

Máster en Profesorado de Educación Secundaria.

Especialidad: Inglés



Integrating podcasting in the ESL classroom.

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Convocatoria de defensa: Junio 2016

Abstract

The purpose of this study is to explore and prove the significance of podcasts as a means to boost motivation in the EFL classroom, thus allowing students the possibility of being acquainted with authentic materials and develop their own personalities in light of cutting-edge accessible technology, while simultaneously integrating this innovative teaching practice within the curriculum. With a qualitatively approach it sets out to apply previous research on the topic for availing the usefulness of podcasting on secondary education, namely, during my Individualised Planned Interventions (IPI).

Keywords: podcasts, m-learning, EFL classroom, secondary education.

Resumen

Este estudio tiene por propósito explorar y demostrar la importancia de los podcasts como herramientas para fomentar la motivación dentro de la clase de lengua extranjera con vistas a permitir a los estudiantes la oportunidad de familiarizarse con materiales auténticos y desarrollar sus personalidades ante tecnologías accesibles de última generación, integrando al mismo tiempo esta práctica docente innovadora dentro del currículo. Con un enfoque cualitativo se plantea aplicar estudios previos en la materia para confirmar la utilidad del podcasting en la enseñanza secundaria, a saber, durante mi Periodo Individualizado de Prácticas (PIP).

Palabras clave: podcasts, aprendizaje electrónico móvil, clase de inglés como lengua extranjera, educación secundaria.

1. Introduction and justification of the topic.

M-learning is surely gaining its momentum due to the rise of electronic devices that have percolated down to our daily grind at a frivolous pace. Technologies play a critical role in the continuum of information exchange to the extent that important data cannot be only shared through oral or written communication but stored at the digital realm. The expanse of this new world beckons the advent of smartphones and the digital era bringing knowledge closer not only to the well-off but to the working classes. The future is here and now, in our hands.

Communication is at a revolutionary stage since it has now become commonplace to have a mobile device and so, the shifting speed at which we interact with the world is significantly reversing the traditional views in which we have so far underpinned the layers of our society. In spite of being traditionally accustomed to gather, store, process, give and receive information depending on books and oral communication, Internet has given rise to a different contextualization and redefinition of our social networks and academic investigations. Prensky (2001) coins the term 'digital natives' to address those persons whose upbringing has been inextricably bound with technologies and Internet, as well as Serres (2014) refers to 'la petit poucette' to reflect on the impact on technologies on young people, the ones that depend a great deal on mobile phones so as to interact and communicate. Not surprisingly, the accessibility and ease of smartphones has drawn forth new problem-solving strategies and the presumption of competence within young people -or at least, the ability to use a smartphone proficiently to meet the needs of the here and now, immediate response. Consequently, there is a limited value in the memorization of data since the focus of human competence lies on the correct use of imagination and reason and the sociocultural breakdown is starting to avert digital natives from digital immigrants.

When it comes to wrangle with the latest fashion in language teaching, however, the unsurmountable challenges of education demand us to strive for new teaching methods and needless to say, to cater accordingly for what each student needs. Given that traditional ways of teaching have hitherto proven to be pervasively unconvincing it is now our duty to avail for significant learning and to raise the standard of the teaching practice. Therefore, as we ponder this cultural upheaval we must examine alternative methods at the peak of our profession in order to merge traditional aids with cutting-edge methods, thus contributing to the development of a class where students can identify themselves and work in a rather clever

way of using technologies. For this purpose, podcasts bear a reasonable relationship with the youth behavior to boost motivation, redefine the teaching-learning process and counteract the strong tendency to consider a Second Language as vague, boring and irrelevant.

Concern about teacher's lack of understanding and cognitive ability to evaluate students has provided much scope for TIC research and heated debate whether to harness m-learning to a good use. Whether to challenge the view of high schools banning students for bringing their phones this study will not interfere, however, embedded with the study is the premise that m-learning is inherently fair and natural within a regular twentieth-first century teenager's growth. While many now believe that young people are growing up with the barrage of absorbing technologies and contemptuous anxiety-provoking social networks, nonetheless, there is as yet no compelling evidence to condemn and demonize these tools, mere extensions of our behavior and need for education. Alongside this decision of restricting the use of phones comes the nagging student's defiance towards the teaching practice when, in fact, the underlying principle of high school is an exercise of freedom, the empowering of students within a sociocultural framework.

The use of new technologies has been either downgraded or glorified at the mercy of stakeholders and whatever reasons lead us to this question, *"our social and cultural understanding of tools and complex digital technologies affect our ability to use them for learning"* (Kies et al., 2011,p.1) and it all comes down to reconcile opposing views and strive for good teaching practices that shape the interests of students or better said, that raise learner's awareness of the emancipator nature of education and to which extent it is truly befitting by fostering self-directed individuals.

"Nadie educa a nadie; nadie se educa a sí mismo; los hombres se educan entre sí, mediatizados por el mundo que les rodea" (Freire, 2005)

1.1 Objectives.

- To reflect on previous literature for the successful implementation of podcasting in high school education.
- To gather statistical data about student's perceptions and attitudes towards using technologies.
- To use podcasts integrated in the curriculum (PIC) within the EFL classroom as input material focusing on the listening skills along with teaching strategies.
- To enhance student's motivation for the creation of their own dialogues situated within a context-based learning experience.

1.2 Research methodology.

This is a case of an applied research with a qualitative approach that aims to raise the standard of student's marks, commitment and attitudes towards English as a Foreign Language with the working hypothesis that there is a significant positive correlation between the use of podcasting and student's interest in the subject. This would be demonstrated by prior observation and experimental integrations of podcasting scenarios. Stemming from my participant observation and interactional teaching span during my practices, previous literature research will be considered so that the exercises undertaken are based upon factual background.

2. Literature review.

The term podcasts has come to be generally used to refer to the blending of the words Ipod and broadcast, there appearing within the literature to appoint whatever digital content that can be downloaded, mostly through RSS or compressed data online. Spanning across diverse fields of interests, podcasts can either deal with sciences, technologies, arts and so on, boasting the capability of omnipresent access, anywhere and anytime. *"The distinction between streaming and downloading of media content has begun to blur"* (Fernandez et al., 2009, p. 386) hereby allowing an expanding circle of online content that can be easily accessed domestically.

It is undeniable that the advent of digital content may result in the reduced dependence on physical material, thus building up on greater student engagement (Berlanger, 2005). To date there has been little agreement on what boundaries may be overstepped in terms of digitalizing teaching material, however, this brooding threat is far from becoming reality in the next decades and it can be pinned down as advantageous to reduce the amount of book storage and educational books overloading. Nonetheless, this is truly a thriving age for online programs, digital data and the coexistence with paper textbooks. Radio programs can hitherto redefine themselves and academic listening are not exclusively the best materials for bringing authentic experience of a Second Language. Truly this is the age of interconnectivity.

2.1 Listening habits.

On the basis of Lonn's paper (2009, p. 90) "*76 % of surveyed students listen/watch content on their laptop computers*" while "*only 9% on portable audio devices.*" Thus far, the premise of mobility when using iPods glosses over formal educational contents in favor of desktop computers. This statement is supported by the habit formation theory (Lee, Miller, & Newham, 2009) and by Hew (2008) who also elucidates such a claim from previous research and explains that this phenomenon occurs because of the cognitive load theory. Basically, people "*demarcate boundaries between their personal and leisure time*" because attending to multiple information sources leads to a split attention to our limited working *memory* (Hew, 2008, p.348).

Although podcasts may have somewhat proven to be scarcely heard on the move, we can assert that their accessibility cannot be undermined since we are dealing with a push technology that can be downloaded either intuitively or through *Really Simple Syndication (RSS)*, which allows us to subscribe to a feed and receive their content regularly (Kies, 2011). Whether to download an episode manually or subscribe to the RSS depends on the students' needs and then the query would be selecting and adapting the podcast, if necessary.

It could be argued that podcasts length should be designed in adherence to the metaphor of a song (Walsh, 2004) and it is true that "*students value the succinctness of the podcast episodes and appreciate that they only contain information important to their learning*" (Clark et al.,

2009, p.230). Although different studies do not coincide particularly with this view, mostly because it hinges on conditioning factors, videos and podcasts under 5 minutes long are quite recommendable for lower levels. This can be shown through teaching in any beginners' English class, since learners may lose attention promptly if the stimulus is in anyway unsatisfying.

Kay (2012) points out that *“viewing patterns may be partially related to innate cognitive ability. For example, if a student has a relatively weak short-term memory, then he/she might have to review a video clip more often than a student with a stronger short-term memory”*. For this reason, individual preferences might be different, but the material needs to be accessible for everyone as much as possible.

