PODCASTING TO REFINE SPOKEN PRODUCTION IN STUDENTS PURSUING A B1 ENGLISH LEVEL AT A LANGUAGE CENTER OF A PRIVATE UNIVERSITY IN THE EASTERN ANTIOQUIA

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ABSTRACT

Information and Communication Technology (ICT) plays a fundamental role in proffering students' worldly knowledge, providing them with the newest material and meaningful practice. This article describes an action research project carried out at a language center of a private university in Eastern Antioquia and discusses about the benefits of the implementation and integration of podcasting in language learning as a strategy to refine students' oral production. The implementation of the actions involved topics based on the established curriculum and the recordings were focused on authentic tasks. Students' recordings were analyzed and compared with students and teachers' perceptions about the process. The results evidenced how students' oral production was positively improved, and as well as it was enhanced their pronunciation, vocabulary and accuracy.

Key words: Podcasting, ICT, spoken production, Audacity.

LITERATURE REVIEW

Five studies were taken into account where it is observed how schools and universities have adapted the use of podcasts for teaching different communication skills in foreign language learning and their positive results. These served us as models for observing the existing and non-existent research about the use of podcasts to teach English as a foreign language. The first research held in Venezuela by Chacón and Peréz (2009), states that the process of teaching and learning a foreign language must be integrated with the curriculum and it needs to be aware of the demands of the context, which is why teachers must be on the sidelines of changes and innovations, such as the incorporation of Information and Communication Technologies (ICT) to increase students' motivation in language learning. In their research project, the students developed and created podcasts in class related to the topics set in the curriculum. They used ICT and Computer Assisted Language Learning (CALL).

The study was designed to promote the use of podcasts to develop oral expression and comprehension skills as well as autonomy. Researchers attempt to enlarge students' oral and auditory skills by producing and publishing podcasts, in this way to diagnose the shortcomings in pronunciation through an investigation divided into two phases in which they introduced new technology that uses Web 2.0. In these stages, students learned how to create a podcast, in addition, they had the opportunity to select a topic of their interest to research about it. Finally, they recorded some podcasts which were published.

They took a population sample of 75 students from the English Educational degree, at the Universidad de Los Andes in Venezuela, the learners had a basic-intermediate level and a little

approach to Web 2.0. The findings allowed to identify students' interest in working with ICT, evidencing progress related to the pronunciation, intonation and rhythm of the language, which contributed to the students' understanding in oral communication and comprehension and also becoming familiar with Web 2.0. Additionally, cooperation through collaborative work, reaching agreements in the target language while students developing autonomy in their learning as well.

The second study was made in Istanbul, Turkey by Hamzaoğlu and Koçoğlu (2015). It was an action research developed in a rural school with ninth graders. The research objective was not only that students were aware of their English speaking level, but also to look for a solution for the anxiety that students felt to speak in public or about an unknown topic to them. Thirty students were chosen to participate in this investigation, which were provided with an anxiety questionnaire related to general foreign language class and their oral performances were evaluated through a test of spoken English; additionally, students were interviewed about their speaking anxiety and their oral performance.

During twelve-weeks, the control group followed the course book and speaking activities were carried out on it, while students in the experimental group created podcasts in addition to those activities. Finally, all the participants were given an anxiety post-test, a post-interview and an oral performance test. Students who used podcasts had a higher oral performance and lower speaking anxiety levels than the students who did not use podcasts. After analyzing the data in the final interview, the students mentioned that podcasting helped them to be less anxious and more confident to communicate their ideas in English, they improved their oral performances and pronunciation, in addition they could expand their vocabulary.

The third study was carried out at a public school in Ibagué, Tolima by Devia and García (2017). This project illustrates the impact of using podcasting, language learning strategies and collaborative work in the development of tenth graders' oral skills. In this research project, authors argued that expressing ideas orally is fundamental in language learning and sometimes it could be a big challenge for beginners. As stated in this study, the authors bore in mind different language learning strategies (LLS) and in that way they generated more communicative opportunities, maximizing students' learning. Podcasts were also used as a tool which could help to create more learner-centered learning and they could generate a good engagement inside the classroom.

The objective of this research project was to analyze the impact of technology taking into account LLS, collaborative work, and the use of podcasts for planning and performing speaking activities on the development of students' oral skills. After analyzing the data, results showed that students increased their awareness in their learning process, it also helped them to control their emotions and gain self-confidence and self-esteem, all of that could be evidenced in their performance in which linguistic features such as fluency; pronunciation; vocabulary and grammar were highly improved. In the same manner, they identified that podcasting was a good strategy to help students to enhance their oral skills, as evidence, students felt comfortable to speak in class by using podcasting, not only because its use facilitated students to self-regulate and self-assess their oral production, but also, they could listen to their recordings many times and make corrections.

The fourth study was implemented by Al Qasim and Al Fadda (2013) in Saudi Arabia. This project describes the benefits of podcasts in pedagogical contexts and also shows a clear

classification of podcast as a material in EFL learning environments. This study is not only focused on oral skills specifically, but also in related factors to EFL learning process as motivation, attitude, collaborative group work and podcasts to strengthen listening comprehension.

This quantitative study examines the influence of podcasting on the listening comprehension of 46 female Saudi EFL students in higher education. The selected participants were divided into two groups: a control and an experimental group, and given a six-week treatment. Initially, researchers applied a pre-test, some post-tests, a general-test, and a questionnaire. The results determined significant differences between the two groups, favoring the experimental group. The experimental group was encouraged to work in subgroups and created their own podcasts in which they selected the topics. After that, students wrote their own podcast episode scripts and these were recorded under supervision of a researcher.

This study showed that students had a positive attitude towards podcasts in EFL classroom; moreover, in oral comprehension and attitude. Furthermore, there was a great advantage to students when writing their own podcast episodes because they enhanced collaboration and teamwork tasks; forasmuch during the writing of their episode scripts students wrote cooperatively to make decisions, sharing ideas and learning together.

The fifth study made by Lord (2008) in Florida, reports how the use of podcasts contributed to a phonetics Spanish course. The author accentuates the recognition of a good pronunciation as a fundamental characteristic to achieve an improvement in current global communication skills, beyond the acquisition of grammar and vocabulary. This study highlights that through podcasts, instructors and teachers allow their students to create their own materials,

which can be used inside and outside the classroom, and shared with their classmates to finally be evaluated or commented. Furthermore, it remarks that collaborative work helps developing positive attitudes towards the acquisition of the foreign language as well as to enable students to acquire pronunciation skills in that language. Participants had to perform six oral tasks every two weeks with the use of the podcast; each member of the group had to listen and evaluate the audios, writing on them at least one positive comment based only in the pronunciation. It should be noted that the audios were finally evaluated from 1 to 5 by three judges graduated of Hispanic studies who were trained before starting the project; this training was based on audios to give an initial and a final evaluation so that the participants could show their own improvements.

In one hand, a very representative finding was that motivation in students plays an important role in the acquisition of a more accurate pronunciation from a sociolinguistic point of view, bearing in mind that the acquisition of a correct pronunciation is not merely a matter of being competent in L2. On the other hand, the participants in general noticed that they enjoyed the use of podcasting, also promoting different learning spaces and being aware of their own process highlighting the importance of these activities in their future projects.

Finally, although the results indicate that some students received low ratings, in general, everyone improved their phonetic skills through the implementation of the project. Despite of some minor mishaps such as lack of group control as well as small technical failures, the project could be carried out successfully.

As it has been shown in the previous studies, the podcast as a language learning strategy offers countless advantages for both students and educators, because of its easy access and easy creation it allows to discover new and diverse forms of teaching as well as great opportunities to

maximize and optimize learning. Furthermore, it is an innovative strategy that can be implemented not only with the interest of acquiring technological and cognitive skills, but also communicative and interpersonal skills, workgroups abilities, it also stimulates creativity, motivation for learning and interest in working with new technologies, promotes different learning spaces while students being aware of their own process, raises autonomy and independence in addition to critical thinking and finally it drives students to create authentic material that can share posteriorly in different podcast platforms.

STATEMENT OF THE PROBLEM

Research studies on language teaching and learning indicate that technological applications for young adults are significant and effective in foreign language acquisition. Currently, the term "digital generation" is used to refer to students who have grown up with easy access to ICT. This generation learns differently, hence it is crucial to understand how they learn and interact with the world in order to teach effectively.

