

PODCASTING: A way to improve Integrated Skills through Blended Learning

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Abstract

The present document unveils a proposal of pedagogic and didactic innovation, which seeks to implement podcasting to improve Integrated Skills through Blended Learning in nine graders' students in Bogotá. The internet offers many ways to practice English interestingly. Podcasting seems a significant strategy to practice the whole skills.

Accordingly, learners are expected to develop various activities linked to podcasts until the final cycle, which is the creation of a podcast, taking into account the elements worked during the whole process. All the procedure behind the creation of a podcast involves working the integrated skills collectively. Thereby, technology plays an important role in this proposal. By Blended Learning, there can be a balance in the use of technology and the classroom (use of technology in a face-to-face session). In the classes, the teachers can use technological devices such as videos, digital boards, computers, etc. Thus, it would not be a traditional environment but the mix of technology resources and a physical place like a classroom. Therefore, 10 classes of 45 minutes each were designed and divided into 3 cycles with the purpose of improving integrated skills during and after the creation of podcasts by students.

Keywords: Podcasting, Integrated Skills, Blended Learning.

RESUMEN

El presente documento da a conocer una propuesta de innovación pedagógica y didáctica, que busca implementar el podcasting para mejorar las Habilidades Integradas a través del Aprendizaje Combinado en estudiantes de grado noveno de Bogotá. El internet ofrece muchas formas interesantes de practicar inglés. Es así como, podcasting parece una

estrategia significativa para practicar todas las habilidades. En consecuencia, se espera que los alumnos desarrollen diversas actividades vinculadas a los podcasts hasta el ciclo final, que es la creación de un podcast, teniendo en cuenta los elementos trabajados durante todo el proceso. Todo el procedimiento detrás de la creación de un podcast implica trabajar las habilidades integradas de forma colectiva. Por lo tanto, la tecnología juega un papel importante en esta propuesta. Mediante el aprendizaje combinado, puede haber un equilibrio en el uso de la tecnología y el aula (uso de la tecnología en una sesión presencial). En las clases los docentes pueden utilizar dispositivos tecnológicos como videos, pizarras digitales, computadoras, etc. Así, no sería un ambiente tradicional sino la mezcla de recursos tecnológicos y un lugar físico como un salón de clases. Por lo tanto, se diseñaron 10 clases de 45 minutos cada una y divididas en 3 ciclos con el propósito de mejorar las habilidades integradas durante y después de la creación de podcasts por parte de los estudiantes.

Palabras Clave: Podcasting, Habilidades Integradas, Aprendizaje Combinado.

CHAPTER 1: THE PROBLEM

Context - Target Population

This proposal is designed to be worked with ninth-grade students from public schools in the city of Bogotá. The age range of these students is 13 to 15 years. During these ages, teenagers begin to have physical and cognitive transformations. Also, there are significant changes in intellectual and socio-emotional development. Following Tassoni (2016), during the thirteen-year, the adolescents start to have changes in their bodies which begin to resemble more of an adult's body. In addition, due to these physical changes, they can have opinions in front of their bodies that could affect their self-esteem.

Young people begin to have behavioral and cognitive/intellectual changes. At these ages, youth can solve problems and develop their personality. They experience strong emotions and begin to feel very anxious occasionally. The emotions make them riskier than adults, which is why young people tend not to think before acting and making hazardous decisions. In fact, accelerated decision-making is related to the influence of their peers (Steinberg, 2005). Moreover, young people start to question themselves about what surrounds them and become more aware. These changes in adolescents' cognition take on relevance in aspects such as, "long-term planning, metacognition, self-evaluation, self-regulation and coordination of affect" (Steinberg, 2005, p.70). Also, they commence to think in an abstract way. Now, it is important to mention that at these ages, teenagers start to have different views about their behavior with friends and family. In agreement with Tassoni (2016), friendship is very important and the opinions of their friends and other

people could concern them. Besides, at this age their relations with their parents change, they start to argue with them and prefer spending their time with others rather than with their families. Likewise, their interests change. These adolescents develop the ability to think abstractly and start to show preferences for sciences and arts. Also, they show to have a good performance in some specific skills, whether drawing or computing.

Concerning an environment in a public school in Bogotá, Riaño (2020), points out, on the basis of observations of a ninth-grade group, that, within the class were indigenous, Colombians, and Venezuelans students belonging to strata 1 and 2. This grade was composed of approximately 37 students. In terms of exposure to the target language in the school, pupils “attended to three hours of English classes weekly” (Riaño, 2020, p. 2). In relation to students, they showed great interest in working in groups, they like to share with their friends and socialize. Thus, sharing rewarding experiences with their peers represents an important aspect in their lives (Vanegas 2020, as cited in Aguilera, 2021).

As studied by Halpern, Heckman & Larson (2013), at this age, students have great learning potential. It is necessary to look for ways that they feel an interest to learn new things. There are factors that influence teenager's learning. For instance, motivation, "young people who are intrinsically motivated, learn more and at a deeper level" (Halpern, Heckman & Larson, 2013, p. 11). Youth can feel motivated by external factors (honorific mentions, awards), but this type of motivation makes learning superficial. Students will not involve the learning in cognitive processes. However, motivation matures thanks to certain factors such as, exploring deeper about a topic, experiencing competence in it, and the connection and interests in common they can establish with peers. Motivation continues growing when scholars make use of personal experiences, take ownership of the tools and

use them creatively. Bear in mind, this proposal can awaken adolescents' motivation since they learn about a topic they are interested in and must internalize the information and produce a podcast which implies the recognition and good management of tools. In this manner, "motivation to learn in a particular field (or setting) becomes strong and enduring as (and if) the activity becomes internalized and experienced as emerging from the learner him or herself" (Ryan & Deci, 2000; Hidi & Renninger, 2006, 2008, as cited in Halpern, Heckman & Larson, 2013, p. 12).

Statement of the Problem

Over the years, the government has worked on different plans and policies to develop competences and raise the level of English in the country's students. Within these attempts, the MEN (Ministerio de Educación Nacional) created the Estándares de Competencia en Lenguas Extranjeras: Inglés, which established the skills that students must achieve at a certain level of schooling. According to Estándares de Competencia en Lenguas Extranjeras: Inglés (2006), 9th-grade students should be able to recognize the key topic or information in short conversations taken from real life. Besides, they should engage in communicative situations as well as handle conversations on a known topic. Moreover, they must recognize the parts of a narrative and identify the purpose, relations, and cultural elements in texts. Furthermore, students should be able to write short texts in which they can argue, describe, and narrate personal experiences considering punctuation, vocabulary, grammatical tenses, and spelling.

In addition, on authority of the European Framework of Reference (2001), students with B1 level can understand the main points of matters related to their context. Also, they

can describe topics about their families, or talk about lived experiences, ambitions, plans, etc. In addition, they can produce simple texts related to their lives and they can understand texts that address issues with everyday language. However, according to different tests and evaluations, these goals are not frequently achieved. In this regard, Bastidas & Muñoz (2016) point out that despite the interest in studying English due to global demands, Colombia remains at an unexpected result. Colombia ranked 51st out of 80 countries with a score of 49.97 in 2016 which corresponds to a low level. These estimations are consistent with the diagnostic tests of the National Bilingualism Plan carried out between 2003 to 2006 and the results of the ICFES from 2007 to 2017. The results indicate that students finished high school with levels amidst -A1 and A2. This is a difficulty that continues to arise. MEN (2021) published the results of the tests carried out in 2021, finding that the area with the least average is English.

In this fashion, there are some factors that affect learning. For instance, students show low interest in learning English. According to Yepes (2015), students of ninth grade show a negative attitude to English classes and the learning itself. Similarly, students come to the classroom with a series of prejudices towards English due to negative experiences. Thus, their personal issues interfere with learning English, making it impossible for students to see the target language learning as important for their lives.

Considering the previous ideas, Colombian ninth-grade students tend not to be interested in learning English due maybe to a lack of innovative didactic resources. In agreement with Arias (2017), the main source used by teachers is a textbook. Nevertheless, this pedagogical source is seen as boring and tiring by the students that preferred to have a variety of strategies. In addition, the author points out that, it is evident that students would

like to implement play roles, songs, stories, crosswords, games, etc. Teachers are also interested in implementing new ways to teach English, however, they have to follow the requirements of the school which limits them when they want to add new resources and materials in the classroom. Something similar is described by Gómez (2020), who states that ICFES requirements and the institutional policies are mainly focused on grammar. For her, this is frustrating because lessons are not concentrated on the students' needs and tastes.

Besides, the lack of innovative and didactic sources not only affects the interest of students in learning English but also makes it difficult to improve the four language skills: listening, speaking, writing, and reading. As studied by Díaz (2021), the skills are not learnt integrated but rather isolated. Each skill continues to be approached in a traditional way, classes are not focused on addressing integrated skills. In addition, the use of Spanish in activities proposed in English denotes that students do not recognize basic terms and expressions in the target language.

In view of the above, students present difficulties in all skills. For that reason, it is necessary to pose a proposal that allows them to improve their four language skills collectively. As exposed before, students do not seem to be interested in learning English since there are not significant didactic materials and new sources. Further, the skills are not taught in parallel. The lack of innovative ways of teaching and the skills taken isolated do not motivate scholars. Seeing as how, this proposal intends to work the integrated skills by using podcasting and podcasts. Besides, technology plays an important role owing to the sources, podcasts, and materials provided by technology tools are meaningful for the performance of activities and the creation of the podcast.

Rationale

Nowadays, being able to communicate properly in English is crucial in educational, professional, and personal fields. The possibilities of studying abroad or getting a better job with a better salary increase. The world demands subjects who have skills in writing, speaking, reading, and listening in the foreign language. The fact that Colombian citizens can communicate successfully in English promotes that the country is within the global framework and open to economic and cultural processes.

The incorporation of integrated skills in the classroom provides students with several advantages. Firstly, integrated skills "provides exposure to an authentic language learning environment so that students can interact naturally with the intended language" (Kebede, 2013, as cited in Pardede, 2019, p. 151). Secondly, it allows the development of the classes to take place differently, teachers can nurture the classes using the skills collectively. Third, it generates motivation and interest in students because the forms of practicing will change, and there will not be a routine to follow.

Consequently, English teaching and learning should be done in a way that meets both state objectives and personal objectives. In this sense, skills must be worked concurrently and through significant material, leaving aside traditional practices. The purpose of this proposal is to design an innovative way to teach English to ninth-grader students from public schools in Bogotá. The aim of this proposal is for ninth graders to improve skills in an integrated way through podcasting strategy.

Accordingly, podcasting becomes a possibility for students to continue working on the use of integrated skills in the classroom due to it offers them opportunities to practice

the skills simultaneously. Podcasting allows students to learn in a joyful and significant way because they can choose the topics of their interests which might be relevant to their life. Considering that lack of motivation and interest affects learning, this tool can awaken students' engagement in learning. By implementing podcasting, students are encouraged to learn English. Moreover, they could find in the use of technological devices a novel way to continue learning. In addition, using podcasts boosts the students' autonomy. These factors influence learning. If students see what they are taught as unattractive, they will not see it as useful for their practical life, and in the same way, they will not learn (Roldán, 2016).

As it is known due to the pandemic, the way of having a class changed. We have the possibility of attending seminars, workshops, and classes virtually. In these cases, technological devices are of great help in presenting new teaching methods that students can use with different purposes and take advantage of them. Technology is fundamental when listening to and creating podcasts. By browsing the internet, scholars can find podcasts, use programs to create them, and search for information. In this sense, using technology helps to improve integrated skills. Classes can be developed using the Blended Learning approach, that is the "thoughtful fusion of face-to-face and online learning experiences" (Garrison and Vaughan, 2008, as cited in Nazara and Fita, 2019, p. 79). Blended Learning allows that learning not only to take place at school, but anywhere and anytime. Besides, students can feel free to communicate their interest to their teachers which is good for learning and boosts success (Riel & Paul, 2009, as cited in Nazara and Fita, 2019).

Consequently, the Ministerio de Educación Nacional (2008), published an article titled as; Ser competente en tecnología: ¡una necesidad para el desarrollo! that deals with

the skills and knowledge that students should have in the area of technology according to their level of schooling. In concordance with MEN (2008), students of the ninth grade should be aware of the historical changes in technology and know about basic concepts concerning technology knowledge. Besides, the ninth grader needs to acquire ownership and good use of technology. They have to use the Tecnologías de la Información y Comunicación (TIC) responsibly with the purpose of learning and researching.

To conclude the aim is also to ensure that ninth-grade students know how to solve problems using technological resources. Ninth graders can detect faults and solve them by building artifacts or making use of technology devices. Now, taking into account the global situations, adolescents and the rest of the population live today in the digital age, the possibilities offered by technological means are unimaginable. Ninth-graders should act in accordance with the recent changes in society and the incorporation of technology in daily life. They should analyze the changes and the impact of technology.

In short, this proposal is relevant since podcasts and strategy of podcasting enable students to work with integrated skills. Furthermore, podcasts and podcasting lead to the use and exploration of technological resources, which opens the doors to a process of inquiry in the students by browsing on the internet and listening to podcasts, consequently to a reading and writing process, and finally to the creation of their podcasts. Something to highlight is that by creating their podcast they can share their thoughts and opinions about a topic. This is significant to the students because they are expressing their point of view. For them, creating something that is interesting and important for their lives, boost their motivation and they begin to shift their perceptions towards learning English while using new materials.

Objectives

- To promote the improvement of the integrated skills by implementing the strategy of podcasting for ninth-graders at a public school in Bogotá

- To design a pedagogical and didactic innovation proposal that approaches nine graders to the practice and the improvement of the whole language skills through Blended Learning.

Chapter II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, the reader can find first, a critical review of international and national studies that bring relevance to this proposal; and second, the definition and characterization of the constructs that underpin the current proposal which are: Podcasting, Blended learning, and Integrated Skills.

State of the art

The first research taken into account for this proposal is titled *Student-Generated Podcast and the Development of Speaking Skills in an EFL Sixth-Grade Classroom* by Sánchez (2017). In this study, the author shows his personal interest in including Information and Communication Technologies (ICTs) in the teaching of English. The aim of this research was to analyze the impact of podcasts created by students on the development of speaking skills in a school in Medellín, Colombia. The author used interviews, students' work (podcasts), and observations. Throughout the application 3 podcasts were developed. During the application the author supported students in terms of the vocabulary needed for each podcast. In addition, the author took into account the categories of pronunciation, vocabulary, and sentence structure. In terms of pronunciation, the author concluded that there was not a significant variation. However, most of the students considered that their pronunciation had improved. Regarding vocabulary, the study emphasizes that students acquired new vocabulary. Now, concerning the last category: sentence structure, students claimed that they improved in this category after the implementation. The author has concluded that the integration of technology had a positive impact on the teaching of the foreign language. Also, the podcasts encouraged the students,

and students began to improve their oral production and the expansion of their vocabulary. Finally, the author claimed that it is necessary to expose students to the target language for a long period to see better results in terms of pronunciation.

