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**DEVELOPING LISTENING SKILLS BY IMPLEMENTING PODCAST IN STUDENTS
OF 2nd GRADE HIGHSCHOOL IN COLEGIO EL REFUGIO IN CONCEPCIÓN**

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A thesis to fulfill the requirement for seminar class.

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ABSTRACT

Develop the foreign language has taken importance through the years and it is very relevant for the students to be exposed from the beginning of their education at the English language due to the abilities they have to acquire, the knowledge of learning a foreign language. Additionally, it has been conscious that this foreign language has four skills, writing, speaking, reading and listening and this last one is one of the most difficult for the students to develop it for the reason that is complicated for them to understand what the speaker is trying to communicate in many aspects, as the speed of the second language speakers, the phrases that they use and the amount of vocabulary that are necessary to learn.

The purpose of this investigation is to help the second year of high school students of Refugio school in Penco to develop the listening skill by implementing a software which is podcast the aim is to achieve the learning with the use of this software as working with the students by practicing listening as they are able to acquire more vocabulary and reinforce their ability to get the main ideas from the audios.

The results of this investigation are going to be expressed in a qualitative research describing the detailed information that has been collected.

Keywords: *podcast, listening skill, foreign language*

SUMMARY

It is important to mention the significant relevance of the English as a foreign language for the students, knowing that is the most spoken foreign language in the world. However, it is also important to clarify the predisposition and the background of the students when they are acquiring and learning this new language, especially when they are exposed to listen to something they have not heard before, which implies being aware of every word in order to get the main idea, thus developing the listening skill. To achieve this purpose, plenty of work is needed from the teacher, considering that not all the students can understand what is being said, as a consequence, they get lost during the lesson and may feel frustrated, inhibiting their motivation to learn this foreign language. In addition, teachers can make students feel confident about their knowledge and the abilities they possess to learn what is being taught. Students may feel motivated to learn or not, according to their teacher's expectations and the exposure the educator has with the learners in relation to listening activities.

Children and teenager students of the present days are living in a technological world; thus, technological devices have taken enormous importance; children want to learn with help of technology due to their aptitudes, interests and enjoyable kind of study. This is the main reason why Podcast is chosen to begin this investigation, in order to know whether it is convenient or not to implement podcasts to develop the listening skill in teenager students in a determined grade and school. Taking this into account, the idea is also to encourage teachers to believe in their student's abilities, and start using the technology to teach something new and reinforce the listening skill in learners in a way they feel motivated and able to acquire new knowledge.

The results of this investigation are going to be showed in the qualitative way analyzing the main and the specific objectives of this investigation.

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INTRODUCTION

Today, learning English is an important issue in our country due to the globalization and the doors we can open with the knowledge and management of the foreign language. On the other hand, there are plenty of obstacles that people avoid at the time of learning English. The most relevant is the listening skill, which is considered one of the most difficult to be understood by non-native English speakers. Otherwise, when a student is learning English it is important to develop and manage all four skills of the English language at the same time. However, the majority of the students do not want to pay attention in the class given that it is difficult for them to understand what the teacher is talking about, they may not be motivated because the teacher has never tried other methods or techniques to develop the listening skill; the teacher never exposed the students to listening situations because he/she thinks they are not going to learn due to his/her low expectations about the learners. In addition, it is also complicated for the students trying to explain something about what they understood because it is not possible to produce the language without understanding the main topic. Furthermore, the main purpose of this qualitative research is to offer a new opportunity to students, developing the listening skill through an interesting and useful ITC tool (Information and Communication Technologies): The Podcast.

The word podcast is the combination of *Pod* from *iPod* and *broadcast*. According to the British Council (2016), a podcast is an audio file that you can download directly to your smartphone or computer and listen everywhere you want, and manipulate the audio according to people's necessities.

Different techniques to collect information were implemented to do this research, as the Observation Guideline, which supplied the majority of the material needed to know how much the students understood by listening to an audio. Besides we used the survey technique, with the purpose of knowing some extra information related to the students, such as intrinsic and extrinsic motivation, their self-confidence with the language, the way that they learnt the best and how much the teacher exposed them to listening situations.

When the students are learning a foreign language, it important the quantity of exposure they have; how much they practice with listening audios can be reflected on their results, showing

how much they learn or improve the listening skill. This software allows students to listen whenever they want to, they can even see the transcriptions of the audio in order to understand in the case of have missing any part of it, and they get advantage of the listening process in a way that can retain the interest on the topic because of active use of this new technology. According to that, this investigation can be rewarding for students and teachers.

It is expected that this investigation serves both; teachers to believe in the learner's abilities and start implementing more frequently this type of software, and students in order to maintain the interest in what they are listening to, and keep motivated when developing their listening skill. The process is simple and straightforward: download Podcast and start using it, listen from a variety of topics whenever you want, and observe the available transcriptions in the same program in case of not understanding what is being said.

CHAPTER I

1.1 Problematization

As known, English language is divided in four skills, listening, speaking, reading, and writing. According to Richards, J (2007) every skill is important in its structure. The teaching methods for listening, reading and writing have been influenced by plenty of theories and scientific studies, analyzing different attitudes and beliefs about teaching and learning. However, listening is often given a second place when it is taught and most of the teachers practice vocabulary, grammar and writing with children, meanwhile students have a difficult time understanding what the teacher is talking about or what the recording is transmitting in the listening activities. Most of the students complained that they could not understand what the speaker is talking and as a result they are not able to accomplish the activities.

By the standards of Mineduc (2017), the listening program involves listening to the language and being able to give a meaning to all sounds heard by learners, to identify and comprehend the information expressed orally or through an audio. Thanks to this it is possible for students to be in contact with the real use of the English language. On the other hand, the skill of listening, is not acquired by many students in Chile, because they may not be involved with the language; the exposure is minimum, and sometimes the teacher does not have enough confidence in them because she or he has low expectations about the students. As a consequence, they may feel insecure and often get lost in classes because they are not able to follow any of the teacher's instructions or the activities they are asked to do.

1.2 Delimitations

This study wants to prove the advantages teachers and students can obtain with the use of podcast when developing listening skills in schools, and make them feel motivated by encouraging them all to try and develop this ability, making them feel confident, promoting high expectations from the teacher. To achieve the main purpose, learners are going to be exposed constantly to this software and complete some tasks in a way we can check they understand a topic given by the teacher.

1.3 Objectives

1.3.1 Main objective

- To develop the listening skill of the students by implementing podcast in Colegio el Refugio located in Penco, Biobío Region.

1.3.2 Specific Objectives

- To identify the listening understanding skill in students of Refugio High School.
- To expose students to audios through podcasts about specific topics.
- To evaluate the listening comprehension in students of Refugio School after implementing podcast.
- To analyze the results and establish the level of incidence of podcast in students.

1.4 Research questions

- Why is it difficult for the students to develop listening skill?
- Would it be interesting for them to apply the use of podcast in their process of learning?
- Would it be beneficial for teachers to implement the software podcast to develop listening skill with the students?
- Would it be complicated to apply/use this software in schools?

1.5 Justification of the problem

The majority of students do not want to participate in the classroom because they do not understand what the teacher is speaking. They do not feel motivated to learn because the teacher does not expose them to listening situations. Hence, they cannot get the words and sounds of this foreign language, hence, they tend to block any new input of this new language.

