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THE USE OF PODCASTS IN THE SPEAKING SKILL DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE.

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INNOVATIVE PEDAGOGIES, TEACHING METHODS

Autor:

Lcdo. Fabricio Daniel Guerrero Guevara

Director:

Lcda. Wilma Guadalupe Villacís Villacís Mg.

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Author:

Fabricio Daniel Guerrero Guevara

Wilma Guadalupe Villacís Villacís, Lic. Mg. f. _____

CALIFICADOR

Paola Vanessa Navarrete Cuesta, Lic. Mg. f. _____

CALIFICADOR

María Augusta Villacrés Camino, Lic. Mg. f. _____

CALIFICADOR

Juan Carlos Acosta Teneda, P. Ph.D. f. _____

OFICINA DE POSGRADOS

Hugo Rogelio Altamirano Villaroel, Dr. f. _____

SECRETARIO GENERAL PUCESA

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DEDICATION

Dedicated to God, my family, friends and to all the people that dream to overcome their major obstacle, their self.

RESUMEN

La presente investigación fue ejecutada con el propósito de determinar la eficacia del uso de podcasts en el desarrollo de la destreza oral del idioma inglés en estudiantes del sexto nivel del Departamento de Lenguas en la Pontificia Universidad Católica sede Ambato. En la actualidad, los profesores de inglés incorporan materiales de enseñanza que ayudan en clases por medio de la creación de un ambiente donde los estudiantes experimentan el idioma Inglés en una mejor manera. Sin embargo, circunstancias como el tiempo limitado en clase y materiales usados no permiten a los estudiantes ampliar su exposición hacia el lenguaje Inglés, por consecuencia el desarrollo de la destreza oral del idioma Inglés es reducido. Esta investigación aplicó una metodología cuasiexperimental que constó de un grupo de control y un grupo experimental. Cada uno de estos grupos integraba quince estudiantes de sexto nivel de Inglés. La implementación de un pretest y posttest contribuyó como técnicas de recolección de información para análisis de resultados. Adicionalmente, un cuestionario fue aplicado hacia los estudiantes con la intención de conocer su percepción respecto al uso de podcast. Esta investigación tuvo como objetivo determinar el impacto del uso de podcasts en el desarrollo de la destreza oral del idioma inglés analizando su influencia e identificando los elementos que contribuyen a esta. Los resultados concluyeron que los estudiantes mejoraron su nivel, de básico a intermedio, demostrando la eficacia del uso de podcast con énfasis en la destreza auditiva para el desarrollo de la destreza oral del idioma inglés.

Palabras claves: destreza oral, idioma inglés, podcast.

ABSTRACT

The present investigation was conducted to determine the effectiveness of using podcasts in the development of English Speaking Skill in the students from sixth level of the Language Department at Pontificia Universidad Católica Sede Ambato. Nowadays, English teachers incorporate a variety of teaching materials that support their classes by generating a scenario where students are able to experience the English language in a more excellent form. However, circumstances as the limited time in the class and the materials used during it do not allow students to expand their exposure to the English language, therefore the development of English speaking skill are reduced. This investigation applied a quasi-experimental method that managed a control group and an experimental group. Each of these groups consisted of fifteen students from the sixth level of English. The implementation of a pretest and a posttest contributed as a data collection technique in order to examine the results. In addition, a survey was conducted to the students in the interest of their perception towards the use of podcasts. This investigation aimed to determine the impact of using podcasts on the English speaking skill development by analyzing its influence and identifying the elements that contribute to this skill. The examined results concluded that students upgraded their level, from a basic to an intermediate level, demonstrating the effectiveness of using podcast with an emphasis on the listening skill to the development of the English Speaking skill.

Keywords: English language, listening skill, podcasts, speaking skill.

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INTRODUCTION

English has become a fundamental element in society. The importance of this language is evidenced on the influence it has over diverse areas from politics to entertainment, among others. The implementation of the English language has been part of the Ecuadorian learning process in all educational levels. For that reason, English is instructed in the majority of educational institutions in Ecuador. Nevertheless, the process of learning English might be interrupted as a consequence of the unsuitable techniques or methods.

The exposure Ecuadorian students have to the language is defined by the number of hours they received at school, the schedule varies among public and private institutions. Most of the time, English teachers become the main source of information in terms of how the English language is used, especially when listening and speaking skill are developed. English teaching materials support the development of these skills in the class by setting situations where learners can experience the real language. With this in mind, private and public educational institutions implement several English authentic materials such as audio recordings, videos, etc. Nowadays, the access to a new variety of authentic material is possible for most Ecuadorian students. The implementation of podcast, for instance, represents a new strategy for learning English. The Pontifical Catholic University from Ambato (PUCESA) is a recognized educational institution established in the city of Ambato. The Language and Linguistic department labor in alliance with organizations from the United Kingdom: Cambridge University Press as representation of Cambridge University and British Council, an international organization for cultural and educational relations, promotes the English learning. The teaching process of the program allows students to experience the English language in a social context. The materials that are used in the classes are specially designed to teach and learn the language; however, they do not display the reality on how it appears outside the classroom. The English language experiences modifications that students need to be aware of in order to become competitive communicators.

According to an investigation executed by the British Council (2015) 63% of students learned English during their secondary school, 61% received at undergraduate level and 43% studied English at primary school. Notably, the display of English on Ecuadorian students has been part on most of their educational process. Nevertheless, 52% of learners studied English due to the fact it was mandatory in secondary school. Important to realize that this action did not allow students to perceive the advantages of learning the English language.

Based on the results from a TOEFL test carried out by the British Council (2015) Ecuadorian examinees was 79 over 120 points, defining them as ¨intermediate¨ level on reading and listening skills and as ¨fair¨ in speaking and writing. It is necessary to have in mind the development of subskills such as vocabulary, grammar, pronunciation, and fluency, and how they support the speaking skill development. As a result, Ecuadorian students` speaking level might balance among the other-skills.

The development of the English language skills is not isolated from the world. Every day, English is being modified by the society according to their lifestyle. Speaking subskills as vocabulary, grammar, pronunciation, fluency and accuracy are diversifying. Therefore, learners require to be conscious about the new changes or tendencies the English language is passing through. Authentic materials such as TV programs, newspapers, podcast, etc., exemplify to English teachers and students the transformation of the English language. The use of other materials in the class may display certain advantages of the activities developed with the students. Nevertheless, they do not enclose English language students to the real world.

General Objective

Determine the impact of using podcasts on the speaking skill development of English. The Specific Objectives are the following ones:

1. Analyze the influence of podcasts as an educational tool.
2. Identify the elements that contribute to the speaking skill development.
3. Evaluate the use of podcasts on the development of the speaking skill.

To establish the benefits of using podcasts to develop the English speaking skill is necessary to apply a quasi-experimental method. The current methodology manages pre-existing groups that receive different treatments during the research. The participants that conform the experimental group undergoes through the treatment. On the other hand, the control group does not experiment any intervention. The administration of a pretest and a posttest takes part before and after the intervention in the control and experimental groups. This test provides results coming from the participants that evidence the influence that podcasts have on the two groups. The pretest and posttest are administered to 30 students of sixth level of English who are part of the English program at Pontificia Universidad Católica Sede Ambato. The individuals are men and women whose ages differ from 17 to 20 years old.

The test contains a listening and a speaking section. The listening section consists of 2 parts, each of them with a different audio recording. The speaking section of the test has three parts. Part 1 consists of a short interview which has a structured questionnaire about day-to-day life, hobbies and other familiar topics. In part 2, the students are given a hypothetical situation in which, they have to talk with his or her classmate about it. Finally, in part 3 students are asked to talk by themselves about something based on a picture for about 1 minute each.

The hypothesis of this research is: Podcasts influence in the development of the English Language speaking skill in students of sixth level from Language and Linguistic department at Pontificia Universidad Católica Sede Ambato.There are several reasons that justified the present research about the use of podcasts to develop English speaking skill. English language has become as an international language of communication. The fact that English is the official language over 53 countries around

the world, defines this language as a mechanism not only to interact with a native speaker, but also to be able to interact with other people from countries where English is the second or the third language.

Second, podcasts facilitate learners to have access to it. The variety of networks that technology presents nowadays, such as mobile apps or web sites, favor students with the accessibility to podcasts depending on their individual conditions or preferences. With this in mind, educational barriers are reduced in terms of authentic materials. In addition, podcasts content could motivate students on their process of learning English. Different creators of podcasts display a variety of content, the range of podcasts that is available for students might be suitable for their preferences. The use of podcasts in the class could support the motivation on students for learning English as a foreign language.

Podcasts would support professors to exemplify English native speakers. Commonly, not all the students have the advantage to communicate with a native English speaker. The use of podcasts would reinforce the students' speaking skill by acquiring and modeling on how the language works, coming from a person whose mother tongue is English. Podcasts might allow professors and students connect the class with the real world. The use of podcasts presents an opportunity of awareness about the different situations that take place around the world, which might not be seen in a regular English class. The content of podcasts contemplates not only attractive topics for students but also create conversation themes that are included in international standardized test as PET, FCE, etc.

English classes are carried out by the use of different methodologies among teachers of the subject. The introduction of podcasts is an option for English professors that may be interested in experiencing alternative materials in their classes. Authentic materials as podcast, might represent a challenge for students but also for teachers that favor the use of common materials. The development of the English speaking skill requires acknowledgment about the current tendencies of the language outside the classroom.

CHAPTER I. STATE OF THE ART AND PRACTICE

1.1. The correlation between listening and speaking

Listening and speaking are skills that depend on each other for the student`s communicative competence development. Speaking skill provides learners not only a channel to interact with others, but also to comprehend them. Therefore, the exposure to speaking activities based on interaction is fundamental. The spoken language provides an opportunity for the learner to interact in order to understand; therefore, the exposure to the language is essential (Hossein, 2012). The ability students have to maintain an appropriate speaking interaction with people depends directly on how much their listening skill is developed. Students that have developed their listening skill are able to respond to the speakers, consequently the interaction will continue naturally (Suharja, 2020). The ability students demonstrate on their listening skill is related to the level they possess on the speaking skill.

The progress that English language students demonstrate on the listening and speaking skill relies in most of the cases on the interrelationship that these skills require from one another during their performance. From a pragmatic perception of the English language performance, listening and speaking skills are almost continually correlated. Exist the possibility to divide certain listening performance cases however, the isolation of oral performance activities or tasks that require a directly connection with audible comprehension becomes complicated (Pinem, 2014). The promotion of a homogenous speaking and listening skills development on the English classes is acknowledging the individuality they have on specific exercises but also the relationship these receptive and productive skills own.

The influence that listening has on speaking relies on its elements that take part in the English class. Listening material, that contains genuine English, introduces learners to a situation that proves their comprehension towards the use of the language in the real world. Authentic spoken language represents a challenge for learners, especially when

they have to understand a native speaker (Hossein, 2012). Since authentic listening material displays a model of English spoken language, listening oversees students` ability on speaking skill. Listening skill supports the effectiveness students need on their oral production by modeling and preparing them to experience English on real contexts.

1.2. Language teaching materials

The explanation for language teaching materials differs on concepts. Educators possess the ability to modify most of the available teaching sources in order to make them suitable for students during the language teaching and learning process. Teaching materials refers to all sources that are used by teachers or students to simplify the process of learning a language (Tomlinson, 2006). Language teaching materials can serve not only for English teachers into their career as an additional tool to improve their knowledge and skills on the teaching field but also language teaching materials are used to support language students' self-study guide inside or outside school.

