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ENGLISH-SPEAKING SKILLS

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A la Unidad Académica de Titulación del Centro de Posgrados

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This research project is dedicated to God, my family, friends and to all the people that want to overcome challenges in life and be better professionals.

Joc Cedeño R.

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AUTOR: *Licenciado Joc Oscar Cedeño Rengifo.*

DIRECTORA: *Doctora Blanca Narcisa Fuertes López Magíster.*

FECHA: *Uno de marzo de dos mil veinte y tres.*

RESUMEN EJECUTIVO

Podcasts have been used as a tool to learn English as a Foreign Language (EFL) for years. Teachers have applied these resources mainly to develop students' cognitive abilities. Research shows podcasts' effects on students' language skills after the application of podcasts in listening activities. However, more research must be conducted to determine EFL students' perceptions after creating podcasts. Therefore, this research explores students' perceptions regarding improving their English speaking skills when developing podcasts at an educational institution in Portoviejo, Ecuador. Fifteen EFL students of a private school participated in this quantitative study. The theoretical framework review included several authors' research on podcasts and their application in the educational field. The research revealed that EFL teachers had used podcasts to enhance students' speaking skills and other psychological or cognitive aspects. For the application of podcasts in class, the participants were asked to design their audio materials. Then they gave feedback on their peers' work. When they finished the project, they were asked to give their opinion through a research instrument. The data collected included surveys regarding students' perceptions. These findings were tested through statistical formulas to validate their reliability through acceptance or rejection of hypotheses. A professional proposal was

also developed to use this technological resource to enhance English-speaking skills. In the proposal, the podcast application is suggested by some stages taken from previous research and the experiment with the experimental group. The research findings revealed that after preparing the podcasts, the students perceived that these resources helped them improve fluency, pronunciation, and accuracy when speaking English. They also recognized peer feedback as an appropriate technique for podcasting. Similarly, students noticed that creating podcasts has its challenges. However, the research suggests the application of podcasts in EFL teaching and learning by considering some limitations of the study in the conclusion and recommendation chapter.

KEYWORDS: *EFL LEARNING, EFL TEACHING, ENGLISH-SPEAKING SKILLS, PERCEPTIONS, PODCASTS.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Podcasts have been increasingly used as audiovisual material that provides information from the internet (Holtz & Hobson, 2007). The first studies on podcasts were conducted to establish students' opinions toward these resources (Rosell-Aguila, 2007). This research project aimed to find out the perceptions that students have about the use of podcasts to enhance their English-speaking skills.

The research started with the literature review in chapter II. A compilation of more than 20 studies was analyzed to investigate the perceptions that students had toward podcasting in other settings. Darwis (2016), Phillips (2017), Abdulrahman et al. (2018), Nova (2020), Yeh et al. (2021), and Pusvita (2022) are the most remarkable authors' findings cited in this study.

This quantitative study was conducted at a private school in Ecuador. Surveys were applied after the authorization of the school principal. The instrument intended to collect data on students' perceptions of podcasting through a Likert scale. The research procedure is explained in chapter III. Additionally, the results are analyzed and discussed in chapter IV.

After doing the research, some conclusions were established. Mainly, podcasts are perceived as a way to improve English-speaking skills, corroborated by previous research. On the other hand, it is recommended to apply podcasts in other settings and for a longer time to get more findings, as it is this research's limitation. More details can be read in chapter V.

Finally, a proposal is set to support teachers in implementing podcasts. The project consists of a carefully designed guide that allows educators to teach how to create podcasts from apps. All the information can be found in chapter VI.

1.2. Justification

The Ministry of Education of Ecuador set the exit profile in which BGU (General Unified Baccalaureate) students are expected to graduate with a B1.2 level of English in regards to CEFR (Ministerio de Educación, 2016). Although the profile regulates all schools, students of Ecuadorian public schools do not use English to communicate orally. As a result, they are not graduating with the required B1, and teachers struggle to use the EFL curriculum (Sevy-Biloon et al., 2020).

A study conducted by Acosta and Cajas (2018) shows that even when most teachers mention they use a communicative approach, in real life, it needs to be applied correctly as several factors affect listening (e. g. poor input), which is the basics for speaking. Moreover, EFL teachers' topics are not exciting or related to the Ecuadorian background context, which makes students figure out "that is not directly associated to the learners' daily lives and reality" (Sevy-Biloon et al., 2020, p. 279). On the other hand, Horwitz et al. (1986) explain that anxiety is the main factor that does not let a learner speak another language. For this reason, communicative strategies and suggestopedia are being used to lower students' anxiety.

There needs to be more research on how some strategies, such as cooperative learning or other techniques, improve students' speaking levels. No scientific evidence of research conducted in Ecuador concerning teaching the skill has been found (Gonzalez et al., 2015).

Examining the school context with a quantitative approach involving students and teachers can determine some factors that affect the level of speaking in students. Consequently, teachers interested in improving their students' speaking levels will benefit as they feel more motivated to communicate orally with their peers, teachers, or even out of school. Finally, this project will benefit public school students and those who attend private institutions as it can be extended.

1.3. Objectives

1.3.1. General

- To determine the perceptions that students have with the use of podcasts to improve their speaking skills.

1.3.2. Specific objectives

- To analyze the theoretical framework related to the creation of podcasts to develop speaking skills.
- To apply podcasts in speaking assignments.
- To determine the perceptions that students have after using podcasts in speaking assignments.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Investigative Background

Podcasting has been used in learning foreign languages for years. There have been investigations on its effectiveness in enhancing language skills. These findings will be explained below.

In a study by Lord (2008), 16 students learning phonetics in Spanish in the United States demonstrated some degree of improvement in their pronunciation after using podcasts. In the experiment, the participants worked in small groups to upload podcasts after receiving feedback. They had to check their peers' podcasts and give feedback. Ultimately, they enhanced using tongue twisters and reflections on peer feedback.

This investigation is related to the study because of the sub-skill of speaking. The application of podcasts helps learners improve their pronunciation. Additionally, the study suggests using peer feedback in small groups, which leads students to interact and learn from others. Even though the experiment was applied in Spanish, foreign language levels and skill competencies are similar.

Abdous et al. (2009) researched the use of podcasts in language and literature courses at an American college. The findings revealed an enhancement in students' study habits and language skills. The same authors investigated the effects of podcasting in academic language settings. The investigation showed that podcasts improved learners' writing, reading, and speaking skills in Italian and French.

In this research, students showed improvement in their speaking skills. Even when the experiment was conducted in other languages, it was related to learning foreign languages. Thus, the findings suggest the application of podcasts in English-speaking as well.

Abdous et al. (2012) made a comparison with several podcast applications in 27 college courses in a second language over three years. In one of the groups, podcasts were introduced to the curriculum, whereas in the other group, they were applied as complementary materials to the course. There was a more substantial impact on the grades of the second group.

According to this study, podcasts improve academic performance. The application of podcasts in the experimental group demonstrated an academic enhancement. In other words, podcasting helps learners when conscious of their use. Nonetheless, other aspects of podcast use should be considered in academic settings.

Furthermore, Istanto and Indrianti (2011) researched at the University of Singapore to determine how podcasts improve learners' learning experiences. The findings pointed out that this tool improved students' listening skills, grammar competence, and general knowledge of the target language, which leads them to be effective in education.

The study is relevant to this research because of its application. Listening and grammar are considered skills that an EFL learner should acquire. Besides, listening affects the quality of input a learner has when learning a foreign language. Integration of these elements and speaking should be done to determine other aspects of podcast production.

Bustari et al. (2017) found that podcasts enhance students' performance in speaking English. They conducted a study in which 30 students participated. The research aimed to measure fluency and pronunciation after using podcasts. They applied a pre and post-test to compare learners' scores once they recorded audio. In both assessments, the participants showed increased fluency and pronunciation development. The researchers also suggested using podcasts that are already available on the internet to support students in class.

The research is closely related to this work. Its findings mentioned fluency and pronunciation, which are relevant to speaking skills. According to the study, podcasts

enormously benefit students' pronunciation and fluency. This is a fact that has to be considered to move on to the literature review.

A study by Kang (2016) evaluated the students' creation of podcasts and their effect on oral performance. The participants showed enhancement in their grammar accuracy, self-awareness, and fluency. The experimental group improved the use of the third-person singular after using podcasts. Besides, they were able to create a more understandable speech and decrease the number of mistakes they made when speaking. Therefore, podcasts enhanced their speaking learning outcomes.

The results of this research are important to the process of the study. Students created their podcasts to reveal the enhancement of oral skills. Accuracy and grammar are relevant components of speaking production. These elements are added to the research. However, there are other elements to consider in speaking production.

Yeh (2021) experimented with the effects of podcasts on students' English-speaking skills. In the experiment, Taiwanese college students participated in a six-week podcasting class. They had to give their peers feedback and record a final version of the audio materials. The results revealed a significant improvement in speaking fluency and accuracy. In addition, the participants reported their perceptions through a reflection paper in which they pointed out the advantages and difficulties of podcasting.

This research proposes a quick guide to podcast applications. Its findings are relevant to the theory because it provides samples of podcasts, stages of the application table, and a procedure to carry out the investigation. Moreover, it focuses on fluency and accuracy, which are elements of speaking production. Nevertheless, this study analyzes the effects of podcasts on speaking rather than students' perceptions quantitatively.

Teachers need to teach their students how to communicate with each other. Computer technology is considered a support and motivation for learning a language (Ahmadi, 2018). It has changed traditional teaching into a more student-centered approach (Lee,

2011). There are some ways to facilitate the autonomy of students. The computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) are considered adequate for developing students' skills independently (Benson, 2004). In MALL, many tools assist learners in speaking a non-native language, allowing them to connect with people worldwide (Bustari et al., 2017).

Technology provides opportunities to develop English as a second and foreign language (Haswani, 2014). It promotes students' success in the acquisition of the language. It supports teachers with materials and resources, such as "the use of web-based language learning programs, innovative presentations software, dictionaries, chat functions and emails, and computer-assisted language learning programs (Altun, p. 228, 2021). Additionally, these resources become rich linguistic input that enables students to be exposed to audiovisual materials to interact with others (Starkey et al., 2021).

The use of technology is increasing, as it is necessary and gives opportunities to learn a foreign or second language (Haswani, 2014). During the Covid pandemic, technology became a support to teach and learn English from home (Starkey et al., 2021). Despite its development, education must prepare to face educators' challenges in using technology (Reimers & Schleicher, 2020). For these reasons, analyzing the perceptions of podcasts as an educational tool is convenient.

2.2. Independent variable

2.2.1. Use of Podcasts

Podcasts have been used more intensively worldwide in the last decades. Podcasting is a fast-growing tool that allows broadcasting information, as it is audiovisual online material (Holtz & Hobson, 2007). It is a "recorded audio/video file uploaded to a website, so the website users can download freely and listen to it later" (Bustari et al., 2017, pp. 98-99). Deal (2007) adds that these episodes have a feed for listeners to subscribe to and receive new episodes automatically. Bustari et al. (2017) mention that

podcasts consist of authentic material teachers can use to promote a good attitude and motivation.

In other words, podcasts allow students to have "direct input that leads to interaction" (Koçak & Alagözlü, 2021, p. 29). Furthermore, teachers assign podcasts to enhance students' cognitive and social skills (Armstrong, Tucker, & Massad, 2009). Koçak and Alagözlü believe learners should be motivated to make their podcasts. Therefore, it is convenient to analyze students' perceptions when developing podcasts and their effects on speaking skills.

2.2.1.1. Podcasts and Students' Speaking Skills

When it comes to EFL learning, podcasts enhance speaking skills (Hikmah, 2021). According to Pusvita et al. (2022), students feel more motivated to speak when they listen to podcasts. Podcasts enhance students' pronunciation, grammar, fluency, and accuracy (Bustari, 2017).

Students exposed to podcasting can imitate the pronunciation and grammar structure to use them in conversations (Pusvita et al., 2022). In Pusvita et al.'s research, the participants could practice English by imitating the accent they heard from the podcast. Additionally, they learned how to pronounce the words correctly by listening to the audio materials.

Yeh's (2021) findings revealed that students initially struggled with pronunciation. However, they improved their pronunciation awareness after using podcasting to practice and do self-correction. Similarly, Bustari et al. (2017) conducted a study in which 30 students participated. The researchers suggested using podcasts that are already available on the internet to support students in class. Bustari et al.'s research aimed to measure fluency and pronunciation after using podcasts. They applied a pre and post-test to compare learners' scores once they recorded audio. In both assessments, the participants showed an increment in their fluency and development in their pronunciation.

Safdari and Fathi (2020) state that fluency and accuracy indicate EFL students' speaking performance. The use of podcasts helps students speak English accurately (Pusvita, 2022). In fact, learners who use podcasts significantly improve their accuracy (Dianithi, 2017). On the other hand, students listen to podcasts for entertainment, boosting their fluency (Pusvita, 2022). Additionally, the development of podcasts makes students decrease their pauses while telling stories (Yeh, 2021). Furthermore, in Yeh's research, the participants raised their speaking error awareness. First, they had to face learning difficulties when developing the audio recordings. Second, the learners had to monitor their learning by increasing their error detection through peer review. As a result, they were more fluent and accurate in the podcasts they recorded (Yeh, 2021). In another study, the participants showed engagement when working in podcasts alone, as they took time to think about the correct sentence structure, vocabulary, and grammar (Phillips, 2017).

2.2.1.2. Listening and Speaking Integration in podcasting

In addition to speaking, students improve their listening skills by using podcasts (Abdulrahman et al., 2018). According to Shafiee and Salehi (n.d.), EFL teachers cannot separate speaking from listening skills, as they are supplementary and harmonious with one another in the learning process. Ramli and Kurniawan (2018) pointed out that the use of audio recordings does benefit not only learners' speaking skills but also their listening comprehension. Based on research, EFL students improve their listening skills by using podcasts (Ashraf et al., 2011). In addition, Ramli and Kurniawan (2017) found that students' listening is improved through podcasting their interests. Thus, the audio recordings enable students to be engaged in exciting and enriching input. Abdulrahman et al.'s research revealed that the effectiveness of podcasts in improving students' listening skills depended on the teachers' technological skills. Therefore, teachers should have enough technology competence (Abdulrahman et al., 2018).