1.6 Viability of this investigation

It can be very useful to investigate about the benefits of implementing Podcast to develop listening skill on students in consideration of the lack of these skills in many learners who may be interested in learning a foreign language but this problem can make them to lose interest on the subject or think they cannot learn. This research is going to be provided using an observation guideline to determine if students are able to understand the foreign language by listening an audio from this software.

1.7 State of art

1.7.1 Developing students listening and speaking skill through ELT podcast

According to Paul Man (2009) nowadays podcasting is a new tool to implement with the students due to the multiple uses the teachers and students can give to this software.

1.7.2 Experience of podcasting in teaching a second language.

These days, the mobile learning is becoming important in different areas of knowledge, especially at the time of learning a foreign language. Teenagers are exposed to videos, listening to music or playing video games around seven hours and thirty-eight minutes a day (Lewin, 2010). This is the reason why the article was done according to an investigation performed in 2009 by a group of students coursing the first semester of International Relationships in English subject. It consisted on improving listening skills through mobile learning. To do this, different audio files called podcast were implemented with students who presented problems in listening skill. At the end of this research, the results were positive.

1.7.3 The Power of Podcasts: A tool to improve listening skills.

According to Obliger (2008), the students at the present day live in a technological world which demands to be connected with technological devices to make millions of things such as writing an e-mail, being in touch with a relative, looking for academic information, watching tutorials about how to deal with something and so on. Due to this, teachers have advantages when implementing a software as podcast because almost all students possess a computer or have a mobile device to download the program and start working with it to improve their listening skill.

This investigation has the purpose of motivate the students to use podcast in order to get the benefits of using it and encourage them to be responsible for their own learning by using the software when they find necessary. It was implemented in a regular classroom and it takes one semester.

1.7.4 How do students use podcast to support learning?

According to Scutter, (2010) “The technology of podcast is increasing in education as a result of an attractive method, low cost and inexpensive software to use as a learning resource for students”

This investigation provides the implication that podcast has given to students in terms of knowledge and practicing the foreign language.

CHAPTER II THEORETICAL FRAMEWORK

Teaching listening provides input which is very significant to understand and learn the foreign language, moreover there are plenty of theories that this research is based on.

2.1 The natural approach: Explanation

The natural Approach was studied by Tracy Terrel (2009) in the University of California and this method was developed in four principles:

- 1.- Provide the students an input for acquisition.
- 2.- Teacher communicates in the foreign language in the classroom and the students are able to choose to speak in a foreign or their own language but if they choose their mother tongue, their mistakes may not be able to be corrected.
- 3.- The corrections in grammar are corrected with the homework tasks.
- 4.- The objectives of the method are based on activities that are structured, but the preference is the communication among the students, developing tasks and find the solution to certain problems.

The aim is to provide input for acquisition as practicing foreign language from the first day of student's classes, as well as using realia to obtain the attention of the kids. The reduction of the affective filter when performing the activities causes the student to feel and be a part of the activity; besides this method focuses on personal information of the students, the main intention is to obtain an enjoyable group feeling.

Despite that one of the most used activities is to create a simple dialogue to introduce the learners to themselves by using simple expressions, they do not have to feel embarrassed or insecure about what they are trying to express; a low affective filter promotes the security of the students to encourage themselves of producing new words, and also stimulates being active in the class. It is also important to clarify that the teacher is a monitor who guides the students and promotes the interaction and participation in the activities.

2.2 How to teach English: Students motivation and the teaching of listening.

Students motivation is one of the most important aspects in teaching process. According to Harmer (2007), the faster a child learns, the more motivated he or she would be to study; in that sense, intensive short courses results very substantial in terms of learning a simple technique. One of the main aspects that teachers have to deal with is that students have to feel as part of something to be motivated; they might want to practice English if they want to play a video game to understand the instructions or if they want to learn more vocabulary to understand a recipe book in English that is interesting for them. Teachers have to motivate the students with strategies as asking them what topic should use or make them choose their theme for presentations or projects, anything that triggers the interest in the students.

There are two types of motivation: the intrinsic and extrinsic. The first one (intrinsic) is the kind of motivation that is produced inside of the classroom and it would be with the teacher methods and the activities that the students develop in the class. On the other hand, the extrinsic has to be with the activities outside of the classroom and are the activities that the students do in the house and motivate it to learn English explained by Harmer (2007).

2.2.1 Teaching listening skills

According to Chilean *Planes y Programas*, High School students can demonstrate understanding of main ideas and sounds, and as students practice listening they are going to be able to discriminate the sounds and understand the teacher's ideas. The objective of listening is that students feel as a part of the language and understand common expressions to comprehend what is being explained and also to communicate back. According to the unit 2 of *Planes y Programas* from second grade of High School, the students have to be able to express their needs, desires and possibilities; for this, they would recognize the vocabulary of the unit and identify expressions about their needs, desires and their obligations.

Moreover, they have to practice the use of the connectors “although” and “besides”, recognize and discriminate the sounds /i/ and /i:/ in words such as /sheep/ , /ship/ , /feet/ , /fit/ and others.

2.2.2 Teaching English in Chile

A pending subject no doubt, is that English plays a fundamental role in today's worldwide, due to the multiple benefits of learning this foreign language, e.g.: value added to general training, better chances on the labor market, better remuneration, opportunities for study abroad (scholarships), access to major sources of information on the Web and access to other cultures.

For a country that is striving to attract more tourists, the fact that less than 2% of adults who work speak a moderate level of English is worrying. And this is also threatening the country's ability to attract more investments. The problem starts in schools. In 2004, a test diagnosis carried out by the Ministry of education, in conjunction with the University of Cambridge in United Kingdom, concluded that they had only a small fraction of those who came from Chilean schools more than a basic command of English. (Mineduc.2009)

But, starting in schools, are making efforts to improve the situation. In 2004, the Ministry of education launched the "English Opens Doors" program which provides diagnostic tests, professional development for teachers of English and back on land for schools, this program because it is not operating in our country, but undoubtedly served as a kickoff for the establishment of new plans or projects aimed at the learning and teaching of this language in Chile.

Another example of this is the implementation in 2010 of the first SIMCE for the subject of English, who served one more time to probe and restructure many aspects related to this subject. However, measured in terms of the percentage of Chileans who are interested in learning English and the number of college students studying to become teachers of English, the real teaching of this language in the public sector tends to be "very bad, with crowded classrooms and teachers who are not qualified to teach English", says the Administrator of tests of the Chilean Institute. "But that requires increased financial resources, the greater language skills a strong commitment from teachers, students, parents, universities and employers", says the expert.

2.2.3 Concept of self-fulfilling Prophecy

Directly related to the above concept and as a response to the Pygmalion effect, the concept of self-fulfilling prophecy, which is related to conduct which students adopt as a product of what Professor hopes and believes them and their capabilities. Therefore, this concept of can be defined as: "Expectation without foundation that is confirmed because expected" (Woolfolk, 2008). In this case, the expectations of the teacher to the students are unfounded.