2.2 Strengths.

Among the sheer expanse of possibilities that the podcasts offers three main aspects may be classified as the most relevant: content choice, portability and time shifting (Fox, 2008). In addition, it gives learners control over their exploration processes and allows them to search for and discover motivational educational material independently (Kavaliauskiene, 2008), thus advocating for socio-constructivist theories and inquiry-based learning. Learning and self-access resources become the focus of the teaching practice, giving rise to a better comprehension of subject matter, enabling students to re-visit matter already learnt (Kies *et al.*, 2011). It is precisely their self-paced manner what makes them qualify as flexible and non-threatening materials, providing that students count on the convenience of using them out of high school. This promising feature helps student's attitudes to capture course material including narrative and visual media components in line with the cognitive theory of multimedia learning (Walls *et al.*, 2009).

Furthermore, one of its major strengths is that podcasts integration can easily qualify and reported as good teaching practices. Podcasts can either qualify as supplemental material (PSM) or be integrated into the curriculum (PIC) (Nesi, 2016) providing desirably that the short, assessment-focused podcast design is situated within a context-based learning experience, since this has proven to be most effective (Clark *et al.*, 2009). Podcast have been deemed beneficial as supplementing material bridging dull tasks or even as Thompson (2007) points out, truly helpful in motivating students for grammar, which boasts an almost notorious

reputation as a phobia subject – (LSA) extremely low student appeal, unlike podcasts, high student appeal (HSA). Furthermore, Lee and Chan (2007,p.206) maintain that *“short bite sized audio clips can not only fill dead-time moments ...but also coincide with these activities for pervasive learning that is interwoven into the learners’ lifestyles”*, hereby justifying the convenience and time savings implicated when considering podcasts as relevant materials for the daily grind. Regardless of the subject and the needs analysis, it has a tremendous potential for positive learning outcomes and different educational purposes, because it increases control over their learning, either substituting lecture-based material or adding information that may broaden or deepen student understanding (e.g., McGarr, 2009).

Another asset of podcasting is that of student-created podcasts since this type of activity aims to promote a personalized learning experience for students. It develops collaborative environment enforced team building skills and the student’s sense of community and thereby their enjoyment in the task (Al- Fadda, 2013). Clark *et al.* (2009) also assert that podcasting bear prospective applications within the classroom as authentic assessment process-performance tasks. This is so particularly due to the valuable experience for students to create their own podcasts (Jonassen et. al 2008). Students will therefore display an active role in which they have to monitor what they are going to say and how, negotiating what the team wants to talk about. This comes handy as a low risk activity, since they can record themselves at will, something which has been shown to be effective in reducing isolation-induced anxiety and promoting a sense of belonging to a community of learners (Lonn, 2009, p.89) and by the same token, is also seen beneficial as part of a blended approach in which students are encouraged to generate their own recordings (Edirisingha, Fothergill & Salmon, 2007; Burston, Song & Zhang, 2011).

Another more ambitious idea would be to upload their podcasts to a website so that the potential for a world-wide audience may increase the odds of students studying outside of classroom time (McMinn, 2008). An implication of this that Stanley (2005,p.6) adds is that *“although there is undoubtedly a lot of value involved in an asynchronous podcast exchange with another class and other students abroad, a more exciting venture is to make the exchange live.”* In short, the “net” generation aspires for freedom of choice and control over their environment (Kay, 2012), and that is exactly what podcasts can put forth for a more autonomous and creative learning-teaching process.

2.3 Weaknesses.

The main disadvantages of this methodology may be divided into two categories: first order barriers like lack of time and technical problems and second order barriers, namely, obstacles intrinsic to the participant, such as unfamiliarity or not seeing the relevance of podcasting. (Hew 2008). Berlinger (2005) also points out the quality of the recordings and the lack of awareness on accurate knowledge of iPod functionality.

One limitation gathered from previous literature is that there is a breach between leisure time and educational content when using podcast. Clark *et al.* (2009) illustrate this point out from Oblinger and Hawkins (2006, p.12) claiming *“that the Net Generation’s information competencies should not be confused with their confidence”*. Time pressures and the student’s level of English language skill and knowledge of the medium have been also identified as time-consuming first order barriers.

Another limitation is the inability of podcasts to relay visual information, as it may represent an additional resource for students who are already utilizing multiple resources of learning and give rise to cognitive overload (Walls *et al.*, 2009). However, this can be counterbalanced with the aid of power point slides, visual gestures or a vodcast itself. Because as Clark *et al.* (2009, p.220) remark *“adding visual or meta information [...] appeal to a range of student learning preferences”* and overall, Mayer’s (2011) cognitive theory of multimedia learning gathers that learning is obtained by integrating information of separate cognitive channels, the visual and the auditory. The self-evident need for slides, images, appealing visual forms that contribute to the global grasp of a podcast, specially, in terms of accessibility for hearing impairment students is but a premise of integrating podcasts.

Concern upon student missing classes on previous studies as a result of podcasts is non applicable for the study since the compulsoriness of high school classes satisfies this drawback. Lazzari (2009) reckoned three types of higher education students according to their behaviour: distal users who may use podcasts as a tool for distance learning, proximal users, and central users). For this case, students will either be proximal and central users in terms that the focus of podcasting will be in delivering meaningful engaging material to increase the likelihood of central users.

Perhaps the most serious disadvantage of this method is that of promoting too much digital content, issue that Lum (2006,p.1) seriously describes with the philosophical constraint that *“podcasting merely spoon-feeds education to a generation that has grown dependent on entertainment-driven gadgets at the expense of reasoning, creativity and problem solving”*. Most studies in podcasting research within education contexts have only been carried out focusing on the benefits and qualitative studies, setting out the inexorable debate about the paper format extinction and sparing no expenses in contemptuous all-in-one digital products against the cult of imagination. Yet again, the dread for apocalyptic technologies hinges on how technologies are employed, and to which extent the limits of our society are pushed, no longer as passive reckless consumers but as engaging and passionate active educational agents. If on the one hand textbooks entail the security of following a structured set of contents, these must be pondered under further investigation in terms of hidden curriculum and not so positive results concerning critical awareness development. All in all, podcasts, textbooks and other delivery systems retain the same capacity of qualifying as packaged instruction material so that it behooves to teacher’s competence to select the type of material.

2.4 Integration scenarios.

When it comes to select the best procedure to integrate podcasting, models that differ from traditional settings are widely recognized as the most useful in terms that allow more convenience, independence to students learning and enable students to reveal their natural propensity to show their creativity (Kies *et al.*, 2011). It may be therefore the case that the reinforcement of basic concepts through the case-based teaching is wholly beneficial for students to hone their skills and thus, options like the flipped classroom can revert traditional *“sage on the stage”* to *“scribe on the side”* practices (Kalmey, 2013 p. 1054).

In the light of previous literature, O’Bryan and Hegelheimer (2007) *suggest three* scenarios models for their integration as illustrated with *Fig.1*. Firstly, a mere reduplication of class sessions, secondly, a supplementing podcast that adds relevant information to what was covered in class, and thirdly, most importantly of all, a scenario that builds on the second one, with the difference that the podcast is also an integral part of the subsequent class, thereby

also serving in a preparatory fashion. Therefore, the focus of this applied research will be aspiring for the third model, thereby ensuring a higher level of integration.



Fig. 1. Three schematic integration scenarios

Fig.1 O'Bryan and Hegelheimer (2007, p.166)

Apart from these current practices in podcasting, Plankis and Weatherly's (2008) write further on the subject commenting on the significance of addressing future stakeholders by uploading podcast material to the web and outstretching the amount of accessible material. Withal, future stakeholders would have to ascribe podcasting to good teaching practices in order to collect empirical data for its usefulness.

Contrary to popular belief, it has been suggested (Hew, 2008, p.339) that *"the use of podcasts is relatively low in the language discipline since one might expect that the use of audio as an instructional medium would be self-evident in cases such as learning a foreign language"*. This raises the need of further applied research in high school contexts, there being English as a Second Language the focus of the study.

