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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

The usage of podcasts in English language teaching to improve speaking skill.

Trabajo de Titulación para optar al título de
Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

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Riobamba, Ecuador. 2024

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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “The Usage of Podcasts in English Language Teaching to Improve Speaking Skill”, presented by Daysi Magdalena Figueroa Moya, with ID number 1805419510, under the tutorship of Mg. Cesar Augusto Narvaez Vilema, certify that we recommend its APPROVAL for graduation purposes. Previously, the research work has been evaluated and after the author’s socialization, there are no observations.

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DEDICATION

I dedicate this thesis to:

My family is a fundamental pillar of my life. To my parents Amilcar and Lourdes, for their infinite patience, their constant support, and the sacrifices they have made so that I could get here. His teachings and example have been my greatest inspiration.

My grandparents César and Magdalena, for their unbreakable love, their understanding in difficult times, and for always being my refuge. Your love has been my strength on this path. To my brother Damian who has been with me with laughter and anger.

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RESUMEN

Este proyecto de investigación que lleva por nombre “El uso de podcasts en la enseñanza del inglés para mejorar la habilidad del habla” se realizó con el objetivo general de analizar la efectividad de los podcasts como herramienta de enseñanza para mejorar la habilidad del habla, en los estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo. Presenta un alcance mixto de carácter exploratorio. Asimismo, integra una revisión bibliográfica de conceptos enfocados en los podcasts.

Se elaboró una rúbrica para conocer cuál es el nivel de desarrollo oral en los estudiantes antes y después de aplicar el podcast. Fueron 34 estudiantes los que se sometieron a esta investigación. A través de este instrumento se evaluó cómo los estudiantes mejoran su fluidez oral en el idioma inglés. Los parámetros a evaluar fueron la comprensibilidad, fluidez, pronunciación, vocabulario y gramática.

Los resultados dieron a conocer que antes de implementar el podcast, los estudiantes no tenían la confianza suficiente para desenvolverse oralmente. Se les dificultaba la pronunciación de algunas palabras y esto provocaba su poca comprensión y fluidez al momento de hablar. Posteriormente, al implementar el podcast los estudiantes adaptaron el vocabulario y su pronunciación mejoro notoriamente. La confianza creció y se pudieron expresar con más fluidez en el aula de clase.

Palabras claves: Podcast, enseñanza, inglés, habla.

ABSTRACT

This research project called “The Usage of Podcasts in English Language Teaching to Improve Speaking Skill” was carried out with the general objective of analyzing the effectiveness of podcasts as a teaching tool to improve speaking ability, in the third-semester students of the Pedagogy of National and Foreign Languages degree at the National University of Chimborazo. It presents a mixed scope of an exploratory nature. Likewise, it integrates a bibliographic review of concepts focused on podcasts.

A rubric was developed to know the level of oral development in the students before and after applying the podcast. There were 34 students who underwent this investigation. Through this instrument, it was evaluated how students improved their speaking in the English language. The parameters to be assessed were comprehensibility, fluency, pronunciation, vocabulary, and grammar.

The results revealed that before implementing the podcast, the students did not have enough confidence to function orally. They had difficulty pronouncing some words and this caused their poor understanding and fluency when speaking. Subsequently, when implementing the podcast, the students adapted the vocabulary and their pronunciation improved noticeably. Confidence grew and could be expressed more fluently in the classroom.

Keywords: Podcast, teaching, English, speaking

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CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

In the digital age of today, technology has dramatically transformed the way we learn and teach languages. The learning of English, in particular, has benefited greatly from these innovations, given its status as a global lingua franca (Crystal, 2003). You can find many technological tools available that help you acquire a second language and an example of this is podcasts. These tools have emerged as a valuable resource for improving language skills, especially speaking skills.

In Latin America, where English has become an essential skill for professional and academic development (Cronquist & Fiszbein, 2017), podcasts have emerged as a promising tool to improve language teaching. Despite the digital divide that persists in the region, smartphone use and Internet access have increased significantly, allowing podcasts to be accessible to a growing number of students. However, research on its impact on speaking ability, especially in contexts where opportunities to practice English are limited, remains scarce.

This research work will employ a mixed research approach. A group of students will be selected, in this case, they will be third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo. Activities that integrate carefully selected podcasts will be implemented. Through pre-test and post-tests to students, the impact of podcasts on speaking ability will be evaluated. In turn, this work will contribute to the effectiveness of language teaching in the digital age.

1.2 PROBLEM STATEMENT

Learning a foreign language, like English, involves developing different skills: listening, speaking, reading, and writing (Richards & Rodgers, 2014). Among these skills, oral expression or speaking ability is considered one of the most challenging for students. Despite educators' efforts to implement various methodologies and teaching materials, many students continue to face difficulties in developing fluency and confidence when expressing themselves orally in the target language.

One of the main obstacles lies in the limited exposure to authentic and contextualized communicative situations within the classroom environment (Nunan, 1999). Traditional activities, such as repetition exercises and pre-designed dialogues, can be less motivating and do not reflect the dynamic and spontaneous nature of speaking.

In this sense, podcasts emerge as a promising tool to complement English language teaching and provide students with more realistic opportunities to practice and improve their oral skills (Rosell-Aguilar, 2007). Podcasts offer a variety of authentic content, such as conversations, interviews, narratives, and debates, which can expose students to different accents, vocabulary, and language registers.

