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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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**“PODCAST AND THE SPEAKING SKILL”**

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Ambato – Ecuador

2021

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## **DEDICATION**

This significant achievement in my life is dedicated to my beloved family who has always supported and encouraged me to pursue my goals. Distinctly, this work is dedicated to my little sister Antonella Solis, who has given me the strength to be a better person every single day, keep focused on what I want, and work hard to reach my dreams.

Marlon Stalin

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**THEME:** “Podcast and the speaking skill”

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**ABSTRACT**

A podcast is a technological tool that involves users producing, uploading, or sharing audio files. Nowadays, this innovative tool has had a positive impact on the development of students’ speaking skill because of its flexibility and convenience. For that reason, the following work aimed to determine the impact of podcasts on the speaking development in students of the fourth semester (B1) of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The study had a qualitative and quantitative approach and a quasi-experimental design. The subjects of the study were twenty-eight students, to whom a survey and a speaking pre-test and post-test related to PET test of Cambridge were applied. The subjects were divided into a control and treatment group with fourteen students in each group. To know learners’ speaking proficiency, the control and treatment groups took the speaking pre-test. Then, the treatment group had some interventions during a whole week, where students used the podcast to develop speaking activities. In the end, the two groups took the speaking post-test to compare if there was an improvement or not between them. The results obtained from the speaking tests were analyzed using the T-test. Additionally, a survey addressed to students was applied, which contributed to the establishment of conclusions. The results concluded the application of podcasts influenced the development of speaking skill since controlled activities such as multiple-choice, matching, gap-fill, and so on helped learners to improve their accuracy micro-subskill by using podcasts during speaking exercises.

**Key words:** English language, Web 3.0, podcast, speaking skill.

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**EXTRANJEROS**

**TEMA:** “Podcast y la destreza oral”

**AUTOR:** Solis Diaz Marlon Stalin

**TUTORA:** Dra. Mg. Elsa Mayorie Chimbo Cáceres

**FECHA:** Julio, 2021

**RESUMEN**

Un podcast es una herramienta tecnológica que involucra a los usuarios producir, subir o compartir archivos de audio. Hoy en día, esta innovadora herramienta ha tenido un impacto positivo en el desarrollo de la destreza oral de los estudiantes debido a su flexibilidad y conveniencia. Por ello, el siguiente trabajo tuvo como objetivo determinar el impacto del podcast en el desarrollo de la destreza oral en los estudiantes del cuarto semestre (B1) de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El estudio tuvo un enfoque cualitativo y cuantitativo y un diseño cuasi-experimental. Los sujetos del estudio fueron veintiocho estudiantes, a los que se les aplicó una encuesta y un pre-test y post-test de expresión oral relacionado al examen PET tomado de Cambridge. Los sujetos se dividieron en un grupo de control y de tratamiento con catorce estudiantes en cada grupo. Para conocer la competencia oral de los alumnos, los grupos de control y de tratamiento tomaron un post-test. Luego, el grupo de tratamiento tuvo algunas intervenciones durante toda una semana, donde los estudiantes utilizaron el podcast para desarrollar actividades de destreza oral. Al final, los dos grupos tomaron el post-test de expresión oral para comparar si hubo una mejora o no entre ellos. Los resultados obtenidos de las pruebas de expresión oral se analizaron mediante la prueba T. Adicionalmente, se aplicó una encuesta dirigida a estudiantes, que contribuyó al establecimiento de conclusiones. Los resultados concluyeron que la aplicación de podcasts influyó en el desarrollo de la destreza oral, ya que las actividades controladas como la de opción múltiple, relación, completar espacios, etc., ayudaron a los estudiantes a mejorar su subdestreza oral de precisión mediante el uso de podcasts durante los ejercicios de conversación.

**Palabras clave:** Idioma inglés, Web 3.0, podcast, destreza oral.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research background

The main objective of this project was to determine the impact of the podcasting tool in the speaking skill of fourth-semester students at the PINE program. Hence, this research was based on some previous research works such as scientific articles, journals, previous studies, thesis, books, and book sections which contributed to develop this study in such a way that it was possible to analyze the influence of the independent variable on the dependent variable.

Yoestra & Putri (2018) led an investigation whose main objective was to view the impacts of using podcasts in improving listening and speaking performance. This study used a bibliographic approach. Books, journals, and previous studies helped to collect the required information. As result, the authors mentioned that podcasts are useful to immerse and expose students to authentic material. Podcasts encourage active learning and learners start working autonomously outside the classroom. Finally, podcasts build students' confidence. The author winds up that this technological tool is significant because it supports the teaching-learning process.

Abdinavokhi & Makiabadi (2019) conducted a study whose purpose was to present a detailed description of the important features of BBC VOA podcasts. The authors applied a descriptive research. Consequently, podcasts are used as an effective language tool in the classroom even though they have some lack of grammatical detail disadvantages. Likewise, podcasts have a professional, creative, and scientific design. Last but not least, the variety of content that this tool has can create a powerful meaning in the educational field.

A study conducted by Sandoval (2020) sought to analyze the impact of using podcast-based lessons to improve descriptive oral skills in a cohort of Chilean tertiary education students. This study employed an action research. In consequence, the researcher concluded that students' descriptive oral skills improved by using podcasts because this tool motivates, and allows students to practice the language in a virtual environment. Also, it promotes collaborative work and students can give feedback to their classmates as well. Moreover, this technological tool fosters innovative activities

which are related to a real-world situation and make the learning environment more attractive.

On the other hand, Lauer (2019) conducted an investigation whose objective was to explain how numerous English as a foreign language (EFL) and English as a second language (ESL) teachers in various countries use podcasts to improve students' skills. This investigation used an explanatory research. Therefore, the author concluded that teachers hugely try to use these technological tools in the acquisition of the foreign language; however, it will be fundamental that teachers must search for innovative, interactive, and effective activities to complement the use of podcasts.

Another significant study conducted by Díez (2020) whose main objective was to present experiments with podcasts developed in French foreign language classes over the course of ten years. Thus, this investigation used a quasi-experimental design. As result, podcasts hugely contribute developing speaking skill due to their flexibility and effectiveness. Besides, there is a perfect balance in productive skills and it is easy to integrate the speaking skill into the classroom. Finally, students' speaking skills improve by using this tool specifically pronunciation and podcasts involve students in an explorative world.

In addition, Borja et al. (2020) led an investigation that sought to analyze the use of the podcast for the development of communicative skills in learning the English language. This study employed a quasi-experimental design. Hence, the researchers concluded that podcasts are useful in the educational field since they offer lots of content which people can download and listen to or repeat when it is necessary. Moreover, podcasts spread lots of educative resources through the internet by making straightforward their acquisition and use. Furthermore, podcasts have helped to learn the target language because it acts as authentic material for learners. Podcasts have some cognitive advantages such as analyzing, selecting, spreading, interpreting, and so on. So, they help students to work autonomously and strengthen teachers' lesson planning.

In the same way, a study conducted by Araujo (2019) whose objective was to present a didactic project to improve primary education students' speaking skills in English through podcasts. This study was conducted through a descriptive research. Gratefully, the researcher concluded that the podcast constitutes an innovative element in the learning of the communicative competence of the foreign language. Its

use creates a dynamic atmosphere, motivational and cooperative in English classrooms. Also, podcasts encourage students in the learning process because this technological tool motivates and engages them in the acquisition of the language.

Harahap (2020) conducted an investigation that sought to explore podcast effects on listening skill for university students. This research project applied a case study design. To sum up, the researcher concluded that students moderately engage themselves to sharpen their English namely listening with technology experiences. Additionally, most of the participants agree that they like podcast because it helps them in learning English. Finally, the podcast provides tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills for educational purposes.

Furthermore, a study conducted by Goldman (2018) whose main goal was to present evidence from various researchers and first-hand experiences that precisely demonstrate the positive impact podcasts have in education. This investigation used a bibliographic approach. Thus, Goldman concluded that podcasts can be beneficial for both teachers and students to develop a communicative environment among them. The use of podcasts should be incorporated as part of the curriculum and teachers and students will get lots of benefits by using and being aware of them. This technological tool offers some advantages, activities, and assignments in this digital era, also this tool makes students active participants in and out the class, and teachers becomes more prepared.

Abdulrahman et al. (2018) led an investigation whose main objective was to investigate students' listening comprehension through the use of podcasts in EFL classroom. This study applied a quasi-experimental design. Accordingly, the researchers concluded that the use of podcasts as media significantly improves the listening skill of students. Moreover, students feel motivated at the moment of developing activities that this tool could offer. This motivation could be seen in the treatment sessions where podcasts played an important role in developing the listening skill by letting them comprehend and traveling their imagination related to the different topics. In addition, the variety of podcast topics allow students to participate, discuss, answer, work collaboratively, develop their critical thinking and learn new vocabulary and content knowledge.

Korucu-Kis & Sanal (2020) conducted a research whose purpose was to identify the sources of student teachers' avoidance behaviors in oral production and address the concerns generated by these factors. This investigation applied an action research approach. As result, the researchers concluded that podcasts alleviate students' speaking anxiety because those technological tools present them sociocultural perspective, collaborative learning approach, and innovative learning experience. Furthermore, podcasts let students achieve their communicative competencies by focusing on the meaning rather than language form over developing and completing tasks.

A study conducted by Kafes & Caner (2020) sought to investigate EFL freshmen's perception of the impact of creating pronunciation podcasts on their pronunciation skills. This investigation used an explorative-qualitative approach. Consequently, the researchers concluded that students improve their pronunciation skill across the web 3.0 services. Also, podcasts encourage students to work and study without any spatiotemporal limitations of the classroom. Pupils can practice the language at their own pace anywhere by giving lots of benefits for them such as linguistically, emotionally, psychologically, and pedagogically.

On the other hand, Alfa (2020) carried out an investigation whose main objective was to give insight and ideas about the use of podcasts as authentic material to promote student's speaking skills. The researcher used a quasi-experimental design. In consequence, the author concluded that podcasts fit the students' needs in EFL speaking improvement. So, the teachers can provide learners authentic material by using podcasts in order to improve their communicative competencies. Thus, podcasts allow students to work autonomously and develop different assignments proposed by the teacher. Finally, the author recaps that podcast is useful in problem-solving in EFL speaking class.

Another significant study conducted by Mirzaeian (2020) whose purpose was to see if podcasting can be a valuable tool to improve English vocabulary learning and retention of Persian university students compared with the traditional method of vocabulary teaching. This study applied a quasi-experimental research. Therefore, the author concluded that podcasts help students to work collaboratively, practice, and retain vocabulary. On the other hand, traditional methods do not improve students'

learning capabilities and retention of vocabulary items. Finally, the author sums up that using technology creates huge opportunities for language educators' purposes.

In addition, Nassim & Labidi (2019) led an investigation sought to analyze a study about podcasting, conducted at Arab Open University with Foundation level-2 language students. This investigation used an experimental research. Hence, the authors concluded that podcasts offer lots of benefits in the educational field such as engagement, satisfaction, and effectiveness of incorporating technology. On the contrary, teachers should consider how to avoid making podcasts less time-consuming and monotonous. Thus, the author winds up by emphasizing that technology in language teaching helps to develop students' language skills which is an important aspect of ELT.

Based on all the articles mentioned in this section, the podcast significantly influenced the development of participants' speaking skill. Therefore, each investigation had a specific intention that helped the authors perceive the importance of applying technological apps like podcasts to improve the students' oral production. Thus, the present study contributed to developing this study in such a way that it was possible to determine the impact of the independent variable on the dependent variable.

## **1.2 Philosophical foundations**

The present research is based on social constructivism theory since it relates the prior experiences to create new language; in this case, it would be the use of technology to develop the speaking skill. Thus, the teacher and learners can associate their learning in the educational system through technology. This theory establishes that the new knowledge is constructed throughout activities which involve great acquisition by looking the process and mistakes they make at the moment of acquiring the foreign language. Therefore, pupils have the opportunity to take advantages of technological tools for educational purposes. (Hernández, 2008).

Constructivism theory emphasizes the need of acquiring knowledge structure through experiences. This is important and related to this study since students are aware of the meaning of developing speaking skill through podcasts, thus they reflect on their process by bringing prior knowledge to the learning process. According to Ng'ambi & Lombe (2011) learners construct their knowledge by creating experiences. This

cognitive process demands both individual and social interactivity to make meaning. Constructivism visualizes learning by understanding through collaboration and active involvement. Ng'ambi & Lombe (2011) claim that constructivism is studied by reflecting on knowledge and skills, also reflecting on existing structures.

### **1. 3 Theoretical foundations of variables**

#### **1.3.1 Independent variable: Podcast**

##### **Information and Communication Technologies (ICT)**

ICT means Information and Communication Technologies and encompasses an e-learning environment that is used to enhance teachers and students in the teaching-learning process where they can actively enhance, develop their creativity, interact with others, and share knowledge with others. ICT provides a scenario different from previous decades wherein students used books and acquire knowledge through traditional methods. Phutela & Dwivedi (2019) assure “ICT is increasingly used by the educational institutions as an aid to teach students. Information technology has enabled and mediated resources for teaching and learning. IT has leveraged the dissemination of information of sparse educational resources for widespread availability” (p.2). Therefore, teachers are making use of e-learning tools to evolve and encourage students by providing them practical and suitable activities; meanwhile, students acquire knowledge in-depth by taking advantage of this tool.

The digital era has hugely increased the active role of students around the world. Technological tools foster students to work independently upon avoiding boredom, or traditional methods. ICT strengthens students’ learning styles and supports teachers with extra or even authentic material in the learning environment. “It recognizes the child’s cognitive, social and emotional development significantly. Moreover, it extends the child’s immediate learning environment, offering incredible opportunities to push learning beyond the confines of the classroom” (Phutela & Dwivedi, 2019, p.2). Hence, e-learning is shaping the educational field with new ideologies and is providing lots of benefits in the learning process. Quality education depends on the use of technology since it may motivate students, improve their skills and increase teacher training in technology. Thus, ICT is becoming more indispensable in the education system by bringing innovative and challenging resources for educative purposes.

## **Objectives of ICT in education**

In the same way, information and communication technologies have some specific objectives like the use of other tools or investigations have. So, those goals are established in order to work hard in the education industry and make it more efficient and effective in such a way that teachers and students can achieve their purposes through e-learning. However, Das (2019) mentions some objectives of ICT in education.

1. To develop learning acquisition and teacher-learners performance.
2. To reinforce the acquisition of knowledge and macro-micro skills of the language.
3. To build up a strong relationship between the environment and the citizen.
4. To carry out a long-life learning.
5. To promote a variety of material in the whole world.
6. To evolve people in the digital era by taking advantage of it.

## **Role and benefits of ICT in the field of education**

ICTs are useful and important tools for developing teaching-learning goals in the educational industry. It means that making use of ICT gives all users the opportunity to make a change in the way they learn or teach; hence, some studies have revealed that most people who use this tool have increased their knowledge instead of those who do not use it. Therefore, it is notable that ICTs immerse and provide people extensive material by letting them access quickly to those sources or materials. Phutela & Dwivedi (2019) infer that ICT is a tool which demands challenges in the learning process. It means that this technological tool can vary in content, methods and quality, and quantity of teaching and learning. Besides, it may help to reduce teachers' work and might support and guide the classroom. ICT implies using technology and manages students to employ it in their future lives.

Consequently, ICT makes change people's mind and their perception of learning through a blackboard where everything was monotonous and followed the same pattern every single day. This tool implies discovering new pedagogical opportunities that let people go hand in hand with the digital area, and develop their critical, cognitive and capacity of problem-solving around the authentic material that can be accessed. Phutela & Dwivedi (2019) mention the following main roles of ICT in education.

