast; they said also that during the while - stage, they could listen more easily and understood more. The most relevant affirmations they made through the questionnaire were:

S7: *"Si son útiles los ejercicios de pre listening porque nos ayuda a saber de qué va a ser el audio y a conocer algunas palabras claves"*

S1: *" Los pre-ejercicios nos ayudaron a comprender la mayoría de las cosas y a meternos en contexto"*

From the Questionnaire

In the same way, the focus group helped to know the eighth graders' opinions:

S8: *"A mi me gustó el pre listening porque uno ya conocía como el tema de lo que se iba a tratar, uno ya tenía como la idea"*

S4: *"El pre listening me pareció interesante porque nos daba una pista de lo que venía, del podcast"*

From the Focus Group

It seems that the pre-listening activities were relevant during the implementations as a factor to help students' listening comprehension development. In this sense, Underwood (1989) cited by Macháčková (2009) stated that in the pre listening stage the teachers should do a variety of activities to focus the learners' minds on the topic, contextualize them and help them to anticipate what they will hear. In other words, the exercises made before the listening practice itself contributed to make it easier for students to understand the content presented in the podcast. As a result the use of the podcast became in a favorable tool to work on the listening skill into the classroom.

Another aspect that students found as important in their listening ability development was the repetition of the words. They wrote in the questionnaire that one of the advantages of the podcast is the constant repetition of different words regardless the topic. This fact makes it more simple to comprehend certain key phrases which at the same time guide the rest of the information presented in the audio. Eighth graders answered to the question:

¿Qué aspectos influyeron al momento de contestar que le ayudaron a comprender las ideas en el audio?

S7: "Las palabras que se repetían en las guías y en el podcast"

S4: "Otras palabras que se repetían mucho"

S9: "Me ayudó que se repetían en el audio las palabras"

S1: "La repetición del audio y de las palabras varias veces"

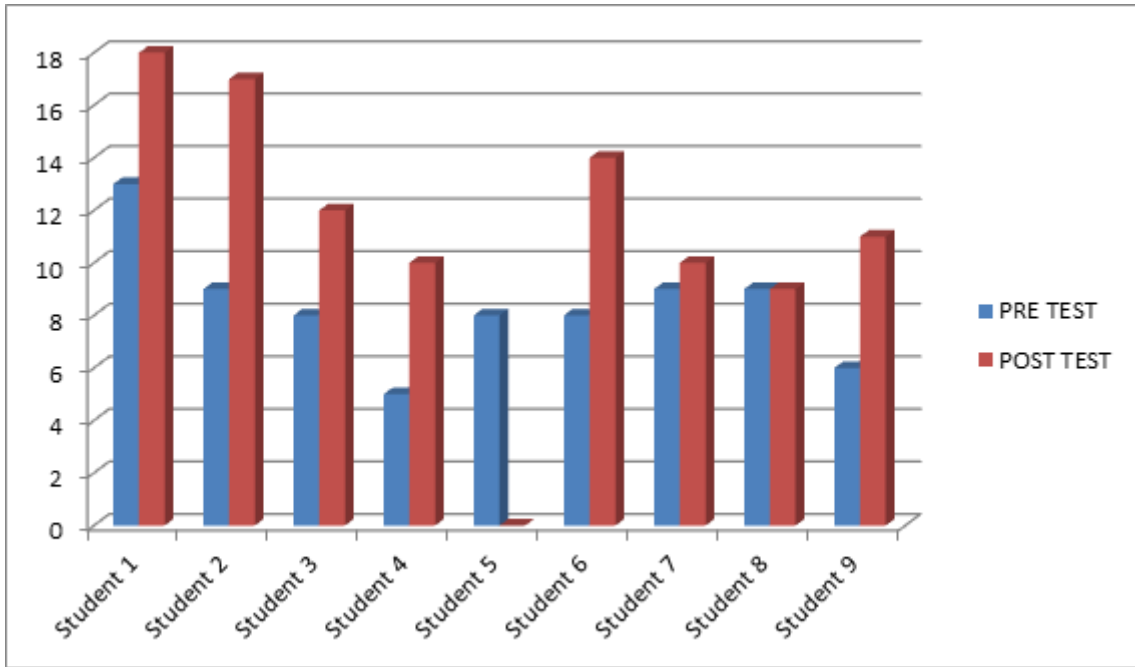
From the Questionnaire

There are different studies that have revealed the lack of repetition of the words and the audio as a very common problem inside the classroom when working on the listening skills. For instance, Xu (2011) exemplifies it when in his research expresses that learners feel frustration