However, despite the growing interest in the use of podcasts in education, there is a gap in research on their specific application in English language teaching and their impact on the development of oral skills (Abdous, Camarena, & Facer, 2009). Therefore, the need arises to explore and understand in a deeper way how the incorporation of podcasts into the teaching-learning process of the English language can influence the improvement of students' speaking.

The present study seeks to address this issue and evaluate the effectiveness of podcasts as a complementary tool in English language teaching to determine their contribution to the development of speaking skills among third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo.

1.4 PROBLEM FORMULATION

What is the effectiveness of using podcasts in teaching English to improve speaking skill in third semester students of Pedagogia de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo?

1.5 JUSTIFICATION

Chacón and Pérez (2011) affirm that practicing English as a Language Foreigners through the podcast is advantageous, as it helps the development of communication skills. Expression and oral comprehension. Furthermore, he indicates that the podcast as a tool facilitates the student's contact with the real world and has a positive influence on learning language because the learner struggles to understand a podcast for a virtual audience, which makes it an authentic and significant resource to promote the development of the linguistic skills of the foreign language.

According to Crystal (2003) the integration of podcasts in English Language Teaching (ELT) to enhance speaking skills represents a significant advancement in language education. This approach merits investigation due to its potential to address longstanding challenges in developing oral proficiency among language learners.

This study investigates the impact and effectiveness of podcasts on speaking skills in English language learning. The target population comprises third-semester students enrolled in the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo. A carefully curated selection of podcasts will be integrated into the classroom through tailored activities designed to enhance speaking proficiency.

1.6. OBJECTIVES

1.6.1 General Objective:

- To analyze how podcasts can be used effectively as a teaching tool to improve speaking skill at third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo.

1.6.2 Specific Objectives:

- To identify the most appropriate and motivating types of podcasts for English level and interests of third-semester students.
- To design activities integrated with podcasts, which address aspects such as vocabulary, pronunciation, and general knowledge, adapted to the level of the students.
- To evaluate the effectiveness of using podcasts in teaching English.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH

The impact of information and communication technologies (ICT) is fundamental in the evolution of the English teaching-learning process. Likewise, appropriate methods are used to promote the four linguistic skills of English: writing, reading, speaking, and listening (Velasco & Ramírez, 2021). In the acquisition of a second language, such as English, the necessity to develop effective communication skills has become increasingly urgent. Additionally, the use of technological tools for language learning has grown over the years within the educational field.

According to Quigla and Machado (2017) through real and educational videos, students acquire new vocabulary, which makes it easier for them to practice speaking with their classmates and the teacher. This approach increases students' motivation and interest in mastering English, with the aim of achieving effective communication. In this context, podcasts have emerged as a promising tool to enhance speaking skills in the teaching of English as a foreign language. Furthermore, podcasts can boost student motivation and engagement, providing a more appealing and accessible means for practicing speaking skills.

A study conducted by Abdul Samad et al. (2017) called “The use of podcasts in improving students’ speaking skill” made second-grade students of SMA Negeri 11 Banda Aceh. The results indicated that the podcast media demonstrated positive fruits on students’ speaking achievement. In addition, this media could cope with students’ problems in speaking, such as incorrect pronunciation and not good fluency.

Similarly, a study by Alfa (2020) denominated “Using podcast as authentic materials to develop students’ speaking skill” stated that podcast has shown a positive result in teaching of EFL speaking. When using podcasts, the teacher provides authentic material in the classroom to enhance students' oral performance.

These studies illustrate the potential of podcasts to improve English speaking skills by offering opportunities for authentic practice, exposure to various accents, and increasing student motivation and confidence.

2.2 THEORETICAL FOUNDATION

2.2.1 COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

According to Zuleta and Bautista, (2019) Education has been in constant evolution. That is why, today, teaching must be centered on the real needs of the student. The same applies to this methodology of teaching foreign languages, also known as the communicative approach. This methodology employs a didactic proposal for the teaching of languages that has as its main objective, the improvement of the communicative competence of the students. This approach involves implementing instructional strategies and activities designed to simulate authentic communicative situations. The aim is to foster the integrated acquisition of linguistic knowledge, pragmatic skills, and sociolinguistic awareness necessary for successful communication in real-world scenarios.

The communicative approach prioritizes the student, considering their motivations, goals, and needs when structuring the teaching-learning process. Class activities seek for students to construct meanings, negotiate the use of language, and develop communication skills applicable to real situations. This methodology values language and communication, facilitating natural social interactions in the classroom through linguistic resources that can be transferred to everyday contexts.

2.2.2 THE ABILITY OF SPEAKING IN LANGUAGE TEACHING

Possessing the capability to express oneself lucidly and proficiently in a foreign language plays a pivotal role in academic achievement for learners and their subsequent success across various life stages. Consequently, language educators must place significant emphasis on nurturing speaking proficiency among their students. Rather than encouraging rote memorization, the preferred approach is to create an enriching environment that fosters meaningful communicative exchanges and interactions (Kayi, 2006). Speaking is one of the

four essential language skills that students need to develop in order to achieve communicative competence in a foreign or second language. This ability is considered a productive skill, meaning that it involves the active use and production of language to convey meaning and express ideas. In contrast to receptive skills like listening and reading, speaking requires learners to generate language, organize their thoughts, and articulate them in a comprehensible manner.

