

Podcasting in EFL: Fostering speaking skills through a cooperative learning  
experience

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## **ABSTRACT**

This document presented an action research project aimed to identify the impact of incorporating Cooperative learning principles in the development of podcasts to enhance the speaking skills of seventh-grade students, aged 12-15. This study was conducted at Instituto Pedagógico Nacional, a public school in Bogotá, Colombia. In this study, data was collected through field notes, questionnaires, artifacts, recordings, and interviews led by the pre-service teachers. The instructional design was organized into three cycles of interventions. Then, by employing the triangulation method, the findings were analyzed to present a comprehensive analysis of the outcomes and a point of view of the conclusion, implications, and project limitations. The finding of this study showed that it was a rigorous process during which students cultivated a sense of cooperation, fostering not only active student participation but also substantial contributions to the enhancement of their speaking skills.

**Key words:** Cooperative learning, speaking skills, podcasts.

## **RESUMEN**

Este documento presento un proyecto de investigación-acción destinado a identificar el impacto de la incorporación de principios de aprendizaje cooperativo en el desarrollo de podcasts para mejorar las habilidades orales de estudiantes de séptimo grado, de 12 a 15 años. Este estudio se llevó a cabo en el Instituto Pedagógico Nacional, una escuela pública en Bogotá, Colombia. En este estudio, los datos se recopilaron a través de notas de campo, cuestionarios, artefactos, grabaciones y entrevistas dirigidas por los profesores en formación. El diseño instruccional se organizó en tres ciclos de intervenciones. Luego, empleando el método de triangulación, se analizaron los hallazgos

para presentar un análisis integral de los resultados y un punto de vista de las conclusiones, implicaciones y limitaciones del proyecto. El hallazgo de este estudio mostró que fue un proceso riguroso durante el cual los estudiantes cultivaron un sentido de conexión, fomentando no solo la participación activa de los estudiantes, sino también una contribución sustancial a la mejora de su habilidad para hablar.

**Palabras clave:** Cooperative learning, habilidades de expresión oral, podcast.

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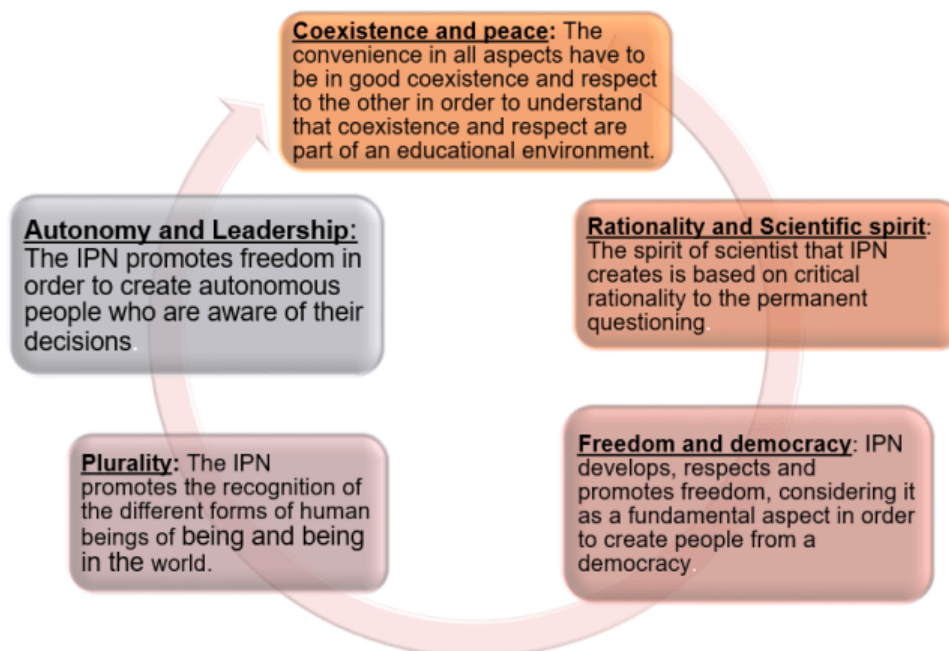


## CHAPTER I

### The problem

#### Characterization of the population

The current study took place at Instituto Pedagógico Nacional which is a partially public educational institution located in the Usaquén district of Bogotá<sup>1</sup>. The IPN offers from preschool to secondary. Besides, it also has several areas of emphasis, such as art and science. Also, the IPN is the practice center of Universidad *Pedagógica Nacional*. On March 9, 1927, with the participation and collaboration of the second German mission with Franzisca Radke in charge, The IPN opened its doors with the purpose of educating women teachers. Nowadays, it is a historical cultural heritage of the nation, in recognition of its impact and contribution to the historical legacy of education in Colombia. There are several principles that IPN implements and develops through its institutional education project:



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<sup>1</sup> Usaquén (Locality Number 1), in the extreme northeast of Bogotá...A large part of its area comprises the eastern hills of the city. It is the nucleus of an important artisan activity of woodcarving, as well as fabrics. Its population is around 502,000 habitants and its extension is around 6550 hectares. (Alcaldía de Bogotá, 2021).

*Figure 1. Principles of the Institution according to its PEI (Own creation)*

These principles aim for a better environment within the IPN community for teachers, students, and parents. Actually, the IPN has divided the grades from Kindergarten to Special education into something called “communities”. This means that projects and formative plans that IPN is based on these communities, which are groups of courses together in one community that follow a special focus. Those communities are:

*Community 1:* Kindergarten, preschool, and first grade, *Community 2:* Second and third grade, *Community 3:* Fourth and fifth grade, *Community 4:* Sixth and seventh grade, *Community 5:* Eight and nine grade, *Community 6:* Tenth and eleventh grade, and *Community 7:* Levels from I to IV from special education.

Teachers from different areas participate within each community in order to identify and address the needs and interests of students. Also, to face the challenges that teachers deem relevant to address. To ensure that projects are consistent across communities, a permanent dialogue is necessary. It allows a sequential development of the training programs guided by the principles of the PEI.



## **Participants**

Regarding the research project's participants. At the beginning of this proposal, they were enrolled in sixth grade, 601 specifically. In 601 there were 30 students, 12 boys, and 18 girls. Naturally, as they progressed to seventh grade, more precisely 701 grade. Then, in 701, there were 25 students in total, including 12 girls and 13 boys, with ages ranging from 12 to 14. Moreover, they took four hours of English class per week, on Mondays from 11:00 a.m. to 12:30 p.m. and on Wednesdays from 7:00 a.m. to 8:30 a.m. Most students lived in Suba, Usaqué, Engativá, Barrios Unidos, and Antonio Nariño. However, the institution is located in an affluent urban area characterized by socio-economic strata ranging from 4 to 6. Therefore, students from 701 spent no more than an hour arriving at school by public transport, private transport, or school bus. The information collected demonstrated that these students lived in the first, second, or third socio-economic sectors. Furthermore, 90% of them had been studying at IPN for seven to nine years, which made them well-acquainted with the institution.

In light of the collected data, students lived with at least one parent. But also, some of them lived with a sibling or grandmother, which indicates a diverse family structure. Furthermore, their families provided supervision and companionship throughout the day. On the other hand, regarding their extracurricular activities, most students were actively engaged in sports such as soccer, basketball, volleyball, and ultimate. Also, a few of them played a musical instrument or drew. Last but not least, the gathered information revealed that almost none of them practice English outside of classes. In other words, their only hours of English are the two weekly hours they have at IPN.

In regard to their relationship with English, it was observed that students encountered challenges when it comes to speaking in English. This observation was evident in the first survey (see annex #3) which revealed difficulties in all the different English skills, but mostly in speaking and writing. Nevertheless, when students were asked about the importance of English, all of them answered similarly by saying that English is a fundamental tool for growing up and obtaining a better future, as well as traveling. On the other hand, students showed their preference for working together. They felt comfortable as they could work with their friends and present better performance when working together. This element was crucial as it facilitated the introduction of cooperative learning in their classes and enabled them to adapt to the methodology and roles easily.

### **Problem statement**

According to the observations and diagnosis carried out at the IPN, several issues were identified in the way students learned English. The most common weakness, based on the teacher's claims and students' performance during the classes, was difficulty in terms of communicative skills in English. Thus, speaking skills remained underdeveloped in students, mainly due to Covid-19. For almost two years, students around the world had to take their classes virtually. This situation affected their ability to communicate in face-to-face environments, reducing their exposure to communicative situations where English could be used as a tool to exchange ideas with their peers. After mass vaccination, education systems globally reopened schools and allowed students to return to face-to-face classes, where students have to attend school including all that it concerns.

The students from 701 from IPN were not an exception to this situation. Even when they were participative most of the time during the class, they changed their attitudes

when it was related to English activities. Thus, their lack of ability to express themselves in English made them feel uninterested. Therefore, the students showed certain shyness and no confidence in themselves in the process of learning EFL. However, different activities developed in groups showed better results in terms of participation and development of the task. It seemed that cooperative work appeared to be fundamental for both students and teachers to take into account. The main activities at the beginning were individual, mostly, making it challenging for students to interact with their classmates. Thus, the cooperative learning/base groups seem to match the necessity of IPN students after a global pandemic that affected the interaction among them and their ability to speak in English.

Based on the diagnosis, it was important to highlight that students did not appear to feel sufficiently confident in their English-speaking abilities. The students' inability to engage in adequately proficient speaking practice hindered their ability to achieve the A2 level established in the English Language Learning Standards proposed by the MEN (2006). According to the standards, seventh grade students should be able to initiate, maintain, and close a simple conversation on a familiar topic, request explanations about specific situations in the environment to which they belong, and describe facts and activities that are familiar. However, the objectives set for oral communication for the grade level of the students were not being achieved.

### **Rationale**

The necessity of learning a foreign language is a huge challenge for education in Colombia, even in the post-pandemic context. Historically, English has been the most taught foreign language in Colombia. Throughout the time, several programs have been

developed with the objective of promoting English as a foreign language, such as: “Colombia Bilingüe” (2014-2018), “Inglés! el reto ¡” (2005) “Colombia very well “(2015-2025). These programs, then, have made progress toward the goal of learning English. However, with the idea of continuing to improve the quality of teaching EFL, this proposal has been developed.

Clearly, it is crucial for the students of any EFL classroom to develop the four communicative skills at a similar pace. In that regard, this project focused mainly on fostering one communicative skill, particularly, speaking through podcasts using cooperative learning as a methodology. According to Burns (2019), “Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes - cognitive, physical, and sociocultural - and a speaker’s knowledge and skills have to be activated rapidly in real-time” (pg. 2). Consequently, due to the complexity and the importance of the task, teaching of speaking skills in English must become more widespread in the classroom because it allows students to improve their communicative skills, permitting them to hold a conversation by themselves.

The cooperative learning/base groups looks for a common goal among students who are going to be always in the same group. According to Johnson & Johnson (2014), Base groups are “long-term, heterogeneous cooperative learning groups with stable membership in which students provide one another with support, encouragement, and assistance to make academic progress”. Then, students from a group are going to help each other cognitively, but also socially, in healthy ways. Therefore, this mutual collaboration tends to be more effective than competitive work (individual work). “Working together to achieve a common goal produces higher achievement and greater productivity than does working

competitively or individualistically” (Johnson & Johnson, 2014, P,3). As a result, students of 701 from IPN worked better in order to achieve a common goal.

Therefore, it was mainly our goal to enhance speaking skills in EFL. Which were both complex and essential for the effective development of EFL. Podcasts had been implemented as one tool for enhancing these skills. Consequently, this proposal chose these skills taking into consideration several relevant aspects in the context of IPN.

This project research pointed at improving the speaking abilities of the students by using podcasts as a tool to promote oral expression. Considering its cooperative and interactive nature and the almost infinite variety of topics, podcasts can be extremely useful to teach and learn a foreign language in a classroom. The diversity of subjects that can be treated in a podcast could be fascinating for EFL learners, and motivation could lead to better results when learning English. In addition to that and according to Rosell-Aguilar (2015), “Podcasts that can benefit language learners include those that teachers and students develop as a language learning activity, and the use of ‘authentic’ existing, audio resources.” (pg. 32).

Thus, the cooperative work between teachers and students through podcasts is a powerful learning activity that promotes teamwork. As a result, cooperative learning is presented as the teaching methodology to be used in this project research. According to Al-Yaseen (2004), “there are many theories about why cooperative learning can be an effective teaching strategy. It can be claimed that cooperation is effective in English teaching in the EFL classroom”. Following this notion, cooperative learning is a methodology that combined with podcasts could help to foster speaking abilities in EFL students.

### **Research Question**

What is the impact of using a set of activities designed under the principles of Cooperative Learning for the creation of podcasts to enhance speaking skills in a 7<sup>th</sup> grade EFL classroom?

### **General Objective**

To identify the impact of using a set of activities designed under the principles of Cooperative Learning for the creation of podcasts to enhance speaking skills in 7<sup>th</sup> grade EFL classroom.

### **Specific Objectives**

1. To identify the roles of Cooperative Learning and the creation of podcasts in the enhancement of speaking skills.
2. To describe students' responses to the use of podcasts and Cooperative Learning in the EFL classroom.

## CHAPTER II

### THEORETICAL FRAMEWORK AND LIT REVIEW

This chapter introduces first, various studies that have implemented podcasts to develop EFL speaking skills, providing a context about how podcasts as a didactic tool have been recognized and valued in educational settings. Additionally, this section establishes the theoretical framework, with the three primary constructs of this project: *communicative competence, speaking, cooperative learning, and podcasts.*

#### **State of art.**

In this section of the document, five national and international studies connected to the main objective of the research were reviewed, highlighting their importance in the development of the current study.

The first research study considered was “*Podcast: herramienta para fortalecer la expresión oral*” developed by Patarroyo (2021) from the Universidad Pedagógica Nacional. This project took place at the Instituto Pedagógico Nacional (IPN) with the proposal of fostering oral skills through project-based learning as a didactic methodology, utilizing information and communication technology (ICT) resources such as internet electronic devices to improve oral expression in the English class for IPN students. The investigation followed the action research approach, divided into two parts, and took ten sessions to develop. A field diary and workshop were used to identify weaknesses and strengths, and the proposal was made considering the context of IPN students. The final product was a remarkable project with several highlights that can be used for the current project.

First, the creation of a YouTube channel where podcasts could be posted was recommended, along with having podcasts available on different platforms such as

“iVoox”, “Audacity”, and “Openshot”. The channel can also utilize applications like Zoom and Teams for student meetings. The importance of ICT as a tool to develop various learning methods was emphasized, and the creation of podcasts was said to be relatively easy for both teachers and students. Second, cooperative work among students was encouraged, as seen in previous research. Even in virtual settings like during the pandemic, tools like “Teams” could be used to share thoughts and comments, emphasizing the importance of cooperation for successful group work.

To sum up, the previous project was considered relevant to the current project due to the fact that first, it evidenced the need and significance of information and communication technology (ICT) in improving and enhancing several educational approaches. Then, the use of this technological tool aids in improving speaking skills in EFL classes, and it was asserted that crafting a podcast was a resource for both teachers and students. Second, it showed the benefits of cooperative work that was promoted, as evidenced by the results of Patarroyo’s project even in virtual settings, highlighting the crucial role that cooperation plays in achieving successful group work.

The second research considered was “*podcast para fortalecer la pronunciación en nivel básico de inglés en estudiantes adultos de un colegio privado de Bogotá*”. This project was elaborated by Sanchez y Garzón (2021) from Universidad libre, Bogotá. The population here was diverse; they were parents of some students from the school Marie Curie. There were 50 parents, and they were divided into six groups (around 10 to 12 per work). It was necessary to remark on the use of “Teams” app to communicate and develop the project because the world was isolated during the pandemic of COVID-19? However,



the above-mentioned project persisted in achieving its main objective, which was the improvement of pronunciation through podcasts.

Consequently, the project had four moments: Planning, execution, evaluation, and analysis of the results. Additionally, to look at and measure the performance of students, there were some instruments implemented during the process, such as a field diary, podcast, and final report. The development of this proposal started with the parents' creation of a podcast. Those podcasts had to use the simple past, and the topic was famous characters. Then, parents had to record their podcasts with the advice of using synonyms to increase their vocabulary in English. Furthermore, the parents reviewed the podcast to identify any mistakes they could have made. Finally, they had to make another podcast, considering the previous corrections and suggestions regarding pronunciation and vocabulary. The second podcast showed improvement, the parents took advantage of the previous suggestions and corrections. The parents received the use of podcasts and could improve their oral production by using them as a didactic strategy.

This project was pertinent to the current proposal due to, initially, providing a clear perception of how podcasts could be a useful instrument for enhancing oral communication skills across different age groups. Then, it demonstrated podcasts as a versatile and effective tool by allowing students to speak and engage in authentic conversations. Also, podcasts fostered the development of speaking skills, and they offered practical examples and ways to improve, develop and practice pronunciation, intonation and speech fluency. Therefore, podcasts created valuable resources for improving oral communication skills and promoting interpersonal communication on them.