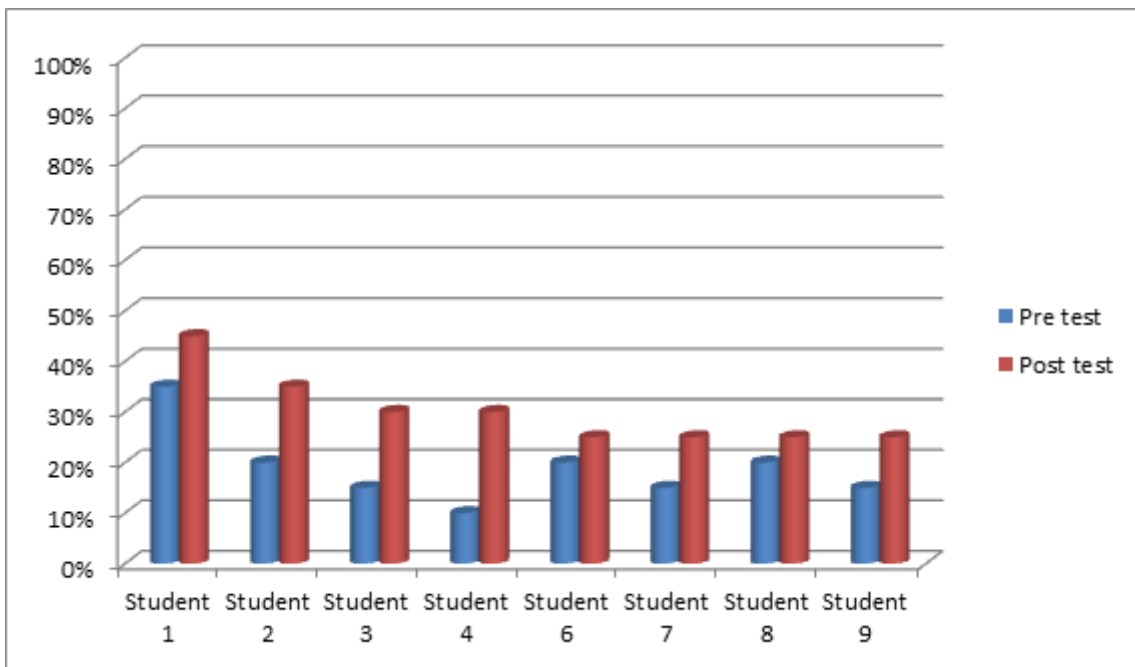
toward the common approach to listening comprehension practice due to the fact that they are exposed to the L2 input only two times. It means that when students have more than two chances of hearing the content of the listening audios and when most of the words of the audio tend to repeat, they are more likely to be successful with the development of the listening skills.

It is relevant to take into account the students' considerations, opinions, feelings and statements along with the theorists who support what is being written throughout this project. However, for the triangulation to make sense there is still an essential instrument that we have to consider as a support: the pre and post test. At the beginning of the process, eighth graders took the pre test in order for the researchers to have a starting point regarding the level of the students in that moment. Likewise, at the end of the process, they answered the posttest with the purpose of checking if the podcast had contributed to develop and strengthen their listening for gist and listening for specific information skills.