2.2.3 INFORMATION COMMUNICATION TECHNOLOGY

Theories such as sociocultural theory, constructivist theory, regulated learning, situated cognition, cognitive learning, and problem-based learning, among others, are based on the criterion that students are active agents who seek and construct knowledge for a purpose and within a meaningful context (Chacón & Badilla, 2013). Information Communication Technology (ICT) is a broad term that encompasses various technologies used for communicating, creating, managing, and distributing information. It refers to the integration of telecommunication systems, computers, software, networks, and other multimedia applications. In the case of English teaching, the use of ICT allows students to explore the language in a creative way, access information, and also organize it since they are interactive and collaborative media.

2.2.4 IMPACT OF ICT ON LANGUAGE LEARNING

A longitudinal study by Golonka et al. (2014) examined 350 articles on ICT in language teaching, concluding that tools such as podcasts, interactive apps, and language exchange platforms not only significantly improve listening and speaking skills, but also increase the motivation and autonomy of learners. The impact of Information and Communication Technologies (ICT) on language learning has been revolutionary, transforming traditional methods into dynamic and personalized experiences. Platforms such as YouTube and Netflix allow students to immerse themselves in content in the target language, improving their listening comprehension and familiarizing them with intonation and colloquial vocabulary. Additionally, mobile language learning apps, such as Duolingo and Babbel, have democratized access to language education, allowing users to practice anytime, anywhere.

2.2.5 WHAT IS A PODCAST?

According to Flores Gonzales (2021) podcasts are digital audiovisual content that users can receive automatically by subscribing to a source. This technology gives the listener or viewer unprecedented control over their consumption experience. Subscribers choose which podcasts they want to follow, and once subscribed, new episodes are automatically downloaded to their devices. Beyond content selection, users have the freedom to fully customize how they interact with these files. Listeners can access episodes whenever they want, wherever they want, and often from mobile devices like smartphones. The podcasts cover a wide range of topics, from news and entertainment to education and personal development. In language learning, they are so useful because they offer exposure to real voices and accents, thus improving listening comprehension and pronunciation.

2.2.6 PODCAST CHARACTERISTICS

According to Escobí Camarellas (2024) podcasts have become a valuable tool due to their distinctive characteristics:

- **Episodic:** They are published serially, with new episodes released regularly.
- **Subscription:** Users can subscribe to automatically receive new episodes.
- **Portability:** They can be listened to anytime, anywhere, making mobile learning easier.
- **Thematic variety:** They cover a wide range of topics, from entertainment to education.
- **Interactivity:** Many podcasts allow listeners to comment or interact with creators.

2.2.7 TYPES OF PODCASTS

There are different types of podcasts but among the most important are the following:

- **Informative**

News: Programs whose main objective is to talk about events of local relevance, national and global where the situation and facts are highlighted.

Interview: They consist of establishing a dialogue with a person or group of people who are a source of information.

- **Opinion**

Criticism: is a genre on the internet par excellence since everyone wants to express their opinion on a topic.

Review: is another of the genres par excellence in Web 2.0. In this, people record themselves giving various opinions of recently purchased products such as movies, books, electronic products, and even appliances. We can also see people using the products and trying them so that other viewers can make a correct decision when buying something. There are also event reviews.

- **Educational**

Tutorial: Tutorials can be defined as systematized lessons for the understanding and better use of a specific something such as computer software or hardware, electronic devices, etc.

University Lecture: In certain universities such as the Massachusetts Institute of Technology, lectures are recorded. University chairs in a television production modality and are uploaded to the web to share online with other universities, this is how university channels are generated within the various Web 2.0 networks. Many of these recordings are related to technology and applied science topics, and available online for the enjoyment of other students.

- **Entertainment**

Web Series: is the communication beta in the world of entertainment; This consists of fiction mini-series whose place of launch, promotion, and distribution is the Internet, especially YouTube.

Stand Up Comedy: a genre of comic theater, moves to the internet very naturally, now amateur comedians record themselves behind a neutral background and begin to talk about daily life situations, bring guests to their programs, and interact with the public.

2.2.8 USE OF PODCASTS IN TEACHING ENGLISH

The use of podcasts in teaching English has proven to be a highly effective strategy, especially for the development of listening and speaking skills. These digital audio files offer students exposure to authentic English, with a variety of accents, registers, and topics,

significantly improving their listening comprehension and acquisition of contextualized vocabulary. A seminal study by Rosell-Aguilar (2007) revealed that students who listened to podcasts regularly showed notable improvements in their ability to understand natural conversations in English.

In addition to comprehension, podcasts are invaluable for improving speaking. Ducate and Lomicka (2009) research found that students who not only listened to, but also created their own podcasts, experienced significant improvements in pronunciation, intonation, and fluency. This is because podcasts provide authentic speaking models and provide opportunities for students to practice and record themselves, encouraging self-assessment and confidence. The mobile and asynchronous nature of podcasts also allows learners to practice at their own time and pace, reducing linguistic anxiety that often inhibits speaking development in traditional classroom settings. It is possible to find many resources that exist on Web 2.0, different tools facilitate the process of teaching a foreign language such as English. Podcasts are a clear example of a useful tool that helps improve linguistic skills in the target language.