Another study research relevant for this proposal was "*Design of a podcasting project to improve oral expression in language learning*," elaborated by Alvarez (2014) from the National University of Distance Education (UNED), Spain. This research was imperative for the details about how to implement podcasts effectively. The research was not only a view of the implementation of the podcast in students, but it also explained the benefits and different ways that teachers could take advantage of this technological tool. For instance, the author mentioned the book: "*Podcasting for teachers, using a new technology to revolutionize teaching and learning*" by King y Gura (2007), a book about the information teachers have to consider before, during, and after the use of podcasts in classes. Then, it worked like a guide with all the elements necessary to use podcasts better.

As a first step, planning indicated the activities the teacher should implement. For instance, they selected a good topic, created groups, prepared materials, and introduced the full development of the podcast to students (objectives, tasks to develop, results, etc.)."In this first step, the students, and the teacher will decide who will create it, for whom, on what and what textual formats are needed" Álvarez (2014, p,7). But this step could take more time because it is the order that the rest of the steps will follow from the beginning up to the end.

This research had a direct relevance to this study since it provided steps, cues, and pathways for the development of the current project. Then, it offered a clear roadmap in these kinds of initiatives in an effective and productive way. This project offered a great framework for the creation of cooperative proposals. Also, it emphasized the need for clear role assignment and effective communication among team members. Therefore, through

these findings, this project was a solid guide for those seeking to embark on and create successful cooperative initiatives.

Similarly, in the research of the study entitled: “Podcast: enhancing argumentative productive competences in EFL learners” by Gomez (2020). The participants were in tenth grade and its objective was to improve linguistic and argumentative skills to face the problems of today’s world. It was developed in a qualitative paradigm by using podcasts under the task-based learning approach. However, this research only reached the first stage (observation) due to the pandemic and become a proposal for innovation. This research emerged due to the information collected through the use of surveys, observations, field notes, and questionnaires. Finally, despite the pandemic did not allow the implementation of any action in the classroom, the suggested instruments and data may give some possible ways to develop the current project.

The proposal was the development of a podcast about the use of social media nowadays. Then, it was divided into three cycles of this project with the titles: “Lifestyle on social media”, “Disinformation” and “I am a conscious podcaster”. Also, the implementation of these three parts included three lessons in which one particular object was planned to be achieved. The suggested and possible impacts indicate the develop and enhance argumentative and productive competences. Additionally, the increase of self-confidence in the students when they speak in English. This demonstrates how podcasts could help to improve the different skills of a second language, such as English. Furthermore, it shows the importance of resuming the self-confidence of students (which was lost due to the pandemic) which was essential for the current project.

This investigation was important for this proposal because it presented podcasts as a useful tool for teaching English to a group of students, with the goal of improving their EFL skills. Additionally, this case study was meaningful because it identified a lack of opportunities for students to practice speaking skills, which was one of the shortcomings that were determined in the observations made to define the objectives of this project. However, one of the main differences between the proposal mentioned, and this project was the use of a Task-Based approach and the promotion of argumentative productive competences.

Finally, the study “Podcasting: a way to improve integrated skills through blended learning” by Pachon (2022), presented an innovative pedagogical and didactic approach aimed at enhancing Integrated Skills through Blended Learning among ninth-grade students in Bogotá. According to the author, the creation of a podcast offered a valuable opportunity for enhancing language skills. Additionally, blended learning promoted an integrated way to teach English by balancing the use of technology and the classroom. The use of technological gadgets such as computers, digital boards and videos supported the implementation of the classes. This study was helpful for this research because it underscored the importance of improving integrated skills through the creation of a podcast. The author emphasized the significance of adapting traditional teaching methods of English as a foreign language to the 21st century. Also, considering that the students have faced several problems interacting in English due to the pandemic restrictions that made them have their classes online.

This research study held significance within the context of this research because it underscored the importance of improving integrated skills through the creation of a

podcast. The author emphasizes the importance of adapting traditional teaching methods of English as a foreign language to the 21st century. Also, considering that the students' troubles interacting in English due to the pandemic. Then, these restrictions forced them to have classes online at home. This project aimed students to create their own podcasts. Thereby, enhancing their speaking skills while also sharing ideas and opinions on a particular topic. Additionally, the author noted that creating a podcast boosts students' motivation, modifying their perception of learning English. However, this proposal differed from the current project as it focused on improving integrated skills through Blended Learning.

## **Theoretical framework**

### **Speaking skills and the importance of communication competences**

A wide variety of authors have studied the importance of speaking skills in different matters of study. Speaking is a fundamental part of communication in an EFL classroom because the interactions between teachers and students are developed mainly through oral communication. According to Oliver and Philp (2014), verbal interaction implies spoken communication between people and requires instantaneous responses that will occur reciprocally but, most importantly, collaboratively. Spoken communication skills allow social interactions that are key to relating with others and carrying out regular activities.

Therefore, strengthening and encouraging speaking skills is fundamental when teaching English as a foreign language. The ability to communicate orally in a foreign language should be normalized, motivating the participation of the students, and emphasizing the power of teamwork to achieve better and more durable results. Oliver and Philip (2014) ensure that communication is collaborative due to the level of implication of

each speaker when interchanging meaningful messages during a conversation.

Consequently, cooperative learning was presented in this project as a tool that could promote teamwork as a means to achieve a goal, in this case, the improvement of speaking skills and the idea that students could work together to have enriching conversations that motivated them to keep advancing.

Furthermore, it was essential to observe the exposure to the students' language. According to Baker and Westrup (2003), the context in which the language is taught is extremely significant because in some countries, the students are more likely to be exposed to the language. English might be used outside the schoolroom to communicate; consequently, the students have the opportunity to practice spoken communication with others in real-life situations. Nevertheless, Baker and Westrup (2003) also mention that in some other countries, students are exposed only to English spoken by the teacher and are not expected to speak English. As a result, the average student will need help understanding the importance of speaking English, and the motivation to communicate orally using a foreign language will not be strong. In this regard, Colombia belongs to the second group of countries because most students will not use English to speak in everyday situations. Therefore, it is vital to reinforce and increase the number of situations that allow speaking in English.

On the other hand, Baker and Westrup (2003) also state that in some schoolrooms, "speaking means that the students repeat sentences or dialogues" (pg. 7). On this matter, repetition is commonly used as a strategy to teach speaking skills. This approach does not have a significant impact on the improvement of oral communication. Even though repetition might be necessary in the early stages of the learning process, it is much better to

prepare students to talk about themselves, expressing their ideas and opinions of the world they are part of. Bearing that idea in mind, EFL teachers must implement activities and prepare a learning environment that allows students to express themselves in English, even if they make mistakes. That will prepare them to speak English in settings other than the classrooms.

Moreover, Harmer (1998) presents three core reasons why it is essential to assign students speaking tasks to motivate them to use all their knowledge in the foreign language. The first reason is to promote rehearsal in the students by having discussions about a topic, preferably outside the classroom. Role-plays performing real-life situations are appropriate activities that can be carried out in this sense. The objective is to rehearse the language to make the students feel what it is like to speak it and communicate comprehensive ideas.

According to Harmer (1998), the second reason is related to feedback because speaking activities allow active cooperation between the teacher and the students. To achieve a high level of collaboration, the speaking exercise must promote the use of all students' speaking skills. Afterward, the teacher can perceive and analyze the level of competence the class has when speaking English and, at the same time, highlight the problems that the students are having when speaking. The feedback given by the teacher must encourage the improvement of the student's speaking skills.

The third reason why it is important to make speaking activities with students is engagement. In this regard, the author proposes that an excellent speaking exercise is highly motivating and rewarding if the students can fully participate. To achieve a good level of participation, the teacher must organize the speaking tasks correctly, and the students need to receive useful feedback that can be applied the next time they perform a

speaking exercise. Additionally, the author states that speaking activities such as role-plays and discussions are enjoyable when they are carried out correctly. This is positive because it can drastically increase the student's motivation.

To conclude, all communicative skills are equally significant. When learning a new language, the same amount of time and effort should be equally dedicated to each communication skill. Concerning speaking, teachers must especially work with the students to improve their speaking skills by suggesting engaging activities. The speaking tasks must offer helpful feedback that the students can apply. Oral communication is crucial because it allows the students to express their ideas and opinions.

### **Podcasting as an educational resource**

Technological tools are widely spread in several contexts, and education is no exception. Accessible devices such as smartphones and internet connectivity grant access to readings, videos, and podcasts that suit the preferences of each individual. Podcasts have gained importance in recent years due to the ease of listen to them everywhere. As stated by O'Reilly (2005), "A podcast is a web-delivered audio program". Furthermore, according to Rosell-Aguilar (2015), "podcasting technology has spread, expanded what it can do and become easier to use. This has led to its adoption by individuals, businesses, the arts, the media, and, of course, education." (pg. 31). The use of podcasts in language learning has increased over time because podcasts provide an opportunity to expose learners to authentic material recorded in the target language.

Furthermore, Kukulska-Hulme, Norris, and Donohue (2015) propose that creating podcasts increases the students' motivation because it promotes collaborative work and uses technological resources to produce a final product. Based on this, podcasting provides a

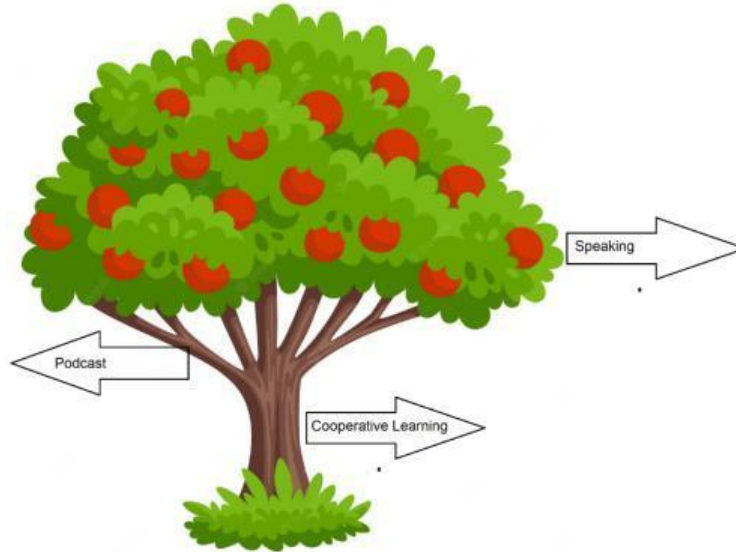


great opportunity for students to apply what they know. Additionally, since podcasts are recordings, students may not feel embarrassed when making mistakes. At the same time, the teacher can provide appropriate feedback to correct the mistakes made by the students, and they can offer suggestions to improve their classmates' work.

Moreover, when producing podcasts, teachers can effectively assist their students in obtaining better results. Villano (2008) states, "Educators must train students to know their audience, pick a theme, research talking points, and practice. The organization is key too. Like speeches, podcasts require a beginning, middle, and conclusion." (pg. 1). Teachers need to be properly prepared to guide podcasting tasks. It is important to assist the students in selecting the best topic to speak about and preparing to carry out the podcast. In-depth research to better understand the chosen topic and good practice must be considered to achieve a satisfactory result.

In this proposal, podcasts were used with the aim of improving speaking skills. Podcasts are employed as an educational resource that enhances student motivation because each group must create a recording according to their preferences. It is important to highlight that the podcast, as a pedagogical resource, was chosen for its ability to adapt to the students' preferences. The topics chosen for the podcast production depend on the students, which encourages them to think about their interests in English.

Figure 1 represents the relationship among constructs that compose this project and how they are interconnected. The chosen image is a tree with its fruits. The trunk of the tree represents Cooperative Learning, which is essential to support the other constructs. The branches of the tree represent the podcast that has been created. Finally, the fruits represent the speaking skill, which was the final outcome of this proposal.



**Figure 1.** Visual representation of the relationship among constructs. Own source.

### **Cooperative learning**

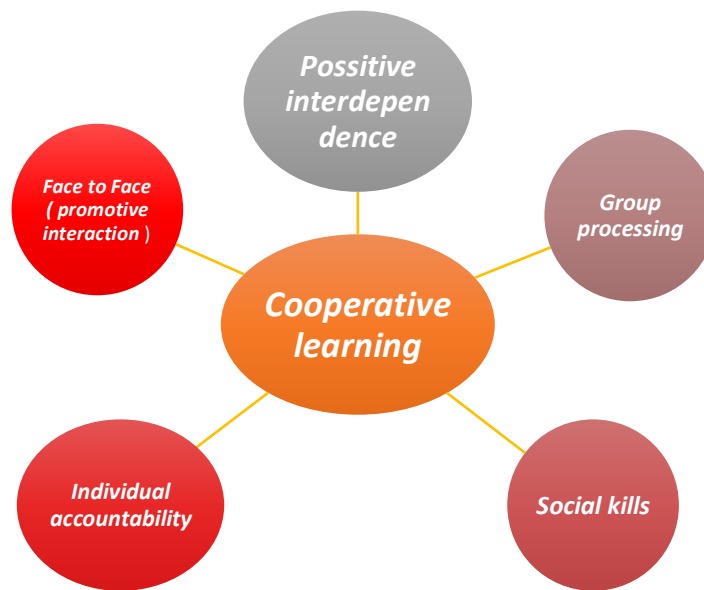
According to Johnson and Johnson (2014), an individual seeks outcomes beneficial to him or herself and to all other individuals with whom the person is cooperatively linked. On the one hand, competitive learning is usually individual. Therefore, students look for their outcomes, not looking for the others. On the other hand, the task or activities that students do individually could be taken in small groups and make them work to achieve a common goal, improving their work and benefiting the whole group. Thus, many studies have determined the benefit of cooperative learning instead of competitive learning<sup>2</sup>.

Several aspects are essential and fundamental in the cooperative learning approach that remarks that it is not only placing students in groups. The idea of cooperation goes beyond only working in groups. For instance, many teachers believe that they are

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<sup>2</sup> “Competitions work-ing against each other to achieve a goal that only one or a few can attain. In competitive situations, the goals of the separate participants are so linked that there is a negative correlation among their goal attainment”. (Johnson & Johnson, Cooperative learning in 21st century, 2014)

implementing cooperative learning when, in fact, they are missing its essence. For a lesson to be cooperative, five basic elements must be carefully structured (Johnson, Johnson, & Holubec, 2013). Therefore, the following chart shows the five basic elements, their meaning, and their importance in cooperative learning. Then, it demonstrates that there is more than merely placing grouping students in collaborative learning:



**Illustration 2.** Own creation taking the five elements of CL according to Johnson and Johnson (2017)

**Positive role interdependence, “sink or swim together”:** Positive role interdependence, or the idea that students must think and work together to achieve success, is a crucial aspect of cooperative learning. According to *Johnson and Johnson (1994)*, students in cooperative learning should have a mutually shared goal and help, support, encourage, and praise each other's efforts to learn. This approach is particularly appropriate for students from IPN who have exceptional abilities that can be further improved by working together. However, due to the challenges posed by a year of virtual classes, their

cooperative learning abilities may have been compromised. Therefore, positive role interdependence is an ideal approach to improve their oral abilities in EFL.

Regarding this project, positive role interdependence played an essential function in team cooperation by improving and promoting teamwork. Also, this aspect assumed specific responsibilities and tasks, creating a system where through cooperation the success of one depends on the success of others. Then, positive role interdependence helped to improve task development and strengthens the bond between team members at the same time. Therefore, this aspect was essential for addressing challenges and reaching the goals on the 701 students from the IPN.

**Face to face.** The previous element of cooperative learning should be complemented with oral interaction. In cooperative learning, groups have to talk about strategies and how to support, assist and encourage each other. Then, communication is fundamental to having a feeling among the participants of the group: “students promote each other’s learning by orally explaining to each other how to solve problems, discussing with each other the nature of the concepts and strategies being learned, teaching their knowledge to each other” Johnson and Johnson (2017 P, 4). Moreover, the teacher must provide time to students to help them exchange ideas and help each other resolve any question they could have.

In this project, for the 701 students this aspect was challenging at the beginning because of shyness, probably. Still, they had all the abilities to achieve effective communication to improve their speaking skills in EFL. Moreover, face to face interaction fostered their sense of camaraderie and trust, as they provided opportunities for team members to bond on a personal level, making them resilient when they were facing

challenges and failures. Therefore, this element was a component necessary for having successful teamwork, fostering communication and interpersonal relationships within the team.

**Individual accountability.** Each student's performance should be evaluated individually, and the results should be given back to each student. This is important because it allows teachers to identify which students may need additional assistance. To achieve this, individual assessments can be conducted to measure each student's contribution to the group's efforts. This will help ensure that all students are accountable for their own learning and progress.

With respect to this project, individual accountability was a fundamental aspect in order to achieve successful cooperation among each member by ensuring each team member took responsibility for their roles and individual contributions. Then, individual accountability encouraged strong work ethic and commitment to the team's goals. Therefore, this element was key for assuring a high-performing team for cooperative success in the 701 students from IPN.

**Social skills.** "Groups cannot function effectively if students do not have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills" Johnson and Johnson (2017 P, 4). It is critical to retake social skills after the pandemic of COVID-19. Many students were back to a social context, and their social skills need to be improved little by little. The teacher needed to rotate the groups' roles constantly to make sure students that may be introverted or shy actively participate in the group. This was crucial for students from IPN due to the different personalities and attitudes during the English class. Also, one recommendation from Johnson and Johnson

(2017) about this aspect is when the teacher sees students engaging in the skill, she/ he verbally praises the group and records the instance on an observation sheet.