1. To expand across the worldwide different educational sources.
2. To foster quality at the moment of being educated or informed.
3. To increase sources those select the right information and delete the wrong one.
4. To support technology learning.
5. To encourage enrolment with active participation.
6. To develop an effective and innovative teaching lesson planning.
7. To support students' need by using technological tools.
8. To motivate students by applying ICT tools in the learning process.
9. To store all educational information through ICT.
10. To make use of ICT in order to evaluate students appropriately.

### **Limitations of ICT use in education**

ICT helps to carry out human activities which is a positive aspect of using e-learning. However, there are some limitations such as teacher's lack of training, students' disinterest, or even the management of technology itself. It is crucial that the teacher shows a positive attitude toward the use of technology to let students know the importance and the benefits that technology presents concerning learning. Otherwise, it may be another limitation and disadvantage if teachers do not apply ICT in class, use suitable infrastructure and equipment, and start working with their students.

### **The importance of ICT in education**

Information and communication technologies are increasing because they allow improving practical performance in and out of the class. These activities are supported by the use of instructional technologies. Phutela & Dwivedi (2019) claim "The growing use of ICTs as tool of everyday life is increasing the quality of student learning" (p.502). In addition, ICTs emphasize competency-based curricula, focus on student-centered, improve the quality of education and enhance to work collaboratively. ICT facilitates educational learning by providing immediate feedback, encouraging deep learning, covering the different students' needs, and preparing students to use the

internet, computers, smartphones, or other technological devices in future situations since they are becoming parts of our daily lives.

### **Computer-Assisted Language Learning (CALL)**

CALL stands for Computer-Assisted Language Learning and implies the use of a computer in the language learning process. “The emergence of new literacies like electronic literacy, multimedia literacy, etc. warn teachers and learners to equip themselves with new technologies and literacies to meet the requirements of 21st century citizenship” (Tafazoli et al., 2019, p30). Moreover, CALL practitioners have the vision of helping the educational fields of the acquisition of languages specifically by getting teacher-students to immerse in a dynamic and complex system of a teaching-learning style. Learners, teachers, and researchers can recognize if technology and methodologies are suitable for them, or they need to adapt that material to special requirements. In the same way, as computers evolve, CALL increases its technology advances related to hardware and software. It means that this can be used in and out of the class to reinforce and give feedback to students who need special attention and those who work at another pace of learning.

Technology has become part of people’s lives recently because they use it in almost every daily activity to achieve goals. Thus, it helps the way in which people communicate with others around the world and facilitates a global reach. Technology aids to improve people’s communicative competences; for that reason, people feel they should improve communication. Language-communication is involved in this field and people start developing new relationships with different cultures in order to keep in touch and learn about them. Students achieve those academic goals by using technology. Academic goals are associated with the manner people reach them and technology leads people’s success in language learning through the most important tool which is CALL. Tafazoli et al. (2019) claim that the implementation of technology tools in our daily routine has changed our perspective of life and the form of CALL programs as well. It is mentioned that different authorities around the world have started to offer a variety of courses throughout the internet. Moreover, e-learning directs students to the new approach of blended learning where they are the principal component in the classroom (student-centered) to develop their knowledge and teachers just guide them in this process.

## **Characteristics features of CALL**

CALL implies using a computer in the language learning process. Many contents such as grammar, vocabulary, pronunciation, and so on can be taught by using CALL in the educational system in order to improve students' performance. Immediately, students can receive individual feedback which is an important stage in the development of learners' skills and pedagogical practices. Asrifan et al. (2020) assure that "Individualized learning requires, first and foremost, respect for and accommodation of individual backgrounds and learning styles. In concrete terms, it gives the learner control in material selection/sequencing" (p.97). Computers are useful tools at the moment of providing individualized instruction because of the huge amount of resources and the guarantee of avoiding time-consuming when reinforcements are dictated face to face to students' capabilities. Likewise, Asrifan et al. (2020) affirm that "Flexibility of time and location independence are the basis for Distance Language Education (DLE). More importantly, the computer has the potential to increase students' interest in and enthusiasm for language learning" (p.97). In consequence, it will take time for students and teachers to manage and control everything related to technology; however, the use of these resources will provide lots of rewards.

## **Benefits of CALL**

CALL offers some benefits about using a computer in the learning process. Some of these advantages have still accompanied learners since the implementation of this hardware in the educational field. They are gratefully accepted due to collaboration and support the language learning.

### **Access to information**

Learners can easily access and have control over the information published on the internet. CALL has the possibility of bearing lots of content to people through links, videos, dictionaries, or other sites. Even if students feel frustrated about learning, they can find satisfactory sources to fill gaps or reinforce something. They can use CALL whatever they require. Furthermore, students cannot do that in a traditional class and may not pay attention to what is being explained. Hence, learners can control the use of CALL by leaving and returning to start it again and do not necessarily follow a text.

## **Motivation**

Motivation is a key component in language learning because it allows students to improve their performance and effort in the acquisition of a foreign language. Due to this situation, teachers and students have to search for a way to enhance active enrollment in the development of target language activities by feeling confident, comfortable, and committed. CALL increases the students' level of motivation and it may change over time due to personal challenges or stimulations. So, every single factor that contributes increasing the students' motivation will be meaningful to the learning process.

## **Learner autonomy**

Students become more authentic workers because of the facilities that CALL offers them. In other words, the learner can learn at their pace and it implies that students can keep working on something difficult for them until it is comprehended. Information can be repeated and reviewed over and over and it can be changed when the learner feels secure to move on with the learning process. The learner is the person who controls their learning in order to satisfy their interest levels of autonomy and assumes the responsibility for their learning.

## **Interaction**

Students keep connected with computers to carry on the learning process. When the CALL program is started, students have the consent to pass from one section to another, or even though do nothing. Therefore, learners drive the program and make use of the target language to develop exercises. They have huge opportunities to practice those exercises and continue with their learning when they feel ready. Computers promote interactivity and they can be presented in videos and songs. Those examples can be used to practice all the skills and improve the micro-subskills as well.

## **Feedback**

It is often said that CALL provides almost immediate feedback which is very useful for students. On the contrary, in traditional classrooms students cannot get individual feedback quickly because there are many students, or the lack of time to continue with the rest of the activities. Thus, students can know their weaknesses and learn from those

mistakes. Students' mistakes must be corrected immediately in order to avoid fossilization during their lives. CALL not only correct those mistakes but reinforce learning during the process.

CALL has used software and application over the years to maintain a balance in the use of this tool and the adequate pedagogy to teach in the educational field. This implementation of technology in class has become a phenomenon in the learning process, and teachers and students had had to clarify their goals, look for alternatives that help to cover students' needs. Also, technology has brought various perspectives of cultural backgrounds which can be implemented in the educational syllabus, and see technology as an educative tool which supports the education industry (Tafazoli et al., 2019).

### **Web 3.0**

Web 3.0 is also known as the "Semantic Web". It incorporates the use of technologies to store, arrange and structure data. This data can be found on internet and is available to all users upon running out through programs and software due to its system services. Likewise, Acikgul & Firat (2021) claim that "Web 3.0 is called semantic web because it creates meaningful information. Because in these environments, the data is found by the software tools, evaluated and converted into meaningful information for transmission" (p.149). Therefore, Web 3.0 has important effects on network users since those applications enrich people's experiences, develop knowledge and autonomy, and let have to control the semantic web.

The use of hardware and software in and out of the classroom has let education increase its quality since these factors improve and increase learning and students can develop their skills by using them. Additionally, its incorporation into the educational industry encourages self-learning, critical thinking, problem-solving, and the ability to learn autonomously, communicate with others, and work autonomously even students start working cooperatively and collaboratively with peers and educators (Ohei & Brink, 2019).

Web 3.0 lets people go beyond their domain. It becomes smart, contextual, and semantic; however, they are not limited to text and; on the contrary, they are part of an extended world. It means there are environments, spatial objects, and interactivity,

aspects that dominate Web 3.0. Moreover, it is a semantic web that keeps away from texts and encompasses 3D spatial intelligence (René & Mapes, 2019). Web 3.0 is associated with people's personalities and offers a variety of information adapted to their preferences and pleasures. This information is gathered through people's activity in their social networks since it leaves traces in singular photos, trends, travels, and so on.

### **Web 3.0 and education**

Web 3.0 technologies complement the students learning process by giving online support to students, trainers, improving courses, evaluating and keeping records. Therefore, the environment in Web 3.0 is focused on students' needs and goes along with semantic web technologies which are self-directed to users. In these e-learning environments students become active participants and a learner-centered approach is the main role to receive knowledge. These kinds of environments and individual support by Web 3.0 let students arrange their learning, goals and decide their own learning style. Students' interaction in 3D visual environments enhances them to construct their meaning and knowledge; in other words, it supports the constructivism theory which implies that learners acquire the language through experiences individually and socially (Acikgul & Firat, 2021).

Unlike all the contributions that Web 3.0 can provide to the educational field, it may have some challenges that all users should face. Thus, there are several pieces of research which show that factors such as the curriculum, learning style, methodologies, and approaches influence the use of Web 3.0. Educators and learners should be aware and take into account how to face them to improve the learning process. Ohei and Brink (2019) mention some categories such as lack of confidence, competence, time, resistance, training, and accessibility to resources and technical support that Web 3.0 has in education.

### **Educator-level challenges**

There has not been a complete and suitable use of the implementation of technology and computers although this educative support has not been taken. Some researchers have shown that there is not a steady standard of the use of Web 3.0. Researchers see Web 3.0 as adoption to mediate and transform knowledge. Ohei & Brink (2019) claim that

the excellent professor's preparation in the education field is a key factor for incorporating ICT tools in the classroom. There is no doubt that educators have improved individually the use of technologies in order to improve skills; however, some of them still struggle with it.

### **Educator's lack of confidence**

One common characteristic that most of the teachers face when using Web 3.0 and ICTs tools is the lack of confidence with these resources. This lack of confidence becomes a challenge and happens due to the fear of inappropriate use of the ICT tools. Ohei & Brink (2019) mention that the lack of ICT knowledge is another feature which involves using appropriately Web 3.0 technologies. This makes educators nervous about using these technological tools to facilitate learning. Most educators struggle with confidence and nervousness about applying ICTs with students because they want to prepare learners for lifelong learning by inclining them to technology.

### **Lack of educators' competence**

Competence is described how people apply certain characteristics to tasks within context. These characteristics constitute the level of understanding of different skills, competencies, and the capacity of using these characteristics practically. Pedagogically, ICT should be included and accompanied with learning in professional practices. Ohei & Brink (2019) assure "The lack of ICT competence is another challenge that educators face in the adoption of Web 3.0/ Web 2.0 for teaching purposes" (p.1844). Clearly, it is linked to educator's confidence and is considered the main reason for not using Web 3.0.

### **Educator resistance**

It seems positive and negative attitudes and perceptions of education contribute to resistance. Ohei & Brink (2019) mention that it is a mental stage which is separated from the e-learning environment where educator should equip ICT in teaching and learning. In addition, intrapersonal aspects of perceived usefulness play an important role in the implementation of the technological tools in the educational area. It means that the positive attitudes carry out engagement and commitment; meanwhile, negative attitudes produce resistance. The teachers' point of view about changes is a common

problem that they face and see if the incorporation of Web 3.0 may be supportive or it may cause challenges.

### **Lack of time, operational training, and accessibility to resources and technical support**

Lack of time, untrained people, and accessibility to resources are challenges that most of the time educators face and do not let them adopt these tools in the educational process. Lack of time is a challenge because teachers need enough space to effectively develop their jobs without any inconvenience and apply programs which support learning and make use of technological resources. Ohei & Brink (2019) claim that the lack of time is a damaging factor for teacher because they cannot develop their activities successfully. In the same way, there is inappropriate training for the teacher at the moment of making use of technology. There are not enough in-service training programs to support teachers in the management of this digital supportive and complementary area. Finally, the limited resources hinder the incorporation of Web 3.0 and discourage educators from being part of an e-learning environment.

Ohei & Brink (2019) mention that ICT and Web 3.0 will be more beneficial as time pass by and those challenges are solved. The use of the semantic web will continue spreading around the world with its main objective of offering a new alternative of personalization and sources of searching for content naturally, so people will save time and cover topics and relevant information addressed for users quickly. Web 3.0 is an evolution of previous technologies and it goes to enjoy the information and the tools that internet includes without noticing the device that people use to connect through the web.

### **Podcast**

A podcast is a technological tool that involves users producing, uploading or sharing audio files digitally. It is used for different purposes in order to develop the language skills and provides lots of material and user can find them according to their needs, age, and level which help people to study various contents to acquire language. “Podcasts are a useful tool for developing speaking skills in language acquisition settings, particularly within the context of the emerging Mobile Assisted Language Learning (MALL)” (Phillips, 2017, p.158). There is no doubt that technology has become part of

people's lives over the last few years since humans being has made use of advances of internet, devices, information, and communication which led them to incorporate these tools in their personal and professional lives.

Using podcasts is linked to the social constructivism theory which claims that language learning needs collaboration between students and teachers in the classroom. This relationship may provide students lots of opportunities to direct their knowledge, increase peer assessment, self-assessment, or in other words, being freer (Güler & Özkan, 2018). The variety of content-material that podcasts give students lots of opportunities to discover knowledge, reinforce, and improve it. Besides, learners are not passive consumers in the classroom anymore, they need to produce and share information with their classmates or others. Hence, podcasts can be used in and out of the classroom in order to enhance students with innovative tools that increase their interest and determine new goals in the educational field. Phillips (2017) assumes that "Podcasts are a form of personalized learning that can be tailored to learners' individual needs and extend learning beyond the classroom" (p.159).

### **Podcasting in educational settings**

Podcasts have been being used around the world for their participation and essential role in the teaching-learning language since podcasts encourage learners to develop the target language and foster modification if they are necessary for this field. According to Rahman et al. (2018) "The podcast has presented the combination of E-learning audio, video, text files which instantly replaced the using of language laboratories, Compact Disc, Dvd, Radio Cassette that are usually used in the ordinary language classroom" (p.153). Also, podcasts expose students to different ways of acquiring language; they can stimulate learners and be immersed in the target language because podcasts offer fresh and natural learning environments.

In the last few years, some investigations have indicated that the use of podcasts as an effective language learning tool has contributed to the support of English skills. For instance, a study carried out by Ramos (2019) mentions that there was a positive and significant influence of the podcast in the development of the receptive listening skill. Likewise, another important research conducted by Gutiérrez (2018) says that the data in the implementation of a set of collaborative speaking tasks through the use of podcasting and videos proved how oral proficiency increased significantly.

Consequently, it can be seen that there is enormous interest for students to face the use of podcasts which foster learners in a flexible and suitable way of conveying knowledge. These positive attitudes and great results accompany the students' attention in searching for more related platforms that help them to choose extra content and supporting their learning process.

Podcasts hugely distribute vast content of authentic material and contribute to the achievement of teachers and students' goals and expectations in and out of the classroom. Podcasts are potential tools which are available online with the facility that all users can download, use, play and replay whatever and whenever they want. These facts make podcasts easy to control and manage at the moment of applying them with educative purposes. Learners enjoy using podcasts and interact with others through this via; also, they are convenient to develop in this digital area which includes technology in most of the aspects of people's lives.

### **Types of podcasts**

Cervantes (2020) describes that podcasts can be defined as a program closely similar to a radio program which is transmitted online and those updated files are stored on the internet. Moreover, those files are called episodes and regularly are in Mp3 format. Cervantes mentions that users can subscribe to podcaster's channels and they can follow them and keep informed about their content. Although there is not a specific categorization of podcasts, the author classifies them into three groups to have a better idea and a clear understanding of what each one consists of.

