Mejorar las habilidades para hablar a través de podcast

Enhancing speaking skills through podcast

Aprimorando as habilidades de fala por meio de podcast

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Resumen

El objetivo del estudio fue determinar si el uso de podcasts mejora la capacidad de hablar un segundo idioma. La investigación tuvo un enfoque mixto, descriptivo y correlacional, no experimental, de diseño transversal. Se aplicó una encuesta a una muestra de 115 estudiantes de primero a tercer año de secundaria de una institución educativa pública de la provincia de Manabí-Ecuador, en el año 2022. Los datos obtenidos fueron tratados con el uso del software SPSS para determinar la relación entre las variables de estudio. Los resultados mostraron que el uso del podcast mejoró la fluidez y la expresión oral del idioma inglés, revelando, además, el deseo de los estudiantes de continuar con la práctica de estas actividades para mejorar sus habilidades. Se concluye que el uso del podcast potencia el desarrollo de las habilidades de escritura, comprensión y expresión oral, encontrando una relación directa con la edad y la motivación en el aprendizaje de una segunda lengua.

Palabras clave: Expresión oral; Capacidad lingüistica; Idioma inglés; Podcast.

Abstract

The objective of the study was to determine whether the use of podcasts enhances the ability to speak a second language. The research had a mixed approach, descriptive and correlational, non-experimental, cross-sectional design. A survey was applied to a sample of 115 students from first to third year of high school in a public educational institution of the province of Manabí-Ecuador, in the year 2022. The data obtained were treated with the use of SPSS software to determine the relationship between the study variables. The results showed that the use of the podcast improved fluency and oral expression of the English language, revealing, in addition, the desire of the students to continue with the practice of these activities to improve their skills. It is concluded that the use of the podcast enhances the development of writing, comprehension and oral expression skills, finding a direct relationship with age and motivation in learning a second language.

Keywords: Oral expression; Linguistic ability; English language; Podcast.

Resumo

O objetivo do estudo foi determinar se o uso de podcasts aumenta a capacidade de falar um segundo idioma. A pesquisa teve abordagem mista, descritiva e correlacional, não experimental, delineamento transversal. Uma pesquisa foi aplicada a uma amostra de 115 alunos do primeiro ao terceiro ano do ensino médio em uma instituição educacional pública da província de Manabí-Equador, no ano de 2022. Os dados obtidos foram tratados com o uso do software SPSS para determinar o relação entre as variáveis do estudo. Os resultados mostraram que o uso do podcast melhorou a fluência e a expressão oral da língua inglesa, revelando, ainda, o desejo dos alunos em continuar com a prática dessas atividades para aprimorar suas habilidades. Conclui-se que o uso do podcast potencializa o desenvolvimento das habilidades de escrita, compreensão e expressão oral, encontrando relação direta com a idade e a motivação em aprender um segundo idioma.

Palavras-chave: Expressão oral; Habilidade linguística; Língua Inglesa; Podcast.

Introduction

According to Alfa (2020), speaking is one of the primary skills to enhance, which must be considered since it is an essential part of communication today. "Communication skill includes sharing thoughts, questions, idea and solutions. Besides, effective listening, delivering an oral presentation, communication using digital media, engaging in conversations and discussion, communicating in a diverse environment are the way to improve communication skill" (Alfa, 2020, p. 1). According to Samad and Adnan (2017), He regarded certain features or sub-skills of speaking such as Grammar, vocabulary, pronunciation, fluency and accuracy. whereby, Grammar is a method of rules that are related in the sentence. The inductive approach takes as reference to the meaning and communication to reflect how the grammar can be taught through the use of technology since these are not limited to the traditional teaching but, it allows learners interact of an independent way and communicating in authentic language (Heift & Vyatkina, 2017). In relation to Vocabulary, most researchers affirm that vocabulary is an essential part of a fluent language, since learners, when listening or reading the words, will be able to easily remember them as well when speaking and writing them. Therefore, access to technological tools is important in order to facilitate the acquisition of an authentic vocabulary and apply it in real