Concerning this project, social skills were indispensable elements for effective teamwork. Also, social skills extended beyond the team because it influenced the team interaction. Then, this element contributed to have a comfortable environment, where trust and mutual respect were cultivated. Ultimately, leading to more effective problem-solving. Therefore, social skills kept teams together, fostering cooperation and harmonious work environment in 701 students from IPN.

**Group processing.** “At the end of the math period, the groups process their functioning by answering two questions: (1) What is something each member did that was helpful for the group and (2) What is something each member could do to make the group even better tomorrow?” Johnson and Johnson (2017 P,4). In the end, it is indispensable to give feedback about all the positive aspects from the entire group. This helps to facilitate social skills, and it enables them to focus on group maintenance. Also, it helps to remind them to practice the small group skills that require working cooperatively and effectively. Moreover, it reminds them to practice their social skills and emphasizes the importance of collaborative learning. Finally, students must provide feedback on their process, which has to be signed by all the group members.

In the scope of this project, group processing involved constantly discussion and evaluation within the team to identify strengths, strategies, and ways or areas for improvement. This analysis helped to have constant feedback that contributed to the team’s growth and adaptability. Therefore, this was a self-reflective practice that improved teams

and fostered their cooperative skills by helping to achieve the highest teamwork success possible.

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter introduces relevant aspects related to the nature of this research project. First, the research paradigm is presented and second, the type of research is defined. Additionally, it presents significant information related to the data collection methodology, procedures and instruments.

#### **Research Paradigm**

This research project followed the method and guidelines of qualitative research. According to Creswell (2020), qualitative research is an approach that uses non-numerical data to understand human experiences, collecting information that needs to be analyzed and interpreted to produce theories. Furthermore, as stated by Fontana and Frey (2015), qualitative research uses the experiences of participants to comprehend a phenomenon. In that regard, this type of research was appropriate because the current proposal was developed in a familiar environment for the participants, in which individuals expressed their ideas, opinions, and motivations, which helped to better understand a phenomenon related to oral expression in an EFL class.

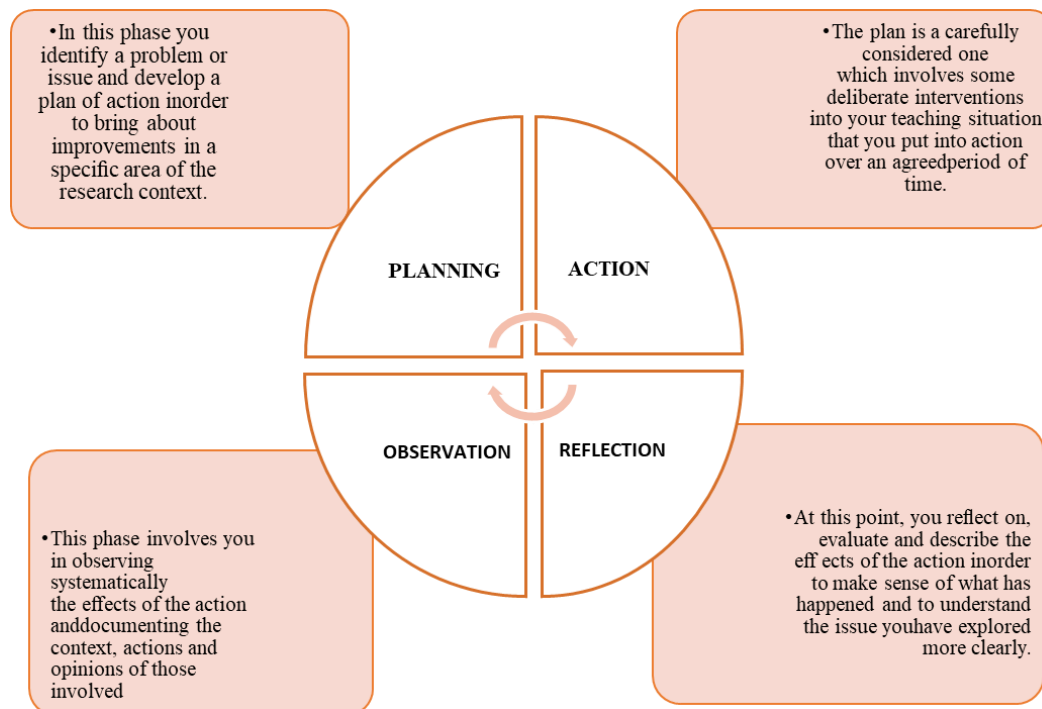
It was understood that cooperative learning gathers a huge range of enunciation places with social, political and economics that generate conditions to tackle it. Therefore, this research aimed to provide and characterize the different ways that cooperative learning could be implemented to teach English as a foreign language, with a particular emphasis on how it contributed to improve speaking skills. Therefore, this proposal aimed at improving the speaking skills that were affected due to the Pandemic COVID-19. This involved



closely observing their interactions and the methods they employ to learn English as a foreign language (EFL) within their natural context. Therefore, this project targeted to implement podcast through cooperative learning as a way they could foster their speaking skills in EFL.

### **Type of Research**

This research project was guided by the principles of action research. Action research emphasizes on a specific situation. Then, one of its aims was to describe and analyze factors that may affect that specific situation. Hence, Burns (2009) states that teachers should become investigators of their own teaching context, and participants in it at the same time. The idea is to engage in self-reflection on the teaching context and identify areas for improvement. However, it is important to emphasize that this approach does not involve criticizing the way we teach. It is to think about an area that can be improved. Thus, the following chart presents the different stages of action research (AR) research.



**Illustration 3.** Adapted from Kemmis, Nixon & McTaggart, 2014. pp. 100-112

These are roughly some aspects that can provide a starting point to understand the action research approach, its definition and main points. Since the current proposal was qualitative, the aim was to address and expand upon each of the aforementioned aspects. For instance, the observations, and description of the teaching context we conducted at IPN were valuable in identifying areas of improvement. Therefore, implementing cooperative learning could enhance not only speaking in EFL but also improve social skills. This was after a pandemic that weakened their sociability and teamwork. Thus, the observation and interventions followed the action research approach to achieve an improvement of English teaching classes of 701 from IPN.

As a starting point, Kemmis, Nixon & McTaggart (2014) mention that *planning* is where an improvement area is identified. Then, this requires a plan of enhancement in a specific area in the research context. Also, it is necessary to analyze the possibilities and limitations. In this study, a notable issue was found through the analysis of the data and the first observations. On one hand, due to the pandemic COVID-19, since the beginning was remarkable the need to improve some skills, such as speaking in EFL within the sixth and eventually seventh grade grades. On the other hand, the use of traditional classes which did not allow students to improve those skills. Therefore, the final research question that led this project was: *What is the impact of using a set of activities designed under the principles of Cooperative Learning for the creation of podcasts to enhance speaking skills in a 7<sup>th</sup> grade EFL classroom.?*

When it comes to the second stage, the action stage considers some interventions where the plan is put into action over an agreed period of time. Then, the objective is to

attempt what has been planned. Kemmis, Nixon & McTaggart (2014) emphasize a profound and unequivocal insight regarding this matter by assuring that it is imperative not to abandon the plan but rather to make necessary adjustment throughout the process. Also, it is crucial to talk about these changes with the co-workers of the project. Hence, it is essential to monitor what happens in the classroom while the plan is being put into action. This stage is significant because it allowed us to record ideas and impressions while doing and developing the project with 701 students from the IPN. This data was collected in different ways, such as field notes, interviews, questionnaires, etc. Therefore, during the interventions, constant feedback about the development of this project helped to understand limitations, areas for improvement, etc.

The next stage, *the observation*, is related to the previous one, but here is the time to start pulling all the evidence collected. Then, it was necessary to collect the evidence and see what this reveal. Kemmis, Nixon & McTaggart (2014) argue that as soon as the information is organized, the researchers will start analyzing it, interpreting it, and trying to explain what happened to them. Also, these observations and evidence show how the practice has changed along the development of the project. For this project, the outcomes, and impacts of the intervention were evaluated and substantiated through the use of evidence.

The last stage, "*the reflection*" in words of Kemmis, Nixon & McTaggart (2014)" Now is the time to reflect: to analyze, synthesize, interpret, explain and draw conclusions". In other words, it is time to talk about what happened, to review achievements and limitations. Then, it is important to analyze and think about three main aspects; anticipated and unanticipated effect, intended and unintended effect and side effects. Moreover, the

idea is to reflect on what was the intention and how it turned out along the process. Within this research, the results, and effects of the interventions during the development of the current project, were assessed and supported with evidence, and the reflections were documented in the following chapters.

### **Data collection instruments**

In this project, the data collection was fundamental because it provided a notion of the needs of the students to improve their oral communication and speaking skills. In that regard, the researchers observed the students in a natural environment, in this case, the classroom. The information that was collected during the observation sessions was registered in field notes, questionnaires, and, in some cases, artifacts made by the students. The observation sessions were extremely helpful to understand the needs and the level of the students, as well as their areas of improvement.

According to Okuda and Gómez (2005), Triangulation allows the use of multiple strategies and data collection methods to study the same phenomenon. By using this methodology, the weaknesses of each strategy of data collection did not affect the rest. On the other hand, these authors suggest that the use of just one strategy can make the investigation more vulnerable to existing biases. According to Flick (2009), Triangulation is a research technique that combines data from different sources to ensure that the findings of a study are accurate and reliable. Furthermore, this author expresses the importance of validity and reliability when applying Triangulation. According to him, reliability is crucial because it expresses the consistency of results that are obtained simultaneously with different instrument, and validity is important because it seeks to define whether the connection between what researchers see and reality is accurate

**Questionnaires.** Questionnaires were key data collection instruments used in this research to gather information and better address the needs of the students. The responses provided were considered to put into the intervention plan. According to Bryman (2016), “Questionnaires are a vital data collection tool in research, offering a structured approach to gather information from a diverse range of participants. They allow for systematic data analysis and facilitate the exploration of complex research questions”. In that regard, questionnaires were utilized during the research to examine the perspective of the students regarding their experience enhancing speaking skills. The first questionnaire was conducted at the beginning of the observation process to gather information to characterize the population. (See annex #4) Afterward, at the end of each intervention cycle, a questionnaire was carried out (see annex #5, #6 and #7).

**Field notes and observations.** According to Bell and Waters (2018), field notes are extremely important when making an observation exercise and the observer must write down the events that are considered important as soon as possible to avoid any manipulation of the observed situation. In this project, observation sessions were conducted to identify improvement opportunities to enhance the oral communication and speaking skills of the students. Additionally, the feedback received from the teachers accompanied by the evidence observed during the observation session could give an idea of the best strategies that were implemented to overcome the difficulties encountered. Also, Kawulich (2012) states that observations are extensively used to collect information about people, cultures, and processes. Additionally, observation helps identify how people interact in a given environment. Moreover, observations can be used in both qualitative and quantitative studies to gather information. In the current project, several observation

sessions were conducted at the IPN school to better understand the needs of students in grade 701. Then, information obtained was extremely useful in determining that improvement was needed in students' speaking skills in English as a foreign language. This need arose due to limited spoken interaction among students resulting from virtual education during the pandemic. Furthermore, field notes were used to record the observations made inside the classroom. (See annex #4)

**Recordings.** Considering that the podcasts were fundamental part of this project to improve students' speaking skills, it was important to consider the recordings made by the students as a data collection element. In that regard, information was collected by comparing the initial podcasts created by the students with the final ones to determine whether there were identifiable improvements in their speaking skills. According to Richards and Lockhart (1996), recordings are beneficial because students become aware of the progress they are making when they listen to what has been recorded, and this was used to measure the progress that was achieved. (see annexes #5, #6 and #7)

**Artifacts.** Artifacts were considered a data source in this project. According to Mc Millan and Schumacher (2005), artifacts are material objects that can be used to understand people's experiences, knowledge, behavior, and values. In this proposal, the artifacts utilized to obtain data from the participants were worksheets, scripts, and podcasts that were collected during the application of the project. The information gathered from these elements was helpful to analyze the progress of the students throughout the development of the proposal. (see annex # 8)

### **Data collection procedures**

This project started on February 22nd, 2023. The data collection began when the informed consent form was delivered to the parents of the students. Considering that the participants were between 12 and 14 years old, it was necessary to request parental authorization to participate in the activities of the project. All data gathered from the students was treated with the utmost confidentiality and safeguarded by the researcher in a meticulous, secure, and responsible manner, as it was solely intended for academic use.

Field notes were taken based on the observations that were carried out and the purpose of them was to gain insights into the strengths, weaknesses, motivations, and interests of the students in the English class. Additionally, in March 2023, a questionnaire was applied to gather information about socio-cultural aspects and feelings about the relationship the participants had with the learning of English as a foreign language. Subsequently, a second questionnaire was utilized to obtain more details in regard to the English skills of the students. It provided valuable information about the insights of the students in their speaking, listening, writing, and reading abilities. Lastly, an interview was conducted with the teacher in charge of the course to obtain more information about her opinion of her students.

In September and October, 2023, two questionnaires and an interview in Spanish were applied. This in order to know the opinion the students had about the activities that were carried out during the development of the proposal and the improvement of their speaking skills, both were answered individually.

### **Ethical issues**

This project required the participation of underage students, and implied that they might be recorded, interviewed, and photographed. Therefore, a consent form had to be

sent to their parents to obtain their permission to carry out all the activities that were already mentioned. All the data collected from the students was confidential, and it was stored securely by the researchers. The information was used for academic purposes.



## **CHAPTER IV**

### **Instructional design**

In this chapter, the theoretical bases that support the pedagogical intervention are presented. Thus, aspects such as the vision of curriculum, language, learning and classroom were developed, along with the instructional designed with its cycles.

#### **Vision of Curriculum**

Curriculum is a fundamental aspect of education, representing the planned and organized activities and experiences that students engage in toward a specific learning goal. Pinar (2004) established humanism in curriculum, meaning that every country should consider each region from a phenomenological aspect. Pinar not only made that contribution, but he also stated that curriculum is not only a bureaucratic process but also an intellectual process (p. 21). Thus, he emphasizes the importance of curriculum development by adding that this development involves teachers and students facing problems that exist in the present (p. 36).

This project understood the curriculum not only in looking for goals to achieve in an institution, but also focuses on the social aspect of students, taking care of their problems and needs. According to Pinar (2004), the curriculum is seen as a “part or field in terms of the gestalt perspective, it is a way of socio-psychoanalysis that allows students to become a “figure” that can participate in a critical way”. Then, in this proposal, curriculum was considered as a way to help students and teachers in developing signature and social skills at the same time. This was an important initiative that IPN has undertaken to foster

students' social skills in the wake of the COVID-19 pandemic. It was through cooperative learning that both social skills and EFL skills were developed as a whole.

### **Vision of language**

The current project assumed language as the main resource to prepare students to be members of a group<sup>3</sup>. As Halliday (1979) proclaims by saying that: “language has to express our participation, as speakers, in the discourse situation; the roles that we assume ourselves and that others impose; our desires, our feelings, our attitudes, and judgments” (p. 34). Then, through language, students create personal relationships and explore their environment at the same time (p. 45). Subsequently, language is one way for students to communicate and build meaningful social behavior. Therefore, the current project aimed at the development of their English skills but also to explore and foster their social skills in the classroom.

Language also enables us to adapt our communication style to different social situations. Halliday (1979) insists that "For success in school, it is necessary to have various ways of organizing experience through language, as well as of participating and interacting with people and things." (p,37). This ability to adjust our language to fit different social contexts allows us to connect with others and navigate social situations successfully. For instance, cooperative learning focuses on the development of a specific subject, but it also promotes interaction and mutual collaboration. Thus, this project aimed

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<sup>3</sup> "A group constitutes a simple structure, a series of participants, but not just the mere coexistence that involves their participation in the group." (Halliday P,25)

to promote not only the development of English language skills through communication but also to investigate and encourage the enhancement of social skills inside the classroom.

### **Vision of Learning**

The vision of learning considered in this proposal was focused on Cooperative Learning. This method emphasizes collaboration, active participation, and mutual support among students, leading to improved language proficiency. According to Johnson and Johnson (2018), “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.”. By working together in groups, students have the opportunity to engage in conversations and discussions in English. This promotes a supportive environment where students can practice their language skills. Since they are having frequent interactions in English, students develop confidence in expressing their ideas and overcoming their fear of making mistakes.

Moreover, Zhang (2010) states that “Cooperative language learning is gaining broad acceptance in a multitude of language learning classrooms, principally because of its contributions to improving productivity and achievement and providing more opportunities for communication”. This method requires the participation of all the members of a group, who bring their experiences and knowledge to the learning process, enriching and creating a dynamic learning environment. By doing so, the students' interactions require the use of English to achieve the task that has been assigned to them.

### **Vision of classroom**

During the development of this proposal, the classroom was seen as a space where the students and the teachers interact to accomplish a common objective, the making of a podcast. This space was important because following the perspective of Cooperative learning and according to Johnson and Johnson (2018), “In the ideal classroom, all students would learn how to work collaboratively with others, compete for fun and enjoyment, and work autonomously on their own.”. In this regard, the classroom is a place where students work together to achieve a common goal, understanding the importance of their roles and working proactively.

