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Licenciada Tatiana del Rocío Barreto Silva

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My deep gratitude to all the professor from the Universidad Técnica de Ambato who, with their knowledge, patience, and dedication, made it possible to achieve this degree. Thanks for your unconditional support. Infinite thanks to my boss Hna. Alexandra Medina for allowing me to carry out this research. Within love and respect.

Tatiana Barreto

DEDICATORY

I dedicate this research to God, thanks my dear father for holding my life. Thanks for your support and love. Also, this is dedicating my lovely kids, you are the reason for everything in my life Sebastian and Corina, your love and presence in my life are worthy, you both made me a better person.

From the bottom of my heart,

Taty

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Componente de Investigación Aplicada y de Desarrollo

AUTORA: Licenciada Tatiana del Rocío Barreto Silva

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RESUMEN EJECUTIVO

Debido a una serie de factores que repercuten tanto en su desarrollo académico como
en su futura vida profesional y personal, es esencial mejorar la capacidad de
comunicación oral de los estudiantes. Los podcasts son herramientas valiosas que
ofrecen a los estudiantes una plataforma dinámica y accesible para hablar con eficacia.
Este estudio pretende explorar el impacto de los podcasts en la mejora de la
comunicación oral evaluando el uso percibido de los podcasts y el rendimiento oral de
los estudiantes antes y después de la intervención. Un total de 140 estudiantes del
segundo año de bachillerato de la Unidad Educativa Santo Domingo de Guzmán de la
ciudad de Ambato participaron en la investigación, formando parte de un grupo control
y un grupo experimental. Ambos grupos realizaron un pre-test relacionado con
conocimientos generales sobre podcasts. Luego, el grupo experimental recibió algunas
lecciones sobre las características teóricas de los podcasts. Después, ambos grupos
produjeron podcasts y fueron evaluados mediante un post-test. Los resultados del
estudio indican una variedad de actitudes hacia la grabación de podcasts y el interés
por utilizarlos para mejorar la comunicación oral. Además, existe una percepción
general de que los podcasts contribuyen al proceso de aprendizaje.

Descriptores: Podcasts, Comunicación Oral, Aprendizaje, Pre-test, Post-test

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ABSTRACT

Due to several factors impacting their academic development and future professional
and personal lives, improving students' oral communication skills is essential. Podcasts
are valuable tools that offer students a dynamic and accessible platform for effective
speaking. This study aims to explore the impact of podcasts on improving oral
communication by assessing the perceived use of podcasts, and students' oral
performance before and after the intervention. A total of 140 students from the second
bachelor at Unidad Educativa Santo Domingo de Guzmán in Ambato City participated
in the research, forming part of a control group and an experimental group. Both
groups took a pre-test related to general knowledge about podcasts. Then, the
experimental group received some lessons on the theoretical characteristics of
podcasts. Afterward, both groups produced podcasts and were evaluated by a post-test.
The study's results indicate a variety of attitudes toward recording podcasts and interest
in using them to improve oral communication. In addition, there is a general perception
that podcasts contribute to the learning process.

Keywords: Podcasts, Oral Communication, Learning, Pre-test, Post-test, Post-test

CHAPTER I
THE RESEARCH PROBLEM

1.1. Introduction

Learning English has become a necessity due to global demands. However, the Ecuadorian educational system only teaches three hours of English per week in public institutions, which is not enough for students to acquire the necessary knowledge. In addition, EFL teachers do not have the opportunity to promote the development of different productive skills (Romero R. et al., 2021).

Teachers believe that most students have a potential that is not being adequately used. Most of them have difficulties with oral communication activities. Therefore, podcasts should be considered a valuable tool for learning a language such as English (Santana Martín, 2021). In addition to basic grammar, podcasts offer linguistic richness by allowing immersion in idiomatic phrases, phrasal verbs, and colloquial expressions (Zohra Yzidi, 2018). The variety of contexts and situations found in podcasts reflects the diversity of language use in real life, which greatly enriches linguistic understanding (Cardenas Parra & Ramírez Valencia, 2021). By regularly listening to these idiomatic expressions, students reinforce their vocabulary, thus improving their ability to communicate effectively. In this sense, podcasts become an essential tool for those who want to learn a language or also teach it (Borja-Torresano et al., 2020).

This research followed a process that involved the development of detailed research chapters:

Chapter I reviews the case study and shows the connection between the dependent and independent variables. It also includes the objectives. Chapter II includes several previous studies that have been reviewed to provide an objective view of the topic of study and the literature review on the two variables of the topic. Chapter III includes the methodology applied during the research. It also describes the location, equipment, type of questions, hypothesis, data collection, and analysis. Chapter IV includes the results obtained after the analysis of the data through a statistical process. It contains the interpretation of the results. Chapter V contains the conclusions and recommendations for future research. Finally, Chapter VI includes a proposal to use with students to help them improve their oral communication skills through podcasts.

1.2. Justification

Currently, in several educational institutions, it has been observed that certain students show deficiencies in their communicative skills. This problem is due to inadequate skills at different levels of critical thinking, which hinders the ability to effectively construct the structure of a discourse (Noreña Giraldo & García Aranda, 2023). This drawback is perceived even though young people have an abundance of technological resources that could be used in a beneficial. Therefore, the contributions that podcasts can make to oral expression as a valuable educational tool are relevant (Chacón Bedón, 2015). According to McNamara & Drew (2019), podcasts are effective tools for improving communication skills, allowing students to develop authentic oral communication and active listening skills. In addition, it has been observed that regular use of podcasts benefits oral and written expression. Content from podcast creators can demonstrate originality by exploring new ideas and presenting different perspectives (Chan-Olmsted & Wang, 2020). This variety of content in podcasts, provides listeners with a great linguistic richness, contributing to a better development of written expression (Castillo Acosta, 2019).

In conclusion, the evidence supports the importance of podcasts in the comprehensive development of oral and written expression, highlighting their impact on the educational field. This supports the idea that podcasts can help improve language skills in different contexts, thus contributing to personal and academic enrichment.

1.3. Objectives

1.3.1. General Objective

- To determine the influence of podcasts on the development of oral communication.

1.3.2. Specific objectives

- To explain the theoretical foundation of the use of podcasts to enhance speaking skills.
- To evaluate students' speaking skills performance before and after the application of speaking lessons that include podcasts.
- To apply speaking lessons involving podcasts.

CHAPTER II
RESEARCH BACKGROUND

2.1. State of the art

This research initiative arises from the need to incorporate innovative approaches to improve oral communication in the teaching and learning framework. This need motivates the researcher to evaluate the effectiveness of integrating novel educational resources as part of a didactic strategy aimed at increasing students' oral communication skills. In this way, students will gain substantial benefits in their learning, which will contribute to making their classroom experiences more engaging and interactive. A comprehensive review of scientific articles and repositories of national and international universities reveals similar projects focused on the research topic. Specifically, 10 studies focus on the initial variable (Podcast), while 10 others concentrate on the second variable (Oral Communication).

2.1.1. Podcast

A podcast can be described as a structure created in an element of variable format, it can include digital audio, comedy, cultural practice, drama, criticism, educational aspects, etc.; achieving a mix that generates and identifies a specific style and with this a specific audience or industry (Llinares et al., 2018). They emerged in 2004 as a new free and independent decentralized means of communication. They are mostly audio-only, hosted online, and distributed to various audiences' direct downloads through digital elements such as computers, smartphones, mp3s, among others (MacKenzie, 2019)

For several years they have been used as tools that benefit certain teaching and learning groups, obtaining favorable results in most cases. For example, the study conducted by Syahabuddin & Khaira Rizqa (2021), with 15 students from the Department of English Language Education at Universitas Islam Negeri Ar-Raniry in Banda Aceh, Indonesia, explored the use of podcasts to improve listening skills. The research used data collected using the pre-experimental technique. The results show that despite initial difficulties in listening comprehension, once the podcast treatment was applied,

podcasts helped students improve their listening skills, with an increase in average test scores. This suggests that the use of podcasts can improve listening skills. The choice of a quantitative technique for the study provides measurable data that allows for a quantitative assessment of the improvement in listening skills. To generalize the results to a larger population, the sample of 15 students could be considered small and limited. A more diverse sample could strengthen the external validity of the study.

Another interesting study was conducted by McNamara (2018), which included 29 participants, and studied the effect of content acquisition podcasts (CAPs) on the direct training of special education administrators, their perceptions of CAPs, and their effects on special education development. One of the results showed that there was a high perception of the effectiveness of using CAPs to enhance the professional development of special education administrators, focusing on content related to physical education for students with disabilities. The study addresses an important gap that could negatively impact the quality of education for these students. Although the approach suggests flexibility and convenience, it does not address traditional barriers to professional development such as access and cost. Future research could explore how to continually adapt and improve the effectiveness of CAPs, as well as address barriers to access for a broader audience of special education administrators.

In addition, the study conducted by König (2021), whose objective was to analyze the enthusiasm of higher-level teachers about the quality of instruction used with students. An experimental design was used among 163 participants. Two versions of educational podcasts (neutral and enthusiastic) were developed for the study. The results showed that the enthusiastic podcast version allowed a higher quality in the result since the instructions are considered more positive, interesting, and exciting, making the process enjoyable and motivating in learning, suggesting that the use of podcasts is not enough in certain scenarios, but the type of methodology used for its development as well. Teacher enthusiasm is associated with several positive outcomes, consistent with the common intuition that an enthusiastic teacher can have a positive impact on the learning process. However, the positive response to the enthusiastic version may be due to factors such as novelty or individual preference for enthusiastic presentations,

and not necessarily to the pedagogical impact of enthusiasm itself. In addition, it would be useful to investigate whether teacher enthusiasm has a lasting effect on long-term learning and information retention.

Another of these examples is the review by O'Connor et al. (2020), which attempted to synthesize the evidence on podcasting in nursing and midwifery education. For the research, 242 articles were examined, of which 26 were reviewed, extracting data that were analyzed according to a social media learning model. The conclusion was that students acquired new knowledge and skills with podcasts and improved clinical confidence. On the other hand, the technology was seen in this study as a positive learning tool. However, they suggest that research is needed on its long-term effectiveness. The study highlights the importance of considering the environment and characteristics of students when implementing educational technologies and demonstrates a rigorous methodological approach. In addition, it shows critical considerations by mentioning that despite the positive results found, more robust research is needed to examine the effectiveness of podcasting in improving learning outcomes. This suggests that although there are positive signs, further validation is needed.