On top of that, the pertinence of this study to the present study lies in the introduction of authentic material within the classes. Thus, the exploration of genuine language is positive for the improvement of skills. When using podcasts, students are exposed to real English. Students' exposure to podcasts helps them improve their speaking skills, not only speaking skills but also listening and writing. Dissimilarity of the mentioned study, in this project the whole skills will be presented and working closely. Finally, pupils show a positive response in front of the creation of podcasts, their interest for learning English increases.

The second study considered for this proposal is *Refining Speaking and Listening Skills Using Podcast*, by Prada (2014), the author wanted to investigate the implications of podcasts in speaking and listening because the students had difficulties understanding conversations and trying to talk about different topics. The study worked under the qualitative paradigm. The population considered in this study was tenth-grade students from a private school in Tunja, Colombia. The activities and tasks developed were designed considering the tastes of the students. In addition, podcasts were created on topics of interest to students. The author concluded that first there are many ways to learn and teach English, as there are many alternatives and a variety of tools that allow it. Secondly, podcasting as a new strategy to teach English worked in building vocabulary, pronunciation, and accuracy regarding listening comprehension, and by creating podcasts, students demonstrated that they could talk about different topics. The conclusions prove

that the strategy of podcasting not only benefits the student in improving skills such as speaking and listening, but also in the interest of learning English through topics that interest them. In this sense, tools such as podcasts have a wide variety of topics, which allows students to explore and find different content.

The above-mentioned project and this current proposal are related in the sense that there is a need to find new ways of teaching and learning English. Furthermore, the author emphasizes the creation of innovative activities that attract the attention of students and tries to change the traditional tasks. Also, this study demonstrates that podcasting is an effective strategy when improving students' perceptions and skills. However, there is a difference between this study and the current proposal. The author just focused on listening and speaking skills, the current research seeks to integrate the four language skills through the podcasting strategy.

The third inquiry considered in this proposal is *Exploring Podcasting in English as a Foreign Language Learners' Writing Performance*, by Bamanger and Alhassan (2015), the researchers investigated the effect of podcasts in language learners' writing skill. This inquiry was carried out in Saudi Arabia to fifty-five students from Preparatory Year in King Saud University. The language learners were divided into two groups: the experimental group and the control group. The groups were exposed to a pre-test prior to the treatment to determine that both groups were at the same level of proficiency. On the one hand, for six weeks the experimental group listened to podcasts and were instructed in the management of the technology. On the other hand, the control group were given traditional classes. After the six weeks, researchers applied the post-test to both groups. Apart from this, the authors implemented a questionnaire to the experimental group to unveil if listening to podcasts

had any kind of effect on their writing performance. The researchers discovered that the use of podcasts had positive results on the learners' writing skill. Moreover, students found positive the use of podcasts, they considered that podcasts could continue to be used as a motivating teaching tool.

This study is relevant to this proposal for three reasons. Firstly, the use of podcasts showed an enhancement in the students' writing performance, by listening to podcasts students' writing performance improved in terms of: capitalization, spelling, and punctuation. Secondly, students were exposed to authentic material, the podcasts employed in this study exhibited real samples of language. Hence, the interaction between individuals and real English is beneficial to their learning. Also, the podcasts were not lengthy and covered topics that might be of interest to students. Thirdly, language learners found podcasts an interesting tool for teaching English. This signifies that students will continue to be exposed to real English through podcasts and learning will emerge in new places besides school. For instance, they could listen to podcasts in English in their free time at home.

Furthermore, Cardenas and Ramirez (2020), developed a study named *Use of Podcasts in the English Language Teaching*. In this study, they wanted to inquire into the possibilities that podcasts offer to English teaching and their effectiveness. The population of this research was determined by a group of fourth-grade students in a public school in Bogotá. Through field diaries, interviews, and students' perceptions, the authors determined that podcasts are beneficial for teaching English, and students showed an increase in their speaking and listening skills. Additionally, the researchers stress the importance of technology inside the academic field.

This proposal is significant to the current one due to it demonstrates the importance of using technological tools in the classroom, motivating students to use technology not only in a playful but educational way. It is necessary to highlight that the use of podcasts is an opportunity for teachers to enhance their ability to use technological tools and recognize how tools such as podcasts can be used to relate and involve the students' realities, which stimulates meaningful learning in the classroom and creates interest in learning the target language.

The last research considered relevant to this proposal is titled *The Use and Development of Podcasting as a Technological Tool in Secondary Education in Greece: A Case Study*, by Nikolou & Darra (2018), the research aims to examine the contribution of podcasting in the learning and development of language skills in English. The study was implemented in a private school in Rhodes Greece to the first grade of high school, the researchers gathered data through questionnaires and a final test. For the treatment, the experimental group was exposed to podcasting, and the results showed that podcasting is a beneficial strategy when learning a second language. Also, it was possible to conclude that the students took good attitudes toward the use of this tool, and their motivation increased. Technology was also a clue since students feel interested in learning by using technological devices.

This research is relevant to the current proposal because it proves that podcasting is a strategy that increases interest in learning English as it provides authentic material. The current proposal aimed to introduce podcasting as a novel strategy to improve integrated skills.

Normally, podcasting is used to improve listening and speaking skills, the current research seeks to improve integrated skills. Students will develop tasks in which they have to read, write, listen, and speak. They have to create and listen to podcasts, therefore, integrated skills are presented during the process. The skills are not insulated but they work cooperatively.

Theoretical Framework

Integrated Skills

When people communicate, they tend to use more than one skill daily. The above-mentioned, interested scientists, psychologists and teachers, since the 1980s, to incorporate the four skills (speaking, listening, writing, reading) within the teaching of a second language. Different from the idea to separating the skills (Pardede 2020). Besides, the term “integrated skills” is also related to "reinforcement" by reason of” the learning of one skill leads to the learning of another skill(s)" (Nagash, 2008, p. 7). In daily and real communication, people do not use the skills isolated, just the fact of talking to someone already involves the use of two skills, the integration of the skills in the classroom is necessary and students need to be aware that skills hardly ever are used separately. They are not different from each other, on the contrary there is an overlap and similarities between them (McDonough & Show as cited by Nagash, 2008). The skills have been classified by "two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading" (Brown, 2001, p.1).

According to Pardede (2020), language teaching was dominated by traditional methods, "such as Grammar Translation Method (GTM), Audio-Lingual Method,

Structuralism Approach, Direct Method, Total Physical Response, and Natural Approach" (p.72). Those traditional methods were principally focused on the translation and grammar rules. Hence, it was difficult for students to make natural and daily use of the language. They knew the language grammar but could not apply it to communicate effectively. For that reason, "the added richness of the latter gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing" (Brown, 2007, p. 2). The integration of the four language skills makes students feel motivated by activities that include skills collectively and not segregated. That is one of the main interests of the current proposal, through assignments and activities, students can be exposed to various skills, this thanks to the podcasting strategy, which allows the integration of skills to take place. Additionally, the tasks must be designed using "authentic language models" (Nunan, 1989, as cited in Hinkel 2010) activities that allow learners to work the language from comprehension to production, in addition to introducing real English into the classroom, so that the use of English is not only for academic purposes but also students can use their knowledge in real scenarios.

Furthermore, Integrated Skills bring benefits to students because they help students improve their pronunciation and vocabulary. But, as Pardede (2020) states, students are not the only ones to benefit from them, the attitudes of both students and teachers are influenced by integrated skills within pedagogical practice. Kebede (as cited by Pardede, 2019), claims some advantages when integrating the four language skills in teaching. To begin, the incorporation of integrated skills in the classroom "help students to develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence, and discourse competence)" (p. 151). Secondly, provide

congruent teaching and make possible better communication. Thirdly, Integrated skills bring language learning closer to its actual use in real life. Finally, it creates a different environment in which students feel motivated because they do not follow a traditional route.

Consequently, from the point of view of integrated skills learning, students are seen as active individuals who process information. In this manner, students “should analyze, synthesize, evaluate and judge the input information” (Nagash, 2008, p.10). Moreover, according to Nagash, Integrated skill seeks that students develop their communicative competence by melding the skills and using them in their communicative situations in their daily lives or in a classroom. Therefore, scholars can use the target language in their personal interests and realize they cannot use the skills divided but working together.

As it is mentioned above, students tend not to be very interested in learning English because of a lack of didactic materials. In this sense, it is relevant to incorporate a strategy to engage and motivate students in the learning of the target language and by this the improvement and development of the four language skills. Consequently, it is important to provide them with authentic material and develop the contents of the podcasts depending on their tastes. The improvement of the integrated skills can emerge by using podcasting because during the development of the activities, students will have the possibility to implement the skills simultaneously creating a different learning environment. For instance, they are listening to the podcasts, reading the transcriptions, and sharing their points of view in written and oral form. The 4 language skills are covered and strengthened in a natural way through different types of materials.

Blended Learning

Nowadays, technology is one of the resources that provides many possibilities to the users, whether with pedagogical purposes or personal purposes. According to Nazara & Fita (2019), Blended Learning is the mixture of face-to-face and virtual teaching. Before the use of the term Blended Learning, the term Hybrid Learning was commonly used. Both concepts refer to the integration and combination of face-to-face classes and online content (Hrastinski, 2019). Hence, Blended Learning takes elements of the traditional pedagogical practice: defining a place, formal classes, and established schedules; and online instruction: technology in the learning process over time and space. It could be in synchronous and asynchronous mode. Besides, the use of technological devices and tools is presented during the teaching process (Kim, 2007).

In agreement with Nazara & Fita (2019), BL has both benefits and limitations. First of all, BL provides effective communication between teacher and student which makes students more active and can share ideas or interests to the teacher. Second, BL allows learning to focus on more than just one place and time. Students can continue their learning process outside the classroom. Besides, "blended learning provides more productive engagement among students in the online environment and in course content as well" (Farrag 2009, p. 6). On the contrary, when applying this approach, students may feel anxiety, confusion, and become isolated. Also, institutions and teachers' preparation is another limitation, it is necessary for the continuous exploration of BL for being applied in the classes. In addition, a big limitation could be the accessibility to technology devices. Despite all the sources and tools that already exist, having good accessibility in Colombia is difficult. Not all students have the opportunity of accessing a good computer or internet

connection, which is where some resources are needed. This proposal seeks to integrate technology since activities and the creation of podcasts depend on the devices it offers.

For this proposal, BL proposes a different way to take and manage a class.

Classroom teaching is not neglected but combined with the tools offered by technology to enhance students' skills. Learning takes place anywhere and anytime. In addition to that, by acquiring knowledge outside the classroom the students' autonomy boosts and the podcasts in English will not symbolize it as an academic aspect but as an interesting manner of learning. During the development of the activities and the creation of the podcasts there will be a continuous accompaniment by the teacher. However, students can make use of technology to continue nurturing their knowledge using apps, programs and online resources and having the freedom to modify and build their podcasts.

Podcasting as a Pedagogical Tool

According to Chawla (2018), Podcasting started to emerge in the early 2000 and had wide adoption in 2005. Podcasting is growing every day and continues innovating storytelling. Its name emerges from the combination of iPod and broadcasting. Despite having some similarities with radio, the two differ enormously. One huge difference is that podcasts can be found and “distributed using the internet and are not ephemeral like radio” (Chawla, 2018, p.7). It is easier to find concrete podcasts than a radio session. But it is something to take into account and it is the difference between podcasting and podcasts, sometimes the concepts can create confusion. In concordance with Ceballos et al. (2019) podcasting is the action of using technological sources or devices to make and produce a podcast. Podcasting is all the process of editing, creating, producing, and distributing podcasts. On the other hand, podcasts are the final product. It is an audio file available on a

website, it could be opened in apps such as Spotify or other technology tools, and also it is possible to be downloaded. Now, the use of technology is fundamental for people who want to create a podcast. Technology devices are indispensable.

Furthermore, podcasts allow listeners to have the freedom to choose the topic they are interested in due to the “endless genres and unique styles” (Chawla,2018, p.12) that wake the interest of people. What was mentioned above was one of the reasons why I decided to choose podcasting as a strategy. Also, because of the wide types of podcasts that are found on the internet, this is an authentic strategy. Within this proposal, podcasts and podcasting are the means by which the Integrated Skills can be worked and improved. Podcasting and podcasts in the pedagogical field have been used for teaching, the pedagogical studies made around them have shown that the use of this tool and strategy has benefits in the learning of English. In addition, podcasts and podcasting boost the motivation in students because they are different and innovative. By listening to podcasts, they can improve their listening and reading skills, by podcasting, they improve and practice their speaking, reading, and writing skills. What is more, at the time of the final podcast, they will be able to choose the topic of their podcasts, in such a way as it takes into account the interests and tastes of the students. Furthermore, as claimed by Rosell-Aguilar (2015), podcasts are not just an academic activity, "language learning is perceived by some as something that can be learnt by informal listening only, rather than through formal learning" (p.37). In this way, language learning can take place in different scenarios outside the classroom. This pedagogical tool was selected since it offers a variety of topics that can open to a multiplicity of perspectives to students on a specific issue. It is precise to highlight that podcasts provide learners with diverse vocabulary, as well as, they are simple

to find on the internet. Additionally, different activities can be proposed from a podcast, which makes it easier to include the integrated skills and consequently the improvement of them that is the aim of this proposal.

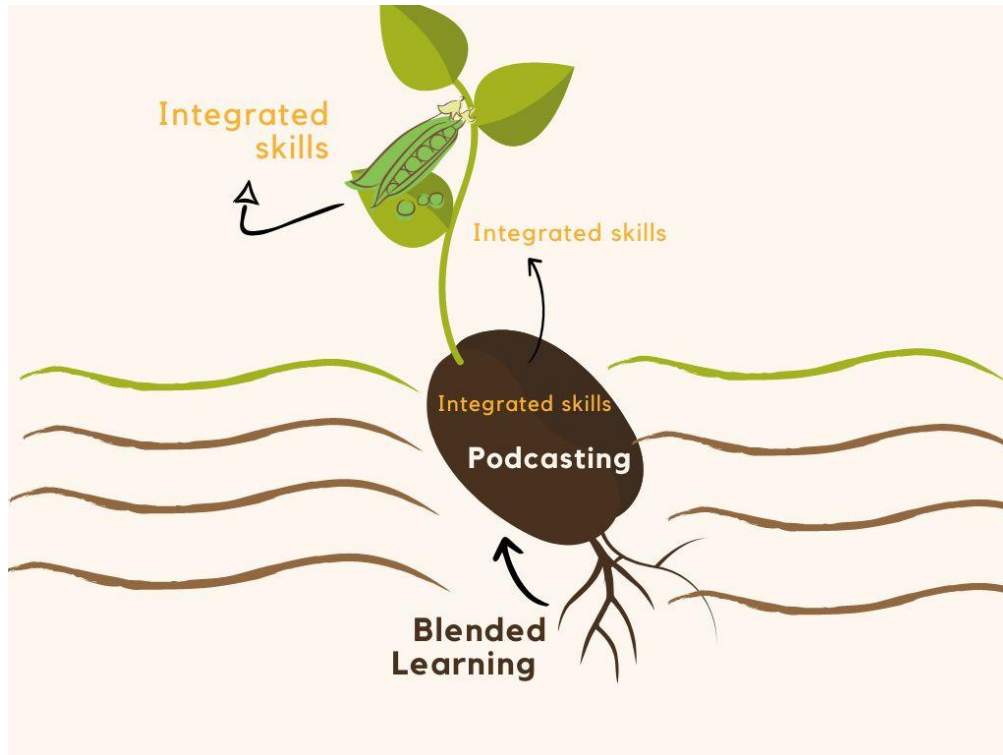


Figure 1. Visual representation of the relation among constructs. Note. Own elaboration.