2.2.9 PODCAST FOR AUTONOMOUS SPEAKING PRACTICE

Larsen-Freeman and Anderson (2013) has addressed the topic of podcasts as a tool for autonomous speaking practice in his book "Techniques and Principles in Language Teaching". Reveals that podcasts offer students the unique opportunity to practice speaking outside of the classroom, in a low-stress environment. This book suggests that by listening to podcasts and then recording their own responses or reflections, students can develop fluency, improve their pronunciation, and gain confidence without the fear of making mistakes in front of their peers. By cultivating this skill, students learn to direct their own learning process, set personal goals, and seek additional resources when necessary. In essence, this approach not only improves speaking skills but also fosters autonomy, a crucial competency for long-term language learning.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 THE APPROACH OF THE RESEARCH

In that research work, the mixed approach was used, that is, qualitative and quantitative. It arose as a consequence of the need to face the complexity of the research problems posed. There the researcher used techniques from quantitative and qualitative approaches. Mixed research did not aim to replace quantitative research or qualitative research, but rather to use the strengths of both types of inquiry, combining them and trying to minimize their potential weaknesses (Ortega, 2018).

3.2 METHODS OF THE RESEARCH

The modality in which this investigative work was developed was the field modality. Field research was one that consisted of collecting everything directly from the investigated subjects, or from the reality where the events occurred (primary data), without manipulating or controlling any variable, that is, the researcher obtained the information, but did not alter existing conditions (Arias, 2012). Therefore, its characteristics were of non-experimental research. This directly supported the development of that research, since it was observed how podcasts were implemented in the classroom for the development of speaking skill of students in English.

3.3 LEVEL OF THE RESEARCH

The research adopted an exploratory approach, which was applied when studying little-known or novel problems (Esteban Nieto, 2018). This method allowed the researchers to delve deeper into topics on which there was little information available, identify relevant variables, establish priorities for future research, and propose preliminary hypotheses, thus contributing to a broader understanding of the phenomenon under study.

3.4 POPULATION

For the development of that research, the study population included third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo. The institution stood out for having a technological infrastructure and adequate equipment, which facilitated the integration of innovative digital tools such as podcasts in the educational process.

3.5 SAMPLE

Since the population for that study was relatively small, there was no need to select a sample.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Pre-test

The pretest, also known as a pre-test or initial evaluation, is a measurement that is carried out before starting a treatment, intervention, or program. Its objective is to establish a baseline or starting point to compare the results after the intervention. Hernández-Sampieri and Mendoza Torres (2020) mentions that pre-test or pilot test consists of administering the instrument to a small sample of cases to test its relevance and effectiveness. For this research on the use of podcasts to improve speaking skills, an oral production pretest was used. This pretest consisted of an initial assessment of the speaking skills of the participants before beginning the podcast intervention. Specifically, the pretest included three questions for each student, two introductory questions, and a general opinion question according to the topic that would be introduced with the podcast. The questions were the following:

Introductory questions:

- What do you know about plastic and its uses?
- Have you ever thought about living without plastic? Why or why not?
- General opinion:
- In your opinion, what are the main advantages and disadvantages of plastic?

Post-test

The post-test, also called posttest or final evaluation, is a measurement that is carried out after a treatment, intervention or program has been applied. Its purpose is to evaluate the changes produced by the intervention. The post-test provides a measure of the impact of the intervention (Marsden & Torgerson, 2012). The difference between the pretest and the posttest can be attributed to the effect of the intervention. To assess the impact of the podcast intervention on participants' speaking skills, a post-test was used that mirrored the structure of the initial pretest but with different content to avoid the familiarization effect. The post-test was administered after completing the podcast intervention and consisted of the following components:

1. Three questions are similar in complexity to those in the pretest but with a different structure. This was done in groups, in which students interacted and discussed these questions.

The questions were as follows:

- Based on the podcast you listened to, what were the main arguments for and against living without plastic?
- How has your perspective on plastic use changed after listening to the podcast? Can you give specific examples?
- The podcast mentioned some alternatives to plastic. Can you describe one of these alternatives and explain how it could be implemented in your daily life?

2. After answering the questions with their classmates, each student gave a summary of the content of the podcast used during the intervention in an oral way. In this way, improvement in fluency, pronunciation, comprehensibility, and use of vocabulary was evaluated.

3.7 DATA ANALYSIS AND INTERPRETATION TECHNIQUES

Rubrics are valuable instruments for competency evaluation, although they cannot resolve all challenges in effective assessment processes. These tools typically comprise a structured set of criteria aligned with the instructor's task requirements, accompanied by a scale of values for scoring. The evaluator uses this framework to assign scores for each criterion, which are then summed to determine a final grade. While rubrics provide a clear and structured approach to assessment, linking specific task parameters to a standardized scoring system, it's important to recognize their limitations. They should be considered part of a comprehensive evaluation strategy rather than a complete solution to all assessment needs. Despite these constraints, rubrics remain crucial in providing a consistent and transparent method for evaluating student performance across various tasks and competencies (Cano García, 2015).