2.3. Dependent variable

2.3.1. Students' perceptions when developing podcasts

There have been several studies on reactions when students develop podcasts. Some of them demonstrate positive outcomes, such as interest, motivation, and adequate learning support (Abdulrahman et al., 2018; Chan et al., 2011; Darwis, 2016; Dianithi, 2017; Gill, 2022; Nova, 2022; Phillips, 2017; Ramli, 2018; Rodero, 2012; Scutter et al., 2010; Spies, 2011), whereas other studies show negative perspectives on the use of audio recordings (Darwis, 2016; Haryatu & Mat, 2013; Korucu-Kis & Sanal, 2020; Marbun, Sari & Saadilah, 2021; Monk, Ozawa & Thomas, 2006; Nova, 2022; Phillips, 2017; Stiffler, Stoten & Cullen, 2011). According to Rosell-Aguila (2007), the first studies conducted on podcasting were developed to determine learners' points of view toward it. The results of the studies will be explained below.

2.3.1.1. Positive perceptions on Podcasts

Students should be interested in the content they are studying (Holmes, 2018). Podcasting provides students with authentic materials presented in tasks and activities that interest learners (Abdulrahman et al., 2018). Chan et al. (2011) conducted a study on students' perceptions when using podcasts at a Singaporean University. The research aimed to supplement classroom instruction of Chinese and Korean foreign languages. Chan et al. employed an interview to determine students' perceptions when using audiovisual materials. The results revealed that students had a positive attitude towards podcasts, as they demonstrated interest in podcast-based learning.

Additionally, Nova (2022) revealed that podcast utilization has positive reactions. The students who participated in Nova's research mentioned that the activity of audio recording is exciting and funny. They added that the resource allows them to practice speaking rather than just writing a paper, which leads them to boredom. On the other hand, Spies (2011) mentions that learners enjoy listening to podcasts, which allows them to learn with additional resources. Similarly, Dianithi (2017) suggested that

teachers use podcasts to engage learners in employing technology and keep them interested in the class.

Motivation influences students when they are learning (Purnama et al., 2019). Spies' (2011) findings show that podcasts have a positive effect on the motivation of learners. According to her study, students reported that the contents of podcasts aroused their curiosity and engaged them with the topic. In addition, Nova (2022) conducted a research study that concludes that online podcasts motivate students to learn English better. Forty-seven students participated in this research. They stated that podcasting allows them to practice speaking English, especially fluency, accuracy, and pronunciation. Additionally, they admitted that audio recording led them to improve their speaking in public. Furthermore, Phillis (2017) states that when students produce podcasts, they feel motivated, and this resource can be integrated using a course plan. Similarly, Ramli (2018) found that podcasting is helpful for creating tasks that students perceive as motivating and attractive. In these activities, learners are involved in listening to specific information about problems that the speaker in the podcast has. Then, they discuss and find solutions with peers, making them practice speaking. The results show students' engagement in the tasks.

Podcasts support students' learning when developing tasks (Scutter et al., 2010). A study by Darwis (2016) found that learners who use podcasts perceive them as valuable tools for learning English. His study aimed to investigate students' perceptions of podcasts when learning English. The findings revealed that students like podcasting, as it supports their learning of English. Moreover, podcasts' topics and comprehensible input boost the students' interest and make learning more exciting. Rodero (2012) found that audio recordings are more effective input than listening to others in a class. The scholar expresses that dramatic stories or dialogues that are listened to by using podcasts tend to involve and engage listeners compared to those that a single person narrates. Gill (2022) adds in her study that students who constantly listened to specific episodes felt more connected and empathetic, which led them to comprehend different perspectives. Similarly, Phillips' (2017) research revealed that students feel podcast assignments improve their language skills. Consequently, students perceive

audiovisual materials as authentic resources for learning English (Abdulrahman et al., 2018).

According to research, despite most positive reactions, podcasting also has negative perceptions (Nova, 2022). Nova affirms that the adverse reactions are mainly because of the obstacles students face when developing the audio materials.

2.3.1.2. Negative perceptions on Podcasts

The creation of podcasts needs technological experience (Fernandez et al., 2015); otherwise, it can be challenging (Nova, 2022). In Nova's study, a few participants admitted that recording audio online is challenging, as they do not have enough experience to use this technology, which becomes a barrier in creating podcasts. Darwis` (2016) findings demonstrated that students faced some issues when developing podcasting. In Darwis' research, the participants did not have enough information on how to use smartphones, other gadgets, or the internet, which limited them. Marbun et al. (2021) corroborated that internet access and software use were the main problems the participants in their research faced. These studies support that learners require technical training and assistance (Lee & Tyan, 2008).

Podcasting is perceived as time-consuming (Phillips, 2017). In Phillips's findings, learners said they enjoyed creating podcasts, but it required too much time. As a result, they prefer traditional assignments. Darwis (2016) found that long podcasts require time to download, which leads students to lose focus and boredom. In contrast, Crow (2009) revealed that students struggle with their first podcast but think the second one is easier to create. Similarly, Phillips (2017) corroborates that the second podcast is less time-consuming than the first one. In Forbes' (2015) research, there was no issue with time management, as students had technical support.

In addition to time management, some students dislike podcast content (Darwis, 2016). Darwis found that some students have differing views on the contents of the podcasts due to a variety of online resources. Monk et al. (2006) researched at a Japanese university where they determined that some audio materials were not targeted and

lacked a design that fulfilled the students' interests. Furthermore, another study by Stiffler et al. (2011) revealed that learners think texts are more comprehensible than audio recordings.

Asyasyfa et al. (2019) state that students who learn a foreign language usually feel anxious due to their lack of proficiency. In Nova's (2022) study, students had to cope with anxiety when developing podcasts because the recordings were developed in real-time, and they did not have an opportunity to cut or make mistakes during the event. Additionally, the participants mentioned that their lack of English competence made them afraid of not being fluent and accurate enough when recording their podcasts. Similarly, Phillips (2017) reported that students who had never created a podcast before experienced anxiety, as they were unfamiliar with the resource and feared speaking English. The participants in her study mentioned feeling stressed and perceived the task as too big to do. In contrast, Korucu-Kis and Sanal's (2020) findings revealed that learners experience anxiety in oral production initially; however, after using podcasting, anxiety is lowered. Another study adds that, in terms of anxiety, there is no representative difference between students who have to make podcasts compared to those who do not (Haryati & Mat, 2013).

2.3.1.3. Students' acceptance when using podcasts

Research demonstrates that students accept podcasts positively (Hikmah, 2021). Several findings will be discussed based on vocabulary learning, how the podcasts are perceived, the reduction of EFL anxiety, autonomy, and their acceptance.

Podcasts allow students to learn new vocabulary (Pusvita et al., 2022). According to research, students who were exposed to podcasting showed they gained more vocabulary (Putman & Kingsley, 2012). Putman and Kingsley's findings revealed that podcasts helped learners acquire and consolidate vocabulary at their own pace. Another study concluded that most students agreed that podcasts helped them expand their vocabulary in English (Farshi & Mohammadi, 2013). Phillips' (2017) findings add that the audio recording materials allow learners to use vocabulary in context. Similarly, Ghoorchaei et al. (2021) observed that learners reported a higher

understanding of vocabulary through listening to podcasts, which helped them develop sharp ears for speaking. The participants in Ghoorchai's research stated that they could understand a more challenging vocabulary after using podcasts.

Students consider podcasting a helpful tool for learning English (Pusvita et al., 2022). Gill (2022) observed that students with questions supporting the comprehension of podcasts can understand audio recordings more easily. The participants of Gill's research accepted podcasts as a new way to get information. Also, podcasts provide students with information about assessment in EFL classrooms (Sutton-Brady et al., 2009). Sutton-Brady et al. researched that podcasting allows learners to access to content related to what they will be assessed. The study participants demonstrated engagement with audio recordings compared to other traditional readings.

Frequently using podcasts reduces students' anxiety about speaking English (Yeh, 2021). In order to avoid mistakes, students tend to repeat and correct themselves when they record podcasts (Hikmah et al., 2021). To Hikmah et al.'s findings, learners could not speak English well because they perceived it as complicated, but after using podcasts, they gained more confidence. According to Yeh (2021), learners practice reading scripts several times before recording them. This metacognitive strategy takes place through self-reflection and regulation to improve confidence and reduce speaking anxiety (Yeh, 2021).

Podcasts promote the autonomy of students' learning when they have enough guidance (Cross, 2014). Masudul and Bee (2013) found that students who develop podcasts benefit from learning independently. Yeh (2021) also observed that when students make podcasts, they develop autonomous learning abilities and professional knowledge. In Yeh's study, the participants had to find solutions to overcome obstacles while making podcasts, such as searching for vocabulary. Another study conducted by Alfa (2020) revealed that students employ podcasts to practice speaking independently outside the classroom.

Students prefer podcasts to other materials (Pusvita et al., 2022). Darwis' (2016) findings revealed that students accept the implementation of podcasts in class. Short

and exciting podcasts motivate students to learn English through these resources in future lessons (Farshi & Mohammadi, 2013). Hihmah et al. (2021) researched that learners agreed that podcasts help them learn English and looked forward to using the audio materials as an alternative tool. They are willing to apply podcasting in English teaching and learning.

2.4. Other critical theories for podcasts application

2.4.1. The Natural Approach

The Natural Approach is a method proposed by Krashen and Terrel in 1983. Herrera (2011) defines the approach by using four principles. First, comprehension precedes production. Second, if allowed to proceed naturally, language production occurs in stages. Third, communication goals should be the guide for instruction. Finally, interactive communication activities should be designed to reduce the affective filter. These principles are the basics of Krashen and Terrel's theory (1983).

There is research that proves the Natural Approach is an effective language learning method (Amiruddin & Jannah, 2022). Additionally, the Natural Approach is supported by five hypotheses of learning a second and foreign language (Krashen & Terrel, 1983).

The hypothesis of *learning and acquisition* states that second or foreign language development comes from two different sources: acquisition and learning (Krashen & Terrel, 1983). Language is acquired through an unconscious process, comprehensible input, and in a natural way, through interaction (Herrera, 2010).

The hypothesis of *natural order* mentions that mistakes are common in language learning; however, they often go away on their own (Herrera, 2010). Krashen and Terrel (1983) emphasize that a teacher should not correct the use of the simple present third person singular of a student that is first learning how to use it since the learner will be able to apply the grammar rule correctly at higher levels through practice.

Herrera (2010) concludes that educators should avoid error correction of students when producing the language.

The natural approach motivates teachers to use adequate monitoring in classes (Herrera, 2010). According to Krashen and Terrel (1983), students have a moment in which they use conscious grammar in case they know the rules, but this is done more in written work, not in oral communication activities in class. Therefore, the only way to gain fluency in the other language is by listening to and using English in meaningful contexts (Amiruddin & Jannah, 2022). According to Herrera (2010), learning a language helps individuals to self-monitor and correct their production. This is known as the *monitor hypothesis* (Krashen & Terrel, 1983).

The *input hypothesis* states that developing language acquisition in the classroom might become a place where students can obtain comprehensible input (Krashen & Terrel, 1983). Likewise, speaking is not basic to language acquisition (Amiruddin & Jannah, 2022). This hypothesis emphasizes that teachers should focus on activities that promote listening and reading to teach to speak another language; as a result, speaking will flow naturally (Herrera et al., 2011).

The *affective filter hypothesis* is another of Krashen and Terrel's Natural Approach principles (1983). Students who learn a second language are aware that they cannot communicate as native speakers (Herrera, 2010). Thus, students get frustrated by saying the wrong things and making grammatical or pronunciation errors. This phenomenon causes stress and anxiety and is known by Krashen as an affective filter (Krashen & Terrel, 1983). For this reason, Herrera (2010) mentions that if students feel comfortable in their learning environment and know that their linguistic efforts will be achieved with support, they may be more capable of facing risks in language production. However, Krashen and Terrel (1983) argue that there is probably no method that successfully removes the affective filter altogether. The natural approach tries to keep the filter as low as possible (Amiruddin & Jannah, 2022).

2.4.2. Communicative Language Teaching (CLT)

Teachers applied methods in which their students had to translate texts into English some decades ago (Herrera et al., 2011). Communicative Language Teaching (CLT) appeared as a response to modifying conventional grammar teaching methods (Rambe, 2017). In this part of the research, the principles of CLT and some teaching and learning activities will be analyzed.

Larsen-Freeman (2000) describes some CLT principles. The main principle of this method is that conversation takes place everywhere as long as there are speakers (Macaulay, 2011). First, teachers who use this method want their students to use the target language to communicate. Dos Santos (2020) states that the CLT approach goal is to support students in handling the communication skills of the target language. This approach is student-centered and oriented to situations where learners can develop language skills through practice (Da Silva & Bittencourt, 2015). Additionally, Rambe (2017) explains that CLT advocates that teachers should support their students in language use rather than in understanding how the language works. Thus, learners need linguistic, meaning, and function knowledge and choose the appropriate form to negotiate meanings.

In CLT, teachers facilitate the communication that takes place mainly among students. Therefore, students are more responsible for learning (Rambe, 2017). For Rambe, communication occurs when the speaker has the opportunity to choose the information to respond in the way they consider appropriate. After the interaction, both speakers should give feedback to one another to communicate effectively. Furthermore, teachers should use authentic materials to facilitate the interaction of students in pairs or small groups. Students' role in CLT is to communicate, as it motivates them to learn and promotes cooperation and independent learning. Finally, in this method, students work on all four skills (reading, writing, listening, and speaking) that take place through the negotiation of meanings. Mainly, they develop their discourse competence.

The CLT teaching and learning activities are done with a communicative purpose (Rambe, 2017). Some communicative activities are games, role-plays, and group discussions. Maryam's findings (2020) revealed that games make students develop their speaking ability. Moreover, the author mentions that students have more opportunities to speak in group games, which makes them feel engaged. Particularly, *shopping list* is a game that allows students to work actively with their peers to sell and buy products as quickly as possible and get a reward (Maryam, 2020). On the other hand, role-plays in CLT allow students to represent characters in different situations and can be performed through drama (Rambe, 2017). Drama performance leads students to develop fluency, as they are fearless in speaking when acting out a role (Rahmatillah, 2019). Lastly, the use of discussions in class consists of the arrangement of small groups to develop a communicative task (Rambe, 2017). The activity supports students in the development of speaking fluency. Despite CLT activities' benefits, Zimba and Tibategeza's (2021) findings revealed that teachers and students face difficulties in their implementation, such as lack of materials, fear, time management, noisy class, and mother tongue interference. Zimba and Tibategeza point out that teachers are responsible for the teaching and learning process, and they should be prepared to overcome these challenges to ensure communicative goals achievement.

In conclusion, CLT allows students to be active protagonists in their learning. In this approach, teachers are facilitators, whereas students are communicators. To apply this method, the use of technology in EFL classrooms can boost CLT activities.

