



## **Licenciatura En La Enseñanza Del Inglés**

### **Seminar II**

#### **Students:**

**María Andreina Espinoza Zúñiga**

**Alida Cristina Gutiérrez Angulo**

#### **Topic For Action Research:**

**Enhancing speaking skills through the use of podcast in the English class with eight graders at Vittorino Girardi Stellin High School.**

**I Quarter 2022**

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Firma

Firma

Alida Cristina Gutiérrez Angulo

Nombre del sustentante

5-0415-0376

Cédula

María Andreina Espinoza Zúñiga

Nombre del sustentante

5- 0414-0642

Cédula

Authors' Authorization Letter

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LOPEZ Fecha:  
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**Jesús R. Briceño López**

Cedula: 503190562

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LOPEZ	BRICEÑO LOPEZ
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Jesús R. Briceño López

Cedula: 503190562

Lector de Proyecto/Tesis.

## Abstract

This research is based on collected data, analysis, and reflection of a problem regarding the speaking comprehension abilities of eighth-graders from Monseñor Vittorino Girardi Stellin High School, located in Santa Cruz Guanacaste, Costa Rica. One of the main goals of the study is to enhance eighth-graders speaking skills, based on the use of the podcasts method. The researchers elaborated a methodology that made use of qualitative and quantitative instruments and an action plan. The participants that conform to this group under investigation were 35 students. The results collected from the diagnostic test were analyzed and reflected to develop an action plan that could prepare learners for future assignments and challenges such as the National Linguistic Domain Test. in fact, the results in this study evidence that the learners improve their English level when the method was incorporated in their speaking English lessons, allowing researchers to conclude that podcasts method improve learners speaking skills.

## Resumen Ejecutivo

Esta investigación se basa en la recopilación de datos, el análisis y la reflexión de un problema relacionado con las habilidades de comprensión oral de los estudiantes de octavo grado de la escuela secundaria Monseñor Vittorino Girardi Stellin, ubicada en Santa Cruz Guanacaste, Costa Rica. Uno de los objetivos principales del estudio es mejorar las habilidades orales de los estudiantes de octavo grado, con base en el uso del método de podcasts. Los investigadores elaboraron una metodología que hizo uso de instrumentos cualitativos, cuantitativos y un plan de acción. Los participantes que conforman este grupo objeto de investigación fueron 35 estudiantes. Los resultados recopilados de la prueba de diagnóstico se analizaron y reflejaron para desarrollar un plan de acción que podría preparar a los alumnos para tareas y desafíos futuros, como la Prueba Nacional de Dominio Lingüístico. de hecho, los resultados de este estudio evidencian que los estudiantes mejoraron su nivel de inglés cuando el método se incorporó en sus lecciones de inglés hablado, lo que permitió a los investigadores concluir que el método de los podcasts mejora

las habilidades orales de los estudiantes.

## Acknowledgment

First of all, we want to thank God for giving us the opportunity to live this enriching experience with the right people at the correct time, an excellent teacher, and wonderful classmates throughout our university career. We would like to express our deepest gratitude to Professor Yasmin Mayorga Leal and Didier Acuña for their continuous support throughout the process of our Research Project, and their patience, motivation, and immense knowledge. We would also like to thank Professor Enni María Cabalceta Leal for offering useful suggestions regarding the analysis of the project. Also, to Professor Jesús Briceño Lopez for some constructive comments.

We are grateful to the Moseñor Vittorino Girardi Stellin High School and the principal, teachers, and advisor, who agreed to allow their high school to participate in this research.

## Dedictory

First, I dedicate this project to God, who always answered my prayers in his divine time, because he filled my mind, heart, and soul with health, wisdom, and courage to complete one of the most important goals of my life.

Also, I dedicate in a special way to my dear parents because they were the main base for the construction of my professional life, they inculcated my responsibilities and desires to get the better since I was a child, in them I have the mirror in which I want to reflect all the days of my life, due to their countless virtues and sincere feelings make me admire them day after day.

Special thanks to my grandparents, because without them I would not have achieved it their blessings, pieces of advice, and guidance along the way protect me and care for me on the good path. I give them my work as an offering for your patience, unconditional love and infinite support.

### **Andreina Espinoza**

Firstly, I dedicate this Project to God who has been there right from the beginning to this very point. Special dedication also to my ever-supporting parents, for their relentless support and compassion towards me during the course of my training. Furthermore, I want to dedicate this report to my teacher for their continual impact of knowledge, to some special people who have been arriving in the course of these years and have stayed by my side.

### **Alida Gutiérrez**

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# **Chapter 1. Introduction**

## 1.1 Introduction

Technology has given a great contribution to the teaching and learning process.

Firstly, (Kurt, 2015) describes technology as a“ field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment and learning materials to improve teaching and learning”.Besides , this investigation focal point on using podcast in English class to take action and improve of learners speaking capacity. So, accept and recognize the problem and at the same time provide relevant solutions to existing weaknesses

In addition, technology plays a very important role in the classroom, because it helps educators in the use of devices such as computers that can use the internet to acquire new teaching methodologies and encourage the search of information to expand knowledge. Moreover, “Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn” (How Important Is Technology in Education, 2020). Education is becoming more competitive and, achieving a better educational level requires the support of resources to help in the process of teaching students.

Furthermore, according to (Prajapati, 2021) “Probably one of the most groundbreaking changes in the last recent years in the world of education is online classrooms. Online education allows students to study from anywhere, anytime they want”. Modern tools like games, apps, and digital platforms are used to transmit relevant

information that allows the learners to develop critical thinking, familiarization with meaningful material, and capture the attention of the students to achieve significant learning, educator can introduce different elements like images, videos and sounds to reaffirming the theory, stimulates the senses of the students. Besides, technology allows the learners to explore extra material to increase the previous knowledge and consequently to put into practice what they are learned.

If you could grab a podcast what would be your focus on?

In the first place, there are different types of podcasts; there are scientific podcasts as well there are politic podcasts among other, it depends on the audience and purpose. Besides, the objective of them is educate, inform and entertain at the same time, (Winn, 2021) describe podcast as “digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series”. In addition, a podcast seems like a simple tool but it is one of the most effective and innovative creations to improve the speaking ability of second language learners. Usually podcasts are presented through series, if the topic is covered in a short period if the information is extensive; it is automatically converted into episodes (Gray, 2021).

Regarding to this, English teachers from Vittorino Girardi Stellin High School are concerned about students having good oral communication, because sometimes students have problem when they try to express themselves or present their points of view in English language, but it is not necessary for students to speak like a native speaker to communicate effectively. It is important analyze the use of podcast as a didactic tool that contribute and supports the teacher in the difficult task of teaching and provides students with the necessary tools in their arduous learning process, this modern instrument is developed

through stages or levels ranging from beginner to advanced , the content used in each podcast is carefully selected based on the needs of the audience, in fact, podcast features a variety of communication methods, including interviews, dialogue, and storytelling. (Godsey, 2018).

Activities by using podcast is suitable for less confident learners since it reduces anxiety brought about by real time interaction. According to Sonali Rajpal and Anita Devi investigation conducted in 2011, the podcast as a technology, revolutionizing the learning and entertainment process, a podcast is useful for teachers and students to improving listening and speaking skills. The result of this study is expected give some meaning to the teaching and learning English, both for teachers and students, since speaking is necessary to be developed because it is the skill that can show that someone is able to use English and deliver their opinions to others in communication.

Due to, the process of learning and teaching the language in Costa Rica, this was a completely unknown situation, so there is a notable concern to investigate this aspect of oral communication. That is why this research project arises with the intention of improving the oral production in English that some of the students may have such as confident and pronunciation due phonetic awareness gives to student's security to participate without fears in the society. The action research is based on the importance of having students with broad and solid communicative competence.

The present research will developed into seventh sections or chapter in the Section I states the methodology that is going to be used in this action research. Section II describes the historical background of the research; it also provides information about the relevance of the use of podcast to improve the speaking skills in students. Section III has information about the Design and Methodology we are being implementing to improve the oral

production of students. Section IV has the Data Analysis; it provides an interpretation and analysis of data collected giving as a result the findings of the research, in other words, the reflections and experimental results. Finally, Section VI contains a summary of the research as well some advices or recommendations for different areas of the educational system.

## 1.2 Rationale

Knowing that Speaking is one of the most difficult skills for students, this research will provide an appropriate tool and findings that can be used in the implementation of activities to enhance listening to raise student performance. Improving speaking skills through listening and motivating students gives them significant confidence and, without a doubt, one of the main objectives of a student is to feel confident when speaking. On the contrary, it leads to frustration that prevents fluent communication in the second language. As a learner, knowing that they can listen and therefore speak correctly gives them satisfaction and the power to face and overcome unexpected situations that often arise when learning a second language. When they know they have good communication, both auditory and verbal will want to talk and interact more because they feel comfortable knowing that they have achieved the goal. Having good communication skills is a long-term advantage when looking for a job; most companies would like to hire a person who has communicative competence.

This is the reason why we are implementing podcasts as a tool to enhance the English language skills of the students from Centro Educativo Catolico Monseñor Vittorino Girardi Stellin. The teacher's task is to make their students feel safe to motivate them to interact inside and outside the classroom and the institution too. In this way, they will reach the objectives, which is to improve the speaking skill of the English language. Listening is important when we learn English as it helps us avoid communicative problems. One must speak and pronounce the words correctly since an unsuccessfully pronounced vowel or consonant can conduct to confusion and produce misunderstanding. Being communicative competent and having good and clear pronunciation and grammar gives the learners

confidence to be able to talk and helps them to comprehend the natives, and we achieve this by listening.

### 1.3 Purpose

Today's students need teachers who reinvent themselves to the current needs through the use of technology to enhance student learning experiences. The purpose of this study is to investigate how technology tools as podcast can help students from Centro Educativo Catolico Monseñor Vittorino Girardi Stellin become more proficient in English. The theory of second language acquisition will be used to better understand how comprehensive input theory that is delivered using new technology provides students understandable materials that lead to acquiring the language faster. It also explains the use of technology tools as a way to improve students' language acquisition providing a rich and complete contribution that relevant to motivate them.

#### 1.3.1 General Objective

To enhance speaking skills through the use of podcasts in the English class with eight graders at Vittorino Girardi Stellin High School.

#### 1.3.2 Specific Objectives

To diagnose speaking skills of eight students at Vittorino Girardi Stellin High School.  
To apply podcasts as a technique for increasing students' vocabulary and pronunciation in their oral performances.

To assess students' progress in their speaking performance through the use of podcast technique.

### 1.3.3 Research questions

According to Study.com (2003). A research question is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means after you have an idea of what you want to study, the research question is the first active step in the research project.

1. Why is it necessary to implement podcast to improve speaking skills through listening on students?
2. What are the benefits of using podcast activities in the ESL classroom?
3. How does the use of podcast improve oral skills?
4. What will be the impact of this process on the students from Centro Educativo Catolico Monseñor Vittorino Girardi Stellin?

### 1.4 Hypothesis

From the point of view of (McCombes, 2019) "A hypothesis is a statement that can be tested by scientific research. If you want to test a relationship between two or more things, you need to write hypotheses before you start your experiment or data collection".

The use of this podcast in the target language for EFL as evidence that students can improve their speaking performance when communicating. At the same time, students can strengthen this ability through a meaningful learning process, who attend our English classes are going to have a better performance in their oral skills by using podcasts rather than students from other levels who do not use them. .

## **Chapter 2. Literature review**

## 2.1 Conceptual Framework

Huacas is a town that is located in Santa Cruz to be specific in Tempate, Guanacaste. In addition, it is a beautiful and quiet place draws the attention of many tourists who visit this place every year. In fact, this neighborhood has public services such as a supermarket, clinic, high school and different kind of shops, which creates job opportunities for the inhabitants.

Monseñor Vittorino Girardi Stellin High School is a catholic institution. It was founded in 2014, and it is located in Huacas, Santa Cruz Guanacaste, Costa Rica. In front of the Huacas sports plaza, east side. This intstitution has an excellent infrastructure that ensures an optimal environment to carry out the teaching and learning process and make this a pleasant experience for both the teacher and the apprentice. There are 21 professors and 150 students in total. This institution offers dining room service, transport, internet and air conditioning

## 2.2. Literature Review

Literature review allows us to have an ample perspective of different theories, methods and approaches. Using podcast as a tool to enhance speaking skills and encourage in students listening comprehension to increase their confident in English language.

### 2.2.1 Teaching English as a Foreign Language

Nordquist (2019) defines English as a Second Language “is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages” (p.1). Also, teaching English as a second language is very important because English is considered a global language, it allows people to be aware of different cultures, speaking a second language in this case English gives us the opportunity to exchange knowledge with people from different nationalities and obtain better educational and job opportunities. Besides, the ESL educators are teaching English as a result of an immediate need to communicate, and participate actively in society; society like the language is new for students. English is not an exclusive language for native speakers, since it is a language in which access is free for

all, teachers must be clear that nowadays learning a second language is the beginning of personal and professional development.

### 2.2.2 The Purpose of Teaching English in Costa Rica

From the point of view of Bennett (2020) “English is the default language for tourists and employees. (Let’s face it, English is the default language everywhere.) For Costa Ricans, their livelihood often depends on their English skills” (p.24). In addition, each year the government of Costa Rica invests large sums of money in the Ministry of Public Education with the intention to offer free education and ensuring equal opportunities for students (Quesada, 2019) . Also, Costa Rica is a very visited country by many tourists due to its attractions, it has an enviable climate, it’s delicious typical foods but mainly that Costa Rica is a free country without an army; for this reason, Costa Ricans have the right and the need for personal fulfillment, and the best way is learning a second language and learn it well, so it is a small place in territory but has a lot to offer and do for its inhabitants in terms of education.

### 2.2.3 The Benefits of Learning English Language

Learning English language can be an interesting but challenging experience for everyone at any time of our life, there are different reasons why people decide learn new language. Also, Rumsey (2020 ) affirm “Studies show that people who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask and better listening skills” (p.2). In addition to this, many people consider that the greatest benefit of speaking and understanding the English language is the ability to communicate with anyone, find more and better job opportunities not only in his or her country but around the world, and allows us to get into the knowledge of different cultures and group of people as well as that.

#### 2.2.4 The Role of Technology in Educational Process

“By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change” (Waddell, 2015, p.2). Further, some educators refer to technology as an ally to achieve academic improvements but not as a substitute regarding the role of teacher. Additionally, technology is always with us, everywhere and at any time. Over time our life has changed as a product of technological advancement, these changes must manifest in all areas, especially in the field of education that is why the use of technology by both teachers and students must be increased to speed up the process and achieve a novel and truthful learning.

According to (Courville, 2011), the role of technology,

In a traditional school setting, is to facilitate, through increased efficiency and effectiveness, the education of knowledge and skills. In order to fully examine this thesis, we must first define several terms. Efficiency will be defined as the quickness by which we obtain knowledge, while the term effectiveness is associated with the amount of imparted knowledge that is operationally mastered. (p.3)

The technology is one of the tools in education that came to stay and to give a twist to education and that is undoubtedly essential for all subjects such as: students, teachers and parents. That is why if teachers use technology in the best way in teaching processes, it would help them facilitate content, activities, processes, evaluation and execute dynamic classes for students.

Also base on (Courville, 2011), technology can aid in educational achievement through two primary methods:

The removal of physical barriers to learning and the transition of focus from the retention of knowledge to its utilization. Each of these methods must be examined in the context of their relation to both the student and the instructor in order to see their value and effect in educational settings. (p.4).

Undoubtedly, to apply technology, teachers and the institution must know the diagnosis found in the student community. Where before putting it into practice they know and know

if they can use it in the right way and get the best out of it. That is why it is recommended to apply a diagnosis where the analysis of important aspects of the students is met in order to adapt them to the needs and bases that they find.

According to (Courville, 2011), some important aspect in the student education is:

Students also benefit from the removal of physical barriers through distance learning technology. In contrast with their teachers, who are focused on professional development related to their job performance, students are often learning new content and that content is often removed from their daily lives. This separation between the content being disseminated and the students' daily interactions and prior knowledge is even more prevalent in lower grade levels. For Technology and its use in Education: Present Roles and Future Prospects 5 example, students may learn the math necessary to balance a budget, before they even get their own checking account or have a checkbook. (p. 5)

#### 2.2.4.1 Advantages of Using Technology in the Classroom

There are different questions related to technology that educators are asking themselves every single day, for example what are the pros of use technology in the classroom; Through the use of technology, teachers can improve the attention of students in class, it also makes students aware of the importance of technology in the place of study or workplace and finally technology improves and strengthens teaching since teachers can use support material to adapt the classes based on the needs of each student (Rose, 2020).

