

The Power of Voices: Boosting EFL Speaking through Intrapersonal and Interpersonal Podcasts.

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ABSTRACT

This paper presents an action research project that analyses the impact of podcasts with intrapersonal and interpersonal content on the speaking skills of 10th-grade students. The Instituto Pedagógico Nacional is a public school in Bogotá, Colombia, and it hosted the research. The project collected data through field notes, surveys, diagnostic tests, interviews, artifacts, and recordings made by the preservice teacher. The researcher implemented the instructional design in three cycles of interventions. The researcher then used the triangulation method to determine the project's conclusions, implications, and limitations, considering various perspectives, data collection methods, and data theories. In summary, podcasts are a tool that contributes to developing students' speaking skills. They began to converse more in English, despite their occasional linguistic errors.

Keywords: podcasts, speaking skills, intrapersonal and interpersonal content.

RESUMEN

Este documento presenta un proyecto de investigación acción, que analizó el impacto del uso de podcasts con contenido intrapersonal e interpersonal en las habilidades orales de los estudiantes de décimo grado. El Instituto Pedagógico Nacional, fue el colegio en el que la investigación se realizó, este es una institución pública en Bogotá, Colombia. En el proyecto los datos se recolectaron por medio de notas de campo, encuestas, test diagnósticos, entrevistas, artefactos y grabaciones realizadas por la maestra en formación. El diseño instruccional se llevó a cabo en tres ciclos de intervención. Después, la investigadora a través del método de triangulación consideró diferentes perspectivas, métodos de recolección de datos y teorías para poder determinar las conclusiones, implicaciones y limitaciones del proyecto. En conclusión, los podcasts son una herramienta que contribuyen con el desarrollo de algunas habilidades orales de los estudiantes, ya que los estudiantes comenzaron a hablar en inglés, a pesar de los errores que cometían de la lengua.

Palabras claves: Podcasts, habilidades orales y contenido intrapersonal e interpersonal.

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CHAPTER I

THE PROBLEM

Local context

The following research was at the Instituto Pedagógico Nacional, an educational centre in Bogotá that focuses on different branches of science and art from preschool through high school. It is important to consider that the Instituto Pedagógico Nacional is the official centre of practices of the National Pedagogical University, which is why the observation for the development of the following project was conducted at this institution.

The IPN, a school located in Usaquén in the north of Bogotá, is surrounded by two private schools and the Usaquén School IED. The area near the school is stratum 3 and 4. The buildings near the school are residential. However, it is important to note that there is a strong commercial zone, since a little further down the road is the Unicentro shopping centre, which brings together a large part of the community. Additionally, the surroundings boast a variety of recreational parks, such as the country park located behind the institution. This feature enhances the commercial appeal of the area where the school is located, as it boasts not only the Unicentro shopping centre but also numerous establishments offering various services.

Similarly, people there enjoy a high level of security due to several medical offices near the school. This means that from seven in the morning, people frequently move. Equally, walking near the school does not significantly compromise the security of the region. This implies no matter what time of day it passes through, the zone is crowded with teachers, workers, residents, and tourists, all of which make it safe.

Institutional context

The school is considered a national heritage school since it was one of the first normal schools founded in Colombia. Initially exclusively catering to women, the school became a part of the National Pedagogical University upon its foundation, ensuring its curriculum

aligned with the university's objectives. It is also important to note that the school is large, providing ample space for students to carry out their daily activities, as well as various rooms each serving a different purpose. The school also has a large green area, which means that the students are surrounded by trees. It also has some buildings that are divided by primary and high school, as well as different courts to practice sports, such as basketball, volleyball, and football.

The IPN is a school that offers educational services from early childhood, i.e., kindergarten and transition, as well as elementary, high school, and middle school. The school boasts an educational facility that accommodates a minimum of four classrooms per educational level, thereby accommodating a substantial student population. Specifically, it has approximately 1340 students, with an average of 26–32 students in each classroom. The school's count indicates that primary school has more students and, consequently, more teachers. Nevertheless, the number of students in middle school is significantly lower than in secondary school. Consequently, there is only one teacher for middle school, resulting in a heavier academic load.

According to the timetable, students attend school from 7:00 am to 3:00 pm, with classes divided into 90 or 45 minutes. From preschool to ninth grade, the majority of the subjects have two classes of 90 minutes per week. However, students from tenth and eleventh grade just have classes of 90 minutes per subject every week. This situation is due to in high school a vocational guidance project is held. As a result, students must choose their interest area named “énfasis”. There are four “énfasis” with a particular quantity of subjects each one. For instance, 1002 focuses on maths and technology areas, which means students take more classes related to their “énfasis” limiting their English class time and affecting their language learning process.

Participants

The middle school population in tenth grade participated in this research study; the researcher chose the course 1002. Initially, because their primary focus was on math and technology, they concentrated on developing related skills and resources. Consequently, they only received two hours of English per week, in contrast to ninth graders who received four. The course comprised 18 students, with over half of them being boys, as well as the presence of teenagers aged between 15 and 17. Similar to the school's location, the student body was a floating population, meaning many did not live in the neighbourhood and occasionally arrived by bus.

An interesting aspect of the selected course was that about 10 students opted to take German instead of English. This was primarily because of their superior English proficiency compared to the rest of the class, prompting the management to assign them German lessons instead. This meant that students who studied German had dedicated hours for this class, taught by a different teacher from the English one. Here they learned the grammatical structures of the language; they had assignments, and they had to perform in that subject since the grades they got in the German subject were applied to the English class to justify them.

The students who took English reported that their level was not poor; in fact, the diagnostic test made by the researcher showed that many of them had good reading comprehension and written production skills. The primary issue they encountered pertained to their speaking and listening abilities; this could potentially stem from the limited availability of English audio. Despite the teacher's encouragement to speak, some students still struggled to fully get a handle on the language. This resulted in a lag in their practical understanding, as they grasped the grammatical structures and were proficient in their application. However, when presented with real-world scenarios, they faced challenges

articulating themselves in English. It is worth noting that the research started with course 1002, but due to its two-year duration, the course changed to 1102 in the final semester of the intervention period. This indicates that, while the majority of the population remained the same, there were adjustments for students who shifted their focus or dropped out of the course.

The Problem Statement

Based on what the diagnosis did reveal; it was possible to determine that the level of the tenth-grade students was not as expected in speaking skills. The researcher conducted firstly observations [see annex 1] to look at the methodology of students' English classes. Owing to it was perceived the academic spaces' primary focus on teaching grammatical subjects as a hindrance to their language proficiency, making it difficult for them to enhance their writing, reading, listening, and speaking skills. Regarding the Common European Framework of Reference for Languages (CEFR) (2020), English learning must be concentrated on the advancement of the four language skills and not leave learning focused solely on grammatical structures. Besides, the CEFR mentions the importance of teaching communicative competence to students, so they can establish real conversational situations. Therefore, if the classes are only based on grammatical structures, for students will be impossible to address the expected level in the foreign language.

Moreover, the second instrument used was a diagnostic test [see annex 2] which consisted of the evaluation of the four abilities already mentioned. So, it was about a reading comprehension activity, a writing composition related to filling the gaps, a speaking of creation sentences about a familiar topic, and a listening comprehension point. Furthermore, it was evident the insufficiency of the students' speaking skills in practice. The test revealed that the students' speaking skills were inadequate due to a lack of progress in expression that was unclear and not sufficient to the level that they must have in tenth grade.

As stated by public policy of bilingual Colombia (2018) numeral 6, the tenth-grade students should hold spontaneous and simple conversations about topics that are of their knowledge, personal, or academic interest. In other words, students should end their educational process with a B1 level in English, this indicates that they know the language but can also use it as a means of communication. The student must be able to describe certain experiences, events, dreams, and ambitions and explain his or her point of view in different communicative situations; also, he or she must have the ability to narrate a story or relate the plot of a book or film; finally, the student must express simple opinions or preferences on common topics and justify his or her points of view.

Nonetheless, the third instrument was a survey related to the students' perceptions of the English class. It was possible to determine from the responses that they consider the class as something positive because they expressed their interest in language learning, which is important to the study. According to Garcia (2020), motivation is a key element of the English learning process, because students are interested in learning the language and it could result in an effort in English class. Intrinsic motivation is the one that lets students have long-term learning, so it fosters a genuine compromise with the formative process.

Keeping in mind the diagnostic the problem may be due to different situations that arise in the classroom like the English classes centred on grammatical explanations, the scarcity of materials and technologies, and the few weekly hours assigned to the subject. Moreover, the implementation of strategies and approaches fails to align with the needs of the students. Hence, it is necessary to implement tools that increase the tenth-grade students' English level in Colombian public schools.

Research Question

What is the impact of implementing podcasts with intrapersonal and interpersonal content as a tool for developing speaking skills among 10th-grade students at IPN school?

Main Objective

To determine the scope of the impact of the use of podcasts with intrapersonal and interpersonal content on the speaking skills of IPN tenth-grade students.

Specific Objectives

- To identify the roles of podcasts in the development of speaking skills of tenth grade IPN students.
- To analyse students' responses towards the use of podcasts as an educational tool for the development of oral expression skills.

Rationale

In today's world, there is a growing social need to learn English, as it allows people to communicate effectively across various regions globally. Thus, people must learn English to ensure a better quality of life. Knowing the language permits one to access certain jobs that offer better economic remuneration. Therefore, students need to learn English to have access to a better education, travel to different parts of the world, and communicate in a foreign language.

The Colombian Ministry of Education, to promote English as a second language in the country, created the National Bilingualism Programme (2004), which suggests an improvement in the communicative competencies of the English language and, through them, proposes the use of media and new technologies to support teachers in the teaching of the language. The main objective of the National Bilingualism Program is for citizens to be able to communicate in a foreign language and for that, they have to cultivate speaking skills. This indicates that it is essential to provide an education that responds to the enhancement of communicative skills. So, students can face the globalized world in which they can converse with many people, about different topics.

This increases the job opportunities for individuals, as students must end their educational process by speaking the universal language. Because public policy fosters the idea that students must end school and work on something, that is why teachers must provide the basic knowledge to allow them the opportunity to access better job conditions. Also, language knowledge is fundamental to all the ambits, as it is a requirement to different things in the life project of a person, such as graduating with a bachelor's degree, traveling, living in another country, or having contact with people whose native language is not Spanish.

Similarly, we must persistently explore the realm of speaking skills, as they serve as a foundation for advancing foreign language learning, given the understanding that a person masters a language only when they can use it to communicate with spoken words. It is crucial to consider its impact on developing education and global communication, as students could progress themselves and have advantages in relation to their life quality, as the knowledge of the language is necessary to our society. Likewise, further investigation in the field of speaking skills helps promote intercultural competence, so people can communicate effectively as speakers of other languages and cultures. Additionally, researching on oral skills in English could help overcome language barriers by identifying strategies to assist individuals with speech limitations in learning the language which might promote equitable access to quality education for all, including those from disadvantaged groups.

Bearing in mind what was stated previously, this research could potentially benefit not only EFL students but also foreign language teachers who are looking for new tools, alternatives, and techniques to effectively teach the language. Hence, the study prioritized the development of speaking skills, grounded in the belief that effective language learning occurs through communication. Thus, the researcher expects the students to enhance their oral production in the language, enabling them to express their needs in a language different from their mother tongue.

In this way, the use of podcasts might improve speaking skills, since one of the objectives of the pedagogical proposal is to have the students create their own podcasts, which might lead them to practice their speaking. Besides, by utilizing podcasts as a learning tool, students might foster their language proficiency due to they are focused on achieving a communicative goal rather than on acquiring structures of the language.

Moreover, podcasts could serve as an effective tool for teaching foreign languages, given their simple and quick accessibility, making it a familiar and accessible medium. Apart from that, it also benefits from its incorporation of technology which is a must in our current society. Finally, this project not only attempts to enhance students' speaking skills but also to equip them with some necessary tools to explore intrapersonal and interpersonal knowledge, empowering them to recognize themselves and others, and most importantly, to express their ideas to others through the podcast.

CHAPTER II

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

This chapter introduces first, a critical review of national and international studies relevant to the topic of the current research; and second, it defines and characterizes the key theoretical constructs that support the study, which include podcasting, soft skills, and both intrapersonal and interpersonal knowledge.

State of art

In this section, the researcher found five national and international studies on the use of podcasts as a tool for teaching a foreign language.

The first selected research was “*Podcast: Enhancing Argumentative Productive competences in EFL Learners,*” developed by Alfonso (2020) from the Universidad Pedagógica Nacional. The author raises the problem that students do not feel comfortable speaking in English. The general objective of the research is to analyze how podcasts, using the TBLT approach, contribute to the productive argumentative development of EFL competencies in tenth-grade EFL students at Instituto Pedagógico Nacional. The study employed a qualitative methodology, utilizing field diaries, questionnaires, and interviews as instruments. The COVID-19 pandemic hindered the project's implementation, preventing the analysis of the podcast's potential to boost students' oral production.

Second, this research was taken into account in the current investigation due to the similarities in relation to the theoretical constructs. The author focused on the use and creation of a podcast to improve students' oral skills. Therefore, it allowed for the maintenance of the same constructs related to the skill that was intended for improvement. The research was also done at the Instituto Pedagógico Nacional with tenth graders, so the same population sample was used. Yet, since the previous research could not be implemented, there are no results on the educational impact of podcasts. Similarly, while the

previous study concentrated on different aspects of podcasts, the present research employs a different approach, applying soft skills for its development.

In second place, the research selected was “*PODCASTING: A Way to improve integrated skills through Blended Learning*” by Pachón (2022) at the Universidad Pedagógica Nacional. The author asserts that teachers' insufficient use of didactic tools prevents students from learning English, leading her to propose a general objective of enhancing integrated skills through the implementation of a podcasting strategy with ninth graders at a public school in Bogotá. The proposal employs a pedagogical and didactic innovation methodology, leveraging field diaries for student observation and blended learning as tools. Regarding the project's outcomes, the researcher confirmed the effectiveness of podcasts in enhancing foreign language proficiency, underscoring the necessity for teachers to receive comprehensive training in ICT tools and to supplement them with essential knowledge. However, she does not show in a specific way the progress of the students using podcasts.

This research was considered relevant to the current study because it contains the central theme: the use of podcasts. It provides valuable support in understanding how to effectively handle podcasts as a pedagogical tool for teaching a foreign language. Additionally, the categories identified in the research played a crucial role in shaping the current study's framework. Even so, whereas the previous search concentrated on integrated skills such as writing, speaking, listening, and reading, the current study solely concentrated on speaking skills. Besides, while the approach included both face-to-face and online classes, the actual study only focused on presential classes.

Gutiérrez's (2018) research, "*Collaborative podcasts and videocasts for English language proficiency development in a 10th grade,*" was the third selection. The author focused on the development of oral and listening skills using podcasts and vodcasts, to design

a collaborative learning proposal mediated by podcasting and vodcasting to promote oral interaction under an action research design. The methodology of the study was qualitative and the tools considered were surveys and questionnaires. The result was that the operation of podcasting and vodcasting allowed the students to progress; in this case, many of them improved their oral comprehension, so they certified that it is important to use ICT to teach English. Teachers can use collaborative work as a beneficial strategy to access knowledge.

The selection of this research was based on its shared similarities with the current study, specifically its use of podcasts to enhance oral production. To put it another way, the conceptual frameworks used in the previous study played an important role in shaping the constructs for the current investigation. The previous research also employed the same population, which provided valuable insights into the needs of this particular trial body. Nevertheless, it implements a different technical tool, which means that many of the variables are different from what is maintained in the current research. Additionally, it implemented Vodcast, a tool that the new study did not apply.

The next research set was “*The effects of podcasting on EFL upper-intermediate learners' speaking skills*” by Farangi and Nejadghanbar (2015). The investigation focuses on the employment of technology to acquire a foreign language and aims to investigate the effects of podcasting on EFL learners' speaking skills. The study utilizes an experimental pretest-post-test methodological design, wield the ANOVA platform for data analysis. As a result, there were some advantages of podcasting on EFL learners' speaking skills in the sense that the explicit use of podcasting helped learners in the experimental groups to improve their verbal proficiency. It can be concluded that the oral communication abilities of the experimental groups have significantly enhanced due to the effective use of podcasting.

The significance of this research lies not only on its focus on the effectiveness of podcasts as a foreign language teaching tool but also in its implementation of one of the

investigation's analysis categories: the students' perspectives on podcast creation. Thus, the study evaluates the impact of podcasting on speaking skills, providing the essential elements to construct a theoretical framework for analysing the student's experiences during the recording phase of the investigation. Despite the previous research solely concentrating on the student's perceptions, neglecting the approach or content, the current study also considered these elements for both implementation and analysis.

The study conducted by Haryati and Daud (2013) titled "Public Speaking Anxiety in Podcast-Assisted Language Classes Center for Modern Languages and Human Sciences" focused on the potential of technological tools to alleviate students' public speaking anxiety. Consequently, they set the objective of investigating the impact of podcasting on students' anxiety levels. The methodological design of the study is quasi-experimental, and they utilized programs such as Kruskal-Wallis one-way ANOVA for data analysis. The results showed that some students reported feeling less nervous when speaking in English, and the interviews revealed that pupils experienced less anxiety at the end of the module because they felt more comfortable having more time to prepare and practice more.

This research is important for the present study as it examines whether the use of podcasts helps reduce the anxiety students feel when speaking in English. This is crucial because it offers the relevant elements to support the theoretical framework of this proposal. Nonetheless, the investigation employs tools as the actual one and focuses on students' perceptions, it does not deepen the boost of students' speaking skills. Whereas the existing research focuses on the approach, and content, and measures the enhancement of students' speaking skills.

Theoretical Framework

Information and Communications Technology (ICT)

Information and Communication Technologies (ICT) stated by Voogt and Knezek (2008) they are the tools, resources, and technological devices that afford processing, management, storage, transmission, and access to information. They include technologies such as the Internet, computers, telecommunication networks, mobile devices, and software. According to the website of the Colombian Ministry of ICTs, the Organization for Economic Cooperation and Development (OECD), which is an international communications organization that seeks to design better policies for the development of people's lives, is concerned about the educational quality of Colombian children. Livingstone et al. (2011) says that children and young people in today's society are born with technology; they often possess mobile phones, internet access, and other technologies. Similarly, the pandemic dispelled the notion that technology and education could not coexist. MinTic actively seeks, analyses, and promotes the most innovative and effective educational environments, firmly believing that the integration of new technologies enhances the effectiveness of the learning process. Regardless, few schools use ICT-supported methodologies due to resource or coverage constraints.

Firstly, it opens a new teaching opportunity for teachers since access to information and new tools enables them to offer knowledge more efficiently to students. Secondly, the personalization of teaching because it adapts to the needs of each student because every student learns differently and everyone learns in unique ways, so through ICT it is possible for students to reinforce the learning area by expanding the information. Thirdly, there are skills for adult life in a technologically advanced environment, because if there is no technological literacy it could create a social, economic and labour gap. Finally, education based on ICT allows students to adapt easily to a constantly changing society.

This is why MinTic (2021) proposes that implementing ICT in the classroom is not just a matter of equipping classrooms and libraries with computer terminals and high-speed

internet connections. Instead, it is important to give them a purpose, which requires teachers to incorporate digital tools into their teaching methods, thereby fostering both teacher and student innovation. In this regard, the current study concentrated on the use of ICT in the production of podcasts, which necessitates the use of headphones, computers, microphones, and software for recording, editing, and uploading to specific websites. Although, there is also an economic barrier to the implementation of ICTs. Equipping a school with all the technological tools comes at a high cost, which not all educational establishments can afford, thereby limiting access to this opportunity.

