



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES**

**“Podcasts as an Alternative to Practice Listening
Comprehension”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title “Podcasts as an Alternative to Practice Listening Comprehension” prepared by Jerry Michael Asencio Suárez, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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La Libertad, August 8th, 2022

Statement of Authorship

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JERRY MICHAEL ASECIO SUÁREZ

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

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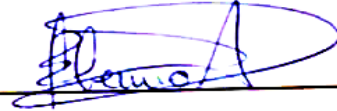
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DEDICATION

I want to dedicate this research project to my friends. For those that became my real friends, and also my enemies. I dedicate this research project to people who said I would not achieve this crucial step in my life. My beautiful family, and all people who supported me in my best time.

With love

Jerry Michael Asencio Suárez

ABSTRACT

This research aims to provide the factors that critically impact the comprehension of a listening track. Furthermore, how scholars that learn English can use podcasts as another alternative to practice their listening skills. This research project needed the qualitative method to get the best answers and is focused solely on the phenomenological study. To gather details, a questionnaire was set as the main instrument. The one-on-one interview was used as the principal data collection technique. With open-ended questions through Zoom, the meetings were achievable with three English teachers, which were the essential sample. The final results were as it follows: unfamiliar vocabulary, poor concentration, and American and British accents are three main factors that decline comprehension when students develop an English listening comprehension activity. Nevertheless, according to the interviewees' experience, pronunciation, speed of speech, idioms, grammar, and phrasal verbs are other serious elements to impact the comprehension of a listening track in English. Although for the two interviewees, there was not enough experience related to podcasts, interviewee 3 argued that podcasts represent a good alternative to practicing English listening comprehension due to the various topics students can discover and listen to. In conclusion, podcasts are a pretty good idea as an alternative to practicing listening skills.

KEY WORDS: Listening comprehension, Podcasts, Unfamiliar Vocabulary, Phrasal verbs, Idioms.

RESUMEN

Esta investigación tiene como objetivo brindar cuáles son los factores que inciden de manera crítica en la comprensión de una pista de escucha. Además, cómo los académicos que aprenden inglés pueden usar los podcasts como otra alternativa para practicar su comprensión auditiva. Este proyecto de investigación necesitó del método cualitativo para obtener las mejores respuestas y está enfocado únicamente al estudio fenomenológico. Con la intención de recabar información, se fijó como instrumento principal un cuestionario. Se utilizó la entrevista uno a uno como principal técnica de recolección de datos. Con preguntas abiertas a través de Zoom, las reuniones se lograron con tres ingleses, que fueron la muestra esencial. Los resultados finales fueron los siguientes: el vocabulario desconocido, la falta de concentración y los acentos estadounidense y británico son tres factores principales que disminuyen la comprensión cuando los estudiantes desarrollan una actividad de comprensión auditiva en inglés. Sin embargo, de acuerdo con la experiencia de los entrevistados, la pronunciación, la velocidad del habla, los modismos, la gramática y los phrasal verbs son otros elementos serios para impactar la comprensión de una pista de escucha en inglés. Aunque para los dos entrevistados no había suficiente experiencia relacionada con los podcasts, el entrevistado 3 argumentó que los podcasts representan una buena alternativa para practicar la comprensión auditiva en inglés debido a los diversos temas que los estudiantes pueden descubrir y escuchar. Además, para el entrevistado, 3 podcasts son una buena idea como alternativa a la práctica de las habilidades auditivas.

PALABRAS CLAVES: Comprensión auditiva, Podcasts, Vocabulario desconocido, Phrasal verbs, Modismos.

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INTRODUCTION

Over the course of the years, problems surge up in education in many contexts. There are challenges which teachers and students must deal with and take decisions with responsibility. From

time to time, these problems are not completely solved because of the negligence or for the simple reason of not having clue about what to do.

English is a language that has been studied by many people. Everyone begins to learn another language to gain a lot of benefits either to improve personally or professionally. Nevertheless, learning a whole new language is never straightforward. For many learners that study English, there are skills that without a doubt require a lot of effort with discipline to improve. In this case, there is a considerable problem for learners that study English for different purposes. It is the fact to not understand properly or skillfully an activity that involves listening skills.

For that reason, the goal of this research project is to analyze the elements that students present and are a drawback in the understanding of English listening skills. A great solution involves podcasts to practice listening comprehension. A study carried out by Suzani, (2020) concluded that podcasts made a great enhancement in listening comprehension in students from Iranian. Therefore, the implementation of podcasts is not a new topic or strategy that either teachers or students can take as an alternative to self-learning.

This research project is separated into five important chapters. All chapters are connected to each other in order to accomplish the purpose of this research.

The first chapter is named the problem. It contains the problem statement, which is widely explained the main problem of the research. The main and specific questions as well as the objectives, and lastly the justification are included in this chapter.

In chapter 2, there is the theoretical framework which there is the bibliographic literature, and previous research all related to the main purpose of the research which is presenting podcasts as an alternative to practice listening comprehension. On the other hand, there is chapter 3, where there is the process of the collection of data. This research is characterized by being developed in a qualitative method; a questionnaire was made to gain a distinctive point of view. In chapter 4, there

is a deep analysis according to the opinions of interviewees and also the interpretation and a coherent analysis between the opinion and the meaningful information researched. Finally, there is chapter 5 with a total personal reflection on the process of the development of this project.

To sum up, this qualitative research provides an important answer to the problem already presented. Moreover, it provides answers to the main questions and specific aims. Thanks to online interviews with the teachers, it was possible to analyze deeply and then propose podcasts as an alternative and a solution to enhance listening skills in students that are learning this remarkable language called English.

CHAPTER I

THE PROBLEM

Research topic:

Didactic Resources and Listening Comprehension.

Title:

Podcasts as an alternative to practice listening comprehension

Problem Statement

Listening is categorized as one of the skills to be arduous to comprehend and it requires a lot of consciousness and significant endeavor in the learning process (Gulec & Durmus, 2015). On account of the fact that countless students fail in the receptive skill because of multiple factors that have an impact on the comprehension of a listening recording. For instance, the accent, unfamiliar vocabulary, and the deficiency of proper concentration are doubtless the chief causes which disturb either the interpretation or understanding. In fact, several authors have done studies about the same topic claiming that the accent plays a crucial role at the moment to comprehend a listening track (Munro & Derwing, 1998). Meanwhile, (Hung, 1998) testifies that the insufficiency of vocabulary leads to misunderstanding of the context. Finally, the poor concentration definitely is a drawback in the understanding of a listening track (Bingol M. , 2014).

A significant problem at the moment to practice listening skills, is the accent of the speaker. According to Ortega et al., (2013) in their study, they pointed out that from time to time listeners are accustomed to the teacher`s accent or to American English as well as British English. Definitely represents a complication because both languages have distinctive writing styles as well as pronunciation. Therefore, students get confused when they have learned American English and the listening track in which they are involved to practice is talked by a British speaker. Following the same troublesome about the accent, there were two distinguished authors who expressed that another obstacle in listening comprehension is associated with the manner of speaking due to many accents by American people (Bloomfield et al., 2010).

There is no doubt about that, when learners do not have enough and general vocabulary learners cannot be able to be fluent in the language either to express their thoughts or fathom what he or she hears. As reported by Hung (1998), when students know the context of the vocabulary of a listening passage, certainly they are going to be able to understand with no demanding effort. Furthermore, in the same study done by Hung, he also sorted out that having knowledge of words is an advantage to surge interest and promote good results in listening ability. There is a research by Wu et al., (2013) supports the same idea, in his study, he argues that inadequate prior knowledge was the issue that students of this group faced when they were exposed to develop an activity of listening comprehension.