Figure 1 shows the relation among the constructs of this proposal, and how these concepts work together. The theoretical constructs are represented through a plant. In the first place, we find the roots that are fundamental for the development and growth of plants, the roots represent Blended Learning. Secondly, there is the seed, representing Podcasting and Integrated skills. On the one hand, Podcasting is the tool, the strategy. On the other hand, the Integrated skills are the medium used for the plant to grow, develop, and bear fruit.

Finally, the fruit (pea), represents the improvement of integrated skills that is one of the objectives of this proposal.

Chapter III

METHODOLOGICAL DESIGN

The third chapter addresses what a pedagogical and didactic innovation proposal is. As well as, the curricular vision, language, learning, classroom, and the role of the teacher according to the approach selected are reviewed with the purpose of displaying how these components are reflected in this proposal.

Pedagogical and Didactic Innovation Proposal

Describing this type of proposal from Serdyuko (2017), innovation is focused on going beyond what has already been done, creating or developing a new idea. Besides, innovation seeks to introduce a new method that leaves a transformative effect that must be implemented. There are two subcomponents to take into account when talking about innovation. First, there is an idea that looks novel to a population. Second, the fresh idea or object generates changes and results. The concept of pedagogical innovation brought by Béchard (as cited by Walder 2016) establishes that pedagogical innovation is “an intentional action that aims to introduce something original into a given context, and it is pedagogical as it seeks to substantially improve student learning in a situation of interaction and interactivity” (p,196).

Pedagogical innovation is seen as a change and transformation within the same practices inside a specific population. Moreover, it is important to bear in mind that it does not consist of solving a problem "but demands creativity and originality" through a new method (Walder, 2016, p. 196). Additionally, innovation desires methodological changes but positive impact on the actors. It implies a better way of doing and understanding.

Besides, "innovation can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process, or institutional structure that, when implemented, produces a significant change in teaching and learning, which leads to better student learning" (Serdyuko, 2017, p.8). For this proposal, innovation surfaced as a necessity to generate a change within the traditional teaching practices in the classroom. Besides, to improve integrated skills in the students with a set of activities that promote the integration of new elements and materials designed for ninth grade students. During the application of the activities and tasks, the students will have the opportunity to interact with the knowledge they are acquiring by working on the integrated skills. Furthermore, the use of podcasts and the implementation of podcasting strategy, generates a significant change in student learning since the creation of a podcast looks innovative and can improve learning quality.

Curricular Vision

The curriculum is the means in which teachers ``formulate the designated learning objectives and their outcomes and transform all those formulated goals to students' ' (Habiburrahim,2017, p.5). The Curriculum is a fundamental part of the teaching and learning program. Following Habiburrahim (2018), when thinking about a curriculum, it should be taken into consideration that students have better skills and competences. These competences and skills should be seen implemented in real life. Having said this, the vision of curriculum in this proposal is based on the consideration of a series of topics and tasks that allow the student to develop the four skills in a comprehensive way to reach a final goal that is to develop a product (podcast construction).

According to Sancristán (2007), the curriculum is the way we can access the knowledge inside a process and conditions in which it becomes a way of getting in touch with the culture. Within this proposal, it is sought through podcasts that students learn about the language through activities related to the vocabulary, additionally, to have knowledge of different topics associated with culture and society, this nurtures their understanding making it more significant and attractive. Now, it is important to mention that technology plays an important role in this proposal, therefore Martinez (2006) stipulates that working with technology involves the students with processes and experience that help expand their comprehension regarding the management and understanding of technological resources and the involvement and introduction to their lives. Similarly, among this proposal are addressed several podcasts of different themes with their vocabulary. The vocabulary is worked through online activities and also materials created by the teacher. While doing the activities, students are developing the skills in a comprehensive way and also making use of technology.

Vision of Language

Language is how people communicate with each other "through receiving, sending and processing information" (De Castro et al.,2016, p.1) by using technology devices. Concerning it, students can make use of computers, phones, or tablets to communicate and share ideas in a faster way. Besides, as claimed by Sirbu (2015), "language is essentially a means of communication among the members of a society... it is the tool that conveys traditions and values related to group identity. (p.1) In agreement, in this proposal, language is seen as the means and tool that students use to communicate with each other about several topics of interest and thoughts while using technological devices.

Moreover, the vision of language embraced in the current proposal is concerned with the authentic material used to interact with the target language. As claimed by Huda (2017), "language classroom activities should as far as possible mirror the real world and use the real world or "authentic" sources as the basis for classroom learning" (p.1908). Using authentic materials represents an approach to real English. By listening to podcasts students are exposed to the target language, which provides cultural knowledge about English. Henceforth, language is viewed as a means for communication and both as an approach and exposition to the real target language.

Vision of Learning

Learning in this proposal is understood as facilitating learning (FL). According to Robinson et al. (2007), *facilitating learning* means that the acquisition of knowledge occurs thanks to the students, due to the fact that they are the ones who control the process. However, teachers are also part of the process; they can influence the understanding by easing the knowledge. Facilitating learning is influenced by different theories of learning and instruction. Firstly, cognitivism is part of FL. It is focused on providing a good organization of the content to make it memorable, comprehensible, and meaningful for students. Besides, it is expected to activate the learners through processes so they can perceive and process the new material to expand the students' mental schema. Materials are significant because they provide learners with audiovisual tools by using technology that can stimulate multiple senses, and the use of computers or digital multimedia offers a different perspective of the content. For instance, accessibility to the real world through the web, visuals, and graphics instead of just texts. The last theory of learning that contributes to facilitating learning is constructivism. The instruction methods are considered to be most

suited to facilitating learning. It is worth highlighting that the use of technology allows students to explore, manage their learning, and produce knowledge.

Furthermore, Rogers (as cited by UNESCO, 1999) claimed that "much significant learning is acquired through doing" (p.5), and facilitating learning arises when the scholars participate responsibly in the process. Besides, teachers are essential because they clarify the purposes of the learners. In facilitating learning, the content applied within the sessions should be focused on and adapted for the audience. Therefore, in this proposal, the materials and activities are taught to facilitate learning and encourage students to improve their integrated skills. The use of technology and podcasts boosts interest in students and makes them part of the learning. They are active learners since while they are doing, they learn.

Vision of Classroom

The classroom plays an important role in this project. It is the place where learners and teachers interact with each other and where activities and tasks take place. However, from the perspective of Blended Learning, the sessions take place in two different scenarios: face-to-face classes and virtual classes. Within blended learning, students do not need to be physically in one place, they can connect online (Cleveland-Innes & Wilton, 2018). Besides, the use of technology allows for a more flexible environment, learning can take place wherever and whenever. There is no set schedule.

According to Murphy (2000), there is a high potential in improving learning and education, when technology is introduced. Also, by the constant advances and changes, computer classrooms are designed to facilitate complex problem-solving. In this sense,

computers support learners in tasks that they cannot complete without help. Technology provides users with many tools. It provides an interactive multimedia environment. Furthermore, students can control the variety of media they find on technology and they can also interact with those devices through the senses. For instance, by creating podcasts they can decide which apps or web pages to use to create a podcast, also they interact with the technological tools and with the information.

In addition, technology "has provided students with the opportunity to interact globally to achieve higher-order literacy and skills that are relevant to their daily life activities"(Alkhabra, Abdullah; 2016, p.2). Moreover, the materials used like Smart Board, video projectors, and cameras engage students to explore ways of learning. The environment is collaborative, students can exchange ideas and share knowledge through the use of technology. The learning can be set in a physical place such as a classroom providing students with technological devices or in a virtual way using computers and the internet.

Consequently, in this proposal technology is fundamental but also face-to-face instructions are. Blended Learning provides students with the possibility to have different scenarios where learning emerges. In addition, the materials used boost interaction with partners and technological devices making learning significant and "students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline" (Lalima & Dangwal, 2017, p.133).

Role of the Teacher

In blended learning, teachers have specific roles. According to Sharma (2019), "the teacher must interpret and analyze information, students need to learn to reason, integrate information and demonstrate knowledge through application". (p.326). Besides, teachers should keep engaging students through strategies and activities. Since technology is a significant piece of Blended Learning, teachers become facilitators. They should guide students during the process because the time students spend learning on the computer increases. Teachers must do an accompaniment when students make use of technological resources, in addition, their role as facilitators also refers when gaining knowledge and comprehending information (Sharma, 2019).

Further, teachers should be trained when instructing in face-to-face lessons and virtual sessions. On the one hand, in terms of instructing an online meeting, they have to be techno-savvy in order to meet the needs that the environment or learners require. On the other hand, when the class is developed face-to-face, it entails that teachers know how to use different methods inside the classroom (Lalima & Dangwal, 2017).

In this fashion, the role of the teacher in this proposal is to be a facilitator of language and technological knowledge. The teacher must share with the students: materials, strategies, content, and resources. On top of that, the teacher plays the role of guide, the instructor needs to guide the learner through the process of creating podcasts. As well as motivate learners during the development of the activities and encourage them to achieve the set goals or personal goals when the process of podcasts creation.

Chapter IV

Proposal of pedagogic and didactic innovation

The purpose of this pedagogical and didactic innovation proposal is to improve integrated skills by using podcasts and podcasting with ninth graders in Bogotá within a Blended Learning environment. Ergo, this proposal of intervention is divided into three cycles and lesson plans. Each cycle has several sessions. The first cycle deals with three sessions, the second cycle contains three sessions, and the third cycle has four lessons. Each lesson is developed in a session. The first cycle entitled *The World of Podcasts* is related to the concepts of podcasts and podcasting. The second cycle which is named *Being a Master in Podcasts* deals with a variety of podcasts and different topics that a podcast can cover; this cycle is divided into three sessions. Finally, the third cycle which is *Becoming a Podcaster* is related to students' creation and the steps behind the creation of a podcast. During all the cycles, students are exposed to a set of activities that can be developed in a face-to-face mode and technology-supported lessons.

Now, it is necessary to clarify that during the process the teacher will guide and support the students with the language and its use. For that, the teacher will provide students with the transcription of each podcast, so that they will have a better appreciation of what is spoken in each one. Besides, the teacher will help them if they do not understand the meaning of a word, an instruction, or an activity. To clarify, each cycle and lesson addresses the 4 skills. In some lessons, only 3 or 2 skills are worked together. However, during the whole intervention the language skills are presented and covered simultaneously.

Table # 1 displays the pedagogical intervention and how each cycle was organized. Then, a web page was created with the purpose of sharing the materials and activities designed for this pedagogical proposal. The web page is a virtual resource that collects all materials in an easy and organized way according to each cycle. Besides, students can follow the instructions found on the website and make use of the materials, games, and activities. In addition, if necessary, the materials can be obtained in a physical way, there is the possibility of printing them and working them within the classroom. In that way, the materials can be explored and worked in virtual and face-to-face classes. Also, the public in general can access this web page. Click on the following link:

<https://sites.google.com/view/podcastingawaytoimproveintegra/home>

Cycle 1	Lesson Plans	Objectives	Suggested Language	Integrated Skills
The World of Podcast	Lesson plan 1: What do I know about podcast and podcasting?	<ul style="list-style-type: none"> - To identify the components of a podcast. - To understand the concept of podcasting and podcasts. - To give opinions using expressions of opinions 	<ul style="list-style-type: none"> - Sentence for opinions - Links between present and past - Vocabulary on podcasts (parts, materials, etc.) 	<ul style="list-style-type: none"> - Reading - Listening - Writing - Speaking
	Lesson plan 2: Getting acquainted with Podcasts	<ul style="list-style-type: none"> - To recognize the types of podcasts that we can find on the internet. - -To write about which style or format catches their attention. 	<ul style="list-style-type: none"> - Desire to do or want something - Connectors: To express the cause of their choices - Vocabulary about podcasts (styles, types) 	<ul style="list-style-type: none"> - Listening - Writing - Speaking
	Lesson plan 3: Introduction to a podcast intro and a podcast <ul style="list-style-type: none"> • <i>LOUD Intro</i> • <i>Before the Internet: Buying records</i> 	<ul style="list-style-type: none"> - To listen to a podcast intro. - To introduce a podcast. - To use belief expressions to share their point of view. 	<ul style="list-style-type: none"> - Expressions for opinions: I think, I Consider - Vocabulary on Podcast: "Before the Internet: Buying records" 	<ul style="list-style-type: none"> - Reading - Listening - Speaking

Cycle 2	Lesson Plans	Objectives	Suggested Language	Integrated Skills
Being a Master in Podcasts	Lesson plan 1: <i>Optimists VS Pessimists</i>	<ul style="list-style-type: none"> - To get involved with people's styles in podcasts. - To identify the vocabulary (adjectives, slang words). - To read the podcast transcription. 	<ul style="list-style-type: none"> - Sentence structure to imply actions or states are taking place at that time - Adjectives (personality) 	<ul style="list-style-type: none"> - Reading - Listening - Writing
	Lesson plan 2: <i>Green is the fashion</i>	<ul style="list-style-type: none"> - To identify the topic of a podcast - To listen carefully to the podcast. - To read the podcasts transcription - To understand the concept of fast fashion. 	<ul style="list-style-type: none"> - Sentence structure to describe actions in the past. - Verbs. - Vocabulary on the podcast: Green is the Fashion 	<ul style="list-style-type: none"> - Reading - Listening - Writing
	Lesson plan 3: <i>Comfort Food</i>	<ul style="list-style-type: none"> - To identify the vocabulary on the podcast. - To record an audio about one of the three podcasts presented in the three podcasts of this cycle. 	<ul style="list-style-type: none"> - Likes and dislikes - Memories from childhood - Vocabulary: Food - Vocabulary: Comfort food 	<ul style="list-style-type: none"> - Reading - Listening - Writing - Speaking

Cycle 3	Lesson Plans	Objectives	Suggested Language	Integrated Skills
Becoming a Podcaster	Lesson Plan 1: Exploring my interests	<ul style="list-style-type: none"> -To identify the topics, I want to cover in my podcast -To discover my likes -To expand the information about the topic I am interested in developing. 	<ul style="list-style-type: none"> - Likes/ interests - Connectors 	<ul style="list-style-type: none"> - Listening - Writing
	Lesson Plan 2: The magic behind a podcast	<ul style="list-style-type: none"> - To listen carefully to the teacher’s podcast. - To recognize the steps that we have to follow to create a podcast - To understand all the processes behind a podcast - To identify the difficulties when speaking 	<ul style="list-style-type: none"> - Wh questions, - Advice and obligations to myself - Verbs: Opinions and beliefs - Vocabulary on the teacher’s podcast. 	<ul style="list-style-type: none"> - Writing - Speaking - Listening - Reading
	Lesson Plan 3 Start the creation process	<ul style="list-style-type: none"> -To use the materials and sources to create their podcasts -To show the principal ideas on the creation of the podcasts -To share the transcription draft of their podcasts -To practice pronunciation and to start recording. 	<ul style="list-style-type: none"> - Sentence structure for desires I want..., I consider..., I think... - Verbs: Opinions and beliefs - Vocabulary: apps, materials 	<ul style="list-style-type: none"> - Writing - Reading - Speaking
	Lesson Plan 4 To show my creation	<ul style="list-style-type: none"> -To show student’s podcasts -To share students’ perceptions about the whole process 	<ul style="list-style-type: none"> - Connectors - Opinion expressions - Vocabulary for reflection 	<ul style="list-style-type: none"> - Writing - Speaking - Listening

Cycle 1: The World of Podcasts

The first cycle focuses on the concept of podcast and podcasting. This cycle is divided into 3 lessons in which there is explored the clue concept and some examples of podcasts. The first lesson is titled: *What do I know about podcasts and podcasting?* The teacher introduces students to the concept of podcasts and podcasting through introductory questions, videos, and explanations. Also, students are asked to record an audio in which they share their perceptions regarding the videos watched.

