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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“PODCAST TO PROMOTE CULTURAL AWARENESS IN THE EFL CLASSROOM”

RESEARCH PROJECT

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LANGUAGES

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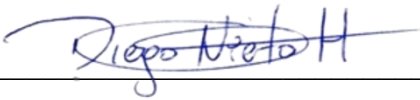
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Advisor's Approval

In my role as Advisor of the research paper entitled **PODCAST TO PROMOTE CULTURAL AWARENESS IN THE EFL CLASSROOM** prepared by **LIMONES BAJAÑA SHARON ELIZABETH AND SANTISTEVAN QUIRUMBAY GINGER DAYANNA**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula 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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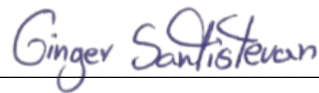
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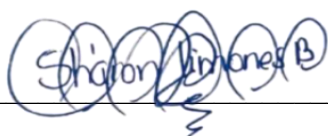
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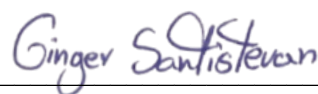
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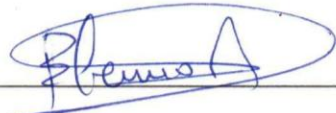
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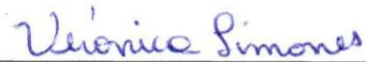
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- Limones Bajaña Sharon Elizabeth

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- Santistevan Quirumbay Ginger Dayanna

Dedication I

I dedicate this project to God, to my family, especially my parents, Janeth and Carlos, who instilled values in me from day one; to my children, Elizabeth and Austin, who have been my rock during this university stage; and to my friends, because they have been my driving force and inspiration, even when I felt like it was all over. They have always been by my side, and without their help and support, I wouldn't have been able to complete this research. I hope you enjoy reading this study as much as I enjoyed writing it. For this and so much more, I am deeply grateful to you all.

With Love, Limones Bajaña Sharon Elizabeth

Dedication II

This research project is dedicated to my daughter Rosselyn, the most beautiful gift that God and life have given me, who has become my greatest motivation, the light of my days, and the strength that drove me to never give up

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Abstract

This study explores teachers' perspectives and experiences regarding the use of podcasts to foster cultural awareness in students. A qualitative approach with a phenomenological design was employed, using open-ended interviews with five teachers from two schools in the Province of Santa Elena.

The results show that podcasts are an effective pedagogical tool in the process of cultural awareness, as they expose students to authentic language, different perspectives, and situations of intercultural communication. This teaching resource, in turn, fosters reflection and promotes respect for diversity while establishing meaningful conversation when integrated with appropriate strategies, such as pre-listening, listening and post-listening. Challenges to use of podcasts in the classroom were also identified, such as time constraints, teacher methodological preparation, limited access to digital resources, and unstable internet connections, which limit their effectiveness in educational contexts.

The research suggests that, despite limitations, educators emphasized that podcasts support, motivate, and enhance students' ability to interact in real-world contexts, creating more inclusive classrooms and more active in their learning process.

Keywords: Podcasts, Cultural Awareness, EFL, Pedagogical Tools, Technology, Communication Skills

Resumen

Este estudio explora perspectivas y experiencias docente sobre el uso de podcasts para fomentar la conciencia cultural en los estudiantes. Se empleó el enfoque cualitativo con diseño fenomenológico y entrevistas con preguntas abiertas a cinco docentes divididos en dos unidades educativas de la Provincia de Santa Elena.

Los resultados manifiestan que es una herramienta pedagógica eficaz en el proceso de concienciación cultural, ya que expone a los estudiantes al lenguaje auténtico, diferentes perspectivas y situaciones de comunicación intercultural. Este recurso didáctico, a su vez fomenta la reflexión y promueve el respeto por la diversidad al tiempo que establece conversaciones significativas cuando se integran con estrategias apropiadas, como la pre-escucha, escucha y la- post-escucha. También se presentaron desafíos para el uso de podcasts en el aula, como el tiempo, preparación metodológica docente, acceso limitado a recursos digitales y conexiones inestables de internet, limitando su efectividad en contextos educativos. La investigación sugiere que, a pesar de las limitaciones, los educadores enfatizaron que los podcasts apoyan, motivan y mejoran la capacidad de los estudiantes para interactuar en contextos del mundo real, creando aulas más inclusivas y estudiante más activos en su proceso de aprendizaje.

Palabras Claves: Podcasts, Conciencia Cultural, EFL, Herramientas Pedagógica, Tecnología, Competencias Comunicativas

INDICEX

Advisor's Approval.....	2
Statement of Authorship	3
Declaration	4
Board Examiners	5
Acknowledgement I.....	6
Abstract	10
Introduction	15
Chapter I	16
The problem	16
Research topic:	16
Title of project:	16
Problem statement:	16
Main Question	18
Specific Question	18
Objectives	18
General Objective.....	18
Specific Objective	18
Justification.....	19
Chapter II.....	21
Theoretical Framework	21
Background.....	21
International	21
National	22
Local	23
Pedagogical Basis.....	23
Constructivism (Vygotsky)	23
Active Learning	24
Task-Based Language Teaching	25
Communicative Language Teaching.....	25
Theoretical Basis.....	26
(ICC) Intercultural Communicative Competence (Byram)	26
Podcasts	27
Multiliteracies Theory.....	28
Cultural Awareness	28
Legal Basis	29

Constitution of the Republic of Ecuador	29
Organic Law of Intercultural Education (LOEI)	30
Chapter III	31
Methodological Framework	31
Methods	31
Qualitative methodology	31
Type of research	31
Phenomenological studies	31
Data Collection Techniques	32
Interview one-to-one	33
Instruments	34
Questionnaire	34
Types of questions	34
Open-ended questions	34
Population and Sample	35
Chapter IV	36
Analysis of Findings	36
Brief explanation of the findings	36
Interpretation of Bibliographic Review	37
Chapter V	50
Conclusions and Recommendations	50
Conclusions	50
Recomendations	51
References	53
Annexes	60
Annex A: Certified Anti-Plagiarism System.....	60
Annex B: Questionnaire.	61
Annex C: Transcription of interviews with teachers	63
Annex D: Interview recordings	73

Figures Index

Figure 1	
Importance of Cultural Awareness in EFL teaching.....	37
Figure 2	
Implementation of Podcasts as a Pedagogical tool	38
Figure 3	
Contribution of Podcasts to Students' Cultural Awareness	39
Figure 4	
Most frequent concepts about changes in cultural awareness after the use of podcasts.	40
Figure 5	
<i>Perceptions about meaningful experiences with podcasts.</i>	<i>41</i>
Figure 6	
Strategies for incorporating podcasts in the classroom.	42
Figure 7	
<i>Teachers' use of podcasts to understand different cultural perspectives.</i>	<i>43</i>
Figure 8	
<i>Challenges of Using Podcasts to Promote Cultural Awareness.....</i>	<i>44</i>
Figure 9	
<i>Factors hindering the effective use of podcasts for cultural awareness</i>	<i>45</i>
Figure 10	
<i>Recommendations for strengthening cultural awareness through podcasts</i>	<i>46</i>

Tables Index

Table 1	
<i>Data collection process and resources.....</i>	<i>33</i>
Table 2	
Teachers' perceptions on the use of podcasts to promote cultural awareness	47
Table 3	
Teachers' perceptions on the use of podcasts to promote cultural awareness.	48

Introduction

Teaching English, integrating developing skill integrating idioms as a foreign language are transforming the field in such a way that professors are adapting their teaching methods. These educational scholarships, ranging from virtual environments with audio to specialized learning spaces, provide multiple ways to expose students to authentic language within cultural contexts, thereby fostering English-speaking communities. Podcasts provide teachers with access to flexible content that adapts to students' diverse skill levels. Educational staff incorporate these teaching aids; it is essential to evaluate how they influence the innovation of cultural awareness among students, as well as the challenges educators face.