A rubric was employed to assess students' speaking skills both before and after the implementation of podcast to the improvement in students' oral proficiency. The rubric was

created in based to the parameters that were to be evaluated. This rubric focused on five criteria:

- **Comprehensibility:** This criterion assesses the ease with which the student's message can be understood. It considers the overall clarity of the speech and whether the listener can easily follow what is being communicated.
- **Fluency:** It measures the student's ability to speak continuously and naturally, without excessive pauses or hesitations that interrupt the flow of the speech.
- **Pronunciation:** It assesses the accuracy in the production of individual sounds, as well as aspects such as the stress, rhythm, and intonation of the student's speech.
- **Vocabulary:** It assesses the range and accuracy of the vocabulary used by the student, considering the variety of words used and their appropriateness to the context of the conversation.
- **Grammar:** This criterion focuses on the accuracy and variety of grammatical structures used by the student, including the correct formation of sentences and the appropriate use of verb tenses.

The Pre-Test/Post-Test design is a research method commonly utilized to evaluate the effectiveness of interventions on groups. This approach involves measuring participants' performance or characteristics before and after a specific treatment or program. By comparing these two sets of measurements, researchers can determine the extent of change attributable to the intervention, providing insights into its impact and efficacy (Dugard & Todman, 1995).

The focus of this research was on the use of podcasts to improve students' speaking skills. The podcast "Could we live without plastic?" was chosen for its current relevance and potential to generate discussion. This podcast addressed topics such as the environmental impact of plastic, alternatives in everyday life, challenges of a plastic-free life, and innovations in sustainable materials. The podcast was selected based on thematic relevance for university students, the appropriate level of English for third-semester students, clarity in pronunciation, an appropriate length for a class session, and content that would encourage critical thinking and discussion.

The evaluation process began with a pre-test applied to third-semester students of the Pedagogy of National and Foreign Languages degree. Then, the podcast was implemented. After the intervention, a post-test was applied with the same structure as the pre-test, but with different content. To assess student performance, a rubric was used that evaluated five criteria: comprehensibility, fluency, pronunciation, grammar, and vocabulary. The rating was based on a four-level scale: exceeds expectations (5), meets expectations (4), approaches expectations (3), and does not approach expectations (1-2).

Finally, the results of the pre-test and post-test were analyzed and compared to evaluate the improvement in students' speaking skills after the implementation of the podcast.

CHAPTER IV

1. RESULTS AND DISCUSSION

The usage of podcasts in English language teaching to improve speaking skill was applied to 34 third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo. To develop the activities proposed by this methodology, a podcast with the topic 'Could we live without plastic?' was used, along with a projector and a speaking evaluation rubric. The methodology was applied during one class hour with the students.

Table 1. Comprehensibility

	PRE-TEST	LEARNING STANDARDS			DOES NOT APPROACH EXPECTATIONS (1-2)
		EXCEEDS EXPECTATIONS (5)	MEETS EXPECTATIONS (4)	APPROACHING EXPECTATIONS (3)	
COMPREHENSIBILITY	1.1. Response readily comprehensible; requires no interpretation on the part of the listener.	10 Students	16 Students	7 Students	1 Student
	POST-TEST	EXCEEDS EXPECTATIONS (5)	MEETS EXPECTATIONS (4)	APPROACHING EXPECTATIONS (3)	DOES NOT APPROACH EXPECTATIONS (1-2)
	1.2. Response readily comprehensible; requires no interpretation on the part of the listener.	22 Students	11 Students	1 Student	0 Students

Elaborated by: Daysi Magdalena Figueroa Moya

Figure 1. Pre test

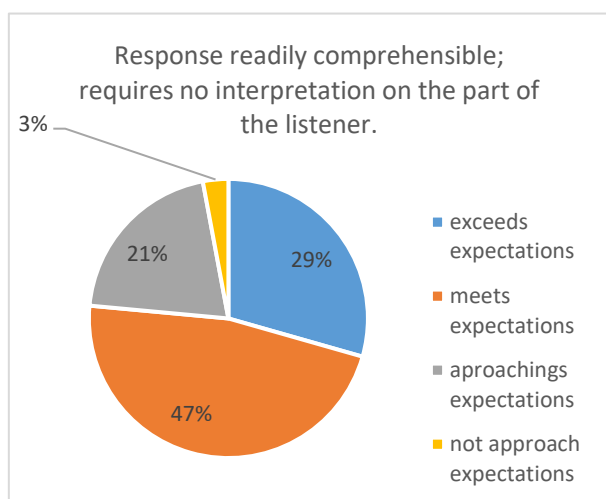
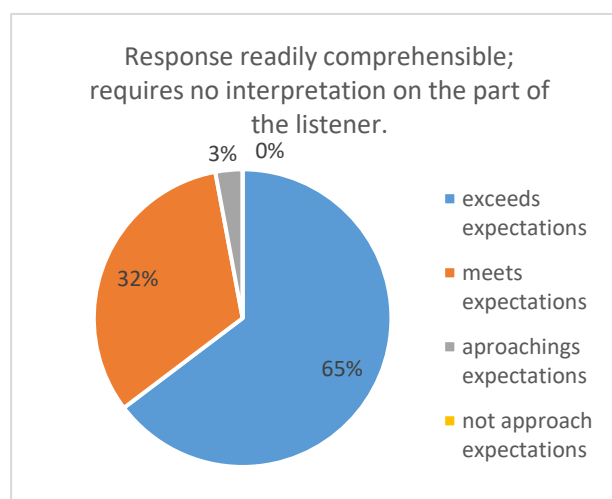


Figure 2. Post test



According to the pre-test that was carried out, which consists of three questions that students answer orally, 29% of the students had a good score in comprehensibility that refers to ease with which the student's message can be understood, except for 3% who did not. The results of both the pre-test and post-test were obtained from the rubric prepared. After applying the podcast in the post-test, it is evident that there is a 65% improvement in third-semester students. It is more easy to understand for the teacher.