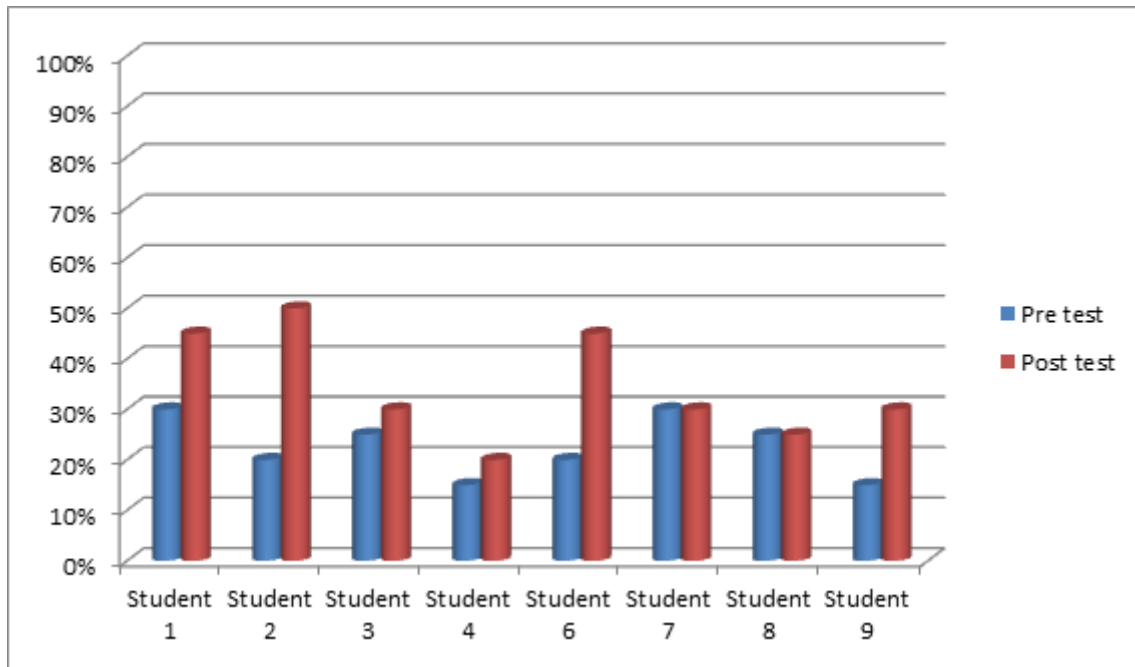
When students were developing the first test (pre test), they looked anxious, nervous and with so much expectation about what they were doing. As a result, they did not have a lot of correct answers and there were many spaces in blank with no answer. The range of correct answers in the pre test was between five (as the minimum right answers) and thirteen (as the maximum right answers) out of twenty in total. To show it we attach the following graphics:



Listening for Gist



Listening for Specific Information



Most of the eighth graders answered in Spanish and others in English, but even using the L1 some of the answers were not correct and they were very general (in the listening for gist) or they answered another different thing. In addition, most of students had more correct answers when answering for specific information instead of listening for gist. For instance:

Q3. The speakers are talking about:

Student 6' wrong answer: Tomorrow

Student 4' wrong answer: La pelota

Q5. The situation of the conversation is:

Student 8' wrong answer: Rutina del dia

Student 2' wrong answer: What is you doing today

Student 4' wrong answer: What it's don't today

From the Pre Test

On the other hand, students presented the post test at the end of the process with the intention of seeing the differences between the pretest and posttest by using the podcast. Opposite to the pre test, the quantity of blank spaces was reduced and they had more correct answers. The range of correct answers in the post test is between nine (as the minimum right answers) and eighteen (as the maximum right answers) from twenty answers in total. Again - as in the pre test - learners answered using their L1 but this time they were more specific (in the listening for gist) and regarding specific information, their correct answers increased significantly. For instance:

Q1. The topic of the conversation is:

Student 2' right answer: Profesiones que hacen los padres de Mark

Student 3' right answer: Profesiones de los parientes de Mark

Q4. The conversation is about:

Student 1' right answer: Sobre un sombrero azul

Student 2' right answer: Sobre color de sombreros

From the Post - Test

These results, taken from the pre and post test show that there was an advancement in terms of language, especially regarding the listening for gist and listening for specific information. It seems that eighth graders understood more a more through the time with the development of every section. To sum it, eighth graders declarations, the theory and the test results joined to demonstrate that the use of the podcast in the classroom to promote the

listening skills can be a first step and an alternative way to change the traditional use of the English book audios.

3.2 Podcast as an aid to challenge and motivate the students to develop their listening skills.

This subcategory reflects the way in which students referred to the podcast in comparison with the popular material in the classroom to work on listening skills: the audios from the English books. They included statements that talk about motivation, challenges, a different vision of the world and their like regarding the new features of this new resource: the podcast. Similarly, the eighth graders expressed their liking for the podcast due to the level of complexity since they considered it as a defy; Some of them said that it taught them to require more and more from themselves.