2.4.3. Speaking skill and its components

Learning how to communicate with other people worldwide is necessary (Samad & Fitriani, 2016). According to Hussain (2018), many languages are only spoken and have no written forms. Additionally, people usually learn a language through speaking after listening to sounds, words, and other input from the social context (Anuradha et al., 2014). Speaking is the interaction of people by using verbal and nonverbal symbols to build and share meaning (Ilham et al., 2020). Learning to speak a language is a practical and natural way to develop fluency (Hussain, 2018). The components of speaking will be explained below.

To teach speaking, educators should consider the components of this skill (Ilham et al., 2020). These components are the basics for the assessment of oral production. Brown (2003) revealed the five components necessary to assess speaking skills. First, *grammar* allows speakers to use structures to communicate accurately in oral and written forms. *Vocabulary* advocates that speakers should have sufficient words to express their ideas. Additionally, *comprehension* requires language users to be able to understand and respond to situations. On the other hand, speakers should have clear *pronunciation* when they communicate thoughts. To do this, they have to be aware of phonological patterns. Finally, *fluency* includes an accurate speaking pace with few hesitations or pauses.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This research work evaluated the perceptions of using podcasts in students' speaking assignments. First, the literature review was done to achieve the first specific objective. The main insights are explained in chapter II. Additionally, to determine students' perceptions of podcasting, a survey was given to students to assess their acceptance level after using podcasts in speaking activities.

The variable to determine students' perceptions of using podcasts to improve their speaking skills is dependent. The independent variable is *the use of podcasts*. On the other hand, the dependent variable is *the perceptions that students have to improve their speaking skills*. Both variables are explained in the research.

3.1. Location

This study was carried out at an Ecuadorian private school in Portoviejo. The school is well known for its high educational standards. The students of this institution are middle class. They have access to internet devices, projectors, and other media. The school has 507 students. Most students of this school are at the elementary school level. However, middle school has three levels (8th, 9th, and 10th grade). The weather in the area is mostly warm.

3.2. Equipment and materials

It was necessary to apply surveys to students to measure their acceptance of the podcasts proposed to develop the research work. The surveys were created on Google Forms and were handed out to the participants through a link. A laptop was used to display the surveys and their objectives on the projector of the school. Students were asked to use their gadgets to scan the QR Codes and access the surveys. Additionally, they were assisted in comprehending the questions and parameters of the survey.

3.3. Research type

The study constitutes a part of the quantitative approach because collecting numerical data is necessary due to the scores that students demonstrate during the Likert scale evaluation (Creswell, 2015). In this way, a comparison of the results with statistical tables or figures and a quantitative interpretation can be established to determine whether students have positive or negative perceptions of podcasts. Additionally, the students supported the teacher during the podcasts assignment and surveys.

Due to the nature of innovation, the study was exploratory in scope. Exploratory studies allow the researcher to become familiar with a topic that is little or not investigated in a particular context (Sampieri, 2014). In this way, podcasts in EFL teaching require prior research to be applied later. In addition, it must be proved to expose students to it and determine their perceptions. Furthermore, podcasts can also be used in other schools. However, this situation, like all of the exploratory scope, represents a “risk” because podcasts may be positive in students’ perceptions of teaching and be an example for EFL teachers or be discarded due to their perceived negative points.

3.4. Hypothesis testing

3.4.1. Main research question

What are the students’ perceptions of podcasts to enhance their English-speaking skills?

3.4.2. Alternative hypothesis

There is an association between podcasting and perceptions of speaking skills enhancement.

3.4.3. Null hypothesis

There is no association between podcasting and perceptions of speaking skills enhancement.

3.4.4. Dependent variable

Students' perceptions of their English-speaking skills.

3.4.5. Independent variable

The use of podcasts in assignments

3.4.6. Secondary research questions

What theories are relevant to students' perceptions of using podcasts?

What is the students' level of acceptance after developing podcasts?

Do students perceive they enhance their speaking skills after using podcasts?

3.5. Participants and sample

The sample of this research is the experimental group. In the study, 15 students participated in the production of podcasts, of which 53.3 % participants are male and 46.7% female. 12 students in the experiment were over 13 years old (80%), whereas 3 (20%) were 10 – 12.

All of the participants mentioned that they have internet access, although under the supervision of their parents. The participants of the study are middle class according to the school fees. The students are at the A2 level of CEFR (Common European Framework of Reference for Languages) based on the book level that they are using.

3.6. Data collection

In order to get the research started, several steps were slightly followed. First, a Likert scale was used through a survey. The Likert scale determined whether the students' perceptions after using podcasts were positive or negative. According to Sullivan and Artino (2013), Likert scales are created by educators to group items into a survey scale. After that, teachers have to calculate the scores, and they will get results on levels of motivation, satisfaction, and confidence in a specific field or topic. The research was

conducted on a Likert scale on perceptions towards podcasts that were adapted to the situation (Pusvita et al., 2022). In this way, the research got the expected outcomes.

For the experiment's procedure, a study conducted by Yeh (2021) was considered due to its relation to the topic. Therefore, all the participants received the same instructions and contents of podcasts provided by the same teacher for 10 hours every week. In the first stage, permission to apply for the project was required from the school principal. Subsequently, the surveys were applied to determine students' perceptions of audiovisual materials, which are closely related to podcasting. These surveys were done in Spanish to avoid misunderstanding due to the diversity of levels in the group. This collection aimed to have an idea of their thoughts and background experience on the use of technological tools, as well as to be tested. The surveys were elaborated using a Likert scale from totally agree, agree, slightly agree, disagree, and totally disagree to measure the learners' perceptions. In the second stage, three podcasts were displayed to students to understand what a podcast is and how it works. After watching the three episodes, students created a podcast on a topic of their choice on the Anchor app and sent its link to the teacher. In the third stage, the participants listened to the podcasts, had to give feedback based on the assessment rubric (see table 4), and had discussions on how to improve that podcast in terms of communicative patterns, such as grammar, word use, pronunciation, intonation, confidence, and content. In the fourth stage, the students had to make another podcast based on their peers' assessment on the Anchor app. After that, the students took another survey on their perceptions after using podcasts. The survey was also written in Spanish to help students' comprehension.

Table 1

Procedures of the Experiment

Stages	Research stage	Activities
1	Preparation	Permission and authorization Survey administration
2	Planning stage + Monitoring	Podcast-making instructions Analyzing three podcasts

		Podcast creation
3	Evaluation stage + Revision stage	Revision of the podcasts Peer-feedback and self- reflection on the podcast created
4	Post-intervention + Reflection	Creation of final podcast Application of surveys

Note. Adapted from *Effects of podcast-making on college students' English speaking skills in higher education*, by H. Yeh, 2021, p. 2850. Copyright 2021 by Association for Educational Communications and Technology.

3.7. Data processing and statistical analysis

The data in this research included the participants' survey results and podcast recordings. This study carried out an experimental design, which identifies the independent and dependent variables to determine how the randomization and statistics of an experiment were conducted (Kirk, 2009). The survey's items were tested through a reliability test in the study. Karl Pearson (1857–1936) invented the Chi-square hypothesis test, which aims to test how the observed distribution fits with the expected results and to test the no-association hypothesis of criteria (Singhal & Rana, 2015). The Chi-Square test uses the formula below:

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

In this case, the relationship between perceptions of speaking skills enhancement and podcasting was tested by using several steps. First, the researcher created a contingency table to illustrate the number of responses to the survey. Then a table of observed frequencies was made to show the percentages of the responses. After that, a calculation was made to determine the table of expected frequency values (Anderson et al., 2018). Finally, the Chi-square table was calculated using the mentioned formula. The findings revealed the following data (see Table 2).

Table 2*Chi-Square Data Per Items*

Criteria	Chi-Square values					Total
	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree	
I feel that my ability to speak English got better after using podcast	1,13	1,07	2,91	0,01	0,47	5,59
Using podcasts I learn to speak English more easily	1,13	0,03	0,00	1,63	0,47	3,27
I find it difficult to create podcasts	0,02	0,36	0,78	0,60	0,61	2,37
Using podcasts I don't feel afraid or nervous when I speak English	7,25	0,03	0,00	2,13	0,47	9,88
Podcast activities are interesting	7,25	0,07	2,55	0,35	0,47	10,68
After using podcasts, I feel it's easier to use grammatical structures when I speak.	1,13	1,07	2,91	0,01	0,47	5,59
I learn more vocabulary in English when I use podcasts	0,66	1,07	0,22	0,01	0,61	2,57
My confidence in speaking English improved after using podcasts	0,02	0,36	0,13	1,63	0,61	2,75

After using podcasts, I feel like my English pronunciation has improved.	1,13	0,07	0,59	3,85	0,47	6,11
After using podcasts, I feel like I'm more aware of my mistakes when I speak English	0,02	1,25	0,13	0,60	0,47	2,46
After using podcasts, I feel that my fluency in speaking English has improved.	1,13	0,07	0,13	1,63	0,47	3,43
After using podcasts, I feel like my ability to talk about something I've heard or read has improved.	0,02	0,07	0,00	0,01	0,47	0,56
Feedback from my peers after using podcasts helps me improve my speaking	1,13	2,40	0,59	0,60	0,61	5,34
I would like to continue using podcasts for my learning	0,66	0,03	0,59	0,60	13,75	15,64
I recommend the use of podcasts to improve speaking skills	0,02	1,25	0,00	2,13	0,47	3,87
Total						80,11

Note. The value of 80.11 was a reference to be contrasted with the critical value to accept or reject the null hypothesis.

The researcher used the critical value formula below to test the null hypotheses (Anderson et al., 2018).

$$Gl = (r - 1) (c - 1) =$$

According to the formula results, the null hypothesis is rejected, as the critical value is 23.68. The theory says that the critical value has to be lower than the Chi-square value (80.11), which is clearly shown (Anderson et al., 2018). Therefore, there is an association between the perceptions of students regarding the use of podcasts and the parameters proposed. Finally, Cramer's V formula of the Quotient Rule was used to demonstrate a relation among the studied variables. The results revealed a moderate relation, as the value is 0.298 (Anderson et al., 2018). The Quotient Rule uses the formula below.

$$V = \sqrt{\frac{\chi^2}{(N)(\min r - 1, c - 1)}}$$

Additionally, Laplace's rule of succession was applied to select a random sample and reduce inductive reference (Zabell, 1989). The rule uses the following formula.

$$P(A) = \frac{n(E) + 1}{n(S) + 2}$$

$$P(A) = \frac{15}{28} = 0,54 = 54\% \text{ of probability}$$

3.8. Variables and results

Because this research is an exploratory study, it requires an experimental design that focuses on manipulating the independent variable to get the expected or different results in the dependent variable (Sampieri, 2014). In this respect, the independent variable is the application of podcasts in speaking assignments to teach English, and the dependent variable would be students' perceptions of their speaking skills. From the first week, the teacher who works in 8th grade socialized podcasts to have their

students understand how they work. After the explanation, the teacher applied the audio podcasts described in the theoretical framework for two weeks. Likewise, the students' perception of podcasts was measured with a Likert scale that allowed them to obtain reliable results.

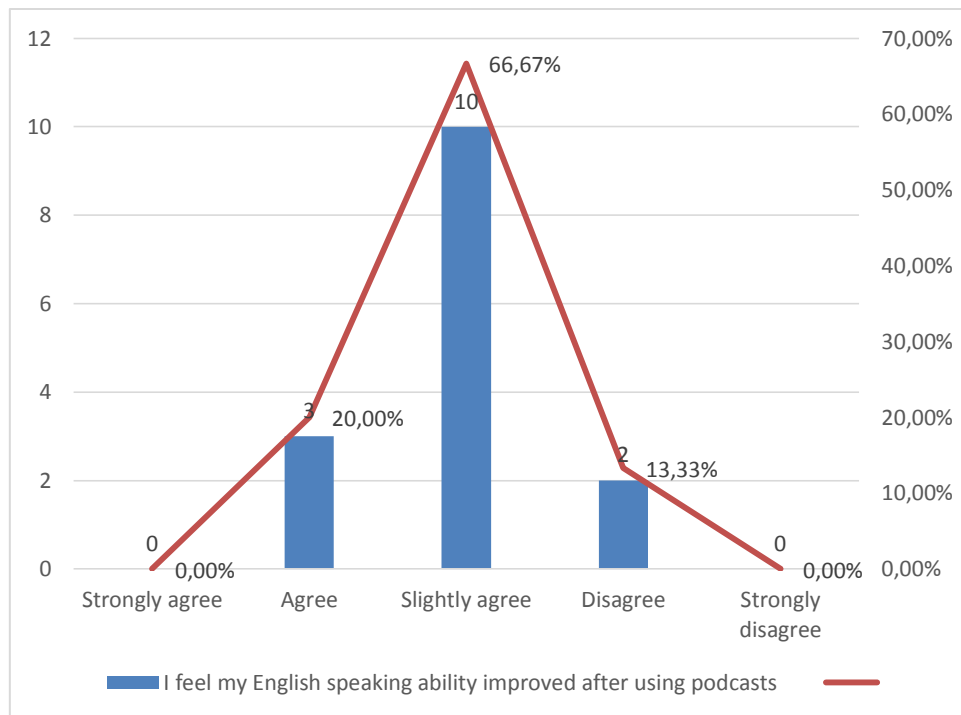
CHAPTER IV

RESULTS AND DISCUSSION

This research section will present the overall findings, focusing on students' perceptions of using podcasts to enhance their English-speaking skills.

Figure 1

Perceptions on speaking skill enhancement.