Teaching English requires cultural awareness to ensure that idiomatic expressions are authentic and that new idioms not only mastering grammatical rules but also understanding the values, beliefs, and nuances that emerge within the sociocultural contexts in which the vocabulary is used. Podcasts can highlight this awareness to encourage students to understand and grasp a new dialect through listening.

The educational use of podcasts is geared towards a level where teachers can incorporate this resource into their classroom planning, using various techniques such as pre-listening and post-listening activities. Learning can be enriched more significantly by integrating it into cultural contexts. However, there is some discrepancy regarding internet access, as this factor can limit learning, restrict access to classes, and make it difficult to maintain focus in the classroom. It is important to understand that these factors directly affect teachers' ability to use podcasts to foster cultural awareness among students.

The objective of this research is to examine the perceptions and experiences of language teachers regarding podcasts when integrating them as a pedagogical tool to foster cultural awareness in the classroom. The purpose of this study is to gain a deep understanding of this digital technique or resource and the impact it has on the educational setting.

Chapter I

The problem

Research topic:

Podcast and Cultural Awareness

Title of project:

Podcasts to Promote Cultural Awareness in the EFL Classroom

Problem statement:

In the teaching of English as a foreign language (EFL), the development of communicative competence requires that students have access to realistic and authentic resources that enable them to interact with the language in real-life contexts. In this regard, podcasts are emerging as an innovative digital tool, as they can be tailored to students' proficiency levels and areas of interest, providing access to a wide range of authentic spoken content characterized by a variety of accents, linguistic expressions, and everyday topics that offer cultural perspectives. As audio-based content, podcasts provide access to authentic language and cultural perspectives that may enrich EFL classroom experiences. According to Dogan Ger (2022), teaching culture and strengthening cultural awareness about cultural diversity are essential components for learning a foreign language, because they increase intercultural communicative competence, which prepares students to interact in multicultural environments.

The podcast goes beyond simply understanding words or grammatical structures; rather, it focuses on interpreting meaning, such as the values and interactions characteristic of different communities. In this sense, podcasts offer students the opportunity to become familiar with the different cultural perspectives typical of English speakers. Chaves-Yuste & De-la-Peña (2023) point out that podcasts provide opportunities for exposure to authentic

communicative situations and cultural perspectives because they provide communication contexts from everyday life.

Cultural awareness is an essential element in the teaching and learning of the English language because it allows for understanding and respect for the different cultures existing in an increasingly globalized society. Gutiérrez et al. (2023), state that podcasts are a pedagogical strategy that strengthens intercultural communication skills through exposure to different cultural perspectives and the exchange of meaningful experiences. In other words, the use of podcasts may expose students to diverse cultural perspectives and authentic communicative contexts, enabling them to approach diverse contexts with an open mind, while also empowering them to use a digital tool to produce and share their own ideas.

Despite the benefits highlighted by recent studies, the integration of podcasts into English language teaching remains limited in educational settings. In many institutions, instruction continues to focus on traditional grammar, exercises, and vocabulary activities, which restricts students' access to authentic materials and intercultural understanding. Lee et al. (2023), point out that when teaching English, priority is still given to learning linguistic structures over the development of communicative and cultural skills, hindering the necessary intercultural sensitivity, given the existence of different varieties of English, which is problematic since the goal is to achieve a level of proficiency similar to that of a native speaker.

Consequently, students struggle to understand the cultural dimensions of the English language and to function effectively in a cultural context. Given this problem, it is necessary to investigate the use of podcasts by teachers as a pedagogical strategy to promote cultural awareness in the English classroom, fostering a more interactive learning experience with more authentic language.

Problem Formulation

Main Question

What are the perceptions and experiences of EFL teachers regarding the use of podcasts to promote cultural awareness in the classroom?

Specific Question

- How do EFL teachers perceive the use of podcasts to promote cultural awareness in the classroom?
- How do EFL teachers describe their experiences using podcasts to promote cultural awareness in the classroom?
- What challenges do English teachers encounter when using podcasts to promote cultural awareness in the classroom?

Objectives

General Objective

To explore the perceptions and experiences of EFL teachers regarding the use of podcasts as a teaching resource to promote cultural awareness in the classroom.

Specific Objective

- To describe EFL teachers' perceptions of podcasts as a resource for promoting cultural awareness in the classroom.
- To understand the experiences of EFL teachers using podcasts as a pedagogical resource to promote cultural awareness in the classroom.
- To analyze the challenges faced by English teachers when using podcasts as a teaching resource to promote cultural awareness in teaching English as a foreign language.

Justification

This study will help us identify and highlight the differences among the technological changes that have transformed educational strategies, leading to the incorporation of new technological tools that foster different learning styles. From this, we can note that podcasts have emerged as a practical and accessible educational resource that is increasingly incorporated into EFL teaching practices.

This distinction will help us understand the various perspectives that arise regarding the role and use of podcasts in the teaching-learning process in the EFL classroom, since teachers are the cornerstone of the selection and implementation of teaching methods, providing relevant information on the use of podcasts in student contexts, including various adaptations and real-life communicative scenarios, which may expose students to authentic cultural content and diverse perspectives associated with English-speaking communities. Furthermore, it serves as a valuable resource for teachers, as it supports various aspects such as language skills and intercultural understanding, both of which are essential for the study and teaching of a new language.

The key to this study lies in promoting and encouraging the independent use of podcasts as teaching resources in English language instruction. These programs may encourage student participation and provide opportunities to engage with authentic cultural content beyond the classroom. Their implementation and adaptability help educators foster habits of independent learning.

This research presents findings that could serve as a practical guide for educators, given that the use of online resources in teaching a new language has a significant impact on education, promoting more autonomous and dynamic learning in line with the needs of new generations. In other words, this study offers useful suggestions for teachers to incorporate digital tools into their classrooms, thus improving the effectiveness of teaching methods and

meeting the high demand in today's education, which increasingly integrates technological resources.

Finally, this study examines the use of podcasts in teaching English as a second language, exploring the diverse perceptions of teachers residing in the province of Santa Elena, regarding the use of this tool during their teaching practices. This could help to promote the integration of digital resources that improve and enrich teaching, fostering a more dynamic education with greater cultural awareness for interactive communication.

Chapter II

Theoretical Framework

Background

International

In recent years, the implementation of digital tools (TICS) for teaching English as a foreign language has become essential due to their impact on linguistic competence and intercultural understanding. In this context, Ismail et al. (2026) demonstrated, through a study conducted in Indonesia with 67 secondary school students learning English as a foreign language, the effects of podcast-based learning materials. The study highlighted that students showed improved performance in oral expression skills and intercultural pragmatic competence, demonstrating greater discernment of cultural aspects in communicative contexts. This led to increased motivation and autonomy among the participants, thus highlighting podcasts as an effective teaching method.