#### 2.2.4.2 Disadvantages of using technology in the classroom

Some disadvantages that technology' usage convey in learners are: Games, advertisements and social networks are some of the main distractions that teachers must overcome in terms of the fulfillment of tasks by students while they use technology, in addition parents express a deep concern since students invest a lot time in front of a computer as a consequence of this human interaction does not exist (Brown, 2019, p12).

### 2.2.3. Speaking Skill

It is important to define the concept of speaking for (Chaney, 1998) is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Speaking is one of the most important part of second language learning and teaching.

The speaking is the ability that the people use to communicate and to share information, this one is classify in to different skills the productive, are the skills that the people have to produce such as: speaking and writing. Moreover, the second group are the receptive skills that the people have to receive the information and then have to produce using that information, such as: listening and reading.

Another definition of speaking, according to (What is speaking? s.f) Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips.

When people use this communicative approach, individuals have to use all organs that conform the face, head, and mouse, because we have to create sound meanwhile, we create words and make sounds. For that reason, speaking skills are very important because we have to use that to express ourselves.

Base on the information shared by (Nunan, 2003), focusing in the Teaching Speaking means to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns, and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Is important to keep always about the speaking is that the Speaking can be formal or informal, all those information is based on (What is speaking? s.f):

- Informal speaking is typically used with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

According to (Wan, n.d), express some information about the reason for teaching speaking, and some points are;

- Speaking is a crucial part of Second Language Learning and Teaching.
- The mastery of speaking skills in English is a priority for many second languages or foreign language learners.
- The learner often evaluates their success in language learning as well the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.
- Oral skills have hardly been neglected in today's EFL /ESL (witness the huge number of conversations and other speaking course books in the market). (p.4-5).

#### 2.2.3.1. Elements of teaching speaking

In the speaking process, the speakers have to use different components that are useful to the production and each speaking action will be made successfully. According to (Rora, 2015), we can analyze those components:

1. Pronunciation: Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar

2. Grammar: Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language.
3. Vocabulary: Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative.
4. Fluency: Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption.
5. Comprehension: Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not. (p.1-12).

Each component proposed in the last paragraph is important because the teacher and the students have to use to produce and use correctly the speaking skills. In addition, all of those components are used for each teacher at the moment to evaluate the skills in the test and the oral practices.

#### 2.2.3.2. Speaking techniques

According to (BBC, n.d), share some examples of speaking techniques that the ESL, EFL, teacher, and students must be having to use when they are going to talk about any topic. In addition, some examples are;

- **Anecdotes** - These are short stories that you use to make the listener feel sympathy or to illustrate a point. The stories will usually back up what you are saying to make it seem much more real to the listener.
- **Clusters of three/lists of three** - This is usually a group of three phrases or describing words used to emphasize a point. i.e., 'I came, I saw, I conquered.' Usually, the words get stronger as the list progresses, thereby emphasizing the final point.

- **Emotive words** - This is when you use words that are deliberately designed to make the listener have strong feelings. These can be positive or negative. Words like love, happiness, wealth and good health make the listener feel good.
- **Exaggeration (also known as hyperbole)** - This is where you are really over the top to emphasize key points. You should do this intentionally, to make the listener consider the enormity of what you are **Personal pronouns** - This is where you use words such as, 'I', 'we' or 'you' to talk directly to the listener. By using the word 'you', you can address the listener and can appeal directly to every individual in the audience talking about.
- **Quotes** - Quotes are used when you bring in some information from another person or a famous book or film and 'quote' what is said by someone else. (p.1-14).

#### 2.2.3.4. The Use of Technology to Enhance Speaking Skills

Learning the English language is a great challenge for anyone, have a solid skill is an indispensable part to achieve e good communicative competence in the real world. On the other hand, by practicing speaking skills, it is possible to obtain a broad understanding of the relationship that exists between vowel sounds and the letters that form them, there is a close relationship between the 4 language skills speaking, listening, reading, and writing the most effective way to achieve communicative competence is having a solid bases in each skill (Miqueli, 2018). Besides, for years it has been considered the fundamental role of technology with communication that students have achieved through video offerings. New initiatives by educators promote the use of audio-visual material to help the oral production of the student and at the same time encourage the use of it to create your own audiovisual textual material (Gajek, 2018).

#### 2.2.4. Podcast

“A podcast is simply an audio or video transcription of information that can be downloaded and played anywhere and anytime. It’s kind of like satellite radio, but in pre-packaged, time-limited formats” (Riley, 2020, p. 3). In addition, many educators use podcasts for pedagogical purposes to develop the learners’ verbal skills, reinforce students’ listening understanding and enhance the educational process at the same time. Besides, podcasts are implemented in the English lessons due to the low listening comprehension of the learners when listening to a native speaker, sometimes students do not understand important information or receive a wrong message due to the grammar complexity or the accent of the sender, the podcast is an innovative and skillful technology tool since it encompasses a variety of material, categorization, and levels with the purpose of adequate the lessons based on the needs find in students and at the same time creating a good environment in which students feel comfortable and achieve meaningful learning.

##### 2.2.4.1. The effectiveness of Podcast in Education

The usefulness and effectiveness come from the easy way that accurate information can be conveyed that students can listen to from anywhere whenever they deem it necessary (Gray, 2021 , p. 23). Besides, podcasts are used in higher education due to the fast access that human being has to enhance teaching and learning by taking advantage of technology. On the other hand, the student can review the topics as many times as necessary to remove doubts or achieve a solid understanding of a particular topic. Podcast content selection carries out based on the learner requirements of the students’ needs, consequently, the material choice is determined based on the classroom students’ type of intelligence, since it is known that each student learns in a different way for this reason, the educator must study both auditory and visual possibilities.

#### 2.2.4.2. The use of podcast in the English class

According to (Collins Translated, n.d), share the definition of podcast as; “Is an audio file similar to a radio broadcast, that can be downloaded and listened to on a computer or MP3 player”. Base on the citation, the podcast is used to practice all skills, because the people have to use speaking to pronounced, listening to keep and identify the letter and words, writing when the people have to rewrite the script, and reading when the people have to read the script.

Other important information is the definition base on (Wikipedia, 2021), it defines the podcast as;

Is an episodic series of spoken-word digital audio files that a user can download to a personal device for easy listening. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices. (p.1).

According to (Verner, 2015), some ways to use podcast in the ESL classroom are;

- Listening Comprehension: Podcasts are a great resource for listening comprehension material in your ESL class.
- Accent: Plus, since both professionals and amateurs produce them, you will find more authentic speech patterns and English pronunciation in podcasts.
- As An Example of Something, You Want Them to Do: Podcasts are a great way to model something that you want your students to do.
- Listen for Specific Words and Fill in the Blank: Cloze exercises are always good, and you can use podcasts for them.
- To Start a Discussion of Opinions: Controversial topics may be something you avoid in your day-to-day life, but they are gold for the ESL teacher.
- Write a Reaction to the podcaster: And since you are playing controversial podcasts for your students, use it double duty.
- For Homework: Sometimes listening homework is hard to assign, especially if your listening materials are only available in your classroom. (p.5-12).

A. The evolution of podcast has contributed in some English areas as: learning process, and teaching methodologies.

According to (says: says: & says: 2021), shared some important benefit to use the podcast in the English classes and how its evolutions;

- Flexible Availability – 24 Hours a Day
- Students Listen for Longer Than They'll Watch or Read
- Student Created Content
- Podcasting in Education: Lecture Review
- Make up for Missed Classes
- Consistency of Student Experience
- Consistency of Student Experience

#### 2.2.5. Kinds of approaches

This part is based on the approaches and how those actions are useful to the process to the skills and the education in English classes. According to (Zeiger, 2021, p10), share important information about approaches:

The approaches are important because for the teacher is the theory that can use to produce the planning and use at the moment of the classes. Because, all of those approaches are proposed and have an explanation about how, when, where, why, and what is used in the teaching classes.

Some examples about approaches in English are:

- Teacher as Facilitator: In the teacher as facilitator approach to learning, very little teacher-centered instruction such as lecture and modeling takes place in the classroom.
- Cooperative Learning: The cooperative learning approach to teaching allows students to share information and complete goals as a group. This approach builds organizational skills, leadership skills and social skills.

- Service Learning: Service learning is an approach to teaching combining essential academic skills with civic responsibility. Teachers give students the opportunity to take what is being learned in the classroom and transfer it to service and community activities.
- Learner-Centered: In learner-centered teaching, teachers use best practices and student learning styles to guide how the curriculum is taught. The goal of a learner-centered classroom is to see students make gains rather than to cover a set curriculum. (p.2-6).

According to the information expressed about approaches in the last paragraph, is important to be clear about the importance of the uses and the actions that all of those processes used to the teacher and students in the classes. Nevertheless, is important to know and learn about it, because is the bible for the teacher.

Another author that shares important information about types of approaches for teaching is (Algonquin College of Applied Arts and Technology, n.d), its share some examples using an image, such as;

- Lecture
- Teacher lead-interaction
- Student paired interaction
- Student lead interaction
- Lecture discussion

Based on the last paragraph is important to increase the comment using that the teacher and students always are the most important character in the education aspect. Because they have to work together and interact with each other because if they work in a team the process is going to be perfect and the entire objective proposed will be completed.

## **Chapter 3. Design and Method**

### 3. Research Method

#### 3.1 Action Research

According to the investigation made by Brown University (2000). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985, p. 118). It is based on the following assumptions.

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development.

As educators, we are going to use this research to implement the teaching approach in speaking skills following the new syllabus implemented by MEP. In addition, we are going to recognize the difficulty in oral communication on learners and encourage their confidence to solve their lack of communicative competence. With this investigation, we are going to put into practice speaking skills ‘aspects to achieve good results.

#### 3.2 Type of Research

The mixed research method is used since it integrates the qualitative and quantitative elements to answer the question that comes from the investigation, which allows a greater understanding of the phenomenon under study (George, 2021, p.1).

McLeod (2019) Describes qualitative research as “the process of collecting, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality” (p.2).On the other hand, quantitative research is focused on close-ended data measure perspectives (e.g., scales, ratings) or conducts like (interviews, observations) and performance of instruments. The study of this kind of information comprises of numerically and meticulously analyzing results collected on instruments such as checklists or

questionnaires to answer research questions or to test hypotheses. Qualitative data consists of open-ended information that the investigator gets through interviews and observations. The study of the qualitative data is manifested through points of view and behavior that the researcher usually follow up the structure of including the information into categories and evidence the variety of opinion obtained during data collection.

This type of research where the qualitative and quantitative method is mixed is used to collect accurate information from students to achieve a notable improvement in speaking ability. If the student is capable of communicative competence, he or she will be able to achieve better educational and work opportunities.

### 3.3 The Context

#### Huacas History Overview

Huacas was a town with few residents, it is believed that the first were indigenous Chorotegas in this area, it is common to find tombs or huacas in this zone, and this is the reason why this place has the name of Huacas. It is also said that large groups of Europeans immigrated to the area to be specific, people from Spain whose main activity was livestock, they had slaves who performed hard jobs due to their African origin, over the time and the interaction of people, races were mixed and the Guanacasteco origin emerged. Besides, Huacas was an illiterate place as most of the town were in the past, at that time the means of transport were not many, only horse, oxcart and in the best cases bicycle; in addition, the festivals of that time were jovial with music to the rhythm of marimba, dances, parades, bull riding and different types of traditional food like chorreadas, chicheme, chicha, arroz de maíz, rosquillas. (A.J. González, comunicación personal, 29 de noviembre 2021)

According to González 2021, over the time Huacas grew in residents and experienced various changes in basic services for all the population:

1. Installation of Electricity.
2. Drinking water connection that supplies the inhabitants of the locality.
3. The paving of the main road greatly helped the development of Huacas in terms of tourism.
4. Purchase of land for the construction of low-income housing

5. Opening of basic services as bank, supermarket, school and shop that helped people in terms of educational and job opportunities.
6. Citizen security from residents and tourists.
7. Aperture of the Health Center. Huacas has a center where the services of the Caja Costarricense de Seguro Social (Costa Rican Social Security Fund) are offered. There is a doctor, a nurse, a pharmacist and a concierge.

Monseñor Vittorino Girardi Stellin High School is a catholic institution. It was founded in 2014, and it is located in Huacas, Santa Cruz Guanacaste, Costa Rica. In front of the Huacas sports plaza, east side. It has an excellent infrastructure of 10 classrooms including laboratories and multipurpose room. There are 21 professors and 150 students in total. This institution offers dining room service, transport, internet and air conditioning.

### 3.3.1 Target Setting

Vittorino Girardi Stellin High School is a catholic institution located in Huacas, Santa Cruz Guanacaste, Costa Rica. In front of the Huacas sports plaza, east side.

The population is about 150 students in this year 2021, which are distributed in the following way:

7º grade		8º grade		9º grade		10º grade		11º grade	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
10	18	9	26	8	17	11	18	15	18

In Vittorino Girardi Stelling High School there are two English teachers this 2021. They are from 24 to 40 years old. The gender is 100 % female. The professional category of these professors is one with bachelor's degree with MT4, who has a year of experience but with a lot of desire to learn and give the best of herself in her work, the category of the other professor is bachelor's degree with MT5, the range of experience of her is five years; on the other hand, they have a tenure work status.

The infrastructure of Vittorino Girardi Stellin High School has 10 academic classrooms: 1 principal room, 1 multipurpose room, 1 dining room, 2 bathrooms 1 computer lap, 1 teacher's room, 1 computer lap. The technological devices that we can find in the institution are the following: 25 computers, 2 T. Vs, 2 printers 3 photocopier machines, 4 video beams, 1 wireless internet connection and 2 speaker equipment.

### Mission of the institution

Provide our students with a training of academic and cultural excellence that fosters the moral values of the human being, coexistence in accordance with the gospel and social progress.

### Vision of the institution

Develop in each of our students an academic and personal formation based on a constructivist model of Teaching-Learning. Focused on personalized development allowing preparation according to the needs of the student population.

#### 3.3.2 Participants

Based on Investopedia (2021). "In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature can be said to be a population" (p.1). In simple words, population is a meticulous study of a group of people who have characteristics in common. The participants are students of eighth graders, two English teachers and one English advisor.

#### 3.4 Data Collection Procedures and Tools of Initial Research

According with Ainsworth ( 2021, p.3). The data collection steps include establishing the focus of the study, collecting relevant information through observations, interviews and questionnaires, as well as the timely monitoring of procedures for recording the material.

### 3.4.1 Data Collection Description

In this segment, we are going to investigate the problem of speaking weakness on students of eighth grade in Vittorino Girardi Stellin High School, for this reason, we are going to apply instruments such as diagnostic exam and questionnaires to detect debility of the learners and to provide a timely and feasible solution.

#### 3.4.1.1 Instruments

In this section, we are going to apply questionnaire; the questionnaire is about the importance of using podcasts as a tool to improve speaking skills in the English language. The questionnaire consists of ten closed questions; the first part includes five questions about personal information about knowing and using the English language and the second part includes five questions about knowing and using the podcast. After that, we will apply the diagnostic test. This diagnostic test is divided into three different parts; the first part includes seven questions about personal information. Then, the second part includes five questions, which the student must answer based on an image and the third part is based on the reading aloud of a short text and has a rubric that contains an assessment on reading. Finally, in this part, an observation is made about the performance of the students.

#### 3.4.1.2 Questionnaire

As state by McLeod (2018) “A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview” (p.1).

Information is usually acquired using organized and structured techniques and procedures in order to provide fair conditions to each respondent, so that they can answer the questions in the best way and at the same time to avoid impartial or distorted opinions that could influence the result of the investigation. Also, a study requires the request of personal information in this case, employing a questionnaire, it can be distributed physically through a paper, although nowadays due to technological advances, it is common carried out in digital form through applications, email as well as social networks, any means is valid as long as the necessary information is obtained.

The questionnaire that we will apply aims to gather information on different aspects and elements that are part of the students' daily, such as the environment in which they develop in this case the English classroom, the preferences of the students in the English lessons in terms of learning techniques, as well as knowing the weak points in order to improve the confidence of learners in the English language especially in the classroom to achieve good results accurately.

### 3.4.2. Initial stage instruments

#### 3.4.2.1 Diagnostic test

Tumbaach (2020) describe that the diagnostic test is the test, which is constructed in order to find out the causes of failure of a student or group of students in learning a particular part of subject (p.1). In addition, diagnostic test is apply for different purposes for example some teacher use the result, to obtain information on how much knowledge a student has, place the student at a certain level based on their abilities.

In this case, we are going to use diagnostic test to measure students' knowledge about speaking skills and their comprehension level. The questionnaire was applied to 35 students from Vittorino Girardi Stellin High School. The objective of the questionnaire is to collect data on general information from the students. The questionnaire is completely confidential, and has five questions based on the English language and five questions related to podcast and two-opened question.