It is also worth mentioning the work of MacKenzie (2019), this study examined 952 English-language science podcasts available in January and February 2018, using online textual and visual data to categorize and annotate key aspects of their output. A gradual linear increase in the total number of science podcast series was observed between 2004 and 2010, followed by an exponential increase through 2018. Sixty-five percent of these series were hosted by scientists and 77% were aimed at the public. Although series focused on a single topic were detected, 34% were not specifically dedicated to a scientific field. It was suggested that chemistry may be underrepresented compared to biology and physics. Only 24% of the series reported economic revenues, and 62% were associated with an organization, generating more episodes than independent series. This study provides a global view of how science podcasts are used for communication around the world. The study provides a clear picture of the trends in science podcast production. It highlights the growing importance and popularity of

this medium for scientific communication. It also highlights the diversity of content offered through podcasts, which may facilitate accessibility and interest to a broader audience. However, a more detailed analysis of content quality, scientific accuracy, and diversity of perspectives would be preferable.

Riddell et al. (2020), mentioned that despite the growing popularity of podcasts, uncertainties persist about healthcare professionals' motivations for using podcasts for educational purposes, how they incorporate them into their learning experiences, and the challenges they face in doing so. The authors conducted 16 semi-structured interviews with residents at U.S. and Canadian institutions. During the period from March 2016 to August 2017, conversations were recorded and transcribed. Transcripts were analyzed iteratively to identify themes and construct an explanatory framework illustrating the relationships between these themes. Participants highlighted the ease of use and appeal of the podcasts, which offered broad exposure to specific content and learning opportunities. Although they listened to the podcasts while engaged in other activities to use the time productively, this practice presented challenges in retaining and applying the knowledge to their clinical responsibilities. Despite these difficulties, listening to podcasts strengthened residents' connection with colleagues, supervisors, and the broader professional community, although it also introduced strains on their local relationships. A deeper and richer understanding of the participants' experiences is possible through the qualitative research approach. The positive social aspect suggests that podcasts are not only learning tools but also facilitating cohesion and connectedness in the educational community. Importantly, the study demonstrates the need to address specific strategies to enhance the practical application of acquired knowledge.

Conroy & Kidd (2023), investigated in their study the perceptions of 11 students and 5 professionals from two disciplines regarding podcasts designed for teaching and learning. Each student analyzed the content of two sample podcasts. Their results highlight the importance of podcasts as digital learning resources that strengthen connections between teachers and students. In addition, they indicate that podcasts can help establish teacher credibility, make them more familiar and accessible to students,

and provide an avenue for communication in a friendly, informal tone that mitigates learning-related anxiety. Based on the findings of this small-scale exploratory study, they present a practical guide for the development of podcasts designed, in part, to cultivate the teacher-student relationship. The inductive methodology used and the participation of both students and professionals provide a global perspective. The results highlight the importance of podcasts as a resource for fostering relationships between teachers and students. However, the sample is limited in the sense that it is relatively small and does not allow us to generalize the results.

Cardenas Parra & Ramírez Valencia (2021), conducted a study based on their experience in teaching at the primary level in a public institution in Colombia. Their main objective is to demonstrate the main educational guidelines that should be applied in the use of podcasts and their implications with children, focusing on the effectiveness and the possibilities offered by this resource. A qualitative analysis was applied using the practicing teacher's diary and an interview, which allowed assessing the effectiveness of the use of podcasts in English sessions. In conclusion, an improvement in vocabulary mastery was determined, in terms of vocabulary mastery, which evidences that the use of these elements as facilitators of more effective content, especially in elementary school children, can be effective. By being rooted in real-world situations, the study's hands-on approach lends authenticity to the observations and conclusions. The inclusion of quantitative data could have provided a more quantifiable perspective on the effectiveness of podcast use, although the choice of a qualitative approach along with the use of instruments is appropriate for understanding teachers' experiences and the effectiveness of podcast use.

On the other hand, (Holt & Perren, 2019), analyzed the economic and cultural aspects of podcast production and distribution. Their work delves into issues such as the production, distribution, and impact of podcasts on the media. The study criticizes different aspects, specifically detecting the podcasting panorama, clearly delving into the need to understand that this type of material forces us to consider monetization and related industry practices since only then can have a great impact through the content and diversity of voices in this medium.

Hernández López et al., (2011), used podcasting with 31 first-year students of the bachelor's degree in Pedagogy and 39 fourth-year students of the bachelor's degree in Tourism at the University of La Laguna. They taught basic podcasting notions with practical examples before they made a podcast in groups of four or five people. In the case of the Pedagogy students, the topic was selected by the teacher, while the Tourism students could choose the topic. They assessed the students' impressions through a survey for the evaluation of the overall experience, perceived peer effects, perceived effects on the learning process, and willingness to extend the experience. The results indicate that there was overall satisfaction with the experience, although they also noted differences in evaluation between the two groups. The study provides a practical understanding of how this technology can be used to support the development of oral communication skills in different academic disciplines using podcasting with Education and Tourism students. It also provides an interesting perspective on how podcast content can influence the learning experience and students' perceptions, given the differences in topic selection between the two groups.

Whereas the study by Pérez López (2022), presented and implemented research that evaluates the effectiveness of the use of Podcasts in the educational environment. The purpose was to increase students' interest in Physics and Chemistry, as well as to improve their scientific literacy through meaningful learning. Three Podcasts were created addressing different topics and adapted to the curriculum of the second year of Compulsory Secondary Education. These were reproduced in the classroom and then evaluated through questionnaires and interviews. The results were analyzed in three groups of equal level, with a total of 39 students in the sample. One of the groups served as a control, another was "non-bilingual" and the last belonged to the bilingual program. The study showed that, in general, the bilingual program group performed better than the "non-bilingual" group, and the "non-bilingual" group, in turn, outperformed the control group. In addition, they observed better knowledge retention when students listened to the resource on two or more occasions. According to the results, they conclude that the Podcast represents a different, innovative, and motivating educational resource for teaching Physics and Chemistry in the classroom. Rigor is added to the research methodology by including a control group and comparing a bilingual and non-bilingual group. The total sample size is reported. However, given the diversity of groups and programs, it may be difficult to generalize

the results. The assessment of satisfaction is based on student perceptions. While this is important, it does not provide an objective assessment of learning.

Some more general characteristics of podcasts must be pointed out, and that is that the skill, attitude, and tone of the content creator must also be considered. On the other hand, there is their knowledge of the topic or subtopic, the scope they try to give, and the way they determine their target audience, including their distribution platform and number of followers (García-Marín, 2020). All these aspects will make the podcast more visible to the world, thus achieving the objectives for which it was created.

2.1.2. Oral Communication

The ability to express oneself orally is inherent to human beings, constituting a vital aspect both in human relationships and in the formation of their social identity. Oral communication can take place between two or more people and requires the use of speech and a language as a code. Thus, using spoken language and communication skills, individuals can exchange ideas and feelings (Navarro Naro, 2020). Its relevance covers several fundamental areas of personal and social development, from academic to professional. Moreover, interaction and the establishment of relationships with other human beings are indispensable elements for formation in terms of personality and social skills (Merchán-Cevallos & Molina-Benavides, 2022).

In the realm of educational theory and pedagogy, a profound consideration emerges concerning the pivotal role of oral communication as an instrument of learning and knowledge dissemination (Medina Martínez, 2020). This deep thought centers on the idea that oral communication, as a multifaceted and dynamic process, constitutes a linchpin in the construction of educational experiences and the development of cognitive and socio-emotional skills in learners.

Oral communication transcends the mere transmission of information; it serves as a vehicle for exchanging ideas, the cultivation of critical thinking, and the scaffolding of social interactions. They are vital for the cultivation of a holistic educational

experience. Within this framework, Vygotsky's sociocultural theory posits that language, particularly oral language, serves as both a cognitive tool and a cultural mediator, facilitating the internalization of knowledge and the co-construction of meaning in a social context (Guerra G., 2020).

In developing essential life skills, oral expression plays a fundamental role. Often, educational institutions prioritize the teaching of reading and writing over oral and listening communication skills. Educators need to recognize that oral communication allows students to express their views, which demonstrates their progress in developing knowledge, skills, and values that are increasingly being neglected. Furthermore, the approach to assessing students tends to emphasize the quantity rather than the quality of their performance (Obando, 2020).

Likewise, with the advance towards an increasingly technological era, different facets have arisen within the educational field that stands out for their importance. In this sense, it is especially important to highlight the mastery that students must have over concepts such as online discourse, virtual collaborations, or multimedia communication. Therefore, it is necessary to reflect on how the use of digital media influences and evolves concerning traditional face-to-face forms within the educational context. Educators must train their students in the skills necessary to communicate effectively orally, both in conventional and virtual environments (Patricio Santillán-Aguirre, 2022).

The research carried out by Quinto Román (2021), highlights the central role that communication plays in daily relationships, being crucial to the achievement of different objectives, depending on the style with which the relationship is established. According to this analysis, the lack of adequate use by teachers within the educational system in terms of practices oriented to the effective establishment of interpersonal relationships is evident. To achieve a change, it will be necessary to make significant behavioral adjustments and to recognize the value and importance of respect for different points of view, without which it will be impossible to achieve common goals

within the school environment. The teaching and learning process can be enhanced by awareness of these communication patterns. Acknowledging and respecting diverse communication styles can lead to more inclusive and effective educational environments.

Recently, several studies have investigated culture-based content and its influence on learners' speaking skills. Many of these studies have mostly been done in Asia and Europe, yet very little research has been done in South America. The most relevant EFL studies, that have similar conditions to Ecuador are those of (Menacho-Vargas et al., 2021). Their work aimed to find the effects of culture-based conversations on students' speaking skills. This research was done by applying the action research method. In this study, the Oxford Quick Placement Test was administered to 158 students and according to the results, 100 students were selected as participants for the study. All of them received five years of study in English and their first language was Spanish. Students were randomly divided into two groups. To collect more data for the study, a speaking test was produced. In this test instrument, several textbook topics were included, and the participants had to speak for two to three minutes about a topic covered in class. The learners' production was recorded for analysis. The last group of data was collected through an oral test. The instrument considered the topics from the textbook. Both instruments' reliability was calculated via the Pearson correlation analysis (r = .80). The control group received 10 conversations from a locally produced coursebook. All the conversations were instructed without prior cultural background information. The experimental group was provided with 10 conversations from a global English textbook and cultural background information was provided in each conversational class. The data were analyzed by using the one-way ANCOVA test. The results revealed that the experimental group which had cultural background information in their conversational classes had better scores than the control group which only received conversational classes without any cultural background, concluding that by providing culturally based information, students can easily learn English and boost their communicative competence in the target language. The research compares the results between the cultural group and the conventional group and shows that the cultural group performed better than the conventional group after treatment. This comparison directly demonstrates the benefits of the cultural approach

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in the development of oral expression. However, more details should be provided on the exact cultural content used in the lessons, although it is mentioned that the cultural group received instruction through conversations related to American and English culture.

