

**The Creation of Podcasts to Strengthen the Speaking Ability for the Group Herederos  
Del Planeta From El Encano Village**

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To the Faculty of Human Sciences in partial fulfillment of the requirements for the degree  
of Bachelor in the Spanish and English Program

Linguistics and Languages Department,

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Bachelor's degree in Spanish and English

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## CREATING PODCASTS TO STRENGTHEN THE SPEAKING

Las ideas y conceptos expresados en el siguiente Trabajo de Grado son de responsabilidad  
del autor.

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Directivo de la Universidad de Nariño.

## CREATING PODCASTS TO STRENGTHEN THE SPEAKING

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*FIRMA DE JURADO*

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*FIRMA DE JURADO*

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*FIRMA DE ACEPTACIÓN*

*Pasto, 02 de febrero de 2021*

### **Acknowledgement**

First of all, I would like to thank the woman I owe my whole life, my mother who instilled in me the love and respect for education and for sharing with me the necessity and the wish of fighting against any obstacle in life. I love you.

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### **Resumen**

Hablar es una de las habilidades lingüísticas más importantes en la comunicación. Por ello, el presente proyecto de investigación contiene una propuesta para fortalecerlo. Considerando que esta habilidad es un aspecto que garantiza la expresión de las ideas, opiniones y opciones culturales de los educandos. Por tanto, a partir del paradigma cualitativo y la investigación acción participativa, este proyecto propone una estrategia didáctica que tiene como objetivo la creación de podcasts para potenciar la capacidad de expresión oral del grupo “Herederos del Planeta”. Esta propuesta nace por la necesidad de mejorar las competencias comunicativas en el idioma inglés y específicamente el habla en un grupo que realiza actividades comunitarias significativas en su territorio, El Encano Village, y que quiere compartir este trabajo en este idioma con extranjeros que visitan su territorio. A través de la creación del material auditivo, esta propuesta busca integrar temas de las actividades desarrolladas por el grupo como la ornitología, y que los participantes se involucren en la creación de podcasts que les ayuden a fortalecer su capacidad oral.

Palabras clave: creación de podcasts, habla, habilidad.

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### **Abstract**

Speaking is one of the most important language abilities in communication. For this reason, the present research project contains a proposal to strengthen it. Considering that this ability is an aspect that guarantees the expression of the ideas, opinions, and cultural options of learners. Therefore, based on the qualitative paradigm and participative action research, this project proposes a didactic strategy that aims to the creation of podcasts to enhance the speaking ability of the group “Herederos del Planeta”. This proposal was born because of the necessity of improving communication competencies in the English language and specifically the speaking in a group that carries out meaningful community activities in their territory, El Encano Village, and that wants to share this job in this language with foreigners who visit their territory. Through the creation of the auditory material, this proposal looks for integrating topics of the activities developed by the group such as ornithology, and that participants become involved in the creation of podcasts that help them to strengthen their speaking ability.

**Key words:** podcasts creation, speaking, ability

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## CREATING PODCASTS TO STRENGTHEN THE SPEAKING

### **Introduction**

The topic chosen to develop this project regards podcasts as didactic tools to enhance the speaking ability of people who are learning English as a foreign language; in this case, the group “Herederos del Planeta” because of their necessity of sharing their community work and their cultural experiences with foreigners who visit them. They require to improve this ability to get a favorable transmission of their knowledge.

According to Martín (2014) the word podcast is the result of the union of the English term pod, that means capsule and casting short form of the English word broadcasting, that means massive dissemination of contents (p.28).

The use of the podcasts as didactic tools can support the strengthening of the speaking ability of members of this group, due to the fact these tools combine listening and pronunciation abilities. Besides, podcasts are accessible and attractive tools, because of their technological features such as they could be used and taken everywhere to practice. Additionally, there exist many free online tools that can be used to create podcasts easily. Although the aim of this research is about creation of podcast that contribute to the improvement of the speaking ability in the group, the main objective is to determine the impact that would result from implementing the podcasts creation as didactic tools in encouraging the ability to communicate information and to explain how this strategy would affect the attitude towards the speaking ability of the group “Herederos Del Planeta” and the podcasts creation.

### **The Research Problem**

To develop this research optimally, it is essential to contextualize the recent status of English teaching in our country. Likewise, it is necessary to highlight the analysis done by some experts regarding the methods and strategies used in English teaching in Colombia.

#### **Description of The Problem**

The expert in education Clara Amador-Watson (2011) states that “the weakness of English teaching in Colombia is that there are not appropriate spaces where the need to speak it is felt”. Besides, “the teaching processes are only focused on grammar teaching” and, according to her, this is not enough. Besides, in the research “¿Cómo Finaliza Colombia Bilingüe?” it was concluded that the results of this public policy were not achieved and it questions methodology, teacher strategies, and materials used (Cortés, 2018 p. 21). Finally, in the same paper, the author commented that government should renew and revamp an educative system that presents failures in English teaching.

A hypothesis about the rising of the failures mentioned before could be that English in our country is taught through contexts that are so far from ours; “Since it is hard to find materials that suit the students’ particular contexts, and it means materials that cover their specific academic necessities and that suits their way of learning” (Troncoso, 2014, p. 4).

