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**EXPLORING THE CONTRIBUTION OF PODCASTS TO IMPROVE A GROUP OF
TOEFL CANDIDATES' GENERAL SPEAKING ACCURACY IN GRAMMAR,
VOCABULARY, AND PRONUNCIATION**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje
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Nathalie Herrera Cancino

Concepción, Chile

Profesora guía: Dra. Mabel Ortiz Navarrete

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
ABSTRACT	6
CHAPTER I: INTRODUCTION.....	7
1.1. Problem statement	7
1.2. General objective and specific objectives	8
CHAPTER II: THEORETICAL FRAMEWORK	9
2.1. The speaking skill.....	9
2.2. Speaking components	10
2.3. Teaching speaking skill approaches	11
2.3.1. Fluency-oriented approach.....	12
2.3.2. Accuracy-oriented approach	12
2.4. Speaking teaching problems.....	13
2.5. Speaking in TOEFL exam.....	14
2.6. Podcast and its use in the educational field	16
CHAPTER III: METHODS.....	19
3.1. Type of research	19
3.2. Research problem	19
3.3. Research question and objectives	20
3.4. Participants	20
3.5. Stages of the Action Research.....	21
3.6. Data collection techniques	23
3.6.1. Pre- and post-intervention tests.....	23
3.6.2. Semi-structured interview	24
3.7. Data analysis techniques	25
3.7.1. Descriptive statistics and measures of central tendency	25
3.7.2. Grammarly.....	26
3.7.3. Oxford Test Checker.....	26
3.7.4. Speech Analyzer – ELSA.....	26
3.7.5. Content Analysis	26
CHAPTER 4 FINDINGS	28

4.1. SO1: To compare participants' performance in TOEFL-integrated speaking tasks before and after the use of podcasts as input	28
4.1.1. The grammar criterion	29
4.1.2. The vocabulary criterion	32
4.1.3. The pronunciation criterion	35
4.2. SO2: To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples over the course of the intervention.	37
4.2.1. Grammar accuracy	37
4.2.2. Vocabulary accuracy	39
4.2.3. Pronunciation accuracy	41
4.3. SO3: To analyze participants' perceptions on their speaking skills after the implementation of podcasts as input.	43
CHAPTER V: DISCUSSION	46
5.1. SO1: To identify participants' performance in TOEFL-integrated speaking tasks before and after the use of podcasts as input.	46
5.2. SO2: To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples throughout the intervention.	49
5.3. SO3: To analyze participants' perceptions of their speaking skills after the implementation of podcasts as input.	51
5.4. Limitations of the study	52
CHAPTER VI: CONCLUSIONS	53
6.1. Personal reflections	54
6.2. Further research	55
REFERENCES	56
APPENDIXES	62
Appendix 1: Rubric to assess integrated speaking tasks in TOEFL (EST, 2022). The rubric has been taken from the official TOEFL website.	62
Appendix 2: Action plan	63
Appendix 3: Consent form	65
Appendix 4: Validation of instruments	67
Appendix 5: Pre- and post-intervention tests	70
Appendix 6: Analytic rubric for speaking	71
Appendix 7: Questions for semi-structured interview	72

List of tables

Table 1 Action plan stages.....	22
Table 2: Mean scores of pre-and post-intervention tests.....	28
Table 3: Mean scores of pre- and post-intervention tests – grammar criterion.....	29
Table 4: Mean scores of pre- and post-intervention tests – Vocabulary criterion.....	33
Table 5: Mean scores of pre- and post-intervention tests – pronunciation criterion.....	35
Table 6: Results of the Speech Analyzer – Elsa speak	36
Table 7: Results from the content analysis of the semi-structured interviews	43

List of figures

Figure 1: Speaking skill components based on Ahmad et al. (2017), Duong (2014) & Lufti (2020).....	10
Figure 2: <i>Speaking sections from the TOEFL exam. ETS (2021).</i>	15
Figure 3: Aspects evaluated in the integrated speaking from the TOEFL. (EST, 2022)....	16
Figure 4: <i>Scores obtained in the grammar criterion from the analytic rubric in the pre- and post-intervention tests.</i>	30
Figure 5: Overall grammar scores obtained from Grammarly’s analysis.....	30
Figure 6: Frequency of grammar mistakes during the pre-intervention test	31
Figure 7: Frequency of grammar mistakes during the post intervention test.....	32
Figure 8: Scores obtained in the vocabulary criterion from the analytic rubric in the pre- and post-intervention tests	33
Figure 9: Oxford Test Checker analysis in pre-intervention test samples.....	34
Figure 10: Oxford Test checker analysis in post intervention test samples	35
Figure 11: Scores obtained in the vocabulary criterion from the analytic rubric in the pre- and post-intervention tests	36
Figure 12: Overall scores obtained from Grammarly	37
Figure 13: Grammar mistakes identified in participant 1’s recordings from the intervention sessions.....	38
Figure 14: Grammar mistakes identified in participant 1’s recordings from the intervention sessions.....	39
Figure 15: Type of vocabulary used over the course of the intervention according to the results obtained from Oxford Test Checker.	40
Figure 16: Type of vocabulary used over the course of the intervention according to the results obtained from Oxford Test Checker.	41
Figure 17: Scores obtained from the Speech analyzer on pronunciation performance of participant 1	42
Figure 18: Scores obtained from the Speech analyzer on the pronunciation performance of participant 2	42

ABSTRACT

This action research aims at exploring the contribution of using podcasts to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary and pronunciation. A 4-lesson intervention was implemented in which different podcasts were used. The data was collected through a pre- and post-intervention test, an analytic rubric, and a semi-structured interview. They were analyzed through quantitative and qualitative techniques, in which descriptive statistics, Grammarly, Oxford Text Checker, Speech Analyzer – ELSA, and content analysis were used. Findings showed that there was a slight improvement in participants' accuracy in grammar, vocabulary, and pronunciation. Moreover, participants' perceptions towards the use of podcasts as useful material to learn and practice English was positive. As a conclusion, the use of podcasts to help the group of TOEFL candidates resulted in a beneficial source in the English lessons not only for their speaking accuracy but also for new vocabulary learning, grammar, and pronunciation practice.

Key words: *TOEFL candidates, podcasts, speaking accuracy, EFL*

RESUMEN

Esta investigación-acción busca explorar la contribución de utilizar podcasts para ayudar a un grupo de candidatos al examen TOEFL a mejorar su precisión oral en gramática, vocabulario y pronunciación. Para ello se implementó una intervención de 4 sesiones en las cuales se utilizaron diferentes podcasts. A través de la aplicación de una prueba previa y posterior a la intervención, una rúbrica analítica, y una entrevista semi estructurada se obtuvieron resultados, los cuales fueron analizados de manera cuantitativa y cualitativamente. Para ello se utilizó estadística descriptiva, Grammarly, Oxford Text Checker, Speech Analyzer – ELSA, y un análisis de contenido. Los resultados mostraron una leve mejora en la precisión oral en gramática, vocabulario y pronunciación. Además, la percepción de los participantes con respecto al uso de podcasts como material útil para aprender y practicar inglés fue positiva. En conclusión, el uso de podcasts ayudó positivamente al grupo de candidatos a la prueba TOEFL tanto como para mejorar su precisión oral como para mejorar el aprendizaje de nuevo vocabulario y la práctica de gramática y pronunciación.

Palabras clave: *Candidatos TOEFL, podcasts, precisión oral, ISL*

CHAPTER I: INTRODUCTION

1.1. Problem statement

English is an international language that provides any person who masters it with more opportunities to succeed both personally and professionally. The goal of teaching and learning English is for learners to rule the four language skills: listening, speaking, reading, and writing (Islami, 2011). In the Chilean context, the curriculum for the English Language subject is based on four areas: listening comprehension, reading comprehension, written expression, and oral expression. The Ministry of Education of Chile (MINEDUC, 2013) states that communicating in English enables people to actively participate in the process of globalization, confront challenges, and benefit from its contributions. Considering this, speaking would be one of the most important skills to develop, however, it is the skill that takes longer to develop due to all the requirements needed to effectively master oral communication in English (Sandoval, 2020). This was a requirement for a group of students from a private language institution, aged 18-19 years old, who were being trained to take the TOEFL test.

Speaking skill is one of the crucial sections of the test, and it is divided into four questions: one independent question (opinion) and three integrated questions (involving reading, listening, and speaking skills). According to ETS (2021), the speaking section aims to assess candidates' proficiency in oral communication in English within an academic setting. Based on lesson observations, the speaking activities are a huge problem for these students as they struggle to communicate their ideas and answers using the appropriate grammatical structures, vocabulary, and pronunciation of the words. Even though students can express themselves during the different activities in class, when facing TOEFL speaking tasks they do not demonstrate an appropriate level of accuracy in their answers. Moreover, the time for preparing themselves for the exam and the number of lessons they have per week is limited considering they have a B1 level of proficiency. One of the main reasons for this last aspect, in terms of proficiency, may be due to the lack of training, exposure, and practice given to the speaking skills in the lessons they had when they were at school. As Sandoval (2020, p. 53) states, speaking is one of the most difficult skills for students to develop. This is due to the time it takes to master this skill and all the factors that influence the process, such as the number of students in the class, the exposure to the English language, and appropriate feedback.

To address this problem with the background information provided, the following study aims to use podcast listening as input to improve students' speaking accuracy in grammar, vocabulary, and pronunciation. The selection of this method was based on the understanding that podcasts are a rich source of materials that can be used inside and outside the classroom. As reported by Budiasningrum and Rosita (2022),

podcasts contain a lot of information, provide an opportunity for growth in learning, promote a positive attitude of students towards learning, and offer rich input of authentic material. Therefore, students can use podcasts to learn, practice, and enhance their learning process of English. Nowadays, with the development of technology, students have more exposure, and more chances to improve their speaking skills, as well as to make the teaching and learning process more interactive with the ICT tools. In a study conducted by Islami (2021), it was demonstrated that the implementation of an English podcast can enhance students' speaking skills, especially in pronunciation, grammar, vocabulary, fluency, and comprehension. The author concluded that Podcasts can be an effective and innovative technology to use in the English classroom, especially in an integrated speaking task. Similarly, Wulan (2018) conducted a study that illustrated that the use of podcasts had a significant effect on the students' speaking achievement. Additionally, podcasts generated the students' motivation and turned out to be a challenge in the speaking class.

1.2. General objective and specific objectives

General objective:

To explore the contribution of podcast listening to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation.

Specific objectives:

1. To compare participants' performance in TOEFL-integrated speaking tasks before and after the use of podcasts as input
2. To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples over the course of the intervention.
3. To analyze participants' perceptions on their speaking skills after the implementation of podcasts as input.

CHAPTER II: THEORETICAL FRAMEWORK

2.1. The speaking skill

In today's world, being able to communicate in English is crucial due to globalization and the development of more connections with other countries. Consequently, English has been considered an international language to communicate (Ushioda, 2017). Rao (2019) states that communication plays a vital role in achieving success in different fields such as scientific research, education, business, travel and tourism, media and newspapers, medicine, engineering, and entertainment, among others. In other words, nowadays, it is essential to learn English and develop the skills of the language appropriately.

Oral communication is one of the most important abilities in the English language that must be developed to successfully communicate with others (Suvarnapheat and Suvarnapheat, 2023). This allows us to maintain interaction with more people as well as to express our ideas, thoughts, and opinions with other individuals. Among the four skills of the English language, speaking is considered the most important one as it allows people who master it to communicate effectively. According to Shiamma (2006) and Islami (2021), speaking skill involves an interactive process of producing and processing information to serve interactional and transactional purposes. This means that speaking is the process of connecting ideas between speakers and interlocutors with a certain purpose. Another definition for this skill is that it is the production of language in a spoken way, and it focuses on conveying information or a message to other people through their voice (Solis, 2021). In this sense, speaking is an important skill that involves a process of connecting and understanding ideas to generate a message that will allow effective interaction with others.

Despite its importance, speaking skill takes longer to develop, and usually, intelligibility is low (Budiasningrum and Rosita, 2020). Sandoval (2020) suggests that the few opportunities that students are given to practice in the lessons and the few opportunities to have real interaction with native speakers make speaking skill development more difficult. Therefore, it is necessary to create and experiment with methodologies that focus on fostering an evaluative and monitoring attitude among students. This will enable them to apply their learning outside of the classroom.

It is widely known that to improve speaking skills, it is necessary to practice as well as to be frequently exposed to the target language. Burns (2012) points out that exposure to the language is a key factor when teaching speaking in language classrooms. This means that it is not enough to practice with speaking activities but having explicit teaching of skills and strategies of speaking is also necessary. It has been proven that explicit training on strategies allows learners both to develop their language skills adequately and to support and reinforce implicit and intuitive

knowledge (Hulstijn, 2022). Independent of the student's learning style, they will require both explicit and implicit teaching to learn and improve their language skills.

2.2. Speaking components

When learning how to speak English, it is necessary to take into consideration some crucial aspects. As reported by Ahmad et al. (2017), Duong (2014), and Lufti (2020), the key aspects of speaking are vocabulary, grammar, pronunciation, fluency, and accuracy (see Figure 1).

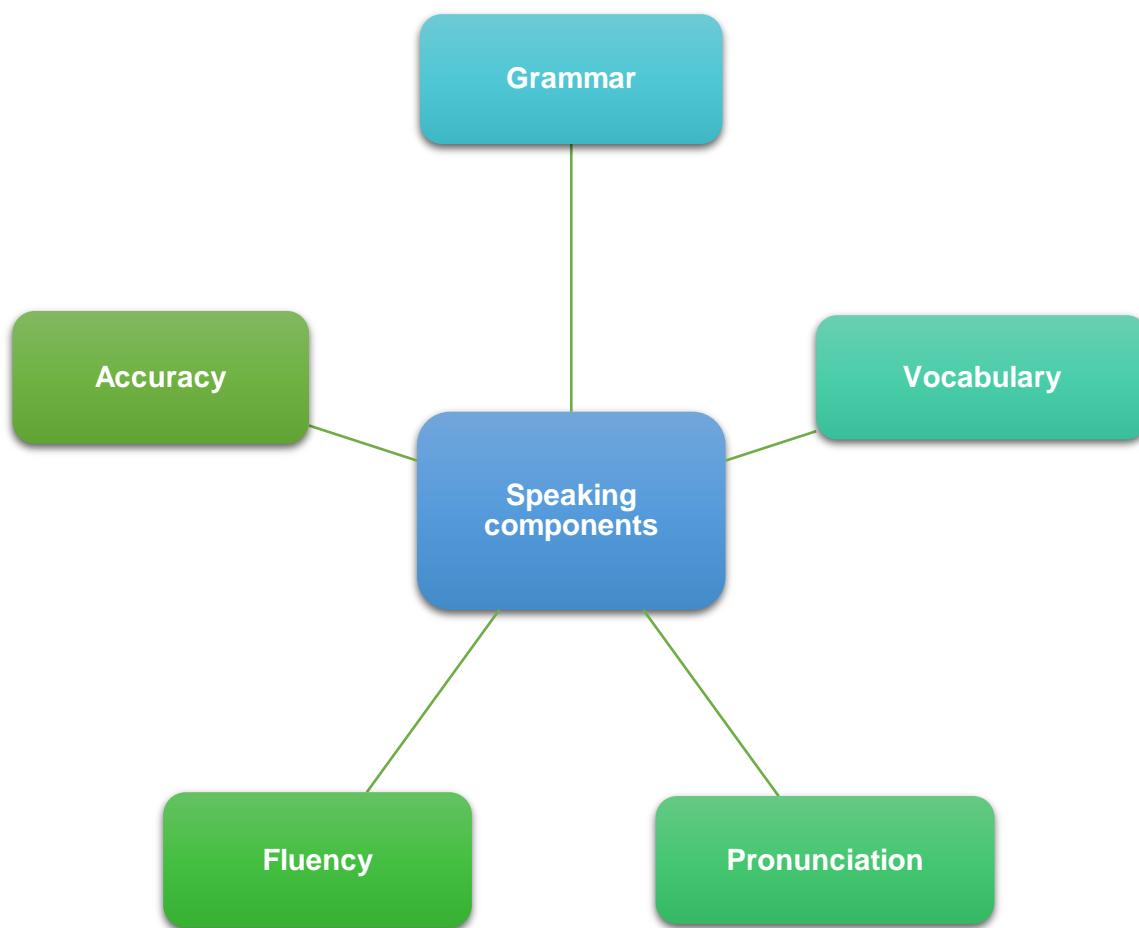


Figure 1: Speaking skill components based on Ahmad et al. (2017), Duong (2014) & Lufti (2020).

Note: own elaboration.