According to Östberg (2003), “A school class can be seen as a combination of the work group and peer group.” In that sense, the possibility of forming small groups within the classroom is very important. The main objective was to promote cooperative learning, and classroom distribution was extremely useful in achieving this goal. The ability to arrange classroom furniture to facilitate face-to-face interaction among the members of a group is essential because this helps students to share and convey ideas and knowledge.

**Table 1. Intervention plan**

CYCLE	LESSON	OBJECTIVES	SUGGESTED LANGUAGE	COOPERATIVE STRATEGY/ SPEAKING ACTIVITY	MATERIALS
CYCLE 1 The beginning	<b>Lesson Plan 1:</b> Podcast introduction	To introduce the importance that podcasting has nowadays.  To acquire vocabulary related to the making of a podcast.	Expressing opinions  Vocabulary related to podcasting.	Structured Debate  Think  Search of information	Presentation about the project  Video and Tv
	<b>Lesson Plan 2:</b> Cooperative Learning and its roles.	To introduce the importance of cooperative learning.  To recognize the roles and features of Cooperative Learning.	Vocabulary related to Cooperative Learning.  The roles of Cooperative Learning.  Present tense used to describe the main traits of each role	Role Rotation  Team Problem Solving	Images about the roles of cooperative learning  Worksheet (crossword)
	<b>Lesson Plan 3:</b> The roles of Cooperative Learning	To define the topics that each group will use to make its podcast.  To explain the criteria to select the topics.	Likes and dislikes.  Identifying shared points.  Selecting interesting topics for their podcasts.	Role Rotation, pair Learning  Roundtable writing  Speaking Activity/Selecting the topic of the podcast	Worksheet, video TV, board
CYCLE 2 The writing development	<b>Lesson Plan 4:</b> Podcasts Formats	To identify the different formats of podcasts.  To analyze the structure of a podcast and its main sections.	Types of podcasts  Podcast sections	Think  Structured Debate	Presentation about the project  Video and TV
	<b>Lesson Plan 5:</b> Introduction writing	To highlight the information that needs to be mentioned during the introduction of a podcast.	Topics covered during the podcast.  Goals of the podcast.  The components of the podcast.	Think, Pair, Share  Speaking Activity/Defining information mentioned	Video, TV and board

	<b>Lesson Plan 7:</b> Body writing	To recognize the information that needs to be mentioned during the body of a podcast.		Think, pair, share Speaking Activity/Defining information mentioned.	Video, TV and board
	<b>Lesson Plan 9:</b> Ending writing	To understand the information that needs to be mentioned during the ending of a podcast.		Think, pair, share	Video, TV and board
CYCLE 3  The recording	<b>Lesson Plan 6:</b> Introduction, record	-To record the introduction of the podcasts -To identify possible issues related to record To be familiar about the process of recording	To implement the grammar topics covered in class -To put in practice the script students made and recognize grammar mistakes.	Cooperative Roles Structured Cooperative Learning Jigsaw Speaking Activity/Recording	TV, board, Smart phone, script
	<b>Lesson Plan 8:</b> Body, record	To record the body of the podcasts -To identify possible issues related to record -To be familiar about the process of recording		Cooperative Roles Structured Cooperative Learning Jigsaw Speaking Activity/Recording	TV, board, Smart phone, script
	<b>Lesson Plan 10:</b> Ending, record	To record the ending of the podcasts -To identify possible issues related to record -To be familiar about the process of recording		Cooperative Roles Structured Cooperative Learning Jigsaw Speaking Activity/Recording	TV, board, Smart phone, script

## **CYCLE # 1: The beginning**

This cycle was named “*The beginning*” because this was the inception of a new perspective of the EFL class project under the Cooperative Learning approach. Its primary objective was to introduce and promote podcasts to 701 students, encouraging them to recognize the benefits and advantages of this medium in order to improve their speaking skills. This was achieved through a series of activities, including a presentation and the showcasing of real podcast examples spanning a wide array of topics.

Also, during this initial phase, the concept of cooperative learning was introduced, and roles and responsibilities for each team member were created, ensuring that everyone felt valued and had a voice in the process. Therefore, this cycle included 3 lesson plans where these points were developed. Firstly, the first lesson was mainly focused on the introduction of the podcast topic. During this session, several examples of podcasts, vocabulary exercises, and flashcards, were shown to familiarize students with podcasts and establish a connection with the subject. Afterward, the second lesson plan focused on the importance of cooperative learning and the necessity of defined roles in order to achieve the goal of this project. Finally, in the third lesson, students were given the opportunity to select their podcast topics. This selection process adhered to specific criteria proposed by the teacher, aiming to create a link between the content of regular classes and the objectives of the current project.

In summary, cycle 1 of the podcast creation project within a cooperative learning environment was an introductory and defining phase to develop. Then, while watching videos and descriptive images, questions, and presentations were carried to get a deeper understanding of cooperative learning and podcasts. Therefore, during this stage, all team

members felt introduced, motivated, and engaged to move towards shared success in this project.

**CYCLE # 2:** Cycle 2 was called “*The writing development*” due to the fact it was delved into the content creation and the scripting process. Hence, the objective of this cycle was to teach students how to organize their ideas into sections that were divided into three parts; introduction, body, and conclusion. This cycle was conducted through several presentations about podcast scripts. Then, through these presentations, the structure of the podcast was shown. Cycle 2 included four lesson plans titled “*Podcast formats*”, “*Introduction writing*”, “*Body writing*”, “*and Ending writing*”. In the first lesson, students learned about the different podcast formats. Subsequently, activities such as crosswords, and puzzles were done to learn how to create and write their podcast sections. The second, third, and fourth lesson plans were mainly focused on guiding teams to create their sections for the podcast, following some specific indications. First, each member remained dedicated to their assigned roles, ensuring that everyone contributed their expertise and unique perspectives to the project. Second, team members were responsible for research and content development and worked closely together to gather relevant information, and engaging anecdotes. Third, the scriptwriters took charge of transforming this information into cohesive narratives, and grammar topics from the class, ensuring a seamless flow of ideas and maintaining the podcast's overall theme. Finally, with the guidance and support of the professor, it was embarked on the journey of crafting compelling podcast episodes. The cooperative learning environment continued to play a crucial role, fostering a comfortable atmosphere where ideas freely flowed, and constructive feedback was encouraging.



**CYCLE # 3:** In cycle 3, called “*The recording*”, the project reached its final phase where its aim was transitioned into the recording and production of the podcast of the students. Then, with the content expertly crafted during cycle 2, and roles still firmly in place, they were ready to bring their podcast to life through captivating audio experiences. This cycle included three lesson plans titled “*Introduction recording*”, “*Body recording*”, and “*Conclusion recording*”. During the recording sessions, the power of cooperation became evident as they exchanged ideas, improvised creative elements, and provided each other with constructive feedback to enhance the quality of the content. The first lesson plan gave the first vision and steps to record the first section of the podcast. For that reason, there were instructions and examples of how to record audio for their smartphones. In the second and third, the process was easier because they had already cleared their roles and how to record and send their sections of the podcasts. The most relevant of this process along this final cycle was the supportive atmosphere that fostered a sense of comfort that allowed everyone to express themselves confidently, resulting in engaging and authentic podcasts. Under the guidance and support of the professor, a suitable recording space was selected and equipped with recording equipment (smartphone). The cooperative learning dynamics continued to thrive, as team members collaborated on recording, taking turns as hosts, interviewers, and narrators based on their assigned roles.

## **CHAPTER V**

### **Data analysis and findings**

This chapter outlines the analysis carried out with the data that was collected during the development of this proposal. In this chapter, an explanation of the method employed to structure and evaluate the data gathered is provided. Subsequently, the procedures that were followed to delve into the information obtained from the data collection instruments. Finally, the categories and subcategories that emerged from the process of data analysis were introduced supported with evidence taken from the data collected.

#### **Procedures for data analysis**

To analyze the information obtained, the grounded approach for data analysis was implemented. According to Glaser and Strauss (1995), this methodology is associated with discovering theory through the examination of data. Consequently, the data obtained is carefully analyzed to derive meaningful categories for study. Furthermore, this approach allows a huge examination to preserve essential data while eliminating irrelevant information that might not contribute to the analysis.

Additionally, Strauss and Corbin (1998), stated that the development of categories is a key step when applying a grounded approach. Besides, the authors mentioned that category development involves the organization of the information gathered during the collection of data. In this proposal, the categories of analysis were formed based on data that was collected from surveys, interviews, recordings, artifacts, and field notes.

The information obtained after using these instruments was validated using the triangulation method which, according to Creswell (2014), implies the use of several data collection sources to corroborate the findings of qualitative research, enhancing its

credibility. Besides, Creswell (2014) states that analyzing data requires the process of understanding and interpreting the information that has been gathered and to do so it is necessary to identify patterns in the data. This implies that the researcher alternates between gathering data and analyzing it.

Considering that the researchers were immersed in an environment in which the participants were developing and behaving naturally, an Emic perspective was considered a suitable path to be followed. According to Denzin and Lincoln (2018), an Emic perspective aims to comprehend the world from the viewpoint of the individuals under study. In that regard, understanding the perception of the participants is important to better comprehend the way they interact with the world. By doing so, the researchers can propose meaningful ways to improve the development of Speaking skills inside the classroom.

Moreover, due to the fact that the categories of the analysis of this proposal were determined based on the instruments employed, a strategy known as Coding and Coloring was used to organize the most significant findings. As stated by Gibbs (2007), coding is a crucial step in qualitative data analysis because it allows researchers to identify and organize patterns in the data, helping to make sense of it. In that regard, to ensure that the information gathered along the proposal could be easily analyzed, the findings were organized into three folders, each corresponding to a different cycle of intervention. Subsequently, the data collected from recordings, surveys, field notes, and interviews, was sorted into envelopes and then stored in the appropriate folders.

Concerning the coloring strategy, Aullus (2004) states that coloring is a cognitive activity that can help us to better understand and perceive the world. Throughout this proposal, coloring was used to highlight repeatedly mentioned elements in the collected

data. Regarding questionnaires, surveys, and interviews, blue and green highlighters were used to underline the opinions of the students in regard to the development of speaking skills by making a podcast. With respect to the field notes, it was important to organize them by the date and name of the lesson, highlighting the most relevant parts of the class with orange. Finally, a yellow highlighter was used to underline the fragments in which the students mentioned something relevant related to their feelings during the development of the project.

### **Categories of analysis**

The objective of this project was to identify the impact of using a set of activities designed under the principles of Cooperative Learning for the creation of podcasts to enhance speaking skills in 7<sup>th</sup> grade EFL classroom. Also, the following two specific objectives were established: To identify the roles of Cooperative Learning and the creation of podcasts in the enhancement of speaking skills and to describe students' responses to the use of podcasts and Cooperative Learning in the EFL classroom. From these objectives, four categories emerged intending to address the research inquiries.

The first category was "*Supportive Role of Cooperative Learning to Develop Language Skills Through Podcasting*", and its subcategories were "*Building Confidence when Speaking*" and "*Improving My Writing Skills*". The second category was "*Drawbacks of Cooperative Learning*", and its subcategories were "*Time Limit*", "*Stiffness of the Roles*", and "*Dependence on Others*". The third category was "*Influential Factors for the Achievement of the Goals*", and its subcategories were "*Materials and Activities*" and "*Motivation of the Students*". These categories and subcategories were presented in the following table:

**Table 2: Categories of analysis.**

Research question	Objectives	Categories	Subcategories
To identify the impact of using a set of activities designed under the principles of Cooperative Learning for the creation of podcasts to enhance speaking skills in 7th grade EFL classroom.	To identify the roles of Cooperative Learning and the creation of podcasts in the enhancement of speaking skills	Supportive role of Cooperative Learning to develop language skills through podcasting	Building confidence when speaking
			Improving My Writing Skills
		Drawbacks of Cooperative Learning as an obstacle to obtain better results	Time a barrier
			Stiffness of the Roles
	To describe students' responses to the use of podcasts and Cooperative Learning in the EFL classroom.	Influential Factors for the Achievement of the Goals	Dependence on Others
			Quality of Materials and Activities
		Attitudes of the students towards the activities	

**Category 1: Supportive role of Cooperative Learning to develop language skills through podcasting**

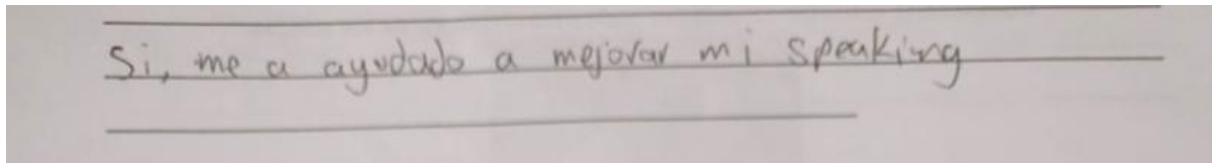
This category explored the importance of Cooperative learning and its supportive role in enhancing the speaking skills of the students, considering that they were part of a group in the development of the proposal. At the outset, the students were divided into groups bearing in mind their strengths and weaknesses, aiming to obtain better results when

promoting speaking skills through the making of a podcast. Throughout the development of the interventions, the sense of cooperation among the members of each team was constantly promoted by the teachers, promoting academic achievements as individuals and as part of a community, thereby advancing the accomplishment of shared goals.

This category presented the function of Cooperative Learning, emphasizing it was focus on group accomplishments over individual achievements, fostering the speaking skills of the students who work together to produce podcasts based on their interests. In that regard, Slavin (1999), points out that Cooperative learning offers an important way to encourage learning processes among students. Additionally, the author states that when students carry out a task together, they acquire the skills of effective communication, mutual support, and problem-solving, skills that will help them achieve the goal that was originally set. Therefore, Cooperative learning offers significant benefits to support the production of a podcast. It created a comfortable environment for students who are surrounded by their group members, individuals who are already known and who contribute to the process, helping them to develop confidence when speaking English. Although, the main objective of the proposal was to improve the speaking skills of the students, the data revealed that the proposed activities also promoted the development of writing skills. Therefore, considering the research objective and the theoretical foundation, the following units and analytical categories for the collection of data were established. These categories were made up of two subcategories: “*Building confidence when speaking*”, which reflects the improvement in students' ability to express their ideas and opinions orally, and “*Improving my writing skills*”, which shows the unexpected improvement in participants' written expression

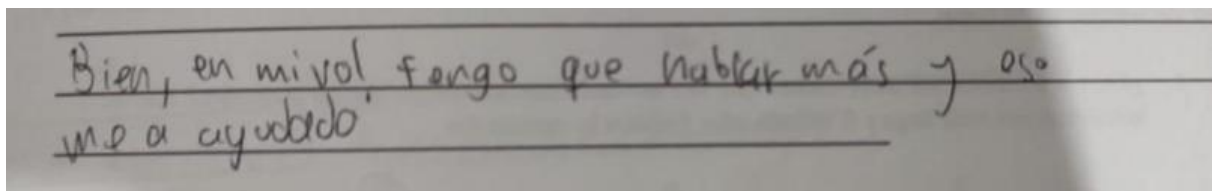
**Building confidence when speaking.** As mentioned, one of the main intentions behind creating a podcast was to enhance the speaking skills of the students. This objective was pursued with the assistance of Cooperative learning. In the course of the application, the confidence of the students when speaking to others started to change. Since the process of creating a podcast required exchanging ideas, making decisions, reaching agreements, and finally recording, students showed progressive improvements in the oral expression of their thoughts. This change was corroborated in the surveys and interviews that were carried out to gather the feelings and thoughts of the students:

S15: Si, me ha ayudado a mejorar mi Speaking.

A photograph of a piece of lined paper with handwritten text in black ink. The text reads "Si, me a ayudado a mejorar mi speaking". The handwriting is somewhat cursive and slightly slanted. The paper has horizontal lines and a vertical margin line on the right side.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 15]

S15: Bien, en mi rol tengo que hablar más y eso me ha ayudado.

A photograph of a piece of lined paper with handwritten text in black ink. The text reads "Bien, en mi rol tengo que hablar más y eso me a ayudado". The handwriting is cursive and slightly slanted. The paper has horizontal lines and a vertical margin line on the right side.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 15]

T: ¿Consideras que has mejorado en algo a lo largo del proyecto?

S12: Si, porque ya no me da tanta pena hablar en inglés.

[Interview #2. Second cycle: September 13th, 2023. Student 12]

T: ¿Consideras que has mejorado en algo a lo largo del proyecto?

S21: He mejorado en que ya veo que se puede hablar en inglés, así no sepa todo y cometa errores, poco a poco uno va mejorando.

[Interview #2. Second cycle: September 13th, 2023. Student 21]

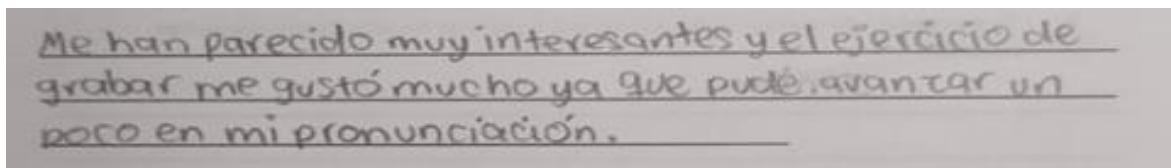
Students expressed their opinions about the changes and improvements they experienced since the proposal was implemented. According to Thornbury (2006), pronunciation plays a crucial role in speaking skills. The way sounds of a language are articulated impacts the fluency and confidence of the speaker. Bearing this in mind, the pronunciation of the students improved during the development of the project. The enhancement was noticed throughout the classes.