In the same way, Pereira & Leiva (2016) state that “it is so difficult for students to relate their life experiences to images and topics that had little or any kind of relation to their mother tongue and to the environment where they live” (p.150).

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The last analysis takes place in diverse communities of the national territory and for this research in El Encano, a village in Pasto municipality, where thanks to the observations made, it was possible to highlight the huge necessity that the group “Herederos del Planeta” has of sharing its processes of community job that involves many areas of this territory. These processes and the great touristic potential of this community, are really attractive to foreigners who often visit this territory and come from Germany, France, Great Britain, Switzerland, and from the United States (Fondo del Turismo [FONTUR], 2014, p. 59-60). This is the reason why they need to strengthen their English-speaking skill.

In line with the aspects mentioned before, the main contribution from this project is to suggest podcasts as tools that help the group Herederos del Planeta to improve their speaking ability through aspects related to their community job and their context. This contribution would let it know what is the effect produced by including podcasts created through typical processes carried out by the group.

### **Problem Statement**

The question that has been taken into account to develop this project is:

How does podcasts creation affect the strengthening of the speaking ability in the group “Herederos Del Planeta”?

Furthermore, it has a sub-question:

What attitudes does the creation of the podcasts generate in the group Herederos Del Planeta?

### **Objective of The Study**

**General Objective.** To determine the impact that the creation of podcasts would have in strengthening the speaking ability in the group Herederos Del Planeta.

**Specific Objectives.** 1. Identify the attitudes that the group “Herederos del Planeta” has towards the creation of podcasts to strengthening their speaking skill.

2. To create podcasts integrating topics related to community activities carried out by the group Herederos del Planeta.

### ***Justification***

In line with Vez (2001, quoted by Páez

, 2009) who comment that the English language is an international and common media through which people could express their own cultural options and necessities in an experiential way”, it is possible to affirm that in this particular case, the English language is the media that would allow the group “Herederos del Planeta” to share cultural knowledge to foreigners who visit their territory.

In addition, as reported by some researchers, the incorporation of native culture topics in foreign language teaching makes learners feel closer to the language they are learning. Likewise, in the words of Pereira & Leiva (2016) stated that “when learners study

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materials that contain well-known topics the learning process results less complex and become more interesting for them”.

Therefore, as it is important to take into account the material, it is important to consider the tools that are used in the teaching and learning English language process. The creation of podcasts through planning adapted scripts with the most relevant and interesting work carried out by the group Herederos del Planeta is considered as a pertinent tool to develop this research project.

To Solano & Sánchez (2010) a podcast “Is a digital audio that can be downloaded through the internet and it lets its automatic and periodic review.” Its content can vary depending on the topic that people want to learn, to teach, and to know. Furthermore, “In teaching contexts, podcasts have given flexibility letting the access to the sonorous information from any kind of technological fixed or mobile device” (p. 125).

“The podcasts have revolutionized the teaching-learning field since their content are educative files created through didactic planning” (Solano & Sánchez, 2010, p.128). Besides, podcasts foster the free and horizontal edition of the information. Therefore, a podcast could be created and edited by a teacher and by students as well as fostering self-regulated learning, promoting students and teachers to become multimedia content editors, letting to create adapted scripts to our educative reality (p.129). That is the reason why this project is important because podcasts let it create educative content that can be adapted to the reality and cultural context of the group “Herederos Del Planeta” and in addition, the members of the group might get involved in the process of creating podcasts that help them to strengthen their speaking ability in the English language.

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The relevance of this paper lies in the fact that learners that in this case is the group “Herederos Del Planeta” could enhance their speaking ability to share their cultural knowledge and their wonderful community work.

### ***Limitations***

When developing this project, it is possible to consider as a limitation that the group carries out their job in the countryside because they live in El Encano village, so the distance and their availability could affect the elaboration of the project. Besides, the pandemic produced by Covid-19 has prevented working with the group on one hand, because it was harder to travel and to arrive at this community. On the other hand, every academic aspect has been developed through virtuality and most of the children who belong to the group, do not have access to technological devices or the internet.

## **Referential Framework**

### **Background**

This project is focused on the creation of the podcast as a strategy to improve the speaking ability of the group “Herederos Del Planeta”. In addition, this project looks for including topics that are related to the reality and the context of this group in the auditory material that will be the tool for the strengthening of their speaking ability. For these reasons, it is pretty important to take into account the authors who have developed researches, articles, and studies that promote the ideas that are developed in this paper.

Solano & Sánchez (2010) present a great number of benefits carried out by using the educative podcast to optimize learning and teaching processes. Their research and analysis show the advantages of implementing the podcast as part of the teaching and

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learning of foreign languages process. The authors Amat & Solano (2008) state that podcast as a learning tool, let teachers and students not only listen and repeat lessons but also create material taking into account their ideas, opinions, and educative projects, through the adaptation of scripts that are related to their reality (p.11).