2.5 Useful Links.

Most of the podcasts available online cater mainly ESL podcasts. Fox (2008) collects an interesting set of links of which *Breaking News English* and *Voice of America* (voanews.comspecialenglish) have been the most helpful for this study since these have different speeds and levels and can be used in the EFL Classroom with a pre-prepared teacher glossary and other means like slides to help consolidate the information received by the piece of news. Stanley (2006) also presents some websites for different purposes and, as a whole, offer possibilities for more advanced learners, supplementing textbook material and stimulating follow-up discussions. The list below contains a small but promising set of links that can be used for different purposes:

- <http://www.absolutely-intercultural.com/>
- <http://mylcpodcasts.blogspot.com.es/>
- <http://www.notesfromspain.com/>
- <http://www.digitalflotsam.org/>
- <http://englishcaster.com.w3snoop.com/>
- <http://bobsprankle.com/blog/>
- <http://iteslj.org/links/ESL/Listening/Podcasts/>
- <https://www.eslpod.com/website/>
- <http://www.manythings.org/songs/>
- <http://bardwellroad.podomatic.com/>
- <http://aidenyeh.podomatic.com/>
- <http://splendidspeaking.podomatic.com/>

3. Pedagogical framework.

Kay (2012,p. 21) argues that *“a number of suggestions for future research have emerged from the quality and content of previous studies”* such as working on the methodology, quality and design of video podcasts, instructor perspective and pedagogy. Below is an original easy-to-follow methodology for adapting podcasts to the classes that this study proposes:

1. Observation of the context, shifting the focus to student’s potential interests, desirable podcasts’ length and curricular level.
2. Find/design a podcast that matches their interest and that bears a connection with the high school curriculum.
3. Prepare students for the podcasts activity accordingly.
4. Undertake the podcast activity.
5. Evaluate learning outcomes and assess students in the long-term.

3.1 Information processing.

Based upon the psychological learning theories of Ausubel and Vigotsky, this paper seeks to prove the importance of cognitive load for classroom planning by focusing special attention to the pedagogical podcast design, whose content qualifies as a stimulus, that is, anything that has the capacity to hold student interest (Woodward, 2012). According to the findings of

Ausubel and his deductive method, the material used within the classroom must be related to the previous knowledge of the student so that the student-teacher interaction may be greater. Ausubel suggests giving a lot of examples in order to structure the information. He distinguishes two kinds of content advance organizers: first comes the comparative organizer, which aims to activate within the student memory those existing knowledge structures available and whose acquainted nature may help to incorporate prospective concepts, and secondly, the expository organizer, which embodies new data within the student cognition. Comparative organizers and expository organizers, when combined accordingly, help to guide students throughout their learning processes.

In spite of our little awareness towards our level of cognition, peaks of attention help us link the students' attention and short-time memory with the content. The primacy principle, for example, points out that the first words in a row are far easier to remember than those in the middle. Moreover, the recency principle states exactly the same for the end of a string of words, notwithstanding, our memory does not retain that easily that which was perceived in the middle. In a string of words somehow related *per se* everything that shares a similar content may be unconsciously recognized as irrelevant, so it is hence our duty to provide a significant stimulus that will trigger a desirable response. This is so because the Von Restoff effect elucidates that we tend to recall the most significant elements within a list and by extension, contents need to be explained in an easy, engaging and thought-provoking way so that not only the students participation may be enhanced, but the content's acquisition.

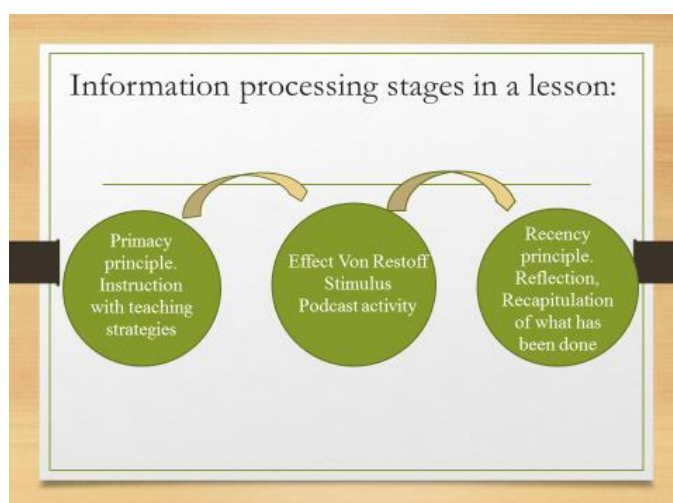


Fig.2 Ausubel's significant learning theory applied to attention spans in a lesson. Source: original.

The image above represents the core idea for designing an easy-to-remember podcast session. Lessons may vary in the sense that many threads or task-based activities may structure class sessions with the aid of a stimulus, be it through the analysis, personalisation, alteration, transference or creation of new content as long as the essential content is examined and controlled (Woodward, 2012).

As already mentioned, the third model of O'Bryan, A., & Hegelheimer, V. (2007). Fig.1 will be followed in terms that listening-oriented podcasts are directly related to the student-produced podcasts. One day per week a cloze exercise with a short podcast of 1-5 min will be undertaken, previously chosen and edited to qualify as slightly challenging material related to curricular content.

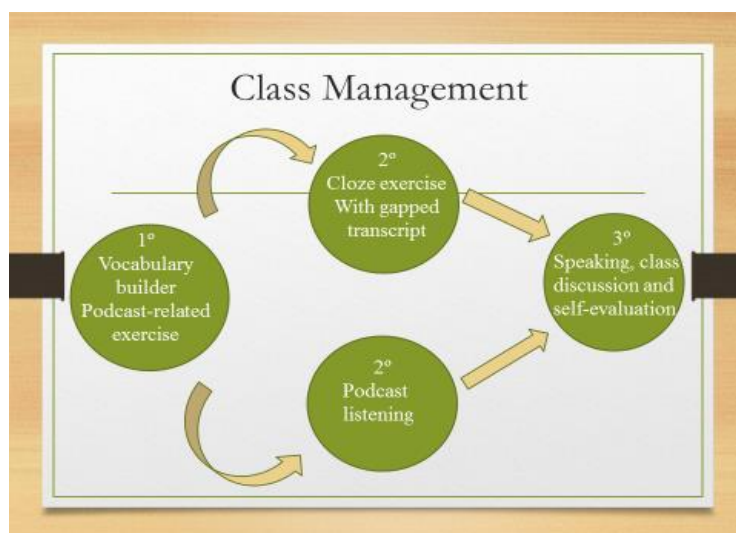


Fig 3. Class management for podcast practices. Source: original.

First of all, a *vocabulary builder* of the unit and a *brainstorming* of ideas on the blackboard shall warm up students for the topic. Lots of different examples will have to drill the reception and short-time memory of students until previous concepts have crystalized into their STM. Lu (2007,p.93) declares that *“for lower-level learners, however, there may be a need for advance organizers and vocabulary supplementation or word-level transcription as committing too many mistakes may overwhelm and discourage the learner”*.

Secondly, the main and most important activity, the one involving the podcast. For instance, they would have to speculate about the content of the listening after reading the title, then listen to the podcast once taking notes and following the core of the conversation. Then, with the aid of some gapped transcripts they would have to infer, deduce and place words in

context according to what they hear and think could be meaningful for verifying their hypotheses (Vandergrift, 1999). All of these cloze exercises will be supported by follow-up activities which will act as a bridge between our lessons dealing with key concepts. When convenient, listening with a transcript prepared by the teacher can readapt the difficulty and set up a low risk activity in line with accepted cognitive theories.

Thirdly, a class discussion or follow-up activity should lead to a better reflection and long-term data storage since a simple recapitulation helps to raise awareness about what has been taught and so elicits student's retention. The follow up activity aims to reinforce the theoretical background underlying the podcast activity so that if the topic was sustainability then students would have to put themselves in situation by thinking of ways they could help to recycle.

3.2 SLA Theory.

Second Language Acquisition (SLA) highlights the critical role of language input in language learning (Dunkel 1991, Feyten 1991) Vandergrift (1999, p. 168-69) comments on *Gary's findings* (1975) highlighting "a preliminary emphasis on listening" and that "the limited attentional resources of Short Term Memory to concentrate on meaning" lead to the conclusion that preventing our students from cognitive overload prepares them to a more efficient output, that is to say, to one that percolates into Long Term Memory. In fact, by favoring listening comprehension we are thus eliminating pressure and contributing to a better predisposition for internalizing rules and motivation for not-so-challenging alienating listenings.

Textbooks, regular tape recordings and other standardized materials are undeniably fair, but even these can fall short in conveying a proper contextualization and motivating interpretation of what English can offer learners. It should be remembered that dictation has long been used in the language classroom to train language learner's listening ability (Stansfield, 1985; Lightfoot, 2006) while nowadays, a vast array of digital content is being underdeveloped along with the multitude of podcasts that cater especially to ESL/EFL learners (Stanley, 2006). Simple, convenient and ubiquitous knowledge in our hands, underused because of common idleness, gentrification, external pressures and so on.