Enough concentration requires paying attention carefully without getting absent-minded. According to Bingol et al., (2014), there is a good deal of learners who believe that listening comprehension is extremely difficult to decipher the information because they must have attentiveness and due to the length of multiple listening recordings, some students get bored or nod off while doing an activity and evidently students lose the concentration they need. Additionally, Altkins et al., (2010) concluded that when students are exposed to a short listening track, they get more concentration and the students interest increases favorably

In conclusion, there is not a single factor that students have to face up to when they practice or develop a listening activity. That is the reason why several authors believe that the accent, unfamiliar vocabulary, and poor concentration decline the proper comprehension of a listening track. Having all the factors mentioned as a drawback, this research is focused to analyze deeply how the three factors influence negatively in the comprehension of listening skills and figuring out an alternative to solve the problems that students are exposed.

Problem question:

- What are the problems that students present in listening comprehension?

Specific questions:

- What is another factor that affects the comprehension of listening material?
- How do American English and British English impact the comprehension of a listening track in learning English?
- What factors create poor concentration at the moment to develop a listening material?

General objective:

- To present Podcasts as an alternative with the aim to practice listening skills and make an improvement in listening comprehension.

Specific objectives:

- To describe the common problems that impact the comprehension of a listening track.
- To compare the information researched with the data of the teachers' interviews about the factors found that disturb the understanding of a listening track.
- To suggest Podcasts as an alternative to practice the listening skills of students that learn English as a second language.

JUSTIFICATION

The importance of this study connects directly with the real issues that students of English have in their acquisition of the language. In addition, this research is extremely crucial, because, at the present time, there are English learners which are exposed to negative factors that influence

dramatically their development and improvement in the language. There are significant troubles in the comprehension of a listening recording in students that are learning English. To illustrate, unfamiliar vocabulary, poor concentration and the accent lead to cause weakness in listening skills.

The need to develop this study is to figure out why some aspects such as the accent, unfamiliar vocabulary, and poor concentration make a big impact on English learners at the moment to practice activity with listening skills. Definitely is a drawback at the moment to start off learning English. For instance, some learners have a rich vocabulary in the language, therefore they will be capable to catch the message effortlessly, and evidently, their performance will be fantastic. On the other hand, the accent plays a vital role, particularly in American English and British English. The misunderstanding heightens when students have accustomed to hearing solely American English and when they hear British English, doubtless, the pronunciation is completely different. Finally, the lack of concentration turns into a meaningful factor that determines how much the learner is concentrated to develop the activity normally. So it is pivotal that teachers know the background of each student to carry a solution and offer a distinctive alternative that can assure better learning.

In conclusion, it has been tricky and arduous over the years to deal with the weaknesses that students face at the moment to practice or develop an activity that involves listening comprehension. However, it is possible to ascend an improvement in the understanding of a listening track. One alternative to solve the obstacle are Podcasts. Podcasts are audios in which the Podcaster discusses a topic, teaches personal development, or tells a story. Students will be able to hear the language spoken in its nature. They can repeat whenever they want and listen wherever they are. Therefore, is one of the better alternatives to implement in the classroom or at home to practice and enjoy the learning process while practicing listening skills.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

Globally there is a great number of students which have been exposed to acquire and retain a lot of issues in the learning of English as a second language. It is found that scholars learn languages with distinctive learning styles. However, there is negligence in the learning process seen as a weakness. That is the reason why educators struggle day to day with troubles as disadvantages in the classroom with their students. In the English language, there are four skills that students have to learn and develop properly in their learning, e.g. writing, speaking, reading, and listening. When students have developed these skills mentioned before, they would be able to communicate their thoughts naturally. But, there are going to be many students that would not be able to succeed in a specific skill. Some students are really good at writing and others are staggering at speaking. Whereas listening skills can be one of the hardest skills to understand when students listen to a listening recording of any topic.

Listening skill is a receptive skill where people hear and receive information through audio recording. The difficulties that students confront to accomplish listening comprehension are several. However, there are three problems that show more relevance in the obstacle for students to catch the information of a listening track. First, there is American English and British English. Both languages have a significant similarity, but there are several words that are written and spoken differently in American English. In addition, there are many words that in British are written and spoken with a different accent. Definitely, it is a disadvantage for students that are in the learning process, especially when they need to recognize and understand messages from a listening track. According to Ortega et al., (2013), argues that the different accent affects the comprehension of a listening track.

Second, people can understand what they hear when they have a prior vocabulary about the context. Sometimes, students have no clue about what is the context of the listening track because of the lack of familiar vocabulary. When students are in the process of learning English and practicing one of the four fundamental skills, in this case, listening skills, students have to notice the information, but the issue of misunderstanding heightens when they have no idea of the meaning of some words (Hung, 1998, pages. 851-860).

Usually, in English language teaching There are many words in English that the pronunciation is not the same as written. In fact, some students think the pronunciation of some words in English is the same as written, but it is not the case. Additionally, there are a lot of words in the English language that their meanings and these vary depending on the context. One example is, when students have learned solely one meaning of a word, and have no clue of the other meanings, students would present unclear comprehension while listening to a listening track. Therefore, when learners have sufficient vocabulary to do a listening comprehension activity, they would develop effortlessly. On the contrary, when learners present unfamiliar vocabulary related to the context, is possible to fail in understanding a listening activity (Wu et al., 2013, pages. 168-176).

According to Bingol et al., (2014) concentration plays a vital role in the learning process. When scholars pay attention to the task that they have to develop, the results are amazing and good results are attained. On the contrary, when learners do not focus on the activity, the results may not be the best. For that reason, poor concentration influences the comprehension of a listening track. Therefore, full concentration is vital in the learning of a second language. Certainly, when students are very concentrated on the progress of an activity it can be extremely beneficial either for the short-term or long-term (Altkins et al., 2010, pages. 2-4).

Pedagogical basis:

There are a lot of researchers who have done studies related to the same problem about why for students is difficult to understand a listening track.

There is an interesting study done by Afzal (2019). The study is focused on the problems that students have in learning vocabulary in the English language. One of the aims of the study was to look for the multiple problems that are involved when students of English have to learn vocabulary. The researcher used a quantitative study and used an online questionnaire as an instrument in all the data to have good answers. The author came to the conclusion that the pronunciation of new words, the spelling of new words, the use of the new words correctly, and guessing the meaning of new words were obstacles for students to learn new vocabulary. Definitely, all the issues mentioned before lead to developing unfamiliar vocabulary in students that learn English as a second language. Therefore, learners that present difficulties in learning new vocabulary would get unfamiliar vocabulary, and it affects the comprehension of a listening track. Also, when students do not have a good vocabulary in English it does not affect solely the area of listening skills, it affects all four essential skills in English.

There is also another study that supports the idea as Afzal (2019). Following the same issue about how unfamiliar vocabulary impact comprehension of a listening recording. Wu & Zainol Abidin (2013) investigated the dilemmas that students of the University of Sains Malaysian (USM) had at the moment to develop English listening comprehension. This study used a qualitative method to get information. One of the questions that helped to gather information was, the English listening comprehension issues faced by the students of China in the University of Sains Malaysian. With the goal to get information, the authors developed deep interviews with students to recollect individual experiences. In the recollection of the information through interviews, one student said that his difficulty in listening comprehension was, having no idea of the meaning of several words of political, scientific, or technological terms that were unfamiliar vocabulary to him. The study concluded that unfamiliar vocabulary was one of the problems that students of the

University of Sains Malaysian face in listening comprehension. Unfamiliar vocabulary is a barrier for those students who have no idea of advanced or new words.

