UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

Theme:

Podcasts and Listening skills.

Author: Robayo Lazo Cristian Alexander.

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg Sarah Iza Pazmiño holder of the I.D No 0501741060, in my capacity as supervisor of the Research dissertation on the topic: "Podcasts and listening skills" investigated by Mr. Robayo Lazo Cristian Alexander with I.D No 1205294141, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.
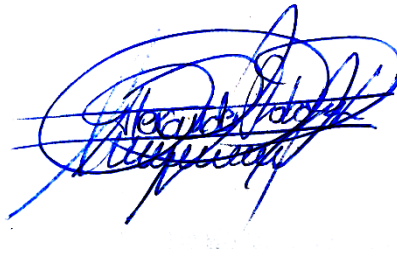
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Lic. Sarah Jacqueline Iza Pazmiño, Mg.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Podcasts and listening skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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Board of Examiners Approval Page

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Podcasts and listening skills" which is held by Robayo Lazo Cristian Alexander undergraduate student from Carrera de Idiomas Nacionales y Extranjeros, academic period April – August 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, September 2023

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DEDICATION

TO:

To myself for not giving up despite all the difficulties that came throughout this journey, to my parents, my sister, and my beautiful nieces who, regardless of the distance, have believed in me and supported me.
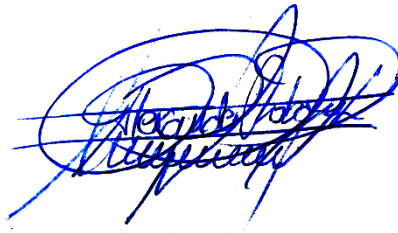
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THEME: "Podcast and listening skills"

AUTHOR: Cristian Alexander Robayo Lazo

TUTOR: Lic. Sarah Jaqueline Iza Pazmiño, Mg.

ABSTRACT

The actual descriptive study developed at Universidad Técnica de Ambato with students of higher levels of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" determined the impact of podcasts on the listening skills development of EFL learners, 75 students (53 female and 22 male) agreed to participate freely and voluntarily for such matter. The data collection was executed through a survey which contained 28 items on a Likert scale and four open-ended questions. The coefficient Cronbach's Alpha validated the instrument with a value of 0,826. The survey aimed to answer three research questions: What are the formats and types of podcasts learners use to enhance listening skills? What are the different strategies students use to develop listening skills? Which are the advantages and disadvantages of podcasts for developing listening skills? The results provided meaningful insights into students' perceptions of podcasts. For instance, they occasionally listen to audio and video podcasts, learners considered that podcasts offer several advantages to improve their listening, and just a few drawbacks. Lastly, most students agreed to use more cognitive strategies than metacognitive or socio-affective strategies. Given these points, students listen to audio or video podcasts due to provide meaningful input to improve their listening and enjoy formats which entails entertainment. In addition, learners need to complement their strategies by using metacognitive strategies and socio-affective strategies to internalize the content. The advantages they mentioned are they can improve pronunciation, extend their vocabulary, enhance their listening, among others. Regarding the disadvantages they mentioned that the professors rarely implement podcasts in class, learners encountered complex language to understand, and others.

Key words: Podcasts, types and formats, advantages and disadvantages, strategies for listening.

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

El presente estudio descriptivo desarrollado en la Universidad Técnica de Ambato con estudiantes de los últimos niveles de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros" determinó el impacto de los podcasts en el desarrollo de las destrezas auditivas de los estudiantes de lengua extranjera, 75 estudiantes (53 mujeres y 22 hombres) aceptaron participar libre y voluntariamente. La recolección de datos se llevó a cabo mediante una encuesta que contenía 28 ítems en una escala de Likert y cuatro preguntas abiertas. El coeficiente Alfa de Cronbach validó el instrumento con un valor de 0,826. La encuesta pretendía responder a tres preguntas de investigación ¿Cuáles son los formatos y tipos de podcasts que utilizan los alumnos para mejorar su capacidad de comprensión oral? ¿Cuáles son las distintas estrategias que utilizan los alumnos para desarrollar la capacidad de comprensión auditiva? ¿Cuáles son las ventajas y los inconvenientes de los podcasts para desarrollar la capacidad de comprensión auditiva? Los resultados aportaron datos significativos sobre la percepción de los podcasts por parte de los alumnos. Por ejemplo, escuchan ocasionalmente podcasts de audio y vídeo, los alumnos consideran que los podcasts ofrecen varias ventajas para mejorar su comprensión oral y sólo unos pocos inconvenientes. Por último, la mayoría de los alumnos coincidieron en utilizar más estrategias cognitivas que metacognitivas o socioafectivas. Teniendo en cuenta estos puntos, los alumnos escuchan podcasts de audio o vídeo porque les proporcionan información significativa para mejorar su comprensión oral y disfrutan de formatos que suponen un entretenimiento. Además, los alumnos necesitan complementar sus estrategias utilizando estrategias metacognitivas y socioafectivas para interiorizar el contenido. Las ventajas que mencionaron son que pueden mejorar la pronunciación, ampliar su vocabulario y mejorar su comprensión auditiva, entre otras. En cuanto a las desventajas mencionaron que los profesores rara vez implementan podcasts en clase, los alumnos se encuentran con un lenguaje complejo de entender, entre otros.

Palabras clave: Podcasts, tipos y formatos, ventajas y desventajas, estrategias de escucha.

CHAPTER I

1.1 Research Background

Education is a process which evolves constantly alongside technology. Technology provides innovative tools and resources to facilitate teaching and students' learning process by making it easier, comprehensive, enjoyable, interactive, and fun. Additionally, being able to communicate and interact using English language requires developing the four main skills such as listening, reading, speaking, and writing. Thus, it is imperative to bring innovation to the class that fosters and engages learners to develop such skills, and considering how helpful technological resources like podcasts could improve listening skills, several studies have been carried out to determine its impact on students to practice and master listening.

For instance, Wulandari (2021) aimed to discover relevant information whereby it could determine possible considerable effects of using podcast to enhance listening skills. The participants were second-grade students of SMK Negeri 6, they were divided into two groups, for experimental and controlled classes. Moreover, this study employed a quantitative method alongside a quasi-experimental approach for its design. The research instrument was a listening test in the pre-test and post-test stages. The results demonstrated an improvement for the experimental class, so that podcasts have provided a relevant effect in the improvement of learners' listening skills. Finally, the study concludes that using podcasts in teaching listening had a moderate effect on students' listening skill improvement. This study revealed that the implementation of podcasts for listening becomes meaningful since it worked out with children from second grade.

Suriani (2021) aimed to investigate how the use of podcasts impacts the oral communication abilities of fifth-grade students at SDN 13 Batu Gadang, Padang City. The study followed a quasi-experimental design with a 2x2 factorial design, and the participants were selected through purposive random sampling. The collected data were analyzed using t-tests and two-way analysis of variance. The findings demonstrated that there were noticeable variations in the learning outcomes between students who were taught using podcasts compared to those who were taught using traditional teaching methods. The actual study indicated that podcasts is useful to

improve not only listening skills but also speaking since the study was focused on oral communication.

Putman and Kingsley (2009) stated that podcasting is a recently emerged tool that provides unprecedented access to digital media content for listeners. This inquiry aimed to determine the impact of podcasts on science vocabulary development among fifth-grade students. The study found that students who had access to podcasts in addition to traditional classroom instruction showed greater improvements in academic performance compared to those who received only classroom instruction. Furthermore, students surveyed after the study reported that the podcasts were helpful in learning vocabulary. The study concluded by discussing possible reasons for the positive results and providing insights for teachers who are interested in incorporating similar activities in their teaching practices. Podcasts turned out to be deeply helpful to develop language improvement, due to this current study suggested that learners extended their vocabulary range.

Horváthová and Krištofovičová (2020) aimed to discover how podcasts affect listening comprehension of lower secondary school learners. The article applied action research that permitted to re-evaluate and adapt the methodology at several points in four stages; planning was about to prepare the needed research instruments, lesson plans and the selection of appropriate podcast for the class. The sample for this research were eight grade learners. In addition, during the initial pre-test was found out that students' level listening was low because of the lack of being exposed to English spoken by native speakers in real life situations, additionally they were not familiar with the vocabulary. Thereby, podcast was implemented in two cycles using the intensive listening approach. Moreover, the lessons were focused on bottom-up and top-down approaches. Finally, the results revealed that learners' listening comprehension obtained a significant improvement, as listening for gist using top-down strategy as listening for detailed information by using bottom-up strategy demonstrated better outcomes. The study provides deeper data about the approaches utilized to implement podcasts for improving listening skills getting successful outcomes.

Abdulrahman et al. (2018) investigated students' listening comprehension through the use of podcast in EFL classroom. They applied a quasi-experimental

method, took as a sample 60 tenth grade students from Indonesia, and they were divided into two groups for experimental and controlled class. Then the results revealed there are differences in the scores of the post-test between the two groups, where the experimental group demonstrated better performance. Furthermore, the study found out that those learners involved in the experimental group got higher motivation to study English by using podcasts and the ELT, also it helps students to develop their proficiency in listening and English as general. Another positive aspect of implementing podcasts is that students got excited to learn listening from different topics in podcasts, besides it gets them engage due to it links learning a foreign language with real life situations causing that students activate their critical thinking, creative thinking, and problem-solving skills. Finally, students argued that they could really feel its effectiveness because of its easy access inside and outside the classroom. This study mentioned the importance of relating learning a language to content that involves real life situations, and all the positive aspects that implementing podcasts brings to benefit students learning process.

Rahman et al. (2018) employed a qualitative and quantitative method, the population for this study were sixty students from the eleventh grade, they were students of the science department at SMU Negeri. The aim of this study was to explore podcast effects on EFL learners' listening comprehension and employed a listening comprehension test from the English Language National Examination. The study obtained as a result that podcast demonstrated to have a huge potential, allowing learners to reach a great achievement and most of them agreed that the use of podcast as additional material is fascinating for their listening comprehension, shifting the traditional way of practicing listening by hearing more about the target language and its use in real life situations. In this study learners pointed out the efficacy of changing traditional listening practice and how they feel excited to learn English with authentic extra content that does not come from books.

NamazianDost et al. (2017) decided to explore the effects of in listening skill development among Iranian pre-intermediate EFL learners and to reach the expected objectives, a homogeneity test or also known as Oxford quick placement test was administered among 90 students, but 60 were chosen for the study. All the participants were female students from 12 to 20 years old. Then they were divided into two groups,

one group worked as an experimental, the treatment for them was teaching listening comprehension by using podcasts and the other as control group, the way they worked was using traditional methods. The study outcome was that podcast is more valuable and accommodating than just using chalk and talk technique, additionally there are more studies which confirm, and support podcast improve academic performance, enhance motivation, and foster learning, this method also permits to reach multiple aspects of life such as culture, history, and more important areas where the target language is spoken. This study remarked the fact that learners get more interest to develop listening using podcasts since it implies entertainment, in other words students learn the language while having fun listening to others.

Chaves-Yuste and Peña (2023) explored the impact of audio podcasts, which focus on matters related to social inequality, on the English as a Foreign Language (EFL) language proficiency of students in secondary education. A total of seventy-eight students from a high school in Madrid, Spain, learners around 13 to 15 years old were randomly assigned to two different groups, the first one was a control group, and the other was an experimental group for one term. The data was collected using pre- and post-tests for various skills, as well as performance scores on different tasks. The study used a quasi-experimental design to provide quantitative data. The findings support the hypothesis that creating and utilizing podcasts can enhance EFL linguistic competence, particularly in the areas of speaking and listening skills. The study proved how language skills are interconnected, developing listening assist speaking as well, thereby podcast implementation is significant for learners.

Saeedakhtar et al. (2021) explored the effects of collaborative listening to podcasts for comprehension and vocabulary learning, for the study a sample of 48 Iranian students were taken, learners' age were around 13 to 17 years old. Then they were divided in two experimental groups, one individual, they had to listen to a podcast inside the class and one more outside the class, undertook the follow-up activities, and summarized them individually, and the other was a peer-peer group, students did the same procedures but collaboratively however the control group followed the same instructions just inside the classroom. All the groups were exposed to 28 podcasts episodes during 17 sessions of treatment. The results demonstrated that the experimental groups went beyond in their improvement than the control group on

listening comprehension and vocabulary tests, Moreover, the peer-peer group demonstrated a better outcome than the individual group on the vocabulary test, even so it does not occur in listening comprehension task. These students had a positive perception of podcasts and collaborative listening. Finally, the peer-peer group said to appreciate podcasts more than the individual group. In this study, podcasts for listening and collaborative work demonstrated to be crucial for learning and improvement in matters such as listening comprehension and extend of vocabulary.

Harahap (2020) studied listening skills based on Students' Perceptions, the author discussed that after stating the issue, the study aimed to gain a deeper vision about what problems learners encountered with podcasts, and the influence of podcasts on students' listening skills. The study involved fourteen students of second semester from Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal. Then the data analysis was carried out descriptively since it aims to describe and explain an event or phenomena in a systematic way. Moreover, students were suggested a list of websites, and apps to listen to podcasts to familiarize them. Finally, the findings of this study reveal that the use of podcasts is very new for learners, it engaged their interest, because of the content and the fact of getting real contextualized use of language by native speakers. In addition, learners agreed that it is easy to find several podcasts on the web or mobile apps. All in all, the use of podcasts offers a huge potential to help students out to master their listening skills. It is important to consider how essential students see learning the language through getting authentic content that comes from native speakers and just not from books, and all this provided by podcasts and their ease to be found on the web.

Syahabuddin and Rizqa (2021) developed a study with a quantitative technique. After that, the data obtained was from the pre-experimental technique, the purpose of this study was to investigate how the use of podcasts can enhance students' listening skills. The study was conducted with 15 fourth-semester students from the Department of English Language Education at Universitas Islam Negeri Ar-Raniry Banda Aceh. The participants were selected using purposive sampling and met certain criteria, including being in their sixth semester of study and having passed Basic Listening, Intermediate Listening, and Advanced Listening subjects. Although the students initially struggled to comprehend the audio material, the findings showed that

using podcasts as a treatment helped improve their listening skills. This study provides important insights about how podcasts help learners from collage to enhance their listening despite the difficulties at the beginning of their implementation in the classroom.