Vocabulary refers to the collection of words with different meanings for a specific purpose. It plays a significant role in defining objects, actions, and ideas. According to Horby (1989), what defines someone's capability to understand a language would be mastering vocabulary. In other words, by learning an extensive number of words

and expressions, someone will be able to comprehend the English language. Schmitt (2019) describes the process of learning vocabulary as a continuum process that goes from knowledge, receptive mastery, and productive mastery. If learners are not exposed and do not use new words regularly, it will be difficult for them to achieve productive mastery. Therefore, it is essential to be frequently exposed to new words and use them in different contexts in order to achieve the goal of incorporating them into the collection of words.

Grammar is the enforcement of strict regulations that govern how words are organized and linked in a sentence (Brown, 2000). This feature is commonly understood as a set of rules that determine the structure of a language combining different units.

Pronunciation is the process of correctly saying a particular word and it comprises characteristics such as voicing, intonation, and stress (Nation and Newton, 2009). These elements of pronunciation allow learners to successfully communicate. Fraser (2005) refers to the fact that having clear pronunciation would be enough to be intelligible despite errors. However, in terms of the criteria that are being assessed in international examinations, having clear pronunciation would not be enough to obtain high scores.

Fluency refers to how someone delivers concepts avoiding the use of filling words. Yingjie (2014) defines this concept as the capability of speaking with effective speed, without thinking much.

Accuracy is defined as the ability to produce the language by noticing the correct use of the rules system. Kusnierek (2015) states that accuracy refers to the understanding of words and the use of correct structures, syntax, and meaning of messages. Abedi et al. (2019) refer to accuracy as the correct use of linguistic structures, appropriate registers, proper use of cohesive devices, and precise vocabulary. In other words, this aspect of speaking refers to the use of correct tenses, vocabulary, collocation, and pronunciation, among others. It is important to mention that this component is considered essential in English international exams.

2.3. Teaching speaking skill approaches

The methodology of teaching speaking has undergone several changes over the last 70 years from traditional-centered methods to more student-centered ones. There are two different teaching approaches to speaking skills: fluency-oriented and accuracy-oriented approach. It is worth mentioning these approaches should be combined in education and only applied separately when needed. There might be cases where the focus of the lessons should be on accuracy rather than fluency, so only one of the approaches will be used.

2.3.1. Fluency-oriented approach

This teaching approach considers that grammatical or pronunciation errors are not important, especially when students are at a beginner level in learning a language (Dincer et al. 2012). EFL teachers and linguists who support this approach consider correction as a factor that can hinder learners' development in speaking. Errors are regarded as signs of natural language development and emphasis on corrections may cause excessive monitoring in learners' minds.

This is one of the approaches that most EFL teachers support. In fact, the Chilean Ministry of Education (MINEDUC), in its *Bases Curriculares Ingles 2013* claims that it has been proven that success in learning the English language would be obtained through meaningful interactions where students can communicate information, transmit messages, and solve tasks. Therefore, a communicative learning approach should be the focus of the Chilean English lessons so students can use and learn the language by using it in meaningful situations and tasks.

2.3.2. Accuracy-oriented approach

On the other hand, the accuracy-oriented approach asserts that grammatical errors cannot be neglected as they can result in fossilization (Dincer et al. 2012). In other words, if teachers allow students to speak without being corrected explicitly, they are going to continue making errors. To avoid this, instant error correction is needed, and therefore, the focus of this approach tends to be the repetition of forms and grammatical rules.

The accuracy-oriented approach was once supported by many teachers in the field of English education, however, nowadays it is seen as obsolete. Teachers using this approach complained about the lack of effectiveness and enthusiasm in students, which endangered the proper environment and atmosphere to teach and learn the English language. Despite this, focus on accuracy is still needed in English lessons, especially when students are enrolled in international exam preparation courses. As mentioned in the previous section, accuracy in the English language is one of the most important features of the English language when it comes to international language exams. Therefore, candidates must master this aspect of speaking to score high on the test.

Even though the communicative learning approach prioritizes fluency over accuracy, Cardenas (2013) affirms that it has not been optimally addressed in the Chilean EFL class as the focus is usually given to written and reading skills rather than to the development of oral skills. The author emphasizes the fact that this tendency directly affects the proper learning of the language as students should learn by means of speaking and making mistakes, not only by listening to the teacher all the time.

2.4. Speaking teaching problems

According to Ur (2012), when teaching speaking learners should talk a lot, and the language they produce should be of an acceptable level and accuracy, relevant and understandable. Nonetheless, teaching speaking skills is challenging since there are many factors, which interfere with the process, which need to be considered. Celce-Murcia (2001) reveals that some problems that tend to be present when teaching speaking skills involve different students' levels of proficiency and class sizes, which limit students' opportunities to speak and teachers to provide appropriate feedback. The Chilean context is not far from this situation considering the considerable number of students per class, problems with classroom management, different learning styles, and students' individual factors. All these should not be overlooked in this process as they directly affect the learning process and the students' environment.

Thornbury (2005) argues that the issue is not that students do not practice speaking but that they use it to practice grammar instead of the skill itself, which refers to an accuracy-oriented approach to teaching. Kumar (2013) states that a key point regarding the difficulties when teaching speaking is that there is not complete agreement on what should be the goals of learning to speak. One view supports the idea that speaking is successful if learners can make themselves understood (fluency-oriented approach), while another view insists on the correction of the aspects of language when students produce it (accuracy-oriented approach). The lessons are usually focused on practicing and rehearsing pre-selected grammar items or functional expressions as speaking activities. One of the consequences of this is that several students tend to feel that they are not prepared to speak outside the classroom despite knowing much vocabulary and grammar.

It has been demonstrated that in most non-native countries, most students find speaking English difficult as they struggle to express ideas, choose correct structures, and learn appropriate vocabulary and correct pronunciation (Ahmad et al. 2017; Islami, 2021). Some reasons for this are the low or nonexistent contact with the English language, the number of students in the classroom, and the focus on written activities over spoken ones. Alfa (2020) declares that most beginner students face difficulties in vocabulary and grammar when speaking, while advanced students usually struggle with critical thinking, how to link their ideas, and produce appropriate English language discourse. Despite their level, learners need to be frequently exposed to the language and explicitly trained on strategies they can use, when speaking in English, in order to overcome those difficulties.

The previous evidence shows that there must be something that needs to be changed in the process of teaching and learning speaking skills. In this respect, one

of the factors that should be addressed is the material used in lessons. Alfa (2020) suggests that learning is going to be successful, and students will be able to develop their skills appropriately when authentic material is used, and meaningful tasks are performed. Otherwise, they will struggle to incorporate the strategies and develop speaking skills effectively. The use of appropriate materials sometimes is overlooked; however, it has a significant impact on the proper development of the language as it represents real and meaningful uses of English that learners might encounter outside of the classroom.

In a recent paper by Bounab et al. (2022), regular English-speaking practice is crucial for students to develop fluency and accuracy. To attain fluency, they must understand the fundamental components that impact their speaking abilities. Therefore, learners need to have as several opportunities as possible to use the language, so they can make considerable progress in the skill over time.

2.5. Speaking in TOEFL exam

According to the ETS (2021), the Test of English as a Foreign Language (TOEFL) is an exam that measures candidates' ability to combine the different academic skills of the English language: listening, reading, speaking, and writing. In terms of the speaking section, it has been designed to measure candidates' ability to communicate orally in English in an academic environment. Fulcher (2003) indicates that oral proficiency encompasses various aspects that include knowledge and use of phonology (pronunciation, stress, and intonation), accuracy in grammar, vocabulary, coherence, fluency, strategic ability, pragmatic, and sociolinguistic competences. This definition aligns with the concept of speaking that the TOEFL aims to assess.

In the speaking section of the TOEFL exam candidates are required to work on 4 tasks: one independent task where test-takers are asked to provide their opinion on a particular topic, and three integrated tasks where test-takers are required to read academic texts, listen, comprehend academic lectures, and integrate this listening and reading into oral reports (see Figure 2 for more information).

Speaking question 1

- Independent speaking task: Requires candidates to draw on their own ideas, opinions and experiences when they answer.
- Topic: Personal preference
- 15 seconds of preparation time and 45 seconds for response time

Speaking question 2

- Integrated Speaking task: Requires students to combine English language skills - Reading, listening and speaking.
- Topic: Campus conversation
- 30 seconds of preparation time and 60 seconds for response time.

Speaking question 3

- Integrated speaking task: Requires candidates to combine English language skills - reading, listening and speaking.
- Topic: Academic lecture
- 30 seconds of preparation time and 60 seconds for response time.

Speaking question 4

- Integrated speaking task: Requires candidates to combine English language skills - listening and speaking.
- Topic: Academic lecture
- 30 seconds for preparation time and 60 seconds for response time.

Figure 2: Speaking sections from the TOEFL exam. ETS (2021).

Note: Own elaboration

These integrated tasks closely mirror the tasks that are crucial in academic settings. They demonstrate the interconnected nature of input and output within academic situations (Clevinger et al. 2014). One of the important abilities that candidates must perform when integrating information from source texts into spoken responses is recalling information. According to Baddeley (2003), the capacity to retrieve or recall

information from discourse denotes proficiency in working memory abilities that encompasses the capacity to hold and manipulate information temporarily.

Clevinger et al. (2014) mention in their study that these types of integrated speaking tasks represent a vital academic skill that enables the utilization of language in context. Therefore, by integrating information from sources, candidates demonstrate their ability to identify and extract relevant information, so they can then organize and synthesize the information in their responses. Regarding the scoring of this section and particularly the integrated speaking part of the exam, it is assessed with a scoring rubric (see Appendix 1), which comprises four levels (1-4) of delivery, language use, and topic development. Figure 3 below shows the main aspects considered in each criterion of the rubric.

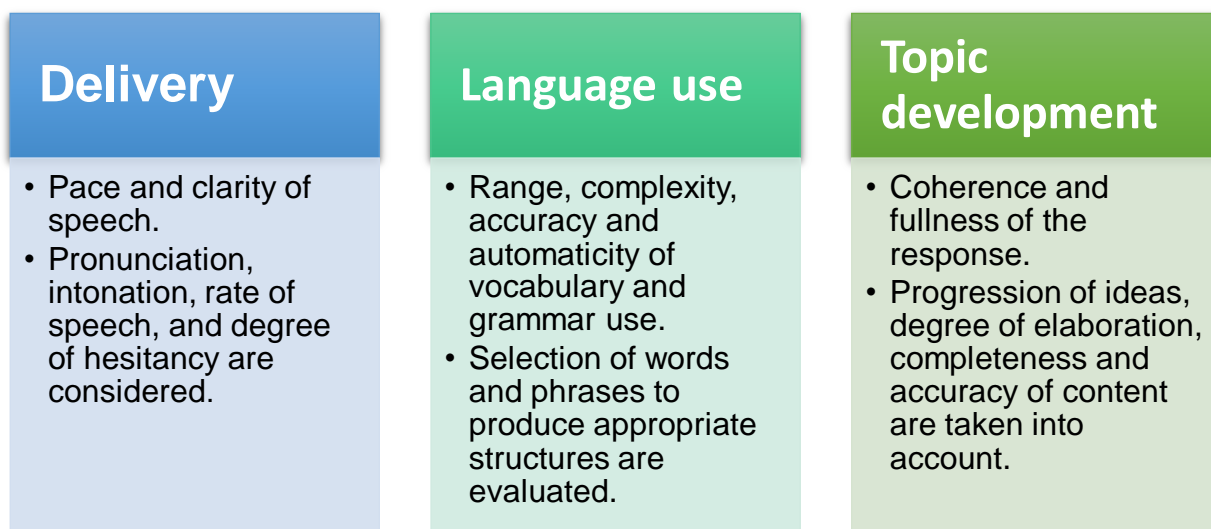


Figure 3: Aspects evaluated in the integrated speaking from the TOEFL. (EST, 2022).

Note: own elaboration.

Considering the criteria evaluated in the speaking section of the test, candidates are required to demonstrate vast knowledge and proficiency in the English language in terms of the distinct aspects of the speaking skill to obtain an appropriate score.

2.6. Podcast and its use in the educational field

Due to the rapid development of technology, the instruction of the English language has shifted its focus from traditional to technology-based education, providing teachers with a vast source of digital materials that can be used in the lessons (Gallist et al. 2021; Suvarnapheat and Suvarnapheat, 2023). This shift to technology and access to a variety of materials enhances education and students' motivation especially when using familiar technology (Amin et al. 2012). The incorporation of

technology in education has allowed teachers to modify their methodologies and students to benefit from them, encouraging more independent learning and increasing motivation when learning English. Lately in the academic world, among all the technological options that can be used in education, podcasts have gained popularity as a source of learning resources.

According to Budiasningrum and Rosita (2022), podcasts are digital audio files that can be downloaded and played on different devices. Regarding the educational field, Borja Torre-Sano, et al. (2020), referred to podcasts as one of the most appropriate technological tools to teach and learn English. Crispín et al. (2022) support this idea stating that podcasts have been a major source of input for learners as they allow them to develop their linguistic competence as well as to learn using information and communication technology (ICT) together with providing students with authentic material. Moreover, for teachers, podcasts allow them to keep communication with the learners without limitations, providing the development of communicative skills more simply and efficiently as well. However, as Chaikovska (2018) points out, the use of this type of material should always consider students' language level, time, allocation, availability of devices, and teachers' competence. Otherwise, the use of podcasts as a tool to improve English skills will not be efficient. Podcasts not only contribute to the development of listening skills but also stimulate other language areas such as pronunciation, grammar, and vocabulary (Chan et al., 2011). In a study conducted by Fitria et al. (2015), it could be observed that podcasts can contribute to improving students' speaking achievement. Additionally, the authors stated in the study that podcasts could be an option and an innovative tool that might improve learners' understanding of both listening and speaking skills.

Podcasts as a source of materials are one alternative that encompasses a wide range of subject matters and supports the educational system as it facilitates authentic material for learners (Barjesteh and Ghaseminia, 2019; Chan et al. 2011). Also, podcasts provide a vast model of speaking performance, for example, interviews, dialogs, conversations, and reports. Through podcasts, students can practice and learn the language in different formats, registers, and contexts.

The use of podcasts also allows teachers to connect with students outside of the classroom and to enhance learning beyond the school (Bongey et al, 2006; Yoshida, 2013). Buasta and Miftachudin (2021) also refer to this characteristic of podcasts allowing students to be in more control of their process and outcomes. This type of material encourages their autonomy by giving choices over what and how they learn the language. Students are given the opportunity to have access to a type of material that they can control and use according to their interests and needs, whenever and wherever they are.

It has been proven that podcasts encourage students to find the learning process more intriguing and engaging because of better comprehension (Putri and Yoestara, 2018). The fact that students learn with a type of material that displays different topics of their interests, it is available in different formats and levels of proficiency as well as provides learners with real communication examples, encourages students' learning process as they feel more motivated and engaged to continue developing their skills in the English language.

In a study conducted by Ahmad et al. (2017), it was demonstrated that podcasts showed a positive contribution to student's speaking achievement together with coping with students' problems in speaking such as incorrect pronunciation and poor fluency. Therefore, by using podcasts, students are not only more exposed to a language, but they also grasp certain features of the input and incorporate them into their speech when communicating and using the English language. Likewise, Wulan (2018) conducted a quasi-experimental type of research in Indonesia with eleventh-grade students from a science program. The treatment for this study was teaching speaking through educational podcasts. The findings of this study revealed that students who received instruction using educational podcasts had significantly better speaking achievement compared to those who were taught in a traditional setting for speaking instruction.

Another pre-experimental study conducted by Ahmad et al. (2017) demonstrated comparable results. The researchers aimed to prove the following hypothesis: using podcast media in teaching improve students' speaking skill, especially in fluency and pronunciation. During the treatment sessions, different podcasts talk were used, students read the scripts, they listened to the podcasts carefully, and then discussed the topics given in each class. The research background described how participants struggled with speaking performance as they were not able to express their ideas, speak fluently, use the right structures, change connectors, appropriate vocabulary, and pronounce English words correctly. However, after the treatment, students' fluency and pronunciation problems were solved. After all the sessions, many of the participants showed satisfactory progress in certain aspects of their speaking skills.

CHAPTER III: METHODS

3.1. Type of research

This study consisted of an action research (AR), which based on Tomal's (2010) definition, is a systematic process used to solve a problem in education. In this case, a problem in the Chilean educational context was identified by the teacher-researcher, which dealt with the lack of speaking accuracy in grammar, vocabulary, and pronunciation. The educator reflected on the problem detected, collected and analyzed data, and finally, implemented changes based on the findings. According to Creswell (2009), the use of this type of research allows educators to reflect on their own practices and improve them. Additionally, by conducting action research, teachers seek to investigate problems in their own classrooms to improve the learning process of the students as well as the teacher's own professional performance.