Podcast in Education: A Versatile Tool

The podcasts are conceived by McClung and Johnson (2010) as a content digital format that is about a series of audio episodes available to be transmitted in line or uploaded. They allow flexible access to entertainment, information, or education, as people can listen to them at whatever time and place. Also, Gillmor (2004) says that podcasts are a variety of radio, but they employ the internet, which lets people produce and distribute audio content. In addition, it is stated that podcasts have transformed the consumption of content, offering creators the capacity to reach specific audiences and generate communities around different topics. Moreover, anyone can download and publish them on the internet any time, using a computer, tablet, or mobile phone. Pachón (2022) defines podcasting as the process of using technological resources to create, produce, edit, and distribute podcasts.

On the other hand, Winn and Beatty (2020) state they cover various topics and styles. In the first place, one of them follows an interview format. They feature conversations with guests on specific subjects, often aiming to be informative. In many cases, the guests are experts relevant to the podcast's theme such as scientists or psychologists. Also, narrative podcasts focus on telling real or fictional stories; frequently incorporating music or sound effects. Moreover, the informative podcast gives analysis and discussions on current topics,

news, or public interest like technology, science, or culture. Another type is educational podcasts which are designed to teach about specific subjects, including lessons and tutorials. Besides, talkative podcasts feature groups of people engaging in free discussions on diverse themes, usually with an informal and entertaining style. As well, some comedy podcasts center on humor through monologues, sketches, or comedic discussions. Furthermore, documental podcasts explore subjects in depth, typically combining investigation and narration. Finally, the audiobooks offer books and text readings, letting the listeners enjoy literature in audio format. This variety demonstrates that podcasts enable listeners to have a wide range of experiences, making them valuable tools for education.

From an educative perspective, teachers can easily access and listen to podcasts through various applications like Spotify, Anchor, Audacity, Talkshoe, Ivoox, and GarageBand, among others. Additionally, educators can understand podcasting in educational settings as it provides flexibility, eliminating the need for time and location constraints. Moreover, Dudeney (cited by Gutiérrez, 2018) emphasizes that audio programs provide genuine opportunities for English practice in authentic contexts, thereby enhancing communicative competence. Specifically, the project employs talkative podcasts, as students have the time to speak about determined topics like a conversation between friends or partners. Then they talk about intrapersonal and interpersonal content but not as an investigation, it is according to students' reflections on their thoughts and emotions and the relationships with their context. O'Bryan and Hegelheimer (cited by Yeh, 2013) assert that education uses podcasts to practice communicative abilities like pronunciation and oral expression. In summary, the integration of podcasts into the classroom enriches the student's learning experience and fosters an interactive and engaging environment for them to increase their speaking skills.

Speaking Skills.

Speaking skills are competences that enable a person to communicate effectively and fluently in conversational situations. These skills encompass not only the ability to pronounce words correctly but also to structure ideas coherently, use an appropriate range of vocabulary and grammar, and adapt speech to different contexts and audiences. According to Nunan (1999), speaking skills are a central component of interactional competence, which includes both fluency, referred to as the ability to produce language continuously, and accuracy, which is the appropriate use of linguistic structures. Nunan maintains the premise that interaction is central to the acquisition of these skills, so speaking is not just an individual process but a social activity requiring active participation in conversations.

Additionally, oral proficiency refers to the use of spoken words, implying that speech serves as the mechanism for conveying information. In addition, Richards (2008) defines speaking skills as the ability to use language effectively and appropriately in real situations. Thus, speaking is not only the correct pronunciation of words but also encompasses communicative competence, which includes knowledge of when and how to use language in different contexts. Harmer (2007) takes a similar view of speaking skills, considering them a mixture of skills that enable a person to actively participate in oral communication. He emphasizes the importance of fluency as the ability to speak continuously without excessive and long pauses. Additionally, accuracy refers to the proper employment of the language, including grammatical structures, vocabulary, and pronunciation. Furthermore, the interaction is the capacity to participate in a conversation, answer properly, and respect the speech time of the interlocutors. Equally, pronunciation is the capacity to articulate sounds and words correctly, including intonation, rhyme, and accent. Also, cohesion and coherence, cohesion refers to the use of connectors and grammatical elements to connect the ideas, and coherence to the ability to organize them clearly and logically. Too, vocabulary is based on the correct employment of certain words related to the context in which the speaker is talking. Therefore,

the author states that to be able to speak effectively in a foreign language requires regular practice and a focus on these aspects.

Thus, regarding the project objectives, there is a clear connection between them and the theory of speaking skills. Wangare (2015) asserts that the project encompasses a diverse range of communication formats, including face-to-face conversations and digital methods, thereby enhancing language learning through exposure to various contexts. In this sense, the use of podcasts provides an ideal platform to practice those skills in an accessible and flexible environment. Rao (cited by Hussain, 2018) states that speech serves as the most effective introduction to other language skills and that learning through speaking represents a natural method of comprehension of a foreign language. The implementation of intrapersonal and interpersonal content podcasts not only allows students to listen to authentic examples of language usage but also enables them to create their own content, which in turn fosters conversation and promotes language acquisition.

Furthermore, podcasting to practice speaking skills has key components such as pronunciation, fluency, and vocabulary. Repeatedly listening to podcasts such as their own or other people creations, helps students to improve their pronunciation and fluency. And the creation of their podcasts allows them to expand their vocabulary and apply correctly the grammatical structures. Also, the podcasts interact either through active listening or content production, strengthening students' capacity to start and follow conversations, as well as to respond appropriately to their interlocutors.

Intrapersonal and interpersonal content

The intrapersonal and interpersonal intelligence is the inner knowledge of the internal aspects of a person, which enables one to understand and work on oneself. According to Gardner (1983), the development of it is a fundamental component of human evolution and the educational process. In the theory of multiple intelligences, Gardner argues that schools

should recognize and cultivate all types of intelligence, including intrapersonal content.

Gardner (1983), in his work *Frames of Mind: The Theory of Multiple Intelligences*, says that "intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feelings" (253). Intrapersonal intelligence encompasses self-awareness, self-assessment, and comprehension of emotions, motivations, and personal objectives, which are essential for students' personal growth and emotional self-regulation.

Mayer and Salovey (1997) describe self-awareness as a fundamental component of intrapersonal intelligence. Their model of emotional intelligence defines it as the capacity to perceive and comprehend one's emotional states, which is essential for improving an individual's psychological well-being. This facilitates personal growth, as it permits people to establish personal goals and improves decision-making by favoring a deeper understanding of the emotions and desires of the individual.

Conversely, the research discusses not only intrapersonal content but also interpersonal content, focusing on relationships with external parties. Gardner (1983) asserts, "Interpersonal knowledge enables a proficient adult to discern the hidden intentions and desires of numerous individuals, and potentially take action based on this understanding, such as guiding a diverse group to behave in a desired manner." (pg. 253). Hence, it refers to the ability to comprehend the motivations, emotions, intentions, and desires of others. It also maintains that individuals who cultivate this intelligence excel in communication, empathy, and cooperation, fostering successful interpersonal relationships, teamwork, and effective leadership through its development.

As stated by Goleman (2006), interpersonal intelligence refers to the capacity to comprehend and skilfully manage human relationships. He posits that it is a component of social intelligence, prioritizing empathy and social skills for an individual's societal growth. He believes that the development of this ability necessitates the nurturing of essential

elements such as comprehending the emotions, feelings, and interests of others, expressing and communicating efficiently, collaborating successfully, and managing interpersonal relationships proficiently.

Additionally, the intra- and interpersonal content encompasses soft skills, as noted by Samantray et al. (n.d.), who describe those personal qualities as the ones that improve the individual's interactions, career prospects, and job performance. These include personal attributes that describe the ability to interact with other people, but it should not be thought that soft skills are better than hard skills, as both complement each other to generate understanding, and enhance interpersonal competencies. Moreover, Samantaray (n.d) defines those abilities as a combination of interpersonal people abilities, attitudes, communication competences, social skills, character traits, career attributes, and emotional intelligence quotient (EQ). These attributes can be more useful and practical, likewise, they are related to emotions, perceptions, instincts, and feelings, one could say an inner knowledge about the subject being dealt with.

When the teacher accompanies the subject with the use of these types of abilities, it not only facilitates the student to acquire the knowledge they need but also develops the necessary social capabilities in the student, as they can learn to work in a team, to lead, and to communicate assertively, which leads to a more complete education. This is because a subject is taught separately from a context, and it is understood that the individual is part of a community.

It strongly connects with the research aims as it underscores the importance of intrapersonal and interpersonal intelligence within the educational context. So, integrating a podcast that follows the different important topics necessary for self-reflection and fostering communicative competences. Therefore, the proposal involves both enhancing their speaking

skills and equipping them to articulate their self-knowledge proficiently, which promotes greater comprehension and significant learning.

CHAPTER III

RESEARCH DESIGN

The next chapter focuses on the research design, presenting the methodological aspects that guided the study, including the research paradigm and the type of research. Likewise, it introduces the data collection instruments that were included in the project, which allow answering the inquiry question accurately and reliably.

Research paradigm

This research employed the qualitative paradigm, as Bhandari (2020) defines it as a method to comprehend the opinions, concepts, or events participants face. As stated by Cropley (2023), its main characteristic is the examination of how human beings make sense of their own experiences and subsequently analyse them in the context of behavioural sciences such as psychology, sociology, politics, and education.

In this paradigm, the researcher takes into account the behaviours of the population to understand the reasons behind their occurrence. As mentioned by Cropley (2023), “qualitative research is concerned with the *patterns and forms* of variables” (p. 6). This results in the recognition of the social needs of the subjects, concerning their needs and the socio-cultural context instead of the numerical data. Similarly, this research seeks to observe a phenomenon and comprehend it, indicating that it concentrates on more qualitative aspects in terms of analysing the problem.

Therefore, the following investigation is qualitative, as it aims to realize the reasons behind students' difficulties in learning English as a foreign language, particularly in developing their speaking skills. In this way, the objective is to interpret specific data to

describe and understand why this phenomenon occurs. Additionally, the researcher actively participates in this process, ensuring its qualitative nature.

Type of Research

The study's characteristics identify it as action research, primarily because it not only seeks to understand a phenomenon but also purposefully works to improve it. Therefore, it is important to remember that this type of study is a qualitative approach that involves two key components: firstly, identifying a problem, and secondly, trying to enhance it. This is a quintessential approach to educational investigation, as it enables one to identify the problem and to provide a solution to what is happening. Considering the statements made by Kemmis and McTaggart (cited by Rodriguez, 2010), this inquiry approach intends to augment teaching practices by implementing changes and fostering learning through the outcomes of these changes. Bartolomé (quoted by Rodriguez, 2010) describes it as a reflective process that connects research, action, and training in teaching practice. Likewise, Kemmis and McTaggart, (cited by Rodriguez, 2010), mention the characteristics of this type of approach, implying that it is participatory as it is nourished by the population itself. It also follows a spiral of cycles, which are planning, action, observation, and reflection. Too, it requires a personal diary in which all observations are kept, enabling the researcher to read the situations that occur amid the population. Finally, it performs a critical analysis of the proposed scenarios.

Considering this, the present study aligns with the qualitative paradigm's action research style. The study not only observes a phenomenon to understand its causes but also goes beyond traditional pedagogical practices. Its goal is to create an intervention that addresses the issue of students' poor speaking skills, identified in the initial phase of the study. Typically, educational studies employ this type of research to provide a solution to a

problem through pedagogical intervention, thereby surpassing the problem's description and transcending it.

Data Collection Instruments

In this section, the techniques as well as the instruments for data collection are defined and characterized. It is crucial to note that the instruments used facilitate the technique known as a triangulation process. As claimed by Denzin (1970), triangulation is a strategy to improve the validity and reliability of results in social research. The author distinguishes four types of triangulations: data triangulation, which uses different types of data; investigator's triangulation, which relates the data to different researchers analysing it; theoretical triangulation, which is based on multiple theories to interpret it; and methodological triangulation, which combines qualitative and quantitative methods. The study used the theoretical triangulation as it kept into account different theories.

Observation

Observation is a systematic process that involves the visual recording of desired information, aimed at objectively capturing events in the real world. Spradley (1980) states that we collect data by observing and documenting events, phenomena, or behaviours in a natural setting. The type of observation that was carried out, is participant observation, due to the researcher's engagement actively in the life of the group or community that has been studied, this led the investigator to have a profound comprehension of participants' behaviours, interactions, and social context.

As noted by Aguilar (2014), the observation tool is an instrument that will guide the investigators in their process and focus their attention on what they are interested in observing. Therefore, the researcher conducted this observation using field notes, enabling her to ascertain the recognition of knowledge, the development of the sessions, and students'

perceptions and attitudes towards the English classes. This process lasted three semesters, in which the process was continuous from the first session to the last one.

Survey

From the perspective of Lammers and Badi (2006), a survey aims to measure the opinions, attitudes, and features of many people according to the data from a sample of a group. As such, the survey is a procedure in research that allows the investigator to collect information through a previously designed questionnaire; these are a series of questions that are asked to a population sample to collect data on a specific topic. The participant group must be significant, which necessitates having a sufficient cohort. If the cohort is too small, it will not be possible to identify the phenomenon. Consequently, when conducting a survey, the researcher must determine which population to target and the quantity of information to collect.

This investigation also adopted a survey as a data collection tool, as it permitted us to identify the perceptions students held about the podcast. For this, a total of 3 surveys were conducted [see Annex 3]. Firstly, one to understand the perception of English of the population. Then, one was conducted after finishing recording the first podcast to understand how the perception of students had changed from the first survey. Finally, another more detailed and open response was gathered to understand the reasons for the responses of individuals, as well as see the perception of them after recording the second podcast.

Diagnostic test

Kumar (2016) refers to diagnostic tests as the process of identifying the causes of educational difficulties. Teachers and students constitute this exercise, which involves understanding the cognitive, attitudinal, and aptitudinal aspects of a group or each member. Monroe (quoted by Kumar, 2016) mentions two main aspects of a diagnosis in education: evaluating the level at which the individual achieves the set educational objectives and

recognizing factors that may be interfering with their development. Similarly, Ross (cited by Kumar, 2016) lays out the 5 levels of diagnosis: identifying which students face problems, recognizing the mistakes, understanding why these issues occur, devising solutions, and preventing these errors. It permits teachers to identify the student's performance at the end of a particular class, content, or school year.

At the first stage of the research, the diagnostic test served as a data collection instrument to determine the student's English proficiency. The test consisted of four items designed to assess each language skill individually reading, writing, speaking, and listening. This test was conducted to gauge the students' competence, identifying each skill as a challenge that required a solution.

Interview

It is a qualitative data collection technique that involves a conversation between the researcher and the research participant. The aim is to obtain relevant information for the study. According to Yin (2018), through interviews, one can deeply explore the experiences, perceptions, and meanings that participants attribute to their actions and contexts. Therefore, there are various types of interviews available. Structured interviews involve presenting a series of predetermined questions in a fixed order. Semi-structured interviews involve a flexible preparation of questions to explore emerging themes during the conversation. Unstructured interviews involve an open-ended conversation where the interviewer guides the topic but lets the interviewee direct much of the conversation.

The investigation used semi structured interviews as an instrument for data collection and analysis. Firstly, we interviewed the group's English teacher to understand her perception of the students' levels and attitudes. At the end of recording the last podcast, we conducted another interview with some students from the selected population to understand their opinions on the process of creating the podcasts. Lastly, it was interviewed the head teacher

to understand her ideas and insights about the process. This interview considered the contents, materials, learning, and potential improvements of the research proposal [see annex 4].

Artifacts

In research, the investigators collect, analyse, and interpret objects, tools, or any other type of evidence to obtain information. Based on Gomez and Perez (2019), they can include documents, recordings, images, or physical products created or used in the study; all of these play crucial roles in data collection, analysis, and the interpretation of results. Similarly, Rodriguez and Hernandez (2018) assert that this can encompass not only questionnaires and interview transcripts but also graphs, technological devices, and any other tangible evidence that bolsters the research objectives.

There are several types of artifacts, each capable of collecting information in different ways. As part of action research, we utilized artifacts as instruments for data collection, proposing various activities and exercises to gauge the English proficiency of the students. Most of the artifacts used corresponded to documents, photographs, and activities [see Annex 5] that had the purpose of creating the podcast that is a central part of the research. All this was done from the beginning of the implementation, in which the objective was to carry it out to teach the content that would be incorporated in the podcasts.

Recordings

According to Merriam (2009) recordings are data collection instruments that rely on audio and video capture of events, interviews, conversations and other interactions important to the research. Importantly, in these recordings participants' exact words, intonations, expressions and non-verbal contexts are worth it. Recordings have different uses as they are a diverse instrument. They can be seen in interview recordings and in observations to capture

interactions in natural settings. Similarly, they are made in focus groups, in which the opinions and ideas of all are sought and then a detailed analysis can be made.

This study used it as a data collection tool, as the podcasts required the participants to create audio of the content. This served to measure the level of the students in comparison from the first to the last podcast. Thus, the podcast recordings represent a fundamental part of the data analysis to determine if the use and creation of podcasts is a tool that works to foster students' speaking skills [see annex 6].

Data Collection Procedures

Now, it is important to mention that the research began with informed consent on May 18th, 2023 [see Annex 7] which was given to the tutors of the students since they were minors. The purpose of this consent was to inform the instructors of the students about their participation in the study, while also taking into account the university's guarantees of confidentiality, freedom, security, veracity, transparency, access, and restricted circulation of the population data. Following this, the research conducted the first survey on the same day, focusing on the students' perceptions of their English class and speaking skills. After this, on June 1st, 2023, the investigation proceeded with a diagnosis aimed at identifying the skills with the most deficiencies among the students, to determine which skills required more assistance for development. It interviewed the head teacher on August 16th 2023 to understand her perception of the student's knowledge and potential shortcomings. On March 19th, 2024, it was implemented the first podcast and recorded to gauge the students' speaking proficiency. Following the completion of this recording, we conducted the first survey on April 1st, 2024, to gather their feedback on the project and podcast recording process.

In the second opportunity, the following podcast was made on May 1st, 2024, this was the second recording, which could be used to evaluate students' levels in comparison to the previous one. Subsequently, it carried out a survey on May 6th, 2024, incorporating open-

ended questions to gain a deeper understanding of the reasons behind the participants' responses. On May 6th, 2024, it recorded the final podcast, which sought to assess the level of discussion from the earlier episodes. Finally, the last two interviews were performed, one on May 3rd 2024 with the head teacher regarding the process that took place and the results that she was able to observe. On May 24th, 2024, a focus group of students participated in the second interview, sharing their perceptions about the research process, which included questions about the materials used, topics, content, activities, and skills developed.

CHAPTER IV

PEDAGOGICAL IMPLEMENTATION

This chapter presents the educational perspectives that shaped this project, along with the instructional design that outlined the implementation of the pedagogical intervention. The first perspective is the curricular vision, which embraces the humanistic curriculum. The second perspective applies a communicative approach to language. Constructivism shapes the third perspective on learning, whereas the final perspective combines a technological lens with constructivist principles to analyse the classroom environment.

Curricular vision

This proposal takes a humanistic approach to curriculum development. According to Garcia (n.d.), the humanistic curriculum considers students as individual, different, and unique entities, so they have the initiative as well as personal needs to grow in their learning process. This indicates that students are not learners who cognitively participate in the experience, but they are humans with particular affections, interests, and values, which should not be understood in isolation but as people in their totality. In the view of Bruner (1960), this type of curriculum is based on the significance and active role of the students in the learning journey, as they are the ones who actively construct their knowledge. Similarly, Bruner (1960) argued that the curriculum should connect to the wider culture, enabling students to comprehend their role in society and contribute to cultural advancement.