A study led by Phomprasert & Grace (2020) found out that distinctive accents surge the misunderstanding of a listening track. The study focused on the effect of accent on English listening comprehension for newcomer learners studying business English at Phetchabun Rajabhat University. The data was collected in two parts. First, a questionnaire to know personal details, and second six tests where listening comprehension was involved. Students from Phetchabun Rajabhat University were led to listen to three English accents for three weeks. In the first week, students developed a listening activity with a British accent, in the second week, students strengthened the Australian accent, and in the last week, they had the opportunity to do an activity listening American accent. Students had to develop a listening comprehension activity, where they were able to repeat twice the listening track. In the final analysis, it was clear that the British accent was more acceptable and understandable (44%), followed by the Australian accent with 40% of comprehension. While on the contrary, the American accent was the lowest in comprehension with 31%. Therefore, the accent plays a crucial role when students begin to learn English as a second language, especially in listening skills where several students struggle in the comprehension of a listening material because of the three accents.

The implementation of Podcasts to practice listening skills has gained unquestioningly much importance over the years. Technology advances very fast, and education needs to move quickly according to how the world of education changes. That is the reason why, previous studies have shown that Podcasts are an alternative to practicing listening skills, and accomplish an enhancement in the learning process of the language.

An example of this is Abdulrahman et al., (2018), this study is called “The Impact of Podcasts on EFL Students’ Listening Comprehension”. The study is directly focused on how the use of Podcasts provides a great improvement in students that study English and, also explores the students’ experience in making use of Podcasts in the classroom. In order to carry out the study, it was necessary to have a population of 270 high school students in Jakarta, Indonesia. The sample was a total of 60 students, which were compartmentalized into two groups; 30 learners were selected for the experimental, and 30 students for a control class. Objective tests and a survey questionnaire were implemented as instruments. A questionnaire of 30 questions with multiple items was developed to apply to the two groups of the sample. The results of the investigation were the next; 80% of students felt a great improvement in their listening skills after listening to Podcasts in the classroom, while 5% of students disagree. 60% of students strongly agreed that Podcasts are amazing to add as material in English listening. In terms of vocabulary, 70% of the students strongly agreed that they had experienced an enrichment of their vocabulary, 20% agreed, and 10% were neutral. 70% of Jakarta’s students strongly agreed in recommending to English teachers to use Podcasts in English listening. The conclusion of the study research was that implementing Podcasts as a different material to practice listening skills led to fruitful results with students of Jakarta. Furthermore, students did not improve solely their listening comprehension, but also students’ motivation surged amazingly and their vocabulary was enhanced due to the variety of topics in the environment of Podcasts. There is no doubt that listening to Podcasts is a distinctive mechanism to practice listening skills with students that learn English as a second language.

A similar study was carried out by Suzani (2020) his research was centered on the effects of Podcasting on Iranian Senior undergraduate students. One of the aims was to figure out the improvement of listening comprehension as well as motivation after listening to Podcasts. For this research, there were 60 Iranian senior undergraduate students of the Islamic Azad University located in Tehran, Iran. Two instruments were applied to gain the essential information, the first

was a pre-test and then a post-test to know how much they had improved. On the other hand, it was pivotal to develop a questionnaire to perceive the students' motivation after to listening Podcasts as a new material for listening skills. Students received a total of 16 Podcasts and the investigation lasted for 8 weeks, 2 months approximately. Finally, the author concluded that listening to Podcasts was efficacious for their listening comprehension skills. In fact, students argued that listening to Podcasts was another way to practice and enjoy the variety of content that the area of Podcasts can offer completely free. Having said that, the student's motivation heightened dramatically while they were exposed to practice and develop multiple activities using Podcasts. Therefore, podcasting is one of the greatest routes to boost students' motivation to get better in listening comprehension skills. Motivation is utterly vital in education, especially in the learning of a new language, because it can be a factor that some students need to find in order to get success.

THEORETICAL BASIS:

Pedagogical approach:

Constructivism

Constructivism is briefly known as active learning. This theory represents students' experience involved in learning to build their understanding. Furthermore, with constructivism, students are exposed to learning and acquire new important knowledge based on their experience. Over the years, constructivism has taken a lot of relevance in education. According to Applefield et al., (2000, page. 35-53) educators must know previous learning theories because it enables teachers to have rich information to teach efficiently and enhance the teaching process to assure better results in the long term.

Podcasts

Based on Jham et al., (2018, page. 278-281) podcasts are a group of files that are spread thanks to the internet connection, and are reproduced through many devices. Besides, a podcast is audio that someone records with the aim to share opinions and communicate ideas. Podcasts can be educational, political, or solely for entertainment. There are several advantages of listening to podcasts. For example; podcasts can be listened to freely without previous pay, so everyone can be able to listen. Additionally, podcasts have a great number of topics for their audience to listen to and retain crucial information (Gonulal, 2020).

Listening skills

According to Dozer, (1997, page. 1) argues that listening skill is a relevant element in the acquisition of English as a second language. Definitely, listening skill is another way of communication. There is no doubt about that, people heard every day such as dialogues, conversations, and sounds. In addition, listening is one of the skills that people are exposed to more. Currently, people listen every second, minute, and hour. Listening has become one of those skill essential skills in the life of people. (Gilakjani & Sabouri, 2016)

Listening comprehension

Listening comprehension is one of the abilities to decipher and understand what the speaker is trying to say or communicate through listening material. As claimed by Ahmadi, (2016) Listening comprehension is absolutely essential in the acquisition of English because it enables students to learn and gather useful information to contribute to their improvement in learning English. Listening comprehension needs and requires a lot of practice through many activities in order to have the ability to keep understanding. Sometimes listening comprehension is neglected because it is difficult to catch the idea. (Rivers, 1966, pages. 196-204)

Unfamiliar vocabulary

Unfamiliar vocabulary refers to having no clue of what denotes a singular word because many words have more than one meaning. As reported by Susanto, (2017) unfamiliar vocabulary disturbs the interpretation or understanding of a text either spoken or listened. When learners do not have a reasonable vocabulary, they tend to give up while they are doing an activity, because of the simple reason of not understanding the vocabulary that from time to time is either advanced or unknown for students. On the other hand, when there is abundant vocabulary, students become motivated and their energy is evident in the results they can accomplish. (Alqahtani, 2015, pages. 21-34)

Accent

The accent is defined by how intonation is pronounced at the moment to speak. The accent is the different ways to speak a language in a region as well as in the same country or state. It is the same language that people in a specific country speak, but the speaker could pronounce multiple words in a different way. For instance, someone who has lived many years in New York City and then he or she hit upon the idea to move out to Los Angeles, certainly will be an absolutely different accent, and sometimes this person would get confused with a lot of pronunciation that he or she was not accustomed to listening to before. (Phompraset & Grace, 2020, pages. 89-93)

Concentration

Concentration is everything that aids to accomplish activities with great results. Concentration on listening skills is radical in order to have a good comprehension and significant understanding. According to Tyagi, (2013, pages. 1-8) concentration represents a pivotal factor when students practice English listening comprehension. Furthermore, it encompasses full concentration without distractions and massive energy to not increase boredom while listening. (Lu & Yang, 2018, page. 1720)

Legal basis:

The legal basis of this research is supported by the official L.O.E.I. in Ecuador.