Chacón & Pérez (2011) through their study carried out in Los Andes Táchira University that had 75 students of the major in English education program, who were trained in podcast designing, planed the content of their podcasts, and finally created their podcasts' scripts, endorsed by the authors, concluded that the use of podcast as a strategy to enhance speaking abilities evidenced progress in aspects related to pronunciation, intonation, and rhythm of English language which contributed to communication and auditory comprehension in these students (p. 44-49).

From another international perspective, Martín (2014), whose project carried out in the secondary school I.E.S Abdera that is part of the bilingual program in Spain, having as a research problem to inquire about the role of the podcast in the perfection of oral expression of secondary school students, concluded that, although fluency continues being a difficulty, students improved their oral expression in aspects such as pronunciation and articulation through memorization of patterns, for instance, greetings and ways to speak to other people.

The research had the participation of fifty students from the secondary school I.E.S Abdera Spain, who are in A1 level according to CEFRL (Common European Framework of Reference for Languages). Moreover, the project was developed through the training of students and the creations of podcasts by themselves. Additionally, the project was

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evaluated considering cognitive and emotional student's attitudes towards the use of podcasts as tools in the English learning process.

For her part, Tur (2013) was able to conclude, according to the students' perceptions analysis, that podcast implementation strengthens learning and specifically language learning process because of the opportunity to practice texts through speaking before recording auditory material for podcast creation (p. 2-3).

Considering some national works, Sánchez (2017) from Antioquia University, trying to explore some different student-generated podcasts and their outcomes on the development of speaking skills in a sixth-grade classroom. This work was developed by implementing different tasks using and adapting student-generated podcast in the sixth-grade classroom from Jesus Rey School, Medellin. The author carried out this project through classroom observations, interviews, and student work that consisted of preparing, recording, and assessing three scripted student-generated podcasts.

The results of this inquiry showed that students had the opportunity to practice and improve their speaking abilities while using their handled devices for learning purposes. Additionally, podcast creation was an opportunity for students to engage in meaningful oral tasks that encouraged them to challenge their fears and start saying words and sentences in English. Finally, in this study, student-generated podcasts contributed more to certain aspects of speaking such as vocabulary and sentence structure because it was conducted in a short period (p. 22-24).

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At this point, it is important to highlight a project that emphasizes the fact that including familiar topics in teaching languages makes this process more effective and stimulating for learners. Pereira & Leiva (2016) state that:

*The native culture topics incorporation in a foreign language teaching makes students tend to feel closer to the language they are learning.*

*Likewise, when learners study materials that contain well-known topics illustrated with pictures of spaces that they know, places they have visited, and that are interesting for them, the learning process is less complex and more interesting and therefore is easier to assimilate. (p.150)*

### **Contextual Framework**

#### **Geographical Delimitation**

this research will be conducted in the main headquarter of ASOYARCHOCHA located in a village called El Encano in Pasto municipality. This space counts with a moderate infrastructure designed so that members of the group can spend time developing activities, reinforcing their learning process, and disseminate it through TIC. This space counts with a meeting area, a computer room, and an administrative area.

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### **Population Delimitation**

this project will be carried out with members of an ecologist group that belongs to The Indigenous and Peasant's Association from El Encano village, with a range of participants from 30 to 35 with an age approximate of 5 to 15 years old between men and women.

### **Sample**

to develop this research, it has been selected a sample of fifteen children who come from four different places of the village: Motilón, Romerillo, Cazapamba, and Carrizo. The selected group is formed by 15 children from 13 to 15 years old who belong to Herederos del Planeta.

### **Theoretical-Conceptual Framework**

To continue with this research paper, it is essential to explain the concepts of the main topics related to podcasts as a strategy to strengthen the speaking ability.

#### **Communication skills**

Gómez (2016), Comments that Communication skills can be defined as the skills that individuals achieve through the normalization of tasks through education and their own experiences that they develop throughout their lives and that allow them to put the communicative activity into practice.

Cassany quoted by Gómez (2016), announces that every user of a language must master these skills to communicate effectively in the various situations of everyday life.

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Therefore, the school must develop methodological and didactic proposals to develop and enhance them from a communicative approach.

### **Speaking**

Cornblet & Carter (2001) in their textbook: *The Language of Speech and Writing*, attempt a closer and simple definition by saying that speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.

Another elaborated definition of speaking belongs to Fattah (2006) who states that:

*Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. (p. 13)*

This author considers that developing speaking skills is of vital importance in EFL/ESL programs since, according to his work, success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language.

### **Podcast**

according to Martín (2014) the word podcast is the result of the union of the English term pod, that means capsule and casting short form of the English word broadcasting, that means massive dissemination of contents (p.28).

From their part Solano & Sánchez (2010) affirm that podcast is a digital audio or video file linked web feed format (RSS) that enable to syndicate and review content

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automatically and which can be distributed on the web. The podcast content is varied and may include conversations among different people and even music (p. 125).

The same authors comment that in teaching, the podcasts have contributed flexibility because now it is possible to access to some audible information from any fixed or mobile device.

The Oxford Dictionary of English (quoted by González, 2015) defines podcast as digital audio files ‘made available on the Internet for downloading to a computer or portable media player, typically available as a series, new instalments of which can be received by subscribers automatically (p.114).