### **Content podcasts**

In this first category, podcasts are categorized according to content podcasts' objectives. It means that it seeks to cover the purpose of the program itself. Besides, this category encompasses other subdivisions such as entertainment, formative or educative, and informative podcasts. Entertainment programs present terror stories, poetry, TV and movie reviews, humorous segments, and interpretative podcasts. Cervantes (2020) mentions that formative or educative podcasts offer a complementary value to your education in certain subjects. Those podcasts give support to science education,

psychology, foreign languages, and so on. Finally, informative podcasts are those programs that provide people tendency information. They inform people about what is happening around the world.

### **Technique podcasts**

Cervantes (2020) affirms that it can be noticed that in this type of podcasts the author makes reference to the use of audio, videos and screencast to produce a program. The audio podcast plays Mp3 files and its main characteristic is that this is unique and exclusive for audio. The video podcast also called vodcast, vidcast or videocast are programmes which combine traditional audio files and videos or images. These programmes are usually in MP4 format and generally, there are three subcategories for a video podcast. They are static images with audio; podcasts developed real situations in front of cameras and microphones, and synchronized images with audios which reinforce the treated topic. Finally, the screencast podcast which consists of recording the audio voice based on a videotape mostly with educative purposes known as tutorials.

### **Dynamic podcasts**

This type of podcast emphasizes their programs on dynamism. There are subcategories for this such as monologue, group, interview, and debate. Those monologue podcasts have only one host and they are in charge of producing, developing, and finishing each program. Group podcasts involve two or more hosts to carry out each episode. Cervantes (2020) assures that this kind of dynamic podcast must be more prepared in order that all participants have a balance contribution to the program. Interview podcasts may vary on their hosts and they count with a special guest in each episode. Finally, debate podcasts have various hosts and guests who talk and discuss an established topic with the purpose of interchange ideas or opinions about that.

## **1.3.2 Dependent variable: Speaking skill**

### **Language learning**

Language is a significant component that affects international communication among people. People use different parts of the English language skills such as listening, reading, speaking, and writing to develop their communicative competencies in order to

convey meaning and express thoughts. Linguistics factors, language learning, and use are factors that influence the communicative development in a second/foreign language. Smith et al. (2017) mention that “Variation is ubiquitous in languages: phonetic, morphological, syntactic, semantic and lexical variations are all common. However, this variation tends to be predictable: usage of alternate forms is conditioned (deterministically or probabilistically) in accordance with phonological, semantic, pragmatic or sociolinguistic criteria” (p.1). Due to globalization around the world, the ways of communication have increased, and it seems that people must find a common language to communicate with educative purposes, commerce, business, and so on.

On other hand, some researchers mention that language learning is a term directed at those who are learning their first language and/or a second or foreign language. Language learning is a term used to refer that a second language can be learned by being aware of it, unlike the foreign language or the mother tongue which is learned unintentionally. Also, there are two types of language learning which is naturalistic language learning that claims that language learning is natural. For example, it happens are bilingual and multilingual society and the other type of language learning is formal language learning that occurs in the classroom. “Ideally, language learning is not just about developing a more “whole” individual. It also works toward an ideal of intercultural communication, a vision for life in a plurilingual world” (Kim, 2020, p.521).

Learning language implies understanding and comprehending another culture. Most language teachers already know that and this is one of the main reasons that students experience a different culture as they learn the language. Besides, this fact lets students have another perspective of how varied are people around the world. Students learn the language and the culture in the same way of achieving goals and purposes. Those characteristics make successful students and know that language and culture can set apart. It is not required that learners have a huge range of linguistic features but teachers are not sometimes aware of the culture’s value at the moment of creating knowledge. Kim (2020) mentions that “Educating the “whole person” when teaching language, requires engaging with the cultural ways of life within which that language lives” (p.520). People use language to develop most of their emotional, social, and ethical activities. Therefore, it seems quite important to understand and respect every idea, thought, and proposal and keep into account the acceptance of a variety of cultures.

## **Factors affecting language learning**

Different factors can affect the way that students learn a language. Some learners can understand or learn more quickly than other and these characteristics may influence in the students' success. Purba (2018) details some factors that affect language learning.

### **Intelligence**

Intelligence refers to the performance that students make by taking certain kinds of tests. These tests determine the learner's success in school and this success is always associated with intelligence about second language learning and most of the times are reported.

### **Aptitude**

Aptitude means the special abilities that learners have and carry out in order to develop an activity in language learning and achieve success. Aptitude is linked with the capacity of learning quickly and easily. In other words, it can be said that aptitude helps students to learn without any difficulty and at their pace; otherwise, those who are not dotted with aptitude might be successful if they persist.

### **Learning Style**

Learning style is always used to describe the individual's way of observing, studying, and learning new knowledge, information, and skills. There are different learning styles such as visual, auditory, kinesthetic, interpersonal, intrapersonal, logical, linguistic, and musical styles which help the learner to retain information according to their ways of learning.

### **Personality**

Personality characteristics affect second language learning. An extroverted person may usually face it more alleviated due to their personality. Likewise, inhibition takes an important role in personality because risk-taking contributes to progress language learning. Several other personality characteristics may influence the second language classrooms because teachers must know how to work with those students in order they achieve educational goals without inconvenience.

## **Motivation**

Motivation is a huge component that affects language learning due to it encourages and enhances learners. If teachers have a positive attitude and promote students with interactive activities, they are going to be interested in developing them and learning the language. Therefore, students will want to achieve individual goals to study a language and support them by the teacher's motivation.

## **Culture and status**

There are some aspects that make some cultures different from others. It means some cultures can have a lower status which produces lower progress in language learning. Furthermore, culture and status might hit motivation, attitudes, and language success. Also, the power relationship between languages can determine the way people learn a language.

## **English as a foreign language**

Most people around the world are using the English language since it is considered as a lingua franca and the first world language to share information. The English language has spread all over the world to help people develop their connectedness with their business or organization. This language has become the commercial language and has created many boundaries in different industries such as technology, science, education, tourism, and so on. "Even if there is a variation in vocabulary while using these terms, they give almost the same meaning which signifies that English is the most widely spoken and the most widely used language in almost all the major fields" (Rao, 2019, p.66). English acts like a brief and extensive language which has become a component global in society.

Globalization has been spreading information too quickly that most people are communicating with others around the world and they have been using the English language to do so because it is an internationally recognized language. English has been acting like a global lingua franca and it is used for many purposes such as diplomacy, trade, commerce, entertainment, and so on (Rao, 2019). The English language has become a second language for many countries such as the US, Australia, Africa, India, and so on although in some countries the English language has become the principal language because of its influence in business, science, technology, study, etc. It can be

said that the English language has been immersed in the field of science and technology. Also, most of the movies, TV or radio programs, series, and songs are published in English. This happens because English as a foreign language has had being spread around the world for different purposes.

In addition, most of the students who travel abroad for educational purposes will find that this language is present in all the contents such as, science, technology, medicine, and so on. Most of the countries employ the English language in their course since this is their mother tongue. Further, the English language has become a necessary tool to develop work in companies, search for information on the internet or electronic media. “English is the only language where 85% of the scientific journals are published in that language” (Rao, 2019, p.67). It seems that most of the scientific articles are written in the English language even though this language is not the most spoken around the world, unlike the Chinese language which occupies the first position as the most spoken language internationally.

### **Speaking skill**

Speaking is a productive skill which is the most emphasized in the foreign language. However, this is the most difficult skill to produce and develop in the English language. Speaking means to produce the language in a spoken way, it focuses on conveying information or a message to other people through their voice. Nunan (1991) assumes that “To most people, mastering the art of speaking is the single and most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (p. 39). In the same way, Spratt et al. (2011) mention that that speaking includes using speech to communicate messages to others. People speak with different functions such as answering anything, asking for directions, clarifying any fussed word, greeting people, and so on.

Additionally, people speak according to different situations and they do not plan what will be said or what language will be used accurately. This means they will not think about the correct forms of grammar and vocabulary unless people prepare conferences or presentations. Spratt et al. (2011) claim that there are different subskills in speaking.

- Make use of grammar and vocabulary.
- Make use of a suitable register.

- Use connected speech.
- Use body language.
- Produce text types.
- Speak at oral fluency speed with hesitation and self-correction.
- Use interactive strategies.

In the same way, people speak to communicate and convey meaning. This skill is used for different purposes and it is noticed that is not just about grammar and vocabulary accurately. Also, people take into account to whom they are addressing and their wish to communicate. Besides, Spratt et al. (2011) mention that there is one way to engage students in the learning process; they have to follow some steps in order to speak in English and develop this skill.

- 1) Execute warm-up activities to introduce a new topic, based on the grammatical structure that will be studied.
- 2) Provide various tasks in order to students can practice new grammatical structures.
- 3) Finally, develop simple activities wherein learners can work without any problem.

### **Accuracy**

Accuracy is defined as the ability of how the language is produced by noticing the correct use of the rules system. According to Namaziandost et al. (2019) accuracy is related to the correct use of linguistic structures, appropriate use of register, proper use of cohesive devices, and the precision of vocabulary. In other words, accuracy makes use of correct tenses, verb forms, collocations, and other things. Accuracy activities involve a language construction to ensure that the language is appropriately accurate. These activities include grammar exercises, gap fills, drilling, or noticing activities. Mostly, these activities are controlled by the teacher and they follow some stages in a lesson. There are no different answers for these activities since there is just a right or wrong answer.

Accuracy is considered very important for many EFL learners and this factor falls into teachers. Teachers must consider how to correct those errors and avoid accurate mistakes to ensure high level in this subskill. Nevertheless, people always need a certain degree of accuracy to communicate and classroom activities and lesson plans should be

directed toward more accurate activities. This subskill is essential at the moment of taking international exams because they follow standardized rubrics to score them to provide a certain proficiency certificate about the English language.

#### **1.4 Justification**

The present research is based on the impact of podcast in the speaking skill of the English language with fourth-semester students at Universidad Técnica de Ambato. There are some reasons that make this project interesting, novel, important, and achievable. Those characteristics are going to be explained further, as well as who will benefit from it.

First, the research project is interesting for all the educational community such as professors, learners, and in general, for anyone who is involved in teaching and learning due to the use of technological materials in the classroom opens new chances for students to have a relevant learning. It means that learners feel motivated to learn and acquire the language by using innovative and interactive resources and it gives better results when there are technological alternatives to develop specific skills like the podcast, which helps to improve the speaking skill.

Second, this is a novel project because nowadays, technology positively contributes in education and students enjoy learning English in a technological environment where they must interact with technological tools. In addition, the podcast offers some advantages to users and it is easy to use.

Third, this project is important because the podcast offers a wide range of characteristics for students to develop their communicative competences. Students can create different kind of topics such discussions, role-plays, debates, and so on. It is worth mentioning that the use of podcasts in the classroom, which is the main purpose of this project, is of great relevance for the development of the speaking skill.

Fourth, this project is achievable because authorities provide access for carrying out this kind of research project, since most of students have computers and internet connection at home which is necessary to develop the proposed activities. On the contrary, this technological tool does not have any cost, and people can use it for free. Finally, the podcast is simple and easy to use, so teachers and learners do not need lots of

knowledge to manage and use it. Students only need a technological device, and internet connection.

To conclude, this research project pursues to implement the podcast as a significant learning resource within the classroom wherein all the educational community gets benefits of it. Therefore, students develop a high level of communicative competences, and get a good level of English language. Consequentially, the university will have on students with a better profile in the area of English.

### **1.5 General objective**

- To determine the impact of podcasts on the speaking development in fourth-semester students from PINE program at Universidad Técnica de Ambato.

### **1.6 Specific objectives**

- To explain the importance of using podcasts in the development of accuracy on students.
- To identify the speaking proficiency level of fourth-semester students from PINE program.
- To analyze the relationship between the podcasts tool and the speaking skill in the English language on students from PINE program.

## **CHAPTER II**

### **METHODOLOGY**

#### **2. 1 Type of research**

This study was based on an experimental type of research. It was the most suitable because this experiment was carried out in a specific population in order to get data. Experimental research is used for researchers to see how an independent variable influences a dependent variable through a controlled experiment. The researcher manipulates the independent variable which allows hypothesizing an effect on the other variable called the dependent variable. This process is useful to establish the cause and effect and its influence on behavior (Drager, 2018).

Experimental research encompassed a quasi-experimental design which consisted of identifying and selecting two groups; one denominated a comparison group, and the other called a treatment group. In other words, the experimental group was the specific population where was carried out a treatment in the intervention sessions, unlike the comparison group where the researcher did anything. Likewise, the comparison group gave a vision of what would have happened if there had not had treatment. It means that the treatment sessions let the research identify if there was any difference in outcomes in the treatment and comparison group (White & Sabarwal, 2014).

Experimental research provided the researcher to go deeply into the stated problem at the beginning of this study. "Experiments are a powerful method of data collection because they provide a means to control for the thing that you wouldn't otherwise be able to control for" (Drager, 2018, p.8). So, experiments ensure the researcher gather, and analyze data by manipulating the variables. In other words, the researcher sees how a stimulus influences or not in the experimental group.

Experimental design is used to prescribe a series of relative clauses; for example, which variable has to be manipulated, in what way it needs to happen, how many times there is to repeat the experiment, and which order has to follow. Therefore, it appears to a considerable and valuable trust in the study of cause-effect. Taber (2019) mentions that using an experimental strategy is meant to avoid incorrectly inferring that treatment causes changes into an outcome. The term "unit of analysis" is frequently used when

discussing experimental research. Learners, groups, or schools could be the subject of an experiment.

## **2.2 Research approach**

The mixed approach was part of this research since it offered significant information, material, concepts, and tools to carry out the study. This research approach was a combination of qualitative and quantitative approaches which provided specific methods to the researcher to understand one or two variables. Johnson & Onwuegbuzie (2004) assures that mixed research or most commonly called mixed-method research suits qualitative and quantitative research in order to expose pragmatism as a suitable philosophical partner for this research, also it gives a framework to design and conduct mixed research.

The purpose of the mixed approach in the present research was to collect and interpret numerical data as it was the results from the tests. Likewise, the qualitative approach was specifically utilized to interpret the opinions and feeling gathered by the surveys to students. Therefore, Creswell & Plano (2011) mention that there are two kinds of mixed research approaches such as fixed mixed methods designs and emergent mixed-methods designs. However, this study used the first one because it was established at the beginning of the research taking into account the procedures and the intervention of qualitative and quantitative approaches.

It is important to mention that qualitative and quantitative approaches are present in this research and for that reason; it is significant to define every single one. DeFranzo (2011) says that qualitative research is mainly exploratory research. It is used to understand motivations, opinions, and reasons. Also, it helps to develop ideas about the problem or hypotheses. Likewise, qualitative research is used to discover trends related to opinions and thoughts and immerse deeply into the problem. Qualitative data collection methods can use semi-structured or unstructured techniques. Some of those methods can include in-depth interviews, participation observation, focus group discussions, and key informant interviews. The sample size is usually small, and respondents are selected to fulfill a given task.

On the other hand, DeFranzo (2011) defines that quantitative research is used to quantify the problem by generating numerical data. This data can be transformed into

statistics. It is used to quantify thoughts, opinions, behaviors, and attitudes. Besides, it generalizes results from a larger sample population. Quantitative research uses measurable data to formulate facts and find out patterns in research. Quantitative data collection methods are more structured than qualitative data collection methods. Quantitative data includes some methods such as surveys, face-to-face interviews, polls, longitudinal studies, website interceptors, and systematic observations.

### **2.3 Research design**

This research was based on a quasi-experimental design since it was required to carry out an experiment by noticing that a control group and an experimental group would be required. Research designs are procedures that help the researcher to gather, analyze and interpret data in different studies. They contribute guiding the whole process greatly because those used methods let organizing logically the interpretations at the end of the researches. After identifying the research problem, it is important to find the best research design which has coherence with the problem in the study. Each research design has its history, philosophical foundation; and procedures that characterize every single one to fit into certain studies.