In Colombia, the application of ICT in learning processes is in bloom due to its inclusion in educational environments around the world; likewise, the use of ICT provides a series of benefits that help to enhance efficiency and productivity in the classroom, as well as increasing the interest of children, adolescents and young adults in academic activities. In this regard; technology, internet, and technological devices could promote language learning positively if they are used properly, providing the possibility for teachers to enhance educational practices with tools which enrich learning environments in order to provide solutions to contemporary

demands as well as supplying students with elements that allow them to interact better with the world and its requirements, increasing students' attitudes and abilities.

In support of above, Wagner (2005) emphasizes that simply putting computers into schools is not enough to positively impact the students' learning process; in fact, specific applications of ICT can influence learners' knowledge, skills, and attitudes, as well as some teaching practices and innovation at schools. Furthermore, technology is more effective when it does not focus only on how to use it, but how to implement it meaningfully during the teaching and learning processes, since it articulates different innovative forms of education that allow changing, learning and teaching dynamics, contributing to enhance environments in school giving solutions creatively.

Nonetheless, nowadays the challenge for teachers is to prove their capability to adapt to the new technological changes and to be continually updated in order to respond to their apprentices' needs which are constantly evolving in terms of encouragement. In addition, technology could be a tool to create a real and enjoyable atmosphere for language learners when it is used appropriately and efficiently. According to Mujtaba (2013), technology has helped to evolve from teacher-centered approaches towards the learner-centered ones as well as it has allowed students to be more autonomous on their work, which can be translated into more successful EFL classes. Therefore, it is required that curricula are designed recognizing different classroom activities to achieve better outcomes.

Today EFL classroom requires a change in how speaking is taught since technologies have modified the way humans communicate with others, that is why ICT plays an important

role in teaching and learning foreign languages, it has transformed classroom communication methods and strategies to teach speaking skills which is a complex skill requiring the simultaneous use of a number of different abilities. ICT supporting English learning presents great advantages for students not only in linguistic learning but also as regards personal skills, reinforcing multiple language abilities, among them, the spoken ones. In that regards, ICT plays a fundamental role in proffering students' worldly knowledge, providing them with the newest material and meaningful practice. Thus, students can enhance their spoken abilities since it offers opportunities for teachers and students to learn, promoting the usage of authentic material which helps students to be creative and at the same time enhance the use of a foreign language.

In that order of ideas, this study aims to apply certain actions that lead to refine students' English spoken production in students pursuing a B1 level according to the Common European Framework (2001) in the English course at a private university located in Antioquia. The English course has fourteen students (five men and nine women, with age range from 16 to 30), they belong to different academic programs at the university.

The English program has thirteen levels which students must to attend during forty hours of face-to-face interaction, furthermore, they should study during ten hours per course in a virtual platform.

To have an initial overview about the context, we decided to make some observations to get to know participants' English level and the dynamics throughout the classes. For this reason, we carried out nine non-participant observations in which several students' learning aspects were described and where we found that teacher implemented ICT as a tool during the class, teacher

diversified the class applying activities involving reading, writing, listening, speaking, and gaining vocabulary and grammar. Although, the teacher promoted speaking activities where spoken interaction prevailed, it seemed the teacher did not apply enough spoken production exercises which motivated students to speak in English. As a possible solution, this project aimed to create some actions using podcasting as a strategy that will permit to work on the observed issues, refining students' English spoken production, and allowing to encourage active learner involvement in the lessons.

RESEARCH QUESTION

How does podcasting refine spoken production in students pursuing a B1 English level at a language center of a private university in the Eastern Antioquia?

JUSTIFICATION

Nowadays, being able to communicate using English has become an essential aspect in the XXI century, that is why one of the great challenges of the Colombian National Education Ministry (MEN) is to encourage the learning of English as a foreign language. Furthermore, the use of ICT has become relevant because it emerges as a necessity to live in a globalized world. In this regard, MEN establishes the guide *Serie Guía No 22* to determine certain international requirements for learning English as a foreign language in Colombia based on the Common European Framework (2001), that describes in a comprehensible way what learners must learn in

order to use a language for communication; and what skills they must to develop to be able to perform effectively.

It is evident that there is a new era where technology and electronic devices are present in most of the situations and places, particularly, in the educational field. Technology inclusion has brought new literacies and new ways to learn. hence integrate it inside classrooms complement teaching, knowing and interacting with others not only around the world but also inside the classroom. As in almost all areas of education, the growing development of digital technologies and the multiple ICT tools have expanded great chances for teaching and acquiring a foreign language since they give the possibility that the process could be student-centered and help autonomous learning as well as the interaction between students and teachers.

On the other hand, The importance of developing new techniques and methodologies to teach a foreign language has been long recognized considering the linguistic, cognitive and affective students' demands and sociocultural context. However, many language studies have been carried out in order to propose different strategies aiming to improve foreign language learning and teaching, some of them are still successful while others have become obsolete and have been replaced by newer and better techniques appropriate for the new century.

Due to the latter, this research seeks to develop and implement a proposal which has already been successfully implemented in the field of foreign language, aiming to refine students' spoken production in EFL classes bearing in mind students' context, thus increasing the use of ICT in order to create more didactic tools and new methodologies that enhance communicative skills. Likewise, students take an active role in their own learning, using language in real content, applying topics of current relevance, sharing different perspectives by

teamwork, which allows them to talk about their backgrounds by doing, sharing and applying ideas, involving students into real life-oriented activities.

In the academic context, this research attempts to reinforce and potentiate not only learners' spoken skills but also abilities such as interpersonal skills, teamwork and interaction among them. The results of this project may provide insights into a strategy implemented successfully and show results about the improvement of students' English spoken production through podcasting. That is why, this project may also be beneficial to English language teaching field, because it represents an innovative approach to new techniques of language teaching by focusing on the improvement of a skill that shows a degree of difficulty on its learning, using ICT and innovative strategies; the results will provide data for further research on the topic.

For the degree in foreign languages and for future educators, this research is going to investigate, design and implement a strategy with the aim to refine students' English spoken production. The study results may show an enhancement on this ability, that is going to open possibilities to further implementations in language classes, helping teacher putting into action original strategies in the classroom.

Additionally, in the teaching field, podcasting became a technique, first, to encourage the learning process, experiencing different ways of acquiring knowledge and creating dynamic learning experiences. At the same time, they complement in a creative and dynamic way the methodologies used in the classroom for teaching languages. Also, they diversify teaching resources to encourage autonomous learning; complementing the practical activities that are developed in EFL classes, and finally, they motivate learners to be active producers of the

information because they generate their content and are aware of the information they make, thus enhancing the educational practices.

GENERAL OBJECTIVE

- To determine the impact of the implementation of podcasting to refine spoken production in students pursuing a B1 English level at a language center of a private university in the Eastern Antioquia.

SPECIFIC OBJECTIVES

- To design and implement an action plan based on the use of podcasting.

- To analyze how the use of podcasting refine students' spoken production.

- To explore students and teachers' perspectives about the implementation of podcasting in the English course.

CONCEPTUAL REFERENCES

Taking into account the particular purpose of our project, which is the implementation of podcasting in an English course to refine students' oral production, it was essential to go deeper in some important concepts that lead this project like ICT, podcasting, audacity and spoken production to conceptualize our research and clarify our perspectives.

Information and Communication Technologies (ICT) in Foreign Language Teaching

According to Tinio (2003) ICT is defined as a range of technological tools and resources used to communicate, to create, disseminate, and manage information, because of that it has been an increased in the use of new technologies to teach a foreign language. Furthermore, Dede (2005) stated that the widespread nature of ICT and the belief in the promise of technology have guided environments in the 21st century, at least in developed countries and showing a relevant increasing extent in developing countries, especially in urban areas. These trends have reshaped educational settings in general. In addition, they connected with other social, cultural, political and economic changes, which have a significant influence through skills that learners use to construct knowledge.

Thus, despite the high demand for integrating ICT into teaching English these days, its adoption seems still to be going slowly, which makes difficult for teachers to know what students can actually do with new technologies (Kaminski, Seel & Cullen, 2003), as a consequence, students are not interested to learn a foreign language, therefore it is necessary to implement ICT during the educational process, and search the most adequate way to do it.

In the same line, Wagner (2005) noted that the employment of ICT is being constantly applied as an aid in education all over the world. The use of technology inside the classroom has been increasing and this demands its implementation in education. However, it is not only about including them in the classroom, but also adapting them in the learning processes of a foreign language. It is vital to note that the success in the application of podcasting for learning a language depends on the good inclusion of them within the classroom. Wagner also stated that the implementation of computers into schools is not enough to impact students positively. That

being said, specific application of ICT can positively impact student's knowledge, skills and attitudes and the educational challenge is not only focused on how to use technology, but how it can be integrated in the teaching and learning processes.