Stanley (2011) in his article Podcasting for ELT, states that “in ELT, the appeal is not only in providing additional listening input for students, but that students themselves can become involved in recording and producing the podcast”. Furthermore, he comments that podcast implementation lets students share and know about the lives and interests of other students around the world.

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### **Methodological Aspect**

#### **Paradigm**

This project will be carried out under the Qualitative Paradigm that thanks to its features such as reality comprehension, humanistic method, and holistic perspective (Ñaupas, Mejía, Novoa, & Villagómez, 2014), it is possible to optimize this work development. Moreover, qualitative research provides much more information and it is more efficient in order to determine the impact that the use of a new strategy to improve the speaking ability in the group “Herederos del Planeta” would have.

#### **Design and Type of Research**

The type of research chosen to develop this project is Participative Action Research, which in the words of Selener (1997) quoted by Belalcázar (2003) is carried out with the proposal of finding solutions to community’s problems to promote social transformations (p.60).

#### **Context of Research**

This work will be carried out in the main headquarter of ASOYARCHOCHA, (“Asociación de indígenas y campesinos de La Cocha”) located in El Encano in Pasto municipality. It is a “Minga”, of ADC (Asociación para el Desarrollo campesino), which is compound by 94 members and divided in five groups: women, production, nature reserves network of La Cocha, communications, and children and youngers of the group “Herederos del Planeta”.

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All members of the group Herederos belong to socioeconomic levels 0.1 and 2 and come from four different places of the village El Encano: Motilón, Romerillo, Cazapamba, and Carrizo.

The facilities of the headquarter of ASOYARCHOCHA counts with a meeting area, a computer room, and an administrative area.

### **Techniques and Instruments of Data Collection**

Considering that this project will be developed through the participative method, the technique chosen is the observation that according to Callejo(2002) one of its main uses is the deep study of culture and the everyday nature of groups and communities, in this case, the group “Herederos del Planeta”. Moreover, observation is “the most logical and systematized way of a visual and verifiable register of that what is pretended to be known” (Campos & Lule, 2012, p.49).

### **Techniques of Analysis and Interpretation of Information**

Important tools such as the interview, have been considered to obtain and analyze de information that is required to accomplish this research project. According to Diaz (2013), the interview is an efficient tool because it lets the researches to obtain deeper and more complete information; besides, it gives the opportunity to clarify doubts during the process achieving more useful answers. Furthermore, survey is another element that has been selected to gather relevant information that contributes to development of this research work. According to Casas, Repullo, & Donado (2003) the survey is thoroughly used as an investigation

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procedure due to the fact it lets to obtain and to elaborate data in an efficiently and fast way.

### **Validation Criteria**

#### **Triangulation**

Taking into account that the information will be collected through observation and participative tools such as interview and survey, the collected data will be contrasted and analyzed to highlight differences and similarities between the outcomes gathered.

#### **Tabulation and Data Analysis**

The interview and the survey were applied according to what was agreed with the group and its leader. The members of the group who were selected to attend the activity were able to develop these tasks with an enjoyable and kind attitude.

Before starting with the activity, the researcher said thanks to the participants for their infinite collaboration. Then through a fast and dynamic activity, the researcher introduced the podcast to the group to them to be familiarized with the tool before beginning with the questionnaires. After that, the researcher advised and asked the participants to answer the questionnaire in an honest and sincere way due to the necessity of gathering true information to register in this project through their participation. Later, every question was read and clarified to resolve the participant's doubts.

#### **Survey**

A sample of the applied survey has been included in the annexes of this document. It contains five questions that were developed to know the perception of the participants

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towards the English language in general and then in a specific way, which is their perception towards the main topic of this project.

In the next box are the results obtained with the survey application and the answers that each participant chose.

**Table 1**

Results of the survey application

| Question | Option a        | Option b       | Option c       | Option d       |
|----------|-----------------|----------------|----------------|----------------|
| 1        | 3 Participants  | 4 Participants | 5 Participants | 6 Participants |
| 2        | 14 Participants | 0 Participants | 1 Participants | N/A            |
| 3        | 9 Participants  | 4 Participants | 2 Participants | N/A            |
| 4        | 0 Participants  | 6 Participants | 9 Participants | N/A            |
| 5        | 5 Participants  | 8 Participants | 2 Participants | N/A            |

*Note:* the letters N/A means that questions 2,3,4,and 5 did not have option d.

Source: *this research*

The previous results allow it to conclude that 46% of participants consider that speaking is the ability they need to strengthen the most to achieve better communication in the English language due to the fact that the 93% of them recognize the great relevance of sharing the job they carry out in this language. The 53% of participants chose podcasts to strengthen the speaking ability in the English language and 60% of participants believe that creation of them is very useful in this process. Finally, 53% of participants stated that if they would have access to podcasts they will establish a schedule to study with this tool.

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### Interview

As it was mentioned before, a sample of the interview that was applied has been included in the current research paper. It is necessary to highlight that with the interview application it was possible to obtain precise results because of the open questions it contains. Participants were free to write clearer answers and to chose their options to replay.

Furthermore, to present in a specific and organized mode the participants' answers it was created a category for some of the answers as is shown in the box below.