T: ¿Consideras que has mejorado en algo a lo largo del proyecto?

S8: Pienso que hay palabras que no sabía cómo decir. Con lo que hemos practicado, yo ya veo que puedo hablar y sé cómo decir la palabra. Lo bueno es que eso da más seguridad al hablar.

[Interview #2. Second cycle: September 13th, 2023. Student 8]

S6: Me han parecido muy interesantes y el ejercicio de grabar me gustó mucho ya que pude avanzar un poco en mi pronunciación.



Me han parecido muy interesantes y el ejercicio de grabar me gustó mucho ya que pude avanzar un poco en mi pronunciación.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 6]

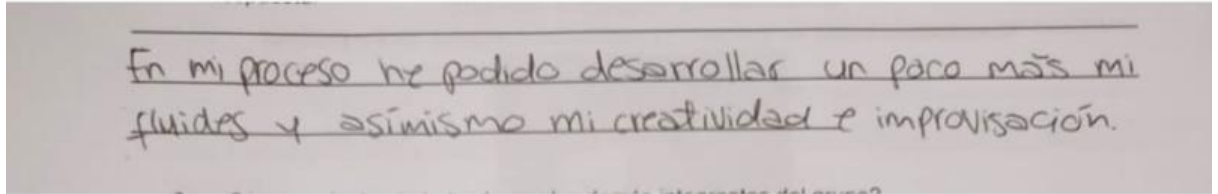
According to Ellis (2005), fluency when speaking in a foreign language is more than having a large vocabulary and knowing the rules of grammar. It also implies the ability to use language flexibly and creatively. This means being able to communicate flexibly and creatively. In that regard, the creation of a podcast guided by Cooperative Learning promoted the creativity of the students in using language and, at the same time, improved their fluency and spontaneity when communicating with others.



“Se ha visto un cambio en la participación de los estudiantes a lo largo de las clases. Es más activa y ahora pueden transmitir oraciones completas, más largas y con mayor significado. Incluso aunque comentan algunos errores, no les es tan difícil hablar en inglés ahora en comparación con lo que se observaba al comienzo del proyecto.”

[Field notes #6. Second cycle: October 4th, 2023]

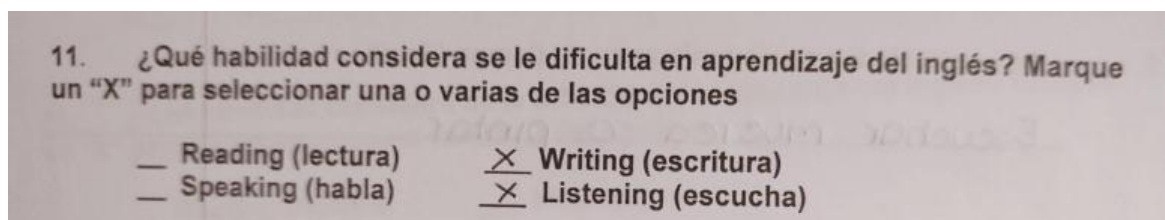
S10: En mi proceso he podido desarrollar un poco más mi fluidez y así mismo mi creatividad e improvisación.



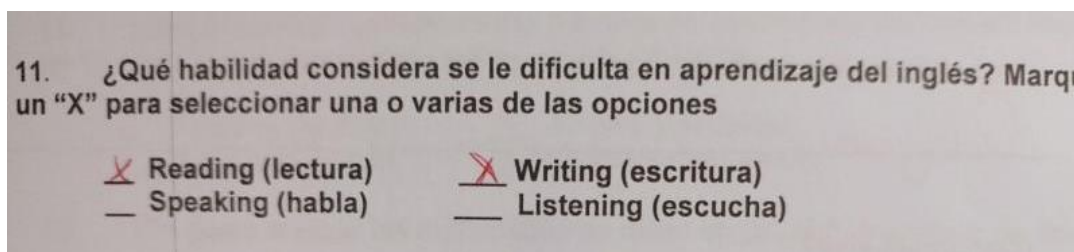
[Questionnaire #2. Third cycle: October 4th, 2023. Student 10]

Consequently, the data collected during the implementation of the proposal demonstrated that the students had greater confidence when speaking English. This was the result of the teamwork necessary to create a podcast. The support of the teachers to motivate students to express their ideas and feelings, reach agreements, come to a decision, and follow instructions in English, was key to improving their spoken communication skills.

**Improving my writing skills.** This subcategory arose as a result of students' contemplation of their writing process. Students were questioned about their English compositions. As students immersed themselves in the writing process and received constructive feedback from their teachers in terms of composition, that increased their writing skills. This statement was reflected in some answers provided by the students when they were asked about this skill. Thereby, highlighting how this project helped strengthen their writing skills and added the regular English classes that were key to achieving this outcome. This initial instance came to light during the diagnostic survey, where some students expressed their opinions regarding writing skills in English.



[Diagnosis survey #1. First cycle: March 8th, 2023. Student 12]



[Diagnosis survey #1. First cycle: March 8th, 2023. Student 23]

The diagnosis survey showed that some students consider writing a skill they had to improve on. Additionally, this was confirmed in the interview that was carried out with the teacher in charge of the grade. According to her, the wrecks of the last pandemic

COVID-19 had affected students in all aspects. For instance, their skills in general had decreased. The teacher's comments were recorded in an interview that was made during the first classes to be aware of the things this project had to focus on.

“a veces les falta verbos, adjetivos, que por ejemplos ellos avances no distinguen un sustantivo...hemos venido trabajando la parte de gramática propuestos en la maya curricular hemos practicado ejercicios de respuesta múltiples o de completar eso también les ayuda a complementar esa parte”.

[Interview #1. First cycle: March 8th, 2023. Teacher]

The data revealed a perspective in some students in which there was an improvement in their writing skills. During the creation of their podcast, a draft was handed to the students to help them produce the script that would organize their opinions in relation to the discussion topic they chose. Consequently, this process helped them to practice writing skills because they received permanent feedback from the teacher to create proper sentences. Therefore, during the development of this project, the students practiced their writing skills, even though this was not one of the objectives that were initially proposed by the teachers. The following

Today, we want to talk <sup>about</sup> ~~in~~ the k-pop, the k-pop is the most famous music in ~~both~~ <sup>South</sup> Korea. Their choreographies are very entertainingg and <sup>varied</sup> songs. ✓

**JULIETA** : Daniel, do you like k-pop?

**DANIEL** : No, I discuss? listening to k-pop.

**SARA** : And you Michelle?

**MICHELLE** I hate to listen to k-pop. ✓

**JULIETA** : I love listen to k-pop, I can watch or listen music videos every day.

[Artifact #19. Third cycle. October 4th, 2023. Students 8, 16, 19 and 21]

English, we talk about the most important and famous songs in the world this year. The first song is Paint the town red of Doja Cat, The second song is Die for you of the weekend and the last song is Flowers of Miley Cyrus.

[Artifact #16. Third cycle. October 4th, 2023. Students 2, 6, and 20]

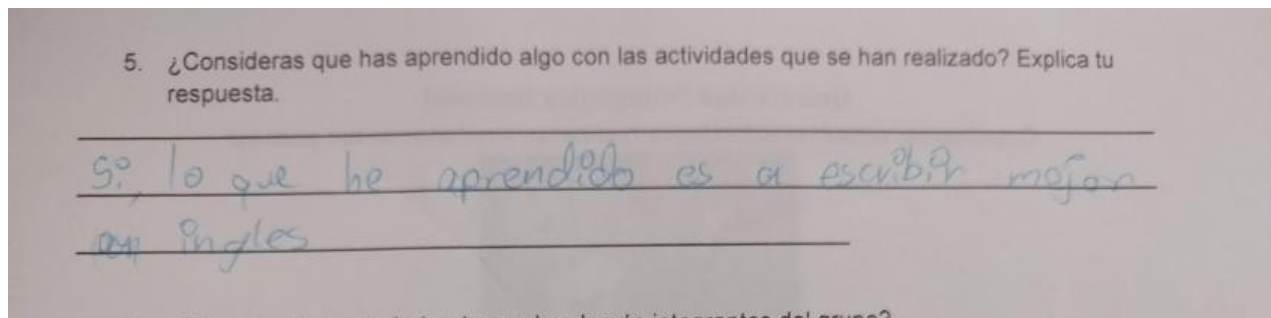
✦ + Podcast CONTINUATION

So, guys I think this song is amazing, because talk about how life going on if she or us the womans <sup>be</sup> ~~was~~ a man, like the patriarchy in this times ~~great~~ the power or judge the capacity that we have or not just for be womans. If a man is successful is too much different in comperation than a woman that be successful too, it could be

[Artifact #17. Third cycle. October 4th, 2023. Student 10, 13, and 17]

The previous samples evidence some of the scripts written by the students. Indubitably, the activities implemented throughout the cycles were well-received by participants, who appreciated the opportunity to write their own scripts with their group members. The students' written productions showed significant improvement over time, as evidenced by the inclusion of more complex grammatical structures, the use of a wider vocabulary, and the more appropriate use of punctuation.

S4: Si, lo que he aprendido es a escribir mejor en inglés.



[Questionnaire #2. Third cycle: October 4th, 2023. Student 15]

The perception of students about not only writing, but in general terms about English, had changed throughout the development of the current project. Subsequently, due to the constant feedback given by the teachers and the interest demonstrated by the students, their perspective regarding writing in English changed. This can be seen in the interviews carried out after the recording of the podcast, in which they mentioned their feelings about English, but they also mentioned how some of their skills were improved.

“fue algo que nunca habíamos hecho con ningún practicante, es muy innovador [...]ya que estamos hablando de un tema que nos gusta es más divertido aprender de ese tema, pero en inglés, ósea si tú ya lo sabías en español pues lo pasas al inglés, es divertido”.

[Interview #1. First cycle: March 8th, 2023. Teacher]

Taking into account the previous data, the implementation of the current project helped them to develop a positive perspective of English. Then, it was key from the beginning to try to catch their attention, because that would increase their participation and motivation in the development of all the activities related to this podcast project. It is something that (Johnson, Johnson, and Holubec, 1992; and Johnson, Johnson, and Smith, 1991) remark as one benefit of cooperative learning that allows students to have responsible and lasting relationships that will motivate them to make an effort in their task. Therefore, during the development of this project, the environment also improved, making it possible to have confidence in ourselves and other students when it comes to writing in English.

## **Category 2 Drawbacks of Cooperative Learning**

This category presents the negative aspects that Cooperative learning had throughout the implementation of the proposal. The subcategories mentioned below account for elements that negatively impacted the objective of improving students' oral communication skills through the production of a podcast through Cooperative learning. According to Johnson and Johnson (2009), one of the disadvantages of Cooperative learning is that it is hard to make sure that all students were participating and working fairly. To overcome this situation, the students were divided into groups of four members. Each group member had a specific role with specific responsibilities and functions. However, it was evident that the rigidity of the roles, the time limit, and the dependence on

others to achieve better results had detrimental effects. This category is made up of three subcategories: “*Time as a barrier*”, which reflects the impact that the lack of time had on the proposal. “*Stiffness of the roles*”, which presents the implications of the rigidity of the roles of Cooperative learning. “*Dependence on others*”, which shows the students' dependence on their peers to achieve better results.

**Time as a barrier.** Time management is a critical element in the podcast development process. The time it takes to complete each phase, from conceiving the idea to the final episode's release, can be substantial and, at times, problematic. According to Johnson, Johnson, and Holubec, 1992; Johnson, Johnson, and Smith, 1991 students have to develop cooperative learning for a long time. In this context. Throughout the application of the proposal, the necessity to follow the schedule to achieve the goals that were originally set was always accentuated by the teachers, emphasizing the importance of effective planning and execution to make the most of the available time.

When considering the time aspect, it becomes evident that the activities right from the project's inception required a significant amount of it. Furthermore, unanticipated changes in the schedule, such as institutional projects like PPI and events like English Week, added to the delays in the development process. This issue was detected by some students; they also grappled with time constraints due to the demanding nature of the project. While they found the experience to be amazing, it became apparent that the lack of sufficient time was a recurring challenge, as revealed in their survey responses. In some cases, they noted that the allotted time for the project activities proved insufficient.

S1: Porque a veces es mucho texto, pero hay muy poco tiempo. Aunque la actividad es entretenida.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 1]

Porque a veces es mucho texto Pero Hay Muy poco tiempo, aunque la actividad es entretenida

S7: Que los tiempos para hacer la actividad son muy pocos.

que los tiempos para hacer la actividad son muy pocos

[Questionnaire #2. Third cycle: October 4th, 2023. Student 7]

T: ¿Qué aspecto consideras que podría ser mejor para el desarrollo del proyecto?

S13: Que nos dieran más tiempo, algunas veces hay que correr mucho y uno siente que las cosas podrían haber quedado mejor si hubiéramos tenido más tiempo.

[Interview #2. Second cycle: September 13th, 2023. Student 13]

T: ¿Qué aspecto consideras que podría ser mejor para el desarrollo del proyecto?

S7: Que hay que completar las actividades muy rápido. Yo creo que sería bueno que el tiempo para hacer las cosas fuera mayor.

[Interview #2. Second cycle: September 13th, 2023. Student 7]

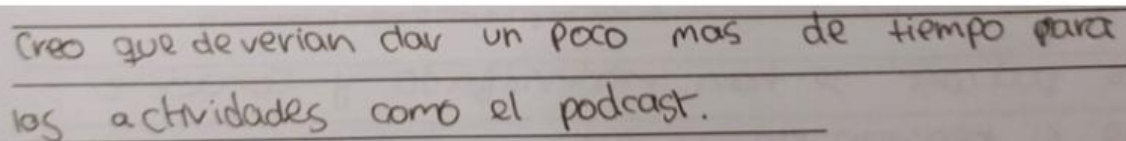
As stated by Darling-Hammond (2010), learners require enough time to create their thoughts and express them creatively. The successful development of the project was made possible through the dedicated support of the teachers and the effective utilization of available resources. However, it's important to acknowledge the feedback from both students and teachers, which highlighted the need for more time to optimize the activities and explanations.

“Los estudiantes han tomado con seriedad la realización de las actividades planteadas. Sin embargo, se ha identificado que la cantidad de tiempo disponible para el desarrollo de los ejercicios no ha sido suficiente. Esto ha impactado negativamente a los objetivos planteados. Si se hubiera tenido más tiempo, los resultados serían aún mejores.”

[Field notes #8. Second cycle: October 11th, 2023]

S21: Creo que deberían dar un poco más de tiempo para las actividades como el podcast.





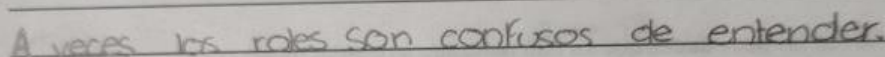
Creo que deberían dar un poco más de tiempo para las actividades como el podcast.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 21]

As Johnson, Johnson, and Holubec (1992) and Johnson, Johnson, and Smith (1991) emphasized, it's a common mistake not to allocate sufficient time for the development of activities in cooperative learning. Therefore, time emerges as a pivotal factor in achieving efficiency in cooperative learning, including the fulfillment of various roles.

**Stiffness of the roles.** The rigidity of roles is a pertinent issue in the context of collaborative projects. The clear definition of roles can sometimes lead to situations where students find themselves torn between strictly adhering to their designated roles and the need to assist other team members. Then, as roles become highly delineated, a dilemma can arise whether to prioritize the execution of specific tasks or foster more fluid collaboration. Therefore, this tension between role rigidity and the flexibility necessary for effective teamwork is an important aspect to consider in collaborative projects. Additionally, the students reported that some roles were simpler than others, which posed a challenge because the level of responsibility required to complete a task could vary. This was evident in some students' answers when they were asked about their roles.

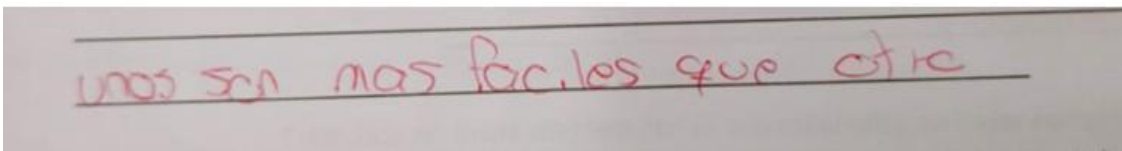
S26: A veces los roles son confusos de entender.



A veces los roles son confusos de entender.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 26]

S 14: Unos son más fáciles que otros.



[Questionnaire #2. Third cycle: October 4th, 2023. Student 14]

T: ¿Qué aspecto consideras que podría ser mejor para el desarrollo del proyecto?