In the second lesson titled: *Getting acquainted with podcasts*, students are exposed to the types and formats of podcasts. They can identify the types and formats by flashcards provided by the teacher. During this session, students have to think about their future creation. Using a webpage, they express how they would like to create their podcasts.

The third lesson titled: *Introduction to a podcast intro and a podcast*. In this session, students listen to the introduction of a podcast: LOUD Intro and a podcast: Before the Internet: Buying records. After that, students develop a set of activities related to the examples of podcasts. Additionally, the teacher shares the podcast transcription with the students.

Cycle 2: Being a Master in Podcasts

In the second cycle, students will continue getting acquainted with podcasts, their types, and styles. During this cycle, they will continue having the transcription of the podcasts. The cycle contains 3 lesson plans. The first lesson, *Optimists VS Pessimists*, introduces students to personality adjectives. Students describe themselves, using present simple (verb to-be) and adjectives. Besides, they listen to podcasts in which they learn new

vocabulary. The second lesson *Green is the Fashion*, covers the topic of clothes production, fast fashion and its implications on the environment. In this lesson students work on the vocabulary, forms of the verbs, and do/does. The last lesson *Comfort Food*, regards the food that makes people feel good. Moreover, students learn how to express likes and dislikes and the podcasts vocabulary. Using the app called Yammer, they have to share memories about their comfort food when they were infants using past simple. At the end of the lesson, they should record an audio about one of the three podcasts worked in this cycle.

Cycle 3: Becoming a Podcaster

The third cycle is for me the most important and exciting one. In this cycle, they will create their podcasts. In the first lesson titled: *Exploring my interests*, they will have the opportunity to choose the topic they want to develop in the podcast. For this, students need to identify their likes and interests. The teacher will state general topics, but the students need to delimit that topic into a subtopic. Then, the second lesson is called: *The Magic Behind a Podcast*, the students will have the opportunity to learn how a podcast is created. To do so, the teacher will present the procedure of her podcast. During this lesson, the teacher will share her transcription and introduce learners to the vocabulary. Further, in this lesson, students must identify if they have difficulties producing speech and sharing their ideas and opinions on that. The third lesson: *Start the Creation Process*, the teacher will provide them with the apps that students can use for their creations. Consequently, they will use all the tools and explanations given by the teacher to be able to create and enrich their podcast. Also, they will start to write the transcription. The last lesson of this cycle is called: *To show my creation* in which they will show their podcasts and give some reflections about the whole process.

Additionally, in the next section, the readers will find the lesson plans corresponding to cycles 1 and 2 with their respective materials and resources. To view the lessons plans belonging to the cycle 3, please refer to the Annexes section (Annex 1) at the end of the document. Also, a rubric was designed to evaluate the whole process.

Instructional Design

Cycle 1: The World of Podcasts

Lesson plan 1

Objectives:

- To identify the components of a podcast.
- To understand the concept of podcasting and podcasts.
- To give opinions using expressions of opinions

Suggested Language: Sentence for opinions, links between present and past

Vocabulary: Podcasts (parts, materials, etc.)

Time: 45 minutes
Session 1

What do I know about podcasts and podcasting?



Warm up: 15 min

At the beginning of the session, the teacher will explain a little the purpose and the content of the proposal. After a brief explanation the teacher will introduce students to the general topic that will develop during the next sessions.

Then, students will be asked to answer orally some introductory questions to the topic **[see appendix 1]**. This in order to know if they know what a podcast is.

Questions:

- What do you think a podcast is?
- Do you know something about podcasting?
- Have you ever listened to a podcast?
- What kind of podcasts do you know?

Procedure: 15 min

Once the class has warmed up and makes sure there's television in the classroom. Students will see two videos explaining what a podcast is and how to create a podcast. The two videos explain in a comprehensible way, what a podcast is, the forms of creating podcasts, the steps we have to follow when creating a podcast, some topics that we can find, and streaming apps to listen to podcasts. **[See appendix 2]** After watching the videos, students will ask about what they understood and if the videos were easy or difficult to understand.



Independent Practice: 15 min

In the last part of the class, they will have to record a 2-minute audio in their cell phones, in which they share their perceptions and opinions about the videos and podcasts [see appendix 3]. Students can take notes before recording, they have some time to practice. Also, they have to talk about the main topic (podcasts) and use some vocabulary seen in class. During the activity the students can ask the teacher about the language. They have to upload the record to "Classroom".

Farewell to the class: Time to say goodbye!



Links:

Videos:

https://www.youtube.com/watch?v=Vznd5vRz9_A

<https://www.youtube.com/watch?v=9dXKGJ7jLsk>

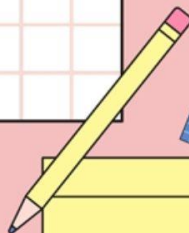
Classroom:

<https://classroom.google.com/c/NDkwMjc4MjMzNjMl?cjc=w2f5nhh>

Appendixes:

Appendix 1: Introductory Questions

1. What do you think a podcast is?
2. Do you know something about podcasting?
3. Have you ever listened to a podcast?
4. What kind of podcasts do you know?



● REC

Introductory Questions

Appendix 2: Videos about podcasts




Appendix 3: Opinions and Beliefs expressions


OPINIONS AND BELIEFS EXPRESSIONS

You can use them to indicate your perceptions and thoughts about a discussion or a topic

- I think...
- I believe...
- In my point of view...
- Honestly a think...



- I consider...
- I would say that...
- To be honest...



Lesson plan 2

Objectives:

- To recognize the types of podcasts that we can find on the internet.
- To write about which style or format catches their attention.

Suggested Language : Desire to do or want something, connectors: To express the cause of their choices.

Vocabulary: Vocabulary about podcasts (styles, types)

Time: 45 minutes

Session 2

Getting acquainted with Podcasts

Warm up: 15 min

To begin, students will be asked if they know the term "fast fashion". After listening to some voices, the teacher will show them a video, where it describes the concept of "fast fashion". The next podcast presented to the students is related to some alternatives to consume clothes in a more responsible way. In this way, it is indispensable to recognize the consequences on the planet due to fast fashion [see appendix 1]. Then, the teacher will present them some fast fashion stores in Colombia. I want them to relate that concept to their context [see appendix 2]. To finish, the students will have to answer some questions related to fast fashion. [see appendix 3].

Independent practice:

20 min

Now, after viewing the flashcards, students will need to log in to the "Inkspired" page [see appendix 3]. This application offers the opportunity to create writings of different types. Also, they can use this app not just for this class, but also to read and share their texts. Having registered to the page, it is time to think about their podcast. Students should write about what kind of podcasts they would like to use in their creations. They must make use of the modal verb "would" and also, take some references of the videos previously watched.

- I would like...
- I would love...
- I would prefer....
- I would rather..,

Lesson plan 2

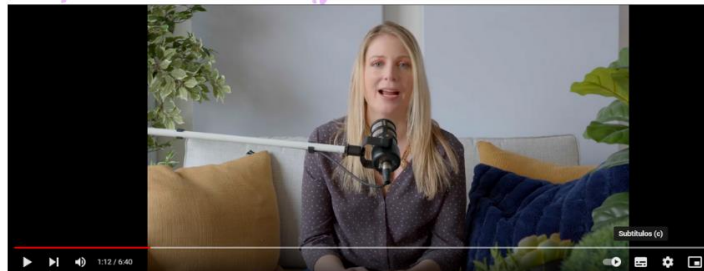
Concluding activity: 10 min

After completing the writing activity, students will have to share their opinions with their classmates and teacher orally, the type of podcasts they would like to address and why **[appendix 4]** using the causal connectors previously explained by the teacher. This activity has the purpose of starting to think about their creations. It is important to identify and clarify in which direction students want their proposal to go.

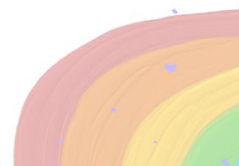


Appendixes:

Appendix 1: Videos: Types of podcasts



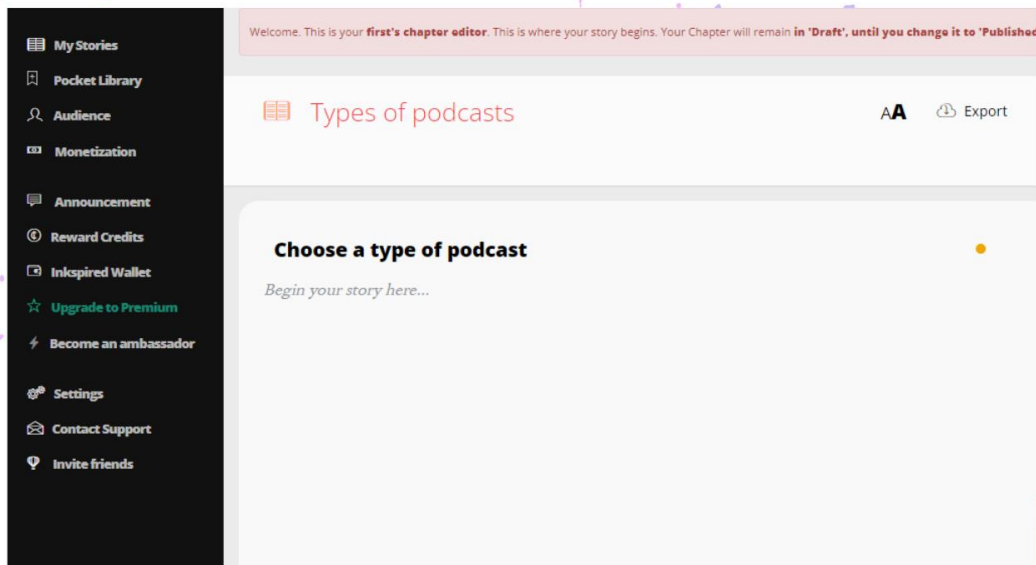
<https://www.youtube.com/watch?v=LHjfs4c15HQ>
https://www.youtube.com/watch?v=_InYmG7cqew



Appendix 2: Flashcards: Types of podcasts



Appendix 3. Getinkspired webpage



My Stories

Pocket Library

Audience

Monetization

Announcement

Reward Credits

Inkspired Wallet

Upgrade to Premium

Become an ambassador

Settings

Contact Support

Invite friends

Types of podcasts

AA Export Publish

Choose a type of podcast

Write sentences about which type of podcast "would" you like to use in your creation. Use the expressions below.

- I would like...
- I would love...
- I would prefer...
- I would rather...

<https://www.getinkspired.com/en/>

Appendix 4: Causal Connectors

CAUSAL

- Because
- Because of
- For
- Since
- As
- Due to / Owing to
- In order to
- By means of
- For lack of
- Thanks to
- This is why
- For this reason

Lesson plan 3

Objectives:

- To listen to a podcast intro.
- To introduce a podcast.
- To use belief expressions to share their point of view.

Language Contents: Expressions for opinions: I think, I Consider

Vocabulary: Podcast: "Before the Internet: Buying records"

Time: 45 minutes
Session 3

Before the Internet: Buying records

Warm up: 15 min

Students will hear the introduction of a podcast on reggaeton [see appendix 1]. The introduction lasts just under two minutes, this podcast is about the history of reggaeton. The podcast is in English, but due to the central theme being the history of reggaeton, there are some comments in Spanish, which could make it a little easier for students to understand this intro. The students have the chance to listen to the podcast's introduction twice. Then, students will be asked what they can recognize in this introduction, what elements they identify when listening to the podcast intro [see appendix 2]. Students need to recall what they have learned in the last session.

Next, the teacher will deliver the transcript of the podcast, this with the purpose that students read it and understand the entire podcast. Then, students will listen to the podcast one more time with the transcription [see appendix 4].

Procedure: 20 min

Afterwards, before introducing students to the first podcast, the teacher will ask them two questions related to the podcast.

- How do you access music?
- Do you know how your parents listened to music when there was no internet?

After the students answer, they have to fill out a word search in which they will find key vocabulary of the podcast to which they will be exposed [see appendix 3].

Then, students will listen to the podcast 3 times, while listening, they will have to identify the key words. The first podcast is about how people bought music before the internet.

After, the teacher will ask them what information they obtained from the podcast, this activity will be developed orally.

Independent Practice: 10 min

Students will be asked to find the differences between the two audios. On the one hand, the introduction of a podcast. On the other hand, the podcasts about buying records before the internet. Also, they have to point out which one caught their attention the most and why. This will be discussed in small groups.

Appendixes:

Appendix 1:
Intro: LOUD



<https://open.spotify.com/show/6OB6xOp1sWazXMMa2z53CZ?si=170c10a1180d4c9a>

Appendix 2: Questions about
LOUD

LOUD

After listening to the introduction to "LOUD" podcast.