**Table 2**

Results of the interview application

| Questions | Category and Number of participants |                            |                               |
|-----------|-------------------------------------|----------------------------|-------------------------------|
| 1         | Good=0                              | Regular=8                  | Bad=7                         |
| 2         | Ornithology=6                       | Environmental awareness= 5 | Customs and beliefs=4         |
| 3         | Yes=10                              | No=2                       | Perhaps=3                     |
| 4         | Didactic material creation=4        | Speaking clubs=5           | Auditory material creation =6 |
| 5         | Yes=11                              | No=01                      | Perhaps=3                     |

Source: *this research*

the results obtained after applying the interview, allowed us to deduce that 53% of students consider that their speaking ability is regular because they consider this is the most difficult ability to develop. Regarding question number two, 40% of participants believe that one of the most interesting activity, carried out by them to use in podcasts creation is

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ornithology. In addition, just 66% of the group consider that creation of auditory material could help them to strengthen their speaking ability. Furthermore, in question number four, 40% of participants suggest podcasts creation as a tool to enhance their speaking ability. Last but not least, 73% of participants agree with the teacher provides them with auditory material to study in a self-regulated way to improve their speaking ability.

### **Administrative Aspects**

#### **Schedule**

After making the request to apply the survey and the interview, the group Herederos del Planeta decided to provide us with a specific time that was taken on October the 6th of the present year. The activity and the application of the interview and the survey were developed through the videoconferences tool of Google, Meet.

To continue with the survey and the interview it is relevant to consider that the participants come from different places of El Encano, so it was necessary to adapt the schedule of the activity to their conditions due to the Covid-19 pandemic. Also, it is important to highlight the particular features of this group which were the main reason why it was determined working with them.

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**Table 3**

Activities plan

| ACTIVITY                     | DATE                       |
|------------------------------|----------------------------|
| Application of the Survey    | Oct 6 <sup>th</sup> , 2020 |
| Application of the Interview | Oct 6 <sup>th</sup> , 2020 |

Source: *this research***Budget**

The next table contains the items that would be used to develop the present research. Most of them are going to be provided by the researcher: Cell phone to take pictures and record audio, photocopies of surveys and interview, pens, and cost of transportation.

**Table 4**

Budget

| ITEM           | AMOUNT | TIME | TOTAL<br>EXPENSES |
|----------------|--------|------|-------------------|
| Cell phone     | 1      | N/A  | N/A               |
| Photocopies    | 15     | N/A  | 3.000             |
| Pens           | 15     | N/A  | N/A               |
| Transportation | 2      | N/A  | 22.000            |

Source: *this research*

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*Note:* the last items included in the budget, had been chosen as the tools that would help to develop the activities in a favorable way. However, they were not used due to the impact of Covid-19 and the measures that determined to stay at home. Instead, the interview and survey were carried out by participants from home, and the rest, developed the two questionnaires in the computers that are available for them in ASOYARCOCHA

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## ANNEXES

## Survey

[https://docs.google.com/forms/d/e/1FAIpQLSd9tqncDnD-Xz-PGY7mZgjtEWixvnqXvHHq9SluPgElxGAlg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd9tqncDnD-Xz-PGY7mZgjtEWixvnqXvHHq9SluPgElxGAlg/viewform?usp=sf_link)

A continuación, encontrará un cuestionario con un grupo de preguntas de tipo selección múltiple. Por favor seleccione sólo una respuesta.

1. Se considera que el nivel del idioma inglés se mide por el dominio que se tiene en sus cuatro habilidades:
  - Reading (lectura)
  - Writing (escritura)
  - Listening (escucha)
  - Speaking (habla).

De las anteriores habilidades ¿cuál cree usted que debería fortalecer para comunicarse en inglés?

- a. Leer
  - b. Escribir
  - c. Escuchar
  - d. Hablar
- 
2. El corregimiento del Encano es conocido por ser un sitio turístico de gran importancia. Esto incluye a veredas como el Motilón, a las que un buen número de turistas de varias partes del mundo llegan a conocer las actividades tradicionales que trabajan las personas que allí viven. ¿cree usted que es importante fortalecer la habilidad del habla en inglés para poder compartir con ellos todo el trabajo que el grupo Herederos del Planeta realiza?
    - a. Sí, es muy importante
    - b. No, es poco relevante
    - c. Me es indiferente.
  3. De estas opciones ¿cuál elegiría usted para fortalecer su la habilidad del habla en inglés?