At this point, students were asked about the reasons why they prefer the podcasts over the audios from the English books. They admitted the complexity of the podcasts by saying that this resource gave them the possibility of studying more and get more concentrated; They manifested also that they liked the podcasts since they considered them as a more professional means to develop the listening skills. Additionally, eighth graders felt challenged when using the podcasts due to they were difficult; at the same time learners were doing an extra effort to understand and hence, they were really learning the English language. What they manifested in a written way through the questionnaire:

S3:*"Son divertidos ya que me retan para aprender más el inglés"*

S2:*"Que representaron un reto, esta vez estaba un poco más difícil"*

S1:*"Buenos porque nos ayudan a mejorar en el nivel, como un reto"*

From the Questionnaire

During the focus group, students felt a little bit more comfortable and confident at the moment of expressing their points of view regarding the podcasts. It seems they prefer to talk instead of writing. Therefore, seven out of the nine participants expressed it orally to feel better with the use of the podcast as a tool to work on the listening ability over the English book audios. In their own words:

S6: "Podcast porque digamos entramos a una universidad y vayamos a hacer un curso de pronunciación o de idiomas entonces no estamos tan quedados"

S3: "Sería chevere trabajar los podcasts porque si lo implementaran en los colegios al principio muchos estudiantes no entenderían lo que hablan, pero sería chevere por eso mismo, por la dificultad de los podcasts que a uno lo retan a estudiar más y más para aprender"

S3: "Ambos tienen sus pros y sus contras, ya que los podcasts pueden tener temas menos interesantes y en cambio los libros tienen temas que llegan más a mis gustos; Sin embargo, el podcast me reta a pensar más y a estudiar más entonces prefiero el podcast"

S9: "Prefiero los podcast porque hay diálogos como más complejos"

From the Focus Group

It is true that L2 learners need to feel motivated and safe when they are in the classroom in the middle of a listening activity, exercise or test but it is also a reality that it should represent a challenge for them and they need to be alert. Brothers Caine (2011) cited by Segal (2014) explain it by saying: "the state of the mind in which learning best occurs is one in which students feel safe when they make mistakes and take risks, but also feel challenged and alert" (p.4). In other words, learners who are challenged in certain activities can improve the areas in which they are working and learning tend to occur. In this project, learners considered it as a very

positive aspect because they could prove themselves and hence, they felt important because of the level of requirement as if they were at the university.

In addition, learners found the podcast so attractive due to these material is authentic, so they can access to the real speakers with the truly features such as pronunciation, accent, speed, pitch and content. Eighth graders liked this since it is different from the basic knowledge, it is more professional and they get more experience with the listening skill. Furthermore, students feel attracted for these type of resources in which they know that is real. What some eighth graders expressed was:

S5: "Podcast porque es algo como más real, entonces ayuda porque digamos que uno tenga que viajar allá entonces ya sabe cómo es que hablan"

S5: "Yo prefiero los podcasts porque es algo como mas real, no es preparado como los libros, es algo más real y sintonizado con lo que es la realidad en lo del habla del inglés"

S6: "Yo prefiero el podcast porque nos enseña la realidad y no lo básico entonces digamos cuando vayamos becados, vayamos con un poquito más de experiencia"

From the Focus Group

Several studies have revealed the usefulness and convenience of real material into the classroom when learning an L2. Listening to real material in the classroom has a lot of advantages, but one of the most important ones is the fact that it helps to support the communicative foreign language learning process . Following Israelson (2007) cited by Soufi (2013): "using authentic materials in the classrooms is a fool-proof method for success." (p. 17). Considering this, using original material in the classroom when working with listening is a double advantage tool since learners find it interesting to explore and try new authentic material - they get motivated - and at the same time they are enriching their listening knowledge and skills.

On the other hand, when L2 students' self - confidence is not high enough, the motivation is affected too, and hence their abilities can be limited. In other words, demotivated learners and lacked of confidence do not explode at the maximum level their abilities and their performance is not very successful. "Lack of confidence is the most popular reason why there is demotivation in the classroom. Without confidence, the student's ability can be limited" (Aquino, Cabarrubias, Park, Rabang, Joy, & Yogaratnam, 2016)). It means that when students feel safe, relaxed, confident and motivated they tend to have an efficient L2 performance.