According to Woolfolk, there is also the "expectation fulfilled", in this case, the teacher has the expertise and relevance to identify the skills and needs of their class and thus can base their teaching practice through this. In this opportunity, the teacher may identify the student's listening skills by observing them if they are able to follow the instructions for a class or if the learners are not able to do it, as a result, they can show confused or they can start to avoid accomplish with the task, not because they do not want to participate, it can be as a consequence they do not understand what was said by the teacher due to the lack of the listening skill. The problem or risk would result when a teacher is not able to notice a change in their students and continues with the fixed idea to continue teaching in the same way, which could go to the detriment of students, rather than exploit and leverage their capabilities to the fullest. (Woolfolk, 2008).

2.3 The Common European Framework of Reference for Languages

According to a page called Exam English (2014) this framework was presented as a way to standardize the level of English exams. It is implemented internationally because all the most important English exams are designed using this Frame. It possesses six levels which are detailed in the table below.

Council of Europe levels	Description
C2 Mastery	<p>The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.</p> <p>Example: <i>CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i></p>
C1 Effective Operational Proficiency	<p>The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.</p> <p>Example: <i>CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i></p>
B2 Vantage	<p>The capacity to achieve most goals and express oneself on a range of topics.</p> <p>Example: <i>CAN show visitors around and give a detailed description of a place.</i></p>
B1 Threshold	<p>The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information.</p> <p>Example: <i>CAN ask to open an account at a bank, provided that the procedure is straightforward.</i></p>

A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: <i>CAN take part in a routine conversation on simple predictable topics.</i>
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>

According to the Bases Curriculares (2013) for 2nd grade of High School, it is pointed that the use of ITC is favorable for the students so they can be more independent in terms of sources of information, giving technology a good space to be used and not just considerate teachers as the only source they have to get any input. Learners need to know how to use efficiently the technology, being aware of wrong, unreliable information that can also be found online.

In addition to the use of technology, as stated by the Chilean Bases Curriculares (2013) of English, the information is presented through texts which are usually accompanied of images that represent what is written. The written texts can also be shown using screens or data shows in order to facilitate the activity, so students can read the information through the projection. This is called Multimodal communication; as a result, different semiotic systems are combined using ITC such as visual, auditory, linguistic, gesture and spatial. Multimodal texts can include all the systems together. Moreover, these texts are very useful for learners, because they use multimedia devices, which are known by them and allows the students to be more creative without the fear of being criticized. The use of this type of technology makes them feel confident about themselves and they even have the opportunity to share their works with the world and a real audience, which gives them support to maintain developing their ideas and being part of their

own learning.

As described by the International Union Telecommunications (2013), teenagers in Chile show a high percentage of Digital Natives, mainly because they use the Internet more frequently than teenagers in other countries. They may use the Internet to be in touch with relatives or people they have known through the social networks. This presents a potential benefit for education too, that derive from the intrinsic motivation students show when using the Internet and take the advantages that the World Wide Web offers, giving it a constant use whenever they want to find some specific information, being connected to other cultures, learn new languages, play games and expand their knowledge about the foreign language.

2.4 The use of podcast

A podcast is a digital media file that reproduces audio, it is a very useful tool for the learners to practice the listening skill as if they were hearing a conversation. Podcast is normally used as a recorded radio show. The benefits of this software are the simplicity of use and the availability of audios and videos which are downloadable in the MP3 format and playable in any kind of music device, computers and cell phones. This software has a low or no cost whatsoever, and the majority of young people use it as a complement in their subjects. As a final note, it is worth mentioning that there are podcasts based on videos denominated videocast.

CHAPTER III METHODOLOGICAL FRAMEWORK

3.1 Introduction

This part of the research is going to be developed in stages: from collecting the information to the examination of it. The first step is the diagnostic of the students, to distinguish if they have developed the listening skill, and if they are able to comprehend what the speaker is trying to communicate according to their level. Therefore, it is necessary to an explanation of the instruments that are going to be used, to determine if podcasts are useful for learning the foreign language.

The type of methodology includes the participants that are involved in this investigation and the instruments to be used to collect the necessary information.

The investigation is going to be applied in Refugio School at second grade of High School and the instruments are observation, interviews and a survey to students.

3.2 Research Methodology

3.2.1 Type of investigation: Qualitative

This investigation is based on the qualitative method. According to Denzin and Lincoln, (2005, p. 643, in Vargas, 2012) the qualitative research is multi methodic in its approach, which means that this type of research implies an interpretative approach and a naturalist approach. This qualitative method is significative to develop this investigation considering that it is necessary to study the phenomena in its natural environment and then the investigators can interpret the results. That is the first reason to explain why this study is clearly qualitative as a result that the researchers observe the students in the class, to identify the English comprehension of the students at the time of listening an audio which is related to the first specific objective. Besides, the students are going to be exposed to a podcast at the beginning of the study and also at the end of this study to analyze the results of this software and determine if it was useful for students to implement it or this software did not had any influence on their listening skill. To develop and apply the objectives for this research, the phenomena must be

described as the qualitative research demanded it.

In addition, the purpose of this research is to examine the changes produced in the students of second grade of High School with the use of podcast, to evaluate their reactions and interests. The investigation is going to observe the relevant changes as the research progresses, and it will evaluate the results by analyzing it through an external (objective) perspective. It is important to mention that this research is not only an observation; interviews and questionnaires are going to be used to collect extra information. The fundamentals and the basis of this thesis are the product of the research of important authors, which theories and researching literature are going to be useful in terms of having a deeper understanding of the topic.

3.3 Type of study

3.3.1 Case study: Description

The case study includes the examination of a phenomenon within its real environment. As researchers, we need to know how much the students can understand when they are exposed to listening the English language with the use of this software.

The design of this study is qualitative, as it fits the objectives of this research. According to Gregorio Rodríguez (1996), qualitative research allows the approach of the researcher with what is being investigated, responding to questions and thus enabling to reach a conclusion and have a clearer idea of the subject studied. This establishes a relationship between the objective of study and the future conclusions of the same. According to Rodriguez et al (1996:95), the researcher can do the investigation being supported by three 'natures': The critics nature, the strong nature of uniqueness and the developed nature of a case study. As a result, in this study, the developed nature was used to observe and analyze a particular issue or phenomenon which is partially unknown within an educational investigation. Also this type of design allows to directly investigate the reality through qualitative data instruments, which will be detailed later. On the other hand, this research will support itself in Rodriguez' study, work done previously by experts related to this educational area.

Stake (2005) states that there are three of types of case study:

Intrinsic case study: used to understand a particular case; the case itself is of interest; intrinsic

interest in the population.

Instrumental case study: a particular case is examined to mainly provide insight into an issue or redraw a generalization; this choice of case is made to advance understanding of various interests.

Collective Case Study: individual cases may or may not manifest some common characteristics; selected because they often lead to better understanding about larger collection of cases.

Those types of Case Study, respond to the idea of binding the case, select the phenomenon themes or issues, see the patterns of the data to develop theories, triangulate the collected information, select any possible explanations to pursue, and finally develop assertions and generalizations of the results from the study. It is important to mention that with this case of study it is going to prove if podcast is a useful tool to teach listening skill and if is motivating for the students to them use this software, this part of the investigation it is very significant due to the results that are going to be collected and if obtain all the information about the use of podcast en schools it is also relevant to mention that if is suitable for the students to work with this tool knowing that nowadays kids are digital natives and it is necessary that teachers adapt their methodology through that life style.