This action research was intended to try to solve the speaking problems of a group in terms of accuracy in grammar, vocabulary, and pronunciation. Considering that this group had a limited amount of time to improve their language skills to perform well on the TOEFL exam, the use of podcasts could be a great option to continue working on the development and reinforcement of the skill outside the classroom. As every action research, it was necessary to collect data, which in this case was using pre- and post-intervention tests and semi-structured interviews. Once the data was collected, the teacher-researcher was expected to reflect on the problem and the results obtained to implement changes and improve students' learning processes and teaching practices.

3.2. Research problem

Based on lesson observations, the speaking accuracy in grammar, vocabulary, and pronunciation was a huge problem for the participants of this study as they struggled to express their ideas using accurate structures, vocabulary, and pronouncing certain words. Although their reading, listening, and writing skills improve over time, their speaking skill takes longer to improve up to an appropriate level that is required in the TOEFL test (Sandoval, 2020). Moreover, the time for preparing themselves for the test and the number of lessons they had per week was limited, so it was more difficult for better improvement. All students had been previously taught English at school, however, their level of proficiency in their speaking skills was not as it was expected when they completed their education at school. According to the Chilean Ministry of Education (Chilean acronym MINEDUC), the main goal of teaching English as a foreign language in Chilean education is to provide students with the necessary tools so they can communicate in the language. In fact, MINEDUC (2012) stated that a communicative approach to language teaching should be the focus of

the lessons so students can communicate at a B1 level of proficiency by the time they finish school.

Nonetheless, the reality is quite different as several factors hinder the achievement of that goal in terms of speaking skill such as lack of confidence, anxiety, and shyness when speaking, and not having enough exposure to the language (Khanday & Syed, 2019; Yahaya, et al. 2021). Additionally, Sandoval (2020) states that the lack of speaking accuracy is due to the little or no training in spoken English as their contact with the language has been low at school. Another reason suggested is related to the number of students as the teacher struggles to monitor students' progress, so the lessons are centered on written activities which are easier to check and monitor. Therefore, it was necessary to support these students with more instances of speaking practice and the necessary tools and materials to improve their speaking accuracy even outside the lessons.

3.3. Research question and objectives

Research question:

- How does podcast listening improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation?

General objective:

- To explore the contribution of podcast listening to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation.

Specific objectives

1. To compare participants' performance in TOEFL integrated speaking tasks before and after the use of podcasts as input
2. To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples over the course of the intervention.
3. To analyze participants' perceptions on their speaking skills after the implementation of podcasts as input.

3.4. Participants

The action research was conducted in a Chilean private institution in which students received online training for the TOEFL examination. The sample of this study comprised two male participants whose ages ranged between 18 and 20. At the beginning of the course, students were evaluated with a diagnostic test to identify their level of English and then they were grouped, according to their performance. This diagnostic test was administered by the institution taking samples of questions

from the TOEFL test. Based on the results of the diagnostic test, all participants belonged to an intermediate class, equivalent to a B1 level, according to the CEFR (2001). All of them received previous English lessons when they were at school and then their English lessons at the private institution were focused on providing students with the necessary strategies to improve their English skills for the TOEFL examination. Their reason to be enrolled in this TOEFL preparation course was to apply for scholarships and universities in the USA and in terms of the number of hours per lesson. They had online lessons of one hour and a half twice a week.

According to Cohen et al. (2017) and Hernandez et al. (2014), the sampling type presented in this study was a non-probability type of sample as the researcher was targeting a particular group. One of the biggest advantages of this type is that it is not complicated to set up and it is the most appropriate one when the researcher does not look for generalization of the findings. Among the diverse types of non-probability samples, this action research presented convenience sampling as the participants selected were readily available to be monitored during the intervention (Creswell, 2009; Dawson, 2009; Gliner et al., 2016). Moreover, based on Gliner et al. (2016), the sampling also belonged to the purposive sampling type as the researcher intentionally selected individuals based on a criterion that was relevant for the study. This criterion consisted of having participants who were enrolled in the lessons as candidates for the TOEFL examination. In the context where this action research took place, there were other groups where students were preparing themselves to take other tests such as the Duolingo English Test, or they were just learning to improve their English language. For this study, only students who were enrolled in the TOEFL preparation class participated. As Mason (2002) states, this last aspect of working with purposive sampling might be criticized for being specific and unsystematic. Nonetheless, the selection of this sample was made with the purpose of understanding a process rather than representing a population. Particularly, the researcher tried to explore the contribution of an intervention using podcasts with a specific group of participants who were selected considering a criterion, which fit the purpose of the study.

3.5. Stages of the Action Research

The action plan of this study consisted of four sessions in which the intervention took place. These sessions were performed online using the Zoom platform and were conducted on the same schedule as the regular classes. During each session, participants worked on activities where they listened to one different podcast in each session and then explained the information from the audio in 1 minute. In addition, pre- and post-intervention tests were carried out to compare participants' speaking accuracy in grammar, vocabulary, and pronunciation before and after the intervention. After the post-intervention test, two individual semi-structured

interviews were conducted to analyze participants' perceptions towards the use of podcast listening in the English lessons. The action plan is described as follows in Table 1 (see Appendix 2 for more information):

Table 1 Action plan stages

BEFORE INTERVENTION	Pre-intervention test: 16th May 2023		
	Students answered one speaking question taken from the TOEFL exam practice test. Scores obtained through an analytic rubric were used to identify participants' speaking accuracy before the intervention		
INTERVENTION	Session 1: 16th May 2023		
	Objective	Students will be able to explain information from a podcast orally using appropriate tenses related to a podcast listening.	SO1 SO2
	Session 2: 18th May 2023		
	Objective	Students will be able to explain information from a podcast orally using key vocabulary mentioned in the podcast listening.	SO2
	Session 3: 23rd May 2023		
	Objective	Students will be able to explain information from a podcast orally using accurate pronunciation of words.	SO2
	Session 4: 25th May 2023		
	Objective	Students will be able to explain information from a podcast using accurate grammar, vocabulary, and pronunciation.	SO2
AFTER INTERVENTION	Post-intervention test: 30th May 2023		
	Students answered the same speaking question taken from the TOEFL exam practice test they did in the pre- intervention test. Scores obtained through an analytic rubric were used to identify participants' speaking accuracy after the intervention		
	Semi-structured interviews: 6th and 7th June		

	Two semi-structured interviews were conducted in order to analyze participants' perceptions towards the use of podcast as input
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3.6. Data collection techniques

First, to collect the data for this action research, all participants were presented with the necessary information and explained the procedures of the study so then they could sign a consent form (see Appendix 3). Creswell (2009) and Gliner et al. (2016) argue that this form will acknowledge that everything will be protected and used only for research purposes, protecting participants' anonymity and privacy.

In terms of the data collection tools for this research, it comprised a mixed-method approach as it involved a diverse type of data collection including qualitative and quantitative type, which according to Creswell (2009), provides a better understanding of the research problem. Additionally, gathering data from different perspectives allows the researcher to gain a broader and deeper view of the problem (Croker & Heigham, 2009).

The following instruments were used: a pre-intervention test, a post-intervention test, and individual semi-structured interviews. It is worth mentioning that these instruments followed the principle of validity and reliability as stated by Creswell (2009), they will give credibility, authenticity, and trustworthiness to the study. To validate the use of the instruments, they were sent to be evaluated and validated by experts on the field, providing comments and observation notes (see Appendix 4). Moreover, the use of these instruments intended to be accurate to the objectives of the study (Hernandez et al. 2014).

3.6.1. Pre- and post-intervention tests

The pre-intervention test was one speaking question taken from a TOEFL practice test and participants' answers were assessed with an analytic rubric (see Appendix 5). The specific question taken from the test was question number 4 from the speaking section, which consisted of listening to a short lecture and then speaking about it for one minute explaining the information including details and examples. The same question was given after the intervention as a post-intervention test. These speaking questions resembled the real task they would encounter in the exam; consequently, they only listened to the lecture once. Cohen et al. (2018) argue that the use of tests in research studies provides a powerful method of data collection in research as they offer a valuable opportunity for quick, relevant, and focused feedback on students' performance. The use of tests, before and after the intervention, allows the researcher to gain information about the performance of the

students and to compare and identify any changes and improvements after the treatment. In this case, the tests that were applied corresponded to non-parametric type of tests as they are designed for a given specific population (Cohen, et al. 2018). In this context, students enrolled in TOEFL preparation lessons.

The implementation of these instruments allowed to gather quantitative data and to do so, students' speaking answers were assessed with an analytic rubric (see Appendix 6). This rubric was created based on the aspects that this study focused, which were accuracy on grammar, vocabulary, and pronunciation. Regarding the scores, they ranged from 1 to 5; 1 being the lowest score and 5 the highest score when students spoke clearly without or few mistakes in grammar, pronunciation, and vocabulary. According to Skelton et al. (2014), rubrics are used predominantly to assess students' work and determine the level of mastery a student has on a certain aspect or task. Hence, the use of this instrument allowed the researcher to gather information about students' speaking accuracy on each of the criteria set for this study: grammar, vocabulary, and pronunciation.

Through the implementation of a pre- and post-intervention test, two specific objectives were addressed, which dealt with the comparison of participants' performance before and after the intervention and the identification of the type of grammar, pronunciation and vocabulary used in the oral recording samples over the course of the intervention. Moreover, Burns (2010) indicates that collecting data through these tests will be helpful for the triangulation of the data collected as the researcher obtained information at different points in time, before and after the treatment.

3.6.2. Semi-structured interview

After the intervention, students took part in individual semi-structured interviews to gather information related to their perceptions on their speaking skills after having worked and practiced with podcast listening in their English lessons (see Appendix 7). This instrument was intended to assess the third specific objective of this study, which was to analyze participants' perceptions on their speaking skills after the intervention with podcasts as input.

Interviews gave more of an insight into what was happening in terms of their opinions regarding the use of podcasts (Birmingham & Wilkinson, 2003; Cohen et al. 2017). In addition, Hernandez et al. (2014) suggested that this type of instrument is useful for collecting qualitative data when the issue of the research cannot be appreciated, or it is difficult to be conducted. Moreover, through interviews, we can collect data directly from the interviewee's voice. As stated by Cohen et al. (2017), this instrument is a flexible tool that allows multi-sensory channels to be used such as verbal, non-verbal, seen, and spoken.

The selection of semi-structured interviews as instruments for this study is based on the fact that they allow us to have a flexible structure and to develop unexpected themes related to the topic of the study (Birmingham & Wilkinson, 2003; Mason, 2002). As semi-structured type of interview, they had predefined areas of discussion to address the objectives of the study. These areas or dimensions were the use of podcast listening and its contribution to speaking in English. The interview was carried out online and consisted of six pre-established questions and other ones emerged during the process that took around 7-9 minutes with each of the participants.

Furthermore, the purpose of conducting individual interviews was to get information about their perceptions on their own speaking performance after the intervention. Therefore, the answers of the participants were centered on their own experience with this type of material in depth rather than sharing thoughts about their experience with the other participants.

In terms of the questions, they were previously piloted to eliminate ambiguity and generate feedback on the structure of the interview. Creswell (2009) and Cohen et al. (2018) suggest that the process of piloting the instruments allows the researcher to establish content validity and improve the questions and format.

As described by Cohen et al. (2018), when conducting an interview, certain aspects that may influence the results of the interview should be considered. Therefore, the language used was in the participants' first language, so it allowed them to feel more comfortable and the information collected through this instrument was more reliable and authentic.

3.7. Data analysis techniques

Different methods of analysis were used in this study to evaluate the quantitative and qualitative data collected.

3.7.1. Descriptive statistics and measures of central tendency

First, in terms of the quantitative data collected through the pre- and post-intervention test and analytic rubric, a descriptive statistics analysis and measures of central tendency (mean score and standard deviation) were used, organizing the results obtained in scores. This action research consisted of two participants; therefore, no other analysis technique was needed. According to Tomal (2010), descriptive statistics is the use of visual graphics, charts, and diagrams to describe data. By doing this, it was possible to compare participants' performance before and after the intervention, and therefore, the first objective of this study was addressed.

To obtain different perspectives of students' performance, two English teachers were asked to assess the recordings from the pre- and post-intervention test using the analytic rubric. Then all scores and mean scores were compared with the ones obtained from the assessment made by the researcher.

3.7.2. Grammarly

Transcripts from pre- and post-intervention tests were revised in terms of the grammar structures used in the recordings through the analysis reports given by the Grammarly platform (<https://www.grammarly.com>). These reports provided by this tool are related to general metrics, writing issues, vocabulary and suggestions for corrections. In this case, data related to grammar performance in pre- and post-intervention test transcripts were considered and compared.

3.7.3. Oxford Test Checker

The Oxford Test Checker analysis (<https://www.oxfordlearnersdictionaries.com/text-checker/>) was applied to examine the level of the words used by the participants in their oral recording samples, according to words lists aligned to the Common European Framework of Reference for Language (CEFR, 2001). Then a comparison of the results from their pre- and post-intervention tests was made.

3.7.4. Speech Analyzer – ELSA

To analyze pronunciation accuracy performed by the participants in their pre- and post-intervention tests, Speech Analyzer – ELSA was used (<https://speechanalyzer.elsaspeak.com>). Participants' recordings were uploaded to this platform, and it provided immediate feedback regarding general pronunciation, intonation, and fluency, giving percentages of achievement in each case. The results obtained from the pre- and post-intervention test analysis were compared.

Recordings from the intervention sessions were also analyzed in terms of speaking accuracy in grammar, vocabulary, and pronunciation using the tools mentioned above.

3.7.5. Content Analysis

In the case of the individual semi-structured interviews, they were recorded and then transcribed so they could be analyzed through content analysis. This technique corresponds to a qualitative method where texts are reviewed under systematic steps of interpretation which end in content categories (Mayring, 2014). Braun and Clarke (2006) indicate that content analysis involves a process of familiarization with the data so the researcher can generate initial codes. After the coding of data, the researcher needs to search for themes, review them, and finally define and name

them. This entire process provided better insights into what ideas were present in the participants' answers and how this information related to the purpose of the study.

The analysis of the information gathered through the semi-structured interviews allowed the researcher to address the third specific objective which was related to the analysis of the participants' perceptions towards the use of podcast listening in the English lessons.

CHAPTER 4 FINDINGS

In this chapter, results from the pre- and post-intervention tests, recordings obtained over the course of the intervention, and semi-structured interviews were analyzed according to each of the specific objectives of this action research, which are detailed below:

4.1. SO1: To compare participants' performance in TOEFL-integrated speaking tasks before and after the use of podcasts as input

In order to achieve the first objective of this study, pre- and post-intervention tests were carried out. These involved the same speaking questions before and after the intervention. This task was taken from a TOEFL practice test. Participants listened to a lecture and then recorded their answers in one minute. To compare the participants' performance before and after the use of podcast listening, their mean scores were calculated. This comparison of participants' mean scores between the pre- and post-intervention tests is displayed in Table 2. The individual scores emerged from the rubric used to evaluate their oral recording samples in terms of grammar, vocabulary, and pronunciation when answering the sample question from the TOEFL exam. The maximum score of the rubric was 15 points. Two teachers who were not part of the classes assessed the tests using the same rubric as the researcher, aiming to achieve a more transparent and reliable assessment of participants' performance. From the scores obtained from the researcher and the two teachers' assessments, an average of the scores was calculated.

Table 2: Mean scores of pre-and post-intervention tests

Research participant	Assessor	Pre-intervention test score	Pre-intervention mean score	Post-intervention test score	Post-intervention mean score	Participants' mean score
Participant 1	Researcher	10		10		9.95
	Teacher 1	10	9.6	12	10.3	
	Teacher 2	9		9		
Participant 2	Researcher	10		11		9.8
	Teacher 1	8	9	11	10.6	
	Teacher 2	9		10		
Sample average			9.3		10.5	9.9
Ideal score			15		15	15

Note: own elaboration

Considering the scores illustrated in Table 2, it is possible to say that as a group there was an improvement of 1.2 points in participants' overall performance between

the mean score in the pre-intervention test (9.3 points) and the mean score in the post-intervention test (10.5 points). In terms of individual performance and considering the average score obtained according to the researcher and the two teachers, participant 1 obtained 9.6 out of 15 points in total (64%) on the pre-intervention test whereas in the post-intervention test, he obtained 10.3 out of 15 points in total (68,6%). There was an improvement of 0.7 points overall. In the case of participant 2, he obtained 9 points out of 15 points in total (60%) in the pre-intervention test while in the post-intervention test, he obtained 10.6 points out of 15 points in total (70.6%). There was an improvement of 1.6 points overall.

Regarding the different criteria of speaking accuracy, participants demonstrated improvement in some of their scores for each criterion. The results according to each rubric criterion will be shown.