Although there is a strong tendency to gear language teaching towards vocabulary and grammar instruction (Chen & Wei, 1999), as Lu (2007) declares that *“the lack of exposure to authentic-sounding materials may lead the learners to become very unaccustomed to real English usage”*. Certainly, language teaching has always been inextricably bound to grammar instruction, praising perfection over the production of the language itself, thereby suffering from dehumanizing the language under simulated task-based curricula that do not render an accurate picture of the multilingual and flawed reality of using English as a Lingua Franca. An unsettling premise as it is, one tends to see the target language as a highly articulated part of an instruction sphere rather than a living organism that occurs outside the classroom itself, that is, one does not recognise it as a Second Language. Laying our trust upon a vast amount of contents makes teachers command hectically an appalling workload. This is a common result of scholastic servitude to a restricted curriculum and pre-established textbooks that do not pave in for flexible curriculum delivery, thus leading not only to unmotivated students but teachers too. Anything that helps the faculty to face problems and current issues in their planification, implementation and curricular assessment (Parcerisa, 1999) qualifies as a good material.

Assuming thus, a nurture perspective towards the learning process this study considers the level of input as the pinnacle of a great deal of interaction between the student and its SLA so that an initial mechanization of the information might as well be restructured unconsciously whereby knowledge becomes unique, personal and adapted to experience (McLaren,2006).

3.2 Constructivism. Choosing the material.

Podcasts have been proving positive language learning outcomes despite lacking a concrete pedagogical framework, mostly interrelated to socio-constructivist theories. First of all, because the majority of today’s students co-construct a social reality and establish norms for participation through multiple online information sources (Lonn, 2009). In other words, this new age of thriving mobile devices challenges our ‘digital immigrant’(Prensky,2001) misconception of education, certainly, because the *“role of the instructor is gradually developing from monitoring and facilitating towards a mandate of assisting in the exchange of knowledge by creating a mode of interaction among learners”* (Beldarrain,2006,p.149).

Instruction is changing for sure, because the philosophical foundation of our society has undergone a major transformation over the last decades. Information is going to incredible lengths; the mere retention of data does not set an example of perfection and nothing but the pursuit of a mechanism for student review or a valuable method for students to construct knowledge (Lonn, 2009). Students want to be involved, to see that their efforts are advantageous and so learner's self-direction and personalization should be enabled, rather than current models that reinforce students as consumers (McLoughlin and Lee, 2008).

Therefore, podcasting can be harnessed to a good use as a learner-centred resource and also as a means to promote language and digital competence out of the EFL classroom. All in all, because it serves its purpose as authentic material that show more bits of English, formal and informally speaking, bridging the gap age on the teacher-student relationship and resorting to mobile technology as a means *"to enhance different student-centered practices, meaningful outside-classroom and contextualized language learning opportunities involve learning"* (Al Shehri, 2011,p.2).

One caveat should be noted, though, and that is their age, their average level of English and Internet-user skills since young learners ageing eleven to thirteen constitute the experimental groups. Therefore, the selection of material and websites should positively delivered by the teacher, matching their existing expertise, i.e. Vygotsky's "zone of proximal development" (1962). Nevertheless, this can be easily handled with the Common European Framework of Reference for Languages (CEFR) and the convenience of adaptable materials.

3.3 Motivation and inclusive education.

By calling attention to issues of motivation and boosting self-confidence podcasting may lead to a greater bonding between the student body and the syllabus. For this reason, motivation and effective communication stand as key aspects to be considered at the Foreign Language classroom with the use of technological devices. It is simply the case of adapting new methods to the new realm of technology, what Prensky (2001, p.6) would address as *"digital native methodologies for all subjects, at all levels, using our students to guide us"*. One misinterpretation which must be reconsidered is the so-called term "innovation" for there is one thing that twentieth first century teachers should not disregard, that is, the blatant need

for using all means necessary to teach teenagers, however off-putting new technologies may seem at certain times.

This leaves us teachers pondering the role of our sociocultural understanding of m-learning, since our knowledge affects to which extent these are used. Even if children do not learn how to understand the spoken word, Durbridge (1984) points out that spoken word can influence a learner's cognition (adding clarity and meaning) and motivation because they are hard wired with the skill (Hew, 2008). Thus, only teachers would have to delve into the intricacies of podcasting in favour of certain advantages such as creating a greater sense of rapport and intimacy, realism and motivation (Barron 2004). If motivation comes first from teachers, learners will benefit from their attitude, there impelled to participate.

Choosing a good material implies challenging the foundations of our textbooks and curricular content in order to improve the bidirectional relationship between educative agents and sociocultural agents. However, this contrast with the immoral servitude of following blindfolded that which goes against personal autonomy (Ferreira, 2004). In line with Freire's educational libertarian framework, current and prospective practices in education must be subject of thorough reflection, as a permanent, progressive discovery process of reality (Freire, 2009). Therefore, learners must be treated differently, as individuals with the potential of developing their own creativity rather than objects at the expense of neoliberalism mass production. If only learners concerned more about their role and potential by prioritizing their critical understanding, cross-curricular knowledge and last but not least, raising sociocultural awareness.

In a sense, it would be reasonable to prepare teenagers for what awaits them out of high school, thus nurturing their minds to emerge, to think out of the box, to assess collaborative learning and creativity rather than sinking their consciences, automatically speaking, so as to fulfil the same requirements and constraints, product after product. The aim is to challenge the way of teaching and expect children to behave and comply with a set of competences, thus endorsing the idea that they can also learn more autonomously, advocating for subject related contents, competences, humanity.

What it boils down is to help learners transmute themselves through high school, with the vivid disposition for questioning, for wisdom and curiosity, the joy of creating and the pleasure of taking risks, without which there would be no creation (Freire, 1993). In short, because no one wants to be manipulated authoritatively against their will, but rather express their inner drives when given the freedom (Freinet, 1979).

4. Applied research.

4.1 Context. Participants.

This paper presents the findings gathered from 12-year-old students' questionnaires within three groups of 1º E.S.O at a public high school. This study was conducted in order to investigate the general perception of students towards technologies and enquire what type of classroom activities they would like to undertake. In spite of questioning three courses, only the two bilingual groups have participated in podcast related activities since the other course needed to fill basic demands of the curriculum and so it would be farfetched to use the same material as the bilingual groups. The sum of the two bilingual groups equals 67 people whereas 1º ESO A consists of 27 people. Out from the sample selection of 94 students, which alone does not constitute an accurate picture of high school, there were 38 males and 56 females, there being 10 students who were not Spaniards and that may be sub classified in three ethnic groups: Latin American, Arab and Eastern European.

4.2 Instruments.

- Mp3player, radiocassette or computer at the classroom.
- Cloze exercises from *Breaking News English*.
- Mobile phone for recording.
- Platform where to upload the student-created podcast, if desired, privately or for public broadcasting. Moodle courses are recommended as standardized LMS platforms within the legal framework.

4.3 Procedure.

Three types of exercises are presented in this study: two involving listening activities and a student-created podcast. The former two perform essentially a purely scaffolding role, preparing the exposure of students to this technology and taking the cue of meta-strategic awareness to help them increase their selective attention (Vandergrift, 1999). The contents to

be taught within the curriculum come from the book Burlington build up: 1 McDonald, C. & Norcott, L. (2010). ESO and looking at the Unit 6 endeavoring ourselves to the student-produced podcast. However, it needs to be said that the curriculum should be flexible and henceforth adapt the needs and interest of the class to a righteous choice of the podcast content embedded within the curriculum.

4.4 Results: Data analysis.

1st session: Pre-task questionnaires and results of the data analysis.

After a short talk about the nature of podcasting students were told about the podcast activities they would have to undertake and that it was compulsory to complete a questionnaire anonymously and then listen to podcasts one day per week in a preparatory fashion for the student-produced podcast. As soon as data from the questionnaires had been gathered it would be the time to design or find a podcast that suited their level and interests. The graphics below illustrate the finding gathered out from the sample of the podcasting experiment, evaluating their attitudes towards technologies. The complete version of the survey can be seen in **Appendix V**.

1 Considering the first question “Do you like learning English? Why?”

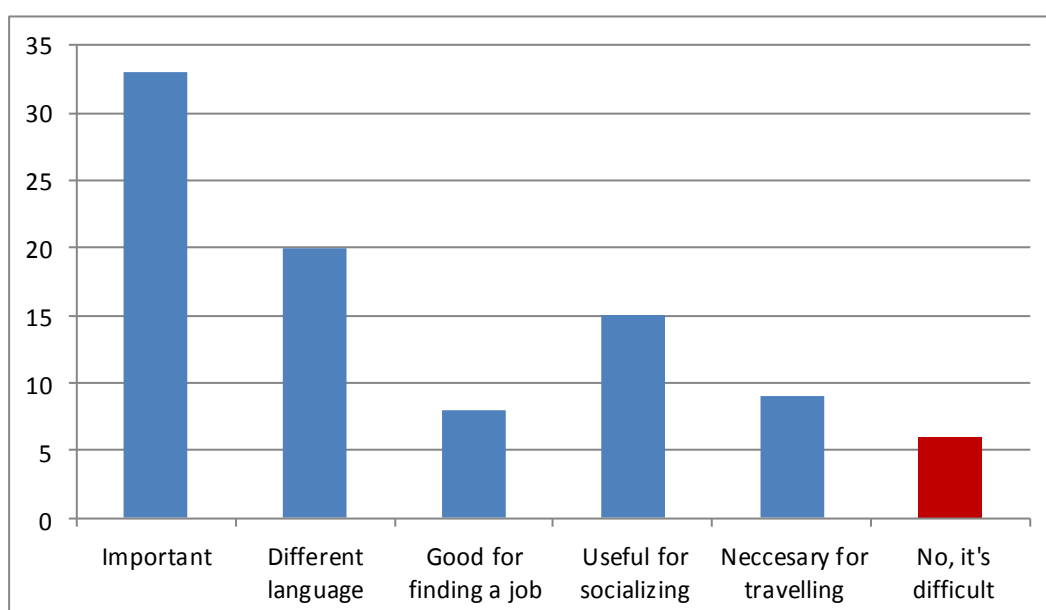


Fig.4 Number of students giving reasons for learning English.