Chapter 1

Art. 4.- Education is a fundamental right for the human being assured by the Ecuador Republican. This article stresses that all people in Ecuador have the right to receive a quality education. That is one of the reasons why this research is on the route to adding an enhancement and an alternative to make a better education. (Ley Organica De Educación Intercultural Ecuador, 2021)

Chapter 4

Art. 31.- This article has multiple literals that it is important to mention. The literal “d” says “Elaboration of strategies to enhance the pedagogical area, including the development of teachers”. It is radical to take this article to check how teachers are growing in the improvement of the teaching process. (Ley Orgánica de Educación Intercultural Ecuador, 2021)

Variables of the study:**Dependent variable:**

Listening comprehension practice

Independent variable:

Podcasts

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods:

Qualitative method

According to Ospina, (2004, page. 2) qualitative method is the aggregation of radical information based on multiple instruments such as the observation of natural behavior, speeches, as well open-ended questions and answers to finally decipher and make an interpretation of different experiences. Analyzing and interpretation are two vital components that only the qualitative method can use to figure out a phenomenon in society. What is more, in the qualitative method the researcher is deeply involved and willing to solve issues. (Nasiru & Kamilu, 2022, pages. 90-91)

Characteristics of a qualitative method according to Nasiru & Kamilu (2022, page. 90)

- The interpretation is needed to accomplish good analysis.
- Understandable of people's experiences.
- The data gathering can be by interviews to gain handy information.
- Abundant communication between the researcher and population.

Type of Research

Phenomenological Study

The phenomenological study is led to be conscious of a troublesome related to society or a specific group of people. To put it another way, people's personal experiences are definitely helpful to get data. In fact, this type of study researchers must interpret and decipher the most personal feelings, emotions, behavior, and thinking to come to a concise conclusion about a determined phenomenon. Moreover, the phenomenological study encompasses the use of exploration of those who have already experienced it (Lester, 1999, page. 3).

Data Collection Techniques:

One-on-one interview

The data collection technique was a one-on-one interview, which is accurate to obtain crucial information. As explained by Ryan et al., (2013, p. 311) one on one interview refers to interviewing someone who is involved in a problem and can afford answers according to their experience. Also, explains that in this type of interview is important face-to-face interaction between the questioner and the respondent. Additionally, other factors influence the interview. For instance, eye contact, facial expression, interpretation of body language, and so on. Therefore, with all the factors mentioned before, the interviewer must take them into account because those factors can aid to understand the situation, in this case, the interviewee.

Reiter et al (2004, p. 602) claim that in order out to carry a successful interview, the interviewer needs to provide a lot of confidence, truthfulness, and a relaxed environment with the goal to develop a fruitful interview. It is super meaningful because in some cases the interviewee is not well prepared to progress the interview which leads to showing insecurity and uncomfortableness to the interviewee.

Questionnaire

A questionnaire will be developed with questions that will be answered by the interviewee. In the questionnaire, there are exactly seven questions that merely the interviewee can answer to gain essential data to accomplish the aims of the research.

Type of questions

In this investigation, it will be necessary to construct open-ended questions. Open-ended questions are favorable to researchers that need to get deeper details according to the phenomenon that is presented. Besides, these types of questions lead the interviewee to expand what is pivotal to express in the interview.

Number of questions

For this research, it will be indispensable to build 7 open-ended questions. These questions are extremely focused on the issue to be researched.

Application method

For this research, the application method will be online. In order to carry out this interview, it will be high on the list the use of the Zoom platform. Zoom is one of the biggest video conferencing and the most popular around the globe. In addition, researchers have done and progressed their investigation thanks to the video platform. Through Zoom, it will be achievable to develop the interview meeting that will aid to gather the answers.

Data collection Processing and Resources

What? – Where? - When? – How? – What for?

In order to obtain crucial information, there are interviews that will be develop through Zoom meetings. Due to the time of teachers, it is better to develop the interviews online. The Academic Period is 2022-2023. There will be a handy questionnaire, with open-ended questions realized through online interviews. All about this is made to figure out what are the factors that disturb the understanding of listening material. Moreover, to know more about how podcasts are another useful alternative for English students who present weaknesses in the receptive skill.

Population and Sample

To accomplish this investigation is just a necessary sample and not a population. In this case, there are 3 teachers that will help with their opinions and experiences about the topic of research. Currently, these teachers are teaching English in different private schools in Cantón, La Libertad, Santa Elena province. It is fundamental to gather information from distinctive schools as well as teachers to make an analysis of the issue. Therefore, there are 3 teachers from different private schools located in Cantón La Libertad, Santa Elena's Province.

This qualitative research is fundamental for many reasons. First, it pursues a dilemma that needs to detect. Second, interview teachers with a lot of experience. In this case, English teachers tha involved in the dilemma. Third, analyze the results and suggest an alternative to solve the problem. It is notable to point out that unmistakably English teachers must have in mind a clear awareness of common and serious problems that students have to face up during the learning process. Consequently, how those are affecting either favorable or uncooperative because everything is not solely the learner's issue, it is also teachers. Second, in the questionnaire, exists 7 important open-ended questions that will be a powerful motor to know the crucial answer of the research and will help to answer the main question and all the specific questions. In fact, specific aims definitely lead to finding the concrete answer to the main question and present changes through the purpose of implementing podcasts to practice English listening skills.

CHAPTER IV

ANALYSIS OF FINDINGS

Chapter IV shows and demonstrates the analysis of findings according to the main topic. In this chapter, there are three parts that are important to build coherent information, and interpretation of data from the interview, which is going to be explained briefly with all the answers by interviewees 1, 2, and 3. To start, there will be a table that shows all the questions and also the interviewees 1, 2, and 3. Moreover, in the table below, there are common and similar words according to interviewees' answers. The table helps the researcher to interpret better with coherent analysis.

In the other section, there is the interpretation of the bibliographic review that refers to the interpretation of chapter II. Finally, there is the analysis and discussion of the interview or focus group vs bibliographic review. In the final section, the importance of analysis will be implemented. It is time when the researcher will analyze deeply the topic. Chapter IV is also vital because the

researcher will prove and figure out if the aims in chapter I were successfully accomplished. There is also analysis of each question realized in the interviewees.

Interpretation of data from the interview or focus group:

Table 1

Answers of the interviewees 1, 2, and 3 about the questions realized online.

N° of Questions	Interviewee #1	Interviewee #2	Interviewee #3
Question N° 1. Based on your experience in teaching English as a foreign language; What are the two main skills that are difficult for students that learn English?	Speaking Listening	Speaking Writing	Speaking Listening
Question N° 2. How does unfamiliar vocabulary impact the understanding of listening material in students that listen to a conversation, message, or any audio in English?	Prior vocabulary	Confusion	Confusion
Question N°3. How does poor concentration is a reason why students present misunderstandings at the moment to listen to a conversation in an English listening track?	Important	Speed of speech	Vocabulary
Question N°4. How do American and British accents have an impact on the comprehension of a listening track?	Pronunciation	Pronunciation Articulation of words Speed of speech	Pronunciation Grammar
Question N° 5. Based on your experience as an English teacher; What is another factor that affects the comprehension of a listening material?	Pronunciation	Idiomatic expressions	Phrasal verbs
Question N° 6. Have you ever listened to one or several Podcasts? If so, how was your experience listening to Podcasts?	No-experience	No-experience	Self-learning Listening skills
Question N° 7. How can Podcasts be used as an alternative to practice listening comprehension in students that learn English as a second language?	No	No	Good idea Diverse topics

Note. Table 1 shows the keywords mentioned during the interview with English teachers.