Finally, this study adopts a humanistic perspective in its implementation, acknowledging the student's active role in the process. Each of the proposed activities clearly demonstrates the learner's position as the main actor in their own learning. In addition, it takes into account the interests and values of the students, striving to provide strategies that will reinforce their intrapersonal and interpersonal spheres.

Vision of language

This project considered a communicative approach to language, which conceives it as a means of communication, not only as a set of grammatical rules. Therefore, this method emphasizes the use of verbal expression to convey meaning, adhering to the functionality of language and considering the unique ways individuals use it. Also, keep in mind the context of the speech act as well as the communicative competence as outlined by Hymes (1972), who defines it as a person's ability to use speech effectively, so it goes beyond grammar and encompasses the knowledge of how to use language appropriately in real interactional situations.

This is because every activity and final product in the proposal had a communicative focus, with the aim of using language as a means of communication. Therefore, language serves as a tool for conveying meaning, and the primary goal of the podcast proposal is to assist students in using a foreign tongue to communicate various situations, ideas, and thoughts in a comfortable environment.

Vision of Learning

Vygotsky (1978) maintains the theory posits that each person is responsible for constructing their own reality and developing their skills, a process that is primarily internal and individual, resulting from interactions with their cultural and social context. This theory asserts that the learner must factor in two primary factors: their existing level of knowledge and their social environment. This argument posits that the individual begins in the zone of actual development and progresses through social interactions to the zone of potential growth, which then transforms into the zone of actual progress and establishes a new potential zone.

Constructivism represents a learning approach that integrates both the teacher's proposed knowledge and the student's prior learning. The proposal achieves the construction of understanding by considering both concepts, thereby facilitating access to the learning

process most effectively. This approach does not overlook students' contexts, recognizing them as fundamental for the acquisition of insights.

Vision of Classroom

The research was a technological vision of the classroom, which implies a significant integration of technology into educational processes. As stated by Prensky (2010) in his works "*Teaching digital natives*" and "*Learning and Teaching in the Digital Age*", he defends how technology can transform education, which is why it is important to adapt educational practices to meet the needs of students. This is because each of the activities proposed in the lesson plans includes the use of technologies to present the topics; an example is found not only in the creation of the podcast but also in the use of platforms such as Canva, YouTube, Spotify, etc., to share educational processes.

Additionally, a constructivist classroom facilitates the active construction of knowledge by students. Based on Vygotsky (1978), the students participate in practical and significant activities that promote collaboration and teamwork. Moreover, the learning connects with real-world situations, the students reflect on their own learning experiences, and the teacher is a guide or facilitator of information.

Keeping in mind the activities designed for implementation it emphasized interaction and collaborative knowledge construction, such as creating podcasts in pairs or groups and learning from their partner. And discussing near concepts to their daily life, like graduation, self-awareness, and future goals, and finally allowing time for reflection on the learning process.

Instructional Design

The proposal involves the creation of three podcasts by students that address issues related to the interpersonal and intrapersonal relationships they encounter. We implemented a teaching process for each podcast, which focused on the discussed topic. Thus, the

implementation plan was divided into three cycles, each comprising an average of 3 or 4 lesson plans [see Annex 8]. We developed the proposal in sixteen sessions, taking into account the length of the English class, which was 1 hour and 30 minutes. The chart is a visual representation of the implementation proposal.

Table 1.

Cycles of intervention.

CYCLES	LESSONS	OBJECTIVES	INTRAPERSONAL AND INTERPERSONAL CONTENT	SUGGESTED LANGUAGE AND EXPRESSIONS
1. Who am I?	Lesson Plan 1: What is a podcast?	<ul style="list-style-type: none"> - To know the main elements of the podcast and the use of it. - To approach the elements of podcasting along with the commands. (explore podcast and its elements) 	Introduction to the podcast.	Vocabulary related to the podcasts. <ul style="list-style-type: none"> ● Entrance mask. Greeting. Sections. Recap. Outros.
	Lesson Plan 2: How do I see myself?	<ul style="list-style-type: none"> - To identify and express the personality characteristics. - To understand what self-knowledge through a podcast is. 	Recognition of what makes me who I am.	Vocabulary and expressions <ul style="list-style-type: none"> ● Qualities. Strengths. Weaknesses. ● A pain in the neck, laid-back, the life and the soul of the party, A people person, a big mouth, a cheapskate, have a screw loose, a wimp, a dipstick
	Lesson Plan 3: My life story	<ul style="list-style-type: none"> - To talk about the situations in the past that were important. - To recognize the good things that happened in the past. 	To represent the past in a timeline.	Vocabulary <ul style="list-style-type: none"> ● A long time ago. (number) years ago. ● Since. For. Already.
	Lesson Plan 4: First recording Podcasting: Myself	<ul style="list-style-type: none"> - To talk about myself (physical, personal characteristics, weaknesses, strengths, and other relevant aspects) - To express who I am through the creation of a podcast. 	To recognize who I am and express myself through a podcast.	Vocabulary <ul style="list-style-type: none"> ● Elements of the podcast. Physical appearance. Personality expressions. Strengths and weaknesses. Past situations.
2. Who am I in my relationship with the	Lesson Plan 1: My family and friends.	<ul style="list-style-type: none"> - To recognize my role in my family and group of friends. - To understand the types, members, and qualities of families. 	How is my family? What is my role in my family? What are my characteristics playing this role? How is my group of	Vocabulary <ul style="list-style-type: none"> ● Family members. Qualities of FM. Kind of friends. ● Qualities.

others?		- To know the kind of friends, their qualities and values.	friends? What is my role there? What are my characteristics playing this role?	<ul style="list-style-type: none"> ● Values.
	Lesson Plan 2: 1102: my group.	- To understand the role that I play in the classroom. - To recognize my classmates and their roles in 1102.	How is my classroom? What is my role? What are my characteristics playing this role?	Vocabulary <ul style="list-style-type: none"> ● Adjectives of personality. ● Qualities.
	Lesson Plan 3: Second recording Podcasting: Who are we?	- To express my role in my close group through the creation of a podcast. - To talk with others about my family, my friends, my classroom, and the role that I play there.	To recognize my role in the close groups that I have and express it through a podcast.	Vocabulary <ul style="list-style-type: none"> ● family members. Qualities. Kind of friends. Values. Personality adjectives.
3. What will my contribution to society be?	Lesson Plan 1: Who do I want to be?	- To review the professions and the jobs. - To recognize what I am good at and what I am not good at.	What do I want to work for? Where do I want to live? What do I want to do?	Vocabulary <ul style="list-style-type: none"> ● Professions. ● Places. Jobs.
	Lesson Plan 2: My trip to become who I want to be.	- To create a plan to become what I want to be. - To identify the goals to achieve the plan.	Creation of a map trip to become what I want. Where I define short-, medium-- and long-term goals to achieve.	Vocabulary <ul style="list-style-type: none"> ● Steps. Short-term goals. Medium-term goals. Long term goals
	Lesson Plan 3: Third recording Podcasting: What will I give to society?	- To talk about what I want to be in the future, including likes and dislikes, strengths and weaknesses, and goals. - To express my contribution to society in the future through a podcast.	To describe my life plan including likes and dislikes, strengths and weaknesses, and goals through a podcast.	Vocabulary <ul style="list-style-type: none"> ● likes and dislikes. ● Professions and jobs. ● Strengths and weaknesses. ● Goals.

First cycle: Who am I?

The first cycle dealt with the theme of self-knowledge, dividing it into four lesson plans. "What is a podcast?" was the title of the first lesson plan. The first one began with an introduction to the podcast's content, to equip students with prior knowledge. The second one, "How do I see myself?" focused on self-awareness due to it taught students how to describe themselves using adjectives and expressions. In the third one, "My Life Story," students provided feedback on their life history through a presentation where they compiled significant moments from their lives. In the final lesson plan, "Podcasting: myself," students were tasked with organizing and recording a podcast, while also receiving guidance on how to create it. Various parameters to gauge the student's speaking skills, such as content, pronunciation, coherence, cohesion and fluency [see Annex 9] were assessed using a rubric.

Second cycle: Who am I in my relationship with others?

The theme of the student's relationship with others characterizes the second cycle, and the themes explained in this cycle pertain to the roles they played in the groups they were closest to. Therefore, the first lesson plan, "My Family and Friends," explained the content of the family and the group of friends, helping the students recognize their roles and their importance. In the lesson plan titled "1102: My Group," the students were tasked with identifying their classroom as a community of individuals who are essential to its functioning, and the activities aligned with the various adjectives and characteristics of each student within the classroom. In the final lesson plan, "Podcasting: Who are we?", students collaborated to create a second podcast. Unlike the previous one, this one required students to discuss their roles in their families, groups of friends, and classrooms in pairs. This time, it was used a different rubric for evaluating the second podcast, which included language skills such as appropriate language use, pronunciation, and fluency. Additionally, the researcher

evaluated the students' speaking time and the podcast's coherence and cohesion of ideas, as these elements are crucial for understanding the message [see Annex 10].

Third cycle: What will my contribution to society be?

The third cycle concentrated on the students' future planning, recognizing that they were nearing graduation and needed to formulate a plan for their future endeavors. Thus, it was divided into three lesson plans. The first plan, "Who do I want to be?", explored potential jobs and professions for the students, utilizing various activities to uncover this situation. In the second lesson, "My Trip to Become Who I Want to Be," students planned their desired future by creating a map that included their goals and strategies for achieving them, taking into account their short-, medium-, and long-term objectives. Lastly, the final group of four students produced a podcast, "Podcasting: What will I give to society?", where they articulated their desired future, outlined their strategies for achieving them, and outlined the goals they needed to reach. It was employed another rubric to assess the level of the following podcast, considering the previously mentioned parts. However, we placed greater emphasis on the students' pronunciation and the messages they conveyed, as these factors hindered the formal creation of the podcast [see Annexe 11]

Chapter V

DATA ANALYSIS AND FINDINGS

This chapter delves into the analysis of the collected data and the research findings. It is first introduced the different procedures and followed to examine the information. Additionally, it is presented, explained, and exemplified the analytical categories that arose from the evidence.

Procedures for Data Analysis

To begin with, it is key to mention how the information generated during the proposal was organized. Initially, the data from semester 2023-1 included interviews, surveys, diagnostic tests, and notes from the researcher's field diary, all organized into two folders. The name of each file varies based on the type of information undergoing analysis. Therefore, it was divided into two categories: (1) Language Skills, covering speaking, reading, writing, and listening, and (2) What are their experiences with the English classes? Including the methodologies, strategies, and tools developed in the classes. Recognizing the existence of backup copies for each folder necessitates scanning and storing them digitally on a computer.

Likewise, the material collected in semesters 2023-2 and 2024-1 corresponding to the surveys, interviews, field notes, artifacts, and recordings was also grouped and called up in 3 different folders, corresponding to the 3 intervention cycles. Thus, the three collections are: *Folder #1: Cycle I: Who am I?* *Folder #2: Cycle II: Who am I in my relationship to others?* *Folder #3: Cycle III: What will be my contribution to society?* In the first one it is found four sections, while the others contain three. As demonstrated in 2023-1, all the information was digitized, thereby creating a backup for every instrument.

Considering this, it is now important to explain the method used to analyse and examine the data obtained through the implementation of the proposal. The approach chosen was the Grounded Approach because as Strauss and Corbin (1998) state, it seeks to generate

or discover the theory that is evident in a particular situation. This is achieved through the collection and analysis of evidence in a systematic way, rather than through theories already proposed.

Therefore, in line with the above, it can be said that this research adopted this approach because the data collected was identified by the researcher from the evidence. This emphasizes that the categories were not predefined but arose from the findings itself. Likewise, according to Strauss and Corbin (1998), the grounded approach has an inductive component, allowing researchers to construct general patterns and concepts based on specific observations and information. The project researcher led this process.

Similarly, the perspective used in the research was emic, or insider's perspective, because, as described by Pike (1967), it is the internal and subjective view of the participants, which refers to how people within a culture understand and experience their reality. The researcher engages with the members of the studied group to comprehend the presented phenomena, permitting concepts and categories to emerge from their experiences.

Finally, as the study presented the categories of analysis through the instruments used, it was necessary to organize the data employing a technique known as coding and colouring, taking into account Saldana (2016). Coding involves assigning labels or codes to fragments of evidence, such as responses to interviews, field notes, or observations, whereby each code represents relevant themes, concepts, or categories that come to light in the information. In the study, this was carried out in the folders, which were divided into three cycles, facilitating the organization of the instruments previously mentioned, which contributed to the understanding of the analysis.

As explained by Creswell and Poth (2018), colouring refers to the strategy of assigning distinctive colours to each piece of data, which helps to improve the clarity and understanding of the findings. It enables researchers to visually distinguish between

categories, themes, or codes. Therefore, by highlighting specific patterns in the information with colour, investigators can more easily compare and analyze related segments. This approach permitted to observe of various relationships between the evidence, facilitating the analysis and the creation of categories.

For instance, the blue colour was used to show the students' grammar use in each of the podcasts. Green was employed to determine the students' fluency while yellow led to identify the students' pronunciation mistakes in the three podcasts. Orange was utilized for the written competence developed in the planning of each of the podcasts. Fuchsia allowed evidence of the production of expressions in the artifacts and the recording of the podcasts. Peach recognized the intrapersonal content in both the artifacts and the recording of the first and last podcasts at the same time lilac showed the interpersonal content in the second and last podcast recordings. Talking about students' perceptions, colours like light orange, purple, lemon yellow, and red were applied. Light orange evidenced students' interest in the proposal. Purple focused on language acquisition. Lemon yellow was practical in intonation and pronunciation, and finally red for the interest in continuing to record podcasts.

Categories of analysis

The primary goal of this proposal was to examine and assess the extent of the influence of using podcasts with both intrapersonal and interpersonal content on the speaking abilities of tenth-grade IPN students. The specific objectives were to identify the roles of podcasts in the enhancement of speaking skills and to analyze students' responses to the proposal. The following categories emerged:

The first category is named "*Podcasts: promoting and developing language skills in English*", and the second category is called "*Podcast as a tool to encourage intrapersonal and interpersonal knowledge*", related to the first objective. The third category, "*Influential factors in the implementation of podcasts*," delves into the second objective. In the first

category, three subcategories surfaced: *the supportive role of podcasts in speech, the enhancement of English writing skills, and the mastery of idioms through podcast creation*. In the second category, two subcategories appeared: *Enhancing self-awareness and personal reflection, and Enriching interpersonal skills and relationships*. Finally, for the last category, two subcategories were noted: *Positive experiences in relation to podcasting, and Challenges and Barriers*.

To fully understand how the data was analyzed and organized, the following table illustrates the categories of analysis of this research proposal.

Table 2

Categories of analysis.

RESEARCH QUESTION		
What is the impact of implementing podcasts with intrapersonal and interpersonal content as a tool for enhancing speaking skills among 10th-grade students at IPN school?		
RESEARCH OBJECTIVE #1	RESEARCH OBJECTIVE #2	
To identify the roles of podcasts in the development of speaking skills of tenth grade IPN students.	To analyse students' responses towards the use of podcasts as an educational tool for the development of oral expression skills.	
CATEGORY #1	CATEGORY #2	CATEGORY #3
Podcasts: promoting and developing language skills in English.	Podcast as a tool to encourage intrapersonal and interpersonal knowledge.	Influential factors in the implementation of podcasts.
Subcategory #1 The supportive role of podcasts to speak. Subcategory #2 Boosting English Writing. Subcategory #3 Idioms Mastery through Podcast creation.	Subcategory #1 Enhancing self-awareness and personal reflection. Subcategory #2 Enriching interpersonal skills and relationships.	Subcategory #1 Positive experiences in relation to podcasting. Subcategory #2 Challenges and Barriers.

Category #1: Podcast: promoting and acquiring language skills in English.

This category illustrates how the use and creation of podcasts play a fundamental role as promoters of English language skills development. While the initial implementation of the proposal aimed to enhance speaking, the data showed that it also effectively contributed to writing and vocabulary acquisition. According to Yeh (2013), citing O'Bryan and Hegelheimer, podcasts in educational settings are utilized to provide recorded lectures and speeches. Individuals produce podcasts in language acquisition to improve communicative competences, including speaking, written and oral production, pronunciation, and listening comprehension.

Considering the aforementioned, data revealed that podcasts were not only beneficial for producing oral discourse but also for generating integral knowledge among other skills, such as writing. Additionally, the findings demonstrated that podcasts facilitate the integration of new idiomatic expressions in daily language usage. Thus, three subcategories emerged from this general category: *the supportive role of the podcast in speaking*, which is related to aspects such as grammar structures, fluency, and pronunciation; *boosting English writing*, which is about the development of writing competence; and finally, *idiom mastery through podcast creation*, concerning the application of English expressions through the podcast's creation.

Podcasts play a supportive role in facilitating oral communication. This subcategory focuses on the role of podcasts in supporting students' oral production. It is important to note that Harmer (2007) defines speaking skills as a combination of abilities that enable an individual to actively participate in speech acts. Given the importance of fluency, accuracy, and interaction in communication development, the analysis included various crucial points to evaluate the students' speaking performance during the creation of the three podcasts.

The data revealed an improvement in language use accuracy, as students at the end of the intervention were capable of speaking with fewer mistakes in language use. Firstly, the next fragments were taken from the first cycle and podcast. The data showed that there were no significant grammatical errors; nevertheless, they did make mistakes in the usage of the verb to be, and the tenses "past," and "past perfect". However, it is important to acknowledge that the students received guidance from a script, which enabled them to organize the content for the podcast.

S4: my **weaknesses is** that I am so nervous when someone pass me the ball during the [...]

[Recording #1: First cycle. March 16th 2024. Line 14]

S1: mmm one of those **discoverments were** that the persons that I thought **was** my friends [...] I **learn** a to appreciate them more.

[Recording #1: First cycle. March 16th 2024. Lines 37 - 39]

S8: all the important moments that I **have spend** [...] **this** moments **have shape** in my.

[Recording #1: First cycle. March 16th 2024. Lines 15 and 25]

The following excerpts belong to the second cycle and the process of recording the second podcast. The planning process involved drafting a script that included only the key ideas discussed in each section of the podcast. This reveals an increase in grammatical errors. Also, there are mistakes in the use of present simple (third person) and past simple something that did not happen in the first podcast recording.

S14: which sometimes **don't allow** to socialize with **he**. [...] However he also **have** some weakness [...] this can be very **complicate** when he **start** a conversation.

[Recording #2: Second cycle. May 1st 2024. Lines 21, 31 and 33]

S12: you're a **people** that **like** the music [...] **What weaknesses you see in me.**

[Recording #2: Second cycle. May 1st 2024. Lines 12, 51 and 52]

S7: I think we formally **start** our friendship [...]
S3: I think we **meet in nine** grade because our friends **was** [...]
S7: Well, we think that I **notice** that it was in **nine** grade.

[Recording #2: Second cycle. May 1st 2024. Line 9, 10 and 13]

The next excerpt relates to cycle 3 and the recording of the final podcast; it is important to mention that it was done in the classroom, with the teacher present and in a more

improvised way. In comparison to the other two recordings, the students displayed a higher number of errors. There are mistakes related to present simple, past simple, and future simple, so it could be seen that the students could not talk in a grammatically correct way.