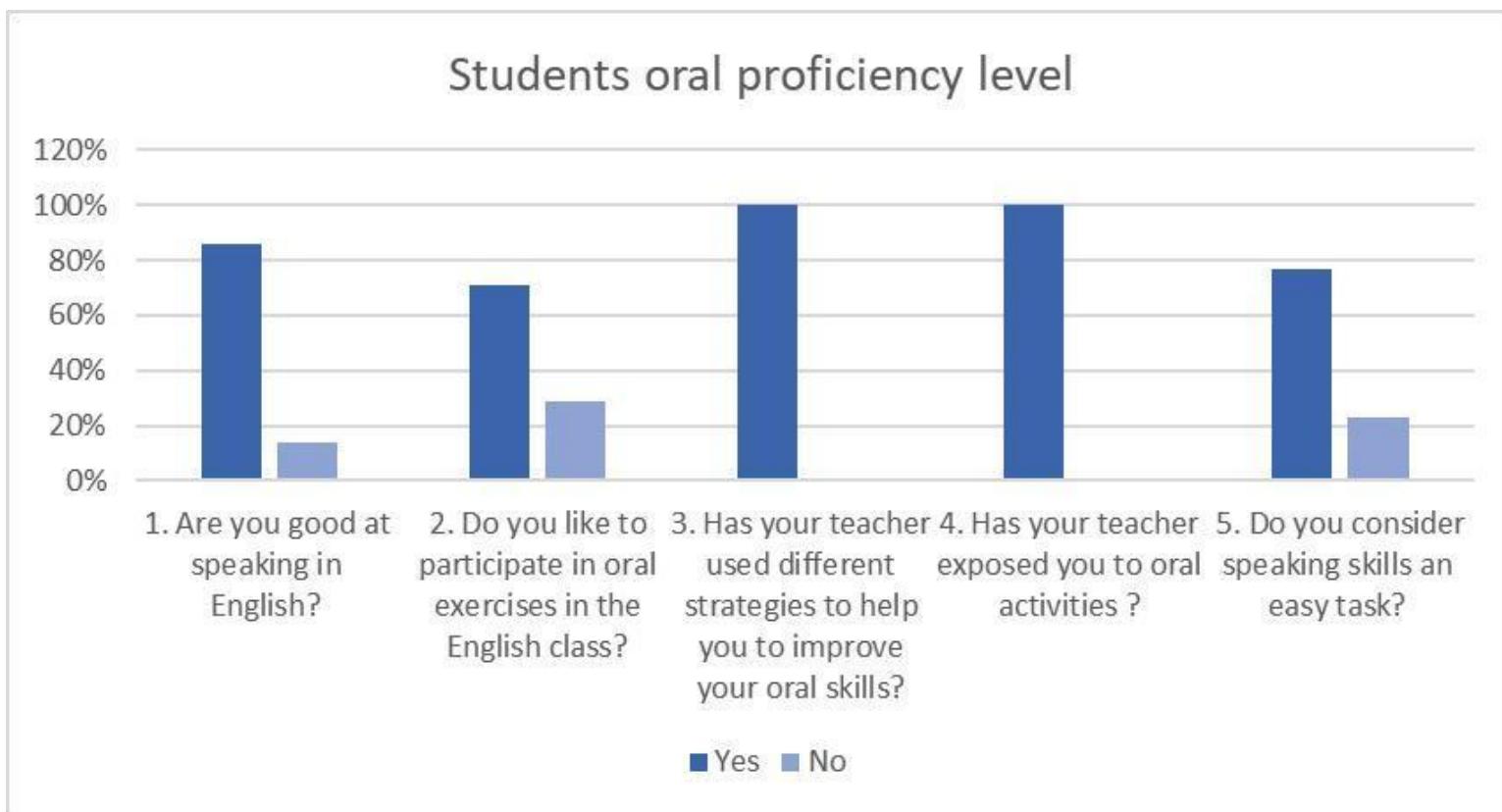
**Table 1**  
**Students Oral Proficiency Level**

	-70		+70		Total	
	Poor	Excellent	Poor	Excellent	Poor	Excellent
1. Are you good at speaking in English?			5 14%	30 86%	35	100%
2. Do you like to participate in oral exercises in the English class?			10 29%	25 71%	35	100%
3. Has your teacher used different strategies to help you to improve your oral skills?			0 0%	35 100%	35	100%
4. Has your teacher exposed you to oral activities ?			0 0%	35 100%	35	100%
5. Do you consider speaking skills an easy task?			8 23%	27 77%	35	100%

Source: Diagnosis applied to 8<sup>th</sup> graders from Vittorino Girardi Stellin High School, 2021.

*Table 1*

**Graph #1**



*Graph 1*

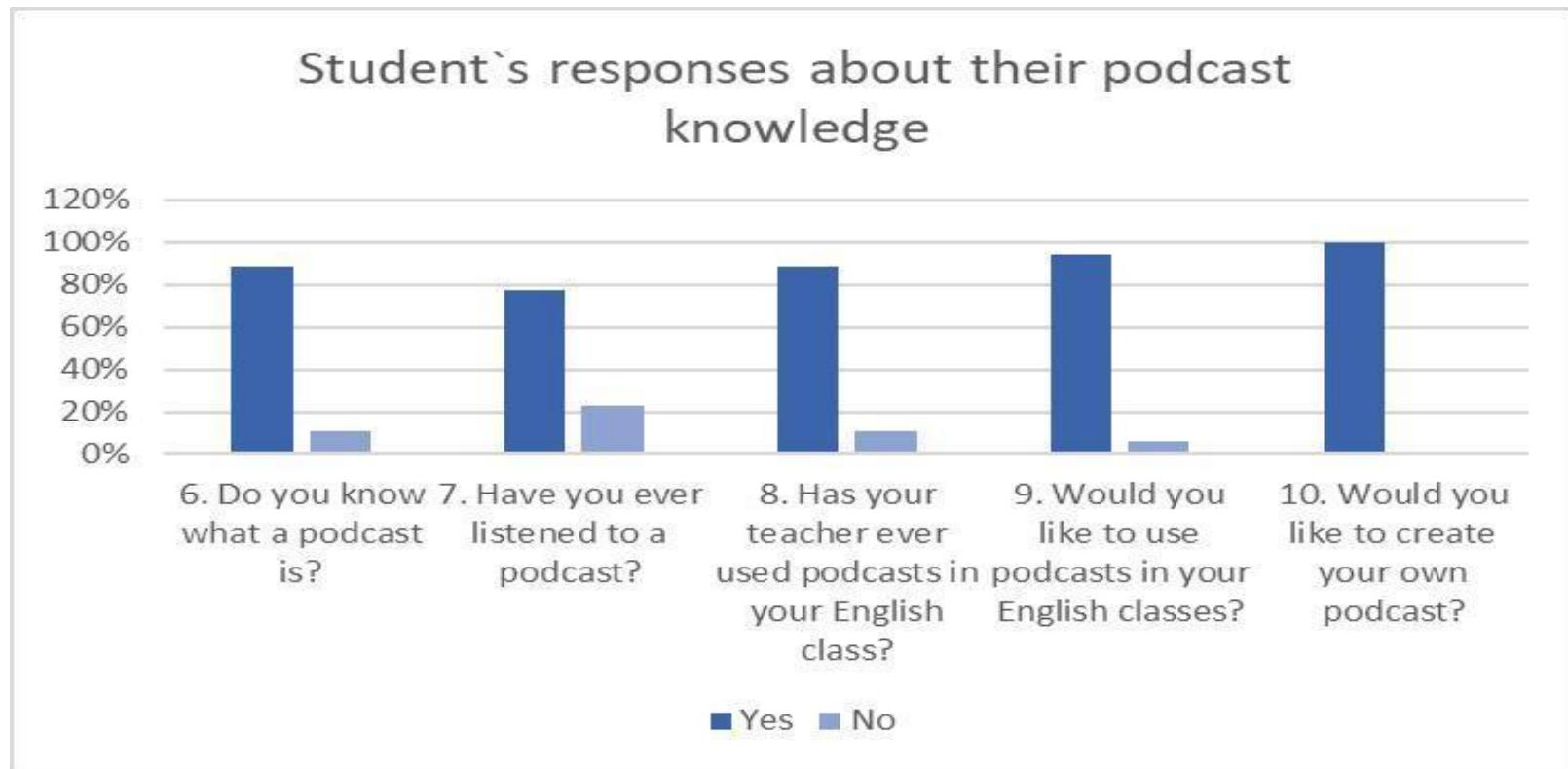
**Table 2****Student's responses about their podcast knowledge**

	-70		+70		Total	
	Poor		Excellent			
	AF	RF	AF	RF	AF	FR
<b>6. Do you know what a podcast is?</b>	4	11%	31	89%	35	100%
<b>7. Have you ever listened to a podcast?</b>	8	23%	27	77%	35	100%
<b>8. Has your teacher ever used podcasts in your English class?</b>	4	11%	31	89%	35	100%
<b>9. Would you like to use podcasts in your English classes?</b>	2	6%	33	94%	35	100%
<b>10. Would you like to create your own podcast?</b>	0	0%	35	100%	35	100%

Source: Diagnosis applied to 8<sup>th</sup> graders from Vittorino Girardi Stellin High School, 20

*Table 2*

**Graph #2**



*Graph 2*

## Analysis of the instruments

Regarding question 1 about if the student are good at speaking in English, It was found that 30 students that constitute 86% said yes, it means that 86% of them are good at speaking English but 5 students said no it means that 14% of the population are not good at speaking English; In conclusion, the majority of the students are good at speaking English.

Concerning question 2 about if the student like participate in oral exercises in English class, it was determined that 25 students said yes, it means that 71% of them like to participate in oral exercises in English classes, while 10 students said no, it means that 29% of the population does not like to participate in oral exercises in English classes, In simple words, most students like to participate in oral exercises in English classes.

In relation to question 3, it was establish that 35 students said yes, it means that 100% of the population considered that the professor used different strategies to help them to improve their oral skills; finally, the entire students considered that teacher used different strategies to help them in oral skills.

As regards to question 4, it was found that 35 students who constitute 100% said yes, it means that 100% of them considered that the teacher exposed them to oral activities, as a conclusion the total of learners considered that the professor exposed them to oral activities.

With respect to question 5 about if the students considered speaking skills an easy task, it was determined that 27 students said yes, it means that 77% of them considered speaking skills an easy task, while 18 students said no, it means that 23% of the population do not considered speaking skills an easy task, to conclude most of the students considered speaking skills an easy task.

Based on question 6 about if the student know what podcast is, 31 students said yes, it means that 89% of the population knows the concept of podcast, on the other hand 4 students said no, so 11% of the them do not know what podcast is ; In one word, the majority of the students manage the concept about podcast.

In regards to question 7 about if the students ever listened to a podcast, 27 students said yes, it means that 77% listened a podcast, besides 8 students said no, so 23% of them do not listened a podcast ; as a conclusion the majority of the population listened a podcast ever.

Concerning question 8 about if the teacher ever used podcasts in English class, 31 students said yes, it means that 89% of the population considered that the professor used podcasts in English class, on the other hand 4 students said no, so 11% of the them do not considered that the teacher used podcasts in English class; In one word, the majority of the population considered that the professor used podcasts in English class.

Regarding question 9 about if students like to use podcasts in English classes, 33 students said yes, it means that 94% of the students like to use podcasts in English classes, moreover, students said no it means that 6% of the population do not like to use podcasts in English classes; In conclusion, the majority of the students like to use podcasts in English classes.

Respecting question 10 about if students like to create their own podcasts in English classes, it was found that 35 students said yes, it means that 100% of the students like to create their own podcasts; in conclusion, the entire population like to create their own podcasts.

### 3.5 Validation of the instruments

According to the conception of Middleton (2019) “Validity tells you how accurately a method measures something. If a method measures what it claims to measure, and the results closely correspond to real-world values, then it can be considered valid” (p.2).

Besides, the validation of the instruments is very important since it allows us to provide reliability in the results obtained in a study in any way it can be a questionnaire, interview, survey among others.

Willy Rivas, he is current English teacher at the Liceo of Villarreal High School, he is MT6 and he holds a master degree in Teaching English as a Second language, he has been a teacher for 21 years, in addition, he works for U Latina in Santa Cruz Guanacaste. He has his tenure at MEP.

Jesus Briceño, he is current English teacher at the Barrio Limon School, he is PT6 and he holds a master degree in Teaching English as a Second language, he has been a teacher for 22 years, he also works for U Latina in Santa Cruz Guanacaste. He has his tenure at MEP.

Enni Cabalceta is currently an English teacher at the Liceo Experimental Bilingual High School, she is MT5 and has a master degree in Teaching English as a Second Language, she has been a teacher for 25 years, besides, and she works for the U Latina in Santa Cruz Guanacaste. She has her tenure at MEP.

### 3.6 Action Plan

In accordance with Amemiya (2021) “ An action plan is critical in accomplishing goals because it will help you stay motivated and ensure that you’re on track to complete your goal in a reasonable amount of time” (p.4). Moreover, it allows us a clear vision of what we need to do to achieve specific objectives. It provides a guide when we feel burden or disoriented in the process that we are presently in, and helps break down a complicated task

into smaller, more manageable, and possible objectives. Using an action plan helps with the progress trail as it is effortless to recognize which projects have been concluded, besides, granting a sensation of achievement and perception of evolution. The action plan stimulates to carry out the task to the end without losing the direction and if the vision is lost recover it fastly.

When designing an action plan, we suggest using a matrix or framework. We have adopted a formal presentation template style into an action plan guide that you can implement when elaborating an action plan. Having a prototype permits us to have a concise idea of what elements or factors of the action plan you must consider at the beginning and guides you through the procedure of the elaboration of the consolidated plan. In this segment, we are going to furnish a plan in which we are going to put into practice the use of podcasts in the English class in fact, the purpose is to improve their confidence at the time their speaking skills.

## Action Plan Proposal #1

### Diagnostic

#### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 1

**School Year 2022**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b></p> <p><b>Topic:</b> All about me.</p> <p><b>Vocabulary:</b> Interests, lifestyles, profiles.</p>	<p><b>Academic Objectives:</b></p> <p><b>Listening:</b> Listen to descriptions of people's life styles.</p> <p><b>Speaking:</b> Describe something you like.</p>	<ul style="list-style-type: none"> <li>- Respecting opinions, linguistic skills and abilities of classmates.</li> </ul>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Identify cards	To teach the vocabulary about interests and lifestyles using each other	<p><b>Pre-teaching stage</b> Routine – Checking attendance, and class agenda.</p> <p><b>Participating</b> <i>Warm up:</i> T asks students to write some information about themselves using the following chart.</p>	5 min     15 min

		<table border="1"> <tr> <td><b>name:</b></td><td><b>three things I like:</b></td></tr> <tr> <td><b>family:</b></td><td></td></tr> <tr> <td><b>hobbies:</b></td><td><b>three things I don't like:</b></td></tr> <tr> <td><b>something I'd like to do:</b></td><td></td></tr> </table>	<b>name:</b>	<b>three things I like:</b>	<b>family:</b>		<b>hobbies:</b>	<b>three things I don't like:</b>	<b>something I'd like to do:</b>		
<b>name:</b>	<b>three things I like:</b>										
<b>family:</b>											
<b>hobbies:</b>	<b>three things I don't like:</b>										
<b>something I'd like to do:</b>											
<b>Diagnostic Test</b>	<b>To diagnose students speaking skills</b>	<p>T reads each information, students must guess who is the teacher talking about and identify at least one interest or his-her lifestyle</p> <p><b>Engaging</b> T introduces her purpose for this intervention and explains what the diagnostic test consists on as well as the general and specific instructions to follow.</p>	10 min								
<b>Podcasting</b>	<b>To be able to make podcast in class</b>	<p><b>Introducing</b> T gives Ls a diagnostic test they need to answer according to the instructions and base on their experience through the learning language process in classroom.</p> <p><b>Production</b> Students think about their hobbies, interests, lifestyles and share comments about that.</p> <p><b>Wrap up</b> According to what students have answered in their diagnostic, T explains a little bit what a podcast is and how to create step by step for next classes.</p>	25 min 15 min 10 min								

	<p>Step #1: Develop a podcast concept and purpose.</p> <p>Step #2: Choose your podcast format. In this case we are going to use <i>Speaker Podcast Studio</i>.</p> <p>Step #3: Podcast recording equipment, for example: A headphone speaker.</p> <p>T asks students to download the App.</p>	
DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, pen, pencil, flashcards, sheets of paper.	In this section, teacher applies a Classroom questionnaire as a formative assessment instrument only for the Action Planning Proposal week #1.	Video Bin Mini speakers Computer Headphone speaker
<b>Reflective Teaching</b>		
What worked well	What did not work well	How to improve

## Required Materials

### Appendix # 1

name:	three things I like:
family:	
hobbies:	three things I don't like:
something I'd like to do:	



## Action Plan Proposal #2

### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level: 8th grade**

**English Department**

**Unit Plan: 1**

**School Year 2022**

**Skills: Listening and Speaking.**

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b> <b>Topic:</b> All about me. <b>Vocabulary:</b> Interests, lifestyles, profiles.</p>	<p><b>Academic Objectives:</b> <b>Listening:</b> Listen to descriptions of people's life styles. <b>Speaking:</b> Describe something you like.</p>	<p>- Respecting opinions, linguistic skills and abilities of classmates.</p>

### **feel like**

Use Can you + verb and Do you feel like + verb + -ing to ask another person to do something with you.