The characteristics that English language teaching materials possess, contributes to define them as supporters of other skills that learners require not only on the development of their English learning as a foreign language but also as individual learners. The materials provide for teachers a support in their professional progress and promotes in students´ scenarios of independent learning (Crawford, 1995). The definition of language teaching materials differs as all language classes due to common educational factors such as learning environment, learning styles, and available resources, among others. English teachers lead to construct the perception on language teaching materials based on the experience they had with them.

In some situations, the unique exposure students have to the target language is during the English class; therefore, the role of the professor as an evaluator of the materials is crucial. This decision determines the suitability that language teaching materials have on students. Due to the limited exposure to the language outside the classroom, the

quantity and quality of it in class is of paramount importance in language acquisition (Matsuda, 2012). The integration of language teaching materials into the English class reinforces the quality of input students receive by adding variety to how the language is presented to them. Materials upgrade the input by implementing language samples that create a variety from the teacher`s tone and manner (Matsuda, 2012). Language teaching materials do not only support the view on how learners perceive the language but also model the experience they have with it.

Language teaching materials might not have a positive impact on teachers and students. They might seem appropriate for learners. However, they limit the action English teachers have in the class. Teaching materials deskill professors and deprive them on terms of thinking expertly in order to answer to their students (Crawford, 2002). Therefore, the role of the teacher as a material evaluator is not applied, creating uncertainty about the content of language that teaching materials provide. In addition, teaching materials mislead learners by displaying content language that is not connected with reality (Crawford,1995). Such conceptions lead us to consider which language teaching materials influence negatively on the learning process.

The elaboration of language teaching materials represents an alternative for some educators when it comes to analyzing and evaluating them before the introduction to the learning process. A perception towards the production of authentic materials for the English language demonstrates points out and overgeneralization on the characteristics that learners possess. Exist particular features on students that materials not favor on them that are crucial on English classes. An important judgment of language teaching materials, specifically the ones created for the EFL group it is their inevitably generic design and not addressed to any group in specific of learners, singular culture or educational framework (Howard and Major, 2004). Language teaching materials need to be characterized mainly by their appropriateness for students considering all the individual and grouped attributes they possess.

Non-Authentic materials

The existence and accessibility to a plenty of materials related to the English language is almost unlimited for teachers and students. Teaching materials are supposed to be differentiated by the rest due to their characteristics on suitability for learning a new language. Non-authentic materials are created and constructed particularly for teaching. The arrangement, composition and production of non-authentic materials are based on the curriculum from each country. Commonly they appear as textbooks built according to the ability and needs from students (Febrina, 2017). By the end of a certain level of English, students are adapted to the accommodation non-authentic materials offer to them.

The use materials that apparently facilitate the teaching and learning process due to its design tend to generate an unreal concept on how English language appears outside the classroom. Non authentic materials in a scenario of teaching a language make reference to the ones that were specifically designed for language learners, sometimes they focus on the language that professors want to teach. Definitely its artificiality language makes it different from how language is encountered in real life (Nematollahi & Maghsoudi, 2015). The involvement of no authentic materials complements the requirement of learning an uncomplicated English language.

The no authentic materials display an English language that is parallel to how it appears outside the class. In addition, the management that teachers possess over teaching materials turns into a limitation towards his or her innovation and independence as a manager of the class. Non authentic materials do not provide the real language sample in a genuine context, it decreases the performance of the teacher in the class from a classroom administrator to a professor that becomes dependable on ideas from others (Putri, Hasan & Yufrizal, 2015). At first sight, these materials facilitate teachers on the process of designing a class for students and learners to respond to the activities, however the perception and development of the English language is limited to predictable and in some cases, unreal scenarios.

Authentic Materials

Teachers incorporate supplementary materials to carry out their lessons because they aim at generating an appropriate scenario for learners. For instance, audio, printed or video materials that native speakers encounter in daily life are considered as authentic. They can be described as language samples that native speakers produce for others native speakers (Thanajaro, 2000). Furthermore, authentic materials are a synonym of originality. Their content is common among English native speakers. These materials are introduced exactly how they appear from the authentic sources (Murray, 2015). The integration of authentic materials into the language learning process is not a new tendency on the teaching field, but the variety and access people have to them nowadays can impact dramatically on the development of the English language learning.

The teaching materials that English professors incorporate to their daily classes reveal an inclination to be pedagogically designed like gap filling exercises where a specific grammar structure is needed. At first sight, authentic materials may not have the intention to be created or used for a teaching-learning environment. Nevertheless, these materials expose learners to how the language is used in English speaking countries. Authentic materials are not specially designed to be used in class, but they evidence materials that exist in real life, so they reflect it (Oguz & Bahar, 2008). The use of authentic materials in classes design a realistic concept on students towards the perception of how English language function outside the regular classes, taking into account the advantage that these materials provide to students as connecting them to the authentic language.

The characteristics of authentic materials concentrate on individuals whose mother tongue is the English language. On English speaking countries, the use the kind of materials is directed to a society that requires them in terms of communication. As a matter of fact, authentic materials have the objective to approach a massive English-speaking community by covering a communicative necessity. Authentic materials are

constructed for native speakers´ interactions (Murray, 2015). For the most part, the intervention from the teacher as a filter to the input learners perceive on an English class is crucial when it comes to introduce the participation of authentic materials in the English classes.

Advantages of using Authentic Materials

Authentic materials, like other supporting or additional sources, provide a valuable impact on the perception students build towards English as a foreign language. One noticeable advantage is the experience these materials provide to the students. For example, they support learners to identify English samples and how they are used by native speakers in all contexts (Mestari & Malabar, 2006). Additionally, the use of authentic materials generates a distinct environment in the class. They also create a connection between the English developed in the class and how people used it daily. Students that are involved into the real language create a feeling of learning the real English (Kilickaya, 2004). The employment of authentic materials contributes meaningfully to English classes by exposing learners to the way the language is used in the real world.

One of the goals English professors should have is to lessen the gap between the class and the real world. The content that authentic materials present to learners engage them into the language learning, their highly significance has to do with the connection to actual circumstances that take place in life. The interest of the students in the material increases due to its connection to the real world, and at the same time they inform learners about the world`s situations (Oguz & Bahar, 2008). Authentic materials intent to make English more recognizable for students for the purpose of preparing them to scenarios where English will be required. After learners become familiar with the language by practicing it, students will find it easier to employ it in real situations (Febrina, 2017). The introduction of authentic materials provides a support not only for professors but also for learners in terms of experiencing both scenarios, the classroom and outside of it, on how English language appears, the development of English

requires expressiveness on every single classwork activity towards the use of English in a real context.

The accessibility from media sources provides a variety of contemporary authentic materials that exhilarate continually the input English students experience on their daily English classes. There is a variety of sources to access to this material commonly from the internet, therefore teachers need to upgrade their authentic material as student`s needs change (Benavent & Peñamaría, 2011). With attention to contemporary as one characteristic, motivation appears as a result of the implementation of these authentic materials. Notably, English learners experience the language in its everyday essence once again. Authentic materials support students` motivation towards the language by bringing real language to them (Mestari & Malabar, 2016). English language teaching must reflect its learning integration through its materials.

English classes are not isolated from the changes that occur outside the class, principally with the language. Authentic materials are well known by its characteristic to exemplify the informality that English native speakers have in the language, its purpose is to support common materials by adding meaningfulness to their activities. Authentic materials facilitate students to interact and learn the English language that is used outside the class (Berardo, 2006). The modifications that English language experience daily require to be displayed among learners, so they can correlate con the content of the class and become more conscious about them. While the society changes according to the time, so their language.

Authentic materials contribute to learners as a guide throughout the process English language goes daily due to the influence it receives from the inside such as native speakers and external factors as the adaption of words from other languages. Authentic materials keep up learners with the living language. There is no static language, all of them experience enrichment, development and evolution (Adam, Stan & Moangă, 2011). English professors and students need to have in mind that the existence of authentic material variety is due to the transformation language encounters constantly.

The use of authentic materials on the process of developing English as a foreign language contributes to the consciousness on learners on how individuals and other languages are influenced among them.

One of the teachers' responsibilities is to plan lessons that contemplate real language so that learners can face a globalized society. The intention that authentic materials have on learning English is to accompany the content that is learned and taught in a typical class with the position language had in the real world. Anjarani (2017) maintains ¨The authentic materials are used in order to close the language gap between classroom knowledge and real life¨ (p.13). The more learners experience how English language behaves on the daily life, the better they will be prepared to challenge real situations outside the class. The use of authentic material prepares learners to get involved into the activities easily (Alijandi, 2014). These types of learning sources support English teachers on a way that classes develop into more realistic rather than centered the language on the conception of expected filled-up activities.

1.3. Podcast

The accessibility to podcasts through a variety of web sites, mobile apps or other digital tools does not resolve its conception. The origin of podcasts can be evidenced on its word`s root, the industry that started this audio material presents their originality on the facilities for listeners. Aristizabal (2009) defines podcasts as a term presented by the company Apple, originated on its device iPod demonstrating how a portable audio player can be used for downloading audio files, mainly MP3s so users can hear them according to their accommodation. This conception about the origin of podcasts appears in the future by defining its use among society, but also the prioritizing the users in terms of facility and variety, which actually turns into a positive opportunity in the English language teaching field.

Apparently, the creation of the term ¨podcast¨ may project some priority on devices that belong to that company, however podcasts are not restricted to Apple or any other MP3 compact player. Podcasts tend to privilege users that possess an iPod to listen podcasts, but it is not limited to iPod or MP3s (Campbell, 2005). The fact that Apple Company does not own the idea of podcasts promotes to individuals to have access either for creating or listening to one. The accessibility and use of podcast through alternative platforms supports users, in this case teachers and students, to become part of a digital generation that promotes the contribution by reducing the entitlement of podcasts.

Digital audio offers not only a variety of content for the society but also the accessibility to them nowadays. Podcasts provide an opportunity for individuals to find recordings arranged according to its content`s style. Podcasts have to do with the display of audio or video content, which according to the characteristics, is organized on digital files (McGarr, 2009). Internet suggests audio or video options that distribute content as podcasts, however, its option to subscribe to a particular type of content defines podcasts as unique among other simple audio or video found on the internet. Deal (2007) mentions ¨ But technically speaking, the feed and subscription model of file delivery is what differentiates podcasting from simply posting files on the Web (p.2). Podcasts constructs a digital community where members are characterized by their identical digital preferences.

Advantages of using podcasts

Adding authentic material as podcasts to an English class supports positively the language learning process. Podcasting can be used as an additional material to support learning, in fact, there are more educational benefits to podcasts when applied in this way (McGarr, 2009). The fact that not all schools, for different reasons, have access to native English speakers is not new, one of the manner podcasts approaches to students is as a representation or modeling from native English speakers. Podcasting is an extensive resource of authentic material used as a tool for learning and teaching

foreign languages, there are schools that cannot afford to hire native speakers to provide learners with genuine speech (Bartoš, 2008). The importance of podcasts is mainly based on the accessibility for students shortening the boundaries between languages.

The positive influence podcasts have on learning English does not reside on the outcomes from the class, but it approaches to students profoundly. Podcasts approximates learners to the English language differently from what a regular class does. It encloses learners to the target language, additionally, it alters the teaching-learning language process positively (Rahman, Atmowardoyo & Salija, 2018). Since podcasts are authentic materials, the certainty of students toward English will improve due to the fact they face how the language occurs in the real world. At the time of using podcast, teachers have the possibility to reinforce students` self-confidence, therefore learning becomes more pleasant (Indahsari, 2020). The intention on teaching English is to prepare learners for situations they encounter outside the class.

