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The effectiveness of podcasts to improve Chilean sixth grade students' listening comprehension for specific information

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List of Acronyms

Acronym	Definition
A1	Basic User
A2	Basic User
AI	Artificial Intelligences
CEFR	Common European Framework of Reference
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
MMR	Mixed Methods Research
PET	Preliminary English Test
P	Participant

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ABSTRACT

The following action research focuses on trying the use of different podcasts for listening comprehension activities, to help Chilean 6th graders in a bilingual school to improve the specific information search when performing listening tasks. This action research study used mixed methods techniques to analyse and compare the findings. Quantitative data from students' performance in listening comprehension for specific information is gathered using a teacher-designed pre-, post, and delayed post-intervention test scheme, and qualitative data is gathered from students' perceptions through the application of a focus group. The sampling used in this study is non-probabilistic, with a convenience-volunteer sample technique. The participants are twenty students from a private bilingual school in Concepción, Chile, from sixth grade, aged from ten to twelve years old, whose level of English is A1-A2, according to the Common European Framework of Reference. Participants were trained in four sessions by being exposed to podcasts and developing activities such as gap fill, multiple choice questions, mind maps and worksheets, among others. After the training, and after two extra sessions to assure the achievement of the objective of this study, participants took a post-intervention test. Results showed a significant improvement in their scoring for listening comprehension for specific information, and participants expressed to be positive about the use of podcasts in the English lesson. In addition, they expressed their willingness to work with podcasts in the future.

Keywords: *Listening comprehension, listening for specific information, podcasts.*

La siguiente investigación acción se enfoca en probar el uso de podcasts en el aula de Inglés como lengua extranjera para actividades de comprensión auditiva, a modo de que estudiantes chilenos de sexto básico de un establecimiento educacional bilingüe mejoren su comprensión auditiva para información específica. En esta investigación se utiliza la técnica de método mixto para el análisis de datos. Los datos cuantitativos se recopilan a través de la aplicación de un pre-test, un post-test y un post-test diferido. Los datos cualitativos son obtenidos a través de la aplicación de un focus group. Se realiza un muestreo no probabilístico, con una técnica de muestreo por conveniencia. Los participantes son veinte estudiantes de un establecimiento educacional privado bilingüe de Concepción, Chile, cuyo nivel de Inglés va desde el A1 al A2 de acuerdo al Marco Común Europeo de Referencia. Los participantes son entrenados en cuatro sesiones al ser expuestos a la escucha de podcasts y desarrollan actividades de completar oraciones, selección múltiple, responder preguntas, realizar mapas mentales y guías de trabajo, entre otras. Después del entrenamiento, y luego de agregar dos sesiones para asegurar la consecución de los objetivos de esta investigación, los participantes realizan el post-test diferido. Los resultados muestran mejoras significativas en los puntajes asociados al nivel de comprensión auditiva para información específica, y los participantes expresan tener una percepción positiva hacia el uso de podcasts en la clase de Inglés. Adicionalmente, los participantes expresan su voluntad de continuar trabajando con podcasts en el futuro.

Palabras clave: *Comprensión auditiva, comprensión auditiva para información específica, podcasts.*

CHAPTER I - INTRODUCTION

1.1 Problem statement

The listening skill is regarded as one of the most complex skills to develop in the foreign language acquisition process. Lynch and Mendelsohn (2010) stated that “listening involves a sense of spoken language, normally accompanied by other sounds and visual input with the help of our relevant prior knowledge and the context in which we are listening” (p. 180). They also claimed that “listening is a bundle of related processes – recognition of sound uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on” (2002, p.103). Brown (2001) stated that “listening is an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms” (p. 250). Then, it can be assured that listening is a complex skill to develop due to its multifaceted nature. According to the specific standards of a bilingual school in Chile, Chilean EFL students, by the time they are in sixth grade, should have a listening comprehension level A1-(on the way to) A2 according to the Common European Framework of Reference (CEFR). This level allows students to recognise concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech, and to pick out concrete information (e.g., places and times) from short audio or video recordings on familiar everyday topics, provided they are delivered very slowly and clearly (Council of Europe, 2018).

Listening is a skill that has not been fully developed in the Chilean EFL classrooms because the teaching of vocabulary and grammar has prevailed in the foreign language teaching process. In a Chilean bilingual school, in Concepción, students from sixth grade of 2022 have encountered some difficulties to understand the overall meaning of some audio materials, and they have experienced some difficulties in finding specific information in listening tasks. Even if the types of audios are varied, the students still struggle to understand what the speakers say. There are many factors that might interfere with the students’ comprehension of the information contained in the recording. Examples of these factors can be the prosodic features of language described by Fox (2000) as speaker’s accents, the speed of speech, or the context of the audios (whether they are monologues, dialogues, real-life conversations, advertisements, etc.). This situation has turned into a problem, and it has been reflected in the students’ listening comprehension level, which has decreased as they are not reaching the A1 or A2 levels stated in the Common European Framework of Reference (CEFR) the school requires. How difficult listening is supported by Ur (1984) when she mentioned that “students did not perceive certain English sounds with any accuracy because these do not exist in their own language”, or that “students are not used to the stress and intonation patterns of the foreign language” (p. 11).

As a solution to this problem, the following action research focuses on trying the use of different podcasts for listening comprehension activities, to help Chilean sixth graders in a bilingual school with the specific information search when performing listening tasks. To find if the students improve their level of listening comprehension for specific information will guide the researcher to make informed teaching

decisions and will be able to select the corresponding input for listening comprehension tasks. The data collected from this study will provide guidance to answer the research question.

1.2 General objective and specific objectives.

General objective:

To explore sixth grade students' improvement in listening comprehension for specific information tasks using different types of podcasts.

Specific objectives:

1. To analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.
2. To identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts.

CHAPTER II – THEORETICAL FRAMEWORK

2.1 Listening skill

The listening skill is an ability that has been largely defined by renowned authors throughout the years, such as Ur (1984), Byrnes (1984), O'Malley et al. (1989), and Lynch (1998). For this study, many of these and some more authors will be cited. Lynch and Mendelsohn (2010) stated that "listening is a bundle of related active processes, since it includes the recognition of sounds, the perception of intonation patterns, the interpretation the relevance of what is being said and so on" (p. 180). This 'bundle' includes many processes that point to an end, which is to make sense of the spoken language. DeVito (1995) defined listening as an efficient five stages process of perception, comprehension, recognition, evaluation, and reaction in communication. Listening, in its dual nature – you hear to respond-, contains many processes that can be somehow difficult to perform all the same time. Schwarz (1998) said that "listening has also been characterized as a transaction, as it involves a sender (a person, radio, television) and a receiver (the listener)". The word 'transaction' implies a two-way action of giving and receiving input (a message) in form of spoken language. Listeners are forced to process the message immediately, with no chance of repeating or predicting, and with all the components of the sender's prosody.

Brown (2001) posed that "listening is an interactive process as the brain acts on the impulses, bringing to bear different cognitive and affective mechanisms" (p. 249). Also, there are eight processes that occur almost simultaneously according to an adaptation made by Clark and Clark (1977) and Richards (1983):

The hearer:

1. processes the "raw" speech.
2. determines the type of speech.
3. infers the objectives of the speaker considering content and context.
4. recalls background information relevant to the context and subject matter.
5. assigns literal meaning to the utterance.
6. assigns intended meaning to the utterance.
7. determines whether information should be retained in short-term or long-term memory.
8. deletes the form in which the message was originally received.

It is important to mention that "these processes do not occur in a fixed sequence, rather they may occur in any order, or simultaneously" (Buck, 2001, p. 2). People in general are unaware about all these processes in their first language, unless the conditions of the speech become disadvantageous for the hearer, say acoustics or different dialects; but in the second language these conditions affect directly the comprehension of hearer, and these can consider the prosodic features posed by Fox (2002) as speakers' accents, the speed of speech, or the context of the audios (whether they are monologues, dialogues, real-life conversations, advertisements, etc.). It has also been discussed that the listening skill is more demanding than reading (Buck, 2001) because it requires more attention to sounds and prosodic features, it occurs in real time, and students have less control on the

input, so they do not have the opportunity to check. Additionally, Buck (2001) mentioned that the speech is unplanned when having pauses, false starts, and hesitations, besides the use of cognates, reductions, blending of sounds and back-channel cues, occurring all at the time of speech. Helgesen (2002, as cited in Nunan, 2002) concluded that “exposing learners to a variety of tasks, as well as different types of listening, is helpful in enabling them to become more skillful listeners” (p. 43). Hence, teaching listening must include a variety of inputs to provide students with more opportunities to broaden their vocabulary spectrum. Gonulal (2020) stated that humans tend to listen more than they read, speak, or write, placing listening at the heart of the language learning process. Egamnazarova and Mukhamedova (2021) posed that listening comprehension is the basis for speaking, writing, and reading skills, and that the listening skill was for a long time relegated to a marginal place in foreign language learning process which started to receive more attention with the advent of communicative language teaching (CLT).

2.2 Listening for specific information

Listening for specific information corresponds to a subskill that fits the bottom-up processing, according to Nunan and Miller (1995). This processing goes from decoding phonemes linked to form words, and words linked to form phrases, and phrases are linked to form utterances, and utterances are linked to form the complete meaningful text. Richards (2008) described this type of processing by stating that comprehension begins with the received data that is analysed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived.

Buck (2003) in Ableeva and Stranks (2013) described the bottom-up processing as a model that involves the L2 language knowledge of the learners during oral input processing, and that it consists of four stages: first, learners decode phonemes, second, learners recognise words, third, learners reach a literal understanding of the basic meaning, and last, learners interpret the literal meaning of the input to understand the whole message.

Lynch and Mendelsohn (2010) stated that the bottom-up processing is indispensable because the process of the listener goes from paying attention to what they hear at the acoustic level, to make sense of words, phrases and sentences. Comprehension is viewed as a process of decoding. Hence, from this specific information that the listener obtains, decoding becomes meaning, and meaning becomes further comprehension of the message. Then, Lynch and Mendelsohn (2010) classified this as a metacognitive strategy, as listening for specific information is a deliberate action that students perform, corresponding to selective attention, given that the students have to listen to specific parts of the speech or to specific words. If this strategy is applied to the training of learners for their listening comprehension skills, it can contribute significantly to the learner’s autonomy.

According to Vandergrift (1999), with metacognitive planning strategies learners would clarify the objectives of an anticipated listening task and attend to specific

aspects of language input or situational details that assisted in understanding the task.

Brown and Abeywickrama (2010) defined four types of listening tasks when they focused on the assessment of listening: intensive listening, responsive listening, selective listening, and extensive listening. In intensive listening tasks, the learner focuses on decoding the specific sounds, words, and grammar, or what the speaker says. Then, listening for specific information is applied when performing an intensive listening task.

For Gilakjani and Ahmadi (2011) intensive listening requires learners to understand the meaning of each discourse and, ultimately, to understand every sentence and word, building basic listening skills. When learners are exposed to this type of listening activities, they become familiarised with English pronunciation, intonation and the changes in language flow.

There is always a purpose for listening and listening for specific information is a purpose and a strategy at the same time. Brown (2006) reflected as follows: "listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good" (p. 6). The purpose of listening to get to the friend's house is not met if the listener does not pay attention to the specific information, which in this case is the friend's address. Furthermore, Gu and Hu (2018) expanded on the fact that explicit attention to listening could reduce potential learning problems and can enhance learning outcomes.

Lee et al. (2002) in Jin (2002) defined listening for specific information as a strategy in which the learner has to attempt to understand specific information throughout skimming the oral text, and to make sense of this specific information in context. In other words, to search for particular information in a listening text to find the correct answer.

Although all the previous authors defined listening for specific information as a strategy, it can be also considered as an enabling skill of perception (Rost, 1990), as the listener has to recognise prominence within utterances including discriminating sounds in words, especially in phonemic contrast, discriminating strong and weak forms, the phonetic change in word boundaries, and identifying the use of stress and pitch (information units, emphasis, etc.).