Indahsari (2020) collected multiple references from various sources such as google scholar, Scopus, research gate, and so on. The study defined two main issues, first the effect of podcasts to motivate learners, and podcasts' potential to assist listening improvement. 140 references were collected at the beginning, but 100 were rejected, at the end just 20 papers were appropriate to get relevant info and develop this study. After reviewing several research, it was found that to learn and extend vocabulary the use of podcast is more viable than traditional tools, it permits an improvement in learners' listening skill, and build a meaningful learning. Another study developed in Saudi claimed that podcasts made a considerable difference to EFL students listening comprehension. Then, after all the positiveness found in such studies, Indahsari stated that podcasts share similarities to public libraries, because it provides materials or resources straight to users' devices. Podcasts also motivate learners in their language learning, allowing students to have a better interaction for their learning process. This study supplies valuable data related to how several studies have proved the utility of podcast implementation to improve learners listening skills and other important aspects such as vocabulary, speaking and writing.

The information obtained from several previous inquiries revealed that the use of podcasts to enhance learners' listening skill has a significant impact. The use of podcasts is adaptable to the different learners' ages, since children form elementary school, adolescents from high schools, until young adults who course college, additionally these studies were conducted differently, mostly aimed to improve listening skills, other extend the vocabulary range, and develop the speaking skills as well. This means that podcasts are versatile to develop not only listening skills but also integrating reading as receptive skills and productive ones such as speaking and writing. Integrating such skills will allow learners to communicate appropriately, effectively, and accurately with a higher language domain.

Theoretical foundation of the variables

Independent variable

Information and communication technologies (ICT)

Novak (2019) claimed that Information and communication technology (ICT) is a term that describes a network of tools and technologies that enable the exchange of information. The author also declared that as an overall conception, ICT combines all technologies to permit folk to interact in this current digital world era. Ziegler (2022) mentioned that ICT implies the integration, and combination of various components, such as hardware, network, telecommunications, software, and information, which are currently occupied in the business field and allow the household to interact.

Jindal (2023) mentioned ICT stands for information and communication technology as an overall concept. In addition, it provides a wide range of interactive tools and technologies for sending and receiving data. Further, ICT refers to the ability to communicate information appropriately through the correct technology media. Moreover, ICT construction comes from communication technologies that can be satellite-based and terrestrial-based. Another component is information technologies such as radio, television, computer, internet, teleconferencing, and mobiles (IGNOU, 2017).

There are four primary classifications for Information and Communication Technologies (ICT): computing and information technology, broadcasting, telecommunications, and the Internet (European Union, 2023). Meanwhile, Novak (2019) manifested that ICT components are software, cloud computing, internet access, data, transactions, hardware, and communication technologies. Also, the author stated that the convenience of sending messages improved with four primary communication technologies: the telephone, radio, television, and the internet.

ICT has become an essential part of the teaching and learning process in various contexts. It involves replacing traditional teaching tools such as chalkboards with digital whiteboards, students utilizing their personal devices like smartphones for

learning during class and implementing the flipped classroom model where students watch lectures at home and use class time for interactive activities (UNESCO, 2023). Moreover, Blurton (2018) claimed that several educational institutions employ a wide range of Information and Communication Technology (ICT) tools to perform various functions such as exchanging information, generating content, distributing, archiving, and overseeing its management.

Importance

Amir et al. (2018) argued that ICT nowadays has an enormous impact on people's daily lives due to living in the millennium era, influencing almost every single occupation, including the educational field. For instance, ICT for learning a foreign language provides a great chance to develop different language skills, facilitating learning and teaching it because of the wide range of available tools and resources on the internet. Moreover, ICT tools permit teachers to create innovative and creative activities whereby students engage, motivate, develop critical thinking, and practice the target language.

Additionally, Guan et al. (2018) pointed out that ICT plays a significant role in the learning process because it requires learners to use hardware and software to store, collect, process, present, and share relevant data, most of it in digital forms. Hence, multimedia technology has become a feature of ICT because it allows people to know diverse ways of representing information, using all the multiple options available such as text, audio, video, and others.

On the other hand, since the world was going through a pandemic emergency, ICT became the principal resource for interaction between teachers and students in the education process. Furthermore, Valverde-Berrocoso et al. (2021) mentioned that it was imperative to implement an option that is flexible in education due to the uncertain situation caused by the pandemic. This flexible education has to be an option to promote an equitable, accessible, and creative educational system. Then teachers' training should be more than just basic digital skills and go beyond looking for innovative strategies that integrate the full potential of ICT in their classes.

ICT types

Luo and Lei (2012) classified ICT tools into four types; Educational networking; involves online learning platforms similar to social network technologies allowing learners to connect and interact, e.g., classroom 2.0, Ning, google classroom, and others. Web-based learning entails a set of online applications or services that allows students a wide range of interaction and collaboration, e.g., wikis, blogs, podcasts, bookmarking, among others. Mobile learning provides new educational activities to support learning instruction, e.g., smartphones, laptops, GPS, iPads, and others. Finally, classroom equipment supplies devices that assist teacher-student interaction, e.g., digital boards, projectors, touch screen computers, and others.

Octaviana-Pratama et al. (2020) categorized ICT tools into five types. Informative tools include text, sound, and video. Situating tools refer to hypermedia applications (animation, video clips, and others). Constructive gadgets and applications for developing text or presentations, such as word and PowerPoint. Communicative tools that encompass e-mails, whiteboards, computers, teleconferences, the internet, et al. Finally, collaborative tools and discussions. They are developed through meetings, working on a document, project development, dissemination, or similar tasks.

Some technological tools may not turn out to be as beneficial as others. Hence, the categories are resources tools and teaching/learning tools. Resource tools such as intranet that refers to the institutional Moodle, learners obtain the needed info and discuss in different forums and use the institutional library. Likewise, the internet learners can access YouTube, E-books, blogs, and online forums. Then there are interactive whiteboards, OHP, computers, projectors, and presentation tools such as PowerPoint, Canva, or Prezi into teaching tools. In learning tools, there are educational games such as flashcard games or mainstream games where learners internalize learning by having fun and using the language. Finally, learners can use diverse gadgets such as e-readers (audiobooks, kindll, etc.), cellphones, tablets, and so on (Types of ICT Tools - Using ICT in Education, n.d.).

ICT tools for teaching and learning

Jindal (2023) declared that ICT tools connect individuals or entire organizations to ensure efficient communication and include digital infrastructures

such as computers, printers, laptops, and tablets, as well as software tools like Google Meet and Google Spreadsheets, among others, used in teaching and learning.

Adulkareem and Chouthaiwale (2018) defined teaching ICT tools as Web-based learning. It is also known as technology-based learning, distance learning, online education, or e-learning. It is a rapidly growing field that offers opportunities to create affordable, interactive, flexible, and well-designed learner-centered environments. Learners access YouTube, e-mail, skype, Podcasting, et al.

Educators are responsible for promoting the development of ICT skills by effectively integrating technology into the classroom, so teachers should encourage learners to use tools such as blogging, web 2.0, making videos, and presentation application/software. Comparatively, these tools must be challenging, content-free and generic, motivational, engaged in subject learning, and attained to learners' level (ICTE SOLUTIONS, 2021).

Jindal (2023) also suggested more tools, for instance, Blackboard, Google Classroom, and Trello. Blackboard allows the teacher to administer tests, monitor performance, and upload grades. Also, it permits the teacher better management of the syllabus. Google Classroom enables educators to integrate educational apps or websites and create an interactive environment for the class and assignments for learners. Trello is an app where teachers create different board tasks and test papers. Then, teachers create cards to discuss a particular topic on those boards. In addition, it enables learners to put comments and doubts, ask questions, attach images or videos, and so on.

Teaching and learning tools.

Teaching tools refer to the objects or devices such as pictures, cards, CDs, DVDs, books, maps, or computers that educators employ to facilitate the instruction of the class and deliver it to learners (Merriam-Webster, n.d.). Meanwhile, learning Tools refer to a collection of inclusive characteristics presented in various platforms, helping learners in areas such as reading, writing, math, and communication regardless of their abilities or needs (Microsoft, n.d.)

Izquierdo-Álvarez and Pinto-Llorente (2021) defined learning tools as the pedagogical tools or resources utilized to promote learning, emphasizing tools that

facilitate communication and assessment. Correspondingly, a learning tool could be software that allows students to participate in classroom activities virtually. This software can offer various features and functions to assist educators in assessing student performance and determining effective teaching methods (Indeed Editorial Team, 2023).

Green (2020) stated that teaching aids are materials or resources teachers use to enhance their teaching and help students learn more effectively. The use of teaching aids helps to create a more interactive and dynamic learning environment and can improve student engagement and retention of information. Teaching tools can also be any material, device, or tool that a teacher uses to support or enhance classroom instruction, engage, and motivate students to learn (Dictionary.com, n.d.).

Parwata and Sudiatmika (2020) claimed that teaching and learning tools promote communication and interaction among learners and teachers in the education process, facilitating comprehension and engagement in the classroom. Moreover, they help to bring the theory for the practical appliance that students can see, listen and touch, so that this could be defined as the real form of a theory. Moreover, they are truly helpful to demonstrate or verify concepts that are being studied, reducing possible difficulties with delivered concepts, and becoming more meaningful for students' understanding.

Types of teaching and learning Tools

Aarthi (2023) categorized teaching tools into four types, traditional, visual, audio, and audio-visual aids; the traditional teaching aids refer to the ones used a long time ago, and they do not have any technology features (books, chalk, markers, etc.), visual tools allow the teacher to show some concepts by using graphics or images (slides, pictures, presentations, etc.), audio teaching tools assist language learners to develop their listening skills which are very important in terms of communication (music, audio, auditorium events), audio-visual teaching tools facilitate labor through films, videos, or documentaries, such aids supply learners with a live experience making their learning process significant.

Class (2023) claimed that there are five different types of teaching and learning tools such as traditional (teaching aids are periodicals, books, and blackboard or

whiteboard), visual (posters, diagrams, maps, slides, graphics, globes, cartoons, etc), mechanical (audio teaching machines, video projectors, tape recorders, radios, etc.), audio-visual(television, videos, cassettes, films, etc.), and visual material (multiple types of charts to present information, or a digital class itself.).

Edu (2022) considered that in contemporary education, where the focus is on student-centered learning, there is a growing need for diverse materials to support students in their learning within collaborative or individual settings. The author suggested the following teaching tools to improve the classroom environment; pictures, posters, charts, objects (realia), films, videos, PPT, print material, models, puppets, masks, cutouts, and ICT (CALL). On the other hand, Edu suggested learning tools such as worksheets, activity sheets, supplementary materials, reference materials, self-study units, games, and classroom displays. Finally, tools that work for learning and teaching, e.g., textbooks, workbooks, labs and libraries, CDs, DVDs, and community resources.

Meanwhile, Kumar and Durga (2018) mentioned that to an extent way to elicit content, audio-visual aids turn out sensitive tools whereby the message can be heard and seen. Likewise, these tools will certainly be worthy and helpful in the teaching and learning stages, students will get an improvement in listening, pronunciation, grammar, vocabulary, and sentence structure, plus the use of audio-visual-technological aids and tools assist creating an excellent environment in the classrooms, and conferences.

Moreover, Abdulrahaman et al. (2020) stated that software tools help to enlarge teaching and learning due to the importance of supplying students with practical experience for learning. For example, Anas and Musdariah (2018) proclaimed that teachers' roles are to facilitate students learning. It can be done using a platform such as the institutional Moodle, e-learning, any social network (Facebook), Dokeos, MOOCs, Chamilo. The Internet has plenty of options whereby they provide the needed support to create collaborative activities. Furthermore, teachers as facilitators also supply learners with digital resources, such as e-books, digital images, videos, sounds, and podcasts. Giving extra website material to online resources would be practical to encourage learners in their learning process.

WEB 2.0

Santosh (2017) pointed out that Web 2.0 implies the second generation of the World Wide Web. Some features of Web 2.0 are it increases collaborative work and interaction. It is dynamic-generated content by the users. Also, it permits exchanging information online through the diverse applications available. For example, Wikis, social-networking sites, video-sharing sites, blogs, podcasts, etc.

O'Reilly (2005) mentioned that the term Web 2.0 was born at a conference in 2004, where a group of pioneers in the web industry discussed the future of dot-com businesses. During this brainstorming session, they came up with the idea of Web 2.0. Similarly, Yoo and Huang (2011) exclaimed that Web 2.0 refers to a group of technologies that are accessible through the web and that enable users to communicate more effectively and with greater capability.

Baro and Godfrey (2015) also proclaimed that Web 2.0 generally refers to web-based tools that allow site visitors to actively engage with the content, rather than just passively receiving information from site authorities. These tools encourage collaboration, commenting, and editing, thereby blurring the lines between the site creators and visitors, and creating a more distributed form of authority.

Regarding Guadia (2021), web 2.0 now plays an important role in the teaching and learning process. Some resources and tools to point out of Web 2.0 are Facebook, Twitter, blogs, podcasts, and wikis. They are useful since they promote teaching and learning practice so that teachers can convey their knowledge in a better way. Additionally, it provides the motivation students need in the classroom and consequently improves their language skills.

Stefancík and Stradiotová (2020) discussed that podcasts are significant tools of Web 2.0 that can be used to contribute to the educational field. In addition, podcasts provide assistance to students in improving their receptive skills like listening, engaging them, keeping their attention, developing critical thinking, motivating, and encouraging autonomy to enhance their listening.

Web 2.0 types

Kenton (2022) declared that Web 2.0 is a term used to describe a collection of features that, when combined, create an online experience that is more interactive and capable than the original version of the web. These components include:

Wikis: collaborative online platforms where users can contribute, edit, and share content in real time.

Software applications: can be located remotely, downloaded through the internet, or provided as a service through web applications and cloud computing.

Social networking: allows people to interact and connect around the globe.

User-generated content: users can upload any kind of art, photos, images, audio, video, and so on.

Crowdsourcing: refers to collecting and sharing resources to accomplish a common goal by a group of people.

