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THE BACHELOR'S DEGREE IN ENGLISH TEACHING

HOW DO PODCASTS IN ENGLISH AS AN EDUCATIONAL STRATEGY IMPROVE
SPEAKING AND LISTENING SKILLS IN TENTH GRADERS IN BIJAGUA CINDEA
DURING THE FIRST QUARTER 2024

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Chapter I

Introductory Framework

This research aims at giving solution to one of the problems English teachers face the most: why do students have difficulty acquiring the necessary skills to speak and listen to the language correctly. Professors apply different approaches like the Natural, the Communicative and the Audiovisual approach to train their students in these abilities, but very few obtain the abilities to communicate efficiently in the English language. Teachers make their students repeat dialogs, listen to recordings, watch videos, and memorize the pronunciation of words practically during years, but at the end of the process they continue ignoring how most words are pronounced or they do not understand what somebody is saying in English. It is necessary to acquire an accurate solution to this problem.

Problem Statement

For this investigation, the listening skill is a true challenge for the student who is studying English as a foreign language and needs to speak it. When she or he has left high school, they should have an appropriate communication channel in a language which they have been studying for 7-12 years. This project is conducted to comprehend the best questioning by seeking strategies and skills. What is required to complement an easier way to understand the listening skill, it will be developed in this dissertation to create a path to outline what it could be taken into consideration for people interested in this skill. It is crucial that the teacher gets the feedback and reacts on time to how the student might respond to the assessment. The approach intended to be conducted with

the student for future needs might be subjected to awareness and academic emancipation. For this paper, it is necessary to understand why a student is not capable to comprehend the spoken English being used in class. Equally, the researcher establishes the following problem: How do podcasts in English as an educational strategy improve speaking and listening skills in Tenth Graders in Bijagua CINDEA during the first quarter 2024?

1.2 Objectives of the Investigation

1.2.1 General Objectives.

1.2.1.1 To analyze how podcasts work in English as an educational strategy to improve the listening skill on tenth graders at Bijagua CINDEA during the first quarter 2024.

1.2.2 Specific Objectives.

1.2.2.1. To demonstrate that pronunciation improves by using podcasts.

1.2.2.2. To generate an interrelation between using podcasts and the improvement of listening in the students.

1.2.2.3. To evaluate if students can recognize the correct pronunciation of parts of speech by listening to them, this approach will improve the listening skill.

1.3 Justification of the Study

This investigation is convenient because it has been detected in classrooms how students cannot answer when they are inquired and/or addressed in English language. It is necessary to understand for this investigation where the problem dwells throughout the educational community. In addition, some professors do not see any output from any of their students since they might be applying the same methodology. The professor should not repeat the same strategy if the student does not improve his or her grade. The English teaching professional must rethink how to boost the correct strategy according to the oral production. For this reason, the teacher needs to remark to the student how to gain confidence with his or her skills.

This investigation is relevant because it does identify where the core of low efficiency on the grades of students is. Moreover, when pupils are listening to audios or dialogues, they might be under the impression that is almost impossible for them to get the answer correct in a reduced amount of time. If a teacher is paying attention to the evaluation of a student in class, and this professional observes that his or her output is not what she or he expects at the end of the assessment, the facilitator needs to adequate his or her methodology or approach to get better performance for the student.

If someone desires to become a successful English teacher, the professional in education needs to understand this anomaly. The topic in studying why the student does not understand when somebody speaks, and he/she does not even have clear what was

heard. There might be one axiom about Spanish speaking students who do not feel confident when speaking in English. Similarly, the cause is linked to several factors between students and teachers. In this case, it does need to be demonstrated if those factors are triggering some relevance related to the grades of students. When a student listens to the teachers delivering their class, such a student should be convinced that the samples are comprehended by only paying attention to what they say instead of being decoding messages. At the end, the English teacher is expected to take the appropriate approach on how to implement and develop their classes with accuracy so that students will benefit from the best approach. It is important to determine if there is any relationship between the grades of the students and the teacher 's command of the subject. All English teachers know that they do not focus on teaching pronunciation and phonology in their classes. Here, the question is if they know this circumstance, why are they not implementing to remediate this situation?

If English teachers play an audio to their classes; then they can ask some questions about what students have listened. Therefore, if there is a low percentage of students who did not understand the questions or whether they understood the questions, but students did not know what to respond orally or written, it looks like the teacher is in front of the same anomaly being reported before. They do not comprehend what they hear. That is the reason why teachers will read about this paper and will understand what they need to improve in their classes.

To solve this problem, this dissertation will consist of reducing this gap between listening and pronunciation. Listening is intended to receive special emphasis. This is done inclusively with dictation; for example: words, sentences, and phrases. This will help students to gain a sharper ear. First, the teacher dictates words, phrases, and sentences, and then even a short paragraph. After dictating these words, he starts separating them. Finally, the teacher writes the whole paragraph on the board, but many times students do not understand. Finally, students can write what they have listened to until the teacher asks them to. Previously, the teacher could repeat the exercise. Thus, this class would be for practicing listening only. After practicing listening, the teacher can ask the students to pronounce the words, the phrases, and the sentences, and in this way, it would be reinforcing pronunciation as well. All these activities are better done if the teacher uses podcasts because they already contain the necessary dialogs and because they are entertaining and they motivate the students.

1.4 Antecedents

Many specialists have emphasized the importance of improving listening and pronunciation skills to learn a second language efficiently. Tiffany Hogan and Suzanne Adlof, 2014, have established in their article on the importance of listening comprehension that this skill has received little attention, and that a growing number of children fail to read and speak correctly. Deficient listening comprehension leads to poor comprehension. For them, listening comprehension leads to a correct decoding of the language that will improve reading and speaking at the end (Hogan, T., and Adlof S. On

the importance of listening comprehension, 2014). This is to say that English learning is not improved by writing, but by listening and speaking everyday, as it is mentioned by the above authors.

For Selin Yidirim listening has a significant role in sustaining effective communication. It is until recent years that listening has received its real importance in language programs. For this author, once listening has obtained its real importance in the teaching of a second language, students will better understand and will speak much more efficiently. (Yidirim, S. Importance of Listening in Language Learning and Listening Comprehension Problems experienced by Language Learners: A Literature Review 2016). In fact, once listening becomes the most important skill in the class, students will improve their language acquisition.

Besides, James Wilshire in his article The Importance of Listening Skills in Communication (2024), a “good listener is someone who listens to the speaker to receive and interpret messages accurate. No one likes to communicate with a person who cares only about what they have to say.” That is why, to become a good communicator, you need to be a good listener too (Wilshire, 2024.p.1) For this author, without active listening skills, speakers will not be able to receive and interpret the message. Listening skills rank among the most critical soft skills to incorporate in second language learning. For Aminur Rahman in The Importance of Listening Skills (2023), teachers must emphasize this skill because it builds relationships, enhances problem solving, improves productivity, increases confidence, avoids distractions, and helps to

ask questions. For Brown, listening skills help receive information clearly and efficiently, avoiding distractions and rehearsing responses. It improves real understanding and memory in the students. For this author, a video improves the understanding of all the characteristics of a word, including its pronunciation and intonation.

There are authors who not only agree on the importance of teaching listening and pronunciation as inter depending skills, specialists like Delesha Carpenter agree on the fact that using videos to teach children and adolescents how to listen and speak a second language. This author has mentioned that vocabulary and phrases are better learned when teachers use videos or podcasts:

Using videos to teach a second Language, (2015) is a key element in a second language learning. Think about the vocabulary and grammar that is used in the video. If there are expressions, phrasal verbs and complex grammatical structures, then this video will better suit higher level learners. Similarly, videos that feature less dialogue and simple vocabulary will better for lower levels (Carpenter. Using Videos to Teach a Second Language, 2015).

On the other hand, Mildred Candelario also proves in Five Unmissable tips on how to teach English with videos that they naturally capture the students' attention, and that they are authentic materials that can be used in many ways to reinforce listening and pronunciation. Videos prompt ESI discussion, create prediction activities, can encourage the use of silent dialogues when the sound is turned off and students must guess what characters are saying. They can encourage individual, pair or group

activities in which students listen and repeat. Videos can lead the teacher to ask questions like:

Who are the people?

Where are they?

What are they doing?

Is the conversation friendly or something else is happening?

In addition, students will get used to listening to questions, they will understand them, and they will be able to answer them. This will improve their listening and speaking skills in a natural environment created by the teacher in the classroom. For this author, using videos is an authentic text that provides motivation because they expose the student to real-world English, and it motivates students to speak like the people they have seen in the “real” world, and they feel they are making progress. Videos create situations of real language exposure that otherwise cannot be lived or given in coursebook listening materials. They create full situations of practice that promote fluency, word stress, and sentence stress. Videos permit using subtitles in the target language so that along with the people in the video they will be speaking in the same way. Videos create relevancy because they can appeal to the learner’s interests. For this author, the use of videos can permit the teacher to use different platforms like Menti and Google Forms, Google doc or SharePoint to create short quizzes to accompany the video content, or jigsaw videos to practice decision-making language with your students (Candelario, Mildred. 2024. P.34.46).

Other authors like Jo Budden from the Teaching English British Council consider that listening and speaking can be improved if the teacher knows how to use videos efficiently. For him, teachers can get a lot of mileage out using cartoons, soap operas or reality TV shows that are aimed at teenagers, and at the end they will be able to tell all about the characters, and the teacher can exploit the natural information gap between him and them. Videos can help students to listen to words, phrases and sentences pronounced by different people using different accents, so they will improve their listening skills at all moments, and they will be motivated to pronounce the words and phrases as their favorite characters. An activity like dubbing in a video can be a good example of how they help students improve their listening and speaking skills. For this author, the teacher can choose a scene from the video and get the students into groups according to how many characters there are. He can play the scene once without volume and get each student to choose a character. Play it again, stopping after each bit of speech and get the student to invent the dialogue. In this way, the student must listen to the dialogue carefully and use the language to invent the other parts of the dialogue. He would be improving his listening skills and his pronunciation (Budden, Jo. Using Videos. 2024. P. 78.90).

According to Nazarieh (2022) he explains about this element where listening was considered as some product of some results once exposed to the reading, writing, and speaking skills. Therefore, a person could receive the enlightenment of understanding by listening to it as something automatic. This thought was considered true in the last century, but it is held today as heritage almost in practice. As it can be read in the following text:

Listening, as a major language skill that naturally develops faster than speaking and influences the development of reading and writing skills in a new language, was not brought into prominence until the late 1940s. Listening, at that time, was defined according to successful transmission and recreation of messages. The problem with such a view was that listening would suffer from the assumption that exposure to language would lead to mastery in the acquisition of language listening skills. considered limited in the development of their comprehension and memory.

Based on Nazarieh (2022) notwithstanding the communicative language teaching (CLT) is part of a procedure used in English teaching which seeks to achieve success to obtain students who can speak with fluency. First, it was developed by students who were in the classroom, and who could make use of English, but it was performed with a low profile. Second, it was not aimed to be accurate. To understand this topic, we can read what Nazarieh says:

In the 1970s and 1980s, definition of listening is interpreted as the cultural significance of speech behavior and earned acceptance. The interactionist and sociolinguistic movements were the main theoretical paradigms of learning and comprehension. The instructional focus, in the realm of listening, was on practicing listening skills based on responding to spoken texts in socially and contextually appropriate ways. The authentic recordings, face-to-face learner talk, and expert speaker-learner interaction were used as the input instruments at that time. In 1975, scholars such as Rubin and Stern suggested that rather than simply having an ear or inherent ability for language learning, some decent language learners might be applying strategies that bring about second or foreign language acquisition.

For instance, Anderson's Three Stages of Listening Comprehension reinforces the above statement. In agreement with Nezarieh (2022) it is mentioned that in the 90's to nowadays, some teachers have been working more with this topic. They have focussed on listening comprehension dividing it into three segments such as perceptual processing, parsing and utilization. First, due to this fact the student should be an attentive listener. Second, after comprehending what he has listened, he should process into linking. At the end, he can start to perform what he listened to. As he mentioned in his investigation, students could forget significant sounds that are presented on the words they know if they are not using or processing them.

For example, McLaughlin et al.'s Attention Processing Model. As demonstrated by Nezarieh (2022) refers to the attention processing model when the author divides it into

the attention category and processing category. Attention category is shown by student when he understands what was said and how. Processing category is linked to the automatization because the student has clear what to do. It comes in the next quotations: For example, in Bialystok's Model of Explicit and Implicit Knowledge. As indicated by Nezarieh (2022) he found two models to acquire a second language. Knowledge is explicit and implicit. As he referred there were three levels in the first level. The student should understand the information because he can recognize different linguistic aspects, due to his exposition. Then, the second level all information is stored as explicit or implicit. Besides, explicit knowledge refers to grammar and other characteristics. At the end, the implicit knowledge needs to be complemented by the student's skill. As he explains in the subsequent paragraph: Nagle and Sanders' L2 Listening Comprehension Model. Pursuant to Nezarieh (2022) he comments on Nagel and Sanders about the importance of when there are adult students in the classrooms. In this case, it is necessary to remind them of all that they have learnt in the previous years or months. It is crucial for them because their long-term memory should be activated. As the following text indicates: Current Understanding of Listening Comprehension. In agreement with Nezarieh (2022) depending on the intensity and strategies performed by students, this should facilitate success in their achievements. It is always guaranteed if students are training with strategies. This author mentions in his investigation the importance by using these strategies of listening according to the metacognitive activities (verification and valuation) for example auto efficiency, exquisiteness and auditive comprehension creating a positive confidence to the pupils as it brings up:

The current advancements in the area of L2 listening comprehension owe much to the efforts made by aforementioned scholars in the field such as Anderson, McLaughlin et al., Bialystok, and Nagle and Sanders. However, looking back over the 20 years, it can be ascertained how the focus on L2 listening comprehension has changed. More recently, the role of strategy training has been evident in changing the course of L2 listening comprehension. The significance of strategy training in L2 comprehension lies in three research-based conclusions: the frequency and type of the used strategies distinguishes successful from unsuccessful learners, learning strategies can be trained, and the use of strategies can be shown to enhance language learning. According to Anderson, second language learning strategies do not seem to differ from general strategies used in other skills such as problem solving and reading.

In line with the current new advancements in listening strategy training movements, some researchers such as have drawn their attention to new evidence-based approaches in L2 listening comprehension training. Oral comprehension; listening skills; teaching listening strategies; elementary school (Nezarieh, 2022, p. 87).

Nezarieh also stated that if students are keeping their mind on the learning processes by enhancing their skills on what they know, they will improve their listening and speaking skills. Therefore, if students love working in some specific subject. It means that it is a good light for academic purposes. At the end, professors or family parents should advise them on that road. Professors and parents should inculcate the behaviors, confidence, autoregulation and keeping for high learning expectations according to metacognitive approaches.

Since many decades, the instructions for learning language were based only in reading or writing. However, the listening and speaking did not work with high efficiency. It was considered that those skills were parts of the reading and writing. Teachers were not able to explain how to implement these skills by teaching. In the fourth paragraph it is mentioned that pronunciation and listening are part of natural learning, and it is difficult to teach. The fifth paragraph mentions that when a student receives excellent instructions for listening skills, he will do better. As a result, her or his efficiency in listening is higher. As explained in the following text:

Research has shown that not all students naturally respond well to this type of task, which assesses skills that have not been explicitly taught. Teaching students 'how' to listen before assessing them, from an instructional alignment perspective. It requires going through the teaching of listening strategies. This is where our contribution lies. We sought to understand how early primary school students function when presented with a novel listening task. We also wanted to

understand whether explicit teaching of listening strategies could lead them to function more effectively in the repetition of a similar listening task. For this purpose, we followed twelve students with various learner profiles in the performance of two listening tasks (Nezarieh, 78).

In agreement with Colonessi (2021) when the listener has the opportunity to understand all vocabulary, he has also the ability to comprehend by listening significantly. Therefore, the student has a high cognitive level. On the contrary, if the student only comprehends partially what he/she listens to is catalogued like low level. In fact, when the student comprehends what he/she is reading, this student is expected to also comprehend what he/she is listening to. Practicing with audios in the classroom increases the sharpness and predisposition for the student to improve listening. To have a better environment for the listener is really optimum for having excellent grades. Otherwise, the student will be negatively affected. In the sixth paragraph, he recommends as the first step to inform the listener what topic he is going to listen to. Second, the student will listen actively to all the segments. Third, the student will be carefully analyzing all to what he is listening. Fourth, the student works over the homework of what he is listening to. In another words, the listener should adapt herself or himself by giving solutions accordingly to the audio explained in the next text:

Colonessi (2021, p.2) cited that oral comprehension, as cited by Allen (2014) who defined listening comprehension as 'an active and dynamic process that relies on taking oral cues and building on the student's background knowledge and experiences in various domains. This process is based on the listener's intention: the listener must consciously put himself or herself in a listening posture.

Otherwise, the listener may simply 'hear,' that is, perceive sounds and receive information, but not consciously process what is heard. In a listening posture, the listener relies on his ability to process heard lexical information, to understand its meaning in order to develop interpretations. Thus, vocabulary knowledge is a fundamental language skill for listening comprehension.

Colonessi (202, p.3) also wrote about eight procedures for seeking listening efficiency if the teacher uses the metacognitive and cognitive strategies such as:

- a) continuous use of dictionary,
- b) continuously using basic sentences.
- c) talking continuously about folklore and customs
- d) recognizing the main idea.
- e) being aware of inferring about who is speaking.
- f) acknowledging the meaning of paragraphs.
- g) understanding texts clues.
- h) deducing and inducing a text.

i) successful comprehension of networking of semantic of the text that is implied previously on the listener's mental backgrounds.

In addition, he mentions three metacognitive strategies such as analyzing listening, controlling what is listened, and predicting or asking questions about what is listened. It is crucial to inform students about metacognition because she or he needs to explain why she or he is giving that answer. Moreover, the student needs to understand which strategy he can apply at some specific moments to increase the skill. However, those metacognition listening strategies have many detractors. It is explained that explicit strategy instruction is one of the practices of effective teachers. Such instruction allows students to be successful in the problem-solving activities they encounter in the classroom. His research surveyed the cognitive and metacognitive strategies involved in listening comprehension. They identified eight cognitive strategies: activating lexical knowledge; activating syntactic knowledge; activating knowledge about one's own culture and those of others according to the communication situation; identifying the main thematic content of the text; understanding the mental states of the characters, the explicit and implicit aims of the speaker; understanding the structure of the text that links the information together; removing the implicit from the text and constructing a mental representation of the text. Three metacognitive strategies were also pinpointed: planning for the listening activity and questioning oneself about the text; regulating one's comprehension during listening; and monitoring one's.

Surprisingly, Teaching the four skills, Listening has changed not too much. According to Angulo (2020) listening skill is one important language skill and must be

developed in the preliminary stages of language learning in Costa Rica: Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language support by introducing key words to familiarize students with the listening text.

Background knowledge on the topic can be used to provide contextualization and potentially better comprehension. Teachers must provide students with opportunities to listen to a variety of texts. At the initial stages, conversations, short messages, free discussions, interviews, and/or role-plays are recommended. Then, in later stages, students are exposed to films, TV shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcasts, narratives, lectures, and presentations on academic topics including digital literacy for using information technologies (p. 21) .

Students are taught to speak; it is just to speak. They are not trained to listen. This is one reason because they can answer when they understand the question. On the contrary, when pupils do not understand questions, they do not answer them. In Costa Rica, students are learning how to speak, and seldom they are making listening exercises. When this happens in class or in a daily routine, those students feel unsafe and nervous. (Angulo, English language teaching in Costa Rica: reflections on emergent challenges. 2020. P 132).

1.5 Scope

To reach the understanding why a student cannot comprehend what she or he is listening.