Podcasting

Podcasting has appeared in recent years in classrooms and has become a strategic technique for learning a foreign language, not only because podcasts are an available resource on the internet and they are easy to be produced, but also they are a mediating instrument to use English in real contexts, which might help learners in the acquisition and development of their linguistic skills.

Some authors have defined the term podcasting and podcast in order to establish differences in both. According to Oxford English Dictionary (2017), podcast is considered a digital recording of a broadcast that is typically made available on the web for downloading to a computer or personal audio player. In this field, some authors have referred to podcasts and their integration into the classroom as a key component in the proper use of ICT. Salmon Edirisingha, Mobbs, Mobbs and Dennett (2008) declared a clear difference between podcasting and podcast, they stated that podcasts refer to an audio file available on a website, which can be opened or downloaded, they can also be played on a computer or other technological devices. Meanwhile, podcasting is the action of creating, editing and distributing podcasts this says, the use of technological devices to make recordings of broadcasts available for downloading to a computer or mobile device.

Besides, the use of technology during the podcasting process is the most important aspect during this process because people who want to create a podcast need technological tools to design it, that is why, it is necessary that participants have previous knowledge talking about ICT resources that help recording themselves without problems.

<div align="center">Audacity</div>

The use of portable devices in language learning has a considerable educational potential. Audacity is an open-source digital audio editor and recording application software that serves for the creation and edition of audio files (downloading and editing podcasts, recording interviews, creating personal audio messages, etc.).

Audacity was chosen for this study because is an open-source and a low-cost tool, also because the integration of this tool and technological devices can expand students' access, flexibility, mobility and provide opportunities for them to change the way they learn. For this new students' generation who have been encouraged to ''to take control of what they learn'' (Kukulska-Hulme & Shield, 2007), technology can play a key role in their learning process by providing them with educational materials and low-cost tools in order that they can improve their language proficiency.

<div align="center">Spoken Production</div>

According to the Common European Framework of Reference (2018), production is composed of spoken and written abilities. Spoken production is named as a sustained monologue which function is important due to its application in daily life and academic and professional

fields. Moreover, it includes short introductions, anecdotes or to entail a longer and more punctilious conversation. The formal acquisition of spoken production is not given naturally and the refinement can only be attained through education and experience, due to this, employment of strategies -Planning, Compensating, Monitoring & Repair- are indispensable for enhancing both formal and informal outcomes.

The Common European Framework of References (2018) sustained monologue consists of five elements which contemplate the overall of the spoken production: describing experiences (narratives); giving information (transferring information); purring a case (sustaining a dialogue); public announcements and addressing audiences. These must be considered since learner target is different depending on what is addressed. In regard to this research, describing experiences will be implemented; giving straightforward descriptions on a variety of familiar subjects within field of interest, being able to reasonably fluently relate a straightforward narrative or description as a linear sequence of points and giving detailed accounts of experiences, describing feelings and reactions.

METHODOLOGY

Research Design

This study was conducted following a qualitative approach with the aim of examining the implementation of the project based on podcasting and how could it influence students' spoken production, in order to accomplish this, the researchers decided to incorporate podcasting in an English course at a language center of a private university.

According to Creswell (2013), qualitative research is an approach to explore and understand a social or human problem in an individual or group. In this sense, the research seeks to approach the population studied through the creation of podcasting to understand the phenomenon that occurs in English classes when dealing with spoken production. In the same line, this author emphasizes that the data collected is generally taken from the participant's environment and the researcher makes interpretations of the meaning of the data. Therefore, researchers decided to make different observations and activities to take descriptive data and make the analysis of the information that is also done with interviews, field notes, recordings and written records collected in the observations made before and during the actions.

Moreover, this research project follows an action research methodology since it diagnoses some issues that can take place in learning English as a foreign language, leading to a solution based on critical reflections. Burns (2010) affirms that action research is useful to intervene in a deliberate way in order to bring different changes and, even better, improvements during the language acquisition process in which students and teachers participated.

The implementations carried out during this research project attempted to contribute to teaching and learning practices toward more successful, appropriate and innovative strategies. As stated by Kemmis and McTaggart (1988) "action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices" (p.1).

With this project, we expected that students could enhance spoken production abilities through a project where they use technology. In order to accomplish the research objective, researchers worked under the socio-critical paradigm which demands to know the reality of a

specific context, identify its issues and bring solutions to that phenomenon. According to Pérez (1994), any action research might begin on the context analysis, the interpretation of the reality, the research of phenomena and the possible solutions to these issues.

This approach was established considering that the research objective was to refine students' spoken production, after a deep analysis of the reality in foreign language, it was found that students' spoken production is one of the less emphasized and less worked abilities to develop, due to this, a research proposal was developed where all of those factors were taken into consideration in order to enhance students' spoken production.

Participants

This study was conducted with fourteen students (nine females and five males) who ranged among eighteen and thirty years old in an English course at a private university located in Eastern Antioquia which offers a diploma in English language to its students and the general public. The institution has approximately 5000 students and has served the region for more than 35 years in its different higher education programs. So, the participants had been learning English as a foreign language for approximately two years in order to complement their degrees.

Instruments

Data collection instruments contributed to the focus of this investigation, as in the initial action taken in the project, we carried out non-participant observations that guided the research directions and allowed to collect, classify and select the necessary information to achieve the objectives; next, a diagnostic-test was implemented with the aim of determining students' level in the target language and having an overview to considerate possible issues for the project. After

the implementation of the proposal, a post-test was carried out to demonstrate if applied actions were successful to enhance the students' spoken production. Finally, teacher and students' interview were carried out to regard participants' perceptions during the project.

Non-participant observation

Non-participant observation (Annex 1) was chosen as the qualitative instrument that licensed researchers to get primary data about the context and analyze participants' behaviors without interacting directly with them. In non-participant observation the researcher is a pure observer and does not belong to the scene. Therefore, it has no participation in the context other than a mere observer. Burns (1999) stipulates that it "means watching and recording without personal involvement in the research context" (p.82), with the aim of gaining a better understanding of the environment in which students interacted, "the researcher's purpose is to remain aloof and distant and to have little or no contact with the subjects of the research" (p. 82).

In support of the above mentioned, non-participant observation is a predominant method that granted researchers to know different participants' perspectives in a variety of aspects in order to gain a greater understanding of an issue. It is used broadly in research in which the researcher observes and analyzes different behaviors and situations with the purpose of getting information merely, the same as it is highly used to understand a phenomenon by joining the community involved but at the same time staying "separate" from it. As stated by Liu and Maitlis (2010), non-participant observation is used extensively in research in which the researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon as natural as possible.

Diagnostic-test

The diagnostic test is a data collection instrument used to assess, measure or know the students' degree or ability to perform in certain tasks. In this case, the instrument supported the researchers to getting know the students' level regarding the spoken English production. Initially, researchers sought with the diagnostic-test to recognize and have an approximation with the level of production of the participants, getting specific information about speaking skills, precisely spoken production.

The test used to measure participants' level was a test called PET (Preliminary English Test), used to notice and measure the four basic students' language skills that they learn in English as a foreign language. It is one of the English exams offered by Cambridge ESOL -level B1 of the Common European Framework of Reference for Languages- that establishes if the learner has an intermediate level of English. It was a tool that allowed researchers to evaluate participants' practical spoken skills and measure the English language in basic situations in a simple way evaluating the student's ability to produce and transmit information.

Diagnostic test was elaborated based on the third part in PET speaking section that consists of talking about a photograph for one minute approximately. At this respect, students could choose one of three (A, B, C) situations presented on a computer screen where they were asked to describe the image according to what they could observe and suggest possible actions for it. To do this, students had 30 seconds to prepare their discourses, then they had 2 minutes to show their point of view about the situations presented on the pictures. To assess this diagnostic test an external expert -certified in international exams- was asked to score the assessment taking

randomly a significant sample (7 recordings) of the total number of students (14) to whom he gave a score based on the existing rubric (Annex 2) which is taken to assess this type of test.

Finally, in this rubric were taken into account the descriptors of grammar and vocabulary, discourse management and pronunciation, avoiding the interactive communication descriptor since our objective was focused on the production not on interaction.

<p style="text-align:center">Actions</p>

Four actions were designed to be carried out in four sections of the course. These actions were programmed using ICT tools in different activities with specific topics that were part of the course curriculum, in which researchers examined the students' participation and progress in their learning process by providing feedback on three of the proposed activities.