The authors presented so far validate the action of listening for specific information as a strategy that promotes metacognition around listening when performing tasks. Students must be trained in this specific strategy to improve their outcomes in listening comprehension.

2.3 Authentic materials

Authentic materials are identified as input produced by native speakers, for native speakers (Mudra, 2014). However, in the EFL context, these are highly regarded because of its authenticity, being rich-real input for EFL students. Authentic materials characterise natural speech, as Field (1998) stated, because examples of these include hesitations, false starts, and are filled with empty pauses. In addition, Ur (1996) stated that authentic materials are a source of preparation for effective functioning outside the classroom since they bring students closer to what they will encounter in real life speech. Jacobson et al. (2003) posed authentic materials as “printed materials which are used in the classroom in the same way they would be used in real life”(p. 54).

Kilickaya (2004) agreed that many definitions of authentic materials rest in that they serve as “exposure to real language and its use in its own community”, and that authentic materials “enable learners to interact with the real language as it is used outside the classroom” The author concluded that “at any level authentic materials should be used to complete the gap between the competency and the performance of language learners” (p. 1-7)

Berardo (2006) detailed the advantages of using authentic materials in the classroom, as follows:

- Authentic materials have a positive effect on students’ motivation.
- Authentic materials give authentic cultural information.
- Authentic materials expose students to the real language.
- Authentic materials relate more closely to students’ needs.
- Authentic materials support a more creative approach to teaching.

Authentic materials should be the kind of input the students are exposed to, and they should be exposed before they experience any sort of interaction with native speakers, for example, when students travel or study abroad, or simply when they use the language in a different context outside the EFL classroom.

Tamo (2009) in Safitri (2017) also detailed some other advantages of using authentic materials:

- Students are exposed to real discourse.
- Authentic materials have a positive effect on learners’ motivation.
- Authentic materials keep the students informed about what is happening in the world, so they have intrinsic educational value.
- Authentic materials can produce a sense of achievement.

Undoubtedly, there are numerous advantages to the use of authentic materials as input in the EFL teaching process. There are some scholars that analyse the contrast between the use of authentic and non-authentic materials in the EFL lesson.

Febrina (2017) in its study that contrasted the use of authentic materials v/s non-authentic materials in teaching EFL in Indonesia, considered that authentic materials are regarded as beneficial tools in the teaching of EFL since they “reflect the

naturalness of the language, triggers learner's motivation, contain cultural content and improve the communicative competence" (p.731). On the other hand, the author contrasted non-authentic materials by arguing that non-authentic materials are "teaching materials designed for teaching purposes only" (p. 734). In the case of this study, and following the line of Febrina (2017), authentic materials (podcasts created by native speakers for native speakers) are used as a source of input for teaching the EFL strategy of listening for specific information. The fact of using authentic materials in the EFL classroom might be considered as the use of non-authentic materials because there is plan, design, correspondence to the school's curriculum; nonetheless all these actions that are features of non-authentic materials, are part of the process EFL teachers carry out before selecting a specific material as input in a lesson.

Joraboyev (2021) assures that authentic materials create interest among the learners since the teachers select them carefully by considering their needs. This allows students to actively engage in their tasks, and to be exposed to a rich source of authentic language.

Richards (2006) argued that "classroom activities should parallel the 'real world' as closely as possible" (p.20) to promote real communication. Critics of using authentic materials in the EFL classroom (e.g. Widdowson, 1987) posed that "authentic materials often contain difficult and irrelevant language", and that "using authentic materials is a burden for teachers"(p.21). This idea points to the validation of created materials that have authentic materials as a source, yet they foster the use of authentic materials in the EFL classroom. However, the view that authentic materials (written or spoken texts) can lead to a detrimental effect on students' learning can be addressed by simply selecting the right level of language use, and by designing manageable tasks for the learners.

Huda (2017) explored the teachers' perspective towards using authentic materials in the EFL classroom, and it was reported that 100% of teachers would use authentic materials in listening classes, that 88,3% of teachers prefer to use the internet as a main source to select materials, and that "teachers had positive attitudes toward providing authentic input in their classes" (p.1907). It also reported that teachers agreed in that students need to be exposed to the real English language in order to motivate them in the learning of the language. The reason behind the teacher's attitude was to expose the students to real English and to motivate them in learning the language.

Later, Anam et al. (2019) also explored the perception of teachers about the use of authentic materials in the EFL classroom. They concluded that teachers give a positive response to the use of authentic materials, that authentic materials are an important source to be implemented in classrooms, that teachers enjoy the implementation of authentic materials, and that this type of input is quite easy to obtain; although some teachers indicated that some authentic materials were "very difficult for the students' because of the high-level use of the language" (p.6). Again, the role of the teacher selecting the correct authentic material that fits the level of

the students carries the outmost importance to contribute to the learners' EFL learning process.

Mandasari (2019) in its analysis of teachers' beliefs towards the use of authentic materials in teaching listening, concluded that teachers do not give a definition of authentic materials, but they agree with the idea that authentic materials are any visual, audio, or audiovisual produced by a native speaker not for teaching purposes. Additionally, the study included the reasons why teachers use authentic materials, and the discoveries showed that authentic materials "introduce students to language used by native speakers in real contexts, improve students' English competence in spoken and written tasks, improve students' listening ability, and motivate students to learn autonomously, among others" (p.20-22). It also detailed the criteria teachers followed to select class materials, indicating as the top criterion, that the selected material should match the language level that the students have. The second criterion pointed to the students' needs, and the third criterion indicated the students' interests. Here, it is demonstrated that teachers carefully make informed decisions towards their students' learning process. Finally, the author concluded that "teachers' beliefs about using authentic materials are drawn by their teaching experiences, allowing them to bridge their students achieve their goals" (p. 24).

Qamari and Ilmiah (2016) promoted the use of authentic materials, although they posed an important query: at which level can authentic materials be used? After revising literature, they concluded that the exposure to this type of input should start at the earliest stages of language learning, considering that "an early exposure to such texts will help students to develop convenient strategies for more difficult tasks later on" (p. 148).

Gilmore (2007) highlighted the fact that "authentic materials... need to be selected carefully, with the specific needs of the learners in mind, and handled intelligently... they need to provide teachers with sufficient support to confidently deal with the syllabus" (p. 106). Once more, the importance of teachers deliberated selecting materials to be used in the EFL classroom takes pivotal direction in the development of the learners' performance.

2.4 Podcasting

Podcast is a series video and digital audio broadcast that could be downloaded and played on mobile devices. The term 'podcast' was derived from two technologies, 'iPod', and 'Broadcast' (Widodo, 2017). Later in 2019, Sheef and Althobaiti considered podcasts as a dynamic learning and teaching tool, since it includes beliefs, culture, values, and history of the place where the language is spoken. Following the same trend, Gromik (2008) claimed that podcasting provides learners with "full access authentic resources" (p.47) in non-English speaking contexts.

Sloan (2005), on his behalf, considered podcasting as an innovative way of broadcasting through the internet and that it can be used for transferring digital audio content automatically to mobile phones, making the use of podcast more relatable

to learners nowadays. Podcasts offer a real-life listening source from which all EFL/ESL listeners are allowed to benefit.

Using podcasts in the EFL classroom has several benefits. Constantine (2007) says that listening to podcasts for 2 or 3 minutes a day makes the beginner learner to be exposed to the language, the intermediate learner to hear different voices, and the advanced learner to learn from listening. Podcasts offer language learners with samples of real language and authentic materials (Thorne & Payne, 2005). Hawke (2010) developed an independent listening pilot course based on podcasts to see how science students can develop their scientific English listening skills through podcasts, and the findings showed that students' post test scores were significantly higher than the pre-test scores. Hasan and Hoon (2013), after reviewing literature on podcasting for EFL learning, stated that using podcast is more beneficial and helpful than using the traditional chalk and talk method, and that "podcast is also considered a powerful learning method in many aspects such as culture and history of the areas where the target language is spoken"(p.132)

NamazianDost et al. (2017) assured that the use of the podcasts with applying some actions is successful in improving the students' listening skill, as their study showed that students trained with podcasts (control group) performed higher than students trained with the traditional listening methods (experimental group).

Abdulrahman et al. (2018) found that podcasts enable students to comprehend content to enhance their proficiency and improve their listening comprehension. According to Winn (2020) in Gonulal (2020) there are more than 850,000 podcasts and 30 million episodes available around the globe, and these numbers are increasing daily. This fact makes podcast accessible for EFL teachers and learners.

2.5 Empirical studies using podcasts for listening comprehension

In the Chilean educational context, podcasts are not commonly used as a learning tool in the EFL classroom. One of the reasons is that not much evidence has been produced from the South American educational context regarding the use of podcasts. Mainly all the evidence comes from the Asian continent, say Indonesia, Uzbekistan, and Thailand among many others. Another reason may be that all the evidence that comes from Asia, has been mainly gathered from high school or university students. There is not much evidence about using podcasts for listening comprehension with young learners, and that is the idea of this action research study.

Asian authors, say Kavaliauskiene (2008), Sheef and Althobaiti (2016), Albdulrahman et al. (2018), Gonulal (2020), Egamnazarova and Mukhamedova (2021), have conducted research on the use of podcast as input for improving EFL learners' listening comprehension. Kavaliauskiene (2008) found that using authentic input such as podcast as training for listening comprehension raised language awareness of Lithuanian university students. Ting (2014) concluded in a study that employing podcasting in learning motivates learners to apply a wide range of

strategies to comprehend authentic topics at their own pace and under conditions free from anxiety.

In the same line, Refai (2018) investigated about students' attitudes and perceptions towards the use of authentic materials, such as videos and podcasts. The sample included 30 students from second year EFL students in the Universitas Muhammadiyah Metro in Indonesia, who answered a questionnaire of 20 items regarding their knowledge, perceptions, and attitudes. Findings included that students implicitly know the definition of authentic materials, and that they are mostly familiar with several kinds of materials, say YouTube videos, online podcasts, music shows. Moreover, the EFL students understood that being exposed to this type of materials encourage them to practice their listening skill. Most of the students showed a positive attitude and good perception towards the use of these resources in the improvement of their listening comprehension. Further on, participants manifested that the use of these resources was a pleasant activity to include in the spare time.

Morales and Beltrán (2006) explored listening through the use of authentic materials at a technological institution in Bogotá, Colombia. Participants were 10 students from 4th year of the International Business Program who took 4 hours of English lessons a week. The procedure consisted in 8 sessions of 90 minutes each, where classroom observation and questionnaires were used to collect data. All the activities performed in the sessions contemplated authentic materials such as song, videos, podcasts, as input. Results showed that listening comprehension can be developed based on the correct material selection and systematic and coherent lesson plans. The authors also concluded that it is necessary to do strategy training, for example listening for gist, and listening for prediction if the listening comprehension of the students is to be improved.

Morris (2010) conducted a study in which podcasts were used as a source to assess students' listening performance. 100 students from the University of Leeds participated and were divided into groups. The students in the trial group were given access to podcasts from lectures in the module, while the other did not have access to podcasts. At the end of the module all participants completed a 'mock' examination. The results showed that the trial group had engaged more deeply with the podcasts, allowing them to perform at a higher level in the final examination. In addition, the author concluded that the use of podcasts in the English lesson is not technically challenging for teachers since they are the ones who select this type of materials, and that it could be easily incorporated into course design.

Sabet and Mahsefat (2012) investigated the impact of authentic listening materials on the listening skills of university students that had elementary level of English. The sample included 60 participants from Koshyar non-profit University in Iran who were taking the course of English for general purposes. Participants were randomly divided into 2 groups, the experimental group received exposure to authentic listening materials (videos and podcasts) whereas the control group received simplified listening materials from textbooks. The students took an Oxford placing Test, a pre-test, a post-test, and a student's feedback survey. Results

showed that the experimental group performed much better than control group, obtaining higher scores in the listening tests, and that the use of authentic materials as input delivered a positive effect for student's listening skill training.

