



THE USE OF PODCAST AS A CHALLENGING DIDACTIC MATERIAL IN TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE¹

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ABSTRACT: This article outlines the results of a research carried out to highlight the instructional utility of podcasts in educational settings and their pedagogical effectiveness in promoting listening comprehension skills in the teaching of English as an additional language. The main objective of this study is to investigate the Podcast's potential for inclusive use, with specific emphasis on improving listening skills, elucidating the associated challenges and restrictions, while articulating the benefits inherent to the integration of podcasts as a robust teaching resource in teaching English language. The methodology consists of a survey research on the use of Podcasts and oral comprehension skills, having 12 University professors as participants. The research approach is qualitative-quantitative, of an exploratory nature, highlighting advantages and disadvantages of the podcast in teaching English as an additional language, including a reflection on the use of the podcast as a future additional language teacher. To achieve these objectives, the article is based on theoretical contributions from authors, such as Tomlinson (1998) and (2000), Nunan (1989), Vilaça (2009), Corrêa et. al (2022), Berto (2022), Silva and Timmermann (2023), Reis, Gomes, Linck (2012) among others. After reviewing the literature, analyzing the data collected from the survey, and the discussion, this research recognizes that the use of Podcasts as teaching

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materials can promote new experiences in teaching and learning English as an additional language, even if such use still causes some resistance on the part of some teachers.

Keywords: Podcast. Didactic material. Listening Skill.

RESUMO: Este artigo delinea os resultados de um estudo metodológico que destaca a utilidade pedagógica dos podcasts em contextos educativos e a sua eficácia na promoção de competências de compreensão auditiva. O estudo abrange os objetivos da utilização de podcasts no ensino do inglês como língua adicional, centrando-se no seu potencial para uma utilização inclusiva, melhorando as competências auditivas e abordando os desafios e benefícios associados. A metodologia inclui uma revisão da literatura sobre podcasts e competências de compreensão oral, com uma abordagem qualitativa-quantitativa e exploratória. Além disso, a metodologia consiste em uma pesquisa de opinião com questionário sobre a utilização de podcasts em competências de compreensão oral, tendo 22 professores universitários como participantes. Destaca as vantagens e desvantagens do uso de podcasts no ensino de inglês, incluindo uma reflexão sobre o uso do podcast como futuro professor de língua adicional. Para atingir esses objetivos, o artigo baseia-se em contribuições teóricas de autores como Tomlinson (1998) e (2000), Nunan (1989), Vilaça (2009), Corrêa et. al (2022), Berto (2022), Silva e Timmermann (2023), Reis, Gomes, Linck (2012) entre outros. Após a revisão da literatura e discussão, esta pesquisa reconhece que o uso de Podcasts como material didático pode promover novas experiências no ensino e aprendizagem de inglês como língua adicional, mesmo que tal uso ainda causa certa resistência por parte de alguns professores.

Palavras-chave: Podcast. Material didático. Habilidade de *listening*

INITIAL CONSIDERATIONS

In recent years, Podcasts have grown in popularity as a digital media format used for conversational programs in which two or more people gather to discuss specific topics entirely through audio, delivering a diverse range of content accessible at all times and from any location. The Podcast can be found on various applications and streaming services, among them the most popular ones, nowadays, are *YouTube* and *Spotify*.

The emergence of the Podcast dates back to the early 2000s, gaining popularity in Brazil gradually over time. However, it was primarily in the last decade that the Podcast emerged as a widely recognized and consumed form of entertainment and education by various audiences around the world. According to Junior and Coutinho (2007)

In a globalized world where time is scarce, the Podcast emerges as an extremely potent alternative technology to be utilized in service of the teaching and learning process, both in the distance learning modality (e-learning)⁴ and as a complement to face-to-face instruction (b-learning)⁵.

The Podcast can offer a variety of educational content, such as classes, interviews, stories, etc. These diverse topics may capture learners' attention due to the convenience of, for example, studying at home while enjoying listening to a subject they are interested in.

Within the current educational context, many teachers are constantly seeking new methods and ways to make classes more dynamic and enjoyable, and the Podcast has currently been embraced as a significant ally for English classes in some schools in Brazil. "Studies conducted in recent years have yielded positive results, demonstrating that podcasts can be allies in the learning of a new language." HASAN AND HOON (2013 *apud* Berto, 2021, p 188).

Nevertheless, the crucial question arises as to whether the Podcast is truly an effective and inclusive ally for all audiences as supplementary didactic material for the development of English language listening comprehension within the classroom setting. While the notion of incorporating Podcasts during lessons may be appealing at first glance, it is interesting to conduct a more comprehensive analysis and explore the potential challenges that teachers encounter when designing a lesson and working with this new didactic material. It is also essential to consider whether the Podcast can truly meet the needs of all learners and promote tangible progress in their listening comprehension skills.