Table 2. Fluency

	PRE-TEST	LEARNING STANDARDS			
		EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
FLUENCY	1.3. Thoughts expressed completely with few pauses or hesitation.	9 Students	11 Students	9 Students	5 Students
	POST-TEST	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
	1.4. Thoughts expressed completely with few pauses or hesitation.	13 Students	17 Students	4 Students	0 Students

Elaborated by: Daysi Magdalena Figueroa Moya

Figure 3. Pre test

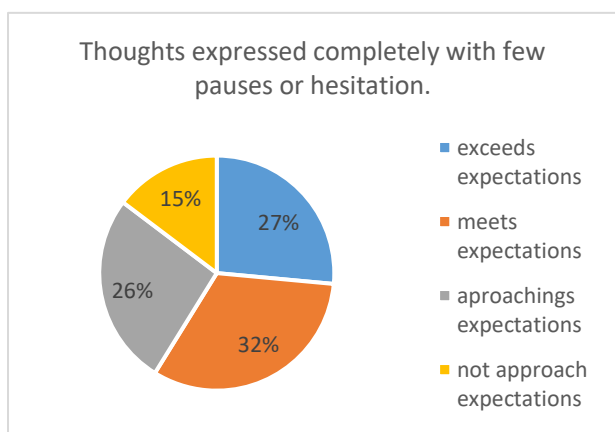
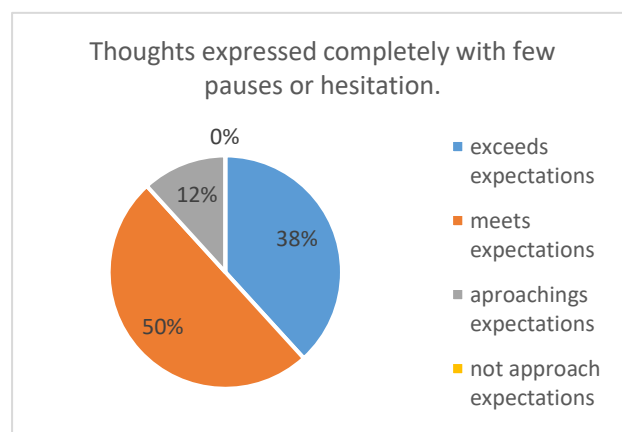


Figure 4. Post test



According to the pre-test that was carried out, 27% of the students had a good score in fluency that focuses on the rate of speech, the frequency, and duration of pauses when speaking, except for 15% who did not. In the pretest, it was noted that students became

nervous and made very long pauses when answering the questions. After applying the podcast in the post-test, it is evident that there is a 38% improvement in third-semester students. The students had more confidence when speaking because they had already shared their answers and comments with each other.

Table 3. Pronunciation

	PRE-TEST	LEARNING STANDARDS			
		EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
PRONUNCIATION	1.5. Sounds natural	9 Students	14 Students	9 Students	2 Students
	POST-TEST	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
	1.6. Sounds natural	15 Students	16 Students	3 Students	0 Students

Elaborated by: Daysi Magdalena Figueroa Moya

Figure 5. Pre test

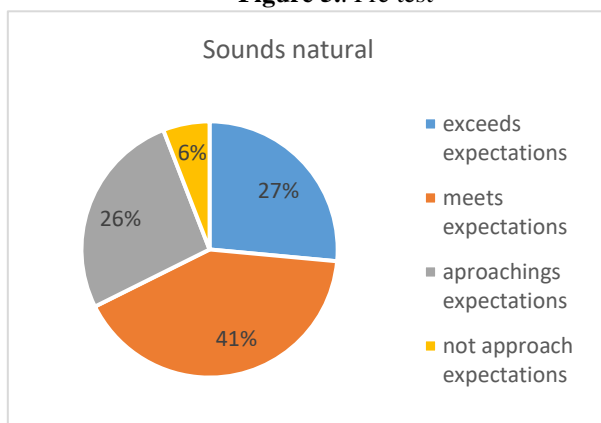
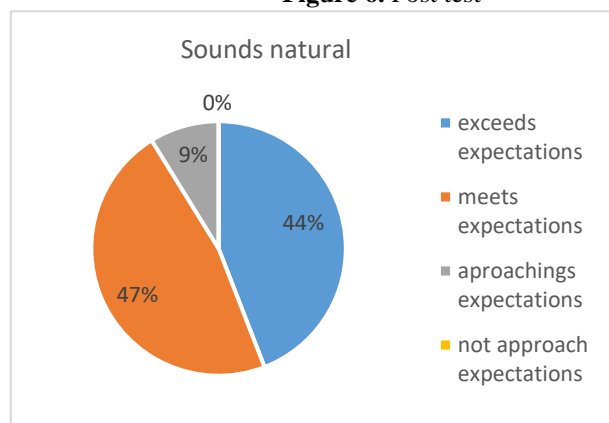


Figure 6. Post test



According to the pre-test that was carried out, 27% of the students had a good score in pronunciation that is the accuracy in the production of individual sounds, as well as aspects such as the stress, rhythm, and intonation of the student's speech, except for 6% who did not. When the students answered the pre-test questions, it was clear that they were not very familiar with the topic being discussed, so it was a little difficult for them to pronounce some

words correctly. After applying the podcast in the post-test, it is evident that there is a 44% improvement in third-semester students. When playing the podcast, the pronunciation of words that stood out in it was reinforced. This made it easier for students to polish their pronunciation.