1.1 Question #1-

Based on your experience in teaching English as a foreign language; What are the two main skills that are difficult for students that learn English?

Three interviewees asserted that speaking skill is the hardest skill to attain in students that learn English. Whereas listening skill was the second skill considered difficult to master by two interviewees.

1.2 Question #2-

How does unfamiliar vocabulary impact the understanding of listening material in students that listen to a conversation, message, or any audio in English?

The first interviewee claimed that is predominant to have prior knowledge of vocabulary to aid the students' interpretation of the audio in English. On the other hand, interviewees 2 & 3 argued that confusion ascends in the comprehension of a listening track because of the multiple meanings that some words have in English.

1.3 Question #3-

How does poor concentration is a reason why students present misunderstandings at the moment to listen to a conversation in an English listening track?

Interviewees 1 & 2 proclaimed that students with a high concentration are able to catch either the message or develop an activity. With that being said, interviewee 3 asserted that concentration can increase and decrease depending on how much a student knows about the vocabulary of different contexts. Therefore, students will get high scores if they know vocabulary related to the context they are listening to, and their concentration will get affected due to the knowledge they have.

1.4 Question #4

How do American and British accents have an impact on the comprehension of a listening track?

Interviewees 1, 2, and 3 testified that the diverse pronunciation between the two languages as well as, accent, and vocalization work on how much students are capable to decipher or catch the information in a listening material.

1.5 Question #5

Based on your experience as an English teacher; What is another factor that affects the comprehension of a listening material?

According to the interviewees' experiences, there are also four factors that they consider a drawback. These factors are; the speed of speech, idiomatic expressions, grammar, and finally phrasal verbs. Interviewees claim that all these four factors definitely lead to heightening the issue of why most of the time listening skills are arduous to comprehend.

1.6 Question #6

Have you ever listened to one or several Podcasts? If so, how was your experience listening to Podcasts?

According to interviewees 1 and 2, they have not listened to Podcasts during their life. Nevertheless, interviewee 3 declared to listen to podcasts as self-learning during her learning process, and also as a material to keep learning captivating and useful topics through multiple programs in English.

1.7 Question #7

How can Podcasts be used as an alternative to practice listening comprehension in students that learn English as a second language?

Interviewee 3, argued that the use of Podcasts to practice listening comprehension is a great idea. In fact, interviewee 3 claimed that podcasts must be used according to the student's interests.

Therefore, the interest in listening to the program will be remarkable. According to interviewee 3, students like to listen to eye-catching topics as well as tendency topics. Definitely those types of programs ascend their enthusiasm to discover more topics using podcasts.

Interpretation of bibliographic review:

Podcasts

Podcasts are a variety of recordings that help people to practice their listening skills. Besides, everyone can use this material as self-learning to master listening comprehension. Thanks to the diversity of topics, students can choose their favorite program to listen to it and practice their listening skills.

Listening skills

Over the years, listening skills is one of the hardest skills to develop especially in those students that learn English. No matter the student's age, culture, religion, and so on. Therefore, listening skills need more concentration as well as consciousness in the practice.

Listening comprehension

Listening comprehension gets influenced by the understanding of receiving the information and how much someone can catch the clue and then communicate with friends. However, this ability is never easy because of the multiple elements that disturb the understanding of a language. There are thousands of students that think they are not capable to understand English spoken due to the no enough experience of hearing English every day.

Unfamiliar vocabulary

Due to the unrecognized either basic or advanced of vocabulary, and multiple meanings of uncountable words in English, it diverts the whole comprehension when students are working with a specific activity related to listening comprehension skills. It is evident that unfamiliar vocabulary is another reason why listening skills is usually difficult and requires a lot of effort.

Accent

The pronunciation and articulation of words take an important role in the accent. Either for American accent or British accent. In fact, it depends on how students are accustomed to one language. For instance, some are better at listening to English accent than British. This idea is supported by Phomprasert and Grace, (2020). Thus, the articulation of several words in both different languages will depend on how comprehensible information students can understand clearly or with a lot of endeavors.

Concentration

Concentration is not merely paying enough attention and completing a task. In addition, it enables people to develop correctly tasks in many situations in life. Nevertheless, it is disturbed by some other factors that make it complex to understand some information. For example, students can be able to be as attentive as possible, but when there is a lack of prior vocabulary about the context they are exposed to, they would not be able to retain the information.

Analysis and discussion of the interview or focus group vs bibliographic review:

Question 1. Based on your experience in teaching English as a foreign language; what are the two main skills that are difficult for students that learn English?

Having three important answers from three different English teachers. It is discernible that, speaking is the skill that most students present trouble with. As reported by interviewee 1, students have deficiency in this skill due to the correct pronunciation that they must articulate while they are speaking. Whereas, interviewees 2, and 3 merely added that speaking was a complicated skill. When students feel shy the moment to speak due to the main factor of mispronunciation, they feel not confident to speak naturally. On the other hand, listening is the second laborious skill that most students that learn English present weaknesses. This idea is supported by interviewees 1, and 3. With listening, students will feel anxiety due to the speed of speech, and the fear to lose concentration.

Question 2. How does unfamiliar vocabulary impact the understanding of listening material in students that listen to a conversation, message, or any audio in English?

Vocabulary is extremely substantial, and it needs to be taught with accurate strategies to obtain better results. As believed by interviewee 1, vocabulary is an unquestionable factor that boosts students to try to understand or interpret the context of what is heard. This answer goes and has a strong connection to what Alqahtani, (2015) believes about unfamiliar vocabulary. Alqahtani argues that students with enough general vocabulary are more motivated for the simple reason of understanding the meaning of words. Therefore, when students know adequate vocabulary, their comprehension will flourish through interpretation. Alternatively, there is an extensive amount of words in the English language which its meaning either varies depending on the context or the many meanings that a single word can have. Interviewees 2, and 3. But also Susanto, (2017) supports this thought about how unfamiliar vocabulary is impacted due to the uncountable meanings that many words in English have. Furthermore, is not merely about the dissimilar meanings. It is also about the misinterpretation and the confusion which some students deal with because of the simple reason of having no enough vocabulary in the language.

Question 3. How does poor concentration is a reason why students present misunderstandings at the moment to listen to a conversation in an English listening track?

There is a good relationship between the idea of Tyagi (2013), and the answer given by interviewee 1, which was that when there is abundant concentration in an activity, the results will be amazing. Thus, lack of concentration plays a crucial role in the comprehension of a message in listening material. On the other hand, Lu & Yang, (2018). Believes that when there is high concentration, it descends the boredom and the intention to give up while listening. This is an insight that interviewee 1 does not agree. Nevertheless, interviewee 3 agreed and added trivial information related to what Lu & Yang, (2018) think. The lack of concentration will only depend on the vocabulary the students have in thousands of contexts. When students cannot comprehend

audio in English, it is because of the lack of vocabulary, therefore, when there is a lack of vocabulary, students tend to get no essential concentration because they have no clue about the context, it would be surely tedious for them to keep the concentration that they must have.

Question 4. How do American and British accents have an impact on the comprehension of a listening track?