In a Study by Sotlikova and Haerazi (2023) at the University of Uzbekistan, they described that teachers' perceptions of integrating podcasts into the English classroom are challenging in terms of content and management, but they maintain that implementing them in foreign language teaching is a valuable investment since they are a pedagogical innovation tool capable of making the learning process more flexible, transcending the physical limitations of a classroom and focusing on the communicative needs of students.

Technological development has contributed to the integration of innovative resources that provide students with more flexible and dynamic access to linguistic content. Cárdenas Parra and Ramírez Valencia (2021) highlight that technological advancements have greatly benefited English language teaching and learning by offering various digital tools, including podcasts. The authors identify that in today's schools, the use of this tool represents a

pedagogical alternative in the realm of teaching practice because it helps to shape behaviors, interests, and skills in different social and cognitive areas.

Language teaching in the classroom should be geared towards strengthening cultural awareness, as this is fundamental to understanding and comprehending expressions in another language. Cultural sensitivity emphasizes not only that awareness but, rather, the perception and knowledge imparted to the student by providing examples set in real-world context (Mine & Mimura, 2021).

In this regard, Azizpour (2021) in a study based on interviews with English teachers, found that they consider culture an inseparable component of language learning. However, the author pointed out that the use of authentic resources and diverse teaching strategies is necessary to develop cultural awareness and, therefore, emphasized the need to strengthen teacher training to integrate this content more effectively in the classroom.

National

A 2023 study by the Bolivarian University of Ecuador describes how Ecuadorian students struggle to develop their English skills due to a lack of culturally relevant pedagogical strategies for language instruction. This situation highlights that one of the underlying problems is the lack of prioritization of cultural awareness within the education system. Therefore, it is necessary to connect language teaching with cultural context by creating an educational tool that allows students to delve deeper, understand, and forge a more profound and dynamic relationship between the target language and their own cultural context (Lara Ramirez & López López, 2023).

Syla (2024) argues that podcasts offer diverse and authentic audio materials that expose students to cultural content and conversations, allowing them to acquire new vocabulary at their own pace and fostering authentic, self-directed learning. This effective and authentic tool, podcasts, by being receptive, expand vocabulary, strengthening and impacting

students' cultural awareness by encouraging them to reflect on sociocultural realities and apply what they have learned naturally.

Local

To better understand the role of podcasts in education, as well as their impact on cultural awareness in English, recent studies have demonstrated the influence of this pedagogical tool on students' reasoning. Research has confirmed that podcasts improve the ability to understand other ways of life based on the culture or vocabulary used in different English-speaking communities. Parrales Picazo and Mariscal Touzard (2023) in their research with the Naval Technology Center, determined that prolonged podcast use significantly increased motivation to learn, as it encourages students to reflect on the audio content and imagine possible scenarios. Simultaneously, it fosters interaction with the teacher and the entire class, encouraging them to explore and question the meaning of certain expressions, thus promoting critical thinking and the use of phrases in the language.

Pedagogical Basis

This study is based on various pedagogical approaches that explain how students construct knowledge and develop linguistic and intercultural competencies. These foundations include three fundamental principles: constructivism, active learning, task-based language teaching, and communicative language teaching.

Constructivism (Vygotsky)

Kumari (2022) states that Vygotsky's constructivist theory emphasizes that constructivism is essential for fostering effective learning, as it aims for students not only to absorb information but also to construct new knowledge and understanding in a meaningful way based on experiences, social interaction, and prior reflection.

Ulit et al. (2020) note that constructivism has had a significant impact on the design of English teachers' lessons, creating a highly effective learning environment, especially by

promoting the idea that students should learn to create art by constructing their own knowledge and ideas. The use of diverse resources helps students connect prior knowledge with new content.

Vu (2020) emphasizes that constructivist learning has clearly demonstrated its importance in significantly fostering the development of intercultural competence (ICC) through student-centered methodologies such as collaborative, reflective, and contextualized learning. This approach allows students to develop the intercultural knowledge, skills, and abilities necessary to reflect on their own culture and on others, where they might have blind spots. By providing them with autonomy, they will also learn about other cultural perspectives, enabling them to thrive both inside and outside the classroom.

Active Learning

Active learning (AL) is a pedagogical approach that departs from traditional methods by being student-centered. It has the capacity to create an engaging classroom environment through diverse activities that ensure a thorough understanding of the material. This approach empowers students to question, explore, and apply knowledge in meaningful contexts, thereby reducing anxiety related to participation, oral expression, and the use of a new language (Rezai et al., 2025).

Studies highlight that strengthening communicative competence gives students access to experiential activities that require the use of the language to solve real situations, allowing them and giving them confidence to communicate in English and understand the language as a tool for social and cultural interaction (Cando et al., 2025).

Sovhar (2021) also highlights that integrating interactive technologies focused on creating active learning spaces makes English language teaching more efficient, as these technologies focus on organizing communication in a foreign language, implementing techniques, methods, and approaches to achieve the desired level of communicative

competence. In other words, podcasts serve as a digital tool to promote active learning, as they encourage constant participation through listening, analysis, discussion, and content creation in English

From this perspective, active learning provides a solid foundation regarding the podcast as a tool to promote cultural awareness in the English classroom, fostering the development of capable, motivated, and confident learners when interacting in diverse and intercultural environments.

Task-Based Language Teaching

Jackson (2022) states that task-based language teaching (TBL) is a pedagogical approach centered on learning through meaningful tasks. It embodies the idea that teaching should respond to students' needs so they can use the language in real-world situations. TBL enables students to acquire communicative skills in a second language through comprehensible input, feedback, and production, leading to participation in social activities that are important for achieving their present and future goals.

In English language teaching, podcasts allow access to cultural content, that is, interpretation and exchange of perspectives, which encourages reflection on different sociocultural realities. According to Aprilia et al. (2026) the combination of TBL with digital technologies fosters and increases communication skills, strengthening engagement with learning through contextualized and meaningful experiences.

Communicative Language Teaching

Communicative Language Teaching (CLT) emphasizes interaction as both the means and the ultimate goal of language learning. In English as a Foreign Language (EFL), CLT fosters the development of cognitive skills that extend beyond language acquisition or grammar. This approach recognizes that incorporating cultural components into teaching

equips students with the skills necessary to participate meaningfully and successfully in intercultural conversations (Qasserras, 2023).

In relation to this research, CLT provides a relevant pedagogical foundation for incorporating podcasts in the EFL classroom, as they offer authentic examples of how people communicate and interact, taking into account that English varies depending on the region (Raisovna et al., 2023).

In this sense, integrating resources like podcasts facilitates intercultural communication, contributing to students' more culturally sensitive use of English, a key principle of the communicative approach.

Theoretical Basis

This theoretical basis presents the main concepts that underpin this study on podcasts for fostering cultural awareness. It addresses intercultural communicative competence, multiliteracy theory, podcasts as an educational resource, and cultural awareness as an essential element of language learning. These foundations allow us to understand the connection between the use of digital tools and the development of intercultural competencies for creating meaningful experiences in educational contexts.