Action 1

The first action was designed to show participants a podcast about a story of a girl, after that, participants had to answer different questions related to the story. It was explained to students what a podcast was, and the process to create it, which is named podcasting, it includes scripting and recording their voices speaking about a specific topic or interpreting a character in a story. Besides, it was applied an activity in which participants worked in pairs, they had to interpret a character in a blind date, while the other person had to listen attentive to guess what the character is. This activity was implemented with the objective to listen the production of each participant at least for two minutes. Finally, it was given some topics which participants had

create a podcast to send to a platform where they would hear their own podcast and the podcast of their classmates.

Action 2

The second action applied was the speaking part of the progress task of the course, first, it was sent to all students a video about how to use Audacity, an easy tool that helps them to create and edit audios. At the beginning of the implementation we gave them the chance to choose a random paper strip which contained the main clause of the problematic situation of the topic learned which was the first conditional in order to say what will they do if they face a specific situation; e.g. If you don't get your visa and you have an important trip abroad…In this part, students had ten minutes to think and to create a short script about what they were going to say. Then they used their own cell phones to record their own voice whatever device they wanted to use, after that, participants used Audacity in order to edit the audio talking about the situation they took. This recording lasted between one and one half past minutes, students edited the audio at home, exported it and sent it to the WhatsApp group previously created.

Action 3

The third action was carried out through a podcast recorded by the researchers. This podcast was a story without an ending and the students had to complete the story with a specific ending. To carried out that, students were provided with some pieces of paper with ending options; after that, they had to write their script with the ending given and later record it. The action was developed in phases; first of all, students listened to the podcast made by the researchers. Next, to be sure about students' understanding, researchers provided students a worksheet with five questions with multiple choice answers related to the podcast already heard,

after that, answers were socialized together. Second, students chose the options of the ending (sad, happy, tragic, among others) from a small bag, afterward, they had to write the story ending and then record it. Finally, they had to edit adding a background sound according to the end that corresponded to them to obtain a final work.

Action 4

First of all, students were given an audio which main speech regarded to the comparison between social media and real life. This audio lasted 3:32 seconds, it was played twice and three people were involved in the discussion, students listened the podcast and then they had 15 minutes to think about the question heard in the podcast and to write a script taking into account their own perspectives, ideas, and conclusions from the audio. In the meantime, researchers in situ were walking around giving support to participants when they asked for. Students had 2 minutes to record their written answer. Students did not have any issues when the time to record came, they followed the instructions properly and the time was enough for the whole action to come up to. In the following step, participants had to send the recorded audio edited on Audacity to remove background undesired noises.

Semi-structured Interviews

To explore the effect of the implementation of podcasting on the students' spoken production, the researchers decided to use a semi-structured interview. (Annex 3), which was done to the teacher at the end of the implementation of the actions. For this interview, it was decided to do guide questions which led researchers to go deeper with data. Then, the interview

between the teacher and the researchers was recorded and finally, a transcription of this was made.

This type of interview is a flexible instrument used to gather especially qualitative data that gives the possibility to be used during both the early and late stages into the research. Moreover, it is a managed verbal exchange (Ritchie & Lewis, 2003) that includes the ability to clearly structure questions (Cohen et al., 2007); and it concedes researchers to indagate or identify insights into an issue from the perspective of participants in an easygoing way, making direct interactions in the participant's context what makes the student will feel more comfortable and according to Clough & Nutbrown, (2012), will not feel pressured to respond. So it reassures student generating self-confidence and stimulates the interviewee to talk freely.

By means of this method can be uncovered rich descriptive data on the personal experiences of participants which grants researchers can appropriate the depth of meaning and in what is really important in the research. Moreover, this instrument offers a balance between the flexibility of an open-ended interview and the focus of a structured survey being easy to apply in different contexts.

Focus group

To get know the different perspectives of the students regarding the application of the proposed activities and how they felt in the podcasting process, we decided as researchers to take the most of focus group (Annex 4) as a valuable technique that allowed us to explore the feelings and internal attitudes of the participants. That technique is defined as a small group of

people who meet together to analyze information or an issue or a topic. This group considers attitudes and opinions that people may have. According to Denscombe focus group "consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator to explore attitudes and perceptions, feelings and ideas about a topic". (2007, p.115), and it is done generally by a moderator, who asks question to participants and they must reflect about this given questions.

The focus group as a qualitative technique to gather, not only information, but know the points of view from the participants, was relevant to the findings and the discussion of the current project; it served us to understand the feelings, attitudes and feedback on the part of students. Besides, despite a no formal format was used to develop the focus group since it was not required, researchers collected the data using a recorder for further analysis and transcribing of the data which was collected among the ten participants of the focus group.

<div align="center">Ethical Considerations</div>

As the main focus of any ethical considerations in respect to the anonymity of the participants, the measures taken were always based on the current Colombian law. "En toda investigación en la que el ser humano sea sujeto de estudio, deberá prevalecer el criterio del respeto a su dignidad y la protección de sus derechos y su bienestar" (Constitución Política de Colombia, 1991, p.1). In this way, the researchers adhered to personal investigative commitments, both with the research participants and the results obtained from the investigation. The objective of the daily life research exercise, which is used as a tool for the discovery of new

social constructs helping to regulate group behavior and personal will be to enrich the knowledge of the communities and also, the development of critical thinking and interpersonal relationships.

The practice of social research according to ethics, should seek to exalt the relationship that has the investigation object with the investigated subjects as well as the obligations of the latter with the impact that may have their actions in the results. It is important to highlight the free cooperation of the participants, as well as the researchers, based on the truth on both sides; sincerity was key for results to be useful, relying on the information that participants provided recognizing they understood the proposal and its purpose besides the information management for purely academic purposes. Finally, an informed consent (Annex 5) was handed in to the participants which included the characteristics stipulated by the Colombian Political Constitution (Constitución Política de Colombia, 1991, art. 15 y 16) which all participants voluntarily signed, taking into account the investigative scopes, the intentionality and the benefits that the current research brought to future investigations.

DATA ANALYSIS AND RESULTS

To analyze the previously mentioned used instruments and techniques in the methodology of this research paper, three relevant aspects were considered. Four reflections made during the implementation the actions by the researchers were taken and analyzed in order to observe the aspects seen regarding students' progress during the development of the actions. For this reflexive written exercises, no specific format was followed because researchers pretended just to observe aspects regarding dynamics class, behaviors and the interaction of the participants

during the performance of the proposed actions for each section of the course. Then, the students' oral production was analyzed through the diagnostic test and the final podcast made by the students. To demonstrate this progress, it was determined to make graphics showing the differences obtained. Finally, an interview was done to the teacher to evaluate the process and the development of the actions; furthermore, a focus group was made with the students to get to know their perceptions about the implementation of podcasting in their English course.

Reflections Analysis

A reflection was made after each action. Through these reflections, it was possible to observe students' positive attitudes towards each of the activities proposed in each action. In addition to keeping a register of the different activities developed in the class, such as the use of the translator or otherwise the teacher's support to ask for vocabulary, the autonomy of students when creating their podcasts and in certain cases the group work and oral comprehension when they had to listen to an audio. It was also possible to register the active participation of most of the students who showed a great attitude in carrying out the activities proposed by researchers. However, some of them found different issues that made them feel anxious and uncomfortable when they had to talk.

Furthermore, during the activities it was evident that there was a great difference among the group, talking about the level of English, there were some students who had a better performance and at the same time some others did not feel comfortable being in contact with the language. Likewise, it was noted that for some students the teacher's support was valuable, while others are more autonomous when it came to working. However, teamwork was evidenced through mutual

correction and there were moments for discussion and reflection, which is considered a valuable aspect when working on these types of projects.

Although students took more time than planned, they showed a good attitude towards the proposed tasks. At this point, an improvement was perceived because of the ease which the students understood what researchers explained. In view of this, it was observed that the vast majority of the participants wrote a script before making their recordings. In spite of some minor grammar mistakes and the fact that some students did not send the podcast on the established dates in the last of the activities applied, the participants showed a great level of adaptation to the proposed dynamic during the application; moreover, they took less time and some did not have the need to write a script but to record themselves naturally. In the end, the students sent their recordings but most of them without editing them because the time was not enough, nevertheless the improvement was significantly noticed in a higher level of refinement of speech through podcasting.

Students' Progress Analysis

Data analysis of the results of the diagnostic test and final test   regarding oral students' performances allowed us to identify the students' improvements in different aspects that were evaluated in both tests.