Again, this fact is supported and re affirmed by the participants of this project, who declared to feel better and better in terms of self-confidence through the time thanks to the good results they were getting through the process, even when they did not know the results of the pre and post test which showed what eighth graders affirmed. In this sense, learners' listening skills were being exploded in a great range thanks to the confidence students were gaining through the implementations. The participants wrote in the questionnaire:

S8: *"Confianza a medida que iba entendiendo"*

S1: *"Ya más tranquilo porque ya me estaba acostumbrando"*

From the Questionnaire

There were some students who also talked about this "self- confidence raising" through the process in this way:

S5: *"Al pasar el tiempo con los demás podcasts ya me sentía un poco más seguro de lo que respondía"*

S7: *"Al comienzo me sentía perdida porque no entendía nada y ya me siento más segura porque entendía más"*

S8: *"Al comienzo me sentí nerviosa porque no sabía las palabras y ahora ya más confiada"*

From the Focus Group

The afore comments showed that students had an improvement regarding their attitude, confidence and motivation towards the whole process. In other words, there was a noticeable change from the beginning to the end, when learners expressed to be nervous at the beginning and now they manifested to feel more confident.

In this chapter, the researchers presented the analysis of the data obtained through the instruments selected for this. The way in which the triangulation of the information was made was described. Similarly, the analysis of the data obtained during the implementation sessions to evaluate the contribution of the podcast into the classroom to develop listening skills along with students' declarations, theoretical explanations (as a support) and learners' results from the pre and post test were addressed. The next chapter will be about conclusions gotten from this research study, suggestions for further research, relevant findings, answers to the main question of this project and limitations.

Chapter 6: Conclusions, findings, pedagogical implications, limitations and further research

In this last chapter, we will discuss the conclusions that emerged from this study as well as suitable findings discovered during the process. In the same way, we will give answers to the research question along with the pedagogical implications immersed in this project. To close

this chapter and finish the project we will explain some limitations we found when doing the implementation sessions and some important ideas that deserve attention for further research in this field.

The main idea of this project was to evaluate the contribution of the podcast as a tool to foster the listening for gist and listening for specific information skills. To do this, we firstly identified the difficulties that students had with the listening ability as well as the learners' interests regarding this skill in order to help the eighth graders with the development of their listening skills. We made 6 implementation sessions which showed us how students reacted towards the use of the podcast in class. In addition, the pre and post test reinforced the aforementioned by showing the differences in the results at the beginning and at the end.

These results take us to conclude that the use of real materials, exercises and activities within the classroom make learners feel curious, happy and motivated to listen at the same time they are doing an extra effort to learn. This is reinforced by Hasan & Hoon (2013) who said that English language students could look for podcasts which materials give students plenty of meaningful language, real life interactions and provide new information. Similarly, L2 learners need to be challenged in the classroom - having a starting point regarding their levels - since this fact will promote an effective style of listening learning.

Finally, the most important conclusion we have to highlight is the fact that the podcast was effective and had a benefit within the classroom with the English language learners due to the strengthen of their listening for gist and specific information ability. This last statement answers our main question when showing the positive contribution of the podcast itself in class as a tool to foster the development of the eighth graders' listening comprehension skills. It means that the podcast was interesting for students, they liked it and even when eighth graders found it

difficult at the beginning of the process, they saw in it an opportunity to study harder when considering it as a challenge.

On the other hand, a relevant finding regarding the use of the podcast in the classroom was that it not only helped students to develop their listening for gist and specific information skills but it went beyond: the podcast made students feel better and more confidence in the classroom with the English language itself. When they started the process their bodies were very rigid and they expressed to be stressed because of the bad results. However, at the end of the process they were not scared anymore because they saw that their perception regarding the listening skill had changed, it was more positive. It is meaningful when students start recognizing their own strengths and weaknesses when learning a language because they know in which aspects they have to work harder.

In addition, there was an unexpected- but positive - result regarding the listening for gist and specific information progress: not only these two skills were strengthened but aspects such as the pronunciation and the acquisition of new vocabulary were enhanced throughout this process; This is why students' reactions towards the use of the podcast was so emphatic. They became aware about the benefits of using the podcast when working on the English language into the classroom. They recognized that the pronunciation and the increasing of vocabulary are two key aspects to be considered when learning to listen a L2.