The author also indicated that the applications of Web 2.0 are linked to its components, which have led to the creation of innovative software, platforms, and applications that are still in use today. Some examples of these applications include Zoom, Netflix, Spotify, HuffPost, TechCrunch, Twitter, Instagram, Facebook, Reddit, Pinterest, YouTube, and so on (Kenton, 2022).

Web 2.0 advantages

Hassan et al. (2021) mentioned that the use of Web 2.0 learning activities assists students in acquiring skills in collaboration, digital content creation, reflective thinking, and extended time-space for educational dialogues. Additionally, they help promote trust between teachers and students. Furthermore, the author proclaimed that students' motivations and prior knowledge present excellent opportunities for them to interact with technology and improve their digital literacy skills.

Yıldırım and Akkus (2020) stated that Web 2.0 tools establish and facilitate a path to share information online among users. They are truly useful in the educational field because of the interactive characteristics whereby learners can tap into meaningful learning and cooperative work, as it allows them to share information, make comments, and develop this important interaction with more people. Sonmez and Cakir (2020) argued that Web 2.0 learning environments are becoming more common for students at all levels of education.

Web 2.0 tools offer two distinct advantages - dynamism and collaboration - that educators can utilize in the classroom to engage their students in learning. Additionally, the use of Web 2.0 tools allows teachers to create more dynamic and interactive learning experiences that encourage collaboration among students. Moreover, Web 2.0 permits teachers to provide immediate feedback to learners and offers more time to organize their thoughts before answering questions (O'Dowd, 2016).

An et al. (2009) stated that Web 2.0 is plenty of opportunities for social interactions and collaboration among students, teachers, subject matter experts, professionals in various fields, and anyone with related interests. The authors also proclaim that Web 2.0 technologies, including blogs, wikis, podcasting, social bookmarking, and social networking sites, have made it easy for users to publish content online and connect with others who share similar interests from all over the world. These tools have given individuals a platform to share their thoughts, ideas, and experiences.

Web 2.0 disadvantages

Kenton (2022) found some disadvantages of Web 2.0. For example, the proliferation of social media has led to a rise in online criminal activities such as cyberbullying, identity theft, doxing, and stalking. Additionally, the spread of misinformation on social media and open-source information-sharing sites pose a significant threat.

ProsCons (2023) uttered that another disadvantage is the dependence on these platforms, which has led to questions about what would happen if they were to fail or be unavailable. Additionally, the ease of creating and sharing content on these platforms can also lead to the spread of misinformation and fake news, which can have serious consequences for individuals and society as a whole. As such, it is important for individuals to use critical thinking skills and fact-checking measures when consuming content on Web 2.0 platforms.

An et al. (2009) pointed out that the major barriers that teachers may encounter with Web 2.0 is the discomfort with being open., learners are not familiarized with some web 2.0 tools, and they do not feel comfortable, additionally teachers can face

technical problems, it could be because of outdated devices or low-quality internet service. Time is also another barrier to get used to for teachers, and for students to feel engaged and participate actively in class.

Characteristics

Terra (2023) mentioned some important features of Web 2.0. It offers free information sorting, allowing users to retrieve and classify data collectively. In addition, Web 2.0 contains dynamic content that responds to the user's input. In addition, its usage employs Developed Application Programming Interfaces. Moreover, web 2.0 encourages self-usage and allows forms of interaction like podcasting, social media, tagging, blogging, commenting, curating with RSS, social networking, web content voting, and it is used by society at large and not limited to specific communities.

Harris and Rea (2009) pointed out that Web 2.0 technologies refer to a range of concepts, including a greater focus on content created by users, sharing of data and content, collaborative work, novel ways of interacting with web-based applications, and the use of the internet as a social platform for generating, consuming, and sharing content.

Regarding podcasts, Panagiotidis (2021) uttered that podcasts are a prominent feature of web 2.0 and have gained widespread popularity due to several factors. These include the ease of producing them, low production costs, and their portability and flexibility in terms of time, location, and pacing. Both creators and listeners find podcasts convenient, and they have become increasingly popular due to the growing use of mobile devices. Additionally, podcasts offer bite-sized learning opportunities, which have contributed to their popularity since they first appeared. The factors that have contributed to the popularity of podcasts have also generated interest and efforts to utilize them in education.

Podcasts

It is imperative to define what a podcast is, as a simple and short definition Allan (2007) defined podcast as a standalone video or audio file with data that comes with an RSS feed, additionally it does not require too many implements to develop one, a microphone, computer, a camera, and a suitable software would be enough to

create one. Podcasts are digital audio, audio-video files that can be accessed and downloaded from the internet to a computer or mobile device. It is often available as a series, with new episodes automatically delivered to subscribers (Oxford dictionary, n.d.).

Additionally, Sabrila and Apoko (2022) proclaimed that in 2004 the term "podcast" was first introduced to refer to internet audio blogging or audio publishing. He also defines podcast as an audio recording that can be downloaded and listened to on portable mp3 player devices or computers. Currently, podcasts can be downloaded on any cellphone or listened to on any Web 2.0, in addition there are plenty of apps and web pages where to find them e.g., YouTube, Spotify, apple podcast, Facebook, Instagram, and so on.

According to Aristizabal (2009), podcasts are a concept introduced by Apple and were initially designed for their iPod device, which enabled users to download audio files, primarily in the MP3 format, and listen to them at their convenience. Additionally, Abdulrahman et al. (2018) stated that the origin of the word Podcast comes from two technologies, the first one is "iPod", which comes from Apple company, and the word "Broadcast". Podcasting allows listeners to easily select and enjoy a variety of programs in video or audio files.

Types of podcasts

Sabrila and Apoko (2022) claimed that podcasts offer two different types, the first one is just audio podcast, no visuals attached, the other type offers audio and pictures, and the last type of podcasts supply a mix of audio-video files. This diversity allows learners to select a specific type based on what they prefer. As a matter of fact, Melati et al. (2020) argued that choosing podcasts that are appropriate for their language proficiency level is crucial for students. However, Dupagne et al. (2009) declared that video podcasts can be also known as Vodcasts, since they are essentially the video version of audio podcasts, thereby the content is presented in video format instead of just audio, making it more interactive. Furthermore, Gonulal (2020) indicated that Podcasts (audio) and Vodcasts (video) supply precise, current, culturally rich, and obtainable endless materials, whereby learners can benefit from due to their utility, authenticity, and practicality as language learning resource. Further, Alm

(2013) concluded that podcasting technology (audio / video) offers learners valuable and genuine listening material, whereby learners can select one based on their preferences or interest, controlling the input they receive, and changing how learners develop their autonomous learning (Robin, 2011).

Podcasts formats

Rime et al. (2022) stated that there has been a noticeable increase in the diversity of presentation formats in podcasts. For example: Interviews, Conversations, monologues/solo podcast, repurposed media, panel discussions, fictional story telling, and there is also non-fictional storytelling. Further, Berry (2023) agglomerated them into three typologies conversations, narratives, and fictions. Wyld (2021) pointed out the effectiveness of podcasting as a storytelling tool and how traditional podcasting genres can be adapted to create innovative and engaging audio experiences. This adaptability is one reason why podcasts are popular for education and entertainment.

Interviews podcasts

Knapp (2022) proclaimed that it can be arranged by one host and one or two guests, and the guests supply meaningful insights to fill the conversation. As a matter of fact, Santo (2023) claimed the featured guests bring their expertise and experience to create an enjoyable interaction besides the knowledge, additionally, the guests will vary in every episode. Thomson (2019) mentioned that an excellent interview captivates listeners by showcasing the dynamic rapport between the host and guest. This interaction offers a distinctive opportunity for listeners to engage with an expert in a way that would be otherwise inaccessible to them.

Conversational podcasts

According to Copple (2023), conversational podcasts feature informal discussions between two or more hosts, typically revolving around the central theme of the show, which may encompass various topics. These podcasts appeal to a broader audience since they present multiple perspectives, allowing listeners to connect with hosts who resonate with them. The conversational format also fosters a sense of intimacy between hosts and listeners. Further, Robinson (2022) exclaimed that this format involves two podcasters in engaging discussions on specific topics and themes, including current news trends. It works well when the hosts have a strong rapport and

share mutual interests in the chosen theme or topic, making it an ideal format for individuals looking to start a podcast together. Since it is a relaxed format, it does not require a lot of planning and structure (Knapp, 2022).

Educational podcasts

Podcasts designed specifically for educational purposes, aimed at teaching and learning, are commonly referred to as educational podcasts (Barbuti and Caldarola, 2015). Comparatively, it allows you to construct authority in certain field (Knapp, 2022). According to Skinner (2023), an educational podcast is characterized by its primary objective of imparting new knowledge or skills to its listeners. Such podcasts may dedicate their entire content to explore a single concept or look into a specific historical era across a series of episodes.

ELT (English Language Teaching) podcasts are categorized into three types: authentic podcasts, teacher-created podcasts, and student-created podcasts. According to Walton (2020), teacher-created podcasts are those audios content that are produced by teachers and are intended for their own classes. Authentic podcasts are more appropriate for advanced level students, although some may also be suitable for intermediate and beginner level students. They are not originally intended for the EFL classroom, but they make them authentic sources of real-life language use. Student-created podcasts refer to audio content that is recorded by students under the supervision of their teacher, in response to a specific topic.

Panel discussion podcasts

Santo (2023) declared that this format is formed for a group of people that rotate their comments, opinions or claims about a topic, the topic or topics will be provided by the host. Additionally, Knapp (2022) also suggested that it involves more people than an interview. Further, Dennis (2023) stated that panel podcasts are arranged alike to an interview, but it involves more people, and the episodes are composed by a single host and a group of guests, then they share thoughts, ideas, or opinions about different topics.

Solo podcast

Santo (2023) argued that Solo podcast is formed by a single person who talks about a topic of their expertise field during the whole episode. This supplies the audience with significant content to learn in that area or at least get informed about it. Knapp (2022) concluded that it provides people the freedom to work on their own timeline and schedule talking about opinion, stories, or expertise filed. In addition, Kingland (2021) defined a solo podcast as an episode where the host takes center stage and shares their expertise on a particular topic. Being similar to a TED Talk, this format allows the host to delve into the subject matter without the presence of a live audience and the associated pressure.

Non-fictional storytelling

Knapp (2022) explained that podcasters can explode their creativity with flexible editing work and production, and consequently bring stories to life. On the other hand, Santo (2023) mentioned that in this format every episode is presented with one or more hosts, and they narrate a complete story in a chapter or a series of them. Monarth (2015) claimed that people are more likely attracted to narrated stories due to their social nature, since those stories place people in the storyteller position, and make people feel empathy.

Fictional storytelling

Rcorbett (2022) pointed out that fictional storytelling podcast is similar to an audio cinema because it requires production, music, actors and among other things. Furthermore, Copple (2023) defined it as a fictional narrative audio story. To build one requires pre-written material, actors, sound effects, music, etc. It can be developed in a series of chapters for a whole season.

Repurposed media

It is about recycling content and turning it into different format, video podcasts can be turned into audiogram podcast, or a blog (Santo, 2023). Robinson (2022) explained people have the flexibility to divide the original content and adapt it to a different medium. For instance, you can record your lectures, convert your written blogs into podcast episodes, or transform a weekly sermon into a downloadable podcast format. The ability to repurpose content allows podcasters to reach and engage a wider audience.

Characteristics of podcasts

Rime et al. (2022) proclaimed that learners act as a silent presence, and the machines or media tools deliver the content and keep the listener's attention. Also, some of the features of podcast to mention is people can play the content whenever and wherever, and they can forward, rewind, or listen to a program as many times as they want to, this convenient media offer learner and teachers a unique experience, with a universality of content.

Also, Llinares et al. (2018) claimed that podcast allows people to be a silent participant of other people's conversation, interest, or experiences associated with topics they are captivated by, and it generates a deep connection. Thus, as people get into interior and exterior sonic experiences, this could probably be the crucial reason why podcasts have become a lot popular nowadays.

Nigmatullina (2019) pointed out that podcasts provide educators with the flexibility to choose content and formats that align with their specific lesson objectives, offering limitless possibilities. These formats include fictional narratives, educational and motivational TED talks, world news and current events, historical accounts, sports, entertainment, and investigative journalism. Incorporating diverse formats keeps classes stimulating and dynamic while exposing students to a range of communication techniques, such as narration, informal discussions, scripted dialogue, and interviews.

Walton (2020) declared that podcasts have become an excellent tool for improving your students' listening skills, as they offer a range of practical content, interviews, and discussions on current events that are presented in real-time with authentic accents. They can be downloaded and listened to multiple times, and the playback speed can be adjusted to suit the listener's preference. Additionally, podcasts cover an extensive range of topics, from physics and fashion to cooking and cryogenics, making them an excellent resource for any subject matter. Learners can easily access podcasts through popular platforms such as Google, iTunes, YouTube and Play Store, Apple podcast, Spotify as well as on the websites of major educational institutions and broadcasters like the BBC and ABC.

Podcasts advantages

Núñez (2021) stated that podcasts provide flexible learning opportunities, as they can be accessed and listened to at any time, allowing users to review audio files while doing other activities such as driving, walking, or biking. Additionally, if transcripts of the podcasts are also provided, students can read along while listening, making the content more accessible for individuals with special needs who are unable to listen to the audio files. This multi-modal approach to learning, where students can listen to audio files, watch videos on the content, as well as read course materials, allows for a more comprehensive understanding of the material.

According to Saeedakhtar et al (2021), podcasts promote active participation from students in their language learning and offer a diverse range of language resources, which helps to enrich their learning experience of the target language. Additionally, they provide authentic English experiences that can be incorporated into the classroom setting. Another benefit of podcasts is that students can take advantage of features such as pauses and replay options to monitor their progress while listening.

Furthermore, Indahsari (2020) exclaimed that even though podcast is not defined as a pedagogical approach, it can be implemented as an authentic resource by the teacher, since the importance lays on such information comes from native speakers who are fluent in their spoken language, therefore it provides the use of language in an authentic context. In addition, it keeps learners focused on tasks, identifying new vocabulary, internalizing sounds, increasing their linguistic competence to become eventually a better listener.