It was determined to take a random sample of seven participants who were assessed twice –diagnostic test and final test- on these items: grammar and vocabulary, discourse management and pronunciation. The results display that podcasting had helped students to improve their

language skills, and the actions implemented on class were useful for improving students' oral language skills, as well as for improving their knowledge of vocabulary.

Additionally, the results show that most of the students improved their use of grammar and vocabulary (see Figure 1) when they record their podcasts using complex grammatical forms and appropriate vocabulary to express their ideas. During the implementation of the actions, when students planned their scripts and recorded their podcasts they strengthened the usage of more complex and accurate words to talk about familiar topics, additionally, the activities were planned to practice and apply different tenses or topics connected with the curriculum.
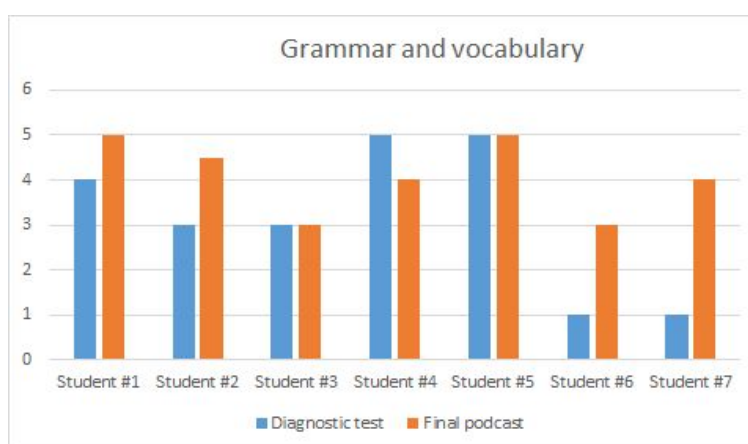
Grammar and Vocabulary

Figure 1. Comparison Diagnostic Test and Final Test: Grammar and Vocabulary

Figure 2 shows that students improved on their discourse management ability, at the beginning of the implementation students found it difficult to maintain a discourse of different topics, they took less time of the required for the activity, their contributions and podcasts were short. Nevertheless, when the study ended it was evidenced how students could naturally

increase the length of their speeches, the articulation of their ideas was more organized and accurate as well, further, they improved their capacity to communicate effectively in the target language.
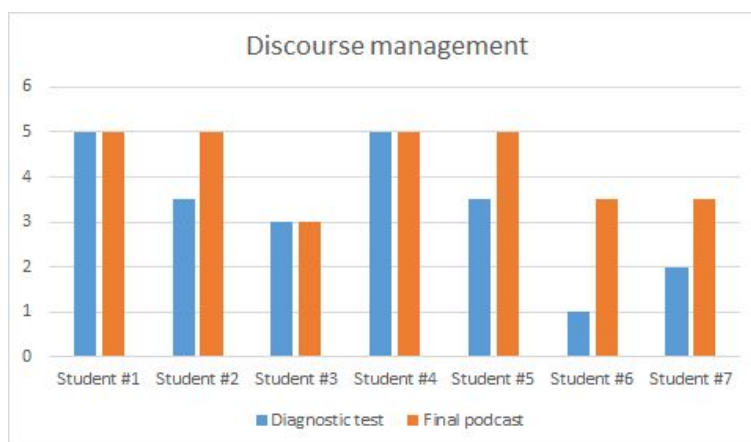
Discourse Management

Figure 2. Comparison Diagnostic Test and Final Test: Discourse Management

Figure 3 shows that students' pronunciation was one of the abilities students improve the most after the implementation allowing students to express their ideas clearly during the study. Additionally, the students showed a great commitment to their language learning process while they enjoyed learning and correcting their pronunciation mistake. Due to this process, students became more aware of their language acquisition and improvement of their skills showing that the use of podcasting had had positive effects on students' habits and that the podcasts had proven to be a very helpful learning tool for improving all the skills necessary to communicate and express their ideas accurately.
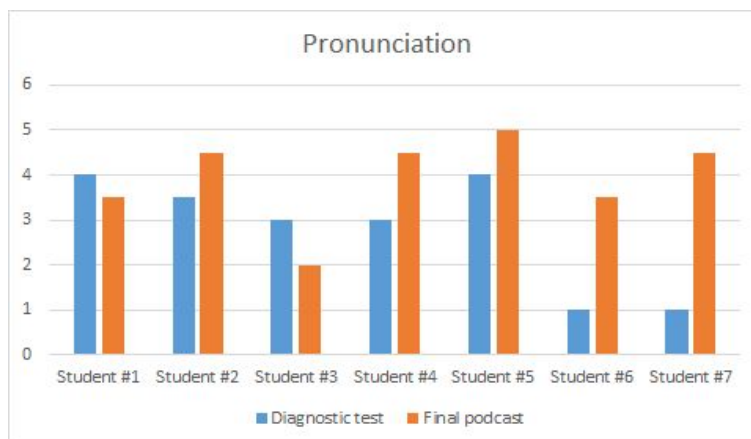
Pronunciation

Figure 3. Comparison Diagnostic Test and Final Test: Pronunciation.

Figure 4 shows the final results of the diagnostic and the final test in general, it displays that one student had a better performance in the diagnostic test compared to the final test. It can be supported by analyzing the several aspects which could affect the test results ; and arguing that a better performance in the diagnostic test does not mean the students were not able to improve their spoken production. Tests can cause anxiety and stress and many external aspects may have a negative impact and change the test result, students' attitudes, test environment, script preparation, previous knowledge of the topic, among others that could have affected the results of this student.
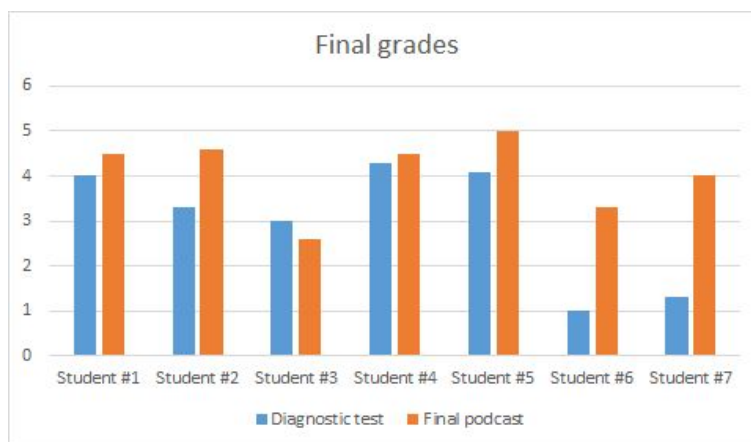
Final Grades

Figure 4. Comparison Diagnostic Test and Final Test: Final Results.

The diagnostic test students´scores were 3,0 compared to the final test average was 4,0 the analysis showed that students were able to improve their spoken production and podcasting can be a favorable tool to support the student in their learning process to strength their oral skills and improve the quality of students' oral production.

Teacher and Students' Perceptions Analysis

To notice students' and the teacher's perceptions about the activities carried out, the development of the actions, the use of Audacity in the classroom and the students' experiences creating podcasting with the aim of this tool; an interview to the teacher, and a focus group with participants were carried out. To analyze these instruments, a categorization was made bearing in mind significant and similar aspects in both instruments. Once all the information was collected, it was analyzed and some subcategories emerged that allowed us to observe some students' and teachers' perceptions about podcasting and oral production (increasing knowledge, pronunciation awareness, vocabulary); the activities applied during the research project (creativity, motivation,

useful activities, interesting topics); the podcasting process (podcasts, audacity, editing) and strategies to improve (time, previous work, feedback). These categories and subcategories will be developed in the following paragraphs.

Perceptions about podcasting and oral production

After the implementation of the actions, learners' perceptions allowed to identify how important was podcasting for students to enhance their oral production, to increase their knowledge regarding different topics and to self-correct their own pronunciation mistakes. After the analysis, the students and teacher's ideas showed that students consider they were able to refine these aspects:

Oral production

Being able to communicate ideas appropriately is a fundamental skill for language learners that requires the development of multiple skills. In this regard, during the actions, it was evidenced that students felt an improvement of their oral production through the podcasting process arguing that they strengthened their languages skills providing opportunities to students to review the topics covered in class, to practice English outside the classroom and to correct their mistakes.

Participant #2 stated that "eso (podcasts) le ayudaba a uno como a buscar vocabulario como a decir… Bueno, cómo puedo decir algo, …, entonces sí ayuda en algo, en que tenga que investigar acerca de un tema".