Example:

<i>Can you + verb</i>	<i>Do you feel like verb + -ing</i>
<i>Can you play a computer game with me?</i>	<i>Do you feel like playing a computer game with me?</i>
<i>Can you sing with me?</i>	<i>Do you feel like singing with me?</i>
<i>Can you go to the party with me?</i>	<i>Do you feel like going to the party with me?</i>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY  (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Interests and lifestyles	<p><b>To teach the vocabulary about Interests and lifestyles by using podcasting.</b></p>	<p><b>Pre-teaching stage</b> Routine – Checking attendance, and class agenda.</p> <p><b>Participating</b></p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>- T asks students to look at the picture and discuss what they see</li> <li>- Describe the vocabulary through discussions.</li> </ul>  <p><b>Presentation</b> Teacher introduces the topic by given to the ss a brief explanation about that. Teacher asks to the ss questions about topic.</p>	<p>5 min</p> <p>15 min</p>

		<ul style="list-style-type: none"> <li>- Tell me about your interests.</li> <li>- What is your favorite hobby?</li> <li>- What would you like to do?</li> </ul>	5 min
<b>Listen and complete.</b>	<b>To fill in the blanks with the best vocabulary words by listening to a podcast.</b>	<p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>● T asks students to listen to a conversation about different kinds of interest and lifestyles.</li> <li>● T asks students to write the best vocabulary word in the blank.</li> <li>● T asks students to complete the activity.</li> <li>● T checks students' answers.</li> </ul>	10 min
<b>Oral descriptions</b>	<b>To talk about people's life styles and interests.</b>	<p style="text-align: center;"><b>Production</b></p> <p>Students must do oral description about people's life styles and interests. They can talk about their family or friends.</p>	30 min
	<b>Revise interests and lifestyles by expressing simple</b>	<p style="text-align: center;"><b>Wrap up</b></p> <p>T divides Ls in two groups; each group chooses a participant to pick an interest and lifestyle name card he/she would act out while another group guesses. After guessing the word, they must apply it</p>	

<b>Charades</b>	<b>sentences and practicing the simple present tense.</b>	into a simple sentence or phrase.	15 min
	<b>DIDACTIC MATERIALS</b>	<b>ASSESSMENT INSTRUMENTS</b>	<b>TECHONOLOGICAL EQUIPMENT</b>
Blackboard, eraser, markers, pen, pencil, flashcards, sheets of paper.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #2.		Video Bin Mini speakers Computer Headphone speaker
<b>Reflective Teaching</b>			
<b>What worked well</b>	<b>What did not work well</b>	<b>How to improve</b>	

## Required Materials

### Appendix # 1

<i>Can you + verb</i>	<i>Do you feel like verb + -ing</i>
<i>Can you play a computer game with me?</i>	<i>Do you feel like playing a computer game with me?</i>
<i>Can you sing with me?</i>	<i>Do you feel like singing with me?</i>
<i>Can you go to the party with me?</i>	<i>Do you feel like going to the party with me?</i>

### Appendix # 2





### Action Plan Proposal #3

#### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 1

**School Year 2022**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b> <b>Topic:</b> All about me.  <b>Vocabulary:</b> Interests, lifestyles, profiles.</p>	<p><b>Academic Objectives:</b> <b>Listening:</b> Listen to descriptions of people's life styles.  <b>Speaking:</b> Describe something you like.</p>	<p>- Collaborating with other peers and teacher.</p>

		<table border="1"> <thead> <tr> <th>Present Simple</th><th>Example</th></tr> </thead> <tbody> <tr> <td>to describe things that are always or generally true</td><td>The Earth goes around the Sun.</td></tr> <tr> <td>to describe things that happen regularly</td><td>She goes abroad during summer vacation.</td></tr> <tr> <th>Present Continuous</th><th>Example</th></tr> <tr> <td>to describe something that you haven't completed</td><td>I am learning to play the guitar.</td></tr> <tr> <td>to describe things that are happening right now</td><td>Look! It is snowing now!</td></tr> </tbody> </table>	Present Simple	Example	to describe things that are always or generally true	The Earth goes around the Sun.	to describe things that happen regularly	She goes abroad during summer vacation.	Present Continuous	Example	to describe something that you haven't completed	I am learning to play the guitar.	to describe things that are happening right now	Look! It is snowing now!	
Present Simple	Example														
to describe things that are always or generally true	The Earth goes around the Sun.														
to describe things that happen regularly	She goes abroad during summer vacation.														
Present Continuous	Example														
to describe something that you haven't completed	I am learning to play the guitar.														
to describe things that are happening right now	Look! It is snowing now!														
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME												
		<b>Pre-teaching</b> <b>Routine – Checking attendance, and class agenda.</b>	5 min												

<b>Who is good at...?</b>  To compare about people who are good at something.	<b>Participating</b>  <b>Warm up:</b> <b>Who is good at...?</b>  T practices asking students about people who are good at certain activities with the phrases:  “Who is good at _____?” → “_____ is good at _____.”  “Why is she/he good at _____?” → “She/He is good at _____ because _____.”  <b>Exaple:</b> Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practices a lot.	10 min
<b>To recognize my</b>	<b>Presentation:</b> T plays a podcast about a famous people who do these activities. Then Ls must list classmates who they think are good at the activities.	15 min

<b>My own profile</b>	<p><b>personal information by listening to people's profile.</b></p> <p><b>Practice</b>  <i>Listen and complete the sentences.</i></p> <ul style="list-style-type: none"> <li>● T asks students to listen to a podcast about people's profiles.</li> <li>● T asks students to read aloud the sentence prompts.</li> <li>● T asks students to answer the correct words to complete the sentence.</li> <li>● T asks students to complete the activity.</li> <li>● T checks students' answers.</li> </ul> <p><b>Answer Key</b></p> <p><i>Sample Answers</i></p> <ol style="list-style-type: none"> <li>1. Amir is a foreign exchange student.</li> <li>2. Amir is studying because he is planning to go to university in the UK.</li> <li>3. Amir lives next to Ali.</li> <li>4. Soo-Jin is a member of an online community of writers.</li> <li>5. People in Soo-Jin's group like to write and share stories about their favorite television show characters.</li> <li>6. Soo-Jin's nationality is Korean.</li> </ol> <p><b>Production</b>  T asks Ls to look at the profiles in the previous activity. Then, record themselves taking into account their own profile. T asks them to include at least three facts about themselves in the biography.</p>	10 min 20 min 20 min
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Celebrity Profiles	<b>To recognize celebrities by listening his/her profile.</b>	<p style="text-align: center;"><b>Wrap up</b></p> <p>T asks students to choose a celebrity and write his or her profile. When students are done writing, T chooses one student to read his or her profile to the class. T tells that student not to say the name of the celebrity. When the student is done reading his or her profile to the class, T asks the other students to guess who the celebrity is. T repeats this process with the other students.</p>	
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>	
Blackboard, plastic bag, eraser, markers, flashcards.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #2.		Video Bin Mini speakers Computer Headphone speaker
<b>Reflective Teaching</b>			
<b>What worked well</b>		<b>What did not work well</b>	
<b>How to improve</b>			

## Required Materials

### Appendix # 1

Present Simple	Example
to describe things that are always or generally true	The Earth goes around the Sun.
to describe things that happen regularly	She goes abroad during summer vacation.
Present Continuous	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

### Appendix # 2

#### Answer Key

##### Sample Answers

1. Amir is a foreign exchange student.
2. Amir is studying because he is planning to go to university in the UK.
3. Amir lives next to Ali.
4. Soo-Jin is a member of an online community of writers.
5. People in Soo-Jin's group like to write and share stories about their favorite television show characters.
6. Soo-Jin's nationality is Korean.



## Action Plan Proposal #4

### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 2

**School Year 2022**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b> <b>Topic:</b> Fashion Forward</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>- Clothes</li><li>- Fashion</li><li>- Outfits</li></ul>	<p><b>Academic Objectives:</b></p> <p><b>Listening:</b> Listen to discussions about changing tastes in fashion.</p> <p><b>Speaking:</b> Describe things you used to like.</p> <p><b>Grammar</b></p>	<ul style="list-style-type: none"><li>- Show tolerance for other people preferences.</li></ul>

	<p><b><i>used to and would</i></b></p> <p>Use <i>used to</i> and <i>would</i> to describe past events that you did regularly.</p> <table border="1"> <thead> <tr> <th style="background-color: #cccccc;">Example</th></tr> </thead> <tbody> <tr> <td>He <i>used to/would</i> buy fashion magazines every month.</td></tr> <tr> <td>I <i>used to/would</i> wear loose clothes. I don't anymore.</td></tr> <tr> <td>She <i>used to/would</i> always listen to pop music.</td></tr> </tbody> </table>	Example	He <i>used to/would</i> buy fashion magazines every month.	I <i>used to/would</i> wear loose clothes. I don't anymore.	She <i>used to/would</i> always listen to pop music.	
Example						
He <i>used to/would</i> buy fashion magazines every month.						
I <i>used to/would</i> wear loose clothes. I don't anymore.						
She <i>used to/would</i> always listen to pop music.						
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME			
Recordings	To recognize	<p><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, and class agenda.</p>	5 min			

	<b>people's profiles.</b>	<p><b>Warm up:</b> Teacher asks students to listen to someone else recording from the previous day using headphones. Then students must describe his/her classmates according to his/her profile.</p> <p style="text-align: center;"><b>Presentation</b></p> <p>Description of things you used to like.</p> <ul style="list-style-type: none"> <li>- Teacher introduces the topic given to the ss a brief explanation about that.</li> <li>- Teacher asks to the ss questions about topic.</li> </ul> <p><b>Ex:</b></p> <p>What kind of clothing do you like best?      What are your favorite clothing/shoe brands?      Where do you go shopping for clothes?      Do you prefer wearing regular brands or expensive brands? Why?</p> <ul style="list-style-type: none"> <li>- Teacher shows students a video about things you used to like, their pronunciation and the uses of used to.</li> </ul> <p>Visit: <a href="#">How to use "used to" in English - YouTube</a></p> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>● Ls listen to a podcast about things people use to wear and like.</li> <li>● T asks students to circle the correct answer.</li> <li>● T replays the audio if needed.</li> </ul>	10min
<b>Listen and circle the answers.</b>	<b>To recognize things people use to wear and like by listening</b>		10 min

<p><b>Creating a conversational podcast.</b></p>	<p><b>conversations.</b></p> <p><b>To talk about things people use to wear.</b></p>	<ul style="list-style-type: none"> <li>● T asks students to complete the activity.</li> <li>● T checks students' answers.</li> </ul> <p><b>Listen and circle the answers.</b></p> <p>1. What did Anne use to wear?      a.  b. </p> <p>2. What would Mirida like to try on?      a.  b. </p> <p>3. What did Frank use to like?      a.  b. </p> <p>4. Which pants will Suhir buy?      a.  b. </p> <p><b>Listen again. Circle the words you hear.</b></p> <p><b>Production</b></p> <p>Have students get into groups of three to four. Then have them create their own conversational podcast of traditional clothing for their country. T tells students to describe the purpose of each item of clothing. Tell students to list as many kinds of clothing as possible.</p>	<p>10 min</p> <p>30min</p>
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<b>What did you use to do...?</b>	<b>To practice asking and answering questions with used to.</b>	<p>When all groups are done, have each group present their podcast to the class.</p> <p style="text-align: center;"><b>Wrap up</b></p> <p>T tells two students to stand up. Have them play Rock, Scissors, Paper. Tell the winner of the game to ask the other student a question using used to. The other student should then answer the question. After answering correctly, that student then gets to choose another student to ask a question to. T repeats this process until every student has asked and answered a question. T tells students to ask questions about what they used to do in elementary school, middle school, during summer or winter vacation, etc.</p> <p>Example:</p> <p>What did you use to play in elementary school? →</p> <p>I used to play Super Mario Bros in elementary school.</p>	15min
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>	<b>TECHONOLOGICAL EQUIPMENT</b>
Blackboard, plastic bag, eraser, markers,		In this section, teacher applies a Checklist as a formative assessment	Video Bin

flashcards.	instrument only for the Action planning Proposal week #2.	Mini speakers Computer Headphone speaker
<b>Reflective Teaching</b>		
<b>What worked well</b>	<b>What did not work well</b>	<b>How to improve</b>

## Required Materials

### Appendix # 1

#### ***used to and would***

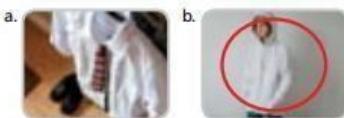
Use *used to* and *would* to describe past events that you did regularly.

Example
He <i>used to/would</i> buy fashion magazines every month.
I <i>used to/would</i> wear loose clothes. I don't anymore.
She <i>used to/would</i> always listen to pop music.

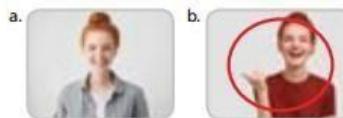
### Appendix # 2

#### **Listen and circle the answers.**

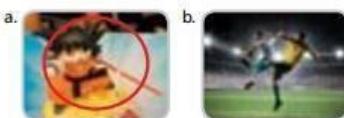
1. What did Anne use to wear?



2. What would Mirida like to try on?



3. What did Frank use to like?



4. Which pants will Suhir buy?



#### **Listen again. Circle the words you hear.**

     
magazine      try on      size      hoodie



## Action Plan Proposal #5

### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 2

**School Year 2022**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b> <b>Topic:</b> Fashion Forward</p> <p><b>Vocabulary:</b> - Clothes - Fashion</p>	<p><b>Academic Objectives:</b></p> <p><b>Listening:</b> Listen to discussions about changing tastes in fashion.</p> <p><b>Speaking:</b> Describe things you used to like.</p> <p><b>Grammar</b></p>	<p>- Respect for other people's appearance.</p>

<p><b>- Outfits</b></p>		<table border="1"> <thead> <tr> <th>Present Continuous</th><th>Example</th></tr> </thead> <tbody> <tr> <td>to describe something that you haven't completed</td><td>I am <i>learning</i> to play the guitar.</td></tr> <tr> <td>to describe things that are happening right now</td><td>Look! It <i>is snowing</i> now!</td></tr> </tbody> </table>	Present Continuous	Example	to describe something that you haven't completed	I am <i>learning</i> to play the guitar.	to describe things that are happening right now	Look! It <i>is snowing</i> now!	
Present Continuous	Example								
to describe something that you haven't completed	I am <i>learning</i> to play the guitar.								
to describe things that are happening right now	Look! It <i>is snowing</i> now!								
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME						
Hot potato	To answer questions about clothes	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, and class agenda.</p> <p><b>Participating</b>  <b>Warm up:</b>  Hot potato answering questions about clothes:</p> <ul style="list-style-type: none"> <li>● What kind of clothing do you like best?</li> </ul>	5 min  10 min						

- What are your favorite clothing/shoe brands?
- Where do you go shopping for clothes?
- Do you prefer wearing regular brands or expensive brands? Why?

### Presentation

- Teacher shows PPT presentation about different types of clothes and some phrasal verbs to talk about it.

Example:

10 min





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### Practice

Ask students to read the sentences.

- Ls listen to the audio.
- T asks students to circle the correct answer.
- T replays the audio if needed.
- T asks students to complete the activity.
- T checks students' answers.