S3: Que algunos roles tienen más importancia que otros. Yo creo que todos deberían tener el mismo rol y no darles más responsabilidades a algunas personas que no saben cómo manejar las cosas.

[Interview #2. Second cycle: September 13th, 2023. Student 3]

As it was evident, some students had been sharing their experiences related to their English studies and their respective roles within the learning process that was done during this project. The introduction of these roles was a novel experience for them, which led to some initial confusion, despite having them documented in their notebooks and undergoing multiple reviews. This transition to a Cooperative learning approach demanded adequate time to establish a proper and harmonious learning environment. Nevertheless, some students still found it challenging to grasp their roles quickly, as highlighted during the recent interview:

“y eso de los roles a veces es algo confuso, algunos piensan que es el “C” o el “D”

[Interview #3. Third cycle: October 3rd, 2023. Student 18]

The analysis of the data gathered during the development of the proposal revealed that the assigned cooperative learning roles occasionally inhibited student progress. While cooperation and teamwork were essential for producing a podcast, the Cooperative learning roles were complex and inflexible, impeding effective interaction among group members.

This was a problem because some students were assigned a role and later stated that they wanted to change it because it did not meet their expectations. Unfortunately, it was not possible to make changes to the roles because each member had a specific responsibility to be fulfilled within their team.

“Algunos estudiantes manifestaron su deseo de cambiar el rol que les fue asignado porque no les gustaban las funciones que tenían que desempeñar. Desafortunadamente, realizar cambios en los roles impactaría la composición de los grupos. Otros aseguraron que no les gustaba seguir la estructura de los roles porque no querían desempeñar la misma función, como alternativa sugerían turnar los roles”

[Field notes #8. Second cycle: October 11th, 2023]

**Dependence on others.** This subcategory aims at the dependency within Cooperative learning, which can significantly impact the performance of the group and the appropriateness of their objectives. While cooperation and interdependence were essential for this approach, it became evident when roles and responsibilities of each team member were not properly respected, it could lead to confusion, conflicts, and distractions and ultimately impede the progress of their podcasts. Therefore, finding the right balance between cooperation and dependency was crucial for achieving successful teamwork during podcast production, resulting in a more fruitful and harmonious process.

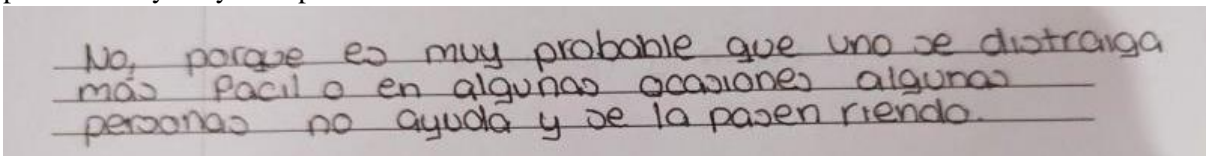
The first instance when this issue was noticed occurred during a class observation, where some students were highly participative in all activities, while others were not paying attention. As a result, the inattentive students ended up distracting those who were focused on the class. This situation in the student's environment not only disrupted the flow of the lesson but also raised a preference for working alone because they didn't want to depend on others' performance to achieve any activity in the class:

“Uno de ellos muestra poco interés en la actividad y en la clase en general. El otro estudiante muestra interés y me llama varias veces. Algunos estudiantes no desarrollan la actividad y distraen a los demás”.

[Field notes #3. First cycle: May 10th, 2023]

This perception was further corroborated by the results of the diagnostic survey, wherein some students expressed their preference for working alone, indicating a certain degree of discomfort when collaborating with their peers. Some students explicitly mentioned their reluctance to work with others due to concerns about the lack of responsibility of their peers.

S 17: No, porque es muy probable que uno se distraiga más fácil o en algunas ocasiones alguna persona no ayuda y se la pasan riendo.

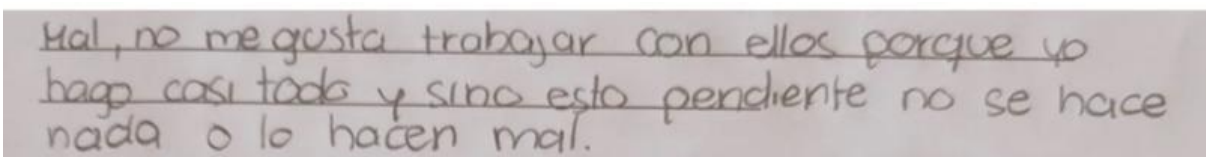


No, porque es muy probable que uno se distraiga más fácil o en algunas ocasiones algunas personas no ayuda y se la pasan riendo.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 17]

According to Frey and Douglas (2019), Cooperative learning can be challenging for students who are working with peers who do not have the appropriate level of motivation and commitment to the activities proposed. Students mentioned that group work with their peers was occasionally unappealing due to the inadequate performance of their peers:

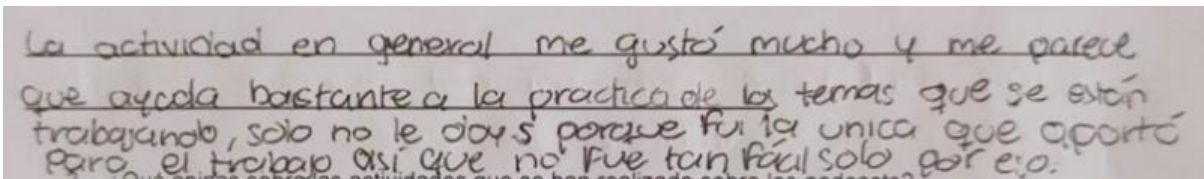
S26: Mal, no me gusta trabajar con ellos porque yo hago casi todo y si no estoy pendiente no se hace nada o lo hacen mal.



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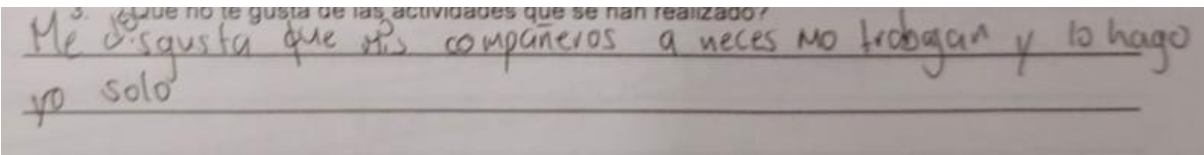
[Questionnaire #2. Third cycle: October 4th, 2023. Student 26]

S26: La actividad en general me gustó mucho y me parece que ayuda bastante a la práctica de los temas que se están trabajando, solo no le doy 5 porque fui la única que aportó para el trabajo así que no fue tan fácil solo por eso.



[Questionnaire #2. Third cycle: October 4th, 2023. Student 26]

S24: Me disgusta que mis compañeros a veces no trabajan y lo hago yo solo



[Questionnaire #2. Third cycle: October 4th, 2023. Student 24]

Initially, students' attitudes toward working in cooperative groups were generally perceived as unfavorable. However, as the project progressed through its first and second cycles, it became evident that students held a range of perspectives on group work. Some students developed a more positive view of collaborative efforts, but this perception often depended on the level of cooperation within each group. In contrast, there were still negative perspectives on this mode of work, particularly when instances arose where only one, two, or three participants in a group actively contributed. This discrepancy in experiences became apparent when students were asked to reflect on their project involvement.

T: ¿Qué aspecto consideras que podría ser mejor para el desarrollo del proyecto?

S12: Que no todos los miembros del grupo trabajan, hay gente que se pone a hacer otras cosas y eso afecta a todo el grupo porque no todos están aportando. Yo siento que yo hago muchas cosas y me gustaría ver que mis compañeros también.

[Interview #2. Second cycle: September 13th, 2023. Student 12]

By the time we reached the last cycle, there was a noticeable shift in perception. The initial negative attitudes toward group work had gradually evolved, and students began to function more effectively within their groups, fulfilling their designated roles. These changes were discerned through interviews conducted at the project's conclusion. During these final interviews, it was apparent that the majority of the students had developed a higher level of cooperation and a better understanding of their respective roles, however, several students provided negative feedback about the level of commitment of their peers when accomplishing the tasks that were assigned during the proposal. This hurt the individual results of the students.

S25: Bien, en mi rol tengo que hablar más y eso me ha ayudado.

A photograph of a piece of lined paper with handwritten text in Spanish. The text reads: "Bien, en mi rol tengo que hablar más y eso me ha ayudado". The handwriting is in black ink and is written across two lines of the paper.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 25]

S25: Bien, ya que es un rol que me gustó.

A photograph of a piece of lined paper with handwritten text in Spanish. The text reads: "bien ya que es un rol que me gustó". The handwriting is in black ink and is written across two lines of the paper.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 25]

In conclusion, this topic posed a significant challenge for some students due to the complex nature of their roles and responsibilities. To address this, several strategies were employed to improve understanding and cooperation among students. Firstly, students

received various forms of feedback and explanations to clarify their respective roles. This initial step aimed to provide a clear understanding of what was expected of each team member.

Secondly, students documented their roles and responsibilities in their notebooks, where a comprehensive list of tasks was outlined. This served as a reference point to avoid confusion and overlap of duties. Thirdly, students consistently reminded themselves of their roles and responsibilities throughout the completion of activities. This constant reinforcement helped minimize dependency on other team members. However, it is important to note that, despite these efforts, complete independence from other roles was not always achievable. In some cases, collaboration and interdependence remained necessary to successfully tackle the challenges at hand. In summary, the topic's intricacy demanded a concerted effort from students, and while progress was made in reducing dependency on other roles, the complete elimination of this interdependence proved to be unattainable.

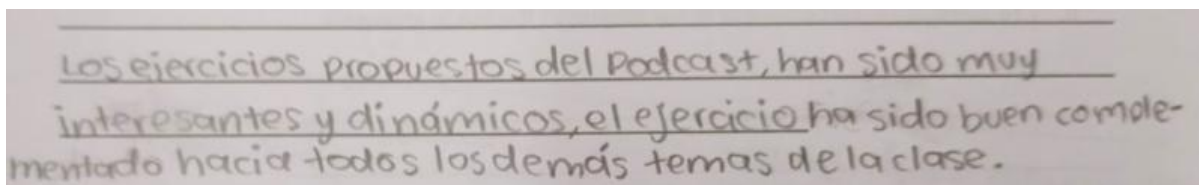
### **Category 3 Influential factors for the achievement of the goals**

This category expresses the importance of the influential factors that had an impact on the achievement of the goal. During this proposal, clear and specific roles were set to be completed by the students. A variety of learning activities, resources, and materials were developed to help them achieve the goals. According to Marsan (2009), the effectiveness of education depends on the classroom experience, which is shaped by the quality of the materials and activities used to teach. Additionally, Jensen (2005), states that appropriate materials and activities are crucial for effective teaching and learning because they offer the possibility to apply what the students have learned.

Moreover, the motivation of the students played an important role in achieving the objectives of the proposal. As stated by Dweck (2006), students who are motivated are more likely to focus on the learning objective, participate actively, and persist even when they face adversity. The motivation demonstrated by the students had a positive impact on the goal that was set and it increased gradually. This category was made up of two subcategories: “*Quality of the materials and activities*”, which presents the impact these two elements had on this proposal, and “*Attitudes of the students towards the activities*” which reflects the motivation demonstrated by the students during the development of the project.

**Quality of the materials and activities.** This subcategory explores the positive impact that the materials and activities proposed by the teachers had on the students, allowing them to better understand the topics covered during the lessons. As specified by Dweck (2006), having access to good-quality materials and activities is essential for building a positive learning environment. When students have access to engaging and relevant materials and activities, they are more likely to be motivated and engaged in their learning. While drafting this proposal, the students provided positive feedback regarding the activities carried out to produce the podcast. This was confirmed by the following answers provided by them:

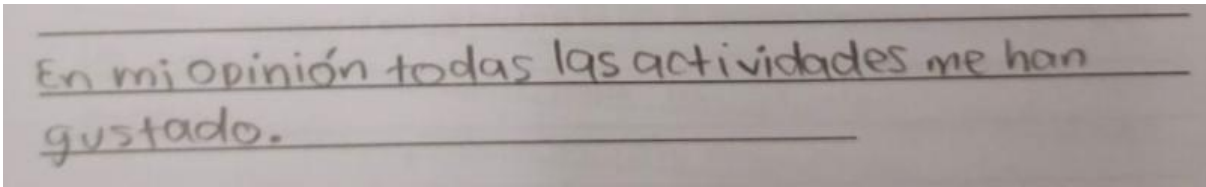
S6: Los ejercicios propuestos del podcast, han sido muy interesantes y dinámicos, el ejercicio ha sido buen complemento hacia todos los demás temas de la clase.

A photograph of a student's handwritten response on lined paper. The text is written in dark ink and matches the quote provided in the text above. The handwriting is clear and legible.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 6]



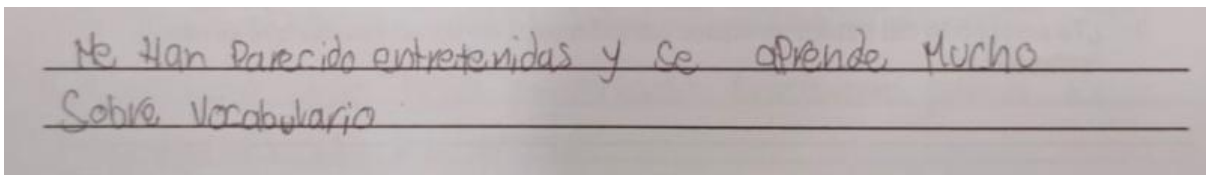
S6: En mi opinión todas las actividades me han gustado.



En mi opinión todas las actividades me han gustado.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 6]

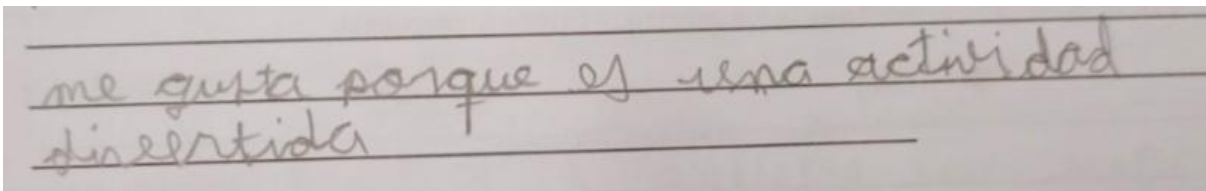
S1: Me han parecido entretenidas y se aprende mucho sobre vocabulario.



Me han parecido entretenidas y se aprende mucho sobre vocabulario.

[Questionnaire #2. Third cycle: October 4th, 2023. Student 1]

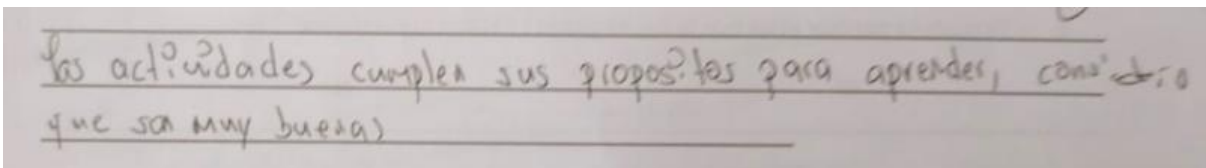
S3: Me gusta porque es una actividad divertida.



me gusta porque es una actividad divertida

[Questionnaire #2. Third cycle: October 4th, 2023. Student 3]

S24: Las actividades cumplen sus propósitos para aprender, considero que son muy buenas.



las actividades cumplen sus propósitos para aprender, considero que son muy buenas

[Questionnaire #2. Third cycle: October 4th, 2023. Student 24]

Additionally, students rated their level of satisfaction with some activities proposed by their teachers on a scale of 1 to 5. The results were generally favorable:

4. Asigne un valor numérico entre 1 y 5, siendo 1 la calificación más baja y 5 la más alta, a cada una de las actividades que se han realizado.

Actividad	1	2	3	4	5
Elección de roles				X	X
Lluvia de ideas para realizar un pódcast				X	X
Clasificar los tipos de pódcast					X
Sopa de letras sobre pódcasts					X
Guión con la introducción del pódcast					

[Questionnaire #2. Third cycle: October 4th, 2023. Student 4]

4. Asigne un valor numérico entre 1 y 5, siendo 1 la calificación más baja y 5 la más alta, a cada una de las actividades que se han realizado.

Actividad	1	2	3	4	5
Elección de roles					X
Lluvia de ideas para realizar un pódcast					X
Clasificar los tipos de pódcast				X	
Sopa de letras sobre pódcasts					X
Guión con la introducción del pódcast					

[Questionnaire #2. Third cycle: October 4th, 2023. Student 22]

4. Asigne un valor numérico entre 1 y 5, siendo 1 la calificación más baja y 5 la más alta, a cada una de las actividades que se han realizado.