Oral communication has the potential to convey more complicated and well-structured ideas. Generally, one must speak continuously and without interruptions to demonstrate fluency and foreign language acquisition. For language enjoyment, the road to success in oral communication can be a long one. Oral communication is a vital skill that must be taught properly, and the main goal of teachers is to help students learn oral communication using versatile, effective, flexible, and engaging tools (Roque Cala et al., 2018). It is vital to plan for learners of diverse backgrounds, genders, socioeconomic classes, and interests to be proficient. Teachers must address the issue of strengthening students' oral communication skills by addressing their needs and structuring lessons with that goal in mind. To analyze pedagogical oral communication, which is essential to understanding its place in professional training, the study adopts an epistemological approach. This approach delves into the nature of communication in an educational context and the theoretical foundations on which it rests. Although the concepts and theories are addressed, the study could benefit from more practical examples that illustrate how pedagogical oral communication is applied in the professional training context.

Loja-Gutama et al. (2020), demonstrated that the use of podcasts provides confidence, innovation, and an easy-to-understand resource in capturing information, facilitates the acquisition of new oral skills and capabilities and implements different approach strategies, provides new learning opportunities for the development of communication. Their findings suggest that educational podcasts create constructivist environments through virtual learning environments that generate and develop language skills, especially writing and speaking. New strategies combined with the use of ICT can produce very positive results. The research identifies persistent problems in the teaching of oral and written expression. This identification is critical to addressing deficiencies in the educational process. As a descriptive, non-experimental study, the

research may be limited in its ability to establish causal relationships between podcast use and improved oral and written communication.

While Culqui et al. (2022), analyzed and reflected on the impact of podcasts as a technological teaching tool for teachers to motivate and promote students' English learning during the global pandemic due to COVID-19. For the literature review, they examined 37 articles in different databases, using search terms including English, language, teaching AND pandemic, podcast AND English, English teaching, AND podcast, and English AND pandemic. They briefly reviewed some key concepts, such as what podcasts are and what podcasting is; as a result, they found that using podcasts greatly supports teachers, as it not only encourages students to develop English communication skills but also promotes relationships without time and space constraints. In their time in distance education, podcasts have proven to be valuable resources for learning continuity. While highlighting that the use of podcasts is highly supportive for the teacher, the study should provide more specific examples of how educators are effectively using podcasts in teaching English during the pandemic.

On the other hand, Patarroyo Sánchez (2021), mentioned that with the advance of technology and the need for education to innovate in teaching through information technologies, a teaching innovation initiative is necessary in which free applications are used as tools to strengthen the oral expression of high school students. The objective of his proposal is to produce podcast content that enhances this competency, using a variety of topics initially established by the teacher and then established by the students to achieve important themes in the final project. He recommends creating applications using multimedia audio files called podcasts as a didactic strategy for remote or virtual education. In addition, he also uses blogs as a means of communication due to their global reach. He concludes that through podcasts students will be able to strengthen their oral communication skills since it is an interesting exercise for them as they will be able to use elements of their daily life and topics of interest, which will make their teaching strategies useful tools to transmit information effectively. In the current educational context, the study recognizes the need for pedagogical innovation. And the proposal provides educators with clear guidance on the tools available for implementation. In addition, the reach of the project is extended

globally by a blog on Wix and YouTube as a means of dissemination. This allows students to not only express themselves orally. It also allows them to share their creations with a wider audience.

Podcasts could help EFL participants improve not only their oral growth, but also their facial expressions, fluency, comprehension, and self-confidence, as they must adopt effective communication skills to handle varied communicative scenarios in the real world. The most essential accomplishment of this research project will be to determine the relevance of gathered data; the podcasts generated will indicate how participants will manage a topic with originality and excitement and will contribute to lifting teaching approaches to the next level. Considering that all learning styles benefit from educational podcasts, each of them is different.

In addition to influencing oral communication, podcasts have provided new opportunities for learning and practice. They offer educational content on a wide variety of topics, help learners improve their language skills, and provide training and advice on everything from entrepreneurship to professional development (Loja-Gutama et al., 2020). However, it is important to keep in mind that while podcasts have brought numerous benefits, they also present challenges. Information overload and content quality can be concerns, and listeners must develop critical discernment skills.

Literature review

Independent Variable: Podcasts
The research focuses on the use of podcasts to improve oral communication and is developed in the following categories:

- Types
- Benefits
- Elements

- Recording a Podcasts

Types of podcasts

Two types of relevant podcast classifications can be identified. The first considers the existence of a classification according to their financing, which establishes the existence of 8 types of podcasts (Santos, 2009):

- **Commercial:** known to be generated by service companies whose objective is to finance themselves through advertising.
- **Governmental:** These are elements produced by the state, and their resources come explicitly from the government.
- **Municipal:** They are like the previous one but financed by local authorities or city councils.
- **Cultural and/or community:** They manage to generate a service for the community, whether cultural or social, covering unconventional themes such as ecology, solidarity, or alternative music. It is usually financed by donations.
- **School and university students:** They include all those who are involved in the dissemination or generation of the content, they belong to the center where it is produced, and they are usually the ones who finance the production.
- **Personal:** This is very diverse; it can range from crowdfunding to the author contributing personally. Many podcasts use this type of funding, asking their listeners to contribute if they want the show to continue.
- **Mirrors:** These are usually products of radio programs or stations, and their funding almost always comes from there. Hence the name mirror because they become a reflection of conventional radio material.
- **Educational:** It can be done by teachers or by the students themselves, in both cases the aim is to improve the teaching-learning development and the financing is almost always the responsibility of the content generator.

The second, proposed by De Vaca Ruiz (2019), makes a classification, taking into account the subject matter of the podcasts and considers 17 categories, among which are: Literature, Politics and Economics, History and Humanities, Languages, Music, Humor and Entertainment, Cinema and Television, Science, Technology and Internet,

Faith and Spirituality, Health, Home and Consumption, Marketing and Business, Video Games, Sports, Hobbies, Travel, News and Events, and finally Psychology and Mind; she also makes it clear that there could be many more.

Podcasts Benefit

When podcasts are discussed, their benefits should be highlighted in several areas of use. In education, and especially in the teaching of a second or foreign language, it is said that it provides an environment of narrative continuity that allows students to take home content from class and humanizes the user machine. It is also said that it captures attention and motivates action, develops user identification and participation processes, reinforces interaction with technology, and can be used to emphasize and personalize instruction (De Vaca Ruiz, 2019), significantly improving the teaching-learning process.

Each podcast must have a topic of interest or thematic approach. This characteristic allows them to differentiate themselves and attract specific audiences. Likewise, the content tends to have a rather general focus; since, if a framework is chosen that is too narrow, the creators will most likely run out of content to talk about over time (MacKenzie, 2019).

Other authors suggest that because they have approaches that can be chosen by the creator, their followers, and the guests they have invited, it is possible to identify the opportunities or benefits that these materials offer. It becomes a rule of these elements, they are known as podcasters and they rely on guests (optional); they are published periodically, which is determined based on the followers and the topics that are published. Most of them have a clear structure according to the needs and logic of the users; they use understandable languages, and this helps them gain more followers (HubSpot, n.d.).

One of the greatest advantages could be the ease of access that they have, since being

in different digital formats, the majority of people have access to them, which is why in terms of education, leisure, music, art, etc., the majority achieve notoriety based on their time availability, which allows a larger review audience (Chan-Olmsted & Wang, 2020; García-Marín, 2020).

Podcast´s Elements.

The structure of a podcast can vary depending on the type but there are some essential elements to consider when preparing such. The outline should include a proposed topic with an introduction, body or materialization, sound content, and general conclusions (Spinelli & Dann, 2019). Other authors suggest that the elements are entry, discussion or development, and conclusion (HubSpot, n.d.).

Villanueva Flores (2021) proposes some specific characteristics of these components:

- **Theme.** The theme that is introduced in the development of the podcast can be varied content. A colloquial theme can be chosen, whether it is fashion, sports, cultural, social, religious, or philosophical, among others. This depends entirely on the tendencies of producers and, often, users. A concise introduction should be worked out, followed by a detailed explanation, which may include examples, brief details, or even evidence gathered from previous data collection.

- **Audio** content can mostly consist of resources such as music, sound effects, silence, and voice that are used at different points in the podcast to create a result that users will accept.

- **Closing or conclusion:** This is the final part of the program, which summarizes the topics discussed and invites participants to future episodes. This part should be quick, and clear and allow the presenters to reinforce the ideas presented. It may generate expectations or new topics of interest to be discussed in the following episodes.

Recording a Podcast

The introduction of elements can be very useful, and the correct structuring of them will be quite simple. It can be said that elements are required such as a microphone, a computer, specific software that allows us to edit the audio, and, finally, a developed theme that will be shared in the podcast. A more detailed description is presented below (León Ube & Paredes Sarmiento, 2018):

- **Microphone and Headphones**

Podcasters must have a microphone that allows them to record properly. Ideally, look for at least average quality in listening, even talking about a recording or studio microphone. It is also possible to use headphones.

- **A computer**

It will need a suitable computer that is reliable and capable of handling the type of podcast recording. It can be said that it has sufficient processing power, storage space, and a good quality microphone, which could be USB-type.

- **A software**

It is recommended to use specialized software and programs that also allow proper editing. This will allow for better quality by being able to add sections and delete or re-record later.

- **Choose a topic.**

First, the topic must be chosen based on several aspects already mentioned. Although the topics are indeed varied, once it is defined, they must be organized in such a way that they are novel and interesting. The information presented may be prepared by the author, collected through questionnaires, interviews, or based on existing information or scientific data.