In more recent studies, Albulrahman et al. (2018) conducted an action research study in which the objective was to investigate students' listening comprehension through the use of podcast in the EFL classroom, and to explore their perception on the use of podcast instruction in teaching listening. The sample were 60 students from 10th grade in a high school in Jakarta, Indonesia, divided into two groups, experimental and control group. The instruments for data collection were an objective test, a lesson plan of listening, and a survey questionnaire. After being exposed to listening to podcasts, the experimental group performed at a higher level than the control group, and the study had proven the effectiveness of podcast as media to improve students' listening achievement. Also, participants reported that the study delivered high motivation to study English by using podcast due to the features provided by podcast such as various ELT classroom activities.

Sheef and Althobaiti (2019) investigated the effect of audio-podcasts, as a new learning and teaching tool on the listening comprehension of Saudi EFL high school students, and the students' attitude towards the use of audio-podcasts inside and outside the classroom. The sample consisted of 30 students who were divided into two groups, experimental and control group. The instruments of the study were a pre and post- listening test, and a questionnaire. Participants from the experimental group, in addition to regular English lessons, took two episodes/topics each class twice a week for three weeks, and after each podcast, they had to do a quiz and write notes about the audio, whereas the control group attended regular English lessons only. After the intervention, participants took a post-test, and results showed that the use of audio-podcasts had a considerable positive influence on the experimental group, contrasting results from the control group. In terms of students' attitude, the study revealed that they were positive about using audio-podcasts in their English lessons since students feel more motivated and active.

Gonulal (2020) conducted a study to investigate the potential of podcasting and vodcasting technology in promoting extensive listening and improving overall L2 listening skill. The participants were students from the English language teaching program in a state university in Turkey. 49 students participated. The training consisted in one year of listening logs where students listened to podcasts of their choice within a list created by the researcher and provided a summary of their listening material. Later, the students created an oral summary of 3 minutes after listening to any podcast. The instruments to collect data were listening log assignments, listening progress tests, proficiency tests, and a listening log questionnaire. Six tests were applied during the study, and results showed that made significant progress in their overall listening skills after a year of podcast training, enhancing their pronunciation abilities and knowledge of words and phrases. In addition, participants largely believed that they significantly increased their overall listening skill by the end of the year thanks to the extensive listening assignments.

Furthermore, Egamnazarova and Mukhamedova (2021) claimed that making a habit to listen to podcasts helps to improve learners' listening skills. All these empirical studies support the idea of this action research of improving listening comprehension for specific information using podcasts.

Saeedakhtar et al. (2021) conducted action research to explore the collaborative effect of listening to podcasts on intermediate learners' listening comprehension and vocabulary learning. The study consisted of 48 male Iranian high school English learners aged 13 to 17. The Preliminary English Test (PET) from Cambridge Exams was applied to recruit intermediate level learners and to ensure the homogeneity of the groups. A pre and post-test were the instruments for the study. Later, the students were divided into two experimental groups (an individual and a peer-peer) and a control group. The experimental groups were exposed to 28 episodes of podcasts over a 17-session training. The individual group listened to a podcast inside and one more outside the classroom, undertook the follow-up activities, and summarised them individually. The peer-peer group was instructed to follow the same procedures collaboratively. The same episodes were played for the control group twice inside the classroom. The control group also did the follow-up activities and summarised the podcast episodes. Results demonstrated that the experimental groups significantly outperformed the control group on listening comprehension and vocabulary post-tests. Participants answered a questionnaire at the end of the training, to elicit experimental groups' opinion on the use of podcasts, and results from the questionnaire reported positive attitude towards the use of podcasts for their improvement in the listening skill.

CHAPTER III – METHOD

3.1 Type of research

The type of research for this study is action research. According to Burns and Edwards (2010) action research is a process by which teachers reflect on their teaching practices and explore their own teaching contexts. In an action research study, there are three processes that are involved, and the first is when the researcher identifies a problematic situation or an issue in its educational context. The following step is to design an intervention deliberately, which will foster a solution for the problem. After analysing the intervention results, the researcher can bring about changes and improvements in the teaching practices and the learning processes.

This type of research has been selected because a reflective process has been carried based on the experiences of the teaching process, and a problem has been found with students' listening comprehension for specific information. An intervention plan has been designed to solve the problem, which effectiveness is later evaluated, providing insights and benefits for the teaching-learning process.

This action research study will use mixed methods research (MMR) (Schoonenboom & Johnson, 2017), to analyse and compare the findings. Onwuegbuzie et al. (2007) define mixed methods research (MMR) as:

“Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p.120)

In this case, mixed methods research allows the researcher to produce a wider scope of insights for further reflection in the teaching practices. Quantitative data from students' performance in listening comprehension for specific information is gathered to inform specific objective 1, using a teacher-designed pre and post-test, and qualitative data is gathered from students' perceptions towards the input they received in the study, to inform specific objective 2, through the application of a focus group.

The developmental intellectual puzzle might be addressed in this action research study because the idea of it is to explore how listening to podcast can improve students listening comprehension for specific information before and after an action plan is applied, by means of observing the process of students developing strategies to enhance their listening skill. This action research fulfils the correlational purpose because it will test if the listening to podcasts training improves the students' listening skill when assessing listening comprehension for specific information.

3.2 Research problem

Listening skill is regarded as one of the most complex skills to develop in the foreign language acquisition process. Lynch and Mendelsohn (2010) stated that “listening involves a sense of spoken language, normally accompanied by other sounds and visual input with the help of our relevant prior knowledge and the context in which we are listening” (p. 180). They also stated that “listening is a bundle of related processes – recognition of sound uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on” (2002, p. 103). Brown (2001) stated that “listening is an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms” (p. 250). Then, it can be assured that listening is a complex skill to develop due to its multifaceted nature. According to the specific standards of a specific bilingual school in Chile, Chilean EFL students, by the time they are in 6th grade, should have a listening comprehension level A1-(on the way to) A2 according to the Common European Framework of Reference (CEFR). This level allows students to recognise concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech, and to pick out concrete information (e.g., places and times) from short audio or video recordings on familiar everyday topics, provided they are delivered very slowly and clearly (Council of Europe, 2018).

Listening is a skill that has not been fully developed in the Chilean EFL classrooms because the teaching of vocabulary and grammar has prevailed in the foreign language teaching process. In a Chilean private bilingual school, The Wessex School in Concepción, students from sixth grade of 2022 have encountered some difficulties to understand the overall meaning of some audio materials, and they have experienced some difficulties in finding specific information in listening tasks. Even if the types of audios are varied, the students still struggle to understand what the speakers say.

There are many factors that might interfere with the students’ comprehension of the information contained in the recording. Examples of these factors can be the prosodic features of language described by Fox (2000) as speaker’s accents, the speed of speech, or the context of the audios (whether they are monologues, dialogues, real-life conversations, advertisements, etc.). This situation has turned into a problem, and it has been reflected in the students’ listening comprehension level, which has decreased as they are not reaching the A1 or A2 levels stated in the Common European Framework of Reference (CEFR) that the school requires.

3.3 Description of participants

The sampling used in this study is the non-probability sampling, with a convenience-volunteer sample technique. Students are underaged, therefore they need to have the authorisation of their parents to participate in this study. The consent form can be found in the appendices section.

According to Taderhoost (2016), this technique is used because the participants are readily and easily available. Etikan et al. (2016) pose that the subjects “just happen to be situated, spatially or administratively, near where the researcher is conducting the data collection” (p.2). It is simple to reach the subjects as the researcher has everyday interactions with the students, since she is the form/English teacher of the group of students.

The participants are twenty students (eight girls and twelve boys) from a private bilingual school in Concepción, Chile, from sixth grade, aged from ten to twelve years old, whose level of English is A1-A2 according to the CEFR. The students have been instructed in English for eight years. The instruction of all subjects is delivered in English, but they have had six hours of the English subject a week. Their attitude towards English may vary, although it is positive since they are immersed in the bilingual context. The purpose the school has is to deliver English instruction to give students the chance to become bilingual speakers.

3.4 Research question and objectives

3.4.1 Research question

How effective can different types of podcasts be for improving the listening comprehension for specific information level of sixth grade students in a Chilean bilingual EFL classroom?

3.4.2 Research objectives

3.4.2.1 General objective

To explore sixth grade students’ improvement in listening comprehension for specific information tasks using different types of podcasts.

3.4.2.2 Specific objectives

1. To analyse students’ performance in listening comprehension for specific information tasks based on different types of podcasts.
2. To identify students’ perception about their listening comprehension improvement after being exposed to different types of podcasts.

3.5. Data collection techniques

This action research combines the quantitative and qualitative method, with one quantitative instrument, which is a pre/post-test, and one qualitative instrument, which is a focus group, each of which is explained below.

The pre-test allows the researcher to measure the level of listening comprehension for specific information the students have before the intervention, whereas the post-test informs about the improvement in the students’ listening comprehension for specific information after the intervention plan. The pre-test

includes two items, information gap including four sentences, and multiple choice considering three questions. The post-test includes the same two items, considering four information gap sentences, and three multiple choice questions. It is important to mention that these tests are applied outside the intervention plan schedule, for time constraints. According to Bell (2010, as cited in Widodo, 2017), the main idea related to the pre-test–post-test design includes obtaining a pre-test score of the result of interest before directing some treatment, accompanied by a post-test score after the treatment.

The focus group allows the researcher to identify the students' perception about the type of podcasts they had been listening throughout the intervention plan. According to Krueger and Casey (2009)-in Kellmerit (2015) a “focus group study is a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment” (p. 44). In addition, Carey and Smith (1994) stated that the use of focus groups involves the sequential steps of preparation, implementation, analysis and interpretation. It is of great importance for the researcher to be aware of the thoughts of the participants after the intervention since it is conducted to benefit them specifically. The sample consists of twenty participants, therefore there are four groups of five students.

3.5.1 Validation of instruments

The main strategy for validating instruments is expert validation. The experts that validate these instruments are two university professors, and three colleagues from the school where the researcher works that teach the same level of sixth grade. These experts have vast experience in teaching young learners, and all of them have conducted research in the educational field. The expert validation form is included in the appendix section.

3.6 Data analysis techniques

To analyse quantitative data, pre and post-test results are submitted to descriptive statistical analysis (Burns and Edwards, 2010) calculating measures of central tendency and measures of dispersion. According to Marshall and Jonker (2010) descriptive statistics are the easiest to undertake and interpret and they are a useful way to summarize data.

For the qualitative data, content analysis is preferred, and coding the focus group answers allows the researcher to obtain patterns or categories (Burns and Edwards, 2010), including the frequency of each, to present findings in an organized form.

3.7 Action plan

The intervention plan consists in five sessions of forty-five-sixty minute each, once a week, all of which are performed during the English class. The following table explains the intervention plan designed for this study. Sessions one and two are detailed in this section. Check the appendices section for the complete action plan. It is important to mention that pre and post-test are not part of the intervention schedule. According to Bell (2010, as cited in Widodo, 2017), the main idea related to the pre-test–post-test design includes obtaining a pre-test score of the result of interest before directing some treatment, accompanied by a post-test score after the treatment.