S2: thanks for **invite** me for this podcast and I I think **we gonna** do [...]
 S1: about how **I say** before [...]
 S2: I think **I gonna** work. [...]
 S3: my parents **are** fine. My sister and her son **live** in the uni state [...]
 S11: Canada only **have** waterfalls. [...]
 S3: I think that the way we are going **there will are** not future [...]

[Recording #3: Third cycle. May 6th 2024. Lines 4, 7, 23, 63 and 97]

S12: Also I am a **people that like** a lot of sports [...] think that I am **well in that** sports [...]
 S14: go **everyway with week** to to the gym [...]
 S10: understanding what others **is** important.

[Recording #3: Third cycle. May 6th 2024. Lines 13, 64, and 73]

S9: **they want** to introduce yourselves? [...]
 S7: as I **mention** before [...]
 S9: about the cars for **change a little bit the topic** [...]
 S15: But what **they are** eh for a electric car? [...]
 S16: what is the place **do** you have to visit.

[Recording #3: Third cycle. May 6th 2024. Lines 2, 3, 29, 56. 78 and 89]

The previous analysis reveals that the students consistently made linguistic errors in all the podcasts. However, it is observed an improvement between the first and the last podcast, potentially due to the improvised activity of the final recordings. Also, it encouraged more freedom of speech, because it let students speak in English without a script. This increased more authentic communication, but it also showed challenges in maintaining accuracy, coherence, and correct language use. The second and last podcasts, both of which included more independent exercises designed to assess the student's proficiency in the foreign language, evidenced no significant changes.

In the second place, data showed an improvement in pronunciation during the three cycles. In the first podcast, there were issues with the pronunciation of specific words, such as schedules, quarantine, here, however, hearing and improve. The fact that they were recording and could edit their words made no major issues. The following texts illustrate this point:

S16: before to start if you want see every episode in Spotify **her** in Spotify talking and talking [...] **Whoever**, I'm not a perfect person, sometimes I procrastinate

[Recording #1: First cycle. March 16th 2024. Lines 7 and 16]

S9: I am a procrastinator I could plan **eskedul** to do my task [...] when I was in **quarentain** with

[Recording #1: First cycle. March 16th 2024. Lines 14 and 23]

S10: things to **impro** into your life. [...] thank you so much for **herin** me, [...]

[Recording #1: First cycle. March 16th 2024. Lines 11 and 27]

The next fragments show the pronunciation difficulties encountered during the recording of the second podcast. Though, some students experienced greater difficulties with specific words, while others did not encounter any major difficulties:

S14: and I **invit** you to follow [...] is a **grit** and nice person, who is very **sosiable** [...] is a very **dedicat** [...]
S10: you are a very **claiver** person [...] you should **improv** is [...]

[Recording #2: Second cycle. May 1st 2024. Lines 3, 9, 10, 13 and 36]

S12: eh and be **cre - ativ** [...] are also a little **intruver**, [...] what other **stranges** [...]
S5: my **sosia** media [...] you are so **introver** [...] things so you **avo**a [...]

[Recording #2: Second cycle. May 1st 2024. Lines 13, 29 and 37]

S15: he's a very **kyn** person [...] emotional **resposeibl** for another person.
S2: **severa** things at the same time.

[Recording #2: Second cycle. May 1st 2024. Lines 23, 28 and 46]

The subsequent lines were extracted from the recording of the most recent podcast, during which there was limited time for practice and audio editing due to its nature as an improvisational exercise.

S1: how I say before about **goads** [...]
S2: I gonna study **psichologi** [...]
S3: mechatronics **injeneer** [...] For my **futur** [...]

[Recording #3: Third cycle. May 6th 2024. Lines 7, 12, 15 and 24]

S14: My **futur** plan is to first **studi** english [...]
S10: my dream is to **studi** electrical engineering [...] that everything **go es** well [...]

[Recording #3: Third cycle. May 6th 2024. Lines 31, 52 and 75]

S5: we will **studi** [...] **Unit** Kingdom, to **Unit** states. [...]

[Recording #3: Third cycle. May 6th 2024. Lines 7 and 55]

Considering all this information, it can be attributed the notable improvement in pronunciation to the increased assistance in the first episode. This support lets students engage in more thorough planning, let them practice their speeches, and repeat several times until they achieve a better result. Despite this, the improvised nature of the final podcast limited the students' ability to directly plan their responses. Therefore, it can be confirmed that the podcast serves as a tool to enhance students' pronunciation, as it constantly encourages them to listen and speak, thereby fostering correct pronunciation in the language.

Building on the previous analysis, the next information focuses on students' fluency. Data evidenced a decay in this subskill between the three cycles since there is no evidence in the excerpts from the first podcast. The script enabled them to either read it aloud or use it as a guide.

S1: Some strengths that I have are that I am loyal, [...], with my family I couldn't betray them. **Mmm** also, I am selective it is very good because [...] that only I know **mmm yeah.**

[Recording #1: First cycle. March 16th 2024. Lines 14 - 17]

S8: I am a smart cookie because I'm always looking to learn new things I like to study, I look for.

[Recording #1: First cycle. March 16th 2024. Lines 6 - 7]

S9: I am a person who is kind, intelligent, responsible, humble, civil and sincere, but also I am a smart cookie because I consider myself intelligent person, astute in some situations and most of the.

[Recording #1: First cycle. March 16th 2024. Lines 6 - 7]

The next productions are taken from the second podcast that was recorded, this time in pairs and with the support of an outline. Here, it may observe a decline in fluency, as the recording indicates that students struggled to articulate their ideas and resorted to using more crutches.

S12: This **episo de... episo de** is called meeting people [...]
S5: How are you today? fine? **I a I** think that you are fine, **and and** thank you [...]
S5: I like play also football, soccer and **ehhhh that's all eh that's all eh now** [...]

[Recording #2: Second cycle. May 1st 2024. Lines 1, 2, 5 and 11]

S13: Mmm I think that myself quality is I'm an agreeable person and a louder person because yeah **lite.. mm litera... literally** I laugh [...]

S9: Mmmm well, now me, I think I am a dark horse, [...] . **Mmm** the second quality is I'm faithful.

[Recording #2: Second cycle. May 1st 2024. Lines 12, 13, 24 and 25]

The last excerpts correspond to the recording of the last podcast which was done in groups of 4 people and was guided by a very limited outline. Here it can be seen that there was a devaluation of fluency in comparison with the previous podcasts. It could be related to not having enough time to plan and also, they were in a stressful situation because they recorded with the teacher hearing everything.

S4: Hello guys, **eh welcome** to this episode of this great podcast **ehhh I' m** your host [...]

S12: **eh I have** a lot of things that I like, **eh like** play the guitar [...]

S14: **I am eh I am** going to work on something in [...]

S10: study electrical engineering in the **eh univer university** nacional of colombia. [...]

[Recording #3: Third cycle. May 6th 2024. Lines 1, 9, 10 and 51]

S7: Yes well **eh in this moment em I** am studying english by [...]

S16: is be father **eh eh I don't know** guys what is your opinion but for me **is eh is** important what do you..

Que?

S15: **Mmmmm as** I was mentioned **mmm I like eh** mechanical ingenierie, [...]

S9: **Ehh well** I don't know, I never think of that **but ... I** would like to have **a a** company **eh that eh no I don't know** ahahah [...]

[Recording #3: Third cycle. May 6th 2024. Lines 18, 22, 23, 33, 52 and 53]

S5: Today **eh e have one one** special person **that I I** present **you eh with you eh with you.**

S8: I would like **eh study in the uni... eh university** universidad de la sabana.

[Recording #3: Third cycle. May 6th 2024. Lines 2, 3 and 16]

The analysis of the initial and final podcasts indicates a deterioration in fluency, as the majority of participants frequently interrupted their speech. This worsening may be ascribed to the nature of the final recording and the possible increase in anxiety levels during the process. Although the first recording was planned and the last one was improvised, students obtained more independence to express themselves without scripts, and it was more difficult to maintain their fluency.

Boosting English Writing. This subcategory is about how the creation of podcasts fostered students' written production in a foreign language. The data showed that the process of producing a podcast involves not only speaking but also other skills such as writing. Berry

(2016) asserts that writing plays a crucial role in the formulation of podcasts. Despite taking place in a casual and conversational setting, some podcasts necessitate a certain level of scripting or written planning to ensure a coherent narrative and comprehensive coverage of all essential topics.

Data revealed that podcasting encourages the development of writing skill, as the planning involved in creating each podcast fosters this development. The following excerpts demonstrate how the students were able to create more structured and cohesive compositions. Students crafted and created sentences, paragraphs and complete conversations in which they incorporated specific information to communicate their ideas. Furthermore, the findings indicated that students required a more intricate structure than their usual practice to effectively plan their speech. This arrangement facilitated the students' use of expressions and enabled them to construct more comprehensive paragraphs. They also employed connectors to link ideas, thereby ensuring coherence and cohesion in their productions. They also used phrases like "welcome to a new episode," "in today's podcast," "before starting," "follow me on social media," and "finally as a recap." Additionally, the script provided them with the opportunity to write something unique and relatable, letting them to express themselves and their ideas.

Script S8: Hello, welcome to a new episode into choco adventures with, I am glad to have you here. In today's podcast I will talk about my likes, my dislikes, my strengths, my weaknesses and past situations who make me me. [...] Finally, as a recap,, I am a smart cookie, I am a screw loose and I am a people person, I am good at being responsible, dedicated, constant, persevering. [...]

[Artifact #4. First cycle. March 16th 2024. Student #8]

Script S10: Hello welcome to the new episode of the podcast the path to meet ourselves. I'm Very glad and happy to have the opportunity to talk with you. In the podcast of today I'll be talking about me. [...] Before to start I would like to tell you to check my social media accounts, like [...] So, in resume. I am a very gentle and happy person, I always enjoy to transfer happiness to ensure that everyone is happy.

[Artifact #4. First cycle. March 16th 2024. Student #10]

Additionally, the following lines are artifacts from the second cycle, during which students were required to plan independently and differently. They were asked to create an

outline, using written sentences to develop their ideas and concepts for the second podcast.

The data revealed that they exhibited a slight increase in independence when they strategized their speech, crafting more precise sentences. They relied on these written pieces to determine their topics, taking into account the restriction on reading.

INTRO
 - First, [redacted] welcomes to the podcast and introduce [redacted], then [redacted] will talk about the podcast topic, which will be "Get to know us better", and then [redacted] will tell our social media.

[Artifact #7. Second cycle. 30th April 2024. Students 9 and 13.]

MAIN TOPIC
 Talk about the qualities, strenghts and weaknesses of each other.
 How this can affect us in our life

[Artifact #7. Second cycle. 30th April 2024. Students 1 and 16.]

SUBTOPIC 1:
 - To begin with, we will talk about each other's qualities, [redacted] is a people person, he is a person dedicated and responsible.
 - For other hand, [redacted] is a clever person because he has good grades at school.

[Artifact #7. Second cycle. 30th April 2024. Students 10 and 14.]

OUTRO
 We say bye → made a conclusion.
 We remember the audience to follow us and listen the next episode of The podcast

[Artifact #7. Second cycle. 30th April 2024. Students 12 and 5.]

The following fragments are taken from the last cycle, in which planning was given in a much lighter way, so students were asked to write simple sentences regarding topics, construction of objectives, etc. Lastly, in light of the process, students utilized written language in a less controlled manner. Recognizing the significance of employing these written ideas as a foundation for verbal expression of their intended podcast content. Therefore, it was designed to be an independent exercise.

1. **Make the goal:** help others to know, what they want to do in their future.

[Artifact #10. Third cycle. 6th May 2024. Students 1, 2, 3 and 11]

3. Get planning

What is your podcast about? The podcast is about our future and future goals. ✓

[Artifact #10. Third cycle. 6th May 2024. Students 1, 2, 3 and 11]

Make a list of 5 topics to cover.

1. What do you want to study? ✓
2. Where do you want to study? ✓
3. Would you like the idea to live in another country? ✓
4. Would you like to be your own boss? ✓
5. Where would you travel? ✓

[Artifact #10. Third cycle. 6th May 2024. Students 5 and 8]

Finally, the final excerpt focuses on the head teacher's final interview, in which she shared her observations of the project's implementation and how it affected the students' writing output. She stated that the podcasts not only improved the students' speaking skills as expected but also their writing abilities. She mentioned that students had the opportunity to write more precise and well-constructed sentences and texts, enhancing their ability to express their ideas.

Teacher: la habilidad escrita, porque tienen que hacer una planeación, vuelvo y mencionó, cosa que antes en las clases eso no se podía realizar por el poco tiempo que tenemos en clase. [...] el writing, entonces siento que es como un trabajo muy integral y los materiales sí han aportado todas las habilidades. [...] Sí, yo he visto que la parte de escritura también les ha funcionado porque en otras ocasiones u otras actividades antes de que tu estuvieras se trabajaba el writing pero como filling the gaps, algo muy gramatical, principalmente porque ellos se van a ver enfrentados a una prueba estandarizada que también les pide eso. Entonces ahorita el hecho de que ellos puedan tener la posibilidad de escribir abiertamente sobre ellos mismos, sobre su comunidad, sobre lo que quieren hacer a futuro, pues también les brinda oportunidades. sí oportunidades para hacer textos más creativos, más propios y no tan ligados a una estructura o algo más no se, valorativo, porque tú te has dado cuenta que aquí cualquier actividad tiene una valoración. En cambio pues en tu proyecto ellos sienten como esa libertad de expresar un poco más, entonces siento que más allá del speaking, el writing también se ha visto favorecido.

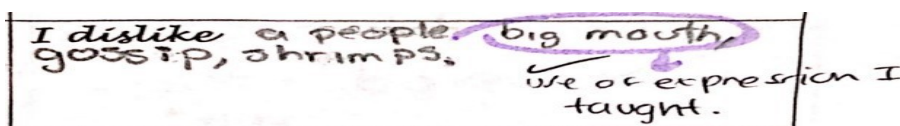
[Annex 4: Interview to the teacher. Final cycle. 3rd May 2024. Lines 24 - 26, 37 - 39, 79 -89]

According to the data, students began to improve their writing, which was initially more controlled and focused on writing specific sentences. Then they started writing more creatively and precisely based on those needs and objectives. Furthermore, they were able to utilize writing as a tool for expression, as the intention was for students to present brief ideas in writing and further elaborate them verbally.

All of this enables to comprehend that the podcast does not solely enhance one skill, as it primarily concentrates on the student's oral communication. However, it simultaneously fosters the development of other skills like writing. It involves not only discussing topics but also dedicating time for preparation, which significantly improves the skill.

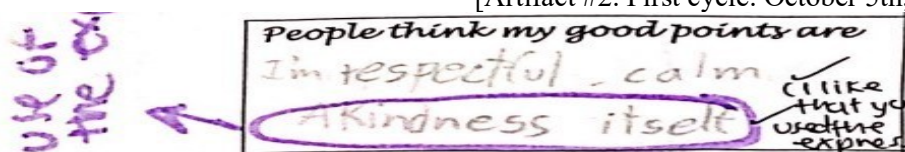
Idioms Mastery through Podcast creation. The next subcategory pertains to the role's podcasts, which focus on vocabulary acquisition for idiomatic expressions, thereby improving the student's English language proficiency. The data revealed the use of phrases, enabling to understand how students began to use them in class and other contexts through the use, creation, production, and evaluation of podcasts. According to Fleming and Blakely (2016), the creation of podcasts offers students an engaging platform to express their ideas, which leads to increased employment of new vocabulary.

Thus, the use of new expressions by 10th-grade students, such as "big mouth," "kindness itself," and "down-to-earth," in one of the activities to identify their weaknesses and strengths seemed to have allowed them to learn and apply them to foster the acquisition of vocabulary. The following excerpts provide evidence of this.



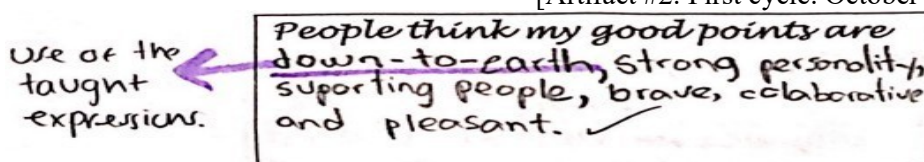
I dislike a people, gossip, ohrim ps, big mouth, use of expression I taught.

[Artifact #2. First cycle. October 5th, 2023. Student #8]



Use of the ex. People think my good points are I'm respectful, calm, kindness itself. I like that you use the express.

[Artifact #2. First cycle. October 5th, 2023. Student #12.]



Use of the taught expressions. People think my good points are down-to-earth, strong personality, supporting people, brave, collaborative and pleasant.

[Artifact #2. First cycle. October 5th, 2023. Student #1]

The following findings showcase the students' use of other expressions taught in the first cycle, including "dark horse," "rough diamond," "smart cookie," and "short fuse".

Nevertheless, these examples were part of an activity from the second cycle. These fragments

demonstrate the students' comprehension of the expressions, as they learned and applied them in the first cycle, as well as in the subsequent one, suggesting that they acquired them through introspection.

Write on the left side of the paper what you like about this person and on the left what you don't like.

<ul style="list-style-type: none"> - I don't like - This person is easily overwhelmed (the person is kindness itself) - She is very accommodating - She is introverted 	<ul style="list-style-type: none"> • I like - She is dedicated - She is a dark horse - She has a rough diamond - She is a smart rookie
--	---

[Artifact #6. Second cycle. April 8th, 2024. Student #13]

Family member	Me
<p>Write characteristics about the person:</p> <ul style="list-style-type: none"> - Responsible - Involved - Dedicated - Patient - Fun - She hardly looked at 	<p>Write characteristics about you:</p> <ul style="list-style-type: none"> • I am fun • I am Generous • Scrooble • Short fuse

[Artifact #5. Second cycle. April 8th 2024. Student #8]

Additionally, the following texts taken from the recording transcription, demonstrate how some students employed diverse expressions in their speech during the initial podcast. Students used these phrases to characterize themselves, allowing them to comprehend the acquired content and apply it effectively. Some examples were "life and soul of the party," "dark horse," "short fuse," "screw loose," "laid-back," "smart cookie," and "down-to-earth."

S8: I am a **smart cookie** because I'm always looking to learn [...] But also I am a **screw loose** because sometimes I say or do crazy things out of the for no [...] I have a **short fuse**, I think that I can

[Recording #1. First cycle. March 16th 2024. Lines 6 - 8.]

S9: I am a **smart cookie** because I consider myself intelligent person, [...] most of the time I am **down-to-earth**, because I am realist.

[Recording #1. First cycle. March 16th 2024. Lines 7 - 9.]

In addition, the next extracts from a transcription of a recording illustrate how some students used the expression "people person" in their speech, which was one of the most frequently used terms in the podcasts. The employment of "people's person" in both the first and second recordings indicates the students' stronger self-identification with this one.

S4: because I am a **people person**, in order to, I don't like to be alone in any moment. [...] I think I could become better eh my weaknesses if I practise more, **if I better people person** and if I have confidence with myself.

[Recording #1. First cycle. March 16th 2024. Lines 9 - 15.]

S8: Oh, okay. I think you are a **people person**, because you're a sociable person and are easier for others to like.

[Recording #2. Second cycle. April 30th 2024. Line 8 - 9]

S8: But also I am a **people person**, because I like to help people in any way I can.

[Recording #1. First cycle. March 16th 2024. Lines 8 - 9.]

The teacher acknowledged the students' use of this vocabulary during the final interview, leading them to incorporate these phrases into their daily lives.