In general, it is considered important that the podcaster feels comfortable with the topic they develop, as this will be evident in the enthusiasm with which they develop it, and

it will be important to ensure that it is communicated to the users of their content (Spinelli & Dann, 2019).

Dependent Variable: Oral communication

This research has as its focus the congratulation of oral communication, considered as the dependent variable and directly linked to the elements detailed below:

- Theoretical communication models
- Oral communication skills
- Technology and oral communication
- The role of oral communication in education

Theoretical communication models

To understand and study the different facets of the communication process, it is essential to know the appropriate theoretical models. Models allow us to identify the key elements, interactions, and complexities that lie beneath the surface of each communicative act. Claude Shannon and Warren Weaver developed the famous "Shanon and Weaver Model" in 1949, which is considered today one of the best-known theoretical models. This model has its main interest in transmitting data and information, making effective use of the proposed transferring system where both senders (that could be called sources), and messages concretized on specific data are included. As a linear and simplified model, it lays the foundation for understanding communication as a transfer of information (Martínez-Sahagún & Alexandro, 2018).

However, this linear approach fails to adequately reflect the diversity of human interactions. By recognizing that it is essential to consider situations, relationships, and emotions when communicating, the Interpersonal Communication Model attempts to address this limitation. As pointed out by Bolgeri Escorza et al. (2022), the key point of this view is that communication is a two-way process in which the roles of sender and receiver are always changing. From this perspective, feedback and interpretation of information become crucial.

Another related approach is the so-called "transactional communication model". The model created by Barnlund in the 1970s viewed communication as continuous and changing. It is important to recognize that people co-create meaning through interactions rather than simply sending and receiving messages (Simba Chalán, 2023). This model highlights the importance of noise and barriers that can impede mutual understanding. In addition, the "Everett Rogers Communication Model" emphasizes the dissemination of information and how it is disseminated to a population (Urbizagastegui-Alvarado, 2019).

Oral communication skills

The development of oral communication skills is an important field of study and several theories have contributed to understanding how people acquire and improve their oral communication skills.

The renowned psychologist Albert Bandura formulated the Social Learning Theory, which plays an essential role in psychology and education studies. According to Bandura, learning is a process that arises from observation and social relationships. The behavior of others is observed and modeled by people from an early age, this is called "modeling" (Bonilla Andrango, 2022). Parents, teachers, and public figures are common examples of role models who significantly influence a person's life. Observers focus on behaviors and consequences, modeling and incorporating what they have witnessed into their behavior (Rodríguez-Rey & Cantero-García, 2020).

This theory also highlights the key aspect of self-efficacy, understood as the belief in being able to successfully perform a specific task. In learning, both motivation and persistence are conditioned by factors such as self-efficacy. Observing the success achieved by other individuals reinforces self-confidence and positively influences the determination to continue developing skills (Núñez Manzueta, 2022). Social learning theory emphasizes the important role that rewards and punishments play in the learning process. Bandura argues that people tend to imitate rewarded behaviors and avoid those that have been punished. This has implications in educational and training

contexts, where teachers and prevention programs use these principles to influence students' behavior by showing them the consequences of certain behaviors and offering them more appropriate alternatives.

The Theory of Human Communication is based on the idea that communication is an integral part of human life and that the impossibility of not communicating is a fundamental principle. In other words, every action, even silence, communicates something (Espín Ríos & Jimbo Iza, 2019). The theory also highlights the importance of the pragmatics of communication, which refers to meaning in a specific context. Language and communication are inherently pragmatic, and understanding is highly dependent on context and intentions (Alvarado-Casas, 2021). It then highlights the importance of considering both the content and the relational aspect of communication and encourages us to be aware of how actions and words influence relationships and the world around us.

Herbert Grice's Conversation Theory is based on the premise that successful communication is based on implicit rules that guide conversation. The basis of his approach lies in communication as a cooperative and rational act between speakers. Grice argued that people follow tacit conversational principles for communication to be effective and meaningful. He also introduced the notion of implicature, which refers to inferences that listeners make when maxims are not followed literally. These implicatures can be of two types: conversational implicatures and generalized implicatures (Viciedo Checa, 2022). Conversational implicatures are inferences that arise directly from conversational maxims and their violation. On the other hand, generalized implicatures are broader inferences that arise from conversation, but are not necessarily a violation of specific maxims.

In summary, as indicated in his study Payrató (2018), Grice's Conversation Theory stresses the importance of unwritten rules in effective communication. It reminds us that communication is not simply an exchange of words, but a cooperative process in which the parties involved follow implicit rules to achieve mutual understanding. This theory remains relevant today and continues to enrich our understanding of human communication.

Technology and oral communication

Oral communication allows us to express thoughts, share stories, and connect with others in a meaningful way. In the digital age, however, how people communicate orally has undergone a major transformation, largely thanks to advances in technology, particularly the proliferation of podcasts. These media have influenced the way that oral communication takes place, offering new opportunities for learning and practice. What makes podcasts revolutionary is their accessibility and versatility (Caballero-Escusol et al., 2021). With a smartphone or computer, anyone can access a wide range of audio content, from news and entertainment to education and personal development.

Podcasts have enabled individuals and communities to express their voice, as anyone with an idea or a story to tell can create their podcast and reach a worldwide audience (Parlatore et al., 2020). Both listeners and creators have developed their skills in oral communication. Podcast hosts learn to express themselves clearly and effectively, while listeners practice listening comprehension and empathy. In this way, podcasts have eliminated geographic barriers in speech communication, allowing people to connect and communicate with others around the world, broadening their horizons and perspectives.

The role of oral communication in education

As mentioned by Iglesias et al. (2018), with technological progress and the massification of the Internet, the media are becoming increasingly important as a platform for non-formal education. They also offer a wide range of possibilities, not only because of the characteristics of the World Wide Web. This reality, which affects the educational system, is particularly relevant for those responsible for vocational training. While new media have emerged, spoken language and dialogue continue to play a critical role in human learning, connecting generations and preserving the essence of education itself.

According to Magallanes P. et al. (2021), Vygotsky emphasized the importance of oral communication and social interaction in education. In his theory, Vygotsky argued that learning occurs most effectively in the "Zone of Proximal Development," where students engage in dialogue and collaborate with more knowledgeable people. This concept emphasizes the critical role of oral communication in scaffolding and advancing students' knowledge and skills. It recognizes that learners can achieve more with the support of peers or mentors. It stresses the importance of fostering supportive learning communities in which meaningful oral communication contributes to the growth of individual capabilities.

Moreover, these ideas compel us to acknowledge that effective oral communication is not merely a matter of transmitting information, but a catalyst for transformative education. Freire's call for dialogical learning and Vygotsky's Zone of Proximal Development reminds us that education is most potent when it occurs within the context of meaningful interaction. It is in these dialogues that minds are challenged, perspectives are broadened, and critical thinking is nurtured.

Lastly, the ideas of these scholars implore readers to recognize the profound responsibility they hold as educators, students, and communicators. Everyone must be mindful of the words selected, the communication styles acquired, and the media to be employed because they can shape the educational experience. By embracing the wisdom of these scholars, teachers can enrich their approach to education, fostering environments where the spoken word remains an enduring beacon, guiding the journey of knowledge and understanding in a rapidly changing world. The realm of podcasting offers a unique platform to actualize and enhance these ideas, to improve oral communication in education. As one explores the podcasting space, it becomes evident that this medium can serve as an exemplar for the principles advocated by the scholars.

In podcasting, oral communication reigns supreme. It is through this medium that educators, students, and the public can engage in substantive, extended dialogues. Podcast hosts can emulate the spirit of Freire's dialogical education by creating shows that foster meaningful conversations, encourage critical thinking, and allow listeners to participate in discussions (Verdeja Muñiz, 2019).

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1. Location

The present study was developed at Unidad Educativa Santo Domingo de Guzmán in the Ambato city. It is a private Catholic school located in Ficoa, on Los Guaytambos Avenue and Los Higos Street. This institution has generated its educational work at the hands of the Dominican sisters since 1936 and it has been known by its current name since 2011. It has around 1,600 students in primary education, basic general education, and bachelor. There are 80 teachers, of which 20 belong to the English area. This institution only works in the morning section, that is, academic activities take place only in the morning. Furthermore, the ethnic group at school is mostly mestizos. The target population for this study was second bachelor students, and young people between 15 and 17 years old. We worked with two groups of 70 participants.

3.2. Tools and techniques

The following are the tools and techniques used to establish the impact of podcasts on improving students' oral communication:

Table 1. Tools and Techniques

TOOLS	FUNCTION
Software VEED.IO.	Audio recording, editing, and transcription.
Standardized Tests	Measuring progress in oral communication skills.
Classroom observations	Classroom interactions to assess how students apply oral communication skills.
SPSS software	Validation of the survey, establishment of frequency, correlation, and determination of association between variables.

Elaborated By: The researcher.

Results were compared with control groups that did not use podcasts (Hidalgo Novillo & Álvarez Lozano, 2022). Also, a quantitative analysis of the data collected was performed to identify correlations and significant patterns (Cevallos M. et al., 2021). In addition, a post-test was included as a self-assessment component in which students reflected on their progress in oral communicative skills and their perception of the usefulness of podcasts.

3.3. Research Approach.

To determine the impact of podcast use, a quantitative type of research with a quasi-experimental design was conducted. This approach was used for data collection and hypothesis testing, based on numerical measurement and statistical analysis. The scope was of the correlational type to find out the relationship between the variables.

A pre-test and a post-test were used for data collection. Both included multiple-choice questions focused on the participants' experience as well as their perception of the effectiveness of the podcasts. A control group and an experimental group were used. The research was conducted in Ambato at Unidad Educativa Santo Domingo de Guzmán, with the participation of students between fifteen and sixteen years of age, from the second bachelor.

The students belong to a medium-high economic level. The population enrolled at this educational institution will experience both podcasts and traditional methods of oral communication in an educational environment.

3.4. Hypothesis verification

Two hypotheses were posed to accomplish the proposed goal for the current investigation. They are assumptions made about the effectiveness of learning strategies on students' oral skills.

3.4.1. Statement of the Hypothesis

Hi: Podcasts improve oral communication among participants from the second bachelor at Unidad Educativa Santo Domingo de Guzmán.

Ho: Podcasts do not improve oral communication among participants from the second bachelor at Unidad Educativa Santo Domingo de Guzmán.