situations (Kanellopoulou et al., 2019). Another speaking´s subskill is pronunciation. According to Rahmania and Mandasari (2021) researchers defined pronunciation like the sound production of the English language that is applied to make meaning. "It also helps distinguish dialects, formal and informal registers of speech, and is influential in distinguishing social standing within speech networks"(Reed & Levis, 2019, p. 13). As for accuracy, it refers to the use of the language, whether in grammar, vocabulary or pronunciation, where learners demonstrate that they are able to use the target language correctly and accurately. Therefore, it takes learners a long time to be accurate, since it is developed step by step. While fluency refers to the ability of the learner to explain something easily without pausing or having to think about what the learner is going to say (Sanako, 2021). Speaking is the skill that the students will be judged upon most in real-life situations. "It is an integral part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensively" (Parveen, 2016, p. 1).

Speaking is regarded as one of the primary skills to learn a second language. Therefore, rapid technological development is showing in the educational field and being applied to teach in the classrooms. Learners have to actualize their knowledge about using technology (Parveen, 2016). According studies, speaking is the most challenging skill to learn for students of a second language. They could not naturally speak English when asked a question since students needed more time to get ready for what they would talk about. Due to the limitation of vocabulary and the fear of making pronunciation mistakes whence, it made students have doubts when they speak English. Besides, they almost do not practice the second language in their daily life but only in the classroom when the subject is taught. That is means that learners did not have a lot time to practice this skill (Daniati et al., 2016). Others reasons about why learners have low level in the English language is because of learners are not motivated, encouraged, lack a good learning strategy and the exhibition of the second language after they go out class (Souriyavongsa et al., 2013, as cited in Sansinadi et al., 2020).

It is unusual to find a language class that does not use digital tools nowadays since technology is fundamental part learning a language under different standards. However, this could happen in some countries because they do not know how to apply technology during the teaching-learning process of a language, so it is important to let teachers know that the use of technology provides many benefits. For example, students have more interest in learning the language and the

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advantage of connecting the classroom with other countries where they speak the target language (Perez, 2015, as cited in Wulan, 2018).

When we can surf the internet, we can access much information 24 hours a day. It helps learners ease the learning through software since it allows us to interact and get resources from different universities worldwide (Himmelsbach, 2019, as cited in Van et al., 2021). Therefore, technology and internet are advantages of studying, enhancing, and developing speaking skills. "EFL students can use some technology such as computers, tablets, and Smartphones to access the Internet to communicate with foreigners and improve the language" (Van et al., 2021, p. 1).

There are many ways technology can be used for teaching language learning. Podcasting is one of the latest platforms that can help improve different skills such as writing, solving problems, managing time, improving vocabulary and speaking in an effective way (Hasan & Hoon, 2013, as cited in Wulan, 2018). According to Alfa (2020), he mentions that one of the strategies to improve speaking skills is to use a podcast, which he considers an alternative strategy due to include authentic materials by English Native speakers such as conversations, discussions, reports, and so on. It will support learners about how native speakers talk from sources. Podcasts are an entertaining way to extend the English language learning since this allows it to be used as a native language (Sansinadi et al., 2020).

The podcast sites are not limited. Such learners and teachers can use unlimited resources created to help them in the teaching learning language process. for learners, for instance, audio-video can be motivating digital tools, given that you can natively find these resources. Besides, the podcast can work online and offline if the file is downloaded and removing time and place restrictions so that learners have the opportunity of extending their studies out of the classroom and enhance their language skills by themselves (Yaman, 2016).

Podcasts help learners become familiar with the second language, since they can be easily uploaded or downloaded from the internet. Teachers can use these audios for different activities in class, one of them is discussions. On the internet you can find podcasts with specific topics related to pronunciation and according to the needs of the students, in addition to enhancing their skills to talk in public. Learners can use technology for educational purposes using podcasting. It helps such as teacher as the learner to communicate asynchronously without losing the interaction between them, which is essential during the teaching-learning process (Eshankulovna, 2021). "Students and instructors may use podcasts to communicate material with anybody, at any time.

An absent student can obtain the missed lectures by downloading the podcast of the recorded lesson" (Eshankulovna, 2021, p. 5).