The central argument of this study is that, although the Podcast may offer many advantages, such as easy accessibility and diversity of content, its effectiveness as a didactic material for the development of English listening comprehension skills may also present challenges, disadvantages, and limitations of use.

⁴ In this work, the term "*E-learning*" refers to "online training" or "distance learning", which is a digital type of learning. As the name implies, it takes place remotely and online using information and communication technology (computers, smartphones, and tablets).

⁵ In this work, the term "*B-learning*" refers to "Hybrid learning methods that combine traditional teaching with direct contact with methods involving the use of a computer or a mobile device."

The main objective of this study is to investigate the Podcast's potential for inclusive use, with specific emphasis on improving listening skills, elucidating the associated challenges and restrictions, while articulating the benefits inherent to the integration of podcasts as a robust teaching resource in teaching English language. The article aims to address the following research questions: **Do teachers use Podcasts as didactic material? What are the main challenges and constraints encountered by Teachers regarding the use of the Podcast as didactic material in the classroom?**

To answer these questions, a theoretical framework was established, and a survey was conducted. This study is structured into six parts: the first part presents the initial considerations, followed by the literature review in the second part containing four topics. The third part details the methodology, including the survey, while the fourth part covers the questionnaire. The fifth and sixth parts analyze the data, and the final two parts provide the discussion and concluding remarks.

The choice of the nomenclature “Didactic Materials” (hereinafter DMs) for this work is based on aspects intrinsic to the purpose of this study. DMs are fundamental to teaching-learning, aiding both learners and teachers. When choosing the Podcast as an object of study, it was necessary to add it within the DMs category as it can fulfill the roles of DMs.

DIDACTIC MATERIALS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE

DMs perform a fundamental role in the process of teaching and learning the English language. “Tomlinson ([1998] 2004c: xi) apud (VILAÇA, 2009, p.4) defines as didactic material “anything that helps teach language learners”.

These DMs are the responsibility of the teacher to choose, since they are the ones who teach the classes and will teach the additional language. Furthermore, DMs can be essential in providing students with a variety of resources that enrich their learning experience and cater to different needs and learning styles.

According to Vilaça (2009, p.4) “The broader function of instructional material is to aid learning/learners and, consequently, assist the teaching/teacher”. Teachers have access to a variety of resources, ranging from traditional textbooks to interactive digital materials. DMs can provide a range of tools aimed at aiding students in developing language skills, including listening comprehension, reading, writing, and oral expression.

Additionally, they serve as a reliable source for both learners and teachers to consult and seek assistance. Furthermore, it also makes it easier to make lesson plans and set up activities, as well as making it easier for students to pick up their DMs to study.

It is worth noting that DMs can be essential in contextualizing the teaching of the English language and making it relevant to the students. According to Vilaça (2009, p.9) “the didactic material not only represents the program but plays the role of a teaching method”. DMs can address contemporary themes, cultures, and aspects of the English-speaking world, providing students with a broader and deeper understanding of the language and its nuances.

By choosing the right DM, teachers can motivate learners, so that they develop autonomy and can help create connections between the English language and the real world, making learning more meaningful. According to Nicolaidis e Fernandes (2003, p. 48 *apud* VILAÇA, 2009. p. 9)

This concern for the development of autonomous learning is particularly significant, considering that we are fostering the ability to learn how to learn, which supports better learning outcomes not only in the field of languages but also in various domains of knowledge.”⁶.

Thus, DMs can provide support and guidance to teachers, assisting them in the preparation of dynamic lessons. It can offer structure and sequence to lesson plans, thereby aiding educators in customizing their teaching approaches according to the needs and abilities of learners. However, podcasts as DMs can be interesting to use in the classroom.

When employed within an educational context, podcasts have the potential to furnish comprehensive didactic materials such as classes, documentaries, and informational audio content that can be accessed by students at any time of the day and in any geographical location⁷. (CASTRO *et al*, 2014 *apud* (CELARINO *et al*, 2022).

When high-quality DMs are employed, educators can foster a stimulating and collaborative learning environment wherein learners feel inspired to explore and enhance their skills in the English language, particularly through podcasts, which encompass broad topics capable of engaging learners.

⁶ From the original: “Essa preocupação com o desenvolvimento do aprendizado autônomo é particularmente importante, considerando-se que estaremos desenvolvendo, então, o aprender a aprender, suporte para um melhor resultado da aprendizagem não só na área de línguas, mas em diferentes campos de conhecimento.”

⁷ From the original: “Quando usado no contexto educacional, o podcast tem potencial para disponibilizar materiais didáticos completos como aulas, documentários e informações em formato de áudio que podem ser ouvidos pelos alunos a qualquer momento do dia e em qualquer dimensão do espaço geográfico”

ADVANTAGES AND DISADVANTAGES IN USING PODCAST AS A DIDACTIC MATERIAL

The Podcast has emerged as an intriguing and potential tool, valuable as DMs that assists in the development of oral comprehension in English today. Freire (2013 *apud* CORRÊA, DIAS E PRATA, 2022), in his doctoral thesis entitled “Podcast in Brazilian education: nature, potential and implications of communication technology”⁸ (p.155). He came to the conclusion that, through the creation and receipt of technology, podcasts, like in-person instruction, aid in the development of communication, teamwork, sociability, and affectivity in distance education.