3.4.2. Research question.

To what extent does the use of podcasts improve oral communication skills among students from second bachelor at Unidad Educativa Santo Domingo de Guzmán from Ambato-Tungurahua, 2023-2024?

3.5. Population and sample

The target population belongs to Unidad Educativa Santo Domingo de Guzmán and is from second bachelor. According to information collected from the administration, there are 140 students. Two groups of 70 participants were part of this research, being part of the entire process. First, both groups took a pre-test related to general podcast knowledge. Then, based on the results, the participants took some lessons on the theoretical characteristics of podcasts. Finally, both groups produced podcasts considering all the information provided, and with the results, the improvement of oral communication was evaluated.

Table 2. Population Total

Participants	Population	Percentage
Men	35	25
Women	105	75
Total	140	100

Elaborated By: The researcher.

Table 3. Control Group

Participants	Population	Percentage
Men	19	27.14
Women	51	72.86
Total	70	100

Elaborated By: The researcher.

Table 4. Experimental Group

Participants	Population	Percentage
Men	16	22.85
Women	54	77.15
Total	70	100

Elaborated By: The researcher.

3.6. Data collection

Data were collected through a pre-test and a post-test. These were structured with 10 questions that were administered to participants to learn about their perceptions of podcasts and oral communication.

The pre-test was designed to assess the participants' oral communication skills before applying the research. Finally, a post-test was applied to assess oral communication skills after conducting the research. The data collected were quantified using the Likert scale (Da Silva Mota et al., 2021). The pre-test and post-test are included in the annexes.

Table 5. Data Collection Plan

Basic Questions	Explanation
1. For what?	To achieve the objectives
2. To whom?	Second bachelor students
3. About which aspects?	Use of podcasts to enhance oral communication
4. Who?	Researcher
5. When?	2023
6. Where?	Unidad Educativa Santo Domingo de Guzmán
7. How many students?	140
8. What kind of instruments?	Pre-test, Pos-test and questionnaire
9. In what situation?	In the classroom

Elaborated By: The researcher.

3.7. Data processing and statistical analysis

Descriptive statistics were used because the same variable was measured in the students before and after the intervention. Cronbach's alpha coefficient was determined to validate the instrument. Once the Likert scale scores were calculated, the frequency of responses and the association between groups were determined using the contingency table. To determine the level of relationship, the Chi-Square test was performed, and the significance was calculated (Loja-Gutama et al., 2020).

Table 6. Statistical analysis techniques

TECHNIQUES	FUNCTION
Cronbach's alpha coefficient	Validate the instrument
Likert scale	Calculation of scores.
Contingency table	Determination of the frequency of responses and association between groups.
Chi-Square test	Determination of the relationship level.

Elaborated By: The researcher.

3.8. Experimental design

Figure 1., indicates the instructional plan that was followed to carry out the activities during the six weeks.

Figure 1. Experimental design

Pre-test → Use of podcasts to enhance oral communication → Post-test
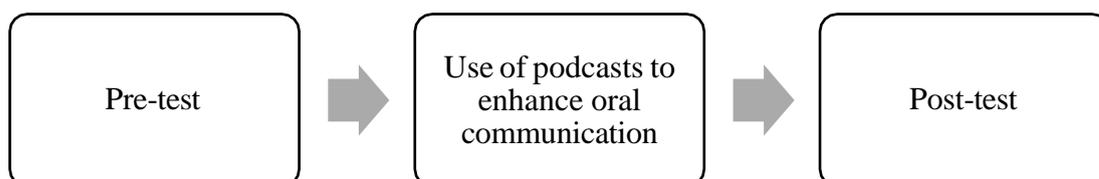
Elaborated By: The researcher.

- The process begins with the initial assessment of participants through a pre-test to establish a baseline.
- Then, participants are exposed to podcast activities (see Table 7).
- After the exposure, a post-test is conducted to measure the perception of improvement in oral communication.
- Comparison between the pre-test and post-test results allows us to determine the impact of the podcasts on oral communication.

Table 7. Instruction plan

Week	Activity	Procedure	Product
Week 1	Podcast Background and their relation to oral communication	Lecture	Mind- map
Week 2	Podcast elements	Lecture	Worksheet
Week 3	Effective oral communication	Lecture	Debate
Week 4	Steps to produce a podcast	Lecture	Worksheet
Week 5	Benefits of podcast	Lecture	Mind- map
Week 6	Benefits of the podcast on oral communication	Lecture	Podcast

Source: Chapter II
Elaborated By: The researcher.

3.9. Response variables

Table 8. Variables

Variables		
Names	V1-Podcast	V2-Oral communication
Operationalization	Definition Oral expression	Definition Observation
Element analysis	Descriptive statistics	Distribution of scores Correlations
Scale	Distribution of responses	Improved oral communication

Source: Chapter II
Elaborate By: The researcher.

A pre-test was administered to each student in the study population to establish a baseline of the students' oral communication. 30 minutes were considered for them to answer the questions (standard time for evaluations at Unidad Educativa Santo Domingo de Guzmán). Finally, all students who participated in the research took the post-test. It was based on the contents of the pre-test with certain variations.

Pre-test

The participating students took the tests following the procedure indicated in Chapter 3. To complete this research, it was necessary to review the results obtained in the pre-test and post-test applications to verify the correlation of the variables. In addition, the data obtained in the two tests were tabulated manually, which required an additional review. The data obtained in both the pre-test and post-test of the control and experimental groups are presented below.

Research question 1: This question aims to gather information on whether participants use technological tools to record their oral communication or to transmit something, which may be relevant to understanding their level of involvement with the practice of recording and, therefore, its possible relationship with the use of podcasts.

Table 9. Analysis of the frequency of responses on the use of an electronic device to record oneself.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	10	7,1	7,1	7,1
	Rarely	29	20,7	20,7	27,9
	Sometimes	72	51,4	51,4	79,3
	Always	29	20,7	20,7	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 9 shows that most participants use electronic devices to record themselves, with over 79% indicating that they do so "Sometimes", "Rarely" or "Always". The most frequently selected option is "Sometimes," suggesting that many participants use electronic devices to record themselves occasionally. Although the majority use electronic devices to record themselves, the distribution of responses shows variability in the frequency with which participants do so.

Research question 2: This question seeks to know if Internet connectivity facilitates or limits the participation of individuals in the use and access to resources to improve oral communication, such as podcasts.

Table 10. Analysis of the frequency of responses on the availability of Internet connection.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	2	1,4	1,4	1,4
	Rarely	6	4,3	4,3	5,7
	Sometimes	50	35,7	35,7	41,4
	Always	82	58,6	58,6	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 10 shows that many participants have constant access to an internet connection, with 58.6% indicating that they always have access. Although the majority always have access to the Internet, the option "Sometimes" is the second most common, indicating that some participants have a more intermittent connection.

Research question 3: The third question aligns to identify the impact of podcasts on improving oral communication. This question seeks to understand the participants' practice regarding viewing podcasts online. The answer to this question could provide valuable information about participants' level of engagement with podcasts and their exposure to this type of content.

Table 11. Frequency analysis of responses about online podcast viewing.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	19	13,6	13,6	13,6
	Rarely	43	30,7	30,7	44,3
	Sometimes	63	45,0	45,0	89,3
	Always	15	10,7	10,7	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

The results in Table 11 show that 89% of participants consume online podcasts, choosing that they do so "Sometimes," "Rarely," or "Always." "Sometimes" is the most selected option, suggesting that many participants consume online podcasts occasionally. Although the majority consume online podcasts, the distribution of responses shows that there is variation in frequency.

Research question 4: By asking if participants use podcasts in their English classes, we seek to obtain information about the integration of this specific resource in the educational context. The responses provided may shed light on the relationship between the use of podcasts in English learning environments and perceived improvement in oral communication skills.

Table 12. Frequency analysis of responses about the use of podcasts in English classes.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	40	28,6	28,6	28,6
	Rarely	49	35,0	35,0	63,6
	Sometimes	40	28,6	28,6	92,1
	Always	11	7,9	7,9	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 12 shows that most of the participants indicate the use of podcasts in their English classes, as more than 92%. "Sometimes," "Rarely," or "Always." "Rarely" is the most frequently selected option, suggesting that many participants use podcasts in their English classes. Although most participants used podcasts at some level, the distribution of responses shows variability in frequency.

Research question 5: By asking about the participants' perception of the contribution of podcasts to their learning process, we seek to obtain subjective information about the perceived usefulness of this resource. Answers to this question can provide valuable insights into individual students' perceptions of how podcasts influence their development of oral communication skills.

Table 13. Frequency analysis of responses about the contribution of podcasts to their learning process.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	4	2,9	2,9	2,9
	Rarely	18	12,9	12,9	15,7
	Sometimes	68	48,6	48,6	64,3
	Always	50	35,7	35,7	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 13 reveals that most participants perceive that podcasts contribute to their learning process, with over 64% indicating that this happens "Sometimes" or "Always." "Sometimes" is the most frequently selected option, suggesting that many participants experience the contribution of podcasts to their learning. Although the majority perceive a positive contribution, the distribution of responses shows some variability in the intensity of this perception.

Research question 6: This question could provide information about the degree of willingness of participants to actively participate in the creation of listening content. The responses could reveal aspects related to the initiative, commitment, and motivation of individuals concerning oral communication through this specific platform.

Table 14. Frequency analysis of responses about curiosity about recording podcasts.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	29	20,7	20,7	20,7
	Rarely	38	27,1	27,1	47,9
	Sometimes	59	42,1	42,1	90,0
	Always	14	10,0	10,0	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 14 indicates that most participants show some level of curiosity about podcast recording, with over 90% responding "Sometimes," "Rarely," or "Always."

"Sometimes" is the most frequently selected option, suggesting that many participants are curious about podcast recording. The distribution of responses shows variation in participants' interest in podcast recording.

Research question 7: This question seeks to explore participants' willingness to use innovative online content, such as podcasts, to improve their oral skills. Answers to this question can provide valuable information about individuals' receptivity to novel and technological approaches in seeking improvements in oral communication.

Table 15. Analysis of the frequency of responses on the desire for a way to improve their oral skills through innovative online content.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	10	7,1	7,1	7,1
	Rarely	20	14,3	14,3	21,4
	Sometimes	62	44,3	44,3	65,7
	Always	48	34,3	34,3	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 15 shows that most participants have a significant desire to improve their speaking skills through innovative online content, with over 65% indicating that they would like to do so "Sometimes" or "Always." Also, "Sometimes" is the most frequently selected option, suggesting a moderate willingness to seek innovative ways to improve speaking skills online. The distribution of responses shows variability in participants' desire to use innovative online content to improve their speaking skills.