4.1.1. The grammar criterion

Considering the results obtained in the grammar criterion from the rubric in the pre- and post-intervention tests (see Table 3), the scores assigned by the three assessors were similar in most of the cases, obtaining the same results in the scores of the pre-intervention test of participant 1 and the score in the post-intervention test of participant 2. The scores obtained in this part of the rubric were based on the correct usage of grammar structures in their recordings. Participants listened to a short lecture, took notes, had 30 seconds to organize the information, and then spoke for one minute explaining and giving details about the lecture. To do so, participants were required to use correct grammar structures in their recorded answers.

Table 3: Mean scores of pre- and post-intervention tests – grammar criterion

Research participant	Test	Scores grammar criterion			Mean score
		Researcher	Teacher 1	Teacher 2	
Participant 1	Pre-intervention test	3	3	3	3
	Post-intervention test	3	3	4	3.3
Participant 2	Pre-intervention test	3	4	3	3.3
	Post-intervention test	4	4	4	4

None of the participants obtained the maximum score of 5 points in the grammar criterion. Nonetheless, considering the mean scores obtained from the three assessors, both participants demonstrated an improvement in the use of grammar structures (see Figure 4).

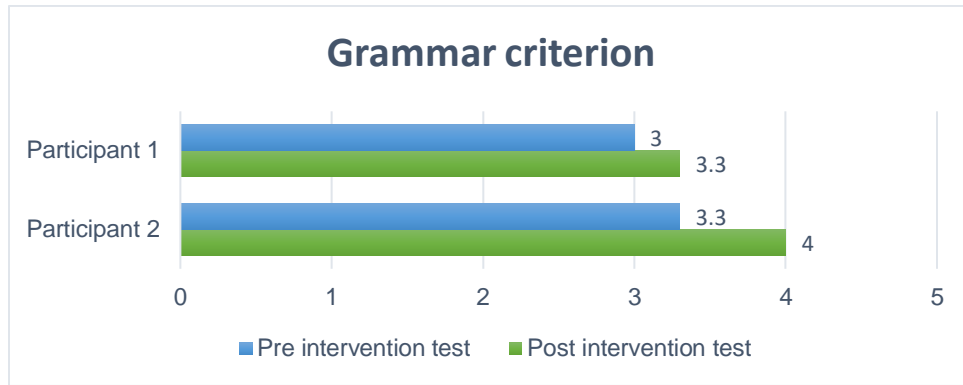


Figure 4: Scores obtained in the grammar criterion from the analytic rubric in the pre- and post-intervention tests

Participant 1 improved his scores by 0.3 points obtaining an average of 3 out of 5 points in the pre-intervention test and an average of 3.3 out of 5 points in the post-intervention test. Participant 2 improved his scores by 0,7 points obtaining an average of 3.3 out of 5 points in the pre-intervention test and an average of 4 out of 5 points in the post-intervention test.

Grammarly was also used to analyze the grammar criterion (<https://app.grammarly.com>). This tool provides a full report assessing the performance of a text in terms of grammar issues and vocabulary. In this study, the transcripts from pre- and post-intervention tests were uploaded to be examined. The results obtained in the analysis of their overall performance in the pre-intervention test gave participant 1 a score of 34 out of 100 points whereas participant 2 obtained a score of 49 out of 100 points. In the post-intervention test, participant 1 obtained 45 out of 100 points while participant 2 obtained 60 out of 100 points as it is shown in Figure 5.

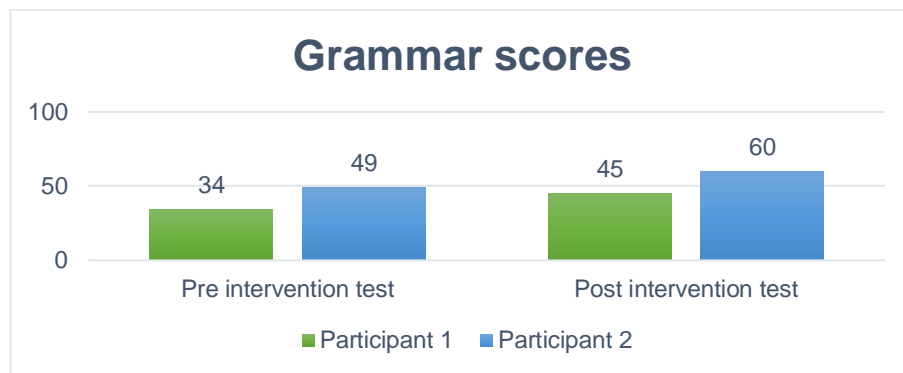


Figure 5: Overall grammar scores obtained from Grammarly's analysis

There was a significant improvement in terms of the grammar structures used by both participants, improving their scores by 9 points in the case of participant 1 and

11 points in the case of participant 2. Regarding the grammar issues identified by Grammarly, Figure 6 shows the results regarding the frequency and type of grammar mistakes made by the participants during the pre-intervention test.

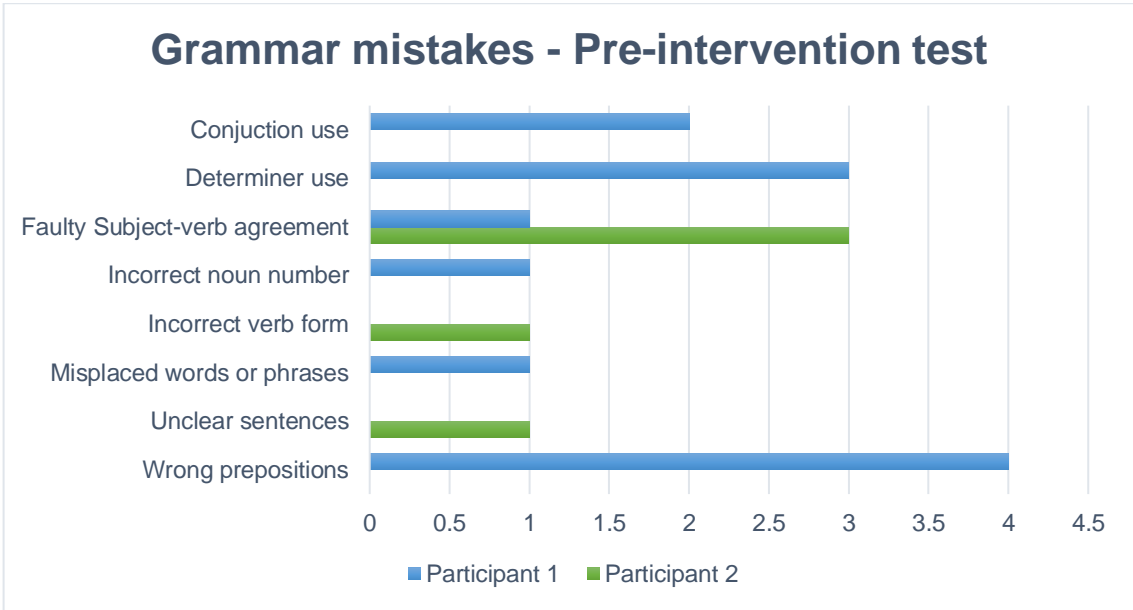


Figure 6: Frequency of grammar mistakes during the pre-intervention test

The common mistake made by both participants was subject-verb agreement. This was the most frequent grammar mistake made by participant 2 (3 mistakes), while the most frequent grammar mistake made by participant 1 was related to the use of prepositions (4 mistakes).

Subject-verb agreement	<i>The modernist art environment have some characteristics...</i>
	<i>The forms is expressed in emotions...</i>
Wrong prepositions	<i>He talks about for the ideology...</i>
	<i>And he talked about for Paul Cezanne...</i>

In the post-intervention test (see Figure 7), there were fewer grammar mistakes, some new grammar issues emerged such as pronoun use and incomplete sentences while others remained. This was the case for the wrong use of prepositions, use of determiners, and incorrect verb form.

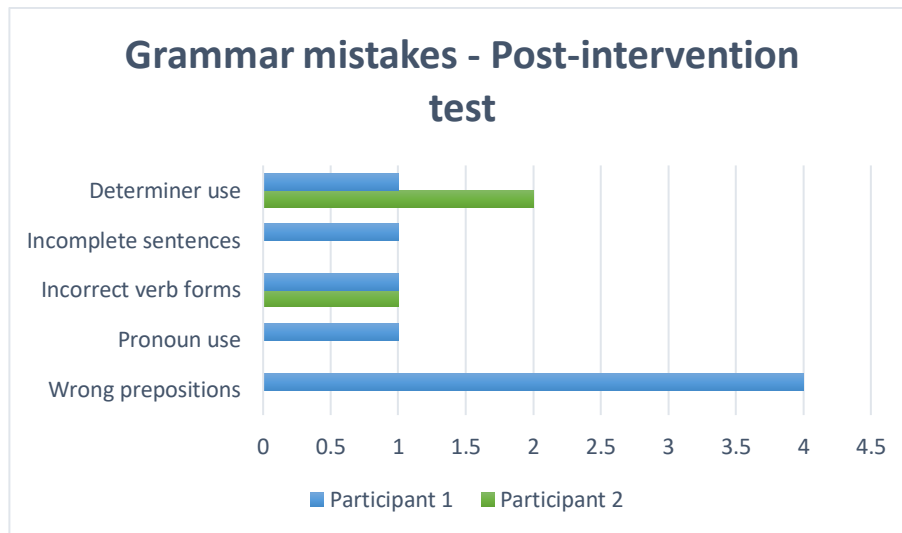


Figure 7: Frequency of grammar mistakes during the post intervention test

The common grammar mistakes made by the participants in the post intervention test were incorrect verb forms and the use of determiners. This last one was the most frequent mistake made by participant 2 (2 mistakes) and the most frequent mistake made by participant 1 was the wrong use of prepositions (4 mistakes).

Determiner use	... and another characteristics one characteristic of the modernist...
Wrong prepositions	... the most common is for reflect...
Incorrect verb forms	This idea is start ... And we can found in these...

4.1.2. The vocabulary criterion

The scores obtained were based on the number of words and expressions that the participants mentioned, which were related to podcast listening. Participants listened to a short lecture, took notes, had 30 seconds to organize the information, and then spoke for one minute explaining and giving details about the lecture. To do so, participants were required to include keywords from the lecture in their recorded answers (see Table 4).

Table 4: Mean scores of pre- and post-intervention tests – Vocabulary criterion

Research participant	Test	Scores vocabulary criterion			Mean score
		Researcher	Teacher 1	Teacher 2	
Participant 1	Pre-intervention test	4	3	3	3.3
	Post-intervention test	3	4	2	3
Participant 2	Pre-intervention test	3	2	2	2.3
	Post-intervention test	3	3	2	2.6

None of the participants obtained the maximum score of 5 points in the vocabulary criterion. Additionally, the scores provided by the researcher and the teachers varied. Considering the average of the scores obtained, one participant decreased his score while the other increased his score in the post-intervention test (see Figure 8).

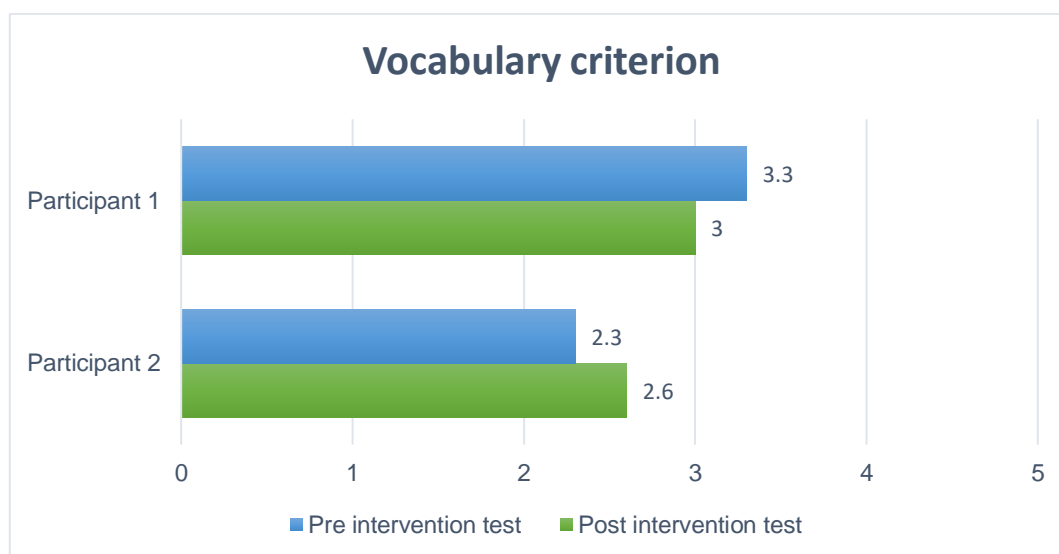


Figure 8: Scores obtained in the vocabulary criterion from the analytic rubric in the pre- and post-intervention tests

Participant 1 obtained an average of 3.3 points in the pre-intervention test, which decreased to 3 points on the post-intervention test, indicating a decline of 0.3 points in his scores after the intervention. In the case of participant 2, he obtained an average of 2.3 points on the pre-intervention test while on the post-intervention test, he obtained an average of 2.6, showing an improvement of 0.3 points in vocabulary usage after the intervention

A deeper analysis of this same criterion of vocabulary was conducted on the oral recording samples through the Oxford Text Checker (<https://www.oxfordlearnersdictionaries.com/text-checker/>). This tool is a word analyzer by the Oxford Learners' Dictionary, and it provides a revision of the usage of words according to a word list aligned with the CEFR (2001).

Based on the findings of the Oxford Text Checker, it can be stated that during the pre-intervention test (see Figure 9), participants used a variety of vocabulary that is classified as A1 level English, according to the CEFR (2001). In terms of words aligned to a B1 level, one participant mentioned two words, while the other participant included three B1 level type of words in his answers.

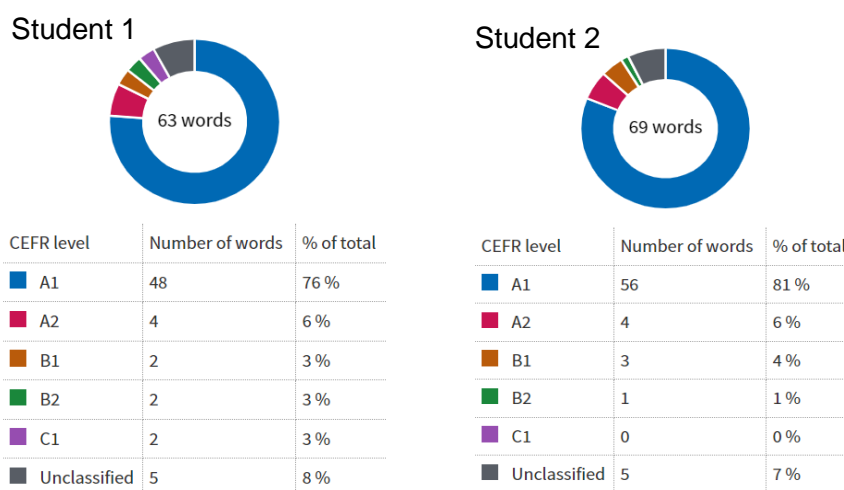


Figure 9: Oxford Text Checker analysis in pre-intervention test samples.

Note: Elaborated at: <https://www.oxfordlearnersdictionaries.com/text-checker/>

In the results obtained from the post-intervention (see Figure 10), a significant difference is shown in the number of words used by each of the participants. Participant 1 presented an increase in the usage of words belonging to both B1 and C1 levels of English, but there was also an increase in the usage of A1-level words. Conversely, participant 2 decreased his usage of A1 level words, with fewer examples of B1 level words mentioned and no examples of C1 level words found in any of the tests applied to this participant.