According to Zapata (2019), speaking skills take longer to enhance because of a lack of intelligibly because there is not enough time for practising and individual assessment. It becomes challenging for teachers to control the learner's progress because of many learners in the classroom.

Before the exposure, it is essential and pertinent if the podcasting tool enhances students' speaking skills during learning. Consequently, the objective of this study is to know if the use of the podcast enhances the ability to speak in a second language through the application of a survey.

Methodology

The research was of a mixed approach, dealing with quantitative and qualitative data. The study universe consisted a high school in the province of Manabí, Crucita parish, with 410 students. The study population consisted of students in the first, second and third years of high school, a total of 115 students. For data collection, a questionnaire was designed based on questions used in other studies by Ducate and Lomicka (2009) and Barrios and Velásquez (2020). The survey consists of three dimensions, (1) dimension of specific characteristics of the participating population with the variables, age, High school level, internet access, willingness to learn a second language. The second dimension was pronunciation attitudes taken from Ducate and Lomicka (2009) (Adapted from Elliott, 1995), with 12 items. The use of the podcast dimension, instrument taken from Barrios and Velásquez (2020). (Adapted from Chacón & Pérez, 2011), with 20 items. The survey was generated through google forms and the link was shared with the all the student who participated in the study. The data were tabulated using Microsoft Excel, and then analyzed by means of descriptive statistics (absolute and relative frequencies) and inferential statistics using IBM SPSS version 22 software, which made it possible to relate variables age, High school level, Internet Access, Willingness to learn a second language and the Pronunciation Attitudes (PAI) and use of podcast dimensions and to know if there is a statistically significant relationship by means of the non-parametric test of Pearson's chi-square test (2), p-value < 0. 05. Thus, the results were presented in tables.

Findings

Table 1 shows the characteristics of the study population. The predominant age is 15 years (30.26%), attending a third level of high school (48.79%). 98.26% have internet access. And 97.39% are motivated to learn a second language.

Figure 1: Description of the population according to variables such as age, level of education, Internet access and motivation to learn a second language.

Variables	n	%
Age		
15 years old	44	38.26%
16 years old	30	26.09%
17 years old	25	21.74%
18 years old	16	13.91%
High school level		
First year of high school	40	34.78%
Second year of high school	19	16.52%
Third year of high school	56	48.70%
Internet access		
Yes	113	98.26%
No	2	1.74%
Willingness to learn a second language		
Yes	112	97.39%
No	3	2.61%

Figure 2: Descriptive data of the PAI dimension and use of the podcast.

Variables	Yes		No	
	n	%	n	%
DIMENSION: PRONUNCIATION ATTITUDES (PAI)				
1# I'd like to sound as native as possible when speaking a foreign	109	94.78%	6	5.22%

Variables	Yes		No	
	n	%	n	%
language.				
2# Acquiring proper pronunciation in a foreign language is important to me.	105	91.30%	10	8.70%
3# I will never be able to speak a foreign language with a good accent.	34	29.57%	81	70.43%
4# I believe I can improve my pronunciation skills in my foreign language.	104	90.43%	11	9.57%
5# I believe more emphasis should be given to proper pronunciation in class.	107	93.04%	8	6.96%
6# One of my personal goals is to acquire proper pronunciation skills and preferably be able to pass as a near-native speaker of the language.	108	93.91%	7	6.09%
7# I try to imitate foreign language speakers as much as possible.	99	86.09%	16	13.91%
8# Communicating is much more important than sounding like a native speaker of my foreign language.	98	85.22%	17	14.78%
9# Good pronunciation skills in my foreign language are not as important as learning vocabulary and grammar.	66	57.39%	49	42.61%
10# I want to improve my accent when speaking my foreign language.	110	95.65%	5	4.35%
11# I'm concerned with my progress in my pronunciation of my foreign language.	83	72.17%	32	27.83%
12# Sounding like a native speaker is very important to me.	52	45.22%	63	54.78%
DIMENSION: USE OF THE PODCAST				
01# The activities carried out during the subject were to my liking.	110	95.65%	5	4.35%
02# I liked the activity of recording my voice to improve my pronunciation.	91	79.13%	24	20.87%
03# It was hard for me to write the scripts.	92	80.00%	23	20.00%
04# I followed the steps and recommendations for the creation of the scripts.	103	89.57%	12	10.43%
05# I felt motivated at the time of recording.	93	80.87%	22	19.13%
06# I was very confused when I was going to record.	93	80.87%	22	19.13%