Research question 8: By asking whether participants would be interested in actively participating in the use of podcasts for the purpose of improving their oral communication skills, we seek to obtain information about their willingness and enthusiasm to engage in this specific practice. The responses provided could offer valuable insights into individuals' willingness to use podcasts as a tool for developing their oral skills.

Table 16. Analysis of the frequency of responses about liking to participate in the use of podcasts to improve their oral communication.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	15	10,7	10,7	10,7
	Rarely	27	19,3	19,3	30,0
	Sometimes	64	45,7	45,7	75,7
	Always	34	24,3	24,3	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 16 shows that most participants have a positive attitude toward participating in the use of podcasts to improve their oral communication, as more than 75% indicate that they would be willing to do so "sometimes" or "always". "Sometimes" is the most frequently selected option, indicating a moderate willingness to participate in using podcasts to improve oral communication. The distribution of responses shows that not everyone shares the same willingness to participate in the use of podcasts.

Research question 9: The question seeks to explore participants' knowledge and familiarity with the elements that make up a podcast. In the context of the goal of identifying the impact of podcasts on improving oral communication, this question could provide information about participants' familiarity with the technical and structural aspects of podcasts. Understanding these elements is critical to evaluating how participants can interact with and benefit from this type of content in relation to improving their oral communication skills.

Table 17. Frequency analysis of responses on knowledge of the elements of a podcast.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	43	30,7	30,7	30,7
	Rarely	47	33,6	33,6	64,3
	Sometimes	31	22,1	22,1	86,4
	Always	19	13,6	13,6	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 17 demonstrates that most participants have some level of knowledge about the elements of a podcast, as less than 30% indicate that they "never" or "rarely" have any idea about these elements. "Rarely" is the most selected option, which could indicate a moderate level of knowledge about the elements of a podcast. However, the distribution of responses shows a variety of knowledge levels.

Research question 10: By asking whether participants believe they can record a podcast, we seek to explore their perception of their abilities to produce oral content through this specific platform. The answers provided to this question can offer valuable information about individuals' confidence and willingness to actively participate in the creation of listening content, which is relevant to understanding their possible participation in the process of improving oral communication through podcasts.

Table 18. Frequency analysis of responses to the idea of recording a podcast.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Never	31	22,1	22,1	22,1
	Rarely	40	28,6	28,6	50,7
	Sometimes	44	31,4	31,4	82,1
	Always	25	17,9	17,9	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 18 reveals that most of the participants have a positive attitude towards recording podcasts, as more than 80% (82.1%) indicate that they would consider doing so at least "sometimes" or "always". It should also be noted that "Sometimes" is the most frequently selected option, which could indicate a moderate or occasional inclination to record podcasts. In addition, the distribution of responses shows a variety of attitudes toward podcast recording, meaning that there is no clear consensus among participants.

Table 19. Assessment (Likert Scale)

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Regular	31	22,1	22,1	22,1
	Good	59	42,1	42,1	64,3
	Very good	50	35,7	35,7	100,0
	Total	140	100,0	100,0	

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 19 shows a higher percentage of positive responses, as evidenced by the fact that more than 64% of the participants have a score of "Fair" to "Good". The same trend is shown by the frequency of 50 and 59 in the "Very Good" and "Good" range, respectively.

Post-test

After statistical analysis of the results, the internal consistency of the questions was determined. That is, how closely related they are and whether it is reliable to use them in the tests.

Table 20. Reliability statistics

Cronbach's alpha	N of items
,982	10

Source: SPSS statistical analysis
Elaborated By: The researcher.

The results show an alpha coefficient of 0.982 which is extremely high. It indicates a very strong internal consistency among the scale items used in the study. In other words, they measure the same underlying construct consistently.

Experimental Group

The results show the perceptions of 70 participants who developed the activities in Table 7 over 6 weeks.

Table 21. Distribution of responses of the experimental group

Questions	Frequency			
	Always	**Sometimes**	**Rarely**	**Never**
Was difficult to find out an appropriate topic for the podcast?	5	29	19	17
Was difficult to find out an appropriate location?	8	38	13	11
Did you prepare a script before the podcast?	44	15	6	5
Did you include a transcription of your interview?	11	21	26	12
Did you consider that podcasts contribute to your learning?	41	19	6	4
Did you feel comfortable recording podcasts?	14	31	11	14
Did you find it difficult to edit the recording?	6	38	17	9
Did you check the volume, environment sounds, fluency, and pronunciation before posting a podcast?	39	29	1	1
Did you need help recording the podcast?	3	11	27	29
Do you improve your oral communication through podcasts?	32	31	5	2

Source: statistical analysis
Elaborated By: The researcher.

Table 21 shows that most participants found it difficult to find an appropriate topic for the podcast, with 29 selecting "Always" and 19 selecting "Sometimes". They also found it difficult to find an appropriate location, with 38 selecting "Sometimes" and 13 selecting "Rarely". 44 of them prepared a script before the podcast, as they selected "Always". The distribution of responses indicates that the inclusion of a transcript varied, as 26 selected "Rarely" and 21 selected "Sometimes." In addition, most participants felt that podcasts contributed to their learning, with 41 selecting "Always" and 19 selecting "Sometimes." It is difficult to edit the recording, comfort level with recording podcasts and need for help varied. The majority felt that podcasts improved

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their oral communication through podcasts, with 32 participants selecting "Always" and 31 selecting "Sometimes".

Control Group

Findings represent how 70 control subjects perceived themselves. No participant in the group performed the activities in Table 7.

Table 22. Distribution of responses of the Control group

Questions	Frequency			
	Always	**Sometimes**	**Rarely**	**Never**
Was difficult to find out an appropriate topic for the podcast?	20	41	8	1
Was difficult to find out an appropriate location?	14	49	5	2
Did you prepare a script before the podcast?	29	17	8	16
Did you include a transcription of your interview?	16	24	14	16
Did you consider that podcasts contribute to your learning?	42	13	11	4
Did you feel comfortable recording podcasts?	25	23	12	10
Did you find it difficult to edit the recording?	24	30	12	4
Did you check the volume, environment sounds, fluency, and pronunciation before posting a podcast?	27	15	22	6
Did you need help recording the podcast?	16	30	21	3
Do you improve your oral communication through podcasts?	18	25	22	5

Source: statistical analysis
Elaborated By: The researcher.

Table 22 indicates that many participants (41) selected "Sometimes", indicating that it is often difficult to find an appropriate topic for the podcast. The results also reveal that the majority (49) selected "Sometimes", indicating that it is difficult to find an appropriate venue. Responses indicate variability, with a significant number (24) selecting "Sometimes" and "Rarely", suggesting that the inclusion of a transcript is not as common. 42 participants selected "Always", showing that they consider podcasts to contribute significantly to their learning. Responses are varied, with a similar

distribution between "Always," "Sometimes," and "Never." Some participants are comfortable recording podcasts, while others are not. The majority (30) selected "Sometimes," indicating that it is often difficult to edit the recording. In addition, responses indicate variability, with a significant number (22) selecting "Rarely." Some participants sometimes need help recording the podcast and believe they improve their oral communication through podcasts, while others are not so sure.

4.1. Hypothesis testing

Ho = 1 = 2
H_1 = 1 ≠ 2

Where:
1 = percentage experimental group in the pre-test.
2 = percentage experimental group in the post-test.

The pre-test results showed that 35.7 percent of students in the experimental group responded that they always consider podcasts to contribute to their learning. Whereas, after the intervention, the post-test results indicate that 58.5 percent of the students responded that they always consider that podcasts contribute to their learning. Showing an increase of 22.8 percent. Furthermore, in the question about improving their oral communication skills thanks to podcasts, 17.9 percent of the students answered that always in the pre-test, and after the post-test, the percentage rose to 45.7 percent. Therefore, as shown 1 does not equal 2 and the null hypothesis is rejected, and the alternative hypothesis is accepted.

4.2. Statistical Analysis
4.2.1. Decision

The alternative hypothesis is accepted. Podcasts improve oral communication among participants from the second bachelor at Unidad Educativa Santo Domingo de Guzman.

Table 23. Contingency Table Between Experimental Group and Control Group
(Did you consider that podcasts contribute to your learning?)

| | | | Control group | | | | |
			Never	Rarely	Sometimes	Always	Total
Experimental Group	Never	Recount	4	0	0	0	4
		% of total	5,7%	0,0%	0,0%	0,0%	5,7%
	Rarely	Recount	0	6	0	0	6
		% of total	0,0%	8,6%	0,0%	0,0%	8,6%
	Sometimes	Recount	0	5	13	1	19
		% of total	0,0%	7,1%	18,6%	1,4%	27,1%
	Always	Recount	0	0	0	41	41
		% of total	0,0%	0,0%	0,0%	58,6%	58,6%
Total		Recount	4	11	13	42	70
		% of total	5,7%	15,7%	18,6%	60,0%	100,0%

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 24. Chi-square test between the experimental group and control group
(Did you consider that podcasts contribute to your learning?).

	Value	gl	Asymptotic significance (bilateral)
Pearson's Chi-square	162,871[a]	9	<,001
Likelihood ratio	121,187	9	<,001
Linear by linear association	62,570	1	<,001
N of valid cases	70		

a. 12 cases (75.0%) have expected a count less than 5. The
minimum expected count is ,23.

Source: SPSS statistical analysis
Elaborated By: The researcher.

Analysis and interpretation

According to the table of contingency between the experimental group and the control group (Table 23), where question 5 (Did you consider that podcasts contribute to your learning?) has been considered for the analysis, it can be observed how the answers are distributed between the groups. This distribution and the comparison of the frequencies indicate that by obtaining low percentages (5.7, 8.6, 15.7, 18.6, and 27.1) of coincidence, despite reaching 60% in the "Always" option, the difference in the responses between the two groups is notorious. Therefore, the alternative hypothesis

is accepted, then, the participants do consider that podcasts contribute to their learning process.

In addition, with significant chi-square values in all tests, the null hypothesis of independence between the variables in the contingency table is proven to be rejected. Statistical significance <0.001 indicates that there is some relationship or association between the variables evaluated.

Table 25. Contingency Table Between Experimental Group and Control Group
(Do you improve your oral communication through podcasts?)