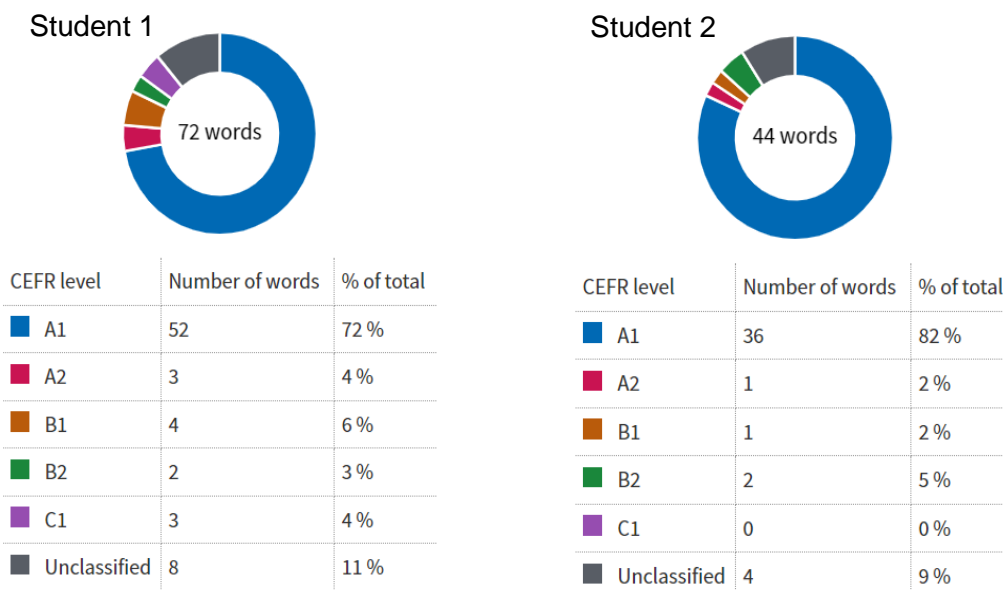


Figure 10: Oxford Test checker analysis in post intervention test samples
 Note: Elaborated at: <https://www.oxfordlearnersdictionaries.com/text-checker/>

4.1.3. The pronunciation criterion

Considering the results obtained in the pronunciation criterion from the rubric in the pre- and post-intervention tests (figure Table 5), the scores given by the researcher and the two teachers were similar in most cases. The scores obtained were based on the correct pronunciation of words in participants' recordings. They listened to a short lecture, took notes, had 30 seconds to organize the information, and then spoke for one minute explaining and giving details about the lecture. To do so, participants were required to correctly pronounce the words in their recorded answers.

Table 5: Mean scores of pre- and post-intervention tests – pronunciation criterion

Research participant	Test	Scores pronunciation criterion			Mean score
		Researcher	Teacher 1	Teacher 2	
Participant 1	Pre-intervention test	3	3	3	3
	Post-intervention test	4	4	4	4
Participant 2	Pre-intervention test	4	3	4	3.6
	Post-intervention test	4	4	4	4

None of the participants obtained the maximum score of 5 points in the pronunciation criterion. Nonetheless, considering the mean scores obtained from the three assessors, both showed an improvement in the correct pronunciation usage (see Figure 11).

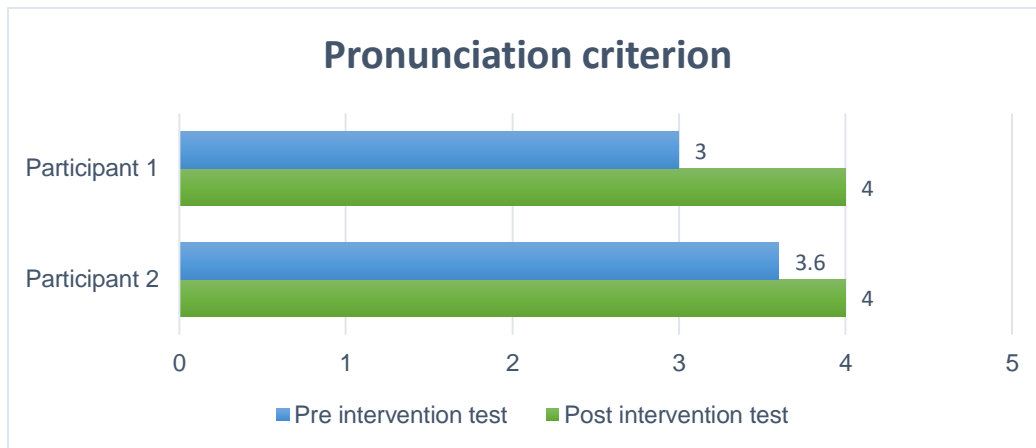


Figure 11: Scores obtained in the vocabulary criterion from the analytic rubric in the pre-and post-intervention tests

Participant 1 improved his scores by 1 point obtaining an average of 3 out of 5 points in the pre-intervention test and an average score of 4 out of 5 points on the post-intervention test. Participant 2 improved his scores by 0.4 points obtaining an average of 3.6 out of 5 points on the pre-intervention test and an average of 4 out of 5 on the post-intervention test.

The Speech Analyzer from Elsa Speak was also used to analyze participants' pronunciation performance (<https://speechanalyzer.elsaspeak.com>). This tool, like Grammarly, provides a report on pronunciation, intonation, fluency, grammar, and vocabulary. For research purposes, only the criteria of pronunciation, intonation, and fluency were considered. Participants' recordings were uploaded to the Elsa Speak platform, and it provided feedback giving percentages of achievement as presented as follow in Table 6.

Table 6: Results of the Speech Analyzer – Elsa speak

Research participant	Tests	Pronunciation	Intonation	Fluency	Overall speaking score
Participant 1	Pre-intervention test	55%	60%	16%	49%
	Post-intervention test	56%	61%	21%	52%
Participant 2	Pre-intervention test	65%	78%	40%	63%
	Post-intervention test	61%	64%	26%	54%

Based on the results obtained in the overall speaking score, participant 1 showed an improvement of 3% obtaining 49% of achievement in the pre-intervention test and 52% of achievement in the post-intervention test. However, participant 2 displayed a decrease of 9% obtaining 63% of achievement in the pre-intervention test and 54% of achievement in the post-intervention test.

4.2. SO2: To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples over the course of the intervention.

Over the course of the intervention, participants worked in class listening to podcasts, checking the scripts, and then explaining the information in 1 minute recording their answers. In order to identify the type of grammar, vocabulary, and pronunciation used by the participants over the course of the intervention, the oral recordings from the four sessions were analyzed using Grammarly, Oxford Test Checker, and Speech Analyzer.

4.2.1. Grammar accuracy

The four recordings obtained from the intervention sessions were transcribed and then examined using Grammarly. Figure 12 shows the overall scores obtained by each participant in each intervention session.

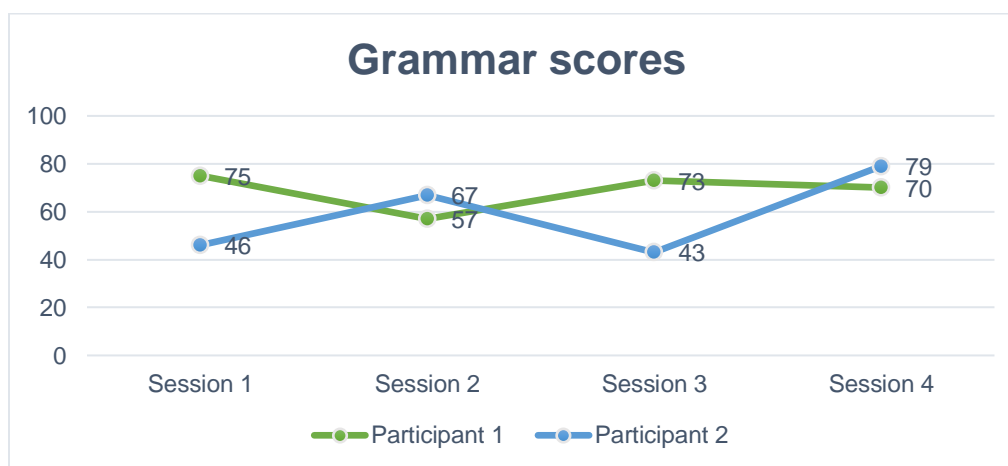


Figure 12: Overall scores obtained from Grammarly

Considering the results obtained from Grammarly, participant 1 showed a decline of 13 points in his grammar performance from 75 points in session one to 57 points in session two. Then he improved by 16 points in session three obtaining 73 points. In session four he decreased 3 points compared to the score obtained in session three. In the case of participant 2, he exhibited an improvement of 19 points between sessions one and two obtaining 46 and then 67. In session three he decreased his scores from 67 to 43 points. Then, he improved from 43 to 79 points in session 4.

In terms of individual performance over the course of the intervention, different grammar mistakes were identified in the oral recordings of each participant. Figure 13 shows the progression of the frequency of grammar mistakes made by participant 1 over the four sessions of the intervention.

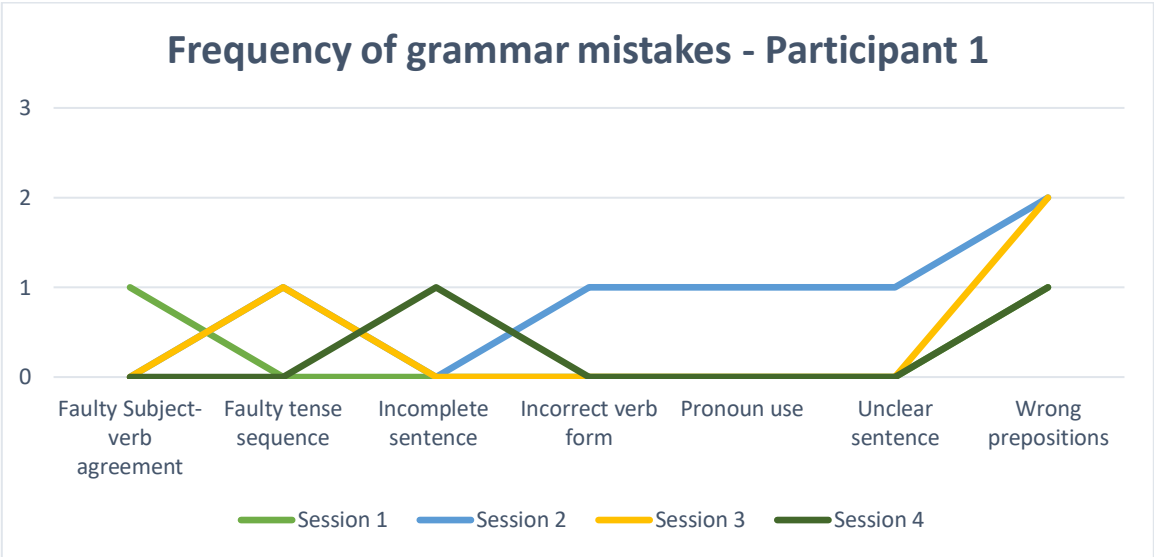


Figure 13: Grammar mistakes identified in participant 1’s recordings from the intervention sessions.

In the case of participant 1, the type of grammar mistakes shown in his recordings varied from one intervention session to the other. Nonetheless, the wrong usage of prepositions was a persistent issue in sessions two, three, and four. This was the most frequent mistake of all the grammar mistakes made by participant 1 (5 times in total over the course of the intervention)

Wrong prepositions	<p><i>We listened to a podcast in which talk about for...</i></p> <p><i>In the podcast they talked about for the species</i></p>
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Participant 2 (see Figure 14), on the other hand, demonstrated a major number of grammar issues over the course of the intervention. Compared to participant 1, in this case, he made more grammar mistakes, and these were more continuous over the sessions. Among the most frequent ones, problems using determiners (3 mistakes in total) and prepositions (8 mistakes in total) were the mistakes that participant 1 presented in most of the intervention sessions.

Determiners	<p><i>For example, the people can donate blood...</i></p>
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Wrong prepositions

Two people talk about ~~for~~ the diseases...

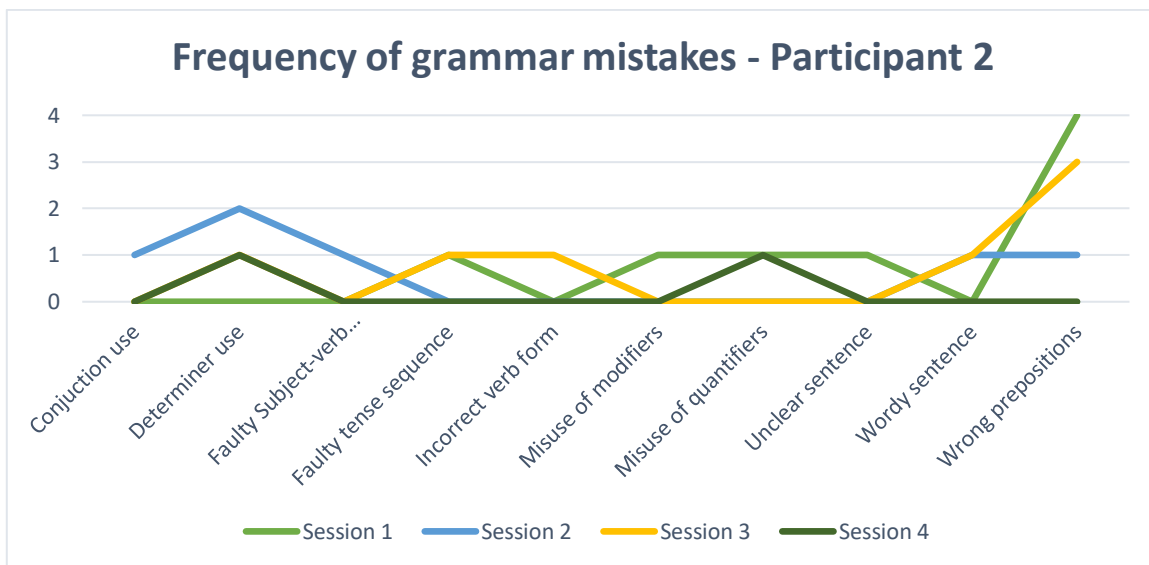


Figure 14: Grammar mistakes identified in participant 1's recordings from the intervention sessions.

4.2.2. Vocabulary accuracy

To analyze the use of vocabulary over the course of the intervention, the transcription of the oral recordings was revised by Oxford Test Checker, obtaining the results displayed in Figure 15 below. Considering the results obtained from the platform, there was a progressive decrease in the number of A1 level type of words in the oral recordings of participant 1 over the sessions. It was also shown that over the course of the intervention, participant 1 started to incorporate more B2-level type of words (3% in session two, 2% in session three, and 5% in session four).

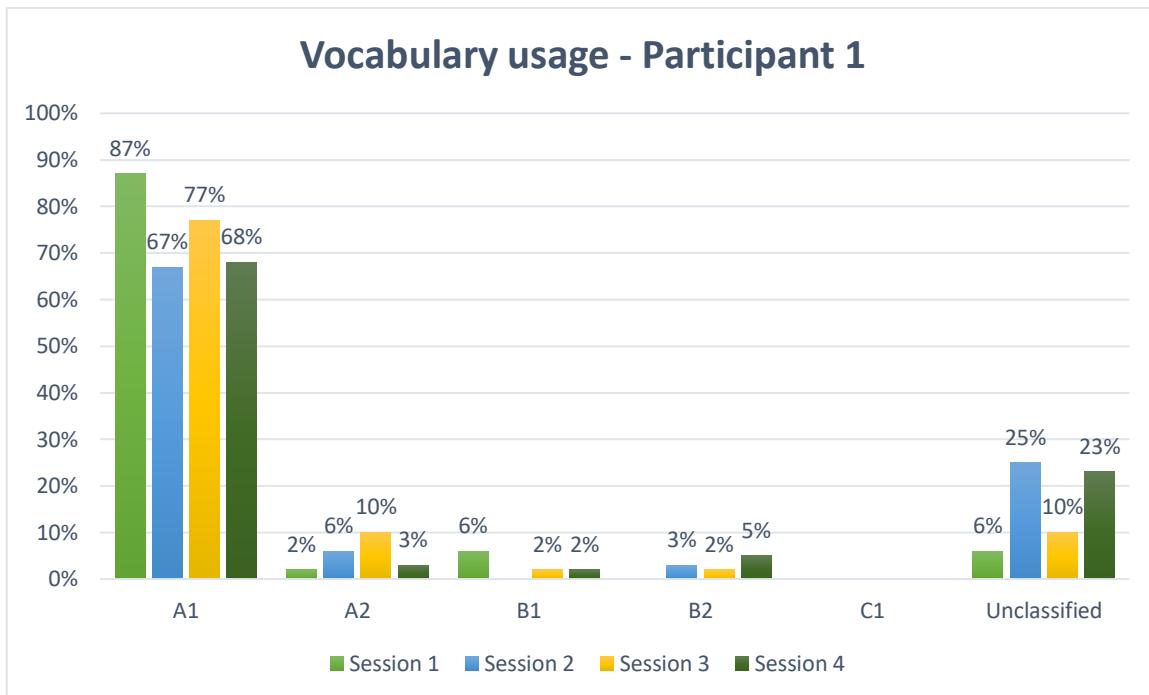


Figure 15: Type of vocabulary used over the course of the intervention according to the results obtained from Oxford Test Checker.

It was also illustrated that a vast number of words from the transcripts were categorized as unclassified. That is mainly because they refer to filling words or interjections such as “uh...” or “am...” while giving an oral answer.