Variables	Yes		No	
	n	%	n	%
07# I had to rehearse a lot before recording.	107	93.04%	8	6.96%
08# I was excited when I already had the podcast recorded.	100	86.96%	15	13.04%
09# I found it easy to use the website suggested by the teacher to host and comment on the podcasts (WhatsApp).	103	89.57%	12	10.43%
010# I was frustrated with the recording attempts of the first podcasts.	77	66.96%	38	33.04%
011# I felt more comfortable recording the latest podcasts.	103	89.57%	12	10.43%
012# I would like to continue with these types of activities to improve my English.	105	91.30%	10	8.70%
013# I liked the use and integration of ICT during the English subject.	108	93.91%	7	6.09%
014# Poor internet access prevents me from submitting assignments.	50	43.48%	65	56.52%
015# This activity helped me in my listening comprehension skill.	106	92.17%	9	7.83%
016# This activity helped me in my speaking ability.	109	94.78%	6	5.22%
017# I think that this activity is a good option to practice the language outside of class.	114	99.13%	1	0.87%
018# This activity helped me become more independent in my learning.	109	94.78%	6	5.22%
019# It was easy to get together and work through assignments as a pair/team.	94	81.74%	21	18.26%
020# These recording activities helped me improve my English fluency and intonation.	108	93.91%	7	6.09%

Table 2 shows the absolute and relative frequencies of the dimensions of pronunciation attitudes (PAI) and the use of the podcast. Thus, it is shown that 70.43% of the population studied states that they will be able to speak a foreign language with a good accent. It was found that 57.39% of the population believes that it is more important to learn vocabulary and grammar rather than to have good pronunciation. And, 45.22% of the population believes that it is very important to pronounce like a native speaker. In the "use of the podcast" dimension, it was found that 77

people (66.96%) felt frustrated with the attempts to record the first podcasts. And, poor internet access prevented 43.48% from delivering the assignments.

Figure 3: Dimension: pronunciation attitudes (PAI) according to age, level of education, internet access and motivation to learn a second language

Variables	Age					High school level				Internet access			Willingness to learn a second language		
	15 years old	16 years old	17 years old	18 years old	p-value	1st	2nd	3rd	p-value	Yes	No	p-value	Yes	No	p-value
PAI1 I'd like to sound as native as possible when speaking a foreign language.															
Yes	43	28	23	15	0,723	39	17	53	0,431	108	1	0,004	106	3	0,681
No	1	2	2	1		1	2	3		5	1		6	0	
PAI2 Acquiring proper pronunciation in a foreign language is important to me.															
Yes	40	26	24	15	0,651	39	15	51	0,061	103	2	0,660	102	3	0,588
No	4	4	1	1		1	4	5		10	0		10	0	
PAI3 I will never be able to speak a foreign language with a good accent.															
Yes	13	11	6	4	0,739	14	7	13	0,344	0	34	0,355	33	1	0,885
No	31	19	19	12		26	12	43		2	79		79	2	
PAI4 I believe I can improve my pronunciation skills in my foreign language.															
Yes	40	27	22	15	0,942	38	14	52	0,023	103	1	0,050	101	3	0,568
No	4	3	3	1		2	5	4		10	1		11	0	
PAI5 I believe more emphasis should be given to proper pronunciation in class.															
Yes	43	26	23	15	0,330	38	18	51	0,720	105	2	0,696	105	2	0,069
No	1	4	2	1		2	1	5		8	0		7	1	
PAI6 One of my personal goals is to acquire proper pronunciation skills and preferably be able to pass as a near-native speaker of the language.															
Yes	42	27	23	16	0,535	40	16	52	0,054	106	2	0,716	105	3	0,655
No	2	3	2	0		0	3	4		7	0		7	0	
PAI7 I try to imitate foreign language speakers as much as possible.															
Yes	40	22	23	14	0,128	37	13	49	0,040	98	1	0,137	98	1	0,007
No	4	8	2	2		3	6	7		15	1		14	2	
PAI8 Communicating is much more important than sounding like a native speaker of my foreign language.															