6. The study consists of measuring what the pupil of tenth grade can comprehend when she or he is listening to the podcast.
7. The study covers the strategy to improve the listening skill of tenth graders.
8. This study is focused on upgrading comprehension when listening to the podcast.
9. At the end of this investigation, it is expected to understand how to help to give a better delivery of content using listening strategies.

Chapter II

Theoretical Framework

In this theoretical framework the researcher will emphasize on the main concepts and theories related to what is listening, pronunciation, how they are related, and he will then define what a podcast is and how they can be used to improve listening and speaking skills in general English acquisition.

To learn a new language, it is necessary to acquire the basis and comprehend specific details when a person is speaking. Language acquisition is the process in which humans obtain the ability to comprehend a language and also use it to communicate efficiently using the four skills which are: listening, speaking, reading, and writing. The process of language acquisition requires complete interactions with the language in order to become communicative competent. According to Krashen, this process requires explicit listening and speaking abilities and error correction and the daily practice of the language using it to speak and listen to what other people say to us.

There is also a process called “conscious language learning” and it is focused on people who want to learn a second or foreign language (1975). The learning process of a new language can be a challenge but with effort, discipline, and consistency it will be easy.

It is important that children have an opportunity to gain experience to listen and speak the language every day, and this can be done with practice and with the use of different technologies like videos or short podcasts. Language is a means of

communication because by using the language people can communicate their ideas to others. Language is a tool of interaction with others. Language is used for communication and operates in a speech community or culture. For Brown (2017). it is important of cultivating children's English fluency because this world is the era of globalization, for instance: the children will have relatively advantages on excellent test scores, have a deeper understanding of the new culture, and they will be more powerful multitasking capabilities. Those children will be adults in short future by the same reason they will have a better opportunities.

English language has a role as a language of technology, arts, and science. It means that for people who can communicate in English, it will be easier to get more information and knowledge. The English language is applied on globalization, international communication, commerce, education, media, and culture. The motivation for learning it come into play. Many people today want to improve their English language acquisition, opportunities to gain experience are provided in many ways; formal-informal instruction, the media, internet, and study abroad" (Richards, 2017). More and more companies on all continents use English as their primary or second language. Many industries also use it as the first language of communication. Therefore, it is important for people who want to work in a corporate structure to learn English. In this role. looks at some of the main reasons for learning the language and how it relates to the business world. When the Internet was created, most of its content was in English. This has reduced in recent years, but is still high. Additionally, more than one billion people now access the Internet in English. This creates a great opportunity to communicate around the world. Not only is there a lot of content on the Internet in English, but also ways to

understand it. Many coding languages are based on that language. Being able to understand programming gives them access to an international network of career opportunities. English is also the language of science. A significant portion of all scientific publications are in English. This is an extremely high percentage and makes knowledge of the language a requirement. Most scientific sectors use English words and expressions. If students aspire to a career in medicine or science, it is an important language to learn. Moreover, in Bijagua, which is a new touristic community, students do not know this relevant features. According to Montero (2024) This trend was reflected in each skill evaluated, with significant improvements in reading comprehension and listening comprehension, but not in oral production, where only 33.4% of those who took the test have an intermediate or higher performance. When it came to speaking, only 5.2% demonstrated high intermediate proficiency (band B2). The importance to understand and help to CINDEA of Bijagua is this issue. How the professor should understand and where the situation is to follow up, and to help them to get better grades. The phenome is crucial because the Universidad of Costa Rica is receiving the most intelligent Costa Rican students. However, there are a few students from CINDEA, who represent this percentage.

2.1 Listening and speaking in the English language.

Having a good command of the language means not only to master the four language skills: reading, writing, listening, and speaking, but also to achieve understanding competences. The importance of listening in the English language cannot be ignored, at some school's teachers were not focused on the skill of listening because

they thought that grammar and reading were more important. This leads to the fact that pronunciation has been left apart too. So many people do not pay attention to how a word is pronounced or they do not pay attention to listening comprehension techniques because they give more importance to what a word, phrase or sentence means in their native languages. This leads to the fact that students do not understand when someone speaks English to them, or they cannot speak because they do not know the pronunciation of words. Equally, if they listen to people speaking on the street, on the radio or in a movie, they do not understand because they have not been trained to do it. Therefore, it is common to hear people saying that they understand the language when they read it, but not when they listen to it. This shows that students will need more emphasis on listening and pronunciation than on grammar and reading. Those teachers have emphasized on written vocabulary only, that is why some trainees do not know how to understand a complete sentence in the correct form when they listen to it. (Savignon, 2017). It is important for people who study the English language to learn to listen and pronounce sentences correctly to achieve an efficient understanding and use of English.

Students feel more comfortable when they comprehend how to listen and pronounce, so they will not feel scared of making mistakes when they listen to someone speaking and they will feel confident of replying because they know the pronunciation of the words they are going to use. (Baharudin & Yunus,2018). Some investigations show that conventional methods of teaching listening and pronunciation are ineffective because learners are not taught with listening comprehension exercises, and teachers give more emphasis to written texts than to recordings in which students must listen and respond orally. Even though methods used by English teachers are required to produce

output instantly, this output is mainly written and not oral, affecting listening and speaking production and their corresponding learning. That means that traditional grammar teaching is not a creative way to teach pupils” (Lee and VanPatten, 2016). Generally, one challenge is the lack of interest on the part of learners that has been observed during grammar and writing classes. The reason for this phenomenon is that grammar puts words together and mostly focuses on the structure, while the real use of language requires people to speak, and to speak, and students need to learn how to listen and to pronounce words. Learners believe that to focus just on rules and structures is not efficient. That is why this investigation project attempts to apply the use of podcasts that may guarantee the practice of pronunciation and listening skills to give students a comfortable way of acquiring the language.

Listening is an important skill in learning English. Listening and speaking with the correct pronunciation is needed even in communication if the pupils want to speak English well. They must understand about listening strategies and pronunciation structures, of course they also must understand about simple oral messages. Nowadays, English language is the first language that must be mastered by everyone who wants to communicate globally. The importance of learning English is remarkable due to globalization and the growing demand of competence and fluency of spoken English. According to executive decree 34425 of 2008 (MEP-COMEX, p.4), English was declared a national interest to improve the country’s competitiveness to bolster the productive sector. Consequently, Costa Rica’s Ministry of Public Education has implemented curriculum- transformation programs through Educating for a New Citizenship plan, which looks for an integral change in the command of English, focusing

on communicative competence and establishing the different language proficiency levels to be reached according to the Common European Framework of Reference (CEFR,2016). For example, in primary school, the language proficiency level expected is A, between A.1 and A.2, as stated in I and II cycle of English of the Costa Rica Ministry of Education programs, 2016, p.4.

On the other hand, English teaching-learning process goal in primary school is the integration of the four skills (listening, reading, writing, and speaking) in the communication process. Teaching English, in first cycle of elementary school (I, II and III grade) relies on the integration and interrelation of oral and aural skills in the foreign language at a basic level, according to I and II cycle of English programs of the Costa Rica Ministry of Education, 2016, p.4. According to Febriyanti, “speaking skills are essential to support oral communication in English, but it is the most difficult skill to develop” (2011, p. 1). For this reason, the search for suitable strategies to teach students the target language is constant for teachers.

Looking for methods, strategies or technological items that may reinforce listening and pronunciation is a useful teaching strategy to help elementary students develop their oral production level. For instance, Kim (2010 in Rezende, 2016) performed a six-week study to investigate the role of listening to dialogs and stories in the development of language skills of elementary school learners of English as a Second Language. Learners were exposed to different types of dialogs and stories, and through diverse techniques the study showed that the practice given to listening was an effective pedagogical instrument in improving the language skills of learners who demonstrated

interest and pleasure in participating in listening and pronunciation activities, whereas little progress was observed in learners with no or little interest in these skills.

According to Chomsky,

The best thing for adults helping young learners acquire language would be to expose them to a variety of language input in the form of interesting and stimulating listening activities. This indicates that learners can try to learn and understand language from those kinds of activities (1972, in Hsu, 2015, p. 2).

So, to effectively prepare students for language exams, it is essential for language teachers to have a thorough understanding of the format and structure of the exam. Familiarize yourself with the exam's requirements, sections, and time constraints. This will allow tutor to design specific practice lessons and activities that align with the goals of the in-class and out-of-class practices. However, the professors make sure their class know what skills will be tested on each exam and what preparation time or supporting resources (for example, a dictionary) can be used. Teachers must help them understand mark schemes and assessment criteria. These highlight what examiners are looking for and what an answer should include to achieve a specific grade. Listening daily to dialogs or to people speaking the target language reduces the affective filter that children might experience learning a new language. Since this strategy represents a fun source of knowledge and vocabulary, not only increasing motivation through the reception of stimulus, but also becoming aware of surrounding environments and adding a value to the learning process.

Rebecca Isbell states,

“Listening to stories, dialogs or situations promotes expressive language development in oral and written forms and present new vocabulary in the complex language in a powerful form that inspires children to emulate the model they have experienced” (2002). In other words, these listening activities are useful to enhance children’s speaking skills, and they can be complemented with activities or tasks to make the learning more meaningful. Besides, all listening activities enhance listening comprehension, reinforce fluency and correct pronunciation. Listening activities are totally linked to linguistic skills since they require them to be understood and used.

Speaking, reading, and writing English fluently are part of the abilities a 21st Century learner must develop to have access to better life opportunities. For this reason, The Costa Rica Ministry of Education has applied a series of modifications in the national curriculum to accomplish this goal, focusing on communicative competence and establishing the different language proficiency levels to be reached according to the Common European Frame of Reference (CEFR). For example, in primary school the language proficiency level expected is A (between A.1 and A.2), as stated in I and II cycle English study programs. According to the results of the Linguistic Proficiency Test (PDL) conducted in 2021 by University of Costa Rica (UCR by its acronym in Spanish), a 36% of students who took this test obtained pre-intermediate, intermediate and advance level (B1, B2 and C1 respectively) established by CEFR. Despite this result,

many student who graduated in secondary did not reach the exit profiled established in the study programs of the Ministry of Education. (Montero, 2022).

Although education authorities in Costa Rica have established a series of revamps to develop a more communicative approach. The teachers keep searching for new strategies and techniques to develop speaking and listening skills in students and accomplish with the communicative competence approach proposed as natural and easy as possible. The professors need to manage how students should understand better English language. Besides, the lecturers should have a wide and full insights about vocabulary and English expressions to speak with students.

2.2 Learning Skills

What skills does a student need to learn a language? Learning is an active process in which a series of competences and skills are expected to be developed and accomplished. Learning skills are those tasks involved in learning, including time management, cooperative, problem solving and critical thinking skills, as well as communicative skills. In the case of English teaching as a foreign language in Costa Rica, within the framework of Education for a new citizenship and based on the action-oriented approach, this goal places emphasis on what learners know and do to communicate successfully by completing tasks, developing of receptive and productive language skills. These skills can be grouped differently: reading and listening are receptive skills, whose function is to receive information, and speaking and writing are productive skills, which are useful for producing and conveying information. Language is

an especially important means of communication. It is a human conception, and it is most beneficial for human beings to resolve multi problems in their communication.

2.2.1 Language

Language is a means of thinking and transferring culture from one generation to another as well as from one person to another. Therefore, many countries emphasize teaching languages other than the native language to their citizens and remark on the importance of starting this process from early ages. When students know a significative quantity of vocabulary can recognize accurate what is speaking about. If there were more teachers, students, equipment and information in English, it should be easier to acquire a second language for everybody.

2.2.2 Oral Communication

The Costa Rica's Ministry of Public Education has adopted a communicative approach in the English study programs as part "Educating for a New Citizenship" plan. However, communication entails diverse forms such as written communication, body language, non-verbal communication, oral communication, among others. According to the Merriam-Webster dictionary, oral communication is "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior" (Merriam-Webster, n.d. definition 1a). It is not only about producing utterances, but also communication entails understanding and sharing meaning. The communication process can have different purposes such as to persuade, inform, educate, express opinions and so on.

Teaching English as a foreign language to young learners is a challenging work, whether it is not only to teach a few words or vocabulary, but also to provide scenarios where students can develop understanding and use language for a real purpose. In addition, there are several factors that can obstruct English teaching and learning process such as large class size, insufficient time for oral communicative activities, uninteresting teaching style, among others. For this reason, it is imperative for teachers to seek suitable techniques, strategies, and tools to engage students and develop meaningful and transcendent learning. Paulo Freire affirmed, "...to teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge" (1998, p.10).

Teaching plays roles as guiding, facilitating learning, and encouraging the learner and setting the conditions for learning. The main goal of English teaching and learning process is to equip learners with the ability to use language for the oral communication. So, if that goal is following, students will be getting more immersion in the second language. When the students are listening English with frequency different accents, vocabulary, it will be part of their academic culture with phonemic awareness.

2.2.3 Speaking Skills

Speaking is an active skill that produces oral communication through a creative complex process, which involves emotions, feelings, thoughts, and ideas. Therefore, translating all those ideas and thoughts into a foreign language is not an easy task. Learners should be able to make themselves understood using their current proficiency to the fullest and avoid confusion in the message due to faulty pronunciation, grammar,

or vocabulary, ability to listen to the message and observe social and cultural rules that apply in each communication situation. In addition, speaking skills are considered as an interactive skill process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is not always unpredictable. Language patterns can be identified in certain discourses. However, as Febriyanti stated:

For many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Yet, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (2011, p. 2).

Pre-listening tasks aim to address all of these issues: generate interest, build trust and facilitate understanding. The professors need to set the context, perhaps this is the most important way: even most exams give an idea of who is speaking, where and why.

2.2.4 Pronunciation

Pronunciation is the way words are pronounced and articulated. In other words, the way people utter words. This is a subskill which students and people in general struggle with since the diversity of accents generated through pronunciation, due to geographical and cultural factors that may influence and create a language barrier. This may hinder effective communication and promote demotivation among language

learners. Furthermore, young learners are not ready to understand the relationship between letters and the corresponding sound. Therefore, “young learners need to be taught how to blend phonemes, blends, digraphs, syllables and morphemes” (Gladus, 2002, p. 174).

As part of the speaking skills, the importance of having a meaningful input not only vocabulary, but also the correct pronunciation of it, is remarkable for the development of oral competence in a foreign language. Therefore, it is remarkable to take into consideration various aspects that entail speaking skills. For instance, Cornbleet & Carter state speaking is face to face and interactive, which has many assets, such as facial expressions, gestures and even body movements (2001, p.16).

2.2.5 Listening

Listening is the capacity to remember and understand words by simply putting together the oral production of vowels and sounds and creating the interconnection between sounds and meanings as they are perceived by our ears and processed in our brains. Correct listening “creates a mental model of the information, whether it be a picture or an arrangement of abstract concepts. Effective communication is a skill that is frequently undervalued in our society. Good communication skills require both effective speaking and listening. By being an attentive listener, students can understand more and improve relationships” (Brown, 2000, p.234) Think Pair Share: Students reflect on communities advantages or disadvantages, discuss with a pair, and then share with the rest of the class once everyone is ready. The approach is to put in practice by listening and pronunciation in a real situation.

2.3 MOTIVATION

Listening and pronunciation activities using podcasts as a teaching strategy appeal to the affective domain. Since learning is an integral process, distinct factors should be taken into consideration; hence, the use of podcasts as a means of entertainment and knowledge can lead to increase the motivation in young learners. When pupils engage in the learning process not as spectators, but as active agents and builders of knowledge, the language input becomes enjoyable and comprehensible as objects. The more fun and engaged the activities, the better students will remember the language materials presented.

This would contribute not only to keeping students motivated, but also to reduce the affective filter, a mental barrier between students and information, pupils might experience now to study updated content in the target language. Besides, through listening and pronunciation activities found in the podcasts, scaffolding activities can be implemented, such as activation of prior knowledge and pre-teaching vocabulary, giving clear direction, eliminating students' confusion by using step by step instructions and setting clear expectations of tasks. Students can feel accompanied by the teacher during the learning process. In addition, pronunciation and listening activities and scaffolding are an excellent alliance since through these types of activities a content framework is provided as "a means of extracting meaning from text" (Chang et al, 2002 p. 20), which creates new connections between content and real context that students might face.

2.4 LANGUAGE ACQUISITION THEORIES: CONSTRUCTIVISM

The integration of linguistics, psychological and sociological paradigms is a refreshing characteristic of constructivism. Cognitive constructivism, in the one hand, highlights the role of the learners “constructing their own representation of reality” while social constructivism emphasizes “the importance of social interaction and cooperative learning”. Constructivism is a language theory to help the pupils in performing based on their abilities. The same students contribute to their learning by requiring detailed analysis of the input holistically (Brown, 2014 p.12).

Piaget’s theory has established diverse stages and mental structures where individuals can organize and adapt their environments such as assimilation and accommodation developing not only logic-mathematic and physical knowledge, but also social knowledge which is acquired through as well as verbal and cultural transmission as social interchanges. Children between 7 to 11 years old are in the concrete operation stage according to Piaget’s development stages, which entails children thinking logically about concrete events (Arauz & Chacon, 2017, p. 19). Learners in this phase would be able to create links between input provided and their personal context allowing a more effective analysis of the regular features of the target language through cognitive skills.

On the other hand, Vygotsky in his sociocultural perspective granted a leading role of language in thought formation. He established that stimulus and the interaction with environmental surroundings had a significant impact in learning and language development. Since the practice of listening and speaking through podcasts allows

children to comprehend their own context and cultural heritage and other realities, it is interconnected to this theory fostering linguistics competences. Moreover, it emphasizes the importance of the scaffolding process since learners need the assistance of teachers to reach their maximum potential with the appropriate stimuli. Therefore, using podcasts is a remarkable source of stimuli that grants diverse sociocultural contexts, which students can learn not only about a new language, but also new worlds.

2.5 Quality of Recorded Materials

The recorded material needs to have an excellent sound.

When the recorded materials are of high quality, everybody wants to participate and progress. According to Hughes A. (2020 p.62) The quality of the material must be well recorded always, because the intention is to help the listener have the best learning, but if there is any doubt, it is recommended to consult to experts about the performance of audios. Some of the benefits of a podcast are in a privilege, students will have an entertaining and different format to learn listening skills. Consolidate learning: when the teacher is the one who creates his podcast for the rest of the class, the students' learning is multiplied. Their verbal expression will be reinforced with the use of the podcast, but also their mental organization since they will have to prepare a script so that the content of the podcast is clear and understandable.

As stated by Vehbi (2021), podcasts enhance creativity: each podcast has its resources, its effects, or its vocal, well-read, humorous resources, etc. to capture the student's attention and make the content much more attractive. It stimulates digital capability on the part of the teacher with his apprentices: for the editing of the podcast, it will be necessary to use programs to cut, paste, add voices, effects, etc. It is an activity that students can spend hours to finish. It increases curiosity, if any of the students show interest in a concept that has been explained in class. Podcasts will be given extra

content. It is sure teachers can find podcasts on all academic subjects on the Internet. Besides increasing motivation, podcasts can motivate other people to listen to what they have created, increasing essential inspiration.

In addition, by using a podcast, the teacher may motivate the students to be curious by listening them. When the student himself will look for more information and will have more interest on the goals. As it has already seen, the educational podcast has great benefits for learning, so the teacher just needs to know how to put it into practice. In fact, there are three stages to consider when using a podcast:

Pre-listening: in this phase it is a matter of identifying and specifying very well the topic that is going to be addressed. Once he has it clear, it is indispensable to investigate and extract curious facts to catch the students' attention. Finally, it is essential to prepare a script that must have an introduction, the content the professor wants to explain and a closure. It is recommended that both the introduction and the closure be always the same to quickly identify which podcast is eavesdropping on to the student.

Listen: It is time to activate the podcast to listen to it with the utmost attention.
Post-listening: after listening to the podcast and if necessary, listening to it again. Emphasize sound effects or music as a valuable resource to capture students' attention. Ask students if they think the content has been clear? Are they satisfied with the result? Furthermore, all that is left is to discuss the chosen topic and wait for feedback or comments from the students. The professor should think about the use of podcasts. There are so many options. If the podcast is a creation of the teacher himself, he can use it to work on different methodologies.