In the case of participant 2, he also decreased his performance in the usage of A1 level type of words from the four sessions, however, he also showed a decrease in the usage of these words over the course of the intervention. In this case, he evidenced progress in the incorporation of more words that belonged to higher levels of proficiency (see Figure 16).

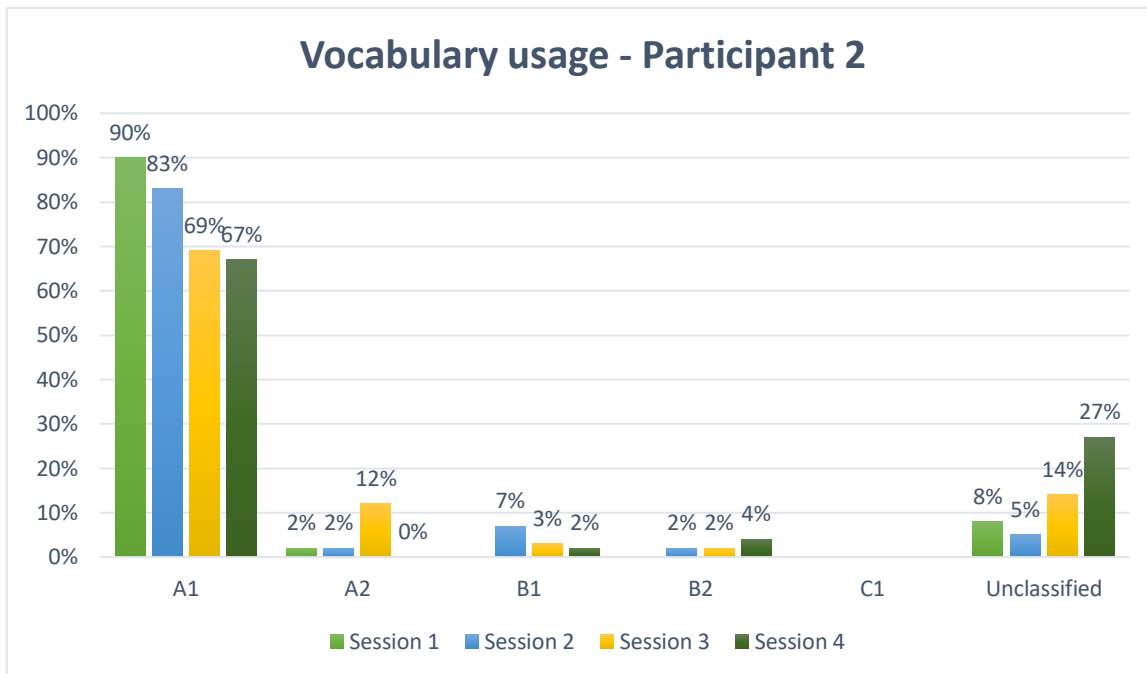


Figure 16: Type of vocabulary used over the course of the intervention according to the results obtained from Oxford Test Checker.

Similarly, to participant 1, the Oxford Test Checker analysis categorized some words as unclassified because they were interjections and filling words such as “uh” and “umm”.

4.2.3. Pronunciation accuracy

To identify the pronunciation used by the participants over the course of the intervention, their oral recordings, explaining the information from the podcasts they listened to each session, were uploaded to the Speech Analyzer from the Elsa Speak platform. The results were compared in order to see if there was a progression or not over the course of the sessions. In the case of participant 1, there was an improvement in his overall scores starting from 46% of achievement in session one and obtaining 55% of achievement in session four. However, there was a problem with the overall score analysis from session two as the platform considered the recording too short to be analyzed. The same happened with the percentage of achievement on intonation. In general, participant 1 showed a progression in his performance regarding the pronunciation used in his oral recordings. Although in some cases there was a decrease in the percentage of achievement, he was able to improve them over time, especially in terms of pronunciation and intonation (see Figure 17).

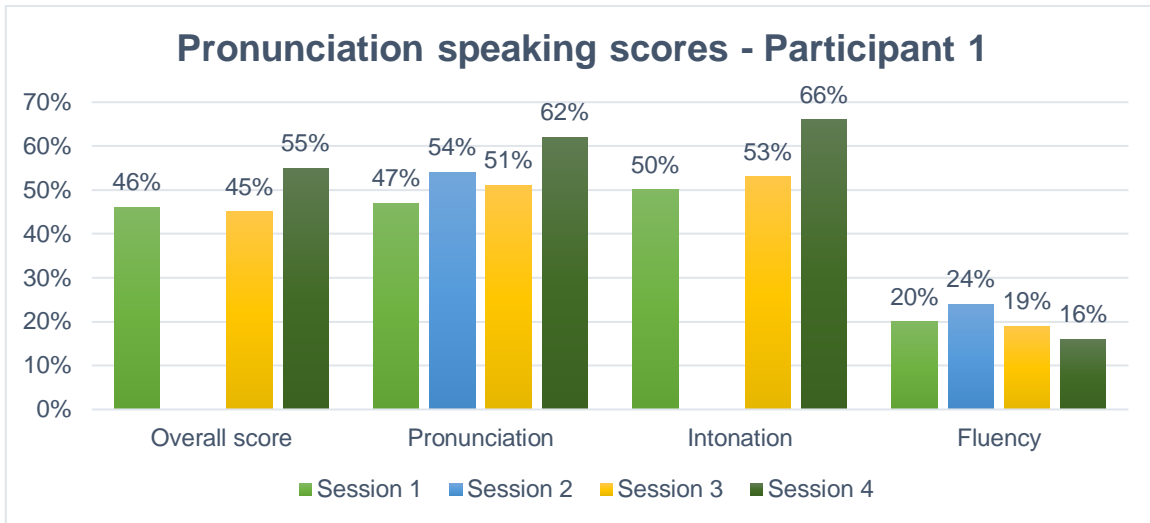


Figure 17: Scores obtained from the Speech analyzer on pronunciation performance of participant 1

Participant 2 demonstrated a declining tendency in most of the criteria revised by the Speech Analyzer (see Figure 18). Even though, he obtained high percentages of achievement over the course of the intervention, he decreased his scores in session 4. In terms of the overall score, there was a linear decline in the percentages of achievement as he started from 60% in session 1, maintained 52% over sessions two and three, and finished session four with 49%. Pronunciation and intonation showed a similar tendency, presenting a major decrease in session three to then improving in session four. Regarding fluency, it started with 37% of achievement, maintained 30% over sessions two and three, and finished session four with 26% of achievement.

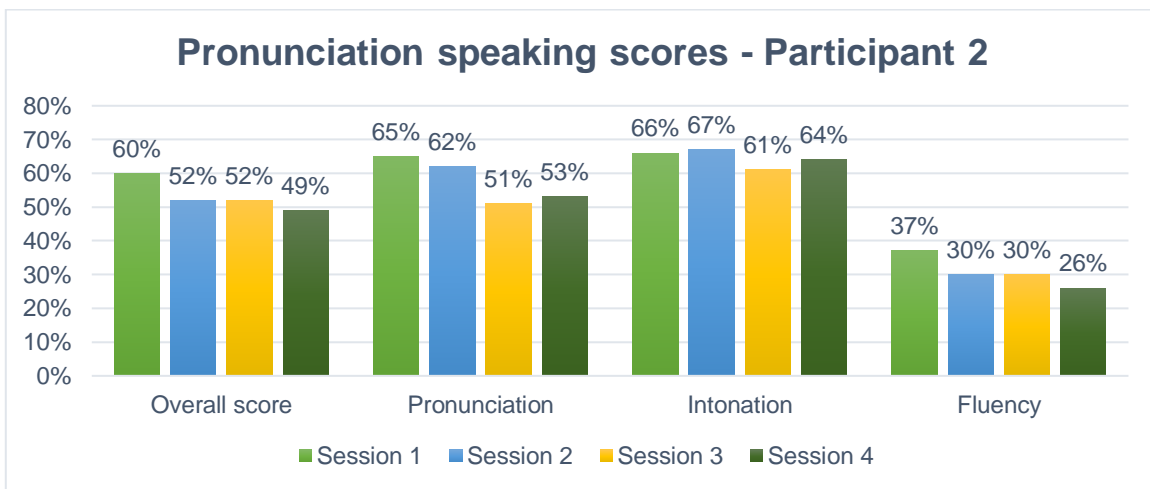


Figure 18: Scores obtained from the Speech analyzer on the pronunciation performance of participant 2

4.3. SO3: To analyze participants' perceptions on their speaking skills after the implementation of podcasts as input.

For this specific objective, participants were part of individual semi-structured interviews which were carried out online. The semi-structured interviews were recorded, analyzed, and then compared to study participants' perceptions towards their speaking skills after the implementation of podcast listening. Both interviews consisted of the same pre-established questions, yet some different ideas emerged over the course of the interviews and therefore, different questions. These pre-established questions were based on two main dimensions: the contribution of podcast listening to speaking accuracy and the use of podcasts as a tool to learn English.

In order to analyze the data from the responses of the semi-structured interviews, they were transcribed and then examined through content analysis, in which the first step was coding the responses and then categorizing and identifying themes and subthemes. Table 7 shows the results according to each dimension and some extracts of the transcript from the interviews' recordings.

Table 7: Results from the content analysis of the semi-structured interviews

Dimension 1: Use of podcasts		
Theme 1: Participants' perceptions		
Subtheme	Frequency	Examples
Good experience	3	<ul style="list-style-type: none"> • <i>Tuve una buena experiencia (Participant 1)</i> • <i>Se nota una mejora (Participant 2)</i>
Theme 2: Benefits of using podcast		
Subtheme	Frequency	Examples
Useful	5	<ul style="list-style-type: none"> • <i>... Por lo menos a mí me sirvió mucho. (Participant 2)</i> • <i>Fue buena guía (Participant 2)</i> • <i>Yo creo que me sirvió mucho porque eran como una charla entre dos personas (Participant 2)</i> • <i>Se asemejan mucho al TOEFL y eso fue de ayuda (Participant 1)</i> <p><i>Siento que me ayuda mucho en que me vaya mejor en speaking (Participant 1)</i></p>

Exposure to native language	3	<ul style="list-style-type: none"> • <i>Hablaban distintos temas y utilizaban vocabulario diferente...como muy nativo encuentro yo (Participant 2)</i> • <i>De alguna forma es material más auténtico (Participant 1)</i>
Different material	2	<ul style="list-style-type: none"> • <i>Es un cambio a comparación a los audios normales porque son más largos y te ponen más dificultad (Participant 1)</i>
Dimension 2: Contribution for speaking accuracy		
Theme 1: Learn new vocabulary		
Frequency	Examples	
4	<ul style="list-style-type: none"> • <i>Me enfocaba en anotar las keywords (Participant 1)</i> • <i>Ahora utilizo palabras que antes no (Participant 2)</i> • <i>Sé el significado de muchas palabras que no conocía (Participant 2)</i> • <i>Me ayudó a enfocarme más en vocabulario (Participant 1)</i> 	
Theme 2: Improve pronunciation		
5	<ul style="list-style-type: none"> • <i>Me sirvió mucho para aprender a como se pronuncian ciertas palabras y como hablar más fluido (Participant 2)</i> • <i>Me encuentro mucho mejor en pronunciación (Participant 2)</i> 	

Dimension 1 corresponds to the use of podcasts in the English lessons. In this dimension, two themes were identified. The first theme is participants' perceptions, and one subtheme was identified in this theme. This subtheme was related to having a pleasant experience using podcasts in the English lessons. The second theme from this dimension was the benefits of using podcasts and three subthemes were identified in this case. These subthemes were varied materials, usefulness, and exposure to the native language.

It can be assumed that participants had a positive experience using podcast listening as material for the English lessons. They were able to identify some benefits they had using these types of materials to learn English, emphasizing its usefulness regarding the similarities that the intervention had compared to the tasks they are required to perform in the TOEFL exam.

Dimension 2 corresponds to the contribution to speaking accuracy. In this dimension two themes were identified, and no subthemes emerged from the analysis. Theme one referred to learning new vocabulary and theme two referred to improving pronunciation. It can be evidenced that participants were able to perceive some

improvement in their speaking accuracy specifically in terms of the usage of new vocabulary thanks to the podcast listening as well as improving the pronunciation of new words and fluency. Overall, both quantitative and qualitative data demonstrated there was a difference before and after the implementation of the action plan.

In terms of the first objective, although there was not a huge difference between their performance before and after the intervention, they did improve their scores in grammar, vocabulary, and pronunciation. The second objective did not demonstrate a linear progression over the course of the intervention in terms of the type of grammar, vocabulary, and pronunciation they used in their oral recordings. It varied from one session to the other in most cases. Finally, in regard to the third objective, participants were able to perceive the changes they made after the intervention and considered the experience of using podcast listening as positive. They also acknowledge the usefulness of this type of material and its contribution to their learning process.

CHAPTER V: DISCUSSION

Throughout this chapter, the data gathered will be discussed about each specific objective of this research.

5.1. SO1: To identify participants' performance in TOEFL-integrated speaking tasks before and after the use of podcasts as input.

Pre- and post-intervention tests were conducted in order to achieve the first objective. As described in the findings chapter, the results showed an improvement in the overall participants' performance, although not in each criterion assessed in the tests.

Considering the results provided by the three assessors and the analysis conducted by Grammarly, it could be observed that both participants improved their scores in the grammar criterion. It is inferred that the explicit instruction used during the intervention sessions might have facilitated the participants' grammar accuracy. Hulstijn (2022) argues that explicit knowledge is necessary and can support and reinforce implicit and intuitive knowledge. It is commonly seen that when students speak, they focus more on the message being understood than the message being accurately said, thus, they tend to overlook the tenses they are using. In this case, participants reviewed the most common grammar structures before they listened to the podcasts, and they were explicitly instructed to identify grammar structures from the podcast scripts. Therefore, they became aware of the structures they needed to use in their responses. Over the years, researchers have agreed on the fact that L2 learners require explicit attention to specific aspects of the language, otherwise, incorrect forms can become entrenched if there is no explicit attention to the grammatical forms they use (Harley & Swain, 1984). Consequently, pre-reviewing different tenses and understanding that they should concentrate on the structures used could have influenced their performance in the post-intervention test, leading to an improvement in their final scores compared to their pre-intervention results.

Regarding the most common errors identified in the recordings from the pre- and post-intervention tests, it can be declared that both participants made several mistakes concerning the use of prepositions. As reported by Watcyn-Jones and Allsop (1990) and Dies-Bedmar and Casas Pedrosa (2011), prepositions are considered a fuzzy word class due to their morphological, syntactic, and semantic characteristics. This characteristic of prepositions makes them a class word that is difficult to learn for language learners. Moreover, learning prepositions is a lengthy and challenging process, as many words can be analyzed as prepositions, and they tend to be studied as part of large units. In this context, participants tend to review and learn prepositions in that way over the course of the lessons, which affected their performance using prepositions. Other researchers suggest that prepositions are difficult to learn due to the influence of one's native language when speaking

English (Cowan et al., 2003; Tanimura et al., 2004; Waibel, 2022). This is the case for the participants of the present study, whose native language is Spanish. For Chilean students, the study of prepositions in English can be very challenging because the Spanish language has fewer prepositions and the structure used is different from the one in English. Thus, despite receiving explicit instruction about grammar structures, explicit training on the use of specific prepositions could have had a positive impact on their performance after the intervention. Nonetheless, additional sessions would have been necessary to review and practice the usage of prepositions.

In terms of the vocabulary criterion and considering the results obtained from the assessors, none of the participants reached the maximum score. One participant improved his scores from the pre-intervention test while the other participant did not. The results from this criterion might be explained by the different participants' learning styles and the time they need to learn new vocabulary. According to the analysis carried out by the Oxford Text Checker, A1 level type words were frequently used by both participants in the pre- and post-intervention tests. This might be demonstrated by the fact that the vocabulary learning process takes time and needs continuous practice. As Schmitt (2019) states, the development of vocabulary knowledge is a continuum process that goes through the stages of knowledge, receptive mastery, and finally, productive mastery. Most students achieve a level of receptive mastery of vocabulary. Although they might want to use new vocabulary words, if they have not properly practiced with appropriate vocabulary learning exercises, they are not going to be able to employ their vocabulary in their speaking and writing. In this context, the limited time and exposure to new words they encountered in the listening exercises might have affected their performance as they did not have enough time to learn and incorporate those new words into their responses. Other studies (Stefancik & Stradiotová, 2020; Kassaie et al. 2021) have demonstrated that the use of podcasts in the lessons improved and enriched learners' vocabulary as they attempted to use the unfamiliar words they heard on the podcasts. Furthermore, Hajar, et al. (2020) emphasized the benefits of using podcasts as they are cheap and contain a lot of information that can help students to acquire new words and use them in context. Nonetheless, the time needed to learn those unfamiliar words was one of the major factors that affected participants' performance in this action research.