Table 1: Action plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	Research Objective
Session 1: 6 th June, 2022	Students will be able to identify specific information in a podcast by answering multiple choice questions about season and weather.	Teacher presents the topic to the students by using flashcards of the 4 seasons and types of weather. Students complete a worksheet: draw your favourite season and describe the weather. The teacher plays the podcast. The students listen to the podcast and answer the multiple-choice questions worksheet about specific information. Students do a poll to find the most popular season in their classroom.	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Poll: 7-10 min. Estimated time: 45-50 minutes	Flashcards. Introductory worksheet. Podcast. https://open.spotify.com/episode/3dUTLvYKDuAxfgcTNzezZT Worksheet with multiple choice question about specific information from the podcast. Students' notebooks.	Assessment instance Formative assessment (multiple choice questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.
Session 2: 13 th June, 2022	Students will be able to identify specific information in a podcast by completing information gap activities about humans why wear clothes.	Teacher presents the topic to the students by asking them what they are wearing at the moment (small discussion of why wearing that) Students complete a worksheet: draw	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Debate: 20-25 min.	Introductory worksheet. Podcast. https://open.spotify.com/episode/0mNxoUvRxVvLnyIMcLWwPz Worksheet with information gap questions about specific information from the podcast.	Assessment instance Formative assessment (information gap questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.

		clothes on a stick figure. The teacher plays the podcast. The students listen to the podcast and answer the information gap questions worksheet about specific information. Teacher divides the class in two teams to debate whether humans should wear clothes or not.	Estimated time: 55-60 minutes.	Students' notebooks.		
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Source: Self-elaboration

There was an addition of two sessions three months after the first intervention, and the actions for this delayed intervention are described below:

Table 2: Delayed action plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	Research objective
Session 1: 17th October, 2022	Students will be able to identify specific information in a podcast by answering multiple choice questions.	1. Teacher presents the topic to the students by asking the students to talk about their friends. 2. Students complete a worksheet. 3. The teacher plays the podcast. The students listen to the podcast and answer the multiple-choice questions worksheet about specific information. 4. Students do a poll for friendship.	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Poll: 7-10 min. Estimated time: 45-50 minutes	Flashcards. Introductory worksheet. Podcast https://shorturl.at/cdqxG Worksheet with multiple choice question about specific information from the podcast. Students' notebooks.	Formative assessment (multiple choice questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.
Session 2: 19 th October, 2022	Students will be able to identify specific information in a podcast by completing information	1. Teacher presents the topic to the students by brainstorming ideas about body pain. 2. Students complete a worksheet.	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min.	Introductory worksheet. Podcast. https://shorturl.at/apxMR Worksheet with information gap questions about	Assessment instance Formative assessment (information gap questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information

	gap activities.	3. The teacher plays the podcast. The students listen to the podcast and answer the information gap questions worksheet about specific information. 4. Teacher divides the class in two teams to debate whether humans should or not feel pain.	Answering questions: 5-7 min. Debate: 20-25 min. Estimated time: 55-60 minutes	specific information from the podcast. Students' notebooks.		tasks based on different types of podcasts.
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Source: Self-elaboration

CHAPTER IV – FINDINGS

Results are presented according to each specific objective created for this investigation. It is of utmost important to describe results thoroughly, due to the fact that they hardly reached the completion of both objectives in the original action plan.

Specific objective 1: to analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.

To gather the data, participants are exposed to listen to the podcast twice, and they answer the questions simultaneously. The second podcast playing instance occurs at the end of the session for them to check their answers. In Table 3, results are displayed:

Table 3: Pre-, post-, and delayed post- intervention test results

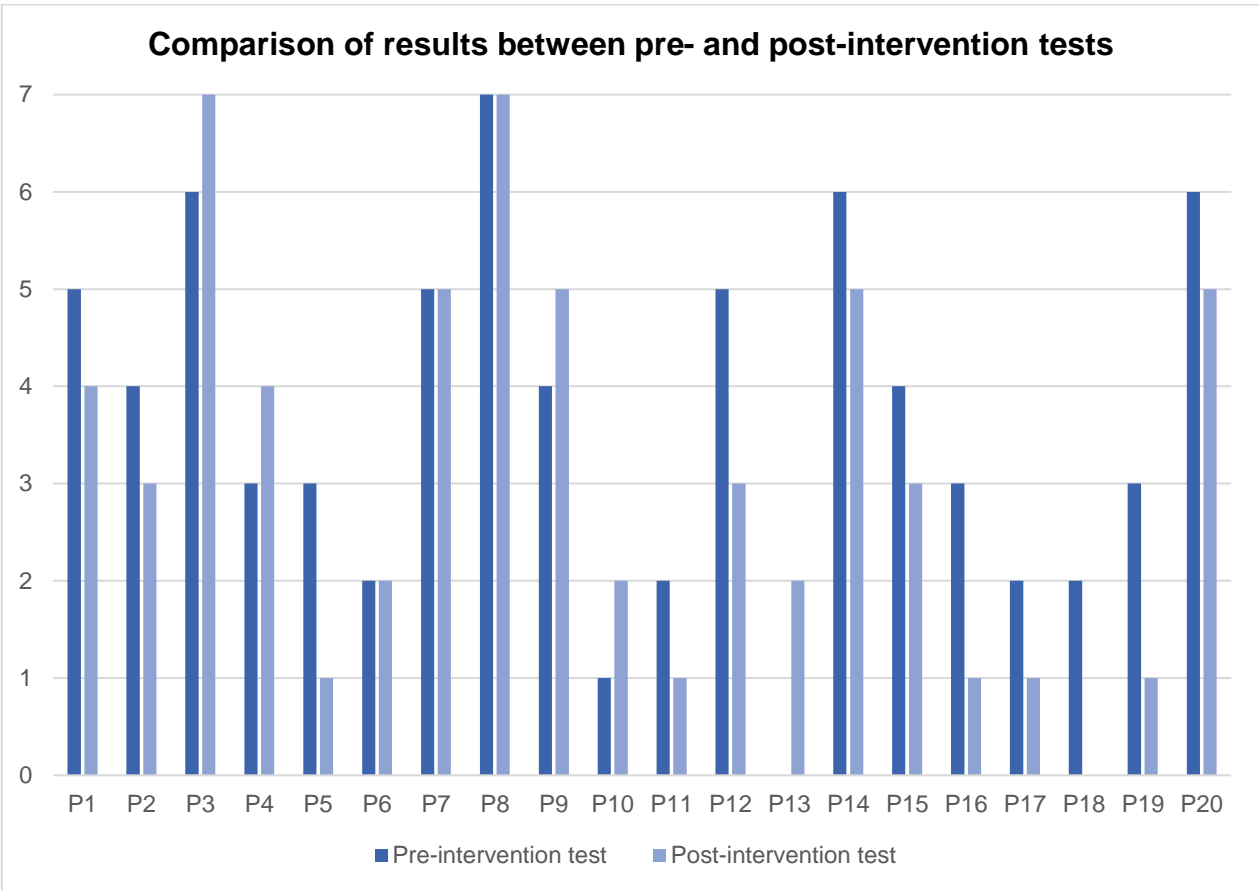
Participants	Pre-Intervention test		Post-intervention test		Delayed post-intervention test	
	Points obtained (7 total)	Percentage of achievement % (out of 100%)	Points obtained (7 total)	Percentage of achievement % (out of 100%)	Points obtained (7 total)	Percentage of achievement % (out of 100%)
Participant 1	5	71.4	4	57.1	5	71.4
Participant 2	4	57.1	3	42.8	5	71.4
Participant 3	6	85.7	7	100	7	100
Participant 4	3	42.8	4	57.1	6	85.7
Participant 5	3	42.8	1	14.2	5	71.4
Participant 6	2	28.5	2	28.5	5	71.4
Participant 7	5	71.4	5	71.4	6	85.7
Participant 8	7	100	7	100	7	100
Participant 9	4	57.1	5	71.4	6	85.7
Participant 10	1	14.2	2	28.5	5	71.4
Participant 11	2	28.5	1	14.2	4	57.1
Participant 12	5	71.4	3	42.8	6	85.7
Participant 13	0	0	2	28.5	5	71.4
Participant 14	6	85.7	5	71.4	7	100
Participant 15	4	57.1	3	42.8	5	71.4
Participant 16	3	42.8	1	14.2	5	71.4
Participant 17	2	28.5	1	14.2	4	57.1
Participant 18	2	28.5	0	0	6	85.7
Participant 19	3	42.8	1	14.2	6	85.7
Participant 20	6	85.7	5	71.4	7	100
Total:	73		62		112	

Source: Self-elaboration

As for the pre-intervention test, one participant obtained all seven correct answers, three participants obtained six correct answers, three participants obtained five correct answers, three participants obtained four correct answers, four participants obtained three correct answers, four participants obtained two correct answers, one participant obtained one correct answer, and one participant obtained no correct answers. Ten participants obtained at least 50% of all answers correctly. The other ten participants did not obtain a satisfactory performance (less than 50% of correct answers).

The comparison of results between the participants performance before and after the intervention is displayed in Figure 1. Participants are shown as P and their number.

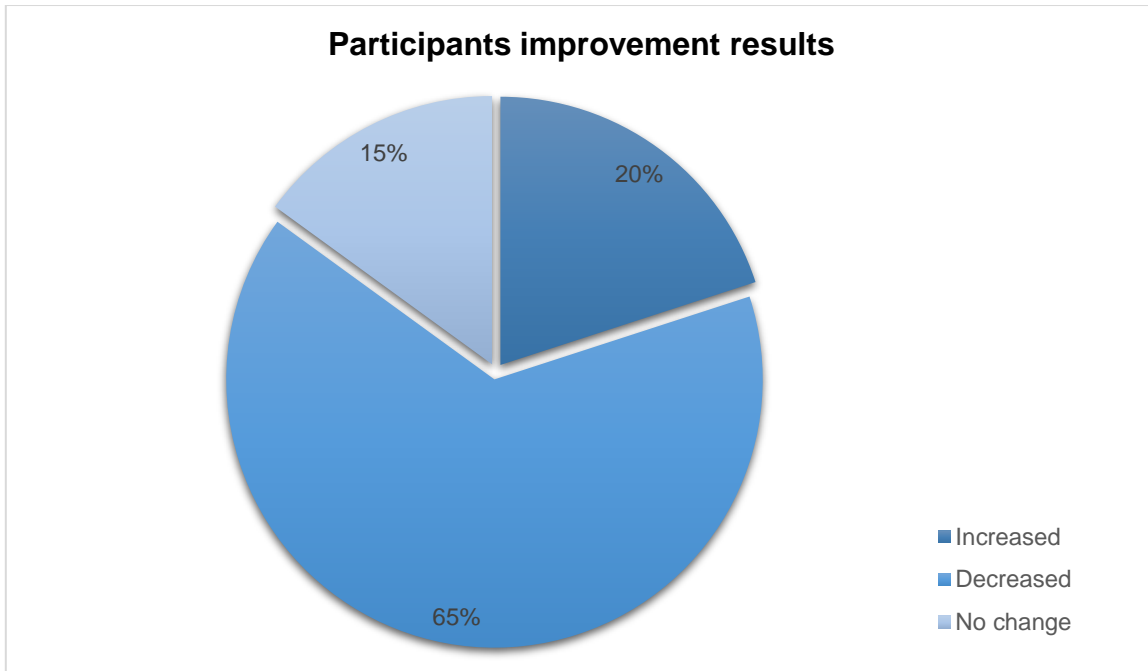
Figure 1: Comparison of results between pre- and post-intervention tests



Source: Self-elaboration

Post-intervention test results vary for all participants except from P6, P7, and P8, who obtained same result in both pre- and post-intervention test. Only P3, P4, P9, and P10 improved their results in one more correct answer after the intervention. As for P1, P2, P5, P11, P12, P13, P14, P15, P16, P17, P18, P19, and P20, they lowered their correct answers in a range of one or two answers.

This can be better expressed in Figure 2 below:
Figure 2: Percentage of improvements of participants



Source: Self-elaboration

Figure 2 shows that 20% of participants increased their scoring in the application of the instrument; 65% of participants did not obtain higher scoring in the post- intervention test, in fact, they decreased their performance scoring, and 15% of participants did not present any change.

The means of central tendency for both instances of instrument application are presented in **Table 4** below.