Flipped classroom: students will listen to the podcast at home as many times as necessary to understand the content and, subsequently, in class they can conducted the resolution of doubts or some activity to consolidate learning. To complement classes, the podcast can also be a complement to your classes, either to reinforce the learning of those who are lagging behind or to expand information to those who want to know more. Personalization of pure, and simple learning for the most advanced. To promote

project works, directing instructions through a podcast or perhaps the podcast being a resource from which they can draw information to conduct their project.

Besides, it supports material for families. A podcast to help children can be a great school idea. However, it shares content with the network of teachers: another great idea is to create a podcast to share experiences, reflections, and resources with other teachers. All this is important to work with Podcasts, everyone benefits, both for those who make them and for those who listen to them. (p.65) The podcasts have professional knowledge because it invites tutors in various fields to share their knowledge and experience. Families can learn the latest educational trends, teaching methods and educational theories and improve their professional quality. Moreover, podcasts inspire thinking, it is by listening to different opinions and ideas, education related podcasts help expand their thinking horizons, and families can inspire different ways to solve problems from the experience of others. It is practical advice, there are many education related podcast, and educational resources to help families be more effective in learning.

There is an accurate list of podcasts, all of them have one specific goal. According to Hamilton (2022) there are podcasts to listen, and the times the students need to rehearse with awareness and enthusiasm. (p.140) When students are listening to audios, it is crucial for them to be able to listen to the oral production with high quality, acceptable tune, good sound, excellent speech with examples and ideas. There are different methods to teach English but at the end, almost there is no positive evidence of excellent results in the exams.

Third, the audiolingual method should be an excellent way to improve the listening skill, for example, the professor reads two times. Then, students are invited to read in a louder voice. It could be one by one or in a group, so the teacher records them. At the end, the professor plays the record for students can listen to them and adjust their pronunciation similar to the professor. The intention is to adapt their listen to the regular English speech.

2.6. Cultural Differences

The criteria for cultural differences.

On the part of culture, children will learn the language spoken by their parents. Continuously, they will learn everything they are taught. It matters if at first, they do not understand anything, with the passage of time they will have acquired it. Because learning languages is being part of the international community. For this reason, the students need this approach to get it.

But in the cultural part, students should be taught the traits and characteristics that are similar to others. When a student understands that cultural differences are not a stigma, they will understand that they will be able to learn another language and much more. In completely different socio-economic and cultural circumstances. The participation of students in joint activities is also observed as a way to guide them into adulthood. To this end, coexistence in the classroom is fair and central, in the group of adolescents, in education, in short: in all the institutions where students live and are raised. With the passage of time, the notion of participation has become part of the educational burden and cultural thinking, so much so that it is difficult to understand how unwavering and innovative the work of these teachers was. (p.1-8).

2.7 Accent

2.7.1 To analyze the different accents.

When a student speaks, he needs to understand that there are different accents, those affect pronouncing words. According to Merriam-Webster (2023) it is produced with stronger enforcement in a specific syllable to make the difference of the others. Besides, this characterization contributes to justify the distinction between verbs and nouns, many of them are written identically.

As noted, students should use all the technology to increase their skills. On the condition that one student takes advantage of preparing his skill on listening (p.41). To correlate and understand different accents is a big challenge for many students. How crucial it is for teachers the understanding of different accents or words from different anglophone countries that could make students not understand. For homework, teachers should assign students the presentations in classes, for example, to sing a British song, to speak about Usain Bolt by using the Jamaican accent, or to make a concise description about kangaroos by speaking as an Aussies. The goal is to learn how to speak to different anglophone countries around the world.

2.7.2 Unfamiliar Vocabulary

To acquire an efficient listening ability, it is necessary to have fluency with accuracy of the English vocabulary. The lexicon dynamizes events depending on the place. According to Krauß (2018) one intermediate student should dominate a lexicon of one several units of thousands. However, one advanced student should dominate around ten thousand words. In fact, a native speaker should dominate around one hundred thousand words.

Students need to be taught mainly vocabulary before any other linguistic element. Why is it important to learn vocabulary? The vocabulary is crucial to explain what the speaker needs to say or inform. Students need to learn everyday new vocabulary to accumulate knowledge. Those words are necessary to express what they are watching

or listening to. The kids are not teaching grammar, they are going to be immersed only in vocabulary in a natural way by their first teacher who is her or his mother. Nobody should give a speech if he previously has not studied what he is going to say in order to clear his or her message needs to choose the right vocabulary and intonation or accent. However, if some student can understand accurately what was said, it means that this student has an excellent vocabulary because everything he is listening is being organized by time and space. Students need to learn vocabulary that connects to what is interesting for them and helpful for their class. All this vocabulary will help those students to make an accurate speech. The goal is teaching in a natural way. If students learn a significant quantity of vocabulary there should be an excellent projection in the long future, those pupils will listen and should understand almost everything. Furthermore, the professor can request students to listen podcasts about that vocabulary specifically and bring it to the class.

2.7.3 Length and Speed of Listening

The student needs to improve the listening at natural speed and moderate the comprehension of what he is listening. Besides, when the student is listening to it for a considerable time, he could improve the listening. If not, the student should pause it and he repeats it or ask to another student repeats it loud voice. With this in mind, students are winning time and vocabulary in an easier manner. Consistent with Sarigeh (2022) found that the students can listen many times, and it should be enough for understanding how the stress is, tone, articulation, but especially the speed of the speakers. Moreover, the student can stop or put forward the audio just understanding the maximum details into it.

According to William (2021) referring to have this scrutiny about the gestures or any other aspects which are not part exactly of the information given phonologically. This author is interested in how the listener is clear about the ideas given during the

speech. It constitutes as advantages if the student understands what thinks during the process, also student feels and wants. Podcasts are excellent devices to learn any vocabulary, especial those that are not sticky, difficult to pronounce or has different pronunciation between American or British accents. However, podcasts have the maneuverability to play faster or slower in order to adapt student's ear to listen the intonation and pronunciation. It is because the student can playback speed control as an amazing feature at any time and by time be necessary.

Besides, students can adequate their speed listening to improve their skill when they need to listen to news, stories, and interviews, because students will be relaxed and feel comfortable getting on the flow natural and rhythm in their advanced learning. Being appropriate with the podcast according to topic and speed, the student feels emotionally satisfied by listening better. For this purpose of listening there is enough material with advanced scientific and technologic vocabulary produced by native speakers. When podcasts are made part of the student's routine consistently will be easier to get a superior level.

2.8 Teaching to listen.

The listening skill should be improved by the teacher when the class is conducted.

According to Vandergriff (2022) it is recommendable to use metacognition to improve skills to advance in the first impression heard. He is sure that many professors do not know how to teach listening. However, students need to improve their listening skills by themselves. The teacher needs to be alert to how students are going to listen. The professor increases the metacognition if she or he wants to have a better result from listening. The author mentions learners should be able to discriminate properly pronunciation characteristics. Besides, it is as second language, pupils should be able to understand the oral production, and the phonology.

However, bottom-up activities that allow students to focus on language features, such as pronunciation, grammar, and vocabulary, also require special attention. Types of functions that help improve bottom-up processing include identifying individual sounds and stressed words and syllables, distinguishing between thought groups, paying attention to grammatical forms and functions, and recognizing related words and phrases. The top-down procedure is based on activating the knowledge and previous experiences that students bring to the task to use the information derived from bottom-up processing. To derive meaning from a text, students relate what they know about the topic in terms of context, speakers, topics, and the world at large to the understandable information they receive. Types of listening activity that help improve the procedure from top to bottom include listening to macro features such as essence, central theme, and main ideas, listening to specific details, the order of key ideas, and making predictions and inferences.

Sometimes, professors do not understand the auditive system of the student. In addition, the professors do not use a specific instrument or recognize it to assess the auditive behavior of students. It says to listen is an external behavior and mindful process. Listening is a big challenge because it is mental, open, and internal. At the end, what is observable as good could be not as it. It culturally means watching to the eyes could be a good attention. Similarly, it is not allowed to watch directly to the eyes, but it is fine.

2.8. 1. Empathy.

The professor should promote listening activities. Transmitting empathy from teachers to students is a powerful, yet underappreciated, force that plays a role in many aspects of our lives. It can enhance our experience, spark creativity, and deepen our spirituality. However, it is also important to balance intuition with rational thinking to make sure it is making the best decisions.

When a professor promotes respect to other students, he will teach them by listening to what he is talking about. Consequently, students will be alert to their

speaking time. According to Saragih et al. (2022). When somebody is speaking it is necessary to be inferring, matching, or deducing on what she or he is saying with what one has lived. When somebody is listening do not interrupt his or her speech. This author considers that the podcast is useful and portable for the student who needs to accumulate experiences by listening. The podcast is important in a place where the student has no access to listen the English language. (p.59). In this way he will be listening to English at all times.

The importance of the value of the bottom-up technique is that it helps pupils to understand a text more easily by recognizing terminologies and pronunciation. In this way, bottom-up listening activities are especially suitable for lower-level students, as they help build their linguistic range. As mentioned Vandergriff (2022) With constant exposure to bottom-up activities, students must, over time, process received messages as auditory information with greater speed and accuracy. As in interpretation, the ascending and descending procedure plays a vital role in auditory discernment. Teachers may tend to favor more vertical activities, such as comprehension, prediction, or enumeration questions. However, bottom-up activities that allow students to focus on language features, such as pronunciation, grammar, and vocabulary, also require special attention.

Types of functions that help improve bottom-up processing include identifying individual sounds and stressed words and syllables, distinguishing between thought groups, paying attention to grammatical forms and functions, and recognizing related words and phrases. The top-down procedure is based on activating the knowledge and previous experiences that students bring to the task to use the information derived from

bottom-up processing. To derive meaning from a text, students relate what they know about the topic in terms of context, speakers, topics, and the world at large to the understandable information they receive. Types of listening activity that help improve the procedure from top to bottom include listening to macro features such as essence, central theme, and main ideas, listening to specific details, the order of key ideas, and making predictions and inferences. For this investigation, all those elements are crucial to understand better how it functions.

The professor should recommend to students how they can listen to who is performing the oral production. Proof of this, the pupils are going to watch the speaker, for instance, how fast he speaks, his or her stress and pitch. In another case, the posture, where she or he is looking, his or her aspect, how he moves the hands. If he keeps the same position or starts to walk in the classroom and standing posture.

2.8.2. The student and the Podcast

In order to help the students, professor should recommend the use of podcast for improving the listening of English. The importance of having classes with the flipped method is excellent for those students who love to study in-house because their professor will give them material to prepare at home and bring to the school. It is a very strategic advance. According to Friedman and Greenfield (2021) it is crucial to have an own cultural personality focus for entrepreneurs that in the short term will be demonstrating their capacities.

2. 9. The specific listening skills should be planned by the professor, even though the student has it clear.

2.10. Cultural differences

In an analogous manner, the student who is a cultural conscientious person will have a better attitude to learn different academic skills. The student understands that there are many diverse cultures, and he should understand the majority of them.

According to Bailey and Donna (2021) suggest that there is not any problem if students are working together, even better they are sharing their listening skill, because they are interweaving the communication. (p.~220) sometimes the speakers have different accents, in one hand, they feel safe by keeping their original accents and they think that there is not any pression to change it.

According to Bailey and Donna (2021) In other words, the student who has not received essays with different accents will take that activity as something stubborn. In her investigations. It showed that students need to receive audios giving to their levels, for instance, the students as beginners should receive easier listening with accents known for them. then, depending on how they are learning more their level should increase and so on. Contrary to this process will be contra producent for students. (p.~228) British English and American English are two major dialects of English, and although they have many similarities, there are also some notable differences between them. For example, British English tends to be more standardized and formal, while American English is often more informal and practical. British English also has a rich cultural heritage with literature, theater and film associated with the dialect. On the other hand, American English dominates popular culture and media and has a significant influence on global business and technology. When learning English, it is important to be aware of these similarities and differences and to choose the dialect that best suits your goals and needs. Overall, we can divide the differences into five linguistic

categories: spelling, vocabulary, grammar, pronunciation and idiomatic expressions. Students need to listen all accents with all naturalness to adapt their ear.

British English and American English are very different in their spelling. These differences can be traced back to the early days of British colonization of North America. As mentioned above, Noah Webster's American Dictionary of the English Language was the first attempt to standardize American English spelling, which he intended to distinguish from British English. There are several differences in spelling between the two varieties of English. For example, spelled centre in British English as center in American English. Similarly, theatre is theater, realise is realize, programme is program, and analysis is analyze. Language and grammar have also developed differently in British and American English due to the influence of different regional accents and dialects within each variety of English. These differences in pronunciation and grammar can be traced back to the development of different regional accents and dialects within each variety of English. The student should listen both accents, they need to be taught about this particularity, but they should be tested in order to their level of teaching.

2.11. Unfamiliar vocabulary

The study showed that those students with specific problems for listening (deaf hard hearing) almost get similar scores to those were without any curricular accommodation. According to Easterbrooks and Dostal H (2021) in their study there is no consideration to understand why it was happening, because of significant characteristics between these groups. Thus, it was considered that those students without issues in their health must have phonological awareness approachable to their level, but it was happening. It meant that those students had a poor vocabulary.

The most common strategies for understanding a new or unfamiliar word include using a lexicon or guessing the meaning of the word from the context of the sentence. Hardly any students usually have a limited knowledge of words, so a dictionary is a powerful tool. They may not know the meaning of the word and others like it. In addition, in the context of a sentence it can often prove useless and sometimes even misleading. They can be helped by deliberately practicing a series of strategies for exploring an

unfamiliar word. Over time, these strategies can become known as stand-alone word learning skills that learners automatically use. Some examples of how students can learn to recognize words they do not know. Students should learn that certain words are only parts of specific topics and will always be related to that topic. Understanding that there are groups of words that are familiar to certain topics will make it easier for students to remember them. For this reason, students should learn many words such as synonyms and antonyms that would elevate their meaning so as not to be repeated.

2.12 Length and speed

Thus, the professor should pronounce vocabulary with the right intonation, also with different speed. Firstly, the professor will pronounce the word for example: temperature as /'tem.pə.tʃər/ by syllable, just pronouncing (tem prah chur). Secondly, the professor will pronounce it slower for students well listening it. Thirdly, the professor will pronounce it faster than common. The intention is to play listening to the same word with different speed and accents on the three syllables. For instance, the same word but in British accent will be /'tɛmpɪtʃə/, the professor will pronounce faster and slower for students can create phonological awareness.

Students will be alerted to recognize sounds, graphemes, and words, especially those that were previously studied. Subsequently, the professor should ask students for innovative words that they cannot understand or do not remember clearly. If one lecturer is always saying words with translation for students, those pupils will have fresh vocabulary in mind.

Besides, students will visualize with mental images the vocabulary they are listening to comprehend better the dialogue or speech. In addition, students will tell the class or write adjectives, verbs, nouns, articles, and transition words in order to organize the structure of texts. The professor will evaluate oral comprehension by asking students for the main and secondary ideas or any other data which could be considered important for total comprehension. Students should respond to the professor calmly, without stress or pressure. Everybody in the class will answer by following the order

subject, verb and complements in order to listen to the appropriate place for each word. Students should ask questions about what they are listening to, for example positions of adjectives, transitive or intransitive verbs, the plurality of nouns. Because grammar is crucial to understand what is listened to.

2.13 Podcast

Podcasts according to Castro, Casar and García (2012) cited by Soto (2021), podcast are:

...audio recordings that allow specialists in a specific topic to listen to them. They are produced by institutions of recognized prestige and can also be created to explain basic concepts of the subject and used as material for educational reinforcement. They are transportable as they can be copied to mobile devices, they can be stored in repositories, and they can be created using free software (p.33). Several areas of academic inspiration are oriented in explanatory words that is easy for students to understand. Teachers can have podcasts of technical content, or opinion, podcasts have columns with technical articles based on responsible reporting. Strengths orientation means a lived appreciation and institutionalized, joint, and conscious pursuit of each individual's strengths and talents. The explicit orientation of teaching towards the resources of the students is one of the fundamental (and most important) requirements of current pedagogical and educational plans. Therefore, there is a concatenation between scientific and technical learning explained orally in a subtle way, as well, so that students feel very comfortable. And this should be a technique of tutors for teaching English by getting free and useful at any moment. It is relevant that English teaching professionals value the role that podcast can play at the time of listening since it is part of the current resources to transmit knowledge.

2.14 The educational podcasts

The use of podcasts in the educational field provides a series of benefits when teaching. In this case the promotion of listening to learners, by giving them the opportunity to reproduce the content at the pace of their learning needs. This device plays an importance role for listening skill. According to Davila et al. (2022) stated the next:

Podcasts can significantly serve as a technological tool where students can participate in their learning experiences. If we search on the internet, we can find a large amount of content offered by podcasts, as well as applications to download on smartphones.

As observed by Davila, this is a technological device that can help improve teaching a Second Language One of the technologies that must be part of the teaching and learning process in all educational settings from primary school to higher education. It provides learners with a safe tool in the acquisition of knowledge. A podcast can also be a powerful marketing tool. Podcasting can be an opportunity to promote their business, broaden their reach, or market to their existing audience.

2.15 Foreign language learning

Manga (n.d.) in his article explains that,

Foreign languages allow students to equip themselves with more communication skills and opens the way to understanding other ways of life. Their intellectual development imposes on students a double vision of life, sometimes materialized in the speaking of two or three languages, with all the advantages that this entails today. But the success of teaching a foreign language, apart from the teacher and the students, is conditioned by other factors that must always be taken into account. (párr.14)

The scientific evidence about learning, which is taken as true by the academic community indicates that it is in the period of childhood that students must learn other

languages. The period of adolescence, students will be more forced for their auditory stimulation and vocalization of foreign languages. Most people support that learning languages has to be done before entering adult life, a more difficult period to achieve but that it is possible. Part of this natural stage of human growth is based on the maturity of the brain. Being clear about the theories of learning a second language is part of teaching. However, it is important to note that teachers must apply the main elements that they will give the learners the acquisition of content from a method that suits their individual educational needs.

Ortega (2019 cited by Soto (2022) indicates,

Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills, while speaking and writing are productive skills. Receptive skills are those in which learners receive and process information, but do not need to produce language to do this, while productive skills require production of, for example, speech. (p.42)

It is not important to know what institution or identity the professor is in, the principles or methods of communication skills can provide in helping create excellent academic performance, develop personal core high-performing capabilities, and transform yourself to achieve advancement. The unique process of communication skills is to train tutor to quickly master the skills required in the competitive workplace. The training would make the professor a more persuasive communicator, a problem solver, an innovator, and a leader who will be able to better interact with others in the workplace.

2.16 Basic English language skills

According to that Rodríguez (2018) stated in an article:

Skills are psychological structures of thought that allow us to assimilate, preserve, use and present knowledge; They constitute the mode of interaction of the subject with the object or subjects, in activity and communication; They are made up of the actions that the subject performs made up of a set of operations that are executed with a specific objective, they are assimilated in the training process itself and become modes of action that provide solutions to theoretical and practical tasks. (p.1)

Currently, human beings have the need to learn a second language motivated by a series of objectives that range from personal to professional, where communication is fluid, allowing for a clear transmission of the message and at the same time a clear interpretation. by the receiver. Although the objectives may be various, the person must have a series of skills that allow them to advance in speaking a foreign language.

2.17 Listening skill.

Listening skills, also called oral comprehension, or listening comprehension, refer to the process of understanding an oral text, whether in face-to-face communication or through various electronic media and not only involves listening to the message, but also taking into account the tone. of the voice, hesitations, unfinished sentences, repetitions and, when the interlocutor can be seen, facial and body expressions, which contribute to the understanding of the message. (Rodríguez, 2018, p.3) Activating listening from consciousness not only allows us to hear but also pay attention to the person who is speaking to us. To achieve this, we must practice continuously.