Accessibility and portability are new terms that English teaching adopts on the lately years due to the advance of digital tools. The use of podcasts on the present student's generation exhibits an accessibility to their mobile devices in order to make it part of the English learning process. Podcasts permit students to utilize their technology for academic purposes (Bahadorfar & Omidvar, 2014). A digital tool as podcasts enables students to make the content portable, therefore, the stimulus it provides when learning English does not reside just in the class. This same group of students have the opportunity to continue studying out of the class and advance in their language skills, which makes them independent learners (Yaman, 2016). Podcasts do not replace common materials used in class, but they approach a new means of accessibility for current language content.

The benefits of podcast that display among English language students are not limited to motivation, accessibility, content with authentic English, etc. The introduction of podcast to English classes provides learners content that support their knowledge

about different subjects. One more advantage on the use of podcasts, which are not produced for an English language learning intention, provides learners an accidental learning. It takes place at the time of encounter topics as intercultural content (Fox, 2008). Authentic materials as podcasts not only exemplify the English language but also bring content and culture within it. Teachers and students possess an alternative tool to experience and access the language in a content and culture.

1.4. Speaking skill

The similarity among the skills that English language has is the usefulness it provides to users on communicating. Speaking is a productive skill developed by individuals to transmit opinions, beliefs, etc. to their community in oral mode. Speaking is considered as a skill used to display ideas to others by the use of a language in an oral way (Samad, Bustari & Ahmad, 2017). First of all, the use of podcasts supports the development of the English speaking skill by familiarizing learners with the authentic English pronunciation. Podcasts expose learners to English pronunciation, and at the same time promotes the practice of their listening and speaking skill (Yoestara & Putri, 2018). The development of the English speaking skill aims to challenge students to improve their ability to communicate in a foreign language.

Furthermore, speaking skill development is assisted by podcasts beyond the English classes. Learners perceive additional support coming from it, as for example modeling the language, in order to improve their English speaking skill. Furthermore, podcasts could support self-controlled learning outside the class (Yoestara & Putri, 2018). With this in mind, oral participation from students enhances in the different speaking activities that take place in the class. Consequently, students would increase their motivation in learning a language, therefore their performance on fluency and accuracy would boost (Samad, Bustari & Ahmad, 2017). The improvement of the English-speaking skill does not occur exclusively inside the class with the convenient authentic material.

Developing the speaking skill

Speaking activities that take place during the English language classes represents an opportunity for teachers to accompany the progress of learners, but also for students to put into practice all the speaking skill. These speaking activities evidence the individual improvement of learners. However, they appear an obstacle for some of them. In a scenario where students discover that some classmates possess an English proficiency level higher than theirs, exist the tendency that learners develop anxiety, therefore they remain in silence. (Bhattacharjee, 2008). Even though the positive perception and effect that some speaking activities evidence on the class, the evolution of students´ speaking skill is not uniform.

The development of students ´speaking skill are determined by internal or personal characteristics that define a difference on their progress among the rest of the learners. The learner´s character in the English speaking performance is crucial to achieve an appropriate oral production. Personalities as introverts, extroverts, taciturn, talkative and shies are involved on learner oral performance. There is the notion that extrovert students exceed introvert ones in the oral activities probably due to the higher interaction with people, therefore there is an increase on fluency (Bhattacharjee, 2008). The individual characteristics from learners obligates teachers to consider the homogeneity on speaking activities, the variety of them display opportunities for students to develop their English speaking skill and have an individual increase.

The role of the teacher in developing the English speaking skill begin with elements that make reference to an emotional interaction with the students. The feedback provided by the teacher does not focus at the end of the students´ oral performance, actually it stats since the very beginning of the learners' speaking activity. The assessment coming from the teacher is influential in the process of developing speaking skill because the response from the teacher as a listener as facial expressions provides evidence about is understand (Mridha & Muniruzzaman, 2020). On a scenario

where the relationship between the teacher and the students is disinterested the perception from learners towards their oral performance is not appreciated.

Speaking activities that take place on the English language classes define the importance of it on students. The development of English speaking skill requires activities that go beyond the traditional speaking materials. Learner´s motivation towards English is influenced by the variation and meaningfulness on them. Students assume English as not interesting and interactive for them, the speaking activities do not vary from drilling materials on the textbook and producing the language in a worksheet (Rizqiningsih & Hadi, 2019). Even though some speaking activities may facilitate the teacher´s role in the class, its essential to maintain a constant evaluation of them in order to prevent a monotonous class.

Aspects of the speaking skill

On the process of developing the English-speaking skill, teachers and learners become conscious about specific aspects that integrate it. Students experience the necessity to develop them so speaking skill becomes meaningful in the class. Baker and Westrup (2003) states ¨we teach them lots of new words (vocabulary) and tell them how the language is organized (grammar)¨ (p.6). There are elements or aspects that illustrate what the English-speaking skill consists of grammar, vocabulary, fluency, comprehension and pronunciation are elements from the English speaking skill (Pohan & Manurung, 2020). The improvement of these particular aspects outlines the progress learners are able to achieve during their English classes.

Vocabulary

The acquisition of vocabulary is a continuous and renewable necessary process on beginners and advance English language learners. As other languages in the world, it is not isolated from society, it is exposed to changes individuals may contribute to the language either for their own interest or necessities. English vocabulary is not

unchanging, new words become part of the language. Words lose, receive meaning or discontinue to be used (Minkova & Stockwell, 2009). Constantly, vocabulary sources deal with updating itself due to all the transformations language experience. The Oxford English dictionary is updated quarterly with at least 1,000 new revised entries; this is an evidence of the dynamism English vocabulary has due to borrowing and word-creation (Minkova & Stockwell, 2009). The English vocabulary is a response from all the process that the language went through with the aim of improving communication among individuals with different backgrounds.

Vocabulary has a rooted correlation between the English production and the acquisition of it. The effect that vocabulary has on learners is the improvement on their English language awareness by supporting them as a source of word reference. It is a fact that the more of words learners have comprehended, the better their English understanding is (Carrasquillo, 1994). The amount of English vocabulary that is available for students are unlimited, this leads the option to upgrade words and how functional they become on a real conversational context. The acquisition of more words supports learners to define precisely differences among the meaning of words, increase the consciousness on how words function together, and growth their awareness of communicative context (Graves, August & Martinez, 2013). The role that vocabulary has on English learners exemplify the importance of diversity it demands in class.

English language vocabulary contributes to the improvement of communication among speakers. Vocabulary supports English learners on their discourse by providing them diverse options that contributes to the upgrade on the communicative skills. Speakers that own excellent vocabulary are able to talk in a more elegantly and even effective way than other people do, and this capacity is noticed (Denning, Kessler & Leben, 2007). Vocabulary does not only delineate the capacity of understanding the language, but also defines the ability students own to express themselves.

Grammar

English, as other languages, is made up of distinct elements that intent to explain to native or non-native speakers the recognition of it. The fact that individuals possess the ability to communicate with others is evidence of the awareness of the language that exist on them even though they might be unconscious about it. Gelderen (2010) announces¨ Most of the time, however, we are not conscious of this knowledge. When we study the language, we attempt to find out what we know and how we acquire this linguistic knowledge¨ (p.1). Grammar attends to support English learners on the process of learning it either as a foreign or second language, understanding the grammar of the language.

Among the process of studying the grammar of a language, the conception of an innate structural rules on humans may explain the acquisition of it. Noam Chomsky on his theory American Linguistic points to a mental scheme known as ¨Universal Grammar¨ which states that all individuals are genetically enriched with it (Aarts, 2011). The notion about an existence of a pre-structure order for the language in individuals provides the basis on how the acquisition of their native language influence the learning of a second language. The study of English language grammar facilitates the learning process on students by presenting English as an element to resolve before gaining the language.

The early exposition to the native language creates an awareness of how it works, there is a formal instruction of the language to define the knowledge about the rules at the time of using it. Grammar is a fundamental constituent of the language that intercede between sounds and written symbols with the system of meaning (Nelson & Greenbaum, 2018). Grammar can be perceived as a collection of procedures on how words can be organized to build a sentence in a language. English grammar has to do with all the rules that dictate the formation of sentences, and this is what English students prefer to know (Cowan, 2018). Learners aim to acquire English through grammar structure due to their influence on the formal instruction they had in their childhood, this sense of learning generates a familiar scenario to learn the language.

Prescriptive Grammar

Prescriptive grammar is noticeable on learning English towards the rightness on the employment of it. The appreciation of grammar depends of the judgments coming from experts of the language and what they consider is appropriate on the use of it. There are English speakers of the standard dialect contemplate that specific usages of the language define the user as unschooled. Those rules that determine or stablish the different uses a language should adapt or omitted are known as prescriptive rules (Nelson and Greenbaum, 2018). The grammar rules are not isolated from the modifications it experiences through the time. The standardization of these changes generates among English learners the awareness of them.

Language is acquired during the early social human interactions but it is learned on an academic environment, so individuals become aware of their language mistakes based on the scholastic language learning. Prescriptive grammar instructs individuals on the way on how to mention something, what terms to use, when to choose them and explain why they do it (DeCapua,2016). English grammar mostly taught in school presents a view for students on how English language works theoretically, which can be beneficial for them by the time of experiencing academic English content as standardized test.

Descriptive Grammar

Descriptive grammar, on the other hand, presents a distinct perception about the image of grammar. The role that individuals have on the language is what characterize descriptive grammar, it is considered as a rule that illustrate how individuals make use of the language (Nelson & Greenbaum, 2018). Descriptive grammar aims to appreciate the display of English language guided by the consciousness of the community who speaks it. Moreover, descriptive grammar concentrates on understanding the system, meaningfulness and organization of the language, which are not commonly conscious most of the speakers (DeCapua, 2016). The notion on school about how English

appears among the real world equips learners to valance the appreciation between the formal language instruction and the effectiveness of it outside the classroom.

Pronunciation

The role of pronunciation on developing speaking skill does not direct students to become native speakers. The development of pronunciation on English classes mainly aims to grow on students a sense of correctness on their speaking so it does not limit others speaking subskills such as the communicative one. A practical goal is to enable students exceed the basic level, so their pronunciation does not lessen their capacity to communicate (Celce, Brinton & Goodwin, 2010). The improvement of English speaking skill boost to support learners on their daily communication. An appropriate level of pronunciation in English as their foreign language enable students to broaden their communication circle.

When it comes to speaking skill as pronunciation, exist elements within that contribute to an appropriate and homogeneous progress. Pronunciation classroom activities supplement students to experience English sounds so their speaking skill upgrade to an adequate level. The practice of applying phonological and phonetic knowledge helps determine possible problems for students, provides sound exercises for inside and outside the classroom, so learners acquire an agreeable English accent (Brown, 2014). English pronunciation does not influence learners to become native speakers, but generate an essential pronunciation proficiency. The initiation and study on phonetics and phonology of the language represent the basis for a suitable English pronunciation level.