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- a. Podcast o material audio-digital que puede descargar en su celulares, computador o iPod.
  - b. videos
  - c. otras herramientas auditivas como los audios libros
4. El “Podcast” como ya se explicó durante la actividad previa a esta encuesta, es un archivo digital de audio que se puede descargar o incluso ser creado por nosotros mismos para portarlo y estudiarlo en cualquier momento y lugar al que nos dirijamos. ¿Cómo considera usted el uso del Podcast para fortalecer su habilidad para hablar en inglés?
- a. Inútil
  - b. Útil
  - c. Muy útil
5. El Podcast es un archivo de audio que se puede portar ya sea en el celular o en el computador como un audio MP3. Al tener acceso a este tipo de material en idioma inglés ¿con qué frecuencia lo estudiaría para fortalecer su habilidad del habla en este idioma?
- a. A diario
  - b. Establecería un horario de estudio.
  - c. Cuando fuera necesario

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## Interview

[https://docs.google.com/forms/d/e/1FAIpQLSf5W3stfyaxRBNKHYj5AUIcUMFzdd4P\\_LlZ3z8QG80LWYKC1A/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSf5W3stfyaxRBNKHYj5AUIcUMFzdd4P_LlZ3z8QG80LWYKC1A/viewform?usp=sf_link)

Las preguntas que se presentan en este cuestionario son abiertas y deben ser respondidas considerando sus experiencias propias relacionadas con su aprendizaje del idioma inglés.

1. ¿Cómo calificaría su habilidad para hablar inglés? Buena, regular o mala. explique su respuesta.
2. De los procesos que realiza con su grupo Herederos del Planeta, mencione aquellos que quisiera utilizar para crear podcasts en idioma inglés.
3. ¿Cree usted que la creación de podcasts en inglés le ayudaría a fortalecer su habilidad para comunicarse en este idioma? Si /no ¿por qué?
4. ¿Qué tipo de actividades le gustaría que se desarrollen con su grupo para fortalecer las habilidades comunicativas en inglés y principalmente la del habla?
5. ¿Estaría usted de acuerdo con que el profesor le asigne material audio-digital como podcasts en inglés para que refuerce sus habilidades de forma autónoma?

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### Podcasts creation learning unit

Proposed by: Juan Carlos Jimenez Martinez

The present learning unit contains some activities that were considered to develop the project “The Creation of Podcast to Strengthen the Speaking Ability for The Group Herederos Del Planeta from El Encano Village”. The activities, as suggested in the research paper, were developed taking into account the community jobs carried out by the group “Herederos del Planeta”. Ornithology was chosen by the group as an interesting topic to start working on. Therefore, to design the activities of a learning unit that got involved in this topic, it was necessary to select three species of birds that were well known by the group and that belong to the area of El Encano village. The birds selected were: the Quinde, the Mosquitero, and the Saira Arcoiris. ADC, INSTITUTO HUMBOLDT (2014 p.93).

This learning unit will be developed through three phases:

1. Before recording Podcasts: in this phase, participants will know the topics that are going to be studied and learned and they will develop the activities proposed in this phase. As participants will share information about the birds, they need to make descriptions about them. Thus, the topics chosen to develop this first podcast were: Body parts of birds, colors, and adjectives that describe animals.
2. About recording podcasts: in this phase, the teacher and participants will design the scripts, that are going to be recorded in the podcast, considering all the vocabulary that has been learned during the sessions of phase 1. The podcasts have been titled: “Mi Planeta Podcasts”. These scripts have been designed following the module

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Techniques to create podcasts proposed by Gertrudix, which has an educative and didactic approach.

3. Recording Podcasts: in the last phase, participants and teachers will utilize the Speaker Studio free app to record the scripts and create the podcasts. the scripts will be recorded after practicing and clarifying doubts and mistakes. To evaluate and analyze the progress in speaking ability in the group, it will be necessary to create more podcasts following the same strategy proposed in this learning unit.

Each activity of this learning unit will be explained in detail in the present text.

Phase 1: Before recording the podcasts

Introduction of the topics.

Activity #1: let's learn Birds' body parts vocabulary

Objective: To achieve participants learn vocabulary related to body parts of birds.

Materials:

- Poster with an image of a bird
- pieces of cardboard with birds' body parts in both languages: English and Spanish.
- Tape

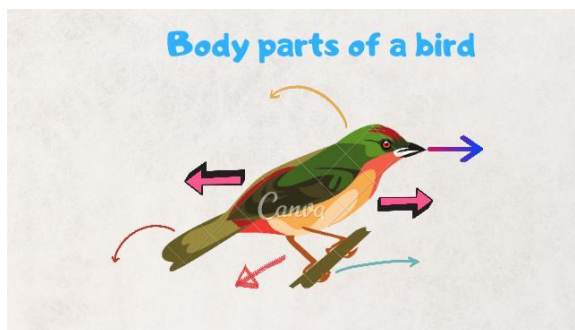
-Estimated time to develop the activity: 1 session.

In the beginning, the teacher will use a poster that contains an image of a bird titled Birds' body parts. As this image does not include the name of each part of the bird's body,

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participants will put each body part that is written in the cardboard pieces in both languages: English and Spanish. Participants will have the chance to put the correct part around the bird's body image with the teacher's support and using tape they will put the piece of cardboard around the image of the bird signing the body parts of this animal. Later, the teacher and participants will practice the pronunciation of the vocabulary reviewed. (Look at figure number 1).

**Figure 1 Poster**



Pieces of cardboard with the vocabulary of body parts of birds:



figure 1 poster and cards designed to apply the activities.

After that, the teacher will provide each participant with a vocabulary Word search with which they will reinforce and practice the vocabulary they just learned.