<p><b>True or false.</b></p> <p><b>To recognize true or false information by listening to it.</b></p>	<p><b>Listen and circle true or false.</b></p> <p>1. Amanda is wearing a red cardigan.      true      false      2. Amanda is wearing black pants.      true      false      3. Amanda has a yellow backpack.      true      false      4. Amanda is wearing a school uniform.      true      false</p> <p><b>Listen and circle the correct answer.</b></p> <p>1. What is NOT true about Michael?      a. He is wearing black pants.      b. He is in uniform.      c. He is wearing a jacket.      d. He has a blue backpack.</p> <p>2. What is true about Michael?      a. He is wearing a vest.      b. He is wearing jewelry.      c. He has a green backpack.      d. He has a blue backpack.</p> <p>3. Where is Michael probably going?      a. to the library      b. to the school      c. to the gym      d. to the cafeteria</p>	<p>20 min</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>● T asks students to work with the same groups.</li> <li>● T asks students to do research on celebrities and current fashion trends.</li> <li>● Tells students to talk to their classmates and use the internet and magazines.</li> <li>● T asks students to make a list of this year's fashion trends.</li> <li>● T checks students' lists to make sure they're working Properly</li> <li>● T asks students to create a new podcast simulating an interview with a celebrity talking about current fashion trends.</li> </ul> <p>25 min</p>
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<b>Trends in the Year 3000</b>	<b>To be able to predict fashion trends.</b>	<p><b>Wrap up</b></p> <p>Have students predict fashion trends for the year 3000. T tells students to work in the same groups as activity. When students are done, T asks some groups to present their work to the class.</p>	10 min
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>	<b>TECHONOLOGICAL EQUIPMENT</b>
Blackboard, eraser, markers, paper sheet, flashcards.		In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #3.	Video Bin Mini speakers Computer Headphone speaker
<b>Reflective Teaching</b>			

What worked well	What did not work well	How to improve

## Required Materials

### Appendix # 1

### Appendix # 2

#### Present Continuous

#### Example

to describe something that you haven't completed

I am *learning* to play the guitar.

to describe things that are happening right now

Look! It *is snowing* now!



### Appendix # 3

### Appendix # 4

#### PHRASAL VERBS - CLOTHES



#### Listen and circle true or false.

1. Amanda is wearing a red cardigan. true false
2. Amanda is wearing black pants. true false
3. Amanda has a yellow backpack. true false
4. Amanda is wearing a school uniform. true false

#### Listen and circle the correct answer.

1. What is NOT true about Michael?  
 a. He is wearing black pants.  
 b. He is in uniform.  
 c. He is wearing a jacket.  
 d. He has a blue backpack.
2. What is true about Michael?  
 a. He is wearing a vest.  
 b. He is wearing jewelry.  
 c. He has a green backpack.  
 d. He has a blue backpack.
3. Where is Michael probably going?  
 a. to the library  
 b. to the school  
 c. to the gym  
 d. to the cafeteria



## Action Plan Proposal #6

### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 3

**School Year 2021**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>School subject:</b> <b>Topic:</b> That's Entertainment!</p>	<p><b>Academic Objectives:</b> <b>Listening:</b> Listening to people talk about their tastes in music.</p>	-Recognizing importance of movies, video games, tv shows to have a sense of belonging within a group.
<p><b>Vocabulary:</b> - Types of music</p>	<p><b>Speaking:</b> Talk about favorite music, movies and tv shows. <b>Grammar</b></p>	

	<p><b>-ed adjectives and -ing adjectives</b></p> <p>Use adjectives ending in <i>-ed</i> to describe the emotions that a person feels as a result of some experience. Use adjectives ending in <i>-ing</i> to describe how something or someone makes others feel.</p> <table border="1"> <thead> <tr> <th style="background-color: #cccccc;">-ed adjectives</th><th style="background-color: #cccccc;">-ing adjectives</th></tr> </thead> <tbody> <tr> <td>I feel <i>excited</i>. / I am <i>excited</i>.</td><td>The movie is <i>exciting</i>.</td></tr> <tr> <td>She feels <i>bored</i>. / She is <i>bored</i>.</td><td>The lecture is <i>boring</i>.</td></tr> <tr> <td>He feels <i>shocked</i>. / He is <i>shocked</i>.</td><td>The news is <i>shocking</i>.</td></tr> </tbody> </table>	-ed adjectives	-ing adjectives	I feel <i>excited</i> . / I am <i>excited</i> .	The movie is <i>exciting</i> .	She feels <i>bored</i> . / She is <i>bored</i> .	The lecture is <i>boring</i> .	He feels <i>shocked</i> . / He is <i>shocked</i> .	The news is <i>shocking</i> .	
-ed adjectives	-ing adjectives									
I feel <i>excited</i> . / I am <i>excited</i> .	The movie is <i>exciting</i> .									
She feels <i>bored</i> . / She is <i>bored</i> .	The lecture is <i>boring</i> .									
He feels <i>shocked</i> . / He is <i>shocked</i> .	The news is <i>shocking</i> .									
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES								
	<p><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, and class agenda.</p> <p><b>Participating</b></p> <p><b>Warm up:</b></p> <p><b>Round table</b></p> <p>What kinds of video games do you like best? What kinds of movies do you like? Who is your favorite actor/actress?</p>	<p>5 min</p> <p>10 min</p>								

<b>Picture description</b>	<b>To recognize some activities in pictures.</b>	<p>What kind of music do you like? Who is your favorite singer/group?</p> <p><b>Presentation</b></p> <p>1. Look at the photo and answer the questions.</p> <ul style="list-style-type: none"> <li>● T asks students to look at the picture.</li> </ul>  <ul style="list-style-type: none"> <li>● Then, T asks the class each question.</li> <li>● Give corrections and ask follow-up questions.</li> </ul> <ol style="list-style-type: none"> <li>1. What kinds of video games do you like best?</li> <li>2. What kinds of movies do you like?</li> <li>3. Who is your favorite actor/actress?</li> <li>4. What kind of music do you like?</li> <li>5. Who is your favorite Singer/group?</li> </ol>	15 min
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<p><b>Listen and number</b></p> <p><b>Recognize some music genre by sounds</b></p>	<p><b>2. Listen to a podcast about music genre.</b></p> <ul style="list-style-type: none"> <li>● T asks students to repeat aloud after the podcast.</li> <li>● T asks students to write the correct number of the vocabulary word next to the word in the practice.</li> <li>● T checks students' answers.</li> </ul> <div style="text-align: center;"> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>● T asks students to write the genre of music they think they hear.</li> <li>● Replay the audio if needed.</li> <li>● T tells students to find a partner.</li> <li>● T asks students to talk about and compare their answers.</li> <li>● T asks students to complete the activity.</li> </ul> </div>	
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<p><b>Listen to the audio.</b></p> <p>Different music and adjectives podcast.</p>	<p><b>Recognize some music genre by sounds</b></p> <p><b>To talk about favorite kind of music using adjectives</b></p>	<ul style="list-style-type: none"> <li>T checks students' answers.</li> </ul> <div style="background-color: #e0f2e0; padding: 10px;"> <p><b>Listen and write the genre of music you think is being played.</b> Talk with a partner.  3-02</p> <p>1. _____ music      2. _____ music      3. _____ music      4. _____ music      5. _____ music      6. _____ music</p> <p><b>NOTE</b> A genre is a type of art, writing, etc. in a particular style.</p> </div> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>T reads the short conversation aloud or ask two students to read the short conversation aloud.</li> <li>T asks students to practice the conversation with a partner.</li> <li>T tells students to practice the conversation again and then to talk about different music and adjectives recording a second conversational podcast.</li> </ul> <div style="background-color: #e0f2e0; padding: 10px; margin-top: 20px;">  <p>So, what <b>kind of music</b> do you like?</p> <p>I like <b>rock music</b>.</p> <p><b>NOTE</b> It is exciting / interesting / boring. I am excited / interested / bored.</p> <p>Really? Why?</p> <p>It's so <b>exciting</b>. When I listen to <b>rock music</b>, I feel <b>excited</b>.</p> </div>	30 min
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<p><b>Guess what kind of music they like.</b></p>	<p><b>To collect information by listening a conversation.</b></p>	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>● T asks students to look at the pictures in activity.</li> <li>● T asks students to guess what kind of music each person likes.</li> <li>● Students listen to a conversational podcast about those people talking about their tastes in music.</li> <li>● T asks some students about their guesses and their answers.</li> </ul>	<p>10 min</p>
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DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT	
Blackboard, eraser, markers, flashcards.	In this section, teacher applies a Checklist as a formative assessment instrument only for the Action planning Proposal week #4.	Video Bin Mini speakers Computer Headphone speaker	
<b>Reflective Teaching</b>			
<b>What worked well</b>	<b>What did not work well</b>	<b>How to improve</b>	

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## Required Materials

### Appendix # 1

#### **-ed adjectives and -ing adjectives**

Use adjectives ending in **-ed** to describe the emotions that a person feels as a result of some experience. Use adjectives ending in **-ing** to describe how something or someone makes others feel.

<b>-ed adjectives</b>	<b>-ing adjectives</b>
I feel <b>excited</b> . / I am <b>excited</b> .	The movie is <b>exciting</b> .
She feels <b>bored</b> . / She is <b>bored</b> .	The lecture is <b>boring</b> .
He feels <b>shocked</b> . / He is <b>shocked</b> .	The news is <b>shocking</b> .

### Appendix # 2



### Appendix # 3



### Appendix # 4

Listen and write the genre of music you think is being played.

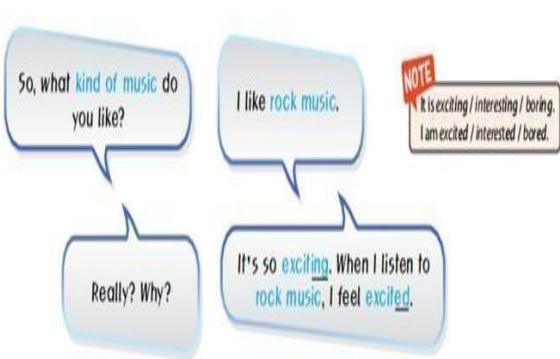
Talk with a partner. 3-02

**NOTE**  
A genre is a type of art, writing, etc. in a particular style.

1. \_\_\_\_\_ music    2. \_\_\_\_\_ music    3. \_\_\_\_\_ music

4. \_\_\_\_\_ music    5. \_\_\_\_\_ music    6. \_\_\_\_\_ music

### Appendix # 5



### Appendix # 6





## Action Plan Proposal #7

### **Centro Educativo Católico Monseñor Vittorino Girardi Stellin**

**Level: 8th grade**

**English Department**

**Unit Plan: 3**

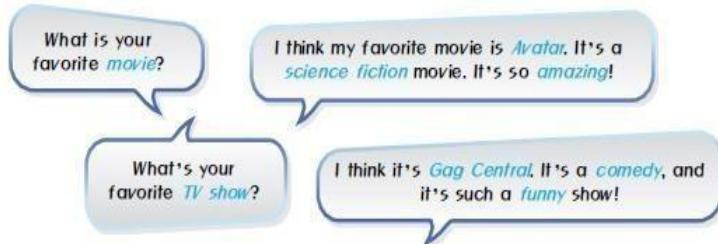
**School Year 2021**

**Skills: Listening and Speaking.**

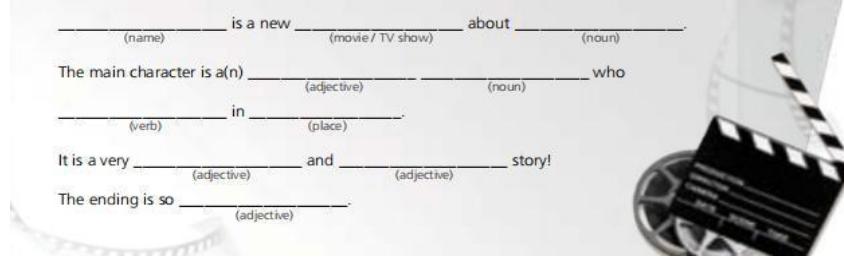
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>								
<p><b>School subject:</b></p> <p><b>Topic:</b></p> <p><b>Vocabulary:</b></p> <p><b>School subject:</b></p> <p><b>Topic:</b> That's Entertainment!</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Tv &amp; movies genres</li> </ul>	<p><b>Academic Objectives:</b></p> <p><b>Listening:</b> Listening to people talk about their tastes in music.</p> <p><b>Speaking:</b> Talk about favorite music, movies and tv shows.</p> <p><b>Grammar</b></p> <p><b>so and such</b></p> <p>Use <i>so</i> and <i>such</i> to make adjectives stronger. Put an adjective after <i>so</i>, and put <i>a/an</i> + an adjective + a noun after <i>such</i>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>so</i></th> <th style="text-align: center;"><i>such</i></th> </tr> </thead> <tbody> <tr> <td>That concert was <i>so</i> amazing!</td> <td>That was <i>such</i> an amazing concert!</td> </tr> <tr> <td>The clerk was <i>so</i> kind.</td> <td>She is <i>such</i> a kind clerk.</td> </tr> <tr> <td>This computer is <i>so</i> expensive.</td> <td>This is <i>such</i> an expensive computer.</td> </tr> </tbody> </table>	<i>so</i>	<i>such</i>	That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!	The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.	This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.	<p>Recognizing importance of movies, video games, tv shows to have a sense of belonging within a group.</p>
<i>so</i>	<i>such</i>									
That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!									
The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.									
This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.									

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
My Favorite Song Is...	To give a feedback about movie genre.	<p>Pre-teaching Routine –<b>Checking attendance, and class agenda, etc.</b></p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>● Practice asking students about their favorite songs with the phrases:</li> <li>● “What’s your favorite song?” → “My favorite song is ____.” / “Who sings/plays it?” → “____ sings/plays _____ it.” / “What kind of song is it?” → “It’s a _____ song.”</li> </ul> <p>Ex:</p> <ul style="list-style-type: none"> <li>● What’s your favorite song? → My favorite song is _____</li> <li>● ‘Heaterz’. / Who sings it? → Wu Tang Clan sings it. /</li> <li>● What kind of song is it? → It’s a hip-hop song.</li> </ul> <p><b>Presentation</b> Listen to a podcast about movie genre.</p>	5min  5min

<b>Listen and number</b>	<p><b>To introduces the new vocabulary about movie genre</b></p> <ul style="list-style-type: none"> <li>● T asks students to repeat aloud after they listen.</li> <li>● T asks students to write the correct number of the vocabulary word next to the word in the book.</li> <li>● T checks students' answers.</li> </ul> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>1. Get in groups. Use the following dialogue to talk to people in your group.</li> </ol>	10min
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Dialogue	<p><b>To reinforce speaking skill</b></p> <ul style="list-style-type: none"> <li>● T tells students to get into groups.</li> <li>● T asks students to ask and answer the questions from the table.</li> <li>● T tells students to use the patterns in activity.</li> <li>● T tells students to write their answers in the table or on a separate sheet of paper.</li> <li>● T checks students' conversations to make sure they are speaking properly.</li> <li>● T asks some students to present their conversations to the class.</li> </ul>  <ul style="list-style-type: none"> <li>● T reads the contents of the table. OR</li> <li>● T asks students to read the table. OR</li> <li>● Students listen to the audio.</li> <li>● T asks students to repeat aloud after the audio and explain the use of so and such.</li> </ul>	20min
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Podcast interview #2	<p><b>To talk about different types of music and movies.</b></p>	<p><b>Linking ending consonants with vowels</b></p> <table border="1"> <tbody> <tr><td>It's such-an-amazing movie!</td></tr> <tr><td>It's-a really-old TV show.</td></tr> <tr><td>He's my favorite-actor.</td></tr> <tr><td>It's-an-American TV show.</td></tr> </tbody> </table>  <p><b>Production</b></p> <ul style="list-style-type: none"> <li>● T asks students to work in groups of 3.</li> <li>● T asks students to make their second podcast interviewing their classmates to talk about their favorite type of music or favorite movies, using so and such to describe them them.</li> <li>● T checks students to make sure they are working properly.</li> </ul> <p>30min</p> <p><b>Wrap up</b>      Students must prepare a short description of a recent movie or TV show using the prompts to fill in the blanks.</p>	It's such-an-amazing movie!	It's-a really-old TV show.	He's my favorite-actor.	It's-an-American TV show.	
It's such-an-amazing movie!							
It's-a really-old TV show.							
He's my favorite-actor.							
It's-an-American TV show.							

<b>Descriptions</b>	<b>To be able to make descriptions using adjectives and nouns</b>	<p>Then T choose some of them to read the descriptions.</p> <p>_____ is a new _____ about _____.    (name) (movie / TV show) (noun)</p> <p>The main character is a(n) _____ who    (adjective) (noun)</p> <p>_____ in _____.    (verb) (place)</p> <p>It is a very _____ and _____ story!    (adjective) (adjective)</p> <p>The ending is so _____.    (adjective)</p> 	5 min
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>	
Blackboard, eraser, markers, paper sheet, flashcards.	In this section, teacher applies an Observation as a formative assessment instrument only for the Action planning Proposal week #2 Unit:3	Video Bin Mini speakers Computer Headphone speaker	
<b>Reflective Teaching</b>			
<b>What worked well</b>		<b>What did not work well</b>	

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## Required Materials

### Appendix # 1

#### so and such

Use *so* and *such* to make adjectives stronger. Put an adjective after *so*, and put *a/an + an adjective + a noun* after *such*.

<i>so</i>	<i>such</i>
That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!
The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.
This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.

### Appendix # 2



### Appendix # 3



### Appendix # 4

Linking ending consonants with vowels
It's such-an-amazing movie!
It's-a really-old TV show.
He's my favorite-actor.
It's-an-American TV show.