(ICC) Intercultural Communicative Competence (Byram)

Intercultural Communicative Competence (ICC) is one of the most significant theoretical foundations in language teaching. According to Byram (1997), learning a language goes beyond simply mastering structures; it requires the ability to interact appropriately and effectively in cultural contexts. He also proposes that intercultural communicative competence is composed of various factors, such as knowledge of social groups and their practices, and the ability to interpret and discover cultural knowledge. This allows students to reflect on their own perspectives and identities, as well as those of others.

Guillén-Yparrea and Ramírez-Montoya (2023) emphasize that in teaching, specifically at the international level, it is important that teachers and group leaders are informed about various cultural aspects so that they can support students in understanding other cultures and situations, thus fostering a more critical cultural awareness.

Furthermore, fostering intercultural communication skills helps develop students who are capable of engaging in and establishing respectful relationships with people from other cultures.

Podcasts

Podcasts are digital audio and video resources that are played, downloaded, and streamed online through various technological platforms. They consist of episodes covering topics such as culture, society, and intellectual matters, which are presented by different personalities through engaging conversations. Podcasts enrich the learning experience by making it more self-directed and personalized, as they allow access to content anytime and anywhere, adapting to the user's pace and needs (Yugsán et al., 2019).

From an educational perspective, podcasts are digital tools recognized as authentic materials because they present language as it is used in real, everyday situations. Alava et al. (2025) points out that this resource helps or encourages students to become familiar with different forms of expression, linguistic registers, and communicative contexts typical of native speakers.

In addition to being recognized as an authentic teaching resource, podcasts also provide a space for engaging with cultural realities, that is, for students' cultural learning. Dawes (2024) argues that podcasts in intercultural education offer students different perspectives on cultural interaction, learning, and managing social differences, with a level of knowledge reflected in dialogues with diverse environments.

Multiliteracies Theory

Mandal (2025) indicate that multiliteracy theory expands the traditional concept of literacy by emphasizing that meaning-making occurs through multiple modes of communication, such as oral, visual and digital language, as well as cultural and critical thinking, taking into account linguistic and cultural diversity in current educational contexts. This integration fosters inclusive environments and improves language proficiency.

Furthermore, this theory responds to a globalized society in which communicative competence necessitates the integration of digital skills, critical thinking, and intercultural understanding, thus optimizing English language learning. This pedagogy empowers teachers and engages students through the use of assessments and curricula that connect with their identities through diverse learning styles and perspectives, thereby valuing multilingualism (Karkar-Esperat & Stickley, 2026).

Cultural Awareness

Cultural awareness refers to the ability to recognize, understand, and value the beliefs, traditions, and behaviors of people within their own cultures and communication styles. Braine (2024) states that the development of cultural awareness is closely linked to students' motivation and linguistic competence, as it encourages them to understand different cultural approaches, question social diversity, and communicate with more open mind, always with respect for cultural differences.

Khan Waquer (2021) notes that cultural identity is characterized not merely by the study of a language, but rather by the study of its culture, since the latter reflects and transmits knowledge from generation to generation through language.

Evidence shows that intercultural awareness, which involves exposure to different cultures, influences the foreign language learning process, improving linguistic performance by allowing for the direct interpretation of the language within its social and cultural context.

It also strengthens interest in active participation, increases confidence in communication, and fosters an understanding of diverse cultural perspectives.

Hasan Alisoy (2024) argues that, by analyzing cultural factors and their effects, teachers can adjust their methods to meet the needs of their students, fostering more inclusive learning environments.

Every time a student enters the classroom, they bring their cultural background with them, which influences their learning as well as the way they interact with their classmates and teachers. This is why it is important to understand these influences in order to create more meaningful learning spaces.

Legal Basis

This research is based on the constitutional and regulatory framework of the Ecuadorian education system, which emphasizes the importance of providing an education that promotes interculturality, access to technology, and the strengthening of spaces for cultural Exchange.

Constitution of the Republic of Ecuador

La constitución pone en eminencia en el **art.16** lo siguiente:

La Constitución de la República del Ecuador recalca el derecho a una comunicación libre, intercultural, inclusiva, diversa y participativa. Asimismo, el acceso y uso de las tecnologías de la información y la comunicación en todos los ámbitos de la interacción social, por cualquier medio y en cualquier formato (visual, auditivo y sensorial), (Constitución De La República Del Ecuador, 2008, art.16).

El artículo 23 en la tercera sección conforma lo siguiente, en cuanto información y comunicación: Establece que las personas tienen derecho a acceder y participar en los espacios públicos como áreas de intercambio cultural. Además, reconoce el derecho a difundir y conocer diferentes expresiones culturales, de conformidad con el principio constitucional.

La educación bilingüe intercultural debe proponer innovaciones pedagógicas que se desarrollen en la formación de los estudiantes según su realidad educativa. (Constitución De La República Del Ecuador, 2008, art.23)

Organic Law of Intercultural Education (LOEI)

La LOEI regulada por la Asamblea Nacional De Ecuador decreta en el art.6 literal (j), conforma lo siguiente:

La ley Orgánica de Educación Intercultural menciona que el Estado debe ser quien garantice derechos tales como; la disponibilidad, accesibilidad, aceptabilidad y adaptabilidad de la alfabetización en el proceso educativo desde una perspectiva intercultural haciendo uso de las tecnologías de la información y comunicación, motivando la vinculación entre la enseñanza y las actividades sociales. (LOEI, 2021)

This provision supports the implementation of innovative technological resources such as podcasts in the classroom. Their use promotes the integration of technologies as authentic and culturally enriching materials. Together with the aforementioned articles, it supports the use of this tool, promoting a more inclusive and intercultural education supported by the use of information and communication technologies.

Chapter III

Methodological Framework

Methods

Qualitative methodology

This study employs a qualitative method, focusing on the analysis of experiences, and perceptions of English as a Foreign Language (EFL) teachers in the province of Santa Elena regarding the use of podcasts and their contribution to cultural awareness in the classroom. Qualitative research allows for the exploration, interpretation, and understanding of various social and educational phenomena from the perspective of those involved (Isik, 2025).

This qualitative study relies on the collection and compilation of descriptive data, obtained through interviews, discussions, and observations, rather than statistics or numerical data. Analyzing teachers' opinions, reflections, and experiences regarding the implementation of podcasts opens the door to a deeper understanding of how this tool influences the development of cultural awareness in English language teaching.

Redondo Campillo (2010) confirms that qualitative research is rich in the power to understand social processes from the perspective of the individual, mixing culture and the elaboration of hypotheses about the unknown.

Type of research

Phenomenological studies

This project adopts a phenomenological design aimed at exploring the experiences of English teachers who use podcasts as a pedagogical tool to foster cultural awareness in the EFL classroom.

Phenomenology, as Hossain et al. (2024) point out, seeks to describe an experience or phenomenon as narrated by those who live or experience it. This approach uses narratives, through reflection and writing, to understand the true meaning of experiences.

Similarly, this approach is ideal for qualitative studies, as it allows for an understanding of each individual's experiences and interpretations. Phenomenological research seeks to elucidate specific structural or normative assumptions in order to question and reveal subjective experiences and perceptions, leading to an understanding of the actions and motivations of the participants in response to a phenomenon (McLeod, 2024).

Friesen (2021) explain that this approach in the field of education addresses several contemporary problems and concerns in this sector by freely sharing experiences, difficulties, and perceptions of the pedagogical experience.