Finally, in terms of the pronunciation criterion, the same tendency from the vocabulary section happened. This time, the student who performed better in vocabulary showed a decrease in pronunciation, and the one who decreased his scores in vocabulary, improved in pronunciation after the intervention. Pronunciation is also a skill that needs time to be improved, hence, it was difficult to expect a significant improvement due to the time constraints of the intervention. Similarly,

Ducate and Lomicka (2009) conducted a study that exhibited that students' pronunciation did not exhibit significant improvement in terms of comprehensibility within the limited timeframe. Nonetheless, their attitude toward the language experienced a significant increase after incorporating podcasts as learning material. Consequently, and similar to the vocabulary criterion, if participants had had enough time to learn and practice pronunciation of words, they might have performed better in the post-intervention tests.

Based on the recordings and the analysis made by Elsa Speak Analyzer, some of the common mistakes made by the participants were incorrect pronunciation of certain sounds, specifically, the sounds /θ/ and /ə/. Enciso et al. (2019) argue that mastering the appropriate pronunciation of English sounds is difficult for ESL learners. One of the main reasons is that the English language possesses unique sounds that are not common to other languages, therefore, students need to learn and adjust their speech organs to the English articulatory movements to produce those sounds. This entire process of adjustment and learning the new sounds requires explicit training in articulation, which is not a common practice in the English lessons that the participants of this study experienced in their lessons throughout their school years. Foote et al. (2016) and Do (2021) agree on the fact that pronunciation instruction is not paid enough attention in the lesson plans and the focus is commonly given to corrective feedback on students' pronunciation mistakes. In this context, due to the limited time in the lessons, participants did not have enough opportunity to improve and correct their common mistakes in pronunciation. Another reason for common pronunciation mistakes might be the fossilization of certain incorrect pronunciations of words they used in their speaking recordings. Wei (2008) argues that fossilization is an inevitable state, however, by giving enough attention and research to solve those problems, students can improve their language-speaking skills. The fact that participants did not internalize and understand previous corrections on their pronunciation, they continued saying the words incorrectly and affected their scores during the intervention and in the tests. Consequently, more attention and time devoted to learning and practicing how the English sound system works would have had a positive contribution to participants' performance.

Additionally, motivation might have been another factor that affected the performance of the participants. In the case of the participant who presented a decrease in his scores, the post-intervention test took place when it was his last lesson and he had already taken the exam. Therefore, his willingness and motivation to continue improving his skills was different from how it was at beginning of the intervention, The factor of motivation can also affect the performance of learners when speaking. Purnama et al. (2019) affirm that motivation determines the intensity and effort of the students in learning a language. Among the diverse types of

motivation, the extrinsic one could have affected one of the participants which led to a decrease in his performance in the post-intervention test. This type of motivation refers to the performance of the students of a language to gain or obtain something due to an external factor (Deci & Ryan, 1980). In this case, the participant had already taken the TOEFL exam, so he did not need to study or put more effort into improving his skills, as the purpose of taking the lessons was only because he had to take the exam. On the other hand, the other participant still had time to prepare and practice for the exam, therefore, he still had extrinsic motivation that could have influenced his performance in the post-intervention test.

In summary, the use of podcasts contributed to participants' performance in their grammar accuracy. Both improved their scores by using this type of material and through the explicit instruction of focusing on that aspect of speaking. Regarding the results from the vocabulary and pronunciation, each participant improved in one of the criteria. These results evidence the tendency of teachers to rely on traditional approaches to teaching where the priorities in an English lesson are explicit grammar teaching, controlled practice, mechanical drills, and repetition (Fayyaz & Omar, 2014; Bardakci & Uysal, 2014). As Borelli (2015) states, despite being introduced to new teaching methodologies, teachers prefer traditional approaches due to time constraints, lack of motivation of students, classroom management problems, students' expectations, and national curriculum examinations. As participants were mainly taught about grammar in English, that is the aspect that they know the most and they confirm it through their results in the intervention. Additionally, the emphasis given to grammar structures over the use of vocabulary and learning English pronunciation of sounds led to students having little or no time to practice and develop those essential elements of speaking.

5.2. SO2: To identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples throughout the intervention.

During the whole intervention working with podcast listening, participants explained the information they listened to by recording their answers. These recordings were analyzed using Grammarly, Oxford Test Checker, and Speech Analyzer.

Based on the results from the Grammarly analysis, both participants presented a dynamic tendency for improvement. Throughout the intervention, both presented improvements and decreases in their scores. Nonetheless, by the end of the fourth session, participants obtained a higher score compared to the first session. This might demonstrate that they were more aware of the structures used in their answers. By the end of the intervention, participants were used to the instructions of the activities, which made it easier for them to focus on their answers rather than on what they had to do. Similarly, to the results from the pre- and post-intervention tests,

both participants made several mistakes related to the use of wrong prepositions. This was the grammar mistake that was present in almost all the recordings from the 4 sessions. As it was mentioned, this grammar content tends to be the one that learners struggle with the most, therefore it is necessary to have more time to practice and learn it appropriately.

There was a clear improvement regarding the vocabulary usage presented throughout the intervention. Although, the predominant level type of word they used was A1 level, throughout the intervention, the number of this type of words decreased and participants were able to incorporate more advanced level type of words. This might have been because they became more aware of the vocabulary they listened to in the podcasts, and they tried to incorporate the new words they were learning in the lessons. Nonetheless, as stated before, there is a continuous process that students tend to experience when learning new vocabulary (Schmitt, 2019). In other words, participants might have been able to incorporate new words into their responses during the sessions of the intervention, but it does not mean that they learned those words and that they are going to use them in their regular speaking.

Finally, regarding pronunciation performance throughout the intervention, the results were similar to the ones obtained in the pre-and post-intervention tests as one of the participants improved over the four sessions and the other decreased his performance. Likewise, with the results from the post-intervention test, the results obtained in this analysis throughout the intervention might have been due to the same factors related to the lack of appropriate and explicit training on the pronunciation of English sounds.

The analysis of the pronunciation criterion included an analysis of their pronunciation performance, intonation use, and fluency. Interestingly, fluency was the element that both participants presented a low percentage of achievement in all the sessions. These results differ from most of the results obtained in previous studies related to the use of podcasts. Sandoval (2020) demonstrated that the use of podcasts improved students' descriptive oral skills especially the criteria of fluency. Moreover, Ahmad et al. (2017) also proved in their study that the use of podcasts improved students speaking skills. They concluded that the use of this technology can contribute to coping with speaking problems such as incorrect pronunciation and fluency. On the contrary, the results from this study and the lack of improvement in fluency reflect the focus that students are used to having in English lessons emphasizing the correct use of grammar structures over other aspects of the speaking skill such as vocabulary and pronunciation.

5.3. SO3: To analyze participants' perceptions of their speaking skills after the implementation of podcasts as input.

Semi-structured interviews were conducted to gather data about participants' perceptions of their speaking skills and the use of podcasts. The data obtained and then analyzed resulted in two dimensions that showed a clear positive perception regarding their performance and the use of this material in English lessons.

Regarding dimension one, in the use of podcasts, both participants agreed that they had a good experience using this material. They identified different benefits of using podcasts that could contribute to the learning process of the language. As Crispin et al. (2022) suggest, the use of podcasts provides learners with real language use. This was identified by the participants stating that it was a more authentic material, the vocabulary used was more native-like, and this type of material was different compared to the one they usually use in class. The recognition of these benefits is consistent with what Alfa (2020) and Amin et al. (2012) described in their studies, in the sense that the proper material used in class will contribute to the learning process positively.

As to dimension two, related to the contribution of podcasts to speaking accuracy, both participants mentioned on several occasions during their interviews that they were able to learn new vocabulary using podcasts. However, as presented in the results from the analysis of the vocabulary criterion, these answers contradict a little with their performance throughout the intervention and the results from the pre-and post-intervention tests. This demonstrates what Schmitt (2019) suggests about the continuous process of learning vocabulary. Participants might have understood many words from the podcasts, and they might recognize them if they encounter them again. Nonetheless, using that new vocabulary might take more time, practice, and exposure to words. A study carried out by Harahap (2020) explored the effect of podcasts on the listening skills of university students. The results from a questionnaire demonstrated that a small number of students agreed on the idea that podcasts gave them new vocabulary, which means that vocabulary was difficult to master by students just listening or being exposed to the words once. Therefore, frequent practice and exposure to unfamiliar words are fundamental to learn vocabulary. Participants might recognize words from the podcasts but using them in their regular speaking and writing will take longer.

It is worth mentioning that during this research, it became evident that there is a significant gap in the existing literature with respect to studies conducted in Chile. According to the information found, no prior studies were found to be similar to this one in terms of the research objectives and methods. There have been conducted

some research on the use of podcasts and their contributions to speaking, however, most of them use the creation of podcasts rather than listening to them.

5.4. Limitations of the study

This research has certain limitations. First, the sample size of this study comprises only two participants; therefore, the results cannot be generalized to a larger population or considered representative. Second, the number of available sessions was limited. Out of the three participants, that were at the beginning, two of them were planning to stop attending the English lessons by the end of the month. In fact, one of them stopped his participation after the first intervention. Consequently, there was little flexibility regarding tests and intervention dates. These two aspects imply that the results obtained could have been different if the sample were larger and if there were more instances to work on the study with the participants. A third limitation was the lack of studies directly related to the objectives presented in this study. Even though, many studies on the use of podcasts to improve speaking were found, they did not consider linking the improvement in listening and speaking skills, and the opportunity to practice for the TOEFL exam together with accuracy in grammar, vocabulary, and pronunciation.

CHAPTER VI: CONCLUSIONS

According to Tomal (2010), action research is a process employed to address a specific issue in a specific context to find practical solutions. In this action research, the problem addressed was the problem with speaking accuracy in terms of grammar, vocabulary, and pronunciation of a group of students. Thus, this study aimed to explore the contribution of podcast listening to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation. In order to do that, four intervention sessions were implemented, and pre-and post-intervention tests were carried out to solve the problem. Additionally, a semi-structured interview was organized after the intervention to analyze participants' perceptions of their performance after the intervention.

Regarding the first specific objective, "to compare participants' performance in TOEFL integrated speaking tasks before and after the use of podcasts as input," it can be concluded that the use of podcasts has a positive contribution to improving participants' speaking accuracy. Regarding improvements observed in each of the criteria, participants demonstrated a higher performance in their scores on the grammar criterion. In the case of vocabulary and pronunciation criteria, each participant scored higher only in one of the criteria. Probably, it can be inferred that these results were directly affected by the focus and emphasis that is given to learning grammar in the English lessons over the use of vocabulary and learning English pronunciation of sounds (Fayyaz & Omar, 2014; Bardakci & Uysal, 2014). In addition to that, as the intervention consisted of only four sessions, there was not enough time to give more attention to vocabulary and pronunciation. Therefore, it cannot be definitively concluded that the use of podcasts had a positive contribution to all the criteria related to speaking accuracy.

In relation to the second specific objective of this study, "to identify the type of grammar, pronunciation, and vocabulary used in the oral recording samples over the course of the intervention," it can be determined that the grammar structure participants used at the beginning of the intervention improved over the course of the lessons. It was also possible to identify that one of the most common mistakes that affected the grammar accuracy of the participants was the use of wrong prepositions. This may be due to the fact that they are considered a lengthy and challenging word class to learn caused by the influence of the L1 when speaking (Cowan et al, 2013; Tanimura et al. 2004; Waibel, 2022). Thus, participants were able to improve on grammar over the course of the intervention, nonetheless, in the use of prepositions their performance was poor. Regarding the use of vocabulary and the results obtained from the analysis, both participants presented a high frequency of A1 level type of words in their recordings. This slightly improved by the end of the intervention, however, most words belonged to the A1 level. Therefore, it

can be inferred that the main reason for these results can be the limited time and almost no frequent exposure to the new words that participants were introduced to in the podcasts. In this regard, Webb and Nation (2012) indicate that useful vocabulary requires to be introduced repeatedly to ensure it is learned. Most importantly, these words need to be encountered on multiple occasions and used in different contexts, otherwise, learners will easily forget them. Hence, participants require more opportunities to achieve the goal of using the vocabulary they learn from the podcasts. Finally, in terms of pronunciation used in the recordings, only one of the participants improved over the course of the intervention. Nonetheless, it was possible to identify that both participants struggled with fluency and the sounds /θ/ and /ə/. Based on the findings, these results can be a consequence of the limited time devoted to learning and mastering unfamiliar sounds of English, that is, sounds that are not common in participants' native language (Enciso et al, 2019).

In regard to the third specific objective, "to analyze participant's perceptions of their speaking skills after the implementation of podcasts as input," it can be established that both participants have a positive perception towards the contribution of podcasts to improve their speaking accuracy. This can be evidenced by the answers they provided in the semi-structured interviews at the end of the intervention. The participants expressed positive comments related to the benefits of using Podcasts in the English lessons and the opportunity they had to learn, for example, new words. This last finding is contrary to the results obtained from their performance during and after the intervention. Nonetheless, it is worth mentioning and highlighting the fact that participants were aware of the contribution of podcasts to their vocabulary learning, but they still require more opportunities to achieve the goal of using the vocabulary they learn using this tool.

6.1. Personal reflections

After concluding this study, I confirmed the importance of incorporating diverse materials into lessons, even when the goal is to prepare for an international exam. Initially, participants of this study were accustomed to English lessons focusing on grammar exercises and vocabulary. However, through this intervention, they were able to enhance their listening skills and improve accuracy in grammar, vocabulary and pronunciation by using podcasts. This type of material was uncommon in their English lessons, but by the end of the intervention, they viewed them as a valuable tool to improve their English skill.

Furthermore, considering that the listening sections of the test included lectures and conversations at an upper-intermediate to an advanced level of English, it may not be beneficial for students to solely practice their skills with such material. Even though, it simulates what they will encounter in the official test, it poses a challenge

for students who do not have an appropriate level of English proficiency. In this study, participants demonstrated a B1 level in the diagnostic test, but weaknesses in speaking and writing skills, as well as incorrect use of grammar structures and vocabulary, were identified. This prompted me to reconsider the materials used in the lessons to address these points. I previously used some books that are commonly suggested for TOEFL exam preparation, but I found the exercises to be too difficult and time-consuming for introducing students to the exam's strategies and format. Therefore, I turned to podcasts as a solution. While it was challenging to find suitable podcast material for the lessons due to lengthy durations or irrelevant topics, I managed to find samples of podcasts with appropriate length and relevance to this group of students. In the end, I believe students benefited from podcasts in terms of improving their accuracy in grammar, vocabulary, and pronunciation. However, I would have preferred more time to further explore the use of this material in the English lessons.

Finally, even though there were some difficulties, I enjoyed the process of doing this research in terms of reading, learning new things, writing, reflecting, planning, and implementing the intervention.

6.2. Further research

This research demonstrated that podcasts can enhance students' accuracy in grammar, pronunciation, and vocabulary. Nevertheless, there are plenty of aspects that could be considered for further research in this field. Future studies could involve having participants create their own recorded podcasts to practice other speaking sections of the exam. Several studies have shown that podcasts help students improve their English when they are required to create their recordings. In this case, they can work on the independent speaking task, expressing their opinions.

Lastly, it would be intriguing to explore alternative methods to help TOEFL candidates improve their performance in the tests, aside from using samples directly from the official test. This approach would not only involve practicing specific question types but also enhancing overall English language skills. There is no point in studying and preparing just for the test, on the contrary, the aim should be to go beyond and focus on holistic language development.

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APPENDIXES

Appendix 1: Rubric to assess integrated speaking tasks in TOEFL (EST, 2022). The rubric has been taken from the official TOEFL website.