Among the findings of the first question English seems blatantly important for different purposes and only a small number (6 out of 87) do not like English at all or see it as a difficult subject. The responses have been assembled considering their main ideas and in general there was a strong agreement that learning English is important for finding a job in the future and for travelling purposes. The not so common refrain of seeing English as difficult or unimportant represents a small body of students (6) and proves a positive correlation in this case for teaching English. There is every likelihood that some of their answers might have been slightly dishonest in order to please the teacher and prevent themselves from negative attitudes.

2 Would you like to use new technologies more for learning?

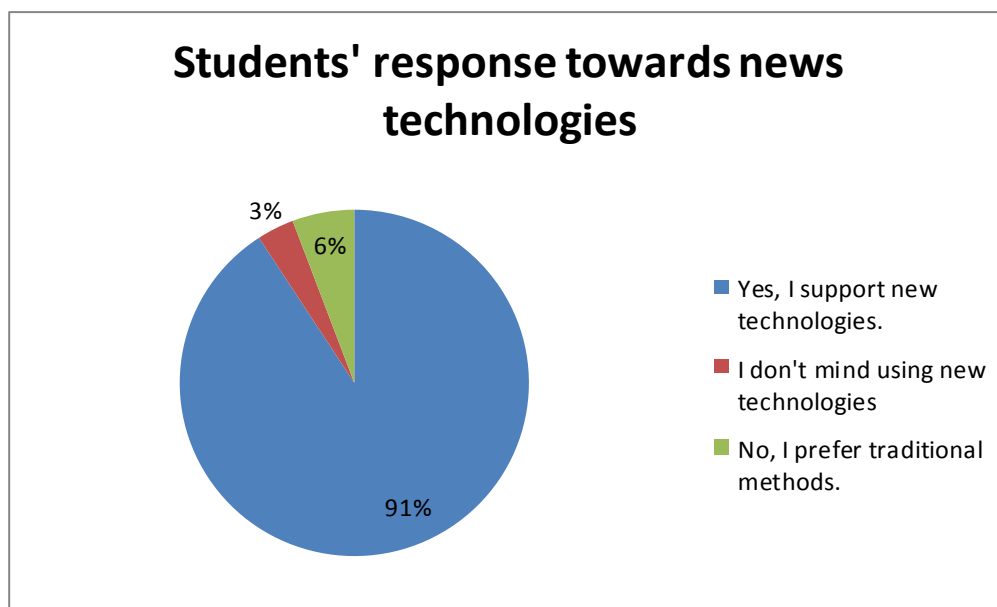


Fig.5 Percentage if students supporting new technologies within the classroom.

When asked about their attitudes towards using technologies within the classroom there was a common agreement that technologies might be useful, especially for searching for extra information and accessing educational content. Many commented on the importance of looking up at online dictionaries, but this could be shortly offset with the proper use of dictionaries. This pattern suggests that among participants, only 6 people preferred traditional teaching methods in advance, perhaps as a result of fear for a less valuable method, fear of a more difficult test or conformity with current teaching practices.

3 Do you have a computer at home? And any mp3 player?

4 Do you have an Internet connection in your pc or mobile phone?

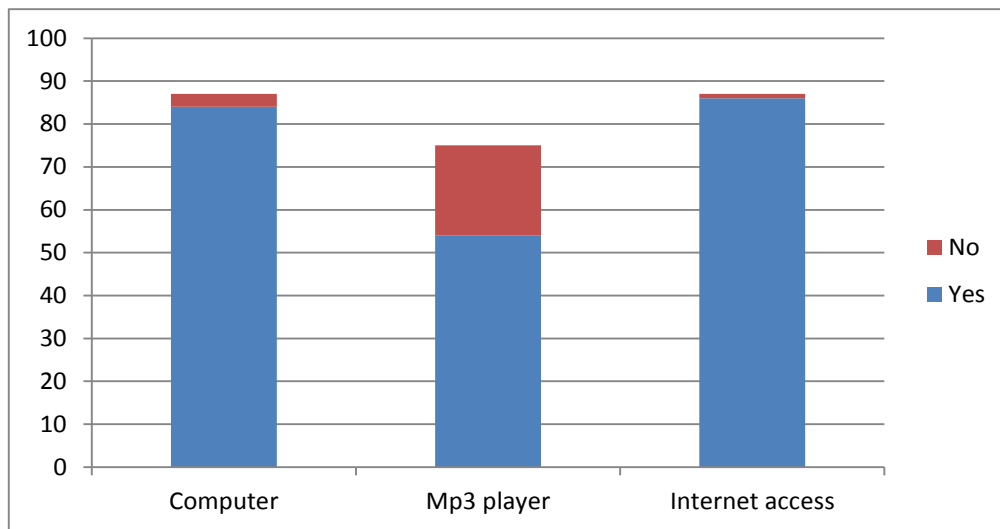


Fig. 6 Table of resources: tools and internet access.

Regarding upon the accessibility, data gathered from the questionnaires proves that everyone is able to connect freely to the web except for one teenager who has no computer, no mp3 player neither internet access, but in short, results have turned out positive. This pattern suggests that among participants the level of accessibility and resources does not impede major adaptations to the podcast project and that if they had to use their tools they would be able to use them. Even those that did not have a mp3 player commented that they had a smartphone instead, where they listened to music. This misunderstanding might show a positive correlation between the number of students with smartphones at the expense of mp3 players.

5 How many hours on average do you use your computer?

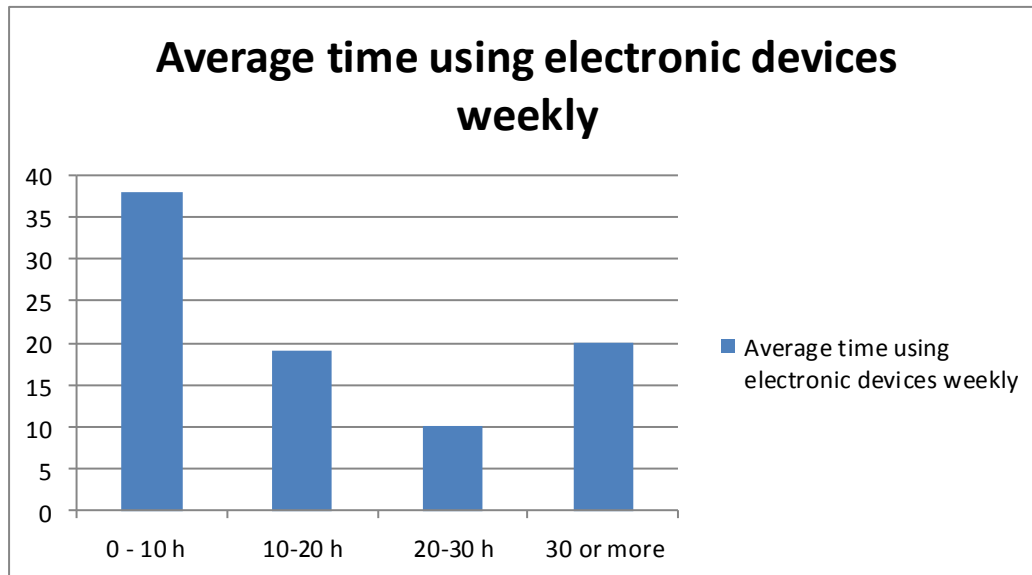


Fig.7 Student's average hours using electronic devices weekly.