Table 4. Vocabulary

	PRE-TEST	LEARNING STANDARDS			
		EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
VOCABULARY	1.7. Rich and varied use of vocabulary.	10 Students	15 Students	6 Students	3 Students
	POST-TEST	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
	1.8. Rich and varied use of vocabulary.	23 Students	11 Students	0 Students	0 Students

Elaborated by: Daysi Magdalena Figueroa Moya

Figure 7. Pre test

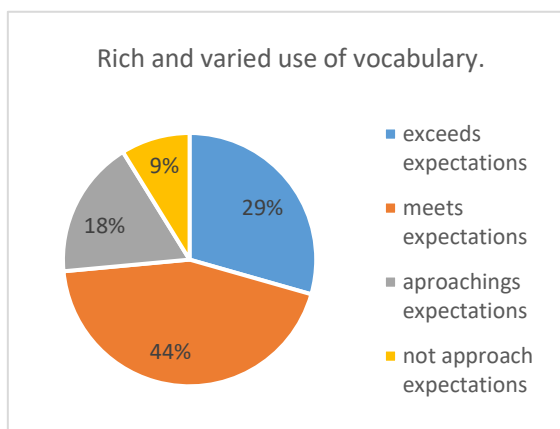
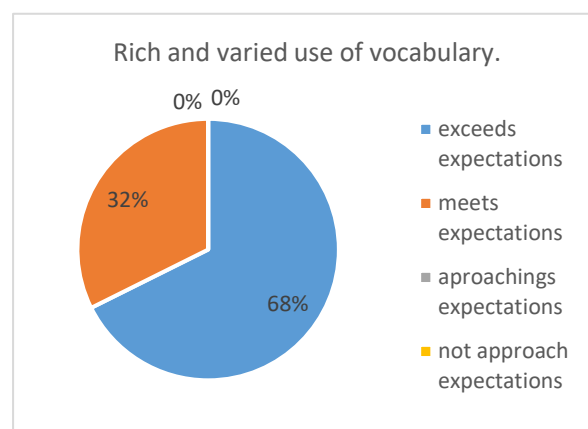


Figure 8. Post test



According to the pre-test that was carried out, 29% of the students had a good score in vocabulary except for 9% who did not. In the pre-test, the students answered the questions with basic words that were not in the context of the podcast topic. After applying the podcast in the post-test, it is evident that there is a 68% improvement in third-semester students.

Here, a change was noticeably observed in the students, as they were able to speak more easily since they had key words for the topic.

Table 5. Grammar

	PRE-TEST	LEARNING STANDARDS			
		EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
GRAMMAR	1.9 Grammar is consistently accurate and appropriate for the level.	12 Students	15 Students	5 Students	2 Students
	POST-TEST	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	APPROACHING EXPECTATIONS 3	DOES NOT APPROACH EXPECTATIONS 1-2
	1.10 Grammar is consistently accurate and appropriate for the level.	16 Students	16 Students	2 Students	0 Students

Elaborated by: Daysi Magdalena Figueroa Moya

Figure 9. Pretest

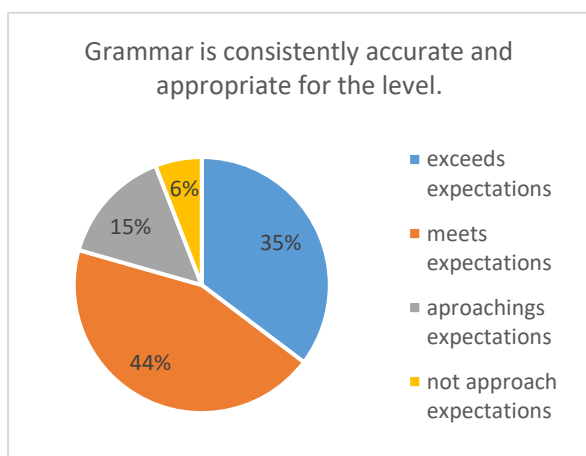
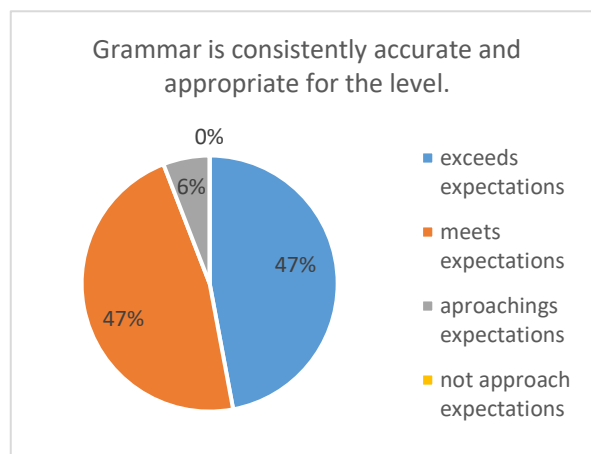


Figure 10. Post test



According to the pre-test that was carried out, 35% of the students had a good score in grammar except for 6% who did not. After applying the podcast in the post-test, it is evident that there is a 47% improvement in third-semester students. The difference between the initial 35% and the final 47% represents a remarkable progress. This advance indicates that not only the students who already had a good level improved, but probably also those who initially showed difficulties made significant progress.