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Yes	34	26	22	16	0,159	34	11	53	0,000	98	0	0,001	96	2	0,359
No	10	4	3	0		6	8	3		15	2		16	1	

PAI9 Good pronunciation skills in my foreign language are not as important as learning vocabulary and grammar.

Yes	17	19	18	12	0,012	15	11	40	0,004	64	2	0,219	65	1	0,393
No	27	11	7	4		25	8	16		49	0		47	2	

PAI10 I want to improve my accent when speaking my foreign language.

Yes	42	28	25	15	0,644	40	16	54	0,019	108	2	0,761	108	2	0,013
No	2	2	0	1		0	3	2		5	0		4	1	

PAI11 I'm concerned with my progress in my pronunciation of my foreign language.

Yes	27	25	17	14	0,089	21	16	46	0,003	81	2	0,376	82	1	0,128
No	17	5	8	2		19	3	10		32	0		30	2	

PAI12 Sounding like a native speaker is very important to me.

Yes	20	15	8	9	0,419	20	10	22	0,452	51	1	0,891	51	1	0,675
No	24	15	17	7		20	9	34		62	1		61	2	

Table 3 shows the relationship between the PAI dimension and the variables age, level of education, internet access and motivation to learn a second language. A statistically significant relationship was found between PAI1, PAI8 and internet access (p-value=0.004; p-value=0.001) respectively; that the level of education, influences that pronunciation can be improved (p-value=0.023), imitating foreign language speakers as much as possible (p-value=0.040), that communicating is more important than sounding like a native speaker (p-value=0, 000), that learning vocabulary and grammar is more important than pronunciation (p-value=0.004), wanting to improve accent (p-value=0.019), and progress in pronunciation (p-value=0.003). A statistically significant relationship was found between age and considering it more important to learn vocabulary and grammar than pronunciation (p-value=0.012). In addition, motivation in learning a second language has a statistically significant relationship with PAI7 (0.007), and PAI10 (p-value=0.013).

Figure 4: Use of the podcast dimension according to age, level of education, internet access and motivation for second language learning variables.

Variables	Age	High school level	Internet access	Willingness to learn a second language

	15 years old	16 years old	17 years old	18 years old	p-value	1st	2nd	3rd	p-value	Yes	No	p-value	Yes	No	p-value
1 The activities carried out during the subject were to my liking.															
Yes	44	30	21	15	0,009	39	19	52	0,326	108	2	0,761	108	2	0,013
No	0	0	4	1		1	0	4		5	0		4	1	
2 I liked the activity of recording my voice to improve my pronunciation.															
Yes	38	21	18	14	0,225	35	11	45	0,031	91	0	0,005	90	1	0,048
No	6	9	7	2		5	8	11		22	2		22	2	
3 It was hard for me to write the scripts.															
Yes	31	23	24	14	0,064	29	15	48	0,278	90	2	0,476	89	3	0,380
No	13	7	1	2		11	4	8		23	0		23	0	
4 I followed the steps and recommendations for the creation of the scripts.															
Yes	39	27	22	15	0,938	37	14	52	0,046	103	0	0,000	100	3	0,549
No	5	3	3	1		3	5	4		10	2		12	0	
5 I felt motivated at the time of recording.															
Yes	40	23	16	14	0,041	34	15	44	0,713	93	0	0,003	92	1	0,034
No	4	7	9	2		6	4	12		20	2		20	2	
6 I was very confused when I was going to record.															
Yes	29	26	23	15	0,013	30	11	52	0,002	91	2	0,488	92	1	0,034
No	15	4	2	1		10	8	4		22	0		20	2	
7 I had to rehearse a lot before recording.															
Yes	42	24	25	16	0,010	37	18	52	0,949	105	2	0,696	105	2	0,069
No	2	6	0	0		3	1	4		8	0		7	1	
8 I was excited when I already had the podcast recorded.															
Yes	39	26	20	15	0,609	37	14	49	0,132	100	0	0,000	98	2	0,290
No	5	4	5	1		3	5	7		13	2		14	1	
9 I found it easy to use the website suggested by the teacher to host and comment on the podcasts (WhatsApp).															
Yes	40	28	20	15	0,349	37	16	50	0,620	103	0	0,000	100	3	0,549
No	4	2	5	1		3	3	6		10	2		12	0	
10 I was frustrated with the recording attempts of the first podcasts.															
Yes	22	19	23	13	0,002	23	8	46	0,002	75	2	0,316	75	2	0,991
No	22	11	2	3		17	11	10		38	0		37	1	
11 I felt more comfortable recording the latest podcasts.															
Yes	44	25	19	15	0,009	38	17	48	0,341	103	0	0,000	101	2	0,189
No	0	5	6	1		2	2	8		10	2		11	1	