Difficulties on pronunciation

Pronunciation on students may generate confusion because of the similarity on the language phonemes in relation to their mother tongue. The first barrier learners encounter at the moment of learning pronunciation is noticing that each letter owns

more than one sound or vice-versa. English language possesses more sounds than letters, this obscures the English language pronunciation process. Digraphs represent several consonant sounds, or a singular sound means various letters (Egle, 2011). English and Spanish present a similarity among their alphabet, consonants and vowels are the same for both languages. The comparable letters in the alphabet from Spanish and the variety of phonemes that English language letters possess difficult learners on acquire and differentiate them at the moment of developing the pronunciation skill.

The significance that Spanish language, as mother tongue from students, has on the development of English pronunciation skill is and evidence of the misunderstanding that appears on the oral communication. Nevertheless, the distinction appears on their phonemes, in some cases English vowels and consonants have more than one sound. The modern Latin alphabet has 26 letters, among them 5 vowels, these are used to spell the forty-three sounds in English (Egle, 2011). Vowel and consonant sounds` variations impact on the meaning of words, special terms that may be phonologically similar to a non-native speaker as English language student. The importance of the improvement of English pronunciation do not only approach the identification of the different letters and their phonemes, but also the repercussion to an appropriate English pronunciation into their oral communication.

Learners do not distinguish the phonemes heard and produced by them and the identical coming from a native speaker. Most of the time, students do not recognize the distinctness between the sound that a native speaker pronounced and the sound they produce or hear (Piankova, 2014). There is the tendency on students to change an unknown sound with one very much alike from their mother tongue. It is a consequence of the difficulty for learners on pronouncing some sounds. It is common to reinstate unfamiliar sounds with those from the mother tongue that appears similar, or we are incapable to produce those sounds or combinations (Sethi, Sadanand & Jindal, 2005). The influence from the students` mother tongue affects to the perception and awareness to different English phonemes disturbing the pronunciation development.

Fluency

An appropriate oral communication, not only in English language, involves various elements that are a requirement in order to be combined, otherwise the message that needs to be transmitter is confusing either for the speaker or the listener. Fluency on English is defined mainly to the capacity that students possess on using terms and expressions properly, including other previous speech elements, as pronunciation, that need to be equally developed. Zuniga (2016) stablish ¨fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation of words¨ (p.9). English fluency depends on previous speaking components that need to be enriched, therefore students can advance on it.

The consciousness of the communication process is supported by podcasts in the sense of exemplifying how the message is delivered in real life. Fluency proves the lack of difficulty on speaking as a result of the confidence on what the learner says, the attention is on conveying the message properly. Fluency states for the facility of speaking without considering potential errors. People`s first language is fluid, there is not concern on mistakes rather focus on communicating their intentions (Baker & Westrup, 2003). In fact, speaking fluency is a skill that reflects meaningfulness on communication and the use of other speaking skill elements. The understanding students acquire at the moment of progressing in their fluency supports their´ self-confidence while communicating in English as their foreign language.

Developing fluency

English classes tend to approach a variety of themes that demand distinct conditions to be met, so fluency can be developed. One alternative to develop fluency on learners is to display common topics and conversational situations for them. In other words, students are involved with familiar themes and discourses where they can apply vocabulary they know (Nation & Newton, 2009). The introduction to themes that

students are familiarized with provide a support to speaking elements, as vocabulary, that are necessary to develop fluency on learners. The topics that take place into the English classes require a connection not only with the suitability to the content that is learned, but also a balance by considering the necessities and characteristics students bring to the class.

The awareness among students about the class topics results in the facility for them to discuss about them. The familiarity learners perceive on the topics is correlated with the facility they evidence at the moment of talking about it. Developing discussions subjects that are not closed to their reality or hardly known decrease their fluency (Noor et al., 2012). The intervention from the teacher to evaluate the topics before introducing to the English classes influences directly on how students answer to the speaking activities that occur among them, developing English fluency provides an opportunity for including topics that add meaningfulness to the ones that are already included either on the class material or syllabus. Speaking activities that take part in a daily English class require to connect on a different frequency with the learners.

The time that students spend on English classes is decisive on developing fluency. Another distinctive characteristic of fluency is to challenge learners through diverse elements that teachers are able to modify, as for example timing. A suitable activity that develops fluency supply meticulous pressure to a high level by timing the activities (Newton, 2009). Speaking activities represent an opportunity for teachers to evidence the advantages that giving a maximum time have on developing speaking fluency such as exclude unnecessary pauses. The idea of setting time limits on speaking activities might force positively students to reduce the pauses and speak faster (Noor et al., 2012). Pressure, on a positive manner, can support English learners to increase their fluency on the language.

CHAPTER II. DESIGN METHODOLOGY

2.1. Research and Research Approach

A mixed approach was used in this research. The qualitative approach assists the converge of empirical information from the research group, describing and interpreting the phenomenon in order to understand it. On the contrary, the quantitative approach provides numerical information displayed into statistics, outlining the characteristics and information gathered from the study group. The importance of the quantitative method applied on this research relies on the access to statistical results, therefore the data interpretation and the presentation of this findings become straightforward and the percentage of subjectivity is reduced. These approaches stablish the validity of using podcasts to develop the English speaking skill.

Research Method

This study implemented quasi-experimental research with the participation of two groups: a control group and an experimental group. Thirty students of sixth level A and B of Language and Linguistics Department in Pontifical Catholic University of Ambato participated. They were asked to use podcasts for one month. Learners` speaking skill development was measured by a pretest before they started to use podcasts. The instrument was a test that collected data from the participants. The test, containing the pretest and posttest, was applied in order to stablish the effectiveness of using podcasts to develop the English speaking skill. To administer the pretest and the posttest the First Certificate Exam (FCE) of Cambridge exam was used.

Experimental design was applied in this study. The participants were divided into two groups, the experimental and the control class. In the experimental class (first group) podcasts were used for one month. In the control class (second group) there were no modifications in the teaching methodology. The pretest and the posttest were implemented by the researcher to collect the necessary data and determine the effectiveness of podcasts to develop students` English speaking skill.

Research Instrument

A test was utilized as the instrument to know the students` speaking skill development. In addition, a survey was applied in the interest of evaluate how successful the implementation of the proposal was. In order to validate the survey, it was presented to two experts of the English language who employed a validation chart to examine each question. The test was taken from Cambridge exam (FCE). The questions from the listening section were chosen based on the different levels of Blooms` taxonomy. The questions presented to this test belong to the FCE standardized English exam, therefore the intervention of experts of the test was not recommended. The pretest was applied to assess the current students` speaking skill, while the posttest was administered to evaluate the improvement in students` English speaking skill after the intervention. The test contains 16 questions focused on listening and speaking skill. The Cambridge test (FCE) was applied to check students` speaking skill development. A rubric taken from the Cambridge FCE exam was also used, which contained the following assessment criteria: grammar, vocabulary, discourse management, pronunciation and interactive communication.

Research Techniques

The investigator gave the pretest to the two groups, the control group and the experimental one. Podcasts were taken from a web site called ¨Spotify¨ that provides great variety of content. The topics from the book ¨Life 5¨ determined the decision on which podcasts to be included on the guide so they are connected to the content of the English classes. Podcasts were used with the experimental group to develop the English speaking skill in students from sixth level ¨A¨. On the other hand, the control group, sixth level ¨B¨, was managed by traditional strategies. After the application of the podcasts to develop English speaking skill, a posttest was administered to the control and experimental group to find out to what extent the students` English speaking skill has been developed. In addition, a survey was applied to students in order to measure the effectiveness of the proposal.

Process of Data collection

- The pretest is administered to the control and experimental group.
- Application of podcasts to the experimental group.
- The posttest is administered to the control and experimental group.
- Tabulation of the gathered data from both groups.
- Analysis and interpretation of the results.

2.2. Process and Analysis of the information

The data collected from the pretest and posttest needed to be verified in order to prove that all the information was precise and supported the research. Tabulation was planned on the studied topic to obtain significant information. It was meaningful to observe and analyze the frequency of the results to project on tables. The tabulation was individually designed, because of the importance to examine the information.

Students` Score of Pretest from the control group

Table 1. Students` scores Listening Section

Students	**Q 1**	**Q 2**	**Q 3**	**Q 4**	**Q 5**	**Q 6**	**Q 7**	**Q 8**	**Q 9**	**Q 10**	**Pretest results**
Student 1	0	0	0	1	0	1	1	0	1	1	**5**
Student 2	1	1	0	0	0	0	1	1	0	0	**4**
Student 3	0	0	1	0	0	1	1	1	0	1	**5**
Student 4	1	0	1	1	0	1	0	0	0	1	**5**
Student 5	0	0	0	1	0	0	1	0	0	0	**2**
Student 6	1	0	1	0	1	0	1	0	0	0	**4**
Student 7	1	0	0	1	0	1	1	1	0	1	**6**
Student 8	0	0	0	1	0	0	0	1	0	0	**2**
Student 9	0	0	1	0	1	0	0	0	0	0	**2**
Student 10	0	1	1	0	0	0	1	1	0	1	**5**
Student 11	0	1	0	0	0	1	0	0	1	0	**3**
Student 12	0	0	0	0	0	0	0	0	1	1	**2**
Student 13	0	1	0	0	0	0	1	1	0	0	**3**
Student 14	0	1	0	0	0	0	1	1	1	1	**5**
Student 15	0	0	0	1	0	1	0	0	0	0	**2**
Total Score	**4**	**5**	**5**	**6**	**2**	**6**	**9**	**7**	**4**	**7**	**55**
Mean Score	**0.2**	**0.3**	**0.3**	**0.4**	**0.1**	**0.4**	**0.6**	**0.4**	**0.2**	**0.4**	**3.6**

Elaborated by: Guerrero, F. (2021)

According to the results obtained from the control group in the pretest, the mean score is 3.6

Table 2. Students` scores Speaking Section

Students	Grammar & Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Pretest results
Student 1	3	2	3	3	**11**
Student 2	3	3	3	2	**11**
Student 3	2	3	3	3	**11**
Student 4	3	3	2	3	**11**
Student 5	2	3	3	3	**11**
Student 6	3	2	3	3	**11**
Student 7	2	3	3	2	**10**
Student 8	3	2	3	3	**11**
Student 9	2	3	3	2	**10**
Student 10	3	2	3	3	**11**
Student 11	2	3	3	3	**11**
Student 12	2	3	3	3	**11**
Student 13	3	2	3	3	**11**
Student 14	3	2	3	3	**11**
Student 15	3	3	2	3	**10**
Total Score	**39**	**37**	**43**	**42**	**162**
Mean Score	**2.6**	**2.4**	**2.8**	**2.8**	**10.8**

Elaborated by: Guerrero, F. (2021)

According to the results obtained from the control group in the pretest, the mean score is 10.8.

Table 3.

The score of the pretest and posttest in Control Group

Students	Pretest	Posttest
Student 1	5	3
Student 2	4	3
Student 3	5	4
Student 4	5	2
Student 5	2	3
Student 6	4	2
Student 7	6	3
Student 8	2	2
Student 9	2	1
Student 10	5	1
Student 11	3	4
Student 12	2	2
Student 13	3	3
Student 14	5	3
Student 15	2	2
Total Score	**55**	**38**
Mean Score	**3.6**	**2.5**

Elaborated by: Guerrero, F. (2021)

Table 4.