Nigmatullina (2019), one of the most significant and valuable applications of podcasting in education is through the idea of students producing their own content. By creating their own podcasts, students have the opportunity to ask questions, engage in discussions, deliver presentations, or showcase their projects. This approach enables students to take charge of a portion of their education and fosters greater participation in the subject matter. They can challenge assumptions, collaborate, and teach one another, ultimately promoting deeper learning.

Furthermore, Cross (2014) discussed that podcasts encourage learners to develop autonomous learning, however the teacher must lead this process, providing regular feedback and cues about how to use it appropriately and consequently

improving learners' listening skills. Podcasts have gained immense popularity all around the world. For language instructors, podcasts provide an endless supply of genuine resources that can be used in the classroom to enhance students' listening comprehension, pronunciation, and vocabulary.

Podcast disadvantages

Goldman (2018) claimed that there are two common negative perspectives regarding the use of podcasts in education. The first view suggests that both teachers and students may misuse podcasts. Teachers might substitute lectures and traditional course material with podcasts, while students may start disregarding classroom resources and rely solely on podcasts. The second perspective is that podcasts have little influence on learning outcomes and academic performance.

Rosell-Aguilar (2007) pointed out that archiving transcripts to ensure accessibility can be time-consuming and expensive, but it is necessary for making the content available to individuals with special needs. However, large file sizes of podcasts and especially video files require a broadband internet connection, making it difficult or even impossible for users with slow dial-up connections to access the content. Further, the author mentioned that creating online content, including lectures and podcasts, can increase the workload of teachers significantly. Teachers have to invest time and effort in recording, editing, and uploading the content, which can be a time-consuming process.

Deal (2007) stated that the access to internet is not available for everyone, there are a lot of places, areas with lack on internet access, which causes limitations for accessing podcasts, therefore the teacher should verify that the school as well as the students have access to internet.

Moreover, UKessays (2018) declared that the use of podcasts presents a couple of disadvantages. For example, downloading an episode could take a lot of time, because of the file's size, and the broadband connection, and they may become boring. When podcasts episodes are way long length might get listeners bored due to the time spent listening to them. Additionally, Barto (2008) discussed that listening to podcasts can be expensive, since it requires devices to play or download or listen to them

(laptops, cellphone, earphones, headphones) and not all students have access to such devices.

Dependent variable

English language

Srinivas Rao (2019) claimed in his research work that English is currently a lingua franca, additionally, it occupies a special status in almost 70 countries, hence it is being used in several fields such as business, science, engineering, technology, medicine, education, internet, and so on. In addition, it works out as a commercial language, whereby the East and the West, the North and the South of the globe are interconnected.

Furthermore, Niyozova and Ilyosovna (2020) remarked that English as a dominant language in multiple countries on earth offers some clues about its popularity. For instance, it is handy when traveling, it is paramount to work on international business, and English is a language of academia as well, thereby most people agree the idea that learning English, the global language, is the most accurate option to go ahead in life.

Moreover, Clement and Murugavel (2018) stated that to communicate adequately using English does not require only to make correct grammatical sentences but also the other related skills for effective communication like listening or speaking to develop confidence in personal and interpersonal skills.

Language Skills

According to Markström (2019), language skills encompass the capacity to comprehend communication from others, including listening and reading comprehension, as well as the ability to express effectively in English through speaking and writing. The author remarks that these skills are essential for language proficiency and form the foundation for effective communication, so that English proficiency is based on the student producing speech and writing in English, as well as the student being able to receive and understand speech and written language. Similarly, Daniel (2018) stated that language skills lead learners to the fundamental concepts of an efficient use of the English language for communicative purposes.

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Moreover, Dash (2022) proclaimed that since communication is primarily conducted through the use of language, the term communication skills is sometimes used interchangeably with language skills. The phrase "language skills" pertains to an individual's capability to effectively use language in both written and oral forms for various activities and objectives. There are four fundamental language skills that are essential for all language learners to acquire: listening, speaking, reading, and writing. Additionally, the skills of speaking and writing are categorized as productive skills, whereas listening and reading are categorized as receptive skills. The four skills are closely connected to each other to reach the proficiency English language domain required.

Then, Sadiku (2015) manifested that language skills serve as the foundation for achieving proficiency in a language, and they work together in tandem to provide a well-rounded understanding of the language. Although each skill is distinct, they are interdependent and essential for language learners to master, and that integrating the skills of listening and speaking with those of reading and writing in lessons will allow to enhance language learners' abilities to communicate effectively as good listeners, speakers, readers, and writers. However, achieving mastery of these skills is a gradual process that requires time and practice.

According to Husain (2015), language skills are classified into productive and receptive skills. For instance, speaking and writing are referred to as productive skills as they require learners to actively produce sounds through speaking and symbols such as letters through writing. Listening and reading, in contrast, are commonly referred to as receptive skills as they involve a more passive approach where learners receive information through listening or reading.

Receptive skills

The term receptive language skills as Mahmood (2021) proclaimed in his research work, it is portrayed as the required skills whereby EFL or ESL learners are able to demonstrate their comprehension or understanding of English language. In the same matter, Djabborova (2020) declared that the skills defined as receptive are listening and reading, because ESL and EFL learners receive and understand

information, by employing such skills they analyze, get meaning to understand the message, and they do not produce language.

Further, Al-Jawi (2010) explained that receptive skills are how learners obtain meaning from the data that they see or hear, additionally this process requires some fundamentals which apply to as reading as listening. Then Sreena and Ilankumaran (2018) declared that learners receive the language by listening or reading, then its meaning is decoded to obtain a wide understanding of the message, expanding the imagination in reading, and listening skills. Another feature to increase receptive skills is that students as good listeners must be careful readers too, hence students' interest and search of knowledge would be able to maximize their receptive skills.

Listening skills

Djabborova (2020) exclaimed that listening is about the act of paying attention to what someone conveys, and you hear from that spoken message, however, listening requires more than just hear, you keep focused and concentrated mentally and somehow physically, because to connect to another person we as human beings employ the most basic and powerful way, that is, indeed listening.

Moreover, Sreena and Ilankumaran (2018) stated that listening stage has to do with the act of responding a communicative event, it means that listeners make a sustained effort to receive sounds and make meaning of the message, hence it unfolds the possibilities to keep the interaction.

Additionally, Heredia (2018b) argued that developing learners' listening skills is fundamental to acquire the English language, due to it supplies language input, given that listening comprehension is a mental process that is not visible. Furthermore, Darti (2017) mentioned that as listening is the most widely skill used in daily life it will assist ESL learners to improve their speaking skill as well. Thus, ESL and EFL learners demand to hear all the multiple types of English accents continuously to convey their communicative skills properly, meaningfully, and naturally.

Sudewi (2021) noticed that for novice language learners, developing the skill of listening is crucial as it forms the foundation for learning a new language. Listening is considered a receptive skill, which involves acquiring new vocabulary through what

is heard or comprehended. Learners' ability to receive information through listening can impact their capacity to produce language.

Listening comprehension

Rost (2013) suggested that listening comprehension is a multifaceted and interactive process where listeners engage in a dynamic construction of meaning. It involves various cognitive processes, such as decoding sounds and words, recognizing syntax and grammar, activating prior knowledge, and integrating new information to form a coherent understanding of the message being conveyed. Hamouda (2013) also viewed listening comprehension as an interactive process where listeners construct meaning by decoding and interpreting spoken language in real time. In addition, Argisila (2019) proclaimed that students who possess strong listening skills and comprehension abilities will be able to participate more effectively in communicative activities.

Nemtchinova (2020) claimed in her research work that the success of comprehension relies on the listener's background knowledge and how it shapes their perception and memory. The schema theory can provide a better understanding, it points out that people organize all the information they possess into interconnected patterns called schemata. Two schema types can be mentioned; content, that encompasses general knowledge, life experience, and relevant subject matter knowledge, and formal, which reflects the listener's awareness of different text types and genres. Cultural schema is another schema type that describes familiarity with sociocultural norms of a specific community.

Saraswaty (2018) discovered that learners find difficult to develop their listening skill, and the implication is that the students encountered challenges while completing listening tasks. Upon observation, three difficulties were identified. Firstly, some students lacked interest in listening. Some students also became bored when the same audio type was repeatedly used for listening exercises. Secondly, the students struggled to identify English words spoken at a fast pace in conversations. They found it challenging to comprehend the meaning of the speech when the speaker did not pause frequently. Lastly, the variety of unfamiliar native and non-native accents

confused the students and impeded their listening comprehension. Conversely, familiarity with a particular accent could facilitate their understanding.

Ruetten (1984) identified seven primary reasons that learners face in their listening comprehension. These reasons include speed, repetition, vocabulary, signals, interpretation, concentration, and perfectionism. To improve their listening skills, learners require substantial exposure to spoken language and ample opportunities to practice in various listening contexts.

Listening stages

Wulandari and Sya'ya (2021) suggested that the concept of listening can be developed in four different stages, which include: first, sensing, which involves receiving both verbal and nonverbal messages, second, interpreting, which entails comprehending the messages, third, evaluating, which involves differentiating between facts and opinions and deciding whether or not to agree with the speaker, and finally, responding, which involves reacting to the messages using both verbal and nonverbal cues.

Houston (2020) discussed three stages of a successful listening activity and provides some suggestions for each stage. The three stages include pre-listening, while-listening, and post-listening. If a teacher is using a coursebook with listening activities, they should be able to recognize these stages in the book and decide whether to follow the plan in the teacher's book or modify it.

The pre-listening stage is focused on preparing the students for the listening activity by activating their prior knowledge and introducing any vocabulary or concepts that may be necessary for understanding the audio (Richards, 2005). Further, Houston (2020) concluded that the teachers must prepare learners for the listening activity by providing a brief introduction to the listening text without revealing too much information. Encourage students to think about what they might hear and ask them to preview the relevant worksheet or coursebook page. Allow students to examine the accompanying pictures, tasks, instructions, and questions.

While listening stage, Richards (2005) summed up that learners engage in various activities that help them understand the listening text. These activities may include tasks such as listening for the main idea or gist of the text, sequencing events,

filling in the blanks, or answering comprehension questions. Houston (2020) pointed out that listening for gist students aim to comprehend the main idea or theme of the listening track. On the other hand, listening for detail involves getting specific information, such as the cost of a meal or the destination of a bus. Lastly, making inferences means that students listen for information that is not directly stated on the track, such as the feelings between two people or where a man might go next.

According to Field (2008), post-listening stage involves language focus activities, such as practicing expressions and language functions that were used in the listening text. For example, the teacher may guide students to practice offering, refusing, and apologizing in a role-play activity based on the dialogue they listened to. Moreover, Houston (2020) stated that post-listening task is the final stage of a listening activity where the teacher uses the listening text as a basis for further language practice. Thus, by doing this, learners can consolidate what they have learned during the listening activity and use it in new contexts, improving their ability to communicate effectively in the target language.

Input

Fahad and Bailey (2021) established that Krashen's "Input Hypothesis" was one of the initial endeavors to establish a well-organized theoretical explanation of second language acquisition. According to Krashen, language learning could occur through the process of understanding it. He correlated the acquisition of a second language with the same cognitive processes observed in children learning their first language. In language learning, the comprehension of input that is contextually relevant plays a crucial role.

Krashen (2002) mentioned that learners are required to process the input into comprehension, and one of the ways to comprehend the input is through simplification. Nugroho et al. (2020) declared that for input to be useful for language acquisition, it must be processed and turned into intake, which refers to the language that the learner has truly internalized and can produce independently.

Ellis (2008) provided support for the input hypothesis by proposing three types of comprehensible input: unmodified input, pre-modified input, and interactionally modified input. Unmodified input, according to Ellis, refers to language input that is

not altered for the purpose of comprehension. Pre-modified input, on the other hand, is input that is simplified or modified before it is presented to EFL learners to facilitate comprehension. Additionally, interactionally modified input is modified through the negotiation of meaning to make the input more understandable.

According to Ellis and Shintani (2014), L2 learners require substantial amounts of input in the form of listening and reading to facilitate their learning. Input is considered to provide opportunities for both incidental and intentional learning. Additionally, regarding input Rost (2005), listening input helps learners acquire various aspects of language learning such as phonology, grammar, vocabulary, and language use. In addition, Anderson (2013) suggested that reading is another important source of input that contributes to language learning, good readers who have a solid understanding of reading can also become successful writers and speakers.

Methods for teaching listening

Audiolingualism Method

Richards and Rodgers (2001) pointed out that the term Audiolingualism method was stated by the professor Nelson Brooks in 1964. This method appears with the combination of structural linguistic theory, aural-oral procedures, contrastive theory, and behaviorist theory. Together they made up what is known as the audiolingualism method.

The language skills are taught sequentially in the following order: listening, speaking, reading, and writing. Listening is primarily considered as a means to train the ear to distinguish basic sound patterns. Initially, the language may be presented solely through oral means, and written representations are typically not introduced to learners during the early stages. Audiolingual courses often heavily rely on tape recorders and audiovisual equipment. If the teacher is not a native speaker of the language being taught, the tape recorder can provide accurate models for dialogues and drills (Richards & Rodgers, 2001).

Objectives

Brooks (1964) proposed two objectives for the audiolingual program; the immediate goals consist of developing skills such as listening comprehension, precise

pronunciation, identification of speech symbols as written characters, and the capability to produce those symbols in written form. The long-term goals should be centered on achieving proficiency in the language comparable to that of a native speaker. Additionally, it is essential to acquire some knowledge of the second language in the same way as a proficient bilingual speaker would possess it.

Principles

Regardless of the influences that shape audiolingualism, it is important to mention their central principles; learning a foreign language requires sequential habits, providing correct responses (memorizing dialogues) instead of making mistakes, that creates good habits. In addition, presenting the target language in spoken form is more effective to learn a language, it provides the foundation to develop other skills. Then analogy represents a better form to teach grammar, grammar lectures are not considered in this process since students practice a pattern in different context until they internalize and can relate them appropriately. Teaching grammar must be done inductively not deductively. Finally, to understand the meanings of language words, they must be learned within a linguistic and cultural framework, not in isolation. As a result, teaching a language means to entail teaching aspects of the cultural system of the language's native speakers (Rivers, 1964).