Table 4: Means of central tendency

	Pre-intervention test	Post-intervention test
Mean	3.6	3.1
Mode	2, 3	1
Median	3.5	3

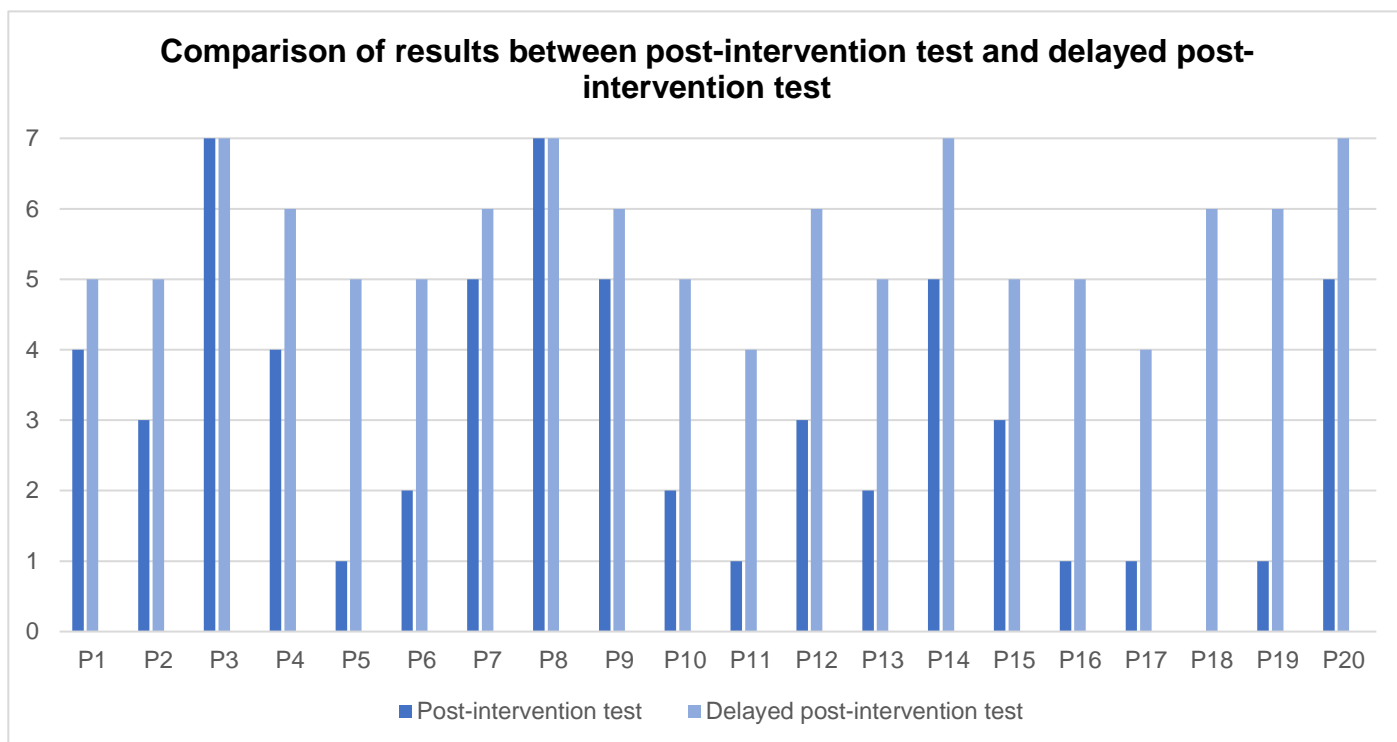
Source: Self-elaboration

In the pre-intervention test, the **mean** was 3.6, showing that when results are ordered and averaged, participants result reached at least half of the full scoring, whereas in the post intervention test, this value is 3.1, showing that after the implementation, participants obtained a lower scoring. The **mode** for the pre-intervention test is bimodal, with the values of 2 and 3 points, and for the post-intervention test is 1, clearly showing a decrease in participants performance. The **median** in the pre-intervention test is 3.5 and in the post-intervention test is 3, indicating that there was also a decrease in participants' performance.

Three months after the intervention, the researcher applied two more practice sessions and a delayed post-intervention test, to compare results from the first round of interventions. The delayed post-intervention test presented the same tasks (gap filling and multiple-choice questions) as the pre- and post-intervention test.

The comparison of results between the participants performance before and after the delayed intervention is displayed in Figure 3.

Figure 3: Comparison of results between post-intervention test and delayed post-intervention test



Source: Self-elaboration

As for the last instance, in the delayed post-intervention test, four participants obtained all seven correct answers, six participants obtained six correct answers, eight participants obtained five correct answers, and two participants obtained four correct answers. The twenty participants obtained the same or higher number of correct answers.

Specific objective 2: to identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts.

A focus group is conducted, and it considers four groups of five participants, in one session. The objective is to identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts. Participants are asked four open-ended questions, which are the following:

1. Is it interesting for you to listen to podcasts in the English class? Why?
2. What is your opinion about listening to podcasts in the English lesson?
3. Did you understand the main idea of the podcasts presented? Why?
4. Do you believe that listening to podcasts increases your performance in listening comprehension activities? Why?

The moderator is the researcher and there is no second moderator since the focus group is audio-recorded. The session is developed in a time frame of fifteen-to-twenty minutes, and it takes place in the participants' classroom to balance accessibility and familiarity with the context of the study (Gibson, 2007). Data from the focus groups are presented in Table 5, 6, 7, and 8 treated under content analysis, to highlight the importance of each question. It is necessary to state that all participants were at the school that day and answered all questions, which resulted in veritable data obtained for this purpose.

Table 5: Focus group questions and answers group 1

Theme	Sub-theme	Frequency	Focus group extracts
Listening to podcasts in the English lesson	Interest	5	P1: <i>"Yes. Because I stimulate my... my sound check, and it's funny."</i> P2: <i>"Yes, but sometimes I didn't understand the voice of the kids"</i>
	Opinion	5	P3: <i>"My opinion is that can we continue with this intervention? Because it's a very good idea... we can learn new things"</i>
	Understanding	5	P4: <i>"Yes, the first podcasts was about Valentine's day. I didn't know the story of that day"</i> P1: <i>"Yes, I liked the one of food, because I learned the word "cheesy" for the tallarines"</i>
	Perception of performance	5	P5: <i>"Yes, because when we listen to the podcasts we aprendemos new words and we can understand more English and speak more English"</i>

Source: Self-elaboration

Group 1 participants demonstrated high interest in using podcasts in the English lesson. Participants were keen on insisting to continue with the intervention, as to make it part of the regular English lesson. P1, particularly, answered all questions enthusiastically; only a few answers from P1 were included as extracts. In Figure 4, there is a word cloud with all data from group 1, where key words appear bigger because of its frequency in participants' answers.

Figure 4: Word cloud from group 1.



Source: Word cloud generator.

The most frequent words to appear in participants' answers are 'yes', 'cheesy', 'podcasts', 'understand', 'speak', 'English'. From this, it can be inferred that participants from group 1 were quite engaged with the process, with the podcasts and the activities. If most frequent words from word cloud group 1 were used in a sentence, it could be said that 'Yes, we *understand English podcasts*, and *speak every day* using words like *cheesy*'.

Table 6: Focus group questions and answers group 2

Theme	Sub-theme	Frequency	Focus group extracts
Listening to podcasts in	Interest	5	P6: "Yes, because the English class is funny and difficult at the same time." P8: "Yes, because I had the possibility to learn a lot of things and I had a big time of funny things, and to share with

the English lesson			<i>my friends and my teacher. I loved the podcasts”</i>
	Opinion	5	<i>P8 “I think that is good listening to podcasts in the English class because, ehm, you can practice listening to English and when you will talk with another person in England, for example, we will understand complete this person because you listened before with the English podcasts”</i>
	Understanding	5	<i>P7: “Yes, the heart was a symbol of love for Valentine’s day” P9: “Me acuerdo del podcast que había que dormir, porque el sueño era para descansar y recargar energías”</i>
	Perception of performance	5	<i>P5: “I believe that listening podcasts increases the performance of listening, because you can get ready to listen another person in English and you can learn more about vocabulary, pronunciation and those things.”</i>

Source: Self-elaboration

Group 2 participants were also positive about using podcasts in the English lesson. This group obtained at least 71% of achievement in the delayed post-intervention test and expressed their perceptions as higher than they expected. P9 did not want to speak English to participate in this focus group, therefore P9 was allowed to speak Spanish seeing that P9 answers were as valuable as any other participant’s data. In Figure 5, there is a word cloud with all data from group 2, where key words appear bigger because of its frequency in participants’ answers.

Source: Word cloud generator

The most frequent words to appear in participants' answers are 'think', 'English', 'podcasts', 'listen', 'yes', 'remember', 'funny', 'talk', 'brain'. From this, it can be inferred that participants from group 3 were well aware that podcasts help them to connect their learning with fun activities and topics. If most frequent words from word cloud group 3 were used in a sentence, it could be said that 'Our brains remember the funny things we listen in the English podcast. Yes, we learn and talk'.

Table 8: Focus group questions and answers group 4

Theme	Sub-theme	Frequency	Focus group extracts
Listening to podcasts in the English lesson	Interest	5	P18: "Yes, because I... I... because it's funny, and is very interesting." P20: "Yes, because I like very much to listen and when I listened to the podcasts I could understand and know another words that I never ... nunca las conocía"
	Opinion	5	P16: "I think that is very funny because when we listened to the podcasts we can complement the information of some things"
	Understanding	5	P20: "Yes, the one with the clothes, because humans have to get warm and protect from the sunlight"
	Perception of performance	5	P17: "The podcasts helped because, ehm, listen new words and voices increases your comprehension"

Source: Self-elaboration

Group 4 participants expressed that it was 'funny' for them to have listened to podcasts in the English lesson. The fact that participants had fun while being trained to listen for specific information using podcasts is of great pedagogical value. It allows the teacher-researcher to reflect in their teacher decisions, hence, to change their pedagogical actions to benefit student's learning process. In Figure 7, there is a word cloud with all data from group 4, where key words appear bigger because of its frequency in participants' answers.

Figure 7: Word cloud from group 4



Source: Word cloud generator

The most frequent words to appear in participants' answers are 'podcasts', 'yes', 'interesting', 'funny', 'listen', 'helped', 'words'. From this, it can be concluded that participants from group 4 recognised podcasts as a help to understand words, while having fun with the activities they did. If most frequent words from word cloud group 4 were used in a sentence, it could be said that 'Yes, *podcasts* are *interesting*. They *helped* to *listen* to *words*'.

All participants expressed to have been benefited from the intervention, in their opinion about their improvement in listening comprehension tasks. Results, on the other hand, showed a contrasting view through the post-intervention test, where only four students increased their listening comprehension performance in gap filling and multiple-choice tasks. To the eyes of the researcher, the first intervention had not had the expected outcome, which is the situation where more than fifty percent of participants would have improved their listening comprehension skills.

However, the results from the delayed post-intervention test are higher than any other instance of assessment, showing agreement between participants' results and participants' perceptions of their performance after being exposed to listening to podcasts.

CHAPTER V – DISCUSSION

5.1 Discussion

According to the results after the intervention, and to the comparison between the pre-intervention test and the delayed post-intervention test, in this case, listening to podcasts for specific information has been proved to be effective in terms of the performance of the participants from sixth grade in a bilingual school in Concepción, Chile, and their perception of their listening performance. Discussion takes two paths, due the nature of the objectives of this study, one on participants' performance and one on participants' perception of their performance.

Specific objective 1: to analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.

As a start of the study, the perception of the researcher about the participants' performance was positive that subjects were going to be able to answer all question correctly. The pre-intervention test, which only included seven questions about listening comprehension, showed a different level of performance. It was believed that the participants would pass the test easily, however, results showed that only seven out of the twenty participants obtained sixty percent or higher of correct answers, which means thirty-five percent of the sample reached the goal. It is possible that the perception of the researcher about the participants' performance might have been influenced by the relation and interaction they had, since the researcher was their sixth-grade form teacher. Etikan et al. (2016), pointed out that participants happen to be situated near the researcher collecting the data, which is the case of this study. Maybe, the relation and interaction between the researcher and the participants influenced the researcher's perception of their performance.