The score of the pretest and posttest in the Control

Students	Pretest	Posttest
Student 1	11	10
Student 2	11	10
Student 3	11	10
Student 4	11	9
Student 5	11	10
Student 6	11	9
Student 7	10	9
Student 8	11	10
Student 9	10	9
Student 10	11	9
Student 11	11	9
Student 12	11	10
Student 13	11	8
Student 14	11	9
Student 15	10	10
Total Score	**162**	**141**
Mean score	**10.8**	**9.4**

Elaborated by: Guerrero, F. (2021)

The pretest and posttest that was applied to 15 students from the control group measured the students` performance on listening and speaking skill without the intervention of podcasts. The researcher did not implement the use of podcasts. According to the pretest the mean score for listening and speaking skill were 3.6 and 10.8. On the posttest, the mean score for listening and speaking skill were 2.5 and 9.4.

Students´ score of Pretest from the experimental group

Table 5. Students` scores Listening Section

Students	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Pretest results
Student 1	1	0	0	1	0	0	1	1	1	0	**5**
Student 2	0	0	1	0	0	0	0	0	1	0	**2**
Student 3	0	0	0	0	0	0	0	0	0	0	**0**
Student 4	0	1	0	0	0	0	0	0	1	0	**2**
Student 5	1	1	0	0	0	1	0	1	0	1	**5**
Student 6	0	0	0	0	1	1	1	0	1	0	**4**
Student 7	1	0	1	0	0	0	0	0	0	1	**3**
Student 8	0	0	0	0	0	0	1	1	0	1	**3**
Student 9	0	0	0	0	0	0	0	0	0	0	**0**
Student 10	0	0	0	0	0	0	0	0	1	0	**1**
Student 11	1	0	0	1	0	0	1	0	0	0	**3**
Student 12	0	0	1	0	1	1	1	0	0	1	**5**
Student 13	0	0	0	0	1	0	0	0	0	0	**1**
Student 14	0	1	1	0	0	0	0	0	0	0	**2**
Student 15	0	1	0	0	0	0	0	0	0	0	**1**
Total Score	**4**	**4**	**4**	**2**	**3**	**3**	**4**	**3**	**5**	**4**	**37**
Mean Score	**0.2**	**0.2**	**0.2**	**0.1**	**0.2**	**0.2**	**0.2**	**0.2**	**0.3**	**0.2**	**2.4**

Elaborated by: Guerrero, F. (2021)

According to the results obtained from the experimental group in the pretest, the mean score is 2.4

Table 6. Students` scores Speaking Section

Students	Grammar & Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Pretest results
Student 1	2	3	3	3	**11**
Student 2	3	3	3	2	**11**
Student 3	3	2	3	3	**11**
Student 4	3	3	2	3	**11**
Student 5	3	3	3	2	**11**
Student 6	3	3	3	2	**11**
Student 7	3	3	2	3	**11**
Student 8	3	3	2	3	**11**
Student 9	2	3	3	3	**11**
Student 10	3	3	3	2	**11**
Student 11	3	3	2	3	**11**
Student 12	2	3	3	3	**11**
Student 13	3	3	2	3	**11**
Student 14	3	2	3	3	**11**
Student 15	3	3	3	2	**11**
Total Score	**42**	**43**	**40**	**40**	**165**
Mean Score	**2.6**	**2.6**	**2.6**	**2.6**	**11**

Elaborated by: Guerrero, F. (2021)

According to the results obtained from the experimental group in the pretest, the mean score is 11

Table 7.

The score of the pretest and posttest in Experimental Group

Students	Pretest	Posttest
Student 1	5	10
Student 2	2	10
Student 3	0	10
Student 4	2	7
Student 5	5	7
Student 6	4	10
Student 7	3	10
Student 8	3	10
Student 9	0	7
Student 10	1	7
Student 11	3	10
Student 12	5	10
Student 13	1	10
Student 14	2	10
Student 15	1	10
Total Score	**37**	**138**
Mean Score	**2.4**	**9.2**

Elaborated by: Guerrero, F. (2021)

Table 8.

The score of the pretest and posttest in Experimental Group

Students	Pretest	Posttest
Student 1	11	18
Student 2	11	18
Student 3	11	16
Student 4	11	16
Student 5	11	18
Student 6	11	16
Student 7	11	16
Student 8	11	18
Student 9	11	16
Student 10	11	18
Student 11	11	16
Student 12	11	16
Student 13	11	16
Student 14	11	18
Student 15	11	18
Total Score	**165**	**254**
Mean Score	**11**	**16,9**

Elaborated by: Guerrero, F. (2021)

The pretest was applied to 15 students from the experimental group to measure the students' performance on listening and speaking skill before the intervention of podcasts. According to the pretest the mean score for listening and speaking skill were 2.4 and 11. After the data was averaged from the pretest, podcasts were used with this

group. Once the intervention was concluded, the posttest was given to measure whether podcasts influenced student`s development of the English speaking skill by discerning the pretest and posttest score. On the posttest, the mean score for listening and speaking skill were 9.2 and 16.9.

General results from the pretest and posttest from the control and experimental groups.

Table 9. General results

General results from the pretest and posttest from the control and experimental groups**.**

	Pretest	Posttest
control group	10.8	9.4
experimental group	11	16.9

Source: Direct research
Elaborated by: Guerrero, F. (2021)

The table presents that the means score for the experimental group in the posttest was 16.9 However, on the control group was 9.4. The results gathered corroborate that there is a considerable difference of (7.4) between the results recovered from the control and experimental group. Thus, the use of podcasts has a positive significance on students developing English speaking skill.

2.3. Characterization of the institution

The following information involves essential aspects of Language and Linguistic Department from Pontificia Universidad Católica Sede Ambato, where the present research project was done:

Table 10. Institution background

Certification	C1 Level according to The Common European Framework of Reference for Languages (CEFR)
School`s name	Departamento de Lenguas y Lingüística
City	Ambato
Province	Tungurahua
Period of study	Eight semesters
Degree awarded	Certificación de Aptitud y Peritaje
Type of Educational Institution	Private
Number of students	400
Number of Teachers	10

Source: Language and Linguistic Department
Elaborated by: Guerrero, F. (2021)

2.4. Research Proposal

Guide to Develop Speaking Skill through podcast

Informative Data:

Institution: Pontificia Universidad Católica Sede Ambato

Province: Tungurahua

City: Ambato

Address: Manuelita Saenz Avenue

Department: English Department

Beneficiaries: Sixth Level A-B

Proposal background

The development of speaking skill is present in all English classes. The importance of this skill has to do with factors such as adjustments society produces on it; therefore, students need to be aware of the modifications English language features experiment daily. Speaking features such as stress, fluency and others need to be well produced in order to prevent confusion in speaking (Samad, Bustari & Ahmad, 2017). Teachers explore various techniques to strengthen English speaking skill while students await meaningful speaking development activities. There are several resources to improve

English speaking skill such as English audio recordings, TV shows, apps, and more. However, the use of podcasts is a strategy that introduces varied advantages.

The accessibility that podcasts display for students is one of the main characteristics that differentiate it among other authentic materials. Its name is based on the iPod representing the portability for audio files so users can access depending on their circumstances (Aristizabal, 2009). The use of authentic audio materials as podcasts inside or outside the classroom reveals the connection between listening and speaking English language skills. Classroom activities that involve the development of these two skills generate on students a mental interpreting process to understand what is said in order to provide a response. Listening creates a mental abstract design that is the basis for speaking performance (Demir, 2017). The performance students have in their speaking skill is based on their listening skills improvement, podcasts assist learners on the progress of both English language skills.

Based on the results from FCE test applied to the students at PUCESA, it was essential to create a guide that develops English speaking skill through the use of podcasts in order to enhance the process of teaching and learning the English language. Teachers would have access to a current material that promotes speaking subskills such as vocabulary, grammar, pronunciation and fluency.

Furthermore, students would be inspired at the time of developing their speaking skill through the use of podcasts by its updated content, accessibility, variety of topics, native speakers´ different accents and new words in context, etc. Podcasts are not a tool commonly used by students for improving their English speaking skill; however, it would present the opportunity to become part of a late scenario to develop their English speaking skill.

Justification

Learning English as a foreign language requires resources and preparation. Nevertheless, the circumstances that students experience in their English classes reduce the development of the language skills. Certainly, this situation does not correspond entirely to the teacher`s responsibility. By the time the English class is over, students will have returned to their daily activities, a context where the use of their mother tongue is more essential than English language. This scenario provides opportunities to explore new strategies to maintain the contact between students and the English language.

Under those circumstances, the use of podcasts is a new proposal that enclose students to the English language expanding their contact with it not only inside the class but also outside, facilitating the accessibility to a novel authentic material. This proposal is beneficial to be implemented due to its easy access from any device. In addition, most of the podcasts are free on the different online platforms. It is innovative because no other researcher has applied the use of podcasts on students of sixth level who are part of the English Language program at the Universidad Católica Sede Ambato.

Furthermore, the employment of this proposal benefits the participants of the teaching-learning process. First, students have access to an authentic material that displays samples from native speakers on how English language appears daily. In addition, the proposal does not only connect to the content of the class but also is designed according to students` preferences. Second, teachers are provided with a variety of podcasts that can be adapted according to their English classes, the activities presented on this proposal are designed to support students speaking development based on the FCE standardized exam.

Overall, the application of this proposal contributes to the development of students` English speaking skill by combining the use of technology, suitable content based on learners` interest, the exemplification from native speakers of the language and the design of activities that familiarize students with standardized English language exams.

Objectives:

General Objective

- To determine the development of English Speaking skill through the use of podcast in English classes.

Specific Objectives

- To identify topics of podcasts to be included in the English class.
- To design a guide for English speaking skill` development using of podcasts.
- To evaluate the use of podcasts to develop English speaking skill on students.

Proposal Feasibility

This proposal is feasible due to the authorization by the Language and Linguistic Department coordinator and the students involved. Both are conscious of the results gathered and the advantages that they represent for the department and its students in the development of English speaking skill through the use of podcasts.

The *Pontificia Universidad Católica Sede Ambato* through the Language and Linguistic department, promotes the English language by the implementation of unprecedented teaching methods leading students to encounter the language on a social context. For

this reason, podcasts would be suitable for teachers and students in order to develop their English speaking skill in a distinct way.

Speaking skill is always present in the process of English classes. Teaching books contain speaking activities that create scenarios in the class in order to expand this skill. The use of the guide would contribute to the improvement of these classroom activities and other subskills related to speaking. Teachers and students would access to a guide that presents alternative audio sources and activities that would contribute to the English speaking skill development.

Technology has approached several education areas, as for example teaching materials. The guide presents the use of podcasts as an additional authentic material for teachers and students to develop speaking skill. The implementation of authentic materials as podcasts displays content that enhance their structure of English speaking skill. Podcasts support students with a variety of speaking performance models as reports, conversations, interviews (Alfa, 2020). Through the use of podcasts teachers strengthen the development of students´ self-confidence, therefore the process of learning process becomes enjoyable (Samad et al., 2017). The essential goal on introducing this guide is to enclose the gap between the English taught in a classroom and how it is actually used outside of it.

Proposal Topics

Speaking is a productive skill that is connected with receptive skills such as listening. Listening activities promote the development of speaking skill by familiarizing students to the real language. The use of podcasts relies on the correlation among the two of

them. The following guide combines topics from the English book with podcasts by the use of speaking activities that support the development of it.

Proposal Character

¨**Do not drop the mic**¨ is the name of the guide which proposes an alternative among the common speaking activities that occur in the English class. This is created for middle-aged students. The kind of topics such as design and activities demonstrate the suitability for the group of learners.