A quarter of the students questioned (27) scarcely use electronic devices weekly whereas most of them use technologies regularly, there being 20 people who overuse it. To this graphic it should be added that many students did not specify the number of hours and commented on circumstantial variables such as “depending on the day” or “if my computer does not work I just use my phone”. The results might have somewhat been affected by the lack of understanding of students when making sums or calculating the amount of hours. No previous study involving listening comprehension or podcasting has addressed the average hours that students devote to electronic devices, restricting the scope of their studies to the ‘whats, whys and hows’ but not ‘how long’ of using these tools. If a positive number of students dedicate such amount of time, then Prensky (2001) and Oblinger *et al.* (2006) truly confirm a bridge with the Net generation, namely, digital natives.

6 Where do you usually access Internet?

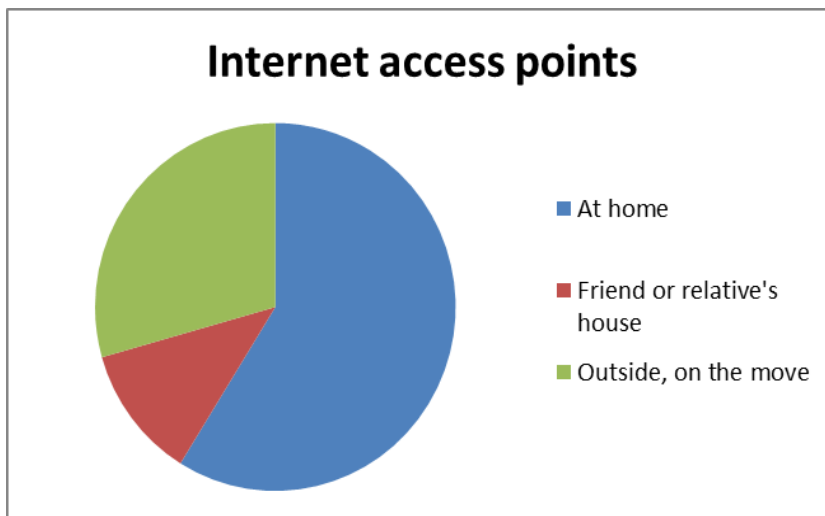


Fig.8 Places of interconnectivity.

When it comes to outline the places where students usually connect, some of these answers are overlapping between each other, not so clear-cut because some of them asked wrongly to the pertaining question by saying that they accessed the Internet with their smartphones or mentioning the websites where they entered. This incidental mistake has seldom occurred but it could be asserted that home connectivity is more trendy than on the move. Motivation for this question arose from the assumption of mobility directly correlated with internet access, yet the results show a pervasive number of students connecting at home.

7 Recommendations for improving the lessons:

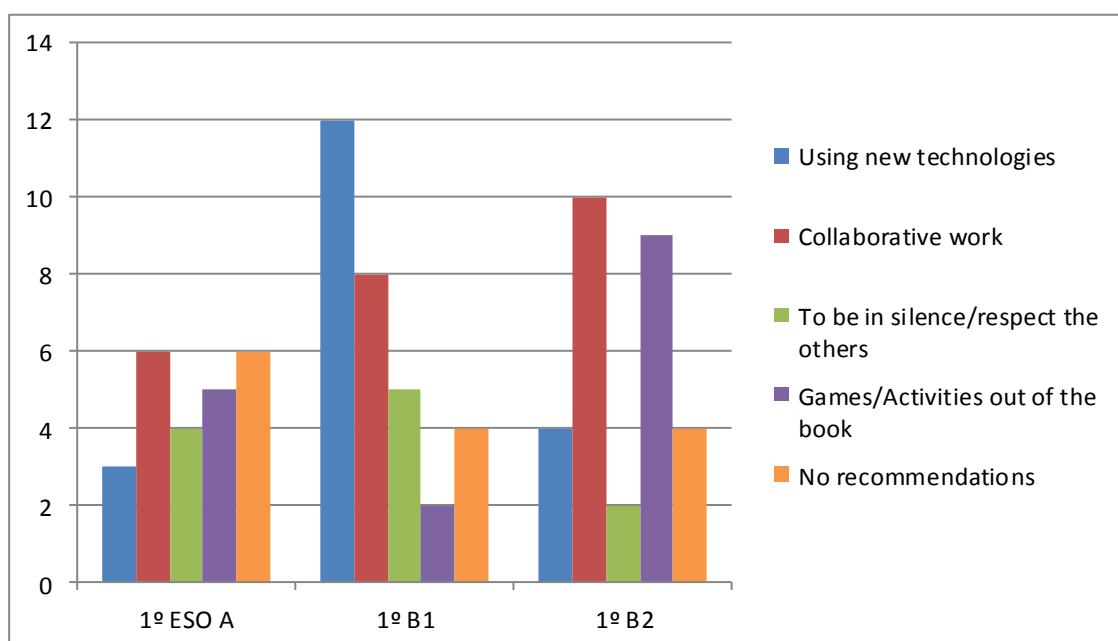


Fig.9 Number of students' recommendations for the quality of teaching.

Regarding upon the last section of the questionnaire, students were given the option to write their own recommendations, there being four the main categories: using new technologies, collaborative work, to be in silence, and demanding more games or activities out of the book. 14 students had no recommendations at all. 19 students did explicitly ask for activities directly related with new technologies while other options such as collaborative work (24) and games or activities out of the books (16) turned out to be quite significant for them. This proves that each class has different views and preconceptions towards certain types of learning and it should be noted too, that all of these recommendations share the same desire of deviating slightly from the traditional curriculum. Given these results, the podcasts designed for the applied research embody a gradual shift towards more motivating practices where students get involved in activities of their fancy.

4.5 Results: Class sessions.

1st class session: first podcast listening.

The first activity undertaken with 1ºB1 and 1ºB2 is a listening gapped text that is not really difficult for their level, save for those who have a lower level. It has been taken from *Breaking News English (Appendix I)* and the aim of this activity is to anchor some motivating expectations, thus setting inspiring content sympathetic to their interest, either football, women taking a challenge and videogames. The recording was played twice, although some students requested dictation for assuring some of the answers. Students shared the view that the article was interesting and that they wanted to know more about it. Many students commented on the appealing of the topic and that they would like to hear more about the football player.

2nd session: second podcast listening.

Based on the premise that students asked for collaborative work, this activity aims not only to make them cooperate helping each other, but to focus on the general meaning of the text and gaining new strategies to cope with occasional semantic or memorization obscureness. This one is a jumbled text, also extracted with the aid of *Breaking News English (Appendix II)* and has been on purpose chosen one level above their current level so that the activity is more challenging, but still manageable in terms of group work. Students were told to take notes

about key words in order so as to focus on meaning and specific parts of the text that confer coherence and cohesion to the text. One complete session has been needed to ensure that almost all of the groups had finished their rearrangement.

Out of 16 peer groups from both bilingual classes, only five groups managed to get the whole text in perfect order whereas most of the groups had missed a sentence or two that were essential to keep the order. Student's feedback was quite positive and many of them were eager to repeat such an exercise, however, there were also students that did not like this type of activity and would rather stick to their book activities, since they commented were easier.

This podcast has been perhaps too demanding for some of the students, even although certain groups were re-arranged to ensure that all groups of four-five people were more or less of the same level. On the whole, the feedback has not turned awry, but reasonably the activity should have been a little easier so that a greater rate could complete the exercise faster.

In addition, this was the first time that students were exposed to such a challenge combining taking notes, collaborative work and an English listening which did not have the best of audio qualities and topic. The contents of the listening were perhaps too formal, perhaps too dull so as to captivate and undertake the joint effort.

3rd and 4th sessions: writing their own scripts for the student-created podcast.

After being exposed to the listening podcasts and doing other activities within the classroom, students were asked to join in groups of 2-3 people and start thinking about a topic they would like to talk about related to either food or sports, namely, curricular unit contents. This way, they were given enough flexibility and room to reach an agreement for creating something meaningful for them.

During a couple of days they had pondered and started on writing their scripts for performing their dialogues in front of the class while being recorded. This student generated podcast is the strongest point of this concatenation of activities, since it targets the output and in short, it is the ultimate goal of this podcasting project in alignment with a process-performance

assessment. In addition, students lacking creativity or interest were given the choice of following models from textbook conversations. When writing their scripts, it seemed best to elicit their commitment for a few minutes on different days in order to avoid their carelessness, perhaps because of their young age. Scripts could be delivered to the teacher for immediate or almost immediate correction and their topics, if adequate to the topic, must be respected to ensure their commitment. There was not a great deal of pressure upon them with the script and what they wanted to say, because they were meant to work freely as much as they could, inside the limits of high school.

The central topics suggested for the experiment were 'Food' and 'Sports', namely, the units 5 and 6 in question for upcoming assessment McDonald, C. & Norcott, L. (2010). This included the possibility of a waiter-customer dialogue, team conversation, a presentation of curious aspects dealing with internet material or whatever that they felt as motivating and related with the units.

5th session: recording their podcasts.