Bottom-up & Top-down approaches

Marlina (2018) argued that since listening requires that listeners decode and understand the message received, focusing on the form becomes unnecessary. This perspective fosters learners to become better listeners, and bottom-up and top-down approaches turn effective in listening development. Bottom-up approach focuses on enhancing and extending students' understanding of vocabulary and grammar. Machado (2022) declares that during bottom-up processing, learners perceive the words, store them temporarily in their short-term memory, combine them, and then interpret what they have heard.

On the other hand, Marlina (2018) manifested that top-down process places significant importance on activating listeners background knowledge and schemas, such as pragmatic/discourse conventions, discourse clues, and topic familiarity, in order to comprehend the meaning of a message. Moreover, listening appropriately

requires building up metacognitive knowledge, which has to do with advocating learners to use their knowledge of people, tasks, and the strategies students use to enhance their listening comprehension. Then metacognitive strategies foster learners to plan how to listen by identifying learning objectives, self-monitoring their progress when listening, and evaluate how successful they are based on a set criterion.

As Buck (1994) pointed out that to comprehend a message fully, listeners must both understand the phonetic input, vocabulary, and syntax (bottom-up processing), and utilize the context of the situation, general knowledge, and past experiences (top-down processing). Miranda (2022) stated that leaners can combine new content (bottom-up) with previous content (top-down) to get a wide understanding of what they listened to.

Communicative language teaching approach

As a response to the need to develop a new teaching language method, in 1971 a group of experts investigated how to build up such method considering inquiries done by Wilkins. His language definition would mean the basis to create a communicative syllabus in terms of language teaching. Wilkins provided an analysis of communicative meanings that EFL/ESL learners should understand and use, because he aimed to demonstrate the significance of the communicative use of language rather than focusing on grammar and vocabulary. As a matter of fact, to support his claim Wilkins said there are two types of meanings, such as notional categories, and categories of communicative function. In addition, Wilkin's book "Notional Syllabues" had a huge impact and lead to the development of CLT, and the efforts of the Council of Europe and the contributions of influential British applied linguists such as Widdowson, Candlin, Christopher Brumfit, and Keith Johnson have significantly influenced the development of a theoretical foundation for a communicative or functional approach to language teaching (Richards & Rodgers, 2001).

Further, Machado (2022) concluded in his research that CLT is a dominant methodology, and he also mentions that CLT has brought about a shift of activities that are conducted in the classroom. In this approach, it is expected that the students

actively participate in the activities that are designed for effective teaching and learning.

Mishan (2005) claimed that authenticity has been an essential aspect of language learning in CLT approach throughout history, considering three main categories: communicative approaches, materials-focused approaches, and humanistic approaches. The communicative approach emphasizes the importance of authentic communication, which places more emphasis on meaning than on form. On the other hand, the materials-focused approach allows for other methods such as educational and inductive approaches. The humanistic approach views learners as whole individuals, utilizing their entire cognitive repertoire to learn. Authenticity has been an integral part of achieving the goal of communication in language learning.

According to Richards (2006), CLT involves a shift in the roles of both students and teachers. In this approach, students engage in collaborative learning activities rather than individualistic ones. He also points out that to effectively implement the CLT approach, teachers should use various strategies to immerse learners in authentic language use. These strategies may include gap activities, role plays, games, and discussions of real-life issues.

Ma. (2009) mentioned that in CLT, the listening skill has a communicative purpose, requiring learners to use the information they hear in various learning activities, just as they would in real-life situations. This means that the listening skill is integrated and practiced throughout every stage of the language learning process, additionally this technique can be customized for all types of learners by utilizing audio recordings and transcripts in small group settings to enhance their skills and address their individual needs.

Listening strategies and techniques

Oxford and Nyikos (1989) declared that Language learning strategies are the behaviors or actions that learners employ to enhance the effectiveness, self-directedness, and enjoyment of their language learning process. Senthil et al. (2022) defined strategies as a deliberate and purposeful sequence of steps taken by a learner with the specific goal of learning, recalling, or comprehending the target language. These strategies are applied systematically and in a specific order to facilitate effective

language acquisition, additionally the author mentioned that strategies can be classified into cognitive, meta-cognitive, and socio-affective strategies.

Cognitive strategies

Overall, cognitive strategies for listening are about the incoming data, direct analysis or synthesis of the learning content, thereby learners manipulate it for their learning improvement. These strategies involve rehearsal, inferencing, deduction, organization, transfer, imagery, elaboration, among others (Bao, 2017). Additionally, Senthil et al. (2022) stated that cognitive strategies encompass mental and physical techniques used to manipulate the material being learned. These strategies can involve mental processes such as elaboration or physical actions like notetaking. Furthermore, O'Malley and Chamot's (1990) suggested that cognitive strategies refer to the act of manipulating or transforming the material to be learned using strategies such as resourcing, repetition, grouping, deduction, imagery, auditory representation, the key word method, elaboration, transfer, inferencing, note-taking, summarizing, recombination, and translation.

Further, Infantino (2021) stated two more cognitive strategies for listening; listening for gist, learners understand the general idea of what speakers convey in a conversation, they do not focus on specific grammar or vocabulary, and listening for detail, students focus on listening to specific information, such as amount of paying, time, places, etc.

Metacognitive strategies

Bao (2017) mentioned that such strategies assist learners in solving an assignment. Further, Senthil et al. (2022) declared that they entail thinking how to process, and store information, and the steps to direct, and organize the cognitive process. The strategies include selective attention, planning, monitoring, evaluation, etc. Selective listening refers to the deliberate focus on relevant information while ignoring what is not. O'Malley and Chamot's (1990) concluded that meta-cognitive strategies encompass understanding and regulating the learning process. This includes planning, monitoring, and evaluating one's own language learning. For example, planning employs advance organizers, directed attention, functional planning, selective attention, self-management, meanwhile monitoring entails checking

comprehension, verifying performance, and for evaluating, requires assessing outcomes against standards once the assignment is finished.

Socio-affective strategies

According to Bao (2017), they refer to the learners' interaction, it can be developed with peers, native speakers, or their teachers. Learners can employ self-questioning, collaboration, self-assurance, or self-talk as strategies to enhance their listening. Moreover, Nemtchinova (2020) argued that socio-affective strategies encompass conversing with teachers, peers, and native speakers, as well as building self-assurance and motivation. When students verify answers in groups or look for supplementary practice opportunities, they employ socio-affective strategies. In addition, Zhang (2007) summed up that it involves interacting with others and regulating one's emotions to enhance understanding. Further, the author also suggested a couple of extra strategies for teaching listening:

Form strategies, it is about new words, learners must pay much attention to new words. Grammar, students assist their understanding with their grammar knowledge.

Meaning strategies: it involves inferencing, connecting, and predicting. For example, inferencing, learners utilize actual information to infer outcomes or answers for gaps. Then, connecting, students set a connection of their prior knowledge to the new one to get better understanding, Predicting, learners get aid from pictures or titles to predict.

Native language strategies: Learners aim to translate what they hear to their native language.

Geddes and Sturtridge (1979) introduced the concept of "jigsaw" listening, a technique where students listen to various recorded materials and subsequently share the content with their classmates. Further, Richards (2006) concluded that Jigsaw is based on the information-gap principle. The class is divided into groups, with each group having a portion of the information required to complete an activity. The students collaborate and work together to piece together the fragments and achieve a comprehensive understanding. Through this process, they utilize their language skills to engage in meaningful communication and participate in valuable language practice.

Equally important, Newton and Nation (2020) proclaimed that What is it? is a technique that the teacher uses to describe something, students will figure out what the teacher just described. The teacher will give a few information at the beginning and moderately could give more details to help students to discover it.

Listening activities with Podcasts

Implementing podcasts to improve students' listening skills could offer significant outcomes. There are plenty of activities to apply in the classroom, considering all the advantages that podcast provides as interaction and immersing learners to real use of language. Walton (2020) furnished some activities to implement in your classes. For example:

Predictions: supply learners with a short summary about the podcast, they will have a general idea and they will be able to make predictions about what will happen next. Then, ask them to predict five things that they think will happen.

Listening for gist; students can answer broad questions about the episode, such as what the episode is about, who is speaking, what they are talking about, where they are, and the general mood of the conversation. They can listen once to an answer and then listen again to compare their answers with a partner or in an open class discussion.

Introduce new language; before they listen to the episode, pre-teach difficult or new vocabulary words, then listen to the episode, write the words on the board as they come up. They can then identify them in context and reinforce them in class using vocabulary activities.

Bingo - based on the podcast's theme, the teacher asks learners to write down at least ten words, expressions, or pieces of grammar that they think they will hear. Then as they listen to the episode, they can play bingo crossing off items as they hear them. The teacher can provide a list of items at the beginning of the lesson to help students choose, it will increase the chances of getting a great outcome.

There are more interesting activities to apply using podcasts as an authentic tool in the classroom. For example, according to the British Council (n.d.), there are plenty of activities to apply using podcasts for students:

First, listen to the whole podcast without interruption, write or record a summary of it, and listen again to add more information if you need to. Repetition will help you out.

Second, *focus on a specific grammar point* such as the present perfect, and listen for it in the podcast. What is the context to use it? How many times did you listen to it?

Another one, *listen and repeat* what the speaker is saying, mumbling it under your breath. It will assist you to improve pronunciation.

On the other hand, for teachers the British Council blog recommended the following: Consider using a brief excerpt from a relevant podcast. You can find an authentic podcast program on the internet regarding the topic for your class. This can help to set the tone for the discussion and capture the attention of your audience, while also providing an informative and engaging entry point into the topic at hand.

Teachers could present an excerpt from a listening exercise in a coursebook, followed by a segment from a podcast intended for native speakers. Students should compare the two, taking note of differences such as the pace of speech, the exchange of turns between speakers, and the clarity in distinguishing different speakers. They can then evaluate how comprehensible the content is, and you can suggest strategies for improving their understanding in areas where they encountered the most difficulty.

As a homework assignment, ask your students to select a podcast of their choice to listen to, offer some recommendations or guidelines or allow them to pick anything that piques their interest. Then in the first ten minutes of the following lesson, have them discuss the podcasts they listened to, sharing their reasons for selecting it, their level of comprehension, and any new language or subject matter they learned. Regularly incorporating this type of activity into your curriculum can be a valuable component of a comprehensive listening program.

Furthermore, Ferlazzo (2018) suggested some activities using podcast to integrate in the classroom with learners. They are the following:

Chronology: after learners listen to a podcast ask them to write a chronology of it, they can work in pairs or groups.

Event Sort: the whole class listens to a podcast, later provide learners a sheet of paper with a list of events to order correctly. They can cut out the events and arrange them appropriately. (Learners could take short notes to set the order).

Two Predictions, Three Questions: students can work in pairs or teams, before listening to it, they write two predictions based on the tittle, then they listen to a podcast episode, and write three questions, later exchange questions with their partners and answer them. Finally, students state if their predictions were accurate.

Uadmin (2022) manifested the activity called *Learning to Interview*, assign students to conduct an interview with someone they know and submit an edited audio recording of the conversation. This provides practical practice for incisive questioning, attentive listening, and improvisation skills, while also encouraging meaningful conversations with others. Students choose who interview to (friend, classmate, or family member). Then, listen to podcasts as a guide to develop and conduct their interview, they should consider the type of questions, and how to use silence to compel the interview. Later, combine information you know and the info about the interview to develop what you want to ask. Finally, record it in a quiet place.

Assessing listening skills development using podcasts

Once the text types, listening purposes, and sub-skills targeted are identified in the curriculum, we can proceed with designing appropriate assessment procedures. While each task may require specific assessment criteria, there are some general guidelines that can be applied universally. Reliability, a test is considered reliable if it consistently produces the same or similar results upon repeated administrations (ELT Concourse: Assessing Listening, n.d.). Practicality, it refers to budgetary limits, time constraint to complete a test, and available resources to apply the test. Validity, the test measure what it intends to measure, relies on empirical evidence, and it is meaningful for learners. Authenticity, use natural language, the test is contextualized, attaches relevant content, it is organized appropriately, and contains real-world tasks. Finally, Brown and Abeywickrama, (2003) stated that washback influences how and what students learn, and teachers teach. Teachers need to allow learners enough space to prepare themselves and provide positive feedback to improve their language domain.

Philip (2017) provided some options to assess learners' listening comprehension. For example:

Multiple choice quizzes are a great option to check for meaning. Teachers can ask learners the meaning of an idiom that was used in the recording.

Open-ended why questions. For instance, "Why did the man not have time for eating lunch?" "Who said what?" Ask students to write anything that was said in the dialogue, additionally, use the multiple-choice question type, learners will identify who said it.

Checkboxes questions (multiple correct answers) is another option to assess, teachers will provide several correct and wrong answers, learners will recognize which statements are true.

Marlina (2018) indicated that to achieve the outcomes, students may be assigned tasks like completing cloze listening exercises or multiple-choice listening comprehension questions. These activities aim to develop and assess their ability to recognize important elements like key words, clauses, transitional markers in a discourse, and essential prosodic features such as stress and intonation.

Walton (2020) explained that for listening comprehension the teacher creates a questionnaire related to the topic class, students make a quick scan of the questions, ask them to fill in the questions as they listen to the episode.

1.2 Objectives

General Objective

To determine the impact of podcasts on the listening skills development of EFL learners

Specific Objectives
- To analyze the types and formats of podcasts students use to enhance their listening skills.
- To describe the different strategies that learners use to enhance listening skills.
- To identify the advantages and disadvantages of podcasts for developing listening skills.

Fulfillment of objectives

It was necessary a brief presentation of the research work about podcasts and listening skills, explaining learners that their contribution for the research was to answer a survey of 28 questions, in addition detailing how to answer the questions, the value of the Likert scale, and that the survey was arranged into three stages with 4 open-ended questions. They survey was designed and developed to answer 3 research questions directly related to specific objectives of the research, thereby the data obtained contributed to fulfill the three specific objectives of this inquiry. The first stage was about types and formats of podcast. The survey revealed what types of podcasts students like, the formats they enjoy the most and the open-ended question stated what application or web site they use to listen to podcasts.

The next stage of the survey provided information to describe what strategies learners used to enhance their listening. The most remarkable strategies were cognitive strategies, due to it allows to manipulate to content to be learned through mental and physical techniques. For example, inferring, guessing, key word method, note-taking, summarizing, etc. This result was visible in the open-ended question as well.