3.4 Instruments and data collection.

To determine a result for this investigation, three instruments are going to be used: The observation at the beginning of the intervention, to describe the environment in the classroom, the motivation and the listening skill that students possess. After the observation comes an interview to 10 students at the end of three 90 minutes interventions, in order to get information about how they felt during the process and what was their perception of implementing podcast to develop their listening skill. This leads to a final survey to the students at the end of the interventions with the objective of collecting more information related to their own experiences as English learners, the predisposition and motivation they have towards learning the language and their experience of using podcast to develop their listening skill. These instruments are very useful when an investigator wants to collect a large amount of information related to the study case because with the observation, the researcher can be focused on the situation that is happening in the class and notice some changes during and after each class, in this case, to identify the student's comprehension when they are exposed to an audio from the Podcast which is the implemented software to develop the student's listening skill.

Additionally, the interview and the survey to the students are advantageous for the reason that with the student's answers to several arranged questions and a dichotomic survey, there will be plenty of valuable information related to their own experience as English learners who were exposed to a software they did not know, what were the pros and cons of implementing this software in the classroom according to their own point of view and also their own experiences in the classroom with their head teacher. All this information leads the investigator to develop their specific objectives. Finally these instruments are an important process to answer the specific objective of the investigation which has relation to develop the listening skill of the students by implementing podcast in the classroom.

3.4.1 The observation

The observation is the first instrument to be applied in this research due to the need of identifying the student's difficulties when they are exposed to an English listening situation. According to Hernandez (2014), observation comprehends paying special attention of the situation and registering the changes that are happening. This instrument can be descriptive and it is used when you need to log the changes that are happening, as the behavior of one or two variables in a group of people in periods or a period of time.

3.4.2 Interview

The interview is the second instrument to be used in this research. According to Denzin and Lincoln (2005, p. 643, in Vargas, 2012) the interview "is a conversation, it is the art of making questions and listening to answers". As a technique to collect information, it can be defined as a meeting to talk and exchange information between the interviewer and the interviewed. Along the constant use of questions and answers both parts can establish a conversation, making a construction of meanings related to a specific topic. The interview can be classified into 3 styles: the structured interview, the semi structured, and the open or non-structured interview. To develop this qualitative research, the semi-structured interview is going to be applied to ten students of second grade to determine whether is useful or not to implement podcast to develop the listening skill. This type of interview is the most suitable at the time of collecting information because the interviewer has a set of questions about the main themes to be treated in the interview, and as the interviewed talks, the interviewer can introduce questions about the topic and also the investigator can add extra questions which were not included in the interview, so new emergent topics can be added to the interview. As a result, the interviewed gives more information which was not contemplated at all into the original interview. These are the advantages of making a semi structured interview and at the time of analyzing the information the investigators have a rich source of data to give the results of their investigation.

3.4.3 Survey

The survey is a method of getting more information from individuals. The format of the survey asks the same amount of questions to every person that will be surveyed. Most of the survey questions have yes or no options, to process the information in an easier way, the type of questions generally are personal opinion. In this investigation, a sample survey is going to be applied, to show intentions or convenience. According to Pinto (2011) in a sample survey, the investigators choose the sample to be investigated, in this case the students who answer the survey will have to follow some criteria which have been selected by the investigators as their own convenience. Furthermore, for this investigation it is used a descriptive survey as a result of describing people's opinion that are taken part in this study. Consequence of our objective which has relation to identify the English understanding the students have and also to obtain a register of the attitude and interest when podcast is being implemented in the class and continuing practicing in their houses.

3.5 Population

The present study was developed on Refugio School in Penco. It is a particular-subsidized school which attends to 616 students. The selected class was the 2nd grade high school. It is a big class with 43 students attending regularly to classes. Their marks are average in the english language but there are some students who have very good marks in this subject.

3.6 Participants

This investigation is going to be developed in Refugio School located in Penco. This school is semi-subsidized, and it has between forty-one and a maximum of forty-five students in each class.

The students selected for this study are going to be 10 of the second grade of high school; 6 women and 4 men, their ages are in between fifteen and sixteen. Their behavior is average considering they do not like English at all.

The students sometimes do not understand what is being told and as a result they are not able to follow some instructions in the class.

According to Cabrera.A,2011 the sampling strategy is to choose just a part of the population in order to study determined characteristics. In this study was applied the sampling strategy in the interview and the survey to students, selecting 4 students with good marks, 4 average students and two students whose marks were insufficient.

3.7 Procedures

To develop the investigation the investigators needed six classes of 45 minutes each period. Finally the research was executed in three 90 minutes classes. In order to obtain a large amount of information from the students to develop their listening skill by implementing podcast in the classroom. Below the three classes are explained, including the instruments which are going to be useful to collect the necessary data to solve our questions for this investigation. The sources to carrying out this research are the data projector, two speakers to intensify the sound of the audios. A podcast related to the topic the are studying which is technology, worksheets to know if they get the ideas from the podcast, an interview and a survey to the students.

Class one:

The first day of the investigation is going to be an observation class.

Pre: The students are going to listen to a conversation about technological features of communication, it has descriptions and examples of ways of communication. Then, they must tell what kind of words they heard from it.

While: The students hear an easy audio (Podcast) related to the technological devices that people use in their daily life.

The teacher before to play again the audio asks the students to write down the most common words they hear from it.

The audio is played again and the students checked their words. Then the teacher asks the students to tell the words they heard and the teacher writes the words on the whiteboard.

After, the podcast is played with the subtitles and the teacher checks the student's words and compares them with the complete list of words that appeared in the audio. The teacher plays the audio for a last time without subtitles and make the students notice when the words are told.

Finally the teacher asks the students if they could get the main idea from the audio. The teacher selects the students at random to answer it in English. If they are not able to answer in the foreign language they must tell in Spanish. The idea is to know whether they are able to listen in order to get the main idea.

Class two:

In this class the aim is to explain to students the use of the communicative media, and they are going to get the main ideas of the use of the radio, computer and other technological devices. During the second period of classes, the second investigator is also going to act as an observer in the class, to know if the students also could follow the instructions and get the main ideas about the use of the media. The observant participant is also going to pay special attention about the students' feelings in the class and if it was difficult for them to understand what the speaker is explaining or telling.

Pre: The teacher asks the students if they know something about the use of different technological devices. The students must tell the name of the device and explain the use they give to each one.

While: The students are exposed to a second audio which is a conversation among three people who tell what is their favorite technological device and the use they give to it. This will be a more complex audio and following the same idea of the previous one, the students have to pay attention to the most common words from the technology vocabulary, besides they have to notice what the people is saying about their own technological devices and what is the usage they give to them.

Post: The students listen to the podcast again to fulfill the given task. Then, the teacher asks them to talk about what did they hear in the audio.

The teacher plays the podcast again enabling the subtitles/transcriptions in English to let the students know if they are correct or not.

Class three:

Pre: The last class of the intervention is going to be a summary of both classes. The teacher is going to explain the most used media types nowadays and how to use them, and the students are going to get the most important ideas of the media.

While: They also are going to hear a conversation between two friends about media and students the teacher is going to ask the students if they get the most important ideas of the conversation and to give examples of the social media that were used according to the recording.