Quasi-experimental research encompasses experimentation, population or participants are not randomly selected, they are assigned according to certain conditions. This type of research design is conducted in different fields, and this study is directed to the education field and seeks to evaluate the effectiveness of a treatment in this area. White & Sabarwal (2014) affirms that quasi-experimental research designs see if there are any causative hypotheses. Quasi-experimental and experimental designs apply treatments for intervening populations in the programme. Thus, it tests how well it achieves its goals. However, a quasi-experimental design has an inadequate random assignment.

### **2.4 Research method**

Some techniques and instruments took part in this study because these tools allowed collecting primary data from the studied population. Surveys, questionnaires, and a standardized test were extremely helpful to get results and analyze this information. Moreover, data collection is used to eliminate hypotheses by explaining the phenomenon, taking out assumptions, and presenting real facts with detailed explanations. Therefore, it was fundamental to define every single term in order to get an idea of the most precise tools to carry out this research.

## **Survey**

A survey is a technique that is employed for data collection. According to Casas et al. (2003) it is a procedure that utilizes a set of standardized research wherein data is collected and analyzed from a representative sample of population, or a large universe. A survey helps researchers to explore, describe, predict, and explain a series of features. Thus, a survey is a technique that is used for getting and exploring data collection which allows getting descriptive answers from a certain group of people that are the sample of the research work.

## **Questionnaire**

It is the basic instrument used in survey research. According to Casas et al. (2003) it is a paper that seeks to obtain information in an organized way. Also, it includes features of both the independent and dependent variables because those indicators are involved in the survey's objective. Therefore, the questionnaire is the form belonging to the survey, which contains the questions that are aimed at the subjects under study.

## **Pre-test and post-test**

It is a feature of quasi-experimental design. Those tests are used in evaluations of students and provide quantitative data. It seems that the post-test offers better results than the pre-test since the post-test implies a formed vision of knowledge and; therefore, successful scores. Pre-test and post-test have been used for centuries in many fields by supporting the research with a rapid and convenient methods of applying them. Stratton (2019) assures "Pre-test and post-test design based on purposeful sampling allows for assessment of specific representatives of a population of interest, but not of the population as a whole" (p.573). However, this research used a Preliminary English Test (PET) mainly the speaking section. This exam belongs to Cambridge and gives candidates a certificate B1 intermediate level recognized around the world based on the (CEFR).

## **2. 5 Population**

The subjects of the research were 28 students of B1+ level who were studying the fourth semester in the PINE program at Universidad Técnica de Ambato in the academic period of April – September 2021. These students belonged to class "A". This population was divided into two groups where one group was called the control group and the other one was the experimental group. In the control group, students were

taught without using any feedback about the subject and following an established syllabus; in other words, they followed a traditional methodology. On the other hand, the experimental group followed a constructivism learning where each student was capable of creating knowledge through their experiences face to podcasts. The students' ages ranged from 20 to 28 years old.

**Table 1**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
Fourth-semester students "A"	14	50%
Fourth-semester students "A"	14	50%
<b>TOTAL</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program.

## **2.6 Resources**

### **Information collection and instruments**

This research study was based on a quasi-experimental design which consists of applying an instrument to the population established in order to get data; therefore, this research study was developed in fourth-semester students at PINE program. The population was not randomly assigned; the researcher divided a total of 28 students into two groups in list order. Thus, the first group was formed of 14 students and was considered as the control group and the other one was formed of 14 students as well, and they were called the experimental group. At the beginning of the research, both groups were informed about the main objective of the project in such a way that students could accordingly collaborate on the situations.

## **2.7 Procedure**

A pre-test was applied to know the level of proficiency of students' speaking skill. The instrument was the Preliminary English Test (PET) which was taken from Cambridge which was a standardized test. Moreover, this test has been chosen because it is specifically directed at the subjects' English level, which is B1 in accordance with The Common European Framework of Reference for Languages (CEFR). The tested section was speaking, parts 3 and 4 because they consisted of developing accuracy through

speaking activities. Besides, accuracy was the main subskill to take into account in this research because it encompassed the other subskills such as vocabulary, grammar, and pronunciation, which were indicators stipulated in the speaking rubric to score students' speaking performance. Part 3 of the test comprehended to make and respond to suggestions, discuss alternatives and negotiate an agreement, and part 4 involved discussing likes, dislikes, experiences, opinions, or habits. There were 6 questions and they were scored according to the speaking rubric which was focused on accuracy. The researcher used the Zoom platform and carried out a zoom meeting that was used for all students to take this pre-test, but they had to enter to the meeting in groups of two people. This zoom session lasted at least two hours, and finally, the researcher got the results where could measure the students' speaking level.

The treatment sessions took place during a whole week by lasting 40 minutes each session. These sessions consisted of the use of the Zoom platform to work with students and apply interactive activities such as debates, dialogues, and role-plays to improve the speaking skill. Therefore, the researcher provided some examples about those activities by being aware of grammar exercises, gap fills, drilling, or noticing activities to involve students in a flexible and relaxed atmosphere where learners could use the language. Teacher's lesson plans and students' practice activities were developed for each intervention. Regarding the flexibility, convenience, and content material that podcasts offer, the use of this platform impacted students. The use of digital technology encouraged them to create actionable knowledge and participate efficiently by working in different activities in and out of the classroom. So, the view of language was mainly communication and the view of language learning was the interaction among students. Students could join in pair and group work to convey meaning, work with authentic material, and use technological tools which in this case was "SpeakPipe" to develop some assignments and record their answers.

Additionally, a post-test was conducted to the treatment and control group which was the same as the pre-test in the first part of this data collection. Consequently, the researcher programmed a Zoom session to get in touch with all the fourth-semester students in order to apply for the PET exam specifically the speaking section. It was the same without any manipulation and students took this exam in pairs to avoid disturbing and students could feel confident and comfortable. Meanwhile, the teacher was taken notes to provide their scores based on the speaking rubric.

Finally, a survey was applied to the treatment and control group because it was significant to know if students were motivated and informed about the use of technological tools like podcasts to incorporate them in the learning process in such a way they can improve their skills related to the English language. In addition, it was essential to take and use three questions from the research project entitled "Development of Web 3.0 tools in education as support in collaborative learning" which was developed by professors from PINE program at Universidad Técnica de Ambato. This survey about Web 3.0 provided useful information to the researcher of the present project because it was linked and correlated to the use of technology in the classroom. Two professors from "Pedagogía de los Idiomas Nacionales y Extranjeros" validated the survey before being applied to students. The researcher used Google forms to conduct this instrument and get immediate results. There were ten questions and the survey's main objective was to determine the impact of the podcast on the speaking development. After, the results were analyzed to provide conclusions about this research study.

## 2.8 Operationalization of variables

**Independent variable:** Podcast

**Table 2**

*Operationalization of the independent variable*

Conceptualization	Dimensions	Indicators	Items	Instruments/Techniques
Podcast is a <b>technological tool</b> that involves users to produce, upload or share audio files. It is used with <b>different purposes</b> in order to develop the speaking skill according to <b>students' level</b> which helps to study various <b>contents</b> and acquire a language.	<ol style="list-style-type: none"> <li>1. Technological tool</li> <li>2. Different purposes</li> <li>3. Learners' level</li> <li>4. Contents</li> </ol>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Websites</li> <li>• Listening to audios</li> <li>• Record audios</li> <li>• Make comments</li> <li>• Beginners</li> <li>• Intermediate</li> <li>• Advanced</li> <li>• Education</li> <li>• Health</li> <li>• Population</li> </ul>	<ol style="list-style-type: none"> <li>1. How often do you practice the speaking skill in the classroom?</li> <li>2. How often do you employ the internet to improve your speaking skill?</li> <li>3. Which of these podcast apps do you use for English learning?</li> <li>4. How often are you asked to record, listen to, or comment on technological apps (SpeakPipe, Spotify, Youtube)?</li> <li>5. How often do you feel motivated and encouraged to learn English using technological tools (SpeakPipe, Spotify, Youtube)?</li> <li>6. How often do you find suitable to use podcasts to carry out activities such as role plays, debates?</li> <li>7. How often are you involved in online activities to practice grammar, vocabulary, and/or pronunciation?</li> <li>8. How often do teachers apply collaborative work using Web 3.0 tools?</li> <li>9. How often do you use Web 3.0 technology tools to learn?</li> <li>10. Do you think that the correct application and use of Web 3.0 tools promote the interest, participation and motivation of students within collaborative work?</li> </ol>	Survey – Structured questionnaire

*Note.* Independent variable – Podcast

**Dependent variable:** Speaking skill

**Table 3**

*Operationalization of the dependent variable*

Conceptualization	Dimensions	Indicators	Items	Techniques/Instruments
Speaking is a productive skill used to communicate meaning. This skill is focused on how well <b>communication</b> is transmitted and how <b>ideas</b> can be communicated clearly and accurately through the <b>speaking stages</b> . Speakers should take into account the development of the <b>sub-skills</b> within speaking skill to convey a clear message.	1. Communication	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> </ul>	<ul style="list-style-type: none"> <li>• Prior knowledge.</li> <li>• Vocabulary and language structure.</li> </ul>	Standardized pre-test and post-test
	2. Speaking stages	<ul style="list-style-type: none"> <li>• Lead-in</li> <li>• Practice activities</li> <li>• Post-task activities</li> </ul>	<ul style="list-style-type: none"> <li>• Organize and identify main ideas.</li> <li>• Keep fluency.</li> <li>• Show confidence.</li> </ul>	
	3. Ideas	<ul style="list-style-type: none"> <li>• Points of view</li> <li>• Personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Convey meaning precisely.</li> <li>• Understand and comprehend what is talking.</li> </ul>	
	4. Sub-skills	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Accuracy</li> <li>• Grammar</li> <li>• Coherence</li> <li>• Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of communication in a real context.</li> </ul>	

*Note.* Dependent variable – Speaking skill

## Information collection plan

The present information was gathered by using a survey. For this reason, it is necessary to make known the following aspects of the research project.

**Table 4**

*Basic questions*

Basic questions	Explanation
1. ¿For what?	<ul style="list-style-type: none"><li>• To achieve the objectives of the research.</li></ul>
2. What people or objects?	<ul style="list-style-type: none"><li>• Fourth-semester students</li></ul>
3. On what aspects?	<ul style="list-style-type: none"><li>• About podcast and the speaking skill in the English language.</li></ul>
4. Who?	<ul style="list-style-type: none"><li>• The researcher</li></ul>
5. When?	<ul style="list-style-type: none"><li>• In the academic period of April – September 2021.</li></ul>
6. Where?	PINE program at Universidad Técnica de Ambato.
7. How many times?	<ul style="list-style-type: none"><li>• Once</li></ul>
8. With what?	<ul style="list-style-type: none"><li>• With a structured questionnaire (survey) and a standardized test.</li></ul>
9. In which situation?	<ul style="list-style-type: none"><li>• Must have openness, awareness and flexibility.</li></ul>

*Note.* Direct research

## Process and analysis plan

After compiling all the information by applying the correct procedure, the analysis of data was done. Thus, the researcher had to coding the data by assigning a value to each question in the standardized test mentioned before by complementing this process with a rubric which covered parameters such as pronunciation, grammar, vocabulary, discourse management and interactive communication. These parameters involve accuracy which was the most important subskill in this study. Consequently, the data analysis was easy to interpret to support this research. Also, frequency tables and bar charts were developed to get information of the results.

Once coding and interpreting the information, it was essential to verify if there were meaningful differences between the control and experimental group. The results of the

scores gathered in the standardized test were hypothesized. T-test students test was used to verify the hypothesis of this research. It is used to find out if there is a noticeable difference between two groups. With all deductive statistics, it is assumed that the dependent variables have a normal distribution. In addition, the application of this statistic was developed by using IBM SPSS software which was extremely useful with the hypothesis testing. Moreover, the different results from the pre-test, post-test, and the survey allowed establishing the conclusions and recommendation to finish this research study.

## **2.9 Hypothesis**

### **Null hypothesis**

Podcast doesn't impact the development of the students' speaking skill.

### **Alternative hypothesis**

Podcast impacts the development of the students' speaking skill.

## CHAPTER III

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 3.1 Analysis of results

The present chapter shows the gathered results from pre-test, post-test, and the survey applied to students of the fourth semester from Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato which was to determine the impact of podcasts on speaking development. The obtained results have properly been analyzed and interpreted through tables and figures in order to have a better value.

First at all, the initial table presents the scores gotten from students who were part of the control group in the pre-test and post-test. Likewise, the second table indicates the scores obtained from the experimental group in both tests. These two tables let the researcher contrast the information by using the T-students test statistics which denotes the approval of either the null or alternative hypotheses.

Besides, the students' speaking skill was evaluated based on a standardized speaking rubric (Annex 1). In the same way, there were some categories established in the rubric such as grammar, vocabulary, pronunciation, discourse management, and interactive communication, which is over 10 marks.

In conclusion, a survey that contained seven structures questions was applied to both experimental and control groups in this research in order to gather data according to their speaking skills in the English language. The information and results are established in several tables and figures in which it is presented the frequency and percentages of the information collected.

### 3.2 Analysis and interpretation of results

**Table 5**

*Pre-test applied to experimental group*

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	2.5	2.5	2.5	2.5	10
2	2.5	2	2	2.5	9
3	2	2.5	2.5	2.5	9.5
4	2.5	2.5	2	2.5	9.5
5	2	2.5	2.5	2.5	9.5
6	2.5	2	2	2.5	9
7	2.5	2.5	2	2.5	9.5
8	2	2	2.5	2	8.5
9	2.5	2.5	2.5	2.5	10
10	2	2	2	2	8
11	2.5	2.5	2.5	2.5	10
12	2.5	2.5	2.5	2.5	10
13	2.5	2.5	2.5	2.5	10
14	2	2	2	2	8
X	2.3	2.5	2.1	2.1	9

*Note.* Data taken from fourth-semester students at PINE program (2021).

The experimental group got 9 points as an average in the pre-test. It is essential to mention that those results are based on a total of 10 points.

**Table 6**

*Post-test applied to experimental group*

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	2.5	2.5	2.5	2.5	10
2	2.5	2.5	2.5	2.5	10
3	2.5	2.5	2.5	2.5	10
4	2.5	2.5	2.5	2.5	10
5	2.5	2.5	2.5	2.5	10
6	2.5	2	2	2.5	9
7	2.5	2.5	2.5	2.5	10
8	2.5	2	2	2.5	9
9	2.5	2.5	2.5	2.5	10
10	2	2	2	2	8
11	2.5	2.5	2.5	2.5	10
12	2.5	2.5	2.5	2.5	10
13	2.5	2.5	2.5	2.5	10
14	2.5	2.5	2.5	2.5	10
X	2.5	2.4	2.4	2.5	9.8

*Note.* Data taken from fourth-semester students at PINE program (2021).

The experimental group got 9.8 points as an average in the post-test. It is important to say that the results are based on a total of 10 points.

**Table 7***Pre-test applied to control group*

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
15	2	2	2	2	8
16	2.5	2.5	2.5	2.5	10
17	2	2.5	2.5	2.5	9.5
18	2	1.5	2	.1.5	7
19	2	2	2	2	8
20	2	2	2	2	8
21	2	2	2	2	8
22	2.5	2.5	2.5	2.5	10
23	2	2	2	2	8
24	2.5	2.5	2.5	2.5	10
25	2	2	2	2	8
26	2.5	2.5	2.5	2.5	10
27	2	2	2	2	8
28	2	2.5	2	2.5	9
X	2.1	2.2	2.2	2.1	8.6

*Note.* Data taken from fourth-semester students at PINE program (2021).