Later, in the intervention stages, the participants' attitude towards the sessions showed a slight difference in interest. In some sessions, more specifically, the sessions after regular school lessons (after two p.m.), participants did not have the same energy or interest to actively engage in the listening tasks. Rahman (2018) defined that "interest is a feeling of wanting to know or learn about something where someone has a positive attitude towards something he or she really likes and enjoys" (p. 3). The participants may have not been interested in actively participating in their learning process with the podcasting activities, or simply they might have not had the energy to perform at their best.

Post-intervention test results showed that thirteen out of twenty participants had lowered their scoring at least in one point, which indicated that the intervention had not had the effect, or the expected outcome on improving subjects' listening for specific information skills. In the four sessions of the intervention the same method was applied, by starting with activating previous knowledge of participants about the podcast topics, listening to the podcast itself, and later the development of activities related to the content of the podcast. In general, sixty-five percent of the sample had not reached the goal after being exposed to the training. This led the researcher to reflect on the several factors that could have negatively impacted on participants' performance, such as tiredness, interest, diversity of topics dealt in podcasts and

activities related to listening for specific information. Indahsari (2020) claimed that “the length and speed of the listening materials and the lack of concentration influence how students understand and take the information” (p.104). Bingol et al. (2014) mentioned that students are not used to listen to native speakers of English in the EFL context but are forced to listen to them in assessment instances. The researcher and the participants are non-native speakers of English and the materials used in this study were authentic, created for and by native English speakers. Perhaps this aspect impacted participants’ performance after the sessions.

All the above allowed the researcher to persevere in the reach of the general objective of the study, by performing two more training sessions and a delayed post-intervention test. This time, the two training sessions and the delayed post-intervention test were carried out in the early hours of the school day, because of the reflective process carried by the researcher after analysing post-intervention test results. This brought about changes and improvements in the teaching practices and the learning processes (Burns and Edwards, 2010). Results from the delayed post-intervention test clearly showed an improvement in all participants’ performance. Nineteen participants obtained higher scores and only one participant maintained its score, showing that ninety-five percent of the sample highly increased their performance for listening comprehensions tasks. Participants were exposed to listening to podcasts in nine sessions, each podcast being eight minutes long, with a total of seventy-two minutes. From this, this study adheres to Constantine (2007), demonstrating that “listening to podcasts for 2 or 3 minutes a day makes the beginner learner to be exposed to the language, the intermediate learner to hear different voices, and the advanced learner to learn from listening” (p.151). Participants not only heard different voices, but also were able to internalise information about topics of the podcast, for example participant 4 stated “*Yes, the first podcasts was about Valentine’s day. I didn’t know the story of that day*”. In addition, participant 5 expressed “*Yes, because when we listen to the podcasts we aprendemos new words and we can understand more English and speak more English*”. After this, it is possible to state that using podcasts in the English lesson improves the listening skill for specific information in sixth graders of a bilingual school, confirming that podcasts enable students to comprehend content to enhance their proficiency and improve their listening comprehension (Abdulrahman et al., 2018).

Specific objective 2: to identify students’ perception about their listening comprehension improvement after being exposed to different types of podcasts.

Overall, participants’ perceptions were positive. All twenty subjects answered optimistically without having been able to see their performance results. The perception factor in a study is of vital importance, since it defines the willingness, the motivations, and the interest of the participants in engaging in the study. Although the results in the first instance (post-intervention test) were not as promising as the researcher hoped, participants showed themselves involved in the research, with a feeling of high hopes and high scores. Participant 5, clearly stated “*I believe that listening podcasts increases the performance of listening, because you can get*

ready to listen another person in English and you can learn more about vocabulary, pronunciation and those things.”

The focus group presented four subthemes, which were interest, opinion, understanding, and perception of performance. Participants' answers showed that all twenty were interested in using podcasts for improving their listening comprehension skills, because they connected it to their future experiences with English speakers or English-speaking contexts, and they felt this intervention prepared them a bit for those experiences.

The main opinion presented in the focus group answers was that participants considered a good idea to use technology (podcasts) in the classroom. Participants also expressed that using podcasts was entertaining and 'funny', because it was a different approach to which they were exposed to English as a foreign language. Participant 11 pointed out the importance of being exposed to real, authentic English, because next time they hear English 'in the streets' they will be prepared to understand what they are being said.

The topics dealt in the podcasts were simple, A1 to A2 CEFR level, such as seasons, clothes, types of food, sleeping, friends and senses. Participants claimed to have understood the topics, because they were age-like and up to date topics they normally talked about. The use of authentic materials in the form of podcasts prepared the participants to function effectively outside the classroom, when they are in real life situations (Ur, 1996). Participant 12 expressed *'that if we listen all the sounds and all that small things our brain can practise them, and we can remember if we are going to talk in English to another person'*.

Finally, participants' perception towards their performance was constructive, which was an indicator of the relevance of these interventions, since subjects believed that their performance had improved even though their results were not disclosed to them for logistical reasons. Participants' perceptions expressed in the focus group allowed the researcher to make significant progress in this investigation, by considering that subjects' perception and attitude towards a programmed scheme for improving their listening skills enhance their abilities and make them feel confident about their performance. These results align with the results from Hasan (2013) who concluded that language learners were positive towards using podcast technology, and they were interested to use podcast technology into their language learning processes.

5.2 Implications

It must be taken into consideration that the design of this study was created to solve a specific problem spotted by the researcher in this particular context, where participants had received their first eight years of schooling in the target language. Then, the level of vocabulary expressed in the podcasts went in concordance with the participants' level of English, based on the assessment of this particular group of students and their context of learning (Gu and Hu, 2018). It may be the case of other subjects receiving the same number of years of schooling in the target

language that do not obtain similar results to the ones obtained in this study. It can be added to the same factor that the hours of English language lessons in this context are higher (six hours per week) than the ones delivered by schools that follow the guidelines of the Chilean Ministry of Education (three hours a week). Moreover, it is brought to your attention that this action research study took place in a private-bilingual school, where the English culture is fostered deeply.

Attendance was one hundred percent on each of the sessions, therefore it can be said that results are feasible, and the replication of this study may not deliver the same results if the number of participants or their attendance to school changes. It is important to mention that results of the intervention (pre-test, intervention sessions, and post-test) itself were not as expected, meaning that they did not meet the objective of this investigation. After three months of the intervention, the researcher decided to prepare two more sessions of training with podcasts, something that resulted in a great improvement in the participants' performance evidenced in the delayed post-intervention test results. This strategy may not be of regular use, but it indicated significant changes in the participants' final scoring.

This study can be of high impact for teachers who are looking for new strategies to foster the development of one of the four skills of the English language, since in Latin America there is not much evidence about the use of podcasts in the English lesson to improve the listening skill for specific information. Finally, the extent to which this study contributes to the professional development of the researcher allows an instance for teacher reflection (Burns, 2010), leading to change directions or the course of the steps in an action research study, with the purpose of obtaining meaningful data that can provide more insight into the practice of the teaching/learning process of English as a foreign language.

5.3 Limitations

Among the limitations that appeared on this study, sampling might be considered for further research in this field. There were only twenty participants in this study, and it might not be representative of the Chilean sixth graders' population, and the reason behind this small group of participants is that students were underage, and some of their parents or tutor did not want to authorise them to take part in the treatment of this study. It is also necessary to acknowledge that this study was carried out in a school under the administration of private funding, and that availability of resources such as classrooms, computers, smart-tv's and speakers was at full disposition of the researcher.

CHAPTER VI – CONCLUSIONS

6.1 General conclusions

This action research study has been conducted to test the effectiveness of podcasts to improve listening comprehension for specific information of sixth graders of a bilingual school in Concepción, Chile. The participants were twenty sixth grade students from a private bilingual school. An intervention plan was designed, consisting of four sessions in a four-week period, in which participants were exposed to listening to podcasts to find specific information, along with other activities such as activating participant's previous knowledge about the podcast's topic, worksheet completion, debates, and some others. Results from the original intervention plan did not show a general improvement in the participant's listening comprehension for specific information performance. Only participant 3, participant 4, participant 9, and participant 10 improved their scoring by one point, and thirteen participants lowered their scoring (participant 1, participant 2, participant 5, participant 11, participant 12, participant 13, participant 14, participant 15, participant 16, participant 17, participant 18, participant 19, and participant 20). These results were an unexpected scene and allowed the researcher for an instance of reflection on what it had been done incorrectly or what could have influenced the participant's performance, since the results were not the expected. Although the original intervention plan did not achieve the presumed results, changes and decisions were made to foster the use of podcasts to improve listening comprehension. Three months after the initial intervention plan, the researcher decided to add two more sessions of podcast related activities, and the application of a delayed-post intervention test. Results have shown that after the two extra sessions, all twenty participants improved their performance of listening comprehension for specific information by at least two points. This aligns with NamazianDost et al. (2017), Abdulrahman et al. (2018), and Gonulal (2020), where the students indicated a significant improvement in the listening skill scores.

This action research study also aimed at exploring participants' perceptions towards the use of podcast to help improve their performance on listening comprehension for specific information. For that purpose, a focus group was conducted. The moderator was the researcher because participants were students from the researcher's class. The focus group consisted of four questions, organised in one theme (listening to podcast in the English lesson) and four subthemes (interest, opinion, understanding, and perception of performance). The participants were divided into five groups of four students, and the duration of the focus group was around twenty minutes. Participants' perceptions about the first subtheme of Interest pointed to a wide interest in being exposed to listening to podcast, by describing the intervention as *'funny and difficult at the same time'* (participant 6), also as *'a stimulus to my sound check'* (participant 1), and as *'good idea to use technology to learn a lot of things'* (participant 11). For the Opinion subtheme, participants recounted as *'a good idea to learn new things'* (participant 3), others explained that *'you can practise listening to English and when you will talk with*

another person in England we will understand complete this person' (participant 8). To check understanding of participants about the podcasts, some of them shared what they recalled, for example participant 4 *'Yes, the first podcasts was about Valentine's day. I didn't know the story of that day'* or participants 20 *'Yes, the one with the clothes, because humans have to get warm and protect from the sunlight'*. Results presented above align with Saeedakhtar et al. (2021) and Refai (2018), when exposing students' positive attitudes and perception about the use of podcasts in the EFL classroom.

It is important to highlight that the level and topics that were dealt in podcasts were deliberately selected, as Kilickaya (2004) suggested, and it contrasts Widdowson (1987) view when mentioning that using authentic materials contain difficult and irrelevant language, and that the use of authentic materials is a burden for teachers. Participants, in general, understood the main idea of all podcasts, and they were able to pay special attention to specific information, since the language level used in podcasts was in line with the participant's level. The last subtheme pointed directly to obtain participants' perception of their performance, and from there it is explicit that participants agreed that podcasts helped them improve their performance for listening comprehension. Participant 17 noted *"because, ehm, listen new words and voices increases your comprehension"*. In addition, participant 12 said *'if we listen all the sounds and all that small things our brain can practise them and we can remember if we are going to talk in English to another person'*. This sums to what Huda (2017) concluded that not only teachers but students believe that using podcasts has a positive effect in the performance of listening comprehension skill.

This action research study contributes to the EFL universe of research, to their teachers and students, by offering evidence that using podcasts is effective to improve students' listening comprehension for specific information. Naturally, all sources of information are valuable, although the evidence presented in this study undoubtedly supports the precedent of using podcasts as to enhance listening comprehension. This asset can be used in classroom not only for selective listening tasks (Gu and Hu, 2018), but also for the productive skills writing and speaking. The input provided by using authentic materials in the EFL classroom, such as podcasts, delivers meaningful content, consequently, if well implemented, it can result in enhanced learning outcomes for our students, and for the benefit of the teaching of English as a foreign language.