Using this method, this study focuses on understanding how teachers experience the use of and perceive the impact of this approach on the development of their students' cultural awareness within the English classroom. The main objective is to explore perceptions regarding podcasts for promoting cultural awareness, thereby generating knowledge relevant to both the theoretical and practical aspects of education.

Data Collection Techniques

This table describes the data collection process, specifying the type of instrument used to obtain information, the location or platform where it would be conducted, the academic period, the methodology, and the purpose of the study.

Table 1***Data******collection process and resources***

Questions	Explanations
What?	Interviews
Where?	On Zoom
When?	PAO 2026-1
How?	Through a semi-structured interview guide containing eight open-ended questions.
What for?	To understand teachers' perceptions, experiences, and challenges regarding the use of podcasts to promote cultural awareness.
Note. Developed by the authors Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026	

Interview one-to-one

The interview technique is one of the methods applied in qualitative research because it allows the research because it allows the researcher to better understand a phenomenon through what the participants understand, experience, and feel. Dursun (2023) points out that the main purpose of the interview is to reveal what individuals understand, interpret, and make sense of. This technique facilitates examining a topic through direct interaction between the research and the participant, resulting in obtaining more specific and detailed information about the phenomenon being studied.

Therefore, this technique is suitable for implementation in the present study, as having direct contact opens a door to exploring teachers' perceptions of the use of podcasts in English language teaching and their influence on cultural awareness for effective learning.

Instruments

Questionnaire

The instrument used for data collection is the questionnaire, as it is designed to gather information about teachers' experiences and perceptions regarding the use of podcasts to promote cultural awareness in the EFL classroom.

The questionnaire is a research instrument used to organize and obtain relevant information through a set of pre-structured questions. Taherdoost (2022) highlights that questionnaires are widely used tools because they allow for efficient and precise organization of information, facilitating its processing. Furthermore, the author notes that the results depend on the clarity of the questions asked.

Eckerdar & Hagström (2017) maintain that the questionnaire is always directly related to the research objectives, which guarantees a reliable and consistent design for the information collected.

Types of questions

Open-ended questions

The questionnaire used consists primarily of open-ended questions, which allow participants in this study to freely express their opinions, ideas, and experiences. As Singer & Couper (2017) indicate, the use of open-ended questions in research is very useful for analyzing participants' responses, as it provides valuable documentation about how they understand the questions posed and, therefore, arrive at their answers. Formulating these questions does not require much time, which is beneficial for those willing to answer them.

Population and Sample

The study population consists of five teachers of English as a Foreign Language (EFL), three of whom are teachers working at the "La Unidad Educativa Fiscomisional Americano" and two at "Unidad Educativa Juan Jacobo Rousseau" in the province of Santa Elena, Ecuador.

Ahmad et al (2023) define a population as a set of individuals, objects, or events that share a common characteristic. Defining the population is fundamental to the study, as it establishes its boundaries and scope, allowing the researcher to draw conclusions.

The sample consists of five English teachers with experience in teaching the language and knowledge of the use of technological resources in the classroom, such as podcasts. The selection of participants is appropriate for obtaining a deeper and more meaningful understanding of the phenomenon under study.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter describes the analysis and interpretation of the same questions obtained through semi-structured interviews with five experienced English language teachers, who shared their promote cultural awareness in the English classroom. These interviews were conducted virtually via the Zoom meeting platform. The interviews were conducted entirely in English, allowing the interviewees to express their diverse perspectives authentically and professionally.

The information gathered allowed us to recognize the importance that teachers attribute to cultural awareness in the teaching and learning process, based on their experiences using podcasts as a pedagogical technique. The interviewees emphasized various benefits of this tool, reflecting diverse viewpoints as foreign language teachers. Some of the interviewees highlighted student interest due to their authentic nature and broader cultural perspectives, while others focused on the challenges of implementing podcasts in the classroom.

Open-ended questions allowed interviewees to freely share their perspectives and opinions, enabling us to collect valuable data on their use and experience with this resource. This technique aligned with the interviews conducted, thus ensuring the effectiveness of our research.

Interpretation of Bibliographic Review

1. How important do you consider cultural awareness to be in teaching English as a foreign language?

Figure 1

Importance of Cultural Awareness in EFL teaching



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger

Dayanna, 2026

Regarding the teachers' responses, they agreed that cultural awareness is fundamental in English language teaching and that learning a new language involves not only studying grammar and vocabulary, but also understanding the culture, values, beliefs, and contexts in which it is used. They emphasized that integrating cultural aspects into the teaching process allows students to develop a broader perspective of the language, fostering attitudes such as respect and empathy, with a more open mind to other ways of thinking and living, which leads to more confident communication with others.

This coincides with what Byram (1997) mentions, that language learning is not focused on structures, but rather the development of intercultural skill that allows understanding and reflection on one's own and others', interacting appropriately and effectively.

2. Based on your experience as an English teacher, how would you describe the implementation of podcasts as a pedagogical tool in the EFL classroom?

Figure 2

Implementation of Podcasts as a Pedagogical tool



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

The teachers described podcasts as a useful pedagogical tool for teaching English that exposes students to real and authentic language, including accents and access to real conversation. They emphasized that it fosters a more everyday understanding of the language, one that transcends the classroom and promotes interest and motivation. It also develops language skills such as understanding social contexts, fluency and acquiring new vocabulary. This demonstrates that teachers consider podcasts a versatile and effective teaching resource.

This aligns with the findings Sotlikova and Haerazi (2023), who emphasize that podcasts can make the learning process more flexible, transcending the physical boundaries of the classroom while simultaneously addressing student's communicative needs. This also coincides with the views of Cárdenas Parra and Ramírez Valencia (2021) on podcasts as a technological tool that shapes behaviors, interactions, and social cognitive skills.

3. In your opinion, how do podcasts contribute to students' cultural awareness during English language learning?

Figure 3

Contribution of Podcasts to Students' Cultural Awareness



Note. Created by Limones Bajaan Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

The teachers agreed that podcasts strengthen the development of cultural awareness by providing students with a tool that reproduces authentic voices, traditions, customs, and experiences from different English-speaking communities. Furthermore, they emphasized that this resource allows students to understand and recognize diverse cultural practices that vary between societies, since there is no single way to interpret the world. This, in turn, strengthens intercultural reflection, boosting the English language learning process and developing communicative skills for success in a globalized world.

This aligns with Sylva (2024) assertion that podcasts offer high-quality audio materials of authenticity that expose students to cultural realities, enabling them to understand and, consequently, use the language. In other words, incorporating this resource fosters a broader understanding of the language by placing it within real cultural contexts, acquiring tools for linguistic competence, and interacting in a more meaningful and contextualized way.

4. What changes related to students' cultural awareness have you noticed after incorporating podcasts into your English classes?

Figure 4

Most frequent concepts about changes in cultural awareness after the use of podcasts.



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger

Dayanna, 2026

Participants mentioned that podcasts, as a technological resource, are more appealing to them. They also observed that students showed greater interest in learning about other cultures, as well as greater curiosity and willingness to formulate and develop questions or debate different aspects of life, comparing their social contexts with others. Furthermore, they highlighted that the students demonstrate greater respect and awareness of what is happening in the world, avoiding stereotypes and hasty judgments. They also emphasized that podcasts encourage comparison between their own culture and others, promoting more confident participation in intercultural debates and strengthening English language learning from a different and more meaningful perspective.