Teacher: Yo siento que sí, sobre todo **las expresiones** y las partes del podcast. Yo siento que como eso ha sido tan reiterado en los 3 ciclos, entonces como que a ellos les ha quedado como muy claro. Obviamente tienen sus vacíos, porque pues ellos, sí, se les olvida pero si **hay expresiones que se les ha quedado, expresiones que se vieron en el primer ciclo**

[Final interview with the teacher. May 3rd, 2024.]

Overall, the creation of podcasts not only helped students to improve their English skills but also enabled them to acquire idiomatic expressions, enriching their vocabulary and facilitating for more nuanced self-descriptions, which reflects progress in their language learning process.

Category #2: Podcasts as a tool to encourage intrapersonal and interpersonal knowledge.

The second category of analysis concentrated on the content created during the podcast's production, as the project encompassed more than just recording podcasts. This was due to the students being in their final year and having to address a multitude of needs. The data revealed that they gained significant knowledge about specific topics through the content they addressed from the first to the last cycle.

Gardner (1983) asserts that intelligence is fundamental to intrapersonal and interpersonal knowledge, as it plays a crucial role in human development. Therefore, he contends that intrapersonal awareness enables individuals to recognize and represent certain feelings and emotions that the educational field often ignores. It is through this that one gains insight into personal facts, understanding of emotions, personal goals, etc. Similarly, Gardner

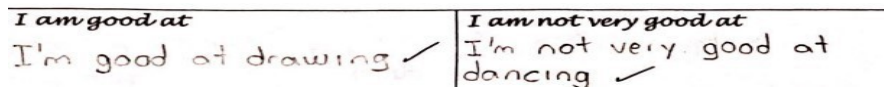
explains that interpersonal interpretation empowers individuals to develop skills to comprehend the intentions and desires of others. This, in turn, cultivates relationships and leads to success, as it equips the human being with communication skills, empathy, and cooperation.

As previously mentioned, the data showed that the proposal promoted intrapersonal and interpersonal apprehension by fostering the development of various abilities, such as self-awareness, emotional recognition, goal-setting, and the recognition of interpersonal relationships. This is where the next subcategories come into play, which enhance self-awareness and personal reflection while also enriching their interpersonal process.

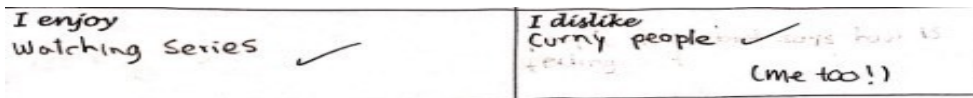
Enhancing self-awareness and personal reflection. This subcategory is about the first cycle of the project, which included explanations, guides, descriptions, and recordings, helping the students develop intrapersonal awareness, and letting them identify their strengths, weaknesses, likes, dislikes, significant past moments, and plans. Mayer and Salovey (1997) observed that this cognizance enables individuals to perceive and understand their emotions, which are crucial for their personal growth and the ability to set goals. This was important for the students at that particular moment, as it presented them with the opportunity to make decisions about their future.

Therefore, the analysis of this subcategory identified three of the most advanced skills necessary for cultivating personal consciousness. Thereby, the focus was on the understanding of self-awareness, which allowed for an accurate self-image of oneself, and the comprehension of feelings for the personal advancement of the individual. The following excerpts align with the initial activity that assessed students' mastery of their strengths and weaknesses. The fragments demonstrated that the students were able to recognize themselves, as it was an introspective exercise that required them to identify various aspects of their

development or lack thereof. The students received all of these in various forms to boost their self-awareness.

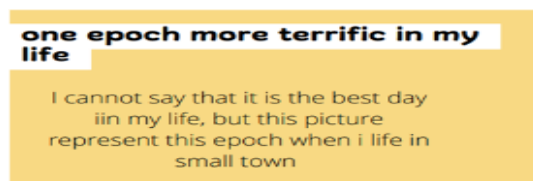


[Artifact #2. First cycle. October 5th, 2023. Student #9.]

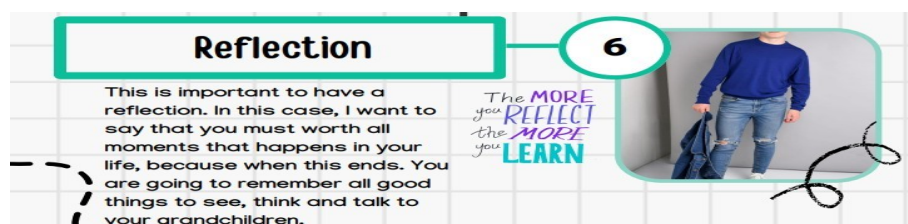


[Artifact #2. First cycle. October 5th, 2023. Student #1.]

Keeping in mind that self-awareness encompasses the recognition of past situations that have shaped the student's current identity, the next findings represent a timeline of each student, detailing significant moments in their lives that they recognize as fundamental to their identity.



[Artifact #3. First cycle. October 19th, 2023. Student #16.]



[Artifact #3. First cycle. October 19th, 2023. Student #4.]

Through this timeline, students were able to recognize past events. In the view of Gardner (1983), students need to recognize themselves and also their past experiences, which play an essential role in shaping their personality. Therefore, this activity provided an opportunity to identify significant events such as their day of birth, their first day of school, their favorite birthday, and their happiest day of life. There are important situations to reflect on their development.

The first podcast encouraged them to use their self-knowledge to talk about themselves. Students expressed different elements that focus on self-knowledge, showing the qualities and adjectives that describe them, the strengths and weaknesses that help them understand the positive and negative aspects of their personality, and the past situations key for the development of the individual. All this allows to affirm that the students are acquiring knowledge about themselves.

S1: Today I will tell you about some things about me like my likes, dislikes, strengths and weaknesses. But also about past situations that make me be myself today. [...] I am a kind person, sociable, intelligent and so realistic. [...] Some strengths that I have are that I am loyal, [...] my weaknesses are many, but I would talk about, the first is that I am a jealous person, yes I know it is so so bad I really hate share my people and or my animals with others oh yeah [...] I think that quarantine is a important event in the life of everyone.

[Recording #1: First cycle. March 16th 2024. Lines 3, 4, 7, 14, 15, 20, 21, 22, 36, 37]

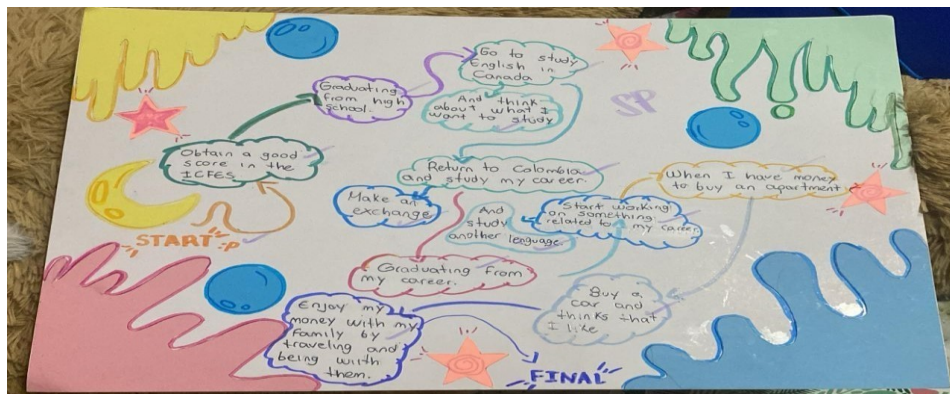
S8: Also my strengths are that I am responsible, dedicated, I am constant, persevering and smart cookie. And my weaknesses are I am lazy, shy I am harried, procrastinator, I have a short fuse, I think that I can improve my weaknesses by participating in more sociable environments and making a list of things that I have to do so that I don't feel so lazy to do my homework. [...] I think that the past moments makes you who you are in the present so for the reason I think that all the important moments that I have spend, like when I got my pet.

[Recording #1: First cycle. March 16th 2024. Lines 10 - 15]

The excerpts below demonstrate how students appear to have gained clarity about their likes, strengths, and weaknesses regarding to the careers they want to pursue, along with a vocational test and a timeline for their short-, medium-, and long-term goals.

S16: Yes yesterday I I did a test a vocational test and I am so so eh sad because I don't know what to do because this test it said me eh that I have good in six topics guys. It is it is difficult to choose one of them, I don't know eh it's difficult.
S9: h that's bad. In my case it's the same and a little bit confuse about I want to study but do you what do you want Danna to continue to study?
S7: Ehhh in this exam eh well I wanted to study biology and eh it eh really I want to do but also eh it says that. [...]
S15: By me in the exam eh hhh the result in the exam was mechanic.
S9: Okay, I'm good in business and and like all of the science but yes.

[Recording #3: Third cycle. May 6th 2024. Lines 9 - 15 and 19 - 20.]



[Artifact #9. Third cycle. 22th April 2024. Student #9]

In addition, data illustrated the use of self-awareness, motivations, and plans in the creation of the last podcast, since in the latter they talked about their projections, expressing short-, medium-, and long-term goals. In the following excerpts, the students accounted for the personal knowledge related to their short-term goals as their desired career and university, recognizing the importance of being close to graduation. Yet, they set medium- and long-term goals by mentioning the places they would like to visit or live.

S14: I want to tell you about my skills and how they will help me in the future [...]
S12: I have a lot of things that I like, eh like play the guitar, instruments in general the music, draw like Daniel Robayo and I like the technology [...]
S14: when I finish my design degree I am eh I am going to work on something in interior design, and for distant future I will have a big family eh in in the future I I like to start study class of eh guitar and and piano.
S4: have in a good good family in a future to having a marry to an excellent women eh okey? it's a future dream and I hope to to achieve to that. [...]
S12: I think that if everyone eh work hard we can eh do really our dreams and I hope all of you can do that eh one strength that help me in my dreams is that I'm creative person [...]
S10: Eh to finish I want to say that having a vision of the future is important to knew what we want and which step to take.

[Recording #3: Third cycle. May 6th 2024. Lines 7 -11, 45 - 47, 68, 72.]

S7: Eh I want to travel around the world, eh and I want to investigate nature in other culture eh other countries and eh yes no more. [...]
S15: in my future I study I would like to study in Julio Garavito ammm the next travel to the world and in specific Italia, because this this. [...]
S9: Oh well. Emm I love Colombia but I really want to live in another country like london or france I really like france, or in general eh any country of Europe

[Recording #3: Third cycle. May 6th 2024. Lines 85 - 87, 93 - 94, 100 - 101]

Moreover, the head teacher highlighted that intrapersonal apprehension lets students recognize their qualities, strengths, and weaknesses, and the importance of planning their life project. The next text from the teacher's final interview demonstrates this.

Teacher: Sí, yo considero que es importante, de hecho creo que yo te comenté el año pasado, apenas iniciaste el proyecto, que acá en el colegio se lleva a cabo un proyecto de orientación vocacional que se da en 10° y en 11, ¿porque en estos grados?, porque la idea es brindarle las herramientas a los chicos para que ellos también puedan empezar a tomar decisiones para su vida futura. Entonces yo sí considero que es muy importante que este tipo de espacios se den y pues en caso particular de tu proyecto lo considero aún más relevante porque a veces ellos en 10° no se lo toman muy en serio y sienten que esa decisión todavía no la deben tomar, que todavía no deben mirar qué es lo que quieren hacer entonces en 11 reforzarles esa información, seguirles dando estrategias, seguir haciendo esas encuestas, seguir dando ese material de me conozco a mí y conozco a los demás, a mi comunidad y el que quiero hacer, es super valioso.

[Final interview with the teacher. May 3rd, 2024. Q. ¿Piensas que el contenido de los podcasts es el adecuado? ¿Y piensas que es necesario para el proceso educativo de los estudiantes?]

The data analyzed showed that while students had some personal knowledge at the beginning, the proposal equipped them with tools to develop intrapersonal intelligence. This is particularly important given the students' stage, as they face a series of important decisions that will shape their lives.

Enriching interpersonal skills and relationships. This subcategory gathers data concerning students' interpersonal knowledge recognized through explanations, activities, guides, and recordings. Information showed what was stated by Goleman (2006) by developing these tasks, students enhance their understanding of social dynamics, improve their communication skills, and develop their ability to collaborate effectively with others. This approach also prepares them for future interactions in both academic and professional settings. This is also relevant for the age of the students, as they must learn to live in society, even with people they do not get along so well with.

The data indicates that the students acquired these skills to establish effective relationships with their surroundings, leading to a focus on fostering teamwork, identifying strengths and weaknesses, and empathizing with others. This analysis was conducted using the activities from the second cycle, primarily based on understanding others and our relationship with them. The following excerpts, related to activities that involved understanding and describing one family member, provide evidence of this. In this activity, the students identified and reflected on the qualities of a relative.

Family member	Me
Write characteristics about the person: She is kind. She isn't brave. she is fun funny. she is gentle. she is confident. she is very relaxed. she badly looked at. She is so lovely. She is not a tidy person. She is really friendly.	Write characteristics about you: I'm fun funny. I'm brave. I'm rude. I'm Confident. I'm loyal. I'm Colaborative. I'm Clever. I'm strong. I'm not tidy. I'm not so friendly.

[Artifact #5. Second cycle. April 8th 2024. Student #1]

In this section data shows that some of the activities proposed led to the development of empathy and self-motivation among the students, due to they had the opportunity to reflect and talk about personal traits and characteristics.

What characteristics and activities can I take from my chosen family member?
I should be braver because I feel a lot of fear and I don't action → act.
I should be stronger in difficult moments because she knows how to manage the emotions at that circumstances.

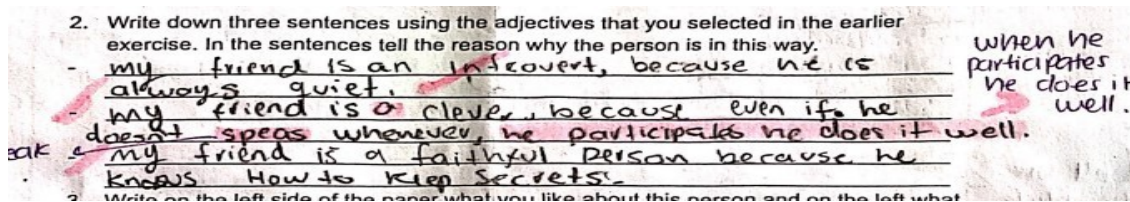
[Artifact #5. Second cycle. April 8th 2024. Student #6]

In this section, the students engaged in a reflective moment about their friends, where they were required to articulate their gratitude in a single sentence. This activity prompted the students to contemplate the acts of support, gestures, and actions from those close to them, fostering the development of gratitude, an expression of emotional intelligence.

I'm thankful with my friends because they teach me how to have a better communication with others, also when I'm ~~sad~~ my friends try to improve my mental situation.

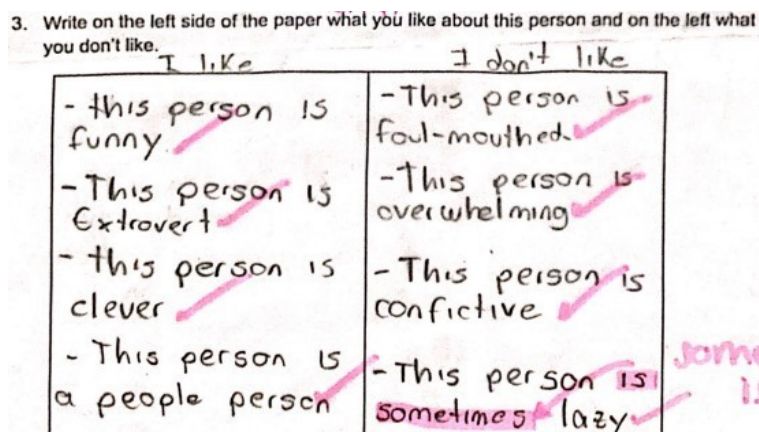
[Artifact #5. Second cycle. April 8th 2024. Student #4]

On the other hand, a classroom exercise involved assigning each student a classmate to describe, using expressions and adjectives, what they liked and disliked about this person and what qualities they would like to develop in them. The data revealed that students reflect on their partner, attempting to pinpoint their personality traits and the reasons behind their perceptions.



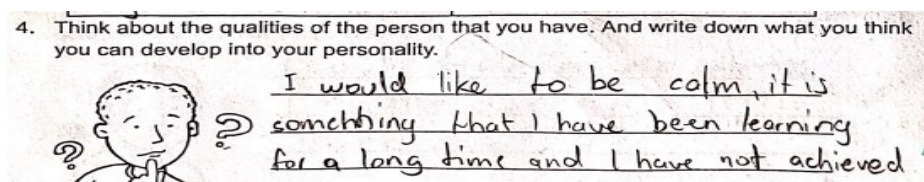
[Artifact #5. Second cycle. April 8th 2024. Student #10].

Additionally, identifying this person's strengths and weaknesses helped them understand that their partner had both positive and negative aspects that needed attention.



[Artifact #5. Second cycle. April 8th 2024. Student #9]

Finally, the students had to consider what qualities of the others they wanted to develop. This exercise strengthened their empathy with each other, which in turn led to the development of personal knowledge.



[Artifact #5. Second cycle. April 8th 2024. Student #15]

Likewise, in relation to their analysis in the activity regarding their partner, they recorded the second podcast. Its purpose was to describe another person. The teacher decided to record the podcast in pairs, allowing them to gain knowledge about people they had never met, despite living with them. The following excerpts evidenced that the students conducted a personal analysis of the other person, describing their qualities, strengths, and

weaknesses. This reflection led to an increase in empathy among the students and helped them understand each other's perspectives, both positive and negative.

S9: the topic that we will talk em we will talk is get to know us better here we will be talking a little bit about ourselves and how we perceive each other. [...] Mmmm ohh well. I think you are a people person, because you're a sociable person [...]
 S13: Interesting, I perceive you you a little different.[...] I think you are kind and nice, I don't know why, you give me those vibes. [...]
 S9: mmm I think your strengths are you are a conservative person, [...] And your weaknesses are that mmm sometimes you're foulmouthed em sometimes [...] Really? Well, now I have a different point of view about me [...] how we could become better our weaknesses, so Giselle if you want to start.
 S13: I think you self evaluate your achievements more so you don't feel inadequate and you should organize your time,

[Recording #2. Second cycle. April 30th 2024. Line 5, 6, 7, 19, 29, 31, 45, 47, 56, 63 - 66]

These lines demonstrate how the students analyzed what they learned from the exercise, concluding that people have both strengths and weaknesses, or both positive and negative attributes.

S16: thank you [...] let's start, I would like to start talking about our qualities you are agree it? [...]
 S1: Of course, I will start so I think you have a lot of qualities, some of those is that you are a people person, [...]
 S16: Now I would like to tell some qualities about you. I think that you are a good person, you are kind with [...] it's time to talking about weaknesses, yeah? I think is, maybe is difficult but we are human yeah? is okay and I think that one weaknesses that you have is that maybe sometimes you are so rude [...]
 S1: OMG, thank you for the tips I definitely applied and for your weaknesses I think that for example for procrastinate you can count until three and cover up

[Recording #2. Second cycle. April 30th 2024. Lines 10 - 13, 17, 18, 43 - 45, 68 - 69]

Similarly, the last podcast was recorded in groups of four. The students discussed the future interpersonal relationships they aim to establish, which aligns with the knowledge they gained from the project. The following extract provide evidence of their discussions.