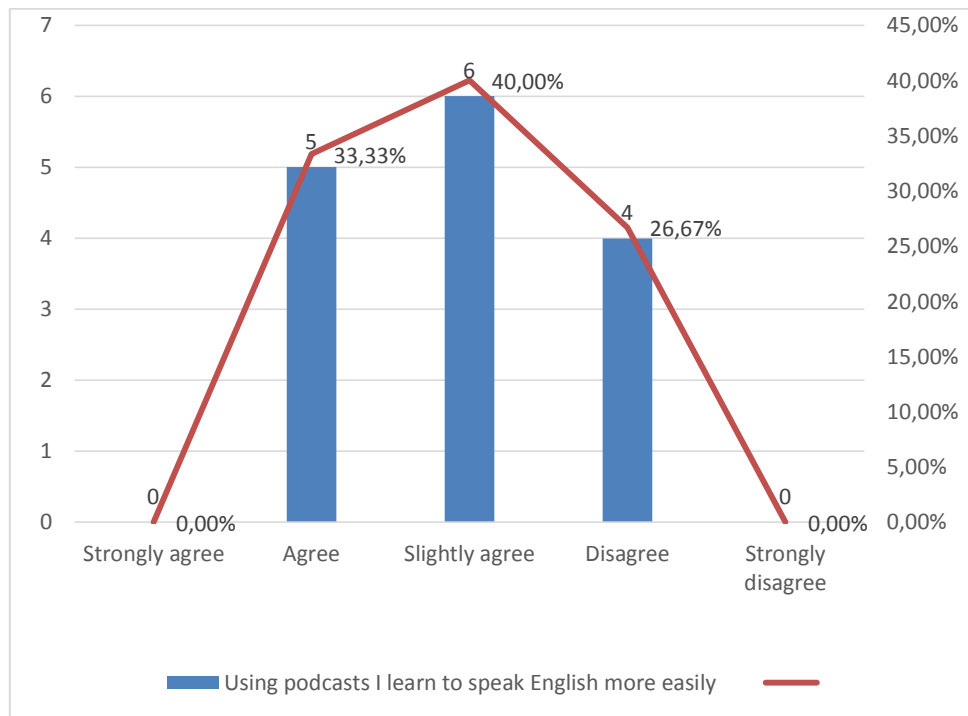


Note. Students do not answer “strongly agree” or “strongly disagree” in this item.

Figure 1 shows the perceptions of podcasts in speaking enhancement. The highest response from students is that 66.7 % “slightly agree” and 20% “agree.” Hikmah’s findings (2021) revealed that podcasting improves students’-speaking skills. However, a minority of 13.3 % disagrees with that thought. These results guide teachers to think that they can apply podcasts to have their students improve their English-speaking skills.

Figure 2

Use of podcasts to speak English

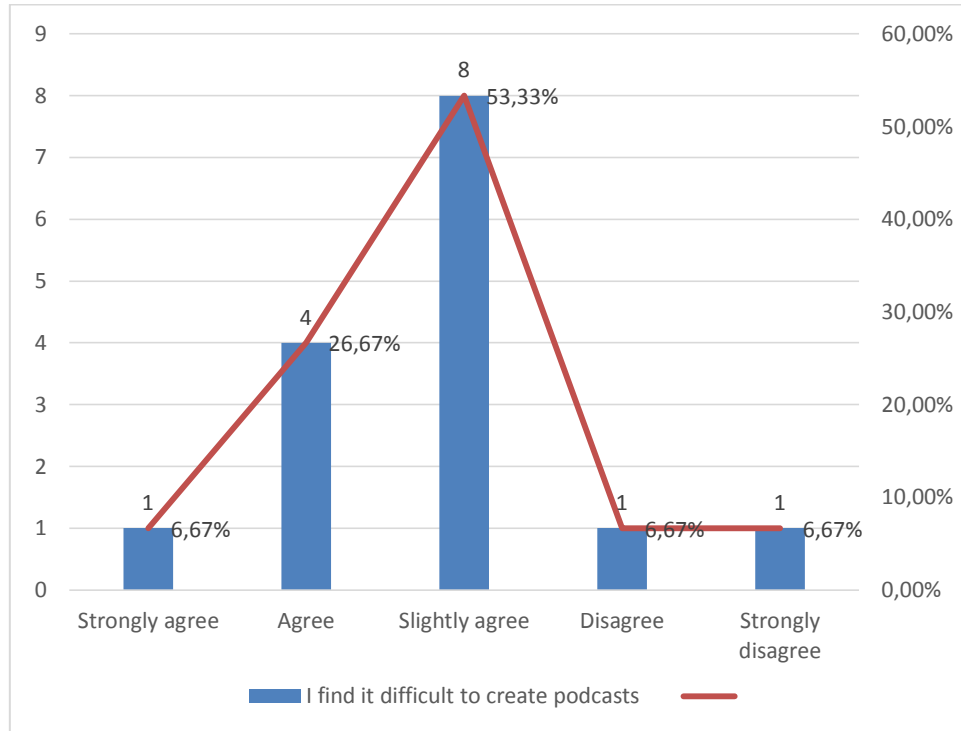


Note. Students answered three options in this item.

Figure 2 indicates how podcasts are related to learning to speak English. A 33.3% of students answered they “agree” podcasts help them to speak English more easily. Another 40% of them think podcasts “slightly” support them when speaking English. Therefore, learners who use podcasts believe they are helpful to learn the language (Darwis, 2016).

Figure 3

Difficulty of podcasts creation

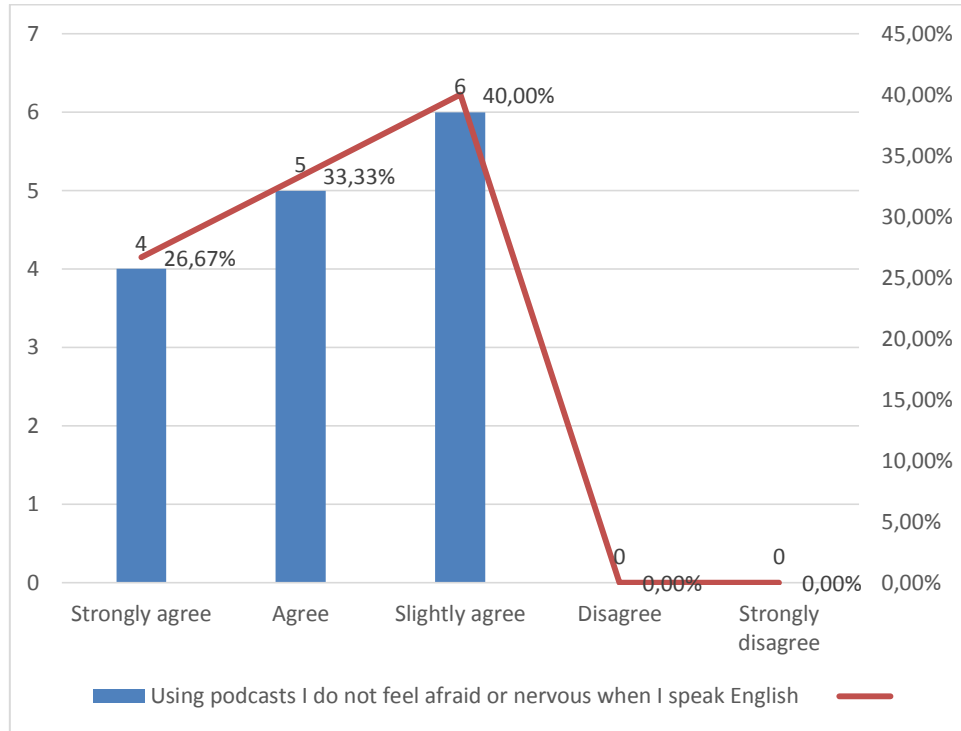


Note. Figure 3 shows a variation of criteria.

Figure 3 demonstrates the difficulty of the creation of podcasts. The respondents showed that 53.3% of them “slightly agree” that podcasts are difficult to create. Nova’s findings (2022) revealed that the creation of podcasts can be challenging, as learners need technological knowledge. Additionally, students who participated in this research did not have the assistance of the teacher while they were making the podcasts at home.

Figure 4

Anxiety when using podcasts

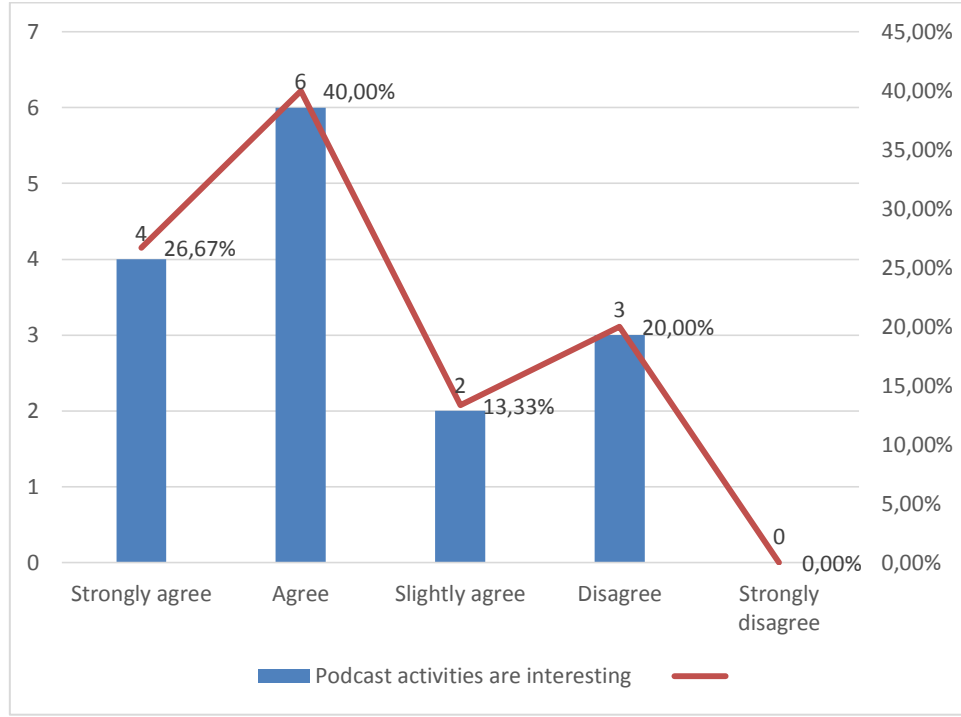


Note. Students do not reply to “strongly disagree” or “disagree” in this item.

Figure 5 illustrates the perceptions of anxiety when using podcasts. According to 40% of students, podcasts do not make them feel nervous or afraid when they use the tool to speak English. Yeh’s findings (2021) corroborated this research, in which podcasts reduce students’ anxiety to speak English. Accordingly, the use of podcasts helped reduce the affective filter of the participants when they spoke English.

Figure 5

Interest in podcasts

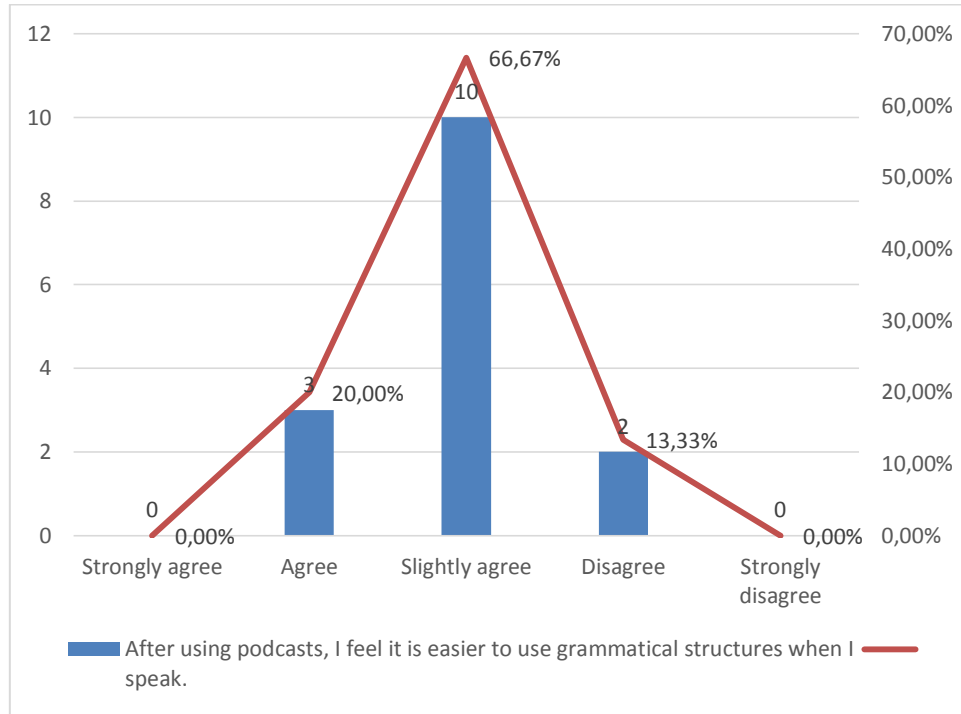


Note. Students had different perspectives in this item.

Figure 5 states the interest of students in podcasts activities. Students demonstrated that 40% “agree” that podcasts activities are interesting. Hence, the use of podcasts gives students opportunities to employ tools that are engaging to them (Abdulrahman et al, 2018). Despite that, there is a 20% of students who do not agree that podcasts are interesting, which leads to think that the topics are not of their preference or they found the activity difficult to handle.

Figure 6

Grammar and podcasts

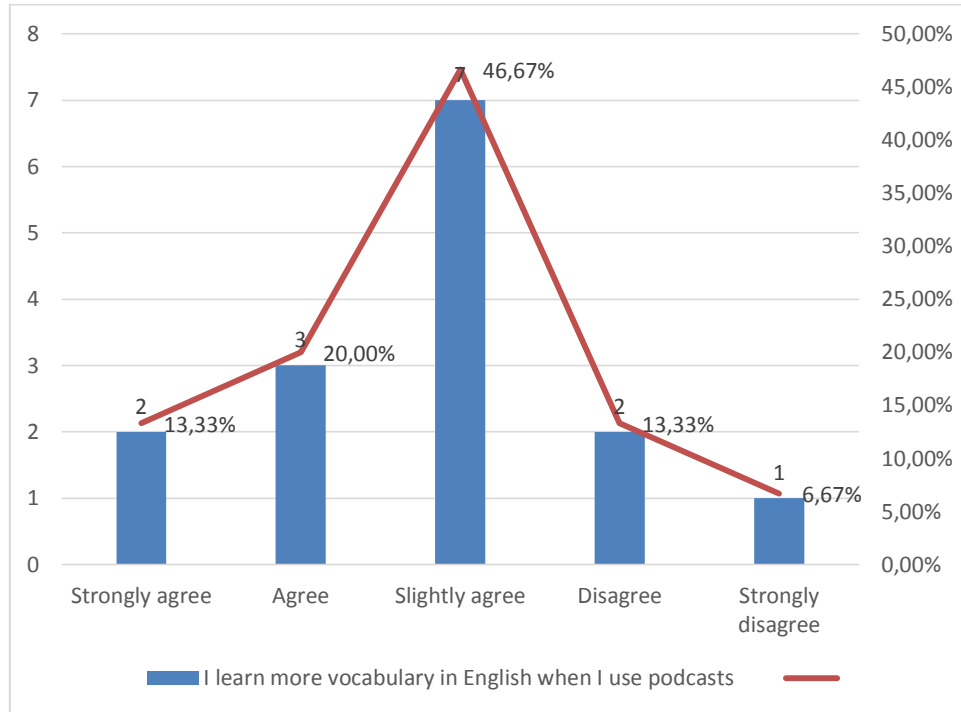


Note. Students do not answer “strongly agree” or “strongly disagree” in this item.