This relates to Brainee (2024) that highlights that podcasts link the development of cultural awareness with students' motivation and linguistic competence, encouraging them to question social diversity and communicate with a more open mind. It also reflects Vu (2020) assertion that constructivist methodologies foster the development of intercultural competence and reflection on one's own culture and that of others.

5. How would you describe a classroom experience in which the use of podcasts influenced students' cultural awareness? What made that experience meaningful from your perspective as an English teacher?

Figure 5

Perceptions about meaningful experiences with podcasts.



Note. Created by Limones Bajaan Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

Four of the teachers described their experiences using podcasts related to celebrations and traditions between Ecuador and other countries. Despite cultural differences, many of these cultures share fundamental values. These experiences allow students to appreciate their cultural identity, creating an environment of understanding and respect for other cultures. One teacher, however, highlighted using a podcast related to international conflicts, which allowed students to go beyond the information provided and thus fostered the development of critical thinking, empathy, and respect for different cultural perspectives.

These experiences align with the findings of Parrales Picazo and Mariscal Touzard (2023) that exposure to podcasts significantly increases student motivation, leading them to reflect on the audio content and imagine different scenarios. This motivates them to interact with their teachers and classmates, thereby promoting critical thinking.

6. What pedagogical strategies do you use when incorporating podcasts into your English classes to promote cultural awareness in students?

Figure 6

Strategies for incorporating podcasts in the classroom.



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

The five teachers interviewed described similar strategies, organized sequentially as “pre-listening, listening, and post-listening.” They mentioned that before playing a podcast, they activate students' prior knowledge using images or questions. During listening, they provide supporting vocabulary, and after the activity, they expanded vocabulary by encouraging active discussion, leading students to compare and reflect. In several cases, they also incorporate role-playing or debates. Furthermore, they noted that the subsequent activities promote oral interaction and the exchange of opinions from a critical and intercultural perspective.

Two of the teachers concluded that this serves as a process for developing listening skills. This approach is consistent with the principles of task-based language teaching mentioned by Jackson (2022), who argues that this approach prioritizes learning through meaningful tasks aimed at responding to students' communicative needs, favoring language production and feedback as an essential part of the learning process.

7. How do you use podcasts to help students understand, reflect on, and value different cultural perspectives while learning English?

Figure 7

Teachers' use of podcasts to understand different cultural perspectives.



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

The teachers interviewed reported that they select podcasts with diverse and authentic perspectives based on real-life stories rather than fictional ones, and they ask students reflective questions, encouraging them to analyze the speakers' viewpoints and form their own opinions on cultural values. One teacher emphasized that their goal goes beyond listening comprehension, extending to the development of respect, empathy, and intercultural competence to foster critical thinking.

This finding is consistent with the communicative language teaching approach discussed by Qasserras (2023) which indicates that incorporating cultural components provides students with essential skills to participate meaningfully in intercultural conversations. It also supports Raisovna et al. (2023) that English varies according to religion, underscoring the value of authentic materials, such as podcasts, that prepare students for the communicative diversity of real world.

8. What challenges have you faced when using podcasts to promote cultural awareness in your English classes?

Figure 8

Challenges of Using Podcasts to Promote Cultural Awareness



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

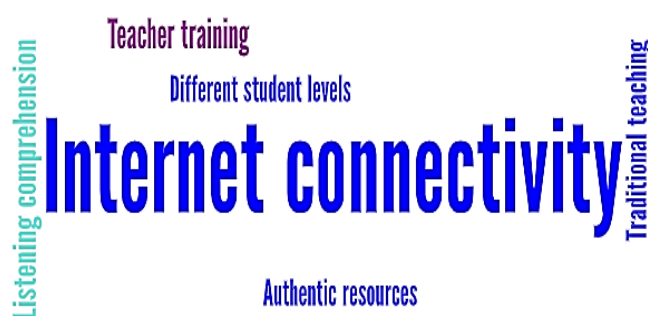
The teachers agreed that the main challenge lies in matching students' listening comprehension levels with the pace and vocabulary of the podcasts, which can demotivate students with lower comprehension levels than required. Furthermore, two teachers pointed out several factors contributing to learning inequalities between public and private institutions. Public institutions often lack access to technological resources, which was identified as a significant limitation. The other three teachers mentioned the difficulty of maintaining student attention while listening to podcasts, as selecting very long or extensive podcasts hinders students from fully utilizing their content due to limited class time.

These challenges coincide with those pointed out by Sotlikova and Haerazi (2023), who state that teachers' perceptions of the incorporation of podcasts involve barriers related to the selection of the content in question and the management of the classroom by the teacher, citing the lack of technological resources in educational institutions as one of the main limitations for the use and execution of podcasts in English classrooms.

9. What factors do you consider hinder the effective use of podcasts to promote cultural awareness in your English classes?

Figure 9

Factors hindering the effective use of podcasts for cultural awareness



Note. Created by Limones Bajaña Sharon Elizabeth & Santistevan Quirumbay Ginger Dayanna, 2026

Teachers mentioned several factors that limit learning, such as unreliable internet connections and varying listening comprehension levels among students within the same class. Most teachers cited these factors as recurring obstacles. One teacher noted that some avoid using podcasts in their classes because they feel insufficiently trained and maintain a traditional approach, prioritizing the completion of workbooks. This limits students' exposure to authentic pedagogical resources like podcasts.

This finding highlights the barriers to promoting cultural awareness through podcasts, as Lara Ramirez and López López (2023) mention, related to the lack of culturally relevant strategies in the Ecuadorian education system, as well as institutional factors and teacher training. These limitations hinder the implementation of innovative resources that integrate cultural aspects into the English language teaching process, restricting students' opportunities to develop intercultural understanding.

10. What recommendations would you give to other English teachers to strengthen students' cultural awareness through the use of podcasts?

Figure 10

Recommendations for strengthening cultural awareness through podcasts



Note. Created by Limones Bajaña Sharon Elizabeth & Sanstistevan Quirumbay Ginger Dayanna, 2026

All five teachers agreed with the recommendations, mentioning that podcasts should be short and appropriate to the students' level, interests, and age. They also emphasized the importance of conducting preparatory activities, such as listening, pre-listening, and post-listening, rather than simply playing the podcast. They underscored the need to prioritize critical thinking, debate, and reflection, fostering a respectful environment where students feel comfortable sharing and expressing their opinions about the cultural content.

Alava et al. (2025) highlight that authentic materials promote development in linguistic and intercultural areas, allowing students to become familiar with native-speaking contexts, provided their implementation is supported by pedagogical planning. In this sense, proper planning allows the use of podcasts to effectively contribute to the development of linguistic and intercultural skills.

Table 2

Teachers' perceptions on the use of podcasts to promote cultural awareness

Questions	How important do you consider cultural awareness to be in teaching English as a foreign language?	In your opinion, how do podcasts contribute to students' cultural awareness during English language learning?	What changes related to students' cultural awareness have you noticed after incorporating podcasts into your English classes?
Answers	Essential for all teachers; it transcends grammar and vocabulary; it fosters open-mindedness, empathy, and respectful communication.	They expose students to authentic traditions, lifestyles, and social issues; they challenge prior assumptions; they showcase the diversity of worldviews.	As a pedagogical tool, they expose students to authentic traditions, lifestyles, and social problems; challenging preconceived ideas and showcasing diversity.
Authors	Intercultural competence integrates cultural knowledge, attitudes, skills, and critical cultural awareness. <i>Byram (1997)</i>	Cultural awareness strengthens language learning through meaningful intercultural communication and understanding. <i>Syla (2024)</i>	Podcasts foster cultural awareness and language competence. <i>Braine (2024)</i> Constructivist promote intercultural competence and reflection. <i>Vu (2020)</i>

Table 3

Teachers' perceptions on the use of podcasts to promote cultural awareness.