This research study found that there are other important factors to consider at the moment of evaluating the effectiveness of a resource within the classroom. Eighth graders plus the theorists affirmed that the pre listening activities, the repetition of the words, the teacher's explanation/ instructions and the familiarity with the materials (in this case the podcast) are four aspects that influenced the manner in which students learn an L2. In other words, the pre listening activities contextualize learners at the same time they get motivated. Likewise, the

more times students listen to a word, the better listening performance they will do.

Furthermore, the way in which the professor explain the instructions - it includes if they are clear, short, punctual and one at time - will determine part of the learners' understanding.

Finally, it is important to had have a previous experience with the working material in order to assure the success in the listening process. In the case of do not have that previous experience, it is advisable to provide students with that opportunity.

The research question of this project was: What is the contribution of using podcast in class as a tool to foster the development of eighth graders' listening for gist and specific information skills at Colegio Viña del Mar?. The answers for this question arose from the findings and the conclusions made through this chapter. We can say that the podcast as a tool within the classroom contributed in a positive way, considering that it not only fostered the development of eighth graders' listening skills but it influenced the students' perception regarding the English learning as a whole. In other words, the podcast showed students a funny and alternative way to become interested to the L2 language and to work on their listening development.

One of the limitations we found during the development of the sessions was the quantity of sound around us which meant a constant distraction for our students. As they had to be concentrated when listening to the podcast, those interruptions made by other teachers and students did not allow us make the activities as expected. As a consequence, we had to repeat the podcast more times and explain again and again. The resources that we had were another limitation to carry the process out in an effective way. Therefore, we had to change the place to do the implementations due to it was not possible to adapt the cables and the sound to the necessary volume.

A third aspect that did not allow us to follow the lesson plan as we planned it was the time. The sessions were planned to last 50 mins in total, but sometimes the students spent 30 min more to finish their listening activities; In other occasions they expressed to be tired, hence they did not fill the questionnaire. Similarly, the number of sessions we had to carry out the implementation was too short to see significant progress regarding the listening skill. What we could notice was that there was a positive change in students' perception concerning the listening activities. It is evident in the focus group. Therefore, the time was an aspect that influenced the results of this research study.

There was an aspect that could be necessary to understand regarding the use of the podcast. Eighth graders' right answers in the post test were increased thanks to the podcast in comparison to those ones presented in the pre test. However, students still responded in Spanish, but their answers were correct. It means that they understood the question and what they were listening to, but probably the problem was the lack of English words to make a whole answer in this language. Therefore, the problem was not directly related with the lack of understanding of the listening text, but with the English language itself. After this research, we consider that this is a fact that deserves attention and should be researched in the future. Conclusively, through this process of using podcast, it was interesting to see that students were curious about what a podcast was, as well as their engagement towards different real topics they listened to. It could be intriguing to continue evaluating what happen with L2 learners when are exposed to the podcast regarding the listening and the other skills.

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APPENDICES

LIST OF PODCASTS

1. TOPIC: WRITING ABOUT FOOD.

<http://linkengpark.com/wait-wait-food-writer-mark-bittman-takes-a-quiz-about-batman/>

2. TOPIC: BUSINESSMAN

<http://linkengpark.com/wait-wait-tech-guru-guy-kawasaki-plays-not-my-job/>

3. TOPIC: MUSIC

<http://linkengpark.com/wait-wait-job-nick-lowee-gets-quizzed-peace-love-understanding/>

4. TOPIC: ACTOR AND MUSIC

<http://linkengpark.com/wait-wait-job-actor-oscar-isaac-folk-music-vs-filk-music/>

5. TOPIC: COMEDY

<http://linkengpark.com/wait-wait-job-comedian-jeff-garlin-gets-quizzed-ignobels/>

6. TOPIC: MUSIC

<http://linkengpark.com/wait-wait-queen-memphis-soul-carla-thomas-plays-job/>

PRE – TEST

Este test ha sido tomado y adaptado de Cambrigde para ser usado con fines educativos.

Es un test diagnostico con el fin de saber su nivel de Inglés.