CONTENT

Theme	Topic	Description
Connecting with others	How to know if a broken friendship is worth saving.	If a friendship is broken, is it worth to save?
	Setting boundaries with family.	Boundaries are for the family too.
	Is having a pet really good for your health?	We do not need pets as much as you imagine.
Awkward Stories	Traffic robots, anniversaries and awkward moments.	Some memories don't come from the groom and bride.
	First dates, the good, the bad and the awkward.	Unforgettable things that happen only on first dates.
	My awkward high school experience.	High school experiences are not just about academic stuff.
Technology as a lifestyle	Preparing for online school.	Let` s get ready for another possible online school semester.
	Four truths about social media that every cool kid should know.	Social media does not deserve us.
	Teens and technology.	Saving your brain before is too late.

CONTENT

Theme	Topic	Description
The Art effect	The secrets behind being a successful model.	The real work before becoming famous.
	Music effects.	The effect music has on you.
	The health benefits of music and dancing.	Everyone needs to dance for a reason.
Self-improvement	The truth about living alone.	When you depend on yourself responsibility has a better meaning.
	Going to university.	What and how to face challenges and opportunities at university.
	Supporting a young student going to university.	How to become your own student hero?
It`s not just a trip	The importance of vacations.	Vacations are a responsibility too.
	Budget travel in your 30s and beyond.	A guide as important as your passport before traveling abroad.
	Eight benefits of traveling alone.	Trips by yourself have more benefits than doing with someone else.



The ¨Do not drop the mic¨ guide provides a variety of podcasts related to stories, relationships, technology, art, self-improvement and traveling. In addition, the guide implements links that simplify the access to podcasts and extra information about the topics. The different themes present listening comprehension and discussion activities. Listening exercises accompany this guide due to its support on the development of the English speaking skill including vocabulary, grammar and fluency.



Links that enable accessibility to the different podcasts.



QR codes facilitate the entry to the podcasts on the user` smartphones.



Designed questions to talk over the topic in class.



Extended podcasts with more information about the topic.

Good luck!

HOW TO KNOW IF A BROKEN FRIENDSHIP IS WORTH SAVING.

https://spoti.fi/2UTEdk0



Listening comprehension

1. What was this episode about?
   a) New people.
   b) Dealing with loneliness.
   c) Broken friendships.

2. How can we prevent friendships from deteriorating?
   a) Introducing new people in your life.
   b) Don`t pay attention to small details.
   c) Communication.

3. The older we get….
   a) You realize who are your real friends.
   b) You want to have an active social life.
   c) You stop caring about people.

Discussion time

a) Would this information be useful if you fall out with friends? How?
b) What were some of the motives behind your last broken friendship?
c) Is there a better solution that you can add to this episode?

SETTING BOUNDARIES WITH FAMILY.

https://spoti.fi/3Bgcd9M



Listening comprehension

1. What was this episode about?
   a) How to create and maintain boundaries with your family.
   b) How to create a better lifestyle in the 20th century.
   c) How to maintain fit and healthy with good eating habits.

2. Raising your voice, can produce…
   a) A negative effect like leaving a room and avoid the rude person.
   b) A negative effect like staying and listing how a rude person screams at you.
   c) A habit on screaming other people as well.

3. Interacting with negative people can be….
   a) A bad influence in your daily life.
   b) A good way to manage rude people.
   c) A way to understand people's issues.

Discussion time

1. What factors would you change if you need flexibility on boundaries?
2. How was this similar to create relationships with friends?
3. Do you believe circle boundaries may help you?

IS HAVING A PET REALLY GOOD FOR YOUR HEALTH?

https://spoti.fi/3sT2h34

Listening comprehension

1. Are people that live with pets happier that the ones who don`t?

True b) False

2. How much does having a cat cost over its lifetime?

a) $ 30.000
b) $ 13.000
c) $ 15.000

3. The speaker spent time in:
a) Greece.
b) India.
c) Peru.

Discussion time

1. Do you know another instance where a pet can negatively impact a person`s life?
2. How is having a pet similar to having a baby?
3. Can you defend you position about having a pet?

TRAFFIC ROBOTS, ANNIVERSARIES AND AWKWARD MOMENTS.

https://spoti.fi/3yqrFyc

Listening comprehension

What was this episode about?

a) What people eat in weddings.
b) Personal experiences from the speakers in weddings.
c) Daily routines to keep fit.

Next week they will be having...
a) Extra work for Christmas.
b) Vacation time.
c) A wedding.

What is the woman's name of letter "J" the speakers mention?
a) Jessica.
b) Jen.
c) Julliete.

Discussion time

a) Who do you think won`t forget those awkward moments at a wedding?
b) Why awkward moments that happen with family or friends are easier to handle?
c) Is there a better solution to overcome this kind of moments?

FIRST DATES, THE GOOD, THE BAD AND THE AWKWARD.

https://spoti.fi/3mL0Kem



Listening comprehension

1. What was his husband diagnosed with?
   a) Bipolar disorder.
   b) Autism spectrum disorder.
   c) Mood disorders.

2. Where did his first boyfriend keep the driver license?
   a) Inside his shoe.
   b) Under his shirt.
   c) On his wallet.

3. Olga met her ex-boyfriend in…
   a) A café downtown.
   b) Facebook
   c) In a friend's house.

Discussion time

1. What factors would you change if you had the chance to go back in time on your first date?
2. Can you compare your first date with one you had recently?
3. How would you feel if the same events from your first awkward date occur again?

MY AWKWARD HIGH SCHOOL EXPERIENCE.

https://spoti.fi/3DrjUMs

Listening comprehension

1. What was this episode about?
   a) High school experiences and college admissions process.
   b) High school is the basis for college.
   c) Why high school affects your future.

2. The speaker went to Princeton High School in:
   a) New York.
   b) New Jersey.
   c) Mississippi.

3. The speaker attended a lot of clubs in high school.
   a) True.
   b) False.
   c) Not mentioned.

Discussion time

1. Do you know another instance where students feel pressure at school?
2. How was this similar to your experience at high school or university?
3. Do you think talking to parents about awkward moments at high school or university is good or bad?

PREPARING FOR ONLINE SCHOOL.

https://spoti.fi/3mHNUxC

Listening comprehension

1. What is the first idea she talks about?
   a) Schedule.
   b) A clean space.
   c) Classmates.

2. How can a daily routine help online classes?
   a) Be centered on the activities.
   b) Spent time with the family.
   c) Be able to do two activities at the same time.

3. Cat has been doing these podcasts for about…
   a) a year.
   b) a month.
   c) some months.

Discussion time

1. What factors would you change if you were in charge of the class schedule?
2. Can you design a top 10-must-done list for future online classes?
3. How effective is having a break during online classes?

https://spoti.fi/3krByqA

FOUR TRUTHS ABOUT SOCIAL MEDIA THAT EVERY COOL KID SHOULD KNOW.

https://spoti.fi/2WzUNFZ

Listening comprehension

1. What was this episode about?
   a) Negative aspects that social media can bring to an adult's life.
   b) Social media facts for young learners.
   c) Social media as the key to success.

2. How many truths did they talk about?
   a) 3
   b) 2
   c) 4

3. Social media is not…
   a) A real life.
   b) A way to communicate and interact.
   c) Having the chance to advertise.

Discussion time

1. Do you know another instance where social media affects people?
2. Why did emotional changes occur when scrolling?
3. How would you feel if social media disappear?

https://spoti.fi/3yrhfOM

TEENS AND TECHNOLOGY

https://spoti.fi/3Bn6QG0

Listening comprehension

1. How much time do teens spend on technology?
   a) 4 hours.
   b) more than 4 and a half hours.
   c) almost 4 hours.

2. What did researchers find about technology and kids?
   a) A positive impact on sleeping time.
   b) A correlation between screen time and loneliness.
   c) Support the development of social skills.

3. Excessive screen time can:
   a) Produce good impact on sleeping habits.
   b) Affect a person's personality in a negative way.
   c) Produce a better development in brain activity.
   https://spoti.fi/2WCSnXz

Discussion time

1. How do you evidence the effects of technology on your life?
2. How do you avoid technology addition?
3. What do you think about outdate on cellphones?

THE SECRETS BEHIND BEING A MODEL.

https://spoti.fi/3BlGOD4



Listening comprehension

1. What was this episode about?
   a) Modelling industry details and tips.
   b) What to do as a Freelancer model.
   c) What the best model agency in Texas is.

2. Rebekah started as a freelancer in California.
   a) True.
   b) False.
   c) Not mentioned.

3. How to identify a good agency?
   a) You shouldn't have to pay any fee.
   b) You should pay them.
   c) They must charge you the castings.

Discussion time

1. How is modelling perceived in your country?
2. What would happen if modelling became a university career?
3. Do you believe that modeling has a negative effect?

MUSIC EFFECTS

https://spoti.fi/3jpDCjF

FEATURED

SCAN ME

Listening comprehension

1. According to the podcast, which one is not an effect of music?

a) increase social skills.
b) improves memory.
c) reduce stress.

a) Why children with autism spectrum disorder should be exposed to music?
b) helps to open up to soothing they haven`t been comfortable with.
c) keep them calm.
d) create a distraction when they are among other children.

Discussion time

1. Describe an experience where music was helpful at a certain time in your life.
2. Do you know another instance where music has a positive effect?
3. Is there a negatively music influence? Which type and how does it affect people?

People who exercise listen to music to activate their brain and body?

a) True.
b) False.
c) Not mentioned.

https://spoti.fi/3DrjnKs

THE HEALTH BENEFITS OF DANCING.

https://spoti.fi/2WBmWgr

FEATURED

SCAN ME

Listening comprehension

1. What was the episode about?

a) How music controls your eating habits.
b) Music and dancing benefits in a person's health.
c) Emotions that music transfers.

2. One of the speaker's daughters sing?

a) True.
b) False.
c) Not mentioned.

3. Michael Jordan always smiled while he played?

a) True.
b) False.
c) Not mentioned.

Discussion time

1. Why does dancing interfere the way we perceive the world?
2. How were the effects from dancing similar to the ones from music?
3. How effective are dancing classes on left- handed people?

https://spoti.fi/3DrK8hK

THE TRUTH ABOUT LIVING ALONE

https://spoti.fi/2Wretwn



Listening comprehension

1. What is a disadvantage of living alone?
   a) People do not socialize with you.
   b) Nobody is there to catch your mistakes.
   c) Neighbors may knock your door very often.

2. Why could living alone be expensive?
   a) You spend more money than living with someone else.
   b) All the expenses are on you.
   c) There will be parties with your friends twice a month.

3. When you live alone, you need to pay things…
   a) With the money your parents send you.
   b) By yourself.
   c) With the help of the government.

Discussion time

1. When do you consider is time to live alone?
2. Can you design a to-do-list before moving alone?
3. How would you feel if you had to come back to live with your parents?

https://spoti.fi/3sWDo6P

GOING TO UNIVERSITY

https://spoti.fi/3zqd2MI



Listening comprehension

1. How many Universities has Luke been to?
   a) 1
   b) 2
   c) 3

2. Back in University, Luke was a …… person.
   a) Confident.
   b) Insecure.
   c) Mad.

3. Did Luke deal with Covid 19?
   a) True.
   b) False.
   c) Not mention

Discussion time

1. How did you deal about moving to university?
2. Why do emotional changes occur during this transition?
3. What changes to high school would you recommend so students be better prepared for university?

https://spoti.fi/3sW3hDE

SUPPORTING A YOUNG STUDENT GOING TO UNIVERSITY.

https://spoti.fi/3kLRSTo



Listening comprehension

What do we get more distracted with?

a) technology.
b) people around us.
c) friends on weekends.