Questions	What pedagogical strategies do you use when incorporating podcasts into your English classes to promote cultural awareness in students?	What challenges have you faced when using podcasts to promote cultural awareness in your English classes?	What recommendations would you give to other English teachers to strengthen students' cultural awareness through the use of podcasts?
Answers	Sequence of pre-listening, listening and post-listening; as a complete process of developing comprehension skills.	The lack of time and mismatch between level and content, the lack of access to technology and the lack of teacher training to maintain the attention of students are some of the challenges.	Selection of short podcasts, appropriate to the level and interest while designing pre/listening/post-listening activities; prioritizing reflection over simple listening.

Authors	Instruction through	Incorporating podcasts	Authentic materials and
	meaningful tasks	presents challenges	pedagogical planning
	responds to students'	related to content	promote development in
	communicative needs.	selection, classroom	linguistic and
Jackson (2022)		management, and a	intercultural areas and
		lack of technological	familiarize students with
		resources in	contexts typical of native
		institutions.	speakers.
		Sotlikova and Haerazi	Alava et al. (2025)
		(2023)	

Chapter V

Conclusions and Recommendations

The main objective of this research is to explore English teachers' perceptions of using podcasts to promote cultural awareness in the classroom. Through a review of the literature, it was determined that the implementation of digital platforms offers advantages that facilitate teaching work and influence the interpretation of cultural contexts by students. However, while these positive results have been observed, there are also limitations. Therefore, it is important to highlight that digital tools are increasingly necessary, since we live in the digital age, where their integration into learning is essential and the understanding of sociocultural identities improves the acquisition and development of the English language. The following section presents the conclusions and suggestions of this research project.

Conclusions

This study underscores that language learning is not solely focused on grammar, memorization, or pronunciation, but rather on understanding values, customs, and beliefs within the diverse sociocultural contexts of English speakers. The findings regarding podcasts consider them an authentic and adaptable resource, as they incorporate real language and foster communicative interaction in the school environment. This is because they promote understanding of different cultural perspective, encouraging respect and reflection. Nevertheless, the study also identified the need to strengthen teachers' methodological preparation to integrate podcasts in a planned way, aligned with learning objectives, thus contributing to the development of cultural awareness in students.

The research determined that the practicality of podcasts is closely related to the application of appropriate pedagogical strategies and the availability of technological resources. Selecting podcasts that are relevant to the students' level, age, and interest, along with pre-listening activities, promotes more active participation and a deeper understanding of

the cultural content. However, connectivity limitations and unequal access to digital resources continue to pose obstacles to their implementation in some educational contexts.

Based on the above, it is emphasized that, despite the identified obstacles, these digital resources, known as podcasts, with the teacher's methodological preparation, the appropriate selection of materials, and technological support, are essential elements to ensure that this resource contributes to the development of intercultural skills. They are powerful digital tool with the potential to overcome current limitations and strengthen students' intercultural communicative competence in a more meaningful and inclusive way in English classes.

Recomendations

Educational institutions in the province of Santa Elena should implement ongoing training programs for English teachers focused on the pedagogical use of podcasts as a resource for developing cultural awareness. These programs should include the selection of authentic materials appropriate to the students' level, age, and interests, as well as the design of teaching strategies that promote intercultural reflection and the development of communicative skills.

It is necessary for educational authorities and institutions to consolidate the technological infrastructure and spaces required to integrate podcasts into English classes. To this end, it is recommended to optimize internet connectivity, increase the availability of technological devices, and promote the use of downloadable podcasts or others that do not require an internet connection. This reduces the limitations described and ensures equitable access to authentic materials.

English teachers should prioritize the systematic incorporation of podcasts into their lesson planning, integrating activities that activate prior, subsequent, and follow-up knowledge to promote analysis, reflection, critical thinking, and intercultural dialogue. It is also recommended that they periodically evaluate the impact of these strategies on the

development of students' cultural awareness and communicative competence in order to make timely adjustments and promote continuous, inclusive, and meaningful learning.

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Annexes

Annex A: Certified Anti-Plagiarism System

La Libertad, 16 de julio de 2026

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**PODCAST TO PROMOTE CULTURAL AWARENESS IN THE EFL CLASSROOM**” elaborado por los estudiantes **LIMONES BAJAÑA SHARON ELIZABETH AND SANTISTEVAN QUIRUMBAY GINGER DAYANNA**, 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 COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Nieto Herrera Diego Josue, MSc.

TUTOR



Informe de análisis

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Resumen (sección 1/3)

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Annex B: Questionnaire.**Topic: Podcast To Promote Cultural Awareness in the EFL Classroom****Open -ended questions**

1. How important do you consider cultural awareness to be in teaching English as a foreign language?
2. Based on your experience as an English teacher, how would you describe the implementation of podcasts as a pedagogical tool in the EFL classroom?
3. In your opinion, how do podcasts contribute to students' cultural awareness during English language learning?
4. What changes related to students' cultural awareness have you noticed after incorporating podcasts into your English classes?
5. How would you describe a classroom experience in which the use of podcasts influenced students' cultural awareness? What made that experience meaningful from your perspective as an English teacher?
6. What pedagogical strategies do you use when incorporating podcasts into your English classes to promote cultural awareness in students?
7. How do you use podcasts to help students understand, reflect on, and value different cultural perspectives while learning English?
8. What challenges have you faced when using podcasts to promote cultural awareness in your English classes?
9. What factors do you consider hinder the effective use of podcasts to promote cultural awareness in your English classes?
10. What recommendations would you give to other English teachers to strengthen students' cultural awareness through the use of podcasts?