S1: Yeah. Okay. Now I want to talk about relationships or future relationships in my case, I don't know. I don't have. I don't want to have a husband. [...] No, necessarily. I don't want to have children's because for me I lost the time. And maybe with my friends, I want to have a lot of friends to travel. [...]
 S2: In my case, I don't think I need a relationship. But if that could be occasion, I think I'm gonna do that experience. And with my family, I think I gonna travel too much with.
 S3: And I married my girlfriend. [...]
 S11: Niceness. Well, in my case, I don't think I will have a relationship. A serious relationship. Because I don't see that much importance. I think my most precious relationships are with my friends and my family who I can speak with more inevitable.

[Recording #3: Third cycle. May 6th 2024. Lines 33 - 37, 39 - 43, 51 - 53]

In conclusion, the presented excerpts indicate that the students cultivated interpersonal intelligence. During the project's inception, the group exhibited significant

division, struggled to collaborate, and faced challenges in building connections. However, through the activity ‘being someone else,’ students highlighted their peers’ qualities and skills, as well as their weaknesses, fostering empathy among them. This experience further enhanced their empathy and improved their relationships. The last podcast demonstrates the development of this intelligence, as students acknowledge the significance of future relationships and the importance of understanding others. This facilitates healthier interactions among themselves and with people outside their immediate circle.

Category #3: Influential factors in the implementation of podcasts.

This category focuses on the factors that contributed to the implementation's success, primarily considering the students' perspective on the proposal. The data revealed both positive and negative factors that significantly influenced the project's execution.

Positive experiences with podcasting. This subcategory focuses on the positive experiences students had with the proposal, thereby gathering their perceptions and opinions about the entire process. The data showed that students found it intriguing as it provided a comfortable environment for them to record their ideas with their friends. The excerpts from a survey and an interview with the students illustrate this:

1. Podcasts are interesting: Yes / No. Why?
 Yes, because you can listen or talk about the things that you want, if you are listenin a podcast, you can other things and record with your friends

[Questionnaire #2. Third cycle. May 6th 2024]

S11: a mí en lo personal me pareció muy chévere la actividad de hacer podcast, de crear podcast, lo que tenemos decir porque no solo es como una charla sino también aprendimos las partes de un podcast, además de aprenderlos en inglés y me pareció muy chévere que los podcasts sean sobre el tema de habilidades, de... de... de cualidades y todo eso porque también nos ayuda a auto conocernos a nosotros

[Interview with students. May 24th 2024. Students #1, #9, #10 and #8]

The findings indicates that students believe the podcasts aid in improving their language comprehension, with many mentioning that they serve as a tool for practicing vocabulary and expressing themselves in daily life. The following evidence discuss the

students' perceptions of the podcast, and the final section is an excerpt from an interview with the students.

2. Listening to podcasts has helped me to understand the language better. (Yes / No. How?)
 Listening podcast help me alot to understood better
 the language through practicing the vocabulary

[Questionnaire #2. Third cycle. May 6th 2024]

S9: de pronto la parte del writing, creo que a mí sí me ayudó mucho en esa parte porque pues desde el principio nos dijiste 'bueno chicos yo sé cuándo ustedes usan traductor' (risas) y yo entonces yo era como ¡ay! (risas), pues no, yo nunca usé el traductor pero, o sea, me facilitó más hacer las frases entonces más como con frases básicas, no necesariamente me di cuenta que tienen que ser tan difíciles para uno poder comunicarse, entonces eso me ayudó bastante.

S10: a mí me parece que en la parte de speaking y listening el podcast ayuda un montón y además también en la parte de escribir digamos cuando uno quiere hacer un podcast también quiere cómo transmitir un sentimiento al hablar y siento que en inglés uno también en los podcasts fortalece esas habilidades para transmitir aparte de solo lo que quiere decir también lo que siente y su estado de ánimo.

S1: bueno yo siento que de pronto sí ayudó mucho en la parte del speaking, eh... pues a la hora de desenvolverse mejor hablando y pues también en el vocabulario, ampliar el vocabulario, conocer más palabras y ya.

S8: eh... siento que he mejorado, digamos que no mucho, porque es como de mucho vocabulario el cual en mi caso yo no tengo, pero digamos en la parte del speaking, eh... ya después de como escribir o saber más o menos qué es lo que voy a decir, pude mejorar un poco más la fluidez y ya.

[Interview with students. May 24th 2024. Students #1, #9, #10 and #8]

The survey displayed that students believe the use and creation of podcasts enhances several skills, as evidenced by their statement that planning has improved their writing abilities. Additionally, they increased their listening and speaking skills by repeatedly listening to the audio to edit it, as the podcast fostered their fluency and enriched their vocabulary.

In addition, the data reveals an improvement in pronunciation and intonation due to the planning process, which enables students to practice word pronunciation. Additionally, the ability to record audio multiple times allows for further repetition with specific words. Part of the student interview and student perceptions show it.

A. I think I can improve my English pronunciation and intonation when recording podcasts.

Yes / No. Why?

Because I can't to record many audios to improve my English pronunciation every time

[Questionnaire #2. Third cycle. May 6th 2024]

S9: era como que, pues, el hecho de escucharme a mí hablando inglés, era como que ¡ay! Esto lo estoy pronunciando mal, así, la parte del speaking, pues uno cuando habla uno es como

S10: pero cuando uno está editando los podcasts uno se escucha a sí mismo, sabe cómo... como suena uno, uno que puede mejorar y las pronunciaciones que de pronto no le cuadran y puede corregir

[Interview with students. May 24th 2024. Students #1, #9, #10 and #8]

Moreover, the data release indicates that the content in the podcasts was appropriate and important, as it lets individuals to reflect on their preferences, dislikes, strengths, and weaknesses, thereby aiding them in making informed decisions. Furthermore, it allows them to comprehend each other's personalities, fostering stronger relationships. In the next excerpts, it is shown that the content in the podcasts was appropriate because it allows students to get to know themselves, develop empathy with others, and recognize things in common.

9. I think that getting to know myself is important in my educational process. Yes / No. Why?

Because I can focus on the things that I like and select the career in the university.

[Questionnaire #2. Third cycle. May 6th 2024]

10. I think that identifying the personalities of other people helps me to have a better relationship with people around me. Yes / No. Why?

Yes, because I can know the personalities of the people that around me and I can have a better relationship with people.

[Questionnaire #2. Third cycle. May 6th 2024]

S10: pues lo sé y me parece valioso y además de eso aprendí a conocerme a mí mismo y a lo que yo mismo puedo ser con mis habilidades y también mis debilidades. [...]

S1: bueno, como mencionó pues aparte de conocernos a nosotros mismos también pues me enseñó digamos a empatizar más con mis compañeros de pronto un poco a conocer más sobre ellos, más de lo que les gusta, lo que no les gusta y ver qué cosas podíamos tener en común, qué gustos y qué habilidades también.

[Interview with students. May 24th 2024. Students #1, #9, #10 and #8]

Based on the information, the students enjoyed podcast creation and content. This confirms that students find podcasts engaging, making them an attention-grabbing tool. Similarly, the data permits to confirm that the use of podcasts has facilitated language comprehension and simultaneously improved language proficiency, including other skills. The students also said that podcasts encouraged listening, which improved their pronunciation when they were using the proposed method. Finally, a very good attitude could be observed with the content covered in the podcasts, as this provided the students with the necessary skills for the development of the individual, a situation highlighted by the students themselves.

Challenges and barriers. In this subcategory it is possible to see students' perceptions about the project. However, this part mentions some aspects to consider that were noticed during the proposal.

Regarding confidence, the data showed that some students did not experience an increase in confidence creating the podcast, as they felt uncertain about what to say. They affirm that they are aware of the mistakes they make and say that there is no big difference between speaking in English via a podcast and regular speaking activities. The following excerpts bear witness to this assertion:

3. I feel more confident when I speak in English through a podcast. Yes / No. Why?
No, sometimes this is difficult for me and I don't know what say.

[Questionnaire #2. Third cycle. May 6th 2024]

3. I feel more confident when I speak in English through a podcast. Yes / ~~(No)~~ Why?
'Cause this audio will be can hear a lot of times and in this audio are my errors.

[Questionnaire #2. Third cycle. May 6th 2024]

Data also showed that podcasts do not reduce stress when speaking English, with some students saying they forget what they plan to say and do not improvise. The following extracts illustrate that stress is not reduced when recording a podcast.

5. I feel less stressed talking in a podcast because I can plan what I am going to say.

Yes / No.

No. for me is better when I talk in the moment.

[Questionnaire #2. Third cycle. May 6th 2024]

5. I feel less stressed talking in a podcast because I can plan what I am going to say.

Yes / No

Because I don't plan, I improvise all.

[Questionnaire #2. Third cycle. May 6th 2024]

Regarding students' perceptions of whether they want to continue recording podcasts, the data show that students are not interested in continuing to record podcasts. The difficulty and time required, their dislike for recording, and the complexity of the planning are some of the main themes. The next examples illustrate it.

7. I would like to keep recording podcasts. Yes / No. Why? → Negative.

No, because sometimes is difficult and this takes time

[Questionnaire #2. Third cycle. May 6th 2024]

7. I would like to keep recording podcasts. Yes / No. Why?

No, Although I think it's something really nice but I find the planning a bit problematic

[Questionnaire #2. Third cycle. May 6th 2024]

S9: pero digamos este año creo que si fue más pesado para nosotros porque pues teníamos otras cosas que hacer y así (risas), pero igual para el que no sabe inglés también era un poco complicado me di cuenta, porque, pues, o sea, sí, no sabían bien cómo redactarlo, no sabían bien qué decir y además la edición y eso tomaba tiempo, pero pues... o sea, en general es chévere el podcast pero no es tan chévere hacerlo, pero sí (risas). [...]

S1: bueno, a mí en lo personal respecto al podcast, pues a mí la verdad no me parecen como tan interesantes los podcasts [...] bueno, a mí me parece la verdad sinceramente, la primera vez que escuchamos podcasts no me gustó, me pareció, o sea, en cierto punto aburrido y a la vez como que no se entendía mucho, entonces esa parte no me gustó mucho, [...]

S8: : eh... pues un poco insegura la verdad porque era ya más que todo improvisación, ya no podía tener como algo escrito o algo en lo que me pudiera guiar, digamos de pronto palabras clave, entonces era... me puse muy nerviosa porque no sabía cómo desarrollar eh... (risas), desarrollar qué?, desarrollar mi idea.

S9: uy, la verdad yo me sentí súper nerviosa porque pues la mayoría... desde el primer pues ya teníamos guion entonces uno no se preocupaba como si iba a decir mal algo o no sino lo que saliera y ya, mientras que esta vez el escuchar a los demás, saber qué van a decir, entenderles para tu poderles responder, o sea, toda esa

comunicación es como... la verdad para mí fue un poco más complejo porque yo, digamos, soy de las... yo entiendo el inglés pero no lo sé hablar, muchas veces no lo sé hablar o... o no sé cómo... no sé bien la estructura para hacer las frases, entonces como que por esa parte me pongo muy nerviosa y por eso no me gusta hablar casi en inglés en esos casos.

[Interview with students. May 24th 2024. Students #1, #9, #10 and #8]

Based on the data, students do not gain confidence, and they even feel more stressed when speaking through a podcast because they forget their ideas and come up blank when they have a plan. The evidence also highlighted a significant work challenge, as many students expressed a desire to discontinue podcast recording due to the time-consuming nature of editing, planning, and recording. All these factors lead students to believe that they do not need to record a podcast or perceive podcasting as repetitive and complicated. This could be due to a higher academic load in the year it was developed, which could lead to feelings of laziness and frustration.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the research project based on the data findings; likewise, the implications for EFL teaching, the institution where the study took place, the population that took part in the project, and the novice researcher and preservice teacher who developed and carried out the educational proposal. Finally, limitations and further research suggestions are also presented.

Conclusions

This action research aimed to determine the impact of implementing podcasts with intrapersonal and interpersonal content as a tool to foster the oral skills of tenth-grade EFL students. Similarly, this study was conducted with two specific objectives: first, to identify the roles of podcasts in the development of tenth-grade students' speaking skills, and second, to analyse students' perceptions of the use and creation of podcasts as an educational tool to enhance speaking skills.

Concerning the first objective, the data revealed that the use and creation of podcasts played two main roles: firstly, a pedagogical role in terms of language skills and secondly, a supportive role in the content acquired through the project. Therefore, in terms of the pedagogical role, the information showed that students enhanced English skills through the use and creation of podcasts, more specifically speaking, writing, and vocabulary. Although there were no significant changes in terms of certain specific speaking skills, it was evident that the students increased their speaking levels at the beginning of the project. Similarly, the production of the podcasts promoted writing by incorporating a significant planning component, enabling students to express themselves more creatively and freely, thereby fostering their written production proficiency. And finally, the creation of podcasts expanded

students' vocabulary, as through the project students acquired new expressions to describe both themselves and their peers.

The findings provided evidence of the second role related to content. It means students obtain intrapersonal and interpersonal knowledge thanks to the creation of podcasts. Firstly, the project focused on developing intrapersonal knowledge, in which the tenth-grade students, with the support of various artifacts, presentations, and activities, fostered awareness of personal features. In this sense, they learned to identify qualities, strengths, weaknesses, likes, dislikes, and personal projections. Similarly, the proposal facilitated the improvement of their interpersonal knowledge through in-class explanations and activities. This allowed them to acquire the elements for describing each other, understanding and empathizing with others, and most importantly, comprehending that human beings possess both qualities and weaknesses. The actions planned to foster and improve the interpersonal relationships in the classroom also contributed teamwork.

Regarding the second objective, the collected information showed that the 10th-grade students responded both positively and negatively to the proposal. On the positive side, the students stated that the podcasts became a tool that helped them develop their foreign language skills, as they practiced speaking, writing, pronunciation, listening, and vocabulary along the process. They also highlighted the significance of the project's content, stating that it not only assisted them to understand themselves and others better, but also bolstered their career-choosing process.

On the negative side, some students expressed that, despite finding the podcasts interesting, they realized that the recording and editing process can be quite time-consuming due to their busy course schedules. Besides, they noticed that planning their speech was even more stressful, so speaking in English did not reduce their anxiety. This, in turn, increased their frustration when they forgot certain information or did not follow the planned order.

The podcasts used in this project improved tenth-graders speaking, writing, and vocabulary skills. Similarly, the implementation developed intrapersonal and interpersonal content, equipping the students with competences to perform in the community and set short-, medium-, and long-term goals. Finally, perceptions of the project were both positive and negative, as students mentioned that the podcasts allowed them to advance their language skills and helped them determine what to study. However, they expressed that the podcasts were lengthy and challenging, requiring a significant amount of time, and as a result, they disliked the process of creating them.

Implications

Several implications arose from the implementation and development of the research proposal. Some of them are related to EFL teaching, the Instituto Pedagógico Nacional, the participants of the study, and others based on the preservice teacher and novice researcher who developed the proposal.

In the context of EFL teaching, the project expanded the understanding of English beyond its grammatical aspects, as the goal was not only to enhance students' speaking skills but also to foster communication and personal growth. The researcher gained a deeper understanding of English teaching, as a grammatical component that explains language topics and times, and as a unique approach that utilizes the language to teach other subjects, thereby enhancing foreign language proficiency. All this means that English teachers must understand that their class is more than just coming in and teaching a topic necessary for language learning; that language can be used in a way that teaches something more complex with the individual's development.

In the case of the school where the intervention took place, it is crucial to acknowledge that the majority of the school's areas possessed technological tools that facilitated the proposal's execution, significantly improving the project. Therefore, the

institution must ensure that the tools are of the highest quality, as some items have been rendered unusable due to lack of control, damaged controls, or damaged HDMI cables. Lastly, the school must provide teachers with more flexible classes that align with the curriculum. This is particularly crucial for students in the tenth and eleventh grades, as these shorter classes prioritize activities for the ICFES, neglecting the development of the four language skills and instead focusing on grammatical exercises and fill-in-the-blank tasks.

Similarly, the intervention proposal required the research participants to be highly active in the classroom, as this fosters a dynamic learning environment. Likewise, they needed to be people who could adapt to changes easily and quickly, as there were occasions when the working conditions were strict and there were issues related to working with certain individuals or their lack of respect and motivation.

In conclusion, it is relevant to emphasize that this implementation allowed the trainer teacher to know and conceive the strategies, techniques and approaches that she had learned at university. This project taught her how to be a teacher, as she gained an understanding of other duties such as planning, implementing, evaluating, and providing feedback to her students. Therefore, the research allowed her to improve and advance in her educational process. It is important to mention that this proposal required her to dedicate a significant amount of time to planning and designing materials, as well as adapting activities when the context required it. The researcher also had to learn how to be creative and devise unique activities to pique students' interest.

Limitations

The implementation of this proposal faced several barriers, which ultimately influenced the way it was developed. The primary obstacle pertained to the students' limited class time. As 10th-grade students, they had much fewer hours of the foreign language compared to other courses, with only 1 and a half hours per week, which made the classes

limited in terms of schedule, as they had to do most things in just one block. The students had to record the three podcasts and cover the content of cycles 2 and 3 in less than 10 lessons, which hindered their ability to finish the process and compelled them to complete everything in a rushed manner.

The school spaces also posed a constraint, as the multimedia room was only available for use once every two weeks. This resulted in the students lacking the technological space to record their podcasts. Consequently, they frequently resorted to using their mobile phones. While this did not hinder their use, it difficult their ability to teach audio editing. Finally, the last limitation was related to the school's approach, which prohibited the teacher from teaching in a different manner than usual. This resulted in the students' lack of familiarity with complex written compositions, as the exercises primarily focused on grammatical competence. Additionally, the lack of time for more complex activities it is not enough to develop students' abilities, resulting in a significant problem where some students were ill-prepared to communicate in English. As a result, the process was conditioned by this issue.

Further research

The study focused on 2 main objectives, which were to identify the roles of podcasts in the development of students' speaking skills and students' responses to the proposal. However, the focus of this research was on the development of English skills, specifically speaking, writing, and vocabulary. Therefore, it is considered important to conduct much more extensive research on the number of podcasts recorded, which may allow for a more advanced understanding of the impact of the use and creation of podcasts to foster speaking skills. Simultaneously, the research should also concentrate on reading and listening, as podcasting enhances all language skills. Thereby, it is crucial to conduct a more comprehensive study to understand how podcasting not only enhances speaking but also simultaneously develops all skills.

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Tables.

Table 1. Cycles of intervention.

Table 2. Categories of analysis.

ANNEXES

Annex 1 Observation format

Instructor: Angela Milena Romero Reyes. School grade: tenth grade. Course Title and Topic : second conditional. School : Instituto Pedagógico Nacional.

Place: 1002 salon Class: 1002 duration: 2 hours. Each one of 45 minutes

Observer: Laura Daniela Novoa C. Date: 04/05/2023 Time: 11:00 to 12:30 pm.