In accordance with interviewees 1, 2, and 3 definitely, the American and British accent takes an important role in the comprehension of listening material. In this case, pronunciation was the word most mentioned during the development of the interviews. Doubtless, the main reason why several students present that misunderstanding is due to the different pronunciation of many words in both languages. Although both languages are generally understandable by students, there are some others who confuse just because of the pronunciation of words. Nonetheless, Interview 2 said an interesting point that makes sense with what Phompraset & Grace (2020) think. Apart from the pronunciation of both accents, there is also a meaningful issue told by interviewee 2, and it is about the northern, southern, western, and eastern American people's accents. The truth of the matter is that northern American people would probably have an opposed accent to those who live in the south, as well as in the west or east. Therefore, the trouble surges when students have no clue of what English they are going to listen to, in this case, either slow or fast English, and it depends on the region where the speaker was born.

Question 5. Based on your experience as an English teacher; what is another factor that affects the comprehension of a listening material?

This question was indispensable in the development of this research because it is part of one of the main aims of the research project and the answers were absolutely meaningful. According to the interviewees' experience, there are 5 more factors that are indubitable disfavor when students have to demonstrate how good they are in activities that involve English listening comprehension.

Firstly, interviewee 1, argued that another factor based on her experience was pronunciation. In this case, interviewee 1 stressed the importance to teach the right pronunciation of words in English because students are going to reckon that is the right pronunciation, whereas is contrary or is not accurate.

Secondly, interviewee 2 manifested that the speed of speech and idiomatic expressions are two other unfavorable factors that students that learn English present. Irrefutably, the speed of speech affects learners that have not been accustomed to, they would lose control of their concentration while they are listening to a listening material. Whereas, when there is a slow or the right speed of speech for their age or level of English, they would be able to decipher and catch what is want to be communicated.

On the other hand, is not a lie that idioms in English have no literal meaning as several students can think. Predominantly, students need to look up the closest denotation. What is more, for some students, idioms are effortless to learn and apply to daily life. However, for other learners is complicated to understand through a listening track. Thirdly, for interviewee 3, grammar and phrasal verbs are extra factors as a disadvantage. Grammar affects when students do not know how a sentence is built and its different conjugation. But is not solely about building the right sentence, grammar does not mean just sentences, it means other grammatical points that are written or are seen easily, but listening is not the same. Apart from this, phrasal verbs are verbs that go with a preposition and do have no the same elucidation. Phrasal verbs are connected with the main root that is named vocabulary, in the vocabulary, students learn how to use and recognize phrasal verbs, as well as idiomatic expressions. Therefore, pronunciation, speed of speech, idiomatic expressions, grammar, and phrasal verbs are other factors figured out during this investigation that add pivotal details and know the big problem about why for English learners is difficult to catch the information of a listening track.

Question 6. Have you ever listened to one or several Podcasts? If so, how was your experience listening to Podcasts?

Interviewees 1, and 2 have never ever listened to a Podcast. Even though, interviewee 1 manifested having no idea of what is the meaning of a Podcast. Nevertheless, interviewee 3 demonstrated having a clear idea of what is a Podcast. Furthermore, interviewee 3 used Podcasts as a self-learning material to keep enhancing listening skills. Therefore, it can be discerned that due to the lack of continuing education by interviewees 1, and 2. It is possible that they have no idea of what is a Podcast. Whereas, interviewee 3 shows continuing education because knew and had a total idea of what are podcasts. In short, it is crucial to have updated knowledge about new resources to implement in teaching English.

Question 7. How can Podcasts be used as an alternative to practice listening comprehension in students that learn English as a second language?

Interviewees 1, and 2 were not asked to say their opinion about how podcasts are another alternative to practice listening comprehension because of the lack of knowledge about it. However, interviewee 3 answered with a lot of confidence that Podcasts are a brilliant idea to practice listening comprehension. Interviewee 3 mentioned 3 advantages that Podcasts can offer students that learn English. First, Podcasts offer people a variety of topics through multiple programs in many languages, not solely in the English language. Furthermore, students can choose their favorite topic according to the popularity or tendency. Second, most of the podcasts are free and do not need a subscription to have listened. Although, some are paid, but are very limited. Often times people tend to purchase audiobooks which are remarkable to enhance listening skills. Nowadays podcasts are accessible for everybody who likes to listen everything. Therefore, is a huge advantage for people with a low economy. Third, Podcasts are super portable, students can listen to Podcasts from their house, in the park, at the beach, while they have a journey, and then

some. In other words, students can listen to podcasts anywhere with the help of a technological device.

On the other hand, there is no doubt that in the learning process, sometimes due to the limited time, students in the classroom are able to listen to twice a listening track with the teacher, or three times, and no more. Definitely, it can change with Podcasts because an advantage of listening to podcasts is to enable students to repeat the conversation to listen to it again so as that students will click in the seconds they could not understand clearly. For example, a word, sentences, phrases and so on. Furthermore, students can write down some words, or phrases they could not decipher to then surf on the internet or go straight away with the teacher to figure out any uneasiness.

What interviewee 3 argued about podcasts makes sense with what Abdulrahman, (2018) concluded in his study about the use of podcasts to get better listening skills. Although, in this study, there was no application of podcasts in order to know a coherent conclusion and compare with the impeccable research of Abdulrahman. Doubtless, it has a clear connection between the context. Therefore, the implementation of podcasts is a new course of action to open the opportunity to advance with great enhancement in listening skills.

According to the general aim of the investigation, podcasts are an alternative that can be used differently and will depend on how teachers use them, and also students. Regarding to the specific aims, all of them were sorted out through rigorous investigation. In relation to the second aim, evidently, there is the answer completely in chapter IV where it is the whole analysis of the bibliographic review and the interviewees' answers. And finally, the last specific aim is related to the proposal of podcasts, which was demonstrated by interviewee 3 that is a brilliant idea and also a self-learning tool for English learners.

CHAPTER V

REFLEXIONS OF THE STUDY

Thanks to the teachers' answers, it was possible to figure out the main question and all the specific questions. To begin, the title of the research project is called "Podcasts as an alternative to practice listening comprehension", and for this, it was necessary to formulate main and specific questions to collect information that will enhance the teaching process. First, as the main question goes, what are the problems that students present with listening comprehension? thanks to the deep and diligent investigation, the conclusion is that there are several factors that heighten the misunderstanding in listening comprehension. Having said that, unfamiliar vocabulary, poor concentration, and American and British accents are certainly the three elements found by several authors as well as interviewees as obstacles when students have to develop an English listening activity. But there are more factors such as pronunciation, speed of speech, idioms, grammar, and phrasal verbs. All the factors mentioned before were collected thanks to interviewees that based on their experience argued that all those factors impact the understanding when students practice listening skills. There were also specific questions that without the proper investigation would not be answered.

On the other hand, related to the objectives, all of them were attained successfully thanks to the opportunity to the interviews realized with English teachers from the area in Santa Elena province. The English teachers were selected by the researcher and all the teachers had a lot of experience in the field of education, in this case, teaching English.

There are many weaknesses in some learners that learn English, but there is always a solution. It is needed that teachers must know technological tools to take advantage of obtaining better results.

My experience was without a doubt full of fear, desperation, and skepticism while I was developing my research project. To be honest, I learned to cite authors in the old days when I was in the pre of my university, but now several instructions about how to cite correctly with 7th APA have changed and I had to watch some videos on YouTube in order to relearn and do everything acceptable. Besides, I learned to gain knowledgeable information that will last forever in my life. Finally, the experience was definitely good. Learning to develop this project will help me in my future plans as an English teacher.