2.18. Connected speech production.

As mentioned by Estebas (2024) Students should understand every detail when they are listening to native speakers in their natural speaking. In this case, it mentions the three sections that are: Assimilation, Elision, and r-liaison. It is relevant to know when somebody is speaking English will blend the pronunciation. For instance, the coda with the onset for every word which will be spoken. Some phonemes will disappear meanwhile others will be pronounced where it there is not. (p.91) Assimilation occurs when a sound comes to share one or more features with a neighbouring sound. The neighbouring sound may either appear to the left or to the right of the segment that is affected. When the affected sound precedes the one that causes the assimilation, it does speak of regressive assimilation.

Assimilation consists of one sound exchange its sound for another different. There are three of them, for example regressive, progressive and coalescence. First, regressive assimilation is when the coda of one word affects the pronunciation of the onset for example is that girl /'ðæt 'gɜ:l/ > /'ðæk 'gɜ:l/. In this case, the last sound of the word "that," which is a /t/ will change to a /k/. Besides, the plosives: /t/ /d/, nasal: /n/, fricatives: /s/ /z/. Thus, students need to pay attention to these phonological features, for instance, /t/ /d/ /n/ become bilabial /p/ /b/ /m/ correspondingly when followed by a bilabial sound (/p/ /b/ /m/). Because these phonemes change in oral production.

As mentioned Estebas (2024) here are some examples of them,

Fat	→	fat pig	fat bear	fat mouse
/fæt/		/'fæp 'pɪg/	/'fæp 'beə/	/'fæp 'maʊs/

Second, the progressive assimilation is a preceding sound has a linguistic effect on examples like the following ones, for example:

open /'oʊpən/ > /'oʊpɪn/ > /'oʊpɪm/ (alveolar > bilabial)

bacon /'beɪkən/ > /'beɪkɪn/ > /'beɪkɪŋ/ (alveolar > velar)

It is because the alveolar syllabic nasal takes the bilabial or velar position of the last one. (p.94)

Third, coalescent assimilation is the voice in processing sound in which two phonemes join into one and a new phoneme is produced. As the following is indicated. /t/ + /j/ merge into a voiceless, post-alveolar affricate (/tʃ/) /d/ + /j/ merge into a voiced, post-alveolar affricate (/dʒ/)

Don't you dare. /'daʊnt ju 'deə/ > /'daʊnt tʃu 'deə/

Did you like it? /'dɪd ju 'laɪk ɪt/ > /'dɪdʒu 'laɪk ɪt/

With those examples of how the pronunciation changes during the oral production illustrate better the English phonetics. (p.95) It is when two adjacent consonants can influence each other and combine to produce a third phoneme, a process called coalescent /,kouə'lesɪŋt/ assimilation. When a word ending in /t/ or /d/ is followed without a pause by a word beginning with /j/, /t/ and /j/ can coalesce / kouə'les/ to form /tʃ/ (e.g. got you /'gɒtʃu/), and /d/ and /j/ can coalesce to form /dʒ/ (e.g. did you /dɪdʒu/). Since the two coalescing consonants are in different words, we are obliged to write the two words together, which can look a little odd. Note that the second word is nearly always one of the high-frequency words you or your in their usual unstressed forms, and while coalescence is possible with other words beginning with /j/, this tends to be less common and the coalescence less complete.

Elision

The elision is the omission of sounds or syllables in speech. It is intended to make communication easier and faster.

For illustrating the elision, it is below some examples:

cold beer /'kəʊld 'bɪə/ > /'kəʊl 'bɪə/

In the example above (British English) it represents how the sound /d/ disappears due to the elision. With these models the English phonetics stays patented how its pronunciation is totally different in all of its aspects. (p.96)

Other features to understand better the oral production are the linking-r and intrusive-r. For example, in the British English the sound / r / is not pronounced if it is after a vowel where it is written. However, it is pronounced between two vowels, so, it is a vowel in the word. For instance, in faraway / 'fɑ:r ə'weɪ /. Estebas (2019, p.96).

On the other hand, there is the Intrusive “-r,” in this case, there is no written r or re. There are two vowels in different words, that is to say, one word finishes with a vowel and the next word starts with a vowel. Although, “it is not possible after high vowels (/i:/, /ɪ/, /u:/ or /ʊ/) or diphthongs ending with a high vowel (closing diphthongs ending with /ɪ/ /ʊ/). Intrusive “-r” is common after /ə/ /ɔ:/ /ɑ:/ and also after centering diphthongs (ending with /ə/)” (Estebas, 2019, p. 97). Intrusive /r/ is always perceived when a word ending in a vowel sound is headed by another vowel sound at the beginning of a following sound. This can be observed in the first sentence that is, her eyes. The sound /a/ in the word 'her' is a vowel sound and it is immediately followed by another vowel sound /a/.

2.19 Speaking ability

The individual's ability to express himself clearly to others, where the recipient receives the message and understands it, is synonymous with a communication skill, allowing it to be integrated into any daily living situation.

According to (Soto, 2021) clarified the reason of why it is a crucial necessity to be clear when a speaker transmits a message to his audience. It is because his talent to be understood as his goal. During the orality, the listener must be accurately managed to interact between what he listened to and how he is going to find a solution. The communications are to give a fluent message and to receive an exact strategy to perform what he comprehends. (p.1)

So, Soto shows that clarification and understanding come together when learning a second language.

2.20 Oral comprehension

According to Underwood (1989) cited by Lugo et al. (2019), they explain that oral comprehension is an exercise based on what the receptor understood is going to perform. The listener should have the ability to extract the maximum information by listening and observing as many sounds as gesticulations, including how he observes the speaker's respiration.

The speaker should know that his image is committed when he is talking to the listener. Moreover, the listener will assess what he or she listens to or observes during his exposition. The efficacy of being good listened should start by having an excellent vocabulary to compel to be listened to. (p.1)

2.21 Phonology and pronunciation

2.21.1 Phonology in English

According to Adina (2021) who indicates in her text that the sounds in English never represent their letter. In fact, some letters or vowels might change their phonemes many times according to the oral production. The significance is to learn each phoneme in oral instances.

2.21.2 English pronunciation

Blanco (2012) cited by Sepúlveda et al. (2018) indicate that,

Pronunciation in the teaching of a second language is the factor that allows students to resettlement more effectively and quickly with each other.

Consequently, pronunciation is not only a set of lexical-semantic content of linguistic units, but also provides communicative value of enormous importance to the message, since it transmits attitudes, intentions, and expressions. (p.110)

For Sepúlveda pronunciation is improved when the student listens more to the production of the language, and this can be obtained through the use of podcasts.

2.21.3 Phonology and listening ability.

Studies have shown that students do not successfully perform auditory tasks because they depend exclusively on the semantic dimension of the linguistic information of the phonic chain. Often, they know and recognize the written word,

but their auditory imprint is missing. Moreover, they have not automated the word recognition (Pérez, 2019, p. 69) Phonological awareness develops from childhood, so it is important that children receive early stimulation, so that they can recognize the different sounds that occur in the media in which they operate. At the same time that professor listening ability progresses.

2.21.4 Listening ability and pronunciation.

Listening comprehension involves multiple processes that include understanding and assigning meaning to speech. These include recognizing speech sounds, understanding the meaning of words, and understanding the syntax of the sentences in which they occur. (Golchi, 2012, cited by Martínez et al., 2020.p. 3)

All the theories and concepts studied in this chapter will help the researcher to reinforce the idea that podcast are an efficient means to improve the listening and speaking production of the students.

Chapter III

Methodological Framework

This chapter describes the methodological framework applied in this research. Its target is to analyze how the use of podcasts can improve listening and pronunciation skills at the Bijagua CINDEA as a strategy which contributes to the improvement of pronunciation in tenth grade students of this institution. This entails the research approach, participants of the study, as well as the data collection strategies. It explores how this problem affects or produces the benefits awaited.

3.1 Research Approach

This research is qualitative and descriptive because it explains the importance of developing listening skills at tenth at Bijagua CINDEA during the first quarter 2024. Furthermore, this research describes some abilities to produce listening skills in the students and in the same way that English teachers can motivate them to listening in this language. In this research, descriptive analysis is used to investigate the knowledge that teachers have in regard to improve listening skills at tenth grade students, as well as to investigate about vulnerabilities, in terms of auditive production, that students have at this level.

The importance of teaching or learning in the classroom. It is possible to use different instruments to get the information, especially in education. It is the observation about what is ensuing and what is its reason, it means it explains what is observed. According to Kadasah et al. (2022) emphasizing on the confronting of scrutiny and

establishing the roadmap to research them. Besides, the Descriptive investigation explains the properties of an issue and orients us to study it more. It collects data about quantities. That is to say that it is on charge to separate the information about cause and effect of the issue in study. It needs to make a profile and then typecast it. (p.37)

Descriptive research is a crucial tool for many researchers, as it provides very valuable characteristics and behaviors. With this, hypotheses can be generated, patterns can be identified to generate new knowledge on topics of interest. The fundamental task of this research is the observation and description of the behavior, characteristics and conditions of a section of students without manipulating any variables. Providing a detailed and accurate description of the data collected from the surveys, observations. In addition to promoting understanding that helps researchers and Cross-sectional study.

Cross-sectional studies are descriptive studies that collect data at a single point in time. These studies help describe the prevalence of specific conditions or behaviours in a population and identify potential risk factors or associations with other variables. These studies are relatively quick and easy to conduct, but have limited ability to determine cause and effect. Descriptive research has several advantages that are useful to both researchers and practitioners, including: Provide detailed information: Descriptive research can provide a detailed and accurate description of a phenomenon or group of people; thereby, helping researchers better understand the characteristics, behaviours, attitudes, and beliefs of a specific group of people. Generating Hypotheses: Descriptive research can generate hypotheses or ideas about potential causes or factors affecting a specific phenomenon or population, which can be helpful in guiding

future research. Relatively quick and easy: Descriptive research is usually relatively quick and easy to conduct, making it a cost-effective way of collecting data.

Disadvantages of descriptive research. It is the Limited ability to determine cause and effect: Descriptive research can describe a specific phenomenon or population but cannot determine cause and effect. They cannot determine whether a specific exposure or behaviour resulted in a specific outcome. Limited generalizability: Descriptive studies often use small, specific samples that may not be representative of the wider population. Therefore, findings from descriptive studies may not be generalizable to other populations or settings.

Limited ability to control for confounding variables: Descriptive studies often fail to control for all potential confounding variables, making it difficult to draw conclusions about the relationship between a specific exposure or behaviour and an outcome. Data collection methods for descriptive research depends on the method of data collection of the resources available, and the nature of the population being studied. By choosing appropriate data collection methods, researchers can collect accurate and useful information. The main data collection methods of descriptive research include Surveys and Questionnaires

Surveys and questionnaires are often used in descriptive research to collect data from large groups of people. These methods involve asking a series of standardized questions to gather information about the attitudes, beliefs, behaviours, or other characteristics of the population being studied. Questionnaires can be conducted in person, over the phone, or online, and can be used to collect quantitative or qualitative data.

Observations and interviews involve directly observing individuals or groups, or talking to them, to gather information about their behaviour or experiences. A focus group is a type of group interview used to collect qualitative data about a specific topic or issue. Secondary data analysis involves analysing existing data collected for other purposes, such as administrative records, national metric , or census data. Commonly used data analysis techniques in descriptive research include the following: Descriptive statistics are used to summarize and describe the characteristics of a specific data set. It can be used to describe the distribution of variables, identify outliers, and compare different subgroups within the population being studied. It involves using visualization and graphical techniques to explore data and identify patterns or relationships between variables. Ethical considerations in descriptive research. As with any research, ethical considerations should be taken into consideration when conducting descriptive research. Informed Consent, Confidentiality and Anonymity: Risk of harm, four students reject to participates on writing the surveys. The researchers then analysed the survey data to develop an overview of typical sleep patterns among college students.

Then, according to Galeano (2020) referring to any qualitative investigation will be focused on the subjectivity of students because it studies their opinions or thoughts, due to their assessments which is analyzed (p.18). In this investigation all details will be collected to study. Moreover, surveys will be deployed to apperceive more information especially that one is not observed during visits.

3.1.2 Type of Investigation

For Ramos (2020), the type of study seeks to identify the levels, and in this way explain them, which he explains as follows, they are “Various levels of scope of the research, where the scientist seeks to explain or understand at the highest possible level. to the phenomenon under study” (p.4). The method of using multidisciplinary theories, methods and results to conduct comprehensive research on a certain topic as a whole is also called the "cross- research method". The law of scientific development movement shows that science is highly differentiated and highly integrated, forming a unified whole. According to statistics from relevant experts, there are now more than 2,000 disciplines in the world, and the trend of disciplinary differentiation is still intensifying. However, at the same time, the connections between disciplines are getting closer and closer, and there is an increasingly unified trend in terms of language, methods and certain concepts.

The type of study has its origin in the problem established at the beginning of the research within a specific scenario, to which a solution is sought. This research is descriptive.

Hernández (n.d.) cited by Hernández and Mendoza (2018) specifically determine that descriptive studies “aim to specify properties and characteristics of concepts, phenomena, variables or facts in a given context (p.108)”.

3.2.1 Subjects and Sources of Information

3.2.2 Subjects. Within their text Corona, Fonseca and Álvarez (2022) make the following statement about the definition which indicates that “The research subjects constitute the

means, the way through which an object will be studied and known” (p.167). The "subject of study" refers to the entity or topic that is being analyzed, observed, or researched. It is the focus of the investigation or scrutiny. On the other hand, the "object of study" refers to the entity or phenomenon that is being observed, analyzed, or examined by the researcher. It is the aim of the investigation or the thing being studied. In summary, the subject is the one doing the studying, while the object is the one being studied.

For the investigation, the subjects are located, who are not apart from it, they are integrated, and their actions are relevant in the collection of information and its analysis. In this study, the next unit of analysis to be used is considered to be CINDEA de Bijagua, located in Bijagua de Upala, Alajuela. It currently has nineteen students, two teachers.

3.2 Research Design

The procedure implemented in this investigation is qualitative. Besides, it is descriptive paper because it is going to measure the words and how those are intelligibly for English students. It is based on observation, surveys, and studies on the students of tenth grade. In detail, it analyzes if students understand or not what they hear. Therefore, it is crucial to state that this methodology aims to accumulate data points and measurements.

According to Cheek and Øby (2023) stated that this research design is based on the inductive analysis especially. In fact, it is based on studying listening skill, how the student is learning and how the teacher is teaching the listening skill. The inductive

reasoning said that all students went to study English, at the end, all students will understand everything which they listen. To clarify this research design will make different instruments to measure the variables. For instance, they mentioned some as using the interviews, statistics, observations, analyzing as a variable quantitative due to its uncountable measure. It is also the product that will be analyzed in a statistically to understand the goal of this investigation. The objective of podcasts technique is to demonstrate the ability that students enhance them by knowing and using correctly before, now, and later. This investigation finds how teachers and students should improve listening skills. There are two surveys, one is for professors and the other is for students. In those surveys, one asks about phonetics and phonology in the teaching process and the other how students understand different sounds that have taught them. It is in the first quarter of 2024.

During the investigative process of a topic, the design, the type of approach, and its sources are the most important, but also emphasizing the definitions of different concepts developed in their types. The research also consists of being clear about these concepts for better development of the documents that will be conducted since thanks to this one, a better approach to the chosen topic can be reached. Truly, it will cost some money because those institutions are in two districts different for its implementation. At the end, the answers will respond to those questions that are interconnected with listening skills. Suppleness: While a methodological framework can provide a structured approach to research, it may also threshold tractability in the study process. Investigators may feel self-conscious by the scaffold and unable to differ from the suggested steps, which may limit their ability to adapt to unexpected findings or changes

in the research context. Thus, the suppleness as such, it does not exist. Moreover, it is hoped that all students who have started can finish for this investigation.

3.3 Information Sources

For this investigation, the targets are students and professors of the CINDEA Bijagua and Canalete Satélite. There is an exceptional case in this group of tenth grade, because all of them Costa Rican Citizens. For this purpose, the paper measures how the podcast can help them to improve their listening skills. In order to get more trustworthy knowledge about what they can understand when students listen an audio and professors know if they understand. In other words, the researcher will visit and observe to get information from students' understanding of the podcasts and their use of their phonological and phonemic awareness and if they have advanced skills.

According to Schmidt et al. (2020) every investigation must have informed consent about what is the data intention and respecting the human inviolability about the product got from experiments. (p.19) Specifically, the investigator explains how the data are collected and how the analysis will be carried out in his surveys or interviews. As stated by Hooper (2023) the primary source is to obtain interviews, observation, books, and surveys. In other words, it is gathered from its origins. For instance, for writing this investigation the researcher must search about fifteen books as a primary source. The secondary source is obtained from the documentation consulted as a second hand, in this case are the journal, commentaries, analysis and discussions. In detail, the secondary source is that documentation that was written based on to the primary source. Furthermore, if the investigator consults the information obtained by the

journalist in a newspaper, it is a secondary source. For this reason, the investigator uses his paper information as his primary source. For example, the surveys made for this scrutiny are primary source because they have information obtained from target on studying.

3.3.1 Subjects, for the purpose of this paper, Corona, Fonseca, and Alvarez (2022) explain the next statement about its meaning: subjects of investigation constitute the reason, the way of how the subjects will be studied and known. (p.167)

For this paper does settle the subjects, they are not part of it, they are intergraded, and their performance is relevant to get the specific information and its analysis. For this investigation does consider the following analysis unity to work at CINDEA de Bijagua, located in Bijagua de Upala, Alajuela. Nowadays it has 00 students, 00 professors, and 00 administrative staff.

3.3.2.2 Secondary sources. As stated by Avello (2018), the secondary sources:

They are those that contain organized and elaborated information, the product of the analysis, synthesis, and reorganization of primary sources, among which are: dictionaries, encyclopedias, anthologies, directories, yearbooks, bibliographies, catalogues, summary bulletins, citation indexes or indexes. of impacts, reference works, among others” (para. 4).

Secondary sources are considered to be all those documents prepared that can offer reliable and relevant information for the research. The consultation that was conducted in the different secondary sources throughout the research found several of great relevance, such as: Theses and research linked to the topic of study. Magazines

and academic articles. Detailed bibliographic material in the bibliographic references section.

3.4 Analysis Categories

Additionally, teachers have the opportunity to instruct students by playing a podcast in the class. Students should listen every class one podcast each day, it is possible at the end that these students can mentalize the phonological and phonemic awareness. According to the Editors of Encyclopaedia Britannica (2023) any person can download audios from this tool and playback in computers or smartphones. This attitude should be kept as a good habit during all months and every year. This technique of playback some audios about different topic constantly will produce that confidence with students. The investigator of this paper has been studying the phenomenon about the time in the class of students and teaching received during certain period.

3.4.1 Conceptualization of Variables

Arroyo (2022) in his text determines that the variables or categories of analysis are those that can receive “Modification in a characteristic or quality, perceptible or imperceptible that changes the identity of the thing, origin of the matter or question that motivates the action of investigating (p.4)”.

They are established based on the specific objectives, from the elaboration the guide to the bibliographic information that will support the study is established.

According to what is stated by the author, it is determined that the variables maintain cause and effect, from measurement and evaluation.

The variables that will influence the research are:

- 1) Listening ability.

2) Interrelationship.

3) Pronunciation.