According to their autonomy level, it has been decided that students are recorded during their live performance in front of their classmates. One session per class was enough to set some time aside for each group performing their dialogues. Silence and respect for performing classmates was a prior concern to any further step. Incidental errors during the recording included students not following my starting signal, students laughing before, during and after a presentation and lastly, cases in which students had not learnt their script and collapsed during the performance. Those that came without no preparation were not given another chance, whereas those that had prepared it and felt confident for doing it again had such an opportunity to make up their edgy nerves.

Initially, these dialogues were to be uploaded online, however, considering my limited role as a practical teacher and that there is no over permission allowing me to do so without the agreement of their parents, this part of the study has been disregarded.

4.6 Assessment:

Given that these are process performance tasks they will be mainly assessed as such, being realistic about student's potential and what has been worked through the sessions rather than judging the final product far too much. Rubrics hence contribute to a successful assessment of the podcast production and teamwork, only abiding by what has been said and requested previously. Evaluation was followed according to four assessment criteria (adapted from CEDEC rubrics, **APPENDIX III and IV**):

- **Language articulation:** Diction and pronunciation.
- **Language articulation:** Breathing, tone and emphasis.
- **Script:** Follows the script, good improvisation, if any.
- **Kinetics:** Body position, peer closeness, eye contact between the speakers.

4.7 Discussion.

In spite of the short teaching span and restricted authority to implement further experiments on students, the study conducted has contributed to support the previous hypothesis that a previous emphasis on listening input enhances the attitudes of student's. Briefly, the cloze exercises involving listening comprehension aimed to train cognitive, metacognitive and socio affective strategies of students whereas the student-produced podcast targeted student's production and the development of confidence at a relaxed atmosphere. Podcasts can be used with ease as long as their content is adapted to the student's needs and, as a rule, should be central to the core of teaching for reflective practice (Thompson, 2007).

Reactions towards these exercises were those of sheer surprise and dismay at first, yet shortly vanished, and students started to participate with interest. Although not all students liked these activities, mostly due to a lack of English competence, the results were positive and even these students demonstrated a slight mark rise in their next in-tray exercises. Concerns about neutral learning outcomes in previous research have been dismissed in this experience, since the activity has enriched student's participation and observable motivation, yet they have not been assessed in the long-term in case that this was an accidental positive correlation. Lazzari (2009) comments three phenomena that may have mediated in the results. One is the Hawthorne effect, which involves an increase in student performances produced by the

psychological stimulus of highlighting a new feature significantly (Gillespie, 1991). Another factor may have been the Rosenthal effect, or teacher's high expectations effect (Rosenthal & Jacobson, 1968) that implies envisioning learner's performance as successful in order to prophetically ascertain such a scenario. In addition, a sense of cultural enrichment could have been ascribed to this intense learning experience, thus increasing the sense of auto-efficacy of the students (Bandura & Schunk, 1981).

From my point of view, one should develop proficiency in teaching before trying new pedagogical approaches, however, inner motivation and ambition for improving the teaching-learning process must be our focus, since teenagers are building up resistance at turning points of their lives. Increasing the level of interconnectivity will deliver a greater student-teacher interaction, a more efficient feedback and subsequent positive learning outcomes owing to a higher level of motivation

4.8 Further research.

Should further research happen to investigate in the field, future applications of podcasting might considerate the aid of a LMS platform where to upload supporting material, possibly stream and gather useful ESL podcasts links for the classroom. A program like Exelearning might allow learners revise and test their abilities if desired asynchronously, thus enhancing the accessibility and autonomous learning (see figures 10 and 11 below). The data package could be refreshed each year for its constant, everlasting support to classroom lessons. This is but an illustration of how could be the initial design for the LMS:

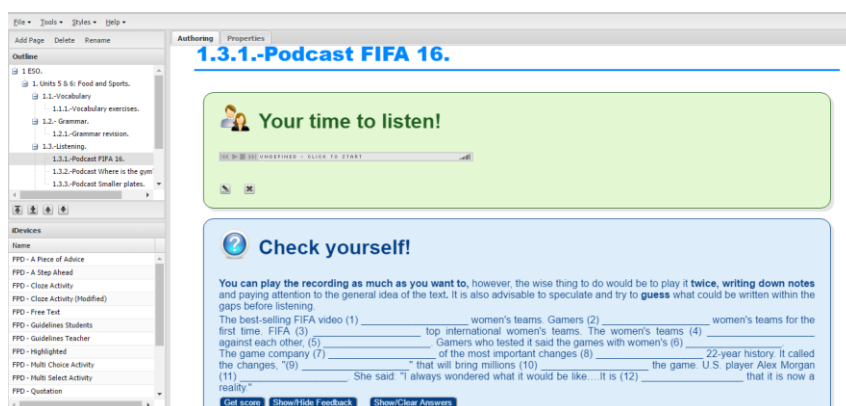


Fig. 10 Exelearning user's interface, gapped text. Source original.

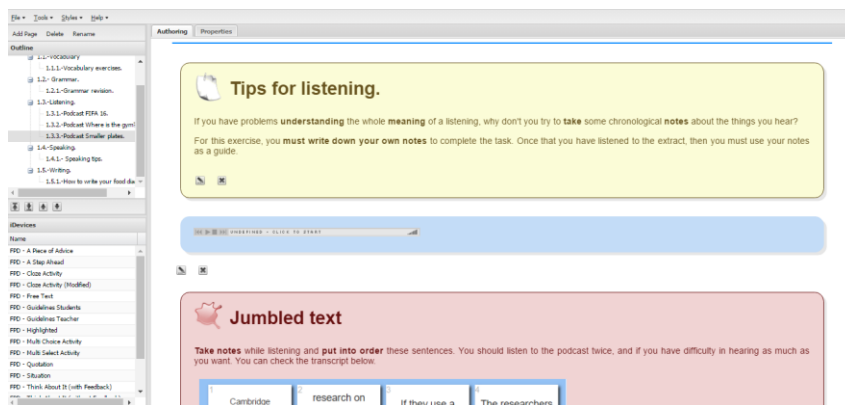


Fig.11 Exelearning user's interface, jumbled text.

Accordingly, the LMS should provide additional information and online support to learners, enhancing the teacher-student interaction and promoting a good learning environment where assessed podcast-activities and extra exercises will support long-term curricula objectives. Besides, student-produced podcasts, videos or materials might be uploaded setting an example for prospective students looking for a model. These reflections are based upon current teaching practices and may fruitfully even help students with special needs as long as the role of video podcasts is further explored (Kay,2012) or used alternatively, *“as a sensory aid support mechanism, providing ways to help students who are dyslexic”* (Harris et al.,2008).

5. Conclusion.

This paper reflects on how podcast can be integrated within the EFL considering the syllabus and the needs of students. It has also given an account of and the reasons for the widespread use of podcasting in education. After examining previous literature on the topic the information gathered has proven to be useful for developing targeted interventions aimed at state-of-the-art teaching practices, thus contextualizing and enriching learning outcomes from curriculum delivery and student's motivation. In-class input opportunities help to raise L2 comprehension, especially if it comes as a novelty, easy, fast and accessible.

Although many studies have been carried out in higher education or with advanced learners (Al Fadda *et al.* 2013, Al Shehri 2011, Berlinger 2005, Kavaliueskiene 2009, Chacón 2011, Clark *et al.* 2009, Kies *et al.* 2011, Lane 2006, Lonn 2009, McMinn 2008) findings suggest that there is an underdeveloped field of study in K-12 podcasting research, particularly when it comes to integrate podcasts as part of the curricula rather than restricting the scope of their studies to lecture-reduplicated podcasts and traditional course settings. More broadly, applied research is needed to determine the best material for each high school level and to find out which type of activities can transform the teaching-learning process actively.

It can be deduced out from the data analysis that that the average level of internet accessibility and technologies' possession is high, that learners view technologies as positive and that these could be used more in high school education. The use of PIC, podcasts integrated in the curriculum, has given evidence for the easy and flexible nature of podcasting with a pedagogical basis, not only as a listening activity but as a student's produced podcast. Considering that an initial observation of the experimental group should be prior to any podcast designed activities, it should be noted that teaching strategies are best suited at lower levels and that so far the student produced podcast have proved qualitatively to bestow a greater sense of rapport and confidence to the majority of students involved. Collaborative work and games were also pointed out as relevant for building up the sense of community.

One of the limitations of this study is that the sample of the experiment has been undertaken in a short-term of a month, that the collection of data comes out of a self-report and that it comes from a small scale study. In addition, a post-examination of podcasting would help to assess the learning processes of students, in case that its effects are pedagogically neutral. However, there are strong reasons to conclude that podcasting can be adapted and bring positive learning and affective outcomes providing that it is sequentially integrated as a relevant part of the course. Both qualitative and quantitative data can shed light into prospective teaching practices in high school, assigning podcasts as homework, assessed task or even part of every lesson. The facilitator and manager role of the teacher gives a stimulating feedback for willing students that want to make the most of their potential and provide solutions for students with special needs. It all depends on current teaching practices embracing tech savvy methods to enhance positive attitudes and results in the EFL classroom.