### Appendix # 5

_____	is a new _____	about _____
(name)	(movie / TV show)	(noun)
The main character is a(n) _____		
(adjective)	(noun)	who
_____	in _____	
(verb)	(place)	
It is a very _____ and _____ story!		
(adjective)	(adjective)	
The ending is so _____.		
(adjective)		





## Action Plan Proposal #8

### Post Intervention

#### Centro Educativo Católico Monseñor Vittorino Girardi Stellin

**Level:** 8th grade

**English Department**

**Unit Plan:** 3

**School Year 2022**

**Skills:** Listening and Speaking.

Learn to Know	Learn to Do	Learn to Be and Live in Community								
<p><b>School subject:</b></p> <p><b>Topic:</b> That's Entertainment!</p> <p><b>Vocabulary:</b> TV, video games and movies genres</p>	<p><b>Academic Objectives:</b></p> <p><b>Listening:</b> Listen to people talk about their tastes in music.</p> <p><b>Speaking:</b> talk about favorite video games, movies and tv shows.</p> <p><b>Grammar</b></p> <p><b>so and such</b> Use so and such to make adjectives stronger. Put an adjective after so, and put a/an + an adjective + a noun after such.</p> <table border="1"> <thead> <tr> <th>so</th> <th>such</th> </tr> </thead> <tbody> <tr> <td>That concert was <b>so</b> amazing!</td> <td>That was <b>such</b> an amazing concert!</td> </tr> <tr> <td>The clerk was <b>so</b> kind.</td> <td>She is <b>such</b> a kind clerk.</td> </tr> <tr> <td>This computer is <b>so</b> expensive.</td> <td>This is <b>such</b> an expensive computer.</td> </tr> </tbody> </table>	so	such	That concert was <b>so</b> amazing!	That was <b>such</b> an amazing concert!	The clerk was <b>so</b> kind.	She is <b>such</b> a kind clerk.	This computer is <b>so</b> expensive.	This is <b>such</b> an expensive computer.	<ul style="list-style-type: none"> <li>- Recognizing importance of video games, tv shows and movies to have a sense of belonging within a group</li> </ul>
so	such									
That concert was <b>so</b> amazing!	That was <b>such</b> an amazing concert!									
The clerk was <b>so</b> kind.	She is <b>such</b> a kind clerk.									
This computer is <b>so</b> expensive.	This is <b>such</b> an expensive computer.									

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Hot potato	To teach the vocabulary about video games, tv shows and movies.	<p><b>Pre-teaching stage</b>  Routine – Checking attendance, and class agenda.</p> <p><b>Participating</b>  <i>Warm up:</i>  T asks students some questions related to movies, video games and tv shows.    What is your favorite genre?  What type of video games do you prefer?  What is your favorite movie? And why?</p>	5 min  15 min

<b>Post Intervention</b>	<b>To assess students' progress in their speaking performance through the use of podcast technique.</b>	<p>T reads each information, students must guess who is the teacher talking about and identify the tv show, video games or movie genres.</p> <p><b>Engaging</b> T introduces her purpose for this intervention and explains what the post intervention consists on as well as the general and specific instructions to follow.</p> <p><b>Introducing</b> T gives the post intervention instrument in this case diagnostic test and questionnaire; students must answer according to the instructions and base on their experience through the learning language process in classroom.</p> <p><b>Production</b> Students think about their preferences in terms of video games, movies and TV shows and share the information with the rest of the class.</p> <p><b>Wrap up</b> According to what students have answered in their diagnostic and questionnaire, T explains what a podcast is and how to create a podcast in an effective way.</p> <p>Step #1: Develop a podcast concept and purpose.</p> <p>Step #2: Choose your podcast format. In this case, we are going to</p>	10 min  25 min  15 min  10 min
<b>Podcasting</b>	<b>To be able to create podcast in class</b>		

	<p>use <i>Speaker Podcast Studio</i>.</p> <p>Step #3: Podcast recording equipment, for example: A headphone speaker.</p> <p>T asks students to download the App.</p>	
DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, pen, pencil, flashcards, sheets of paper.	In this section, teacher applies a diagnostic test and questionnaire as a formative assessment instrument only for the Action Planning Proposal.	Mini speakers Computer Video Bin Headphone speaker
<b>Reflective Teaching</b>		
What worked well	What did not work well	How to improve

## Required Materials

### Appendix # 1

#### ***so and such***

Use *so* and *such* to make adjectives stronger. Put an adjective after *so*, and put *a/an + an adjective + a noun* after *such*.

<i>so</i>	<i>such</i>
That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!
The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.
This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.

**Vittorino Girardi Stellin High School**

**Diagnostic Test**

**English Department**

**Researcher Name: María Andreina Espinoza Zúñiga**

**Alida Cristina Gutiérrez Angulo**

**General Instructions:** Read carefully what is asked and record your answer each question.

**1. Please talk about yourself**

- Say your full name
- How old are you?
- Where do you live?
- What do you do after High School?
- What is your favorite hobby?
- What time do you get up?
- Have you got any brothers or sisters?

**2. Describe the following picture in as much possible details as you can**

- What can you see?
- How many people are in the photo?
- What time of the day is it?
- What does the place look like?
- What does these Friends do at the weekend?



**3. Please read aloud the following passage from an article related to the Economic and Human Dimension of Poverty.**

There are a number of overlapping forms of human deprivation that can not be neatly classified as either causes or effects of poverty. For example, chronic hunger and malnutrition are results of poverty, but they also weaken immune systems, undermine maternal health, encourage an unsustainable approach to resource extraction, and reduce school attendance and the ability of students to learn. Saddled with a constellation of problems such as this, an individual or community faces an extremely arduous climb out of poverty. Although national economic development is rightly the focus of many antipoverty programs, these other overlapping forms of deprivation do not necessarily disappear with economic gains at the national level, as measured by growth in gross domestic product (the total market value of final goods and services that are produced within an economy in a given year).

## SPEAKING, RUBRIC

**Student's name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<i>Aspect</i>	
<b>CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Unable to produce a single idea.</li> <li>2. Unable to produce; only uses content words to communicate.</li> <li>3. Uncomfortable with content and is able to demonstrate basic concepts.</li> <li>4. At ease with content, but fails to elaborate; often uses incomplete ideas.</li> <li>5. Conveys meaning clearly making use of the target content; elaborates ideas clearly and concisely.</li> </ol>	
<b>FLUENCY</b>	
<ol style="list-style-type: none"> <li>1. Crutches and pauses create no understanding of spoken language; can't produce; not enough to evaluate.</li> <li>2. Fragmentary speech, long pause and crutches; unnatural speech.</li> <li>3. Slow speech; short memorized sentences; message conveyed with difficulty.</li> <li>4. Crutches and pause do not interfere and the message is still understandable.</li> <li>5. Crutches and pauses are natural; slightly hesitant but fully understandable.</li> </ol>	
<b>VOCABULARY</b>	
<ol style="list-style-type: none"> <li>1. Greetings and naming of objects, personal information and basic things; not enough to evaluate.</li> <li>2. Vocabulary misusage interrupts communication; only reproduces formulaic language –telegraphic style.</li> <li>3. Lack of basic words, inaccurate; confusion of ideas; inadequate usage distorts communication; many wrong choices.</li> <li>4. Somewhat inaccurate; often lacks needed words; occasional errors; many inadequate forms.</li> <li>5. Appropriate to context content, situation and audience; occasional lack of needed words.</li> </ol>	
<b>LANGUAGE USE</b>	
<ol style="list-style-type: none"> <li>1. Use of formulaic language –telegraphic style; odd words used; not enough to evaluate.</li> <li>2. Lacks accuracy; grammar structures are not used; sentence patterns are below expected performance and communication is hindered by errors.</li> <li>3. Use of basic grammatical constructions but not consistently; sentence patterns show irregularities and frequent errors for the task/target.</li> <li>4. Use complex grammatical structures with some irregularities; sentences patterns show errors, there is self-correction.</li> <li>5. Masters a variety of grammatical structures; sentences patterns show no errors according to the task.</li> </ol>	
<b>PRONUNCIATION</b>	
<ol style="list-style-type: none"> <li>1. Unable to convey the message due to mother tongue interferences and serious problems with vowel/consonant sounds, intonation and stress; not enough to evaluate.</li> <li>2. Inaccurate intonation and stress hindering communication due to serious difficulties in sound articulation.</li> <li>3. Problems with consonant and vowel sounds; message is conveyed with difficulty.</li> <li>4. Conveys the message despite mistakes in stress and intonation patterns; minor problems with final consonant sounds and consonant clusters.</li> <li>5. Demonstrates good use of intonation, stress, rhythm and vowel/consonant sounds with minor errors; has a native speaker –like production.</li> </ol>	
<b>Observations</b>	
<b>Suggestions for Improvement</b>	



**UNIVERSIDAD LATINA DE COSTA RICA**

**SEDE DE SANTA CRUZ**

**DEPARTAMENTO DE INGLÉS**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**SEMINAR I**

### **STUDENTS QUESTIONNAIRE**

**Dear Students:**

The following research consists of investigate Enhancing speaking skills through the use of podcast in the English class with XX graders at Vittorino Girardi Stellin High School. All the information gathered will be considered as confidential.

This questionnaire does not contain sensitive information about the students.

**Researcher Name:**

Alida Cristina Gutiérrez Angulo.

María Andreina Espinoza Zúñiga.

*Thank you for your cooperation!*

## **I. PART. General Information**

Age: \_\_\_\_\_ Gender: ( ) Male ( ) Female

Grade: \_\_\_\_\_

Place of living: \_\_\_\_\_

## **II. PART. CLOSED QUESTIONS**

Instructions: Read the questions carefully and mark with an " x " in the corresponding box..

QUESTIONS	N/A	YES	NO
1. Are you good at speaking in English?			
2. Do you like to participate in oral exercises in the English class?			
3. Has your teacher used different strategies to help you to improve your oral skills			
4. Has your teacher exposed you to oral activities?			
5. Do you consider speaking skills an easy task?			
6. Do you know what a podcast is?			
7. Have you ever listened to a podcast?			
8. Has your teacher ever used podcasts in your English class?			
9. Would you like to use podcasts in your English classes?			
10. Would you like to create your own podcast?			

## **III. PART. OPENED QUESTIONS**

Read the questions carefully and answer them.

1. What do you like most about podcasts?

---

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---

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2. Mention some suggestions to improve your speaking skills in English?

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Thank you

## **Chapter 4. Findings**

#### 4.1 Data analysis

Nordquist (2019) mentions an important concept: English as a Second Language, he describes English as a Second Language (ESL) the study and practice of English Language by Non-native speakers". In addition, English as a Second Language "implies the teaching of the language for those whose mother tongue is not English."(p.1-2). Researchers found this term important throughout the process of the present work. In effect, this action research focuses on the improvement of learner's speaking skills by podcast technique. In which the concept English as a Second Language gets meaning and value due to it appears in the method, demonstrating how fundamental is for students to comprehend information or relevant vocabulary aiming to understand an oral message. In fact, podcast is an approach to develop a clear and good communication due to English is considered one of the most widely spoken language around the world, nowadays speaking a second language is not only an opportunity, and it is a necessity. Moreover, when the teacher adapts the frequent use of podcast in the class it has a lot advantages such as: promotes learner's good interaction in the classroom, students are encouraged to participate in the society and it is a good technique for handling pronunciation issues in the classroom.

Rumsey stated in her work about why it's important to learn English propose several benefits that a second language brings. She highlight that a "person who spoke English improve the brain functions which guarantees critical thinking and problem solving. Besides, "it enhances the listening comprehension, showing the conclusion of a task." (2020, p.2). Consequently, the investigators realice that students worked on their language competence and communication skills but also understood actual topics. To finish with what deal with students, the podcast method was easily adapted to improve the speaking of English language and provided exercises that were purposeful not only in speaking production at institution but in social life.

Analyzing on the statement proposed by Miqueli, the wide relationship between letters and sounds can be achieved if the student puts their communication skills into practice, he explains that have a solid knowledge in each of the skills reading, writing, listening and speaking are linked to each other; therefore a person with communicative competence must

know and handle each of the areas that make verbal communication possible (2018, p.1). Moreover, the previous affirmation have valid for the researcher due to the implication that “using technology to improve student communication skills” had during the process shared by the learners, for many years, technology, instead of becoming a method of distraction, has been an ally for teachers and students in the teaching and learning process; as a result of the teacher can use auditory material through podcast in order to inform, persuade or entertain the listener in this case the student and during the process create an integral and social development in a person who little by little develops communicative competence in the real world. To illustrate, the researchers had to develop oral activities such as: exposition, oral presentations, short talks among other which include different stages that are presented in podcast technique, most of the exercises implemented strategies that were meant not only to improve productive skills but also brace the students to solve problems.

Furthermore, Gray expressed “Podcasting offers the opportunity for lecturers to easily broadcast engaging audio content, which students can then listen to at any time and wherever they are” (Gray, 2021, p2). In addition due to the effectiveness and reliability that podcast offers to Education , like many new learning and teaching strategies, the podcast has had to be adapted to the Costa Rican Educational System, today educators can take advantage of the use of technology and incorporate it into classrooms, to illustrate this the researchers had to make use of this tool in the creation of oral activities in class, most of the exercises applied techniques that were contemplate not only to enhance the speaking skills but to help the students in the battle to face and overcome difficulties that can emerge in the resolution of tasks and relevant subjects that can be part of the integral and social development of the learner.

Reflecting on the statement proposed by Waddell ( 2015) “By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change”. Taking into consideration his point of view, the classes were prepared and adapted indeed to improve the ability under study in this case speaking but also to stregthen the different skills to conform solid base, case in point the remarkable oral participation, during the interventions students engaged with the classmates in (oral presentations, speech, round tables and pacific discussions) the teacher provide a guidance intended to encourage the students to

develop critical thinking, gain confident when they express an opinion in general topics rather to solve an exercise without active brain functions. As a result of, the students' interaction is better, technology by the use of podcast became an usefulness and effectiveness tool to help the learners in the consolidation of their productive skills in advance way.

#### 4.2 Post instrument findings

The questionnaire was applied to 35 students from Vittorino Girardi Stellin High School. The intent of the instrument is to collect data about general information from learners. The questionnaire is completely confidential, and has five questions based on the English language and five questions related to podcast.

**Table 1  
Students Oral Proficiency Level**

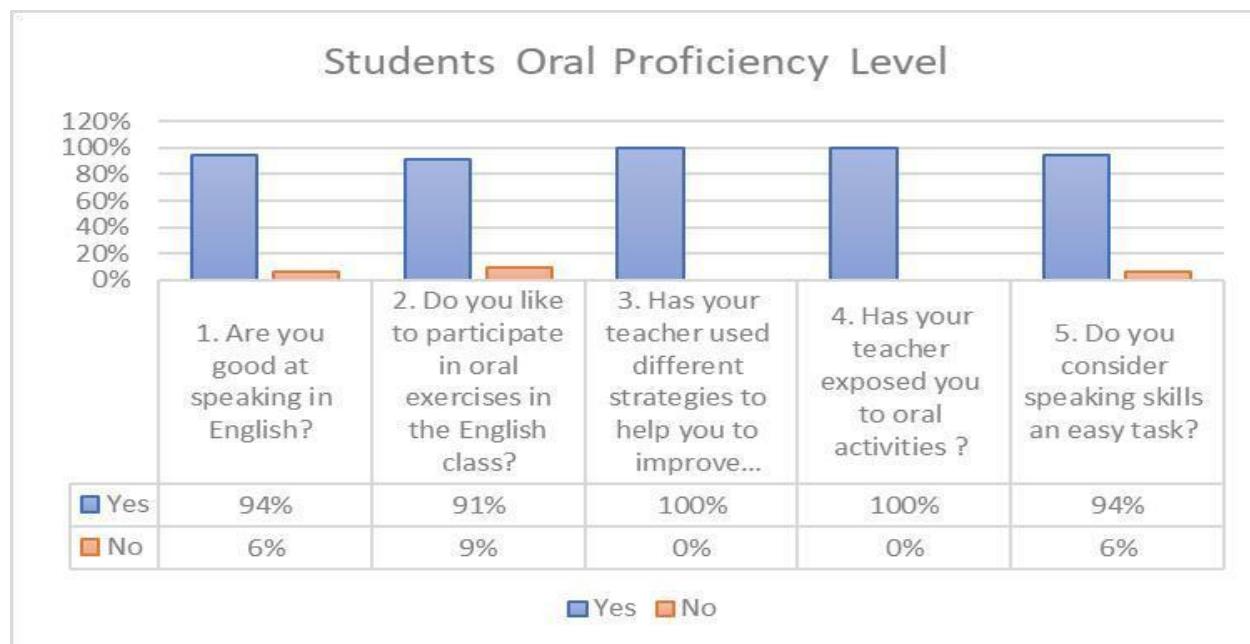
	No		Yes		Total	
	Poor	Excellent	AF	RF	AF	FR
1. Are you good at speaking in English?	2	6%	33	94%	35	100%
2. Do you like to participate in oral exercises in the English class?	3	9%	32	91%	35	100%
3. Has your teacher used different strategies to help you to improve your oral skills?	0	0%	35	100%	35	100%
4. Has your teacher exposed you to oral activities ?	0	0%	35	100%	35	100%
5. Do you consider speaking skills an easy task?	2	6%	33	94%	35	100%