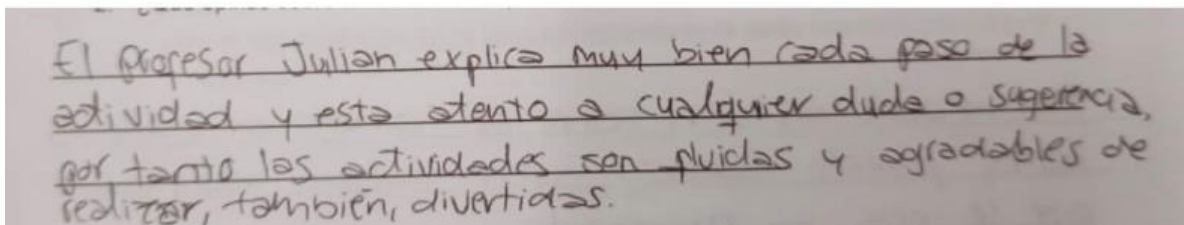
Actividad	1	2	3	4	5
Elección de roles				✓	✓
Lluvia de ideas para realizar un pódcast					✓
Clasificar los tipos de pódcast				✓	
Sopa de letras sobre pódcasts					✓
Guión con la introducción del pódcast					

[Questionnaire #2. Third cycle: October 4th, 2023. Student 21]

In addition, the explanation of the topics proposed for the podcast was satisfactory. Students mentioned that they felt comfortable with the teachers' willingness to answer

questions that arose throughout the proposal. The dynamism in presenting the information was positively valued by students.

S10: El profesor Julián explica muy bien cada paso del cada paso de la actividad y está atento a cualquier duda o sugerencia, por tanto, las actividades son fluidas y agradables de realizar, también divertidas.



[Questionnaire #2. Third cycle: October 4th, 2023. Student 10]

T: ¿Qué aspectos te han gustado del proyecto que hemos hecho?

S4: Que tú siempre estás para responder dudas y cuando no entendemos vuelves a explicar.

También me gusta que las actividades son dinámicas y aprendemos cosas que sirven para la clase.

[Interview #2. Second cycle: September 13th, 2023. Student 4]

The quality of the materials and activities proposed throughout the proposal were essential to achieving the proposed objective. Students stated on several occasions that the materials were appropriate and that they helped them understand the topics that the professors wanted to explain.

**Attitudes of the students towards the activities.** Throughout the implementation of this proposal, students showed a positive attitude towards the activities, changing their perspective in regards to English exercises that are generally completed during English classes. From the onset of the first cycle, students began to show interest and enjoyment in the proposed activities with the goal of improving their speaking skills through the production of a podcast. Over the course of the project, the interest of the students

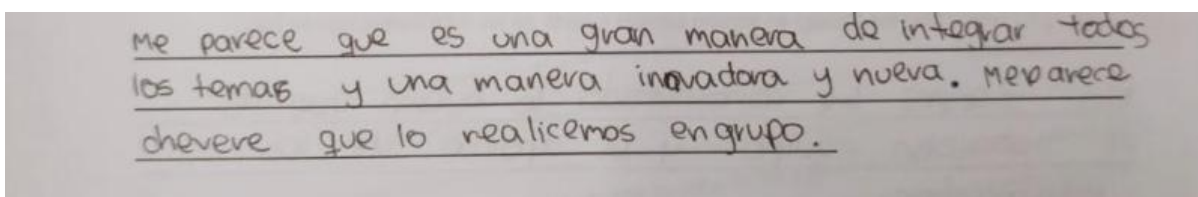
increased, leading to greater motivation to carry out the activities proposed by the teachers. Consequently, students exhibited favorable opinions toward the class, and the learning process, which they had previously deemed challenging, was perceived as effortless and stimulating.

T: ¿Qué opinas de las actividades que hemos hecho en clase?

S12: Me han gustado porque uno se siente motivado haciéndolas porque se aprende mucho y eso lo motiva a uno a seguir. Yo pienso que las actividades son buenas y lo ayudan a uno.

[Interview #2. Second cycle: September 13th, 2023. Student 12]

According to Dweck (2006), when students are actively engaged in the learning process, they are more likely to achieve deep and lasting learning. Therefore, the activities carried out always aimed to capture the attention of the students with the topics seen, making the process enjoyable and promoting their creativity when making their podcasts. The way in which the topics were presented by the students through the activities was highlighted by them themselves when they stated that they were interesting, fun, and innovative.



[Questionnaire #2. Third cycle: October 4th, 2023. Student 3]

T: ¿Qué opinas de las actividades que hemos hecho en clase?

S3: Son interesantes y se aprende al hacerlas. Es interesante porque tratamos temas que nos gustan en los podcasts y eso me gusta porque se ven cosas que a uno le gustan.

[Interview #2. Second cycle: September 13th, 2023. Student 3]

Additionally, the support given by the teachers during the development of the activities, was duly recognized and appreciated by the students. As stated by Hattie (2009), the attitude, knowledge, and skill of the teacher is a crucial element in student learning, a skilled educator can make a lasting difference in the perception of a student. The following excerpt from an interview presents the opinion of a student in regards to the role of the teacher when answering the questions that arose during an activity.

T: ¿Qué piensas de las actividades que hemos hecho hasta ahora?

S17: Yo siento que son buenas, pero cuando no entendemos algo, me gusta que tú siempre estás listo para responder preguntas. Algunas veces no entiendo, y pregunto de nuevo, y siempre nos respondes de buena gana. Eso ayuda cuando nos perdemos.

[Interview #2. Second cycle: September 13th, 2023. Student 17]

Accordingly, the attitude of the students towards the activities was a key factor that allowed the achievement of the objectives that were initially set by this proposal. The materials and resources utilized promoted the creativity of the students and their enjoyment of the learning process.

## **CHAPTER VI**

### **Conclusions and implications**

This chapter outlines the project's conclusions, drawing from the insights discussed in the preceding section. Then, it explores the significance of this research for the teaching of writing to children within the specific institution where it was conducted and the target population it addressed. Finally, it delves into the study's limitations and offers recommendations for future research within this field.

### **Conclusions**

This qualitative project aimed to identify the impact of cooperative learning through the implementation of podcasts on the speaking skills of students at IPN. Hence, this project proposed two research objectives, namely, to acknowledge the significance of cooperative learning in enhancing students' speaking abilities, and secondly, to examine how students react to the introduction of podcasting as a means of enhancing their speaking abilities. In the light of this investigation of the first objective, the data revealed an important improvement in students' speaking abilities during the development of this project. On one hand, the process of creating their podcast involved practice and rehearsal of their spoken content into the podcast. Also, the drafting process required them to revise and refine their written scripts based on teacher feedback, enhancing their writing skills.

On the other hand, cooperative learning played a significant role as students collaborated in their groups to create their podcasts, offering an opportunity to post-pandemic COVID-19 groups. However, it was worth noting that the cooperative learning approach demanded substantial time and resources, and some students cited time constraints as an issue during the project. In conclusion, taking into account the data, this point had a bittersweet taste. Even though students improved their speaking and writing abilities, and they enjoyed the process, the idea of applying a cooperative learning approach required more time than expected.

Regarding the second objective, the data revealed that 701 students from the IPN towards the implementation of podcasts to improve their speaking skills were positive and well received. First, data uncovered that students found the use of podcasts to be something innovative, absorbing, and enriching. Second, by making the explanation of podcasts and implementing their podcast afterward, it was fundamental to see their interest in this

project. Lastly, creating a conducive environment was pivotal in cultivating a meaningful and engaging project within the class, focusing on the targeted skill.

In summary, this project explored cooperative learning as a method for English language learning, which not only encourages active student participation but also contributes significantly to the enhancement of their speaking and writing skills, among others. Then, when students are assigned roles and actively engage in the learning process, they develop a sense of connection to the project. Furthermore, when topics related to their context are introduced, students receive support from their peers in a collaborative process, which motivates and stimulates their speaking abilities. Consequently, this results in significant personal growth as they take on enriching roles within the learning process.

### **Implications**

One implication was the structure of classroom instruction. Teachers have the opportunity to introduce cooperative learning into their classes and to do so effectively, they need proper training. Then, this represents a challenge for institutions with established curricula and teaching approaches that already include specific tasks, goals, and competencies. However, the necessity to make classes more interactive and participative is non-negotiable. Some students currently perceive their classes as monotonous, and the constraints of time limit their ability to delve deeper into topics and explore their talents and interests within the realm of English classes. Therefore, addressing this issue is a significant, long-term undertaking that the education system in Colombia will need to consider at some point.

Along with this implication, the above-mentioned, time and planning are key to integrating this approach into the curriculum and allocating time enough for students to be

familiar with the dynamic and feel comfortable working in teams. For instance, this includes time for creating the groups and their roles with their different responsibilities and establishing norms and non-negotiable rules. All of this is to be familiar enough with the cooperative learning method. Therefore, teachers should have enough time within the academic schedule for these activities. Finally, the teacher must evaluate not only their cooperative contribution and proper teamwork but also their ones to give correct feedback, ensuring that cooperative learning works effectively and is productive. This not only enhances their cooperation in their teamwork and the goal target but also promotes a deeper understanding of the subject and problem-solving abilities.

Now, in terms of the classroom, there were two relevant implications. The first and most important was the effectiveness of cooperative learning that relies on student engagement and commitment. Then, students must understand that there was a fundamental for a group's success. As an example, this involved students taking responsibility for aspects such as active participation, role fulfillment, conflict resolution, and commitment to group goals. To sum up, by fostering student responsibility in cooperative learning, students are empowered to become active participants in their educational process, significantly contributing to the success of this teaching methodology. Last but not least, the rigorous Commitment of the pre-service teacher in implementing cooperative learning is essential for this achievement. Then, the successful implementation of cooperative learning demands significant commitment from the pre-service teacher, as it is a pedagogical approach that requires substantial effort and dedication. For teachers to effectively apply cooperative learning, it is essential to be responsible for the design of roles and cooperative activities, manage group dynamics, and provide personal and



individual support because each student is different from others and reflects, and adapts to possible unexpected changes. In summary, for teachers wishing to implement cooperative learning, this pedagogical approach represents a taxing challenge that requires ongoing dedication and rigorous commitment. However, the benefits in terms of collaborative learning and the development of social and cognitive skills in students can make this effort worthwhile.

### **Limitations**

Several limitations were encountered during the progress of this project. First, it was the time limit that was previously mentioned. It was the lack of English hours during the week. The teacher in charge has a curriculum and program to do and complete during the course. Then, having only four hours of a class of 45 minutes each hour, made it challenging in every single activity. Therefore, all the activities had to be done as a “race” as some students said. Also, the IPN had programmed some events during the course, reducing the hours and days of English class (spelling bee contest, Family's Day, PPI project, etc.). It was necessary to ask the teacher in charge about different spaces to fulfill the project. It was worth noting that the successful development and execution of this project were largely attributed to the support, time, and continuous feedback provided by the teacher in charge, given the substantial demands of the project.

A limitation arose due to the curriculum structure and the challenge of integrating both projects, as it was sometimes not feasible. During the development of the project, it was always remarkable from the teacher in charge, the idea of linking the regular English topics from the curriculum with the podcast project. With the notion of addressing both aspects simultaneously, the English classes required a focus on grammar topics and

structure, which might have been of minimal relevance in the development of the podcast. In some cases, the teacher expressed concerns about this point. Nevertheless, it was possible to have an agreement about it, and the criteria for the creation of the podcast were done and shown to the students throughout the lessons. As a result, with all the organization and planning, students began to apply some of those topics in their podcast drafts. This made it possible to establish a connection between both aspects by the end.

Last but not least, there were a few students who did not participate actively in the English classes in general. This was because of their distaste for English signatures. Then, they were not interested in the realization of some activities. It was a huge challenge to try to make them participate actively in the project. All in all, the pre-service teacher constantly invited all students to be part of this innovative project, and by doing so all students recorded their podcast, which was something incredibly exciting for the pre-service teacher.

### **Future research**

This study successfully achieved its primary objectives, which included recognizing the impact of cooperative learning on students' speaking abilities and analyzing students' responses to the introduction of podcasting as a method for enhancing their speaking skills. These objectives were tailored to meet the specific needs of the IPN to improve English through a pedagogical intervention. As a result, the current project focused solely on speaking skills due to time constraints and the IPN's specific requirements. However, for future research, it may be worthwhile to explore a more comprehensive approach, encompassing additional EFL skills such as writing, given sufficient time and resources, the inclusion of all EFL skills could prove to be a valuable and enriching point to investigate.

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## ANNEXES

### Annex 1 Teacher's interview (transcription)

<b>Date:</b> March 6th, 2023	<b>Place:</b> IPN Teacher's lounge
<b>Interviewer:</b> <b>Julian Montero</b>	<b>Interviewee:</b> Marcela Sarmiento
<b>Grade in charge:</b> 701	<b>Length:</b> 9:26/ tape recorder
<b>QUESTION</b>	<b>ANSWER-TRANSCRIPTION</b>
Un introducción de su labor en el IPN	Mi nombre es Marcela Sarmiento docente de inglés encargada de los grados séptimos del Instituto Pedagógica nacional 701. En este momento me encuentro cubriendo una licencia de maternidad remplazando a la profesora Diana granados.
Como es la disciplina del grupo en general	Bueno, en ocasiones la disciplina no es tan buena ya que suelen hablar mucho. Entonces eso hace que se distraigan cuando estoy explicando algún tema. Sin embargo, pues se les llama la atención manejan diferentes estrategias para que mantengan el orden el silencio por que es más que todo eso digamos que no es indisciplina que estén molestando o algún compañero o molestando la clase como sino que hablan mucho.
¿Cuál habilidad comunicativa considera mejor desarrollada?.	Yo considero que la parte del writing, ellos manejan muy bien la parte del writing y el reading también, ya que comprenden las instrucciones que encuentran en el libro que manejamos la mayoría entiende y sabe lo que hay que hacer sin digamos que, no se les da la instrucción como en otros cursos. Si no que ellos de una vez cogen la página y empiezan a trabajar solos.
¿Cuál habilidad comunicativa considera que se debería reforzar?.	Yo pienso que la parte del speaking, no muchos la tienen bien desarrollada, porque de pronto no cuentan con el vocabulario para expresar sus ideas, entonces a veces les falta, verbos, adjetivos que por ejemplo ellos no distinguen que es un sustantivo entonces esa partecita de como que se expresen faltaría más practicarlos. Además que eso ayuda a la pronunciación.
¿Qué tipo de actividades se realizan en la clase de inglés?	Hemos venido trabajando la parte de gramática, explicando los temas propuestos en la malla curricular, hemos trabajado ejercicios de respuestas múltiples o de completar también filling the gaps que eso les ayuda también a implementar el vocabulario, esa parte.
¿Cómo considera el trabajo en equipo de los estudiantes?, ¿ Les gusta trabajar solos o en equipo?	Generalmente en el grupo que estamos trabajando se trabaja en grupo porque la mayoría no cuenta con los materiales de clase en especial el libro que se pidió para este año que vamos a trabajar, entonces son muy, como decirlo, ellos se les dicen trabajan en grupo pus digamos que se ha evidenciado que lo hacen bien durante la hora entonces siento que ellos trabajan en grupo la actividad propuesta, entonces siento que se colaboran y se ayudan y lo he notado en algunos estudiantes que tiene el conocimiento entonces buscan como el que necesita más ayuda y pues hacen que trabajen en la clase.
¿ Considera que ellos podrían usar el celular para aprender también inglés?	Yo considero que sí, siempre y cuando le den buen uso porque pues desafortunadamente hoy en día los adolescentes no le están dando un buen uso a las herramientas tecnológicas en este caso el celular, que sería una muy buena herramienta para que ellos trabajen la parte del listening, la parte de pronunciación ya que ellos encuentran varias aplicaciones para trabajarlo, pero, ellos no le dan buen uso. Entonces lo que hacen es ponerse a jugar, a chatear y por eso digamos que yo, bueno en mi clase prohíbo el celular por el mismo caso que al no darle buen uso va a hacer que se distraigan en la clase y no trabajen en lo que se le está pidiendo.
¿Considera que se usa español en la clase de inglés?	Es como 50 y 50 como te dije anteriormente que tienen buen nivel entonces aprovechan esa habilidad que tienen, entonces lo hacen en inglés y pues lo que unos obviamente usan el español, pero uno trata de corregir bueno este se dice así, repita después de mí, para que ellos vayan usando expresiones útiles para la clase. Entonces se dice "how do you say", acuérdense. Entonces que usen esas expresiones
¿Siente que son tímidos al hablar en inglés?	Algunos, algunos reconocen eso, no profé yo no entiendo, no sé, entonces se expresan en español, entonces los que lo saben si se ve ese interés y tratan de practicarlo, tengo varios estudiante que son buenos y que se acercan a uno y les preguntan a uno en inglés entonces se reconoce cuáles son esos estudiante como encargar el resto del grupo como una especie de monitores para que ayuden o que pues a veces es un poco complicado estar en cada uno de los estudiante entonces uno les puede decir oye ayúdame con este estudiante. Es una estrategia que se implementa en el aula de clase.

Annex 2 Student's diagnostic test

Universidad Pedagógica Nacional  
Encuesta para la recolección de datos IPN, grado 701  
Alejandro Pavajeau Niño - Julián Jair Montero

  
UNIVERSIDAD PEDAGÓGICA  
NACIONAL

0. ¿Qué edad tiene?  
12

0. ¿En qué barrio y localidad vive?  
Antonio Nariño

0. ¿Qué medio de transporte usa para movilizarse al IPN?  
Ruta del colegio

0. ¿Hace cuántos años estudia en el IPN?  
Hace 9 años

0. ¿Qué actividades suele realizar en su tiempo libre?  
Juego Fútbol

0. ¿Con quién vive?  
Con mi Papá y  
Mi abuela

0. De tener hermanos o hermanas, ¿cuántos tiene?  
Hermanos       
Hermanas X      N/A 1

0. ¿Escucha la radio o las noticias?  
SI      NO X ¿Cuál?     