Post: Then the students are going to answer a worksheet with questions about the conversation. In this class, it is going to be observed if the students could understand the most important ideas of the conversation, and also an interview is going to be applied in ten students about their experiences with the podcast. It is also going to include a checklist of the students' feelings about podcasts and the listening activities, and then the process will be closed with an analysis of the results and respective conclusions.

This class it is going to be as an observatory one, the aim is to notice if the students understand the instructions given by the teacher and if they are able to get the most important words according to the vocabulary (cell phone, radio, computer, etc.). One researcher is going to make notes about the students' reactions and the listening skills they demonstrate while they are listening the podcast.

The worksheet that is going to be applied to the students is going to become very important in this part of the intervention, in the interest of knowing if the students were able to understand the main ideas of the recording, to obtain the most important words of the vocabulary that were studied. Then when the worksheets were collected it is going to evaluate if they were able to answer the question that were heard according to the record that were applied.

In the intervention part, the strategies that are going to be used are through to the simple to the complex according to the classes, as it is explained the first class: the observer with the teacher are going to pay special attention if the students get the main words of the conversation and if the students are able to discriminate those words, the teacher is going to add more complexity to the

activity by adding some questions in the second class and at the last day of the intervention the students are going to answer a whole worksheet about the recording without the help of the teacher. The previous classes are going to work as a training to expose the student to this software and create a good environment and get the interest in students and the last class the aim is to fulfill the main and specific objects of this investigation by also applying an interview and a survey to the students.

CHAPTER IV DATA ANALYSIS AND RESULTS

4.1 Data Analysis and Results

In this section, the outcomes of this investigation will be displayed, to perform an accurate analysis of the results of the intervention, from the first day to the last day of it, which will help to determine whether podcasts are a useful tool inside a Chilean classroom or not. Moreover, during this chapter, the results of our main objective -which is to implement podcasts as a way to make developments in the listening skill- will be reflected into three elements: Interest and motivation, Student's Understanding, and English comprehension. Finally, the results will help the researchers to understand whether the students develop their listening skill using this tool, or they could not develop their listening skill by using podcasts. The interview and the survey had to be applied in Spanish due to the low level of English from the students, otherwise the results might not be the expected ones.

4.1.1 Diagnose intervention

This part of the investigation includes a general explanation about the student's performance in the listening skill, how is the learning environment in the classroom, and if it was interesting or motivating for them to work with this software. The most important question is if it was useful to practice and develop their listening skill.

Element: Interest and motivation
Description: To begin with the students in general were very motivated with the use of podcast because they were not used to work with this type of listening activity. Fifty percent of the class showed interest in developing the listening activity. They explained that it helped them to increase their listening skill and to learn more vocabulary words that they did not know or they were not able to get from a listening conversation. It was used the survey instruments in base to create this analysis.

Element: Students understanding

The majority of student showed a good level of English, about six of them. These students were genuinely motivated to be part of this activity and being active when the teacher asked some questions about the recording. On the other hand, the rest of students also tried to participate, as a result, they put special effort to elicit a message and try to get the main ideas from the audio or the most important words from the listening activity, but unfortunately, they did not create a conversation with the teacher explaining their thoughts, because they could not understand the context of the audio. For them is very difficult to express their opinion in English if they cannot get the idea from an audio. This transformed into a reason for them to feel motivated to use the podcast and practice school and in their house to increase their vocabulary and improve their listening skill.

Element: English comprehension.

In this part of the analysis of the results most of the students were able to comprehend the main idea of the records and the majority of the students were able to discriminate the most important words of the vocabulary according to the topic that they were seeing which was Technology and Technological Devices. It is important to mention that it was easier for them to understand what the interlocutors were talking about with the help of both teachers who made an analysis of the audio and put the subtitles of it in order that the students who did not understand the context of the audio could understand it.

4.2 The analysis of the interview

With the use of this instrument which was the interview, it can be concluded that all the interviewed students could get the main idea from the podcast because they recognized the word technology, Facebook and some social networks. Besides, they were correct because that was the main idea about the video. They could get more about the general information when the subtitles appeared. Even though the people in the audio talked fast, they could achieve the main aim of this investigation which is develop the listening skill by implementing podcast.

a) Element: Interest and motivation

To begin with, according to the topic of the unit 2 of second grade of High School named 'Use of the Technology' most students felt motivated; as to their experience with the podcast in class, they explained that it was a good instrument to practice listening and also to practice vocabulary, helping them adding new words to their vocabulary. They also explained that when hearing a native speaker, they felt more 'in contact' with the foreign language and pay special attention to their form of pronunciation. This also answers our investigation question which is related to the interest and motivation that the students may have at the time of using the software. Besides, one of the specific objective was accomplished as a result of when was asked to the learners if they will use this software at home to improve and develop their listening skill, they answer yes because they found interesting and useful to help them to increase their vocabulary and also their pronunciation besides being an entertaining way to understand a conversation or a topic development not just reading, as a consequence, they will read and listen at the same time, so they will get the main ideas faster than by reading them.

The use of podcast encourages you to practice listening at home during your free time? Why?

-Yes because I learn how to hear the foreign language is an important factor to learn English and I think is something that complements me to learn of speaking this foreign language.

-Actually, yes, because podcast is going to help us to interpret better the English language because we do not just read or something like that, on the contrary, we will have to listen to a real conversation in English. I think it can help us.

-Yes because it helps me to improve my lexis and the pronunciation of some words.

-Yes, because in that way I would be able to understand better what the speakers are talking about and the other thing is that I can understand better when I read texts in English but when I heard conversation in English it is more difficult to understand it because I do not know the English pronunciation

b) Element: Students understanding

Through this interview, it can be said that the students could understand what the people were talking about by implementing the podcast in the classroom, due to when the students heard a normal audio, they could not follow the topic. Otherwise, when the students were exposed to this software, podcast, they definitely were able to follow the idea from the presented topic, to do this part of the investigation, the investigators applied an specific object from the research, which was to expose the students to audios by using the mentioned software. The evidence of the results can be easily represented in the answers the students gave in front of two questions from the interview:

It has been easier for you to understand what the speaker is saying with the use of this software? Why?

-Yes, I told you before, as I was concentrated and attempt to what the people was saying.

It was easy for me to distinguish the words and as I have been listening too many music and watching videos in English. For me it was not difficult to understand what was being said in the podcast, but I have to recognize it was easier by using the software.

- At the beginning, I did not know a lot what the people were talking because they spoke too fast but I did listen the most known words. But at the second time, when the teacher played the podcast I could understand.

Could you get the most meaningful words of the topic reviewed in class?

- Yes, because the topic of the unit was the same that we heard with the podcast.

- Yes, because the word technology was repeated in many times and other words too.

c) Element: English comprehension.

The students were previously familiarized with some vocabulary words, so it was not complicated for the majority to identify the meaningful words from the podcast. In addition, they could get the main ideas from the conversations as a result they were able to recognize the main vocabulary and when the subtitles in English appeared, they could get easily the topic. They found it easier to follow the conversation too because they associated the sounds with the physical words which were shown meanwhile the podcast was being played. By implementing podcast in the classroom other specific object was achieved in terms of evaluate the student's comprehension at the end of the interventions and after the teacher applied the software. It can be told that students could comprehend the audios in a better way than before implementing podcast as a result, the students declared their opinions in the interview sustaining the following:

Was it possible for you to get the main ideas of a conversation with the use of podcast?