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*Word search to practice vocabulary*

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| b | e | a | k | t | o | s | s | o | b |
| l | h | e | a | d | m | r | s | t | e |
| w | o | m | p | u | e | t | a | s | L |
| i | u | n | t | h | r | o | a | t | l |
| n | a | s | t | a | g | t | u | p | y |
| g | g | a | f | j | i | t | I | r | t |
| q | e | t | u | x | m | l | e | g | s |
| f | e | e | t | S | b | d | f | g | l |

- |             |         |           |
|-------------|---------|-----------|
| 1. Beak     | 4. Head | 7. wing   |
| 2. Feet     | 5. legs | 8. throat |
| 3. Feathers | 6. tail | 9. belly  |

## Activity #2: Checking colors!

Objective: review vocabulary of colors that are common in the species of birds chosen to develop these activities.

## Materials:

- Cards made of cardboard. Some of them will contain the name of some colors and the rest will contain an image with a color for participants to match them and play.
- Worksheet with colors crossword

-Estimated time to develop the activity: 1 session.

For this activity, the teacher will suggest participants mingle into groups (three groups of five people) to make a review of a topic they already know: colors. The tool that is going to be utilized to develop the activity is a memory game. Each

## CREATING PODCASTS TO STRENGTHEN THE SPEAKING

group will have a deck of these cards to each participant have the chance to practice these color game. Participants will take turns to turn around the cards. When the card of the color and a card with the name of that color coincide, the participant will take those cards. (Look the image 2).

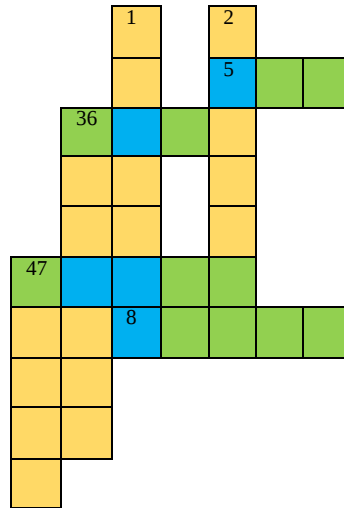
figure 2. Memory game



figure 2 cards designed to apply the memory game activities.

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After working with the memory game, participants will develop a worksheet that contains a crossword with reviewed colors.



### Vertical

- 1 yellow
- 2 green
- 3 purple
- 4 black

### Horizontal

- 5 Red
- 6 Blue
- 7 Brown
- 8 white

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## Activity #3: Let's take a look to the adjectives!

Objective: to review some adjectives that will be useful to describe the animals selected to develop this project.

## Materials:

- Worksheets

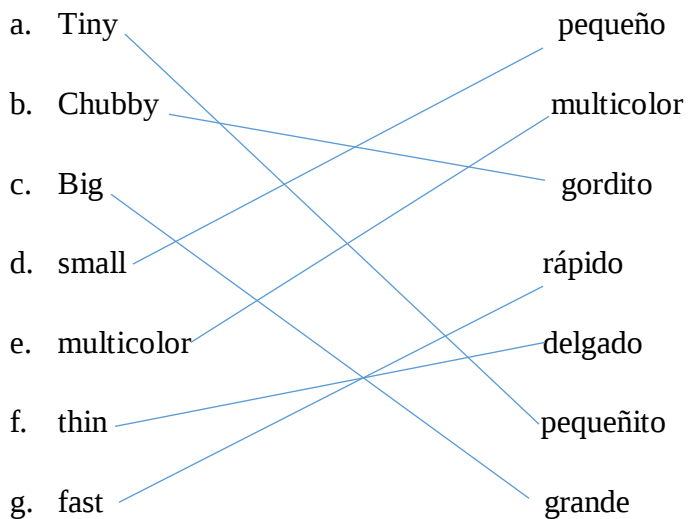
-Estimated time to develop the activity: 1 session.

At the beginning, teacher will share a little explanation with examples of real life about the topic. Then, the activity chosen to practice the adjectives is a word match. Each participant, will receive a worksheet that contains two exercises: in the first one, they are going to match the adjective in English with its meaning in Spanish. Then, in the second one, participants will need to fill some spaces with the correct adjective considering the image of the bird that is next to the space.

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## Exercise 1.

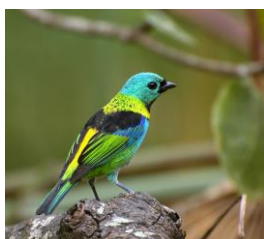
- Draw a line to match each adjective from A to F with its meaning in Spanish.



## exercise 2.

- Fill in the spaces taking into account the adjectives from the previous exercise1.

The **Saira Arcoiris** is \_\_\_\_\_ and \_\_\_\_\_

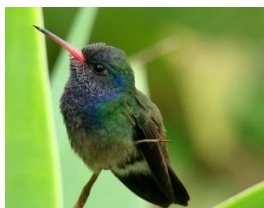


2. The **Mosquitero** is \_\_\_\_\_ and \_\_\_\_\_



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3. The **Quinde** is \_ \_ \_ \_ and \_ \_ \_ \_ \_ \_ \_ \_ \_ \_



Phase 2. About to record podcasts

Creating and practicing with scripts

Objective: to create and practice the scripts with participants before starting to record the podcasts.