For the researcher, the utilization of Podcasts in schools can also encompass actions involving temporal expansion, repurposing materials from other technologies, and enriching school debates through the pluralization of voices. With all its accessibility and diversity of content, Podcasts can offer learners the opportunity to practice as well as develop their listening skills in a wide range of contexts. According to Corrêa, Dias e Prata (2022),

It also concerns the empowerment of the audience, enabling them to make their choices regarding what to listen to or watch, at their own pace and in alternative spaces, due to the accessibility and popularization of mobile media, particularly smartphones, which are highly effective in terms of digital convergence. (CORREA, DIAS E PRATA, 2022 p.155)

And so, with internet accessibility, learners have easy access to various apps⁹, websites and various DMs in Podcast format. The audio format of Podcasts enables learners to consume content flexibly, accommodating their schedules and individual learning preferences when studying outside the classroom.

The Podcast has some advantages for developing oral comprehension in English. According to Berto (2021), “the development and enhancement of oral comprehension are essential for those seeking to learn other languages and aiming to communicate effectively, particularly if the student's goal is English language acquisition”¹⁰. One of the most evident advantages of podcasts is their capacity to expose learners to a variety of accents and speech

⁸ From the original. “Podcasts na educação brasileira: natureza, potencialidades e implicações de uma tecnologia da comunicação”

⁹ “*App*” In this work refers to the abbreviation for application or application program: a computer program created for a certain function.

¹⁰ From the original. “O desenvolvimento e aprimoramento da compreensão oral é essencial para quem busca aprender outras línguas e quer se comunicar de forma efetiva, ainda mais se o objetivo do aluno é o aprendizado de língua inglesa.”

styles, serving as a global resource that contributes to the development of their understanding of the breadth of the English language.

Tumolo (2014, p. 231 *apud* BERTO, 2022), states that

They can be used for the FL teaching/learning process, as they are available on the Internet in several languages. As they constitute authentic audio material, they become an effective resource for understanding the target language spoken by natives (with their different accents and pronunciations), allowing to increase the range of recognition of the sounds of the language and, thus, developing the oral comprehension of learners. In addition to listening comprehension, oral production can be developed, as learners can create and publish their own podcasts, as an assignment¹¹. (TUMOLO, 2014, P. 231). *apud* Berto (2022)

This is particularly relevant in a world where the English language serves as a *lingua franca*, and the ability to comprehend various forms of the English language is increasingly important for learners, as well as the advantages of familiarizing oneself with the culture of each Anglophone country. Furthermore, the Podcast offers the opportunity to explore topics of personal interest to learners, which can increase their engagement and motivation to practice listening comprehension. Berto (2022, p.189) emphasizes that “in addition to the research that concluded that there was development in learners’ linguistic skills, other studies confirmed that learners become more motivated to learn the English language when using Podcast.”¹².

The authentic nature of Podcast content can also help learners in developing motivation to acquire the new language and refine active listening skills, as they are exposed to natural and genuine language rather than materials artificially crafted for educational purposes, which often feature repetitive robotic language devoid of accent variations.

Despite this, with its many advantages, the Podcast can also present significant challenges as a DM for developing English listening comprehension in the classroom. Some of the challenges faced by teachers include the lack of pedagogical control over the content of Podcasts when there is a plethora of topics covered and available on networks, as well as the lack of accessibility to technological resources in schools, such as sound systems, for example. In agreement to Berto (2022, p.189) to use of the podcast in the classroom,

¹¹ From the original. “Podem ser usados para o processo ensino/aprendizagem de LE, uma vez que estão disponibilizados na Internet em várias línguas. Por se constituírem material de áudio autêntico, passam a ser recurso eficaz para a compreensão da língua-alvo falada por nativos (com seus diferentes sotaques e pronúncias), permitindo aumentar a amplitude de reconhecimento dos sons da língua e, assim, desenvolvendo a compreensão oral de aprendizes. Além da compreensão oral, a produção oral pode ser desenvolvida, à medida que os aprendizes podem criar e publicar seus próprios podcasts, como uma tarefa.”

¹² From the original. “Além das pesquisas que concluíram que houve desenvolvimento nas habilidades linguísticas dos alunos, outros estudos confirmaram que os alunos ficaram mais motivados para o aprendizado da língua inglesa ao utilizarem podcast.”