-Yes, for me it was easy to understand what they were talking about because also when you are using the podcast application, you need to be concentrated and paying attention to what the speakers are talking about, so as I was paying attention I immediately understood what the podcast was saying.

- I could get the main idea and also I could understand that the podcast is useful to us in order to interpret a conversation in the real life. I could understand the purpose of podcast.

- Yes, I could understand the main idea about technology and etc

What was the general idea of the conversation?

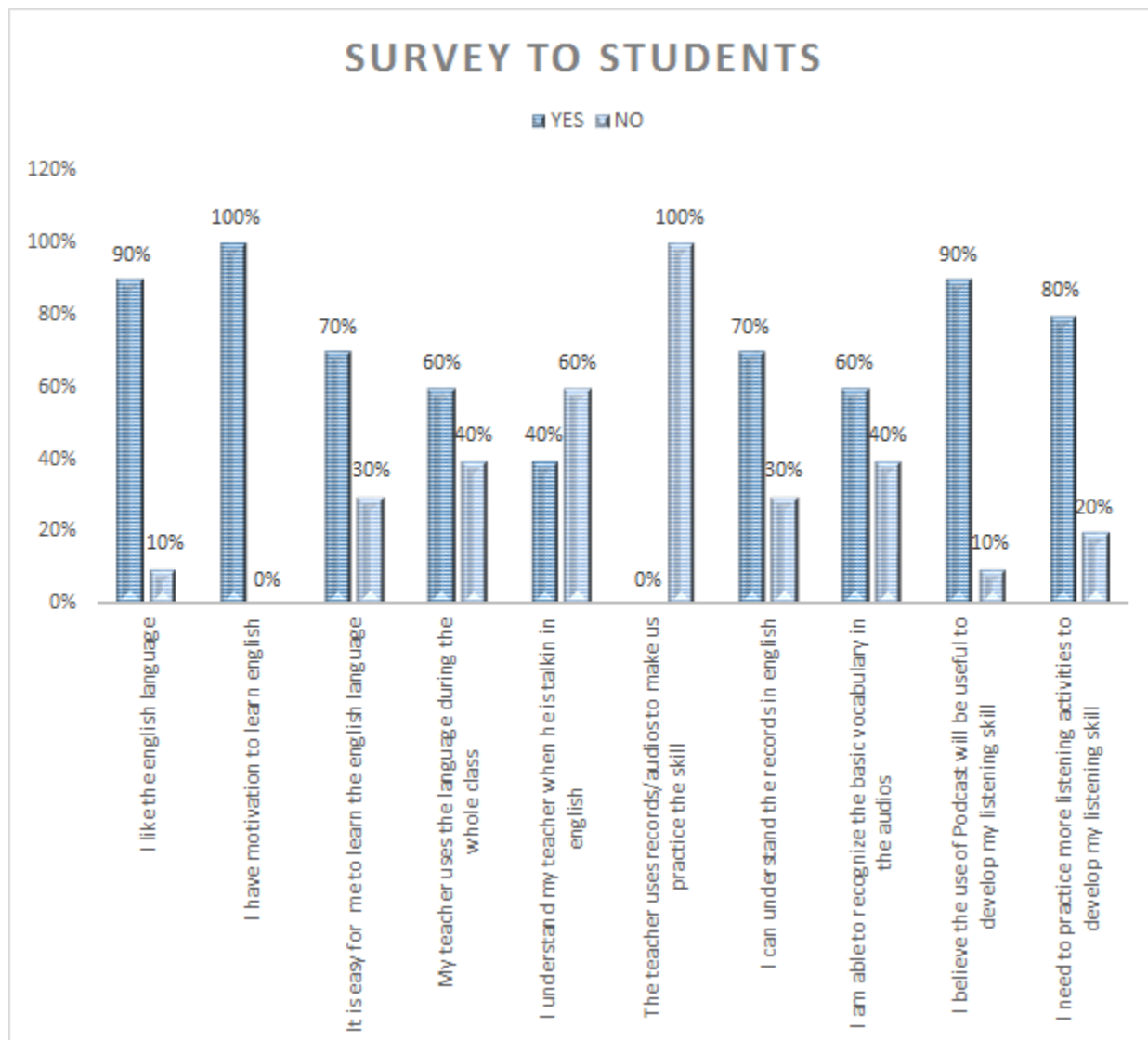
- They spoke about the use that they give to technology and what technology devices they use it more.

- The main idea was how facilitates the technology the people's lives.

- The main idea was the technology and how it facilitates people's life and the changes that make in their lives.

4.3 The results an analysis of the survey

The students explained that they like the foreign language and they also want to learn this language, but it is difficult for them to understand what the teacher is explaining, as well as sometimes it is also difficult or complicated for them to recognize the main words of the recordings. With the use of the podcast however if the teacher explains the main ideas or writes the main vocabulary on the board, together with the help of the students, it facilitates the understanding of the ideas of the conversation.



As a result, a 90% of the students said that they liked the English language, on the other hand, just a 10 percent affirmed that they did not like the English language. According to the motivation they had to learn English, the 100 percent of the students said that they were motivated. As a consequence of their intrinsic and extrinsic motivation, 70% of the students claimed they found easy to learn English and a 30% found it difficult.

In relation to the use of English in the class, 60% stated that the teacher used the English language during the complete class; the 40% told that the teacher did not use the language to teach. Furthermore, just a 40 percent of the students could understand what the teacher said when he is performing the class and a 60% did not understand when the teacher is speaking.

According to the listening skill, the students replied that the teacher did not use recordings or audios to teach the English language and practice it being reflected in a 0% of students who said YES and 100% of them said NO.

Due to the listening skill, and the use of the podcast in the classroom at the end of the interventions 70% of students mentioned that they could understand the audios by implementing podcast and a 30% said that they did not understand the records by the use of this software. In addition, a 60 percent of the learners established that they were able to recognize the basic vocabulary in the audios and a 40% declare that they were not able to obtain the basic vocabulary. As a result of the use of podcast in the class, 90% of students agree with the idea of using the software to develop their listening skill and just a 10% mention they did not believe in using podcast to develop their listening skill.

Finally, 80% of the students mentioned that they needed to practice more listening exercises to develop their listening skill and a 20 percent of them declared they did not need to practice listening activities to improve their listening skill.

The students explained that they like the foreign language and they also want to learn this language but it is difficult for them to understand what the teacher is explained as well as sometimes it is also difficult or complicated for them to recognize the main words of the record with the use of the podcast however if the teacher explain the main ideas or write the principal vocabulary in the board with the help of the students to facilitate the understanding of the ideas of the conversation

CHAPTER V CONCLUSIONS

As a conclusion according to the results of the standardized test SIMCE in English, it has been proved that the level of listening in students it is insufficient in terms of understanding what the speakers are talking about, and this situation has taken an importance among English teachers and the situation is that most of teachers do not have the enough time to practice listening skill with the students and that situation has taken special emphasis on students due to they realize that they are not able to understand a conversation between foreign people furthermore and the most important point is that they can not understand the teacher when it is explaining the topic or when is giving instructions. Furthermore, what students explained is that they feel frustrated when they wanted to understand or at least recognize some phrases and the use of podcast is to help the student of improve their listening ability and make easier for them to understand what the teacher or the speaker is communicating.