The control group got 8.6 points as an average in the pre-test. It is essential to mention that the results are based on a total of 10 points.

**Table 8***Post-test applied to control group*

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
15	2	2	2	2	8
16	2.5	2.5	2.5	2.5	10
17	2	2.5	2.5	2.5	9.5
18	2	1.5	2	.1.5	7
19	2	2	2	2	8
20	2	2	2	2	8
21	2	2	2	2	8
22	2.5	2.5	2.5	2.5	10
23	2	2	2	2	8
24	2.5	2.5	2.5	2.5	10
25	2	2	2	2	8
26	2.5	2.5	2.5	2.5	10
27	1.5	2	2	2	7.5
28	2	2	2	2	8
X	2.1	2.1	2.2	2	8.4

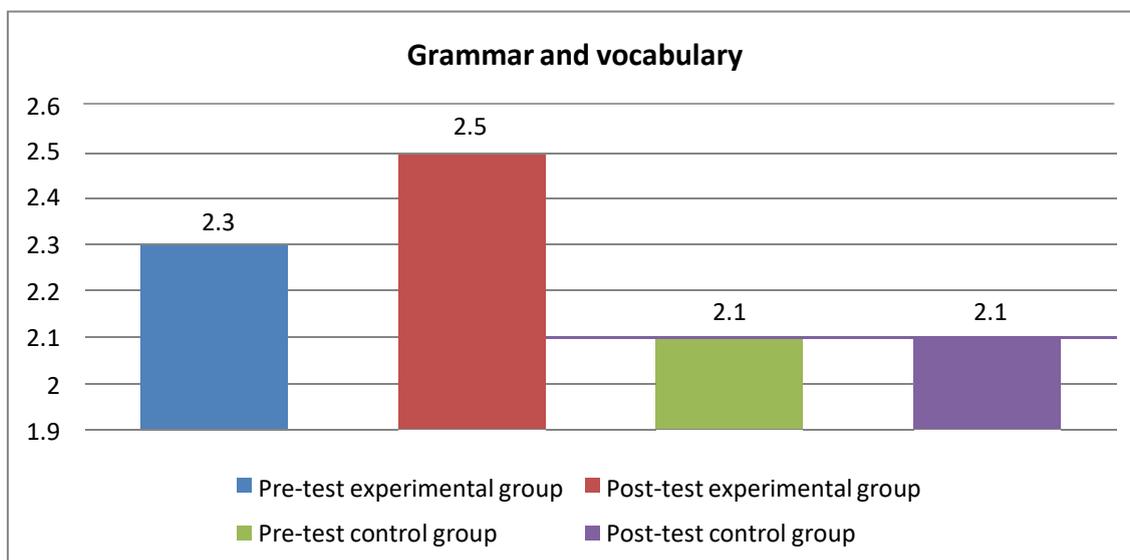
**Note:** Data taken from fourth-semester students at PINE program (2021).

The control group got 8.4 points as an average in the post-test. It is important to say that those results are based on a total of 10 points.

### 3.2.1 Grammar and vocabulary results

**Figure 1**

*Grammar and vocabulary results*



*Note.* Data taken from fourth-semester students at PINE program (2021).

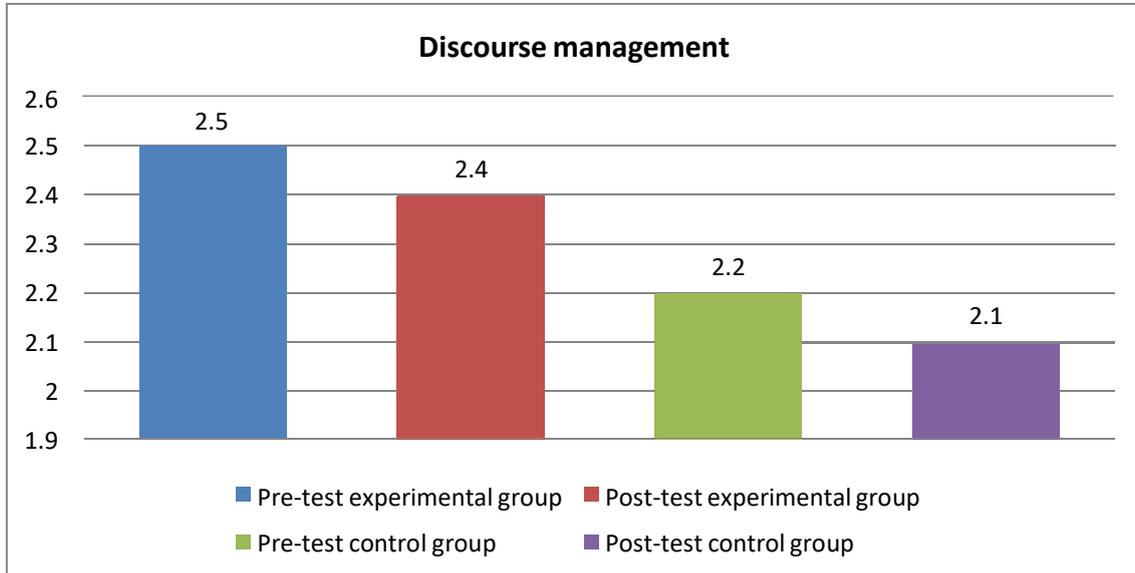
#### **Analysis and interpretation**

The results in figure 1 show an average of all students in this study during the pre-test and post-test. The information is related to grammar and vocabulary wherein the average of the control group is 2.1. On the contrary, the average of the experimental group is 2.3. Based on the results gathered from the test, it is determined that both groups had a similar understanding in the pre-test with an insignificant difference. Therefore, the average of the control group in the post-test is 2.1 and the average of the experimental group is 2.5. In consequence, the results indicate that there was a remarkable increase of 0.4 in the average of the experimental group. To sum up, those students who were involved in the intervention sessions acquired new grammar and vocabulary related to daily topics, unlike students who belonged to the control group.

### 3.2.2 Discourse management results

**Figure 2**

*Discourse management results*



*Note.* Data taken from fourth-semester students at PINE program (2021).

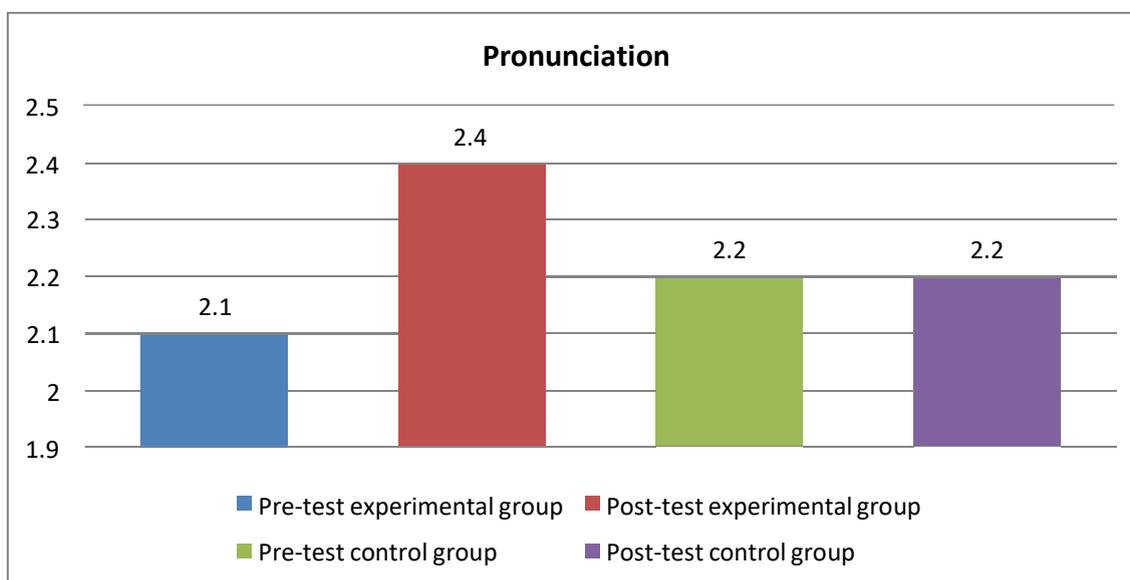
#### **Analysis and interpretation**

The results in figure 2 show an average of all students in this study during the pre-test and post-test. The information is related to discourse management wherein the average of the control group is 2.1. On the other hand, the average of the experimental group is 2.5. Based on the results gathered from the test, it is established that the experimental group developed a good performance in this item during the pre-test. Hence, the average of the control group in the post-test is 2.1 and the average of the experimental group is 2.4. Consequently, the results indicate that the experimental group managed their discourse and maintained 0.3 points of difference in their average. Finally, those students who were involved in the treatment sessions kept the ability to organize topics and reply to them, unlike students who took part in the control group.

### 3.2.3 Pronunciation results

**Figure 3**

*Pronunciation results*



*Note.* Data taken from fourth-semester students at PINE program (2021).

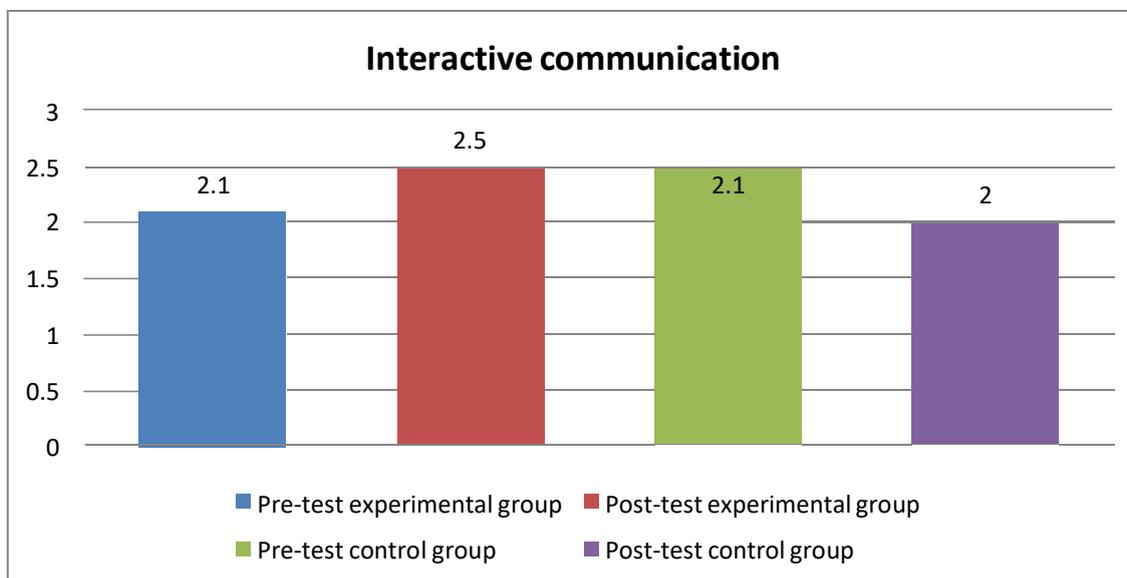
#### **Analysis and interpretation**

The results in figure 3 show an average of all students in this study during the pre-test and post-test. The information is related to pronunciation wherein the average of the control group is 2.2. On the other hand, the average of the experimental group is 2.1. Based on the results gathered from the test, it is determined that both groups had a similar understanding in the pre-test with a slight difference. Therefore, the average of the control group in the post-test is 2.2 and the average of the experimental group is 2.4. Thus, the results indicate that there was a remarkable increase of 0.2 in the average of the experimental group. To conclude, those students who were involved in the intervention sessions improved their pronunciation due to suitable feedback by the teacher unlike students in the control group who kept making pronunciation mistakes.

### 3.2.4 Interactive communication results

**Figure 4**

*Interactive communication results*



*Note.* Data taken from fourth-semester students at PINE program (2021).

#### **Analysis and interpretation**

The results in figure 4 show an average of all students in this study during the pre-test and post-test. The information is related to interactive communication wherein the average of the control group is 2.1. On the other contrary, the average of the experimental group is 2.1. Based on the results gathered from the test, it is established that there is a similar understanding in this item during the pre-test. Hence, the average of the control group in the post-test is 2 and the average of the experimental group is 2.5. Consequently, the results indicate that the experimental group improved their interactive communication skills and increased 0.5 points of difference in their average. Finally, those students who were involved in the treatment sessions improved their communicative competence to have an understandable conversation, unlike students who belonged to the control group.

### 3.2.5 Experimental group results

**Table 9**

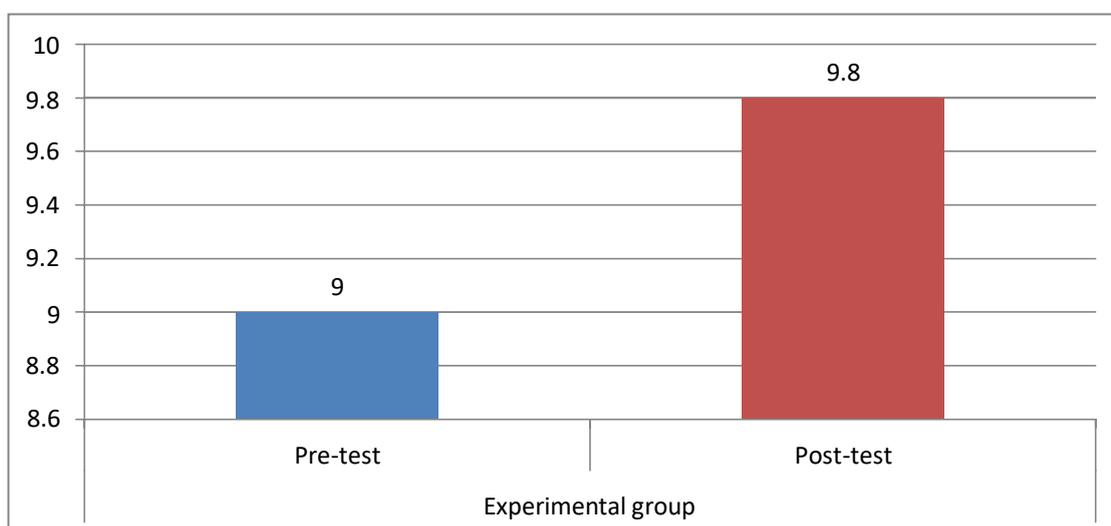
*Scoring scale*

Score	Descriptor
9-10	Excellent
7-8	Good
5-6	Fair
3-4	Poor
1-2	Bad

*Note.* A five-level scale for rating quality.

**Figure 5**

*Speaking skill average in the pre-and post-test applied to experimental group.*



*Note.* Data taken from fourth-semester students at PINE program (2021).

#### **Analysis and interpretation**

In figure 5, it is presented the average of the speaking skill in the pre-test and post-test applied to the experimental group. The quality of students' performance related to speaking skill is based on a scoring scale wherein the bad score is from 1 to 2 and the highest or the excellent score is from 9 to 10 points. The first test shows the students' average which is 9 points. This average is equivalent to "excellent" and it represents 90% of the total. In the second speaking test, the students' average is 9.8 points, which is equivalent to "excellent" and it represents 98% of the total. In consequence, the scores in both tests imply that there was a significant improvement in students' oral production because they reached more good scores in the post-test.