Figure 6 specifies the perceptions of podcasts in grammar. The highest response from students was 66.7% of them “slightly agree” with this item. When students work with podcasts, they have time to reflect on the right grammar, which leads them to use the structures more easily (Phillips, 2017). Thus, the participants of the study do believe podcasts can help them learn grammar more easily.

Figure 7

Vocabulary and podcasts

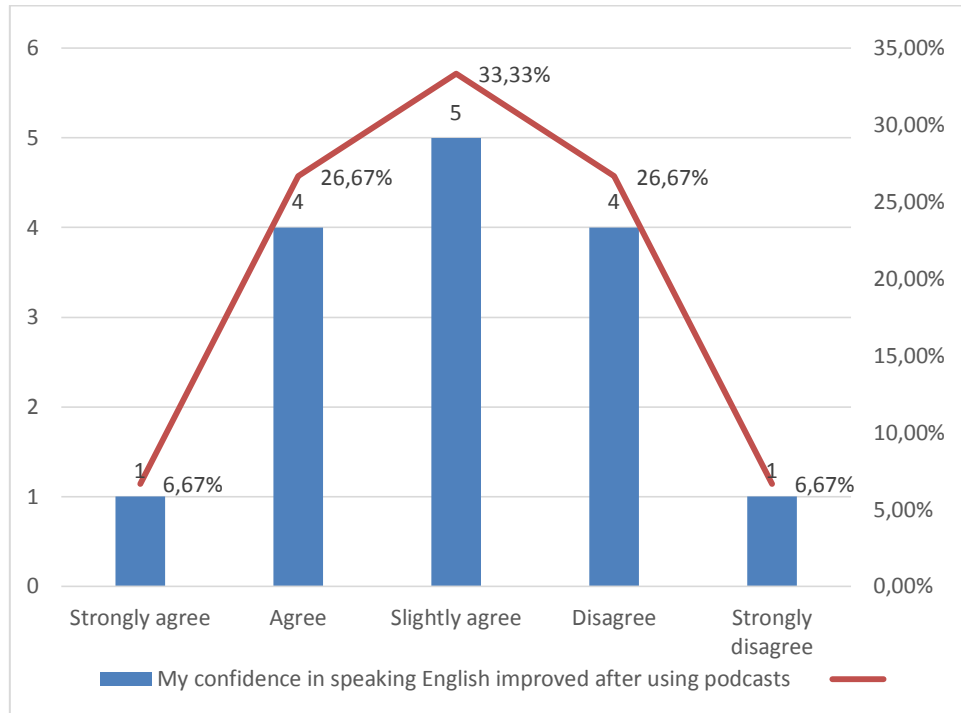


Note. Figure 7 shows a variety of perceptions.

Figure 7 indicates the perceptions of vocabulary learning and podcasts. A group of 46.7% of students “slightly agree” that podcasting makes them learn more vocabulary. Students who are frequently exposed to podcasts, acquire more vocabulary (Putman and Kingsley, 2012; Farshi & Mohammadi, 2013). However, there is a 13.3% of students who “disagree” on the statement. This finding indicates that some students find podcasts difficult to understand.

Figure 8

Confidence after using podcasts

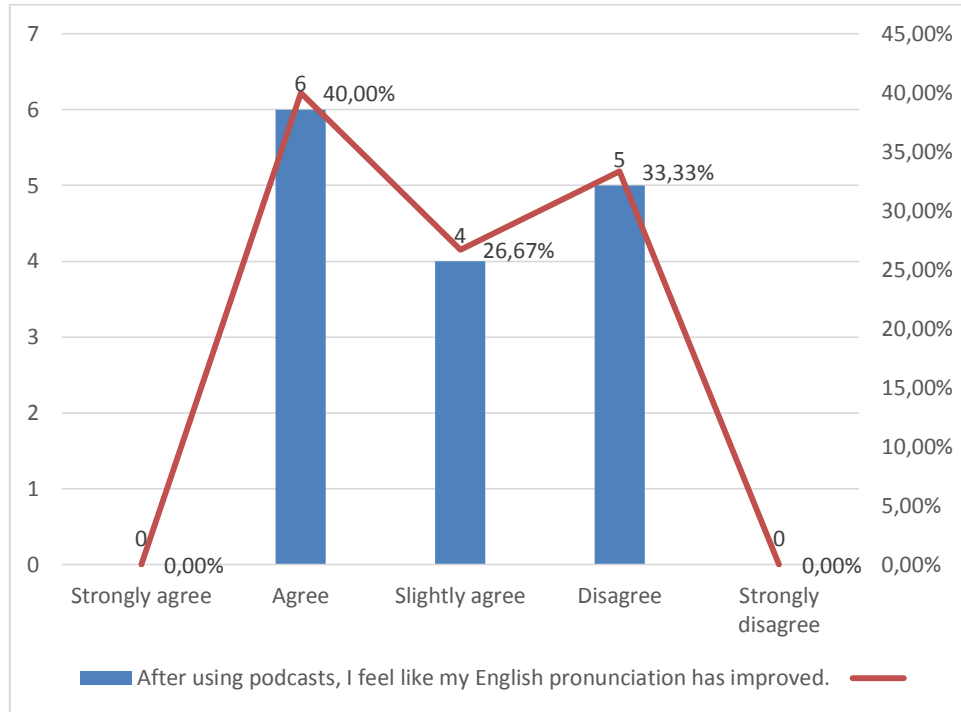


Note. The respondents used all options to answer this item.

Figure 8 shows the perceptions of speaking confidence and podcasting. The highest response was 33.3 % of students who “slightly agree” that podcasts help them improve their speaking confidence. Additionally, there is 26.7% of learners that “agree” with that perception. This finding is linked to Yeh’s research (2021), in which students perceived speaking English as difficult at first, but after using podcasts, they felt more confident. In other words, the study participants felt podcasts allow them to speak English without fear of making mistakes or being judged in a direct conversation.

Figure 9

Pronunciation and podcasts

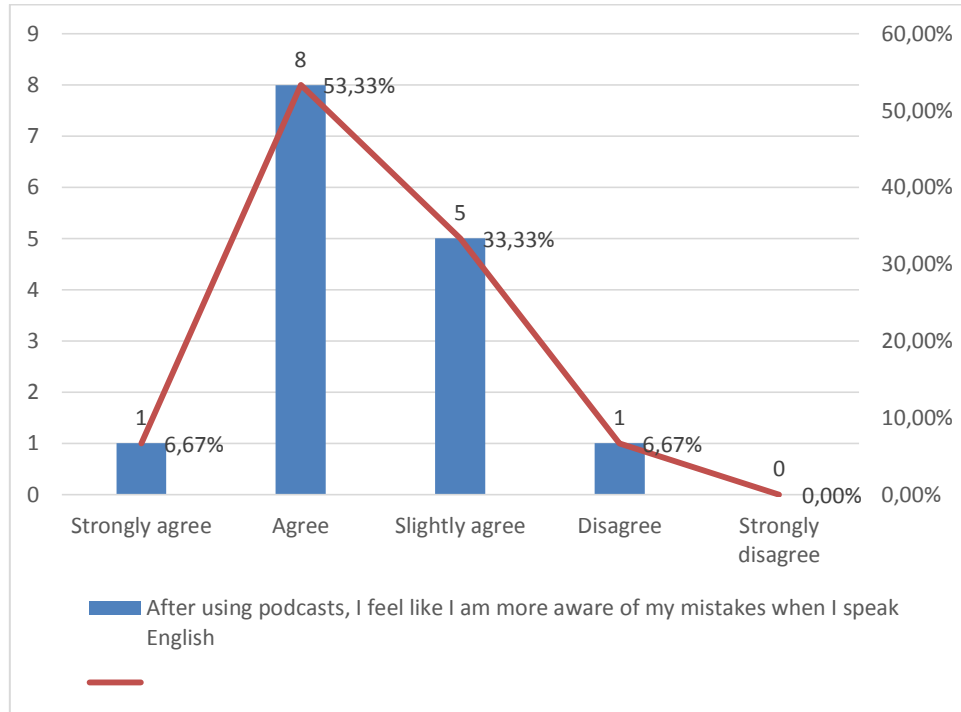


Note. The respondents replied to three alternatives in this question.

Figure 9 expresses students' perceptions on podcasts and pronunciation improvement. The highest response of students is 40%, which "agree" that podcasts help them improve their pronunciation in English. Previous research revealed that its participants enhanced their pronunciation after using podcasts (Bustari et al., 2017). However, there is a 33.3% of students who think podcasts do not help them in their pronunciation enhancement, which can be explained by the lack of teacher's support during the elaboration of the audio materials.

Figure 10

Accuracy and podcasts

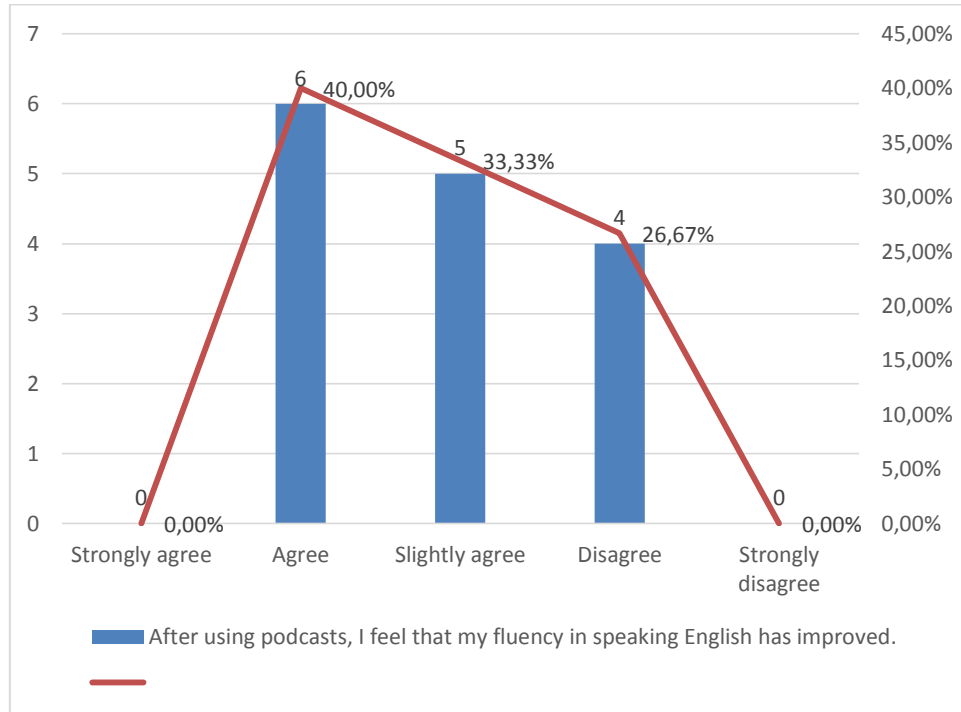


Note. The respondents clearly agreed on this item.

Figure 10 illustrates the perceptions towards podcasts in regards to accuracy. The highest response of 53.3% students “agree” that the use of podcasts makes them aware of their mistakes when they speak English, which leads them to enhance their accuracy. Students who use podcasts demonstrate high development of their accuracy to speak English (Dianithi, 2017).

Figure 11

Fluency and podcasts

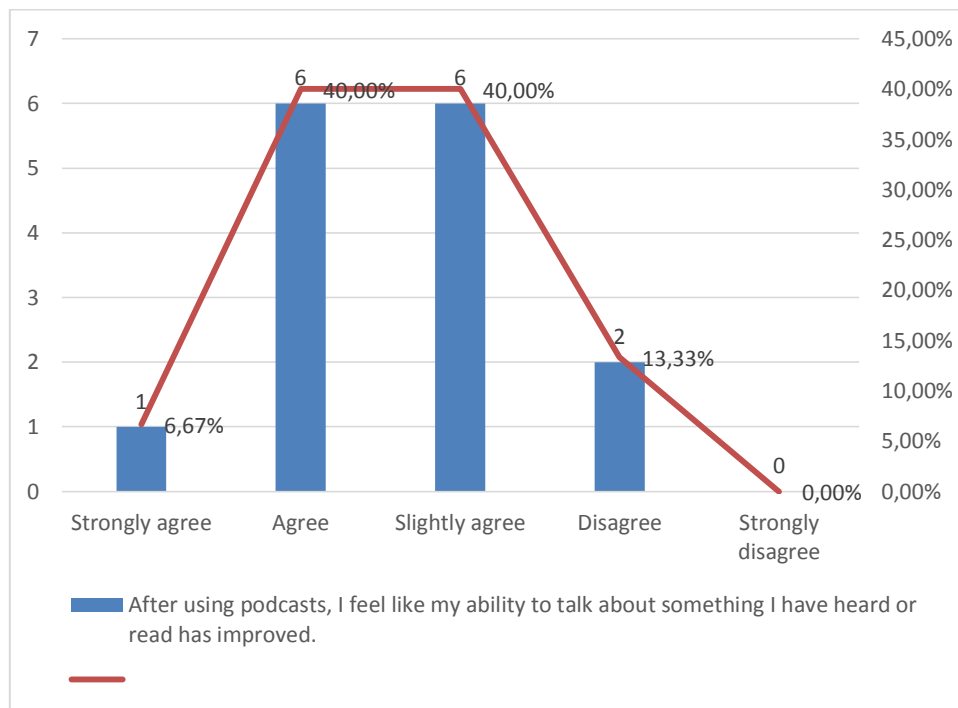


Note. The respondents had three main choices to this item.

Figure 11 shows students' perceptions on podcasts and their English-speaking fluency. Students 40% "agree" that podcasts make them improve their fluency when they speak English. This result is corroborated with previous research, on which podcasts helped learners reduce their pauses when speaking (Pusvita et al., 2022; Yeh, 2021).