In my case, a perk is gaining experience developing research because certainly, it will help me to keep going with future research related to my topic. Furthermore, another beneficial was without a doubt to learn and have brief insight to start each chapter of the research project. Honestly, I had no idea of how to start off with each chapter, but thanks to the tutor, the improvement was possible. As challenges, I would say, the time. Time was an important factor that I learned to manage adequately. Moreover, looking for teachers with a lot of experience was another challenge.

Utterly, and those life lessons are valuable for our personal development in the long term as new English teachers. I would like to say that managing my time is a life lesson that I will have to take into account. Sometimes I spent some days off and I did not advance with the project. However, it was due to the circumstances. I had several days that I could not move on with my chapter 4 because teachers had their time limited and they could not connect with me to develop the interview. On the other hand, I also learned to stop procrastinating.

At the beginning of this study, I was totally sure that the problem that I was expecting was believable and that it has a connection with the main problem. In fact, thanks to the deep research in this research project, it led to the main components that are the chief problems affecting the understanding of a listening track. On the other hand, thanks to the interviews, I also sorted out 5

more factors that are included in the problem. These elements are pronunciation, speed of speech, idiomatic expressions, grammar and lastly phrasal verbs.

This study has heightened my interest and motivation to keep researching how Podcasts can be used as an alternative to practice listening comprehension in students as a self-learning and why not to use them in the classroom. Also, I felt secure by the time of developing this study because I found several authors that have done similar studies on my topic.

I would definitely do three different things. For example, the first other different thing is to look for more English teachers to collect several points of view related to the research project because the more teachers to interview, the richer will be the analysis of the results. Unfortunately, for the development of this study, there were solely three interviewees which is a drawback. I would also, go to students and ask them if they would like to either learn or practice listening skills through Podcasts. Having said that, the researcher can know how exciting they would get with the new strategy. Finally, I would definitely apply podcasts in the classroom with all the students. Besides, to hearten and motivate students to listen to podcasts at home in their free time as well as autodidactic. Then, a meaningful conclusion so as to know how much students have improved their listening skills using podcasts as an alternative to practice listening skills. Those were the other different things that I would do to enhance this study.

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ANNEXES

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “PODCASTS AS AN ALTERNATIVE TO PRACTICE LISTENING COMPREHENSION” elaborado por el estudiante JERRY MICHAEL ASECIO SUÁREZ, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Firmado electrónicamente por:

**GEOM
AR LEONABAD**

Eliana G. León Abad, M.Ed.

TUTORA



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INTERVIEW TRANSCRIPTS

“Podcasts as an alternative to practice listening comprehension”

Estimado entrevistada/o.

Saludos cordiales por parte del desarrollador del proyecto de titulación, Jerry Michael Asencio Suárez, quien le saluda con mucho aprecio por contar con su ayuda y la oportunidad de conseguir su opinión y poder avanzar con el trabajo de investigación ya que, sin su ayuda, no sería posible continuar con el estudio de investigación.

El presente trabajo de investigación busca encontrar aquellos factores que afectan la comprensión auditiva en los estudiantes que estudian inglés como lengua extranjera. Además, hacer un análisis con las respuestas de los entrevistados y generar conclusiones que puedan servir para futuros estudios académicos. Por otro lado, uno de los objetivos de este estudio es presentar Podcasts, como una alternativa para practicar comprensión auditiva en los estudiantes que estudian la lengua extranjera. Por esta razón, es importante entrevistar a docentes con experiencia laboral en la enseñanza del idioma inglés para conseguir información relevante.

Información de la entrevista:

- La entrevista será realizada únicamente con fines investigativos sin exponer el nombre del entrevistado/a. Anónima/a.
- El entrevistador no tomará el nombre de la Institución Educativa como ejemplo.
- La entrevista está programada para durar 25-30 minutos con el uso de la plataforma de videoconferencias gratuita Zoom.

Muchas gracias por su valioso tiempo y por colaborar en el estudio de esta investigación que ayudará a mejorar el aprendizaje del idioma inglés.

Saludos cordiales:

JERRY ASENCIO

INTERVIEWEE 1

- 1) En base a su experiencia enseñando inglés como lengua extranjera: ¿Cuáles son las dos habilidades que usted cree que causan más dificultad en los estudiantes que aprenden inglés?

Como docente en el área de inglés, las destrezas que yo veo difícil es el listening y también el speaking porque ellos tienen que hacer su correcta pronunciación en cada palabra, tema, unidad, etc.

- 2) Sin duda, cuando un estudiante no conoce vocabulario específico sobre un tema se le dificulta entender lo que el locutor comunica mediante un audio en inglés. ¿Cómo el vocabulario desconocido genera mal interpretación cuando un estudiante escucha una historia, conversación o un mensaje en un audio en inglés?

El vocabulario debe y tiene que ser conocido porque eso es lo que nos va ayudar a enlazar palabras y porque no, hacer oraciones. Entonces, cuando un estudiante escucha una historia o una conversación y ya sabe el vocabulario del tema, ellos ya están conociendo e interpretando lo que el locutor comunica. Cuando no saben, efectivamente no van a entender muy bien.

- 3) ¿Cree usted que la falta de concentración influya y sea una razón por el cual los estudiantes no captan el mensaje de un audio en inglés? ¿Por qué?

Cuando una persona no se concentra en una actividad, va hacer imposible comprender, porque una de las cosas al menos cuando se aprende inglés, se debe prestar mucha atención.

- 4) Aparte de la falta de concentración y el vocabulario desconocido, el acento también juega un papel interesante dentro de un audio en inglés, por ejemplo, el acento británico y el inglés americano, ¿Por qué cree que el acento pueda generar mal entendimiento en un audio en inglés?

Cuando el profesor enseña el idioma inglés, tiene que definir que pronunciación se va a usar porque tiene su diferencia. Cuando yo he enseñado el inglés británico, este tiene un acento muy diferente al americano. Por ejemplo, el nombre “Peter” en británico se pronuncia diferente al inglés americano entonces por unas palabras que el estudiante no entienda no va a entender un audio en inglés.

- 5) Hemos mencionado que el acento, el vocabulario desconocido y la falta de concentración como factores que influyen en la comprensión de un audio en inglés. ¿Qué otro factor ha podido observar y cree que también influya en entender un audio en inglés?

En base a mi experiencia, otro factor que dificulte el entendimiento de un audio en inglés para estudiantes es la Pronunciación, porque cuando un profesor enseña inglés, tiene que tener una pronunciación real. No le podemos pronunciar mal al estudiante porque de lo contrario, el estudiante lleva la idea que de esa manera es la pronunciación de una palabra y muchas veces se va con esa idea para toda su vida. Por ejemplo, si un

estudiante decide luego estudiar inglés, ya sea en una academia o curso, se va a dar cuenta que la pronunciación no era real al que le están enseñando actualmente.

Un Podcast es una serie de videos o audio digital que puede ser descargado y reproducido en celulares, computadores, Mp3, etc. El público general puede tener acceso gratis y seleccionar el programa favorito de acuerdo a su conveniencia y escucharlos en la comodidad de su casa, mientras viaja o en tiempo libre.

- 6) ¿Conoce usted sobre los Podcasts y si alguna vez ha escuchado uno o varios, cómo ha sido su experiencia?

No he experimentado mucho con el tema de Podcasts.

- 7) ¿Considera usted que los Podcasts pueden ser aplicados y utilizados como una alternativa para practicar comprensión auditiva en estudiantes que estudian inglés?