			Control group				Total
			Never	Rarely	Sometimes	Always	
Experimental Group	Never	Recount	2	0	0	0	2
		% of total	2,9%	0,0%	0,0%	0,0%	2,9%
	Rarely	Recount	3	2	0	0	5
		% of total	4,3%	2,9%	0,0%	0,0%	7,1%
	Sometimes	Recount	0	20	11	0	31
		% of total	0,0%	28,6%	15,7%	0,0%	44,3%
	Always	Recount	0	0	14	18	32
		% of total	0,0%	0,0%	20,0%	25,7%	45,7%
Total		Recount	5	22	25	18	70
		% of total	7,1%	31,4%	35,7%	25,7%	100,0%

Source: SPSS statistical analysis
Elaborated By: The researcher.

Table 26. Chi-square test between the experimental group and control group
(Do you improve your oral communication through podcasts?)

	Value	gl	Asymptotic significance (bilateral)
Pearson's Chi-square	94,255[a]	9	<,001
Likelihood ratio	86,777	9	<,001
Linear by linear association	48,002	1	<,001
N of valid cases	70		

a. 10 cells (62.5%) have expected a count less than 5. The minimum expected count is ,14.

Source: SPSS statistical analysis
Elaborated By: The researcher.

Analysis and interpretation

According to the table of contingency between the experimental group and the control group (Table 25), where question 10 (Do you improve your oral communication through podcasts?) has been considered for the analysis, it can be observed how the answers are distributed between the groups. This distribution and the comparison of the frequencies indicate that when obtaining low percentages (2.9, 7.1, 25.7, 31.4, 35.7, among others) of coincidence, the difference in the answers between the two groups is notorious. Therefore, the null hypothesis is rejected, and the alternative is accepted. So, the participants do believe that they improve their oral communication thanks to the podcasts.

The result of the Chi-square test indicates that there is a significant association between the variables in the contingency table. Even, the likelihood ratio statistic indicates such an association. The statistical significance <0.001 confirms that there is some relationship or association between the variables evaluated.

4.3. Discussion

The results show that most participants use electronic devices to record themselves, suggesting a widespread interest in self-assessment of communication skills. However, as indicated by Goldman (2018), the variability in the frequency of use indicates that there are different levels of adoption of this practice. Similarly, although the majority have constant access to the Internet, the presence of "Sometimes" responses indicates that some participants experience more intermittent connections.

As mentioned by Rodríguez-Castro & Argudo-Serrano (2023), he adopted the use of podcasts by participants in their English and online consumption classes reflecting considerable interest in this medium. The variability in frequency of use suggests that the integration of podcasts into teaching may not be uniform and could benefit from greater clarity in its implementation.

The positive perception that podcasts contribute to the learning process is encouraging, but the variability in the intensity of this perception indicates that some participants may benefit more than others as also shown in the study by Basenko & Baskakova

(2021). Attitudes towards recording podcasts are also varied, showing widespread interest, but with differences in willingness to actively participate.

Most participants have at least some knowledge about the elements of a podcast, which is positive. However, the variability in knowledge levels highlights the need to offer additional information or clarifications for those with less familiarity as highlighted by Álvarez Gutiérrez & Cadenas Martínez (2022).

The results of the experimental group indicate that podcast production presents challenges, especially in the choice of topics and locations. However, as in the study carried out by Chaves-Yuste & de la Peña (2023), the positive perception of the contribution of podcasts to learning and improvement in oral communication is evident.

The association analysis between the responses of the experimental and control groups shows that there is a significant relationship between the use and perception of podcasts for learning and improving oral communication.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The results of the study indicate a variety of attitudes toward recording podcasts, knowledge of the elements of a podcast (suggesting a need for more clarity or information), and interest in using podcasts to improve oral communication. Most participants express an occasional or frequent desire to pursue innovative online opportunities. There also appears to be a widespread perception that podcasts contribute to the learning process.

- In terms of podcast production, areas of difficulty are identified, such as topic selection, location, editing, and the need for help with recording, which may indicate the need for improvements in production methodology.

- Although the variability of the responses is notorious, it suggests the presence of diverse opinions among the participants. According to the perception, the use of podcasts has a positive impact on the development of their oral and communication skills.

5.2. Recommendations

- Educational institutions should identify and address perceived barriers that may negatively impact the podcasting experience. This could include providing additional tutorials on podcast editing or resources to overcome identified difficulties. They could also create platforms or communities where students can share experiences, tips, and best practices. Collaboration among students could foster a supportive environment.

- Teachers should explore strategies to motivate those who are less likely to use podcasting or recording. This could include recognition, certificates of achievement, or incorporating elements of gamification to make participation more

engaging. They may also want to establish mechanisms for collecting ongoing feedback from students. This could be done through periodic surveys, feedback sessions, or discussion forums.

- Teaching strategies must be established with the use of tools such as podcasts, seeking active and continuous practice during the development of classes, allowing the nature of these to be interactive and for students to actively participate in oral practice regularly. Since repetition and constant practice are essential for the development of communication skills.

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UNIVERSIDAD TÉCNICA DE AMBATO
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PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS
"THE IMPACT OF PODCASTS ON THE IMPROVEMENT OF ORAL
COMMUNICATION"

QUESTIONNAIRE
READ CAREFULLY AND ANSWER ACCORDINGLY

QUESTIONS	ALWAYS	SOMETIMES	RARELY	NEVER
1. Do you use an electronic device to record yourself?				
2. Do you have an internet connection?				
3. Do you watch podcasts online?				
4. Do you use podcasts in your English classes?				
5. Do you believe that podcasts contribute to your learning process?				
6. Do you feel curious about recording podcasts?				
7. Do you wish there was a way to improve your oral skill through an innovated online content?				
8. Would you like to be part of the use of podcasts to improve your oral communication?				
9. Do you have an idea about the elements of a podcast?				
10. Do you consider being able to record a podcast?				

5.4.2. Post-test

UNIVERSIDAD TÉCNICA DE AMBATO

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"THE IMPACT OF PODCASTS ON THE IMPROVEMENT OF ORAL
COMMUNICATION"
QUESTIONNAIRE**

Objective: To identify the most used learning strategy to enhance speaking skills.

Directions:

You will find questions about podcasts. Please read each question and tick the response (always, sometimes, rarely, never) according to your reality.

Remember to choose the answer that best describes you and keep in mind that there are no right or wrong answers.

QUESTIONS	ALWAYS	SOMETIMES	RARELY	NEVER
1. Was difficult to find out an appropriate topic for the podcast?				
2. Was difficult to find out an appropriate location?				
3. Did you prepare a script before the podcast?				
4. Did you include a transcription of your interview?				
5. Did you consider that podcasts contribute to your learning?				
6. Did you feel comfortable recording podcasts?				
7. Did you find it difficult to edit the recording?				
8. Did you check the volume, environment sounds, fluency, and pronunciation before posting a podcast?				
9. Did you need help recording the podcast?				
10. Do you improve your oral communication through podcasts?				

CHAPTER VI
PROPOSAL

6.1. Informative data

Topic: Podcasts power, enhancing oral communication

Name of the Institution: Unidad Educativa Santo Domingo de Guzmán

Beneficiaries: Second bachelor students

Location: Ambato

Estimated time for the execution: One term.

Person in charge: One

Beginning: September 18th, 2023

Ending: November 24th, 2023

Researcher: Licenciada Tatiana del Rocío Barreto Silva

6.2. Background of the proposal

Podcasts, which allow individuals to access digital audio or video files over the Internet at their convenience, have become a popular medium for storytelling, information dissemination, and entertainment. Traditional methods such as face-to-face conversations have historically been instrumental in developing oral communication skills. However, in the digital age, podcasts offer a unique and valuable avenue for improvement (Kiernan et al., 2023). Podcasting allows audiences to engage with different speakers and perspectives, including experts, specialists, and everyday people sharing their experiences and insights. This exposure contributes significantly to the development of oral communication skills in the modern age by facilitating language acquisition, improving listening skills, and promoting a better understanding of effective communication strategies (Bustari et al., 2017).

Listening to podcasts not only provides entertainment and information but also serves as a valuable tool for improving oral communication skills. Podcasts often include interactive elements such as call-ins, interviews, and live episodes that encourage active listener engagement through the contribution of ideas, questions, and personal

anecdotes (Sandoval Zapata & Díaz Larenas, 2020). In addition, podcasting provides a platform for individuals to hone their public speaking skills by producing and hosting their episodes, allowing them to share their knowledge, experiences, and opinions with a broader audience. Through this process, individuals can improve their clarity, fluency, and presentation skills while increasing their confidence and motivation (Retno & Rahmi, 2022).

6.3. Justification

In the current digital era, oral communication is evolving beyond traditional confines, creating exciting opportunities and dynamic challenges in the educational environment. In this context, the present proposal focuses on the innovative integration of podcasts as an effective pedagogical tool for the improvement of oral communication skills in the English classroom. The implementation of lesson plans specifically designed to exploit the pedagogical potential of podcasts is proposed, recognizing the fundamental importance of oral communication in the academic and personal development of students (Parrales Picazo & Touzard, 2023). Podcasts, as an ever-growing communication medium, offer a unique platform to address this challenge by providing engaging and accessible content (Ramli & Kurniawan, 2017).

This proposal is based on the premise that podcasts can make a significant difference in the teaching-learning process by encouraging the active participation of students and improving their communicative skills in the English language. Through the exploration of how podcasts can be effectively integrated into the curriculum through the design of specific lesson plans, educators will be able to create dynamic and collaborative learning environments (Tomé & Richters, 2020).
Will provide educators with a booklet of podcast-based lesson plans for improving oral communication, designed to fully exploit the pedagogical potential of podcasts. This proposal invites educators to explore new frontiers in teaching and learning by harnessing the transformative power of podcasts to ensure improved student oral communication.

6.4. Objectives

6.4.1. General

To elaborate a notebook of podcast-based lesson plans to improve oral communication.

6.4.2. Specific

- To identify the topics and activities that will be part of the lesson plans.
- To explain how the activities will be carried out to improve oral communication in English.
- To socialize the proposal to the English teachers and the authorities at Unidad Educativa Santo Domingo de Guzmán.

6.5. Feasibility analysis

This feasibility study will look at the proposal's goal of looking at how podcasts affect the development of oral communication abilities. The analysis will evaluate the feasibility, applicability, and probable challenges of carrying out the suggested study.