Figure 12

Comprehension and podcasts

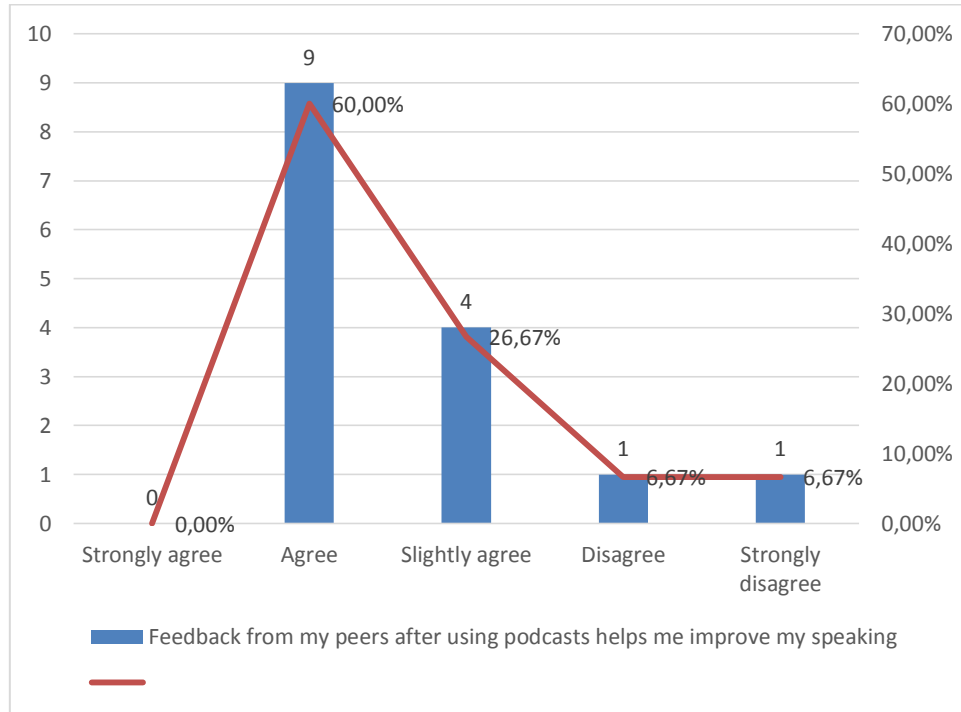


Note. The respondents showed they developed comprehension.

Figure 12 expresses perceptions on comprehension of materials after using podcasts. A high response of 40% participants “agree” that podcasts helped them improve their comprehension of listening and reading materials. In Ghoorchaei et al.’s (2021) research, students reported better vocabulary comprehension and felt they would understand tougher words after listening to podcasts.

Figure 13

Peer feedback and podcasts

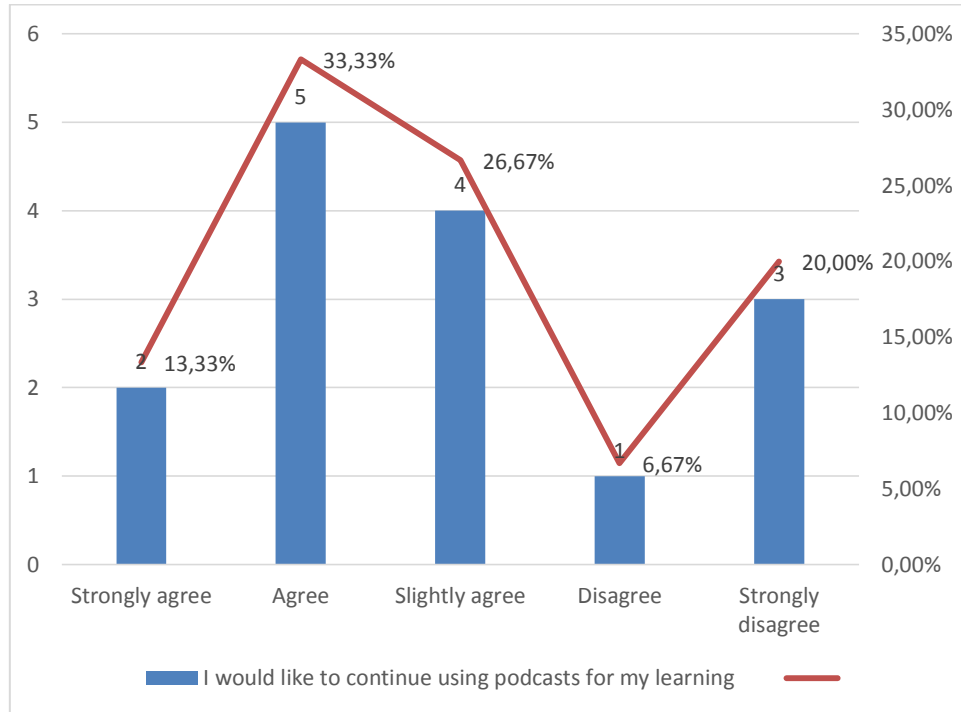


Note. The respondents agreed that peer feedback was positive.

Figure 13 indicates the perceptions of peer feedback when using podcasts. The highest response of 60% of students “agree” that receiving feedback from their classmates after using podcasts helps them enhance their English-speaking skills. In previous research, the participants increased their mistake awareness after peer revision and feedback on the podcasts they created (Yeh, 2021). During the experiment, the participants gave feedback to their peers, which made them feel more confident in correcting mistakes. Therefore, their second podcast showed a significant improvement in their work.

Figure 14

Motivation to use podcasts in the future

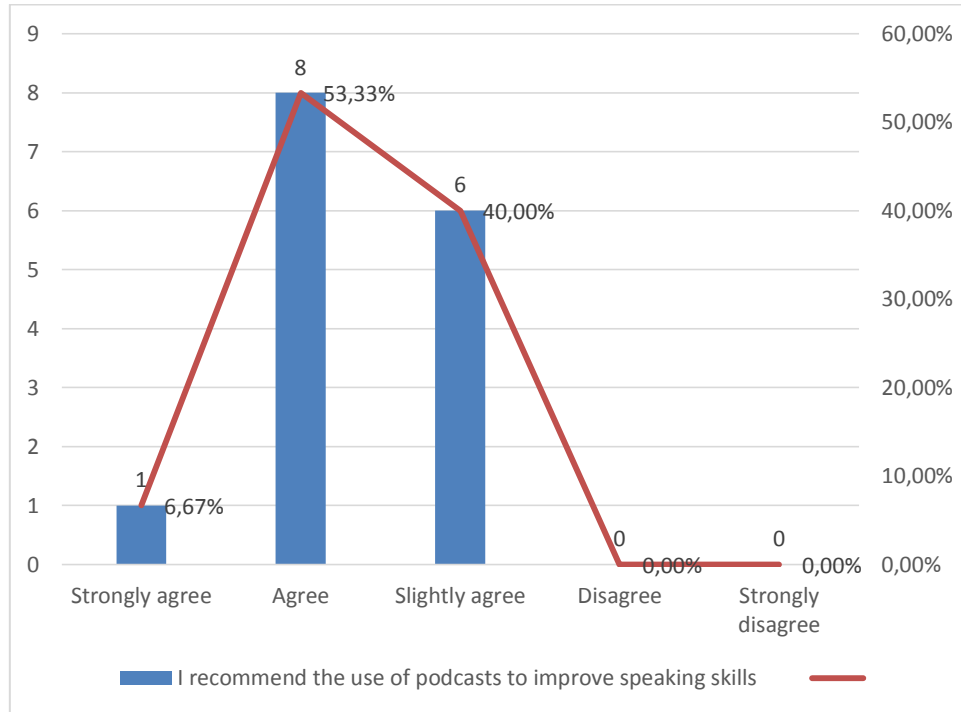


Note. The respondents had a variety of answers in this item.

Figure 14 shows the willingness of students to use podcasts in future classes. Students 33.3% “agree” that they would like to continue using podcasts for learning activities. Podcasts engage learners in the development of their English proficiency and motivates them to use the tools in future lessons (Farshi, & Mohammadi, 2013). Nevertheless, there is a 20% of respondents who “strongly disagree” on the statement. Their negative reaction can be due to their lack of technical competence or interest.

Figure 15

Recommendation of podcasting



Note. The students had a significant positive perception of this item.

Figure 15 illustrates the acceptance of students in recommending podcasts to improve speaking skills. The highest response to this item shows that 53.3% of learners “agree” to recommend podcasts to improve their English-speaking skills. This result is corroborated by Darwis’ (2016) findings, which revealed that students accept podcasts in lessons. The study participants showed enthusiasm as they listened to their peers’ podcasts, which led them to think they recommended doing this activity.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This study is the first step in researching perceptions of podcasts to enhance students' English-speaking skills in Ecuador. This literature review revealed much material on previous research on students' podcasts' perceptions. However, limited research has been done in Ecuador. Therefore, this research contributes to Ecuadorian scientific work. Nevertheless, considering the small sample size and short time, these findings should be used cautiously.

Students felt engaged in learning to speak English using the tool during the podcast creation. However, some students struggled to create podcasts and negatively perceived the resource. Moreover, students were not monitored when making podcasts, as they created them at home. This fact made them find difficulties in the elaboration of podcasts. Also, they chose a topic of their preference to create the episode, which made peer feedback challenging to apply. Besides, this research is limited to perceptions of English-speaking skills enhancement. Therefore, this study needs more statistical analysis to apply other instruments because it only shows the percentage and frequency of students' perceptions, as it is the limitation of the research.

This research explores students' perceptions of using podcasts to improve their speaking skills. The study results show that students in Ecuador perceive podcasts as a valuable tool to improve their English-speaking skills, mainly in pronunciation, fluency, and accuracy. Students' English pronunciation is improved, as they are conscious of their mistakes after peer feedback. Additionally, their fluency and accuracy are highly boosted because they can reflect on their speech when they listen to the recording materials they made and after being aware of their classmates' suggestions to improve.

5.2. Recommendations

More research should be done to clarify other perceptions of podcast assignments. One of the suggestions is to apply the same project in an Ecuadorian public school, which can show slightly different results.

The researcher suggests some actions to take when it comes to the creation of podcasts. First, future experiments can be conducted in school labs to monitor and assist students. In addition, future research should consider establishing a target topic to facilitate students' feedback to their peers.

Future research could examine other perceptions of students when using podcasts. Also, an application of podcasts in other skills performance can determine other benefits of this tool, such as in reading or writing in the Ecuadorian context. Additionally, using a larger sample size and more application time for future research is suggested, as it will increase the findings' generalization.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Podcasts application to enhance English – speaking skill

Name of the Institution: Unidad Educativa Jean Piaget

Beneficiaries: EFL teachers and students.

Location: Portoviejo

Estimated time for the execution: 8 weeks

Person in charge: Mg. Joc Cedeño R.

Researcher: Mg. Joc Cedeño R.

6.2. Background of the proposal

Students perceived podcasts as beneficial to enhance their English-speaking skills. According to previous research, podcasting allows students to develop oral production skills, such as pronunciation, fluency, and accuracy. Additionally, podcasting enhances students' self-confidence to speak English, reduces their affective filter, and engages them in technology use. Other studies demonstrate that podcasts improve vocabulary, comprehension, and other academic skills. Despite its benefits, there are some reactions that learners do not advocate this tool. For instance, podcasts are perceived as time-consuming, they need technological competence, and some of their content may not be interesting enough. However, there are more benefits than disadvantages to podcasts application, which makes it convenient to consider when teaching English.

6.3. Justification

The enhancement of English-speaking skills through podcasting requires preparation. However, it is noticeable that teachers need technological competencies to apply podcasts in EFL classrooms (Abdulrahman et al., 2018). Additionally, students are interested in using podcasts to learn English. This proposal aims to provide instructions to EFL teachers to implement podcasts in their classes.

Podcasting provides teachers with a useful tool. Nevertheless, teachers who are willing to employ podcasts should be aware of the stages of their production. If teachers are prepared enough, their students will succeed using this innovative tool. This proposal benefits teachers by having a guide to support them in creating podcasts.

The use of podcasts allows students to speak English confidently. Nonetheless, learners should know the procedures, how to assess, and the apps that best suit to make their audio materials. Therefore, this handbook facilitates students' instructions in the employment of podcasts.

This project aims to create a manual for EFL teachers to apply podcasts. This proposal will benefit teachers and students, as they can use podcasting more easily. Moreover, this proposal can be expanded to other educational settings.

6.4. Objectives

6.4.1. General

To design a guide for podcasts implementation in an EFL classroom.

6.4.2. Specific

To analyze the stages that guide teachers to implement podcasts production.

To create a guide to use podcasts in EFL speaking assignments.

6.5. Feasibility analysis

The application of this proposal is feasible due to several reasons. First, the proposal has the school principal's authorization and students' approbation. This project will be conducted in 8 weeks, equivalent to a half term of classes. Moreover, the school is private, which allows it to have an independent budget. Regarding teaching practice, the school authorities are open to implementing innovative proposals to benefit students.

Additionally, the institution hires teachers' trainers to boost its educators' skills and thus improve their performance. On the other hand, the school has an English room destined to use a projector to facilitate English learning. This room can be used to familiarize students with the podcast's contents, examples, and rubric.

This proposal is feasible because the authorities, students, and teachers agree with its application. The institution will have benefits from a vanguard project, and at the same time, students will benefit from their English learning.

6.6. Theoretical foundation

6.6.1. The production of podcasts

The creation of podcasts permits learners to develop their English – speaking skills through planning, monitoring, evaluation, and revision (Yeh et al., 2021). MacArthur (2019) recommends podcast makers follow these steps.

6.6.1.1. Planning

First, as MacArthur (2018) suggests, teachers must plan podcast topics. For MacArthur, planning is the most crucial step, as it ensures a good quality of podcasting. Yeh (2021) adds that the setting of goals and the familiarization of podcasts making should be considered in the planning stage. Similarly, students must become familiar with the assessment parameters stated in the evaluation rubric (Cadena-Aguilar & Alvarez-Ayure, 2021).

6.6.1.2. Monitoring

In the monitoring stage, learners are expected to expand their comprehension of podcasting by discussing it with their peers (Cadena-Aguilar & Alvarez-Ayure, 2021). They also have to talk to their peers for suggestions and record a draft podcast episode. Yeh (2021) mentions that students should draft a script for the episode.

6.6.1.3. Evaluation

In the evaluation stage, learners assess their peers' work and give feedback on several parameters (Hamer et al., 2015). These aspects include pronunciation, grammar, content, and word choice. In this part, students develop an awareness of how to reflect on and improve their podcasts (Yeh et al., 2021). Therefore, the role of the teacher in this stage is to provide models and demonstrations on peer-assessment steps

confidentially (Cadena-Aguilar & Alvarez-Ayure, 2021). Chong (2017) suggests implementing written feedback to develop marking abilities.