How do we practice active listening?

a) Repeating what they say.
b) Saying yes or no every 3 minutes.
c) Do not interrupt at all.

Having parents being present on Vacations or holidays only is…

a) Positively good for kids.
b) Negative. Affects children's emotions.
c) A good way to raise children.

Discussion time

1. Why do you think students do not learn this at school?
2. How is their experience similar to yours?
3. What would happen if you did not take breaks during your work?

https://spoti.fi/38tjiYi

THE IMPORTANCE OF VACATIONS

https://spoti.fi/2WHEUxe



Listening comprehension

1. The speaker feels … for the feedback from his audience.

a) Hurt.
b) Happy.
c) Stressed.

2. What is the podcast about?

a) Vacations and paid vacations.
b) Vacations in Minnesota.
c) How to have a good salary.

3. Vacations is a time to…

a) Think about a future business.
b) Reflect about your life.
c) Look for other work options

Discussion time

1. What to do with employees that do not want to take vacations?
2. How many weeks of vacations do people need at least?
3. Do you believe students from your country need more vacations?

https://spoti.fi/3jw8Oxx

BUDGET TRAVEL IN YOUR 30S AND BEYOND.

https://spoti.fi/3ckT0MR



Listening comprehension

1. What does a travel survivor kit contain?
   a) Passport.
   b) Money
   c) Sunglasses and a hat.

2. Why may hostels be negative for some travelers?
   a) You can find people you don't want to see.
   b) They tend to be located on crowded neighborhoods.
   c) There is no privacy.

3. When to ask for a room with air conditioning?
   a) Cold weather.
   b) Hot weather.
   c) Rainy weather.

Discussion time

1. From your experience, what other tips would you add?
2. Can you apply these tips to traveling in your country?
3. How effective are guidebooks?

EIGHT BENEFITS OF TRAVELING ALONE

https://spoti.fi/3DBygJZ



Listening comprehension

1. How many years ago did he travel alone?
   a) 5 years ago.
   b) 2 years ago.
   c) 1 year ago.

2. A benefit of travelling alone is…
   a) Talk to everyone you meet.
   b) Save time.
   c) Spend more money.

3. Where did the speaker travel alone?
   a) Peru.
   b) Indonesia.
   c) India.

Discussion time

1. Would this information be useful if you had the chance to travel alone?
2. How is traveling alone similar to living alone?
3. Why can you be more yourself when you travel alone?

https://spoti.fi/3Br7S3I

DO NOT DROP THE MIC

CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

The present study was done to comprehend the importance of using other teaching materials to develop the English speaking skill; in virtue of it the researcher established to do his investigation on the use of podcasts whose main objective was to improve the English Speaking skill through the use of podcasts in English classes. As it was previously mentioned in chapter II, the investigation was carried out with the mixed approach where a pretest. a posttest and a survey were applied to collect the data needed. All this information collected from students worked as a source to assess the principal hypothesis of this research.

3.1. Hypothesis Testing

Null hypothesis H0: Podcasts do not influence in the development of the English Language speaking Skill in students of sixth level from Language and Linguistic department at Pontificia Universidad Católica Sede Ambato.

Alternative Hypothesis H1: Podcasts influence in the development of the English Language speaking Skill in students of sixth level from Language and Linguistic department at Pontificia Universidad Católica Sede Ambato.

Model

Statistical test observed:

H0: 1 = 2

H1: 1 ≠ 2

Where:

1= mean score experimental group in the pretest.

2= mean score experimental group in the posttest.

Formula applied:

Figure 1

Chi-square

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{S_p{}^2\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$$S_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Note. *From Gamification Strategy and The English Learning Vocabulary* [figure], by C. Jordan, 2021, (https://bit.ly/3BgJvsR).

Description:

X_1 = first measurement average (pretest)

X_2 = first measurement average (posttest)

Sp = combined variance of the samples.

n1 = data number of the first measurement (30 data).

n2 = data number of the first measurement (30 data).

Specification of the regions of acceptance and elimination:

The disposal under the null hypothesis of the variable t is a Student t-test with (n1 + n2-2) degrees of freedom.

Decision:

If the ¨p¨ value is smaller than or equivalent to 0.05, H0 (null hypothesis) will be denied and H1 (alternative hypothesis) will be accepted. It is equal if the Student t value is projected on the H0 (null hypothesis) denied area in the Student t-test distribution, the H1 (alternative hypothesis) will be accepted.

Level of significance:

In order to verify the hypothesis, the level of significance employed was: **α = 0.05**

Degrees of freedom:

The following formula was used to establish the degrees of freedom:

$$v = n - 1$$

Where:

n = average of the first and second measurement

v = degrees of freedom

$$v = 15 – 1 = 14$$

The employment of statistical software permitted the appreciation of the following results:

Table 11. Statistical hypothesis

t Test> Two /Sample Assuming Unequal Variances		
	Pretest	*Posttest*
Mean	11	16.9333333
Variance	0	1.06666667
Observations	15	15
Hypothesized Mean Difference	0	
Df	14	
t Stat	-22.25	
P(T<=t) one tail	0.000	
t Critical one tail	1.76131014	
P(T<=t) two tail	0.000	
t Critical two tail	2.14478669	

Elaborated by: Guerrero, F. (2021)

This table presents the result collected from the statistical hypothesis. The value of df (degrees of freedom) was 14 and sing. Tailed (p) value was 0.000. Based on the results obtained the researcher determines that H0 was denied and H1 was accepted. As a result, it can be deduced that the use of podcasts influences the development of English speaking skill in students from sixth level of the Language and Linguistic Department at Pontificia Universidad Católica Sede Ambato.

3.2. Results from the survey applied to the experimental group

The following results were collected from a questionnaire. The instrument is a survey question that employs a Likert scale to measure students` impression and perspective towards the use of podcasts to develop English speaking skill. The survey was validated by three experts from the Language and Linguistic Department Pontificia Universidad Católica Sede Ambato.

Table 12. Survey results

N.=15	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1. Podcasts were easy to use.	0 %	0 %	0 %	6,66 %	93,33 %
2. You enjoyed learning English with podcasts.	0 %	6,66 %	13,33 %	0 %	80 %
3. Podcasts helped you improve your English speaking skill.	0 %	0 %	13, 33 %	20 %	66,66 %
4. You were more connected with the English language when using podcasts.	0 %	0 %	6,66 %	6,66 %	86,66 %
5. You prefer podcasts over the regular audio recordings	6,66 %	6,66 %	13,33 %	0 %	73,33 %

Source: Direct Research
Elaborated by: Guerrero, F. (2021)

This table presents the results from the survey administered to the students from the experimental group after the intervention. The researcher connected the *Agree* with the *strongly agree* in order to obtain a clearer understanding of the information. In question one, 100 % said that podcasts were easy to use. In question two, 80% considered enjoyable learning English with podcasts. Question three, 86,66% found it helpful to improve their English speaking skill. Question four, 93,32% were more connected with the English language when using podcasts and in question five, 73,33% preferred podcasts over the regular audio recordings. Furthermore, not too many students provide a disagreement with the survey. In conclusion, the results collected from the survey administered to the 15 students from sixth level section A of Language and Linguistic Department at Pontificia Universidad Católica Sede Ambato, demonstrate that most students believe that podcasts support their English speaking skill development, at the same time motivate them into the English learning and enclose them to the language.

The survey was based on Likert scale in order to achieve the main goal that was to determine students` impression and perspective towards the use of podcasts to

develop English speaking skill. The survey was administered to the experimental group after the posttest was given. The results were suitable for the researcher to evidence that the use of podcasts supports students on the English speaking skill development. It is important to mention that most of the students from sixth level already possess a previous English bases. However, scenarios as for example not studying the English levels successively at Language and Linguistic Department complicates students on the use of podcasts to develop English speaking skill.

CONCLUSIONS

Based on the research, that was conducted at Language and Linguistic Department, in two classes from sixth level, one of them as the experimental group and the other the control group, the research intended to implement the use of podcasts to develop English speaking skill achieving the following conclusions:

- The majority of the studies focused on the use of podcasts as an authentic material for English language learners due to its content. The results of these studies maintain that podcasts provide students with content that is common among English native speakers in their daily life. At the beginning, podcasts may not be designed for a teaching-learning environment. However, they display samples on how the language is used in English speaking countries. In addition, most of the authors indicate the positive influence that podcasts have on students due to its connection between the English studied in the class and how native speakers use it daily.

- This research showed that podcasts support the development of English speaking skill. Podcasts provide a source of all the evolution, modifications and enrichment that English vocabulary experiences. Furthermore, the exposure to native language generates awareness among students to recognize the correctness on the grammatical structure of the language but also on their pronunciation of English. All these speaking elements lead students to increase their confidence on speaking English which is the main characteristic to develop an essential English speaking fluency.

- The results gotten in the pretest and posttest affirm the hypothesis presented at the beginning of the research. The use of podcasts is effective in the

development of the English speaking skill. This information could be verified not only on the results from the pretest and posttest but also in the data collected from the survey applied to the experimental group that mentioned their positive perception towards the use of podcasts in the English classes.

RECOMMENDATIONS

- Teachers should take into consideration the advantages about using authentic materials in their classes. One example are podcasts, as they assist students on enclosing them to how English language is used by native speakers on their daily life. Furthermore, podcasts provide students a variety of suitable content according to their preferences, so teachers could encounter podcasts that do not only pair with the topics from the class but also with students` inclinations.

- It is suggested to use podcasts outside the classroom, as part of daily assignments to increase the exposure students have to the English language. Podcasts that students discover outside the class and find them interesting can be used as part of the English classes. As a matter of fact, the exposure to a variety of podcasts support the enrichment of their English language awareness and confidence of it.

- It is proposed to continue with some extended investigations on the implementation of podcasts to develop English speaking skill. In addition, it is recommended to broad the time of exposition to podcasts on students in order to maintain the effectiveness on their English speaking skill.

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APPENDIX

Appendix A: Letter of acceptance

Ambato, 30 de agosto del 2021

Mg. María Soledad Miranda Salazar
Directora del Departamento de Lenguas y Lingüística
Pontificia Universidad Católica sede Ambato

Presente. -

Asunto: Aceptación de Aplicación Proyecto de Investigación

El motivo de esta carta es informarle de la aceptación del maestrante FABRICIO DANIEL GUERRERO GUEVARA previo a la obtención de título de Magister en Pedagogía del Idioma Inglés como Lengua Extranjera para la aplicación del proyecto de investigación ¨ THE USE OF PODCASTS IN THE SPEAKING SKILL DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE¨ en el Departamento de Lenguas de la Pontificia Universidad Católica del Ecuador Sede Ambato.

Sin mas por el momento reciba un cordial saludo de nuestra parte.

Atentamente,



……

Directora del Departamento de Lenguas

Appendix B: Instrument Validation

Validation chart

Question n. º 1

Podcasts were easy to use.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 2

You enjoyed learning English with podcasts.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 3

Podcasts helped you improve your English speaking skill.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).			X			
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	Grammar error
Proposals for improvement (modification, substitution or deletion)	Podcasts helped you improve your English speaking skill.