Technical Aspects: The main objective of the proposal is to investigate how podcasts can improve oral communication skills. The objectives of the study may include measuring participants' listening and speaking skills before and after exposure.

Technological: To assess the feasibility of the proposal, appropriate data collection techniques such as questionnaires and tests that measure participants' communication skills will be considered. To find significant patterns and trends, qualitative and quantitative analysis tools will also be used.

Economic-financial: It is essential to determine whether participants have access to the necessary technology (computers, smartphones) as well as reliable Internet connections.

6.6. Theoretical foundation

The theoretical framework for the proposal of a podcast-based lesson plan booklet to improve oral communication was based on several relevant theories and ideas about learning and communication. Some of the most important theoretical ideas are:

Albert Bandura's social learning theory focuses on how people pick up new skills by watching, copying, and mimicking the behavior of others. In the context of podcasts, students can take notes on language patterns, listen to hosts and speakers who communicate clearly and imitate their mannerisms to enhance their oral communication abilities (Bonilla Andrango, 2022).

Constructivism: This method of teaching promotes active knowledge production by students as opposed to passive information absorption. Learners can actively engage in the learning process and enhance their oral communication skills by listening to podcasts that include discussions, debates, or interviews (Guerra G., 2020).

According to John Sweller's cognitive load theory, podcasts can promote learning and improve oral communication skills by providing easily accessible audio-based knowledge compatible with working memory capacity (Pernett Cárdenas, 2018). By engaging in activities such as speaking exercises or conversations focused on specific podcast episodes, students can hone their oral communication skills and produce content that matches the information they are learning through podcasts (Conchas, 2023).

6.7. Methodology

Sampling strategy: A diverse set of participants drawn from an academic institution was chosen using a convenience sampling technique.

Data Gathering Techniques:

Surveys: To collect quantitative information on participants' consumption of podcasts, their perceptions on the development of their oral communication skills, and other

topics, a systematic questionnaire was created. The opinions of the participants were established through Likert scale questions. (Lu et al., 2021; Weir et al., 2022).

Data analysis methods

Quantitative data analysis: Descriptive statistics such as frequency determination, variable association, and item validation were used to evaluate the survey data. Significant relationships or differences between variables were determined by inferential statistical analysis, such as t-tests or chi-square tests. Tables and charts were used to present the results (Loja-Gutama et al., 2020).

Data integration: To provide a more complete picture of the research topic, quantitative and qualitative data were merged in the interpretation step. The results of both methods were compared (Richards et al., 2019).

6.8. Proposal development

Notebook of podcast-based lesson plans

LESSON PLANS | Improving oral communication

Tatiana del Rocío Barreto Silva

2023

CONTENTS

Lesson Plan 1: Development of personal presentation skills.

Lesson Plan 2: Development of skills to express opinions and participate in debates.

Lesson Plan 3: Development of narrative skills through podcasts.

Lesson Plan 4: Expansion of vocabulary and use of idiomatic expressions.

Lesson Plan 5: Development of interview and formal conversation skills.

Lesson Plan 6: Application of learned skills in a personal project.

Santo Domingo de Guzmán Educational Unit

Lesson Plan 1

TEACHER:

GRADE:

DATE:

TOPIC: Development of personal presentation skills.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Improve the ability to present oneself effectively.
- Use appropriate expressions in personal presentations.

MATERIALS NEEDED:

- Podcasts of practical tips on how to present yourself and make a good impression: https://open.spotify.com/show/08XveTtMJIYffPwjjVwpSM
- Voice recorder or recording devices.

ACTIVITIES:

- Listen to the podcast.
- Discuss and analyze key features.
- Practice presentations in pairs.
- Record and evaluate presentations.

DIDACTIC STRATEGIES:

- Introduction to the topic by listening to a personal presentation podcast.
- Discussion on the characteristics of an effective presentation.
- Guided practice of personal presentations in pairs.
- Recording of presentations for analysis and feedback.

LEARNING STRATEGIES:

- Observation and analysis of examples in podcasts.
- Active participation in guided practice.
- Self-assessment and peer feedback.

EVALUATION STRATEGIES:

Evaluation of clarity and coherence in presentations:
- The evaluation criteria will be clarity of expression and coherence in the structure.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Take note of clarity and consistency while expressing yourself.
- Ideas are presented logically and sequentially.
- Note possible areas for improvement.
- Peer feedback and self-evaluation.

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Lesson Plan 2

TEACHER:

GRADE:

DATE:

TOPIC: Development of skills to express opinions and participate in debates.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Improve the ability to express opinions clearly.
- Actively participate in informal discussions.

MATERIALS NEEDED:

- Podcasts of debates and discussions:
  https://www.nytimes.com/column/the-argument
- Voice recorder or recording devices.

ACTIVITIES:

- Listen to the debate podcast.
- Analyze strategies and techniques used.
- Participate in simulated debates.
- Record and review debates.

DIDACTIC STRATEGIES:

- Introduction to the topic by listening to a debate podcast.
- Analysis of strategies used in debates.
- Mock debate in small groups.
- Recording of debates for review and feedback.

LEARNING STRATEGIES:

- Active listening to examples in podcasts.
- Active participation in simulated discussions.
- Self-assessment and peer feedback.

EVALUATION STRATEGIES:

- The evaluation criteria will be the frequency and quality of interventions, the ability to listen to other participants and coherence in the structure of ideas.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Pay attention to how the participant engages in the discussion.
- Evaluate how the participant organizes his ideas.
- Observe clarity in verbal expression.
- Provide Immediate Feedback.

Santo Domingo de Guzmán Educational Unit

Lesson Plan 3

TEACHER:

GRADE:

DATE:

TOPIC: Development of narrative skills through podcasts.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Improve the ability to tell stories effectively.
- Use narrative elements in oral communication.

MATERIALS NEEDED:

- Narrative podcasts: https://www.podbean.com/podcast-detail/j4hgs-338d6/Podcast-Episodes-%E2%80%93-The-Narrative-Breakdown
- Voice recorder or recording devices.

ACTIVITIES:

- Listen to the narrative podcast.
- Identify narrative elements.
- Create and record stories.
- Share and evaluate recordings.

DIDACTIC STRATEGIES:

- Introduction to the topic by listening to a narrative podcast.
- Identification of key elements of storytelling.
- Creation and recording of short stories.
- Sharing of recordings and feedback.

LEARNING STRATEGIES:

- Analysis of examples in podcasts.
- Collaborative creation of stories.
- Peer evaluation.

EVALUATION STRATEGIES:

- The evaluation criteria will be narrative flow, evolution throughout the story and creative approach.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Set clear expectations.
- Pay attention to the narrative structure.
- Evaluate coherence and fluency.
- Comment on the positive aspects and areas for improvement.
- Peer feedback.

Santo Domingo de Guzmán Educational Unit

Lesson Plan 4

TEACHER:

GRADE:

DATE:

TOPIC: Expansion of vocabulary and use of idiomatic expressions.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Enrich vocabulary and use idiomatic expressions appropriately.

MATERIALS NEEDED:

- Podcasts focused on vocabulary and idiomatic expressions: https://open.spotify.com/show/4kI0Pb9Tq9SQXDJVzLI7A5

ACTIVITIES:

- Listen to the vocabulary podcast.
- Create dialogues with new expressions.
- Record and review the dialogues.

DIDACTIC STRATEGIES:

- Introduction to the topic by listening to a vocabulary podcast.
- Identification and annotation of new expressions.
- Creation of dialogues using the new vocabulary.
- Recording and reviewing dialogues.

LEARNING STRATEGIES:

- Active listening to examples in podcasts.
- Collaboration in the creation of dialogues.
- Self-assessment and review of recordings.

EVALUATION STRATEGIES:

- The evaluation criteria will be precision and fluency in the use of vocabulary and idiomatic expressions.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Use of words precisely.
- Use of idiomatic expressions in a natural and fluid way.
- Use of vocabulary that reflects different levels of complexity.
- Deep understanding of the meaning of words and idiomatic expressions.

Santo Domingo de Guzmán Educational Unit

Lesson Plan 5

TEACHER:

GRADE:

DATE:

TOPIC: Development of interview and formal conversation skills.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Improve the ability to participate in interviews and formal conversations.
- Develop the ability to answer questions effectively.

MATERIALS NEEDED:

- Interview podcasts: https://podtail.com/es/podcast/the-art-of-charm-confidence-relationship-dat/
- Voice recorder or recording devices.

ACTIVITIES:

- Listen to the interview podcast.
- Participate in mock interviews.
- Record and review interviews.

DIDACTIC STRATEGIES:

- Introduction to the topic by listening to a podcast of interviews.
- Analysis of strategies used in interviews.
- Participation in mock interviews.
- Recording and reviewing interviews.

LEARNING STRATEGIES:

- Active listening to examples in podcasts.
- Active participation in mock interviews.
- Self-assessment and peer feedback.

EVALUATION STRATEGIES:

- The evaluation criteria will be verbal fluency, grammar and clarity of expression.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Create interview and conversation situations.
- Inform about the objectives and evaluation criteria.
- Organize interview sessions and conversations.
- Make recommendations for continued development

Santo Domingo de Guzmán Educational Unit

Lesson Plan 6

TEACHER:

GRADE:

DATE:

TOPIC: Application of learned skills in a personal project.

Time: 1 h 30 min

LEARNING ACHIEVEMENTS:

- Apply oral communication skills in a personal project.
- Reflect on progress throughout the course.

MATERIALS NEEDED:

- Recorders, recording devices.

ACTIVITIES:

- Plan and record a personal podcast.
- Exchange recordings and provide feedback.
- Reflect on progress throughout the course.

DIDACTIC STRATEGIES:

- Planning and recording a personal podcast on a topic of choice.
- Sharing recordings and providing feedback.
- Reflection on progress throughout the course.

LEARNING STRATEGIES:

- Successful application of learned skills.
- Peer evaluation.

EVALUATION STRATEGIES:

- The evaluation criteria will be the effective application of vocabulary and grammar, coherence in communication and adaptation to different situations.
- Create a rubric with the defined evaluation criteria and assign scores from 1 to 5 for each level of performance, where 1 is unsatisfactory and 5 is excellent.
- Students will design a personal project, such as recording a presentation, creating a podcast, or participating in conversations.
- Follow up to ensure participants are progressing as planned.
- Organize a session to present the projects.