6.2 Personal reflection

Further on, the use of podcasts in the EFL classroom has proven to be an effective tool to improve students' listening comprehension level, therefore, it is fair-minded to discern the potential of innovative resources that are available nowadays. For example, podcasts are now a trend that go beyond social purposes; you may surf the web and find podcasts for entertainment, for health education, for personal growth and so on. The extent and versatility to which podcasts can be used has no limitations. Another innovative resource worthy of mentioning might be 'AI' artificial

intelligences, but that serves as a topic for further studies in teaching. Although EFL education has tried to integrate this type of resources, there is still a breach in technology with some EFL teachers. And that is a fact that I have witnessed in my years of teaching experience. Sometimes, the technology gap between more experienced EFL teachers and younger ones has resulted in different outcomes when comparing two groups of the same level in a school. By this I do not mean to discredit fellow teachers, on the contrary, the point is that continuous teacher training must be part, as one among many others, of the role of an active educator. I believe that is one of the reasons why teachers seek for a masters' degree.

Throughout the course of this investigation, different personal situations arose, which marked the steps of this study. It was in one of those situations where I questioned my role as an EFL teacher, but more than being an EFL teacher, I questioned my role as an active member of society. Humans are not steady, neither are their interactions. Humans go from learning how to speak in their mother tongue to learn new languages to speak to other humans as well, but to someone who lives in another country and belongs to a different culture. To have the competences and the willingness to promote communication among all inhabitants of the world is a treasured opportunity that should not be thrown away by any means.

The moment the teacher-researchers acknowledge the prospect of the work they do every day, that moment encourages them to continue to contribute to society, either with their field work in the classrooms or with their lines of investigation. It seems that we, as educators, do not realise the prominent mission we have towards society until our discoveries prove us wrong. However, when I was conducting this action research study, and by the time results were not the expected, I did not see a clear path to continue with the study. After weeks of trying to find a new course of action, I had to make decisions, which led my investigation to the results presented in the previous chapter. The use of podcasts in the EFL classroom is considered an innovation, and the benefits of using it go beyond the improvement of listening comprehension. It serves as a source of authentic material that brings the students closer to the EFL culture.

It is paramount to prompt EFL teachers to conduct research, whether it be to solve drawbacks from their teaching methods or to explore new ones. An educator, regardless of their area, must be as dynamic as their students. Languages evolve; therefore, they change throughout time, so do our students, our teaching methods and trends, and we must be continuously in search for what is best to our students.

After all, the role of the EFL teacher is an essential part of society, since we not only teach a specific content or ability, because that can be simple part, but also, we grant our students the opportunity to become global citizens through the bridge we build between their mother tongue and the English language.

6.3 Recommendations

In view of the positive results from this research study, it can be recommended to explore the extent to which the use of podcast in the EFL teaching can improve other students' skills, such as speaking, say by creating their own podcasts, or for their writing, for instance by elaborating ideas in an essay from topics explained in podcasts. The versatility of podcasts fosters the reach of multiple learning objectives.

It can be of valuable insight to compare the use of podcasts in the different educational context students may be immersed in. For example, students from schools led by mixed administration, whose EFL hours in their programmes round the 3-4 hours in the Chilean setting. In addition, it is advisable to conduct research considering older subjects, say high school or university students due to the potential and versatility of podcasts.

Finally, it is recommended to carry out action research studies considering a larger sampling, for result to be more representative of the target population.

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APPENDICES

ASSENT FORM FOR PARTICIPANTS

ASENTIMIENTO INFORMADO DE ALUMNAS Y ALUMNOS

¿POR QUÉ ESTÁS HACIENDO ESTA INVESTIGACIÓN-ACCIÓN?

QUEREMOS ENCONTRAR MEJORES FORMAS DE ENSEÑAR Y APOYAR A LOS Y LAS ALUMNAS ESTRATEGIAS PARA MEJORAR SU COMPRENSIÓN AUDITIVA PARA RECONOCER INFORMACIÓN ESPECÍFICA. EXISTE INFORMACIÓN SOBRE LOS PROCESOS DE COMPRENSIÓN, PERO SE QUIERE PROFUNDIZAR EN EL USO DE PODCASTS COMO FUENTE AUTÉNTICA PARA INCREMENTAR EL NIVEL DE COMPRENSIÓN AUDITIVA EN ALUMNOS Y ALUMNAS. PARA PODER AVERIGUAR SI ESTO FUNCIONA, TENGO QUE IR A SUS CLASES Y REALIZAR ACTIVIDADES DE COMPRENSIÓN AUDITIVA BASADAS EN FUENTES AUTÉNTICAS COMO LOS PODCASTS.

¿POR QUÉ ME PIDE A MÍ?

ESTAMOS INVITANDO A ESTUDIANTES DE TU EDAD –ENTRE LOS 10 Y LOS 12 AÑOS– QUE APRENDEN INGLÉS EN EL COLEGIO.

¿TENGO QUE HACER ESTO?

NO TIENES POR QUÉ PARTICIPAR EN ESTA INVESTIGACIÓN SI NO LO DESEAS. ES TU DECISIÓN SI DECIDES PARTICIPAR O NO EN LA INVESTIGACIÓN, ESTÁ BIEN Y NO CAMBIARA NADA. INCLUSO SI DICES QUE “SI” AHORA, PUEDES CAMBIAR DE IDEA MÁS TARDE Y ESTARÁ BIEN TODAVÍA.

¿QUÉ ME VA A SUCEDER?

SI DECIDES QUE QUIERES PARTICIPAR, PASARÁ LO SIGUIENTE:









- 1. TE PEDIRÉ QUE CONTESTES DOS PRUEBAS. UNA AL PRINCIPIO DE LA INVESTIGACIÓN Y UNA AL FINALIZAR.**
- 2. ME VERÁS EN TUS CLASES DE INGLÉS TOMANDO NOTAS.**
- 3. TE PEDIRÉ QUE ME CUENTES QUÉ TE PARECIERON LAS HERRAMIENTAS UTILIZADAS EN LA INVESTIGACIÓN**

¿VAN A SABER TODOS ACERCA DE ESTO?

NO DIREMOS A OTRAS PERSONAS QUE ESTÁS EN ESTA INVESTIGACIÓN Y NO COMPARTIREMOS INFORMACIÓN SOBRE TI A NADIE QUE NO TRABAJE EN EL ESTUDIO DE INVESTIGACIÓN. LA INFORMACIÓN SOBRE TI RECOGIDA POR LA INVESTIGACIÓN SERÁ RETIRADA Y NADIE SINO LA INVESTIGADORA PODRÁ VERLA. CUALQUIER INFORMACIÓN SOBRE TI TENDRÁ UN NÚMERO O UN NOMBRE QUE TÚ ELIJAS EN VEZ DE TU NOMBRE DE VERDAD. SOLO LAS INVESTIGADORAS SABRÁN CUÁL ES TU NOMBRE Y SE GUARDARÁ LA INFORMACIÓN CON LLAVE.

¿PUEDO ELEGIR NO PARTICIPAR EN LA INVESTIGACIÓN? ¿PUEDO CAMBIAR DE IDEA?

NO ES OBLIGATORIO QUE PARTICIPE EN ESTA INVESTIGACIÓN. NADIE SE ENOJARÁ O MOLESTARÁ CONTIGO SI DICES QUE NO. ERES LIBRE DE TOMAR LA DECISIÓN. PUEDES PENSAR EN ELLO Y RESPONDER MÁS TARDE SI QUIERES. PUEDES DECIR “SI” AHORA Y CAMBIAR DE IDEA MÁS TARDE Y TAMBIÉN ESTARÁ BIEN.

CÓDIGO/SEUDÓNIMO PARTICIPANTE:	
FECHA:	SESIÓN
COLOREA LA MANITO QUE CORRESPONDA A TU PARECER	
1. ESTOY DE ACUERDO EN PARTICIPAR EN ESTE ESTUDIO	
	
2. ENTIENDO QUE NO ESTOY OBLIGADA/O A PARTICIPAR SI NO QUIERO	
	
3. ENTIENDO QUE MI NOMBRE NO SERÁ REVELADO	
	
4. ESTOY DE ACUERDO CON SER OBSERVADA/O EN MI CLASE DE INGLÉS	
	

Gracias por contestar estas preguntas
Camila Moisan Sanhueza
Universidad de Concepción

CONSENT FORM FOR PARENTS AND TUTORS

CONSENTIMIENTO INFORMADO

PADRES O APODERADOS

Proyecto de Investigación-Acción: *“La efectividad de podcasts para mejorar la comprensión auditiva para información específica en estudiantes chilenos de sexto básico”*.

Universidad de Concepción

Estimado Apoderado/a:

Mi nombre es Camila Moisan Sanhueza, profesora de inglés de sexto básico B del colegio The Wessex School Concepción. Su pupilo/a ha sido invitado a participar de un proyecto de investigación-acción que se llevará a cabo en el curso sexto básico B. Antes de tomar una decisión, es importante que entienda el motivo de la investigación y lo que involucrará. Por favor tómese su tiempo para leer cuidadosamente la siguiente información. Consúlteme cualquier cosa que no esté clara o si desea más información para que tome una decisión informada sobre la participación de su pupila/o.

El proyecto que tiene como principal objetivo explorar la contribución del uso de podcasts como fuente auténtica de audio en la comprensión auditiva para información específica. Un podcast es una emisión de radio o de televisión que un usuario puede descargar de internet mediante una suscripción previa y escucharla tanto en una computadora como en un reproductor portátil. Es importante decir que los alumnos no deben realizar ninguna suscripción, ya que los podcasts utilizados están a libre disposición en el sitio web: <https://www.vpr.org/podcast/but-why-a-podcast-for-curious-kids#stream/0>

Los objetivos específicos del estudio son los siguientes:

1. Analizar el desempeño de los alumnos en comprensión auditiva para información específica al usar diferentes tipos de podcasts.
2. Identificar las percepciones de los alumnos sobre su desempeño en comprensión auditiva después de haber trabajado con diferentes tipos de podcasts.

El proceso de acompañamiento de aula en las clases de inglés se extenderá por un periodo de un mes y consta de 6 sesiones. La participación de los alumnos termina con la realización de un grupo focal, el cual sólo será registrado el audio, para recopilar la percepción de los alumnos sobre el uso de podcasts en actividades de comprensión auditiva.

La participación de su pupila/o es voluntaria y anónima y puede retirarse o rechazar su participación en cualquier momento sin razón alguna y consecuencias de ningún tipo.

Los resultados de esta investigación-acción podría aparecer en artículos de revistas académicas, tanto como en presentaciones públicas de los resultados de investigación.

En tales circunstancias, todas sus participantes se mantendrán anónimos, por lo que no se usarán nombres y se proporcionarán seudónimos cuando sea apropiado (por ejemplo, el nombre del colegio y las niñas y niños).

He leído y aclarado mis dudas respecto al proyecto “**La efectividad de podcasts para mejorar la comprensión auditiva para información específica en estudiantes chilenos de sexto básico**”, y autorizo la participación de mi pupilo/a en este proyecto de investigación.

Yo (su nombre completo)

.....

autorizo a mi pupilo/a (nombre completo de su pupilo/a)

..... a

participar del proyecto de investigación.

Concuerdo en que mi pupila/o participe en el grupo focal

Sí _____

No _____

Nombre de participante:

Firma apoderado: _____ Fecha: _____

Se solicita firmar dos copias de este formulario, una copia para el investigador responsable y otra para su archivo personal.

Camila Moisan Sanhueza

Universidad de Concepción

camimoisan@udec.cl

INSTRUMENT FOR EXPERT VALIDATION

The effectiveness of podcasts to improve Chilean sixth grade students' listening comprehension for specific information.