Variables	Age					High school level				Internet access			Willingness to learn a second language		
	15 years old	16 years old	17 years old	18 years old	p-value	1st	2nd	3rd	p-value	Yes	No	p-value	Yes	No	p-value
12 I would like to continue with these types of activities to improve my English.															
Yes	40	29	21	15	0,408	37	16	52	0,485	103	2	0,660	103	2	0,125
No	4	1	4	1		3	3	4		10	0		9	1	
13 I liked the use and integration of ICT during the English subject.															
Yes	41	28	24	15	0,969	39	15	54	0,011	106	2	0,716	106	2	0,045
No	3	2	1	1		1	4	2		7	0		6	1	
14 Poor internet access prevents me from submitting assignments.															
Yes	24	11	8	7	0,251	21	10	19	0,132	48	2	0,104	50	0	0,124
No	20	19	17	9		19	9	37		65	0		62	3	
15 This activity helped me in my listening comprehension skill.															
Yes	39	27	24	16	0,419	34	17	55	0,053	104	2	0,678	104	2	0,096
No	5	3	1	0		6	2	1		9	0		9	1	
16 This activity helped me in my speaking ability.															
Yes	41	29	23	16	0,633	39	17	53	0,431	108	1	0,004	106	3	0,681
No	3	1	2	0		1	2	3		5	1		6	0	
17 I think that this activity is a good option to practice the language outside of class.															
Yes	44	29	25	16	0,414	40	18	56	0,078	112	2	0,894	112	2	0,000
No	0	1	0	0		0	1	0		1	0		0	1	
18 This activity helped me become more independent in my learning.															
Yes	42	27	24	16	0,497	39	15	55	0,003	107	2	0,738	107	2	0,026
No	2	3	1	0		1	4	1		6	0		5	1	
19 It was easy to get together and work through assignments as a pair/team.															
Yes	33	25	21	15	0,388	30	15	49	0,278	93	1	0,241	92	2	0,494
No	11	5	4	1		10	4	7		20	1		20	1	
20 These recording activities helped me improve my English fluency and intonation.															
Yes	41	28	23	16	0,740	39	17	52	0,435	107	1	0,009	105	3	0,655
No	3	2	2	0		1	2	4		6	1		7	0	

Table 4 shows the relationship between the use of the podcast and the variables age, level of education, internet access and motivation to learn a second language. It was found that age and

motivation in learning a second language influence whether the activities performed were liked by the participants (p-value=0.009; p-value=0.013) respectively. That the activity of recording voice to improve pronunciation is positively influenced by the level of education (p-value=0.031), internet access (p-value=0.005) and motivation (p-value=0.048). A statistically significant relationship was found with following the steps and recommendations to create the scripts with the level of education (p-value=0.046) and internet access (p-value=0.000). The motivation to record has a statistically significant relationship with age (p-value=0.041), internet access (p-value=0.003) and with the motivation to learn a second language (p-value=0.034).