4) Explanation

3.4.2 Conceptual Definition

3.4.2.1 Listening ability. Lemons (n.d.) indicates that,

. For this, there are incredible positive techniques to carry it out, as well as distinct levels of listening. (par.2) Practicing listening should be an active and accepting process. It is also an assessment of teacher past knowledge and background knowledge. Before listening, first top-down to familiarize himself with the topic, and then bottom-up to familiarize herself with the vocabulary and some sentence structures. Pre-tasking topics and words is very necessary. Listening is equal to understanding the content, so do comprehension questions to improve his listening. Understanding knowledge is only a part of listening. Listening exercises should be interactive and combined with speaking.

3.4.2.2 Interrelationship. Mexican Spanish Dictionary (n.d.),

Mutual or reciprocal relationship between two or more things, generally of such an intimate or close nature that the modification of one of them results in the modification of the other or others: "There is a profound interrelation of forces in the international field."

3.4.2.3 Pronunciation. Royal Spanish Academy (2023) "emit and articulate sounds to."

3.4.2.4. Explanation. Royal Spanish Academy (2023) "declaration or exposition of any subject, doctrine or text with clear words or examples, so that it becomes more perceptible."

3.4.3 Operational Definition

3.4.3.1. **Listening ability:** The topic refers to the ability of CINDEA's students to listen to what both the teacher and their classmates are transmitting verbally. This information will be obtained from the application of a questionnaire to the teacher and from observation within the educational setting. It said, students receiving sounds, later understanding the message conveyed. At the end, students make an evaluation about message and respond.

3.4.3.2. Interrelationship: The assessment of the interrelationship that exists between the teaching of phonology and pronunciation. It will be based on the observation of a dialogue class among students. In addition, the application of questions within the questionnaire that is addressed to the professor who teaches language. Then, it does an inspection of what it received.

3.4.3.3. Pronunciation: The assessment of this variable will be given through listening; within one of the classes to be developed. The development of dialogues between students, between the teacher and the speakers will be emphasized. It evaluate the accurately and effectively are produced the sound, stress and intonation in the oral production. How the students make the articulation of the tongue, lips and jaw to produce the speech sound.

3.4.3.4. Explanation: The effectiveness of this variable will occur by presenting the language teacher with relevant information. It is to establish activities that allow them to activate listening in the oral lessons they teach. Evaluating the correct elements getting from the oral production and listening skills

3.5. Data collect instruments.

3.5.1. Instrumental Definition

3.5.1.1. Speaking Techniques: The techniques used by the language teacher within the educational setting will be identified to promote adequate pronunciation.

3.5.1.2 Student weaknesses in pronunciation: Dialogues will be held between students to assess the level of pronunciation they have.

3.5.1.3 Listening activities: recordings of sentences in English will be used. Pairs of students will be formed; the content will be reproduced, and they will be asked to put it into practice.

3.6. Collections data process and data analysis

3.6.1 Techniques to Obtain Data

The instruments to use in collecting information for the development of the research are the following: observation, survey, and interview.

3.6.2 Description of Instruments

3.6.3 Questionnaire. For Hernández (n.d.) cited by Hernández and Mendoza (2018), the questionnaire is “A set of questions regarding one or more variables to be measured. The questions must be congruent with the problem statement and hypotheses” (p. 217) A good topic selection is the first condition for a successful survey.. Define the scope of the investigation and survey questions should not be too broad or too narrow. After selecting a meaningful problem, the researcher needs to define and express it.

For this reason, the scope of the investigation must be clearly and specifically defined.

The questions need to be accurately expressed on the survey questions.

Since language plays a role in shaping reality, the linguistic formulation of survey questions directly affects the focus and coverage of the survey. After determining the scope of the survey question, the investigator needs to verbalize it.

Within research, the questionnaire has a useful role for researchers in data collection, where there are barriers that make its application impossible. Therefore, its application does not establish that a relationship must exist between the subject and the researcher. Regarding the ongoing research, a questionnaire is developed which is aimed at teachers, which will be sent through WhatsApp.

Chapter IV

Data Analysis

In this chapter, there are some graphs according to the surveys that were applied to the students and professors from CINDEA Bijagua were. Following here is the analysis of listening skill with the purpose of determining which are the most common failures.

The analysis within an investigation is established from the structure, being that it is a procedure that it comes to interpret the results obtained during its development in a comprehensive way.

4.1 Analysis and Interpretation of the Results

4.1.1 Observation.

During the observation, the professor reviews the previous day's course content by asking them who remembers the topic about the names of the buildings. At this moment everybody was silent. The professor asked them back. The students answered in Spanish that they did not remember. The instructor gave an overview of day's course content in a logical sequence. There was a student who asked if the material would be evaluated in the exam. The professor answered that everything would be assessed in the exam. It has been observed that the tutor did not summarize for the class with content covered. The professor directed student preparation for the next class with model cities. The professor provided well-designed materials on printed copies. The students employed non-lecture learning activities, for example small group discussion or student-led activities, but when they had to explain the material for classmates, nobody wanted to go to do it. When the instructor asked them, another student answered from another group and his answer was not right. The professor was inviting them to make critical thinking skills during the class discussion, but the students looked tired and worried to leave the class. The tutor did not employ other tools or instructional aids for

instance, technology, video, overheads, except a computer to record the assistance and homework. The instructor delivered a well-planned lecture, but there were some students listening to music with their headsets. Students must improve their skills, but maybe, they need to change their attitude to study. The teacher never tried the pronunciation in her class during this observation. According to the teacher-student interaction, it was observed a variety of students who promoted respect for diversity among them. Despite everything, class did not demonstrate awareness of individual student learning needs. The class did not understand exactly the verb **to have** or **to be**. The students did not appear knowledgeable about different topics. As a result of this the class did not seem well organized. Some students never repeated if the teacher requested to do it. They said that English is an unpronounceable language. The professor explains concepts clearly, the students did not relate concepts to their experiences. Thus, the professor selected learning experiences appropriate to level of learning in order to create their awareness of their life, but students did not understand her goal.

4.1.3 Questionnaire.

Survey on the use of Podcasts in CINDEA de Bijagua.

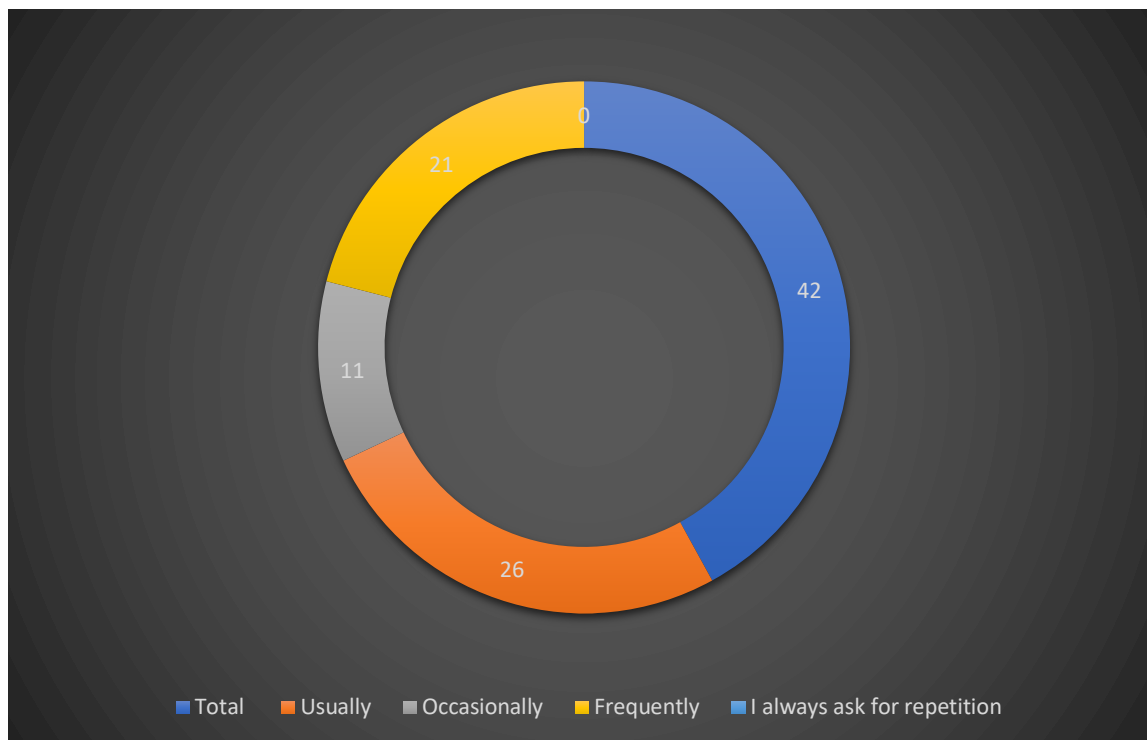
The purpose of this survey is to know the students' opinion on the aspects of podcast use in CINDEA de Bijagua. The items to be evaluated are such as: number of hours of study, what applications they used to study, relationship of study hours and grades. This survey was anonymous. The results of this research allow the researcher to identify skills that can continue or improve the listening skills of English. This survey consisted of ten items.

Graphics students



Graphic 1

Do I listen carefully to what professors tell me?



Source: questionnaire applied to students.

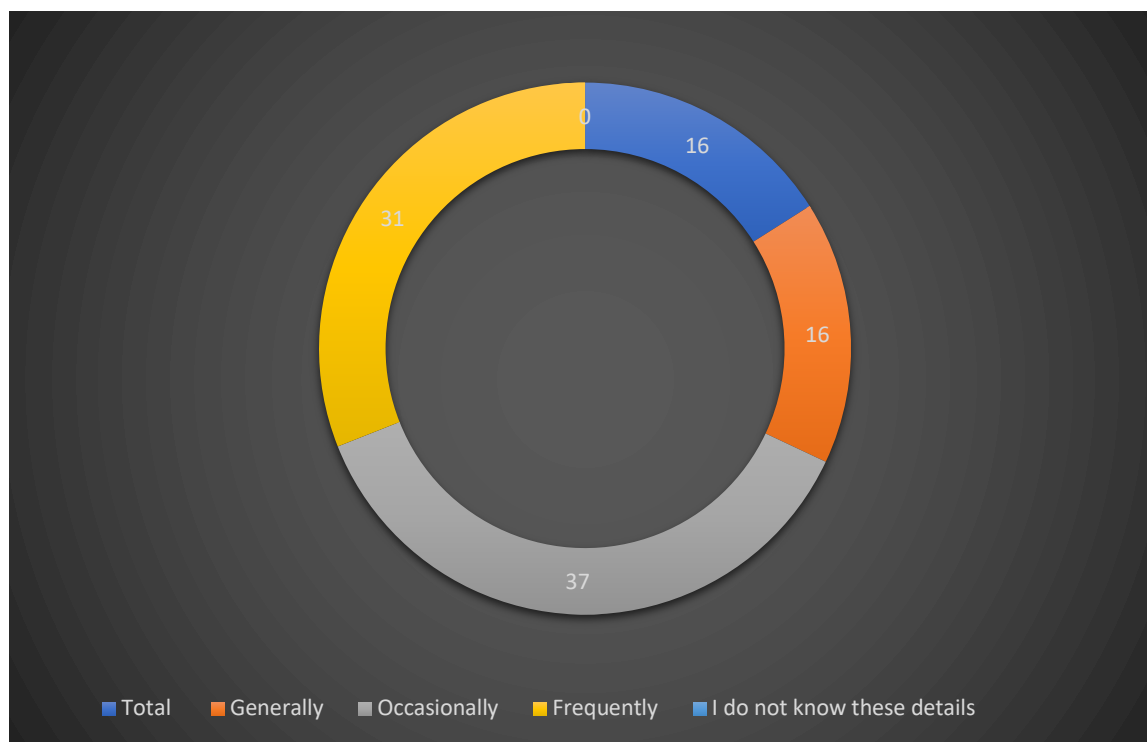
Analysis CINDEA Bijagua Students Use of Podcasts.

100% of the total number of interviewees is represented by nineteen students. 42 % of students confirmed that they listen carefully. While the 26% answered that they listened a lot carefully. Therefore, there is a lower percentage of whom occasionally do not care what they are listening.

As a result, the majority of them pay total attention when somebody speaks to them, but this representation is less than half of the participant. It was determined that 11 % almost do not pay attention, and the 26 % which represents less than one third are the students who usually listen carefully.

Graphic 2

I interpret the word, the gesture, and the intonation of the speaker when he is speaking to me.



Source: questionnaire applied to students.

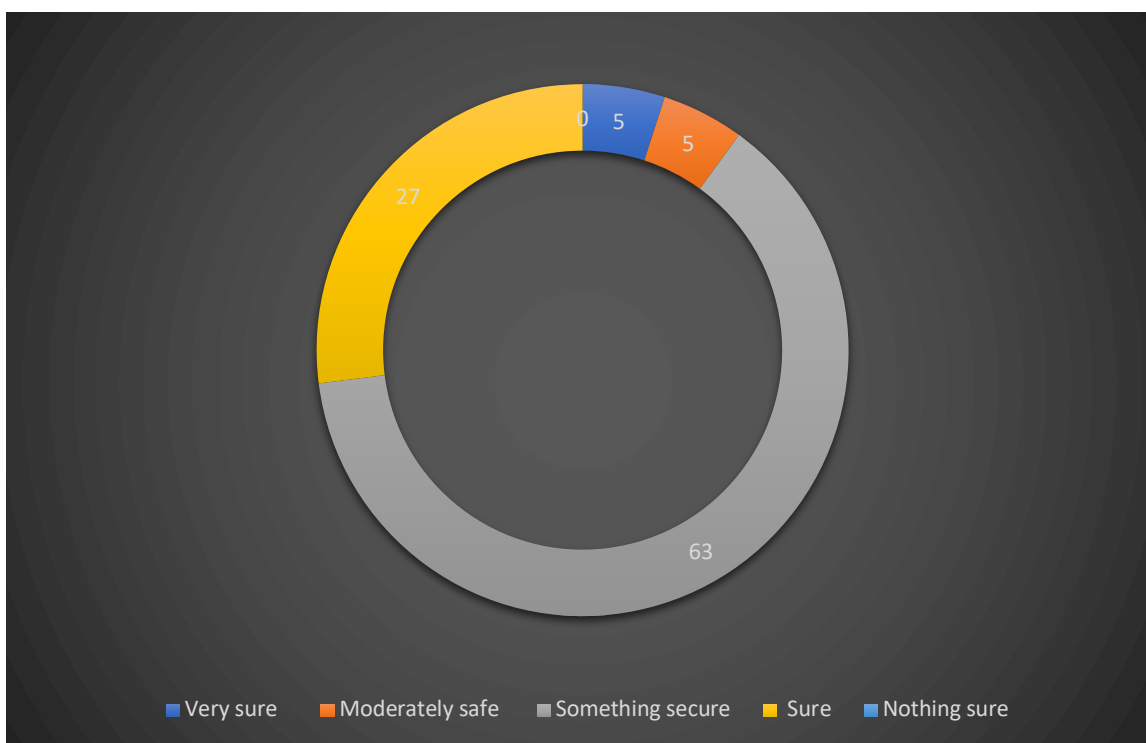
Analysis CINDEA Bijagua Students Use of Podcasts.

37% of the students responded that they were not interpreting the word, the gesture, and the intonation of the speaker who is talking to them, because they were occasionally not making an active listening. Contrarily, one third part of them were frequently making an active listening. However, one third part of them were always interpreting what they listened to.

As a result, there is enormous difference between who occasionally pay attention and who make active listening at lower percentage.

Graphic 3

How safe do you feel listening to a podcast?



Source: questionnaire applied to students.

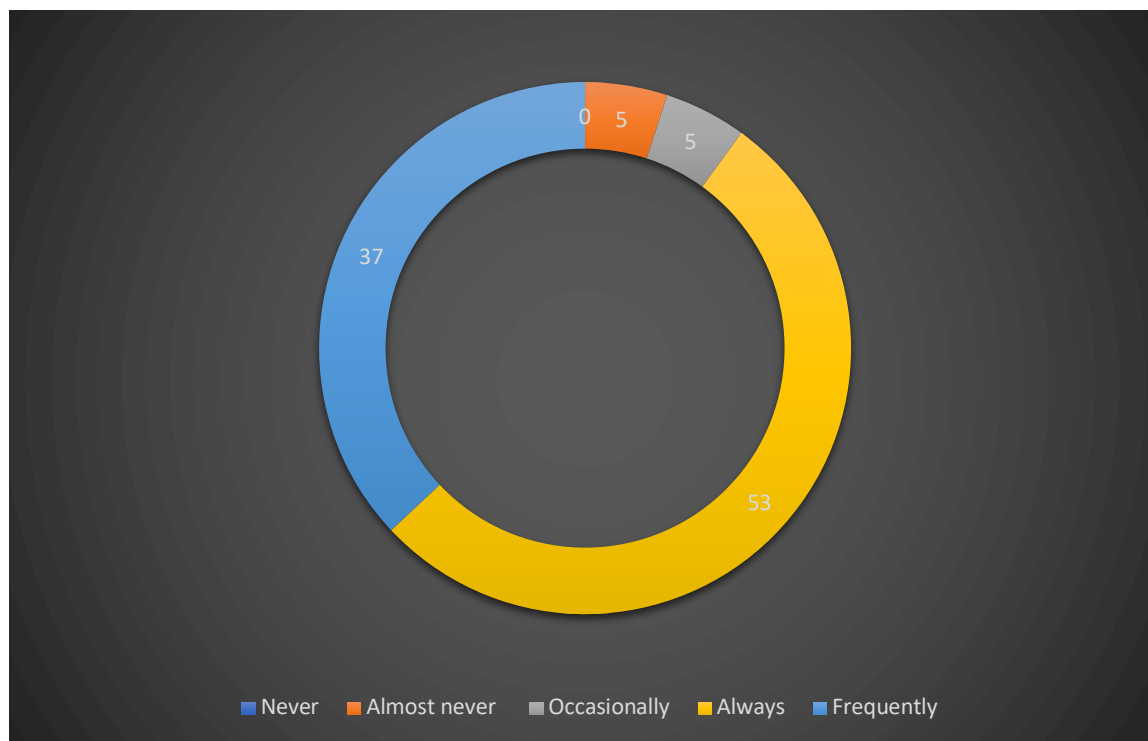
Analysis CINDEA Bijagua Students Use of Podcasts.

Many of them reported with a 63 % something secure, which means that those students do not understand how the podcast should be performed. While unique the 10 % of the students showed confidence to perform a podcast. Moreover, less of 1/3 of the pupils felt sure listening a podcast.

As a result, the students who do not feel sure by listening to a podcast represent a high percentage, while who feel safe is a lower percentage.

Graphic 4

Do you think listening to that podcast improves your listening skills?