### 3.2.6 Control group results

**Table 10**

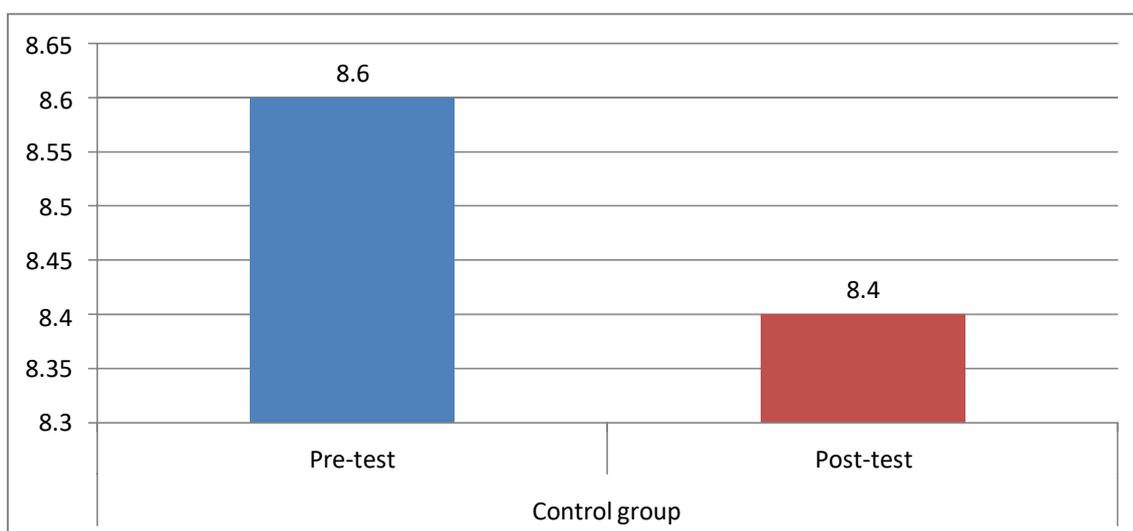
*Scoring scale*

Score	Descriptor
9-10	Excellent
7-8	Good
5-6	Fair
3-4	Poor
1-2	Bad

*Note.* A five-level scale for rating quality.

**Figure 6**

*Speaking skill average in the pre-and post-test applied to control group.*



*Note.* Data taken from fourth-semester students at PINE program (2021).

#### **Analysis and interpretation**

In figure 6, it is presented the average of the speaking skill in the pre-test and post-test applied to the control group. The quality of students' performance related to speaking skill is based on a scoring scale wherein the bad score is from 1 to 2 and the highest or the excellent score is from 9 to 10 points. The first test shows the students' average which is 8.6 points. This average is equivalent to "good" and it represents 86% of the total. In the second speaking test, the students' average is 8.4 points, which is equivalent to "good" and it represents 84% of the total. In consequence, the scores in both tests imply that there was a noticeable change in oral production because students have not improved their communicative competence in the post-test.

### 3.2.7 Verification of hypothesis

T-test students test was used to verify the hypothesis of this research. It was used to find out if there was a remarkable difference between the means of the two groups. With all deductive statistics, it was assumed that the dependent variables have a normal distribution.

#### Hypothesis statement

**Ho:**  $\mu_1 = \mu_2$  (Podcast doesn't impact the development of the students' speaking skill).

**Ha:**  $\mu_1 \neq \mu_2$  (Podcast impacts the development of the students' speaking skill).

#### Significance level

Alfa 0.05

#### Decision criteria

If  $p \geq 0.05$ , the research accepts the Ho and rejects the Ha.

If  $p < 0.05$ , the research rejects the Ho and accepts the Ha.

**Table 11**

*T-student test (experimental group)*

Paired Samples Test									
Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
				Lower	Upper				
Par 1	Pre-Test / Post-Test	-.393	.561	.150	-.717	-.069	-2.621	13	.021

*Note.* Data taken from fourth-semester students at PINE program (2021).

The table presented above shows the statistical results gathered from the analysis of the experimental group data. It can be appreciated the value of P which is 0.021 and it is significantly lower than 0.05 with a significance level of 5%. Therefore, this table displays a statistical relevance which implies that the null hypothesis Ho is rejected, and the alternative hypothesis Ha is accepted. Hence, the podcast impacts on the speaking development.

**Table 12***T-student test (control group)*

		Paired Samples Test							
		Pared Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Par	Pre-Test / Post-Test	.107	.289	.077	-.060	.274	1.385	13	.189

*Note.* Data taken from fourth-semester students at PINE program (2021).

On the contrary, the table above displays the statistical results obtained from the analysis of the control group data. In this T-student test, the value of P is 0.189 significantly higher than 0.05 with a relevant level of more than 5%. In consequence, the results show a statistical data which implies that the null hypothesis  $H_0$  is accepted, and the alternative hypothesis  $H_a$  is rejected. Therefore, students who did not use technology like podcasts in their educational process did not improve or develop their speaking skill in the English language. It happens because the control group did not take treatment sessions and they normally maintained developing their activities as usual by following an established syllabus.

### 3.3 Students` survey results

**Question 1:** How often do you practice the speaking skill in the classroom?

**Table 13**

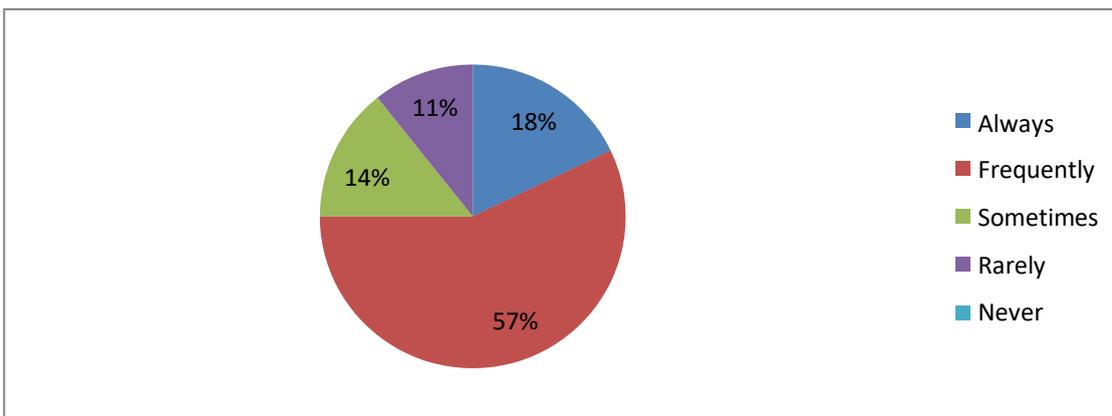
*Speaking skill in the classroom*

Frequency	Students	Percentages
Always	5	18%
Frequently	16	57%
Sometimes	4	14%
Rarely	3	11%
Never	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 7**

*Speaking skill in the classroom*



*Note.* Data taken from fourth-semester students at PINE program (2021).

### ANALYSIS AND INTERPRETATION

According to the results of this question, few students always practice the speaking skill in the classroom which represents 18%, while 57% of the students frequently practice this skill. Likewise, 14% of the students sometimes use this productive skill in the classroom to develop their speaking skill. Finally, 11% of the students rarely use this skill in the classroom to improve their English language. Therefore, the results show that students practice the speaking skill at a different frequency and it helps them to keep engaged with the English language in the classroom.

**Question 2:** How often do you employ the internet to improve your speaking skill?

**Table 14**

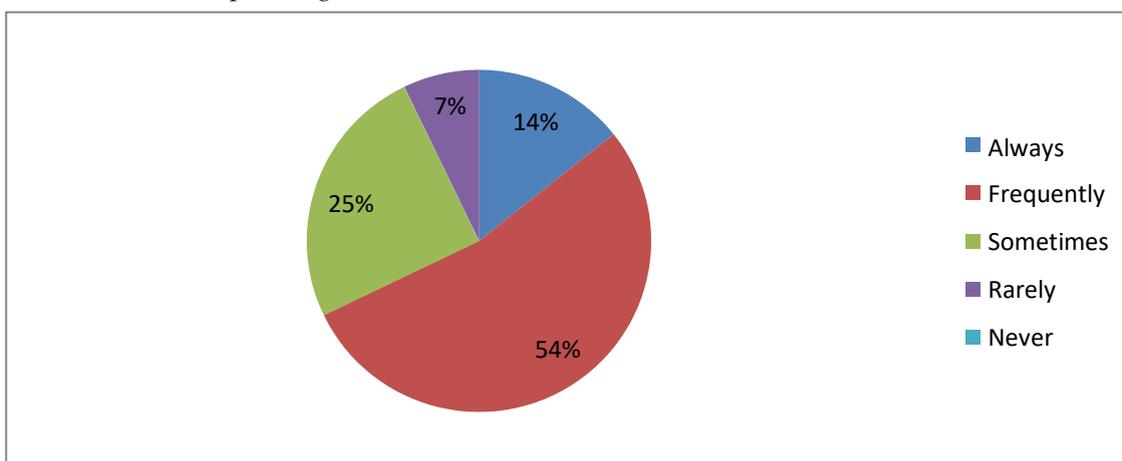
*Internet and the speaking skill*

Frequency	Students	Percentages
Always	4	14%
Frequently	15	54%
Sometimes	7	25%
Rarely	2	7%
Never	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 8**

*Internet and the speaking skill*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## **ANALYSIS AND INTERPRETATION**

According to the results of this question, some students always employ the internet to improve their speaking skill which represents 14%, while 54% of the students frequently use technological tools like the internet to improve the skill mentioned. In addition, 25% of the students sometimes use the internet in or out of the classroom to develop their speaking skill. Finally, 7% of the students rarely implement the internet in order to improve their English language. Hence, the results display that most of the students frequently employ the internet which is a technological tool in such a way they improve their speaking skill. It allows them to create a digital atmosphere and acquire the language innovatively.

**Question 3:** Which of these podcast apps do you use for English learning?

**Table 15**

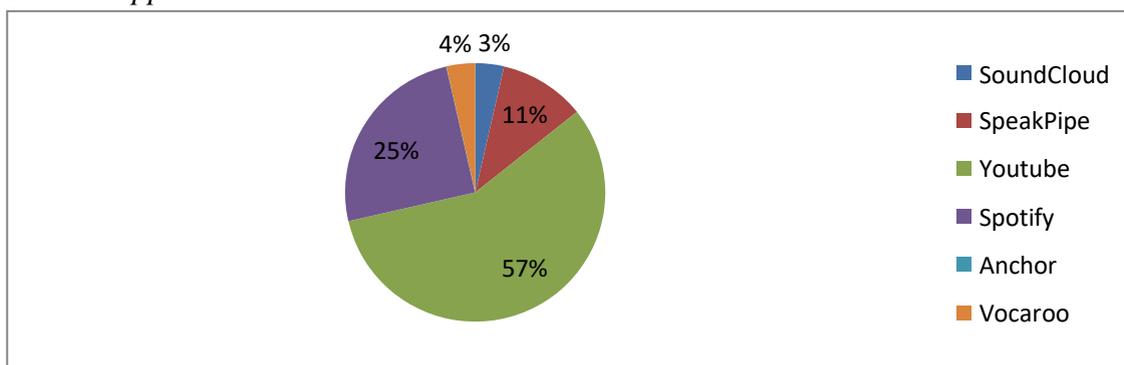
*Podcast apps*

Frequency	Students	Percentages
SoundCloud	1	3%
SpeakPipe	3	11%
Youtube	16	57%
Spotify	7	25%
Anchor	0	0%
Vocaroo	1	4%
ITunes	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 9**

*Podcast apps*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## ANALYSIS AND INTERPRETATION

According to the results of this question, few students always use podcast apps for English learning; for example, they use SoundCloud for educational purposes which represent 3%, while 11% of the students get engaged with SpeakPipe to practice the speaking skill. Likewise, 57% of the students employ Youtube in their daily routine to practice this productive skill. In addition, 25% of the students work with Spotify in order to develop their speaking skill. Finally, 4% of the students use Vocaroo for English learning. Therefore, the results show that most of the students use Youtube as a podcast app for English learning and it brings some benefits such as managing technology, producing the language, and improving its languages features as well.

**Question 4:** How often are you asked to record, listen to, or comment on technological apps (SpeakPipe, Spotify, Youtube)?

**Table 16**

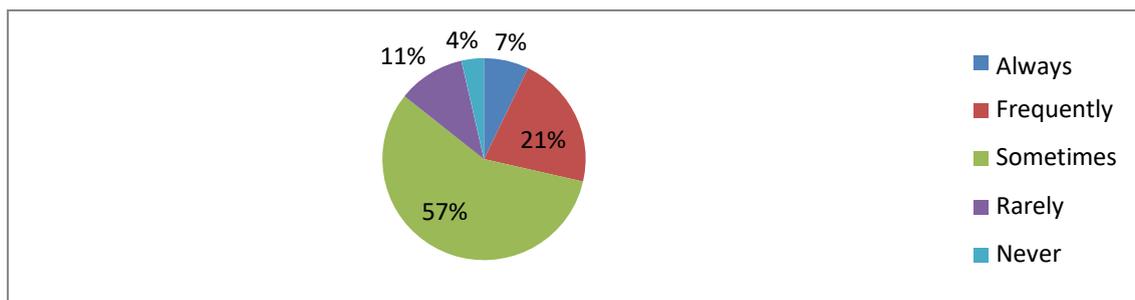
*Record, listen to, or comment on technological apps*

Frequency	Students	Percentages
Always	2	7%
Frequently	6	21%
Sometimes	16	57%
Rarely	3	11%
Never	1	4%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 10**

*Record, listen to, or comment on technological apps*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## ANALYSIS AND INTERPRETATION

According to the results of this question, few students always record, listen to or comment on technological apps (SpeakPipe, Spotify, Youtube) which represent 7%, while 21% of the students frequently employ technological tools in their English language activities. In addition, 57% of the students sometimes use technological apps to record, listen to or comment on them and improve their speaking skill. Moreover, 11% of the students rarely make use of technological apps in and out of the classroom. Finally, 4% of the students never implement technological apps to develop their English language through different activities. Hence, the results display that most of the students frequently employ the internet which is a technological tool in such a way they improve their speaking skill. It allows them to create a digital atmosphere and acquire the language innovatively.

**Question 5:** How often do you feel motivated and encouraged to learn English using technological tools (SpeakPipe, Spotify, Youtube)?

**Table 17**

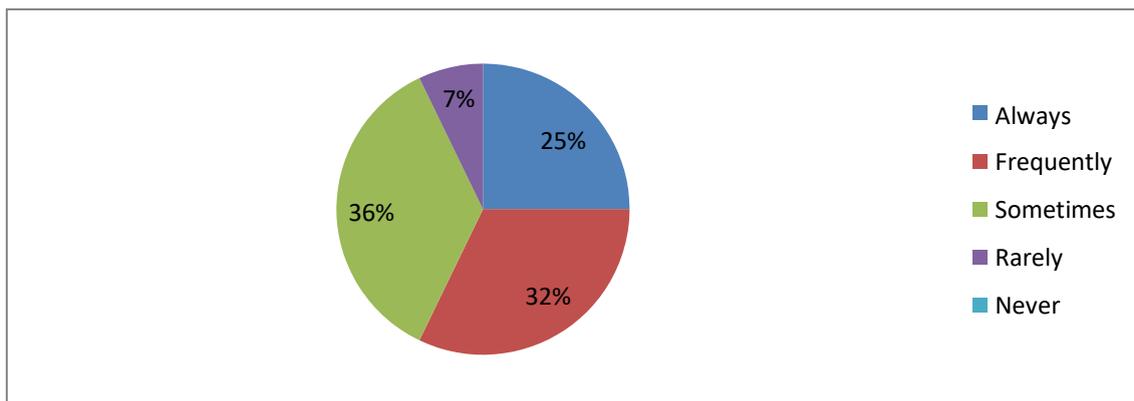
*Motivation and encouragement*

<b>Frequency</b>	<b>Students</b>	<b>Percentages</b>
Always	7	25%
Frequently	9	32%
Sometimes	10	36%
Rarely	2	7%
Never	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 11**

*Motivation and encouragement*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## **ANALYSIS AND INTERPRETATION**

According to the results of this question, some students always feel motivated and encouraged to learn English using technological tools (SpeakPipe, Spotify, Youtube) which represents 25%, while 32% of the students frequently feel motivated and encouraged to learn English by using technology. Likewise, 36% of the students sometimes feel engaged in learning activities because of motivation. Finally, 7% of the students rarely feel immersed in the classroom due to a lack of motivation and encouragement to acquire the English language. Therefore, the results show that students are not always motivated or encouraged to learn English using technological tools since they can be suitable or maybe they are too difficult to use.