It is necessary to consider aspects such as learners' proficiency level, time, available technological resources, and internet access to ensure the minimum conditions required for achieving positive outcomes in the teaching and learning process of the English language. (BERTO, 2022, p.189)

In contrast to the traditional DMs commonly observed in schools, Podcasts are created by individuals or organizations external to the educational context. Thus, anyone can produce their own podcast on any subject and distribute it across digital platforms. Consequently, teachers lack control over the quality and suitability of the content for the specific teaching objectives they may wish to address in a lesson. Therefore, teachers must exercise careful discretion in selecting content before integrating it into the classroom setting and if you possibly listen to all before passing it on to the learners to listen.

In addition, the lack of visual support in the majority of audio-format Podcasts can hinder learners' comprehension, particularly those in early stages of language acquisition or those with any form of impairment, notably auditory, where the effectiveness of podcasts as a tool for teaching English may be constrained. As stated by Freire (2011, p.201) it cannot be considered a Podcast even so, to the detriment of orality, it focuses on the image both in its content – visual language of signs – and in the media used – the video¹³.

Consequently, it is important to recognize that the Podcast can be a valuable DM when used in a complementary and strategic way in conjunction with other teaching activities. Despite the challenges associated with its use, such as the lack of control over content and the absence of visual support in most cases, signify that it may not be suitable as a sole DM for the development of listening and speaking skills in English classroom instruction.

Thus, supplementary materials would be required to enrich the activities. In agreement to Pereira (2021, p.16) the English language teacher may assess learners' difficulties in using the Podcast and propose an alternative approach aimed at incorporating the Podcast into lessons and encouraging the production of Podcasts in future classroom activities. Therefore, educators need to be aware of these challenges and adopt a cautious approach when integrating Podcasts into their teaching practices, ensuring they are effectively utilized to meet the specific needs of their students.

¹³ From the original: “Não pode ser considerado um podcast na medida em que, em detrimento da oralidade, foca-se na imagem tanto em seu conteúdo – linguagem visual de sinais – quanto na mídia utilizada – o vídeo.”

THE IMPORTANCE OF AUTHENTIC DIDACTIC MATERIALS FOR AUTHENTIC ORAL COMPREHENSION

Along with reading, writing and speaking, there are four fundamental skills in learning an additional language: listening. It is the ability to understand speech spoken during a discussion or presentation. When someone is proficient in this skill, they can quickly hear and process language as if it were being spoken in their native language.

Authentic listening comprehension involves exposing learners to a variety of registers, accents, speech speeds, and real communicative contexts. By engaging with authentic materials such as television programs, Podcasts, interviews, social media videos, and audio recordings, learners can be challenged to comprehend the language in its natural form, which can significantly contribute to the development of their listening and comprehension skills. Widdowson (1978), Nunan (1989), Mayora (2017) e García (2006). *apud* Silva (2023) In order to develop practical communicative skills, they emphasize the significance of meaningfully exploring the authenticity of materials, contextualizing authentic materials, and using authentic tasks that involve learners in understanding, manipulating, producing, and interacting in the target language. These tasks center around communicative and cultural behaviors that are expected in real-world settings.

Authentic DMs can play a crucial role in providing opportunities to practice authentic listening.

Authentic materials prove to be extremely relevant concerning foreign language teaching and learning processes, as they assist learners in engaging with real language in its various facets, thereby promoting understanding of language forms and the culture intertwined within it¹⁴. (TIMMERMANN, 2019 *apud* SILVA, TIMMERMANN 2023, p. 329)

In this way, “one could argue that authentic material is that which has not been designed with the intention of teaching something to someone”¹⁵. (SILVA, TIMMERMANN, 2023 p. 315). According to Silva e Timmermann (2023 p. 327) these materials can expose students to a variety of voices, speaking styles, and topics relevant to everyday life and the real world.

¹⁴ From the original. “Os materiais autênticos, se mostra como extremamente relevante no que diz respeito aos processos de ensino e aprendizagem de língua estrangeira, uma vez que auxilia o estudante a estar em contato com a língua real, nas suas mais diversificadas facetas, promovendo assim a compreensão das formas da língua e da cultura nela imbricada”

¹⁵ From the original. Pode-se dizer que um material autêntico é aquele que não foi elaborado com o intuito de ensinar algo a alguém”.

The utilization of authentic materials can yield a myriad of benefits for learners, including exposure to various registers and linguistic variations, practice of language skills in real-life contexts, and enhancement of comprehension and production of more natural and fluent texts. Thus, these materials can promote the development of intercultural awareness¹⁶ by allowing learners to better understand the cultural nuances associated with the English language.

Nonetheless, it is important that teachers provide appropriate support to learners when working with authentic materials, in accordance with Widdowson (1978 *apud* TIMMERMANN AND SILVA, 2023), learners with a low level of additional language knowledge may feel frustrated if poorly selected authentic materials are above their respective levels. In this way, the teacher needs to ensure that activities are aligned with learning objectives and that learners receive adequate guidance and feedback to ensure their progress. By integrating authentic listening comprehension with relevant and challenging didactic materials, educators can create meaningful learning experiences that empower learners to become proficient English communicators.