Ultimately, since learners were familiar with listening to podcasts on the web, they were able to identify the facilities and limitations that podcasts supply for their listening improvement. For example, the advantages were that they learn expressions, vocabulary and are exposed to language use. Ultimately, the disadvantages were that podcasts are barely implemented in class, language is too complex to understand, and others. This last stage contained two extra open-ended questions, one for advantages and another for the disadvantages, the results revealed some other disadvantages that were not considered previously.

CHAPTER II

METHODOLOGY

RESOURCES AND MATERIALS

2.1 Resources

The development of this research employed various types of resources such as technological and human resources. The human resources belong to "Universidad Técnica de Ambato" and include the higher-level students of "Pedagogía de los Idiomas Nacionales y Extrajeros". On the other hand, the technological resources required were laptops, virtual libraries, journals, and academic articles. Finally, the data collection was carried out by using Google Forms, and the Statistical Package for Social Science (SPSS) software was used to analyze such information.

Instruments

The data collection required the use of a survey as a technique, and the development of a questionary as the instrument, such instrument was applied to 75 students. Further, the questionary was divided into three sections considering three critical questions; what are the types and formats of podcasts learners use to enhance their listening skills? What are the advantages and disadvantages of podcasts for developing listening skills? The last section aimed to describe; What are the strategies students use to develop their listening skills?

The questionary was composed of 28 Questions items with Likert scale, and 4 opened-ended questions. The first section of questions was about the types and formats of podcasts to enhance listening skills, it had 8 Items with an open-ended question. The second section of questions was related to the advantages and disadvantages of podcasts for developing listening skills with 8 Items and 2 open-ended questions. The third section was about the strategies students use to develop their listening skills with 8 Items and 1 open-ended question. It is necessary to mention that this survey works as the methodological technique to collect the needed data from a sample of individuals and consequently to produce quantitative descriptions of all the features of a wider population where they were taken from. The survey allows investigators to tap into accurate data which is related to preferences, needs, and behaviors, being widely used to describe a technique which collects relevant information from a sample of

people (Groves et al., 2011). Furthermore, it was required to run the coefficient Cronbach's Alpha test to verify its validity.

Population

This research was carried out at "Universidad Técnica de Ambato". The participants for such inquiry were 75 students of the higher levels of "Pedagogía de los Idiomas Nacionales y Extranjeros" major. Regarding the participants genre, there were 53 female students and 22 male students. On the other hand, the learners age range is from 21 to 25 years old. The students agreed to participate freely and voluntarily to collect the information for this inquiry. This investigation required to work with higher level students, since podcasts contain complex language. In addition, these students are about to become English teachers, so they know the language, and they have developed the needed English skills to communicate properly, especially listening. Because, to generate a response the listener must understand the information received. Moreover, learners are exposed to the use of technology and the internet, so that they can take advantage of it to improve their listening skills.

Table 1:

Population

Population	Number of students	Percentage
Male	22	29,33%
Female	53	70,67%
Total	75	100

Note: This information was taken from the survey learners answered.

Data collection procedure

First, to collect the needed data it was necessary to create a survey whereby answering the three research questions, however, it was fundamental to develop previous research to collect relevant information that contribute to the development of such matter. The data for the theoretical framework provided significant insights about podcasts and listening skills. Moreover, to formulate the questionary, it was fundamental to develop the operationalization of variables, considering the following dimensions and indicators. Podcast for the independent variable. Within this variable, it was considered the types and formats of podcasts, the indicators were audio, audio

video podcast types, and for its formats there are interviews, conversations, solo podcast, repurposed media, panel discussions, fictional story telling, and non-fictional storytelling. Furthermore, it was feasible to identify the advantages and disadvantages of podcasts. *Advantages* such as it is downloadable, allows flexible learning, provides authentic listening experiences, promotes active participation, self-monitoring (pause, forward, and rewind content), supplies endless genuine listening content resources, permits recognizing different English accents, assists to improve listening comprehension, pronunciation, and extent vocabulary. On the other hand, *the disadvantages* may be possible misuse of podcasts as teaching learning resource, possible broadband internet connection to have access to podcasts, transcripts may become time-consuming and expensive. Lastly, listening skills for the dependent variable, it was contemplated the strategies learners use to improve their listening skills. For example, cognitive strategy, metacognitive strategy, socio-effective strategy, form strategy (new words and grammar), meaning strategy (inferring, connecting, predicting), and note-taking strategy. Finally, the survey was checked and validated by the investigator's tutor, then it was needed to run a pilot test. The investigator considered that given students of eighth level does not receive any additional subject related to English language, and students of seventh level have similar English language domain it was suitable to survey eleven students of eighth level for the pilot test. Then it was applied the coefficient Cronbach's Alpha to verify the survey's validity, getting an approval of 0.826. Consequently, the survey was applied to 75 students of the higher levels of the major "Pedagogía de los Idiomas Nacionales y Entranjeros" to obtain the data to develop this investigation.

2.2 Methods
Mixed approach

The development of this inquiry was carried out by utilizing a mixed approach, qualitative and quantitative. Kothari (2004) stated that quantitative approach aims to collect relevant data for measurement of quantity, additionally its application to a phenomenon allows to reveal the outcomes in terms of quantity and requires a meticulous quantitative analysis. Meanwhile, according to Bhandari (2023), a qualitative approach entails the collection and analysis of non-numerical information such as text, videos, or audio, additionally, it aims to understand people's perspectives,

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opinions, or experiences and consequently it could lead to generate refreshing ideas for a problem or insights about it. Furthermore, it is flexible, permits collecting data in natural settings, provides significant insights and assists in generating new ideas. On the other hand, the quantitative approach involves the operationalization of variables, a process specific to this approach, as variables need to be observable and measurable. Thereby, this study aimed to collect numerical data which provided the needed information to develop an analysis of the impact of podcast to enhance learners listening skills. The data collected from the students' survey was analyzed and compared using numerical representations. Babbie (2010) concluded that a quantitative approach is objective, aims to analyze statistical, or numerical representations which can be collected using questionaries, surveys, etc. It gathers numerical information and provides an overall analysis of a group of people (sample) to interpret and describe a phenomenon.

2.3 Research modality

Field research

Bhat (2023) proclaimed that field research takes in a specific setting to observe diverse possible behaviors of a subject in their natural environment, then analyze it for the purposes of the study. Hence, this inquiry was developed in Universidad Técnica de Ambato, with students of higher levels of the major "Pedagogía de los Idiomas Nacionales y Extranjeros", it means that the research took place in a natural environment where learners engaged naturally.

Bibliographic and Documentary

According to Allen (2017), bibliographic research requires gathering information from diverse materials that have already been published. Such materials entail various resources such as reports, scientific articles, magazines, journals, and others. In addition, it might include current digital resources, e.g., blogs, videos, audios, websites, etc. The access to information is relatively easy nowadays with technology, however it must be compulsory to looks for quality information rather than amount of it with low quality.

2.4 Level or type of research

Descriptive

Descriptive research was chosen for this study since it involved analyzing and describing the data and results obtained to gain insights and perspectives from the students. The primary objective was to collect and describe the data obtained from the survey, reflecting the students' personal experiences and knowledge. Kothari (2004) explained that descriptive research aims to describe the characteristics of a particular individual or group. It focuses on making specific predictions and providing information about facts and features related to people, organizations, or situations. Not to mention, to ensure the accuracy and reliability of the gathered data, a well-designed research method was crucial. The objectives were clearly defined for the development of this descriptive research, ensuring the relevance of the collected information. The researcher may utilize various techniques such as surveys, observation, questionnaires, interviews, and examination of records to obtain the necessary data. Descriptive research aims to describe the attributes of a specific individual or group, requiring the researcher to precisely determine the aspect to be assessed, identify appropriate methods for its utilization, and define the specific population to be examined.

Research questions

What are the formats and types of podcasts learners use to enhance listening skills?

What are the different strategies students use to develop listening skills?

Which are the advantages and disadvantages of podcasts for developing listening skills?

CHAPTER III.- RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

Once the collection of information has been concluded, this chapter is focused on describing the results obtained from the survey, aiming to answer the three research questions.

1. What are the formats and types of podcasts learners use to enhance listening skills?
2. What are the different strategies students use to develop listening skills?
3. Which are the advantages and disadvantages of podcasts for developing listening skills?

Table 2

Types and Formats of Podcasts.

Item	Mean
I listen to "audio podcasts" to improve my listening skills.	**3,03**
I like to watch "audio video podcasts" to practice listening skills.	**3,19**
I like "panel discussion podcasts" to develop my listening skills. (For example: many people share opinions and thoughts on a panel).	3,00
I listen to "Solo podcast" to improve my listening skills. Solo podcast is a format where one person talks about their expertise area.	**2,89**
I like listening to "conversational podcasts" to improve my listening comprehension. Conversational podcasts are a format that involves two people talking about general topics in a natural and relaxed way.	**3,27**
I listen to "educational podcasts". (People talk about educational fields, for example math, science, language, philosophy, etc.	**2,83**
I enjoy listening to "non-fictional podcasts". Non-fictional podcasts are a format where people narrate stories about their life experiences.	**3,21**
I like listening to "interviews podcasts". This format of podcasts involves people that talk about important information of some topics such as science, medicine, technology, culture, politics, among others.	3,11

Notes: The Likert scale to obtain the answers were, 1 Never, 2 Almost never, 3 Sometimes, 4 Almost always, 5 Always.

Analysis and interpretation

Regarding question number one: What are the types and formats of podcasts learners use to enhance their listening skills? It was found that the 75 surveyed learners are a bit more likely to use audio video podcasts than the audio ones, since they agreed to watch audio video podcasts with a mean of 3,19 compared to audio podcasts with a mean of 3.09. This type of podcast allows learners to see people interacting and provides a wider context of what is happening. Further, the formats that students enjoy the most are "conversational podcasts" with a mean of 3,27 and "non-fictional story telling podcasts" with a mean of 3,21, because learners are more captivated to listen to podcasts when people talk about personal experiences which entertain them while learning. In addition, these formats offer diverse topics to listen to and keep listeners interested and engaged.

Nevertheless, the formats that students almost never use are "solo podcasts" with a mean of 2,89 and "educational podcasts" with a mean of 2,83. These outcomes pointed out that students do not feel interested in listening to these formats, and topics, because they are not gripping enough the catch their attention, or the topics podcasters deal with are not something of their interest.

Table 3:

Strategies to develop listening skills.

Item	Mean
When I do not understand words of an audio, I look for key words to get the general meaning.	**3,60**
When I listen to an audio, I take notes of important information.	**3,11**
When I listen to an audio, I identify and classify words such as verbs, adverbs, adjectives, sequential words, among others.	**3,08**
Before I listen to an audio, I check the questions to answer.	**3,68**
I can identify irrelevant information when I listen.	**3,23**
When I listen to an audio, I focus on listening to words related to the questions.	**3,60**
When I listen to an audio, I repeat it two or three times to understand it.	**3,68**

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When I listen to audio, I translate it into my native language.	3,36

Notes: The Likert scale to obtain the answers were, 1 Never, 2 Almost never, 3 Sometimes, 4 Almost always, 5 Always.

Analysis and interpretation

Regarding question number two: What are the strategies learners use to develop listening skills? The results demonstrated that students utilize diverse strategies. First, Meta cognitive strategies, learners focus on listening to words related to the questions with a mean of 3,60, and they can identify irrelevant information (selective listening) with a mean of 3,23. Second, before they listen to an audio, they check the questions to answer (planning) with a mean of 3,68. This means that learners sometimes identify irrelevant data from a listening audio, they pay attention to words related to the questions to find an answer, and they sometimes plan how solve a listening assignment by looking at the questions before listening and then answering. However, there is no trace that students use more metacognitive strategies such as monitoring or evaluation. In this sense, metacognitive strategies are used less by students.

On the other hand, the cognitive strategies learners employ for listening are to look for key words to get the general meaning (key word method) with a mean of 3,60, they repeat the audio two or three times to understand it (repetition strategy), with a mean of 3,68. Learners need to listen to an audio more than once since they can miss information due to the volume or the complexity of the language used. Additionally, when pupils listen to an audio, they translate it into their native language (translation strategy) with a mean of 3,36. Learners find it useful to use L1 to understand what the message is when listening. Finally, they identify and classify words such as verbs, adverbs, adjectives, sequential words, among others (grouping strategy) with a mean of 3,08. Students recognize (parts of speech) actions, descriptions, characters, (sequential words) order of ideas, and others to have a broader and clearer idea of the information received. In his sense, students take notes of important information (note-taking strategy) with a mean of 3,11. These results suggested that learners mostly use cognitive strategies in a certain frequency (sometimes) since these strategies supply learners the opportunity to manipulate and transform the content to be learned for their learning improvement.

Table 4:

Advantages and Disadvantages of Podcasts.

Item	Mean
I listen to podcasts because I can listen to them anytime and anyplace.	3,01
I listen to podcasts because the language is natural and real.	**3,47**
When I do not understand something in the podcast; I pause, rewind, and read the transcript to get the main idea.	**3,37**
When I listen to a podcast, I feel engaged and interested in the different topics. (For example, music, science, social issues, etc.)	**3,60**
I can understand native speakers when I listen to podcasts.	3,17
I can understand podcasts without transcripts or subtitles.	3,11
When I listen to a podcast, I do not understand the vocabulary people use in the podcast.	**2,99**
My professors use various types of podcasts in my classes for listening practice.	**2,67**

Notes: The Likert scale to obtain the answers were, 1 Never, 2 Almost never, 3 Sometimes, 4 Almost always, 5 Always.

Analysis and interpretation

Regarding question number three: What are the advantages and disadvantages of podcasts for developing listening skills? The benefits of podcasts are, learners sometimes feel engaged and interested in the different topics (music, science, social issues, etc.) when they listen to a podcast with a mean of 3,60, thereby not all the topics available in podcasts causes interest in learners. Furthermore, students listen to podcasts because the language is natural and real with a mean of 3,47, and when they do not understand something in the podcast; they pause, rewind, and read the transcript to get the main idea with a mean of 3,37. Learners agreed podcasts provide conversations in a natural way, due to it is mostly developed by native speakers with diverse English accents, in addition it provides real context of how to use the language, and when they cannot follow the conversation/dialogue they can go back and listen again with a transcript to have a better understanding.