Teacher emphasized the importance of the implementation of the actions and argued that "yo sí siento que los chicos sí mejoraron un poco, digamos que los cambios mayores para mí son en cuanto a vocabulario y en cuanto a la flexibilidad para desenvolverse en los temas".

Increasing knowledge

The ability of learners to successfully talk about any topic producing extended stretches using a range appropriate vocabulary to present point of views on familiar topics is an essential aspect of learners' language development. A participant's perception was that they strengthened vocabulary and learned collocations which allowed students to talk appropriately about real life and authentic topics. Moreover, at the end, participants considered that the activities and podcasting helped them to expand their knowledge; to have the need to search and explore different current, familiar and interesting topics; and be aware of the importance of using more accurate words to express their ideas.

In this regard, participant #2 stated that "aprendimos mucho también porque no solo era grabar los audios en Audacity, sino también cómo investigamos más y aprendimos sobre varias cosas (varios temas)". In the same way participant # 8 claimed that "a mí me tocó ir a buscar, y entonces uno ahí le mete más interés al tema … ahí juega un papel la imaginación".

Pronunciation awareness

Pronunciation is a fundamental skill which has a great function for intelligibility and accuracy when people communicate. This ability was one of the aspects students enhanced and they mentioned how they became aware of their mistakes after listening to their own podcasts

and they felt the need to correct the ideas regarding pronunciation in order to be more comprehensible.

Student # 4 mentioned "es que uno cree que pronuncia bien muchas veces y a la hora de escucharlo en un audio uno se da cuenta que no lo hace bien", and consistently, student #5 quoted "eso ayuda como a caer en cuenta en el error", students felt motivated to create the podcasts and some of them repeated their own recordings many times until they did it well, this enabled students to gain confidence when they were talking and self-controlling their linguistic process.

Perceptions about applied activities

Along the project, researchers could perceive different behaviors and opinions about the application of activities, from students and teacher. Due to this, researchers decided to consider students' perceptions about what they thought in respect to the carried out activities, considering the following aspects:

Creativity

An important ability that learners develop during the learning process of a foreign language is creativity; firstly, teachers should think how to motivate them to participate in activities to practice the target language. In this regard the teacher mentioned, "para mí fue también un momento de reflexión igual que me imagino que para ustedes, también era pensar en cómo desarrollar cada actividad". Furthermore, the teacher realized that students felt motivated searching about new topics. The teacher also claimed: "me pareció que los chicos hicieron el

esfuerzo y mejoraron como, digamos que fueron creativos y lograron realizar muy bien las actividades."

Most of the learners affirmed that activities applied by researchers during the project were interesting and at the same time these activities motivated them to be creative to talk about the topics in the podcast. Participant #2 mentioned: "Si porque yo lo que hice fue inventar una historia de una cuchara automática". Thus, participants assumed that when they recorded a podcast about a topic, they tried to search important aspects of the topic. In that sense, participant #8 claimed: "A mí me tocó también ir a buscar qué tipo de zapatos había o para quien estaban hechos y con qué y entonces ahí uno le mete interés a un tema…".

Motivation

Talking about motivation, teachers are responsible to motivate the learning process and create activities that catch students' attention in class. According to this, teacher expressed "pues yo creo que fue en general de forma positiva porque era como darle un aire a la clase, como una actividad distinta. Igual para cada estudiante es muy distinto entonces hubo muy positivos (cambios), algunos estudiantes se sentían motivados al respecto".

Moreover, the teacher suggested that teachers need to search different activities or ways to catch their attention during the learning process. According to that teacher commented "cómo hacer que el estudiante me dé más y cómo hacer que se anime para realizar la actividad".

Useful activities

During the learning process, it is necessary that teachers apply activities which implied real life situations, hence, learners could find all of them useful; in this way they will be

motivated to learn, the teacher emphasized that most participants found some activities interesting and useful to improve their language, "inclusive hubo otras actividades que los estudiantes encontraron muy interesantes".

It is essential to mention as well that during the learning process, students could improve if they observed a mistake and corrected it, as a result, they enhance their language awareness. Participant #8 mentioned, "si uno escuchando lo que hizo mal así aprende más".

Interesting topics

To have a successful learning process, it is important that learners find this process creative and interesting, however it is difficult because their interests; moreover, it is necessary to try using engaging topics that the group could enjoy in common. The teacher noticed that students were interested in the activities thanks to the topics that researchers chose. The teacher stated that "entonces como eran temas interesantes, entonces me pareció que los chicos hicieron el esfuerzo y mejoraron…"

Students considered that through the topics researchers motivated them to investigate different information about the themes; in those actions, they always learned new things about common topics. In that line, participant #6 stated that "aprendemos sobre cosas (varios temas)".

Students realized that talking about common topics was really difficult for them because they did not find important things to mention about familiar objects, participant #2 claimed that "Pues hubo temas que preparábamos como hablar de algo (una vez que nos tocó hablar de temas como el huevo, la cuchara y otros…) digamos que a veces se hace difícil porque uno dice: que hablo yo de una cuchara o que digo yo acerca de una puerta".

Enjoyable process

To enjoy the process while acquiring a language is the most important factor to learn a foreign language since learners should be comfortable doing the activities. During the actions, students showed motivation to record the podcast and they seemed interested to investigate about the topics. At this respect, participant #1 said "yo me sentí muy bien en las actividades. En realidad, eran dos actividades. Una era grabar el podcast aquí y en realidad era muy agradable." Participant #2 added: "digamos que el tema de los audios es bueno". As well as, participants mentioned that one of the activities during the application of the actions was a great activity to promote speaking oral production. Participant # 6 mentioned that "Como la de adivinar el personaje, esa me gustó mucho" participant # 7: "Esa estuvo muy bacana" participant # 6 added "Si, uno se mete como en el papel del personaje".

Perceptions about podcasting process

Observing and analyzing the process of creating the podcast was also important since it granted to researchers the chance to know how they guided the students process when they were creating their audios and perceive how students felt making their own recordings and editing them. In this regarding several items were kept in mind.

ICT tools

It is known that ICT tools produce positive results in ELT classrooms. Furthermore, the use of ICT tools to teach English also encourage motivation, autonomy, and authenticity, therefore these tools enhance learning processes. In this sense, the teacher argued that podcasts

are tools that benefit and improve learning: "La herramienta sirve para aumentar el aprendizaje, además los estudiantes siempre estaban mejorando y mirando cómo realizar la actividad e inclusive adquirieron un conocimiento en cuanto a esta herramienta que es algo muy positivo porque les puede servir mucho más adelante".

Podcasting

Podcasting promotes language learning with fresh authentic and motivating materials directly from internet but at the same time encourage them to produce new creations that drive them to know about different areas. In this study, students created their own podcasts, allowing them to inquire into different topics from those worked on the classes and motivating them to do different things. The teacher pointed out podcasting is a very useful tool for the students: "Yo considero que este tipo de herramientas son muy útiles para mejorar la producción oral de los estudiantes". But students stipulated that it is more as a tool for the teacher than for the students. Participant # 2 at this respect affirmed, "yo la veo más como una herramienta para un profesor".

In addition, podcasting provided students to expand knowledge since it invited students to seek more about the topic they had to talk, participant # 6 "me gustó mucho, porque no solo era grabar los audios o hacer el podcast, sino también cómo investigamos más y aprendemos sobre varias cosas o temas".

Audacity

Audacity is an easy-to-use recording and editing program that permitted students to improve their recordings. However, the vast majority of students stated that the activities carried out with this tool were a little uncomfortable and arduous. At this respect participant # 1 stated;

"una actividad tenía que ver con la edición de sonido en Audacity que nunca lo aprendí a manejar y en realidad me parecía muy incómodo". In the same line, other students mention that it is very good to record and produce the audios but not the edition. Participant # 2 "que no nos pongan a editar, sino a producir los audios y escucharlos y grabar, pero no editar".

Recording and editing

Before recording, most of the students did the written exercise, making a script of the topic they had to talk about, while some students were aware of the process of speaking naturally, others read their draft directly while recording. In this item, almost the whole class enjoyed recording their productions. Participant # 3 stated, "preparar un tema y hacer el audio es bueno". They enjoyed the activities in which they had to record but disagreed with edition.

Regarding to edition, students perceived the editing process as something useless and considered it an extra work since they did not find a purpose and they agreed that this did not help them improve their English at all. Furthermore, they expressed using the tool is not a hard task or complicated but the edition was useless in their learning. At that point, participant # 3 argued, "no es una herramienta complicada, sino que no le encuentro un fin útil a editar los audios. No sé cómo me va a ayudar a mí en mi inglés o a mejorarlo o si simplemente es una herramienta que ustedes utilizan para que nosotros la conozcamos o algo así porque no le encontré una utilidad que me aporte a mi formación como estudiante del idioma.