- What do you think a podcast should have?
- What caught your eye?
- Does the intro make you want to listen to the podcast?



Appendix 3: Before the internet:
Buying records wordsearch

Key words

P	H	Y	S	I	C	A	L	R	E	C	O	R	D
O	R	E	C	O	R	D	P	L	A	Y	E	R	L
P	T	H	E	B	L	O	C	K	H	E	A	D	S
L	I	V	E	S	T	R	E	A	M	X	R	V	P
H	P	D	C	D	Q	S	S	I	N	G	L	E	S
Q	V	O	A	M	E	R	I	C	A	N	P	I	E
I	U	N	E	C	S	V	J	N	N	V	J	O	V
I	D	M	X	D	Y	W	A	R	C	O	V	E	R
F	J	C	S	Q	D	Z	U	C	Y	X	X	T	X
X	Y	L	E	H	W	Y	P	D	Q	K	T	R	C
A	E	E	Z	Q	I	N	V	S	T	V	F	A	T
P	M	A	A	V	O	N	H	Y	D	R	E	C	R
Y	P	N	B	B	M	M	Y	Y	A	F	Q	K	N
F	X	D	U	B	P	G	A	L	B	U	M	S	C

educima.com

AmericanPie
DonMcLean
Singles
Tracks
cover
recordplayer
CDs
Livestream
TheBlockheads
album
physicalrecord

Appendix 4: Before the internet: Buying records transcription

Before the Internet: buying records.

Richard: Nowadays, many of us listen to music through our phones or simply download songs over the internet.

Jackie: Yeah! We can download as many as we like and even use software to livestream songs without having to download them at all.

Richard: Yes, but for this week's podcast in english.com in the second over life before the internet series, we're actually talking about buying records when we went to the shops to buy a physical record.

Jackie: Richard, can you remember buying your first album?

Richard: I can, definitely, Ian Dury in The Blockheads it was called "New Boots and Panties".

Jackie: Right, so wait, do you remember buying it?

Richard: I bought it from Wall Words, I don't think that exist anymore on the high Street

Jackie: Oh yes! Right, and can you remember what the cover album looks like?

Richard: Yes, it's actually a very iconic album cover. It's a photograph of Ian Dury next to an Old-fashioned shop window with a young boy standing next to him. It's very iconic, very famous and probably one of the reasons I actually bought the album.

Jackie: Ohhh

Richard: So, what about you then Jackie? What was your first album?

Jackie: Well, I was on holiday, I'm staying with my grandparents and I bought Don McLean's American Pie.

Richard: Oh very famous.

Jackie: But the interesting thing is, Richard, that my grandparents didn't have a record Player.

Richard: And a little needles you had to buy as well.

Jackie: The needles

Richard: The needles that actually went on the vinyl record.

Jackie: I don't think I actually changed mine, anyway that's just hilarious.

Richard: What about CDs, what was your first CD?

Jackie: I just don't remember because it wasn't such a big thing. I mean they had a little book and sometimes the covers were quite nice but actually nothing beats buying going to the shops and buying a proper album I don't know if that was a... I had a... It was more special for me.

Richard: Okay, I still have a lot of CDs, I have to say. Little bit disappointed though because they said you can scratch them and that was a lie they did become scratched

Jackie: So Richard, when was the last time you bought a record?

Richard: Hahahaha

Jackie: You bought a song?

Richard: A physical record or a CD or anything. I can't remember, years and years and years ago. The joy of buying a physical record has gone.

Jackie: I think that's a real shame.

Retrieved from: <https://www.podcastsinenglish.com>

Richard: Hahahahaha

Jackie: So I bought it and I looked to it the front cover, again it's very iconic. It's Don McLean playing with the American flag on his thumb, I don't even remember.
Richard: That's right, Yes, yes.

Jackie: But I had to wait a couple of weeks before I could actually listen to it, I mean that just sounds bizarre.

Richard: The thing, is that an album or a single?

Jackie: Okay, it was the name of the album but it had the famous single on it.

Richard: We always used to buy albums didn't with about 12 songs and not singles.

Jackie: Yes! six tracks on one side and six on the other and of course the other thing is Richard, I mean you had a record player.

Richard: Yes, definitely.

Jackie: Do you remember then when we played singles we had to put them on 30?

Richard: 45

Jackie: 45

Richard: RPM

Jackie: And then for album we had to move it.

Richard: To 33RPM.

Jackie: Because the record went round.

Richard: A different speed.

Jackie: Different speed.

Richard: Hahahaha

Jackie: I mean that is just bizarre.

<https://www.podcastsinenglish.com/pages/1/level2.shtml>

Cycle 2: Being a Master in Podcasts

Lesson Plan 1

Objectives:

- To get involved with people's styles in podcasts.
- To identify the vocabulary (adjectives, slang words).
- To read the podcast transcription.

Suggested Language : Sentence structure to imply actions or states are taking place at that time

Vocabulary: Adjectives (personality)

Time: 45 minutes

Session 4

Optimists VS Pessimists

Warm up: 15 min

The class begins with a presentation on the concepts of the verb to-be, personality adjectives, and slang words **[see appendix 1]**. Then, students will be asked to carry out a small workshop in which they use the verb to-be and the adjectives presented by the teacher. In that exercise scholars must describe themselves with the adjectives provided by the teacher. **[see appendix 2]**. Verb to-be, personality adjectives, and slang words are important for the development of the class because the next podcast students will be exposed to is about personalities (Optimists VS Pessimists).

Independent practice: 15 min

Secondly, students will listen to a podcast in which two people talk about optimists and pessimists. Students have the opportunity to listen to the podcast twice, the podcasters introduce new vocabulary, new adjectives, and some slang words. Then, they will have to identify the vocabulary. Having identified the unknown words, the teacher will deliver the podcast transcript **[see appendix 3]**. Then, scholars will have a last chance to listen to the podcasts while reading the transcription.

Concluding activity: 15 min

To conclude, the students will write how they perceive themselves using the vocabulary used in the podcasts and. In this case, the activity is not just to write some sentences about their personality, but to try to write a more structured text, if it's possible a paragraph. These writings will be shared on Padlet, where students can interact with other writings [see appendix 4].



Appendixes:

Appendix 1: Slides

Present simple

Verb to-be

Adjectives (Personality)

Verb to-be

I	AM	AM I?
YOU	ARE	ARE YOU?
HE	IS	IS HE?
SHE	IS	IS SHE?
IT	IS	IS IT?
WE	ARE	ARE WE?
YOU	ARE	ARE YOU?
THEY	ARE	ARE THEY?

Verb to-be is used to describe things.
The car is blue.
 Besides, the verb to-be is to mention an action or the state of the subject
I am Colombian
She is a kind person

Affirmative	Negative	Question
Subject + verb to-be + compl.	Subject + verb to-be + not + compl.	Verb to-be + subject + compl. + ?
They are noisy	They are not noisy They aren't noisy	Are they noisy?

Adjectives: Personality

We use adjectives to express a quality of something or someone

There are some adjectives that describe the personality

UNFRIENDLY	SELFISH	SMART
TALKATIVE	SERIOUS	CHARMING

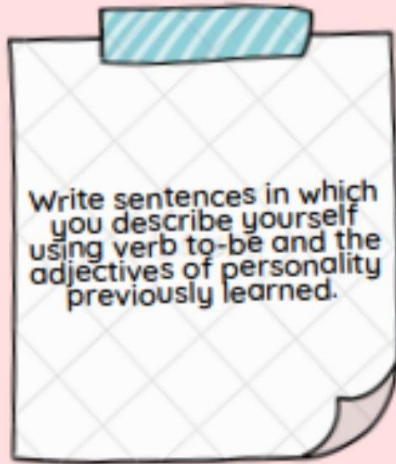
For example:
Patricia is a brave woman

Slang words

It refers to idioms, colloquialisms, or words used in informal contexts.

For instance:
Debbie Downer: someone who makes others feel bad by focussing on the bad or depressing side of things
Bestie: Best friend
Buzzing: Very happy or excited person

About me...



Appendix 3: Optimists VS Pessimists: Transcription

Optimists VS Pessimists

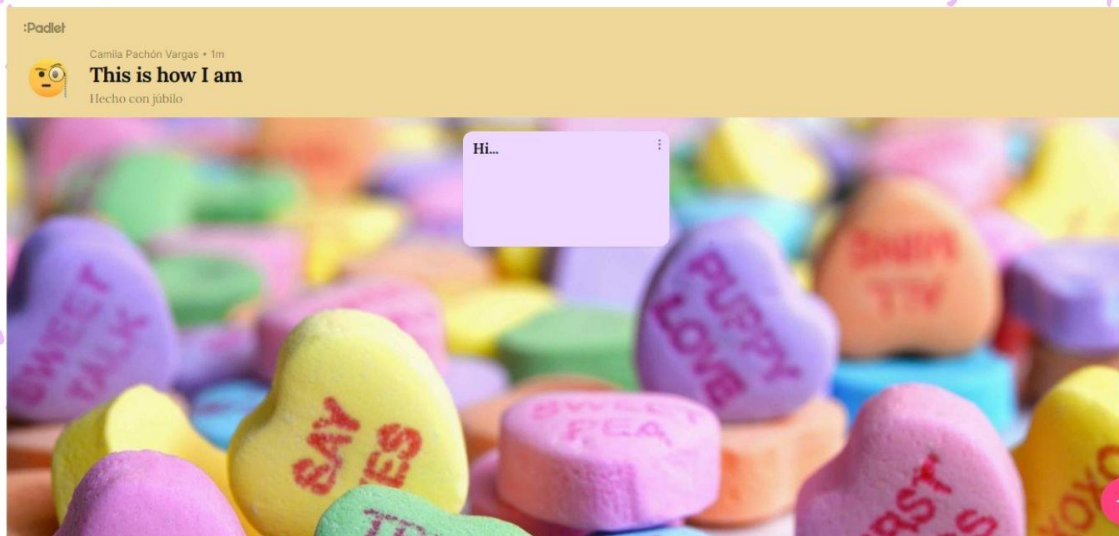
Neil: Hello, this is 6 Minute English from BBC Learning English. I'm Neil.
Sam: And I'm Sam.
Neil: We often hear phrases such as 'dream big' or 'reach for the stars' which reflect an optimistic view of life. Are you an optimist, Sam?
Sam: I hope so! I try to see the positive side of life, even when something bad happens.
Neil: It sounds like you're a glass-half-full person - someone who always thinks that good things will happen.
Sam: How about you, Neil? Are you optimistic?
Neil: Look, things go wrong all the time - that's a fact of life. Call me a pessimist if you like but I'm just being realistic.
Sam: When it sounds like Neil is more of a glass-half-empty person, but the truth is that the old adage debate between optimism and pessimism is more complex than we think.
Neil: Yes, whether you're a sunny optimist or a gloomy pessimist may be determined more by your temperament and your age than your attitude, so we'll be finding out in this programme.
Sam: Great, I've got a good feeling about this, Neil.
Neil: But first, as usual, I have a question for you, Sam. Psychologists define optimism as an attitude which overestimates the chances of good things happening to you, while underestimating the chances of bad things occurring. So, what proportion of the British population, do you think, describe themselves as optimistic? It:
 a) 25 percent
 b) 50 percent or
 c) 80 percent
Sam: I'll choose the largest - 80 percent... but then, I'm optimistic so I would say that!
Neil: OK, Sam. We'll find out if your optimistic answer is the correct one later in the programme. Someone who probably wouldn't agree with you, though, is BBC World Service presenter, Hannah. Hannah grew up in Germany before moving to the United States. She thinks Americans tend to be more optimistic than people back home in Germany, as she told BBC World Service programme, *Crowdsourcing*.
Hannah: I think the stereotypical perception of Germans is that we're quite pessimistic and that kind of tends to come across as being a bit of a Debbie Downer, when in actuality, Germans just tend to be avid planners for all eventual negative eventualities as well... so that's kind of us being pessimistic but actually being cautious, as opposed to for

example, what I've noticed in America that a lot of people tend to be hyper-optimistic. I've always admired how Americans tend to be able to sugarcoat everything.
Sam: As a stereotypical pessimist, Hannah sometimes feels like a Debbie Downer. This expression is American slang for someone who makes others feel bad by focusing on the depressing aspects of things.
Neil: Americans, on the other hand, are typically seen as optimists who tend to sugarcoat things - make things seem better than they really are.
Sam: According to Hannah, many Americans are hyper-optimistic. She uses the prefix hyper to say that there is too much of a certain quality. Hyper-sensitive people are too sensitive; a hyper-optimist is too optimistic.
Neil: Besides your country of birth, age is another consideration in the optimism debate. When we're young we have our whole life ahead of us, and it's easier to optimistically believe that everything's going to be alright.
Sam: The belief that everything's going to be fine is called 'the optimism bias'. It isn't fixed but changes as we age - something neuroscientist, Professor Tali Sharot explains to BBC World Service programme, *Crowdsourcing*.
Tali Sharot: So it's quite high in kids and teenagers - they think, 'Oh, everything's going to be fine... and then it goes down, down, down and it hits rock bottom in your middle or which point the optimism bias is relatively small, and then it starts climbing up again and it's quite high in the elderly population, and that goes absolutely against our view of the grumpy old man, or woman.
Neil: After starting out high in children, the optimism bias hits rock bottom - the lowest possible level - in middle age, often because of work pressures, family responsibilities or caring for elderly parents.
Sam: But optimism seems to increase again as we get older. This is surprising as it goes against the image we have of the grumpy old man - a phrase to describe someone who complains a lot, is moody and gets easily annoyed. Optimistic women, meanwhile, can look forward to longer, healthier lives.
Neil: Good news for you then, Sam! I'm sticking with my pessimism, if I anticipate things going wrong, I don't get disappointed when they do!
Sam: That's actually a fairly positive way of looking at things, Neil, but I'm not sure if most people would agree with you - or maybe they would... It depends on the answer to your question...
Neil: Right, I asked Sam what proportion of British people describe themselves as optimistic.
Sam: And optimistically, I said it was c) 80 percent.
Neil: Which was... the correct answer!

Sam: Of course it was. Whether you expect good or bad things to happen to you, you're probably right. So why not focus on the sunny side of life, Neil? That way, you've got nothing to lose!
Neil: OK, let's recap the vocabulary from this programme. Sam, you're certainly a glass-half-full person - someone with an optimistic attitude to life.
Sam: And you're something of a Debbie Downer - American slang for someone who brings everyone down by talking about the negative side of things.
Neil: If you sugarcoat something, you make it appear more positive than it really is.
Sam: The prefix hyper is used before an adjective to show having too much of that quality, for example hypercritical means being too critical.
Neil: If something hits rock bottom it reaches its lowest possible level.
Sam: And finally, the phrase grumpy old man can be used to describe someone who always complains, is intolerant and gets annoyed easily... a bit like Neil!
Neil: Unfortunately, our six minutes are up, but join us again soon for more trending topics and useful vocabulary here at 6 Minute English. Goodbye for now!
Sam: Bye!