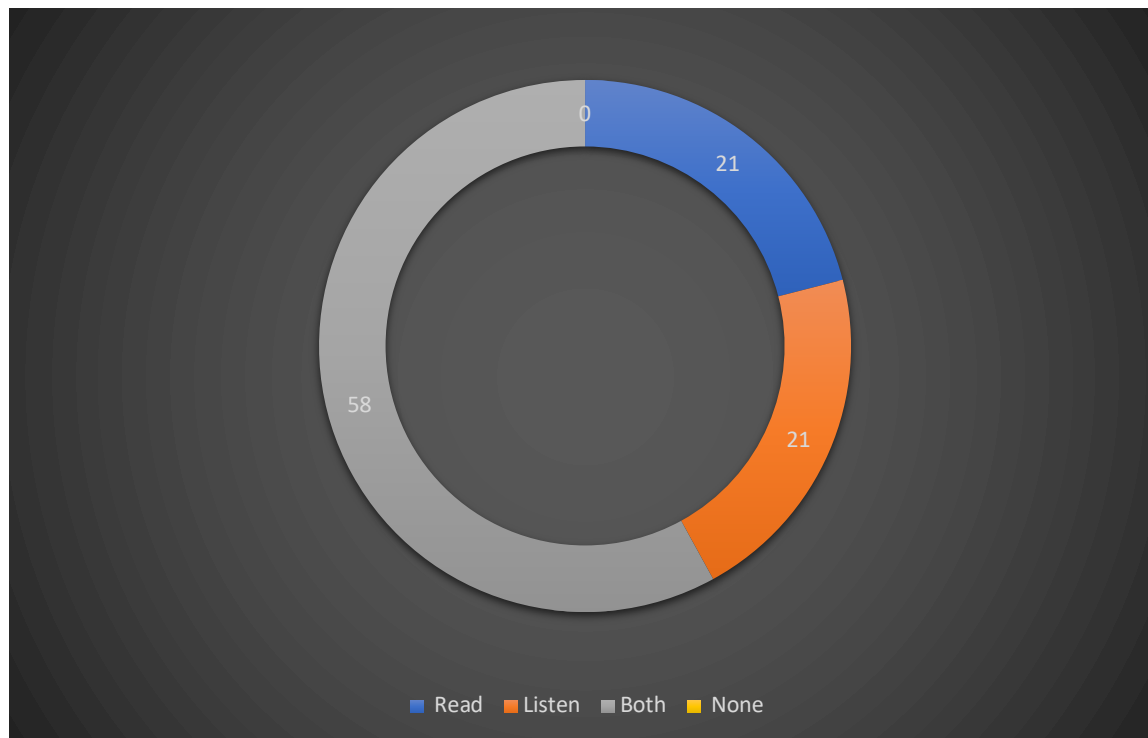


Source: questionnaire applied to students.

Analysis CINDEA Bijagua Students Use of Podcasts.

53% of the students confirmed that they could improve their listening skills if they were listening to it. Besides, 37% of them were in favor that their listening skills would improve if they were listening to that podcast. However, 10% of them considered that the podcast would not improve their listening skills.

As a result, the majority of them wanted to listen to a podcast. However, there is a high percentage of those who think that listening to a podcast was not necessary.

Graphic 5**Do you prefer to read or to listen to a podcast?**

Source: questionnaire applied to students.

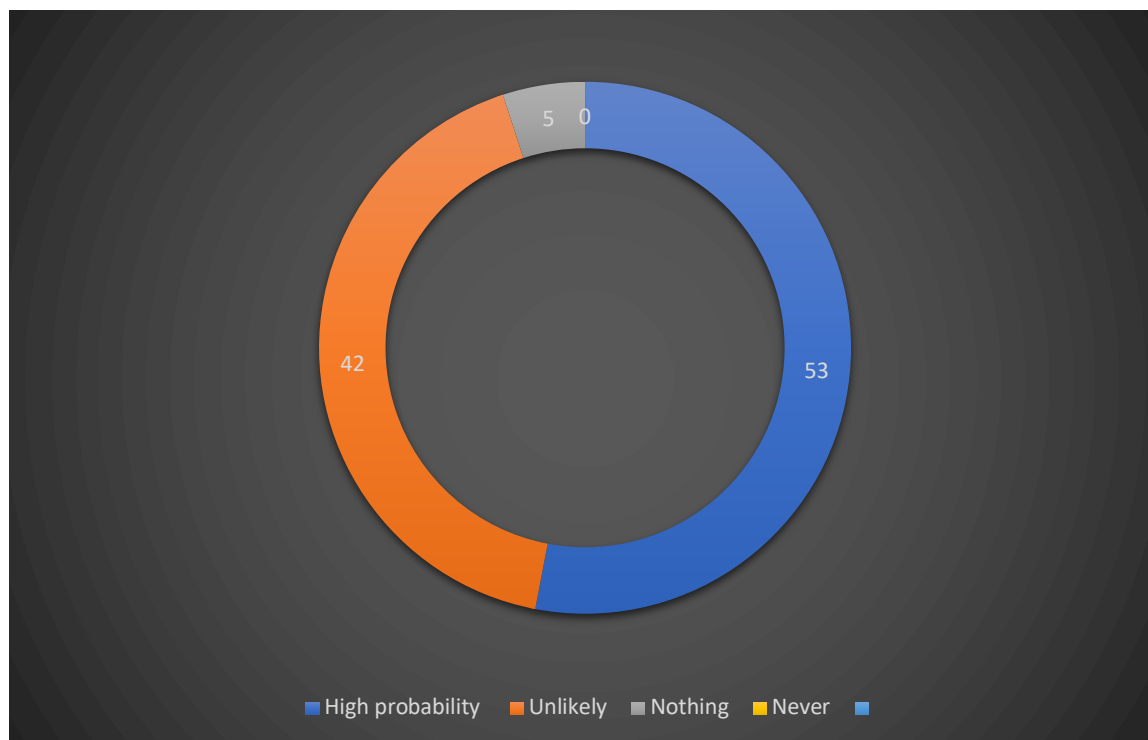
Analysis CINDEA Bijagua Students Use of Podcasts.

58% of the students reported that they prefer to read and listen to a podcast, this means that they listen to the podcast when they read it. Then, 21% of them preferred only reading. This meant that they did not like to listen. Contrary to the other 21% who prefer just listening to the podcast.

As a result, there is a wide majority who wanted to listen to the podcast while reading. This is an important fact to know how the students should want to study.

Graphics 6

How likely are you to recommend the podcast to another student?



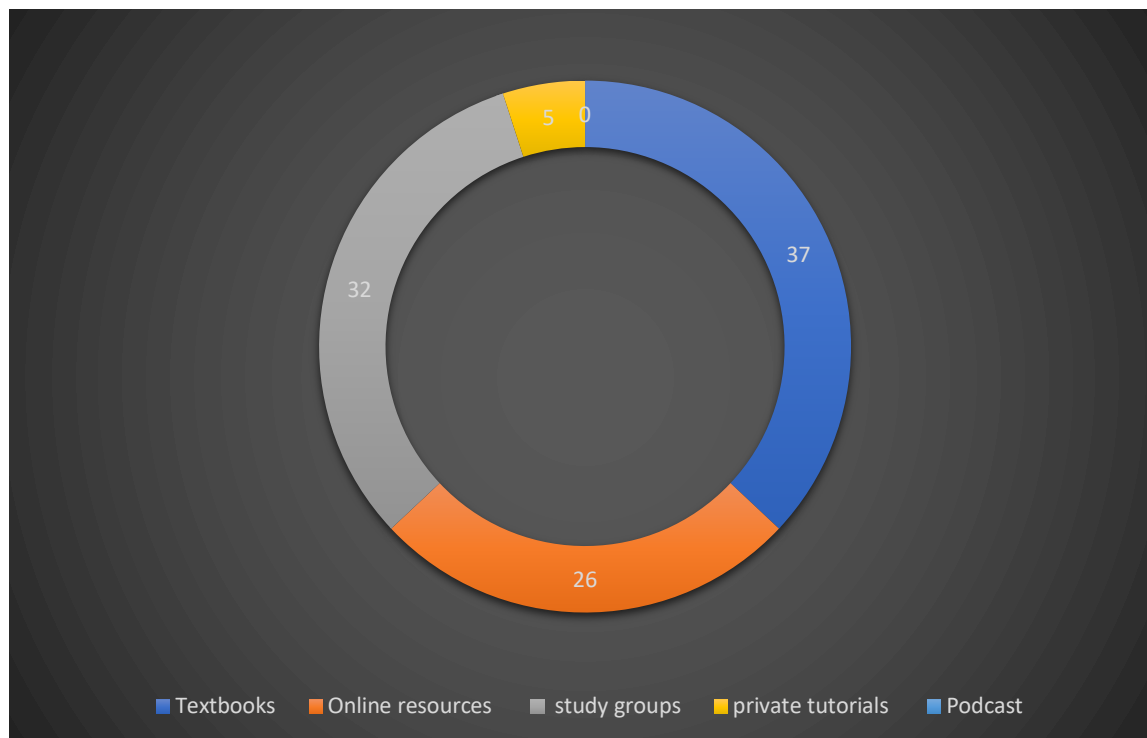
Source: questionnaire applied to students.

Analysis CINDEA Bijagua Students Use of Podcasts.

53 % of the students answered with high probability they would recommend the podcast to another students. Then, 48% of them negatively reported its recommendation to other students. 5% of them mentioned that they considered not important this devise for improving their listening skills. Consequently, there is almost a technical gap between those who do not recommend the podcast and those ones who would recommend this application to study English.

Graphic 7

What resources do you use to support your English learning?



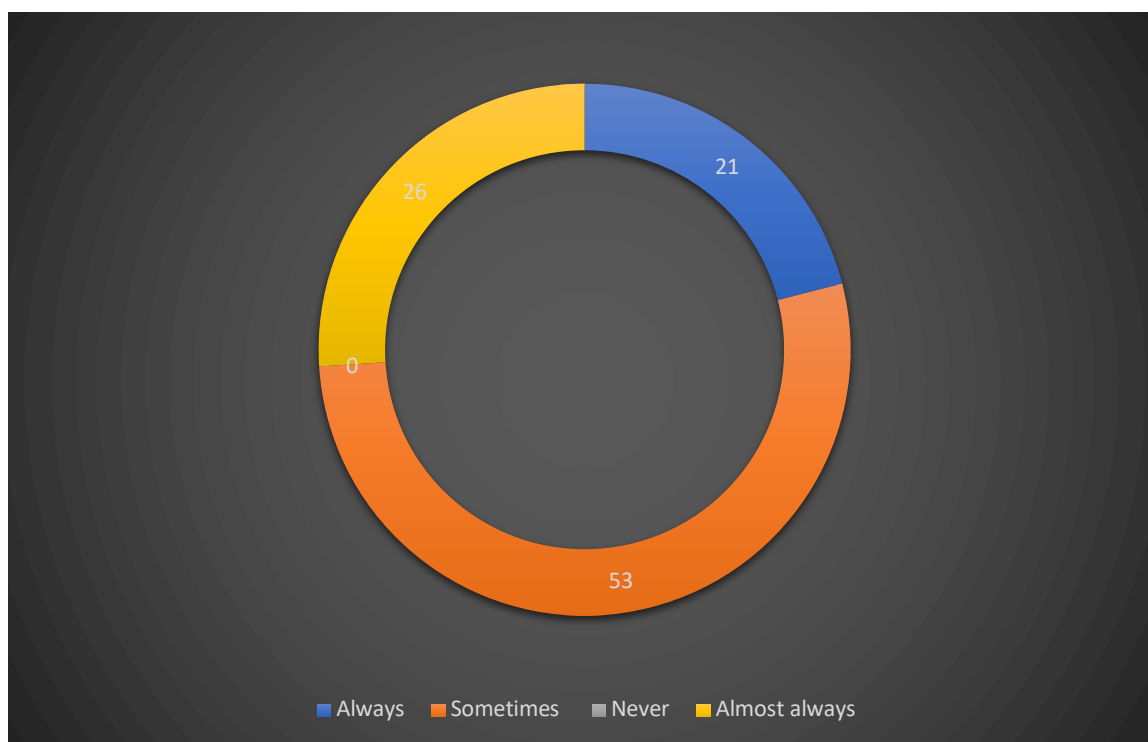
Source: questionnaire applied to students.

Analysis CINDEA Bijagua Students Use of Podcasts.

37% of the interviewed answered that they used textbooks to support their English learning. The 32% of the students said that they perform their English learning by studying in groups. But the 26% were working on online resources. Exceptionally, the podcast did not represent any percentage of this group of students. As a result, the podcast is not being used to study English. The students continue studying with the textbooks. Besides, there was large group of pupils who were studying together. Also there was high percentage of students who were looking for material online resources.

Graphic 8

I summarize what people say to make sure I understand what they said.



Source: questionnaire applied to students.

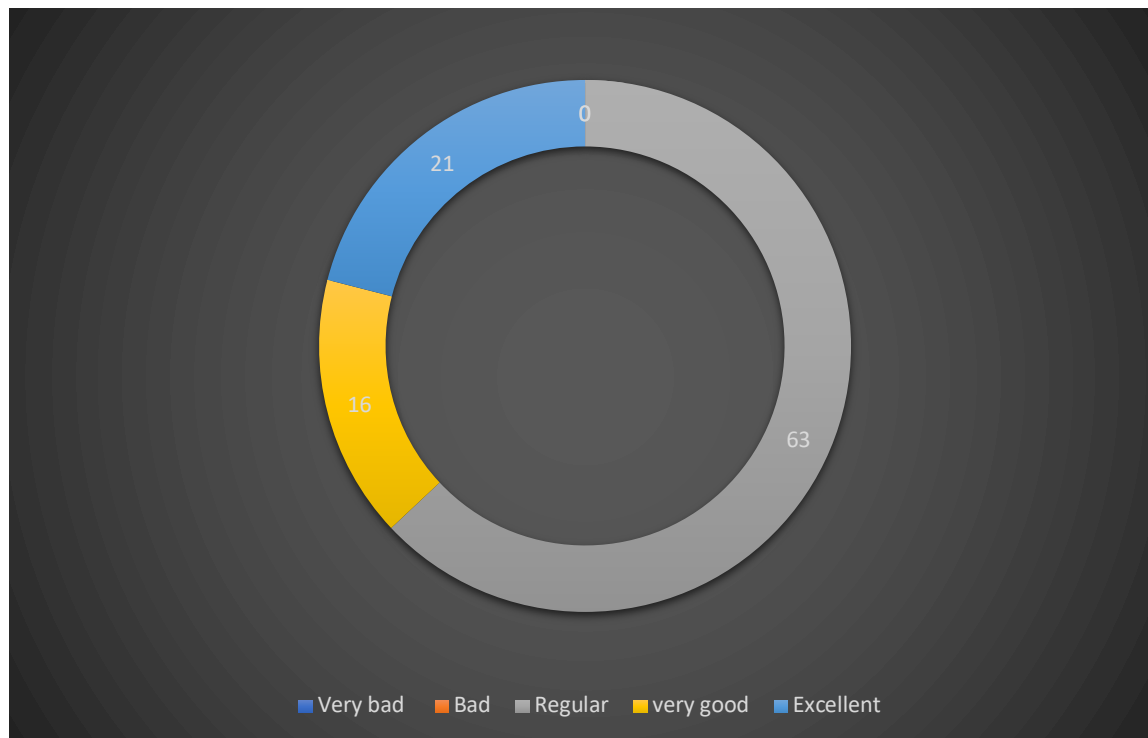
Analysis of Cindea Bijagua Students Use of Podcasts.

53% of the students answered that they occasionally paraphrase what they understood. On the other hand, 26% reported that they almost always paraphrased what they listened to. However, 21% said that they always paraphrased what they listened to.

As a result, there was a high percentage of students who did not understand what they listened to. This showed a few worried to learn a second language. However, there was a lower percentage who always paid attention to what they listened to.

Graphic 9

How would you rate your English?

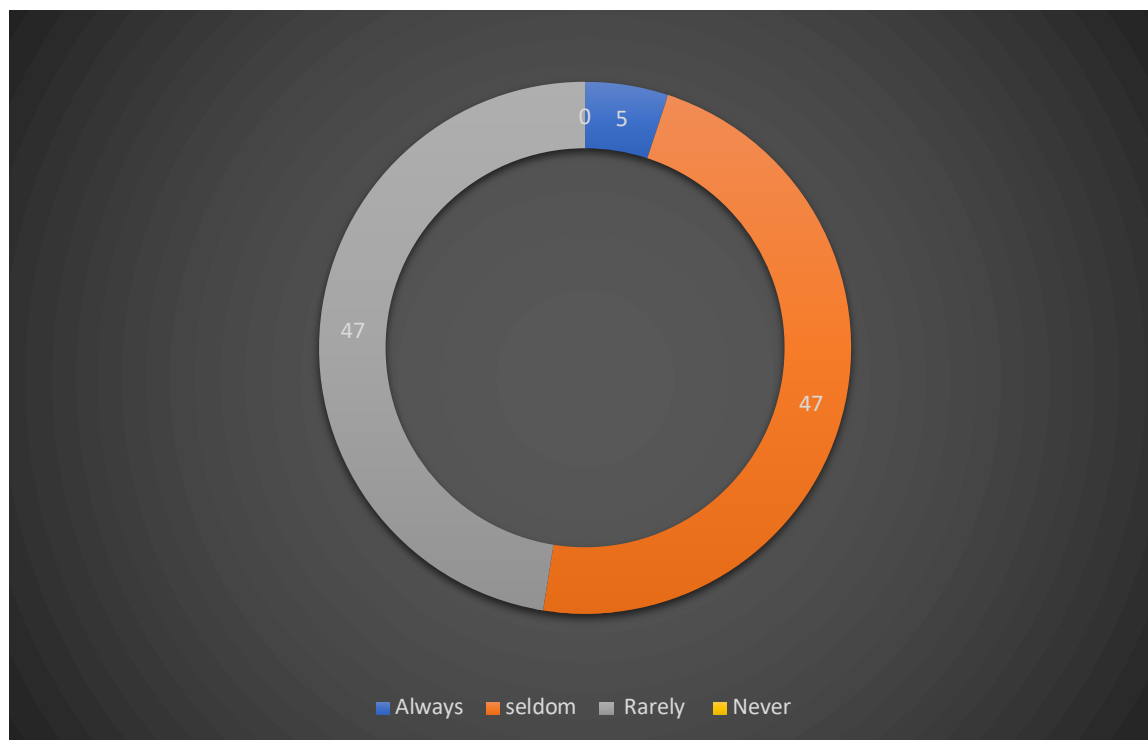


Source: questionnaire applied to students.

Analysis of CINDEA Bijagua Students Use of Podcasts.

63% of the students interviewed reported that they rated their English as regular. The 21% of the students said that their English was excellent. Then, the 16% considered their English as particularly good. In other words, one-third rated their English as positively good, contrary the majority of them rated it as not good. However, nobody evaluated their English as bad.

Consequently, the majority of those students rates themselves as having a regular English. Moreover, the percentage was higher of those students who rated their as unbelievably bad. It is just the 16% who rated it as good English.

Graphic 10**How regularly do you study English?**

Source: questionnaire applied to students.

Analysis of CINDEA Bijagua Students Use of Podcasts.

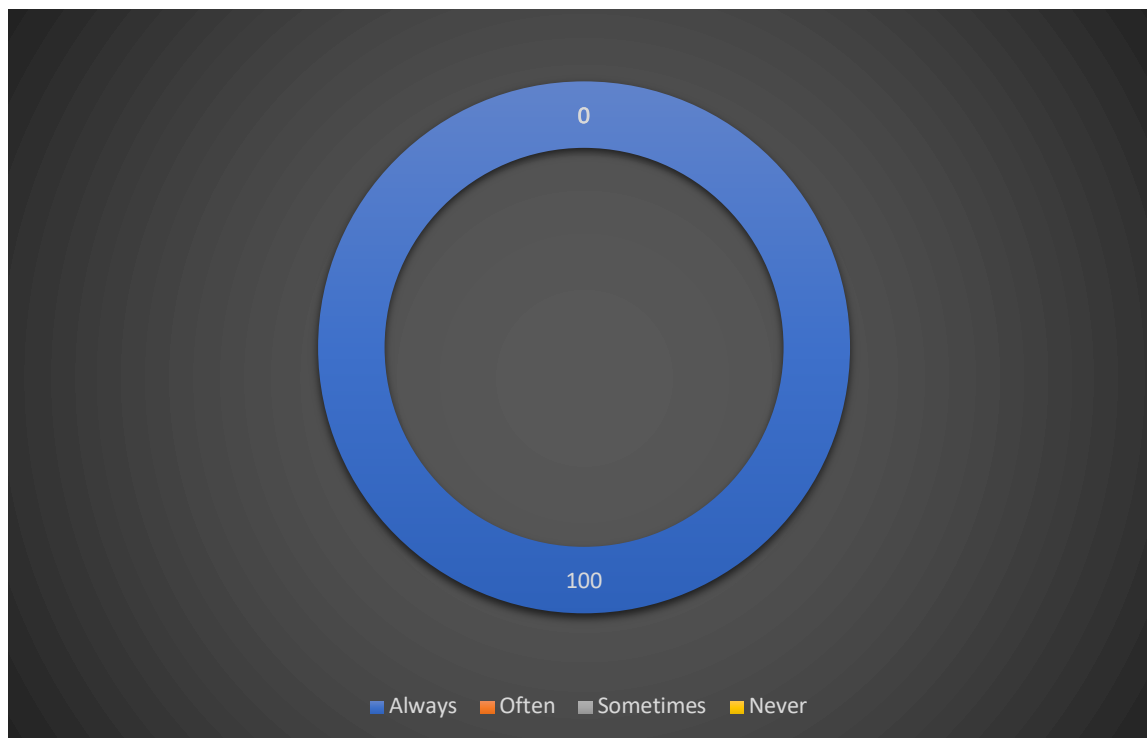
5% reported that they always stud English. then, the 47% of students studied English seldom. Likewise, they reported that they study English rarely.