El test consta de cuatro partes.

**GENERAL LISTENING COMPREHENSION - LISTENING FOR
SPECIFIC INFORMATION**

PART 1. General Comprehension

There are 5 questions in this part, for each question there is a statement and a short recording. Listen and complete the statement.

1- The topic of the conversation is:

2- The main idea of the conversation is:

3- The speakers are talking about:

4- The conversation is about:

5- The situation of this conversation is:

PART 2. Specific Information.

There are 5 questions in this part, for each question there are 3 pictures and a short recording.

Choose the correct picture. Type in CAPITAL LETTERS A, B, or C in the answer box.

EXAMPLE: *How many people were at the meeting?*

Your answer (A, B or C): C

1 - What music will they have at the party?

Your answer (A, B or C):

2 - When will the man go on holiday?

Your answer (A, B or C):

3 - What will the weather be like tomorrow?

Your answer (A, B or C):

4 - What colour is Mary's coat?

Your answer (**A, B** or **C**):

5 - What did the woman repair?

Your answer (**A, B** or **C**):

PART 3. General Comprehension

There are 5 questions in this part, for each question there is a statement and a short recording. Listen and complete the statement

1. What are the speakers talking about?

2. What does Sue think about the Sports Centre?

3. What agreement are they trying to make?

4. Who knows more information about the Sports Centre?

5. What do Sue and Jim think about going together to the Sports Centre?

PART 4. Specific Information

Listen to Sue talking to her friend, Jim, about the new sports centre.

Choose the best answer (A,B or C) for each space, drag and drop it.

1 - Which bus goes to the sports centre?

- A) 15
- B) 18

- C) 25

2 - From Monday to Saturday, the sports centre is open from

- A) 6 a.m.
- B) 7 a.m.
- C) 9 a.m.

3 - If Sue goes swimming, she must take

- A) soap
- B) a swimming hat
- C) a towel

4 - At the sports centre, you can buy

- A) sandwiches
- B) fruit
- C) drinks

5 - Jim and Sue are going to go to the sports centre next

- A) Wednesday
- B) Thursday
- C) Saturday

POST – TEST

**GENERAL LISTENING COMPREHENSION - LISTENING FOR SPECIFIC
INFORMATION**

PART 1. General Comprehension

There are 5 questions in this part, for each question there is a statement and a short recording. Listen and complete the statement.

1- The topic of the conversation is:

2- The main idea of the conversation is:

3- The speakers are talking about:

4- The conversation is about:

5- The situation of this conversation is:

PART 2. Specific Information.

There are 5 questions in this part, for each question there are 3 pictures and a short recording.

Choose the correct picture. Type in CAPITAL LETTERS A, B, or C in the answer box.

EXAMPLE: How many people were at the meeting?

Your answer (A, B or C): C

1 - What do Mark's parents do?

Your answer (A, B or C):

2 - When is Mr. James seeing the dentist?

Your answer (A, B or C):

3 - What are they going to do at Jim's party?

Your answer (A, B or C):

4 - What colour hat did Mark buy?

Your answer (A, B or C):

5 - Where is Aunt Lucy staying?

Your answer (A, B or C):

PART 3. General Comprehension

There are 5 questions in this part, for each question there is a statement and a short recording. Listen and complete the statement.

1. What are the speakers talking about?

2. What is the problem with the speaker?

3. What does the doctor think about the pet's illness?

4. What does the speaker say about the food?

5. What news does the speaker receive about his pet?

PART 4. Specific Information

Listen to a patient and the veterinarian .

Choose the best answer (A,B or C) for each space, drag and drop it.

1 - The speaker's pet which is ill is

- A) his cat
- B) his rabbit
- C) his dog

2 – The animal is

- A) 2 years old
- B) 5 years old
- C) 4 years old

3 - The animal felt bad on

- A) Sunday
- B) Tuesday
- C) Monday

4 – The animal has been eating

- A) biscuits
- B) fruit
- C) tuna

5 – The speaker is expecting

- A) 5 puppies
- B) 3 puppies
- C) 1 puppy

QUESTIONNAIRE

Por favor responda a las preguntas claramente y sin limitarse. Sea objetivo y lo más honesto posible.

1. ¿Qué aspectos influyeron al momento de contestar que lo ayudaron a comprender las ideas en el audio?