Retrieved from: https://www.bbc.com/6minuteenglish/learning/episode/16-minute-english_2022-06-230321

Appendix 4: Padlet: This is how I am



<https://padlet.com/camipachonvargas/yamd4rnvksyqbcy>

Lesson Plan 2

Objectives:

- To identify the topic of a podcast
- To listen carefully to the podcast.
- To read the podcasts transcription
- To understand the concept of fast fashion.

Suggested Language : Sentence structure to describe actions in the past, Verbs.

Vocabulary: Green is the fashion

Time: 45 minutes
Session 5

Green is the Fashion

Warm up: 15 min

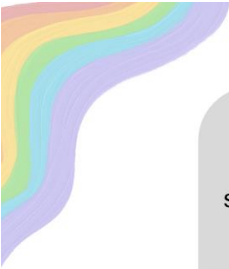
To begin, students will be asked if they know the term "fast fashion". After listening to some voices, the teacher will show them a video, where it describes the concept of "fast fashion". The next podcast presented to the students is related to some alternatives to consume clothes in a more responsible way. In this way, it is indispensable to recognize the consequences on the planet due to fast fashion **[see appendix 1]**. Then, the teacher will present them some fast fashion stores in Colombia. I want them to relate that concept to their context **[see appendix 2]**.

To finish, the students will have to answer some questions related to fast fashion. **[see appendix 3]**.

Independent practice: 15 min

Now, the students will have to listen to the podcast: Green is the fashion. They will have the possibility to listen to the podcast twice. I want that they can listen more than just one time the podcasts because there is always missing if they have only one opportunity. Then, the teacher will present the activity filling the gaps **[see appendix 4]**. In this activity, students have the transcription without the key vocabulary. Moreover, for this activity students will have clue words that will help them to recognize unknown words **[see appendix 5]**.



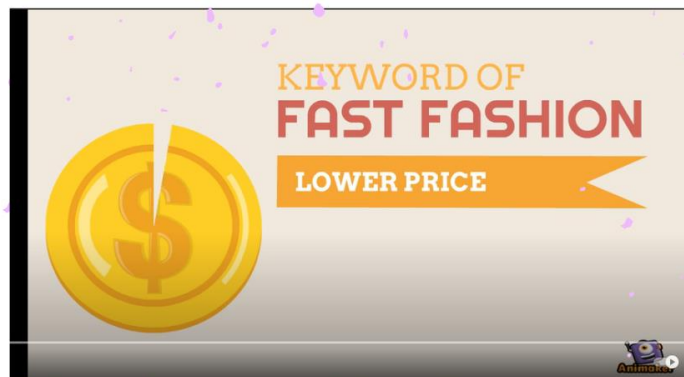


Concluding activity: 15 min

After the activity, the teacher will share with each student the podcast transcript[see appendix 6]. They can check and compare their answers with the transcription. Afterwards, in groups of 3 people they will have to identify the verbs in the podcasts and to find the meaning of the clue words and write them in their notebooks. Note: This activity can be done in the classroom or at home, students must upload the concepts activity to the Classroom platform.

Appendixes:

Appendix 1: Video about Fast Fashion



<https://www.youtube.com/watch?v=aWP2pRdcZdw>

Appendix 2: Fast fashion brands in Colombia



Appendix 3: Questions related to Fast Fashion

Answer the next questions

BEFORE THE VIDEO DID YOU KNOW WHAT FAST FASHION WAS?
.....

HAVE YOU EVER BOUGHT CLOTHES IN FAST FASHION SHOPS?
.....

WHAT DO YOU THINK COULD BE POSSIBLE SOLUTIONS?
.....

Appendix 4: Fill in the gap: Podcast vocabulary

RESET PRINT SHARE LINK

Fill the gaps by listening to the podcast. Also, check some clue words given by the teacher. Enjoy it!

Jackie: The problem with the fashion _____ is it that it relies on _____ and new trends. The more _____ people buy the happier the industry is.

Richard: Yes, but for this week's podcastenglish.com we're _____ at how we can be fashionable and save the planet at the same time.

Jackie: Richard, _____ you know that there was a problem buying _____ things?

Richard: Yes!

Jackie: Oh! you _____

Richard: Yes, it _____ a lot of water.

Jackie: Yeah, it has a really _____ impact on the environment as a result and also _____. They use a lot of _____, so, people are trying to turn away from using _____.

Richard: Mmm, that's interesting cause it has got the _____ of being a natural _____. So, hmmm it does use a lot of _____. So what are the _____ then, Jackie?

Jackie: Well, not _____, Richard.

<https://puzzle.org/fill-in-the-gap/play?p=-N80eSa3GY32woQzMnd5>



Appendix 5: Clue Words

Clue Words

- 01 Swop
- 02 Collar
- 03 Shirt
- 04 Sew
- 05 Secondhand
- 06 Service
- 07 Cheap
- 08 Hemp
- 09 Consumerism
- 10 Attitude
- 11 Pesticides
- 12 Swapping
- 13 Uses
- 14 Wearing
- 15 Fibre
- 16 Decompose
- 17 Landfilled
- 18 Throw

Appendix 6: Green is the Fashion: Transcription

Green is the fashion

Jackie: The problem with the fashion industry is it that it relies on consumerism and new trends. The more clothes people buy the happier the industry is.

Richard: Yes, but for this week's podcast www.podcastenglish.com we're looking at how we can be fashionable and save the planet at the same time.

Jackie: Richard, did you know that there was a problem buying cotton things?

Richard: Yes!

Jackie: Oh! you did

Richard: Yes, it uses a lot of water.

Jackie: Yeah, it has a really negative impact on the environment as a result and also pesticides. They use a lot of pesticides, so, people are trying to turn away from using cotton.

Richard: Mmm, that's interesting cause it has got the reputation of being a natural fibre. So, mmm it does use a lot of water. So what are the alternatives then, Jackie?

Jackie: Well, not polyester, Richard.

Richard: ~~polyester~~, no polyester ~~cause~~, I don't like polyester.

Jackie: Do you know it takes 200 years to decompose in landfills, polyester clothes.

Richard: Wow!

Jackie: I know. So in fact, the industry is looking on making clothes out of thing like hemp.

Richard: Oh yes, that's a good idea.

Jackie: Bamboo.

Richard: Bamboo clothes.

Jackie: Yes, and lycral which is made from...

Richard: Lycral, what is it?

Jackie: No, it's eucalyptus trees.

Richard: Eucalyptus, mmm.

Jackie: Yeah, okay, something else is less is more.

Richard: Hahahahaha, what do you mean by that?

Jackie: Well, I, it doesn't really count for us, but actually people are buying more and more clothes.

Richard: Mmmm, I know, and it's very, they clothes are very cheap, aren't they? So that's why people buy clothes and then just throw them away afterwards.

Jackie: Cheap clothes often poorly made.

Richard: Yes.

Jackie: And replaced a very year ending up in landfill.

Richard: Yes.

Jackie: Okay, so it's much better to buy more expensive, but better quality items.

Richard: Well, we've been doing that for years.

Jackie: Yeah, but on the whole I think it's become the norm not to do that. Don't stop, stop.

Richard: Hahahahaha right.

Jackie: Okay, sometimes no, but you know, sometimes you are bored with the clothes that you are wearing, so, just don't want to wear that anymore, but there is a possibility that you might have a friend who would like to wear it.

Richard: Yes.

2

Jackie: So, you say okay I don't wanna wear this shirt anymore, I'm fed up with it, you know, would you like it? Umm, and have you got something that I could have of yours?

Richard: Is that the same as buying at the secondhand shop?

Jackie: Well, that's buying isn't it Richard, rather than swapping, but if you do want to get some money for your clothes, umm, it is possible of course, to buy and sell secondhand clothes online.

Richard: Right, okay, I think the problem with that is though, it's, you're talking about fashion as well as fashions change.

Jackie: That's a very good point, Richard, but actually a lot of secondhand clothes have become more fashionable now.

Richard: Again, right.

Jackie: Vintage.

Richard: Hahahahaha right, okay.

Jackie: And, and shes like Etsy and eBay are very popular for, for buying secondhand clothes.

Richard: And as we know, trends come and go and they come back again, don't they?

Jackie: Exactly, something else to think about Richard.

Richard: Right.

Jackie: Learn to sew, now, do you remember?

Richard: I'm not sure about that one.

Jackie: No, but do you remember it wasn't that long ago that someone like your dad, once the collar on his shirt wore out, what, what did your mom do?

Richard: Got a new collar, they had collarless shirts, didn't they? And they replaced the collar.

3

Jackie: Not necessarily replace, replaced the collar, they turn it round and it's as good as new because the wore bit is now the back and you can't see it.

Richard: Okay, I didn't know that, but, by that.

Jackie: So learn to sew and or find a repair service.

Richard: Mmm, yes, Jackie, all these things are as well in good, but I think at the end of the day, you're really just got to buy things that you really need and really, really want.

Jackie: Yes.

Richard: You know, ask yourself, how often am I going to wear this thing?

Jackie: Mmm.

Richard: Do I really need it? Have I got something similar that already wear. My mom, she used to buy clothes and then tell me she or never, never wear them.

Jackie: Yeah, so it's a change of attitude, isn't it?

Richard: Mmm.

Jackie: Yeah, so you can look nice and help to save the planet too.

4

Relieved from: <https://www.podcastenglish.com>

Lesson Plan 3

Objectives:

- To identify the vocabulary on the podcast.
- To record an audio about one of the three podcasts presented in the three podcasts of this cycle.

Suggested Language Contents: Likes and dislikes, memories from childhood.

Vocabulary: Vocabulary: Comfort Food

Time: 45 minutes

Session 6

Comfort Food

Warm up: 15 min

The class begins with a video about likes and dislikes, in which they will be able to identify how these expressions are used to describe preferences and dislikes [see appendix 1].

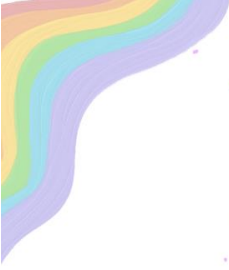
Moreover, the teacher will present more expressions that we can use to share likes and dislikes [see appendix 2]. Besides, they will share in class their likes and dislikes. This activity will be developed orally. The idea is try to express with their own words their likes and dislikes, that they try to do it without any preparation. Also, to make an effort to remember some specific words worked in the video or seen in the key expressions image. Further, likes and dislikes are related to the next podcast topic, in which podcasters named some "comfortable food". The comfortable food is related to their tastes and likes.



Independent practice:

15 min

After, the teacher will introduce students to the podcast: Comfort Food, twice. Again they have the opportunity to listen to the podcast more than once. Then, they have to fill out a crossword puzzle where the vocabulary of the podcasts will be reflected, it's necessary that they can connect the vocabulary with what they listened [see appendix 3]. After completing the crossword, the teacher will give them the transcript of the podcast [see appendix 4]. They can check their answers with the transcription. Finally, they will write about their comfort food in Yammer, using the past simple. To do so, students need to remember when they were younger, they need to recall some memories of their childhood. In the Yammer app, they can share those memories, read, and interact with their classmates' memories [see appendix 5].



Concluding activity: 15 min

At the end of the class, students will choose 1 of the 3 podcasts that we worked on during the second cycle, "Optimists VS Pessimists", "Green is the Fashion", and "Comfort food". Then, they will have to record an audio in which they express why they chose that audio and their opinion about it, if the audio likes them or not, if they have or feel a relationship with the topics deepened in the podcasts, They can also share personal experiences. Finally, they have to use the vocabulary learned. The audio has to be uploaded to "Classroom" before the class is over.

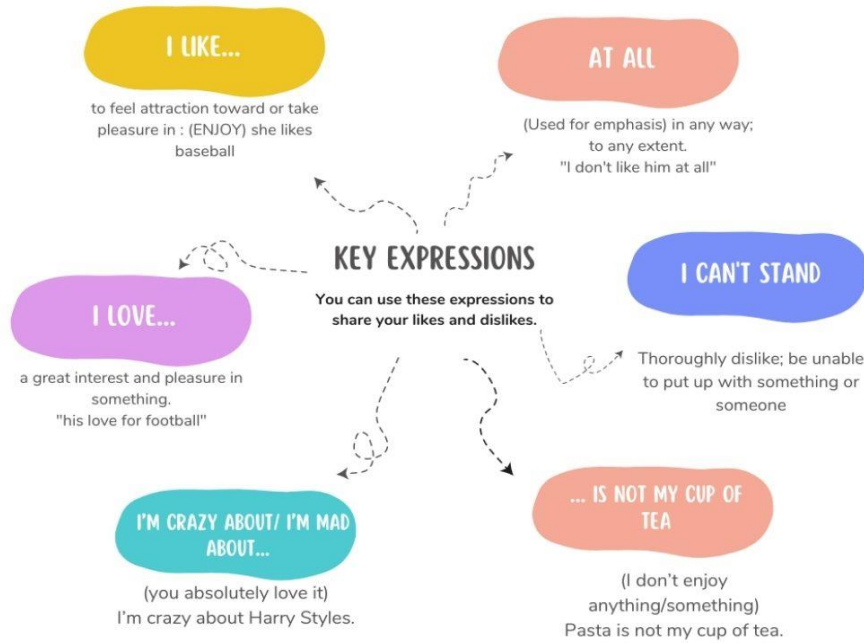
Appendixes:

Appendix 1: Video likes and dislikes



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

Appendix 2: Key expressions likes and dislikes

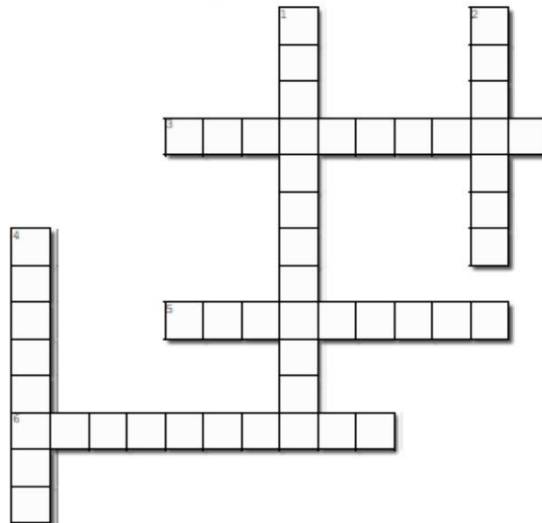


Appendix 3: Crossword: Comfort Food

Name: _____

Comfort Food Vocabulary

Compleat the crossword.