As a result, there is a significative majority of students who were not studying, unlike the smallest quantity who were studying positively.

Teachers Questionnaire Results

Graphic 11

I carefully listen to what students are telling me.



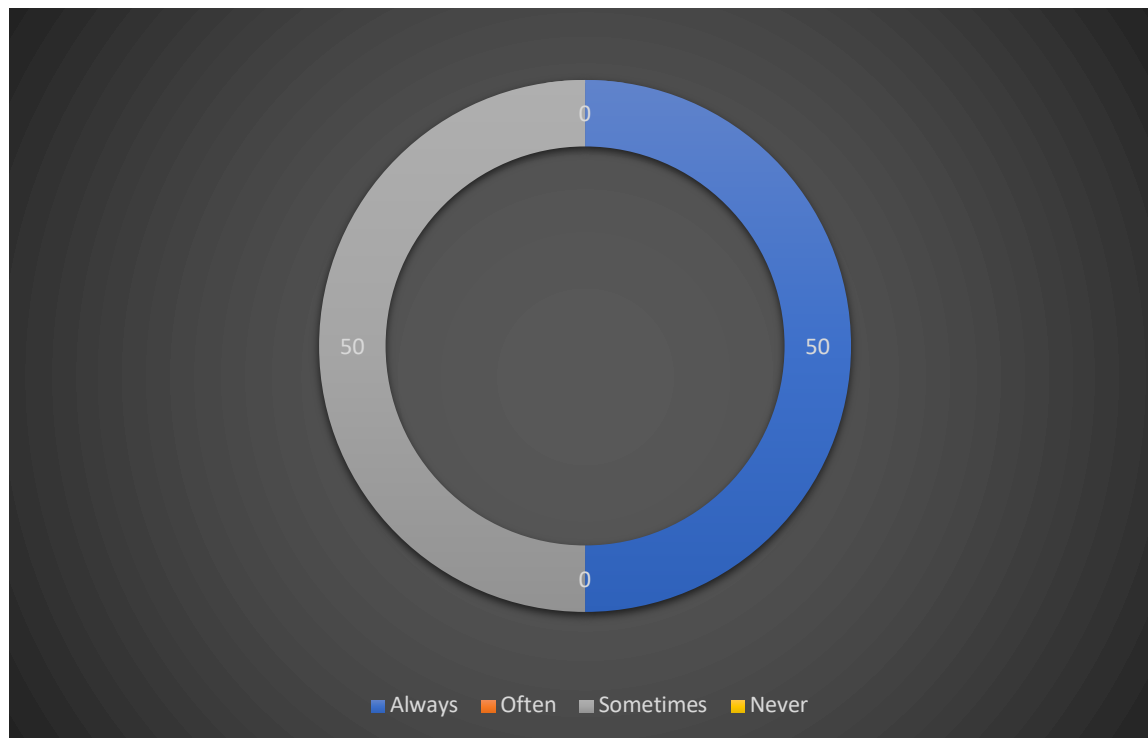
Source: questionnaire applied to teachers.

Analysis of CINDEA Bijagua Professor's Use of Podcasts.

According to what they reported, they listen carefully 100% to their students. As a result, the professors listened carefully to their students and to their questions.

Graphic 12

Do you consider that podcasts improve your listening skills?

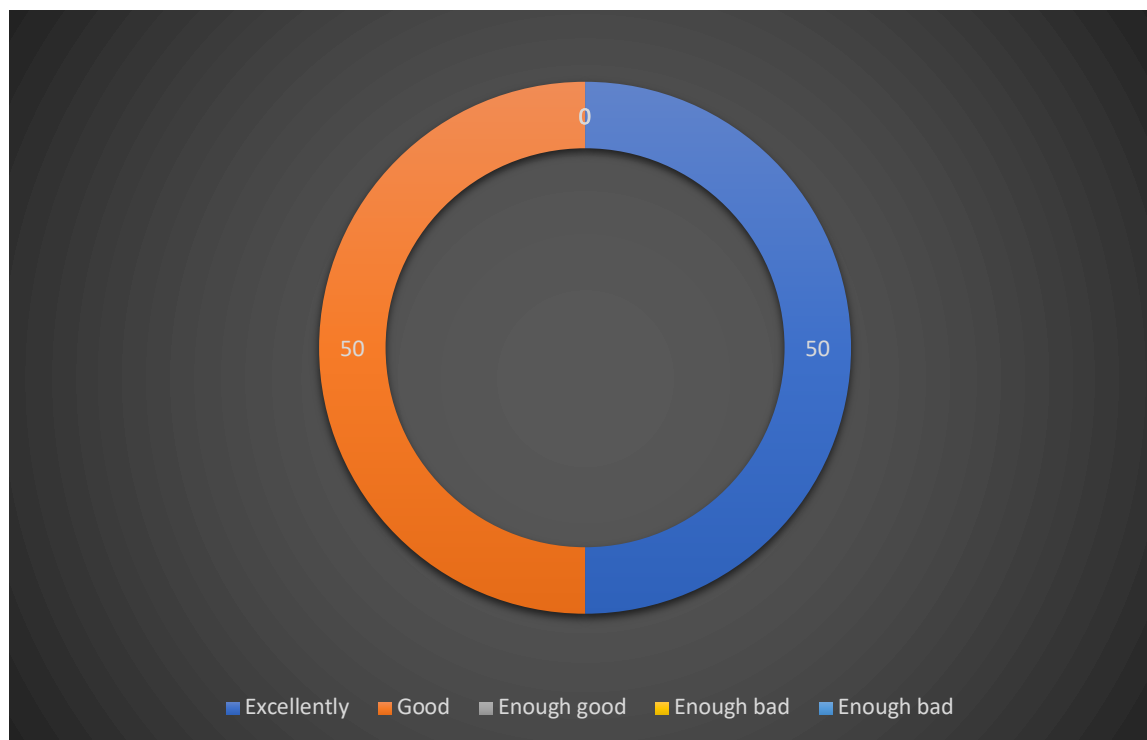


Source: questionnaire applied to teachers.

Analysis of CINDEA Bijagua Professor's Use of Podcasts.

50 % of the professors reported that they improved their listening skills always. However, the same 50% stated that they improve their listening skills sometimes.

As a result, the half percentage of professors think the podcast is a useful app to study English, but the other group looks not interesting to offer this driver to the students.

Graphic 13**How well did students communicate with the professor?**

Source: questionnaire applied to teachers.

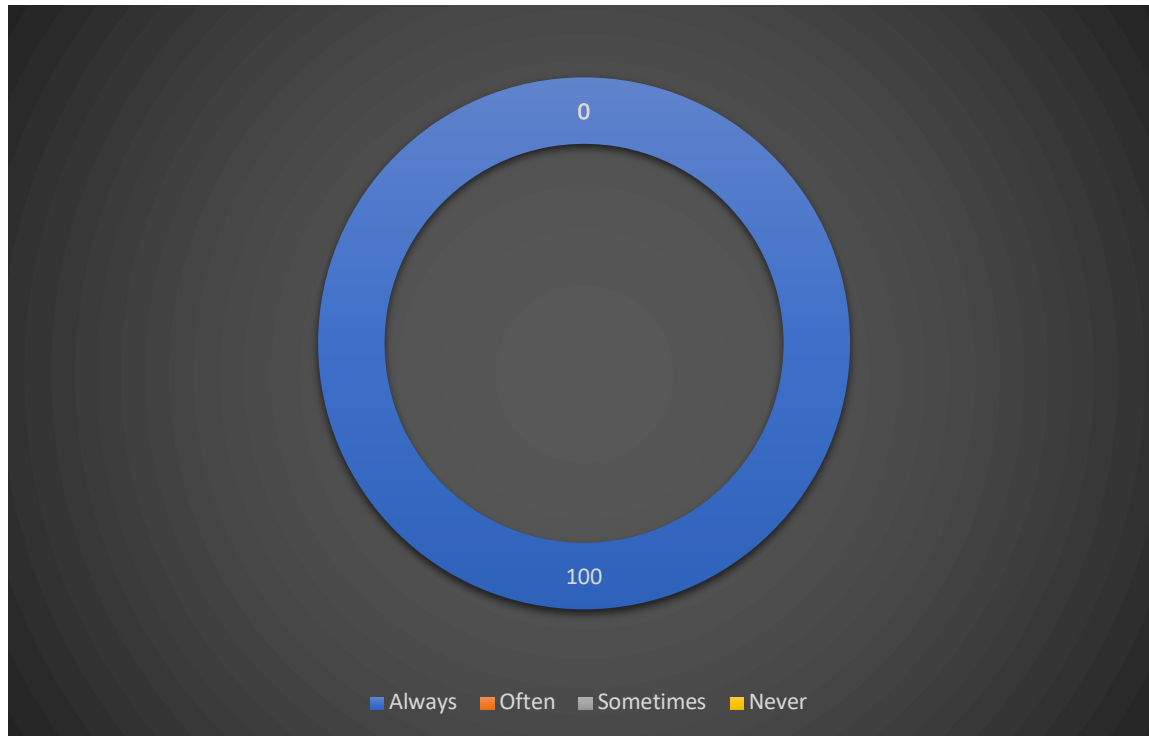
Analysis of CINDEA Bijagua Professor's Use of Podcasts.

50 % of the professors reported that students communicate with the professor very well. However, the same 50% stated that students communicated with the professor excellently.

As a result, the professors communicated that students did not have a high skill to speak to him. While half of them feel communication is excellent. It means that the results on the listening skills are under evaluated for the poor communication between teachers and students.

Graphic 14

How likely would you recommend the podcast to a student?



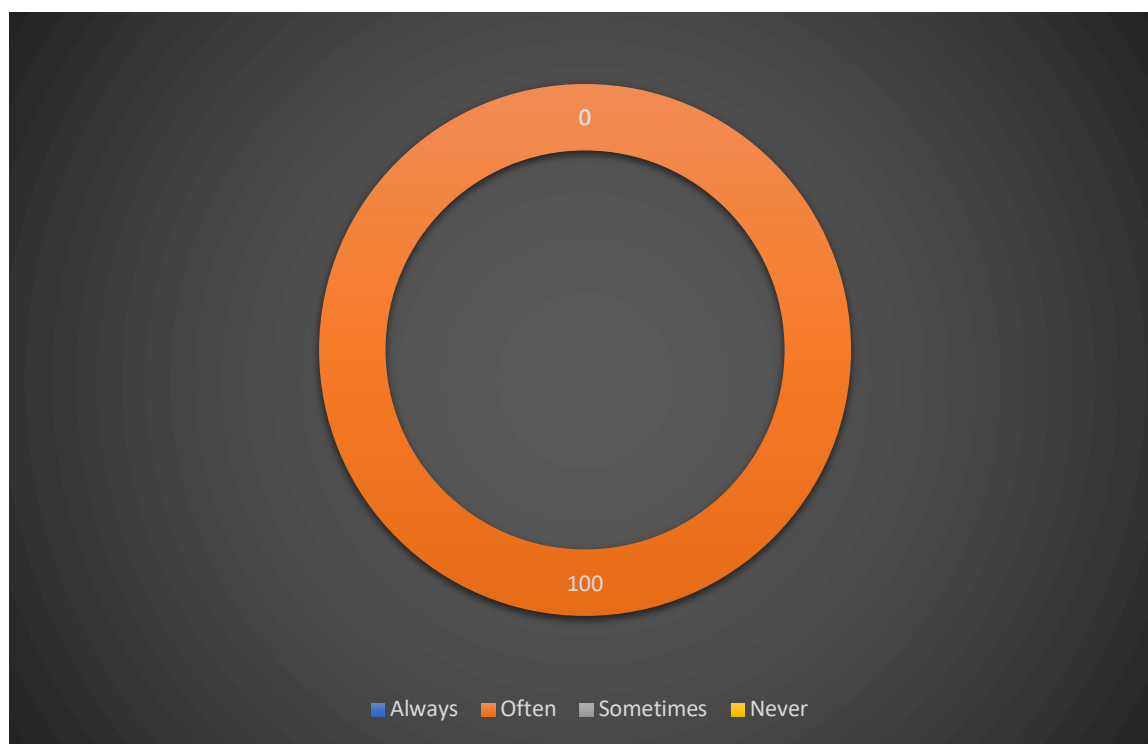
Source: questionnaire applied to teachers.

Analysis of CINDEA Bijagua Professor's Use of Podcasts.

100% of the professors recommended the podcast to the students. As a result, the professors feel 100% positive to inform about podcast. In other words, professors recommend the podcast, but this attitude is just staying there. To put it clearly this recommendation never transcends. Although, instructors have the willpower.

Graphic 15

How do podcasts improve English teaching?

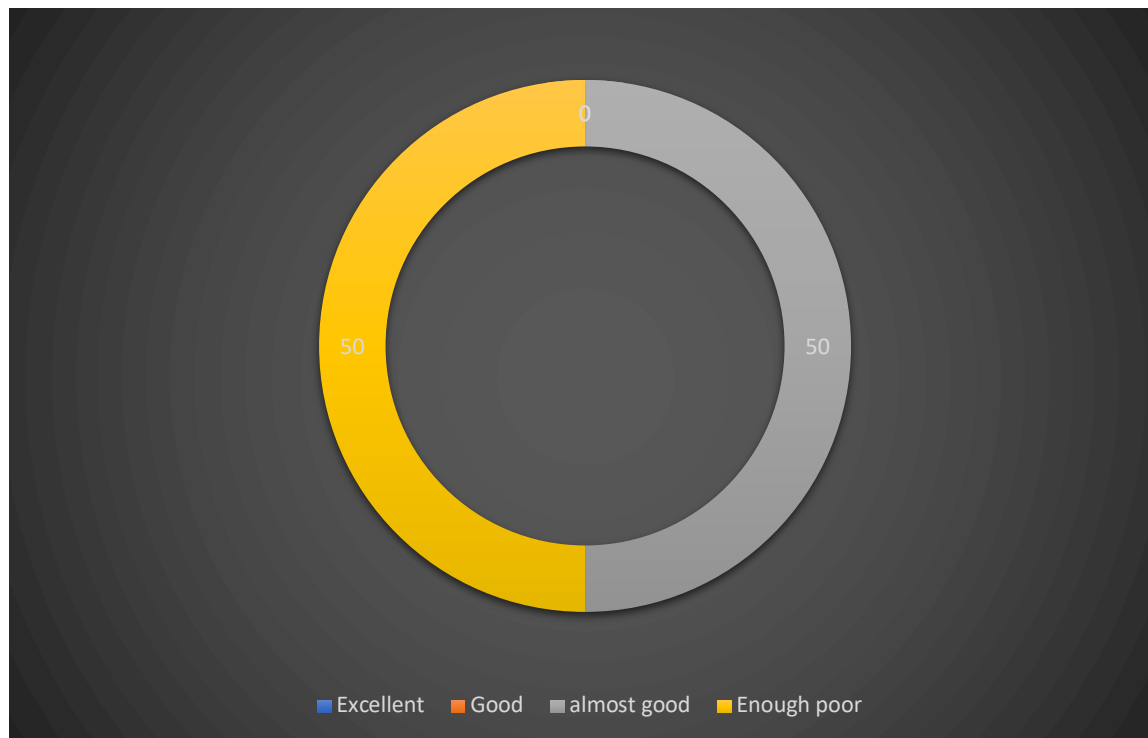


Source: questionnaire applied to teachers.

Analysis of CINDEA Bijagua Professor's Use of Podcasts.

50% of the professors reported that the students almost good informed about podcast. However, the other 50% said that the students were enough poor informed. It reports that the students are not excellently informed about using podcasts.

As a result, the students were not well informed about podcasts, because it is just half of this question who answered with an enough poor. Those students need to have a better notification about materials to study. It is contradictory because teachers know the podcast should increase the listening skills, but they do not put it in practice with students.

Graphic 16**How well are students informed about podcasts in class?**

Source: questionnaire applied to teachers.

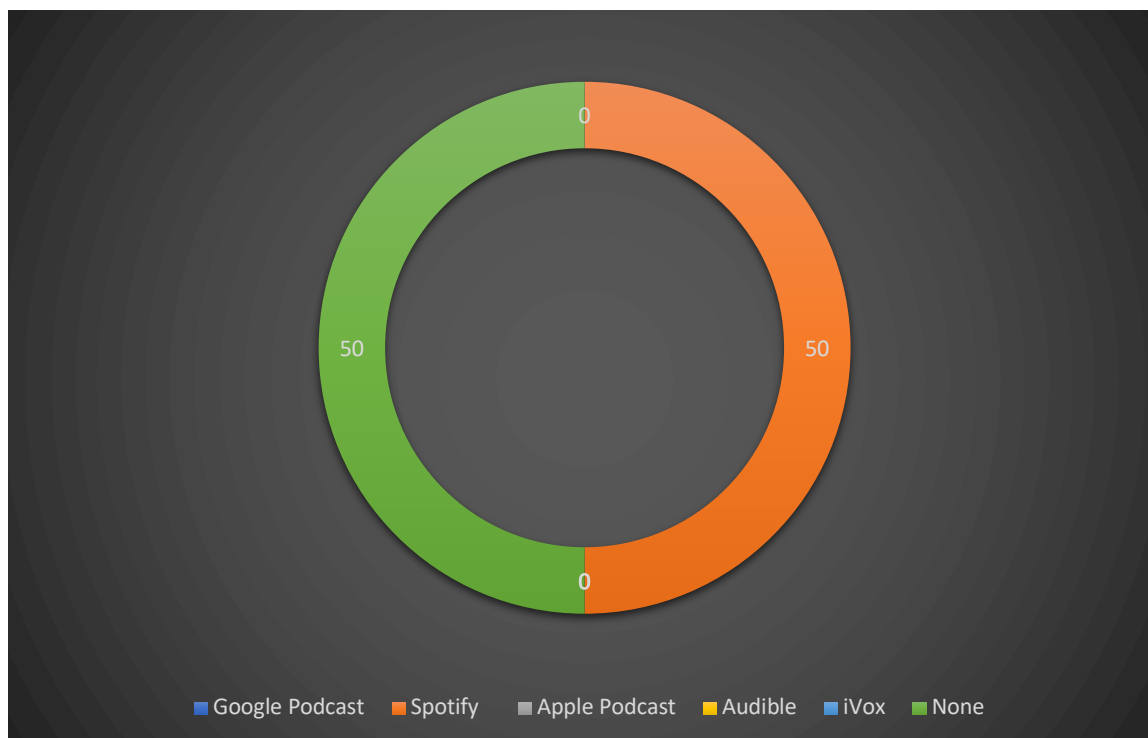
Analysis of CINDEA Bijagua Professor's Use of Podcasts.

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Graphic 17

Have you ever played podcast to improve their English (If so) what platform?



Source: questionnaire applied to teachers.