2. ¿Qué aspectos influyeron al momento de contestar que le impidieron comprender las ideas en el audio?

3. ¿Qué opina del tipo de ejercicios realizados en clase?

4. ¿Fueron útiles los ejercicios del pre-listening para el desarrollo de la actividad principal (al momento de escuchar y responder)? ¿Por qué? ¿Por qué no?

5. ¿Cómo le pareció el audio de la sesión? ¿Por qué?

6. ¿Cómo se sintió durante la sesión? (Comienzo, medio y final)

QUESTIONS – FOCUS GROUP

1. Cuáles fueron las ventajas de utilizar los podcast para mejorar la habilidad de listening?

- 2. Cuáles fueron las desventajas de utilizar los podcast para mejorar la habilidad de listening?**
- 2. Que fue lo más fácil de escuchar los podcast?**
- 3. Que fue lo más difícil de escuchar podcast?**
- 4. Cuáles fueron los podcast / las sesiones que más les gustaron? Por qué?**
- 5. Como se sentía antes de iniciar con el proceso de escucha de los podcasts? Como se siente ahora?**
- 6. Siente que su habilidad de escucha ha mejorado respecto a lo que era antes? Porque? Porque no? Porque se ha mantenido?**
- 7. Usted prefiere escuchar podcasts o los audios de los libros de inglés? Porque?**
- 8 Como le parecieron las actividades hechas antes de escuchar los podcast? Por que?**

CONSENT FORM

UNIVERSIDAD MINUTO DE DIOS

LICENCIATURA EN INGLÉS

INVESTIGACIÓN DESARROLLADA POR: Gina Arciniegas y Juan Castro

OBJETO DE INVESTIGACIÓN: El uso de la radio en línea para el desarrollo de la escucha en el idioma inglés

Señores padres de familia y/o acudientes:

Con el apoyo de la universidad Minuto de Dios nos encontramos desarrollando un proyecto para evaluar como puede el uso de la radio en línea desarrollar la habilidad de escucha en el idioma inglés. Su hijo al pertenecer al grado Octavo del Colegio Viña del Mar, y en caso de que usted esté de acuerdo, sería objeto de encuestas escritas, aplicación de ejercicios de escucha y escritos para evaluar como incide la aplicación de ejercicios de radio en línea en la comprensión de la información en el idioma inglés. Las sesiones serán desarrolladas dentro del colegio una vez a la semana durante la clase de inglés, con todos los estudiantes que estén de acuerdo y cuyos padres de familia o acudientes hayan aceptado.

De igual forma, les estamos solicitando permiso para usar los datos e información obtenida de los estudiantes. Cualquier dato personal de su hijo será confidencial. Los resultados obtenidos podrían ser presentados en reuniones o publicaciones de carácter profesional o académico, pero la información como nombres y apellidos no serán revelados.

No es obligatorio que su hijo participe en este proyecto. Si usted da su consentimiento, deberá tener en cuenta que si en algún momento desea retirar a su hijo del proyecto no habrá ningún inconveniente o sanción. De igual manera, el estudiante está en su derecho de rechazar esta invitación o de retirarse en el momento que lo desee.

Si usted está de acuerdo con que su hijo participe en nuestro proyecto de investigación y el estudiante quiere participar, por favor firmar el presente formato. Este documento deberá ser regresado a la institución para formalizar el proceso. Si usted tiene alguna inquietud podrá comunicarse con nosotros al teléfono 541-46-15.

Respetuosamente,

Gina Arciniegas

Juan Castro

Yo _____ en calidad de padre de familia y/o
acudiente del estudiante _____ del grado
_____, doy consentimiento para que participe en la investigación, sabiendo que
le serán aplicadas diversas encuestas, cuestionarios y actividades con el objetivo de evaluar
como la radio en línea puede desarrollar las habilidades de escucha en el idioma inglés.
Autorizo a Gina Arciniegas y Juan Castro para que hagan uso de la información obtenida en
reuniones o publicaciones profesionales o académicas.

Nombre del Estudiante

Fecha de Nacimiento

Nombre del Padre y/o Acudiente

Fecha

Firma del Padre y/o Acudiente

con Número de Cédula de Ciudadanía