The variables age, level of education and motivation to learn a second language had an influence on the confusion at the moment of recording the podcast (p-value=0.013; 0.002; and, 0.034) respectively. The number of rehearsal times before recording was found to be related to age (p-value=0.010). That the emotion of having performed the podcast recording has statistically significant relationship with internet access (p-value=0.000), with similar value to the easy handling of the website suggested by the teacher. It was found that the prevalence of frustration with the first podcast recording attempts has relationship with age and educational level with similar p-value=0.002. That the comfort of recording the last podcast attempts has relationship with age (0.009) and internet access (0.000).

In addition, it was found that liking the use of ICT in the English subject is related to the level of education (0.011) and motivation (0.045), that the activity of making a podcast helped to improve oral expression by having access to the Internet (p-value = 0.004), and also that it is a very good option to practice the language outside the classroom and that it is related to motivation (p-value = 0.000). According to the variables level of education and motivation, a statistically significant relationship was found with being more independent in learning a second language with a p-value = 0.003 and 0.026 respectively. Finally, the activity of recording a podcast improved English fluency and intonation in relation to Internet access (p-value = 0.009).

Discussion

The objective of this study was to determine whether the use of podcasts enhances the ability to speak a second language in a sample of 115 students of a public educational institution in the province of Manabí. The characteristics of the sample studied, students of first, second and third

years of high school, between 15 to 18 years old, who have access to the Internet, and who recognize the importance of learning a second language.

Prior to the survey application, the author of the study through the use of WhatsApp gave the guidelines for the production of podcast (Chacón & Pérez, 2011).

The findings show that, the students surveyed expressed conformity and an advantage the use of the podcast, as well as teamwork. These findings are similar to those found by Chacon and Perez (2011), who state that the implementation of the educational innovation through the podcast allowed participants to improve oral skills to express themselves in the target language and to enhance self-learning and collaborative work.

Likewise, Chacón and Pérez (2011), Hsiao (2012), Álvarez (2014) and Bamanger and Alhassan (2015) agree that the use of podcasts encourage cooperative and individual learning as it is an innovative, dynamic and interactive tool that motivates students to develop their communication skills, both oral and writing.

Similarly, in the study by Gómez and Palma (2020), students indicated progress in English oral skills with the use of podcasts that they recorded according to the writing of their own scripts, at the same time originating students to be more autonomous in their learning, coinciding with the findings of the authors of the present study.

In relation to the integration of ICT during the course, students indicated that they liked the use of technological tools, even though poor access to the Internet led to late delivery of activities. Similar results are presented in the study by Robles et al., (2012) in which they reveal improvements in writing skills after the use of ICT.

The podcast creation and recording activities helped students improve their fluency and intonation in the English language, and students revealed a desire to continue these activities to improve their skills. Coincident findings in the study by McLoughlin et al., (2006), which suggest that placing students in the roles of podcast developers encourages them to engage in the "knowledge, awareness, control, and nature of learning processes" (Chrobak, 2000, n.p.) about learning in the podcasting exercise.

Although the answers in relation the use of the podcast resulted in a large percentage positive from the surveyed population, students expressed frustration in the first attempts to record the podcast, the authors argue that it may be due to the lack of familiarity with the use of podcasting (Bamanger & Alhassan, 2015).

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Although a survey already applied in other studies Chacón and Pérez, (2011), and Gómez and Palma, (2020) was applied, whose data analysis was descriptive, in the present research the analysis was added through inferential statistics, in order to determine whether the particular variables of the sample have an influence on the learning of a second language through the use of podcasts. Given the above, it was not possible to compare these results due to the lack of previous studies that have applied the same methodology.

It is important to mention that the sample size was pertinent to establish significant relationships between the variables studied, which made it possible to certify representativeness for the statistical tests applied in quantitative research.

Conclusions

According to the objective of the study, it is concluded that the use of podcasts enhances the development of writing, comprehension and oral expression skills, finding a direct relationship with age and motivation in learning a second language.

In addition, the activity of creating podcasts to improve pronunciation is positively related to the level of education, access to the Internet and motivation.

Finally, it is suggested that based on the results found in this study, future research should be conducted to establish the level of knowledge acquired in a second language such as English through the application of podcasts.

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