Perception about other aspects of English

To be able to communicate in a foreign language, learners should take into account different aspects which could be mixed during the learning process. Along the project participants and the teacher mentioned important aspects.

Vocabulary

Vocabulary is crucial to learn a foreign language because learners need to study the appropriate vocabulary to express ideas. During the implementation of the actions, the teacher realized that the most important changed during the learning process was in the growth of words that students used. The teacher highlighted those changes, and mentioned; "digamos que los cambios mayores para mí, es en cuanto a vocabulario y a la flexibilidad para desenvolverse en los temas".

According to the students, they determined that thanks to the weird topics, participants were supposed to investigate the appropriate words to have enough vocabulary to talk about the topic proposed, in order to be understandable in their podcast. Participant #2 stated "Eso le ayudaba a uno como a buscar vocabulario como a decir… bueno, como puedo decir algo o no sé cómo puedo hacer un relato acerca de cualquier cosa" Likewise, members of the same group realized that researchers were a great support for them talking about unknown words, participant #2 declared: " de pronto uno preguntaba como se dice tal cosa y él (researcher) nos ayudaba y nos decía que necesitaban, qué palabra no entienden e iba y se sentaba con nosotros y nos ayudaba".

Body language

To have good communication in any language learners always use their body language to express their ideas in a better way. In English language is the same, beginners try to use movements to be intelligible among them, in this way participant #5 mentioned "personalmente utilicé mucho el lenguaje corporal cuando uno está muy embalado mueve las manos y le entienden a uno". In addition participant #7 said that "uno mueve las manos, mueve los ojos, mueve lo que sea".

Participants thought that they could use their body as a resource when they were speaking. Due to this, participant #3 said "...uno busca la forma en que tu compañero te entienda y si tu compañero no sabe una palabra y si tú la sabes le ayudas".

Strategies to improve

After the implementation of the actions and analysis of the interviews, several suggestions arose for the improvement in the application of podcasting to refine the spoken production that could be taken into consideration for future research processes. The improvements that were taken into account in this paragraph were highlighted by the participants bearing in mind their own improvement process.

Previous work

It is worth highlighting the previous work on the part of the researchers, the teacher and the participants who promoted a clear idea of what the students were learning and their use in the applied activities, thus, when they are given the tools and the knowledge the activities will tend

to have a greater success as their results are consistent with what is sought within the investigation.

Teacher assessment was important since he considered: "previamente se les de ciertos lineamientos... se les dé un viaje de herramientas que potencien eso que ellos están haciendo, porque les brinda a los estudiantes como otras herramientas y otras formas de desarrollar y mejorar en como cuanto se desenvuelven en cuanto al idioma."

Moreover, participant #2 said: "Si, el audio le ayuda a uno y el preparar un escrito (pues si lo puede preparar) le da a uno la facilidad a la hora de hacer el audio."

Feedback

Through immediate feedback the students created an idea of their results with the work done, this enhances the autonomy and learning of the participants as well as it could increase the motivation; since it promotes students' reflection, when it is detailed and adapted to the needs that they seek giving an effective feedback. Here   participant   #2   stressed: "En   algunas ocasiones (no fueron muchas), nos hicieron feedback y siempre ayuda un poquito a decir como bueno en qué puedo mejorar."

Another contribution was from participant #3 who claimed. ".... los docentes vayan pasando por cada una de las estaciones diciendo lo que tienen que mejorar o es mejor que utilicen este vocabulario en vez de este, mejora la estructura en este sentido; pero ahí mismo; en el instante. Lo que ustedes hicieron con los feedback de los audios. Eso también es interesante…. pero otra propuesta interesante sería frente a frente de los estudiantes." This participant finished

saying: "si un compañero no sabe una palabra y si tú la sabes le ayudas; entonces eso es como retroalimentación de ustedes hacia nosotros y entre nosotros mismos. Entonces es algo bueno."

Oriented activities

During the spoken refinement process through podcasting, the activities implemented were directed by the investigators, giving support and clarifying doubts when it was requested by participants giving thus a naturalness in the time to demonstrate the results; therefore, these were not affected by the intromission of the researchers.

The teacher stated reasons that concerned this project in order to improve several aspects during the actions implemented: "Considero que deben (las acciones) ser apoyadas de otro tipo de estrategias que sean cómo encaminadas a los estudiantes." He said. At this respect participant # 2 stated that activities were separated of the course and argued: "Eran actividades como muy aisladas de lo que veíamos en el curso y los temas".

Teacher also argued that: "Durante el proceso habían varias cosas que también debían mejorarse tanto como en la actividad como tal, digamos también es muy importante uno preguntarse al momento de desarrollar las actividades en cómo darle al estudiante más"

Extra work

Initially the time was one of the biggest challenges since it was not able to use all the time in which the students attended the sessions, this is why the purpose of the edition of the podcast made at home was a strategy that helped them to continue their process. According to the explanations given would not take a lot of time from their daily activities, with respect to this

aspect, participant # 4 claimed: "Eso contribuye mucho a tener una práctica a parte de las clases y el estudio individual en la casa."

Lack of time

From the approach of the exercises within the classes, (as it was mentioned before), it was considered pertinent for students to make the audio edition at home of the podcasts recorded in class, in order to expedite the time that they had the days of the interventions since there was not much time for such process in the classroom. Although the guidelines for the editing process were shared in a video created by the same researchers which was succinctly shown the process with the Audacity tool, this could take more time from the planned to the participants. This last could be verified when participant #1 manifested: "...había que dedicarle mucho tiempo y es algo que no tenía."

Participant #2 also indicated that the lack of time was a fact that affected in a certain way, declaring: "la edición era lo que demandaba tiempo y de pronto algunas personas carecemos de tiempo."

Learning style

Since the project focuses on the refinement of the spoken language, it is known that some of the skills are not taken into account as a product of the research and as the use of podcasting delimits some multiple intelligences or ways in how students learn, it was a contribution that the teacher described by saying that:"...igual para cada estudiante es muy distinto", from what can be deduced that it is important that when carrying out this type of activities it is necessary to take into account the different students' learning styles.

DISCUSSION

The implementation of podcasting in English courses fructifies several linguistic and personal aspects that favor the language learning and enables students to develop skills that permit them to get along naturally and fluently in the language. Based on the findings found in this research, podcasting can enhance students' spoken performance and other language aspects as increasing vocabulary and pronunciation during the process. Furthermore, these findings are related to what Chacón and Peréz (2009) established that the process of podcasting must be integrated with the curriculum and it must supply the demands of the context. Thus, podcasts were developed and created related to the topics set in the curriculum and used ICT tools to show participants the process of creating a podcast. In this way, they could create their own podcasts.

In contrast with the same authors, this study shows that students were not please by working with ICT tools -specifically audacity- to edit their podcasts since they found it difficult and did not have enough time to do it, so it is possible to identify that students' interest in working with ICT goes beyond the using ICT tools but to engaged with them to cope with the progress that was evidenced related to the pronunciation and the vocabulary expansion. At this respect, Hamzaoğlu and Koçoğlu (2015) also determine that using podcasting students get higher oral performances and pronunciation, moreover they could expand their vocabulary.

Along with the application of the project, students demonstrated that podcasting helps to be aware of their mistakes, in this way after they listened to the podcast they noted their mistakes to correct themselves. Devia and García (2017) identified that podcasting increases students' awareness in their learning process, what was possible to evidence through above-mentioned aspects as pronunciation, vocabulary besides grammar. Likewise, Lord (2008) demonstrated that

the use of podcasting promoting different learning spaces and students are aware of their own process reaching improvement in current global communication skills, beyond the acquisition of grammar and vocabulary.

Devia and Garcia (2017) noted that through podcasting some students were more confident in carrying out the activities as well; not having written the script, relating easily to the topics and recording fluently the podcast were clear signs of improvement that were seen at the end of the project and were absent at the beginning; features such as fluency; pronunciation; vocabulary and grammar were improved. In addition, beyond the aspects of the language that were improved, it could be noted throughout the actions had much more in mind their self-evaluation process and self-regulation to be able to have the opportunity to listen to the podcast and edit it.