PODCAST AS AN ORAL GENRE

To understand Podcast as an oral genre, it is essential to outline its distinctive characteristics and examine its sociocultural and communicative implications. And first we might make clear the concept of genre. Bronckart (2006) says that genres are like formats of interactions that promote human development. It is crafted through the collective activity of human capabilities and has become instruments that replicate the economic, social, and semiotic world. The appropriation and internalization of these forms progressively transform the psyche inherited from evolution and enable the emergence of conscious thought.

The Podcast distinguishes itself by its audio nature and on-demand availability, enabling listeners to access content flexibly at any time of the day, and it can convey various types of information and creative content, such as education, entertainment, politics, and much more.

The Podcast emerges as a significant oral genre, representing a resurgence of audio with educational purposes, as mentioned by Carvalho, *et al.* (2009, p. 2 *apud* Ferreira, 2021),

¹⁶ Intercultural awareness in this work means “the ability to recognize, understand and value cultural differences between individuals and groups. It involves the ability to put yourself in someone else's shoes, respect their traditions, beliefs, and values, and seek to build harmonious and inclusive relationships.”

Podcast is the “reappearance of audio with educational objectives”. Consequently, the Podcast particularly favors oral communication, serving as a significant genre, enabling learners to engage in activities by interacting, expressing opinions, and reflecting on their productions. Furthermore, by facilitating a more dynamic and reflective participation, the podcast not only disseminates knowledge but also stimulates critical thinking and collaboration, thereby enriching the educational process.

METHODOLOGY

To investigate the use of podcasts as challenging didactic material in teaching English as an additional language, an exploratory methodological approach was adopted with a theoretical framework and a survey research. The choice for this approach is justified by the exploratory and interpretative nature of this study, therefore, the first stage of this work consisted of an extensive review of the existing literature on the use of podcasts as DM. Articles, theses, dissertations and books published between 2000 and 2023 were selected to ensure the timeliness of the information.

The second stage involved collecting qualitative-quantitative data through a survey research. The decision to adopt a qualitative-quantitative approach is motivated by the necessity to better understand podcast consumers’ experiences and perspectives in the educational setting. The literature study provided a solid and up-to-date theoretical foundation, while the structured questionnaire, provided by the survey, enabled us to collect rich and thorough data on real-world practices and issues experienced by teachers and learners. This work was completed in several stages over the course of three months. The literature review was conducted first, followed by planning, data collection and analysis.

Initially exploratory nature research was conducted with the aim of mapping and analyzing the main theoretical contributions on the use of Podcasts in additional language teaching. The search for relevant sources was carried out in recognized academic databases and trusted websites, in addition, specific search terms were also used such as “Podcasts in teaching English”, “Podcasts as teaching material”, “What is a Podcast” “How teaching materials can support teachers in teaching English”, and some others. This methodology was chosen to obtain a broad and detailed understanding of the use of Podcasts in teaching additional language. This study involved reviewing relevant literature as an objective to reflect on the advantages and disadvantages of using Podcasts as DM to explore how or if language teachers utilize Podcasts to teach English language skills.

The main objective of this study is to investigate the Podcast's potential for inclusive use, with specific emphasis on improving listening skills, elucidating the associated challenges and restrictions, while articulating the benefits inherent to the integration of podcasts as a robust teaching resource in teaching English language. The article aims to address the following research questions: **Do teachers use Podcasts as didactic material? What are the main challenges and constraints encountered by Teachers regarding the use of the Podcast as didactic material in the classroom?**

Likewise, this study is based on a qualitative approach, in order to explore comprehensively the use of Podcasts as a DM in teaching additional language. The qualitative nature of this study allows for a richer and more detailed understanding of different authors' perceptions of the effectiveness of Podcasts used in the teaching and learning of an additional language context. In agreement with Neves (1996)

Qualitative research is usually targeted, throughout its development; furthermore, it does not seek to enumerate or measure events and, generally, does not employ statistical instruments to analyze the data; its focus of interest is broad and comes from a different perspective than that adopted by quantitative methods.¹⁷

Using a quantitative approach ensures the neutrality, accuracy, and applicability of the data and provides a solid basis for evaluating the extent to which podcasts function as DMs for English language learners.

In addition to both research methods, it has been used as a Google Forms questionnaire, containing three multiple choice questions. They were: (1) Do you use Podcasts in your classes?, the options were 'yes' and 'no'; (2) Which difficulties do you find when you use Podcast during your classes?, the options were: (a) finding Podcast topics related to class topics; (b) using technological resources in the classroom (internet connection, computer, and other equipment); (c) students' language level not being enough to follow a Podcast, and (d) others, where teachers could add in the form any other reason.