Nonetheless, students stated as disadvantages that when students listen to a podcast, they do not understand the vocabulary people use with a mean of 2,99.

Students face factors that affect understanding native speakers, due to complex vocabulary, use of slang, idioms, pace and speed, and connected speech. Moreover, regarding professors use various types of podcasts in classes for listening practice the data provided a mean of 2,67 which means that professors almost never utilize podcasts in class as a resource to motivate students to improve their listening and encourage their autonomous learning.

Table 5:

Open-ended questions.

Question 1	Answer	Total
When I practice my listening skills, I use these websites for listening to podcasts. (For example: Spotify, YouTube, Deezer, Facebook, Instagram)	**YouTube**	**46**
	Facebook and Instagram	**10**
	Spotify	**7**
	Spotligh	4
	Deezer	3
	Tik Tok	**2**
	Soundcloud	**1**
	Apple music	**1**
	None	1
	Total	75

Question 2	Answer	Total
What are the advantages of using podcasts to improve listening skills? (For example: It is free to download, helps to improve pronunciation, I learn new expressions and vocabulary, helps to improve my listening	**I learn new vocabulary and expressions**	**28**
	I can improve my listening skills	**14**
	I can improve my pronunciation	**13**
	I listen to authentic English conversations by native speakers	6
	I can listen to a variety of topics	5
	Podcasts are accessible (easy to find on the web, downloadable, listen to it many times, anytime and anywhere	5

	I can improve other skills (speaking, writing, reading)	2
comprehension, among others)		
	I feel engaged and interested in the different topics	2
	Total	75

Question 3	Answer	Total
What are the disadvantages of using podcasts to improve listening skills? (For example: it is difficult to understand without transcripts, I cannot understand native speakers.	I cannot understand native speakers (idioms, vocabulary, slang, jargon, etc.)	36
	Podcasts can be boring to listen to	8
	It is difficult to access on the web (to find one, or need to pay)	8
	Native speakers talk too fast	6
	It is difficult to understand different English accents	6
	It is difficult to understand without transcripts	6
	Podcasts can be too long to listen to	3
	Podcasts require a high level to understand	2
	Total	75

Question 4	Answer	Total
What are some other strategies do you use for listening? For example, making predictions about what will happen while listening, sharing information with classmates in listening exercises, guessing,	I like to make predictions, and guess words based on the context	19
	I practice extensive listening	9
	I share information with my classmates	9
	I like summarizing what I heard	8
	I watch movies or series with captions	7
	I listen to key words to get the main idea	7
	I take notes	6

summarizing, etc.	I like listening to music	5
	I create a mental image of what I hear	**4**
	I listen to specific information	**1**
	Total	75

Note: Qualitative results obtained from the open-ended questions.

Analysis and interpretation

Table 5 presents the results obtained from the open-ended questions, which aims to provide more detailed information for the research questions.

According to question number one which is related to when I practice my listening skills, I use these websites for listening to podcasts, 75 participants surveyed for this study, 46 agreed that the most used application for podcasts is YouTube. It is an application easy to find on the web and on mobile devices (cellphones, tablets, etc.) as part of google services, in addition, it offers a lot of diverse content where podcasts have become widely popular. Additionally, Facebook and Instagram, two popular social networks, 10 learners agreed to use them to listen to podcasts, since these two applications permit access to audio visual content. Further, 7 students claimed to use Spotify to listen to podcasts. Podcasts are re-uploaded to several platforms to reach a wider audience, thereby Spotify is one the platforms that allows to access to podcasts.

Nevertheless, there were some applications that students were less likely to use. For example, Tik Tok 2 learners mentioned using it. Even though it is one of the most used applications globally nowadays, podcasts apparently are not that popular on it, in this regard Tik Tok content is certainly short compared to the length of a podcast. On the other hand, 1 student agreed to use Soundcloud to listen to podcasts, as well as Apple music 1 students mentioned to use it. Finally, 1 student stated not to use any application or web site to listen to a podcast.

Regarding question number two What are the advantages of using podcasts to improve listening skills? Students (28) pointed out that they learn new vocabulary and expressions. In addition, most podcasts facilitate listeners to access the transcripts or captions, so learners can discover new vocabulary and expressions. Additionally, 14 learners indicated that they are able to improve their listening skills by using podcasts, because learners expose themselves to English language receiving significant input,

and they get used to listen native speakers. Other advantages students (13) mentioned were that they can improve their pronunciation, given that learners can shadow or repeat what they hear, it enables them to correct possible mispronounced words. In contrast, there were fewer students (2) that mentioned they can also improve other skills (speaking, writing, reading). Encouraging learners to create their own podcasts allows them to develop all their communicative skills. Ultimately, 2 more students declared they feel engaged and interested in the different topics when listening to podcasts.

The results for question number three: What are the disadvantages of using podcasts to improve listening skills? The most difficult disadvantage that 36 students claimed to struggle with when listening to podcasts is that they cannot understand native speakers, because of the use of idioms, complex vocabulary, slang, jargon, among others. Furthermore, 8 learners stated there are some podcasts that can be boring to listen to. These answers indicated that not all learners are interested in listening to podcasts, and not all the topics captivate them. On the other hand, another disadvantage learners (8) remarked was that it is difficult to access to podcasts on the web due to entails internet connection, devices, additions, laborious to find one at ease, or there are some episodes which required to be paid.

Conversely, 3 students declared that podcasts can be too long to listen to. Podcasts normally last from 50 minutes to 3 or 4 hours depending on the format and topics dealt with in it, so it could be time consuming to listen to. Moreover 2 students manifested that podcasts require a high level to understand, since native speakers utilize lots of complex language, besides the pace and speed, such aspects make it tough to understand what native speakers convey.

Question number four: What are some other strategies do you use for listening? The strategy that some students (19) indicated to use for listening is to make predictions, and guess words based on the context. Such a strategy is related to inferring, which is a cognitive strategy. Another strategy leaners (9) mentioned is that they share information with their classmates, this strategy assists learners to internalize what they have learned, check comprehension, and their improvement. This is a socio-affective strategy. Further, learners (7) listen to key words to get the main idea, in addition there are 8 students that like summarizing what they heard, these two last

strategies also form part of cognitive strategies. Lastly, 7 learners stated they watch movies or series with captions as a strategy to improve their listening skills, in this sense students utilize entertainment for their learning.

Nonetheless, there were a smaller group of students (4) who declared to create a mental image of what they hear as their strategy for listening, in addition 1 student declared to listen to specific information as their strategy when listening. This strategy can be interpreted as a metacognitive strategy since the learner can identify relevant information to provide an accurate answer in listening exercises.

3.1 Discussion

To determine the impact of podcasts on listening skills development of EFL learners, the following research questions below describe such matter:

Question 1: *What are the formats and types of podcasts learners use to enhance listening skills?* The results obtained from the survey illustrated that learners sometimes utilize audio podcasts as well as audio video podcasts. There are no significant differences between students who listen to audio podcasts and students that watch video podcasts since both types supplies them with endless meaningful listening material to improve their listening. Meanwhile, Sabrila and Apoko (2022) uttered that this diversity (audio and video podcasts) permits students to choose a specific type of podcast based on their preferences. Further, Gonulal (2020) proclaimed that both types (audio and video) supply learners with accurate, updated, and culturally rich content, whereby students can take advantage of due to their authenticity and practicality as language learning resources.

Moreover, regarding the formats of podcasts, the outcome revealed that students occasionally listen to conversational podcasts, non-fictional storytelling podcasts, and interview podcasts because they are "catchier" for learners. Such formats may be more related to their concern. Additionally, they enable learners to go further in their learning process since they work on autonomous learning to improve their language domain by listening to something of their interest. Wyld (2021) claimed that the effectiveness of podcasting lies in that "storytelling" tool and how traditional podcasting genres can be adapted to create innovative and engaging audio experiences.

This adaptability is one of the reasons why podcasts are popular for education and entertainment.

Furthermore, according to Copple (2023), conversational podcasts entail two or more guests in an informal discussion, appealing to a broader audience and giving diverse perspectives about different matters. It allows listeners to connect, resonate, and foster a sense of intimacy between hosts and listeners. Santo (2023) stated that in interview podcasts, the featured guests bring their expertise and experience to create an enjoyable interaction besides the knowledge, and the guests will vary in every episode.

On the other hand, the formats that learners seldom listen to are "solo podcasts" and "Educational podcasts" These previous ones could be a consequence of not being sufficiently engaging for learners. Considering that it is essential that learners feel motivated and captivated when learning, these formats do not appear to be part of their preferences. Regarding educational podcasts, Barbuti and Caldarola (2015) pointed out that those podcasts created for educational purposes have the unique aim of teaching and learning, and Skinner (2023) declared that such format might dedicate its content to sharing knowledge, skills, and exploring one concept through various episodes.

Question 2: *What are the different strategies students use to develop listening skills?* The results demonstrated that learners often use cognitive strategies since such strategies aim to manipulate the received content for their learning improvement. The strategies learners stated frequently use are looking for keywords, note-taking, identifying, and classifying words, repeating the audio two or three times to understand it, summarizing, and translating the audio into their native language. Meanwhile, O'Malley and Chamot's (1990) manifested that cognitive strategies refer to the act of manipulating or transforming the material to be learned using strategies such as resourcing, repetition, grouping, deduction, imagery, auditory representation, the keyword method, elaboration, transfer, inferencing, note-taking, summarizing, recombination, and translation.

On the other hand, learners claimed they occasionally plan before fulfilling a listening exercise. For example, they check the questions before listening and then

answering. This strategy and selective attention are both part of metacognitive strategies. Students identify relevant information and relate words from the questions to what they hear. Senthil et al. (2022) declared that these strategies entail thinking about the process, storage of the information, and the steps to direct and organize the cognitive process. These strategies include selective attention, planning, monitoring, and evaluation. Concerning selective attention, the author mentioned it refers to the deliberate focus on relevant information while ignoring what is not.

Also, learners declared to use socio-affective strategies such as sharing information with their classmates or professors. Students opt to share listening information with their peers to verify their comprehension and compare answers to discover if they progress as expected. Nemtchinova (2020) indicated such a strategy encompasses conversing with teachers, peers, and native speakers, building self-assurance and motivation. For instance, students verify answers in groups or look for supplementary practice opportunities. Thereby, learning occurs not just by listening but by using it in interaction to internalize it, and later it becomes part of learners' daily use. Unfortunately, learners indicated barely use metacognitive and socio-affective strategies, which are fundamental to getting a broader understanding of the language, since they require interaction, planning, monitoring, and self-evaluation to check improvements in their listening comprehension.

Question 3: *Which are the advantages and disadvantages of podcasts for developing listening skills?* Notably, learners found various advantages in podcasts for developing their listening skills. Some outstanding benefits mentioned are that students frequently learn new vocabulary and expressions. Indahsari (2020) exclaimed that podcasts keep learners focused on tasks, identify new vocabulary words, internalize sounds, increase linguistic competence, and eventually become better listeners. Additionally, students occasionally listen to podcasts anytime and anyplace. They often pause, rewind, repeat, and read the transcript. This flexibility in learning fosters learners to develop their comprehension due to the accessibility of transcripts to follow up on the whole conversation, repeat it when they do not understand something, and build up autonomy besides extensive listening. For example, Rime et al. (2022) stated that podcasts provide listeners with the benefit of playing the content anytime and anywhere, and they can forward, rewind, or listen to a program as many

times as they need. Additionally, Núñez (2021) suggested that available transcripts facilitate learners to read along while listening and make the content more accessible for individuals with special needs since providing the content in audio, videos, and reading formats assists learners to have a better understanding. Moreover, students periodically manifested that listening to podcasts is beneficial because the language is natural and authentic. They feel engaged and interested in the different topics. According to Indahsari (2020), because the information comes from native speakers who are fluent in their spoken language, it provides the use of language in an authentic context. In this sense, Cross (2014) discussed that podcasts encourage learners to develop autonomous learning. However, the teacher must lead this process, providing regular feedback and cues about how to use it appropriately and consequently improving learners' listening skills. Lastly, podcasts provide endless and genuine resources to be used in the classroom to enhance students' listening comprehension, pronunciation, and vocabulary.

In contrast, the disadvantages encountered were that learners mentioned podcasts frequently can be boring to listen to, it is sometimes difficult to access on the web (to find one, need to pay, internet access), other pupils indicated that some podcasts are too long to listen to, it is tough to understand the vocabulary people use in podcasts, and professors and teachers rarely use various types of podcasts in classes for listening practice. Ruetten (1984) identified seven primary reasons that learners face in their listening comprehension. These reasons include speed, repetition, vocabulary, signals, interpretation, concentration, and perfectionism. To improve their listening skills, learners require substantial exposure to spoken language and ample opportunities to practice in various listening contexts. Moreover, Deal (2007) stated that internet access is not available for everyone due to there are a lot of places or areas with no internet access, which causes limitations for accessing podcasts, while UKEssays (2018) stated that when podcasts episodes are way long in length, listeners might get bored due to the time to listen to them. Finally, Barto (2008) discussed that listening to podcasts can be expensive since it requires devices to play or download or listen to them (laptops, cellphones, earphones, headphones), and not all students have access to such devices.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the results obtained from the survey were analyzed, this inquiry state the following conclusions:

The *types* of podcast learners use do not differ when practicing their listening skills using audio or video podcasts since they both provide significant input and insight to enhance their language comprehension. Nonetheless, the *formats* of podcasts might vary due to learners' preferences. For example, learners indicated being more willing to listen to podcasts which entail people in an informal discussion arguing and sharing thoughts, opinions, or feelings about different topics like conversational podcasts, non-fictional storytelling podcasts where people share personal experiences, and interview podcasts where they can get broader insights about themes of their interest. Lastly, the website or application learners use the most to look for podcasts is YouTube. In contrast, learners are not interested in listening to educational podcasts or those of a specific field, which means it is something they do not feel engaged or captivated by. Reckoning with the previous aspects, learners are not considerably familiar with listening to podcasts, and this is not their most used resource for learning, entertaining and improving their listening skills.