Annex C: Transcription of interviews with teachers

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
1. How important do you consider cultural awareness to be in teaching English as a foreign language?	It's very important because learning English also means understanding the cultures in which the language is used. This helps students to be more open-minded and respectful.	Cultural awareness is very important when teaching a foreign language. Learning a language is not just about grammar and vocabulary, but also about understanding the context, how people speak or express themselves in that way.	Cultural awareness is essential in English teaching and should not focus on the study of grammar but on social understanding because it creates environments of respect and a more open mind and allows for more confident communication.	Cultural awareness is essential to language teaching. It involves understanding the cultural values and lifestyles of English speakers. When a student develops cultural awareness, they are more open and willing to interact.	Cultural awareness is just as important as teaching grammar or vocabulary. Students learn English in a much more meaningful way when they understand the people, their traditions, and the way of thinking behind the language.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
2. Based on your experience as an English teacher, how would you describe the implementation of podcasts as a pedagogical tool in the EFL classroom?	Podcasts are a useful resource because they expose students to authentic English and different accents, while also making classes more interesting and dynamic.	Podcasts are a useful tool because they expose students to real-world situations that connect them to different cultures. Furthermore, they improve listening comprehension, pronunciation, vocabulary, and help students focus on new topics.	Podcasts have been a very effective teaching resource in this digital world because they allow students to be exposed to authentic language in different contexts and accents, enabling them to listen and understand while developing critical thinking and motivation.	Podcasts are a highly effective educational resource because they expose students to real language, not what they are normally used to. Furthermore, they are flexible, accessible, and can be integrated at different stages of a lesson. They also increase student motivation.	Podcasts have proven to be a highly practical and engaging resource in English classes. In our digital world, they are an effective tool, greatly enriching exposure to real-world English, including accents and conversations not typically found in textbooks.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
3. In your opinion, how do podcasts contribute to students' cultural awareness during English language learning?	Podcasts allow students to learn about traditions, lifestyles, and opinions from different cultures, also helping them to understand cultural differences. .	The podcast allows students to listen to people with different accents and learn about the traditions behind them. It helps them discover diverse experiences and understand a level of diversity they were previously unaware of, all while fostering respect.	Podcasts allow for exploration through authentic stories, interviews, and real-life situations. Students can understand customs, traditions, social ideas, cultural themes, and everyday life while developing a more open-minded perspective and better interpersonal skills.	This resource connects students to real life by presenting real voices and aspects from diverse English-speaking communities and cultures around the world, helping them understand that there is no single way to interpret the world as they learn.	Podcasts offer a window into authentic voices, experiences, and perspectives. They help students recognize the existence of different viewpoints and cultural differences, fostering empathy, curiosity, and an open mind while learning English.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
4. What changes related to students' cultural awareness have you noticed after incorporating podcasts into your English classes?	Students become more curious about other cultures and are more willing to compare them with our own, Ecuadorian culture.	Students become interested in learning about other cultures, sparking their curiosity and fostering greater respect as they become more aware of what is happening in the world, avoiding prejudice. They recognize that different cultures exist with unique values, which motivates them to investigate further.	Students' curiosity about this content attracts them and makes them more curious and respectful of other cultures. They begin to question what happens in other places, expressing themselves with open-mindedness and strengthening their cultural identity, thanks to the cultural awareness work done in class.	It's clear that students are becoming curious about other cultures. They show interest, ask questions, demonstrate empathy towards other cultures, and share and express their opinions with greater confidence in the classroom or in intercultural conversations thanks to podcasts.	The changes are most noticeable because they spark curiosity and motivate students to ask questions about the topics presented in the podcasts. Students begin to develop critical thinking skills by comparing cultural practices in English language learning.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
5. How would you describe a classroom experience in which the use of podcasts influenced students' cultural awareness? What made that experience meaningful from your perspective as an English teacher?	After listening to podcasts about everyday life, the students discussed the similarities and differences with Ecuadorian culture, which made the experience meaningful.	By using podcasts on a related topic, many students start with one perspective, but as the podcast progresses, it is analyzed in greater depth, which involves a development of communicative and linguistic skills.	This resource proved to be an enriching experience, as the students learned about cultural celebrations and discovered that they vary from country to country. At the end of the activity, they shared their ideas, which fostered a positive and interactive attitude and an effective learning experience.	After sharing information about Christmas traditions with the students, they began comparing these celebrations and discussing them in groups, which allowed the conversation to grow. This fostered active learning and cultural awareness.	One of the most meaningful lessons was when the students learned about school life in different countries. The discussion was interesting because they realized that many differences existed, which motivated them to actively participate in their learning.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
6. What pedagogical strategies do you use when incorporating podcasts into your English classes to promote cultural awareness in students?	Typically, when using podcasts in the classroom, comprehension questions are asked so that students can then discuss the cultural aspects they observed. Ideas are also shared and short debates take place.	Using podcasts activates students' prior knowledge—what they already know before listening. Simple questions are asked and images related to the podcast's topic are shown, creating an environment where they can share their opinions, allowing them to reflect and compare.	Some strategies for using podcasts include group activities, selecting podcasts related to the topic of study, ensuring they are appropriate for the students' level and relevant in vocabulary and grammar. Questions are posed to encourage vocabulary use, along with reflections and other learning activities.	To maximize learning and cultural understanding, an introductory activity is conducted to present the topic. Prior knowledge is activated by providing context and encouraging students to predict the content. Pre-listening, listening, and post-listening activities are also implemented.	The lesson begins with pre-listening activities to activate prior knowledge and introduce key vocabulary. After the listening activity, students are encouraged to identify details, and discussions, reflective questions, and collaborative activities take place.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
7. How do you use podcasts to help students understand, reflect on, and value different cultural perspectives while learning English?	Use podcasts to help students compare cultures, express their opinions, and reflect on the importance of respecting diversity in different cultural contexts.	It presents real stories, promotes written reflections and debates, motivating students to express and defend their opinions while developing critical thinking and practicing English.	Select attractive topics, guide reflections through questions and highlight cultural values to develop critical thinking, respect and a more open vision towards other cultures.	Carefully choose podcasts with authentic and diverse perspectives, promoting analysis, cultural comparison, empathy, respect, and the development of intercultural skills.	Select authentic stories and use thought-provoking questions to encourage critical thinking, the exchange of opinions, and respect for different cultural perspectives.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
8. What challenges have you faced when using podcasts to promote cultural awareness in your English classes?	The main difficulties lie in the speed of the audio and the unknown vocabulary, so prior support is provided to facilitate the student's understanding.	The biggest challenge lies in selecting podcasts that match the level, interests, and available time, while avoiding overly complex or lengthy content.	Some of the difficulties encountered in the classroom include a lack of interest in certain topics, the speed of the audio, the selection of the appropriate podcast, and a lack of technological resources.	The main challenges are the use of advanced vocabulary, the speed of the presented audio, maintaining student attention, and the scarcity of technological resources in the classroom.	The challenges lie in the speed at which people speak in the audio, in maintaining students' attention during the interpretation of longer podcasts, in the advanced vocabulary, and in the scarcity of technological resources in the institutions.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
9. What factors do you consider hinder the effective use of podcasts to promote cultural awareness in your English classes?	He believes that lack of time, unstable internet connection, and varying levels of listening comprehension hinder the effective use of podcasts to promote cultural awareness.	The text points out that class time, limited technological resources, and differences in English proficiency levels in the classroom can hinder the full understanding of the podcast's cultural message.	The lack of good connectivity, limited access to technology, and difficulties in listening comprehension among students make a careful selection of podcasts appropriate to their level necessary.	Low levels of listening comprehension, the limited time available in English classes, and the lack of teacher training reduce the effectiveness of using podcasts.	It indicates that the lack of technology, adequate materials, and sufficient time limits the analysis, reflection, and exchange of ideas on cultural content.

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
10. What recommendations would you give to other English teachers to strengthen students' cultural awareness through the use of podcasts?	It is recommended to select short and interesting podcasts, appropriate to the level of English, and accompany them with discussions about the cultural content after listening to them.	It suggests choosing podcasts appropriate to the level, carefully preparing the activities, and encouraging critical thinking through diverse perspectives in a respectful environment.	It recommends selecting podcasts according to level and interests, applying activities before, during and after listening, and fostering a participatory and trusting environment.	It is recommended to choose podcasts that match the level and objectives, design activities before, during and after listening, and promote a respectful environment for discussion.	It recommends using podcasts appropriate to the age and interests of the students, preparing activities before, during and after listening to them, and encouraging respect and student participation.

Annex D: Interview recordings

https://drive.google.com/drive/folders/1rQeNKzGsBIKk5Ss_nDUiwuISv-bYjKnh?usp=sharing