The questionnaire was sent, via WhatsApp, to 22 professors, all practicing at UFPA, Campus of Bragança and Belém. From the 22 questionnaires, only 12 teachers answered it.

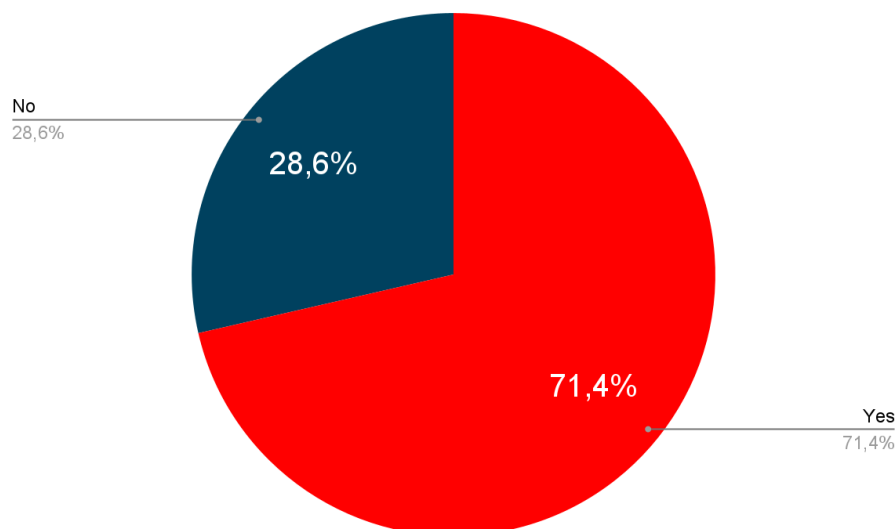
¹⁷ From the original: "A pesquisa qualitativa costuma ser direcionada, ao longo de seu desenvolvimento; além disso, não busca enumerar ou medir eventos e, geralmente, não emprega instrumental estatístico para análise dos dados; seu foco de interesse é amplo e parte de uma perspectiva diferenciada da adotada pelos métodos quantitativos."

In order to facilitate the reading and further analysis, from this part on it is presented a chart with the advantages and disadvantages about the use of Podcasts.

ADVANTAGES	DISADVANTAGES
Accessibility and diversity of content.	The lack of pedagogical control over the content of Podcasts when there is a plethora of topics covered and available on networks.
Expose learners to a variety of accents and speech styles.	Teachers need to listen to all contents of the podcast before passing it on to the learners to listen in the classroom.
The Podcast offers the opportunity to explore topics of personal interest to learners.	Lack of technological resources in schools, such as; internet, speaker, data show.
The authentic nature of Podcast content can also help learners in developing motivation to acquire the new language.	It will not be accessible to all students.
Easy access as it is available on free streaming platforms.	There may be some more advanced English students who may find this a little frustrating, depending on the conversation or podcast content.

ANALYSIS AND REFLECTIONS

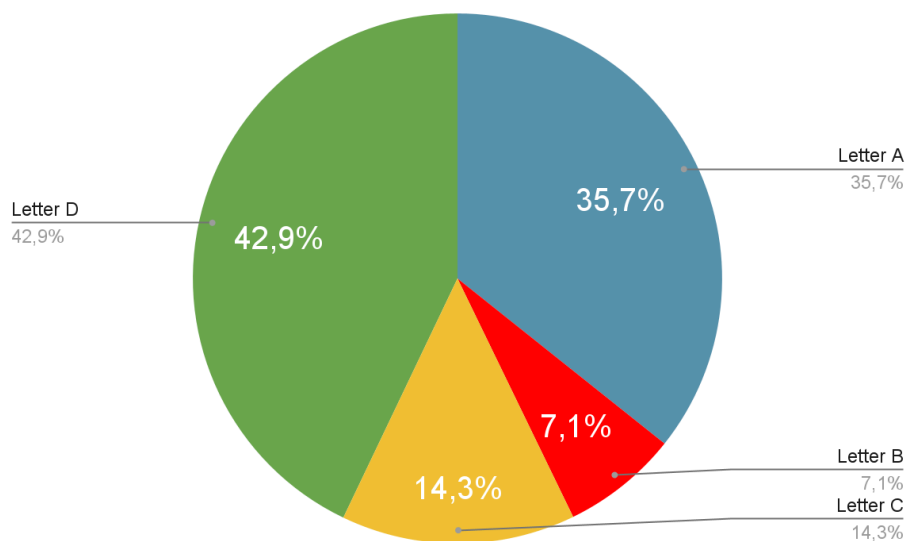
The questionnaire results provide significant insights into the use of podcasts in English language classes, highlighting both their advantages and disadvantages. The first question of the questionnaire “Do you use Podcasts in your classes?” resulted in 71.4% of respondents saying yes, while 28.6% said no.



This high percentage of teachers using podcasts demonstrates a growing trend of integrating digital technologies into pedagogical practices.

Podcasts, as they are accessible and versatile, offer a range of authentic content that can enrich language learning, offering a variety of accents and speech styles, content of personal interest to students and can motivate learners and make them interested in learning an additional language, as well as easy access to podcasts as they are available on free streaming platforms. Adding this practice to teaching an additional language can increase learners' exposure to the language, which is crucial for language learning.

However, the second question "Which difficulties do you find when you use Podcast during your classes? the options were: (a) finding Podcast topics related to class topics; (b) using technological resources in the classroom (internet connection, computer, and other equipment); (c) students' language level not being enough to follow a Podcast, and (d) others". revealed significant challenges.



The responses showed that 42.9% of teachers identify that the students' language level is not sufficient to listen to a podcast, 35.7% find it difficult to find topics in the podcast that are related to the content of the class, 14.3% mentioned other difficulties, and 7.1% face problems with the use of technological resources in the room (they do not have access to the internet and equipment, computer, speaker, etc.). Among the 6 people who answered "others", only 2 people added answers such as; "I don't notice any difficulties" and "the difficulty encompasses a mix of themes within the subjects I work on and the languages of the podcasts that are not in line with the content I am working on". The other 4 people left it blank.

Teachers reported that the biggest difficulty in using podcasts in the classroom is the students' level of proficiency, at 42.9%. But the fact of this report is not enough to understand Podcasts as a significant challenge. For Podcasts to be effective, the content would need to be appropriate to the students' level of proficiency. The subjects that will be heard by students must be consulted before carrying out the activities, otherwise students may feel frustrated and unmotivated.

Finding Podcasts that are directly related to class content is a challenge for 35.7% of teachers. This suggests that although there is a huge range of content available on different platforms, not all of it is appropriate for the specific teaching objectives these teachers were looking for.

Although only 7.1% of these teachers point out problems with the use of technological resources, this is still a barrier for some. Technical difficulties prevented the

smooth integration of Podcasts into classes, which limited the potential of this DM for these teachers.

The 14.3% who mentioned “other” indicated that they did not have difficulties in using the podcast, and others pointed out that the difficulties in using the podcast encompass a mix of themes and podcast languages that are not in line with the content they would need to be worked on. In conclusion, while podcasts have great potential to enrich the teaching of English as an additional language, it is crucial to address the identified challenges to maximize their benefits.

As a future additional language teacher, I can see Podcasts as valuable DMs that can revolutionize my teaching practice, providing a series of advantages for my students and my working day. Firstly, Podcasts can offer remarkable flexibility as shown in this study. Unlike in-person classes, which require a fixed timetable and physical space, podcasts can be listened to at any time and from anywhere in the world. This means that learners can review the content while traveling, exercising or carrying out various day-to-day activities, which can promote continuous learning that is integrated into their daily lives.

According with Valle (2019, online) “The Podcast can be used in any subject and allows teachers from different subjects to work together”¹⁸. Thus, Podcasts can be an excellent way to diversify teaching methods during my career as a teacher. Podcasts can cover different types of subjects from different areas and offer diverse vocabulary, slang and accents, offering learners varied and enriching perspectives that might not be accessible in a traditional classroom. The authors Araújo, Hipólito, Silva, Costa (2022, p.145) comment that

When we articulate the need to decolonize schools, which can be done through practices that take into account interdisciplinarity, with the lack of development and deepening of orality as a dimension of human life and the duty of the school, the podcast, and its versatility, allow us to broaden horizons regarding the topics covered, the possibility of working cooperatively, even the possibility of speaking¹⁹

In this way, the use of podcasts can also facilitate interdisciplinarity, allowing complex topics to be covered in a more comprehensive and in-depth way, which would be interesting to put into practice in the future to make classes more dynamic and fun. However,

¹⁸ From the original: “O podcast pode ser usado em qualquer disciplina e permite que professores de diferentes disciplinas trabalhem juntos”

¹⁹ From the original: “Ao articularmos a necessidade de descolonizar as escolas, o que pode ser feito através de práticas que levem em consideração a interdisciplinaridade, com a carência no desenvolvimento e aprofundamento da oralidade como dimensão da vida humana e dever da escola, o podcast, e sua versatilidade, nos permitem alargar horizontes no que tange temáticas abordadas, possibilidade de trabalhar de forma cooperativa, até a mesmo a possibilidade de falar”

the podcast could be used alongside the arts discipline, for example. Thus, they could work on the history of art and other pertinent subjects in the area. Practices like this can not only enrich pedagogical content, but can also stimulate learners' interest and curiosity, crucial factors for meaningful learning.

However, the implementation of Podcasts in pedagogical practice is not without challenges. As discussed previously in the research, one of the main restrictions is the issue of access to technology, not all learners can have easy access to mobile devices or quality internet, which could create inequality in access to content, and not all schools have adequate infrastructure to work with this type of DM, which would be difficult to implement activities with the Podcast in the classroom. The authors Souza, Sá, Machado (2020, P.4) stated that “The need for infrastructure and the lack of didactic materials to carry out classes considerably changes the way the subject is being taught in schools.”²⁰

The lack of DMs outside the traditional context could cause discouragement in learners, which could lead to low academic performance and the completion of the additional language subject. Gomes and Sabia (2022, P.180) clarify that; “[..] modifying a curriculum first requires a reorganization of the school's physical and material infrastructure. We understand as infrastructure the set of material and structural requirements of each school building that is intended for access and pedagogical use by people”²¹. It is the government's responsibility to work on investing in the structuring of schools, something that is difficult to happen in Brazil. However, it would be the teacher's responsibility to create strategies to overcome the challenges with the lack of structure in schools.

To mitigate problems with the use of Podcasts in the classroom, it would be essential for the school to provide adequate resources, such as computer labs and free internet access in the school space. However, as some schools do not have adequate resources for implementing podcasts in classes, an interesting solution to this obstacle would be to create transcribed versions of the selected episodes and make them available in physical format for students.

Another option that would be very useful is the possibility to download the podcasts to take to the classroom, and for this it would be necessary to have my own speaker, laptop and other important resources to be able to complete the activities successfully.

²⁰ From the original: “A necessidade de infraestrutura e a falta de materiais didáticos para a realização das aulas, altera, consideravelmente, a maneira como a disciplina está sendo ministrada nas escolas.”

²¹ From the original: “modificar um currículo exige previamente uma reorganização da infraestrutura física e material da escola. Entendemos como infraestrutura o conjunto dos requisitos materiais e estruturais de cada edificação escolar que se destine ao acesso e uso pedagógico das pessoas.”

Therefore, it is also important and necessary to have careful planning for each episode of the chosen podcasts, aligning them with the learning objectives that the school asks and the objectives for the individual learning of the learners and using them as a basis for activities in the classroom, discussions and assessments.

In agreement with Lopes (2021, P. 16) “[...] In contemporary times, planning practices are being demanded from different social sectors, but the main focus is on education. This is because quality education is the great challenge of contemporary society”.²² The practice of school planning can be a crucial factor in being successful during times when I need to use podcasts, and in meeting the needs of learners by defining objectives for classes.

Furthermore, as a future teacher it will also be very necessary to encourage the active participation of learners, ask learners for class feedback and topic suggestions according to their tastes, and thus be able to ensure that the podcasts meet their needs and interests. This can make them more engaged and motivated so that there is no lack of interest and poor performance on the part of the learners.

In summary, podcasts can have enormous potential to transform my teaching practice, providing flexibility, diversity of content and opportunities for richer and more integrated learning for learners. However, it is essential to proactively resolve the problems that may arise when using these DMs, thus ensuring that all learners have equal access to the content and that podcasts are used effectively and in line with the planned educational objectives. With careful planning and institutional support, I believe podcasts can become a powerful DM in education.

FINAL CONSIDERATIONS

In teaching additional languages, DMs can play an important role as they can provide structure, context and practice opportunities for learners. In the context of English language teaching, these materials can be even more significant, as they can allow learners a remarkable immersion in the target language, which can promote the development of language skills in authentic and varied environments.

This study explored the podcast as a challenging and innovative DM in teaching English as an additional language. The research addresses how podcasts can offer some

²² From the original: “[...] Na contemporaneidade as práticas de planejamento estão sendo exigidas dos diversos setores sociais, mas o foco principal recai sobre a educação. Isso se dá porque a educação de qualidade é o grande desafio da sociedade contemporânea”.

pedagogical benefits, such as Exposing learners to native speakers and a variety of accents can increase familiarity with different cultural contexts and allow them to practice listening comprehension skills in real-world situations. Furthermore, it shows the flexibility of Podcasts, which can be accessed at any time and anywhere, thus making them a powerful DM for both independent learning and classroom learning.

According to the investigations presented in this research, the importance of DMs is indisputable, as they can be fundamental in guiding both educators and learners in the teaching-learning process. It may be possible for well-thought-out and relevant materials to motivate students, broaden engagement, and simplify the attainment of language skills. As contemporary DM, podcasts can have great potential to change the dynamics of English language classes, making them more engaging and relevant so that students do not feel bored during the process.

This study exposes the challenges and opportunities that teachers can face when using podcasts to teach English as an additional language, to contributing to the literature. The analyzes and reflections presented in this study may serve as a basis for future research and pedagogical practices. Educators and producers of DMs can use this study to more efficiently fit podcasts into their curricula, adapting them to the needs and preferences of their learners.

In short, this research recognizes the value of exploring podcasts as a DM, and also implementing new technologies within the classroom to be able to promote teaching to learners with completely new experiences that are outside of traditionalism, being able to bring them into new classroom dynamics that are more effective for learning.

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