**Question 6:** How often do you find suitable to use podcasts to carry out activities such as role plays, debates?

**Table 18**

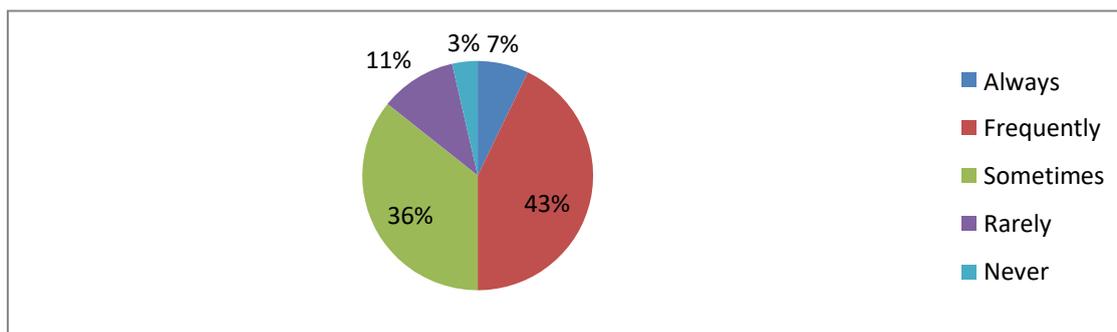
*Use of podcast in interactive activities*

Frequency	Students	Percentages
Always	2	7%
Frequently	12	43%
Sometimes	10	36%
Rarely	3	11%
Never	1	3%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 12**

*Use of podcast in interactive activities*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## ANALYSIS AND INTERPRETATION

According to the results of this question, few students always use podcasts in interactive activities which represent 7%, while 43% of the students frequently employ role-plays, debates in their English language activities through podcasts. In addition, 36% of the students sometimes use podcasts to develop interactive activities in order to improve their speaking skill. Moreover, 11% of the students rarely make use of podcasts to carry out role-plays in and out of the classroom. Finally, 3% of the students never utilize podcasts to develop their English language through different interactive activities. Hence, the results display that most of the students frequently employ podcasts in interactive activities such as role-plays, or debates because this technological app facilitates the educational process through this digital education.

**Question 7:** How often are you involved in online activities to practice grammar, vocabulary, and/or pronunciation?

**Table 19**

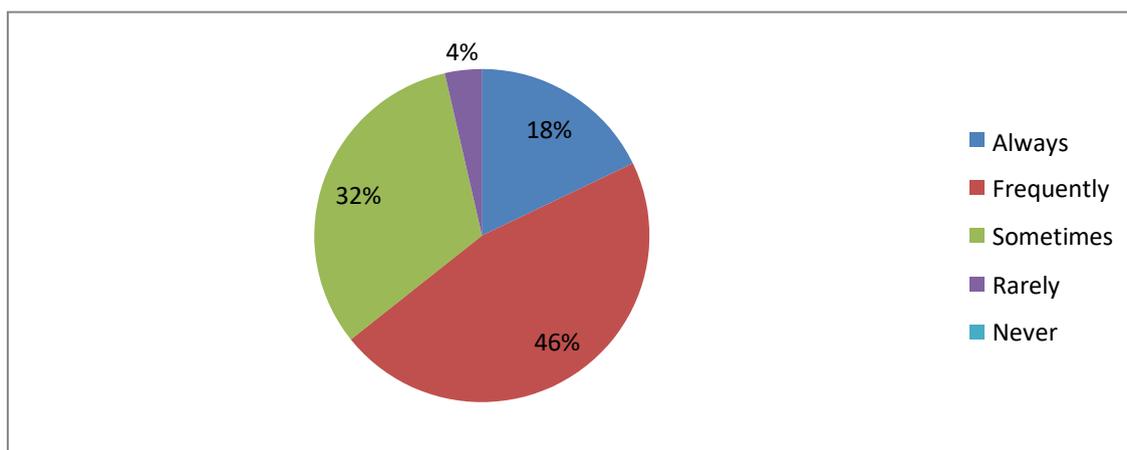
*Online activities to develop accuracy*

Frequency	Students	Percentages
Always	5	18%
Frequently	13	46%
Sometimes	9	32%
Rarely	1	4%
Never	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 13**

*Online activities to develop accuracy*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## **ANALYSIS AND INTERPRETATION**

According to the results of this question, some students always are involved in online activities to practice grammar, vocabulary, and/or pronunciation which represent 18%, while 46% of the students frequently practice grammar, vocabulary, and/or pronunciation to learn English by using technology. Likewise, 32% of the students sometimes are involved in online activities. Finally, 4% of the students rarely practice grammar, vocabulary, and/or pronunciation through online activities to acquire the English language. Therefore, the results show that students frequently make use of technology to develop their accuracy in the speaking skill.

**Questions taken from the project titled “Development of Web 3.0 tools for Education as a support for collaborative Learning”.**

**Question 8:** How often do teachers apply collaborative work using Web 3.0 tools?

**Table 20**

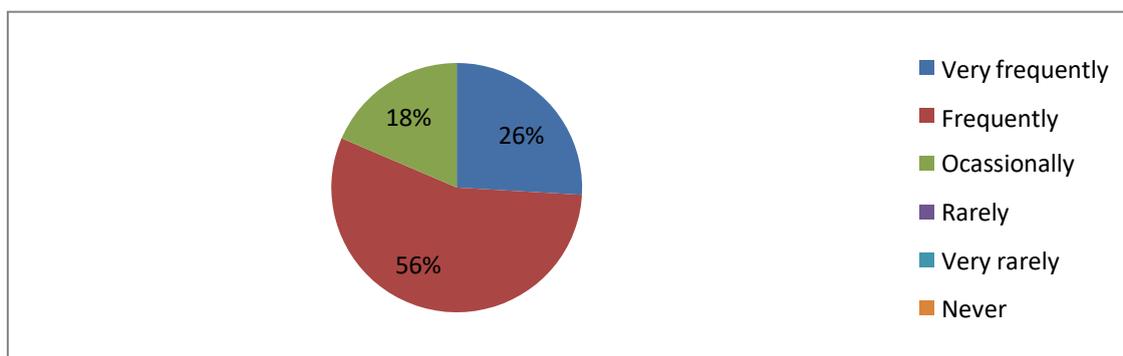
*Collaborative work and Web 3.0 tools*

Frequency	Students	Percentages
Very frequently	7	26%
Frequently	15	56%
Occasionally	5	18%
Rarely	0	0%
Very rarely	0	0%
Never	0	0%
<b>Total</b>	<b>27</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 14**

*Collaborative work and Web 3.0 tools*



*Note.* Data taken from fourth-semester students at PINE program (2021).

**ANALYSIS AND INTERPRETATION**

According to the results of this question, few students very frequently mention that teachers apply collaborative work using Web 3.0 tools which represent 26%, while 56% of the students frequently consider that they work with Web 3.0 tools in order to complete or develop collaborative activities in the classroom. In addition, 18% of the students occasionally indicate that teachers use technology in the classroom because most of their activities are carried out through traditional techniques. Thus, teachers frequently apply collaborative work by using Web 3.0 tools which makes the learning process more interactive and engage students in the acquisition of the English language.

**Question 9:** How often do you use Web 3.0 technology tools to learn?

**Table 21**

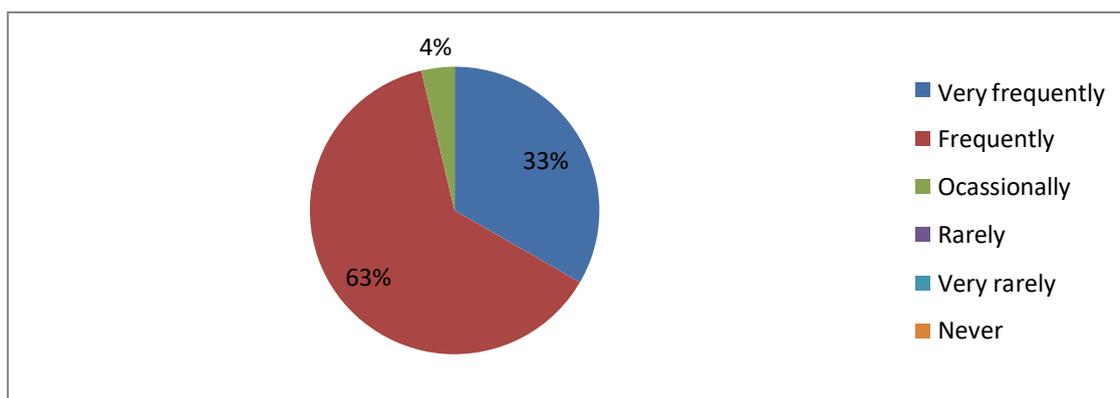
*Web 3.0 technology tools*

Frequency	Students	Percentages
Very frequently	9	33%
Frequently	17	63%
Occasionally	1	4%
Rarely	0	0%
Very rarely	0	0%
Never	0	0%
<b>Total</b>	<b>27</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 15**

*Web 3.0 technology tools*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## ANALYSIS AND INTERPRETATION

According to the results of this question, some students very frequently use Web 3.0 technology tools to learn which represent 33%. It happens due to they develop all their learning styles by immersing themselves in the digital area. Meanwhile, 63% of the students frequently employ technology in their learning process. Likewise, 4% of the students occasionally utilize Web 3.0 technology tools to learn, and mostly it occurs when they are only asked to use it in the classroom. Therefore, most of the students try to use technology in their daily educational activities in order to improve and develop their skills, reinforce their knowledge, or get feedback about what they require about the foreign language.

**Question 10:** Do you think that the correct application and use of Web 3.0 tools promote the interest, participation and motivation of students within collaborative work?

**Table 22**

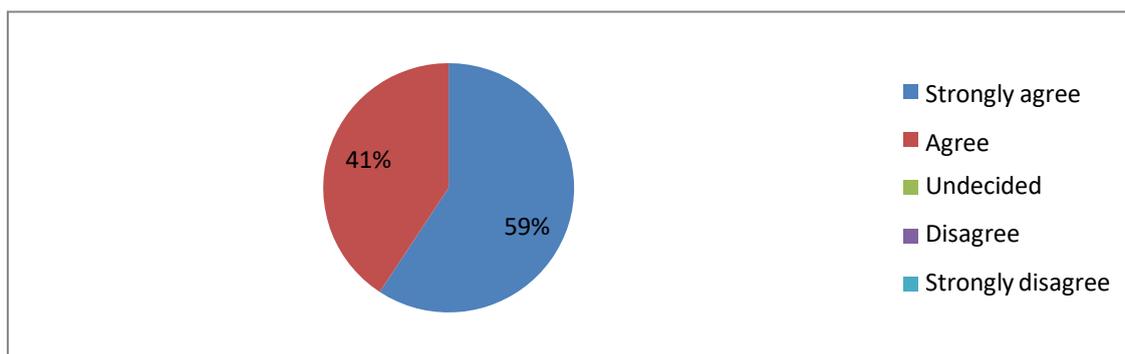
*Interest, participation and motivation*

Frequency	Students	Percentages
Strongly agree	16	59%
Agree	11	41%
Undecided	0	0%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>27</b>	<b>100%</b>

*Note.* Data taken from fourth-semester students at PINE program (2021).

**Figure 16**

*Interest, participation and motivation*



*Note.* Data taken from fourth-semester students at PINE program (2021).

## **ANALYSIS AND INTERPRETATION**

According to the results of this question, most of the students strongly agree that the correct application and use of Web 3.0 tools promote their interest, participation, and motivation within collaborative work which represent 59%. Meanwhile, 41% of the students agree that the use of technology and its several tools help them to be more aware of the educational purposes and its advantages at the moment of learning a language. Hence, students are conscious that the implementation of technological tools and the benefits it provides are helpful at the moment of acquiring language since those resources motivate them to participate and develop their skills, and also they have more interest in learning.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- The application of podcasts influenced the development of speaking skill. The contrast between the results from the speaking pre-test and post-test of the treatment group indicated that controlled activities such as multiple-choice, matching, gap-fill, and so on helped learners to improve their accuracy micro-subskill by using podcasts during speaking exercises. This technological tool and those activities fostered students to work hard upon avoiding boredom, or traditional methods. ICT strengthened students' learning styles and supported them with extra or even authentic material in the learning environment.
- The use of podcasts contributed to developing accuracy micro-subskill on students because the teacher could carry out controlled activities such as fill-in-the-blank, sentence re-ordering, sentence completion, and so on. These kinds of activities helped students to improve their grammar, vocabulary, and pronunciation in the English language. Moreover, within the controlled practice, there was a range of restrictiveness. Podcasts were a useful tool for developing the speaking skill in language acquisition settings, particularly within the context of the emerging Mobile Assisted Language Learning.
- The speaking proficiency level of fourth-semester students from PINE program was good. It was demonstrated in the results of pre-test applied to the control wherein they got 8.6 points over 10 points and 8.4 points over 10 points in the post-test. In the same way, the results of pre-test in the experimental group were 9 points over 10 points and 9.8 points over 10 points in the post-test. Therefore, after analyzing the individual scores, there was a remarkable difference where most of the students got good and excellent scores, which were from 8 to 10 points on the tests. In other words, most of the students had more knowledge and management of their speaking skill than the others.

- The elaboration, implementation, and execution of accurate lesson planning by supporting this educational process with technological apps like a podcast in the classroom had positive results. The results obtained from the speaking pre-test and post-test showed that there was a significant improvement in the students' communicative performance since the elements on the lesson were based on interactive activities, which promoted communication and; hence, it was determined the impact of this technological tool on the speaking skill.
- Web 3.0 offered teachers the possibility of integrating technology, content and pedagogy in the educational field. In addition, it facilitated students' learning process. This integration undoubtedly brought with it the need to make the necessary efforts to carry out the standardization of educational objects, the development of educational intranets, or the design of learning units based on learning styles and emotional intelligence.

#### **4.2 Recommendations**

- Teachers should implement podcasts in the classroom as a technological tool that facilitates the learning process by engaging students through interactive and controlled activities such as fill-in-the-blank, sentence re-ordering, sentence completion, and so on, which provide opportunities to develop speaking skill based on recordings. This technological tool brings a real-life environment to the classroom. Besides, it encompasses and allows the learner to create authentic material based on a real context.
- Teachers should employ controlled practice activities such as multiple-choice, matching, gap-fill, and so on to develop accuracy micro-skill. Those activities can be done by utilizing podcasts as a technological resource because they can be beneficial for students to increase their vocabulary, grammar, and pronunciation. In other words, bringing dynamic material will engage students in acquiring the English language, also motivating students by using new methodologies.

- Students must carry out more training in speaking skill because this productive skill is relevant for efficient communication. In addition, teachers should motivate students to develop their speaking skill by employing technological apps such as SpeakPipe, SoundCloud, Youtube, among others, and resources by applying different learning strategies according to the students' needs, levels, and interests.
- Teachers should use podcasts in order to let learners communicate and interact despite the limitations of space and time in classes. Podcasts offer some benefits such as flexibility and convenience, which contributes to developing the speaking skill through audio. Also, it is suggested implementing online learning activities such as role-plays, debates, discussions, and so on in teachers' lesson planning in order to develop student's speaking skill because these activities will allow students to communicate with others and will carry out real-world situations.
- Teachers must apply Web 3.0 in e-learning environments, granting versatility and enriching the collective knowledge production process through collective educational simulations, semantic collaboration environments, content adaptation, etc. In this way, the technologies immersed in Web 3.0 will enhance the development of collaborative system work by letting people develop and improve their language skills.