Review Section	Description / Comments
1. SCHOOL DESCRIPTION	The school has a big space, it is quite big. First of all it has a big green space with trees where the students can be. There is only one building which is the high school building. It has 2 floors, on the first floor there is a section of classrooms one in front of the other from 8th to 10th grade. There is a playground where the students play, as well as a cafeteria with its own pantry. It has different rooms specifically for certain things, e.g. music room, technology room, dance room, radio station, gymnastics, etc. At the exit there is a parking area where some of the teachers' and school staff's cars are kept. Also, at another door there is a car park where all the routes stop, where they are from morning until departure. It has different football, basketball, volleyball and tennis courts, allowing students to access different extracurricular activities that influence their learning process.
2. Class Description	The students are participative, however there is a group on one side of the room playing one, they do not participate and do not write down the indications. The rest of the class is participative, even though they don't have a good level in the language, they try. The only thing is that there are some students who ignore what the teacher is saying or raising, some others participate much more and have a better level, in the classroom there are many more boys than girls, perhaps because of the emphasis.
3. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	The teacher speaks in English most of the time, only she has to do a Spanglish to translate when the students don't understand. The teacher's preparation is adequate, she first introduces the grammar topic and then focuses the class on activities on the topic to reinforce the knowledge acquired.
4. ORGANIZATION (organises subject matter; evidences preparation; is thorough; states clear objectives; emphasises and summarises main points, meets class at scheduled time, regularly monitors on-line course)	The teacher has a clear organisation of the work, first presenting the subject and then doing activities to help students understand it. From the beginning of the class she sets out the objective of the session and makes it known to the students from the start, as for the summary of the main points she tries to do it although sometimes it is a little difficult, the class time is in accordance with the two hours they have to do.

<p>5. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	<p>On this occasion with the students he kept more attention from them, since although in some cases they were lost it was very few of the students. The way in which she addresses the students is respectful, fair and impartial, as she takes this into account when she speaks and explains the class. As for feedback, she gives it through tutorials, although when students approach her with questions, she is always willing to help and explain the grade or where they went wrong. Similarly, she encourages student participation with the positive points which makes them try to participate even if they don't speak all the time, form certain sentences. The teacher also interacts with the students at all times, asks questions, helps them and is ready for clarifications and comments.</p>
<p>6. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Her method is a bit traditionalist, as the class is divided into two parts, first the topic of the day is presented, which is something grammatical, then the teacher explains the second conditional, when it is used, how it is used, how it is formed, examples. Once the students tell the teacher that they have understood the lesson focuses on an activity done by the teacher, in this case it means that each one of them had to solve some exercises of the second conditional. The objective is presented to the students before starting, where she tells them what they will do and what they are going to learn. the imagination may not be the best because as I said it is traditionalist and the activities are simple.</p>
<p>7. PRESENTATION (Establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teacher tries to ensure that learning takes place in the classroom, her way of presenting the subjects is appropriate, she always looks them in the eye, her tone of voice is appropriate so that everyone can hear her, she has a good intonation and pronunciation although she does not speak much English, generally the teacher has to do Spanglish so she has to speak in both languages and generally speaks more in Spanish than in the language she is teaching.</p>
<p>8. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	<p>In this case the time was not managed in the best way, because the activity she did was to some extent very easy and the students had plenty of time left over because she only did one activity. In this course she has more control over her students as they pay more attention to her, they don't make noise and when she asks for silence she obeys her.</p>
<p>9. ASSISTANCE TO STUDENTS (assists students with academic problems)</p>	<p>The teacher assists students on more than one occasion, helping them with questions and exercises. She also offers counselling to students on Tuesdays and Thursdays, where she explains the topics to each student in a more personalised way. The students sign up and are there with a specific space for each one.</p>
<p>10. PHYSICAL ASPECTS OF CLASSROOM (State location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)</p>	<p>The room is arranged in a round table format, there are approximately 18 students, there are enough tables, the room has a television which helps the teacher to use technology to present the topic. The room is large enough so that there is considerable space in between. The room has good lighting, due to the large windows on one side of the room. The room is decorated with an English corner where they have a space for challenge,</p>

	<p>expression of the week, advertisements, and vocabulary. One wall has the class timetable, being mathematics they have more academic weight in calculus and mathematics related subjects. They have a wall with each student's birthday, as well as the attendance list.</p>
<p>11. DESCRIPTION OF ACTIVITIES (Warm up activities, games, worksheets)</p>	<p>The first activity is a warm up with a kahoot that deals with the previous topic which is about the zero and first conditional, as not everyone has a mobile phone the teacher uses the television to project and they write down in their notebook. With the expression of the week she asks for examples from everyone's life so that they can practise it, after that she asks them for sentences using the second conditional. As a final activity she made a worksheet in which the students had to complete one of the two clauses of the conditional, after that they had to transform sentences into the second conditional.</p>
<p>12. MATERIALS AND RESOURCES</p>	<p>She uses the board as a tool to explain the topics, and also has sheets of paper for each student on which they have to do the activity. She also here he has the information on the subject he is going to teach. the examples, the subject, the definitions, the</p>

Annex 2.
Diagnostic test

Diagnostic
Name: Felix Demco Volko Date: 1-06-23

1. Read the next text and answer the questions.
A message to a new friend:
Hi Lucia
How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK. Anyway, I have the documents about the new Berlin offices. We're going to be open in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafes and banks in the area. There's also public transport, we are next to an U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow - you will see lots here!
Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.
Please give me your email address and I will send you the documents.
Bye for now
Mikel
Decide if the sentences are true or false.

1. Mikel and Lucia were friends from school. True False
 2. They work for a company that sells things. True False
 3. The new offices are in a very good location. True False
 4. There is a metro next to the offices. True False
 5. Mikel has never seen snow before. True False
 6. Mikel and Lucia had dinner together. True False
 7. Mikel doesn't have Lucia's email address. True False
 8. Lucia wants to send Mikel some documents. True False

2. Fill in the blanks with the word bank.
forward express travel madame could would

Dear Sir/ madame
I'm writing to express my interest in a travel grant.
I am planning to travel Chinese for one month in Beijing and I would like to apply for the travel grant to help with the expenses.
Could you please send me further details?
I look forward to hearing from you.

Best regards,
Jordan Lee.

here he has the information on the subject he is going to teach. the examples, the subject, the definitions, the

3. Create 5 sentences in which you talk about something/someone you love, then read it aloud.

- I like to play videogames
- I like to drive in highway
- I like to listen to music
- I like to wear my car
- I like to dance salsa

4. Listen to the audio and choose the best option.
<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party>

1. She is having a party for ...

- her family.
- her very good friends
- everybody at work.

2. The party is at ...

- the swimming pool at her house
- her cousin's house.
- work.

3. The house is the first big house ...

- on the right.
- on the left.
- down at the end of the road.

4. The woman received the birthday card ...

- this morning.
- Last night.
- yesterday morning.

5. The motorway exit you need is ...

- 3A
- 13A
- 30A.

Annexe 3:

Survey

SURVEY PERCEPTION PODCAST

Date: 6/05/24 Grade: 1102 School: F.P.N

The following survey aims "to identify the perceptions of the students of Instituto pedagógico nacional listening and creating podcasts with intrapersonal and interpersonal content". Also, read the statements carefully, if you have any doubts you can ask. Select yes / no questions.

Statements:

- Podcasts are interesting. Yes / No. Why?
No, because most of the time it is boring.
- Listening to podcasts has helped me to understand the language better. Yes / No. How?
Yes, because here I listen more English and I understand more.
- I feel more confident when I speak in English through a podcast. Yes / No. Why?
No, sometimes this is difficult for me and I don't know what to say.
- I think I can improve my English pronunciation and intonation when recording podcasts. Yes / No. Why?
Yes, because with this, I can speak more English.
- I feel less stressed talking in a podcast because I can plan what I am going to say. Yes / No.
Yes, when I can plan is better, but when no, is stress.
- Podcasts don't help me to have a better level in the language. Yes / No. Why?
No, this really help to learn English, and in other case, other language.
- I would like to keep recording podcasts. Yes / No. Why?
No, because sometimes is difficult and this takes time.
- I consider that it is better to record podcasts alone than in pairs. Yes / No. Why?
Yes, because I can plan the things that I like, and take my time.
- I think that getting to know myself is important in my educational process. Yes / No. Why?
Yes, this helps me to know me better and choose that I want to my life.
- I think that identifying the personalities of other people helps me to have a better relationship with people around me. Yes / No. Why?
Yes, because this lets me get to know better the other people.

Annex 4.

Interview.

Entrevistadora: Hola buenos días, estamos acá con la profesora Ángela Romero, la profesora titular de 1102, el curso en el que se está haciendo la intervención. Entonces esta entrevista va relacionada a la percepción que ha tenido la profesora en cuanto a la propuesta educativa. Hola profe.

Entrevistada: Hola, ¿cómo estás?

Entrevistadora: Bien. Listo para iniciar me gustaría saber ¿cuál es tu percepción de acuerdo al desarrollo de la propuesta educativa?

Entrevistada: Bueno, yo considero que la propuesta es muy llamativa para los estudiantes, es algo diferente, algo también que les va a aportar a ellos en todos los campos, porque pues no estamos hablando únicamente del aprendizaje del inglés, del idioma, sino que vamos un poco allá. Entonces me parece muy interesante y también muy valiosa porque pues ellos en están en ese momento empezando a decidir que van a hacer con sus vidas. Entonces, como te decía, no solo le estamos aportando al inglés, sino que también otras habilidades sobre todo desarrollo personal. Entonces sí me parece muy valiosa e interesante.

Entrevistadora: Okay, segundo, ¿piensas que ha habido una mejora en las habilidades comunicativas de los estudiantes por medio de la creación de los podcast?

Entrevistada: Sí, yo siento que sí, porque pues antes de que tú estuvieras, las habilidades se trabajaban por medio de actividades muy cortas, porque pues como tú sabes, el tiempo acá es muy limitado, entonces no tenemos la oportunidad de, por ejemplo, hacer material, tanto material oral como en este caso que si lo estamos haciendo, qué pues hay unos periodos en los que ellos tienen que enviar su podcast, entonces eso como que les refuerza sus habilidades, sobre todo laboral. Entonces yo siento que si les ha aportado muchísimo también, pero bueno, creo que es otra pregunta, la habilidad escrita, porque tienen que hacer una planeación, vuelvo y mencionó, cosa que antes en las clases eso no se podía realizar por el poco tiempo que tenemos en clase.

Entrevistadora: Ok, ¿qué piensas acerca de los materiales que usamos en las clases? ¿Crees que son adecuados?

Entrevistada: Sí, yo siento que son adecuados porque hemos trabajado un poco de todo, entonces hemos trabajado materiales visuales con las presentaciones que tu has hecho, también pues con el hecho de subir el podcast a una plataforma, el hecho de tener que usar esa plataforma. También hemos usado materiales más físicos que requieran de pronto una manualidad de una destreza motriz, esto también es muy interesante, entonces yo siento que hemos trabajado como de los dos lados y eso también les facilita a ellos que no sea siempre la misma actividad y que aprendan otras manualidades, otras actividades, otros ejercicios. Lo que yo te decía, yo pensé que al inicio era solo speaking, pero pues hemos visto que también involucras otro tipo de ejercicios. También el speaking, perdón, el listening, el writing, entonces siento que es como un trabajo muy integral y los materiales si han aportado todas las habilidades.

Entrevistadora: Listo, de acuerdo a los materiales. ¿mejorarías alguno de ellos? Y de ser así, ¿Cuál sería?

Entrevistada: Yo siento que no es el material, lo que pasa es que tú sabes que tenemos muy poco tiempo, entonces a veces en las presentaciones que se hacen, por ejemplo cómo usar la cuenta de spotify, cómo abrirla, de pronto si fue un poco denso por lo que no teníamos el tiempo, pero yo siento que el material fue muy acorde a lo que pues se necesitaba hacer en la clase. Entonces siento que el problema no es el material y el cómo se presenta, sino es más bien el tiempo, porque pues tú te has dado cuenta que no tenemos dos bloques de clase o la cantidad de tiempo suficiente para presentarlo, para ir con el paso a paso que muchas veces tú has planeado.

Entrevistadora: Ok, listo. ¿Piensas que las actividades que han estado alrededor de la creación del podcast han favorecido el proceso de los estudiantes?

Entrevistada: Sí, sí, como te decía, siento que es algo diferente que les aporta no sólo la parte de inglés sino también a su parte personal. Muchos de los chicos que están ahí obviamente tiene claro que quieren estudiar y hay otros que no, entonces el hecho de que reciban como esta información, este input, este trabajo en clase, pues también les va a ayudar a que ellos tomen un tipo de decisión o miren en que son buenos, cuáles son sus cualidades. Yo siento que obviamente aparte de trabajar pues las habilidades en lengua extranjera también están como si mejorando o intentando descubrir qué quieren hacer, porque pues como te digo, muchos de ellos no lo saben, a pesar de que están en un énfasis y les gusta el tema, muchos de ellos no, o no quieren seguir ahí o no se sienten seguros con ese énfasis y esa decisión que toman.

Entrevistadora: Ok. ¿Piensas que el contenido de los podcasts es el adecuado? Cuando hablo de contenido me refiero al contenido intra e interpersonal que tiene pues el proyecto. ¿Y piensas que es necesario para el proceso educativo de los estudiantes?

Entrevistada: Sí, yo considero que es importante, de hecho creo que yo te comenté el año pasado, apenas iniciaste el proyecto, que acá en el colegio se lleva a cabo un proyecto de orientación vocacional que se da en 10° y en 11, ¿porque en estos grados?, porque la idea es brindarle las herramientas a los chicos para que ellos también puedan empezar a tomar decisiones para su vida futura. Entonces yo sí considero que es muy importante que este tipo de espacios se den y pues en caso particular de tu proyecto lo considero aún más relevante porque a veces ellos en 10° no se lo toman muy en serio y sienten que esa decisión todavía no la deben tomar, que todavía no deben mirar qué es lo que quieren hacer entonces en 11 reforzarles esa información, seguirles dando estrategias, seguir haciendo esas encuestas, seguir dando ese material de me conozco a mí y conozco a los demás, a mi comunidad y el que quiero hacer, es super valioso.

Entrevistadora: Listo, bueno creo que esa ya medio la respondiste pero, ¿piensas que los estudiantes han mejorado otra habilidad del inglés, además del speaking por medio de la creación del podcast?

Entrevistada: Sí, yo he visto que la parte de escritura también les ha funcionado porque en otras ocasiones u otras actividades antes de que tu estuvieras se trabajaba el writing pero como filling the gaps, algo muy gramatical, principalmente porque ellos se van a ver enfrentados a una prueba estandarizada que también les pide eso. Entonces ahorita el hecho de que ellos puedan tener la posibilidad de escribir abiertamente sobre ellos mismos, sobre su comunidad, sobre lo que quieren hacer a futuro, pues también les brinda oportunidades, sí oportunidades para hacer textos más creativos, más propios y no tan ligados a una estructura o algo más no se, valorativo, porque tú te has dado cuenta que aquí cualquier actividad tiene una valoración. En cambio pues en tu proyecto ellos sienten como esa libertad de expresar un poco más, entonces siento que más allá del speaking, el writing también se ha visto favorecido.

Entrevistadora: Listo, bueno, además de la mejora de las habilidades en inglés, ¿crees que los estudiantes han aprendido algo más durante el proceso de hacer un podcast?

Entrevistada: Sí claro, pues yo siento que una de las primeras cosas que ellos han aprendido es a identificar al otro y saber que están con otras personas en un mismo contexto, que a veces uno lo considera muy obvio, porque uno dice pues llevan tantos años en el colegio. Sin embargo, pues hemos visto con los trabajos que tu has realizado que ellos también empiezan a identificar esas fortalezas y esas debilidades del otro, de que yo convivo con otro, tengo que respetar como es, tengo que también valorar sus fortalezas, sus cualidades y así mismo, pues respetar las de las demás personas, porque pues no están con una sola persona sino que están en comunidad, en un grupo, entonces yo siento que ellos han aprendido eso, a identificar que todos tenemos fortalezas, tenemos debilidades y a respetarlas.

Entrevistadora: Listo, bueno esta pregunta va referente a lo que has visto y los estudiantes usan expresiones o el contenido que se ha propuesto en la propuesta educativa por volverlo a decir.

Entrevistada: Yo siento que sí, sobre todo las expresiones y las partes del podcast. Yo siento que como eso ha sido tan reiterado en los 3 ciclos, entonces como que a ellos les ha quedado como muy claro. Obviamente tienen sus vacíos, porque pues ellos, sí, se les olvida pero si hay expresiones que se les ha quedado, expresiones que se vieron en el primer ciclo y también la parte de cómo hacer el podcast también lo tienen muy claro, cómo son esas partes, que es lo que deben llevar, y yo siento que de una u otra manera, del cómo hacer el podcast también les ha permitido a ellos el dar respuesta a muchas preguntas, ya las preguntas no las responden como, si no y porque sí, sino que ya empiezan a tener un orden en sus respuestas, entonces ya no solo dicen si, sino que explican el porqué, que es algo que tú también les has venido trabajando en todas las clases. No es solo decir no, sino justificarlo, porque crees eso, identifica una situación, entre otros que es también lo que tu has trabajado en las sesiones de planeación, del script, del outline. Entonces eso siento que se les ha quedado mucho.

Entrevistadora: Listo, y ¿piensas que la propuesta de usar y crear podcast es adecuada para la mejora del speaking?

Entrevistada: Sí, yo siento que esto es una muy buena propuesta, o sea que eso les ha podido ayudar a ellos y les puede ayudar también a otro tipo de población, porque es algo llamativo para ellos, sí es algo que es muy contextual, que ellos lo encuentran fácil, tienen acceso a ese tipo de herramientas entonces es como que también se les va a facilitar. Sin embargo pues también depende de los gustos de los estudiantes, si mal no estoy en el primer ciclo lo que hicimos fue eso, identificar podcast que ellos quisieran escuchar, cómo tener un referente y nos dimos cuenta que sí, que ellos estaban muy relacionados a este mundo, entonces por lo tanto la propuesta fue muy viable, fue muy positiva, fue muy bien recibida, pero pues no considero que sea generalizar a todas las propuestas, a todos los contextos para mejorar una sola habilidad, puede ser que en este caso nos ayuda funcionado, nos haya servido por lo que te menciono, pero también depende de la población, los gustos e intereses que tengan los demás.

Entrevistadora: Listo profe, eso sería todo, muchísimas gracias.

Entrevistada: Vale, cuidate

Annexe 5.

PODCAST PLAN

Artifacts

RECORDING DATE: 30/04/21
 PUBLISHING DATE: 2/05/21

Hosts: Katalina, Giselle
 Guest: Giselle Pérez

INTRO
 Katalina: Welcome to the podcast and Giselle! We like Katalina will talk about the podcast topic which will be to get to know us better and then Giselle will tell our social media.

MAIN TOPIC
 We will talk about our qualities and how we perceive each other in these aspects. To change the subject a little bit, we will tell a curious fact that the other one didn't imagine.

SUBTOPIC 1
 We will continue to talk about our weaknesses and strengths each one will talk about itself and then about how we perceive each other in these aspects. To change the subject a little bit, we will tell a curious fact that the other one didn't imagine.

SUBTOPIC 2
 As a last topic, we will say how we could become better our weaknesses each one talk about itself and later about how the other could become better.

OUTRO
 Finally, we will recap what we talked about in the podcast and say goodbye.

RECORDING
 Microphone
 phone
 Podcast plan
 wifi
 Spotify for podcast
 Music

EDITING
 Music
 Capcut
 Phone
 Spotify
 Cuts

PUBLISHING
 Spotify for post

THINGS TO IMPROVE
 did I correct? do next time don't you need to do something else?

Being someone else

1. Choose 3 adjectives of the box to describe the person that you have. Selected with a highlighter.

Agreeable Brave (Calm) Daringful Faithful Gentle Happy Jolly Kind Loyal Nice Polite Lazy Nervous Mysterious Athletic Clever Conversative Dedicated Positive Sarcastic Sociable (Discreet) Wimp People person.

2. Write down three sentences using the adjectives that you selected in the earlier exercise. In the sentences tell the reason why the person is in this way.