6.6.1.4. Revision

After peer assessment, students are asked to record a final version of their podcasts to apply the suggestions given by their peers (Cadena-Aguilar & Alvarez-Ayure, 2021). This stage allows learners to develop critical thinking skills as they improve their podcasts and refine their English speaking quality (Yeh et al., 2021).

6.6.2. Peer feedback and podcasting

Students should have the opportunity to assess other peers' assignments and give feedback (Hamer et al., 2015). Peer feedback has benefits on higher critical thinking skills enhancement, lifelong-term learning positive attitude, and social skills development (Cadena-Aguilar & Alvarez-Ayure, 2021). Additionally, Chong (2016) states that peer feedback positively affects givers, as they raise their confidence when they use their strengths to comment on others' work, and receivers benefit from listening to suggestions. In Yeh's (2021) study, podcasts were implemented using peer feedback, which led students to refine their work before delivering. Cadena-Aguilar and Alvarez-Ayure's (2021) research revealed that peer feedback promotes the development of high critical thinking skills after revising, rehearsing, and oral production in podcasting.

Table 3

A Quickstart Guide for the Application of Podcasts

Main Goal:	To familiarize teachers and students with the use of podcasts in EFL classes.
Suggested time:	8 weeks
Interaction:	whole-class

Type of activity:	Verbal activity /=VA
Material /& resources	Videos links: What is the key to happiness? 6 Minute English https://www.youtube.com/watch?v=uxtXEuK05-w Anchor: The Easiest Way to Start a Podcast https://www.youtube.com/watch?v=L5P1eQV7LKs Podcast Scripts (Templates & Examples) https://www.youtube.com/watch?v=ui_OV-t8c6M
Technological tool	Podcasts guide Youtube
Acronyms	EFL: English as a Foreign Language

Procedure:

1. Watch the podcast: What is the key to happiness? 6 Minute English.
 2. Introduce podcasts to your students. Tell your students that they are going to learn to make a podcast. Present your students the assessment rubric.
 3. Ask students to download Anchor app on their phones or gadgets to elaborate their podcasts.
 4. Ask students to watch the video Anchor: The Easiest Way to Start a Podcast.
 5. Guide your students in the creation of accounts on the app.
 6. Watch the video Podcast Scripts (Templates & Examples). Ask your students to write down any question on slips of paper.
 7. Read the questions and ask your students to answer. Help if necessary.
 8. Explain your students that they are going to make a podcast with the topic:_____.
 9. Ask your students to write a script using the templates of the video.
 10. Discuss the rubric assessment criteria in pairs. Ask students to add more details to their script according to the rubric.
 11. Guide your students to record a podcast and publish it on Anchor App.
-

-
12. Ask your students to share the link of their podcasts by an email or a platform.
 13. Tell your students that they will listen to their peer's podcasts and ask them to write suggestions in slips of paper. These suggestions will be read and used to improve their first podcast.
 14. Play each podcast in class., whilst you make sure your students are writing their feedback in the paper slips.
 15. Give each podcaster their peer feedback.
 16. Guide your students in the revision of their final podcast.
 17. Ask your students to publish their second podcast on Anchor.
 18. Assess podcasts based on the rubric.
-

Remarks: Podcasts + peer feedback fosters English-speaking skills.

Scientific rationale (Why) Yeh's (2021) findings revealed that the use of podcasts and peer feedback improves students' oral performance.

Learner's feedback Strengths, drawbacks, how to improve it, the final assessment

Note. The guide can also be used as a lesson plan to apply podcasts

STAGE 1

PREPARATION

OBJECTIVE: Students will get familiar with podcasts assignments through observation and inquiries.

TIMING

Two weeks

ACTIVITIES

1. Watch the podcast: What is the key to happiness? 6 Minute English.

Link

<https://www.youtube.com/watch?v=uxtXEuK05-w>

Figure 16

Example of a podcast



Note. Figure 16 illustrates the Podcast *What is the key to happiness? 6 Minute English*, which is available on Youtube.

2. Introduce podcasts to your students. Tell your students that they are going to learn to make a podcast. Present your students the assessment rubric (see annex E).

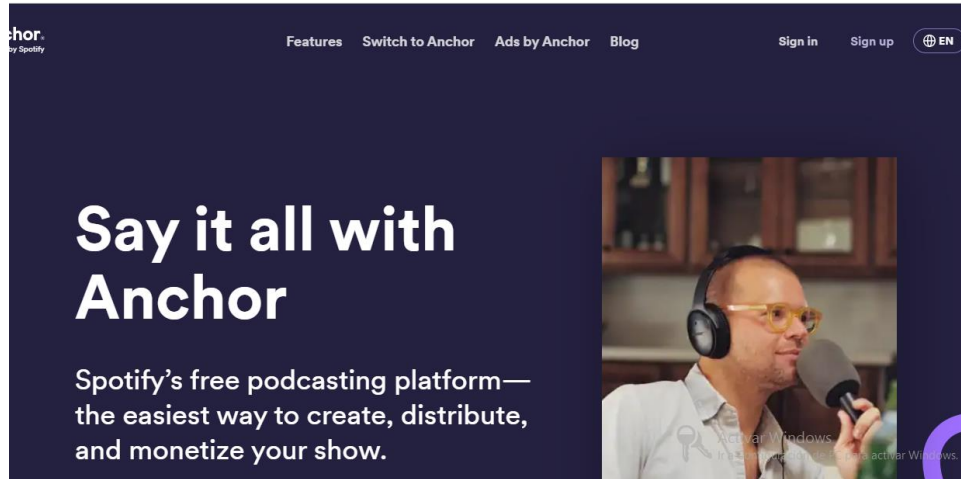
3. Ask students to download the Anchor app on their phones or gadgets to elaborate their podcasts.

Link

<https://anchor.fm/>

Figure 17

Anchor website



Note. Anchor also has a smart easy App for gadgets.

4. Ask students to watch the video *Anchor: The Easiest Way to Start a Podcast*.

Link

<https://www.youtube.com/watch?v=L5P1eQV7LKs>

Figure 18.

Anchor: The Easiest Way to Start a Podcast



Note. There are tips to start using Anchor in the video.

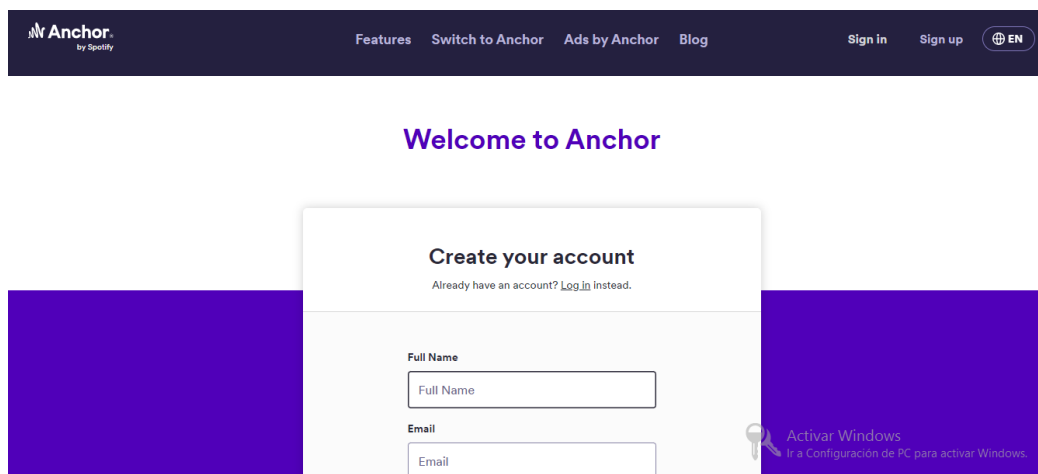
5. Guide your students in the creation of accounts on the app.

Link

<https://anchor.fm/signup>

Figure 19

The first step is to create an account



The screenshot shows the Anchor by Spotify website's account creation page. At the top, there is a dark blue navigation bar with the Anchor logo on the left and links for 'Features', 'Switch to Anchor', 'Ads by Anchor', 'Blog', 'Sign in', 'Sign up', and a language selector 'EN'. Below the navigation bar, the page has a white background with purple sidebars. The main heading is 'Welcome to Anchor' in purple. The central focus is a white box titled 'Create your account' with the subtext 'Already have an account? [Log in](#) instead.' Below this, there are two input fields: 'Full Name' and 'Email'. A Windows activation watermark is present in the bottom right corner of the page.

Note. Students can access Anchor through their Gmail or Facebook accounts.

6. Watch the video *Podcast Scripts (Templates & Examples)*. Ask your students to write down any question on slips of paper.

Link

https://www.youtube.com/watch?v=ui_OV-t8c6M

Figure 20

How to write a podcast script



Note. In the video, users can find podcast templates and other tips to write down their scripts.

7. Read the questions and ask your students to answer. Help if necessary.

Figure 21

Teacher clarifies questions on podcasts



Note. A useful strategy for a debate is hot potato on the floor.

STAGE 2

PLANNING STAGE AND MONITORING

OBJECTIVE: Students will plan their podcast making and the teacher will monitor their performance.

TIMING

Two weeks

ACTIVITIES

8. Explain your students that they are going to make a podcast with the topic: _____ (any of your choice).

9. Ask your students to write a script using the templates of the video. There is an example in the link below.

Table 4

Podcast Transcript Sample 1

Topic: Talking about favorite food

Interaction: Pair work

Student A: Hello and welcome to my new edition of my podcast. I'm Francesca Costa and today we will have a conversation with Martina Bellies. Hi Martina. What's up?

Student B: I'm very well and you Francesca?

Student A: Fine, thanks. Martina, I have a question for you. What is your favorite food?

Student B: I really like French fries, but my favorite food is sushi.

Student A: Ohh, I think the sushi is so delicious, but I don't know where they sold sushi in Portoviejo.

Student B: I didn't know either, but a friend told me

Student A: And Martina, could you tell me where they sell sushi in Portoviejo?

Student B: Yes, of course. It's next to the crucial N to high school in front of Torita.

Student A: I think I know where it is. I think I had seen it, but I didn't know they sold sushi. And thanks for giving me the address of the sushi.

Student B: You're welcome, Francesca. You asked me the question about my favorite food.

Now I will ask you the same question. What is your favorite food and why?

Student A: Well, the truth that I don't have favorite. But I really like vegetables, fruits, healthy food itself. But there is one thing that isn't healthy but still like a lot. And that food is called French fries. French fries are the best fast food in the world. I think that French fries are the best fast food because they are delicious and you can accompany with any sauce but also already. I like healthy food because I eat it, it doesn't hurt me. Other food that are heavier for my stomach.

Student B: So thank you Francesca for your answers.

Student A: Also, Martina. Bye Martina, see you another episode.

Student B: Bye Francesca.

Student A: And if you want to continue, listen to us in more podcasts like subscribe, hitting the bell and see you another edition of talking with Martina.

Note. Podcasts users can find the template audio in the link above. The podcast was uploaded after following the creation stages (see table 1). Sample 1 link https://drive.google.com/file/d/11-sVLdNgOXCzvE_HSAuV39wdABSXhVP/view?usp=sharing

Table 5

Podcast transcript sample 2

Topic: A story from Mexico

Interaction: Monologue

Good morning, everyone. Welcome to my podcast, Mathias' podcast.

Today, I'm going to tell you about my story that happened to me two years ago when I went to Mexico to the first time with my parents where we had many adventures together.

And today I'm going to tell you one of them. Well, it all started when I went with my dad to the shell have park. I was walking through the park when I noticed that there was a lighthouse and I told my dad -that's pretty nice-.

Dad said, OK, let's go.

We started to go up and we realized that it was quite high. We went up and up and my dad told me -what a beautiful view-.

I know that it's just like now.

You want to slightly look very dangerous, just that I want. So we had to line up and when it was my turn, my heart started beating very fast.

The defendant gave me instruction for a safety and then I slipped and started yelling.

I started to go down very fast and felt scared, but then it was fun. In the end I fell into the pool and I sat down to wait for my dad.

Well, we were talking about our experience. We saw a sign that said you already took a jump, you have four more to go and we started laughing. We looked into each others eyes and still we couldn't do it again.

Well and that was the story. It was quite, quite funny huh. I hope you guys laughing for a while. We have gone to the end of the day podcast. Guys thank you very much for listening and see.

Bye.

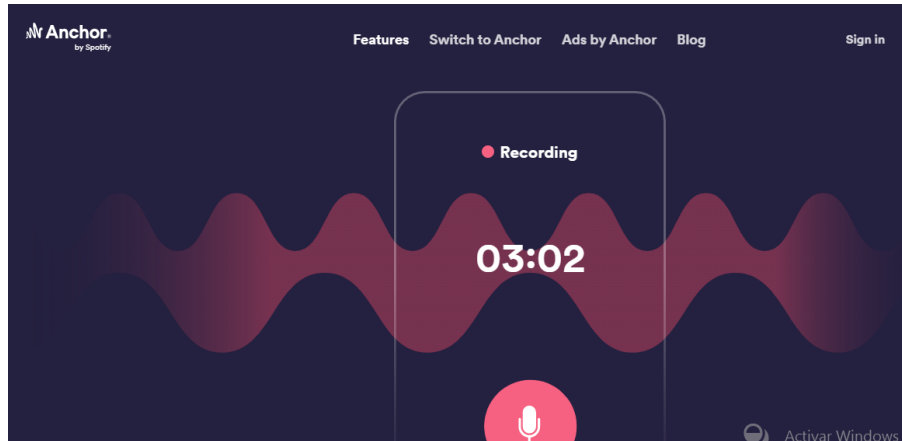
Note. The monologue was created by a student. He changes his voice to typecast the podcasts' characters. Sample 2 link
<https://open.spotify.com/episode/6zAlcebLDOWziF6G2ep3Sp>

10. Discuss the rubric assessment criteria in pairs. Ask students to add more details to their script according to the rubric.