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6 Appendix, rubrics, podcast transcripts, vodcast links

Appendix I Podcast Best-selling videogame now has women's teams.

(<http://www.breakingnewsenglish.com/1509/150911-fifa-16-1.html>)

The best-selling FIFA video (1) _____ women's teams. Gamers (2) _____ women's teams for the first time. FIFA (3) _____ top international women's teams. The women's teams (4) _____ against each other, (5) _____. Gamers who tested it said the games with women's (6) _____.

The game company (7) _____ of the most important changes (8) _____ 22-year history. It called the changes, "(9) _____" that will bring millions (10) _____ the game. U.S. player Alex Morgan (11) _____. She said: "I always wondered what it would be like....It is (12) _____ that it is now a reality."

(Transcript)

A best-selling video game has more options to get more women players. In the incredibly popular FIFA 16 game, gamers can choose women's teams for the first time. It has 12 top international women's teams. They can only play against each other, not against men. A trial version of the game was put online on September 8th. Game players who tested it said the games with women's teams were faster than games with men's teams.

The FIFA 16 company is excited about the women's teams. It is one of the most important changes in the game's 22-year history. The company called having women's teams, "a massive event". It added: "We are equally excited about bringing millions of fans a new way to play." U.S. player Alex Morgan was excited about being in FIFA 16. She said: "It is such an honour...I always wondered what it would be like....It is very cool to know that it is now a reality."

Appendix II Podcast Smaller plates can help reduce obesity.

<http://www.breakingnewsenglish.com/1509/150917-obesity-1.html>

http://www.breakingnewsenglish.com/1509/150917-obesity-drag15_1.html

1 Cambridge University says British people could cut their calories	2 research on portion sizes and how much people eat.	3 If they use a large plate, they fill it with food.	4 The researchers looked at a lot of data.
5 Americans could cut theirs by up to 29 per cent.	6 over-eat is to use smaller plates, knives, forks, and glasses.	7 Restaurants and shops can help people to	8 This is a good way of helping lots
9 by up to 16 per cent, while	10 easy way to help people who	11 Many people use their plate as a guide.	12 stop over-eating by using smaller plates.
13 People should also do this at home.	14 New research says a simple,	15 This means they eat too much.	16 He added that it was wrong to think that
17 of people to stop eating too much.	18 This is instead of going on a diet.	19 Dr Gareth Hollands said there was not a lot of	20 people who ate too much had no self-control.

(Transcript)

New research says a simple, easy way to help people who over-eat is to use smaller plates, knives, forks, and glasses. This is instead of going on a diet. Many people use their plate as a guide. If they use a large plate, they fill it with food. This means they eat too much. Cambridge University says British people could cut their calories by up to 16 per cent, while Americans could cut theirs by up to 29 per cent.

The researchers looked at a lot of data. Dr Gareth Hollands said there was not a lot of research on portion sizes and how much people eat. He added that it was wrong to think that people who ate too much had no self-control. Restaurants and shops can help people to stop over-eating by using smaller plates. People should also do this at home. This is a good way of helping lots of people to stop eating too much.

Appendix III Rubric CEDEC.

<http://es.slideshare.net/cedecite/cedecrubricapodcast>

REA Trabajo por proyectos en
Geografía e Historia en Secundaria



Rúbrica para evaluar la elaboración de un podcast

Nombre del alumno o alumnos: _____

CATEGORÍA	4 Sobresaliente	3 Notable	2 Aprobado	1 Insuficiente
Dicción	El estudiante articula claramente y el texto se entiende con claridad.	El estudiante articula las palabras un poco claro y el texto puede entenderse en su mayoría.	El estudiante articula algunas veces bien las palabras, pero el texto frecuentemente no se entiende.	El estudiante rara vez articula las palabras y el texto no se entiende.
Tono	No hay errores. El tono es muy atractivo.	Algún error aislado, pero en su mayoría el tono es preciso y seguro.	Algunos veces el tono es preciso, pero hay errores frecuentes o repetitivos.	Hay muy pocas veces en que el tono sea preciso o seguro.
Entradas y marcaciones articulatorias	Entradas seguras. Las marcaciones son ejecutadas con precisión.	Las entradas son en su mayoría seguras. Hay algún error esporádico. Las marcaciones son ejecutadas generalmente con precisión.	Las entradas rara vez son seguras, pero las marcaciones son algunas veces ejecutadas con precisión.	Pocas entradas seguras. Las marcaciones son generalmente ejecutadas incorrectamente.
Respiración	El estudiante respira adecuadamente y mantiene el tono lo mejor que puede.	El estudiante generalmente respira adecuadamente, pero en ocasiones no mantiene el tono hasta el final de cada frase.	El estudiante algunas veces respira adecuadamente y sólo en algunas ocasiones mantiene el tono hasta el final de cada frase.	El estudiante rara vez respira correctamente y nunca mantiene el tono hasta el final de las frases.
Expresión y estilo	Habla con creatividad y desenvoltura en base al guión y sin ayuda del profesor u otro compañero.	En general, habla con creatividad y desenvoltura siguiendo las indicaciones del profesor/a o algún compañero.	Su expresión y estilo es irregular y con cierta frecuencia no atiende las indicaciones del guión o del profesor.	No presenta expresión ni estilo.



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Appendix IV Rubric CEDEC.

<http://es.slideshare.net/cedecite/cedecrubricaexposicionoralanabasterra>

REA Trabajo por proyectos en
Geografía e Historia en Secundaria



Rúbrica para evaluar una exposición oral

Nombre del alumno o alumnos: _____

CATEGORÍA	4 Sobresaliente	3 Notable	2 Aprobado	1 Insuficiente
Habla	Habla despacio y con gran claridad.	La mayoría del tiempo, habla despacio y con claridad.	Unas veces habla despacio y con claridad, pero otras se acelera y se le entiende mal.	Habla rápido o se detiene demasiado a la hora de hablar. Además su pronunciación no es buena.
Vocabulario	Usa vocabulario apropiado para la audiencia. Aumenta el vocabulario de la audiencia definiendo las palabras que podrían ser nuevas para ésta.	Usa vocabulario apropiado para la audiencia. Incluye 1-2 palabras que podrían ser nuevas para la mayoría de la audiencia, pero no las define.	Usa vocabulario apropiado para la audiencia. No incluye vocabulario que podría ser nuevo para la audiencia.	Usa varias (5 o más) palabras o frases que no son entendidas por la audiencia.
Volumen	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia a través de toda la presentación.	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos 90% del tiempo.	El volumen es lo suficientemente alto para ser escuchado por todos los miembros de la audiencia al menos el 80% del tiempo.	El volumen con frecuencia es muy débil para ser escuchado por todos los miembros de la audiencia.
Comprensión	El estudiante puede con precisión contestar casi todas las preguntas planteadas sobre el tema por sus compañeros de clase.	El estudiante puede con precisión contestar la mayoría de las preguntas planteadas sobre el tema por sus compañeros de clase.	El estudiante puede con precisión contestar unas pocas preguntas planteadas sobre el tema por sus compañeros de clase.	El estudiante no puede contestar las preguntas planteadas sobre el tema por sus compañeros de clase.
Postura del Cuerpo y Contacto Visual	A la hora de hablar la postura y el gesto son muy adecuados. Mira a todos los compañeros con total naturalidad.	La mayoría del tiempo la postura y el gesto son adecuados y casi siempre mira a los compañeros mientras habla.	Algunas veces, mantiene la postura y el gesto adecuados, y otras no. En ocasiones mira a sus compañeros.	No mantiene la postura y gesto propios de una exposición oral y, la mayoría de las veces, no mira a sus compañeros.
Contenido	Demuestra un completo entendimiento del tema.	Demuestra un buen entendimiento del tema.	Demuestra un buen entendimiento de partes del tema.	No parece entender muy bien el tema.



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Appendix V: Student's questionnaire adapted from Li, H. (2010).

Cuestionario:

1. ¿Te gusta aprender inglés? ¿Por qué?
2. ¿Te gustaría utilizar más las nuevas tecnologías para aprender?
3. ¿Tienes un ordenador en casa? ¿Y algún reproductor mp3?
4. ¿Tienes acceso a Internet en el ordenador o teléfono móvil?
5. ¿Cuántas horas promedio a la semana dedicas al ordenador?
6. ¿Dónde sueles conectarte a Internet?
7. Recomendaciones sobre cómo mejorar las clases: