

The Use of Podcasts to Develop the Oral Production in Eighth-grade Students from
General Santander High School in Colombia: An Action Research

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B.A. in Foreign Languages: English – French

Practicum Stage

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GENERAL PRESENTATION

This pedagogical research project is composed of four main components, as follows:

The institutional observation, the pedagogical and research component, the outreach component and the intra-institutional activities component.

The first chapter, the general observation of the institution is aimed at providing an overview of the information of the institution regarding the administrative, pedagogic, technological, and population level. In addition, the purpose of this first chapter is to approach the pre-service teacher to the real educational environment for her to analyze and reflect on.

The second chapter, the pedagogical component, consisted of solving an educational need that the pre-service teacher observed at eighth grades during the first stage of the integral practicum. As a result, the pre-service teacher evidenced difficulties when speaking the English as a foreign language, considerably affecting the students' communicative skills. As a result, the strategy to be carried out is to "Implementing podcast to develop the oral Production in 8th graders at the educational institution General Santander" where the practitioner implemented a methodology adapted to the students' needs.

The community outreach chapter is aimed at promoting a space to assist primary students at Francisco de Paula Santander headquarter where students do not have the



opportunity to have an English teacher in their primary education, by developing a macro-project called "Awareness to the English language in primary schools in Colombia", which had as main objectives: to attend training needs in English of children from the primary school in Colombia, and to integrate the training in foreign languages of the students to the educational reality of English teaching in the primary school of Colombia.

Finally, the intra-institutional activities component refers to the students' participation in extra-curricular activities organized by the educational institution, considering it is important for the pre-service teachers to have the opportunity to know the teacher's role outside the classroom, and all of what being a teacher implicates. In this way, the practitioner must participate in any activity, transversal project, meeting and event conducted in the educational institution.

Introduction

Communicating in a foreign language is essential to respond to the needs of today's world and in response to this, English is highly appreciated as a widely spoken language and perceived as a language that offers many benefits and opportunities for personal, academic and professional development of people. However, to assess mastery of a language, in this case English, four skills must be developed in accordance with the Common European Framework of Reference for Languages (CEFRL), these skills are the speaking, reading, writing and listening, in which the speaking and writing as productive or



active skills and the reading and listening as receptive skills, highlighting productive skills because learners need to use them to communicate with others.

In this regard, The Colombian Ministry of Education (MEN) has initiated a project to enhance the English language teaching process in order that the existing demands in a globalized world are reached. This program created in Colombia is the National Bilingual Program which aims at giving students the opportunity of becoming bilinguals in order to visualize their own productivity in this new world (MEN, 2004). Nevertheless, in Colombia, the English foreign language learning and teaching face significant challenges when it comes to students becoming bilingual. That means, there is still a gap between what is expected and what students obtain at their schools, which means that both primary schools and high schools (public or private) are not undergoing any major transformation (MEN, 2004).

Aggravating this inability to get students to become bilingual in Colombia , The Covid-19 pandemic caused that all schools had to conduct their classes in a virtual way and as result public schools had to restructure their methodologies in which English language was partially taught focusing mainly on grammar and reading comprehension, which means that students didn't practice the speaking skills, including pronunciation which is an important element that allows to produce clear and correct sounds in order for speakers and listeners communicating effectively. In order to overcome this issue, this proposal is focused on



developing the English-speaking skills of eighth-grade students by implementing podcasts adapted to their language level and using technological resources such as cellphones to the creation of these podcasts.

Justification

The Ministry of Education of Colombia aims at achieving bilingualism in public schools in Colombia and indeed to achieve this, students need to master the four skills (speaking, reading, listening and writing) in the foreign language, nevertheless, most of the public schools in Colombia still focus mainly on developing reading and writing skills or even just in teaching grammar, while speaking skills are not sufficiently developed in students.

In the same way, during the week of observations made by the teacher in training at the General Santander Educational Institution, it was evidenced that eighth-grade students had difficulty speaking or expressing themselves in the foreign language, and it was also found that students do not practice this skill sufficiently outside the classroom. One technique that has evidenced positive results is the use of podcasts, since this tool allows students to develop their speaking skills, while talking about different topics. Similarly, since podcasts benefit the repetition of speaking tasks, students can listen to themselves and identify possible mistakes, an aspect that encourages the development of the oral production and can help them to gain confidence when speaking in the second language.



Therefore, the implementation of podcasts is suggested as a strategy that can draw attention and motivate students to develop this skill. Through this strategy, it is sought that the eighth-grade students of the General Santander educational institution develop their oral production, while contributing to their learning process and mastery of English, that is, the teacher in training through the Podcast implementation can enable students to develop oral production in English while they feel motivated to give their opinion on a topic.

Finally, this research is relevant since it allowed the researcher to help students with their academical process and it also encouraged them to develop this skill, since its mastering have a lot of advantages in the globalized world. Along with this, to contribute to the Ministry of Education aim, which is students becoming bilingual.

Objectives

General objective.

- To develop the English-speaking skills in 8th graders through podcasts in the educational institution General Santander.

Specific objectives.

- To implement the use of flashcards for improving English vocabulary and pronunciation in fourth graders in the educational institution Francisco de Paula Santander.



- To actively participate in the academic and administrative activities organized by the General Santander institution during the practicum stage.

General conclusions

The practicum stage constitutes an opportunity for the pre-service teacher to experience all the phenomena that take place in the educational context. In this way, this practicum stage was focused on eight- graders' speaking skills and a specific technique that can be applied to develop this competence, that is to say, podcasts. In addition, this stage was also focused on how reflection on pedagogical practices can be of the utmost importance when developing a more critical attitude towards the profession itself. This phase was useful to discover several factors that emerge when podcasts are applied inside the classroom through the task-based learning approach. Among these aspects, it was discovered that while using podcasts students were able to develop their pronunciation and fluency, through repetition learnt the correct pronunciation of the words used in several activities and they were able to speak more fluently making little hesitation while procuring orally in English. In addition, it was discovered that using that while suing to develop the English oral skills, students increased their motivation, confidence and autonomous work. Motivation was foster since students conceived podcasts as an innovate technique that allowed them to develop the way in which they spoke the foreign language. These findings might be worthwhile for FL teachers who intend to develop the speaking skills of their



students. The reflection upon the pedagogical practices that were executed during the development of the practicum, allowed the researcher to understand the situations that a teacher is required to face during her professional development.

CHAPTER I INSTITUTIONAL OBSERVATION

Educational institute General Santander.

The General Santander Educational Institution main headquarter of is located on 6th Street. No. 8-14 of the Municipality of Villa del Rosario, Norte de Santander Department. The initial creation of the school was made by agreement of the municipal council of Villa del Rosario in the year 1938 with the name of General Santander to honor the memory of this illustrious son of the municipality. The main headquarter, the General Santander Educational Institution, provides secondary education, and technical intermediate and also, it is composed of two headquarters, Francisco de Paula Santander headquarter and Pedro Fortoul headquarter both providing primary basic education. Currently, there are approximately 2.050 students enrolled in the educational institution

Physical description of the educational institute General Santander.

The General Santander educational institution in the main headquarters has two patios, where there are the administrative spaces, pedagogical spaces, and general Services Spaces.



The classrooms each have 40 desks, the teacher's desk and chair, with adequate ventilation and lighting, with acrylic boards. In the same way, the Francisco de Paula Santander headquarter has administrative spaces, Pedagogical spaces, and General Services spaces.

In the main headquarters there are the following offices:

GENERAL SANTANDER EDUCATIONAL INSTITUTION MAIN HEADQUARTER

General spaces

1 interior courtyard (with a grotto).	1 rest patio
Bathroom for teachers.	2 sanitary batteries
audiovisual room	1 coordination office
Guidance Office	1 bathroom for teachers
Nursing	1 bathroom for disabled students
drawing room	1 cupboard for sports equipment
10 classrooms for primary basic education	11 classrooms
	2 sanitary batteries
1 computer room	1 school restaurant

Institutional authorities

The school authorities are based on the institutional board and it is divided into the following institutional charges:

Table 1 Institution Authorities

INSTITUTIONAL CHARGES	PERSON IN CHARGE
PRINCIPAL	José Alejandro Latorre Jaimes
COORDINATOR	Arturo Ortiz Arismendy
COORDINATOR OF CONVIVIALITY	Yasmin Peña Contreras

Administrative level

Institutional Educational Project (PEI)

In order to achieve the institutional objectives that help the comprehensive training of students, adapt the administrative and pedagogical processes in light of the new National Constitution, the General Education Law, Law 715, a proposal was created that aims to guarantee the continuity and permanence of the student in the educational service from



preschool to 11th grade. This integration allows the construction of an Institutional Educational Project common to all the institutions involved in the process, developing the necessary actions for planning, administration, research, which will help them build their true cultural identity.

General objective.

- To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation in accordance with the provisions of the MEN,

Specific objectives.

Academic preparation

- Facilitate the student the acquisition of technological knowledge, the development of skills and abilities that allow him to become familiar with the advances of science and technology
- Make students aware that true learning is the product of effort, commitment and self-discipline.

Intellectual formation

- Develop a critical and open conscience for the search for the truth.
- Provide a tolerant environment towards the plurality of opinions.



- Direct the student towards respect for their own culture, of the national in realization with the universal generated by Technology and Science.

Community Training

- Form the student's personality through the conscious and voluntary development of their human potential in accordance with the needs, interests and expectations of the person and their community.
- Train Santanderistas leaders to solve the problems of their community and seek strategies that provide peaceful coexistence in their social environment.

Mission

The General Santander Educational Institution offers and guarantees the educational social service at the preschool, basic, academic and technical levels in coordination with Higher Education institutions through comprehensive training programs in labor skills, developing the purposes and foundations of education. Colombian, training citizens for life in all its dimensions and respecting the principles of diversity and vulnerability.

Vision

In 2015, the General Santander Educational Institution of Villa del Rosario will be a leader in providing quality educational services in the border area, promoting



"Formando líderes para la construcción de un nuevo país en paz"

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
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comprehensive training values, respecting the principles of diversity and vulnerability, enabling the development of job skills keys for the training of people with humanistic and technological knowledge, capable of improving their quality of life and that of their social environment.

Institutional philosophy

The philosophy of the institution will be oriented to follow the ideals of the man of the Laws framed in his actions, works and thoughts that contribute positively to the development of the country facing the challenge of the new millennium. The General Santander Educational Institution will train people with a clear and practical sense of life, autonomous and authentic. For this:

2. It will guide students in faith and moral principles, essential factors for the integral formation of the human being.

3. Will promote the development of interest in knowledge, skills and abilities to make them available to the community.

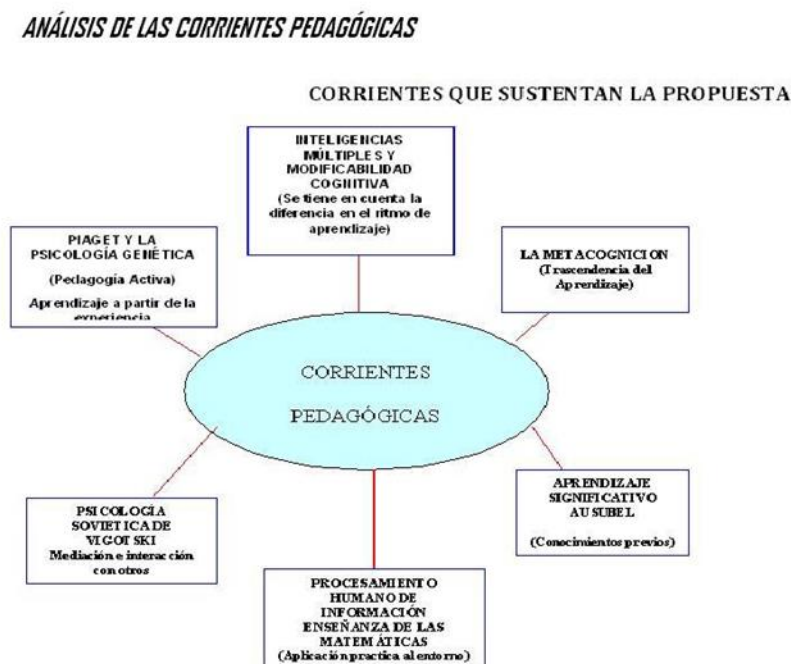
Pedagogical model

The pedagogical model is oriented towards research and implementation of an innovative methodology focused on learning through processes and values based on the principles of active pedagogy of Piaget's constructivism, Ausubel's significant learning and



Vygotski's mediation. Along with this, research, participatory action and qualitative evaluation that promotes integral human development, human formation involves the commitment of affectivity, will and psychomotricity that together with the mind build and act as an integral structure which demands that all educating in the first place learn how to learn.

Figure 1 Pedagogical model

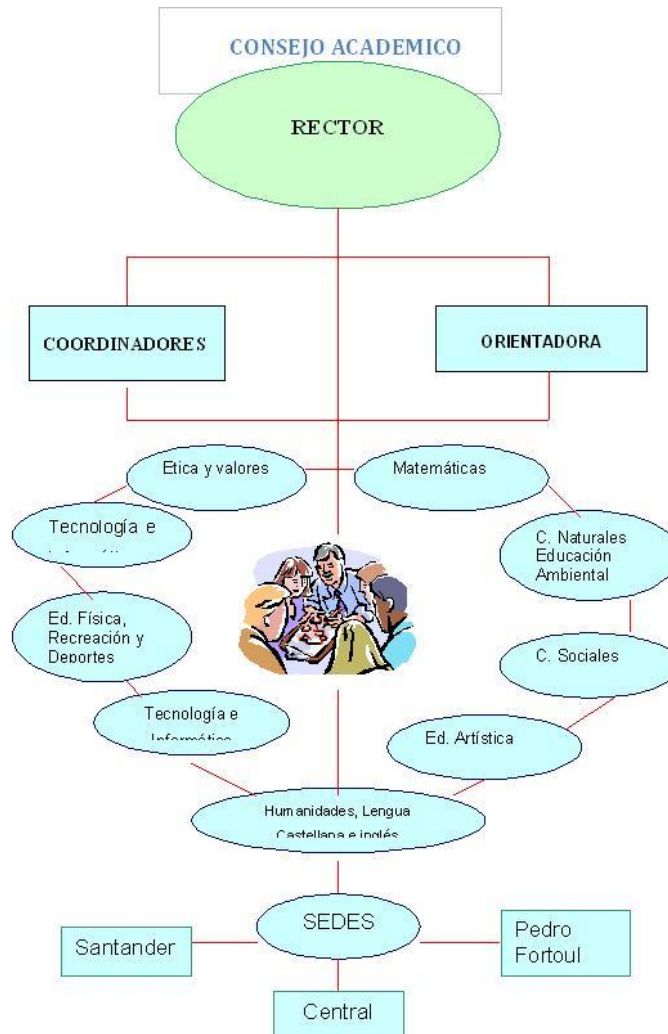




Organigram

In figure 2, shows the order established for the authorities of the General Santander educational institution.

Figure 2 Organigram of the General Santander educational institution.





Institutional coexistence handbook

The School Coexistence handbook is conceived as a collective agreement that expresses the rights, commitments and responsibilities that each member of the educational community must assume. Thus, the Coexistence handbook of the General Santander educational institution aims to promote the acceptance of the other for a better coexistence, regulate interpersonal relationships and seek a favorable climate for personal growth and inclusive learning. It aims to contribute to the process of building the personal life project, particularly for students in a healthy environment characterized by trust, creativity and high commitment content based on autonomous behaviors, consensual decision-making and, if necessary, regulation through the application of rules and sanctions.

Its general objective is:

To guide and indicate the processes of coexistence in the General Santander Educational Institution, to develop pedagogical and educational lines of action that allow "a healthy coexistence within respect, tolerance and good treatment", strengthening ethical, democratic and participatory citizen values.

Its specific objectives are:



To define the guidelines that guide the rights, duties and responsibilities of all levels of the educational community, which allow achieving the achievements of comprehensive training and peaceful coexistence.

To determine the procedures that allow compliance with due process in disciplinary situations.

To establish and make known to all levels of the Santander community the basic rules for the proper functioning of the institution.

To serve as an element of consultation for decision-making in the solution of situations that affect school life.

To promote different mechanisms of peaceful and democratic coexistence in the educational community, building a spirit of citizenship.

In this manner, the coexistence manual is divided into the following chapters:

Chapter 1. preliminary

Chapter 2. duties and rights of the educational community.

Chapter 3. school government and instances of management and participation.

Chapter 4. management of school coexistence



Chapter 5. general rules of hygiene, prevention and personal appearance

Chapter 6. student welfare

Chapter 7. internal regulations.

Chapter 8. basic concepts.

In conclusion, the coexistence handbook is important because it provides all the lines of action for a better coexistence followed by respect, tolerance, good treatment, strengthening ethical, democratic and participatory values, define the students' duties and rights, as well as of each member of the educational community. In addition, it attributes to the educator the role of counselor and mediator in situations that may threaten school coexistence.

Institutional emblem

Figure 3 General Santander Educational Institution





The frame that makes up the shield is outlined in black with a white background that means clarity, cleanliness and neatness. Within this frame appears in the center the face of General Francisco de Paula Santander, in whose honor our school is named.

Calendar of the educational institute General Santander

The General Santander educational institution follows the calendar A, in which the students of this institution have to fulfill a minimum number of hours per year (Resolution 1730 of 2004), 800 hours in preschool, 1000 hours in primary and 1200 for school. secondary. This institution opens on January 31 and closes on November. In addition, it has several breaks during the year, the first of the semester of the year, which corresponds to Easter, a one-month break in June, and a break in the week of October, which corresponds to Halloween week. It is worth mentioning that this schedule establishes six hours in primary and seven in secondary.

Schedule

Table 2 School Day schedule

MORNING	
1	06:15 – 07:15 a.m.
2	07:10 – 08:05 a.m.



3	08:5 – 00:00 a.m. BREAK
4	09:30 – 10:35 a.m.
5	10:35 – 11:20 a.m.
6	11:20 – 12:15 p.m.

The present chart displays all the activities to be developed at educational institute general Santander second period of the year.

Table 3 Institutional schedule and programming

INSTITUTIONAL PROGRAMMING 2022-1		
MONTH	DATE	ACTIVITY
JANUARY		Meeting of coordinators, organization of activities
	10	
	11	Begin of institutional development weeks
	30	End of institutional development weeks
	31	Start of classes
	7	Eucharist beginning school year Responsible: Religion Area"
	11	Induction for new students Socialization of the School Government



FEBRUARY	18	Delivery of the report of students focused on SEN by Teachers
	26	First mock Icfes exam (grade 11)
	28	Flag Raising Battle of Cúcuta Grades. Ninths Election of group representatives and Mediators
MARCH		Socialization of survey results to ethnic groups and migrant population Meeting with Parents
	1	
	2	Formation of Emergency Brigades with Students and Teachers
	18	Saint Joseph's Day Commemoration
	25	Closure of the School Government process
APRIL	31	Evacuation drills by degrees
	5	Flag Raising, Birthday General Santander
	6	Selection and registration for intercollegiate games
	8	Partial academic report
	9	Second mock ICFES EXAM (grade 11)
	11	HOLY WEEK INSTITUTIONAL DEVELOPMENT WEEK
	22	Earth day. Cultural event Language Day: Spanish Language Area:
	6	Training with Red Cross on drill
	13	Educator's Day commemoration. Student council
	25	Training in Computational Thinking and STEM Apprenticeships for Teachers
	31	Semester Evaluations



MAY		
	4	Third mock ICFES exam (grade 11)
JUNE	5	World Environment Day
	17	First Activity of the Social Committee
		End of semester evaluations
		Completion 1st semester

Language area planning

This planning is articulated with the MEN standards and the DBA or basic learning rights, the dimensions, and an English method book named Way to go! For eighth-grade students.

Figure 4 Lesson Plan



ASIGNATURA:	INGLÉS	AREA:	IDIOMA EXTRANJERO	GRADO:	OCTAVO	AÑO:	2022
ESTANDARES CURRICULARES		DERECHOS BÁSICOS DE APRENDIZAJE		Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.		Intercambia información sobre temas académicos del entorno escolar y de interés general.	
EJES TEMÁTICOS	APRENDIZAJES	EVIDENCIAS DE APRENDIZAJE	ESTRATEGIAS METODOLÓGICAS	TRANSVERSALIDAD	SEMESTRE	RECURSOS DIDÁCTICOS	
GRAMMAR: Adverbios de frecuencia y secuencia. Adjetivos posesivos: her, his, my, their, your. Preguntas de información: Wh...questions. Presente simple, infinitivo/gerundio imperativos. Acciones humanas • Plant trees • Throw garbage	Se presenta ante un grupo y describe sus intereses, deseos y talentos. Identifica en un texto vocabulario relacionado con el medio ambiente. Demuestra interés por los problemas ambientales que rodean su entorno. Obtiene información a partir de un texto relacionado con	Reconoce la estructura de preguntas de información. Reconoce expresiones de opinión, de recomendación. Reconoce vocabulario relacionado con el medio ambiente. Solicita información a los compañeros sobre acciones humanas en el medio ambiente a través de preguntas de información. Muestra respeto por el medio ambiente a través de la promoción de prácticas responsables. Identifica síntomas, partes del cuerpo, tratamientos sencillos y breves.	A través de herramientas TIC como correos electrónicos, plataforma V2 de dinosoft, páginas web y aplicaciones relacionadas con el aprendizaje del inglés, se apoyan las clases presenciales y se tiene en cuenta en la aplicación del plan de aula. Escuchar la pronunciación de cada uno de los adverbios de frecuencia en inglés. Realizar lectura silenciosa y comprensiva relacionada con las acciones humanas. Identificar mediante dibujos	Educación Sexual Competencias ciudadanas Proyecto Ambiental Estilos de vida saludable. Salud Pública	Primero	Vídeos Diapositivas Láminas Fichas de trabajo Libro guía Cuaderno Computador Tablet celular	

English teachers' methodology

The methodology implemented by the English teachers' group at the educational institute General Santander focuses on the students' collective work and blended Learning. They also follow some pedagogical approaches such as constructivism, collaborative and cognitivism. In this way, they deliver workshops in the classroom and students develop activities stipulated in the MEN (Ministry of Education) book method.

Pedagogical resources

In the educational institute General Santander, English teachers implement some pedagogical resources such as workshops, Ministry of Education book method for bilingualism, which includes audios, images, reading practice books, etc. All those



resources are visible when planning, designing, and solving the workshops. Additionally, the educational institution has been using a technological resource as pedagogical tools such as Gnosoft platform.

Ministry of National education text guide

Analyzing English area planning, the creation of workshops is evidenced that English teachers in the educational institute General Santander. The teaching process through the use of the Ministry of Education book method for bilingualism which contents are adapted taking into consideration the Standards and the DBA. This book is composed of four main units, four lessons each which are studied monthly regarding the internal institutional schedule given to the teachers and students.

Syllabus

Figure 5 8th grade syllabus



LOGROS PRIMER SEMESTRE GRADO OCTAVO	DIFICULTADES PRIMER SEMESTRE GRADO OCTAVO	RECOMENDACIONES
<ul style="list-style-type: none"> Se presenta ante un grupo y describe sus intereses, deseos y talentos. 	<ul style="list-style-type: none"> Se le dificulta presentarse ante un grupo y describir sus intereses, deseos y talentos. 	Preparar sus evaluaciones realizando repaso de vocabulario de los temas vistos.
<ul style="list-style-type: none"> Identifica en un texto vocabulario relacionado con el medio ambiente. 	<ul style="list-style-type: none"> Se le dificulta identificar en un texto vocabulario relacionado con el medio ambiente. 	Participar en las actividades propuestas por el área.
<ul style="list-style-type: none"> Demuestra interés por los problemas ambientales que rodean su entorno. 	<ul style="list-style-type: none"> Se le dificulta demostrar interés por los problemas ambientales que rodean su entorno. 	Realizar sus talleres y tareas en el tiempo estipulado y de forma ordenada.
<ul style="list-style-type: none"> Obtiene información a partir de un texto relacionado con acciones humanas. 	<ul style="list-style-type: none"> Se le dificulta obtener información a partir de un texto relacionado con acciones humanas. 	Traer material necesario a la clase para realizar tareas propias de la asignatura.

C

Methodology

According to the methodology, English teachers at “General Santander” school follow the English book called English, please! (Fast track edition), which has been developed in the framework of the “Colombia Bilingüe” Program for teachers who center most of the



activities using this book. The methodology implemented by the English teacher in the educational institute General Santander, focuses on the students' collective work.

Learning accompaniment modalities

In the educational institute General Santander, English teachers are attentive and active during the week, if necessary, teachers are calling those students that have not delivered the tasks on time or those who do not have the chance of attending classes. Depending on the situation, the teachers explain and give the students more time for them to deliver the assignments.

Workshops' design

Concerning the workshops' design, those correspond to the topics to be studied during the week. In this sense, the workshops are simple, but at the same time, well-organized for the students not to be lost when doing the activities. Moreover, the explanations and the instructions are written in English. In terms of structure, it contains a heading part with the information of the course, the group, and the date of delivery. Always there are the contextualization and the explanation of the topics followed by the examples and the activities to be done. It is important to say that most of the class is based on the student's book, for example, the way to go book is the book used for eighth graders and the English please for ninth graders, for that, the teacher gives the instructions for them to locate the



pages and the audios if necessary. Finally, there is an evaluation rubric with which the students are measure or graded.

Ministry of National Education guidelines and standards.

The national government in use of its power and on its behalf the national education ministry issued some recommendations along with Social Protection to all private and non-private institutions in the framework of the health crisis in the country.

As a first recommendation, the Ministry of Education invites all educational institutions to abide by the social distancing between managers, teachers and students recommended by the Ministry of Health and Social Protection. Secondly, the Ministry of Education, serving the most vulnerable educational sector, established the “Aprendo Digital” strategy on the “Colombia Aprende” website where students and teachers will find educational content for all levels. On the other hand, the education ministry announces that the analysis of the supply in rural areas to take preventive measures will be the responsibility of the certified local or municipal education secretaries.

Courses

The courses in charge of the pre-service teacher are the eighths, specifically are four (801, 802,803 and 804).



Schedules

Supervisor's academic schedule

Table 4 English class Schedule Fabiola Acevedo

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:15 - 7:10	English 801 th	English 803 ^t	English 804 th	English 801 th	English 802 th
7:10 - 8:05	English 801 th	English 803 th	English 804 th		English 802 th
8:05 - 9:00	English 804 th	English 802 th			English 803 th
9:30 - 10:35					
10:35- 11:20					
11:20- 12:15					

Technological level

Connectivity

Analyzing the real context and taking into account the circumstances of some students, it can be said that most of students do have a smartphone. The educational institute has WIFI, English teachers have access to the internet either by WIFI or mobile data since they need to use the WhatsApp mobile application to receive the workshops.



Access and use of platforms.

The educational institution has stipulated an exclusive use of a particular platform Gnosoft Institution educative colegio general Santander, but permit to teachers and parents to agree on the platform that fits the circumstances and context of the students. In particular, the institution also makes use of this educational platform to handle what is related to grades.

Population level

In this part, the number of students, their gender, age, language levels will be presented.

Table 5 Population

Course	Students	Gender		Age	Language level
		M	F		
<i>Eighth 04</i>	44	27	17	13-15	A1 – A2
<i>Eighth 03</i>	42	21	23	13-14	A1 – A2
<i>Eighth 04</i>	43	17	27	13-14	A1 – A2
<i>Eighth 04</i>	42	21	21	13-15	A1 – A2



CHAPTER II: PEDAGOGICAL AND RESEARCH COMPONENT

Implementing podcast to Foster the Oral Production in 8th graders at Francisco de Paula
Santander School: An Action Research

Introduction

Developing the ability to speak is of great importance in learning a second language, since this ability allows to communicate with other people, in addition to expressing ideas. Although, English teachers are supposed to enhance this skill in students, in some public schools in Colombia, where English is learned as a second language, this skill is not



practiced enough in class due to different factors such as the exaggerated use of grammatical approaches, the lack of strategies that involve the use of ICTS to stimulate motivation in students to practice this skill. During the observations made by the practitioner at the General Santander educational institute in eighth grade students, it was evidenced that in English classes, although speaking skills activities were proposed, the use of ICTS was not implemented, and no speaking activities were proposed to practice outside the classroom.

Taking into the account that most of students stated to have a smart cell phone, the implementation of Podcasts is proposed as a strategy to develop the students' English-speaking skills outside the classroom. A podcast is a program (as of music or talk) made available in digital format for automatic download over the Internet (Merriam Webster, 2011). That to said, through the implementation of the podcast, the purpose of this research project is to promote the students' motivation to develop this skill as well as teaching a strategy so that students can practice this skill autonomously outside the classroom while speaking and expressing themselves in the foreign language and finally it is expected that this research to can be relevant for English teachers in Colombia who can use podcasts as a strategy to improve speaking in their students.



Statement of the problem

When learning a foreign language, one of the essential elements is being able to speak and communicate in the target language. However, many students struggle to develop this skill and therefore they are unable to communicate in the second foreign language. This was evidenced in the observations at the General Santander Educational Institution. During an activity proposed by the teacher in order to practice speaking, the eighth-grade students showed difficulties in expressing themselves in the foreign language, either due to the incorrect pronunciation of some words, lack of fluency and confidence when speaking in the foreign language, many students stated to be afraid of making mistakes when speaking in front of their peers. Based on an informal interview conducted with the teacher of the course during the observation week, she declared students they do not practice this skill enough outside the classroom, either due to lack of motivation or not knowing how to do it. One technique that has evidenced positive results is the use of podcasts, since this tool allows students to develop their speaking skills, while talking about different topics. Similarly, since podcasts benefit the repetition of speaking tasks, students can listen to themselves and identify possible mistakes, an aspect that encourages the development of the oral production and can help them to gain confidence when speaking in the second language.



Research questions

Grand-tour question

- How does the implementation of podcasts develop English speaking skills in 8th graders at the educational institution General Santander?

Specific questions

- How does the implementation of the task-based learning help the organization of creating a podcast to develop English speaking skills in 8th graders at the educational institution General Santander?
- What are the advantages of using the podcast as a strategy to develop the English-speaking skills?
- What are students' perceptions about the implementation of podcast?

Justification

The use of podcasts to develop English speaking skills in students offers different advantages related to increased autonomy, motivation, confidence and fluency. Ben-boulaid (2013) highlights that the particularity of Podcasts in helping learners be more fluent in English is, indeed, a great way-out and a supportive didactic solution to teachers to be part of the so-called edutainment which change the behavior of our students, and make them even more motivated to learn English with fun and improve their level as well as their



fluency. It is to say that, the pre-service teacher through the implementation of podcast can get students to develop the English oral production while they feel motivated to give their opinions regarding different topic. In this way, enjoying the process, students can practice the English foreign language, improving the intonation, pronunciation and naturalness.

Beside this, another aspect that the pre-service teacher can achieve through the implementation of podcasts is that students can develop speaking in a more intimate or personal way. Taking into account that some students feel insecure or nervous when speaking in the foreign language in front of their classmates, the podcast offers the opportunity to practice the skill individually, that is, it is only necessary for the student and the teacher to listen to the oral production that was achieved through the implementation of the podcast. Based on research conducted by Paul Man in 2007, activities using podcast were shown to be suitable for less confident learners as it reduces anxiety caused by real-time interaction. As a result, this repetition of speaking tasks through podcasts in a more intimate or personal way helped them to gain confidence when speaking in the second language.

Another aspect that the practitioner can achieve through the implementation of the podcasts is the autonomy of the students. Students can achieve autonomy and practice speaking outside the classroom, since, in making their own podcasts, students had the



guidance of the teacher in training, however, students must complete tasks in which they are required to work alone on their oral productions.

Finally, another aspect that the teacher can achieve through the implementation of the podcasts is the improvement of the students' pronunciation. Podcasting is a tool that allows students to work on their pronunciation, since after recording the podcast, they are able to listen and recognize their own mistakes when pronouncing and this gives them the opportunity to improve them, that is, when making the podcasts there is the possibility of recording as many times as desired and working on the pronunciation, if necessary, until the expected result is achieved.

Objectives

General objective.

- To develop the English-speaking skills through podcasts in 8th graders at the educational institute General Santander

Specific objectives

- To implement the task-based learning to help the organization of creating a podcast
- To identify the advantages of using the podcast as a technique to develop the English-speaking skills.



- To understand students' perceptions about the implementation of podcasts

Theoretical framework

As the aim of this project is to improve the English-speaking skills through podcasts in 8th graders at the educational institute General Santander, a public educational institution in Villa del Rosario, Norte de Santander, this project count on different concepts and theories that supported, contextualized, and understood the phenomenon.

Communicative approach

According to Canale and Swain (1980) a communicative or functional approach is “Organized on the basis of communicative functions (e.g. apologizing, describing, inviting, promising) that a given group of learners need to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately” (p.2). Therefore, this approach allowed the pre-service teacher to engage in the teaching of the real function of the language rather than focusing only on grammatical instruction.



Communicative Language Teaching

Communicative Language Teaching is an approach that emphasizes interaction as both the means and the ultimate goal of learning second/foreign languages. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "Communicative Approach ". As an extension of the notional-functional syllabus, CLT places great emphasis on helping students use target languages in various contexts and learning language functions. Unlike the ALM, its primary focus is to help learners create meanings rather than help them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successful learning of a foreign language is assessed in terms of how well learners have developed their communicative competence. Successful learners can loosely be defined as possessing abilities to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate. Any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom, CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays as well as judicious use of grammar and pronunciation which are in the form of focused activities (Wang, X. (2009).



Task-based learning

The main purpose of the task-based learning approach is the use of language in authentic real-life situation where the learner can effectively communicate. This approach establishes three stages as follows:

- *Pre-task*: The teacher presents a context and some useful language may be suggested. The objective is to awake students' interest and motivation.
- *Task*: While students are working on the task, the teacher serves as a monitor and offers support if necessary.
- *Post-task*: At this point, the teacher provides clarification based on the difficulties that emerged during the development of the task (Skehan, 1996), as cited in Shehadeh, Ali. (2005).

Oral production

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. That is why it is considered an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). According to Richards (2008), when speaking, people tend to be getting something done, exploring ideas, working out some



aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health and so on.

Pronunciation

According to (AMEP, 2002) define pronunciation as the production of sounds that people use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected and, in its broadest definition, attention to gestures and expressions that are closely related to the way people speak a language.

Similarly, Cook (1996), as cited in (Gilakjani, A. & Ahmadi, M., 2011) defined pronunciation as the production of sounds resulting from repeating and correcting them when they are produced inaccurately. It is said that people start learning a new language, they start assuming new habits overcoming some difficulties owing to their mother tongue interference.

Podcast

A podcast is a program (as of music or talk) made available in digital format for automatic download over the Internet (Merriam Webster, 2011).



Podcast refer principally to an audio recorded by a person about whatever information, people are independent to decide about what to speak in the podcast, the main idea of podcast is to facilitate to people an easy way to have the access of general topics

Literature review

Several researchers have discussed the podcast as an alternative teaching tool for aiding students to develop their speaking skills. Thereby, considering the number of studies and their focus, the literature review is composed of one main category: Using podcast to develop students' English-speaking skills.

Using podcast to develop students' English-speaking skills.

Studies under the category have several elements in common. These studies demonstrate the positive effects of providing students with the podcast tool to help them in their learning process. The results of these studies show that podcast motivated students to improve their speaking competency and build up their self-confidence in speaking. The results also indicate that after making podcasts, from their first to final podcasts, the students had better speak fluency and accuracy, having fewer pauses and mispronounced words. In addition, they demonstrate that making podcasts increased the students' learning autonomy through looking for solutions such as online resources to overcome their challenges such as pronunciation difficulties.



These studies helped the researcher to understand how to implement the podcasts in her research proposal, to know the students' perceptions regardless the use of this tool and advantages of applying this technique. Apart from what was found in this literature review, the research noticed a lack of information regarding the use of podcasts in public Colombian high schools, an aspect that validates the relevance of this investigation.

Bustari, A., Samad, I. A., & Achmad, D. (2017) conducted a study entitled "*The use of podcasts in improving students' speaking skill*" that focused on finding the improvement on students' speaking skills by using this Podcast. The population of this research is the second-grade students of SMA Negeri 11 Banda Aceh. In conducting this research, five meetings were organized, including a pre-test, three treatments and a post-test. These tests are provided in the form of oral tests, the researchers also used his smartphone as a tool to record their speaking performance and the talks of the podcast were not quite long; they were just about three to five minutes. The data from these tests were then calculated by using statistical formulas, the researchers analyzed students' score based on aspects of speaking proposed by Brown where for each component of speaking was categorized into four band scales. The results showed that the post-test score was higher than the pre-test and it was demonstrated that there was a significant improvement of the students' speaking skills performance after undertaking the treatment. As described in the, research background, that students had many difficulties in speaking performance. They could not express ideas, speak fluently, use right structures, lack of producing appropriate vocabulary



and produce correct pronunciation. However, after doing several treatments, it showed the previous problems encountered by the students was solved, especially their fluency and pronunciation became better. The authors highlighted the fact that “When they had enough practice in treatment sessions, they can solve these problems calmly in the post-test “.

Similarly, Farangi, M.R. & Nejadghanbar, Hassan & Askary, F. & Ghorbani, A.. (2015) conducted a study entitled “*The Effects of Podcasting on EFL Upper-In*”. The present study aimed at investigating the effects of podcasting on English as a foreign language (EFL) learners’ speaking skills. This study recruited 60 male high school learners of English in a language institute in Torbate-heydariyeh, Khorasan-Razavi, Iran. Learners’ age ranged between 15-18 years old. The participants were divided into three groups: two experimental and one control group. The treatments comprised learners producing podcasts of their pair and group discussions and uploading them to a podcasting service. Learners’ performance, in both experimental and control groups, were pre- and post-tested. The results of the Analysis of Variance (ANOVA) revealed that the inclusion of podcasting in the language classrooms had a positive effect on EFL learners’ speaking skills in the experimental groups. The results also showed that the learners in the student-made podcast group improved more on their speaking skills compared to the other groups. The authors highlighted the fact that podcasting can be an effective tool in language learning classrooms provided that it is included as a pre-planned design in the teaching and learning syllabus and functions as complementary to teaching.



Likewise, Daniati, A. S., Mardjohan, A., & Piscayanti, K. S. (2018) conducted a study entitled “*The use of podcast to improve students’ speaking competency of tenth grade students of sma negeri 1 amlapura in academic year 2015/2016*”. This research used classroom action-based research design and the purpose of the study was improve English speaking competency of students X MIA 1 SMA Negeri 1 Amlapura, by using podcasting. This research was conducted in SMA Negeri 1 Amlapura, as the subject of the research was the tenth-grade students of SMA Negeri 1 Amlapura, i.e. X MIA 1 class. The method used in this study was Classroom Action Research (CAR), conducted in two cycles. Each cycle consisted of the steps of planning, action, observation, evaluation and reflection. There were two kinds of data collected in this research namely qualitative and quantitative data. The qualitative data were obtained from the questionnaires and observation checklist. Meanwhile, the quantitative data were collected by conducting speaking pre-test and post-test. The results of study showed that the main score of the students’ English-speaking competency gained on the pre-test was 60, in the other hand, after the post-test 1 was 72, post-test 2 was 79 and 3 post-test was 83. The authors highlighted the fact that the use of podcast in teaching and learning process could improve speaking competency of X MIA 1 students of SMA Negeri 1 Amlapura and It was evidenced from the achievement of the students who could pass the standard minimum score determined for English speaking skill after the use of podcast in English teaching and learning. The result of the study also



showed that podcast motivated them to improve their speaking competency and build up their self-confidence in speaking.

In the same way, Yeh, H.C., Chang, W.Y., Chen, H.Y. et al. (2021) conducted a study entitled “*Effects of podcast-making on college students’ English-speaking skills in higher education*”. This study aimed at inquiring of the effects of making podcasts on Taiwanese university students’ speaking progress and as well their perceptions of podcast-making. Participants were 77 first-year non-English majors, aged between 19 and 21, at a university in Taiwan. Most had intermediate or elementary levels of English proficiency. Data included mixed-methods studied such as their pre-test and post-test TOEIC speaking scores, two podcast recordings, and reflective essays. To create and upload their podcast episodes, students used anchor.fm. The results of this study indicate that after making podcasts, and from their first to final podcasts, the students had better speaking fluency and accuracy in which they demonstrated some significant changes, such as having fewer pauses and mispronounced words. Also, they perceived both benefits and challenges in making podcasts. The authors highlighted the fact that the participants’ significant improvement can be attributed to several possible reasons. First, “making podcasts increased the students’ learning autonomy through looking for solutions (e.g., online resources) to overcome their challenges (e.g., pronunciation difficulties). Second, making podcasts developed their learning confidence and sense of accomplishment because they practiced before recording, which decreased their anxiety and nervousness”.



In a like manner, Brennan Juana, Maggie and Palak, Deniz (2011) conducted a study entitled “Podcasting as a Means of Improving Spanish Speaking Skills in the Foreign Language Classroom: An Action Research Study. The purpose of this study was to investigate how podcasting, as a medium of oral recording, helped improve students’ Spanish speaking abilities in a 12th grade traditional face-to-face high school setting. This research was conducted at Blind Brook High School, a small high school located in an upper middle-class community outside of New York City. The student participants of the inquiry were 10 seniors from an Advanced Placement Spanish class. The website “The gcast” was used to facilitate the sharing of weekly podcasts among students and the teacher. Students recorded their weekly podcasts over the phone. In order to assess the extent to which students improved the speaking skill, two rubrics were developed for the different types of assignments. They were both based on the following criteria: Task Completion, Topic Development and Language Use. The evidence in the data collectively pointed to the fact that podcasting as a medium of digital recording technology facilitated the improvement of the speaking skill. It eased student anxiety about speaking in the target language. In each of the data sources, students rated themselves in the same categories. Without exception, each student indicated they had improved in each item. They commented on the fact that doing the speaking at home gave them confidence to do it in front of others. They stated that podcasting gave them the opportunity to express more



complex ideas in a target language rather than simply answering classroom questions for more than just a few sentences.

Pedagogical methodology

This project follows a task -based learning approach. According to Todd (2016), “task-based learning was a way of teaching in which the teacher gives learners meaningful tasks to do”. Hence, tasks were be proposed for the students in each session, for them to acquire a higher level concerning their communicative competence. As reported by Bilsborough (2013), TBL consists of three stages: the pre-task (the introduction of the topic), task (the student’s performance and the use of the language) and post-task (reflection on the language needs).

The oral activities that were proposed to develop the students’ speaking was be based on the ones found in the course book “Way to go” for eighth grade students, and some others were proposed by the pre-service teacher. It’s important to highlight that all the oral activities were center on the units from the book. These oral activities aimed at developing the students’ ability to express their point of view concerning social and environmental issues.

The podcasts, that were proposed by the pre-service teacher were be annexed to the contents proposed by the book, that is, the development of the proposal followed the units from the course book. So, the process of planning a lesson included the grammar and



vocabulary sections from the book, but it comes to the speaking activities, the pre-service teacher proposed the recording of the podcasts.

In this way, when doing the homework, the pre-task consisted of the following steps:

First step: The students were required to answer a question proposed by the pre-service teacher. For instance, “how to be a green traveler?”, and the learners are required to work on their own ideas to explain “how to be a green traveler?”. Then, the students wrote down their ideas on how to be a green traveler, that is, the students are expected to write a script of what they are going to say in their podcasts. Regarding writing the scripts for their podcasts, the pre-service teacher proposed two different approaches, for the first two podcasts the students wrote their scripts autonomously, that is, without the pre-service teacher’s guidance, however it is relevant to mention that students relied on a template that comprises useful expressions to write their scripts. On the other hand, for the last two podcasts the students relied on a template as well, however were written productions were done inside the classroom and therefore, they were guided by the pre-service teacher.

Second step: The students search for the correct pronunciation of their answer. In this way, the students can search for the pronunciation of the words by mean of dictionaries or their cellphones.

The task itself were about students recording the podcasts. In this way, task consisted of the following steps:



Third step: Students record a podcast presenting the ideas they wrote; they can record the podcast as many times as they consider necessary. After having searched for the right pronunciation of the words, the students recorded themselves while reading their scripts. To record the podcasts the students used an app called “Anchor”, this app enables them to record the podcast either on their cellphones or either on the computers. It is important to highlight that the pre-service teacher instructed the students how to use the app.

The post-task was the feedback provided by the pre-service teacher in the class.

Fourth step: On the stablished deadline, the student presents the final podcast along with the script so the practitioner can listen to it; the teacher uses the rubric designed for evaluating the oral production ([See Annex A](#)). To assess the oral production through the podcasts the practitioner used a rubric divided into two sections, the first one represents the items to be evaluated (pronunciation, fluency and grammar) and the second one constitutes the grading scale which is composed of descriptors (good, acceptable and basic) with their respect equivalence (0 being the lowest grade and 5.0 being the highest grade). It is important to highlight that the wrongly pronounced word and the number of mistakes were taken into account in order to compare if there is a significant decrease in the number of mistakes from the first to the fourth podcast recorded.

Fifth step: The pre-service teacher gave general feedback in the classroom. The pre-service teacher corrects pronunciation mistakes; she can do it individually or in a general

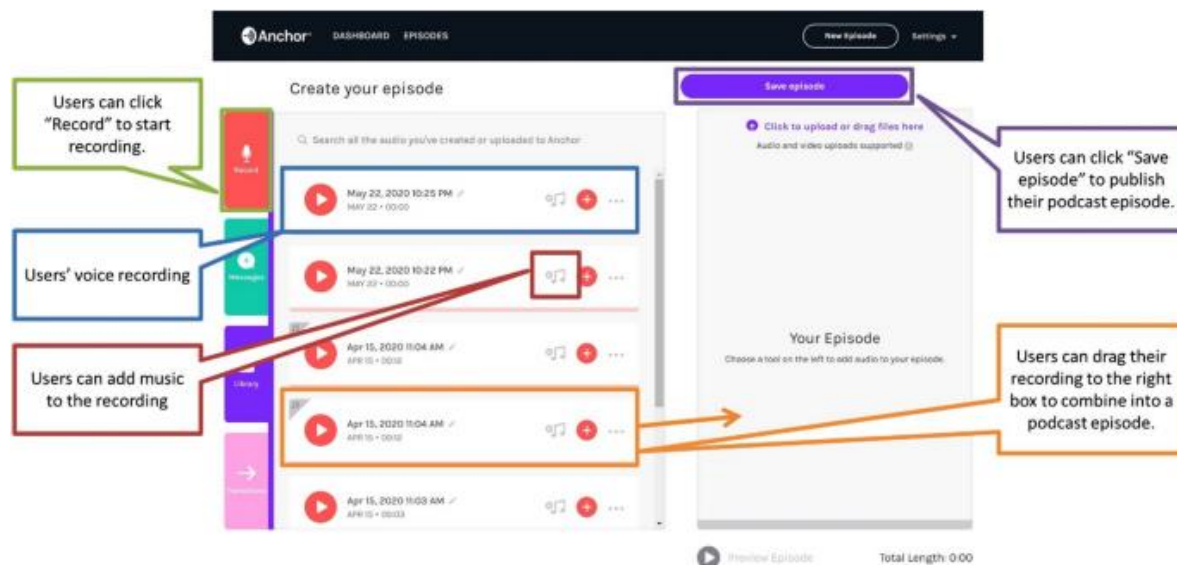


way using the board. To correct the pronunciation mistakes the practitioner asks learners to repeat the words which represent the most recurring pronunciation challenge.

As for the feedback, it was carried out at the end of the whole process, that is, after the students recording their podcasts.

For recording and delivering the podcast, students used Anchor app and record them on their cellphones.

Figure 6 Anchor app



Description of the activities implemented podcasts

First planning class = Podcast one



For the first podcast, the teacher followed a planning class ([See Annex B](#)) in which at the end of the class and with the aim of practicing the speaking skill, the teacher delivered a photocopy with a guide which explained the task to be done ([See Annex C](#)). Students had to record a podcast answering the following question:

In your opinion, why is it important to take care of the environment? (Give 3 reasons and use the sequence connectors).

These were the steps they had to follow:

1. They had to think of the reasons and then write them in their notebooks. Between each reason there had to be a linking Word (First, second, finally).

Below there was a template which students had to follow.

2. They had to record a podcast reading what was written in the template. (They had to read the entire template completed.)

3. They had to find the correct pronunciation of the words and for this, the teacher proposed to use Google translator or dictionary.

4. They had to practice the correct pronunciation several times and then record the podcast reading, it was recommended to record the podcast with the correct pronunciation, since this would be evaluated. Students to record had to use the Anchor app.



5. Students had to download the podcast and delivered or sent it in to the teacher at the next class. The teacher would call each student, who would come to the desk and play the podcast. The teacher would evaluate the podcast, she would evaluate the pronunciation, fluency and grammar. The students who could not bring the cell phone with the downloaded to the class podcast had to send it to the teacher by WhatsApp ([See Annex D](#)).

Second planning class= Podcast two

For the second podcast, the teacher followed a planning class ([See Annex E](#)) in which at the end of the class and with the aim of practicing the speaking skill, the teacher leaved a photocopy or guide which explained the task to be carried out ([See Annex F](#)). These were the steps they needed to follow:

1. They had to choose a municipality of Norte/S, look for information and complete the table.
2. Then, they had to complete the template with the information written in the table.
3. They had to record a podcast reading what was written in the template. (They had to read the entire template completed.)



Tips for recording the podcast were:

- They had to find the correct pronunciation of the words and for this, the teacher proposed to use Google translator or dictionary. It was recommended to record the podcast with the correct pronunciation of the words, since this would be evaluated.

- Students could record the podcast as many times as they deemed necessary.

- Preferably they had to use the Anchor app to record.

Note: Students had to download the podcast and delivered or sent it in to the teacher at the next class. The teacher would call each student, who would come to the desk and play the podcast. The teacher would evaluate the podcast, she would evaluate the pronunciation, fluency and grammar. The students who could not bring the cell phone with the downloaded to the class podcast had to send it to the teacher by WhatsApp.

Third planning class = Podcast three

For the third podcast, the teacher followed a planning class ([See Annex G](#)) in which at the end of the class and with the aim of practicing the writing skill, the teacher delivered a photocopy or guide which explained the activity concerning the podcast ([See Annex H](#)).

This guide explained that students had to answer the following question:



How big is your ecofootprint?

Thus, within the guide, there was a template (See Annex J), which students had to follow to answer the question. The students did the script of their podcasts by completing the template, in which the students had to write the actions they carried out daily that had a positive or negative impact on the environment, using the adverbs of frequency that were already in the template. The preserve teacher answered any concern that the students had regarding his script and also the preserve teacher socialized collectively both the writing of the script and the pronunciation of the words. Then, with the aim of practicing the speaking skill, based on the script that each student had record a podcast reading what was written in the template.

Tips for recording the podcast were:

They had to find the correct pronunciation of the words and for this, the teacher proposed to use Google translator or dictionary. It was recommended to record the podcast with the correct pronunciation of the words, since this would be evaluated.

-Students could record the podcast as many times as they deemed necessary.

- Preferably they had to use the Anchor app to record.

Note: Students had to download the podcast and delivered or sent it in to the teacher at the next class. The teacher would call each student, who would come to the desk and play



the podcast. The teacher would evaluate the podcast, she would evaluate the pronunciation, fluency and grammar. The students who could not bring the cell phone with the downloaded to the class podcast had to send it to the teacher by WhatsApp.

Fourth planning class = Podcast four

For the fourth podcast, the teacher followed a planning class ([See Annex I](#)) in which at the end of the class and with the aim of practicing the writing skill, the teacher delivered a photocopy or guide which explained the activity concerning the podcast ([See Annex J](#)). This guide explained that students had to answer the following question:

How can you reduce your ecofootprint?

Thus, within the guide, there was a template (See annex M), which students had to follow to answer the question. The students did the script of their podcasts by completing the template, in which the students had to write the actions they could take daily to reduce their ecological footprint using the modal verb "Can" that was already in the template. The preserve teacher answered any concern that the students had regarding his script and also the preserve teacher socialized collectively both the writing of the script and the



pronunciation of the words. Then, with the aim of practicing the speaking skill, based on the script that each student had record a podcast reading what was written in the template.

Tips for recording the podcast:

They had to find the correct pronunciation of the words and for this, the teacher proposed to use Google translator or dictionary. It was recommended to record the podcast with the correct pronunciation of the words, since this would be evaluated.

-Students could record the podcast as many times as they deemed necessary.

- Preferably they had to use the Anchor app to record.

Note: Students had to download the podcast and delivered or sent it in to the teacher at the next class. The teacher would call each student, who would come to the desk and play the podcast. The teacher would evaluate the podcast, she would evaluate the pronunciation, fluency and grammar. The students who could not bring the cell phone with the downloaded to the class podcast had to send it to the teacher by WhatsApp.



Research methodology

Approach.

This project conducted follows qualitative research in order to improve the English skills through the implementation of podcast in 8th graders at Francisco de Paula Santander High School. Qualitative research is known as “a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting” (The University of Utah, 2009) because of the need of a complex, detailed comprehension of the issue (Creswell, 2007, p. 40). In other words, it pretends to look for the reasons why the issue occurs, instead of what it is; basing itself on people's experiences as they provide detailed insights about it, given to their status as agents immersed in the real context where the problem is presented. Therefore, by implementing qualitative research the pre-service teacher can identify issues occurring in the teaching scenario and can conduct strategies that help to the students learning process.

Design.

This pedagogical project adopted an action research design which, according to Creswell (2014), refers to a “wide variety of evaluative, investigative, and analytical research methods” which are normally used to diagnose problems or weaknesses and to help educators develop practical solutions to address them quickly and efficiently.” (p.1). The



pedagogical project aimed to provide solutions through the implementation of podcasts, to the difficulties of the eighth-grade students of the Santander General Educational Institute to express themselves in the foreign language.

Population.

This project was conducted at the Educational Institution General Santander in Villa del Rosario, Norte de Santander. The target population of this pedagogical action research is the eighth- grade students of the 04 course with an English language level between A1 and A2 according to The Common European Framework of Reference, in this way, 44 students conform this course, whose ages ranged from 13 to 15 years old. The sample consisted of four students from this course who receive three hours of English instruction per week.

Table 1 Eighth-grade students

Course	Students	Gender		Age	Language level
		M	F		
Eighth 04	44	27	17	13-15	A1 – A2



Ethical considerations.

With regards to participants, this research project was conducted considering the following ethical considerations: the participants were informed and invited to partake in the study, they kept their anonymity, and finally they were sent a letter of consent clarifying the directions of their role in this study.

It is relevant to mention that taking into account that the participants are minors, the researcher wrote a letter of consent in which she stated the title and objectives of the research, in the same way guaranteeing the anonymity of the participants and the confidentiality of the information collected. Similarly, considering that the researcher is at the same time the teacher of the participants, it is informed in the consent letter that participation was completely voluntary and the participants would not receive any kind of academic or economic reward for their contribution to the research. ([See Annex K](#)).

Chronogram of activities.

Table 2 Chronogram of activities

Activities/Months	MARCH			APRIL				MAY				JUNE	
Weeks	1 st	3 th	5 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd
Institutional observation	X												



Planning next week	X
Planning next week	X
First podcast- observations	
Planning next week	X
Holy week	
Planning next week	X
Second podcast – observations	
Planning next week	X
INTERVIEW QUESTIONNAIRE	
Planning next week	X
Data analysis First advancement report	
Planning next week	X
Third Podcast Observations	
Planning next week	X
Letter permission to the parents	
Planning next week	X
Fourth podcast Observations	
INTERVIEW QUESTIONNAIRE	X
Data analysis Final report	X



**Socialization/ Oral
presentation**

X

Methods for data collection

The instruments that were part of this study are the following:

Non-participative observations

According to Creswell (2007) non-participatory observation involves observing participants without actively participating, which is adapted by researchers when they visit a place and write notes without being involved in the participants' activities. That is to say that the observer has no role within the class, but only to see what is going on around and take the most relevant information that is interesting. In general, it is commonly used to comprehend a phenomenon by entering the community while remaining apart from the activities being observed.

Keeping in mind non-participant observation as a starting point for the research, it is a useful instrument to observe the whole class and thus identify the phenomenon, the students' and teachers' attitudes and behavior.



Therefore, non- participative observations were made at the first week when pre-service teacher observed what was the methodology used by the English teacher and how it developed her classes.

Participative observation

According to Crossman (2019) The participant observation method, also known as ethnographic research, is when a sociologist actually becomes a part of the group, they are studying in order to collect data and understand a social phenomenon or problem. During participant observation, the researcher works to play two separate roles at the same time: subjective participant and objective observer. Sometimes, though not always, the group is aware that the research is studying them.

Semi-structured interview

With this type of interview researchers can follow a set of questions based on specific answers about the while-doing leisure activities. Additionally, these interviews are recorded as this method offers solid evidence for the researcher. According to Al-Yateem N (2012) “Recording is usually achieved through audio or video techniques, and this process has a great deal to offer the researcher.” Therefore, researcher used the recording to have solid evidence of the interviews that were carried out during the data collection process, by doing so researchers are able to view or listen to repeatedly in case of doubt or during data analysis, and it also provides a basis for reliability and validity. With this, an interview was



conducted to gather the sufficient data for the results of this study. The researcher applied a semi-structured interview to know the answers regarding to the use of podcast, semi-structured interviews are defined as simple conversations in which you know what you want to find about; this type of interview follows a set of questions; however, the conversation can vary and is likely to change substantially between participants according to Fylan (2005).

Considering or taking into account that the researcher did not find an appropriate interview in the literary review, it was necessary to design one of her own. The purpose of this interview is to approach participant's perceptions regarding the implementation of podcasts as a technique to develop their oral production. The interview consisted of three main sections: perceptions, advantages and disadvantages, and the implementation of task-based learning. In addition, the interview contained ten questions in order to collect enough information. Finally, it should be highlighted that the researcher designed the interview based on the research questions.

Questionnaire

Eckerdal & Hagström (2017) stated that the answers to qualitative questionnaires consist of memories, opinions and experiences. In this case, the type of questionnaire selected is the unstructured one as “it provides both, closed-ended and open-ended questions” (Zohrabi, M. 2013) which results in an efficient way of collecting data. This instrument will



be implemented collectively so that it can be administered to a group of individuals at the same time and in the same place. (Brown, 2001)

Considering or taking into account that the researcher did not find an appropriate questionnaire in the literary review, it was necessary to design one of her own. The purpose of this questionnaire was to approach participant's perceptions regarding the implementation of podcasts as a technique to develop their oral production. The questionnaire consisted of three main sections: perceptions, advantages and disadvantages, and the implementation of task base learning. In addition, the questionnaire consisted of ten open and closed questions in order to collect enough information. Finally, it should be highlighted that the researcher designed the questionnaire based on the research questions and this serves as a complement to the interview that is applied previously to the questionnaire.

Document Analysis

This technique refers to the different documents were used by an individual or a group, such as: oral productions, assessments, various materials in an educational context, which are analyzed and interpreted concerning the subject of the study. Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in



qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

Also, document analysis is relevant in this process since researcher have to write down what happens in each session of the implementation of the project and she also have to analyze what she writes and find in the final results. Analysis of the podcasts through a rubric evaluation for the oral productions and general comments regarding the oral production and their progress.

Students' artifacts

It is claimed that students' work cannot only be collected over time and with the intention of showing growth but also that it can be considered as one of the richest sources of data. Students' artifacts were collected at early, middle and final stages of this research.

Researcher's journal

In order to have a record about the teacher's reflections and changes throughout the process weekly entries were collected. Bertrand (2011) will be a reference in every aspect concerning the way of making and analyzing the entries made by the researcher in journal compilations. Taking into account that the study followed the action research design, this



instrument allowed data collection in a reflective way. The reflective journal helped the researcher to analyze and reflect upon the implementation of podcasts inside the classroom.

Field notes

Descriptive field notes

Field notes were used to write down significant information concerning the classroom dynamics.

Reflective field notes

Field notes were comprised reflections from the investigator.

Data analysis

Data analysis in qualitative research is assumed to be a process of systematically searching and arranging the information gathered through unstructured text-based data such as: interview transcriptions, journal reflections, observation notes, etc. (Wong, 2008) that the researcher compiles in order to increase the understanding of the phenomenon. Furthermore, this data analysis process involves coding or categorizing the data. Basically, it helps when making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence (Patton, 2002).



This section comprised an interpretative model (Hatch, 2002) which has to do with making sense of social situations by providing backgrounds and explanations about them. With that in mind, this model of data analysis forges the researchers with tools to understand and comprehend the data previously gathered through its unique method of interpreting and questioning each piece of data in order to have a proper analysis.

Consequently, eighth steps were taken into consideration when analyzing and interpreting the data, as proposed by Hatch (2002).

Step 1. To read the data as a whole.

Step 2. To review impressions previously recorded and record them in memos.

Step 3. Read the data for a sense of the whole.

Step 4. Analyze memos for salient interpretation.

Step 5. Reread the data and code those supported interpretations.

Step 6. Write a draft summary.

Step 7. Review interpretations with participants.

Step 8. Write a revised summary and identify excerpts that support interpretations.



The data that was analyzed proceeded from thirty-two participants' podcasts ([See Annex L](#)), five field notes ([See annex M](#)), four reflective journals ([See annex N](#)), thirty-two rubrics ([See Annex O](#)), eight semi-structured interviews ([See Annex P](#)), an forty questionnaires ([See Annex Q](#)). To analyze the information, the researcher first decided on a type of analysis, that is to say, interpretive analysis. To analyze the information, the researcher first opted for a type of analysis which is the interpretive analysis that according to Hatch (2002) it has to do with making sense of social situations by providing backgrounds and explanations about them. This type of analysis was chosen, since it allowed the researcher to propose interpretations of the impressions that arose of information.

Therefore, to carry out the analysis, the researcher listened to the participants' podcasts as many times as necessary with the purpose of analyzing them in detail, that is, identify incorrectly pronounced words and fluency when speaking. Subsequently, the practitioner evaluated the podcasts through the rubric, considering three main aspects: Pronunciation, fluency and grammar, attributing a grade for each item of 1.0 to 5.0, with 5.0 being the highest grade.

Another instrument that was analyzed were the journals written down by the researcher. Concerning journals, the researcher analyzed the podcasts send by the students and wrote impressions regarding non-linguistic factors such as confidence when speaking, motivation and autonomous work, for example, when searching for and practicing the correct



pronunciation of words. Thus, the researcher wrote down, by means of Microsoft Word, ideas, feelings and perceptions related to students' confidence during the oral production.

As for the analysis of the interviews, the research first transcribed the interviews. This process took an intensive amount the time, since the researcher had to listened the interviews of the eights participants and typed down their responses. Subsequently, the researcher put participants answers in a grid and order to compare the answers, that is, to identify similarities and differences ([See Annex R](#)).

Concerning the analysis of the questionnaires, it followed a similar process to the one carried out with the interviews, the researcher first transcribed the questionnaires, and then contrasted the students' answers, that is, she identified similarities and differences.

As for field notes, the researcher wrote down relevant phenomena that she observed inside the classroom, hence, she identified situations that evidenced the development of the students' oral production. When analyzing this instrument, the investigator highlighted information regarding students' fluency, motivation, confidence, etc.

In conclusion, the analysis of the information carried out came from the podcasts sent by the participants, journals and field notes, interviews and questionnaires. The analysis of this document has been done quantitatively and qualitatively. In the first case, the rubric was used to assess the fluency, grammar and pronunciation of the participants, and in the second case, through the podcasts, the emotions and attitudes of the participants were analyzed. It



is relevant to highlight that this preliminary analysis allowed the researcher to confirm that the podcasts are being useful to know what is the level of pronunciation of each student, the way they have pronounced the most pertinent words in relation to the vocabulary that has been worked on in class and with which words the pronunciation should be reinforced.

Therefore, for conducting the analysis, firstly, the researcher read the data, secondly recorded memos that involved impressions of the data and thirdly, the researcher studied these memos to identify salient interpretations. As reported by Gibbs (2007), “analytic memos are write-ups or mini-analyses about what you think you are learning during the course of your evaluation”.

Afterwards, to code the information, the researcher implemented the Microsoft Word and Microsoft Excel software. When the coding process ended, the researcher identified two hundred codes; a considerable amount of these codes was emerging codes, “those that are created as data are collected and transcripts are reviewed, those ideas, concepts, actions, relationships, meanings, etc. that come up in the data” (center for evaluation and research).

Afterwards, through the interpretation of the analytic memos, the codes were collapsed into seven categories, that is to say, oral production, pronunciation, fluency, advantages, motivation, confidence, autonomous work, perceptions and task-based learning approach.



Afterwards, these categories were condensed into four themes, oral production oral production, advantages, perceptions and task-based learning approach.

Findings

How the implementation of podcasts develops English speaking skills

The first finding corresponds to the way in which the use of podcast develops the English oral production in eight grade students. Accordingly, the adequate implementation of podcasts inside the classroom allowed students to enhance their pronunciation and fluency. Thus, the development of the oral production skills was identified through students correct pronunciation and fluency when speaking the foreign language.

The pronunciation refers to the attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm and how the voice is projected (AMEP, 2002). In other words, this category is concerned with the students' progression regarding the adequate use or the application of rules of the English language. *“Se evidenció que 8 de 8 participantes, hablaban con claridad y muy buen tono de voz, cometían mínimos errores de pronunciación, así que fue bastante fácil la comprensión total de las ideas mencionadas en el podcast. Los participantes cometieron en promedio entre 1 a 2 errores de pronunciación durante todo el podcast”* (reflective journal # 4). Hence, after recording the four podcasts, it was evident for the researcher that the students made fewer pronunciation mistakes compared to the



ones found in the first podcast. It was easier to understand the students' speech since they have already practiced the pronunciation of the words several times. Therefore, one of the keys elements that promoted success when improvement pronunciation was repetition. As reported by one participant *"Llenar la plantilla y de ahí, poner las palabras en el traductor, escucharlas las veces que fuera necesario y grabarlo las veces que fuera necesario para que me quedara bien la pronunciación"* (Interview Student H). The participant stated that in order to achieve the required pronunciation, he or she recorded the podcast several times, while listening to the appropriate pronunciation of the words. Another participant affirmed *"Sí, me escuchaba varias veces para poder captar mis errores y si tenía un error, volvía a grabar"* (Interview Student E). Consequently, this student mentioned that recording the podcast allowed him or her to be aware of his or her pronunciation mistakes, and by means of listening and recording the podcast several times she or he overcome this mistake.

Concerning fluency, it entails the students' ability to speak continuously and accurately. Therefore, the researcher identified students' fluency by the ability with little or low hesitation. *"Los participantes que se detenían frecuentemente para pensar como pronunciar cada palabra, en el cuarto podcast lo hicieron en mínima cantidad. Es decir, aunque si hacían alguna que otra pausa, se escuchaban con mayor naturalidad al hablar"* (reflective journal # 4). Hence, it can be stated that podcasts develop students' fluency since they allowed to speak while making fewer interruptions. Furthermore, the continuous



recording the podcasts enable a visible progress concerning students' accurate speech. In addition, as a student reported *"como le digo yo podía saber cómo pronunciar una palabra, pero no sabía decirlo así recorrido como ahora lo digo como tipo leyendo en español"* (Interview Student B). This the student meant that due to the use of podcasts, she or he had an achieve in English level in which he could feel as comfortable as he is speaking her mother tongue. Hence, through repetition, the student spoke more confidently in the foreign language.

Advantages of using the podcast as a strategy to develop the English-speaking skills

The second finding corresponds the non-linguistic advantages that were evidenced while using podcast to develop the English oral production in eight grade students. Accordingly, these non-linguistic advantages were divided into three subcategories, that is motivation, confidence and autonomous work.

Regarding motivation it refers to the interest that students showed when developing the activities that involved recording the podcasts and the activities that involve the oral production. It can be affirmed that participants exhibited a visible motivation when carrying out these activities. For instance, *"la motivacion se evidencio, por ejemplo, con el estudiante que mas se ausentaba, al mostrar interes en la realizacion de los dos ultimos podcats, este estudiante pidió a la profesora ayudarlo y corregir su pronuncacion para eventualmente grabar el podcast"* (Field notes #3). Hence, the podcasts were useful for



increasing students' motivation, since, even the student was absent the most developed interest towards recording the podcast in the best possibly way, by asking the pre-service teacher guidance. In addition, beyond the interest of one single individual, the implementation of the podcasts increased the whole classroom motivation. For example, *"La profesora notó que los estudiantes que se reusaban a participar en las primeras clases, durante las siguientes clases se sentían mas interesados con respecto a conocer las correcta pronuncacion de algunas palabras"* (Field notes #3). Consequently, the use of the podcasts awakened inside the students a desire to learn the correct pronunciation of English vocabulary. Similarity, a student reported *"Es una motivación ya que me ayuda y me hace intentar volver a mejorar y hablar lo mejor posible"* (Interview Student A). Thus, the student stated that the activities that included recording the podcast encouraged her or him to improve their pronunciation and develop their oral production skills in order to be more proficient.

In regards to confidence it represents the students' ability to speak English with little or no hesitation. It was noticed that *"en el último poscast se evidenció que los estudiantes se notaron completamente seguros al hablar y esto se debe a que ya tenían claro como pronunciar la mayoría de palabras"* (reflective journal # 4). It can be asserted that constant implementation of activities that involved recording podcasts allowed students to master the pronunciation and fluency of some English sentences, a fact that foster their confidence when speaking English. Moreover, as a student claimed *"Y también me ayudó a tener*



confianza al hablar en inglés porque a mí antes me daba pena porque decía: lo voy a pronunciar mal, pero ahora pues norma”(Interview Student C). This participant that recording podcasts helped her to overcome his or her fear or making mistakes when speaking the foreign language. Finally, another student mentioned *“Pues me ayudó en mi confianza para hablar inglés por lo que yo era muy malo hablando, y ahora ya no me da tanta pena porque practiqué*”(Interview Student C). Hence, the student declared that through constant practice facilitated by recording podcasts he or she was able to feel more confident when speaking English.

In regards to autonomous work it constitutes students’ interest to develop their English skills on their own. Consequently *“Se evidenció que los estudiantes colocaron de su empeño para producir lo mejor posible el podcast, se evidenció que destinaron una buena parte del tiempo para completar la plantilla adecuadamente y buscar la pronunciación correcta de algunas palabras”* (reflective journal # 3). Thus, students exhibited interest in searching of the correct pronunciation of the words and filling in the template. Additionally, a participant said *“Esto.. me ayudó también a practicar por mi propia cuenta porque pues en la casa, me tocaba por mi propia cuenta, investigar cómo se pronunciaban algunas palabras”* (Interview Student C). Hence, the student asserted that working on the recording of the podcasts motivated her or him to practice a bit more, a desire that was born out of their own will to be more proficient in the foreign language.



Students' perceptions about the implementation of podcasts

The third find corresponds to the students' perceptions regarding the use of podcast to develop their English oral production. Regarding students' conceptions it can be stated that they held recording podcasts in high regard since it allowed them to develop their pronunciation while increasing their fluency and confidence. For instance, one student stated *"Me pareció útil realizar podcasts en casa para practicar mi producción oral porque en el traductor yo escuchaba como se pronunciaba, y lo hacía y si me quedaba algo mal, lo volvía a escuchar y lo volvía a hacer"* (Interview Student F). The student considered that creating podcast is a useful technique for it encourage him or her to achieve accurate pronunciation and fluency through trial and error, that is, listening herself or himself and recording several times until obtaining the required result. Furthermore, another student claimed *"Teníamos privacidad, podíamos hablar en inglés con calma, sin nervios y tenía tiempo de practicar mi pronunciación en casa"* (questionnaire 8). Thus, recording podcasts at home, entailed a level of private that made students feel more comfortable and confident then speaking English.

How the implementation of the task-based learning helps the organization of creating a podcast to develop English speaking skills

The fourth finding corresponds to the way in which the pre-service teacher implemented the task-based learning when carrying out activities that involved recording podcasts. In the



first placed it is worth to mention that the pre-service teacher proposed activities that were useful prior to recording the podcasts. These activities were focused on grammar, vocabulary, pronunciation, listening, reading and writing. As stated for one participant *“Si porque las actividades me sirvieron para escribir gramaticalmente, y en la clase, me ayudó también a trabajar en la pronunciación”* (questionnaire 19). Therefore, it was established that students recognized the purpose and the usefulness of the activities that were proposed before recording the podcasts. Additionally, after assessing or evaluating the podcast, the pre-service teacher provided feedback in order to correct students’ mistakes. This feedback section proved to be successful since *“Porque así corregimos nuestros errores y mejoramos nuestra pronunciación”* (questionnaire 21). This final section on the tasks-based learning approach was essential to achieve the high level of proficiency that was observed in the last podcast. Similarity, another aspect that contributed to the write of the podcast was the templated designed by the pre-service teacher, this tool held students to write a well-organized text, for instance, one student declared *“Al realizar la plantilla nos facilitó mucho ya que tenía un orden muy específico y unos pasos a seguir”* (questionnaire 11). For the student, the template was an important element to success when recording the podcast. Finally, the success of the implementation of this tool can be linked to the work carry out inside the classroom. To illustrate this aspect, it was stated *“La profesora nos ayudaba a realizar la plantilla y a practicar la pronunciación”* (questionnaire 11). The



participant reaffirmed the guidance of the pre- service teacher was a crucial factor when developing their English skills through the podcasts.

Conclusions

The English oral production is one of the main in one of the main components that comprised mastering English as a second language. This competence entails the capacity to express oneself orally by using expressions to communicate ideas, feeling and thoughts. Concerning the teaching English as a second langue the oral production represents a challenge since this is the skill that most often neglected, when it comes to the Colombian context, students are told to master grammar and vocabulary, an aspect that that implies that the inability to use language as a communication tool. Therefore, it is relevant to propose techniques to teach oral production for students to conceive the foreign language as an element that contributes positively to their worlds. Accordingly, the purpose of this investigation was to develop the English-speaking skills in 8th graders through podcasts in the educational institution General Santander. Podcasts were chosen since this tool allows students to develop their speaking skills, while talking about different topics. Similarly, since podcasts benefit the repetition of speaking tasks, students can listen to themselves and identify possible mistakes, an aspect that encourages the development of the oral production and can help them to gain confidence when speaking in the second language.



Thus, this research uncouncted that while using podcasts students were able to develop their pronunciation and fluency, through repetition learnt the correct pronunciation of the words used in several activities and they were able to speak more fluently making little hesitation while procuring orally in English. In addition, it was discovered that using that while suing to develop the English oral skills, students increased their motivation, confidence and autonomous work. Motivation was foster since students conceived podcasts as an innovate technique that allowed them to develop the way in which they spoke the foreign language. Confidence was encouraged since students were capable of expressing ideas in English. Autonomous work was enhanced since students express a strength intention to work and improve their English oral skills all by themselves. This ability was promoted through the constant use of podcasts and oral activity. Furthermore, students expressed a positive opinion regarding podcasts, since they mentioned that this tool allowed them to improve their English pronunciation while being comfortable and their own home. Finally, they way in which podcasts were used the most effectively was by working own a preliminary oral activity, then guiding students through the completion of a template which included what they were to say in a podcast. And then provided students with some feedback concerning their most common mistakes.

This research constituted a valuable aspect for those teachers who are interested in applying innovate techniques to develop oral production skills amount students. This investigation supplies educators with the most suitable podcast can be used inside the EFL



classroom. In addition, this research might be valuable for people who are learning a foreign language, and are interested in expanding the number of strategies that they use to do so.

Recommendation

For future researches it is imperative to take into account several aspects to obtain the most effective results from this tool. First of all, it suggested for students to work on their scripts under the teacher guidance, this aspect allows the teacher to help students with the right pronunciation of the words inside their scripts. Secondly, it is advised for teachers to have an assessment grid when grading the podcasts, since it will make the reading process less time consuming, while having the assessment teacher will be able to identify the most relevant aspects in order to decide whether the podcasts was a success and it requires some improvements. Finally, it is recommended for teachers to give students more alternatives concerning the setting where they can record their podcasts, this will allow students count on several characteristic to achieve a successful podcast.



CHAPTER III: OUTREACH COMPONENT

Introduction

The acquisition of vocabulary is crucial in learning a foreign language, since vocabulary allows you to develop all skills in the foreign language, which you learn, such as listening, speaking, and reading. However, for foreign language learners, especially younger learners, mastering new vocabulary can be difficult due to various factors, such as the complexity of pronunciation, or the traditional methods used for teaching it. Based on research carried out on fourth grade students, several problems were found when it comes to mastering new vocabulary, such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, and not being able to use and understand the appropriate context.

Similarly, during the non-participatory classroom observations at the Francisco de Paula Santander educational institution in the fourth grade, a series of obstacles were detected in the students that prevented them from mastering new vocabulary. In the first place, it was evident that the students knew the meaning of some words, but most of the time, they did not know how to pronounce them correctly. Second, there was evidence of insufficient use and practice of the vocabulary in a meaningful way, that is, within a context or situations in which the student would use it in real life. Finally, vocabulary learning was only limited to the translation of some Spanish words.



Therefore, a solution to the difficulty of mastering the new vocabulary presented in fourth grade students at the Francisco de Paula Santander educational institution is the implementation of flashcards during English class. According to Kasihani (2007:109), as cited in Rahmasari, B. (2016), “flashcards are cards size A4 papers quantity of 30 to 50 cards; each card contains image and name of the image”. Similarly, Cross (1991: 119), as cited in Daulay, E. (2016) stated that a flashcard is “a simple image on a card or paper and in teaching vocabulary, flashcards are simple visual aids that can make the students more active during the teaching and learning process”.

In regards to the advantage of using flashcards to teach vocabulary, Flashcards can motivate students to be active in teaching learning process, especially for the prior learning of the students in elementary school. Keeping this in mind, the use of flashcards allows students to work on the correct pronunciation of words, while learning new vocabulary in a more dynamic way.

The beneficiaries, in this way, were the students, as well as the teachers who were able to continue implementing the use of flashcards during English classes.

Justification

The motivation of the students is essential in learning a foreign language; however, the use of traditional methods for teaching the foreign language, including vocabulary, can hinder the process. In the same way, it was evidenced during the preliminary observations,



that the teacher used traditional methods for teaching the new vocabulary in English, such as direct translation from English to Spanish, which produced a lack of interest and demotivation among the elementary school students. Therefore, the use of flashcards as a means of teaching new vocabulary is an opportunity that offers many advantages in the students' learning process. Flashcards are an extraordinary tool that can be used by the teacher in the classroom since, by using them, the attention span of students and concentration to learn new words in English can be increased. According to Haycraft (1978: 102), as cited in Rahmasari, B. (2016), flashcards “can be used to build vocabulary, practice word structure and order, or a variety of games”. In other words, by using flashcards, the aim is to teach vocabulary in relation to the characteristics of elementary school students, who naturally feel interested in something with attractive shapes and color.

Based on the above explanation, it can be concluded that, in the process of learning a second language, flashcards help to motivate and stimulate students, especially primary school students who need to master new vocabulary. Basically, through the help of these activities, teachers can design educational situations, that are of greater interest, motivation and fun, so that eventually, the students can practice the vocabulary with its correct pronunciation and use it in a meaningful way, through the different activities proposed, in this case, for the teacher in training.



Objectives

General objective.

- To implement the use of flashcards to improve English vocabulary and pronunciation in fourth graders at the educational institution Francisco de Paula Santander.

Specific objectives.

- To incorporate the use of didactic tools such as flashcards as an aid for the foreign language teaching.
- To teach specific vocabulary established by the curriculum of the institution through the use of flashcards.
- To develop activities with the use of flashcards that result in a meaningful learning.
- To implement the task-based learning when using flashcard to improve English vocabulary and pronunciation in fourth graders at the educational institution Francisco de Paula Santander.



Methodology

The methodology can be described as follows: a. pre-activities: the teacher explains the topic of the lesson using flashcards. At this stage, the teacher shows all the flashcards on the topic, the teacher also guides the students concerning the pronunciation, that is, he/she teaches the correct pronunciation of the vocabulary and students are expected to repeat. Then, in the while the activity, the aim is for the teacher to use the flashcards creatively rather than the mere repetition of vocabulary, for example, different varieties of games or interactive activities can be used during this stage such as drilling, identification, association and Total Physical Response, etc. Finally, for the post activity, after finishing the lesson, the teacher hands out a worksheet to know the ability of the students to master vocabulary after using flashcards. It is expected that the combination of the task-based learning approach, that is, pre-task, while task and post-task and the suggestopedia method, which involves a series of strategies from games, has positive results and increases not only motivation but also students' interest in learning the English language. In the same way, it is expected the students and the teachers in charge, find this methodology useful, and innovative.

Chronogram of activities

Table 6 Outreach component chronogram



WEEKS	TOPIC	FLASHCARDS ACTIVITY
1 ST WEEK	Hours	Matching game
2 ND WEEK	Food	Mystery box game
3 RD WEEK	Professions	Identification game
4 TH WEEK	Body	Total Physical Response
5 TH WEEK	Routines	Matching game
6 TH WEEK	Clothes	Mystery box game
7 TH WEEK	Transport	Identification game
8 TH WEEK	Places of the city	Memory game

Description of the activities implemented

It is important to mention that not all the activities scheduled has been completed in the amount of time expected, that is to say, it was possible for the practitioner to carry only six plannings from eight that were proposed and this is because fifth graders from the Francisco de Paula Santander educational headquarter only have 1 hour of English class a week.

First planning class - Hour flashcards

For the first flashcards, the teacher followed a planning class ([See Annex S](#)) in which Flashcards with the hours were be used to explain the topic, each flashcard was shown to the students to explained what time was indicated and its respective pronunciation. Then, all the flashcards would be stuck on the board and the pronunciation of each of the hours



was practiced as a group. Then, the teacher proposed a game to practice the vocabulary, for this the teacher stuck some new flashcards on the board, on one side, the flashcards with the clocks that indicated the time and on the other side, the hours in disorder, the objective of this game was to “to match” the time with the clock that indicated the corresponding time, therefore, the students had to take the corresponding time from the board and stuck it below the flashcard with the corresponding clock and then, they had to said their respective time so on until they stuck each hour with the corresponding clock. Next, For the Speaking activity, the following conversation model was written on the board.

Student 1: What time is it?

Student 2: It's (They had to say the correct time)

Then, the teacher pairs the students and called each pair to do the activity in front of the class. For this, first the two members of the group had to choose a flashcard from the bag where they with different times, therefore, the student 1 who was holding the flashcard asked the student 2.

Second planning class - Profession flashcards

For the second flashcards, the teacher followed a planning class ([See Annex T](#)) in which for the explanation of the topic, the teacher introduced the new vocabulary: “Professions” using flashcards, which contained 10 professions with their respective names in English at



the bottom, for this, the teacher read them aloud and then the students repeated the correct pronunciation. Then, to practice the vocabulary of the class, the teacher stuck the flashcards of the professions around the room and the students took the name of the profession from the board and pasted it under the corresponding image and said their respective name. Finally, there was a game with the flashcards about professions, the game is called the “broken phone”, which consisted of sticking or placing several flashcards around the class (windows, blackboard, walls, etc.). Students were then be divided into two teams and asked to stand in single file. One student from each team (the first in line) would approach the teacher for a flashcard. Then, they had to run to their line and say the word of the profession in English in the ear of their partner until the word reached the last of the line. The last in line had to run to find the flashcard in the class. Whoever found it first got it. Then positions were changed: the last became the first in line and the game was repeated again with a new flashcard. At the end, the team with the most cards won.

Third planning class - Food flashcards

For the second flashcards, the teacher followed a planning class ([See Annex U](#)) in which to explain the topic, used some flashcards of the 10 foods were used, each image was shown to the students and then they were asked what it was, then they were stuck on the board and next to each flashcard, the words would be written. All the flashcards were stuck on one side of the board and then, the pronunciation of each of the words was practiced



collectively. Then a mystery box game was developed, for this several students were chosen at random and they would choose a piece of paper containing a food that they had to show to their classmates and then they had to say the name of the food. Once all the foods were discovered, the teacher would practice their pronunciation individually and collectively.

Fourth planning class – Cloth flashcards

For the second flashcards, the teacher followed a planning class ([See Annex V](#)) in which the teacher showed the flashcards, which contained 10 items of clothing with their respective name in English at the bottom) for this, the teacher read them aloud and then the students repeated the correct pronunciation. Then The teacher stuck on the board the flashcards that were previously used in the clothing game (Jeans, shoes, dress, sneakers, leggings, shirt, skirt, t-shirt, sweater and sandals). After explaining the clothing, the teacher asked the following question– Hello, what are you wearing? While the teacher points to each flashcard, the students answered the question, I am wearing jeans, shoes and a t-shirt...

Finally, the teacher divided the group into two, each group was able to choose a name in order to identify which group won the points. This activity consisted of a memory game, which was projected on the board and controlled from the computer. This game contained 6 cards with the corresponding image of jeans, shoes, dress, skirt, shirt, t-shirt and another 6



cards with their corresponding name in English. Each team had a chance to find the image of the item of clothing with its respective name, the team that made the most pairs of correct items of clothing won the game.

Fifth planning class - Transport flashcards

For the second flashcards, the teacher followed a planning class ([See Annex W](#)) in which the teacher organized the students in a circle, each student was given a flashcard with the means of transport, each student didn't know the card that corresponded to him to their peers. The objective of this game was to find the trio; for example, the picture of the truck, the English word TRUCK, and the Spanish word CAMIÓN. To find the trio, each student had to go to the front and ask a classmate the content of their card saying in English: WHAT DO YOU HAVE IN YOUR CARD? so that he or she could flip it. Concentration is required to find the trio of tiles. Then, the teacher introduced the new vocabulary: MEANS OF TRANSPORT using flashcards, the flashcards were stuck on the board and the teacher showed one image at a time and then the wrote the means of transport in English. The pronunciation was practiced, the teacher repeated and then the students. Finally, the teacher asked the students to organize themselves in pairs and each student was given a card containing a role-play. They must complete the form according to their preferences using the means of transportation and personal information. Before they began to fill in the form,



the teacher stuck a model of the previously solved role-play on the board and did the pronunciation example with the help of the other teacher.

Sixth planning class – Place in the city flashcards

For the second flashcards, the teacher followed a planning class ([See Annex X](#)) in which the teacher introduced the new vocabulary: “Place in the city” using flashcards. The flashcards will be stuck on the board and the teacher showed one image at a time and then the wrote the name the places in the city (Park/Parque, Church/Iglesia, Restaurant/Restaurant, bookstore/Library, Bakery/Bakery , supermarket/supermercado, Hospital/Hospital, Museo/Museum, school/colegio Playa/Beach) The pronunciation was practiced, the teacher repeated and then the students. Then, the teacher stuck the image of the place in the city around the room, the students had to take the name of the place in the city from the board and stick it under the corresponding image and say their respective name in English, and so on until each word was stuck. The teacher asked the students to check under their chairs a piece of purple or yellow paper, when they had it in their hands, they had to look for a partner with the color different from the one that corresponded to him or her, for example: if María has the color yellow, she had to find a partner who has the color purple.



Conclusions

The students have been benefited from the implementation of the flashcards in the classes, that is to say, the children have enjoyed the classes with the implemented material and this has been reflected in their participation during the class. In addition, during the classes, it was evident that the children were interested in learning English through eye-catching material that contained cartoons and colors.

Similarly, the flashcards have served to promote the learning of vocabulary and its correct pronunciation through repetition exercises, association exercises, role plays and games that encouraged children to learn and practice.

Finally, this kind of teaching aid have favored in students the development of linguistic skills, as well as important elements such as confidence since students participate and speak in the foreign language. In addition, the implementation of flashcards helped the practitioner to get motivated when she realized that the children were really enjoyed learning English.



CHAPTER V: INTRA-INSTITUTIONAL ACTIVITIES COMPONENT

Introduction

In order to know the administrative reality in which the General Santander educational institution is registered, as well as developing the integral formation of the teacher in training within a community context, where interactions in cultural, religious and academic events stand out, it is necessary for the teacher in training to be involved in all intra-institutional and extracurricular activities proposed by the educational institution.

Considering the information above, the future teacher participated in any academic, religious, cultural and extracurricular event that is announced by the authorities of the educational institution, as part of the professional experience. Likewise, and within what this component implies, the teacher in training greatly increased the understanding of what it means to be a teacher in a real context, inside and outside the classroom, develop interpersonal skills, and apply their creativity in favor of the educational community.

Justification

The main objective of the administrative component is to involve the teacher in training in the institutional and extracurricular activities proposed by the educational institution where the practicum stage takes place. In this way, it is stated that one of the duties that teachers have is to be an active member of the educational community, organizing and



participating enthusiastically in school dynamics that are often developed based on the interests and needs of the institution, and of the students.

In addition, the administrative component provides the preservice teacher with an exceptional opportunity to become familiar with the school system, how the school works on a regular basis; the school community including the administrative staff, teaching administration and the parents' council.

Objectives

General objective.

- To actively participate in the academic and administrative activities organized by the General Santander institution during the practicum stage.

Specific objectives.

- To collaborate in the organization and development of the activities established in the school calendar.
- To understand the importance and impact on the learning process of students to get involved in the development of institutional activities.
- To establish a good relationship with the members of the school community through constant communication and interaction within the institution.



Methodology

As part of the practicum stage, one of the main objectives is to have the opportunity to enrich and improve the teaching process by having an experience in a real educational context. Thus, to fully meet all the objectives set during this stage, an enormous amount of dedication and discipline is required.

The first step after the teacher in training is accepted to carry out the integral practicum at the General Santander educational institution is to introduce herself and meet some members of the school such as the principal, the coordinator, and the supervising teacher. During the institutional observation period, the practitioner becomes familiar with the physical layout of the school, some students, and other teachers and members of the administrative staff.

The second step is to know the schedule of activities established by the educational institution and what her participation entails, therefore, the teacher in training participated in the activities proposed by the institution according to the school academic calendar. In addition to carrying out extracurricular activities during the week and within academic hours such as grading student work, offering advice, attention to students and parents, preparing the necessary material for second-chance tests, and pedagogical support, the



teacher in training attend organized meetings by administrative directors and in the same way, meetings aimed at parents.

Chronogram of activities

Table 7 Chronogram of activities

CRONOGRAMA DE ACTIVIDADES 2022-1		
MONTH	DATE	ACTIVITY
JANUARY		Meeting of coordinators, organization of activities
	10	
	11	Begin of institutional development weeks
	30	End of institutional development weeks
	31	Start of classes
	7	Eucharist beginning school year Responsible: Religion Area"
	11	Induction for new students Socialization of the School Government
FEBRUARY	18	Delivery of the report of students focused on SEN by Teachers
MARCH	26	First mock Icfes exam (grade 11)
	28	Flag Raising Battle of Cúcuta Grades. Ninths Election of group representatives and Mediators
		Socialization of survey results to ethnic groups and migrant population Meeting with Parents
	1	
	2	Formation of Emergency Brigades with Students and Teachers



APRIL	18	Saint Joseph's Day Commemoration
	25	Closure of the School Government process
	31	Evacuation drills by degrees
	5	Flag Raising, Birthday General Santander
	6	Selection and registration for intercollegiate games
	8	Partial academic report
	9	Second mock ICFES EXAM (grade 11)
	11	HOLY WEEK
		INSTITUTIONAL DEVELOPMENT WEEK
	22	Earth day. Cultural event Language Day: Spanish
		Language Area:
	6	Training with Red Cross on drill
	13	Educator's Day commemoration. Student council
	25	Training in Computational Thinking and STEM
MAY		Apprenticeships for Teachers
	31	Semester Evaluations
JUNE	4	Third mock ICFES exam (grade 11)
	5	World Environment Day
	17	First Activity of the Social Committee
		End of semester evaluations
		Completion 1st semester



Description of intra-institutional activities

Flag-raising ceremony – Commemoration of the birth of General Santander

Following what was established in the school calendar, the first extracurricular activity in which the practitioner was able to take part was the Commemoration of the birth of General Santander. On April 5, the institution celebrated the birthday of General Francisco de Paula Santander, by carrying out the flag-raising scheduled in the morning in charge of Eighth Grades (Appendix C1).

The development of this event involved all the members of the institution in a commemoration that lasted most of the morning. Folkloric dances, plays in relation to the leader of the independence of Colombia and man of laws Francisco de Paula Santander, recitation of couplets, students who raised the flag for their excellent academic performance, among others were some of the activities carried out during the commemoration

On this occasion, the future teacher was given the responsibility of organizing, developing and executing some proposed activities with the eighth-grade teachers. In that sense, the teacher in training established small committees for the decoration of posters. The practitioner was in charge of performing some artistic exercises while she coordinated a poster in relation to General Santander, that is, the practitioner helped a group of eighth grade students practice for a play.



In conclusion, this commemoration was of great importance for the practitioner because it provided relevant information to recognize the importance of cooperation and demonstrate the enormous enthusiasm of the students in participating in this kind of activities.

Talk on Drug Prevention

Jointly with the administrative of the educational institution and the mayor's office of Villa del Rosario, on April 6 a talk on drug, prevention and treatment issues was given to 7th, 8th, 9th, 10th and 11th students during the morning in the educational institution General Santander

This three-hour talk was given by a psychologist and a police officer who not only shared their past experiences working with drug users, but also presented and explained to the students about the types of drugs that exist in the town, as well as the consequences of drug abuse. In this way, topics such as prevention and how addiction can be treated were also discussed.

In short, the student teacher assumed the role of supervisor to help maintain a respectful and caring environment while the talk was taking place in the soccer field within the educational institution.

Teachers meeting



On April 7 from 10:30 to 12 am, that is, the day after the Talk on Drug Prevention was held, the teachers were called to a meeting in which the practitioner was able to take part. The purpose of the meeting was to discuss drug prevention in the students of the General Santander educational institution. In this talk, they discussed the issues with consumption of drugs that some students from different schools in Villa de Rosario are facing. As a result, it was talked about the correct way in which teachers should handle this type of situation (it is essential that teachers are careful and report suspicious situations). Finally, the meeting discussed the use of cell phones during classes and how this negatively affects the development of the class of some teachers (Appendix C2).

In conclusion, the meeting of professors was of great importance because an issue was discussed and it helped the researcher to understand the way in which professors must deal with situations not only in the academic, disciplinary field, but also at a social or psychological level. In addition, the researcher realized that cooperation between teachers is of the utmost importance to solve these problems, that is, teachers can discuss different situations that occur in the institution and the opportunity is given for teachers to give their opinions to find solutions.

Parent meeting

On April 8, from 6 to 8 am, a parent-family meeting was held in which the students' academic performance was reported. Thus, the researcher was able to be part of the meeting



of the group in charge of the supervising teacher, which is course 8.04 and in which the research project is being conducted.

During this meeting, the teacher informed the parents about the students with indiscipline problems, new directives issued by the principal, in addition to the failure of students in some subjects. Regarding the English area, the practitioner was the one who gave the report and took advantage of the meeting to inform the parents about the elaboration of podcasts. At the end of the meeting, the practitioner and the supervising teacher attended to some parents who had different concerns regarding the academic performance of their children.

In conclusion, the parents' meeting was of great importance because they discussed the progress of the students and reported on the strengths and weaknesses of each student. Regarding weaknesses how the teacher helped students with difficulties, nevertheless, in English subject the students performed well. In addition, the practitioner concluded that the meetings are not only focused on academic development, discipline, but also inform about concerns about the social context.

Flag-raising ceremony – Cultural event Language Day: Spanish Language Area

Although the English teachers were not the main organizers of this activity, the practitioner was able to listen and be part of the act.



According to what was established in the school calendar, the next event to be held was on April 23th, in which the Spanish Language Day would be celebrated, however, this ceremony was postponed, being held on April 26. That day its realization lasted huge part of the morning and it was in charge of the Grades of tenth. In the same way, the development of this event involved all the members of the institution that through different acts to commemorate and achieve a reflection on the importance of the Spanish language. Therefore, storytellers, folk dances, plays, recitation of couplets, students who raised the flag for their good academic performance in the area of Spanish, among others were some of the activities carried out during the commemoration.

In conclusion, it can be affirmed that this day was conveniently to understanding how the members of a community get involved and work together to achieve goals, in this case, the celebration of the Language Day: Spanish Language Area.

Conclusions

Being a member of the educational institution helped the practitioner to interact and gain a deeper understanding of the responsibilities of becoming a teacher in a real-world context. For example, by collaborating in the organization and developing certain activities organized in the school calendar, they motivated the future teacher to reflect on her role in the institution. That is, participating in certain academic and administrative activities



proposed by the institution gave the teacher in training a valuable insight into the educational context and the role of the teacher as not only a guide in the learning process but also as a member of the educational community.

CHAPTER VI: INTEGRAL PRACTICUM REFLECTIVE PROCESS

Introduction

Reflection is a habit of huge importance for practitioners since it allows them to analyze their practicum process. Therefore, the pre-service teacher was able to reflect using narratives that portrayed the experience of the future teacher in the public educational institution. The reflections are based to the creation of pedagogical material, the mastery or



management of the group, the methodologies and strategies implemented in the English classes, etc.

Thus, taking into consideration the weeks of practicum, the teacher in training wrote eight narratives ([See Annex Y](#)) that allowed her to reflect on her experience with eighth, seventh and ninth grade students from the General Santander educational institution. In each narrative, the practitioner was able to expose their points of view on the pedagogical practice, perceptions on what the teaching role implies and its impact.

Finally, following this process helped the teacher reflected upon her practice as a teacher, the narratives allowed her to be more critical about the teaching process, to observe her weaknesses and aspects to improve for a better teaching performance.

Conclusions

The narratives not only allowed the practitioner to have a space to express and share their experiences as the practicum was developed, but also it allowed the teacher in training to reflect on the development of the practicum on a day-to-day basis. Therefore, the narratives were of great help when developing the integral practice, since it helped the teacher to reflect on his methodology, activities carried out, her own attitude, her perceptions, interaction with students, group management and, in general, the development of the class, that is to say, it helped to achieve a better teaching performance.



Consequently, the narratives allowed the teacher in training to make valuable analyzes and reflections to improve their performance at the time of teaching. For example, the teacher was able to notice that the students were more attentive when the teacher involved them in various activities where they could participate freely, in other words, thanks to the narrations made, the practitioner was able to conclude that encouraging participation during class is very essential when planning lessons.

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Appendix



Appendix C. Intra-institutional activities component

Appendix C1. Flag-raising- Commemoration of General Santander



Appendix C2. Teachers meeting