Source: Diagnosis applied to 8<sup>th</sup> graders from Vittorino Girardi Stellin High School, 2021

*Table 3*

#### Graph #1

#### Students' oral proficiency level of 8<sup>th</sup> graders



*Graph 3*

**Table 2**

**Student's responses about their podcast knowledge**

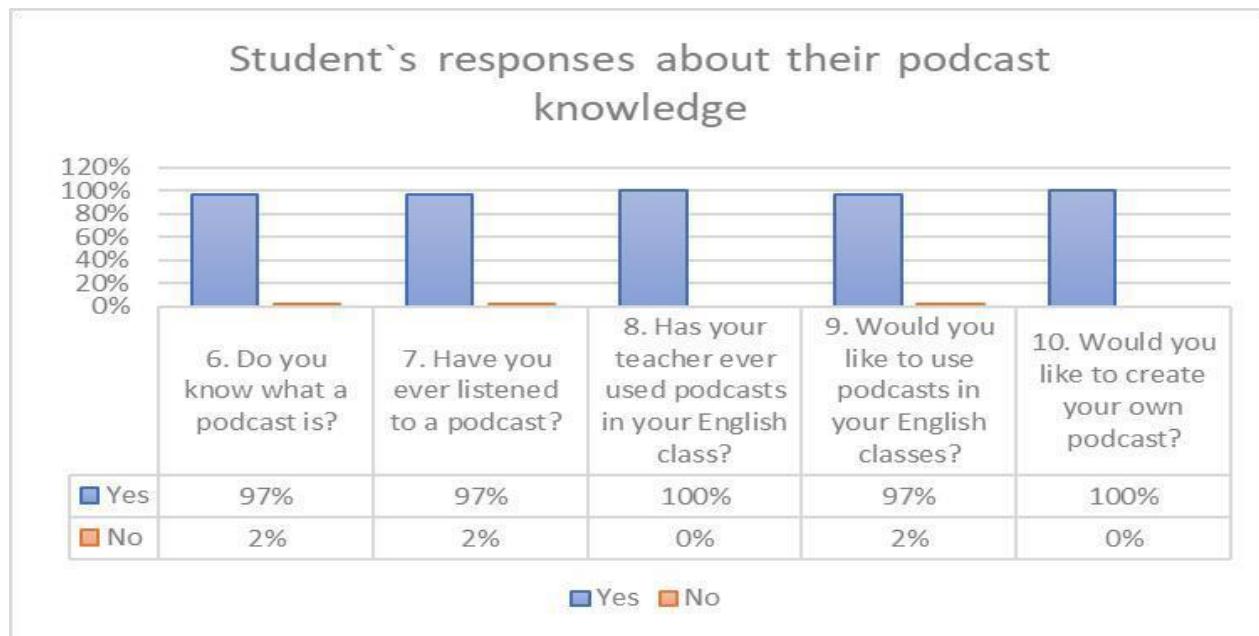
	No		Yes		Total			
	Poor	Excellent	AF	RF	AF	RF	AF	FR
6. Do you know what a podcast is?	1	2%	34	97%	35	100%		
7. Have you ever listened to a podcast?	1	2%	34	97%	35	100%		
8. Has your teacher ever used podcasts in your English class?	0	0%	35	100%	35	100%		
9. Would you like to use podcasts in your English classes?	1	2%	34	97%	35	100%		
10. Would you like to create your own podcast?	0	0%	35	100%	35	100%		

*Table 4*

Source: Diagnosis applied to 8<sup>th</sup> graders from Vittorino Girardi Stellin High School, 20

**Graph #2**

### Student's responses about their podcast knowledge



*Graph 4*

# **Chapter 5. Reflections**

## 5.1 Reflections

The objective to carry out this investigation was to learn a little bit about the existing difficulties and challenges when learning a new Language. One of them is speaking; it is one of the most arduous abilities in the second language learning and teaching process. There are different methods and techniques that can be used in the process of acquire a new language.

During this procedure, the researchers met many authors and philosophers who demonstrate that learning English although it seems a difficult task it is possible. Indeed the researchers made the use of podcast to enhance speaking skills and the different stages that conform it with the purpose of helping eighth graders from Vittorino Girardi Stellin High School to improve this ability. Investigators found the method favorable for learners; in fact, some benefits corroborated by researchers regarding the use of podcast method are:

It increases learners' motivation in class, because the method empowers themselves.

The method promotes students' participation during the English lessons.

The use of podcast provides a wide understanding of the context.

It activates brain functions as critical thinking and solving problems.

The technique creates comfortable environment to learn.

In addition, it is indispensable to use an action plan that encourages and embraces the correct use of technology in oral communication lessons. It is crucial to use different techniques to arouse a communicative competence, for example, using playful and meaningful activities to achieve the goal. Nonetheless, the researchers realized that the result is totally real when the questionnaire was applied to students; most teachers use this technique in English classes. Students mention that the use of podcast is feasible and useful to implement in small and big groups, and they take advantage of it in terms of time in their classes to try to incorporate it.

Equally important, the experience gained during the whole the research process through the questionnaire and interview showed that the oral communication class should be reinforced with support material such as flashcards, apps, videos and practices, implement a greater use of technology such as computers, speakers. To create a good atmosphere for the students and improve the interaction between classmates and the facilitator. There are many elements that the

teacher can modify in the methodology when implementing oral communication classes; for example: the first change in the class must be executed by the mentor, things like his weak points, such as the methodology, getting out of the routine and developing innovative and dynamic classes as well as adapting the classes based on the needs of the students in favor of speaking skills.

Moreover, investigators were able of make use of the process that involucrate the method which finish up working as accompaniment to the authentic and real scheme and frame created by Ministry of Public Education (MEP). Emphasizing speaking skills elements: grammar, vocabulary, pronunciation, fluency and others improve these techniques is essential because learners need to learn the stages to acquire knowledge about speaking skill. Hence, the researchers adapt the lessons focus in the need of this study with interactive activities to students feel comfortable and they can learn at the same time.

In this study, the investigators dedude that the teacher role is indispensable in the process where the student gain knowledge. Teacher is a facilitator, and assists the learner to achieve the objectives. Teacher develops several roles indoor and outdoor the class, resource, advisor, and mentor for the learner's successful realization of the assignments. In fact, the teacher should the knowledge about the correct use of technology to implement it in English clases.

This research reveals that educators have great challenges not only applying this approach to students. For this reason: If we had the opportunity to implement the action research again, we would take into consideration an action plan to improve some relevant aspects: first of all, include the professor in this process in the acquisition of good practice to implement technology through the use of podcast in English lessons. Second, afford the technological equipment and appliances such as: use the laboratory to have better English classes. Then, the implementation of tools as computers and smartphones in this procedure to practice and improve the speaking skills with material support, images, videos, audio record English songs, among others.

Finally, motivate students to forget their doubts and fears in English classes, make them to have the vision that the knowledge of a second language in this case English is fundamental nowadays, since they can acquire the appreciation and knowledge in the English language skills, and obtain better educational and job opportunities.

# **Chapter 6. Conclusions**

This section or chapter evidence the results obtain in the data analysis and describe the previous chapter using the observational and experimental learning strategy in; speaking skills elements such as vocabulary, pronunciation, fluency and grammar including; the implication of the study, the limitations, and strengths to consider for future researches.

### 6.1 Outcomes

In respect of the research question, the following information was found.

- To implement the use of podcast for improving speaking skills on students is necessary because speaking comprehension, it is important when we learn English as it helps teachers to avoid communicative problems.
- There are many benefits of using podcast activities in the ESL classroom.
- Using podcasts will help students to feel enthusiastic while improving oral skill. In this way, they acquire security, and thus it is easier for them to learn the language.
- Through of implementation of different techniques such as storytelling, role-play, discussions and implementing technology will help students to improve their speaking skills and achieving the goals.
- Students were motivated with this process because acquire communicative competence of the different scenarios. In addition, they know different words and the right pronunciation and use of them.

## 6.2 General Conclusions

Taking into account the implementation of diagnostic test and questionnaires about the knowledge and use of podcast, the following data was found:

- It is essential to implement speaking techniques in the English classes.
- Most of educators use speaking awareness in the English class.
- In general, some teachers use technology in their English class.
- All students have enough knowledge about podcast techniques.
- Teachers use this methodology to improve learners' productive skills.
- They are close to phonology and phonemic awareness because this is important part in the Action Oriented Approach.
- Teachers must encourage security and determination in their class, and in the same way to promote it in their students, to have a good atmosphere
- It is important to apply a wide variety of approaches for teaching speaking skills to reinforce oral communication.
- The use of podcast is beneficial for students in their conversation with other classmates.
- The implementation of podcast is beneficial for students in their conversation with other classmates.
- To use podcast technique is particularly important because students have a process of scaffolding recognizing new words and sounds, articulates them, and finally produces the sounds correctly.
- Teachers should create nice classes and, do their class interactive while each student acquires a better fluency and pronunciation.
- Implementing this method requires time, since teacher must prepare more material and activities
- Use this method is feasible with big groups, since it sometimes requires individual attention according to each student,

### 6.3 Strengths

Based on strength is the capacity to face and overcome limitations, and interferences researchers detect the following qualities during the investigation:

- The research study a novel and creative methodology that put into practice the use of technology and the learners finished learning the benefits that technology apports in terms of education.
- Allowed us to know more about the speaking skills elements such as: vocabulary, grammar, fluency and pronunciation.
- It is expected that the method will be used in the coming years for student training.
- Allowed us to have widely perception about the process Learning-Teaching English like the sounds and pronunciation of words.
- Researchers incorporated the implementation of podcast taking into account AOA.
- We got cooperation from learners and the different entities that conform the high school.
- We learned about cooperative learning.

- Podcast method was adapted in an easy way to the syllabus.
- We fought to achieve our goals.

#### 6.4 limitations

The limitations are all those weaknesses that we found during this study, which in the end strengthen our research. During the development of this research project were found the following drawbacks:

- Difficulties in the process of applying the diagnostic test to students.
- Limitations on the access to students.
- The current situation of Covid-19 did not permit the physical contact of the different activities.
- The level of speaking comprehension of learners was faulty since the students population lacked follow-up and academic continuity.
- Unsteady academic schedules.

# **Chapter7. Recommendations**

This section presents recommendation for colleagues, students and recommendations for the principal, all recommendations have been proposed to improve in different aspects.

### 7.1 Recommendations for colleagues

- Teachers should investigate more about podcast and how to implement it in class as a learning tool.
- Teachers must investigate more about the important elements of podcast in English classes.
- Teachers should use podcasts as an in-class listening activity.
- Teachers should ask students to create a podcast as an in-class speaking activity.
- Teachers should assign podcasts for homework.
- Teachers should recommend podcasts as a supplemental activity.
- Teachers should use more technology to have a good environment where the students want to learn.

### 7.2 Recommendations for students

- Must be more involved in their learning process because it not only is in the classroom, and at home.
- The students should be more active in their classes.
- The students should have fun while learning.
- The students should use their cellphone or electronic devices to improve their knowledge.
- Students should practice in their classes and at home with different apps or web pages.
- Students should have more conversations in English.

### 7.3 Recommendation for principal or advisors.

- He should align the process to a culture of collective responsibility for learner-focused outcomes.
- He should increase the use of technological devices according to the necessity of students.

- He should improve the access to internet for students and professors.
- He needs to have more communication with his staff and support them more in the academic area.
- He should identify a designated staff member as a communication conduit.
- Encourage professors to have better environments, and be more creative in their classes.
- He should adopt and support the implementation of evidence-based practices.

## **ANNEXES**

Santa Cruz, 09 de octubre del 2021

Annex 1

**Institución: Centro Educativo Católico Monseñor Vittorino Girardi Stellini**  
**Director: Lic. Roberto José Martínez Bonilla**

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar al estudiante **María Andreina Espinoza Zúñiga**, cédula 504150376, carné 20175010200, alumno de esta Universidad en la Carrera de Licenciatura en la Enseñanza del Inglés.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

El estudiante tiene la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

Dentro de las generalidades del Proyecto de Graduación, la Dirección de la Escuela es la encargada de apoyar, coordinar y supervisar la labor del estudiante durante su período de proyecto. Una vez que la empresa acepte la solicitud de proyecto, deberá preparar un rol de trabajo, en busca de solventar alguna necesidad en las áreas de su Institución.

Atentamente,

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*Ing. Karla Sánchez Solano*  
Coordinadora Académica de Sede Santa Cruz  
Campus Santa Cruz | Guanacaste | Costa Rica

Santa Cruz, 09 de octubre del 2021

**Institución: Centro Educativo Católico Monseñor Vittorino Girardi Stellin**  
**Director: Lic. Roberto José Martínez Bonilla**

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar al estudiante Alida Cristina Gutiérrez Angulo, cédula 504140642, carné 20175010194, alumno de esta Universidad en la Carrera de Licenciatura en la Enseñanza del Inglés.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

El estudiante tiene la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

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Atentamente,

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*Ing. Karla Sánchez Solano*  
Coordinadora Académica de Sede Santa Cruz  
Campus Santa Cruz | Guanacaste | Costa Rica



Annex 2

**Vittorino Girardi Stellin High School**

**Diagnostic Test**

**English Department**

**Researcher Name: María Andreina Espinoza Zúñiga**

**General Instructions:** Read carefully what is asked and record your answer each question.

**4. Please talk about yourself**

- Say your full name
- How old are you?
- Where do you live?
- What do you do after High School?
- What is your favorite hobby?
- What time do you get up?
- Have you got any brothers or sisters?

**5. Describe the following picture in as much possible details as you can**

- What can you see?
- How many people are in the photo?
- What time of the day is it?
- What does the place look like?
- What does these Friends do at the weekend?

**6. Please read aloud**



read  
the

**following passage from an article related to the Economic and Human Dimension of Poverty.**

There are a number of overlapping forms of human deprivation that cannot be neatly classified as either causes or effects of poverty. For example, chronic hunger and malnutrition are results of poverty, but they also weaken immune systems, undermine maternal health, encourage an unsustainable approach to resource extraction, and reduce school attendance and the ability of students to learn. Saddled with a constellation of problems such as this, an individual or community faces an extremely arduous climb out of poverty. Although national economic development is rightly the focus of many antipoverty programs, these other overlapping forms of deprivation do not necessarily disappear with economic gains at the national level, as measured by growth in gross domestic product (the total market value of final goods and services that are produced within an economy in a given year).

## SPEAKING, RUBRIC

**Student's name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<i>Aspect</i>	
<b>CONTENT</b>	
<p>6. Unable to produce a single idea.      7. Unable to produce; only uses content words to communicate.      8. Uncomfortable with content and is able to demonstrate basic concepts.      9. At ease with content, but fails to elaborate; often uses incomplete ideas.      10. Conveys meaning clearly making use of the target content; elaborates ideas clearly and concisely.</p>	
<b>FLUENCY</b>	
<p>6. Crutches and pauses create no understanding of spoken language; can't produce; not enough to evaluate.      7. Fragmentary speech, long pause and crutches; unnatural speech.      8. Slow speech; short memorized sentences; message conveyed with difficulty.      9. Crutches and pause do not interfere and the message is still understandable.      10. Crutches and pauses are natural; slightly hesitant but fully understandable.</p>	
<b>VOCABULARY</b>	
<p>6. Greetings and naming of objects, personal information and basic things; not enough to evaluate.      7. Vocabulary misusage interrupts communication; only reproduces formulaic language –telegraphic style.      8. Lack of basic words, inaccurate; confusion of ideas; inadequate usage distorts communication; many wrong choices.      9. Somewhat inaccurate; often lacks needed words; occasional errors; many inadequate forms.      10. Appropriate to context content, situation and audience; occasional lack of needed words.</p>	
<b>LANGUAGE USE</b>	
<p>6. Use of formulaic language –telegraphic style; odd words used; not enough to evaluate.      7. Lacks accuracy; grammar structures are not used; sentence patterns are below expected performance and communication is hindered by errors.      8. Use of basic grammatical constructions but not consistently; sentence patterns show irregularities and frequent errors for the task/target.      9. Use complex grammatical structures with some irregularities; sentences patterns show errors, there is self-correction.      10. Masters a variety of grammatical structures; sentences patterns show no errors according to the task.</p>	
<b>PRONUNCIATION</b>	
<p>6. Unable to convey the message due to mother tongue interferences and serious problems with vowel/consonant sounds, intonation and stress; not enough to evaluate.      7. Inaccurate intonation and stress hindering communication due to serious difficulties in sound articulation.      8. Problems with consonant and vowel sounds; message is conveyed with difficulty.      9. Conveys the message despite mistakes in stress and intonation patterns; minor problems with final consonant sounds and consonant clusters.      10. Demonstrates good use of intonation, stress, rhythm and vowel/consonant sounds with minor errors; has a native speaker –like production.</p>	
<b>Observations</b>	

<b>Suggestions for Improvement</b>	
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**UNIVERSIDAD LATINA DE COSTA RICA  
SEDE DE SANTA CRUZ  
DEPARTAMENTO DE INGLÉS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
SEMINAR I**

**STUDENTS QUESTIONNAIRE**

**Dear Students:**

The following research consists of investigate Enhancing speaking skills through the use of podcast in the English class with XX graders at Vittorino Girardi Stelling High School. All the information gathered will be considered as confidential.