This action research study aims to explore sixth grade students' improvement in listening comprehension for specific information tasks using different types of podcasts. The specific objectives of this study are (SO1) to analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts, and (SO2) to identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts. In order to meet specific objective 1, a pre and a post-test are given to students. It is of great importance to validate the instrument with a group of experts so as to receive feedback and make modifications. To validate this instrument, please carefully read each of the instructions, and tick the box "Maintain" if there are no changes to be done. Tick the box "Modify" if there are changes to be considered (such as rewriting or reformulating questions or answers), or tick the box "Remove" if the questions/answers are not appropriate for the purpose of this study and need to be excluded from the pre or post-tests. There is also an extra section where you can include more insights for these instruments.

Listening comprehension Pre- test

Podcast: Why is the heart a symbol of love?

<https://open.spotify.com/episode/6zJiREeiHfdBj4bMHaa8YS>

But Why: *A Podcast for Curious Kids* 'Vermont Public Radio' (6:17)

The following test will measure your level of listening comprehension for specific information.

I. Listen and complete the sentences with the missing information.

a) On the day, we're putting this episode out, it's almost the middle of February, which means in many parts of the world, it's almost day that some people choose to celebrate love, a day called _____ Day.

b) Hello, everybody. My name is Stephen Amidon. I'm a writer. I write novels. And I write screenplays and I write articles for _____.

c) Hi, everybody. I'm Tom Amidon. I'm Stephen's younger brother, and I'm a _____. And I am what's called a cardiologist, which means I take care of people who have heart disease.

d) We have a lot of listeners who have questions about _____. And since Valentine's Day is coming up, and their heart symbols all over the place, and people keep talking about hearts.

II. Listen and circle the correct answer.

1. Avery Petaluma, from California, asks how the _____ heart works. Which one does he mention?

- a) human b) animal c) spiritual

2. Tom, the heart doctor says that blood picks up _____ in your lungs. What is that?

- a) air b) oxygen c) water

3. Does the heart have to do anything with love? Tom says that when you see someone you like or have affection for, your heart starts beating:

- a) slower b) higher c) faster

Instructions	Maintain	Modify	Remove	Observations
1. Listen and complete the sentences with the missing information.				
2. Listen and circle the correct answer.				

Comments, suggestions:

Listening comprehension Post- test

Podcast: <https://www.vpr.org/podcast/but-why-a-podcast-for-curious-kids/2022-05-06/why-do-flowers-bloom>

But Why: *A Podcast for Curious Kids* 'Vermont Public Radio'

The following test will measure your level of listening comprehension for specific information, after the intervention conducted by your teacher in the past weeks.

III. Listen and complete the sentences with the missing information.

a) In our part of the world, spring is in the air and the leaves are coming back on the trees and the flowers are starting to bloom. We've received a lot of questions about _____ recently.

b) Seeds are made through a process that we call pollination. So _____, there's a little bit of that word called pollen.

c) But what blows my mind Charlie's what you're saying is pollen is male, that's kind of hard to wrap my head around because when I think of you know, a male and a female, I don't necessarily think of some _____ dust as a male.

d) So once the flower fades those _____ drop off you often will see a little structure that's left there.

IV. Listen and circle the correct answer.

1. Hannes says: 'Seeds are amazing, amazingly _____'

- a) complex b) simple c) regular

2. A flower gets the pollen inside of it. And that kind of creates a new plant, but how?

- a) the pollen goes to the roots.
b) the pollen goes into the egg and into the ovule.
c) the pollen

3. How do seeds grow?

a) with colour and water

b) with sand

c) with warmth and light

Instructions	Maintain	Modify	Remove	Observations
3. Listen and complete the sentences with the missing information.				
4. Listen and circle the correct answer.				

Comments, suggestions:

INSTRUMENT FOR EXPERT VALIDATION

The effectiveness of podcasts to improve Chilean sixth grade students' listening comprehension for specific information.

This action research study aims to explore sixth grade students' improvement in listening comprehension for specific information tasks using different types of podcasts. The specific objectives of this study are (SO1) to analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts, and (SO2) to identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts. In order to meet specific objective 2, a focus group is conducted. It is of great importance to validate the instrument with a group of experts so as to receive feedback and make modifications. To validate this instrument, please carefully read each of the questions, and tick the box "Maintain" if there are no changes to be done. Tick the box "Modify" if there are changes to be considered (such as rewriting or reformulating questions), or tick the box "Remove" if the questions are not appropriate for the purpose of this study and need to be excluded from the focus group.

FOCUS GROUP - *"Perceptions of sixth graders about using podcast as input for listening comprehension for specific information activities"*

This is a one-session focus group that considers four groups of five participants, and one group of six participants. The objective of this focus group is to identify students' perception about their listening comprehension improvement after being exposed to different types of podcasts. The moderator is the researcher and there is no second moderator since the focus group is audio-recorded. The session is developed in a time frame of 15 to 20 minutes, and it takes place in the participants' classroom to balance accessibility and familiarity with the context of the study (Gibson, 2007).

Questions	Maintain	Modify	Remove	Observations
1. Is it interesting for you to listen to podcasts in the English class? Why? (topic)				
2. What is your opinion about listening to podcasts in the English lesson?				
3. Did you understand the main idea of the podcasts presented? Why?				
4. Do you believe that listening to podcasts increases your performance in listening comprehension activities? Why?				

CONSTANCIA DE VALIDACIÓN DE INSTRUMENTO

Yo _____, de profesión _____
de la Universidad de _____, ejerciendo actualmente en
_____, luego de hacer
observaciones pertinentes, puedo formular las siguientes apreciaciones en cuanto
al instrumento de investigación.

Comentarios:

_____ (nombre)

_____ (rut)

_____ (fecha)

_____ (firma)

ACTION PLAN:

Date	Objective	Activities and Procedures	Time	Materials	Assessment	Research Objective
Session 1: 6 th June, 2022	Students will be able to identify specific information in a podcast by answering multiple choice questions about season and weather.	Teacher presents the topic to the students by using flashcards of the 4 seasons and types of weather. Students complete a worksheet: draw your favourite season and describe the weather. The teacher plays the podcast. The students listen to the podcast and answer the multiple-choice questions worksheet about specific information. Students do a poll to find the most popular season in their classroom.	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Poll: 7-10 min. Estimated time: 45-50 minutes	Flashcards. Introductory worksheet. Podcast. https://open.spotify.com/episode/3dUJLvvKDUAxfgcTNzezZT Worksheet with multiple choice question about specific information from the podcast. Students' notebooks.	Assessment instance Formative assessment (multiple choice questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.
Session 2: 13 th June, 2022	Students will be able to identify specific information in a podcast by completing information gap activities about humans why wear clothes.	Teacher presents the topic to the students by asking them what they are wearing at the moment (small discussion of why wearing that) Students complete a worksheet: draw clothes on a stick figure. The teacher plays the podcast. The students listen to the podcast and answer the information gap questions worksheet about specific information. Teacher divides the class in two teams to debate whether humans should wear clothes or not.	Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Debate: 20-25 min. Estimated time: 55-60 minutes.	Introductory worksheet. Podcast. https://open.spotify.com/episode/0mNxoUvRxVvLnyIMcLWapz Worksheet with information gap questions about specific information from the podcast. Students' notebooks.	Assessment instance Formative assessment (information gap questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.

<p>Session 3: 20th June, 2022</p>	<p>Students will be able to identify specific information in a podcast by classifying foods in a mind map.</p>	<p>Teacher presents the topic to the students by using flashcards of healthy and unhealthy foods. Students complete a worksheet: draw your favourite food and describe how it tastes and smells. The teacher plays the podcast. The students listen to the podcast and create a mind map to classify healthy and unhealthy foods. Students select 1 type of food and create a superpower. Then they share it to the class.</p>	<p>Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Creating a mind map: 10-12 min. Superpower presentation : 10-12 min. Estimated time: 55-60 minutes.</p>	<p>Flashcards. Introductory worksheet. Podcast. https://open.spotify.com/episode/6Khqt3A2vBTuRc5Sv62Zvg Students' notebooks to create their mind map.</p>	<p>Formative assessment (mind map)</p>	<p>S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.</p>
<p>Session 4: 23rd – 24th June, 2022</p>	<p>Students will be able to identify specific information in a podcast by listing sleeping tips in a mind map.</p>	<p>Teacher presents the topic to the students by asking them how many hours they sleep, then describing actions we do to fall asleep. Students complete a worksheet: draw or write your '3 steps-sleep routine' The teacher plays the podcast. The students listen to the podcast and create a mind map indicating reasons why people need to sleep. Group discussion: why humans need to sleep? Podcast review.</p>	<p>Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Creating a mind map: 10-12 min. Discussion: 10-12 min. Estimated time: 55-60 minutes.</p>	<p>Introductory worksheet. Podcast. https://open.spotify.com/episode/0zlfyawV9B2WrDmlKhJqle Students' notebooks to create their mind map.</p>	<p>Formative assessment (mind map)</p>	<p>S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.</p>

DELAYED ACTION PLAN:

Date	Objective	Activities and Procedures	Time	Materials	Assessment	Research objective
Session 1: 17th October, 2022	Students will be able to identify specific information in a podcast by answering multiple choice questions.	<ol style="list-style-type: none"> 1. Teacher presents the topic to the students by asking the students to talk about their friends. 2. Students complete a worksheet. 3. The teacher plays the podcast. The students listen to the podcast and answer the multiple-choice questions worksheet about specific information. 4. Students do a poll for friendship. 	<p>Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Poll: 7-10 min. Estimated time: 45-50 minutes</p>	<p>Flashcards. Introductory worksheet. Podcast https://shorturl.at/cdgxG Worksheet with multiple choice question about specific information from the podcast. Students' notebooks.</p>	Formative assessment (multiple choice questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.
Session 2: 19 th October, 2022	Students will be able to identify specific information in a podcast by completing information gap activities.	<ol style="list-style-type: none"> 1. Teacher presents the topic to the students by brainstorming ideas about body pain. 2. Students complete a worksheet. 3. The teacher plays the podcast. The students listen to the podcast and answer the information gap questions worksheet about specific information. 4. Teacher divides the class in two teams to debate whether humans should or not feel pain. 	<p>Topic presentation : 5-7 min. W.S completion: 7-10 min. Listening to podcast: 10-12 min. Answering questions: 5-7 min. Debate: 20-25 min. Estimated time: 55-60 minutes</p>	<p>Introductory worksheet. Podcast. https://shorturl.at/apxMR Worksheet with information gap questions about specific information from the podcast. Students' notebooks.</p>	Assessment instance Formative assessment (information gap questions worksheet)	S.O 1: analyse students' performance in listening comprehension for specific information tasks based on different types of podcasts.

Listening comprehension Delayed post- intervention test

Podcast: Who doesn't love ice cream? (1:06 min up to 9:15 min)

<https://open.spotify.com/episode/6guR0mZOkLZoLFuiU0xkfV>

But Why: A Podcast for Curious Kids 'Vermont Public Radio'

The following test will measure your level of listening comprehension for specific information, after the intervention conducted by your teacher a few months back.

I. Listen and complete the sentences with the missing information.

- a) My name is Hannah and I'm four years old. I live in California. I want to know _____ does ice cream melt?
- b) A few years ago, we spoke with Rabia Kamara, the chef and co-owner of an ice cream shop called Ruby Scoops in Richmond, _____, here in the United States.
- c) Well, first things first, it's _____, although most ice cream is. But we make it all by hand, so it's all small batch.
- d) So ice cream is defined as a frozen dairy dessert that basically has _____ like incorporated into it while it's freezing, because while the air...

II. Listen and circle the correct answer.

1. When you mix cold and air and milk, you get that texture that we all know as:
 - a) cream
 - b) ice cream
 - c) dessert

2. When we put juice into a mold, we put a stick in it, and put it in the freezer at home we make:
 - a) ice cream
 - b) fudge
 - c) popsicles

3. You cannot legally call those things ice cream:
 - a) cashew, coconut, almond
 - b) popsicles
 - c) fudgesicles