The dialogues will be created as templates for participants to fill some spaces with the learned vocabulary. The process of creating the script will be interactive and in groups of five people, participants will participate and will share their ideas to create it. The teacher will be in charge of translating and clarifying mispronunciation and other errors or doubts participants have regarding vocabulary and some grammar.

Materials:

- Photocopies of scripts
- Pencils, pens

Estimated time to develop the activity: 1 session or more.

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Script:

| <b>Podcasts information</b>                                                                                                                                                                                                                   |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>Title:</b> Mi Planeta Podcast                                                                                                                                                                                                              |                                                      |
| <b>Duration:</b>                                                                                                                                                                                                                              | <b>Transmission:</b> on line                         |
| <b>Type of production:</b> conversation                                                                                                                                                                                                       | <b>Production and direction:</b> Juan Carlos Jimenez |
| <b>Presenters:</b> members of the group Herederos del Planeta.                                                                                                                                                                                |                                                      |
| <b>Presentation</b>                                                                                                                                                                                                                           |                                                      |
| <b>Content:</b> (voice/music, effects and silence)                                                                                                                                                                                            |                                                      |
| <b>Greeting</b>                                                                                                                                                                                                                               |                                                      |
| <b>Presenter 1:</b> Hi there and welcome to “Mi Planeta Podcast”, these podcasts are created by Los Herederos del Planeta who want to share with people around the world awesome information for them to learn about our favorite activities. |                                                      |
| <b>Topic development:</b>                                                                                                                                                                                                                     |                                                      |
| <b>Content:</b> (voice/music, effects and silence)                                                                                                                                                                                            |                                                      |
| <b>Presenter 2:</b> One of our favorite community activities is ornithology.                                                                                                                                                                  |                                                      |
| <b>Presenter 3:</b> in this podcast, we will tell you some features about three of the most common species of birds that live in our village.                                                                                                 |                                                      |
| <b>Presenter 4:</b> these birds are called Quinde, Mosquitero, and Saira Arcoiris.                                                                                                                                                            |                                                      |
| <b>Presenter 5:</b> The Quinde is a <u>tiny</u> bird that has <u>multicolor feathers</u> and a <u>multicolor beak</u> .                                                                                                                       |                                                      |
| <b>Presenter 1:</b> its body is <u>thin</u> and it has <u>fast wings</u> .                                                                                                                                                                    |                                                      |
| <b>Presenter 2:</b> the Mosquitero is a <u>big</u> and <u>chubby</u> bird. Its body has two or three colors.                                                                                                                                  |                                                      |
| <b>Presenter 3:</b> Its belly is <u>white</u> and its <u>head</u> is <u>brown</u> , but most of its feathers are <u>green</u> .                                                                                                               |                                                      |
| <b>Presenter 4:</b> the last but not least, is the Saira Arcoiris. It is a <u>small</u> bird that has many colors in its body.                                                                                                                |                                                      |
| <b>Presenter 5:</b> for example, its <u>head</u> is <u>blue</u> and its <u>beak</u> is <u>black</u> .                                                                                                                                         |                                                      |
| <b>Presenter 1:</b> besides, its <u>nape</u> is <u>yellow</u> and its <u>wings</u> are <u>green</u> and <u>purple</u> , and its <u>tail</u> is <u>blue</u> .                                                                                  |                                                      |
| <b>Presenter 2:</b> these birds are amazing and colorful. We hope one day you can come here and see them on your own.                                                                                                                         |                                                      |
| <b>Closing and farewell</b>                                                                                                                                                                                                                   |                                                      |
| <b>Content:</b> (voice/music, effects and silence)                                                                                                                                                                                            |                                                      |
| <b>Presenter 3:</b> if you want to know more details about these amazing birds and others.                                                                                                                                                    |                                                      |
| <b>Presenter 4:</b> do not lose the next chapter of our podcasts “Mi Planeta”.                                                                                                                                                                |                                                      |
| <b>Presenter 5:</b> thanks a bunch, to all people who follow and listen to us!                                                                                                                                                                |                                                      |
| <b>Presenter 1:</b> see you next time! Bye-bye.                                                                                                                                                                                               |                                                      |

## CREATING PODCASTS TO STRENGTHEN THE SPEAKING

### Phase 3. Recording Podcasts.

#### Podcasts recording process

Objective: to record the podcast after creating and studying the scripts, using the free App “Speaker Studio” available in the Play store of Google.

#### Materials:

- A quiet space to optimize the recording activity (ASOYARCOCHA facilities)
- one mobile android device per group to download the app Speaker Studio.
- Photocopies of scripts created by teacher and participants.

Estimated time to develop the activity: 1 session or more.

After studying the scripts, the group of participants will start recording the dialogues. During the exercise, participants will take turns recording their corresponding lines. The teacher will be there with them endorsing the recording process. In the edition phase, the teacher and participants will add some sound effects got it from “Biblioteca sonar de bioacústica de Nariño” where are the sounds produced by the birds that were selected to create this podcast. The progress of participants and the results of the whole proposal will be periodically evaluated with the process of creating and recording more podcasts.

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