Score	General description	Delivery	Language use	Topic development
4	The response fulfills the demands of the task, with almost minor lapses in completeness. It is highly intelligible, and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expressions of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning)	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the Task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This result in limited or vague expressions of relevant ideas and imprecise or inaccurate connections. Automaticity of expressions may only be evident at the phrasal level.	The response conveys some relevant information, but it is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, make vague references to key ideas, or demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well-connected or cohesive so that familiarity with the stimulus is necessary to follow that is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

Appendix 2: Action plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	R Objectives
May 16 th	Students will be able to explain information from a podcast orally using appropriate tenses related to the podcast.	<p>Introduction to the material and review of speaking questions task from the TOEFL: students will discuss some questions related to what podcasts are and the use of podcast as material in the English lesson.</p> <p>Review of tenses: students will review the structure of tenses in present and past practicing with some exercises identifying each tense.</p> <p>Using podcast: students will listen to a podcast once and will mention the main idea discussed in the audio. They will listen a second time and will take notes on some examples of tenses used in the podcast. After that, they will be provided with the script of the podcast and will identify the tenses on it (Present, or past). Students will be given 30 seconds to organize their ideas and information. They will be asked to speak about the information from the podcast in 1 minute, using the structures they identified before. Students will be recorded for further analysis of their performance and will be given some feedback/comments on their performance first from their peer and then from the teacher.</p>	<p>5 min</p> <p>15 min</p> <p>5 min</p> <p>5 min</p> <p>8 min</p> <p>4 min</p> <p>6 min</p> <p>Total time: 48 min</p>	<p>Slide with questions: https://drive.google.com/file/d/1JXBCrgPVZwv3eFRrJ8QXJzqC1s0WaaUI/view?usp=share_link</p> <p>Exercises from the book Test it Fix it – Intermediate: https://drive.google.com/file/d/1ubJwTK1IBI-grEXQ4R37SQdMBtnqO3JX/view?usp=sharing</p> <p>Podcast audio about <i>Commuting</i>: https://drive.google.com/file/d/1JoPcJVGHsxfFM8zBeB6bpaK6hTwZt3M0/view?usp=share_link</p> <p>Script of the podcast: https://drive.google.com/file/d/12BHc-dtafwciG0KOcLT1b4SH7ZYIPf4K/view?usp=sharing</p>	Students' recording will be assessed using grammar section from the same analytic rubric that will be used in the pre- and post-intervention test.	SO2: To identify changes that students make in their recordings in terms of grammar, vocabulary and pronunciation
May 18 th	Students will be able to explain information from a podcast orally using key vocabulary mentioned in the podcast.	<p>Brainstorm vocabulary activity: Students will be given a code they will be presented on the screen with a topic, and they will write as many words as possible they know that are related to the topic given.</p> <p>Using podcasts: students will listen to a podcast once and will mention the main idea discussed in the audio. They will listen a second time and will take notes on key words they recognize from the audio. After that, they will be provided with the script of the podcast and will identify the key words on it (key words that should be included in their speaking to explain the podcasts in their own words). Students will be given 30 seconds to organize their ideas and information. They will be asked to speak about the information from the podcast in 1 minute, using the key words they identified. Students will be recorded for further analysis of their performance and will be given some feedback/comments on their performance first from their peer and then from the teacher.</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>8 min</p> <p>4 min</p> <p>6 min</p> <p>Total time: 33 min</p>	<p>Mentimeter: https://www.mentimeter.com/app/presentation/altknsgqv95dvj53eeqjvk8gxf44935c</p> <p>Podcast audio about <i>Being kind</i>: https://drive.google.com/file/d/132WE9rMNq7DnMUr9YIZ_zqrBYlcZkzqA/view?usp=sharing</p> <p>Script of the podcast: https://drive.google.com/file/d/1rnvhyJlcgFZSM-zPnvTF34sAHwzGS2nK/view?usp=sharing</p>	Students' recording will be assessed using Vocabulary section from the same analytic rubric that will be used in the pre- and post-intervention test.	SO2: To identify changes that students make in their recordings in terms of grammar, vocabulary and pronunciation
May 23 rd	Students will be able to explain information from a podcast orally using accurate pronunciation of words.	<p>Review pronunciation: Students will be presented with some words taken from the podcast they are going to work on. They will practice the pronunciation of the words and repeating many times if necessary.</p> <p>Using podcasts: students will listen to a podcast once and will mention the main idea discussed in the audio. They will listen a second time and will take notes on key words they recognize from the audio. After that, they will be provided with the script of the podcast and will identify words they did not recognize and will practice the pronunciation of</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>6 min</p>	<p>Slides with words to pronounce: https://drive.google.com/file/d/1BVUPrEo1MuD-YTn3Uaux5elqRj5VL1Uf/view?usp=sharing</p> <p>Podcast audio about <i>diseases</i>: https://drive.google.com/file/d/1a2YZGRMTiRaYZ</p>		SO2: To identify changes that students make in their recordings in terms of grammar, vocabulary and pronunciation

		<p>them. They will be asked to say the words selected by the teacher (the ones from the first activity to check if they remember how to pronounce them). Students will be given 30 seconds to organize their ideas and information. They will be asked to speak about the information from the podcast in 1 minute, using the key words they identified.</p> <p>Students will be recorded for further analysis of their performance and will be given some feedback/comments on their performance first from their peer and then from the teacher.</p>	<p>4 min</p> <p>6 min</p> <p>Total time: 31 min</p>	<p>unlQswzhMsd_tKN7NIB/view?usp=sharing</p> <p>Script of the podcast: https://drive.google.com/file/d/1vKhOWBqHH1PmZ8AScJyYm-B5Vhvjqhv1/view?usp=sharing</p>		
May 25 th	<p>Students will be able to explain information from a podcast using accurate grammar, vocabulary, and pronunciation.</p>	<p>Review: students will discuss what they have been focusing on the previous lessons when using podcasts. They will discuss some questions in terms of the aspects they are evaluated on in the speaking tasks from the test (grammar, vocabulary, pronunciation, content).</p> <p>Using podcasts: students will listen to a podcast once and will mention the main idea discussed in the audio.</p> <p>They will listen a second time and will take notes on key words they recognize from the audio.</p> <p>After that, they will be provided with the script of the podcast and will identify the tenses used in the podcast, vocabulary and words they do not know how to pronounce.</p> <p>Students will be given 30 seconds to organize their ideas and information. They will be asked to speak about the information from the podcast in 1 minute, using the key words they identified.</p> <p>Students will be recorded for further analysis of their performance and will be given some feedback/comments on their performance first from their peer and then from the teacher.</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>10 min</p> <p>4 min</p> <p>8 min</p> <p>Total time: 37 min</p>	<p>Slides: https://drive.google.com/file/d/1LFGdnMVetUfhaGxq7H8VB-SdMHK7C_7w/view?usp=sharing</p> <p>Podcast about <i>Dinosaurs</i>: https://drive.google.com/file/d/1APydX8k_7o7Zr9T3rEq25hdlg3LryDtA/view?usp=sharing</p> <p>Script: https://drive.google.com/file/d/1LFGdnMVetUfhaGxq7H8VB-SdMHK7C_7w/view?usp=sharing</p>	<p>Students' recording will be assessed using the same analytic rubric that will be used in the pre- and post-intervention test.</p>	<p>SO2: To identify changes that students make in their recordings in terms of grammar, vocabulary and pronunciation</p>

Appendix 3: Consent form

CONSENTIMIENTO INFORMADO

Yo, _____ expreso mi acuerdo para participar en el proyecto de investigación-acción denominado **“El uso de podcasts para mejorar la precisión de gramática, vocabulario y pronunciación al momento de hablar en inglés en un grupo de estudiantes pertenecientes a un instituto de idiomas”**, cuya investigadora responsable es la señorita Nathalie Nicole Herrera Cancino, profesora de inglés y tesista de magíster de la Facultad de Educación, Universidad de Concepción.

Este proyecto corresponde al programa Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés de la Facultad de Educación de la Universidad de Concepción.

El objetivo general de este estudio es: Explorar la contribución de podcasts para mejorar la precisión de los estudiantes en cuanto a gramática, vocabulario y pronunciación al momento de hablar en inglés

Los objetivos específicos de este estudio son:

- 1-. Comparar el desempeño de los estudiantes en actividades orales con habilidades integradas del examen TOEFL antes y después del uso de podcasts.
- 2-. Identificar los cambios realizados por los estudiantes en sus grabaciones en términos de gramática, vocabulario y pronunciación.
- 3-. Analizar las percepciones de los estudiantes en cuanto a su habilidad oral después de la implementación de podcasts.

Se prevé que los componentes de este estudio de investigación-acción en el que usted da su consentimiento para participar, duren un máximo de 5 sesiones (con una duración máxima de 90 minutos cada una), implicando el uso de elementos previos, durante y posteriores a una intervención. La intervención consiste en el uso de podcasts como material adicional de exposición a el idioma durante las clases de inglés, mientras que las sesiones de pre- y post-intervención están destinadas a examinar e identificar el desempeño en cuanto al uso del inglés durante la comunicación oral.

Los datos para este estudio se recopilarán de las sesiones previas, durante y posteriores a la intervención. Los instrumentos de recopilación de datos para este estudio son pruebas previo y posterior a la intervención junto con una entrevista individual semi estructurada. El uso de cualquier metraje de grabación obtenido durante este proyecto de investigación-acción es estrictamente limita al ejecución y análisis de los datos de este estudio. Al aceptar participar en este proyecto de investigación-acción, acepta el uso de estos instrumentos de recopilación de datos y da su autorización para ser grabado, y acepta de participar con estos instrumentos.

Entiendo que mi participación es voluntaria y anónima. La información recogida a través de este proyecto podría aparecer en artículos de revistas académicas y/o en un libro, tanto como en presentaciones públicas de los resultados de investigación, sin embargo, toda mi información es confidencial.

Los datos recopilados serán guardados por la investigadora responsable Nathalie Nicole Herrera Cancino en formato virtual y almacenados en carpetas con claves secretas, manejadas sólo por la Investigadora Responsable. Los datos serán utilizados exclusivamente en la presente investigación.

Si se desea conocer los resultados y/o procedimientos de la investigación comunicarse, directamente, con Nathalie Herrera Cancino. Esta investigación no conlleva ningún tipo de riesgo o costo para las participantes, resguardando los aspectos de confidencialidad acordados.

Entiendo que, por mi firma en este formulario, señalo la aceptación.

Concuerdo con participar en el proyecto de investigación-acción:

Sí_____

No_____

Nombre de participante

Firma

Fecha

Se solicita firmar dos copias de este formulario, una copia para la investigadora responsable y otra para su archivo personal.

Investigador Responsable

Nathalie Nicole Herrera Cancino

Tesista de magíster, Facultad de Educación, Universidad de Concepción,

Profesora de Inglés

Email: herreranathalien@gmail.com – nathalieherrera@udec.cl

Appendix 4: Validation of instruments

VALIDATION OF INSTRUMENTS

This action research study aims to explore the contribution of podcast listening to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation. The participants of this study are two students from a private institution who are part of a TOEFL preparation class.

Research question:

How does podcasts listening improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation?

General objective:

To explore the contribution of podcast listening to improve a group of TOEFL candidates' speaking accuracy in grammar, vocabulary, and pronunciation.

Specific objectives

1. To compare participants' performance in TOEFL integrated speaking tasks before and after the use of podcasts as input
2. To identify changes made by the participants in their oral recording samples in terms of grammar, vocabulary, and pronunciation
3. To analyze students' perceptions on their speaking skills after the implementation of podcasts as input.

To start with the process of validation of this instrument, please carefully read each of the questions. If the question is well written and design, tick the box "keep the question." If it needs rephrasing or you consider another wording, tick "modify the question" and write a suggestion in the box "observations." Finally, if the question is not appropriate, tick the box "delete the question."

SO1: To compare participants' performance in TOEFL integrated speaking tasks before and after the use of podcasts as input

- **Analytic rubric for pre- and post-intervention test**

Rubric for speaking			Keep	Delete	Modify	Observations
Criteria	Score	Description				
Pronunciation	5	Speaks clearly and distinctly all the time (100-95%) and mispronounces no words				
	4	Speaks clearly and distinctly all the time (100-95%) but mispronounces one or two words.				

	3	Speaks clearly and distinctly most of the time (94-85%). Mispronounces 3-5 words				
	2	Speaks clearly sometimes (84-75%). Mispronounces 6-8 words				
	1	Frequently mumbles and mispronounces more than 8 words				
Grammar	5	There is no or few mistake in grammar (1 or 2)				
	4	There are sometimes grammar mistakes, but it does not influence meaning (3-4)				
	3	There are several mistakes in grammar, and it influences the meaning (5-6)				
	2	There are many mistakes in grammar which influences the meaning and should re-arrange sentence (7-8)				
	1	There are a lot of grammar mistakes, so it is difficult to understand (more than 8)				
Vocabulary	5	Uses a variety of vocabulary and expressions related to the lecture (10 or more words or phrases)				
	4	Uses a variety of vocabulary and expressions related to the lecture but makes some errors in word choice (6-9 words or phrases)				
	3	Uses some vocabulary from the lecture and makes some error in word choice (4-6 words or phrases)				
	2	Uses limited vocabulary and expressions (1-3 word or phrase)				
	1	Uses only basic vocabulary and expressions (0 words or phrases from the lecture)				

SO3: To analyze students' perceptions on their speaking skills after the implementation of podcasts as input.

Individual Semi-structured interview questions.

Questions	Keep	Delete	Modify	Observations
1. ¿Como describirías tu experiencia usando podcast en las clases de inglés para la práctica oral?				

2. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a estructuras gramaticales? Si es así, ¿en cuales estructuras?				
3. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a vocabulario? Si es así, ¿podrías darme un ejemplo?				
4. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a la pronunciación? Si es así, ¿podrías darme un ejemplo?				
5. ¿Por qué crees que el uso de podcast influyó en tu desempeño en speaking después de la intervención?				
6. ¿Por qué crees que el uso de podcasts en clases de inglés es un material auténtico para desarrollar la habilidad de speaking?				

Appendix 5: Pre- and post-intervention tests

Speaking Task 4

Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now listen to part of a lecture in an art history class

Now answer the question.

Using points and examples from the lecture, describe two characteristics of the modernist art movement.

Preparation Time: 20 seconds

Response Time: 60 seconds

Script:

“Modernism is an art movement that gained in popularity during the late 19th and early 20th century. The main ideology of modernists was an escape from tradition and a focus on new and innovative forms of expression through experimentation. Traditional forms of art were considered outdated, and a different way of thinking was welcomed. In their artwork, they turned away from realistic art to a form that focused on expressing emotion.

One of the most interesting techniques in modernist art is collage, where artists combine their painting with some non-traditional materials like pieces of newspapers, photos, and textiles. Some painters incorporated everyday objects, like boxes, or strange objects, like parts of animals. For example, Robert Rauschenberg in his famous work Canyon used a stuffed eagle, pieces of fabric, a photo of his son, and an empty tube of oil paint. The rationale behind collage work is debatable, but certain artists used it to create familiar images with a more surreal tone, while others believe everyday objects help viewers connect more with the work, making it feel like a combination of the familiar and the sublime.

Many modernists work of art are also characterized by their expressive use of colors. In the past, when realism was the popular mode of painting, there was a desire for the canvas to reflect reality. However, once modernism took hold, artists began to exaggerate reality through color. There are many examples of this, but Paul Cezanne, sometimes considered the father of modernism, was one of the pioneers in the use of vivid colors. This is particularly pronounced in his outdoor scenes where sunlight is not represented directly, but through the vivid color of the entire painting. This use of bright colors to capture a feeling, rather than a realistic depiction of a scene, would later be adopted by other famous painters like Vincent Van Gogh.”

Appendix 6: Analytic rubric for speaking

Rubric for speaking		
Criteria	Score	Description
Pronunciation	5	Speaks clearly and distinctly all the time (100-95%) and mispronounces no words
	4	Speaks clearly and distinctly all the time (100-95%) but mispronounces one or two words.
	3	Speaks clearly and distinctly most of the time (94-85%). Mispronounces 3-5 words
	2	Speaks clearly sometimes (84-75%). Mispronounces 6-8 words
	1	Frequently mumbles and mispronounces more than 8 words
Grammar	5	There is no or few mistake in grammar (1 or 2)
	4	There are sometimes grammar mistakes, but it does not influence meaning (3-4)
	3	There are several mistakes in grammar, and it influences the meaning (5-6)
	2	There are many mistakes in grammar which influences the meaning and should re-arrange sentence (7-8)
	1	There are a lot of grammar mistakes, so it is difficult to understand (more than 8)
Vocabulary	5	Uses a variety of vocabulary and expressions related to the lecture (10 or more words or phrases)
	4	Uses a variety of vocabulary and expressions related to the lecture but makes some errors in word choice (6-9 words or phrases)
	3	Uses some vocabulary from the lecture and makes some error in word choice (4-6 words or phrases)
	2	Uses limited vocabulary and expressions (1-3 word or phrase)
	1	Uses only basic vocabulary and expressions (0 words or phrases from the lecture)

Appendix 7: Questions for semi-structured interview

Questions
1. ¿Como describirías tu experiencia usando podcast en las clases de inglés para la práctica oral?
2. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a estructuras gramaticales? Si es asi, ¿en cuales estructuras?
3. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a vocabulario? Si es asi, ¿podrías darme un ejemplo?
4. ¿Has notado algún cambio en tu desempeño en speaking en cuanto a la pronunciación? Si es asi, ¿podrías darme un ejemplo?
5. ¿Por qué crees que el uso de podcast influyó en tu desempeño en speaking después de la intervención?
6. ¿Por qué crees que el uso de podcasts en clases de inglés es un material autentico para desarrollar la habilidad de speaking?