This questionnaire does not contain sensitive information about the students.

**Researcher Name:**

Alida Cristina Gutiérrez Angulo.

María Andreina Espinoza Zúñiga.

*Thank you for your cooperation!*

**IV. PART. General Information**

Age: \_\_\_\_\_ Gender: ( ) Male ( ) Female

Grade: \_\_\_\_\_

Place of living: \_\_\_\_\_

## V. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an "x" in the corresponding box..

QUESTIONS	N/A	YES	NO
11. Are you good at speaking in English?			
12. Do you like to participate in oral exercises in the English class?			
13. Has your teacher used different strategies to help you to improve your oral skills			
14. Has your teacher exposed you to oral activities ?			
15. Do you consider speaking skills an easy task?			
16. Do you know what a podcast is?			
17. Have you ever listened to a podcast?			
18. Has your teacher ever used podcasts in your English class?			
19. Would you like to use podcasts in your English classes?			
20. Would you like to create your own podcast?			

## VI. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

3. What do you like most about podcasts?

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4. Mention some suggestions to improve your speaking skills in English?

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Thank you

## Annex 4

### Unit Plan: 1

**School subject:**

**Topic:** All about me.

**Vocabulary:** Interests,  
lifestyles, profiles.

### Skills: Listening and Speaking

#### Pre-teaching stage

Routine – T: Checking attendance, and class agenda.

#### Participating

##### **Warm up:**

T asks students to write some information about themselves using the following chart.

name:	three things I like:
family:	
hobbies:	three things I don't like:
something I'd like to do:	

T reads each information, students must guess who is the teacher talking about and identify at least one interest or his/her lifestyle

#### Engaging

T introduces her purpose for this intervention and explains what the diagnostic test consists on as well as the general and specific instructions to follow.

#### Introducing

T gives Ls a diagnostic test they need to answer according to the instructions and base on their experience through the learning language process in classroom.

#### Production

Students think about their hobbies, interests, lifestyles and share comments about that.

### **Wrap up**

According to what students have answered in their diagnostic, T explains a little bit what a podcast is and how to create step by step for next classes.

## Annex 5

### Unit Plan: 1

*School subject:*

*Topic:* All about me.

*Vocabulary:* Interests,  
lifestyles, profiles.

#### Pre-teaching stage

Routine – T: Checking attendance, and class agenda.

#### Participating *Warm up:*

- T asks students to look at the picture and discuss what they see
- Describe the vocabulary through discussions.



#### Presentation

Teacher introduces the topic by giving to the ss a brief explanation about that.

Teacher asks to the ss questions about topic.

Tell me about your interests.

What is your favorite hobby?

What would you like to do?

#### Practice

- T asks students to listen to a conversation about different kinds of interest and lifestyles.

- T asks students to write the best vocabulary word in the blank.
  - T asks students to complete the activity.
  - T checks students' answers.

### **Production**

Students must do oral description about people's life styles and interests. They can talk about their family or friends.

### **Wrap up**

T divides Ls in two groups, each group chooses a participant to pick a interest and lifestyle name card he/she would act out while another group guesses. After guessing the word, they must apply it into a simple sentence or phrases

### **Pre-teaching**

**Routine** – Checking attendance, and class agenda.

### **Participating**

#### *Warm up:*

#### **Who is good at...?**

T practices asking students about people who are good at certain activities with the phrases:

“Who is good at \_\_\_\_\_?” → “\_\_\_\_\_ is good at \_\_\_\_\_.”

“Why is she/he good at \_\_\_\_\_?” → “She/He is good at \_\_\_\_\_ because \_\_\_\_\_.”

#### *Example:*

Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practices a lot.

### **Presentation:**

T plays a podcast about a famous people who do these activities. Then Ls must list classmates who they think are good at the activities.

### **Practice**

*Listen and complete the sentences.*

- T asks students to listen to a podcast about people's profiles.
  - T asks students to read aloud the sentence prompts.
  - T asks students to answer the correct words to complete the
    - sentence.

- T asks students to complete the activity.

- T checks students' answers.

### Answer Key

#### *Sample Answers*

1. Amir is a foreign exchange student.
2. Amir is studying because he is planning to go to university in the UK.
3. Amir lives next to Ali.
4. Soo-Jin is a member of an online community of writers.
5. People in Soo-Jin's group like to write and share stories about their favorite television show characters.
6. Soo-Jin's nationality is Korean.

### Production

T asks Ls to look at the profiles in the previous activity. Then, record themselves taking into account their own profile. T asks them to include at least three facts about themselves in the biography.

### Wrap up

T asks students to choose a celebrity and write his or her profile. When students are done writing, T chooses one student to read his or her profile to the class. T tells that student not to say the name of the celebrity. When the student is done reading his or her profile to the class, T asks the other students to guess who the celebrity is.

T repeats this process with the other students.

## Annex 7

### **School subject:**

**Topic:** Fashion Forward

### **Vocabulary:**

- Clothes
- Fashion
- Outfits

### **Pre-teaching**

**Routine** – Checking attendance, and class agenda.

**Warm up:** Teacher asks students to listen to someone else recording from the previous day using headphones. Then students must describe his/her classmates according to his/her profile.

### **Presentation**

Description of things you used to like.

- Teacher introduces the topic given to the ss a brief explanation about that.

Teacher asks to the ss questions about topic.

**Ex.**

What kind of clothing do you like best?  
What are your favorite clothing/shoe brands?  
Where do you go shopping for clothes?  
Do you prefer wearing regular brands or expensive brands? Why?

- Teacher shows students a video about things you used to like, their pronunciation and the uses of used to.

Visit: [How to use "used to" in English - YouTube](#)

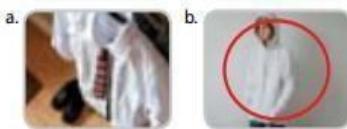
### **Practice**

- Ls listen to a podcast about things people use to wear and like.

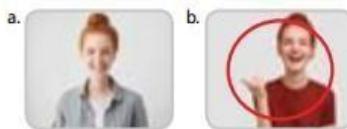
- T asks students to circle the correct answer.
- T replays the audio if needed.
- T asks students to complete the activity.
- T checks students' answers.

**Listen and circle the answers.**

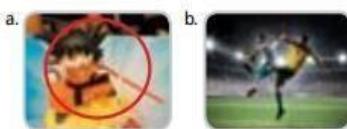
1. What did Anne use to wear?



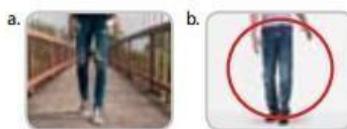
2. What would Mirida like to try on?



3. What did Frank use to like?



4. Which pants will Suhir buy?



**Listen again. Circle the words you hear.**

loose  
magazine

tight  
try on

uniform  
size

pocket  
hoodie

## Production

Have students get into groups of three to four. Then have them create their own conversational podcast of traditional clothing for their country. T tells students to describe the purpose of each item of clothing. Tell students to list as many kinds of clothing as possible. When all groups are done, have each group present their podcast to the class.

## Wrap up

T tells two students to stand up. Have them play Rock, Scissors, Paper. Tell the winner of the game to ask the other student a question using used to. The other student should then answer the question. After answering correctly, that student then gets to choose another student to ask a question to. T repeats this process until every student has asked and answered a question. T tells students to ask questions about what they used to do in elementary school, middle school, during summer or winter vacation, etc.

Example:

What did you use to play in elementary school? →  
I used to play Super Mario Bros in elementary school.

## Annex 8

***School subject:***

**Topic:** Fashion Forward

**Vocabulary:**

- Clothes
- Fashion
- Outfits

**Pre-teaching**

**Routine** – Checking attendance, and class agenda.

**Participating**

**Warm up:**

Hot potato answering questions about clothes:

- What kind of clothing do you like best?
- What are your favorite clothing/shoe brands?
- Where do you go shopping for clothes?
- Do you prefer wearing regular brands or expensive
- brands? Why?

**Presentation**

- Teacher shows PPT presentation about different types of clothes and some phrasal verbs to talk about it.

Example:





ESL.COM

## Practice

Ask students to read the sentences.

- Ls listen to the audio.
- T asks students to circle the correct answer.
- T replays the audio if needed.
- T asks students to complete the activity.
- T checks students' answers.

Listen and circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Amanda is wearing a red cardigan.   | true | false |
| 2. Amanda is wearing black pants.      | true | false |
| 3. Amanda has a yellow backpack.       | true | false |
| 4. Amanda is wearing a school uniform. | true | false |

Listen and circle the correct answer.

1. What is NOT true about Michael?  
 a. He is wearing black pants.  
 c. He is wearing a jacket.  
 b. He is in uniform.  
 d. He has a blue backpack.
2. What is true about Michael?  
 a. He is wearing a vest.  
 c. He has a green backpack.  
 b. He is wearing jewelry.  
 d. He has a blue backpack.
3. Where is Michael probably going?  
 a. to the library  
 c. to the gym  
 b. to the school  
 d. to the cafeteria

## Production

- T asks students to work with the same groups.

- T asks students to do research on celebrities and current fashion trends.
- Tells students to talk to their classmates and use the internet and magazines.
- T asks students to make a list of this year's fashion trends.
- T checks students' lists to make sure they're working Properly
- T asks students to create a new podcast simulating a interview with a celebrity talking about current fashion trends.

### **Wrap up**

Have students predict fashion trends for the year 3000. T tells students to work in the same groups as activity. When students are done, T asks some groups to present their work to the class.

### **Annex 9**

#### ***School subject:***

***Topic:*** That's Entertainment!

#### ***Vocabulary:***

- Types of music

#### **Pre-teaching**

**Routine** – Checking attendance, and class agenda.

## Participating

***Warm up:***

### **Round table**

What kinds of video games do you like best?  
What kinds of movies do you like?  
Who is your favorite actor/actress?  
What kind of music do you like?  
Who is your favorite singer/band/group?

## Presentation

**3.** Look at the photo and answer the questions.

- T asks students to look at the picture.
  
- Then, T asks the class each question.
- Give corrections and ask follow-up questions.



6. What kinds of video games do you like best?
7. What kinds of movies do you like?
8. Who is your favorite actor/actress?
9. What kind of music do you like?
10. Who is your favorite singer/band/group?

**4. Listen to a podcast about music genre.**

- T asks students to repeat aloud after the podcast.
- T asks students to write the correct number of the vocabulary word next to the word in the practice.
- T checks students' answers.



## Practice

- T asks students to write the genre of music they think they hear.
- Replay the audio if needed.
- T tells students to find a partner.
- T asks students to talk about and compare their answers.
- T asks students to complete the activity.
- T checks students' answers.

**Listen and write the genre of music you think is being played.**

**Talk with a partner.**  3-02

**NOTE**  
A genre is a type of art, writing, etc. in a particular style.

1. _____ music	2. _____ music	3. _____ music
4. _____ music	5. _____ music	6. _____ music

## Production

- T reads the short conversation aloud or ask two students to read the short conversation aloud.
- T asks students to practice the conversation with a partner.
- T tells students to practice the conversation again and then to talk about different music and adjectives recording a second conversational podcast.

So, what kind of music do you like?

I like rock music.

**NOTE**  
It is exciting / interesting / boring.  
I am excited / interested / bored.

Really? Why?

It's so exciting. When I listen to rock music, I feel excited.

## Wrap up

- T asks students to look at the pictures in activity .
- T asks students to guess what kind of music each person likes.
- Students listen to a conversational podcast about those people talking about their tastes in music.
- T asks some students about their guesses and their answers.

## Annex 10

### ***School subject:***

***Topic:*** That's Entertainment!

***Vocabulary:*** TV, video games and movies genres

Pre-teaching  
**Routine –Checking attendance, and class agenda, etc.**

### ***Warm up:***

- Practice asking students about their favorite songs with the phrases:
- “What's your favorite song?” → “My favorite song is \_\_\_\_\_.” / “Who sings/plays it?” → “\_\_\_\_\_ sings/plays \_\_\_\_\_.” / “What kind of song is it?” → “It's a \_\_\_\_\_ song.”

Ex:

- What's your favorite song? → My favorite song is 'Heaterz'. / Who sings it? → Wu Tang Clan sings it. /
- What kind of song is it? → It's a hip hop song.

## Presentation

Listen to a podcast about movie genre.

- T asks students to repeat aloud after they listen.
- T asks students to write the correct number of the vocabulary word next to the word in the book.
- T checks students' answers.

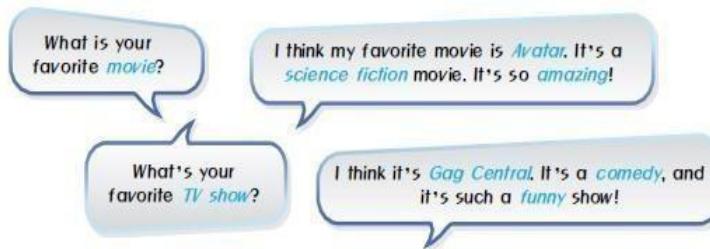


## Practice

2. Get in groups. Use the following dialogue to talk to people in your group.

- T tells students to get into groups.
- T asks students to ask and answer the questions from the table.

- T tells students to use the patterns in activity .
- T tells students to write their answers in the table or on a separate sheet of paper.
- T checks students' conversations to make sure they're speaking properly.
- T asks some students to present their conversations to the class.



- T reads the contents of the table. OR
- T asks students to read the table. OR
- Students listen to the audio.
- T asks students to repeat aloud after the audio and explain the use of so and such.

Linking ending consonants with vowels
It's such-an-amazing movie!
It's-a really-old TV show.
He's my favorite-actor.
It's-an-American TV show.



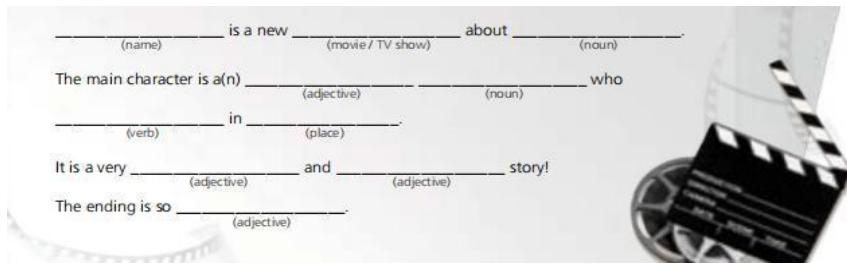
## Production

- T asks students to work in groups of 3.
- T asks students to make their second podcast interviewing their classmates to talk about their favorite type of music or favorite movies, using so and such to describe them them.
- T checks students to make sure they're working Properly.

## Wrap up

Students must prepare a short description of a recent movie or TV show using the prompts to fill in the blanks.

Then T choose some of them to read the descriptions.



## Annex 11

**School subject:**

**Topic:** That's Entertainment!

**Vocabulary:** TV, video games and movies genres

### Pre-teaching stage

Routine – Checking attendance, and class agenda.

### Participating

**Warm up:**

T asks students some questions related to movies, video games and tv shows.

What is your favorite genre?

What type of video games do you prefer?

What is your favorite movie? And why?

### Participating

T reads each information, students must guess who is the teacher talking about and identify the tv show, video games or movie genres.

### Engaging

T introduces her purpose for this intervention and explains what the post intervention consists on as well as the general and specific instructions to follow.

### **Introducing**

T gives the post intervention instrument in this case diagnostic test and questionnaire, students must answer according to the instructions and base on their experience through the learning language process in classroom.

### **Production**

Students think about their preferences in terms of video games, movies and TV shows and share the information with the rest of the class.

### **Wrap up**

According to what students have answered in their diagnostic and questionnaire, T explains what a podcast is and how to create a podcast in an effective way.

Step #1: Develop a podcast concept and purpose.

Step #2: Choose your podcast format. In this case, we are going to use ***Speaker Podcast Studio***.

Step #3: Podcast recording equipment, for example: A headphone speaker.

T asks students to download the App.

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