Created using the Crossword Maker on TheTeachersCorner.net

Cruzada

3. Not important or has no connection with the discussion taking place
5. Something that makes us feel relaxed and feel good
6. Made a connection in our mind with something

Abajo

1. Don't feel so bad (because of something else)
2. Small but important differences
4. Connected to cooking

Appendix 4: Comfort Food: Transcription

Comfort Food

Neil: Hello. This is 4 Minute English from BBC Learning English. I'm Neil.

Rob: And I'm Rob.

Neil: I see you've been tucking into the biscuits again, Rob.

Rob: Well, I have. Neil, you can't beat a bite on a biscuit for a quick and easy sweet treat. They make me feel good – as long as I don't eat too many!

Neil: So, these are your 'comfort foods' – a comforter is something that makes you feel relaxed and feel good. Put another way, it is your comfort food, which is what we're talking about in this programme.

Rob: Yes, like biscuits – comfort food is snacks and meals we like to stuff our faces with, even if it's not always good for us. We'll be discussing what actually makes us eat the stuff.

Neil: But how about a question to test on. Rob? Patrick Barlett from the USA holds the Guinness World Record for eating the most cream-filled biscuits in one minute. But do you know how many biscuits he ate? Was it...

- a) 2
- b) 7, or
- c) 13

Rob: Well, based on my biscuit-eating skills, I'd say 13 – it depends if he had to swallow them all at once!

Neil: I'm not sure about that – but I'll reveal the answer later on. Now, biscuits, ice cream, chips and pizza are all good examples of comfort food. They're easy to snack on and they don't require many culinary skills – culinary means related to cooking.

Rob: Umm, well that makes sense, but there must be something else that's urging us to seek out this 'easy' food?

Neil: According to psychologist Shira Gabriel, it's about memories and emotional experiences. She spoke on The Food Chain podcast on BBC World Service and said her comfort food was macaroni and cheese – something that brings back memories...

Shira Gabriel, psychologist: At some point in my life those were foods that were made for me or shared with me by people who cared about me and loved me and took care of me, so because those are the foods that I had in my youth, I've associated with them, sort of, those feelings of being taken care of. And those associations are strong, the associations we have with food are very strong, and so by eating those foods, I'm able to activate those associations and give myself a rush of positive feelings and a sense of acceptance.

Neil: ... so like so many of us, Shira associates eating certain types of food with past experiences from her youth. Associates means makes a connection in your mind with something.

Rob: And these connections between food and memories are very strong. I know eating biscuits reminds me of eating them after school, as a treat.

Neil: Well, Shira explains how we get a rush – a sudden and strong emotion – of positive feelings when these memories are activated by eating comfort food.

Rob: And it's not just memories that are activated, but also the emotions we feel as well. If we felt happy the first time we ate the food, then hopefully we'll feel happy when we eat it again.

Neil: It's not always that simple, Rob. Tucking into food that's high in carbohydrates, sugar or salt can make us feel guilty, but we don't realise our minds are trying to trigger – or start – a positive emotion, and it's making us eat that food to do so.

Rob: The Food Chain podcast explores this in more detail – but what's interesting is that comfort food isn't universal. Some languages don't have a comparable phrase.

Neil: It's a good point and something food writer Jenny Unford talked about. Here's her theory on why that's...

Jenny Unford, food writer: Talking to Italian friends, I realised that, no, they don't have a phrase for 'comfort food' – I think it's sort of irrelevant... My Italian friends I asked about comfort food, they were just 'they said to me, look you know, food is always comfort and always pleasure and it's a joyful thing, so it's just really interesting that you know this idea of comfort food is not universal, it's actually quite advanced.

Rob: So, according to Jenny's Italian friends, all food brings comfort and pleasure. Talking about specific comforting food is irrelevant – it's not important or has no connection with the discussion.

Neil: Yes, she thinks the concept of comfort food is quite advanced, depending on where you are from – so there are small but important differences.

Rob: Well, maybe we should take comfort from – or feel less bad about – the fact that eating any kind of food can bring us joy, warmth, happiness and comfort. So if you don't mind, I think I'll munch on another biscuit.

Neil: Are you trying to beat the record of Patrick Barlett from the USA? Earlier I mentioned he holds the Guinness World Record for eating the most cream-filled biscuits in one minute, but how many biscuits did he eat? Was it...

- a) 2
- b) 7, or
- c) 13

Rob: I thought he ate 13. Was I right?

Neil: No, Rob. He scoffed only 7 in one minute. So maybe you can beat him! But before you do, let's recap on some of the vocabulary we've been discussing.

2

Rob: Of course. We've been talking about comfort food – food that makes us feel good – and we described it as a 'comforter' – something that makes us feel relaxed and feel good.

Neil: We also mentioned culinary – connected to cooking.

Rob: And associated – which means made a connection in our mind with something.

Neil: Something that is irrelevant is not important or has no connection with the discussion taking place.

Rob: And something that is advanced has small but important differences.

Neil: Finally, when you take comfort in something, you don't feel so bad because of something else.

Rob: Well, Neil, we're out of time but let's take comfort in knowing that there are lots more 4 Minute English programmes to enjoy on our website at bbclearningenglish.com.

Neil: We also have an app that you can download for free from the app stores. And of course, we are all over social media!

Rob: Thanks for listening and goodbye.

Neil: Goodbye.

Retrieved from: <https://www.bbc.co.uk/learningenglish/young/features/4-minute-english-ep-210107>

3

Appendix 5: Yammer: Remember your childhood

Remember your childhood!

What used to be your comfort food when you were a kid?

Share your thoughts using Past Simple and correct form of the verbs.

Enjoy it!

Verb 'to be' - Past Simple			
	affirmative	negative	question
I	I was	I wasn't	Was I?
he/she/it	He was	He wasn't	Was he?
you/we/they	You were	You weren't	Were you?

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<https://web.yammer.com/main/org/pedagogica.edu.co/groups/eyJfdHlwZSI6Ikdyb3VwliwiaWQiOiIxMTcwODk1NzQ5MTIifQ/all>

Chapter V

Conclusions and Implications

As has been visible during the development of these chapters, this project seeks to propose an alternative to improve the integrated skills of ninth graders in Bogota's public schools through the implementation of podcasting strategy encouraged by Blended Learning. Consequently, this chapter unveils the conclusions and implications of this proposal, including the limitations, and further research suggestions that arose from the design.

Conclusions and Implications

In the course of this proposal some conclusions and implications have emerged which need to be considered before implementing. To begin, it is necessary to understand EFL learning as an integral process. English classes maintain the focus on teaching grammatical rules and conceiving each skill separately. Besides, to continue using the same traditional materials inside the classroom, making English learning boring and tiring. Thereby, it is important to understand the type of students of the 21st century, also, taking into account that they have gone through issues such as a pandemic that have made the educational system reconsider the way of teaching. Therefore, the Colombian system should explore new strategies or methodologies in which the whole skills work in a cooperatively way by using didactic sources. Keeping in mind that the integration of the skills in the classroom provides students with benefits in their English process. On top of that, there are other factors when thinking in teaching English as integrated performance, for example: the environment, role of the teacher, learners' contexts, etc.

Secondly, as it is mentioned, the role of the teacher is crucial for this project. First of all, teachers must be prepared to manage technological resources. It is not necessary to be an expert, but the exploration of new materials and tools takes time since teachers need to investigate the working of technology resources and then introduce them into the classroom. Furthermore, this project implies not just knowledge in technology but also to know the individuals. Teachers should know how their students are, their interests, their context, their English level to think of the appropriate way to address the content. For pupils it is significant when they can relate their likes and experiences to the school. Besides, the incorporation of new materials and technological sources inside the classroom environment boosts students' motivation. Indeed, students are digital individuals, so for them the use of technological devices seems something natural and necessary. Therefore, if scholars feel studying English as a significant aspect in their lives, their perceptions in front of learning the target language would change.

Lastly, the creation of this proposal required a lot of effort on the part of the designer. From the first moment it was necessary to devote many hours to do research, design the plans, and create the activities. Furthermore, it was necessary to characterize the target population, their interests, their cognitive, and intellectual changes which is really important since according to that, the author had to stipulate the type of content and activities that would be part of the pedagogical design. Also, due to the fact that technology plays an important role in this proposal, a lot of time was also spent finding different web pages and resources, as well as learning how they work.

To conclude, this pedagogical project made me realize how significant it is to know the individuals, recognize the world's changes, and the crucial role of the teacher in the

learning process. English learning represents a process of continued work and effort. In the case of this proposal, the improvement of integrated skills constitutes a joint work with the activities, materials, and topics. As well, the incorporation of technology inside the classes that could seem as an obvious aspect, but that continues to be little explored within the teaching of the target language.

Limitations

During the creation of this pedagogical and didactic proposal some aspects that influenced its progress arose. Firstly, one big limitation was not being able to implement the proposal, due to the changes in the world order of the last few years. There was no clarity as to whether students would return to the face-to-face sessions or whether classes would continue to be virtual. In this way, this project was developed as a pedagogical and didactic innovation proposal which could not be implemented, evaluated, and improved. In this sense, not having the possibility to have contact with the population did not allow the designer to collect students' responses in order to adapt or change the activities according to real needs. Consequently, there was no chance to observe the positive aspects of the proposal nor the possible drawbacks.

Further Research

First of all, it is essential to implement this proposal as an action research to recollect and analyze data with the purpose of evaluating the results and making the pertinent changes. Also, the implementation of this proposal would help teachers to identify other aspects apart from the language. For instance, if the school has the necessary materials and technological resources to carry out this study, keeping in mind that the use

of technology implies a big part in the development of this proposal. Furthermore, it would be enriching to evidence the learners' process and know the final product that would be their podcasts.

In addition, it would be interesting to propose the integration of the whole skills through a different strategy. For example, suggesting the implementation of storytelling inside the classroom, furthermore, that students can produce and share a story or communicate a message. The receptive and productive skills can be improved through the creation and exploration of storytelling. The above, taking into account students' context, realities, interests, and motivations. Building and proposing new paths to teach English different from the traditional methods.

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Annexes 1

Cycle 3: Becoming a Podcaster

Lesson Plan 1

Objectives:

- To identify the topics, I want to cover in my podcast
- To discover my likes
- To expand the information about the topic I am interested in developing.

Suggested Language : Likes/
interests, connectors

Time: 45 minutes
Session 7

Exploring my interests

Warm up: 15 min

To start, the teacher will present the general topics in which students will create their podcast [**see appendix 1**]. Then, they will have to choose one of the general topics and then explore their likes to choose the specific topic of their podcast. For example: If someone chooses literature, he/she can choose the favorite book, or the favorite author, or the favorite genre and so on. That means that from the chosen theme they will have to delimit only one sub-theme related to the general theme. At the moment they chose the topic they cannot change the election. Hence, they have some time to decide.

Procedure: 20 min

Now, during the class the students will be working on the initial ideas of their podcast. Here, they have to remember "likes and dislikes", again to continue to delimit their topic, in what they want to focus on in their podcast. On the other hand, the teacher will introduce them to some connectors so they can organize their ideas in a better way [**see appendix 2**]. The teacher will take some minutes to explain the connectors' categories. This activity takes some time because what they state in this part is what they are going to present in the podcast, so they have to take advantage of the time.



Concluding activity: 10 min

After exploring and getting acquainted with the connectors, and also thinking about their podcasts. Students will have to share their thoughts and ideas. To do so, they are going to continue working with "Padlet". There, they have to write a little paragraph about what they want to cover in their podcasts [see appendix 3]. While they are writing the paragraph, they have to use the elements that the teacher provided them and the vocabulary learned. **Note:** At home, students have to search for more information about the topic of their podcasts.

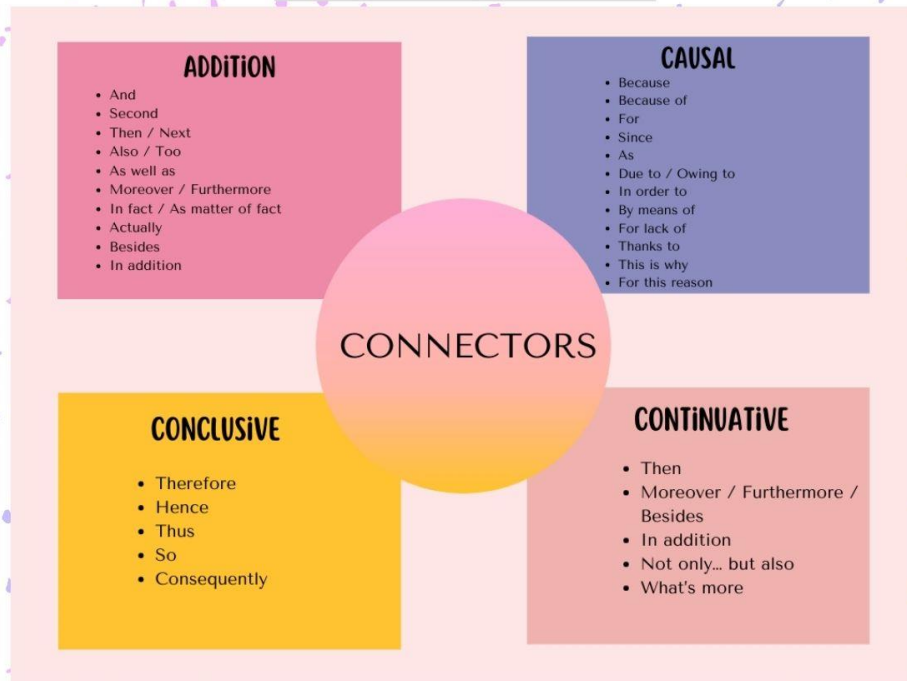


Appendixes:

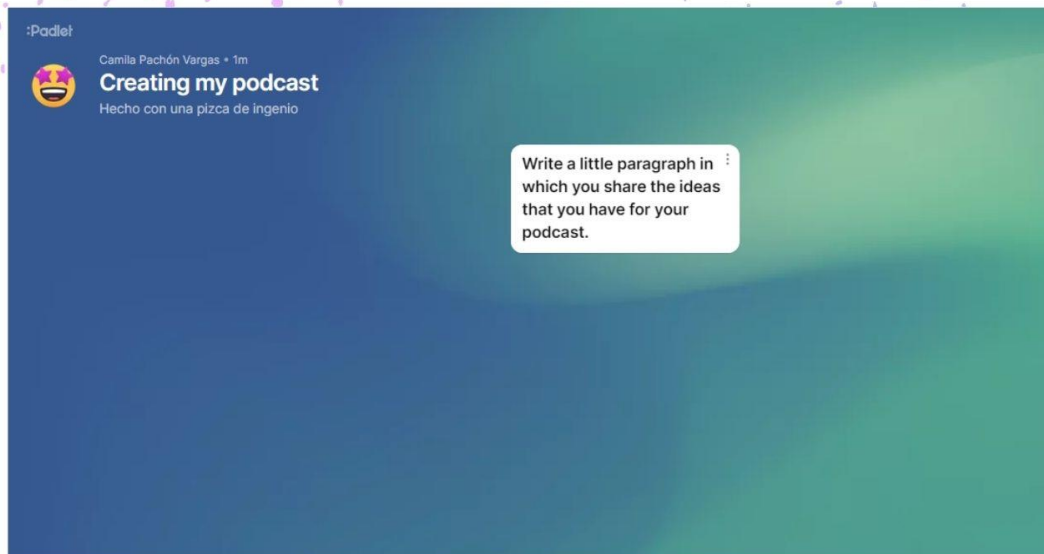
Appendix 1: Flashcards: General topics



Appendix 2: Connectors



Appendix 3: Padlet: Creating my podcast



<https://padlet.com/camipachonvargas/zwlo233ic19yc1kz>

Lesson Plan 2

Objectives:

- To listen carefully to the teacher's podcast.
- To recognize the steps that we have to follow to create a podcast
- To understand all the processes behind a podcast
- To identify the difficulties when speaking

Suggested Language :

Wh question, advice and obligations to myself, Verbs: Opinions and beliefs

Vocabulary: Music Memories
podcast

Time: 45 minutes

Session 8

The Magic Behind a Podcast

Warm up: 10 min

Following cycle 3, to show students a closer example the teacher will introduce them to a podcast made by her **[see appendix 1]**. She followed the initial requirements, she chose a topic of the general one and delimited to find a subtopic. Students will listen to the teacher's podcast twice, as they have been doing throughout the proposal. Then, the teacher will share the transcription and they will have the possibility to read the transcription while listening the second time **[see appendix 2]**. Also, the teacher will present the clue vocabulary in the podcast **[see appendix 3]**. Finally, the teacher will ask them to answer some questions related to the podcast **[see appendix 4]**.