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## ANNEXES

### Annex 1. Letter of commitment

## CARTA DE COMPROMISO

Ambato, 11/05/2021

Doctor

Marcelo Núñez

Presidente

Unidad de titulación

Carrera de Pedagogía de Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinador de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Podcast and speaking skill" propuesto por el estudiante Marlon Stalin Solis Diaz, portador de la Cédula de Ciudadanía, 1804822888 estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



firmas académicas por:  
SARAH  
JACQUELINE  
IEA PAZMIÑO

.....  
Lic. Sarah Jacqueline Iza Pazmiño, Mg.

C.I. 0501741060

0984060528

sj.iza@uta.edu.ec

## Annex 2. Speaking test (Pre-test and post-test)

### Speaking Test 1 (Work and Relaxation)

#### Parts 3 and 4 (6 minutes)

**Interlocutor** I'm going to describe a situation to you. A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities to help him relax.

*Place Part 3 booklet, open at Task 1, in front of the candidate. Allow candidate adequate time to read the task.*

Now, we're going to talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

All right? Now, we're going to talk together. Can you start?

**Candidate/  
Interlocutor** .....

⌚ *approx. 2  
minutes*

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

#### Part 4

**Interlocutor** *Use the following questions, as appropriate:*

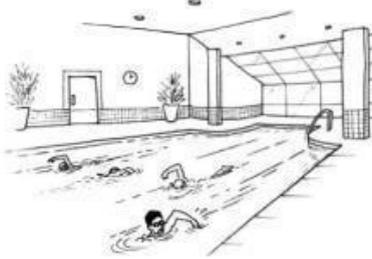
- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why?/Why not?)
- Is it useful to learn new skills in your free time? (Why?/Why not?)
- Do you think people spend too much time working/studying these days? (Why?/Why not?)

*Select any of the following prompts, as appropriate:*

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

## Activities to help the man relax



Activar W  
Ve a Config

*Note.* This source belongs to Cambridge Assessment English, B1 Preliminary preparation.

**Link of access:** <https://www.cambridgeenglish.org/Images/561640-preliminary-speaking-sa-sample-test-2020-final.pdf>

### Annex 3. Speaking rubric test (Pre-test and post-test)

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	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 familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some 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.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be 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.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

*Note.* Assessment for B1 Preliminary is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.

**Link of access:** <https://www.cambridgeenglish.org/Images/561640-preliminary-speaking-sa-sample-test-2020-final.pdf>

#### Annex 4. Survey validation by experts

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

#### EXPERT'S GENERAL INFORMATION:

Full Name: Manuel Xavier Sulca Guale
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés Institution: Universidad Técnica de Ambato Year: 1999
Postgraduate: Magister en Educación Universitaria y Administración Educativa Institution: Universidad Tecnológica Indoamérica Year: 2003



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
PREGRADO



LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2021

Avda. Los Chasquis y Rio Payamin, Ambato – Ecuador

INSTRUMENT VALIDATION: SURVEY

**“Podcast and the speaking skill”**

**AUTHOR:** Marlon Stalin Solis Diaz

**Instrument validation objective:** To approve the validity of the questions raised in the survey.

Choose and mark with an X the corresponding assessment to give validity and reliability to the instruments, according to the scale.

QUESTIONS	EVALUATION CRITERIA																									Observations
	The instructions are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.					It contemplates an appropriate spelling and punctuation signs.					
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	
Q1	✓					✓					✓					✓					✓					
Q2	✓					✓					✓					✓					✓					
Q3	✓					✓					✓					✓					✓					
Q4	✓					✓					✓					✓					✓					
Q5	✓					✓					✓					✓					✓					
Q6	✓					✓					✓					✓					✓					
Q7	✓					✓					✓					✓					✓					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
✓				

Expert's name: Mg. Xavier Sulca

C.I: 1802447548

Title degree: Magister en Docencia Universitaria y Administración Educativa

Area Experience: EFL (English as a Foreign Language)



Firmado electrónicamente por:  
**MANUEL XAVIER  
SULCA GUALE**

Signature

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**EXPERT'S GENERAL INFORMATION:**

Full Name: Edgar Guadia Encalada Trujillo
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACION MENCION INGLÉS
Institution: UNIVERSIDAD TECNICA DE COTOPAXI
Year: 2003
Postgraduate: MAGISTER IN LINGUISTICS APPLIED TO BILINGUAL EDUCATION ENGLISH - SPANISH
Institution: UNIVERSIDAD CATOLICA DEL ECUADOR – SEDE IBARRA
Year: 2015



UNIVERSIDAD TÉCNICA DE AMBATO  
 FACULTAD DE CIENCIAS HUMANAS Y DE LA  
 EDUCACIÓN



PREGRADO  
 LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS,  
 COHORTE 2021

Avda. Los Chasquis y Rio Payamino Ambato –  
 Ecuador  
 INSTRUMENT VALIDATION:  
 SURVEY

“Podcast and the speaking skill”

**AUTHOR:** Marlon Stalin Solis Diaz

**Instrument validation objective:** To approve the validity of the questions raised in the survey.

Choose and mark with an X the corresponding assessment to give validity and reliability to the instruments, according to the scale.

QUESTIONS	EVALUATION CRITERIA																								Observations	
	The instructions are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.					It contemplates an appropriate spelling and punctuation signs.					
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%		No applicable
Q1	X					X					X					X					X					
Q2	X					X					X					X					X					
Q3	X					X					X					X					X					
Q4	X					X					X					X					X					
Q5	X					X					X					X					X					
Q6	X					X					X					X					X					
Q7	X					X					X					X					X					
Applicable 100%					Amendable 75%					Regular 50%					Deficient 25%					No applicable 0%						
X																										

Expert's name: MG. EDGAR ENCALADA

C.I: 0501824171

Title degree: Magister in Linguistics applied to bilingual education

Area Experience: Linguistics



Firmado electrónicamente por:

EDGAR GUADIA  
 ENCALADA TRUJILLO

Signature

Annex 5. Students' survey



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS



QUESTIONNAIRE APPLIED TO FOURTH-SEMESTER STUDENTS AT PINE  
PROGRAM

**OBJECTIVE:** To determine the impact of podcasts on the speaking development.

**INSTRUCTION:** Answer individually by using an (X).

**QUESTIONS:**

**1. How often do you practice the speaking skill in the classroom?**

- Always
- Frequently
- Sometimes
- Rarely
- Never

**2. How often do you employ the internet to improve your speaking skill?**

- Always
- Frequently
- Sometimes
- Rarely
- Never

**3. Which of these podcast apps do you use for English learning?**

- SoundCloud
- SpeakPipe
- Youtube
- Spotify

Anchor

Vocaroo

iTunes

**4. How often are you asked to record, listen to, or comment on technological apps (SpeakPipe, Spotify, Youtube)?**

Always

Frequently

Sometimes

Rarely

Never

**5. How often do you feel motivated and encouraged to learn English using technological tools (SpeakPipe, Spotify, Youtube)?**

Always

Frequently

Sometimes

Rarely

Never

**6. How often do you find suitable to use podcasts to carry out activities such as role plays, debates?**

Always

Frequently

Sometimes

Rarely

Never

**7. How often are you involved in online activities to practice grammar, vocabulary, and/or pronunciation?**

Always

Frequently

Sometimes

Rarely

Never

**8. How often do teachers apply collaborative work using Web 3.0 tools?**

Very frequently

Frequently

Occasionally

Rarely

Very rarely

Never

**9. How often do you use Web 3.0 technology tools to learn?**

Very frequently

Frequently

Occasionally

Rarely

Very rarely

Never

**10. Do you think that the correct application and use of Web 3.0 tools promote the interest, participation and motivation of students within collaborative work?**

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

---

*Note.* The last three questions were taken from the project entitled ““Development of Web 3.0 tools in education as support in collaborative learning”.

**Link of access:**[https://docs.google.com/forms/d/e/1FAIpQLScYzKYQQOyL2ENf92j7-klOQkoWJ0bjczU\\_bJE9hKg\\_r9NOBQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScYzKYQQOyL2ENf92j7-klOQkoWJ0bjczU_bJE9hKg_r9NOBQ/viewform?usp=sf_link)



**Assessment.-**

Students work individually to talk about “Someone I know who...” by using the vocabulary about ways to describe people, simple present, and the idioms and expressions learned in the lesson. (3 examples)

They use the “SpeakPipe” platform to record their answers. Finally, the teacher listens to their final products.

**For example,** Jazmin maintains a very active life because she enjoys doing lots of activities, and has lots of interest.

**SpeakPipe link:**

<https://www.speakpipe.com/msg/s/209979/55/94k61mwjt9lvwxha>

**Teacher’s resources****ACTIVITY C and D****Reading link:**

[https://padlet.com/marlon\\_solis1998/dhze61mvmmee3880](https://padlet.com/marlon_solis1998/dhze61mvmmee3880)

**Listening link:** <https://1drv.ms/u/s!Art7WomMBXaZiXdG8Hm4hCdQIdKm?e=Xgpf8V>

*Note.* Elaborated by Marlon Solis (2021).

**LESSON PLAN 2:** The use of podcast to develop the speaking skill

<b>DATE:</b> June 23 <sup>rd</sup> , 2021				
<b>TEACHER:</b> Marlon Solis	<b>UNIT 10</b> ( ummit 1)	<b>TIME PERIOD:</b> 40 minutes	<b>PARTIAL:</b> 1	<b>N° OF STUDENTS:</b> 14
<b>GENERAL OBJECTIVE:</b> At the end of the lesson, students will be able to suggest ways to reduce stress by using <u>be supposed to</u> .		<b>SPECIFIC OBJECTIVES:</b> To identify ways to reduce stress. To practice some grammatical exercises. To build sentences with an appropriate grammar structure.		
<b>THEME:</b> Your free time		<b>SKILL:</b> Speaking		
<b>GRAMMAR:</b> Be supposed to		<b>VOCABULARY:</b> Ways to reduce stress Expressions about being stressed out about forgetting to do something		
<b>MATERIAL RESOURCES:</b> Teachers' book Worksheets		<b>TECHNOLOGICAL RESOURCES:</b> Mobile device (tablet, smartphone, laptop, iPad, etc.) Internet access		
<b>PROCEDURE:</b>				<b>TIME</b>
Greetings Attendance Warm up				5'
A. Students read and listen to the suggestions for reducing the stress of work. Then, they complete a match activity. <a href="https://padlet.com/marlon_solis1998/djbr6pxrnchz28io">https://padlet.com/marlon_solis1998/djbr6pxrnchz28io</a>				5'
<b>Educaplay activity:</b> <a href="https://es.educaplay.com/juego/9721343-ways_to_reduce_stress.html">https://es.educaplay.com/juego/9721343-ways_to_reduce_stress.html</a>				5'
B. The teacher explains the grammatical point about expressing an expectation with <u>be supposed to</u> . Then, students complete a worksheet activity. <b>Password:</b> 8448261 <a href="https://quizizz.com/join">https://quizizz.com/join</a>				10'
<b>Worksheet activity:</b> <a href="https://es.liveworksheets.com/ec29141xe">https://es.liveworksheets.com/ec29141xe</a>				10'
C. Students read and listen. They notice the spotlighted conversation strategies.				
<b>Assessment.-</b> In pairs, students create a similar conversation in which one of them is stressed out about forgetting to do something. They start like this: Uh-oh. I really messed up... This conversation should last at least one minute and should be recorded through "SpeakPipe". <a href="https://www.speakpipe.com/msg/s/209979/70/bnxb17lkotbgs4lk">https://www.speakpipe.com/msg/s/209979/70/bnxb17lkotbgs4lk</a>				

*Note.* Elaborated by Marlon Solis (2021).



**LESSON PLAN 4:** The use of podcast to develop the speaking skill

<b>DATE:</b> June 25 <sup>th</sup> , 2021				
<b>TEACHER:</b> Marlon Solis	<b>UNIT 10</b> (Summit 1)	<b>TIME PERIOD:</b> 40 minutes	<b>PARTIAL:</b> 1	<b>N° OF STUDENTS:</b> 14
<b>GENERAL OBJECTIVE:</b> At the end of the lesson, students will be able to discuss how mobile devices affect us.		<b>SPECIFIC OBJECTIVES:</b> To summarize key points. To label words and phrases. To identify supporting details.		
<b>THEME:</b> Your free time		<b>SKILL:</b> Speaking		
<b>GRAMMAR:</b> Present continuous		<b>VOCABULARY:</b> Words and phrases about technology		
<b>MATERIAL RESOURCES:</b> Teachers' book Worksheets		<b>TECHNOLOGICAL RESOURCES:</b> Mobile device (tablet, smartphone, laptop, iPad, etc.) Internet access		
<b>PROCEDURE:</b>				<b>TIME</b>
Greetings				5'
Attendance				
Warm up				10'
A. Students read an article. How would you summarize the author's main points about technology today? <a href="https://padlet.com/marlon_solis1998/ute2gtzha37dsbla">https://padlet.com/marlon_solis1998/ute2gtzha37dsbla</a>				
B. Students find some words and phrases in the article. Students match each one with its correct meaning. <a href="https://es.educaplay.com/recursos-educativos/9751094-understanding_meaning.html">https://es.educaplay.com/recursos-educativos/9751094-understanding_meaning.html</a>				5'
D. Students answer questions, according to the article. They find examples or information in the article to support their answers.				5'
1. What is wrong with always being on call for an employer?				
2. What are the consequences of checking one's devices before going to sleep?				
3. Why is it a problem to rely on technology for social interaction?				5'
E. Students answer some questions and explain their reasons.				
1. What kinds of leisure activities do you think the author would recommend?				
2. Do you think the author's opinion of electronic devices is more positive or negative?				
<b>Assessment.-</b> Students complete a survey. Then, they describe their habits and explain why they do what they do. This description must be recorded through "SpeakPipe" platform. <a href="https://www.speakpipe.com/msg/s/209979/94/qfvbxnyhffke9jka">https://www.speakpipe.com/msg/s/209979/94/qfvbxnyhffke9jka</a>				

*Note.* Elaborated by Marlon Solis (2021).

## Annex 7. Urkund Report



### Document Information

Analyzed document	ALL CHAPTERS.docx (D110525190)
Submitted	7/16/2021 7:11:00 PM
Submitted by	
Submitter email	msolis2888@uta.edu.ec
Similarity	9%
Analysis address	elsamchimboc.uta@analysis.orkund.com

### Sources included in the report

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<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/bitstream/123456789/29597/1/Zurita%20Carlos.pdf">https://repositorio.uta.edu.ec/bitstream/123456789/29597/1/Zurita%20Carlos.pdf</a> Fetched: 4/29/2020 5:42:19 PM	 1
<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/bitstream/123456789/29469/1/Cartagena%20Zoila.pdf">https://repositorio.uta.edu.ec/bitstream/123456789/29469/1/Cartagena%20Zoila.pdf</a> Fetched: 7/4/2020 8:13:00 AM	 1
<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/bitstream/123456789/31185/1/Thesis%20Gavilanes%20Lissette%202020.pdf">https://repositorio.uta.edu.ec/bitstream/123456789/31185/1/Thesis%20Gavilanes%20Lissette%202020.pdf</a>	 1



Firmado electrónicamente por:

**ELSA MAYORIE  
CHIMBO CACERES**

Dra. Mg. Mayorie Chimbo Cáceres

**TUTOR TRABAJO  
TITULACIÓN**