Regarding the *strategies* learners use, they are more related to using cognitive strategies than meta-cognitive strategies or socio-affective strategies since they frequently indicated to implement looking for keywords to get the general meaning, taking notes of relevant information, groping words, repeating the audio, making predictions, guessing, summarizing, and translating the audio into their L1. Considering such traits, most learners do not complement those strategies with metacognitive and socio-affective strategies whereby they would be able to strengthen their listening skills because they entail interaction, planning, monitoring, and evaluation to revise their improvement.

The *benefits* of podcasts for listening identified were that podcasts enable learners to learn new vocabulary words and expressions and improve pronunciation

since they identify how words are pronounced correctly in an authentic context which is another beneficial aspect of podcasts, thereby they listen to the language used by native speakers in a natural and factual context. In this regard, due to most students having internet access, they can listen to podcasts anytime and anywhere, and the settings of the applications or websites allow them to listen to podcasts as many times as they need. Additionally, the availability of transcripts leads learners to further analysis and understanding.

On the other hand, students distinguished some *limitations* such as professors do not implement more often podcasts in classes, it is rough to understand native speakers because of the complexity of language, pace, and speed they use when talking, it is time-consuming, not all the topics are interesting, and access to podcasts requires to spend money and time. Thus, podcasts become challenging for students.

4.2 Recommendations

Students must be encouraged to listen to podcasts considering their preferences as extensive listening development, then implementing activities where they explain what it is about, what they learned, and what they considered was important for them, because when students enjoy what they listen, they are more willing to *learn* the language, due to podcasts provide accurate language use, and further exposition to get used to listening to English.

The teachers need to make students aware of more strategies for listening, and students need to integrate them to achieve better listening comprehension. Strategies such as meta cognitive and socio-affective strategies will provide learners multiple ways of how and what to do to improve their listening, and consequently appreciate improvements.

Since podcasts offer various advantages, it is recommended its implementation, so learners will develop not just listening skills but reading, speaking, and writing by creating their own podcasts. Students must be encouraged to take advantage of technological features alongside proper guidance and feedback from their professors and teachers.

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Annexes

Annex 1

CARTA DE COMPROMISO

Ambato, 12 de abril del 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza en mi calidad de Coordinadora de la carrera de "Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Podcasts and Listening Skills" propuesto por el/la estudiante Robayo Lazo Cristian Alexander, portador de la Cédula de Ciudadanía 1205294141, estudiante de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

....
Mg. Sarah Iza.
Cédula de Ciudadanía
0501741060
0984060528
Si.iza@uta.edu.ec

Annex 2

Survey

Dear Students:

The information from the following survey will be used for the study called "Podcasts and listening skills". The data obtained in this instrument will be treated with strict confidentiality. The objective of this study is to determine the impact of podcasts on the listening skills development of EFL learners. (La información de la siguiente encuesta se utilizará para el estudio denominado "Podcasts y la habilidad auditiva". Los datos obtenidos en este instrumento serán tratados con estricta confidencialidad. El objetivo de este estudio es determinar el impacto de los podcasts para el desarrollo de la habilidad auditiva de los estudiantes de inglés como lengua extranjera.)

Thank you for your free and voluntary participation. (Gracias por su participación libre y voluntaria.)

I have read the previous paragraph and I am willing to participate in the survey voluntarily. (He leído el párrafo anterior y estoy dispuesto a participar en la encuesta voluntariamente.)

Yes ( )   No ( )

Gender (Género)
( ) Male (Masculino)
( ) Female (Femenino)
( ) Prefer not to say (Prefiero no decirlo)

Nationality (Nacionalidad)
( ) Ecuadorian
( ) Other

Age
( ) 18-20
( ) 21 -25
( ) 26-30
( ) 30 or more

Section II

Types and formats of Podcasts. *Tipos y formatos de podcast.*

For the following statements, select one of the options: 1. Never, 2. Almost never, 3. Sometimes, 4. Almost always, 5. Always. *Para las siguientes afirmaciones, seleccione un de las opciones. 1. Nunca, 2. Casi nunca, 3, A veces, 4. Casi siempre, 5. Siempre.*

1) I listen to "audio podcasts" to improve my listening skills. *Escucho audio podcasts para mejorar mis habilidades auditivas.*
5) always 4) almost always 3) sometimes 2) almost never 1) never

2) I like to watch "audio video podcasts" to practice listening skills. *Me gusta ver podcasts de audio y video practicar mis habilidades auditivas.*
5) always 4) almost always 3) sometimes 2) almost never 1) never

3) I like "panel discussion podcasts" to develop my listening skills. (For example: many people share opinions and thoughts on a panel). *Me gustan los podcasts de paneles de discusión para desarrollar mis habilidades auditivas. (Por ejemplo: Varias personas comparten opiniones y pensamientos en un panel)*

5) always 4) almost always 3) sometimes 2) almost never 1) never

4) I listen to "Solo podcast" to improve my listening skills. Solo podcast is a format where one person talks about their expertise area. *Escucho "Solo Podcast" para mejorar mis habilidades auditivas. Solo podcast es un formato donde una persona habla acerca de su área de experticia.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

5) I like listening to "conversational podcasts" to improve my listening comprehension. Conversational podcasts are a format that involves two people talking about general topics in a natural and relaxed way. *Me gusta escuchar "Podcasts de conversación" para mejorar mi comprensión auditiva. Los Podcasts de conversación son un formato que involucre dos personas hablando acerca de temas generales de forma natural y relajada.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

6) I listen to "educational podcasts". (People talk about educational fields, for example math, science, language, philosophy, etc. Escucho podcasts educacionales. (Las personas hablan acerca de áreas educacionales, por ejemplo, matemáticas, ciencia, lenguaje, filosofía, etc.)

5) always 4) almost always 3) sometimes 2) almost never 1) never

7) I enjoy listening to "non-fictional podcasts". Non-fictional podcasts are a format where people narrate stories about their life experiences. *Disfruto escuchar "Podcasts no ficticios". Podcasts no ficticios son un formato donde las personas narran historias sobre sus experiencias de vida.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

8) I like listening to "interviews podcasts". This format of podcasts involves people that talk about important information of some topics such as science, medicine, technology, culture, politics, among others. *Me gusta escuchar podcasts de entrevistas.*

Este formato de podcast involucra personas que hablan de información importante sobre algunos temas tales como, ciencia, medicina, tecnología, cultura, política entre otros.

5) always 4) almost always 3) sometimes 2) almost never 1) never

9) When I practice my listening skills, I use these websites for listening to podcasts. (For example: Spotify, YouTube, Deezer, Facebook, Instagram) Cuando practico para mis habilidades auditivas, uso estos sitios web para escuchar podcasts. (Por ejemplo: Spotify, YouTube, Deezer, Facebook, Instagram)

Section III
Advantages and disadvantages of Podcasts. *Ventajas y desventajas de podcasts*

10) I listen to podcasts because I can listen to them anytime and anyplace. *Escucho podcasts porque puedo escucharlos en cualquier lugar y en cualquier momento.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

11) I listen to podcasts because the language is natural and real. *Escucho podcasts porque el language es natural y real.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

12) When I do not understand something in the podcast; I pause, rewind, and read the transcript to get the main idea. *Cuando no entiendo algo en un podcast; lo pauso, rebobino, y leo la transcripción para entender la idea principal.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

13) When I listen to a podcast, I feel engaged and interested in the different topics. (For example, music, science, social issues, etc.) *Cuando escucho un podcast, me siento enganchado e interesado en los diferentes temas. (Por ejemplo, música, ciencia, problemas sociales, etc.)*

5) always 4) almost always 3) sometimes 2) almost never 1) never

14) I can understand native speakers when I listen to podcasts. *Puedo entender hablantes nativos cuando escucho podcasts.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

15) I can understand podcasts without transcripts or subtitles. *Puedo entender podcasts sin subtítulos o transcripciones.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

16) When I listen to a podcast, I do not understand the vocabulary people use in the podcast. *Cuando escucho un podcast, no entiendo el vocabulario que las personas usan en el podcast.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

17) My professors use various types of podcasts in my classes for listening practice. *Mis profesores usan varios tipos de podcast in mis clases para la práctica auditiva.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

18) What are the advantages of using podcasts to improve listening skills? (For example: It is free to download, helps to improve pronunciation, I learn new expressions and vocabulary, helps to improve my listening comprehension, among others) *¿Cuáles son las ventajas de usar podcasts para mejorar habilidades auditivas? (Por ejemplo, aprendo nuevas expresiones y vocabulario, ayuda a mejorar mi comprensión auditiva, entre otras)*

19) What are the disadvantages of using podcasts to improve listening skills? (For example: it is difficult to understand without transcripts, I cannot understand native speakers. *¿Cuáles son las desventajas de usar podcast para mejorar las habilidades auditivas? (Por ejemplo, son difíciles de entender sin transcripciones, no puedo entender hablantes nativos, entre otros.)*

Section IV Strategies for listening. *strategias para la escucha.*

20) When I do not understand words of an audio, I look for key words to get the general meaning. *Cuando no entiendo palabras de un audio, busco palabras clave para entender el significado general.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

21) When I listen to an audio, I take notes of important information. *Cuándo escucho un audio, tomo notas de información importante.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

22) When I listen to an audio, I identify and classify words such as verbs, adverbs, adjectives, sequential words, among others. *Cuando escucho un audio, identifico y clasifico palabras, tales como, verbos, adverbios, adjetivos, palabras de secuencia, entre otras.)*

5) always 4) almost always 3) sometimes 2) almost never 1) never

23) Before I listen to an audio, I check the questions to answer. *Antes de escuchar un audio, reviso las preguntas para responder.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

24) I can identify irrelevant information when I listen. *Puedo identificar información irrelevante cuando escucho.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

25) When I listen to an audio, I focus on listening to words related to the questions. *Cuando escucho un audio, me enfoco en escuchar palabras relacionadas a las preguntas.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

26) When I listen to an audio, I repeat it two or three times to understand it. *Cuando escucho un audio, lo repito dos o tres veces para entenderlo.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

27) When I listen to audio, I translate it into my native language. *Cuando escucho un audio, lo traduzco a mi lengua nativa.*

5) always 4) almost always 3) sometimes 2) almost never 1) never

28) What are some other strategies do you use for listening? For example, making predictions about what will happen while listening, sharing information with classmates in listening exercises, guessing, summarizing, etc. *Cuáles son algunas otras estrategias que usas para la escucha. Por ejemplo, hacer predicciones acerca que pasará mientras escuchas, compartir información con compañeros de clase en ejercicios auditivos, adivinar, resumir, etc.*

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Annex 3

Operationalization of variables

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Operacionalización de Variables

Table1 – Variable System

Variables	Dimensions	Indicators	Items	Instrument technique
Independent variable Podcasts It is defined as a standalone audio or audio video file available on the internet. This makes podcasts able to be downloaded and listened to on various devices such as computers, mobiles, tablets, or mp3 devices. Podcasts provide authentic content and exposure of real use of English language in multiple contexts.	Types and formats	-Audio -Audio video -Solo podcasts -Interview podcasts -Discussion panel -Conversational -Educational -Non-fictional	1, 2 3, 4, 5, 6 7, 8 9	Survey Questionary
	Advantages	-Downloadable - Flexible learning. -Accessibility -Provides authentic listening experiences -Promotes active participation -Self-monitoring -Keep learners focused on the task -Provides endless genuine listening content resources - Allows recognizing different English accents -Assists to improve listening comprehension, pronunciation, and extent vocabulary.	10, 11 12, 13 14, 15 20	
	Disadvantages	-Possible misuse of podcasts as teaching learning resource -Possible broadband internet connection to have access to podcasts -Transcripts may become time-consuming and expensive. -Possible low influence on learning outcomes -Increase workload for teachers -May be expensive	15, 16 17, 19	
		-Access to no internet -Can get bored learners		
Dependent variable Listening skills It is an invisible and mental process that unfolds **interaction,** keeping the listener mentally and somehow physically focused on what people convey, the listener receives the sounds from that spoken message to decode it through different **stages,** and **comprehend** the **input** of such message.	Strategies	-Cognitive strategy -Metacognitive strategy -Socio-effective strategy -Predicting technique -Form strategy -Meaning strategy	20, 21 22, 23 24, 25 26, 27 28	

Annex 4

Cronbach's alpha validation

Item-total statistics	
Cronbach's Alpha	**N of Items**
0,826	28

Note: Reliability statistics with Cronbach's Alfa of the 28 questions with Likert scale of the survey.

Annex 5

Urkund report

Document Information

Sources included in the report

Entire Document

CHAPTER I 1.1 Research Background Education is a process which evolves constantly alongside technology. Technology provides innovative tools and resources to facilitate teaching and students' learning process by making it easier, comprehensive, enjoyable, interactive, and fun. Besides, being able to communicate and interact using English language requires developing the four main skills such as listening, reading, speaking, and writing. Thus, it is imperative to bring innovation to the class that fosters and engages learners to develop such skills, and considering how helpful technological resources like podcasts could be to improve listening skills, several studies have been carried out to determine its impact on students to practice and master listening. For instance, Wulandari (2021) in his paper titled "Effectiveness of students' listening skill by using podcast at the second grade of SMK Negeri 6 Balikpapan" where the aim was to discover relevant information whereby it could determine possible considerable effects of using podcast to enhance listening skills. The participants were second-grade students of SMK Negeri 6, they were divided into two groups, for experimental and controlled classes. Moreover, this study employed a quantitative method alongside a quasi-experimental approach for its design. The research instrument was a listening test in the pre-test and post-test stages. The results demonstrated an improvement for the experimental class, so that podcasts have provided a relevant effect in the improvement of learners' listening skills. Finally, the study concludes that using podcasts in teaching listening had a moderate effect on students' listening skill improvement. Suriani (2021) in his project research "The Effect of Podcast Use and Learning Motivation on Speaking Skills in Primary School Students" the main objective was to investigate how the use of podcasts impacts the oral communication abilities of fifth-grade students at SDN 13 Batu Gadang, Padang City. The study followed a quasi-experimental design with a 2x2 factorial design, and the participants were selected through purposive random sampling. The collected data were analyzed using t-tests and two-way analysis of variance. The findings demonstrated that there were noticeable variations in the learning

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