Having had an external qualifier for evaluation of students' podcasts the podcast review helped to make the results more reliable and impartial, as stipulated in the work done by Lord (2008) in which he argues that external qualifiers were used to evaluate the initial and final podcast and thus be able to measure the results with more accuracy. Just as the same author established, although some of the students did not improve that much, in general, the students improved their spoken production and there was a satisfactory result in the evaluation. It declares that in any dynamic educational process there can always be opportunities for improvement showing it does not exactly stating all students will improve, but having other opportunities students can take advantage of them, as others do not.

Although, this study was able to establish the impact of using new technologies, especially the podcast as a didactic and innovative strategy in EFL classrooms for the refinement of spoken production, similarly this project has ratified a large part of the raised hypothesis and reaffirmed aspects of the previous theories, without a doubt there are still many aspects to improve and things to innovate with podcasting strategy that can lead to knowing other spoken production aspects in a language such as spoken interaction which is equally important. Thus, it is suggested that future research address the influence that podcasting can have on this ability that is also taken into account by the Common European Framework of Reference when it comes to learning a language.

This research has several implications for the researches in language teaching. The results revealed that podcasting has a good effect on students' oral production, this was validated on the students and teacher' perceptions and with the results of the pre and post-test, additionally, the study shows that using podcasting in EFL classes can bring many benefits in language teaching and learning. Relating to podcasting, the findings show positive results in its application because they provided an effect on the increasing of the students' vocabulary, self-confidence and oral production.

CONCLUSIONS

Podcasting is a supportive tool that grants students to refine their oral production, in this particular study students found some benefits when using podcasting as a means to strengthen some linguistic features such as fluency, pronunciation, vocabulary, and discourse management,

thus, grammar were improved and positively impact their language development. This study leads to the following conclusions:

The inclusion of new technologies in language learning is a powerful tool to strengthen learner engagement, and provide a comprehensive learning experience for everyone involved, moreover, the use of technological tools such as podcasts enabled students to communicate, create, and share ideas; offering new opportunities for teachers to implement new strategies to teach English using innovative material.

This project was benefit since it was suitable to help learners to improve their oral skills and to build and enhance their pronunciation, vocabulary and accuracy, through the process students felt more comfortable to perform and create their own podcasts facilitating students to feel more confident in their interventions since they could repeat and re-record their podcasts as many times they felt comfortable regulating the quality of their performances. They also achieved greater awareness of their pronunciation and grammar mistakes self-regulating and monitoring their performances as they listened their own recordings.

Additionally, most of the participants showed some degree of improvement in their oral production after their participation on this project showing that technologies such as podcasting could be a positive tool in this language development. Although, there is a wide range of advantages of podcasting that students and teachers can use to enhance teaching and learning processes, it can also find a number of limitations to this study that future research should address. First, podcasting is initially time-consuming process because it requires students' preparation and previous work in order to be successful, moreover, students felt that they needed

a deeper training on editing tools as they felt that the good management of these tools is fundamental for good development of the podcasts. Second, it is relevant that students know about the tool or at least give them previous instruction and have a certain period for students to adapt to it.

Because of the aforementioned, this study concludes that it is possible to do podcasting into English classes but it is too relevant to bear in mind the technological usage and make sure that implementation of the tool is clear for students. Furthermore, providing students time for adapting to the application and wait for the learners to connect to the tool also they become aware of the importance of using it to edit and improve their recordings and not leaving the recording as it is in a first attempt, therefore, as teachers, we must keep in mind to work with the tool during a period of adaptation and finally go ahead with their recordings.

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ANNEXES

Annex 1

Teacher:			
Subject:		Group:	
		# of students:	
Schedule:	Date:	Score Scale:	
Topic:		Yes or no	
Observer:			

Observation	Yes	No	Comments
1. Teacher uses activities that promote oral production			
2. Teacher engages students to use ICT during the classes			
3. Teacher creates an environment where students can feel motivated			
4. Teacher uses speaking activities during the class			
5. Teacher uses writing activities during the class			
6. Teacher uses listening activities during the class			
7. Teacher uses reading activities during the class			
8. Teacher uses English during the class			
9. Teacher diversifies the class			
10. Teacher uses ICT material during the class			
11. Teacher applies a test during the class (What type)			
12. Teacher uses group work			
13. Teacher uses individual work			
14. Teacher provides feedback to the students during the class			
15. Students participate actively during the classes			
16. Students show a positive attitude during the activities that teacher proposes			
17. Students use English to interact among them inside the classroom			
18. Students are engaged with the activities proposed by the teacher			

General Comments:

Annex 2

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	Performance below Band 1.			

Annex 3

Teacher

1. ¿Durante las clases fueron notadas mejoras en la producción oral en Inglés de los estudiantes? ¿Qué clase de cambios?
2. ¿Cómo influyó el proyecto en la participación de los estudiantes durante las clases?
3. ¿El uso de podcast fue de ayuda para aumentar el aprendizaje y uso del inglés en estudiantes? ¿Cómo?
4. ¿Considera que se puede fortalecer la producción oral a través de las actividades y sus herramientas aplicadas por los investigadores? ¿Por qué?
5. ¿Deseas agregar algo más? como un overview general de lo que vos viste en el proyecto.

Annex 4

Students

1. ¿Cómo se sintieron realizando las actividades propuestas por los investigadores? ¿Por qué?
2. ¿Creen que las actividades y la creación de podcasts (audios), ayudaron a mejorar su nivel de producción oral en Inglés? ¿cómo?
3. ¿Qué consideran más fácil: expresarse en inglés a través de los podcasts (audios) o hacerlo personalmente? ¿por qué?
4. ¿Consideran que la creación de los audios les brindó herramientas o la oportunidad para expresar ampliamente un tema ? ¿Por qué?
5. ¿Cree que este tipo de actividades (la creación de podcasts) deberían ser más aplicadas en las clases de Inglés? ¿Por qué?
6. ¿Qué otros comentarios o recomendaciones haría a los profes que implementaron esta propuesta?

Annex 5

CONSENTIMIENTO INFORMADO

La investigación formativa en la Licenciatura en Lenguas Extranjeras de la UCO.

Para la Universidad Católica de Oriente y especialmente para el programa de Licenciatura en Lenguas Extranjeras, es importante que sus estudiantes construyan y apoyen su proceso investigativo sentados sobre las bases suministradas en los diferentes saberes pedagógicos, formativos e investigativos, atendiendo a los retos actuales que demandan los diferentes contextos educativos locales. Por esta razón, es imperioso incentivar la investigación formativa en los futuros docentes con el fin de ahondar en el conocimiento de sus futuras prácticas.

Con el propósito de llevar a cabo su propuesta investigativa el grupo de estudiantes conformado por Meliza Giraldo, Juliana Quintero, Felipe Gaviria y John Ceballos buscan por medio del ejercicio práctico investigativo comprender, describir y analizar la realidad y las vivencias de los estudiantes que aprenden una lengua foránea y lo harán inicialmente con observaciones de clase.

Para dicho ejercicio, se solicita información personal la cual hará parte del proyecto de investigación y que tiene como fin conocer las experiencias de docentes y estudiantes durante el proceso de enseñanza-aprendizaje de una lengua extranjera y su participación consistirá en brindar información que permita conocer sus vivencias y percepciones durante dichos procesos.

La información obtenida será utilizada de manera confidencial, con fines académicos para el grupo de estudiantes y los datos obtenidos servirán como insumo para el fortalecimiento del mismo del proyecto.

FORMULARIO DE ACUERDO DE LOS PARTICIPANTES

1. Confirmamos que hemos leído y entendido la información proporcionada al participante para el estudio anteriormente mencionado.
2. Aceptamos que no recibiremos salario por nuestra participación en este ejercicio.

Diseñado por Peter Browning, Jacqueline Marin y Avelino Ledesma, 2017.- Modificado por Meliza Giraldo, Juliana Quintero, Felipe Gaviria y John Ceballos, 2018

3. Entendemos que nuestro anonimato será garantizado si se publican fragmentos en cualquier medio de comunicación.

4. Estamos de acuerdo en que la información que lo acompaña pueda ser:

-(i) Puesto a disposición para legitimar la investigación en la Universidad Católica de Oriente y otras instancias académicas;

-(ii) Citado en obras publicadas o utilizado en presentaciones públicas;

-(iii) Utilizado para propósitos de capacitación docente y en investigación de la Universidad Católica de Oriente.

1. Entendemos que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias ni remuneraciones como ha sido previamente mencionado en el punto 2.

- Nombre del participante que acuerda: _____

  Firma del participante que acuerda: _____

- Nombre del investigador que recibe el acuerdo: _____

  Firma del investigador que recibe el acuerdo: _____

Acordado el día _____ del mes de _____ del año _____