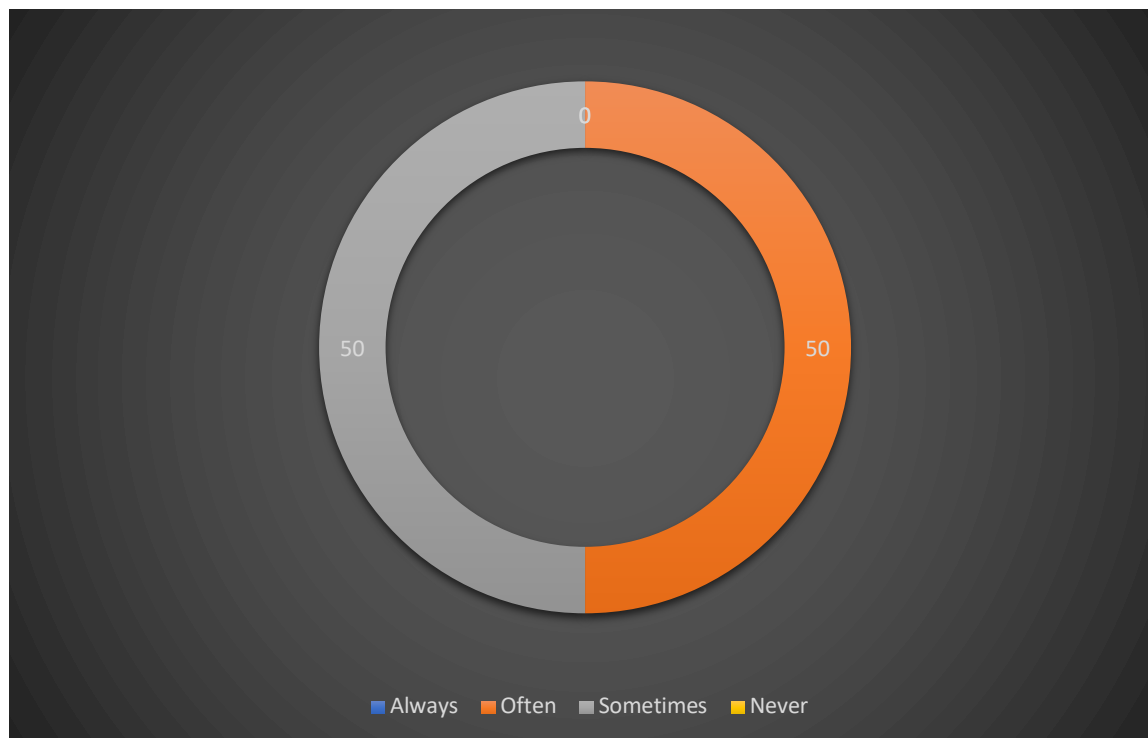
Analysis of CINDEA Bijagua Professor's Use of Podcasts.

50 % of the professor reported having played a podcast to improve their English on Spotify platform. However, the other 50% stated that they did not use any platform.

As a result, only the half of the professors used a Spotify to enhance their improvement in the English language. To clarify why students do not play any podcast is particularly because Spotify is just to play music, even though, it just a music streaming service. For this reason, 50% to improve represents a lower performance dedicated to teaching listening. However, professors should play Spotify to explain oral production for students can hear vocabulary. Thus, students can increase their listening skills.

Graphic 18

I feel comfortable teaching pronunciation in an indirect manner.



Source: questionnaire applied to teachers.

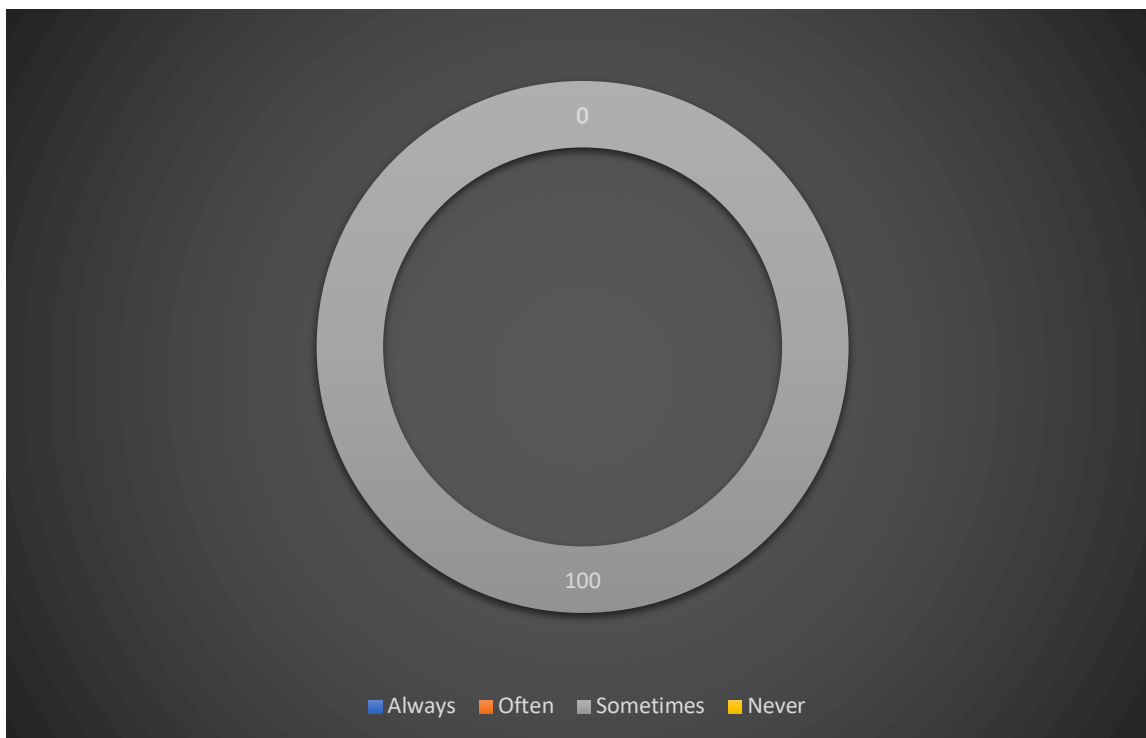
Analysis of CINDEA Bijagua Professor's Use of Podcasts.

50 % of the professor marked that sometimes they felt comfortable teaching pronunciation in an indirect manner. Which means like no good mood. However, 50% of them often feel comfortable teaching pronunciation in an indirect manner.

Therefore, the professors do not look interested in teaching pronunciation in an indirect manner. For instance, often and sometimes show them disappointment with this strategy. Undoubtedly, sometimes represent the 50% which reflects an indicator lower for this investigation.

Graphic 19

May you explain pronunciation when you see any student who does not understand.



Source: questionnaire applied to teachers.

100 percent of the professors said that they explain “sometimes” pronunciation when there was a student who did not understand how to pronounce a word.

As a result, the professors did not clarify when they detected something was going to be wrong. However, students said in their surveys in a lower percentage that they were not interested in the pronunciation. In fact, the pupils do not play any app to listen pronunciation. Absolutely, the instructors should not explain pronunciation because students will not be interested in these skills. Due to this, students never understand how should sound different words or sentences.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

It is crucial to make the changes for the secondary students right now. The teenagers are in the high school not only to learn to write, but also to speak in English. According to this investigation, when students are in class, the professor is not speaking to them in English, all instructions and conversations are in Spanish. The professor should be speaking in both languages simultaneously to enhance students' fluency. It could be first in English just paying all the intonation in this language, as they can listen to their professor, and then in Spanish, only if it is necessary. With this in mind, students get a clear idea of what is the instruction. Many times, the instructions are the same, with this, students do not wait for translation into Spanish, because repetitions produce auditive match to what they know previously, creating a positive impact on students' cognitive development.

The professor should be attending on students by implementing the vocabulary in English language, in order to get consciously a higher level of English learning. With this purpose, students can hear correct feedback just to expand their listening and confidence of what they hear is what they understand. Providing these strategies professors get excellent skills through the methods that they are applying to their students.

5.2 Conclusions

The conclusions to this research has reached are presented below. According to the first objective: " To demonstrate that pronunciation improves by using podcasts." It resolved that the

podcasts considerably improve English pronunciation. If many students pronounce some words perhaps not correctly, but in most cases this is because they have read it somewhere. This particular situation can be resolved if they had discovered it when they saw it and someone had pronounced it correctly. Then, it can be concluded that learning must be done holistically and not piecemeal. This mismatch can be done with this tool, the podcast which can listen to its corresponding pronunciation and even better if we use the subtitles and their transcription. When students encounter a new word, they will notice how it is pronounced and its use in context. Due to this particular use, students can listen as many times as they want until they are satisfied with all the skills. If students could write those new words many times and listen to how they are pronounced, a lot of IQ would be used. A significant number of podcasts use the shadowing technique, which consists of using the podcast with subtitles and transcription, and in addition, they can read the words they hear and observe aloud. With this tool, students would improve their pronunciation and fluency in all aspects in quantity and quality because podcast was obviously conceived for this reason. Any student would increase his learning rate with this strategy

If students hear something in English and should understand what they have heard by practicing with podcasts. Furthermore, they had no idea what the word was, where it was located or how it was spelled. Then, with the subtitles or the transcription of the text, students will be able to see what that word was. If students read the word they will be able to refresh their memory and thus remember its meaning. Many podcasts come with interactive subtitles and he can review its meaning immediately on his computer. This would avoid having to looking for that word in the printed dictionary. The student will have less time to be distracted, because he will be able to listen to it and read it, in addition to being able to remember it more easily in another time.

In conclusion, the second objective “ To generate an interrelation between using podcasts and the improvement of listening in the students.” The ability for listening to a podcast, students will have the ability to understand the difference between written English and spoken English. When students are using podcasts, they will have to be reading the subtitles, which is an excellent activity for academic life. Therefore, the vocabulary, grammar and general comprehension will develop listening skills. Students will be able to understand that there is a difference between how it is spoken and written, just like other languages. The benefits of listening to a podcast with transcription and subtitles would make students notice those differences that are not there if they read a newspaper or a book. Fluency will come quickly for students because they will be able to write it, understand the differences when English is spoken from written.

However, when only listening, students have fewer options to observe and identify their own characteristics of pronunciation. Therefore, it would be a bit annoying to pause and rewind the podcasts. If the subtitles or transcript are visible to the student, it would be easier for them to observe what they heard. Even if he has never observed that word, he will already know how to pronounce it and what its meaning is in context.

If students hear something in English and do not understand what they have heard. Furthermore, they had no idea what the word was, where it was located or how it was spelled. Then, with the subtitles or the transcription of the text, students will be able to see what that word was. If students read the word they will be able to refresh their memory and thus remember its meaning. Many podcasts come with interactive subtitles and he can review its meaning immediately on his computer. This would avoid having to looking for that word in the printed dictionary. The student will have less time to be distracted, because he will be able to listen to it and read it, in addition to being able to remember it more easily in another time.

Listening comprehension in English is improved if it is done in this way: it is important to emphasize that not only by listening to podcasts, but also with subtitles and

transcription, with this, students will follow the words they hear. Therefore, this would result in students receiving a complete immersion of the podcast. When students read the subtitles or transcript ahead, they will be able to link the English they hear to the text in real time. Students will be able to observe how oral production connects between words, making a sound link different from Spanish. With this in mind, students have a good chance of understanding many characteristics that would be almost impossible to justify to them in such a short time as they have to teach the class. There is simple correlation between not listen a podcast and do not understand what listen as a conclusive evidence.

When observing various tests carried out, it is confirmed that the majority of the students did not fully complete the development and if they did, their essays do not show the expected cohesion in grammar, the part of speech was not in order as required by the teacher. When does look at the written texts it can see that there is a lack of punctuation and they are very confusing for the requested topic. The students do not have control of what they write, their writing is not agile or fluid when it reads to them. It was observed that the quality of the text shows a lot of deterioration in terms of the use of vocabulary. Conjugated verbs do not present the subject of the sentence, there is no agreement between quantities and verbs and the placement of adjectives.

According to the results, the professors admit the importance the podcast to prepare the students with better listening skills. They accept also that they are not playing it at any moment. The survey provided that the students do not have clear how the podcast can support them in their English learning. With this in mind, they should not recommend it to other students. Additionally, the professors only admit the cruciality of the podcast, but they do not make more of that importance. The professors can recommend it, but it is just because they understand that the podcast is a great application.

Podcasts are authentic tools because they are useful, providing students with examples of how native speakers really speak. Furthermore, the students could not notice when they had different accents in the podcast, to them everything sounded the same and confusing. The use of podcasts was suggested to them when they were not in class. For example when they traveled by bus, during breaks, on weekends. If students had better access to the internet and perhaps good headphones, they would find it more attractive to perform exercises with topics of their liking. For this investigation, this objective was not getting its goal successfully because those students do not have the necessary knowledges due to their short insights in this subjects. Students have significantly limited vocabulary or grammar, in addition to lacking the appropriate words for each specific moment. The students could not understand the interlocutor because they had problems expressing themselves or they did not know the topic they heard. The students were not calm when they spoke, they seemed aware of their likes or limitations and this caused them a lot of anxiety.

This research has analyzed the importance of the use of Podcasts in Cindea de Bijagua, as a digital technology tool that is currently being used for language education, and in this case English as an academic necessity. Therefore, this tool is of utmost importance for the didactic field. In this institution, their use is not clear, because one of their characteristics is that their technological importance makes them interconnected and able to move freely while listening to them. The teacher, having a lot of creativity, will make methodological approaches so that students have them available at all times. In addition, students will be able to do their oral tasks by making their own podcasts, and then they will share their productions between themselves and the teacher.

Students will use the technology that they are so passionate about, where they will have fun pronouncing and using new vocabulary compared to the conventional system where they work with printed material in their guides. According to what was observed, it is deduced that the consumption and production of audios are somewhat neglected and little used in the teaching or learning of English in this institution.

According to these tools, the study of English allows authentic learning because they can hear the voice of a native speaker. These podcasts are very different from the didactic one used by the MEP, where the material is not contextualized, in addition to working with simple pronunciation where the material is of poor quality with repetition of sounds or words foreign to the place where the student has to develop. If teachers used podcasts they would be more likely to expect natural long-term and students more confidence themselves.

Not only do students want to learn more but also, they listen better if they have access to the podcast. Agreeing to the survey, students understand that the podcast is a great tool for studying, but they do not have access to them. Consequently, if the MEP decided to include the use of podcast for learning English, the professors should have an excellent tool for teaching, and students should improve their listening skill.

. One podcast per day will increase their listening skill. The professors at Bijagua CINDEA must exposure the student to the English language during their class. In addition, CINDEA should make something to bring there an electronic equipment.

The audio-visual material and language learning apps were totally absent during the visits to these institutions. This has become a barrier to their learning, as proven in the questionnaires. The professors should be encouraging, motivating, and inspiring to the students.

5.3 Restatement of the Research Question

The Bijagua CINDEA should implement the use of podcasts, with the perspective to developing the learning skill of listening. Nowadays, the students feel comfortable listening while they read. The researcher found that students are available to learn more, but clearly with more tools or equipment. In truth, if the MEP wants to have a better promotion every year, they should encourage the acquisition of listening and speaking skills. They need to listen more and superior English for speaking and listening, if this does not happen, it will be difficult to improve their communicative skills.

5.4 Recommendations

Based on the results, the MEP should consider implementing the podcast in the English class. According to the class observation, there is poor connection to the internet. The government stated in its last electoral campaign that all public institutions of educational will have a great service of internet.

The CINDEA should contact the MEP to get this service for this institution. The CINDEA should have an excellent equipment of audio to play the podcast. The MEP should accept the results here exposed. Even though, the professor should use podcasts to immerse their students. Moreover, the class should be listening to audios at every moment. With this intention, when the students hear any conversation, news, or different audios, they will be familiarized with pronunciation.

The Ministry of Public Education must implement its strategy of teaching just in English and getting their students to get accustomed to listening to English and to pronounce it, and podcast will help students and teachers to fulfill this goal, as it has

been demonstrated in this research. With this in mind, students are developing their skills if they use podcasts.

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Annexes

Appendixes

In this part of the document the reader can find instruments applied in this investigation to collect data which is observation. In addition there are included, surveys as evidences of the work made at the school by the researcher during the investigation.

Students Surveys

Universidad Internacional de las Américas

Inglés con Énfasis en Enseñanza

Student: Leonel Roberto Potoy Rojas

Date: March 7th, 2024

Institution: CINDEA Bijagua

First Questionnaire

Survey on the use of Podcasts in Bijagua Cindea.

The purpose of this survey is to know your opinion about the aspects of the use of podcasts in Bijagua Cindea.

The items to be evaluated are such as: number of study hours, what applications you use to study, relationship of study hours and grades. This survey is anonymous. The results of this research will allow the Baccalaureate student in English Teaching at the Universidad Internacional de las Américas to identify skills that you can continue and, or improve the learning of English.

Please read instructions carefully:

This survey consists of 10 items. Read each one of them carefully, review all the options and choose the alternative that best identifies you.

Mark the selected alternative with an oblique line (x). If you are wrong or want to correct your answer, mark (na) the delete alternative and select the new option.

1. I listen carefully to what professors tell me?

- Total
- Usually
- Occasionally
- Frequently
- I always ask for repetition.

2. I interpret the word, gesture and intonation of the speaker when he is talking to me.

- Total
- Generally
- Occasionally
- Frequently
- I do not know these details

3. How safe do you feel listening to a podcast?

- Very safe
- Moderately safe
- Something safe
- Sure
- Nothing sure

4. Do you think that listening to that podcast improves your listening skills?

- Never
- Almost never
- Occasionally
- Always
- Frequently

5. Do you prefer to read or listen to a podcast?

- Read
- Listen
- Both
- none

6. How likely are you to recommend the podcast to another student?

- High probability
- Unlikely
- Nothing
- Never

7. What resources do you use to support your English learning?

- Textbooks
- Online resources
- Podcasts
- Study groups
- Private tutorials

8. I summarize what people say to make sure I understand what they said.

- Always
- Sometimes
- Never
- Almost always

9. How would you rate your English?

- Very bad
- Bad
- Regular
- Very good
- Excellent

10. How regularly do you study English.

- Always
- Seldom
- Rarely
- Never

Teacher Surveys

Universidad Internacional de las Américas

Inglés con Énfasis en Enseñanza

Student: Leonel Roberto Potoy Rojas

Date: March 5th, 2024

Institution: CINDEA Bijagua

Survey on the use of Podcasts in Cindea de Bijagua by professors.

The purpose of this survey is to know your opinion on the aspects of podcast use in Cindea de Bijagua.

The items to be evaluated are such as: number of hours of study, what applications they use to teach English, relationship of teaching and grades. This survey is anonymous. The results of this research will allow the Baccalaureate in English

Teaching student at the International University of the Americas to identify skills that can continue or improve the Teaching of English.

Please read the instructions carefully:

This survey consists of 9 items. Read each one carefully, review all the options and choose the alternative that best identifies you.

Mark the selected alternative with an oblique line (x). If you are wrong or want to correct your answer, mark the delete option with a (na) and select the new option

1. I carefully listen to what students are telling me.

- A always
- B often
- C sometimes
- D never

2. Do you consider that podcasts improve their listening skills?

- A always
- B often
- C sometimes
- D never

3. How well did students communicate with the professor ?

- Excellently
- Good
- enough good
- enough bad
- poor

4. How likely do you recommend the podcast to a student?

- A always
- B often
- C sometimes
- D never

5. How do podcasts improve English teaching?

- A always
- B often
- C sometimes
- D never

6. How well were students informed about podcast in class?

- Excellent
- Good
- almost good
- enough poor

7. Have you ever played podcast to improve their English (If so) what platform?

- A Google Podcast.
- B Spotify
- C Apple Podcast
- D Audible
- E iVox
- None.

8. I feel comfortable teaching pronunciation in an indirect manner.

- A always
- B often.
- C sometimes
- D never

9. May you explain pronunciation when you see any student who does not understand.

- A always
- B often
- C sometimes.
- D never