INTERVIEWEE 2

- 1) En base a su experiencia enseñando inglés como lengua extranjera: ¿Cuáles son las dos habilidades que usted cree que causan más dificultad en los estudiantes que aprenden inglés?

En mi experiencia, el writing y el speaking son las dos habilidades que más se les complica.

- 2) Sin duda, cuando un estudiante no conoce vocabulario específico sobre un tema se le dificulta entender lo que el locutor comunica mediante un audio en inglés. ¿Está de acuerdo o en desacuerdo que el vocabulario desconocido genera mal interpretación cuando un estudiante escucha una historia, conversación o un mensaje en un audio en inglés?

Muchas veces los estudiantes están escuchando y a veces desconocen una palabra o frases, entonces el vocabulario desconocido crea confusión en el estudiante o cualquier persona que escucha.

- 3) ¿Cree usted que la falta de concentración influya y sea una razón por el cual los estudiantes no captan el mensaje de un audio en inglés? ¿Por qué?

El estudiante necesita concentración para poder entender e interpretar un listening audio, porque de lo contrario no será capaz de captar el mensaje o desarrollar la actividad.

- 4) Aparte de la falta de concentración y el vocabulario desconocido, el acento también juega un papel interesante dentro de un audio en inglés, por ejemplo, el acento británico y el inglés americano, ¿Por qué cree que el acento pueda generar mal entendimiento en un audio en inglés?

El problema surge en la vocalización de las palabras de ambos acentos ya que son totalmente diferentes. Ahí es donde se vuelve un poco complejo para un estudiante que recién empieza aprender el idioma inglés.

- 5) Hemos mencionado que el acento, el vocabulario desconocido y la falta de concentración como factores que influyen en la comprensión de un audio en inglés. ¿Qué otro factor ha podido observar y cree que también influya en entender un audio en inglés?

La velocidad del audio. Porque, por ejemplo, el audio está en una velocidad normal en una conversación o lectura y hay un estudiante que recién está aprendiendo inglés y resulta que escucha un audio por el cual está en una velocidad más rápida, tendremos problemas con este estudiante ya que se le será complicado entender lo que escucha.

Expresiones idiomáticas, a veces el estudiante no comprende esas frases que tienen otro significado, y por ende no entiende bien o se le hace tedioso. Si hablamos de inglés americano, en Estados Unidos hay una multitud de modismos y tiene muchas formas de hablar. Por ejemplo, hay muchos estados y cada estado el inglés puede ser tanto abierto como cerrado, y cada estado tiene su forma de hablar, entonces esto también hace que sea dificultoso cuando tenemos listening practice.

Un Podcast es una serie de videos o audio digital que puede ser descargado y reproducido en celulares, computadores, Mp3, etc. El público general puede tener acceso gratis y seleccionar el programa favorito de acuerdo a su conveniencia y escucharlos en la comodidad de su casa, mientras viaja o en tiempo libre.

- 6) ¿Conoce usted sobre los Podcasts y si alguna vez ha escuchado uno o varios, cómo ha sido su experiencia?

No he escuchado ninguno.

- 7) ¿Considera usted que los Podcasts pueden ser aplicados y utilizados como una alternativa para practicar comprensión auditiva en estudiantes que estudian inglés?

INTERVIEWEE 3

- 8) En base a su experiencia enseñando inglés como lengua extranjera: ¿Cuáles son las dos habilidades que usted cree que causan más dificultad en los estudiantes que aprenden inglés?

A los estudiantes siempre se les dificulta desarrollar el Speaking y también el Listening.

- 9) Sin duda, cuando un estudiante no conoce vocabulario específico sobre un tema se le dificulta entender lo que el locutor comunica mediante un audio en inglés. ¿Está de acuerdo o en desacuerdo que el vocabulario desconocido genera mal interpretación cuando un estudiante escucha una historia, conversación o un mensaje en un audio en inglés?

Cuando los estudiantes no conocen el vocabulario de un tema, generalmente ellos empiezan a mal interpretar el mensaje que se quiere dar. Incluso existe la confusión entre los diferentes significados que una palabra en inglés pueda tener. En inglés tenemos muchas palabras que tienen muchas veces doble o más significados y depende del contexto también. Entonces a veces los estudiantes conocen un significado de una palabra, pero cuando escuchan esta palabra en un audio bajo un contexto contrario al que ellos habían estado estudiando, ahí viene la confusión.

10) ¿Cree usted que la falta de concentración influya y sea una razón por el cual los estudiantes no capten el mensaje de un audio en inglés? ¿Por qué?

Depende de que tan extenso este desarrollado el vocabulario del estudiante dependiendo al contexto. Por ejemplo, en una actividad de listening, un estudiante no comprende absolutamente nada, una de las principales razones al no entender un listening, es la falta de conocimiento en vocabulario. Por lo tanto, cuando un estudiante no tiene un buen nivel de vocabulario mientras escucha un audio en inglés va a causar definitivamente desconcentración. Entonces la falta de concentración se conecta con la falta de vocabulario relacionado al tema que se esté escuchando.

11) Aparte de la falta de concentración y el vocabulario desconocido, el acento también juega un papel interesante dentro de un audio en inglés, por ejemplo, el acento británico y el inglés americano, ¿Por qué cree que el acento pueda generar mal entendimiento en un audio en inglés?

Ambos acentos tienen su pronunciación totalmente diferente. El problema surge cuando los estudiantes están acostumbrados a escuchar el American English y de pronto escuchan British accent.

12) Hemos mencionado que el acento, el vocabulario desconocido y la falta de concentración como factores que influyen en la comprensión de un audio en inglés. ¿Qué otro factor ha podido observar y cree que también influya en entender un audio en inglés?

En mi experiencia he notado 2 factores: La gramática y el uso de phrasal verbs. Pero diría que más los phrasal verbs ya que en sí los phrasal verbs consisten en la unión de un verbo y una preposición. Cuando es solo el verbo, tiene un significado, pero cuando le añadimos una preposición, el concepto será desigual.

Un Podcast es una serie de videos o audio digital que puede ser descargado y reproducido en celulares, computadores, Mp3, etc. El público general puede tener acceso gratis y seleccionar el programa favorito de acuerdo a su conveniencia y escucharlos en la comodidad de su casa, mientras viaja o en tiempo libre.

13) ¿Conoce usted sobre los Podcasts y si alguna vez ha escuchado uno o varios, cómo ha sido su experiencia?

De vez en cuando escucho uno que otros, me gusta escuchar Podcasts en el idioma inglés que estén relacionados al método de enseñanza. Además, cuando estudiaba utilizaba este material como un método de autoenseñanza y recuerdo que escuchaba estos programas que definitivamente ayudaron a mejorar mi destreza en listening skills.

14) ¿Considera que los Podcasts pueden ser aplicados y utilizados como una alternativa para practicar comprensión auditiva en estudiantes que estudian inglés?

De hecho, es una gran idea, siempre y cuando los estudiantes estén interesados o les llame la atención sobre un tema en específico. Por ejemplo, si estamos enseñando inglés con adolescentes, el Podcast que ellos vayan a escuchar debe tener una conexión con los temas de

la actualidad o popularidad para incrementar interés en los chicos. Por otro lado, la utilización de Podcasts como una alternativa para practicar comprensión auditiva debe ser sobre temas que los estudiantes conozcan para que intenten de una u otra manera escuchar y entender el contexto y luego poder hacer una práctica, ya sea con el docente o con sus compañeros de clase.