Question n. º 4

You were more connected with the English language when using podcasts.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 5

You prefer podcasts over the regular audio recordings.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Overall assessment of the survey

Please mark with an X the answer chosen from the options presented:

	yes	no
The instrument contains clear and precise instructions so that respondents can answer it properly.	X	
The number of questions in the survey is excessive.		X
The questions constitute a risk for the respondent (if YES, please indicate immediately below which ones)		X

Questions that the expert considers could be a risk for the respondent:	
N.º of question(s)	N/A
Reasons why it is considered to be a potential risk	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

	Overall evaluation of the survey			
	Excellent	**Good**	**Regular**	**Poor**
Validez de contenido del cuestionario	X			

General observations and recommendations from the survey:	
Reasons why it is considered unsuitable	N/A
Reasons for non-relevance	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Identification of the expert

Name and surname	**Verónica Montes De Oca**
Affiliation (occupation, academic degree and place of work):	**Occupation:** English Teacher **Academic Degrees:** Magíster en Ciencias de La Educación (PUCESA) Diplomado Superior en Ciencias de La Educación (Universidad Uniandes) Diplomado Superior de la Enseñanza del Inglés como Segunda Lengua (ESPE) Licenciado en Lingüística Aplicada a la Enseñanza del Idioma Inglés (PUCESA) **Place of work:** PUCESA
e-mail	**Irmaveronica15@yahoo.es**
Telephone	**0999099429**
Date of validation (day, month and year):	January 4, 2022
Signature	

Validation chart

Question n. º 1

Podcasts were easy to use.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 2

You enjoyed learning English with podcasts.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 3

Podcasts helped you improve your English speaking skill.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).			X			
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	Grammar error
Proposals for improvement (modification, substitution or deletion)	Podcasts helped you improve your English speaking skill.

Question n. º 4

You were more connected with the English language when using podcasts.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Question n. º 5

You prefer podcasts over the regular audio recordings.

Indicate your degree of agreement with the following statements: (1 = strongly disagree; 2 = disagree; 3 = disagree more than agree; 4 = agree more than disagree; 5 = agree; 6 = strongly agree)	**Level of agreement**					
	1	**2**	**3**	**4**	**5**	**6**
SUITABILITY (appropriately formulated for the recipients to be surveyed):						
• The question is easily understood (clear, precise, unambiguous, according to the level of information and language of the respondent).						X
• The answer options are appropriate						X
• The response options are presented in a logical order						X

Observations and recommendations in relation to the question n.º 1:	
Reasons why it is considered unsuitable	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Overall assessment of the survey

Please mark with an X the answer chosen from the options presented:

	yes	No
The instrument contains clear and precise instructions so that respondents can answer it properly.	X	
The number of questions in the survey is excessive.		X
The questions constitute a risk for the respondent (if YES, please indicate immediately below which ones)		X

Questions that the expert considers could be a risk for the respondent:	
N.º of question(s)	N/A
Reasons why it is considered to be a potential risk	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

	Overall evaluation of the survey			
	Excellent	**Good**	**Regular**	**Poor**
Validez de contenido del cuestionario	X			

General observations and recommendations from the survey:	
Reasons why it is considered unsuitable	N/A
Reasons for non-relevance	N/A
Proposals for improvement (modification, substitution or deletion)	N/A

Identification of the expert

Name and surname	**Alexandra Ojeda**
Affiliation (occupation, academic degree and place of work):	**Ocupation:** English teacher **Academic degree:** Licenciada en Pedagogía del Idioma Inglés **Place of work :** PUCESA
e-mail	**aojeda@pucesa.edu.ec**
Telephone	**0979089979**
Date of validation (day, month and year):	January 4, 2022
Signature	

SURVEY

Topic: The use of podcasts to develop English Speaking skill

Objective: to gather information from students` attitude towards the use of podcasts to develop English Speaking skill.

Instructions:

- Read the following survey and mark with an (✓) in your choice according to each statement.

N.=15	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1. Podcasts were easy to use.					
2. You enjoyed learning English with podcasts.					
3. Podcasts helped you improve your English speaking skill.					
4. You were more connected with the English language when using podcasts.					
5. You prefer podcasts over the regular audio recordings					

Elaborated by: Guerrero, F. (2021)

THANKS FOR YOUR COOPERATION

Appendix B: Pretest and Posttest (Retrieved from https://bit.ly/3HznhBW)

Questions taken from FCE

Listening Section

Part 1

You will hear people talking in different situations. Choose the best answer (A, B or C)

You hear a message on a telephone answering machine.

- Why is the speaker calling?

A to confirm some arrangements

B to issue an invitation

C to persuade someone to do something

You hear a professional tennis player talking about her career.

- What annoys her most about interviewers?

A their belief that she leads a glamorous life

B their assumption that she's motivated by money

C their tendency to disturb her while she's travelling

You overhear two friends talking about a restaurant.

- What do they both like about it?

A the presentation of the food

B the atmosphere of the place

C the originality of the cooking

You hear two people talking about an ice-hockey game they've just seen.

- How does the girl feel about it?

A pleased to have had the experience

B relieved that she'd dressed appropriately

C impressed by the performance of the team

You hear a man talking on the radio.

- What type of information is he giving?

A a travel announcement

B a weather forecast

C an accident report

Part 2

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions 5 – 8, choose the best answer (A, B or C).

- What does Rachel say about her job title?

A It makes her feel more important than she is.

B It gives people the wrong idea about her work.

C It is appropriate for most of the work she does

- What is the most common reason for the gallery not exhibiting an artist's work?

A The subject matter is unsuitable.

B It is not of a high enough quality.

C The gallery manager doesn't like it.

- When can phone calls from artists be difficult for Rachel?

A when their work doesn't sell

B when they don't receive payments

C when their work is not accepted

- What does Rachel say about administrative work?

A She is able to leave a lot of it to others.

B She would like to have an assistant to help with it.

C She finds it hard to get it all organized.

- Why does Rachel include a commentary in the catalogue?

A It gives background information about the artist.

B It encourages people to buy paintings over the phone.

C It tells people what experts think of the work.

Speaking Section

Part 1

- Why do you think some people like to go away on holiday?
- What did you do on your last birthday?
- Tell me about a film you really like

Part 2

I`d like you to compare this photographs and say how it is to help people in these situations

- Do you find it easy to ask for help when you have a problem?

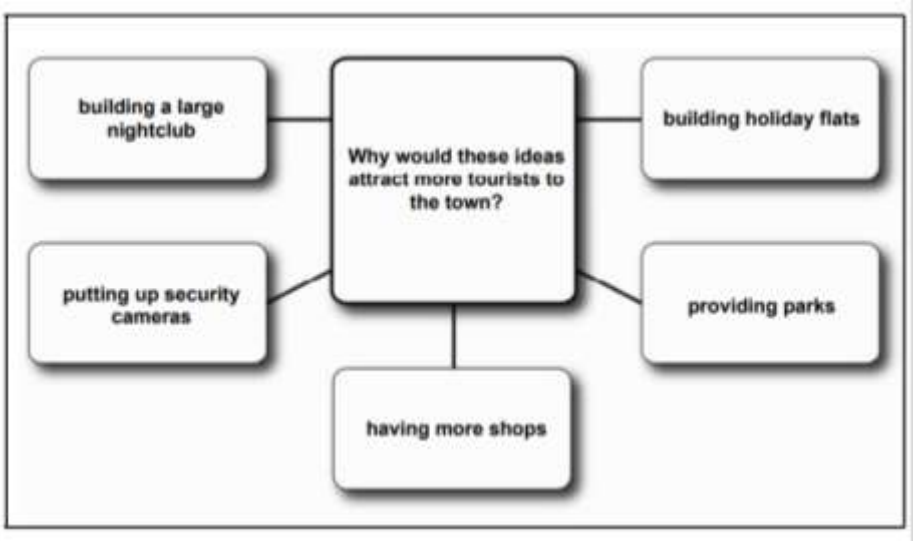




I`d like you to imagine that a town wants more tourist to visit. Here are some ideas they are thinking about.

- Why these ideas would attract more tourist to the town?

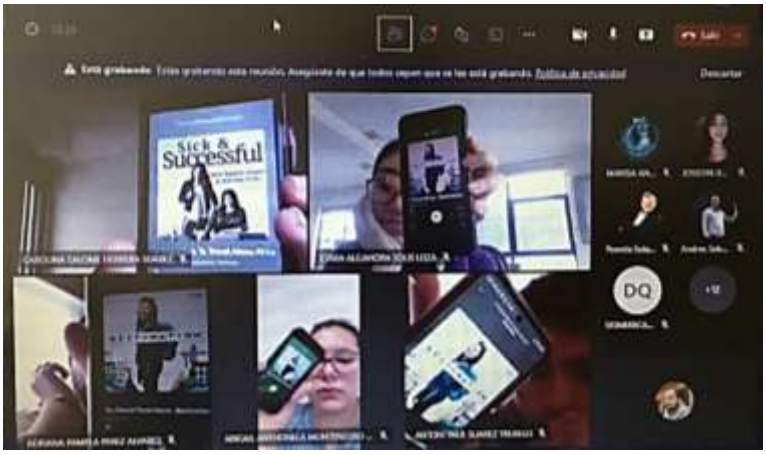
- Which idea would be best for the town?

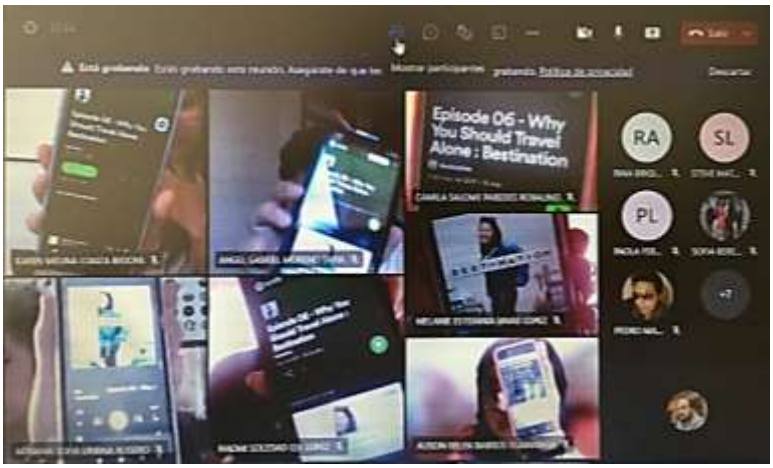


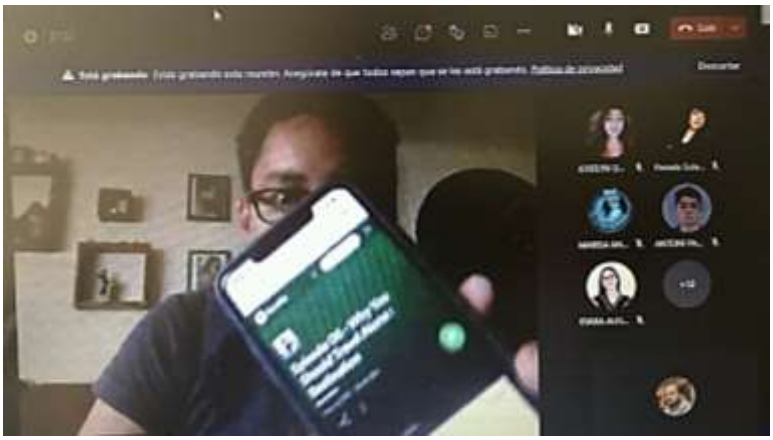
Rubric – Speaking

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Appendix C: Podcasts in class (Experimental group)




Episode 06 - Why You Should Travel Alone : Destination
RA
SL
PL




DESTINATION
CS


Está grabando
Sick &
Success
Ver todos los episodios
CS