According to the main objective of this investigation that was to develop the listening skill in the students of Refugio school through the use of the podcast that were developed in three classes, one that was to expose the students to the software, the second one that was to develop some activities according to what they could understand with the use of the podcast and the last one was to complete a worksheet that helps to prove if podcast were a satisfactory tool for the students. Besides, it was used the observation instrument that was very suitable in terms of mediate if the students feel comfortable, interested about the use of the podcast, furthermore it was also used the interview instrument that was possible to distinguish if the student could obtain the important ideas of the conversation and the essential vocabulary, apart from that it was also applied a survey which was useful in terms of determine if this software was interesting and useful for the students and also to know if this methodology is suitable for them according to their exposure to the English language with the help of their teacher in the classroom.

The results of the interventions were unthinkable, the majority of the students find this tool advantageous as a result, they recognized that they need to do more practice in terms of the listening skill, they also explained that they feel motivated to use this software in their free time because they notice that listening ability is very important to understand the spoken language. On the other hand, 60 % of the students liked the activity and the other 40% of the grout were not interested to do this type of activity in the classroom.

In conclusion, we felt very motivated implementing this software in the classroom because the students behave better than we thought at the beginning of this experience, it is really satisfactory to realize that the students could develop their listening skill, not at all but this software had a positive impact on their English learning and their ability to listen to the language. We think that we are going to use podcast in our future classes due to it is an excellent tool to implement and get good results from the experience. In fact, we realized that the students could comprehend in a better way an audio by the use of this software in spite of the people talked too fast.

APPENDIX

Instruments of evaluation



Final Interview

Objective: The objective of these questions is to determine how useful was podcast for the students to develop the listening skill.

Grade: second grade of high school

Date: 31 – 05 – 2017

1. What was the general idea of the conversation?
2. Could you get the most meaningful words of the topic reviewed in class?
3. Was it possible for you to get the main ideas of a conversation with the use of podcast?
4. It has been easier for you to understand what the speaker is saying with the use of this software? Why?
5. The use of podcast encourages you to practice listening at home during your free time? Why?



Encuesta a los alumnos

Objective: To know if students are motivated to learn English and if the use of podcast was interesting and useful for them and to know if they were able to understand the foreign language in the class.

Grade: Second grade of High School

Date: 31. 05 - 2017

Alumno	SI	NO
1. ¿Me gusta el idioma Ingles?		
2. ¿Tengo motivación para aprender ingles?		
3. ¿Es fácil para mí el Idioma?		
4. ¿Mi profesor usa el idioma Ingles durante toda la clase?		
5. ¿Entiendo a mi profesor cuando habla inglés?		
6. ¿Soy capaz de seguir las instrucciones dadas en Ingles por mi profesor?		
7. ¿Entiendo las grabaciones en Ingles?		
8. ¿Soy capaz de reconocer al menos el vocabulario básico del tema del cual se habla en las grabaciones?		
9. ¿Creo que el uso del podcast será útil para favorecer y desarrollar mi habilidad de escuchar el idioma Ingles?		

Transcriptions of the interviews

Student 1

What was the general idea of the conversation?

The use of technology and how it affects through their lives and how that facilitates to do normal things.

Could you get the most meaningful words of the topic reviewed in class?

Yes, because the word technology was repeated in many times and other words also.

Was it possible for you to get the main ideas of a conversation with the use of podcast?

Yes.

It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

Kind of because there have been words that were easier to understand but there are others that aren't easy to understand.

The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because I noticed that apart of knowing the important words it is important to learn how to heard this foreign language and with podcast we could hear to people speak as they do normally

Student 2

What was the general idea of the conversation?

They spoke about the use that they give to technology and what technology devices they use it more.

Could you get the most meaningful words of the topic reviewed in class?

Yes, I did

Was it possible for you to get the main ideas of a conversation with the use of podcast?

Yes, I could understand the main idea about technology and etc

It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

Kind of because of their accent

The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because in that way I would be able to understand better what the speakers are talking about and the other thing is that I can understand better when I read texts in English but when I heard conversation in English it is more difficult to understand it because I do not know the English pronunciation

Student 3

What was the general idea of the conversation?

The main idea was how facilitates the technology the people's lives

Could you get the most meaningful words of the topic reviewed in class?

Yes, because the topic of the unit was the same that we heard with the podcast.

Was it possible for you to get the main ideas of a conversation with the use of podcast?

Yes, it was possible to get the main idea I could understand it

It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

Kind of because I'm not used to hear native speaker doe to they speak very fast but in other way it wasn't that difficult to understand that.

The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because learn how to hear the foreign language is an important factor to learn English and I think is something that complements me to learn of speaking this foreign language.

Student 4

What was the general idea of the conversation?

The main idea was the technology and how it facilitates people`s life and the changes that make in their lives

Could you get the most meaningful words of the topic reviewed in class?

Yes, it was easy because there were words that I already know and it hasn`t much complexity for me

Was it possible for you to get the main ideas of a conversation with the use of podcast?

The majority because there was one that I didn`t understand very well but in general I did understand the idea

It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

It depends because there are some words that I couldn`t understand much and other that I could understand the meaning but with the use of the dictionary I could facilitate that

The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because it helps me to improve my lexis and the pronunciation of some words

Student 5

What was the general idea of the conversation?

Technology and social networks

Could you get the most meaningful words of the topic reviewed in class?

Yes, because they name it a lot the most important words

Was it possible for you to get the main ideas of a conversation with the use of podcast?

Yes, because they talk about a topic and they give the reasons of why or why not use some technology devices

It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

Yes, because I could identify the main idea of the record and then I could take about the secondary ideas

The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because I could comprehend easier how their speak and the phrases that they use to give their opinion

Student 6

1.-What was the general idea of the conversation?

The main idea was that the people were talking about how technology has facilitate us the communication with other people and how it has been favorable in our daily life..

2.-Could you get the most meaningful words of the topic reviewed in class?

Yes, I told you before, as I was concentrated and attempt to what the people was saying. It was easy for me to distinguish the words and as I have been listening too many music and watching videos in english. For me it was not difficult to understand what was being said in the podcast, but I have to recognize it was easier by using the software.

3.-Was it possible for you to get the main ideas of a conversation with the use of podcast?

Yes, to me was easy to understand what they were talking about because also when you are using the podcast application, you need to be concentrated and paying attention to what the speakers are talking about, so as I was paying attention I immediately understood what the podcast was saying.

4.-It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

Yes, partly yes because some people who were shown in the podcast spoke slow and modulated well, but there were people who did not but well, I do not know what else to say miss.

5.-The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, so that one can learn how words are pronounced in english and also one can search the meaning of words and expand our vocabulary. I think if it serves and I would use it in my spare time. I have been listening to songs in english since I was a girl and that is how I have expanded my vocabulary in english and that is why I like english.

Student 7

1.-What was the general idea of the conversation?

Well, the main idea was interpret the uses of the internet that exist as the use that we give currently to the social networks and the use of internet and how do we use them in our life.

2.-Could you get the most meaningful words of the topic reviewed in class?

I was able to capt the most important words of the podcast but not all the words obviously but I capted the most important ones.

3.-Was it possible for you to get the main ideas of a conversation with the use of podcast?

I could get the main idea and also I could understand that the podcast is useful to us in order to interpret a conversation in the real life. I could understand the purpose of podcast

4.-It has been easier for you to understand what the speaker is saying with the use of this software? Why?