The results obtained show a significant improvement in comprehensibility, fluency, and pronunciation after the implementation of the podcast. A notable increase is observed in the percentage of students who reached a higher level in these linguistic skills. In line with the results of previous research conducted by Sandoval Zapata (2020) the use of podcast was productive. The responses evidenced that this methodology was a valuable complement to their EFL classes, with pronunciation and fluency the criteria they perceived as the most beneficial.

In the results regarding vocabulary and grammar, favorable percentages have been observed in this research. A similar study by Suseno (2023) podcasts can improve pronunciation of vocabulary, and structure learning. The two improvements enable the students to learn more naturally in grammar and vocabulary by enhancing their inputs.

Data processing in this research followed a systematic approach to assess improvement in comprehensibility, fluency, pronunciation, vocabulary, and grammar. The rubric mentioned in the methodology was used to assess student performance before and after the implementation of the podcasts.

This process consisted of applying the rubric in the pre-test, implementing the podcast intervention, and then applying the same rubric in the post-test. We then compared the results of the pre-test and post-test, calculating the percentages of improvement in each criterion of the rubric. The findings of the rubric are presented in the results section, where we mention the 'favorable percentages' observed.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The research reveals that podcast effectiveness for student learning hinges on strategic content selection. The best podcasts for students are those that speak directly to their world. These podcasts use language students can easily understand and talk about every day experiences, current events, or situations they recognize. When students hear content that feels real and relevant, they become more interested and engaged in learning. Additionally, podcasts that incorporated interactive elements, such as embedded comprehension questions or vocabulary challenges, encouraged more active participation and more effective learning.

The positive perception of students towards the use of podcasts, with respect to speaking skill, indicates that this tool can increase motivation and commitment to language learning, as it allows them to interact with other students and with the teacher.

The evaluation of the effectiveness of using podcasts in teaching English has positive results. Students got better at expressing themselves more clearly, speaking more smoothly, pronouncing words more accurately, using a wider range of vocabulary, and understanding grammar.

5.2 RECOMMENDATIONS

It is recommended to incorporate podcasts into the English classroom for students. This involves selecting and scheduling specific podcasts for each course unit, aligning them with the learning objectives. It is suggested to dedicate at least one weekly session to working with podcasts, integrating pre-listening, during listening and post-listening activities. This systematic integration will ensure constant exposure to authentic English and improve students' oral production skills.

Likewise, it is suggested that students be trained in the effective use of podcasts as an independent learning tool. This involves teaching them strategies for selecting appropriate podcasts, active listening techniques, and methods for practicing pronunciation and fluency on their own. Encouraging this independent learning can extend the benefits of podcast use beyond the classroom.

It is recommended to establish a monitoring and evaluation system to measure the long-term impact of podcast use. This should include regular assessments of students' speaking skill. Additionally, it is recommended to conduct feedback sessions with students and teachers to continually adjust the selection of podcasts and associated activities. This approach will allow for continuous improvement of the program and more precise adaptation to the changing needs of students.

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ANNEXES

ANNEXE 1:



Universidad Nacional de Chimborazo.
Facultad de ciencias de la Educación, Humanas y Tecnologías.
Pedagogía de los Idiomas Nacionales y Extranjeros.

1. Information Data		2. Lesson organization		
Teacher: Daysi Figueroa Course: 3 rd Semester Time: 40 minutes Date:		Area: Foreign Language Subject: English Topic: Could we live with in plastic?		
Objective: Students will practice speaking by summarizing and discussing a podcast episode.				
3. Process				
Skills	Methodological strategies	Learning Outcomes	Materials	Evaluation
Speaking	Warm-up (5 minutes): Ask students about their podcast listening habits. Introduce the topic of the podcast episode briefly. Pre-listening (5 minutes): Provide 3-4 key vocabulary items from the podcast. Students discuss in pairs what they think the podcast will be about. Listening (15 minutes):	- Students will demonstrate active listening skills by accurately summarizing the main ideas and key points of a podcast episode in their own words. -Students will engage in collaborative dialogue by participating in group discussions, responding to peers' comments, and asking relevant questions about the podcast topic.	A short podcast episode (6 minutes) suitable for B1 level Worksheet with guiding questions	Rubric of evaluation (speaking)

	<p>Play the podcast once. Students take notes. In pairs, students compare notes and discuss what they understood. Play the podcast again. Students complete the worksheet.</p> <p>Speaking Practice (15 minutes):</p> <p>In small groups (3-4), students take turns summarizing the podcast.</p> <p>One person from the group will present the summary (speaking) and the monitor (teacher) will score the person with a rubric.</p>			
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Daysi Magdalena Figueroa Moya
Teacher

ANNEX 2:

SPEAKING RUBRIC

	<i>1-2 Does Not Approach Expectations</i>	<i>3 Approaching Expectations</i>	<i>4 Meets Expectations</i>	<i>5 Exceeds Expectations</i>
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
PRONUNCIATION	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural
VOCABULARY	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary.
GRAMMAR	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.