11. Guide your students to record a podcast and publish it on the Anchor App.

Figure 22

Red recording button to start your podcast

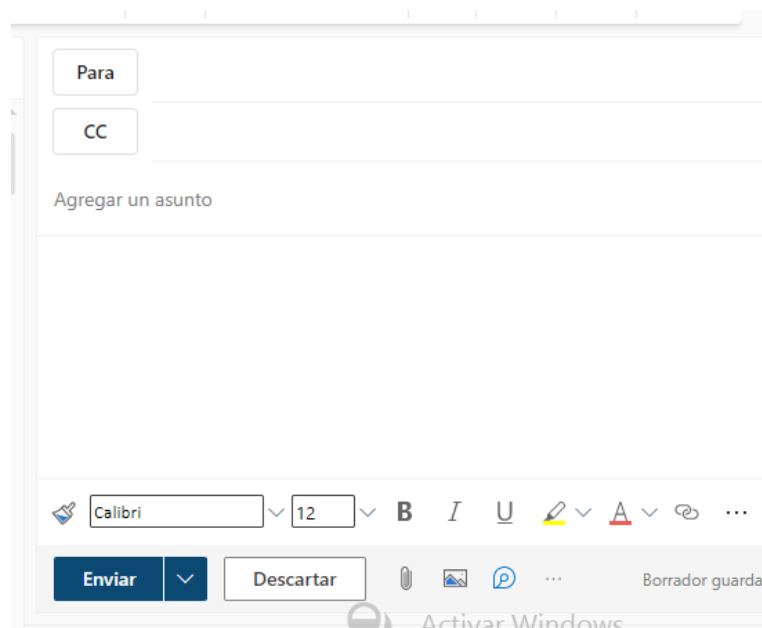


Note. Anchor is an easy App to record podcasts. To start with, users click on the red button. Then they change the audio features to edit it before uploading it.

12. Ask your students to share the link of their podcasts by an email or a platform.

Figure 23

Emailing is podcasts backup



Note. Outlook email is an option to share podcasts. However, there are other alternatives, such as Google classroom or Moodle.

STAGE 3

EVALUATION AND REVISION STAGE

OBJECTIVE: Students will reflect on their podcasts by giving each other feedback on ways to improve their work.

TIMING

Two weeks

ACTIVITIES

13. Tell your students that they will listen to their peer's podcasts and ask them to write suggestions in slips of paper. These suggestions will be read and used to improve their first podcast. The students have to reflect on the rubric.

14. Play each podcast in class., whilst you make sure your students are writing their feedback in the paper slips.

Figure 24

Sticky notes help students write more freely



Note: Sticky notes allow students to activate more senses while they are interacting.

STAGE 4

POST-INTERVENTION STAGE

OBJECTIVE: Students will apply their peers' suggestions to improve their podcast.

TIMING

Two weeks

ACTIVITIES

15. Give each podcaster their peer feedback. Students have to take action and write another transcript to record their podcast final version.

16. Guide your students in the revision of their final podcast.

17. Ask your students to publish their second podcast on Anchor.

18. Assess podcasts based on the rubric (see annex E).

6.7. Methodology

This proposal's methodology was created based on Yeh's (2021) four stages in creating podcasts. The stages have an objective, timing, and instructions for teachers. Each stage described consists of several activities that are part of a process to elaborate podcasts.

Table 6

Stages of the Podcast Creation

Stages	Activities	Objectives
Preparation	Presentation of podcasts	Students will get familiar with podcasts

			Instructions to create assignments through podcasts and observation and inquiries. transcripts
Planning stage	+	Podcast-making instructions	Students will plan their podcast making and the
Monitoring		Analyzing three podcasts	teacher will monitor their performance.
		Podcast creation	
Evaluation stage	+	Revision of the podcasts	Students will reflect on their podcasts by giving
Revision stage		Peer-feedback and self-reflection on the podcast created	each other feedback on ways to improve their work.
Post-intervention		Creation of final podcast	Students will apply their peers' suggestions to improve their podcast.

Note. The stages should be followed in sequence, although teachers can change or repeat some steps according to their context.

6.8. Operational Model

Table 7

Administration of the Proposal

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	To analyze the stages that guide teachers to implement podcasts production.	Research on the stages of podcasting. Research on the importance of peer feedback in podcasting.	The internet (Books, journals, articles, videos, web sites).	The researcher	2 weeks
Design	To create a guide to use podcasts in EFL speaking assignments.	Design of a guide handbook for teachers.	The internet (Books, journals, articles, videos, web sites).	The researcher	2 weeks
Application	To create a guide to use podcasts in EFL speaking assignments.	Application of the proposal at the school.	Gadgets (cell phones, laptops, tablets, etc.) Paper sheets,	School teachers	2 weeks

				markers, pencils. Videos Projector		
Evaluation	To analyze the stages that guide teachers to implement podcasts production.	To assess the strengths and weaknesses of the proposal to give suggestions.	Photos, videos Podcasts assessment rubric Podcasts on Anchor	The researcher and school teachers		2 weeks

Note. The stages are suggested to implement the proposal at the school. For other contexts, it is convenient to consider other activities or time.

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ANNEXES

Annex A

Survey of perceptions in the use of Podcasts

Link

https://docs.google.com/forms/d/e/1FAIpQLScUQbi3d_MsGKT97a9PCICfDh8BBo9FfOCs5W5cCM4Aalp-zQ/viewform

Dear Student:

This survey aims to determine students' perceptions of using podcasts to improve their speaking. Please answer questions based on your opinion and perception.

Encuesta de percepciones en el uso de Podcasts

Estimado(a) estudiante:

La presente encuesta está encaminada a determinar las percepciones que tienen los estudiantes con el uso de podcasts para mejorar su speaking.

Por favor, responda las preguntas en base a su opinión y percepción.

 jocdnr@gmail.com (no se comparten) [Cambiar cuenta](#)

*Obligatorio

Nombres y apellidos: *

Tu respuesta

Rango de edad

Questions

1. I feel that my ability to speak English got better after using podcast

Strongly agree Agree Slightly agree Disagree Strongly disagree

2. Using podcasts I learn to speak English more easily

Strongly agree Agree Slightly agree Disagree Strongly disagree

3. I find it difficult to create podcasts

Strongly agree Agree Slightly agree Disagree Strongly disagree

4. Using podcasts I don't feel afraid or nervous when I speak English

Strongly agree Agree Slightly agree Disagree Strongly disagree

5. Podcast activities are interesting

Strongly agree Agree Slightly agree Disagree Strongly disagree

6. After using podcasts, I feel it's easier to use grammatical structures when I speak.

Strongly agree Agree Slightly agree Disagree Strongly disagree

7. I learn more vocabulary in English when I use podcasts

Strongly agree Agree Slightly agree Disagree Strongly disagree

8. My confidence in speaking English improved after using podcasts

Strongly agree Agree Slightly agree Disagree Strongly disagree

9. After using podcasts, I feel like my English pronunciation has improved.

Strongly agree Agree Slightly agree Disagree Strongly disagree

10. After using podcasts, I feel like I'm more aware of my mistakes when I speak English

Strongly agree Agree Slightly agree Disagree Strongly disagree

11. After using podcasts, I feel that my fluency in speaking English has improved.

Strongly agree Agree Slightly agree Disagree Strongly disagree

12. After using podcasts, I feel like my ability to talk about something I've heard or read has improved.

Strongly agree Agree Slightly agree Disagree Strongly disagree

13. Feedback from my peers after using podcasts helps me improve my speaking

Strongly agree Agree Slightly agree Disagree Strongly disagree

14. I would like to continue using podcasts for my learning

Strongly agree Agree Slightly agree Disagree Strongly disagree

15. I recommend the use of podcasts to improve speaking skills

Strongly agree Agree Slightly agree Disagree Strongly disagree

Annex B

Contingency table

Item	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree	Total
I feel that my ability to speak English got better after using podcast	0	3	10	2	0	15
Using podcasts I learn to speak English more easily	0	5	6	4	0	15
I find it difficult to create podcasts	1	4	8	1	1	15
Using podcasts I don't feel afraid or nervous when I speak English	4	5	6	0	0	15
Podcast activities are interesting	4	6	2	3	0	15
After using podcasts, I feel it's easier to use grammatical structures when I speak.	0	3	10	2	0	15
I learn more vocabulary in English when I use podcasts	2	3	7	2	1	15
My confidence in speaking English improved after using podcasts	1	4	5	4	1	15
After using podcasts, I feel like my English pronunciation has improved.	0	6	4	5	0	15
After using podcasts, I feel like I'm more aware of my mistakes when I speak English	1	8	5	1	0	15
After using podcasts, I feel that my fluency in speaking English has improved.	0	6	5	4	0	15
After using podcasts, I feel like my ability to talk about something I've heard or read has improved.	1	6	6	2	0	15
Feedback from my peers after using podcasts helps me improve my speaking	0	9	4	1	1	15
I would like to continue using podcasts for my learning	2	5	4	1	3	15
I recommend the use of podcasts to improve speaking skills	1	8	6	0	0	15
Total	17	81	88	32	7	225

Note. Contingency table shows the individual answers of items. The 225 total is the number of replies for the whole perceptions.

Annex C

Observed frequency table

Item	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree	Total
I feel that my ability to speak English got better after using podcast	0,00%	20,00%	66,67%	13,33%	0,00%	100,00%
Using podcasts I learn to speak English more easily	0,00%	33,33%	40,00%	26,67%	0,00%	100,00%
I find it difficult to create podcasts	6,67%	26,67%	53,33%	6,67%	6,67%	100,00%
Using podcasts I don't feel afraid or nervous when I speak English	26,67%	33,33%	40,00%	0,00%	0,00%	100,00%
Podcast activities are interesting	26,67%	40,00%	13,33%	20,00%	0,00%	100,00%
After using podcasts, I feel it's easier to use grammatical structures when I speak.	0,00%	20,00%	66,67%	13,33%	0,00%	100,00%
I learn more vocabulary in English when I use podcasts	13,33%	20,00%	46,67%	13,33%	6,67%	100,00%
My confidence in speaking English improved after using podcasts	6,67%	26,67%	33,33%	26,67%	6,67%	100,00%
After using podcasts, I feel like my English pronunciation has improved.	0,00%	40,00%	26,67%	33,33%	0,00%	100,00%
After using podcasts, I feel like I'm more aware of my mistakes when I speak English	6,67%	53,33%	33,33%	6,67%	0,00%	100,00%
After using podcasts, I feel that my fluency in speaking English has improved.	0,00%	40,00%	33,33%	26,67%	0,00%	100,00%
After using podcasts, I feel like my ability to talk about something I've heard or read has improved.	6,67%	40,00%	40,00%	13,33%	0,00%	100,00%
Feedback from my peers after using podcasts helps me improve my speaking	0,00%	60,00%	26,67%	6,67%	6,67%	100,00%
I would like to continue using podcasts for my learning	13,33%	33,33%	26,67%	6,67%	20,00%	100,00%
I recommend the use of podcasts to improve speaking skills	6,67%	53,33%	40,00%	0,00%	0,00%	100,00%

Note. Observed frequency table allows to determine the percentages of responses.

Annex D

Expected frequency table

Item	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree	Total
I feel that my ability to speak English got better after using podcast	1,13	5,40	5,87	2,13	0,47	15,00
Using podcasts I learn to speak English more easily	1,13	5,40	5,87	2,13	0,47	15,00
I find it difficult to create podcasts	1,13	5,40	5,87	2,13	0,47	15,00
Using podcasts I don't feel afraid or nervous when I speak English	1,13	5,40	5,87	2,13	0,47	15,00
Podcast activities are interesting	1,13	5,40	5,87	2,13	0,47	15,00
After using podcasts, I feel it's easier to use grammatical structures when I speak.	1,13	5,40	5,87	2,13	0,47	15,00
I learn more vocabulary in English when I use podcasts	1,13	5,40	5,87	2,13	0,47	15,00
My confidence in speaking English improved after using podcasts	1,13	5,40	5,87	2,13	0,47	15,00
After using podcasts, I feel like my English pronunciation has improved.	1,13	5,40	5,87	2,13	0,47	15,00
After using podcasts, I feel like I'm more aware of my mistakes when I speak English	1,13	5,40	5,87	2,13	0,47	15,00
After using podcasts, I feel that my fluency in speaking English has improved.	1,13	5,40	5,87	2,13	0,47	15,00
After using podcasts, I feel like my ability to talk about something I've heard or read has improved.	1,13	5,40	5,87	2,13	0,47	15,00
Feedback from my peers after using podcasts helps me improve my speaking	1,13	5,40	5,87	2,13	0,47	15,00
I would like to continue using podcasts for my learning	1,13	5,40	5,87	2,13	0,47	15,00
I recommend the use of podcasts to improve speaking skills	1,13	5,40	5,87	2,13	0,47	15,00
Total	17,00	81,00	88,00	32,00	7,00	225,00

Note. Expected frequency table illustrates the predicted results to each item.

Annex E

Podcasts Assessment Rubric

Category	Level 1	Level 2	Level 3	Level 4
Format	Introduction omits identification of speaker(s) and the purpose is unclear.	Introduction alludes to identification of speaker(s) and provides a vague purpose.	Introduction states speaker(s), describes topic, and engages the listener.	Introduction is catchy and clever, provides relevant information, and establishes a clear purpose that engages the listener immediately.
	No conclusion is provided.	Conclusion vaguely summarizes key information.	Conclusion summarizes information.	Conclusion clearly summarizes key information.
	The format structure is unclear and the audience cannot follow along.	The format structure seems unclear at times.	The format structure and topic discussion sequence are easy to follow.	The format structure and topic discussion sequence is effective, interesting, and engaging.
Main Content	Discussion is inappropriate to the topic and minimally engages the listener.	Discussion is somewhat engaging (covers a well-known topic), and provides a vague purpose.	Discussion is engaging and informative.	Discussion is engaging, informative, insightful, and encourages the audience to explore the content further.
	Does not stay on topic.	Occasionally strays from topic.	Stays on topic.	Keeps focus on topic.
	No external resources (audio excerpts, quotes, facts) included.	Somewhat irrelevant external resources.	Effective inclusion of external resources.	External resources were varied, thoughtful, and enhanced content.
Delivery	Delivery is hesitant and choppy. Sounds like the presenter is reading.	Appears unrehearsed with uneven delivery.	Rehearsed, smooth delivery.	Well rehearsed, smooth delivery in a conversational style.
	Enunciation of spoken word is distant, muddled and not clear. Expression and rhythm are distracting throughout.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation, expression, and pacing are effective throughout.	Highly effective enunciation and presenter's speech is clear and intelligible. Expression and rhythm engage the listener.
	Poor grammar is used throughout.	Occasionally incorrect grammar is used.	Correct grammar is used.	Correct grammar is used throughout.
Technical Production	Presentation is recorded in a noisy environment with constant background noise and distractions.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.	Presentation is recorded in a quiet environment with minimal background noise and distractions.	Presentation is recorded in a quiet environment without background noise and distractions.
	Volume changes are highly distracting.	Volume is occasionally inconsistent.	Volume is acceptable.	Volume of voice, music, and effects enhance the presentation.

Annex F

Photographs of the podcasts and surveys application