Procedure: 15 min

During this part, the teacher will present the steps she followed to create the podcast, the material, the app, and all the process behind the creation of her podcast **[appendix 5]**. The students need to listen carefully because they can choose if they want to follow the same procedure. Also, having the teacher show them the entire process that she followed can give them a little more confidence when it comes to researching and exploring with podcasting apps. Subsequently, the teacher will ask about opinion in front of the teacher's podcast and the process of creation. This activity will be carried out orally.

Concluding activity: 15 min

During the last part of the class, we are going to identify some possible difficulties when speaking. To do so, the teacher will introduce some tongue twisters to practice pronunciation and fluency [see appendix 6]. Besides, students will have the chance to listen to those tongue twisters through some videos [see appendix 7] After some tries, students have to record a short audio reading the tongue twister and upload it to "Classroom". Moreover, students will share with the class what they think they need to improve while speaking using verbs on opinions and beliefs and modal verbs should and have to.

Note: As homework, students have to practice pronunciation using the elements shared in past classes, such as, podcasts, transcription, videos, etc.

Appendixes:

Appendix 1: Music Memories Podcast



Music Memories.mp3
Audio

<https://drive.google.com/file/d/1mwewBIDAj9ksDHoW1xxyY8lZIJnNHc/view?usp=sharing>

Appendix 2: Music Memories: Transcription

Music Memories

Camila: Hello and welcome to this podcast. My name is Camila Pachón, and today I'm with Lorena Castilla, my special guest. Hi Lorena. How are you?

Lorena: Hi, Camila. Thank you for having me. It is a really pleasure.

Camila: It's a pleasure for me too. For today's podcasts, we are going to talk about music and special memories that we have regarding that.

So Lorena, tell me, do you have songs that bring you back to a special moment?

Lorena: Ummm, yes. I remember when I was a child, my mom was watching a TV show about a rock band called Queen. So they were playing a song called "You are my Best Friend". And it was my first approach to English music and also to my favorite rock band, which is Queen.

Camila: Oh, Queen. Yeah, a classic. And in my case, my first special memory with music and English and one of the most important part of my teenage years was, um, that British band called One Direction.

Lorena: Oh yes, One Direction. Actually I remember that famous song called what, uh, "What Makes You Beautiful"? And, oh my God, it was a boom for the pop culture in the 2010s. Almost all my classmates in high school loved them.

Camila: Yeah. They were amazing. And it's a shame they went in different directions; you know? hahaha

Lorena: Oh, yes, hahahaha you are right.

Camila: Yeah, One Direction made me really happy. I have all their CDs. Actually, I continue listening to their music. Um, when I was teenager, I thought I cannot live without them. You know? mm-um, so Lore, have you ever felt something like this with Queen, for example, or another artist or band?

Lorena: Um, well, I have to confess that I had my moment with Queen, but BTS came to my life in a well, and I got obsessed with them, but in a good way, you know?

Camila: Hahaha, yeah.

Lorena: I mean, they inspired me to be a better person and they make my life happier.

Camila: Yes, BTS as a Korean pop band and what you just said, sound, um, sounded beautiful, you know? So that means you are an Army, you belong to the Army fandom, right?

Lorena: Oh yes, Army. I belong to the Army's fandom. And for the people that maybe doesn't know that concept about fandom. Well, it is a group of people which have a specific music taste and in this case, um, ah, it will be with the Kpop, but Kpop, sorry, but BTS and the its fandom, sorry, it calls Army.

Camila: Um, yeah, you are right. Uh, I belonged to 1D's fandom, we called *Directioners*, but keeping in mind, um, or today's topic, tell me one special memory that you remember with any BTS song.

Lorena: Oh, just one.

Camila: Yeah.

Lorena: It's a hard question because, um, there are a lot moment. So let me think, please.

Camila: Okay.

Lorena: Well, mm, okay, Okay, I remember when I discovered them, I was a little bit ashamed because people, eh, has bad, sorry, had bad comments about them.

Camila: Yeah.

Lorena: However, the song that made me realize that they were so talent, humble and dedicated to their profession was a presentation of one of their songs called "Black Swan" and oh my God, it was an amazing and really good presentation or well performance. And after that I became a fan, an Army and I started to buy all their merch.

Camila: Yeah, I want to say that that song "Black Swan" is a really good song and really what kind of merch?

Lorena: Um, all that you can imagine. For example, I have, ah, posters, photocards and albums too and so on, I have a lot of things.

Camila: Okay, I remember the feeling when I got something related to 1D

2

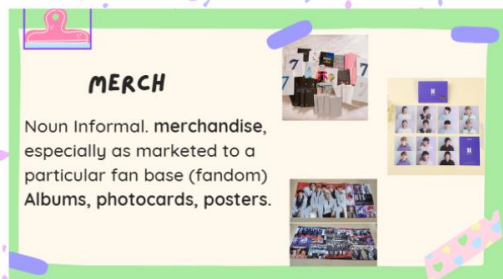
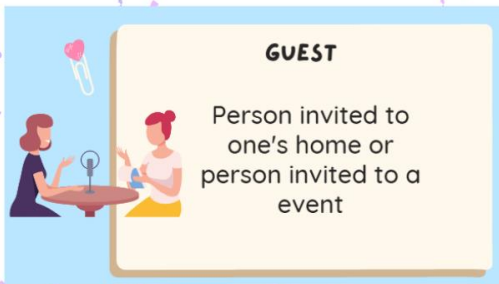
Lorena: Yeah, Well it feels good, Yes.

Camila: Yes, Lorena. And I want to thank you for coming and sharing your, um, memories and all that you said was meaningful. And that's what music produces in people. Beautiful feelings, special memories, memories, sorry, and happiness. So Lorena, you're welcome for a next podcast.

Lorena: Oh, yes. Uh, thank you, Camila. And you are right. Music is a special aspect in our lives. So thank you for having me. It was an exciting experience and thank you. Thank you. Thank you. Bye, bye.

Camila: Bye Lorena. Thank you. And, uh, for my public, I hope you like it and listening to my podcast. So thank you. And bye, bye.

Appendix 3: Slides: Useful Vocabulary



Appendix 4: Closing questions



Closing Questions

1. What is the topic?
2. What does fandom mean?
3. What does merch mean?
4. Which bands were mentioned in the podcast?

NOTES

Appendix 5: Genially: The magic behind a podcast



<https://view.genial.ly/6321b06aa0398d001387684e/presentation-presentacion-recuerdos>

Appendix 6: Tongue twisters

TONGUE TWISTERS

2.

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers
Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers
Peter Piper picked?



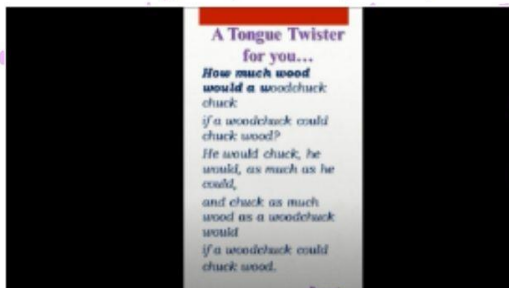
1.

She sells sea shells on the sea shore,
Sea shore shells sells she,
And the sea shells she sells on the sea shore,
Are sea shore shells I'm sure.

3.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?
He would chuck, he would, as much as he could, and chuck as much wood
As a woodchuck would if a woodchuck could chuck wood

Appendix 7: Videos: Tongue twisters



<https://www.youtube.com/watch?v=e9QvGVX-gG8> <https://www.youtube.com/watch?v=K27EpAhx9cc>
<https://www.youtube.com/watch?v=TXfPmWakjMw>

Lesson Plan 3

Objectives:

- To use the materials and sources to create their podcasts
- To show the principal ideas on the creation of the podcasts
- To share the transcription draft of their podcasts
- To practice pronunciation and to start recording.

Suggested Language : I want... ,

Verbs: Opinions and beliefs

Vocabulary: Apps, materials

Time: 45 minutes

Session 9

Start the Creation Process

Warm up: 10 min

To begin, the teacher will show students some other apps in which they can create their podcasts. The teacher will share a brief description of each app [**appendix 1**]. After that, they will need to answer some questions (quiz and true and false) in Kahoot, this app allows students to get a score and play it in real time with peers, the questions are related to the apps previously seen [**appendix 2**]. Also, it has different game modes.

Procedure: 20 min

During this part of the class, students need to state the style, format, app, and topic of their podcasts: I want..., I consider..., I think...

Moreover, students must continue working on their transcriptions. Adding details, vocabulary, making some corrections, receiving some teacher's advice, etc. This part of the lesson takes long time because the process of writing could be difficult for some students.

Students can use their notebooks or technological tools for this task.



Concluding activity: 15 min

Also, it is necessary that students practice pronunciation. During that last part of the class they will practice pronunciation with the transcription they managed to do so far. They will have the guidance of the teacher, and they can ask her questions. Besides, scholars need to upload to Classroom a podcast recording rehearsals. **Note:** In home, students need to record the final version using the app they chose and materials they need for their podcast. They need to get ready to present the last version during the class.

Appendix:

Appendix 1: Poscast apps

Podcasts Apps

You can use iVoox to listen to podcasts and to upload your podcasts. Also, this app allows you to upload audios audios of a maximum duration of two hours. The best part is that it's free.



Anchor has some similarities to iVoox and Speaker, you can record from the app and the audio can last two hours. Anchor belong to Spotify, this is a new alternative to create podcasts and it's free.



It allows you to record from the app. The audios in this app should not last more than 15 minutes. Again, this app is free.



Audacity is an app in which you can record audio, edit, and add a song. It's really easy to use. It's free and has many tools to create your podcast in the best way.

Appendix 2: Kahoot

Questions (5)

[Show answers](#)

1 - Quiz

What app did the teacher use to create her podcast?



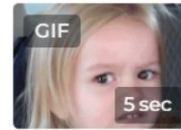
2 - Quiz

Which of the apps does not allow you to record a podcast of 20 minutes?



3 - True or false

Is Anchor the app that has a wide variety of toll?



4 - True or false

Is it easy to create a podcast?



5 - True or false

Anchor by Spotify has a low cost for users who are students.



Lesson Plan 4

Objectives:

- To show students' podcasts
- To share students' perceptions about the whole process

Suggested Language :

Connectors, expressions for reflection.

Vocabulary: Vocabulary for reflection

Time: 45 minutes

Session 10

To Show my Creation

Warm up: 5 min

Session 10 consists of the presentation of the podcasts, the final draft and the end of the proposal. First, the students will have to prepare the place to show their creations. They also need to have ready their materials (computer or cell phone, transcription, and podcast). During this part of the class, the students will be focusing on their turns. It is necessary to have everything clear due to showing the podcasts could take a long time.

Procedure: 30 min

This part of the class is available for the presentation of the podcasts. The students and the teacher will be paying attention to the podcasts. In addition, after the presentation of each podcast, students will have to share the transcript with their classmates and the teacher. They also have to get ready if someone has a question and listen to comments from their classmates and the teacher.



Concluding activity: 10 min

The last part is for a reflection. After the students' presentations, there will be some voices of students and the teacher. There will be concluding questions [see appendix 1] in which students will expose their feeling during of the sessions and activities, the difficulties they went through and their perceptions in front of their creation and their English process. This activity will develop an oral way.

Appendixes:

Appendix 1: Concluding Questions



Rubric

Integrated Skills Performance Rubric				
Skills	Criteria	Excellent	Satisfactory	Needs Improvement
Reading	Students read the podcasts' transcriptions and relate them with the other skills. Besides, they search for extra information to nourish their podcasts.	Students read the podcasts' transcriptions and relate what they read with the other skills. They continue working on searching for information for their podcasts.	Students read the podcast's transcriptions and try to relate them to other skills.	Students read the podcasts' transcriptions but do not relate them to the other skills.
Writing	Students write texts well organized, using the vocabulary (connectors, podcasts' language, etc.) provided by the teacher.	Students write coherent texts using the materials and vocabulary learned during the classes.	Students write texts and use some vocabulary learned during the classes.	Students write incoherent texts without the appropriate and requested vocabulary.
Listening	Students listen to the podcasts and teachers' explanations and try to understand the meaning of the audios using the support material.	Students listen carefully to the podcasts/ teacher's explanation and take advantage of the support material to understand in a better way the content of the audios.	Students listen to the podcasts/teacher's explanations and use the support material satisfactorily in terms to understand the meaning and the message of the audios.	Students listen to the podcasts/teacher's explanation but do not take advantage of the support material.

Speaking	Students follow the teacher's instructions and record the audio requested during the classes. Also, they take into account the material used during the session keeping in mind pronunciation, fluency, and coherence.	Students record the audio and complete the tasks using the elements worked on in the classes. Moreover, they are aware of their pronunciation, fluency, and coherence.	Students record the audio using the materials but commit some language mistakes when talking.	Students do not follow the instructions and do not complete the task making many language mistakes.
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