3. Write on the left side of the paper what you like about this person and on the left what you don't like.

4. Think about the qualities of the person that you have. And write down what you think you can develop into your personality.

I would like to be obedient as her
 I would like to be a shark hunter as her

Family member

Write characteristics about the person:

- This person is sociable
- This person is gentle
- This person is judge
- This person is funny

Me


Write characteristics about you:

- I'm a sarcastic person
- I'm a funny person sometimes
- I'm a smart person
- I'm a introvert person.
- I'm a kind person.

What characteristics and activities can I take from my chosen family member?

- I would like to be as sociable as her
- I would like to be as mature as her.
- I would like to be as wiser as her

MY STRENGTHS AND WEAKNESSES

I am good at sports and math	I am not very good at english, speak with other people! (you can improve it)
I enjoy listen to music, watch series, play with my pet, cooking, deserts, ride abicah, sleep	I dislike a people big mouth, gossip, shrimps
I am interested in learn languages (I love it)	I am bored by
I am proud of improving my english skills. (that's amazing)	I wish I were more tall, social.
	I wish I were less
People think my good points are: - I am person reliable - Funny - letting others - brave	I wish I was better at languages (it matter your effort)
If I try I can make my strengths even better in the following ways Math and speak with other people	I wish I were less
	People think my weaknesses are: - I am lack of confidence - noisy - Distracted (yes, you are!) - Forget everything
	If I try I can improve my weaknesses in the following ways English: watch series in english (to learn english watching)



Annex 6.
Recording

S9: Hi guys Welcome to kata's anecdotes. I'm katalina and I'm so happy to be here. in todays episode We have a special friend, Do you want to introduce you

S13: yes of course hello everyone I hope you are fine I'm Giselle and I hope you like that episode we have prepared for today.

S9: haha, yeah we hope so. Mmmm well, the topic that we will talk em we will talk is get to know us better here we will be talking a little bit about ourselves and how we perceive each other.

S13: Before to start we will like to tell you please follow us in Instagram Katalina. as Katas.anecdotes_ and me as Giselle_pics. and now we can to start.

S9: Nice Giselle, I want to start with you telling me three qualities that you see in yourself and why.

S13: Oh, okay. That's a little bit a difficult question. Mmm I think that myself quality is I'm a agreeable person and a louder person because yeah lite.. mm litera,... literally I laugh with everything and I make laugh the others too. Other quality is I'm gentle and kind be this becau this because I consider myself as empathy person. And the last quality is I'm supportive person this because always I try to to help the others with anything.

S9: OMG! That is very generous and nice.

S13: Yeah, I know. But now I want eh that you tell me how you perceive me?

S9: Mmmm ohh well. I think you are a people person, because you're a sociable person and are easier for others to like. And you are a conservative person. Also, I think you are 21an honest person because you always say what you think but without intention of hurting others.

S13: Hahaha that sounds like me.

S9: Yeah, I know. Mmmm well, now me, I think I am a dark horse, because I have qualities of these how to be descript, humble and perseverance. Mmm the second quality is I'm faithful or loyal person, because I'm always there for those I appreciate, I support them unconditionally. And the last quality is I'm a honest person, I think that being honest comes before everything else.

S13: Interesting, I perceive you you a little different.

S9: Yeah? How?

S13: I think you are kind and nice, I don't know why, you give me those vibes. Also you are honest, I agree with you. as you are transparent person and you are dedicate with persons and things you do to do.

S9: Really, is weird you speak so well of me hahaha.

S13: Yeah, I really think that.

S9: Mmmm now, we will continue with our weaknesses and strengths, and in this case is 37not necessary to say why but if you want is okay.

S13: Okay well, I think my strengths are to do things with a lot of passion when I like them a lot.

S9: Oh that's great.

S13: Yeah, also I really enjoy learning even if it is not a formal display.

S9: Yes, I like to learn too but in depends on the subject.

S13: Ha, now the weaknesses. I think that I'm not interested in activities that are necessary, but boring and I get irritated very quickly, are red to sensitive subjects.

S9: That's interesting, mmm I think your strengths are you are a conservative person, a clever person and personally I think you are a sarcastic and I like sarcasm in the people. And your weaknesses are that mmm sometimes you're foulmouthed em sometimes I think you are a conflic.. conflictive person and sometimes I see you lazy.

S13: Well I have never tough that

S9: Hhahah mmm yeah. Well, now me, I'm a sarcastic person, I'm a smart cookie, and most of the time I'm down to earth, I'm a neutral person. And now my weaknesses are that I'm a procrastinator and I am an am cold person sometimes.

S13: Yeah, sometimes I see that, I think you are a self-disciplined, persevering and perfectionist person, but also you are reserved person and sometimes you over exaggerate yourself and overwhelm yourself.

S9: Really? Well, now I have a different point of view about me. Em well Giselle, to change the subject a little bit, I want you to tell me a curious fact about you.

S13: Hhahah this is so random, but I love to listening romantic ballads to make cry.

S9: What? hahaha, my fact is more boring. mmm well you already said it, but even if I don't look like it I'm a perfectionist, and I play tennis and bowling as a hobby every weekend.

S13: Well that interesting.

S9: Mmmm yeah I guess, ah now the last topic is we would say how we could become better our weaknesses, so Giselle if you want to start.

S13: Yes, mmm I think you self evaluate your achievements more so you don't feel inadequate and you should organize your time, so as not to procrastinate so much.

S9: Okay, mmm thank you for your recommendations, mmm I think that in your case you should work more in tolerance but it depends on the situation, also help you not to generate so many conflicts.

S13: Nice, I would keep it in mind.

S9: Yeah, mmm well guys finally as a recap, we are Giselle and Katalina, we are friends, and in today's episode we got to know each other a little better, eh talking about our qualities, strengths and weaknesses and how we could improve them. Mmm if you think anything of what we think today about use...useful to you.. emm apply the tips. Well guys that's it, mmm Giselle do you have something to say?

S13: Yes, thank you for invite me, it was really interesting to talk to you and you guys thanks for listening and I hope this episode was support to you. Byecccc.

S9: Yeah guys, thank you very much for listening, and I hope you like it. And I see you in 79the next episode, wishing you a fantastic day or night, whatever you may be. Goodbye.

Annex 7

Consent form

Annex 8

Lesson Plan Lesson plan N°4: Podcasting: myself

<p>Lesson plan: 6</p>	<p>Session: 6</p>	<p>Time: 90 minutes</p>
<p>Grade: Eleventh</p>		<p>Institution: Instituto Pedagógico Nacional</p>

Date: 11th March 2024

English teacher: Angela Romero. **Pre-service teacher:** Laura Daniela Novoa Cucuma.

Language Contents: Use of expressions: I'm. Use of past simple, past continuous and past perfect.

Objectives: * To express who they are through a podcast.

- To know how to use the platform podcaster.spotify.
- To talk about themselves using the expressions, words and strengths that they have.

Procedures

TIME • The teacher will recall attendance.

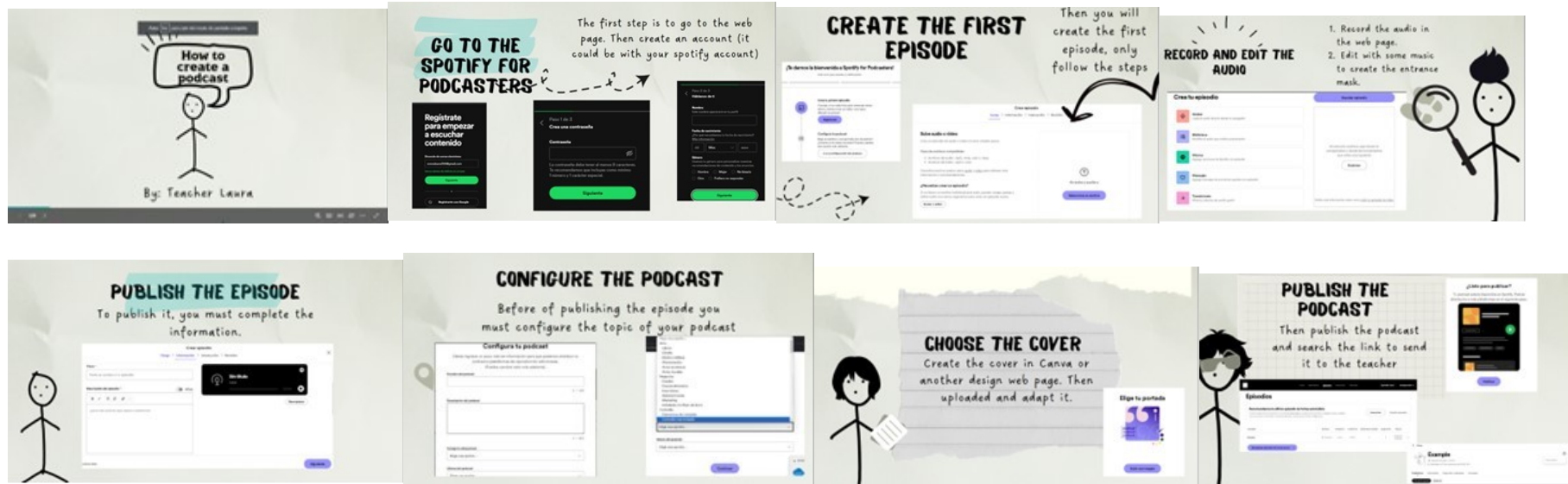
30 minutes	<p>What am I going to do?</p> <p>To start the class, the teacher will ask the students to go into the technology class. There she will tell the students the activity. As the key project they have to do is a podcast talking about themselves. Keeping in mind who they are, using the expressions that the teacher taught and all the topics that they have in the guide. So in this case, students will make a script and the podcast not longer than 4 minutes, where they use physical appearance vocabulary, expression to describe themselves, their weaknesses and strengths, and past situations that were important in their life.</p> <p>Dependent practice: How to create a podcast.</p> <p>Before doing anything the teacher will show a presentation [see annexe 1] of how to create a podcast. The first thing is that she will teach students how to use the app to create the podcast. So, with the help of the presentation she will teach each step they have to follow. In the first place, they have to record the audio on the platform. Then they have to edit the audio, so they can put music into the beginning and the final part. Then, they will have to publish their audio, so they put a name to the episode and a description of what is about. After, they will publish the episode, but the own app will ask to configure the podcast, so they have to give a name, a description, a category and the language of the podcast. Later, they have</p>
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	to create an image that will appear in the podcast, so they can create it in canva or another design page and then upload it. Then the podcast will be created and published, so they finally have to give the teacher the link.
60 minutes	<p>Independent practice: Talking about me.</p> <p>Then the teacher will show an infographic [see annexe 2] with each of the steps the students have to follow to make their podcast. In the first place the teacher will ask students to create an account into “podcasters.spotify”. Then they must write the script, where they include all the topics they saw with the teacher (physical and personality vocabulary, weaknesses and strengths, past moments) talking about themselves. She will give an example of a script [see annexe 3] and the students will have it as a guide to create their own script. After they open the web page and before recording the audio, they will have to be sure that in the script they have the elements of the podcast that the teacher explains. After the confirmation they will record (without reading) the importance is to keep in mind the script but not read it.</p> <p>Later, when they have the audio into the platform they will search for music to include into the beginning and the ending of the episode. Then they will export the audio and upload the podcast online. Then they will send the link to the teacher.</p>

Annexes:

Annexe 1:

https://www.canva.com/design/DAF1XRHir40/DBV2mVkmxMaNNxzniBQQAaw/edit?utm_content=DAF1XRHir40&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Annexe 2: Link of infographic to steps to create the podcast in the platform.

https://www.canva.com/design/DAF1XTccHhQ/ETuSlngZXXf6_e3iZxLlrA/edit?utm_content=DAF1XTccHhQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Annexe 3: Script example made by the teacher.

https://www.canva.com/design/DAF1XbZFblg/agRusj29sG7w3d9CmWs48A/edit?utm_content=DAF1XbZFblg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

(add the entrance mask)

Hello, welcome to a new episode into (name of the podcast). I am Laura (your name) and I am so grateful to have the opportunity to speak to you. In today's podcast I will talk about me, who I am, ways to describe me, my likes and dislikes, my strengths and weaknesses and past situations who made me me. (don't write the same, try to paraphrasing).

So, before to start I would like to tell you please follow me into my social media that is (invent a social media to look that your audience look you). To start let me introduce me, so my name is (your name) I am a person who is gentle (use the adjectives to describe you, the words as clever, gentle, kind, sociable, etc).

But also I am a people person (give the expressions where you identify the most) because (give the reasons why you describe yourself using this expression, remember could be one or three). Also, my strengths are (give your strengths, what do you think you are good, you can take it from the paper of strengths) and my weaknesses are (give your weaknesses, you can take it from the paper) and I think I could become better my weaknesses if I do (something you can do, to be better, example, english is difficult to me so I will study more and watch series in the language).

And also I think that the past moments makes you whor you are in the present, so for that reason I think that studied languages in the university gave me the opportunity to develop myself in the best way (remember the time line about your past moments, you can use it to talk about moments importants who makes you you)

Finally, as a recap I am Laura, I am a gentle person, also I am a people person, I am good at... I am not so good at..., so for that reason I will try to and the past moments makes me who I am in the present (make a short recap of what you said in the chapter, don't make this so long, not longer than 1 minute)

And that's it, thank you so much for listening me. I am glad to know that you get to know me and thank you, see you on the next episode. Have a great day or night. Bye.

(put the music to finish the episode)

Annexe 9

First rubric: Evaluation of podcast

Topic	Excellent	Good	Basic	Insufficient					
Content	The student uses all the topics that the teacher	The student uses most of all the topics that the teacher taught.	The student uses only one or two topics that the teacher taught.	The student doesn't use any of the topics that the teacher	Pronunciation and fluency	The student speaks with fluency and the pronunciation is accurate	The student speaks with fluency but there is some problems of pronunciation.	The student doesn't speak fluent but the pronunciation is not so bad.	The student doesn't speak fluent and there are a lot of problems of pronunciation.
Parts of the podcast	The student include all the parts of the podcast.	The student includes almost all the parts of the podcast.	The student includes at least 2 parts of the podcast.	The student doesn't include the parts of the podcast.	Language skills	The student uses good languages skills, also it talks using the present, past and future tense in the correct way.	The student uses good language, however there are some problems using the present, past and future tense.	The student doesn't use good language, and there are some problems using the present, past and future tense.	The student doesn't use good language, and there are important mistakes using the present, past and future tense.
Clarity and organization	The ideas presented in the podcast are clear and well organized.	The ideas presented in the podcast are clear but not well organized.	The ideas presented in the podcast are not so clear and are not so well organized.	The ideas presented unclear and disorganized.		Audio quality	The audio is clear and free from distracting background noise.	The audio is clear but there is some distracting background noise.	The audio is not so clear but it is understandable and there is distracting background noise.
Production value	the podcast uses appropriate sound effects, music, or other production elements.	the podcast uses some sound effects, music and production elements.	the podcast are not so much sound effects, music or production elements.	the podcast are not any sound effects, music or production elements.	Accessibility	The podcast were uploaded to the platform that the teacher gave, and has all the parts that must contains.	The podcast were uploaded to the platform that the teacher gave, but doesn't contains all the parts.	The podcast were uploaded to the platform that the teacher gave, but it is not complete.	The podcast were not uploaded to the platform that the teacher gave and doesn't have any of the parts.

Annex 10

Second rubric: Evaluation of podcast

Students names	Elian Palma	Alejandro cruz							
Topic	Excellent	Good	Basic	Insuficient					
Content	The student uses all the topics that the teacher taught.	The student uses most of all the topics that the teacher taught.	The student uses only one or two topics that the teacher taught.	The student doesn't use any of the topics that the teacher taught.	Pronunciation and fluency	The students speak with fluency and the pronunciation is accurate	The student speaks with fluency but there is some problems of pronunciation.	The student doesn't speak fluent but the pronunciation is not so bad.	The student doesn't speak fluent and there are a lot of problems of pronunciation.
Parts of the podcast	The student include all the parts of the podcast.	The student includes almost all the parts of the podcast.	The student includes at least 2 parts of the podcast.	The student doesn't include the parts of the podcast.	Language skills	The students use good languages skills, also they talk using the present, past and future tense in the correct way.	The student uses good language, however there are some problems using the present, past and future tense.	The student doesn't use good language, and there are some problems using the present, past and future tense.	The student doesn't use good language, and there are important mistakes using the present, past and future tense.
Clarity and organization	The ideas presented in the podcast are clear and well organized.	The ideas presented in the podcast are clear but not well organized.	The ideas presented in the podcast are not so clear and are not so well organized.	The ideas presented unclear and disorganized.	Length and time of speaking	The podcast length minimum 8 minutes and maximum 10 minutes. Also each student speaks at leats 4 minutes.	The podcast length minimum 8 minutes and maximum 10 minutes. However one student doesn't speak more than 3 minutes.	The podcast doesn't length the minimum and the students don't speak more than 2 minutes.	The podcast doesn't lenght what they have to and the students don't speak the time they have to do it.
Audio quality	The audio is clear and free from distracting background noise.	The audio is clear but there is some distracting background noise.	The audio is not so clear but it is understandable and there is distracting background noise.	The audio is not clear and there is a lot of distracting background noise.	Accessibility	The podcast were uploaded to the platform that the teacher gave, and has all the parts that must contains.	The podcast were uploaded to the platform that the teacher gave, but doesn't contains all the parts.	The podcast were uploaded to the platform that the teacher gave, but it is not complete.	The podcast were not uploaded to the platform that the teacher gave and doesn't have any of the parts.
Production value	the podcast uses appropriate sound effects, music, or other production elements.	the podcast uses some sound effects, music and production elements.	the podcast are not so much sound effects, music or production elements.	the podcast are not any sound effects, music or production elements.					

Annex 11

Third rubric: Evaluation of podcast

Topic	Excellent	Good	Basic	Insuficient
Content	The student talks about his/her goals, weaknesses and strengths, likes and dislikes and future jobs or professions	The student talks about his/her goals, likes and dislikes and future jobs or professions but doesn't speak about weaknesses and strengths.	The student talks only about his/her goals, likes and dislikes.	The student doesn't talk about anything of the topics.
Parts of the podcast	The student include all the parts of the podcast. (intro, topics, recap and outro)	The student includes almost all the parts of the podcast. (intro, topics and recap)	The student includes at least 2 parts of the podcast. (intro and topics)	The student doesn't include the parts of the podcast.
Clarity and organization	The ideas presented in the podcast are clear and well organized.	The ideas presented in the podcast are clear but not well organized.	The ideas presented in the podcast are not so clear and are not so well organized.	The ideas presented unclear and disorganized.
Pronunciation and fluency	The student speaks with fluency and the pronunciation is accurate	The student speaks with fluency but there is some problems with pronunciation of some words.	The student doesn't speak fluent but the pronunciation is not so bad.	The student doesn't speak fluent and there are a lot of problems of pronunciation.
Language skills	The student uses good languages skills, also it talks using the present, past and future tense in the correct way.	The student uses good language, however there are some problems using the present, past and future tense.	The student doesn't use good language, and there are some problems using the present, past and future tense.	The student doesn't use good language, and there are important mistakes using the present, past and future tense.
Time	The group of the student talk between 16 and 18 minutes. Also the student speaks at least 4 minutes	The group of the student talk between 16 and 18 minutes. However the student doesn't speak at least 4 minutes.	The group of the student don't talk between 16 and 18 minutes. At least the student speaks 4 minutes.	The group of the student don't talk between 16 and 18 minutes. And the student doesn't speak at least 4 minutes.