More or less I would say because sometimes the podcast is not heard totally, but with a good recording it would look good and you can interpret what is being said in the podcast. In addition to that you can put on subtitles.

5.-The use of podcast encourages you to practice listening at home during your free time? Why?

Actually, yes, because podcast is going to help us to interpret better the english language because we do not just read or something like that, on the contrary, we will have to listen to a real conversation in english. I think it can help us.

Student 8

1.-What was the general idea of the conversation?

How technology helped us in our daily life. Just that.

2.-Could you get the most meaningful words of the topic reviewed in class?

Yes, because a lot of them I already know but It is difficult to put the words in content. It is a little bit difficult too, but I can get for example: computer and things like that.

3.-Was it possible for you to get the main ideas of a conversation with the use of podcast?

If I had listened without the teachers had put the subtitles and explained, it would not have been easy, but when the teachers explained I could understand

4.-It has been easier for you to understand what the speaker is saying with the use of this software?

Why?

because the first day when you put the audio it was very difficult for me and after when you put the podcast I could understand more the sense of the audio.

5.-The use of podcast encourages you to practice listening at home during your free time? Why?

No because it is very complicated for me to understand what the people is saying . It is easier for me to read so I think the transcriptions of the audios were very useful but in terms of listening the language I am not motivated in learning it.

Student 9

1.- What was the general idea of the conversation?

The people on the podcast talked a lot of how important was the technology for them and also, I heard they were talking about the use of the technological devices. The device I Heard the most was the cellphone.

2.-Could you get the most meaningful words of the topic reviewed in class?

Yes, actually I already know the most of them and I think it was not so difficult to recognize them in the podcast, less by using the software you bring to classes.

3.-Was it possible for you to get the main ideas of a conversation with the use of podcast?

At the beginning, I did not know what the people were talking because they talked too fast but I could hear the most known words. At the second time and the third time you put the podcast I could get more words and more ideas than before.

4.- It has been easier for you to understand what the speaker is saying with the use of this software? Why?

Yes because if I can not get the idea at the first time, you can rewind the recording and if it not enough I can activate the subtitles and was in that way how I could understand better the audio.

5.-The use of podcast encourages you to practice listening at home during your free time? Why?

Yes, because I like listening to music in English. Also, I watch movies in English and I try to remove the subtitles to try to know by myself what is being said. But sometimes I need to put the subtitles again because I get lost. Also when I watch videos on youtube I always put the subtitles to the songs because in that way is easier for me to know the meanings.

Student 10

1.-What was the general idea of the conversation?

To know what is the technology and the social networks and how them help us in our daily life and also through the social networks such as twitter and Facebook or the implements like computers, laptops, etc.

2.-Could you get the most meaningful words of the topic reviewed in class?

Well, I could understand because the same words we already saw in the previous class, the main vocabulary of the topic

3.-Was it possible for you to get the main ideas of a conversation with the use of podcast?

I got immediately the main idea but I did not understand some words, but I understand the idea of the podcast.

4.-It has been easier for you to understand what the speaker is saying with the use of this software?

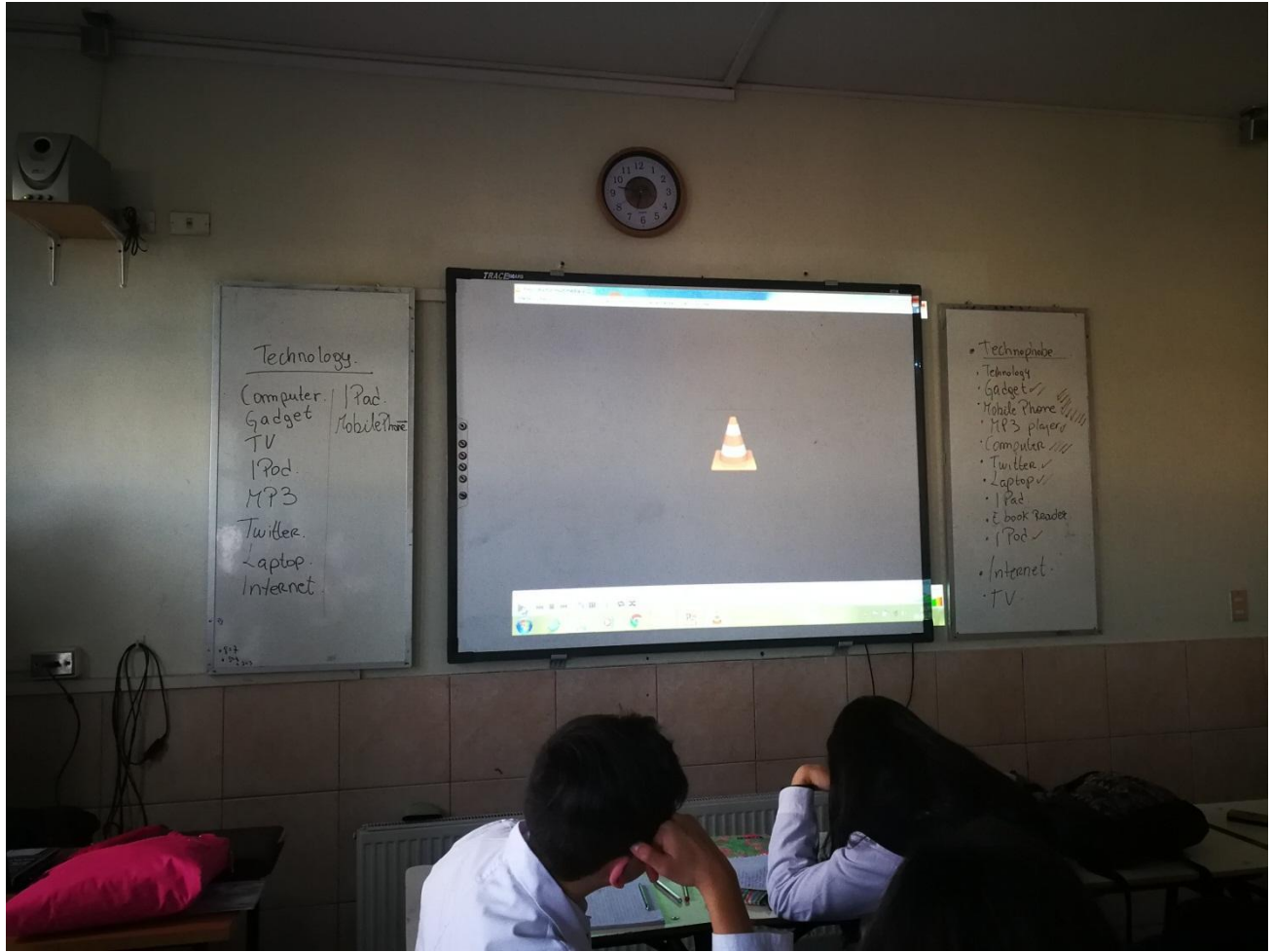
Why?

The people talked too fast so it was complicated for me to understand them but with the transcriptions in the podcast I could understand more.

5.-The use of podcast encourages you to practice listening at home during your free time? Why?

Well it motivates me because it can help me to talk in english besides it gives me more words to make sentences in order to speak well.





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