0. ¿Sabe qué es un podcast?  
SI X NO      De ser sí la respuesta, de su definición de  
Podcast Programa de audio que puedes hablar de  
Cualquier tema



Annex 3 Student's diagnostic test

Universidad Pedagógica Nacional  
Encuesta para la recolección de datos IPN, grado 701  
Alejandro Pavajeau Niño - Julián Jair Montero

9. ¿Le gusta aprender inglés? Justifique su respuesta mencionando las razones por las cuales le gusta o no.

Me gusta aprender inglés porque es necesario para la vida pero a veces es complicado

10. ¿Considera importante aprender inglés? Justifique su respuesta.

Si, es importante ya que nos sirve por cultura general y para interactuar con otras personas

10. ¿Estudia inglés por fuera del salón de clases del IPN?

SI  NO  ¿Cada cuánto? \_\_\_\_\_

11. ¿Qué habilidad considera se le dificulta en aprendizaje del inglés? Marque un "X" para seleccionar una o varias de las opciones

Reading (lectura)       Writing (escritura)  
 Speaking (habla)       Listening (escucha)

12. ¿Te gusta realizar las actividades de clase en grupo? Justifique su respuesta

Si, porque 3 cabezas piensan mejor que una

13. ¿Te gusta ser líder a la hora de hacer una actividad grupal o prefiere recibir instrucciones? Justifique su respuesta

Me gusta ser el líder porque siento que soy buen líder

14. ¿Consideras que es posible aprender de tus compañeros y compañeras cuando trabajas en un grupo? Justifique su respuesta

Si a veces pueden saber algunas cosas que yo no sé

## Annex 4 Field note

NOMBRE	JULIAN JAIR MONTERO SOGAMOSO
LUGAR, FECHA Y TIEMPO	LUGAR: INSTITUTO PEDAGOGICA NACIONAL. FECHA: OCTUBRE 21, 2022 HORA: 11:00 am # DE ESTUDIANTES:17 TIEMPO ESTIMADO: 45 minutos (APROX)
PREGUNTA O OBJETO DE INVESTIGACION	RECONOCIMIENTO DEL GRUPO DE ESTUDIO: Topic: There is and there are

### DIARIO DE CAMPO

#### DESCRIPCIÓN DEL CONTEXTO GENERAL DE OBSERVACIÓN (lugar, tiempo, participantes, actividades, etc)

La sesión inició con ciertos anuncios de actividades y eventos de la semana

**Primero:** el próximo jueves los estudiantes salen a medio día.

**Segundo:** el viernes no habrá clases y el próximo martes se hará el examen final del curso de inglés.

**Tercero:** el próximo domingo habrá un picnic en celebración del día de la familia entre estudiantes, maestros y padres de familia.

**Cuarto:** El 31 de octubre no habrá clases y se les recuerda entregas los permisos para el campamento, los cuales son desprendibles firmados por los padres de familia. Los estudiantes estaban preguntando hasta cuando había plazo para entregar los desprendibles y después de eso se inició la clase.


#### DESCRIPCIÓN DE LOS HECHOS CENTRALES - LO QUE ACONTECE

#### APRECIACIONES PERSONALES *lo que me acontece como observador/a*

<p>La clase inicia con el llamado a la lista y se procede a hablar de las actividades para la sesión de hoy. Se menciona ciertas actividades del libro que se deben hacer junto con actividades de la clase pasada. En total son las siguientes actividades; un crossword cuyo tema es places in the city. Esto sumado a una nueva guía con tema de vocabulario sobre la ciudad y sus lugares. La profesora introduce el tema con ejemplos y leyendo los ejemplos de la guía sobre diferentes ciudades presente en la guía. Cada ciudad tiene sus particularidades (Bogotá, London, Tokio y Melbourne). La idea principal es el uso del tema "there is and there are"; entonces la profesora explico la estructura gramatical y la forma en que se conjugaba ya sea en pregunta, afirmación y negación. Dentro de eso, se tuvo en cuenta vocabulario adicional que pudiese ayudar al desarrollo de una sección de la guía, sinónimos y antónimos. Así pues, las actividades de las guías irían en el siguiente orden:</p> <p><b>PRIMER TEXTO</b></p>	<p>Los estudiantes muestran atención a las instrucciones de la profesora. En mi intervención se me dio dos estudiantes a darle ayuda en el desarrollo de los ejercicios. Ambos estaban un poco confusos en cómo desarrollar la actividad. Pero, poco a poco, fueron entendiendo las actividades.</p> <p>Uno de ellos muestra poco interés en la actividad y en la clase en general. El otro estudiante muestra interés y me llama varias veces. Algunos estudiantes no desarrollan la actividad y distraen a los demás.</p>
<p>1. Sinónimos (2 minutos) 2. Antónimos (3 minutos)</p> <p><b>SEGUNDO TEXTO</b></p> <ul style="list-style-type: none"> <li>Ejercicio de escucha</li> <li>El audio se reprodujo varias veces</li> <li>El título del video es "living in Tokio" y se debía reconocer el uso del there is and there tanto negativo como afirmativo del audio. Eso, debía ser ubicado en unas casillas de la guía específicas.</li> </ul> <p>Al final, se debía entregar el cuaderno con las dos guías completas. Además, se debía entregar el libro con los ejercicios de las paginas correspondientes. Se les recaló el examen final la próxima clase y se finalizó la sesión.</p>	<p>Se evidencia cierta dificultad por parte de los estudiantes a la hora de comunicarse en inglés. La primera opción siempre es el español. En ocasiones puntuales, se comunican en inglés, pero lo hacen para decir oraciones muy cortas.</p> <p>Otros estudiantes me llaman para pedir ayuda en el desarrollo de actividades. La profesora deja claro que no es darle la respuesta, sino darle pistas o guiarlo a que encuentre por sí mismo la respuesta.</p> <p>Trato de usar descripciones, pistas e incusa palabra que siguen en el tablero para que los estudiantes logren detectar la respuesta.</p> <p>En el ejercicio de escucha al estar todos los estudiantes en silencio. Solo me ha dispuesto a estar atento en caso, dado que la profesora necesitara algo. Al final, todos los estudiantes me entregan Sus cuadernos y libros y así la sesión terminó.</p>

**Universidad Pedagógica Nacional**

**Cuestionario sobre las actividades realizadas alrededor de los podcast**



Ay  
Hay  
Ahi

Nombre: Julietta Rodriguez

Curso: 701 Edad: 13

Querido estudiante. Responde las siguientes preguntas teniendo en cuenta lo que has aprendido y lo que sientes sobre las clases que hemos tenido sobre la realización de un podcast. **Por favor, responde estas preguntas explicando siempre tus respuestas.** Tus respuestas nos ayudarán a mejorar cada vez las temáticas de clase.

1. ¿De 1 a 5 califica las actividades que se han realizado alrededor de los podcasts? Siendo 1 la calificación más baja y 5 la más alta. Explica tu respuesta.

1                                  2                                  3                                  4                                  5

Las actividades son interesantes y ludicas se explican los temas de manera clara y con actividades que impulsan a reforsarlos en casa.

2. ¿Qué opinas sobre las actividades que se han realizado sobre los podcasts?

me parece que es una gran manera de integrar todos los temas y una manera innovadora y nueva. me parece chevere que lo realicemos en grupo.

3. ¿Qué no te gusta de las actividades que se han realizado?

Creo que deberian dar un poco mas de tiempo para los actividades como el podcast.

4. Asigne un valor numérico entre 1 y 5, siendo 1 la calificación más baja y 5 la más alta, a cada una de las actividades que se han realizado.

Actividad	1	2	3	4	5
Elección de roles				✓	
Lluvia de ideas para realizar un pódcast					✓
Clasificar los tipos de pódcast				✓	
Sopa de letras sobre pódcasts					✓
Guión con la introducción del pódcast					

Annex 6 Student's Interview cycle 2

5. ¿Consideras que has aprendido algo con las actividades que se han realizado? Explica tu respuesta.

Considero que si aprendimos varias cosas y la manera en la que lo integramos ayuda a reforzar.

6. ¿Cómo te sientes trabajando con los demás integrantes del grupo?

Todos ayudamos e intentamos colaborar dando nuestro mayor esfuerzo.

7. ¿Cómo te sientes desempeñando el rol que tienes dentro de tu grupo?

Estoy de acuerdo con mi rol y cumpla los objetivos de este.

8. ¿Te gustaría cambiar el rol que te fue asignado? Explica tu respuesta.

Sí  No

Estoy de acuerdo con mi rol.

9. ¿Tu percepción del trabajo en equipo cambió a partir de las actividades que se han realizado?

No, siempre he considerado lo bueno que es el trabajo en equipo y el aporte de los integrantes.

10. ¿Crees que los podcasts te servirán de algo en el futuro? Explica tu respuesta.

Los podcast se han modernizado y creo que si servirán en un futuro.

Annex 7 Student's Interview cycle 3

<b>Date:</b> October 3rd, 2023	<b>Place:</b> IPN Teacher's lounge
<b>Interviewer:</b> Julian Montero	<b>Interviewee:</b> Santiago P
<b>Grade in charge:</b> 701	<b>Length:</b> 2.06/ tape recorder
<b>QUESTION</b>	<b>ANSWER-TRANSCRIPTION</b>
¿Cómo ha influido el proyecto en tu capacidad para hablar inglés?	Pues bien, ósea es algo que nunca habíamos hecho con ningún practicante. Como que es algo nuevo y pues, la verdad, es muy innovador porque pues, además de que tienes que hablar sobre un tema de tu interés, como que practicas tu inglés.
¿Cómo ha cambiado la perspectiva de aprender inglés a través de la experiencia de hablar en un pódcast?	Pues, como digo, ya que estamos hablando de un tema que nos gusta, en general, pues como que es más divertido aprender de ese tema, pero en inglés. Osea, si tu ya lo sabías en español, pues lo pasas al inglés. Es divertido.
¿Cómo ha influido esta experiencia en tu percepción del inglés?	Pues, a mí, hablado yo, pues, en el inglés a la hora de hablar me trabo mucho porque, pues, soy, algunas veces me trabo mucho con la R. Por los nervios también al inglés, me trabo, pero eso como que me ayuda a avanzar en cosas que les tengo miedo y eso.
¿Cómo ha beneficiado trabajar en equipo a tu proceso de aprendizaje?	Bien, ósea, con el equipo que estoy, nos entendemos y todo. Nos asignamos roles y eso. En eso de los roles, a veces ha sido algo confuso porque, pues, algunos piensan que es el B y otro es el C y eso.
¿Cómo ha influido la comunicación con tus amigos y conocidos en tu proceso de aprendizaje?	Bien, pues, a veces hacemos trampa porque hablamos en español, pero cuando pasa el profe por ahí, empezamos a hablar inglés, pero en general, bien.

Luna, Mariana, Sebastian, Juliana  
701

Nice!

UNIVERSIDAD PEDAGOGICA NACIONAL  
PODCAST  
701  
BODY

Superior  
😊

We talk about volleyball and soccer. Then, we will go to speak about Pop in English. Next, I talk about the rules of volleyball. The first rule is, If a player touches the Malla or invades the opposing team, it is considered a fault. Second rule is, If the ball falls on the opposite team, it is considered a point. And other rule is, In the game, Players have to rotate into six positions. Now, I speak about the important people or players in Soccer. First important and legendary player is Diego Maradona, His team is Argentina. Second player is Pelé, The team is Brasil. The next topic is Pop in English, we talk about the most important and famous songs in the world this year. The first song is Paint the town red of Doja Cat, The second song is Die for you of the weekend and the last song is Flowers of Miley Cyrus.

Anexe#8 Lesson plan

### Lesson plan # 4: Cooperative Learning

*Objectives:*

- To identify the different formats of podcasts.
- To analyze the structure of a podcast and its main sections.
- To recognize potential topics for students to make their own podcasts.

*Sessions:*

*Time: 90 mins*  
*Grade: 701<sup>th</sup> grade*

**LANGUAGE FOCUS (TARGET LANGUAGE CONTENTS)**


**Vocabulary:**



Lexicon related to cooperative learning.

**Materials and Resources**

- Presentation about the project, worksheet, Videos and TV.

#### PROCEDURES DESCRIPTION

STAGES	DESCRIPTION OF THE ACTIVITIES	Time	Materials
<b>1. Warm-up</b>	<p>The teacher will ask some questions to students in order to obtain a preview of their knowledge about podcasts.</p> <p><i>“Hello, dear students. Today, we will explore the structure of a podcast, including the different elements and formats that are typically included in a successful show. First, let’s check what you know about podcasts. which formats of podcasts do you know? what could be the fundamental elements you recognize in podcasts? Have you heard any podcasts? which one?”</i></p>  <p>Afterward, the teacher will explain the three different formats of podcasts Roundtable, co-hosting, and interviewing. By understanding these formats, students can better choose the ones that align with their interests and needs, and gain insight into how these podcasts are created and produced. Exploring the diverse formats of this popular form of media can open up a world of ideas for students to create their podcasts, and engaging content for you while you learn. In the end, students could ask questions just to confirm that it is clear of the information in order to continue with the main topic of the lesson, which is the structure of podcasts.</p>	25 mins	Presentation Board
<b>2. Main topic presentation</b>	<p>The teacher will explain the structure of podcasts</p> <p><i>“Today, we’re going to discuss the structure of a podcast. We’ll explore the key elements that make up a typical podcast, and how they work together to create an engaging listening experience. By understanding the structure of a podcast, you’ll gain insight into how this popular form of media is crafted and produced”.</i></p> <p>Let’s get started.</p> <p style="text-align: center;"><b><u>STRUCTURE</u></b></p>	20 mins	

<p><b>3. Practice</b></p>	<p><b>INTRO / OPENING:</b> All you need to do is introduce your guest, and summarize the key points you covered in the conversation. In other words, you need to give a brief summary of what they can expect on your podcast.</p> <p><b>BODY:</b> The main content of your podcast goes here. This is the body of your podcast and where most of the action takes place. This is where you deliver the bulk of your message.</p> <p><b>CONCLUSION:</b> A good conclusion helps summarize the episode for listeners. You can include music. You can also set up how the process was to create this podcast and how you feel about it.</p> <p>The next activity for understanding the structure of a podcast is to have students in their groups and taking into account their roles to listen to an episode and take the opening, body and conclusion of its structure. Since there is a TV in the classroom, the podcasts selected will be shown on the TV.</p> <p><i>This allows you to analyze different podcast formats and styles and understand how the different elements work together to create an engaging listening experience.</i></p>  <p><i>also provides an opportunity to analyze different podcast formats styles and to think critically about what makes a successful podcast.</i></p>  <p><i>It and</i></p> <p>Additionally, to put in practice the concepts that were covered during the lesson, the students will complete a vocabulary exercise in which they will have to match the words from the box to the definitions.</p>	<p>25 mins</p>	<p>TV Board</p>
<p><b>4. Closure</b></p>	<p>Finally, students are encouraged to ask any questions they may have about podcast structure. In the closing, the teacher will summarize the main points covered, emphasizing the importance of understanding the different elements and formats and how they work together to create a successful podcast.</p>	<p>10 mins</p>	<p>Board</p>



Annexe#9 Worksheet

**Podcasts**

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

Use the words you find to complete the sentences.

INTERESTING      JINGLE      PODCAST      RESEARCH

MICROPHONE      TEAMWORK      RECORDING APP      SMARTPHONE

1. \_\_\_\_\_ should be focused on a particular topic.
2. It is important to \_\_\_\_\_ before you make your podcast.
3. A \_\_\_\_\_ is a short slogan or song played at the beginning of a podcast.
4. A \_\_\_\_\_ is an instrument used to amplify and record our voice.
5. I use my \_\_\_\_\_ to listen my favorite podcast.
6. A \_\_\_\_\_ is very helpful to make your first podcast.
7. \_\_\_\_\_ is important to record our podcast.
8. It is a good idea to make a podcast of a topic that you consider \_\_\_\_\_.

## Annex #10 Roles with their characteristics

**C**

- \* To collect materials and distribute to other group members.
- \* To care for and return them if it is necessary.
- \* To participate by giving ideas to the members of the team.
- \* To organize clean-up of the class room.

**A**

- To help to ensure that everyone in the group is working together.
- To Help to keep the group focused and on track.
- To break the task down into smaller steps and assigning responsibilities to different members of the group.
- To be an effective communicator

**D**

- \* To ask question from the team to the teacher if it is necessary.
- \* To make sure that everyone has clear and understand the activity.
- \* To encourage the team to be motivated and concentrated in the activity
- \* To explain the work done to the audience.

**B**

- To keep track of any important information or ideas that come up during the task.
- To take notes, create a summary of the discussion,
- To organize the group's ideas, notes.
- To collaborate with other members of the group to ensure that everyone is working together effectively.